



TEACH FOR ZIMBABWE

FIRST TERM

NEWSLETTER

TERM 1: APRIL 2026

*TFA Visit by
Adelina
Martey*



WELCOME TO 2026

Welcome to our first term 2026 Newsletter. We are pleased to present an overview of the work carried out during the first term, which was filled with a wide range of meaningful activities across our participating schools and communities.

As an organisation, we are proud to showcase the efforts and achievements of our fellows working across different districts, including Harare, Binga, Mutoko, Mudzu, Chiredzi and Chivi. This work reflects not only individual commitment but also a collective community achievement driven by collaboration, resilience, and shared purpose.

We are also pleased to formally note that the organisation is now registered as a Private Voluntary Organisation (PVO) in accordance with the **Private Voluntary Organisations Act [Chapter 17:05]**. This milestone strengthens our governance framework, accountability, and ability to serve communities in a more structured and compliant manner.

We invite you to engage with this compilation as both a reflection of progress made and a foundation for continued collaboration in improving educational outcomes.

DR MIRIAM SIWELA
TEACH FOR ZIMBABWE CEO



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Alumi and fellows from Munashe Hih School

TEACH FOR ALL ALUMNI VISIT

On the 4th of March 2026, we had the honour of hosting **Tteach For All** Alumni Manager, **Adelina Martey**, who conducted a support visit across Mutoko District to engage with fellows and alumni and observe their impact in schools and surrounding communities.

The visit began at **Mukombwe School**, where Kudzai Nyamajiwa (alumna) and Ellis Mwasi (6th Cohort Fellow) are collaborating to strengthen inclusive education. Through the integration of ICT in the Special Resource Class, they are improving access to learning for students with disabilities and ensuring more inclusive classroom practices. From there, the visit proceeded to **Nyakabau**, where Rodreck Nyakabau (alumnus) is leading a tobacco farming project that extends his impact beyond the classroom. His initiative creates employment opportunities for local women, whose earnings are helping support their children's education, linking community livelihoods directly to school participation.

The visit then continued to Munashe High School, where a strong network of alumni and fellows is driving both academic and practical learning. Effort Mutauto and Ellen Kwembeya (alumni) are leading the Science Department, achieving a 100% pass rate in A-Level and O-Level Biology and Chemistry. Alongside them, Peace Temba (alumna) is leading peer education initiatives focused on life skills and learner advocacy.

Vocational and practical learning is also being strengthened through collaboration. Thankie and Ellen Kwembeya are co-teaching skills such as detergent making and reusable pad production, while Musona and Nyajeka (5th Cohort Fellows) are leading projects in vegetable gardening and fish farming. These initiatives are equipping learners with practical, income-generating skills.

Overall, the visit highlighted the strength of collaboration between fellows and alumni, and the powerful role they play in driving educational excellence and community development across Mutoko District.



Rodreck Nyakabau



TEACHFORZIMBABWE

NEWSLETTER

MUTOKO/MUDZI DISTRICT

TERM 1: APRIL 2026

*Mutoko
Fellows*



INTRODUCTION FROM THE COACH

Across Mutoko and Mudzi districts, dedicated fellows are making remarkable contributions that extend from the classroom into the wider community and beyond. Their commitment, creativity, and innovative approaches are yielding tangible results—transforming learning environments and contributing to sustainable development within their placement areas.

This newsletter highlights the impactful work of our fellows, showcasing their meaningful influence across various spheres of engagement. The stories shared here reflect the progress being achieved through improved classroom instruction, community development initiatives, and personal and professional growth that collectively contribute to national capacity building.

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ADVANCING INCLUSIVITY AND EMPOWERING GIRLS THROUGH EDUCATION AND SPORT

FELLOW: CHIKANYA VICTOR



Promoting Inclusive Education

As part of my fellowship at **Mudzonga Primary**, I have had the opportunity to work closely with learners in both academic and extracurricular spaces, experiences that have deeply shaped my understanding of inclusion and empowerment.

During visits to two satellite schools, I encountered a deeply moving situation—two physically impaired learners whose parents carried them on their backs to and from school each day. This was both humbling and heartbreaking, as it highlighted the daily challenges faced by families striving to ensure their children access education.

Determined to support them, I collaborated with the Deputy Head to reach out to well-wishers by sharing their story and their need for mobility assistance. Through this collective effort, we received a generous donation of two wheelchairs. Today, the learners are able to move independently, regaining not only mobility but also dignity, confidence, and a sense of belonging in their learning environment.

In a separate but equally meaningful experience, I worked closely with the school athletics team, with a special focus on developing the girls' squad. Through careful observation and mentorship, I identified promising talent and provided additional training to nurture their abilities.

The impact was remarkable—our girls excelled at district, provincial, and national competitions, collectively earning seven medals each. This achievement reflects the power of intentional investment in girls' development and the importance of creating spaces where they are encouraged to thrive.

Conclusion: The Power of Inclusion and Opportunity

These experiences have reinforced a simple but powerful lesson: when inclusion is prioritized and young people are given the right support—whether in the classroom or on the sports field—they are able to overcome barriers and achieve extraordinary outcomes.

Fellow Impact



KOTWA PRIMARY: GIRLS' EDUCATION AND OUT-OF-SCHOOL LEARNER REINTEGRATION

FELLOW KELVIN CHIWESI

Breaking Barriers to Education

Thousands of children in **Mudzi District** are missing out on education, trapped in cycles of poverty and exclusion. However, there is hope through the work of Chiwesi Kelvin, a 5th cohort fellow, together with his *Girls Education Club (Girls Are Future Leaders)*, teachers, school administration, and the wider community.

Since February 2025, Kelvin has been championing girls' education across the district by identifying out-of-school learners and addressing the barriers preventing them from accessing education, including poverty, child labour, and limited access to schooling.

Community Action and Re-enrolment

Through community outreach, awareness campaigns, and local partnerships, the initiative has successfully identified a total of 86 out-of-school children, 56 of whom are girls. Flexible learning pathways and targeted support are now helping to reintegrate these learners back into the school system.

The club continues to celebrate progress while also learning from ongoing challenges, reinforcing the importance of sustained community involvement.

Commitment to "No Child Left Behind"

At the heart of this work is a simple belief: every child deserves an education. Through collective effort, Kelvin and his club are working to ensure that no child is left behind. The initiative also acknowledges the support received from Teach For Zimbabwe in reaching and supporting vulnerable learners.



DENDERA HIGH SCHOOL: STRENGTHENING LEARNING THROUGH GROUP DISCUSSIONS

FELLOW CHITANGE KINGSTONE

Promoting Active Learning

At Dendera High School in Mutoko–Mudzi, a powerful shift in classroom engagement has been observed through the introduction of structured class and group discussions.

Collaborative Classroom Practice


In these sessions, learners are no longer passive recipients of information but active participants in the learning process. Seated in groups, students collaborate to solve problems, debate concepts, and support one another in understanding challenging topics. As the facilitator, Chitange Kingstone (6th cohort fellow) guides discussions by posing questions on the board and encouraging critical thinking and peer learning.

Building Confidence and 21st Century Skills

This approach has had a noticeable impact. Learners who were previously hesitant to speak are now contributing more confidently within their groups. The collaborative environment fosters a strong sense of belonging and accountability, while also developing essential skills such as communication, teamwork, and problem-solving.

Transforming Learning Spaces

Despite limited resources, the shift from traditional lecture-based teaching to a more interactive model demonstrates that meaningful learning can thrive through innovation, creativity, and active learner participation.



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TEACHFORZIMBABWE



FOOTBALL, WELLNESS, AND COMMUNITY IMPACT

FELLOW: TARAFJA J. CHIWASHIRA

Sport as a Bridge Between School and Community

As a member of the **Nyasco Staff Football Club**, I have had the privilege of using sport as a bridge between the school and the wider community. Our staff team is not made up of teachers alone—it also includes community members. This inclusive approach has created a strong platform for promoting unity, wellness, and positive social values within and beyond the school environment.

A Moment of Giving Back

On the 22nd of March 2026, I had the opportunity to play football with former Nyasco students in a meaningful event that brought together alumni, staff, current learners, and community members. The occasion was made even more special by a generous donation of a soccer kit from former students to the current Nyasco football team.

This act of giving back was more than just a donation of jerseys—it was a powerful demonstration of love, connection, and continued commitment to the school community.

Inspiring Pride and Belonging

The current students were deeply excited and motivated to receive and wear the donated kits. Beyond sportswear, the jerseys symbolised recognition, pride, and belonging. They reminded learners that they are seen, valued, and supported by those who once walked the same journey at Nyasco. This experience inspired them to dream bigger and remain committed to both education and sport.

Football as a Tool for Wellness and Positive Change

Through the Nyasco Hotspurs Football Club, we are also creating wider impact in the community. By including community members in the team and engaging young people in sport, we are promoting healthy lifestyles and helping to steer many away from negative behaviours such as drug and substance abuse.

Football has become more than just a game—it is a tool for mentorship, discipline, social connection, and wellness.

Fellow Impact



Building a Culture of Togetherness and Hope

This experience reflects the kind of change we strive for as follows: creating impact not only in classrooms but also in communities. It demonstrates that when schools, alumni, staff, and communities work together, they can build safe and supportive spaces that inspire young people and encourage positive life choices.

At Nyasco, football is helping to nurture a culture of togetherness, responsibility, and hope—encouraging learners to see themselves as part of a caring community that believes in their potential. This is the kind of transformation that begins with simple actions but leaves a lasting impact.



TEACHING AND LEARNING IMPACT STORY

FELLOW: VENENCIA N. GWENZI

Building an Engaging and Learner-Centred Classroom

This term has been a period of meaningful growth, reflection, and impact in my journey as a teaching fellow. Working within my school community, I remained committed to creating an engaging, inclusive, and learner-centred environment that supports both academic achievement and personal development.

Responding to Classroom Challenges

At the beginning of the term, I identified key challenges affecting my learners, including low participation, limited confidence in subject comprehension, and gaps in foundational knowledge. In response, I introduced interactive teaching strategies such as group discussions, peer learning, and continuous formative assessments. These approaches helped shift my classroom from a teacher-centred model to a more participatory and learner-driven environment.

Improved Learner Engagement and Performance

One of the most significant achievements this term has been the noticeable improvement in learner engagement. More students are now confident in contributing during lessons, asking questions, and collaborating with their peers. I also implemented targeted support sessions for struggling learners, which contributed to gradual improvement in test scores and a stronger understanding of key concepts.

Creating a Safe and Inclusive Learning Space

Beyond academics, I made a deliberate effort to foster a safe and supportive classroom environment. I encouraged open communication, respect, and inclusivity, ensuring that every learner feels seen and valued. This has strengthened relationships within the classroom and contributed to improved discipline and mutual respect.

Professional Growth Through Collaboration

I also engaged with fellow teachers and mentors, sharing best practices and learning from their experiences. These collaborations have enhanced my teaching practice and equipped me with new strategies to address classroom challenges more effectively.

Fellow Impact





GROWING READERS THROUGH DIGITAL LEARNING AND FUTURE-FOCUSED PROJECTS

FELLOW NYAMANDE BARBRA

Improving Literacy Through Digital Learning

At **Nyahondo Primary School**, an innovative and forward-thinking initiative is helping to improve learners' reading skills while laying the foundation for long-term sustainability.

To address literacy challenges, I introduced the use of digitalised learning materials in the classroom. These resources have transformed the way learners engage with reading. Through digital texts, stories, and comprehension activities, learners are developing stronger reading skills, improved pronunciation, and greater confidence.

The use of digital tools has made lessons more interactive and enjoyable. Learners are more motivated to participate, and many are showing significant progress in their ability to read and understand different texts. Even with limited physical textbooks, learning continues effectively through these digital resources.

Hands-On Learning Through School-Based Farming

In addition to digital learning, a sustainable school-based farming project is currently underway. Learners are actively involved in growing sugar beans and maize within the school grounds. Although still in its early stages, the project is progressing well, with learners taking responsibility for nurturing the crops as they grow. Building a Sustainable Solution for Learning Resources

The vision behind this initiative is to create a sustainable solution to the shortage of textbooks. Once the crops are harvested and sold, the proceeds will be used to purchase textbooks for learners, expanding access to reading materials and supporting future learning.

Developing Life Skills Beyond the Classroom
Beyond literacy, the farming project is equipping learners with essential life skills such as teamwork, responsibility, and basic agricultural knowledge. It is also helping them understand the value of hard work, planning, and long-term thinking.

Conclusion: Shaping Independent and Forward-Thinking Learners

This initiative demonstrates how combining digital learning with practical, hands-on projects can create meaningful and lasting impact. While the farming project is still ongoing, the use of digitalised materials is already making a significant difference in improving reading skills at Nyahondo Primary School.

Nyahondo Primary School continues to nurture not only readers, but also responsible and forward-thinking learners who are actively shaping their own educational journey.



Leading the Change in Education

PLANTING OUR LEGACY, GROWING A GREENER FUTURE

Turning a Gap into an Opportunity

At **Kambanje Primary School** in **Mutoko-Mudzi**, we are witnessing a quiet yet powerful transformation—one that brings together environmental stewardship, practical learning, and long-term community impact. In a region where mango farming is both familiar and economically important, we noticed a significant gap within our school: there were no fruit trees on the grounds. Rather than seeing this as a limitation, we embraced it as an opportunity.

Establishing a Learner-Driven Orchard

As a 6th Cohort fellow, I, Jessica Nzombe, took the initiative to establish an orchard together with the Grade 7 class. What began as a simple idea has grown into a meaningful, student-driven project that integrates agriculture into learning while promoting environmental sustainability.

Through this initiative, learners are beginning to understand that farming goes beyond staple crops—it also includes fruit trees that offer both ecological and economic value.

Greening the School Environment

By planting fruit trees, we are actively contributing to a greener school environment. Trees play an important role in addressing climate change by improving air quality, enhancing biodiversity, and providing shade. In addition, they offer long-term nutritional and potential economic benefits. In mango-rich areas like Mutoko-Mudzi, this initiative is both relevant and promising.

FELLOW JESSICA NZOMBE

Building a Living Classroom

So far, we have planted about 20 trees, and we are eager to expand the orchard by introducing a wider variety of fruit trees. Learners are excited to be part of a project that will leave a lasting legacy in their school. Knowing that future learners will benefit from what is being built today gives them a strong sense of purpose and pride.

This project has also created an opportunity for learning by doing, as encouraged in the curriculum. Through hands-on involvement, learners are developing practical agricultural skills, teamwork, responsibility, and a deeper appreciation for environmental care. The orchard has become more than a project—it is a living classroom.

Conclusion: Small Actions, Lasting Impact

As we continue nurturing these young trees, we are reminded that meaningful change begins with small actions. Each tree planted represents growth, hope, and a commitment to a better future. Indeed, every little step counts—and together, we are making a difference.





CULTIVATING LEADERS THROUGH TRANSFORMATIVE MENTORSHIP

FELLOW O'BRIEN MAKORE

Unlocking Leadership Through Mentorship

For O'Brien Makore, a Teach For Zimbabwe fellow at **Kaunye Secondary**, education extends far beyond the four walls of a classroom. It is about unlocking potential, nurturing responsibility, and affirming that young people in rural Mutoko have the voice and intellect to shape their communities and the world.

His journey of impact began with a quiet yet powerful act—listening. When a Form Three learner, Anotidaishe Benson, expressed interest in understanding local governance, O'Brien recognised a spark that needed nurturing. Rather than offering encouragement alone, he structured a focused mentorship on leadership, carefully unpacking the roles and responsibilities of a councillor, and the importance of public service in local development.

This practical and empowering mentorship transformed interest into informed capability. It equipped Anotidaishe with the confidence to step forward, resulting in a powerful milestone: she was elected Junior Councillor for Ward 23 in Mutoko. This achievement reflects more than individual success—it demonstrates what becomes possible when learners are intentionally guided to lead. A young girl from Kaunye Secondary now has a seat at the table where community decisions are made.

Connecting Global Ideas to Local Realities

Recognising that leadership takes many forms, O'Brien expanded his work through a strategic collaboration with the school's English teacher. Together, they identified seven learners with strong critical thinking skills and a passion for global issues, and introduced them to the United Nations Sustainable Development Goals (SDGs).



Fellow Impact



The goal was to make the SDGs accessible and meaningful in a rural context. O'Brien supported learners in moving beyond theory, helping them connect global priorities such as quality education, gender equality, clean water, and climate action to the realities of their own community. He guided them in structuring arguments, strengthening writing skills, and grounding global discourse in local lived experience.

From Classroom Learning to National Recognition

The impact of this initiative was immediate and remarkable. All seven learners entered the national SDG essay competition and achieved a clean sweep at cluster level, emerging as winners. They have now progressed to the next stage at district level, awaiting results with great anticipation.

Regardless of the outcome, the learners have already achieved something profound: the understanding that their voices, perspectives, and lived experiences are valid, powerful, and worthy of national recognition.



MUSVAIRE PRIMARY: STRENGTHENING FOUNDATIONAL READING SKILLS

FELLOW: NYAHUNA SHAMISO

Targeted Support for Emerging Readers

This term, I introduced a focused reading support initiative aimed at assisting Grade Four learners who are struggling with reading. At the beginning of the term, I identified approximately 15 learners who were non-readers and required additional support to develop foundational literacy skills.

Creating Engaging Reading Opportunities

During learners' study time, I have been working closely with this group to strengthen their reading abilities. To support the initiative, I sourced a variety of learning materials, including reading cards, reading strips, and age-appropriate books. These resources have made reading practice more interactive, engaging, and meaningful for learners.

Differentiated Learning Approach

To ensure that each learner receives appropriate support, I grouped them according to their reading levels. This has enabled me to provide targeted instruction and tailored activities that meet individual learning needs. Learners participate in exercises such as word recognition, phonics practice, sentence reading, and short text comprehension.

Growing Confidence and Participation

It has been encouraging to observe learners becoming more confident and enthusiastic during reading sessions. Their positive attitude reflects a supportive and motivating learning environment, where learners feel safe to try, learn, and improve.

Early Signs of Progress

I am pleased to report that about three learners have already shown noticeable improvement since the introduction of the programme. They are beginning to recognise more words and read with greater confidence. While continued support is still needed, this progress is a strong indication that the initiative is making a meaningful impact.

Commitment to Continued Growth

I remain committed to continuing this programme and supporting all learners in developing strong reading skills. With consistent practice, encouragement, and targeted support, I am confident that more learners will improve and develop a lasting love for reading.

Fellow Impact



BUILDING ATHLETIC EXCELLENCE THROUGH DEDICATION AND TALENT DEVELOPMENT

FELLOW MARIWO NYARADZO

Discovering Hidden Talent in Athletics

The fellow identified a strong interest and untapped potential in athletics among learners at Gurure Primary School. Despite limited resources and minimal exposure, learners demonstrated great enthusiasm, energy, and willingness to learn. This inspired the fellow to take the initiative to train athletes at school level.

Structured Training and Skill Development

Training began with simple drills, basic fitness routines, and consistent after-school practice sessions. Balancing academics and athletics required discipline from both learners and the fellow, but the commitment remained strong and consistent.

Over time, learners' skills improved significantly. Their confidence grew, along with their passion for athletics, as they began to see real progress in their performance.

Growth Into Leadership: Zonal Trainer Role

This progress did not go unnoticed. The fellow was selected as a zonal trainer, a role that came with greater responsibility and the opportunity to work with a wider group of talented athletes from different schools.

Stepping into this role was both challenging and rewarding. It required strong organization, leadership, and the ability to nurture diverse talents. Together with the athletes, focused training was conducted on technique, endurance, teamwork, and determination.

Achievement at District Competitions

The journey to district competitions was marked by hard work, persistence, and moments of uncertainty, but the team remained focused and determined.

Their efforts paid off. The athletes performed exceptionally well, securing 11 gold medals for the zone, as well as 2 gold and 2 bronze medals for Gurure Primary School. This achievement represents more than medals—it is a powerful reflection of dedication, teamwork, and belief in learners' abilities.

Lasting Impact on School and Learners

This success has made a significant mark in the history of Gurure Primary School. It has boosted learners' confidence, inspired other pupils, and strengthened the school's reputation in athletics. More importantly, it has demonstrated that even in under-resourced settings, excellence is possible when there is commitment, passion, and belief in young people's potential.

Fellow Impact



Conclusion: A Journey of Growth and Empowerment

This journey has been a valuable learning experience for both learners and the fellow. It highlights the power of education beyond the classroom and the importance of nurturing every learner's potential.

The fellow looks forward to building on this success in the coming terms and continuing to inspire and empower learners at Gurure Primary School.

Fellow Impact





ADDRESSING PERIOD POVERTY AND PROMOTING SUSTAINABLE LEARNING

FELLOW JASI TABETH

Supporting Girls Through Menstrual Health Education

At **Nyakabau Primary School**, fellow Tabeth is actively addressing period poverty by teaching girls how to make reusable sanitary pads and promoting menstrual health awareness.

Many girls previously missed school due to a lack of access to sanitary products. Through this initiative, learners are now attending school more consistently, with improved confidence, dignity, and participation. This intervention is directly supporting girls' education, well-being, and retention in school.

Improved Attendance and Confidence

Since the introduction of the programme, girls have shown increased consistency in attendance and greater confidence in participating in learning activities. The initiative is helping to break barriers that previously affected their education.

Mushroom Farming Project: Learning Through Practice

Establishing a School-Based Mushroom Farm In addition to the menstrual health initiative, Tabeth also introduced a mushroom farming project with learners. The project is based in a small room at the school, where simple bamboo racks were constructed. Plastic bags filled with straw and mushroom spawn are placed on the racks under controlled temperature and moisture conditions to support growth.

Learner Participation and Practical Skills Development

Learners are actively involved in every stage of the process, including preparing straw, packing bags, inoculating with mushroom spawn, and monitoring growth. Through this hands-on engagement, they are learning practical agricultural skills and gaining ownership of the project.

Holistic Learning Outcomes

The mushroom project is benefiting learners in multiple ways:

- **Education:** Learners apply science knowledge (fungi growth) and mathematics (counting bags and yields) in real-life contexts.
- **Skills Development:** They gain entrepreneurship, planning, and teamwork skills.
- **Nutrition:** The mushrooms provide a nutritious food source for school meals.
- **Income Generation:** Sales from mushrooms can help the school purchase books and other learning materials.
- **Community Impact:** Parents and community members are learning from the initiative, with some starting similar projects at home.

education, empowerment, and community development come together.





Conclusion: Empowering Learners to Create Change

The mushroom farming project demonstrates how simple, locally available resources can be used to create meaningful learning and sustainable impact. It shows learners that they have the power to transform their communities through practical ideas and collective effort.

The learners are proud of their work, and there is a strong sense of ownership and excitement. This initiative is a powerful example of learning by doing—where education, empowerment, and community development come together.



EMPOWERING YOUNG MINDS THROUGH DIGITAL LITERACY, READING, AND GIRL CHILD SUPPORT

Bridging the Digital Divide Through Early ICT Skills

As a Teach For Zimbabwe Fellow serving at Tsiga Primary School, I have had the honour of working with learners from marginalised backgrounds and supporting them in building skills that will shape their futures.

One of the key focus areas in my classroom has been bridging the digital divide. Many learners in rural schools have limited exposure to computers and digital tools. Recently, I introduced learners to Microsoft Word, guiding them on how to type their names using basic functions such as CAPS LOCK, Shift, Enter, and Backspace.

While this may seem simple, it was a significant milestone for the learners. With only one computer and one laptop available, each learner had the opportunity to type their name. The excitement and pride on their faces demonstrated that even the smallest steps in digital literacy can build confidence and open doors to new possibilities.

Strengthening Foundational Literacy Skills

Beyond digital literacy, I have also been working with learners to strengthen reading and literacy skills. Through professional development sessions facilitated by Funda Wande, we have been trained in effective reading instruction strategies, with a strong emphasis on phonics as a foundation for confident reading.

These sessions have reinforced the importance of meeting learners at their level and supporting them to build strong foundational skills. In many cases, learners require targeted support to bridge gaps in early literacy, and as educators, our role is to guide them step by step toward progress.

I have also introduced career awareness sessions after noticing that many learners only associate careers with nursing, policing, and teaching. These sessions are helping to broaden their understanding of possible future pathways.

FELLOW SHARON NYASHA CHIKUKWA

Let Girls Thrive Club: Building Confidence and Leadership

Another important initiative at Tsiga Primary School is the Let Girls Thrive Club, a safe space where girls can openly discuss issues affecting them in school and in their communities.

The girls have taken ownership of the club by electing leadership roles including a President, Vice President, Secretary, Treasurer, and Project Coordinators—fostering responsibility, teamwork, and confidence.

During sessions, learners have engaged in meaningful discussions around bullying, including challenges faced both at school and on their way home. These conversations have empowered them to speak openly, support one another, and build resilience.



Leading the Change in Education



Promoting Menstrual Health and Life Skills

The club also equips girls with practical life skills, including training on how to sew reusable sanitary pads. This initiative addresses challenges related to menstrual hygiene management and helps ensure that girls do not miss school due to lack of resources.

Conclusion: Education Beyond the Classroom

These experiences have reminded me that education goes beyond textbooks and examinations. It is about empowering learners with knowledge, confidence, and opportunities to thrive despite the challenges they face.

At Tsigia Primary School, every small step—whether in digital literacy, reading, or life skills—is contributing to building a generation of confident, capable, and empowered young people.





FROM GRASSROOTS TO NATIONALS, NURTURING CHAMPIONS THROUGH SPORT

FELLOW: MANGWENDE ALOUIS



A Vision Beyond the Classroom

My name is Mangwende Alouis, a teacher at **Muzezuru Secondary School** and a proud member of the Teach For Zimbabwe network. Looking back at the beginning of the year, I could never have imagined that a simple idea during the first term would lead us to the national stage. Yet today, as I prepare to accompany my learner, **David Nyazvigo**, to the National Championships, I am filled with deep gratitude and purpose.

From the very beginning, I have held a strong belief: my role as an educator extends far beyond the four walls of the classroom. I saw learners with raw energy, passion, and untapped potential—but without a platform to discover what they were capable of achieving. This is what inspired me to establish an athletics club at Muzezuru Secondary School, not just to develop sporting ability, but to build discipline, confidence, and belief in possibility.

Building from the Ground Up

The journey was not easy. We started with very limited resources, but we had something more powerful—determination. Day after day, I trained alongside the learners, pushing them to exceed their perceived limits. Gradually, I watched them grow stronger not only physically, but mentally and emotionally as well.

As they began competing at local level, pride grew within the school as they started bringing home gold medals. Each victory affirmed that our learners could compete with the best when given the right support and guidance.

From School Coach to District Mentor

My commitment to learner development did not go unnoticed. I was selected as a district-level coach, entrusted with preparing athletes for provincial competition. While this was a great honour, my heart remained with my ten learners from Muzezuru whom I had the privilege of taking to the provincial meet.

We arrived as underdogs representing a small school, but we carried big dreams.

Fellow Impact



A Moment of Triumph

When the results were announced, pride overwhelmed me. Out of the ten learners, three secured podium finishes against strong competition. However, one achievement stood out above all—**David Nyazvigo**, a learner who had shown unwavering dedication, won a gold medal after an exceptional performance.

His victory was not his alone; it was a triumph for every learner who had committed themselves to the vision we had built together.

That gold medal earned David a place at the National Championships scheduled for 26–27 March. A learner from Muzezuru Secondary School will now compete on the national stage—a powerful testament to what is possible when talent is nurtured with belief and consistency.

The Role of Teach For Zimbabwe

This success story extends beyond Muzezuru Secondary School. It reflects the support and vision of Teach For Zimbabwe, an organisation that has strengthened my commitment to nurturing talent and helping learners reach their full potential.

TFZ has taught me that education is not limited to textbooks and examinations—it is about seeing the whole child and creating opportunities for them to excel in their strengths.

Conclusion: Belief in Action

As I look ahead to the national competition, I carry with me the pride of my school, the support of my TFZ community, and an unshakable belief that even greater achievements lie ahead.

David and I are going to the nationals not just to participate, but to demonstrate what becomes possible when a teacher believes deeply in their learners, and when learners choose to believe in themselves.





HADYA ADVENTIST SECONDARY SCHOOL: EMPOWERING CHANGE IN A RURAL BOARDING SCHOOL

FELLOW SANDRA MARARIKE

Rewriting the Narrative in a Marginalised Setting

In the heart of a rural, marginalised community in the **Budya farms** of **Mutoko**, where access to resources is often limited and opportunities can feel distant, Teach For Zimbabwe Fellow Sandra Mararike is working to rewrite the narrative of what is possible for her school and its learners.

Since joining the newly established **Hadya Adventist Secondary School**, she has taken bold and innovative steps to bridge the gap between the school and the wider world.

Strengthening Communication and Connectivity

Recognising the importance of communication and visibility in today's digital age, Sandra successfully advocated for the creation of an official school email account. This milestone has transformed how the school engages with stakeholders, making it easier to communicate professionally and efficiently with education partners, parents, and the broader community.

Building a Digital Identity for the School

Sandra also initiated and launched the school's official Facebook page. What began as a simple idea has grown into a powerful platform that showcases the school's identity, achievements, and daily life.

Through regular updates, photos, and stories, the page highlights learner achievements, staff dedication, and the vibrant spirit of the school community. This growing digital presence has increased visibility and begun to reshape perceptions of the school.



Connecting the School to the Wider World

Community members, potential partners, and supporters can now engage with the school in ways that were previously not possible. The school is no longer isolated—it is now connected, visible, and recognised.

These efforts reflect the core mission of Teach For Zimbabwe: to cultivate leaders who drive meaningful change in underserved communities. By leveraging simple but impactful tools, Sandra is ensuring that learners are part of a school that is not only growing, but also confidently telling its own story.

Conclusion: Opening Doors Through Innovation

As the school continues to develop, these foundational steps in communication and branding will play a critical role in attracting support, building partnerships, and inspiring confidence in the future.

This work goes beyond creating an email or social media page—it is about opening doors, amplifying voices, and proving that even in the most marginalised settings, transformation is possible.

Leading the Change in Education



MASENDA HIGH SCHOOL: DRIVING LEARNER-CENTRED TRANSFORMATION IN A MARGINALISED CONTEXT

Understanding the Context: Teaching in a Challenging Environment

Mudzi is one of the most marginalised districts in Zimbabwe, characterised by persistent droughts, food insecurity, and limited access to educational resources. The school where I am placed serves learners from vulnerable households, many of whom come to school without basic necessities such as exercise books, proper uniforms, or adequate nutrition. Class attendance is often inconsistent, especially during peak farming seasons or periods of economic hardship. Many learners walk long distances—sometimes over 10 kilometres—to attend school. English proficiency is also very low, as learners predominantly speak Shona at home and have limited exposure to English outside the classroom.

Against this backdrop, achieving the Teach For Zimbabwe vision of ensuring all children receive an excellent education requires innovation, resilience, and deep community engagement.



FELLOW MAASENGU VINCENT MASENDA

Term One Vision and Goals

At the beginning of the term, I set the following goals aligned with the Teach For Zimbabwe mission:

- Improve learner engagement and attendance
- Strengthen foundational literacy skills (reading, writing, and comprehension)
- Build learner confidence in speaking English
- Create a safe, inclusive, and motivating classroom environment
- Engage parents and the community in supporting education

Key Challenges Faced

- Resource shortages: Limited textbooks, no access to technology, and inadequate learning materials
- Language barrier: Learners struggle to understand English instructions
- Low motivation: Some learners are affected by hunger, poverty, and discouragement
- Irregular attendance: Economic pressures lead to frequent absenteeism
- Large class sizes: Making individualised support challenging



Leading the Change in Education



Strategies and Interventions

1. Creating a Learner-Centred Classroom

Interactive methods such as group work, storytelling, songs, and role-play were introduced to make learning more engaging. In English lessons, learners practised speaking through simple dialogue performances.

2. Promoting Literacy with Low-Cost Resources

With limited textbooks, handwritten charts, flashcards, and word walls were created using locally available materials. A “Word of the Day” activity was introduced to gradually build vocabulary.

3. Language Bridging Approach

A bilingual teaching approach was used—explaining concepts in Shona and gradually transitioning to English. This helped learners build understanding and confidence without feeling overwhelmed.

4. Building Relationships and Motivation

Each learner was intentionally engaged to understand their background, challenges, and aspirations. A simple reward system—including praise, leadership roles, and recognition—was introduced to motivate learners.

5. Community and Parental Engagement

Parents were engaged through informal meetings and community interactions, encouraging them to support their children’s education despite economic challenges. The long-term value of education was consistently emphasised.

6. Addressing Attendance Challenges

Attendance was closely monitored, and follow-ups were made for frequently absent learners. In some cases, home visits and guardian engagements were conducted to better understand and address barriers.

Impact Achieved

Despite the challenges, several positive outcomes were observed:

- Improved learner participation in class activities
- Increased confidence in speaking simple English sentences
- Slight improvement in attendance due to more engaging lessons
- Enhanced literacy skills, including reading simple texts and writing basic sentences
- A more positive and collaborative classroom culture

One notable success story is that of a learner who could not read at the beginning of the term but can now identify letters and form simple words. This transformation reflects the potential within every child when given the right support.

Conclusion: A Commitment to Educational Equity

In a resource-constrained context like Mudzi, the journey toward educational equity is challenging but not impossible. As a Teach For Zimbabwe Fellow, I remain committed to the belief that every child, regardless of background, deserves access to quality education and the opportunity to succeed.

Term One has laid a strong foundation, and I am motivated to continue driving impact—one learner at a time.



MUKOMBWE PRIMARY SCHOOL: LIGHTING THE FUTURE THROUGH ICT, INCLUSION, AND SUSTAINABILITY

A Journey Into Inclusive ICT Education

My name is Tonderai Ellis Mwasi, an ICT teacher at Mukombwe Primary School and a proud 6th Cohort Fellow with Teach For Zimbabwe. Mukombwe Primary is located in Ward 26 of Mutoko District, approximately 104km from Harare along the Harare–Nyamapanda Road. It is one of the few inclusive schools in the district, offering a unique opportunity to make a meaningful difference in the lives of many learners.

Teaching ICT was not my original path, but the training and leadership development I received through Teach For Zimbabwe gave me the confidence to step into this role. Today, I teach over 340 learners, including 25 learners with special needs and disabilities, helping them discover the power of technology.

Opening Digital Doors for Every Learner

Many learners are interacting with computers for the first time—learning how to start a computer, type documents, and create digital artwork. Their excitement as they acquire these skills serves as a daily reminder of the importance of digital inclusion and equal access to learning opportunities.

Extending ICT Beyond the Classroom

Beyond teaching learners, I also support teachers and community members with various ICT-related needs, including phone troubleshooting, software installation and updates, typing, printing, and data entry for school administration.

Even parents who assist with the school feeding programme are introduced to basic computer skills, reinforcing the belief that learning has no age limit and technology can empower the entire community.

FELLOW ELLIS MWASI

Sustainability and Environmental Action

I am also deeply passionate about sustainability. At Mukombwe Primary, I have supported the planting of 100 Kenyan Croton trees, bananas, and sweet potatoes. We are also launching a nutritional garden that will support the school feeding programme, generate income, and contribute to community development while benefiting all learners, including those with disabilities.

Conclusion: Shaping the Future Through Inclusion and Innovation

Every day at Mukombwe Primary reminds me that these learners are the future of our community. Through ICT education, environmental initiatives, and inclusive learning practices, I am proud to play a small part in shaping that future.



Leading the Change in Education



EMPOWERING THE GIRL CHILD THROUGH BASKETBALL

FELLOW DOROTHY CHINEKE



Introducing Basketball as a Tool for Change

As a Teach For Zimbabwe Fellow at **Kowo Primary School**, I am committed to creating lasting impact in the lives of learners through sport. One of the initiatives I introduced is basketball, aimed at empowering the girl child and promoting confidence, teamwork, and school engagement. I approached the headmaster, **Mr Kanhimba**, with the idea, and to my encouragement, he fully supported it. We began with simple lunchtime sessions in the dusty schoolyard, using old classroom spaces to practice basic dribbling skills. What started as a small idea quickly gained momentum as interest spread across the school.

Growing Participation and Hidden Talent

More learners began joining the sessions, many of them experiencing basketball for the first time. Despite having no prior exposure, they are showing natural talent and enthusiasm. With consistent encouragement, learners are beginning to open up, build confidence, and strengthen their self-esteem.

Sport as a Driver of Attendance and Confidence

The impact has been immediate and powerful. Learners who previously struggled with attendance are now eager to come to school for basketball practice. The court has become a safe space where they can express themselves, learn teamwork, and develop discipline. As participation grows, we are also seeking support from local businesses to sponsor equipment, jerseys, and eventually help develop a standard basketball court for the school.

Building Unity and School Pride

Basketball has become more than just a sport—it is now a source of pride, unity, and motivation within the school. It is gradually transforming the school's identity and creating a more positive and engaging environment for learners.

Conclusion: A Rising Future Through Sport

As I look at the energetic learners on the court, I am reminded that this is only the beginning. Kowo Primary School is rising, and basketball is becoming a powerful catalyst for change—empowering learners, especially girls, to dream bigger and believe in their potential.

Fellow Impact



ENHANCING FOOD SECURITY THROUGH FISH FARMING

FELLOW HILLARY MABHIZA

Building Practical Solutions for Food Security

At Katsukunya Secondary School, Hillary Mabhiza is leading a transformative fish farming initiative that responds directly to challenges of food insecurity in the community. The project is designed not only to improve access to nutritious food but also to equip learners with practical agricultural and entrepreneurial skills.

Learning Through Hands-On Experience

Through active participation in the fish farming project, learners are gaining valuable hands-on experience in managing and sustaining a food production system. This practical approach is helping them build confidence while also developing an entrepreneurial mindset. Students are learning key skills such as responsibility, planning, and basic aquaculture management, all within a real-life learning environment.

Promoting Nutrition and Economic Empowerment

In a rural context where hunger and limited economic opportunities are common, this initiative provides a meaningful and sustainable solution. The project contributes to improved nutrition within the school while also introducing learners to income-generating possibilities through agriculture-based enterprises.

Conclusion: Empowering Learners for a Sustainable Future

The fish farming project at Katsukunya Secondary demonstrates how education can go beyond the classroom to address real community challenges. By combining learning with production, the initiative is nurturing a generation of learners who are not only academically grounded but also equipped with practical skills to improve their livelihoods and communities.





IMPROVING ATTENDANCE THROUGH TEACHING AND SPORT

FELLOW: GARY MARUME

Restoring Learner Engagement Through Teaching

At **Matedza Secondary School**, Gary Marume, a Teach For Zimbabwe Fellow, has made a significant contribution to improving learner attendance in a school that previously faced a shortage of teachers. Before his placement, attendance was very low, with only about 35 learners across Forms 1 to 4.

By taking up the teaching of key subjects such as Agriculture and Mathematics, Gary has helped restore learners' interest in education and re-engage them with the learning process.

Sport as a Tool for Motivation

In addition to classroom teaching, Gary has engaged boys through sport by working with the community to establish a football club. This initiative has created a positive and motivating space for learners, further contributing to improved attendance and school participation.

Conclusion: A Holistic Approach to Learning

Through a combination of teaching and sport, Gary has adopted a holistic approach that is helping to rebuild learner motivation and strengthen school attendance at Matedza Secondary School.





CENTRAL HIGH SCHOOL: BUILDING ENTREPRENEURSHIP SKILLS THROUGH PRODUCT INNOVATION

FELLOW FUNGAI MAKOMBE

Creating Young Entrepreneurs

At **Central High School**, Fungai Makombe has established an entrepreneurship club aimed at equipping learners with practical business and life skills.

Learners in the club are trained to produce household cleaning products such as liquid soap, floor polish, and other detergents. This hands-on approach is helping them understand production processes, teamwork, and basic business operations.

From Production to Market

The learners are now actively selling their products to teachers and members of the local community, generating income for the club. This real-world experience is building their confidence while also strengthening their financial literacy and entrepreneurial mindset.

Conclusion: Learning Beyond the Classroom

This initiative is empowering learners with skills that go beyond academic knowledge. By combining learning with production and sales, Fungai is nurturing a generation of young entrepreneurs who are prepared to create opportunities for themselves and their communities.



EMPOWERING GIRLS THROUGH “GIRLS CONNECT”

Recognising the Need for Safe Spaces

As a Teach For Zimbabwe Fellow at Muzezuru Secondary School in Mudzi District, I began to notice a recurring pattern: bright and capable girls gradually slipping out of the education system due to early marriage negotiations at around 15, long distances spent fetching water that reduced study time, and menstrual stigma that led to repeated absenteeism.

These challenges made it clear that if we were to improve outcomes for girls, we needed a practical, school-based intervention that creates space for support, dialogue, and empowerment.

The Birth of Girls Connect

This realisation led to the creation of Girls Connect—a weekly club designed to provide peer support, practical life skills, and opportunities for leadership among girls.

To formalise the initiative, I developed a one-page club charter and presented it to the Headmaster, Club Master, and senior female staff. The idea was warmly received and approved, marking the beginning of a structured safe space for girls within the school.

Building a Community of Support

When the club was introduced to learners, the response was overwhelmingly positive. Many girls eagerly joined, expressing excitement at having a space where they could share their experiences freely and without fear of judgement.

Girls Connect quickly became a trusted community where learners feel heard, supported, and understood.

FELLOW ADLAID NEMASHENA

Nurturing Confidence and Leadership

The club meets twice a week—Tuesdays and Thursdays—to engage in discussions on issues affecting girls’ lives. Over time, members have developed increased confidence, formed meaningful friendships, and strengthened essential life skills.

These sessions have not only supported emotional wellbeing but have also encouraged girls to see themselves as capable leaders within their school and community.

Conclusion: More Than a Club

Girls Connect is more than just a club—it is a growing movement of empowerment and resilience. By creating safe spaces for girls to learn, speak, and lead, we are actively shaping a more inclusive and hopeful future for our community.

I am proud to be part of this journey and remain committed to seeing how far these girls will go when given the opportunity to thrive.



MENTORSHIP, CONFIDENCE, AND ACADEMIC SUPPORT FOR THE GIRL CHILD

Being a Mother Figure and Mentor

In our rural community, many girls face challenges such as early relationships, low self-esteem, and lack of mentorship. In response, I have taken on the role of a mother figure to the girl child—guiding, supporting, and encouraging them to value themselves, prioritise their education, and believe in their ability to succeed.

Through regular discussions and counselling sessions, I provide guidance on issues such as self-respect, discipline, and making informed life choices.

Building Confidence Through Opportunities

Through mentorship and encouragement, I supported a group of girls to participate in junior parliamentary selections held at Makaha Secondary School. These learners represented our school with confidence and determination.

I also trained and encouraged girls to participate in athletics competitions. Notably, at our school, it was a girl who progressed to the district level—demonstrating the power of encouragement and opportunity.

Strengthening Communication Through the English Club

To improve learners' confidence in speaking English, I established an English Club. The club provides a platform for learners to practise through debates, storytelling, speeches, reading activities, and discussions.

This initiative has helped many previously shy learners gain confidence and improve their communication skills.

FELLOW ISABEL KUNDIZEZA

Supporting Struggling Learners Through Remedial Work

In addition, I conduct remedial lessons for learners who face academic challenges, particularly in English. These sessions focus on simplifying difficult concepts and providing extra practice in reading, writing, and comprehension.

As a result, many learners who previously struggled are now showing improvement and increased confidence in their academic work.



EMPOWERING LEARNERS THROUGH PRACTICAL SKILLS AND ENTREPRENEURSHIP

FELLOW WALTER KAZINGIZI

Transforming Learning Beyond the Classroom

As a Teach For Zimbabwe Fellow in Mudzi, I entered a classroom where many learners faced difficult conditions, including limited resources and lack of exposure to practical life skills. Determined to make a difference, I introduced interactive teaching approaches that connect learning to real-life experiences, including integrating Shona and heritage studies into everyday contexts.

Introducing Poultry Projects for Skills Development

To further empower learners, I initiated broiler and SASSO poultry projects involving both boys and girls. Through this initiative, learners gained hands-on experience in poultry management, including feeding, monitoring growth, and maintaining the chickens. They also learned basic business skills such as calculating costs, managing production, and understanding profits from selling eggs and meat.

Fostering Entrepreneurship and Responsibility

The project sparked an entrepreneurial mindset among learners while also promoting teamwork, responsibility, and discipline. Through collaborative effort, both teachers and learners worked together to sustain the project.

Conclusion: Learning for Life

This experience demonstrates that combining academic learning with practical, income-generating projects can transform learners' lives. It equips them not only with knowledge for school, but also with essential life skills for future livelihoods.



Leading the Change in Education





NEWSLETTER

CHIREDZI DISTRICT

TERM 1: APRIL 2026



*Climate
Action in
Practice*

INTRODUCTION FROM THE COACH

There is something deeply powerful about the work happening in Chiredzi. It is not always loud or immediately visible, but it is steady, intentional, and rooted in the everyday realities of the communities we serve. Across schools, classrooms, and surrounding villages, fellows are stepping beyond traditional teaching roles to respond to the real needs of their learners—whether that means introducing new subjects, mentoring struggling students, building sports pathways, or creating opportunities where none existed before.

As you read through this newsletter, you will encounter stories of resilience, creativity, and leadership. Together, they paint a picture of what it means to teach with purpose in Chiredzi—where impact is not defined by scale, but by depth, consistency, and the lives transformed along the way.

COACH STEDY CHITAKA



Coach Stedy

EMPOWERING A GREENER TOMORROW

FELLOW: ABIGAIL DUBE



As part of the Environment Club at **Alpha Mpapa High School**, we have been on a mission to make both our school and surrounding community more sustainable. Our journey began with a simple but powerful idea: to reduce waste and promote eco-friendly practices that minimize our environmental footprint.

What started as a small initiative quickly grew into a movement that has not only transformed our school environment but also raised awareness about the importance of environmental conservation. Students have become active participants in creating change, and it is inspiring to see club members take the lead in promoting sustainability.

Greening Our Future: A School-Wide Movement

Our environmental campaign, "Greening Our Future," became a defining moment in our journey. We began by rallying fellow students, teachers, and even members of the local community to take part in creating a cleaner, greener school.

Together, we organised clean-up campaigns, planted over 50 trees, and introduced recycling programmes within the school. These collective efforts led to tangible results, including a reduction in our school's carbon footprint and a 30% decrease in waste.

Beyond environmental impact, the campaign fostered unity and a shared sense of responsibility. It brought together students and the wider community in a meaningful way, strengthening collaboration and ownership of our shared environment.

Our efforts were recognised when we received the Cluster "Green School Award", and the initiative has since inspired neighbouring schools to adopt similar practices. Even local media took notice, helping to amplify our message and extend our impact beyond the school.

Student-Led Change and Leadership

One of the most powerful aspects of our environmental work is the fact that students are leading the change. Through active participation, learners are not only learning about sustainability but are also becoming advocates for it.

Starting an environmental club goes beyond recycling bins and planting trees—it is about transforming the culture of a school. It introduces sustainable practices into everyday life and encourages learners to take ownership of their environment.

Fellow Impact



Through this process, students have gained valuable skills such as project management, teamwork, and public speaking. They have also been involved in hands-on activities such as waste management, composting, and biodiversity projects like tree planting and maintaining green spaces.

These initiatives have turned the school into a living laboratory for sustainability, where theoretical knowledge is applied in practical and meaningful ways.

A Shift in Culture and Mindset

Perhaps the most significant impact has been the cultural shift within the school. Sustainability is no longer seen as a special project—it has become part of everyday life.

Simple actions, such as reducing waste or caring for green spaces, are now normalised among learners. This shift has also strengthened the connection between the school and the community, encouraging collaboration with local stakeholders in environmental conservation efforts.

A Thriving Eco-Friendly Learning Environment

The transformation of our school environment has had a profound impact on learners. The clean surroundings, green lawns, and well-maintained gardens have created a positive and welcoming atmosphere for learning.

As a result, students are more engaged, attendance has improved, and there is a growing sense of pride in the school. The Environment Club has also experienced increased membership, with more students eager to contribute to sustainability efforts.

Beyond academics, learners are developing a deeper connection with nature and gaining important lessons in responsibility, conservation, and teamwork. These experiences are shaping them into environmentally conscious individuals who are prepared to make a positive impact in their communities.

Conclusion

Our journey at Alpha Mpapa High School shows that even small actions can lead to significant change. By working together, we have created a model of environmental stewardship that not only benefits our school but also inspires surrounding communities.

We are proud of what we have achieved, and we remain committed to preserving and protecting our environment for future generations.



Fellow Impact



RESTORING HOPE: A JOURNEY OF ONE LEARNER AT A TIME

FELLOW ABIGAIL MUSAKURA

Returning to **Chiredzi Government High School**—the very institution that once shaped my own dreams—as a Teach For Zimbabwe Fellow was more than a professional placement; it was a calling.

Early in my fellowship, I encountered a Form 5 learner who had reported late to school due to illness. By the time she joined the class, she had fallen significantly behind in Business Studies. More than the academic gap, she had lost confidence in herself. She rarely participated in lessons and often appeared discouraged, believing that her circumstances had already determined her failure.

Seeing a reflection of my own journey in her, I felt a deep responsibility to ensure that her story would not end this way.

Walking the Journey Together

I began offering her extra support after lessons, dedicating my free time to revisiting missed topics, simplifying complex concepts, and encouraging her to believe in her abilities once again. Despite working with limited resources, I emphasised that success is not defined by what we have, but by determination, resilience, and the right support.

Gradually, a transformation began to unfold. She started asking questions in class, submitting her assignments on time, and showing a renewed sense of commitment. Her growing confidence was not only evident in her work but also became a source of inspiration to other learners.

The Power of Individual Impact

This experience reaffirmed an important truth: meaningful impact in education is not always about reaching the entire class at once—it is often about reaching the one learner who feels forgotten and walking alongside them until they can stand on their own.

Her progress reminded me that every learner has potential, and with the right support, even those who feel left behind can rise.

Redefining the Role of an Educator

Through this journey, my understanding of teaching has deepened. Being an educator goes beyond delivering lessons—it is about restoring hope, building confidence, and creating opportunities for learners who may otherwise give up.

Supporting this one learner transformed not only her outlook but also my perspective. It reminded me that every child carries a dream, and sometimes all they need is someone who believes in them and refuses to give up.


Fellow Impact



Conclusion

At the heart of education lies human connection. When we choose to invest in individual learners, we create ripples of change that extend far beyond the classroom.

This experience continues to shape my journey as a Teach For Zimbabwe Fellow—one rooted in empathy, purpose, and the unwavering belief that no learner should be left behind.



Join us in our effort to provide
holistic and quality education in
Zimbabwe's rural and
marginalised communities

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TEACHFORZIMBABWE



FROM DUST TO DREAMS: MALISANGA'S JOURNEY TO THE NATIONAL STAGE

When schools opened this term at **Malisanga Primary School**, I was met with a space that many would have overlooked—an uneven patch of ground scattered with loose stones and thorny bushes. But where others saw nothing, I saw potential. I saw a stadium waiting to be built.

For the first three weeks, I was not just a teacher or coach—I became a labourer. Every afternoon after lessons, I worked alongside Grade Six learners, uprooting shrubs and clearing the land. Armed with borrowed rakes and hoes, we slowly transformed the space. Together, we marked out lanes—far from Olympic standard, but meaningful nonetheless. For the first time in sixteen years, Malisanga Primary School had a functional home ground.

Training Beyond Limits

Coaching began under challenging conditions. The learners did not have proper sportswear or running shoes; many trained barefoot, building resilience with every step. But the focus was never just on physical strength—I worked to build their mental endurance, determination, and belief in themselves.

It was not just about training their legs; it was about shaping their mindset.

Rising Through the Ranks

Our efforts soon began to show results. At the cluster competitions, Malisanga athletes performed exceptionally, leaving competitors behind in what felt like a cloud of dust. The same determination carried them through to the district level.

One unforgettable moment came during the 800m race, where Elisa trailed behind until the final bend—only to push forward with remarkable strength and finish strong. It was a moment that symbolised the resilience we had built as a team.

FELLOW ALICE MOFFAT

At the provincial level—often a barrier Malisanga had struggled to overcome—the learners broke through. This time, they did not stop. They pushed beyond limits and secured a place at the national level.

A Dream Realised

For years, reaching the national stage had seemed like an impossible dream for Malisanga Primary School. But in March 2026, that dream became a reality. The school's name appeared on the national roster—a historic achievement built on determination, teamwork, and vision.

Back at Malisanga, this milestone was more than just a sporting success. It was proof that transformation begins with belief and action. What started as a neglected piece of land became a foundation for excellence.

Conclusion

The journey of Malisanga Primary School is a powerful reminder that greatness often begins in the most unlikely places. To reach the stars, one must first prepare the ground. Through resilience, hard work, and a shared vision, learners who once trained barefoot on rough terrain are now competing on the national stage—carrying with them the pride of their school and the promise of what is possible.



ADVANCING EDUCATION EQUITY THROUGH LEADERSHIP AND COMMUNITY ENGAGEMENT



FELLOW: BENEDICT BVUNYENGE

This term has been profoundly impactful, defined by deliberate action towards advancing education equity through innovative leadership, strategic resource mobilisation, and strengthened community engagement. My work has focused on uplifting rural learners while simultaneously capacitating educators to deliver inclusive, high-quality education.

Advocating for Educational Development

At the beginning of the term, I participated in a **Community Development Fund (CDF)** meeting for the **Chiredzi East Constituency**, where the committee was constituted and operational insights were shared.

The CDF remains a critical financing mechanism for education development, particularly in marginalised rural communities. My engagement created a platform to advocate for increased allocation of resources towards improving school infrastructure, access to learning materials, and the overall quality of education.

Addressing Social Barriers to Learning

In addressing social barriers to education, I partnered with Rescuel to implement a menstrual health initiative targeting rural girls. This intervention involved the distribution of sanitary wear and the delivery of menstrual health education to 50 learners.

The impact was significant. School attendance improved, dignity was restored, and learners became more active participants in both academic and extracurricular activities. By tackling period poverty, the programme contributed to reducing gender-based educational inequalities and empowering girls to fully engage in their education.

Promoting Environmental Stewardship

I also participated in facilitating environmental conservation education at the *Hakamela Conservation Camp* at **Malilangwe Wildlife Reserve**, alongside 28 pupils from **Nyavasikana Primary School**.

During the camp, I delivered lessons on climate change, global warming, soil erosion, and environmental conservation. This initiative played a key role in nurturing environmental awareness and equipping learners with the knowledge and skills needed to build climate-resilient communities.

Fellow Impact



Strengthening ICT Integration in Education

Recognising the importance of digital transformation in education, I actively participated in ICT capacity-building initiatives. I contributed to two ICT workshops and later facilitated a practical training session for 26 teachers at Machoka Primary School.

The training focused on integrating Google tools, Microsoft packages, and various Artificial Intelligence platforms into teaching and learning. This initiative enhanced teacher competence, improved lesson delivery, and strengthened the integration of technology in rural classrooms.

The strong demand for continuous professional development highlighted the need for sustained and regular ICT refresher programmes to keep educators aligned with evolving technological trends.

Building Strategic Partnerships

Furthermore, I had the opportunity to present Teach For Zimbabwe's work to the Chiredzi Rural District Council Community Services Department. This engagement strengthened institutional relationships and increased the visibility of our work in advancing inclusive and equitable education.

It also contributed to my own professional growth, enhancing my leadership capacity through high-level representation and strategic communication.

Conclusion

This term has demonstrated that sustainable transformation in rural education requires a holistic approach—one that combines financing mechanisms such as the CDF, targeted social interventions, environmental education, and strong ICT integration.

By empowering both learners and educators, we are building resilient education systems that not only improve academic outcomes but also equip rural communities with the tools to thrive in a rapidly changing world.





AKAMELA
CAMP

MAEL



BRIDGING THE LEARNING GAP THROUGH ACCESS AND EQUITY

FELLOW: DALSON CHAUKE

As a Teach For Zimbabwe Fellow stationed at **Muhlanguleni Secondary School**, I quickly realised that in remote communities, distance affects more than physical access—it shapes the quality of educational opportunity.

From the outset, it became clear that without deliberate intervention, the gap between rural and urban learning outcomes would continue to widen.

Identifying the Barrier

During my initial assessment, I discovered a major challenge: learners lacked adequate learning materials. Without access to handouts and reading resources, students were expected to perform academically without the necessary tools to support their learning.

This gap significantly limited their ability to practise, revise, and fully understand the content being taught.

Taking Practical Action

To address this challenge, I implemented a practical and equity-driven solution. I began printing learning handouts and reading materials for students, ensuring that they had consistent access to essential academic resources.

At the same time, I raised a critical concern with the school administration. Learners were being asked to pay for bond paper and ink—costs that placed an unfair burden on those who could least afford it. I advocated for a reduction in these costs so that access to learning materials would not become a barrier to education.

Leading with Equity

Throughout this process, I consistently reinforced a key leadership message: quality and equality in education must reach rural learners—it cannot remain confined to policy and paper.

This message helped build a shared commitment among stakeholders, aligning efforts towards improving learning outcomes through accessible resources.

Fellow Impact



Measurable Impact

The impact of these interventions became evident as students began receiving materials regularly. With the ability to study more consistently, their confidence and engagement improved significantly. By the end of the term, there was a notable increase in academic performance. The pass rate rose from 50% (initial assessment) to 78%, reflecting the direct impact of improved access to learning resources.

Conclusion

This experience reinforced an important lesson: closing educational gaps requires more than motivation—it requires removing real, everyday barriers that hinder learning.

As a fellow, I learned the importance of combining data-driven insights with practical action. By addressing resource inequality, we can create more inclusive and effective learning environments for rural learners.

Ultimately, education equity is not just about access to schools—it is about access to the tools that make learning possible.

Fellow Impact





FLOWER PLANTATIONS & FRUIT TREES

FELLOW EUNICE MATUREURE

Promoting Sustainability Through Innovation

A key aspect of this project has been the use of recycled materials for planting. Learners are using items such as soft-drink bottles and plastic bags as containers, reducing waste while making gardening more accessible and cost-effective. This approach not only supports environmental conservation but also teaches learners the value of resourcefulness and innovation in addressing everyday challenges.

Action Plan Moving Forward

To ensure the continued success of the project, we will regularly monitor soil conditions, particularly moisture levels, and adjust care practices accordingly. Organic manure will be applied to enrich the soil, and learners will continue to take responsibility for maintaining both the flower plantations and mango trees.

Conclusion

This initiative has proven to be more than just a gardening project—it is a platform for experiential learning, environmental stewardship, and learner empowerment. Despite the challenges brought by the rainy season, the progress made highlights the resilience and commitment of both learners and facilitators. By nurturing these plants, learners are also nurturing a deeper understanding of sustainability and their role in protecting the environment.



Leading the Change in Education


The recent rains have brought both opportunities and challenges for our ongoing environmental initiatives at **Citrus Primary School**. Working together with the *Let Girls Thrive Club*, we successfully planted a variety of flowers and mango trees, creating a learning space that promotes sustainability, environmental awareness, and practical agricultural skills among learners.

Flower Plantations

The rainy season has significantly boosted the growth of ornamental plants such as Sansevieria (snake plant), which we are cultivating in recycled containers. Learners have taken an active role in maintaining these plants, gaining hands-on experience in sustainable gardening. However, excessive rainfall has caused temporary flooding in some planting areas, posing a risk of root rot. To address this, we are improving drainage systems and encouraging learners to elevate planting containers and incorporate coarse materials into the soil for better aeration.

Mango Trees

The mango trees have responded well to the increased moisture, showing healthy vegetative growth and early signs of fruit development. This has been an encouraging outcome for both learners and the school, as the orchard represents a long-term investment in nutrition and sustainability. Despite this progress, prolonged waterlogging remains a concern for young trees. Measures such as clearing runoff channels and applying mulch around the base of the trees are being implemented to regulate soil moisture and protect plant health.



EXPANDING ACCESS TO SCIENCE THROUGH CHEMISTRY

FELLOW FARIRAI MURIRITIRWA

As a newly appointed Chemistry teacher at a school in a marginalised community, I identified a critical gap in the science curriculum. While learners were studying Mathematics and Biology, Chemistry was not being offered. This limited their exposure to a complete science education and narrowed their future opportunities in STEM fields.

To address this gap, I took the initiative to introduce Chemistry as a subject. At the beginning, many learners showed hesitation and low confidence, believing that Chemistry was too difficult and only suited for well-resourced schools. The situation was further compounded by limited resources and the absence of a fully equipped laboratory.

Despite these challenges, I adopted creative and practical teaching strategies to make the subject accessible and engaging. Using locally available materials, I demonstrated key concepts and connected lessons to everyday experiences. This approach helped simplify abstract ideas and made learning more relatable and less intimidating for learners.

Over time, there has been a noticeable shift in learner engagement and attitude. Learners are becoming more curious, actively participating in lessons, and showing a growing interest in Chemistry. Some have even begun expressing interest in pursuing science-related pathways—an indication of how access can reshape aspirations.

The introduction of Chemistry has laid a strong foundation for a more comprehensive science education at the school. It has broadened learners' academic opportunities and contributed to building a more balanced and inclusive **STEM foundation**, empowering learners to envision futures they previously thought were out of reach.

Conclusion

This experience has strengthened my skills in leadership, creativity, and problem-solving, while deepening my commitment to ensuring that all learners, regardless of background, have access to quality science education. Moving forward, I aim to further develop the subject by advocating for improved resources, establishing a well-equipped laboratory, and continuing to inspire learners to explore and embrace the world of science.

Leading the Change in Education



GREENING THE SCHOOL AND REVIVING CULTURE THROUGH EDUCATION

FELLOW HACHI KAUNDA

At **Alpha Mpapa High School** in rural Zimbabwe, Hachi Kaunda is leading a transformative green initiative with the aim of combating climate change, producing fruit, and providing shade for learners. His work is steadily shaping both the school environment and the mindset of the learners.

As part of this initiative, Hachi introduced nyii trees to the school. Learners took active responsibility by digging holes, watering, and nurturing 24 young trees, with each class adopting one tree. While the trees are still growing, learners already take pride in their care and progress.

Beyond their symbolic value, the trees are expected to provide long-term benefits. Once matured, they will offer much-needed shade for playgrounds and outdoor learning spaces, helping to create a cooler and more comfortable environment. They will also contribute to climate change mitigation by absorbing carbon and, eventually, provide fruit that will serve as a nutritious snack for learners.

This initiative has also fostered a strong sense of ownership among learners. By checking and caring for “their tree” daily, they are developing responsibility, patience, and environmental awareness. This hands-on involvement has made environmental education practical and meaningful.

In addition to the tree-planting initiative, Hachi transformed the space in front of his classroom by planting a lawn. What was once a dusty, sun-exposed area has become a vibrant and welcoming learning and social space. Learners now use the area to relax, engage in group work, and interact during breaks. The green space not only enhances the school’s aesthetics but also helps cool the surrounding classrooms.

The impact of this transformation has extended beyond the school. Other teachers within and around the school have been inspired to green their own spaces, recognising the value of creating conducive and environmentally friendly learning environments.

Fellow Impact



Promoting Cultural Heritage Through a Tsonga Cultural Village

Hachi Kaunda also spearheaded a culturally significant initiative by establishing a Tsonga cultural village within the school. This project was aimed at preserving and promoting Tsonga heritage while strengthening community engagement.

The initiative brought together key community stakeholders, including Chief Mpapa, village heads, and parents, who actively contributed to the construction of traditional huts. Community members provided materials such as cow dung, thatching grass, and mopane poles, demonstrating strong support and ownership of the project.

The cultural village serves as a living classroom where learners engage in Tsonga traditions, including dances, storytelling, basket weaving, and pottery. It provides a space for learners to connect with their identity while gaining practical cultural knowledge.

The impact has extended beyond the classroom and into the wider community. As noted by Chief Mpapa, the initiative ensures that young people understand and appreciate their roots, while parents have observed learners bringing cultural knowledge back into their homes.

The cultural village has also become a local attraction, drawing visitors from surrounding communities. Learners proudly serve as guides, sharing their culture and showcasing the rich heritage of the Tsonga people.

Conclusion

Through environmental stewardship and cultural preservation, Hachi Kaunda has demonstrated that education extends beyond academics. His work is nurturing responsible, culturally grounded, and environmentally conscious learners. By integrating sustainability and heritage into education, he is helping shape a generation that is both rooted in its identity and equipped to build a better future.



Leading the Change in Education



CHAMPIONING HEALTH, ENTERPRISE, AND ACADEMIC EXCELLENCE

FELLOW: TITSVALO MUHLATIRWA

At **Mkwesine Secondary School**, academic success is closely tied to student well-being. As a Teach For Zimbabwe Fellow, Titsvalo Muhlirwa has played a transformative role in strengthening both areas through her work as a teacher, health coordinator, and tuckshop manager.

Her approach to teaching is both engaging and impactful. She simplifies complex concepts, making learning accessible to all students. Her energy and passion have been instrumental in sparking a love for learning, even among previously reluctant learners. Colleagues also recognise her as a source of support and inspiration, often seeking her guidance on both academic and personal matters.

Promoting Health and Well-Being

As the school's health coordinator, Titsvalo has led a range of initiatives aimed at improving hygiene and overall well-being. She has prioritised the cleanliness and maintenance of sanitation facilities, ensuring that both student and staff ablution blocks are kept to high standards. Through regular inspections, supervision, and strict hygiene protocols, she has helped create a safer and more dignified environment for all.

She also leads monthly clean-up campaigns in line with national policy, where every first Friday is dedicated to environmental sanitation. Through careful coordination, she ensures active participation from both students and staff in activities such as waste collection and proper disposal.

These efforts have not only improved the physical environment of the school but have also instilled a strong sense of responsibility, discipline, and environmental awareness among learners. As a result, students take greater ownership of their surroundings and actively contribute to maintaining a clean school environment.

In addition, Titsvalo has spearheaded health awareness campaigns focusing on personal hygiene, disease prevention, and sanitation practices. These campaigns have led to improved hygiene habits among learners, including regular handwashing and better waste management.

Fellow Impact



Driving Financial and Developmental Growth Through the Tuckshop

Titsvalo's impact extends beyond health and teaching into school development through her management of the school tuckshop. Under her leadership, the tuckshop has evolved into a sustainable income-generating unit that supports the school's financial needs.

One of its most significant contributions has been funding the electrification of the science block, including five Heads of Department offices—an important milestone in enhancing the school's academic infrastructure.

The tuckshop continues to play a vital role in supporting future development plans, including the establishment of a school market garden. It also promotes healthy living by offering nutritious snacks, fruits, and drinks, aligning with the school's broader wellness goals.

Conclusion

Through her combined efforts in education, health, and financial management, Titsvalo Muhlathirwa has contributed to transforming Mkwesine Secondary School into a model of holistic development. Her work demonstrates the powerful link between student well-being and academic success, while also showing how innovative leadership can drive both educational and institutional growth.

Fellow Impact



BEYOND THE CLASSROOM: WHERE DEDICATION SHAPES LEADERS

At **Chisambinji Primary School**, education extends far beyond textbooks and blackboards into the heart of true dedication and commitment. Teaching here is understood not just as a profession, but as a calling—one that shapes learners, strengthens communities, and builds futures.

Madam Jasi embodies this spirit of excellence. Through her work, she demonstrates that great educators do more than deliver lessons—they inspire, guide, and nurture the full potential of every learner.

Inspiring Meaningful Learning

In her classroom, learning is brought to life with purpose and passion. Each lesson is an opportunity for learners to discover, question, and grow. As lessons come to a close, learners are not only left with knowledge, but with curiosity and a sense of possibility.

Her approach ensures that education is engaging and meaningful, encouraging learners to actively participate and take ownership of their learning journey.

As she often reflects, every lesson is a seed—planted with care, nurtured with patience, and given the opportunity to grow.



FELLOW MELODY JASI

Commitment to Professional Growth

Madam Jasi actively participates in professional development through HBC feedback meetings, where educators collaborate to reflect, share insights, and address challenges.

These sessions strengthen teaching practices across the school, fostering a culture of continuous improvement. Through this collaborative approach, teachers are better equipped to support learners and enhance overall academic performance.

Precision in Assessment and Support

A key aspect of her impact lies in her dedication to assessment and feedback. Through careful marking of learners' work, she ensures that each student receives meaningful guidance and support.

This attention to detail allows her to identify learning gaps, provide targeted feedback, and celebrate progress. Her commitment ensures that no learner is left behind and that each child's academic journey is supported and monitored.

Building Strong Community Connections

Madam Jasi's work extends beyond the classroom into the wider community. Her participation in community events reflects the strong relationship between the school and its surrounding environment.

By engaging with families during both celebrations and moments of loss, she teaches learners the importance of empathy, compassion, and social responsibility. This involvement reinforces the idea that education is deeply connected to real life and community values.

Leading the Change in Education



Conclusion

Madam Jasi’s dedication highlights the true essence of teaching—one that integrates academic excellence, professional growth, and community engagement. Her work creates lasting impact, shaping not only learners but also the broader community.

At Chisambinji Primary School, this commitment continues to inspire a culture where education nurtures the whole child and builds a stronger, more connected future.

Fellow Impact



GROWING BEYOND THE CLASSROOM THROUGH AGRICULTURE

FELLOW: MABASA BEATRICE

At **Chibwedziva High School**, Mabasa Beatrice has driven impactful change through hands-on agricultural initiatives that combine learning, sustainability, and enterprise.

Her journey began with a simple yet powerful action—donating and planting five pawpaw trees to help revive the school orchard. This initiative sparked interest from school leadership, leading to her appointment as the garden master. This role allowed her to further expand agricultural activities within the school.

Cultivating Learner Engagement

To deepen learner participation, she mobilised students to join the Agriculture Club, creating a platform for practical learning and skill development. The club quickly gained momentum as learners became actively involved in agricultural activities.

One of the key initiatives introduced was paprika farming, which received support from the school administration after recognising its potential for generating income. This project provided learners with valuable hands-on experience while also contributing to the school's financial sustainability.

Learning Through Challenges

The early stages of the project were not without challenges. Some seedlings were affected by high temperatures and pests. However, through persistence and teamwork, the group worked together to overcome these obstacles.

Learners remained committed, with some even dedicating their weekends to monitoring and watering the crops. Through this process, they learned essential agricultural practices such as pest scouting, irrigation, and the use of natural solutions like neem spray instead of relying on chemicals.

From Harvest to Impact

In January 2026, the project achieved a significant milestone with its first successful harvest. The paprika was dried, packaged, and prepared for sale, marking a proud moment for both learners and the school community.

The proceeds generated from the sale were used to support the school, including funding participation in district competitions. This demonstrated how agricultural initiatives can directly contribute to both learning and institutional development.

At a recent assembly, learners proudly presented a basket of dried paprika pods—a powerful symbol of patience, consistency, and teamwork.

Fellow Impact



Expanding for Sustainability

Building on this success, the project has continued to grow. The school has recently planted sugar beans, with the aim of supporting weekly meals for learners while also contributing to the school's financial sustainability.

Conclusion

Mabasa Beatrice's work demonstrates the transformative power of integrating agriculture into education. Through perseverance, collaboration, and innovation, she has created opportunities for learners to gain practical skills, generate income, and build a sense of ownership and responsibility. Her initiative continues to nurture both the land and the future of the learners at Chibwedziva High School.







A TERM OF IMPACT THROUGH VERSATILITY AND DEDICATION

FELLOW MACHEKE NOMORE

This term at Chisambiji Primary School was marked by exceptional dedication and versatility. Mr. Macheke demonstrated remarkable commitment by effectively managing multiple roles, including athletics coach, typing instructor, groundskeeper, and assembly leader.

He consistently showed leadership and organisation in every responsibility he undertook. Each school day was approached with energy and purpose, ensuring that both academic and extracurricular activities were well coordinated and executed to a high standard.

A notable highlight of the term was his leadership during assembly, where he engaged and motivated learners with confidence and presence. In addition, he played a key role in supporting the development of a new sports pitch, contributing to the school's sporting infrastructure and providing learners with improved opportunities for physical development.



Mr. Macheke also ensured that the school's typing equipment was well maintained and ready for use, supporting learners as they prepared for their typing assessments. His attention to detail in managing these resources reflects his commitment to both academic and practical learning.

Throughout the term, his ability to balance multiple responsibilities highlighted his strong organisational skills and deep sense of duty to the school community.

Conclusion

Mr. Macheke's work demonstrates that impactful leadership is rooted in dedication, adaptability, and consistency. His contributions have not only supported the smooth functioning of the school but have also created an environment where learners can thrive both academically and beyond the classroom.

Fellow Impact



TEACHING WITH PRESENCE: WHERE LEARNING MEETS HUMANITY

FELLOW LULAMILE SIBANDA

At **Muteo Primary School**, teaching is not confined to lesson plans and textbooks—it is shaped by the realities learners carry with them each day. Lulamile Sibanda teaches Grade 4 in a context where many children arrive at school hungry, bearing responsibilities that extend far beyond their years. Rather than seeing this as a limitation, she embraces it as a guiding truth that informs how she shows up for her learners.

Building Relationships Through Care

One of the most meaningful practices this term has been her involvement during the distribution of nutritious maheu provided by Malilangwe Conservation Trust. By stepping out of the classroom to stand alongside her learners during this moment, she transforms a simple act into a powerful message of solidarity.

This shared experience strengthens trust and connection. Learners begin to understand that their teacher is not only present during lessons, but also in the everyday moments that define their school life. This sense of presence fosters a deeper bond that naturally extends into the classroom, creating a more open and supportive learning environment.

Learning from Learners

This term also became a journey of discovery for the teacher herself. By observing learners during their free time, she uncovered a powerful truth—the children possess remarkable creativity and intelligence in the games they invent and the worlds they build. This shift in perspective transformed her approach to teaching. Instead of focusing on what learners lacked, she began recognising their strengths. Their ability to negotiate rules, imagine scenarios, and collaborate became evidence of their potential to succeed in academic areas as well.

This realization strengthened her belief that teaching is not just about delivering content, but about recognising and nurturing the brilliance that already exists within each learner.

Teaching Practical Skills for Life

Beyond academics, Lulamile introduced knitting as a practical skill for her learners. What began as a simple activity evolved into a meaningful learning experience.

Knitting provided learners with an opportunity to develop patience, focus, and fine motor skills. It also created a relaxed space for conversation and connection, allowing learners to engage in learning in a different, more hands-on way.

For those who may struggle with traditional academic work, this activity offered a chance to experience success and build confidence, reinforcing the idea that learning takes many forms.

Leading the Change in Education



Creating a School of Pride

Recognising the importance of environment in shaping learner experience, she initiated the planting of flowers around the school. These small but impactful changes have transformed the school's appearance, creating a more welcoming and vibrant space.

A well-cared-for environment encourages learners to take pride in their surroundings, while also uplifting teachers and the broader school community. Through this initiative, the school becomes not just a place of learning, but a place of dignity and belonging.

Extending Impact Beyond the Classroom

Lulamile's work extended beyond the school gates through partnerships with local departments such as Health, RIDA, and fellow teachers. Together, they organised a clean-up campaign that brought learners, teachers, and community members together.

The campaign included filling gullies around the school to prevent erosion and improve the environment. These efforts highlight the importance of collaboration and shared responsibility in creating lasting impact.

Through these partnerships, she demonstrates that a school thrives when it is connected to the wider community, drawing on available resources and building networks that support both learners and educators.

Conclusion: Teaching as a Way of Being

This term reflects a commitment to more than curriculum delivery—it reflects a way of being a teacher who sees, listens, and responds to the needs of learners and the community.

By showing up consistently, recognising learner strengths, introducing practical skills, and building partnerships, Lulamile Sibanda has created an environment where learners feel valued and supported.

Her work reminds us that impactful teaching does not always require large resources. It requires intention, presence, and the willingness to begin where you are.

In doing so, she is not only teaching Grade 4 learners—she is shaping a community where education is lived, shared, and deeply human.



FROM TERRY GOSS FIELDS TO THE NATIONAL STAGE

From Terry Goss Fields to the National Stage
At Terry Goss High School, sport is more than competition—it is a pathway for discipline, unity, and opportunity. As Vice Sports Director, Tozana Innocent witnessed a season where structured effort transformed raw enthusiasm into remarkable achievement.

From the moment the whistle blew, there was a clear shift in energy. What began as scattered participation evolved into a disciplined and motivated sporting culture. Through consistent coaching, teamwork, and encouragement from learners, coaches, and parents, the school built teams that understood both commitment and purpose.

Building Opportunities Through Competition
This term, the school actively organised zonal and district competitions, focusing not only on winning but on creating opportunities for learners to grow. The results reflected this intentional effort—approximately 30% of learners qualified to represent the zone at district level.

Each qualification carried a story of persistence. Behind every number was a learner who trained consistently, a coach who guided them, and a support system that made participation possible. These achievements were not isolated—they were the result of a shared commitment to excellence.

From the district level, 15 learners advanced to represent the district at provincial championships. This progression highlighted the importance of gradual development, where each stage builds confidence and skill.

FELLOW TOZANA INNOCENT

Reaching the National Stage

The most significant achievement of the season came when two learners, Useful Christopher and Shepherd Shumba, qualified to represent the district at the national level.

Their success is more than a personal milestone—it is a reflection of the collective effort of the entire school community. Their journey demonstrates what becomes possible when talent is identified, nurtured, and supported through structured opportunities.

Impact Beyond the Field

The influence of sport extended beyond competition results. Participation in athletics contributed to improved attendance and discipline across the school. Learners who once struggled with consistency began staying after school to support their teammates, fostering a stronger sense of responsibility and belonging.

Sport became a unifying force—connecting academic performance with physical development, bringing together different groups of learners, and strengthening the relationship between the school and the wider community.



A Culture of Growth and Opportunity

As both a teacher and Vice Sports Director, Tozana Innocent has seen how structured extracurricular programs can reshape school culture. By investing in sport, the school created pathways for learners to discover their potential and build confidence.

The achievements of learners like Useful Christopher and Shepherd Shumba serve as proof that when schools invest in holistic development, learners are empowered to reach levels they may not have thought possible.

Conclusion

The story of Terry Goss High School this term is one of growth, discipline, and opportunity. Through intentional leadership and consistent support, sport has become a powerful tool for transformation—shaping not only athletes, but responsible, confident learners.

From local fields to the national stage, this journey reflects a simple truth: when schools nurture talent beyond the classroom, they unlock the potential to change lives and build futures.



EMPOWERING LEARNERS BEYOND THE CLASSROOM: A STORY OF LEADERSHIP, SERVICE, AND IMPACT

FELLOW: GABRIEL MAHUNGU



Serving at Save Adventist Secondary School, Gabriel Mahungu's journey as an educator is rooted in a deep commitment to empowering learners in marginalized communities. Teaching in such contexts comes with unique challenges, but it also presents powerful opportunities to shape lives through holistic, purpose-driven education.

Driven by the belief that every learner has potential, he has focused on creating a supportive and inclusive learning environment—one where students feel safe to express themselves, think critically, and apply knowledge to real-life situations. His approach goes beyond academics, nurturing confidence, leadership, and a sense of responsibility among learners.

Establishing a Life-Saving First Aid Team

One of the most impactful initiatives this term has been the establishment of the school's first-ever First Aid Team. With support, training, and resources from Teach For Zimbabwe, Gabriel worked closely with a group of dedicated learners to build a team equipped with essential life-saving skills.

Students were trained in basic life support, CPR, wound care, patient handling, and emergency response procedures. These skills were reinforced through practical drills, health awareness sessions, and real-time responses to minor incidents within the school.

The impact has been immediate and meaningful. The First Aid Team now provides timely assistance during emergencies, promotes safety awareness among peers, and contributes to a more prepared and responsive school environment.

Beyond technical skills, the initiative has cultivated leadership, teamwork, and confidence. Learners who were once reserved have stepped into leadership roles, demonstrating responsibility and composure under pressure.

Excellence in Athletics: From Training to Triumph

Gabriel's contribution extends into sports, where he has served as a dedicated athletics coach. Despite limited resources and challenging conditions, his commitment to training, mentoring, and motivating learners has yielded remarkable results.

Through disciplined preparation and a strong emphasis on resilience and teamwork, his athletes achieved a major milestone—bringing home a trophy from competitions held at Gibbo Stadium.

This victory represents more than athletic success. It is a symbol of what is possible when learners are guided with purpose, encouraged to push beyond their limits, and supported through consistent mentorship. His coaching has instilled discipline, confidence, and a winning mindset among his students.

Fellow Impact



Building Community Through Environmental Action

Understanding that education extends beyond school boundaries, Gabriel also led a community clean-up campaign at Rupangwana Shopping Centre. Together with learners, he initiated an early morning effort to restore cleanliness and promote environmental responsibility.

Armed with gloves and refuse bags, the team collected waste, separated recyclables, and educated the community about the impact of pollution on health and the environment. What began as a small initiative quickly grew into a collective effort, with shopkeepers and community members joining in.

By the end of the day, the transformation was visible—not only in the cleanliness of the space but also in the renewed sense of community pride. Learners stood taller, having contributed meaningfully to their environment, while the community was reminded of the power of collective action.

A Ripple Effect of Impact

Across all these initiatives—from the First Aid Team to athletics and community engagement—the common thread is intentional leadership and a commitment to holistic development.

Gabriel Mahungu’s work demonstrates that impactful education is not confined to the classroom. It is about equipping learners with life skills, nurturing their strengths, and empowering them to contribute positively to their communities.

Conclusion

This journey reflects the true essence of transformative education. Through dedication, creativity, and a deep belief in his learners, Gabriel Mahungu has created lasting impact—shaping not only academic outcomes but also character, confidence, and community spirit.

His story is a powerful reminder that when educators invest in the whole learner, the results extend far beyond the classroom—creating ripples of change that uplift schools, communities, and future generations.

Fellow Impact



GOING BACK TO SCHOOL AT 40: HOW A RURAL YOUTH CHAMPION HELPED A WOMAN RECLAIM HER DREAMS

As a 5th Cohort Fellow and Rural Youth Champion with the Kuyenda Collective, Sinyolo Tinowonah Precious has demonstrated how advocacy, mentorship, and community engagement can transform not just individual lives—but entire mindsets around education.

During her work in Chiredzi District, Precious encountered Violet Mugevisa, a 40-year-old widow whose educational journey had long been interrupted by life’s responsibilities. Like many women in marginalized communities, Violet had placed her dreams on hold in order to prioritise survival, caregiving, and family obligations.

Recognizing both the barriers and the potential, Precious took a deliberate and personal approach—engaging Violet in honest conversations, offering encouragement, and consistently affirming her ability to return to school. Through this mentorship, Violet made the bold decision to re-enrol in Form 3 in 2023.



FELLOW TINOWONAH PRECIOUS SINYOLO

The journey was not easy. Violet balanced school with parenting, household responsibilities, and income-generating activities such as selling tomatoes and sweets. Throughout this process, Precious continued to provide guidance—not only emotionally, but also by helping Violet identify practical ways to sustain her education.

The results were transformative. Violet successfully completed her studies and passed all her subjects, later progressing to further her education at Bondolfi Teachers College. Her achievement became a powerful symbol within the community—challenging norms around age, gender, and access to education.

Beyond individual mentorship, this work reflects Precious’ broader commitment to addressing systemic barriers affecting girls and women. Her advocacy focuses on issues such as school re-entry, financial accessibility, and community perceptions around education—areas that continue to limit opportunities for many.



Leading the Change in Education



As a result of her impactful work, Precious was selected to represent her advocacy efforts beyond Zimbabwe. Through her role with the Kuyenda Collective, she travelled to South Africa, where she shared insights on rural education, gender equity, and second-chance learning pathways. This platform not only amplified her voice but also highlighted the realities faced by learners in marginalized communities.

Conclusion

Precious’ story demonstrates that meaningful change often begins with one conversation, one learner, and one decision to believe in someone’s potential. By combining mentorship with advocacy, she has not only helped one woman reclaim her dreams but has also contributed to shifting community perceptions around education for women and girls.

Her work stands as a reminder that when fellows step beyond the classroom and engage deeply with their communities, they do not just teach—they transform lives, challenge systems, and create pathways for lasting impact.





TEACHFORZIMBABWE

NEWSLETTER CHIVI DISTRICT

TERM 1: APRIL 2026

*Chivi
Fellows*



INTRODUCTION FROM THE COACH

It is a pleasure to share these stories of impact from Teach For Zimbabwe Fellows across our partner schools. Each story reflects a commitment to transforming education through innovation, dedication, and a deep belief in the potential of every learner.

Across different schools and contexts, our fellows are reimagining teaching and learning—creating inclusive classrooms, promoting practical skills, and nurturing well-rounded learners. Their work shows that meaningful change happens when educators lead with purpose and adapt to the needs of their communities.

These stories are a testament to the power of committed individuals driving real change. They remind us that education goes beyond the classroom, shaping confident, capable, and responsible future leaders. Let us continue to learn, grow, and lead with impact.

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CHIPUNGUDZANYE**



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CLIMATE-SMART AGRICULTURE AND SKILLS DEVELOPMENT AT BWANYA SECONDARY SCHOOL, CHIVI DISTRICT

FELLOW: APITIMISS ASIMA



As the term comes to an end, learners at **Bwanya Secondary School** have been actively engaging in climate-smart agricultural practices in the school garden and orchard. One of the key techniques they have adopted is drip irrigation using recycled plastic bottles. This simple yet effective method allows water to drip slowly and directly to the roots of plants—particularly beans—ensuring they receive adequate moisture while minimizing water wastage. In a region increasingly affected by climate change, such innovations are critical. By adopting this approach, the school is responding to the challenges of drought and water scarcity, while promoting environmental sustainability through recycling and efficient water use. More importantly, learners are gaining practical, hands-on skills in climate-smart agriculture that they can apply both at school and at home, contributing to improved food security within their communities.

Harvesting Hope: Turning Learning into Impact

What began as a practical Agriculture lesson has grown into something far more meaningful. Learners recently harvested green maize from the school garden—marking a powerful milestone in their journey.

The school garden is no longer just a learning space; it has become a source of hope, nutrition, and possibility. Through their involvement, learners are not only understanding agricultural concepts but also experiencing the full cycle of food production—from planting to harvest. This hands-on approach strengthens both their skills and their confidence, while reinforcing the importance of sustainability and self-reliance.

Empowering Girls Through Practical Skills Development

Beyond agriculture, Apitimiss Asima has also been instrumental in advancing girls' empowerment through practical, real-world learning opportunities.

Through a collaboration with the African Women Empowerment Cooperative (AWEC), girls at Bwanya Secondary School are gaining valuable skills that go beyond the classroom. These initiatives focus on building confidence, independence, and the ability to contribute meaningfully to their communities.

By equipping learners with practical skills, this initiative bridges the gap between education and real-life application—ensuring that learners are not only academically prepared, but also empowered to navigate and shape their futures.

Fellow Impact



A Holistic Approach to Education

Together, these initiatives reflect a holistic and transformative approach to education. By integrating climate-smart agriculture with skills development and gender empowerment, learners are being equipped with the tools they need to thrive in a changing world.

Through her work, Apitimiss Asima demonstrates how innovative, locally driven solutions can create lasting impact in rural schools—where challenges are significant, but potential is even greater.



Fellow Impact



EMPOWERING YOUNG MINDS THROUGH SPORT IN CHIVI DISTRICT

FELLOW CHADYA FAITH

Beyond academic performance, I have come to appreciate the powerful role that sport plays in shaping the lives of young girls. As an educator at Rubweruchena Primary School, I have witnessed firsthand that sport is not only about physical activity, but also about building confidence, discipline, and resilience.

With this understanding, I have taken a keen interest in using drum majorettes as a platform to empower the girl child—both physically and mentally.

Focusing on girls has revealed immense potential and opportunities to uplift and support young learners through sport. I have also come to realize that there is a wide range of opportunities for girls to discover and develop their talents, which fosters a strong sense of pride and belonging. In response to this, I initiated a drum majorette club that promotes inclusive education by ensuring that all learners are included, regardless of their circumstances.

The Power of Drum Majorettes

Through my involvement in school activities, I have observed that drum majorettes provide a unique opportunity for girls to develop a strong sense of pride and belonging. The experience also teaches them how to support one another, work as a team, and take responsibility for their roles.

Breaking Barriers and Building Confidence

The drum majorette club has become a powerful platform for breaking barriers and challenging stereotypes. I have seen girls grow in confidence, realizing that they are capable, strong, and equal. They are now more willing to express themselves and take on leadership roles within the school environment.

This transformation goes beyond the field—it shapes how they see themselves and how they engage with the world around them.





The Role of the Community


I strongly believe that teachers, parents, and the wider community all play a vital role in supporting girls' participation in sport. By providing resources, encouragement, and equal opportunities, we can ensure that every girl benefits.

It is equally important for schools to continue promoting inclusive sporting programmes that cater to different interests and abilities, ensuring that no learner is left behind.

Conclusion

Empowering young girls through initiatives such as drum majorettes is an investment in their future. This activity not only enhances physical fitness, but also builds confidence, discipline, and teamwork. Through my work, I have seen how sport can nurture strong, capable individuals who are ready to face the challenges of tomorrow.

Let us continue to encourage, support, and uplift our girls through the power of sport.



Join us in our effort to provide
holistic and quality education in
Zimbabwe's rural and
marginalised communities

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TEACHFORZIMBABWE



CHEBVUMBI SECONDARY SCHOOL

FELLOW DAVID T. SHANDU

As a Teach For Zimbabwe Fellow at **Chebvumbi** Secondary School, I am honored to share the latest developments within our school community.

This edition highlights two key areas shaping our learners' experiences: sports and infrastructure. These areas play a vital role in promoting holistic education, nurturing talent, and creating a conducive learning environment for all.

Sports Development: Building Talent and Team Spirit

Sports at Chebvumbi Secondary School continue to play a crucial role in the development of our learners. Over the past term, we have seen encouraging participation across various disciplines, including football, netball, and athletics.

Our football teams have shown remarkable improvement, demonstrating discipline, teamwork, and resilience during inter-school competitions. Notably, the Under-20 boys' soccer team successfully competed at district level last year.

The netball team has also been outstanding, with increased participation from girls. This reflects growing confidence and empowerment among our learners through sport.



Athletics training sessions have attracted a wide range of students, with several learners showing great potential in track and field events. These activities not only improve physical fitness but also instill important values such as perseverance, leadership, and collaboration.

However, there remains a need for improved sports equipment and proper maintenance of playing fields to fully unlock the potential of our learners. With continued support, Chebvumbi Secondary School can become a hub of young sporting talent.

Infrastructure: Progress and Challenges

Infrastructure remains a critical area of focus for the school. While efforts have been made to maintain existing facilities, recent events have highlighted the urgent need for further improvement.

Following heavy rainfall last week, the school experienced damage to the boys' toilet facilities. This has posed challenges for both learners and staff, underscoring the importance of resilient and sustainable infrastructure.

Despite these challenges, the school community has demonstrated unity and determination. Plans are underway to repair the damaged facilities and explore long-term solutions to prevent similar occurrences in the future.



Leading the Change in Education



There is also a growing need for:

- Renovation of classroom blocks
- Improved sanitation facilities
- Development of safe and reliable water systems

Such improvements are essential in creating a safe, dignified, and effective learning environment for all.

Looking Ahead

As a Teach For Zimbabwe Fellow, I remain committed to supporting both academic and co-curricular growth at Chebvumbi Secondary School.

By strengthening sports programmes and advocating for improved infrastructure, we are investing in the future of our learners. Collaboration between teachers, parents, community members, and stakeholders will be key in driving sustainable progress.

Together, we can transform challenges into opportunities and build a thriving school environment.

Conclusion

Chebvumbi Secondary School continues to demonstrate resilience, talent, and potential. While infrastructure challenges persist, the spirit of the learners—especially in sports—remains inspiring and full of promise.

Let us continue working together to nurture excellence both on the field and in the classroom.



Leading the Change in Education





INCLUSION IS AN INHERENT RIGHT IN CHIVI DISTRICT

FELLOW: MALE HUMPHRIES TAFADZWA



At Chasiyatende Secondary School, a quiet yet powerful transformation is taking place—one that is guided by the belief that inclusion is not a privilege, but an inherent right.

As a Teach For Zimbabwe Fellow, I have witnessed firsthand the impact of integrating learners with special needs into sporting activities. This approach is not only transforming individuals but also reshaping the culture of the entire school.

A powerful example of this transformation is the story of Lindani Sivara, a gifted learner with a strong passion for darts. When I first arrived at the school, Lindani's abilities were largely overlooked, and her potential remained untapped. However, upon recognizing her talent, I encouraged her to join the school's darts team.

Her dedication and skill quickly earned her a place in both the zonal and district teams. This achievement represents more than just personal success—it marks a cultural shift within the school. For the first time, learners with special needs are being actively included in sports, challenging stereotypes and redefining what it means to be a champion.

Through this initiative, we have created an environment where every learner feels acknowledged, heard, and valued. This has fostered mutual respect and appreciation among students, while strengthening a sense of belonging within the school community.

The impact is evident. Learners are embracing one another's differences—whether in background, ability, or perspective—and are working together more collaboratively. They are celebrating each other's unique talents and supporting one another in various activities.

As we move forward, our vision remains clear: to establish Chasiyatende Secondary School as a beacon of inclusive sporting excellence. This means not only ensuring equal opportunities for participation, but also designing programmes that cater to the diverse needs of all learners.

By doing so, we aim to empower every student to reach their full potential in a supportive, inclusive, and encouraging environment.

Fellow Impact



HOW POULTRY FARMING IS EMPOWERING RURAL SCHOOL CHILDREN (YOUNG FARMERS)

FELLOW: MEDIA: S. MUTINGWENDWE

In an effort to bridge the gap between academic learning and practical skills, a fellow at **Chifedza High School** initiated an innovative project centered on poultry keeping (broiler production). At a time when practical skills are becoming just as important as academic knowledge, this initiative brings poultry production directly into the hands of learners.

What began as a small idea has grown into a powerful story of learning, responsibility, and community impact.

The Birth of Poultry Production

The poultry initiative started as a simple but impactful idea—to teach students life skills while supporting the school's feeding programme. With a modest number of chicks and basic equipment, a group of enthusiastic students, together with the fellow and the school, established a small poultry unit within the school grounds.

The goal was clear: to provide hands-on agricultural education while also generating income and improving nutrition for learners.

Hands-On Learning in Action

Students are actively involved in every stage of poultry production. From feeding and cleaning to monitoring growth, they gain practical, real-world experience.

Through this process, learners develop essential skills such as responsibility, teamwork, basic business management, record-keeping, and an understanding of sustainable farming practices.

What makes this initiative particularly impactful is how it blends theory with practice. Concepts taught in science and agriculture lessons are reinforced through daily interaction with the poultry project. This approach demonstrates that when students are given the opportunity to engage with their environment, their learning becomes more meaningful, relevant, and empowering.

Fellow Impact



Empowering Future Entrepreneurs

Beyond the classroom, the poultry project is inspiring a new generation of young entrepreneurs. Students are learning how to manage small-scale production, calculate costs, and understand market demand.

Some learners have even started their own small poultry projects at home, applying the skills gained at school to support their families and communities.

Challenges and Lessons Learned

Like any meaningful initiative, the poultry project has faced challenges, including disease management, high feed costs, infrastructure limitations, and temperature fluctuations.

However, these challenges have become valuable learning opportunities. Learners have developed problem-solving skills, resilience, and the ability to plan effectively—skills that extend far beyond poultry production.

Students have also taken on different roles within the project. One group tracks the growth of the chickens, another manages feeding schedules, while others focus on marketing and sales—designing flyers and engaging with local buyers.

Through these experiences, learners are not only gaining agricultural knowledge but also developing critical life skills such as responsibility, teamwork, and entrepreneurship.

Conclusion

With growing interest in sustainable agriculture and entrepreneurship, this poultry project was designed not only to provide hands-on learning but also to instill responsibility, collaboration, and business awareness among learners.

The story of this initiative is a powerful reminder of the transformative power of education. By combining practical experience with classroom learning, students are not only gaining valuable skills but also contributing to the development of their community.

As these learners care for their flock, they are also shaping their futures—one chicken, one lesson, and one opportunity at a time.





FUTURE BLOSSOMS: CULTIVATING AMBITION AT MUZOGWI SECONDARY

At **Muzogwi Secondary School**, we are transforming whispers of doubt into a chorus of ambition through a new initiative—Future Blossoms, a specialized chapter under the Let Girls Thrive (LGT) Club.

While my primary role as a Teach For Zimbabwe Fellow is to deliver the English syllabus, it became increasingly clear that many learners face social and emotional challenges that cannot be addressed through textbooks alone. To bridge this gap, I introduced the Future Blossoms Club—a safe and empowering space where young women are encouraged to find their voices, claim their rights, and envision futures beyond the limitations of their current circumstances.

Creating Safe Spaces for Growth

A defining moment in the work of the club this term was a transformative Guidance and Counselling session focused on navigating the balance between relationships and academic priorities.

In an environment where social pressures can often divert attention away from education and toward early domestic roles, we engaged in an open and honest dialogue about the importance of protecting one's "future self."

I witnessed a powerful shift in the room—from hesitant silence to a collective sense of awakening—as the girls came to realize that their education is not just a requirement, but their most valuable asset and strongest form of protection.

FELLOW PAIDAMOYO GRACIOUS SVUURE

From Dialogue to Action: Building Skills for the Future

Looking ahead, the vision for Future Blossoms moves beyond dialogue toward tangible vocational empowerment. I am actively seeking strategic partnerships to transform Muzogwi Secondary School into a hub of industry, creativity, and opportunity in the coming term.

Our plans include:

- Reusable pad-making workshops to help address period poverty
- Mat-making initiatives to encourage creativity and entrepreneurship
- Training in sewing and garment repair to equip learners with lifelong, income-generating skills

Through these hands-on activities, learners will not only gain practical skills but also build confidence, independence, and a sense of purpose.

Conclusion

Future Blossoms is more than a club—it is a movement toward empowerment, resilience, and self-determination for young women.

By creating spaces where girls can learn, express themselves, and develop practical skills, we are nurturing a generation that is equipped to rise above their circumstances and shape their own futures.

At Muzogwi Secondary School, we are not just teaching—we are cultivating ambition, one blossom at a time.



EMPOWERING LEARNERS THROUGH PRACTICAL PROBLEM- SOLVING AT BEREJENA HIGH SCHOOL

FELLOW SIGAUKE MWAITA R

At Berejena High School, learners are being empowered with practical problem-solving skills that encourage them to take responsibility for their environment. This initiative places strong emphasis on creating a smart and supportive atmosphere for learning.



Building Knowledge: The Impact of a Clean Environment

Inside and outside the classroom, learners are taught the importance of maintaining a clean and healthy environment. This forms a key foundation for effective learning, as a clean space contributes to better concentration and overall well-being.

A clean environment promotes comfort, reduces distractions, and minimizes issues such as eye irritation, creating a more conducive space for reading and studying.

Through continuous guidance and encouragement, learners are motivated to actively participate in keeping their school clean. Practical lessons include activities such as picking up litter around classrooms, school grounds, and hostels.

Importantly, these lessons extend beyond the school environment, encouraging learners to apply the same principles at home and within their communities.

Developing Thinking and Practical Skills: Addressing Litter

Building on this foundation, the next step involved equipping learners with problem-solving skills. This led to the establishment of an Innovative Club, guided by the motto: "Excellence is an attitude."

This motto reflects the belief that, even in the face of limited resources, a positive mindset can drive effective solutions.

One of the key challenges identified was the limited availability of bins and the distance of existing bins from learners. In response, the club adopted a creative and practical approach by sourcing alternative materials such as buckets and cardboard boxes to serve as bins.

This initiative not only addressed the immediate challenge but also taught learners how to identify problems and develop practical solutions using available resources. The bins created were distributed across classrooms to encourage proper waste disposal.



Leading the Change in Education



Monitoring and Measuring Impact

The introduction of bins across classrooms has played a significant role in improving the learning environment. Through continuous monitoring, the club has ensured that the bins are used effectively, leading to a noticeable reduction in litter around the school.

This has contributed to improved classroom concentration, a cleaner outdoor environment, and a more comfortable and visually appealing school setting.

The initiative has also reinforced a sense of responsibility among learners, encouraging them to take ownership of their surroundings and maintain their spaces for effective learning.

Conclusion

Through the dedication of the Innovative Club and its guiding motto, "Excellence is an attitude," learners at Berejena High School are being equipped with both practical and critical thinking skills.

This work reflects the commitment of the school community, the support of school authorities, and the broader vision of Teach For Zimbabwe in promoting excellence and effectiveness in education.

Together, we are nurturing responsible learners who are not only aware of their environment but are also capable of transforming it.



GIRL CHILD EMPOWERMENT AT NYANINGWE HIGH SCHOOL

FFELLOW DELIGHTED MAKASI

Nyaningwe High School, located in the rural Chivi District of Masvingo Province, is home to a hidden but pressing challenge affecting its girl learners. Many girls are left to live on their own in rented accommodation while their parents work far away in towns or even outside the country.

This separation weakens the fabric of family support, leaving girls without parental guidance or emotional backing. As a result, many are burdened with household responsibilities, caring for younger siblings, and are exposed to risks such as exploitation, abuse, early marriages, and teenage pregnancies. These challenges significantly affect their academic performance and motivation.

The situation is further worsened by period poverty. Without access to sanitary products, many girls are forced to miss school during menstruation, leading to repeated interruptions in their education.

Taking Action: Launching the Girls Club (GMAAD)

Witnessing these challenges, I took action by initiating a girl-child empowerment project aimed at ensuring that no girl misses school due to lack of menstrual products, inadequate menstrual hygiene education, or lack of guidance and support.

This led to the launch of the Girls Making A Difference (GMAAD) club—a safe and empowering space designed to support, educate, and uplift girl learners.

Building Support and Trust: The Web of Trust

During the launch of the club, learners participated in an activity known as The Web of Trust. This powerful exercise encouraged girls to open up, build connections, and understand the importance of supporting one another.

The activity helped foster a sense of community, trust, and belonging among the girls, creating a strong foundation for peer support and mentorship within the club.

Fellow Impact



Key Interventions of GMAAD

The Girls Club is focused on creating a comprehensive menstrual health and empowerment programme. Key activities include:

- Distribution of free sanitary pads to reduce school absenteeism
- Menstrual hygiene education to promote health and confidence
- Guidance and counselling sessions to support emotional well-being
- Mentorship programmes pairing older girls with younger learners for guidance and support

In addition, community outreach efforts will be conducted to raise awareness about the importance of keeping girls in school and to encourage parents and local leaders to provide the necessary support, resources, and safe environments for girls.

Vision for Impact

The goal of this initiative is to achieve transformative change within the school and community, including:

- A significant increase in school attendance among girls
- Reduced absenteeism during menstruation
- Improved academic performance, with more girls progressing academically
- A reduction in cases of early marriage and exploitation
- Empowered girls making informed decisions about their futures

Conclusion

GMAAD stands as a beacon of hope, demonstrating that community-driven support and access to menstrual health resources can transform lives and shape brighter futures.

The ripple effect of this initiative extends beyond the school, reaching the wider Nyaningwe community. As girls thrive, parents and community members are inspired to advocate for better education, stronger child protection, and a more supportive environment for all learners.

Together, we are not only supporting girls—we are changing destinies.

Fellow Impact





BUILDING CONFIDENCE THROUGH SPORT: A DARTS JOURNEY AT CHIBI HIGH SCHOOL

I stood nervously in front of the **Chibi High School** darts team—a group of enthusiastic students eager to learn a new game. As a Teach For Zimbabwe Fellow at the school, I had taken on the challenge of training them, and little did I know that this would become a journey of a lifetime.

We began at the zonal level at **Muzogwi High School**, where the team was determined to make their mark. Through rigorous practice sessions and unwavering dedication, the learners performed exceptionally well, securing a place at the district level, which Chibi High School hosted. Their progress was evident, and with each step, their confidence grew.

As we advanced to the provincial level in **Chiredzi**, the level of competition became more intense. Despite this, the team remained focused and resilient. Their hard work paid off when one of the boys achieved remarkable success—winning two gold medals and earning a place at the national level in Harare.



FELLOW RESTINA MUGADAGADA

The national competition was fierce, bringing together the best teams from across the country. However, the Chibi High School representative remained undeterred. He played with precision, strategy, and confidence, leaving a lasting impression on everyone present. Although the team did not return with a trophy, their achievement stood as a powerful testament to their dedication, discipline, and growth.

The school administration commended the team for their outstanding performance, and I was deeply moved by the appreciation expressed by both students and parents. It was a moment of immense pride, knowing that I had played a role in shaping and supporting these young learners.

This experience reaffirmed my belief that education should be engaging, dynamic, and enjoyable. When learners are given opportunities to explore their talents beyond the classroom, they not only develop new skills but also build confidence, resilience, and a sense of purpose.

School must be interesting and fun.

Leading the Change in Education



LIFE IN MHANDAMABWE: A JOURNEY OF ADAPTATION AND RESILIENCE

FELLOW: HAPPYMORE CHRISTINE MAZHANDU

Isn't it fascinating how places can be less than 60 kilometres apart, yet feel entirely different? I am referring not only to culture, but more profoundly to geography.

As I arrived in **Mhandamabwe**, the first thing I noticed was the scarcity of vegetation. I had passed through this area many times on my way to Gweru and Zvishavane, but I had never truly paid attention to the stark differences. Now, seeing it up close, the reality was undeniable. When I arrived at the school with my bags, the headmaster was not present, so I had to navigate most things on my own—figuring out who to speak to and how to address my needs. Fortunately, I arrived during lunch time. As soon as the students noticed me, they rushed to welcome me as though they had known me for years.

They helped me with everything, including directing me to the appropriate person to speak with, whom I later learned was the senior lady. Their warmth and curiosity made my first day both overwhelming and memorable.

"Madam, how old are you?"

"Madam, what do you teach?"

These were some of the first questions I encountered—questions filled with excitement and genuine curiosity. Before I knew it, they were already sharing community insights, safety advice, and local stories. By the time I met the senior lady and was allocated accommodation, I already felt familiar with much of what happens in Mhandamabwe. These children were incredibly welcoming.

Later that evening, as I unpacked, I noticed something that made me smile—they had written my name on my monark: "MADAME MAZHANDU." I couldn't help but laugh and say to myself,

"These troublemakers."

That evening, the senior lady sat me down and gave me an important warning about "makorokoza"—illegal miners who frequently pass through the area. She explained that Mhandamabwe lies at a central point connecting Mashava, Shurugwi, and Zvishavane, making it a hotspot for such activity. These individuals are often desperate, and she advised me not to walk alone after dusk, as there have been cases of robbery.

For a while, the warning made me fearful—even hesitant to walk alone during the day. However, over time, I began to adjust to my new environment.

One of the most difficult adjustments came with access to water. When I asked where I could get water, I was met with a laugh and the response:

"Madam, water last came here in November."

Fellow Impact



That was three months ago.

Later that day, after work, I joined other student teachers to fetch water from a borehole located about 5 kilometres away from the cottage. While this distance may seem manageable on paper, it feels endless when carrying a 20-litre bucket on your head.

Initially, it was painful and exhausting, but with time, I began to see each trip as a lesson in resilience and endurance.

The school has made efforts to drill a borehole since my arrival—not because of me, but because it was long overdue. Unfortunately, no water was found underground. Despite this setback, the experience continues to teach patience, adaptability, and strength.





EMPOWERING YOUNG MINDS THROUGH SPORT IN CHIVI DISTRICT

FELLOW TAPIWANASHE MUSONI

I am Tapiwanashe Musoni, a Teach For Zimbabwe Fifth Cohort fellow serving as a non-teacher fellow at **Rubweruchena Secondary School in Chivi District**. Since the beginning of the 2026 first term, I have encountered both challenges and opportunities. Through leadership and problem-solving, I have worked to transform these challenges into meaningful opportunities for growth and development within the school community.

One of the most pressing challenges I faced was the decline in the 2025 'O' Level pass rate. Recognizing that effective leadership requires proactive solutions, I took steps to address this issue by attending the Continuous Professional Development (CPD) workshop and embracing the learner profiling process within the school. These initiatives have played a key role in identifying gaps in learning and working towards improving academic performance.

As part of my leadership responsibilities, I also led a grass-cutting initiative within the school premises. This activity was aimed at maintaining environmental hygiene and reducing the risk of snake bites and other hazards caused by overgrown grass. Beyond this, I contributed to organizing a talent showcase event at the school, which was designed to help learners discover and develop their unique talents.

Improving Learning Through Creative Methods

The most significant challenge I encountered was the decline in pass rates among learners who wrote the 2025 'O' Level History examinations. This prompted me to reflect on the need to adopt more effective and engaging teaching approaches.

In response, I introduced a more interactive method of teaching in my 'O' Level Heritage Studies class. In addition to conducting free weekend lessons, I incorporated dramatization into my teaching. Learners were encouraged to act out various topics to deepen their understanding and retention of the content.

Fellow Impact



One such lesson involved the topic of norms and values in the workplace. Learners participated in a role-play exercise where they represented workplace dynamics in a fictional setting. I also took part in the drama, intentionally assuming a subordinate role as a general worker. This allowed learners to take the lead and fully express their ideas and leadership abilities.

The learners chose a farm as their setting and explored key workplace values such as accountability, integrity, punctuality, transparency, responsibility, and the impact of corruption. Through this approach, learners were able to better understand the practical application of these concepts.

The results were evident. Learners showed improvement in essay writing and test performance, demonstrating a stronger grasp of the subject matter. More importantly, they gained valuable insights into workplace ethics and are now better prepared to become responsible future professionals and job creators.

Professional Development and Learner Profiling

Interestingly, through this journey, I was given the opportunity to represent the school as the Head of Department (HOD) for Heritage Studies at a Continuous Professional Development workshop held at Masunda North Secondary School on 9 March 2026.

This workshop was a transformative experience, equipping me with essential skills in syllabus interpretation, learner profiling, and school-based project implementation. Learner profiling, in particular, stood out as a powerful tool for understanding each learner's strengths, interests, and potential.

I have come to appreciate that every learner has the capacity to succeed—not only academically, but also in diverse fields such as music, hairdressing, construction, mechanics, business, and even the military. With proper guidance and support from teachers, parents, and the wider community, these talents can be nurtured into meaningful life paths.

Discovering and Nurturing Talent

In line with learner profiling, I worked together with other teachers to organize a talent showcase at **Rubweruchena Secondary School** on 17 March. The aim was to uncover and celebrate the diverse talents of our learners.

The event revealed that many learners who may not excel academically possess remarkable abilities in areas such as singing, dancing, and praise poetry. This discovery highlighted the importance of creating platforms where all learners can shine, regardless of their academic performance.

Promoting Environmental Hygiene

In addition to academic and talent development, I also led efforts to improve environmental hygiene within the school. Due to heavy rainfall, the school grounds had become overgrown with tall grass, posing risks to both learners and staff.

I led a grass-cutting initiative involving learners and teachers, which helped reduce the risk of snake, mosquito, and scorpion bites. This activity also contributed to improving overall cleanliness and reducing the likelihood of waterborne diseases such as cholera and malaria.

Conclusion

Through these experiences, I have grown not only as a fellow but also as a leader. By embracing challenges and seeking innovative solutions, I have been able to create meaningful impact within Rubweruchena Secondary School. Each initiative—from improving academic performance to nurturing talent and promoting health—reflects a commitment to holistic education and community development.

Fellow Impact



BUILDING A HOLISTIC LEARNING ENVIRONMENT AT NERUVANGA SECONDARY SCHOOL

FELLOW: MAKOCHEREDZE DELIGHT

Introduction: A Term of Purpose and Impact

During this term, I had the privilege of implementing various initiatives that significantly impacted both academic and extracurricular activities at **Neruvanga Secondary School**. My focus was on creating a balanced educational experience—one that integrates sports, academics, infrastructure development, and empowerment programs for learners.

This approach was driven by a vision to foster a holistic learning environment where every learner has the opportunity to grow, discover their potential, and thrive both inside and outside the classroom.

Effective Lessons and Inclusive Education

Throughout the term, I emphasized delivering effective lessons that cater to the diverse learning needs of all students. By adopting varied teaching strategies, I created an engaging and inclusive classroom environment where every learner felt valued.

I incorporated learner-centred approaches such as presentations, group discussions, and drama to enhance participation and understanding. These methods not only improved academic performance but also encouraged confidence, collaboration, and a strong sense of belonging among learners.

Inclusive education remained at the heart of my teaching philosophy, ensuring that learners of all backgrounds and abilities were supported and empowered to succeed.

Sporting Activities: Coaching and Mentorship

Another highlight of my term was my role as a coach for the school's athletics team. I dedicated my time not only to coaching but also to mentoring and motivating the students.

Through consistent training and encouragement, the team achieved remarkable success by progressing to the provincial level in competitions. This achievement reflects the dedication and hard work of both the learners and myself.

While sports remained a key focus, I ensured that academic progress was not compromised, promoting a balanced approach to education that nurtures both the mind and body.

Fellow Impact



Water Project: Improving Living Conditions

I also successfully led a water project aimed at improving the facilities at the teachers' cottage. This initiative significantly enhanced the living conditions for staff members and contributed to a more comfortable and sustainable environment.

Beyond its practical benefits, the project served as an important lesson for learners on the value of community development, responsibility, and sustainability. It demonstrated how collective effort can bring about meaningful change within a school setting.

Lawn Plantation: Enhancing the School Environment

In an effort to improve the school's physical environment, I initiated a lawn planting project. This initiative has greatly enhanced the aesthetic appeal of the school, creating a greener, more welcoming atmosphere for both students and staff.

A well-maintained and beautiful environment plays a crucial role in promoting a positive mindset and an effective learning atmosphere. I am proud to see the lasting impact this project has had on the school community.

Girls Empowerment and Entrepreneurship

Collaboration played a vital role this term, particularly in my work with the senior lady to promote girls' empowerment among Form 3 learners.

We conducted sessions focused on building confidence, self-esteem, and awareness of the importance of education for young women. These discussions encouraged the girls to believe in their potential and to envision a brighter future.

In addition, I introduced entrepreneurship concepts to the learners, encouraging them to think critically about their future careers and financial independence. These sessions aimed to equip them with the mindset and skills needed to become self-reliant and innovative contributors to society.

Conclusion

This term has been a journey of growth, leadership, and meaningful impact. Through academic innovation, sports development, infrastructure improvement, and empowerment programs, I have worked towards creating a well-rounded and supportive learning environment.

The experiences at Neruvanga Secondary School have reinforced my belief that education extends beyond the classroom—it is about shaping confident, capable, and empowered individuals ready to contribute to their communities and beyond.

Fellow Impact



PLANTING A LEGACY: CLIMATE LEADERSHIP AT NYEVEDZANAI PRIMARY SCHOOL

FELLOW ZIRIMA DESLINE

“By moving from the classroom to the outdoors, we are not just teaching a curriculum—we are planting a legacy.”

“The best time to plant a tree was 20 years ago. The second-best time is today.”

Today marked a significant moment at **Nyevedzanai Primary School** as I led an orchard plantation initiative rooted in home-grown seedlings. When I looked across the school grounds and saw empty spaces, I did not see a lack—I saw opportunity. A blank canvas for a greener, more sustainable future. Together with the Environmental Club, we demonstrated that afforestation does not require a massive grant. It requires a massive heart. By encouraging learners and community members to bring seedlings from home, we proved that meaningful environmental action can begin with simple, intentional steps.

This initiative was not just about planting trees—it was about planting responsibility, ownership, and hope.

The Power of Tree Planting

Tree planting carries far-reaching benefits that extend beyond the present moment:

1. Sustainability

Fruit trees provide more than shade. They contribute to future nourishment, improve food security, and create a lasting source of resources for learners and the school community.

2. Empowerment

When a student plants a seedling they brought from home, they are doing more than planting a tree. They are planting their identity, their responsibility, and their stake in the future of the planet.



A Call to Action for Climate Leaders

To my fellow climate change leaders: do not wait for perfect conditions to begin. Leadership is not defined by resources alone, but by initiative, creativity, and commitment.

If you have a handful of soil, a recycled container, and a seed of hope, you already have everything you need to lead.

Let us transform our schools into forests, and our learners into the guardians of nature.

Leading the Change in Education

REVITALISING HOLISTIC EDUCATION THROUGH SCRIPTURE UNION

Education in many Zimbabwean schools often places a strong emphasis on academic performance, sometimes overlooking learners' emotional, moral, and social development. Recognizing this gap, a Teach For Zimbabwe Fellow stationed at Chevumbi Secondary School took the initiative to revitalise the Scripture Union (SU) Club as a platform for holistic education—nurturing not only the mind, but also character, values, and leadership.

Although the Scripture Union Club already existed at the school, it had become inactive and poorly attended. Meetings were irregular, student participation was low, and the club lacked both structure and a clear sense of purpose. As a result, its potential to contribute meaningfully to learners' holistic development remained largely untapped.

The Fellow identified this gap and took deliberate steps to reorganise and revitalise the club, transforming it into a vibrant space for growth, reflection, and leadership development.

Reimagining the Purpose of the Club

The revitalisation process was guided by several key objectives:

- To restore the club as a structured and consistent programme
- To promote moral, spiritual, and social development among learners
- To build student leadership and confidence
- To create a supportive environment for personal growth and life skills development

Rather than introducing a new initiative, the Fellow focused on strengthening what already existed—demonstrating that meaningful impact can begin with thoughtful transformation.

FELLOW TINOTENDA MUKUMBI

Key Actions Taken

Several intentional strategies were implemented to breathe new life into the club:

Re-establishing Structure

A clear weekly schedule was introduced, alongside defined leadership roles such as chairperson, secretary, and worship leader. This brought order, consistency, and accountability to the club.

Empowering Student Leadership

Learners were encouraged to take ownership of the club by leading devotions, discussions, and activities. This shift positioned students as active participants rather than passive attendees.

Relevant and Engaging Content

Scripture discussions were linked to real-life issues affecting learners, including peer pressure, discipline, relationships, and goal setting. This made the sessions more relatable and impactful.

Interactive Learning Methods

To enhance engagement, sessions incorporated music, drama, and group discussions. These methods encouraged participation and made learning more dynamic and inclusive.

Collaboration with School Staff

The Fellow worked closely with teachers to support, guide, and monitor the progress of the club, ensuring sustainability and alignment with the school's broader goals.

Leading the Change in Education



Impact and Outcomes

The transformation of the Scripture Union Club yielded significant and observable outcomes:

Increased Participation

Attendance improved markedly as learners became more interested in the structured and engaging sessions.

Improved Discipline and Values

Students involved in the club demonstrated better behaviour, increased respect, and a stronger sense of accountability both inside and outside the classroom.

Growth in Confidence and Leadership

Learners who were once quiet and reserved began leading sessions, facilitating discussions, and speaking in public with growing confidence.

Stronger Sense of Belonging

The club became a safe and supportive space where learners could share their challenges, build relationships, and support one another.

Contribution to Holistic Education

The revitalised SU Club complemented academic learning by addressing emotional, moral, and social aspects of development—ensuring a more balanced educational experience.

Conclusion

By reorganising an existing but underutilised platform, the Teach For Zimbabwe Fellow demonstrated that impactful change does not always require new initiatives. Through structure, relevance, and the empowerment of learners, the Scripture Union Club has been transformed into a vibrant space for holistic education.

In doing so, it is shaping learners into confident, responsible, and value-driven individuals—ready to navigate both academic and life challenges with purpose and integrity.



A JOURNEY OF IMPACT BEYOND THE CLASSROOM

FELLOW KUDZISAI MBHOYI

I am a fellow stationed at Mudadisi High School in Chivi District, and I am thrilled to be part of a journey that is transforming the lives of learners—not only academically, but also beyond the classroom.

As a Textile Technology and Design (TTD) teacher and Teach For Zimbabwe fellow, I have dedicated myself to equipping learners with practical sewing and entrepreneurship skills. These skills prepare learners to adapt to an ever-changing world and create opportunities for themselves beyond formal employment.

Excellence in the Classroom

In my teaching practice, I employ a variety of teaching techniques to ensure that every learner understands the concepts being taught. I strive to create a conducive and inclusive learning environment where learners feel confident to ask questions and seek clarity whenever needed.

Over the years, I have been teaching Textile Technology and Design, and I am proud to share that our pass rate has remained at 100% since 2021. This achievement reflects both the commitment of the learners and the effectiveness of our teaching approach. Currently, I am teaching Business and Entrepreneurship Studies (BES), and I am working towards maintaining and even improving our pass rate through innovative and learner-centred teaching methods.

Peer-to-Peer Learning and Leadership Development

As part of my role as a Teach For Zimbabwe fellow, I introduced a peer-to-peer education club where learners teach and learn from one another. This initiative has significantly boosted learners' confidence and communication skills.

Peer education encourages learners to express themselves freely while also promoting teamwork, cooperation, and mutual respect. Through this approach, learners develop the ability to listen to others' perspectives, work collaboratively, and support one another.

Additionally, the program plays an important role in raising awareness about the dangers of drug abuse, empowering learners to make informed and responsible decisions.



Fellow Impact



Excellence Beyond the Classroom: Co-Curricular Success

We are also excelling in co-curricular activities. Five learners from Mudadisi High School won gold medals at the district level and progressed to the provincial competitions held in Chiredzi District. Although four of the learners did not advance further at the provincial level, one of our learners secured a gold medal and is now representing the school at the national level. This achievement is a testament to the dedication, discipline, and talent of our learners.

Promoting a Clean and Safe Environment

We also place great emphasis on maintaining a clean and healthy school environment. Through regular cleanup campaigns, learners actively participate in keeping the school premises clean and safe.

These initiatives not only promote environmental awareness but also instill a sense of responsibility and pride in maintaining a healthy learning environment.

Conclusion

Through a combination of academic excellence, practical skills training, peer learning, co-curricular activities, and environmental awareness, we are nurturing well-rounded learners who are prepared for the future.

At Mudadisi High School, education goes beyond textbooks—it is about shaping confident, skilled, and responsible individuals ready to make a difference in their communities and beyond.



Fellow Impact

FROM ZONAL TRIUMPH TO NATIONAL STAGE: A CHESS JOURNEY OF EXCELLENCE

**FELLOW: REMMINGTON
MASHOKO**



It is with immense pride that I announce that two of our students have qualified to represent **Shongamiti High School** at the upcoming National Schools Chess Championship. This achievement comes after outstanding performances at the zonal, district, and provincial levels.

The two learners earned their places through determination and resilience, competing against strong opposition at every stage. Each match tested their preparation, patience, and competitive spirit. Their steady progression through the rounds reflects not only technical improvement but also remarkable growth in confidence and tournament temperament.

A Dual Role: Coaching and Officiating

This season, I had the privilege of serving both as the coach of our chess team and as an official at district-level chess competitions. This dual role provided a unique and valuable perspective on the game.

Officiating at district tournaments exposed me to broader standards, common mistakes, and effective strategies employed by players across the region. This experience directly informed our training approach, allowing me to design sessions that addressed real challenges faced in competitive play.

Through observation, I identified recurring issues such as opening traps, time-management difficulties, and the psychological pressures players encounter during tournaments. These insights enabled me to better prepare our learners for high-level competition.

Building a Competitive and Supportive Culture

Serving as both coach and official has deepened my understanding of what it takes to build a successful chess programme. It requires disciplined training, attention to detail, and, importantly, a strong and supportive team culture.

Our players have demonstrated exceptional growth, not only in skill but in character. They now carry the hopes of Shongamiti High School with dignity, resilience, and determination.

Zonal Training and Development

Through zonal training camps, we have continued to refine our players' skills, preparing them for the demands of competitive chess. These sessions have focused on strengthening strategic thinking, improving decision-making under pressure, and building confidence ahead of national competition.

Fellow Impact



PROMOTING PRACTICAL LEARNING AND TEAMWORK AT DOMBOSHAVA SECONDARY SCHOOL

FELLOW: ORDIA NDALEGA

At **Domboshava Secondary School**, we remain committed to promoting holistic education by engaging learners in practical, hands-on activities that complement classroom learning. Recently, learners participated in an outdoor collaborative exercise where they worked together to construct a brick layout under the guidance of their mentor. This activity provided them with an opportunity to apply theoretical knowledge in a real-world context.

Learning Through Practice

The exercise went beyond construction—it was a valuable learning experience that strengthened learners' practical and problem-solving skills. Through this activity, students developed a deeper understanding of spatial planning, coordination, and the importance of teamwork.

Working together in groups also enhanced communication skills, encouraged collaboration, and nurtured leadership qualities among learners. Each student had the opportunity to contribute, share ideas, and learn from others.

Building Confident and Capable Learners

Such initiatives reflect our ongoing dedication to nurturing confident, capable, and well-rounded individuals. By integrating practical activities into learning, we prepare learners to apply their knowledge beyond the classroom and in real-life situations.

This approach ensures that education is not only about theory, but also about building skills that are relevant, meaningful, and applicable in everyday life.

Empowering the Girl Child

As part of our commitment to inclusive education, we continue to focus on empowering every learner—especially the girl child. We encourage girls to actively participate, lead, and excel in all areas of development.

Empowering girls through education is not just an investment in individuals—it is an investment in stronger communities and a better future.

Conclusion

At Domboshava Secondary School, we believe in learning by doing. Through practical activities, teamwork, and inclusive participation, we are shaping learners into responsible, skilled, and confident individuals ready to make a positive impact in their communities.

Educate the girl child—change the world.

Fellow Impact



REIMAGINING THE CLASSROOM: EXPERIENTIAL LEARNING AND CLIMATE EDUCATION AT CHASIYATENDE SECONDARY SCHOOL

As a Teach For Zimbabwe Fellow at **Chebvumbi** Secondary School, I am honored to share the latest developments within our school community.

This edition highlights two key areas shaping our learners' experiences: sports and infrastructure. These areas play a vital role in promoting holistic education, nurturing talent, and creating a conducive learning environment for all.

Sports Development: Building Talent and Team Spirit

Sports at Chebvumbi Secondary School continue to play a crucial role in the development of our learners. Over the past term, we have seen encouraging participation across various disciplines, including football, netball, and athletics.

Our football teams have shown remarkable improvement, demonstrating discipline, teamwork, and resilience during inter-school competitions.

Notably, the Under-20 boys' soccer team successfully competed at district level last year.

The netball team has also been outstanding, with increased participation from girls. This reflects growing confidence and empowerment among our learners through sport.



FELLOW DAVID T. SHANDU

Athletics training sessions have attracted a wide range of students, with several learners showing great potential in track and field events. These activities not only improve physical fitness but also instill important values such as perseverance, leadership, and collaboration.

However, there remains a need for improved sports equipment and proper maintenance of playing fields to fully unlock the potential of our learners. With continued support, Chebvumbi Secondary School can become a hub of young sporting talent.

Infrastructure: Progress and Challenges

Infrastructure remains a critical area of focus for the school. While efforts have been made to maintain existing facilities, recent events have highlighted the urgent need for further improvement.

Following heavy rainfall last week, the school experienced damage to the boys' toilet facilities. This has posed challenges for both learners and staff, underscoring the importance of resilient and sustainable infrastructure.

Despite these challenges, the school community has demonstrated unity and determination. Plans are underway to repair the damaged facilities and explore long-term solutions to prevent similar occurrences in the future.



Leading the Change in Education





NEWSLETTER

BINGA DISTRICT

TERM 1: APRIL 2026

INTRODUCTION FROM THE COACH

The year 2026 began on a promising note, with school heads warmly welcoming the 6th cohort of Teach For Zimbabwe Fellows into their respective schools. This enthusiasm reflects the strong and growing partnership between Teach For Zimbabwe and schools, built over the years through the impactful work of fellows on the ground.

The 6th cohort has already demonstrated remarkable dedication to the Teach For Zimbabwe vision of nurturing innovative leaders for the 21st century. Their active participation across various platforms and involvement in key Ministry workshops is a clear indication of their commitment and readiness to lead change.

At the same time, the 5th cohort continues to demonstrate resilience and determination. Despite navigating social and economic challenges in an ever-evolving world, they remain steadfast in their mission—translating ideas into action and impact within their communities.

Dear reader, this edition invites you to explore the lived experiences, innovations, and solutions crafted by these young leaders. It is a reflection of Teach For Zimbabwe in action—where passion meets purpose, and thought is transformed into meaningful change.

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POTENTIAL MILLIONAIRE AGRIPRENEUR



FELLOW: KAINOS CHAPUNGU

“A salary is a seed you plant to grow your money.” This is a statement often echoed by successful and financially stable entrepreneurs—and it is one that challenged me to reflect deeply on my own financial journey.

I found myself asking a simple but important question: How can I move beyond surviving month to month and begin building something sustainable? While some invest in mining and others in various ventures, I chose a path I was familiar with—farming.

With support from my savings, bonus, and Teach For Zimbabwe allowances, I invested in agricultural inputs and prepared my land in anticipation of the rainy season. I focused on high-value cash crops, including butternuts, sweet potatoes, watermelons, and green pumpkins.

Turning Challenges into Opportunity

Farming, however, is not without its risks—especially when relying on rainfall. The heavy rains experienced in January and February posed significant challenges, affecting the expected yields of crops such as butternuts and watermelons. Despite these setbacks, I embraced the outcomes with gratitude, recognising that resilience is part of the journey.

Fortunately, the harvest still proved rewarding. Tonnes of butternuts were produced, and with favourable market prices at the time of selling, meaningful returns were realised.

The Rise of an Underrated Crop

Following the success of the butternut harvest, sweet potatoes quickly became the next highlight of the project. Often underrated, this crop proved to be highly profitable. Both red and yellow sweet potatoes sold well within local communities, demonstrating that even the simplest crops can generate significant income when managed effectively.

This experience strengthened my belief that agriculture holds immense potential. If such results can be achieved on a small piece of land, the possibilities are even greater with expanded production.

Inspiring the Next Generation

As part of my journey, I have also sought to inspire others. Members of the Young Entrepreneurs Club from my station visited the sweet potato field, where they witnessed firsthand how agriculture can be a viable source of income.

The visit sparked motivation among learners, helping them realise that they, too, can create opportunities for themselves—especially after completing school.

Fellow Impact



Looking Ahead

The journey continues, with the next milestone being the sale of the second batch of watermelons in April. Each step brings me closer to my vision of becoming a successful agripreneur.

Conclusion

This journey reflects the spirit of Teach For Zimbabwe—innovation, creativity, and the courage to seize opportunities. It is a reminder that with the right mindset and determination, even small beginnings can lead to great outcomes.

I remain committed to growing, learning, and taking bold steps toward becoming a potential millionaire agripreneur.



NURTURING RESPONSIBILITY AMONG LEARNERS

FELLOW GOPITO EDSON PANASHE

At **Mupambe Secondary School**, a group of determined learners gathered in the school yard, their uniforms slightly dusty and their hands filled with tools and stones. Their faces reflected pride and determination. This was not an ordinary school day—it was a day of building, learning, and making a difference.

Driven by a shared vision to improve their school environment, the learners worked together with enthusiasm and purpose. Some carefully collected and arranged stones, backfilling a newly constructed block. Each stone they lifted symbolised teamwork, responsibility, and commitment. As they worked, they laughed, encouraged one another, and discovered that meaningful change often begins with small, collective efforts.

Nearby, another group used hoes to clear grass and prepare the soil. With every swing, they were not only transforming the school grounds but also learning the value of hard work and perseverance. These activities reinforced an important lesson—that education extends beyond the classroom and into real-life experiences that shape character and responsibility.

Learning Beyond the Classroom

Through these hands-on activities, learners developed essential life skills such as teamwork, leadership, accountability, and respect for their environment. By actively participating in the upkeep and development of their school, they cultivated a sense of ownership and pride in their surroundings.

As the days progressed, the transformation became visible. Previously untidy spaces evolved into organised and attractive areas. Cleared land created opportunities for future projects, and simple arrangements of materials began to reflect thoughtful planning and collaboration.

Fellow Impact




Building Responsible Citizens

This initiative highlighted the true role of the school—not just as a place for academic learning, but as a space where learners grow into responsible and engaged citizens. It demonstrated that when learners are given the opportunity to contribute meaningfully, they develop confidence, purpose, and a deeper connection to their community.

Conclusion

By the end of the project, the school grounds were visibly improved. More importantly, the learners themselves had grown. They came to understand that when young people unite around a shared goal, they have the power to transform not only their environment but also their own lives.



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TEACHFORZIMBABWE



MANJOLO HIGH SCHOOL: A CUT ABOVE RURAL EXCELLENCE

Manjolo High School stands proudly among the rolling hills of rural Zimbabwe, its red-brick classrooms glowing under the African sun. While it may not boast the polished infrastructure of urban institutions, it carries something far more powerful—determination, resilience, and a relentless pursuit of excellence.

Through innovation and collaboration, a Teach For Zimbabwe Fellow worked closely with the school staff to elevate the school's performance to national recognition. This collective effort culminated in Manjolo High School receiving a prestigious Merit Award as the Best Rural School at the Ministry of Primary and Secondary Education Awards Ceremony in Harare.

Academic Excellence Rooted in Determination

Each day, learners walk long distances along dusty paths, arriving in crisp uniforms and with a strong desire to learn. Teachers go beyond delivering lessons—they transform everyday challenges into opportunities for growth, creativity, and resilience.

This commitment has yielded remarkable results. In 2025, Manjolo High School achieved an impressive 67.4% pass rate, a milestone made possible through the combined efforts of the school, its learners, and the support of Teach For Zimbabwe.

As the saying goes, you reap what you sow—and Manjolo High continues to reap the rewards of dedication and hard work.

Excellence Beyond the Classroom

Manjolo High School's success is not limited to academics. The school is also making significant strides in sports.

Through the leadership of the Teach For Zimbabwe Fellow, who serves as Sports Director, and in collaboration with coaches, learners have excelled at both provincial and national levels. Three athletes were selected to represent the province, and one advanced to compete at the national level—an achievement that brings immense pride to the school community.

Participation in competitions, including provincial athletics events, has strengthened discipline, teamwork, and confidence among learners, further contributing to their holistic development.

A Centre of Rural Excellence

Manjolo High School continues to position itself as a centre of excellence in both academic and co-curricular activities. Its achievements demonstrate that with commitment, collaboration, and the right support systems, rural schools can compete and excel at the highest levels.

Conclusion

Manjolo High School is a powerful example of what is possible when determination meets opportunity. Its journey reflects the transformative impact of Teach For Zimbabwe's work in empowering schools, educators, and learners.

With continued support and innovation, Manjolo High remains a beacon of excellence—proving that greatness can emerge from any corner of the country.



Leading the Change in Education



TURNING DONGAMUSE PRIMARY INTO A BEACON OF COMMUNITY PRIDE

FELLOW: CEPHAS NDLOVU

Since the beginning of the academic year in January, **Dongamuse Primary School** has undergone a remarkable transformation under the leadership of Teach For Zimbabwe Fellow, Cephass Ndlovu. The school has made significant progress in both infrastructure development and environmental sustainability, reflecting a strong commitment to improving the learning environment and overall school experience.

Strengthening Infrastructure for Better Learning

One of the most notable achievements has been the successful construction of a strong room. This important facility provides a secure space for storing essential documents, learning materials, and valuable school resources.

The completion of this project is a testament to effective planning, strong leadership, and a clear vision for improving school management systems. It represents a crucial step toward creating a more organised and efficient learning environment.

Promoting Environmental Sustainability

In addition to infrastructure development, Dongamuse Primary School has made commendable strides in climate action and environmental stewardship.

Under the guidance of the Fellow, the school community planted 30 mango trees. This initiative contributes to environmental conservation while also offering long-term benefits such as improved nutrition and potential income generation for the school.

Beyond its practical benefits, the project has provided learners with an opportunity to understand sustainability, environmental responsibility, and the importance of caring for their surroundings.

Innovative Solutions Through Collaboration

The Fellow, working closely with learners, also led a practical project to improve the school grounds. Streams that cut across the school yard were blocked using locally available materials such as stones and grass.

This intervention helped to control water flow, reduce soil erosion, and improve the safety and usability of the school environment. It also demonstrated innovation, resourcefulness, and the power of collective effort in addressing community challenges.

Importantly, learners were actively involved in these initiatives, fostering a sense of ownership, responsibility, and practical learning beyond the classroom.

Fellow Impact



BUILDING CONFIDENCE AND TEAMWORK AT SIMATELELE SECONDARY SCHOOL

FELLOW: MUNKULI EPHRAIM SIMONZYU

When the Fellow joined **Simatelele Secondary School** to coach the under-15 boys' football team, he brought more than training plans—he brought patience, structure, and a belief that every player has the potential to grow both on and off the pitch.

From the outset, the focus was on building strong foundations through clear routines and simple, teachable principles. Training sessions emphasised space awareness, quick passing, disciplined movement off the ball, and a formation tailored to the team's strengths. Each drill was broken down into short, measurable targets, allowing players to see their progress with every session.

The results were almost immediate. Players who were once hesitant began to call for the ball, direct their teammates, and celebrate each other's improvements. Confidence began to grow, not only individually but collectively, as the team developed a stronger sense of unity and purpose.

From Training Ground to Match Performance

The progress made during training has translated into improved performances during friendly matches against community academies. These matches have served as practical learning spaces, where players apply what they have learned in real time.

There has been a noticeable improvement in positioning, fewer turnovers in midfield, and stronger defensive organisation—clear signs that the team is adapting to structured play and understanding tactical discipline.

More Than Football: Building Character

The impact of the programme extends beyond the football field. Teachers and parents have observed positive changes in the learners' behaviour, including improved punctuality, greater respect during feedback sessions, and increased confidence in the classroom.

For some players who previously struggled with focus, the structured nature of training has provided a positive outlet for energy and a pathway toward leadership. The team captain now models calm communication, encouraging teammates even after mistakes, while a once-quiet player recently earned recognition for delivering a composed assist during a match.

Fellow Impact



Developing Life Skills Through Sport

Through this coaching approach, learners are developing essential life skills such as teamwork, resilience, time management, and the ability to accept and apply constructive feedback. These are not just football skills—they are life skills that will serve them far beyond the final whistle.

At Simatelele Secondary School, the under-15 academy is doing more than producing better players. It is shaping confident, responsible young people who are learning to lead, both on the field and in their communities.





IMPROVING CLASSROOM CONFIDENCE AND RESILIENCE AT SIACHILABA SECONDARY SCHOOL

FELLOW SIATIMBULA MAKE

At **Siachilaba Secondary School**, a positive shift has been observed in learners' attitudes towards academic performance. The consistent administration of monthly tests has played a key role in cultivating discipline, confidence, and a strong sense of purpose among learners.



Through these regular assessments, learners have entered a healthy competitive mindset, striving to excel across various learning areas. This has been reinforced by the exchange and awarding of prizes for outstanding performance in different subjects. As a result, learners are more motivated to put in extra effort and take ownership of their academic progress.

Free periods, once often underutilised, are now being effectively used for study and revision. This shift has not only improved academic engagement but has also contributed to a noticeable reduction in classroom disturbances, including fidgeting and noise. The learning environment has become more focused, structured, and conducive to academic success.

Reviving the School Garden for a New Season
In addition to academic improvements, the Fellow and learners have worked together to revive the school garden. The initiative focused on planting okra for the rainy season, with the aim of generating income to support vulnerable learners.

The proceeds from previous harvests were used to provide books and pens for less privileged learners, demonstrating the powerful link between agriculture and education. This support has encouraged learners to take greater interest in gardening, as they witness its direct impact on their peers and community.

Together, the learners and Fellow constructed ridges and prepared the land for the planting of okra and tomatoes. This hands-on involvement has helped instil a sense of responsibility, teamwork, and care for others—values that extend beyond the classroom.



Leading the Change in Education



Strengthening School–Community Relationships

The school’s gardening initiative has had a meaningful impact beyond its grounds. When parents learned about the purpose and benefits of the garden, they expressed deep appreciation—particularly those whose children had directly benefited from the proceeds.

This initiative has strengthened the relationship between the school and the community, fostering trust, collaboration, and shared purpose. It has also reinforced the idea that schools can be centres of both academic learning and community development.

Conclusion

The work at Siachilaba Secondary School demonstrates the power of consistency, collaboration, and innovation in education. Through structured academic practices and practical initiatives like the school garden, learners are not only improving academically but also developing life skills, responsibility, and a sense of community.

This is a clear reflection of Teach For Zimbabwe in action—where education goes beyond the classroom to shape confident, capable, and socially responsible individuals.



EMPOWERING YOUNG MINDS AT MANJOLO PRIMARY IN BINGA DISTRICT

FFELLOW ADMIRE MUDENDA

As a Teach For Zimbabwe Fellow stationed at **Manjolo Springs Primary** School in **Binga District**, I have had the privilege of making a meaningful impact on the lives of learners. My journey has been both fulfilling and transformative, filled with moments of growth, learning, and deep connection with my students.

Cultivating Creativity Through Storytelling

One of the highlights of my experience has been the establishment of a Story Writing Club. Through this initiative, learners are encouraged to explore their creativity and express themselves through writing. The club provides a safe and engaging space for students to develop their language skills, build confidence, and give voice to their ideas and imaginations.

It has been truly inspiring to witness young minds flourish as they craft stories filled with adventure, humour, and resilience. The Story Writing Club remains an ongoing and impactful platform, with learners continuously benefiting from the opportunity to express themselves and grow as writers and thinkers.

Learning Through Practical Experience

In addition to creative writing, learners have been engaged in project-based initiatives such as a chicken project and school gardening. These hands-on activities have allowed students to apply theoretical knowledge in practical settings, while also developing valuable life skills.

Through these projects, learners are learning responsibility, teamwork, and entrepreneurship. Their active involvement and sense of ownership have made these initiatives both meaningful and sustainable, while also contributing to the school's development and self-sufficiency.

Greening the Environment Together

Environmental sustainability has also been a key focus. The school has embarked on tree-planting initiatives, with learners playing a central role in sourcing and planting different types of trees. This effort not only contributes to greening the school environment but also promotes awareness of environmental conservation and long-term sustainability.

By participating in these activities, learners are developing a deeper understanding of their role in protecting and preserving their environment for future generations.

Fellow Impact



Conclusion

My experience at Manjolo Springs Primary School has reinforced an important lesson: even in resource-constrained environments, passion, creativity, and dedication can lead to remarkable outcomes.

I am proud to be part of a community that values education and is committed to making a difference—one story, one project, and one learner at a time.







EMPOWERING GIRLS THROUGH PRACTICAL SKILLS AT LUBIMBI HIGH SCHOOL

During my first week at **Lubimbi High School**, one of the most striking observations was the absence of a strong practical learning department. Aside from Agriculture, no other practical subjects were being offered, with departments such as Textiles and Design having been discontinued due to limited funding.

Coming from a background where a wide range of practical subjects were offered—from food science to wood technology—I found this gap particularly limiting. While academic and theory-based education remains important, not all learners thrive in the same way. Some learners excel in practical spaces where they can express creativity, build hands-on skills, and discover their strengths.

Creating Opportunities Through Innovation

As a Teach For Zimbabwe Fellow under the Let Girls Thrive initiative, I saw an opportunity to introduce practical skills training to interested learners. This led to the establishment of a Girls' Club focused on sewing and crochet—skills that are not only creative and engaging but also have the potential to generate income in the future.

Fortunately, the school had a sewing machine and materials for making reusable sanitary pads that had been sitting unused in the storeroom. With these resources and the support of a former TTD teacher, the Girls' Club was launched as a space for both skills development and personal growth.

Beyond sewing, the club also serves as a safe and supportive environment where girls can openly discuss the challenges they face as adolescents, fostering both emotional well-being and confidence.

FELLOW PRECISE P.T. NCUBE

Building Confidence, Skills, and Entrepreneurship

Since its inception, the club has grown in both participation and impact. Learners have shown remarkable enthusiasm in acquiring new skills, with some students who are usually reserved in subjects like Combined Science becoming more active and engaged within the club setting.

The supportive environment has helped boost their confidence, which has positively influenced their participation in classroom activities as well.

Importantly, the club goes beyond skill development—it also introduces learners to basic entrepreneurship. Recently, the girls proposed contributing one dollar each to purchase snacks and sweets for resale, with the profits reinvested into buying materials for their sewing projects. This initiative reflects their growing understanding of business, teamwork, and financial management.

Looking ahead, there are plans to expand the club's activities to include baking using traditional ovens, further broadening the learners' skill set and income-generating opportunities.

Conclusion

This experience has demonstrated the powerful role that extracurricular and practical activities can play in education. For many learners, these spaces provide a safe and supportive environment where they can thrive, build confidence, and discover their potential without stigma.

The Girls' Club at Lubimbi High School stands as a testament to what is possible when creativity meets opportunity—empowering young girls with skills, confidence, and the belief that they can shape their own futures.

Leading the Change in Education

GROWING TOGETHER: OUR JOURNEY IN THE SCHOOL GARDEN

FELLOW THENJIWE NCUBE

Our learners recently took part in an exciting, hands-on gardening project that brought learning beyond the classroom and into the soil. The journey began with land preparation, where students worked collaboratively using tools to dig and loosen the earth, creating a suitable environment for planting.

This stage of the project not only built teamwork but also deepened learners' understanding of the importance of soil preparation in agriculture. As they planted each crop, the learners demonstrated a strong sense of responsibility and enthusiasm, knowing that they were contributing to something meaningful.

The garden project serves multiple purposes. It equips learners with practical agricultural skills, fosters teamwork and responsibility, promotes environmental awareness, and supports food sustainability and healthy living within the school community.

We are proud of our learners for their dedication and cooperation. This garden is more than just a place where plants grow—it is a space where knowledge, skills, and a sense of community continue to flourish.





FROM THE CITY TO BINGA: A STORY OF IMPACT THROUGH FOOTBALL AND FITNESS

FELLOW: ISAAC CHIGANGO

Leaving the comfort of city life was not an easy decision. I chose to move to **Binga**, a marginalized area, driven by a desire to make a difference—not only in the classroom but also in the lives of learners and the broader community through sport.

When I first arrived in **Chibila Village**, the reality of the journey immediately set in. My bags were covered in dust, as though they had been forgotten over time. At the bus stop, I was simply directed toward the school, with no clear path ahead. The thick vegetation made navigation difficult, and as I walked, I relied on the little Ndebele I knew to communicate with the Tonga and Ndebele communities around me. My luggage was carried on a scotch cart as I walked the final 2 kilometers to the school.

Despite these challenges, I arrived with one clear mission: to inspire and create exposure for the learners.

On my first morning, I woke up early and began my usual exercise routine. At the time, I thought it was simply a personal habit. However, unbeknownst to me, a senior teacher was observing from the window. Inspired by what he saw, he shared the experience with other staff members.

The following morning, three teachers joined me.

That small moment became the beginning of something much greater. My confidence grew, and soon after, the headmaster approved the expansion of the exercise routine to include learners. What started as a personal routine quickly evolved into a collective movement.

Today, that initiative has grown into a fitness club involving both teachers and learners, now forming part of the school's morning routine. Even more inspiring is that participating learners are taking on leadership roles—guiding their peers and organizing various sporting activities.

This journey has taught me a powerful lesson:

Impact does not always begin with a grand plan—it begins with a simple action, consistently done.

From a dusty arrival to a thriving fitness culture, my experience in Binga has shown that true leadership lies in influence, consistency, and the willingness to serve where one is needed most.

Fellow Impact



ECHOES FROM SABA SECONDARY: A STORY OF IMPACT THROUGH MUSIC

At **Saba Secondary School**, a remarkable transformation unfolded through the revival of the school choir. What began as a simple initiative to reintroduce music into the school quickly grew into a powerful platform for student expression, unity, and confidence-building.

Before the choir was reintroduced, many learners had limited opportunities to showcase their talents beyond the classroom—even in something as fundamental as singing the national anthem. With the establishment of the choir, however, learners discovered a new sense of belonging and purpose. Students who were once shy and withdrawn began to find their voices, both literally and figuratively.

Through regular practice sessions, they developed discipline, teamwork, and self-confidence, transforming not only their musical abilities but also their overall outlook on participation and learning.

A Personal Journey of Growth and Connection

For me personally, the choir played a significant role in easing my transition into the school. Upon my arrival, I initially faced a language barrier that made it difficult to fully interact and connect with both students and the wider school community.

However, through leading and engaging with the choir, I found it easier to connect with learners and understand the school environment. Music became a unifying language—bridging communication gaps and gradually helping me overcome my initial fears while building confidence in my interactions.

FELLOW KATSANDE SIMBARASHE



Impact Beyond the Classroom

The impact of the choir became especially visible during school events and community gatherings. Performances brought excitement and pride to the school, capturing the attention and admiration of both teachers and parents. The school head expressed deep appreciation for the initiative, noting how it had positively influenced the school atmosphere and student morale.

Beyond entertainment, the choir also became a powerful tool for education and awareness. Learners performed songs carrying meaningful messages on themes such as climate change, unity, and social responsibility. In doing so, they not only strengthened their understanding of these issues but also shared them with the wider community in an engaging and impactful way.

Leading the Change in Education



Fostering Inclusivity and Belonging

More importantly, the choir created an inclusive space where learners from diverse backgrounds and abilities could come together. It allowed every student to contribute, feel valued, and grow holistically.

Through music, barriers were broken, voices were amplified, and a shared sense of identity was built within the school community.

Conclusion

In a short period, the reintroduction of the school choir at Saba Secondary School proved to be more than just an extracurricular activity—it became a catalyst for meaningful change. It nurtured talent, strengthened school spirit, and left a lasting impact on both the learners and the broader school community.

For me, it was also a journey of personal and professional growth—one that reaffirmed the power of music, connection, and simple initiatives to create lasting impact.



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CLEAN-UP CAMPAIGN AT SIACHILABA SECONDARY, BINGA: A LESSON IN LEADERSHIP AND PRIDE

FELLOW NOZITHELO NCUBE

On the first Friday of March, I participated in a school-wide clean-up campaign that brought together both students and staff in a shared effort to improve our environment. I made it a point to work alongside the learners—gathering sticks, clearing undergrowth, and actively participating in the task.

This hands-on approach demonstrated that leadership is not about instruction alone, but about participation, visibility, and shared responsibility. By working with them, I was able to motivate my students, who took the activity seriously, knowing that I was not merely supervising but fully involved.

Building Teamwork and Responsibility

The clean-up campaign did more than just improve the physical appearance of the school—it significantly enhanced health and hygiene by reducing potential hazards within the school environment.

Students organized themselves into groups and took on different areas, showcasing teamwork, coordination, and accountability. Through this collective effort, they developed important life skills such as collaboration, time management, and responsibility.

What stood out most was the sense of pride the learners felt in transforming their own school environment. Their enthusiasm and commitment were not only visible but deeply inspiring, reflecting a growing sense of ownership and care for their surroundings.

Sustaining the Momentum

To build on the success of this initiative, there are plans to introduce regular maintenance days and establish a student-led cleaning committee. This will ensure that the culture of cleanliness, responsibility, and teamwork continues to grow and becomes embedded within the school's daily practices.

Conclusion

The clean-up campaign at Siachilaba Secondary School proved to be more than just an environmental activity—it was a powerful lesson in leadership, unity, and pride. By working together, we not only cleaned our surroundings but also nurtured a sense of responsibility and collective ownership among learners—an impact that will extend far beyond the school grounds.

Fellow Impact



A STORY OF IMPACT THROUGH PARENT MOTIVATION AT MANYANDA RCZ SECONDARY SCHOOL

When I arrived at **Manyanda RCZ Secondary School** in **Binga District**, I quickly realised that meaningful change would require more than classroom teaching—it would require strong community engagement. I began attending local meetings and gatherings, using these platforms to explain the value of education in simple, relatable terms. Drawing from my own background, I shared real-life experiences to show how education can transform lives.

Bringing Parents into the Education Journey

In my role as Head of Platforms Humanities, I encouraged the school administration to actively involve parents in school activities, ensuring they felt seen, heard, and included. This led to the introduction of regular parent engagement platforms such as school meetings and open days.

During a consultation meeting held on 19 March 2026, I took the opportunity to emphasise the importance of education for learners' futures. This consistent engagement yielded significant results, with a record number of learners registering for the November 2026 Ordinary Level examinations.

Shared Responsibility in School Development

Beyond engagement, we encouraged parents to take an active role in the physical development of the school. The response was overwhelmingly positive. Parents contributed resources such as river sand and quarry stones and provided manual labour for ongoing projects, including the construction of the boys' hostel block.

This collective effort strengthened the sense of ownership within the community, transforming the school into a shared space of responsibility and pride.

Building Trust and Communication

During the Annual General Meeting held on 5 March 2026, I had the privilege of addressing parents once again, reinforcing the importance of education. The impact was evident—many parents committed to paying school fees on time and ensuring their children attended school regularly.

Fellow Impact

LUBANDA SECONDARY SCHOOL: ADVANCING HERITAGE-BASED LEARNING AND LEARNER EMPOWERMENT

At Lubanda Secondary School, a deliberate effort has been made to align teaching and learning with the Circular 9–10 Heritage-Based Curriculum, with a strong focus on making learning more relevant, practical, and rooted in the learners' everyday experiences. Teachers have been working collaboratively to strengthen syllabus interpretation by breaking down content into more accessible forms, ensuring that learners are well supported to excel.

Collaboration, Innovation, and Resourcefulness

To achieve these goals, the teaching staff embraced collaboration through workshops, shared planning, and continuous professional development. A key focus has been on promoting improvisation and resourcefulness, especially in a marginalised context where resources are limited.

Teachers have been encouraged to make use of locally available materials and even collaborate with nearby schools to source resources. This approach has strengthened education equity within the school while ensuring that learners still receive quality education despite resource constraints.

Continuous research and community engagement have also played a vital role, helping to connect classroom learning with real-life experiences and the surrounding environment.



Guiding Learners Through Career Awareness

Career guidance has become an important component of teaching and learning at Lubanda Secondary School. Through career guidance workshops, learners are introduced to different career paths and are guided on how to make informed subject choices that align with their aspirations.

These sessions have helped learners gain clarity and direction, motivating them to work harder and remain focused on their goals. By understanding the relationship between their subjects and future careers, learners are better equipped to make meaningful decisions about their futures.

Promoting Research, Projects, and Critical Thinking

Teachers have also emphasised the importance of understanding the difference between research and projects. Research is approached as the process of gathering information on a given topic, while a project represents the final output that demonstrates understanding.

Through research, learners collect data, explore new ideas, and deepen their understanding of subject areas. Projects then serve as a way for learners to present their findings through reports, presentations, and creative outputs, providing clear evidence of their learning progress.

This approach has encouraged learners to become active participants in their education, fostering critical thinking, creativity, and independence.

Leading the Change in Education



Empowering Girls Through the “Let Girls Thrive” Movement

Lubanda Secondary School has also actively participated in the “Let Girls Thrive” movement, aimed at empowering girls to take charge of their education and future.

Through workshops, girls have been educated on critical issues such as early pregnancies, early marriages, and the importance of staying focused on their education and career goals. They have also been introduced to entrepreneurship and the importance of financial independence.

In addition, learners have been provided with guidance on subject combinations and how these align with their desired career paths. Emphasis has also been placed on maintaining good hygiene and managing menstrual health, with support from CAMFED, which provides sanitary wear and financial assistance for disadvantaged learners.

Student Leadership and Peer Learning

A selected group of girls was oriented to act as ambassadors of the Let Girls Thrive initiative, enabling them to share knowledge through presentations, poems, and speeches. This peer-led approach has empowered learners to take ownership of their learning and inspire others.

Students have actively participated in creating and presenting poems, speeches, and research findings during school gatherings, showcasing their creativity and confidence.

Building a Culture of Collaboration and Entrepreneurship

Learners have formed study groups based on their career interests, encouraging collaboration, peer support, and shared learning. These groups also serve as platforms for discussing research findings and developing entrepreneurial ideas using locally available resources.

Through this process, learners are not only acquiring academic knowledge but also developing practical skills and innovative thinking that can help them contribute meaningfully to their communities.

Conclusion

The work being done at Lubanda Secondary School demonstrates the power of collaboration, innovation, and learner-centred education. By integrating heritage-based learning, career guidance, and empowerment initiatives, the school is equipping learners with the knowledge, skills, and confidence needed to thrive.

Through these combined efforts, both teachers and learners are not only engaging with education—they are actively shaping a future rooted in creativity, resilience, and opportunity.





AN EMERGING STAR: NTIVULE DIARIES

FELLOW MGCINI MOYO

As a dedicated English Language teacher, I joined Ntivule Adventist School in Binga District, Matabeleland North Province—one of Zimbabwe’s least developed areas—with a clear mission: to bridge the language gap and inspire confidence in learners.

Building Confidence Through Storytelling

Determined to make English more accessible and engaging, I introduced an innovative storytelling club that draws on local folklore and drama. This approach created a familiar and relatable learning environment, allowing learners to connect with the language in meaningful ways.

Within just a few months, noticeable improvements began to emerge. Students’ fluency and comprehension improved significantly, and the school’s debate team started to gain confidence and recognition.

Learners themselves attest to this transformation.

“English used to be a subject I feared, but now it’s my favorite,” shares Yvonne, a Form 3 student. “Mr Moyo’s methods made learning fun and relatable.”

Another learner, Mlondolozzi, adds, “I was shy to speak in front of people, but the storytelling club helped me find my voice.”

Similarly, Mpilwenhle notes, “Mr Moyo’s classes are always interactive and engaging. I understand English better now and even help my siblings with their homework.”

Mentorship and Personal Growth

Beyond academics, I have taken on the role of mentor—working closely with learners to build their self-esteem and encourage them to pursue higher education. This holistic approach ensures that learners are not only academically equipped but also emotionally confident and future-oriented.

Fellow Impact



Promoting Sustainability Through Learning

In addition to language development, I spearheaded the establishment of the school's first-ever orchard. This initiative serves as both a learning space and a practical demonstration of sustainable farming practices.

Through the orchard, learners gain hands-on experience while developing an appreciation for environmental stewardship. As student leader Bulangizi explains, "The orchard has taught me about teamwork and the importance of nurturing our environment."

Community Engagement and Impact

My efforts extend beyond the classroom into the wider community. Through engagement with parents and community members, I have helped shift perceptions around the importance of education.

As a result, more parents are supporting their children's learning, leading to improved school attendance and stronger community involvement in education.

Conclusion

The impact at Ntivule Adventist School is a testament to what can be achieved through creativity, dedication, and community engagement. English proficiency rates have improved, more learners are passing their O-Level examinations, and many are now pursuing careers in education and beyond.

Most importantly, learners are becoming confident communicators in a region where opportunities are limited.

This journey continues to show that when education is made meaningful and inclusive, it has the power to transform not just individuals—but entire communities.

Fellow Impact





NEWSLETTER HARARE & CHITUNGWIZA

TERM 1: APRIL 2026

*The
Comeback
of
Physical
Education*



INTRODUCTION FROM THE COACH

The first term of 2026 has been nothing short of a whirlwind. If there is one word to describe the atmosphere across our district, it is momentum. Our sports sector has been alive with activity—from early morning training sessions to high-stakes competitions—demonstrating that our learners are just as eager to grow on the field as they are in the classroom.

We are not only teaching subjects or sport—we are nurturing resilient, well-rounded individuals prepared to thrive in all aspects of life.

Thank you for being part of this journey with us.

***COACH WADZANAYI
GORIMANI***



*Coach
Wadzanayi*



A JOURNEY IN INCLUSIVE EDUCATION: HEART, SOIL, AND SOUL

FELLOW: PATRICIA MADZIYA

Centering Every Learner

This term has been a powerful reminder that education is rarely confined to the four walls of a classroom. As a Teach For Zimbabwe Fellow and special needs teacher, my journey has been guided by a single mission: ensuring that every learner—regardless of their starting point—feels valued, empowered, and seen.

In special education, there is no one-size-fits-all approach. This term, I leaned deeply into Individualised Education Plans (IEPs), tailoring my teaching to meet the diverse needs and abilities of each learner. This personalised approach has allowed me to witness something truly remarkable—learners progressing at their own pace, achieving both social and academic milestones in ways that are meaningful to them.

Celebrating Growth in All Its Forms

Watching a learner master a social skill one day and an academic concept the next is a profound joy. It reinforces the belief that when teaching is centred on the learner rather than rigid structures, growth becomes not only possible, but inevitable.

Reviving Community Through Sport

Beyond the classroom, this term marked a significant milestone for our school community. I had the privilege of serving as the Sports Organiser for our Interhouse Competitions—an event that had not taken place since before the COVID-19 period.

The revival of these games brought renewed energy and excitement to the school. Seeing learners actively participate, collaborate, and express themselves through sport was a highlight of the term. It served as a powerful reminder that confidence and character are built both on the field and in the classroom.

Lessons from the Soil

This term, resilience came from an unexpected place—the garden. I introduced a small farming initiative, growing beans and sweet potatoes as a way to model sustainability, responsibility, and the value of hard work.

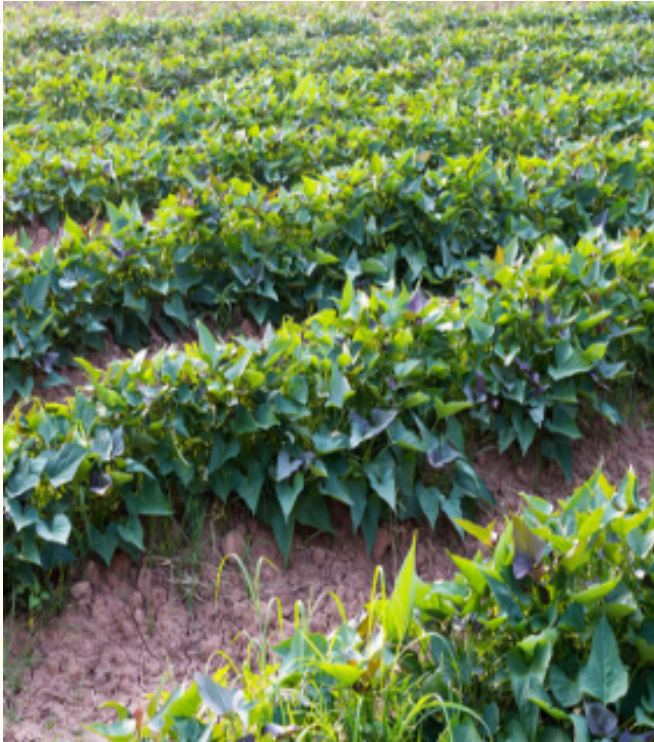
While the sweet potatoes thrived, the bean crop struggled under the harsh sun. Yet, this experience became a meaningful lesson. Just like in teaching, even when every effort is made, external challenges can arise. However, setbacks are not failures—they are opportunities to learn, adapt, and try again.



Conclusion: Growing Through Purpose and Persistence

As I look ahead to the next term, I carry forward the lessons learned: that inclusion requires creativity and intentionality, that rebuilding community is worth the effort, and that resilience is cultivated through both success and challenge.

I remain deeply committed to my learners and to the Teach For Zimbabwe vision of transforming education. The journey continues—with heart, soil, and soul.





By bringing foundational enthusiasm and a learner-centred approach to older learners, this transition sparked fresh energy on the field. It demonstrated that impactful coaching is rooted in passion and the belief that every child has untapped potential.

Building Skills, Teamwork, and Discipline

Throughout the term, Grade 3 learners engaged in consistent and focused training, centred on three key areas:

- **Skill Development:** Strengthening coordination and refining physical techniques
- **Teamwork:** Learning to collaborate and support one another
- **Discipline:** Understanding the value of consistency, focus, and commitment

These elements formed the foundation for both individual growth and team success.

A Moment of Triumph

The dedication and hard work invested throughout the term culminated in a defining moment. Our learners did not simply participate—they excelled. Through determination and a strong “never give up” spirit, the team delivered an outstanding performance, ultimately securing the trophy.

Conclusion: More Than Medals

While the trophy is a proud achievement, the greatest success lies in the character developed along the journey. Learners have grown in confidence, resilience, and teamwork—qualities that extend far beyond the sports field.

As we celebrate this milestone, we look forward to building on this momentum in the coming term—one sprint, jump, and goal at a time.

WARREN PARK 5

PRIMARY SCHOOL: GOLD MEDALS AND GRIT, REVIVING PHYSICAL EDUCATION

FELLOW SITHABISIWE ZILALA

Reigniting the Spirit of Physical Education

This term, the spirit of athleticism and discipline took centre stage at Warren Park 5 Primary School, proving that with the right guidance, learners can achieve remarkable success.

Physical Education (PE) has always been more than just a break from academic work—it is a foundation for life skills such as discipline, resilience, and teamwork. This season, the school witnessed renewed energy and commitment as both learners and teachers embraced the importance of sport.

Leadership and Growth in Coaching

Growth begins with those who lead. This term, the PE department experienced a meaningful transition as an Early Childhood Development (ECD) specialist fellow stepped up to lead the Grade 3 training programme.



Fellow Impact



A SEASON OF HIGH PERFORMANCE AT GEORGE STARKE HIGH

The first term of 2026 didn't just begin; it ignited. From the very first bell, our school community embraced a culture of focus, high expectations, and—most importantly—the belief that every learner has a stage where they can shine. Whether through the rigours of a debate or the intensity of a soccer trial, this term was about pushing boundaries.

This term, we moved away from the “chalk and talk” method, placing the learner firmly at the centre of the learning process. As a facilitator, my goal was to transform lessons into interactive experiences.

Through group discussions, role plays, and spirited debates, our students didn't just memorise facts—they interrogated them. By shifting the focus to engagement, we've seen a marked improvement in understanding. Our classrooms have become spaces where every voice has a platform and every question leads to new discovery.

The energy from the classroom naturally spilled onto the sports field. It has been a season of tireless training as we prepared our athletes for Interhouse, District, and Provincial competitions. The commitment paid off in spectacular fashion. We are proud to announce that a significant number of our learners progressed to compete at the Provincial level. Their dedication during early morning drills and late afternoon sessions has set a new standard for excellence at our school.

In one of the most remarkable highlights of the term, I had the honour of accompanying a selection of our learners to the Munhumutapa Soccer Cup launch, officiated by the President at the Celebration Centre.

FELLOW FORTUNATE SITHOLE

For our students, this was a transformative experience. They walked away with a profound realisation: football is not merely a game played on grass; it is a powerful platform for empowerment and opportunity. Seeing the scale of the event opened their eyes to the professional possibilities that lie within their passions.

Following the inspiration of the launch, our players took their talents to the ZIFA (Munhumutapa Cup) trials held at Allan Wilson. The competition was fierce, but our learners remained undaunted.

I am thrilled to share that five of our players were successfully scouted for the team. This achievement is a testament to their talent and the rigorous sports development programme we have cultivated this term.

As we wrap up this highly positive and motivating term, the message to our students is clear: whether you are holding a pen or a soccer ball, the world is watching.

We look forward to building on this momentum in the terms to come.

Onward and upward!



Leading the Change in Education



A JOURNEY INTO HEART, HISTORY, AND HERITAGE



FELLOW: MARVELLOUS MARIMO

Bridging Learning and Lived Experience

At Dunnotar Primary School, we recognised that while our learners excel in their textbooks, there was a gap in their connection to the rich tapestry of African traditional practices. To bridge this gap, we quite literally “opened the doors to a bus.”

We organised a specialised field excursion for our youngest learners (ECD to Grade 2), grounded in the belief that education is most powerful when it is seen, felt, and experienced.

Exploring the Future Through Technology

Before diving into heritage, we first explored the future. A strategic stop at Harare International Airport introduced learners to the world of aviation. For many, seeing an aircraft up close transformed abstract concepts like “ICT and systems” into tangible reality.

Understanding basic ideas behind how airplanes operate gave them an early appreciation of modern technology—an experience likely to stay with them long after the trip.

Reconnecting with Culture and Identity

Our main destination was Kumusha Resort in Ruwa, where the experience shifted from high-tech to high-heritage. Upon arrival, learners were wrapped in traditional African fabrics—a symbolic moment that allowed them to proudly “wear” their culture.

Inside a traditional hut, learners gathered in a circle as we explored its deeper meaning. It was not just a structure, but the heart of the home—a place of unity, warmth, and shared life.

Learning Through Play and Safety

The learning experience extended to Physical Education and Arts at the water bay, where the focus was on water safety. Through a guided boat cruise, learners practised essential safety skills in a real-world setting.

This hands-on approach allowed them to engage with both excitement and responsibility, making the lesson both enjoyable and meaningful.

Connecting with Nature

The journey concluded at a local animal reserve, where learners encountered ostriches, zebras, and horses. One of the most memorable moments was when learners gathered together and bravely took turns feeding the zebras—transforming a Science lesson into a lifelong memory.




Connecting with Nature

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Conclusion: Planting Seeds for the Future

This experience did more than fill a day—it enriched young minds. By blending modern technology, cultural heritage, and environmental learning, we are nurturing learners who understand both where they come from and where they are going.

The roots have been planted, and we look forward to seeing how they grow.



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TEACHFORZIMBABWE



CHECKMATE AT THE START – REDEFINING EARLY EXCELLENCE

FELLOW: STABILE MABUTO



A Holistic Approach to Learning

At Chaminuka Primary School, we believe that a learner's starting point should never dictate their finish line. Recognising the diverse socio-economic challenges within our community, we have made a deliberate shift toward a more holistic and inclusive approach to education.

By blending strong academic foundations with strategic co-curricular development, we are demonstrating that high expectations lead to meaningful impact.

Introducing Chess in Early Childhood Development

One of the most innovative initiatives this term has been the introduction of structured chess training at the Early Childhood Development (ECD) level. Traditionally viewed as a complex game for older learners, chess presented an opportunity to strengthen cognitive and social skills among our youngest students.

Through play-based and guided instruction, learners not only grasped the basics of the game but also developed critical thinking, concentration, and patience.

Breaking Barriers and Achieving Excellence

The results were remarkable. Our ECD learners did not simply participate in competitive tournaments—they excelled, emerging as winners. This achievement challenges traditional assumptions about age-appropriate learning and highlights the potential of young learners when given the right support.

Fellow Impact



Building Strength Through Athletics

While learners sharpened their minds through chess, they also developed physically through a structured infants' athletics programme. This initiative focused on:

- Coordination and Motor Skills: Building a strong physical foundation
- Teamwork and Sportsmanship: Encouraging collaboration and resilience
- School Pride: Fostering a sense of belonging and unity across the school

Linking Co-Curricular Activities to Academic Growth

These interventions have created a strong bridge to improved classroom performance. There has been a noticeable increase in learner engagement and literacy development.

Learners who were previously hesitant to participate are now more confident, expressive, and willing to take on new challenges.

Strengthening Teacher Capacity

This progress has been driven by a committed team of educators who continue to adapt their teaching strategies to be more learner-centred. Their mentorship ensures that skills developed through sport and chess translate into academic success.

Conclusion: A Culture of Excellence

The impact at Chaminuka Primary School is visible across all areas:

- Cognitive Growth: Enhanced problem-solving through ECD chess
- Physical Development: Increased participation in infants' athletics
- Teacher Innovation: A more inclusive and dynamic teaching approach

We remain committed to nurturing well-rounded learners. These outcomes affirm that with intentional support and belief, every child at Chaminuka Primary can—and will—achieve excellence.

HOW COLLABORATION IS WASHING AWAY BARRIERS

A Shared Vision for Change

At Farai Primary School, a powerful transformation is unfolding, proving that when educators unite around a shared vision, the impact stretches far beyond the classroom walls. What began as a challenge to student health and dignity has evolved into a school-wide culture of empowerment, driven by the collaboration between Teach For Zimbabwe Fellows Rumbidzai Gurure and Ruth Murimigwa.

By combining their strengths—one focusing on practical infrastructure and the other on social mentorship—they have created a holistic model for learner well-being.

Turning Hygiene into a Daily Practice

The collaboration first addressed a critical physical need: consistent access to hygiene supplies. Under the guidance of Fellow Rumbidzai Gurure, the school introduced an innovative detergent-making project. This initiative ensured that handwashing stations in front of every classroom and toilet remained stocked.

By making liquid soap both accessible and sustainable, healthy behaviour shifted from being a “teacher’s rule” to a shared daily habit. Pupils now remind one another to wash their hands before meals, turning hygiene into a collective responsibility.

The results have been immediate. Teachers report a visible reduction in hygiene-related illnesses and a significant drop in diarrhoeal cases—keeping more learners in class and focused on their education.

FELLOWRUMBIDZAI GURURE & RUTH MURIMIGWA

Creating Safe Spaces for Girls

Complementing this initiative, Fellow Ruth Murimigwa partnered with Rumbidzai to establish the Girls’ Club (The Girls Talk)—a safe and supportive space for learners from Grades 5 to 7.

While the soap addressed physical hygiene, the club nurtures knowledge, confidence, and self-worth.

Each week, girls engage in interactive sessions covering:

- Menstrual Health & Personal Hygiene: Breaking silence around once-sensitive topics
- Self-Esteem & Communication: Helping learners find their voice and build confidence
- Responsible Life Choices: Preparing them to make informed decisions about their futures



Leading the Change in Education



Creating a Ripple Effect

The combined impact of these initiatives has created a powerful ripple effect across the school and wider community. The girls have become ambassadors of change—sharing hygiene practices at home and actively participating in National Clean-Up campaigns held on the first Friday of every month.

Farai Primary is no longer just a place for academic learning; it is a space that nurtures health, dignity, and resilience.

Conclusion: The Power of Collaboration

This journey highlights what is possible when commitment meets collaboration. By working together, the fellows have demonstrated that education and well-being go hand in hand.

Today, Farai Primary stands as a beacon of hope—a model of how targeted, collaborative interventions can uplift an entire community and ensure that every learner thrives with dignity.





UNDER THE SCHOOL TREE – WHERE LEADERSHIP MEETS THE NEXT GENERATION

FELLOW BARBARA CHATAPURA

A Classroom Without Walls

At Dungwiza Primary School, the shade of a large tree has long served as a refuge from the midday sun. Recently, however, it has taken on a deeper purpose—it has become a classroom without walls. It is now a space where the next generation of Zimbabwean leaders is being nurtured through dialogue, mentorship, and a strong commitment to equity.

As a Teach For Zimbabwe Fellow, my mission extends beyond traditional literacy. It is grounded in the belief that education is the most powerful tool for breaking cycles—especially for the girl child. In many communities, barriers such as domestic responsibilities and limited access to female role models can prematurely disrupt a girl's academic journey. At Dungwiza, our goal is to ensure that these young lights continue to shine.

Reimagining Learning Spaces

Our “under-the-tree” sessions represent a shift in how learning takes place:

- **Breaking Barriers:** By moving lessons outside, we remove the formality that can sometimes intimidate learners, creating a safe and open environment where every girl feels her voice matters.
- **Visible Leadership:** When young girls see a female educator confidently leading a diverse group, they are not just observing—they are envisioning their own future possibilities.

A Moment of Inspiration and Representation

The shade of our school tree recently became a powerful meeting point between present leadership and future leaders. We had the honour of hosting the Mayor, whose visit brought both inspiration and tangible support to our learners.

Through the donation of sanitary wear, the Mayor addressed a critical yet often overlooked barrier to girls' education. For many learners, limited access to menstrual hygiene products can lead to missed school days and reduced participation.



Leading the Change in Education



From Support to Empowerment

The Mayor's visit extended beyond the donation itself—it became a moment of mentorship and validation:

- **Breaking the Stigma:** Open conversations around menstrual health help shift the narrative from silence to empowerment and educational equity.
- **Building Trust:** The presence of a female leader demonstrated to learners that their needs are seen, heard, and prioritised.

Seeing a woman in a position of authority speak with confidence and purpose offered learners a powerful, tangible example of what they can aspire to become.

Conclusion: Planting Seeds of Confidence

As a Fellow, I am reminded that my role is not only to teach, but to create and facilitate moments of empowerment. The Mayor's visit has left our learners with a simple yet transformative understanding: their education matters and is worth protecting.

The impact of this experience will continue to ripple outward. Each time a girl walks into class with renewed confidence, she carries with her a powerful message—that she is valued, supported, and essential to the future of Zimbabwe.



WARREN PARK 1 PRIMARY SCHOOL: BREAKING LABELS, BUILDING BELONGING – A GAMIFICATION APPROACH TO TACKLING DISCRIMINATION

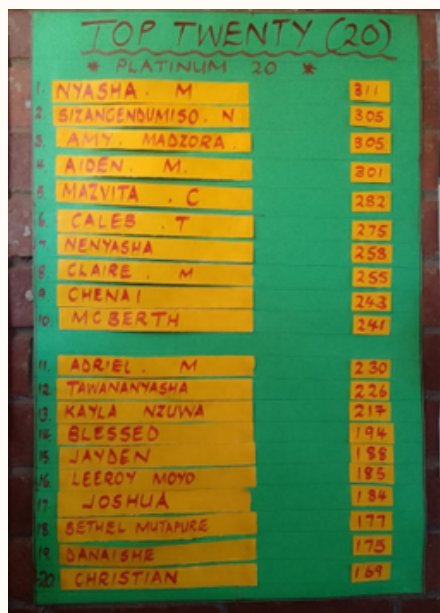
Seeing the Invisible Wounds

Warren Park 1 Primary School sits in the heart of Harare District, serving learners from incredibly diverse backgrounds. As a Teach For Zimbabwe Fellow, I walked into classrooms filled with bright, energetic young minds. However, beneath the surface, many learners carried invisible wounds.

It did not take long to notice something deeply troubling. Many of my upper-grade learners were experiencing labelling, discrimination, and ridicule both inside and outside the classroom. Some were mocked for their backgrounds, appearances, or abilities, while others had internalised these labels so deeply that they began to believe them.

I watched confident children shrink before my eyes. I saw potential being buried under the weight of words. The classroom, which should have been a safe space, had instead become another place where some learners felt they did not belong.

I knew I had to act—not just as a teacher, but as a champion for my learners’ dignity.



FELLOW TATENDA MBUMBWA

Finding the Spark: Learning Through Play

Through careful observation, I discovered something powerful: my learners loved games. Their eyes lit up during play. They collaborated, laughed, competed, and most importantly, they saw each other as equals on the playing field.

This sparked an idea grounded in my PhD research on gamification—the use of game-like elements in non-game contexts. I began to see its potential not only as a teaching strategy, but as a tool for social transformation.

Gamification for Inclusion and Respect

I introduced structured gamified learning strategies, including:

- Game-based classroom activities that promote teamwork and mutual respect across diverse groups
- Reward systems that celebrate kindness, inclusion, and standing up for others
- Challenges and presentations where learners earn points for acts of empathy and solidarity
- Team-building games that deliberately mix learners from different backgrounds to break social barriers
- “Anti-Label” campaigns designed as classroom quests where learners identify and challenge stereotypes

The goal is simple yet powerful: to make the classroom feel like home—a place where every learner belongs.

Leading the Change in Education



Building Young Ambassadors of Inclusion

I am currently coaching a dedicated group of Grade 6 learners, equipping them with:

- The awareness to recognise discrimination
- The resilience to withstand it
- The courage to challenge it
- The compassion to avoid perpetuating it

While this work is still in progress, early signs of change are already visible. Learners are beginning to engage differently with one another, conversations about respect are becoming more natural, and the classroom atmosphere is gradually shifting.

A Vision for the Future

My hope is that through gamification, these learners will not only overcome the labels placed upon them but will become ambassadors of inclusion—young people who carry messages of dignity and belonging beyond Warren Park 1 Primary School and into their communities.

Because every child deserves to walk into a classroom and feel seen, valued, and at home.

Conclusion: Teaching as Transformation

This journey has reaffirmed that teaching is never just about the curriculum. It is about fighting for the wholeness of every child. As a Teach For Zimbabwe Fellow, I have learned that innovation, empathy, and persistence can unlock doors that traditional methods cannot.

The labels society places on our children may be strong—but the power of belonging is stronger.



FROM PLAYGROUNDS TO PODIUMS – HOW SPORT, COUNSELLING, AND FAITH TRANSFORMED LEARNERS

FELLOW: KUDAKWASHE MACHIRORI

A Vision Beyond the Classroom

When I arrived at Chaminuka Primary School as a Teach For Zimbabwe Fellow, I came with a simple goal: to give learners opportunities beyond the classroom. Over the term, that goal grew into a movement—one that changed how children saw themselves, how the school supported young people, and how the community celebrated success.

Chaminuka had talented children, but few structured outlets for their energy. I began by organising regular training sessions in chess, handball, and athletics. We transformed an underused patch of ground into a training field and developed a weekly timetable so that every child knew when to attend, what to practice, and who would lead.

Building Discipline Through Sport

The difference became visible within weeks. Learners who were once restless in class became more focused and disciplined during training sessions. Each sport contributed uniquely to their growth:

- Chess sharpened concentration and decision-making
- Handball strengthened teamwork and communication
- Athletics built stamina, confidence, and a belief in effort and improvement

From Training Ground to Podium

The learners' dedication paid off at district athletics competitions. Our relay teams ran with precision, and our middle-distance runners improved both pacing and endurance. For many learners, it was their first time representing the school—and they returned with medals, personal bests, and, most importantly, pride.

One unforgettable moment was when a quiet Grade 6 girl—previously shy and reserved—crossed the finish line in second place in the 800m. Her smile lit up the entire school community. It became clear that sport was not just play; it was a powerful platform for growth and achievement.

Fellow Impact



Creating Safe Spaces Through Counselling

While sport strengthened physical discipline, I also recognised the emotional and social challenges learners were facing, including grief, family conflict, and academic anxiety. In response, I introduced a counselling group that met weekly, creating a safe space for learners to express themselves and build coping skills.

These sessions focused on active listening, conflict resolution, and goal setting. A structured activity where learners tracked personal goals led to a noticeable reduction in classroom disruptions and improved attendance. Parents also reported that learners were more open and emotionally balanced at home.

Building Values Through Scripture Union

To complement sport and counselling, I established a Scripture Union club that met once a week. The club was voluntary and inclusive, welcoming learners from all backgrounds. It focused on values such as integrity, service, and perseverance, while fostering a caring and supportive community.

Weekly service activities—including cleaning school grounds and assisting younger learners with reading—helped build leadership and responsibility among members.

A Term of Measurable Change

By the end of the term, the impact across the school was evident:

- Improved self-discipline: Learners arrived to class more focused and prepared
- Higher participation: Increased involvement in extracurricular activities
- Emotional resilience: Reduced stigma around seeking help and improved emotional support
- Community pride: Stronger parental and community engagement in school activities
- Leadership growth: Older learners began mentoring younger ones across activities

Stories That Stayed With Me

- The relay team that trained in the rain and still improved their time by two seconds at the district meet
- A Grade 4 boy who struggled with reading but built confidence through chess, improving his literacy outcomes
- A learner who, through counselling support, reconciled with a parent and returned to school with consistent attendance

Looking Ahead

The momentum is real. Next term, we plan to:

- Formalise training schedules and recruit volunteer coaches from the community and senior learners
- Partner with local health and social services to strengthen counselling support
- Host an inter-school athletics meet to showcase talent and build networks
- Develop a mentorship programme linking Scripture Union and sports leaders with younger learners



Conclusion: Transformation Through Holistic Education

What began as extra practice sessions has grown into a culture shift at Chaminuka Primary School. Sport has become a classroom for life skills. Counselling has created emotional safety. Scripture Union has strengthened values and service.

Together, these initiatives are helping learners not only succeed in school, but thrive in life.

This term's achievements are proof that when you invest in children's bodies, minds, and spirits, they don't only perform—they transform.



As a result of her impactful work, Precious was selected to represent her advocacy efforts beyond Zimbabwe. Through her role with the Kuyenda Collective, she travelled to South Africa, where she shared insights on rural education, gender equity, and second-chance learning pathways. This platform not only amplified her voice but also highlighted the realities faced by learners in marginalized communities.

Conclusion

Precious’ story demonstrates that meaningful change often begins with one conversation, one learner, and one decision to believe in someone’s potential. By combining mentorship with advocacy, she has not only helped one woman reclaim her dreams but has also contributed to shifting community perceptions around education for women and girls.

Her work stands as a reminder that when fellows step beyond the classroom and engage deeply with their communities, they do not just teach—they transform lives, challenge systems, and create pathways for lasting impact.

