Tufundishane!

The Foundation For Tomorrow

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TFFT RECOGNIZES FOUR OUTSTANDING TEACHERS

The first awardees for The Foundation for Tomorrow's Search for Outstanding Teachers among its partner schools were recognized in the schools' respective graduation ceremonies last September and October.

Awarded a cash prize of 200USD and a special plaque each, this year's awardees were Mr. Emmanuel Senkondo (primary section, Usa River Academy), Mr. Rustus Lyimo (secondary section, Usa River Academy), Mr. Henry Sanga (Star High School), and Mr. Abishai Wilson (SEGA Academy). Special recognition was also presented to Mr. Denis Njuu of Usa River Academy for his commendable teaching and effort toward student development at Usa River Academy.

Profile of Awardees

Mr. Emmanuel Senkondo has been a teacher for the past 18 years teaching Kiswahili in the primary level. A graduate of Marangu Teachers' Training College, Mr. Senkondo also worked in the District Education Office for 24 years. Mr. Senkondo is loved and regarded highly by students because of his gentle ways and how he treats them with respect and dignity. The graduating class in the primary section of Usa River Academy were unanimous in putting forward Mr. Senkondo's name for consideration for this award. Asked what he likes best about teaching, he says he finds joy in "delivering concepts to the students in a manner that can be understood and practiced by them." Mr. Senkondo is currently the Academic Master at Usa River Academy, primary section.

Mr. Rustus Lyimo is a Science teacher whose innovation and creativity in teaching has not escaped the attention of his colleagues and his students. He finished his diploma from Monduli Teachers College and has been a full-pledged teacher for the past 8 years. Students who nominated him for the award were inspired by his commitment to help them, even using some of his weekends giving them extra tuition. He is a teacher who uses technology in teaching, getting the attention of his class with his teaching aids as well as his knowledge of the subject matter. He derives happiness from the opportunity to raise and

IN THIS ISSUE

Tufundishane—let's teach each other! This newsletter is published by The Foundation for Tomorrow and is meant to be a venue for teachers and schools to share and learn from each other's best practices. Tufundishane!

especially in Science subjects. Mr. Lyimo is also a holder of a Bachelor of Science degree in Environmental Science Management from the Open University of Tanzania.

Mr. Henry Sanga is a teacher who consistently models to his students the importance of pursuing one's passions and committing oneself to maximizing one's talents. Mr. Sanga teaches English and does it with such commitment that he is able to help his students excel in the national exam. Last year, holding the Form 4 as an advisory class, he was able to organize them in such a way that students help their peers in study groups. He was always ready to help them when they are challenged and quick to give encouraging words to those who are losing hope. He leads the students in extra-curricular activities too being a moving force during school programs and presentations. Mr. Sanga is a gospel singer who has recently launched his own album of songs he composed himself. He holds a BA in Education major in Linguistics and Geography from St. Augustine University in Mwanza. Sharing what he knows with the students and teaching them life skills are two ways by which Mr. Sanga finds fulfillment in teaching.

Mr. Abishai Wilson teaches English at SEGA Academy where he also started his teaching career four years ago, after earning a degree in education from Dodoma University where he majored in Special Needs Education. Abishai, who also goes by the name Kennedy, has consistently performed very well in their school's annual performance appraisal. He approaches his work with dedication, putting in extra effort to raise his students' critical thinking skills by getting them to engage with their course materials. One way he does this is by not spoon-feeding them with prepared notes—rather, he gives them guide questions so that they can plod through references and course materials and compose their own notes using their answers to the guide questions. He got his former literature teacher to co-teach or act as a resource speaker in one of his classes and has taken his class to field trips to get them to see first-hand what they learn as theories in class.

The selection process for the award involves deliberation with school management teams of each partner school, which involves going through records of each candidate to see how they fulfill their duties as a teacher within and outside the classroom. Next year, TFFT plans to expand the coverage of the Search to include all primary and secondary schools in Arusha.

What is Project-Based Learning?

In Focus

Thoughts and Articles of Interest for Teachers
Collated by the TFFT Teacher Training Program

Articles reprinted from www.bie.org and Edutopia (www.edutopia.org)

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge.

Essential Elements of PBL include:

- **Significant Content -** At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.
- **21st century competencies -** Students build competencies valuable for today's world, such as problem solving, critical thinking, collaboration, communication, and creativity/innovation, which are explicitly taught and assessed.
- **In-Depth Inquiry -** Students are engaged in an extended, rigorous process of asking questions, using resources, and developing answers.

> **"Too often we give children answers to remember, rather than problems to solve." – Roger Lewin**

- **Driving Question -** Project work is focused by an open-ended question that students understand and find intriguing, which captures their task or frames their exploration.
- **Need to Know -** Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity.
- **Voice and Choice -** Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.
- **Critique and Revision -** The project includes processes for students to give and receive feedback on the quality of their work, leading them to make revisions or conduct further inquiry.
- **Public Audience -** Students present their work to other people, beyond their classmates and teacher.

Guide on the Side

Inquiry and project-based learning (PBL) are tools that help teachers decentralize the classroom and allow student work, ideas, and creations to take center stage. It is important to remember therefore that a teacher's role in this method is a "guide on the side" who has clear expectations, ready to provide guidance, and model.

With an awareness of the fluidity of teaching and learning, here are guiding questions and accompanying thoughts for integrating PBL and inquiry into unit design.

1. In what ways can issues introduced and defined?

A successful unit intro draws students in while generating complex questions for investigation. I think of this as more than a "hook." The intro can involve autobiographical journaling from students, documentary film excerpts that complicate an issue or perspective, or a text that introduces new ideas or concepts.

2. What knowledge will be helpful for the whole class to share? What research should students pursue individually?

A shared body of knowledge can help your students as they move forward with individual work, research, and project design. This knowledge may come from shared readings, video clips, discussions, or other sources that help the whole class reflect and analyze as they develop their initial ideas and/or questions.

3. What will the students produce? How will they produce it?

Projects involve many steps. Simple structures and checkpoints make an enormous difference for students as they progress toward a final product. There are times when working in groups clearly benefits a project, and times when projects lend themselves to individual work. If technology is available and will add to the work that

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EDUCATING GIRLS FOR LIFE THROUGH PRACTICAL LEARNING

By Ellie Schneidman, SEGA Communications Coordinator

Secondary Education for Girls Advancement (SEGA), a secondary school for at-risk and vulnerable girls in Morogoro, TZ, adds another dynamic to their unique curriculum with its innovative **Kuku wa Kwanza** project.

The in-house initiative's objective aims to earn income for the school and provide practical learning opportunities for students.

In April 2012, the American Embassy funded the first chicken pen and along with Dining for Women and Nurturing Minds donated the necessary funds to start such an ambitious task.

Fundacion Paraguay specifically funded some pen construction, enabling the ability to have a total of three pens.

SEGA houses three flocks, each in their own pen; together, there are a total of 3,500 chickens laying eggs. Every day they lay a collective 1290 eggs or 42 trays.

The Form 3 class has the sole responsibility of managing the entrepreneurial endeavor. This is no simple task: students collect and sort eggs, enter data into the inventory tracking books, and participate in marketing.

The educational concept here directly integrates the entrepreneurial pillar of SEGA's *Educating Girls for Life* academic curriculum. Many girls report back with hopes of starting their own business.

Students' enthusiasm for the project answers initial questions and skepticism Kuku wa Kwanza received. **Now the students and staff appreciate and understand the value for practical learning.**

There were also logistical hurdles that were solved; work time has been integrated into the academic schedule.

Teachers and interns assist the girls with the nuances of marketing and selling eggs. Pili Ibrahim, a 2013 SEGA graduate, is an intern to aid in this manner, " Everyday, I go to the chicken banda, check the numbers and enter two formal reports. One is on Excel and the other is a journal with daily duties…this project is my favorite activity." Indeed, Pili has benefitted by the intellectual growth this project fosters.

Kuku wa Kwanza's small size and fixed costs like staff salaries undermined the project's ability to profit. A growth spurt gives reason to believe 2015 will see financial returns.

On a fundamental educational level, it can be said that Kuku wa Kwanza is a flourishing success. Mwanaidi Salum, a Form III student, shares a popular opinion, "I do like working there a lot. My favorite part is collecting the eggs…although the smell is not good."

Not much deters these young women—or their chickens.

SEGA Secondary School *is a school for girls located in Morogoro, Tanzania. The school was founded in 2008 by Pauline Dolan and Nurturing Minds, Inc., a Pennsylvania, USA non-profit organization. SEGA stands for* ***Secondary Education for Girls Advancement****, and the goal of the school is to help orphaned and vulnerable girls escape poverty by obtaining a Secondary School certificate leading to employment, more opportunities, and a better life. The school is a registered Tanzanian Secondary School following the National Curriculum. Currently there are 165 students, all female, and 12 members teaching staff. SEGA and TFFT had been partners since 2011.*

LEARNING BUSINESS BY DOING BUSINESS!

By Fran Bruty, SEGA Participatory Learning Advisor

SEGA students from Form 1 to 4 have been divided to create seven "business families" as part of the ***Learning by Doing*** process. The seven families are competing with each other and have been actively working their businesses to try and make as much money as possible. Eventually they will liquidate and settle their books and we will know which Business Family has won. During the semester, the Business Families have been meeting every Tuesday and Thursday, from 4-5PM, led by Fundacion Paraguaya. Before training the students, Fundacion Paraguaya first trained the SEGA staff on how to lead a Business Family at the beginning of the semester.

From the workshops ran by Fundacion Paraguaya, the students have learned about the structures and responsibilities of members in a business, then elected their own president, treasurer, and marketing manager; decided on their product or service; wrote their own business plans; then went into production and marketing of their products.

Fundacion Paraguaya, a team of energetic people from Paraguay and Tanzania secured a grant by MasterCard to work with 3 selected schools in Tanzania for 5-10 years to implement and integrate businesses into schools. SEGA also won recognition and is now the model business school for this project together with The Professional College at Njombe. It has been an amazing, realistic experience and a huge learning curve for everyone! SEGA hopes to be financially self-sustaining by 2017 and already have the chicken business happening and developing skills in the Hospitality industry!

The Business Families are working on domestic businesses in this program so that the girls can learn these skills and be prepared when they leave SEGA. Many of them will go back to their families/environments and begin their own family businesses! Very exciting! One business family has gone into producing chapatti, mandazi, sambusa, kachori na pili pili. One business family has won the tender of producing fresh bread rolls for the whole school for morning tea during the weekend. Another business family went on to win the tender to supply lunch to fundis who are building SEGA's rainwater harvesting tank. Some families are selling freshly made juice. The staff could buy this at morning tea time. Others have been making wristbands and other jewellery; tie dyed t-shirts; baskets; scrap material floor mats, woven mats, etc. Many skills were being learned and shared between the students. The families are vertically organised. The youngest students mixing knowledge and skills with the older students! It has been so rewarding and has contributed to building trust and friendships between them all!

This has been a pilot project for all involved so as it has progressed we have been monitoring and evaluating the positives and negatives of each phase so that next year the girls can move forward and establish their own ongoing small businesses from the ones they have been involved in or new ones. One possibility might be to get an internal sewing cooperative started so that initially 5 girls will learn the skill from a skilled tailor and when they have established their skills, will teach another 5 girls. When any mending/sewing production etc. is required at SEGA these girls will be given the business. We are hoping that it will broaden their visions and help them understand the whole business process…wins/losses/the whole picture!!

This project had been hard work for sure but the girls learned many valuable lessons. Thanks to the Fundacion team and the whole SEGA staff for giving our girls this insight and practical opportunity to experience real life business!

FP and SEGA staff together with the Business Families…taking the first steps to understanding how a business is formed and the steps in essential planning before a business is materialised.

Turn to page 11 for more pictures of SEGA's Business Families project…

LIFE SKILLS CORNER

By Chloe Crocker
Full Circle Program Director, TFFT

ESSENTIAL ELEMENTS OF CLUBS

In the previous issue of Tufundishane!, we discussed the importance of school clubs in supporting the development of life skills in your students. We looked at 2 of the "8 Essential Elements" of clubs, according to the 4-H Youth Development Organization. There were: 1. A positive relationship with a caring adult, and 2. Clubs are a safe environment. The next 2 are:

3. An inclusive environment

*Clubs should create a sense of belonging for all students and members. This can be done by careful observation by the club leader, seeking feedback from students, and putting a stop to bullying, criticism, or exclusion in club events or meetings.

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." –Maya Angelou

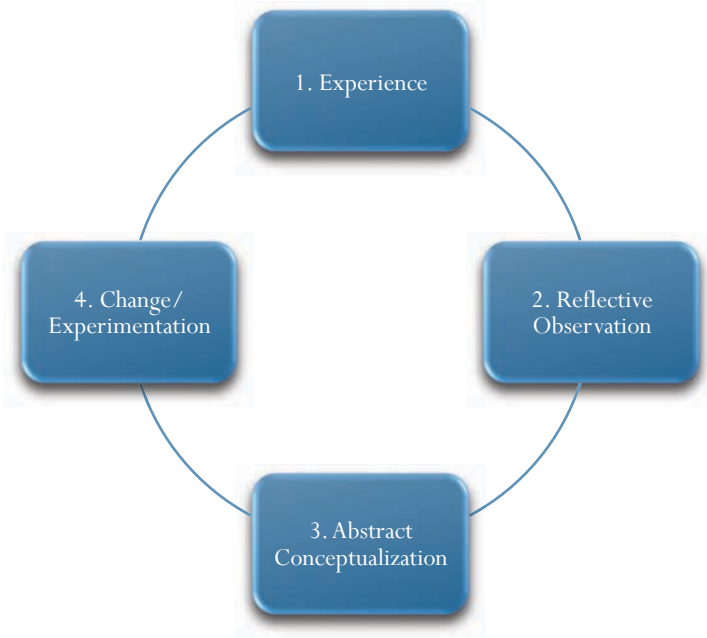
4. Engagement in learning

*Engaged youth are self-motivated. They set goals and anticipate reaching them. Simply teaching or having a learning experience does not engage youth necessarily. To make sure your members are engaged in learning, ask what they would like to learn about, have members teach other members, and create experiences with youth that relate to real life situations.

In the next issue, we will talk about the next two Essential Elements!

Experiential Learning and How it Relates to Life Skills

You may have heard of the Experiential Learning model, or Learning by Doing before. This educational model is a popular method of educating students through real-life experience. The Experiential Learning (EL) model is a cycle that looks like this:



1. **Experience**: The youth must experience something real. Students actually DO something (write a letter, conduct a science experiment, plan a community service project, clean the school grounds, play a game)

2. **Reflective Observation**: students complete their activity, then reflect on it. They can think about how they felt, what they did, why they did it, what they observed, what the outcome was, etc.
3. **Abstract Conceptualization:** Students create a theory about why the experience went the way that it did. They can think about causes or predictions for what might happen if the experience was repeated.
4. **Change/Experimentation:** Here, students test what they have learned by making decisions to change their actions or behaviors. This should lead back to Step 1 again, as students experience again.

This process might sound very confusing or complicated, but I promise that it is not! Let me give you an example of Experiential Learning that we see every day.

A young child touches a hot coal (Experience). They realize that they are hurt (Reflective Observation). They think what that could mean—if I touch coals, I get burned (Abstract Conceptualization). They decide not to touch coals again (Change/Experimentation).

Other examples of Experiential Learning that are common in schools are:

- Science experiments (what happens if I add _____ to _____)
- Sports and games (if I don't interact well with my teammates, they don't support me on the field and we lose the game)
- Community service projects (I cleaned up the environment around the school and saw how much trash is around, to prevent this, I will not longer throw my rubbish on the ground)

Teambuilding games and community service activities are a great way to use EL in your club or afterschool activity to teach life skills, but don't be afraid to use it in the classroom as well! There are many great activities that can be done for any subject…don't be afraid to be CREATIVE!

Full Circle recently conducted a baseline study of the Personality Development and Sports class in schools to look at the subject's strengths, areas of weakness, and level of implementation in schools.

"Community service has taught me all kinds of skills and increased my confidence. You go out there and think on your feet, work with others and create something from nothing. That is what life is all about."
– Andrew Shue

Star High School is a co-educational secondary school, owned and ran by the Apostles of Jesus Missionaries (AJ), who also own and run Uru Seminary in the Diocese of Moshi.

It is located on the beautiful lower plains of Mount Meru, in the Archdiocese of Arusha, about 45 km from Arusha town, on the Arusha–Mbuguni–Mirerani Road. It borders Msitu wa Mbogo, Kikuletwa, Mbuguni and Kambi ya Tanga villages, in Mbuguni Ward of Meru District.

Star High School opened its doors to the first batch of students for the 'O' level programme of education on 20th January 2007. They all graduated with flying colours in September 2010.

The school recently started 'A' level studies in both science and art subjects, with the following combinations: ***PCM, PCB, PGE, PGM, CBG, CBM, HGE, HKL, HGL, HGK, EGM,*** *and* ***ECA****.*

GETTING STUDENTS ACTIVELY INVOLVED IN ASSESSMENT

By: Henry Sanga, English teacher, Star High School

The common practice is that only teachers are responsible for assessing their students by providing tests, quizzes, and assignments to students. But here at Star High School, even students assess themselves and each other!

The question is how? This is how we do it at Star High School:

Assisted by their subject teachers, students are asked to compose exam questions following the NECTA format. Since we have two streams of Form 4s, one stream composes the questions for the other stream. The students also create the marking scheme as well as decide on the distribution of marks. These are all submitted to the subject teachers for moderation.

Stream A does the exam composed by Stream B on the same day and time. Afterward, the students mark the exam themselves following the marking scheme they have developed and approved by the subject teacher.

Using this method help our students a lot. In the first place, it takes good knowledge of a topic to be able to set intelligent questions for it. Marking their peers' exam paper also give them an idea how other students approach or answer questions. Furthermore, they become familiar with how questions are set and it gives them a taste of how marking schemes are made and marks distributed.

By letting the students compose questions, the teachers also get a glimpse of their students' strengths and weaknesses and plan ways to help them as needed.

GIVE IT A THOUGHT

By: Mr. Michael Gitau, Physics teacher, Star High School

Question:

Does a 2-kg iron brick have twice as much inertia as a 1-kg iron brick? Twice as much mass? Twice as much weight?

Turn to page 10 for the answer.

TEAMWORK

By: Mr. Hitayesu Mutabazi, French teacher, Star High School

It's all very well to have courage and skill
And it's fine to be counted a star
But the single deed with its touch of thrill
Doesn't tell the man you are.

For there's no lone hand in the game we play
We all must work to a bigger scheme
And the thing that counts in the world today
Is, how do you pull the team?

They may sound your praise and call you great,
They may single you out for fame
But you must work with your running mate
Or you'll never win the game.

Oh, never the work of life is done
By the man with a selfish dream,
For the battle is lost or the battle is won
By the spirit of the team.

You may think it fine to be praised for skill,
But a greater thing to do
Is to set your mind and set your will
On the goal that's just in view.

It's helping your fellowman to score
When his chances hopeless seem
Its forgetting self till the game is o'er
And fighting for the team.

Team Work is…

Acting as one
Believing in each other
Committing to excellence
Doing whatever it takes
Embracing a common vision
Fostering group intelligence
Giving the benefit of the doubt
Harnessing the poor of many
Inspiring cooperation, not competition
Kindling collaborative genius
More "we" less "me" thinking
Not minding who gets the credit
Overcoming obstacles together
Putting principles before personalities,
Quickly resolving differences
Recognizing each other's strengths
Sharing the workload
Treating each other with respect
Utilizing everyone's skills
Working side by side
Expecting exponential results
Yearning to succeed together
Zestfully wanting to make a difference.

Students Speak!

FUTURE AIR STARS CLUB

By Crosbert Phillip and Daniel Paul, Star High School students

The Future Air Stars is an interest club meant for future pilots. . This club was founded in August 2012 by Francis B. Mosha and Richard A. Pallangyo. The club was formed to unite all young generation who want to become pilots or have a career related to aircrafts and flying.

The club was formed in order to reach different objectives foremost of which is getting students who are interested in this field together and to help each other improve in their performance in subjects related to this career such as Physics, Geography, and Mathematics. Other objectives include, being involved in environmental efforts to combat the effects of global warming; and to improve the discipline of its members.

Currently the club is just at Star High School but can be established at any school. This is one of our dreams. The only thing that needs to be done is careful selection of members. We expect members to be well disciplined, committed to participating in activities meant to promote and develop the club, and punctual. It is a must that anyone wanting to be a member of the club aspires to become a pilot, an astronaut, or plane attendants. "Sky is our success."

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TEACHERS, YOUR STUDENTS ARE YOUR MAKING!

by: Form 3K students, Star High School

A teacher who arrives late for lessons teaches students INDISCIPLINE.

A teacher who dresses shabbily teaches students to be IRRESPONSIBLE.

A teacher who does not mark assignments on time teaches students LAZINESS.

A teacher who doesn't help their students with their work teaches them SELFISHNESS.

Give it a Thought!

Answer:

The answer to all the questions is YES. A 2-kg iron brick has twice as many iron atoms and therefore twice the amount of matter and mass. In the same location, it also has twice the weight. And since both bricks have the same density (the same mass/volume), then the 2-kg brick also has twice the volume!

Until next time!

SEGA Business Clubs in Pictures

Shopping once a week to buy the necessary resources for the businesses. One representative from each business shops.

"mmm…shilling ngapi? Hapana… punguza bei?? No… lower price! Good bargaining girls!

…and so after shopping the girls continue preparing their goods. Happy and Mwanahamisi making the very popular fresh fruit juice.

Market research was done during the planning phase: Subiri and Prisca are testing the market to ensure that the staff knew their product and would be interested in buying their bread. The outcome of the market research was positive!

Happy teamwork! Learning how to weave baskets together.

Josephine working her sales charm for their business on our 2 SEGA visitors from VSO.

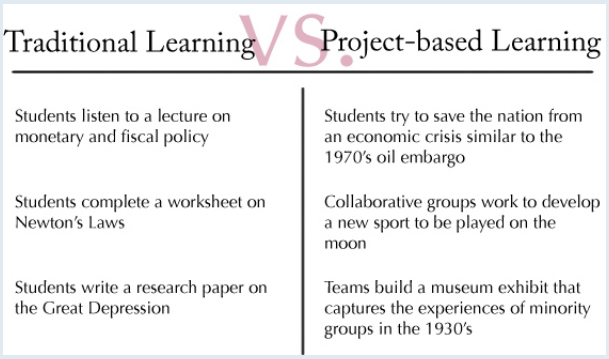
Alex Omary, one of the SEGA Staff responsible for integrating the SEGA businesses with the SEGA curriculum, with the girls.

What is Project-Based Learning... continued from page 3

students are doing, then it should be integrated. If tech won't add something new, students can create in other ways.

4. What will happen with the projects?

It is important to plan in advance about the audience and the final stages of a project. At times, students may share their work with a specific group. At other times, the projects can be evaluated by peers. Self-evaluation and/or reflection about the work, learning, and process can all be very valuable steps at the end of a project.



5. In what different ways can we support students who struggle?

The more I am able to anticipate stumbling blocks and tune into students' processes as they work, the more I am able to successfully, tactfully assist in moments of struggle. Offering a strategic idea or a resource at the right time can be the difference between a student who feels permanently stuck and a student who feels inspired to move a project forward.

Lead by Following

Many steps and stumbles are required to create engaging, meaningful curriculum. Ultimately, the work of teachers is to skillfully create learning experiences that matter and then bounce along for the ride as we adapt, respond, and rethink according to the needs of students and the realities and complexities of learning.

How do you plan your projects and inquiry, and how do you keep them on track once they're in motion? Please tell us about it and we'll publish how you approach PBL and inquiry learning at your schools!

We want to hear from you! If your school has newsworthy events, projects you are proud of, or thoughts you want to share that would benefit your fellow educators and other school managers, send them to us and we will publish them in the next edition of Tufundishane! Articles that talk about best practices will be given preference, but we also welcome literary contributions from teachers and students alike. Alternatively, you can give your articles to your school's Tufundishane lead person.

Lead Person/s per School:

SEGA: Hildegarda Luvunzu and Ellie Schneidman
Star High School: Henry Sanga
Usa River Academy: Margaret Mmbaga
Arusha Modern School: Phillip Wasike

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