Identifying, Developing and Retaining Top Teacher Talent in Tanzania

A Case Study from Silverleaf Academy

2019
Acknowledgements
Silverleaf Academy would like to express its gratitude to the Human Development Innovation Fund (HDIF) and UK Aid for supporting game-changing ideas that have the potential to make real impacts within Tanzania. With the population of Tanzania exploding¹ and the economy growing rapidly it is vital that innovations in education accelerate to meet the growing need for job creation and a skilled workforce. HDIF and UK Aid are leading initiatives to support ground-breaking programs and businesses, such as Anza the innovation hub and start-up accelerator which housed Silverleaf in our nascent stage and nurtured us through our first few years. Silverleaf aims to disrupt traditional ways of working in the education sector, to promote innovation, and to foster development in Tanzania and influential and supportive partners like HDIF and UK Aid are essential to that process. We are grateful for their help.

Silverleaf Academy would also like to express our most sincere gratitude to our determined and dedicated team. The wide range of teachers, support staff, and central office team members that dedicated themselves over a difficult few years of learnings to make it possible for us to share this information with other school providers is what makes Silverleaf so special.
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Introduction

Background of Silverleaf Academy

Silverleaf Academy is a social enterprise/education operator that launched the first chain of low-cost, private, primary schools in Tanzania. Founded in January 2016, Silverleaf aims to bring innovative, student-centered education to low and middle-income families in order to improve educational opportunities and learning outcomes.

Silverleaf ran its initial pair of pilot programs in January 2017, testing and evaluating various pedagogical and training practices in the Tanzanian context. Based on the results of those pilots, we designed and opened our first two schools in January of 2018. Silverleaf schools provide a strong learning experience for students that is built on the development of highly-trained teachers and a competence-based curriculum, further enhanced by multimedia content provided by our partners at Mwabu (tablet-based e-learning content: www.mwabu.com) and Ubongo (Tanzanian-based educational entertainment: www.ubongokids.com). This approach facilitates teachers successfully transitioning from an antiquated ‘talk and chalk’ pedagogy built on rote memorization into an exciting student-centered learning environment where teachers utilize a variety of strategies to address all pupils’ learning needs. Through the development of the Silverleaf learning model, and the first two school openings, we have learned a great deal about the challenges of identifying teaching talent, developing that talent and potential innovations that could support the growth of an improved education system.

Current Status of Trained Teachers in Tanzania

In December 2015, the Tanzanian government declared that free basic education would be provided to all children. Universal access was a huge positive step, but it exacerbated many existing problems with education in Tanzania. Overcrowded classrooms soared to an average size of over 100 students per teacher and under-resourced schools were forced to spread their materials even thinner. Teachers trying to break out of the traditional rote-based pedagogy received little or no support and their efforts to improve are frustrated by their overcrowded classrooms, schools desperately in need of renovation, and students who often come to school unprepared to learn.

In addition to a massive influx of students, Tanzania is in the midst of a growing teacher shortage. While most children in Tanzania attend school and access to education is improving, educational outcomes remain very poor. In 2015, only 72% of Standard VII students could pass Standard II level assessments in math, Kiswahili, and English (Uwezo). In 2018, only 7% of students reached international benchmark in reading fluency and 8% reached benchmarks for addition and subtraction skills (DFID).

To help meet the growing demand for quality education, Tanzania will need to recruit and train at least 406,600 new teachers by 2030. (UNESCO). While advancements in ensuring greater access to education and limited steps have been taken to support teachers who are already in schools, very little is being done to ensure that current teacher training programs are capable of producing teachers that can provide a high-quality, student-centered, competence-based, education.

Practical Guide to Case Study

The following Case Study on Silverleaf Academy should be used by those interested in improving teacher professional development and recruitment within Tanzania. The Case Study walks the reader through the regulatory process of becoming a certified teacher in Tanzania, the professional development framework for teachers in government schools, and the challenges school owners and head teachers face. It also includes how Silverleaf has attempted to overcome those challenges to ensure our students receive a high-quality education. The last section of this Case Study lays out potential solutions on how the education sector in Tanzania could improve teacher development for the future.
Identifying Talent

Process for Becoming a Certified Teacher in Tanzania

The process to become a certified teacher in Tanzania takes 2-5 years of post-secondary education. The longest path, five years, leads to a certification that allows a student to teach anywhere in the Tanzanian system from pre-primary to the university level. Shorter paths lead to more limited certifications. Students generally choose their route to certification based on academic ability, funding options/financial resources, or specific subjects they desire to teach. The process map below lays out the three options for becoming certified to teach at one or more levels of Tanzanian education.

**Option 1**
Stronger academic skills
5 years to complete
Higher Cost
Certification: Pre-Primary to University

**COMPLETE SECONDARY SCHOOL**
(“O” Ordinary Level)
Aspiring teachers must complete secondary school in order to become teachers in Tanzania. As explained below, secondary school exit exams control access to different levels of tertiary education.

**Option 2 and 3**
Weaker academic skills
2-3 years to complete
Lower cost
Certification: Pre-Primary to Secondary

**COMPLETE HIGH SCHOOL**
(“A” Advanced Level)
Secondary School Form 4 Exams are administered to graduating students. Aspiring teachers, who receive high scores on Form 4 Exams can complete two years of high school, then have the option to attend a university or a diploma program. Students who complete these programs may teach anywhere from pre-primary through university level.

**COMPLETE A PROGRAM IN A TEACHER TRAINING COLLEGE**
Students with weak Form 4 scores may not enter High School. Students who do poorly on High School Form 6 exams may not enter universities. Aspiring teachers in either position may apply to a teacher training college to participate in a certificate or diploma program. Graduation from one of these programs will give an aspiring teacher certification to teach Pre-Primary through secondary.

**COMPLETE UNIVERSITY TO EARN A BACHELORS IN EDUCATION**
A three-year university degree program, which includes two field placements, enables a graduate to teach all levels or work in government.

**COMPLETE A DIPLOMA PROGRAM**
Complete a two-year diploma program, which allows graduates to teach pre-primary through secondary or advance to a university program which will allow them to teach in all levels of education.

**COMPLETE A CERTIFICATE PROGRAM**
Complete a one-year certificate program in pre-primary education or in primary education. This is the lowest level of certification available.

**CERTIFIED TO TEACH**

**QUICK FACT:** Secondary schools in Tanzania, public and private, are all English medium. Public primary and pre-primary schools are Swahili medium. Teaching colleges are often Swahili medium with a primary purpose is preparing teachers for public schools. This often means English medium private primaries, which are the majority, must either pay extra to recruit university graduates or hire teaching college graduates who generally have poor English skills.
The Challenge
Identifying Teaching Talent

All schools in Tanzania are required to employ teachers who have teaching certifications from accredited programs. These can be certificate programs, diploma programs or degree programs. When English-medium, private, primary schools are looking for teachers who are good candidates for a modern teaching approach, the most desirable qualities are generally:

- **Strong English Language Skills**
- **Primary Level Practical Teaching Experience**
- **Affordable Salary Expectations**
- **Critical Thinking & Technology Skills**

Finding highly-qualified teachers who meet these basic criteria can often be difficult within Tanzania’s current teacher training structure. Candidates with strong English language skills are generally training for secondary and higher level education and have salary expectations that cannot be met by private primary schools. Those with primary-level teaching experience rarely have experience with technology or teaching critical thinking skills. This often leads private schools to struggle to find good candidates.

<table>
<thead>
<tr>
<th></th>
<th>DEGREE HOLDERS</th>
<th>DIPLOMA HOLDERS</th>
<th>CERTIFICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of Certification</strong></td>
<td>Primary through University</td>
<td>Primary and Secondary</td>
<td>Pre-Primary and Primary</td>
</tr>
<tr>
<td><strong>Language Skills</strong></td>
<td>Trained in English</td>
<td>Training varies- some taught in English/Some in Swahili Beginner to Intermediate English Language Skills</td>
<td>Trained in Swahili Beginning English Skills</td>
</tr>
<tr>
<td></td>
<td>Intermediate to Fluent level English Language Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Practical Field Experience</strong></td>
<td>14-20 Weeks of field experience conducted in 2 different secondary schools or A-Level High School programs using mostly lecture method</td>
<td>5-15 Weeks of field experience conducted in 1 primary or secondary schools often Swahili or English medium using traditional teaching methods</td>
<td>5-15 weeks of field experience conducted in 1 preprimary or primary school often Swahili medium using traditional teaching methods</td>
</tr>
<tr>
<td><strong>Salary Expectation</strong></td>
<td>600,000-800,000</td>
<td>450,000-600,000</td>
<td>300,000-450,000</td>
</tr>
<tr>
<td><strong>Critical Thinking &amp; Technology Skills</strong></td>
<td>Basic Technology Skills, Presentation Skills, Most exposure to critical thinking activities.</td>
<td>Low Level Technology Skills, some experience with critical thinking activities.</td>
<td>Little to no Technology Skills, very limited experience with critical thinking activities</td>
</tr>
</tbody>
</table>
The Silverleaf Approach
Identifying Teaching Talent

To identify teaching talent, Silverleaf takes potential candidates through a series of activities to evaluate their skills, assess their personality type, and to determine if they would have the ability to become highly qualified teachers. Silverleaf recognizes that potential is more important than current ability and, while we try to hire the most skilled teachers possible, we place more emphasis on a capability to grow and certain traits, risk-taking, collaboration and leadership for example, that facilitate that growth.

1-Month Internship
1:1 Mentorship
Feedback Sessions
Personality Evaluation

1-Week Preservice
Pre-Service Training
Skills Assessments
Practical Assessments

3-Month Probation
Mentoring
In-service Trainings
1:1 Performance Meetings

Potential candidates participate in a volunteer internship within a Silverleaf school for one month. During this internship, candidates are partnered with an experienced mentor teacher. During this period candidates are evaluated on their teaching ability, their English skills, and their critical thinking skills. Interns engage in various feedback sessions to assess how they handle criticism and collaboration and are asked to participate in analysis activities to see how they think critically. A key element of the internship is that candidates get extended experience with a student-centered classroom led by a skilled teacher. This provides context for their own journey of development.

Candidates that advance from their internships then participate in a week-long preservice training on the more technical aspects of the Silverleaf teaching model. During this training, they are no longer observing the model but expected to demonstrate what they have learned of student-centred methods, positive behavior management practices and technology-integration.

At the end of the week, those that demonstrate the ability to apply their skills will be offered 1-year contracts.

Candidates that advance from the pre-service training are given a one year contract with a three-month probationary period. They will be assigned to their Silverleaf school assignment and during their probation, a second mentor based at their assigned school, who will give ongoing feedback and support. Candidates participate in weekly in-service training on student-centred learning techniques and frequently meet with school leaders for 1:1 performance meetings, which include coaching, support and evaluation. Candidates that demonstrate strong skills and potential for growth are offered contracts at the conclusion of the probationary period.
Developing Talent

**Professional Development Options in Tanzania**

In 2017 the Tanzanian Ministry of Education, Science and Technology ("MoEST") created a framework for continuous professional development ("CPD") for practicing teachers. The goal of this framework was to ensure that all employed teachers have access to in-service training, which will, in turn, improve overall student achievement and help decentralize schools.

Prior to this framework, in-service teachers received CPD through a transmission model where teachers participated in centralized workshops and seminars receiving information passively and outside the school environment. The new framework pushes Education Officers to empower head teachers to provide more transformative PD opportunities, which is recognized as a best practice in countries where most head teachers have an excellent understanding of pedagogy and teacher-training. The new framework lays out the responsibilities of all Stakeholders in CPD for teachers:

<table>
<thead>
<tr>
<th>Level</th>
<th>Actor</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>President’s Office – Regional Administration and Local Government (PO-RALG)</td>
<td>Identifying and analyzing national CPD priorities for teachers. Mobilizing resources for teacher CPD. Collating and reporting CPD achievement and conducting consultation meetings on the achievements and challenges of CPD.</td>
</tr>
<tr>
<td></td>
<td>Tanzania Institute of Education (TIE)</td>
<td>Coordinates teacher PD needs assessments. Develops, reviews and approves materials for Direct Professional Development (DPD) and Communities of Learning (CoL) PD. Determines the nature of PD sessions relevant to specific groups of teachers, both in terms of duration and other modalities. Monitoring and evaluating PD sessions and programs.</td>
</tr>
<tr>
<td>District</td>
<td>Local Government Authorities (LGA) - District Education Officer</td>
<td>Leads identification of PD needs, chooses venue and organizes DPD for schools of need. DPD can be as short as a one-day activity or as long as a five-day activity and must occur three times a year to introduce teachers to new knowledge and skills.</td>
</tr>
<tr>
<td>Zone</td>
<td>Quality Assurers</td>
<td>Conducts visits to schools to observe and evaluate teachers and participate in teacher CPD sessions</td>
</tr>
<tr>
<td>Wards</td>
<td>Ward Education Officers/Coordinators</td>
<td>Ward PD clusters are developed in different areas supporting 30 HTs or teachers of one area. These meet at least twice a year at a chosen site. Sessions topics should be agreed by members and should work to strengthen peer-to-peer support, innovative lesson creation, action based research projects, and performance driven activities.</td>
</tr>
<tr>
<td>School</td>
<td>Head Teacher</td>
<td>CoL created by the HTs are guided by the teachers themselves and used to share ideas, knowledge, and to have discussions about student performance and learning, teaching practices, and assessment results.</td>
</tr>
</tbody>
</table>
The Challenge
Talent is not being Developed to Support the Need

While strides have been made to support teacher professional development in Tanzania, developing the talent necessary to support the changing needs of a globalized world is still not happening.

1. **Current CPD Framework relies heavily on Strong Management**
The current framework relies on Head Teachers and Ward/District Education Officers to implement and lead. While each school faces its own challenges and this is a good strategy in contexts where the expertise of HTs and Education officers can be counted on, most school leaders and many education officers are not currently equipped to carry out these duties, either because they themselves need training in improved pedagogy or because they need management and leadership training that will allow them to effectively impart what they do know to teachers. This type of training is rarely provided. The CPD structure creates opportunities for stronger leaders to help their teachers develop, but teachers with weaker, or less skilled, leaders can often get left behind.

2. **Current Framework is not Available to all Teachers Equally**
The current CPD framework encourages Head Teachers and Ward Education Officers to create communities of learning groups of 30 teachers from various schools in the ward. This often means that a few teachers from each school are asked to come to a central training to learn and are then responsible for going back and training their fellow teachers. This strategy has value in reaching a larger number of teachers, but depends on teachers that may not be good leaders or managers to follow through. Problems are also created when the teachers charged with transmitting best practices did not understand the initial training and consequently struggle re-teaching it to their colleagues.

3. **More Incentives Needed for Teachers to Develop Talents**
To help teachers change their teaching styles and internalize what they have learned at a faster rate an incentive program needs to be developed to reward the strongest teachers and promote their success. Current incentive programs exist for best school performance or best test scores but not much occurs to motivate teachers to take risks or try new ideas learned. In similar situations elsewhere, teachers have often chosen not to employ new practices because they perceive these practices as necessitating a step backwards to take two steps forward and teachers will rarely experiment and continue experimenting without incentives and assurance they will not be judged negatively for any failures in their initial efforts.

4. **A Supervision System Needed to Ensure Skill Implementation**
While measurement and evaluation are conducted to ensure that CPD occurs, little supervision is conducted to see if teachers return and relay the training to their colleagues or if they implement what they have learned in their own classrooms. A system that supports teachers in trying the things they have learned and helps guide them to improve while also evaluating is necessary. Without ongoing feedback, training activities rarely make much impact.
Silverleaf Academy understands that highly-qualified teachers are the true agents of change in communities. Due to inconsistent professional development offered to private sector teachers and the need for a standard level of teacher performance, Silverleaf has invested time and funding into creating a strong professional development structure internally. Through long term research, Silverleaf was able to determine best practices for training teachers to deliver highly effective teaching within a cost-sensitive training environment.
### Various Training Programs Attempted

<table>
<thead>
<tr>
<th>Training</th>
<th>Summary</th>
<th>Participant Details</th>
<th>Time Dedicated</th>
<th>Positive Outcomes</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Long Term Residential Preservice Training &amp; 3-Site Field Experiences</td>
<td>Number of teachers: 12 Types of Teachers Involved: All Degree Holders Cost: $$$$</td>
<td>3 months</td>
<td>Teachers attitudes toward Modern teaching practices changed and their methodology improved greatly. Teachers were empowered to effectively train others.</td>
<td>High upfront costs and time to run an extended program. High levels of exhaustion on trainers and teachers.</td>
</tr>
<tr>
<td>B</td>
<td>2-Week Preservice Training w ongoing bi-weekly trainings</td>
<td>Number of teachers: 20 Types of Teachers Involved: 2 Degree Holders, 13 Diploma Holders, 5 Certificate Holders Cost: $$$</td>
<td>2 weeks; 6 months</td>
<td>Teachers attitudes toward Modern teaching warmed, but acceptance was limited.</td>
<td>Teachers improved methodology while trainers were present, but generally reverted to traditional methods when the trainer was not. Little internalization.</td>
</tr>
<tr>
<td>C</td>
<td>3-Day Preservice w/ ongoing bi-weekly trainings and onsite mentorship program</td>
<td>Number of teachers: 17 Types of Teachers Involved: 6 Degree Holders, 3 Diploma Holders, 11 Certificate Holders Cost: $</td>
<td>11 months</td>
<td>Teachers attitudes toward Modern Teaching changed over time and practices improved. Mentors offered constant feedback and support which led to change within the first four months.</td>
<td>Lack of a pre-service for mentor teachers led to mentors learning on the job and often struggling and needing lots of support/training on how to provide feedback in challenging situations.</td>
</tr>
<tr>
<td>D</td>
<td>1-week Preservice w/ ongoing bi-weekly trainings and onsite mentorship program</td>
<td>Number of teachers: 14 Types of Teachers Involved: 6 Degree Holders, 4 Diploma Holders, 4 Certificate Holders Cost: $$</td>
<td>11 months</td>
<td>High rates of teacher change in preprimary, lower primary and middle primary. Strong mentor support leading to quick change in the classrooms.</td>
<td>Difficulty solving problems quickly at times due to high student numbers in classes. Mentors and teachers need additional time to problem solve outside of class with higher class sizes.</td>
</tr>
</tbody>
</table>
Silverleaf’s Full Training Approach

Silverleaf has adopted a holistic teacher training program to combat the challenges identified above. The strategy is built on a combination of training, management, and leadership for all teachers.

Silverleaf's Director of Education (DoE) is responsible for delivering and overseeing the strategy with support from each school’s head teacher, mentorship teachers, and leadership team. The strategy functions through the deployment of:

- A 1 week preservice training,
- A 1 year mentorship program with onsite school mentors,
- Monthly PD Sessions lead by Head Teachers, School Leaders, or Teachers
- A performance evaluation system of formal and informal observations, 1:1 Meetings, and leadership opportunities.
- A Teacher leveling system that promotes the most skilled teachers

Through trainings, evaluations and incentives, we are able to change mentalities, implement new methodology, offer support, and evaluate progress, while also giving room for teachers to become leaders and grow at their own pace. We are seeing rapid change in our teachers and a substantial increase in quality lessons delivered.

Through our holistic teacher training program we are developing the talent we need to provide a high quality education.
Silverleaf Talent Developed

Upon enacting our teacher training structure, teachers have shown a great deal of growth in pedagogical skills and leadership ability. Several of our early teachers have risen into mentorship roles, taking on new teaching subjects and fostering higher levels of student performance.

Teaching Location: Babati
Role: Teacher Transition Mentor
Company History: Third year with company, second year as a mentor
Summary of Skills: Started as a degree holder interested in teaching higher level primary. After participating in teacher training showed skill with preprimary. After one year teaching pre-primary became a pre-primary mentor. Now in his third year, he is serving as a mentor for all primary level teachers as the Silverleaf Transition Mentor.

Teaching Location: Usa River
School Role: Deputy of Community & Government Relations
Company History: Second year with company, First year as leader
Summary of Skills: Taught English prior to teacher training. After teacher training felt confident enough to teach upper primary mathematics. Worked hard to instill more modern practices and hands on activities into mathematics increasing students’ performance and helping Standard 7 students pass their math exams. Now serving in a leadership role as Deputy of Community & Government Relations.

Teaching Location: Babati
Role: Pre-Primary Teacher
Company History: First year as teacher
Summary of Skills: Started with a strong belief in corporal punishment and little interest in modern classroom management practices. After training is now a lead voice in student-centred learning and helping to support other teachers in using more modern approaches to classroom management.
Lessons Learned with Silverleaf Training Programs

While strong results have been demonstrated by the Silverleaf training program, many lessons have been learned that merit further examination and innovation to help improve overall teacher development in Tanzania.

1. **Additional Cost to Run Internal Teacher Training Program**
   Higher costs are incurred to run trainings during school breaks and throughout the school year. For schools trying to keep fees low, this can be a challenge.

2. **Large Amounts of Time dedicated to Teacher Training**
   To ensure skills are internalized one-year mentorships programs are established, as well as various opportunities for teacher observations and reflections. This can be very time consuming and often requires additional human resources.

3. **Leadership and Management Challenges Exist**
   Effective supervision and oversight require strong managers. These managers can be hard to find and often need to be developed internally requiring more time and money.

4. **Poor Language and Literacy Skills Impact Performance**
   Coming from diverse education programs, teachers often have poor language and literacy skills and require additional time to be spent on language skills necessary for developing lesson delivery skills.

5. **Low Technology Skills Impact Implementation**
   Large amounts of time must be spent training Head Teachers and school leaders on basic technology and how to use it to support student performance.
Retaining Talent

Teacher Retention in Tanzania

Identifying talent and developing it in teachers does not go far if schools are not able to retain their teachers once they have invested in their development. With a growing teacher shortage throughout the country finding talent can be challenging, but once talent has been found and trained, retaining it can be even harder.

Many teachers in Tanzania are enticed to work in the government sector and those with the most talent often are recruited for international school positions. In surveying teachers during Silverleaf teacher trainings it was discovered that the government sector draws teachers due to the clear rising pay scale, the strong pension system, and the ability to excel into a government officer position if successful. The international schools draw teachers due to the higher level pay structure and the benefits of their children being able to attend an international school at not cost or greatly reduced cost.

This situation often leaves mid-level private schools struggling to find talent, and once it is developed struggling not to lose it to the other sectors of interest. School providers in Tanzania have to greatly consider how to retain teachers once they have invested in them to ensure that their education quality and talent stays high.

The Silverleaf Approach

Silverleaf is currently in its second year of school operations and has been able to retain all academic staff to date. A teacher retention plan with various benefits for staff has been created to encourage teacher talent remains within the school network. Our Teacher benefits to ensure talent retention include:

- Standardized Transparent Pay Scale
- Free Tuition for 2 children
- Opportunities to into leadership quickly
- Ongoing Professional Development
Improving Teacher Training in Tanzania

A strong opportunity exists in the education sector to combat the challenges faced by schools looking for high-quality teachers who can deliver modern education. By developing strong training programs that support the way teachers are recruited and trained it can greatly impact education in Tanzania. Based on the experience Silverleaf Academy has had since its inception any training program that can provide the following skills will greatly impact the overall education sector.

- Strong English language and literacy skills in certificate through degree holders
- Basic to intermediate technology skills for education
- Student-centred methodology to deliver a competency based curriculum well
- More practical experience in modern classrooms / schools
- Strong leadership and management skills

By developing strong modern training programs that provides intense exposure to all areas listed above, teachers will be able to:

- Shape the Future of the Sector
- Be Experts in the Modern Education Practices
- Think Critically and Creatively
- Apply Tech to improve performance
- Run Schools Effectively and Shape Talent

Improving teacher performance to meet the demands of the growing economy in Tanzania will improve student achievement for all. If teachers are well versed in English skills, know how to use computers and how to teach with technology, they can teach students to think and problem solve and greatly improve education quality throughout the sector.
#1 HIGH QUALITY EDUCATION REQUIRES STUDENTS TO THINK, ANALYZE, PROBLEM SOLVE, EVALUATE, AND CREATE.

We use student-centred learning strategies that give students opportunities to work and learn together developing children to be future entrepreneurs and change makers of the future.

#2 SUPPORTED TEACHERS CAN BE STRONG AGENTS OF CHANGE IN THEIR COMMUNITIES.

We provide our teachers with high levels of teacher training and support to ensure teachers are empowered to support their students.

#3 EDUCATION SHOULD CREATE GLOBAL CITIZENS WHO HAVE HAD EXPOSURE TO TOOLS OF CHANGE.

We integrate technology into the classroom and provide varied learning resources to expose students to tools used globally.

#4 PARENTS AND COMMUNITY MEMBERS SHOULD BE ACTIVE MEMBERS OF THE EDUCATIONAL EXPERIENCE.

We provide our teachers with high levels of teacher training and support to ensure teachers are empowered to support their students.

#5 EDUCATION SHOULD TARGET ALL AREAS OF A CHILD’S DEVELOPMENT.

We focus on developing positive learning environments that promote character development, personal leadership, talents, and skills through the use of our Silverleaf Values.

#6 ALL INVOLVED IN THE EDUCATION OF A CHILD SHOULD BE HELD ACCOUNTABLE TO PERFORM.

We set strong standards and expectations for staff, parents, students and the community to ensure all are working together so children are learning and succeeding.
Contact Us!
For questions or additional information on the current status of Silverleaf Academy:

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