

TIS RECORD

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At TIS,

we believe balance, by maximising opportunities and experiences to enhance learning and challenge oneself, inside and outside the classroom, is the key to success.

Contents

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Key Dates

- 20-26/11/24: G10 EOS eAssessments
- 20-29/11/24: G11-12 EOS exams
- 29/11/24: PP Criterion C due.
- 4/12/24: Last day for students. Secondary students may depart after 3-way interviews.
- 13/1/25: Lessons commence for second semester at each campus.

Thought for the Week

Focus on what provides value to others, not what impresses others.

- James Clear



Three-Way Interviews

Secondary School parents will have the opportunity to discuss their child's progress with class teachers on Wednesday, 4 December from 8.30am - 1.00pm.

No bookings are required and interviews will be set for 10 minutes.

Secondary students may depart for the semester break on completion of interviews on this day. Otherwise, students without interviews may depart after 1.00pm on 4/12/24.

Primary School Campus interviews will be conducted during the week commencing 25 November

We hope parents will take advantage of these interviews to assist their child/ren enjoy a successful second semester in 2025. International parents should contact their PC (Programme Coordinator) to discuss possible interview arrangements.



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

-Steve Bollar

Accounts

- Semester accounts must be cleared by 4/12/24 to access your child's semester report.
- Second semester accounts will be sent out to parents on 6/1/25.

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 early, if you are not coming.**
4. **Only book once for a weekend.**

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>

Secondary Athletics

The Secondary School Athletics Championships will be held on Saturday, 18/1/25. These championships will be the ISSAG selection trial. Entries can be made at:

<https://www.schoolinterviews.com.au/code/w99pt>

Entries close at 12.00pm on Wednesday, 4/12/24. No late entries will be accepted.

Making Us Proud

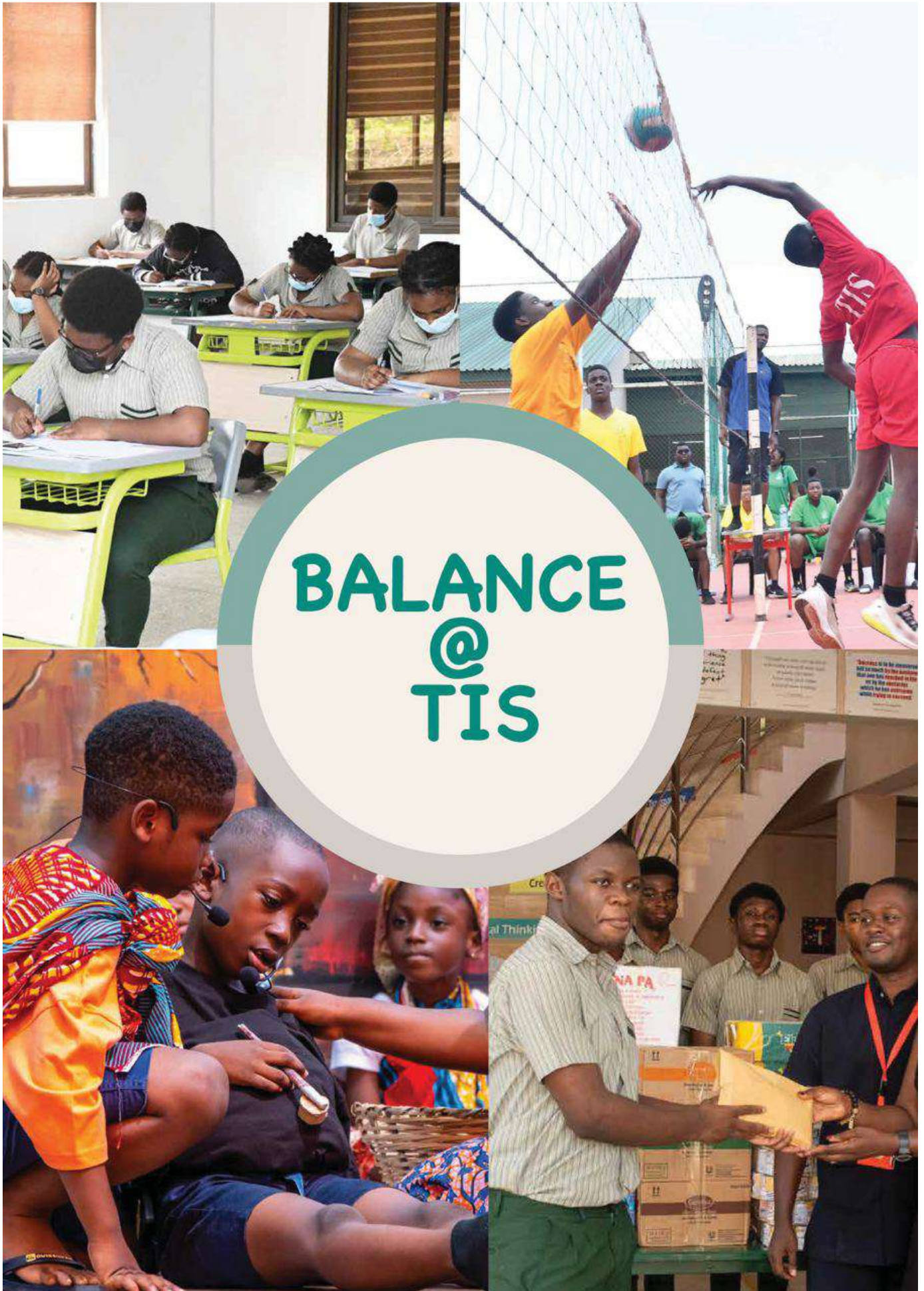
The PYP Early Years students demonstrated exemplary behaviour at the cafeteria during after-school waiting time; they were well-composed, principled, and organised.

We celebrate **Kwame Adusei**, a **Grade 6 PYP student**, and **Christabel Quao, Michal Annan, Alfred Anim, and Nana Yaa Adusei**, **Grade 5 PYP students**, for demonstrating outstanding commitment by independently practising their **Saxophone** and **Violin** in the absence of their music teacher. **Victoria Tettey-Amlalo**, a **Grade 5 PYP student**, demonstrated exceptional reflection and leadership by identifying areas for improvement in the grade 5 unit assembly presentation and taking the initiative to suggest a repeat to ensure their message was effectively communicated.

I appreciate your support. Enjoy each day as a blessing.

Dr Ken Darvall (Principal) principal@tis.edu.gh





**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 must be approved by the Hostel Coordinator before they can be delivered on only
 - Fridays, 4:00 PM - 6:00 PM
 - Saturdays & Sundays, 12:00 PM - 5:00 PM
- ➔ All food items will be inspected 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						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
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29	30					

October 2024						
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November 2024						
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December 2024						
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29	30	31				

January 2025						
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February 2025						
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March 2025						
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30	31					







April 2025						
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May 2025						
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June 2025						
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29	30					

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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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

S1 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. NO EXEATS (Until after these sessions)
20/9/24	DP Geography Excursion
21/9/24	TIS Sporty Family. NO EXEATS (Until after midday)
24-25/9/24	DP Evaluation Visit
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 until after 1.00pm)
6-8/10/24	Dukies Camp (Bronze, Silver and Gold). Departs 7.00am
7-11/10/24	Mid-semester break
10-12/10/24	TIS MUN
12/10/24	ISSAG Football
13/10/24	Students return to hostels
14/10/24	G9/G11 Changes to Subject Selections close; DP Geography Data Excursion
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
23/10/24	Girls Volleyball Championships (during ASA)
24/10/24	Boys Volleyball Championships (during ASA)
26/10/24	ACT; PSAT
27/10/24	TIS swimming championships (3.00 – 5.00pm)
2/11/24	SAT
4/11/24	DP Business Management Excursion
9/11/24	Annual Production NO EXEATS
12-13/11/24	Collaborative Sciences Project – G12;
16/11/24	ISSAG Volleyball, Swimming and Table Tennis
20-26/11/24	G10 end of semester eAssessments (Reports due 9/12/24) No exeats for G10
20-29/11/24	G11-12 end of semester exams (Reports due 10/12/24) No exeats for G11-12
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

S2

9-10/1/25	Staff training days
12/1/25	Students return to hostels; applications for 2024 SC positions close
13/1/25	Second semester commences.
13-19/1/25	Alumni Homecoming Week
18/1/25	TIS Athletics Championships. NO EXEATS BEFORE 1.00PM
19/1/25	Alumni Thanksgiving Service
20/1/25	SC Manifesto Readings
22/1/25	2025 Student Council elections by voting (7.00am-4.00pm)
25/1/25	ISSAG Basketball and Hockey.
29-31/1/25	IDU Days; G12 EE; G11 EE, 11/12 CAS Dukies Reflection Day
1/2/25	SC Leadership Camp NO EXEATS FOR SCHOOL LEADERS ; ISSAG Basketball Day 2
2/2/25	Student Leadership Induction Ceremony NO EXEATS
8/2/25	TIS STEM Fair. NO EXEATS
10-14/2/25	MYP Mock eAssessments NO G10 EXEATS
13/2/25	G11 TOK Exhibition. NO G11 EXEATS
14-15/2/25	TIS Squash Championships;
15/2/25	Chocolate Friendship Day
17-28/2/25	DP Mocks. NO G12 EXEATS
22/2/25	ISSAG Athletics
26/2/25	PP standardisation and moderation (teachers)
1/3/25	MYP Projects (Personal & Community) NO EXEATS (until after this session)
8-9/3/25	DP Geography Field Trip
14/3/25	Pi Day; PYP/MYP Info Day at Main Campus
15/3/25	Expression Day NO EXEATS (until after the event)
20-30/3/25	Mid-semester break
21/3/25	PP:Academic Honesty First Record
23-25/3/25	Dukies Bronze & Silver expedition camp
31/3/25	PP Criterion A draft due; Draft 2025/2026 Calendar Overview Released
5/4/25	ACT
7/4/25	G12 Grad photos (All day). NO G12 EXEATS
13/4/25	Exam Candidates' Service NO EXEATS
17-21/4/25	Easter break
21/4/25	MYP5->DP1 info session; PP Criterion A draft due
23/4-16/5/25	DP Final Exams
3/5/25	SAT
5/5/25	PP Criterion A final due
5 – 16/5/25	MYP eAssessments
17/5/25	Leavers' Dinner
19-30/5/25	G11 semester exams; G10 classes resume (compulsory attendance).
23-29/5/25	G9 eAssessments
30/5/25	MYP4 (2025/2026) subject selections
7/6/25	2025 Annual Achievement and Graduation Ceremony; Last day for Secondary Classes
13/6/25	Last day for teachers; S2 reports published.
9-12/6/25	Dukies' (Bronze, Silver and Gold Levels) Expedition Camp
14/6/25	ACT
21/6/25	France/Spain trips commence
12/7/25	France/Spain trips end
26/7/25	PP: Final Product (Photo evidence upload)

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

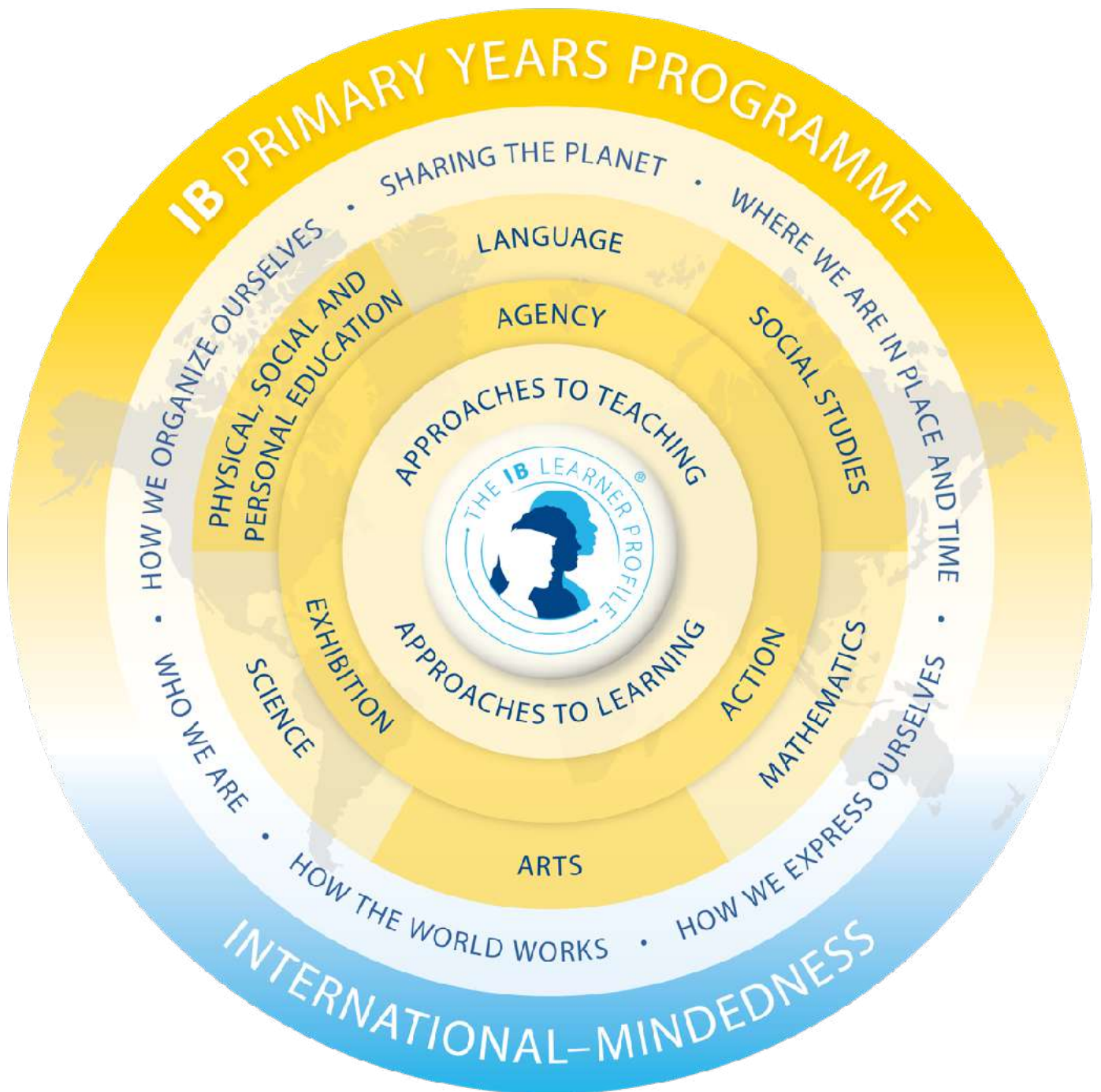
S1 Internal Dates (Primary School Campus)

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
22/11/24	G3&5 excursion
29/11/24	End of UOI #3 3WI
3/12/24	Last day for students and teachers

S2

9-10/1/25	Staff Training Days
14/2/25	End of UOI #4 3WI
14/2/25	Celebrating Additional Languages
7/3/25	PYP/MYP Info Day at Main Campus
14/3/25	Mother Tongue Day (Celebrating Culture)
14/3/25	End of UOI #5 Celebrations
19-31/3/25	Mid-semester break
26/4/25	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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CELEBRATING READING AND LITERACY AT TIS PRIMARY SCHOOL

Books have the power to transport us to new worlds, ignite our imaginations, and expand our understanding of the world. Over the past week, our community came together to honour and celebrate the joy of reading through our much-anticipated Book Week Celebration. This year's activities highlighted the profound impact books have on shaping our perspectives and nurturing lifelong learning. Across the week, students and staff engaged in a range of exciting activities, including storytelling sessions, book-themed dress-up days, personal reading, and more. As we delved into this literary adventure, our aim was to foster a deeper love for books while promoting literacy as a cornerstone of education. This annual celebration is more than a tribute to literature—it is a reminder of the incredible journeys that lie within the pages of every book. Enjoy this edition of a week filled with inspiration, creativity, and a shared love for stories!



OUR FAVOURITE BOOK CHARACTERS



The TIS Primary School's Book Week launch for the academic year took place on November 11, 2024, at the school's MPH. On this special day, students and staff alike embraced the spirit of reading by dressing up as their favourite book characters, bringing a lively and colourful atmosphere to the event. A formal ceremony marked the official start of the week-long activities.

Distinguished guests included Ms. Irene Koree from the TIS Secondary English Department, Ms. Fafa from the Spanish Department, and Ms. Yvonne Tagoe, the MYP Coordinator, who had the honour of officially declaring Book Week open. The School's Principal, Dr Ken Darvall, along with students, teachers, and staff, attended the ceremony, making it a memorable kickoff for Book Week.

At the end of the official launch, the honoured guests had the opportunity to read to students, who were grouped by class for this special reading session. Each guest engaged with the students, sharing stories and sparking excitement for the week ahead. This interactive reading time allowed students to connect with the guests, bringing the joy of storytelling to life and setting an inspiring tone for the book week.



Official ceremony to mark the start of the book week.

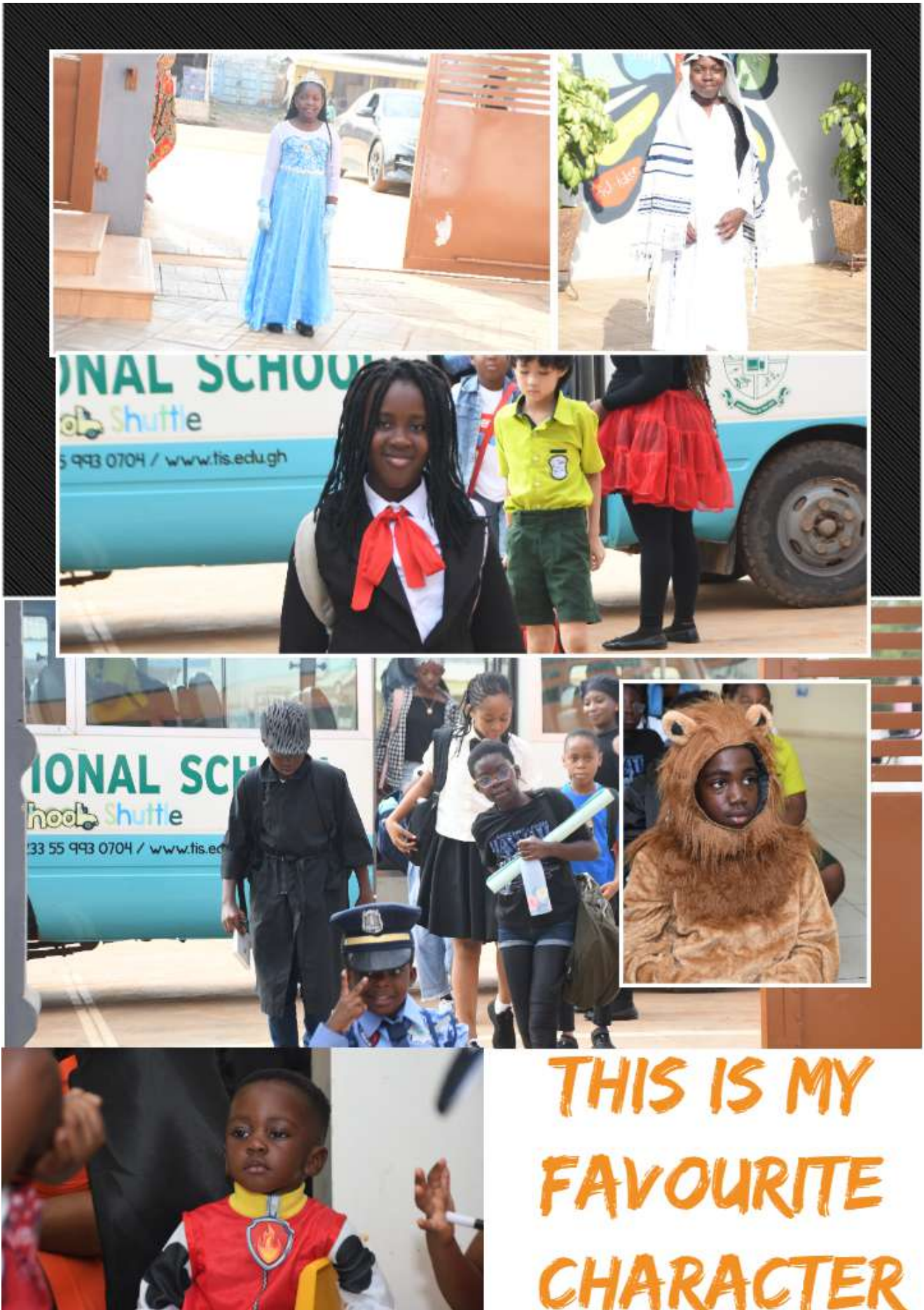


Story time with Special Guests

FAVOURITE CHARACTERS

As part of the book week activities, students and teachers came to school regaled in a variety of costumes depicting famous literary characters. The school was alive with the vibrant colors and diverse costumes, each representing a beloved character from the world of books. On that day, there were a good number of Little Red Riding Hoods, their red cloaks billowing as they walked through the halls. A particularly memorable sight was a Grade 3 student dressed as Pinocchio, complete with a long wooden nose. The halls were also teeming with great detectives such as Sherlock Holmes, complete with deerstalker hats and magnifying glasses, Nancy Drew with her classic look, and the adventurous Tintin.

Fairy tale characters were in abundance too, with students bringing to life the timeless tales of Cinderella, Peter Pan, and Prince Charming. The magical world of Harry Potter was perhaps the most popular, with a whole gang of students showing up in wizard robes, brandishing wands, and sporting lightning-bolt scars on their foreheads. The whimsical and relatable characters from diary-style fictions were not left out either, as fans of *Diary of a Wimpy Kid* and *Dork Diaries* proudly donned Jeff's simple fashion palette of tee and shorts, reflecting the ordinary yet charming style of their favorite characters. The whole school was transformed into a living library, a testament to the students' and teachers' love for reading and their enthusiasm for bringing stories to life.



THIS IS MY
FAVOURITE
CHARACTER



Teachers in character



SCAVENGER HUNT

Another major highlight of the reading week was the Scavenger Hunt! It was fun to see how all the members were busy figuring out ways to decode rather simple-sounding clues. On the said day, clues were hidden around the school by the team. These clues led to special gifts or treasures for the finders or their respective classes. The hunt was split into three sessions to match the age and grade of participating classes.



**IT IS ALL ABOUT
SCAVENGER HUNT**



The day was crowned with a “by the fire side” experience where we had Grandpa Kosovo tell us a story about the ever-witty Kwaku Ananse and the pot of beans. The students learnt new songs with dance moves and they were happy to spend quality time with Grandpa.



STORY TIME WITH GRANDPA KOSOVO



REFLECTION CORNER

SPECIAL GUESTS

It was clear from the start that everyone had a favourite book and that some books were very popular such as The Dork Diaries Series. It was fascinating to listen to how my group engaged with the characters and features of their book. My group was also able to clearly articulate the characteristics of Kweku Ananse (Ghanaian folklore) and Sun Wukong - the Monkey King (Chinese folklore). The skill of reading has been well integrated into this PYP4-6 group as they were all able to remain focused on their books during the book reading session; even when they picked up a book that was not necessarily their favourite book. Book reading teaches young readers the skill of focus, synthesising, and paraphrasing to mention just of few skills. All young learners should acquire these skills just as our PYP pupils have.



Bravo PYP!

Ms. Yvonne Tagoe, MYP Coordinator & Mathematics Teacher, Tema International School



I was honoured to be a part of such a fun and educative book week celebration. It was a delightful experience sharing the story of THE PRINCESS AND THE FROG with the students. Their beautiful smiles, curious eyes and delightful demeanours that filled the day made every experience worthwhile. Their eager faces and imaginative responses during the storytelling reminded me of the power of literature to inspire and educate. Engaging them

through interactive questions and making them guess what would happen in certain scenes of the story sparked their curious young minds, made them feel like they were in the writer's mind and fostered a more realistic connection with the story. The children were captivated by the whimsical tale of transformation, honesty, love, and learning to not judge a book by its cover. This experience reinforced the importance of encouraging a love for reading from an early age. It was heartwarming to see how a classic tale could spark conversations about kindness, courage, and keeping promises. I am grateful for the opportunity to contribute to their literary journey and look forward to similar moments of shared storytelling in the future.

Phoebe Fafa Wensley, Teacher of Spanish & TOK, Tema International School



Our participation in the Primary Campus Book Week Celebration was an illuminating experience. Being familiar with teaching older students, the assignment to engage the Early Years Class in a focus group session sounded daunting by all standards. However, nurturing students to be risk-takers has made us develop a love for challenges that move out of our comfort zones too so we took it up, and braced ourselves for learning and evolution, and it was worth all our time.

We planned and armed ourselves with skills for “reflection-in-action”, determined to let our learners benefit from our interaction with them. Upon entering our learning area, after the opening assembly, the reality of our challenge faced us when we saw our little friends, looking much younger than we imagined. Nonetheless, we overcame our momentary anxiety and set to work. With the support of the Early Years teachers, we engaged in a fruitful discussion on reading and made a quick and useful tweak to our original plan. That they were enthused about listening to the story was evident in how they drew closer, listened with rapt attention and reacted emotionally in some cases. They also demonstrated their critical thinking skills by responding to the different questions we asked them, noting that the IB Learner profile attribute they learnt from an excerpt from the story of “*The Ugly Duckling*” is caring. What made our day was, perhaps, their unique way of showing appreciation – all of them clinging to us in a genuine friendly hug. Teaching young adults is a life we have grown to love, but this rare experience of interacting with these brilliant learning-ready children has been awesome and a blessing we’ll cherish forever.

Ms. Irene Koree, Head of Department, Language and Literature and Ato Beatum

TEACHERS’ REFLECTIONS



I was inspired by "Puss in Boots," a story my daughter shared with me. Creating the costume was a team effort, using items from my wardrobe and contributions from colleagues. This experience showed that with creativity and teamwork, great things can be achieved.

-Ms. Agartha

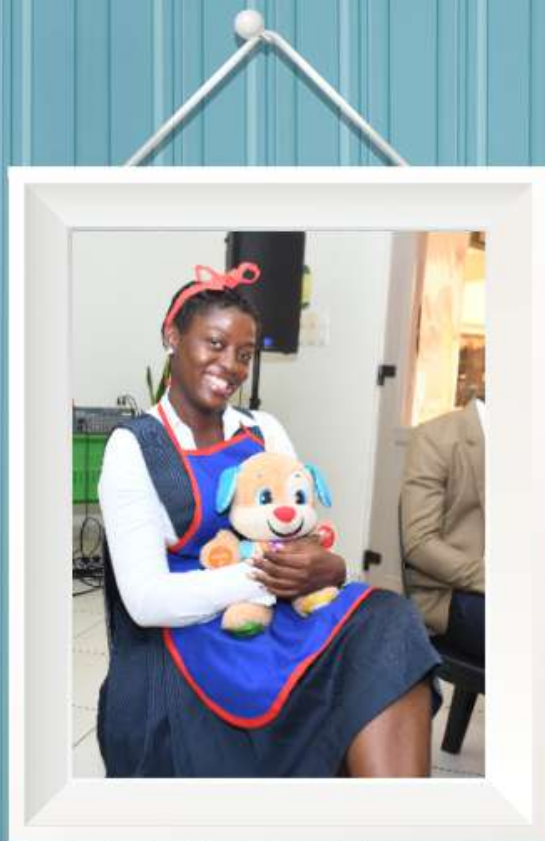


The organization of the book day was truly impressive ! From the well thought out schedule to the engaging activities, everything was planned with great attention to detail. The vibrant decoration set a welcoming tone, while the interactive sessions encouraged participation and made the day memorable for everyone.
- Ms. Comfort

I was really happy to see the students getting excited about books, exploring new stories, and enjoying themselves. The scavenger hunt was a highlight—they had so much fun searching for clues.
- Ms. Ruth



**I enjoyed how beautiful our Ghanaian stories were captured through storytelling. This offered students a deeper understanding of our culture and values.
- Ms. Regina**



This year's Book Week was a special journey into books and imagination. Dressed as Dorothy from The Wizard of Oz, I felt connected to the magic of stories. Everyone at school was excited to explore new worlds through reading. Students were thrilled to see characters from their favorite stories. Walking through the school reminded me why it's important to encourage a love for reading. -Ms. Angela

STUDENTS' REFLECTION

I enjoyed reading "Ugly Duckling".
Nana Kwame- K2

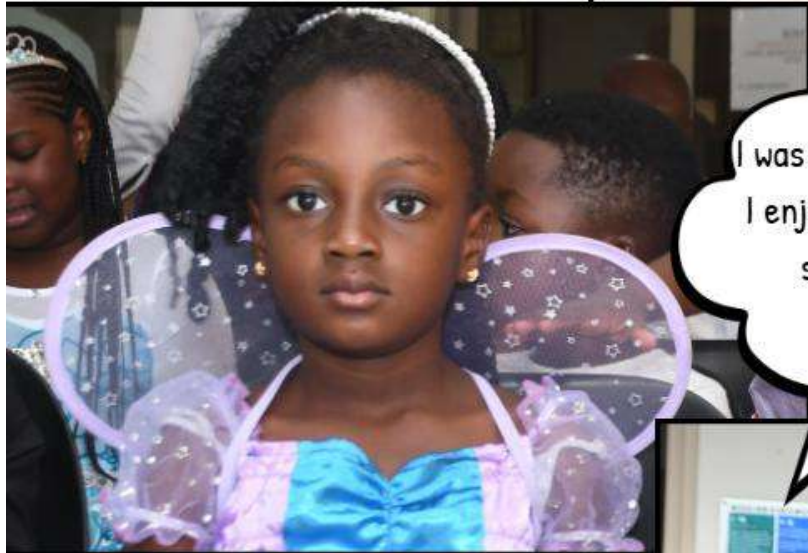


I enjoyed the book day, especially the treasure hunt.
Alden - K3

I like the book day, I enjoyed the part where Ms. Koree came to read with us.
Ewuradjoa - K3



I really liked book day. It was fun. We had a lot of fun activities. I am looking forward for next year.
Paako - G3



I was excited to dress up like a fairy. I enjoyed the treasure hunt and the story read to us by Ms. Fafa.
Lucille - G1

I enjoyed the story time with Grandpa Kosovo. I had fun reading with my friends.
Obaa - G2



I had lots of fun dressed as a vampire. I also enjoyed reading 'Diary of the Wimpy Kid' by Jeff Kinny.
Kyle - G5



I dressed as Wednesday. She is mysterious, gloomy and old school. I had fun during the scavenger hunt.
Sefakor - G3



This book day was really fun! We engaged in many activities such as reading, reflecting, storytelling and even scavengerhunt.
Ashanti - G6





On the whole, the book week was a rekindling of the literacy passion of the entire TIS primary community. The realization since the memorable week has been that every occasion to read is not mere academic endeavour but an exploration into the plethora of thoughts and information that frame our world. Enjoy excerpts of our book day.

https://youtu.be/gZgC1a_WYGw?si=HIqFDdgCWgFOxJUQ





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



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.



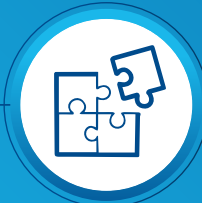
Learn to **accept** your strengths and weaknesses and do the best that you can.

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.

CAS-SA CORNER

Lighting of the Christmas Tree: A Magical and Meaningful Celebration



The Lighting of the Christmas Tree was a truly magical and significant evening, bringing the TIS community together to celebrate the season of **Light, Love, Hope, and Peace**. It was more than just a festive event; it was a reminder of the values we share and the light we are called to bring into the world.

Misty's opening words beautifully set the tone for the evening, highlighting the deeper meaning of the season—a time of renewal, hope, love, and the power of community spirit. She reminded us of our shared commitment to making a positive impact, not just within our school but in the world around us.

The evening unfolded with a series of heartfelt and soul-stirring performances, each adding a unique sparkle to the night. Warm greetings from our MCs, Mawuli Zonyrah and Ruby Paintsil, were followed by Angel Asare's moving opening prayer. Mika Mensah's rendition of *O Holy Night* and the energetic performances by the dance group, Grade 9 and 10 bands, and other vocalists brought joy and excitement to all present. Ruby's *Silent Night* was the perfect prelude to the lighting ceremony, a breathtaking moment of unity and awe as the tree came alive with light.

The spoken word by Leslie-Ann and Christine reminded us of the season's profound significance, while the collective school song brought the programme to a harmonious and memorable close. The lighting of the tree stood as a powerful symbol of our collective strength, unity, and shared purpose as a community.

We extend heartfelt gratitude to our school leaders, performers, and all participants for their time, commitment, and energy in making this event so remarkable. To our colleagues and everyone who attended, thank you for sharing this special evening with us.

As the Christmas season surrounds us, may its joy, peace, and love fill our hearts and inspire us to be beacons of kindness, compassion, and service. Together, let us continue to shine brightly and make a difference in our community and the world. Wishing you a joyful and blessed Christmas season!

Tree lighting Spoken Word

LesleyAnn Hyde, Grade 10

Christmas is so much more than kissing under the mistletoe
Or lighting trees and giving gifts to the ones we love
It's so much more than baking cookies and writing letters to Santa
As we gather together
To witness the lighting of the tree
Let us not forget
What Christmas really is about.

C-Christ has come
Delivered in a barn
Laid in a manger
Put aside His seat at the right hand of God
To save us from our sins.

H-Hark, the herald angels sing.
Joy fills this place
As we gather around
To sing carols and hymns
Glory to the newborn King.

R-Reunion.
Different grades
Different ages
All come together to witness the lighting of the tree.

I-Illuminate
Let us not only illuminate this school with just lights
But with kindness and love
Let us shine His light
Representing Him
From above.

S-Season.
What a wonderful season of the year
Where all the children are merry and cheer
'It's Christmas time!'

T-Thankfulness
I am thankful for this school
Reaching 21 years
The production
For life
And all the opportunities given to us.



M-Memories.

Memories from past Christmases

Old traditions

Decorating the house with relatives

The smell of food that wraps around the house on Christmas day.

A-Anticipation.

The wait for Christmas is just too great!

And we can't wait

To go home and spend time with family.

S-Spread love.

Spread love always

Because Christmas is about love.







EducAid Mante Initiative Class of 2026 Project for Impact



What is the EducAid Mante Initiative?

The EducAid Mante Initiative is a CAS (Creativity, Activity, Service) project launched by the IB Class of 2026, dedicated to supporting the Mante School of Excellence in Afiencya East. This school has been a vital educational pillar for underserved communities for over 25 years, but it currently faces significant challenges that impact the

quality of education and the well-being of its students.

Phases of the Project: The initiative is structured in phases to ensure we can address the school's most pressing needs without overwhelming any single group of students:

1. Phase 1: Sanitation Facilities

- The current priority is to build safe and hygienic toilet facilities for students and staff. The school's existing latrine system is inadequate and poses serious health risks, especially for girls.
- Our goal for this phase is to raise GHC 150,000, ensuring a clean and safe environment conducive to learning.





Phase 2: Classroom Renovation

Once the sanitation facilities are in place, we will move on to refurbishing classrooms with improved roofing, ventilation, and essential repairs to create a more comfortable and safe learning environment.

2. Phase 3: Canteen and Additional Facilities.

The final phase will focus on enhancing the canteen and other areas that contribute to the

students' overall well-being and educational experience.

How You Can Help: Supporting the EducAid Mante Initiative can be done in various ways:

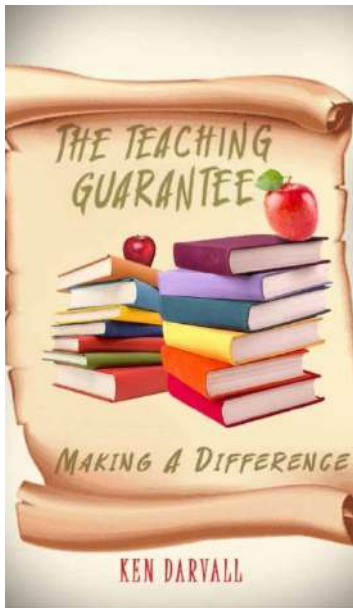
- **Attend the School Play:** All proceeds from ticket sales for *Secret of an Ancient Well* will be directed towards Phase 1 of the project.
- **Direct Donations:** Contributions can be made via Mobile Money (MoMo) to Ms. Abigail Ahiadorme at 0597621047, using the reference: *EducAid – Your Name or Name of Ward.*
- **Spread the Word:** Help us raise awareness by sharing information about the initiative with friends and family.

By contributing to the EducAid Mante Initiative, you are directly impacting the students of Mante School, helping to create an environment where they can learn, grow, and thrive.

Thank you for your continued support as we work together to uphold the spirit of service and make a difference in our community.



Update on *The Teaching Guarantee: Making a Difference*



Dear TIS Community,

We are thrilled to announce the release of Dr. Ken Darvall's latest book, *The Teaching Guarantee: Making a Difference*. This inspiring guide is more than a must-read for aspiring school leaders—it's a call to action for everyone who believes in the power of education to create change.

In keeping with the TIS spirit of service and impact, *The Teaching Guarantee: Making a Difference* will serve a dual purpose: Every book purchased directly supports the EducAid Mante Initiative, which is dedicated to refurbishing and enhancing the Mante School in Afienya East as part of our IB Class of 2026 Community Project. We have a community goal of raising GHC 150,000 to make this vision a reality, and your support will help us reach it!

How to Purchase Your Copy and Contribute:

1. **Place Your Order:** Contact us via the TIS WhatsApp. Mention your donation amount and specify the number of copies you want to order.
2. **Payment:** Payments can be made in two ways:
 - **Mobile Money (MOMO):** Send payment to Abigail Ahiadorme at 0597621047. Use "TGMABook" as the reference.
 - **Cash:** Pay directly at the CASSA office.

Donations begin at GHC 200 per copy, with all funds going to the **EducAid Mante Initiative**.

This is a limited opportunity, so grab your copy while stocks last! Together, let's support the future of Mante School and continue making a difference every day. Thank you for your support!



Sports Corner - TIS Performances at ISSAG 2024 Volleyball, Swimming, and Table Tennis Championship



On 16 November 2024, Tema International School (TIS) proudly participated in the International Schools Sports Association of Ghana (ISSAG) Volleyball, Swimming, and Table Tennis Championship, held at Ghana International School (GIS) in Accra. This marked the second time TIS joined this prestigious event this 2024/2025 academic year, following a break of over four years due to the COVID-19 pandemic and other challenges. However, it is exciting to reactivate our membership in ISSAG for this 2024/2025 academic year with high spirit and readiness to embrace the challenges.

With this ended, the volleyball, swimming, and table tennis championship held at Ghana International School, Accra, TIS was represented by a contingent of 48 student-athletes who competed fiercely in volleyball, swimming, and table tennis.



ISSAG, the Inter-School Sports Association of Ghana, is an annual platform for member schools to meet and compete in various sports disciplines, such as soccer, basketball, swimming, volleyball, table tennis, tennis, handball, field hockey, and athletics. The association aims to foster physical fitness and balanced lifestyles among students while nurturing their competitive spirit and teamwork.



TIS Performance and Promising Comeback



Despite stiff competition with the opponents at the group stage, TIS students delivered commendable performances across all three disciplines. In volleyball and table tennis, the team encountered challenges in advancing beyond the group stage. From observations during the games as the coach, the areas for growth and improvement are the technical and tactical skills, mental power, and physical fitness. Addressing these fundamentals early with the junior players from now on will help in the future. However,

interestingly, with 70% of our players being junior athletes, the experience gathered is an invaluable learning opportunity which will motivate them to start training seriously. The students gained a clearer understanding of the demands of competitive sports and are now more excited than ever to refine their skills in preparation for future tournaments. More importantly, we believe they will pay attention to their coaches during training sessions for better performances next time.

Nevertheless, the swimming team brought home a remarkable achievement, with Samuella clinched a silver medal in the girls' 25m backstroke. This victory showcased her skill and reflected the determination and perseverance of the entire TIS delegation.

Building a Competitive Spirit



While we did not progress as far as we hoped in volleyball and table tennis, the students displayed unwavering determination, with individual players making impressive contributions during their matches. Although the percentage of errors outweighed the standout moments, the team's effort reawakened the competitive spirit within TIS junior athletes.

The sports team is confident that this experience will inspire our students to make the most of their after-school activities and time to practise and

refine their skills. By staying dedicated and active, they will continue to grow as athletes and individuals, embodying the values of resilience and teamwork that define TIS.

The general performances of the students echo Bill Murray, statement; whatever you do, you should always give 100 percent unless you are donating blood. They all did it all in this year's ISSAG 2024 Volleyball, Swimming, and Table Tennis Championships. Congratulations to all the student-athletes and coaches for representing TIS with pride and determination at ISSAG 2024. The sports team is excited to see the heights the junior athletes will reach in future competitions.



Service as Action - Progress and Expectations



MYP students are currently engaged in the Service as Action (SA) requirements, documenting their experiences and reflections on ManageBac. This initiative highlights their participation in meaningful activities throughout the semester while developing an understanding of the various learning outcomes. Below is a breakdown of expectations per grade level:

Grade 7

Students have been involved in activities such as creating IB Learner Profile posters, Interact Club, STEM Club, Pop/Orchestra/Brass Band, School Play, Class Representative roles, and the PYP Unit Celebration. Students are required to upload evidence of their participation in these activities, showcasing how they have developed their understanding of the SA learning outcomes.



Grade 8



Grade 8 students are building on their SA journey with experiences including the Community Project Tour, setting goals for the Community Project, and participating in activities such as Interact Club, STEM Club, Pop/Orchestra/Brass Band, School Play, MUN, Operation Smile Club, and Class Representative roles. Students should upload evidence of their involvement to create a comprehensive worksheet reflecting their growth since Grade 7.

Grade 9

With a significant number of new students, the focus has been on understanding the SA concept. However, students who stepped up in various activities are required to upload evidence of their participation in Interact Club, STEM Club, Pop/Orchestra/Brass Band, School Play, MUN, Bulletin Articles, Operation Smile Club, Class Representative roles, and Peer Tutoring/Peer Buddy initiatives.



Grade 10



As part of their transition into CAS, Grade 10 students are completing their SA phase by finalising the Transition worksheets and reflections on ManageBac. They are encouraged to focus on experiences from previous years and not initiate new activities. These include participation in the School Play (Cast and Crew), Interact Club, STEM Club, Pop/Orchestra/Brass Band, MUN, Mooting Club, Bulletin Articles, Operation Smile Club, Class Representative roles, Peer Tutoring/Peer Buddy initiatives, and Magazine Team contributions.

Students across all grades are encouraged to stay on track with their submissions as they work toward achieving the SA learning outcomes.



Sports Textualised

This is a TIS Sports Reporting Initiative by Kwaku Opare, in which he shares highlights of the various sports disciplines and events that occur in and out of school. Read on as he creatively shares highlights from the just-ended ISSAG Competition.

TIS Girls' Football Team - A Showdown

Tema International School is back in the International Schools Sports Association of Ghana (ISSAG) after many years of not participating. Excitement filled the air with our recent participation, as students expressed and showcased their sporting prowess beyond the four walls of TIS.

The TIS girls' football team cruised into the knockout rounds. As the matches grew in importance, the girls began to feel the pressure. As Tema International School player Nadia Yakubu said: *“The matches were high stakes, but we had a lot of faith in each other and trusted each other to make the right decisions.”*

This faith truly shone when the girls won their next match and advanced to the semi-finals. As they trained and did drills under the hot sun before their next match, they felt the pressure mounting. Moving into their last match, they feared losing to the opposing team, knowing how skilled and dominant their opponents were. However, the TIS girls' team was ready to play and make TIS proud.

As the match kicked off, the TIS girls' team played as a cohesive unit, blending ball movement with individual flair. This allowed them to maintain a good pace throughout the match. Advancing through the field with their unique style, they gained momentum. However, they were haunted by Christian High's number 13, a formidable opponent who challenged the TIS side relentlessly, pushing the athletes to their limits. Under pressure, the TIS team thrived. Cracks began to show in the Christian High defence, and the girls capitalised on their advantage, pushing toward the goal. With an assist from sports executive Jenevieve, Aseye Torkornoo drove the ball into the net, putting TIS on the scoreboard. This goal boosted morale and helped the team find their rhythm. However, Christian High responded with a passionate offence, breaking through the TIS defence and scoring a goal of their own.

As regulation time ended, the match moved to penalties. Emotions ran high, but the team had to calm their nerves and focus on the challenge ahead. As the penalties began, Aseye slotted in her kick, raising the team's spirits and leading the way. The tension grew as Alberta walked up for the final penalty. With a calm and steady mind, she slotted the ball into the net, securing TIS their first ISSAG girls' football win in years.

This triumphant conclusion marked the culmination of the girls' hard work and dedication. As player Victoria Wuaku shared:

"I was excited once the penalty went in because that meant that we had finally won and that our hard work had paid off."

Through high-stakes matches and intense pressure, the girls emerged victorious, proving that they have the talent to be considered one of the best female football teams among international schools in Ghana.

Kwaku Kusi Opare, MYP5





TEMA INTERNATIONAL SCHOOL



SERVICE AS ACTION OPPORTUNITIES

Classroom Unit
 e.g., Calculating an Area within the school campus as studied in Maths

UN Sustainable Development Goals
SUSTAINABLE DEVELOPMENT GOALS
 e.g., Zero Hunger, Quality Education, Good Health & Wellbeing, Gender Equality, No Poverty, Clean Water & Sanitation, Life below Water, Climate Action, Reduced Inequalities etc

NGOs & Organizations
 e.g., Children Heart Foundation, Empower Playground, Plastic Punch, Infanta Malaria, UNCHR etc

Assembly Meeting
 eg., Presentation about a Cause

ASA with Service Components
 e.g., Interact Club, Peer Buddies, Insight TV & Photography Club

International Day
 eg., World Autism Day, International Women's Day, Teachers Day

Student Leadership
 Class Representatives

TIS Record
 eg., Article writing for publishing in the school Bulletin



Peer Tutoring and Peer Buddy System
 eg., Article writing for publishing in the School bulletin

Reflections on the Accra Parent Expo Education & Childcare Experience



Participating in the **Accra Parent Expo Education & Childcare** event was an enriching experience and a proud moment for Tema International School (TIS). I was honoured to share the panel with esteemed educators and visionaries, including the Vice Principal of the Lower Primary at Ghana International School, Angela Van Der Puije, the founder of Spelling Bee Ghana, Eugenia Tachie-Menson, and other dedicated educators and parents. The theme of our panel, *“From Interest to Excellence: How Co-Curricular Activities Can Spark Lifelong Learning,”* resonated deeply with my work and passion.



It was a joy to discuss and showcase the robust co-curricular programme at TIS, which stands as a cornerstone of our holistic educational approach. Our programme offers students diverse opportunities to build character traits such as resilience, empathy, leadership, creativity, teamwork, skills and values that extend far beyond the classroom.

I reflected on how crucial it is for students to embrace these opportunities, not just as activities but as platforms for growth and transformation. At TIS, our holistic programme ensures that every student finds their passion, whether it's through sports, creative arts, academic clubs, or community engagement.

The heart of our programme lies in service learning and community engagement. Through initiatives like CAS (Creativity, Activity, Service), students are challenged to step outside their comfort zones, identify real-world problems, and

create meaningful solutions. These experiences not only teach students the importance of giving back but also develop essential life skills such as problem-solving, collaboration, and global citizenship.

Our co-curricular programme challenges and transforms students by pushing them to discover their strengths and embrace challenges as opportunities for growth. It nurtures well-rounded individuals who are academically capable, socially responsible, and emotionally intelligent.

The panel discussion was a reminder of how fortunate our students at TIS are to have access to such a comprehensive and intentional programme. It was also a call to action for parents, educators, and school leaders to recognise the profound impact of co-curricular activities on lifelong learning.

Representing TIS at this event was a moment of pride, as it allowed me to share the incredible work happening within our school community. It also reinforced my belief in the power of holistic education to shape future leaders, innovators, and changemakers.

As I look back on this experience, I am more motivated than ever to continue championing the transformative impact of our co-curricular programme and to inspire our students to make the most of the unique opportunities they have here at TIS.

Let us continue to nurture a culture of exploration, innovation, and service, as we empower our students to thrive and contribute meaningfully to the world.



Celebrating Tema International School Achievements in the Duke of Edinburgh's International Award Programme

It is with immense pride and joy that Tema International School (TIS) announces its recognition as the *Best Operating Centre* in the International School Category by the Duke of Edinburgh's International Award (DoEIA). This marks the second time that TIS has been nominated and awarded this prestigious honour, further solidifying our commitment to excellence in empowering young adults through experiential learning and service.

In addition, our Award Coordinator, Mr. David Difie, has been celebrated as the *Best Award Coordinator*. His exceptional leadership and dedication have been instrumental in ensuring the success of the Award programme at TIS. These accolades highlight the collaborative efforts of our leadership, staff, students, and the entire TIS community.

The Award Programme and Its Alignment with TIS Values

The Duke of Edinburgh's International Award is more than just a recognition, it is a pathway for students to develop resilience, leadership, and a sense of service. At TIS, the Award aligns seamlessly with our CAS (Creativity, Activity, Service) programme, Service as Action, community service initiatives, and co-curricular activities. These programmes collectively aim to nurture well-rounded individuals who are prepared to contribute positively to society.

Through the Award, students embark on transformative journeys that challenge them to step out of their comfort zones, explore their passions, and make meaningful impacts on their communities. Whether it's through adventurous journeys, skills development, or service projects, the Award complements the holistic education we pride ourselves on at TIS.

Honouring Our Gold Award Recipients

A special congratulations goes to all our 19 Gold Award recipients (students), who will be celebrated at the upcoming Award Ceremony on **29 November at Jubilee House**. This remarkable achievement is a testament to their resilience, commitment, and growth. Among the recipients is our very own colleague, Jerry Weto (Janitorial team), who has become the second staff member at TIS to achieve the Gold Award. Jerry's journey exemplifies the opportunities available at TIS and inspires us all to strive for personal and professional growth.

A Heartfelt Thanks

We extend our deepest gratitude to our management team for their unwavering support of the Award programme, as well as to every staff member, student, and parent involved. Your contributions and dedication have made this recognition possible.

Looking Ahead

As we celebrate these milestones, we remain steadfast in our mission to nurture young adults into responsible global citizens. TIS continues to create a supportive environment where opportunities for growth abound, empowering students to thrive and positively impact the world.

Congratulations to all who have contributed to this incredible journey.

Together, we make a difference!

The Duke of Edinburgh's International Award Gold Ceremony




The date for the Duke of Edinburgh's International Award Gold Presentation 2024 has been finalised. It will take place on Friday, 29 November 2024, at Jubilee House, Accra (Office of the President), at 5:00 p.m. prompt. The theme of the award ceremony is *"Nurturing Leaders for a Thriving Future."* The special guest of honour will be H.E. Nana Addo Dankwa Akufo-Addo, President of the Republic of Ghana and Chief Patron. The dress code is African wear or black tie. Invitations will be sent to award

candidates and their parents via email.


Congratulations to the following candidates who have completed their award journey, engaged in various experiences, expedition camps, and adventurous journeys. They have been vetted and approved by the **Head of State Award Scheme**. We are so proud of you! You are world-ready. See you at the ceremony.

1. Allyson Ntiriwaah Achiampong
2. Blessed Kwesi Quashie
3. Breindelle Kusi Boateng
4. Eunice Abena Adubofour
5. Evaristus Nii Appiah Amarah
6. Ezra Anim-Somuah
7. Frederica Mawuyram Ayitey
8. Immanuella Kafui Aku Ashiagbor
9. Rui Jerry Huang
10. Kelvin Agyenim Boateng
11. Mika Nefa Mensah
12. Naeem Balgu Naasr-Deen
13. Nana Yaa Ankoma Arthur
14. Obaapanin Ama Kyere Tweneboah-Kodua
15. Vitus Jesse Apagwon Anaab-Bisi
16. Charlene Ama Tiwaa Akwei
17. Peyton Amiah Kidd
18. Prince Johan Selorm Cobinnah
19. Jerry Weto (TIS staff member)
20. Chesney Emmanuel Noye (TIS alumnus)




Proud to deliver
THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD


“The journey of a thousand miles begins with a single step.” Personally, my first step was filled with uncertainty; however, it led to incredible growth and invaluable lessons. It wasn't about perfection but about showing up, persevering, and learning daily. This highlights the importance of leadership and resilience, and emphasises that the journey, relationships, and skills gained truly matter.”



Charlene Ama Tiwaa Akwei
Grade 12
Gold Award Recipient




www.tis.edu.gh #WORLD READY




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THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD


“The Duke of Edinburgh's International Award greatly shaped my leadership skills. From training MUN delegates to creative physical activities and the leadership workshop during the expedition, every experience was fun and transformative. I learned to survive a capsized kayak and abseil great distances. This journey provided invaluable experiences while enjoying every step.”



Evaristus Nii Appiah Amarah
Grade 12
Gold Award Recipient




www.tis.edu.gh #WORLD READY




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INTERNATIONAL AWARD


“The Duke of Edinburgh's International Award has profoundly shaped my development. Working with Buzstopboys to keep Ghana's roads clean taught me the importance of community service. During the expedition, I learned the value of teamwork and communication. The expedition was an unforgettable experience that built my resilience and leadership skills. Overall, it was a fun and unforgettable experience.”



Ezra Anim-Somuah
Grade 12
Gold Award Recipient




www.tis.edu.gh #WORLD READY




Proud to deliver
THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD


“The Duke of Edinburgh's International Award has profoundly shaped my personal growth and resilience. Raising funds for children with anorectal malformations taught me empathy and teamwork, while the expedition camp challenged me physically and mentally. Interacting with nature deepened my appreciation for life. This programme instilled purpose and confidence, empowering me to embrace challenges and contribute to my community.”



Frederica Mawuyram Ayitey
Grade 12
Gold Award Recipient




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THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD


“Looking back on my transformative experience as a Dukie, I realise how profoundly my DoEIA journey has shaped me. Overcoming challenges during hikes taught me resilience, while kayaking revealed the power of teamwork. Living without home comforts deepened my appreciation for them. These lessons strengthened my connection with nature, my peers, and myself, leaving me world-ready for future adventures.”



Immanuella Kafui Ashiagbor
Grade 12
Gold Award Recipient




www.tis.edu.gh #WORLD READY




Proud to deliver
THE DUKE OF EDINBURGH'S
INTERNATIONAL AWARD


“The Duke of Edinburgh Award programme has greatly shaped my personal growth by fostering resilience, teamwork, and self-confidence. Through volunteering, physical challenges, and skill development, I learned the value of dedication and perseverance. These experiences enhanced my leadership abilities and social responsibility, empowering me to embrace challenges and pursue personal goals that have shaped me for life.”



Allyson Achiampong
Grade 12
Gold Award Recipient




www.tis.edu.gh #WORLD READY




Proud to deliver
THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD


“ Completing the Duke of Edinburgh’s International Gold Award has furthered my personal growth, teaching me teamwork and time management. Leading community service activities to create a clean, sustainable environment fostered responsibility and reduced pollution. I realised that leadership involves not just planning but uniting people towards a shared goal. ”



Rui Jerry Huang
Grade 12
Gold Award Recipient




www.tis.edu.gh **#WORLD READY**




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THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD


“ The DoEIA has significantly shaped my personal growth. During my Gold Residential Project, I interned at an animation firm, gaining skills in animation, graphic design, voice acting, and public relations. Through four expeditions, I discovered a love for kayaking and developed resilience, conquering my fear of abseiling. The Award instilled a sense of adventure and a desire to impact my community. ”



Mika Nefia Mensah
Grade 12
Gold Award Recipient




www.tis.edu.gh **#WORLD READY**




Proud to deliver
THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD


“ Participating in the Duke of Edinburgh’s International Award has profoundly impacted my personal development, leadership and resilience. A memorable hiking expedition challenged me to adapt and support my peers, teaching me the importance of empathy and teamwork. The skills I gained, such as problem-solving and social responsibility, have equipped me to embrace challenges and positively contribute to my community. ”



Kelvin Agyenim Boateng
Grade 12
Gold Award Recipient




www.tis.edu.gh **#WORLD READY**




Proud to deliver
THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD


“ Participating in the DoEIA taught me so much about myself, improving me tremendously as a person. I gained confidence in public speaking, athletics, and leadership positions, such as being a School Play Student Co-Director. The expeditions were exhilarating, finding solace in nature and developing a deeper appreciation for the community. I've gained memories that will last for a lifetime. ”



Peyton Amiah Kidd
Grade 12
Gold Award Recipient




www.tis.edu.gh **#WORLD READY**




Proud to deliver
THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD


“ Being a Gold participant in the DoEIA was a life-changing experience. The programme helped me develop my creative side, sparking an interest in crocheting and sewing. The expedition camp was the most challenging, pushing me to hike 20km and test my physical limits. It made me fearless, confident, and appreciative of Ghana’s natural beauty. ”



Nana Yaa Ankomah Arthur
Grade 12
Gold Award Recipient




www.tis.edu.gh **#WORLD READY**




Proud to deliver
THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

“ Participating in the DoEIA pushed me beyond my limits, fostering a sense of resilience and leadership. During my Gold expedition, navigating through challenges, strengthened my problem-solving skills and improved my teamwork skills. Doing these experiences has ignited a passion for community service and improving myself. ”



Vitus Jesse Anaab-Bisi
Grade 12
Gold Award Recipient



www.tis.edu.gh **#WORLD READY**



Proud to deliver

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD



“
Dukies is a perfect fit! At TIS, we require students to be balanced in four aspects: academics; sport; cultural activities; and service-learning. So, everything students are expected to do matches closely to the Dukies program. Strategically, it places our students at another level when it comes to their university applications. Importantly, the Dukies program is about the individual challenging themselves. Challenge, I believe, is one of the most important words for today's world. Everyone must be challenging themselves in many different ways to be successful.
 ”

DR KEN DARVALL
PRINCIPAL



www.tis.edu.gh

#WORLDREADY



Proud to deliver

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD



“
 Life is full of adventures, and the Duke of Edinburgh's International Award programme prepares you for it. Award recipient and participants become a universal piece that can fit into any puzzle.
 ”

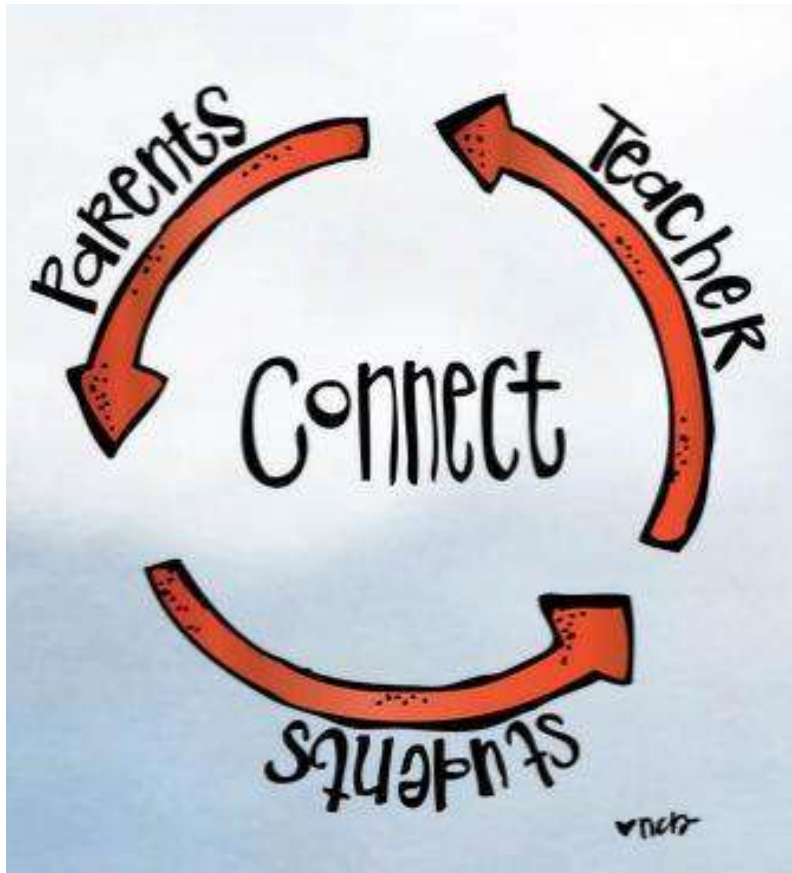
DAVID DIFIE
DOEIA /HOSA COORDINATOR



www.tis.edu.gh

#WORLDREADY



Save the Date: Three-Way Interviews.



continued growth.

Dear Parents,

We are delighted to invite you to our **Three-Way Interviews**, which will take place on Wednesday, 4 December, from 8:30 AM to 1:00 PM at the Secondary Campus—Classrooms.

 **Wednesday, 4 December**
| 8:30 AM – 1:00 PM
 **Secondary Campus – Classrooms**

This meeting is a valuable opportunity for parents, students, and teachers to come together to:

- Reflect on your child's **academic and personal progress**.
- Celebrate **achievements** and identify areas for **improvement**.
- Set meaningful **goals** for

Why Attend?

Your participation is crucial to supporting your child's learning journey. The Three-Way Interview allows you to:

- Gain **insights** into your child's academic and personal development.
- Meet and connect with your child's **teachers and key staff**.
- Work collaboratively to ensure your child's success and well-being.

Important Information

- Attendance is on a **first-come, first-served basis**; there is no pre-registration required.
- **Students whose parents attend** the interview may proceed home for the Christmas Break after their session.
- **Students whose parents are unable to attend** will remain on campus and start their break at **1:00 PM**.
- **Parents who are overseas** are kindly requested to contact the **Programme Coordinators** or **Principal** to schedule.



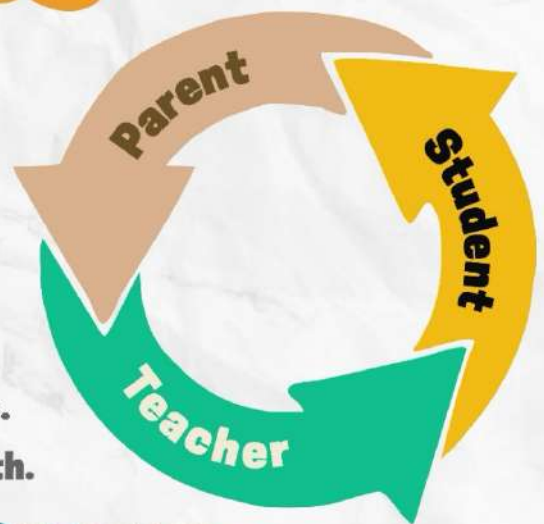
TEMA INTERNATIONAL SCHOOL



Three - Way Interviews

A valuable opportunity for students, parents, and teachers to come together to:

- ✓ Reflect on student progress.
- ✓ Discuss achievements and challenges.
- ✓ Set meaningful goals for future growth.



Wednesday, 4 December 2024 | 8:30 AM – 1:00 PM
Secondary Campus Classrooms



MTN Business Trip Reflections



Our business trip to MTN was an eye-opening adventure for me. When we arrived, we received two presentations about the inner framework of the business. It was interesting to hear the terms that are mentioned in class being applied in real life. Then we got a tour of their facilities which includes many sources of motivation for the workers such as a gym and daycare. MTN now serves as a mutual reference for our class discussions. **Sedinam Ahlidza – Grade 11**

My business trip to MTN Ghana proved to be an unforgettable experience. Seeing how business concepts I've learned in class are implemented in a real-world setting solidified my understanding. I gained practical insights into effective business operations and ethical considerations. This experience has largely impacted my understanding on lessons and gave me the opportunity to bond with my classmates. **Ruby Paintsil – Grade 11**

During our business management visit at MTN House in Accra, we learned about their unique corporate culture. The tour showed that MTN cares for the welfare of its workers with the basement housing a daycare and a gym. Also, the impressive Network room was a sight to behold with huge screens monitoring countrywide connectivity and a demonstration of strategic actions across Ghana aimed at transforming digital communications. I learned MTN's strategic innovations in job empowerment and digital transformation which illustrate modern corporate leadership and growth. **Michael Okyere Darkwa, Grade 11.**

Going to MTN was a very interesting experience. We toured the facilities and learned about their business marketing strategies and human resource management plans. It was nice to know that they catered for Women and Men by developing a nursing home for their children and a gym for both men and women. We also went to see their database analysis room where we saw their connections across Ghana and the data networks. It was interesting to hear about their commitment to the SDGs and how they dedicate a month to each one. It was a beautiful trip and I would love to go there once more. **Ebenezer Baiden, Grade 11.**





The much-anticipated trip to the MTN Ghana Headquarters was nothing short of expectations. The attitude of the staff members who gave up time to educate us on the business aspects of MTN and how their different operational structures come together to make sure the company has a smooth future. From the trip, I was able to gather information on how they run their organisation. For example, I learned that they plan for the year ahead six (6) months

before, in order to be one step ahead. I also learned that in terms of their mission, MTN has a 5-year plan for every 5 years with which they achieve a certain goal. The trip to MTN was very insightful and was also very helpful in the application of what we learn in business management classes to real life.

Klenam Torkornoo, Grade 11.

Our recent trip to MTN Ghana was a very interesting experience. We got to understand how MTN operates as a multinational company, as well as the scale and scope of its operations. MTN was founded in South Africa in 1994 and was originally named Scancom Limited and over the past 25 years, the company has grown to become one of the largest mobile network operators in Africa. MTN has demonstrated a very strong commitment to corporate social responsibility (CSR) throughout its history and one key focus is education. The company has invested in building schools, providing scholarships, and supporting educational programs. For instance, the MTN Ghana Foundation has constructed numerous school blocks and ICT centres across the country. As a business student, this has broadened my knowledge on multinational companies and made me gain a deeper understanding of how multinational companies operate in the world. **Mandy Quartey, Grade 11.**

During our business excursion, we were able to enhance the knowledge we gained from our books by seeing them in real-time at MTN Ghana. We were taught on the formation of MTN as being a takeover of Ariba, and how it developed into an MNC being one of the largest telecommunication networks in Africa. Overall, The DP1 business trip was very insightful, providing us further understanding of the concepts taught in class and good experience outside of school. **Zoey Opore, Grade 11.**

Going to MTN for a business management visit was a very fun and informative experience. I had the opportunity to learn a lot about MTN as a business organisation, including its values, focus areas, and divisions. This really opened my eyes to aspects of the company that I had never considered before. In addition to the insightful presentations, we also got to tour their impressive headquarters. We visited areas like the communication centre, gym, and daycare, which gave us a firsthand look at the company's commitment to its employees' well-being. Overall, I feel like the trip was a valuable experience that provided me with a deeper understanding of MTN's operations and culture. I am grateful for the opportunity to have participated in this visit. **Oheneba Tweneboah-Koduah, Grade 11.**



TEMA INTERNATIONAL SCHOOL SERVICE



At TIS, we believe that service, as one of the four pillars for student balance and ensuing success, provides a hands-on experience to demonstrate how we can make the world a better place through action and an understanding that success comes from helping others grow and becoming empowered.



EDUCATION FOR A BETTER WORLD



TIS FITNESS GYM

OPENING HOURS

MONDAY	STUDENTS		4:30 PM - 5:30 PM
	STAFF		5:30 PM - 7:00 PM
TUESDAY TO FRIDAY	STUDENTS	5:45 AM - 6:30 AM	4:30 PM - 5:30 PM
	STAFF	6:30 AM - 7:30 AM	5:30 PM - 7:30 PM
SATURDAY	STUDENTS	6:00 AM - 7:00 AM	
	STAFF	7:00 AM - 9:00 AM	

PLEASE DONT FORGET TO BRING ALONG YOUR TOWEL

GYM INSTRUCTOR: BLESSED

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.

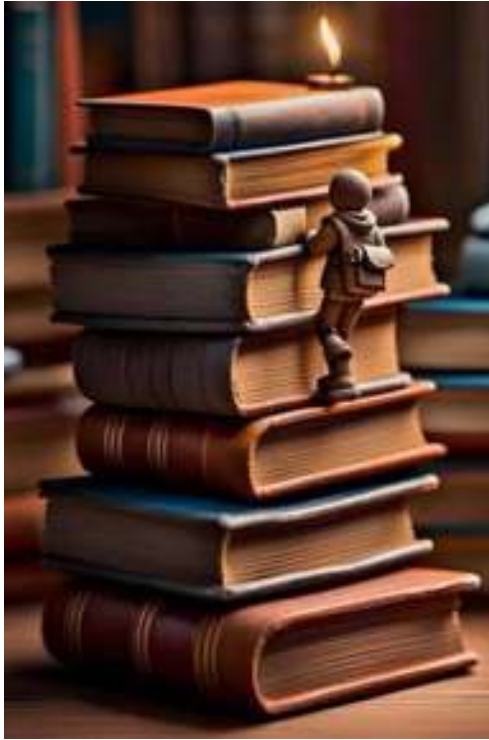
Cut the caffeine

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

COUNSELLORS' CORNER



Books are lights to our career destinations. Dear students, keep pushing, keep working. Best wishes in your exams. Ace the Test!

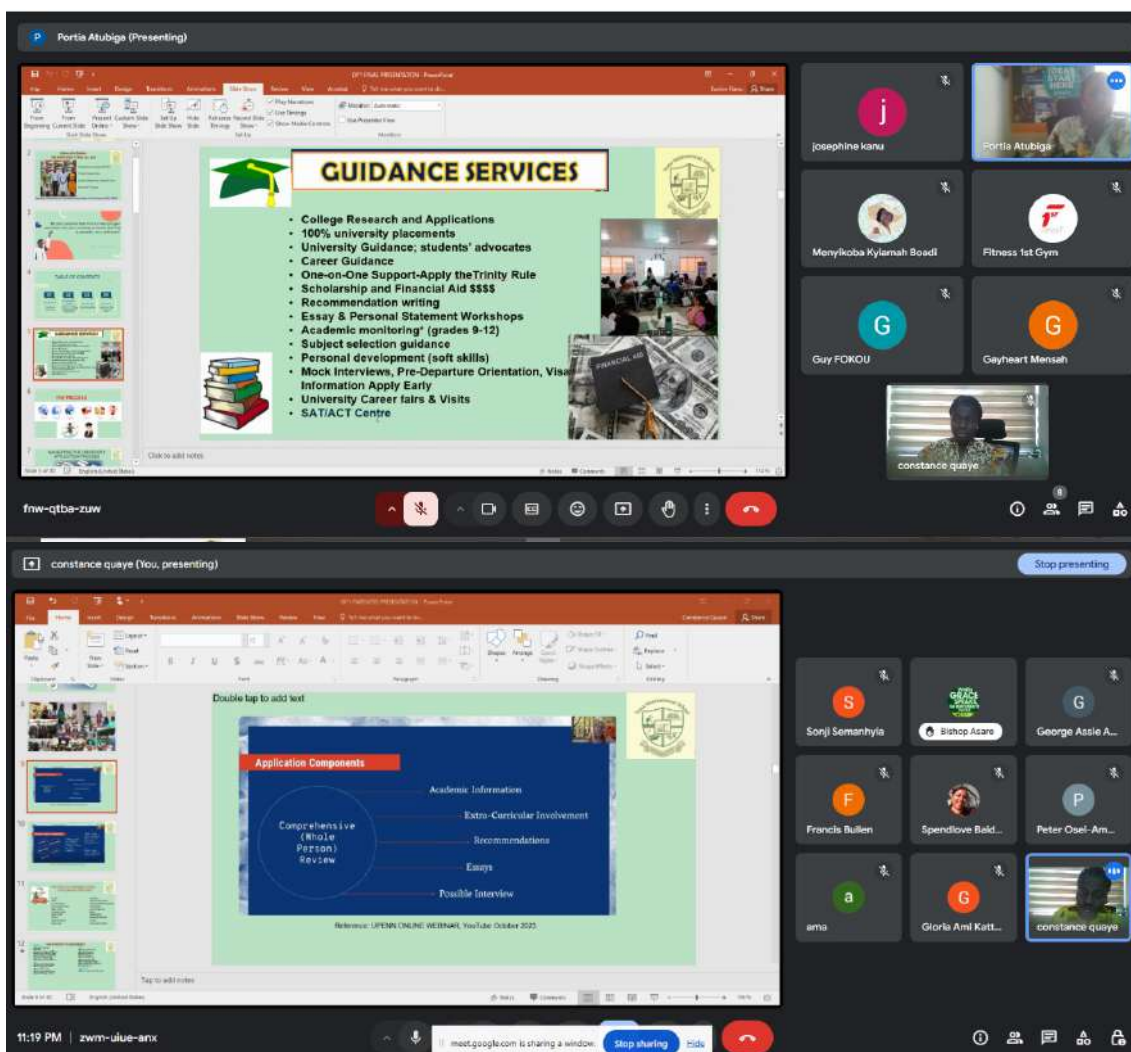
EXAM TIPS



- ✓ Read the question twice before you begin, make a plan before you start writing.
- ✓ Use correct grammar, spelling, and punctuation to the best of your ability.
- ✓ Write as neatly as you can. This ensures your examiner can read your answers clearly.
- ✓ If you make a mistake, cross it out clearly with a single, neat line.
- ✓ Oh, and always bring a spare pen or two. Running out of ink mid-exam is a level of stress you don't need!
- ✓ All the best for your exams. <https://www.youthemployment.org.uk/exam-writing-techniques-for-all-kinds-of-exams/>



DP1 Parents’ Virtual Meetings with University Guides-Navigating the Holistic University Application Process



Dear DP1 parents, thank you so much for your attendance. We are grateful for your time. To connect with us, please see below.

Portia Atubiga portia.atubiga@tis.edu.gh

Bimsark Fansey bismark.fansey@tis.edu.gh

Eyram Mahoney eyram.mahoney@tis.edu.gh

Constance Quaye constance.quaye@tis.edu.gh



TEMA
INTERNATIONAL
SCHOOL



TIS was thrilled to host The Times Higher Education Fair. Participating Universities include:

Name of University	Links of University	Scholarship Links
Audencia Business School – France	https://www.audencia.com/en	https://www.audencia.com/en/student-experience/financing
Bahçeşehir University – Turkey,	https://int.bau.edu.tr/	https://int.bau.edu.tr/faq/does-bau-offer-any-scholarships-2/
University College London– United Kingdom	https://www.ucl.ac.uk/	https://www.ucl.ac.uk/scholarships/ucl-global-scholarships
University of Limerick - Ireland	https://www.ul.ie/	https://www.ul.ie/gps/international-student/scholarships-international-students
Kings College London– United Kingdom	https://www.kcl.ac.uk/	https://www.kcl.ac.uk/study-legacy/funding?level=undergraduate
University of Louisville - United States	https://louisville.edu/	https://louisville.edu/cost-aid
University of Technology Sydney - Australia	https://www.sydney.edu.au/study/study-options/postgraduate-research.html?	https://www.uts.edu.au/study/international/essential-information/scholarships-international-students#:
Concordia University, Canada	https://www.concordia.ca/	https://www.concordia.ca/students/financial/scholarships-funding/scholarships.html
Rennes School of Business, France	https://www.rennes-sb.com/	https://greatyop.com/rennes-school-business-scholarships/#:



Empowering Global Higher Education



Spencer Hawkes, Sales Director, BMI/The Times Higer Education in an hearty interactive session with the students in his opening address.

Our MC's Extraordinaire: Mika Mensah and Phebe Tweneboah



Our heartfelt thanks to our incredibly amazing MC's. Thank you for such brilliance and to our dearest Principal. We super are grateful for making our university fair memorable.

Enjoy Reading Students' Reflections



The university fair on 13 November was a very educational moment. As a DP 1 student, I needed to start talking to my parents about the universities I would like to go to, and this fair opened my options. It also encouraged me to look at other courses I could do at different universities. Universities like BAU International and Duquesne University told us a lot about their universities. BAU spoke to me about their architectural course, and I was really fascinated. This university fair was a fun and educational experience, and I loved studying about universities with my friends. It was such a memorable bonding time. **Kwabena Ofori, DP1**



The university fair hosted by our school was a remarkable experience, showcasing prestigious institutions like King's College alongside renowned French and American universities. It was inspiring to engage with representatives and learn about their unique offerings. I seized the opportunity to ask King's College what they look for in a personal statement and discovered that authenticity and passion are critical. They emphasised the importance of showcasing genuine interests and experiences to create an engaging narrative. Overall, the fair opened my eyes to new possibilities and provided valuable insights into the application process. **Eunice Adubofour –DP2**



Despite not knowing which university I would like to go to, I was able to grab relevant information. The university guides were very professional and knew what they were talking about. I had so much fun learning about fun facts about the schools. Duquesne had so many souvenirs to offer, which made the experience more fun. Rennes University's representative was very amusing in how he talked about the school. Lastly, BAU University had a friendly representative who entertained my many, many questions. Every single university rep was friendly and helpful, and I am so grateful I hope to have many more university fairs like this one! **Angel Asare, DP1**





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

Congratulations Nov.2 SAT test takers

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



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).



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

Congratulations ACT Test Takers!



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.

I'm the customer! (No, you're the product.)

Nov 20, 2024

Bill Murphy



Imagine that you had a thriving business with far more potential customers than you could possibly serve. Imagine, if you will ...

- ... that no matter how you priced your product, or the hoops you created for potential customers to jump through, you couldn't tamp down demand if you tried.
- ... that people were so desperate to buy from you that they hired consultants to make themselves look more attractive to you, in fact even broke the law sometimes to try to move ahead of others.

Imagine, in other words, that you were an admissions director or other high administrator at an elite U.S. college or university!

Aspiring U.S. college students now apply to an average of 8 to 10 schools each, up significantly from a generation ago. The number of seats at elite American colleges have barely changed despite significant population growth.

The result is that admit rates are much lower now than they once were. But, it turns out that the increase in number of applications per student is not all organic — or even just a function of the Common App that I mentioned yesterday.

In fact, *The Wall Street Journal* reported a while back that many colleges tried to drive their admissions rates down by buying student leads from The College Board (at 47 cents each) so they could encourage those students to apply (at \$50 each) despite near-certainty that they'd be rejected.

The results were even lower admissions rates, which in turn result in higher rankings on the annual college guides—which leads to still higher numbers of applicants.

The *Journal* used the example of an Illinois high school student named Jori Johnson, who took a practice SAT test and soon received brochures from Vanderbilt, Stanford, Northwestern and the University of Chicago.

She applied to all four; all four then rejected her.

“I just stared at my computer and cried,” said Johnson, who wound up attending New York University.

One of those colleges, Vanderbilt, bought “between 100,000 and 200,000” student leads from the College Board, according to the report, thus tripling its number of applicants between 2002 and 2017, while its admit rate fell from 46 percent to 11 percent.

That’s still nearly [4x the admit rate at Harvard](#) (3.2%), which has also seen its number of applications more than double since 2006: 19,527 to 40,248.

I get it. But I don’t get it.

I have a radical idea. Elite colleges should expand. The thriving ones should (maybe) acquire the struggling ones.

It’s what would happen in virtually any other industry. Any other business.

If you had more customers than you knew what to do with, either you’d find a way to serve them or your competitors would.

But I sense there’s a factor missing in the equation. It reminds me of a classic line that supposedly originated at another elite institution: [Harvard Business School](#).

An MBA student was arguing with someone in the administration: “Why are you treating me like this? I’m the customer!”

“No you’re not,” the administrator supposedly said. “You’re the product.”

Source:

https://www.understandably.com/p/im-the-customer?utm_source=post-email-title&publication_id=9723&post_id=151674147&utm_campaign=email-post-title&isFreemail=true&r=1m5mb&triedRedirect=true

PRODUCTIVITY: THE BASIC TAKEAWAYS

Enthusiasm is the key to productivity.

Happy workers are productive workers. Stress as a vehicle for producing great work is overrated.

Productivity is a key to happiness.

Despite productivity's much-maligned image as a metric of capitalist oppression—most people want to contribute meaningful work and to feel effective in their professional lives.

Managing energy and motivation beats managing time.

We treat ourselves like machines, rather than biological systems, ignoring the importance of recovery.

Simple cognitive scaffolding can significantly enhance results.

Checklists and simple tools for tracking work can offload the psychic burden of work, freeing us up for exceptional performance.

How much you work is a personal choice based on priorities.

Regardless, productivity should be a central aim since it is, at its core, about aligning our human needs with our desire to do meaningful work.

Scott Young

21/11/24

Source:

https://www.scotthyoung.com/blog/2024/11/19/10-important-books-productivity/?ck_subscriber_id=420767382



MYP On-screen Exams: The TIS Experience

It has been a busy week for our MYP5 students, who started their On-screen examinations on Wednesday, 20 November. The exams comprise three (3) extended tasks and a range of stimulus materials or background resources with interesting real-life scenarios or contexts. These resources are available in various multimedia formats (video, article, audio, graphing or drawing tools, image, etc.), allowing students to respond in multiple ways. The tasks are designed to provide opportunities for students “to reach the highest levels of achievement and to distinguish performance across those levels” (FPiP, 2022).

Like always, the On-screen exams centre at TIS, the Handel Picasso Hall, has been a sight to behold this week. The focus and engagement seen across the hall each day are exciting. Students pay full attention to their PCs and enjoy the experience. The invigilators and the IT team are on hand to help with troubleshooting.



Students taking their Physics on-screen exams



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



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.



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Be a content creator, not a content imitator.

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Know the difference between an influencer and a role model. An influencer does stupid in so many ways to be noticed or harm others. A role model demonstrates their values and beliefs so others can do the same. Always be yourself. Remember, our actions as role models will make this world a better place.

Dr Ken Darvall

TOP 5 STRENGTHS CONNECTED TO HAPPINESS



CURIOSITY



ZEST



HOPE



GRATITUDE



LOVE

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.”



