



Dar es Salaam International Academy

SCHOOL • HOME • COMMUNITY





Mission Statement

Dar es Salaam International Academy develops internationally minded lifelong learners through a well-balanced, holistic curriculum and a partnership between school, home and community.

DIA Overview

Dar es Salaam International Academy enrolls students regardless of sex, nationality, religion, or race, who demonstrate an ability & willingness to participate in a holistic environment. DIA follows an international curriculum framework, at both the Primary & Secondary levels, taught by qualified staff. The school implements high quality learning, and is committed to the safeguarding, social, and developmental needs of all learners. DIA is committed to attending to the values inherent in the UN Conventions on the Rights of the Child.

DIA is a strong believer of inclusion and has a comprehensive Special Educational Needs Policy that can be accessed on the website, or requested via email.

Small classroom sizes and individualized attention is vital to the development and growth of students. DIA maintains students numbers within a class of 18 students.

Specialized teaching staff takes learning to another level, with special emphasis put on the Arts as well as Technology; DIA is truly a school looking to create global citizens.

DIA is comprised of 30+ nationalities within our student and staff body. An advocate for multiculturalism and learning about and respecting each other's languages, cultures and beliefs, students get insights into a range of backgrounds. A strong emphasis is put on our host-country, with a rigorous community and service programme, as well as Kiswahili taught at both the Primary and Secondary school levels, DIA prides itself in celebrating its host country.

DIA & the International Baccalaureate (IB)

Teaching and learning within DIA as well as the IB follows the constructivist approach, with links between "asking" "thinking" and "doing".

An IB education empowers students for a lifetime of learning, independently and in collaboration with others. The focus on the "real-world" and global challenges allows students to take their learning outside of the classroom and understand how to use skills and knowledge in real life contexts.

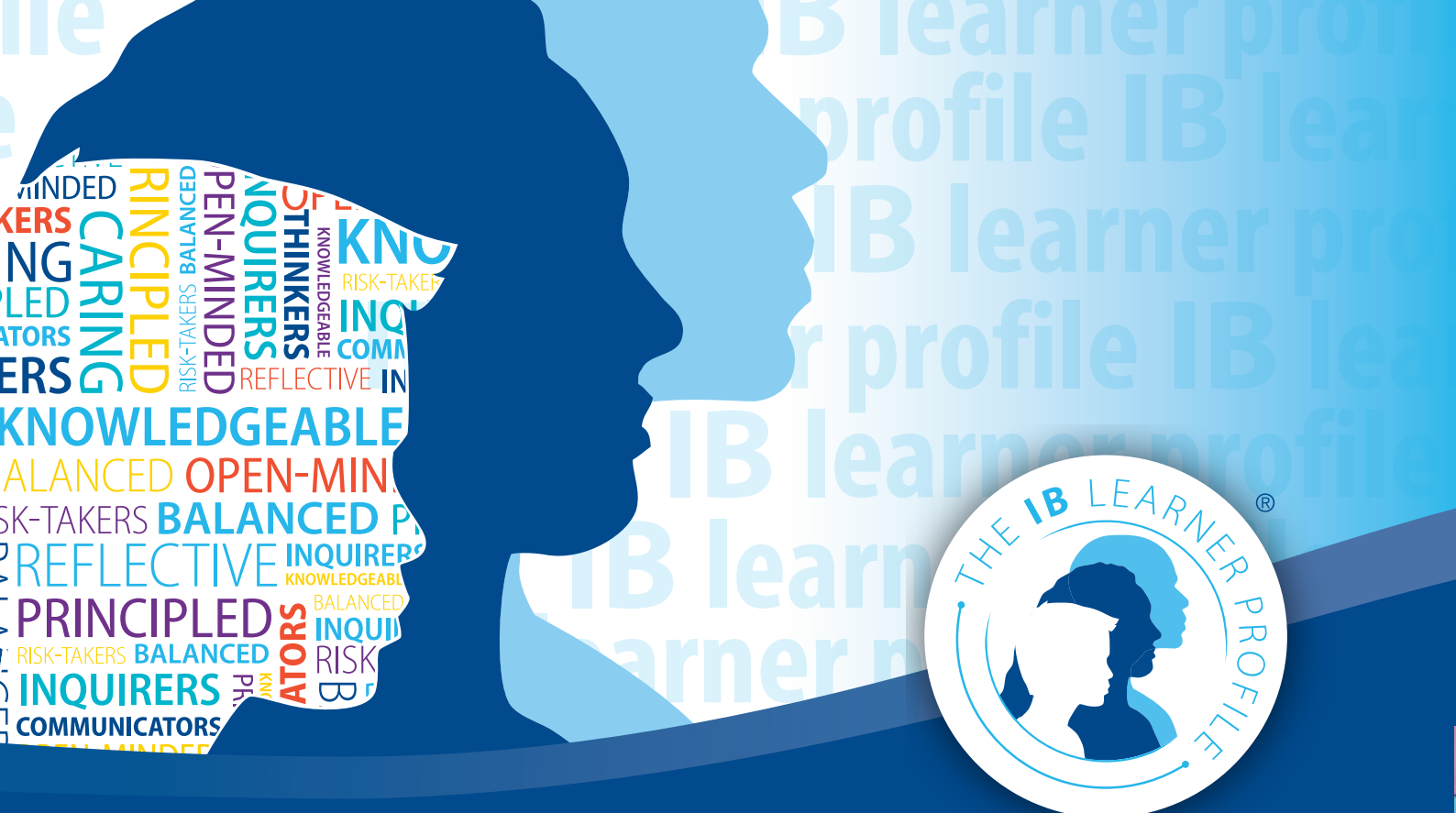
All IB programmes follow a cycle of: Inquiry – Action – Reflection, through these acts, students develop a range of thinking, self-management, social communication and research skills, building a toolbox of "Approaches to Learning".

All schools implementing IB Programmes undergo a rigorous process of authorization, as well as regular evaluations of the curriculum to ensure that standards and practices are being withheld. The IB provides a wide range of high-quality professional development opportunities, that IB Schools are expected to invest into and take advantage of, to ensure teach staff and pedagogical leadership teams are well versed with the IB Programmes.

IB Learner Profile

The IB Learner Profile is essentially the IB mission statement translated into a set of learning outcomes for the 21st century. The Learner Profile is central to all IB programmes, and the attributes are taught within units of work, as well as reflected within all stakeholders of the school at all times.





IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.









The Primary Years Programme (PYP)

At DIA we implement the IB PYP from ages 5 – 11 years old (KG – Grade 5). The programme focuses on the development of the whole child as an inquirer, both within and outside the classroom.

The curriculum of the PYP is guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, with a powerful emphasis on inquiry.

In the final year of the programme, as the culminating experience of the PYP, students undertake a process that involves them in identifying, investigating and offering solutions to real-life issues or challenges; this is called “The Exhibition”.

This project offers students the opportunity to demonstrate independence and responsibility for their own learning.



The Middle Years Programme (Secondary)

At DIA we offer the MYP to students aged 11 – 16 years old (G6 – G10). The programme focuses on learning that encourages students to become creative, critical and reflective thinkers. It allows students to make connections between their studies in traditional subjects and the real world.

DIA offers 8 subjects, with options within some subject areas, these subjects are: Language Acquisition, Language & Literature, Humanities, Sciences, Mathematics, Arts (Visual, Performing & Film), Physical and Health Education and Design (ICT based).

MYP Projects provide students the opportunity to demonstrate their learning, at DIA we offer: The Community Project (Grade 9) – encourages students to explore the right & responsibility to implement service as action in the community. Students can complete the project individually or in small groups.

The Personal Project (end of Grade 9 & Grade 10) – each student develops a personal project independently, producing a truly personal and creative piece of work. This project stands as a summative review of their ability to conduct independent work.



The Diploma Programme (Secondary)

At DIA we offer the DP to students aged 16 – 19 years old (G11 – G12). The programme focuses on developing students who have a wide range of knowledge and skills, and holistically nurtures the physical, intellectual, emotional and ethical aspects of learning.

The DP curriculum is made up of six subject groups and the DP core. At DIA we offer the following subjects, all taught at a Standard Level (SL) or Higher Level (HL): Language & Literature, Literature, Mathematics, Sciences (Biology, Chemistry & Physics), French, Spanish Ab Initio, Geography, Business Management, Theatre Arts and Visual Arts.

Through the mandatory core areas of the programme, which are Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

“The Diploma Programme (DP) is recognized and respected by the world’s leading universities, and evidence suggests that higher rates of DP students go on to university and higher education study than non-IB students.”

(www.ibo.org)

Visual Arts classrooms



DIA Facilities

DIA offers an array of subjects as well as extra-curricular programs that allow students to excel outside of the classroom and pursue their passions.

Student Services Rooms

For students requiring individualized attention or support with English Language Learning.

ICT Suites

Kitted with state of the art Apple iMacs, students have access to computer labs, which allow them to learn more about technology as well as learn important skills such as research and navigating the world wide web.

Science Lab

Students have access to Science Labs that allows them the opportunity to have a more hands on practical approach to learning Science.

Swimming Pool

With swimming as part of the Physical and Health Education curriculum for both PYP and MYP, students continue to develop their swimming skills and have regular competitions with other schools.

Multi-Purpose Court & Field

An array of sports, skills and concepts are taught within Physical and Health Education classes as well as a comprehensive after school Sports programme.



ICT Suites



Science Lab



Multi-Purpose
Court & Field

Visual Arts classrooms

Students are encouraged to express themselves through the arts.

Black Box Theatre

Used for Film, Dance, Performing Arts and other classes, students are given the opportunity to learn more about themselves and delve into the fascinating world of the Arts.

Library

The love and passion for reading and knowledge is essential, with a library stocked with both physical literature, as well as online resources, periodicals, magazines and media resources, DIA ensures that students have access to multiple resources.

Extra-curricular Activities

DIA has a wide array of after school activities that students can enjoy. Ranging from Football, Swimming, Tennis and Basketball, to Model United Nations, Drama, Choir, 3D Printing, and Visual Arts clubs. It is vital to take learning outside the classroom as well and expose students to a multitude of hands on learning opportunities.

See more images of our facilities on:

www.dia.co.tz



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