

ST CONSTANTINE'S INTERNATIONAL SCHOOL NEWSLETTER 19, AUGUST 24, 2020

HELLO EVERYONE! KARIBU EDITION 19.

Welcome back to the beginning of our new academic year and the new look St Constantine's - armed and ready to protect our children and move forward into the future, creating global leaders!

The weather is lovely, our new staff are safely and effectively embedded in school and we are all rearing to go. Our primary concern for this new academic year is not on learning alone, but also on the good health, hygiene and the safety of our students while the Coronavirus is still circulating throughout the world.

However – please remember that as parents we must also take responsibility for ourselves and, as well as checking our own children's temperatures before they go to school, we should also check ourselves.

If you do not have a thermometer, please purchase one, or ensure you and your children pass through one of the temperature checks in the carpark **before** registration.

Together, we will keep our children and our school safe.

Best wishes,

Tony Macfadyen,

We now have a policy of no single use plastic bottles in the school. Children should be sent to school with their own water bottle (we have a selection in the school shop). Water bottles must not be shared with others.



Why are our amazing international teachers all here?

As the new school year begins and many people are rushing to their home countries in light of Coronavirus, why have so many teachers preferred instead to return to Tanzania and back to St Constantine's International School?

Our own headmaster – **Tony Macfadyen and his wife Sarah from England** - are two of them.

"I just love returning, he says. "So many lovely people to see again. Best of all, we are getting our students back and that is the greatest tonic," he says; while Mrs Macfadyen says: "I am at SCIS as it offers the opportunity to work with a great group of international teachers and to assist the wonderful students we have here to grow into successful young adults. Tanzania also offers fantastic opportunities to travel and enjoy the amazing wildlife."



Head of Secondary, Clem Nderitu from Kenya is back because he says that Tanzania "is a lovely and beautiful country with very pleasant people. I enjoy working with children and young people in this country and making an impact in their lives."

Michael Murray – Head of Primary from England - and wife Paula, a business studies teacher from Kenya, love teaching! "What keeps us here is the students who are so warm and well mannered. We are privileged to live on a beautiful campus and in a country which is great, especially for my young kids" Mrs Murray says.

Christina Ngaboli is an American from Connecticut, an Early Years teacher and Assistant Head of Lower Primary, and fell in love with Tanzania after visiting, returned 12 years ago and built a life with her Tanzanian husband and two children. She has been a teacher at St Constantine's for eight years and says "I love the community I have found here and I hope that current and prospective families can feel the warmth of our school family, the care for each student and the commitment to high standards that we have here."

It has been a lucky seven years at St Constantine's for **Leena Joshua, a teacher from Chennai, India**. "I love being creative in imparting my knowledge to the wonderful students here," she says of her lessons in English, Maths and Enquiry," and I enjoy Tanzania's scenic splendour." Mrs Joshua's daughter Hannah just graduated from St Constantine's in 2020.

Hailing from Scotland, Frances Peacock – Deputy Head of Primary – says: "I love the positive, happy and ready-to-learn students. I also enjoy working collaboratively with our friendly staff," she says, "and I love the people and environment of Tanzania."

Physical Education teacher, Brian Macmbinji, from Kenya, is here because of the great and lovely students who, he says, are always willing to learn and help whenever possible. "The environment in Arusha is also amazing for good learning," he says.

Another dedicated **American, is Science teacher Sam Wint** who originally came to Arusha in 2012 as a graduate student and fell in love with the environment and culture of Tanzania. "What keeps me in Tanzania is my family," she says. "I married my husband in 2016 and instantly fell in love with my Wachagga family who have fully embraced me. What keeps me at St Constantine's is the amazing students I get to teach every day; they are inspiring and teach me just as much as I teach them."

Music teacher Daniel Kalule is from Uganda, and what keeps him in Arusha is the hospitality of the people – "So humble and welcoming" he says. As well as enjoying the nice balanced weather, Mr Kalule says his students are so talented, willing to learn and wanting to evolve as musicians.

Australian Jane Marandu enjoys the lifestyle and freedom that living in Tanzania brings, with the climate allowing for outdoor activities all year round. "I've been at St Constantine's for seven years and my children enjoy being here mixing with others from many nationalities." An active member of the St Constantine's staff, Mrs Marandu is head of the IDEALS programme for the Primary students.

After four years at the school, **Annabel Ojoo** says she continues to broaden her teaching expertise and to be an effective teacher in a different cultural setting from her home country **of Kenya**.



CONGRATULATIONS TO YOU ALL!

Great news for all our exam students here at St Constantine's – In an update issued by Cambridge Assessment about the June 2020 results, they declared that the predicted grades sent by us not only stood, but in some cases their assessment was higher. So once again we have a 100% pass rate at A level and AS level. At IGCSE 80% of our year 11 students got at least 5 IGCSEs grade A*- C, the international benchmark of success.

Who's that family over there?

There are some new faces on campus this term as we welcome the Tozer family – David and Katharina with three of their four children - Daniel, Elizabeth and Frances - from Shrewsbury in England. While their eldest daughter has remained behind to complete her A-levels, she hopes to join them next year as a gap student.

Mrs Tozer will be teaching Humanities, including history and geography, but PE and Sport have been her husband's passion. Mr Tozer has taught in both the public and private sectors and more recently he worked for the Rugby Football Union, delivering coaching in schools and clubs across the English Midlands.

Mrs Tozer was teaching at Thomas Telford School, a City Technology College, widely regarded as one of the most successful state secondary schools in England. There, as well as Humanities, she taught Philosophy, Religious Studies and PSHE.

"My favourite thing about teaching is working with young people," Mrs Tozer says, "witnessing their inquisitiveness and progress, and supporting their learning as they prepare for life in the outside world - plus sharing my enthusiasm for my subject whilst promoting social, moral and cultural values."

The couple are keen to broaden their horizons and explore this beautiful part of the world. "Our collective hope, as a family here in East Africa, is to challenge ourselves in this new environment and enable our children to have the opportunity of an international perspective," Mrs Tozer says. They are also keen to offer their skills and expertise in the service of St Constantine's, immerse themselves in the culture, get to know local customs / traditions, start to learn Swahili and, of course, visit some of the beautiful sites including on a safari.

"I am very excited to meet you all as we begin this new academic year and to work alongside you to achieve our best together," Mr Tozer says.

From Colombia to Tanzania, a Round Square spirited journey

Laura Valentina Cortes Sierra hails from Bogota, a vibrant city of 10 million people and the capital city of Colombia. Here she introduces herself:

“As my parents were P. E teachers, I was able to get a high-quality education at Saint George's School in Bogota,” Laura says. “The warm feeling of home at the school made me want to work as a teacher assistant after I graduated, so I deferred my Journalism scholarship placement and, thanks to a friend from a Round Square school, I applied to work as a Gap student at Regents International School Pattaya in Thailand.

This international experience changed my life and I understood my goal was to combine the ideals Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service. I wanted to contribute both to Colombia and the world through travelling, telling stories and living a sustainable and empathetic life, trying to create bridges amongst people and break stereotypes about my country and others.

After my gap year I started a Journalism degree at Universidad del Rosario in Bogota, but my curiosity led me to an exchange semester at Universite Internationale de Rabat, Morocco. I loved my first experience in Africa and promised myself to come back. After a year back in Colombia I got a full European Commission Scholarship for an exchange semester at the University of Leicester, United Kingdom. The pandemic hit during my time there and I finished my exchange online. Colombia was one of the first countries to close its borders, so I was trapped in the UK.

It was through the Round Square web page that I found the opportunity to do an internship in Communications, Marketing and Round Square while living on the beautiful campus of St Constantine's. With full confinement in my country since March, I feel grateful to be in Tanzania.

My message to students is to take advantage of all the Round Square opportunities – exchanges, conferences, online or in another country. Travelling and meeting people from different backgrounds results in building better human beings who appreciate diversity, are versatile and empathetic when facing new challenges and have the curiosity and responsibility of leaders.

I hope I succeed at leaving the best of me, Colombia, and every international experience that has shaped me, while I learn as much as possible from this diverse environment in beautiful Tanzania.”



learning what steps to take for every day hygiene, they have undergone rigorous information sessions, discussion and practice on masks, handwashing, temperature taking, spraying of computers with electronic-safe disinfectant between classes and disinfecting of tablets.

Both parents and students are advised that health and hygiene behaviour will be disciplined as for any other behaviour and students breaking rules will be sanctioned as for any other negative action.

EVERYTHING IN PLACE FOR A SAFE RETURN:

St Constantine's staff and teachers have been working hard to ensure that the school is ready for students' safe return. From indicating safe social distancing through lanes and arrows, to





Boarding House staff indicate social distancing in preparation for fun activities when the boarders return. From left, they are Catherine, Emmanuel, Adam, Ighalu and Glory.



THE NEW MAN IN CHARGE

“Parents are anxious that their children continue to receive the highest level of education, but in a safe and hygienic location,” Mr Macfadyen says, “so we have put a dedicated team in place specifically for our boarders, under the leadership of Mr Emmanuel Ian Mulima.”

In addition to the basic steps above, Mr Mulima and his team will instigate temperature checks, reporting in a staggered system rather than groups, 1.5 metre seating arrangements for eating and study, regulated visitor contact, the school's own designated driver to avoid the risk of unknown taxis and public transport in an emergency, and our qualified nursing matron living on campus.

“It is my job to ensure a fair, productive and happy social, working and boarding environment,” Mr Mulima said, “and above all, ensure the safety and welfare of the students.”

With new Boarding Master Mr Mulima having trained in Special Needs, he is additionally able to liaise with teachers like Miss Peacock - Deputy Head of Primary, who oversees the boarders' study. He will plan for students according to their developmental levels, model instructions and provide consistent one-on-one, or small group interventions, through prep time. Students also have internet access during 'prep' as well as full use of the library where they will need to wear masks and ensure the computer equipment is sterilized appropriately.

In order to test our new protocols sensibly and gradually we are staggering the return of students over the first three days as follows:

Monday 24th August:

Secondary - Years 7, 10 and 12
Primary - Nursery and Years 3, 6

Tuesday 25th August:

Secondary - Years 11 and 13
Primary – Reception and Year 5

Wednesday 26th August:

Secondary - Years 8 and 9
Primary – Years 1, 2 and 4

PLEASE DO NOT SEND YOUR CHILD BACK BEFORE THE CORRECT DAY.

It will be up to Mr Mulima to ensure both the students safety and good behaviour in the boarding house, with secure locks keeping the boys and girls separate and safe, boarding supervisors on each floor, CCTV cameras in the corridors and guards throughout the grounds. Additionally, he is tasked with organizing the fun activities for boarders such as entertainment, competitions and supervised weekend events like bike racing and nature walks – healthy pursuits that still adhere to the necessary precautions in this Coronavirus situation.

“We are all ready to learn during this time,” Mr Malina says. “This has shown how all of us from different races, religious beliefs and families can come together to fight a common cause. The boarding house is a good place to start.”

Boarding students may return the day before they are due in (so, for example, a Year 8 Boarder should come to the Boarding House on Tues. 25th ready for Wednesday 26th).

Where a family has children in Boarding across more than one year group, all siblings may return at the same time for the earliest child's start date. Boarding staff will look after siblings until their return to school date.

HEALTH AND HYGIENE at SCIS

1. Parents / carers will be first line of defence – Checking children for signs of coronavirus and asking them about any symptoms they might have. **NO CHILD TO COME TO SCHOOL IF ILL OR WITH ANY SYMPTOMS.** You must please tell us if you suspect your child has coronavirus.
2. Students on the buses to come to school in face masks and socially distanced wherever possible. It is preferred if families come to school by car in family 'bubbles'.
3. ALL students to be checked (incl. temperature) on arrival at school. Any student who is ill / with symptoms of coronavirus to be isolated at school (sick bay) and sent home immediately.
4. Hand washing on arrival and regularly in the day.
5. Students to remain socially distanced in classrooms and around school; Primary students to operate in 'bubbles' (groups of 4).
6. PE kit is school uniform everyday (whether student has PE or not)
7. Students will not be allowed to borrow each other's equipment.
8. School opening is staggered for different year groups Monday – Wednesday. Once a student starts school they come in everyday if healthy.

What is happening for break and lunch at SCIS?

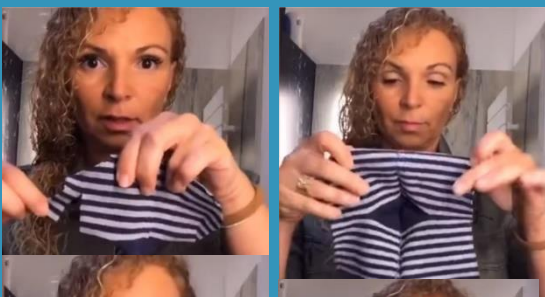
The areas used at break times have been divided up for different year groups and the serving of tea and snacks has been spread out. Lunch times have been staggered to allow for appropriate social distancing and all students will wash their hands at these times.

We have worked with George, our caterer, who has also put in place significant safety measures. This now includes clear floor markings in the dining hall on where to queue up, so students are 2m apart; and all seating has been clearly marked with crosses (X) so there is a space between each person for social distancing.

How to make a face mask with a sock in five easy steps



Although wearing of face masks is not compulsory, in some countries not only have they become mandatory in public, but **they have become a fashion item** with a range of patterns, textures and styles available on the market. If you want to join the trend, here is an easy way to make a reusable mask that requires no sewing and can be as colourful as you wish to make it.



1. Hold a sock upside down and cut half of the foot section off
2. When you have an even space from the heel to both ends of the sock, cut it open down the middle
3. Fold it open flat with the heel area in the centre
4. Make two incisions two cm from both sides
5. Use the slits to clip the mask around your ears



As an extra precaution, you can cut pieces of cloth (like an old t-shirt or a disposable shopping bag) and place a piece inside the breathing area. Don't forget to wash the mask every day and do not play with it, adjusting only immediately after handwashing – then wash your hands again once you have adjusted it e.g. after eating.