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The Twinning Project

Manual for School Leaders

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in consultation with school leaders from

Buswelu P.S.

Clarke Road S.S.

Mtoni S.S.

Tecumseh P.S.



2012-2013

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Part 1: Background information

Introduction to the Twinning Project

The Twinning Project partners schools in London, Canada and Mwanza, Tanzania to provide students with valuable cross-cultural learning opportunities. The Project builds strong, resilient and mutually beneficial partnerships between schools that help students learn from another culture, explore international issues, and develop personal connections with students from another part of the world. The Canadian schools also raise funds for school supplies for their partner schools in Tanzania. This manual includes information on both of the current school pairings: Tecumseh P.S./ Buswelu P.S. and Clarke Road S.S./ Mtoni S.S.

Twinning Project vocabulary

school pairing: two schools that have a twinning relationship (Mtoni S.S. and Clarke Road S.S. are a school pairing; Buswelu P.S. and Tecumseh P.S. are a school pairing)

school partner: an individual school involved in the Twinning Project

school leader: the main contact person for a school partner

Purpose of this manual

This manual was produced in 2012-13 to support school leaders who work hard each year to strengthen the Twinning Project. The first section of this manual provides background information on the program for new school leaders. The next section outlines priorities, goals and suggested actions (based on recommendations from current and past school leaders). The final section provides additional tools and resources for school leaders. As a whole, this document provides the basis from which each school can build and develop twinning activities.

Western Heads East

The Twinning Project is facilitated by Western Heads East, a registered charity under the University of Western Ontario (London, Canada) that aims to engage staff, students, faculty and the broader community in teaching, research and service targeting the African HIV/AIDS crisis. Western Heads East's first probiotic yoghurt kitchen was in Mwanza, Tanzania, now the program's regional headquarters. The Twinning Project adds another dimension to the connection between London and Mwanza. More information on Western Heads East can be found at <http://www.westernheadseast.ca>.

Part 1: Background information

History and Background

This section outlines the Twinning Project's history from its beginning until 2013. It lists the activities that each school has run and gives background information about the school partners.

Program History: Tecumseh Public School and Buswelu Primary School

Twining Project started in 2004.
Founding school leaders:
 Catherine McInnis (grade 3 teacher, Tecumseh P.S.)
 Leonard Chinyele (headmaster, Buswelu P.S.)
Present school leaders (2013):
 Tecumseh P.S.: position is vacant
 Hellen John (headmaster, Buswelu P.S.)
 June Doan (retired teacher, Tecumseh P.S.)

Grade 3 teacher Catherine McInnis founded the Tecumseh/Buswelu Twinning Project in 2004. The grade 3 class at Tecumseh P.S. partnered with students at Buswelu P.S. and these students and the school leaders began sharing the things they learned from the Twinning Project with the rest of their schools. In 2012, June Doan, a retired teacher from Tecumseh P.S., travelled to Mwanza to visit Buswelu P.S. and strengthen the relationship between the school partners.

By 2013, the Twinning Program at Tecumseh P.S. includes Me to We committee that is open to students from all grade levels. The whole school also participates in fundraising activities. Communication between the school partners goes through Western Heads East interns. (The students at Buswelu P.S. do not have internet access.)

Twining activities at Tecumseh P.S. since 2004

- sending handmade materials to Buswelu P.S.: a photo journal of everyday activities, grade 3 readers with illustrations and English reading exercises, illustrations and letters about Canadian culture and everyday life (translated to Kiswahili by Western Heads East interns), a banner
- designating the "Buswelu classroom" and bulletin board at Tecumseh P.S. to educate other students about Buswelu P.S. and Tanzanian culture
- school-wide fundraising for school supplies and teacher supplies for Buswelu P.S.
- awareness activities (Character Development Fair display, speakers from Western Heads East)
- personal communication between the school leaders

Twining activities at Buswelu P.S. since 2004

- sending handmade materials to Tecumseh P.S.: illustrations and letters (translated to English) about Tanzanian culture, a banner
- designating the "Catherine McInnis library" at Buswelu P.S. with the materials (school supplies, grade 3 readers, etc.) sent from Tecumseh P.S.
- sending gifts to Tecumseh P.S.
- personal communication between the school leaders

Part 1: Background information

Program History: Clarke Road Secondary School and Mtoni Secondary School

Twinning Project started in 2008.

School leaders (2008-present):

Brandon Lawrence (senior business teacher, Clarke Road S.S.)

Albert Peter (assistant headmaster, Mtoni S.S.)

Mtoni S.S. was involved with Western Heads East before the Twinning Project began. Mtoni S.S. is next-door to Tukwamuane Women's Group (TWG), the first yoghurt kitchen to work with Western Heads East. TWG runs a breakfast and lunch program at Mtoni S.S.

In 2008, Brandon Lawrence, a teacher at Clarke Road S.S. wanted his senior business class to learn about micro-operation in an international context. Through Brandon's connection with Western Heads East, Clarke Road S.S. partnered with Mtoni S.S. to learn about international business. The students at Mtoni S.S. are also interested in learning technology and English language skills.

In 2013, Clarke Road/Mtoni Twinning Project participants are students from the senior business class at Clarke Road S.S. and students from all grade levels at Mtoni S.S. These students and the school leaders engage the rest of their schools by sharing the things they learn.

Twinning activities between Clarke Road S.S. and Mtoni S.S. since 2008

- letter-writing and group Skype calls between students to meet and share ideas
- collaboration under the direction of university students (University of Western Ontario, London) in the Global Health Promotions course to brainstorm ideas for a health promotions campaign in Mwanza

Other twinning activities at Clarke Road S.S.

- educating the Clarke Road S.S. community about Mtoni S.S. and Mwanza (e.g. bulletin board display)
- fundraising for a Board of Education sign for Mtoni S.S., school supplies, sports equipment, teacher supplies, a desktop computer, internet (to facilitate Skype calls) and a laptop computer for Mtoni S.S.

Other twinning activities at Mtoni S.S.

- practising English language among students
- monthly meetings of the "Clarke Road" club (consisting of 40 of the highest achieving students aiming for university, chaired by the Twinning Project student chairperson) to discuss the Twinning Project

Part 1: Background information

Education Systems and School Structures

The Canadian public education system includes primary school (grade 1 to 8) and secondary school (grade 9 to 12). The Tanzanian education system includes primary school (standard 1 to 7) and secondary school (form 1 to 6). The chart below shows the composition of each school partner.

Composition of the Twinning Project's school partners in 2013

	London, Canada	Mwanza, Tanzania
Primary school pairing	Tecumseh Public School	Buswelu Primary School
years	Grade 1 to 8	Standard 1 to 7
# of students	260	1475
# of teachers	17	20
students per teacher ratio	15 students per teacher	74 students per teacher
Secondary school pairing	Clarke Road Secondary School	Mtoni Secondary School
years	Grade 9 to 12	Form 1 to 4
# of students	1210	950
# of teachers	70	27
students per teacher ratio	17 students per teacher	35 students per teacher

The academic year

The academic year for the schools in London is September to June. There is a two-month vacation in July and August. Many schools in Canada divide the academic year into two terms (September-January and February-June). The academic year in Tanzania has two terms: January to May and July to November. There are two months of vacation in June and December. *(The diagram on page 11 compares the academic years in Canada and Tanzania.)*

Part 1: Background information

Roles and Responsibilities

School leaders:

School leaders represent and oversee the Twinning Project at their schools.

Responsibilities include:

- communicating with the school leader at their partner school
- overseeing twinning activities at their own school and supporting students involved in the Twinning Project (through classes or clubs)
- seeking support for the program as necessary (for example, involving other staff or student leaders at their school)

Students:

Students are the main participants in the Twinning Project and can take on leadership roles with the support of their school leaders. For example:

- Mtoni S.S. has a Twinning Project student chairperson who leads a club of 40 students
- Tecumseh P.S. has a student Me to We club that supports the Twinning Project

Western Heads East:

Western Heads East supports the Twinning Project in several ways, including:

- supporting programming and communication between schools as needed
- collaborating with University of Western Ontario students on activities between partner schools (e.g. Global Health Promotions projects between Clarke Road and Mtoni)
- Western Heads East interns may act as ambassadors (e.g. facilitating activities at school partners, purchasing items, etc.)
- potential for Western Heads East intern placements at Mwanza schools

Part 1: Background information

2012 Review of the Twinning Project

In 2012, school leaders identified goals and challenges. This section summarizes their feedback.

Tecumseh Public School and Buswelu Primary School

The purpose of the Tecumseh/Buswelu Twinning Project is for two different cultures to learn about each other in a fun and friendly way and for students to think about others from a different part of the world. The program has been successful in running a variety of twinning activities at both schools.

School leaders identified challenges in consistency from year to year to and have the goal of strengthening the relationship between the schools. In 2012, June Doan (a retired teacher from Tecumseh P.S.) visited Mwanza and Buswelu P.S. In the future, June would like to explore the possibility of inviting the Headmistress of Buswelu P.S. to Canada.

Clarke Road Secondary School and Mtoni Secondary School

The purpose of the Clarke Road/Mtoni Twinning Project is to expose students to global issues (e.g. health issues, international business) and to provide opportunities to engage and cooperate with international students. The Twinning Project also helps students build citizenship skills and reinforces academic learning (e.g. business cases, cultural learning, English-language learning). Letter-writing and Skype calls have motivated students at Mtoni S.S. to learn English and have inspired more Mtoni students to sign up to participate in the Twinning Project. Business students at Clarke Road S.S. study real-life international examples that reinforce their curriculum.

The school leader at Clarke Road S.S. identified challenges in consistency from year to year. For example, some years there is no senior business class at Clarke Road S.S. Based on course offerings, some years it is possible for Clarke Road S.S. to contribute to large-scale twinning activities while other years it is only possible to do Skype calls. The school leader at Mtoni S.S. noted the challenges of a language barrier for students participating in Skype calls.

Both school leaders expressed interest in exploring travel and exchanges (of students and/or staff) to deepen the relationship between the schools.

Part 2: Priorities and goals

Priorities for Strengthening the Twinning Project

The feedback from school leaders helped identify three priorities for strengthening the Twinning Project.

Consistency and growth

Planning for the future: developing strategies for continuity (succession planning).

Regularly reviewing goals and priorities.

Communication

Regular communication between school leaders (email or Skype).

Regular interaction between students (Skype, letter-writing, sending materials between schools, etc.).

Financial support

Continued annual fundraising.

Setting annual fundraising goals based on communication between school leaders.

Part 2: Priorities and goals

Goals: 3-Year Plan

This section suggests four goals for each school pairing based on the priorities outlined above.

Tecumseh Public School and Buswelu Primary School

Goal 1: school partners understand each other's needs and how to best serve each other's needs

<i>Challenges to address:</i>

- requires thoughtful and consistent communication between school leaders so that the school partners can cooperate and support each other
--

<i>Priority activities:</i>

- develop and implement a communication plan (see resource on page 13) so that school leaders are regularly communicating their priorities and expectations
- timelines will be realistic and mutually agreed upon, and will accommodate busy schedules

Goal 2: school partners plan for the future
--

<i>Challenges to address:</i>

- lack of consistency from year to year, especially with changes of school leaders
--

<i>Priority activities:</i>

- record-keeping and proper storage of materials each year (see resource on page 13)
- update this user's manual every 2-3 years, or as often as needed, especially before school leaders change

Goal 3: Tecumseh P.S. to support Buswelu P.S. through organized fundraising activities

<i>Challenges to address:</i>

- goal to raise funds for 350-500 desks for Buswelu P.S.
--

<i>Priority activities:</i>

- past fundraising activities at Tecumseh P.S. have included: movie afternoons (selling popcorn and drinks to students on the Friday afternoon just before March Break), donations taken in at the door of school concerts, bake sales
- develop and implement an annual fundraising strategy through the Me to We club
- communication between school partners to align the funds raised at Tecumseh P.S. with the needs and priorities at Buswelu P.S.

Goal 4: further develop the scope and quality of the Twinning Project
--

<i>Ideas to explore:</i>

- inviting the Headmistress of Buswelu P.S. to visit Tecumseh P.S.
- possibility of receiving a grant from the Canadian Government (Canadian International Development Agency) to further develop the Twinning Project

Part 2: Priorities and goals

Clarke Road Secondary School and Mtoni Secondary School

Goal 1: the twinning relationship is consistent and growing from year to year

Challenges to address:

- students at Clarke Road S.S. are not with same teacher all year; senior class graduates in June
- activities tied to academic curriculum create inconsistency (e.g. when there is no senior business class offered at Clarke Road S.S.)
- requires thoughtful and consistent communication between school leaders so that the school partners can cooperate and support each other
- timelines will be realistic and mutually agreed upon, and will accommodate busy schedules

Priority activities:

- developing strategies for continuity, e.g. starting a student club at Clarke Road S.S. so that the business class' activities are carried on throughout the rest of the year
- increased and consistent communication between the schools (students and school leaders)

Goal 2: students build citizenship skills and are exposed to global and cultural issues

Challenges to address:

- requires consistent communication between school partners (students and school leaders) so that they can support and learn from each other and share specific learning goals

Priority activities:

- regular communication between students at both schools, e.g. Skype calls, letter writing, joint projects
- develop and implement a communication plan (see resource on page 13) so that school leaders are regularly communicating their priorities and expectations

Goal 3: Clarke Road S.S. to support Mtoni S.S. through fundraising activities

Challenges to address:

- need to develop and formalize a process for annual fundraising activities

Priority activities:

- create an annual fundraising plan (realistic and not burdensome)
- communication between school partners to align the funds raised at Clarke Road S.S. with the needs and priorities at Mtoni S.S.
- seek support from other teachers/administrators and start a Twinning Club at Clarke Road

Goal 4: communities and schools are aware of the program and the issues it addresses

Challenges to address:

- increase awareness of the participating class within the community (e.g. distinguishing the class/classroom to create visual awareness)
- increase awareness of the program and related issues (international business and international development, health, cultural issues, etc.) in the larger school and community

Suggested activities:

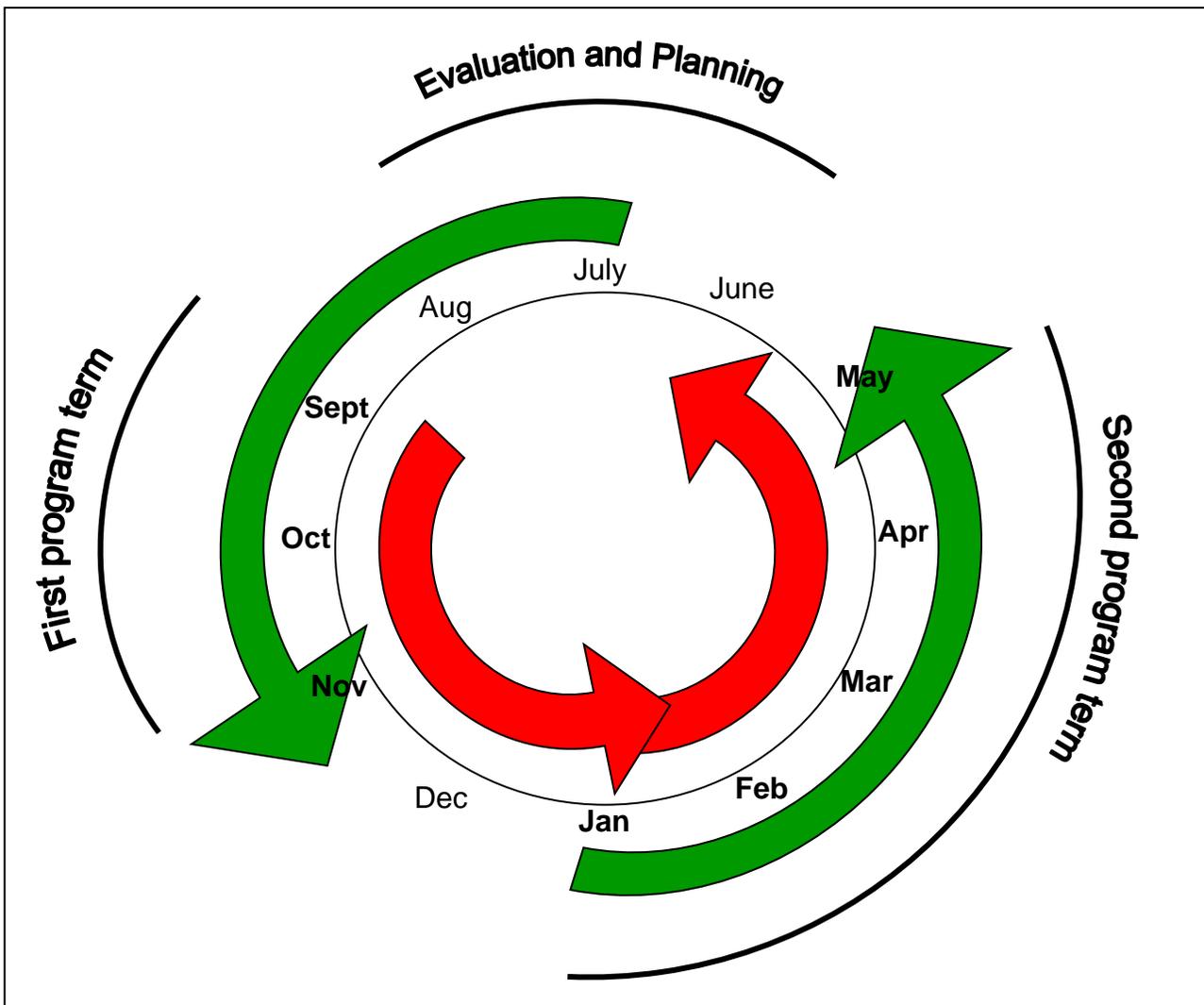
- program promotion: e.g. t-shirts to distinguish the Twinning class at Mtoni, promotional materials (video, posters, etc.) at Clarke Road
- speakers/ambassadors from one school partner to present at the other school
- seek university student leaders (work study or volunteer) to assist clubs with program planning, awareness, activities, etc.

Part 3: Additional tools and resources

Academic Year and Program Cycle

The Canadian academic year is September to June. Students are on vacation in July and August. The Tanzanian academic year is January to May and July to November with vacations in June and December. Twinning activities can take place at any time, but activities involving communication between students both schools should occur during the months when both schools partners are in session: September-November and January-May. The diagram below shows a program cycle for the Twinning Project that fits both academic years.

Twinning Project program cycle



The outer green arrows show the Tanzanian academic year and the inner red arrows show the Canadian academic year.

Part 3: Additional tools and resources

The year is divided into three terms:

Evaluation and Planning: June to August

Planning for the next year starts in June to August. Twinning activities can continue during this phase, but there can be no communication between students at both schools because at least one of the school partners is on vacation. This is also a time to reflect on the past year's activities. School leaders should complete the *Record of Year's Activities* form (on page 14). School leaders should communicate with each other (Skype or email) at least once during this term.

First program term: September to November

Twinning activities involving both schools can start in September. School leaders should communicate monthly during this term to discuss plans, activities and fundraising priorities. Each school can plan and implement some twinning activities with students.

(December is a vacation month for all schools.)

Second program term: January to May

Twinning activities can continue after the December holiday. By January, school leaders should have plans for the rest of the term, including a fundraising plan in place. School leaders should communicate monthly during this term to discuss the status of twinning activities. By May, school leaders and students should wrap up on-going projects, begin reflecting on the year's activities and set goals for the next year.

Western Heads East interns:

Western Heads East interns travel between London and Mwanza and often deliver materials between school partners. Usually, interns travel London-Mwanza in May and Mwanza-London in August. Sometimes there are additional interns travelling London-Mwanza in September or January and Mwanza-London in December or April. To discuss sending materials to your school partner and to confirm travel dates, contact Bob Gough well in advance at bgough@housing.uwo.ca.

Part 3: Additional tools and resources

Communication Plan

School leaders should communicate by Skype or email:

- once a month from September to May
- at least once in July or August.

The goal of regular communication is to build and uphold the relationship between school partners and so that each school knows what to expect from the twinning relationship. In these regular communications, school leaders can discuss topics including:

- ideas for twinning activities
- fundraising priorities
- assessing the needs and priorities of each school partner and evaluating whether twinning activities are meeting these needs
- reviewing progress on 3-year goals
- status of current twinning activities

Keeping Records

Each school leader should fill out the *Record of Year's Activities* form (on page14) at the end of the academic year and file it with this manual for future reference. School leaders should also keep on-going records throughout the year. File any photos or sample materials from the year with the Twinning Project Resource binder. It is essential that records and resources are collected and saved to document the Twinning Project's history and help plan for its future.

Part 3: Additional tools and resources

Record of Year's Activities

The school leader should make a copy of this form and complete it at the end of each academic year.

Name of school leader: _____

For the year beginning _____ and ending _____.
(month/year) (month/year)

1. List all twinning activities from this year.

Include activities with your partner school (e.g. letter-writing, Skype calls) and independent activities at your school that support the Twinning Project and cross-cultural learning (community awareness, case studies, learning activities).

2. Did your school fundraise for the Twinning Project?

Amount raised:

How the funds were distributed:

List of fundraising activities:

3. Goals for next year

List any activity ideas, plans and goals that will be helpful for planning next year's twinning activities. Will these activities require Western Heads East interns to transport materials between school?

4. Other notes