



The Summit

International School Moshi
Kilimanjaro and Arusha



Tenth Edition June, 2008

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Dear Parents

We have completed another school year at ISM. 2007/08 has been an exciting year at ISM. Our graduates have been working very hard to prepare for their terminal IB Diploma examinations and they will be relieved that this stage of their educational journey is now complete. We have had several students sit for their ABRSM examinations for many different areas of music. I am always impressed by the commitment and drive of many of our students to involve themselves fully in these rigorous programmes in addition to everything else they are doing at ISM. This special commitment was also demonstrated by our D2 Art students who showed the school some spectacular talent at the D2 art exhibition in March. Commitment and dedication seem to be the hallmarks of the majority of ISM students.

Nowhere do we see a greater commitment to learning than with our Tanzanian ISM scholarship students. For these students an ISM education is the doorway to tertiary learning abroad. The difference is they need to get very good grades and be a well-rounded participant in ISM life to attract the full funding they need for university. Teachers find that these students really raise the academic bar in the classes they take. They are serious about their education and put all their effort into absorbing everything they can from their teachers and classmates. I am extremely pleased that Catherine Kayila ('06) has now received the funding necessary to begin her programme at Cottey College and that Daniel Mundeve ('08) has been awarded a 4-year Leadership Scholarship from the University of British Columbia in Canada. Mhula Ngassa ('08) will remain in Moshi for a gap year and will continue to apply to schools for the following year. During that time ISM will continue to support Mhula by providing free accommodation on the Moshi Campus. I have no doubt that Mhula will get his big chance next year. In 2009, we will have three more Tanzanian ISM scholarship students graduating.

At ISM we put so much energy into the ISM Scholarship Programme because we believe in African solutions for African problems. We believe that our scholarship students who have gained their IB Diploma and a chance to study at the world's finest universities are this country's best bet for the future. In my opinion, these young men and women are the best hope for Tanzania and for Africa.



I like to believe that the glass is half full and I believe that about every student who leaves ISM. All our graduates can really make a difference in the world, not just our scholarship students. If they make a difference, then we make a difference. It is exciting to see them heading to different programmes at excellent schools the world over. For teachers, this is what we are here for. I feel confident that our teachers have prepared our graduates well for the world outside Tanzania through a rigorous academic IB programme at all levels, inquiry-based class trips, a fantastic outdoor pursuits programme and a well-rounded sports and arts programme.

The pages which follow highlight the students' world at ISM since November '08 when the last **Summit** was published. I want to thank Annette, Catriona, Eva, Sarah, Anne and all the contributors for this special 10th edition of the **Summit** magazine. It is a huge project to produce the magazine and I really appreciate these people for volunteering to help us during the past four years to chronicle our lives together. When I flip through the last 10 issues, I soon realize that the glass is more than half full; in fact, it is overflowing. This is ISM.

Best Regards,

Barry Sutherland
Chief Executive Officer

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Room Eight Champions



Safal Mukhia and Ben Rowan, the "Mountain Dwellers" of room 8, celebrated after coming out on top of the first Horseshoe Championship ever held at ISM.

The finals were a game of skill, not strength or aggression, played in the pouring rain. Their prize was not millions of dollars in cash or a car each. It was in fact a meal out with the tournament ref (Mr. Mack) and his trusty sidekick (Mr. Eaton).

Mama Somaiya 'At The Centre'



In 2008/9 Mama Somaiya will be leading the Boarding Team.

I would like to thank her for her many years of service to the programme and for her loyalty over the years. I wish Mama Somaiya and the entire boarding community the best of luck!

*Richard Eaton,
Outgoing-Head of Boarding*

Willie's Rally and Retrospective



This term Willie enjoyed racing rally cars designed and built by boarders. Willie will retire at the end of this school year, so we thought it was time for a retrospective look at his time at ISM. We wish him luck in his new life as a solitary action figure.

*Submariner Willie – Into the Deep 2005
Willie Reaches Uhuru Peak – King of the Hills 2005
Willie Takes Flight – New Highs & Lows 2006
Catapult Willie – He Gets Tossed 2007
Rally Car Willie – Speeding Towards Retirement 2008
Willie With The Hadzabe – The Final Hunt 2008
Willie Heads into Retirement – Sunset at Lake Eyasi 2008*



MYP is HARD WORK!

M4 students have continued to lead the way, forging into previously uncharted territory at ISM. Ask these students if MYP is easier than IGCSE, and you'll hear a resounding "NO!" The M4 students on both campuses have overcome Monitoring of Assessment, and have plunged into their Personal Projects with energy and enthusiasm. What do these strange terms mean?

Unlike the IGCSEs, students do not receive a final mark based on their performance on one exam. If only it were that easy! Instead, the students will face challenging exams, but their grade will be based on a range of moderated assessments and the completion of a year long Personal Project.

Monitoring of Assessment was a process completed during Term 1 to prepare students and teachers. A sample of student work comprised of a variety of assessment tasks covering all the subject assessment criteria was submitted to the IBO. The IBO reports back to the school commenting on the appropriateness of the assessment tasks and the levels awarded by the teachers. Teachers use that feedback for designing and grading further assessments for M5.

Once this arduous task was completed, students immersed themselves in their Personal Project. This must be completed successfully to achieve an MYP Certificate. A Personal Project is a

year-long project; initiated, designed and completed by the student. It requires the same amount of time as an additional subject in the MYP, and all Personal Project work is done outside of class, in addition to their normal class load. The purpose of the Personal Project is for students to display skills and knowledge learned in the MYP by designing, researching and completing (according to the IBO) a "significant body of work." Some projects this year's M4s are undertaking include writing a novel, creating an interactive CD on the human brain, developing a solar powered mini-vehicle, and creating an instructional DVD for learning how to ride a horse. Way to go M4s!

Parents going back to school to learn about the Personal Project



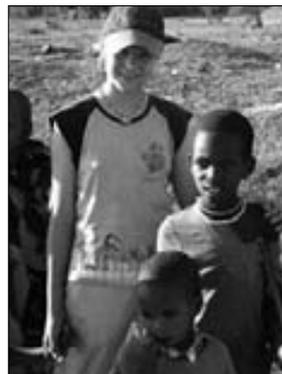
Why Are Things Changing?



In Term II, M1 students visited two Rift Valley Lakes (Manyara and Eyasi) and two tribes that have settled in the Lake Eyasi basin, the Datoga and the Hadzabe.

The Hadzabe are a small group of hunter-gatherers that probably represent a very ancient culture. Their lifestyle is closely integrated with the environment. Our students spent a day with them, hunting, collecting honey, digging for tubers, collecting water, picking berries, making fire, doing beadwork, making bows and arrows, singing and dancing, and learning about their culture.

The Datoga are a group of pastoralists who arrived in the area several hundreds of years ago. The students



visited a blacksmith who made arrowheads and jewelry using scrap metal. They also visited the homes of the Datoga and got the opportunity to interact with them and learn about their culture.

Students looked at the way the local communities impact the environment and the way the environment impacts communities. They also explored the guiding question: Why are things changing? The MYP area of interaction that directed our study was **Environment**. To quote an M1 student, "Change is like the dirty bumpy road to Lake Eyasi!" Or is it as bright as a late afternoon sunset reflecting off Lake Manyara? There are two sides to every story... so M1 students discovered.

Richard Eaton & Annette Wood



Visiting School Programme – Community Service and Great Outdoor Adventures

The Visiting Schools Programme (VSP) has been very busy this first half of 2008. We've so far welcomed schools from Sudan, Egypt, The Netherlands, Canada, Switzerland and UK.

All students have enjoyed being part of serving the local community and helping to build classrooms for local schools.

The VSP team looks forward to seeing more schools come to Tanzania to be part of this great eye opening experience.



"I loved it." – Mario

"The Tanzania trip was surely the greatest experience of my life."

"I've learned more about my classmates, and I've learned a lot about myself, about who I am and about who I want to be. I've learned to look deeper into situations and I've learned a lot about the world around me." – Alcia

"Our trip to Tanzania was an experience that I will never forget. I did things that I never thought I would get the opportunity to do." – Dalia

"Tanzania was a great experience because we got to contribute to the Tanzanian society and help many children by building the school." – Omar

"It was life changing for me and made me a new person." – Abdulrahman

"Tanzania and the people, the culture, the hospitality was truly magnificent. Thank you for allowing me to experience this. I loved TANZANIA!!" – Bushra



Rocket Launchers



As an introduction to energetics, studying energy and energy changes, students started off the term by designing and engineering their own 'rocket' chambers by a combination of cutting, melting, and taping old plastic bottles together.

There was both success and failure. Only one stopper was shot over Karibu Hall lengthwise and recovered. Others made it over but were not re-

covered. This success was contrasted quite humorously by also observing some stoppers being 'launched' no more than ten meters.

Students analyzed and evaluated the project, writing a lab report, and determining the reaction and the energy released. They had so much fun with their projectiles that they were taken along to Pangani later in the term to run a few trials there.



ISM's Accreditation

ISM is accredited by the Council of International Schools (CIS) and the Middle States Association (MSA). We are the only accredited school in Northern Tanzania and the only other accredited school in this country is IST. We gained full reaccreditation from CIS in 2006 along with a comprehensive visiting team report with a long list of recommendations from them about how we could improve our school. In addition, CIS asked us to respond to all their recommendations in a progress report in 2007 to show them what action we were taking in these areas throughout the school. We sent our progress report in August 2007 and received the response from CIS the following December. Here is an excerpt of what they said about ISM's progress as an accredited international school.

CIS was impressed by the school's positive approach to the recommendations contained in the August 2006 CIS/MSA Visiting Team Report. Indeed, 98% of these recommendations are said to be "completed" or "in progress". CIS was particularly pleased to read that:

- Proposals which are made at all levels of management: (Campus Management Committee, Curriculum Committee, Senior Management Team, Executive Committee to the Board, and the ISM Board) are made with consideration of the Statement of Mission and the Philosophy and Objectives.
- The Statement of Mission and the Philosophy and Objectives are referenced on meeting agendas and in correspondence from all levels of the school.
- The librarians on both campuses have purchased subscriptions to databases and relevant periodicals or magazines, and have provided training to students on how to use the internet to find legitimate and authentic sites that best suit their needs.
- Meeting time is made available for both PYP and MYP teachers to develop cross-curricular planning.



*Kay Mongardi,
Barry Sutherland,
Dennis MacKinnon
at CIS Accreditation
Awards Ceremony*

CIS also made the following recommendations:

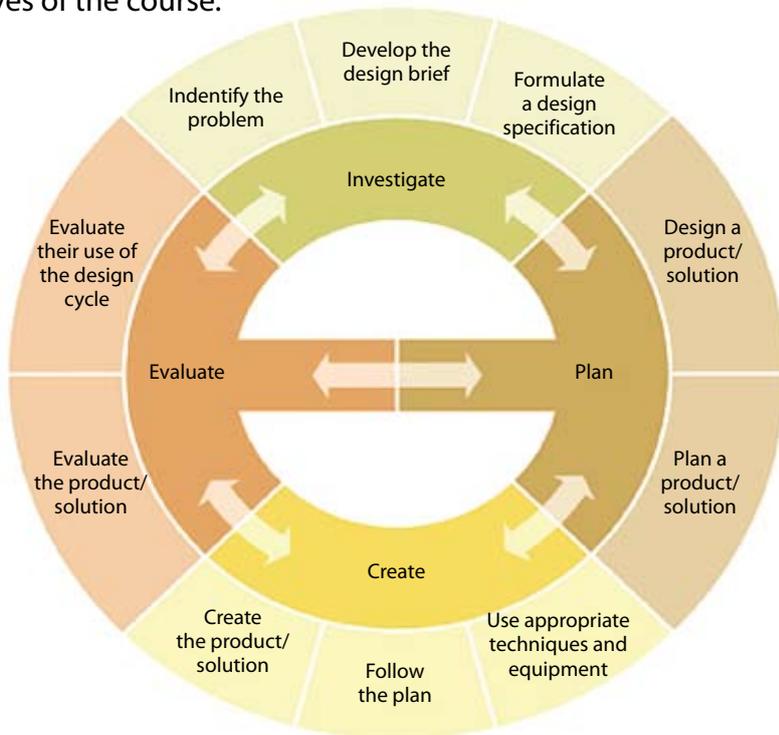
- The Board should take immediate steps to reorganise its design, schedules and practices, including policing inappropriate member behaviour, to enable it to meet the growing complexities, needs and demands of its community.
- The Board should continue to pursue a comprehensive three-year Strategic Plan for the school that would become a living document.
- The Administration should ensure that the school provide a Professional Development programme that follows a prioritised plan which takes into account the needs of the school as a whole and which is linked to staff appraisal procedures.
- The Administration should encourage collaboration between the staff and student communities of the Arusha and Moshi Campuses in an effort to create a **One School Community**.

Accreditation is quality assurance for parents and gaining these standards takes an enormous amount of effort by teachers and administrators – that is why many schools don't bother. It is also expensive, but ISM feels it is money well spent to ensure that we maintain the high standards of a world class international school.



MYP Technology and Design Technology on the Arusha Campus

The design cycle below is a model, intended to be the central tool in helping students to create and evaluate products/solutions in response to challenges. The MYP technology design cycle consists of four major stages and these relate to the objectives of the course.



M3 Steady Hand Project.

This term in Design Technology we have been making eye hand coordination games. We firstly looked at different types of steady hand games and Mr. Brown set up some simple games for us to try out. We then researched about all of the different games on the internet and we got into groups and chose the game that looked most interesting. Our idea was that we would make a game that was in the sea and

had icebergs scattered all over the place and were covered in foil. We constructed a boat that also had foil all over it which, when it touched the icebergs, set the buzzer and light off. The game was going to be used with the P3-4 students so we had to make it challenging for them.

I have learned how to wire up a parallel circuit and also how to draw up a formal scale diagram. I learnt

The following are some examples of projects that the students have been completing in order to demonstrate their skills and understanding of the design cycle.



Hope, Fatou and Nelly's Iceberg maze

Luke, Amaar and Imran test their design with the P3-4 students



how to work with wood for example I learned how to use an electric jigsaw. I think that I also learned that if you take the time to work on the presentation of the game the end product is much nicer. I think that our group worked very well together apart from some time when we fell out. I think that Mr. Brown helped us quite a lot but we also did do a lot of it on our own.

Hope Beatty. M3 Student.



M4 students create a nutritious, delicious and visually appealing dessert... judged by teachers and parents... yummy!

M4 Kayak Design and Build.



The design brief.

To design and build a manoeuvrable kayak made from wood and canvas.

The design cycle;

Investigate

The evolution of the kayak. How are the designs of today's kayaks different from earlier ones? What features do boats/kayaks have that make them manoeuvrable?

Design

Adapt a common template to design a kayak that is manoeuvrable. Design a test that could be performed in the school pool to test the kayak's manoeuvrability.

Plan

Gather the materials needed; get the required training to use the tools available, set timeframes and group responsibilities.

Create

Create a balsawood model of your idea. Create a life-sized kayak according to your design specifications.

Evaluate

Test the completed product according to the specified test... report on the test. Evaluate the quality of the finished product, your performance throughout the design cycle and justify any changes made to the design specification.

-Steve Brown



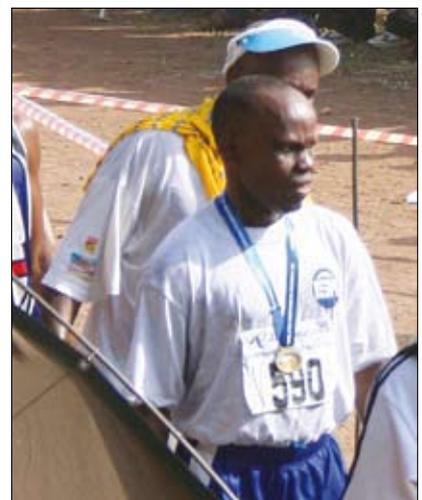
ISM crosses the finishing line with flying colours!



The Kilimanjaro Marathon, Half Marathon and 5km Fun Run is an annual event attracting runners from all over the globe. This year, ISM entered a team to raise awareness of, and money for the ISM Scholarship Programme. The programme provides talented Tanzanian students with the opportunity to join the IB Diploma Programme. Previous scholarship students have gained further funding and entry into prestigious universities overseas as a result of their experiences at ISM. They will be well prepared to take on important roles in Tanzania in the future.

Forty-one runners from a wide cross section of the ISM community participated, and they all crossed the finishing line in various states of tiredness, some even smiling! We hope to make this an annual fundraising event – so, see you on the running track next year!

*Sarah Jamieson,
ISM Development Office*



IB Visual Arts Exhibition 2008



Remy Perrin



Jim Courtright



Rina Varsani

After much hard work and preparation, a flurry of fabric, nails and wire, coupled with the rhythmic pounding of hammers, this year's D2 artists mounted their final exhibition. The grand opening was well attended by staff, parents and even a local artist; who posed questions to the students, helping to get them in the mood for their interviews with the visiting examiner.

Those who came to view, commented on the diversity of this year's work, both in terms of subject matter and media. There certainly aren't many places in these parts where you can see textile wall-hangings and mosaics inspired by the colours of the African continent, alongside paintings and mixed media work addressing environmental issues, and sculptures of a socio-political nature – our D2 artists did all of this!

The IB Diploma Visual Arts is a rigorous and demanding course requiring maturity and commitment from those who partake in it and this year's artists certainly rose to the challenge. May I take this opportunity to wish you all the very best.

Jane Barnett, Art Teacher



Sophia Peterson



Eloise Martin



Melisa LeBrun

M4 Arusha Art: Mixed Media



↑ Naita Dhariwal
↓ Jane demonstrating papermaking



↑ Arti Sisodiya



↑ Brenden Simonson



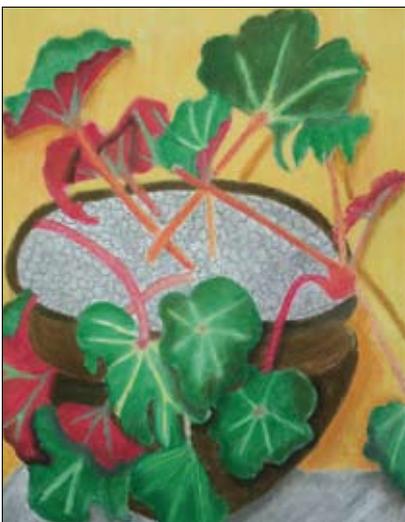
↑ Rajvi, Thomas and Japhet pulping plants

This unit on mixed media was initiated by Leebeth Armon. Students began by researching mixed media artists such as Jasper Johns, Robert Rauschenberg and Jim Dine. From a still life based on Tanzanian cultural artifacts, M4 made line drawings and using a viewfinder, developed compositions that they eventually translated into paintings.

In connection with this unit M4

visited WHAT Gallery where 'artist in residence' Jane Ingram Allan talked about her exhibition of handmade paper maps and demonstrated paper making from local plants in a local studio. Students had the opportunity to make paper. This was an inspiring trip, students are thinking about how they might use hand made paper and mixed media in future Art and Design Technology projects.

Moshi Art



← Grace Mpembeni S5 ↑ Mari Skarp S5



↑ Hubert Baissac M3

← Julie Pierre-Nina DI

↓ M2 Class collage



Sports Weekend



During the second weekend of December, students from Moshi campus welcomed 165 visiting students from Arusha Campus, International School Tanganyika and International School Uganda for three days of sports. Almost 100 different fixtures were played in ten different sports. Students from all the schools managed to combine a good level of competitiveness with respect for the opposition, ensuring a great atmosphere on campus all weekend. We look forward to more Sports Weekends next year.

Ben Wiggins



A Seed is a Promise



With seeds, spades, soil and spray bottles in hand, P1/2 students enthusiastically rolled up their sleeves to get muddy with our third unit, A Seed is a Promise. They dug in to find out about a plethora of plant life and the curious conditions necessary for different plants to grow.

The children quenched their need to discover through a range of hands-

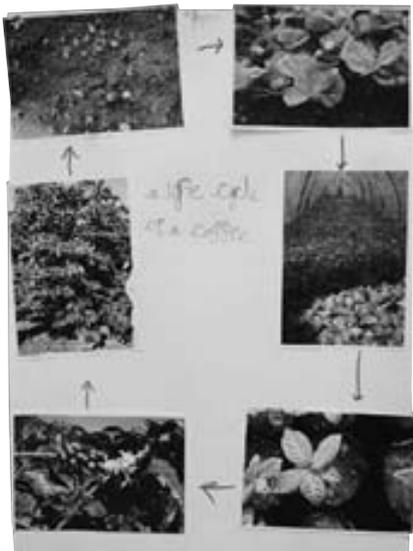


on explorations. They collected and observed seeds, leaves and flowers and recorded their ideas through lovely observational drawings and paintings. Individual Bean Diaries were kept to record and interpret data collected on the beans they planted. Their understanding grew during hunts on school grounds as well as trips to local farms and gardens to investigate the growth cycle and special conditions required by various plants. They planned, pre-



pared and planted class flower and vegetable gardens too. Finally, the Arusha children put all of their deep-rooted inquiry to good use – as entertainers! They creatively demonstrated their discoveries through songs and skits, with the talented help of Ms. Andy and the P5/6 students.

Why, oh why, oh why did we do it all? Because it was amazing, blooming fun!



P3/4 Field Trip to Lake Manyara



On 6th December 2007, extremely excited and energetic P3/P4 classes from Arusha and Moshi campuses set out for Lake Manyara National Park to extend our unit of inquiry; Keys to the Kingdom. We learnt all about animals, their habitats, behaviours and how they are influenced by their environment. The purpose of this trip was to observe animals in their natural habitat. The students truly enjoyed viewing elephants, giraffes, monkeys, hippos and various birds from the vantage point on the blue truck. They were able to write a journal about everything they experienced on this trip. It was a super trip and we all enjoyed it very much.



Humans Explore: P5/6 trip to Magara

The Magara camp was designed to give students the opportunity to use and extend their learning from our unit "Humans Explore". Traveling to this new destination and mixing with students from the other campus for a week gave the children a chance to

explore their new surroundings and also themselves.

Activities included map making, orienteering, tracking animals, insect collection, a river walk, painting scenery, plant recognition, stage productions and a visit to the local market. During quiet times, students got the chance to write reflections on the Learner Profiles and Attitudes they were using to help them best manage their new surroundings and personal challenges. Based on these reflections it seems that the most challenging parts were putting up with drop toi-

lets, having no showers, some restless sleeping tent partners and having to wash up your own dishes. The rest must have been a breeze. And why wouldn't it be given the lovely setting, a spectacular waterfall to play in and time for football and 'Flags' at the end of the day.



The Primary Years Programme

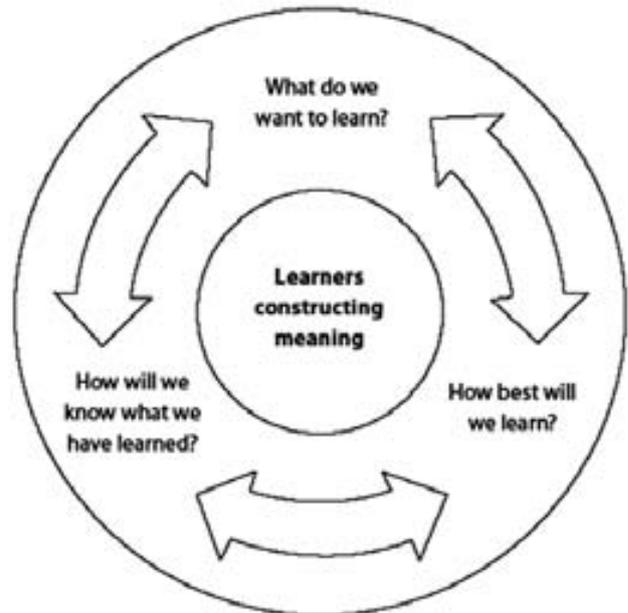
How is it connected?

The PYP Curriculum Model is designed in order to fully guide and support students towards sharing evidence of their understanding of all aspects of the curriculum.

The essential knowledge, skills, concepts, attitudes and actions teachers plan in their lessons, is known as the “*Written Curriculum*.” What we want the students to demonstrate in order to show their understanding of what they have learned is known as the “*Assessed Curriculum*.” The “*Taught Curriculum*” is composed of the learning experiences created by teachers with students everyday. Incorporating trans-disciplinary skills, attitudes, profiles, key concepts, subject specific expectations, a variety of tools and strategies and their own personal experiences, students share their understanding of what they have learned in a number of different ways throughout their primary years experience. This scaffolding of learning culminates in the presentation of the P6 Exhibition at the end of their final year in primary.

What do these connections look like?

Each of the primary articles celebrates student learning and makes connections between all aspects of the Primary Years Programme. Of particular note is the ‘PPTV An Evening’s Viewing’ article. This performance was a culminating celebration of learning in four of the six trans-disciplinary themes. It was evidence of students demonstrating their knowledge and understanding through the arts of music and drama. The theme song ‘Let’s get connected’ encapsulates not only our school’s mission statement but how we feel about learning at ISM.



Making the PYP Happen: Figure 2: Pg.9.

Let’s Get Connected

Written and Composed by Ms. Andrena Gorman

Been around the world a thousand times today
 Been around the world and all that I can say is
 I wanna know more
 I wanna know more.

Let’s get connected to this world
 Let’s get connected to every boy and every girl
 I’m gonna keep my mind open wide
 I’m gonna look at every side of life
 So I can care for you
 So I can care for you

Primary Perspectives
 Let’s get connected!

PPTV From the Director...

In January 2008, the whole Primary School 'wowed' the ISM Arusha Campus school community with their performance of "PPTV – Primary Perspectives Television".

PPTV was the product of the whole primary school team and was a reflection of the way we approach teaching and learning in our school; with the spirit of inquiry and the children's learning and understanding at the centre of all we do.

During six weeks, the teachers worked on their units of inquiry with their students, developing ideas and approaches to translating and sharing their learning in the classroom to a stage production. A group of P6 Writers formed a team with Miss Croome to work as leaders and advisers with the other classes in the primary school, developing concepts for television shows, writing the scripts and assisting with rehearsals.

By presenting this production piece within the framework of a night of television viewing, we were able to incorporate a wide variety of production styles and techniques which has provided the children with valuable opportunities to view their world and their learning from different perspectives, as well as enjoying the process of developing themes, scripts, dances, staging, musical compositions, song lyrics...and a "great piece of entertainment!"

We thank our parents, fellow students and neighbouring schools for joining us as our audience and we know that you appreciated the experience...we did too!

Natalie Croome



'Prove It!'

Did you know that artefacts help us to understand history and how people lived in the past? The P3/4 classes on Arusha and Moshi campuses experienced this firsthand as they became expert archaeologists during their unit Prove It. Students participated in several "archaeological digs" to apply their newly learned skills. They searched for objects with various tools and examined artefacts carefully, making sure to measure and weigh them accurately. Students gathered ideas about how the artefacts were made and used by people in the past.

A Focus on Form and Reflection

While looking through the lens of an archaeologist, students asked questions such as "What is it like?" and "How do we know?" They learned that in order to "Prove It!" you need to back up your findings with evidence. See photos of our archaeologists in action during their simulated digs.



Quotes of learning from P3/4 Students:

WHAT DOES AN ARCHAEOLOGIST DO?

"An archaeologist digs up things from the past. Archaeologists go around the world looking for artefacts." -Abel Nyangoro, P3

"Archaeologists are clever. Archaeologists learn about the past." -Marin Reece, P4

"Archaeologists are people who look for old things and research them. They learn what the things are." -Romana van der Land, P3

"An archaeologist is a person that digs into the earth and finds stuff from the first people, like human bones. And that is how we learn about the past." -Noah Hillman, P4

"Archaeologists dig for artefacts. Then they bring them to museums." -Leila Femke Scheltema

"Archaeologists dig for tools and other things. They research about them and measure them. They ask themselves questions like, 'Is this artefact whole or not?' Then they guess what it is." -Aida Niskala, P4

OBSERVATIONS FROM OUR ARCHAEOLOGISTS ON THEIR DIG:

"The artefact I found is blue and smooth. It has holes and it was hard to find. I had to brush it slowly. When I felt it, it was smooth." -Hussein Khanbai, P3

"When we dug our artefact up we looked at it; there was a crack in it!" -LianneDuinmayer, P4

Trivia question...

How is a fossil different from an artefact?

Answer... it's not manmade!



The Numbers Race



In the boarding houses, exotic and delicious aromas rise into the air. Enter the kitchens and you will find salsa, guacamole and mint cucumber salad and more. Students from both campuses were cutting vegetables and mixing as fast as they can; others were working out how many roasted jalapenos to put in.

At the same time in the drama room, M3s and M4s were trying their best to work out what mathematical word is on the taboo card. Is it *gradient*, *equivalent* or *acute*?

Travel on down to the computer room to find students wracking their brains on puzzles and shouting out how many points they have.

Then all ten groups marched to the gym for the last event – a timed challenge to test a wide variety of mathematical skills. By the end scores were calculated, and best dishes chosen. Everyone was a winner and everyone had fun. The puzzles were hard but entertaining. The food was mouth-watering. Some couldn't even believe they cooked it.

Special thanks to Mr. Richert for helping to organize all the events.

By Mariam de Haan M3



The Sounds of Music



This year has seen some great musical performances right across the school from KG to S5 and beyond. One group of D1/2 students independently, but in extension to their studies, embarked on an ambitious song writing/recording project throughout the year.

Composition has been a part of the daily stress for the M4 and S5 classes who have also produced some accomplished work in a huge variety of musical styles, working with many different media. M4s spent their field trip recording sounds of nature and using computers to modify sounds and organize them into music inspired by the artwork of their visual art peers, while the S5s for their IGCSE final assessment produced a huge diversity of quality music under much pressure. It was an exciting year in music.



Macbeth on the Loose



As 2008 rolled around the corner, so, of course, did the ISMAC secondary production. My colour rapidly draining as I gazed at a calendar for the second term, I gulped to Steve Brown (co-director); "Urgh, we've only got six weeks!"

Thankfully, with some quick-witted planning ahead, the students were presented with their scripts before the Christmas holidays, so of course they all turned up in January with every line perfected (well, almost). One of the reasons for the early performance dates this year was due to the successive M4 and M1 trips rounding off term two.

After intensive rehearsing and extra coaching for some of those tricky Shakespearean lines, the students were ready; or as one character declared: "The stage is set. Vengeance is mine!"

The first night performance...what a hit! The students went full swing into action, getting lots of laughs - particularly those of recognition, from those seeing something familiar in the play's characters and also the tongue-in-cheek references to Macbeth (the Shakespeare version). I was especially delighted by audience members approaching me to express their surprise at how witty and humorous the dialogue was.

Both cast and crew alike were warmed by a bubbling, energetic audience and roaring applause at the end of a highly successful evening.

Madeleine Cox



OUI AU BENEVOLAT !



In a unit on poverty, D2 French B students have been reflecting on community service, and ways to help assist people in need. Here are a few extracts from the articles they wrote to explain how they have made a difference.

Le 2 mars, sept heures du matin. Moi et quelques autres étudiants, professeurs et parents avons participé au demi-marathon et au cinq kilomètres 'fun run'. La raison était pour récolter de l'argent pour financier une bourse.

Tous les ans ISM essaie de sponsoriser deux élèves d'une école du coin pour participer au Diplôme du Baccalauréat International à ISM. Avec l'argent supplémentaire du marathon un autre élève peut avoir cette chance.

Theresa



J'ai appris beaucoup de choses grâce aux enfants. À Upendo j'ai appris un peu de Kiswahili. Plus important que tout, j'ai appris comment être patient, quelque fois j'étais fâchée parce que les enfants étaient très actifs. J'ai appris à trouver le bonheur aux petites choses parce que j'ai réalisé que ces enfants sont contents bien qu'ils n'aient pas de parents.

Samprada

Chaque année, un groupe d'élèves d'ISM aide la communauté environnante à construire des bâtiments. L'année dernière, nous sommes allés sur les cotés de Kilimandjaro où résidait une communauté pauvre qui avait besoin d'une école primaire.



Cette expérience m'a aidé à m'ouvrir à la pauvreté, et c'était un exploit de savoir que nous avons fait 300 briques. Et de voir les enfants rire et heureux.

Emanga

ISM donne beaucoup de choix volontaires, mais le service qui m'intéresse le plus, c'est l'enseignement des petits enfants à nager. Alors tous les mercredis, nous enseignons les enfants à nager à la piscine. Il n'y a pas beaucoup de personnes qui le font, mais avec un petit groupe on peut rendre les enfants satisfaits, c'est le plus important.

Bo

Le français ... the language of love?

Ahhh... l'amour! Que c'est beau!

On Valentine's Day the M3, M4 and S5 classes were given a slightly different assignment than usual.

Armed with only a list of "termes d'affection" and their "plumes" the students were asked to write love letters, either expressing the love they felt for an imaginary someone or telling of how they were pining away alone. Assessment criteria included using terms of endearment, paragraph organization and appropriate register of language.

The results? Well, let's say we've got several budding Harlequin romance novelists in our midst. Or as Luke Simonson (M3) said: "Oh là là! Now I'm ready for the girls on the next France trip!"



Mon canard,
Je t'aime! Que mon cœur bat si fort pour toi. Quand tu dors je te regarde, quand tu marches je te regarde et quand tu t'assieds je te regarde. Quand tu es dans la cuisine ton parfum m'intoxique. Quand tu manges, je voudrais te manger. Sans toi, je ne suis rien mais il y a aussi d'autres petits canards.

Bisous xoxox

(Anita Kalaitzakis S5)

Mon canard,

Tu est mon amour, mon autre moitié. Sans toi, je ne suis rien. Mes pensées sont de toi et toi seulement. Quand tu me regardes, tu me fais fondre. Tu es mon amour, ma vie, ma raison de me lever. Tu es mon soleil, ma lune, ma nuit, mon jour. Je vis pour toi.

Gros bisous,

Ta valentine. Xxx

(Janita Dhariwal M4)

Mon cher amour,

Je ne pouvais pas le dire auparavant mais je t'aime. Que mon cœur bat si fort pour toi. Mon ange, ton parfum m'intoxique. Je suis impatiente pour ton long, merveilleux moustache. Mon minou, tu est très sucré, tu es le glaçage sur un gâteau d'amour.

Ma moitié je t'aime.

Gros bisou d'Amar.

(Amar Hans M3)

They've Done it Again!



On a cloudy day in Term 2, a brave group of students and parents gathered at St. Constantine's School for the annual Arusha Schools Swim Gala. Competition was keen, but the ISM team displayed determination, drive and team spirit, and, once more, took away the trophy. Congratulations!



Men At Arms – The Play



December 2007 saw the first 'ISM players' production performed at El Rancho restaurant in Moshi, with the aim of raising money for both CAS projects and the ISM Scholarship Programme. The cast of IB Diploma students brought Terry Pratchett's "Discworld" to life on a specially constructed stage in front of an appreciative audience who were also treated to a full Indian Buffet during the interval.

Thankyou to all involved, especially Mr. Newman, the director.



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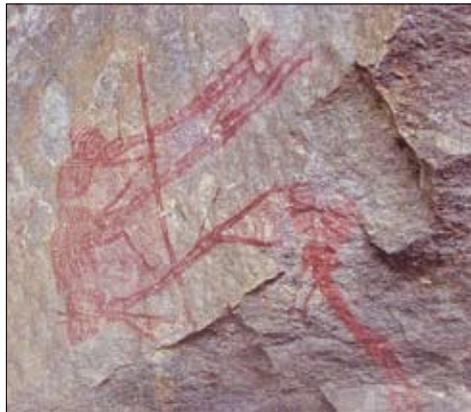


The ancient cave drawings at Kolo, and the tranquility of the campsite on the shores of Lake Babati, provided the focus and inspiration for the M4 students on their end-of-term March class trip.

The thirty-one students from the two campuses travelled to Babati to set up camp for four days on the shores of the lake. A thunder storm, which struck on arrival, drenched tents, students and teachers and the next morning was spent drying clothes and making tents more weatherproof before continuing onto Kolo and the caves.

The ancient art, of which some drawings may be more than 6000 years old, mainly depicts larger animals such as giraffes, elephants and human figures. The site visited by students was on the walls of a rock overhang near the top of a hill, an hour's walk from where the school truck could go no further.

The rock art served the students as motivational material for the next two days as they worked on poetry, drama, rock art and water-colour paintings. Evening entertainment on the last night was provided by the students who, in groups, interpreted their poetry in dramatic fashion.



A highlight of the trip was a performance by a troupe of local dancers who entertained students and teachers with dances peculiar to the area. Several students joined in with the dancers providing a modern interpretation and amusement for the less courageous teachers and students.

Other highlights included bouncing in the school truck over rocky roads for more than two hours, fishing in the lake, spotting hippo tracks in the soft mud, watching the local fishermen throwing out their nets from dugout canoes and eating enormous meals prepared by the school cook.

The five day, four night trip, was an unqualified success, Lake Babati providing a very beautiful backdrop to an experience that all participants enjoyed immensely.

Mike Johnson



Thinking strategically at ISM

Back in December 2006, the ISM Board of Directors realized at a Board retreat that the school was long overdue for a strategic planning process that would plot a course for the immediate future of the school. And thus was born the Strategic Planning process at ISM. We have now completed 18 months of planning sessions. It is important to note that since the very first meeting the Strategic Planning Committee has had representation from all our stakeholders: Board members, parents, teachers, students, administrators and alumni. This is very important because we all need to own the plan in order to improve our school.

Although all the documentation from the meetings is readily available on the ISM website, I wanted to highlight the three main strategic directions at the time of writing (March).

Improving Marketing and Fundraising

- ISM Billboards in Dar, Nairobi, Mombasa and Kigali
- ISM Flyers given out in Dar
- Engaged 1st student recruitment agent
- Fundraising appeal to alumni
- Fundraising appeal to corporations
- Raised US\$9000 towards Suzan Efata's 2nd year of Diploma (ISM Scholarship student)
- Alumni dinner in Dar es Salaam
- Marketing road trip (Tanga, Mwanza, Iringa, Morogoro, Dodoma) & Dar es Salaam
- First ISM Annual Report
- MYP Open Days (planned for May)

Cultivating and Communicating the School's Vision (One School with Two Campuses)

- **Summit** magazine
- ISM Website
- Whole school Family Day (planned for April)
- School wide uniforms (a simple polo shirt with ISM logo) in Primary

Improving Staffing Structures

- Collective Bargaining agreement signed with Support and Ancillary staff
- Review of ISM's overall staffing requirements.
- Creations on the following documents:
 - Code of Good Conduct
 - ISM Disciplinary Code
 - New contract format
 - New annual appraisal format
 - Revised job descriptions

Our discussions have been lively, honest and open and there is much more detail on the website about our progress and lack thereof. We keep raising the bar quite high for ourselves and we do not achieve every goal we set. I am accentuating the positive here because I believe the ISM glass is more than half full. Although we fully acknowledge our limitations and imperfections, if we allow ourselves to be dragged down by cynicism, strategic planning is of little value. I invite you to stay abreast of our strategic direction for the school and encourage you to write to us with your ideas about how we are doing or perhaps offer a good idea that we can consider.

Barry Sutherland

"Instead of being confident in our plans, we can be confident in ourselves. What does it mean to be confident in yourself? In part, it means believing in your own ability to take a long view and act accordingly. It means knowing that you are prepared for anything – that you have manoeuvring room no matter what happens, that you can make meaningful choices and will not have to be a complete prisoner of circumstances."

(Schwartz, Peter. 'The Art of the Long View' 1991)

First People

directed by Nancy Lema (D2 student) with production by Mrs. Carol Dawson

"First People", a Theatre-for-Young-Audiences Production, was performed by Moshi CAS students from M1 and M4 for both Moshi and Arusha PYP students in late February. "First People" retells the Iroquois legend of how Niagara Falls was formed in story, mask and movement. The ten performers designed and constructed their own masks, contributed innovative staging techniques, and succeeded in creating a magical production for their rapt audiences. Congratulations!

Asante sana to Sandra (CAS co-ordinator) and Mr. Jones (for the instruments)

Carol Dawson, Moshi Drama Teacher



Model United Nations Conference In Nairobi, Kenya, February 2008



12 students attended this year's EAMUN conference in Nairobi. We had lots of success in many ways and enjoyed the trip immensely. Here are some comments that the students themselves have made about their experiences:

- "People need to be less shy; myself included."
- "People seemed to be dedicated to the job, and it was impressive to see other delegates debate for our issues."
- "I enjoyed the conference...I had a lot to say!"



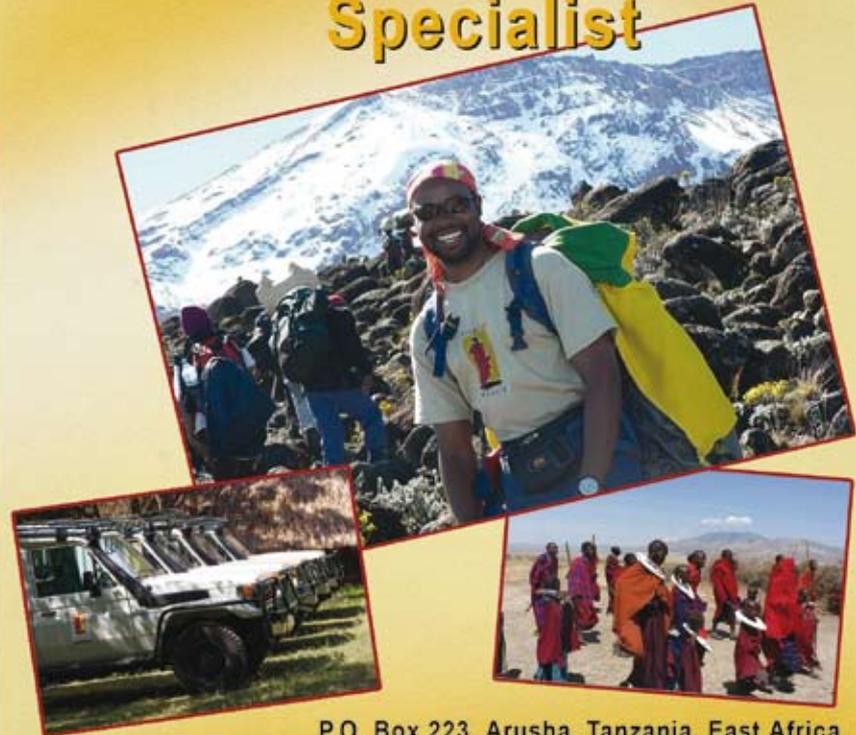
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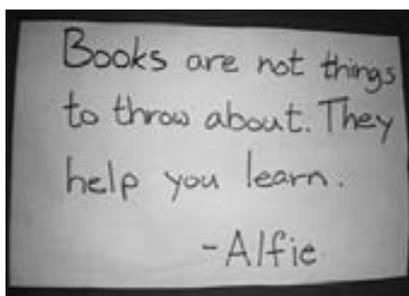
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Reading with Your Child

On the 6th of February Arusha parents were invited to attend a Reading workshop at school. The session was entitled "Reading with Your Child", and it lasted about an hour. Once the workshop was over every class in the Primary School held a special reading time to which parents were invited.

During the workshop we shared ideas about all aspects of reading with your child, talking about the challenges we face as well as our successes. We designed the workshop with a great deal of input from my Primary School colleagues, and we decided that the



most valuable message to get across to parents was that reading at home should be a joyful, rewarding and interactive experience. How to achieve this? That is the \$64,000 question! Here are some ideas:

- Have a special reading area at home that is comfortable, quiet, and personal.
- Make reading time a time that the TV is off, and that the house is quiet.
- Allow your child to talk about his/her book freely and to go off on tangents. Reading at home should be more about the experience of being a reader rather than decoding the words and letters.
- Be interested in your child's books and ideas. This takes work! Ask questions and have conversations about their reading.
- Model your own reading at home for your children.

Happy reading!

Marcello Mongardi

Support and Ancillary staff trip to Saadani National Park.



Each year the ISM management and professional staff donate money so that the support and ancillary staff can take a much deserved trip to a destination within Tanzania. All found the trip to be fantastic, remarkable and unforgettable. The park is a newly established national park. It covers thousands of square kilometres of coastal region north of Bagamoyo town and along the Indian Ocean. There was a

great variety of trees and vegetation as well as herds of animals. Most fascinating was the presence of crocodiles, which required a boat to transport us to safe swimming areas.

The tour included a visit to the raw salt producing industry which was very interesting. The conclusion of the trip was celebrated with the purchase of a goat which we slaughtered, prepared, and cooked in our camp site.



Board and Parent representation changes

In late 2006, the ISM Board directed management to propose a more efficient structure to the ISM Board with a view to making the Board more efficient in terms of decision-making. Our two accrediting agencies, Council of International Schools and Middle States Association, strongly encouraged the Board to follow this path. As outside professional educationalists, they had observed in their visits to the school over the past 10 years some weaknesses in our governance model.

After more than a year of healthy debate on the way forward, a new structure was accepted by the Board of Directors in March. ISM now has a Governing Board which will meet twice a year and an Operating Committee that will meet four times per year. The Board believes this structure will improve Board member attendance and allow better decisions to be made in a timely fashion without sacrificing well-informed discussion. The Board also approved the

terms of reference for a new whole school Parent's Association combining parent representatives from both Moshi and Arusha. The new association was launched at the AGM in November 2007.

In March 2008, Gerry Percy, Director of Accreditation Services, CIS, wrote to the CEO commending the school's progress in these areas: "The School's commitment to the "one school, two campuses" goal is evident in the establishment of one Parent Association comprised of representatives from both campuses. The revised Terms of Reference are very inclusive with good representation from all stakeholders."

At a recent meeting one Board member exclaimed, "The world as we know it has changed!" CIS/MSA would agree it is a long overdue change for the better and that the future looks bright for ISM.

Far Reaching Community and Service



Moshi Chapel children receiving toys with happy faces.

Not only has ISM a strong internal Community and Service programme but it also facilitates other organisations to set up and support projects here in Tanzania without going through another 'middle person'. Munich International School has financially been supporting two University students, one now a qualified doctor and the other a nearly qualified lawyer; buying and distributing books for six Local Primary schools and supporting the re-roofing of two classroom blocks at Pasua Primary school. Harvard University has just sent us 40 lovely toys to be distributed amongst some of the orphans in and around Moshi. Others in the UK have sent money for roofing



classrooms at Materuni, Kilimanjaro and Majengo Megadini in the Maasai Steppe.

We thank them all and are happy to continue to assist in projects that will benefit those in need.

*Sandra Riches,
Moshi CAS Coordinator*

Children running to meet me!



A big class of 162 children!!!



M2 Going out with a bang!

Every term, students in the secondary classes focus their work in each subject area through a guiding question. This, along with the Areas of Interaction, helps to improve student understanding by linking the different subject disciplines. So, for example, students in the first term of M2 focus on the guiding question, "Why move?" In the different subject areas, students focus on more directed questions such as "How can I show movement in Mathematics?" or "How do magnetic fields cause movement?" and "Why did major groups in Africa such as the Ngoni move?"

At the end of the term, students are guided through a cross-disciplinary culminating activity designed to wrap up their inquiry into the guiding question. Working individually and in groups, the students go off timetable and work on larger projects, which may need additional time.

So, at the end of Term 1, the M2 students answered their question, "Why move?" by personally going through the process of trying to create



a way to move using only found objects. The students worked in groups to design, plan and create a boat they could use to cross a river. They then tested it out in the school's swimming pool, trying to complete one lap without getting wet! This task required the students to be risk takers, trying unusual tasks with a personal consequence for failure, communicators, working together as a team and organising themselves for a complex task, and open-minded, considering the plight of refugees around the world and placing themselves in their situation.

As you can see from the photographs, the students took on the challenge and processed the question, "Why move?" in a fun, exciting and challenging way.



I Will Survive!



The guiding question for M3 students in term 1 was *'What do we need to survive?'* At the end of term, all M3 students gathered on Arusha Campus for a culminating event called "Survivor Arusha." Students were divided into three teams and each team was assigned a variety of tasks that included: hiking to their campsite a few kilometres away from campus using a map; setting up their tents blindfolded; constructing a working flagpole; and constructing a structure to raise a pot of water as high as possible from the ground. Of course, all the activities depended upon innovation and teamwork. There was also an auction where students could spend points earned in earlier activities to purchase items like matches, batteries and can openers. Students also gathered their own firewood and cooked all their own meals. Each group also had to make and serve the meals to their teachers. The teachers had to eat what was served. With the exception of some questionable muffins, the food was excellent and the students were a pleasure to work with.



In Memoriam

Leebeth Armon, who passed away in February this year, joined ISM in 1999 as an art teacher. The students immediately warmed to this bundle of energy and enthusiasm, with her Irish accent, infectious smile and her 'individual' dress sense. As a teacher she was firm and fair, but also always ready for a laugh and a joke. She was hardworking, committed, and truly professional. She made a huge impact on Art at ISM, not only through lessons, but also in afternoon activities. Leebeth's mosaics and other pieces of art will adorn the Arusha Campus for years to come. School productions would not have been quite so polished without the backdrops and sets that Leebeth organised. Recently, Leebeth expanded the community service programme in Arusha, by putting a lot of time and effort into finding new projects. Leebeth was a diligent and caring tutor. She was a fantastic colleague and a great friend.

Leebeth was a pleasure to be with. She touched our lives in a very special way and we all admire her courage and determination. She will never be forgotten.



Some words from the S5 class:
'We have never seen anyone so strong before, she was a great inspiration to everyone. She always had a smile on her face and gentle words that would always help you through the day. Ms Armon was like a guiding star that was sent especially to bring joy and happiness into everyone's lives and she will always be remembered.'

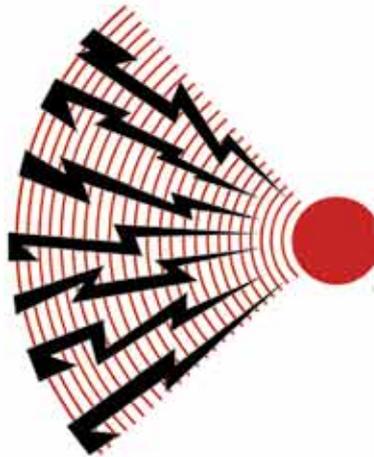


Alumna, Miriam Booy



My name is **Miriam Booy** and I attended ISM right from P1 up until IB2! I graduated in June 2002 and was in Moshi campus my last 4 years as a boarder, Arusha campus all the years before that. After ISM I attended university in Canada for 4 years, graduating in May 2006 with an honours degree in International Studies. I then decided to return to Africa where I am now working for an NGO in the Nuba Mountains in Sudan doing relief and develop-

ment work. ISM definitely prepared me well for surviving in the bush and working in development in a cross cultural environment. I have so many fond memories of ISM including acting Colonel Hathi the elephant in the musical Jungle Book, watching teachers get mud poured on them at fund raiser school fairs, OP mountain trips and climbing Kili and many more!



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