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CREATIVITY
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2015
GRADUATION

ART
EXHIBITION

A DAY IN
THE LIFE OF AN
ARUSHA
IB STUDENT

PRIMARY
NEWS

PEACE & LOVE
VALENTINE'S
CONCERT

THE
POWER OF
Creativity

MEET OUR NEW HEAD OF ARUSHA CAMPUS



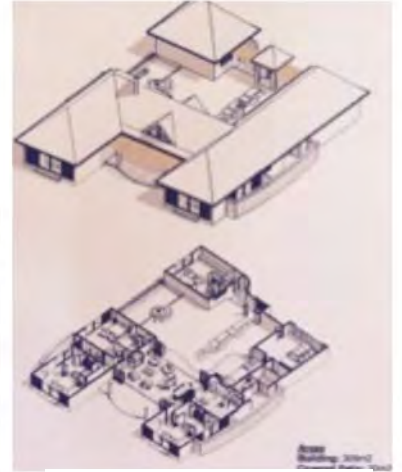
International
School Moshi

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On the cover: Scholarship student **SAMMOTA CHUNGU**

Photograph by **ELIZA DEACON** www.elizadeaconphotography.com



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Bob Horton and family

SUMMIT

African roots global reach
issue 18

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International
School Moshi



Jambo

Welcome to the May 2015 issue of the Summit Magazine, a wonderful tool that explores the wide range of events and activities that take place here on our Moshi and Arusha Campuses. I do hope that you will thoroughly enjoy all of the articles in this year's publication and that they will encourage you to build on your current connection with our school.

It is such a privilege to support the development of our two campuses that lie 90 km apart by road. Our vision to be the finest international school in East Africa is certainly challenging but since arriving here three years ago, I have seen so many people within our community striving to achieve this each and every day. This is a truly amazing community of students, parents, teachers and support staff and I believe that we all have so much of which to be proud in terms of the achievements that we have made together over the past few years.

During the past twelve months, our dedicated Board of Governors and Senior Management Team have worked closely with representatives from all of our stakeholders to create a five-year Strategic Plan that will act as a roadmap as we move forward. We have developed an Action Plan for each year of the plan, which is supported by both a Financial and Campus Development Plan. Creating these documents has been a significant task for us all but we are proud of our efforts and feel that the future growth and development of both campuses now benefits from detailed planning based on community input.

The most exciting initiative of the 2014/15 school year has been the opening of the International Baccalaureate (IB) Diploma Programme at the Arusha Campus. We are now delighted to be able to offer students aged 3-19 years a continuum of learning based on academic rigour, inquiry-based teaching and learning and the development of research skills. These are underpinned by the development of critical and creative thinking as well as a focus on collaboration and information technology. All three of the IB programmes are globally renowned and studying within our school leads students to be welcomed by many of the leading universities in the world.

Many other exciting initiatives are in the planning stage on both campuses and I look forward to announcing more about these during the 2015/16 school year! Wherever I am in the world, teachers and administrators come up to me and say how very fortunate I am to work in such an incredible school that really focuses on what it means to provide an international education. As you browse through this wonderful publication, I hope that you too will feel as proud as I do to be connected to this amazing seat of learning!

Karibuni!

Bob Horton
School Director

Meet our Student contributors.



CLEVANCE E. MBILINYI

FROM: Dar es Salaam.
POSSIBLE MAJOR: Electronic engineering.
ADVICE: At ISM, the work is hard but the teachers help to make it easier by ensuring we have lots of support. Plus we have quite a bit of fun along the way.



ANGEL NGULUMBI

FROM: Dar es Salaam.
POSSIBLE MAJOR: Computer Science.
ADVICE: ISM is an adventure that comes once in a life-time. If you have a passion or ambition to reach a goal this is the place that will help you get there.



VERONICA LUKANGA

FROM: Mwanza
POSSIBLE MAJOR: Chemical engineering, Economics
HOBBY: Reading novels, watching cartoons, studying.
ADVICE: Meet new friends, have fun and socialize but never forget your purpose at ISM-is to study and work hard.



MOHAMED MNETE

FROM: Dar es Salaam.
POSSIBLE MAJOR: Mechanical engineering.
ADVICE: ISM educates us really well; not only facts, but also by training our minds to think. It's a once in a lifetime opportunity so make the most of it!



RUKHSAR NANJI

FROM: Arusha.
POSSIBLE MAJOR: Law or accounting.
ADVICE: The relationships that students form with teachers, are the kind of bonds that ensure any concerns are met with a warm reception



FAIZA M SOMJI

FROM: Arusha
POSSIBLE MAJOR: Business Administration.
ADVICE: Don't be afraid to approach anybody with anything because everyone is ready to welcome you with open arms.



GLORIA KITESHO

FROM: Arusha
POSSIBLE MAJOR: Intellectual Property Law.
ADVICE: Being here is so motivating I'm really enjoying it. Make sure you do too.



THIS MAY 2015 GRADUATION CEREMONY

on **Moshi campus**, saw us send off our diploma graduates to higher education all over the world. Our whole community celebrated this important and moving day. We were especially excited to welcome Dr Siva Kumari Director General of the IB who delivered a motivating and high profile speech. To find out more about the IB visit their website www.ibo.org





IN ADDITION TO INTRODUCING EACH GRADUATE INDIVIDUALLY AT THE CEREMONY, WE WERE ALSO PLEASED TO PRESENT FOUR AWARDS TO STUDENTS WHO HAVE STOOD OUT IN VARIOUS WAYS.



↑ **TWAN DUINMAIJER** was presented with the Award for Outstanding Academic Progress.



← **JASPER KAJIRU** won the Award for Academic Achievement.

↓ **SAMMOTA CHUNGU** won the Chibber Award which is presented for loyalty to the School, promotion of the School's best interests, and above all, an active concern for others both within and outside the School,



↓ **KOMAL MUDHER** was presented with the AISA Award for Excellence from the Association of International Schools in Africa which is given to a student who promotes a school environment characterised by a sense of friendliness and community, who demonstrates by example the concept of service to the human family, who actively seeks to understand and appreciate other cultures and who embraces a world view celebrating human unity and diversity was presented.





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- Media & Communications
- International Business
- Neuroscience & Psychology

19 920 books and DVD audio
9 841 non-fiction
9 145 fiction

6428

Number of library books borrowed in 9 months on Arusha campus

716



No of times the school bell rings on Arusha campus in a year

\$3.7
MILLION

Amount of money given in University scholarships to our students over the last 5 years

GOLD MEDAL WIN FOR ARUSHA STUDENT AT CANA ANGOLA!

Congratulations to **Jojo Oosterhuis** who won a gold medal for her performance in the 50 metre breast stroke earlier this year whilst competing at the 2015 National CANA Swim Championship tournament held in Angola. JoJo has put an enormous amount of time energy and dedication into her training and we are all pleased and proud that she did so well. Jojo was competing against swimmers from ten African countries!!

ARUSHA SWIM CLUB

The Arusha swim club has gone from strength to strength culminating in a swimming tournament earlier in the year led by coach **Sebastien Maeder**. A big thanks to all those parents who have put so much time into making the club a success as well as Sebastien our fantastic coach!

ORIGAMI CLUB MOSHI

On Moshi this year Larry Anton organized an Origami club much to everyone's delight! Here they are wearing their hand made Samuri Helmets. Thank you so much to Mie Oizumi and Saki Saiki for all their help.



RICK REPORTS

Rick Fitzpatrick our DP co-ordinator recently participated in the global Diploma Coordination meetings in The Hague as the representative from the Africa, Europe and Middle East region.

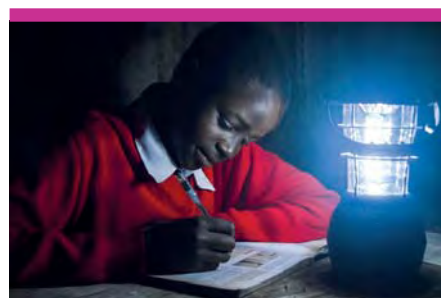
"A comprehensive top-down global review of the DP is underway and the professionalism of the process is apparent. This typifies the first-rate systems that embody the IB and make it the 'gold star' of secondary education. There has been a steady 5-6% growth per year in new IB World schools over the past five years; this together with an average global pass rate of 79%, highlights the consistent marking quality and the tight systems in place for the IB exam process."

Besides its exceptional team of officials, the IBO has an array of commendable evolving and dynamic systems to ensure quality and a bright future putting it securely on the right path, to uphold its idealistic vision". To find out more visit (<http://www.ibo.org/en/about-the-ib/mission/>)

INTERNATIONAL FUN DAY AND FESTIVAL

This year both campuses held International events. On the Moshi the PA organized an International fun day, which was a roaring success. Whilst on Arusha the annual International Festival featured an incredible twenty two acts on stage. All money raised will be

used by the PA on projects around the campus and in the classrooms. Many thanks to all those parents and students who participated.



SOLAR LIGHT PROJECT

One of our D2 Moshi students, **Valentina**, initiated her own project to raise funds to purchase solar lamps for school children. Recently, as a result of her efforts, many solar lamps were distributed to children at Orkeeswa School. These incredible new solar lights have given students the chance to study even after dark, something they are extremely appreciative of.

"Now I can go home and help my mother make dinner and still be able to study. The new solar light lasts for a long time so I am able to study as long as I want, which is good because we have exams coming up." **Husna**, Form 1



ISM MOSHI BROWNIES AND GUIDES IN ACTION

During the second quarter of the school year the Brownies and Guides of ISM Moshi campus joined together for a community service initiative to benefit the children of the Day Care Centre on the Moshi Campus. They collected small gifts of toys, books, stationary, toiletries, sweets and clothes from our school community in order to fill 'bags of love' that would be presented to each child at the Day Care Centre. Many of these children have parents that work at our school and in the local area and are very much a part of our community. The Brownies and Guides were very grateful for the added support of P5/6 who ran a series of stalls where students could swap items as part of their action during their unit of inquiry. The result was that 38 very happy children went home from school with a huge bag of presents carefully chosen and packed for them by our brownies with a personal note inside to each child.





ALISON MOLLEL FROM ARUSHA CAMPUS UPDATES US ON

THE CIS ACCREDITATION PROCESS.

CIS ACCREDITATION - WHAT DOES IT MEAN FOR THE ISM COMMUNITY?

As a teacher at ISM Arusha Campus and also a mother of two children who attend the school, it is extremely important to me that ISM is accredited by CIS (Council of International Schools). I would not have come to work here, or wanted my children to be educated at a school that did not have CIS accreditation.

WHAT IS THE COUNCIL OF INTERNATIONAL SCHOOLS?

The Council of International Schools (CIS) is a non-profit organization that provides services to schools worldwide. These schools have the following in common:

- a desire to provide students with the knowledge, skills and abilities to pursue their lives as global citizens
- a commitment to high quality education

THE CIS ACCREDITATION AND EVALUATION PROCESS

ISM received its initial CIS accreditation in 1986. This involved the school completing a report in which it rated itself against rigorous criteria. A visiting team from CIS then came to the school

to assess whether or not ISM had rated itself correctly. It had, and ISM became part of the prestigious international CIS community. ISM was given commendations for its successes and recommendations for areas, which the CIS visitors felt could be improved further.

Every five years since then, ISM (as is required of all CIS schools) has submitted a report detailing the work that has been done to address the recommendations from the previous CIS visit, backed with evidence. A visit from members of the CIS has followed these reports. Every 10 years CIS schools need to do a more thorough and comprehensive self-study, looking at all areas of the school including guiding statements, governance and leadership, finances and, of course, teaching and learning. This self-study takes place over approx. 18 months and involves all teachers, school employees, parents and students.

ISM is currently in the midst of its fourth ten-year self-study. I feel privileged to part it, as a teacher and parent. To see the work that has been done based on the last CIS report's recommendations. To see the areas of great strength here at ISM and see the evidence to support this. To be part of the groups reflecting on areas we feel we could further enhance. To be part of the ISM community that is committed, eager and enthusiastic about developing those areas to ensure that ISM is offering a world-class education to its students and is recognized as the finest international school in East Africa.

For further information about CIS, please visit their website: www.cois.org

INSTAGRAM

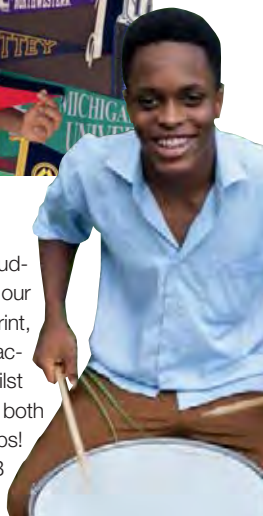


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LUCKY ARUSHA BROTHERS!

Lucky and **Tim Yona** both studied for their IB Diploma on our Moshi campus. As we go to print, Tim has just had confirmed his acceptance to Penn University whilst Lucky entered Yale in 2014 and both were lucky to get scholarships! Well done both, a family of IB DP achievers!



A WARM WELCOME...

To the two new scholarships students, chosen earlier this year to join Moshi D1 in August 2015. **Angel Msharo** comes to us from St. Francis School, Mbeya and **Elias Kalembo** from Feza Boys School Dar es Salaam.



PERSONAL PROJECT EVENING ARUSHA

This year for the first time the personal project celebration in Arusha took place at an outside venue. Students, their families and guests spent an evening at the Mount Meru Hotel celebrating their projects and the hard work that went into their final presentations.



MARATHON 2015



Team ISM had over 140 members in the various events of the Kilimanjaro Marathon. Congratulations to all the primary boarders who did the 5km Fun Run, to the many others who participated in Fun Run, and the 21km half marathon. Special congratulations to our three Team members in the full 42km race, **Simon Mtuy** and D2 students **Frieke de Raadt** and **Farhan Kanani**.

Thanks to the group of ISM students who managed the water stand at km 36 [km 15 for the half marathon) and who were up and working from 6am to noon to support the event.



WELCOME *Philip*

A BIG KARIBU TO OUR NEW HEAD OF ARUSHA CAMPUS PHILIP BOWEN WHO WE INTERVIEWED EARLIER THIS YEAR

WE'RE EXCITED TO WELCOME YOU TO THE ARUSHA CAMPUS. TELL US A BIT ABOUT YOURSELF?

I am 45 years old and I have lived in East or Southern Africa for most of my life, being lucky enough to have worked in several schools in the region. I say 'lucky' because in a school much of your job is chatting to people of every age, laughing with them, learning new things and being amazed at what people can do if given the chance. I enjoy doing all of the above and so end up loving every minute of my day. I am currently the Primary Principal and Deputy Head of the International School of Lusaka where I have spent 11 wonderful years. Zambia is a terrific place and I have been fortunate to have lived there for so long. However my family and I decided that a change would be good for everyone and when an opportunity as attractive as ISMAC came along, our minds were made up. I have a variety of interests – some hopelessly flawed (a passion for Land Rovers), others, which should have been abandoned by now (a love of playing football), and some, which are probably acceptable (exploring the outdoors and photography).

AND YOUR FAMILY?

My wife, Amanda, will be teaching in the Primary School and she has over 15 years of experience of teaching in international schools. She comes from Manchester but we met in Uganda when we were both teaching there. We were married in Zanzibar Cathedral before the arrival of Gabriella (now 9) and Jessica (now 7). Both girls were born in Zambia and have lived there all of their lives.

A LITTLE BIRDY TOLD THE SUMMIT THAT YOU SPEAK FLUENT SWAHILI AND THAT YOU WERE BORN IN TANZANIA! WOW TELL US MORE.

Goodness! My Swahili is certainly NOT fluent. My mum and dad are appalled at the standard of my Swahili so I am sure I have nothing there of which to be proud. A personal goal for all four Bowens will be to improve our Swahili! Indeed I was born in Dodoma and furthermore I was a pupil at Arusha School for a few of my Primary years. I was a notorious truant and most of my days were spent exploring the river just below the Arusha Hotel. I think that is where my interest in zoology first materialized.

WHAT DREW YOU TO BEING INVOLVED WITH THE IB PROGRAMMES AND WHY?

Unfortunately, the week that we have chosen to conduct this interview has been a disastrous week in terms of worldwide human relationships. In Africa alone there seem to be so many unhappy people who are resorting to violence in search of a solution to their discontentment. If the protagonists of today's conflicts had had the benefit of an IB education, I am certain that they would find themselves equipped with the skills to resolve their differences more successfully. Generally however, an IB Education is only affordable to the minority. However, there is so much that our IB students can do in terms of action and service in the community. I am delighted to see that ISM has a history of this collaboration. It's a collaboration I am keen to help perpetuate.

WHAT ARE YOU LOOKING FORWARD TO MOST ABOUT BEING HEAD OF ISM ARUSHA CAMPUS?

You have a special thing here at ISM and I was overwhelmed on the very first day I walked onto the campus. I am looking forward to joining a strong team of educationalists, young learners and supportive parents. I think my predecessors have done a splendid job and I hope I can fulfill the expectations of everyone in taking ISMAC to the next stage of our journey.

SO WHERE HAVE YOU GAINED YOUR INTERNATIONAL TEACHING PRACTISE?

I have had a chequered teaching career in terms of whom and what I have taught. I qualified as an IB Diploma Biology teacher and ended up as a Primary PE and Visual Art teacher before my first Administrative role. Apart from teaching in the UK, I have also taught in Uganda, Zanzibar, Malawi and Zambia. I can honestly say I have loved every one of those schools and leaving them has been very difficult.

WHAT ARE THE SIGNIFICANT CHANGES YOU'VE SEEN IN EDUCATION SINCE YOU STARTED TEACHING?

From a philosophical view it has to be the change in student empowerment in the learning process. We still see some schools now that tell their students what they must learn. In contrast,





an IB school promotes independent inquiry and develops the skills that a young person needs to learn and continue learning for themselves throughout their lifetimes. I think to sum it up, we used to strive to equip our students with a given amount of knowledge and this was measured in a final exam. Once the student had passed this exam, they were on their own. I was a product of that type of education system. I think now, all stakeholders in a student's education realize that we have a joint responsibility to prepare our young people with the skills to continue to learn long after leaving formal education and to solve the problems that face the planet today.

AND THE FUTURE?

I read an article recently, which described Arusha as the Hague of Africa. If the city of Arusha burns a beacon of hope for fairness on this continent, wouldn't it be great if the characters who eventually paved the way for permanent conflict resolution were ISMAC graduates?

FINALLY

I have visited ISM twice in the past six months and have been made to feel exceptionally welcome both times. Being invited to be a part of the school is extremely flattering. Thank you to everyone who has welcomed me and all of the other new teachers, and administrators to the Arusha Campus.



Philip on his way to Arusha School just below the Arusha Hotel in 1977

***“The IB Diploma
on Arusha Campus has
got off to a great start, and
we are looking forward to
welcoming a large D1 class
in the new academic
year of 2015/16”***

Shannon Howlett IB DP Co-ordinator
Arusha Campus.



BENEFITS OF THE IB:

As a result of their time in the IB, students develop:

- time management skills and a strong sense of self-motivation
- a keen interest in civic engagement
- notable academic ability
- strong research and writing skills
- critical thinking abilities
- an international outlook.

Research suggests, that IB students are more likely than their peers to complete their undergraduate degrees and pursue graduate work; and that they are more likely to be engaged in various aspects of university life.

According to the research, IB students are strong on:

- student leadership activities
- working with university faculty on research projects
- finding opportunities to study in other countries
- tutoring other students
- taking part in voluntary and community service
- completing internships.

<http://www.ibo.org/en/benefits/benefits-for-universities/>



DIPLOMA UPDATE ARUSHA

It's Extended Essay Time!

It's that time of year when IB Diploma students throughout the world embark upon their journey through their Extended Essay. A 4000-word research essay, the Extended Essay or EE is well regarded as excellent preparation for the expectations of post-secondary programs. It allows students to pursue a personal research topic of their own choice while developing high level research and writing skills, intellectual discovery and creativity.

On Arusha campus, the library is quickly becoming a hub of activity as research is well underway and students are mapping out their essay plans. Diploma students have proposed an impressive collection of EE research questions that demonstrate a diverse range of interests and intellectual curiosity. Over the next few months, students will be exploring and analyzing topics such as;

- The role of superstition in Tanzanian societies
- How movements in Art have inspired 21st century fashion trends
- Factors that have contributed to the Iranian Revolution
- Agricultural practices in Tanzania and the development of sustainable agriculture.
- Corruption in professional sport
- The Human Pursuit towards a Utopic Society
- How weapons manufacturers profit from conflict in Sub-Saharan Africa



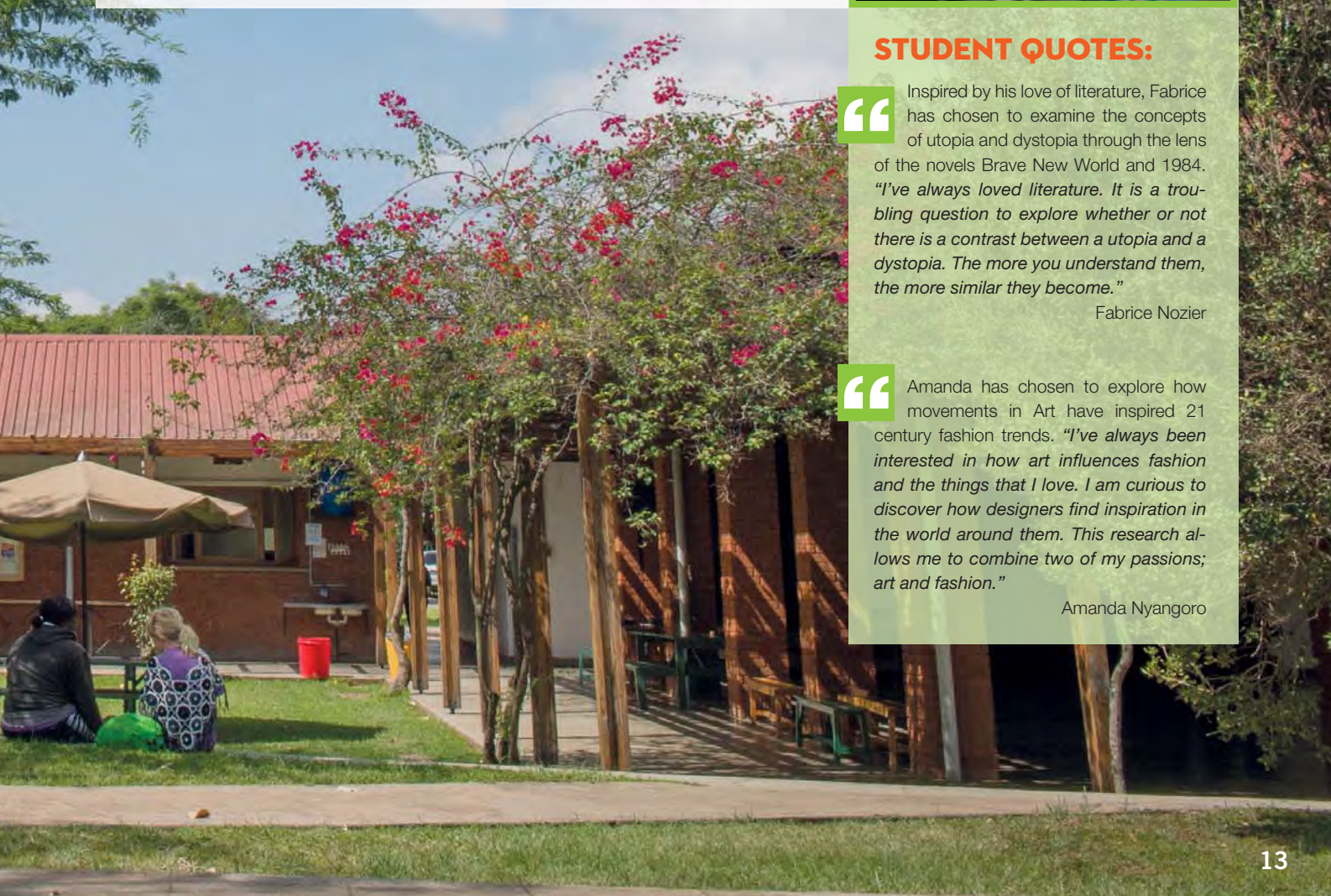
STUDENT QUOTES:

“ Inspired by his love of literature, Fabrice has chosen to examine the concepts of utopia and dystopia through the lens of the novels *Brave New World* and *1984*. *“I've always loved literature. It is a troubling question to explore whether or not there is a contrast between a utopia and a dystopia. The more you understand them, the more similar they become.”*

Fabrice Nozier

“ Amanda has chosen to explore how movements in Art have inspired 21 century fashion trends. *“I've always been interested in how art influences fashion and the things that I love. I am curious to discover how designers find inspiration in the world around them. This research allows me to combine two of my passions; art and fashion.”*

Amanda Nyangoro





Focus on CAS!

THE NATURE OF CREATIVITY, ACTION, SERVICE

Creativity, Action, Service (CAS) is at the heart of the Diploma Programme and also at the heart of ISM's mission and educational philosophy. It is one of the three essential elements in every DP student's experience. Involving students in a range of activities alongside their academic studies throughout their final two years of school, the CAS program provides students with a counterbalance to their academics.

CAS enables students to enhance their personal and interpersonal development through experiential learning. A good CAS experience should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but CAS activities should include experiences that are profound and life-changing.

STUDENT LED PROJECTS

There is some excitement in developing a CAS program for the first time. Under the umbrella of Service, students are challenged to consider the needs of their communities and ways in which they may take affect positive change. In taking on Action experiences, students have been re-evaluating their participation in sport and physical activity and exploring ways to add elements of goal setting and personal challenge. In the first year of our Diploma Program, our students have embraced the CAS program wholeheartedly, committing themselves to an impressive range of projects.

“My goal in being part of the council was to really learn how to work collaboratively with others. Given the fact that I know that I tend to like to work alone, I thought it would be really worthwhile to learn how adapt to working in a team effectively.” Amanda - Student Council President

“The main thing that I learned from this activity is appreciation. I realized how we don't really appreciate what we are given. How we are so lucky to have enough food and a good education.” Rukshar



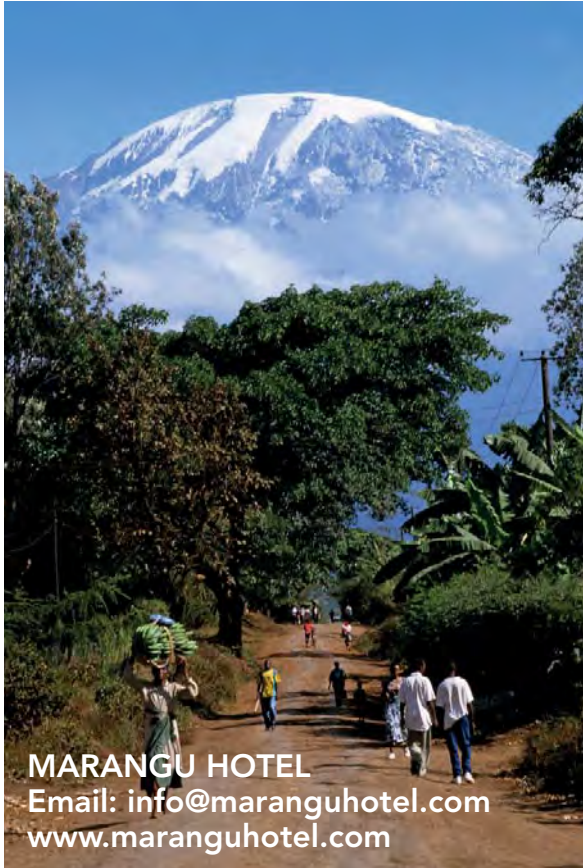
“I was able to experience how other people live, what teachers do and to teach the kids. This experience made me feel very helpful, like I was returning something to society for what it has given me”. Gloria Rukhsar and Gloria taught English and Math to underprivileged children and orphans at Aston Vision Orphanage.

“Teaching the Orkeeswa girls how to swim was an amazing experience as, in the beginning the girls were nervous to get in the pool. By the end of the activity, they were excited to get in the pool. I feel this has been quite a successful activity as the girls I taught had never been swimming before and they learned quite a lot.” Faiza - Participant in the Orkeeswa Cultural Exchange CCA



“Participation in service helps to develop students who are more caring, open-minded, reflective and mature. Students tend to be motivated to serve more by “affective” or altruistic reasons than by practical ones, such as improving one's resume.

(Billig 2013)



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A NEW CAS PROJECT ON MOSHI HAS REALLY TAKEN OFF

reports **Ingrid Chavez** Moshi campus CAS Coordinator

Early on Saturday mornings a growing group of dedicated ISM Moshi students takes part in a student-initiated service-learning activity. The students, who proudly call themselves the **MAD (Make A Difference) Tutors** have designed a program to provide English lessons, individual tutoring, mentorship, and companionship to local children. The group began as a small group of six students and has now grown to over 26 ISM Moshi students and 60 local children.

The program recently expanded by reaching out to children living in the Njoro District. These children are between the ages of eight and fifteen and have spent a good part of their childhood collecting trash from the dump to provide income for their families. The goal of our program is to provide tutoring, coaching, and companionship for these young people through a partnership with their rugby team.



According to **Revo Tesha**, a D1 student,

“the program is about companionship and learning about one another. I am glad to be a part of the CAS and look forward to many other days with the kids. I know I will learn just as much from them as they will learn from me.”

Revo, wanted to reach out to the kids because he realized how rewarding it is to give back and to reach out, initiated the activity. He states “it gave me the feeling that whatever knowledge we gain, we should share with others. Not everyone has the chance to get an education like ours.” Veronica Lukanga, an ISM D1 student, reports, “At first, I thought it would be just a regular service activity, but by the end of the day, I realized it was much more. It is all about dedication and getting to know the kids.”



Alma Caspary and Zainab Madan, M1 students TELL US ABOUT THEIR CURRICULUM TRIP



"Walking to the lake was fun"

SO GIRLS TELL US A BIT ABOUT YOUR TRIP.

The M1's went on a three-day trip to Tarosero Camp, Lake Manyara in February. The classes from both campuses joined together and for the duration of the trip were divided up into four person clans. We all thought this was pretty cool. There were loads of activities and projects planned for us, as well as some free time.

SO WHAT DID YOU DO IN YOUR CLANS AND WHAT WAS THE WHOLE POINT BEHIND THE EXERCISE?

The aim was to try to re-create the experience of being 'Early Man'. We created shelters to fit two people, something to carry a very heavy rock in and a container that could hold 2 litres of water. We created all these things using only sisal poles, canvas, string and rubber just like early man, except that early man would not have had access to some of these things. We worked very hard in our clans in the burning sun by the lake which we visited as well.

HOW DID YOU FEEL ABOUT THE EXPERIENCE?

This was an awesome experience and activity and we learned a lot. Here are some comments made by our fellow students during the two days.

"I enjoyed working in clans"

"I loved playing football"



"The environment was very nice"



OUR TRIP TIME TABLE

Day 1:

- Arrive
- Lunch
- Pitch Tents, Set up Camp
- Form Clans
- Snack
- Introduction to Tasks
- Clan Identity Work
- Clan Code
- Dinner and Clean up
- Clan Presentations Around the Fire
- Get Ready for Bed
- In Tents and Quiet

Day 2:

- Breakfast and Wash up
- Introduction to Main Tasks
- Leave Camp for Lakeshore
- Scavenger Hunt
- Snack in Woodlands
- Work in Clans on Tasks
- Lunch
- Complete Presentations and Assess Tasks
- Return to Camp and Free Time
- Quiet Time Reflect on Collaborative Work
- Early Art Technology
- Clan Identity Development
- Dinner
- Clan Presentations Evaluation and Learner Profile Nominations
- Get Ready for Bed
- In Tents and Quiet

Day 3:

- Breakfast
- Pack up
- Trip Evaluation and Learner Profile Awards
- Snack
- Depart
- Arrive at Arusha Campus – Lunch
- Moshi Students Depart for Moshi

ABOUT THE CLANS

We had certain things to accomplish in our clans such as we had to have a clan name, a symbol and a chant. Every group created a unique name, chant and symbol. The names and chants were:

THE MOCKING JAYS

Gliding through the wind as soft as a whisper
We mock you all day because we are the Mocking Jays.

THE EVOLUTIONARY BOSSES

People changing,
Evolution happening,
Technology happening,
Evolution is awesome.

THE WILD ONES

We're wild we're wild we can see through
people graves,
We're mighty and we're feisty,
We are the wild ones.

WOLF PACK

One person: We are the wolves!
Everyone: We are the wolves!
One person: we believe in the Moon!
Everyone: we believe in the Moon!
One person: we stand up for each other!
Everyone: we stand up for each other!

THE ECLIPSE

When the sun goes behind the moon it's
called the eclipse,
Grey and orange is what we see,
Through the light are dark we're the strongest,
The light shines brighter in the darkness.

THE LIGHTNING BOLTS

We are the bolts, we are the lightning, and we
have the power to make you frightened
We can beat you any day because we are the
Lightning Bolts!

WE WERE PRIVILEGED TO HAVE **DR SIVA KUMARI,** DIRECTOR GENERAL OF THE INTERNATIONAL BACCALAUREATE ORGANIZATION ATTEND OUR 2015 GRADUATION CEREMONY. THE SUMMIT WAS ALSO ABLE TO INTERVIEW HER WHILST SHE WAS IN TANZANIA.

WHAT ARE YOUR FIRST IMPRESSIONS OF TANZANIA?

Tanzania is a beautiful land. I've been here a couple of times in 2003 and 2004 as I hiked Kilimanjaro and started the hike in the towns of both Moshi and Arusha. The guides on the climb told me about life in Tanzania from their perspective so I have that view. You can read more about my experience at <http://news.rice.edu/2006/02/02/climb-every-mountain/>. I've also seen all the big parks and so I can say with some confidence that it is indeed some of the most magnificent landscape that I've seen and the people I encountered were equally beautiful in spirit. Between the parks, I got a sneak peak of some other parts of Tanzania.

WHERE WERE YOU EDUCATED AND IN WHAT SYSTEM? WHAT DID YOUR SCHOOLING LOOK LIKE?

I was educated in the South of India through my Bachelors and then I completed my Masters and Doctorate in the USA. My schooling was traditional and I can't say that I would want to go through it again. Which is why the IB philosophy appeals to me greatly. Mine was about memorization and regurgitation. I can't say that I understood half of what I was taught. It did teach me discipline though.

YOUR TALK TO OUR GRADUATING STUDENTS WAS ON...

I talked about milestones – because graduation day is all about celebrating a number of them. The first great milestone is that of the International School Moshi itself, established in 1969, a mere year after the IB was founded and the very first International Baccalaureate School in Africa authorized in 1977. The second milestone is that this is the school's 40th graduation ceremony and this year's graduates are joining over a thousand previous ISM graduates, many of whom have gone on to make notable achievements in the outside world. But milestones mark a road already travelled and your graduates will discover and travel their own road. I want them to be proud of being members of the ISM and IB family knowing that we all share a common humanity, transcending borders, cultures, religion and politics. And of course, as you so generously gave me this time with the students, I couldn't resist giving the graduating class some of my own personal experience and philosophy!

THE IB DIPLOMA GRADUATION REPRESENTS THE CULMINATION OF AN IB JOURNEY AT ISM. WHAT DO YOU HOPE A SUCCESSFUL GRADUATE HAS LEARNED FROM THIS JOURNEY?

I'm glad that you call it a journey, as indeed the path that a student travels up to their graduation is the most important one as it sets them up for their future. But along that path I am confident that ISM students will have developed the ability to understand and manage the complexities of the world they will enter as well-prepared young adults with the skills and attitudes they need to make their mark on the world. Their time at ISM will have given them the ability to work on their own, to think independently, do their own research and reach their own conclusions. These are skills that are invaluable and will remain with them throughout their lives. Most of all, it seems that ISM will have prepared them to interact effectively with many cultures.

THE IB PROGRAMMES REMAIN INACCESSIBLE FOR MOST CHILDREN, ESPECIALLY IN THIS PART OF THE WORLD. WHAT ROLE IF ANY HAS THE IB IN PROMOTING IB IDEALS AND INTERNATIONAL-MINDEDNESS WITHIN NATIONAL AND OTHER EDUCATION SYSTEMS?

The IB is well known for working with governments on projects that can help raise the standards of local education. In Ecuador, for example, we have a project supported by President Correa and his government with 147 public sector schools authorized and a further 250 in the process of authorization. This has required training at IB workshops of over 7,000 teachers, coordinators and heads of school. Another example is the development of a dual language Diploma supported by the Ministry of Education in Japan and their plan to increase the number of IB programmes in Japan to 200 by 2018. In Chicago, the IB has been a key part of the Mayor's strategy to improve public schools in the city. Over 35 schools currently have one or more IB programmes and a further 20 schools are in the process of authorization. With all these projects we place a great importance on having a research element to track the success of the project. In Chicago, research has confirmed that Diploma Programme students in the city were 40 % more likely to attend a four-year college and had significantly higher college persistence rates. As to this part of the world, we try to do our best and I hope one day our efforts will pay off so that many more students can access the IB curriculum. I very much hope that the IB is encouraged and supported by local governments who want to generate world-ready students.

THE IB HAS MADE SIGNIFICANT EFFORTS TO ENGAGE WITH GOVERNMENTS WORLDWIDE TO ENSURE THAT IB PROGRAMMES ARE RECOGNIZED, INCLUDING TANZANIA. TO WHAT EXTENT HAVE THESE DISCUSSIONS INFLUENCED THE NATURE OF THE PROGRAMMES?

We place enormous importance on ensuring that the efforts of our students as they complete an IB programme are fully recognised by governments and universities. In Africa over the last years we have held high-level meetings with officials in Botswana, Ghana, Namibia, Ethiopia, South Africa, Côte d'Ivoire, Zambia, Cameroon and Nigeria. So as you can see, we are continuously in discussion with educational leaders who have influence in this part of the world. Schools themselves and the regional associations also have an important part to play in strengthening links with their local governments. However, for the benefit of all, it is important that the IB remains independent from any outside authority so that we can continue to develop curricula that are fit for the world in which our students will be living. We want to ensure that the IB is the IB for all of our students worldwide. That balance makes life in the IB exciting and challenging. It's a balance between what we need to learn from our schools worldwide and what we need to keep constant.





WHAT CHANGES DO YOU PREDICT IN EDUCATION OVER THE NEXT 10 YEARS?

I generally don't like predictions but let me give it a try. It is clear with emerging world issues both in socio-political and economic terms, now more than ever, education needs to develop students who can be truly international in their capabilities and can address the challenges and opportunities presented by an increasingly interconnected world, yet they need to learn how to create an individual viewpoint in the midst of an information tsunami. I firmly believe that education will continue to be delivered through schools, although the nature of those schools and teaching will gradually change. How students get information and how they present learning to be assessed will surely change.

AND THE STRATEGIC FOCUS FOR THE IB? WHAT HAVE BEEN SOME MAJOR SHIFTS IN THINKING WITHIN THE IB IN RECENT YEARS?

The IB has undergone significant structural change over the last years but what has not changed is the desire to create an IB education that inspires and enables exemplary teaching, learning and assessment, in line with the mission and values of the IB. That means that we will continue to review, and when necessary adapt, our programmes and look at how we assess students in a manner that is best suited for today's students. Another area of focus is providing schools with the digital content they require so that teaching and learning can be facilitated in a teacher-friendly format. Our premise is 'digital first' but schools will be able to use interactive digital content or more static PDF documents, depending on their technical infrastructure.

More and more universities and employers are recognizing the importance of skills and attitudes, in addition to knowledge and understanding. They are looking for evidence of these skills and attitudes in student credentials, at interviews and during employment. In order to ensure IB students are fully prepared, we will research and develop ways of iden-

tifying, recording, evaluating and promoting the growth of the skills and attitudes that are fostered in IB students. This will involve exploring new ways of thinking about the competencies young people need for their successful development at school and for the future. We will also consult with universities and employers in order to understand how we should monitor and evaluate student competencies in a manner that provides transparency for a university or employer and clarity and encouragement for the student.

THE IB HAS ALWAYS SOUGHT THE INPUT OF TEACHERS. HOW IS THIS BALANCED WITH TAKING ON BOARD NEW RESEARCH FINDINGS AND ALTERNATIVE APPROACHES TO TEACHING AND LEARNING?

From the very beginning, it has been educators who have been the source of great wisdom in developing the IB's programmes. However, we have also always sought input not only from teachers but from the leading thought leaders in the educational world, wherever they might be. As a well established and highly respected organization, we are privileged in being able to interact with some of the greatest innovators in our field. We are committed to including input for future development of our programmes not only from a wide spectrum of the educational community but also from many areas of society including industry and hopefully from our current and former students as well.

The Summit thanks Dr. Kumari for providing such thoughtful answers to our interview questions.



Pictures by Eliza Deacon www.elizadeaconphotography.com



Gibb's Farm

TANZANIA

Voted runner up in Conde Nast Readers Choice Award's for Best Hotel in Africa 2013 and 2014, Gibb's Farm is located on the forested outside slopes of the Ngorongoro Crater in Northern Tanzania, overlooking the centuries-old Great Rift Valley, and is an excellent base from which to explore Ngorongoro Crater and Lake Manyara (*which can be done as easy day trips from the farm*).

Gibb's Farm is a working Tanzanian coffee farm, established in the late 1920s and refurbished as a warm, rustic luxury lodge. From well-appointed cottages overlooking the magnificent gardens, guests can relax and savour the tranquil environment. Gibb's Farm imparts a sense of well-being, tranquillity and history – deeply rooted in East African culture and community – a welcome retreat for a few days' respite while on safari or for an extended vacation or honeymoon getaway.

The 17 cottages each feature a unique theme, richly appointed with eucalyptus floors and hand-crafted furniture. Two cottages with a common living area and two bedrooms with en-suite bathrooms are available for families or couples travelling together. Inside, beautiful architectural details, such as the farmhouse's original wooden beams, and colourful artwork reflecting the inspirations of local African artists greet you. Outside, the farm's organic vegetable and terraced flower gardens provide a wonderful setting for afternoon tea or a quiet walk to impart a sense of contentment and well-being.

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ROLE PLAYING IN ARUSHA EC

Acting plays a main role in the Early Childhood class room. In the role-play corner during free time or on the playground, students enjoy to pretend to be someone else. They dress up or use material symbolically to turn themselves into for example a lion, princess or doctor. Role play is an important part of their personal and social development and it enables them to develop their creative thinking. Using the stage as a platform for assemblies gives an opportunity to those who feel ready for it, to perform in front of an audience and practice a role in a more structured way.



EC MOSHI CAMPUS Annalee Horton reports

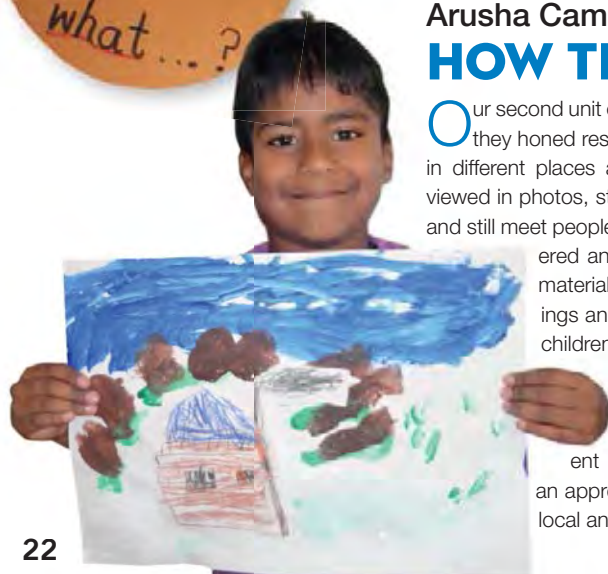
The EC class on Moshi campus is currently focusing on a unit about story telling. The central idea is 'We can tell stories in many different ways.' The children have discovered a variety of ways of telling stories including acting them out on our classroom stage, singing stories such as 'There was a princess long ago,' using puppets to tell stories, using a felt story board and writing their own stories using their sticker pictures as a prompt. The children have had a wonderful time retelling traditional stories such as Goldilocks and the three bears, Little Red Riding Hood, The Three Billy Goats Gruff and The Three Little Pigs in a variety of ways. They also compared the settings, characters and plot of each story and found out what makes a good story. They are now ready for their summative assessment which will involve either retelling their favourite story or making up their own and choosing how they would like to present to the class. It has been a very rich literacy based unit with opportunities for children to be creative, communicators and risk takers.



Arusha Campus P1

HOW THE WORLD WORKS

Our second unit of inquiry opened the door of discovery for P1 students as they honed research skills to learn about how people make their homes in different places and in different ways. By comparing their own homes viewed in photos, students quickly recognized that homes can look different and still meet people's needs. During our class visit to Olasiti village, we gathered and recorded valuable information about the features and materials used to construct the houses we observed. Wonderings and conversations during learning experiences enabled the children to develop their understanding of how resources, culture and environmental factors contribute to the differences of people's homes. Students reported on a house of their choice along with a mixed media art piece to present to our class. Throughout this unit, students developed an appreciation for the diversity of people and their homes, both local and around the world.





P1 & P2 STUDENTS AT ISM MOSHI ARE AUTHORS!

Says Larry Anton.

One of the highlights of the year in our class was our Author's Tea. The children got a chance to dress up and invite their families to our classroom for tea, treats, and stories. In the weeks leading up to the Author's Tea, the boys and girls learned about the publishing process and published a book of their own. When the parents

came, the children were able to practice their public speaking skills while they shared their stories and illustrations. It took a lot of effort to write the stories, but the children were so proud to show their final results. What a great way to wrap up our unit about stories and their messages.



where?



PLAN, CREATE, EVALUATE!

Elisabeth Fraser updates on P2 Arusha news.

For our fourth unit of inquiry, the P2 students on Arusha campus inquired into the central idea that "structures are built according to a process and a purpose." They had lots of fun creating many structures from a range of materials, and experimented to discover how different shapes and materials can be selected to suit a purpose. For their final project the students decided they wanted to design and create enclosures for a baby tortoise that Tristan found in his garden. They thought carefully and decided that their enclosures had to be secure, keep predators out, let in light and provide shelter. Children chose if they wanted to work independently or in groups, and used their knowledge of materials and the plan, create, and evaluate cycle to help them build some wonderfully innovative structures. Tricky Tortoise lived up to his name as he explored the different enclosures, even escaping from some, which resulted in some last minute problem solving!



KAHAWA SHAMBA HERE WE COME!

Elana Hendriks reports on the P3 trip

In March the P3 students from Moshi and Arusha campuses joined together to go on camp at Kahawa Shamba. This fitted in perfectly with their unit: "The production of goods is a human-made system which impacts our lives". The students went on a coffee hike and learned about the

production of coffee. They could see how coffee plants are grown, when fruit are ready to be harvested and how people in that area are impacted by coffee production. All students also learned valuable lessons about socializing, independence and cooperation during the one night stay.



At Moshi, P3 have just completed their inquiry into ***"People explore their world - their methods and reasons are constantly changing"***.

The students were inspired and encouraged to wonder with the use of photographs and video clips at the beginning of the inquiry, and discussed their personal experiences of exploration. They went on to research famous explorers and sequenced key moments of exploration history through the use of the library and IT resources. They have been outside exploring their campus by using compass directions, coordinates and measurements to make maps and detail routes. Newspaper articles and visitors to the classroom provided great ways of finding out about the risks involved in exploration, as well as what equipment and clothing is needed.



The P3 classroom turned into a living museum during the final day as the students took turns to be visitors and experts giving details of their findings. I was impressed by the detailed, and constructive, feedback they gave each other during this activity. They dressed up as explorers on this day too and had lots of fun!

During the reflection, the students commented that they learned a lot during this unit and realized how much there is to explore in our world (and the universe!). They also mentioned that they are now more aware of dangers and how important it is to be prepared when you explore. Overall, though, they remain excited about exploration and I wonder where they will all end up exploring during their lifetimes?



OFF WE GO CAMPING!

On Arusha campus or **P4, 5 and 6** students went camping and utilized the time in nature to learn about their personal well being. Students were challenged to consider how nature can play a role in maintaining the health of their minds and bodies. They explored the area during morning runs and walks, challenged themselves to find their way through an orienteering course, constructed fairy homes, practiced yoga, and much more. Many of the kids had the opportunity to serve others by organizing the serving of a meal. **Ms. Maree** taught us the Massage In Schools



Program (MISP) and, once we got permission, we gave each other massages. Both nights everybody enjoyed the setting of the sun and time sitting around the campfire with friends. And of course, sleeping with their buddies in tents under the soaring acacia canopy was the best way to go to bed of all. After two days in the woods, everybody was tired (and dirty!) but returned with smiles on their faces.



MOSHI P4/5

P4/5 children on Moshi campus have had a wonderful time learning about plants in our fourth unit of inquiry. The central idea was, "Plants sustain life on Earth and play a role in our lives." They started by going through their backpacks and were surprised to discover how many items were products of plants. They created a mind map on what plants have, need, and give. Based on their mind maps, they decided that the two most important contributions plants give are food and oxygen. We took a walking trip to the local fruit stand to see the types of food available. Students then learned about the scientific method and conducted experiments to discover which part of the plants give off oxygen and how food grows. After listening to our guest speaker, who taught us how to get soil ready to grow plants, we planted seeds outside our classroom. We have learned some interesting facts about trees found in Tanzania and are looking forward to observing some of them when we go on our class camping trip in a few weeks.





A CELEBRATION OF THE P6 EXHIBITIONS ON BOTH CAMPUS!



DOUGHNUTS, CUPCAKES AND GUPPIES - OH, MY!

(and to think that was only the beginning!)

The FIRST EVER ISMAC P5 & 6 Business Fair was a massive success! Says Chelsea Lane.

Thanks to all who offered support behind the scenes and to those who came by the fair. The energy behind this student-initiated event was incredible!

While inquiring into the connections between supply and demand, how different systems of exchange function and, factors that determine communities' needs, the idea of a Business Fair grew. More specifically, this proposal was brought to the **P5/P6 class** by a small group of students working on an extension math project. What resulted was an extensive, whole-class engagement that extended across two trans-disciplinary themes.

Throughout the process, business proposals were devised, costs and potential profits were calculated and businesses owned by students were born. Loans were approved to those with sound financial plans. Once financed, students purchased items necessary for the business venture. Granola bars, cupcakes, and dog biscuits were baked. Goods like books, sling shots, and fish were prepared. Services such as orchestra lessons, car washes





P5/6 LAKE CHALA CAMP

The **P5/6** students joined with visiting students from the Anglo-American School of Sofia for our camp this year. After getting to know each other and learning about each other's countries we practiced putting up tents together on the school pitch. A few days later we boarded two buses and made the short journey to beautiful Lake Chala. There we learned about the nature and geology around us. We went on several hikes and enjoyed the environment. We were all sad to say goodbye at the end of this memorable time together.

er's countries we practiced putting up tents together on the school pitch. A few days later we boarded two buses and made the short journey to beautiful Lake Chala. There we learned about

the nature and geology around us. We went on several hikes and enjoyed the environment. We were all sad to say goodbye at the end of this memorable time together.



and manicure/pedicures were organized. Using a unit of inquiry on persuasion, students looked to the media for effective marketing strategies. Advertisements were made, and evaluated on their use of different persuasive strategies and, strategically implemented around campus. Announcements aired on the ISMAC 'radio' and students made classroom visits promoting their goods and services as well as the Business Fair event.

The event was a massive success with many students selling out of goods early in the morning. Upon completion of the fair, students spent time at 'the bank' repaying loans and calculating total net profits. Some students donated a portion of their profits to organizations like Friends of Maziwe, Plaster House, Selian Hospitals, Arusha's Cat Rescue Center and WWF. Others chose to keep the money to use for Exhibition and supporting ISM's International Fair. Students concluded the project by reflecting on their businesses plans and marketing strategies, the event itself and, what they would do if setting up a business in the future.



Well done, all
you P5/P6
entrepreneurs!





FOSTERING CREATIVITY

Head of Arusha Campus **ÉANNA O'BOYLE** shares his knowledge on creativity with The Summit.

It's usually a compliment to call someone creative. Yet, it's often said in a context that laments the lack of it in current society or regrets how little we encourage it in places like schools and homes. We know that creativity is mostly learned. While nature plays some part like all skills, it is mostly down to nurture and how creativity is encouraged by those around us. Learning to be creative is about nurturing our capacity to be interested in ideas not fully formed, in ideas that flash momentarily across the fringes of our mind in the most unexpected moments. Creative people are able to transform themselves into states that let such ideas flow in the first place, in states of 'time-out' and relaxation, and most interestingly seem to know when to snap out of their dreamy condition to focus on a worthwhile idea.

Before elaborating on this, there's a need to explain what we mean by creativity? Most experts on creativity agree on two points. One is that creativity is about generating a new idea. Second, this idea is seen to have value in society. So, inventing a new song is only creative if enough people consider it different and great to listen to. If you write and sing what you consider the song of the century, but everyone disagrees, then you are better described as naïve than creative. Similarly, wearing 'weird' clothes different to everyone else is only creative if people consider it not only different, but original, and perhaps worth copying. Therefore, an idea which is merely deviating from the customary or is outrageous is not always going to be creative. Now, a majority of people do not have to like a new idea, but enough need to do so to make it a creative idea. So a simple definition for creativity could be 'creativity involves a new idea which has value'.

The word 'value' is cause for debate. Consider a clever poster campaign which successfully encourages children to eat more vegetables. New? Yes. Value? Yes. What about a poster campaign which successfully encourages children to smoke cigarettes. New? Yes. Value? Perhaps yes to those within the cigarette company and to those who seek new ways

to convince young people to buy their products through visuals. But surely to most of us, we would not consider this to be of value. So creativity is increasingly associated with ethically sound innovative ideas which make the world better. This is perhaps more controversial than you might think. Steve Jobs, the man who brought synchronised Apple devices and clouds to our lives, is often described as creative. Yet, has he made our lives better? Has our obsession with technical and electronic devices improved the quality of our lives, both physically and psychologically? Are we happier as a result? Here, I think the intention is important and one could argue that Steve Jobs and Apple had very good intentions for the health of humankind, but retrospectively, their 'good' creativity ought to be re-assessed.

If one important question is what is creativity, then another is why encourage more of it. Creativity will appear near the top of any list of 'Skills for the 21st Century', the skills of which are invariably placed in the context of work. Thus the typical response, especially in political circles, is that we need to foster creativity because creative people are needed in the workplace or the workplace needs creative people. Leaving aside the truth of this remark (it is unclear if creative jobs are becoming easier or harder to attain), I find this justification manipulative. Along similar lines, it is often pointed out that future workers need to be creative learners since they will likely pursue multiple career paths. In effect, the message is that young people should develop their creativity to make themselves and their nation financially richer.

Instead, it's probably better to link fostering creativity with personal well-being. Creative people tend to show admirable qualities such as high levels of empathy, sensitivity, moral responsibility, self-reflection, and autonomy of thought. Being creative seems to bring happiness or 'flow' to the creator. Have you ever

been so immersed in a creative activity that you forgot about time and even your own body (you didn't eat) to produce a long-lasting sense of happiness – that's 'flow'. You might not necessarily have this feeling of calm happiness during the activity but it manifests itself afterwards with a warm, fuzzy feeling. And do not take too seriously the common idea that only people who suffer from depression are creative. Instead, it seems that depression is associated with non-creativity. Creative accomplishments seem to arise when people diagnosed with depression are lifting themselves away from depression. So, we can safely say that creative people are happier and happier people are more creative. Happy and creative people are fascinated with the world and feel alive in it. People with this state of mind tend to more easily develop ideas and learn new skills and so boost their resilience and their satisfaction with life. I think that's a good reason for fostering creativity.

When using information from books and DVDs, it seems worthwhile to stress not only the uncertainty of knowledge in these sources, but also to remind students that it may be helpful to think about their own previous ex-

Conversely, people who are uncomfortable with uncertainty (or only comfortable with facts and certain knowledge) come across as more confident and decisive when they are confused or stuck than they really are. Instead, we ought to encourage our children to say 'I don't know' with confidence and let them play with the complexity of the situation and see how it resonates with their deeper stores of knowledge and experiences.

While it is essential for parents to read stories to and with their children, we shouldn't rely on books to tell stories. Try starting a story with your child without having any idea how the story will unfold. At first, this may be somewhat uncomfortable for you, but modelling such creative thinking is a life lesson. While I tend to invent the story from start to finish, I have started involving my children in developing the plot. I sometimes use Rory's Story Cubes to help with this. Each cube has nine faces with pictures on each side. We throw all the cubes and then we weave in all the pictures to make a story.

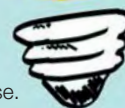




SUGGESTION 3: BE CAREFUL WITH FEEDBACK

If a child makes a flying car with lego or draws a picture of a dragon and shows it to you, what do you do? It is so easy to say, and we do it often, “well done” or “wow, that is brilliant”! The trouble with praise is that it can motivate children to do things only for more praise. Praise can be seen as tokenistic – if a child learns that everything they do is a ‘wow’ from Daddy, then it can be hard for the child to be self-critical or worse feel that Daddy is not considering their creative product seriously. But we also know it’s not helpful to be negative and find fault with the flying car or with the dragon art. Children can too easily become addicted to the opinions of and the rewards from the outside world, and so they find it more difficult to listen to their inner voice. So what do we say if both praise and criticism hinders creativity? If words are tricky, then perhaps we ought initially to avoid them. For example, we could look quietly at the flying car and where the lego pieces come together. Then we could slowly say “I see you used red and green pieces”, “how long did it take you to do this?” or “how did you get the idea for this?” and afterwards say ‘thank you for talking about this with me’. In other words, creativity is fostered when we show our attention and our interest in the creative process as well as the product.

RESEARCHERS SEEM TO AGREE ON THE FOLLOWING POINTS:



1. Creative people often do regular exercise.
2. Creative people daydream a lot... even when you’re having a conversation with them.
3. Creative people, young and old, watch the world with the eyes of a child; they find wonder in everything and ask many questions.
4. Creative people love a lot. They love people, animals, sunsets, rocks, theories and new ideas.
5. Creative people often notice the smallest details in things.
6. Creative people may find it difficult to stay in the one job.
7. Some research seems to show that speakers of more than one language tend to be more creative.

RORY'S STORY CUBES

is a game with all of the ingredients to foster the creative spirit. Simply use the images on the dice to make up a story.



CREATIVITY MYTHS:

1. Creative ideas come to fruition in sudden 'Eureka' moments: Eureka moments are rare. Creative ideas may have their origins in unexpected moments but they are usually developed over long periods of time.
2. Creative people tend to be loners: creativity is increasingly seen as a team sport.
3. Brainstorming fosters creativity: it is better to have people think independently before brainstorming. In order to be creative, people need time to think alone before collaborating.
4. Creativity comes from a lack of rules and plenty of resources: creativity loves restraints and a lack of resources often stimulates creative thought
5. Children are more creative than adults: if we define creativity as the production of new and valuable ideas in society, then this is clearly not true.
6. Creativity only applies to the Arts: creativity is seen to encompass all disciplines.
7. Creativity is confined to the right brain: the functions of our brains are not split between left and right so this is clearly false; there is no precise location in the human brain in which creativity stems from.



FROM PILOT TO TEACHER

Our student reporters spent some time talking to Geoff Buck the new IBDP Physics teacher on Moshi Campus earlier this year...

SIR, CAN YOU PLEASE TELL US BRIEFLY ABOUT YOURSELF?

My name is Geoff Buck and I am 46 years old. I was born in the South-eastern part of England and later lived in London. I studied Philosophy at University of Bristol and later studied Physics at the University of Sussex. They are both subjects that interest me greatly and there is considerable crossover when considering metaphysical questions about the origin of the Universe and the nature of matter. The Philosophy of Science is also a major field of study that looks at methods of scientific enquiry and how we can actually come to "know" things. These two disciplines complement each other quite well. I am married with two kids and teach IB Diploma Physics at ISM.

HAVE YOU BEEN A TEACHER YOUR ENTIRE LIFE?

I tried all kinds of different jobs out when I was young like being a bicycle messenger and volunteering in South America. When I was in Guatemala I volunteered with some veterinary surgeons rehabilitating animals: this involved releasing animals back into the wild, which was a really amazing experience. I was also involved with an organisation that distributed free food and accommodation to the needy. Similarly I volunteered as an international observer in the internal elections in El Salvador.

I then trained to be a pilot for 2 years and worked in the aviation industry as a flight planner for private jets in the UK. This involved calculating the amount of fuel needed, planning routes and other mechanical services together with ensuring budgets were met. I also worked as a flying instructor and as a charter pilot as well.

WAIT A MINUTE, YOU WERE A PILOT AND NOW YOU ARE A TEACHER!!! WHAT HAPPENED?

I really enjoyed my flying days but working in the aviation industry was not family friendly. The hours were unsociable and I was sometimes away from my family. I decided that it would be better to train as a flying instructor and it was through this role that I was introduced to teaching which I soon realized I really enjoyed.

IF YOU ENJOY TEACHING WHY CHOOSE TEACHING HIGH SCHOOL OVER COLLEGE?

The thing I discovered is that I really enjoy teaching teenagers. The teen years are a time in a person's life when many changes are taking place. I have found it very motivating and satisfying being involved in helping guide young people along their chosen path. To date I've taught at three high schools; two with an IGCSE curriculum and one delivering the IB programmes.

WHICH HAVE YOU ENJOYED THE MOST?

ISM is definitely the school I have enjoyed the most so far. The students here come from a hugely diverse number of backgrounds and cultures and are very committed to their learning which as a teacher is extremely gratifying and exciting to be around.

As soon as I embarked on my IB training I realized this was right for me, and now here I am teaching at an IB school.

SO WHAT MADE YOU APPLY TO A TANZANIAN SCHOOL?

I decided to teach in Tanzania, as I had never lived in Africa before and it felt like it would be quite an experience and adventure not only for me but also my family as well. Additionally I felt my children would get a different experience in an international school, and that this would contribute towards their personal growth. We are looking forward to exploring this beautiful country and we're planning on visiting Zanzibar, the Serengeti and many of the other beautiful regions that make up Tanzania. I was right, both my wife and children are very happy so all in all it was the right decision to make. Plus of course the weather is fantastic!

WHAT DO YOU ENJOY DOING WHEN YOU HAVE FREE TIME?

I enjoy Mountain biking, flying planes and motor biking. On weekends sometimes I go walking with a group of friends. As a family we also enjoy going to restaurants and exploring Moshi and the surrounding areas. Being in Tanzania is turning out to be the amazing experience I had hoped it would be and we're all delighted to have joined the ISM family. We look forward to staying for a while and hopefully learning lots about the local culture and learning Swahili along the way!





Tara McNeill reports on the **VALENTINE'S PEACE AND LOVE CONCERT** that took place in Arusha.



In February Arusha Campus celebrated Valentine's day in style, with M5 Music students Tania, Isabel and Nice organizing a Peace and Love themed concert for the school community. Our team of M5 students were very excited at the thought of putting a concert together. This included auditioning talented students from M3-D1, making tickets, arranging the programme, creating a backstage schedule, and writing MC notes.

When the concert started at 6pm the audience was quite small and we were a bit anxious that there would be more people on stage than in the audience, but by 7pm seats had run out and people had to sit on benches. All involved in the organisation of the event were very pleased and relieved that so many parents and pupils and members of our school community turned out to support us.



The Acts themselves were super. There was a range of soloists, groups, singers and instrumentalists. Each of the acts had prepared really well and each act had passed an audition with Nice, Charlotte, Isabel, Tania and myself, so the standard of the performances was very high. The parents association provided St Valentine's themed sweet treats at the canteen during the interval, and primary students added to the Valentines decorations with lots of pink and red heart shaped art around the performance area.

Our backstage crew, led by Madhi, Majed, and Antonio worked hard to ensure that everything went off without a hitch. Students Shy and Isabel organized the filming and photographs, whilst Dereck and Abel created a romantic atmosphere with sound and expert lighting. At the end of the event all performers, backstage, lighting, and sound crew came on stage to receive a huge round of applause from an excellent audience. It was a great event for ISM and one that we hope will happen again in the future.



“Late last year, we, the M5 music students began work on a project that saw us organizing and planning a concert. It was an opportunity for us to further our progression as music students as well as bring together our school community in celebration of the musical ability and talents of Arusha students. Everyone delivered beautiful performances showcasing impressive vocal and instrumental ability. We were delighted to have been joined by numerous members of the ISMAC community and were able to raise over 190,000 TZsh for the school's scholarship fund. We would like to thank all the people involved in putting the concert together including Ms. McNeill, Ms. Maree, the backstage crew and the performers.”



Tania Kabanyana M5

ARUSHA IB DP STUDENT DAN NORMAN REFLECTS ON THIS YEAR'S THEORY OF KNOWLEDGE SYMPOSIUM HELD IN MOSHI.

SO HOW DID IT START DAN?

On Thursday the 5th of March 2015, the D1 classes of ISM Arusha and ISM Moshi met at Kishari House in Moshi for the first joint Theory of Knowledge Symposium between the two campuses. The Symposium consisted of two days of interesting and thought provoking activities designed to give us a better understanding of the demands of the Theory of Knowledge (ToK) course, and how to meet them, in order to reach our full potential as ToK students and students of the Diploma curriculum. On the first day once the "Arushas" arrived all of the students were split into groups and cycled between a ToK lecture to familiarize us with the course, and a worksheet to test our understanding. Later on, we were invited to choose between two CAS activities to participate in; either joining a debate about gender equality at one of the local schools or visiting and interacting with children from a community which lives adjacent to the Moshi dump that our Moshi counterparts have been working with all year.

SO WHICH CAS ACTIVITY DID YOU CHOOSE?

I chose the latter and had a very positive experience. We played all sorts of games and simply got to know one another on a large grassy field next to a lush forest with a stream a few hundred meters from the dump. It was strange having the beautiful scene of the field and the forest juxtaposed against the less than beautiful backdrop of the dump. The kids (who were aged between 5-12) were shy at first, as were we, but all of that melted away once we started playing games and moving our bodies. The kids were all very friendly and easy to talk to, but the talks left many of us wishing we knew a little more Swahili so we could have been less hindered by the language barrier separating us (a theme which was revisited later in the symposium). The kids acted and played with the same carefree jubilation of any other children I had met of their age despite their living conditions, something I found uplifting while I contemplated the experience as we drove back to Kishari House in the late afternoon. Once we returned we were asked to reflect on how our CAS activities connected with ToK in preparation for an acted "skit" which we would be presenting in groups in front of the whole year level the next day.



DID YOU GET SOME FREE TIME?

After a wholesome dinner, we were left free to socialize with one another until the "Moshis" had to return to school to sleep. Many a joke and heated chess or card game were shared between the two classes and we found ourselves feeling more and more like one big group as we laughed and traded stories well into the night.

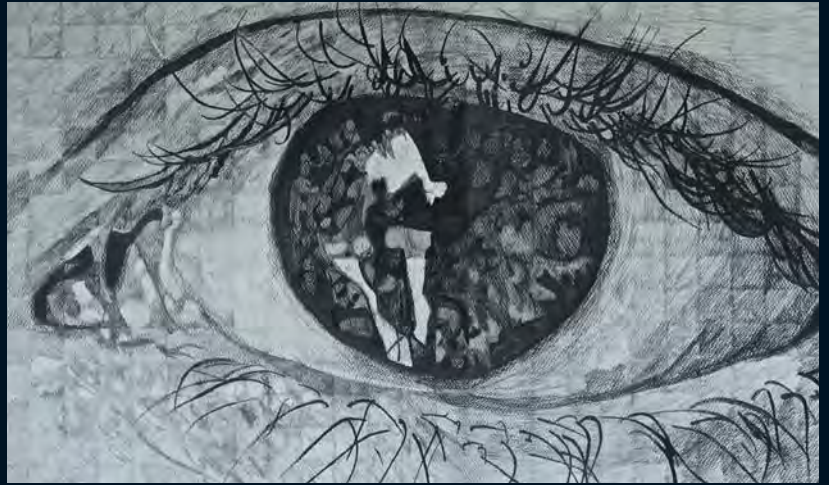
SO WHAT DID YOUR EXPERIENCE RESULT IN?

On the Friday morning the Arusha students woke early to a delicious breakfast of assorted cereals, fresh fruits and bread courtesy of the committed cooking staff and teachers. Once the Moshi D1's arrived we began to practice our skits in groups in preparation for the pending performances. Once we were all ready we created a large circle consisting of all of the teachers and students taking part in the symposium and presented our assorted skits in our groups one by one. The skits were approximately 5 minutes each and were a mixture of hilarious and thought-provoking. My group decided to make our skit about language barriers, the amusing situations that they cause, and how to overcome them. After all the groups had presented it was time for us to start packing ready to board the bus back to Arusha at 11am.

HOW DID YOU FEEL AT THE END?

As we said our thank you's to the staff and the teachers and our goodbyes to our friends, old and new, we felt a collective sense of satisfaction with the experience we had just undertaken. Over the course of the symposium, new friendships were formed and old ones re-kindled, and though we arrived as two separate D1 classes, we departed feeling as one.





↑ Frederica de Raadt, *Far Beyond...*, Pencil Drawing

↓ Twan Duinmaijer, *Something Fruity*, Acrylic on Board



↓ Mariam Herman, *The boy in Darkness*, Acrylic on canvas



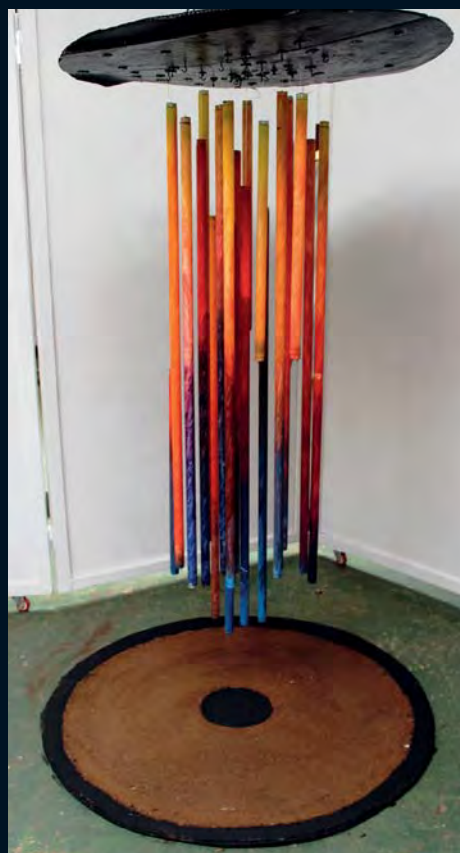
DIPLOMA ART 2015

The 2015 Diploma art students produced and presented a fantastic Diploma art exhibition and were thoroughly engaged in the whole process from the design and creation of the invite through to the creation of their art gallery and hosting our community. Their work was of an exceptional standard. Well done D2!





↑ Lui Wolstencroft, *The King & the Cross*, Mixed Media



↑ Twan Duinmaijer, *Hearth*, 3-D Piece

↓ Twan Duinmaijer, *House of the East*, Mixed Media

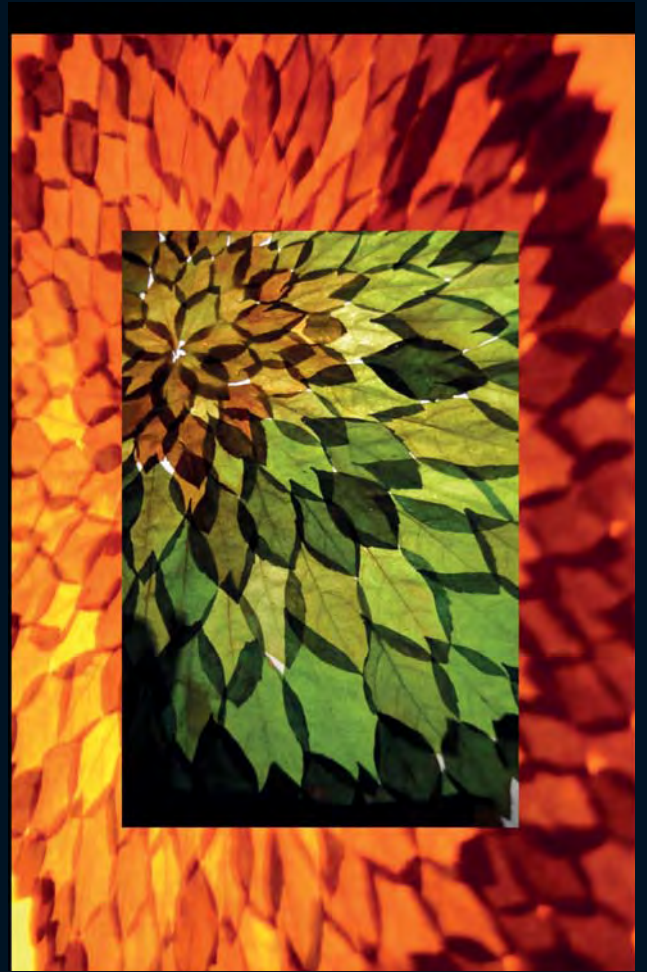


↓ Zishaan Dawood, *Zebra Stripes*, 100x50, Watercolor on Paper





↑ Etir Johan Vogt, *Narcissus (2)*, Mixed media



↑ Frederica de Raadt, *Introspection*, Photography



↓ Lui Wolstencroft, *Ma Vie de Chien*, Mixed Media

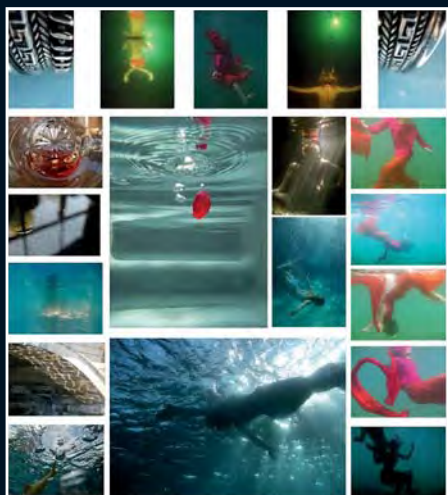


↓ Zishaan Dawood, *Cube Floating*, Acrylic on Canvas



↖ **Sara Khaled Ramadan**, *I can*, Soft Pastel on Paper

↑ **Etir Johan Vogt**, *View of Moshi Town*, Mixed media

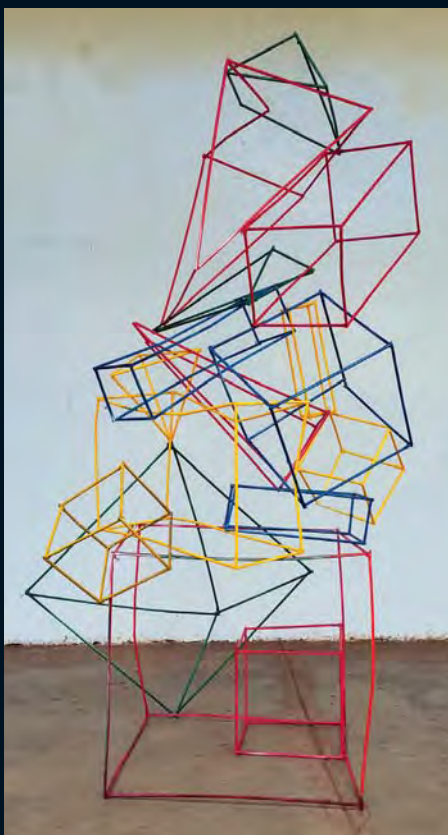


↖ **Frederica de Raadt**, *The Underworld*, Photography Collage



↖ **Zishaan Dawood**, *Spray paint Sculpture*

↑ **Sara Khaled Ramadan**, *Niqab*, Oil Pastel on Paper



↓ **Daniel Msangi**, *Night life*, Acrylic on canvas



CLIMBING KILIMANJARO!



EVERY YEAR OUR OUTDOOR PURSUITS DEPARTMENT ORGANIZES TRIPS TO THE SUMMIT OF KILIMANJARO.

What does it take to summit the highest single standing mountain in the world? Grit, determination, collaboration, fitness, positive thinking and reflection are some of the attributes that come to mind. For everyone participating the climb will be the hardest thing they have ever done whether they are an adult or student. A willingness to keep going step after step and to put one foot in front of the other is what it eventually boils down to when climbers near the summit. Often this final stage is when they are cold and wet, exhausted and something as simple as going forward can seem impossible unless the climber has these attributes.

Our OP programme ensures that students have the chance to tackle the climbs in a series of levels thereby ensuring that accomplishing each level successfully allows them to progress to the next. The OP teachers learn all about the students as they progress through the programme and get to know their strengths and weaknesses. We interviewed some students who summited the mountain this year and this is what they had to say:



Succeeding climbing Mount Kilimanjaro is one of my best memories of the years I have spent at ISM"

Sammota Chungu D2 Moshi



Once we reached the top we weren't even tired anymore our morale had overcome our physical abilities!"

Bo Louis M4 Arusha



Collaboration

Determination

Grit



“When I first signed up for the summit I was worried about the physical challenges I would experience. Going with a supportive group of students and teachers played a major role in helping me overcome these. You also have to be dedicated and motivated to make it to the top!”

Nora Saul M5 Arusha



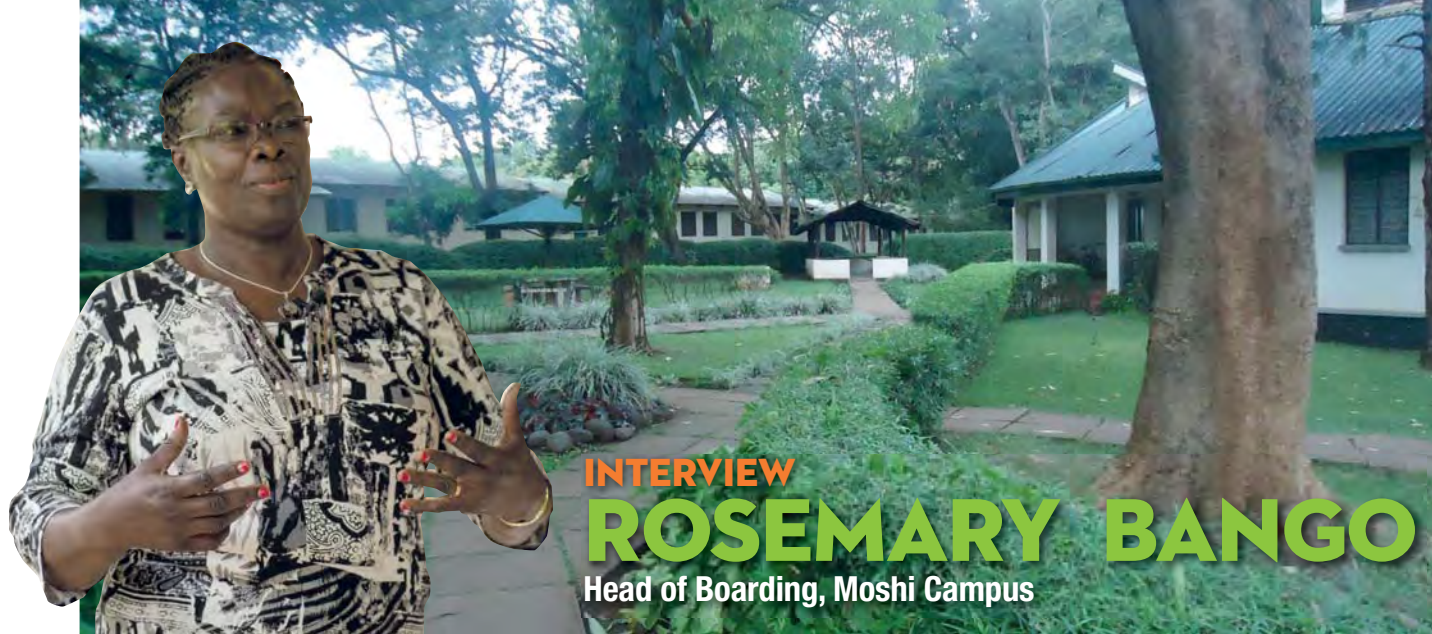
“I participated in the climb as I wanted to be able to say that I had climbed the highest free standing mountain in the entire world. It was very tough and the hardest bit was watching the sun come up when we were so cold; we could see the warmth but it was so slow and we were so cold! Having said that I would now like to try again so I can say that I have climbed Kilimanjaro TWICE!”

Freddy Aris M4 Moshi

Positive thinking

Fitness





INTERVIEW **ROSEMARY BANGO** Head of Boarding, Moshi Campus

WHY DID YOU COME HERE AND WHERE ARE YOU FROM?

I come from Kenya and was previously working at St Marys' School Nairobi. I joined ISM in August 2011. I decided to work at ISM because at that point in my life I wanted to try something different and find a new challenge.

WHAT POSITION DO YOU HOLD AT ISM?

I am the head of Boarding and an IB Diploma Economics teacher.

WHAT CHALLENGES DO YOU FACE AS HEAD OF BOARDING?

Knowing by name and understanding the various needs of boarders, especially now that numbers have almost doubled since I became Head of Boarding.

MOST OF OUR BOARDERS ARE TEEN-AGERS; THE AGE WHERE STUDENTS CAN BE SO STUBBORN; AND SO THE BIG QUESTION IS HOW DO YOU MANAGE THEM?

As I am also a parent, and have raised four teenagers of my own, I like to think I have already experienced the challenges of being a parent, and that this gives me some unique insights on how to approach my role here at ISM. I can honestly say that I have found that patience, fairness and understanding are all it takes. If a teen feels listened to then it goes without saying they will feel understood, and this will immediately diffuse almost any situation. Fortunately this is a skill I have and more importantly that I enjoy using.

At the same time teamwork and collaboration in boarding has been a crucial part of this process.

Of course situations can arise that require more than just my input and for such situations we have a disciplinary committee which is responsible for solving delicate cases.

YES YOU ARE INCREDIBLY PATIENT AND FAIR WITH US. SO CAN WE TELL THE READERS YOU HELP MAKE THE BOARDING STUDENTS FEEL AT HOME?

Well for starters we are incredibly lucky to have a beautiful 50-acre campus to live on that makes you feel like you are at home instantly. Our dormitories have an open and friendly atmosphere which also works for us. Students share boarding houses that are organized in groups according to age and sex and this contributes towards

a nice social atmosphere. Every student has a room-mate, and we are careful to ensure that both students' interests and hobbies are similar so that when they share they have a very good chance of getting on well.

Each boarding house is equipped with a kitchen, laundry room and common living and recreation area and this adds tremendously to making the environment feel homely.

HOW DO YOU ENSURE THAT STUDENTS WHO BOARD ARE SAFE?

The whole campus has 24 hour security around its boundary and we are careful that all visitors to the campus go through a security check before they are allowed on campus. Students are not allowed to sign out of school on their own, but we do have a system in place which allows students to sign out in groups of a minimum number of three as long as their parents and the school have agreed to this in advance. Boarding parents keep a close check on students in their dorm to ensure that all is well.

IN CASE OF A HEALTH EMERGENCY AT NIGHT FOR THE BOARDERS, HOW DO YOU DEAL WITH THE SITUATION?

There is a Health Centre based on campus, which is open 24 hours a day. The school doctor can be called at any time to see a patient and we are lucky to have the hospital KCMC close by for emergencies.

So what's on offer at the weekend for those students in boarding?

We normally organize different activities that are available for students to participate in during the weekends. Additionally our activity council composed of students collects suggestions for activities they think might be of interest to the student community. These range from sports, song and dance and supervised trips outside campus.

THERE ARE A LARGE NUMBER OF BOARDING STUDENTS. HOW DO YOU MANAGE ALL OF THEM?

Our diverse and large boarding community are great fun and very energizing to be around. There's never a dull moment for sure. We have a council composed of a good cross section of senior campus staff, who help me with all aspects of managing the students. Each boarding house has a boarding parent with an assistant and they play the day to day role of "parent" and managing the aspects of each student's day.

The boarding parents keep me up to date on a daily basis of what is going on in each house.

Boarders in each dorm are also given a chance to elect representatives to different councils, whose role is to meet regularly with boarding parents and express their interests. For our older students, we also try to make them more responsible in areas such as time management, development of good work ethics and set goals for themselves. For our younger primary boarders there is a more hands on connection between the boarding parent and the students.

WHAT DO YOUR STUDENTS THINK OF THE DIET IN YOUR SCHOOL?

They think it is fairly balanced and takes care of nutritional needs of all. The kitchen works closely with the food council to ensure that feedback is given to them. This has helped to make the diet appropriate. Our meals take care of all religious restrictions and everybody's needs including the vegetarians.

HOW DO YOU CATER FOR THE DIFFERENT RELIGIONS NEEDS AND BACKGROUNDS OF STUDENTS?

ISM respects everyone's beliefs and culture. For that reason we have trips organized to temples, mosques and different churches so that our students can attend their respective places of worship.

AND FINALLY.....WHAT'S THE BEST THING ABOUT ISM?

The cultural diversity that allows students to develop into open minded, well rounded adults, who can make informed choices. By living together in boarding, the students learn to appreciate other people's way of life.



“My transition from St. Constantine's International School was probably one of the best choices I have made. I am not just saying this because I am obliged to; I am being completely honest. The kind of exposure this school gives is remarkable. Even though the IB is not a walk in the park, the International School of Moshi makes it worth your while. Ironically at first I did not want anything to do with the IB, my mind was set on A-Levels. My parents on the other hand completely disagreed with my decision so they brought me here. We had a talk with Mr White and went around the school and met some students. At the end of the day I realised that the IB at ISM will not only give me better opportunities in life but also make me a better person in general. I love it here at ISM!

Hazel Kioko, D1, Kijana House

“I had always heard of ISM being a diverse institution which embraces all cultures and backgrounds – which fits the description perfectly. Coming from Dar-es-Salaam I was nervous about a new city and school but the ISM community is a very welcoming one which made settling in much easier.

Junayna Al-Sheibany, D1, Kijana House

“Life at ISM as a boarder is always full of entertainment. Everyone is so friendly and we try to get along with each other. Of course, we have ups and downs but that is exactly what happens in a family because living with twenty other girls, you do become family, which is what I have at ISM as a boarder. Personally I feel the whole experience teaches me a lot and gives me a sense of independence. We have activities weekly and you always have someone to talk to!

One of my favourite things about being a boarder is the atmosphere; I am always surrounded by people who may be having similar experiences to me. For example, if you miss someone at home, you can always get sympathy from someone going through the same kind of feelings. This gives you one more reason to feel at home.

There's always something to do as well! We have an Activities Council that always caters for our needs. They organise fun activities such as discos, pool parties, indoor football and many others. You can always feel free to talk to the



Activity Council members because a Council member represents each boarding house.

Being a boarder also gives you an opportunity to study hard, especially during Study Hall. Study Hall is a time set-aside during the evenings for every boarder to study and do homework in your room. This is the best time for any boarder to concentrate and work hard and use the time given productively. This wonderful environment encourages every boarder to study. This is normally quiet time in the boarding house and is meant for revising and doing anything productive.

Our boarding parents are also so important to our daily lives. They look after us as if we were their own and help us when needed. Our boarding parents are literally our parents at school; they help us with homework, wake us up every morning and if you ever have any concern, you can always approach them.

Overall, being a boarder at ISM is something you will not regret, the experience is unforgettable!

Nicole. N. Moyo, M4, Kiongozi House

“Moving from Kiongozi to Kijana has been a huge leap. I have grown to become more self-reliant and dependent on myself and also taking responsibility for my actions. Knowing that I have become more independent shows me what I am capable of doing in my last 2 years of high school; preparing me for University.

All in all I am thankful to be given the opportunity to be a “Kijana Girl” although Kiongozi will always hold a special place in my heart.

Oputjo

“At this formative and dynamic age, the best thing that has rounded my life in ISM is living in the Kijana dorm. A place where I feel understood and taken care of by different people of different culture interacting to form a peaceful environment for all. Decent environment for studying and enjoyment being part of its personality makes me have an overall balance between academics and social life. Keeping up with this new experience I get to know other more and modify myself. Acts as a creation of better people. Kijana dorm reflects the phrase “a home far from home.”

Angel Ngulumbi, D1, Kijana House

A BOARDER'S LIFE AT ISM

My name is **Laura Dietzold** and I am new to ISM and the way of life at boarding. First of all, moving in without your parents makes you have to organise everything by yourself. Besides my everyday school work, I also have to make sure that my room is neat, I have my PE kit on the right day and I get my laundry ready on time.

One of the things which is new to me at ISM is the selection of after school activities: CAS and Sports. At ISM you can choose from a variety of CAS activities and Sports on any day you like which gives me more opportunities. One of my favourite activities at school is horseback riding and I am very lucky that the horse stables are a two-minute walk away from my dorm.

Besides the afternoon activities, we have Study Hall everyday for an hour and a half where we have to be in our rooms studying. This helps me finish my homework on time and be able to participate in CAS and Sports.

At ISM, there is a balance between learning and the support to get yourself organised.

Laura Dietzold, M1, Kiongozi House



TOP TIPS*

FROM OUR DIPLOMA EXPERTS



RICK FITZPATRICK IB DIPLOMA CO-ORDINATOR MOSHI CAMPUS

Success in DP History and the IBDP as a whole requires self-discipline, time-management and formulating a lifestyle that includes daily exercise, sufficient sleep and a healthy diet. Avoiding procrastination and developing good study skills are invaluable pieces of the puzzle, which also includes time to recharge one's depleted energy supply given the rigors of DP course requirements. Careful reading of assignments (without listening to music!) and a neat, well-organized notebook are essential. A meticulous attention to the precise demands of each IB exam question and a determined and effective capacity to fully respond to each exam question are also key and both are only possible if one has logged many hours of private, quiet study.



JOE WRIGHT IB ENGLISH MOSHI CAMPUS

Engage. Remain open-minded. Work hard.



SHANNON HOWLETT IB DIPLOMA CO-ORDINATOR ARUSHA CAMPUS

Finding a balance between CAS commitments and academic responsibilities is key to helping you get into an organised and coherent schedule for working towards the Diploma. Research programme requisites for the post secondary programmes you are considering is essential to ensure your choice of subjects are the right ones.



JEREMY HOOVER IB ECONOMICS ARUSHA CAMPUS

To be successful in the IB, I think that you need to take ownership of your own learning. To do this, you need to ask hard questions, you need to *respectfully listen* to those around you, and you need to be willing to share your perspectives. The courage to both learn from others and to have your own convictions will help you to be a life-long learner who actively pursues understanding of the world around you. This engagement with the real world around us will serve you well in the IB.



ZVIKOMBORERO KATSANDE MYP INDIVIDUALS AND SOCIETIES, DP GEOGRAPHY AND HISTORY ARUSHA CAMPUS

Graduating from school is like completing a marathon. To win the race, one must have intimate knowledge of the route, sheer determination to succeed and be adequately prepared.



HAZEL NDONG IB HEAD OF DEPARTMENT GEOGRAPHY & INDIVIDUALS IN SOCIETY MOSHI CAMPUS

For doing well: 'seek and you shall succeed' (seeking regular guidance from your teacher on how to improve and ways of improving does help; it also means you study regularly to identify gaps in understanding)

Revising: When trying to remember many facts, create acronyms: to remember figures, round them off.

Organising time: Chunk your study topics over a set time period and go over them per topic per day.



VALÉRIE VEILLON MYP-DP FRENCH MOSHI CAMPUS

I think that being organized is one important element to be successful in the DP but I also believe that you should be passionate about everything you learn (since this is your subject choice) and push yourself to stay enthusiastic and motivated all the way through your DP journey! Be POSITIVE!



DARYL RUSTAD IB DIPLOMA UNIVERSITY COUNCILLOR

Have a vision of what the next step might be because having a goal helps you stay focused through the two years of the Diploma. It will also make it a more enjoyable experience. And enable you to take better advantage of what's on offer.



GEOFF BUCK IB DIPLOMA SCIENCE

Get organised! Keep a diary/calendar of assignments, tasks and deadlines, keep it up to date and most importantly check it regularly. That way you can see what is coming up and where there are periods of heavy workload which can be planned for. This should avoid nasty surprises and help to reduce stress. It will also help you to feel on top of things and in control. Try to do a little of everything as you go along otherwise tasks will build up into huge hurdles. I wish I could follow this advice effectively myself!



GINA KINSEY DP PHYSICS & MATHEMATICS ARUSHA

Choose a regular time and place to do your homework each day and this will help you get into a great routine for your studies.



EANNA O'BOYLE DP TOK, HEAD OF ARUSHA

Ideas that come to mind are resilience, taking yourself lightly but education seriously, and striking a balance between academic and personal development.



MAKE THE MOST OF YOUR UNIVERSITY GUIDANCE

Says **Daryl Rustad** University Counselor Arusha & Moshi

We all know the Diploma requires a lot of time energy and hard-work. Here are my top ten tips for ensuring you get to the right University.

1.

START THINKING ABOUT THE FUTURE FROM DAY 1.

When you start the Diploma you probably won't have thought about careers or the type of jobs or industry you would be interested in working in. Try to start considering these as soon as you know you are going to embark on the Diploma Programme. This will help ensure you choose the right subjects at higher level so that when you come to consider your University choice down the line you can be sure you have the right subjects chosen for the course you'll eventually take at Undergraduate level.

2.

REALLY ANALYSE WHAT YOU ENJOY.

It goes without saying that when you embark on your career if it's in a field you really enjoy you'll be setting yourself up for a rewarding and enjoyable work life. The only way to do great work is to love what you do. In the past many have chosen subjects just to get a degree and find themselves later on in a job they really don't enjoy. The possibilities are endless and you never know what's round the corner so making sure you've studied something you enjoy is a must.

3.

COMBINE THIS WITH WHAT YOU'RE NATURAL STRENGTHS ARE.

Where do your natural strengths lie? Believe me when I say that all studying takes time and hard-work, so to be spending this valuable time on a subject that you're good at as well as enjoy will make your whole Diploma experience really worthwhile, not to mention guide you into a professional career which will make you happy.

4.

TO STAY FOCUSED IT'S GOOD TO HAVE A GOAL.

Once you've thought about all these things you'll be able to set a goal. Having a goal will help make the Diploma easy and you won't mind putting in all the work required.

5.

IT HELPS IF YOU'RE FAMILY ARE INVOLVED RIGHT FROM THE WORD GO.

Involve your family in your decision making from the outset. They've parented you, have known you all your life and probably have insights into what makes you tick more than you know. Additionally at the end of the day ensuring your family can afford to help towards putting you on the road to success at University is also important. It makes the sacrifices they will make for you easier too.

6.

BE OPEN TO POSSIBILITIES.

You never know where having an open mind will take you.

7.

DON'T LIMIT YOURSELF TO ONE COUNTRY WHEN IT COMES TO CHOOSING A UNIVERSITY.

Try not to get too fixed on a particular place to study too early on. Remember a good University choice is a combination of finances, personal fit and the right course.

8.

START YOUR EXTENDED ESSAY EARLY.

The earlier the better as this will free up time for you later so that you can concentrate on preparing for your exams.

9.

KEEP OUR CONVERSATION GOING.

Remember I am here for you throughout your two years on the Diploma. Don't hesitate to arrange a meeting to talk things through. I can help you work out what you're best at, guide you in the right direction to towards the University experience most suitable for you, and encourage you towards achieving your goals.

10.

AND FINALLY.....

Your time is limited, so don't waste it living someone else's life." --Steve Jobs, Stanford University, 2005



FAIZA SOMJI IB DI STUDENT ON ARUSHA CAMPUS TELLS US ABOUT HER EXPERIENCES SO FAR IN THE NEW DIPLOMA PROGRAMME ON ARUSHA CAMPUS.

SO FAIZA IT'S NEARING THE END OF YOUR FIRST ACADEMIC YEAR STUDYING THE DIPLOMA ON ARUSHA CAMPUS. HOW HAS THAT GONE?

It's been fantastic! The DP programme has been much better than I'd expected. We have great teacher support and excellent resources available at school to aid our learning and growing experience. The most challenging part of this year has been formulating a research question for our Extended Essay

WHAT SUBJECTS ARE YOU STUDYING AND WHY?

Biology, Chemistry and Economics at Higher Level, English A, Swahili B and Maths at Standard Level. I picked Biology and Chemistry due to my extensive background in the Sciences and their fascinating nature. I opted for Economics and Math to boost my knowledge in my possible major.

AN AVERAGE DAY STUDYING DIPLOMA ON ARUSHA CAMPUS CONSISTS OF?

A typical day for a diploma student at ISM includes arriving at school around 7:45 am, followed by homeroom. This time is used for important announcements and getting ready for the day at school. Thereafter, we proceed to our classes for a mentally stimulating lesson. During break and lunch times, we eat and have another opportunity to engage in conversation with friends, classmates and teachers. Here, socializing with our peers extends relationships outside of the classroom while helping to create a healthy student culture. Many students take advantage of eating with a teacher and/or getting tutored by a peer

WHAT HAS BEEN THE MOST SURPRISING THING ABOUT JOINING THE ISM COMMUNITY?

The most surprising thing about joining the ISM community was that I never thought that I would find a home here almost immediately after I arrived. Everyone has welcomed me with open arms. Being such a small and intimate community, coming in was intimidating, but I didn't face any of the challenges I thought I might.

AND THE BEST THING?

The part I love most about our campus is the diversity of the student body and how friendly everyone is. This has truly enriched my school experience.



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