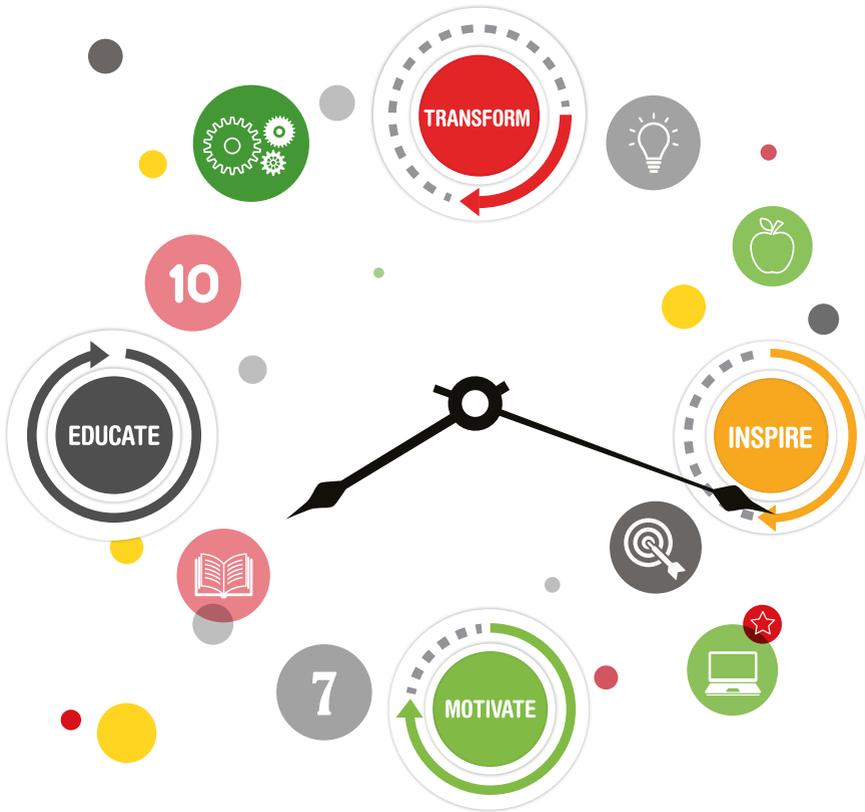




Educators' Conference



Ghana International School

SATURDAY
11TH NOVEMBER, 2017



TIME CONFERENCE

Ghana International School (GIS), through its annual TIME Conference seeks to enhance teaching and learning by solidifying its Professional Development Programme.

As stated in the School's strategic goal 1, the school aspires "to be universally recognised as a center of instructional excellence" (5 - Year Strategic Plan: 2017-2021).

TIME: Transform: - Inspire... Motivate... Educate

Our focus is to Transform:- Inspire, Motivate and Educate teachers to become change agents in their school environment.

As our keyword for this year is INFLUENCE - We seek to influence the wider community by providing a platform that will begin a fresh conversation about inclusion in our schools. Educators will continue to be encouraged to acknowledge diversity amongst all learners and aim at removing barriers to learning by ensuring that all students have equal access to the curriculum.



Educators'
Conference



The one-day conference seeks to:

- provide educators with a platform to share and learn best practices that will lead to teacher efficiency and improved student outcomes
- and connect this community of change agents to stimulate innovative initiatives and support the emergence of a fresh conversation about educational change in Ghana.

Educators in both GIS and other partner schools, who have been trained both locally and internationally over several years, with an amazing wealth of knowledge and skills through experience have been invited to serve as resource persons to present seminars and workshops that cover a variety of topics.

We hope you will be a part of this exciting opportunity as we strive to make real and meaningful change and create environments in which students can thrive, connect, learn, grow and become change agents themselves in their chosen professions.

It is our hope that this will be the first step towards building an Educators' community that is truly committed to, and excited about making a difference in their schools, their communities and beyond.

JOIN
THE TIME TEAM!

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» *Welcome Message by Dr. Mary Ashun*



LETS DO TIME! :)

Transforming by inspiring, motivating and educating... on behalf of the Management Team of Ghana International School, I welcome you all to the second edition of the TIME Conference!

Our logo says it all. A clock, A ticking hand and A feedback arrow in different colours that represent the colours of Africa. It is indeed time that we took the time to reflect on our practice, learn from one another and go back to our home schools, transformed. It's time we acknowledged how worthy our profession is, how critical, how necessary, and how indispensable

the teaching profession is, to the growth of the nation. And it's time that all of these things came out of Africa...to the world.

Chinua Achebe, the celebrated Nigerian author, is quoted as saying:

“A man who calls his kinsmen to a feast does not do so to redeem them from starving. They all have food in their own houses. When we gather together in the moonlit village ground, it is not because of the moon. Every man can see it in his own compound. We come together because it is good for kinsmen to do so. Therefore let us continue in this spirit and enjoy the power of togetherness!”

How appropriate this is for us today. Getting together as educators continues to give us a huge boost. It lifts our spirits, gives us ideas, charges our batteries and gives us a large dose of vim to continue this task that has been placed before us.

Today, you're going to hear from the second Conference Cohort; a group of dedicated teachers who love what they do and even better, they love sharing so that others can grow in this most noble profession. New this year is the addition of presenters from other schools. We are thrilled to be sharing this platform with presenters from other international schools in Ghana and so excited that this collaboration is going to lead to even greater things!

To our own Beatrice Owusu Boateng, Conference Coordinator and her Conference Committee, we owe you a debt of gratitude for creating time to make this conference a reality. It is one thing to conceive of an idea and another to actually make it a reality. Right from the beginning, Mrs. Owusu Boateng led her team into realizing what you are experiencing today and we are incredibly proud! It takes a lot of hard work to put a conference like this together and along with our support crew from the Marketing and Communications, Human Resources, Finance, Security, IT, and Development Departments we are truly grateful because your presence here means we are not alone. We are surrounded by caring supportive individuals who although not teachers, support us tirelessly so that we can deliver effectively.

To all our GIS Staff, we say a big Ayekoo! A special thank you to Dr. K.B Tandoh, who came to us highly recommended by our own teachers; themselves so experienced and yet acknowledging of the fact that Dr. Tandoh has a good deal to share with all of us today!

Ex Africa semper aliquid novi...Out of Africa, Always Something New...

Welcome to TIME!
Dr. Mary Ashun
Principal, GIS

» Guest Speaker's Profile



DR. KWABENA B. TANDOH

President/CEO, Tandoh & Associates

Kwabena B. Tandoh (KB Tandoh) is the founder of GATE Consultancy (Now Tandoh & Associates), an educational consulting firm where he serves as its President and Chief Executive Officer. In July of 2015, Dr. Tandoh was appointed to a two-year term as the Executive Director of (AngloGold Ashanti) AGA Schools. During his time in Obuasi, Dr. Tandoh established the Williams & Brew School for AGA in 2016 as a University of Cambridge Accredited school. He also served as the first Principal of RisingSun Montessori Schools in Accra in March 2014. In February 2012, he was appointed as the Lead Consultant and Executive Director of Goodwin College Ghana, an American College. In May 2009, he consulted for CTC International Schools in Lagos, Nigeria and eventually was appointed the Vice Principal for Academic and Students Affairs.

Dr. Tandoh served for 3 years as the Head of Department and faculty for the Human Services Program at Saint Louis Community College. In September 2005, Dr. Tandoh served in concurrent positions as Residential Area Coordinator and Director for Multicultural and International Students Affairs at Millikin University.

He has served in a number of capacities as a professional and paraprofessional educator at the University of Connecticut including Program Coordinator of the Health Professions Partnership Initiatives, Program Coordinator of the Health Professions Academy and Community Based Education Specialist for the University of Connecticut Health Center. Dr. Tandoh served as a Legislative Aide to Connecticut State Senator Gary D. LeBeau and a Legislative Liaison to the UConn Health Center. Since 1999, Dr. Tandoh has been a UNESCO Comparative Human Rights Ambassador and Fellow serving as a Junior Facilitator in the UNESCO Human Rights Intergenerational Forum in Connecticut in 2009. In 2010 and 2011, he served as a Senior Facilitator in the UNESCO Human Rights Intergenerational Fora in Rwanda and Italy respectively. He was a member of the UNESCO delegation to Ghana in May 2011 to explore areas of collaboration and met with the late President of the Republic of Ghana, H.E. John Evans Atta Mills.

He has also held the position of Adjunct Professor at the University of Hartford in the Department of Sociology. He holds a BA in Urban Studies and a Master of Social Work both from the University of Connecticut. His Ph.D. work is in Higher Education Leadership and Administration from Saint Louis University.

2ND TIME CONFERENCE SCHEDULE

THEME: INCLUSION – EMPOWERING ALL STUDENTS

Registration	7:30am - 8:20am
Opening Session (Welcome Address) Dr. Mary Ashun - Principal, Ghana International School	8:30am - 8:40am
Keynote Address (Inspiring Educators) Dr. Kwabena B. Tandoh - President & CEO of Tandoh & Associates	8:40am - 8:55am
Introduction of Presenters	8:55am - 9:00am

SESSION 1 - SEMINARS

(Inclusion – Empowering All Students)	9:05am - 10:05am
Coffee break	10:05am - 10:25am
Introduction of Mid Plenary Session Thelma Ward (TIME Team)	10:25am – 10:30am
Mid Plenary Session (Motivating Educators) Dr. Kwabena B. Tandoh, Guest Speaker	10:30am – 11:30am
Message from Sponsors	11:30 - 11:35am

SESSION 2 - Workshops

Motivating Educators to Transform (Hands – on)	11:35am - 12: 35pm
Lunch	12:45pm - 1:45pm

SESSION 3 - Workshops (continued)

Motivating Educators to Transform (Hands – on)	1:50pm - 3:00pm
Networking	3:00pm - 3:20pm
Closing Plenary Beatrice Owusu-Boateng, TIME Coordinator	3:20pm - 3:30pm
Group Photographs/ Certificate Collection	3:30pm - 4:00pm



Educators'
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» ***TIME CONFERENCE***
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BIOGRAPHIES

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MS. HEIDI OWU

Ms. Heidi Owu has served as an Infant School Class Teacher, Principal Teacher, Year Coordinator and most recently, as the Infant School Vice Principal during her eighteen years at Ghana International School.

In her spare time, Ms. Owu loves to travel. She is a voracious reader. To the upcoming generation of teachers who can expect to work well into their 90s (perhaps not in the traditional classroom), her message is to develop not just proficiency in IT, but adaptability, collaboration, flexibility, a sense of awe and wonder...and a willingness to leap into the astonishing future we are all heading towards!



**MS. NADIA
BRUCE-MULLER**

Ms. Nadia Bruce-Muller is the Vice Principal of the Junior school at Ghana International School. A mother of 3 children ages 25, 15 and 13. A consummate professional and learner who started her career in various schools in Canada, Switzerland and now Ghana.

She has taught in several grade levels spanning infant, Junior and Secondary. As a class teacher, she is passionate about creating and maintaining a nurturing environment where students can learn, make mistakes and take risks. As someone with a growth mindset and a lifelong learner, she strongly believes in cultivating a growth mindset in her students.

Her passions, other than being a mother and administrator are mathematics, teacher leadership, building people, encouraging others to achieve their potential and the pursuit of excellence in all areas of her life to name but a few.



**MS. IDA
ABBEYQUAYE**

Ms. Ida Abbeyquaye holds a Commonwealth Executive Masters in Business Administration and is a seasoned Educator with 24 years hands-on experience in International School Education. She believes that each child is a unique individual who requires nurturing to grow and mature in a safe, caring and stimulating environment. It behoves upon 21st Century educators to provide students with opportunities to apply their skills across content areas, promoting understanding by weaving interdisciplinary themes into the curriculum.

Ida is currently the Vice Principal of Ghana International School (GIS) in charge of the Lower Secondary Section where she combines her School Leadership skills with her passion for mentoring students and teachers. She acknowledges that psychological, emotional and social well-being (Mental Health) is important and governs our thoughts, feelings and actions from childhood through adolescence to adulthood.

To foster an all-inclusive environment, she encourages school communities to be transparent in their discussion of issues, develop awareness and offer support to those affected by mental health challenges.

A good party is welcome any day, in Ida's leisure time.



**FRANK D.
AMPONSAH-MENSAH**

Frank D. Amponsah-Mensah is an alumnus of Achimota and the University of Ghana and the Ghana School of Law. He has been on the staff of Ghana International School since September 1991 and is currently the Vice Principal, Upper Secondary. His years as an educator have taught him that a School is one of the best places to build an individual and a nation. He is convinced that nobody should be allowed to slip through the cracks or left 'unregistered'.

Frank is passionate about the success of Students at the IGCSE and A Levels. He believes that 21st century educators and schools must provide the guidance, leadership, safe environment and role modeling that truly prepares students for life in the ever changing global world.

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**BEATRICE
OWUSU-BOATENG**

Beatrice Owusu-Boateng has over 16 years of teaching experience. She is currently the Educational Programmes Coordinator of Ghana International School. Beatrice is very versatile as over the years, she has taught years 3-6 and acted in the position of Special Needs Coordinator (SENCo) for the Junior School. She is also the Co-ordinator for Action Research. Besides teaching, she enjoys organising school events. In 2016, she successfully co-ordinated the maiden TIME Conference for GIS and is currently co-coordinating the 2nd TIME Conference.

Beatrice believes that given the right environment and opportunities, every student has the potential to contribute something unique and special to the world. The teacher's role therefore is to ignite in students a passion for learning. Students need a learning environment that fosters creativity, motivation, integrity, and critical thinking, with the conviction that they can make a difference in their community and the world, if they will use their talents and abilities to the fullest.

Beatrice enjoys spending time with her family, writing, listening to gospel music and dancing.



ANIS HAFFAR

Anis Haffar started off professionally in the U.S. with the Los Angeles Unified School District where for 10 years, he taught English Language, Literature, and Communication Skills. Additionally, he coordinated the Gifted and Talented Education (GATE) program.

Anis Haffar is now a Senior Lecturer, teaching Creative & Critical Thinking at Accra College of Medicine, and a member of the Expert Commission on National Vision and Plan for Tertiary Education in Ghana. He was recently a Distinguished Guest Speaker at the African Leadership University, Mauritius.

As an author, Columnist, Lecturer, Leadership Coach, Trainer of Teachers – he is committed to preparing a new generation of teachers and students for national and international leadership. He was recognized by the New African magazine among the “100 Most Influential Africans of 2016”.



**DR. KRISTINE
MARBELL-PIERRE**

Dr. Kristine Marbell-Pierre is a child and adolescent psychologist with a PhD in clinical psychology from Clark University and post-doctoral training from Harvard Medical School. She is the current head of Guidance and Counselling at Ghana International School and has worked for nine years with children and families in the US and Ghana. Dr. Pierre strongly believes that a love for learning can be cultivated in all children, and we as leaders in education, have an onus to create classroom environments that cater to every child, regardless of where he or she falls on the learning continuum.

In her free time, Dr. Marbell-Pierre likes to escape with a good comedy or fantasy. She also enjoys reading, laughing with friends, and travelling to different parts of Ghana with her family.



DORIS ASIMENG

Doris Asimeng is the Special Educational Needs Coordinator at the Junior School at Ghana International School. She has been both a general classroom teacher and a support teacher for over fourteen years spanning Key Stages One and Two in Ghana and the UK. She has recently completed a Masters degree in Education (Leadership and Policy) in the UK.

Her passion to see all children succeed in the classroom informs her philosophy of teaching. She believes strongly that even the 'dull and ignorant' too have their story and they must be heard. She has high expectations of each child that she teaches and this stems from her core belief that there is something excellent in everyone. Given the needed support and encouragement, all children can achieve and excel in the classroom.

Doris enjoys travelling, reading and counselling young people in her spare time.

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**IDA MARIE
BRANDT-ASARE**

Ida Marie Brandt-Asare has been the Special Educational Needs Coordinator (SENCo) at the Infant school at Ghana International School since January 2017. Before joining GIS, she has worked with children with different levels and types of learning difficulties – ranging from moderate social and emotional difficulties to severe autism spectrum disabilities. She has gained work experience from different pre-school and boarding facilities, as well as one junior school in Oslo, Norway.

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid”. – Albert Einstein.

As inclusive education requires teachers (and society) to accommodate for and respect the individual differences among people, Ida strongly believes that quality inclusive education not only benefits students with special educational needs, but benefits all students. She especially enjoys working with younger children due to its preventive effects; the earlier individualized needs are met, the greater chance of success.

Ida is happily married and has two young boys. She enjoys fictional reading, listening to music, hiking and eating chocolate.



**ANGELA
VAN DER PUIJE**

Angela van der Puije has been teaching for over 20 years, both in Ghana and in Minnesota, USA. The majority of her teaching experience has been with students between the ages of 11 - 15 years. This is her fourth year at Ghana International School as the Special Education Needs Coordinator. She has also worked as the Assistant Vice Principal in the Lower Secondary School for 2 years. Angela has given several workshops on Carol Dweck’s Growth Mindset and Total Participation Techniques.

As an educator, Angela believes that every child is able to learn, no child ever chooses to fail. It is our task and our challenge as educators to encourage and assist each child in learning how to learn for life.



**AKORFA Y.
NORVOR-LARYEA**

Akorfa Y. Norvor-Laryea has been teaching Spanish in GIS for 9 years and has worked to increase the number of students who choose to study the language. She believes students already know who they are, and works to support them on their road to discovery by reaching each student in their own unique way. Her joy is in the smallest achievement, especially, of her weak students. According to Akorfa, teaching means “to make a difference, one child at a time”. She says: if you want to see a teacher, find his/her student.

Akorfa has taught Spanish and French at tertiary level, and from grades 7 to 12. She also has experience teaching both languages to people of diverse backgrounds for whom English is not a first language. She always looks forward to experimenting new ideas and finding new ways to engage her students.



SHEILA SONEKAN

Sheila Sonekan is the Acting IT Manager at Ghana International School where she has been working for the past 21 years. Sheila taught ICT in the Secondary School and in the Primary School. She is the Accreditation Coordinator for the School. Before her current position, she was the Technology Platform Coordinator.

Sheila believes that ICT is the most powerful change agent in education. Today's teaching and learning requires educators to infuse technology into lessons to enable students meet learning objectives while developing digital citizenship skills. Technology also helps teachers incorporate multiple means of learning so that varying individual student needs are met. In that way, students will have the ability to learn from and be supported in an ICT rich learning environment.

She is currently pursuing an MA in Educational Leadership and Management. Sheila enjoys cooking, reading, singing and dancing.

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FRANCIS AMEKO

Francis Ameko is a Principal Biology Teacher at Ghana International School and he believes in the use of technology as a tool to improve students engagements in and out of the classroom.

He has 14 years teaching experience in the international school setting. He spent two years at SOS Hermann Gmeiner College in Tema delivering the IB programme before coming to GIS. He is currently a co-curricular clubs coordinator here at GIS. He has two master's degrees, a post graduate diploma in education, and was a presenter at last year's TIME conference.

He believes that the challenge of teaching is for educators to make teachers out of their learners through innovative ways. Mr. Ameko is an advocate of the use of Technology in the delivery of lessons to improve student readiness, interest and engagement in and out of the classroom.

Francis is married with two children and loves to spend time with his family during his free time.



ANTHONY AFFRAM

Anthony Affram is the Head of Primary Science at Ghana International School. He has taught High School Science for 6 years in England and he has been teaching Primary Science in GIS for 6 years. He also has an in depth knowledge of Behaviour Management and Child Protection issues.

Anthony believes that every student is unique and has been endowed with talents and strengths. Given equal opportunities and an enabling environment, everyone can reach their full potential irrespective of where they are born and educated in the world. As educators, we need to incorporate more of the use of the 4Cs, Communication, Collaboration, Critical Thinking and Creativity in all aspects of teaching and learning in order to raise students' achievement.

Anthony likes ICT, music, reading, cooking, watching sports especially football, tennis & formula 1 and making new friends. He is married with 3 children.



FRANCIS NARH

Francis Narh has been teaching Mathematics for the past 17 years. In total he has 18 years teaching experience. He has taught almost all levels of education from primary through secondary level to the teacher education level.

He has been a teacher education tutor for 6 years and has been teaching in G.I.S for the past 10 years. He is passionate about using technology in the Maths classroom.

His philosophy of teaching is based on the constructivist approach of teaching where the teacher acts as a facilitator in the classroom.



SAMPSON GYAMFI

Sampson Gyamfi has been teaching for 3 years and has been at G.I.S for the past 2 years. He was a Teaching Assistant in U.C.C where he discovered many ways of using technology in teaching Maths.

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DAVID AKO

Mr. David Ako has taught for a cumulative period of 21 years, 14 of which has been in the teaching of teenagers.

He has since 2014 been an Assistant Examiner for the University of Cambridge IGCSE and Advanced Level Economics. Mr. Ako believes in a participatory learning environment where each learner is actively involved in all learning activities.



**EMILY
GROGAN-ADI**

Emily Grogan-Adi has been teaching Class 1 at Ghana International School for the past 3 years. Before joining the G.I.S. team she taught Junior and Senior Kindergarten in her home country of Canada for 9 years.

Her passion for teaching young children and watching them learn, grow and develop is why Emily is so committed to making learning fun and interactive. Her favourite quote is: "A child is like a butterfly in the wind. Some can fly higher than others; but each one flies the best it can. Why compare one against the other? Each one is different. Each one is special. Each one is beautiful."

Outside of school Emily enjoys travelling, acting and spending time with her friends and family.



ALICE BROBBY

Alice Brobby has been teaching Class 2 at Ghana International School for the past 2 years. Before joining G.I.S, she taught at the Genevieve De Weever School on her native island of St. Maarten for 2 years and then at The American School of The Hague in the Netherlands for 15 years.

She values all children and is keenly aware of the contributions, talents and unique traits of each child. Her favourite poem is "The Gift of The Memorable Child" which highlights the manner in which each of us can be positively impacted by the children who challenge us the most. This will only happen, however, if we learn to see each one as a unique individual, worthy of our love - just as he/she is.

Alice is married with 3 daughters and enjoys reading, dancing, listening to music and taking relaxing walks or bike rides.



ROSEMOND MENSAH

Mrs Rosemond Mensah has ten years of teaching experience in the Early Years and Key Stage 1. She has taught in Owl's Nest, British International School and is currently teaching Year 2 in Beacon College International. She is the coordinator of Spelling Bee Ghana in her school.

Rosemond is a passionate, vibrant and charismatic teacher who brings to life all her lessons, engaging children in active learning. Her interest in music helps her to improvise songs and mnemonics to support her teaching. Her teaching philosophy is that no child should be behind in reading and writing since "Reading is the backbone of learning".

When she is not at school, she loves to read, travel and engage in sporting activities like playing volleyball and table tennis.

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**NGOZI
OREVAOGHENE**

Ngozi Orevaoghene is a passionate mathematics Educator and teacher trainer with over 28 years teaching experience in the British National Numeracy Curriculum, Cambridge IGCSE Curriculum and the West African Examination Council (WAEC) syllabus.

Ngozi believes that mathematics is fun and everyone can do it. However, students' response and success is dependent on the teacher's approach and enthusiasm. She worked previously as a principal mathematics teacher with Ghana International School (GIS) Accra, for over a decade. Currently a staff of Kip McGrath Education Center, Labone, Accra, Ngozi is committed to teacher training and teacher skill enhancement. She is the author of the Brilliant Maths Modules (1-10) which covers secondary mathematics curriculum and founder of www.brilliantmaths.com a Mathematics online/correspondence learning platform for primary and secondary school students. The website consists of lessons, video lessons, exercises and answers.

Alongside all of these, Ngozi enjoys Christian service, travelling and family life.



**DR. WILSON
ANDOH**

Dr. Wilson Andoh has over 18 years experience teaching across all levels of pre-tertiary education; from Primary to Senior High school. He is a member of the Royal Society of Biology, UK and the Ghana Science Association. He currently teaches Advanced Level Biology at Ghana International School. Wilson has a passion for educational research with special interest in Curriculum Design and Instructional Practice.

He enjoys playing the keyboard and reading science fiction books as a hobby.



**JENNIFER
BLANKSON**

Jennifer Blankson is a Year 3 teacher who has been teaching for the past 22 years with experience from pre- school to secondary level. This is her 10th year in Ghana International School and it has been a remarkable journey. She was the Year 3 Coordinator for two years and she is currently the Curriculum coordinator for the Junior School.

She believes teaching and learning can be fun through the use of the interactive whiteboard. It transposes a typical classroom environment to an edutainment centre where no child is left behind. Images can be projected for visual learners; auditory learners will have the platform to listen and have meaningful discussions. Provision is also made for the tactile and kinaesthetic learners to move around, touch and interact with the board.

Jennifer enjoys reading, learning new things, good food (loves cooking), beading and dancing.



KWAME MENSAH

Kwame Mensah has been teaching for the past 8 years and has taught in the Junior Section of Ghana International School for the past three years. He has taught in every class in Upper Primary (3-6) and so comes with a wealth of experience. He is currently the Trips coordinator for the Junior Section of Ghana International School. He is a Cambridge Assessment Specialist (Cambridge Primary English).

He believes that every child comes alive when lessons are fun and so he tries to create a friendly and fun atmosphere for lessons all the time. The use of technology, particularly the smartboard, is one sure way of making lessons fun and interactive for children.

Kwame enjoys football and is an ardent fan of Manchester United.

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**NATALIE
WHARTON**

Natalie Wharton has taught at Ghana International School for three years. Before GIS, she taught in the United Arab Emirates, Mexico, and South Korea. Her passion is teaching students from all over the world and learning about different cultures. She believes that quality education and gender equality are critical to transforming the world.



**ERIN
BROWN-DADZIE**

Erin Brown-Dadzie has taught at Ghana International School for three years. Before GIS, she taught at Lincoln Community School, ISB in Belgium, and in the Wayzata Public School District in Minnesota, USA.

Her passion is teaching Social Studies, namely making History and Geography fun and interactive for all learners. It is her core belief that all subjects can be made approachable for every learner, no matter how diverse or unique their needs are.

Erin is newly married and in her free time loves to read, solve puzzles, and learn Fanti.



**KELSEA
LAWRENSON**

Kelsea Lawrenson is in his second year at Ghana International school, and has several years of experience teaching at all grade levels from Year 5 through Upper Form 6. Kelsea has his Master's Degree in History from Queen's University in Canada and is passionate about learning and teaching the subject.

He believes History is about far more than just dates, names, and events. History should be about better understanding the achievements and struggles of the past so we can work towards a better future.

The answer to many of life's mysteries can be found in the past. History is not dead - it is alive.



**SELASE
DZAKAMANI**

Selase Dzakamani teaches Literature at the Secondary School section of Ghana International School where he is also a co-director for the annual school musical.

His passion for shaping minds is fueled by the frightening realization that he is a deciding element in his classroom and that's why he believes teaching young people is a responsibility that cannot be taken lightly.

His teaching philosophy, is succinctly captured in this quote from Dr. Seuss: The Lorax: "It's not about what it is, it's about what it can become." As a result, he believes every classroom is a dynamic learning environment brought alive by a set of unique learners whose individuality must be explored.

In Selase's free time, he enjoys travelling and photography.

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EKUA SAGOE

Ekua Sagoe is the Head of the English Language Department and an ESL teacher at Ghana International School; Secondary Section. She has been teaching for well over 33 years at her alma mater.

As an educator she has a strong belief in the motto, “sharing is caring”. Her experiences have taught her that, in the course of one’s work, everybody has good practices to share which can influence both teachers and students positively and help to make teaching and learning more meaningful and beneficial to all.



**TRUDY
AMOYAW-SEKYI**

Trudy Amoyaw-Sekyi is the Secondary ESL Coordinator and has over 15 years of teaching in International Education. She believes that every child is unique and should be valued and treated with respect. Trudy enjoys working with students from diverse backgrounds and has a deep passion for her ESL students. She has the privilege of providing her students with the tools to develop their potential. She strives to foster skills in her students that will empower them to positively influence our world.

Her classroom environment is enriched by the rich diversity of students from different cultures and backgrounds and each year these students bring her new and rewarding experiences.

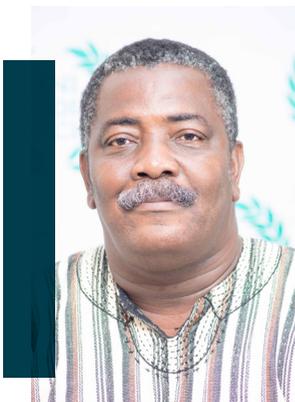


TITUS ADJEI

Titus Adjei has been teaching Mathematics at the IGCSE and A Level since 2002. He joined The Roman Ridge School (TRRS) in 2010 from Ghana Christian International High School (GCIHS) where he taught for eight years prior. Though a Maths teacher, Titus is very passionate about language and the creative power of words and communication. He believes that as educators, we must use the tool of communication to our advantage and is committed to empowering those around him to do so.

He believes that every child has something valuable to offer the world and especially loves to work with students who initially find Mathematics challenging.

Titus loves to spend time with his family and listening to music.



SILAS ABLOSO

The presenter, Silas Abloso, has been in the business of French Teaching for about three decades during which he has met learners from various backgrounds and aged between 7 and 77.

He is currently with the Modern Languages Department at Ghana International School teaching French as a Foreign Language at all levels for more than 20 years and still running.

Monsieur Abloso believes that the teaching of French in schools (especially in the foundation years) needs to be approached with a philosophy that creates and sustains an appreciation of the language as vital for interaction as/with global citizens.

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**DONNA
GORDON-APEAGYEI**

Donna Gordon-Apeageyi has a particular interest in promoting Early Years good practice and supporting educators to identify their strengths and unique teaching signature. She believes in empowering teaching teams, parents and the learning environment and working with transformational vision. Donna has mentored teachers and facilitated teacher training in London and Ghana.

“All children deserve an aspirational, empowering and holistic foundation to their life long learning journey”. Children must be prepared for the future, not just in terms of skills and knowledge; but in their abilities to interface empathetically with the different platforms that the future will normalise.”

Donna has appeared on radio in Ghana to discuss different educational topics. She is also a singer songwriter, who has performed in musical theatre in the UK. Donna teaches at Ghana International School where she has served as an Assistant Vice Principal in the Infants School section on a two year tenure.



NADINE ROCKS

Nadine Rocks is in her second year at Ghana International School teaching Nursery having previously taught in Qatar and Scotland. She is very energetic and versatile and can easily adapt to different situations and environments.

Her teaching philosophy is that all children are unique and have something special that they can bring to their own education. She assists her students to express themselves and accept themselves for who they are, as well embrace the differences of others.

Every classroom has their own unique community, her role as the teacher is to assist each child in developing their own potential and learning styles.

Finally, when she is not at school, she enjoys listening to music, travelling and meeting new people.



CAROL ODAMTTEN

Carol Odamtten has over 20 years teaching experience in the Literature Department. She has taught both Lower and Upper secondary students. She believes students should be empowered to take ownership of their learning, set targets for themselves and work hard towards achieving their lifelong goals. Upper secondary students who are set to attend University must be provided skills which transcend the curriculum and should be reflected in teaching approaches.

Carol holds the view that teaching methods must necessarily harness students' unique qualities and backgrounds to positively impact their education as well as influence others in their learning environment.



**RIANATU
OMOTAYO MENSAH**

Rianatu Omotayo Mensah is a Senior Careers and College Counsellor at Ghana International School with over 11 years experience in international education, working primarily with upper secondary students. She often works with mixed ability students who have varied career goals and ambitions influenced mainly by teachers that have taken into consideration their learning approaches and experiences both in and outside the classroom.

Rianatu believes that educators who incorporate the individual learning styles of students in their planning and teaching are able to inspire, challenge, guide and assist students to learn how to take full advantage of their learning style to think critically, influence others and accomplish their personal goals in life.

» TIME CONFERENCE **PRESENTER BIOGRAPHIES** _____



PETULIA JOSEPH

Petulia Joseph is an enthusiastic educator who has been teaching for over 20 years and has been cultivating a love for Literature in Asia and West Africa. This is her third year at GIS and “is loving it”. She believes that every learner is valuable and experiments with a variety of creative teaching practices in the classroom to engage all types of learners. She believes that a teacher has immense influence on the learner and creates lasting impact on young minds. Her passion is Literature but she also has a keen interest in Marketing and Management. Her philosophy of life is a journey of experiences where one learns, loves, laughs and grows with every change along the way.

“A good teacher can inspire hope, ignite the imagination, and instill a love of learning”.
Brad Henry



**JULIETTE
VANDERPUYE**

Juliette Vanderpuye is an educator with over 20 years experience in teaching English Literature across the various levels in the Secondary School. She has a great sense of humor and likes to win the respect of the intelligent and the affection of children. She appreciates beauty, aspiring to discover the best in others. Her hope is to leave the world a better place knowing that even one life has breathed easier because she has lived her interpretation of success. Some of her passions are counseling, dancing to traditional Ghanaian highlife music and watching thrillers or courtroom dramas.



NANA HANSON

Nana Hanson is an English teacher at the Lower Secondary Section of Ghana International School where she has worked for seven years. She is currently pursuing a Masters in Education at the University of Bath, England. Nana has worked in Merton International School as the coordinator of year three and a class three teacher for four years. She also worked in the Junior section of Ghana International school as a year 6 class teacher for six years. Before becoming a certified teacher, she had the opportunity to understudy various teachers while she was a teaching assistant at the Junior School of GIS.

Striving for excellence and believing in one's self are some of the principles Nana loves to imbibe in her students. No one inspired excellence in their students without being disciplined or working hard; she believes that when you put your mind to getting something done, you do it.

Nana enjoys cooking, entertaining and traveling. She loves working with children outside the classroom and is great when it comes to singing, drama and performances.



RACHEL QUIST

Rachel Quist has been teaching at Ghana International School for the past 9 years. For the past 3 year she has been the Year 6 coordinator and Maths Curriculum coordinator (for the Junior School.)

She is an experienced, enthusiastic and resourceful teacher with over twelve years of success in teaching the Key Stage 2 British National Curriculum both in the UK and in Ghana. Rachel is committed to inspiring and motivating students to acquire skills and knowledge in a conducive learning environment recognising the varied needs of each student and the need to be a good team player. She describes her teaching philosophy in the following way: "I truly enjoy inspiring my students to be risk takers and become the best that they can be. In teaching, I aim to promote critical thinking and help my students see themselves as global learners".

Rachel is married with 2 children and enjoys reading, cooking, listening to music, traveling, and keeping fit.

» TIME CONFERENCE **PRESENTER BIOGRAPHIES**



AMY FOWLER

Amy Fowler is from Yorkshire, England and is in her second year of teaching Class 3 in Ghana International School. Her previous experience includes 7 years ESL and curriculum teaching in China.

This experience has provided Amy with an open view of teaching methods, which allows her to adopt styles from different educational systems to suit the needs of individual pupils.

There isn't one way to create an effective learning environment, therefore Amy believes in experimenting with and staying open to different methods in her classroom.



THELMA WARD

Thelma Ward began her career working with children with special education needs in England. She has worked as a primary school teacher at G.I.S. since 2005, where she started off as a support teacher, working with children to access the curriculum more fully. In 2009, she moved into mainstream classroom teaching. Thelma holds a Bachelor of Arts Degree in Geography and Resource Development, a Post Graduate Diploma in Education (Geography) and a Master of Arts Degree in Teaching English as a Second Language. She is currently the Year 3 coordinator at G.I.S.

Thelma Ward's teaching practice is guided by her teaching philosophy which centres on developing a lifelong love of learning in children.

She enjoys art and craft projects, swimming, reading and is an avid supporter of Arsenal Football Club.



**AMA
AMPONSAH-TAWIAH**

Ama Amponsah-Tawiah qualified as a UK trained teacher in July 2007. Her expertise in the area of teaching continues to augment her commitment to students' achievement.

Her teaching philosophy focuses on the creation of a favourable atmosphere where the potential of all learners can be nurtured harmoniously. She also believes that both the contemporary learner and teacher should be able to function outside the box through the optimisation of creativity.

She is currently the Year 5 Co-ordinator at the Ghana International School and holds an MA in Educational Leadership and Management.



**GISELLE
DJADOO-LINDSAY**

Giselle Djadoo-Lindsay is a qualified professional teacher (English & French), a translator (English & French), Social Policy analyst and a specialist in the teaching of English as a Second Language. She is currently teaching English as a Second Language at the Primary section of Ghana International School.

Her philosophy as an educator focuses on providing the necessary support to meet the needs of learners from different backgrounds to enable them learn, irrespective of their language deficiencies. She also believes students should be equipped to adjust in various cultural environments. She has a soft paw for the disabled and marginalized, and a strong advocate for inclusive education.

» TIME CONFERENCE **PRESENTER BIOGRAPHIES**



**EMMANUEL S.
GBEDEMAH**

Emmanuel S. Gbedemah is the Middle School History Tutor in The Roman Ridge School. He has been teaching the subject for the past 4 years. He has a lot of interest in developing the minds of learners in areas related to critical thinking and creativity. He deems this a fundamental skill, necessary for every growing learner.

His teaching philosophy is that every child is unique. And in order to bring out this uniqueness, it is the teacher's responsibility to provide that conducive environment and the right channel of communication that facilitates the process of meeting their physical, psychological, and social needs. He also believes that learners must be given the opportunity to explore their world so as to make learning an innate desire. His strongest aspiration is to create and sustain a harmonious symphony in education; where learning becomes a craving for students, and facilitation, a joy for teachers.

Finally, when he is not at school, he enjoys sporting activities like soccer and badminton and loves spending quality time with family.



AYESHAT ADDISON

Ayeshat Addison has been teaching Information Technology over the last 12 years at SOS-Hermann Gmeiner International College. Ayeshat also works with the Coordinating Team for School's, the Personal, Social and Emotional well-being programme (PSE) and leads the IT Support team. Ayeshat is driven by opportunities to create effective and fulfilling learning experiences for all learners. She has led teacher workshops which have focused on putting students at the center of the learning experience.

Her teaching philosophy is that all learners are capable of developing the needed skills for lifelong learning if the learner is at the center of teaching and learning. Ayeshat seeks to engage educators to intentionally practice strategies that allows students to become lifelong learners.

Ayeshat loves to garden, read and plan events when she is not in school.



***NII NAI
ADJEI-MENSAH***

Nii Nai Adjei-Mensah has been a Teaching Assistant (TA) with the English Language and Literature section of the Secondary school's SEN department for a year and he also helps to coordinate the activities of the reading and writing club. He has worked as a research, tutorial, and writing lab assistant and enjoys working with young students.

2ND TIME CONFERENCE

The 2nd TIME Conference offers the following:

EACH PARTICIPANT WILL ATTEND ONE SEMINAR AND ONE WORKSHOP

1. Seminar in the morning (For all year groups) Duration: 1 hour
2. Workshop in the afternoon. (Specific year groups - Hands on activities)
Duration: 2 hours

Inclusion is a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. It is an attitude and approach that embraces diversity and learner differences and promotes equitable opportunities for all learners in the classroom (<https://education.alberta.ca/inclusive-education/>).

Participants will use this chart to determine which year group(s) the workshop has been designed for (Seminars will however not indicate specific year groups)

Descriptor:	Early Years /Foundation Stage
Age:	3yrs -5yrs
Year Group / Class:	Nursery, Reception, KG1, KG2
Descriptor:	Lower Primary
Age:	6yrs-8yrs
Year Group / Class:	Classes 1,2,3
Descriptor:	Upper Primary
Age:	9yrs-11yrs
Year Group / Class:	Classes 4,5,6
Descriptor:	Lower Secondary
Age:	11yrs-14yrs
Year Group / Class:	JHS1-3, Forms 1-3
Descriptor:	Upper Secondary
Age:	15yrs-18yrs
Year Group / Class:	SHS 1-3, Forms 4 – 6th form

SEMINAR DESCRIPTIONS (SEM)

SEM1 - TOPIC: LEVERAGING UNIVERSAL DESIGN FOR IMPROVED STUDENT OUTCOMES

PRESENTER: DR. KWABENA B. TANDOH (PRESIDENT & CEO OF TANDOH & ASSOCIATES)

Synopsis: Research has confirmed that there are multiple learning styles and multiple learners in our classrooms. As educators, we need to design our lessons and our approach to teaching in ways that improve student outcomes. Teachers are central to ensuring success in all students and our creative and comprehensive design of lessons contributes to positive student outcomes. As teachers, we must also have positive expectation of ALL our students and support them to achieve success.

After this seminar, educators will be able to:

- Identify the characteristics of Universal Design for Learning.
- Become familiar with Universal Design
- Understand Universal Design and be ready to implement at least one aspect of it when planning lessons.

SEM2 - TOPIC: MENTAL HEALTH FIRST AID

PRESENTERS: MS. IDA ABBEYQUAYE & DR. KRISTINE MARBELL-PIERRE (GIS)

Synopsis: We are all at some point, affected emotionally by events in our lives. Mental Health affects our students at varying degrees across the year. Identifying efficient 'first aid' strategies to support and help them through such difficult times is key to effectively engaging all students at every level. This seminar will provide teachers with the skills necessary for supporting students' mental health in and out of the classroom.

The seminar will focus primarily on recognizing symptoms of depression in students and how to provide immediate support. Participants will immerse in in-depth learning by delving into a case study and problem-solving on how to respond to specific red flags.

SEM3 - TOPIC: **ADMINISTRATORS AND TEACHERS: WHAT YOU NEED TO KNOW ABOUT SPECIAL EDUCATION AND INCLUSION**

PRESENTERS: DORIS ASIMENG & IDA BRANDT-ASARE (GIS)

Synopsis: The main principle of inclusive education is that all children, regardless of abilities, needs or interests, shall access, learn and participate together in mainstream schools. It does not only imply access to and quality of mainstream education, but it also implies social justice, respect and acceptance of diversity and differences in people.

How can inclusion be practiced when resources are limited and some cultural practices in Ghana hinder rather than promote it? For inclusive education to be achievable, the whole school community should embrace it and approach it from a holistic perspective.

This seminar aims to share with teachers and administrators some of the current thinking on inclusion, exploring different perspectives and highlighting some of the challenges involved in practicing inclusion in schools. Furthermore, this seminar will offer suggestions on the importance of planning for inclusion using a whole school approach.

SEM4 - TOPIC: **STRATEGIES FOR EFFECTIVE TEACHING AND LEARNING**

PRESENTER: ANIS HAFFAR (SENIOR LECTURER, TEACHING CREATIVE & CRITICAL THINKING AT ACCRA COLLEGE OF MEDICINE)

Synopsis: An effective teacher must have the ability to teach and reach every student in the classroom. This requires the use of effective teaching strategies to equip students with the knowledge and skills that they need to function effectively in this ever-changing world.

Join Anis Haffar for an hour of fascinating insights as he shares strategies for effective teaching and learning.

SEM5 - TOPIC: **THE WHY AND THE HOW OF INCLUSION**

PRESENTERS: AKORFA NORVOR-LARYEA AND ANGELA VAN DER PUIJE (GIS)

Synopsis: To many experienced educators, inclusion is an ideal that we do not truly find realistic. Current education research shows even in the business world, inclusion is beneficial and effective for all. Additionally, it doesn't require as much extra effort as you would think. Come join us for motivating and practical solutions for your inclusion needs. We will tell you the why and the how as we know it. Welcome!

SEM6 - TOPIC: **PROVIDING EFFECTIVE SUPPORT IN THE CLASSROOM**

PRESENTERS: SHEILA SONEKAN AND FRANCIS AMEKO (GIS)

Synopsis: There are many factors that affect student learning and performance in the classroom. Students readiness to learn is affected by social, economic, physical, emotional and psychological factors all of which must be considered in designing effective support for low and high achieving students. In this seminar we will focus on practical strategies that can be used to provide effective support.

SEM7 - TOPIC: **MEETING THE NEEDS OF DIVERSE LEARNERS IN THE 21ST CENTURY CLASSROOM**

PRESENTER: ANTHONY AFFRAM (GIS)

Synopsis: Just as everyone has a unique fingerprint, each student has an individual learning style. Not all students in a classroom learn a subject in the same way or share the same level of ability. Differentiated instruction is a method of designing and delivering instruction to best reach each student.

Many educators feel uncomfortable when the issue of differentiation is raised because of the volume of work and time involved in differentiating work. In this seminar, participants will learn how to use differentiated instruction to meet the individual needs of diverse learners in the 21st Century Classroom. We will explore how differentiated work can make a positive impact on the achievement of low ability students while stretching the high ability (gifted and talented) students to reach their full potential.

SEM8 - TOPIC: **DEVELOPING CRITICAL THINKING THROUGH EFFECTIVE QUESTIONING IN THE MATHEMATICS CLASSROOM.**

PRESENTERS: FRANCIS NARH AND SAMPSON GYAMFI (GIS)

Synopsis: Today's education involves teaching how to think, and in particular, how to be a critical thinker. Regardless of how one defines critical thinking, it seems clear that question-asking and question-answering play important roles in its development. By asking a question, we point at what is lacking: facts, causes, reasons that we lack in order to explain what is present and what is experienced as absent. A central premise of the teacher's work in developing critical thinkers is to ask students good (and lots of) questions. Teachers also need to ask questions with the aim of reaching all students.

In order to know what questions to ask to consolidate learning, it is critical that teachers continually work to develop their knowledge of effective questioning in solving mathematics problems.

This seminar will help identify specific questioning skills that will give teachers strategies to apply effective questioning in teaching problem solving and critical thinking in mathematics.

SEM9 - TOPIC: **CREATING AND ESTABLISHING A CARING AND NURTURING CLASSROOM COMMUNITY FOR ALL LEARNERS**

PRESENTER: NADIA BRUCE-MULLER (JUNIOR SCHOOL VICE PRINCIPAL - GIS)

Synopsis: Why is it important to establish a caring and nurturing classroom community? Students thrive in environments where they feel safe, nurtured and respected. Indeed, all students can do well when they are mentally motivated, physically secure, and emotionally supported.

Creating a positive learning environment will ultimately enhance student learning and help you create a sense of community in your classroom. This is certain to foster a pleasant work environment for both you and your students.

Join me as I present different strategies to create that caring and nurturing classroom community you have always dreamed of.

SEM10 -TOPIC:

'ALL ABOARD, MANY VOICES, ONE GREAT SCHOOL'

PRESENTERS : HEIDI OWU AND FRANK AMPONSAH MENSAH (INFANT SCHOOL AND UPPER SECONDARY VICE PRINCIPALS - GIS)

Synopsis: One of the best ways to achieve inclusion is to ensure that everybody's voice is heard since a complete School produces a complete nation'. In many human endeavours, success or failure is a result of the collective effort of the whole group. Where the differing energies, strengths and voices of the individual members are not fully harnessed, the group or organisation fails to realise its full potential. This is equally true in the case of a school.

The challenge therefore is how to identify the various constituents of the school and map out a continuing strategy that ensures that the many voices are all taken aboard to ensure one great school!

SEM11 TOPIC:

EMOTIONAL INTELLIGENCE AS A TOOL IN THE TEACHER'S KIT

PRESENTER: DAVID NENE AKO (GIS)

The purpose of the seminar is to equip teachers with the ability to leverage the power of emotional intelligence for superior performance and building healthier relationships that enhance teaching and learning. The seminar will clarify these two concepts and suggest how they could be applied in the classroom.



WORKSHOP DESCRIPTIONS

ENGLISH WORKSHOPS (ENG)

ENG1 - TOPIC: INTERACTIVE FUN WITH PHONICS

TARGET GROUP: LOWER PRIMARY

PRESENTERS: EMILY GROGAN-ADI AND ALICE BROBBEY (GIS)

Phonics is a foundational skill necessary for decoding, developing vocabulary in reading, spelling and writing. How can we make the teaching of phonics a fun and engaging learning experience for our students? If you are interested in learning some exciting and interactive games and activities to enhance the teaching of phonics, then this workshop is for you! Come and join us as we interact and explore the world of phonics with approaches that meet the needs of all of our students.

ENG2 - EFFECTIVE PHONICS AND READING TECHNIQUES

TARGET GROUP: EARLY YEARS/ FOUNDATION STAGE AND LOWER PRIMARY

PRESENTER: ROSEMOND MENSAH (BEACON COLLEGE INTERNATIONAL)

'Reading is the backbone of learning.' Phonics and Reading sessions can be done holistically with hands-on activities. The use of phonics is the basic strategy to get children reading with excitement at the early stages.

In this workshop we will focus on all the best practices from different Phonics programmes. This will encourage and motivate our children to decode, encode, comprehend and compose confidently.

It will also help children to develop a way of thinking which is necessary for learning to take place- developing a complex network of ideas and arguments.

You may come along with some materials from your school's reading programme to share.

'He that loves reading has everything within his reach.' - William Godwin

MATHEMATICS WORKSHOPS (MA)

MA1 - THE USE OF TECHNOLOGY IN THE MATHEMATICS CLASSROOM: GEOGEBRA

TARGET GROUP: LOWER AND UPPER SECONDARY

PRESENTERS: SAMPSON GYAMFI AND FRANCIS NARH (GIS)

Technology is becoming more prominent in today's classrooms. Students use computers, tablets, and smart boards while learning. In mathematics, these tools can be very useful for teachers to design lessons that will engage students as they learn new concepts.

According to (Moyer, Bolyard & Spikell, 2002) "virtual manipulatives are best defined as "an interactive, Web-based visual representation of a dynamic object that presents opportunities for constructing mathematical knowledge". While concrete manipulatives are still relevant for use in classrooms, virtual manipulatives add to the learning experience. Virtual manipulatives give students prompts, feedback, and answers to problems while problem solving and this allows them more room for self exploration. However, research over the years indicates that ICT has proven to be a useful tool in supporting and transforming teaching and learning. In the mathematics classroom, ICT can help students and teachers perform calculations, analyse data, explore mathematical concepts and aid drawings of functions thus increasing the understanding in mathematics. (R. A. Sahaa, A. M. Ayubb , R. A. Tarmizic, 2010).

This workshop explores the use of GeoGebra, a Dynamic Mathematics Software (DMS) in teaching some specific mathematics concepts.

MA2 -TOPIC: MENTAL MATHEMATICS – ALL INCLUSIVE

TARGET GROUP: PRIMARY AND LOWER SECONDARY

PRESENTER: NGOZI OREVAOGHENE (KIP MCGRATH EDUCATION CENTER)

Mental maths starters should be used to start off mathematics lessons. This special time is supposed to give students the opportunity to connect with various mathematics concepts concurrently while thinking on their feet and NOT a time of FEAR & PAIN as most of us remember it from our school days.

It provides ample time for Maths teachers to fully engage their students and equip them with skills and strategies to help them work out maths calculations quickly while having fun.

Join Ngozi Orevaoghene to explore various activities for mental maths for primary and JHS students.



WORKSHOP DESCRIPTIONS

CLASSROOM MANAGEMENT WORKSHOPS (CLM)

CLM1 - BEHAVIOUR MANAGEMENT IN THE CLASSROOM AND TEACHING STRATEGIES

TARGET GROUP: PRIMARY, LOWER AND UPPER SECONDARY

PRESENTER: ANTHONY AFFRAM (GIS)

When behaviour is not managed properly in the classroom, it can limit the achievement of students as teaching and learning can be affected negatively. A teacher will plan to deliver a lesson but because of poor behaviour, he or she may not be able to achieve even 50% of the objectives and learning outcomes. I will be showcasing strategies to deal with behaviour issues in the classroom and how to build positive relationships with your students. After the Workshop, participants will gain more knowledge and will be confident in managing and dealing with behaviour issues in their classrooms if it arises. The workshop will also focus on some strategies to help participants acquire more skills with building positive relationship with their students, group work, assessment for learning and plenary sections.

CLM2: TOPIC: ACHIEVING MORE WITH LIMITED SCHOOL TIME: EFFICIENT USE OF CONTACT HOURS

TARGET GROUP: PRIMARY, LOWER AND UPPER SECONDARY

PRESENTER: ANDOH WILSON (GIS)

Although knowledge available to be harvested in this information age is plentiful, the labour hours are indeed very few. The evidence for this observation is seen in the booming of business of so-called “remedial schools” in response to demand for extra lessons for students. This practice however is not unique to Ghana, as similar issues occur globally in countries like South Korea, India, Japan, United States of America among others. This presentation is in response to this challenge and by the end of the workshop, participants would be familiar with some efficient ways to use contact hours in school. This hands on workshop will touch on ways to redesign the instructional environment to allow for visual learning; modify instructional methodology to promote mastery learning and the use of effective analogies.

TEACHING STRATEGIES WORKSHOPS (TSW)

TSW1 SMARTBOARD EDUTAINMENT

TARGET GROUP: ALL YEAR GROUPS

PRESENTERS: JENNIFER BLANKSON AND KWAME MENSAH (GIS)

The interactive board turns a typical classroom into a fun learning environment. It enriches classrooms in several ways by providing hands-on collaboration and creating the perfect learning setting. SMART Boards provide new ways for teachers to teach and for students to learn.

At this hands-on workshop, presenters will share how we can prepare exciting lessons that will give students with different learning styles opportunities to access the curriculum. Images can be projected to aid understanding for visual learners; auditory learners will have opportunities to listen and have discussions. It also allows tactile and kinesthetic learners to move around, touch and interact with the boards.

TSW2 “YES, HISTORY CAN BE FUN!”: TEACHING TIPS AND PRACTICES FOR DIVERSIFYING YOUR HISTORY AND GEOGRAPHY LESSONS

TARGET GROUP: UPPER PRIMARY, LOWER AND UPPER SECONDARY

PRESENTERS: ERIN BROWN-DADZIE, NATALIE WHARTON, AND KELSEA LAWRENSON (GIS)

The world has changed, students have changed, and schools have changed, but has the way we teach changed?

Too often when teaching social studies, we rely on traditional and old-fashioned methods of teaching - textbooks, worksheets, memorization, essay writing and so on. Many of us, even those who strive to be creative, may not recognize the great variety of tools and resources at our disposal, many of which are freely available. Given the opportunity, these resources have a chance to greatly enhance our teaching in social studies, and other subject areas as well.

Join us as we seek to go “beyond the textbook” in exploring new methods, strategies, and best practises that will enable even the most ‘old-fashioned’ teacher to inject life into his or her classroom.



WORKSHOP DESCRIPTIONS

TSW3 - ASSESSMENT STRATEGIES FOR THE ALL-INCLUSIVE CLASSROOM TARGET GROUP: LOWER AND UPPER SECONDARY

PRESENTER: SELASE DZAKAMANI (GIS)

Assessment is an integral part of instruction, as it is a useful tool for checking understanding. Assessment inspires us to ask these hard questions: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?"

In this interactive workshop, we shall discuss some practical formative assessment strategies that can make our classrooms a more inclusive learning environment.

TSW4 PLENARIES - CLEAR AND CLOUDY TARGET GROUP: ALL YEAR GROUPS

***PRESENTERS: MS EKUA SAGOE, MRS TRUDY AMEYOW-SEKYI
& MR. NII NAI ADJEI-MENSAH (GIS)***

Plenaries can occur part-way through a lesson but should always feature at the end of a lesson to review the aims, assess and consolidate the students' learning. This ensures that teachers 'tie the loop' at the end of each lesson.

Plenaries also provide an opportunity for students to focus on key points, what they have learned, the progress they have made and their next steps. It is therefore an evaluative part of a lesson, where students reflect on their learning.

In this workshop, teachers will explore and share different ways in which they can 'tie the loop' and provide opportunities for students to reflect on their learning at the end of their lessons.

TSW5 LA PAROLE AUX APPRENANTS

TARGET GROUP: JUNIOR SCHOOL, LOWER AND UPPER SECONDARY

PRESENTER: MONSIEUR SILAS ABLOSO (GIS)

Apprendre une langue étrangère dans un environnement non moins étranger, vous êtes nombreux à exercer ce métier chacun dans sa coquille. Monsieur Silas Abloso se trouve dans cette entreprise où la passion d'apprendre en enseignant reste la seule ambiance motivatrice. Le désir de partager les expériences mutuelles le brûle comme en vous. La formation des citoyens du monde nouveau commence par l'enseignement et l'apprentissage d'une langue.

This workshop therefore proposes to discuss and outline major strategies towards creating a positive ambiance for proficient learning. An exciting session awaits us!

TSW6 INCLUSION THROUGH EARLY CHILDHOOD BEST PRACTICE

TARGET GROUP: PRIMARY TEACHERS, EARLY YEARS CO-ORDINATORS, SENCO'S AND PRIMARY SCHOOL HEADS

PRESENTERS: DONNA GORDON-APEAGYEI AND NADINE ROCKS (GIS)

The workshop is suitable for: Primary Teachers, Early Years Co-ordinators, SenCo's and leaders of primary schools that provide education for children from 3-upwards. It is also suitable for educators who want to gain an insight into Early Years best practise and its impact. This is a hands on workshop, which will give opportunity to immediately put into practise the ideas and solutions uncovered during the workshop. The session will focus on best practise for inclusion.

Early education – at its best – is 'inclusive education' because of the emphasis, in practice, of identifying and meeting the individual learning needs of all young children. It is often the experience of those who work in early years settings that young children are included as a first option.

Everyone has their own idea about what 'inclusion' means, and as a consequence it can take a different form in different settings. At its broadest, inclusion in the early years is about practices which ensure that everyone 'belongs': from children and their parents, to staff and any others connected with the setting in some way.

The lives of practitioners, parents and children can be affected by inclusive and non- inclusive practices. The very best practitioners embrace every talent and allow each child to shine and feel a real sense of achievement in what they do.



WORKSHOP DESCRIPTIONS

TSW7 WE ALL LEARN DIFFERENTLY

TARGET GROUP: JUNIOR SCHOOL, LOWER AND UPPER SECONDARY

PRESENTERS: CAROL ODAMTTEN AND RIANATU OMOTAYO MENSAH (GIS)

Various variables, when teaching, work together and play a dominant role in how students learn and this affects whether they learn at all during lessons. Our understanding of the unique qualities of individual students, as teaching professionals, is essential to student learning and growth.

The individuality of the 21st Century student demands that educators take cognizance of their distinctive learning approaches both theoretically and practically. This workshop aims at influencing teachers to choose to be deliberate in making individual student learning approaches their focus; highlighting how students learn to improve the planning and execution of lessons.

“No two students are alike. They have different backgrounds, strengths, weaknesses, interests, ambitions, senses of responsibility, levels of motivation and approaches to studying.” – Richard M. Felder North Carolina State University.

TSW8 CHANGING MINDSETS IN AN INCLUSIVE CLASSROOM

TARGET GROUP: JUNIOR SCHOOL, LOWER AND UPPER SECONDARY

PRESENTERS: PETULIA JOSEPH AND JULIETTE VANDERPUIE. (GIS)

If you are excited about challenges, embracing difficult tasks and enjoy varying your teaching strategies to include all types of learners then, our workshop will help you develop further ideas on Changing mindsets in an Inclusive classroom. The word “Inclusive” is a twenty -first century trend that caters to all types of learners in our classrooms. Are we fixed in our mindsets as educators or do we grow with the growing mindset of the learners we enlighten and guide? Our session will focus on the theory of Carol Dweck’s Growth Mindset- we will think, discuss, share and help each other enhance our mindsets to nurture our learners to develop progressive mindsets. We invite you all to join us on this exciting journey!

TSW9 THE BALANCED CLASS TEACHER FOR THE PRIMARY SCHOOL TARGET GROUP: JUNIOR SCHOOL

PRESENTERS: GRACE NANA HANSON AND RACHEL QUIST. (GIS)

Are you that teacher who is in love with one subject and is nervous with the other? Do you dread teaching maths but love engaging your kids during grammar lessons? How do you ensure every child leaving your class at the end of the academic year is well balanced and has a solid foundation for the next year? Are you well abreast with trends and tricks on how to teach all your class subjects especially Math and English?

How can you ensure your students are mentally fit in math and are well educated in all the strands of the subject? How do you get your students to write when you as a teacher may find writing a chore? What are some of the ways to get your students to analyze text and answer inferential comprehension questions when you are saddled with so much work in the other strands? Building vocabulary is always a chore sometimes, how can you get over that hurdle? How do ensure you devote that time to History and Geography without spending so much time on Math because your students don't understand area and perimeter?

Come and join us and let us see how we can have a balanced diet in our own classrooms! Bring your class to life! Let your students thirst for learning!

TSW10 MAKE LEARNING FUN! -CREATING ACTIVE LEARNING RESOURCES FOR MATHS AND ENGLISH LESSONS IN THE PRIMARY CLASSROOM TARGET GROUP: PRIMARY SCHOOL

PRESENTERS: AMY FOWLER AND THELMA WARD (GIS)

Learning is boring when all children do is listen, read and write. Buying resources is expensive when considering the needs of individual pupils. How can we use everyday items to create resources that reach every child effectively in our lessons?

Join us to brainstorm, create active learning and assessment resources and to discuss how to use these resources in our inclusive primary classrooms.



WORKSHOP DESCRIPTIONS

TSW11: MEETING THE NEEDS OF DIVERSE LEARNERS IN THE 21ST CENTURY CLASSROOM TARGET GROUP: PRIMARY SCHOOL

PRESENTERS: AMA AMPONSAH TAWIAH AND GISELLE DJADOO-LINDSAY (GIS)

The need to ensure inclusion in the classroom cannot be over emphasised. In executing this duty adequately, educators must, as a matter of urgency, adopt meaningful strategies aimed at supporting all groups of learners within the learning environment.

This, of course, includes effective ways of extending the learning for those who fall within the Gifted and Talented group.

TSW12 A DIFFERENTIATED APPROACH TO TOTAL PARTICIPATION TECHNIQUES TARGET GROUP: LOWER AND UPPER SECONDARY

PRESENTER: AYESHAT ADDISON (SOS-HERMANN GMEINER INTERNATIONAL COLLEGE)

This hands-on workshop is aimed at providing participants with strategies which are useful in planning and delivering lessons with an understanding of learner's strengths and needs.

We will share our experiences and techniques for purposefully engaging students. We will also explore strategies that ensure that all students have the opportunity to develop skills needed to be successful.

TSW13 PROMOTING STUDENT ENGAGEMENT TARGET GROUP: LOWER AND UPPER SECONDARY

PRESENTER: EMMANUEL GBEDEMAH (THE ROMAN RIDGE SCHOOL)

Learning should be fun! Filled with practical, hands-on activities, this workshop seeks to highlight the importance of purposeful engagement to develop skill and promote student learning.

Participants will be encouraged to share their experiences and strategies for capturing students' attention and inspiring them to engage.

***TSW14 USE OF ASSESSMENT DATA TO ENHANCE TEACHING
TARGET GROUP: ALL YEAR GROUPS***

PRESENTERS: SHEILA SONEKAN AND FRANCIS AMEKO

Data collected from homework, classwork and tests can be used to help students achieve more in the classroom. Assessment data can be used real time and retrospectively to enhance teaching methodology and to ensure that no student is left behind. Teachers can use assessment data to challenge high achieving students even further.

Come and let us explore how we can monitor students' performance and collect useful data that can inform how we plan and provide support to our students.

***BUILDING POSITIVE RELATIONSHIPS IN THE SCHOOL COMMUNITY
BPR1 EMOTIONAL INTELLIGENCE AS A TOOL IN THE TEACHER'S KIT
TARGET GROUP: ALL YEAR GROUPS***

PRESENTER: DAVID NENE AKO (GIS)

The purpose of the workshop is to equip teachers with the ability to leverage the power of emotional intelligence for superior performance and building healthier relationships that enhance teaching and learning. The workshop will clarify these two concepts and suggest how they could be applied in the classroom.



WORKSHOP DESCRIPTIONS

BPR3 TIP OF THE ICEBERG: LOOKING BENEATH THE SURFACE TO BUILD RELATIONSHIPS

TARGET GROUP: JUNIOR SCHOOL, LOWER AND UPPER SECONDARY

***PRESENTERS: DR. KRISTINE MARBELL-PIERRE
(HEAD OF GUIDANCE AND COUNSELLING - GIS)***

Research indicates that a positive teacher-student relationship is key to effective teaching. Students' experiences outside the classroom have a large effect on their focus and motivation in school. In this workshop we will use Maslow's Hierarchy of Needs, a theory on motivation, as a framework for understanding student behaviours in the classroom. We will then discuss how to meet these needs in day-to-day interactions with them, thus building relationships with them and forming the necessary foundation for learning.

Two case studies will be used to practice applying the learned information to everyday practical situations.

BPR4 EMPOWERING OUR STUDENTS THROUGH LANGUAGE TARGET GROUP: LOWER & UPPER SECONDARY

PRESENTER: TITUS ADJEI (THE ROMAN RIDGE SCHOOL)

An empowered student is a successful student! We often take for granted our role as teachers in nurturing a positive self-narrative and growth mindset in our adolescent students. This session explores practical strategies and helps participants better understand how our communication with students can build a positive classroom and wider school culture.

APPRECIATION

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