



International  
School Moshi



**FACTS AND FIGURES**

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**[www.ismoshiarusha.org](http://www.ismoshiarusha.org)**  
**[info@ismoshiarusha.org](mailto:info@ismoshiarusha.org)**

Bob Cofer, Head of Moshi Campus  
**International School Moshi**  
Main Office & Moshi Campus  
PO Box 733, Moshi  
Kilimanjaro, Tanzania  
Tel: +255 27 2755004, 2755005  
Email: [moshi@ismoshiarusha.org](mailto:moshi@ismoshiarusha.org)

Phil Bowen, Head of Arusha Campus  
**International School Moshi**  
Arusha Campus  
PO Box 2691, Arusha  
Arumeru, Tanzania  
Tel: +255 784 490 133  
Email: [arusha@ismoshiarusha.org](mailto:arusha@ismoshiarusha.org)

Further information, photos and documents are available on the internet from [www.ismoshiarusha.org](http://www.ismoshiarusha.org)

**2017**

# WELCOME

There are not too many schools like International School Moshi. We are two campuses. Each campus lies in the foothills of two of the biggest mountains on the continent. We are a boarding and day school. We offer a truly international education in the form of the International Baccalaureate (IB). We are a United World College candidate school.

Every year, our students earn scholarships to universities around the world. Our students and teachers come from all corners of the world and represent over forty nations. We have a vibrant Outdoor Pursuit Programme, a world-renowned Visiting Schools Programme, and we were the first IB school on the continent.

We are proud of our historical legacy. International School Moshi (ISM) became the first International Baccalaureate (IB) school in Africa when it started offering the IB Diploma in 1973. ISM was also instrumental in the creation and development of what the world now knows as the IB Middle Years Programme in the early 1980s, a programme which builds on the philosophy of the IB Diploma Programme. We are a three-programme IB school meaning that we teach the Primary Years Programme (from 3 to 11 years of age), Middle Years Programme (11-16) and Diploma Programme (16-19).

This is why we are a candidate United World College school. This journey will lead us to become only the second UWC on the African continent, and confirm our goal of delivering a challenging and transformative educational experience to a diverse cross section of students, inspiring them to create a more peaceful and sustainable future.

Our students are ideally placed to move comfortably to a range of other schools and renowned universities around the world because they are self-disciplined, resourceful and creative. Students interact and debate in a multicultural setting, providing them with skills that will serve them far beyond university.

We welcome your child to our school and look forward to seeing her or him join us for a unique world class education.

## **Karibuni**

**Bob Cofer** Head of Moshi

**Phil Bowen** Head of Arusha

# OUR SCHOOL

## The campuses

ISM is a school on two campuses, one in Moshi at the foot of Kilimanjaro and one in Arusha at the foot of Mount Meru. Both are on 20-hectare sites with beautiful grounds that include sports fields, swimming pools, outdoor hard courts and covered sports facilities.

Both the Moshi Campus and Arusha Campus cater for students aged 3-19 years through the three International Baccalaureate programmes - Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP). Moshi Campus offers this IB education to both day and boarding students, while Arusha Campus is for day students only.

## Governance

The Governing Board of ISM is composed of ten voting members. The Shareholders appoint eight of these members and two are elected from the parent association. In addition to the voting members, the director, the two heads of campus, the finance manager, two teacher representatives, and two students are regular ex-officio members of the Governing Board.

## **GUIDING STATEMENTS**

### Philosophy

Learning is a lifelong process nurtured through an education that is inspirational in nature, holistic in perspective, global in context and responsible in practice.

### Beliefs

We believe that the following statements define and promote personal excellence in all facets of education, the pursuit of which is the expectation for all.

- Learning takes place in a safe, collaborative and caring environment
- An education that is inspirational in nature emphasises inquiry, relevance, creativity, and reflection.
- Holistic learning encompasses the development of social, emotional, cognitive and physical dispositions.

- Holistic learning explores the links between different subjects and connects experiences within and outside the classroom.
- Education in a global context promotes an appreciation and understanding of multiple perspectives and interdependence of individuals, societies and environments.
- Being responsible involves having attitudes and undertaking actions that are socially and ethically sound.
- Being responsible entails prudent use of resources, and mindful application of knowledge.

## Mission

International School Moshi provides a world-class education through a challenging international curriculum in a dynamic environment. We are committed to developing balanced global citizens who are empowered to act responsibly in a complex world.

## Vision

International School Moshi will be globally recognized as the finest international school in East Africa, enabling our students to be successful people.

## Goals

This will be accomplished by:

- Providing the finest student-centred educational programmes through the International Baccalaureate (PYP, MYP, DP).
- Offering internationally recognized qualifications enabling entry to the finest universities in the world.
- Recruiting and retaining the finest staff who are highly qualified, experienced, dynamic, and caring.
- Extending and developing networks with local, regional and international partnerships.
- Supporting educational, cultural and personal development through engagement with our communities.
- Making full use of the opportunities offered by the unique location and environment.
- Building an effective and efficient organization able to continually develop and improve our educational, financial and operational performance.

# OUR CURRICULUM

“An unwavering gold standard. The independence of the International Baccalaureate ensures its grades are never inflated.”

The Daily Telegraph

## The International Baccalaureate Programmes

Over the last 45 years the IB has earned a reputation for providing quality education, high standards, consistent and rigorous assessment, and leadership in international education. The IB's three programmes for students aged 3 to 19 help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. At present there are 1.7 million IB students at 4,975 schools in 152 countries studying the PYP, MYP and Diploma programmes.

## ISM Grade Levels versus year levels in various countries

Age	ISM	USA, Canada, S. Korea, Vietnam	UK (England & Wales)	Tanzania <sup>1</sup>	Australia	New Zealand	Netherlands	France	India/ Germany	Singapore
3-5	EC	Preschool	Reception (KS1)	Nursery	Kindergarten		Groep 1	MS	Kindergarten	Preschool
5-6	P1	Kindergarten	Year 1 (KS1)	Standard 1	Prep	Year 1	Groep 2	GS	Kindergarten	Preschool
6-7	P2	Grade 1	Year 2 (KS1)	Standard 2	Year 1	Year 2	Groep 3	CP	Grade 1	Primary 1
7-8	P3	Grade 2	Year 3 (KS2)	Standard 3	Year 2	Year 3	Groep 4	CE1	Grade 2	Primary 2
8-9	P4	Grade 3	Year 4 (KS2)	Standard 4	Year 3	Year 4	Groep 5	CE2	Grade 3	Primary 3
9-10	P5	Grade 4	Year 5 (KS2)	Standard 5	Year 4	Year 5	Groep 6	CM1	Grade 4	Primary 4
10-11	P6	Grade 5	Year 6 (KS2)	Standard 6	Year 5	Year 6	Groep 7	CM2	Grade 5 <sup>2</sup>	Primary 5
11-12	M1	Grade 6	Year 7 (KS3)	Standard 7	Year 6	Year 7	Groep 8	Sixième	Grade 6	Primary 6
12-13	M2	Grade 7	Year 8 (KS3)	Form 1	Year 7	Year 8	Brugklas <sup>3</sup>	Cinquième	Grade 7	Secondary 1
13-14	M3	Grade 8	Year 9 (KS3)	Form 2	Year 8	Year 9	VMBO/HAVO/VWO	Quatrième	Grade 8	Secondary 2
14-15	M4	Grade 9	Year 10 (KS4) (IGCSE1)	Form 3	Year 9	Year 10	VMBO/HAVO/VWO	Troisième	Grade 9	Secondary 3
15-16	M5	Grade 10	Year 11 (KS4) (IGCSE2)	Form 4	Year 10	Year 11	VMBO/HAVO/VWO	Seconde	Grade 10	Secondary 4 <sup>4</sup>
16-17	D1	Grade 11	Year 12 (KS5) (A1)	Form 5	Year 11	Year 12	HAVO/VWO	Première	Grade 11	JC1
17-18	D2	Grade 12	Year 13 (KS5) (A2)	Form 6	Year 12	Year 13	VWO	Terminale	Grade 12	JC2

<sup>1</sup> Tanzania: Entry to school is officially at age 7. Standard 1 is equivalent in curriculum to ISM's P1, but students are usually a year or more older.

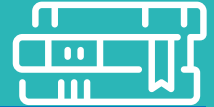
<sup>2</sup> Germany: In grade 5, students enter a tracked process. Able students enter gymnasium and attend to grade 12, on a track for university.

There is also a vocational/technical “middle” track from grades 5-10, and a “basic” track from grades 5-9 (which can also add an extra grade).

<sup>3</sup> Netherlands: After primary school (groep 1-8), students enter a tracked process. Able students enter VWO to age 18, middle-ability students enter HAVO to age 17, and basic ability students enter VMBO to age 16.

<sup>4</sup> Singapore: Students may leave school after Secondary 4. University-bound students enter JC (Junior College) grades.

# FACTS & FIGURES



## THE IB DIPLOMA



**1.7** million students  
**152** Countries where the IB Diploma is offered  
**4,795** Schools

## OUR IB DIPLOMA RESULTS 2006 - 2017

**410** Number of diploma candidates  
**351** Successful candidates (**86%**)  
**226** Scored 30 points + (good) (**55%**)  
**89** Scored 35 points + (excellent) (**22%**)



ISM

**A+**

University admissions officials say the **DP is the best qualification** for developing students' non-academic skills and preparing them for further education

DP alumni reported the diploma helped them **develop critical thinking, analytical and writing skills and a broader world view.**



**94%** of our students go on to university or further education.

## UWC SCHOOLS & COLLEGES

The United World College movement around the world (of which we are a candidate)



**60,000** + students have studied at UWC schools & colleges

**180** + countries

**150** country national committees

**17** UWC schools & colleges

**10** ISM

students awarded FULL scholarships in the last 6 years



**25**

have attended some of the top ranking universities in the world over the last 6 years: Harvard, Yale, Stanford, Duke, Cornell, Amherst, Pennsylvania, Middlebury, McGill & Colgate.

**\$2.1 MILLION**

\$2.1 million of university scholarship money for the class of 2017

**\$10 MILLION**

of university scholarships for ISM students in the last 6 years

# UNIVERSITY AND BEYOND

“The IB standards demonstrate a very high degree of alignment with the Knowledge and Skills for University Success (KSUS) standards in all subject areas. In addition, many of the individual IB standards are at a level more advanced than entry-level college courses.”

David Conley and Terri Ward, Educational Policy Improvement Center, Eugene, Oregon, USA

Recognized as the leader in international education, the International Baccalaureate (IB) Diploma Programme cultivates the knowledge, skills and attitudes that enable students to excel in university.

We are very proud to be able to say that in the last 5 years, ISM graduates have attended the following colleges and universities:

## **USA:**

Arizona  
Arizona State  
Bates College  
Brown  
Colorado College  
Connecticut  
Cornell  
Denison  
Drexel  
Duke  
East Carolina  
Emerson  
Emory  
George Washington  
Harvard  
Idaho  
Illinois Inst.Tech.  
Knox  
Lynn University  
Middlebury  
Minnesota  
Minnesota State  
New Mexico  
Northwestern

Oregon

Pennsylvania U  
Reed College  
Savannah State  
Southern Alabama  
Stanford  
Vassar College  
Washington  
Webster  
Wooster  
Yale

## **CANADA:**

Alberta  
British Columbia  
Carleton University  
Concordia  
Memorial  
Ottawa  
Queens  
Simon Fraser  
Toronto  
Trent University  
Waterloo  
York

## **OTHERS:**

Amsterdam  
Bosnia American U  
Cape Town  
Erasmus University  
Groningen  
Hong Kong UST  
Jacobs U, Bremen  
Maastricht  
Manipal, India  
Monash University  
Otago  
Sydney U of Tech  
Tumaini, Tanzania  
Western Australia

## **BRITAIN:**

Aston  
Bath  
Cardiff  
Central Lancashire  
Chelsea College of Art & Design  
Edinburgh  
Exeter  
Heriot-Watt

Hertfordshire  
Huddersfield  
Imperial College  
Keele  
Kent  
Kingston  
Lancaster  
Leeds Metropolitan  
Leicester  
Loughborough  
LSE  
Manchester Met.  
Nottingham  
Oxford Brookes  
Plymouth  
SOAS  
Staffordshire  
Sussex

“The IB does put you significantly ahead in the global race for the best universities.” Financial Times UK





# THE INTERNATIONAL BACCALAUREATE

## Ages 16 – 19

A Diploma student participates in

- Six subjects
- An extended essay
- A Theory of Knowledge course
- Creativity, Activity and Service (CAS) activities.

## The six subjects

Full diploma students take three subjects at higher level [HL] and three at standard level [SL] continuously over the two years of the programme. One subject must be chosen from EACH of groups 1 to 5 below, and the sixth subject may be Visual Arts, or a second choice from Groups 1, 2, 3 or 4. Please find below recently offered subjects. Some subjects are offered as online courses.

<b>Group 1 First Language</b>	English A Literature, English A Language & Literature, Swahili A Literature, Dutch A Literature, Other language A Literature (We support all mother tongue languages through the IB's school supported, self-taught programme)
<b>Group 2 Second Language</b>	English B, French B, Swahili B, Swahili, Spanish, Mandarin or French for beginners
<b>Group 3 Individuals &amp; Societies</b>	History, Geography, Information Technology in a Global Society, Economics, Psychology, Global Politics, Business & Management
<b>Group 4 Sciences</b>	Biology, Environmental Systems & Societies, Physics, Chemistry
<b>Group 5 Mathematics</b>	Mathematics Mathematical Studies
<b>Group 6 Electives</b>	Visual Arts Or any other subject from groups 1, 2, 3 or 4.
<b>Additional Components</b>	Life Skills, Theory of Knowledge, Extended Essay, Creativity Activity & Service.

## The Extended Essay

The 4000-word research-based Extended Essay focuses on a particular aspect of one of the subjects. A supervisor leads each student, over a number of months, through a process of thorough research and persuasive writing. The skills developed in writing the extended essay prove extremely useful for students when they engage in academic research at university.

## The Theory of Knowledge

The Theory of Knowledge (ToK) course is composed almost entirely of questions. The most central of these questions is 'How do we know' which ToK applies to many different, yet interrelated, topics. Students explore how different subject areas like natural science, social science, mathematics, history, art and ethics interpret knowledge and how each seek knowledge.

## Creativity, Activity and Service

Throughout the diploma years students are required to participate regularly in creative, active and service projects. There is a wide variety of projects from which to choose and further details are available in the CAS section.

## Programme prerequisites

To study for a full IB Diploma at ISM, a student should have shown previous competence in a majority of the six subjects to be studied, respect for their colleagues and the ethos of his/her school as reflected in past reports, and the maturity to take responsibility for future study.

## Alternatives to The full IB diploma

Given the challenging nature of the full IB Diploma, some students may choose a modified programme of up to five or six subjects, with a majority at Standard level, from within the timetable structure. They will do the full coursework and examinations in these subjects and receive IB completion certificates for each subject course they have successfully completed. These students do not usually study Theory of Knowledge or write an Extended Essay. Many such students excel because their course load is tailored to their capabilities. Good subject scores will enable entry into many US universities and a number of colleges and universities in other countries.

## Beyond the diploma

Advice and support is provided by the school's university and college advisor. In addition ISM provides support for students taking ACT, SAT, TOEFL or other tests required for university entrance. In recent years our students have averaged a 85% success rate in the IB diploma examinations. After completing the Diploma programme, the vast majority of our graduates go on to universities or colleges in Canada, UK, USA and elsewhere.

# THE IB MIDDLE YEARS PROGRAMME

Ages 11 – 16

“The MYP articulates a much needed bridge between what is typically learned in schools and the most pressing questions that concern our societies. Attentive to adolescents’ development, the programme emphasizes rigorous learning in the disciplines and interdisciplinary synergy, inviting students to tackle relevant issues – from climate change to globalization – thus preparing them for the work of the next generation.”

Veronica Boix-Mansilla Harvard Graduate School of Education, USA, 2008

SUBJECT GROUP	M1-M3	M4-M5
Language and Literature	English	English/Swahili
Language Acquisition	English/French/ Swahili (phases 1-6)	English/French/Swahili (phases 1-6)
Arts	Visual Arts/Drama/Music	Visual Arts/Drama/Music
Individuals and Societies	Integrated Humanities (including Geography and History)	Integrated Humanities (including Geography and History)
Mathematics	Mathematics	Mathematics
Physical and Health Education	PHE	PHE
Sciences	Integrated Sciences	Biology/Chemistry/Physics
Design	Design	Design
Life Skills	Life Skills	Life Skills

\* The choice of MYP subjects and timetabling can vary between the Arusha and Moshi campuses. Please contact the relevant Head of Campus for more information.

## Subjects\* offered

The Middle Years Programme (MYP) provides a broad and balanced choice of subjects in every year of the 5-year programme from M1 (11 years of age) to M5 (15 years). The table on the left summarizes subject choices for students throughout the five years of the programme.

## The Personal Project

Students complete the Personal Project in the final year of the programme. In this student-centered long-term inquiry, each student develops an area of personal interest to produce a personal and creative product. Teachers act as personal supervisors to guide each student through the process of articulating a goal, developing methods to reach this goal, creating the product, and then analyzing the project in written/electronic/oral or visual report.

## Service and Action

Students are also required to complete a variety of Service and Action activities throughout the five years of the programme. These include projects within the ISM community as well as projects where students interact with people from other institutions such as schools, orphanages and health centres.



### The MYP Certificate

The IB MYP Certificate, accepted by schools and colleges worldwide, is awarded to those students who achieve successful scores in their subjects and in their Personal Project, as well as demonstrating ongoing commitment to Community & Service.

Like the Diploma Programme, the standards of assessment are the same worldwide and these are applied rigorously by our teachers as well as by external IB examiners.

Admission to our M1 to M5 programme is open to students aged between 11 and 16 years. Applicants are asked to attach previous school reports as these may be used to determine placement upon entry. An interview and tests in English and Mathematics may also be required.

The IB through eAssessment provides formal recognition of achievement for M5 students. Please see the summary of the eAssessment model:

### ACER Standardized Assessments

Each academic-year ISM implements the ACER International Standardized Assessments in M1 and M3. These tests assess the attainment of students and have been specifically designed with international students in mind. Results are used to inform curriculum development. Parents receive an individual report detailing their child's performance in the areas of Reading, Writing and Mathematics.

Onscreen examination subjects	Course work ePortfolio	MYP personal project
Mathematics	Language acquisition	
Individuals and societies	Physical and health education	
Language and literature	Design	
Interdisciplinary	Arts	
Sciences		
<i>individually, externally marked</i>	<i>internally marked, externally moderated (dynamic sampling)</i>	

Optional eAssessment

# THE PRIMARY YEARS

## Ages 3 – 11

The Primary Curriculum at ISM offers a rich, challenging and stimulating programme for all students. As a result, our students demonstrate an enthusiasm for learning and they value learning as a lifelong process. In 2002, ISM adopted the Primary Years Programme (PYP) of the internationally renowned International Baccalaureate (IB) and we were formally authorized in 2007.

The PYP was developed by a group of International School teachers and administrators with the aim of providing a common international curriculum worldwide. It synthesises the best research and practice from a range of national systems with the wealth of knowledge and experience in international schools. The result has allowed us to create a curriculum at ISM which is relevant to our context and which places special focus on questioning, inquiry, experimentation and critical thinking.

ISM documents the curriculum content for all subjects in the Primary Handbook. These are available to parents on request.

## Subjects

Students study traditional disciplines of learning such as English and other languages, Mathematics, Technology, Social Studies, Science, Technology, Physical Education, and various Arts forms. The content that students learn is similar to that which other systems offer. However what makes the PYP distinct is that we place emphasis on students making connections and transferring learning across disciplines through inquiry between the subject areas so that understanding occurs at a deep and relevant level.

## Languages

Students are required to learn another language in addition to English, the language of instruction of the school. Swahili is studied from P1 (5 years of age) and French is studied from P3 (7 years). Like the MYP and Diploma, PYP students develop the skills to find and apply information in meaningful ways.

## Programme of Inquiry

Central to the Primary Years Programme is the Programme of Inquiry (POI); a framework of inquiry based units that forge the subjects together into a coherent learning sequence for the year. ISM continually revises and evaluates the Programme of Inquiry offered to ensure learning experiences are significant, challenging, relevant and engaging.

## Skills

The transdisciplinary nature of our curriculum requires students to learn and develop transferrable skills in addition to the traditional subject based skills. These skills (as listed below) are seen as vital for life long learning and are taught and assessed through all our units of study.

### Social skills

Accepting responsibility  
Respecting others  
Co-operating  
Resolving conflict  
Group decision-making  
Adopting a variety of group roles

### Self-management skills

Gross motor skills  
Fine motor skills  
Spatial awareness  
Organization  
Time management  
Safety  
Healthy lifestyle  
Codes of behaviour  
Making informed choices

### Research skills

Formulating questions  
Observing  
Planning  
Collecting data  
Recording data  
Organizing data  
Interpreting data  
Presenting research findings

### Thinking skills

Acquisition of language  
Comprehension  
Application  
Analysis  
Synthesis  
Evaluation  
Points of view  
Analysis, thinking & learning

### Communication skills

Listening  
Speaking  
Reading  
Writing  
Non-verbal

## Planning and Assessment

In the Primary Years Programme, assessment is integral to all teaching, planning and learning. We believe assessment is an on-going process that informs both the teacher and the learner of progress and what is needed to continuously improve. Assessment therefore consists of three closely related areas:

- **Assessing:** what the children have learned, how they have learned and what they need to do to improve.
- **Recording:** making note of our findings through a variety of strategies.
- **Reporting:** making assessment transparent through student led conferences, parent/teacher consultations, mid year reports and year end reports.

Through the transdisciplinary nature of the PYP, our students show what they know in many ways. It could be through writing, oral presentations, performances, IT programmes, design, art and collaborative projects to name but a few. We believe in the importance of including students in the assessment process through goal setting, reflecting, learning journals and student-led conferences.

At ISM Primary School we believe that planning and assessment are integral to successful teaching. Planning takes place between teams of teachers on a consistent basis and is informed by the written curriculum and the learning objectives that are to be assessed. Through collaboration and planning teachers endeavour to create high quality sequences of learning that are differentiated to meet all learners needs and designed to spark curiosity and engagement in the learner.

## ACER Standardized Assessments

Each academic year ISM implements the ACER International Standardized Assessments in P4, P5 and P6. These tests assess the attainment of students and have been specifically designed with international students in mind. Results are used to inform curriculum development. Parents receive an individual report detailing their child's performance in the areas of Reading, Writing and Mathematics.



## The PYP exhibition

In the final year of the PYP, all students participate in a culminating unit of inquiry called the 'Exhibition'. Students choose a real-life issue, carry out action-based research and present their project to the wider community in one of the major school events of the year in May. The Exhibition truly marks a rite-of-passage for students as they celebrate the transition from PYP to MYP.

The exhibition has a number of key purposes:

- For students to engage in an in-depth, collaborative inquiry.
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning.
- To provide students with an opportunity to explore multiple perspectives.
- For students to synthesize and apply their learning of previous years and to reflect upon their journey through the PYP.
- To provide an authentic process for assessing student understanding.
- To demonstrate how students can take action as a result of their learning.
- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.
- To celebrate the transition of learners from primary to middle school education.

# BOARDING

## MOSHI CAMPUS ONLY

### Why board?

Because there is so much to do and so much to explore, you can't always fit it into a normal day. Moshi is an ideal place for a young person to be educated in a safe, structured and secure environment. Add to this the fact that our passionate staff guide, encourage and support your child on their way to becoming successful adults. What more could you as a parent ask or wish for?

### The Boarding Houses

Secondary Boarding Houses are organized by gender and age groups. Students live in study bedrooms that are usually designed for two people. The primary boarding houses are set up as extended family units and cater for students from the age of 7 years (primary 3) to 11 years (primary 6). The students sleep in bedrooms situated off a large shared common room. The main common room has a TV and a DVD player, ample seating area for relaxing or reading, as well as desks and chairs for homework or study. We provide a home away from home at the Moshi campus for our 150 boarders. In each boarding house, students are cared for by a Boarding Parent who lives in or next to the Boarding House. The Boarding Parent ensures that the students have a safe and well-structured social and learning environment. The Boarding Parent or Assistant is on duty and available to the students at all times.

### The School day

The school day is full with academic classes and an extensive programme of afternoon activities. Evening study takes place in boarding houses with a Boarding Parent supervising and giving help where needed. The school computer centre is open until 9:15pm each weekday evening. At weekends the boarding staff organize a range of activities including many different sports, trips, movies, dances, quizzes and games. There are also opportunities for boarders to relax in other ways and talk to friends. At ISM we understand the importance of food in the lives of young people. There are three main mealtimes when all boarders and staff join together to enjoy a meal. A great



variety of dishes are offered including vegetarian options. In addition to the main meals, two snacks are served each day. If students wish to, they may cook their meals at weekends as each boarding house is provided with cooking facilities and a fridge.

### Visits and Leave

Outside formal study time, students are encouraged to receive visits from friends and relatives. Parents are particularly welcome and we would like to extend an open invitation to any parent who would like to visit the school, tour the campus, discuss their child's needs, meet the students or enjoy a meal. Weekends away from school are encouraged, whether this is a visit home or to family friends.

Only the M5 and Diploma students are allowed off-campus privileges. With parent permission, they can spend time in small groups off campus although this privilege is monitored carefully by the Boarding Parents. We will ask parents to complete a 'Parental Consent Form', providing guidance to Boarding Parents on whether to allow students to attend birthday parties or other off-campus events.

# EDUCATIONAL SUPPORT

## Counselling and Pastoral Care

One benefit of our relatively small size and supportive atmosphere is the level of care available for each of our students. We regard counselling, both in the areas of personal development and in academic/career choice, as an essential component of our programme. We are strongly aware of the needs of young people to access objective information, seek good advice and share concerns. Personal development counselling is the particular responsibility of the Class Tutor while for boarders they have the additional support of the Boarding parent. We also have a counsellor on staff who can guide and support students with particular social and emotional needs. University and college counselling is provided by a professional university guidance counselor who visits the school regularly.

## Special Educational Needs

International School Moshi welcomes students of many different learning abilities and, in so doing, provides a climate of warmth and support in which students' self-confidence and self-esteem can grow. A specialist teacher concentrates on the development of students with special educational needs (SEN). A student may be referred for Special Educational Needs support by any teacher or parent and an assessment with the SEN teacher will be made to consider the most appropriate help

that can be given. This may involve withdrawal from the main class group for part of the day in order to receive particular assistance in one or more areas. Alternatively in-class support can be provided which may also involve an individualised programme. Parents are seen as partners with the school in the drawing up and carrying out of each student's individual education plan. Our Special Educational Needs unit also has links with educational psychologists in Arusha, Nairobi and elsewhere.

## English as an Additional Language

A new student entering our school may need an intensive course in English. Other new students and those who have been at the school for a while may also need their understanding and use of the English language improved. In both the primary and secondary school there are specialist 'English as an Additional Language' (EAL) teachers available. It is important to add however that it is also the responsibility of each teacher, as well as the EAL specialist, to teach students with limited English proficiency. Initially a student beginning with English may spend significant lesson time learning individually or in a small group with the EAL teacher. As students makes progress, they gradually rejoin regular classes, although the EAL teacher will continue to advise both the student and his or her teachers in order to ensure that he or she is achieving as much as possible. This may include in-class support on a regular basis.







# SPORTS AND OUTDOOR PURSUITS

## Sports

On both campuses there are swimming pools (25m), tennis courts, football and rugby pitches, basketball and netball courts. On the Moshi Campus, there is an indoor gymnasium and a fitness room with both cardio machines and weights. The sports programme is rich and varied and offers activities such as football, rugby, volleyball, basketball, athletics, swimming and other aquatic sports, cross-country, netball, softball, flag football, and cricket to name but a few.

All students are encouraged on a 'Sports for all' basis with emphasis on personal improvement, physical development and enjoyment. ISM and ISMAC are part of the Northern Tanzania Athletics Association (NTAA) with 4 other schools in the Kilimanjaro Region. Competitive sports tournaments are offered in 3 different seasons, for Primary and Secondary teams. There are a number of age groups that compete in the NTAA. These are U9, U11, U13, U15 and U19. A variety of sports are made available including swimming, athletics, football, basketball, netball, hockey, rounders, cricket, tennis and ultimate frisbee. In the primary program, students compete in rounders, field hockey, football, netball, flag rugby, and fun swim galas. On both campuses, the varsity swim teams compete in many swim meets across Eastern Africa.

## Outdoor Pursuits

Outdoor Pursuits is organized jointly across the two campuses and forms part of an extensive extra-curricular programme. Outdoor Pursuits is a well-established programme of graded mountaineering expeditions to Mount Kilimanjaro, Mount Meru, Pare Mountains, Usambara Mountains, Ngorogoro Highlands, Mount Hanang and elsewhere in Tanzania. These trips provide training for students in hiking, camp craft skills (setting up tents, packing backpacks, cooking), teamwork and in leadership skills. The Outdoor Pursuits department is well equipped with a wide range of camping and mountaineering equipment, and clothing that is updated and replaced as necessary. Students are encouraged to purchase their own personal gear, but can borrow ISM equipment if necessary. All of the M1's begin with a program called Campcraft, where they learn outdoor and camping skills. From there, students begin at Level 1. Although

students are not encouraged to rush through the different levels in the programme, which range from Level 1 (easy) to Level 5 (very challenging), many students who stay with us during the Secondary years complete all five levels. Usually the minimum amount of time it takes a student to complete the levels is 2 years. The ISM Outdoor Pursuits staff are qualified in Wilderness First Aid, and also complete the levels, in order to ensure a high level of safety on each trip.



# CREATIVITY, ACTIVITY AND SERVICE (CAS)

“We find that IB students adapt more easily to university style of learning and become independent learners from an earlier stage compared to those from other backgrounds. IB students cope more easily with the wide range of subjects that each student is required to study from year 1. They are less focused on achieved marks, and value the education that we provide.”

Dr Lorraine Craig, admissions tutor, Imperial College

We are proud of our extensive programme of Creativity, Activity and Service that plays a significant role in the development of our students in the secondary school. Through the CAS programme of non-academic activities we encourage students to:

- Explore new areas of creativity, & further an existing interest.
- Join projects that take them out of school and into the community.
- Learn to recognise and respond to the needs of people they work with.
- Evaluate their own strengths and weaknesses in different situations.
- Take initiative in planning and performing the activities that they choose.
- Address issues of global significance.
- Consider the ethical implications of their actions.

Examples of recent activities in the CAS programme include arts and crafts, carpentry, community building projects, chess, choir, coaching younger children, innovation and design, learning about personal safety and how to support safety among peers, Roots n Shoots, teaching swimming, cooking, gardening, current affairs, Model United Nations, Outdoor Pursuits, Inter-School Sports, newsletters and yearbooks and tutoring and engaging with children in various local institutions. When students engage with community, we aim to develop programmes where we learn from each other and support experiences where the benefits are reciprocal.

Each activity is supervised by a responsible community member or,

if appropriate, by a Diploma student. Diploma and MYP students are required to choose school facilitated CAS activities each semester that strike a balance between the CAS strands- Creativity, Activity & Service. In addition to this, students in M4, M5 and the DP are required to undertake self-initiated CAS projects that involve planning and collaboration. CAS develops and rounds out the individual. It provides a refreshing change from coursework and offers students the opportunity to get involved in experiences they feel passionate about.



## Isn't it time you joined us?

The world renowned Duke of Edinburgh Award is offered to students aged 14 years and above on the Arusha Campus.





**International  
School Moshi**



[www.ismoshiarusha.org](http://www.ismoshiarusha.org)  
[info@ismoshiarusha.org](mailto:info@ismoshiarusha.org)

