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Umoja Music Join ISM
Festival Highlights

Plus

- Learner profile explained
- PA news update
- Scholarship update

INSPIRING EXCELLENCE

NEW LOOK ISSUE

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KARIBU

A warm welcome to the International School Moshi magazine

Dear Parents,

With this issue of The Summit, we celebrate 40 years of educational service to the ISM community. On the cover of this issue of the Summit you will find the phrase, "Education Matters". This has always been the case; however, it seems that now it is even more critical. Perhaps the importance of education today is best highlighted in H.G. Wells writing where he says, "Human history becomes more and more a race between education and catastrophe."

This quote very accurately reflects the human condition as it is today. Global warming is changing our very environment, new diseases are appearing for which there are no cures, the level of world poverty is on the rise, and there are concerns about the world's most precious resource, drinking water. The race is on and it appears that catastrophe is in the lead.

So, what must education do to stay in the race? It would appear that a traditional approach to education would not be sufficient to compete as the problems we face are far from traditional and will not be resolved with traditional solutions. It would appear that education's ability to compete does not rest on how much one knows or has memorized, but rather in differentiating between what one does and does not know. Education's competitive edge rests in the ability to seek out and access new knowledge and apply it to new situations providing new solutions to new problems.

International School Moshi is committed to honing this competitive edge to keep education in the race. Our mission is to inspire individuals to be lifelong learners.



Amongst our tools, we have chosen the three programmes of the International Baccalaureate. We believe that it is through such programmes students will practise the skills of learning how to learn and learning how to deal with change. In the race between education and catastrophe, we are committed to do our best to ensure education wins.

As parents the greatest gift we can give to our children is education. It is their preparation for the future, their key to success. We appreciate the trust you have placed in ISM by choosing us as the vehicle for this education and we look forward to another 40 years of service to the children of the ISM community.

Robert Woods
Director



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SUMMIT WORLD

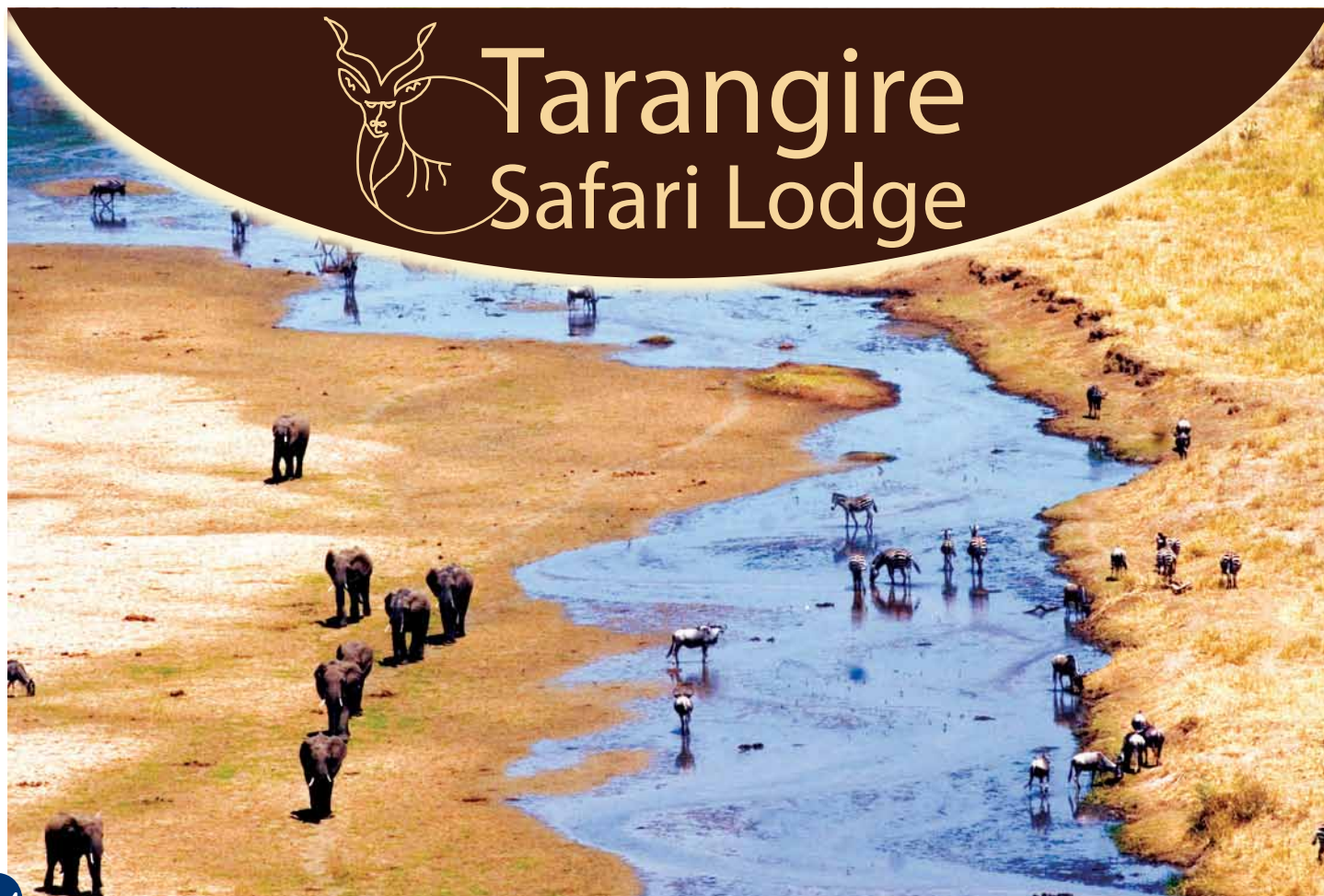
OUR International festival

Singing and dancing, Masai jumping and the most extraordinary choice of food from the 40 nationalities that make up our community characterized the 2010 International festival held on 13th March. The vibe was truly amazing, the weather was gorgeous and we the ISM community had the best fun we've had in ages. A big congratulations to us all for throwing ourselves with abandon into what it means to be a truly International community! Looking forward to next year's festival! Get in touch with the development office now if you want to be involved.





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The arts organization Umoja Music School joins ISM

reports Clio Manley

During the easter break the **Umoja Arts Project** moved into our music department. Many of you will have already experienced the project through the Umoja Music school which runs the Arusha Suzuki program.

This dynamic organization was the brain child of some of our own school parents back in 2005. Committed to music and education the group hunted for a like minded individual to help start a music program for their children. They found **Liza Barley**, an American working and playing in New York.

Liza's first task was to start teaching a group of about 30 violin students at ISM's Arusha Campus. Slowly over time, Liza realized there was a wealth of talent in Arusha and the surrounding areas, and there was huge potential to create something bigger with music and the arts in the Arusha community. The Suzuki program became Umoja Music School, offering lessons in violin, viola, and guitar, and after some time piano and cello were added. The tuition was made available to students of all income levels and backgrounds.

The Umoja Music School now operates within the music building on the ISM Arusha Campus. Serving around 75 students, Suzuki music lessons are taught daily for piano, violin, viola, guitar and cello. "Thank you to ISM for opening their doors to Umoja! We are excited to share our music with the campus once again." Liza Barley

In 2008, Liza, along with Arusha Suzuki Program's second violin teacher, Jessica Welch, joined forces with Linda Willms (visual arts), and Tiana Razafy (dance), to open Umoja Arts Centre. At the same time the organisation became a registered U.S. non-profit called "Umoja Arts Project" dedicated to inspiring and enthusing people in our community with an incredible variety of musical, visual arts, and dance instruction, educational outreach programs, and performing and visual arts opportunities.



"with this new partnership we hope to add even more color to an already vibrant campus through the Suzuki program and the other performances and events that Umoja always has going on." Liza Barley

The music program will be the only visible part of Umoja on the ISM Arusha campus. However there are other Umoja programs that will continue on within the larger community:

Local Schools Arts Enrichment Program (LSAE) – Using the arts to supplement academic curricula in Tanzanian primary schools, this program aims to diversify classroom education so that various learning styles can be catered to.

Umoja Ensemble – A program which exposes school-aged students to the traditional music, instruments and dance of Tanzania and promotes creativity through performance and collaboration. In addition to providing a creative and cultural experience for Tanzanian youth, Umoja Ensemble's other chief aim is to give Tanzanian artists and musicians who are new to teaching an opportunity to gain experience and receive training from master teachers.



If you would like to donate or help Umoja contact umoja.arts@gmail.com for more info about the Suzuki music offerings at ISM or any of our other community-based initiatives.

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It was a busy year

for the Parents Association reports Clio Manley

This academic year saw the school celebrate its 40th Birthday and in October 2009 the PA raised an amazing TSh 4,000,000/- through ticket sales for the raffle. Sandra and the team put a huge effort into attracting some really great prizes. The tickets were drawn at a sports weekend held on Moshi Campus. The money raised will go towards the scholarship fund.



Our first prize was a weekend for two at Nomad's Nduara Loliondo. This amazing camp celebrates Nomadic culture style from around the world and migrates across the Loliondo community area which borders the Serengeti National Park. You can have the most fantastic walking safaris and night drives here and also get to see something of tribal life, and give directly to those who are this land's custodians.

For more information: info@nomad.co.tz

Our winners flew to the camp with Regional Air Services who very kindly donated the flights. Regional is well known for having the very best scheduled and chartered air services in Tanzania. Regional flies daily to Zanzibar, Dar es Salaam Pangani and Saadani. In addition, daily connecting flights from and to Nairobi Wilson with Air Kenya link with international flights and of course the company also offers private charters within East Central or Southern Africa.

For more information, contact: Mrs. Caroline Blumer on (255) 27-2502541, 2504164 & 2504477.

www.regionaltanzania.com

Other prizes kindly donated

- 1 **Precision Air Ticket Flight** from Kilimanjaro to Entebbe sponsored by EMSLIES Travel Agency
- 2 nights at the **Marangu Hotel**
- **Golf weekend at TPC**
- 1 flight to Europe from **KLM & Emslies**
- **Vouchers for 100,000 from Aleems**
- 2 nights B&B at the **Moevenpick Royal Palm**
- Weekend for two at **Kempinski Dar es Salaam**
- 2 nights for two at **Emayani Beach Lodge**
- 1 night for 2 at **Tulia Beach Lodge**
- 1 night for 2 at **Tarangire Safari Lodge**
- Lunch for 4 People offered by **RIVER- HOUSE**
- Lunch at **BARAZANI** from Joyce Msengi Mullings
- One bag of 50kg of Sugar from **TPC**

A big thank you to all those companies and individuals who provided prizes

PA AGM held 24th and 25th November

Members whose term finished this year were Sandra Kusserow, Ekko Oosterhuis and Gaspard Knops. A big thank you to them for all their support, energy and hard work which we really appreciate. We held two meetings –one on each campus for the new elections and the new PA line up is as follows:

The team

Pauline Martin: *Chair*
Jo Anderson: *Vice Chair*
Marina Jacob: *Treasurer*
Rosalind Yarde-Jumbe: *Secretary*
Christine Baissac: *Board rep Moshi Campus*
Joyce Msengi Mullings: *Board rep Arusha campus*
Rashida Nurbhai: *Member*
Nafisa Mohamedali: *Member*



Highlight of the year

The INTERNATIONAL FESTIVAL on Arusha campus in February 2010. We had the most fantastic response from parents who put in a huge effort towards the organization of the day. We'd like to say a huge thank you to all those who had stands and put time and energy into making the day a truly memorable event.

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Events and ideas for 2010/11

Welcome Picnic

At the beginning of every School year we organize a welcome picnic in August for all parents, teachers and students on both campuses. This next year the picnics will take place on 21 August in Arusha and 28 August in Moshi.

Welcome coffee mornings at the beginning of each term

We think it would be a great idea to have an informal coffee morning for new parents at the beginning of each term. If you have any ideas for this or would like to be involved we would welcome your input.

Photo Library

The PA would like to start a school photo library. If you have great pictures of events please contact us on pa@ismoshi.net.

Our Objectives

- Our main objective is to support the school administration in all its endeavours and to help promote the mission statement for life long learning and to emphasize that the school is one school on two campuses
- Promote communication channels throughout the school and support the school's development department.
- We encourage parents to promote and help organize social events for the school.
- Promote fund raising and work with the development department to help create and organize social events

General Information

- We meet once a month alternately, on Arusha and on Moshi Campus.
- Minutes of our meeting are sent every month to all parents and teachers and are also on the website.
- If you would like to help us contact us on pa@ismoshi.net

Early childhood

Knee deep in Mini beasts

Early Childhood students on Arusha campus found themselves knee-deep in mini beasts during our unit of inquiry Mini beasts. Stick bugs, praying mantises, dung beetles, and even mysterious solifuges made their presence known to our inquiring investigators. Students explored how mini beasts are vital to life on earth. They looked at the nature and types of insects, and other mini beasts we can find in our local environment and how they are connected in the food chain. Along the way, our inquirers chased flying termites, visited a praying mantis nursery in the secondary school, and went for a nature walk with local expert **Jo Anderson**. We observed, collected and cared for the many live specimens we found. Through this engaging unit, our community developed a new-found sense of appreciation and wonder for the amazing mini beasts that surround us here in Arusha!



Our budding entomologists noticed...

While observing the lavender praying mantis in its natural habitat...

"It's purple...because it's on a purple plant!" said Sehra

"It's spiky, like the plant," exclaimed Neel

"Its front legs look like they are cutting," squeaked Robbe

Looking at a dead beetle under a magnifying glass...

"It's big! It's stinky!" gasped August

"I see those things (feelers)!" wondered Celina

Examining a pupa found on the playground...

"I like the pupa because there's a butterfly inside.

Why isn't the butterfly coming out?" questioned Manuel

"I like the pupa because of its dark colour.

Butterfly wings feel soft," said Mathilde

"Maybe a butterfly will come out. I don't know," reflected Robbe



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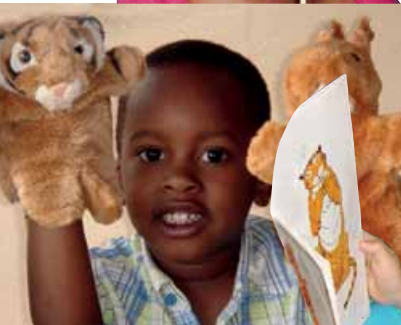


Finally, to wrap it all up, the E.C. class performed as Mini beasts in the ISM Safi Circus. Our very own mini beasts flapped their wings down a ramp, crawled through hoops, scuttled across balance beams, and crept across stepping stones. Well done to our inquiring and knowledgeable mini beasts!

Moshi EC

Where Learning Means

HAVING FUN!



Arusha campus Playgroup

tell your friends all about it

says Samantha Mongardi

This year the Arusha campus started a baby and toddler playgroup on a Wednesday afternoon. Facilitated by Samantha Mongardi our EC teacher, we invited the wider community to come and take advantage of our beautiful Early Childhood playground. Over tea and coffee new mothers and those with toddlers were able to share their experiences and encourage their young charges to make first friends and have fun. The playgroup is **free of charge** and anyone can come. The age range is from young baby to 3 years old.



Healthy Living

P1 and P2 learn about balanced living reports **Diana Kraft**

P_{1/2} students cooperated with classmates in our third unit of inquiry, "Healthy Living". They investigated an abundance of activities in our lives which make and keep us healthy. The children were engaged in active explorations to extend their understanding of how a balance of nutrition, hygiene, rest, exercise and relationships are important in their own healthy lifestyles. They worked in groups to find out how different foods help your body and created a colourful food pyramid. They presented their expertise on how to do a variety of activities to maintain good health. Individual food diaries were kept to collect and record the food they ate at break time. Then they graphed and reflected on the information to determine whether they were eating a balance of nutritious food. Their knowledge of good hygiene grew during experiments to show why it is important to keep their teeth and hands clean. A highlight for us was our class Pajama Party when children put on their pjs,



brought in their bedtime buddies and joined in some silly sleepy time fun. After listening to bedtime stories, the students playfully pondered "How would I keep healthy if I slept at school?" writing their responses for our class book.

We're moving, looking and feeling better... we're living healthy!

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The P1/2 students dug into their second unit, A Seed is A Promise with immense enthusiasm and a relentless inquiry to discover what plants need to grow, the growth cycle, and what plants give us. The students had several burning questions of their own right from the start, and used an array of hands-on resources to collect their information. To unearth the answers to some of these questions they got down in the dirt and completed their own experiments to find out:

How many plants can grow from one seed?
Which plants can grow in hot places?
Can plants move?

A Seed is a promise

says **Lindsey Tate**

Their understanding about plants grew by walking around school grounds as well as on their field trip to the Kleinveld farm to talk to farmers firsthand about:

How do flowers grow in different colors at the same time?
How do flowers change colors?
Which flowers grow /die at the same time?

Using the resources in their own backyard students designed and planted a garden

on campus to see the complete growth cycle of different plants. The growth of the various plants was documented by weekly measurements and observations, and ultimately the garden was a huge success! The flower seeds were used to start the growth cycle over again, the lettuce and tomatoes made a yummy salad and after harvesting the beans, maize, carrots, and potatoes they made them into a soup for the class to enjoy! Overall the unit was given two delicious thumbs up!



The World We Live In



Increasing their knowledge about different types of biomes and how they have a responsibility to share resources provided our students with an opportunity to camp overnight at the Burka Coffee Estate.

Students reflections include:

- "I feel excited because it is the first time I am going camping on my own with my friends" *Sholto*
- "I was very excited to go on the nature walk because I knew that I would find some footprints on the ground, and I did!" *Alfie*
- "In the afternoon we went to milk cows. It felt really slimy!" *Seba*
- "I remember when we did a campfire at night. We ate some marshmallows and chocolate. We shared our plays in Swahili and sang some songs" *Ghaidaa*
- "When we started the nature walk I was thinking about Arusha National Park because of the monkeys and the big trees." *Anna-lena*
- "We had a big walk to the factory and nursery. We got one coffee bean each. If you scrape the yellow stuff off the coffee bean, it will turn green." *Karena*
- "When I came I saw a beautiful environment. There were monkeys and two dogs and the trees were beautiful trees." *Venkat*
- "When P3/4 went to milk the cow at first I was scared that the cow would kick me in the face. The cows udder felt like butter and I learned how to milk a cow." *Ejofon*
- "I helped tidy up the mattresses, sleeping bags and tents from my friends." *Vie*



10

In Moshi,

we frequently use our local community to further our learning!

Mr. Mwariko taught us traditional Tanzanian dance and drumming



Leif Hopkins (Environmental Systems teacher) taught us about conservation



Prove it!

Says Kara Kirby

Historians sometimes have differing opinions on what an artifact's use is.



The students gained a deeper understanding of how artifacts help us to understand history and how people lived in the past. They inquired into the different types of historical evidence that exists and how historians work with artifacts. Most of the students said that the best part about the unit was the 'archeological dig' in the sandpit and how they had to uncover and identify unknown artifacts.



Measuring, analyzing and identifying ancient artifacts.



I found this with hieroglyphics on the back!
- Ejofon

An investigation into law and order

What a great p5/6 field trip!

report David Rechsteiner, Mahdi Dakik and Josephine Oosterhuis

All the Masai people were very kind to let us into their houses to interview them. We noticed that every person had a job: collecting fire wood, herding the cows, sheep and goats, taking care of the chickens or cooking.

We explored the different bomas and saw how they were set up, we even saw the wedding room. After our initial exploration the Masai led us to a tree to answer our questions about law and order. The leader of the Boma was Mzee Laigwanan, he answered a lot of our questions. We learned that the worst law to be broken was stealing a cow or killing someone. The penalty was to pay back 20 cows. We also found out that they vote for leaders by putting up their hands and this is called being democratic. We also found out that a leader tells you where you have to put your houses. We went to

the boma to find out the difference between our laws and theirs. We found out that there are laws and rules but mostly they have an expectation that their people know and understand their customs and beliefs and live their lives to uphold them. After we finished exploring the boma the Masai sang and danced for us and some of the teachers and students danced with them. When they finished dancing it was break time but the teachers said we should eat our break in the bus because it would be rude to eat in front of them. We all had a great day visiting the Masai!



11

The Explorer's Walk

Simren Remtulla, Nicolette Oosterhuis and Araft Faraji tell us about their experience

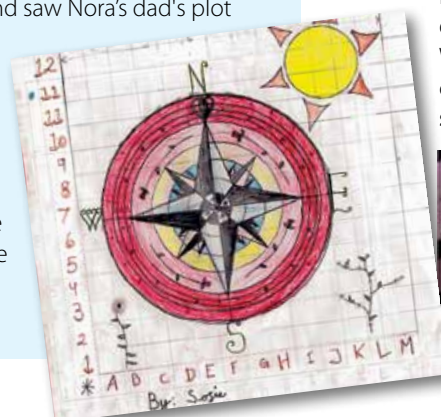
Our unit of inquiry was Humans Explore. We had everything to know except to know how it would be to be an explorer ourselves, so the teachers planned an explorer's walk. We got a map and some jobs. Each person got a job. We got in to groups and set off for the back gate of the school. After that we were in a field of coffee. The map led us to a main road. Some of the maps said to go straight to the point but we were explorers, we wanted to do our job and explore. So Betty's group turned left to the big trees. As they were walking they saw a small dikdik. Reese quickly jotted down the dikdik on his clipboard then they turned right in to a road. In the middle there was a line of trees. They heard the sound of birds as the cool breeze hit our face; it was refreshing. Then they turned right into the coffee. Suddenly we saw another group on the main road so we hid in a tree stump and as they passed by we turned into the coffee following the other group. The group disappeared as we carried on. It was not long till we were actually getting close, soon we went back onto the road and saw Nora's dad's plot then we saw houses and we knew that the other group was near us because we could hear the loud voices of the children behind us. Suddenly we were standing in the middle of a brown and black gate, we saw the pin mark was right in front of us we walked in and saw it was SIMREN'S HOUSE. We saw that there were two more houses there, we had a snack and we walked in a straight line back to school.

We loved being outside exploring.



We come from different countries, different cultures and different religions!
Say P5/6 Moshi

We celebrated our differences and we love the fact that we can share our different perspectives without being judged. We are internationally minded global citizens. **"We are the change we want to see in the world"** (Mahatma Gandhi)



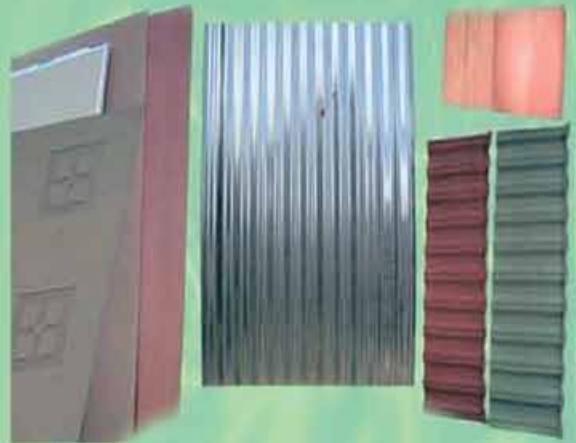
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Safi ISM Circus

In May 2009 Arusha Primary decided that the circus would make a great theme for our next whole Primary school performance. And then...the circus came to town! It was a perfectly timed opportunity for the children to get a first-hand experience of what a circus is like. They were especially privileged to spend two days working with and learning from the Mama Africa circus performers in wonderful workshop sessions. The students then took control of the show, coordinating, writing, choreographing, directing, rehearsing and refining their circus acts, based on the work they were doing in their units of inquiry at the time. The children demonstrated their many skills and talents as well as their ability to inquire, collaborate, remain open-minded and be risk-takers as they have worked together to create this wonderful show for our appreciative audiences. We are all very proud of the way our students shared their knowledge and understanding of their units in such an enthusiastic manner.



Publicity for the circus A Co-Curricular Activity

In November the Performance Promotion Co-Curricular Activity met to share ideas about the upcoming show. The Promotion Team took control of producing posters and t-shirts - but first the name!! The Team had lots of wild ideas which they discussed with their P3-4 friends before deciding on SAFI ISM CIRCUS. Markers, paints, pens, brushes, sponges and plenty of recycled paper were assembled creativity, risk-taking and open-mindedness were imperative during the grand poster-producing sessions. From there a design was selected which was then used on the posters and t-shirts (worn here by the Safi ISM Circus Promotion Team).

At the end of the usual busy and active Mondays, the enthusiasm, skills and energy displayed by the six P3-4 team members was exceptional.



How well are we doing!

Betty Brown and Rosi Uluiviti take us through the self evaluation process we recently completed for IBO



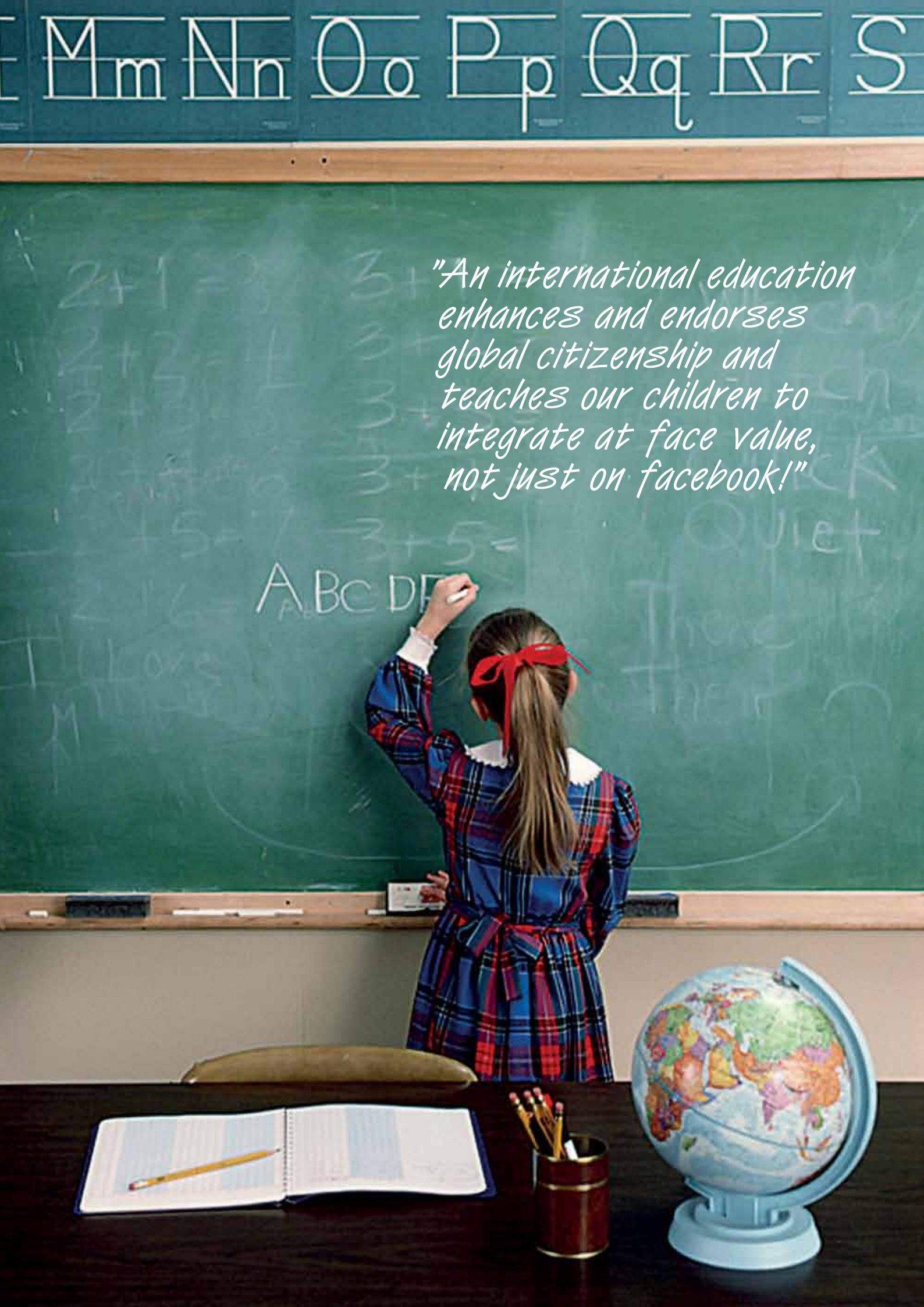
Every 4 years, authorized PYP schools are required to undergo a Self Study Evaluation, in which the schools assess to what degree they are meeting the required standards and practices and providing a quality programme for their students. This results in an IBO team visiting the school for 3 days to cross check that what we say we're doing is actually happening!

Preparation for this PYP Evaluation Self Study Visit was on-going but began in earnest at the commencement of this school year, way back in August 2009. Administrators, teachers, teaching assistants, students and parents were informed and invited to be a part of the journey process. With self study teams in Curriculum, Organization, Philosophy and the Student established and led by primary teachers, we quickly got to work. Meeting dates were set, the questionnaire was used to record and rate how we were achieving the required standards and practices set out by the IBO.

Ensuring that all sectors of our learning community were represented was a lengthy but very worthwhile process which resulted in the compilation of a report that reflects what we do well, what we think we need to improve on and an action plan about how we are going to achieve these goals at ISM.

We were proud to present our self study to our wider community and to our visiting team in February. The two evaluators were methodical and really engaged with us as educators as well as our students. We look forward to commendations and recommendations that we can use as a school to further improve the quality, authenticity and understanding of the Primary Years Programme.





*"An international education
enhances and endorses
global citizenship and
teaches our children to
integrate at face value,
not just on facebook!"*

Education Matters

Fleet Street journalist and parent **Anthea Rowan** gives us the low down on the IB system

I am not a teacher so some will deem that I am not qualified to write a piece about education. I am "JUST A MUM!" However, as such, I have the requisite qualifications to hold an informed opinion about education: I have three children at various stages of learning; I have made enough mistakes in my choices of how to educate these children to be able to appreciate that getting it wrong can be a good thing; I also know for certain that their futures will differ radically to my present, which is why educating them in the way I was, probably won't be useful. Consider this: when I finished school the World Wide Web was almost ten years from conception, mobile phones were the stuff of somebody's imagination and people still wrote letters. And I'm only *just* the wrong side of forty.

Education is like religion: you don't discuss it at dinner parties. Which is a shame for much useful conversation may be prompted if we did. We might learn something new. But then we – my generation – aren't especially good at adopting novel beliefs (old dogs, new tricks, all that malarkey) or accepting that there are more ways than one to skin a proverbial cat. (Educating children being the unfortunate feline in this case.) And that is probably partly due to the way we were taught: stodgily, in chalk-dusted classrooms slouched, trying not to fall asleep, upon graffiti-decorated desk tops.

I was educated to go to college. Nobody thought much beyond that back then, in the Middle Ages of the Eighties: why should they? An education amounted to further education which, in turn and by reassuring extension, amounted to employability. But it's not like that now. Today too many kids go to college, too many apply to university (so that last summer in the UK alone 40,000 were disappointed for the lack of spaces despite holding the necessary grades) and too many end up with useless degrees which don't secure them jobs and cost heavily along the way which is part of the reason why unemployment in Britain is at a 16

year high. As LA based public speaker and post Warwick University Professor Sir Ken Robinson observes, we're faced with an alarming level of 'academic inflation'. He would ask, what are we educating our children *for*?

And I would respond, loudly, surely for something beyond university and graduate success, *for life*.

Which is why I believe – and remember I have the benefit of useful hindsight and experience given those three valuable accessories – an international education with attendant exposure to an international curriculum, is a valuable tool to innovative thinking and life skills.

And this is why. Our world is a tiny itty-bitsy place, reduced by the Web, diminished by air travel (when volcanic ash isn't playing havoc with it) and linked by various media so that it never sleeps and time zones are made a mockery of. That's the place our children are growing up (the one we're just getting used to); that's the world our children subscribe to: they are Global Citizens, irrespective of where they were born or what passport they carry. An international education enhances and endorses that citizenship and teaches our children to integrate at face value, not just on Facebook.

My eldest daughter, who is a pure product of the IB system having done the PYP, MYP and is now in the throes of the IB diploma, describes herself as a Third Culture Kid: Third Culture Kids – or TCKs – are children who have spent some of their growing up years in a foreign country and live in some-

thing of a suspended state: they often don't feel as if they belong to their native country (my daughter, for example, holds a British passport but does not describe herself as *English*). They often feel more at home in their host country even though they are not "local".

TCKs, who have also been referred to as global nomads and cultural chameleons, are also often more tolerant than their

Three Common Myths About the IB Diploma

If you opt for the DP you will have no life outside of school.

■ Not strictly true although granted the DP is known to be more time consuming (one UK school that offers both DP and A Levels notes that difference between the two is about 10 lesson slots a week) than other curricula. Some critics of the DP claim kids have no time for extra-curricular activities. The reality is that the DP calls for 150 hours of Creativity, Action and Service (CAS), split by thirds. Art, drama, sport, music and field trip participation can all be counted towards this obligatory tariff.

There is too much homework to do.

■ That the DP is demanding is unquestionable however kids who learn to manage their time effectively cope well – and time management is a vital life skill regardless of what school you went to. DP students, however, would warn kids contemplating the IB that procrastination is a killer.

You have to be especially clever to do the DP.

■ No. You don't. You have to be prepared to put the hours in and you need to be reasonably competent across all areas: the DP is broad. If you can't add up, you'll battle with the DP as maths is mandatory. If languages aren't your thing, steer clear for you will need to read a second in addition to English. For most kids though, there is advantage to having options left open for longer.





Three Potential IB Diploma Pitfalls Nobody Warns You About

- Not all UK universities understand it which makes securing fair offers difficult.
- My son's recent application experience taught us that some universities will accept SL maths for an engineering degree, others insist on HL without necessarily being able to articulate why. The key is to ensure you have the right subjects for the courses you want, and communicate with your chosen university before hand to ensure you know their requirements.
- It is rigorous and demands exacting time management and personal organisation.
- The IB coincides with reckless teen years and bomb-site bedrooms, organizing study effectively can tip a precarious balance entirely.
- It isn't for everybody and not everybody tells you that.
- The obligatory math and language section unhinges some kids entirely and many UK universities insist on a SL 5 in English irrespective of the degree they are applying for.

home-rooted peers because they have been exposed to a wide variety of life experiences and lives, indeed more than exposed to: they have adopted some of the quirks of alien cultures as their own. As a result, they are often cosmopolitan and independent, becoming self-reliant young adults. Their broader views can reflect in academic success: recent research – performed since Ruth Hill Useem coined the phrase TCK back in the sixties – suggests that even children who spend as little as one year overseas are four times more likely to gain a bachelor's degree than their domestic peers, 40% of those will go on to attain a master's. (And I'm only putting that statistic in to hold the attention of the Old School amongst you).

You shouldn't be impressed by those stats (even though you are). Increasingly many degrees are redundant, and in a world torn by religion and cultural difference, where diversity is under suspicion when it should be celebrated, these young nomads who are at home everywhere and nowhere, and who are identified by their seamless global citizen-

ship and tolerance of difference because it forms a part of their own characteristics, hold a valuable trump card. This isn't about a politically correct touchy feely cultural awareness, this is about the reality of their multicultural world where an ability to engage across the barriers often rigged by colour, creed and culture could extend to personal success and satisfaction; not for nothing have they have been called the 'cultural brokers of the future'.

The IB, a primary through to Pre-U system, upholds the differentness and the breadth of these fused culture kids: it promotes a wide span of learning as well as a philosophical approach to it, consider the

obligatory second language, the Theory of Knowledge and its very name – International Baccalaureate – reminds us that it is a system adopted in 2,909 schools across 138 countries where it is delivered to almost a

million kids.

All kids think they can change the world (and all parents want to boast that their kids did); perhaps TCKs really have the tools to do it?

“an international education with attendant exposure to an international curriculum, is a valuable tool to innovative thinking and life skills.”



Top 10 reasons to choose the IB Diploma

edited from www.tom-brown.com

1 The DP is flexible and wide-ranging

In order to illustrate the breadth of the DP, here it is broken down into its component parts:

- 3 higher level subjects
- 3 standard level subjects
- Theory of knowledge (TOK)
- Extended essay (4000-word essay)
- 150 hours of CAS: creativity, action and service

2 The DP offers breadth and depth

Some people dismiss the DP as 'just like the old O-levels' and this is a fallacy. There is plenty of opportunity to delve down into complex and challenging issues because students must cover higher as well as standard level options.

3 The DP is superb preparation for university

Tim Woffenden, a leading DP consultant who advises independent and state schools in Britain, says: "DP students are better prepared for university, and, more importantly, life," he comments. "They emerge mature, balanced, multi-skilled, numerate, literate and fluent in another language."

4 The DP is stable

The DP is offered in 223 schools in the UK (more than any other country in Europe) and 1,112 in the States. As A-levels come under greater scrutiny every year for grade inflation, the DP is growing in popularity. It is older than I am, and you too probably. Considerably.

5 It's well regulated

Only schools authorised by the International Baccalaureate Organisation (IBO) are eligible to teach the curriculum. Gaining DP school status involves a rigorous two-year authorisation process. There's a global quality control and inspection regime, involving self-inspection, on-site visits and submission of documentation to IBO headquarters.

6 Schools love it...

Pat Jewitt, Registrar at one of the top private schools in the UK, Queen Ethelberga's College in York, says: "The IB is favoured in European countries – and we want to attract students from abroad so it really works for us. Plus we like the broader based curriculum. Offering the IB gives us

a competitive edge and students a highly respected qualification".

7 Universities love it...

Richard Emborg, director of student recruitment and undergraduate admissions at Durham University, the one you go to when you can't get into Oxbridge, says, "In our opinion, it's different. The DP is overarching in terms of curriculum, whereas typically A-levels concentrate on one course area. We place value on the breadth DP students experience. We are an international economy; one world. Awareness of how the world links together is a good thing and the DP curriculum reflects this. We'd welcome more DP entrants."

8 The DP is not just about academic achievement

The IBO's goal is to educate the whole person and foster responsibility. The Creativity, Action and Service (CAS) element of the IB requires that students share their energy and talents with others, beyond academic work. A minimum of 150 hours of participation over the two years in creative, physical and service activities is required (at least 50 hours in each element). They may include things like playing a musical instrument in a group, sport, art and drama and the Duke of Edinburgh award.

9 It encourages independence

Pupils research a topic independently and prepare a 4000-word essay. Many students select a topic from one of their higher level subject areas. This is similar to the kind of extended essay that a student might undertake at university – in fact, the essay is often popular with universities.

10 The DP expands the mind

The Theory of Knowledge (TOK) is core to the DP, challenging pupils to think critically. Here are some examples of the questions asked:

- How is knowledge gained and from what sources?
- To what extent do personal experience and ideology influence our knowledge claims?
- What is the difference between 'I am certain' and 'It is certain'?
- Can we think without language?
- Can feelings have a rational basis?
- Does living a moral life matter?

Special Report

Five Things You Never Knew About the IB Diploma

- The IB is *not* American.
- It was born in Switzerland in 1948: Marie-Thérèse Maurette, who at the time was head of the International School of Geneva, developed the initial structure for what has evolved as the IB programme when she wrote *"Is There a Way of Teaching for Peace?"* a handbook for UNESCO.
- The maximum points available at IB are 45; only about 65 students attain this every year worldwide.
- Over the last five years the IB programme in all its forms (PYP, MYP and IB Diploma) has grown by almost 100% in terms of expansion of the programme into new schools.
- Where to buy the most expensive IB education in the World? Le Rosey in Switzerland where you'll pay up to USD\$ 100,000 a year for tuition and boarding and where your child can ski at the school's Winter Campus in Gstaad.

THE PRIMARY YEARS PROGRAMME – or PYP – aims to address the education of the whole child inside the classroom and out; it aspires to teach holistically and make learning relevant. The five elements of the PYP – concepts, knowledge, skills, attitudes, action – are addressed whilst simultaneously assuring the child gains knowledge that is relevant and of global significance; develops an understanding of concepts, which allows them to make connections throughout their learning; acquires trans-disciplinary and disciplinary skills so that they can apply learning broadly; develops attitudes that will lead to international-mindedness and learns to take risks: that doesn't mean leaping off buildings, it means taking action as a consequence of their learning.

THE MYP extends the PYP philosophy and bridges it to the IB Diploma: the skills you learn at MYP can be applied at university. Contrary to parental suspicion, kids still learn the 3 R's (though more broadly via the study of two languages, humanities, sciences, mathematics, arts, physical education and technology.) The MYP is designed to provide students with the values and opportunities that will enable them to develop sound judgement across many disciplines. Although students study 8 subject groups special attention is given to links between them. In the final year of the programme, students engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme. This often means handling a sophisticated process of design, managing research and sustaining the energy to complete it effectively; invaluable practice for the IB Diploma and beyond.

KiliKatZ

The production process proved to be a huge emotional journey reports **Judith Ester Gerstenkorn**



We spent the first 2 terms of my M3 school year working hard on the idea and concept of KiliKatZ. From the auditions right to the final performance, there was great spirit, and this helped us get to know each other. The first weeks, singing in K-hall, motivated us, showing us that, even if we had a small role we were needed.

Once we actually got on-stage, we realized how much effort the set people had put in to our set. We loved the tunnels and bridges. It was like a whole new world, ready to be taken over by Jellicle Cats.

We spent ages thinking of dance moves and working on the stage. Every song turned out different, and special in its own way. But this was nothing compared to what happened in the last week. That's when it all came together. We had morning rehearsals and evening rehearsals for the whole week.

Then Wednesday came and we had our first real performance to the Arusha primary school and it was a great success. We were all completely hyper about the next evening, our first night time performance. We were there early, getting ready backstage. Laughing, doing each other's hair and makeup and reassuring those with stage fright. Then the lights were dimmed, music started and we were on.

Melting circuits, smashing toilets, forgotten lines, tripped dance moves, we sorted it all out as a team. Working together as a group helped us overcome 16 stressful weeks of KiliKatZ. I guess "what doesn't kill you can only make you stronger." We had come a long way to achieve what we did. It was one of those Kodak moments that left footprints in our hearts. It was truly an experience to remember.



"Everyone did an amazing job, onstage and backstage, on both nights!"



Collecting temperature and vegetation data

Do our actions affect the weather, or does the weather affect our actions? asks Catherine Egglestone

The M4s from both campuses headed up to Simba farm in West Kilimanjaro to study the weather and to experience a fragile environment first hand. We arrived on day two of the rainy season and so we were treated to a full range of weather as part of the experience! On the first afternoon we spent some time making our own weather measuring equipment and considered how altitude and climate impact the work of the farmers. In the evening Mr V. And Mr Love worked hard to



Explaining to the group how this home-made barometer works

The rain was all but forgotten by the morning when we woke up to stunning views of Meru



generate a quiz and we all had fun playing sardines in the dark.

Our main investigation of the trip involved measuring temperature and vegetation at various altitudes and seeing if there were any patterns in the data. We had a great drive down the side of Mount Kili stopping to take measurements at various intervals. We had a bit of drama as the lorry got stuck in some mud and I suspect the local Masai thought we were a bit crazy as we got on and off the truck with thermometers and quadrats! Back at camp we were able to graph our data and even perform a statistical test whilst the clouds rolled up the mountain towards us. Sure

enough it started to rain. Wim from the farmhouse wandered over to tell us that we'd had 50mm between 5pm and 8pm and it was still raining! Thanks to Wim and Yoke, those of us who had soggy tents were allowed to sleep in the dry and warmth of the beautiful guesthouse.

The rain didn't dampen our spirits and we woke to a beautiful view of Mount Meru before hiking down to visit the river and rainforest. Having studied 'fragile environments' this quarter, it was a great opportunity for the M4s to see a fragile environment first hand. Mr V really helped us to explore and appreciate the forest and was a great way to end the trip.

Personal Projects

Challenge our final year MYP students
says Éanna O'Boyle



Perhaps the greatest challenge for final year MYP students is the Personal Project. In this year-long inquiry, each student follows their passion to create a 'product'. By product we mean creations such as an invention, a piece of literary fiction, an original work of art (visual, dramatic or performance), an original science experiment or the development of a new community organization.

Teachers act as personal supervisors to guide each student through the process of articulating a goal, developing methods to reach this goal, creating the product, and then analyzing the project in a 4000-word report. Examples of products from this year's M5 groups are a claymation film for young children explaining cholera, a sail car, a variety of educational toys for young children, a photo calendar, an easy-to-make and cheap organic compost, a novelette, a website, a fashion show and a fashion magazine, and a music album composed and sung by the student.



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Science fair tests M3 in Moshi

The 2009/10 ISM M3 student science fair demanded high level inquiry and strong research questions. As students geared up and readied to present their experiments, the teachers, disguised as judges rolled in. Students standing prepared to impress the judges with their findings welcomed all visitors who ventured near their table.

A bouquet of smells- fragrance, burnt wood, fermenting juices, and moldy bread lay in front of proud young scientists... Wish you were there? The opportunity to: witness, smell, hear, feel and perhaps taste science in action awaits your approval. Students successfully demonstrated their problem solving, laboratory skills, hard work and critical thinking skills.



High School Musical

Performed by Arusha campus proved a great success reports Erik Meinertz the director



“We're All in This Together!” What a show! The students and staff at ISM Arusha Campus were proud to present High School Musical. It is a musical about teenagers who are trying to find their true identities while building relationships, exploring new interests, and dealing with others' expectations of them. High energy singing and dancing and enthusiastic acting flooded the stage after only eight weeks of rehearsals, costume making and stage building. It was a huge success and made the director proud! Great Job!

What are we teaching our secondary students?

The Middle Years Programme aims to foster wisdom and healthy skepticism reports Éanna O'Boyle



It has become a cliché to say that we live in radically changing times and that we do not know what young people need to know in 10 years time never mind in 30 years. Perhaps it is more useful to say that although we are unsure what facts, techniques and theories will be of use to our students in the future, we do know that they will be a lot wiser, as well as happier, if they embrace change instead of resisting it.

Having said that, we believe that young people need to develop their understanding in a wide variety of subject areas. We also believe that it is equally important to teach them to approach current knowledge with healthy skepticism and be open to the idea that it may change in the future. Thus, it is vital that we approach change with confidence and resourcefulness. This means that young people have to have daily opportunities to question, investigate and try out ideas in an environment in which they feel comfortable with their own and others' uncertainties. These ideas very often come to fruition through dialogue and with approaching conversations with the idea that your opinion *might* change based on what others

say. For many, this continuous challenging of our own and others' beliefs is unsettling. It is only too easy to enjoy the comfort of our own ideas and with stability. Yet the future will continue to challenge us with new ideas and developments that will inhibit our learning if we hold onto our beliefs blindly.

So what do we teach for? The basis must lie with a deep understanding of the subject areas. This includes three aspects.

“Such a person is truly wise and ultimately it is this wisdom that we aim to cultivate throughout the school.”

First, with the result that we habitually make sound judgments. Second, the ways that the subject finds out and shares knowledge. For example, a scientist finds out knowledge

by experimenting and analyzing the data and then shares it through a 'scientific' report. A historian examines both primary and secondary resources to give an objective account of what happened in the past, why it did, and its impact today. Third, we have a responsibility to help students think about some ethical dilemmas when applying knowledge. For example, to what extent ought artistic creations be controlled by cultural sensitivities? Indeed, the challenge is to learn as much as we can about the values and beliefs of our own culture

so that we can better understand those of other cultures with the result that we habitually make sound judgments..

From a deep understanding of the subject areas, young people are better able to inquire and make links between subjects and to their own daily experiences. But such learning requires certain approaches or attributes. It is these attributes that we particularly want to develop in young learners (indeed in all of us – children and adults). Such attributes include being knowledgeable, open-minded, reflective, caring, principled, balanced, thinkers, risk-takers, communicators, inquirers, committed and accomplished. By developing these attributes, students come closer to reaching the ultimate learning outcome – becoming an internationally-minded person. We can say that internationally-minded people are world citizens who seek out commonalities and also appreciate differences between the various values and beliefs that people have throughout the world. In so doing, internationally-minded people bridge divides and help create a more peaceful and knowledgeable world. Such a person is truly wise and ultimately it is this wisdom that we aim to cultivate throughout the school.

internationally-minded *adj.*

1a. the intention to celebrate diversity, understand *different* cultures, seek similarities between cultures. **1b.** having an understanding of one's own culture and others. **2.** to strive for peace and break down boundaries. **3.** being part of a *global community*, a seeker and life long learner.



How do we integrate the learner profile into every day learning for our older children?



Communicators

Communicators know what a dialogue is. We firmly believe that communicating in a variety of languages and in different ways allows us to listen and express our ideas confidently and creatively. These students wish to convey their emotions through both Visual Art and through their spoken words.



Inquirers

Being an **inquirer** is more than being curious. It involves having the skills to try ideas out and to do research. Thus, inquirers are creative when they convert an idea into something that society finds useful or beautiful. By keeping process journals, students learn to inquire purposefully through ongoing reflections.



Thinkers

As **thinkers**, these two students act both alone and with others. We feel it is essential that students continually apply thinking skills critically and creatively to analyze complex patterns.



Knowledgeable

Being **knowledgeable** means that we explore ideas, issues and concepts that have local and global significance and in so doing make links between disciplines.

Risk-takers

Meeting with the Hadza and Datoga tribes involved not only an openness to other ways of living but encouraged our students to be **risk-takers** by preparing them to approach unfamiliar and uncertain encounters with forethought.



Open-minded

As adults, we have to be **open-minded** to what young people think and say. The student council is a formal forum for students' voices to be heard. The student council organized a Cultural Day that showcased a wide and colourful variety of national costumes at all age levels. Although clothes represent an obvious aspect of cultural identity, such opportunities help create an awareness that we can celebrate differences as well as seek commonalities between cultures.





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Principled

What could be more important now and in the future than a **principled** leader. Students participating in the annual 3-day Leadership Symposium explore this notion that effective leadership involves morally acceptable actions and effective leaders have a deep sense of integrity.



Accomplished

We appreciate how important it is for young people to feel **accomplished** and to attain personal success in what they endeavour to achieve. The High School Musical had its success in how actors and backstage crew committed themselves to excel.



Committed

Being **committed** allows our students to excel. When the task is meaningful and reachable, this involves perseverance and determination. Our Outdoor Pursuits Programme tests young peoples' commitment at five levels of difficulty. The level 5 ascent to Uhuru Peak on the top of Kilimanjaro is the ultimate test!

Caring

Our Community and Service programme helps ensure that all students are **caring** for the school and local communities. One example was when students planned and hosted an event for thirty students from Peace House, who came to our campus for a Saturday afternoon of sports and social interaction. Our students organized and taught games of 'capture the flag', basketball and water polo to thirty Peace House students. After two hours of sport, a barbecue was enjoyed by everyone.



Balanced

With such various pressures on young people, we understand how important it is to live a **balanced** life for well-being. A healthy combination of intellectual, emotional and physical activities brings out the best in all of us.



Reflective

By being **reflective**, we become accustomed to self-assessing accurately. These students are on a field trip in a forest in West Kilimanjaro where they have been given time to reflect on what and how they are learning.

Outdoor Pursuits

A successful year for outdoor pursuits
reports Theron Tate

The outdoor pursuits season of 2009/2010 was a success on all levels. As a program we rely on the strong bond between the Moshi and Arusha campuses as students work together not as individuals but as a group. We welcomed 39 first time Level 1 students into the program as they successfully completed the Mandara Hut and Pare Mountain trips. Our summit trips this year were representative of the hard work these students put forth to reach Level 5. Students were faced with adverse weather conditions and numerous other unforeseen hardships that stood between them and the summit. In the end though, 24 students reached Uhuru Peak and successfully completed the OP program. To these young men and women I offer not only congratulations but also admiration for their dedication and hard work.





Sports

There are clearly many ways to be intelligent. There are those who are exceptional with solving complex equations and mathematical word problems. There are those who write brilliantly. Other people come across as intelligent because they come up with creative ideas that bring success to an organization. Yet another example of intelligence in action is when we observe a talented sportsperson. As well as promoting the health and social benefits of participating in sports, we also recognize the physically intellectual challenges of running with poise, swimming with speed, turning 180° rapidly, and striking a ball with accuracy. Like any type of intelligence, we are not born with such dispositions and so ISM recognizes the importance of coaches, practice and resources to allow young people to excel in a wide variety of sports.



A day in the life of...

Anne Peterson D1 Boarder in Moshi

"Waking up to a shrill alarm clock and facing another day of school, I usually give myself a lot of time to get ready and a lot of time to wake up. Breakfast starts at quarter to seven and is eagerly anticipated by the hungry boarders and despite the fun we have complaining about it, it's actually quite good!"

Then off to classes at 7:35am finishing around 3:00 in the afternoon. We only have two breaks in between; one at 10:15 when we have a 20 minute break and a chance for a little snack of samosas, spring rolls, mandasis etc and our lunch break which is at 12:35.

Most afternoons are just as full as the mornings. Twice a week from 3 to 4 we are required to do creative or service activities. These however are usually lots of fun. From 4:30 to 6:00, personally my favourite part of the day, there are a wide range of sports offered from badminton to rugby. Then after a hard hour or so of exercise everyone eagerly anticipates dinner.

After dinner we have to go to our rooms to get ready for some serious work time. From 7:00 pm till 9:15 pm we have study hall. This is a time for everyone to get their homework done and do some studying! For everyone, but especially for diploma students, study hall is very important and a great opportunity to get all your work done. I think this is one of the things I most like about boarding because, unlike at home, study hall is compulsory for everyone and time set aside for our work load without other distractions. It is also always very easy to get help when needed from either your boarding parents or fellow students.

Once study hall is over we are allowed to go out and socialize with all the other boarders! Most people usually hang out round the duka, play pool, watch TV or just chill with friends. Then at 10pm all diploma students have to go back into boarding houses, where we have 20 minutes to get ready for bed. By the time I fall into bed I'm so tired from my full day that it is never hard to fall asleep!

Anne Peterson.

ISM Boarding:

- Is for students aged 7 to 19
- Half the Moshi Campus students are boarders
- Students in boarding are academically motivated by their peers
- If you need more information about boarding on the Moshi Campus, please contact Keiron White on keironw@ismoshi.net

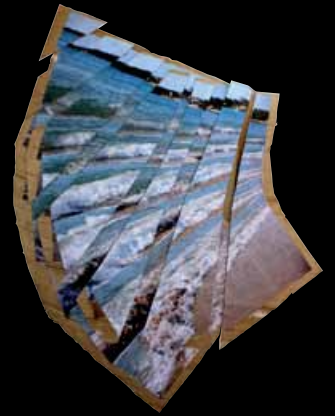
ART NOW

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An exclusive preview of this years IB Diploma Art

Child by Joshua Ness



Paper splayed out – both by Anita Kalaitzakis



Woman behind wire by Harveen Hans



Five men's faces floating by Mali Mrema

Man bending over by Tumaini Bahati



Scholarship students update

Introducing the new scholarship students for 2009/2010...



Salome Kiduko

Salome Kiduko joined ISM after being one of the best students selected to join our scholarship programme. She is hard working and agrees that it's a difficult curriculum and one needs to be patient to adjust to living with students from all over the world. This D1 student has embraced the change and is ready to make her life better by using this great opportunity.



Joseph Chuwa

Joseph Chuwa is our other D1 student who is very popular with his peers in our boarding community. He is a young man full of energy and is here to make Tanzania a better country to live in by contributing and sharing the skills learned at ISM and from further education in future. He also says that it's a tremendous change coming from a local school to join ISM and he is still getting used to the various changes he has had to encounter.



Abraham Ng'hwani D2....
finishing Moshi 2010

The first year of IB Diploma was a tough transition year for Abraham, but the 20-year-old has risen to the challenge. "IB is turning me into an academic person," he says. "Even though it is harder, I actually enjoy school more than before." The biggest difference is the mix of academic work with the rest of it – sports, community service, music. "I enjoy doing it all. Before it didn't exist in my mind as school work". The IB system just makes me fall into the rest of it." Abraham also participated in the Model United Nations and coached football to groups of local students. Abraham is overjoyed with the news that he has received a full scholarship at Duke University in the USA.



Vivian Ngowi

The biggest challenge for Vivian Ngowi has been to fit in her study work and all the extra curricular activities ISM has to offer. "I found a way to organize myself so I have time for everything", says the 19-year-old who is about to complete D2. "I keep a diary of everything." Otherwise Vivian says she would have spent all of her time pouring over books. "Thanks to CAS, I don't just study. It gives me make time for other activities and explore my talents." This included joining a D1 band, piano lessons and getting involved in theatre productions. Vivian has applied to a variety of universities and waits to hear if she will gain a scholarship to enable her to attend the university of her choice.

Three of our past scholarship students are at the University of British Columbia. We asked Brian Sullivan student VP how they're doing.

"The students are actively engaged at UBC and have been wonderful ambassadors for their alma mater. All 3 have been great educators about life in Tanzania, from Daniel describing how to bring water home from a well on your bicycle to Leonard teaching me how to share a friendly Swahili greeting.

Daniel Mundeve (Faculty of Arts, majoring in Geography-Environment & Sustainability) has been a panelist at the Coordinated Arts Program Conference (2009), co-emcee of the Opening Ceremony 2009 Jump Start, and went to Australia this last summer to represent UBC in a student conference.

Leonard John Elisha (Faculty of Science, majoring in Computer Science) has been involved with Africa Awareness, a student club, recently hosting a party to raise awareness about Tanzania. He is involved with the Phoenix Club, a new student club comprising International Leader of Tomorrow and International Student Humanitarian Award students and was extremely helpful to our office when, on short notice last year, we needed a student assistant to help with an international student who was visually impaired. He went beyond the call of duty to help. **Mhlula Ngassa** (Faculty of Applied Science, Engineering) is in his first year here. He was an active participant in Jumpstart, our intensive academic preparation program in August, and is looking for more opportunities to get involved on campus and in the community. All three students are an asset to UBC and we are glad to have them here."

Brian Sullivan, VP Students,
University of British Columbia



left to right: Danny Mundeve (UBC), Marceline Finda (Western Washington University), Mhula Ngassa (UBC), Paul Courtright, Leonard John (UBC)

...and we look forward to welcoming **Priscilla Makundi** and **Wolfgang Seiya** who will be joining us as the new scholarship students for 2010-12.

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