

## The Power of TPAIDS approach



*"I never thought that a day like this would come, when I will be able to read and write. My parents are poor, didn't send me to school early."* These touching words are being uttered by Marietha Hamis, a preschool child at Mhonze Pre-Primary School, Ilemela Municipal.

Being 10 years old now, Marietha lives at Mhonze B sub-village with her parents, two young sisters and a grandmother who is very old. Her father is a physically disabled man and does fishing related petty business along the Lake Victoria beach located close to the village. Her mother is the main bread winner of the family from her daily work as a casual laborer in whatever comes her way, sometimes she works in other people's farms or any paid work in the community. So, due to family poverty, parents were unable to enroll Marietha in pre-school at a proper age of five.

When she was 9 years old a Good Samaritan paid for her school uniforms and materials, and Marietha was able to enroll at Mhonze Pre-primary School in October 2014. At school she was challenged by other children not only because she was the oldest (most children are 5 and 6 years) but also she couldn't speak Swahili language, she spoke Sukuma her mother tongue language only which is the one used at home. Through TPAIDS approach Marietha started learning the pre-reading, pre-writing and pre-mathematics skills first before others. *"I had to expose her to these skills because it's the first thing for the beginner like Marietha, I also tried not to segregate her from the other children so that they mentor her and help her to improve her Swahili language"* says Happyfania Simon, a Para teacher who was assigned to help Marietha.

Today, Marietha is able to read and write vowels, numbers to ten and half of the alphabet letters, she can also do counting to 20 and speak Swahili language which she uses in communicating to others at school. The Para teacher reported that TPAIDS approach has helped Marietha to pick up quickly since it's only four months since she was enrolled. *"I'm glad now that I can read and write just like the other children, and the teacher is soon going to enroll me in class 1"* she concludes.

## TPAIDS CHANGES TEACHERS ATTITUDE TOWARDS TEACHING LOWER CLASSES



In a clouded class, a young man is standing in front with his right hand up, as he tries to demonstrate on how to write a Letter, He moves his finger in the air from right to left while saying some Swahili words "kamviringo (a round), kamstari (a line), kamkia" (a tail). Children are imitating, their hands in air by moving their fingers in a different direction from his, repeating the same words he says. He is happy, as he tells children to repeat again and again...he is teaching how to write vowel **a**.

Mr. Malegi Kundelya (33 years old) is a class one teacher at Umoja Primary school, Bugogwa ward, Ilemela district in Mwanza. He joined Umoja in 2006 from college and was assigned to teach English in class 7 and Kiswahili in class 6, since then he has been alternating classes five, six and seven. When TPAIDS Approach was introduced in 2013, Malegi was always very smartly dressed, was assigned by the Head Teacher to teach class 1 because the class teacher who taught the class was going to retire in two months time. He didn't like the idea and so he was confused, "I never dreamed to teach in lower classes; because I knew by so doing I will be belittling myself and people will think that I had not performed very well in my previous classes" says Malegi. Through the TPAIDS approach, Mr. Malegi participated well in the regular trainings for class 1 teachers in facilitating Numeracy and Literacy skills. He has also participated in the development of learning and teaching materials, the facilitated skills uplifted his morale to teach in lower classes.

There was unexpected change in his classroom practices during the last assessment of class 1 teachers. He adds that "Teaching young children is enjoyable; you only need to have a lot of learning and teaching materials and see how children learn in a very short time, after all class 1 children leaves school at 12 noon, so now I have enough time to prepare for the next lesson". When asked on his decision to assign Mr. Malegi to teach class 1, the Head Teacher was uncertain, because previously he used to believe that the old teachers who are about to retire are suitable to teach lower classes as they are friendly to young children, and now Mr. Malegi has proved him wrong. During Head teachers meetings, he advocated the assignment of young teachers to teach in lower classes, and most Schools with TPAIDS Approach have adopted the assignment of young teachers in lower classrooms.