

SUMMIT

AFRICAN ROOTS, GLOBAL REACH

Tanzania

FREE

TOP 10
BOARDING MYTHS
BUSTED

A TO Z
OF ISM

THE ARTS
Outdoor update

CHOOSING THE RIGHT UNIVERSITY
INTRODUCING OUR NEW DIRECTOR







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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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International
School Moshi



WE ARE AN
ACCREDITED
SCHOOL



WORKING TOWARDS BECOMING A UWC



It is my very great pleasure to welcome the **Director-Elect, Dr. Anna Marsden** to the International School Moshi. Anna will be joined by her partner, Roderick and her two boys, Luke (13) and James (11) and the family will live in the Director's House on Moshi Campus.

Anna started her career as a psychiatric nurse but soon decided to live and work overseas, first as a volunteer teacher of Science in a school in Zimbabwe. She then spent the next eight years working at UWC-SA Waterford Kamhlaba, Swaziland where she taught Chemistry and Theory of Knowledge and acted as a residential tutor. After two years, Anna was appointed Director of Studies and eventually IBDP Coordinator.

In 2010, she was appointed to the position of Head of High School/Deputy Principal at the International School Suva, Fiji. She has been Head of School there since January 2012. She possesses a BSc in Chemistry and Biochemistry (University of Keele), an MSc in Chemistry (University of Manchester), an MEd in

Leadership and Management (The Open University, UK) and a PhD in Synthetic Organic Chemistry (University of Manchester).

Anna has a keen interest in international education. She has been a Member of the Board of the East Asia Regional Council and is an Accrediting Team Member for School Inspection for the Western Association of Schools and Colleges. She is also a Visiting Team Member for evaluation visits and a workshop leader for the International Baccalaureate.

I feel that Anna has the ideal background and experience to take ISM through the next phase of its development and know that you will join me in extending a very warm welcome to both her and her family!

Robert K. W. Horton

[Signature]

Bob Horton
School Director

Meet our Student contributors



SAMUEL MWASE

From: Dar es Salaam
Possible Major: Electrical engineer
What will you remember most at ISM?
The IB Diploma pushes you to your peak, makes you a critical thinker and a more balanced person. The great relationships I have made with so many people here.
Advice: With the highly touted IB education, you should be pro-active and embrace every moment of your journey at ISM because time flies when you're here. Don't forget to work hard from the get-go!



EVELYN MANYATTA

From: Dar es Salaam, Tanzania
Possible Major: Economics
What I love about ISM!
Everything and everyone at ISM makes it feels like home. It's more of one giant family and a place that makes me feel like I belong.
Advice: Whatever you do, do it with a passion and you won't give up. Make the most of every opportunity you get, and always look for a reason to smile; there is always one. Attitude is everything.



EZRA NKALA

From: Kasulu, Kigoma, Tanzania
Possible Major: Engineering
What I love about ISM:
Engaging cooperatively with people of different nationalities and cultural experiences.
Advice: Studying at ISM you are privileged to obtain world-class education. One should know how to use time and resources well as well as engaging in other activities so as to build a strong personality.



MERCY B IDINDILI

From: Dar es Salaam, Tanzania
Possible major: Electrical and electronics engineering
What I love about ISM: The diversity within the school and the freedom to think/ explore beyond the box of society.
Advice: Success doesn't always go to the stronger or faster one, but to the one who believes in himself/herself and puts in effort in all that he/she does.



LEILA SCHELTEMA

From: The Netherlands
Possible Major: Marine Conservation
What I love about ISM: I learned how to be myself at ISMAC, in primary I developed my love for sharks, a little weird for a 5 year old girl. But everybody here accepted it and even admired it. I feel that the level of accepting and respect at our school is really high and this gives many students the opportunity to explore their interests.
Advice: My advice to anyone, who goes to ISM or is thinking of joining, is being yourself. I have learned that limiting the amount of expression of yourself can make you miserable.



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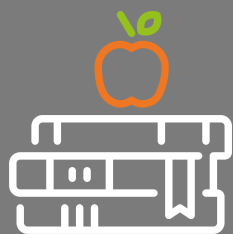


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AFTER ISM?



Let's face it we all want our children to shine and do well. Eventually we hope they will go onto a fantastic University. Well guess what we're really really really good at guiding our students towards successful applications to the world's best Universities!

11

Number of students awarded **FULL Scholarships** from ISM to Harvard, Yale & Stanford University in the last 6 years.

HARVARD

Kennedy Mmasi, Samwel Emmanuel, Lisa Chille, Sammota Chungu, Lisa Matay and Fatema Bhimani.

STANFORD

Moses Swai, Jasper Kajiru.

YALE

Lucky Yona, Clevence Mbilinyi.



The Value of **FULL SCHOLARSHIPS** for the class of 2017
\$ 2, 1 MILLOINBIG MONEY!

NUMBER OF STUDENTS enrolled in prestigious universities in the US in the last 6 years from ISM:

Harvard, Yale, Stanford, Duke, Cornell, Amherst College, University of Pennsylvania Middlebury College, McGill and Colgate.



Kennedy, Wolfgang, Samwel, Nayah, Moses, Lisa, Paschalia, Sia, Lucky, Fabian, Sammota, Jasper, Tim, Lisa, Clevence, Libby, Revo, Valencia, Kim, Elias, Fatema, Angel, Priscilla, Salome & Diana

\$10,000,000

of scholarships for students admitted to USA and Canada in the last six years

Class of 2017

University Scholarship money received

MOSHI

Angel Mcharo - Duke University USA
Elias Kalembo - Yale University USA
Lydia Nichols - Washington University of St Louis USA
Fatema Bhimani - Harvard University USA
Sakina Nazarali - Simon Fraser University Canada
Blaise Kramer - George Washington University USA
Esvat Bomani - Cornell University USA
Erik Ngoiya - Trinity University USA



ARUSHA

Madeleine Divinagracia - Oral Roberts University US
Brian Massa - Calvin College US
Nancy Massa - Calvin College US



WELCOME

Cynthia Nehemiah Mchechu will start at ISM Moshi in August as one of our scholarships students. *"I am 16 years old, but I turn 17 on the 31st of October. I have recently completed my studies St. Francis Girls' Secondary School in Mbeya, Tanzania.*

I enjoy listening to music and watching movies. I enjoy reading and my favorite book is 'The Alchemist' by Paulo Coelho. I'm not too bad on the piano, with enough practice I can completely nail a song. I write poetry as a hobby. I absolutely love traveling and seeing the world; even if it is as short as a four hour drive from home in Dar es Salaam.

I am interested in pursuing a career in human rights and the justice system. Preferably, I would love to take a course on international affairs as a major in university, but I also love and enjoy finance and business studies which I hope to take as a minor in university.

Harvard is my dream university and International School Moshi is the best place for me to achieve this dream. I love that ISM offers scholarships because it gives a chance for those of us from schools in the NECTA system to achieve dreams that would otherwise be difficult impossible."



Earlier in the year, **Nahla, Daniza, Axelle, Lulu, Mariam** and **Ms Howlett** from Arusha spent the day at Kisimani School painting exterior walls and decorating the kindergarten and returned full of enthusiasm for the project. This experience was the first of what we hope will be many Saturday Service Days. Families are encouraged to get involved, giving primary and secondary students more opportunities to participate in community action.



WORKING TOWARDS BECOMING A UWC

ISM is still on its journey to becoming a **UWC (United World College)** making it the East African hub of leadership and being part of their worldwide network of colleges that promotes peace and sustainability and ethical future leaders. This is more important today perhaps that it has ever been with conflicts raging in many parts of the world and politics becoming more divisive. Part of that journey is ensuring that we have many more scholarships to offer so students from around the world, regardless of their background, can study the IB Diploma and become the future leaders equipped with the necessary academic and philanthropic skills. This year we have gained a scholarship from Make a Difference, which will support talented Tanzanians from economically deprived backgrounds. Next year we will start a scholarship scheme with Beacon Equity Trust an organisation that supports a 1/3 scholarship as well as mentoring and support onto university. We also have a number of international corporations working within the region who want to start to support talent through education in the next year or two. If you want to get involved with helping us secure more scholarships (or know someone who can) you can join our online ISM-UWC Task Force, or if you just want to drop us a line please contact gemmamay@ed.ismoshi.com.

**\$10
MILLION**
of University Scholarship
money over the last
six years

Ultimaker Education challenge winner



Certificate of Award Presented to
International School of Moshi, Arusha Campus
For outstanding achievement in Ultimaker's education contest.

In recognition of your commitment to educational innovation in the field of 3D print technology, you are awarded with a **Ultimaker 2+**, comprehensive training and a year's supply of 3D printing material.

Congratulations!

Siet Wijnia
Co-founder and CTO Ultimaker

Julia Haried
Makergirls

Aric Rindfleisch
Illinois Makerlab

Marcela van den Burg
Education Ultimaker

CONGRATULATIONS!

This year saw our design departments flourishing. Both campuses have new design areas, and this inspired a group of students from M2 on Arusha Campus to enter a competition for an Ultimaker 3D printer. Led by Design & Technology teacher Paula Elsley, Cody, Magnus and Caedman designed a project that developed their skills in technology, engineering, science and math around finding a better solution for farming methods in Tanzania.

Their objective was to design and create a seed planter that will reduce the burden on farmers by creating a device that can be attached to the back of a cow. The planter will then disperse seeds across a field as the cow moves.

We were so proud when Ultimaker revealed that the winners of their global Ultimaker education challenge, East Africa region were our team from Arusha!

The campus has been awarded

- An Ultimaker 2+
- A training session from our Local Service Partner Kuunda
- A Certificate of Ultimaker Education Challenge Winner

And an invite to join an Educational Pioneer Program, which is currently active in North America and will be soon extended to Europe and the rest of the world!!

Congratulations!!



SPOT TYLER

In November, the Dar Choral Society, under the direction of Hekima Raymond gave a massive concert at the Julius Nyerere Convention Center in Dar es Salaam. The program featured parts of Beethoven's 5th symphony and the 1.5 hour Requiem Mass by Giuseppe Verdi. Members of the orchestra represented a wide range of amateur to professional musicians coming from Tanzania, England, Kenya, South Africa, and many other nations in order to make this event a great collaborative success for all involved. Arusha campus music teacher **Tyler Dixon** joined this diverse group of musicians. We're so lucky to have such a talented music teacher!

QUOTE OF THE YEAR
 "ISM's richly diverse environment coupled with its sense of community broadens one's horizons. Here, we are different, yet we belong together"

Hussein Khambhalia D1 MOSHI



DUKE OF EDINBURGH INTERNATIONAL AWARD PROGRAMME

The Duke of Edinburgh's International Award program is now offered on our Arusha Campus and comprises of the three progressive levels of Bronze, Silver or Gold which must be completed by the participant's twenty-fifth birthday.

With assistance from adult leaders, participants select and set objectives in each of the following areas:

- **Volunteering:** undertaking service to individuals or the community.
- **Physical:** improving in an area of sport, dance or fitness activities.
- **Skills:** developing practical and social skills and personal interests.
- **Expedition:** planning, training for, and completion of an adventurous journey.

At Gold level, participants must do an additional fifth Residential section, which involves staying and working away from home for five days, doing a shared activity.

To achieve an award, the participant must work on each section for a minimum period of time, and must be monitored and assessed by someone with knowledge of the chosen activities. Each progressive level demands more time and commitment from participants: Bronze 3–6 months; Silver: 6–9 months; Gold: 12–18 months.

Participants are required to show regular activity and commitment to the award for the duration of their D of E programme, which is usually at least one hour per week.

The program is designed to be challenging and to develop a participant's skill, perseverance and commitment to a given activity. It is highly valued on a CV and by employers.

THANK YOU TO ALL THOSE WHO DONATED



The nation was devastated at the news of the death of the children in the Lucky Vincent school bus crash in May 2017.

Led by Phil Bowen and Happiness from our Arusha Campus we asked for support to help fund the transportation to the USA of the three surviving children for their medical treatment. The children were airlifted out from KIA on a plane provided by the Samaritan's Purse Organisation and travelled to Sioux City in Iowa for treatment at Mercy Hospital; ISM students from Arusha Campus were at KIA to wish them a safe journey.

The plane was acquired through a private donation. In this huge international effort, many organisations came together to contribute to this collaborative effort to secure treatment for the children and all transportation costs were met. We would like to thank all donors who gave so generously and helped the huge effort to cover these costs. The final amount raised exceeded Tsh 11 million

The money collected was used to pay for US visa costs for the children and their parents and the amount remaining in was fund was donated to Samaritan's Purse. To find out more about the mission of Samaritan's Purse visit www.samaritanaspurse.org

ISM 10 | BOARDING MYTHS

DEBUNKED

By boarding students *Pauline Ngom, Lulu Magea and Sharleen Magashi*



KIDS DON'T HAVE FUN AT BOARDING SCHOOL

Being a boarding student at ISM is a lot of fun. We laugh a lot, and we participate in many fun activities together. From sport, to eating together, hanging out in our dorms and of course working in class, it's a lot of fun and we enjoy it enormously.



DIVERSITY IS RARE AT A BOARDING SCHOOL

We all come from diverse cultures, families and countries but we learn to speak a common language, the language of friendship, tolerance and respect. ISM celebrates cultural diversity and we learn a lot about others through mixing with the over forty nationalities that attend the school.



BOARDING SCHOOL IS FOR KIDS WHO ARE HAVING TROUBLE AT HOME OR SCHOOL

This is so not true! Often we have parents who travel a lot or we're being brought up in a city and have decided we would prefer a more rural place for our education.



BOARDING PARENTS ARE VERY STRICT AND WALK AROUND Jangling KEYS

Our boarding parents are not very strict; they're kind and fair. They care about us and help us to create a community. They are always there to give advice and help whenever we want. And if we don't feel well there's a lovely nurse who makes sure we're comfortable.



DORMS ARE LIKE PRISONS

Each boarding house has a house parent who lives right next door to the students so it's just like having a parent right there. We can decorate our rooms and bring personal things from home. The campus has lovely trees and gardens around all the boarding houses and we can enjoy these whenever we have free time. It's like living in a great big house with a really huge garden with loads and loads of friends!



THE FOOD IN THE CAFETERIA LOOKS LIKE PORRIDGE AND GRUEL

And the food? It's not mom's cooking, but it is good and the dining hall is a place where we see and chat with friends and enjoy each other's company. There is a food council at the school and we are able to have input in the menu and choice of food available. Our favourite meal is ????



EVERYONE WEARS A UNIFORM AT BOARDING SCHOOLS

There is no uniform at ISM. The Primary students have coloured T shirts to wear which are practical as they are young and prone to getting in a mess. Everyone in secondary only has to wear a sports shirt for sports lessons, which of course makes sense. Otherwise we may dress as we like as long it follows the sensible and thoughtful dress code to ensure no one is offended by what we wear. It's all very grown up and we appreciate being allowed to be ourselves.



KIDS IN BOARDING SCHOOLS ARE EXPECTED TO GROW UP QUICKLY

Not so! We are very much encouraged to be children. We attend our lessons, have fun eating in the dining room together, get to play loads of sports and we have boarding parents who are there for us.



THERE IS LOTS OF BULLYING AND KIDS CAN BE MEAN TO EACH OTHER

Our dorm is our second home and our dorm mates are our sisters, both young and old. Yes, sometimes we have disagreements, but what families don't? If we do our boarding parents are right there to help us through it in a calm and understanding manner.



LIVING IN BOARDING IS LONELY AND MANY KIDS ARE HOMESICK

Lonely! You've got to be joking. There is always someone around to talk to, collaborate with or just chill out and relax with. Some children do miss home when they first come but we can guarantee that within a few weeks ISM will become their home from home.



AND NOW FOR THE TRUTH... WHY OUR 10 MYTHS ARE SIMPLY THAT, MYTHS:

We are happy to be boarding students at ISM.

KWAHERI AND ASANTE SANA!



Saying goodbye to a long-term member of staff is one of the hardest tasks of all, especially a Head of Campus. How to honour 29 years of commitment and dedication? So I turn faithfully to the IB Learner Profile for support and nominate Mr White for the IB Learner Profile Award of 2018.

As a Mathematics teacher Mr White has been one of those teachers that just has the knack of being able to explain Maths in a way that the lesser of us can understand. Every Tuesday there would be queues for help at guidance hour but also after school, students would pop in for that extra angle. However, it wasn't just the mathematically challenged it was also the mathematically gifted that enjoyed his guidance; his IB Higher Level students thrived in his classes as he motivated them to delve further into the infinite possibilities that mathematics offers.

Knowledgeable has been Mr White's forte, if he didn't know about something he would read up on it to be sure he was informed, whether it was the medical requirements for a Dengue crisis, a university application procedure or a curriculum detail. He is a natural inquirer, who never makes decisions quickly, but always keeps asking questions and then thinks them through. As a valued member of the school's Senior Management Team this one an essential element as part of the team that leads the school.

On paper Mr White is an eloquent communicator and he managed the weekly newsletter that we have all come to rely on for our school news. An introvert forced into an extrovert role, presentation communication is something that Mr White had to overcome with courage and risk-taking. In a small forum it was not a problem, but he was not so keen on assemblies and encouraged others into that role, but when the special assemblies came such as graduation and departing teachers speeches he showed that he had a knack for wit and succinct public-speaking. Of course we loved those special assemblies because it would be the day he stepped out of his comfortable sandals into a smart pair of shoes.

Being part of a school for a long time means we can become part of the furniture, which has its advantages and disadvantages, every year new parents would come and inevitably some will be Alumni themselves; they loved the fact that Keiron White was still there, it gave them comfort and reassurance that their children would get a positive experience like they did. Of course school's change over time and the many changes that have happened from IGCSE to MYP and adapting to growth have been down to his open-mindedness. He is cautious, but definitely open-minded.

Perhaps Mr White's weakest profile (for we are not all perfect) was being balanced as his 100% commitment to the school meant that he was at the school's beck and call; the go-to person for any problem large or small - on-duty 24-7, this means being called to the boarding houses at 5 minutes notice, supporting a member of staff with a house problem at the weekend, dealing with a disciplinary issue that cannot wait, and joining the community at events or helping students with their problems (not just mathematical ones). His door was always open as he is an excellent listener and mentor both to colleagues and students. He complained rarely, just saw it as part of his job and kept his sense of humour, which is probably what many of his friends will remember him for (that and his IT talents).

I end purposefully with Caring – in any discussion Keiron would put the students first. Over 29 years he has nurtured and supported so many of our children through the ISM journey, some for a short while some all the way. He knows his students, especially the boarders with whom he would eat meals and chat, the primary boarders see him as a father figure, whom they respect but feel at home with. The Secondary students see him as fair and trustworthy, they know he has their best interests at heart.

Thank you Mr White, for 29 years of service, your 110% commitment and dedication to both ISM as a whole and Moshi Campus especially and above all for being a friend to so many.



Dear Mr White, you're so nice, kind and perfect in all your ways. You're so kind to different people who are of different ages even E.C kids. I wish you have a good time wherever you go and I wish you a long and happy life".

Cecilia Primary

INTERVIEW WITH NEW DIRECTOR DR ANNA MARSDEN

Anna Marsden will start her role as our new director in the next academic year, but not before she has completed 6 months of travel with her family.

As we start the process of creating this year's Summit Magazine our soon to be director is on the other side of the world enjoying quality travel time with partner Roddy and two sons Luke and James as they travel through Southeast Asia. The Summit caught up with her to find out more during her brief visit to Tanzania earlier in the year.

ISM IS LOOKING FORWARD TO WELCOMING YOU AND YOUR FAMILY. YOU ALREADY HAVE LINKS TO AFRICA CAN YOU TELL US A BIT ABOUT YOURSELF?

I originate from the United Kingdom and was born and went to school in London. After training and working as a psychiatric nurse I left London in my early twenties to attend university. My relationship with Africa started when I applied to Voluntary Services Overseas in the late 1990s to work as a teacher and they posted me to a rural secondary school in Zimbabwe. After finishing my contract in Zimbabwe I spent some time traveling throughout Africa before taking a job at Waterford Kamlabha in Swaziland, the only United World College in Africa. I stayed in Swaziland for eight years during which time my partner and I had our two children.

BUT BEFORE THAT YOU WERE A SCIENTIST WEREN'T YOU?

At university I studied chemistry and biochemistry at an undergraduate level before focussing on chemistry as a postgraduate. I have been extremely fortunate to undertake full-time research in chemistry and get a glimpse into the life of a scientist.

WOW! BUT YOU CHANGED YOUR WHOLE WORK SCENARIO FROM ONE INDUSTRY TO ANOTHER. WHAT BROUGHT THAT ABOUT?

Whilst I loved the discipline and sense of discovery I experienced when undertaking research, I also enjoyed the time I spent with the undergraduate students. Through this I realised that I enjoyed teaching and working with young people. I also believed that some of the misconceptions the students were bringing to university could have been ironed out at a school level hence the decision to move into school teaching. This was coupled with a desire to work for VSO and opportunities for me to do so were greater as a science teacher. Training as a teacher was a decision I have never regretted.

YOU HAVE SPENT THE LAST FEW YEARS WORKING AND LIVING IN FIJI. CAN YOU TELL US A BIT ABOUT YOUR EXPERIENCE THERE?

I worked at International School Suva in the capital of Fiji for six years, five of which were as the Head of the school. This was my first position as an international school head and of course I learnt a lot. Whilst Fiji evokes images of blue seas and sandy beaches, and this is indeed true, it does not describe Suva. My time in Fiji revolved around working to provide the best possible educational experience for the over 600 students in the school whilst balancing the needs of my family. I have many fond memories of the school and all we achieved and it was enormous fun to be in Fiji and explore the marvelous diving and beautiful tropical environment.

WOULD YOU SAY YOU HAVE A CERTAIN KIND OF APPROACH TO YOUR WORK THAT HAS GUIDED YOU THROUGHOUT YOUR CAREER?

It is vital that we keep all doors open for the young people in our care and awaken them to the many possibilities available. We change as we grow older and need to teach our students that to be flexible and able to adapt to change. I believe that we all need our champions and that as a teacher I have a crucial role to play in championing the students in my care. To quote Kurt Hahn, the German educationalist and founder of the first of the United World Colleges:

"We are all better than we know; if only we can be brought to realise this, we may never again be prepared to settle for anything less."

His words have resonated with me throughout my career as an educator.

WE ARE EXCITED THAT YOU HAVE WORKED AT WATERFORD KAMHLABA AND HAVE EXPERIENCE OF WORKING IN A UNITED WORLD COLLEGE. HOW DO YOU SEE ISM'S UWC JOURNEY UNFOLDING AS YOU TAKE THE REINS?

There is a lot of strategic discussion around ISM's UWC journey taking place within the school which has been great to hear and I am very excited to be able to be part of this discussion. Whilst there are some challenges associated with becoming a UWC, that ISM values the UWC philosophy and wants to embody it within in the school speaks volumes.

WHAT IS THE MOST UNIQUE FEATURE OF ISM THAT STANDS OUT TO YOU?

There is a caring atmosphere and warmth to the school that all visitors feel when they walk through the gates. The existing philosophy of the school in terms of service learning combined with the exciting outdoor pursuits programme make ISM really stand out. I am just beginning to understand some of the work that ISM is undertaking in the community and am very excited to learn more. Together these contribute to ISM being a unique institution in a unique location.

AND FINALLY...

I would like to thank everyone for the very warm welcome my family and I have received. We are all looking forward to moving to ISM and getting to know the ISM community better.





THE HILLS ARE ALIVE!

with the sound of music reports Leila Scheltema

This school year the whole school drama performance was **The Sound of Music**. This famous musical is about a young nun called Maria, who fails to be a nun so is sent to become a governess. Maria cares for the seven children of widowed and retired Austrian, Captain Von Trapp, and teaches them how to sing. She brings life back into the Von Trapp home and wins over the heart of the Captain.

Amy Arora and **Tyler Dixon** led this production for five months. The process started in August when auditions started and ended with four successful performances. **Miss Arora** and **Georgie Bouwknecht** (who played Maria) were willing to give us a brief interview on the production process.



HOW DID YOU DECIDE ON THE SOUND OF MUSIC AND WERE THERE ANY OTHER OPTIONS?

Amy Arora: Both Mr Dixon and I wanted to pick something that was really well known, that would attract people from all over Arusha and both of us really loved The Sound of Music, so for us it was an easy choice.

Georgie Bouwknecht: I was really excited about it being The Sound of Music because of all the amazing songs in it! It's a musical that my grandmother really likes as well, so it was great for her to be able to watch the DVD of it as well!"



WHAT WAS YOUR PREDICTION ON HOW THE PROCESS OF THE MUSICAL WOULD GO?

Amy Arora: "We wanted to make a show, which gave as many students as possible the chance to participate. We also wanted to incorporate a Tanzanian theme into the musical, that was reflected in the costumes and use of Arusha as a backdrop. But we also kept the German and Austrian theme as well."

Georgie Bouwknecht: "It was a long process, but it was really worth it in the end. I always enjoyed practices! Everything was organised incredibly well, which is a huge credit to Miss Arora and Mr Dixon."





HOW WAS THE PERFORMANCE AND WHAT WAS THE REACTION FROM THE AUDIENCE?

Amy Arora: "The performances all went really well. Overall there were no big mistakes, and the best thing was that everybody looked like they were having so much fun when they were on stage. It was all very positively received by the audience. Usually parents enjoy it because their children are in the play but a lot of people came who weren't parents and they also enjoyed it, because it was just a very entertaining show. "

Georgie Bouwknecht: "There was an overwhelming amount of emotion after the last performance. It was really strange hanging up my costume for the last time. Throughout all our performances we had really responsive audiences! It's worth mentioning the kiss scene, which got a massive reaction from my classmates!"



ARE YOU PLANNING ON ANOTHER PRODUCTION NEXT SCHOOL YEAR?

Amy Arora: "We will definitely be doing another whole school production in December time, but we don't know what it is yet. But we invite you all to audition!"

Leila: "I certainly will!"



BYE BYE DEBBIE



Debbie came to ISM in 1995 as the Kiongozi boarding parent where she soon established herself as 'Earth Mother'. Warm, friendly, sympathetic and fair, she managed to provide a safe and homely environment for these wayward adolescent girls, you know who you were!! But how they have changed!!

As a Primary teacher, and latterly her work with the SEN children, she was always so understanding, patient and unflappable! Those in her charge produced some great work and her Book Week door was always impressive.

Outside of the boarding and teaching she was involved in many activities. A skilled tennis player with an awesome forehand, woe betide the opponent on the other side of the net!

Who will forget her performances in the Variety Show? A founder

member of the 'Big Mamas'! Remember 'It's in his kiss', 'It's raining Men' and 'Dancing Queen' to name but a few! The Show will never be the same again!

A great companion on safari whether sitting on the bonnet of the car overlooking the plains, sitting for hours watching lions (doing what they do best - nothing) and even lying on the floor of a car manipulating a broken accelerator cable, with no idea of speed- just pull it!, while the driver tried to avoid the trees in the Coconut Plantation!

Debbie has always shown great professionalism and loyalty to the ISM Community whether as a Boarding Parent, P6 teacher, SEN Coordinator and in her many committee positions.

She will be sorely missed and I'm sure we all wish her well as she starts a new chapter in her life in Uganda.



LIVING

THE DECORATORS' GUIDE TO DORM LIVING

We love the new look chill out and TV room together with the re-vamped café and Duka that our older students have as a place to hang out when they have free time during the day on Moshi. A big thanks to Annalee Horton, Jocelyn Sullivan, Rosemary Bango and Delphine Riziki for being so clever. They even made sure that the new look was sustainable by ordering the seating from eco design company Dunia in Arusha.



We asked some of our boarding students for ideas for decorating a dorm room.

MAKE IT LIKE HOME

There's nothing like having items from home to personalise a blank space. Bring your favorite books and items that are sentimental for you. A favorite potted plant for the window sill will bring nature into your room as well as help purify the air.

IT'S ALWAYS NICE TO BE COORDINATED.

If you already know your room mate you could choose bedspreads that complement each other. When you decorate, try to group things together that are either coordinated in terms of colour or work well together if they have patterns. Either way it's great fun to do and a nice way to get to know your new friends.

TRY TO BE NEAT AND ORGANIZED.

Living in a neat and tidy space will contribute to your inner calm especially when you have to work on assignments or for tests and exams. When you move into your room look at the layout carefully and arrange the furniture to ensure you use the space available in the best way. Once you've decided on the layout ensure you keep your desk and work space clear. There's nothing like sitting down to an orderly desk to work and it will really help you organize your thoughts as well.

GO MAD WITH YOUR WALLS

Bring a great collection of posters, wall hangings and photographs to use for decoration. It's a well known interior design fact that filling your walls with paintings, photographs or treasured objects will make the room look much bigger. As well as creating plenty of things to stimulate your senses the decoration will also serve as a good conversation topic. Surrounding yourself with things you love will also help keep you feeling calm, organized and happy.

CLASS OF 2017

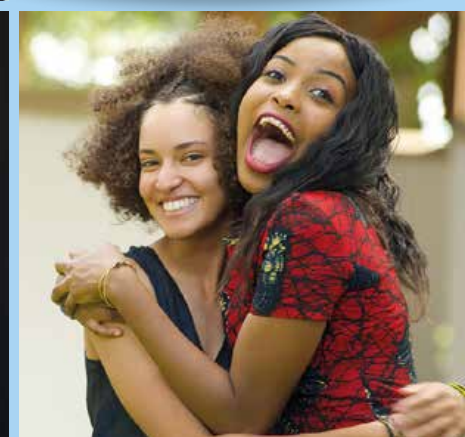


This year's graduation days were once again emotional celebrations for the ISM communities on both campuses.

At the Moshi ceremony guest speaker **Wilfred Moshi** spoke of the many obstacles he overcame to become the first Tanzanian to summit Everest. Whilst at the Arusha ceremony, **Khalid Rushaka** recounted his journey to become the first Tanzanian to compete in swimming at the Olympics.

Director **Bob Horton** delivered his final graduation speeches for the school. We are grateful for his thoughtful and meaningful leadership during the last five years during which time the school has been successful in raising \$8 million of scholarship funding for Tanzanian students to attend US universities.

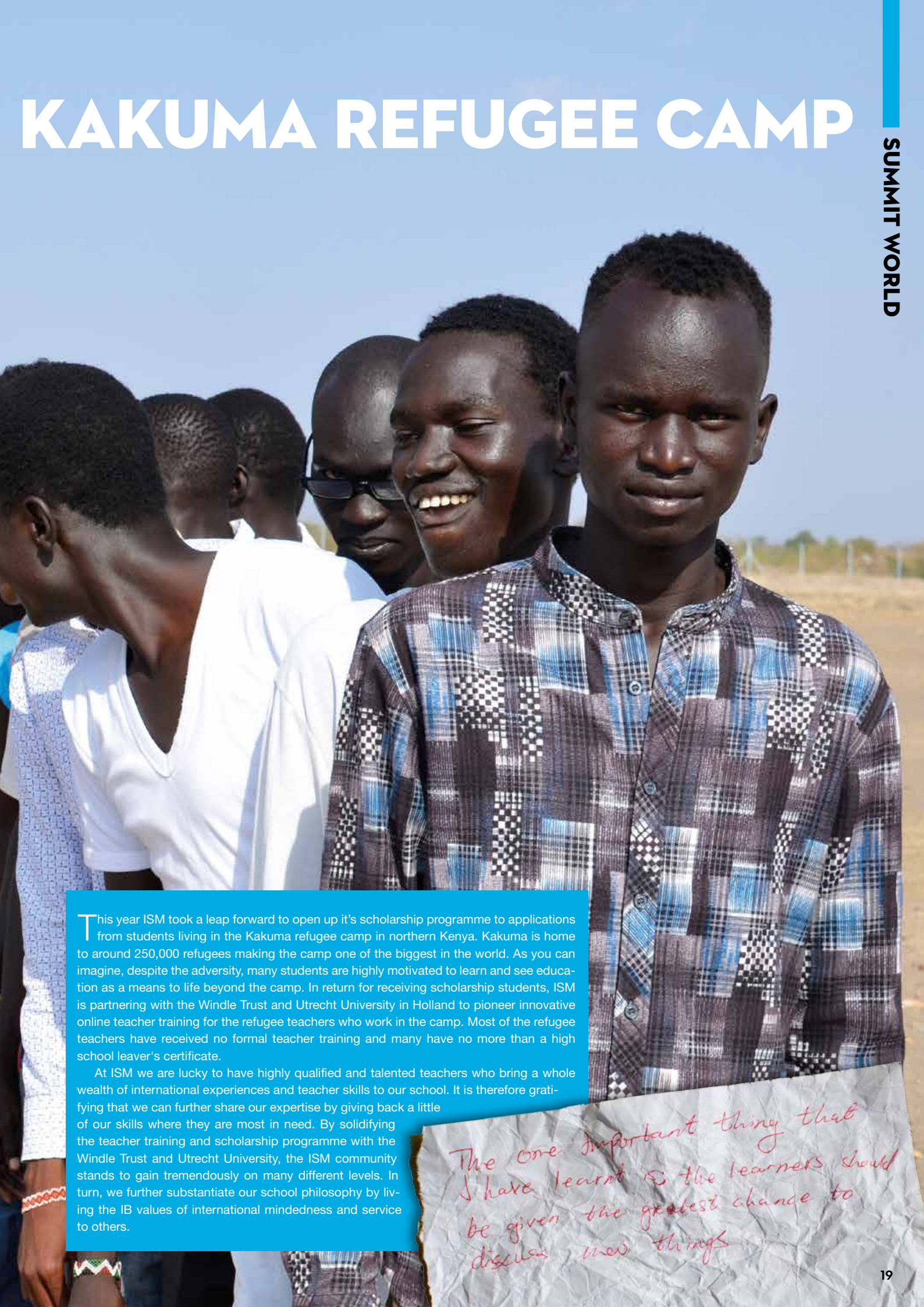




A VISIT TO



KAKUMA REFUGEE CAMP



This year ISM took a leap forward to open up its scholarship programme to applications from students living in the Kakuma refugee camp in northern Kenya. Kakuma is home to around 250,000 refugees making the camp one of the biggest in the world. As you can imagine, despite the adversity, many students are highly motivated to learn and see education as a means to life beyond the camp. In return for receiving scholarship students, ISM is partnering with the Windle Trust and Utrecht University in Holland to pioneer innovative online teacher training for the refugee teachers who work in the camp. Most of the refugee teachers have received no formal teacher training and many have no more than a high school leaver's certificate.

At ISM we are lucky to have highly qualified and talented teachers who bring a whole wealth of international experiences and teacher skills to our school. It is therefore gratifying that we can further share our expertise by giving back a little of our skills where they are most in need. By solidifying the teacher training and scholarship programme with the Windle Trust and Utrecht University, the ISM community stands to gain tremendously on many different levels. In turn, we further substantiate our school philosophy by living the IB values of international mindedness and service to others.

The one important thing that I have learnt is the learners should be given the greatest chance to discuss new things

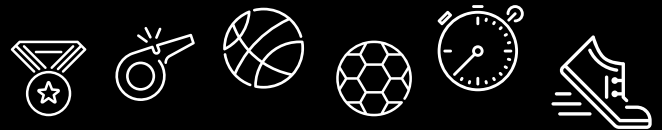
SPORT



MOSHI

2016 – 2017 has been a great sporting year for the Leopards! Our students and teams have had great success on the court, field and in the pool. ISM teams and individuals have brought home several trophies and individual medals. Students and coaches started the year with great enthusiasm and that carried on throughout the year. ISM Moshi teams have been crowned Champions in U19 Girls Football, U15 Boys Football and Swimming.

While finishing 2nd or 3rd respectively in U15 Girls Football, U15 Boys Basketball, and U19 Boys Football. ISM teams also won 10 Championships in the annual ISM Sports Weekend. ISM athletes also have won 1st and 2nd place at the ISK Swim Meet this past March, while having swimmers make the Tanzanian National Team. This summer two ISM students (Christopher F and Shawn B) will represent Tanzania and ISM at the World Junior Swimming Championships in Indianapolis USA. This is a great accomplishment for our school, students and sports program. We look forward to building upon our success next school year. Go Leopards!



ARUSHA

The 2016/2017 Sports year has been full of fun and exciting events for all age groups and in a wide variety of sports. There has been something for every student and the commitment and dedication of our teachers, parents, students, volunteers and external coaches has been truly amazing. We have brand new sporting facilities on campus which have been a great addition and will continue to drive our already strong school spirit.

Our students competed in numerous NTAA events which included Football, Basketball, Swimming, Athletics, Hockey, Cricket, Rounders, Netball, Cross-Country and Rugby as well as many other independent events such as the A-town Throw-down and Moshi Sports Weekend. It was an exciting year to watch our students flourish and develop in their skills, whilst finding and fuelling their passion for sport. I look forward to the coming year which promises to hold even more events and will provide our students with even more opportunities to excel and compete. Go Rhinos!

GEMMA MAY MET UP WITH SUZAN EFATA WHO GRADUATED FROM MOSHI IN 2009

HOW DID YOU GET INTO THE ISM SCHOLARSHIP PROGRAM?

After my Form 4 exams here in Tanzania I did very well and came to ISM for interviews. At the same time the British Council called me, after also hearing about my good exam results, to offer me a chance to study at UWC Atlantic in the UK. I was reluctant to go abroad just at that time and as I had grown up in Moshi, and attended a kindergarten day care centre located on the ISM campus, I knew what a great place it was. Then Mr White called me and said the alumni had come together to raise funds for a scholarship at ISM and wanted to offer it to me...I was delighted!

WHAT ARE YOUR BEST MEMORIES OF ISM?

The school environment itself, it offered independence and let you make more decisions for yourself....even things such as food choices! Coming from a Tanzanian system where all choices are made for you it was a welcome surprise. It also offered me a good transition before university which I knew was going to be outside Tanzania. I interacted with people of different cultures and this made it less of a shock when I got to university in Canada. These friends from ISM are still friends today and they are all over the world! Finally the IB Program itself, at first I asked myself 'how is this going to help me in the future?' but at university it made sense. The extended essay and referencing, for example, was invaluable. I also won the Community Award for my CAS projects working with the kindergarten on campus, an orphanage and at KCMC in the physiotherapy ward.

WHERE DID YOU GO AFTER ISM?

I went to Trent University to study Public Health and Nursing and worked as a nurse in Canada for 2 ½ years. My passion for public health grew at this time and I knew I wanted to return to Tanzania and that to really make a change then this was the way to do it. Then I started my Masters in Public and Global health knowing I wanted to do something in Moshi. I connected with an NGO based in Moshi, Toto Health (<https://totohealth.org/homepage>), working in maternal health making and supplying clean delivery kits to mothers.

WHAT WOULD BE THE ADVICE YOU WOULD OFFER DIPLOMA STUDENTS TODAY?

Right now it will feel like the hardest program you have done and you may not recognise the significance or importance of it, but trust me it is preparing you for university in the best way. Make sure you really explore what you want to do in the future, if you want to go into medicine take the opportunity to shadow a doctor or work in a CAS project that links to this. Once you are at university on that course you will be solely focused on that subject so make sure it's something you know you enjoy.

FINAL WORD FOR US?

I am grateful for the scholarship opportunity. I know when you give someone an opportunity they come back to benefit the whole community that helped them. Now a group of us previous scholarship students are setting up a fund to help support the future scholarship students.

Contact alumni@ed.ismoshi.com for more information on how you can support the future scholarship students. You can set up a monthly Direct Debit or a one off donation.



THE

TO

OF

ISM

WE PRESENT AN ALPHABETIZED TAKE ON ALL THINGS ISM THROUGH QUOTES FROM OUR COMMUNITY.





A FOR ADVANTAGE

The greatest advantage of studying at ISM was not only making connections with students who I know will do great things in life, but also being given access to a university counselor who helps students throughout their university application process. ISM is the ideal place to learn to be a global citizen because it exposes people to different perspectives over various issues by encouraging conversation about them in classes such as life skills, TOK and even outside the typical classroom setting. Through such discussions, one learns to tolerate other people's opinions especially when they challenge your own opinions. This creates a harmonious environment in which people learn about other cultures and learn that they are not only affected by their national environment but also the global environment as a whole. **Valencia Lambert, Cornell University.**

B

FOR BOARDING

Living as a boarder at ISM helped me in preparing to live and go to school with other people while in college. I learned how to most effectively live with people so as to avoid conflicts with those I live with. It also helped me to create discipline in how I approach my work and how I can most effectively use my time to accomplish being offered a full scholarship at Cornell University. **Libby Christian, Cornell University.**



C

FOR CONFIDENCE

Teach the child to have confidence. The student who finishes ISM can work all over the world. **Sizeline Kimaro.**

E

FOR EFFORT

The greatest thing about ISM.... this is a difficult question to answer because ISM has so many aspects of it that make it an amazing experience but I think I would have to say the teachers and their enormous effort. To have teachers that are experienced, qualified and care about the development of the student is truly special. They put in so much effort in trying to teach the concepts in a way that is relatable for the student and challenge the student to think about the implications of what they are learning. In addition to the teachers, there is so much learning that happens from your peers, I found that everyone was willing to help each other. In history before every test, we would get together in the dorm and just bounce ideas off each other as we correct and learn from each other. Also, if I found a concept really hard to understand in biology, I would go to Bliss or Valencia and they will just break it all down for me. **Lisa Matay, Harvard University.**



G FOR GOOD HANDS

Upon seeing Abbas as a student in your school. I am reassured that he is in good hands and will have a bright future. Thank you. **Sabiha Hassanali.**

H

FOR HOME FROM HOME

We took the risk after hearing positive feedback from a parent about how his children had been through the school and sent our daughter, Maria, to join M1 as a boarder 2 years ago. We never thought she would love it so much. ISM has practically become her 'home away from home'. Maria really loves ISM and, because she is so happy, we are too. We also admire how mature and open-minded the ISM students are. **Debbie.**



D

FOR DIPLOMA

Our two daughters have been attending ISM since 2010. Thanks to Mr White, Mr Horton, the great teachers and the wonderful support staff who have actually helped my kids to thrive in this school. I am waiting for Srija to start Diploma and I am certain that ISM will prepare her for the best of the universities. We owe ISM a lot for both Srija and Ananya's success over the years. Thank you so very much ISM!

Srinivas and Sri Lakshmi Maddipatla.



F

F IS FOR FUTURE

ISM prepares students for their futures. Not only their own but also the future of others. During all subjects, real life situations or problems are presented, making us think about how to apply our knowledge to these problems. We are motivated to think about these problems and this inspires a lot of students to explore studies/ careers based upon their interest in, for example, problem solving. This can branch out into many different areas such as environmentally, politically, ethically etc.

Leila Scheltema D1.



I

FOR INTERNATIONAL

The international community that ISM fosters is one that truly helps to cultivate the skills necessary to be a global citizen. Learning to respect and celebrate others no matter where they come from, is something that I felt like I emulated while at ISM. Having gone to International schools my whole life, I learnt this a long time ago; but I felt like ISM also made an effort to push all its students to respect others from all kinds of backgrounds.

Libby Christian, Cornell University.





J FOR JIGSAW PUZZLE

I feel a bit like a jigsaw puzzle, because I go back and forth between Moshi and Arusha campus every week. Teaching Dutch on both campuses feels like making a jigsaw puzzle, different pieces always matching together somewhere. It is enriching and unique to be teaching on both campuses!

Elke van der Mijnsbrugge, Dutch teacher.



K FOR KIDS

My kids have attended ISM from EC. They enjoy this school so much! The atmosphere, the teachers, their friends, and the natural surroundings are wonderful for kids. Actually I knew of this school before we moved here, to Moshi, as my friend's daughter graduated from ISM and they always told me how lovely the school was. And we quite agree with that!

Mie Oizumi, Nina's(P5) and Kairi(P2/3)'s mother.



L IS FOR LOVE

I really love going to ISM and I love all the friends I have made since I started there. **Joni Jones-Bearcroft.**

M FOR MATHEMATICS

My favorite thing about being in ISM is being able to learn mathematics higher level under Mr White. Despite the difficulty of the course I have had extra support from Mr White and always felt at home in the maths class. **Angel Mcharo D2.**



N IS FOR NO UNIFORM

One "striking" element of ISM that made a strong impression on us, as parents, was:

- The absence of a "strict and standard uniform", but for the better...
- A DRESS CODE leaving each student a personal margin to be able to modelling their INDIVIDUALITY, IN UNITY BUT NO UNIFORMITY.

Therefore, we understood from the beginning ISM was preparing students to INTEGRATE BUT WITHOUT ASSIMILATING into main society!

In a nutshell, ISM was and still is ON TOP OF OUR EXPECTATIONS FOR BOTH OUR YOUNG ADULTS. **Marie-Josée and Lawrence Morgan, parents of Bliss (D2 last year/2016), now just terminating his 1st year in Economics at Concordia University, Montréal, and Gladys (D2 this year/2017), preparing to go either Concordia or McGill University, Montréal.**

O FOR OPPORTUNITIES

Personally, I believe ISM stands out as an educational institution because it provides various opportunities for students in a diverse community to develop their cultural growth through exposure to students with a range of views and experiences. This enables them to accept and recognize different customs and beliefs. I love ISM mostly because of the boarding community that has become my family.

This is the first time I've been away from home and I was a bit anxious that it would take me a while to get my bearings. However, in less than a month my boarding mates turned from friends into sisters that I hold dear to me. **Cynthia Henry, D1.**

P FOR PERSONAL DEVELOPMENT

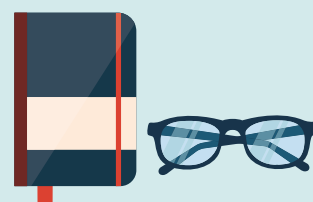
Due to the broad and flexible curriculum at ISM, the room for personal development is extensive. ISM focuses not only on academic achievements, but encourages us students to explore various ways in which we can help or engage in our community. This could range from participating in sports events to spending a day volunteering at our neighboring schools. Overall, ISM provides us with the perfect opportunity to make and achieve personal goals relating to almost any area possible.

Laura Terhell, D1.

Q IS FOR QUALITY, QUICKLY, QUESTIONS, QUALIFIED, AND QUOTES

- Quality is highly valued at ISM! High quality teachers, education standards, stage performances by students, sports and Tanzanian staff who usually work at ISM for many years.
- Quickly students who start at the school feel at home and gain confidence in their skills.
- Questions are always welcome from the students, to help uncover their full potential.
- Qualified teachers guide the students towards a fulfilling life, and discovery of their passions.
- Quoting a statement from ISM: "It is not about how much you cover, but how much you uncover!"

Marion Scheltema, parent of Hunter (P6) and Leila (D1) IS-MAC.





IS FOR A RICH ENVIRONMENT

ISM's richly diverse environment coupled with its sense of community broadens one's horizons. Here, we are different, yet we belong together. It is fascinating how ISM, a small, closely-knit community of people striving to seek education, offers a vast array of opportunities. From scholarships to top universities, international sports tournaments and nation-wide outdoor pursuits. Yet what has enthralled me the most is the warm welcome I have received from everyone who is part of ISM. Here, there is a place for everyone, enabling you to strive for success. **Hussein Khambhalia, D1K.**



S

FOR STUDENT-CENTRED

To be honest I did not have much knowledge as to what type of educational institution ISM was but I was sure that it has a different curriculum from the one used by the ministry of national education, and was likely to have many teachers from outside the country. I strongly believe that parents and community ties can have a systemic and sustained effect on learning outcomes for children, and on whole school improvement, when combined with other essential support such as strong school leadership, a high quality faculty, community engagement and partnerships, a student-centered learning climate, and effective instructional guidance for staff. My fear was if such a team of staff can achieve this outcome. Immediately my son joined in D1, I noticed that the ISM team is comprised of top education professionals because I was engaged in almost every school activity through the Summit magazine, emails and so forth. The ISM team encourages and supports schools and communities to strategically and collaboratively embrace families as key partners in the education of children. Thus ISM ensures that every family is equipped with the tools they need to navigate and support their children through the educational system by involving the parents in school activities. I will encourage parents to send their children to ISM. **Edmund Kalembo.**

T

FOR THINKING

To be honest, I did not know much about ISM before I came to Tanzania with my family in 2014. Over the past three years I have come to realise that ISM is a world class school offering a world class educational program. The program encourages thinking outside the box.....or more correctly.....you are encouraged to realise that there is no box. Our daughter (Bongai) is completing D2 and our son (Kudzai) is completing P6. I can definitely say ISM has done them a world of good and they will never be the same again! **Elijah Mwashayenyi.**



FOR UNIQUE

I feel as though ISM is unique in the sense that it encourages an open mind, and gives the student access to teachers who really truly accept and think about every question that a student asks as opposed to dismissing it and considering it a pointless childish question.

The environment at ISM is really beautiful, the green grass and the trees really give ISM a beautiful and unique learning environment. Also the mix of people at ISM is really cool. **Nikoli Emmanuel, M4.**



FOR OUR VISION

International School Moshi, Tanzania will be globally recognized as the best international school in East Africa, enabling our students to be successful people.

W

FOR WONDERFUL

I would say that ISM is a wonderful school, I found my kids have improved both socially as well as academically every day. I hope they will do better and better as they continue studying at ISM. Foremost I commend positively for the school management as well as the teaching staff for their tireless support towards students. Last but not least I like the interaction of teachers and parents i.e. **PTA meetings and the weekly email updates.**

X

FOR X FACTOR

It's so hard to pinpoint exactly what makes ISM the unique school it very much is. In marketing it's referred to as a USP – unique selling point – and often for many parents that I see visiting our campuses it's a certain indefinable quality that shines through our staff and students. I believe ISM has the X factor whatever that may be. I feel fantastically fortunate that my children attend the school and that I have had the opportunity to work here. I have learned many things that will guide me and I hope my children through the rest of our lives. **Sue Jones.**



FOR YALE UNIVERSITY

My time at ISM was very exciting. I have a lot of memorable moments (if not all) that I will always cherish. What made my experience at ISM so special is the fact that everyday was an adventure of some sort. One never knew what to expect, whether in class or out of one. From devoted teachers to kind and loving school support staff, ISM never felt foreign to me. I recall having endless debates with my fellow students in the dorms, dining hall and at the duka. Playing soccer and basketball pickup games in Karibu Hall. Sometimes just hanging outdoors by the swimming pool. All these memories and experiences were very transformative and broadened my outlook in life. **Clevenge Mbilinyi, Yale University.**

Z

FOR ZENITH!

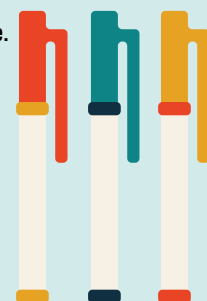
Our Moshi diploma program is at an all time high. This year marks the fourth in a row where the school has been successful in attracting nearly \$2 million of US university scholarships. We have had a student at Harvard for the last six consecutive years, as well as our students attending Yale, Cornell, Stanford, Amhurst and a host of the worlds greatest higher education institutions. We feel we're at the ZENITH of our history as we approach in 2019, 50 years of ISM's existence. Well done everyone at ISM. **Rick Fitzpatrick.**



A TO Z OF ISM BOARDING

By Ms. Jocelyn and the Kiongozi girls

- A** is for **ACTIVITIES**, we have quite a few.
- B** is for **BOARDING**, a home for me and you.
- C** is for **CARING**, it is what makes our community strong.
- D** is for our **DIPLOMA** boarders, they sure do get along.
- E** is for **EVERYONE**, all are welcome to join us here.
- F** is for **FAMILY**, our Boarding community we hold dear.
- G** is for **GENUINELY** caring about boarders' ideas.
- H** is for **HAPPY**, we enjoy time with our peers.
- I** is for **INTERESTING**; Boring days? We have none.
- J** is for **JOYOUS**, our MYP boarders have lots of fun.
- K** is for **KIVULI, KIJANA, KILELE, KIPEPEO, KIOTA, KISANDUKU** and **KIONGOZI**.
- L** is for **LEARNING** about cultural diveristy.
- M** is for **MAMA BANGO**, the mother of us all.
- N** is for **NURSE JACKIE** who cares for us when we fall.
- O** is for **OPINIONS** that are shared by council members.
- P** is for the **POA'S**, positive points we get for helping others.
- Q** is for **QUIRKY**, with our friends in the dorm, we have fun.
- R** is for **RESPONSIBLE**, a trait we need to get our homework done.
- S** is for the **SAFE SPACE** that our boarding parents create.
- T** is for **TOLERANCE** of every culture, experience and race.
- U** is for **UNDERSTANDING** that our time at ISM is precious.
- V** is for **VIBRANT**, our boarding community helps make ISM vivacious.
- W** is for **MR. WHITE** whom we will all miss when he retires.
- X** is for **EXCELLENT**, the standard to which we aspire.
- Y** is for **YOUTH**, ISM boarding helps to shape our future.
- Z** is for **ZANY** – we're fun – you should join us here!





OUTDOORS

We are really lucky to have access to some of the most extraordinary outdoor areas in the world. Here is a round up of all our Outdoor Pursuit trips and levels.



LEVEL ONE

Mandara Hut: on Mt Kilimanjaro. This trip comprises a 4-5 hour walk up to Mandara Huts (2800 m), an overnight hut stay, a short hike to Maundi Crater and return to Marangu Gate. This provides a good introduction to our OP programme and can be quite challenging for younger students.

South Pare Mountains: This is a 3 day / 2 night trip including a hike through lush rainforests up to Mghimbi caves and Malameni Rock. The second day includes a hike to the hilltop Ranzi Dam and Tona Moorland to get glimpses of unique flora and fauna and a view of Mkomazi National Park.

Pare Mountains: Perhaps the most demanding of the level 1 trips, this has a steep and long hike through the North Pares and includes a night's camping with a view of Mt Kilimanjaro on clear days.

LEVEL TWO

Usambara Mountains: this trip takes place in the easternmost ranges of the Eastern Arc Mountains. During the hike, students pass through spectacular sceneries including Irete, Mambo and Mtae view points (respectively at 1450 m, 1700 m, 1900 m). Although not particularly steep and strenuous, the trip requires endurance as it goes through rolling hills over four days.

Little Meru: on Mount Meru in Arusha National Park. After hiking to Miriakamba Hut on the first day, the group continues up to climb Little Meru (3800 m), the lower peak on Mt Meru before sleeping at Saddle Hut and returning to Momella Gate on the third day.

Ash cone: on Mount Meru. This is our newest trip to the summit of the Ash Cone at 3600 m, an alternative to the Little Meru trip with the same level of difficulty.



LEVEL THREE

Mount Hanang: at an elevation of 3420 m is the fourth highest mountain in Tanzania. This four day trip includes a cultural visit of a Datoga tribe, a walk to Balangida Salt Lake and a demanding hike to summit Mt Hanang.

Mawenzi Hut: on Mt Kilimanjaro. After spending the first two days climbing to Horombo, the group then takes a day trip to Mawenzi Hut (4600 m) which is at the base of the scree slope of Mawenzi Peak, the lower peak of Kilimanjaro, before returning to Horombo for the night. The group descends to Marangu gate on the fourth day.



LEVEL FOUR

Ngorongoro – Natron: a stunning five day trip in the Crater Highlands of the Ngorongoro Conservation Area. This low-altitude trip is supported with donkeys and includes a trek down Empakai Crater with an overnight camp on the crater rim. It continues through local Maasai villages and passes next to the magnificent Ol Doinyo Lengai volcano to finally reach Lake Natron.

Rongai Route: on Mt Kilimanjaro. This four-day route starts from the northern side of the mountain near the Kenyan border and involves two nights of camping on the mountain, an ascent over the saddle, a sleep at Horombo, before returning to the Marangu Gate.

Machame Route: on Mt Kilimanjaro. This five day trek climbs past Machame Hut (3000 m), Shira Hut (3900 m), scrambles up Barranco Wall to reach the Lava Tower (4 600 m) the highest point of this trek. The descent then starts to Mweka Hut (3110 m) and finally arrives at Mweka Gate.

Socialist Peak: summit of Mt Meru in Arusha National Park. After climbing to Miriakamba and Saddle Hut on the first two days, the group starts at night on the steep climb through Rhino Point, Cobra Point to finally reach the summit Mt Meru at dawn with spectacular views. This is the second highest mountain in Tanzania (4566 m).

**LEVEL FIVE**

Uhuru Peak: summit of Mt Kilimanjaro. This climb via the Marangu route passes through Mandara and Horombo Huts, with a day of acclimatisation at Zebra Rocks, reaching Kino Hut (4750 m) on the fourth day. It is followed by a midnight departure for the strenuous climb through Stella Point and Gilman's Point to reach the summit of the highest mountain in Africa: Uhuru Peak (5895 m). The fifth and sixth days are spent descending back to Marangu Gate. There are also other routes possible to reach Uhuru Peak, some of which are more demanding and involve camping instead of the relative comfort of a mountain hut.

Next year, we will continue expanding the OP programme and looking for new peaks to climb. The OP Coordinators will go on recce of Ol Doinyo Lengai and Mt Longido to check whether these are suitable for new trips. We will also continue with the Duke of Edinburgh International Award.

The Duke of Edinburgh's International Award (commonly abbreviated DofE) is the name for a youth awards programme founded in the United Kingdom in 1956 by Prince Philip, Duke of Edinburgh, that has since expanded to 144 nations. The awards recognise adolescents and young adults for completing a series of self-improvement exercises.

**NEW OP TRIP: ASH CONE OF MT MERU****Did you know?**

Mount Meru was once higher than Mt Kilimanjaro but the main caldera collapsed about 7800 years ago leaving Mt Meru Summit at 4566 m. Mt Meru is still considered as an active (strato)volcano and a minor eruption occurred in 1910, building on previous eruptions in the 1800's to create what is now called the 'Ash Cone'. This is where our new OP trip is going: Ash Cone Summit – hoping that no other eruption will take place in the near future!

On the first day, the hike starts as a walking safari with an armed ranger as it is highly possible to spot wildlife (giraffes, zebras, antelope, buffalo, warthogs...). The hike continues passing the Maio waterfalls and the 'fig tree arch' to reach Miri-

akamba Hut (2500 m). The second day is the start of the climb on difficult lava rock terrain to reach the summit of the Ash Cone at 3600 m. The third day is a well-deserved descent from the Hut back to Momella gate.

M1 Campcraft: A weekend low-level camping trip exclusively for M1 students to introduce them to a range of camp-craft skills and familiarize themselves with OP routines. Students learn how to set up tents and pack their backpack properly; they participate in the preparation, cooking and clean-up of meals. They are involved in team building activities and learn about basic first aid.



ISTA 2017

by Leila Scheltema

This year's ISTA trip took place in Oman and Miss Arora and Mr Juma accompanied students from both campuses. The theme of the festival was "Water, water, everywhere..." Oman is a country with many beautiful beaches and seas, yet has a shortage of freshwater. Students were asked to find a way to use theatre to raise awareness for this problem; a problem that occurs in many places on our planet.

Celeste from M1 was kind enough to share her opinion on the festival and the experience around it. "I was excited about it mainly because I could go somewhere new and experience their culture. We did tons of things; first we were put into groups and did many activities based around water. We also had workshops and the rest of the time we discovered Muscat. What I learnt from the trip was that drama can be lots of fun, be used to achieve something positive, and that acting is easier if you have fun and know what you're doing!"

HERE ARE SOME OF THE EXPERIENCES THAT MOSHI STUDENTS CAPTURED IN THEIR OWN WORDS:

“To me the major highlights were visiting the souks, boat cruise and going bowling. The ensemble time was also really fun, enjoyable and exciting. I found new friends too. Everything was fun.” (Donyo)

“The boat cruise, making new friends and going shopping was fun, cool and exciting.” (Alex)

“The trip was exciting and fun. I enjoyed making new friends and the talent shows. The disco was also interesting although it was short.” (Nangetia)

“Going to the mall made me happy because there were many things to buy. I also enjoyed workshops, making new friends, going bowling, souks and the boat cruise. The trip was great fun.” (Mandi)

“I loved the Oman trip. The entire trip was really fun filled and educational. If I would choose my major highlight, it would be staying with my host family because they were very kind. The souks for me were also exciting, seeing the market. The most memorable part was the performance sharing and I think everyone in the group did something.” (Sharleen)





ARTS

The arts are an integral part of learning, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and global communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of

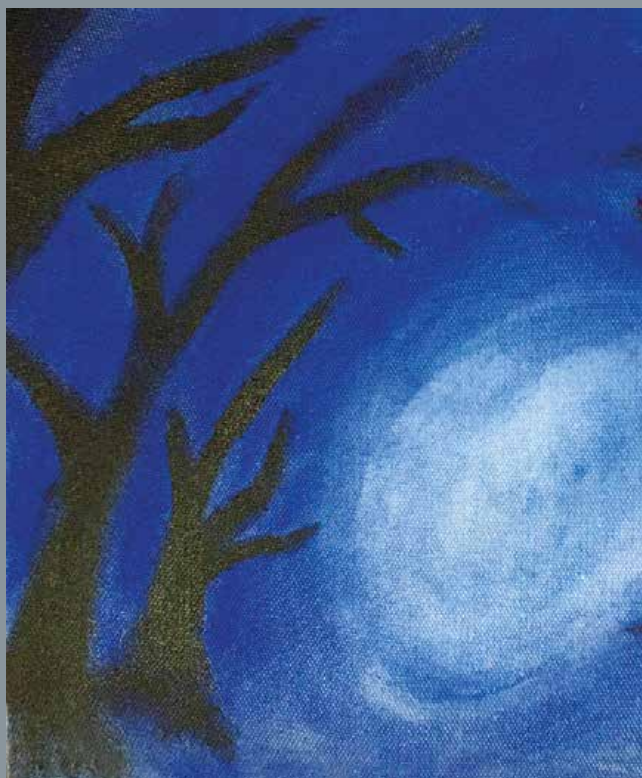
visual, musical and dramatic language. Through engaging with students in class to collaborating with other international schools at this years STEM event in Dar, and engaging with the Tumaini University Cultural Arts Centre, our students enjoy and learn through creating and performing.



DIPLOMA ART

A round up of some the fantastic art our students have produced this year.

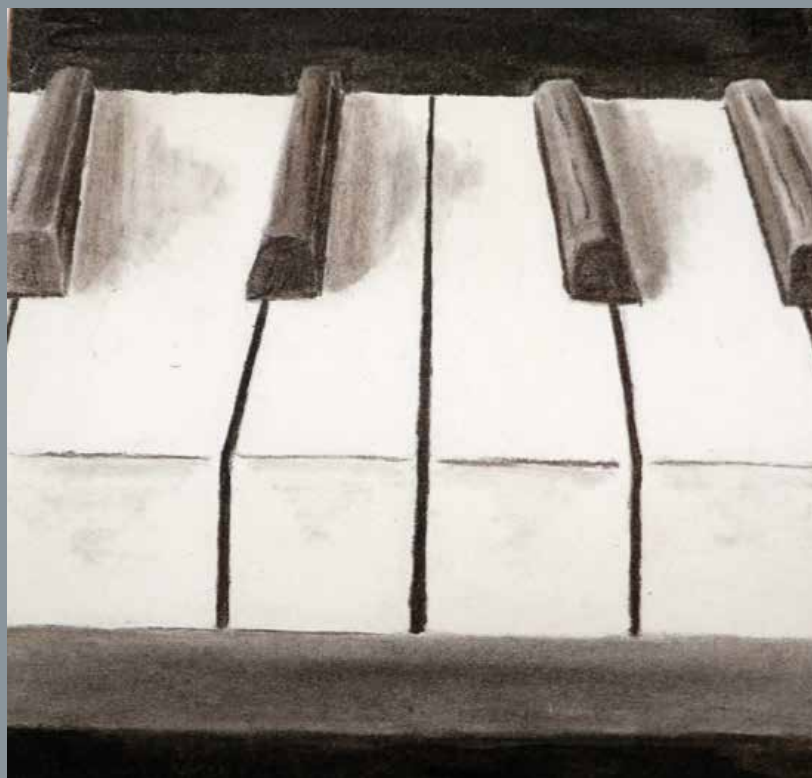
↓ MAHDI DAKIK



↑ SASHSA-LEE RAMKISHUN

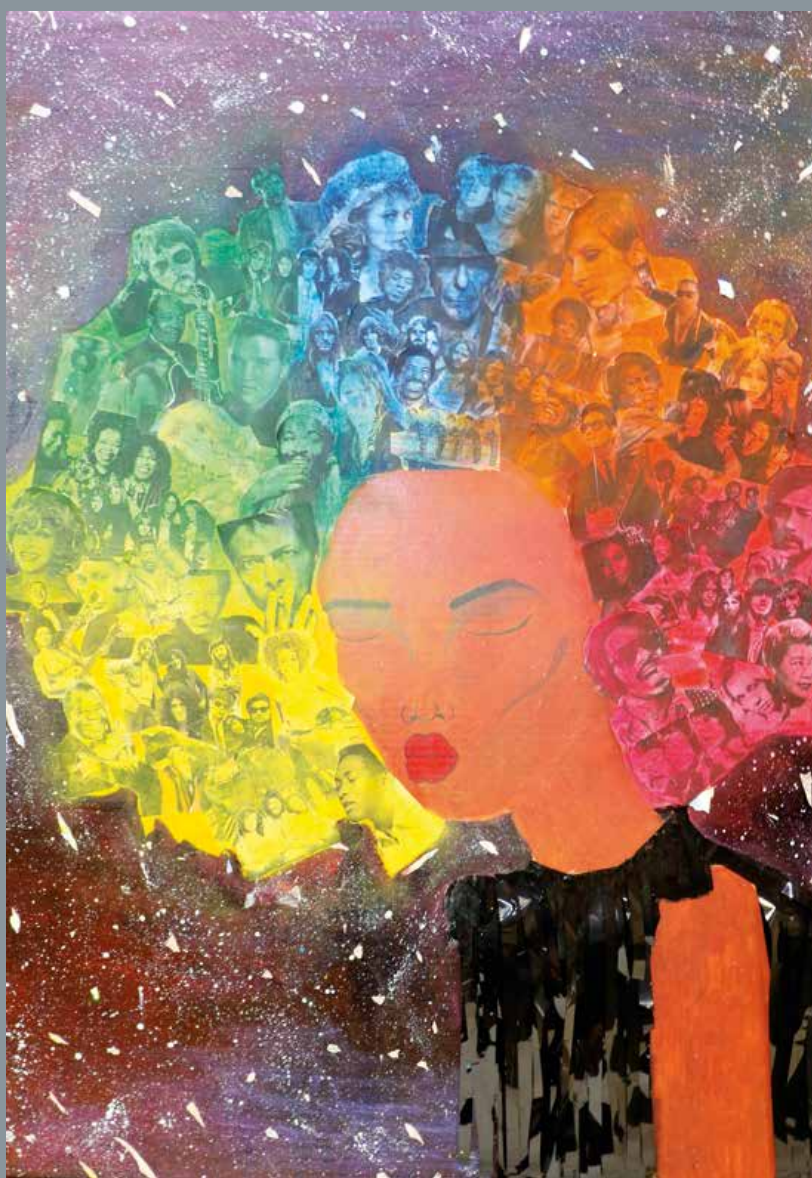
↓ CHANTAL WARIOBA





↑ AMMAR BHARMAL

↓ LIANNE DUINMAIJER

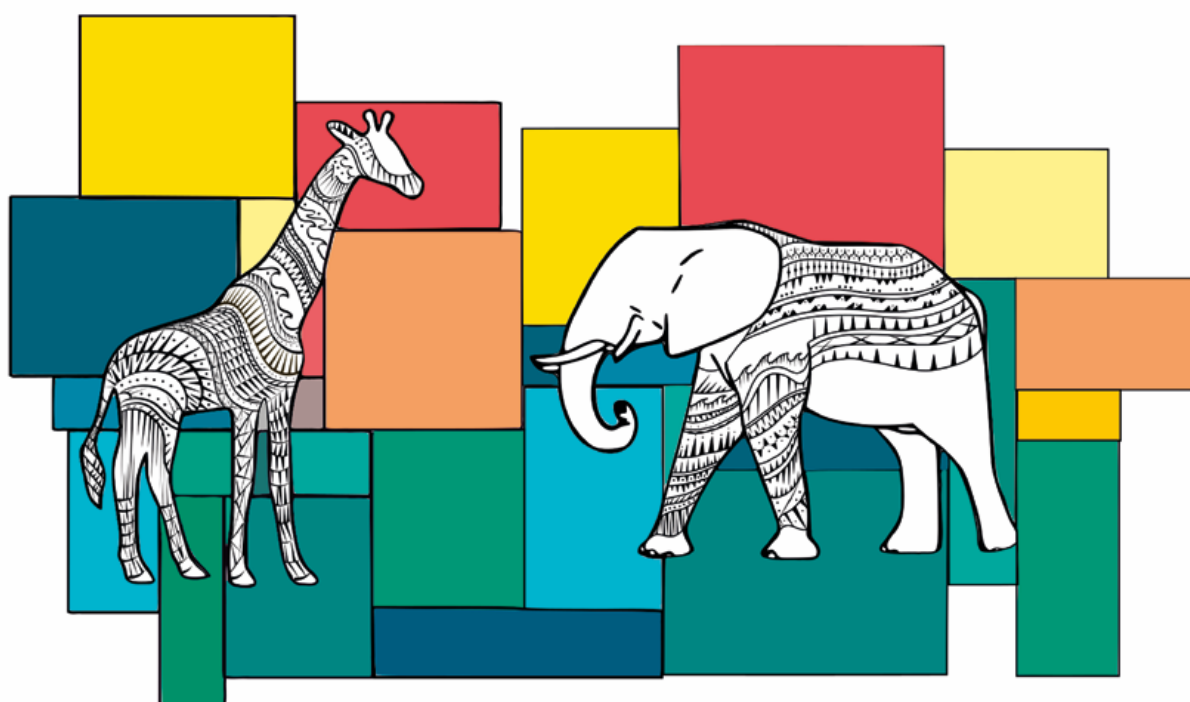




↑ BRUCE ROUSSOS
↓ MOHAMMED MADAN *Girrafe & Elephant*



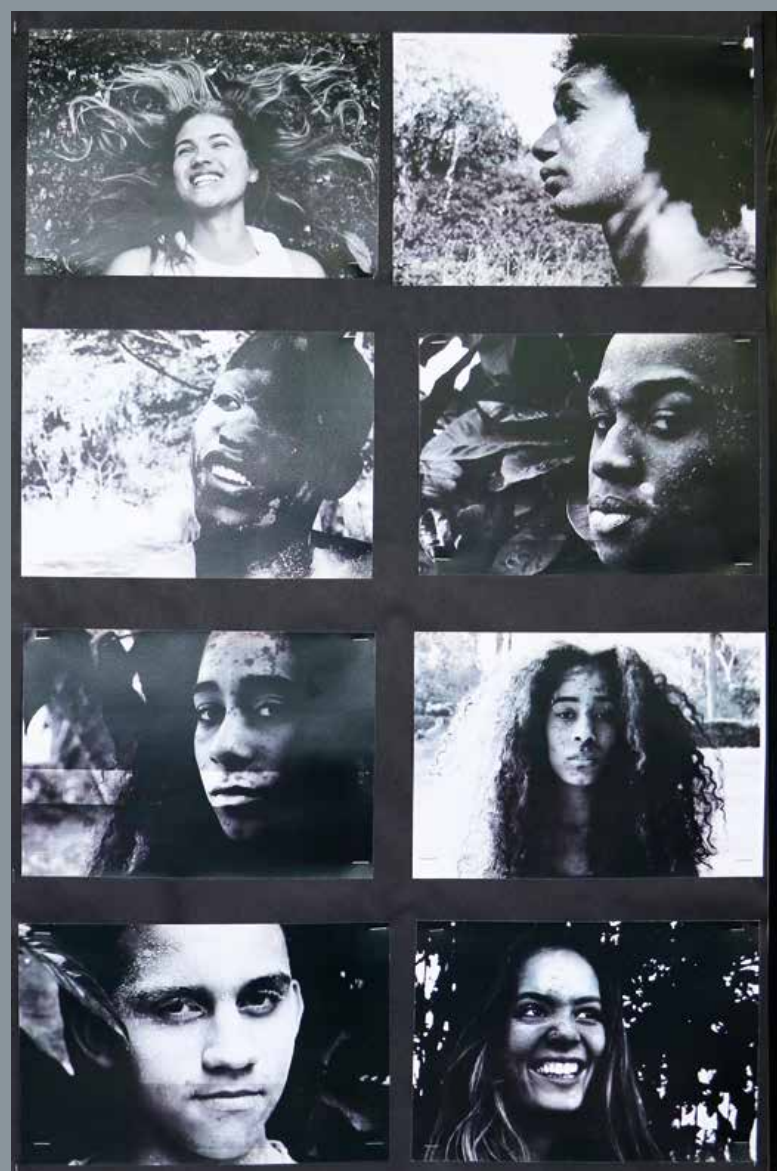
↑ DAAN KRUIDENING, *Back to the Roots of MTB*





↑ ADNAN KASSAMALI, *Fruit salad*

↓ NORA SAUL



↑ JANETH KIBUTA

↓ MAXIMILIAN SCHUCKERT



[illegible]

This year we thought we'd compile some advice from students, parents and teachers who have made the decision themselves on how to choose a University.

When I chose to go to Leeds University in the late 70's I didn't have a clue really what I was doing. Now of course there's loads of information available from the internet (which didn't exist when I was 18....imagine that!). I'd say you need to do a lot of research. Start with the subject that inspires you and go from there. For the UK most of the papers do University league tables that are surprisingly in-depth and useful. I favor The Guardian's league table and the 2018 version has just come out. Check out www.theguardian.com either on your laptop or via their brilliant app. The Times and The Telegraph also do league tables. Lastly, we have a brilliant university guidance counselor at ISM. Daryl Rustad

is there to help and guide you; make the most of this valuable resource. **Sue Jones, Parent.**

I would say that research on the University and its offerings are the main features. Once you have identified a University that has an attractive course then research further about the course and its requirements. Are they realistically achievable for you? I made the mistake of picking a course that sounded interesting (Environmental Science) but its content was all theoretical and no practical and bored me silly. Then I discovered Zoology at Nottingham which sounded dull but its course content was thrilling! Does the course excite you? Which subjects do

Liz Acomb updates us on

EC ON ARUSHA CAMPUS



Over the year EC have explored four units of inquiry. One of the highlights was our unit How the World Works focusing on "Light and Dark." After a few weeks investigating light sources, the students' interests led to further exploration about outer space and the solar system. We transformed the classroom in to

space, adding planets, stars and our very own ISM (International Space Mission) space station. Throughout the unit, the students were great inquirers and their curiosity about the world around them led to many amazing questions and investigations.

Over the course of the year, we have changed our classroom environment regularly and have started to use a more emergent curriculum; allowing for more student initiated inquiry and following their interests. We have really seen the benefits this makes to the student's input and enthusiasm for learning.



EC EXPLORE LIGHT & DARK

with Ms Annalee



As I write this article the class are in the middle of a unit inquiring into light and dark. The central idea is, 'Through exploring, observing and communicating we learn to make sense of the world around us, and its natural laws.' It has been a wonderful 'hands-on' exploratory unit for our youngest students. The dark room has enabled them to investi-

gate with a range of materials from torches to glow in the dark toys to objects that reflect light. They have observed and recorded their findings in multiple ways. They have explored shadows, transparent and opaque materials and found out about nocturnal animals. Overall it is been a fascinating eight weeks of discovery.



Diana Kraft reports on

HOW WE ORGANIZE OURSELVES IN P1 ARUSHA



The P1 children explored how members of a community are interdependent and take mutual responsibility in their group. As we played cooperative games in PE lessons, we quickly learned that communicating clearly and taking on roles can help a team reach their goal. We investigated further by interviewing the ISM canteen and local restaurant Panarotti's restaurant staff, and found out how individual responsibilities and cooperation are essential in a workplace. The P1 children put their new understandings to work while planning our class day camp. Working in small groups, they organized everything from getting permission to use the campsite and booking transport prior to the camp to setting up our picnic and leading games at the camp. Frollicking with friends, feasting on food and fabulous fun, we'd plan it all again!

Ms Andrea thinks there are

P1/2 SUPERSTARS IN MOSHI!

Life is never boring in our classroom. The children are real inquirers. They are always hungry to learn more. They love exploring, thinking, reflecting, creating and trying out new things. They enjoy sharing what they know and listening to others. If you walk into our classroom we are always busy with something, such as designing and making a Dream House, or painting something inspired by particular artists. We enjoy reading, writing stories or news, singing, dancing and role-playing. We are happy and enthusiastic children.





P2/3 ARUSHA HAVE HAD AN AMAZING YEAR

says Amanda Bowen!



They have used the local environment to extend their learning in every unit. They have visited the 'Big Red House' at Aga Khan; The Harrison's Farm to learn about the process of making paneer; The Catholic Convent to see

different vegetables growing and animals being cared for; Wildtracks Kahawa Farm to learn about the process of producing coffee and to have a camp out overnight; Cultural Heritage to look at different art forms; and Maasai Cultural

Centre to look at a Maasai Boma. Children learn more and ask better questions in authentic real life situations. Give your children as many different experiences as possible!



Alley Weston gives us the low down on P3/4 ARUSHA

This year P3/4 researched an explorer they were curious about and presented to their peers and parents. They did an excellent job on giving their audience the perspective of who they are as an explorer, where they come from, what area they explored and even put forth the effort to act out who their explorer was by dressing and speaking the part!

We also took a trip to Dorobo to see what it was like to explore and learn about a new place. We camped and made new discoveries.



Ms Clare's team players IN P2/3 MOSHI

During our unit, *Human made systems are carefully designed to achieve multiple purposes* under the transdisciplinary theme how we organize ourselves, P2/3 worked together cooperatively on designing and creating a compost bin as a collaborative team. They then saw how a human made system impacted and supported a community when visiting a Chagga coffee village on our overnight camping trip. The children

took part in this process and actively worked together as caring and responsible worldwide learners. They also worked together in class throughout the year on a variety of different learning experiences. They demonstrated how to be caring, tolerant and cooperative when working together.



Sarah Lema reports **FROM P5**

The P5 students had an amazing time extending their learning about tourism while experiencing it first-hand during their Simba Farm camping trip. We were fortunate to travel with a representative from the EduTours company, two of their guides, and two chefs! Students engaged in the tourism experience, asked questions, and learned a little about working in the industry. We were also able to learn about the different types of tourism, the

services involved in tourism, and the interconnected factors that affect tourism. We worked with our guides to set up camp and also helped our chefs prepare a meal. A highlight was the beautiful hike to the river near the Simba Farms lodge. Here we were able to experience a bit of adventure tourism! We jumped into the icy, cold waters flowing from Mount Kilimanjaro and slid down a small waterfall into the river. Our bodies got used to the freezing cold temperatures and we learned to never again complain that the ISM pool is too cold! We also really enjoyed roasting marshmallows over the fire and sharing our stories and talents with one another. We even took a short night hike to observe the stars. The following day we took a hike up a nearby hill to capture a breathtaking view, saw some wildebeest, learned about agro-tourism at the farm, enjoyed a nice tour of the farm and tasted some delicious fresh herbs and produce. Not only did we grow our thinking about tourism, but we also grew personally too. Students pushed themselves to take steps outside of their comfort zone as risk takers and experienced many successes as a result. We made memories to last a lifetime!



Ms. Julie reports on **P4/5 TAKING ACTION**

Taking action is an important part of every unit in the PYP. One unit has us inquiring into why human rights legislation was important. To find out more we explored the plight of children with albinism in Africa and as a result the students began to show empathy for these marginalized people. The students found the reality of life for these children, even in Tanzania, quite disturbing and they decided to raise awareness by making posters and staging a peaceful protest. Through their inquiry they had found out that people with albinism in Tanzania are often referred to as ghosts in Swahili. They created thought provoking posters to carry and dressed up like ghosts conducting a march through the whole school. They chanted, "We're not ghosts!" to the beat of the drum. Their enthusiasm was contagious and by the end of the march they had students from other classes joining in with them. Their march was rumored to have provoked much discussion around campus.



Deborah Mills tells us about

EXPLORING ENERGY TRANSFORMATION WITH P5 STUDENTS ON THE MOSHI CAMPUS



This year the P5 students have particularly enjoyed learning about energy transformation. They have fired stomp rockets, mixed vitamin C tablets and water to cause mini explosions, launched elastic band powered planes and set balloons whizzing around the classroom. Best of all they have planned and constructed their own toys and models to illustrate how energy can be transformed from one form to another and how we can use its power to do work. The children have made solar powered ovens, bows and arrows, slingshots and catapults, boats, cars, lighthouses and rotating ballerinas. We ended our Unit of Inquiry with a Science Fair so that parents and PYP students could see the results of our investigations. Moshi's P5 students are the designers, engineers and scientists of the future!





Ms Cathy Wambua reporting from the **P6 CLASSROOM AT MOSHI CAMPUS**



The P6 class has gone 2 weeks into their Exhibition journey and it is buzzing in our classroom. Their ideas, reflections and creativity as they move forward is amazing. It was great getting together with ISMAC for an overnight retreat at the beginning of the PYP Exhibition early this year. This made the transition into the journey smoother as they had questions answered and misconceptions clarified. We are putting a lot of emphasis on academic honesty, digital citizenship and focusing on the journey rather than the product. The students have so much to share and it looks like we are going to have a lovely celebration of their Primary Years.

Stacy updates us on

P6 AND OUR PLASTER HOUSE PARTNERSHIP



P6 Arusha camp this year was a very successful collaboration project that took place at Oliver's Camp in Tarangire National Park. Each P6 parent generously sponsored a Plaster House child for the camping trip and Oliver's camp graciously catered to the children's every need.

What started out as an awkward self-conscious moment when the kids first got off the buses, later turned into excessive laughter and precious bonding moments. The children spent time together eating, painting, tracking animals and going on safari rides. It was magical watching the children come together and enjoying themselves. The Arusha children took extra care of the Plaster House kids always keeping in mind that that activities might have to be modified according to each child's physical limitations.

The joint camp was a rewarding experience for everyone. It was a special event for Plaster House kids as most have never been on Safari or seen animals in the wild. P6 students saw this as an opportunity to authentically use their Swahili, but most importantly to make new friends outside of the ISM community. This P6 student's reflection after the camp sums it up; "Now I think Plaster House children are my family because we talked, played and did so many things together."

This amazing coming together of two communities is something both adults and children will hold in their hearts forever!

THE INTERNATIONAL WOMEN'S DAY MARCH 2017, WAS REALLY POWERFUL

reports DI Summit journalist Leila Scheltema



In March DP coordinator Shannon Howlett, and a group of DP students participated in the **WOMEN'S MARCH 2017** in Arusha. The participants were, Nashesha Rowerg, Bahati Msakamali, Nancy Massa, Nice Jacob, Eusebia Munuo, Mariam Issa Said, Laura Terhell and Georgie Bouwknicht. They marched with the aim of empowering women and helping towards resolving women's issues. The brave girls also did a presentation about women's rights and how we address women's issues at our school. Here is a brief interview with Shannon Howlett on the Women's March and how everybody should be empowered on solving issues that interest them.

HOW DID YOU COME UP WITH THE IDEA OF PARTICIPATING IN THE WOMEN'S MARCH?

I would actually say it started from French class, during a discussion with Laura and Georgie. We would usually end these discussions with the feeling that "something needed to be done!" That led to me researching and discovering that the women's march takes places annually in Arusha. So we contacted the East African Community and collaborated on how we could get involved and it evolved from there."

WAS THERE A GOAL OR AIM TO ACHIEVE WHEN PARTICIPATING WITH THE WOMEN'S MARCH?

Well our students had also done a presentation. So there were two aspects to our involvement. Part of that were the march itself and showing our solidarity. It was a very interesting mix of adults and young people. But I think most importantly and above all the lesson was to try and teach you, the students and young people that you have a role in making a change, and that's always what my mantra is as a teacher.

HOW DID PEOPLE REACT TO THE PRESENTATION GIVEN BY THE STUDENTS?

It was really such a positive experience. With the presentation itself, it was a very proud moment, because our girls stood up and gave a presentation in front of a conference hall packed with adults and young people, about ways that we address women's issues within our own school. The feedback was quite remarkable, the audience members gave us really positive feedback and I think they were quite surprised in a really great way that we were capable of engaging on that issue in such a mature and adult way.



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