

ACHIMOTA SCHOOL STAKEHOLDERS' WORKSHOP – GROUP 2

CURRICULUM/SCHEDULING

1) Overview

The consensus that emerged from the discussion in Group 2 on Curriculum/scheduling was that Education should be conceived holistically, the development of the student should focus equally on the non-academic as well as the academic aspects.

- i) Emphasis should be placed on the History of Ghana, both pre-independence and post- independence, to inculcate in the students a sense of patriotism.
- ii) Equal emphasis should be placed on Civics to introduce students to good governance and good citizenship.
- iii) Character training should be at the centre of all training inculcating core values of hard work, honesty, discipline and uprightness.

2) The Three Year High School Schedule

- i) The Group regarded the six terms out of the nine terms available to essentially teaching as grossly inadequate and that this has led to teaching and examination which leads to rote learning rather than analytic and independent thinking. The time available did not leave much room for creativity and innovation;
- ii) A bold suggestion was to go back to the five years of secondary education or school to combine the JHS and the SHS so that students spend six continuous years in a school giving teachers more room to mould the personalities of their students;
- iii) There was the need to revisit the duration of the SHS programme.

3) Challenges with English and Mathematics

The general poor performance in English and Mathematics was noted as a national phenomenon. It was proposed that the school should identify students who are weak in these subjects on initial admission to the School and that special /remedial/extra classes should be organised to help such students with any problems they have.

4) **Science**

The need to teach science holistically to inculcate a mind-set which seeks rational explanation to natural phenomenon (the laws of nature-based on empirical evidence) and induce students to adopt similar attitude in dealing with the vicissitudes of life that they will encounter.

5) **Information Technology**

i) The use of social media was identified as one cause of poor writing skills and poor spelling in English by students. It was suggested that teachers might explore the use of social media to encourage students to read extended texts introducing them to novels, literature etc.

ii) Teachers were to explore the use of IT to inculcate creativity and innovation; exposure to graphic art, IT application development and proficiency in for example Microsoft Office etc.

6) **Teacher Quality**

Much discussion went into this. The following suggestions were offered.

i) The need for orientation of newly appointed staff to the Achimota brand;

ii) Refresher courses/exposures to different ways of presenting subjects by experts from outside the School;

iii) OAA to play a role in offering volunteers;

iv) Inadequacy of teachers for the large student population/OAA to assist in engagement and payment of additional staff;

v) The need for more Teachers' Assistants training programmes using National Service Personnel, Peace Corps or affiliate universities abroad, volunteer groups (*Teach in Africa for a Year*), and funded by the OAA.

7) **Teacher Assessment**

i) This should be done on first appointment with a Review at the end of year one;

ii) Performance Appraisals to be done yearly; OAA to fund rewards and recognition schemes based on how effective (academically/socially) at teacher is.

8) **Mentoring Programmes for students**

These could be carried on a house-to-house basis: Akora speakers to go in and share values that have helped them navigate their world.

- 9) **The Akora Leadership Trust**
Institute scholarship Fund: To start with two students (male and female) going to college. It could also be used to fund Teacher Enhancement Programmes.

GROUP 2 - CURRICULUM AND SCHEDULE

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