

TIS RECORD

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At TIS,

we believe adequate sleep each night will enable students to feel rested in the morning and ready to function at their best to tackle their challenges for the day and tick off plenty of boxes along the way. Without adequate rest, we know it will affect their performance, health, appetite, attitude and behaviour.

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Key Dates

- 7/9/24: PYP Parents Training
- 14/9/24: ACT
- 14/9/24: Parent Information Sessions (DP: 9.00am; MYP: 10.30am)
- 20/9/24: Primary School Sign Language Day; End of Unit 1 & 3-Way Interviews
- 21/9/24: TIS Sporty Family
- 23/9/24: TIS Volleyball Championships

Thought for the Week

You must always be 'in the moment' to make the most of it.

- Dr Ken Darvall



Experiences

One of our tipping points at TIS is the experiences available for our students. These experiences encompass our four pillars: academics; service; culture; and sport.

Our ASAs (After School Activities program) provide an enormous offering of opportunities for our secondary students. Students demonstrating commitment to ASAs over the year will also satisfy key components of the Dukies awards. BTW: we are really excited to offer golf and equestrian as part of our ASAs.

School events demonstrate our performance as evidence approach. The Dukies' program (The Duke of Edinburgh International Awards Program) provides external validation.



"My definition of integrity is a set of beliefs, values, and actions that others can depend on."

-Steve Bollar

Accounts

- Receipts for this semester will be sent to parents by 13 September.
- Current bills as at 13/9/24 will be emailed to parents on 20/9/24.

Visiting: Must Do

1. Do not bring too much food! Take home what is not consumed.
2. Park at the Main Entrance, (not at the Hostel Gate entrance).
3. Cancel your booking if you are not coming.
4. Only book once for a weekend.
5. No food is permitted through the Hostel Security Gate.

Reminders

- For visits until December 2024, parents will be required to book their visit online. Please go to: <https://www.schoolinterviews.com.au/code/cu7e3>
- Exeats are limited to a maximum of 8 per semester. Weekend exeats must be received by the preceding Wednesday. Online exeats can be found at: <https://www.tis.edu.gh/exeat-form>

However, students must take consistent action to change an opportunity into an experience. Without personal action, opportunities, just remain (lost) opportunities.

What ASAs are your son/daughter doing in the first semester?

If they are 14 years and older, have they signed up for the Dukies program?

University admission officers are not interested in students' grades, because all applicants have grades. What they want to know is what makes each applicant different, and importantly, the right fit for their university? In a nutshell, what else do they do away from academics. For TIS students, it is the TIS experiences. So, each ASA is important. Each Dukies Award holds special importance. It's a choice.

Parents' WA Group

Newby parents: are you aware there is a Parents WhatsApp group? If not, please WA 0503 849799 with your details.

I appreciate your support. Stay healthy.

Dr Ken Darvall (Principal)

principal@tis.edu.gh





Making Us Proud

- **Mr Dennis Dzah**, our PYP Dance and Drama teacher, completed all his planning with meticulous attention to detail, demonstrating a great commitment to his work.
- **Alfred Anim (PYP Grade 4)** boldly embraced the challenge of performing a saxophone solo during assembly, showcasing his extraordinary talent and confidence.
- **Sujan Alotey (11) and Zeruah Yarquah (11)** who are the TIS@21 Anniversary Leaders.
- **Obaapanin Tweneboah-Koduah (12)** for her reflections on the 2024 ISLC Conference in Atlanta, Georgia, which she attended as a representative of TIS and Ghana.
- **John Opeku (10) and Aseye Torkornoo (10)** have been demonstrating their caring and principled attributes by assisting Fidel around the Main Campus, while he requires crutches.

Making Us Proud

Maame Appiah-Korang (11), Ameerah Ligbi (9), Elias Cisse (8), Kekeli Agyekum (7), Nii Armah (9), Zoey Opare (11), Oluwanifemi Toriola (11), Maame Asafo-Adjei (9), Maame Edu-Afful (11), Papa Instiful (11), Alfred Kanu (11), Michael Darkwa (11), Gwendolyn Obeng-Kenzo (11), Kameela Sissey Kassim (9), Nicole Davidson-Amaning (9), Gracious Ogyiri (11) and David Bannerman (8) for their thoughtful and considered reflections on Freshmen's Night.

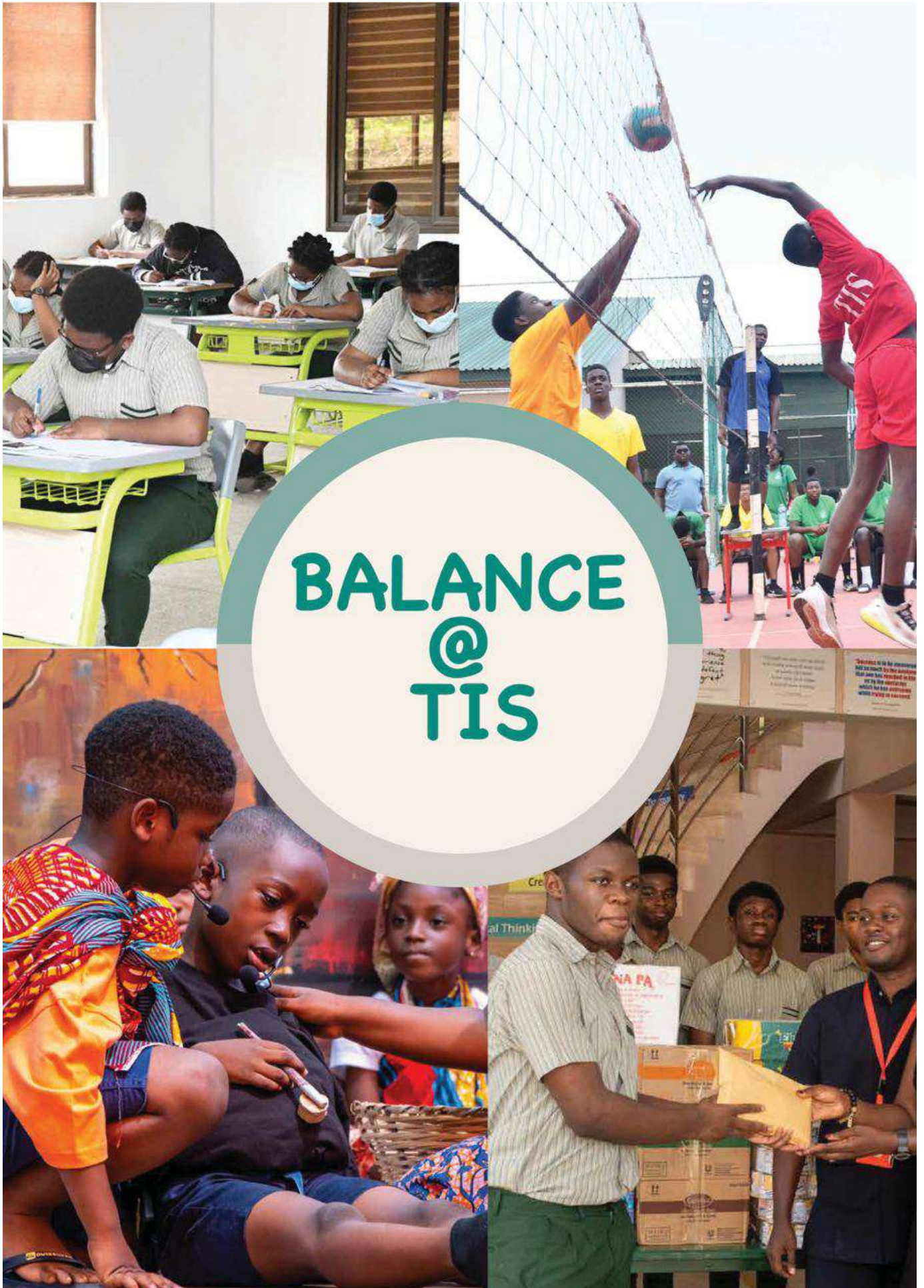
Ivanka Binder (8), Ewurama Fynn (9), Ameerak Ligbi (9), Joziah Abor (9), Ambrose James (9), David Tamakloe (8) and Nii Armah (9) for their reflections on the Junior Soccer Championships won by FranCelia.

Daniela Ndukaire (10) for her Stuttering Awareness Campaign.

Jeremy Tackie (12) for his important A Writer's Repose CAS initiative.

Ruby Paintsil (11), Baffuor Longdon (11) and Oforiwa Sakyi-Addo (11) who are the Spirit Week Leaders for TIS Founders' Week2024.





**BALANCE
@
TIS**

Main Campus Information



EXEATS

Exeats for secondary school students cover passport and visa matters, family events, as well as medical, dental, optical and medical appointments.

Students are allowed a maximum of 8 days per semester. Note: A weekend exeat that commences on Friday and ends on Sunday counts as three days.

For a weekend exeat, students must return by 5.00pm on the Sunday.

All exeat requests must be completed online and submitted with at least 48 hours' notice, with the exception of urgent medical issues. Weekend exeat requests must be received by the preceding Wednesday. Any requests after this deadline will not be approved.

The integrity of an exeat request is critical.

No exeats will be granted if a student has outstanding work.

No exeats will be granted during the last week before a semester break.

Parents/Drivers must show the approved exeat from their phone to security to enter. (NO SHOW. NO GO.)

Access the general exeat form from here: <https://www.tis.edu.gh/exeat-form/>

Families should plan their exeat requests carefully to avoid any disappointment.

VISITING

For visits until December 2024, parents will be required to book their visit online. Please go to: <https://www.schoolinterviews.com.au/code/cu7e3>

Complete your details and click next to select your day and time. Then click next to receive a confirmation of your booking.

If you do not receive confirmation of the date and time, then you have not completed your booking.

Weekend times will usually go from 2.00 - 5.00pm on Saturdays, Sundays and public holidays. Sessions are 60 minutes.

There are restrictions on food and/or drink that may be consumed during a visit.

Book early to avoid disappointment.

PACKAGES FOR BIRTHDAYS & VISITING

Items Allowed

- ✓ **Muffins/Cupcakes**
- ✓ **Finger Foods** (Chicken Pieces, Pizzas, Spring Rolls, Khebabs & Samosas)
- ✓ **Soft Drinks & Fruit Juices**
- ✓ **Non-Alcoholic Wine**

Not Allowed

- ✗ **Cakes with icing**
- ✗ **Cooked food except those listed above**
- ✗ **Alcoholic Drinks/ Beverages**



All left over food must be sent home

- **Visiting Days - Saturdays & Sundays**
- **Visiting Time - 2:00 PM - 5:00 PM**
(Visits must be booked online, as per the TIS Bulletin)

PLEASE NOTE:

- ➔ Birthday items can only be delivered on
 - Fridays, 4:00 PM - 6:00 PM
 - Saturdays & Sundays, 12:00 PM - 5:00 PM
- ➔ All food items will be inspected and approved by a hostel parent and security officers at the hostel gate.
- ➔ All food items not listed will be returned.

For clarification, contact the hostel parent/ security on duty

TIS 2024/25 School Calendar

| August 2024 | | | | | | |
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| September 2024 | | | | | | |
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| November 2024 | | | | | | |
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| December 2024 | | | | | | |
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| February 2025 | | | | | | |
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| April 2025 | | | | | | |
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| May 2025 | | | | | | |
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| June 2025 | | | | | | |
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| July 2025 | | | | | | |
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

COLOUR KEY

| | | | |
|---|-------------------------|---|---|
|  | School Closed/ Holidays |  | Teacher in-Service Day (no school for students) |
|  | Main Campus Event |  | First and Last Day of School (Main Campus) |
|  | Primary Campus Event |  | First and Last Day of School (Primary Campus) |

NOTE: All dates/activities are current as of the date of publication and may be subject to change.

SECONDARY SCHOOL CAMPUS**Public Holidays**

| | |
|---------|----------------------------|
| 4/8/24 | Founders' Day |
| 21/9/24 | Kwame Nkrumah Memorial Day |
| 6/12/24 | Farmers' Day |
| 7/1/25 | Constitution Day |
| 6/3/25 | Independence Day |
| 31/3/25 | Eid Al Fitr (TBC) |
| 18/4/25 | Good Friday |
| 20/4/25 | Easter Monday |
| 1/5/25 | Labour Day |

SI Internal Dates: Main Campus

| | |
|--------------|---|
| 1/8/24 | 2024 MYP Results Released; 2024 MYP Enquiries Upon Results Open |
| 1/8/24 | Senior management staff resume |
| 6/8/24 | Teachers resume; review of school policies |
| 12/8/24 | Student Council executives return |
| 14/8/24 | Newbies arrive |
| 16/8/24 | Personal Project: Criterion B draft due |
| 18/8/24 | Continuing students resume |
| 19/8/24 | Secondary School classes commence; G9&11 Subject Selection |
| 23/8/24 | TIS Junior Soccer Championships |
| 24/8/24 | SAT |
| 25/8/24 | School Performance auditions |
| 30/8/24 | TIS Senior Soccer Championships |
| 1/9/24 | Thanksgiving Service (11.00am) NO EXEATS |
| 7/9/24 | TIS Tennis Championships/TIS Badminton Championships; HIBS Africa. |
| 13/9/24 | PP Criterion B final due |
| 14/9/24 | ACT; MYP & DP Parents Information sessions. (9.00am DP; 10.30am MYP) NO EXEATS |
| 20/9/24 | DP Geography Excursion |
| 21/9/24 | TIS Sporty Family. NO EXEATS |
| 24-25/9/24 | DP Evaluation Visit |
| 26/9/24 | DP Geography IA data collection |
| 27/9/24 | DP Geography data collection |
| 28/9/24 | TIS Handball Championships |
| 29/9-6/10/24 | 21 st Anniversary TIS Spirit Week. NO EXEATS |
| 3/10/24 | TIS Founders' Day. Main Campus admissions open for 2025/2026 |
| 5/10/24 | SAT; |
| 6/10/24 | 21 st Anniversary Thanksgiving Service. NO EXEATS |
| 6-8/10/24 | Dukies Camp (Bronze, Silver and Gold). Departs 3.00pm |
| 7-11/10/24 | Mid-semester break |
| 10-12/10/24 | TIS MUN |
| 12/10/24 | PSAT; ISSAG Football |
| 13/10/24 | Students return to hostels |
| 14/10/24 | G9/G11 Changes to Subject Selections close |
| 16/10/24 | Girls Volleyball Championships (during ASA) |
| 17/10/24 | Boys Volleyball Championships (during ASA) |
| 19/10/24 | ISSAG Football, Handball, Tennis and Badminton. |
| 20/10/24 | PP: Criterion C draft due |
| 21/10/24 | Student Council (SC) shadowing process commences; SEC Universities Fair (2.00-4.00pm) |
| 22/10/24 | G12 EE Café |
| 26/10/24 | ACT |
| 27/10/24 | TIS swimming championships (3.00 – 5.00pm) |
| 2/11/24 | SAT |
| 9/11/24 | Annual Production NO EXEATS |
| 11-12/11/24 | Collaborative Sciences Project |
| 16/11/24 | ISSAG Volleyball, Swimming and Table Tennis |
| 20-26/11/24 | G10 end of semester eAssessments (Reports due 9/12/24) |
| 20-29/11/24 | G11-12 end of semester exams (Reports due 10/12/24) |
| 29/11/24 | PP Criterion C completion; |
| 1/12/24 | SC applications open for 2024 elections |
| 2/12/24 | Christmas Lunch |
| 4/12/24 | Last day for the first semester: Students may depart after 3-Way interviews. |
| 10/12/24 | PP Final Report due: photo evidence & bibliography upload |
| 11/12/24 | Last day for teachers |

SECONDARY SCHOOL CAMPUS**Public Holidays**

| | |
|---------|----------------------------|
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| 6/3/25 | Independence Day |
| 31/3/25 | Eid Al Fitr (TBC) |
| 18/4/25 | Good Friday |
| 20/4/25 | Easter Monday |
| 1/5/25 | Labour Day |

SI Internal Dates: Main Campus

| | |
|--------------|---|
| 1/8/24 | 2024 MYP Results Released; 2024 MYP Enquiries Upon Results Open |
| 1/8/24 | Senior management staff resume |
| 6/8/24 | Teachers resume; review of school policies |
| 12/8/24 | Student Council executives return |
| 14/8/24 | Newbies arrive |
| 16/8/24 | Personal Project: Criterion B draft due |
| 18/8/24 | Continuing students resume |
| 19/8/24 | Secondary School classes commence; G9&11 Subject Selection |
| 23/8/24 | TIS Junior Soccer Championships |
| 24/8/24 | SAT |
| 25/8/24 | School Performance auditions |
| 30/8/24 | TIS Senior Soccer Championships |
| 1/9/24 | Thanksgiving Service (11.00am) NO EXEATS |
| 7/9/24 | TIS Tennis Championships/TIS Badminton Championships; HIBS Africa. |
| 13/9/24 | PP Criterion B final due |
| 14/9/24 | ACT; MYP & DP Parents Information sessions. (9.00am DP; 10.30am MYP) NO EXEATS |
| 20/9/24 | DP Geography Excursion |
| 21/9/24 | TIS Sporty Family. NO EXEATS |
| 24-25/9/24 | DP Evaluation Visit |
| 26/9/24 | DP Geography IA data collection |
| 27/9/24 | DP Geography data collection |
| 28/9/24 | TIS Handball Championships |
| 29/9-6/10/24 | 21 st Anniversary TIS Spirit Week. NO EXEATS |
| 3/10/24 | TIS Founders' Day. Main Campus admissions open for 2025/2026 |
| 5/10/24 | SAT; |
| 6/10/24 | 21 st Anniversary Thanksgiving Service. NO EXEATS |
| 6-8/10/24 | Dukies Camp (Bronze, Silver and Gold). Departs 2.00pm |
| 7-11/10/24 | Mid-semester break |
| 10-12/10/24 | TIS MUN |
| 12/10/24 | PSAT; ISSAG Football |
| 13/10/24 | Students return to hostels |
| 14/10/24 | G9/G11 Changes to Subject Selections close |
| 16/10/24 | Girls Volleyball Championships (during ASA) |
| 17/10/24 | Boys Volleyball Championships (during ASA) |
| 19/10/24 | ISSAG Football, Handball, Tennis and Badminton. |
| 20/10/24 | PP: Criterion C draft due |
| 21/10/24 | Student Council (SC) shadowing process commences; SEC Universities Fair (2.00-4.00pm) |
| 22/10/24 | G12 EE Café |
| 26/10/24 | ACT |
| 27/10/24 | TIS swimming championships (3.00 – 5.00pm) |
| 2/11/24 | SAT |
| 9/11/24 | Annual Production NO EXEATS |
| 11-12/11/24 | Collaborative Sciences Project |
| 16/11/24 | ISSAG Volleyball, Swimming and Table Tennis |
| 20-26/11/24 | G10 end of semester eAssessments (Reports due 9/12/24) |
| 20-29/11/24 | G11-12 end of semester exams (Reports due 10/12/24) |
| 29/11/24 | PP Criterion C completion; |
| 1/12/24 | SC applications open for 2024 elections |
| 2/12/24 | Christmas Lunch |
| 4/12/24 | Last day for the first semester: Students may depart after 3-Way interviews. |
| 10/12/24 | PP Final Report due: photo evidence & bibliography upload |
| 11/12/24 | Last day for teachers |

PRIMARY SCHOOL CAMPUS

Public Holidays

| | |
|---------|----------------------------|
| 4/8/24 | Founders' Day |
| 21/9/24 | Kwame Nkrumah Memorial Day |
| 7/12/24 | Farmers' Day |
| 7/1/25 | Constitution Day |
| 6/3/25 | Independence Day |
| 31/3/25 | Eid Al Fitr (TBC) |
| 18/4/25 | Good Friday |
| 20/4/25 | Easter Monday |
| 1/5/25 | Labour Day |

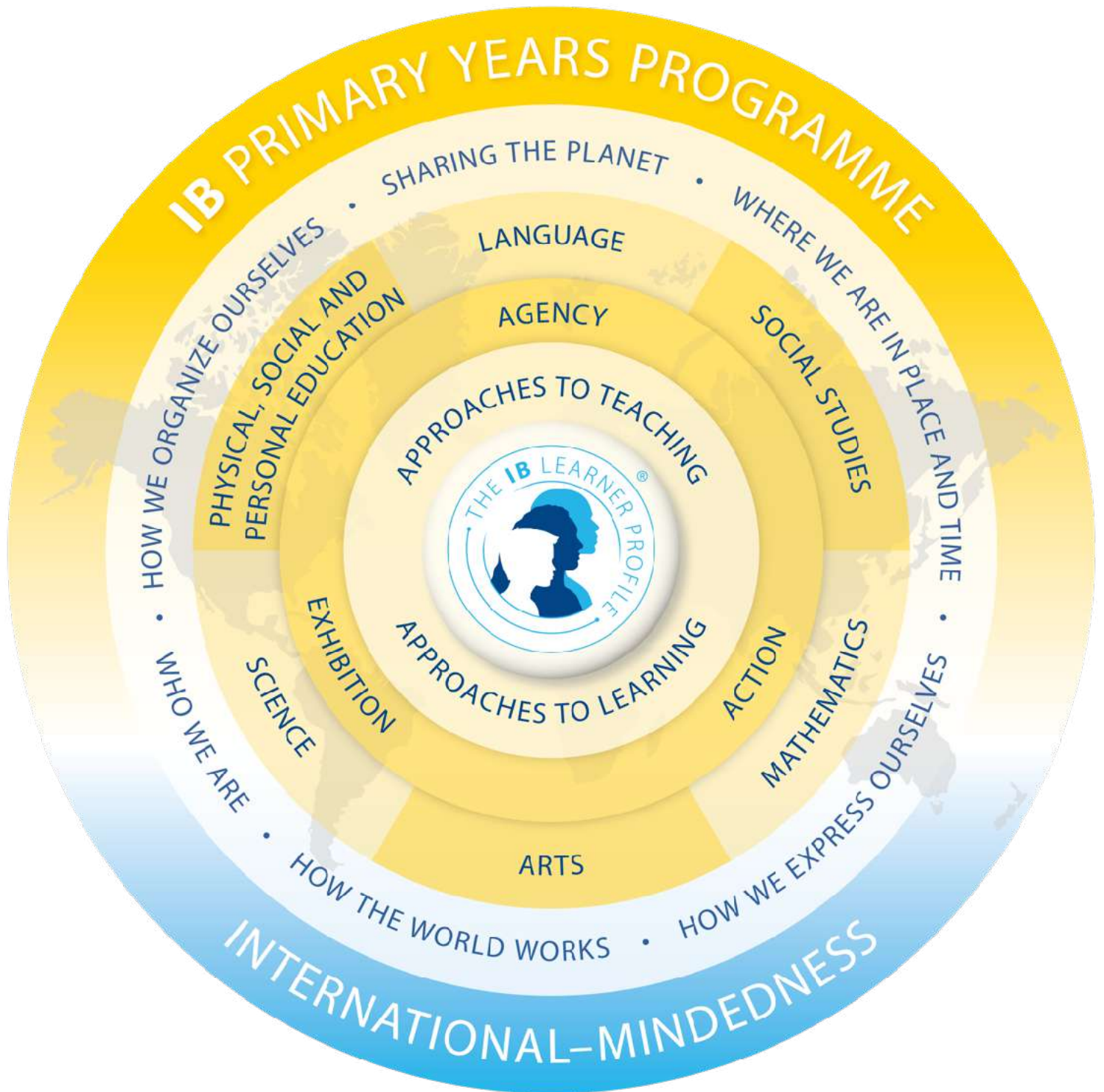
S1 Internal Dates (Primary School Campus)

| | |
|------------|-----------------------------------|
| 7/8/24 | Staff prep commences |
| 16/8/24 | Meet the teacher session (1.30pm) |
| 19/8/24 | First semester commences |
| 7/9/24 | Parents Training Session |
| 20/9/24 | Sign Language Day |
| 20/9/24 | End of UOI #1 3WI |
| 7-11/10/24 | Mid-semester break |
| 1/11/24 | End of UOI #2 Celebrations |
| 11/11/24 | Book Day |
| 29/11/24 | End of UOI #3 3WI |
| 29/11/24 | Last day for teachers |

S2

| | |
|-------------|---|
| 9-10/1/25 | Staff Training Days |
| 14/2/25 | End of UOI #4 3WI |
| 14/2/25 | Celebrating Additional Languages |
| 14/3/25 | PYP/MYP Info Day at Main Campus |
| 21/3/25 | Mother Tongue Day (Celebrating Culture) |
| 21/3/25 | End of UOI #5 Celebrations |
| 23/3-2/4/25 | Mid-semester break |
| 19/4/25 | Spelling Bee |
| 16/5/25 | PYP Exhibition (Sports Picnic) |
| 23/5/25 | End of UOI #6 3WI |
| 31/5/25 | 2024 Achievers and Graduation Ceremony/VAX |
| 6/6/25 | Last day for teachers; S2 reports published |

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Approaches to Learning (ATL) Skills at TIS Primary School Campus

What if learning was less about ‘what to think’ and more about ‘how to think’? What if every child could be a problem-solver, a communicator, a researcher, and a thinker?

In a world where the jobs of tomorrow don’t yet exist, how do we prepare today’s children for the unknown? Think back to your school days memorising endless dates and formulae. Now imagine a classroom where students aren’t memorising these facts for a test but actively exploring and questioning these facts to create meaningful projects. Picture a place where young minds are equipped with the skills to think critically, communicate effectively, and solve problems. At TIS Primary School Campus, this is not a mere wish. It is the everyday reality. How? The answer lies in nurturing Approaches to Learning (ATL) skills, a dynamic set of tools that go beyond traditional learning.

What are Approaches to Learning (ATL) Skills?

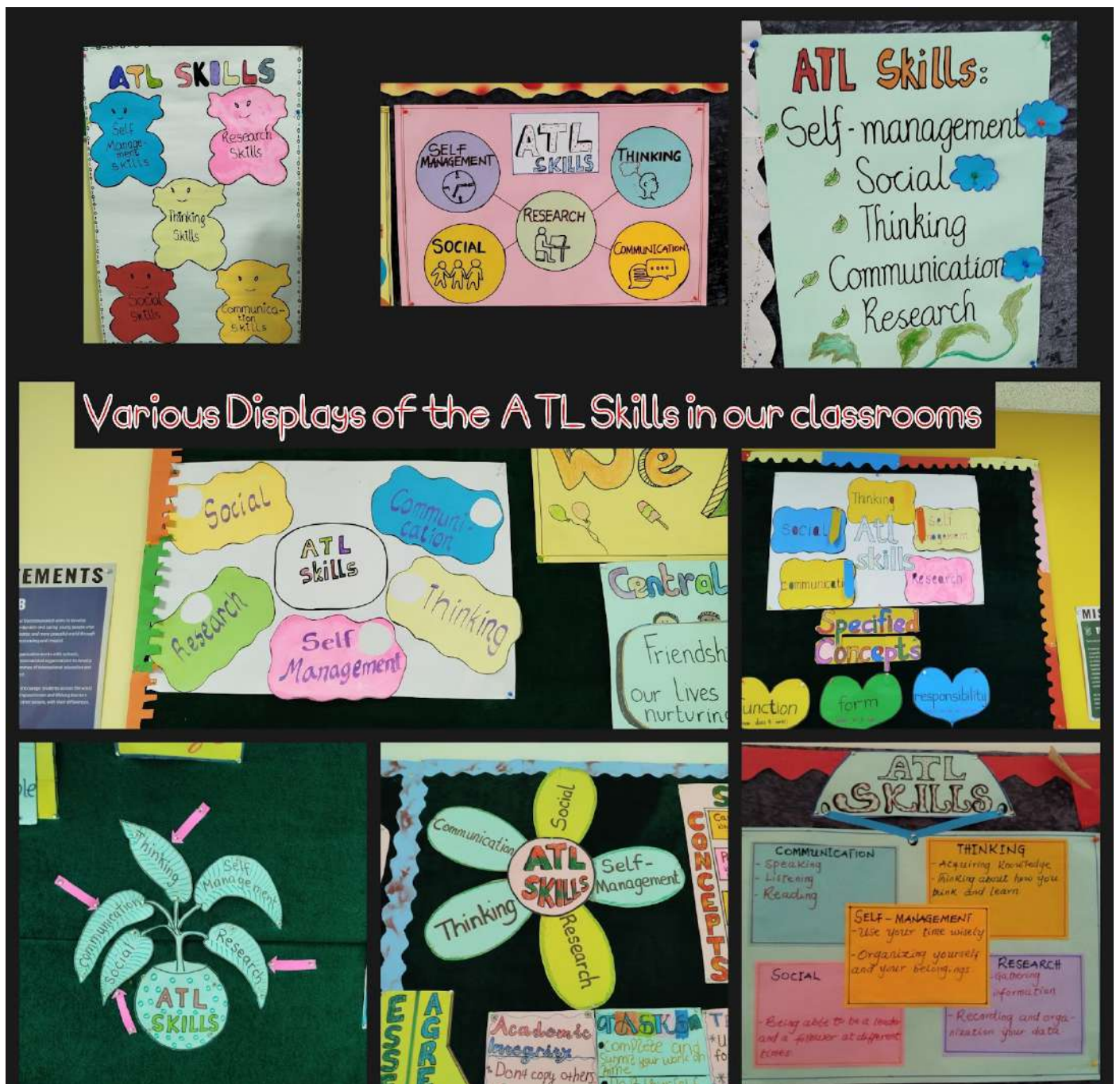
ATL skills, or *Approaches to Learning* skills, are a set of skills that help students develop as independent learners. These skills are part of the International Baccalaureate (IB) framework.

The five categories of ATL (Approaches to Learning) skills in the IB (International Baccalaureate) curriculum are:

1. **Thinking Skills:** This includes critical thinking, creative thinking, and metacognition. Students learn to analyse, evaluate, and reflect on information to solve problems and generate new ideas.
2. **Communication Skills:** This covers effective oral and written communication, active listening, and using various media and tools. Students practise expressing themselves clearly and understanding others.
3. **Social Skills:** This involves collaboration, empathy, and conflict resolution. Students develop the ability to work well with others, understand different perspectives, and manage interpersonal relationships.
4. **Self-Management Skills:** This includes organisation, time management, emotional regulation, and self-discipline. Students learn to set goals, manage their time, stay motivated, and handle emotions.
5. **Research Skills:** This focuses on information literacy, data collection, and evaluating sources. Students learn to find, evaluate, and use information effectively and ethically for their inquiries and projects.

Showcasing ATL Skills in the Classroom: A Visual Approach - The First Step towards Effective Student Use

ATL (Approaches to Learning) skills are not just taught at TIS Primary School Campus. They're brought to life in the classroom through dynamic displays that make learning visible and engaging. These displays are a crucial first step in guiding students toward the effective use of these essential skills. Here's how TIS Primary showcases ATL skills in their learning environment.



Various Displays of the ATL Skills in our classrooms

How We Select ATL Skills for Each Unit of Inquiry at TIS Primary School

At TIS Primary School, we select ATL skills for each unit by identifying the unit’s learning goals and aligning ATL skills that best support these objectives. We consider our students’ needs, strengths, and areas for growth, choosing developmentally appropriate and relevant skills to the unit's content. We ensure the skills can be practically applied and aim for a balanced approach across all ATL categories over time. Collaboration with colleagues helps maintain consistency. This approach ensures that the ATL skills we select purposefully enhance and support our students' learning.



displays of some Skills that are the focal point of current units



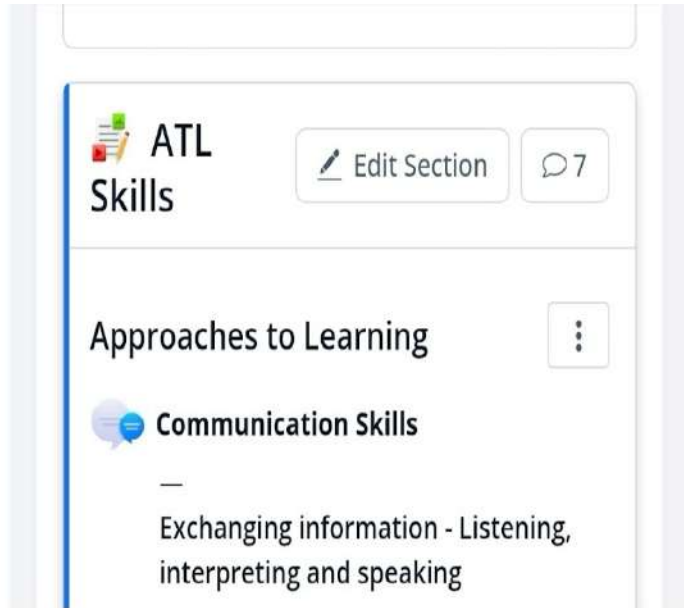
although all skills are used during a unit of inquiry, these targeted ones align best with the unit's goals and help students develop and deepen them.

The screenshot shows a digital planner for the unit 'How The World Works (B)'. At the top, there's a blue header with the unit title and icons for a calendar and a paw print with the number 7. Below the header are icons for different subjects: A, F, S, and A. The 'PLAN' section is visible, featuring a 'Summary' card with an 'Edit Section' button. The summary card displays the unit title 'How The World Works (B)', a progress indicator '2 of 5 weeks' in a circular gauge, and a list of subjects: IB PYP English, French, Mandarin, Sign Language, and Math.

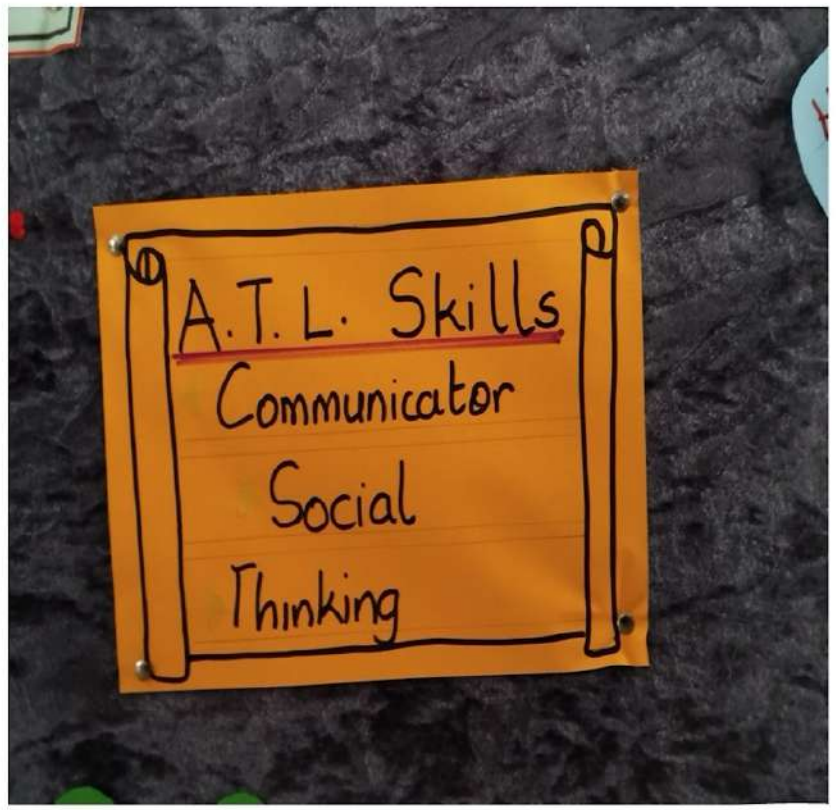
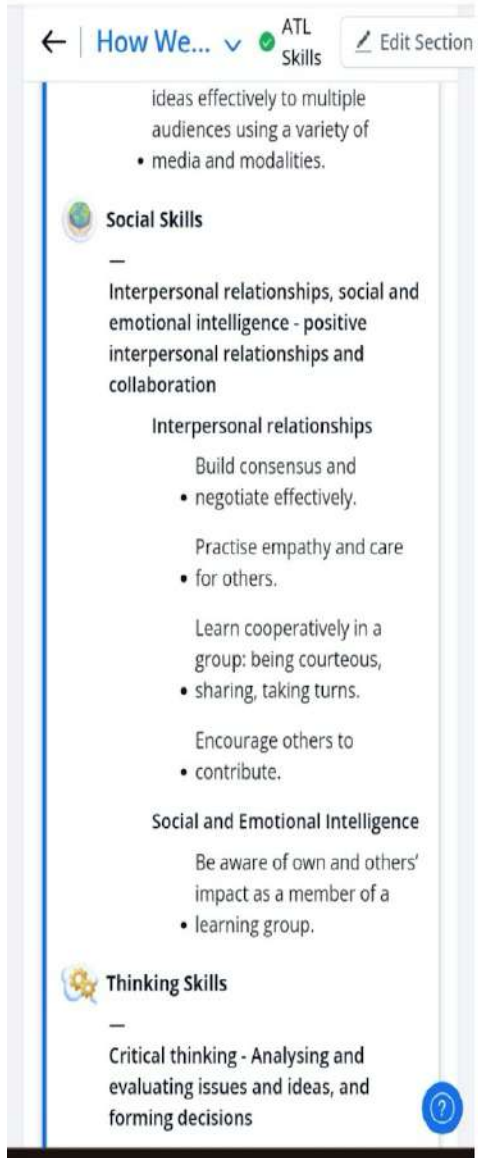
Grade 6, the ATL Skills chosen for the unit of inquiry are clearly displayed in the classroom and are also evidenced on the planner

The screenshot shows the 'SKILLS' section of the digital planner. It lists 'Approaches to Learning' and 'Communication Skills'. Under 'Communication Skills', there are sub-sections for 'Exchanging information - Listening, interpreting and speaking', 'Listening', and 'Interpreting'. 'Listening' includes a bullet point: 'Ask for clarifications.' and the instruction 'Listen actively and respectfully while others speak.' 'Interpreting' includes the instruction 'Interpret visual, audio and oral communication: recognizing and...'. Below this is 'General...'. The next main section is 'Information Transfer - Using skills and knowledge in multiple contexts', which includes the instruction 'Use memory techniques to develop long-term memory.' The final section is '...on and Metacognition - Using... skills to reflect on the... of learning', which includes the instruction 'ntify strengths and areas for... rovement.' and 'cord thinking and reflection'.





Grade 3, planner and display showing the specific Skills for the current unit of inquiry



Integrating ATL Skills into Lesson Planning Every Week at TIS Primary


At TIS Primary School, the integration of *Approaches to Learning (ATL) skills* into lesson planning is a key component of creating a rich and effective learning environment. ATL (Approaches to Learning) skills are built into every lesson and activity so students can learn these essential skills while they study their regular subjects.

Each lesson plan includes specific ATL skill objectives. For example, a science lesson may have objectives for understanding scientific concepts and enhancing Thinking Skills like Critical Thinking. A French language lesson may have objectives for reciting a poem and enhancing Communication Skills by speaking clearly, listening attentively, and responding appropriately in French. Teachers at TIS Primary School Campus select the specific skill or skills they want their students to apply during that particular week.


| | | | |
|--|--|------------|--|
| Sign Language | <ul style="list-style-type: none"> • follow classroom directions and routines, using context cues • reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise • Participate in shared signing/ fingerspelling | Visual Art | <p>Experiences</p> <p>Intelligence</p> <ul style="list-style-type: none"> ◦ Be aware of own and others' emotions. <ul style="list-style-type: none"> • take responsibility for the care of tools and materials. • enjoy experiencing artworks • express opinions about an artwork • create artwork in response to a variety of stimuli. <p>ATL SKILLS FOCUS</p> <ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> ◦ Ask for clarifications. ◦ Listen actively and respectfully while |
| <p>ATL SKILLS</p> <p>Social Skills</p> <p>Learn cooperatively in a group: being courteous, sharing, taking turns.</p> | | | |

Sample of a planner, Kinder 2. Specific Skills are picked as learning outcomes for the week.


Inside TIS primary school: How our Educators pick Specific Skills




I incorporate ATL Skills into every lesson, ensuring that all classroom activities are guided by these skills. Each learning task is thoughtfully planned with specific skills in mind, focusing on what I want my students to develop that week. _ Merveil Kioto, Language Teacher



I focus on a specific skill each week based on what the students need to work on. This week, the emphasis is on Social Skills, especially as we are learning vocabulary Signs in our Sign Language class. I also make sure to teach this Skill explicitly to support their learning and development. _ Regina Manko, Language Teacher



When planning for a week, I select a specific skill to focus on in each art lesson to help students develop that skill more deeply. Whether, it's creativity, attention to detail or collaboration, this focus ensures that every activity and project supports their growth in that particular area, making the learning experience more targeted and effective. _ Hagan Nandi, Visual Arts teacher



When selecting ATL Skills for each unit of inquiry, I'm guided by the unit's focus, the skills I want my students to develop and the personal goals they set for themselves. These ATL Skills are also key learning outcomes and I expect my students to demonstrate and reflect on these skills each week. _ Kwaku Owusu, Homeroom teacher-Grade 1

Bringing ATL Skills to Life in the Classroom at TIS Primary School Campus

Clear Instructions

At TIS Primary School Campus, teachers use simple, step-by-step instructions to teach ATL skills effectively. For example, in a lesson on Research Skills, students are guided through manageable steps: first, identifying a clear question to explore, then finding reliable sources of information, and finally summarising their findings in their own words. By breaking down the process this way, students can easily follow along, build confidence, and apply the skills independently in their learning.



**Grade 6_ Skill focus:
Research Skills. The
students are given step
by step instructions to
conduct research
effectively in French**

Modelling

TIS Primary teachers use modelling to teach ATL skills by demonstrating them. For example, a teacher might show how to think critically by talking through a problem-solving process or model practical Communication Skills by reading material, presenting ideas clearly and listening actively. This way, students see the skills in action and understand how to apply them in their work.



Skills-focused Lessons

We at TIS Primary make ATL skills a central part of our lessons by designing activities focusing on a specific skill. For example, when emphasising Social Skills, we have students participate in group projects that require them to work together and share tasks. If the focus is on Self-Management, we create tasks that help students practise organising their time and responsibilities. This approach ensures that students learn about the skills and actively apply them in meaningful ways throughout their learning experiences.

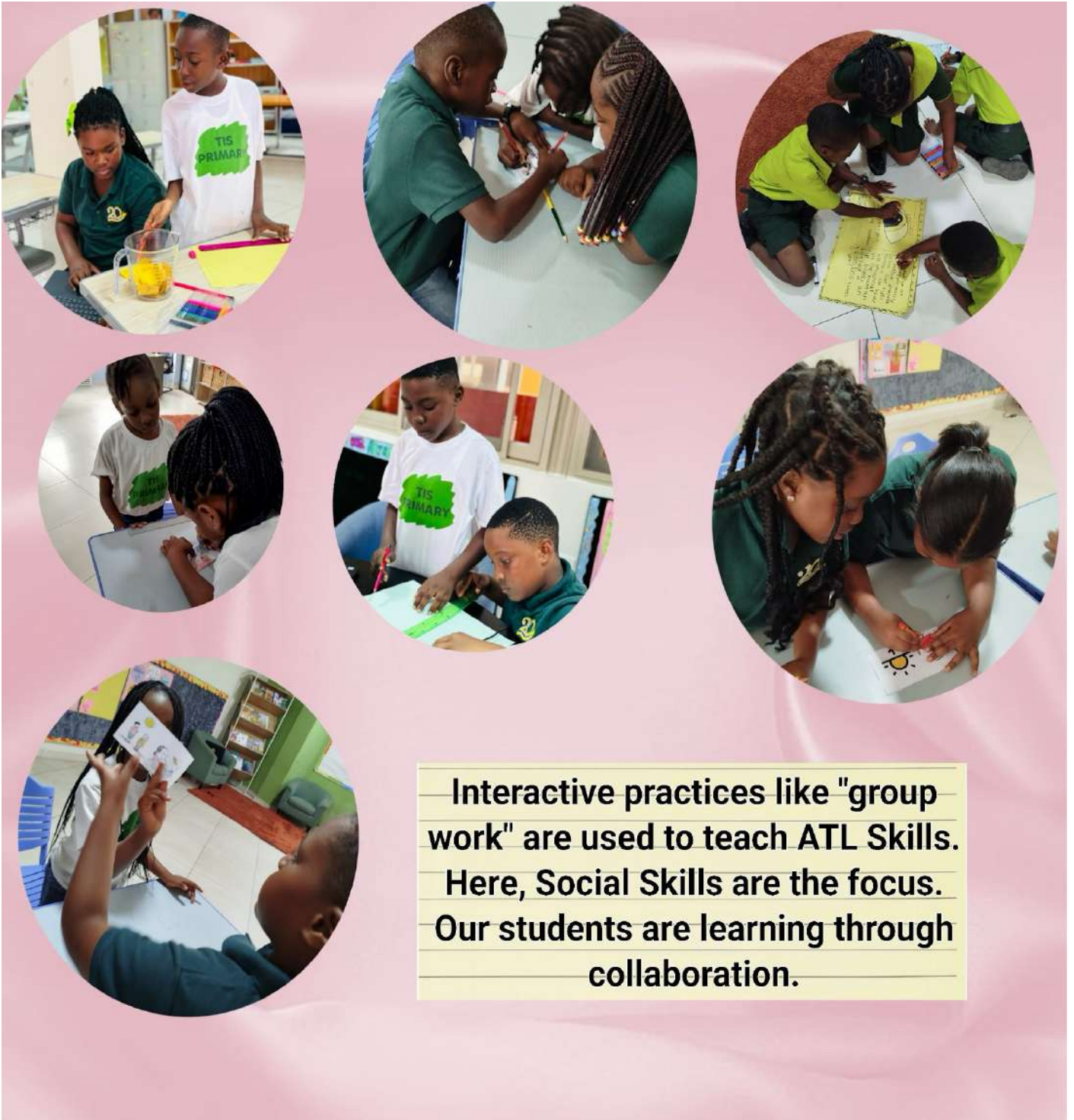
Skill focused lesson_ Kinder 3



This lesson was designed specifically with Communication Skills as main learning outcomes. Together, we brainstorm, discuss and write, demonstrating the importance of clear expression and active listening in learning. _ Paulina Klutse, Kinder 3 Teacher _

Interactive Practices

Interactive learning activities involve students actively participating directly in the process. Examples of interactive practices include group work, discussions, role-playing, hands-on experiments, and educational games. These activities encourage students to collaborate, communicate, and think critically, allowing them to apply skills in practical and meaningful ways.



Real-World Connections

This involves linking classroom learning to practical, everyday situations and experiences. This means using examples, problems, or tasks that students might encounter outside of school to make their learning more relevant and applicable. At TIS Primary School Campus, real-world connections are used to teach ATL skills in various ways.



real world connections like Field trips give students the opportunity to practice ATL Skills outside the classroom

Feedback and Reflection

Each ATL skill chosen for a lesson is assessed through specific tasks designed to evaluate its application. Different assessment tools and strategies, such as rubrics, checklists, observation and anecdotal records, are used to assess ATL skills effectively.

TIS Primary School Campus teachers also provide feedback shortly after students complete tasks or activities, ensuring that the comments are relevant and actionable.

Sample, Planner

The Rubric (assessment tool) used to assess the task incorporate specific strands of the Skill that is targeted on the planner

- repeat/echo single words
- use single words and two-word phrases in context
- tell their own stories using words, gestures, and objects/artifacts
- reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise
- participate in learning engagements involving reading aloud - taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems.
- listen attentively and respond actively to read-aloud presentations; make

Learners will listen to a story in French and English.

The story will be in English but with few words in French to help them understand it better.

They will be asked to pick out new words they have learned

They will also answer questions based on what they have read.

They will then be guided to write their own stories

ATL skill

Communication Skills

Listening

- Listen to, and follow the information and directions of others.
- Listen actively and respectfully while others speak.

Speaking

- Speak and express ideas clearly and logically in small and large groups.
- Give and receive meaningful feedback and feedforward.

| Criteria | Excellent | Good | Fair |
|--|---|--|--|
| Understanding of Story | Accurately answers all comprehension questions. | Accurately answers most comprehension questions. | Answers some comprehension questions correctly. |
| Recognition of French Vocabulary | Correctly identifies and uses all French words (colors, phrases). | Correctly identifies and uses most French words. | Identifies some French words but with minor errors. |
| Recall of Key Phrases | Accurately recalls and uses key phrases (e.g., "Je rêve de devenir..."). | Recalls key phrases with minor errors in usage. | Attempts to recall key phrases with some significant errors. |
| Connection Between French and English | Clearly understands the connection between French words/phrases and their English meanings. | Understands the connection between most French words/phrases and their English meanings. | Shows some understanding of the connection but with errors. |

| Criteria | Excellent | Good | Fair |
|--|---|--|--|
| Engagement and Participation | Actively participates in discussion, showing enthusiasm for the task. | Participates well, with occasional prompting needed. | Participates with some reluctance or needs frequent prompting. |
| Connection Between French and English | Clearly understands the connection between French words/phrases and their English meanings. | Understands the connection between most French words/phrases and their English meanings. | Shows some understanding of the connection but with errors. |

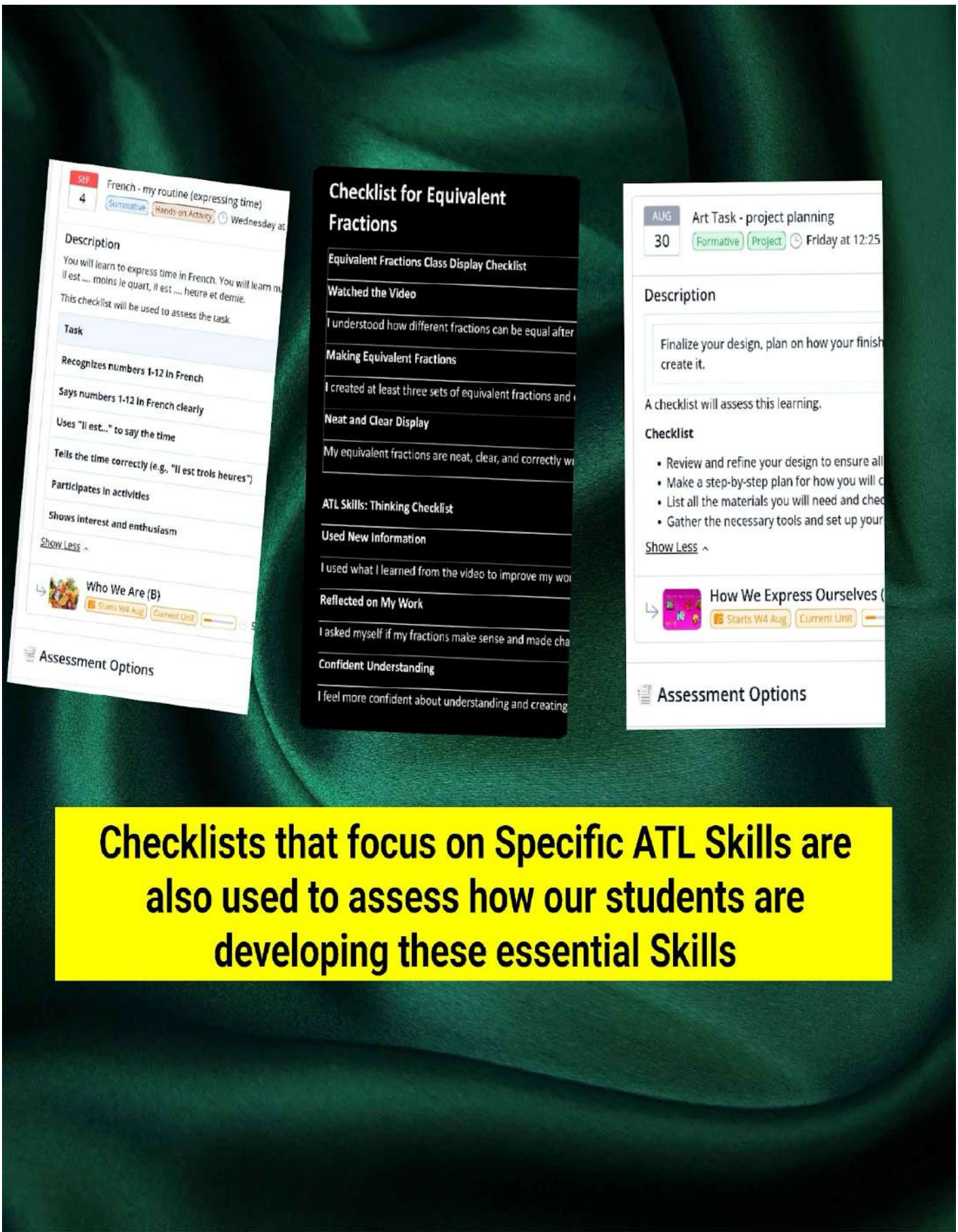
The students are given prompt feedback on their use of the specific skill

Description

You will listen to a story in French and English on a girl's imagination. The story will be in English but with few words in French to help you understand it better. You will be asked to pick out new words they have learned and answer questions based on what you have read and listened to.

This rubric will be used to assess the task:

You understood the story and answered most questions well in French. You also used the colors we learned from the reading material well and used the sentence: Je reve de devenir... to express your dream job. You could translate the French words you learned from the passage to English and you took active part in the class discussion. Keep it up! You are encouraged to read the material again to familiarize yourself better with the words before our next class.



SEP 4 French - my routine (expressing time)
Alternative Hands-on Activity Wednesday at

Description
You will learn to express time in French. You will learn to say "Il est ... moins le quart, il est ... heure et demie."
This checklist will be used to assess the task.

Task

- Recognizes numbers 1-12 in French
- Says numbers 1-12 in French clearly
- Uses "Il est..." to say the time
- Tells the time correctly (e.g., "Il est trois heures")
- Participates in activities
- Shows interest and enthusiasm

Show Less ~

Who We Are (B)
Starts W4 Aug Current Unit

Assessment Options

Checklist for Equivalent Fractions

Equivalent Fractions Class Display Checklist

Watched the Video
I understood how different fractions can be equal after

Making Equivalent Fractions
I created at least three sets of equivalent fractions and

Neat and Clear Display
My equivalent fractions are neat, clear, and correctly w

ATL Skills: Thinking Checklist

Used New Information
I used what I learned from the video to improve my wor

Reflected on My Work
I asked myself if my fractions make sense and made cha

Confident Understanding
I feel more confident about understanding and creating

AUG 30 Art Task - project planning
Formative Project Friday at 12:25

Description
Finalize your design, plan on how your finish create it.

A checklist will assess this learning.

Checklist

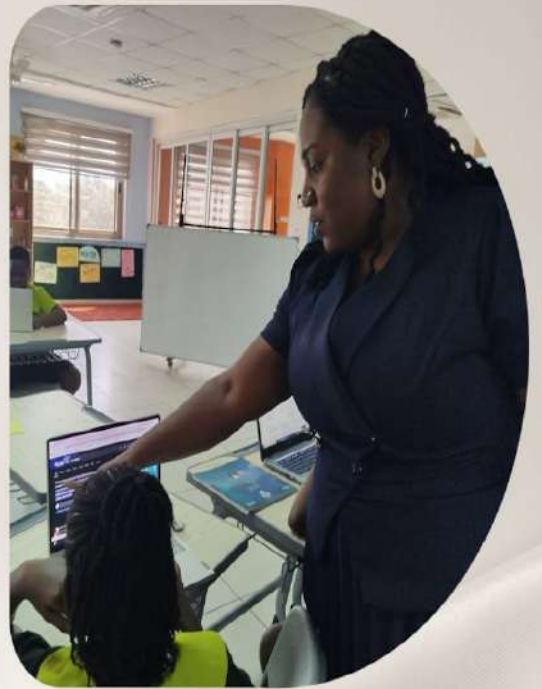
- Review and refine your design to ensure all
- Make a step-by-step plan for how you will c
- List all the materials you will need and che
- Gather the necessary tools and set up your

Show Less ~

How We Express Ourselves (B)
Starts W4 Aug Current Unit

Assessment Options

Checklists that focus on Specific ATL Skills are also used to assess how our students are developing these essential Skills



Our teachers also check in with students during activities, offering on-the-spot guidance and encouragement.



Reflection from our students



I used my social skills to work with my classmates on group projects. We listened to each other's ideas and shared the work equally. Victoria, grade 5



I learned to use Research skills by finding information about the states of matter to make my poster. I used books and the internet to gather facts, and it helped me organize my ideas better. John, grade 6



I combined my Research and Communication skills to find information and presented my findings to the class. I learned to speak clearly and share what I discovered in a way everyone could understand. Ellis, grade 2



I learned to plan my time and complete my poster on schedule by using my self-management skills. I also used my thinking skills to figure out answers to questions. Angele, grade 2

Approaches to Learning (ATL) skills are essential in preparing students at TIS Primary School Campus for a rapidly changing world. By integrating these skills into every lesson, we're not just teaching facts. We inspire students to think critically, solve problems creatively, and collaborate effectively. As we prepare them for a future full of possibilities, the real question is: how might these young learners, armed with these dynamic skills, shape the world they will inherit? We invite you to join us at TIS Primary School, where we are committed to developing the leaders, thinkers, and innovators of tomorrow. Come and see how we're making a difference!



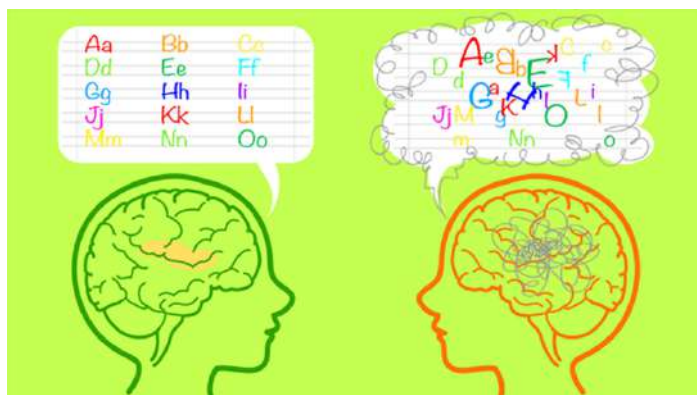
Change ^{the} World Through Excellence

#Make a Difference



Dyslexia Awareness Corner

Understanding Dyslexia: Myths vs. Facts



Welcome to the Dyslexia Awareness Corner, a dedicated space for enlightening our community about dyslexia. This week, we aim to dispel common misconceptions and provide accurate information about what dyslexia truly is.

Dyslexia is often misunderstood, leading to unfounded myths that can affect how we support those who have it. It is a neurological condition that primarily affects reading and language processing. It does not reflect a person's intelligence or effort. Let's explore and clarify some of the most common myths and facts about dyslexia.

Myths about Dyslexia

Myth 1: Dyslexia is a result of laziness or lack of effort.

- **Fact:** Dyslexia is a neurological condition that affects reading and language processing unrelated to effort or intelligence. Many individuals with dyslexia work very hard to overcome their challenges.

Myth 2: Dyslexia is just about reversing letters.

- **Fact:** Dyslexia involves difficulties with reading, spelling, and writing, not just reversing letters. It includes challenges with phonological processing, decoding, and fluency.

Myth 3: Dyslexia can be outgrown.

- **Fact:** Dyslexia is a lifelong condition. While individuals can improve their reading skills with appropriate intervention, neurological differences remain.

Myth 4: Dyslexia only affects boys.

- **Fact:** Dyslexia affects both boys and girls. It might be more frequently identified in boys, but it occurs in both genders equally.

Myth 5: People with dyslexia can't read at all.

- **Fact:** People with dyslexia can learn to read, but they often read at a slower pace and with more effort. With support, many achieve high levels of reading proficiency.

Facts about Dyslexia

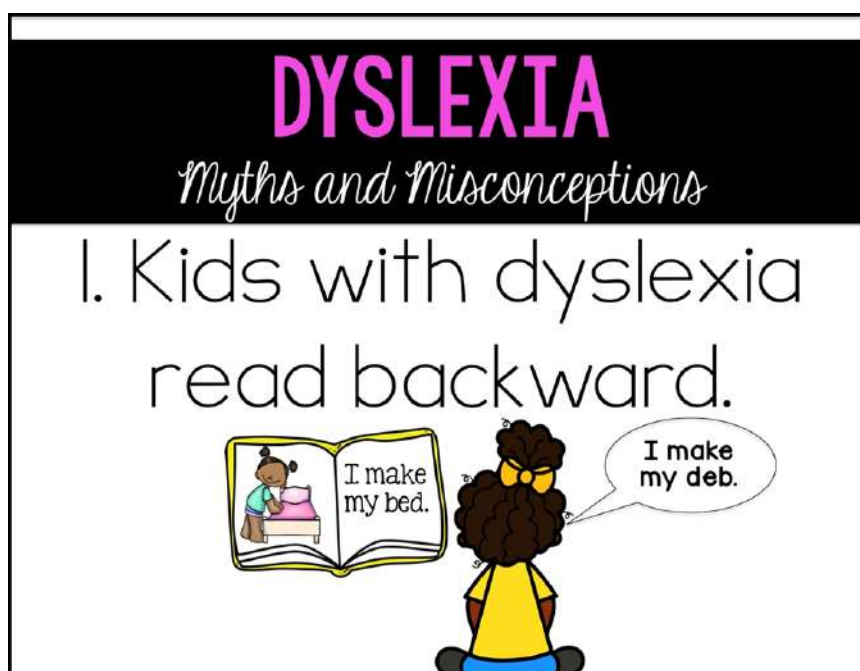
- **Dyslexia is a neurological condition:** It affects the brain's ability to process language, specifically in reading and spelling.
- **Affects reading and language processing:** Individuals with dyslexia struggle with phonological processing, which impacts their ability to decode words.
- **Lifelong condition:** Dyslexia doesn't go away but can be managed with practical strategies and interventions.
- **Not related to intelligence:** Dyslexia occurs in individuals across all levels of intelligence.
- **Requires specialised teaching methods:** Structured literacy programs, such as Orton-Gillingham, are effective in helping individuals with dyslexia improve their reading skills.

By addressing these myths and presenting the facts, we can foster a better understanding of dyslexia and more effectively support those who live with it.

References:

Dyslexia Association of Australia. (n.d.). *5 myths and facts about dyslexia*. Dyslexia Association. Retrieved September 4, 2024, from <https://dyslexiaassociation.org.au/5-myths-and-facts-about-dyslexia/>

World.edu. (n.d.). *The 10 false myths about dyslexia*. World.edu. Retrieved September 4, 2024, from <https://world.edu/the-10-false-myths-about-dyslexia/>



5 Myths and Facts About Dyslexia

Myth:

"Dyslexia is something children will outgrow."



Fact:

Children with dyslexia continue to face challenges as they grow

Myth:

"Dyslexia is just a problem of visual perception."



Fact:

Studies show that dyslexics have difficulty at the phoneme level.

Myth:

"Dyslexia affects more boys than girls."



Fact:

It affects girls and boys equally. Boys are more likely to be referred by schools for diagnosis.

Myth:

"Dyslexia only affects people who speak english."



Fact:

Dyslexia occurs in every language, even the ones that don't use an alphabet script

Myth:

"A person with Dyslexia can't be a good reader."



Fact:





With intense systematic instruction, a person with dyslexia can become a good strong reader.



TIS LEARNING DIVERSITY AND INCLUSION POLICY

Inclusive approach to education is at the heart of International Baccalaureate (IB) educational philosophy. Inclusive education means that all members of every school community are valued and supported to participate fully, learn, develop, and succeed within an inclusive school culture. IB aims to establish standards and best practices in access and inclusion in all schools so all students can fully participate in their IB education. TIS, as an IB World School, has a well-formulated internal learning diversity and inclusion policy with defined practices for learning, teaching and assessment.

The policy is applicable to the delivery of Diploma Programme in the following areas:

-  School internal Learning Diversity and Inclusion Policy
-  Learning and teaching (including formative assessment)
-  School end-of-year assessments
-  IB assessments

The school is committed to empowering the learning community members to deliver effective, inclusive education. To this end, in addition to ongoing professional development for all staff, a learning diversity team works closely with students and teachers to ensure students benefit from the policy's provisions.

A student is eligible for Individual Education Plans (IEP) if they experience barriers in their learning. Barriers are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning, teaching and assessment. These may include physical, social-emotional, additional language (first or best language is not the language of instruction), cultural variations, intellectual exceptionalities, movement and coordination, processing, speech and language and writing. Access arrangements are offered to students once the school discovers/receives documented evidence of possible barriers to learning. Parents need to provide documents to the school to meet the evidentiary requirements of IB. Inclusive assessment arrangements may include flexibility in assessment duration, presentation of material, student response types, use of equipment, alterations to assessment settings, and further facilitation by trained staff.

TIS, as part of its Strategy and Programme Development Plan, has been implementing structures that make learning easier for students whose first language is not English. Subsequent editions of the TIS Bulletin will provide more information on these strategies.



TEMA INTERNATIONAL SCHOOL ACADEMICS



At TIS, we believe that the academics, as one of the four pillars for student balance and ensuing success, provide a theoretical lens for inquiry, critical thinking and conceptual understanding, as well as the opportunity to demonstrate our knowledge and understanding across many areas of learning.



EDUCATION FOR A BETTER WORLD

CAS-SA Corner

A Writer's Repose



The act of putting pen to paper is akin to raising a sword to fight a battle. The pen is mightier than a sword, not because of the damage which said sword can do, but because the pen can move others in an innumerable amount of ways. Weapons may instil fear and despair, but words can instil so much more.

I warmly welcome you to a haven of true literary expression. What this **repose** aims to achieve is to give you the ability to freely express your inner most thoughts through writing. From short stories, to ode's, to lyrics, poems and many more. Some may feel pressured, shy, intimidated, but I beseech you. Let your wants and dreams overtake that fear. Let those desires, to create something truly magical, draw power from that fear. It is beneath one such as your self to succumb to the sabotage of those who wish to impede your true potential.

Let yourself, be yourself. It is my solemn wish, that you will stay for as long as you desire. And it is my solemn vow, to ensure, that the world truly gets to experience you, on a page. This is your canvas; this your world. Craft it in your image. Please enjoy your welcomed stay.

If you wish to take part in this collection of great minds, send any and all works which you have made to the e-mail jeremytackie2.1@gmail.com so they may be adequately vetted and published onto the **TIS Bulletin weekly. Jeremy Tackie, G12 – Initiator**

Mundane Chaos

Upon a blank page, upon a canvas, I write my mind's innermost machinations, did the desire to create or sheer mundane boredom lead me down this path, that I may or may not know. If I did know, I might be satisfied with the answer that my mind conjures, unrestrained in thought but trapped in simple hardened mineral. It is laughable that such a thing, the human mind, continues to make such wondrous achievements within this world, yet, it is restrained by simple rock. It's restriction being its only survivability. To be trapped in a home, such a familiar feeling. To be bound, knowing it is your only chance at survival. Why must life contain so many contradictions? Is the juxtaposition found within my mundane existence the only consistency I shall ever know. Will I only ever live a life with nothing being truly straightforward?

Confusion plagues my mind. I lose track of what I see, what I hear, what I say, what I think, what I do. I do not condone evil but is there truly ever good without it. See no evil, hear no evil, speak no evil, think no evil, do no evil. To do good is righteousness, to do evil is sinful. Through good, is evil not done? Through evil, can good works not be found? Light can exist without darkness but will darkness not always relish the opportunity to establish its rule once the light fades. I think, therefore, I am. I think, therefore, I am. I think, therefore, who am I? I think, yet who I am seems farther and farther away with each passing moment. I think, yet I can not be. Have I stopped thinking? Have I stopped being?

To think is to exist. Do I wish to stop thinking to stop my existence?

For just a moment, for just a breath, to feel what it would be like. Just to feel something. I've forgotten what it is like to feel. I've forgotten what it is like to hear. I've forgotten what it is like to think. My mind is scrambled and indecipherable. My thoughts unsteady and chaotic. When was the last time I heard anything other than the chaos in my mind? When was the last time I have truly done good? When was the last time I had truly done evil? To embrace chaos is to reject order. To reject order is to embrace chaos.

To be steady is to compromise. To find a middle ground. What is mine? My safety. My respite. My breath which has been taken away from me time and time again. My will, against which I must ask forgiveness for rejecting what I am, what I must be. To live juxtaposed, is to live my mundane existence. I think, therefore I am. I hope that I never stop thinking. Lest my being be left as nothingness.

By J.T

The Lament of The Forsaken

A desolate man, broken and oppressed is heard from the heavens by angelic creatures giving praise to the creator of the Universe; the man's former deity. He curses his creator from a place of neglect and derelict.

I shake my fist to the heavens,
To Mount Olympus.
To the court of angels
As they sing saying
king of kings,
lord of lords,
alpha and omega,
the beginning and the end,
the giver and taker of life
All this they sing with glee
to them, I say, damn you
damn you and your king
damn you and your loving father.
I will spit on his ordinances
I will compromise his places of worship.
Cruel being,
he bestowed love,
What a sweet nectar it was
To laugh with that stranger
To share a kiss with that lover
To humour my family
To cry with my friends
Cruel as he is
he took them
Every last one
My teachers of a priceless education
The art of caring and being cared
And he dismissed them
as the heartless dean does to the admired teacher.
I have known war,
Understood hunger,
Battled disease
But nothing proved Epicurus and his dilemma
Describing the monster's malevolence
Understanding its unwillingness and unablensess
Nothing proved to me more than this perverse pilferage.

By Senanu Ahildza

Exploring New Horizons: Horse Riding and Golf Demo Reflections



I am thrilled to share the insightful reflections from our students who recently participated in the Horse Riding and Golf Demo sessions. These activities provided a refreshing break from the usual academic routine and delivered valuable learning experiences that are deeply connected to our educational goals at TIS.

Horse Riding is more than just a physical activity. It enhances students' understanding of **physics** through concepts like balance, motion, and force. The experience also promotes physical fitness, improves coordination, and instils a sense of responsibility and empathy as students learn to care for the horses. Moreover, the discipline and focus required to ride a horse align well with **psychology** and the development of personal resilience.

Golf offers a unique blend of physical and mental challenges that complement academic subjects like **mathematics** by applying angles, trajectories, and force in swings. The sport encourages strategic thinking and patience, fostering cognitive skills essential in **economics** and **decision science**. Additionally, golf provides opportunities for social interaction and networking, helping students develop valuable communication skills across all areas of study.



Given the positive feedback from the students, I am excited to announce that TIS will integrate both Horse Riding and Golf into our after-school programme. More details will be shared with parents soon. Below, you'll find reflections from students who participated in these enriching demo sessions.

Horse Riding



*At first, I was terrified of the horse and the fact that I could fall off it, but it was pretty fun when I began to ride. I learned how to turn the horse in the direction I wanted it to go, stop it, and make it move faster. I would be interested if horse riding becomes an ASA. **Kenisha Webb Amma, Grade 9***

My recent horseback riding demo class was an enlightening and enjoyable experience. It allowed me to try new things and provided a solid foundation for anyone interested in pursuing riding further. Initially, I was

*slightly scared of the horses and feared falling off, but eventually, I got comfortable with the horse and overcame it. Trotting was particularly challenging but also rewarding. The instructor's tips helped me improve my technique and gain confidence. I enjoyed connecting with TIS students on a different and deeper level. **Nubuke Eli-Dzantor, Grade 9***

*I really enjoyed the demo class. I learned how to ride a horse and discovered that horses grow really fast—the horse I rode was a racing horse at just two years old. **Nana Kwame Adu Danso, Grade 10***

*The demo was really fun, and I liked the overall chill vibe. I didn't learn much in terms of new skills, but I enjoyed the experience. I think it would be good to have a bit more structure during the actual lessons. **Janelle Ahadome, Grade 8***

Golf



*The golf demo was a good experience that helped me learn about the sport. I enjoyed it and would like to participate again. This session allowed me to improve my hand-eye coordination and understand the complexities involved in golf. **Kwaku Kusi Opare, Grade 10***

*The Golf demo class was an incredible experience for me. I went in with little to no knowledge about the sport, but I quickly learned that golf is much more challenging than I had imagined. The calm and supportive environment significantly impacted my comfort, and the instructor provided clear guidance. I learned the basic techniques of a proper golf swing, how to grip the club and the importance of stance. The importance of collaboration and perseverance was very evident during the session. I also gained insights into the different types of clubs and when to use them. I thoroughly enjoyed golfing and look forward to future sessions. **Sharon Quarcoo, Grade 11***



I really enjoyed the Golf demo; it was both fun and relaxing. During the class, I learned how to properly hold the golf club and stand when hitting the ball and the specific uses for different golf clubs. This experience taught me that golf requires a lot of focus because it is a very detailed sport. Overall, I had a great time and enjoyed the patient and friendly environment.
Samuella Adu-Baah, Grade 11

Initially, I had no great expectations for the Golf demo, but as soon as I walked onto the course, my perspective changed. It was fun and productive—truly the perfect birthday gift! I learned a lot during those few hours, including how to hold a golf club, swing correctly, and use the right amount of strength. The demo also allowed me to appreciate the mathematical concepts of "parabolas and functions" from my math class. I really enjoyed the activity and got to learn new things about my peers, especially regarding their athletic preferences and talents.
Nana Adjoa Asante, Grade 10.











Coming up: A Vibrant Spirit Week, Celebrating 21 Years of TIS!



We are thrilled to introduce this year's **Spirit Week**, a significant celebration marking the 21st anniversary of Tema International School. This week is a tribute to our esteemed founders, Mr and Mrs Adjavon, and a celebration of TIS's incredible journey and growth over the past 21 years.

Spirit Week is a fantastic opportunity for all students to showcase our love and pride for our school. It's a time to celebrate our diversity, engage in various exciting events, and create lasting memories. This year, for our **21st anniversary** our line-up includes:

- **Sporty Family Day:** Show your athletic spirit and bond with your classmates through sports and fun activities.
- **Founders' Day:** A day to honour our founders and the legacy they have built.
- **International Show:** Experience the rich tapestry of global cultures through cuisine, fashion, music, dance, and more.

We also have special prizes for the most creative outfits throughout **Spirit Week** and an essay competition on "**What I Love Most About TIS.**"

Please come prepared with your attire for each themed day. Remember, all school rules and dress codes apply. We encourage modesty and creativity and advise against overspending on outfits. New students, feel free to reach out to any of the organisers if you need further clarification.

For further enquiries regarding Spirit Week, please get in touch with the Spirit Week leaders:

- Ruby Paintsil | email: rpaintsil10@gmail.com
- Baffour Longdon | email: tlongdon10@gmail.com
- Oforiwa Sakyi-Addo | email: ewurabena09@gmail.com

Let's make this Spirit Week a memorable celebration of our school's past, present, and future.

Zeruiah and Sujun, Grade 11 – TIS @ 21 Anniversary Leaders



TEMA INTERNATIONAL SCHOOL

Spirit Week @21



IB CLASS OF
2026
SEP 28 - OCT 06

Sat 28 September

THE "ZION" ENCOUNTER

A gospel concert for an amazing encounter with the Lord



Mon 30 September

SDG-DAY

Each grade represents an SDG goal



Tues 1 October

CARTOON DAY

Show off your favorite cartoon character through a fun and creative outfit



Fri 4 October

RULE BREAK

Self-expression through clothing and style



THE BLACKLIST

A touch of mystery & intrigue. Dress to impress, but incognito. It's a mystery masquerade party!



Thur 3 October

WE ARE ONE !

Founders & International Day Food festival



Wed 2 October

COUNTRYSIDE VS COUNTRY CLUB

Boots or brougues? Flannel or fancy? It's Country vs Club!



Sun 6 October

THANKSGIVING SERVICE

Come celebrate gratitude! Give thanks for another TIS anniversary.



Sat 5 October

FUN FAIR

Cathony or Francella? Get ready for thrills, chills, and cotton candy spills!



Made with [Creativemyl.com](https://www.creativemyl.com)

Spirit Week Line-Up Programme

The “ZION” Encounter (Gospel Concert)

Saturday, 28 September 2024

Join us for an inspiring gospel concert that promises an amazing encounter with the Lord. **Dress code: semi-formal.**

SDG Day

Monday, 30 September 2024

Each grade will represent a Sustainable Development Goal (SDG) and dress in the corresponding colour. During lunch, select students will perform to provide insights into their assigned SDG.

Cartoon Day

Tuesday, 1 October 2024

Unleash your inner child by showcasing your favourite cartoon character or a character you think resonates with you.

Countryside vs Country Club

Wednesday, 2 October 2024

Are you a local farmer from the countryside or a wealthy golfer from the country club? Dress as either a countryside local or a country club member.

We are One! (Founders Day x International Day)

Thursday, 3 October 2024

Honouring our Founders while celebrating our diversity with a wonderful food festival. Dress in vibrant colours and cultural attire representing any country of your choice.

Rule Break

Friday, 4 October 2024

Express yourself through clothing. Accessorise with **fake piercings, temporary tattoos, fun hairstyles, and more** while keeping the school's dress code in mind.

Fun Fair

Saturday, 5 October 2024 (morning)

Is it **Cathony or Francelia**? Find out through a series of fun inter-hostel games showcasing your hostel spirit. May the best hostel win!

The Blacklist (Party)

Saturday, 5 October 2024 (evening)

Dress in your most elegant black or silver attire and prepare to cover your identity with masquerades provided at the event. Enjoy an evening of sophistication, mystery, and fun!

Thanksgiving Service

Sunday, 6 October 2024

As we conclude Spirit Week, let us come together in white attire to thank God for making this anniversary possible.



TEMA INTERNATIONAL SCHOOL

**Registration Deadline
16 September 2024**

Duke of Edinburgh's International Award

EXPEDITION CAMP

Challenging & Equipping Young People, Transforming Lives, Changing the World.

Adventurous journey, hiking, life & survival skills, map reading & compass use, first aid, water walls, radio communication, team bonding activities, creativity and leadership experiences & much more.

Sun. 6 - Tues. 8 Oct. 2024

Akyeremanteng

**For more information email
DoEIA Coordinator - david.difie@tis.edu.gh**



For the 11th edition of the Tema International School Duke of Edinburgh's International Award Expedition Camp (for Bronze, Silver & Gold Award Level only), participants' registration is open. We can assure you the experience of a lifetime while meeting the requirements for CAS (DP students) and the DofE. This is a unique opportunity to develop skills, open up to a new culture, challenge yourself, reflect, be in touch with nature and create long lasting memories.

Register now! LIMITED space is available. Only students who are DofE bronze, silver and gold award participants can join the Expedition Camp.

Activities: Adventurous journey, abseiling, hiking, map reading & compass use, trail navigation, radio communication reading, visit tourist sites, creativity and leadership experiences, life and survival skills, first aid, drills and much more.

Benefits: Students will apply and develop skills, with CAS (DP Students) and DoEIA requirements met.

Safety: All safety measures are being taken into consideration, and a risk assessment trip was completed by a TIS team. A wilderness medical officer and emergency nurse with work experience with the West African Rescue Association will be joining the team throughout the program.

Equipment: World Ready T-shirt, Cap, camping gear, abseil gear, all outdoor equipment is inclusive.

Orientation and safety training: – 4 October 2024, 4:00 pm at the Design Lab with all participants and Expedition Leaders.

Departure: TIS campus Sunday, 6 October 2024, 7:00 am The team will return to TIS Campus on Tuesday, 8 October 2024 by 4 pm. Parents are reminded to pick up their wards for the

Mid-semester break.

Comprehensive Outdoor Risk and Liability Insurance: Inclusive

Logistics: Certificate, transport, food, water and fees to destinations all-inclusive

Venue: Akyeremanteng, Eastern Region.

Register now! LIMITED space available. Cost: GHC 5,500 - Registration deadline: Monday, 16 September 2024 or when maximum numbers have registered- Kindly pay by the said deadline. Click on the link below to register. **Payment receipt will be requested to complete the registration.** A kit list is also attached to the form, ensure you have all items on the kit list prior to the Camp. When making the payment in any of the accounts below kindly state the purpose: TIS DoEIA Expedition Camp, 11th Edition. Expedition Camp Cost: **Ghc 5,500**

https://docs.google.com/forms/d/e/1FAIpQLSfK2av3mBi_YL9Ky7C6zI8Gfh_EQPXGqo4Vhoom7PJzhSfOQRQ/viewform

When making the payment in any of the accounts below kindly state the purpose: TIS DoEIA Expedition Camp, 11th Edition.

Expedition Camp Cost: **Ghc 5,500**

TEMA INTERNATIONAL SCHOOL ACCOUNT DETAILS

BANK: ABSA BANK

BRANCH: Tema Main

ACCOUNT #: 060-1798808 (GH¢)

BANK: Ecobank Ghana Limited

BRANCH: Tema Main

ACCOUNT #: 0020014471692201 (GH¢)



ASA - TIS Cosmetology Club @ HIBS Africa, 2024

We are thrilled to announce that 24 students (G9, 10 and 11) from the **TIS Cosmetology Club** will participate in **HIBS Africa, 2024**, the continent's largest hair and beauty show, this September. They will take part in workshops, hair shows, and more. We invite all parents and staff to attend and support our students in this exciting opportunity.



Tema International School Cosmetology Club will be at HIBS Africa !!!

The continent's largest Hair & Beauty Show

We invite all parents and staff to attend and support our students in this exciting opportunity

HAIR SENTA INTERNATIONAL BEAUTY SHOW

HIBS

AFRICA 2024

EVENT DATE:

SEP. 6TH-8TH

EVENT VENUE:

THE GRAND ARENA





TEMA INTERNATIONAL SCHOOL



Presents

An adaptation of

SECRET *of an* ANCIENT WELL

7:00 pm

Sat. 9 Nov. 2024

TIS MPH - Main Campus



TEMA INTERNATIONAL SCHOOL CULTURE



At TIS, we believe that culture, as one of the four pillars for student balance and ensuing success, develops and enhances the creative, artistic and performing skills and talents in each student.



EDUCATION FOR A BETTER WORLD



Open Book Exam pilot

DP Economics

Your school has been chosen to participate in a study looking into the impact of offering different types of open book exams on the whole school community. In this case your school will be piloting an OBE in the DP Economics paper 1 exam.

We would like to inform you on what this will mean for the students taking this exam at your school.

1. Students will be sitting the exact same paper but will be allowed to prepare and bring in a maximum of 2 A4 pages summarizing real-world examples that students may use in the exam.
2. Student summaries will be allowed to be either in the format of mind maps or short written summaries for each real-world example up to a maximum of 60 words per example and approximately 1200 words in total.
3. Students may use a combination of both mind-maps and written summaries.
4. Written or digital versions of their resources are allowed but written is recommended.
5. If students choose to write their resource, this must be legible.
6. Students must not include definitions of terminology, explanations of concepts and theories, nor any analysis or evaluation.
7. Students will not be allowed to include visuals including tables, figures, or diagrams.
8. Different colours will be allowed, as well as bullet points and acronyms.
9. Students will be allowed to include details of real-world examples not in their resource should they wish.
10. Student resources will need to be checked at least 1 month before the exam.

Teachers have received further clarifications and details regarding these expectations. If you have any questions or concerns, please contact us at obepilots@ibo.org.



Ten tips for acting with integrity

Always act with honesty and in a responsible and ethical manner—being conscious of the influence that you have on those around you can set a great example to others.



Familiarise yourself with the school's rules and ensure that you understand what academic integrity means and consists of.

Don't try to gain an **unfair** advantage in coursework, mock examinations, or assessments by copying someone else's answers or using a mobile phone during an exam, for example.



Always reference and cite other people's work that you have used in your essays—be **proud** of explaining that you understood someone else's ideas and thought that they were good. **Seek help** if you are struggling or are not sure of expectations.

Stand up for what is **right**—alert a member of staff at your school if you suspect that someone has cheated.



Learn to **accept** your strengths and weaknesses and do the best that you can.

Take responsibility for your own actions and their consequences.



Know how to **safely collaborate** and share work when using social media and digital collaborative platforms.

Be mindful of maintaining academic integrity during group work/projects and keep track of what each group member is contributing.



Try to **overcome procrastination**. Managing your time wisely will reduce stress-induced, last-minute work which increases the likelihood of cheating.



Be a content creator, not a content imitator.

Academic integrity is a responsibility
of the whole IB community

Visit our website to find out more: ibo.org/academic-integrity



The Academic Research & Writing Principles

Turnitin has developed this checklist as a guide to support students in their academic research and writing process. Use the 12 suggested guiding principles to help you to produce high quality research and original writing, from the pre-reading stage to final submission.

1

Explore

a wide range of research. Research the topic thoroughly to develop your knowledge base, discover new ideas and strengthen your own line of argument.

2

Evaluate

the reliability of your sources. Take some time to evaluate all your sources, particularly if information has been accessed online. Consider who has created the information and why.

3

Organise

your research notes. Note taking is a fundamental part of the research process. Keep notes neatly organised and retain a copy of each source used.

4

Write

an original paper. The best defence against plagiarism is original writing. Unless quoting directly from someone else's work, express all ideas in your own words.

5

Paraphrase

other people's ideas. An essential academic skill, some find it helpful to note down key words and concepts before paraphrasing other people's ideas.

6

Differentiate

other's work from your own original insights by referencing or paraphrasing. Avoid accidentally plagiarising someone else's work by using academic referencing.

7

Cite

all of your sources. A citation in your paper shows exactly what information has come from another source. Remember to cite all borrowed words or ideas, including those which came from one of your own previous papers!

8

Reference

all of your citations correctly. Depending on the referencing system used, this may end in a list of sources as a 'bibliography'. Most students are aware of referencing requirements surrounding books and journals, but we must also reference sources like YouTube videos, images, diagrams and yourself!

9

Use

the relevant referencing system consistently throughout your assignment. Referencing can vary across module units or each course so check which system you should use and follow the relevant formatting guidelines.

10

Ask

your teacher or instructor for their feedback on any drafts you have written in advance of the deadline. Writing multiple drafts and implementing the feedback you receive can help to make you a better writer.

11

Double check

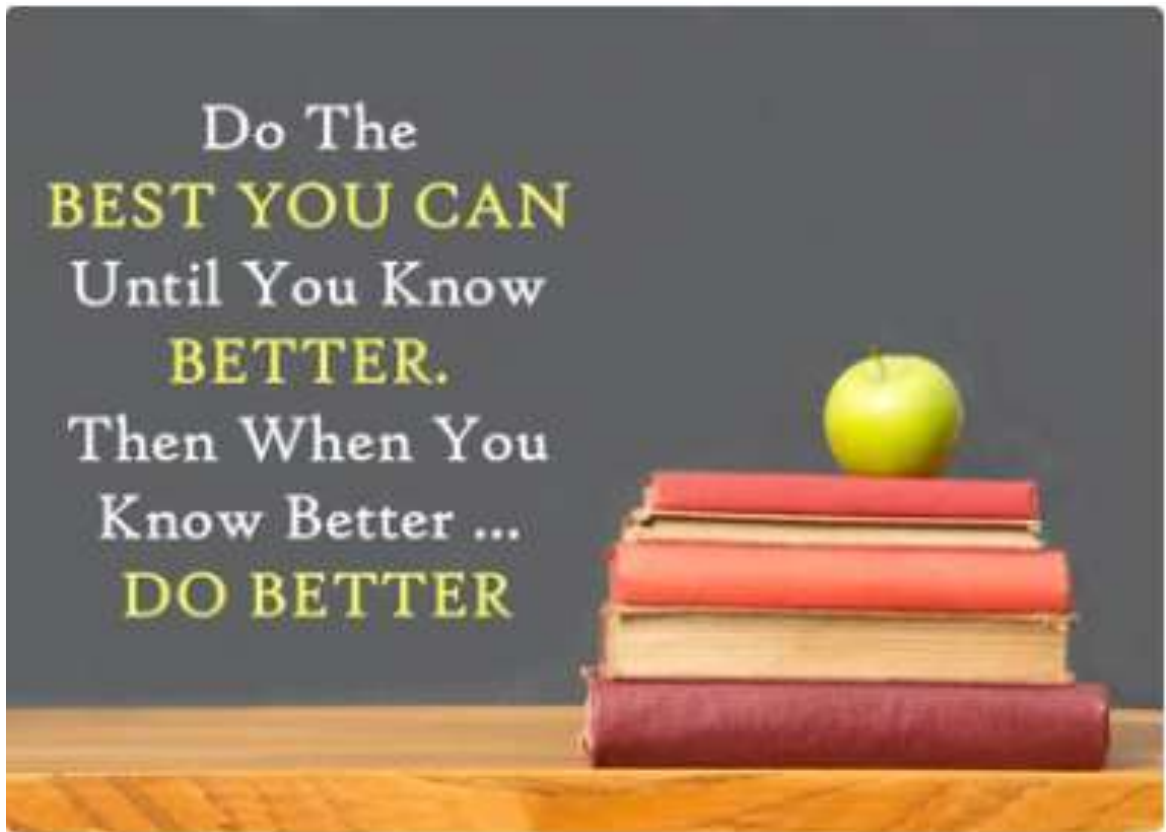
your work including citations. Allow time to double check each of your citations before submission. This includes page numbers, publication dates, web links and authors' names.

12

Submit your final piece through Turnitin

Turnitin will check your work against other sources in the Turnitin database and use this information to generate an originality report.

COUNSELLORS' CORNER



**As Dr. Ken puts it succinctly,
'dear students, do your personal best.'**



- ✓ Focus on growing on a daily basis. No matter how small, just keep going!
Consistency is key!
- ✓ Practise gratitude!
- ✓ Learn to forgive yourself when you make a mistake and forgive others too!
- ✓ Keep life simple! Don't complicate things!

University Visits at TIS: A Great Way to Connect to Universities in Person



| DATE | UNIVERSITY | TIME | VENUE OF EVENT AT TIS |
|------------------------|---|---------------------|-----------------------|
| Wed, 11 September 2024 | Hult Business School | 1:30pm | Learning Centre |
| Mon, 16 September 2024 | New York University Abu Dhabi (NYUAD) | 1:30pm | Learning Centre |
| Wed, 18 September 2024 | University of British Columbia | 1:30 pm | Learning Centre |
| Wed, 18 September 2024 | Savannah College of Art and Design (SCAD) | Yet to be confirmed | Visual Arts Lab |
| Fri, 27 September 2024 | University of Waterloo | 1:30 pm | Learning Centre |

TARGET Audience Grade 10-12. Priority seats are reserved for DP2s who are applying to universities this year.



Why Should Students Attend University Visits

- ✓ The Admissions Manager gets to put a face to the name of the students applying.
- ✓ Opportunity to ask any burning question Eg: about funding, etc.
- ✓ Opportunity to have firsthand information about the university.

DP2s: UK Applicants Only



PAYMENT

- ✓ Dear parents and all UK applicants, for a successful submission process kindly pay **GHC 800** to: Tema International School Cedis account
- ✓ Tema International School Limited.

- ✓ TYPE: **Ecobank-Domestic**

- ✓ BENEFICIARY ACCOUNT: **1441000974289**



Follow

Simple Steps during Payment

1. Use your child's name as the reference e.g **Mavis BoatengUCAS**.
2. Kindly send the evidence of payment to Eyram Mahoney @ Eyram.mahoney@tis.edu.gh
3. Copy: uniguides@tis.edu.gh

Deadline for Payment: 13 September 2024



SAT

2024-2025 TEST DATES



Want to Register for SAT But Don't Know How? Follow the Links!

- ✓ <https://satsuite.collegeboard.org/sat/registration>
- ✓ SAT Registration Fee Beginning with **August 24, 2024, the SAT registration fee is \$68**, plus a \$43 international fee of \$ 111. Click here: <https://satsuite.collegeboard.org/sat/registration/international-testing/>
- ✓ Click here for more information <https://www.bestcolleges.com/test-prep/sat/registration/>

If having Troubles Registering contact **Aunty Portia** in person or by email at portia.atubiga@tis.edu.gh

DIGITAL SAT TEST DATES 2024/2025

| TEST DATE | REGISTRATION AND PAYMENT DEADLINE |
|---------------|-----------------------------------|
| Aug. 24, 2024 | Aug 4, 2024 |
| Oct. 5, 2024 | Sept 15, 2024 |
| Nov. 2, 2024 | Oct 13, 2024 |
| Mar 8, 2025 | Feb 16, 2025 |
| May 3, 2025 | April 13, 2025 |

achieve more

SAT™

The Early Bird Approach.



Registering early for the SAT is critical.



Put a note on your calendar to register at least six weeks before your test date.



You must register in time to avoid paying fees (or worse, or else you won't be able to take your exam at all!)



SAT registration deadlines are typically a month before the test date.

<https://blog.prepscholar.com/how-to-sign-up-for-the-sat#:~:text=Registering>



Online payment only with Visa/credit card **NEW**;
ACCEPTABLE IDs ARE THE VALID UNEXPIRED PASSPORT IN ADDITION TO
GHANA'S NATIONAL IDENTIFICATION CARD (GHANA CARD),

<https://collegereadiness.collegeboard.org/sat/register/international/policies>

<https://satsuite.collegeboard.org/sat/dates-deadlines>



2024/2025 TEST DATES (COMPUTER-BASED TESTING ONLY!)

- ✓ **ACT Registration Fees (Online payments only: Visit www.actstudent.org): ACT Registration Fees \$171.50, with writing \$196.50 (Online payments only: Credit Card)**
- ✓ **Note: The cost of registration is subject to change.**
- ✓ **(TIS Test Centre Code: 870390, but inform counsellor first).**

ACT TEST DATES 2024/2025 (COMPUTER-BASED TESTING ONLY!)

| TEST DATE | REGISTRATION AND PAYMENT DEADLINE |
|---------------|-----------------------------------|
| Sept 14, 2024 | Aug 11, 2024 |
| Oct 26, 2024 | Sept 22, 2024 |
| April 5, 2025 | March 2 2025 |
| June 14 2025 | May 11 2025 |



- ✓ **Click: <https://global.act.org/content/global/en/products-and-services/the-act-non-us/registration.html>*to complete registration, payment must be made online in full with a credit card.**



TEMA INTERNATIONAL SCHOOL SPORT



At TIS, we believe that sport, as one of the four pillars for student balance and ensuing success, promotes teamwork challenges personal best and emphasises the importance of appreciating how to lose before knowing how to win.



EDUCATION FOR A BETTER WORLD

How Your Teenager Can Manage Distractions

It's entirely normal for teens to get distracted from studying from time to time, especially during stressful exam periods or when they're struggling to understand the work. Plus, the transition to digital school work and having the internet right at our fingertips means that it's never been easier to be distracted.

Avoiding doing work or study is a widespread response to feeling overwhelmed and stressed, but while leaning into a bit of self-care to get through high-stress study periods is one thing, you don't want your teen perfecting the art of procrastination because it'll come back to bite them during exam time.

If your teenager is struggling to balance study with school work, social media and other daily distractions, there are ways you can help them help themselves.

Set time aside for fun

After spending hours studying and working, it's to be expected that your teen might be feeling exhausted or stressed. While they may already have a study plan, please encourage them to have a fun plan, too. If they have a specific time set aside for relaxing, social media or gaming, they'll have less desire to distract themselves while working.

Take regular minibreaks

Suggest that they work in chunks of time – say, 20 minutes – then take a few minutes to get a drink, stretch and walk around. This will keep their energy, maintain their concentration and make their study more manageable. You might watch how they're going by having a cup of tea and a quick chat with them during one of these scheduled mini-breaks.

Block screen alerts

Encourage them to block the alerts if they're working on a tablet or computer linked to their messages or social media. When they're concentrating, a message alert pinging up will distract them and break their train of thought. They can go for it in their non-study time and catch up on social media.

Agree on 'phone free' zones

Talk about areas of the house that can become temporary phone-free zones, such as where they study and where everyone eats together. Encourage the whole family to play a role in making it happen.

Create a space they can concentrate in

This is especially important if your teen has to study in a common area with plenty of distractions, like the living room or kitchen. Being around a lot of noise and activity can significantly disrupt their study routine. Creating a space primarily dedicated to their study hours will help them focus and concentrate.

If you're unable to create a dedicated space, try to create a quiet environment where they're studying. Keep the TV turned down or off and avoid having lengthy conversations around them. If you have other kids, ask them to keep the noise down, so their sibling doesn't get distracted. Some people work best with silence, others with a hum of background noise or music. See what works for them.

Minimise interruptions

While they're studying, don't let anyone disturb them; leave it until they're having a break. Did you know that it takes most people around 20 minutes to get back on track with study after an interruption?

Monitor their sleep

Lack of sleep makes you lose focus, so it's easier to procrastinate or get distracted when you're tired. [Here's how you can help them get better sleep](#). On the flip side, if your teen is studying from home, there may be a temptation to hit snooze on the alarm and lay around all day. Explain the importance of maintaining a routine like this, including when they wake up and go to bed. [They can learn more sleep routine tips here](#).

Eat healthy, regular meals and snacks

Being hungry causes energy levels to drop and makes it hard to concentrate, so encourage your teen to eat proper meals and healthy energy snacks such as nuts. [Help them out by using these handy tips when cooking them food](#). Sharing a meal with your teen is a good chance to check in on how their study is going. Even a break for a quick lunch before heading back to the books gives you a chance to ask how they're feeling and support their wellbeing.

Cut the caffeine

Encourage them to drink lots of tap water; being hydrated will help them concentrate. Long days at the desk may make them keen for coffee (and lots of it!). Remind them that [too much of a good thing can be bad](#), and suggest alternatives: Herbal teas are an excellent calming substitute.

Exams, expectations and study loads can make your teenager stressed and easily distracted. Trying even a few of these tips can help you support them to manage teenage distractions, keep calm during exam periods and [study more efficiently](#), which reduces their overall stress and improves their wellbeing.

Source: https://parents.au.reachout.com/common-concerns/everyday-issues/things-to-try-exam-stress/how-your-teen-can-manage-distractions?utm_medium=email&utm_campaign=MKTG%20231004_Schools_Exams_MZ&utm_content=MKTG%20231004_Schools_Exams_MZ+CID_6298b5fffa7f6c0adf6f60f87fe36a51&utm_source=ROemailCM&utm_term=Share%20with%20parents

TIS INTEGRITY Code

“TIS, as a family school that provides unique experiences, embodies a spirit of integrity and respect for others which are central to the personal, academic and ethical development of each member.

As a TIS family member,

I promise to uphold and demonstrate its values, and protect the reputation of the school.

I make this pledge in the spirit of honour and trust.”



