

SUMMIT

FREE
ISSUE 15

A WORLD CLASS EDUCATION CLOSE TO HOME

SPORTS ACTION

Pictures tell the story

A Guide to the PYP

NEW FEE STRUCTURE

PLUS

A TEACHER'S LIFE
OUTDOOR PURSUITS
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SUMMIT

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Accommodation choices are either a traditional canvas tent or a roomy stone bungalow with covered outdoor seating area. Between game viewing excursions, enjoy a refreshing swim in the pool or a browse in the Baobab Boutique. All facilities are designed for easy disabled access.

Located close to the park's main gate, the Lodge is easily accessible for game drives within Tarangire National Park - a year-round wildlife spectacle!



The lodge was the first to be built in the park, and has a very personal feel. Since 1985, it has been re-built by the Simonson family and is one of the few family-run lodges in Tanzania.

"As a first port of call, Tarangire Safari Lodge is a must; its superb location gives a bird's-eye view over the river. Wildlife from here has to be some of the best in Africa". (Watching Wildlife, East Africa Edition 1, 2001, Lonely Planet Publication).

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Welcome to Issue 15 of Summit Magazine



Welcome to the May 2012 edition of Summit Magazine. In this issue our theme is success. In very simple terms, success is the accomplishment of something that is important to you. While our desire in emphasizing "success" is to celebrate accomplishments, I would like to take this opportunity to refocus the lens on our topic.

There is a good deal of time and media coverage dedicated to the celebration of particular exploits or achievements whether it be an Academy Award for acting or a Nobel Peace Prize for contributing to the betterment of the human condition. How often do we read about the "successes" of others and feel a twinge of envy and wish that their success might be ours? Well, if we truly wish to experience success, we must consider the conditions that best promote it.

Like growing corn, if you want a bountiful crop, it takes more than simply placing the seeds in the ground. It requires constant management and a good deal of hard work to make certain that the conditions are right to promote growth. Once that is done, it takes a certain amount of luck. Success is no different.

The terrain we must consider for the cultivation of success is our mental landscape. We must be certain of our mental model, our goals. We must gather our courage to bolster our self-image. It is our personal strength that is to provide us with the confidence necessary to take risks and face failure. We must maintain a "can do" attitude that will support us in making tough choices and keep us going when we are confronted with obstacles.

A strong character, solid values, and clear goals are critical aspects in preparing our mental landscape. Equally important however is being ready for good opportunities. You can't have a detailed plan for everything you are going to do. It is difficult to plan innovation or inspiration. You must be ready for it, recognize it when it arrives, and then jump on it.

While this may sound incredibly simple, we know that it is not so. But, the truth of the matter is, success is like any other journey. If we are to reach our destination, we must first decide to leave the house. It starts with the first step.

We invite you now to join us in celebrating the successes highlighted on the following pages. We invite you too to recognize and ignite that potential for success within yourself.

Kwaheri
Robert Woods



LOOKING FORWARD TO JOINING THE ISM COMMUNITY

My family and I are thrilled at the prospect of joining the ISM community in August. My wife, Annalee and our two daughters, Alicia (9) and Emily (7) are excited about being part of a leading International Baccalaureate school which offers one of the best outdoor pursuits programmes in the world and which is committed to boarding. I was so impressed by the enthusiasm and energy demonstrated by all members of the community both in Arusha and Moshi and know that our experience living and working in Tanzania will change all of our lives.

I am looking forward to working with the Board, Faculty, parents and of course students to continue to move the school from good to great. It will be an immense privilege to work with you all in the knowledge that we have a common goal of wanting the very best for ISM.

I would like to extend my thanks to Robert and Amelia Woods for the dedication and hard work that they have shown to the school during the last three years. It is clear that the school has had many successes during this time and I look forward to having the opportunity to build on this during my time as Director. My family and very much look forward to meeting and getting to know you all in August.


Bob Horton





Photo Annette Wood

KILIMANJARO MARATHON

The winner sprints across the finishing line at an extraordinary speed considering he had just run 42 kms without a break. The Kili Marathon now in its 12th year is going from strength to strength with around 3,500 runners participating. The ISM team had an all time high of 280 runners participating including parents teachers and even toddlers in back packs. The roads of Moshi were a sea of Orange T shirts as team ISM proudly ran in our new colour with the new logo emblazoned on the back. What a great start to the year!



“time to unwind”



North Tanzania

Moivaro Lodge, Arusha
Kia Lodge, Airport
Arusha Safari Lodge
Whistling Thorns, Tarangire
Migunga Forest Camp, Manyara
Crater Forest Tented camp
Marera Tented Camp, Karatu
Ikoma Tented, Serengeti
Robanda Safari Camp
Lake Natron Tented Camp
Tindiga Tented Camp, Lake Eyasi

South Tanzania

Selous Wilderness Camp
Kinyanguru Private Reserve, Selous
Ruaha Tented Camp

Zanzibar

Fumba Beach Lodge
Unguja Lodge
Che Che Vule
Swahili House, Stone Town
Tatu Bar & Restaurant

Kenya

Osoita Lodge, Nairobi

Morocco

Maison Africa, Marrakesh
Riad Africa, Marrakesh
Sahara Camp Desert



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NEWS

ISM sharing knowledge with the local community!

Secondary students from Arusha have been helping pupils from nearby Magereza Primary School. Every Wednesday as part of a CCA 9 ISM students share their IT knowledge by teaching pupils from the school basic computer skills. For more information on Community projects email lindaw@ismoshi.net

Performing artists from NYC visit Arusha Campus

In early June we were delighted to welcome on Arusha campus teaching artists trained at the Juilliard School in New York. A team of 8 artists taught performing arts to our secondary students. Organised as the Arusha Arts Initiative they believe in the power of change through the arts. The workshops offered students the opportunity to develop communication and teamwork skills and we look forward to welcoming them back to the school in the not too distant future. For more information visit www.juilliard.edu



Future stars Academy & Moivaro Youth Football League

This year on Arusha Campus Moivaro Youth Football League has worked along side Tanzanian Football clubs with the aim of supporting under-privileged children in Tanzania. Every Wednesday and Saturday the ISM fields were full of Future Stars Academy teams of boys and girls from age 10 up to 16. The last match was held on March 17th and Jan Poulsen the Tanzanian national team coach was there to hand out cups for the season. If you would like to contribute or participate in the league or find out more information about Future Stars Academy and the Youth League please visit www.Futurestars.org



THE BEST I'VE EVER SEEN

says IB inspector **William Wanyonyi**

Towards the end of the last academic year we had the most amazing news related to our IB Diploma program. We had an unannounced visit with the intention of auditing our May 2012 exams. Fifty-eight different aspects of ISM's diploma programme official May 2012 exams were assessed and the IB inspector sat through one exam session in which three Math exams were given. The IB inspector reviewed fifty-eight different items critical to the effective administration of exams. The conclusion after the thorough inspection was that every single one is being implemented. To quote from the inspection report: "The Coordinator was totally in control of running the exams as stipulated by IB regulations. In overall, the school is doing excellent work regarding administration of IB exams." In the closing meeting with the Diploma Coordinator, **Rick Fitzpatrick**, and Secondary Head, **Totty Aris**, the IB School Inspector, **William Wanyonyi**, reported that ISM's DP exam arrangements and administration were "the best he had ever seen from the many schools he had inspected".



Look out for the Wonder Workshop

Be sure to visit the Wonder Workshop next time you're in Dar. Run by a team of handicapped people the workshop makes a variety of unique art pieces using recycled materials. For more information call +255 (0) 754 051 417 or visit www.wonderwelders.org to find out where their products are on sale in your area or email info@wonderwelders.org

New Fee Structure

This year the school made the decision to restructure fees in an effort to ensure we are more affordable so that more students can take advantage of our World Class International Education. You can find this information in more detail on our website www.ismoshi.org

FULL YEAR PAYMENT

If you choose to pay for the whole year before 1st July 2012, you should pay the following amount:

	Day Student	Boarder
Early Childhood	US\$ 5,200	
P1 – P6	US\$ 8,400	US\$ 8,400
M1 – M3	US\$ 11,025	US\$ 15,425
M4 and M5	US\$ 11,625	US\$ 16,025
Diploma	US\$ 13,125	US\$ 19,625



Umoja Suzuki Music School

On Arusha campus we are incredibly privileged to have the Umoja Music programme housed in our music department. Many of you have your children enrolled for classes with Umoja and will know that it's the only Suzuki Music school in East Africa. Umoja, together with its partner organisation Community Arts Trust, works on creating performances that feature collaborations between visual artists, musical artists and local community. For information on Umoja's regular performances, concerts and musical projects that the community arts programme works on please visit www.umoja-arts.com or email umoja.arts@gmail.com

A VERY SUCCESSFUL YEAR FOR SCHOLARSHIPS

Daryl Rusted and our students tell us all about it.

For three of our Tanzanian students, the start of 2012 was one of the best years of their young lives. In August this year **Kennedy Mmasi**, from Arusha, will be flying to America to take up a full four year scholarship to Harvard University to study Economics. Kennedy was one of 35,000 applicants for a scholarship at the world famous University.

Kennedy says "The IB Diploma provides a very broad curriculum with a great deal of emphasis on critical thinking, creativity, multiple perspectives, and research skills, as well as action through service in the community". Kennedy has a dream, a big dream.

"My dream is to study hard, do the best I can and come back to Tanzania to work in either the education or energy sectors". But whilst he has a big dream and the most amazing career mapped out ahead of him, Kennedy is very keen to emphasise that "I owe so much to my parents for believing in me and ensuring I went to the best school in Tanzania to do the IB Diploma. I can never thank them enough for sending me to ISM."

Wolfgang Seya, of Moshi, will be starting at Duke University to study Electrical or Mechanical Engineering. Wolfgang attended a local school in Moshi and applied for the ISM scholarship to study the IB Diploma after being inspired by other ISM scholarship students.

"One of the best things about my time at ISM has been the people, the amazing community and being a part of that. Everyone is so friendly, the teachers, our boarding parents and fellow students. When we found out we'd got our scholarships the whole community celebrated with us, they were so happy we had succeeded."

{ One of the best things about my time at ISM was the sheer diversity of people that make up the school community }



Salome Kiduko from Dar es Salaam who will be going to Colgate University to study either Biology or Biochemistry; she is so excited she hasn't been able to make up her mind which yet. Salome who is gaining work experience with an NGO translating says, "One of the best things about my time at ISM was the sheer diversity of people that make up the school community. **Priscilla Makundi** has also been offered a full scholarship and will attend Middlebury College to study liberal arts.

All three scholarships are worth in the region of \$260,000 over four years, and the offers were based on a combination of many different factors, including their SAT results but more specifically the IB education available at ISM.

WELL DONE !

Name College & University Acceptance

Alexandra Huddart **UK:** Goldsmiths, London South Bank Universities

Amaar Nanabhaj **US:** Northwestern University, Emory, Cornell, Michigan, Tufts, University of Southern California and University of Miami (Scholarship)

Anisha Dave **Canada:** Alberta and Memorial University (Presidential Scholarship)

Batul Moosajee **Canada:** Emily Carr College of Art & Design

Brian Mashiba **US:** Savannah College of Art/Design (Scholarship)

Chloe Rismann **UK:** Glasgow **US:** Seton Hall University; Scholarships at Loyola University of New Orleans and Roger Williams University **Canada:** Alberta University

Eric Maimu **US:** Tampa Univ. (Scholarship) **Canada:** Carleton, Alberta University (Scholarship)

Florence Martin **UK:** Cardiff Metropolitan University, East London

Hubert Baissac **UK:** Durham, Exeter, Loughborough, and Warwick Universities

Imran Khanbhai **US:** Scholarships at Lynn, Trinity & Syracuse University; University of Miami

Jaspreet Dhariwal **UK:** Kingston, London Metropolitan, University of West London, and University of Westminster

Kathleen Wang **Canada:** Alberta (Scholarship), Univ. of British Columbia and University of Toronto

Katie Ness **US:** Northwest University

Kennedy Mmasi **US:** Harvard University (Full Scholarship)

Laxmika Patel

UK: Brunel, Kingston, London Metropolitan, West London, Westminster

Muneeb Mahmood

UK: East London, Greenwich, Middlesex University, Westminster

Mustafa Yamani

UK: Coventry University, Greenwich, Kingston, Portsmouth Universities

Oltesh Loibooki

Canada: Memorial University (Scholarship)

Pieta Rupia

Canada: Carleton, UBC, Waterloo University (Presidential Scholarship)

Priscilla Makundi

US: Middlebury College (Full Scholarship)

Rukaiya Nurbhai

UK: Metropolitan University, Portsmouth University

Salome Kiduko

(ISM Class of 2011) **US:** Colgate University (Full need Scholarship)

Sara Cerenius

US: Davidson College **Canada:** McGill University **UK:** UCL, Edinburgh, Durham, Birmingham and Brighton Universities

Shazia Nagji

Canada: University of Saskatchewan, Alberta and Univ. of British Columbia (UBC)

Sheilat Kilahama

UK: Greenwich, Kent, London Metropolitan, Portsmouth University **Canada:** Alberta, UBC and Calgary University

Sued Kilahama

(ISM Class of 2011) **US:** University of Tampa, Florida Institute of Technology, Suffolk University, Long Island University

Simon Macodemba

(ISM Class of 2011) **Canada:** Memorial University (Pres. Scholarship)

Wolfgang Seya

US: Duke University (Full Scholarship)

ISM 2012 UNIVERSITY SCHOLARSHIP ACCEPTANCES

Daryl Rusted our University counselor reports

Receiving an education at ISM has again proven invaluable as evidenced by the latest acceptances of our students into excellent universities throughout the world. Even with the dramatic increase in the number of students applying to universities worldwide, this year's ISM graduating class has proven that they can indeed compete with secondary school students from anywhere in the world. Accordingly, just as the competition for university entry has increased, so too has the competition for receiving financial assistance from universities as well. Fortunately ISM students have been able to receive scholarships this year totaling nearly \$2 million. This amount includes 4 individual full need scholarships for four years of education at a US university. With many of the students receiving numerous university admissions, they will indeed have a very difficult time choosing the university they will attend. As we wait to hear about more university admission offers for our ISM students I want to take this opportunity to congratulate the following students who have already received university admission offers and scholarships, and to extend a very sincere thank you to the staff at ISM for their support in making these university "dreams" come true for these deserving young people.

The ISM Scholarship Programme

The programme aims to help develop future leaders for Tanzania by giving talented local students full scholarships to study the IB Diploma at our Moshi campus. We ensure these students are successful by providing them with free admission to the IB Diploma programme which includes tuition, boarding, full participation in co-curricular activities, and supportive pastoral care. Additionally the students receive expert coaching for university application.



SCHOLARSHIP NEWS

NEWSFLASH

NEXT ACADEMIC YEAR WE ARE ABLE TO OFFER 4 FULL SCHOLARSHIPS TO TANZANIAN NATIONALS.



A very big congratulations to **Moses Swai** from Feza Boys (pictured), **Fabian Sillas** from Ilboru Secondary School, **Paschalia Nsato** from Barbro-Johansson School (pictured) and **Lisa Chille** from St Francis Girls, Mbeya. They will join us in August for the start of their two year Diploma programme.

NEWSFLASH

Moses Swai one of our scholarship students for the August in take has attained the status as the NO 1 student in Tanzania's national exams. Over 200,000 students participated in these exams nationwide.

OUR AIM IS TO

- Extend the opportunity for excellent education to outstanding disadvantaged Tanzanian students.
- Develop and prepare ambitious Tanzanian students for future leadership positions within the nation and East Africa.

We also aim to provide a minimum of 2 full scholarships every year. This year we are pleased to announce that we have been able to offer four brilliant students the chance to study at ISM.

If you would like to find out more about this programme or make a tax efficient donation to the fund please either visit our website on www.ismoshi.org or contact Sue Jones on suej@ismoshi.net

WHAT AN EXPERIENCE

Wolfgang tells us about attending school at Moshi.

"I find it very hard to summarize my experiences in the past two years as a student at ISM. All I know is that I am now changed positively and I am inspired to change my society through my learning. I will always be grateful to the school's scholarship program, which gave me the unique opportunity to study the International Baccalaureate, as a boarder at ISM. At first, it wasn't as easy a programme as I expected and I faced lots of challenges from the language to the use of technology for learning, which I had never been exposed to before. But soon, taking the learning challenge became enjoyable due to the friendly and encouraging learning atmosphere the school has. Thanks to my fellow students and teachers, for their willing cooperation and assistance which has helped my progress so far. I will also always remember the CAS program, which not only helped me to realize my responsibility to the society, but also was the place and time to remove stress from studies. Studying here did not only change me positively, but also shaped my future. I look forward to studying engineering and other courses relating to history and economics which will help me change Tanzania in the fields of education and energy resources in the future"

With thanks **Wolfgang Seiya**



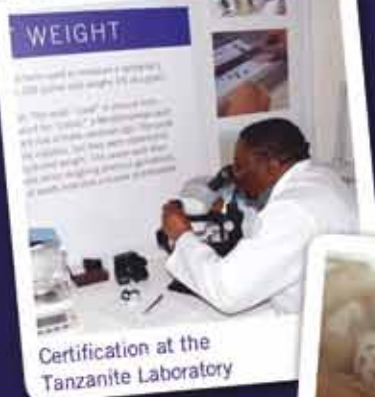
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THE HITCHHIKER'S GUIDE TO THE PRIMARY YEARS PROGRAMME

Maree Raeburn and Cindy Van Den Heuvel give us the low down

A “UNIT OF INQUIRY” IS TAUGHT AND DRIVEN BY THE FOLLOWING QUESTIONS OR CONCEPTS.

- *What is it like?*
- *How does it work?*
- *Why is it like it is?*
- *How is it changing?*
- *How is it connected to other things?*
- *What are the points of view?*
- *What is our responsibility?*
- *How do we know?*

Our Primary School curriculum follows the International Baccalaureate **PRIMARY YEARS PROGRAMME (PYP)** which aims to address the education of the whole child in and out of the classroom, academically and emotionally; it aspires to teach holistically and make learning relevant and therefore enjoyable and inspiring.

The central purpose is to develop the child as an inquirer and therefore the system encourages students to take ownership of their learning and develop skills and attitudes to help prepare them for life in a global world.

What this actually means in reality is students study traditional disciplines of learning such as English and other languages, Mathematics, Science, Technology, Social Studies, Physical Education and various art forms. What makes the curriculum distinct is that these subjects are not taught in isolation but through teaching approaches that highlight how subjects are interconnected.

Here is an example of a recent P1 and 2 Unit where core ideas and links were made across all the traditional academic subjects.

OVERALL THEME:

Artists use different ways to express ideas and feelings

MATHS Students learnt about shape, scale and fractions.

ENGLISH Students read biographies of artists; wrote descriptions of artwork; and developed vocabulary to express feelings in response to different art pieces and then presented their own art to peers and parents.

SWAHILI Students visited a local gallery and explored traditional and contemporary art forms. They also had guest speakers come to the class.

SCIENCE Students experimented with colour, colour mixing and the colour wheel.

SOCIAL STUDIES Students studied famous artists and how their emotions and feelings were translated into their art works.

WE TEACH.....

We teach factual knowledge that covers the traditional subjects.

We teach skill development.

We teach how to apply the knowledge and skills.

We teach the development of attitudes.

We teach how to take responsible action.

Some common questions

Won't the other core subjects get neglected if we just focus on the unit of inquiry?

No they won't. Maths and English can continue as stand alone subjects when there is not a natural connection.

Why do teachers have to work on the student's Attitudes? Isn't that the parents' job?

Educating a child is a team effort. The parents will work on developing their child's attitudes, and as we are in the business of educating the whole child, we'll also work on developing our students' attitudes. It is our role to design activities, which will promote positive attitudes. The Attitudes we focus on are: Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance.

How do teachers assess students?

We regularly assess our student's work and this is on going throughout the year. Teachers use a range of techniques including tests, self-assessment, group assessments, peer assessments, work samples, and anecdotal records. Teachers also use developmental continuums in English and Maths that enable them to plan learning experiences to match the needs of all children.

ISM administers "International Schools Assessment" tests in reading, writing and mathematics to students in classes P4, P5 and P6 each year. The tests are prepared and assessed by an accredited agency. Parents are provided with individual results for their child.

What is meant by taking action?

Taking action is a vital part of the curriculum, as it demonstrates to students the relevance and purpose of what they've been investigating in the inquiry.

Why do we get our students to reflect?

Reflection encourages students to assess their work and consider their own learning. It supports the development of a deeper understanding of the content and the actual inquiry itself. It also helps the teacher, by providing feedback about how a child is learning.

What is the Learner Profile?

The Learner Profile is central to the work of the school. As a community of learners we all aspire to the attributes of the learner profile.

Inquirers, Thinkers, Communicators, Risk-takers, Knowledgeable, Principled, Caring, Open-minded, Balanced and Reflective.

For more in depth information visit www.ismoshi.org www.ibo.org

EARLY CHILDHOOD



EXPLORING THE FIVE SENSES WITH EC!

Ishbel Brydon and Amelia Woods report.

Our Five Senses are very important! In Arusha our **EC class** discovered that making popcorn required all five senses! What an exciting way to prove a scientific fact!

The children still remember the song that their I.T. teacher **Christine Matemu** taught them from the Internet. 'See, hear, smell, taste, touch – We use them every day!' As the song goes, the students certainly discovered that their five senses help them to learn.

The EC visited the Shanga Bead Project where 90 per cent of the workers are deaf. The children tried to imagine not having one of their senses. They saw how the beads were made and a few risk-takers even tried blowing glass. Before we left we used sign language to thank the workers.

{ We love our five senses! }



In Moshi, we enjoyed investigating all units particularly the one about life cycles. We were flowers growing in a pot as you can see in the picture, we saw caterpillars hatching from eggs and we planted beans. But the biggest highlight was a chameleon we adopted and had to learn how to care for.

Our favorite projects were making the butterfly life cycle using art mediums, making a delicious, scented, beautiful, noisy and soft "Our Senses" book and using handprints to create all kinds of artwork.

Celebrating our cultures was also an important part of our journey. From the Indian Diwali the festival of lights to Setsubun a Japanese tradition we became a little more knowledgeable about all the 16 nationalities represented in EC Moshi.

The best critical thinking activity was to think about our "Mums". Do you know what mums are for? According to Jay mums are to take us to school and pick us up. Marika said mums are to make lasagnas and to tell you to sit down and eat. Nina thinks mums are to go shopping and buy food. Carlotta reasoned that babies are born from mums; if there are no mums there are no babies. Imani Donnelly thinks mums look very nice and if the kids do not have mums they will cry.

And according to **Miss Amelia**, EC children exist to give meaning to her life!



FREE EARLY CHILDHOOD PLAYGROUP

Don't forget to tell your friends about the free early childhood playgroup that runs on Arusha Campus. Every Wednesday the EC playground and class is open for any parent with a child three or under to come and meet other mums and their toddlers and try out our wonderful campus and meet the EC class staff. Tea and coffee is provided. The playgroup runs from 2.30 to 4.00pm.

For more information contact Sue Jones on suej@ismoshi.net



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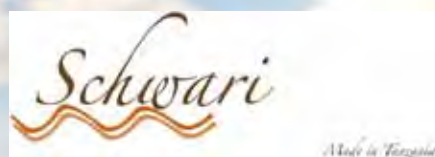


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“How Organized Communities Work”

Chelsea Koenigs updates us on what P1/P2 have been learning this year.

One of the themes this year for students in **P1** and **P2** involved analyzing how people live and work together in organized communities.

On Arusha campus, our students visited two local schools enabling them to draw comparisons between the organization of buildings, resources and people of these two learning communities. Through this process they defined the classroom and school resources under the categories of “needs” and “wants”.

On Moshi campus, the process led the class to create and construct a quilt that demonstrated their role in their community. They reflected on the activity by identifying what they would like their role to be in any community that they may be part of in the future. For many students the reflection on their future role revealed the groups’ selfless nature, as their choice of what to be, seemed to be based on helping others.

Students concluded it was easier to explain the organization of buildings and resources than it was people. In an effort to better understand how people are organized while working in communities, students undertook the planning of an event for ISM’s “Book Week”, which consisted of creating and putting up posters publicizing the book event as well as writing and making announcements over the School PA system. All students enjoyed decorating the class doorways with brightly painted door frames in Arusha and creative book cover doors in Moshi!

All classes demonstrated a real desire to contribute to the welfare and success of a community activity. Well done students! What a fantastic contribution.



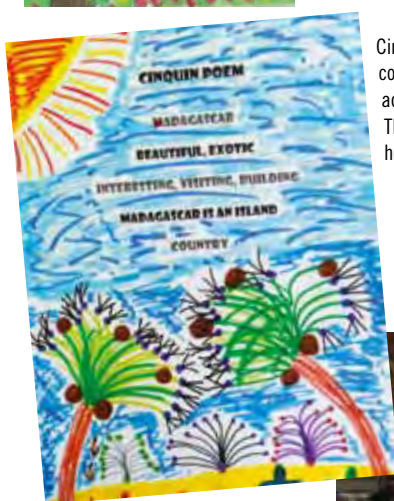
Sil painted a superb picture of one of the three little pigs.

Ruth painted a colourful picture of “Snow White”

DISCOVERING THE ARTS

Kelly Smith and Jann Hattle report

The **P3/4** classes from both Moshi and Arusha campuses brushed, stroked and rhymed their way through the ‘Creative Expression’ unit from December 2011 – February 2012. Students inquired into the arts as an avenue for creative expression, particularly exploring different aspects of art and the role of art in society (specifically Tanzanian society). From poetry writing, to readers’ theatre and batik creations, to Tinga Tinga painting masterpieces, the students’ appreciation and open-mindedness towards the arts allowed them to investigate new skills and develop natural talents. In Moshi through the production “Who’s Afraid of the Big, Bad Wolf” the class learnt about drama, dance, stage make-up, costumes and props by exploring the idea that the arts is an avenue for creative expression.



Cinquain poetry allowed students to discover parts of speech, including nouns, adjectives, participles and synonyms. This student sample is written about her home country of Madagascar.

The 3 day Tinga Tinga workshop with Mama Tinga Tinga. Students not only created their own paintings but also learned about the background and influence of this famous Tanzanian art style..



'WE CAN INVENT A CONTRAPTION!'

shouts John Lane.

P4/5 looked at the many ways that technology impacts our lives. Looking at inventions of the past and how these discoveries changed the course of human history brought about much wonder. Although the impacts of these technologies were often positive, questions arose about whether advancing technology ever set us back. In that vein, the students set upon a quest to invent a new and complicated way to achieve a simple task. They called this project "Contraptions."



The Task: design a mechanism with which to pop a balloon.

The Rules: this task must be completed in no less than 3 distinct steps.

The Challenge: the more steps and the more complicated, the better.

Each group was given a selection of identical items to start with: ball bearings, brass weights, half pipes, string, pulleys, rulers, wooden blocks, and a thumb tack. Aside from these items they were allowed to use anything else they could think of. Things got very creative!



Students and teachers from both primary and secondary were invited to come and observe a demonstration of the amazing contraptions. As balls rolled down ramps, knocking over blocks that pulled strings that lifted cups that released weights that dropped on levers that rammed thumbtacks into balloons. The 'ooohs' and 'ahhhs' of the audience were only drowned out by the triumphant shouts of the successful inventors!



How do famous artists show weather patterns in their paintings? by Annie Bigg

"Wild Weather!"

The **P5/6** students on Moshi campus conducted a unit of inquiry called "Wild Weather" says **Marlaina Harper**.

Students learned more about how weather changes as a result of environmental factors and human influence. To become more familiar with the lines of inquiry, students created weather-measuring devices and conducted multi-week long labs collecting and representing weather data.

Students explored a "Storm Chaser's Lab" by rotating through discovery stations about different storms and their causes and effects to humans and the environment. Many of the unit's concepts were further investigated and learned through a 'hands on' three-day field study in West Kilimanjaro at Simba Farm.

Moshi students worked together with students from the Arusha campus to investigate more about how weather changes, environmental factors that affect weather, and how humans can influence weather. Students learned the importance of studying weather patterns around Kilimanjaro and how they affect farming in the area.

The class wrapped up the unit with a "Town Hall" debate on global climate change and its affect on weather. The last week of the unit, students came to school, dressed professionally ready to share what they had learnt from the unit in a mock interview for a meteorologists job at our classroom's P5/6 news station. Everyone enjoyed the tasks and were enthusiastic about explaining and sharing their thinking and understanding of the unit



PRIMARY

What is the Primary Years Exhibition?

In the final year of Primary, students participate in a final project, which is called The Primary Exhibition. The exhibition is a highlight of the calendar and engages students in their final year of Primary school in an independent inquiry into an issue that has global significance. This requires each student to demonstrate engagement with the five essential elements of the PYP programme: knowledge, concepts, skills, attitudes and action.

Conducted in the spirit of personal and shared responsibility, as well as a final assessment activity the Exhibition is a celebration as students move from the Primary into the middle years of schooling.



And in **Moshi the P6 students' exhibition** falls under the transdisciplinary theme 'How we organize ourselves.' We've called our exhibition 'Being Human.' The central ideas our students are inquiring into are:

- Annie Bigg** – People organize their lives in different ways to maintain a healthy lifestyle.
- Michael Kammleiter** – Different systems are needed to fix man-made disasters.
- Safiya Khaki** – As humans there are many factors that influence our choices.
- Oshin Joshipura** – Organisations can help eradicate substance abuse. (Alcohol)
- Tanpreet Dhani** – Organisations can help eradicate substance abuse. (Smoking)
- Srija Maddipatla** – Humans use different systems or processes to find sources of energy.
- Lee Mutharia** – People put systems in place to stop the impact of poverty.



This year's **Exhibition on Arusha Campus** falls under the transdisciplinary theme, "Who We Are." And here are some of the central ideas our **P6** pupils this year are working on in Arusha

- Anikaa Aggarwal** – People have a responsibility to help hungry people
- Sharan Aggarwal** – A variety of elements help improve a person's athletic ability
- Chloe Anderson** – The process of adoption can change a child's life immensely
- Koloina Andrianaivo** – Child slavery affects the lives of children
- Vie Bierens** – Deforestation affects human's health
- Paulo Boner** – People are shaped by the process of evolution
- Thimo de Boer** – People can be attracted to media which can affect the way they act
- Rawan Dakik** – People's health is affected by nutrition
- Loes Gerrits** – People are social creatures who have friends for a variety of reasons
- Michael Hinderlie** – Exercising your brain is good for the memory
- Keito Katsumi** – The tsunami in Japan changed the life of people living in the northeast
- Jacqueline Kortland** – Music affects children's mind and body in many ways
- Isabella Kortland** – All street kids have a right to a good quality of life
- Arthur Kubai** – People should take responsibility by exercising their body
- Ben Maposa** – Peer pressure affects people's behaviors, actions and attitudes
- Ejofon Ellis Odjurhe** – People choose their careers for different reasons
- Parth Patel** – To do sports we should be healthy
- Arianna Pirbhaj** – People's health is affected by smoking
- Sebastian Rechsteiner** – All children deserve to have an education



A REFUGEE'S LIFE.

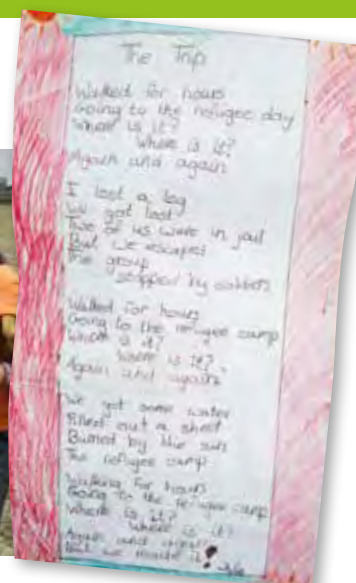
P6 students from Arusha Campus "walked in the shoes" of refugees as part of their unit of inquiry, "Move It or Lose It".

Students found themselves in family groupings having to carry their belongings and follow clues to search for a refugee camp, dodging "soldiers" and authority figures along the way. They each carried a "baby" and helped one injured family member to safely reach the camp.

Once they arrived, they needed to produce identification in order to enter the confines of the camp and get their rations of rice. Some groups found themselves without identification and were herded by the soldiers into the UN truck where they needed to complete a registration form in order to enter the refugee camp. By helping each other, all family groups safely made it into the camp, where they then had to search for both water and wood.

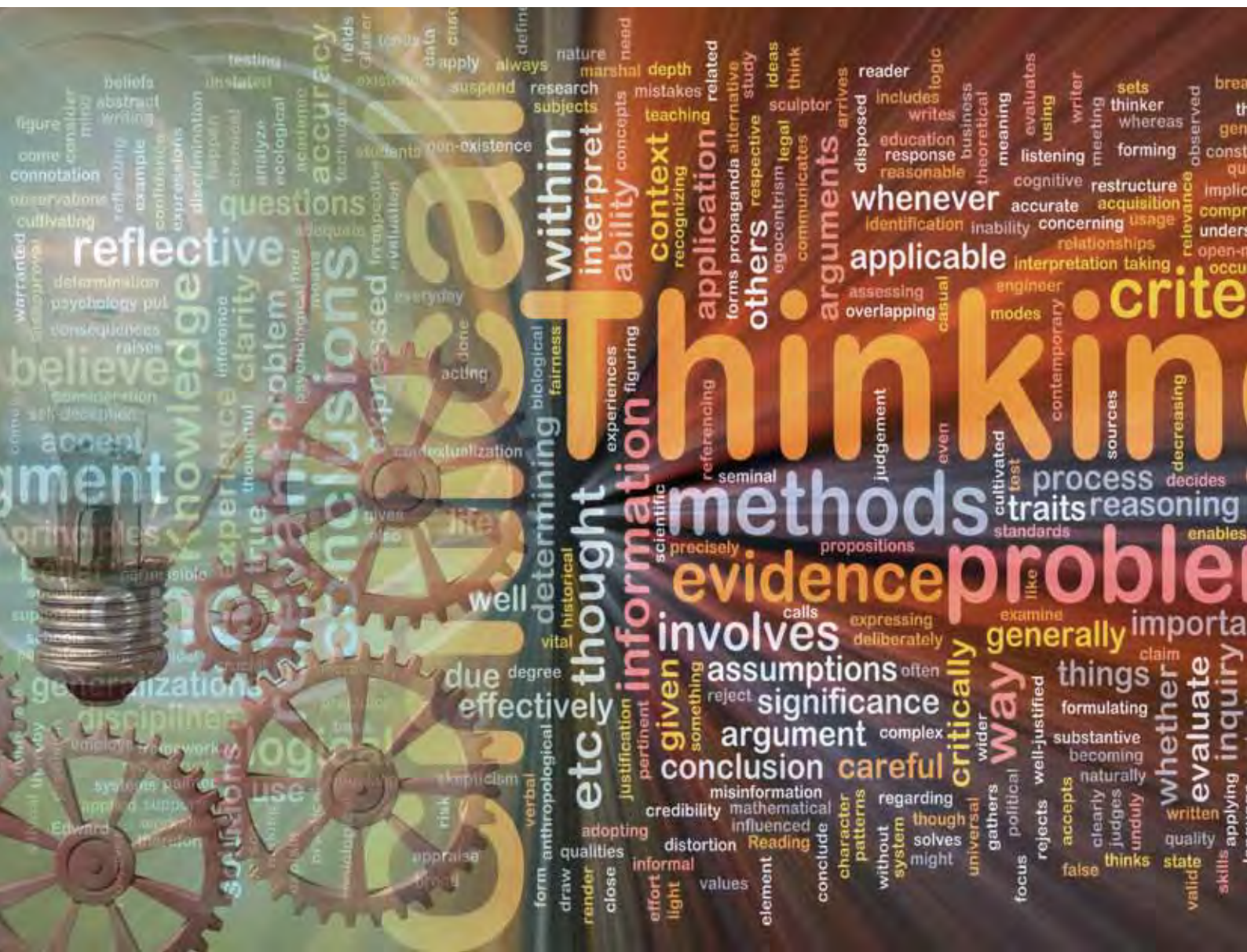
Once the day was over, students were happy to go home to a warm bed, food and water.

Shawna Spady tells us how P6 investigated.



CONTENT AND CRITICAL THINKING

TODAY'S EDUCATION MUST ENSURE STUDENTS ARE ABLE TO THINK CRITICALLY AND ASSESS INFORMATION IN ORDER TO BE ABLE TO SURVIVE THE INCREASINGLY COMPETITIVE AND COMPLEX FUTURE WHICH LIES BEFORE THEM, SAYS **ANDREW VANDENMEULEN**



This morning, as usual I'm online researching for up-to-the-minute political news to incorporate into my secondary lesson plans. Dropping down from the RSS feed toolbar on the search engine, the stories of the day tumbled across my screen. Headlines included 'Airlines to Avoid N Korea Rocket', 'Somalia Market Bombing Kills 12', 'Dior Names Galliano Replacement', 'Outrage Over Girl Surfing Whale Shark', and 'Height Linked to Ovarian Cancer'. I was looking for something to share with one of my afternoon Humanities classes, something to include in discussions of the evolving concepts of government or the implications of globalization on the cocoa plantations of the Ivory Coast. But I found something I was not quite counting on, something rooted in the whole range of stories I had to filter through in order to find my current event for the day. Simply put, students need a skill set that will allow them to make sense of the barrage of information they face in and outside of school.

With a few keystrokes or touch pad swipes, students are able to access a huge quantity of information that would have taken hours for a middle school student to research twenty years ago. No longer are classrooms restricted to the fourth editions of texts, previously treated as course scripture; no longer are students bound to the parameters contained within these tomes. In his RSA Animate podcast "Changing Paradigms" Sir Ken Robinson, education commentator, challenges us to step out of the Industrial Model of education, to give up on the preconceived notion that one set of information, delivered in a single manner is sufficient to address the needs of learners today. This widely held presupposition of a 'one size fits all' education ignores the fact that our students are bringing a variety of learning styles to the table, interpreting ideas through a kaleidoscope of cultural values, and moving into their futures with an education that's required to inform their work and practice for the next twenty years in situations we can barely fathom today.

What then should today's education offer a class of students? Last week I wrapped up our enquiry into the causes of the First World War with a class of fifteen year olds. Looking back on it now, and considering the wide range of passports represented within those walls, I have to wonder what those lessons meant to the Scottish boy at the front of the class, the Greek-American girl beside her Dutch friend, the newly arrived Australian boy, and the German girl near the back. What did I offer them that had value, meaning, and significance for their portfolio of knowledge and understanding? Each of us who have an investment in education in any way (and that should include all

of us) need to assess what it is that formal schooling should be committed to, first and foremost. Given the nature of the students in the classroom, and the future they are peering at times apprehensively into, what can years of successive school days provide that is of greatest value?

How will knowledge of the four main causes of the First World War serve my students after the unit is long finished? If it is only to be able to repeat my words in some future discussion then that class has been let down by their programme. Knowledge is one thing; the ability to think critically and transfer that knowledge is another thing entirely. Regardless of the circumstances of our own experiences of school, we are all capable of authentic and creative thought, we can each generate innovative analysis, it appears that it takes little input to unearth our human ingenuity. What matters now is that students are able to question, elaborate, and connect ideas in known and unknown situations by design, not merely by chance.

How did my own schooling twenty years ago, a time where there was no 'blogosphere', no 'wikis', no 'youtube', prepare me for today? Was I adequately equipped to be able to adjust my world view when faced with global warming, international terrorism, and a global population of 7 billion plus? Can I now with confidence say that my own students are appropriately ready for their world in 2032? I can. How can this be? We still study the causes of the First World War and expect students to be able to discuss the major and minor causes ignited by the assassination of Ferdinand in 1914 by Gavrilo Princip. What is significant now is that these understandings aren't locked away, available only in case a discussion on pre-1914 Europe breaks out. The years leading to the First World War offer a scenario through which the concepts of change, systems, and global interactions can be investigated in such a way that they are available in one week and in twenty years.

Recently, many educational theorists have attempted to capture the essence and importance of these concepts to a child's learning. None do it better than Lynn Erickson who in her 2008 book *Stirring the Head, Heart, and Soul* describes the role of the "thematic concept" which acts as a vehicle for students' inquiry into the essential, global, timeless ideas and the means to explore the essence of a subject. These concepts provide the intrinsic value of the content of the subject, giving an answer to why the content is even being taught at all. Now, finally, teachers have the answer to the perennial question of 'Why are we learning this?'

With a few
keystrokes
or touch pad
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Judith Fabian, author of 'Principled Teaching and Learning', and head of programme development with the *International Baccalaureate* provides a model for today's multicultural classroom. She writes that, "Teaching through concepts allows and encourages teachers to teach beyond the local context and national and cultural boundaries." Is there a concept then that is illuminated by the study of the causes of World War One, a concept that applies not only to this one topic but can extend to other times, other locations, even other disciplines? If so, then there is hope for my students whose diverse range of experiences and individual ways of thinking can help to inform and enrich the potential power of that concept.

Importantly, the study of events one hundred years past can take on new relevance to the student if it can shed light on current events abroad or just beyond their doors. With the international mindedness sought after in our and all IB schools, Fabian astutely claims that, "approaching those issues through key concepts will provide a breadth of knowledge and insight that will lead to a deeper understanding of the related local issue." These key concepts are those powerful ideas that relate to the particular topic of study but also transcend both that topic and discipline. These key concepts are available now and twenty years from now, to provide context and meaning in new situations.

My fifteen year old students can be equipped with more than just the narrative of Europe's pursuit of new territories and the Anglo-German naval race. They can use these stories to add substance to their appreciation for the concept of change, the causes, processes and consequences of change – and use them to appreciate the forces that shape our world. When I project on the screen the words: *Interaction between individuals, societies and environments causes and influences change*, my students are given the foundation to open any text, newspaper, or blog for that matter, and think deeply and critically about that topic, event or issue. They can still give the account of Princip's role in the assassination that sparked the Great War, but moreover they can find Princip in the arts, industry, and politics.

With the multitude of news stories just a click away and any and all information within reach of a keyword, school isn't just about divulging information any more. Students need an education that is more than a portfolio divided by the labels of their subject groups: "Science", "Math", "Geography", "Music", and "French". They need a tool kit that functions across disciplines and beyond the classroom, a tool kit that is as functional now as it will be twenty years from now; and the International Baccalaureate Middel years Programme does just that.

ISM IB COMPARISONS

- An average ISM student (31 IB points) is given 413 UCAS points. An A Level student with three grade As only gets 360 UCAS points.
- In the last 3 years, 25% of ISM's IB students have scored 35 IB points or more, equal to 501+ UCAS point. An A Level student would need more than four grade As at A level to attain this.
- A Grade 7 (top grade) in IB Diploma higher level is rated by UCAS as superior to a grade A in A Level. But Diploma students usually take 6 subjects. A Level students only take 3 or 4.

SEVEN THINGS THAT MAKE IB PROGRAMMES SPECIAL

1. *IB programmes are recognized around the world and ensure an increased adaptability and mobility for IB students.*
2. *The curriculum and teaching of IB programmes focus on international perspectives of learning and teaching, while insisting that students fully explore their home culture and language.*
3. *IB World Schools must undergo an exhaustive authorization process in order to offer one or more of the programmes, which includes a study of the school's resources and commitment to the IB mission and philosophy.*
4. *IB teachers participate in a wide variety of professional development opportunities to constantly update their knowledge and share their expertise with colleagues around the world.*
5. *Many students graduating from the Diploma Programme find that it enhances their opportunities at tertiary institutions.*
6. *The core components of IB programmes encourage students to participate in creative and service-oriented activities, while at the same time emphasizing the importance of reflection on a personal and academic level.*

I BET YOU DIDN'T KNOW THIS

- IB Diploma students are more than twice as likely to enter the UK's top 20 universities than A Level students
- IB Diploma students are over 30% more likely to obtain a first class degree in the UK than A Level students
- IB Diploma students are more likely to obtain an upper second class degree in the UK than A Level students
- The median salary of IB Diploma graduates is about \$2500 higher than that of A Level or equivalent graduates.
- 57% of UK universities believed that IB diploma students had an advantage in admission over A Level students
- The majority of UK universities rate the IB higher than A Level in areas of critical thinking, communication, self management, and motivation
- 96% of UK university respondents appreciated broad curricula and liked this aspect of the IB Diploma.

References:

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Education News report, 2011

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BOARDING

A big welcome to Rosemary Bango our new head of boarding

says Sue Jones

Rosemary actually joined ISM in August 2011 as a Primary Boarding parent and a teacher of Economics and Humanities for our older students. The last year has been very busy for her, as she's taken under her wing all the boarders below the age of 12 and ensured that their daily needs are taken care of. From getting them up early for school in the morning to supervising mealtimes and homework, Rosemary is there for our youngest boarders as a loving and involved boarding parent.

Rosemary is Kenyan by birth and after graduating with a degree in education in 1985 she started her teaching career working in the public secondary school system in Kenya. In 1999 she joined St Mary's School Nairobi a private IB school, where she taught Economics and Geography at Diploma level and the Humanities at lower levels.

She has spent many years working with youth of all ages at a variety of different levels as well as her own family of four children - Brenda, Edward, Beryl and Kevin, whom she brought up with late husband Silvanus. Rosemary brings a wealth of experience to our boarding programme.



ROSEMARY'S VISION FOR BOARDING

- That the boarding environment in ISM an excellent place for work, academic growth, play and interaction with others.
- To ensure ISM boarding continues to be a place where learning takes place in a safe collaborative and caring environment.
- To encourage and guide boarders to be responsible in their attitudes and understanding of their actions so that they are socially, culturally and ethically sound.
- To guide boarders towards having caring relationships and a sense of belonging with their peers.
- To work together with the boarding team to provide stability and support to teenage boarders at a delicate time of intense emotional and cognitive development.
- To re-enforce the positive behavior system already in place so that boarding parents can monitor students behavior and ensure parents are kept up to date with their child's progress.

Rosemary is very keen to ensure all boarders own the ethos of the boarding programme emphasised through the pillars of Community, Communication, Environment, Respect and Responsibility.



A DAY IN THE LIFE OF BOARDER

by Samuel M. Emmanuel, D1 student

"Ngrrrrr ngrrrrr ngrrr", I respond to this thrilling alarm clock by turning my face to the other side, reflect for about a minute before jumping off my bed in a bit of a hurry. Oh! it is another morning and I have to face a busy school day!. It normally takes me at most twenty five minutes to wake up and get ready. Breakfast starts at 6.40am, a meal that no boarder would want to miss, not only because we need it for the start of a long day but also because it's very good.



Classes begin at 7:35am and at 10:15 am we have a 20 minutes break and a chance to have a little snack with fresh fruit juice, milk, tea or coffee. The perfect relief from a three hour brain straining session of classes and a useful meal for a few 'unlucky boarders' who missed breakfast. After snacks, classes resume until 12:35pm, when we have another break, one of my favourites, the lunch break!

Although with lots of fun, afternoons are usually as busy as mornings, and classes end at 3:00pm. Twice a week from 3:00 to 4:00pm we are required to do creative and community service activities. Here, we get a chance to affect our community positively and explore more of ourselves that we are not aware of. From 4:30 to 6:00 pm, another best part of the day, there is a wide range of sports offered from badminton to rugby. To many, this is the best way to complement what we learn in class and refresh our minds. I personally play football and tennis. It was really interesting and intriguing to see how I could learn and manage to play new sports. Then after a tiring hour or more of exercise we have dinner at 6:00 pm. Just at the right time!

After a delicious energy-restoring dinner, we have to go back to our rooms to get ready for some evening work. From 7:00 to 9:15pm we have study hall. Study hall is useful and productive to all, but mostly Diploma students. It is within this time that we finish all our home-work and do some private studying. Study hall is compulsory for all boarders so everyone is usually quiet and seriously working. Many people prefer to work in the rather small, but specially designed, conducive and usually quiet, IB study room, although with this unusual quietness, any place should do! Students have a choice ranging from their individual rooms to the IT centre or sometimes in boarding common rooms if students wish to study in groups. Here lies perhaps another big secret why anyone would prefer boarding over "day life", In boarding, unlike at home, one can easily concentrate in studies because study hall is compulsory. There are no distractions during study hall. It also means one can easily get academic help from boarding parents, teachers on campus, or fellow students. It is simply a structure that prepares us to be successful in the future!

At 9:15 when study hall is over, we get some snack of either brownies, jam rolls, peanut butter sandwiches, lemon cakes or cassava with always, fresh fruit juice. There after, we are allowed to go out and socialize with all other boarders. Many people usually hang out with friends, play indoor football, pool or ping-pong, watch TV, go swimming for fun or just chill. 10:00 pm is diploma students' curfew time. All diploma students have to go back into their boarding houses, where we have 20 minutes to get ready for bed. As the boarding parent wishes everyone a good night, we are more than ready to go to bed.

5 REASONS TO JOIN ISM BOARDING

- A home away from home on a beautiful campus
- A structured boarding programme for ages 7 to 19
- Wide range of nationalities from over 28 countries
- Compulsory study hall with minimum distractions
- Guidance and pastoral care from Boarding parents

ART THROUGH THE SCHOOL

Both campuses were alive with projects on the arts this year. Primary inquired into many famous artists from Georgia O'Keefe to Picasso whilst the middle years tried their hand at portraiture. D2 were busy working on their final portfolios. Here's the best of the best.



Taylor Mavroudis M4



Muneeberahmnan Mahmoodi D2



Jaspreet Dhariwal D2



Brian Mashiba D2





Rukiaya Nurbhai D2

Shazia Nagji D2



Sarah Bjerre M3

Yuh Katsumi M3





Florence Martin D2

Tinga tinga style painting Solomon Anderson P3P4



Picasso inspired painting by Maia and Salina P2



COMMUNITY & SERVICE ARUSHA CAMPUS

On Arusha campus the expectation is that all MYP students are involved in a variety of community experiences throughout their five years in the programme. Community & service is therefore an intrinsic part of our curriculum and we expect students to consider the elements of awareness, reflection and action whenever they are involved in a project. Some examples of projects students have been involved in over the last few years are

- Interacting with state run schools through organising football matches, computer lessons, rubbish collection, games and English lessons.
- Within our own school community, managing parts of the gardens and designing for example the current healing garden, painting the rubbish bins and general service around the campus.
- Independent community services like assisting Future stars, attending field trips involved with a community project, and helping run CCA's with our younger students like the Science club that Gina is currently running.
- Keeping their own journals detailing how they are contributing and working on the personal project.



This year our middle year students have been busy creating, experimenting with science, travelling to Lusaka to perform and taking action in the community.



Here are two poems to enjoy from our MYP students

FLYING

Flailing, falling
Leaves rustle, settling on the ground,
Making me feel stable and safe
Chirping, chirping
Birds unseen, popping out of grass
searching for remains
of food that was once brought
to you.
Dew drops, splish and splashing
falling onto blankets of green grass,
Reminds me of rain,
Reminds me of many years ago
The wind,
Swooshing and swishing endlessly,
Rushing tirelessly and quickly,
through trees and tents,
Crickling them,
And reminds me of flying

Shy Zwulun, M2

MY WORLD

Although my eyes droop,
A smile spreads across my cheeks
I've arrived!
I'm here!
I know this is my home
and this
is where I belong

Our arrival time is early in the morning
We walk to our familiar breakfast cafe
and my eyes no longer droop
I am no longer tired, for the excitement
jingles in my body

So many privileges
I do not always have
I run to the bathroom
and gently lift the faucet
Clean, fresh water flows like a waterfall
filling the basin with new drops
I fill my mouth with the cold clear water
I know I'm in no danger
of ruining my teeth
I am in Holland
Nothing can harm me here

The days fly as I experience my holiday
Visits to my grandparents and family
Busy days where I go shopping with my sister
Biking has no limit, no need to set a time,
just a brief note of my whereabouts
is fine

I stumble out of bed
and catch myself in the mirror
The image on the glass stared back at me
My reflection
As I looked into my eyes,
I realized I am not a person
I am a twin
I am parted in two places,
two worlds,
two countries,
yet I am still one.

When I am in one,
I will miss the other.
When I in the other,
I will miss the one.

Roos de Raadt, M3



This year our thriving drama kids took part in the International School's Theatre Association in Lusaka, Zambia. We were fortunate to be able to take 15 enthusiastic and open-minded students from M3-D1 from both Moshi and Arusha campuses. The High School Festival was attended by 4 other international school's from the region and was a chance to mix with other like-minded students. They all had a common purpose; to meet new people and embrace the artistic process with an open-mind. The difference between the group of children that got on the bus on Thursday and the ones we brought back was astounding. They had the opportunity to work with specialists from the world of theatre such as a Musical director from New

York, a Lighting designer from Australia, an IB Theatre arts and Shakespeare specialist and a Movement specialist. They worked with comedy, dance and acrobatics. However, the most humbling moment was on the Saturday when each ensemble went to a different part of Lusaka and created drama in the community with the street kids. The theme was 'Right in front of you', as the 70 students devised a piece of drama based on the book 'The Red Tree' by Shaun Tan. The final performance was both inspiring and moving as a group of the street-kids joined them for the finale. We look forward to next years ISTA festival in Dares Salaam which takes place from 30 November to 2 December.

EUREKA!

The Science Fair is the culmination of 8 weeks of individual scientific research carried out by our M3 classes. The process is a soft introduction to working independently on a large scale project in preparation for the MYP Personal Project which is undertaken in M4/5. They have to hone their time management, researching, report writing, referencing, independent thinking and presentation skills.

The day of the Science Fair is an ordeal for the students as they have to capture the interest of an audience ranging from our young primary students to adults. They all put their heart and souls into their projects and spoke very confidently. Well done!





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Moshi Campus Musical 2012 “GODS OF THE CARIBBEAN”

This year's musical was a chance for our M1 – D2 students to participate in some Caribbean flavour. Using the space at the end of K-Hall a three dimensional set allowed for the performance to take place on different levels as the Gods, the Storytellers and the main protagonists battled with the will of the Gods. The Moshi students stepped up to the challenge of a producing a complicated musical and within 7 weeks created an performance that they can be very proud of. It is always wonderful to see how different members of the community pitch in to make a production happen. Parents donated plants, helped out with make-up, students gave up their weekends to paint and set up, all to make the 'magic happen'. Thank you to all those people behind the scenes that contributed. Musicals, more so than plays can be hugely time-consuming. The biggest learning curve was probably the concept of commitment as the process is like a ladder, you can't go up until you have consolidated each level. They had to give up weekend time and not only learn lines, but the music and often dance steps as well. Our students sung their hearts out and the smiles on their faces at the end as they swivelled round to make the symbol of Hope in a wonderful tree!



A team of students participate in the model United Nations conference in Nairobi

Paul Johnson reports

This yearly event held at the United Nations Environment Programme headquarters in Nairobi is a great opportunity for our students to meet and debate with other International students about issues that are global.

This was a very different experience for ISM students and they all rose to the challenge by being focused engaged and willing to learn and grow from the experience.

Over 1,000 students from 62 schools in 8 countries attended this year, three of whom were from Tanzania. The personal and social development available was really positive and allowed our group to develop a broader and more mature outlook on the world around them.





Lilian - using her knowledge to meet the needs of her community!!!



Thijs - the ISM surfer presenting his model surf board

Our Personal projects

Jamaila Quinlan reports from Moshi Campus

Every year our M5 students are engaged in a long term project which marks the end of their 5 years in the Middle years programme. The Personal project is the culminating task of the Middle Years Programme and all M5 students have to complete this project in order to qualify for the MYP certificate at the end of the year.

At ISM, our students have been producing excellent pieces of work for the past years and every year it is with great pleasure that we as teachers and coordinators witness the skills and talents of our young teenagers. I would like to commend all these students on their ability to sustain interest in a project that lasts 8 months, in applying their personal experiences and research to their product and above all the enthusiasm with which they exhibit their products each year. This year, it was not different, we had a range of products that reflected each student's unique talent. I was very proud to hear their presentations as they stood out as true MYP students displaying qualities of the learner profile. The M5 Personal Project exhibition was indeed a very colourful and exciting event as we can witness by the photos.



Raghav - Sober look with his model showing a environmentally friendly water heater!!!

Rafikiel - explores her hidden talent in pottery.

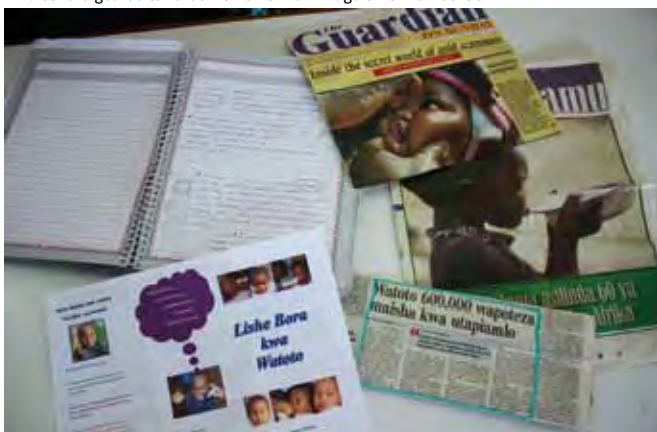


Ruth - "A Blackboard without chalk" - the hear felt message of Ruth about the strife of young girls in her village. An excellent CD creating awareness of the conditions of young women.



Emma - Dealing with her emotions!!! "Teenage Emotions"

Neema's sense of responsibility towards her community is translated in her product: "A brochure geared towards women of her village on Child Nutrition"



Judith - Taking her passion for poetry on an International level - "Teenage Matters"

Upendo - Our future designer presenting a fusion of western and African style!!!



OUTDOOR PURSUITS

Out door Pursuits goes from strength to strength

report **Michael Hooke** and **Theron Tate**

The future of outdoor pursuits looks very bright as we welcomed 38 new students into the program this year. These young students showed enthusiasm, strength and a great understanding of the teamwork necessary to succeed on the mountain. From Mount Meru to Mount Kilimanjaro and down to the Pares mountains you could find students from Arusha and Moshi taking to the trail. Our students also had the opportunity to take trips to West Kili and Ngorongoro Conservation Area as Mr. Hooke our Arusha OP coordinator led them on our first Bushcraft trips. A successful outing to Ndarakwai camp gave students some basic knowledge in Bush medicine, ecology, tracking and building fires.

This year we were unable to summit Uhuru peak as a snowstorm forced us to turn back at Kibo Hut. This didn't dampen the mood of our students who hiked 25 kilometres, with full packs, to get home. Congratulations to our students and chaperones for a great year of Outdoor Pursuits.



BUSH CRAFT

A new addition to the OP stable is the introduction of Bush crafts. This will serve to enhance students understanding of conservation, develop knowledge on eco-tourism, environmental and animal conservation and anti-poaching, as well as traditional bush-craft skills like fire lighting and cooking, tracking, local bush medicines and group dynamic leadership.

Our first 'Bush Craft' camp took place in 2012, on the slopes of West Kilimanjaro, Siha District. Students had the opportunity to go bush walking with guides and rangers, join a game drive, experience a Masai boma and observe animals and birds. Additionally students were able to practise and try out field first aid. All these experiences were recorded in their field logbooks.



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SPORTS

It was a bumper year for sports

says *Theron Tate*

This past year was a successful one for the student athletes of ISM. We got off to a great start with our Tanzanian International Athletics event in Arusha. Our two campuses competed as one team and impressed with a second place finish. In early December we welcomed 7 schools from the Kilimanjaro, Arusha and Dar regions to Moshi for Sports Weekend. From the Swim gala, to the Basketball tournaments, to the softball and rugby tournaments, over 400 student participants competed. ISM had a strong showing throughout the weekend as we won 6 tournaments and had over 130 students competing.

ISM's top performance of the 2011/12 sports year came in the pool though. During the St. Constantine's Tanzanian International swim gala a combined Moshi and Arusha team left the competition in their wake as they swam away with a convincing first place finish. Our P1 – D2 came together to show why, no matter how young or old, we are the Leopards!



ALL ABOUT OUR SPORTS

Our PE department and school have a central aim of providing a supportive and positive sporting culture within ISM. Every child has the opportunity to participate in sport at a level appropriate for the individual.

PE lessons have a game centred focus that utilizes games as a learning tool. The aim is to increase motivation and develop tactical and strategic thinking, sports specific skill and celebrate performance.



A BIG FAREWELL

This year sees us lose two members staff who have been with the school for a combined 46 years!

Rosemary Davidson has been at the Arusha campus since the early days in Haillie Selassie in town. Originally our P1 teacher, she moved to EC for a few years and then become our ESL teacher with a brief interlude of LAMDA as well. Every child who has joined our campus with little or no English has emerged from Rosemary's room several months later able to communicate fluently in English Language. It's like magic. Rosemary's contribution to the school has been enormous, not only through her teaching but also the wise, calm and unflappable creator of literally 100's of costumes for our school productions. The students she's ushered out onto the stage will never forget her input nor the hours dedicated to ensuring everyone gave a star performance. Oh my goodness what are we going to do without Rosemary? Thank you so much for being such a star yourself. Enjoy the UK and we'll see you soon won't we?



Sandra...you can't leave yells an old friend

Errr...excuse ME! Here comes **Sandra**! Sandra has a big voice and a matching big personality. She arrived in Moshi when the guardian weekly was used as toilet paper and if you wanted sodas you had to drive to the Kenya boarder. Moshi will never be quite the same without her energy and enthusiasm, and her cheerful: 'Oh Hello.' Sandra has become part of the furniture on Moshi campus and over many years of hard work she has played many different roles. Of course Sandra- the- Maths teacher is the most obvious, she is an accomplished teacher whose has touched the lives of many in her dedication to helping her students achieve their best at this sometimes difficult part of the curriculum. She has given confidence to many who have struggled with Mathematics and enabled them to achieve success. Sandra- the- CAS Coordinator is well known in the local community and this has helped her to run the programme so successfully, enriching the lives of our students and those they interact with. As the founder and lifelong member of the Flat Earth Society, climbing mountains is not Sandra's thing, but bush trips are, and over the years many students and teachers have had memorable experiences on one of Sandra's trips. Examinations Officer in the times of IGCSEs, Hard Labour organiser, Sandra-the- sports personality (especially netball and tennis), the school bank manager, the Christmas fair organiser, Sandra-on-stage, M4/5 coordinator...the list is never ending. Sandra has touched the lives of many and she will leave a deep void on Moshi Campus and she will be sorely missed. Thank You, and enjoy life at the beach.

Around the World in One Career.

*What a life. **Mirjam Berghuis** tells us about being an International teacher.*



"Hard to believe that at the end of this school year I'll have been teaching for 12 years. Some days I feel like I've been doing this forever, some days I feel like I just graduated and am only just beginning. It's an incredibly rewarding career that I absolutely love yet quite a roller-coaster ride at times.

I loved teaching in Canada; I didn't leave to escape. My husband, Andrew, and I wanted a nice two year adventure and then we were going to settle down, buy a house and maybe have a child or two. Well, we have the house (although my sister lives in it) and we have the two children but I'm not so sure many would consider us "settled".

That two year adventure turned into a four year stay in a beautiful country full of incredible people with amazing hearts. Yemen was our first home away from home. There we taught the AP (Advanced Placement) programme as well as a curriculum designed around the concept of Mastery Learning. Sana'a International School encouraged us to be creative in the classroom and try something new. Our director gave us "Get Out of Jail Free" cards during our first staff meeting explaining that if we weren't making mistakes, we probably weren't taking risks. A great philosophy but we both really wanted to work at an IB school so we started looking again.

Our next step found us in Freeport, The Bahamas. Two years at the beach sounded like a great idea. The country had dependable health care and was a short flight from Canada. It seemed ideal. We worked with a great staff and enjoyed the predictable weather and our new friends were lovely but the philosophy was slightly different. During our first staff meeting our jobs were compared to those of a brain surgeon and an air-traffic controller – no room for error then? Great. I found teaching Key Stages and IGCSE to be a bit stifling. The IB Diploma Programme though, was rigorous and seemed more authentic in its approach. We learned a lot but we knew we wanted more.

Both sets of grandparents were really hopeful that we'd give up this overseas lifestyle and come back North. It was tempting. We told ourselves, "If we don't get a job at a school we really like, we'll pack up and go back with incredible memories and experiences." Then we got a call. International School Moshi. Interesting. A school with great heritage well known internationally. Excellent. Great climate and the most amazing places to explore. Wonderful.

Enter the MYP. Of all the programmes followed so far, this one has grabbed me most. When teaching a language, you tend to have those standard units and themes you fall back on. How many of us sat through a unit on "Food" or "Travel" when in school? I teach those units. Thankfully, many of the units in the French programme are no longer simply lists of vocabulary words and a grammatical concept or two loosely tied together to form a "meaningful" unit. We ensure that curriculum content is authentic, useful and grounded in some practicality.

Looking back at where I started, I feel I've come a long way. I used to consider myself a bit of an expert on the Ontario Curriculum and its schools. I mean, I did teach there for three whole years at the ripe old age of 24 but the longer you do this, the more you realize you know so little. In reality, I don't have much of a clue anymore how things go back home. I'm out of touch with the system and the country; all my professional development has been geared towards learning new teaching methods not practiced in my old school.

So, what does a dozen years really add up to? 7 different types of curriculum to match the 7 houses we've lived in, roughly 700 student names to learn, 4 countries in 3 continents, 227 300 km flown to see family, countless new friends made and many friendships weakened by time and distance. My parents drop enormous hints about our return and my relationship with my extended family isn't as strong as it used to be. This job will do that.

Where do we go next? Do we give the 45th parallel another go? It's hard to say. I'm tired of packing boxes and selling appliances because we're moving to a different voltage system (again). I wish we had reliable internet and weren't separated by an 8 hour time difference. It would be nice to live in a home I own but then I might have to cut my own lawn. I've seen real poverty, experienced culture shock, have been a minority and have had to learn to do with less. It's been the best Professional Development money can buy. I love it.

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