



International School Moshi

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24th May, 2009

Dear Parents,

French and Kiswahili classes are run in both Primary and Secondary and follow the curricular framework of the IB. In primary, the learning of languages is integrated into the Programme of Inquiry and all Language B teachers attend the collaborative planning sessions to ensure that the learning activities are relevant.

In order to cater for the varying needs of the Language B students, differentiated grouping is organized either within the class or in differentiated classes where budgets and timetable allow. Groupings are generated by the teacher/teachers involved and are seen as flexible with transition between groups. Peer-tutoring is encouraged in the class and, where possible, older students are encouraged to support the junior classes, possibly as part of their CAS commitment.

With the continued aim of aligning our teaching and learning practices on both campuses as well as ensuring we are providing our students with the best opportunities in order to live our learner profiles, we are planning the following organisation for Language B / additional language instruction for the next school year.

KG	Exposure to Kiswahili (situational) and English language fundamentals
P1/2	Kiswahili (2x40mins) and English language fundamentals
P3/4	Kiswahili (2x40mins) and French (2x40mins)
P5/6	Kiswahili (2x40mins) and French (2x40mins)

For parents on the Arusha campus there is little difference to what is happening currently with the exception of our P1 students who had French lessons this year. These students will continue with French next year in P2. This will be a transitional year for these students. For our parents on the Moshi campus, P1 students who are already studying French will continue in P2, whereas P3/4 & P5/6 students will have the opportunity to learn an additional language.

"The PYP requires that instruction in an additional language should begin by the time the learner reaches age 7. It is at approximately this age that the child will have had the opportunity to establish a foundation in a first language" or the language of teaching and learning which is English at our school (having learned to read and write).

As ISM is an international school in Tanzania, learning Kiswahili is an important part of the cultural experience in the country. Of the two languages offered at ISM, students have more opportunities to practise Kiswahili beyond the classroom because it is widely spoken in the community.

Students who, after assessment and consultation with parents are found to be in need of ESL (English Second Language) or SEN (Special Education Needs) support will attend these support classes during either or both additional language classes as determined by the class teacher and ESL / SEN teacher.

Alternative Fax numbers: +1 815 361 4167 (US fax number), +44 (0)870 1363732 (UK fax number)

Further information on the school is available on our web site at <http://www.ismoshi.org>

*International School Moshi is accredited by the Council of International Schools
and by the Middle States Association of Colleges and Schools in the United States*

The importance of developing the student's mother tongue is strongly emphasized. Students are encouraged to read mother tongue books at home, to write letters, to talk about their school learning in their mother tongue and to listen to audio-visual material. Currently we are fortunate to have the support of the Dutch community in the implementation of a Dutch mother tongue programme. Students who qualify for this programme may be withdrawn from an additional language to attend 2 x 40 min instructional lessons with a qualified Dutch teacher, provided the programme meets the guidelines of the PYP. Please contact us if you would like to view the guidelines for the programme.

After much reflection on current teaching and learning practices we hope you find this proposal an exciting learning opportunity for your child/ren.

If you have any feedback on this topic please do not hesitate in making contact with us.

Sincerely

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