

# TIS RECORD

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## At TIS,

we believe excellence is achieved by continuously improving your personal best in all endeavours through consistent effort, positive attitude, regular reflection, balance, persistence, a growth mindset and no excuses.

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## Key Dates

- 29/11/24: PP Criterion C due.
- 4/12/24: Last day for students. Secondary students may depart after 3-way interviews.
- 12/1/25: Secondary students return to hostels.
- 13/1/25: Lessons commence for second semester at each campus.

## Thought for the Week

The world wants you to be typical. Don't let this happen!

- Jeff Bezos



## Golden Dukies!

Tonight at Jubilee House, the President of Ghana will present 18 TIS students, 1 Alumni and 1 staff member with their Gold Level Duke of Edinburgh International Award.

And.....David Difie will receive the Best Award Coordinator (International Schools).

And.....Tema International School will receive the Best Award Centre (International Schools).

Congratulations, Gold Dukies, Mr Difie and all our staff who contribute to our Dukies Program at TIS.

The Dukies Program is a natural fit. It really is a bonus for our students who are committed to demonstrating their balance. Every student is capable of earning a Gold Dukies Award by the end of G12. However, you need to start in August of G11 and consistently satisfy all requirements, as well as satisfying our expedition requirements. Take up the challenge!



"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 by 18/12/24.
- Please email payment advices to: [finance@tis.edu.gh](mailto:finance@tis.edu.gh)

## 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

**Shika (3), Klenam (4), Victoria (5) and Reginald (6)** for their reflections highlighting the benefits of multilingualism.

**Yaa Ayisibea (2), Imani Brown-Glover (1), Ellis Darko (2), Ellie Sevor (3), Isaiah Brown-Glover (4), Sefakor Edze (4), Dalma Yukubu (1), Kirsten Aboagye (5) and Ariella Berko (6)** for their excursion reflections.

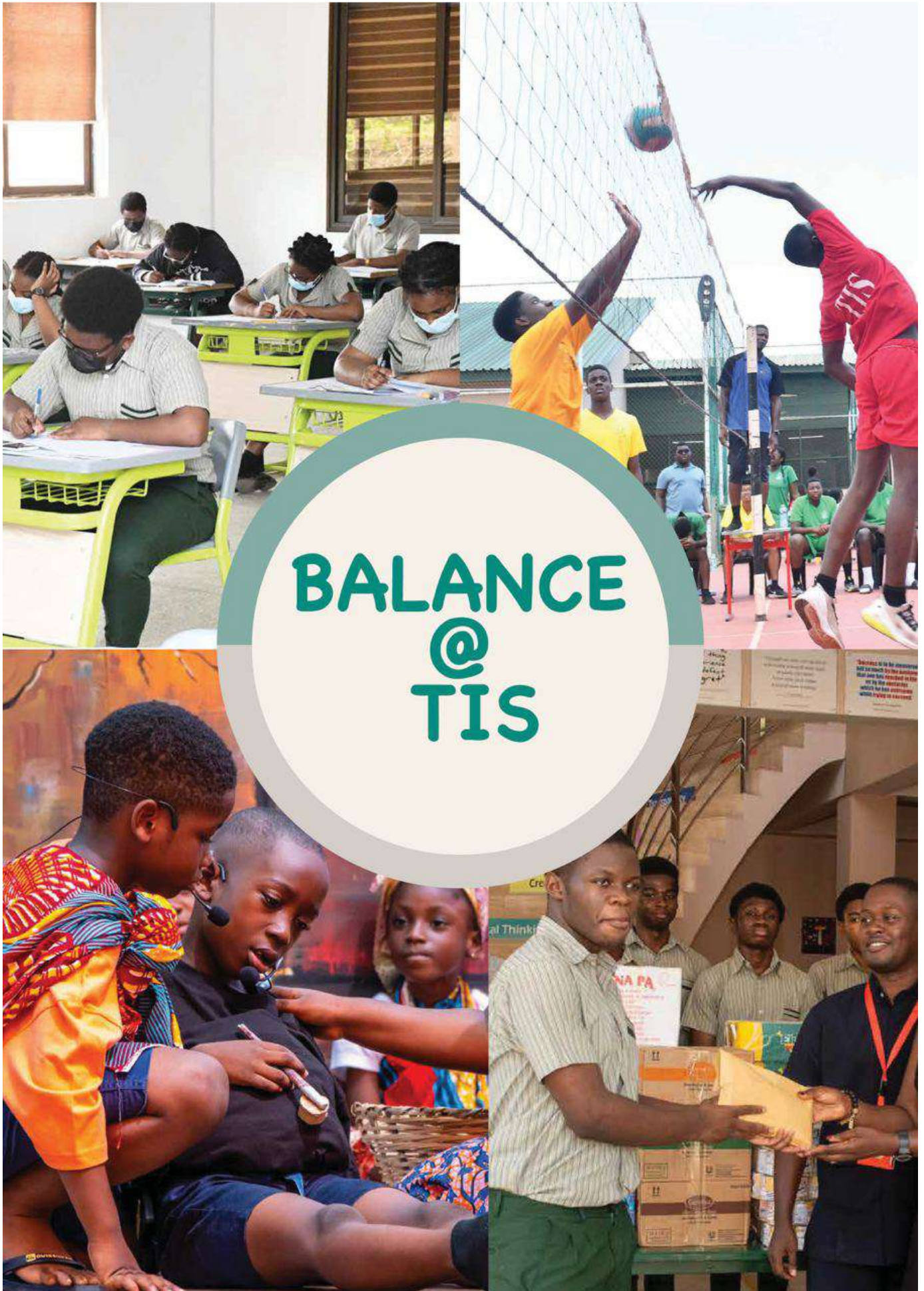
I appreciate your support. Enjoy each day as a blessing.

Dr Ken Darvall (Principal)

[principal@tis.edu.gh](mailto: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
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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						
Su	Mo	Tu	We	Th	Fr	Sa
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May 2025						
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June 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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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

**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) <b>NO EXEATS</b>
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. <b>NO EXEATS (Until after these sessions)</b>
20/9/24	DP Geography Excursion
21/9/24	TIS Sporty Family. <b>NO EXEATS (Until after midday)</b>
24-25/9/24	DP Evaluation Visit
28/9/24	TIS Handball Championships
29/9-6/10/24	21 <sup>st</sup> Anniversary TIS Spirit Week. <b>NO EXEATS</b>
3/10/24	TIS Founders' Day. Main Campus admissions open for 2025/2026
5/10/24	SAT;
6/10/24	21 <sup>st</sup> Anniversary Thanksgiving Service. <b>NO EXEATS until after 1.00pm)</b>
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	<b>Annual Production NO EXEATS</b>
12-13/11/24	Collaborative Sciences Project – G12;
16/11/24	ISSAG Volleyball, Swimming and Table Tennis
20-26/11/24	<b>G10 end of semester eAssessments (Reports due 9/12/24) No exeats for G10</b>
20-29/11/24	<b>G11-12 end of semester exams (Reports due 10/12/24) No exeats for G11-12</b>
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. <b>NO EXEATS BEFORE 1.00PM</b>
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 <b>NO EXEATS FOR SCHOOL LEADERS</b> ; ISSAG Basketball Day 2
2/2/25	Student Leadership Induction Ceremony <b>NO EXEATS</b>
8/2/25	<b>TIS STEM Fair. NO EXEATS</b>
10-14/2/25	MYP Mock eAssessments <b>NO G10 EXEATS</b>
13/2/25	G11 TOK Exhibition. <b>NO G11 EXEATS</b>
14-15/2/25	TIS Squash Championships;
15/2/25	Chocolate Friendship Day
17-28/2/25	DP Mocks. <b>NO G12 EXEATS</b>
22/2/25	ISSAG Athletics
26/2/25	PP standardisation and moderation (teachers)
1/3/25	MYP Projects (Personal & Community) <b>NO EXEATS (until after this session)</b>
7/3/25	Pi Day; PYP/MYP Info Day at Main Campus
8-9/3/25	DP Geography Field Trip
15/3/25	Expression Day <b>NO EXEATS (until after the event)</b>
19/3/25	Three-way interviews: Students may depart for the break AFTER interviews
20-31/3/25	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). <b>NO G12 EXEATS</b>
13/4/25	Exam Candidates' Service <b>NO EXEATS</b>
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

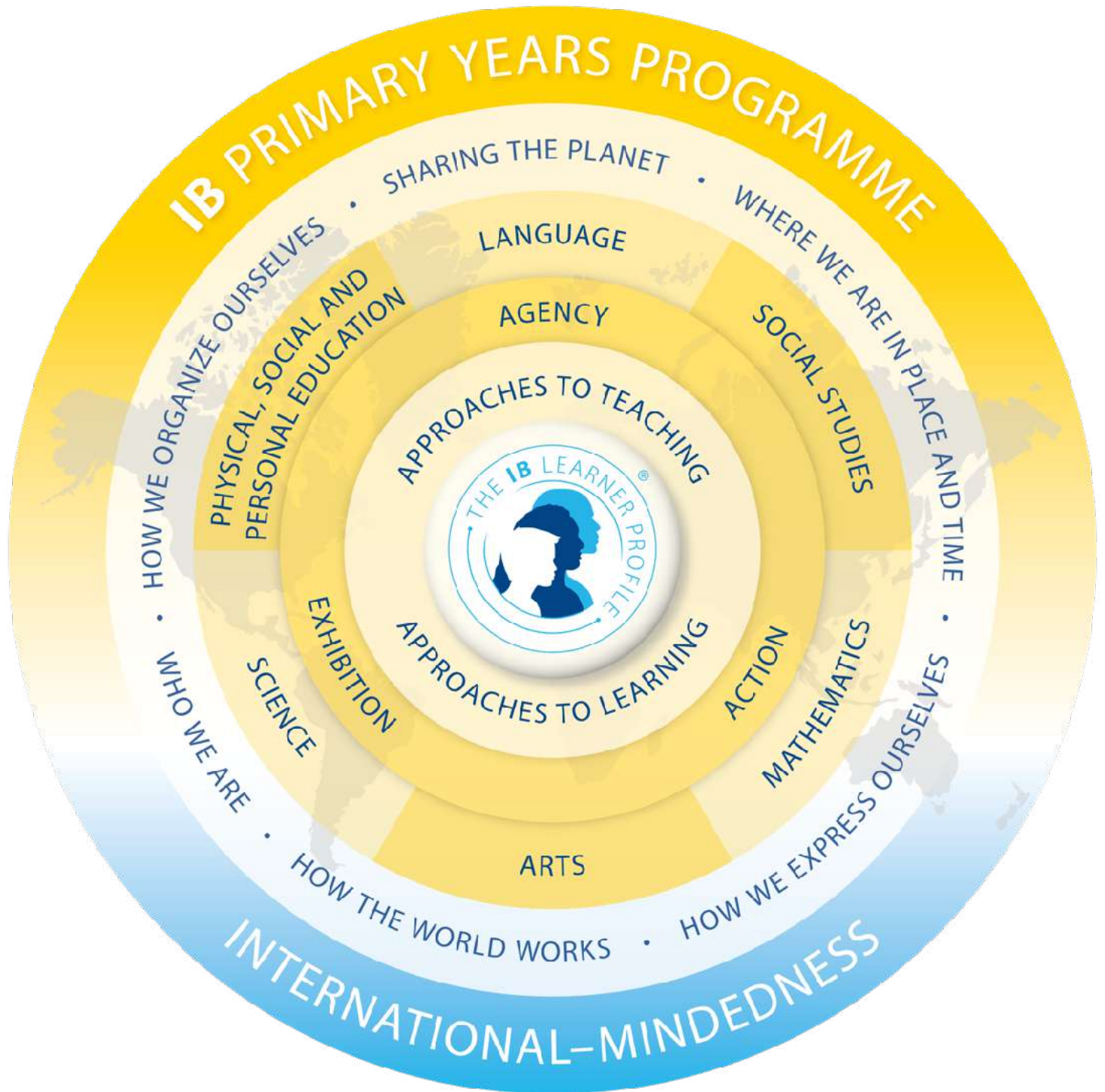
***S1 Internal Dates (Primary School Campus)***

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 <b>Celebrations</b>
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 <b>Celebrations</b>
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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## MULTILINGUALISM AT TIS PRIMARY

Multilingualism refers to the ability to speak, read, and write in multiple languages, offering numerous benefits for our students: enhanced cognitive abilities, improved communication skills, increased cultural understanding, better job opportunities, and brain health and delayed aging. In today's interconnected world, Multilingualism is crucial for globalisation and international business, cultural exchange and understanding, education and research, tourism and travel, and personal enrichment and broadened perspectives.

### Teaching multilingualism at TIS

As we prepare our students for an increasingly interconnected world, teaching multilingualism has emerged as a cornerstone of our school's curriculum. By embracing multilingual education, we cultivate global understanding, cultural appreciation, and cognitive development in our students. At TIS Primary School, our diverse language offerings reflect this commitment: we teach English, French, Mandarin, and Sign Language as core languages, supplemented by enrichment programs in local languages such as Twi, Ga, and Ewe. This comprehensive language program is a testament to our vibrant multilingual community, empowering students to thrive in a complex, interconnected world.

The transdisciplinary teaching approach is a holistic approach that encourages critical thinking, creativity, and collaboration, preparing students to navigate complex global challenges. Transdisciplinary language teaching cultivates empathetic, adaptable, and linguistically proficient individuals equipped to thrive in an interconnected world.

### Our Approach

Immersion programs are educational experiences where students learn a language by being fully immersed in it through everyday activities. This approach helps them develop fluency by using the language for communication and learning, rather than relying on traditional lessons.

Our school's Immersion Program offers students a unique opportunity to become proficient in languages spoken at home and within the community. This comprehensive program integrates both language and culture, enabling students to achieve fluency in languages, such as Mandarin, French, Sign Language, Twi, Ga, Ewe, and others. Through interactive classes and community engagement, students are immersed in the language and its cultural context. Experienced teachers who are native speakers guide students in exploring the subtleties of language and cultural practices. By embracing the diversity of our community, we foster a supportive environment where students develop linguistic skills, cultural competence, and a deeper connection to their heritage. This program enhances language proficiency and promotes cultural preservation, family involvement, and community connections.

## Multilingual Materials and Resources

Our school is committed to providing multilingual materials and resources for language learning and cultural exploration. Our classrooms are equipped with diverse texts, multimedia tools, and digital platforms catering to various learning styles and language proficiency levels. Students access bilingual and multilingual books, audiobooks, and e-books that reflect their cultural heritage and interests, such as Epic and IXL. Our online language labs and language learning software offer interactive lessons, games, and activities that simulate real-life language scenarios. Teachers incorporate authentic materials from around the world, such as news articles, videos, and podcasts, to contextualise language learning. Our multilingual library collection and cultural resource centre also provide students with opportunities to explore languages and cultures through literature, art, and music. By leveraging these resources, our students develop linguistic skills, cultural competence, and a deeper understanding of the global community.

## Language Events

### • International Day of Sign Language

Observed annually on 23 September, it aims to promote awareness, recognition, and preservation of sign languages worldwide. This day acknowledges the importance of sign language as an essential means of communication for the deaf and hard-of-hearing community. It also seeks to advocate for equal rights, accessibility, and inclusivity for Deaf individuals in education, employment, and social spheres. By celebrating International Day of Sign Language, TIS Primary School recognises the unique cultural and linguistic identities of deaf communities and encourages efforts to break down communication barriers. We inspire people to learn sign language and support the deaf.



### • Language Assembly

Our school's Language Assembly is a vibrant celebration of linguistic diversity and cultural heritage. All learners gather to showcase their language skills and cultural traditions through the use of units of inquiry. The program features captivating performances, including multilingual poetry recitals, traditional dances, and musical presentations from different classes in various languages. Students proudly share their native languages and cultures through colourful displays and costumes. The assembly highlights the importance of language learning and cultural exchange, fostering a sense of community and global citizenship. These performances inspire us to learn the benefits of multilingualism and cultural competence. The event culminates in a lively language fair, where students engage in language-themed activities, games, and conversations.







**Others**

TIS Primary School also looks forward to celebrating French and Chinese events, such as La Francophonie and Chinese New Year, to support cultural exchange and understanding (to increase cultural awareness and enhance language skills).

### Students' Success Stories

Reflections from students highlighting the benefits of multilingualism.



“When I started learning different languages, I thought it would be hard, but now I am able to speak multiple languages.”

- **Shika, Grade 3**

“Learning these languages helps me to communicate in different countries.” - **Klenam, Grade 4**



“At TIS, learning different languages boosts knowledge. With these languages, I am able to spread my wings.”

- **Victoria, Grade 5**

“Learning multiple languages has helped me know how to speak languages and understand them.”

- **Reginald, Grade 6**





**Parent Testimonials:**

Feedback from parents on the positive impact of multilingualism on their children.

“What I have noticed in my children is how learning multiple languages has increased their confidence. They believe they can learn anything and everything. Furthermore, their ability to retain new vocabulary in other languages is outstanding. It's incredible how their memory has improved. As they continue to study different languages, they are exposed to information about these cultures, allowing them to acquire an international mindset or perhaps cultural diversity.”

- **Ing. George Annan**



"Learning new languages such as French and Mandarin has exposed my children to other cultures, broadened their perspective and has made them curious and interested in other countries and cultures. Learning Twi (mother-tongue) at TIS has also helped them appreciate their own culture in a new and exciting way. It is pleasant to be able to see them singing and performing in multiple languages.

Thank you, TIS!" - **Mrs Webb**

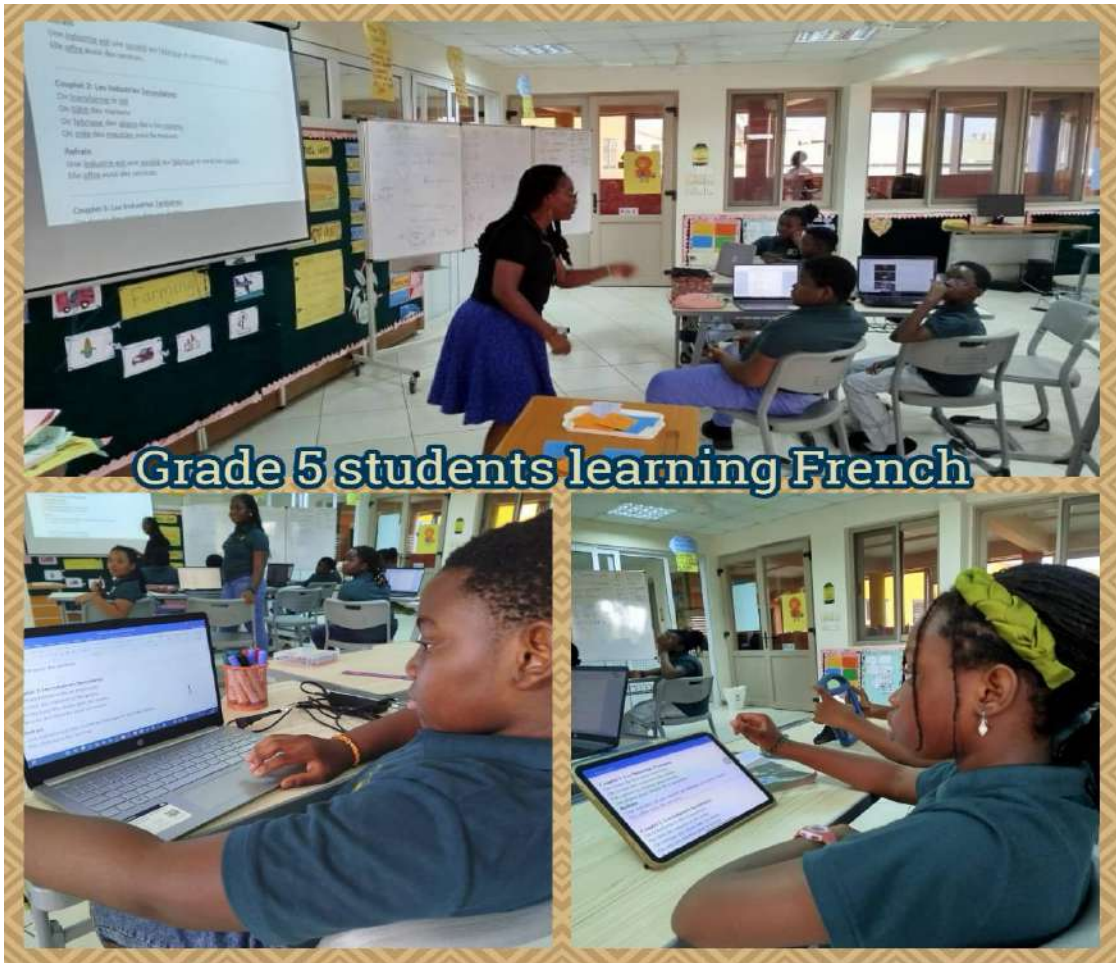
“I believe learning multiple languages has boosted the confidence of my children as well as developing a deeper understanding of other cultures, perspectives and traditions.”

- **Mrs. Ekua Sarpong**





Below are some pictures that evidence multilingualism at TIS primary.













## FIELD TRIPS – EXTENDING LEARNING AT TIS PRIMARY SCHOOL



There is a Chinese proverb that resonates very well with the practice here at Tema International School, and it goes: “Tell me and I forget, show me and I remember, but let me do, and I understand.” Real-life experience of ideas and concepts is beneficial to deepen understanding and foster the application of lessons learnt within a unit. Field trips offer a dynamic and engaging way to support learning for students and help them connect things to the real world.

On 22 November, 2024, students from Grades 1 to 6 embarked on educational trips to different locations to experience their learning first-hand. Each class had unique takeaways from their trips.

The Grade Ones are learning about the interrelationship between living things. They found the Accra Zoo, located within the Achimota Forest, to be an ideal place to interactively learn about the interactions between flora and fauna. The students were highly engaged as the tour guides provided interesting facts about different species. During the visit, the Grade 1 students also strengthened their understanding of the various groupings of plants and animals by pointing out many examples along the way. Additionally, they reflected on the impact of human interactions, interferences, and interventions on these species and their habitats. This immersive experience allowed them to appreciate the delicate balance within ecosystems and the importance of conservation.

The Grade 2 students made many connections to their unit of inquiry about how different services in the community help to satisfy people's needs. On their field trip to Osu Castle and the Accra Zoo, they interacted with various services such as tour guides, forest and natural reserve guards, and zoo keepers. These professionals provided insights into how they help our communities. The students had the opportunity to ask questions of historians and other workers at these locations about their duties. They witnessed firsthand how janitors, soldiers, security guards, and many other staff members worked together effectively at Osu Castle to help the past presidents of Ghana govern efficiently.

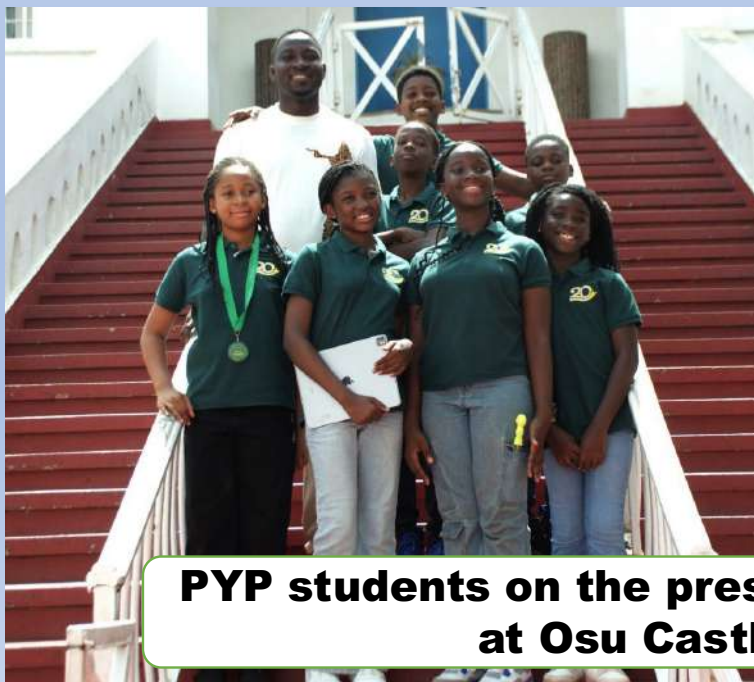
The Grade 4 students had numerous opportunities to extend their inquiry on history during their visit to Osu Castle. Their unit focuses on how history has shaped the present day. It was amazing to see how the sights and sounds around the castle brought the stories of the past to life. The knowledgeable historian and tour guide captivated them with stories from the colonial days, dating as far back as 1471! The students were delighted to see and touch historic artifacts, such as the bed Queen Elizabeth lay on during her visit in 1961, which was also used by King Charles in Ghana. They were equally thrilled to enter the office of the late President Jerry John Rawlings, sit in his official seat, and walk around the presidential residence, which sparked wonder and curiosity about the former leaders and how their decisions have affected us today. They also had the chance to reflect on their choices, actions, and consequences.

The Grade 6 students could relate closely to the idea of organisational structure as they toured Christiansburg Castle. From their interactions with the historian and hosts, they gained a clearer understanding of how different systems of government and organisational structures cater to the diverse interests of the populace. They also learned about the role of certain traditional organisations or unions formed around the occupations of the indigenous people. This experience provided them with a deeper understanding of how organisational structures function and the importance of various roles within these systems.

At the TIS Primary Campus, we understand that field trips ignite a passion for lifelong learning by showing students the joy and excitement of discovering new places and information. These experiences encourage curiosity and a desire to explore the world beyond the classroom. These trips are a powerful educational tool that enriches inquiry by making it more dynamic, engaging, and memorable. By providing real-world context and fostering various essential skills, field trips help students become well-rounded individuals ready to navigate and contribute to the world.



Scenes from the field trips on Friday, 22nd November 2024,



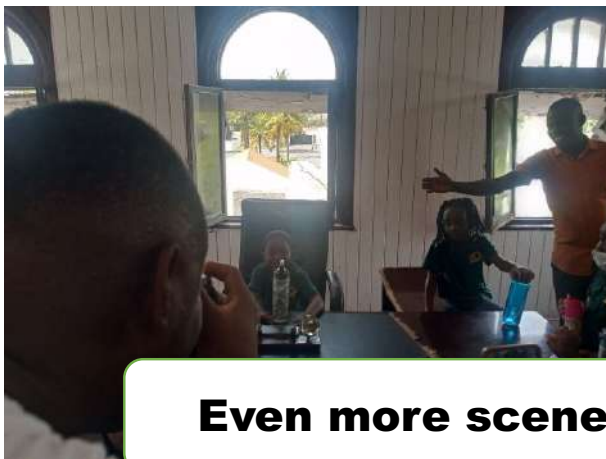
**PYP students on the presidential stairs at Osu Castle**





**The royal bedroom, the chapel, the tunnel ...**





**Even more scenes at the Osu Castle**





**Interacting with nature at the Accra Zoo**





**All learning and fun at the Coca-cola company, Ghana**



# STUDENT REFLECTIONS



**Nana Yaa Ayisibea (Grade 2):** There were 12 dungeons in Osu Castle, and the janitors cleaned them all; they must be really brave. The scariest place for me was the Door of No Return. The people who work there are so brave, and they keep so much history in their minds!



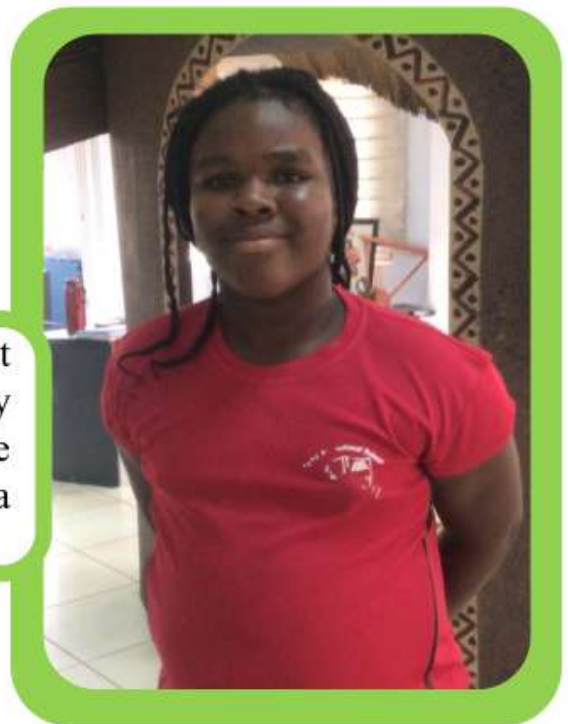
**Ellis Awuku Darko (Grade 2):** I loved Rawlings's office; you could see everything from there. I felt scared for the workers when it became completely dark in the slavery rooms (dungeons). The staff were very nice and knowledgeable; I really liked their services.



**Ellie Sevor (Grade 3):** I saw a lot of machines, including simple ones like pulleys, inclined planes, and gears, as well as complex machines like robots that fill bottles. I learned that Coca-Cola reached Ghana in 1986.



**Isaiah Brown-Glover (Grade 4):** I felt very emotional about the Door of No Return. I also learned that history is the study of the past, so these stories are really true.

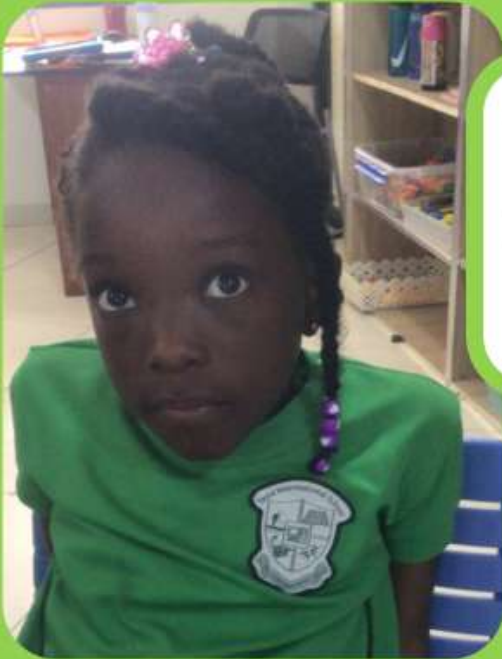


**Sefakor Edze (Grade 4):** I learned that JJ Rawlings chose his office for security reasons, and when he felt threatened, he would jump out of his window with a parachute.



**Dalma Yakubu (Grade 1):** We saw reptiles, mammals, and amphibians. The white-spotted nose monkeys were the most amazing of all!





**Imani Brown-Glover (Grade 1):** I was amazed to learn that a lion's roar can be heard from 5 kilometers away! It was even more surprising to find out that they sleep for more than 12 hours every day.



**Kirsten Aboagye (Grade 5):** I found out that Coca-Cola became an industry in Ghana in 1989. It employs lots of people, and their drinks make our parties rock!



**Ariella Sarpong (Grade 6):** I discovered many things: I was shocked to learn that slaves were kept in dungeons for about three to six months awaiting the European ships. Also, the Osu castle was built by the Portuguese as a fortress. I was excited to see where Queen Elizabeth II slept when she visited Ghana. Our once highest denomination of money, the fifty cedis, has the Osu Castle on it because it's the seat of government at the time.





# 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 Christmas Blessing: Mrs Comfort Adzo Adjavon's Surprise Visit to TIS



In a season marked by love, hope, and peace, Tema International School received a gift beyond measure: a surprise visit from our beloved Co-Founder, Mrs Comfort Adzo Adjavon, a.k.a Mummy. After nearly two years of absence due to health challenges, Mrs Adjavon's presence on our Primary and Secondary campuses on Thursday was nothing short of a Christmas blessing.

Her visit was unexpected, and the joy it brought was immeasurable. Staff, students, and management were elated to see her in high spirits, radiating warmth and positivity. For many, it was an emotional and uplifting moment, a testament to the grace and goodness of God, who allowed us to share this special day with

her.

At the Primary School campus, the excitement was palpable. Early years students affectionately addressed her as "Grandma," peppering her with heartfelt questions and remarks:

- *"Grandma, what happened?"*
- *"Grandma, you look good!"*
- *"Grandma, we missed you!"*
- *"Grandma, why are you in a wheelchair?"*





These interactions reflected the deep love and connection she has fostered over the years. The highlight was her visit to the cafeteria, where the entire Primary School gathered to welcome her. The joy and admiration in the students' eyes were unforgettable, creating moments that will be cherished for years to come.

Mrs Adjavon's visit continued to the Secondary campus, where she met with the management team, teachers, members of the Student Council, PYP Alumni, and staff. Each interaction was filled with warmth and mutual appreciation, emphasising the strong bonds she has built within our community.

This day reminded us of so many important lessons: to trust in God, to be patient through life's processes, and to cherish the relationships we build. Mrs Adjavon's resilience and spirit inspire us to appreciate life, treasure people, and value every step of the journey.

As we reflect on her visit, we are filled with gratitude for her enduring legacy and love for TIS. Mrs Adjavon embodies the heart and soul of our school, and her presence today reaffirmed the values and vision she and her husband, late co-founder Mr A. A. Adjavon established.

In this season of celebration, we extend our heartfelt thanks to "Mummy" for blessing us with her presence. It was a day that lifted spirits, strengthened bonds, and filled hearts with joy. Indeed, this is a day we will remember for years to come.

Thank you, Mummy, for reminding us of the true meaning of love, hope, and peace. You are deeply cherished, and your legacy continues to inspire us all.

**With love and gratitude,**

*The TIS Family*













**TEMA INTERNATIONAL SCHOOL**



# Christmas Lunch

**A Family School Celebration:  
Sharing Love, Joy, and Togetherness this Christmas!**

**Mon. 2 December, 2024  
MPH, Main Campus 11:45 am**





## EduAid Mante Initiative Class of 2026 Project for Impact



### What is the EduAid Mante Initiative?

The EduAid 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 Afienya 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:

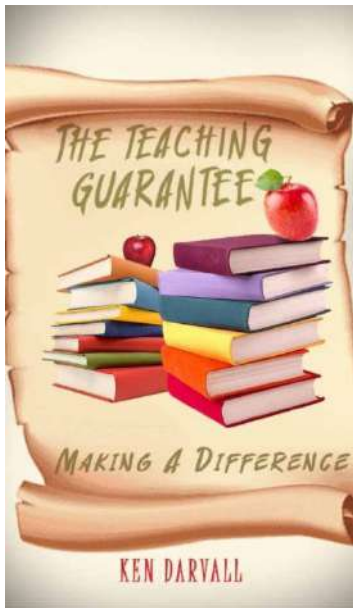
- **Attend the School Play:** All proceeds from ticket sales for *Secret of an Ancient Well* will be directed towards Phase 1 of the project.
- **Direct Donations:** Contributions can be made via Mobile Money (MoMo) to Ms. Abigail Ahiadorme at 0597621047, using the reference: *EducAid – Your Name or 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!







Proud to be

THE DUKE OF EDINBURGH'S  
INTERNATIONAL AWARD  
In Ghana



# GOLD AWARD PRESENTATION '24

## Theme

*"Building the Future: Enhancing Youth Skills and Employability"*

This event is strictly by invitation



SPECIAL GUEST OF HONOUR  
**H.E. NANA ADDO DANKWA AKUFO-ADDO**  
PRESIDENT OF THE REPUBLIC OF GHANA &  
CHIEF PATRON



**JUBILEE HOUSE, ACCRA**  
OFFICE OF THE PRESIDENT



**5PM**  
PROMPT



**29TH**  
NOV '24

**GOLD SPONSOR**



**SUPPORTERS**



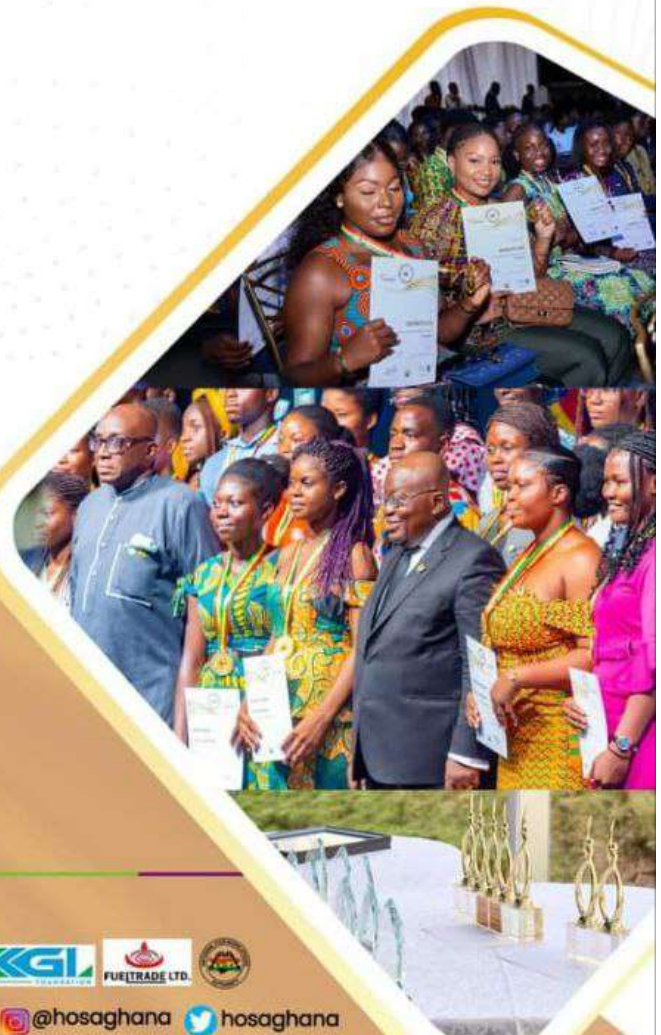
Head of State Award Scheme Ghana



@hosaghana



hosaghana



## 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

Special congratulations go 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 Amah
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)




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**THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD**

“ The DoEIA was a unique experience filled with exciting and, at times, tiring activities. I learned a lot through this journey, but one thing that stood out to me was realizing the importance of time management and maintaining a balanced life. Thanks to the camp, I now know how to abseil, kayak, and survive a capsized, all of which are valuable skills that could be useful in critical situations. ”

Blessed Kwesti Quashie  
Grade 12  
Gold Award Recipient




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Proud to deliver  
**THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD**

“ The Duke of Edinburgh's International Award taught me resilience through an unforgettable expedition camp, where navigating challenging terrain strengthened my determination and teamwork skills. This journey has boosted my confidence, enabling me to embrace challenges and inspire others to persevere in their pursuits. ”

Naeem Naasr-Deen  
Grade 12  
Gold Award Recipient




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Proud to deliver  
**THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD**

“ The Duke of Edinburgh's International Award has profoundly impacted my development, particularly through my Gold Residential Project with the Red Cross. This experience taught me the importance of community service and teamwork while working alongside diverse individuals. The challenges we faced strengthened my resilience and leadership skills, igniting my passion for humanitarian work and inspiring me to continue making a positive impact in my community. ”

Prince Johan Cobinnah  
Grade 12  
Gold Award Recipient




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Proud to deliver  
**THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD**

“ The DoEIA was an astonishing experience that taught me to survive outside my comfort zone and face challenges head-on. I recall getting lost during a hike, feeling scared and frustrated, but using communication skills to find my way back to my group. My favourite part was kayaking, a truly beautiful and life-changing experience. ”

Jerry Weto  
Janitor  
Gold Award Recipient



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Proud to deliver  
**THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD**

“ Participating in the Duke of Edinburgh's International Award Programme has been a transformative experience in my professional journey as a music instructor. Training students in piano, bass, drums, guitar, voice, and more, I've witnessed firsthand how the program fosters resilience, discipline, and personal growth. It's incredibly rewarding to see young people develop not only as musicians but also as confident, adaptable individuals ready to tackle life's challenges. ”

PROSPER EDEM FIEBOR  
MUSIC TEACHER  
AWARD ASSESSOR DOEIA /HOSA



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Proud to deliver  
**THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD**


“ The DoEIA fosters teamwork, resilience, personal growth and forges tomorrow's visionary leaders and innovative thinkers. Expedition camps challenge participants to conquer fears and build determination. As a team nurse and assessor, it honed my adaptability, resourcefulness, and ability to provide emotional support to participants and colleagues. This inspiring program is a transformative experience I strongly encourage everyone to embrace. ”

PRISCILLA KORAMA OWUSU  
SCHOOL NURSE  
AWARD ASSESSOR DOEIA /HOSA



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Proud to deliver

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

“It doesn't matter how many times I take a break, as long as I don't give up, I'll get there too.” Watching a particular student take so many breaks during one of our long hikes through the Akwamu forest hills, all the while repeating the above words, has been the single most striking event I have witnessed as an award leader. The student gave meaning to those words in a way that enhanced my understanding and appreciation of the sense of resilience present in the human spirit; an understanding that allows me to push young people to reach for the highest in every endeavour.”

LOUIS WELAGAMO  
ATL/PERSONAL PROJECT COORDINATOR  
AWARD ASSESSOR DOEIA /HOSA



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Proud to deliver

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

“ Participating in the Duke of Edinburgh's International Award Programme has profoundly impacted my professional growth and leadership skills. Guiding students to prep their own meals, I witnessed resilience and transformation. Personally, overcoming challenges like hiking steep, rocky, or thorny trails, kayaking, and abseiling has strengthened my mentoring approach, revealing the power of stepping outside our comfort zones. This journey will forever shape my perspective.”

ANGELA NAA ADAKU QUIAYE  
PYP TEACHER  
AWARD ASSESSOR DOEIA /HOSA



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Proud to deliver

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

“ As an Award Assessor and Co-Curricular Leader, The DoEIA fostered resilience and teamwork by guiding students in meaningful service projects and creative activities. It has been inspiring to watch them grow, particularly during challenging moments like expedition camps, skills, and physical recreation activities. My role has shaped a supportive environment where participants discover their potential, develop leadership skills, and build confidence to create lasting impacts in their communities.”

ABIGAIL AHIAIDORME  
CO-CURRICULAR LEADER/CAS ADVISOR  
AWARD ASSESSOR DOEIA /HOSA



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Proud to deliver

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

“ Seeing as an Award Leader has been transformative, deepening my leadership and mentoring skills. Guiding participants through expedition challenges, I witnessed remarkable resilience and teamwork. A highlight was seeing a hesitant participant lead confidently during camp, proving the program's ability to inspire growth. This journey has enriched my perspective on empowering youth to embrace challenges and unlock their potential.”

DONALD OFEFI DODDOO  
PRODUCT DESIGN TEACHER  
AWARD ASSESSOR DOEIA /HOSA



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Proud to deliver

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

“ I used to have several questioning thoughts about DoEIA trips until I decided to engage in one. The camp has groomed me to realize on who I am. After my first trip, I realized why I shouldn't miss any more trips. The DoEIA expedition trips motivated me to mentor young ones to travel their inner potential and persevere through their life journey with captivating activities. There is always joy in seeing young ones challenge themselves with activities. Words alone cannot describe the feeling, exposure, and experience. I will therefore urge every individual to partake in the DoEIA programme to unveil their actual self. The clock is ticking.”

DIANA AGYUOMAA AVANTE  
LEARNING SUPPORT  
AWARD ASSESSOR DOEIA /HOSA



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Proud to deliver

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

“ Sport is one of the pillars of the TIS culture. It challenges students to go beyond their limits in acquiring techniques that enable them to enjoy sporting activities as a competitive event and for fun. They not only learn a variety of useful skills, they learn to express themselves, go on a journey of self-discovery, and grow into adulthood with an authentic set of characteristics and values. The DoEIA Awards present our students with an opportunity to exhibit their techniques and skills in various sporting disciplines for their personal and academic development.”

GABRIEL ATSEKU  
PHE TEACHER  
AWARD ASSESSOR DOEIA /HOSA



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Proud to deliver

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

“ At TIS, awards are not mere rights for bragging. Instead, they are proof of commitment, ability, drive, and character. The development of these qualities is at the heart of everything we do, from academics to extracurricular and the CAS program. Raising students with a depth of character, vision, and an inquisitive spirit to impact their communities and inspire progressive change are the reasons why we challenge these future leaders to participate in all the levels of the Duke of Edinburgh's International Awards.”

SURAMA KING  
CAS & EVENTS COORDINATOR  
AWARD ASSESSOR DOEIA /HOSA



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Proud to deliver

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

“ After becoming an Award Assessor and joining the CAS Exchange & DoEIA Expedition Camps, I have become a lover of challenges and overcoming tussle. The opportunity to do it along with students is priceless. Watching students grow and become aware of their true selves through the DoEIA Camp has been an experience. They have come to trust and believe in their can-do spirit and the ability to trust the process. Thank you, DoEIA, for the MANY rooms to discover our inner strengths.”

GRACE KABUKIE ATTRAM  
MYP COMMUNITY PROJECT/SA COORDINATOR  
AWARD ASSESSOR DOEIA /HOSA



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Proud to deliver



“ Being an award leader for the dukies expedition has been nothing short of an amazing, challenging and insightful experience. I have witnessed some students naturally exhibit traits of critical thinking, caring, principled, risk taking and balanced individuals, under circumstances outside their comfort zone. It is obvious that such expeditions equip these young minds to become world class leaders. Through these expeditions, I have learnt to challenge myself as I challenge my students to become better individuals. ”

PHOEBE Fafa Wensley  
SPANISH & TOK TEACHER  
AWARD ASSESSOR DOEIA /HOSA



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**#WORLD  
#READY**



Proud to deliver



“ The Duke of Edinburghs International Award programme is an entire experience in its own. Being an award Assessor has really improved my social skills and has also made me release my capabilities as well. As a swimming coach I'm always happy to see students challenging themselves and improving their learning skills. I have also gained huge experience in guiding and leading young people to achieve their goal. Thank you DoEIA, for this great opportunity. ”

KINGSLEY DUVOR  
SWIMMING INSTRUCTOR  
AWARD ASSESSOR DOEIA /HOSA



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**#WORLD  
#READY**



## After-School Activities - TIS STEM CLUB



### Have You Ever Wondered About STEM Club?

Why does Tema International School have a STEM Club, and what makes it an integral part of school life?

Please sit back, relax, and join us on an exciting journey to uncover what the STEM Club is all about, why it matters, and how it shapes the future of our students.

In this exploration, we'll delve into:

- **What makes it special at TIS:** Unique projects and activities that inspire young minds.
- **Why your child should join:** The benefits of hands-on learning, innovation, and teamwork.

A STEM Club is an extracurricular group that focuses on engaging students in activities related to Science, Technology, Engineering, and Mathematics. These clubs aim to foster curiosity, innovation, and critical thinking by providing hands-on learning experiences, experiments, and projects that go beyond the traditional classroom setting.

At Tema International School, the STEM Club plays a pivotal role in enhancing the lives of students by offering opportunities for growth and development that complement their academic journey. Here's how it benefits students:

### 1. Enhances Problem-Solving Skills

STEM Clubs challenge students to tackle real-world problems, teaching them to think critically, analyse situations, and develop creative solutions. According to *The National Academy of Sciences* (2011), problem-solving skills are foundational to success in STEM-related fields.

### 2. Promotes Collaboration and Teamwork

Students work together on projects, learning to collaborate effectively, share ideas, and respect diverse perspectives—skills that are invaluable in both academic and professional settings (*Bell, 2010*).

### 3. Encourages Career Exploration

Exposure to STEM fields allows students to explore potential careers in science, technology, engineering, and mathematics—industries that are among the most in-demand and highest-paying globally (*Bybee, 2013*).

### 4. Fosters Innovation and Creativity

Hands-on activities inspire students to innovate, whether designing prototypes, coding apps, or experimenting with emerging technologies, fostering a mindset of curiosity and adaptability (*Robinson, 2011*).

## 5. Builds Confidence in STEM Abilities



possibilities!

### References:

- Bell, D. (2010). *Project-Based Learning for the 21st Century: Skills for the Future*. The Clearing House: A Journal of Educational Strategies, Issues and Ideas.
- Bybee, R. W. (2013). *The Case for STEM Education: Challenges and Opportunities*. National Science Teachers Association Press.
- Robinson, K. (2011). *Out of Our Minds: Learning to be Creative*. Capstone.
- The National Academy of Sciences. (2011). *Successful STEM Education: A Workshop Summary*. The National Academies Press.
- UNESCO. (2020). *Engineering for Sustainable Development: Delivering on the Sustainable Development Goals*.

Participation in STEM Club helps students develop confidence in their technical and problem-solving skills, reducing anxiety around challenging subjects like maths or physics (Bybee, 2013).

**6. Prepares for Higher Education and Beyond**  
STEM Club activities often include competitions, internships, and mentorship opportunities, which enhance college applications and resumes (The National Academy of Engineering, 2015).

### 7. Promotes Lifelong Learning

STEM Club instils a passion for continuous learning, equipping students with the skills needed to navigate a rapidly evolving world. This is in line with the emphasis on adaptability in 21st-century education frameworks (Bell, 2010).

### 8. Addresses Global Challenges

STEM projects often align with solving global issues like sustainability, healthcare, or technological advancements, empowering students to contribute to real-world solutions (UNESCO, 2020).

Get ready to be inspired by the creativity, problem-solving, and innovation that STEM Club brings to the table. Together, let's explore why it's more than just a club—it's a gateway to endless



## Meet the Patrons Behind the STEM Club



**Mr. Richard Kofi Adukonu**

**Teacher of Mathematics**

**Patron: STEM Club**

**Why this Club?** I am deeply passionate about how STEM bridges the gap between theoretical concepts learned in the classroom and their real-world applications. It allows students to experience the practical relevance of their studies, making learning more meaningful and impactful.

**Hobbies:** I enjoy playing football, listening to music—especially genres that inspire creativity and focus—and solving brain teasers.

**Fun fact about me:** I'm a maths enthusiast and love exploring innovative teaching methods. Also, I'm currently learning how to

swim!

**Fun fact about my activity (STEM Club):**

The STEM Club is where curiosity meets innovation! Did you know that last year, our club designed and built a clinometer to measure building heights accurately? This hands-on project showcased how STEM concepts can be applied to solve real-world challenges. This year, we're aiming for even bigger challenges!

**Office Location:** I am on the second floor of the Einstein Building. My door is always open to curious minds ready to explore the wonders of STEM!

**Mr. Emmanuel Adu-Saforo**

Teacher of Physics

**Patron: STEM Club**

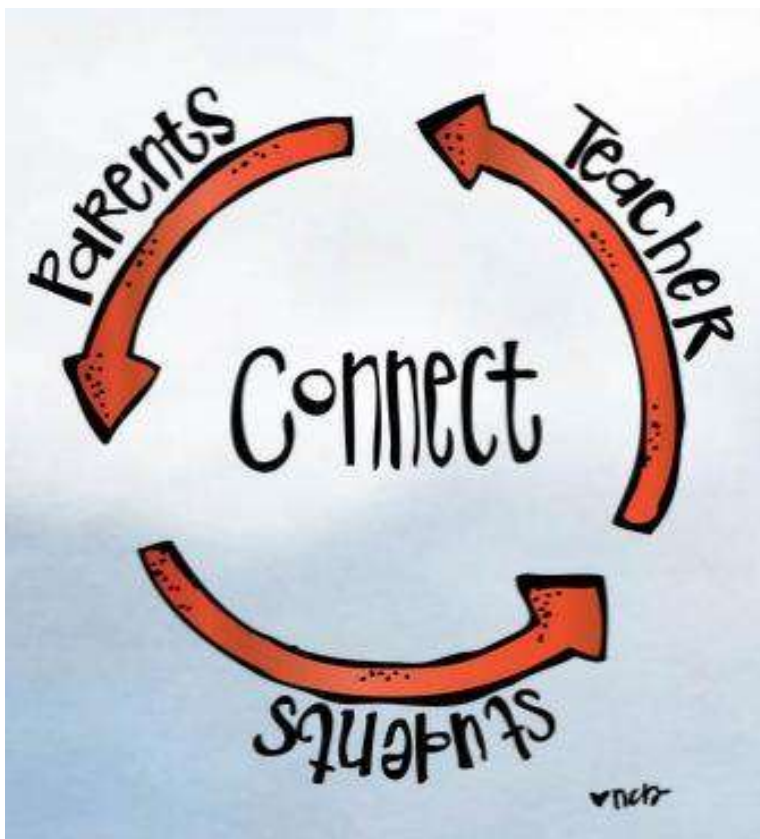
**Why this Club?** I aim to help students explore the fascinating world of science and technology while sparking their interest in engineering.

**Hobbies:** I enjoy sightseeing and listening to music.

**Fun fact:** I love working on small tech projects and tinkering with gadgets in my free time.



**Office Location:** You can find me in the Physics Lab, located in the Einstein Block.



identify areas for **improvement**.

- Set meaningful **goals** for continued growth.

## 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

**Save the Date: 17 Three-Way Interview.**

**Dear Parents,**

We are delighted to invite you to our **Three-Way Interview**, 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





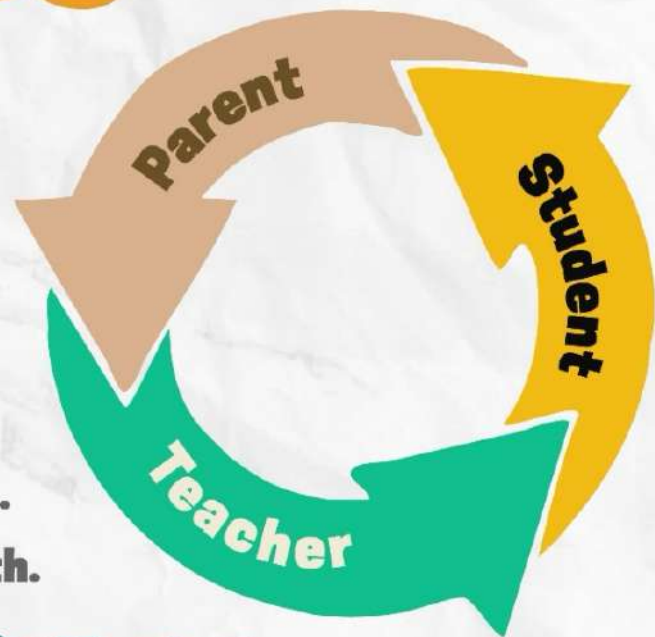
# TEMA INTERNATIONAL SCHOOL



# 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**





# 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**



## MYP On-screen Exams: The TIS Experience

On Monday, 25 November, our MYP5 students completed their On-screen examinations. It was a good experience for students. We look forward to their continuous preparation towards the mock (February 2025) and the final exams (May 2025).



Below are some student reflections. Students reflected on the following questions.

- *Describe your experience in the on-screen exams?*
- *What do you need to improve as you prepare for the mocks and the final exams?*
- *What advice do you have for the MYP4 students as they prepare towards their first on-screen exams next semester?*



**Nana Adjoa Nhyira Asante:** It was a nerve-wrecking yet fulfilling experience. I was uncertain yet ready to complete the examinations with flying colours. I need to improve my time-management skills, so I have enough time to review my work. To the MYP4 students, they need to ensure that they learn weeks before the examination to reduce the level of stress and anxiety. Once you do so, you can be more confident about your performance.

**Vania Stephens:** I liked the built-in timer that kept me on track, especially since I can sometimes lose track of time during exams. Seeing the countdown helped me manage my pace and ensure I was not rushing at the end. I would create a detailed study plan with weekly goals to break larger tasks into smaller, manageable chunks. I would avoid distractions during study time, make sure to get enough sleep each night, and avoid the temptation to stay up late studying. Take your time learning for your exams. Don't tell yourself that this subject is too easy, and I can start learning the day before exams. Start learning at least a week before the exams so you have enough time to grasp all the concepts.





**Nana Yaa Achiampong:** My experience with the on-screen exams was a little tiring. During the exam period I woke up really early and went to sleep really late, but I think it all paid off in the end. I made sure to use my time wisely during personal study times, after school and at prep, so I was ready for every paper. I need to improve my time management skills and implement times for revision, and not just schoolwork, into my timetable. I think I need to practise more questions from all the subjects, so I get a better understanding of everything I do.

**Louisa Xose Ayem:** These on-screen exams have been humbling. I enjoyed the rush of having to write under pressure and the excitement of getting to know where exactly I stand in my academic life. During this batch of papers, I was more strategic with how I answered questions. I made sure that I spent a maximum of 45 minutes on every paper on each session. Although I didn't answer all the questions in some papers, I find comfort in knowing that at least I put in the effort, and the mere fact that I did is enough success for me. Plan and Revise – I need to go through all topics from Grade 9 and gain a thorough understanding of all concepts. I also need to pay special attention to Mathematics which has become my worst subject and practise Criterion D for all subjects. Plan and be consistent. Make sure that even on your lazy days you at least practise some math questions or read your notes and in as much as you will spend most of your time in school learning, know that it is important to get adequate rest and take enough breaks. Ask for help whenever you need it, try to get as much as possible done in class and incorporate Active Recall and Spaced Repetition into your study routine. It is also extremely important to take good care of your mental and physical health. Drink water, eat well, be active and do things that you love. All the best on your MYP4 journey, I know that it will be a transformative one!



**Aseye Torkornoo:** It was quite exciting and scary at the same time because it made me know what it would feel like to write my final exams. To study more and pray more. Study in groups, ask your teachers for help and always remember to get enough sleep. Eat well and pray for the best...don't worry, if others could do it, so can you.



**Bruhan-Deen Hussein:** The on-screen exams this semester presented a unique learning experience. The typing format significantly improved the essay writing process, reducing time constraints and allowing for more thoughtful responses. Additionally, the integration of multimedia elements, such as videos and simulations, enhanced understanding of complex



concepts, particularly in science subjects. However, the increased workload in certain exams, like Chemistry, proved to be a major challenge. The combination of essays, knowledge-based questions, and experimental design and analysis within a limited timeframe was demanding and could have negatively impacted performance. While the technology itself was user-friendly and accessible, the substantial content requirements made the exams quite daunting. To improve before the mocks, I will manage my time better. Time management was the major issue during many of the exams I wrote, and upon concluding the exams, I realised that the questions weren't especially difficult; they were just time-consuming. Hence, in the mocks, what I will work on is ensuring that I am able to finish on time. The most common mistake some MYP students make is to start learning only a week before exams. This way of learning is highly ineffective. Start learning way earlier if you want to do your best in exams. At least a month prior to the actual paper. Having spent a long time fully understanding your subject topics will allow you to answer most or all your questions with confidence. In short, start proper learning early to be confident in your exams. All the best with your MYP4 journey and do not make yourself subject to the standards of others.



**LesleyAnn Hyde:** It was not bad, I was a bit nervous, but I felt better prepared than last year's exams. Ideally, I would study earlier instead of cramming all the information in my head, so I could understand concepts better, and there would be time for me to ask for extra assistance. I recommend studying early. You could study briefly, but you would also have to review the old topics to refresh your memory. Time management is important, make sure you manage your time wisely, so you can cover all topics in all subjects, ideally by creating a schedule and following it. Lastly, rest is important. Although you would have to sacrifice some time, make sure you have time to compensate for lost sleep.



# 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**



**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](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)





# 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.

# TEMA INTERNATIONAL SCHOOL



*Congratulations*  
**KIROS ESSILFIE**

FOR OBTAINING THE HIGHEST **IB MYP POINTS**  
**OF 50** IN THE MAY 2024 EXAMINATION SESSION



# TEMA INTERNATIONAL SCHOOL

*Congratulations*



**TIFFANY FORSON**  
**CLASS OF 2024**

**FOR OBTAINING THE HIGHEST **IB DP POINTS**  
**OF 42** IN THE MAY 2024 EXAMINATION SESSION**

# COUNSELLORS' CORNER



**All that starts well ends well. All year round, academic goals and social development goals through extracurriculars have been workable and achievable. Well done, students, for a great end of the school year!!**



## **A few Christmas To-Do List of items for DP1 students:**

- ✓ Research university locations based on family's interests.
- ✓ Know parents' budget in order to choose schools within a certain financial threshold.
- ✓ Write CommonApp essay US-specific
- ✓ Write personal statement UK-specific as discussed in class.
- ✓ Know all the academic requirements for each of the schools as an IB student.



**Congratulations DP2s, your hardwork paid off. Oh yes! You got in!**



**US**

- Iowa State University
- Arizona State University
- The University of Arizona
- Rutgers University
- Hult Business School
- University of Massachusetts
- Michigan State University
- Calvin University
- Augustana College
- Monmouth College
- University of Massachusetts
- Michigan State University



**UK**

- De Montfort University
- Liverpool John Moores University
- Brunel University London
- University Of Southampton
- University of Reading
- Newcastle University
- Falmouth University



**CANADA**

Wilfred Laurier  
Ontario Tech University  
Western University

## Dear DP2 Parents: Gentle Reminder, Filling Out Financial Aid Forms



Please keep the following key points in mind:

Check financial aid documents required by each school: CSS Profile, ISFAA, FAFSA, School-specific forms, Bank statements, and Tax forms (if required).

✓

Review submission deadlines: Each school has its own financial aid deadlines, so ensure you know the dates for each one.

✓

Ensure financial information is consistent across board for all forms.

✓

Complete the forms honestly and wisely by providing accurate financial details.



### Tips for Your Financial Aid Forms

<https://www.collegedata.com/resources/pay-your-way/tips-for-your-financial-aid-forms>



## Completing the FAFSA: Everything You Should Know



### US Citizens Only:

FAFSA is opened and we understand that it is a complex process.

We are sharing these links to help explain and guide you to complete the form.

<https://www.youtube.com/watch?v=vSOOk8A16eM>

<https://www.youtube.com/watch?v=Z3YFp6tNAqw>

<https://www.youtube.com/watch?v=UoanDnCzCNg>

<https://www.usnews.com/education/best-colleges/paying-for-college/articles/completing-the-fafsa>

### *Christmas Countdown: Sorry, we are closed for Christmas:*



To our lovely parents and students, the indefatigable Uniguides will be closed for Christmas holidays. Applying the early bird approach to all our university applications is the best way to go, as mentioned in all our interactions and meetings. For financial aid and more, all applications must be submitted before we go home for the vacation. Thank you!



  
**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](mailto: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](http://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



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**



“The key is not to prioritize what’s on your schedule, but to schedule your priorities.”

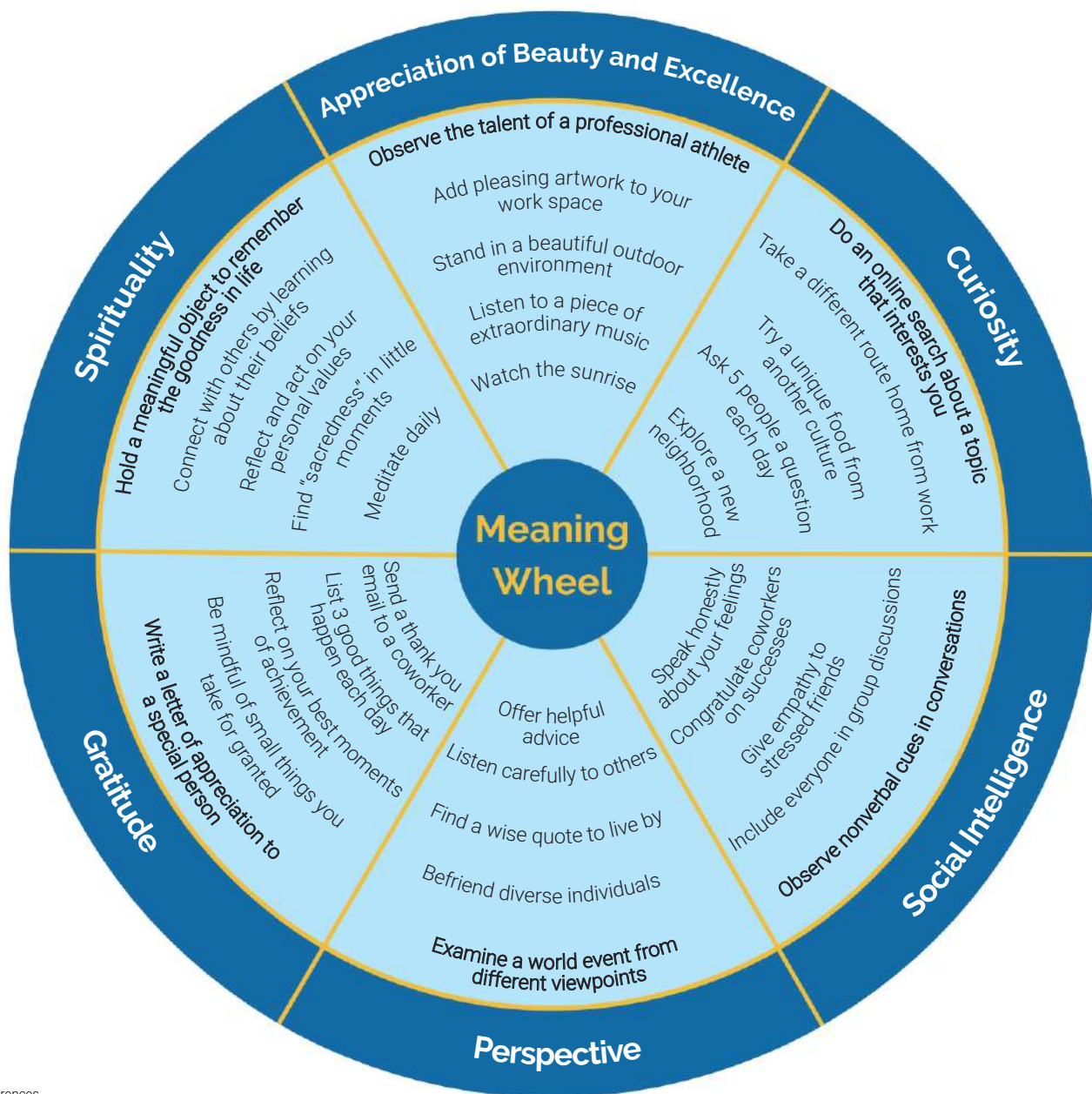
**Stephen Covey**

# BUILD A MEANINGFUL LIFE BY BOOSTING 6 STRENGTHS



**Cultivating a meaningful life is a worthy pursuit. It’s about having goals and interests that connect you with something greater than yourself. Research shows that finding meaning and purpose in life can make you happier, healthier and more resilient to challenges.**

**As you prepare for a new year or a life change, character strengths can provide a pathway to build more meaning into your life. Specifically, there are 6 character strengths that have a strong correlation to meaning. Use the wheel below to find tips to boost these 6 strengths as a way to nurture a meaningful life.**



References

Niemiec, R. M. (2018). Character strengths interventions: A field-guide for practitioners. Boston: Hogrefe.  
 Niemiec, R. M., & McGrath, R. E. (2019). The power of character strengths: Appreciate and ignite your positive personality. Cincinnati, OH: VIA Institute on Character.  
 Wagner, L., Gander, F., Proyer, R. T., & Ruch, W. (2018). Character strengths and PERMA: Investigating the relationships of character strengths with a multidimensional framework of well-being. Applied Research in Quality of Life.



# 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.”**



