



International  
School Moshi



**OUR PROSPECTUS**

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“There is more to us than we know. If we can be made to see it, perhaps for the rest of our lives we will be unwilling to settle for less.” Kurt Hahn

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# WELCOME!

**Through these pages we hope to offer you a glimpse of our school. It's a special place and we invite you to step out of your imagination and visit us to experience first hand a world-class education in an exceptional environment.**

At International School Moshi our primary focus is to encourage and cultivate students' desires to learn through questions and to think critically about the answers they find. Personal excellence is the goal for each student as they are inspired to achieve at the highest level in ways best suited to each individual.

We are a school with two campuses; one based in Moshi at the base of Kilimanjaro and the other in Arusha at the base of Mount Meru. Many of our students will summit either one or both of these spectacular mountains by the time they come to leave our school. The mountains inspire awe and wonder as well as serving as a reminder of the heights great education can lead a child to reach.

And so much of what we offer as a school is echoed through the image and concept of scaling great heights. Our journey to become a United World College is a rigorous process that will lead to us becoming the second UWC on the African continent; and in so doing we subscribe to delivering a challenging and transformative educational experience to a diverse cross section of students, inspiring them to create a more peaceful and sustainable future. Through our innovative internationally recognized curriculum, children and young adults learn to think deeply and act wisely. And they do so in an outstanding

school environment where there is an abundance of beautiful and indigenous wildlife.

To see this fully we invite you to come and visit our school, walk round our beautiful campuses, and talk to our students and staff. A visit will give you a valuable and more complete insight into our positive and productive learning environment. Quiz us on our standards and witness for yourself the special bond that exists between students and staff that is at the very heart of ISM. Alternatively stroll through our website where you can also experience life at the school.

We will want to know all about your child, his or her likes and dislikes, strengths and needs. Time and time again our parents remark about how enthusiastic their children are to go to school, and graduates are keen to tell us how the encouragement and academic guidance they received at ISM has prepared them for life and work in the 21st century. We believe that this is the result of the powerful combination of the programmes we offer, excellent teachers and the strong ethical thread that informs our teaching practice and which binds our community together.

We look forward to seeing you and your family.

**Karibuni**  
**ISM Board of Directors**

# INTERNATIONALISM

## As the first International Baccalaureate school in Africa, ISM has a rich heritage of International Education.

With over 40 nations represented across our two campuses we offer an international curriculum to a community of children from diverse backgrounds and cultures taught by experienced professionals from all over the world.

At ISM we know learning about other cultures requires a deep understanding of one's own as well as those of others. Our cultural and natural settings are exceptional; providing students with opportunities to immerse themselves into their surroundings is an essential component of our programmes.

Our world has changed dramatically over the last 20 years and by all forecasts the next 20 years will bring even more dramatic changes as we become more and

more like one global village. Being able to communicate, interact and work successfully with people from all over the world will be a daily fact-of-life for our children in the future.

We combine this with an international curriculum that is rigorous in content and assessment, and which enables easy transfer to schools back in your native country and to universities worldwide. The curriculum embraces the changing nature of knowledge and how people lead lives.

We are proud to say that our school is a passport for your child's successful future in an increasingly globalised world.





“We believe that learning about other cultures does not simply come from a book — it requires interacting with people from a rich diversity of backgrounds. That is what a real International school is all about”

Head of Secondary

# PROFESSIONALISM

**We know the single most important factor that determines the quality of education a child receives is the quality of her or his teachers throughout their school experience.**

On today's fast moving education highway, it is imperative that as an educational institution we ensure that our professional staff is of the highest calibre. Recruiting highly qualified and experienced teachers is a top priority and we travel to several continents to help ensure that we get the very best.

Choosing who works at ISM is perhaps our most challenging and ultimately our most rewarding task. We believe that the best teachers know their subject areas, are skilled in teaching it, inspire children to excel, and who ultimately are passionate about making a difference in the lives of young people.

Yet, it is not enough to recruit great teachers. We understand that we have to keep them great in changing times and that's why our teachers are continually kept informed of best practice. We also have a culture of empowering our teachers to share their areas of expertise with others within the school and some even are asked to do so elsewhere in and out of Tanzania. Many of our teachers are selected to provide IB training in other schools and others act as IB examiners.

We are well aware that in the best schools, it is not just students that learn. Teachers, and indeed all in the school community, learn too. In other words, we see ourselves as a learning community!



“We are a community of learners bound together by the pursuit of excellence and the development of principled minds”



# ACADEMICISM

## The IB Diploma 16–19

**The IB Diploma's international recognition as a trustworthy and rigorous qualification means that IB students are highly valued by universities and further education institutions all over the world.**

At ISM, we know that effective learning engages the whole person, rather than merely the abstract inside of someone's head. Communicating, empathizing, reflecting, and doing are what we expect from children and young adults. We know that all young people want to make a difference and the IB Diploma, combined with our dynamic teaching methods, challenges them to do so.

In 1973, we became the first school on the continent to be authorized to teach the IB Diploma Programme. For the elite universities worldwide, the IB Diploma is the most highly regarded high school qualification that exists. The IB Diploma doesn't just encompass subjects; it's a philosophy of learning that emphasises critical thinking, creativity, multiple perspectives, and research skills, as well as action through service in the community.

A Diploma student participates in

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

Three of the six subjects are taken at higher level and three at standard level. Students study mathematics,

at least one subject from the sciences, one from humanities and two languages including English. For their sixth subject, students either take one from the Arts, or an additional one from the sciences or humanities.

The 4000-word research-based Extended Essay focuses on a particular aspect of one of their subjects, and a tutor and mentor 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 (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.

CAS serves as a wonderful and balanced complement to intellectually challenging courses for students. It takes seriously the importance of a balanced and fulfilling life by requiring students to participate in creative activities, sports and community service projects.



## Diploma Coordinator



# THE MIDDLE YEARS 11-16

**During the middle years, adolescents find a sense of belonging in the ever-changing and increasingly interrelated world around them.**

It was at International School Moshi in 1980 in a meeting of African heads of school that a former director of ISM initiated and helped develop what the world would later recognize as the Middle Years Programme (MYP). Today, MYP students develop a deep understanding of themselves as learners, all in the context of meaningful student-initiated inquiries and actions. As a learner, being an individual and a team member are two sides of the one coin.

MYP students are exceptional in that they develop a set of skills and attributes setting them apart from their peers, equipping them for a fulfilling and stimulating route through secondary education on their way to university. It emphasizes intellectual challenge, connections between subjects and to the real world, and self-awareness as a learner. In other words, MYP is about rigour, relevance and reflection.

The MYP provides a broad and balanced choice of subjects in every year of the 5-year programme: Language A (English), Language B (French and Swahili), Humanities (Geography, History), Sciences (biology,

chemistry and physics), Mathematics, Arts (Visual Arts, Drama and Music), Physical Education, and Technology (Information and Design).

In addition, students complete the Personal Project in the final year of the programme. In this year-long inquiry, each student follows their passion to create a '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 a 3500-word report. Students are also required to complete a variety of Community and Service projects.

The IB MYP Certificate, accepted by schools and colleges worldwide, is awarded to those students who achieve successful scores in their subjects, in their Personal Project and in their 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.



“Candidates who wish to be stretched should, in my view, take the MYP. The rigour and work ethic it encourages will assist them strongly if they wish to progress to a degree that will require them to really engage with their subject discipline.”

Mike Nicholson, Director of Admissions at Oxford University, 2009



# THE PRIMARY YEARS 3-11

**Primary and Early Childhood places special focus on questioning, inquiry, experimentation and critical thinking.**

We know that children have a fascination for the world around them and we take advantage of this innate curiosity to develop deep understanding of significant ideas. Through structured and purposeful inquiry, we ensure that learning is relevant, engaging and challenging. The central purpose of the Primary Years Programme (PYP) is on the development of the whole child as an inquirer.

The primary years are the key to establishing the confidence and the skills in your child as they face the challenges of their future. Dynamic and 'authentic' learning requires high calibre teaching, teaching which is inspirational and nurtures caring interactions.

Students study traditional disciplines of learning such as English and other languages, Mathematics, Science, Technology, Social Studies, Physical Education, and various Arts forms. What makes the PYP distinct is that

these subjects are not taught in isolation but through teaching approaches which highlight how subjects are interconnected.

So what will children do as they become accomplished inquirers? Among other activities, our students will be:

- Exploring, wondering, imagining and questioning
- Making and testing theories
- Collecting data and reporting what they find out
- Taking and defending a particular viewpoint
- Experimenting and playing with possibilities
- Solving problems in a variety of ways
- Performing on stage

In the final year of the PYP, all students participate in a culminating activity called the 'Exhibition'. This entails choosing a real-life issue, carrying out action-based research and presenting their project to the wider.



“Education is the kindling of a flame,  
not the filling of a vessel.” Socrates



# BOARDING

**We provide a home away from home at the Moshi campus so our more than 140 boarders live in a safe and structured environment where there's time to learn, grow and make new friends.**

The Moshi campus lies at the base of Kilimanjaro on a beautiful 50-acre site and accommodates boarding as well as day students. Our rich and diverse history informs the spirit of the boarding community which revolves around the pursuit of excellence, the cultivation of caring relationships, the creation of a sense of belonging and the promotion of effective leadership.

The ethos of the boarding programme is encapsulated through Community, Respect, Environment, Communication, and Responsibility. These help guide students' choices in all aspects of their life at ISM. Additionally, boarding parents live either in or adjacent to the boarding houses and this ensures a high standard of care for all boarding students 24 hours a day.

Leadership is taught through a network that revolves around four principle bodies: Boarding Council, Food Council, Activities Council and a council which organizes regular 'Town Hall' and 'Boarding House' meetings. These meetings provide each student with

an opportunity to play a larger role in the life of the boarding community.

Days are full and vibrant from sunrise through to the end of day, and in addition to attending classes include a variety of activities ranging from playing competitive sport, collaborating in community activities to immersing oneself in independent study sessions in quiet and peaceful surroundings. Our boarding parents provide stability and support during a time of intense emotional and cognitive development and so help students to feel part of the community and to be responsible with their academic studies. In addition, we have an on-campus bank that helps students safely and effectively manage their pocket money.

Our campus really has a very special atmosphere. Maybe that's why 94% of our IB students succeed at diploma level and go on to universities and further education all over the world; and have lasting memories of how they succeeded.



"I love boarding because it means I can experience living with my friends and I find this motivates me to do better at school which is really cool. The structure of the environment we live in also helps me concentrate on my work more." Student



# ACTIVISM

## Commitment, trust, leadership and teamwork are the backbone of our sports and outdoor pursuits programmes.

We are so incredibly privileged to have a school situated so close to some of the most spectacular mountains, wildlife, cultures, and wilderness areas available on earth. We feel it is essential that our students go out and experience these places and cultures; so essential that we've built such excursions into our curriculum. Why wouldn't we visit the Hadzaba, one of the last remaining hunter-gatherer societies on the planet? Why wouldn't we investigate East Africa's coastal history and landforms while visiting the Tanzanian coast? Why wouldn't we study how weather and agriculture interact on the fertile slopes of Kilimanjaro? Outside the formal curriculum, there are other avenues to experience our rich surroundings.

Time and time again we witness students forming lasting bonds and having life-changing experiences during Outdoor Pursuit (OP) trips as they camp and ascend the heights of Kilimanjaro and Meru. The OP treks are divided into 6 levels based on altitude and difficulty, and success at a level allows students to progress to the next.

Given our surroundings, it's no coincidence that we have a thriving Visiting Schools Programme (VSP) that hosts International schools from all over the world, and whose students interact with people and places in northern Tanzania.

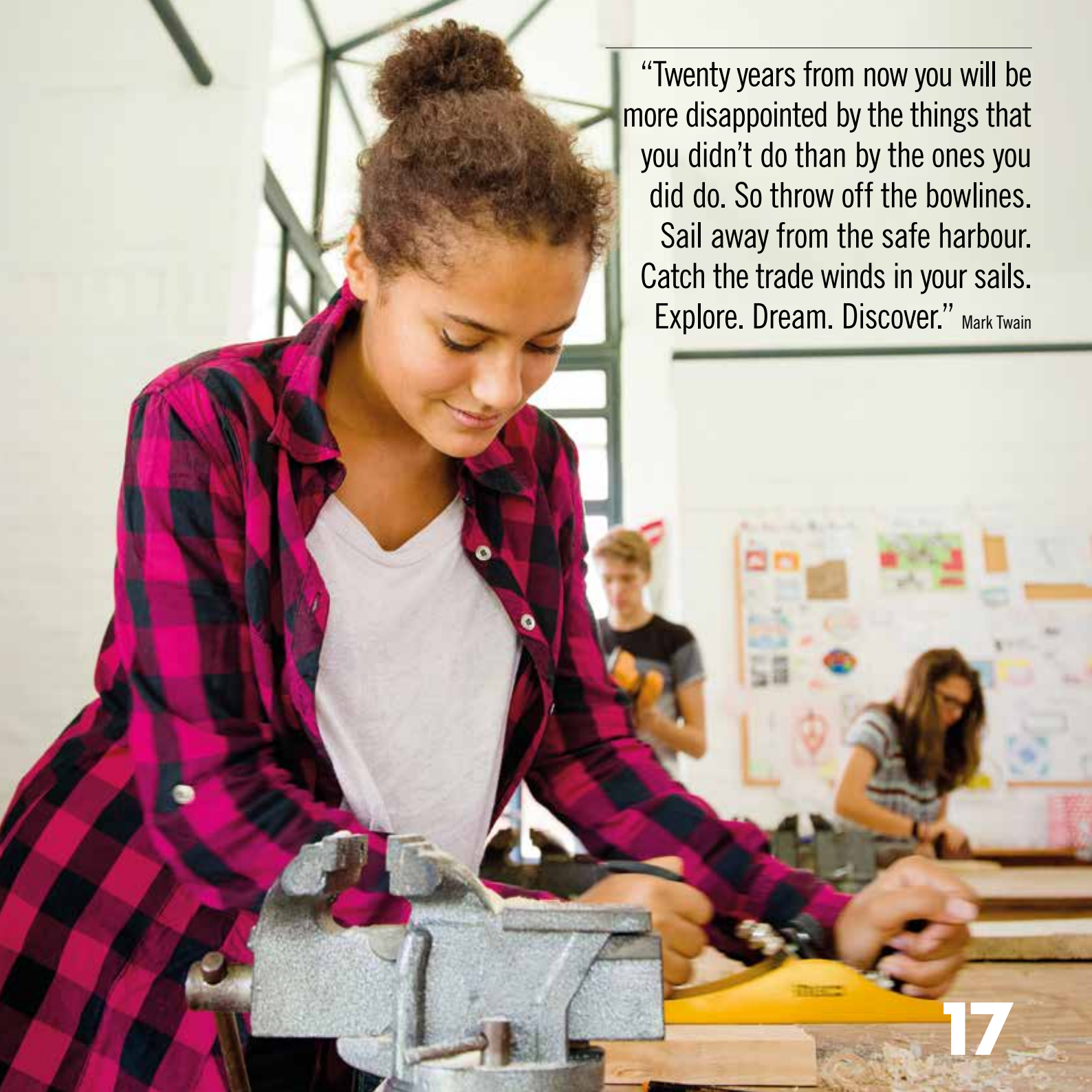
The Physical Education curriculum takes a games-centred approach that not only develops specific sports skills but also increases motivation for healthy living. It also develops the skills of teamwork, setting personal bests and achieving them, as well as tactical and strategic thinking.

We feel that participation in sports, at both informal and competitive levels, can be an important ingredient of every child's life. 'House' activities and sports events help ensure children of all ages find a way to improve self-esteem and have fun through physical exercise. Some of our students go further and excel in inter-school sports competitions, many of which we host on our campuses. As you can imagine, such events are wonderful community and family occasions to celebrate sporting participation and success.

Co-curricular activities also come under this umbrella. After classes finish, students can try out new sports, creative activities, and community projects. For Secondary students, these co-curricular activities (CCAs) are compulsory and extend their learning out of the classroom.

There are multiple other opportunities for young people to participate in sports and the outdoors, and we know for many students, their memories of ISM are just as much about their physically active lives as with their learning in the classroom.





“Twenty years from now you will be more disappointed by the things that you didn’t do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbour. Catch the trade winds in your sails. Explore. Dream. Discover.” Mark Twain

# IDEALISM

For young people, there seems to be an unending list of things to learn about. They're right. Yet, success in school takes many forms. For some, they reach extraordinary heights in their academic learning. For others, it's their outstanding involvement in the ISM and local communities that mark their success. Some become sports stars, others noted artists and performers, some become medical professionals and some excel in debate and public speaking. All the more important then that we provide multiple and varied opportunities for young people to learn a diverse range of skills and to enable them to excel.

Combine this balanced approach to learning with our unique location; connect the energetic dedication of staff, and the dynamic energy of our parent community; merge a caring, supportive environment and our high academic standards. It all together makes for quite an experience.

No wonder we think life at ISM is ideal.



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“Isn’t it time you joined us?”



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