



ST CONSTANTINE'S INTERNATIONAL SCHOOL NEWSLETTER 23, OCTOBER 19, 2020

Karibu! Welcome back to all our students. We hope you had a restful and enjoyable half term break.

Thank you to all the parents who attended Parents' Day. An understanding of your child's progress is a very important part of their overall education, so teachers and parents can work together as a team, ensuring the best results for their future.

We had a very busy week before break including a serious rehearsal for a school Lockdown. Although such an event is rare, here at SCIS we ensure we are prepared. SCIS Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be a reported incident / civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the school), an intruder on the school site, a risk from air pollution (smoke, gas cloud), the close proximity of a dangerous dog. For further information please feel free to ask your child's teacher for a copy of our action plan. For our other policies and procedures, please visit our website: <http://www.scis.sc.tz/policies/>

We also hosted a very special VIP – author Dan Brockington - undertook a Virtual University Fair, our ongoing Electives and IDEALS, World Teacher's Day, and became the first school in Tanzania to perform the *Jerusalem Dance Challenge* with all our students and many teachers dancing their way into the holiday.

Now we look forward to another exciting and successful term.

Best wishes,
Tony Macfadyen
Headmaster

PLEASE NOTE - if you travelled outside of Tanzania this half term, your child(ren) will have to stay away from school this week. That is, you must not come to school this week of 19th October 2020.

We will send work home so your child's education continues. Please let us know immediately if this applies to you, so suitable arrangements can be made.

6th Form Intervention

Each half term teachers meet to discuss students' progress. On Tuesday 9th October, Key Stage 5 teachers met to share concerns they may have for some students and how they can best support them.

Interventions include providing additional support through differentiated tasks, devising suitable seating plans, identifying students who may benefit from attending homework club and sharing knowledge of teaching strategies that work with other teachers.

"It is a great way to get an overall insight into a student's progress and how they are developing across all subjects," said Mrs Macfadyen. "These meetings help identify which parents the tutors and Head of Key Stage need to get in contact with. Parental support is vital to ensure a student's success and by working together we can maximise student achievement."



WHAT IS JERUSALEMA?

A song from South Africa that has gone around the world and been endorsed by presidents and priests has become the sound of the pandemic for millions across southern Africa.

Endorsed by President Cyril Ramaphosa the simple dance routine to the 2019 hit **Jerusalem** by Master KG and Nomcebo Zikode has provided an uplifting soundtrack for difficult times and has now been streamed more than 60m times on Spotify.

The upbeat song is a lamentation for God to take the singer to the heavenly city. The track topped the South African charts in December but in February, as lockdowns began to seem like a possibility, it was a group of friends in Angola who shot a video dancing to the song that sparked the global trend.

St Constantine's goes high tech !

Mr Mapara and the robot - an exciting development for the Robotics elective students.



We hosted a Virtual University Fair on Thursday before break, organised by Mrs Macfadyen. Sixth Form students were excused from Electives for the afternoon, while they learned about the universities where they may wish to pursue their dreams after graduating from SCIS - all students aware of the privilege a Cambridge curriculum success brought them in opening such doors internationally.

Our PE Department organised a dance flash mob of the "JERUSALEMA DANCE CHALLENGE" to finish half term.

"No one does it like SCIS!" said Mr Macfadyen. "With many thanks indeed to the wonderful Ms Pheko I absolutely loved today's flash mob dance; it was fantastic and the students were so happy and so good at it! Looking forward to the next one!"

Organiser, Ms Pheko said she felt the school needed some sort of entertainment that could be inclusive yet socially distanced. "We have been so careful and focused on safety due to COVID, I felt we needed to end the half term with a bang. For SCIS to also be the first school to try this dance challenge in Tanzania, we put our school on the map."



INTRODUCING SEBASTIAN

Who is he, this new face around St Constantine's? A positive, open minded and proactive Colombian Sport Scientist, he says. "I love traveling, discovering new adventures and getting out of my comfort zone."

Born in Bogota Colombia, he has lived the past five years in Nottingham, UK and had just been travelling around southern Spain before coming to St Constantine's on a Sports Internship position through Round Square.

"My plans in Tanzania are to make a positive impact on St Constantine's Community, get to know a new culture and explore as much as I can! I want to get experience with every single age group, interact with them and be part of creating a positive experience for everyone."

He chose to come to SCIS because he thought it looked a "great place – and it definitely is! I came to get experience, explore this part of the world and learn as much as I can."

The younger of two children, Sebastian has an elder sister and after he leaves St Constantine's he wants to either work in professional sports or with Clinical populations. "I want to get into a masters or a full time job in any area related to Sport Science," he said. WELCOME SEBASTIAN.





World Teachers Day was celebrated on October 5 and our Year 6 students made certificates to show their appreciation to the teachers who taught them over the different year groups.

Held annually since 1994, World Teachers' Day commemorates the anniversary of the adoption of the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers. This Recommendation sets benchmarks regarding the rights and responsibilities of teachers and standards for their initial preparation and further education, recruitment, employment, and teaching and learning conditions. Now incorporated in Sustainable Development Goal 4 on education, WTD has become the occasion to mark progress and reflect on ways to counter the remaining challenges for the promotion of the teaching profession. World Teachers' Day is co-convened in partnership with UNICEF, the International Labour Organisation and Education International.



Debbie Laiser, Year 9, Mama Debbie and Mr Murunga



Aveer Hans, Year 7 with his mother Mrs Pardeep and Miss Felister

PARENTS' DAY

During the wonderful turn-out for Parents' Day we asked some of our parents what they think is the most important thing about these types of meetings.

Mama Debbie was clear it made parents know more about their children's progress at school. "As a parent, I always look forward to such meetings, which is why I come in very early in the morning too."

Mrs Pardeep is another early arrival for the event.

"As a parent I get to know more about my son that is academically and behavioural and that he doesn't open sometimes at home," she said. "I always looks forward to these meetings as I feel involved in my son's academics." She also enjoyed the Parents' Workshops, because parents get to spend time with their children and have a whole school experience. "School is trying very hard to keep children safe during this difficult time," she said, "and as a parent I feel so much at peace to have my son back at school."

The Grymcat Conspiracy author visits

During the first half of 2020 our students were asked by British author, Dan Brockington, to critique his manuscript *The Grymcat Conspiracy*, which was his first book directed at middle grade children. They enthusiastically took up the task, producing comments both positive and negative, which Mr Brockington took on board and used in the final version currently waiting for illustration and publication.

Now visiting Tanzania, Mr Brockington came to St Constantine's to meet his editorial reviewers and give the school a range of books for the library to say thank you.

"I am struck by the lack of fiction books about life in Tanzania that are written for English-speaking children, so my book does that. It is about environmental and conservation issues, but views them as I have encountered them in Tanzanian villages," he said. "It's extremely difficult to write about African children because of misconception," he said. "People tend to think that I might not be able to write authentic stories found in Africa that people need to know, instead they think I might write what I want people to know, which is not true."

Despite the fact that he has been married to a Tanzanian woman for over 20 years and speaks fluent Kiswahili, he says he always has something new to learn. Mr Brockington met his wife in Dar es Salaam while he was a PHD student and she was working in the Catholic hostel where he used to live. She now works for a telephone company in the UK. She likes the book, he said, but is tired of him asking if she likes it all the time! Dan and his wife have two daughters – Rozie (17) and Emily (15). The girls love staying in Tanzania in their mother's region of Hanang and miss the freedom, friendliness and relatives when they are in the UK.

The Grymcat Conspiracy may appear to be a strange, fantastical tale, but there is a surprising amount of truth behind it. "With my informants' permission I have not written this record as merely a set of facts and dates. There is more to these events than their sequence. This is myth come true, legend re-enacted. I have recounted the tale of *The Grymcat Conspiracy* as a story and tried to capture some of the excitement, joy, grief and fear that the protagonists knew when they lived through these happenings." Mr Brockington said.

"I have tried to protect the main people involved. Characters Samti, Dawi, Molly and Edward have other names in real life. My editors, and their lawyers, insisted that I should disguise them; and no one ever even dared to tell me Ratona's real name. She is a different being from an utterly different world, she does not fight her battles with legal arguments" he said. "I have also kept secret the locations of this story. I can tell you that Samti and Dawi live somewhere in East Africa, and Edward and Molly somewhere in Europe."

Our students (there was no other school involved) were mainly enthusiastic about the book. "What I like about the characters introduced is that I can tell that this story is an African story and the names of the characters are African names," said one; while another said: "I would love to read more. The story is very interesting and it also has a good vocabulary."

They were excited that the story was set in East Africa: "I want to read more because this is an African story." "It is filled with suspense, mystery and science. I personally feel that people must read this book." "I think it has a good hook because when I was reading I kept on sinking into the story and I wanted to read the continuation of the first two chapters." "It kind of felt like I was there. It's also a good setting in a forest," were some more of their comments.

Mr Brockington is co-director of the Sheffield Institute for International Development (SIID), at the University of Sheffield. Trained as an anthropologist, most of his research has been in Tanzania, where he worked on livelihood change, natural resource governance, microfinance and institutional performance, but he has also worked in New Zealand (Christchurch) and Australia (Canberra) on visiting fellowship exchange programmes from his university, and in South Africa, and India. His current associations are with UDSM, UDOM, NMAIST and Makumira University – they work together on different research projects.

"I am happiest conducting long-term field research in remote areas of East Africa, but I also learn much from studying organisations and the occasional plush fundraising event," he said. Mr Brockington's books are: *Fortress Conservation*, *Nature Unbound* (with Rosaleen Duffy and Jim Igoe), *Celebrity and the Environment* and *Celebrity Advocacy and International Development*. *Fortress Conservation* is on Tanzania and the rest are international.

He believes African publishers and African Literature are "incredible", but has one message to Tanzanian parents – "Scientifically proven, the more your children read, the more clever they become. Read to your children, encourage them to read and if children ask to buy his books, parents should say YES".



Primary IDEALS – Front page: Year 3W were gardening and watering their lemon grass, eggplants and other different vegetable plants as part of Environmentalism with Ms Lilian.



DRAMA AUDITIONS FOR MATILDA

The auditions turn-out for “Matilda - the musical” were overwhelmingly positive, said drama teacher Mr Murunga. “Many students turned up and I’m happy to note that we have a massive talent of good actors and singers. With the cast list out, we tried to get the best out of the process and we hope that we will give a befitting show at the end of it all,” he said.



ELECTIVES: Art Extravaganza with Mr Namulala.

Students got the chance to explore different areas of what art they enjoy doing most. Left: Tarunisri Badireddy - Year 9D - uses rubber stamps for designing words on different clothes like t-shirts, hoodies etc. while Right: Ume Kulsum Fazal - Year 10 – does a family portrait gift for a friend.



BELOW - Year 10 explored the Treaty of Versailles during their history lesson. In groups, they acted out a **News Night** show with discussion whether the Treaty was too harsh on the Germans. One student represented a German citizen and the other French, while Crista Mwanri and Ume played the hosts posing questions.



“The discussion worked well here” said teacher Mrs Tozer, “because it supported the students in considering both sides of the argument. When presenting their side, they needed to be aware of the counter-arguments, and they needed to respond to the points presented by the opposition.” At the end of the task students were in a great place to formulate their own opinions about the motives and aims of the Big Three at Versailles, and whether the Treaty could be justified at the time. Their deeper understanding of the arguments for both sides was apparent in following lessons.



The badminton team (left) met with their Coach Mrs Murray in the school hall to practise their skills and also choose the best players for the school team. Pictured are Zahra Virjee (Y13), Demetrius Chatterjee (Y11) vs Akshaat Patel (Y11) and Sean Pinheiro (Y11) doing their best to qualify.