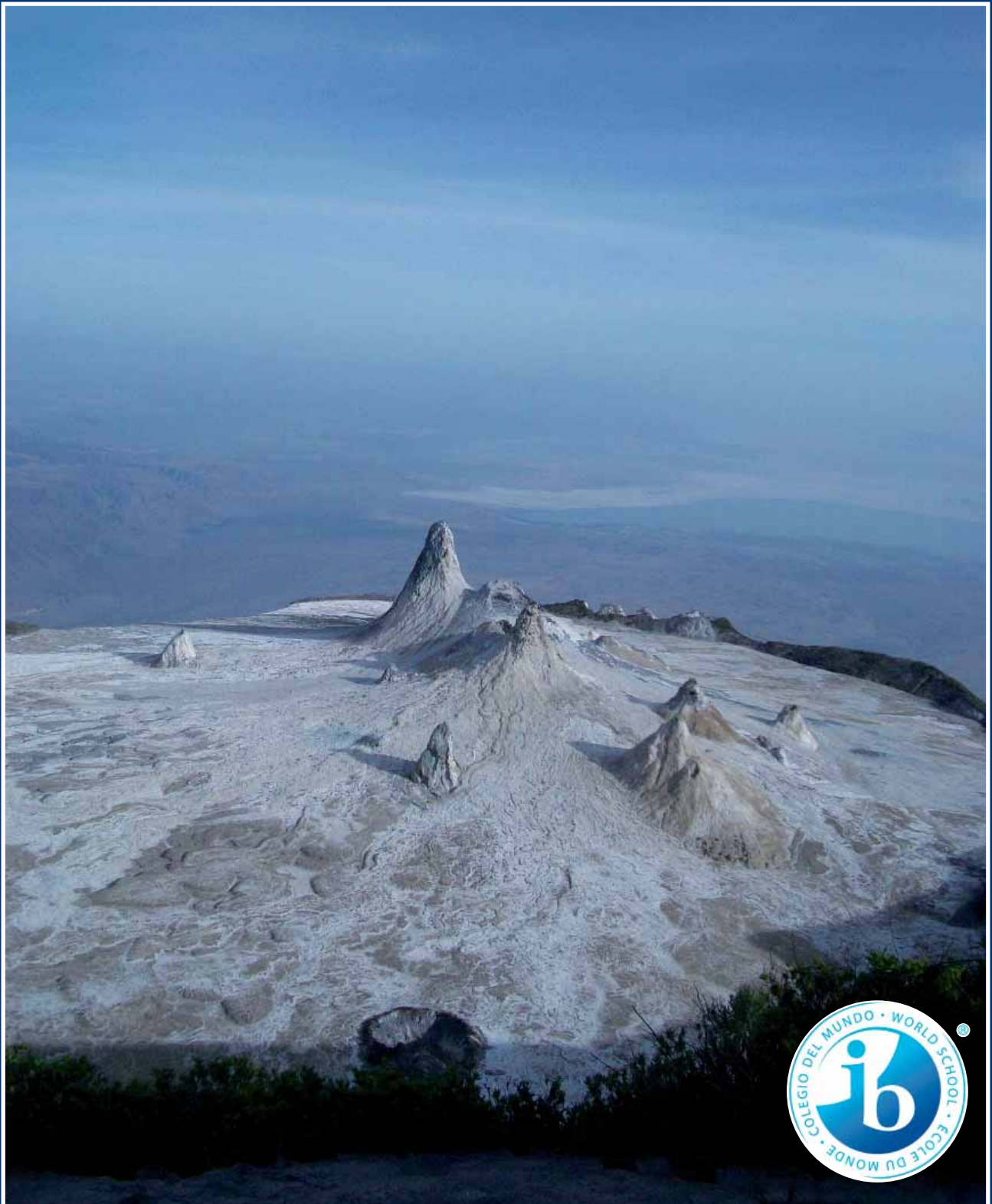




# The Summit

International School Moshi  
Kilimanjaro and Arusha



Ninth Edition December, 2007



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# Dear Parents

**Welcome** to the first Summit magazine of school year 2007/08. I want to thank Catriona and Annette for developing the content with teachers and our marketing intern Sarah Jamieson for chasing ads and liaising with our new designer, Eva Swantz. Eva is an S2-S3 alumnus from 1973-75, who is currently working for a media design firm in Finland.

The time of writing of this page is the week after the half term break, so my comments need to be put into that context. I think we have had a wonderful start on both campuses in the first half term and all our teachers returned from the break refreshed and ready to go.

We began this term with the ISM alumni reunion which drew 250 ISMers from all over the world to the Moshi Campus. Many of the former students actually planted some of the trees you see today. Apparently this was part of the discipline system initiated by then Headmaster David Nettlebeck. Mr. Nettlebeck was the third Headmaster of the school (1972-76). Mrs. Jerene Mortensen, who was the first Head of the school (1969-72), was in attendance, as was Mr. Lister Hannah, who served as Head from 1976 to 1981. Each leader shared their memories of the school and its students. I was fortunate enough to also add a more recent perspective:

*"When I listen to the stories about some of the "interesting" things our alumni got up to while they were students here, I think I am very lucky by comparison with what I have to deal with today. I agree with David Nettlebeck's comment about the great achievement of ISM being the first school in Africa to have the IB Diploma. We will have to agree to disagree however on the importance of local staff having bank accounts with ATM cards and on the importance of security, which produced our new fence, because times have changed. One constant at ISM since Mrs. Mortensen's time has been the quality of our teaching staff. I want to also take this opportunity to thank our current staff, who are an excellent group of professionals. In the*



*Lister Hannah, David Nettlebeck, Jerene Mortensen and Barry Sutherland at the reunion.*

*past three years they have achieved re-accreditation with the Council of International Schools and Middle States Association and in 2007 achieved full authorization for the IB Primary Years and Middle Years programmes. This legacy of ISM quality has resulted in ISM becoming an all-through 3-programme IBO World School and there are only 100 schools in the world that can say that."*

While we must respect and acknowledge our history as a school, our task at hand is the education of your children who are the ISMers of today. I am very proud of their day-to-day achievements at our school and I am sure we are gradually producing the leaders of tomorrow in several fields. I hope you will enjoy the stories and memories of our once and future kings and queens of ISM in the pages which follow. This is ISM.

Best Regards,

Barry Sutherland  
Chief Executive Officer

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## Students at the Centre

Our residential theme for 2007/8 is 'Students at the Centre!' Activities Council and Food Council are two of the organizations that are helping us actualize this goal!



### "The Stomach Governs the Mind"

During this term, the Food Council's focus has been to improve the quality of food in the dining hall, to create a larger variety of foods available, and to ensure the provision of healthy, satisfying food for everyone.

Every Wednesday boarding houses get to choose the dinner menu from starters to desserts; this is something that every boarding house looks forward to as it is often the favourite meal of the week. During dinnertime on Wednesdays, we have had several special guests join us for dinner and a wide range of performances from the student body as well as a special performance from The Bob Chuwa Band.

*Aditya Aggarwal D2 student*

### ACTIVITY COUNCIL

**For the first time** in the history of ISM there is a student led Activity Council. This council is in charge of organizing sports and other activities including music and entertainment during the special meal every Wednesday. It encourages leadership among boarders, as well as providing events that everyone can participate in.

Intramural sport this term is volleyball and it takes place outside under the lights once a week after study hall. Boarders get the chance to bond as a community, and demonstrate individual skill, competitiveness and most of all teamwork all in a friendly atmosphere.

*By Laurence Blair and Jessica Peterson  
D2 students*



### ISM Boarding Fashion Show

The boarders had fun planning and modelling in the 2007 fashion show, planned by boarding parents Jana Eaton and Tina Moyale. There were 5 different fashion categories. It was really fun and we had very cool and funny designs. I hope next year we will have another fashion show.

*Amani Tindyebwa M1 student*



# Welcome ISM Scholarship Students

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The Scholarship programme confirms ISM's commitment to the wider community. The scheme supports the school's beliefs and values that state, "We are a school in Moshi and Arusha, in Tanzania, in Africa. We have a clear commitment to advancing the welfare of this community, this nation and this continent."

ISM is very pleased to welcome three new Scholarship Students into the International Baccalaureate Programme – Desmond Mushi, Suzan Efata and Ines Muganyizi.



## DESMOND

*"I was really thrilled when I was offered a place at ISM. Here, I am exposed to subjects and things fully and can experience many things and learn more. I think the I.B. syllabus is special as it develops and extends the person."*

Desmond is experiencing a variety of activities on campus including teaching football to younger local boys, helping children from the Mworomi Home for the Blind, and taking part in the Model United Nations to mention a few. In the future Desmond hopes to study medicine abroad and then return to Tanzania to help his country. He has a real interest in politics and would like to work as a government advisor

*"I, and a lot of Tanzanian students are eager to serve Tanzania, and the ISM scholarship programme enables and encourages this."*



## SUZAN

*"My parents are both delighted I am studying here."*

*"Living with people from different races and lifestyles is a change I have faced and coped with. Life in ISM allows a closer relationship with teachers. If I have a problem, I feel confident and free to ask a teacher for help."*

Suzan, too, has thrown herself into a number of activities such as helping at the day care centre, participating in cookery, tennis, and swimming lessons. She hopes to climb Mt. Kilimanjaro one day with the Outdoor Pursuits programme.

She also hopes to be a doctor and fulfill her dream of helping her country by providing healthcare to people who couldn't otherwise afford it.

*"The ISM scholarship programme is very important as by helping people who have done well, it will inspire and motivate people to work harder to get scholarships too."*



## INES

*"...I still do not believe this is happening to me. I never thought of being a student at an international school. Everything is like a dream. I realize I am an ambassador and everything I do is meant for my people of Tanzania. The scholarship programme enables a person to become competitive in the world of science, technology, and relations in economic systems."*

Ines is also taking full advantage of everything ISM has to offer. Her main activities outside of school are CAS: working with children in orphanages. She also does aerobics and participates in an organization called 'Treasure of Africa' which organizes activities and sports days for underprivileged children in the Kilimanjaro region.

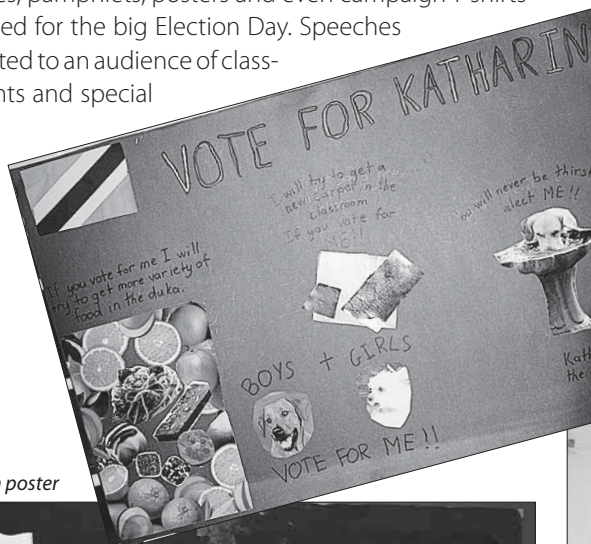
Ines wanted to come to ISM because of its 40 year history in groundbreaking IB study. After ISM she hopes to continue to study at university to become a hydrology engineer.

*"Our people expect a lot from us and we are actually planning the development for tomorrow."*

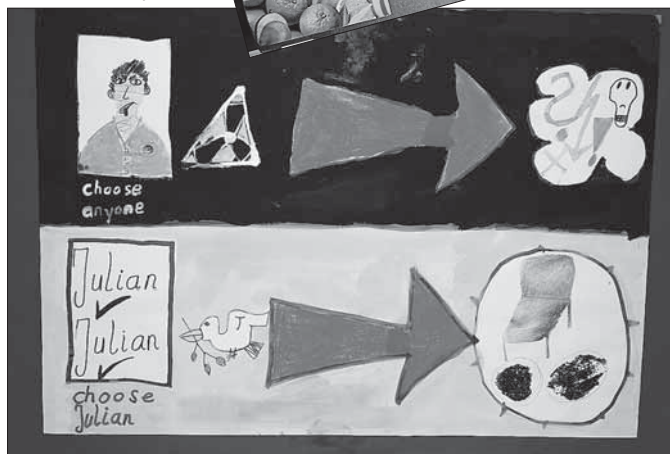


## Democracy at Work: Student Council Election Campaign

**Under** the Unit of Inquiry 'Law and Order' Student Council has been a focus. In Moshi, the major assessment item for P5/6 was to research our class and find what they believe the students wanted from their Student Council Representative. This included the values and attitudes of good leadership, and recognising the issues that their class believed to be important. From this, election speeches, pamphlets, posters and even campaign T-shirts were designed for the big Election Day. Speeches were presented to an audience of classmates, parents and special guests.

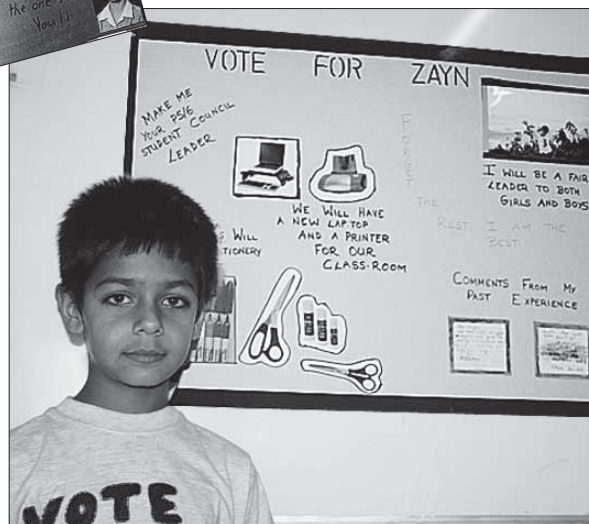


Julian's election poster



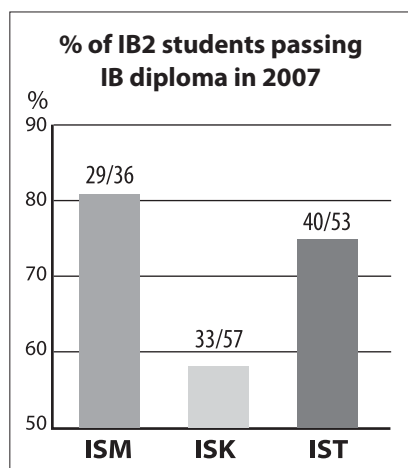
Kavan and election poster

Katharina's election poster



Zayn and campaign T-shirt and poster.

## International Baccalaureate Diploma Results



**2007** was an unusual year as we entered a high number of students for the full IB diploma (35 out of 36 students) with some possibly over-optimistic estimations of results. Our 83% diploma pass rate was a success, although not as strong as in the last few years and some students did not meet their targets.

Diploma pass rates can be artificially improved by not entering the weaker, "border-line" candidates for the full diploma so as to ensure that

the percentage pass rate goes up. However, we have believed that we should be offering every opportunity that we can to our students and have encouraged full diploma participation. It is interesting to compare our results with other international schools such as IST and ISK and to look at the percentages of ALL IB2 (D2) students who achieved a full IB diploma. This provides an alternative perspective on Diploma results and reflects a positive achievement for the class of 2007 as a whole.



**Front row:** Lucy Hills, Trishala Lodhia, SAM Knewstubb-Brown, Aimen Khan, Re-Al Myers, Stephanie Rapp,  
**2nd Row:** Basile Gasasira, Salum Faraji, Zalika Dia Daouda, Mika Peterson, Zara Dia Daouda, Maskat de Haan, Sanila Gurung, Flore Andersen, Elisa Bloemberg, Deepsharan Dhani, Camilla van Klinken, Amy Garbett, Reema Aggarwal, Amanpaul Bhogal, Peter Oates, Chris Chacha  
**3rd Row:** Daniel Skarp, Madafa Tarimo, Tanveer Dhani, Ludovic Lenferna de la Motte, Filemon Kauppinen, Joshua Peterson, Marcel Biedermann, Otto Max Hoffmann, Max Schimana, Kevin Schmid, Vivek Aggarwal, Faisal Hashim, Hatim Hakimji

## AWARD WINNERS



**Elisa Bloemberg** - won *the AISA Tony Lanza Award for Community Service* – given to the student who has demonstrated commitment and desire to serve, has direct involvement in community service, demonstrates appreciation of the host country and exudes behaviour which reflects a compassionate attitude.



**Mika Peterson** - won *the AISA Award for Excellence* – given to the student who promotes school environment through hospitality and friendliness, demonstrates by example the concept of service, appreciates and promotes the culture of the host country, and embraces a world view which celebrates human unity and diversity.



**Hatim Hakimji** - won *the ISM Award for Academic Excellence* – given to the student who has demonstrated the highest standard of achievement in all subjects throughout the two years in IB.



**Max Schimana** - was the recipient of this year's *Chibber Award* – given to a student who best reflects the values of loyalty to the school, promotion of the school's best interests and above all, demonstration of an active concern for others both within and outside the School.



**Faisal Hashim** - won the award for *the most Outstanding Academic Progress* – given to the student who has demonstrated the most progress in academic subjects during the IB Programme.





## Parent Introductory Workshop

**Thank you** to all our parents who took the time to attend the Parent Introductory workshop evening on the 5th of September. The focus of the workshop was to provide an opportunity for parents to share their knowledge of the PYP to new parents and find out about what is involved in the programme.

The evening started with interactive activities which were engaging for both teachers and parents. Concerns and questions raised were valid and gave insight on areas for us as a school to reflect on for the betterment of our students' education. Through the questions asked there is a definite need for regular workshops with parents in the future not only to promote awareness, but to enable parents to develop a better understanding of the programme and more so how they could support their children's learning.

*Rosi Uluiviti, PYP Coordinator*



### Primary Years Programme



## Kindergarten Buddies

As an extension of the Kindergarten Unit of Inquiry, "**Citizens contribute in different ways to create a community**" the M1s presented a monument to the KG class representing their community of The Land of World Studies. The monument was symbolic and helped KG to understand how the world is the largest community and how we can be different and have the same needs regardless of beliefs.



The D1 students have been examining how group processes and group dynamics can be crucial to success. Small groups planned lessons to deliver to the primary classes. These D1s planned and executed lessons on Healthy Diet, and Cooperation to the KG class.





# What in the world is an IB World School?

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In 1972, International School Moshi became the first school in Africa to adopt the International Baccalaureate diploma curriculum. We were only the 32nd school in the entire world to do so. In 2007, ISM became fully authorized to offer the IB Primary Years Programme and the IB Middle Years Programme. When ISM adopted these final two programmes, we became a 3-programme, all-through IB World School. Of the more than 2,000 schools worldwide that offer one or more IB programmes, only 100 schools are authorized to offer all three. If it is possible, this status makes ISM even more special than it already is.

Here is how the IBO describes its mission: "The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that people, with their differences, can also be right."

But really, what is so special about having these three programmes and how do they fit together?

## A River runs through it

The "learner profile" underpins the PYP, MYP and DP as a holistic vision of education that puts students at the centre of everything we do. By now all ISM students and teachers (and most ISM parents) know the ten aspirational qualities of the learner profile, plus the two extra that ISM added to its philosophy and objectives in 2006, "committed" and "accomplished." These qualities are supposed to inform, inspire and motivate the work of teachers, students and schools as a whole. As the IBO states, "The learner profile unites us all with a common focus: on the whole person, as a lifelong learner. It applies to all of us – student, parent, teacher or administrator – for we are all continually learning."

At ISM, we make an IB education available to students aged 3 to 19, across the years from kindergarten to pre-university. PYP is for ages 3 to 12 and focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The MYP is for students aged 11 to 16 and provides a framework of academic challenge encouraging students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers. The Diploma Programme is for students aged 16 to 19 and is an academically challenging and balanced programme of education.



## All three programmes:

- Have a strong international dimension
- Draw on content from educational cultures around the world
- Require study across a broad range of subjects
- Include both individual subjects and transdisciplinary areas
- Give special emphasis to learning languages
- Focus on developing the skills of learning
- Provide opportunities for individual and collaborative planning and research
- Encourage students to become responsible members of their community

In addition, the IB programmes have a written curriculum or curriculum framework along with student assessment appropriate to the age range. There are many professional development opportunities for teachers and the IBO provides support, authorization and programme evaluation for the school.

## Here is what the IBO says about schools like ISM:

*"It takes a great deal of commitment and professionalism to become an IB World School, authorized to deliver an IB programme. It takes commitment to, and an understanding of, IB values, the IB mission statement and the long-term implications of belonging to an IB community that actively involves schools in the development of IB programmes. It also takes time – for training teachers in the fundamentals of the programme and pedagogical approaches, assessing the school's preparedness prior to authorization, and thereafter conducting continuous professional development."*

The three IB programmes at ISM are a tapestry of learning and interconnectedness that is woven around and through our children. The programmes promote internationalism and a global perspective. This is an education that is portable and recognized around the world.

... all this in up-country Tanzania.

Barry Sutherland  
CEO

## It's All Fun and Games



**Sports** usually brings people together, and that was certainly apparent as Moshi campus hosted Sports Weekend in September with our Arusha campus counterpart. It was a positive experience for the minds and bodies of ISM students. Sports are known to instill discipline and camaraderie that values sporting spirit and trust. It sharpens the thinking process and decision making. One can learn to accept defeat gracefully while generating a healthy spirit of competition. Channelling energy constructively, building self esteem and confidence are part of the benefits of playing sports. It's also just a heck of a lot of fun.

*Catriona Sutherland*





# Moshi Sports Day



**As a culminating activity** to the athletics units taught in PE, all the secondary students on Moshi campus participated in the annual inter house Sports Day. This year we changed the scoring system, so that students scored points for their house, not based on the position they finished in the race, but depending on the standard that they achieved. The result - lots of students hurrying from one event to another trying to reach the gold standard time or distance in order to achieve maximum points for their house. Special congratulations are due to Rebekka Hollevoet who broke the M1-3 girls' high jump record, which had stood for 15 years! The D1&2 girls' 4x100m relay team from Mawenzi House also broke a school record, knocking 2 seconds off the previous record.





## Why Move? M2 Pangani Trip



**Why Move?** Twenty four M2 students spent a week considering this question in the beautiful coastal town of Pangani. Perhaps foremost in their mind was – “Why did I move?” Why did I leave my warm house and comfortable bed to sleep on the ground in a tent? And perhaps parents and teachers wondered why did we move 24 students 7 hours down a bumpy road in the back of the lorry? The answer: for an amazing learning experience on site in a phenomenal location.

Encountering the history of Pangani in a guided tour, exploring why various groups of people have come and gone from Pangani, and hearing tales of the slave trade engaged students in history deeply. And what better way to study coastal geography than to spend a day sketching and observing coastal formation, investigating tidal pools and examining different types of marine life? Students were also challenged to apply maths skills in several challenging activities – estimating the height of a cliff using similar triangles and measuring and graphing tides to name a few.

In the evenings the Kiraha House was a flurry of activity as students compiled notes and data from the day, prepared Power Point presentations and a drama presentation to display their learning. These concluded in an enthusiastic culminating experience on the last night of the trip. Of course, it wasn't all work and no play. Students enjoyed a rousing game of rounders, a rigorous set of group competitions, and a few swims in the sea (some in the pouring rain!). Why move?

*Jeff Holcomb MYP Coordinator*





# Great Expectations Build Great Citizens

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**The Summit** records a cross section of the activities, events, groups and individuals, which make up the culture and character of our school. The artwork, the creative writing, the contributions and the photographs in this magazine represent a slice of life at ISM. It is a life on which students may look back on with a sense of pride and belonging. It is an excellent record of this school and it showcases our successes. You are all in it: achieving, and succeeding. One evident feature is the way you get along with each other. You look as though you are friends; you look as though you are on the same side, in the same team, part of the same school.

We are a school with much strength. The fact that we are a relatively small school means that almost all the students are known by almost all staff. This makes it easy to encourage and develop a sense of belonging, and a sense of family. We have small class-

es and we think the individual attention is important and we go out of our way, not only to encourage, work with and help those who need extra help, but also to extend students. Thank you to all who continue to contribute to our students' achievements and successes.

I am proud of the students at ISM. I am proud of some of you for the way you can look on the bright side, for your smile in the morning and the way you can behave responsibly when we ask you to. I am proud of some of you when you stick up for each other, when you look after one another. That is what makes ISM special, but there are no prizes for that; no prizes for looking after your fellow students; for being a good member of this school; for giving someone a helping hand when they need it; for doing the right thing when you have a choice; for being responsible and reliable and trustworthy. Maybe there should be.

We do have high expectations of students at this school. We expect them to work hard and to make good progress in their studies. We expect them to achieve at a level which extends and challenges them. We expect them to have high standards and to behave responsibly. We also expect them to show tolerance and respect for each other. Above all though, we expect ISM students to achieve and to learn what it is to succeed in their own terms.

*Adrian Moody, Head of Arusha Campus*



## Reaching for the Sky

In June 2007 we marked the transition of the S5 classes to the next stage of their education with special ceremonies on both campuses.



### Arusha S5 students

**Back row, left to right:** Sarah Kenyi, Andy Schmid, Kareena Bassan, Lane Simonson, Aisling Brehony, Jiji Kosic, Julia Pierre Nina, Taher Nurbhai, Katherine Jacobson, Jovan Dhariwal.

**Front row:** Yona Kato, Zoher Anjari, Sandra Strebel, Ishaq Hamed, Dylan Duinmaijer, Mariyam Saviour, Usama Dougla, Liv Hector.

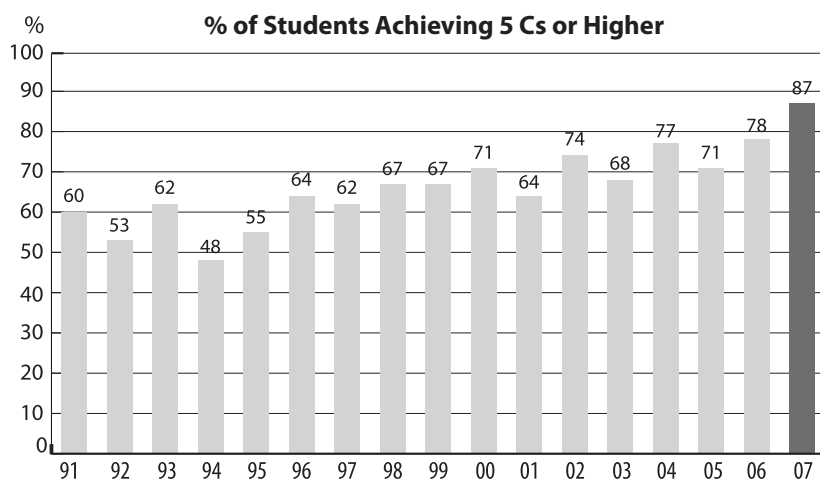


### Moshi S5 Students

**Back row, left to right:** Nasir Kanji, Abid Sadiq, Aboubaccar Demba, Satpal Riat, Mads Lopes, Matias Kauppinen, Roger Mengi, Jay Lodhia.

**Front row:** Sarah Diallo, Myriam Hollevoet, Katie Brice-Bennett, Amanda Tindyebwa.

## International General Certificate of Secondary Education



We are especially proud of our penultimate IGCSE class as they joined the trend and ensured the best IGCSE results for the third year in a row. 87% of the S5 students of 2007 obtained five grade Cs or better in their examinations and 81% of all grades awarded were in the A\* to C range. This compares extremely well with the average UK GCSE figure of 63% and the worldwide IGCSE figure of 71% (2006).



# Community Service M1 – M4

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Moshi Campus

**M1 to M4 students** gathered together to brainstorm ideas for Community and Service. It was a very productive session and they came up with the following activities:

- Cleaning up Shanty Town
- SODIS: Using solar energy to purify water.
- Making pictures, collages, mobiles for the children's wards in KCMC
- Advertising Campaigns for small Businesses

So every Thursday afternoon they get together in their 4 groups and off they jolly well go!



*"We wish to help the Community by picking up the garbage on the streets as we care for the environment."*  
- Naheed Jadavji M4

*"SODIS is a very quick and simple way of making water safe to drink. It works by using rays from the sun to kill any harmful germs in the water over a period of time."*  
- Nico Brice-Bennett M4

*"It is a very long term project and we hope we can continue being involved in the lives of the children and their families visiting CCFCC."*  
- Amelia Rowan M4



*"We are advertising small, local businesses. In our group of 3, we made leaflets, posters, business cards and we are considering making a website where people can contact our agency and we will be able to contact the clients."*  
- Rosa Brandon, Kate Sutherland M2



**M1s** are focusing on ISMAC as a community and brainstormed ideas/places/projects where they could get involved or create improvements. Bake-sales raised funds for various projects – bins in strategic places, a bird water feature, quiet area to read, library books, photo album of all the trees on campus and many more great ideas.

M2s have visited the three Burka Kindergartens and got involved in classroom activities, playing football

and group games, creating animals from play dough and generally helping out where possible.

M3s & 4s pumped up their deltoids by moving furniture – beds, tables, and chairs for Peace House Academy. They also weeded and watered the herb garden, and helped screen the outside toilets. Students also spent time at Malaika Children's Home, bathing, feeding and entertaining the smaller kids.

Arusha Campus



## Art Attack!



### P3/4 unit of inquiry with the central idea:

*Visual Art is a powerful way to express feelings*

Inquiries into:

- Artists and their styles
- How artists become inspired to create
- Developing a personal style and preferred media

P3/4 students across campuses connected and engaged deeply in their first unit of inquiry for the year. Students found their inner artist through experimentation with different forms of media, researching and appreciating a variety of famous artists' styles as well as making connections between inspiration and creation of visual art. P3/4 students made connections between the central idea: *Visual Art is a Powerful Way to Express Feelings* and their own artwork.



### Acrostic Poem P3 and P4 Art Attack!

Artists are inspired to create  
Realistic and abstract art they make.  
They used many techniques and textures

Amazing art is found all over the world  
Tie dying turned out good and clear  
**Tinga** Tinga art we find in Tanzania  
Aboriginal art tells stories of adventures  
**Curled** painting and cubist swirl  
Kandinsky and many other artists we now know.





# Art Attack!



*I am inspired by other artists. My preferred media is water colour, acrylic paint, plasticine and chalk. I liked to draw when I was small. - Shy*



*I am inspired by colour, nature and my imagination. - Harriet*



*I like art and studying about art. My personal style is expressive and realistic. I like using water colour and pen and ink. - Muesiri*



This unit was meaningful because students had the opportunity to create artwork in their own style after studying the inspirations, styles and media of famous artists. Students were thoughtful in developing their own personal styles through reflecting on their inspirations. By experimenting with multi-media, students were able to choose media that best expressed their personal style and feelings.

Students participated in a gallery walk and researched the lives of famous artists. They experimented with different media in creating their own artwork. Finally, they displayed their own work in an exhibition that was open to the school community. P3/4 were of course the hosts and were available to discuss their work. They were very excited about the show, one child commented, "It makes me feel famous". Thank you to everyone who attended.



*I am inspired by looking around the class. My style is called Abstract. I liked colouring since I was a baby. - Gurveer*



*I am inspired by other artists and from the outdoors. My personal style is called 'Fauve'. It is realistic and pretty. - Laurel*



*I want my pictures to be making people have feelings. - Rufaro*



*I am inspired by beautiful places in Pangani. My preferred media is finger paint, water colour and chalk. - Josephine*

*My style is called Romantic. I like using mixed media, pen and ink, chalk and water colour. - Cindy*

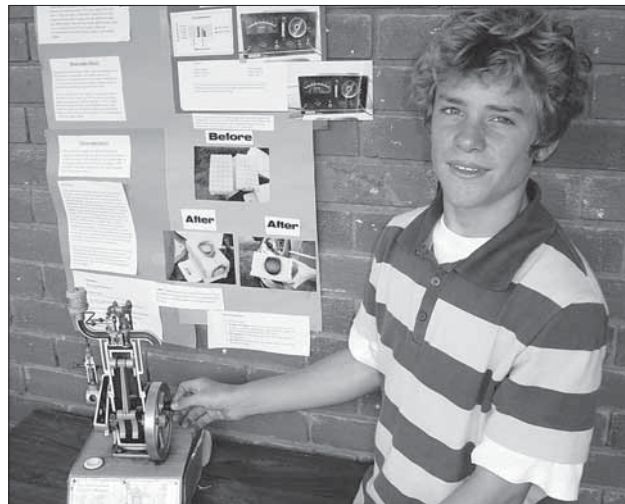
*My personal style is expressive, open-minded and abstract. My preferred media is water colour and acrylic paint. I like painting. - Denise*



# Independence Day



The annual science fairs took a slightly different slant this year. As we have adopted the MYP programme, we decided that with some adjustments, the M3 science projects would be good practice for the Personal Project, which students undertake in M4 and M5. They did a piece of individual research, but the main differences were that the students had to do more work in their own time, and that the projects had to hinge around one or more of the Areas of Interaction. As usual, our students took the bull by the horns and came up with some impressive examples of individual research projects.





# Hard Work Won't Kill You

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Hard Labour



**To some** it might have seemed like any ordinary Friday afternoon, but on this particular day an exclusive group volunteered to give up their weekend of leisure. This group is on a mission to start the foundations that will insure the education of children in Tanzania.

We were greeted with a harmonious reception of singing children, which made most of us feel sheepish and heroic all at the same time. Daniel Mundeve made a vibrant introduction in Kiswahili that was pursued by another from the Head Master of the school. He told us that ISM had previously built a whole block of the classrooms and our job was to add another.

The group was split, one for digging the foundation and one for making the bricks. Digging was no easy feat, and girls and boys alike were called on to call up their inner masculinity and break the rocks and dig a foot-wide trench around the area. The act of pounding the hoe/pickaxe up and down to the hard ground became a routine. The pulsating energy we had begun with crawled away. Nevertheless everyone worked together through the 'chain' mechanism.



Only a short break was taken when we presented the Head Master with books for the school before resuming with the hard labour.

Making bricks had become an obsession - we had made over 300.

There were a lot of laughs on this adventure and the true strengths of some were revealed. All in all it was an interesting experience that I was glad I didn't miss.

*Excerpt from Belinda Tindyebwa's article on hard labour.*

*(D2 Student)*



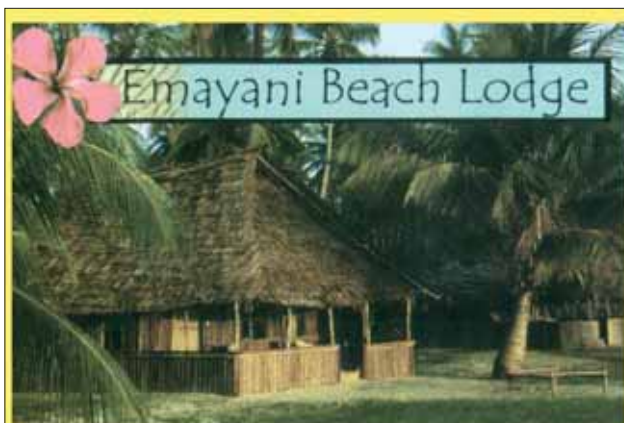
ISM





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## Express Yourself!



**P 1/2 jumped** into the school year with our first unit, Express Yourself. Our classes actively explored and experimented with different ways people express their ideas and feelings. There was a cornucopia of creative communication all around!

We had many opportunities to discover and engage in various forms of communication for practical and creative reasons. The children developed dramas and dances, planned and created posters and paintings, developed and shared their opinions about stories and even wrote a few of their own. We examined feelings, sang songs and learned some sign language along the way. A highlight was the dramas developed in Swahili class to demonstrate people's feelings in different situations. At Primary Share Time, some P 1/2s shared their super Swahili speaking role-plays.

Budding painters, authors, actors, illustrators, graphic artists, sign language interpreters, musicians and storytellers were on the loose! Follow in their footsteps and express yourself!

*P 1/2 classes and teachers:*

*Narelle, Marcello and Diana*





# Out of the Stroller

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## M1 Campcraft Trip



**The M1 Campcraft trip** was based in Marangu, amongst the banana plantations on the slopes of Kilimanjaro, close to the park gate. Students learned the basic skills necessary for outdoor pursuits trips and class trips. They put up tents, packed their rucksacks, made dinner, washed up, and of course, did some walking up and down hills with a fully laden backpack, in preparation for the 'real thing,' a level 1 trip! Highlights of the trip included swimming in the freezing cold waterfalls, and getting stuck in the toilet.



*"It was good practice and very helpful for the future."*

*"When I got home I felt like another person and more grown up even though only two days had passed." - Carlotta*

*"I loved the walk, but my legs did start to ache after a few hours."*

*"The trip was very helpful and a new experience to me, but I was glad to be back with my family." - Judith*



*"I slept well in the tent, probably because I was so tired."*

*"It was a very nice experience to be together with my friends in the outdoors, and I enjoyed it." - Jens*

*...We had to prepare our tents and "our rucksacks and walk several hours to reach the waterfalls. The water was freezing cold."*

*"The trip was so good, and I learnt so many new things." - Lillian*



*"I went swimming in the river. It was very cold." "The weekend was very, very fun, and this trip is very important." - Hayaka*

*"I was excited about going on the M1 campcraft trip because it was my first time ever to go camping. I felt very proud of myself because I was a risk-taker, and I showed independence. I was able to leave home and do something that I have never done before." - Joshua*

*"It was hard. I felt very tired walking all the way with my rucksack, but at the end we got to swim in the waterfall." - Upendo*





## Steve's Southern Safari

After contracting a nasty bout of malaria from a short cycling trip to the island of Pemba over the Christmas/New Year season 06/07, I thought the natural progression was to do another cycling trip to help the charitable surgery run by the guy who fixed me, **Dr Mubarak** of the **Jaffery Clinic** in Moshi town. The plan was to get the train to Zambia and cycle from Lusaka to Cape Town via Namibia. The route would take me past some of Southern Africa's most famed locations including Victoria Falls, The dunes of the Namib Desert, endless savannah landscapes, Fish River Canyon and the wine lands of the South African Cape. After a trouble free trip to Lusaka, the ride started on 15th June 2007 the details of which would probably make a good book (what a shame I'm not a keen writer!!) so here is some of the story told in photographs I took along the way.



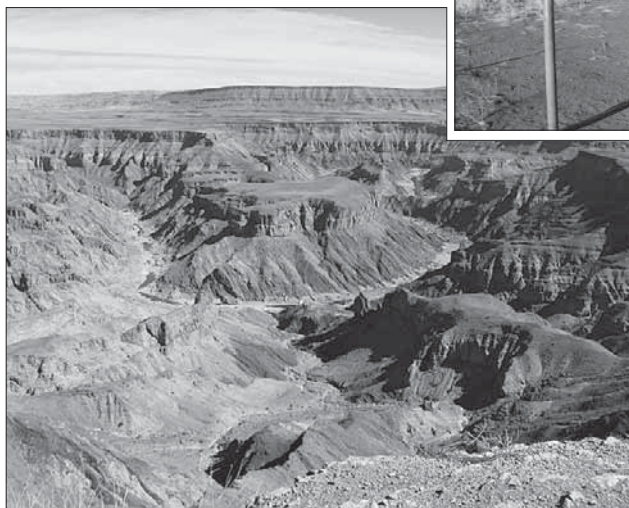
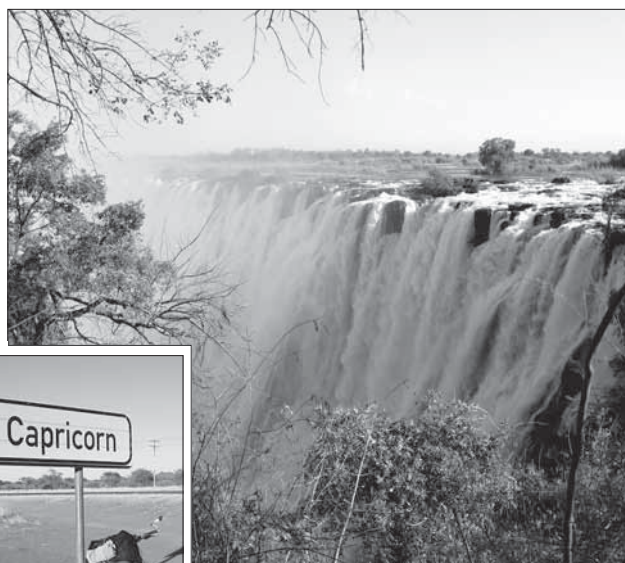
Steve Jones and Dr. Mubarak

The trip took around seven weeks finishing on 1st August where Table Mountain, like a mother ship, guided me to the finish point and much euphoria. Before the ride, I was concerned about personal safety (who wouldn't be?), but good weather and a whole string of serendipitous events and meetings with strangers turned the whole thing into a really heartwarming adventure through some of the world's most amazing locations. The trip was 3777 km from start to finish & raised 500,000 Tshillings, which was given to Dr Mubarak at a school assembly at the start of term.

Thanks a lot to all who gave donations. I had a great time and your money will be going to help people who have difficulty in helping themselves. Everyone ended up a winner ☺

Steve Jones

ISM Moshi Music Teacher





# African Folktale Magic

**When** the M1 class arrived, fresh out of primary for their first few English lessons this term, they greeted the new topic with enthusiasm. "Write an African folktale? Cool!" After hearing who they were writing for, however, the class looked a little concerned, worrying how Linda Willms' P3/4 class would receive their stories and what on earth would they do if (ah, help!) they got bored?

Luckily these fears were unfounded, as several weeks later, each beautifully illustrated and redrafted tale was carried across campus to a classroom some of the M1s recalled from not so long ago. As the secondary students read their stories to small groups of enraptured P3/4s, Linda commented on the expressiveness of the delivery; in addition to rehearsal, this was largely thanks to the kind involvement



*Aisha with her circle of listeners*



*Jibrail and friends*

of Christine Matemu, who told the students a traditional Tanzanian folktale and modelled superb storytelling skills for the class. The MYP assessment for the pieces focused on their ability to show understanding of the key elements in traditional African folktales, particularly the use and purpose of a moral, in addition to assessing structural organisation and spellings.

Back in Linda's class, as the bell rang on a Thursday afternoon, the M1 students closed their folktales and breathed a unanimous, 'The End.'

*Madeleine Cox*



*Hannah reading her folktale*



*Ruben storytelling*



*Quinta delivers some storytelling magic*

*Antoine storytelling*



*Deema reads to her audience*





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# Tourism in Tarangire

25

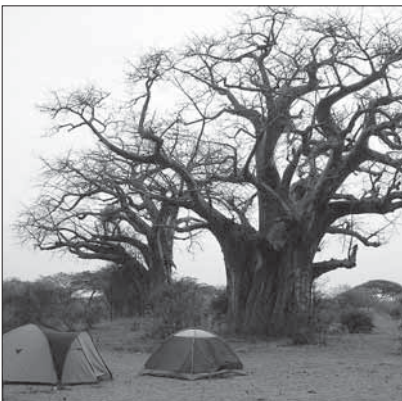
On Safari



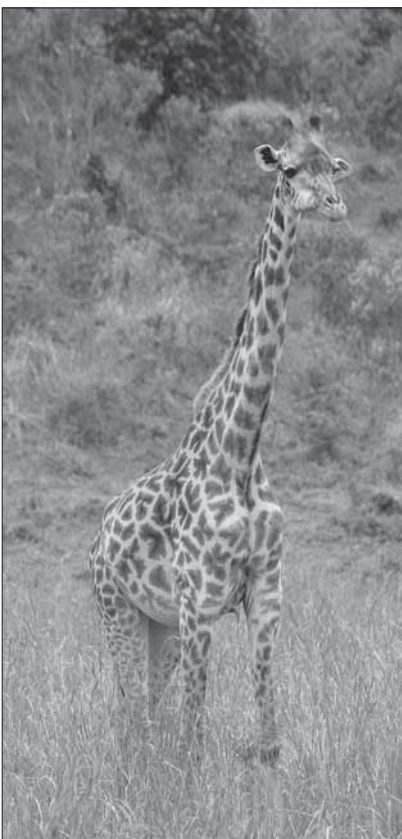
**55 Groups from** from both campuses visited Tarangire for their second Geography coursework piece centred on Tourism led by Mr Newman. The work conducted involved

1. Tourist area environmental survey
2. Survey of tourist origins
3. Environmental survey
4. Visits to Sopa and Tarangire lodges

The students also had time to go on three game drives, where they were fortunate enough to see a vast number of animals, and make use of the facilities at Tarangire safari lodge. In camp the groups used the time to forge closer links between the two campuses



## New Staff on Safari



**The new staff** on both campuses enjoyed a day out to Arusha National Park. Yes they do have giraffes in Arusha National Park..... a lot actually. That was one thing we learnt from our relaxing social outing. That, and the seats at the front of the blue lorry give you a much smoother ride than those at the back. (Very important if you want to be able to sit down again someday soon.)

It was a lovely day and a great way for those without cars to see a bit of what Tanzania has to offer. It certainly whetted the appetite for more adventures!



## A New Approach

### Fees and Approaches to Enrolment

In the nearly four decades since the establishment of International School Moshi, much has changed in Tanzania as has the nature of the families that we aim to serve. When ISM began, there were hardly any other schools offering a non-Tanzanian curriculum. Aid donations to the country were considerable and both donor and missionary organizations had many families in the region whose children needed an education, many of them living in rural locations or in the smaller towns in the country. This picture was reflected by the more than 120 boarders in the early 1980s and a student body of whom over 20% were Scandinavian and one third were Tanzanian.

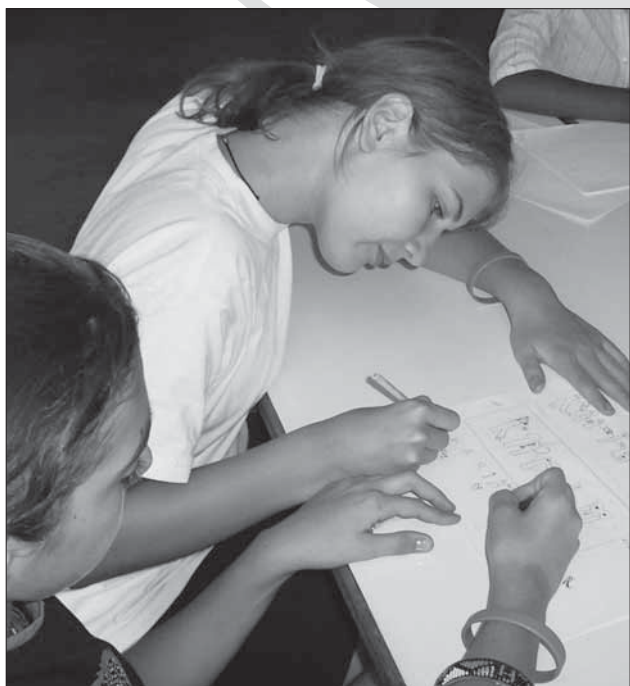
As Tanzanian society has converted to commercialism, financial resources have become concentrated in the cities, particularly in Dar es Salaam, the government has encouraged the growth of a significant private educational sector and more limited aid budgets have replaced the long-term donor family with the short-term single consultant. Our

Scandinavian enrolment is now less than 4% and only 22% are Tanzanian. We have only 60 boarders and our secondary classes (M1 to S5) average fewer than 14 students each. This provides an excellent teaching ratio to the benefit of the students, but a fee income that does not meet the school's expenditure. Many would argue that our establishment of fees in foreign currency and inflationary increases have put the school more out of reach for many Tanzanian families and others running their own businesses and that, although the quality of education offered is high, the financial cost is too great. A new approach is needed.

In September the Board announced a radical change in our fees structure that aims to bring our programmes within the reach of many more families. By offering a primary or middle school fees package that ensures that a child can attend ISM (including boarding) for almost half the previous fees we believe that enrolment can increase significantly, particularly in our MYP classes.

Compare our annual M1 fees (for both boarding and tuition combined) with other schools:

International School Moshi	\$ 11,100	(for tuition <b>and</b> boarding)
International School Tanganyika	\$ 13,100	(for tuition only)
International School Kenya	\$ 14,300	(for tuition only)
Brookhouse School, Nairobi	\$ 19,280	(for tuition and boarding)
Braeburn School, Arusha	\$ 12,241	(for tuition and boarding)



How does this fee package help existing ISM families? Firstly, current boarders up to M4 have already benefited from the change with significant fee reductions. But for others, increased enrolment in areas with presently small numbers means increased income for the school as a whole without major increased costs. This will help us to continue to provide a high standard of education without having to impose heavy fee rises or to suffer cuts in the educational provision. Families can still apply for fee remissions and can still qualify for long-stay boarding discounts or for bursaries. Day students, or those in S5 and above, may not see immediate fee reductions, but will undoubtedly benefit both educationally and financially in the longer term from the school's greater financial stability. So please help us to get the message out – ISM provides a high standard of education for an exceptional price.



# Reunion at International School Moshi

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**The largest** gathering of former teachers, students and staff members in the 38 year history of International School Moshi took place at the Moshi Campus, August 1st to August 5th, 2007.

About 225 people from six continents, including four school Heads, turned out for the five days of celebration and reminiscing that culminated in a reunion dinner on Saturday night.

The event saw ISMers from the 1970s, 1980s and 1990s return to the school—many for the first time—to reconnect with their past and reminisce about school days on the slopes of Mount Kilimanjaro. It also paid tribute to founding Principal Jerene Mortenson: "Sometimes memories are better than reality. But coming back to ISM was overwhelming."

"You can recreate history—many of us have been away for a generation—but coming here somehow makes life whole", said Jens Kjaer Martinsen, a student from 1976 to 1979. "I feel like I've come home."

The reunion raised US\$25,000 for the ISM Scholarship Programme, which provides two years of academic and boarding fees for two gifted Tanzanian students each year so that they can complete their International Baccalaureate Diploma. Previous scholarship students have continued on to post-secondary education through fully funded scholarships to globally acclaimed universities such as Harvard, Duke and Amherst.



A highlight of the reunion was a presentation by Greg Mortenson, a former ISMer and author of *Three Cups of Tea*. This bestselling book tells the story of how Greg came to develop community-based education and literacy programmes in remote regions of Pakistan and Afghanistan.

Mortenson, son of the school's founder, is an example of the type of student ISM breeds. His work building schools and promoting education programmes shows what one person can do to spur changes in the world.

To that end, ISM is also involved in community education—not just with its Scholarship Programme, but also through its Visiting Schools Programme. This unique experience gives students from around the world the opportunity to come to Tanzania and, through a community service project, build classrooms in local primary schools.

International School Moshi, on the slopes of Mount Kilimanjaro in Northern Tanzania, was founded in 1969 and offers the International Baccalaureate (IB) Primary Years, Middle Years and Diploma programmes. Our 400 students, aged between 3 and 19 years, come from 44 countries across the world. We are proud of our excellent academic record: recent ISM graduates have gained admission to Yale, Harvard, Cambridge and Duke Universities. With our Moshi Campus and the newer Arusha Campus, opened in 1987, ISM is truly able to provide quality education for both the local and international community.



## Tim Michiels



I was at ISM Moshi Campus from 1986-1989 as a boarder. Before that I spent half a year at Morogoro International School which was run by Gabi van der Wel in those days, who later became a teacher at ISM. My parents lived on the Sokoine University campus.

The best moments at ISM were without a doubt the warm afternoons at the swimming pool impressing the girls with our 'cool' dives and jumps, the frisbee marathons organized by Bobo (our Swedish dormparent from Kiongozi), the endless Dungeons & Dragons weekends, the food fights in the dininghall (only when the food was not edible), sports-day, art with Mr. Vaughan, Outdoor pursuits, daytrips to hot springs and Marangu waterfalls, excursion to Pangani, sneaking into Kijana at night, video nights in the weekends when 100 of us were all squeezed together in front of 1 small TV watching Predator... and so many more.

Once you're back in the busy monotone western world you realize simple things can be so nice and I really miss the simple way of life. No stress, no timelimits: kesho... and just being in the midst of so many nationalities, religions and different languages is just amazing. ISM is how the rest of the world should be but how do you convince 6.000.000.000 people to live and behave like ISM students?

After my years in ISM I came back to Belgium and struggled through my studies and finally became a photographer. Surprisingly I'm not (yet) working in this business; I'm currently employed in the IT sector. My dream would be to do something more artistic and find a job in the filming industry.

In the mean time I have been married for 10 years to Ann (we recently celebrated our anniversary on the white beaches of Zanzibar) and have 3 children. 2 girls (who joined us at the reunion) Robyne (9) and Axelle (7) who have a naughty little brother Elyas (3).

The reunion was fantastic and being back in Tanzania after so many years was incredible! I will join the next reunion if possible and hope more alumni from our era will be there to share the memories!

## Carola Seiz



My name is Carola Seiz, nee Brinkschmidt. I was a student at ISM from 1969 to 1972, thus one of the first students of ISM. Our family lived on Lema Road, barely 10 minutes walking distance away from ISM, so I was a day student. I spent lots of time on the campus and had great fun hanging out with boarding students after school.

Among uncounted memories is going to school in what now serves as housing facilities of KCMC. Classes took place in small private apartments and each grade had bathrooms and kitchens. The ISM buildings hadn't been completed yet. I also love to recall our dog following us to school or sitting underneath my mother's desk who was a teacher at ISM. He refused to walk back home. The most crucial part for me was to grow up with friends from all over the world. After graduation I became a registered nurse in Frankfurt/Germany at the University of Frankfurt. Then I studied Art History and Judaism. Now I am a museum educator at a Museum in Frankfurt. I participated in the ISM reunion in 2007 and got to see a most outstanding and beautiful campus. Meeting both new people and lifelong friends at the reunion has been a significant life experience.

### Sarah Jamieson

Hi, I'm Sarah the new Marketing intern in the Development Office at ISM. I will be working on the Moshi campus until the end of this academic year. I was born and grew up in Brussels, Belgium before attending university in the UK where my parents come from. I have a lot of marketing work experience: places where I have gained this include the British National Health Service and a publishing house. This experience has stood me in good stead for the challenges I face at ISM. My job is to recruit new students and promote the IB curriculum. In summary, I want to convey how great our school is! I'll be doing this through writing articles about ISM which I will release to the media and also by carrying out a marketing study of the local area in order to target the promotion of the school to specific groups. I have already organized a successful road trip to Mwanza and will be coordinating more of these over the coming weeks in order to attract students from wider regions to benefit from the fantastic IB education we offer.

I've been here for only a short time but I feel very well settled! The atmosphere at the school is multicultural and I have met fascinating people from all backgrounds. I have also had the chance to try new things such as mountain climbing- which I was so glad to do, despite my painful feet at the end of the route. Here's to a successful year!





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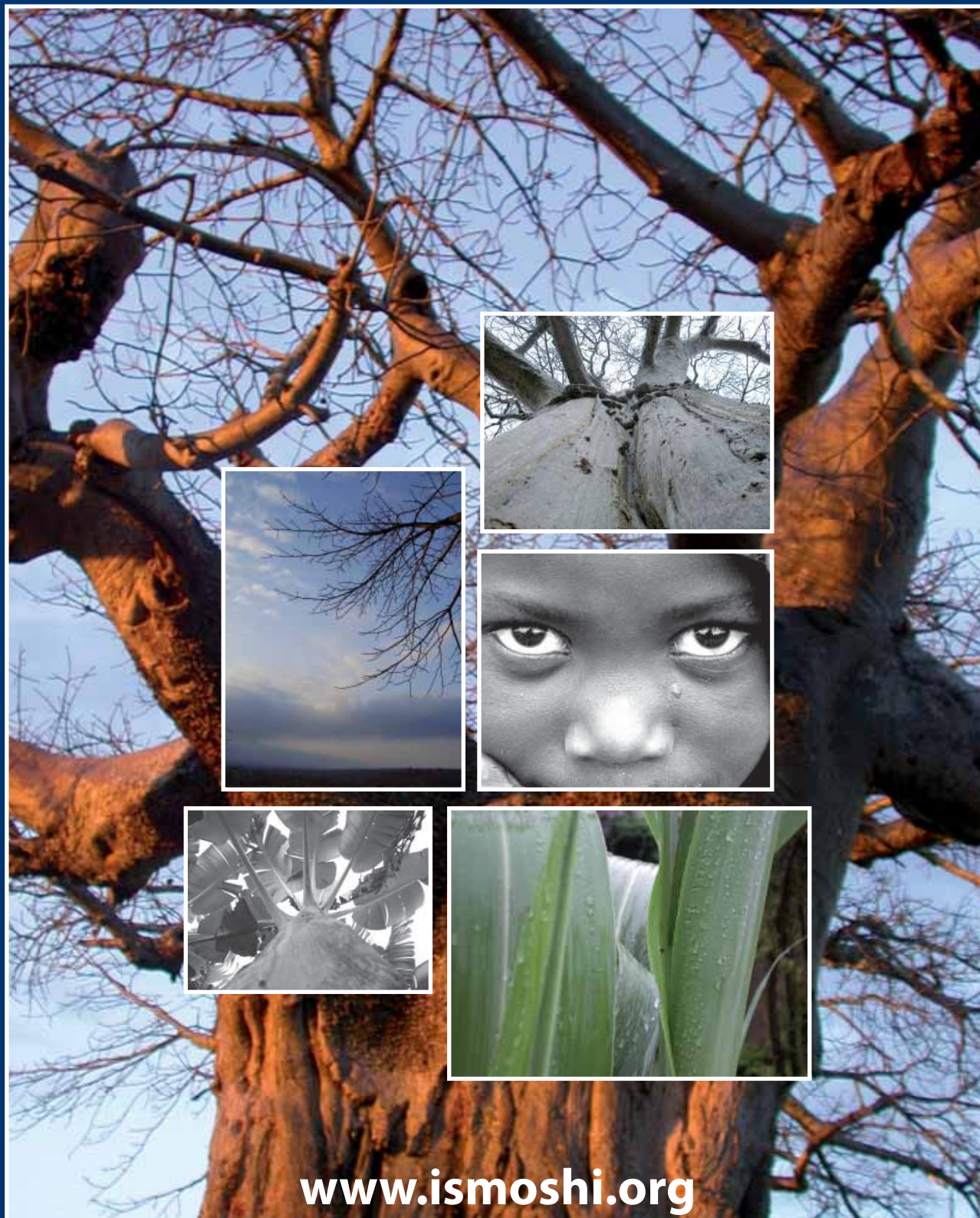
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