

2019

TERM ONE

IMPACT REPORT

CARD

MAY 2019

FLYING KITES

A SNAPSHOT OF **YOUR** IMPACT ON
OUR CAMPUS AND IN OUR COMMUNITY



flying kites



THIS TERM AT FLYING KITES ACADEMY

On January 3, a record 111 students entered the doors of our Charles Wickham Academic Centre at Flying Kites Academy for the first time, alongside **eight new teachers**, providing us with a **10:1 student to teacher ratio** that optimizes student-centered learning and supports the Whole Child. This term, we completed comprehensive annual medical check-ups for all students and served more than 7,125 nutritious meals, helping to ensure that our students are healthy. In addition, all new students received school uniforms, books, backpacks, solar lamps and other supplies to help them succeed in and out of class.

What is a Whole Child Approach to education? Developed by the Association for Supervision & Curriculum Development "ASCD", the Whole Child Model is a gold-standard for schools striving to meet the physical, emotional and academic needs of students. By adopting ASCD's model, we join a community of thousands of schools in 128 countries who are working to provide holistic support to students at school. Our work to implement a competency based curriculum, and our extra-curricular activities such as our Life Skills Program, Girls United Initiative, National Scouting Club, Wildlife & Environment Club and Community Citizenship Classes help us ensure that the students we serve are: healthy, safe, engaged, challenged and supported.

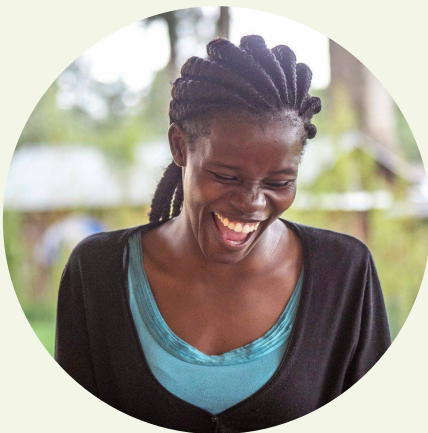
THE FLYING KITES TEACHER TRAINING INSTITUTE

Studies from across Kenya's education sphere point to the undeniable connection between unsupported teachers and underperforming students. The World Bank reports that only 35 percent of primary school teachers in rural Kenya showed mastery of the curriculum they teach. Many teachers in rural settings have little to no access to in-service training and professional development.

Within the Flying Kites School Network (FKSN), a cohort of resource-poor, public primary schools in our district, we collaborated with school leaders to assess the fundamental skills and capacity of teachers in our rural community. Through this initial assessment (conducted in April 2018), we identified critical gaps and target areas for supporting educators. For example, an overwhelming majority of the FKSN teachers assessed did not possess the knowledge or ability to employ alternatives to corporal punishment, much less the strategies and skills needed to introduce student-led activities that promote critical thinking.

Developed in partnership with Dignitasproject.org and the Ministry of Education, the Flying Kites Teacher Training Institute (TTI) is working to address these issues and more. With a combination of group instruction, individualized coaching and peer collaboration, the TTI is equipping rural Kenya's teachers with the tools they need to improve student outcomes and empower thousands of children with the skills needed to lift themselves out of poverty.

The TTI program follows a three-year, progressive model by which teachers learn new pedagogical skills and become increasingly comfortable implementing these skills during each year of participation. Each TTI participant undergoes at least one year of teacher training and individualized coaching, conducted by our implementing partner Dignitas, focused on foundational teaching competencies focused on classroom and behavior management, instructional planning and delivery, and instructional leadership. Teachers who demonstrate an eagerness to further develop and practice these skills will advance to a second year of the program, during which they will learn and hone more advanced pedagogical methods through classroom-based coaching. The second year represents a transition from internalizing to enhancing the implementation of these skills in classroom settings. The third and final year of the program focuses on developing content mastery and molding TTI participants into instructional leaders who are enthusiastic about supporting the development of their colleagues.



Our curriculum, developed for Flying Kites by Dignitas, is focused on key instructional areas including:

- ✓ Positive classroom management through appropriate discipline – employing alternatives to corporal punishment, clearly communicating behavioral expectations and developing a safe and inviting classroom culture
- ✓ Skillful instruction that relies on a comprehensive knowledge of content, student assessment to inform modifications to teaching methods, collaborative goal-setting and utilizing techniques to engage all learning styles

2018-2019

TEACHER TRAINING INSTITUTE IMPACT

In early January of 2018, we launched the TTI with a cohort of 27 teachers from our four Network Schools. Every four months, coaches evaluated teachers on 12 specific skills to gauge teachers' proficiency in key focus areas – such as the use of appropriate language in the classroom, implementation of student assessments to evaluate student progress, setting academic goals in collaboration with students and preparation of class materials to maximize time for instruction. Baseline evaluations concluded that only 12% of our cohort scored as overall Proficient (a score of 50-75 on a 100-point scale). Scoring is categorized as:

Novice - Teachers at this level struggle to demonstrate any fundamental knowledge of student-centered teaching methodologies and resort to lecture-based instruction and rarely ask or encourage questions in their classes. Also, novice teachers do not establish classroom rules and often struggle to maintain control of their students, resorting to punitive approaches to behavior management, sometimes including humiliation, shame, or even corporal punishment as a tool to manage student behavior.

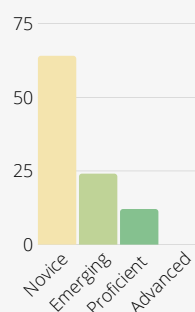
Emerging - Teachers demonstrate attempts to implement the foundational skills required in a student-centered learning environment. While emerging teachers may still lecture and struggle to develop student-to-student discussions, they make an effort to ask students questions, even experimenting with open-ended questions. However, students still often respond in unison, preventing students from engaging in independent critical thinking. The teacher has established clear rules for their classroom, but may struggle to follow through on them at times.

Proficient - Teachers are proactive in making students the focal point of their lessons. Proficient teachers explain the material in a clear and appropriate manner for the level of their students and frequently ask open-ended questions, encouraging class-wide discussions. Proficient teachers attempt to use assessments (typically exam results) to identify students' needs and modify instruction accordingly. Behavior management is not a concern in their classes.

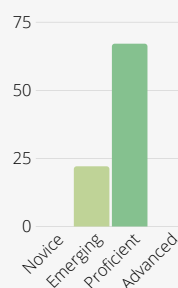
Advanced - Teachers demonstrate an extensive mastery of student-centered learning. An advanced teacher encourages critical and creative thinking and problem-solving through their questioning. This often results in free-flowing, student-to-student discussions and debates. Advanced teachers successfully utilize a variety of methods (exams, student participation and responses, projects, etc.) to assess students' needs and adapt instruction accordingly. Teachers are able to differentiate instruction and empower students to be active contributors to the development of the lesson.

Following a year in our program, our endline assessments found that every participant made improvements across the instructional areas, and 67% of teachers demonstrated overall proficiency and have graduated to our second year program.

**BASELINE:
JANUARY
2018**



**ENDLINE:
MARCH
2019**



**OUR TTI PARTICIPANTS SHOWED
SIGNIFICANT GROWTH - WITH A
DRAMATIC SHIFT TOWARD
DEMONSTRATED PROFICIENCY.**

**for a copy of the full report,
email Debra@Flyingkites.org.*



In January, five partner schools - serving a collective 3,416 vulnerable students - joined the Flying Kites School Network. These schools were selected, in partnership with the Ministry of Education, for their exceptional school leaders and readiness to strive for a Whole Child approach to education. And while their potential is limitless, these five public schools face incredible challenges, serving up to 700 students with significantly limited resources. As part of our School Network, teachers are invited to apply to our Teacher Training Institute and schools receive access to The Village, a cohort of implementing partners helping address barriers to learning.

In term one:

295 FIRST GRADERS IN NEED RECEIVED NEW UNIFORMS, THANKS TO SUPPORT FROM TAILORED FOR EDUCATION

3,035 STUDENTS RECEIVED ACCESS TO CLEAN WATER, THANKS TO MOUNTAIN SAFETY RESEARCH & PRIVATE DONORS



CELEBRATING WARUCU KIJUU

This March, the County Education Office of South Kinangop named Warucu Kijuu, our Head of School and Executive Director (Kenya), as the district's top implementer of Kenya's new Competency Based Curriculum (CBC). The newly-launched CBC is designed to emphasize students' developing skills and knowledge and apply those competencies to real life situations.



INTRODUCING CONOR TROY

This term we welcomed to the team Conor Troy, our new Director of Teacher Training & Program Impact. Conor has served as a Dean of Instruction & Learning at top-performing schools in Nairobi, in addition to working for the NYC Department of Education in their office of Policy and Evaluation. He holds a Master's in Administration in Development Practice from Columbia University, and his Bachelor's in Economics & Political Science from Notre Dame University.

THANK YOU

2019:
6 SCHOOLS
50 TEACHERS
3,416 STUDENTS



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