THE MAPLE LEAF EXPERIENCE

CAS SUCCESS PROJECT BUILD

9 Reason Why ISM is a Great School







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Distance from Arusha Domestic Airport: 20 Minutes drive.

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Conference Room: Capacity 40 - 45 pax. Tailor-made conference packages are available.







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- Garden... A Botanical Paradise
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DIRECTOR DR MARSDEN PRESENTS A PIECE ON DIVERSITY

3 GENERATIONS OF EX-ISMERS

THE HOPE FAMILY REVISIT MOSHI

STUDENTS & STAFF ON THE CANADA TRIP. Editor in Chief: SUE JONES.

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ically about the knowledge presented to them by their teachers or through their own inquiry. We ask our students to question, to reflect and to act. We believe that learning is an active process and work with our students to support and guide them into understanding. Through the interdisciplinary nature of the programmes, these understandings are deep and nuanced.

At ISM we know that learning does not take place only in the classroom, and alongside our academic programmes, we offer a wide range of co-curricular activities. The ISM Outdoor Pursuits programme

utilises the best Northern Tanzania has to offer. Whilst the hiking programme

is well established, this year saw, to the delight of students across both campuses, the introduction of a mountain biking programme. If the initial enthusiasm is indicative of its future success, then you will be seeing a lot more of these trips. The OP trips are designed to be challenging, and every student (and member of staff) who returns from one of these trips talks proudly of their achievement.

I thank you for choosing International School Moshi and entrusting your child to us. Whilst 2017/18 has brought with it some challenges, we are optimistic as we look forward. We celebrate our 50th Anniversary next year and as we do so we also start to think what the next 50 years will bring and make decisions as to what kind of school we want to be. I look forward to the next exciting year at ISM.



Director

International School Moshi

WELCOME | KARIBUN

t is difficult to believe that I am reaching the end of my first year at International School Moshi and, as I welcome you all to this 2018 edition of The Summit, I want to say thank you. Thank you for the welcome you have shown me and my family on both campuses, thank you for the many ways you have helped us to settle in and thank you for the ongoing support you show to the school.

When I came to ISM before the start of the school year I knew I was entering an institution with a long and rich history and one which had been carefully nurtured and grown over almost half a century. International School Moshi, under the leadership of Bob Horton, was in safe hands and I feel very lucky to follow Bob as director of the school.

Upon entering the two campuses, the community spirit was obvious and the welcome genuine. Whilst different in some ways, the focus on the students and in taking responsible action was present in both. That ISM teaches through the highly acclaimed International Baccalaureate programmes is testament to the holistic nature of the education at ISM. Through our IB programmes our students learn to think crit-

Meet our Student contributors



SARRAH HAKIMJEE From: Dar es salaam, Tanzania.

Possible Major: Genetic engineering, Biochemistry Advice: Making mistakes is the best way of learning. So take risks, and expose yourself to a little bit of everything. Life can only be as adventurous as you want it to be.



SAKINA ADAMALI From: Dar es salaam, Tanzania

Possible Major: Biochemistry Advice: More than studies, you'll learn the most important lesson of your life: friends make your journey more enriching and worthwhile. Together, nothing is impossible.



ALFRED SHAURI

From: Dar es salaam, Tanzania

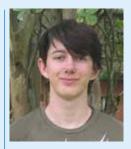
Possible Major: Civil engineer Advice: Whether it is your dream or your nightmare, put it into action and try things out. At the end it is not if we failed that brings regret, it is if we but did nothing. Dare to dream with your eyes open.



TYLER KUPLEN

From: Massachusets, United States of America Possible Major: Business management

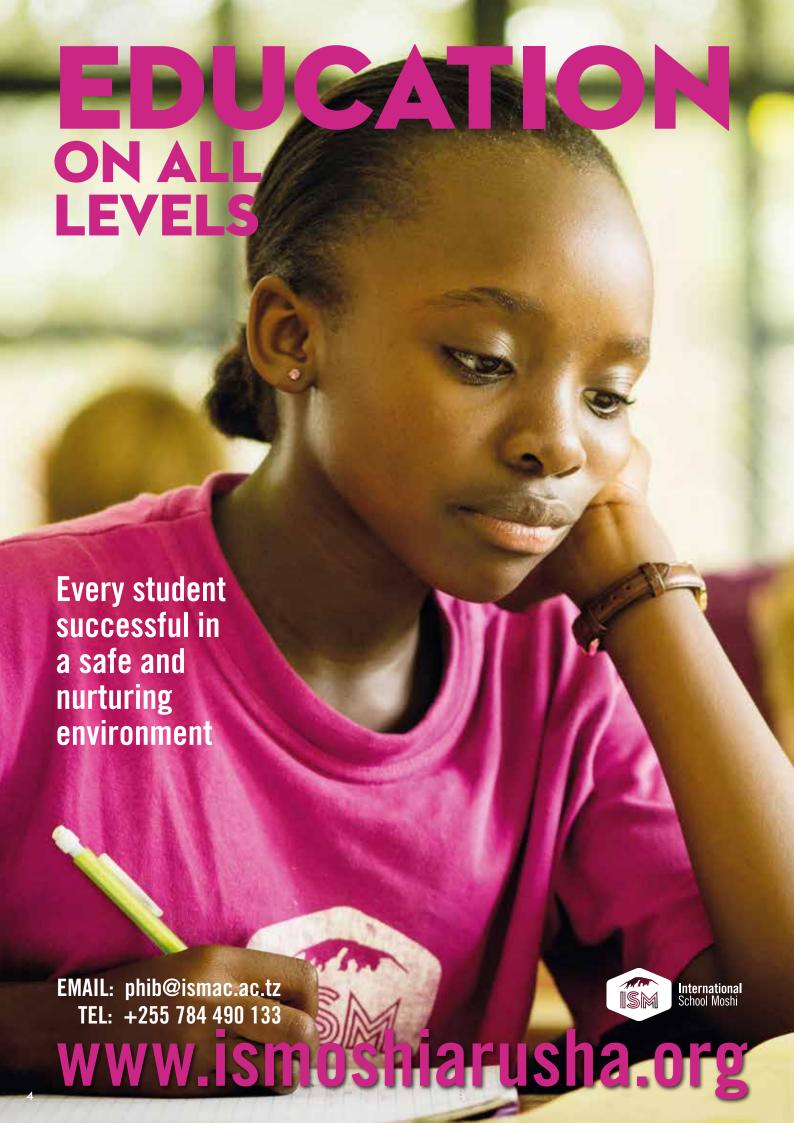
Advice: Don't be a shy person. Branch out of vour comfort zone and be vourself.



JAY JONES BEARCROFT

From: Pembrokeshire, Wales

Possible Major: IT & Gaming **Advice:** Try and crack your revising techniques as early in the game as possible. It'll keep your stress levels down and make you feel more in control.



PREASONS why you should enroll at International School Moshi

was the 1st
IB school in Africa.
We have nearly 50 years
of IB experience.

95%

SUCCESS RATE

Achieved by our MYP students

84%

GRADES 7-4 (A*-C)

achieved by our IB Diploma students.



worth of University scholarships gained over the last 7 years.



Our students consistently say they look forward to attending school.



University scholarships in **2018** alone.



Number of local children benefiting from our VSP contributions in Moshi.



Number of trees planted by the school in Moshi.



Our Out door Pursuits Programme of 5 levels culminating in the Kilimanjaro Summit.



1ST ARUSHA UNIVERSITY SCHOLARSHIPS

Avery big congratulations to our first three students from Arusha campus who have gained full scholarships to prestigious US Universities. **Catherine Wambura** will study Global Health at Cornell University on a full scholarship of \$65,000 for four years. Likewise **Mohammed Shahid** will study Physics/Engineering at Carleton College on a scholarship of \$65,000 per year for four years and **Peter Francis** will study Engineering at the University of Rochester with a \$70,000 scholarship for four years.



who had put a huge effort into creating

scary experiences in the back of their cars

dotted around the field!

CONGRATULATIONS!

Ve had an outstanding response to our call for scholarship applications this year, and we're delighted to confirm that the following students will be starting at ISM in August. Yuk Yi Chan, Kelvin Henry, Anton Mahenge, Salmin Mwiniuma, Yahaya Ndutu, Angelus Anthony, Emmanuel Shukuru, Samuel Makyao, and Abdullatif Mkiti.





installed the gym about five years ago to help the young athletes of the Moshi campus have no reason not to achieve their sporting dreams. With sophisticated equipment like cables, the bench, and the treadmill, the gym is located a few meters from the sports fields so you won't miss it. Beside the swimming pool there are also newly installed calisthenics facilities for body and free-weight exercises. These include pull up bars and parallel bars and it's up to you if you want to do muscle ups or leg raises. Just like how abs are made in the kitchen, the House of Leopards is made in the gym.



ROTARY TRIATHON 2017

The ISM Arusha campus teachers turned out in full force for the 2017 Rotary ISM Triathlon. Team runners and individuals competed in the gruelling event to raise funds for the Rotary Club of Arusha. This years funds ironically found their way into the hands of the ISMAC Interact Club for their service project at Kisimani School in Njiro. Here they are working with this government school to renovate their ablution block and to rebuild their netball court. A big thanks to all our teachers who participated.



WE LOYE!

the new mural on our Moshi Campus! Thank you art teacher **Ian Horne** for designing and executing this amazing mural.



MEMORIES OF TIME AT ISM

e are so please to see three recent students meeting up in New York and reminiscing about their time at ISM. Imran Khanbai sent this picture and said "I just wanted to send across this picture of Kennedy Mmasi, Rafikiel Seyvunde and myself hanging out in Manhattan. Crazy to think that despite going our separate ways after high school, our paths led us back together in New York. We all agree that ISM was an invaluable part of our lives and we love reminiscing about boarding life and the eventful sports weekends (Leopards for the win!)". Presently, Imran lives in Manhattan, and work for Ernst & Young whilst Kennedy has moved to Boston and is now working for a start-up. Rafikiel lives in Stamford, Connecticut and works in marketing.







THE JOURNEY CONTINUES

his year we have had a lot of drive and momentum in relation to the UWC movement much of it initiated with thanks to our UWC alumni volunteers. Starting with Emma du Marchie Sarvaas, who helped put together a task force of UWC and ISM alumni committed to helping ISM join the movement. Amit Meyer then helped to set up task forces here amongst the school community to help educate and work on the UWC Task Force recommendations. Finally, we had Rabail Habib and Ricardo De Luca e Tuma who worked on setting up the first UWC Short Course at ISM and helping integrate the UWC values into our school and boarding culture. Here Rabiail and Ricardo talk about their time at ISM:

'Volunteering at ISM has been an incredible experience and I am so excited at the prospect of ISM becoming a UWC. My main focus has been setting up a UWC Short Course at ISM on the topic of Conflict. Focusing on the historical and geographical context provided by Tanzania and the East Africa region, the course will examine political, cultural and environmental conflict in the world today. ISM will host participants from all over the world for an opportunity to explore important issues in a productive and engaging way. I've really enjoyed being a part of the ISM community and look forward to welcoming them to the UWC family.' Rabiail Habib, UWC Red Cross 2012

'Hi everyone! My name is Ricardo, and I am from São Paulo, the biggest city in Brazil. When I was 16, I was selected to go to UWC Atlantic College, in Wales, UK. I graduated in 2013, and went to Columbia University in New York City, where I studied Biology, and Anthropology.

Attending UWC was one of the best experiences of my life and I made amazing friends from all over the world. I am very excited to be here in Moshi, and it has been an immense pleasure getting to know the ISM community so far. I look forward to helping strengthen the ideals of diversity, student empowerment, and social justice that ISM and UWC share." Ricardo De Luca e Tuma, UWC Atlantic College 2013



We thank all our volunteers for their valuable time and will continue to host many more UWC alumni over the next year. **Asanteni** Sana!



FUNDRAISING SUCCESS!

aribu hall came alive in April with an amazing evening comprising of a fundraising dinner and silent auction. The event was an incredible success and saw the Moshi community come together to raise an astonishing \$14,500. We are so pleased to confirm that this money will be used to provide education at DP level for the child of one of our Moshi cleaning staff who is also a division 1 student. The school would like to say a very big thank you to the PTA who put an enormous amount of time and effort into organising the event, especially Maria, Marlise Sanae, Mie, Karen and Caroline. Additionally we would also like to thank all those companies and sponsors who provided items for the silent auction.





GLOBALISM

Over the years ISM graduates have left Moshi and more recently Arusha to go forth and attend great Universities all over the world. We think this is amazing and thought it would be fun to look at where our ISM graduates have gone to university around the world.

(ps. we're sure we've missed some, as there are so many!)

CANADA:

University of Alberta
University of British Columbia Calgary University
Carleton University Centennial College Concordia University Manitoba University Memorial University McGill University
McMaster University Ottawa University Queens University Ryerson University
Saskatchewan University Seneca College Sheridan College of Art and Design Simon Fraser University University of Toronto Trent University Waterloo University York University

applying critical thinking skills taught by
Mr. Fitz and analytical skills from Mrs. Hazel.
I can truthfully say that the IB has changed the
way I learn, and the way I continue to tackle
problems in my personal life and at work. I
love that I did the IB program; to say that it is
amazing is an understatement."
Rafikiel Syvunde

University of

American University (Wash DC) University of Albuerqueque University Arizona Amherst College Arizona State University Bates College Babson College Boston University University of California Columbia University Colgate University Colorado College Connecticut College Cornell University Dartmouth University Denison University Drexel University Duke University Duquesne University East Carolina Emerson College **Emory University** Evergreen University Florida Tech Franklyn & Marshal College George Mason University George Washington University Harvard University University of Idaho Ithaca College

Knox College Lewis and Clark College Lynn University Macalester College Massachusetts University University of Michigan Michigan State University Middlebury College University of Minnesota Minnesota State University New Mexico University Northeastern University Northwestern University University of Pennsylvania University University of Richmond University of Rochester Savannah State University Smith College University of South Florida Southern Alabama University Stanford University Tampa University Trinity University Vassar College Washington University of St Louis Washington State University Walden University Webster University Wellesley College Yale University

Illinois Inst.Tech.

BRITAIN: ENGLAND

Anglia Ruskin University Aston University Bath University University of Birmingham University of Brightor Bristol University Brunel University Coventry University CityUniversity
University of Central Lancashire Chelsea College of Art & Design DeMonfort University Exeter University Kings College London London School of Economics Manchester University Manchester Metropolitan University Newcastle University Nottingham University Nottingham Trent University Oxford Brookes University Portsmouth University Plymouth University University of Reading University of Salford University of Southampton SOAS University Staffordshire University Sussex University
University of Hertfordshire University of Huddersfield Imperial College Keele University University of Kent Kingston University Lancaster University Leeds Beckett University University of Leeds University of Leicester Loughborough University

WALES

Cardiff University
University of South Wales

SCOTLAND

University of Edinburgh Heriot-Watt University University of Dundee University of Glasgow University of Aberdeen

IRELAND

University College Dublin







UWC ALUMNI

"The best thing about UWC was studying with friends from over 80 different countries; this brought the world into our classrooms and made global politics a personal experience". WHO: Natasha Whitelaw
ROLE: UN Assistance Mission in Somalia
EDUCATION: UWC Hong Kong Alumnus
HE: International Politics, University of Melbourne
Masters in International Law
ISM Arusha Campus; 1500 HRS EAT 12/02/18



UN Special Assistant Natasha Whitelaw visited Arusha campus earlier this year and spoke to our students about her education experience, and how she's ended up living in Mogadishu working in the UN mission there.

WHY DID YOU DECIDE TO APPLY TO UWC? WHAT WAS IT THAT DREW YOU TO THE COLLEGES?

Initially I met someone who had attended one of the UWC Colleges and he was so enthusiastic telling me about the amazing service opportunities he achieved whilst he was there as well as the studying. This immediately appealed to me as I have always had a very strong sense of, and concern for injustice in the world. Even as a young child I just knew that I was one of the privileged and this bothered me. I have always wanted to address injustice and contribute to improving people's lives.

YOU ATTENDED LI PO CHUN UWC IN HONG KONG. WHAT IS YOUR BEST MEMORY FROM THOSE DAYS?

Apart from the obvious of being in this amazing class with students from all over the world and from every type of background, I really remember the amazing community service opportunities we had. At UWC, service is very important and in Hong Kong I participated in coral monitoring, which focused on measuring environmental damage to the ocean. I really loved getting involved with this. There were also lots of other service opportunities as well. One friend was involved in horse riding with disabled children and another in bringing drama to local communities.





WHAT IS THE MAIN DIFFERENCE BETWEEN A SCHOOL LIKE ISM AND A UWC COLLEGE?

I see a lot of similarities between ISM and a UWC. ISM is small, has a strong community feel and a diverse student body. I was really inspired meeting ISM students and am in awe of their compassion, curiosity and maturity. These are all hallmarks of UWC students. There would be some difference though in the emphasis on community service and broader representation in the teaching and student population.

Overall, the main difference I see is about the opportunities that exist for UWC graduates after they've completed their studies. There are scholarship opportunities in the US that are only available to UWC graduates. I also love the automatic connection I feel with other UWC graduates I meet, regardless of which school they attended, based on the shared experience we've had.

WHAT DID YOU DO AFTER YOU LEFT SCHOOL?

After successfully completing my IB Diploma in Hong Kong, I completed a Bachelor of Arts (Honours) in International Politics at the University of Melbourne, with a year on exchange in Paris. For my Honours year, I completed my dissertation on Somalia, which I became fascinated with. Following this, I completed a Masters in International Law while working with the Australian Government for six years on international policy issues focused on UN, Africa and peacekeeping. This was an invaluable experience where I learnt a lot and which ultimately contributed towards my being able to work for the UN.

WHERE DO YOU WORK NOW?

I am lucky enough to be a Special Assistant to the Deputy Senior Representative for Somalia, based in Mogadishu, who is responsible for the United Nations Assistance Mission in Somalia's work on the political affairs and mediation, rule of law and security institutions and human rights. My role involves accompanying him to all his meetings, writing speeches and briefing papers, and compiling information in order to inform our work towards

helping the political process in Somalia. The country needs assistance and support in building state institutions, particularly in relation to governance, the rule of law, security institutions and human rights. I also spend a lot of time talking to people in order to better understand their work and how it links with other people's roles in relation to all of the above areas.

WHAT DRIVES YOU EVERYDAY IN YOUR ROLE?

Aside from the amazing weather in Mogadishu (it's a perfect 30 degrees and sunny 362 days a year), I'm inspired by the people I work with, who work tirelessly to contribute to the peace and state-building process in Somalia, as well as the delivery of humanitarian assistance to the millions of Somalis who need it.

I also know that however small, I am making a contribution towards improving the lives of others, through the development of governance institutions that aim to create a stable and secure Somalia. I believe that it is a real privilege to do my job and to work for the UN.

CAN YOU GIVE TWO PIECES OF ADVICE FOR OUR DIPLOMA STUDENTS?

Make sure you study what you are truly interested in rather than choosing a subject because you think a job in a field will mean you earn a lot of money or because your family thinks you should follow a particular career path. Remember you will spend the majority of your adult life working, and to be able to work everyday doing something that truly inspires you, as well as one that benefits others will make you a lot happier. You will feel passionate about what you do and be inspired to go to work and contented that you are not just doing it for the money.

If you are interested in working for an organization like the UN and feel drawn to contributing towards global politics there is no better place to start from than your own national government. It's a very good training ground and will be great exposure to working in a bureaucracy. If that option isn't available to you, look at non-governmental organisations as a stepping stone.







THE MAPLE LEAF EXPERIENCE

DURING THE EASTER HOLIDAYS, 18 STUDENTS FROM BOTH CAMPUSES WENT ON A FRENCH IMMERSION TRIP TO THE PROVINCE OF QUEBEC, CANADA. LED BY OLIVIER EMOND AND EVA TOTH-NAGY.

JJ Bearcroft caught up with Olivier to find out more about the experiences students were exposed to.

HOW DO TRIPS LIKE THIS CONTRIBUTE CAN YOU TELL US A BIT ABOUT WHAT TO STUDENTS' EDUCATIONAL **EXPERIENCE?**

The trip was designed to take place over the Easter holidays so whilst the whole experience was educational the aim was not to make the trip academic in nature.

Students do need time off from classroom learning in order to rest their brains and active adventure learning can also be a form of learning as well. From a cultural perspective, the students were challenged to experience living in a French environment; they were also able to learn about some of the historical and socio-economic features of North America. This included the historical context around colonization, knowledge about the indigenous people and the effect that colonization has had on them as well as trading history, historical conflict and how this was managed and general knowledge about that part of the world. From a social perspective, they experienced travelling with a group for two weeks and the compromises that this requires in order for a group to be cohesive and work well. They learnt about meeting new people and what its like to stay with a host family from a different culture and background. Finally, on a personal level, some took the opportunity to develop their independence in different ways like for example taking a bus alone, managing their own budget, and exploring malls and new cities and environments.

THE STUDENTS PARTICIPATED IN WHILST THERE?

The students were offered a diverse range of activities, in order for them to better understand French-Canadian culture. This included dogsled riding, skiing and snowboarding, visiting a Native tribe, a theatre play, an indoor water park, an NHL hockey game, a winter survival workshop in the forest, karting, and much more. They also took part in different culinary experiences, enjoying the local traditional and popular restaurants. Most importantly of course, they also had a chance to taste (more than once) one of Canada's finest resources: maple syrup!

WHAT ARE THE MAIN CULTURAL **DIFFERENCES BETWEEN QUEBEC AND** TANZANIA?

Apart from the modernity of the two cities visited, the language and heritage of this place was probably the main difference in terms of cultural assets. Quebec, being the main French-speaking territory of North America, is influenced by both European and American culture. Students could taste this in the food, see it in the architecture, and hear it in the music and in the accent of the people. However, perhaps the biggest cultural shock for the students was the change of temperature and how this affects lifestyle. Some of them had never even seen the snow before!

SO WHAT DO YOU THINK THE STUDENTS ENJOYED THE MOST?

There are many different opinions on this. Some said they loved each and every day the same, whilst others said they could not decide on one particular aspect. But the main ones that were mentioned when coming back were: the day in Valcartier, when we went winter rafting in the morning and visited an indoor water park in the afternoon, the ski and snowboard day at Mont Ste-Anne, and the NHL hockey game in Montreal which was spectacular.

AND THE BEST MEMORIES FROM THE TWO WEEKS?

Everyone had a smile on their face every day, even if they were tired or if they had caught a cold. I remember asking a student if there were too many activities, and getting the reply: "Sir, we didn't come to Canada to rest, so let's make the most of it!" Moreover, the daily laughs and interactions when making new discoveries have to be mentioned, as well as the gratefulness of the students. On that note, I ought to mention the positive comments we received from the many people who crossed our path during the trip, from the host families to the guides to the strangers we met. Finally, we can't forget the numerous snowball fights we had... My final word: never underestimate the accuracy of a Canadian





ISM would like to say a very big thank you to Alexandre Laganière, who took amazing photographs and co-organized and co-led the trip with Olivier Emond and Eva Toth-Nagy. Thanks must also go to the seven host families, who took good care of our 18 students for eight days in Quebec City and made it a huge success.

THIS YEAR WE SAY GOODBYE AND THANK YOU TO FOUR LONG TERM TEACHERS WHO BETWEEN THEM HAVE TAUGHT AT ISM FOR 97 YEARS!!

Here we say thanks to Annette and Joe and on page 44 to Linda and Marilyn



ettie, or Swifty a nickname bestowed on her by the Moshi campus teachers (for her moves on the tennis court apparently!), has been a vital part of ISM since 1990 when she pitched up in Moshi for 5 years and then moved to Arusha, teaching the sciences to secondary ISM students. Originally from Essex Nettie won a scholarship to Atlantic College which opened her eyes to a big wide world that she didn't know about. A degree in Biology followed and a gap year working with disadvantaged youth that inspired her to study for a PGCE at Lancaster in Biology and outdoor education. After an introduction to teaching in the east end of London at one of the worst achieving schools in the country, Nettie took off for El Salvador leaving for Belize when the war became too challenging. Ever inspired to discover the world Nettie fired off a bunch of speculative letters to international schools around the world and was rewarded with a one line telex from ISM stating she was accepted for a role. And the rest is history!!!

She is the only ISM teacher ever, to have worked continuously on both campuses for 28 years. Not only did she teach... she ran countless outdoor pursuits trips and school outings, played the sax at school events, and taught many of our children how to swim. Her support for the school also extended to editing two issues a year of The Summit magazine over her October and Easter breaks for quite some time and more recently behind the scenes as chief sub editor.

Nettie, a good friend to many of us, always has time for a chuckle, be it at school, TGT Friday evenings or the beach (one of her favourite spots). Perhaps one of the most telling things to note about our Nettie are two recent quotes from students, "Ms Wood can be very tough on us sometimes, but we know that's because she cares deeply about us and wants us to do the best we can so that when we leave school we are successful and happy."



It is with a sad heart that we say kwaheri to **Joe Wright**, but even as we do we know he will be back as Mr Wright's roots in Moshi go deep. Some will remember Mr Wright joining ISM seventeen years ago, but this was not his first move to Tanzania. A decade earlier Joe left the United Kingdom to work as an English teacher/trainer at Korogwe Teacher Training College in Tanga under the auspices of VSO, a British volunteer organisation. This was a brief stay of two years but obviously made a mark and after ten years teaching in the UK he took up his post as English teacher at ISM.

Joe's love for literature is apparent to all who talk to him and he has been credited by scores of parents for sharing this with their children. A group of Middle Years' boys earlier this year in talking about Mr Wright commented that 'he chooses good books for an old guy'. Whilst the 'old guy' reference might not be appreciated, Joe's colleagues around the world and parents of teenage boys will understand the significance. Another student noted: "He gives his 100% as a teacher and always finds ways to inspire students with his original way of teaching. He has excellent, up-to-date knowledge about ToK, poetry, literature and drama. He stimulates students to think beyond themselves, as he also does himself."

As Joe prepares to leave now for Thailand, he will be packing up much more that he did when leaving Tanga. Moshi has been good to him and

as we say goodbye we also bid farewell to his wife, Vera, and two children, Joanna and Edwin. Go well Mr Wright, we are sure we will see you soon.



There is no way I would have done as well in my Diploma if it hadn't been for Ms Wood and the expectations she had of me from MI to M5."

Dearest Annette, we wish you all the best!!! Auf Wiedersehen





SAFIYA KHAKI IS THE CURRENT PRESIDENT OF THE STUDENT COUNCIL ON THE MOSHI CAMPUS. HER CONTRIBUTION TO THE SERVICE AND VOLUNTEERING COMMUNITY AT ISM THOUGH, SHOULD NOT GO UNNOTICED. SHE HAS BEEN INVOLVED IN SEVERAL PROJECTS LIKE THE KCMC PEDIATRIC WARD VISIT, AND SHE HAS RAISED MONEY THROUGH DIFFERENT ACTIVITIES TO SUPPORT DIFFERENT CHARITY INITIATIVES AT SCHOOL. AT A VERY YOUNG AGE, SAFIYA HAS ALREADY TOUCHED THE LIVES OF MANY UNFORTUNATE TANZANIANS. OUR STUDENT EDITORS SPENT TIME WITH HER EARLIER THIS YEAR TO FIND OUT MORE ABOUT HER PHILANTHROPIC ACTIVITIES.

CAN YOU TELL US ABOUT THE DONATIONS YOU HAVE MADE?

I have founded an organization that gives orphaned children the opportunity to attend a good school. There are often fees for good schools in Moshi, and even if you attend a state school the family is still responsible for buying a desk and uniform for the child. Many local families would really like their children to attend schools that provide a good education. When I first met with one of the co-leaders of the organization, I was introduced to a young girl named Elizabeth who had lost both her parents in a short span of time and was not, at the time, attending school at all. Her story really inspired me to set about raising money towards helping children like her.

HOW DID YOU RAISE MONEY AND WHAT CHALLENGES DID YOU FACE?

I was able to raise funds by organizing charity events; this included, a bake sale, a water balloon fight, a raffle and lastly, I wrote letters to po-

tential sponsors in the ISM community to help contribute. Organizing and carrying out the charity events was a challenge for me because I took up this project single handedly and my monetary goal was far-fetched. Raising even a small amount of money takes a lot of planning and organization in order to ensure that it is sustainable and it took a lot of hard work.

WHAT INSPIRED YOU TO EMBARK ON THIS CHALLENGING PROJECT?

It's always been a dream of mine to know that somebody will have a brighter future because I lent a helping hand. I guess what really drove me towards this goal was the fact that I saw this as a responsibility towards my community, as I live a privileged life.

WHAT DIFFERENCE DO YOU THINK ACTS LIKE YOURS MAKE?

What I did may not make a massive difference to the world or to Tanzania, but it will make a difference to possibly a few children and their families in the generations to come. If everyone did similar small acts in order to attempt to give back to our community, I think we could slowly pave the path to building a more educated and stronger nation.

WHERE DO YOU SEE YOURSELF IN TEN YEARS?

I have big aspirations for the future, but hopefully in 10 years' time, I'd like to see myself working in a nursing home as a gerontologist and also supporting a few families in Tanzania to make sure that they have access to education and basic needs. Somewhere further down on my bucket list is opening an orphanage in Tanzania but that might take a little bit more than 10 years.





TELL US A BIT ABOUT YOURSELF BOB. WHERE DO YOU COME FROM AND HOW LONG HAVE YOU BEEN IN EDUCATION?

I am originally from the US, having been born in the Boston area. I however moved for the first time not long after birth and grew up as sort of a nomad, in fact my sister was born on the complete opposite side of the country. I went to university to study engineering and graduated with the intent to go into power plant design. There were few jobs at graduation in that field, so I ended up working as a consultant with an air quality consultant firm.

My first experiences in education came as a private tutor which I did starting in my second year at university. This was followed by a school project, that I participated in with four others teaching a pre-engineering course at a local high school.

While consulting, my educational involvement was on hold, but after a while I left the consulting field and obtained my teaching license while working as a substitute teacher. This was followed by work in both public and charter schools in Massachusetts. While working at the charter school we had a Principal that had worked internationally for a few years. I also had the opportunity to talk with a few others that had similar experiences. They convinced me to give it a try, which I did.

Since leaving the United States in 2003, I have worked in Egypt, Nepal and China before coming to Moshi. During this time, I have worked with students from M1 to D2 in math, science, and economics among other areas.

WHAT IS YOUR VISION FOR YOUR TENURE AT THE MOSHI CAMPUS?

This school has a long-standing history, so any vision moving forward must honor that. Part of what I would like to help build on is the sense of community and family at the school. With 40% of the students living on campus, this really is a family. Some of the best events over the year have highlighted this including the Khanga Gala; the wall painting and fun fair; International Day; the community garden and the farmers' markets. I am sure there are others I have missed as well. Part of my vision is to help strengthen this and make sure that the campus is the center of the community here.

The other part is to have the service programs at ISM continue to thrive. As a school, we already impact a large number of people outside of the campus, but maybe there is still room for growth here. I support developing new partnerships in the surrounding community and finding out how we can help in different ways.

WHAT IS THE BEST THING ABOUT WORKING AT ISM?

Having worked in a few schools now, I have to say that I value diversity and inclusion in schools. ISM has this diversity in the staff and students. Having different opinions and comments in the classroom not only keep things interesting but add to the education of the group. ISM is the first school I have worked at that has a scholarship programme, and I am very happy with this as it adds yet another aspect to our diversity.

DO YOU SEE APPROACHES TO EDUCATION CHANGING OR SHIFTING AS TECHNOLOGY GROWS EXPONENTIALLY?

If you had asked me this question 15 years ago I would have had a different answer. I thought with the development of the internet and video conferencing that by now, education would have transformed dramatically. Now, my answer is more nuanced. Technology is a great tool and there are many areas where technology has impacted education. Most dramatically this can be seen in communication and the ease of accessing information. What technology has not replaced however are the interactions between students and teachers. These personal interactions are the basis of student understanding and development. This is also why so much importance is placed on hiring and retaining quality teachers.

WHAT DO YOU SEE AS THE MOST IMPORTANT INPUT THAT STUDENTS NEED IN ORDER TO BE SUCCESSFUL?

I am not sure there is one singular item that makes students successful. I would say that most of the accomplished students I have known had strength of character, determination to do well and did not shy away from hard work. Let's be honest, no one is successful all the time. The students that are able to overcome minor setbacks and learn from them are the ones that in the end are the most successful.





SPORT

his year has been very exciting for ISM sports as we continue to expand and take on new challenges. We now compete in 6 different age groups in 11 different sports for both boys, girls and mixed teams! This means that about 80% of our students participate in competitive sporting events. We have watched them grow to learn new skills and become all round athletes ready to take on these new challenges and become life-long athletes. From individual sports like swimming and track and field to team sports like football and netball our students have impressed us all at their range of talent. The program continues to grow as we compete in the Northern Tanzania Athletics Association and I must specially mention our ISMAC U19 Boys Football team and U15 Girls Netball team who took first place for 2017-2018. "Hongera" to all those who have taken the time and commitment to make this program thrive.











IS YOUR SCHOOL REALLY

GREEN?



DID YOU KNOW?

4 X 10,000

litre water tanks, collect water off the roof of the basketball court.

150

indigenous tree saplings have been planted between the tanks.

In November 2016, ISM embarked on an ambitious building project to enhance the sporting facilities on the Arusha Campus. Supported by ample funding from a sympathetic donor, the school management sought the advice of architects and contractors to build a covered basketball arena and new changing rooms.

Whilst the plans to cover the existing basketball court had been re-visited several times in preceding years, actual progress did not take place until a design was presented by Pinnacle Ltd. The structural calculations were carefully thought through by their Director, Alan Hadwiger whose experience in steel construction goes back many years. By December of that year, footings had been poured and we eagerly awaited the delivery of the pre-fabricated steel shell. The pillars and roof went on next and with a re-surfaced court, the first 'indoor' basketball tournament took place in March 2018.

Throughout the process, consideration of the environmental impact of building was of great importance for the Campus Management Team.





NEW CHANGING ROOMS

With a view on the impact to the environment firmly in the forefront of everyone's mind, our school management commissioned the services of Alexis Cronin, a designer whose track record in the design of 'green architecture' was amongst the best in Tanzania. Alexis also directs Dunia Designs, a company whose reputation has been forged on their design of furniture made from recycled soft plastic waste.

The recycled plastic cladding or 'greenwood' is virtually indestructible, requires no painting and is resistant to the harshest conditions the elements can throw at it.



ABOUT THE DESIGN

3600: Estimated number of sackfuls of discarded plastic bags contained in the walls of the changing rooms.

STRUCTURE: The greenwood is screwed to a modest light steel frame which kept the cost down.

ENVIRONMENTAL IMPACT:

Through minimal use of concrete and cement the environmental impact has been kept low.

POWER: The building receives no mains power.

Natural daylight permeates through the clear perspex roof to providing light.

SOLAR POWER: The sun activates motion sensors which power low watt bulbs for light at night.

HOT WATER: This is powered by the sun.

LOW COST: Significant savings were made through the use of industrial taps and pipework and home made shower heads.

WINDOWS?: There are none and the doors are made from minimal steel and recycled plastic.



STOP THE PRESS..... NEWS UPDATE

The School is about to embark on an ambitious plan to build a new boarding house. The design team of AAA Architects Ltd and Alexis Cronin, has been selected on the strength of its innovation and concern for the environment. ISM adheres firmly to the values of the **International Baccalaureate**, the **United World College Movement** and the **Council of International Schools** and as a consequence feels that we should be **standard bearers for environmental consideration** when it comes to building development.

The new Boarding House will be designed and constructed with the **environment and precious natural resources** firmly in mind. The philosophy of the design is a **Maasai boma**, where security, family unity and economy of construction are central to the architecture. **Rain water** will be harvested, energy generation will be as 'green' as possible and students will have the opportunity to grow their own food. International Schools like ours, all around the world are expanding and opening new campuses. If schools are true to their guiding statements which speak of responsibility in a changing world, then that must include a consideration as to how we make our buildings and then use them, with minimal impact on our environment. Construction is due to begin any day now – **watch this space!**





THE AIMS OF THESE CYCLING ADVENTURES ARE:

- learning to overcome challenges.
- developing leadership skills.
- promoting teamwork.
- enhancing problem solving skills.
- developing a deeper relationship with nature.

Overall, the principles of the MTB trips remain the same as the hiking trips and reflect our outdoor education philosophy: fostering personal growth and social skills through challenging expeditions in a beautiful outdoor environment.

A few of our ambitious OP trip members were asked to give their favourite quotes that reflect their experiences and emotions that are intertwined with the school OP trips.



The human spirit needs places where nature hasn't been rearranged by man." Remmy M4

Travelling: it leaves you speechless, then turns you into a storyteller."

Audrey M4

"It's not the mountain that you conquer but yourself." Lulu DI









It is through the OP trips that I learnt that there is an unspoken bond you create with friends you travel with." Simon DI

By exploring nature it came to my realisation that not all classrooms have four doors." Esther D1









HOW TO SET YOURSELF UP

Clio Manley Investigates.

FOR DI STUDENTS

As you embark on your IB Diploma journey you've probably just started thinking about University. Perhaps you visited a few in the holidays following M5, or your parents have started talking to you about your plans. It can all be quite overwhelming but The Summit is here to help with some easy and manageable steps you can take to set yourself up for future success.

DRAFT A LIST OF ORGANISATIONS (SUBJECTS AS WELL) YOU REALLY LOVE:

The subject choice is ideally the best place to start especially if you're applying to UK Universities as often an organisation may have a notable strength in a particular subject. For example whilst the 26 Russell Group Universities offer unrivalled expertise and quality there are many lesser-known organisations that specialize in a particular area. The University of the Arts and SOAS in London are good examples as are Leeds for IHP and Warwick for their MBA. Do

your homework on line through university league tables like the ones produced by The Guardian and The Times Education. It's a lot of information to wade through especially if you are looking at North America well as Europe and Australia, but in the long run it will be well worth the time and effort. If you can, attend an information session and visit your list of top choices. If not then seek out the virtual tours that many provide online now. If you start on this early you could visit during the summer holidays at the end of D1. You need to figure out the vibe of the university and ask yourself questions like "Can I picture myself here?" or "What is the city this Uni is in like? Will I fit in?" Another big question for you to consider with your family is "Can we afford this?" and "are scholarships available?" if you have a low or minimal budget. Think about what kind of lifestyle you want to enjoy during your time at University as well. A recent visit The Summit made to Aberystwyth University in a coastal town in Wales, revealed that many students had actively chosen a rural location to ensure that they had a high quality lifestyle and kept their costs low. Be aware that if you need a full scholarship that most universities offering full scholarships are based in the US. It's very difficult to get scholarships in Canada, the UK or Europe.

START TO PLAN SUCCESS IN YOUR GRADES ACROSS DI AND D2: Aim high and try your very best to get a grade average of 24 points or over by the end of D1. This will give you more confidence as you embark on D2 and even inspire you to take it up a notch and aim even higher than you thought possible. Admissions directors look for solid academic progression over the course of the two years. Planning your work approach in advance can also really help with stress levels and ensure that you don't end up leaving everything until the last minute. You can also always get advice on how to plan out your week in terms of workload from our fantastic

Diploma teachers and co-ordinators, who are

DO YOU NEED STANDARDIZED TESTS?:

there to guide and mentor you.

If you are applying to north American universities, practise both the ACT and SAT exams to see which one you feel most comfortable with. Check carefully the testing requirements for the universities that you are interested in and ensure you know what is needed to make your application. We have an expert university guidance counselor to help you through this and provide advice, and as a school we are an accredited test centre for SAT, ACT and TOEFL.

FOR D2 STUDENTS

It's your final year at school and the first quarter brings a time of decision making and the university application process. You may have already sat any tests you need over the holidays, and hopefully by now broken the back of your extended essay. There are still a number of approaches you can apply now though that will help make your application the best ever.

DON'T FORGET TO RESEARCH AND FOCUS ON THE SUPPLEMENTS: This is a term that refers to the US universities where there are extra specific essays and questions to be answered for each one. The more competitive the university the more extra work is asked for with the emphasis usually on writing skills and creativity.

NAIL THE INTERVIEW: Some Universities and schools will require that you have an interview either over skype or in some instances with a local representative. There are a few things you can do to prepare for an outstanding college interview: Do your research and find out as much about the organization you are applying to as possible. Prepare questions ahead of time and if you can, practice by taping your self on film and playing it back for analysis. Be yourself! It sounds obvious but in most cases the university just wants to see who you really are and to find out what you're interested in. Be prepared to talk about topics you haven't covered in your application.

KEEP YOURSELF ON TARGET TO DO YOUR

BEST: This final year really counts. Your academic performance becomes more predictive over time so this years DP grades which may be sent to admissions offices are often key in their decision making process. Universities like to see a challenging final year with strong grades so keep focusing on doing your best.

CONSIDERING TAKING A BREAK BETWEEN

STUDIES?: Some students decide to take a break following their D2 exams to gain work experience or just to do some travelling and philanthropy. You can still apply for your university of choice though in advance and then use a carefully managed and curated year out to add value to your university application. The emphasis here should be on a carefully constructed and thought through year out. Work out whether you want to travel and do some volunteering along the way, or work or a combination of the two. One student we know of spent 6 months teaching English in state schools on Kilimanjaro followed by 6 months working in an art gallery in New York. A basic rule for this is to ensure you have sat any tests you need for application prior to completing D2 and that you have also made your application and hopefully been successful. That way you can enjoy your year out, gain some valuable world experience and sale confidently into university once the year is completed.

FOR SUCCESS AT UNI.



Good luck and don't forget to seek and take on board advice from our university guidance counselor.

CREATIVITY CAN TAKE MANY FORMS. FEATURED HERE WE HAVE A POEM COMPOSED BY MARGARETH BARAKA M5 MOSHI THAT DESCRIBES BEAUTIFULLY HER EXPERIENCES AND THOUGHTS AT SCHOOL. WHILST ON THE OPPOSITE PAGE LEILA SCHELTEMA D2 ARUSHA DESCRIBES THE PROCESSES SHE LEARNT FROM STUDYING ART AT DIPLOMA LEVEL.

ISM IS A GREAT RAINFOREST OF IDEAS

ISM is a rainfall of ideas, you are going to find each tree in here, the trees of discipline, friendship, handwork, and integrity are all grown here, You can become an engineer or even a pioneer,

if you eat leaves off the trees grown under this shaded splendid idea,

The teachers are great mind engineers, school days here are like a passing deer, it might be hard to wake up when you think of the idea,

but when you finally get to class,

it's so calm and as beautiful as the morning smile of the sun,

I have never met a rainfall so full of green ideas,

of how to change the world that we hold so dear.

The students that are brought up in here have high-ranking careers, If you think education is expensive then try ignorance dear, Each day I can't wait to see the sun shine bright, because I know I am going to learn something nice, ISM is the rainfall of ideas,

it might seem like a magical idea, that every nation stays here,

it's a little palace facing the great roof of Africa.

Let me take you inside to see what people are made of in here, my English teacher teaches how to bake the best poem in the land, he also taught the heavens how to dance with the words in their hand, my art teacher teaches me how to paint the storm with my bare hands, my physics teacher speaks of these great ideas of how the world came to appear, The math teacher is a genius who teaches how to make the pyramid stand, My Swahili teacher teaches me that the sky speaks in my mother tongue, My chemistry teacher speaks of how global warming is a problem at hand, I know she's right to take that stand,

My geography teacher teaches me to hold the world so dear, and never leave its hand, My design teacher says, Why don't you try the hammer,

the chisel might cut your hand, he creates the best innovations in the land,

My P.E teacher teaches me to practice real hard, if I want the make that medal mine, $\,$

My biology teacher teaches me how the human body works.

and how it's a fascinating piece of art,

They are all so caring because they have golden hearts.

I have great friends who really hold your hand,

to make sure you don't fall in the sand,

They make time seem like a grain of sand when you're having a lot of laughter. $\label{eq:control}$

If you want to be part of this world, you can come in,

for the doors are never closed, because everyone deserves a rainfall to call home.



PHOTOGRAPH KINDLY DONATED FOR USE BY ELIZA POWELL PHOTOGRAPHY, ELIZA IS AVAILABLE FOR VIDEOGRAPHY AS WELL AS STILLS PHOTOGRAPHY AND GAN BE CONTACTED AT WWW.ELIZAPOWELLPHOTOGRAPHY.COM

WHAT DREW YOU TO CHOOSING ART AS ONE OF THE SUBJECTS IN THE DP?

As my passion for many years has been the ocean and protecting it, I was keen to be able to contribute ideas about the importance of activism for ocean conservation. When viewing previous DP art exhibitions, I noticed that, previous diploma students were able to convey a message they were personally passionate about through the medium of art. The manner in which they presented their work was powerful and extremely interesting. This motivated me into choosing art as one of my subjects at diploma level. The course itself interested me as well. The idea of being encouraged to develop, and expand, my art skills through experimenting and using new materials was very exciting for me. I did not study art at MYP, but always loved painting, drawing, video editing and being creative.

YOU CHOSE OCEAN CONSERVATION AS A THEME. HOW HAS YOUR VIEW OF THIS SUBJECT CHANGED OR DEVEL-OPED THROUGH THE PROCESSES AND MEDIA THAT YOU USED?

I had previously seen art that was very powerful and successfully conveyed the message of environmentalism and activism. When I started researching and creating art myself, I noticed that the movement of protecting and creating awareness of the ocean was strongest when the methods used to create awareness with the public were art orientated.



ARUSHA D2 STUDENT LEILA TELLS US ABOUT HER DP ART EXHIBITION WHICH WAS AN EXPRESSION OF HER PASSION AND CONCERN FOR THE EARTH'S OCEANS AND THE LIFE WITHIN THEM.



I discovered that many environmental organizations, fundraisers, events, books, magazines, and posters are most impactful through the use of powerful visuals that make connections with the viewer; this is important as with visuals you are sometimes able to convey a message in a much more influential manner than by just utilizing words. For one of my final pieces I created a video inspired by the documentary "The Cove". In this video, I presented the issues of dolphin slaughter in a cove in Tahji, Japan. My video, featured no speaking, only visuals and a self-made audio of dolphin sounds, heartbeats, water, and a soft piano. I noticed that most of the audience were visibly moved when they watched this video. I also found that presenting people with different types of art, such as realism, surrealism and "darker" pieces, made them realize that there are many different angles and issues related to ocean conservation.

HOW DID STUDYING ART AFFECT YOUR STUDIES IN OTHER SUBJECTS?

During the research process for my art pieces, I was able to learn a lot about ocean awareness as

well as, the physiology and anatomy of animals such as jellyfish and sharks in order to create the artworks. This was beneficial in my biology classes as well as my geography classes when we were focusing on ocean and coastal issues. I also improved my analytical skills, which helped me greatly in english, as we were required to analyze many texts for our exams and internal assessments. In the Theory of Knowledge course I was able to form interesting arguments around the subject of art and connecting topics together.

HOW HAS STUDYING ART BENEFITTED YOU?

Art has benefitted me in many ways. It has contributed towards educating me about ocean issues as well as various artists, new techniques in art and improved my skills in a variety of art forms. Overall I have become so much more open-minded about the importance of art in the world and the connection of it to so many other subjects. It encourages you to look at ideas more analytically or from different perspectives, and this is crucial in my everyday life!



ROOM MATE REPORT

We know that for some students especially those who have never boarded before, the room-mate question can be stress-inducing. These room-mates are very happy and want you to know that boarding is a rich and rewarding experience. ISM boarding offers a home from home boarding environment ensuring a family atmosphere.

1

Winner Msuya D2, (formerly at Feza girls secondary school Winnie joined us 18 months ago and is hoping to study Medicine in Hong Kong) and Nicole Moyo D2, (has been at ISM since M4 and is hoping to study Psychology in Canada).

"I have been at ISM since finishing my O'levels but Nicole has been here for 4 years. At the beginning our roommates were picked for us and this helped us to get to know people we might otherwise not have shared with. As time went on we were allowed to pick our roommates. We get on really well and study well together which for us is quite important."

2

Cynthia Henry D2, (formerly of DIS hoping to study Gender rights at Amhurst) and **Jovieth Rwenyagira D2**, (formerly at St Francis hoping to study Political Economy at Kings College).

"We both really like boarding and it's helped us become more independent. We both feel like we have learnt to understand different types of people and that is a real bonus. Even though it's Jovieth's first time boarding she has found it really easy to fit in, adapt and is enjoying it a lot."



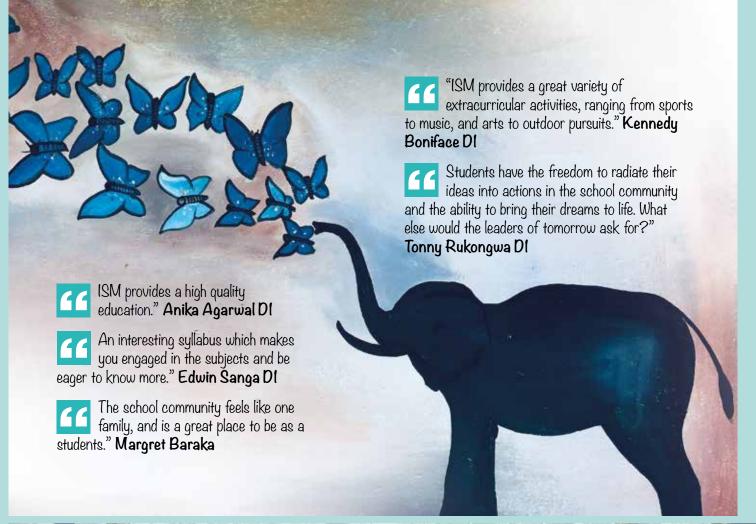
THERE ARE MANY GOOD REASONS TO JOIN ISM SAY OUR STUDENT BODY.

The school is diverse with a lot of cultures, which provides great exposure to a dynamic environment for students." Augusta Mwinuka DI

The curriculum provides a good balance between the social and academic for students."

Esther Mndeme DI







DIVERSITY IS IMPORTANT

says DR ANNA MARSDEN

ou will have seen the new diversity walls spring up on campus and wondered what they are about and why we are so excited about diversity. In international education diversity is the buzz word and is thought to be a good thing, but we do not easily agree what we mean by it. Annually the International Baccalaureate, CIS, MSA and other accreditation and educational agencies collect information on the nationalities of students and staff in the school. This information is then used to show how 'international' or diverse is the population of a given school, these same numbers are also often used as a measure of the international mindedness of a school. But, this raises the questions: does nationality alone lead to diversity or international mindedness? Taking a step back, if as an international community of schools we cannot agree what we mean by diversity, then perhaps we need to start thinking what we, as International School Moshi, mean by the term.

Every year we observe our international diversity through a series of international days where we celebrate who we are through flags, dress, dance and food. Whilst there is undoubtedly value in celebrating our diverse international community in this way, to quote George Walker, former Director General of the International Baccalaureate, there must be more than the five "Fs"-food, festivals, famous people, fashion, and flags. That is to say that to develop true international mindedness, which grows from understanding our diverse communities, we must look at more than that which can be simply observed, and instead also understand the underlying links and connections between us and the world around us. For teachers this means we must deliberately make these authentic connections, and help students make the connections for themselves, whilst at the same time put aside our own assumptions and beliefs. Easy perhaps to say and more difficult to achieve and this further begs the question as to whether it is possible to put aside one's beliefs and assumptions.

As said, an appreciation of our international diversity is but one aspect of the diversity we prize and celebrate. Diversity of faith is another. In what the media portrays as an increasingly conflicted world, the ability to live in harmony with those of another faith is becoming more and more important and schools such as ISM can lead the way in teaching tolerance and understanding. The old adage tells us that we should never talk about politics or religion in polite company, but this cannot be true for the classroom. Indeed, the classroom needs to be a safe place to talk about a variety of differences and it would be difficult to find a better classroom than in an international school. Whilst sometimes the conversations can be difficult and confronting, they are nonetheless important and enlightening and where better to have them than within the multi-faith. multiracial and multicultural environment that is Tanzania.

internationally-minded,

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

Socio-economic and gender diversity are two obvious areas of diversity within our school and wider community. However, conversations, unless in the most abstract of terms, are often overlooked because talking about them can be uncomfortable. That said, to shy from the discussion because it makes you feel awkward is not allowing us to truly celebrate the richness of our community. The idea of fairness resonates strongly with young people and therefore it becomes the work of our students and teachers to confront perceived and real inequality within our school community and further afield. To have an acknowledgement of what is fair and what is not as the basis of conversation can only be a good thing.

Nuanced conversations about our diverse community take place every day, some of which celebrate our uniqueness and some of which are unsettling. However, it is important to remember our many similarities: compassion for others, love for our families and hopes for the future to name but a few. International schools are wonderful places of learning and understanding, where young people come together in a multi-faceted, diverse community. With this opportunity presented to us, it is easy to see why it becomes the duty of institutions to explore what these differences mean whilst also sharing our common humanity.

So diversity to International School Moshi is important and is to be talked about and celebrated, whether this be on the wall or in the classroom. Perhaps the words said by Lester B. Pearson, Nobel Laureate and former Prime Minister of Canada, in his Nobel Lecture of 1957 sum up the importance of these

How can there be peace without people understanding each other, and how can this be if they don't know each other?"



Varibuni

Venue: Rafiki Hall Opening Evening: Sunday 11th Merch 7 00pm Additional Viewing:

Additional Viewing: During school opening from Mon. 12th /Tues. 13th Merc Artworks exhibited by: 8 D2 Visual Arts Students Visual Arts Students

Nasi Raka Ascrita Appawa Asfrya Janusta Kidner Martis

ART

WE WERE DELIGHTED TO JOIN WITH OUR MOSHI D2 ART COHORT FOR THEIR FINAL EXHIBITION IN OUR NEW RAFIKI HALL ON THE MOSHI CAMPUS. HERE WE PRESENT A SMALL SLICE OF THEIR WORK.



† AKSHITA AGGARWAL



- ↑ KISHEN MAJITHIA
- **↓ ALEFIYA JARIWALLA**



↑ NANDI RIEKS



- ↑ KAMALI ASHBY
- **↓ NICOLE MOYO**





Gemma may keep us up to date with

DEVELOPMENT AT ISM.



KAKUMA REFUGEE CAMP TEACHER TRAINING PROJECT

ISM has been continuing its partnership on a teacher training project in the refugee camp Kakuma in Kenya. The partnership between Utrecht University of Applied Sciences, Windle Trust and ISM was also endorsed by UNHCR Kenya last year, which is a great leap forward in helping more refugees become secondary school teachers and educate more refugee

students! We are also now very excited to be working with Sky School, with our teachers offering valuable support for their curriculum development.

DAVID OCHIENG OLOO MOSHI DEPUTY HEAD OF SECONDARY AND MYP COORDINATOR TELLS US A BIT **ABOUT SKY SCHOOL.**

"I was privileged in 2017 to be part of a team visiting Sky School to assess its foundation document aimed at mapping out their path towards providing an empowering education. The courses envisaged in the Sky School Foundation document include Change Making, Peace Building, Politics and Economics, The Arts and Culture, Literacy and Culture and finally Numeracy and

Mathematics. I look forward to participating further in this process, specifically in relation to the Numeracy and Mathematics course."

SKY SCHOOL

is a new not-for-profit organisation on a mission to create a global high school for refugees and displaced youth aged 16-25. Responding to the clear gap in secondary education provision for displaced youth, with only 23% completing secondary school, Sky School has set out to create an internationally recognised, free and accessible high school curriculum designed for refugees. Sky School ran a pilot short course on the topic of 'social entrepreneurship' in Kakuma Camp (Kenya), Amman (Jordan) and Athens (Greece) in late 2017, and the results were very encouraging: 72% of students who started the course graduated, and 100% said that they would recommend the course to a friend. The Sky School team is now working on launching the full high school diploma programme in 2019. Once launched, completing this curriculum will award students with an accredited high school diploma, giving them opportunities in the workforce and in higher education. Sky School believes that refugee youth have the potential to be the leaders, innovators and peace builders of the future, and is designing a





Refugee Scholarship Project - A short course in Waterford Kamhlaba by Zainab Karimjee D1 student

While most of you spent your holidays cuddled up with the family under the Christmas tree with a warm cup of cinnamon tea, I went out to do my first UWC short course themed "Together for Development". The short course was hosted in a small landlocked monarchy called Swaziland at the Waterford Kamhlaba campus.

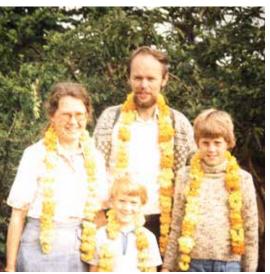
As the short course progressed, people who carried different cultures as their identity went out for their community stays. Eleven of us spent two days and nights at Mpaka refugee camp. Our stay began with a warm welcome from families, who mainly fled from conflict-ridden areas such as Rwanda, Burundi and Congo. Through our mission of destroying the stereotype that foreigners visit to 'save' the people in need, we discovered the true potential and aspirations each one of them carried in their hearts, it was in that moment that I realized each one of us deserves the inalienable right to a good quality education.

While it would be overly optimistic of me to think I could educate the whole world, it was quite realistic to think that educating a single person would create a ripple effect of goodness in a community hence, I founded the Refugee Revolution initiative which aims at sending two refugees from Tanzania to attend the diploma program at ISM. As of yet, social media and small scale bake sales have been our best bet in terms of finance but we are hoping to grow from that and make the African Leaders Scholarship refugee inclusive.

The methods for future funding still remain a grey area but with your help, valuable change could happen in the world.

AN ALUMNI STORY:

WELCOME BACK THE HOPE FAMILY!





Earlier in the year we had a visit from 3 generations of the hope family, who have lived, worked and attended school in Moshi. Johannes now 19, Tim now 50 and Terje now 78 remind us of the special qualities our school and community has.

TELL US A BIT OF ABOUT YOUR CONNECTION WITH TANZANIA AND ISM?

JOHANNES (SON & GRANDSON)

From 2010 - 2012 I was a student myself at ISM, in M1 and M2. My dad Tim was head of boarding and an English teacher. My family's connection with Tanzania started with my grandparents doing a lot of volunteer work back in the day, and we have kept coming back since then.

TIM (JOHANNES DAD)

My dad worked for Norwegian Development Aid as a teacher in several upper secondary schools in the 1970's, and I grew up in Songea, Arusha and Moshi, spending two years in each place. The last two years I was a day student in P3 and P4 (1977-1979). In 2010 I took

leave from my job in Norway and went back to ISM with my family to work as Head of Boarding for two years. The first year I was also boarding parent in Kivuli boarding house (for boys 12-16), while I also taught M1 and M2 English.

TERJE (TIMS DAD)

My connection with Tanzania has been very strong, right from the start in 1969, when I was teaching English at Songea and Ilboru secondary schools in Arusha, both under the Norwegian Development Programme (NORAD). From 1977 to 1979 I was working at WeruWeru secondary school in Moshi, which was when Tim was attending ISM. During our stay there I was also involved as a substitute teacher at ISM, teaching French to A-level students.

WHAT IS YOUR ROLE IN NORWAY NOW?

JOHANNES

I'm a student, studying physics, math and computer programming, and graduating school this summer. I love sport and after school, I head for swim practice. I swim 8 times a week, and lift weights 3 times a week. I love swimming because I was so inspired by ISM swim coach Sabini when I attended the school.

TIM

I have been working in upper secondary schools in both Norway and in Virginia USA, and within teacher education at the University of Agder for 11 years. Three years ago I went back to secondary and I am now head of the foreign language department at an upper secondary school with 1500 students in Kristiansand.

TERJE

I retired from teaching at my Norwegian government school some years ago, although I still take on substitute hours if I'm asked. For the last few years I have also taught English almost every year at Mama Clementina Foundation secondary school in Moshi.

THE THREE BEST MEMORIES YOU HAVE OF ATTENDING ISM?

JOHANNES

First: All the field trips with my class, Pangani, lake Manyara and to Kili.

Second: Playing football in K-hall in the evenings.

Third: Being with my friends in general. Studying, playing and eating together. It's those small moments that really stick in my mind and that I remember the most.

TIM

I had a wonderful experience growing up in Tanzania and wanted my children to experience living in another country for a while, giving them new impulses, friends and perspectives. Coming back to ISM was fantastic. The campus was of course much more developed but I was happy to see that the primary kids didn't seem much different than how I remembered my self, being at that age. Still, being at ISM as a pupil and in the faculty with all its responsibilities and chores 24/7 is of course very different. However, working with good colleagues and being in a friendly and welcoming atmosphere I only have good memories.

TERJE

When I left ISM that my French students were satisfied with my quality of teaching and had learned a lot.

THE THREE THINGS THAT REMIND YOU OF BEING IN TANZANIA?

JOHANNES

The three things that remind me of Tanzania are the smell of rain, when the dust mixes with the water and creates this weird scent. Also, I have a few souvenirs in my room from Tanzania, so I'm reminded every day. Lastly, I talk to my ISM-friends from time to time, which is a great reminder, for sure! It's nice to see what they're up to as well.

TIM

What I really enjoyed, both as a pupil and as an adult is the house system. In the 70s I was a Kibo (which was red then) but I was placed in the green Mawenzi when I came back to work. I



Secondly I have almost weekly contact through Facebook with former colleagues who have become friends for life. The dedication and good team spirit in the boarding parent team and others in the ISM community have given me lots of good memories.

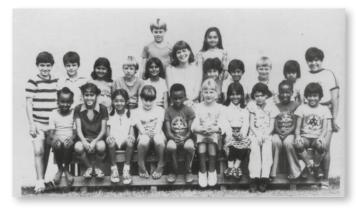
alumni it's easy to open a conversation by relating

to being a Kibo. Mawenzi or Meru.

Thirdly some of my best memories are of walking around on campus, with the sounds in the background from crickets and hornbills, taking care of the boarding houses and having time to meet and greet gardeners, cleaners, drivers and all the others who work hard to make ISM such a wonderful school for learning.

Fourthly, I have a tattoo on my left ankle with the GPS-coordinates for ISM, so I always have ISM with me wherever I go. :-)





Fifthly, I have lots of items (anything from leather chairs and tablecloths to tinga-tingas and baskets) in my house that I brought home with me and use daily.

Sixth we still use swahili words at home; we say hodi when we enter the house, and use many other words such as sukari, kawaha and safari njema. I could go on and on......

TERJE

- a) its friendly and welcoming people
- b) its fascinating language
- c) the great variety of landscapes

WILL YOU COME BACK TO REVISIT TANZANIA, DO YOU THINK?

JOHANNES

Absolutely, I love the country. I've built up a connection. I might come as a tourist or to do some volunteer work, who knows? All I know is I will definitely revisit.

TIM

When I worked at ISM from 2010-2012 I established a partnership between ISM and my now former colleagues at the Teacher Educa-



tion Unit at the University of Agder. The partnership made it possible for the University to use ISM as a practice arena for their PGSE-students. Since then UofA has sent 3-4 students each year for 6-week teaching practice at ISM. Fortunately, I have been able to join them three times, and visited ISM last time in February this year. I hope it will not be long before I am back in Tanzania.

TERJE

It is always a fascinating experience to come back to Tanzania. Last time I left Tanzania for Norway in March 2018, and the greatest changes since last time I visited Moshi in 2013 was to see how very clean and tidy the city and streets had become. Very pretty. I will definitely come back.

CAN YOU GIVE US ONE PIECE OF ADVICE TO STUDENTS ATTENDING ISM NOW?

JOHANNES

Don't rush into further studies. You'll work a whole lot in your life. Do a gap year, do what YOU want to do! What's the rush? Many people choose to work, to earn some money an experience. It's also common to travel, see the world! Good luck, and have a happy life!

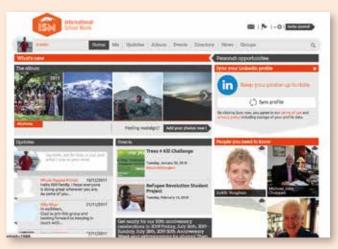
TIM

Set small but reachable targets in life and use teachers and establish and maintain friends to help you adjust them as you get closer to your goals.

TERJE

Cooperate with other students and learn from each other.





ALUMNI DEVELOPMENTS 2018

his year ISM has launched an online alumni platform which is geared towards helping you to all reconnect and make new connections with people who share the same values as you! It is free to use and simple to join; either through your LinkedIn account, Facebook or email you can register and set up a profile. Our Alumni Officer Gemma says, "It's so simple to use and the beauty of it is you can even use your LinkedIn profile to save time and get connected to others who all share the ISM experience!." The platform offers users the chance to post pictures, events, job openings and to connect with others for catch ups, business and reunions. There is even a space to ask others for help or to offer your own services to help others. This is particularly useful for newly graduated ISMers, as one alumni put it, 'It's already a competitive world out there when you graduate so being able to ask people to help you who already have a connection with you without ever having met before is the best advantage!' The school also updates the site with happenings on both campuses and things you can get involved with. One such project is Trees 4 Kili, which is about buying a tree that will be planted on the mountain to help preserve the precious snow-cap top we all love. So why not join up today and get involved!

Join here today: https://ismglobalconnect.org/dashboard







nce again each campus hosted emotional graduation ceremonies to celebrate the successes of 2018's D2 classes. On Moshi we are grateful to Aaron Mbogho Mwanga District Commissioner who delivered a fantastic speech and to the two emcee's Ejofon and Alfred for brilliantly hosting the event. We will also miss outgoing DP co-ordinator Rick Fitzpatrick who has dedicated the last eight years to mentoring and motivating students to achieve the best that they can.



















on Arusha we thank the combined efforts of all the Diploma teachers led by Mr Reed Anderson in his first year of Diploma Co-ordinatorship. Seventeen graduates were captivated by the inspiring words of Dr Tim Davenport, Country Director of the Wildlife Conservation Society of Tanzania before they took to the stage to collect their graduation certificates.













learning. Throughout the year, we celebrated many special days and events. These included the 100th Day of School, Mother Tongue Day, Book Week, World Book Day and many others. This year February was a very busy month for us; in EC, we always try to find ways to have fun whilst learning about these special events.

During the 100th Day of School in February the students found 100 numbered sweets in our playground and matched them to the correct place on the 100 square. We created portraits

and we created necklaces out of 100 Cheerios

Mother Tongue day just a few weeks later saw us learning four new languages thanks to parents and teachers. We learned songs, played games and read stories in Hebrew, German, Dutch and Sign Language.

February ended with Book Week where we wrote about our favourite books, dressed up as book characters for the parade, decorated our door and took part in the book guiz. No month in EC can ever be said to be boring!





I MOSHI

Mr Owain Evans tells us what EC have been up to



ere in the Early Childhood class we place a strong focus on play in our learning through the varied and engaging kaleidoscope of our PYP curriculum learning. A small class size with plenty of expert adult support has given our children the very best start to their educational journey. This year, the children have explored some increasingly complex ideas, learning about bioluminescence in the animal kingdom and going on to become bio-engineers by designing uses for some of the amazing adaptations we find in nature. They have worked on seedling production, waste management and recycling, our classroom garden and of course the basic skills of reading, writing and mathematics, which will support their future learning.



In this unit, P1 students immersed themselves in creative experiences while exploring how individuals express their thoughts, ideas and feelings. We learned that by using our imagination, anything is possible, including making a chair fly! Students investigated properties of materials, choosing the best types to use in suspending a small chair in the air. Throughout the unit, the children created paintings inspired by music and their own interests, composed music influenced by a story and transformed objects into something playful. Creating in the ways of artists, musicians, authors, and engineers enabled us to understand the value of using our imaginations in our lives.









Carmen Maarschalk updates us on ARECENT P2 UNIT OF INQUIRY.

his year has been a fun-filled busy year for the P2's. A recent unit of inquiry that has been enjoyed by all had the central idea 'People use different forms of expression to convey their uniqueness'. The P2's spent a lot of their time exploring different art techniques and learning about various artists' unique style. We researched and looked at Jackson Pollock, Claude Monet and Arusha artist, Nangini. The class was really inspired by these many different forms and types of art. The end of the unit was capped with a spectacular art extravaganza where the P2's show cased all their work in their own Gallery. A big thank you to Gal who helped us create our special reading forest pictured.

Mboka Mwasongwe is inspired by her MOSHI PI AND P2 STUDENTS.

It was exciting to see how the P2s helped the P1s transition from EC into a longer day at the beginning of the school year. The class soon bonded and began to create great learning spaces where everyone was valuable. One highlight of the year was the creation of a survey board that they used to ask the whole school what their needs and wants were. Another was when they bravely presented at a whole school assembly, teaching everyone that it did not matter how we looked on the outside, inside we were basically the same. They carried out research on their favourite animals, created robots and buildings from junk and even visited our nearby nursery school to meet and play with the children there. It is a remarkable experience, watching them grow into internationally minded students.













Ali Weston and the

ARUSHA P3'S HAVE HAD A WHIRLWIND OF A YEAR!

This year has been a whirlwind of excitement in P3 class. We have studied different explorers and their explorations of travel around the world and the characteristics of what makes someone an explorer. We have learned about how glass can be a solid and a

liquid with a visit to, Shanga. We learned about people's beliefs, traditions and rituals but also studied other belief systems such as: Aztec culture, Buddhism, Hanukkah and Diwali. The P3 students have discovered many interests within these units of inquiry and continue to

show their knowledge inside and outside of the classroom by going on many school trips, taking action by bringing in items related to units of inquiry and showing their personalities through art and dance.







Ms Clare Hibbard tells us about the

MOSHI P2/3 HISTORIANS

The P2/3's ventured in to the world of history and inquired into their own families history. The class looked at their culture and what makes them unique. They researched and carried out interviews with family members, old and young. The children learned how to be open minded when learning about others and where families originated. During this unit the children created scrapbooks and displayed many creative art techniques whilst designing them. They became more confident and took risks when sharing their









Ms Julie Bowen and the MOSHI P4'S

We love Book Week in P4 and so we organized a Book Barter Shop to help support reading in our school. This Book Barter Day supported the Central Idea of our new unit of inquiry. It helped us explore the complexity of systems of exchange of goods and services. We discovered not all goods (books) are valued as equal and discovered why in most cultures this type of economy was replaced by a monetary system of exchange. We read a variety of books during Book Week, including Shel Silverstein's 'The Giving Tree'. We were able to see how identifying our needs and wants can impact on the world we live in. The students made thoughtful connections and generated lots of curious questions such as "how does Amazon take an order and get it all the way to Tanzania?"





Ms Deborah Mills reveals

MOSHI P5 ARE ENERGY EXPERTS!

The P5 inquiry into "Understanding energy transformation allows us to utilize its power" generated a lot of excitement on the Moshi campus. The children constructed solar powered ovens, wind powered cars and water powered turbines. They also worked with buzzers and bulbs to investigate electrical circuits and designed their own games using electricity. They each researched a form of energy and produced an attractive and informative poster. The students presented their work to the PYP students and their parents in a Primary Gathering. Their conclusion was that no one source of energy is the answer to our problems at the moment but ended their presentation on a positive note by speaking to the PYP students in the audience: "Maybe when you are older you will think of some new technology that will allow us to produce energy cleanly, safely and cheaply. Maybe the solution lies with you!"











The students in P4/5 have participated in many amazing experiences throughout the year including visiting a Masaai boma, recording a song at a professional recording studio, creating our own civilizations museum, visiting the airport, and camping overnight near Tarangire! This camping trip at Oldonyo Nape Community Campsite in Loibor Siret was a definite highlight of the P4/5 school year. The students experienced wildlife, adventure, and cultural tourism first-hand as we went on walking safaris, game drives, hikes up the rock formation, a visit to the local village, and experienced entertainment from the Masaai dancers. Through this trip, students

Sara Lema says

ARUSHA P4/5 HAVE HAD A TRULY AMAZING YEAR.

were able to see how important tourism is to the well-being of the community. We also reflected on the factors that affect tourism in this area. One thing we noticed was that the campsite's brochure doesn't depict how amazing the place actually is! So, we decided to take action and redesign their brochure to help increase the amount of tourism to this beautiful area. We'll be sharing our ideas with Noloholo Environmental Center so they can decide how to improve the brochure and possibly use one of our designs. The P4/5 students took their learning to new heights this year!



Ms Cathy Wambua and the

MOSHI P6'S HAVE **HAD A GREAT YEAR!**





ships, solving inquiry based problems and working collaboratively in many of their projects this year, including the PYP Exhibition. They had a particularly exciting time when they joined their Arusha P6 counterparts for the PYP Exhibition Retreat. Meanwhile, in class they had great fun designing models that demonstrate transformation of energy, creating art for the "Book Door Competition" during Book week and going on two overnight camps amongst many other learning engagements. It is such a rewarding experience to journey with the students and watch them grow and transition into the Middle Years Programme.



Amanda Bowen has been working with ARUSHA P6 TO ENSURE THEIR LEARNING IS **BALANCED!**





GOOD BYE LINDA AND MARILYN.



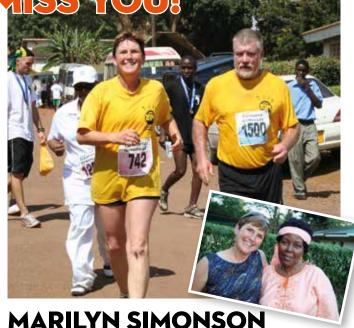


Over the past 27 years Linda's voice has been behind a lot of the changes and developments at Arusha Campus – her dedication to the 'whole child' view of education, moving to the new campus, curriculum changes, heading CIS visits, Board initiatives, O.P. involvement and CAS projects: developing the gardens, the environment, involving students in recycling, art exhibitions, musical productions and of course her involvement in the development of IB Arts programme. So many of these changes have heard the weight of Linda's arguments, felt her influence and have benefited from her experience.

A step into Linda's classroom was to savour just the right environment that nurtured the "whole" child. Happy voices and a love of learning came from her primary classes along with kilos of drawings and paintings and a great foundation for their future learning. Her background studies and love of art reflected from all the walls and eventually led to her move into MYP art and then on to developing the IB art programme on Arusha Campus. Art was not just an add-on subject, as many often assume, it was serious business and everything about the Linda's Art Room was professional!

The whole campus has felt her love of art – setting the mood for MYP and DP art exhibitions, creating the backdrops of so many performances and the constant development incorporating new media and technology. This was not a 'typical' school approach but total dedication in a search for the best for the students and school. That is Linda! She will be a tough act to follow and her care and development of the learning environment at ISM reflects her often understated contributions. Linda leaves us to teach at Khartoum International Community School Sudan.





Creative, collaborative and committed are a few words that describe Marilyn Simonson, a jewel in the ISM crown for over 25 years. Her boundless enthusiasm and joy for learning have always been infectious, and will be remembered by generations of students and their parents.

Marilyn was born and raised in East Africa. Her early years were spent at Arusha Primary School as a boarder from Monduli; she and her family later moved to Nairobi. After completing university studies in the US, Marilyn returned to Tanzania in 1976, to teach French on the Moshi Campus for several years. Raising four children with her husband Steve then became her primary focus. In 1995, Marilyn was called back to ISM, to start the French program at Arusha's Junior Secondary wing in town. When the current campus was opened the following year, she became our premier IGCSE French teacher, motivating students with creative and theatrical instruction. Jumping on and under tables, singing, and designing posters were common, helping students connect with foreign language learning. Many attribute their strong foundation and fluency in the language to Marilyn, pursuing French in further studies and careers. Interest and passion led Marilyn to change her teaching focus. After earning a master's degree, she initiated our Special Educational Needs department. Those who learn differently have been supported at ISM with consistency and care ever since, as Marilyn sought out resources and professionals to serve our children. Primary students still often ask "When is it my turn to go to Marilyn's?!?" Motivated by her desire to support all, she relished opportunities to share her expertise with developing SEN programs in the wider Arusha community. Throughout her years at ISM, Marilyn led countless extracurricular activities. She taught horse riding and organized pony rides at school festivals. She co-directed school musicals - among the many, the "Lion King" spectacle is legendary - and was an avid supporter of rugby and motocross, always giving kudos to participants. On behalf

of ISM, Marilyn and her family also regularly welcomed visiting professional colleagues, Julliard artists and student teachers into their home.

Our gratitude is profound. Marilyn has been a tireless advocate for ISM students, challenging them to unlock their potential. As she now looks forward to spending more time with family and horses, we recall the lessons Marilyn taught with optimism, preparing our children for their lifelong journeys in learning.



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