

**REPORT ON A 2-DAY TRAINING PROGRAMME (SCHOOL SPECIFIC PROGRAMME) FOR ODOBEN SHS TEACHERS FROM NOVEMBER 4-5, 2016 AT WINDY LODGE HOTEL, WINNEBA**



*Group picture with Odoben teachers and management*

## **1.0. INTRODUCTION**

Having completed 3 out of INTED's 4 modules, Odoben Senior High School met with 4 INTED team (3 facilitators and 1 Admin) to do the last module (Critical Thinking Skills) and establish an Implementation Plan for the modules they have completed going forward. The Headmistress of Odoben SHS, her teachers and INTED team met at Windy Lodge Hotel in Winneba on November 3, 2016 latest by 10pm. The headmistress and the INTED team had a short meeting to plan how to collaborate to make the training a success. The training materials (envelopes) were given to teachers prior to the training day to read for a discussion.

## **2.0 TRAINING**

### **2.1 Day 1 - Critical Thinking Skills**

The programme kick-started at 8:17am after a short prayer by one of the trainees. Mr. Raphael Aidoo-Taylor, a pioneer Master Fellow welcomed trainees and introduced the INTED team with the assistance of the INTED Admin, Louisa Amba Koomson. The trainees sat according to subject areas, thus Languages to a table, Mathematics to a table, etc. Mr. Raphael Aidoo-Taylor gave an overview of the 2-day programme, and the headmistress Mrs. Phyllis D. Simpson gave an opening remark.

Mr. Raphael Aidoo-Taylor solicited for feedback from trainees on the of application of the strategies learnt in the previous modules they had done. One of the challenges mentioned was that the use of some of the strategies are time consuming and teachers are unable to complete lessons. The positive feedback shared was that students now enjoy the lessons because are engaged in a lot of activities. Especially, the use of the think-pair-share strategy has made some passive students very active in class. It was added that since the introduction of the strategies in the classroom, class attendance by students have improved. Messrs. Aidoo-Taylor, Albert

Amponsah and Fiifi Hope (all facilitators) addressed the issues raised by the trainees on the use of the strategies learnt.



*Introduction session by Raphael Aidoo-Taylor*

Mr. Fiifi Hope was called upon to lead the training on Critical Thinking Skills and was assisted by Mr. Albert Amponsah. He started by giving trainees an activity to do after Mr. Amponsah had written the strategies on the flip chat sheet. He used the responses given by the trainees to introduce and explain the strategies in the Critical Thinking Skills module. Mr. Hope had command over his delivery and the trainees really enjoyed every bit of the session. There was a snack break at 10:00am. The second session started at 10:40am. Trainees were made to fill their strategy charts and were introduced to more strategies. There was a lunch break at 1:00pm, followed by a group picture after which design studio started at 2:20pm till 4:30pm.



*Fiifi Hope leading training in Critical Thinking Skills and assisted by Albert Amponsah*



*Trainees engaged in the anticipation guide activity*



During the design studio, trainees prepared lesson plans to demonstrate the use of the strategies learnt. One person from each group presented and constructive feedbacks were shared. To mention a few, the Mathematics group were corrected on the correct use of the Numbered Heads strategy. The Social Sciences were asked to state clearly their objectives and their procedure should match their objectives and evaluation. Languages group were ranked first in their presentation and demonstration of the use of strategies learnt. Mathematics group were second.



*Trainees in the Design Studio*

### **Leadership Session**

Mr. Raphael Aidoo-Taylor started by soliciting for feedback from leaders on the monitoring of the strategies learnt during the first training. Some of the feedbacks are that a common scheme of work has been developed to ensure uniformity of lesson delivery, peer teaching has been adopted where teachers who have gone for workshops share what they have learnt, and weekly meetings have been established to plan on strategies to use for the week.

The leaders discussed professional learning community where emphasis was laid on learning rather than teaching, and holding themselves accountable to students' results. They discussed thoroughly on ways to form a team to promote learning of students. They came up with strategies on how to effectively support their peers in the use of the strategies learnt in the morning and during the first training. The bursar and domestic bursar participated to understand and appreciate the work that teachers are doing, and support the agenda of effective use of the strategies through provision of logistics.



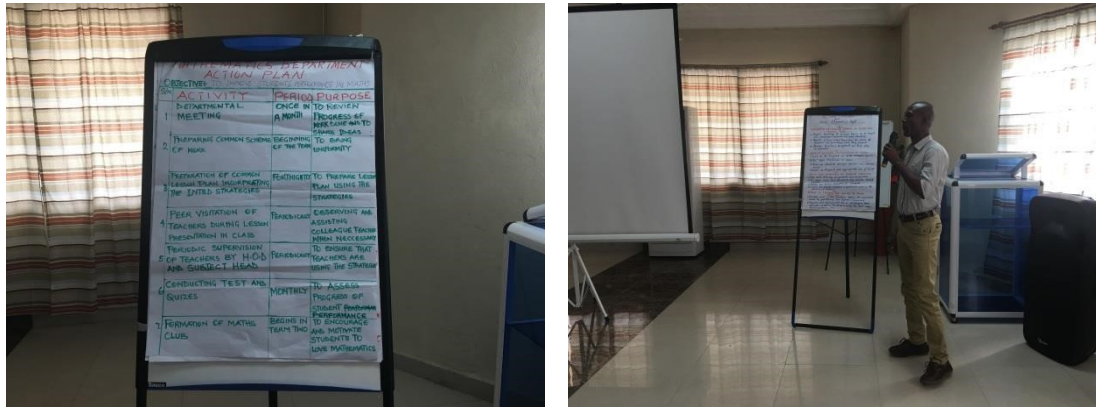
*Instructional Leadership session with MF Raphael*

The leaders joined their respective subject teachers during the presentation of lesson plans and shared their feedback. After the design studio and leadership sessions, Mr. Raphael Aidoo-Taylor gave an option for the teachers to prepare their implementation plans after dinner or early morning the next day. Trainees opted for doing the implementation plan after dinner. Some of the trainees showed so much enthusiasm and team work in the planning of the implementation plan. The group worth mentioning and commending was the Math group.

## **2.2 Day 2 - Implementation Plan**

The day's activity kicked started at 7:35am after a short prayer by one of the trainees. The first group to present their implementation plan was the Language group, followed by the Science group, then the Home Economics group. Business/Arts and Social Studies followed, Physical Education presented theirs and the last group was Mathematics. The Home Economics placed first in the organization of their Implementation plan and was even commended for mentioning a strategy that was taught during the previous day's training. The Mathematics group were also commended for the clarity and organization of their presentation. The other groups though did well in drawing up a good implementation plan were asked to learn from the Home Economics and Mathematics group on the organisation of their implementation plan. Some of the suggestions from the 3 facilitators are as follows:

- a. The regular meetings proposed in the implementation plan is a good move and should be encouraged
- b. Teachers should ensure every activity they do targets students achievement because that is a good way to measure their own performance
- c. Teachers should identify the weak students in their class and assign some teachers to assist them one on one. The reason being that the student may be too familiar with their regular teacher
- d. Crisscrossing beyond departments will give teachers a wider perspective of how they look at things and learn some ways of making their class more engaging
- e. Teachers were cautioned to be mindful of peer teaching, especially where they cut in to make comments because it may not give a good impression of the teacher by the students
- f. Conference marking is encouraged to enable teachers access each other's marked script to know and support each other's weakness and strength
- g. Few areas of the implementation plan that was not detailed enough should be worked on
- h. Teachers are encouraged to share plans for student improvement with the students to enable them buy into the idea. A push by the teacher on this front will enable students to perform well by a certain percentage
- i. Teachers should be mindful of how practicals are planned and marked so that they do not overburden themselves, and also for students to benefit
- j. Teachers should embark on stock taking activity on how well they are progressing whether some of the ideas were too lofty and needs to be adjusted. This could be done during the mid-term.



*Presentation of the Implementation plan*

### 3.0. OBSERVATIONS/RECOMMENDATIONS

The enthusiasm and comportsment of the trainees is worth mentioning because they demonstrated readiness to learn and eagerness to make a change in their students' performance. The headmistress and the management of INTED should be commended greatly for hosting the training outside of the school to give the teachers a wonderful experience which will be a lasting memory. The training is by far the best. Head of schools should be encouraged to sensitize their teachers on the training to hold themselves in readiness to learn for a positive impact in the school, also a good collaboration between heads of school trained and Admin team makes training less stressful.

### 4.0 CLOSING

The training ended at 9:30am after a short prayer by one of the teachers and remark from the headmistress and lead facilitator. The trainees and facilitators enjoyed brunch together, exchanged pleasantries and departed by 11:30am to their various destinations.

Prepared by:

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