

Tufundishane!

JUNE 2014, ISSUE 1

Are you a teacher who inspires creative and critical thinking among your students? Are you committed to helping your students achieve? Are you innovative in your teaching? Then you might be the teacher we are looking for!



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!

TFFT LAUNCHES SEARCH FOR MOST OUTSTANDING TEACHERS AWARD FOR PARTNER SCHOOLS

The Foundation for Tomorrow (TFFT) firmly believes on the value of teachers and the important role they play in improving student outcomes and contributing to nation building by shaping the minds of tomorrow's leaders.

The Most Outstanding Teacher Award is created to highlight the great value TFFT places on excellence in teaching. TFFT believes that there are many teachers in Tanzania who deserve to be acknowledged and rewarded for their contribution to student development. This award is to be given annually starting this year (2014) in each of the partner schools and the recipients selected based on nominations by peers and students. It is envisioned that based on the learning from this pilot year of institution, the Search will be expanded to include

other schools in Meru District in the next years.

Criteria and Eligibility

The award is made on the basis of excellence in teaching and other contributions to improving school performance and students' well being in school, with a focus on the immediately preceding 2 years. In evaluating nominees, the following criteria will be considered:

- Ability to stimulate critical and analytical thinking among students
- Ability to create an engaging and rewarding learning experience
- Innovations and creativity in teaching methods and curriculum development
- Commitment to helping students who need learning support

To be considered for the award, a nominee must hold at least 2 years of full-time teaching at the school.

This year, nominations from each school will be accepted in July and deliberations and selection will be carried out in August. The award will be presented during each of the school's graduation ceremony in September 2014. Each school will have one awardee and each awardee will be presented with a cash prize of 200USD or a material gift of the same value and a commemorative plaque.

More details about the nomination and selection process may be obtained from your school's headmaster or headmistress or you may contact TFFT's Teacher Training program through Melissa@thefoundationfortomorrow.org.

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What is formative assessment and why should we use them?

Excerpted from an article of the same title by Judith Dodge that appears in www.scholastics.com/teachers/articles

Traditionally, we have used assessments to measure how much our students have learned up to a particular point in time. This is called "assessment of learning" — or what we use to see whether our students are meeting standards set by the state, the district, or the classroom teacher. These *summative assessments* are conducted after a unit or certain time period to determine how much learning has taken place. Although assessments of learning are important if we are to ascribe grades to students and provide accountability, teachers should also focus more on assessment *for* learning. These types of assessment — *formative assessments* — support learning during the learning process.

Since formative assessments are considered part of the learning, they need not be graded as summative assessments (end-of-unit exams or quarterlies, for example) are. Rather, they serve as practice for students, just like a meaningful homework assignment. They check for understanding along the way and guide teacher decision-making about future instruction; they also provide feedback to students so they can improve their performance. Educational consultant Rick Stiggins suggests "the student's role is to strive to understand what success looks like and to use each assessment to try to understand how to do better the next time." Formative assessments help us differentiate instruction and thus improve student achievement.

When I work with teachers during staff development, they often tell me they don't have time to assess students along the way. They fear sacrificing coverage and insist they must move on quickly.

Yet in the rush to cover more, students are actually learning less. Without time to reflect on and interact meaningfully with new information, students are unlikely to retain much of what is "covered" in their classrooms.

Formative assessments, however, do not have to take an inordinate amount of time. While a few types (such as extended responses or essays) take considerably more time than others, many are quick and easy to use on a daily basis. On balance, the time they take from a lesson is well worth the information you gather and the retention students gain.

Using a Variety of Formative Assessments

The National Forum on Assessment (1995) suggests that assessment systems include opportunities for both individual and group work. Listening in on student partners or small-group conversations allows you to quickly identify problems or misconceptions, which you can address immediately. If you choose a group assessment activity, you will frequently want to follow it up with an individual one to more effectively pinpoint what each student needs.

Often, the opportunity to work with others before working on their own leads students toward mastery. The

In Focus

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

group assessment process is part of the learning; don't feel you must grade it. The individual assessment that follows can remain ungraded, as well, although it will be most useful if you provide some feedback to the learner, perhaps in the form of a brief comment or, at the very least, a check, check-plus or check-minus, with a brief verbal explanation about what each symbol indicates (*You have mastered the skill, You need more practice, etc.*).

Using at least one formative assessment

... in the rush to cover more, students are actually learning less. Without time to reflect on and interact meaningfully with new information, students are unlikely to retain much of what is "covered" in their classrooms.

daily enables you to evaluate and assess the quality of the learning that is taking place in your classroom and answer these driving questions: *How is this student evolving as a*

learner? What can I do to assist this learner on his path to mastery?

Types of Assessment Strategies

Here is a variety of quick ways to check for understanding and gather "evidence" of learning in your classroom.

- **Summaries and Reflections** Students stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use content-specific language.
- **Lists, Charts, and Graphic Organizers** Students will organize information, make connections, and note relationships through the

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LIFE SKILLS CORNER

By Chloe Crocker
Full Circle Program Director, TFFT

Leadership Activity

Use this activity in your class or club meeting:

Objectives: Students will identify qualities of good leaders. They will identify leaders in their lives and determine what makes them a good leader.

Materials: Paper, markers or pencils, chalk

1. Tell the students that they are going to learn about leadership qualities today. Give a piece of paper and markers to each student. Tell them to think of someone who is a leader to them. This person could be a parent, teacher, politician, friend, etc. They should think of a specific person.
2. Have the students write the name of the person that they think is a leader on the top of the page. Next, they should draw a picture of that person. Allow them 5-10 minutes to complete their drawing.
3. After they have finished, tell them to think about the qualities or characteristics that make that person a leader to them. Students should then tell the person next to them about the person they drew a picture of and why they think that person is a leader.
4. Ask the students what the characteristics of a good leader are. Write their answers on the board.

"Everyday of your life is a another lesson. If you learn the lesson well and apply it; whether positive or negative, you determine what happens in your tomorrow."

-David Kofi Awusi

HOW CAN SCHOOL CLUBS ENCOURAGE AND TEACH LIFE SKILLS?

Good question! Utilizing school clubs, which most schools already have, is a great way to encourage life skills development in your students! This is because clubs give STUDENTS the opportunity to learn, teach, lead, and be a part of a group. Clubs create a "society" in which students make decisions, which affect their peers. This environment gives students the opportunity to learn about positive decision-making and critical thinking before they are in the "real world", making decisions that can seriously impact their life and future. Additionally, through school clubs, students learn how to work together, become leaders, and communicate effectively, all while learning about the desired subject. School clubs are valuable because they also supplement the learning that takes place in the classroom. Students with interests in science, English, mathematics, or civics can find peers with similar interests and deepen their knowledge of the subject.



Teachers from area schools work on plans to improve their afterschool programs at TFFT's Club Establishment and Management Training in March

ESSENTIAL ELEMENTS OF CLUBS

According to the 4-H Youth Development Organization, there are 8 Essential Elements to ensure you have productive and beneficial clubs. In this newsletter we will discuss the first two.

1. A positive relationship with a caring adult

*Make sure club advisors are aware of the impact they have on youth. Club advisors should be interested in the students, build trust, and create a safe and nurturing environment at the club.

2. Clubs are safe environment

*Clubs should be a place where students feel safe to express themselves, are free from injury, abuse, or ridicule. You should also make sure that students can attend club meetings without risking their safety-for example, if a club meeting goes into the evening, will the students be walking home in the dark?

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

The club at its best creates a society of personalities with a community sense, which is the essence of good citizenship... We are not concerned with the making of 'good club members' or 'well-organized youth groups', but with a much wider issue, the making of good citizens. This can only be done in a society where each member is important, where each one is given a chance to contribute something to the life of the group – the leader no more and no less than the member. It is for this reason that self-government is so important in club work.

— Josephine Brew



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 The Foundation for Tomorrow had been partners since 2011.



Concept mapping Assessment: SEGA teachers looking closely at concept maps developed by their colleagues. The activity aims to explore concepts and ideas teachers associate with assessment and how they relate with each other.

SEGA TEACHERS REFLECT ON THEIR ASSESSMENT PRACTICES

On Friday, April 9, and Saturday, April 10, 2014, The Foundation for Tomorrow sent Melissa Queyquep and Uswege Mwakapango to SEGA to assist in the continuing education of the SEGA staff. During an epic brainstorm led by the TFFT instructors, SEGA teachers discussed, learned and practiced techniques to better understand and implement assessment of student performance.

First, the SEGA staff brainstormed a definition of what assessment is. They determined that 'assessment' is: the part of the teaching and learning process that involves getting feedback from students that measures their understanding, retention and ability to use the material covered in the course,

and to use the feedback to further improve teaching methods to increase student performance. This appraisal is also used to determine whether the student has reached a suitable level of achievement in order to advance to the next level.

The SEGA staff then used the remainder of the course to explore and practice the different assessment techniques according to purpose: assessment as learning, for learning, and of learning. Despite the pouring rain, everyone had fun and learned a lot! Teachers at SEGA are dedicated to improving their performance in the classroom. *(by: Alice Mitchell and Hildegarda Luvunzu)*



EDUCATION IS EMPOWERMENT

By: Father Edward Sheffre, AJ, Star High School Principal

This year, Star High School celebrates its 5th graduation. It is with gratitude that we celebrate this occasion of academic excellence and congratulate our graduates.

Our school Motto reads: “Education is empowerment”. This stands to be the vision of our school, as it strongly upholds that good quality education is the foundation of all development.

It is true that education is the foundation of every society. It is so much more than an effort to teach students to listen to bells, go to class and obey authority figures. Star High School believes that a good education excites, renews, and invites students to enter into the society as good citizens. The question is whether we can find an accessible way for teachers to bring out good citizens in their students. The answer is a warm resounding yes! Star High School strives always to bring quality education to our students. This becomes true through prayer, study and work. When one prays, reunites the self with God, and enlightens us in our studies, we go out and work to integrate the class knowledge with the manual work.

Star High School strongly believes that education is one of the most important means of empowering people with knowledge, skills and self-confidence necessary to participate fully in the development process. This is one of the reasons why we always make our students understand that education is not simply a matter of acquiring attractive certificate in Mathematics, English, Chemistry etc., but more so it is about acquiring virtues that make an individual an acceptable person in the society in which he or she lives.

Star High School is committed to help its students to face the challenges that threaten their future careers. This is obvious as we move towards the world of globalization, which requires courage, determination and good will of each individual student to overcome. The answer to this is to harness the talents of youngsters towards the technology challenges that the other clean ministerial initiatives address. Hence quality education is important for everyone. **“Investing in quality education yields high dividends.”**



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.**

“TEACHERS, LEAD WITH EXAMPLE AND LOVE”

By: Sr. Provia Kyamugisha, ESM, SHS Deputy Principal

Star High School strongly believes that discipline has a direct relationship with academic performance. Thus, the school gives special emphasis in disciplining our students, training them to be respectful and obedient to rules and orders.

It is impossible to be a good educator and disciplinarian without a high degree of sacrifice, patience, and sound ideals. As we believe, no good results come out of bad behaviour and laziness. Therefore, at Star High School teachers never punish the students without explaining to them why they are being punished. This is for the good and success of a student.



Our teachers try their level best to provide conducive atmosphere and environment for learning as they love their work and do it diligently. Therefore, the best way to instill discipline to the students is by encouraging and showing them what to do in the best way possible. What else could be a greater encouragement in a difficult path of virtue than a good example of an educator?

Hence, love overcomes all difficult and wins the hearts of the most difficult students. Education is all about making little with the little. We come down to the level of our learners to understand and appreciate them.

Self-motivation is the key to success where discipline plays an

important role in the life of a student shown by their ability to control their behaviour. To do the right thing at the right time with the right intention and with the right person is the climax of a good behaviour in a school and elsewhere.

Our students come from different backgrounds and adapting to our school rules and regulations becomes a challenge to them. But, with the assistance of guidance and counseling as well as encouragement, they are able to learn from one another harmoniously to create a family while at school. Parents and guardians let's work hand in hand to prepare good citizens for today and tomorrow who are well behaved.



MWILI UNABANA NGUO AU NGUO INABANA MWILI? MWL. ADAM KANDIMBA

Kufeli kwa mitihani, kumekithiri nchini,
Wazazi wote nchini, imewatanda hudhuni,
Kuvuja kwa mitihani, kama karanga dukani,
Mwili unabana nguo, nguo inabana mwili?

Heroini Kokeini, zazagaa kila kona,
Vijana wa hatarini, wachoka bado vijana,
Dagaa magerezani, papa wao wajichana,
Nguo inabana mwili, mwili unabana nguo?

Migomo vyuo vikuu, madaktari walimu,
Posho ndio dai kuu, maisha yawe matamu,
Ahadi vitisho juu, kama joka la mdimu,
Mwili unabana nguo, nguo inabana mwili?

Ajali barabarani, majini zaongezeka,
Wananchi mashakani, na hofu zimewashika,
Wauliza kulikoni, majibu yarukaruka,
Nguo inabana mwili, mwili unabana nguo?

Students Speak!



CHANGAMOTO NI MTAJI WAKO WA MAFANIKIO

By JUSTINE MASSABA & WILFRED MAGIGE
(Star High School students)

Maisha yamejaa changamoto nyingi, ambazo mwanadamu huzipitia katika maisha yake ya kila siku. Kwa hali ya kawaida, changamoto hizo zinaweza kufanya mtu Fulani apige hatua mbele katika maendeleo yake au zikawa ni chanzo cha yeye kukata tamaa. Ni wazi kuwa katika jamii kila mmoja wetu ana ndoto za kufanikiwa katika maisha yake. Lakini tofauti hujitokeza pale ambapo mtu hukabiliana na changamoto zilizopo mbele yake na vipi anavyozitafutia ufumbuzi. Ili mwanadamu aweze kuwa tayari kukabiliana na changamoto zozote zile, anapaswa kuwa na nguzo zifuatazo;

KUJIWEKEA MALENGO:

Malengo ni mikakati ambayo mtu fulani hujiwekea maishani mwake na hivyo kutia bidii kwa lile analofanya ili kuyafikia malengo yake. Mfano, baada ya masomo yangu nataka kuwa daktari au mwalimu. Ni wazi kuwa nitafanya kila niwezalo ili mladi tu kufikia malengo yangu. Lazima nitakutana na vikwazo, pia ni lazima nijaribu kuvishinda kwa kuwa nina malengo yangu yanayonivuta mbele yangu. Maisha bila malengo ni sawa na gari kwenye giza bila taa, jiwekee malengo.

KUJIHESHIMU NA KUWAHESHIMU WENGINE:

Kama waswahili wasemavyo "Heshima ni kitu cha bure" basi ili kufanikiwa katika kukabiliana na changamoto, hatuna budi kuwa na heshima kwa watu wengine, wakubwa kwa watoto na sisi wenyewe kujiheshimu. Nidhamu ndiyo msingi mkubwa wa mafanikio ya mwanadamu katika nyanja zote.

KUJITUMA:

Moyo wa kujituma ni tunu kubwa kwa mwanadamu. Jitume fanya kazi bila ya kusukumwa. Usiwe mwepesi wa kulalamika kuwa mwepesi wa kusaidia. Jitume kuleta mabadiliko katika familia yako, jamii yako, nchi yako na hata bara zima. Usiulize wamefanya nini, jiulize umefanya nini kuleta maendeleo.

KUJIAMINI:

Imani hujenga msingi mkubwa wa mafanikio, ukiamini kuwa utafanikiwa, itakuwa hivyo, lakini ukiamini kuwa hautafanikiwa, hata utie bidii namna gani ni bure. Jiamini unaweza bila kujali maneno ya watu. Zaidi kuwa na imani iliyojengwa kwenye misingi ya matakwa ya Mungu.

Tafakari... ...! Uko wapi???

THE SUN SHINES, MAKE HAY

by: Collins Abuga and Chambi Yonafika
(Usa River Academy)

My fellow students, hey
The sun brightens, let's make hay
A time will come, we'll get our pay
And forever smiles will be our say.

Into books our concentration we lay
Keeping all the worries at bay
As our parents beseech for us and pray
So the exam monster becomes easy prey to slay.

As our passions turn into matters grey
To all winds, we shall pray
As we scatter never to stay
Success is our destined way.

So let's all celebrate and never say nay
For we dint indulge in child's play
Our hard work and hope is a sure ray
For we have to succeed come what may!

What is formative assessment... continued from page 2

use of various graphic organizers.

- **Visual Representations of Information** Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information later on. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing."
- **Collaborative Activities** Students have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.

Differentiating Instruction in Response to Formative Assessments

Thomas R. Guskey suggests that for assessments to become an integral part of the instructional process, teachers need to change their approach in three important ways. They must "1) use assessments as sources of information for both students and teachers, 2) follow assessments with high-quality corrective instruction, and 3) give students second chances to demonstrate success" (2007).

Once you have assessed your learners, you must take action. You will be able to help your students achieve success by differentiating your instruction based on the information you have gathered. Ask yourself, "Who needs my attention now? Which students need a different approach? Which students are not learning anything new, because I haven't challenged them?"

"Tiering" your activities for two or three levels of learners is usually what is called for after a review of assessment data. We must be prepared to provide both corrective activities and enrichment activities for those who need them. An important caveat to keep in mind, however, is that the follow-up, corrective instruction designed to help students must present concepts in new ways and engage students in different learning experiences that are more appropriate for them (Guskey, 2007/2008). Your challenge will be to find a new and different pathway to understanding. The best corrective activities involve a change in format, organization, or method of presentation (Guskey, 2007/2008).



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 students. Alternatively, you can give your articles to your school's Tufundishane lead person.

Lead Person/s per School:

SEGA: Hildegarda Luvunzu and Alice Mitchel

Star High School: Adam Sanga

Usa River Academy: Margaret Mmbaga

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