

A WORLD CLASS EDUCATION
CLOSE TO HOME

ISSUE 14

SUMMIT

BALANCE

Getting it right

HARD LABOUR!

Community & Service
action in pictures

TEAM WORK

In Sports and OP

EARLY CHILDHOOD

Launch a café

DIPLOMA ART

This year's best

WHAT IS AN
INTERNATIONAL
EDUCATION?

Anthea Rowan
investigates **PLUS**

Third Culture Kids
Have you got one?

BOARDING!

A day in the life
of a boarding parent

+

10

reasons boarding
Really works

P3 AND P4
Go Camping

The International School Moshi Magazine

The Kilimanjaro Safari Circuit

Hatari Lodge is located in the midst of the lush and green environment of the Meru Ecosystem, in which mosses grow on trees in the mountain rain forest and Colobus Monkeys playfully swing themselves from branch to branch, whereas Shu'mata Camp sits right on top of a hill in the midst of the steppe that belongs to the dry and dusty Amboseli Ecosystem with its shrubs, Acacia trees and old Amboseli tuskiers, facing the "Seven Sisters" and Mount Kilimanjaro. Realizing how close to each other these two ecosystems lie - only one and a half hours' drive from each other! - we understood how amazing it would be to combine the two locations into one single safari circuit with three to seven nights at Hatari Lodge and Shu'mata Camp. And while doing so, we also became aware that many visitors never even get a glimpse of Mount Kilimanjaro, whereas on our circuit, it is impossible not to see this old giant volcano, and the traveler even gets different views of it - hence the KILIMANJARO Safari Circuit!

Momella - a sleepy village at the foot of old Mount Meru,
Where buffalo and giraffe

Eat their way through thicket every day.

Hatari - a place of harmony with nature,
Where peace and silence reign

Against the background of an orange-purple rising sun.

We wake up in a cozy room,

Take a hot shower in the morning,

Get into a jeep, begin our way

Through forests, lush and green,

But later dusty roads.

The voices of exotic birds, a snake

That slips in silence from the branch

Of an Acacia tree.

The tracks of elephant, until we face

A huge old tusker while

Mongoose hurry through the sand.

Majestically rises

The snow-capped top of Africa's lone giant,

Kilimanjaro -plunged In orange-mauve.

Sitting around a warming fire,

We listen to the tales of times long past,

Enjoying culinary pleasures,

Retreat into a comfortable tent,

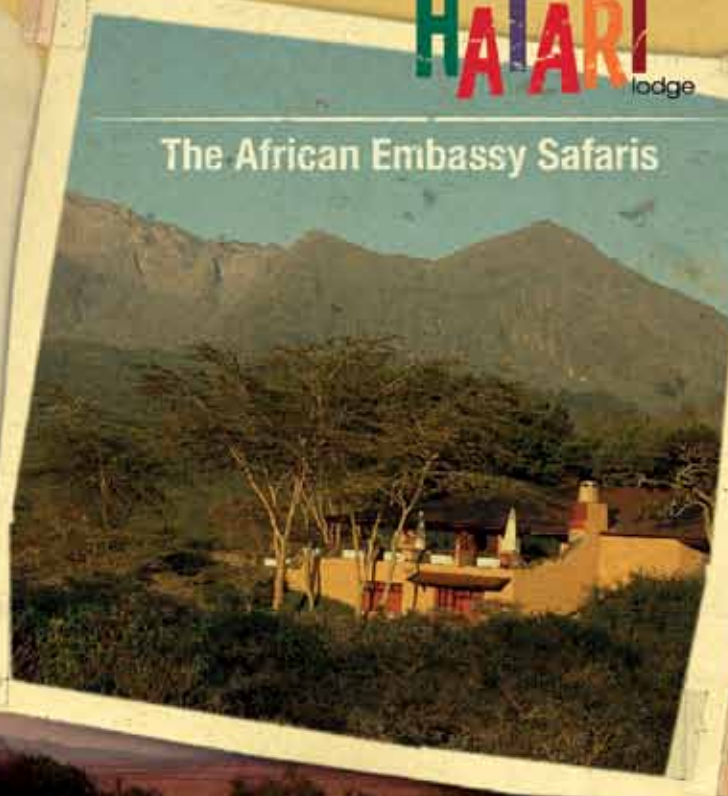
Hyena laughing us into sound sleep.

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The African Embassy Safaris



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SUMMIT

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Built on top of a high bluff with a breathtaking panorama, our lodge is superbly located in Tarangire National Park, providing one of the best views in Africa.

Carving out the landscape below the lodge is Tarangire River, a favorite watering place, which attracts impressive numbers of various game. The scene unfolds before you while lounging on the outdoor patio, allowing you to appreciate Tarangire's diverse wildlife without ever leaving the lodge.

EMAYANI BEACH LODGE



EMAYANI BEACH LODGE



"KWA JONI"

Far away from the crowds on the still untouched shores of Tanzania's coast lie the beautiful beaches around Pangani. Blessed with miles of deserted beaches and the offshore Marine Reserve of Maziwe Island, it is here where you find the tropical beach dreams come true.

Tucked away in a lush and stunning coconut grove, is where Emayani Beach Lodge is located. Intimately set up and with an eye for the environment, our lodge blends perfectly within the tropical surroundings.

Welcome to Issue 14 of Summit Magazine

In the pages of this publication we offer you a glimpse of some of the educational opportunities available for our students. Each is designed to compliment and enrich the whole school experience and encourage the development of enquiring minds.

At ISM our primary focus is to stimulate students' desires to learn through questions and to think critically about the answers they find. Excellence is the goal for each child as they are pressed to achieve their maximum potential. With the innovative internationally recognized and world-class educational system used at ISM, our students are well prepared for their future.

If you are a current parent you will recognize in this issue those programs and activities that make ISM distinctly different from other schools, the ones in which we take great pride, the ones that drew you to become a member of the ISM community. You will remember that feeling of amazement as you watched your child present their learning at the Primary Exhibition or through the middle years Personal Project or in the Extended Essay written in their final year. You will remember the echo of your child's delighted voice as he or she described their experience in our outstanding Outdoor Pursuits Program. You will recall the sense of accomplishment they displayed and the recognizable growth in their self-confidence at having participated in a community and service activity.

If you are a parent considering ISM for your child, we invite you to come and visit us at either of our two beautiful campuses for the day programme. If you are seeking a boarding experience for your child, you are welcome to our Moshi campus. For while a picture may be worth a thousand words, your visit

will allow you a valuable and more complete insight into our positive and productive learning atmosphere. You can witness the special bond that exists between students and staff that is at the very heart of ISM. The bond that makes students feel that they are cared for as individuals and valued for their personal qualities, the bond that clearly demonstrates the professional stature of the teaching staff.

Time and time again parents remark about how enthusiastic their children are to go to school and graduates are keen to tell us how the encouragement and academic guidance they received at ISM has prepared them for life and work in the 21st century. We believe that this is the result of the powerful combination of the programmes we offer, and the people and strong ethical thread that informs our teaching practice and binds our community together.

We are pleased to present this issue of the Summit and hope that you enjoy reading it as much as we treasure the memories of living the actual events portrayed.

Karibuni
Robert Woods
Director



The PA moves forward with change

says new chair Jo Anderson

This year has been a time of change for the PA – there have been members leaving us after years of representation and new people have come in to take their places, giving us a different, but hopefully equally enthusiastic dynamic. Our Chair, Pauline Martin stepped down as her life moves on and we all thank her for her time and patience over the last few years. Times change and the PA is making every effort to change with them – we are discussing re-structuring

PA UPDATE



for next year with the committee split into an Arusha side and a Moshi side, with separate meetings to allow for more direct representation of the views and concerns of parents from the respective Campuses. With this we hope to be able to push forward with campus specific projects and urge all parents to engage with us so we can be ever more effective. We look forward to the next academic year.

Events

Many events on both campuses this last year have been supported by the PA: BBQ's at school, sports events and drama evenings, and we thank all the parents who have come forward to help us at these various events. We look forward to more of the same next year!





Making a Difference!





Through middle school and the diploma years students participate in community service projects. A lot of hard work and fun has gone into these projects and we'd like to celebrate this energy both past and present! A very big thank you to Sandra Riches for encouraging, cajoling and inspiring our students to do the best they can in everything to do with community and service including the now infamous "Hard Labour" work of which you can see examples on this page. Well done everyone, the effort is appreciated.





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Dutch Language and Culture in Tanzania

The Dutch government supports a Dutch language and cultural programme for Dutch and Belgian (Flemish) students in Arusha and Moshi all year round. The Dutch curriculum is taught through language lessons enabling students that move back to the Netherlands or Belgium, to slot seamlessly back into their national systems.

The lessons are entertaining and my Dutch has improved a lot!

Roos de Raadt, Student

For more information visit the website www.ntc-am.ne.tz/index-en.htm



A new addition to Capricorn Beach Cottages!!

One of our favourite places to stay at the coast Capricorn Cottages have recently added "The Capricorn Garden Café". Enjoy an espresso or cappuccino while using the wireless internet. Or have a cold drink and try the delicious Italian-style pizza cooked in the wood fired oven under the baobab tree. It is a truly inviting atmosphere in which to relax with friends and family!

And don't forget to browse the latest fashions and swim wear at Capricorn Casuals Boutique!"

www.capricornbeachcottages.com



Cocktails and music

The Umoja Fund raiser was held on our Arusha campus this year. Parents and teachers worked together to create a wonderful black tie evening of classical music, with cocktails, sushi and canapés to raise money to help fund the outreach programme. The event was a huge success and if you would like to get involved for next years event please get in touch with Liza Barley on umojaarts@gmail.com



Makumira University

This year's International Festival saw some amazing home grown acts from the Makumira University Music department. Randy Stubbs and his team are working really hard to introduce music in all its forms to the students at the University as well as preserve well know tribal dances from all over Tanzania. A big thank you for their input they had at our International festival...they really made the day!



2011 Kilimanjaro Marathon

A big thank you to all those who were part of our huge 160 strong Kilimanjaro marathon team. It was a fantastic turn out organized by Theron and Lindsey and hopefully next year it will be even bigger!



Kudu Lodge makes a great base for exploring

Set in eleven acres on the outskirts of Karatu the lodge has a brand new swimming pool and outdoor area, and together with the excellent restaurant it's a very friendly and welcoming place to stay. It's the perfect base for wildlife safaris with 25 private bungalows, restaurant, excellent cuisine, friendly bar, large swimming pool, games and internet rooms and safari cars for excursions to the National Parks.

For more information visit www.kuducamp.com



The perfect place for a conference

Be sure to consider the Snow Crest hotel if you need a great place for a conference in Arusha. There are 2 conference rooms with a capacity of 300 delegates each. Those attending from away will be looked after in one of the 83 superior rooms and can use the hotels facilities including the health club, swimming pool, restaurant and bar. The conference facilities really are the best in town.

For more information email reservations@snowcresthotel.com or visit the website on www.snowcresthotel.com

Escape the crowds

For your next break in Tanzania think about doing a safari to Tarangire Safari Lodge. Its the perfect place to stay for families with an awesome view of the park. Spend a few days exploring and then journey down to the coast and stay at sister lodges Emayani or Tulia. Both beach lodges are in paradise on a beautiful beach with Kasa Divers providing dive courses and boat trips into the marine reserve.

For more information www.amayanilodge.com or www.tuliabeachlodge.com and bookings@tarangiresafarilodge.com

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Kareena tells us how her education at ISM has helped her succeed at University in the UK

I was at ISM from P1 and graduated from IB2 in 2009. I am now finishing my second year of physiotherapy at the University of Birmingham, UK. Some of my fondest memories at ISM were training for and playing Netball and Football and our IB1 trip to Pangani, studying and arguing about anything from starfish to mangroves with Mama Nkya! At ISM, during my IB Programme, I was also given the opportunity and enjoyed teaching English to ancillary staff and football to a group of young boys from Kidachini Primary School.

At Birmingham, I was able to transfer knowledge I gained from IB Biology to explain all sorts of biological concepts in the neurology and respiratory fields to my peers. During my summer holidays after my first year of physio, I organized a group of friends and together we created and managed a Football Fund raiser for a Special Educational Needs Unit at Jaffery Academy – several skills that I had practiced at ISM helped to make the event successful. ISM was one of the teams who keenly participated in this tournament during which we raised over 7 million TSH to help the children in need. I thoroughly enjoyed my years at ISM and all the knowledge I gained has helped me foster an enjoyable career for myself!

University Admissions

In the last 3 years, ISM graduates have attended the following colleges and universities

USA	Canada	
Arizona	Alberta	Lancaster
Arizona State	British Columbia	Leeds Metropolitan
Bates College	Carleton University	Leicester
Brown	Concordia	Loughborough
Colorado College	Ottawa	Nottingham
Connecticut	Thompson Rivers	Oxford Brookes
Denison	Toronto	Plymouth
Duke	Trent University	SOAS
East Carolina	Waterloo	Staffordshire
Emory		Sussex
Evergreen State	Britain	Others
George Washington	Aston	Amsterdam
Idaho	Bath	Bosnia American U
Lynn University	Cardiff Central	Erasmus University
Minnesota	Lancashire	Hong Kong UST
Minnesota State	Chelsea College of	Jacobs U,
New Mexico	Art & Design	Bremen Maastricht
Oregon	Exeter	Monash University
Savannah State	Herriot-Watt	Sydney U of Tech
Southern Alabama	Hertfordshire	Tumaini,
Vassar College	Huddersfield	Tanzania
Washington	Imperial College	Western Australia
	Keele	



A big thank you to Reema Aggarwal freelance make-up artist says Sue Jones

Reema Aggarwal came to our rescue at the International Festival 2011 when she volunteered to do the fashion show makeup. There we were worried about how we were going to make it glamorous and completely professional and along came Reema who worked tirelessly backstage doing the girls hair and make up. Reema was a student at ISM leaving in 2007 after successfully completing the IB Diploma. She attended Lancaster uni in UK reading Economics and Finance but later realized her passion was for makeup and did part time courses in makeup in London and Manchester!

"The best thing about ISM is the multicultural environment! I did not have any problems when I went to UK or anywhere else for that matter."

She credits her confidence and success with setting up her company to ISM for training her well in meeting deadlines and the experience she gained from the CAS programme. She now has a thriving business doing hair, make up and beauty as well as selling top brands like Mac, Armani and Bobby Brown.

"ISM gives an all round education! Not just studying but cas, activities, OP trips, trips in every year! My life experiences just grew with each step I took at ISM." You can contact Reema on 255 715501514 or +255 767501514 or email her on ra.makeupartist@gmail.com

Eva Swantz designs again!



And last but not least an enormous thank you to Eva Swantz who has patiently designed, guided and encourage all those who put this magazine together over the last few years. Eva attended ISM from 1972 to 1975 and now lives and works as a graphic designer in Lahti, Finland. I know its so far way but Eva always makes the task of putting these pages together for you look easy!

EARLY CHILDHOOD



Look at us in Early childhood!

Isbel Brydon and Amelia Woods report

Our EC students represent nearly 46 nationalities across both campus and what better way to start the year than with a unit called Look at me! The students explored their diverse likes and dislikes and many parents came to the classroom to share the Look at Me books.

In EC we can be anything we want to be. Each of the children made an "All About Me" book, and travelled around the world with different cultures celebrations like Saint Nicholas's Day (Holland), Hanukkah (Israel), Hinamatsuri (Japanese Girl's Day), Brazilian Carnival and others.

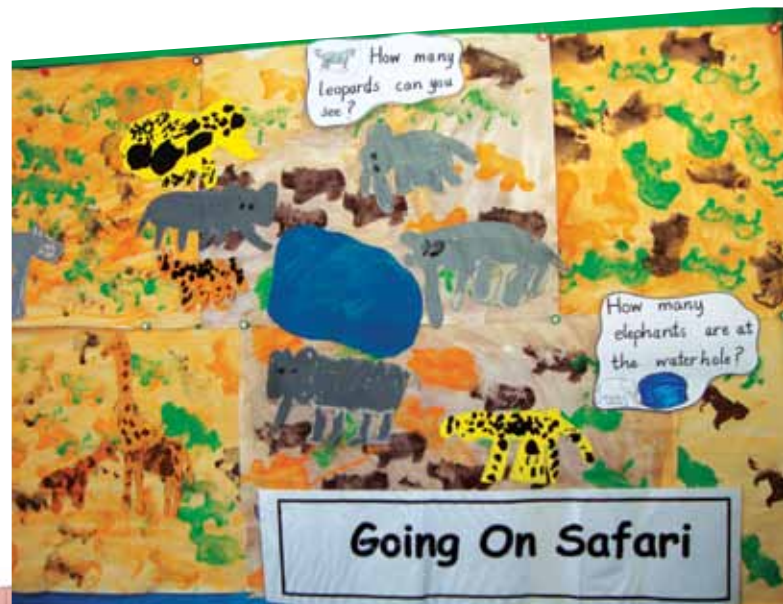


We are authors, artists, scientists, pirates, Masai warriors, princess and princesses!



Going on safari was an even more popular unit enabling the class to discover new and exciting facts about nature and Tanzanian wildlife. The class in Moshi were Masai warriors and went on a 'Lion Hunt' with the whole school during their assembly and made a safari park model, and mimicked animal behaviour like hunting and migration. Whilst in Arusha the students invented their own safari park rules including- Do not get out of your car or we will fine you \$300! They visited the Meserani Snake Park and experienced a huge variety of reptiles and some even had a camel ride.

Our students became better readers and 'writers' during the unit "Tell Me a Story". A favourite activity was to act out the story of Sleeping Beauty with the song 'A Princess Long Ago'. Moshi also rewrote and illustrated a Brazilian folktale called "Saci Perere" and gave it to their friends in Arusha. Go to Arusha to read the book and then go to Moshi to visit us. We have lots of stories to tell you. And Arusha class' favourite book is.....The Gruffalo by Julia Donaldson. It was a very busy and productive year indeed!



EC DISCOVERED

We think that safari parks are important "to protect the houses of the animals", "to give the animals a place to live and run", and "a place we can go to see the animals living in their own land".

Like Clockwork P1 & 2 Arusha investigated the role of people working on the campus whilst Moshi opened a special restaurant reports Lindsey Tate

Starting with the idea, *"In a workplace people share responsibility towards a common purpose"* the Arusha Campus P1 and 2 students looked at ISM as a place to work. First they started by making a list of people they saw working and the jobs they were doing. Students came up with a list of questions they wanted to find answers to, discussed ways to conduct an interview and then went out in pairs to ask questions and help teachers, administrators and our ISM cooks with some of their responsibilities. To show appreciation towards all those who participated students planned, organized, and ran a "Sweet Café."



Reflections lead students to the following comments:

"My favourite part was cleaning the dishes."

"I liked it when my partner helped me with a heavy box."

"My favourite part was to hear what the people want to eat!"

"It was a good idea to have the cafe because the ISM workers do a lot for us and we appreciate them."

"Going back and forth serving the food was hard."

"Next time we shouldn't put so much soap in the water. It was hard for the teachers to keep changing it."

As part of the final assessment for this unit on Moshi campus the students created their very own P1/2 Special Restaurant which caused quite a buzz on campus. There was much preparation with interviews and field trips in order to understand more closely how various businesses are organized and the roles and responsibilities those people have to make that business run smoothly and effectively. The students reflected on the knowledge that they gained by taking on the roles of cooks, waiters/waitresses, managers, and cleaners to complete their individual responsibilities. While using effective communication was vital they all cooperated as a team to ensure a successful opening day. The sense of community created was evident, and we would like to especially thank the parents for their contributions and the P3/4s and P5/6s for being risk takers to come and be our first ever clients! It was a delicious success!



An exploring and camping trip with P3&4.

Kara Sandy and Kelly report

As part of our unit on Exploration, P3 & 4 from both campuses went on a camping trip to Marangu Kilimanjaro. We had the opportunity to explore the surrounding village of Marangu and the beautiful waterfalls close by. The students connected their experiences through crafts, sports and cooperative games.

This is education outside the classroom at its best and the experience provided our students with the opportunity to camp out with their peers and teachers. It was a great chance to observe, support and guide students in all aspects of their personal, social and emotional (PSE) components of our curriculum. The main purpose of the P3/4 camping trip was to enable children to become more independent by sleeping away from home, setting up their own tents, helping with some cooking, cleaning and being responsible for their personal items.



Here's what some of our kids had to say about camp before we left

Solomon Anderson "I think it will be cold, big, nice, beautiful, foggy."

Lucas Salomons "I think it is going to rain a lot. I felt scared, but I think it is going to be fun."

Alma Caspary "I think it will be green. I think that we will have a lot of fun."



Here's what some of our kids had to say about camp when we returned

"I played games, I met new friends and I enjoyed playing and setting up my tent. I was sad to leave my new friends from Arusha." **Isabella**

"Camp was fun and so good! I loved playing the Scavenger Hunt and we played until we were tired and could not play anymore." **Zainab**

"Camp was very good and I loved playing soccer because I scored my first goal! I learned better social skills and also better soccer. I enjoyed everything!" **Nikoli**

"Camp was so fun. I expected it to be fun but it was better than I hoped because of the hiking, soccer, new games and meeting new friends." **Rohan**

Niklas Bonmann "On our second day of our camping trip we went on a walking trail. We saw a lot of banana trees and we crossed a bridge where there was a river underneath. Later on we reached a great waterfall. There we could observe a breathtaking flood of water shooting down after passing the edge of a cliff. It was loud and we could feel a cool breeze."

Tom Bareven "In the middle of the night I heard monkeys screaming all night long. It was very, very cold in the night. I woke up at six o'clock in the morning."

Dana Zvulun "I ate S'mores. It was my first time to eat them and they were yummy! I made them with cookies and chocolate and marshmallows... They were delicious and I wanted more. When we were done we didn't have to clean up the tables because the teachers wanted to eat some S'mores too!"

Keza Ivy "On the morning of the camping trip we were so excited. We were totally jumping up and down! We couldn't wait until night so that we could go into the tents. We liked staying together."



PRIMARY

Understanding ourselves and how our decisions affect the world around us. P5&6 Teachers take us through the year

P5&6 students have been gaining a better understanding of themselves and how their actions are connected to our world through the units of inquiry this year. We began the school year with an exciting unit about how our personal choices can affect the environment. Students investigated about what happens to different types of waste when it is buried. They designed and created a “rubbish garden” where they were able to observe the chemical changes that take place during decomposition, and learned how they can make more responsible choices regarding waste.

We then moved on to looking at why Earth is a living planet by inquiring more about how our Solar System works. This encouraged students to become more curious as they asked many relevant questions and enthusiastically searched for the answers.



Our focus then switched to the humanities. Students learned more about economics by discussing factors that determine a community's needs, the relevance of supply and demand, and how different systems of exchange function around the world. We connected this unit to our annual class camp trip to the Olpopongi Masai Village. Students interviewed Masai leaders about their culture and way of life as well as how needs are met through different forms of trade.

Our latest project is looking at how our personal histories affect our world-view. Students were able to make connections between events that impacted their lives and how they see the world and what ideas they value. It was a great year!

In Primary French this year we have been learning about different nationalities and how we all live and work together in an international situation.

Did you know there are 46 nationalities in our school? We looked at our different nationalities and marveled at the diverse cultural experiences we all have and how Tanzania is our home sweet home.



Welcome to the 21st Century

An International education has real value
for your children's future Says Anthea Rowan

When my children left the quintessential English preparatory school they attended to go to an international school, I confess to feeling not a little apprehensive. Would they, I wondered, come home with dreadlocks? Or pierced noses? Or would they begin to speak in an incomprehensible sort of transcontinental twang which would necessitate my inflicting DIY elocution lessons on them; I imagined a perpetual reprimand, 'speak nicely darling!'. Would they, I speculated with horror, stop learning because they no longer wore a school uniform? Would they be allowed to chew gum in class? What of the discipline. I was only asking myself all the questions non-international school patronizing parents asked me in – admittedly – rather patronizing tones.

Ten years later I am delighted to report that my children did learn something. Quite a lot. Not in the same way I did in the chalk-dusted, scented-with-boiled-cabbage days of my own childhood (when I wore an exceedingly ugly uniform). In an edgier way. In a way that said, 'welcome to the 21st century kids'. In a way that left little doubt that they will be better prepared for the Big Wide World than their parents ever were. Why? Because it is the job of any school that educates children from a multitude of cultural and ethnic backgrounds to prepare them for a global future. Few of the students in the school my children attended are likely to be destined for their father's alma mater in England; they will disperse all over the world – to the Far East, to Asia, to America, to Europe. Or they may stay put here in Africa. They were educated to adapt to life in myriad destinations, an adult life where they will be

as comfortable as grown-ups as they were as students in the eclectic communities they were taught in.

The world today is fraught with religious animosity, exacerbated often by a lack of understanding of another's beliefs. A bigotry often complicated by parents and educators where instead it could be broken down. The international school my children attended is in Tanzania, which was, is, predominantly Muslim. The school is nondenominational. The prep school the children used to attend was Church of England, that meant chapel twice a week and Religious Instruction in Christianity, which might have been pertinent to the child's own beliefs but did not better inform him or her of the beliefs of others in the world. My son, who proclaims hotly to be agnostic, learned – and enjoyed learning – about global religions: Islam, Buddhism, Sikhism, Judaism, Taoism and – yes – even Christianity. They all appealed to his sense of history and he found them all fascinating, especially Sikhism; he said it was interesting to understand the reasons why Sikh boys at school didn't cut their hair. My eldest daughter was charmed when three classmates came to school dressed in ceremonial finery for Diwali; my youngest made a Diwali card in her art and craft class.

Does it smack of being overly worthy – too alternative even – when I suggest that the breadth of the children's religious empathy is being expanded on? It shouldn't. There is nothing less attractive than a bigot. That my children were educated in the diversity of culture and beliefs does not mean they must adopt them, it simply means they are sufficiently well informed to appreciate the difference, something many adults of my own generation cannot do.

The international school my children used to attend is not unusual in that it boasted 46 different nationalities. The col-

ourful collection of students could make it difficult to ascertain where the children were from, or even whether they were male or female. Racial tensions across much of Europe are so high now that it is refreshing when this does not appear to create barriers in the lives of our children.

Another characteristic of international schools is the strength they present regards language. Most children in an international education environment are obliged to learn the host language (either because this is stipulated in the curriculum or because it makes learning easier). Whilst the teaching medium at the international school my children went to is English, the host language is Swahili and so the children had a choice between second-language lessons in either that or French.

Of course there are disadvantages to educating children in international communities. There tends to be a relatively high turnover in international schools, given the transience of such communities (the flip side of this, of course, is that there are frequently places available for newcomers throughout the school: try getting a place for a 13 or 14 year old in a school – independent or state – in the UK for next September ... you won't). And often the 'Englishness' (for those of us that seek it) in such schools has been ironed out by the multihued existence of so many other nationalities; it means, for example, that cricket frequently isn't on the agenda.

Dr. Ian Hall is the Deputy Director of the IBO (International Baccalaureate Organisation) in Geneva. When I questioned him on the benefits of an international education (as opposed to the value of the IB system which has received excellent press in recent months) he said, 'For me, the benefits of an international education in general include developing a set of knowledge, skills and attitudes related to intercultural understanding, sometimes described as "cultural literacy"; nurturing an acceptance that multiple perspectives, coloured by culture, religion, history, and personal experience exist, and developing an appreciation of, and possible solutions to, the human condition around the world'. He went on to reminisce that the benefits of an international education were summed up beautifully in a quote he had once seen on the wall of a small school in Africa: "One day, we hope, the world will be civilised. All points of this human abode will be enlightened and then the magnificent dream of intelligent human beings will have been achieved: to have as one's homeland the World, and as one's nation, Humanity".

My children's experience of an international education was – predominantly – a happy accident borne of our geography at the time. I did not stop to consider the concrete advantages of their exposure until very recently. (The academics of such an education are all very well on paper: how they translate in real life is what counts.) The last two years have prompted much change in our own lives and as a consequence of that and of growing up, the children have all moved elsewhere. On from the international school they all went to for varying periods, my son for almost ten years, to an eclectic assortment of choices



Internationally
educated
children are
citizens of the
world

which serve as testimony to their broad (and sometimes non-conformist) foundation. My son has found the transition from boarding school to life fending for himself in a flat in London a challenge. But against the backdrop of a steep, steep learning curve, he has found it reassuring that the city he lives and works in reflects the same cosmopolitan background school did. He is as at home with Asians, Poles and Romanians as he is with the English and the assuredness that comes with that indubitably makes the learning (in his case, civil engineering) easier: there is at least something about the environment that

is familiar! My eldest daughter opted to do her IB at an international school in the England in order to get used to life further afield before starting university in UK. Like her older brother's work environment, her school life mirrors the international landscape she is so comfortable with – her best friends hail from Prague, Spain, Hong Kong and Germany. It is no surprise to us that she has chosen to read anthropology at university. As for the youngest, she's in a quintessential English boarding school. Her teachers have commented on her command of languages – she does three in addition to English

and have noted her breadth of world knowledge: 'she seems very familiar, very in touch, with her world' her Geography teacher noted. He seemed surprised. I wasn't. Her previous school was a tableau of a much wider world than the one many of her contemporaries had hitherto known.

Several years ago as I sat in a dentist's waiting room anticipating a filling, I read a feature on the value of international educations in Time magazine. The writer cited many advantages, the primary, the most memorable one being that international students are citizens of the world. Not just of the microcosm into which they were born.

If we want our kids to change the world – and which parent doesn't – wouldn't endorsing their citizenship to that world be a good place to start?



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Images of Art

This years D2 organised and created a phenomenal gallery of their final year work. We take a look at just a few of their works of art.



Amaury Pitot



Soji Kato



Soji Kato

Simon Macodemba

Christian Raab



Simon Macodemba

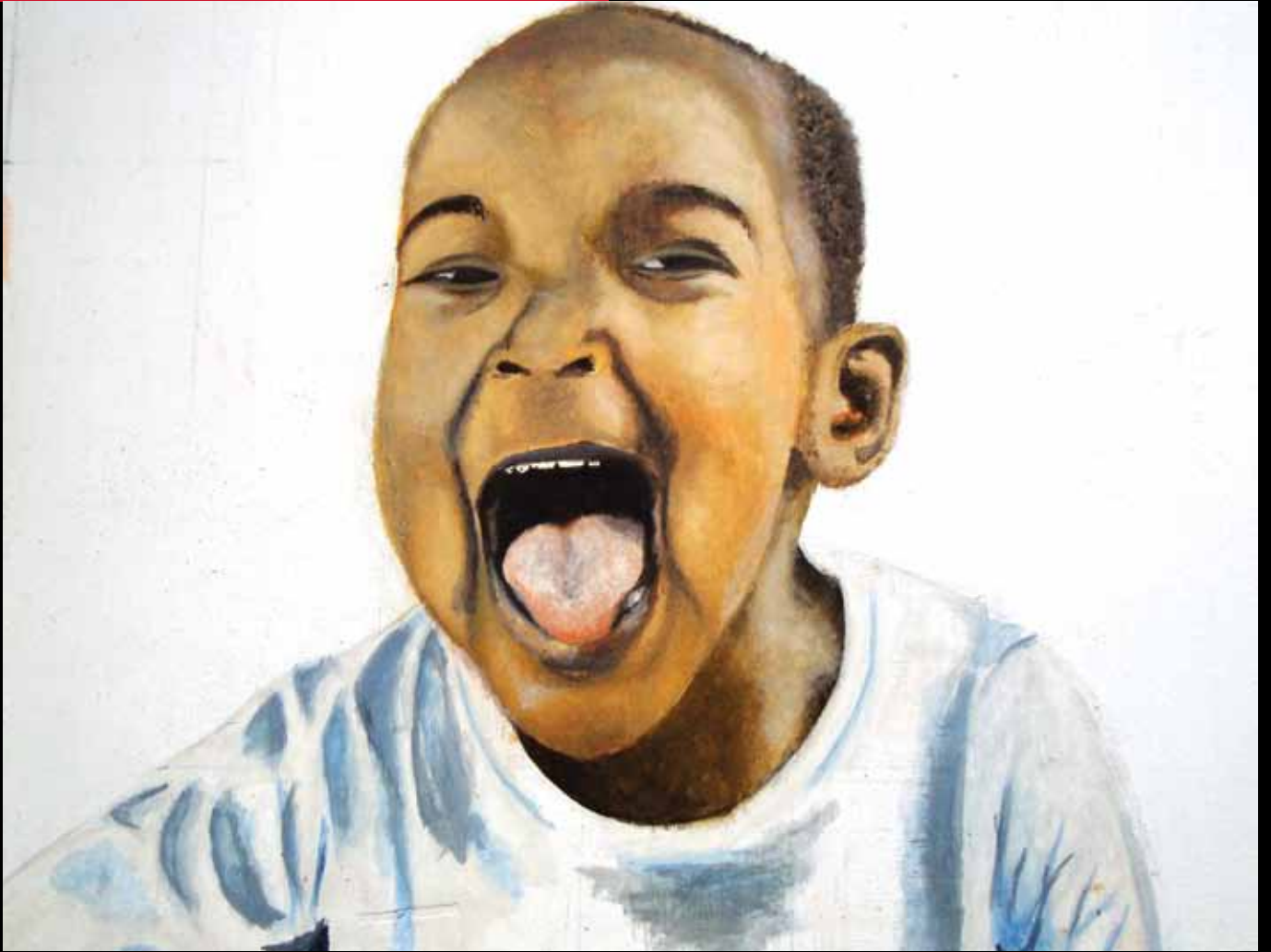




Dennis Kamala

Shirley Hall





Dennis Kamala



Naheed Jadavji

Shirley Hall



Flora Wado

BOARDING

Introducing Tim Hope Head of Boarding Moshi campus

Tim Hope our new head of boarding arrived from Norway with his wife Elin whom he met when they were both students. Elin is a registered nurse with a qualification in infectious medicine, HIV and AIDS prevention. They are accompanied by their two children, Ingrid and Johannes, who have made many friends at ISM. Their eldest daughter Kristine is a boarding student in western Norway. During their varied careers in Norway Tim and Elin also played host to exchange students, and know first hand what its like to be a boarder and live away from family as well as what it means to have their own children living far from home.

"I attended ISM in the late 70's so for me, coming back to ISM is like coming home. My hope is that boarders, and everybody else in the ISM community, take part in sharing ideas so that we as a strong team can continue bringing ISM boarding forward."

Welcome Tim!

Tim's CV

- 1988** Educated around the world including US, Norway, Tanzania
- 1989 – 1997** MA University of Bergen, Postgraduate certificate
- 1997 – 2004** Secondary School teacher English, Geography and boarding parent Norway
- 2002** Fulbright exchange teacher Woodberry Forest school Virginia USA
- 2004 – 2010** Practise Manager & Director Teacher Education University of Agder Norway
- 2010** Head of Boarding ISM
- Hobbies** Mountain biking, hiking, choir and tending the fruit trees in our garden.



A day in the life of an ISM boarding parent..... there's never a dull moment!

It's still dark as a boarding parent, unlocks the main door to a dorm, and gives a steady knock on each bedroom door with a cheery "good morning its time to wake up". The time is 6:15 am, and a new day begins. When the second alarm call comes, the students know their boarding parent is there to see to it that they make it to breakfast and class in time just like their own parents would.

After breakfast our team of boarding parents meet and the agenda always starts with ensuring the pastoral care for boarders is supportive and that the gentle but firm guidance provided is appropriate and follows the schools philosophy. This can include setting an agenda for a meeting with one student who needs closer attention or a big discussion on how to provide the right help and support for a father struggling with communication with his teenage son.

Soon its tea break, and this gives boarding parents time to catch up with teachers and discuss issues relating to the boarding side of the student's education. An academic concern is expressed about one girl who appeared unprepared for class that day, but the boarding parent confirms she was working hard during study hall. At the same time maintenance need to be informed that a new key is needed for room 15; that a chair in room 4 needs repairing and that room 7 requires a new mosquito screen in front of the door.

By 2:30 pm, when many of the boarders rush to their dorms to change for sports, a boarding parent is there to ask about how the day has been. One boy has lost the key to his room and another student is not feeling well; after consulting the school nurse, it's agreed the student should be admitted to sick bay for observation. At the same time a group of boys are enjoying a game of pool. This provides the perfect opportunity to open up a conversation with them on the importance of making the right choices and getting enough sleep! The afternoon is filled with sports, activities and co-curricular clubs for all students and there's plenty going on to guide and oversee.

The primary boarders have special schedules and are supported in a homely and structured environment. In the afternoon their boarding parent oversees all aspects of their free time and is there to give a quick update to a mother who drops by unannounced to check on how her daughter is doing.

By 6:10 pm the dining hall is full of students, each one ticked off on a list by a boarding parent as they arrive. Anyone missing is tracked down and after dinner an informal discussion with representatives from each dorm provides a chance to connect with students and throw ideas around.

As darkness falls, the young ones are safely tucked up in bed, whilst the older students start study hall. The boarding parent calmly rejects requests to finish other tasks ranging from "oh I really need a shower" to "where are my headphones"? and is there to help with homework and give guidance. A student needs to be reminded to put shoes and clothes back in the cupboard, another wants to discuss the French revolution. Two boys request to help each other with homework arguing that two heads think better than one. They get permission at the same time as several of their peers head to the IT-center to finish homework there. Once older students finish study hall there's time for a late evening snack, or a quick game of indoor football whilst the boarding parent makes a call to nurse to check on any students in sick bay.

At the end of the day after a count of all students, the boarding parent logs the day's events in the communication book before doing a last trip round and heading off home. It was another busy day!

We Believe.....

ISM Moshi is a boarding as well a day school and to ensure we run our boarding exceptionally well our philosophy, rules and student expectations are informed by the attributes of respect, communication, environment, community and responsibility. We educate our students to live, work and enjoy school life together in harmony and to use these five attributes to guide their behaviour towards others.

10 REASONS TO BOARD AT ISM

1. A structured environment that guides students to be mature and independent
2. Small classes with plenty of resources and one on one teacher guidance
3. Guidance and pastoral care from an enthusiastic and experienced team of boarding parents
4. A large number of facilities available for students use
5. OP programme opportunities include climbing Kili to visiting tribal homelands
6. A home from home life on a beautiful campus
7. Share structured study and fun time with talented peers
8. Make true friends from all over the world
9. Gain confidence trying new things and experiences
10. Leave for college, University or life with a heads start having experienced responsibility and independence with a large group of International friends

OUTDOOR PURSUITS

Commitment, trust, leadership and teamwork

Jason Bowie gives us the lowdown on outdoor pursuits

The Outdoor Pursuits programme at ISM is one of the highlights of the school year for all participants. The programme has TEAM concept (Together Everyone Achieves More) as an integral part of its philosophy, with emphasis on the IB learner profile, especially risk taking and commitment. In order to accomplish challenges one must work together as part of a team and remember to offer encouragement to everyone who is part of the group. Time and time again as chaperones we witness students coming together and



forming lasting bonds during our OP trips. From sharing bilton and energy bars to offering a helping hand when a participant is having physical difficulty on the mountain, we see true camaraderie and caring for the needs of the group. As teachers we realize this important part of the learning we are imparting to the students and we strive to model these attributes at all times. It is because of this commitment to excellence by students and teachers alike, that the OP programme continues to be a strong part of character education here at ISM.

From the level one trip to Mandara Hut to the level five trip to Uhuru Peak, each student displayed the perseverance and integrity necessary to accomplish their goals. This year the programme saw the addition of a new trip to Ngorongoro Crater which included a wildlife trek into Empakaai Crater near Oldoinyo Longai. Students were able to camp on the crater rim, and witness elephants, kites, hyenas and wild pigs visit the campsite. The game drive into Ngorongoro Crater allowed us to see all of the big five and more! Additionally, we visited a Masai Boma and were fortunate enough to ask questions of the chief which were translated by his son. On this trip we stress the importance of environmental awareness and how human interaction and movement has affected not only the Masai community in Ngorongoro, but communities all over the world. Cultural awareness is a very important part of the OP programme and reflects our philosophy of all being stewards of the environment. We would like to thank everyone involved who make the OP programme one which the entire ISM community can be proud of.



5 things worth knowing

about ISM's Outdoor pursuits programme

- There are 2 types of trips: Flat earth and mountain
- The mountain trips are divided into 5 levels. Each student has to complete level 1 before participating in the next
- Students have to carry their back packs and all personal belongings – no porters allowed
- Each student gets marked on the TEAM concept: Together Everyone Achieves More
- Approx 80% of our students will have completed at least one mountain trip by the time they reach 16. That's one of the most famous mountain climbs in the world

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

Mark Twain





Our Sports Philosophy

- At ISM we aim to provide students with a healthy, competitive athletic experience.
- All secondary students participate in at least one afternoon sport per semester.
- Afternoon sports that are offered throughout the year include volleyball, basketball, soccer, netball, cricket, softball, badminton, tennis, ultimate frisbee, lacrosse, field hockey, swimming and track and field.
- Community and Service is also an integral part of our programme as our athletes hold tournaments, clinics and practices for schools in our region.



SPORTS

Sports Weekend 2011 was a huge success

reports Theron Tate

Our annual event had a really strong turn out with over 250 athletes from IST, HOPAC and the ISM campuses competing in 8 different sports. The Moshi campus was full to bursting when the festivities started on the Friday night with a fast and furious basketball tournament in the main hall.

Sunday evening saw a strong performance from the Senior Boys Football team who ended up finishing the weekend with the tournament title. Overall we won 9 of the 16 tournaments, which just goes to show how competitive we are with our sport! Throughout the competition the wins and tournaments were breathtaking, but the real highlights were witnessing the students camaraderie with their teammates, and the new friendships developed with the visiting schools teams. Congratulations to students from all 4 campuses on their exemplary sportsmanship, hard work, and overall dedication to this event.



THIRD CULTURE KIDS

Have you got one? Asks Anthea Rowan

If you're an expatriate, the chances are you own one. I do. Actually I own three. Though I wasn't aware of it until I heard the phrase and had it explained to me. Third Culture Kids – or TCKs – are children who have spent some of their growing up years in a foreign country and live in something of a suspended state: they often don't feel as if they belong to their native country (understanding they are British or French or American because it's where their parents come from), they often feel more at home in their host country and more comfortable with the place they have adapted to, the 'third culture'. My youngest daughter, Hattie, who is English (because that's where she was born and that's what it says in her passport) has spent almost all her life in Africa. She knows she is not African – because she is white – but she doesn't really believe she's English either. I have witnessed many conversations between my children as they try to dissect their ancestry in order to understand what they are supposed to be.

Lisa, who is Danish and lives in Spain, has a son and daughter (of 11 and 15) who attend the Sotogrande International School. Lisa calls them 'international children'. They speak Danish at home and English and Spanish amongst their friends. "If you ask them where they come from" their mother tells me, "they will say Denmark. They love Denmark and everything that is Danish but my son has many Spanish friends and is well integrated into the Spanish culture and habits and his way of life is probably closer to that of his Spanish peers. But with his blonde hair he will always be called an "extranjero"."

Kay Eakin, who wrote *According to My Passport, I'm Coming Home*, tells us that the term Third Culture Kid was first used four decades ago – in the early sixties – by Ruth Hill Useem. Useem and her husband observed American children – their own included – who grew up in a variety of cultures. Useem defined a TCK as a 'person who has spent a significant part of his or her developmental years outside the parents' culture. The third culture kid builds relationships to all of the cultures, whilst not having full ownership in any.' To be identified as a Third Culture Kid, a child must do some of his or her growing up in a truly cross-cultural world; that is, immersion in that culture rather than living on its periphery and simply observing it as an outsider.

According to some of the (I have discovered) substantial documentation on TCK's, adults who live in foreign cultures will broaden their perspectives and extend their insight of that culture as onlookers, but their children will become be 'a fusion of cultures' – that of their parents and that presented by each foreign country they live in – 'which is so deep-seated that their very thinking will become multicultural. The precise distillation of the blend will vary depending on a number of things - the intensity of exposure to a second or third culture, the age at which a child comes into contact with a culture other than that of their parents, and the amount of time a young person spends within a second or third culture'..

Whatever confusion my children's discussions about where they are from might raise, it was easily solved in a school that was patronized by children from 46 different nationalities.

Whatever their colour or creed, their common culture was a hybrid with which they were all comfortable. Like my own children did, Lisa's also attend an international school and Lisa agrees that the environment is helpful to children whose identity can sometimes be confusing; 'they learn about different countries and cultures which is something they adapt easily to; the children at the school are like a big family that keep together despite different nationalities, languages and colour. You see

that when they are outside school. You can also see that they get a much broader view of different things, religion, for example, and politics and sports.'

TCK's, who have also been referred to as global nomads and cultural chameleons, are often more tolerant than their peers back home because they have been exposed to a wide variety of life experiences and lives, more than exposed: they have adopted some of the quirks of alien cultures – or words of its language – as their own. They are often cosmopolitan and independent, becoming self-reliant young adults. Their broader views can reflect in academic success: recent research – performed since Useem coined the phrase – 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 and 40% of those will go on to attain a masters.

But for all the advantages that such a living – and learning – environment present, the slightly altered world perspective

a Third Culture Kid is a 'person who has spent a significant part of his or her developmental years outside the parents' culture.

of TCKs can also be a disadvantage: they often find it hard to settle back home, into what is essentially a monoculture.

Many elements of a place that is supposed to feel like home feel strange, as are many facets of those that populate the 'home' country. We expect to feel different in countries other than our 'own', we embrace and celebrate those differences but it can be hugely unsettling not to feel at home when we finally get there: a sort of reverse culture shock. It is no surprise, then, that 60% of children who grow up overseas return to a life abroad as adults, 80% with a second language, working in careers that require international travel that reflect childhoods in foreign countries.

Another drawback can present in a child's attitude to change: children who have grown up with a lot of change can become indifferent to it and this can reflect in their staying power, an addiction to a wandering lifestyle can manifest itself in the ability to commit to relationships and jobs.

Parents of Third Culture Kids can return "home" and slot back in, but their children, who have shared their formative years – when they were both impressionable and adaptable – with another people (who will, in all likelihood, have been a different colour, spoken a different language and worshipped a different god), can find the move much harder than anybody expected. Being aware of the enormity of the transition is a good first step for parents who can also help by trying to establish and maintain links with extended family and friends at 'home' in order that there are reassuringly familiar faces when they return, whether on holiday or for good.

But in a world torn by religion and cultural difference, a world where diversity is under suspicion where it should be celebrated, these young nomads, people who are at home everywhere and nowhere, kids who are identified by their seamless global citizenship and tolerance of difference because it forms a part of their own characteristics, hold a valuable trump card; not for nothing have they have been called the 'cultural brokers of the future'.

All kids think they can change the world; perhaps TCKs have the tools to do it?





From set design to stage management, THE STUDENTS DID IT ALL

reports Erik Meinertz

The students at the ISM Arusha Campus traveled 'Into the Woods' this year. The production required an enormous effort from students, staff, parents, and community members. It became the most successful show this school has seen yet. Great humour, great singing, and great acting filled the stage along with an amazing and elaborate set. The show, which was written by Stephen Sondheim, takes the fairy tales of Little Red Riding hood, Jack and the Beanstalk, Cinderella, Rapunzel, and other characters and creatively intertwines them into one story. The students took the lead on many more roles this year including costume design, set design, stage managing, stage crew, programme design, and poster designing for marketing. With all this collaboration and hard work, it's no wonder that ISMAC is a wonderful place to learn and grow. I would like to give a big thank you to everyone for making this production such a success.

PAPER, COTTON, CLAY & STEEL

The celebration of the Personal Project plays a central role in the experience of all members of the school community; however, it is undeniably the highlight for the students in their final year of the Middle Years Programme.

This year, under the theme of "Paper, Cotton, Clay & Steel", students exhibited the products of their labours to the school and its community. Without a doubt, their creations were impressive: a novella, a fashion line made from off-cuts, pottery, and a wind powered water pump, just to name a few. But the Personal Project was so much more than this for these students. It took only a few minutes at each exhibit to appreciate that what the project represented for them was the pride of having taken on a highly challenging task and proving to themselves that they are capable of monumental achievements. Asking them what they learned about themselves, what new skills they acquired as a result, and how they have changed



over the course of the year, it was clear the whole process had been a really significant undertaking.

The Personal Project has quickly achieved a reputation at ISM as the crowning achievement for the final year of the MYP. All secondary students admire the energy, creativity and work that goes into the M5 projects and when it comes to their turn they will remember their favourite projects of the past: "Remember when?" "Could you believe that?" "Wasn't it a great idea?"

Celebration is in order each year, and this year was no exception. What better time to place the senior students at centre stage and celebrate along with them the many incredible steps they have taken as a learner? What better time to recognize their growth in so many areas: as risk-takers, as inquirers, as communicators? So too, what better time to set the sights of the primary students and to expose the new MYP students to something that encapsulates all that is great about the programme?

So congratulations is in order again to all of the Personal Project graduates of 2011.

This year Middle School Students looked at poverty in a global context says Jamaila Quinlan our Moshi MYP Coordinator

Every year we run a special focus day where we pick a global topic and analyse it through the different areas of interaction but out of the usual classroom context. This year Students of ISM Moshi campus M1 to M5 chose to debate and research poverty. The most challenging part of the day was working with their peers from different classes and years. This allowed students to develop collaborative skills and respect towards each other as well as working with different age groups. The day started with a documentary aimed at opening their minds up to the problem of poverty. This was followed by a game which further developed their thinking and reflective skills. M5 students were the group leaders and they had the responsibility of directing the enquiry



and the teachers were the facilitators. We then had leaders for each area of interaction enabling students to look at Poverty through the different lenses of Environment, Health and Social Education, Community and Service and Human Ingenuity. All the students were encouraged to voice their opinions.

The highlights of the day were the presentations by the various groups which ranged from Powerpoint to short plays and posters. I would like to commend the students for managing their time effectively and producing excellent presentations.

The main message of the day was not only to discuss the issue of poverty but also to think about what they as students can do to help alleviate the problem. The prevailing reflection was 'How can I make a difference?'

How poverty has affected the global society?

Strong community involvement is very important for International Schools says Carl Love

This year the secondary goal or vision has been centred round the idea of 'Reaching Out'. Reaching out and involving the community has never been more important or relevant to an international school like ours – and so important to the future health of the school and its greater community. Noted educational theorist Michael Fullan writes 'that education is everyone's business – a strong education system (serving all children) is the cornerstone of a civil, prosperous and democratic society.'

Certainly this bears relevance to our international school community as we look to give back to the town and country that we live in as well as establish a community whereby certain values and truths can be established and supported in and out of school.

There have been many successful 'Reaching Out' initiatives in the past at ISM that continue to do well including the International Festival, our Gala/End of Quarter events (Swim Gala), our Visual Arts and Personal Project presentations, and our ongoing relationship with some of the local schools both in Arusha and Moshi. This year we have continued with what

has worked in the past, but also taken some new initiatives like the area "trash pick up" organized by the local cycling club and using the community resources more often with field trips. We've experimented with new styles of communicating through our newsletter and Moodle website, whilst creating a Community House System aimed at involving parents. By making stronger ties to community resources we have been able to expand our CCA and OP programmes and sharing our campus with Umoja Music Organization has enriched our music curriculum. The strategic planning process also aims to include community stakeholders to ensure our future success.

We must continue to seek out ways to intertwine school life by admitting the challenge and breaking down any barriers to communication and listening to each others' needs. Finally we need to seek the courage to take risks and try out new ideas and initiatives without fear of failure or repercussions. These are not easy steps to take, but the potential outcome could be immense and will go a long way towards creating and inspiring the lifelong learners that we strive for.



M3 visit Mt. Kilimanjaro Farms report Rick Fitzpatrick and Katie Hood

The Moshi campus M3 Humanities unit, were able to put their theories on agricultural systems into practice during a field trip this year when they visited two very different Kilimanjaro farms .

Our first stop was at Vasso Aventures run by the Nijenhuis family whose daughter Milou is an M3 student . The farm is a 259-acre cash-cropping farm that employs 600 people and exports flowers and plant cuttings to the Netherlands as well as varieties of vegetable seeds to countries in Asia. Through interviews in Swahili with women supervisors students learned about the daily work of growing, cutting and packaging the farm products for export. Students did Maths by using calculations related to the farm size and quantity of exports, and English by collecting information to write short journal-like articles called "A Day In the Life" to portray the arduous routines of a normal farm worker.

Our next stop was at a very different kind of farm: a subsistence level two-acre farm in Kidichini village. Owned by the Ozwald family the farm crops consist of bananas, coffee and corn. With only four family members and all involved in the agricultural activities throughout the year, we learned how the food crops harvested were consumed and the surplus was sold locally. The trip gave students a chance to learn first-hand the struggles that farmers face and a grasp of how globalization had very different impacts on both farms. Post-trip reflections revealed important personal insights including that of a greater appreciation of how important, and sometimes stressful, the job of a farmer can be. We would like to thank both families for sharing their knowledge and experience with our student team.



POETRY CORNER

With a bite from a wolf
 You are pressed to embrace the lonely night
 Lonely forever
 Running, running no matter the weather
 Snowing or sunny you must run
 Forever
 For the thrill of the hunt
 The moon on your back your only companion
 Through forests through canyons
 You are forever
 A child of the night
 But should someone catch you
 You will put up a fight
 All for the night
 Nor wolf nor human
 some where in between
 The courage and honor of both
 beams in your heart
 All though blood thirsty
 Your intelligence seems gone
 But remains for long dashing through forests
 with only the moon's song
 You may do good or you may do wrong
 All decided by the moons song.

by Toran Wolstencroft M2

A poem of love

When you love a flower you cannot stop
 It is a law to let it go
 Because you are not ready
 You're so far away from it
 But when you got it
 It fly away from you

by Ines Annie M2

Lake Eyasi adventure

Salman Hussein reports

The M1 explorers set off from ISM to visit the Hadzabe and Datoga tribes in the Lake Eyasi region. In spite of kali mosquitos, chafu toilets, cheeky monkey thieves, biting fish and the risk of scorpion bites, we had a BRILLIANT time. We went to Lake Manyara National Park and saw lots of animals and got bounced and bumped in the yellow lorry. The Hadzabe took some of us hunting. We made



arrows from sticks and learned how to poison the tips using the sap from the desert rose. Who needs matches? We don't! We learned how to make fire by rubbing sticks against a knife and using manure. The traditional blacksmith showed us how to make jewelry and arrows from molten metal and we assisted by working the bellows made of cow skin. The Dataoga showed us how they make jewelry using beads and they grow, dry and sell onions. The finale of our adventure was a talent show starring the M1s, teachers and the Hadzabe!

It was a privilege to see what may be one of the last hunter gatherer tribes left in Africa and it was an experience we will never forget!



The Moshi drama department presented an evening of Entertainment in Three-Parts

reports Maggie Dobson

We outdid ourselves this year with not one, but two shows with an intermission full of music, food and student artwork displayed in a gallery. The first play was an outrageously funny satire "The Apple" about the perceptions of art. Following the merriment

of intermission came the intense play "Falling Awake" written, directed, and acted by D2 student, Gabriel Nesser, about life, love, and abuse. The evening received a rapturous applause for all involved



THROUGH THE LENSE

Photographic competition winners



1st Prize Secondary *Lizard* by Shy Zvulun M1

Highly commended
The Desert Mirjam Berghuis

Mosque by Éanna O'Boyle on page 15





1st Prize Primary *Palm Trees* by Surraj Dhariwal P6



LAST WORD

The Visiting School Programme Sue Jones gives an update

largely invisible on both campuses from the perspective of most parents or even staff is the huge Visiting Schools Programme that ISM runs in the background.

Over the years we've always had schools approach us to come and visit and our VS Programme has been operating in some form or another for 20 years. Right from the start we realized that as a school we needed to make a commitment to a cause that fitted with our philosophy and mission. We made a decision early on that we should channel our efforts and donations into the state school system. The VSP experience schools experience with us will be primarily aimed in this direction; helping reduce class sizes of anything up to 70 children per class per teacher to a more reasonable 45!

Every school that visits us makes a contribution of anything from \$4000 upwards depending on the size of the group. This money goes towards helping local Government schools in the Moshi area by providing materials for building new classrooms, updating old ones and painting educational murals to inspire local children. Our Programme at ISM hosts as many as 300 students a year, on individually designed itinerary's providing an outstanding CAS experience. We also host a summer CAS Camp when schools from all over the world can work together to significantly increasing the quality of local state education for local Tanzanian children. This year on 17th June for 10 days after term finishes the Moshi campus will be full of visiting students all having a life changing CAS experience care of our VSP team. We will continue hosting visiting schools all the way through July and August until the new academic year starts.



And finally.....

I am very new to the programme having only been in the job for one academic year. When I took on this job I had absolutely no concept of the scale of the operation and I would like to on behalf of the school say a huge thank you to the invisible team that has ensured that this amazing programme exists and continues to contribute to state schools in Moshi. A big thank you to Keiron White Head of Moshi, Afzal Paliwala trip organizer, host and building contractor, Isaac Foya our trip leader and the indomitable Sandra Riches CAS co-ordinator in Moshi.

OUR MISSION

- ✓ Too build classrooms in state run schools in an effort to reduce class sizes and increase the quality of local state education.
- ✓ To improve facilities in government schools in Kilimanjaro so as to improve the quality of education for the children and to provide a valid learning experience for visiting schools

We succeed with Community Projects because we

- ✓ Work jointly with communities to explore ways we can improve their schools together
- ✓ Combine the labour resources of the community with the funds and support offered by international school groups
- ✓ Support government funding and objectives
- ✓ Ensure that donations are directly appropriate to need and are well utilized
- ✓ Select projects near to Moshi so that visiting schools can maximize their service time



DID YOU KNOW...

The ISM Visiting Schools Programme has

- Facilitated the building of over 70 classrooms
- Helped over 2,500 children in state education
- Hosted over 1,000 International students from all over the world
- Hosted over 100 International schools
- Been re-visited time and time again by some of the most famous and highly thought of International Schools in the world





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