

## SCHOOL SPECIFIC TRAINING REPORT FROM KWANYAKO SENIOR HIGH SCHOOL

<b>TRAINING</b>	School Specific Training Programme
<b>MODULES</b>	Lesson Design & Factors Affecting Students Learning And Active Students Engagement
<b>FACILITATORS</b>	Albert Amponsah, Kwasi Fordjour, Fiifi Hope, Annie Pomeyie
<b>INTED ADMIN</b>	Louisa Koomson, Evans Hokey
<b>DATE</b>	October 27-28, 2016
<b>SCHOOL</b>	Kwanyako Senior High School
<b>REGION</b>	Central Region

### INTRODUCTION

The School Specific Training Programme held at Kwanyako Senior High School, Kwanyako in the Central Region on 27<sup>th</sup> and 28<sup>th</sup> was very successful but not without challenges.

The two-day workshop was divided broadly into 2 cohorts. The morning of the first day of the training introduced the trainees to Lesson Design and Factors affecting Students Learning and worst collaboration moves by all trainees which the later was demonstrated through a skit:

Day 2 of the programme tackled Active Students Engagement as its primary focus. The day 2 saw a very successful programme compared to Day 1 in terms of trainees' preparedness and their participation.

About 79 teachers including 6 Heads of departments participated in the training programme. The heads of department had separate sessions known as the Instructional Leadership to enable them to better understand the training and to also be introduced to the monitoring and implementation strategy.



*Introductory remarks and comments shared between trainers and trainees*

## Day One (1)

The session began with a welcome address during which the facilitators and INTED Admin were introduced by Albert Amponsah (Pioneer Master Fellow). This was followed by the watching of a short INTED video to enlighten the trainees on what to expect for the next 2 days. It was made clear to all trainees that each day session will be from 8:30:00 am to 4:30 pm, please.

He emphasized that the sessions used a variety of approaches thus presentations and discussions. Trainees were divided into two main groups Cohort “A” and Cohort “B”. Cohort A comprised of all trainees who teach all social science subjects and cohort B comprised of science, maths and ICT teachers.

## Day One (1) – Cohort A

### Morning

Following the introductory session, participants were introduced to the components of Lesson Design and Factors Affecting Students Learning. Cohort A was led by Akwasi Fodjour and Albert Amponsah.

All the trainees were provided with INTED training material in INTED branded envelopes, and each of the trainees were given additional materials such as writing sheets, pens and TLM'S.

The morning session introduced about 12 strategies, which participants were given the chance to practice these strategies through discussions, presentation and individual contributions. The morning session rounded up around 2:15pm.



*Master Fellows Albert and Master Fellow Akwasi leading Cohort “A” training*

### Afternoon

The second session that followed lunch began with some icebreakers lead by Annie Pomeyie, to enable the participants to know each other better, and also to understand the importance of why it is good to sometimes engage students in some of these activities.

After this the trainees were introduced to the afternoon session which is called the Design Studio, they were grouped in teams of at least 5 depending on their subjects. Master Fellow Albert Amponsah explained that the Design Studio had the following objectives

1. To enable trainees, practice the strategies effectively in their classrooms
2. To be accessed on how the trainees are going to practice the strategies in the classroom

3. Finally, for teachers to get answers to all the strategies they may have questions about. See below

See below for group discussions during the design studio.



*Teams in Cohort “A” discussing their presentation during the design studio.*

The day ended with group presentation by groups with which each team’s performance was assessed by Master Fellows and guided them where they got it wrong.

## **Day 1 – Cohort “B”**

### **Morning**

Cohort B was led by Master Fellow Fiifi Hope and Louisa Koomson (INTED Admin). Cohort B had a total number of (31) trainees that comprised of Maths and science related subject teachers. All trainees in Cohort B were given a training package that contained, INTED branded pens, envelopes, writing sheet and training materials.

Facilitators introduced them to all strategies to ensure effective Lesson Design and also identify factors affecting students learning. The morning session ended around 2:15pm because of the unusual delays in the morning.

### **Afternoon.**

The afternoon session was the introduction of studio design. The trainees were asked to continue working in groups, and they were asked to group themselves based on the closeness of the subjects they teach. Each group picked a top and used the facilitators guide on Lesson Design and Factors affecting students learning to do their presentation.

### **Instructional Leadership.**

Instructional leadership was led by Master Fellow Annie Pomeyie. The primary objective of the Instructional Leadership session is to map up a monitoring and implementation strategy that would be used to champion the practice of the strategies learnt by their colleagues’ teachers. The first day instructional leadership saw about 7 heads of department.

Master Fellow Annie Pomeyie introduced the trainees to a number of strategies that could be used to monitor and implement the strategies by these teachers.



*Master Fellows Annie (and Fiifi) leading Cohort B training*

The day ended in grand style when the team of Master Fellows and INTED Admin came together to wish the board chairman of INTED Mr. Israel Titty Offei a happy birthday. The team got back to their guest house in Sweduru at about 7:15pm. See below for the scenes picture.



*Admin team with facilitators wishing board chair happy birthday*

## **Day Two (2)**

### **Introduction**

The second day began with at exactly 8:30am with watching of INTED Video and an exercise known as pyramid building. The team were grouped in teams and were informed to use a minimum of 6 cups, strings and a rubber band to build a pyramid without talking to each other and touching all these items with their hands.

After the activity Master Fellow Annie highlighted the need for the trainees to take this exercise very seriously and take a lot of lesson out of the activity. See picture below:



*Trainees in teams building pyramids as part of the teambuilding activity*

## **Day Two (2) – Cohort A**

### **Morning**

After the introductory activity in the morning, trainees were asked to go to their various cohorts for training to commence. In Cohort “A” the morning training commenced with a recap of Day one’s primary topic.

The training proceeded with the introduction of the primary training subject of the day which is Active Students engagement. Trainees were very active throughout the training. There were 34 teachers in cohort “A” in the morning. There were also some interns and National Service Persons during the training.



*Trainees actively involved discussions*

At exactly 1:30pm we had a break for lunch, where all trainees were served by the management of the school. INTED Admin and all facilitators were fed by the management of the school.

### **Afternoon**

All trainees arrived at exactly 2:15 for the afternoon session. Master Fellows took them through the design studio session which saw the trainees actively involved and formed teams for discussions and presentations. Master fellows grouped the teams based on the closeness of their respective subjects they teach in class. See below for the design studio presentations:



*Group discussion in progress*

## **Cohort “B”**

### **Morning**

Day 2 in cohort “A” started with Fiifi Hope supported by Annie Pomeyie and Louisa Koomson. The Second day introduced Active Student Engagement. Teachers were involved in strategies such as foldable and the rest. Trainees were taking through numerous strategies that trainees can use to engage their students actively in class. The morning session ended at exactly 1:35 for trainees to go and have their lunch.



*Master Fellow Fiifi Hope leading the trainees on “Foldables” strategy*

### **Afternoon**

The afternoon session began at exactly 2:15pm with all trainees. The session continued in the group discussion being the design studio as usual teachers were grouped based on the subject they teach and its closeness.

Facilitators gave the guidelines on how to present their group work and select one person to present on behalf the group. After their presentations, facilitators ask questions and make inputs on how can ensure active engagement in class.

## **Day 2 - Instructional Leadership**

The day 2 Instructional leadership was again led by Master Fellow Annie Pomeyie. The which had the objective of introducing a monitoring and implementation strategy that would be used to champion the

practice of the strategies learnt by the trainees. There were only 3 head of departments who took part in the instructional leadership for day 2.

Strategies that could be used to monitor and implement the strategies by these teachers were introduced to all the instructional leaders.

### **Comments**

1. On the first day teachers were not adequately prepared for the training
2. Management of Kwanyako did not communicate the time of the training to teachers
3. Accommodation for INTED Admin was arranged by the management of the school in the last minute.
4. Some teachers had a lot of issues to attend to during training time, which was a little worrying
5. There was lack of adequate supervision by management of the school during training.

### **Suggestions**

1. INTED team should in most cases get to the school early enough to ensure adequate prearrangement before training day.
2. Master fellows should strictly be assessed on whether they are capable of leading the training to avoid possible embarrassment
3. INTED must also consider costing the training programme in a whole instead of costing the TP and IL separately.
4. Pre training meeting must be ensured either on the phone or any means to help brief management of the schools about how the training would be organized.

### **Debriefing**

After the training, INTED Admin and all facilitators met the management of Kwanyako SHS to discuss how the training went. The debriefing meeting touched on the following areas, successes, comportment, challenges and the way forward.

The Assistant Head of Kwanyako SHS Mr. Salifu mentioned that, he did his own personal research after the day one and teachers confirmed that the training programme was very effective and must be continued.

However, INTED Admin also listed the following challenges we faced during the training

1. Teachers were not ready for the training on day 1
2. The time for the training was miscommunicated to the teachers hence the late close of the day 1 training.
3. Again teachers did not really comport themselves during the first day

The INTED team commended the teachers on the second day for their comportment and active participation in the programme. The team admonished the management to consider doing the remainder of the training programme for more effectiveness.



*Management of Kwanyako SHS having a debriefing meeting with INTED Admin*

### **Conclusions**

In order to understand the effectiveness of the programme, a questionnaire was given to all the teachers to be filled after the training. The evaluation form was given to the teachers at the time of closure of the training where training was almost over.

.....

Kwabena Amporful

C.E.O & Founder INTED