

IB Teacher Education Welcomes Aga Khan Academy Teacher Interns

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International Baccalaureate (IB) Teacher Education is pleased to introduce six new Aga Khan Academy teacher interns with whom they will have the pleasure of working over the next 18 months.

Last year, the Aga Khan Academy (AKA), International Baccalaureate Organization and University of British Columbia entered a partnership agreement to recognize the AKA's Teacher Preparation Programme (TPP) in Mombasa, Kenya. Within this agreement, UBC faculty members will evaluate teachers engaged in the TPP in order to be recognized as IB educators.

During the fall, Meredith Fenton, Director of IB for the Faculty of Education, together with past Director, Gary Little, and UBC IB adjunct faculty, Shanaz Ramji-Motani, Isobel Willard, David Andrews, Glenda Kukulowicz and Luke Modder developed assessment criteria which will be piloted with these new teacher interns.

The UBC IB team also looks forward to building relationships with the AKA mentor teachers and providing opportunities for UBC and AKA teacher candidates to connect and learn from one another in different cultural contexts.

2018 Aga Khan Academy Mombasa TPP Interns

I am **Iyad Khasabuli**. I hold a Bachelor degree in Education Arts (with IT) from Maseno University, class of 2016. Upon graduation, I was employed as a teacher at Sacred Heart, Mukumu Girls' High School which is based on the 8-4-4 System of learning until January this year. As an educator, I am a firm believer in nurturing future leaders with a rich sense of ethics, critical thinking skills and an open-minded approach to solving problems around the world. I believe that change should be the major outcome of education and not a by-product.



Hello, I'm **Maurine Akoth Ojwang**, an English and learning support TPP intern at the Aga Khan Academy, Mombasa. I hold a Bachelor degree in Education (Special Needs Education) second class upper division. In addition, I have been able to attend a three-week professional training on peer education and I have worked at Oshwal Academy, Nairobi as a special needs teacher. I enjoy working with young learners. My greatest delight is working with learners with various learning needs and enabling them to meet their full potential. It is a great pleasure being in the Teacher Preparation Program.



My teaching philosophy statement:

I believe that every learner is unique and special hence they should be exposed to stimulating teaching and learning environment for them to meet their full potential holistically. I will present a curriculum that incorporates different learning styles as well as make the content authentic to the students' lives. Through the consolidation of different teaching and learning approaches. Teaching is a learning process; learning from your students, colleagues, parents, and the community. This is a lifelong process where you learn new strategies, new ideas, and new philosophies. Overtime my educational philosophy may change, and that's okay. That just means that I have grown, and learned new things.

My name is **Oliver Baya Wanje**, an intern in the Teacher Preparation programme of the Aga Khan Academy Mombasa. I teach Global Politics in the Diploma Programme and Integrated Humanities in the Middle Years Programme. I am passionate about facilitating learners to get the best possible holistic education. I joined the Academy in May 2017 as a Teaching Assistant in the junior school's Primary Years Programme before joining the Teacher Preparation Programme. Since then, I relish the environment and opportunities offered to students and teachers making them a community of lifelong learners. I am looking forward to a fulfilling learning experience at the Academy and most specifically to get exposed to the foundations of the International Baccalaureate programme. I hold a Bachelor degree in Education from Pwani University (Kenya) where I specialized in History & Government and Kiswahili.



Most people prefer to call me Phelly. I am a graduate of Egerton University, Kenya with a Bachelor of Education in Science degree in Mathematics and Physics. This is my highest level of education so far; I hope to do more.



I have also been trained in peer guidance and counseling in the same University and have practiced for three years now and counting. As a teacher, I have practiced in the field for a cumulative of about three years now in both public and private high schools of our national, 8-4-4, curriculum.

It's during these years that I have discovered that the sole role of a teacher is not just in teaching but in knowing and understanding the welfare of the students. The classroom is a dynamic place, with a representation of all societal challenges: health, economy, social etc. all of these things come to class with students yet they need to learn more whether excited or otherwise. This is why my philosophy of teaching looks at the entire process of learning and teaching as one that requires, motivation to both learners and teachers, commitment to the duties that make my day and empowering of students through their own declarations. When they define they own identities because of the motivation they receive in class, then learning becomes more meaningful. A network of students with care for the self and others is built and I believe this is one of the major aims of education.

My passion and drive lie in seeing learners move through different levels of education not only with academic knowledge, but with social knowledge that enables them to live coherently in the society and be useful and empowered members. I look forward to realize this in this academy.

I am **Lucas Mwafusi Mrunde**, an intern at the Junior School. I joined the Academy in January 2018, under the Teacher Preparation Programme (TPP). I have previously worked as an intern at the Kilifi Children's Department, taught at Kitivo Primary School for my teaching practice, and as well as a tutor at Taita Taveta ECDE College. I acquired my Bachelor degree in Early Childhood Education at Pwani University, with a second class honours, upper division. I really love children and like working with them. I am looking forward to having a positive influence on my students and colleagues.



My educational philosophy statement; learners are active participants in learning, I believe learners are able to learn by themselves, given that they are provided with relevant and age appropriate learning material/ instructions as well as provided with a friendly and safe environment. My role is to facilitate and guide the learners.

I am **Fiona Makena Kinyua**. My desire to always make a change in the society and also standing out motivated me to pursue a degree course in Bachelor of Education Science (Mathematics and Chemistry). The two subjects are mostly perceived to be male dominated therefore my choice of subjects would encourage students especially the girl child in the schools that I get opportunity to teach.



I have taught in four schools and I have a teaching experience of one year. After completing a Bachelor degree, I was lucky to be selected in the Teacher Preparation Program for the 3-week institute, which changed my view on education, learning and teaching. That is, as a teacher I should be reflective, a facilitator and also be willing to learn. I also learned about differentiation, Bloom's taxonomy, Translanguaging and Technology. It is now my turn to put all that into practice. The 18-month program will provide me an opportunity to learn, be able to use different strategies, integrate technology in the classroom, create conducive environment for learning to enable students love my subjects and also develop a positive attitude towards Chemistry and Mathematics.

I believe in empowering the students by creating a conducive learning environment which lets them relate their classroom learning with real life experience. This will facilitate meaningful learning making my learners and I competent enough to make positive contributions to the society.