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CONNECTING CLASSROOMS
through Global Learning

Instructional Leadership Course Kenya:
Meru and Kiambu Counties

Monitoring and Evaluation
Summary Report 2020

CONTENTS

INTRODUCTION

The Connecting Classrooms Instructional Leadership programme log frame categorises learning outcomes of the course as follows: collaborative leadership, learning based on principles, observation and feedback, continuous professional learning and focus on elements that facilitate student learning outcomes

Both the programme learning outcomes and instructional leadership abilities were analyzed. The findings form the basis of this report. Reflection workshops were held virtually in August 2020. School leaders prepared and presented a video depicting their school project deployment. This was followed by a 5-minute reflection session which was explored by the question-and-answer session from the facilitators and peers. The facilitator collected data from the video and the reflection summary was captured by a Data Capture Tool (DCT) designed on the basis of the programme log frame.

Programme learning outcomes

Collaborative leadership

- *Short-Term Outcome:* School leaders acquire knowledge, skills and positive attitude on collaborative leadership
- *Mid-Term Outcome:* School leaders establish and support collaborative leadership structures and systems in their schools
- *Long-Term Outcome:* Collaborative leadership entrenched and the norm in schools

Learning based on principles, observation and feedback

- *Short-Term Outcome:* School leaders acquire knowledge, skills and positive attitude on the principles, observations and feedback to guide learning in their schools
- *Mid-Term Outcome:* School leaders guide and support learning based on principles, observations and feedback
- *Long-Term Outcome:* Learning in all schools impacted by Connected Classrooms programme is based on principles, observations and feedback

Continuous professional learning

- *Short-Term Outcome:* School leaders acquire knowledge, skills and positive attitude on the need for continuous professional learning in their schools; this includes knowledge on continuous professional learning and the reasons for it.
- *Mid-Term Outcome:* School leaders establish, support and monitor continuous professional learning in their schools
- *Long-Term Outcome:* Continuous professional learning entrenched and appreciated by stakeholders in all schools, and its effect felt among teachers and learners.

Focus on elements that facilitate student learning outcomes

- *Short-Term Outcome:* School leaders acquire knowledge, skills and positive attitude on elements that facilitate student learning outcomes
- *Mid-Term Outcome:* School leaders establish and support systems that enable teachers and learners to focus learning on the elements that facilitate student learning outcomes
- *Long-Term Outcome:* All learning is based on elements that facilitate student learning outcomes

Instructional Leadership abilities

- Use the principles and practice of effective teaching and learning to evaluate and improve the quality of teaching and learning in your school.
- Promote culture change by creating a vision for instructional leadership and engaging staff in that vision.
- Work with staff to address any barriers and improve the school's capacity to evaluate and improve the quality of teaching and learning.
- Identify great teaching and learning in a team or across the school and develop strategies to share this expertise to raise performance.
- Introduce and / or develop appropriate systems to support the monitoring, evaluation and improvement of teacher practice and performance.

- Work with leaders to evaluate performance and progress consistently and transparently, modelling the importance of effective feedback and supporting those who are underperforming.

- Use your knowledge of education policy, trends and research findings to initiate discussion and suggest changes that will benefit students.

- Create a collaborative, positive ethos in which staff are treated fairly and equitably and are motivated and supported to develop their own skills and subject knowledge.

- Provide appropriate and targeted development opportunities for staff to develop skills and abilities and participate with staff where appropriate.

The Data Capture Tool (DCT) was used to collect data from 91 schools out of a population of 280 schools in Kiambu and Meru counties. The data for each school was explored for fit against the monitoring and evaluation framework. The figure below shows the names of schools sampled for data collection, analysis and reporting.

1. Athena
2. Bathi
3. Burie Kingori
4. Ccm Akiaga
5. Ccm Ontulili
6. DEB Kangaita
7. DEB Kiranga
8. DEB Nkandone
9. DEB Ontulili
10. Gataara
11. Gataka
12. Gatuanyaga
13. General Kago
14. Gikambura
15. Githunguri Township
16. Gitomba
17. Gituamba
18. Gitura
19. Hgm Kinoo
20. Itumi
21. Kagema
22. Kagwuru
23. Kalimoni
24. Kamiruru
25. Kamuyu
26. Kamwirigi
27. Kangoya
28. Kanjeru
29. Kanjuku
30. Kanjiha
31. Karungo
32. Kiamba
33. Kianjahi
34. Kiawanda
35. Kibii
36. Kibiru
37. Kagwe
38. Kimuchu
39. Kingeero
40. Kiolo School
41. Kiringa
42. Kirukine
43. Kithetu
44. Kiu River
45. Komu
46. Kongo
47. Kwamgethe
48. Kwangethe
49. Limuru
50. Lomoro
51. Loreto
52. Lower Kihara
53. Machaku
54. Machiri
55. Makutano
56. Mama Ngina
57. Marega
58. Marinya A.Ruibi
59. Matopeni
60. Mck Mwithi
61. Miiri School
62. Mirangi
63. Mucuune
64. Munyu
65. Murweti
66. Mutuati
67. Mutuatine
68. Muungu
69. Mwihoko
70. Mwiki Primary
71. Nderu
72. Nduchi
73. Ndula
74. Nduluma Primary
75. Nkamathi School
76. Ntani
77. Nthangathi
78. Ntuti
79. Ruibi
80. Rukubi
81. Rwongo Rwayeki
82. St. Patrick
83. St.Pauls Gachororo
84. Thimbigwa
85. Thogoto
86. Thuuri
87. Tiiri School
88. Umoja
89. Uthiru
90. Wagware
91. Wandui

Figure 1: Sampled schools out of a population of 280 schools

COLLABORATIVE LEADERSHIP

There were five collaborative leadership attributes which included teams formation, team functions, delegated leadership, other leadership roles in teams and team meeting outcomes. The expectation is that on short term, school leaders acquire knowledge, skills and positive attitude on collaborative leadership and at mid-term, begin to establish and support collaborative leadership structures and systems in their schools.
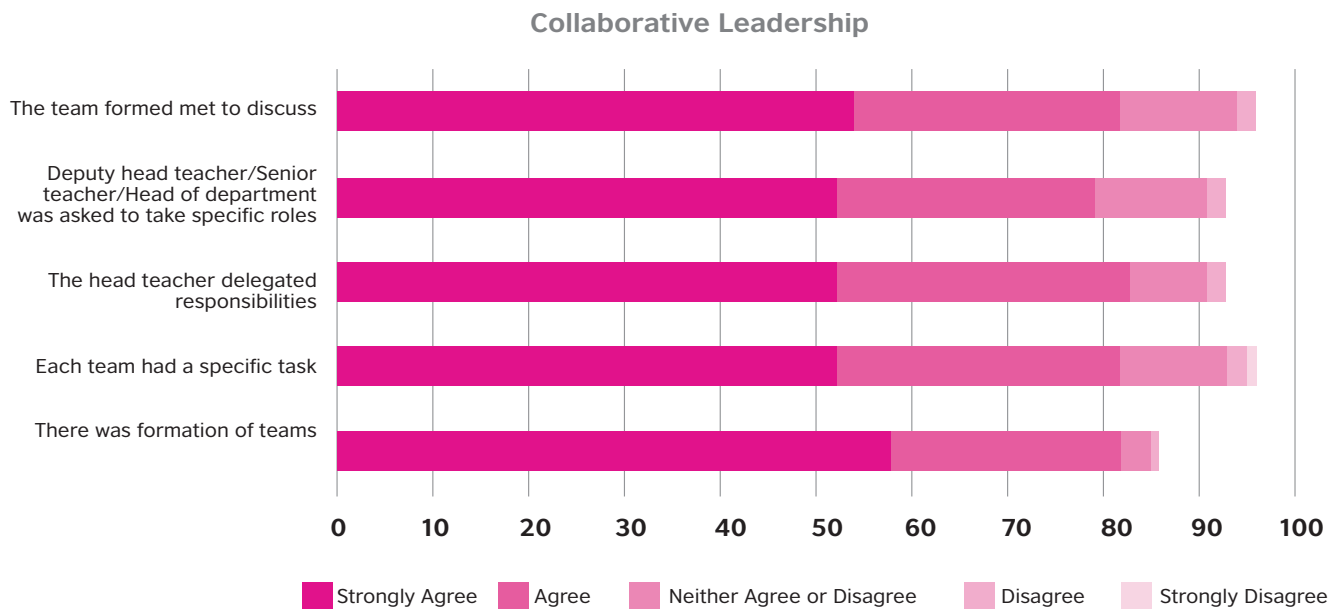
Collaborative Leadership

Legend: Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree

Figure 2: Collaborative Leadership aspects

Collaborative leadership was evident in schools where teams were formed to address a number of teaching and learning aspects. This would definitely yield better results in the long run. However, some head teachers did not involve others in implementation.

Team formation

Forming teams is a critical aspect of collaborative leadership. Committees, subject panels and study groups were examples of teams formed. Teams were also set up to monitor teaching and learning progress. However, there was no evidence of head teachers working with other teachers in some schools. While the solo approach may achieve short term gains, there will be no ownership and buy-in in the long term.

Team functions

Team functions varied among the schools but there were generally teacher committees which discussed and laid down strategies for improvement. In addition, there were teams within the school that tracked the progress of teachers and learners. Teachers were paired up with those

who performed well so that they could learn from one another. Team teaching was another function assigned to teachers. There were schools where teams were formed but no specific functions assigned to them, making the teams ineffective.

Delegated leadership

This was achieved by school leaders delegating leadership responsibilities to heads of the teams formed to enhance ownership. Learners were also empowered and allowed to lead their learning. Collaboration between the lower grade learners and teachers led to change, leading to improved performance. It was evident in some schools that leadership was not delegated. There was no evidence of teams formed nor was there supporting evidence that the delegated teams had autonomy.

Other leadership roles

Senior management planned on how to assess learning in their schools. This included the creation of more contact time with teachers and placing emphasis on instructional leadership where teaching and learning were given

priority. The team also led a curriculum audit to understand the reasons for low performance while putting in place measures for performance improvement.

Team meeting outcomes

There were positive outcomes as a result of team formation and delegation of leadership duties. These included attitude change in the community around the school, documentation of learning using information from subject panels, parents' academic committees formed to monitor the progress and discipline of students, community involvement in the mentoring of students, effectiveness in planning and collaborative lesson planning and monitoring by teachers.

LEARNING BASED ON PRINCIPLES, OBSERVATION AND FEEDBACK

This outcome focused on target identification, improved learning, authentic sources of information, vision influence, monitoring and evaluation structures and understanding teaching and learning.
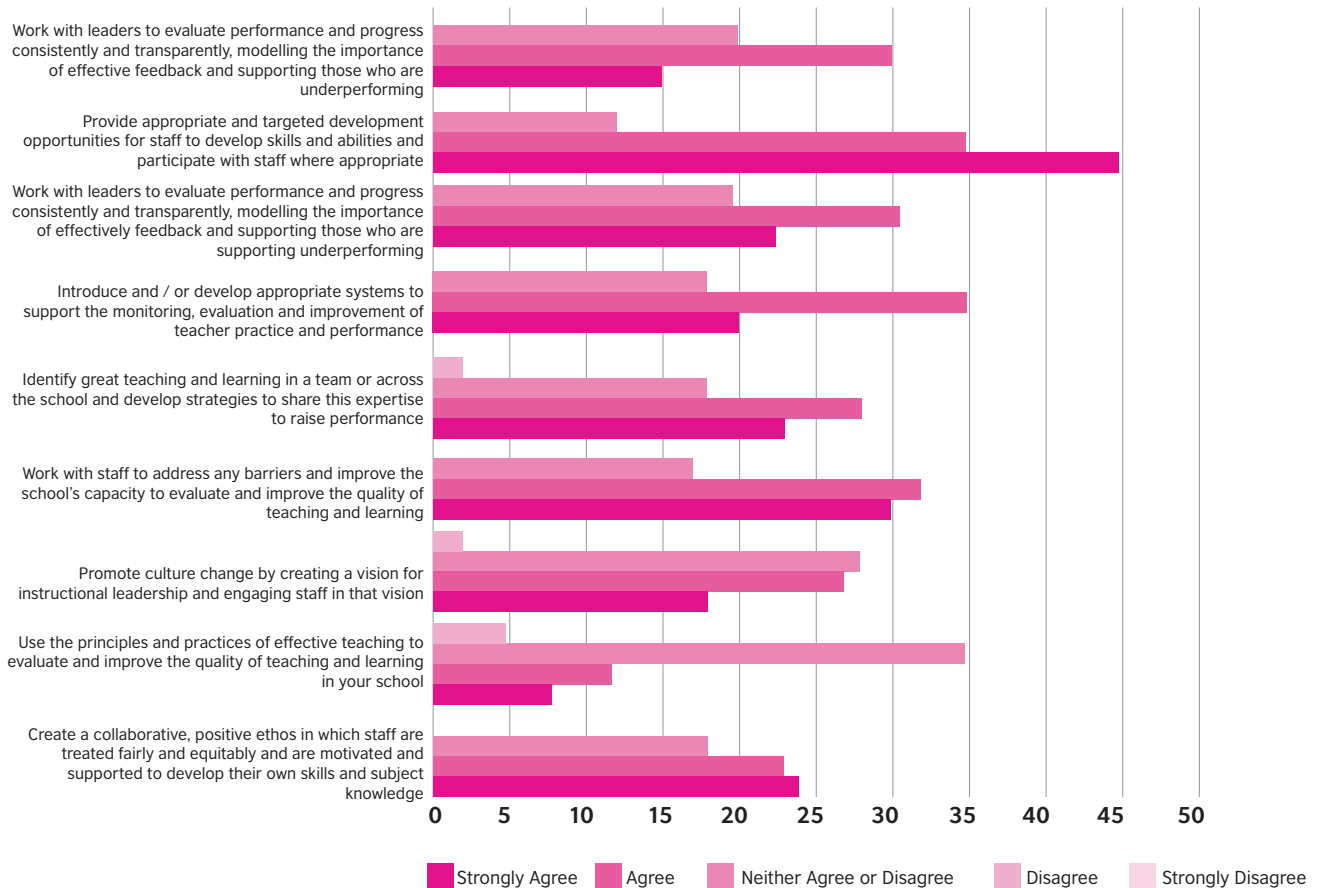
Figure 3: Performance based on instructional leadership abilities

Target identification

Target identification was demonstrated in a few schools. For example, schools that chose literacy as a theme focused on the non-readers in grades 1, 2 and 3. Lower grade teachers held meetings with parents and identified what to do. The children were involved through discussions and demonstrations.

Focus on improving learning

School leaders ensured learning was improved through the identification of active and enjoyable learning methods, syllabus completion and provision of materials and library books to students. Assessment in Mucuune Primary School in Meru County showed a literacy improvement from between 50% on the lower side to 90% on the higher aside.

50% **90%**

Assessment in Mucuune Primary School in Meru County showed a literacy improvement from between 50% on the lower side to 90% on the higher aside.
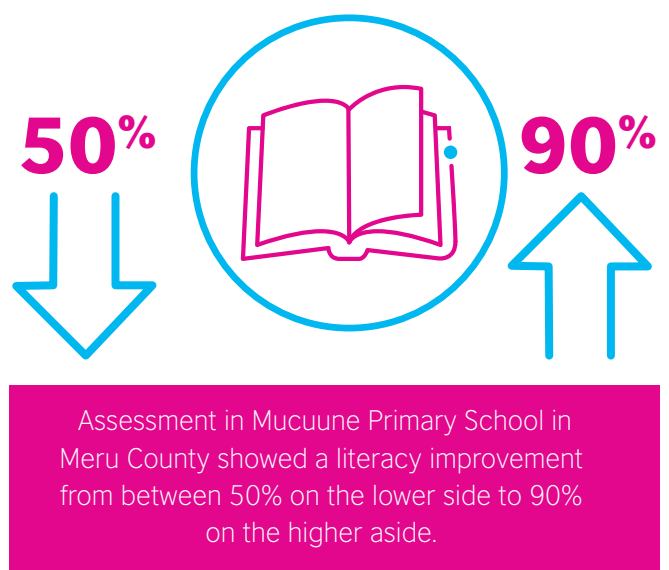
Drawing information from authentic sources

Authentic sources include a panel of teachers who analyzed results to get the true picture of the learners and then provided effective feedback. Classroom observation was also used by the school leadership and the Curriculum Support Officer (CSO) as the tool of choice to help provide feedback to the teacher.

Vision influence

Schools were expected to relook their vision statements to be aligned to instructional leadership. About 8% of the schools failed to realign their vision statements citing the following reasons: change in school leadership and poor attitudes by teachers and other
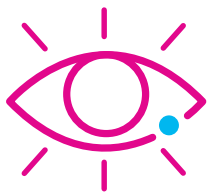
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....

52%

of schools sampled showed they are completely linked to promoting culture change by creating a vision for instructional leadership and engaging staff.

stakeholders. 52% of schools sampled showed they are completely linked to promoting culture change by creating a vision for instructional leadership and engaging staff. The school vision was created collaboratively hence increased ownership, attitude change among staff members, stakeholder involvement, syllabus coverage and student motivation.

Utilization of monitoring and evaluation structures

Monitoring and evaluation provide the necessary data to guide strategic planning, to design and implement programmes and projects, and to allocate and reallocate resources in better ways. Monitoring and evaluation was achieved through lesson observation and assessments, consistent checks of learner's books by administrators, regular meetings, subject panels and delegation of duties and data assessment. For some schools, systems to monitor teaching and learning were not demonstrated. The school leaders explained their actions but there was no clear explanation on how this strategy was utilized to improve teaching and learning.

CONTINUOUS PROFESSIONAL LEARNING

This included the establishment of the following: professional learning structures, professional learning activities, inclusivity of all teachers in professional learning and scheduling professional learning sessions (PLS) in the school calendar. The figure below shows the extent to which respondents agreed to the four attributes of continuous professional learning.
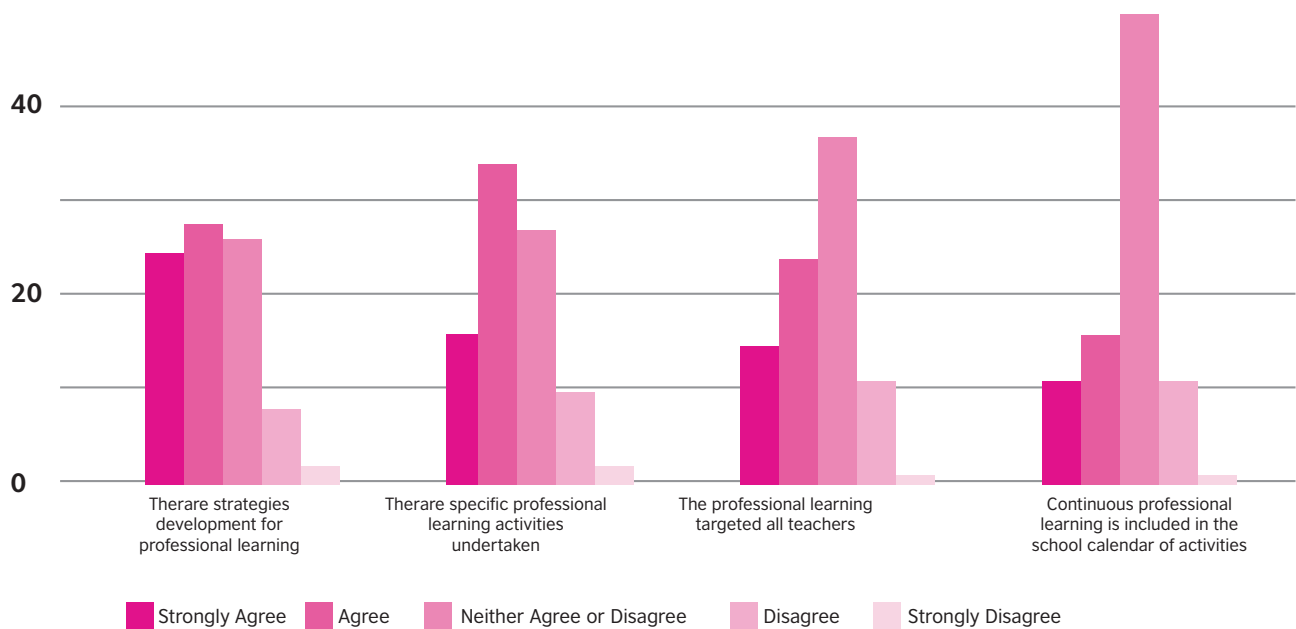

Figure 4: Continuous Professional Learning attributes

Professional learning structures

Ten percent (10%) of respondents did not have structures set up in their schools for school based professional learning. Despite lack of structure there were recognizable elements of learning which included school leader influence on professional development, continuous lesson observation, appraisal system, encouraging teachers to learn from each other and collaborative planning. However, a culture and attitude change were required to ensure effective teaching. Staff meetings for collaborative planning to improve tools for teaching and learning or develop rapport between teachers and CSOs were the basic structures for professional learning.

Professional learning activities

School leaders transferred some of the concepts learnt during the training into practice. Based on the collaborative action planning, the reported professional learning sessions included exploring a learner centred approach, effective teaching of literacy, use of digital teaching and learning skills, effective classroom observation, networking between parents and teacher and peer teaching and learning.

Inclusivity of all teachers in professional learning

While all schools considered the involvement of all teachers in professional learning, the approaches used varied from one school to another. They included early years grades, phased approach of beginning with some teachers and gradually bringing others on board to work with all the teachers at the onset.

Scheduling professional learning sessions

These were varied across schools with some having the sessions in their school calendar, others allocated some planning or meeting schedules while a few did not have a schedule at all.

FOCUS ON ELEMENTS THAT FACILITATE STUDENT LEARNING OUTCOMES

The following elements facilitate student learning outcomes: foundational skills, learners' expectations, classroom discussions, constructive feedback, cooperative learning and assessment for learning. Respondents stated the extent to which these aspects influence student learning outcomes as shown in the figure below.
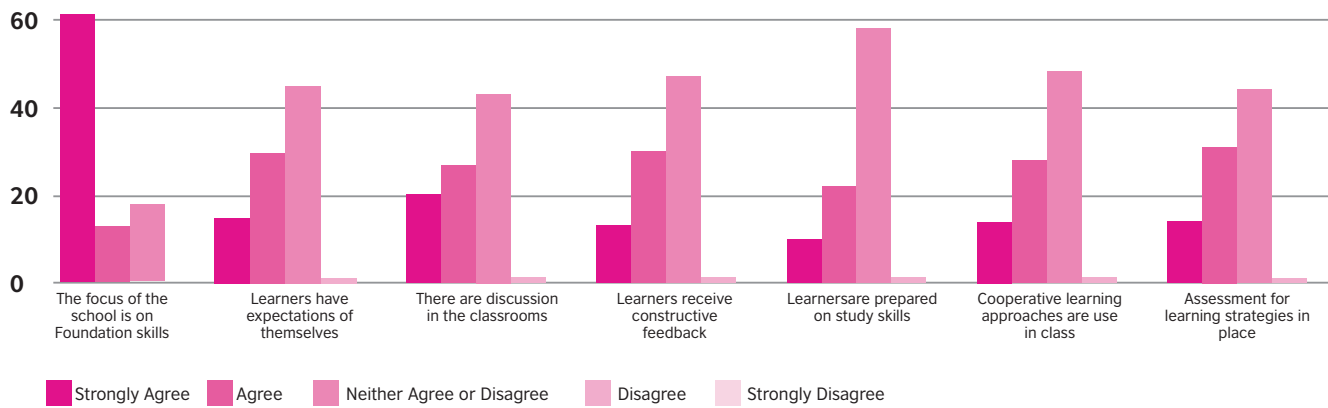

Figure 5: Elements facilitating learning outcomes

Foundational skills

The foundational skills of literacy and numeracy were implemented by all the schools. Approaches included the use of scaffolding, classroom observation, targeting learners in the lower classes, focusing on reading and assessment for learning, active learning and parental engagement. The approaches focused on non-readers and some even integrated technology.

Learners expectations

Despite being the highest ranked pedagogical approach, learners' expectations was the least implemented approach by school leaders. Learners expectations can be implemented through learner portfolios and rubrics for self-assessment.

Classroom discussions

This was rated the second most highly effective and impactful pedagogical approach. School leaders reported collaborative discussion in the classroom through the use of questioning techniques and in clubs. Classroom discussions amplified the learners' voice, enhanced their involvement, facilitated sharing and hence led to active learning (Hatties, 2003).

Constructive feedback

The school leaders did not have a deeper understanding of constructive feedback as they were not given in-depth awareness during the training. They however presented evidence of constructive feedback through stories and presentations by both students and teachers. The course will need to have additional information on the difference between feedback and constructive feedback as this might influence the high uptake by the school leaders.

Cooperative learning

Cooperative learning approaches fared well as it was also supported by the competency of collaboration and communication. School leader observed group work, working together, working in teams, group discussions, sitting in small groups and working collaboratively.

Assessment for learning

School leaders implemented assessment for learning strategies which included speaking, expression, poems, narrative, role-plays, drama, reading and writing. Some schools embraced peer assessment too. There were some cases where assessment for learning was planned for but was not implemented while in others, status quo was merely maintained in the classroom.

CONCLUSION AND RECOMMENDATIONS

This evaluation took a 30% representation of the cohort who presented their implementation during the virtual reflection session held in August 2020.

All the nine Instructional Leadership abilities aimed at being developed by the school leaders were demonstrated at different levels, with some widely implemented than others. Some factors that influenced implementation include the facilitation process, contextualisation of activities linked to

Instructional Leadership abilities and attitudinal disposition to change.

Some recommendations include harnessing principles into practice, scaffolding during practicum, developing action plan progress reports, submission of deliverables and extended webinars which include showcasing progress with feedback.

ANNEX: CASE STUDIES

Kanjeru Primary, Kiambu County

Using instructional leadership training to improve academic outcomes by improving literacy throughout the school

> *I understand that school leadership is the most paramount aspect that determines the overall performance of the school. Leaders can transform average institutions to outstanding institutions.*
>
> *Agatah Karimi Njue, Headteacher, Kanjeru Primary School*

Kanjeru Primary School is located just outside Nairobi in Kiambu County, the 19 teachers educate 650 male and female students between seven and 14 years of age, in classes which range in size from 35 to 45 for the older children and 65 to 70 for the younger ones. In its rural setting the school draws the majority of its student body from communities with comparatively low levels of economic stability, with most families being engaged in some form of small-scale farming or agricultural work. The school employs a complementary range of teaching practices including question and answer, enquiry-based learning, group discussion, instructional teaching, role play, case studies, and fieldwork. The headteacher, Agatah Karimi Njue, is an experienced teacher and headteacher, with a solid understanding of the importance of leadership; she knows that effective learning is the product of effective teaching, which itself is only possible through effective leadership.

Isolating causes and effects

The headteacher was aware however that there was room for improvement, in both the academic achievement of the students, and her own leadership capacities. After attending the Connecting Classrooms through Global Learning Instructional Leadership course, she felt empowered and enabled to transform the school. She formed a committee comprising members of the senior leadership team and teachers from both upper and lower grades, which was tasked with identifying any problems at the school, their causes, and consequences. It was found that although there were several factors contributing to less than optimal academic performance, the key issue was a lack of literacy, which had an impact across every academic sector of the curriculum and upon the school's effort to embed the core skills into lessons.

Upon examining the reasons for this it was found that the main problem was the poor quality of teaching and learning in the subject. This in turn was brought about by a combination of inadequate planning by teachers, poor time management, a lack of resources, and poor teaching materials and content. An action plan was formulated which would enable leaders and teachers across the school to work together to address any barriers and improve the school's capacity to evaluate and improve the quality of teaching and learning. Taking the thinking one step further, it was decided to introduce and develop an appropriate system to support monitoring and evaluation and the improvement of teacher practice and performance.

Planning for improvement

The plans and vision were communicated to all stakeholders, including staff, students, and parents, through teacher orientation and consultative meetings, to sensitise them to the upcoming changes and gather any useful ideas and feedback. The plan was finalised with eleven key action areas:

- Capacity building
- Adequate planning
- Discipline, guidance and counselling
- Time management
- Improvisation
- Strengthening and improving communication channels
- Improving study skills
- Creating a good classroom environment
- Practicing professionalism
- Embracing new approaches to teaching and learning
- Motivation of teachers and learners

Under the guidance of the headteacher, teachers received additional training and used assessment for learning methods to identify literacy gaps. Individual action plans were developed, lesson plans revised, and monitoring and evaluation structures put in place. The wider community was engaged and mobilised to provide resources such as reading materials, stationery, and literacy materials, with help coming from parents, alumni, friends, and publishing bodies.

Authentic outcomes

Improved communication and collaboration throughout the staff, including training and guidance, coupled with monitoring and feedback, had a real impact upon the school as a whole and academic performance in general. By the time the school was required to close due to the Covid-19 pandemic, Grade Five literacy levels

had reached 100 per cent and Grades One to Four were at 90 per cent and on an upward trajectory. This improvement in literacy made learning in other academic areas more accessible and engendered greater engagement among the student body. Teachers were able to renew their work with embedding the core skills, and students responded positively, with far higher levels of enthusiasm and understanding.

I have realised that learners who are able to read tend to perform well academically, I have realised that capacity building with all workers in an institution improves their performance. I have also realised that Assessment For Learning (AFL) adjusts, bridges, reflects, supports and identifies learning gaps.

Agatah Karimi Njue, Headteacher, Kanjeru Primary School

It is expected that when school resumes, literacy levels across the school will have reached 100 per cent, and that teachers will continue to acquire and develop new skills. The Instructional Leadership course has empowered and enabled the headteacher to gradually change her institution from a below average school to an outstanding one, equipping her with the knowledge and skills to lead effectively, manage change, and integrate the core skills into the curriculum.

My advice to other leaders considering this course is that they should practice instructional leadership to make sure there is effective teaching and learning, there is embracing and practicing of the school vision, assessment of school projects and programmes is done in an effective way and everything is well monitored and evaluated.

Agatah Karimi Njue, Headteacher, Kanjeru Primary Schoo

Ntuti Primary School, Meru County

Using Instructional Leadership to track learning progress in my school

Ntuti Primary School is located in the outskirts of Kangeta town, Igembe Central Sub-county of Meru County in Kenya. The school has 19 teachers against a total enrolment of 648; 344 boys and 304 girls. The school also has an ECD unit that has 204 learners. Ntuti Primary is situated in an area where families grow Miraa (Khat) and subsistence crops like maize and beans being the most common. The area is dry and most families are poor and indulge in substance abuse, having easy access to khat and local illicit brew. Female Genital Mutilation (FGM) is a common practice in this area and as a school, we spend a lot of time educating our communities about the negative implications of FGM on girls. Teaching at the school is formal in classrooms and children attend a well-structured learning programme that runs from Monday to Friday, a lesson being 30 – 35 minutes. Moses Thuranira was posted as Head Teacher of Ntuti Primary in the year 2012.

Since I joined this school, the mean score improved from 150/500 mean in the year 2011 to 226/500 in the year 2013. Out of 50 most improved schools in Kenya, Ntuti Primary was ranked position 35 (I have a newspaper of January 2013). Our name was mentioned by the then Minister of Education Mr. Mutula Kilonzo.

Moses Thuranira, Head Teacher Ntuti Primary

Isolating causes and effects

After undertaking the instructional leadership course, the head teacher reflected on the school situation and saw that:

- School performance had deteriorated, though it is now picking up, it is still a low performing school.
- Parents had lost the high spirit in supporting learning.
- Teachers prepared professional documents as required by the TSC but not for their own improvement.
- The school was working without an action plan.

- Classroom observation was viewed by teachers as a fact-finding mission
- Head teachers motivation had gone low because of the school's fracturing performance..

During the course, the headteacher had been challenged by the World Health Organisation surgical safety checklist. There are 3 checklists developed for surgeons to streamline safety procedures during surgery. The checklist highlights steps to be taken (1) before induction of anaesthesia, (2) before skin incision and (3) before a patient leaves the operating room.

This information was an eye-opener to see what makes "teaching be teaching". That the most important aspect of teaching is preparation. Therefore, the school focused all its synergetic power towards establishing teaching standards, focusing on the teaching preparation process.

Planning for improvement

The head teacher held a meeting with the deputy head and senior teacher to communicate the vision, and together, they prepared samples of the record keeping documents needed track learning in the classroom. A meeting of all teachers from ECDE to Primary school was held and the head teacher shared with them the WHO checklist and inspired the team to work collaboratively to develop a tracking tool for the school. The teachers were inspired, and it took them a few days to prepare samples. The team agreed to the following:

- Schemes of work must be prepared by all teachers and they must include a minimum of three learning outcomes. Schemes of work should be followed by brief lesson notes for the whole term. The lesson notes should be derived from the lesson outcomes directly. Once a teacher prepares lesson notes, the teacher should plan for a lesson and prepare a lesson plan. This should be a daily practice. The lesson plan should have an introduction section, lesson development section where a lesson will be developed in three steps, each step aimed at achieving one learning outcome, other strategies including teaching aids, core competency, values and linkages with other areas.

- The school leaders also designed three files: head teacher file, deputy head file and senior teacher file. The files included records from each teacher stating their subject, topic and learning outcomes as derived from the schemes of work. These files would help the administrators to track the learning happening in the classrooms. School leaders would get into any class at any time and do an oral assessment of the progress in learning. The school leaders also used the records to cross refence the kind of questions and assessment being set and those conducted in class, and if they were meeting the intended learning outcome.

- A meeting with parents was held and they were taught how to check learners' work at home. It became easier for the parents to look out for lesson 1, lesson 2, 3 and so on.

- Assessment as learning: every day the teachers give assessment questions to the learners to gauge their level of understanding of the day's learning. At 4:10 p.m., the teachers submit their results to the administrators for filing, the teachers also keeping their copies. The assessment questions must reflect the lesson outcomes.

Authentic outcomes

• Impact on the administration

Administrators (head teacher, deputy head teacher and senior teacher) are now able to know what learning outcomes will be achieved in a whole school per term and per year. These learning outcomes help the team design better aptitude tests and continuous assessment tests and better track the learning progress of all subjects and levels.

• Impact on the learners

It is easy to track absenteeism of learners because their exercise books are well organised as they show for example: Week: 1 lesson: 1 Topic and Sub-Topic. Also, learners are now quickly able to refer to their exercise books when a teacher points out to a certain week and lesson. Learners also have a lot of confidence in themselves because they know what is expected of them, their books are brief and clear.

• Impact on parents

Parents are able to check the notes of their children and some parents who can read come to me for questions that they can use to test learning at home. I have heard some parents say, "Now there is no need of wasting our money with private schools". The head teacher is motivated to continue improving instructional leadership.

• Impact on teachers

Class teachers are now able to check what their colleagues do during the lesson. Entire teaching staff agreed unanimously that every class teacher will be operating from his/her classroom and not the staff room. Children have loved this because they do not break the teacher's locker or steal teachers' phones since the class teacher's office is the classroom. Teachers are now enjoying classroom observation.

Moses hopes that all the teachers will be proficient in learning preparation to the extent that other schools will use his school for bench marking. He also hopes the teachers will prepare samples for the zone to support other teachers who never attended training by the British Council team. In his words, Moses states his leadership has undergone a paradigm shift, from being a source of authority to being a catchment of beautiful streams of wisdom and skills that are quenching education thirst in all learners.

Loreto Primary, Kiambu County

Using Instructional Leadership to enhance effective classroom practices in my school

Loreto primary school is in Ndumberi Zone, Kiambu Sub-County and County. My country is Kenya. The school is Catholic Sponsored, started in 1956 by Loreto Convent Sisters in the outskirts of Kiambu Town, therefore a semi-urban set up. It is integrated, single streamed with an enrolment of 375 pupils, 204 boys and 171 girls. It has 14 members of staff, 1 male and 13 females.

Isolating cause and effect

Hannah Mambo was deployed as Head Teacher Loreto Primary, in June 2019. By the time she attended the British Council Instructional Leadership Course, Hannah was only 4 months old in the school.

> *By the time I attended the training in October 2019, I did not have learners' background and experiences. All I knew was that the school I was in was performing dismally and was hence under Government Primary Education School Improvement Programme (S.I.P).*
>
> *Hannah Mambo, Head Teacher Loreto Primary School*

Planning for Improvement

After the training, Hannah was motivated to be the best team leader in order to transform the school performance. She decided to focus tightly on Effective Classrooms Practices. The reason being that interactive learner centred pedagogy is the most effective approach in learning.

Hannah held meetings in her school to formulate the School's Action Plan. She then organized insets for capacity building because she had realised that leadership is not a solo act; she had to bring other stakeholders on board. This helped her staff in building a team spirit for collaborative planning, learning, implementation as well as giving feedback to learners and fellow teachers after classroom observations.

Some of the strategies put in place included:

- Learners workbooks were checked fortnightly by panels committees.

- Teachers started involving learners in material development so peer-support, pairing and group work were aroused.

- Lesson attendance and recoveries were adhered to, action by Teachers Performance Appraisal and Development committee.

- Teachers supported one another in active classroom observations which were discussed during prep time. Observation schedule and tools are in place.

- Use of digital devices for reading to improve literacy levels with a target of 70% improvement. The software installed in the tablets offer library lessons for all learners across the school once per week. They supplement the inadequate library books.

- Grades' classes have flash cards, charts and pocket cards according to their levels for reading practice and rubrics for their formative assessment.

- Revived panels follow-up communication schedules hence offer oral language interventions. From Monday to Wednesday, English language is the medium of communication while Thursday and Friday, Kiswahili language is used.

Authentic outcomes

- After sensitization, parents agreed to support learners by providing improvised instructional materials. Talking classroom walls keep learners busy in the mornings and evenings.

- Good rapport was created among teachers and learners which enabled learners to follow-up teachers with questions and clarifications.

- We procured art and cookery materials for the Special Unit class, so the learners were involved in beadwork, cooking sessions and making beautiful mats.

- Use of digital and non-digital learning materials increased literacy levels by 70%. The software installed in the tablets offer library lessons for all learners across the school once per week. They supplement the inadequate library books.

- Grades' classes have flash cards, charts and pocket cards according to their levels for reading practices and rubrics for their formative assessment.

- Learners' self-esteem has been raised because classes lead in recitations and Bible readings during assemblies.

- Teachers appraisal became easier and is never done in cybers today. Appraisees and Appraisers schedule is in place.

Our strategies will broaden in future to improve literacy levels by 100%.

My learning journey is like a germinating plant which requires essential conditions for growth. The plant should therefore be nurtured. My T.E.A.M (Together Everyone Achieves More) and I will nurture the learners by employing good teaching or Effective Classroom Practices for continuous growth and improvement of Teaching and Learning in the school.

Hannah Mambo, Head Teacher Loreto Primary School.