

ST CONSTANTINE'S INTERNATIONAL SCHOOL NEWSLETTER 17, JUNE 2020

Hello everyone! Karibu Edition 17.

After careful consideration, we decided to stay closed for the rest of term. In our survey, 75% of parents said they would not send their child back under present conditions. Many teachers also had reservations about returning now.

Staying closed is obviously the safest option for the remainder of this academic year and it gives us all certainty in what we are doing. Students, parents and staff have all worked hard online, so to continue for three more weeks is sensible. In terms of risk versus reward, reopening does not seem advisable. We feel safety outweighs any gains pupils would make face to face compared to online learning.

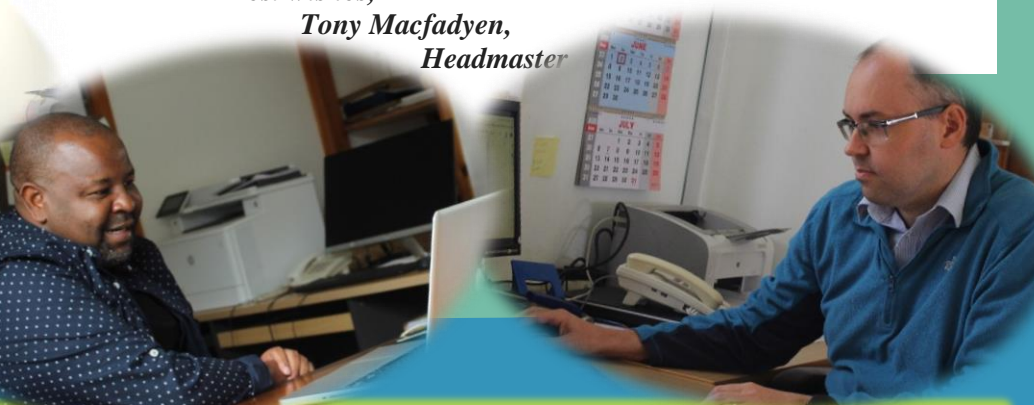
What about the academic year 2020 -2021?

We believe that things should have settled down enough by late August to re-open. We intend to reopen school for the start of the new academic year, most likely with a staggered opening across the first week for different year groups. This will allow our new safe and hygienic practices to be introduced gradually so we can monitor their effectiveness closely and make necessary alterations quickly.

We have already looked at how we can minimise risk and what we can do to keep all students as safe as possible and we feel it is practicable and possible and we will keep you informed of developments as they are confirmed.

Best wishes,

**Tony Macfadyen,
Headmaster**



Notice to parents with outstanding fees: Please contact our accounts office directly if you need to work out a plan to allow your child to continue until the end of the school year. We want to work with parents to keep all students in school, but failure to contact us will result in your child's exclusion.



Change by Ira Aori (5W)

Change always brings anxiety; change is a part of life that we can neither deny nor stop; change is an emotional feeling that we would rather live without. Change is overcoming the past, overcoming inertia, and moving on while hoping for the best.

Tanzania is nothing close to what I presumed. Admittedly, it has been an esteemed change. The realm is as immense as the Indian Ocean. The people are like a puppy with six tails, and the scenery is as breath-taking as recently bloomed flowers. The food is luscious as honey, and the town is busy with cars, trucks, and motorbikes like a hodge-podge trying to keep up with its numbers.

Interestingly, the Tanzanian national animal is a giraffe; it has a long neck like the river Nile. I admire the long neck; I wonder if it could see change coming! So change, change, change can sometimes be good or bad.

However, in this instance, change was a welcoming change



TEDDY FILLS THE GAP

From the country of Burkina Faso, comes a new Gap Year student - Teddy Diallo - who lives in Ouagadougou, where her father is a Linguistic professor at the University.

"It is a little warm country in West Africa in between Mali, Ivory Coast, Niger and Ghana," Teddy says. "After I graduated High School in Singapore, I wanted to take a gap year travelling the world and volunteering in a school which has values like the ones Round square schools promote. So, I applied as a gap year student for Round Square at St Constantine's."

As Teddy is fluent in both French and English, she mainly assists the senior secondary French teacher, Mr John Muchela, giving extra help to the students that need it and helping with French through zoom and online marking.

"We have been creative with the type of homework we give in order to keep the students engaged despite the distance," she says. "We rely now more than ever on technology which has been a little challenging but it has also been a great learning experience."

Though committed to the Language department at present, once students come back to school, she will also be conducting a dance elective. Teddy welcomes the opportunity to be proactive and take responsibility at St Constantine's.

"I think that it is a safe space to share ideas, concerns and to be heard," she says, despite the challenge of coming from being a student to becoming a teacher. "It is helping me to grow and to get this new perspective of education as a teacher."

Covid 19 is another challenge for her as she adapts to the new lifestyle. "As I live on campus, I try to limit my contact with the outside world in order to keep everyone safe," she says, as the enforced isolation gives her plenty of time to catch up on her reading.





TIME IS RUNNING OUT!

Our senior students have missed enough with Corona virus - so please help us produce the best Year Book ever for them to remember 2020.

Advertise in this edition



JAISEN BISHARA CORONA VIRUS

Corona virus is a global crisis,
We have to stay home to fight this,
We stay home with our phone beside us,
To be updated with the world above us.

A second ago our biggest problem was climate change,
but now we face a more dangerous threat.
Many lives are in danger.

To be safe we have to follow these steps together.

Stay home

Wear masks and gloves

Stay indoors

Wash your hands

Avoid touching your sensory organs.

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CHRONICLE

2019



ST. CONSTANTINE'S
INTERNATIONAL SCHOOL



Contact Lucy on **0785 94 21 24**

or

lucybayo@scis.sc.tz

for an online copy of the
2019 edition so you can see our
prestigious publication.

**REMEMBER, AN ADVERTISEMENT
IN OUR YEAR BOOK LASTS FOR
YEARS –**

**A PROMOTION,
A MEMORY,
AN INVESTMENT!**

WILL THEY LIKE THIS BOOK?

Written by an undisclosed British author, children's book

The Grymcat Conspiracy is partly set in Tanzania and incorporates aspects of local culture.

Students at St Constantine's have been asked for feedback as young people in this part of the world to see whether the story works, both in terms of being true to Tanzanian culture and being an engaging novel for children of this age.



Around a remote East African forest reserve Samti's low-level poaching is disrupted by a mysterious new species. As criminal gangs and misguided conservation schemes converge upon her, Samti must fight to protect her family from collateral damage, and protect the forest she loves.

Ms Revest is working on the project mainly with Years 9-2, but Years 7-2 will also enjoy parts this week. "We've start reading the book and compiling feedback for the author," Ms Revest said, "but there's not really much to share at this point." Watch out for the next newsletter to see their thoughts.

"How I teach Music Online" by Daniel Kalule

Since Covid-19 stopped us from coming to school. I have had a vast experience in how I could administer my music lessons in a very interesting and productive way using the online tools.

Of course with a subject like music, coupled with the demographics of Arusha-TZ and the backgrounds of my students who are mainly not coming from families that have musical instruments in their homes and no background of music either, it had to be a very different approach to the online lessons.

So the first thing was to find a way on how to engage the 90% of my students who do not have instruments at home. My focus was put on mainly five areas for all the big classes.

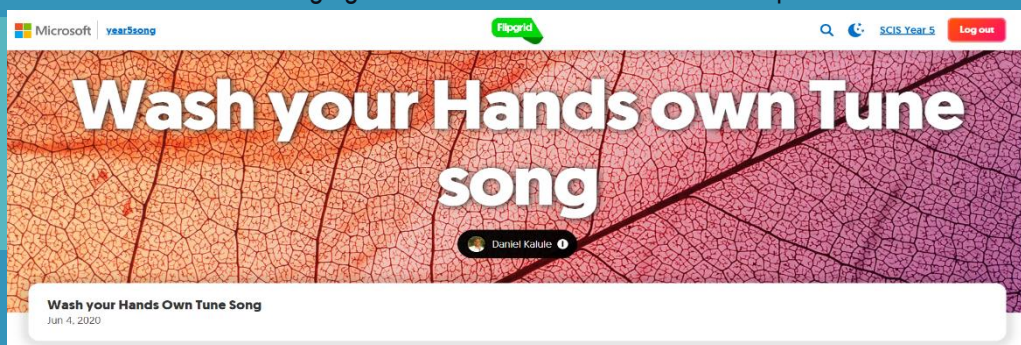
1. Music Theory
2. Music analysis
3. Music Composition
4. Research work
5. Music appreciation

For those with instruments the focus was definitely practical.

Google classroom focused on recording myself on a video explaining the work and also having written instructions available on word or pdf. Despite internet issues at home, all students could access the video recording as well as the google classroom.

ZOOM classes were not used for instruction, but for chatting with my students to find out how they were coping.

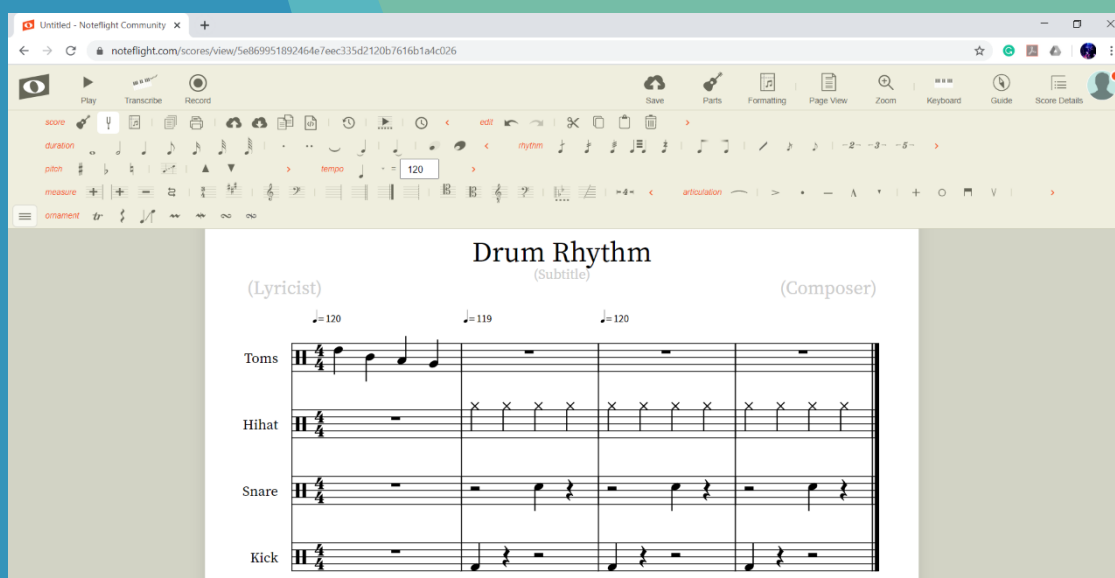
Flip GRID was used to be able to see my students display their work - mainly if I wanted them to sing for me individually or if they had a composition task. They can record themselves singing and leave their videos on the class platform so other students can also see and comment as a way of peer assessment. Years 5 and 6 students especially enjoyed recording themselves rapping or singing. I also use FLIP-GTIRD for KS3 and KS4 research presentations. They can record themselves presenting their work.



Music Technology - Music Technology today is part of being a musician. As some students do not have personal laptops we went for **NOTEFLIGHT** online music software. We have used this to compose music and explore our inventiveness as there is no need to install.

Individual Classes -

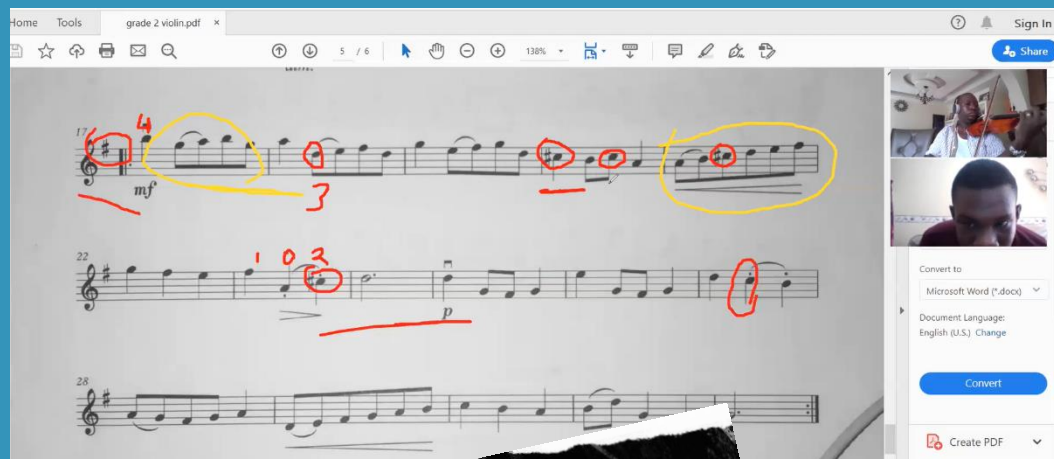
In a few instances, I get to teach some students who have instruments at home. We use zoom classes. With this, it's much easier to give instruction as I am able to demonstrate with my own instruments. I listen to them play and guide them through.



most effective ways I use for primary where students book time with me using the calendly app. I normally have videos every day for 5 mins each with different Year 5 and 6 students and we talk about work-related issues. I found this very helpful to my students.

Assessment was done with Google classroom as it helps to keep records and even score chats. The assessment was based on handing in work whether late or on time and, of course, the quality of work.

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During this time of COVID-19, I believe the experience has been good for the students. It's like an introduction for them to the future, as it goes more digital. For me, as a music teacher, I can also evolve more with digital online music lessons.



Music was the heart of the AFRICA DAY BENEFIT CONCERT last week – a way for people to support the fight against Corona Virus – COVID-19 throughout Africa, gain insight from their heritage and enjoy this perfect Wellbeing activity. Hosted by British actor Idris Elba, most of the African countries were represented as they gave their time and their talents to WFP and UNICEF to help their fellow countrymen. Tanzanian artists featured along with the NDLOVU Youth Choir. Is this a challenge for you next semester Mr Kalule?



Wellbeing activities

It is important that we encourage students to talk and share what they are feeling, and to find ways to support each other. So, Ms Revest put together a list of 10 tips for your child to stay mentally healthy during home quarantine.

1. Listen to podcasts to enhance learning. We especially enjoyed the Ted Talks Daily episode *How to turn climate anxiety into action*.
2. Participate in free online workout and yoga classes to stay fit – both physically and mentally. *Barry's Bootcamp* and *Shona Vertue* are two of many offering home workouts right now.
3. Anxiety grows in times like these. Use a meditation app, such as *Headspace*, *Breathr* or *Smiling Mind*, to take care of mind, body and soul.
4. Test and enhance a second language skill on *Babbel* or *Duolingo*.
5. Maintain a routine. Follow the original class schedule to stay in the learning flow.
6. Call grandparents – they always appreciate it. Even more so in times like these.
7. Start a digital book club and stay on top of the reading list. You could use *Skype* or *Zoom* to meet and discuss the most recent page-turner.
8. Use *YouTube* to learn a new hobby – whether that's DJing or baking is totally up to you!
9. Spend time researching which university they might want to go to, or how to plan a gap year to truly make a difference.
10. Party on the weekend. Many musicians and DJs are live streaming their concerts on *YouTube*, *Instagram* and other platforms. Check out the **AFRICA DAY BENEFIT CONCERT** for inspiration, hook up the best speakers, and dim the bedroom lights and party like no one is watching. Because no one is 😊