LLC Program Directors Report - August 2026

Report on the Graduation Ceremony of Basic Six Students

A total of **35 students**, comprising **20 boys and 15 girls**, participated in the graduation ceremony held on **23rd July 2026** at La'angum Learning Center (LLC). The Basic Six class is under the guidance of **Mr. Abdul-Rahaman Mustapha** and **Mr. Bugri Godfred**. A executive, parents, past students, teachers attended the programme. The programme began with an opening prayer led by Mr. Godfred. The Deputy Headteacher delivered a welcome address and introduced the parents and guests present for the occasion. The Senior Prefect of LLC, together



with his deputy, congratulated the graduating students and encouraged them to remain disciplined, focused, and hardworking as they advance to the next stage of their education. He also expressed gratitude to Alice and the Board for their continuous, selfless efforts in sustaining the programme. Students from KG1 and other classes presented **poem recitals**, showcasing their talents. The KG1 students impressed the audience by confidently sharing their knowledge of the **seven continents** and the **16 regions of Ghana with their capitals**. The audience responded with joy and admiration.



Books, pens, and pencils were presented to the students, while other deserving learners received awards in recognition of their academic performance and good conduct. The graduating class also donated **two containers of emulsion paint worth GHC 250** to LLC. The paint will be used to renovate the Basic Six classroom, with the class teacher—who is also a painter—taking responsibility for the work. This thoughtful gesture served as a token of appreciation to the school and encouraged other students to embrace the spirit of giving, no matter how small.



Certificates were presented to all graduating students in recognition of their successful completion of Basic Six at LLC. The class also performed a **drama on drug abuse**, highlighting its causes, effects, and possible solutions. The performance educated the audience on the dangers of drug abuse and encouraged learners to make responsible choices.





The class teachers, together with other staff, offered words of advice to the graduates. They urged them to respect their parents and teachers, take their studies seriously, avoid bad company, and remain committed to achieving their future goals. The programme concluded with closing remarks by the Assistant Headteacher, followed by further remarks from the Programme Director. A vote of thanks was delivered by **Asna Bukari**, a past student currently in SHS, who expressed appreciation to the school authorities, teachers, parents, guests, and all who contributed to the success of the ceremony.



The graduation ceremony was a **successful, educational, and memorable event**. It provided an opportunity to celebrate the achievements of the Basic Six learners, acknowledge the dedication of their teachers and parents, and prepare the graduates for the next stage of their academic journey.

The New Academic Year

The new academic year is expected to begin on **8th September 2026**. Newly enrolled students will resume school together with continuing students.

It is common for new pupils to feel unsettled at first—many want to follow their parents back home after being dropped off, and some even cry. However, as the days go by, they gradually begin to familiarize themselves with the school environment. In time, they become comfortable enough to stay behind when school closes.

For example, children from Bunboazio (the community nearest to LLC) eventually start coming to school with their siblings instead of their parents, once they get used to the school environment. All teachers are expected to be present when school resumes.

UPDATES ON ABDUL MINU FUSHEINI

A Story of Hope and Determination: Fuseini Abdul-Minu's. Educational Journey. Today marks a significant milestone in the life of Fuseini Abdul-Minu as he graduates from La'angum Learning Center with the Basic School Class of 2026. Minu's educational journey was not always easy. As late as Basic Three, he struggled to distinguish between letters of the alphabet and numerals, often reading them together—for example, "A, B, C, 3, 4, 5...". At one point, his dream of becoming a teacher seemed almost impossible.
Recognizing his learning difficulties, his dedicated teacher, Abdul-Rahaman Mustapha, intervened with patience, commitment, and determination. Through consistent guidance, individualized support, and various teaching strategies, Minu gradually overcame his challenges.

By the time he advanced to Basic Four, he could confidently identify and read the English alphabet from A to Z. From that point onward, he continued to improve steadily through hard work and perseverance.

Today, Minu is an excellent performer in his class and proudly joins the graduating class of 2026. One of the memorable moments of the graduation ceremony was when he was presented with his graduation certificate by the Programme Director,



Mr. Salifu Majeed—a proud and symbolic moment that reflects how far he has come. The attached photographs capture this special occasion, including the presentation of his certificate, marking another important step toward achieving his lifelong dream of becoming a teacher. Minu's achievement is a powerful reminder that with the right support, determination, and faith, no challenge is insurmountable.

As we celebrate this remarkable accomplishment, we give all glory to the God of possibilities, whose grace has made this success a reality.

Congratulations to Fusheini Abdul-Minu, and may this graduation be the beginning of even greater achievements on his journey to becoming a teacher

Prepared by**: ABDUL RAHAMAN MUSTAPHA**

REPORT ON FIVE-WEEK ONLINE MONTESSORI TRAINING FOR TEACHERS OF LA'ANGUM LEARNING CENTER AND STAFF OF PAMBE GHANA

1. **Introduction**

La’angum Learning Center (LLC), in collaboration with PAMBE Ghana, organized a five-week online Montessori training program for teachers of the school and staff of PAMBE Ghana. The training was facilitated by Mr. Eric Bugri Gumah, an experienced Montessori trainer, and was designed to strengthen participants’ understanding of the Montessori philosophy, principles and practices.

The training commenced on 27 June and ended on 25 July, covering five weeks of intensive learning and practical discussions. Sessions generally started at about 11:00 a.m. GMT and ended at approximately 4:00 p.m. GMT.

The programme was particularly important because it brought together both teachers who were relatively new to the Montessori system and those who had already had years of experience working within the Montessori environment. It therefore served a dual purpose: introducing new teachers to the fundamental principles of Montessori education while providing experienced teachers with an opportunity to revisit, deepen and refine their understanding of the system.

The training was conducted online, with participants generally joining from the premises of La’angum Learning Center. The program combined presentations, discussions, group assignments, presentations and individual assessment through personal notes.

2. **Objectives of The Training**

The training was organized to deepen participants’ understanding of Montessori education and improve the way the Montessori approach is implemented at La’angum Learning Center.

Some of the key objectives were to:

A) Introduce participants to the history and philosophy of Montessori education.
B) Help teachers understand the life and work of Dr. Maria Montessori.
C) Develop a deeper understanding of the nature, needs and development of the child.

D) Familiarize teachers with the different principles and concepts that guide Montessori education.
E) Improve teachers' understanding of the Montessori prepared environment and the role of the adult.
F) Strengthen teachers' observation skills.
G) Help teachers understand the balance between freedom and responsibility in the Montessori classroom.
H) Introduce participants to important Montessori concepts such as normalization, cosmic education, imagination and going out.
I) Improve teachers' understanding of assessment and record keeping.
J) Provide an opportunity for teachers to reflect on their current practices and identify areas for improvement.

3. **Training Methodology**

The training was conducted through a combination of online lectures, interactive discussions, group work, presentations and individual assignments.

Participants were divided into three groups. After the first part of each training session, an assignment was given to the groups based on the topic or concepts discussed. Members of each group worked together to discuss the assignment and develop their responses.

Following the break or recess, the groups presented their work to the rest of the participants. This approach made the training more participatory and gave teachers the opportunity to explain Montessori concepts in their own words.

The group presentations also encouraged collaboration among teachers. Participants were able to learn from one another, ask questions, challenge ideas respectfully and connect theoretical concepts to experiences from their own classrooms.

In addition to the group assignments, participants were required to take personal notes throughout the training. These notes were later scanned and sent to the trainer for

assessment. This provided an additional means of evaluating participants' understanding and commitment to the training.



4. **Weekly Breakdown of the Training**

Week One: Introduction to Montessori Education

The first week focused on the life and work of Maria Montessori, the foundation of Montessori education and the nature of the child.

The discussion on Maria Montessori provided participants with an important historical foundation for understanding the Montessori method. Learning about her work, observations and educational philosophy helped participants appreciate that Montessori education was developed from careful observation of children rather than simply being a collection of classroom techniques.

The foundation of Montessori education was also examined, giving participants a clearer understanding of the principles upon which the system is built.

Another important area covered was the nature of the child. This was particularly useful because it encouraged teachers to look at children not merely as learners who need information from adults but as individuals with their own developmental needs, abilities and potential.

Week Two: Human Tendencies, Planes of Development and the Absorbent Mind

The second week covered human tendencies, a general overview of the planes of development and the absorbent mind.

The discussion of human tendencies helped participants understand some of the natural characteristics and drives that influence human development and learning.

Participants were also introduced to the planes of development, which provided a broader picture of the different stages through which children pass as they grow and develop. Understanding these stages is important because children at different developmental levels have different needs and require different approaches from adults.

The concept of the absorbent mind was another significant area of learning. It helped participants understand how young children naturally take in information from their environment and how the experiences surrounding them can influence their development.

For teachers, this topic reinforced the importance of creating a positive, orderly and stimulating environment because children are constantly learning from what they see, hear and experience around them.

Week Three: The Prepared Environment, Prepared Adult and Observation

The third week focused on three major areas: the prepared environment, the prepared adult and observation.

The concept of the prepared environment emphasized the importance of creating a classroom that is carefully organized to support children's independence, concentration, movement and learning.

The session on the prepared adult was equally important. It reminded teachers that Montessori education is not only about materials and classroom arrangement. The adult plays a central role in creating the conditions that allow children to develop naturally.

Teachers were also introduced to the importance of observation. Effective observation enables a Montessori teacher to understand children's interests, needs, challenges and developmental progress. Rather than constantly intervening, the teacher learns to observe carefully and decide when support or guidance is necessary.

Unfortunately, the third week experienced some disruption due to a heavy downpour. A handful of teachers were unable to travel to the La'angum Learning Center premises to participate in the online session. Some of them therefore joined the training from their homes. Despite this challenge, the training continued successfully and participants were able to cover the planned areas.

Week Four: Freedom and Responsibility, Normalization and Cosmic Education

The fourth week dealt with freedom and responsibility, normalization and cosmic education.

The discussion on freedom and responsibility was particularly relevant to classroom practice. Montessori education gives children freedom to make choices, but that freedom comes with responsibility. Teachers therefore need to understand how to provide children with meaningful choices while ensuring that the classroom remains orderly and respectful.

The concept of normalization was also explored. Participants gained a deeper understanding of the process through which children develop concentration, independence, self-discipline and a sense of purpose when they are engaged in meaningful activities within a suitable environment.

The final major topic for the week was cosmic education. This broadened participants' understanding of the Montessori approach, particularly its emphasis on helping children understand their place in the wider world and their relationship with other people, nature and the universe.



Week Five: Imagination, Going Out, Assessment and Record

The final week covered imagination, going out, assessment and record keeping.

The topic of imagination helped teachers appreciate the role of imagination in children's development and learning. It also encouraged participants to think about how the Montessori environment can provide opportunities for children to explore ideas and develop their ability to think beyond what is immediately visible. Going out was another important area. Participants learned about the value of exposing children to experiences beyond the classroom and allowing them to encounter the real world. Such experiences can complement classroom learning and help children connect what they learn with their

environment. The training concluded with assessment and record keeping. This was important in helping teachers understand how to monitor children's progress, document observations and maintain appropriate records. Proper assessment and record keeping are necessary for understanding each child's development and for making informed decisions about classroom practice.

5. Group Work and Presentations

One of the notable features of the training was the use of group assignments and presentations. The three groups provided participants with an opportunity to move beyond listening to lectures and actively engage with the concepts being taught. Teachers had to discuss, interpret and present their understanding of the various topics.This method also promoted teamwork and strengthened communication among participants. In some cases, teachers were able to bring examples from their classroom experiences into the discussions, making the theoretical concepts easier to understand and relate to. The presentations also gave participants confidence in communicating Montessori concepts to others. This is valuable because a good understanding of Montessori principles must eventually be translated into clear and consistent classroom practice.

6. Assessment of Participants

Assessment was carried out through both group and individual activities. The group assignments and presentations enabled the trainer to assess participants' ability to work collaboratively and demonstrate their understanding of the topics covered.

Participants were also required to maintain personal notes throughout the five-week programme. These notes were scanned and submitted to the trainer for assessment.

This process encouraged participants to pay attention during the sessions and document important concepts for future reference. The notes are also expected to serve as useful reference materials for teachers as they continue to apply the Montessori principles in their classrooms.

7. Usefulness of the Training to New Teachers

The training was particularly valuable to teachers who were new to the Montessori system.

For new teachers, entering a Montessori classroom without a strong understanding of the philosophy behind the system can be challenging. It is not possible to use Montessori materials or follow classroom routines without fully understanding why things are done in a particular way.

The training helped address this gap by providing new teachers with the philosophical and theoretical foundation of Montessori education.

They were introduced to important concepts such as the nature of the child, the absorbent mind, the prepared environment, the prepared adult, observation, freedom and responsibility, normalization and the planes of development.

This foundation will help new teachers approach their work with greater confidence and purpose. Rather than simply copying what experienced teachers do, they will have a better understanding of the principles behind the practices.

8. The Training as a Refresher for Experienced Teachers

For teachers who had already been working with the Montessori system, the training served as an important refresher and opportunity for reflection. Over time, teachers can become accustomed to routines and may sometimes perform certain activities without consciously revisiting the principles behind them. The training provided an opportunity for experienced teachers to return to the fundamentals of Montessori education and reconsider their classroom practices. The sessions also helped participants identify areas where they could improve their approach to children, observation, classroom preparation, freedom, responsibility and assessment. In this sense, the training was not simply about acquiring new information. It was also about reconnecting experienced teachers with the philosophy and purpose of Montessori education.

9. Impact on Teachers and Future Classroom Practice

One of the most significant outcomes of the training was the improvement in participants' understanding of the Montessori system.The programme helped teachers appreciate that Montessori education is more than the use of Montessori materials. It is a carefully structured educational philosophy that places the child at the center of the learning process while giving the prepared adult and environment important supporting roles. The training is expected to influence classroom practice in several ways.First, teachers will become more intentional in their observation of children. Instead of immediately intervening when a child encounters difficulty, teachers will be encouraged to observe, understand the situation and determine the most appropriate response.Second, greater attention will be given to the prepared environment. Teachers will be more conscious of the need for classrooms to be orderly, accessible and suitable for children's developmental needs.Third, the training will help teachers better understand freedom and responsibility. Children can be given opportunities to make choices, but those choices must exist within an environment where respect, order and responsibility are maintained.Finally, the training is expected to improve assessment and record keeping, allowing teachers to document children's progress more effectively and use their observations to guide their work.

10. Overall Assessment

The five-week Montessori training can be described as a successful and worthwhile professional development program.It provided participants with a structured opportunity to revisit the foundations of Montessori education while examining the role of the child, adult and environment in the learning process.The combination of lectures, discussions, group assignments, presentations and individual note-taking made the programme interactive and engaging. Participants were not merely passive recipients of information; they were given opportunities to discuss, reflect and demonstrate their understanding.The training also helped create a shared understanding among teachers and staff of PAMBE Ghana about the principles that should guide the Montessori approach at La’angum Learning Center.

11. Conclusion and Recommendations

The five-week online Montessori training was a valuable experience for the teachers of La'angum Learning Center and staff of PAMBE Ghana. Facilitated by Mr. Eric Bugri Gumah, the training provided participants with a deeper understanding of the philosophy, principles and practices of Montessori education.For new teachers, it provided a strong foundation upon which they can build their Montessori practice. For experienced teachers, it served as an important refresher and an opportunity to reflect critically on their existing practices.Most importantly, the training has strengthened participants' understanding of why Montessori education is practiced the way it is, rather than simply focusing on what teachers do in the classroom. This deeper understanding is expected to shape the way teachers interact with children, prepare the learning environment, observe children, provide freedom and responsibility, assess progress and guide learning.It is therefore expected that the knowledge and insights gained from the training will translate into more consistent and effective implementation of the Montessori system at La'angum Learning Center.

Recommendations

Based on the experience and outcomes of the training, the following recommendations are proposed:

1. Regular Montessori refresher training should be organized for teachers to reinforce their understanding and address emerging challenges.

2. New teachers should receive Montessori orientation before or shortly after joining the school to give them a strong foundation in the philosophy and principles of the system.

3. Peer learning and mentoring should be encouraged among teachers so that experienced teachers can support newer teachers in translating Montessori theory into classroom practice.

4. Future training sessions could include more practical demonstrations and classroom-based activities to help teachers connect theoretical concepts directly to their daily work.It is also our hope that future training will be led by PAMBE Ghana/LLC staff instead of

outsourcing that service elsewhere. This, however, can only be possible if staff members are given the necessary professional training in Montessori education.

Final Remark

The training has been an important step in strengthening the Montessori culture at La'angum Learning Center. It has equipped teachers with deeper knowledge, renewed their commitment to the Montessori philosophy and created a stronger foundation for the proper implementation of the system.



PS: ***Below are reflections from some of the new teachers who participated in the training.***

"I want to express my profound gratitude to you, as the Director, and to the management of PAMBE Ghana for the sacrifice and commitment you have demonstrated in ensuring that newly appointed teaching assistants are properly equipped and trained, especially in the Montessori philosophy of educating the child. During our training, I, Bugri Godfred, have discovered and learned so much about the life and work of Maria Montessori, her concept of the child's absorbent mind, the planes of development of the child, the application of science to education, the prepared adult, and many other important Montessori principles. These lessons have revealed many things to me about the child, the learning environment and, more importantly, how a Montessori teacher is expected to prepare themselves for the important task of educating children. I have also realized that, as a Montessori teacher, I have to observe the learners' behavior, especially during classroom activities, rather than constantly interfering. I have learned that while observing children, patience is very important. The training has therefore changed my understanding of how I should interact with and support learners in the classroom. I wish we could have this training again in the future so that I can gain a deeper understanding of the practical principles of Montessori education and, in turn, impart the knowledge I have gained to the younger generation. Lastly, sir, I would kindly appeal to you and the management to consider giving us, the trainees, certificates of participation upon completion of the training. Receiving a certificate would serve as a great motivation and encouragement to us as new teachers.Thank you so much, sir, for this wonderful opportunity and for your commitment to our professional development. **Bugri Godfred**"

"This is my second time attending a Montessori workshop, and it was a wonderful experience for me. In fact, this training has been an inspiration to me in my career because I learned more about the Montessori philosophy and experienced how carefully designed activities can help children grow and develop.The training also taught me how patience, discipline and observation can contribute to successful outcomes when working with children.I would therefore like to thank the PAMBE Ghana Board for organizing such a wonderful workshop. I hope more of these training programmes will be organized for teachers, especially new

teachers, to enable us to understand the Montessori concepts better and apply them effectively in our classrooms. **Judith Segzebe"**

"The Montessori training presented by Mr. Eric taught us that we must respect the child as an individual who needs freedom within limits in a prepared environment, guided by a prepared adult who observes rather than commands. The facilitator presented a lot of topics, such as the life of Maria Montessori, human tendencies, and the absorbent mind. The presenter also taught us that we must let go of ego, pride, impatience, and the desire to dominate in order to qualify as Montessori guides. This training will help me wait for children to discover things on their own, become a good scientific observer, and create a peaceful atmosphere for them at all times. It was a great training session for me, and I hope similar programs will be organized again.– **Alice Azure**"

Prepared by: **Mossi Camara Sulley, Assistant Headteacher of LLC.**

LLC Homecoming (December 2027) We are planning a special *LLC Homecoming* event in December 2027. This occasion is envisioned as a grand reunion for all students who have passed through LLC—from JHS, SHS, and tertiary institutions.

The event will also bring together:

- PAMBE Ghana board members
- Past teachers and non-teaching staff of PAMBE Ghana
- Parents and guardians
- Municipal Chief Executive of East Mamprusi
- Member of Parliament of East Mamprusi
- Regional Minister of North East Region

- Traditional leaders(chiefs) and community leaders

This homecoming is intended to celebrate our shared journey, strengthen connections, and honor the contributions of all who have supported/PAMBE Ghana/ LLC. Planning will be undertaken gradually to ensure a memorable and impactful occasion.