

# TIS RECORD

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## At TIS,

we believe proof of evidence is important and required to demonstrate commitment. Performance as evidence.

## Contents

- PYP News: Page 8
- CASSA News: Page 30
- Counsellors' Corner: Page 55
- MYP News: Page 65

## Key Dates

- 20/3-1/4/25: Mid-semester break
- 2/4/25: All classes resume after the mid-semester break

## Thought for the Week

The hardest truth about happiness is that it's a choice.

Watch how people discuss their problems. They'll spend hours explaining why things are terrible, how unfair life is, and how others need to change. But suggest they might have the power to improve things and they suddenly have countless reasons why that's impossible.

Self-pity feels safer than responsibility.

- Shane Parrish



## Performance as Evidence

At TIS, we value performance as evidence. Last Friday and Saturday, we witnessed it in bucket loads.

On Friday, 14 March, the Primary School Campus held its end-of-unit celebrations and three-way interviews. The performance, which incorporated elements from each of the units of inquiry, enthralled and amazed those in attendance. The confidence in performing on stage in front of a crowd by students as young as two years up to 10 years was marvellous to witness. We certainly know what the students can do at the Primary School Campus. What can't they do?

The next day, the 2025 TIS Expression Day was held at the Main Campus in a world of colour. Attendees witnessed the creativity and talent on display through performances, as well as the arts and crafts. What a magical experience!



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

-Steve Bollar

## Making Us Proud

**Ms. Regina Manko, a PYP Sign Language Teacher**, put together a well-organised and thoughtfully planned bulletin

**PYP Drama and Dance Student Directors, Chelina Mickson-Quarshie (G6), Victoria Tettey-Amlalo (G5), Ariella (G6), Ashanti Tettey- Amlalo (G6) Kirsten Aboagy (G5) and Nana Yaa Adusei (G5)** who demonstrated exceptional leadership by assisting main characters with characterisation and line rehearsal while also choreographing dances and supporting their peers with dance moves.

PYP students **Michal Annan (G5), Ashanti Tettey-Amlalo (G6), Sefakor Edze (G4), Allen Berko (G5), Paa Kow Oppan (G3), and Christabel Quao (G5)** delivered an outstanding performance as the main characters in the play, **"Sankofa"** during the unit celebration, showcasing dedication, perseverance, and commitment.

PYP students **Ashanti Tettey-Amlalo (G6) and Michal Annan (G5)** confidently delivered a poetry presentation at the secondary campus during **"Expression 2025."**

Special thanks to those who attended to witness these performances as evidence.

## Reminders

### Mid-Semester Break

The mid-semester break commenced yesterday, Thursday, 20 March and will end on 1 April.

Secondary school students will return to hostels on Tuesday, 1 April. Classes at each campus will resume on Wednesday, 2 April.

### School Accounts

These must be cleared for students to resume after this mid-semester break.

### 2025/2026 Admissions

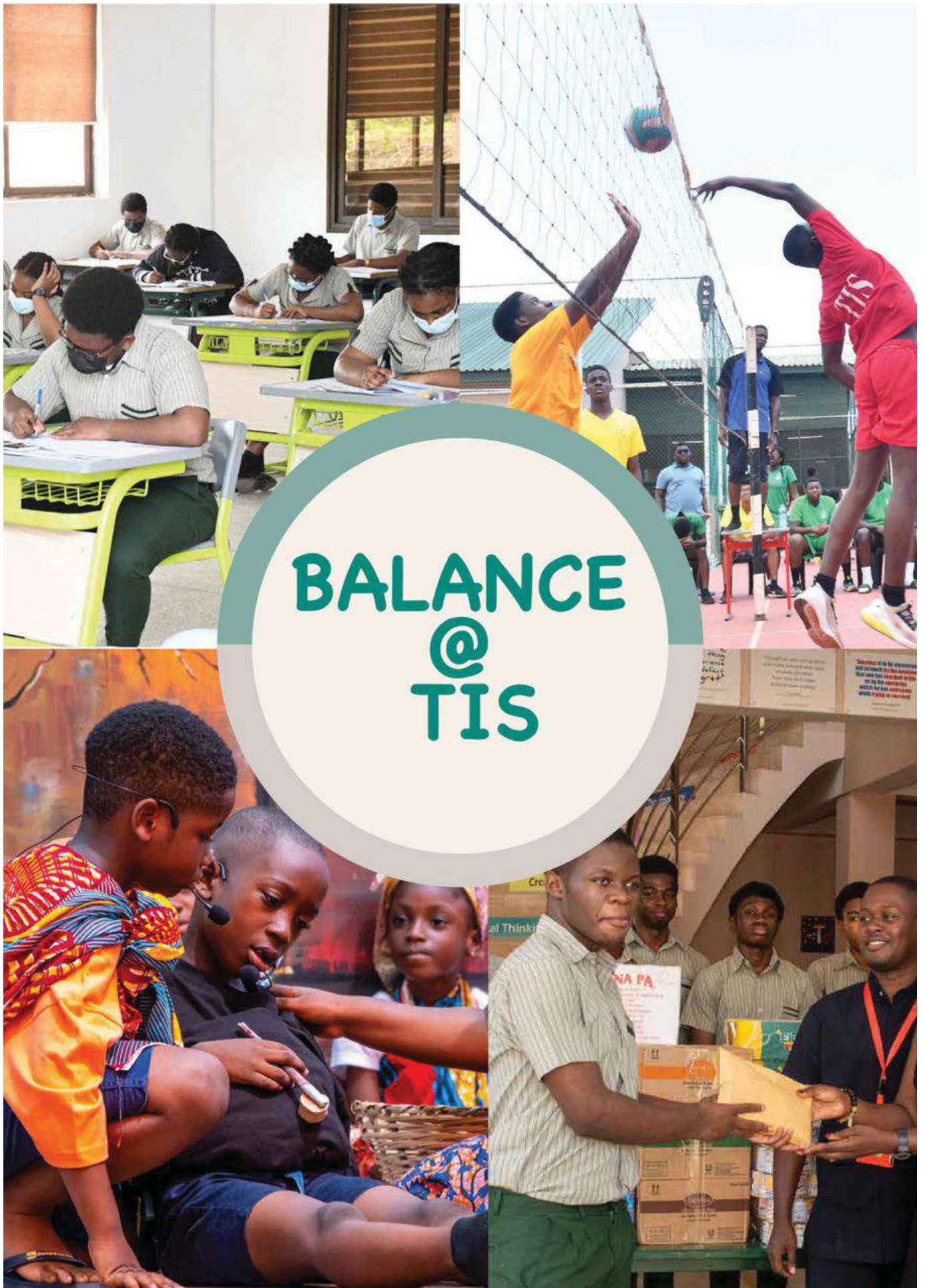
Testing for the second round has commenced and interviews will be conducted from 7 April. Visit [tis.openapply.com](https://tis.openapply.com) for more information.

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 June 2025, parents will be required to book their visit online.

Please go to: <https://www.schoolinterviews.com.au/code/q8q3x>

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.

Only one booking per family per weekend.

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

Book early to avoid disappointment.

6 - 12 - 2024

# 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						
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					

October 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		

November 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

December 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				

January 2025						
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	

February 2025						
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	

March 2025						
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					







April 2025						
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			

May 2025						
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

June 2025						
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					

July 2025						
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		

## 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.*

**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>
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	PYP/MYP Info Day at Main Campus
14/3/25	Pi Day
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
20-21/3/25	DP Geography Field Trip
20-31/3/25	Mid-semester break (Students return to hostels on 1/4/25)
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
2/4/25	Classes recommence after mid-semester
5/4/25	ACT
6/4/25	Exam Candidates' Service <b>NO EXEATS</b>
7/4/25	G12 Grad photos (All day). <b>NO G12 EXEATS</b>
17-21/4/25	Easter break
25/4-21/5/25	DP Final Exams
3/5/25	SAT
5/5/25	PP Criterion A final due
5 – 16/5/25	MYP eAssessments
19-30/5/25	G11 semester exams; G10 classes resume (compulsory attendance).
23-29/5/25	G9 eAssessments
24/5/25	Leavers' Dinner
30/5/25	MYP4 (2025/2026) subject selections
7/6/25	2025 Annual Achievement and Graduation Ceremony; Last day for Secondary Classes
9-12/6/25	Dukies Expedition Camp (for Gold Dukies only)
13/6/25	Last day for teachers; S2 reports published.
14/6/25	ACT
20-29/6/25	Harvard Youth Leadership Summer Camp
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

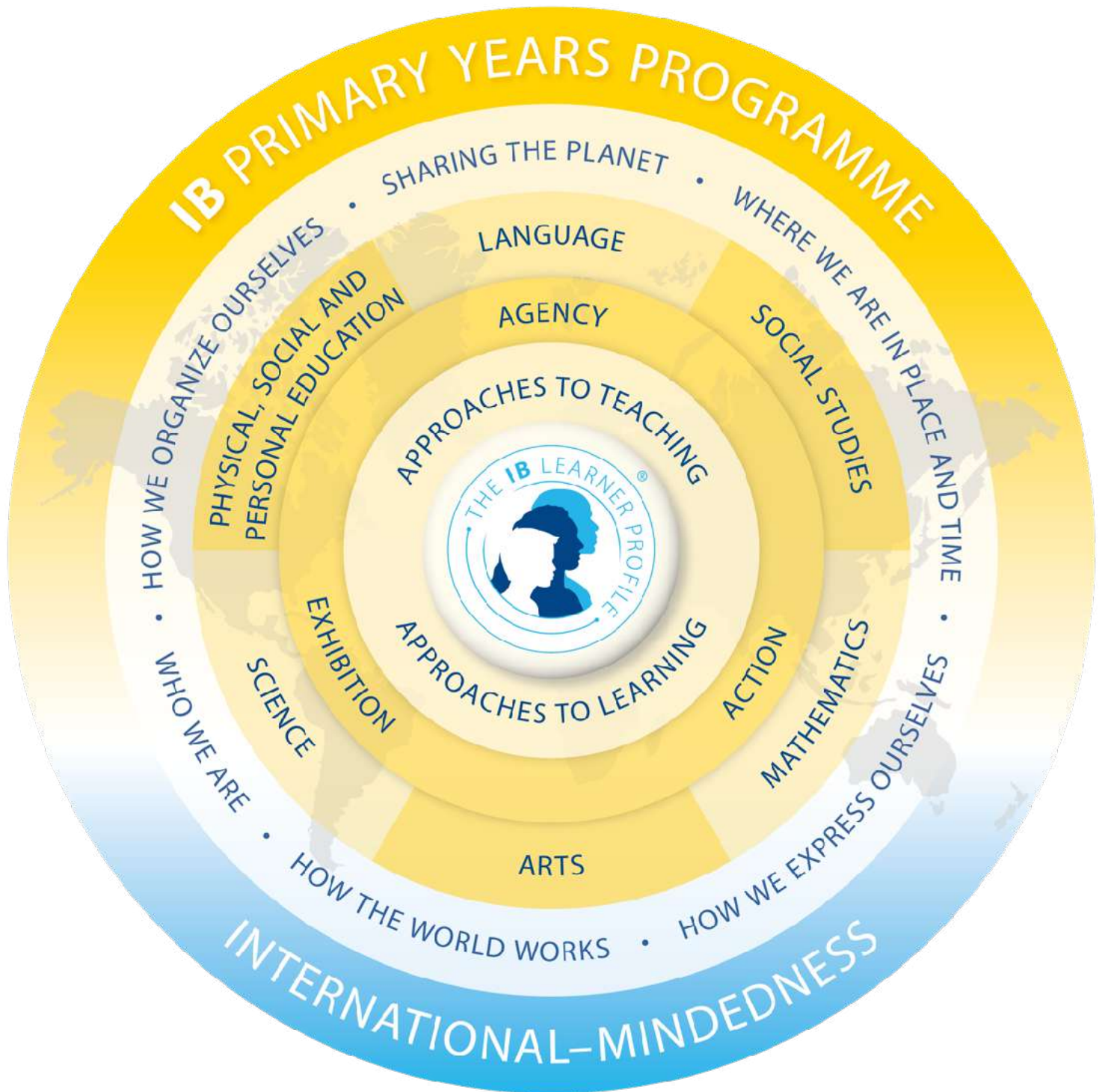
***S1 Internal Dates (Primary School Campus)***

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
13/1/25	Second semester commences.
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>
19/3-1/4/25	Mid-semester break
2/4/25	Classes resume after mid-semester
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 LEARNING

There is nothing more fulfilling than sharing knowledge with a community of learners. At TIS Primary School Campus, we strongly believe in providing students with meaningful opportunities to showcase their learning. To support this, we have implemented various platforms where students can express and reflect on their educational journey. Among these are Unit Celebrations and Student-Led Conferences—both of which serve as powerful avenues for students to communicate their understanding.

Through these experiences, our learners develop and demonstrate essential skills, including communication, social interaction, and self-management. Unit Celebrations, in particular, are a special time for students to share their learning with the school community. Through music, drama, poetry, and dance, they creatively express their knowledge while integrating the five essential elements of the Primary Years Programme (PYP): concepts, skills, knowledge, attitudes, and action.

As the saying goes, "You can only give what you have." Our students embrace this philosophy by engaging in deep reflection and sharing their insights with enthusiasm, fostering a culture of learning, collaboration, and growth.



## THE TEAM BEHIND THE CELEBRATION

This unit celebration held at TIS Primary School Campus was a sight to behold. The final work showed how our learners worked hard to bring this epic piece on stage. The process was vigorous and our students got the opportunity to participate in these productions. We had students playing the role of dance and drama directors. These roles were challenging and also built their self-confidence, social, self-management and communication skills. Let us hear from our directors and their experiences.

## REFLECTIONS

Being a Drama Director has been one of the most challenging things I have had to do. I just realised that one person alone, Mr. Dennis, making a whole unit celebration is not easy. I got used to my role and can direct someone on my own. My partner, Victoria Tetey-Amlalo, has been a great help, putting everyone in positions and making sure they all deliver their lines well and accurately. I was able to learn new things during rehearsal, I can display emotions, and I know when a character needs certain characterisation. The unit celebration is about a girl named Sankofa who was ready to travel abroad and learn about new cultures. She bravely shares her culture. She wants to learn more. The story tells more about bravery and confidence, and I like how all the scenes are. and I cannot wait for Friday. Everything is perfect and we know how the other classes will come in. My time as a Drama Director has been an experience and I am ready for bigger things. - **Chelina Mickson-Quarshie (Grade 6)**



Being a dance director was easy for me. We made fun dances and taught people. After a few weeks, I felt tired of dances all the time. We even had to miss play time to do a lot of dancing. Now I am used to it. Though I had some challenges, it was fun making dances and teaching people. Through it all, it is not always about perfection. It is about the passion and the truth you bring to every step. – **Kirsten Aboagye (Grade 5)**

At TIS, when I got the role of a Drama Director, I was ecstatic. I was so ready to meet who I would be working with. When I got to work, it was fun and a lot more challenging than I had expected. My partner, Chelina Mickson-Quarshie was also kind of nervous to start. With hard work, we developed. It was challenging to direct a lot of people while I was shy. I gained confidence as I moved on. I hosted rehearsals, I directed them, and I was on cloud nine! With time and effort, I became a good director, a good leader, and a good partner. From then on, I knew that success is not just about talent—it's about grit. It is about showing up when it is hard, putting in the effort when no one is watching, and turning challenges into stepping stones. The road might be tough, but every hurdle is a chance to prove your strength.

- **Victoria Tettey-Amlalo (Grade 5)**



When I first got the role of Dance Director, I was excited. I thought it would be easy to start a routine and teach it to everyone; that would not be so hard, right? Creating the dance was pretty simple, but teaching people?



That is a whole different story. At first, I thought everyone would follow along and pick up the steps quickly, but that was not true. Some people were focused, but others kept talking and did not pay attention, making everything so much more complicated. No matter how many times I explained or demonstrated, there were always a few who were not listening, and that was beyond frustrating. I understand how our dance teacher feels now that I have experienced it. It is irritating when you try to teach, but people are not taking it seriously. But at least I have my wonderful co-partners, Ariella Sarpong, Kirsten Aboagye, and Nana Yaa Adusei who make everything so much easier.

On top of that, the pressure is on with the unit celebration just around the corner. We have to ensure everything comes together; honestly, it is pretty stressful. There are a lot of responsibilities, and sometimes, it feels overwhelming because we just want the performance to go well. Is that too much to ask for? But now, I just have to push through and get it done.

- **Ashanti Tettey-Amlalo – (Grade 6)**



As a Dance Director, I focused on helping my team create many dances. The challenge I had was trying to teach people how to dance. The next challenge I faced was starting a new dance and memorising all of it. We had to stop all our play time, to create a dance and also teach it.

– **Nana Yaa Adusei**

## **My Experience as Sankofa**

### **Michal Annan (Grade 5)**

Being the main character has taught me so much, from staying in character to acting with confidence. At first, I doubted myself, but I decided to give it my all. When I saw the volume of lines I had to learn, I wondered whether I could complete it before the unit celebration. But as I took on the role, I realised how much I enjoyed learning my lines. Many people think being the main character is easy, but once you step into the role, you realise it is more challenging. However, you can achieve your goal and enjoy your performance with hard work. I had to practise my lines, research, and complete my schoolwork. This experience helped me improve my self-management skills. It has also strengthened my acting and communication skills, motivating me to keep pushing myself to improve whenever I get a role. I thank Mr. Dennis, the Dance and Drama teacher, and the directors for their support and encouragement throughout the rehearsals. Their guidance has made this experience a wonderful one.



## My Experience as Mr. Yenkyi

Ilen Berko (Grade 5)



My journey all started with the audition, and I tried my best. I got the role and our first rehearsal began. I decided to be open-minded and work with anyone; this also helps me improve my acting and mindset. Working with such amazing people has helped me open my heart to caring. When I am corrected, I am reflective and knowledgeable by asking myself questions on how to improve. All this I am talking about would not be possible without my adapting mind and my teacher, Mr. Dennis. Thank you for this opportunity and everything you have taught me along the way.

## My experience as Mrs. Yenkyi



Sefakor Edze (Grade 4)

On the first day of rehearsal, one challenge I faced was memorising all the lines in the script because there were a lot. Another struggle I faced when playing the role of Mrs. Yenkyi was pronouncing African names like Kwaku Kwateng Kwapong Yenkyi, but with constant practice, I learned how to mention the names. The thing about Mrs. Yenkyi is that she always has the best scenes for roasting others, like marshmallows on a campfire. On that day, when I acted as Mrs. Yenkyi, I felt very confident. I honestly loved playing Mrs. Yenkyi, but simultaneously, I had to sacrifice some things like my play time, playing Kahoot and end-of-the-

day rehearsals. Mrs. Priscilla pointed out that sometimes, if you have a lead role, you have to sacrifice some things to make the thing happen. So yes, I enjoyed my role as Mrs. Yenkyi.

### WHAT INSPIRED ME TO WORK ON THE STAGE

The unit celebration is just around the corner for students to showcase their learning, reflect on their growth, and take pride in their journey.

Our set and props team are working hard to create a stunning stage design that brings the drama to life. Inspired by the story of Sankofa, the set will highlight the richness of Ghanaian culture while also reflecting its deep connections to the diaspora. Expect a beautiful mix of traditional Ghanaian elements and touches of the United States, capturing the blend of cultures in a meaningful way. – Mr. Ntimah (Art Teacher)



### WHAT INSPIRED ME TO DEVELOP THE STORY

First, the unit we are studying aligns perfectly with this idea, and this month is all about celebrating Ghana. The story is set in both Ghana and the USA, and why include the USA



when the focus is on Ghana? Well, that choice is intentional. I want to show that enjoying Ghana doesn't mean you can't travel or explore the world. The key message is to never forget home.

This story is primarily for the diaspora, those who have left Ghana, to remind them why it is essential to return and contribute to the country's growth. The Yenkyi family brings this message to life through their daughter, Sankofa. She leaves Ghana, and experiences life abroad, but never loses her connection to home. After years away, she returns to visit and to play her part in

building the nation she loves. This story is about belonging, responsibility, and the power of returning home to make a difference. – (Mr. Dzah (Drama & Dance Teacher))

### BEHIND THE SCENES







## ON THAT DAY

All students are encouraged to share their learning experiences, but Unit Celebrations are never truly complete without our much-anticipated Student-Led Conferences. These conferences provide a unique opportunity for students to engage with their parents, guardians, or family members, allowing them to take ownership of their learning journey and share their progress meaningfully. The student portfolio is at the heart of the Student-Led Conference—a carefully curated collection of work that reflects their growth, achievements, and reflections. Each piece is thoughtfully selected to showcase their learning journey, highlighting not just their accomplishments but also the challenges they have overcome and the skills they have developed along the way. This experience is always met with great enthusiasm, as students eagerly anticipate the chance to present their learning to their loved ones. The presence of family members plays a crucial role in boosting their confidence, providing encouragement, and reinforcing their motivation to strive for even more significant achievements. These moments of connection and celebration create lasting memories and strengthen the partnership between home and school in supporting the child's educational development.





## SANKOFA YENKYI

What a truly unique name given to such a beautiful character! It echoed in our hearts and minds, serving as a potent reminder never to forget our roots, culture, and identity. As we reflected on its meaning, we were transported back in time, filled with a deep sense of pride for our heritage.

In today's world, where globalisation continues to bring people closer together, it is essential to remember that embracing diversity does not mean losing our identity. Whether African, Asian, American, or European, we must take pride in our cultural heritage and strive to preserve it for future generations.

Sankofa, with its profound message, has taught us the importance of looking back to our past to move forward. May we all follow in her footsteps, carrying the wisdom of our ancestors while shaping a future that honours our traditions and values.

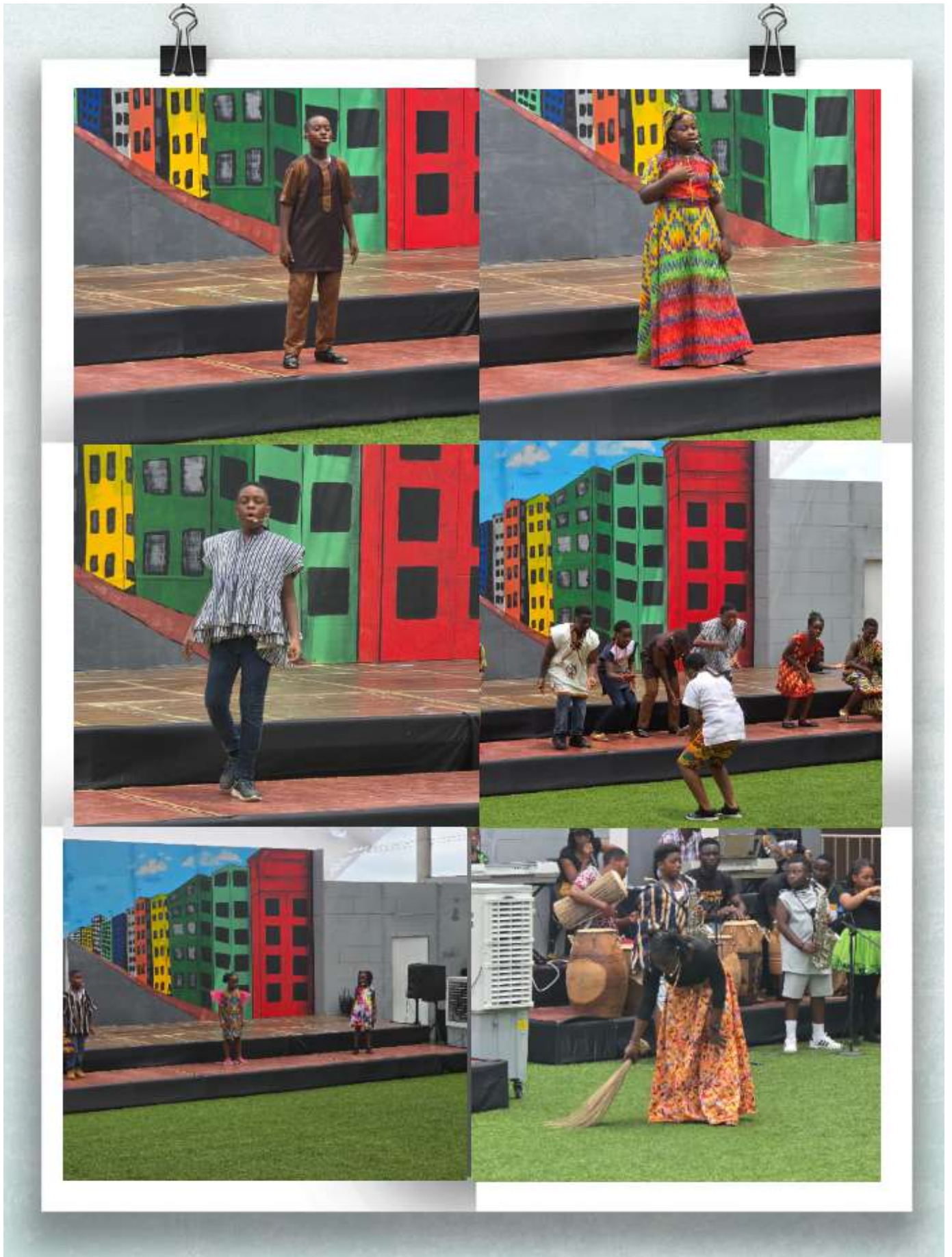
Let's witness how the richness of diversity and cultural heritage came to life through the vibrant expressions of drama, music, and dance. Through captivating performances, we celebrated the beauty of our shared heritage while embracing the uniqueness that makes each culture unique.

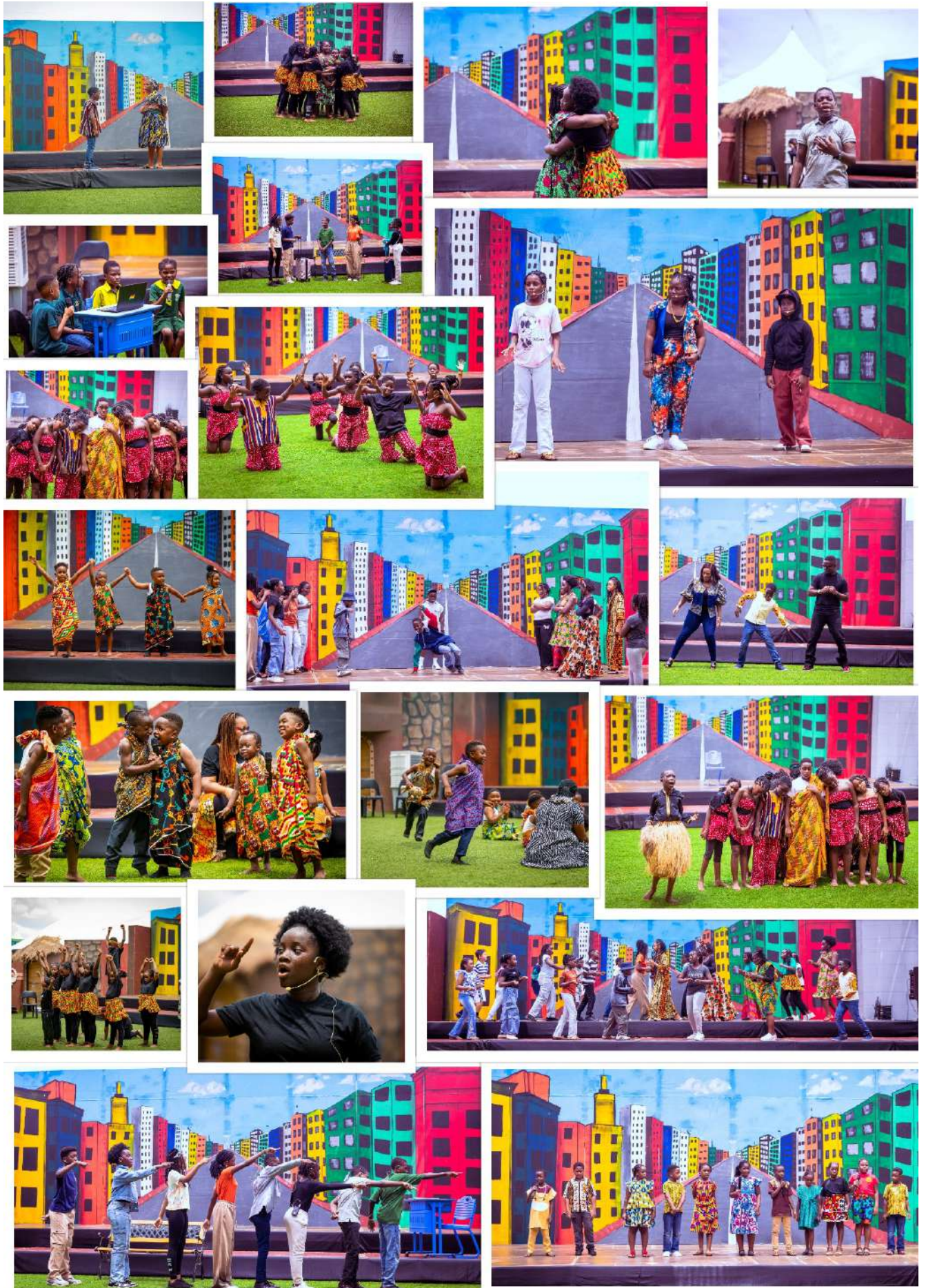




## Primary Years in action as they share their learning







At **TIS Primary School Campus**, we don't just talk or put on a show, we bring our words to life through action! Our **Independence Day celebration** was a meaningful occasion where our students honoured the sacrifices of our forefathers and reflected on the importance of preserving our rich heritage. This was beautifully demonstrated when they sang a patriotic song in **Twi**, encouraging us all to be mindful and engaged in the affairs of our country.



*Students celebrating Ghana's Independence.*

Enjoy the highlights of our unit celebration. Never forget your roots. Remember, **SANKOFA YENKYI.**

<https://youtu.be/znwBtunAcxw>





# Change <sup>the</sup> World Through Excellence

## #Make a Difference



# TIS ADMISSION PROCESS

## KEY QUESTIONS

- ✓ Why does your child want to come to TIS?
- ✓ How will your child take advantage of the TIS experience?
- ✓ As a parent, why are you applying?

## DUE DILIGENCE

- ✓ Go to [tis.openapply.com](https://tis.openapply.com)
- ✓ Familiarise yourself with all aspects of the admissions process, including fees.
- ✓ Is this the right school for your child?

## APPLICATION

- ✓ Go to: <https://tis.openapply.com>
- ✓ Complete an online admissions application and include all required documents.
- ✓ Pay the application fee.

## BOOK A TOUR OF TIS

- ✓ Allow 30-45 minutes for the tour.
- ✓ Be prepared to be surprised when you discover West Africa's best kept secret!

## TEST AND INTERVIEW

- ✓ Your child will have to complete an online test.
- ✓ An online interview will be conducted after the test has been completed.

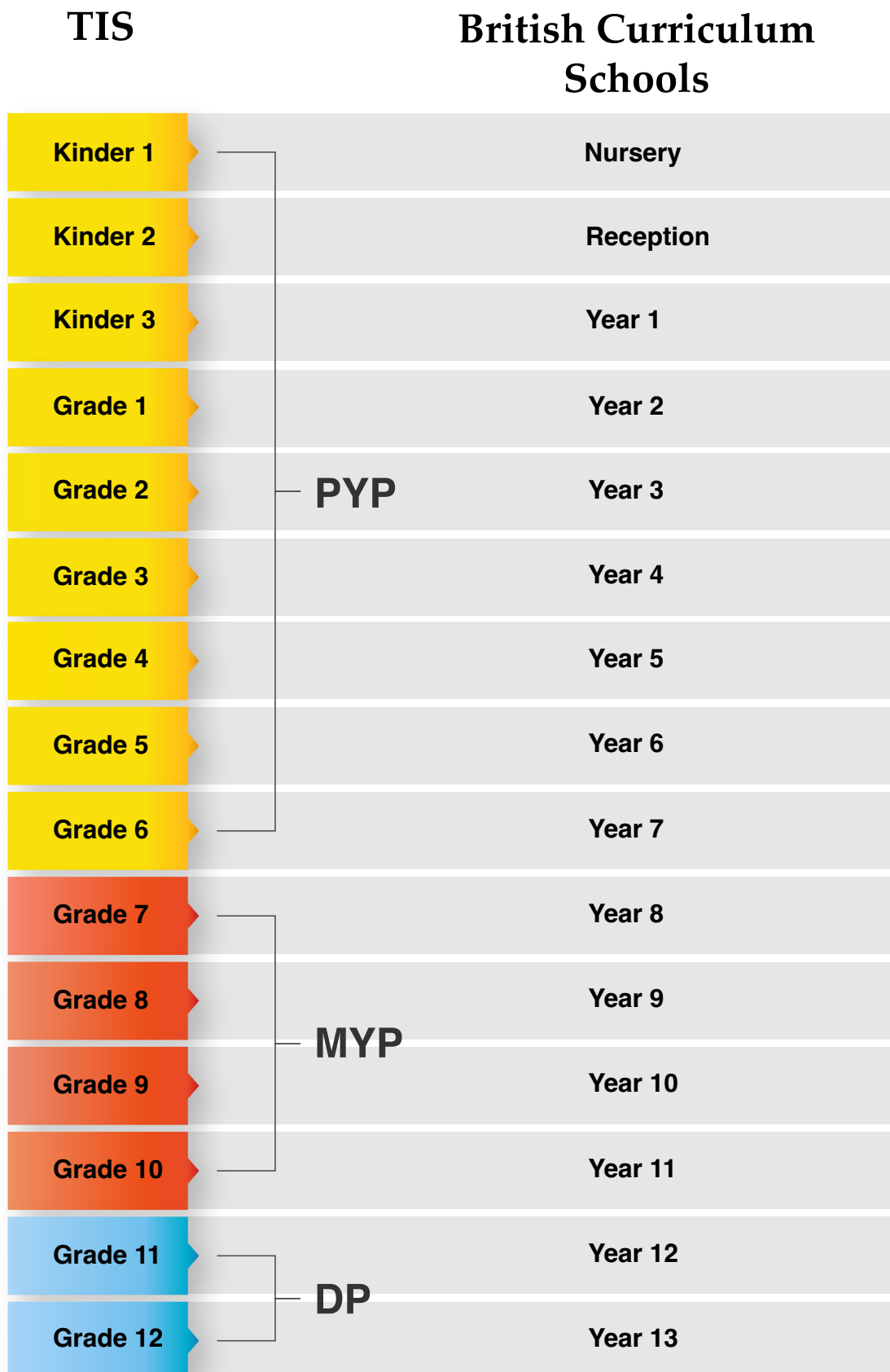
## APPLICATION DECISION

- ✓ If an admission offer is made, you will have 21 days to accept or decline the offer.
- ✓ Otherwise, you will be informed if your child has been unsuccessful or placed on the waiting list.

## NEED HELP OR IF YOU HAVE MORE QUESTIONS

- ✓ Please email: [admissions@tis.edu.gh](mailto:admissions@tis.edu.gh)
- ✓ Please call: +233 303 305134  
+233 24 963 7762

# TIS Admissions Grade Chart





# TEMA INTERNATIONAL SCHOOL

## Primary School Campus

### Admissions Open For 2025/2026 Academic Year

**Flexible admission screenings and interviews**



### Entry Points in 2025

#### Preschool

Nursery (1.9 years @ August 2025)  
 Kinder 1 (2.9 years @ August 2025)  
 Kinder 2 (3.9 years @ August 2025)  
 Kinder 3 (4.9 years @ August 2025)

#### Junior Primary

Grade 1 (5.9 years @ August 2025)  
 Grade 2 (6.9 years @ August 2025)  
 Grade 3 (7.9 years @ August 2025)

#### Senior Primary

Grade 4 (8.9 years @ August 2025)  
 Grade 5 (9.9 years @ August 2025)  
 Grade 6 (10.9 years @ August 2025)

All admission applications will be online via Open Apply:  
<https://tis.openapply.com>

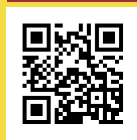
A social readiness screening will be required, as part of the admission process, along with a compulsory interview with parents.

TIS is an IB World School, authorised to offer PYP, MYP and DP.

To learn more scan this.



To enrol scan this.





## Tema International School



**MAIN CAMPUS**  
**SECONDARY ADMISSIONS ARE OPEN FOR 2025/2026 ACADEMIC YEAR**  
**FROM 3 OCTOBER 2024 UNTIL 31 MARCH 2025**

*A family school, a unique experience.*

**Flexible online admission testing is available**

**ENTRY POINTS:** Grade 7 (MYP 2) | Grade 8 (MYP 3) | Grade 9 (MYP 4) | Grade 11 (IB Diploma Programme)

### Grade 7 (MYP 2)

Students should:

- Have completed Primary 6.
- Be aged 11+(at the time of admission).
- Complete a general aptitude test and interview.

### Grade 8 (MYP 3)

Students should:

- Have completed JHS 1 or in JHS 2.
- Be aged 13+(at the time of admission).
- Complete a general aptitude test and interview.

### Grade 9 (MYP 4)

Students should:

- Have completed Grade 8 or Basic Education Certificate Examination (BECE).
- Be aged 14+(at the time of admission).
- Complete a general aptitude test and interview.

### Grade 11 (IB Diploma Programme)

Students should:

- Have successfully completed MYP 5, the IGCSE (Or its equivalent) or awaiting the results of the IGCSE.
- Be aged 16+(at the time of admission).
- Complete a general aptitude test and interview for non IGCSE & GCSE students (i.e. WASSCE, OCR, AQA).

To learn more  
scan this.



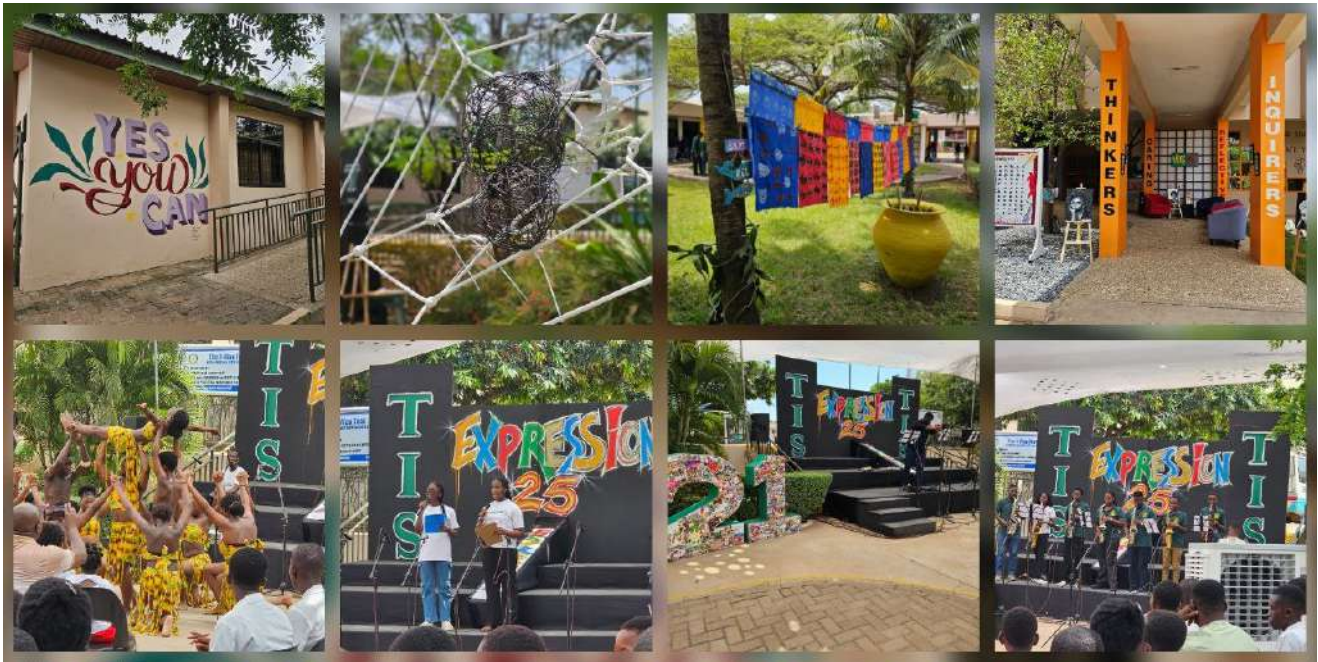
To enrol scan  
this.



The online application process can be completed at: <https://tis.openapply.com>  
 For further information contact us on phone:  
 +233 303 305134, +233 303 308737, +233 249 637762 email: [admissions@tis.edu.gh](mailto:admissions@tis.edu.gh)  
 Or come and visit the school (Opp Afariwa Farms, Off Tema-Akosombo Road)  
[www.tis.edu.gh](http://www.tis.edu.gh)

## CAS-SA Corner

### Expression 2025: A Celebration of Creativity, Connection, and Impact



The just-ended Expression 2025 was nothing short of spectacular, bringing together music, dance, drama, poetry, visual arts, and service (SA, CP, CAS) in a vibrant showcase of student talent, creativity, and collaboration. This year's theme, inspired by Charles Eames' quote, *"Eventually everything connects—people, ideas, objects. The quality of the connections is the key to quality per se,"* was beautifully woven into every aspect of the event.



The programme opened with a warm and inspiring address from **Dr. Ken Darvall**, our Principal, who welcomed everyone and encouraged students to embrace the many opportunities that TIS offers. He commended the remarkable talents of our students, highlighting how **Expression** serves as a platform to showcase their artistic and creative excellence. His pride and admiration for the students, staff, and school community were evident, setting a powerful tone for the day ahead.

At the heart of **Expression 2025** were **Eliana Essel and Angel Ogyiri Asare, Grade 11, (IB Class of 2026)**, who, along with their peers, led the event with dedication, passion, and commitment. Grade 11 students took charge of various committees, overseeing every detail and ensuring that the event was well-organised and deeply impactful. Their leadership was evident in every aspect of the programme, from planning to execution. During the opening and closing remarks, **Eliana and Angel** reflected



on their journey, commended their peers for their hard work, and expressed gratitude to everyone who contributed to making **Expression 2025** a remarkable success. Their words resonated with the audience, as they beautifully encapsulated the essence of this year's theme, connection.

From the moment guests arrived, they were met with engaging activities, stunning art exhibitions, and an electrifying lineup of performances that kept the audience captivated. Parents, students, and staff had the opportunity to not only witness talent but also actively participate, whether through the interactive art installations, pottery demonstrations, kente weaving, or furniture-making experiences.



The first segment of the programme was opened by our esteemed Guest Speaker, Cecil Jones Abban, a renowned illustrator, animator, and storyteller, who shared his inspiring life journey. He drew meaningful connections between different disciplines, particularly the intersection of arts and science, emphasising the importance of nurturing creativity. He urged parents to support their children's passions while commending TIS for its commitment to the arts and holistic education.



His speech set the stage for an unforgettable first half of the programme, which was filled with spectacular performances. From energetic dance routines, soul-stirring music, and moving spoken word pieces, to an incredible performance led by LesleyAnne, who surprised the audience by inviting a parent and student for an impromptu spoken word performance, a moment that left everyone in awe. To top it off, staff members also took to the stage for a surprise performance, delighting the crowd with their spontaneity and creativity.

Closing the programme's first segment, our Guest Artist, Nana Asaase, delivered a poetic masterpiece that seamlessly connected the performances to the second part of the event. His powerful words resonated deeply, making the perfect transition to the art exhibition and experiential activities.

The Visual Arts exhibition was a breathtaking display of final-year students' artworks, showcasing their two-year artistic journey. The exhibition featured an array of paintings, murals, recycled furniture, ceramics, and mixed media installations, demonstrating our students' depth of talent and dedication.

Beyond the exhibitions, guests had the opportunity to immerse themselves in various hands-on experiences—from kente weaving and pottery-making to cooking traditional dishes at the Asanka Delight stand. Every aspect of the day was designed to provide an interactive and engaging experience,



making Expression more than just an event, but a truly immersive celebration of creativity and connection.

Expression 2025 was also about giving back. The overwhelming support from the TIS community significantly impacted raising funds for various CAS projects, including EducAid, Operation Smile, Buddies for Change, and other community engagement initiatives. With the funds raised from





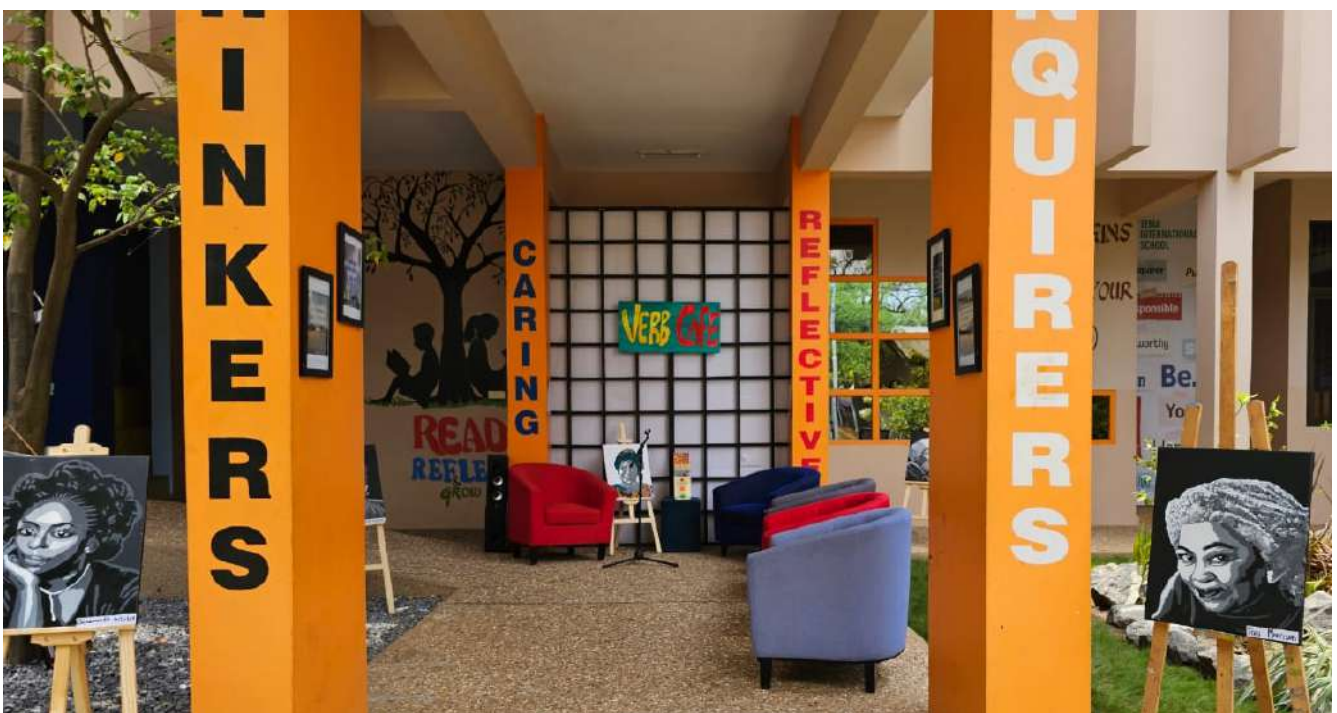
Expression, we will be able to sponsor cleft lip and palate surgery for a child through Operation Smile and kick off the construction of a toilet facility at Mante School as part of the EducAid Initiative.

We were also honoured to host visiting schools, including DTI (Design & Technology Institute), Accra, and St. Nicholas Charity School, who actively engaged in the experience, further enriching the collaborative and inclusive spirit of the event.

As we reflect on this incredible journey, one thing is clear: **Expression 2025** was more than just an event; it was an experience, a movement, and a testament to the power of creativity and connection.

A huge thank you to everyone who contributed to making this event a success—our students, teachers, parents, guest speakers, artists, visiting schools, vendors, and the entire TIS community.

**Expression 2025** may have come to an end, but the connections, lessons, and impact will last a lifetime. Here’s to celebrating creativity, fostering innovation, and making meaningful change—because, *eventually, everything connects.*















Operation  Smile  
Ghana



🎨 **TIS Smile Club** – Changing Smiles, One Surgery at a Time!

**The TIS Smile Club**, in collaboration with Operation Smile Ghana, extends heartfelt gratitude to everyone who has supported the corrective surgeries of children with cleft lip and cleft palate.

Our mission to transform smiles and lives continues!

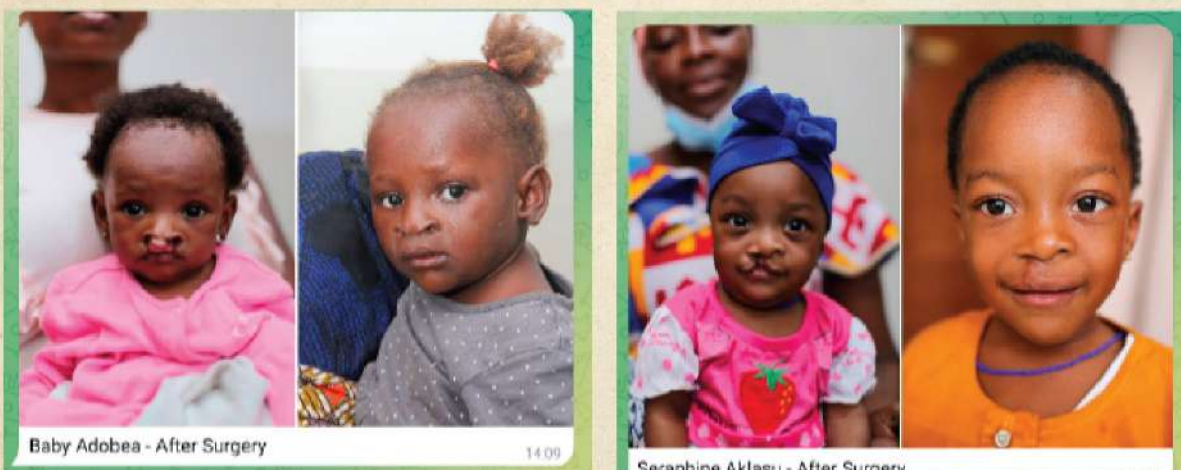
💙 **Support Us** – Buy Art, Change a Smile! 💙

Purchase any of our beautiful paintings, and together, we can give more children the gift of a confident smile.

Every painting you buy helps fund a life-changing surgery!

Thank you for making a difference!

💛 **TIS Smile Club** 💛



Baby Adobebe - After Surgery

14.09

Seraphine Aklasu - After Surgery



Thank You, TIS Community!

For the past 10 years, TIS has been a beacon of hope for children in need of open-heart surgery.

Through students' CAS initiatives, you have helped save lives and bring smiles to families.

Most recently, **Benjamin**, who had been waiting for so long, successfully underwent heart surgery thanks to your generosity. He is now on the road to recovery—all because of you!

💖 **Have a Heart, Save a Life!** 💖

Your support changes lives, and many children are still waiting for their chance at a healthy heart.

### How You Can Help:

- ✔️ Donate Today
- ✔️ Purchase plants & garden ornaments
- ✔️ Buy CHF Ghana mugs & gifts

Together, we are making a difference! Thank you, TIS!

#HaveAHeartSaveALife #SupportCHFG  
#TISCommunity #ChangingLives








## EduAid Mante Initiative


We need your support to renovate the IT Lab and build toilet facilities at Mante School!

### How You Can Help:

 Purchase Dr. Ken's book – *The Teaching Guarantee: Making a Difference*

 Buy Art & Craft – Beautiful student-made artwork, crochet, and furniture

 Every purchase makes a difference! Together, we can create better learning conditions for the students of Mante School.

 Visit our stand & be part of the change! 

#BuddiesForChange  
#EduAidMante #SupportEducation  
#BeTheChange





Soap on Hands



Palm to Palm

Back of Hands



**TIS RED CROSS PRESENTS:**

# HOW TO WASH YOUR HANDS PROPERLY

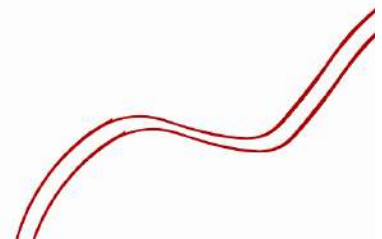
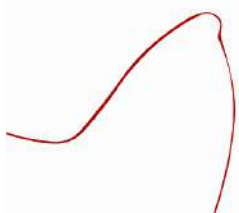


Between Fingers

Hand's Wrists



Rinse the hands





# PERSONAL HYGIENE

## The importance of Handwashing and COVID-19's effect on handwashing



01



### Why is handwashing important?

- Removes germs, bacteria, and viruses
- Prevents illnesses like flu, diarrhea, and food poisoning
- Protects you and others from spreading infections
- Reduces healthcare costs and hospital visits

02



### When Should You Wash Your Hands?

- Before eating or preparing food
- After using the restroom
- After coughing, sneezing, or touching your face
- After being in public spaces (doors, transport, shopping carts)

## How COVID-19 Changed Handwashing Habits

03



### During COVID-19:

- Increased awareness of hand hygiene
- More access to hand sanitizers in public places
- Schools & workplaces encouraged frequent handwashing

04



### Now, Post-COVID:

- Handwashing rates have dropped globally
- Many people have returned to old habits
- Studies show less frequent handwashing, despite ongoing well-being threats.

**WE ADVISE YOU TO WASH YOUR HANDS REGULARLY AS THESE BAD HABITS CAN LEAD TO NUMEROUS HEALTH RISKS .**

## Summer Immersion Program Opportunities



At Tema International School (TIS), we believe that education extends beyond the four walls of a classroom. True learning happens when students step into the world, engage with different cultures, and experience history and language firsthand. Our upcoming **France & Spain Trip 2025** is designed to provide students with a transformative and immersive learning experience, fostering global awareness, independence, and intercultural understanding.

This incredible journey will take students through the **vibrant streets of Paris and Madrid**, where they will explore the **art, architecture, history, and traditions** of these two culturally rich nations. The trip aligns with TIS's commitment to **international-mindedness**, offering students the chance to broaden their horizons through experiential learning.

### Why This Trip Matters for Our Students

1. **Engage with world-renowned art and architecture** at landmarks such as the Louvre Museum, the Eiffel Tower, Park Güell, and the Royal Palace of Madrid.
2. **Experience rich traditions and diverse cultures** through guided cultural tours, culinary experiences, and language immersion.
3. **Develop language skills** by interacting with native French and Spanish speakers, strengthening their **linguistic abilities** in real-world situations.
4. **Gain independence and adaptability**, learning valuable life skills as they navigate new environments.
5. **Deepen their understanding** of global perspectives, fostering respect, open-mindedness, and appreciation for diversity.

This trip is more than just travel, it is a holistic educational experience designed to encourage critical thinking, curiosity, and cross-cultural connections. By stepping out of their comfort zones and immersing themselves in new experiences, students will return more confident, globally aware, and ready to engage with the world on a deeper level.

At TIS, we are committed to providing students with meaningful and transformative experiences that shape them into future leaders and global citizens. The France & Spain Trip 2025 is a testament to this mission, offering an unforgettable opportunity for students to experience the world in a way that textbooks simply cannot provide.

Stay tuned for updates as we prepare for this **incredible journey of discovery, learning, and fun!**



#TISGlobalExperience #CulturalImmersion #FranceSpain2025 #InternationalLearning  
#GlobalCitizenship #LearningBeyondBorders



# TEMA INTERNATIONAL SCHOOL



LANGUAGE & CULTURE IMMERSION PROGRAM

# FRANCE-SPAIN TRIP 2025

SAT 21 JUNE - SUN 13 JULY 2025

📍 **FRANCE:** ANTIBES, PARIS 📍 **SPAIN:** BARCELONA, MADRID

**Payment deadline - Friday, 21 March 2025**



Join this educational language Immersion Program and embark on a transformative journey to fluency and cultural discovery.

**For more information, contact:**

Gina - 0246492051 Mr. Agbeko - 024 321 9784 / [kagbeko@tis.edu.gh](mailto:kagbeko@tis.edu.gh)

Phoebe Fafa Wensley- 0209038938/ [phoebe.wensley@tis.edu.gh](mailto:phoebe.wensley@tis.edu.gh)

## Harvard Youth Leadership Summer Camp!



### TIS Students Embark on a Transformative Experience at Harvard Summer Camp

Tema International School is proud to announce that **25 of our students** have successfully registered to participate in the **Harvard Model Congress San Francisco Youth Leadership Summer Camp at Harvard University**. This prestigious programme is designed to develop critical thinking, leadership, and global collaboration skills through **immersive learning experiences**. Students will engage in **high-level masterclasses**, work on **real-world problem-solving projects**, and collaborate with **Harvard mentors and global peers**. This unique opportunity aligns with TIS's vision of fostering **academic excellence, leadership, and experiential learning** beyond the classroom.

At TIS, we believe in **taking the classroom to the world**, ensuring our students are **exposed to transformative experiences** that shape them into well-rounded, globally minded individuals. The Harvard Summer Camp provides an **exceptional platform for experiential learning**, allowing our students to **apply knowledge in real-world contexts**, enhance their **public speaking, research, and collaboration skills**, and develop a **growth mindset essential for future success**. This experience will not only enrich their academic journey but also give them a **competitive edge in university applications** and future career paths. We are excited to see our students represent TIS on this global stage and look forward to witnessing their **growth and impact**.

Youth Leadership Summer Camp  
at  
**HARVARD  
UNIVERSITY**

## #CAS Project – Buddies for Change Club Initiative

**TEMA INTERNATIONAL SCHOOL**

**SUPPORT**

**MANTE SCHOOL OF EXCELLENCE**

Donate towards renovating the IT laboratory in the Mante School of Excellence. You can support in cash or kind.

**DONATE CASH**  
MoMo: Abigail Ahiadorme  
0597621047  
Reference: Mante IT lab

**KIND:** Make a pledge to donate a PC, Tables, chairs or other IT equipment

**AN INITIATIVE BY:**  
TIS Buddies For Change Club

For more information, please contact the CAS Coordinator at [surama.king@tis.edu.gh](mailto:surama.king@tis.edu.gh)

At *Buddies for Change Club*, our mission is rooted in the theme “*Thinking Globally, Acting Locally.*” We believe that real change begins within our communities, and through collective effort, we can make a global impact. Our current focus is on renovating and equipping the **IT Lab at Mante School of Excellence**, turning it into a space where students can unlock their potential and thrive in today’s technology-driven world.

The current state of the IT lab is far from ideal. Outdated equipment and limited resources make it difficult for students to access the tools and knowledge they need to keep up with the modern world. This initiative directly aligns with several **United Nations Sustainable Development Goals**

(SDGs), including **Quality Education (SDG 4)** and **Reduced Inequalities (SDG 10)**. By improving the lab, we’re not just providing resources—we’re opening doors to new opportunities for the students of Mante School.

To achieve this, we’re calling on you to support our efforts. In addition to financial donations, which can be sent to **0597621047** (with the reference *Mante IT Lab*), we are also accepting contributions of new or used but functioning IT equipment, such as computers, desks, and chairs. These items will make an immediate difference in the students’ learning experience. By supporting *Buddies for Change*, you’re not just helping renovate a lab; you’re empowering a generation, fostering innovation, and bridging the gap between potential and opportunity. Together, we can ensure these students have the tools they need to succeed and become the change-makers of tomorrow.

**Join us today** - donate, inspire, and be part of the change! Glorious Angel Ogyiri Asare – DP1



## EducAid Mante Initiative Class of 2026 Project for Impact



### Support the EducAid Mante Initiative – A Community Effort

The EducAid Mante Initiative is a CAS project led 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 challenges that affect the quality of education and student well-being.

**The project is structured in phases to address key needs:**

- **Phase 1: Sanitation Facilities – Raising GHC 150,000** to build safe and hygienic toilets, ensuring a healthier environment, especially for girls.
- **Phase 2: Classroom Renovation** – Refurbishing classrooms with better roofing, ventilation, and essential repairs.
- **Phase 3: Canteen and Additional Facilities** – Enhancing the school's canteen and other essential spaces for student well-being.

### How You Can Help

- ✓ **Attend Expression** – All proceeds from the fair sales will support Phase 1.
- ✓ **Direct Donations** – Contributions can be made via MoMo to Ms. Abigail Ahiadorme (0597621047) with the reference "EducAid – Your Name or Ward's Name."
- ✓ **Spread the Word** – Share this initiative with friends and family to help raise awareness and support.
- ✓ **Purchase Dr. Ken's Book** – The Teaching Guarantee: Making a Difference





During **Expression 2025**, we will be selling **Dr. Ken Darvall's** latest book, *The Teaching Guarantee: Making a Difference*, to support the **EducAid Mante Initiative**. This inspiring book is a must-read for educators and anyone passionate about making a difference in schools.

Every copy purchased directly contributes to the **EducAid Mante Initiative**. Books will be available from **GHC 200** per copy, and you can buy one for yourself or as a meaningful gift for someone. Let's come together to support this cause and create a lasting impact!

Thank you for being part of this journey—buy a book, support a cause, and help transform education!







The poster features a central white panel with a background image of a stadium. At the top of the panel are five logos: a blue shield with a cross, a blue 'EG' monogram, a green shield with a cross, a red and green shield with a cross, and a circular logo for the International School of Dakar. Below the logos is a stylized black and white Sankofa bird. The main title 'SANKOFA 2025' is in large, bold, yellow 3D letters with a brown shadow. The dates '18th-24th OCTOBER' are in bold black text. Below that, 'A CROSS CULTURAL ARTS FESTIVAL' is written in bold orange text with musical notes on either side. At the bottom, the organizers are listed in black text: 'BY SOS-HERMANN GMEINER INTERNATIONAL COLLEGE, ECOLINT: INTERNATIONAL SCHOOL, GENEVA, TEMA INTERNATIONAL SCHOOL, TEMA SENIOR HIGH SCHOOL, INTERNATIONAL SCHOOL OF DAKAR'. The venue is listed in orange text: 'VENUE: SOS-HERMANN GMEINER INTERNATIONAL COLLEGE, TEMA-GHANA'. The entire poster is framed by a colorful, abstract pattern of geometric shapes in red, orange, yellow, and black.



**SANKOFA**  
**2025**

**18th-24th OCTOBER**

**A CROSS CULTURAL ARTS FESTIVAL**

*BY*

**SOS-HERMANN GMEINER INTERNATIONAL COLLEGE  
ECOLINT: INTERNATIONAL SCHOOL, GENEVA  
TEMA INTERNATIONAL SCHOOL  
TEMA SENIOR HIGH SCHOOL  
INTERNATIONAL SCHOOL OF DAKAR**

**VENUE: SOS-HERMANN GMEINER INTERNATIONAL COLLEGE,  
TEMA-GHANA**

# Change <sup>the</sup> World Through Service

## #Make a Difference





# THE TIS DNA



[www.tis.edu.gh](http://www.tis.edu.gh)

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

# COUNSELLORS' CORNER



**Kudos to student organisers -Expression 2025.**

**At TIS, opportunities are deliberately created for students to unleash their talents. These unique pieces of stories are woven into the university applications. Dear students, Take the chance. Engage deeply with CAS!**



**The Colour of Life is Creativity  
Importance of Creativity**

- ✓ Become a better problem solver with improved self-expression and awareness
- ✓ Reduced stress, anxiety and mood disturbance
- ✓ Being able to create something special for people gives you a sense of pride and satisfaction. For more information just click <https://samuellehane.medium.com/the-benefits-of-being-more-creative-58cd6964b733>



**'If it must be done, it must be Donewell'.**

## **DP2s**

**Kindly complete the following. Detailed information is on managebac**

- ✓ IBIS forms which collates information about your university placements and acceptance.
- ✓ For UK applicants, final confirmation with parents in order to choose firm and insurance schools
- ✓ US Applicants should have successfully completed the I-20 in order to secure an early visa appointment to avoid disappointments
- ✓ Canadian Applicants, successfully applying for the Canadian visa best advice is to employ the services of a Certified Immigration Lawyer

## **DP1**

- ✓ Work on school selection sheet by discussing the type of school you want to apply to with your parents/guardians
- ✓ Work on counsellor comments with regards to essays



## University Visits for March 2025@TIS-Parents are warmly welcome!



Date	Name of Institution	Representative	Title of Representative	Email Address
3 March 2025	Swansea University, UK	Samuel Uche	Swansea University International Enquiries Assistant.	<a href="mailto:samuel.uche@swansea.ac.uk">samuel.uche@swansea.ac.uk</a>
5 March 2025	University of Sheffield, UK	Udochika Ezeocha Chris Cagney	Regional Representative - Africa Senior International Recruitment Manager	<a href="mailto:udochika.ezeocha@sheffield.ac.uk">udochika.ezeocha@sheffield.ac.uk</a>  chris.cagney @sheffield.ac.uk
	University of Toronto, Canada	Ntami Abraham 	Recruitment Advisor - Nigeria	<a href="mailto:ntami.abraham@utoronto.ca">ntami.abraham@utoronto.ca</a>
	University of Strathclyde, UK	Eguono Dada	West Africa Manager	<a href="mailto:eguono.dada@strath.ac.uk">eguono.dada@strath.ac.uk</a>
7 March 2025	University of Waterloo, Canada	Akua Asare Anim	International Recruitment Specialist Marketing and Undergraduate Recruitment	<a href="mailto:akua.asare-anim@uwaterloo.ca">akua.asare-anim@uwaterloo.ca</a>
11 March 2025	Iowa State University, US	Jeff Jones	Assistant Director International Admissions	<a href="mailto:admissions@iastate.edu">admissions@iastate.edu</a>
12 March 2025	Aston university	Olalounpe Olayode	Country Officer, West Africa	<a href="mailto:o.olayode@aston.ac.uk">o.olayode@aston.ac.uk</a>
	Nottingham Trent University	Oluwafunmilayo Adesanya	Regional Advisor for Nigeria and Ghana	<a href="mailto:oluwafunmilayo.adesanya@ntu.ac.uk">oluwafunmilayo.adesanya@ntu.ac.uk</a>
	Keele University	Grace Usman-Adejo	Regional Manager - West Africa	<a href="mailto:g.usman-adejo@keele.ac.uk">g.usman-adejo@keele.ac.uk</a>
	University of Dundee	Halima Alawiye	West Africa Recruitment Officer	<a href="mailto:HALawiye001@dundee.ac.uk">HALawiye001@dundee.ac.uk</a>
	Queens Belfast university	Wole Ibukun	Regional Manager for Sub Saharan Africa	<a href="mailto:w.ibukun@qub.ac.uk">w.ibukun@qub.ac.uk</a>
17 March 2025	York University	Bisi Alawode	Regional Recruitment Manager - Africa	<a href="mailto:segun@yorku.ca">segun@yorku.ca</a>




# Iowa State University

Ames, IA · Public · 4-year



TIS was elated to have Jeff Jones, Assistant Director of International Admissions. His interaction with students drove home the need for students to strive and achieve academic excellence and get involved in myriad co-curricular activities and leadership in order to boost students' acceptance rates into their respective universities. The presentation was engaging and informative. Although they are a test-optional school, they highly recommend students take SAT since the higher the scores, the higher the scholarship package.



**“ If you had told 18-year-old me that some girl from the suburbs of Chicago would travel to Antarctica by the time she graduated from Iowa State, I wouldn't believe you. I think study abroad is one of the most valuable experiences from my time at Iowa State. ”**

M-K Russell, Fall '24, Biology & Secondary Education

Click here for more information: <https://www.iastate.edu>

## Scholarships

<https://financialaid.iastate.edu/types-of-aid/scholarships/>



## 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)



### DIGITAL SAT TEST DATES 2024/2025

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
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
April 5, 2025	March 2 2025
June 14 2025	May 11 2025



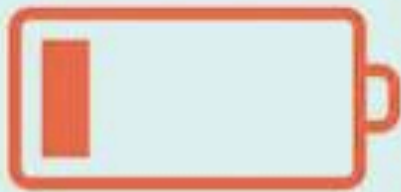
Click: <https://global.act.org/content/global/en/products-and-services/the-act-non-us/registration.html> \*to complete registration, payment must be made online in full with a credit card.

Change <sup>the</sup>  
World  
Through  
International  
Mindedness

#Make a Difference



# Energy Takers



- Sugar
- People pleasing
- Fear and doubt
- Sitting all day
- Overthinking
- Worrying
- Dehydration
- Living on autopilot
- Junk food
- The news
- Resentment
- Gossip
- Clutter
- Hate

# Energy Givers



- Sunlight
- Being authentic
- Positive self-talk
- Movement
- Living in the moment
- Deep breathing
- Filtered water
- Living mindfully
- Nutritious food
- Music
- Acceptance
- Friends
- Minimalism
- Love

@derricchew

# 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**



## INTERNATIONAL PI ( $\pi$ ) DAY: 14 MARCH



This is a day set aside by the community of mathematicians worldwide to celebrate the mathematical constant, pi ( $\pi$ ). It represents the ratio of the circumference of a circle to its diameter. Mathematically,  $\pi$  is an irrational number; a number whose decimal form neither terminates nor recurs. In other words, the digits of  $\pi$  after the decimal point continue indefinitely. [ $\pi \approx 3.14$ ]

The knowledge of this concept is key to understanding further concepts in mathematics especially in areas including volume and surface area of spheres, cones, cylinder, etc.

At TIS, the mathematics department commemorates the day each year with students developing projects and presentations to educate the school community about  $\pi$  and its use in real-life situations.

This year's has not been any different, students in the MYP3 (Grade 8) mathematics class beyond learning about  $\pi$ , have been involved in creating projects, **Pi in Architecture** and **Pi Game**. These projects will be presented at the next school assembly and showcased on the school's platform. Below are the reflections of some of the students.

**Mohammed Fahad Hussein.** This Pi Day, I created a **Pi-themed game on Word wall**, designed to challenge and engage players in learning about  $\pi$ . The process was both exciting and rewarding, but it also came with its challenges. One of the biggest difficulties I faced was not getting the chance to present how I solved the game. However, I remained persistent, continuously looking for opportunities until I finally got the chance to share my work. This experience reminded me that perseverance is key—not just in math, but in any challenge we face.

**David Tamakloe.** By completing this project, I learned more about pi, including its fascinating history and its wide range of real-life applications. I gained a deeper appreciation for how pi is essential in fields like engineering, physics, and architecture, and how it helps solve practical problems, such as calculating the circumference and area of circular objects.

We also faced a challenge when choosing the right app for our project. We were looking for something that wasn't too complex, but still unique and functional. After testing a few options, we found an app that met our needs, which made the whole process much easier and more enjoyable. This challenge helped us realize the importance of selecting the right tools for our work. Overall, this project enhanced my understanding of pi and its applications, while also teaching me the importance of choosing the right tools for effective work.

**Amy-Frances Gavor, Enoch Korama, David Bannerman.** Working on this project was a great learning experience. My group originally planned to create a game on Kahoot, but we quickly ran into challenges that made it difficult to continue. After realizing that Kahoot wasn't working as we had hoped, we decided to switch to Blooket instead. This change required us to start over, but it also taught us the importance of being flexible and adapting when things don't go as planned.

One of the biggest challenges we faced was having to redo our work after switching platforms. We had already put effort into the Kahoot game, so starting again on Blooket felt frustrating at first. However, in the end, Blooket allowed us to create a more engaging and interactive game. Another challenge was working together as a group. Since we all had different ideas, we had to make sure that everyone contributed and agreed on the final design. Through teamwork and communication, we were able to bring our ideas together and complete the project successfully. Even though we put in a lot of effort, we were not chosen to present at assembly. At first, this was a little disappointing because we were excited to share our work. However, I realized that the experience itself was still valuable. We learned how to collaborate, solve problems, and use new digital tools. Most importantly, we created something we were proud of, even if we didn't get to showcase it to the whole school.

Overall, this project taught me that challenges and setbacks are a normal part of any task. While we didn't get to present at assembly, we still gained valuable skills and experience. I am proud of what my group accomplished, and I know that what we learned will help us in future projects.

**Janelle Ahadome.** I learned a lot about Pi in architecture. One thing I learned is that Pi was known since 2000 BCE and has been used to calculate circumference, area of circles, and volume of cylinders even since.

A challenge I faced was working with my group especially when creating our model. These challenges include, finding time to work in the Design Lab and struggles getting along. We overcame these challenges by dedicating certain free-periods and prep times to deriving a plan and creating our model.

**Michelle Tiekku.** When starting this group work, my teammates and I thought we had a plan, but as we kept progressing, we started having fights and misunderstandings. We reflected and decided to create a new plan and restart the work. This project has taught me to be open-minded, be a good communicator, and reflect when things don't go right. It also taught me to make a stable plan ahead of time and make sure there are no errors in the plan before actually proceeding to do that plan.

When we had a fight or a misunderstanding, it caused some people to refuse to do the work because they disagreed on it. To solve this, we had a discussion and talked about the plan thoroughly, and decided we needed to share ideas freely and communicate ideas better. We reflected and were able to create our project successfully.

**Erin Boadi.** For this project, my group was assigned to explore how pi is used in architecture by designing and constructing a model. The goal was to apply mathematical concepts, particularly pi, to real-world structures, such as circular buildings, domes, and arches. However, I was absent on the days my group worked on building the model, which meant I couldn't directly contribute to the construction process.

Despite not being present, I still learned about the significance of pi in architecture. It is essential in calculating areas, circumferences, and proportions of circular structures, which architects use when designing buildings. This project also highlighted the importance of collaboration and communication in group work. Since I wasn't there, I had to take the initiative to catch up on my group's progress, understand their decisions, and find ways to contribute in other ways. This experience made me realize that even when I am absent, I still have a responsibility to stay engaged with my team.

In the future, if I know I might be absent, I will communicate with my group beforehand to share my ideas and understand the plan. If I miss a session, I will follow up immediately to stay informed and contribute in other ways, such as helping with research, documentation, or presenting the final project. This experience has taught me the value of teamwork, accountability, and problem-solving, which are essential skills for both school and real-world projects.

**Janice Marfo, Stephen Agyemang Jr., Elias Cisse.** Our group project on PI in architecture turned out to be a really engaging and insightful experience. We explored how Pi is used in building designs, especially in things like domes, arches, and circular layouts. As part of our project, we also created a model of the Colosseum, which is the best example of circular geometry in architecture.

We split the task so everything would run smoothly. One of us worked on the research and slides from the presentation, while the rest of us - including me - focused on building the Colosseum model. It was interesting to see how much math goes into design and how Pi isn't just a number from math, but something that actually helps bring balance and structure to buildings.

One of the challenges we faced was making sure our model and presentation were connected and made sense. We had to think carefully about how we would present and what slides we could talk about briefly on our own. This really helped us apply what we were learning in real life contents.

The project also helped me to show my teamwork and communication skills. Everyone brought different strengths, and it was great to see how we could put everything together as a group. In the end, the presentation went well, and it felt nice to see our effort pay off.

Overall, this project gave me a better appreciation for how math and architecture are connected, and how creative and technical thinking can work together.

# Change <sup>the</sup> World Through Teamwork

## #Make a Difference





# 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.

## **Kɔ̃sɛt Pāti Workshop | Foundation of Contemporary Art - Grade 11 V/A Trip**

An art engagement programme titled **Kɔ̃sɛt Pāti**, curated by Abbey IT-A, involved screenings of two films on a rotating platform, followed by prompted interactive reflections on the learners' individual and collective experiences therein. The first film, '*Certain Winds from the South*', directed by Ghanaian photographer and filmmaker Eric Gyamfi, is based on a short story by Ama Ata Aidoo of the same title about a Journey Southward from the North of Ghana in search of greener pastures. The second film is titled '*Relic 2*' by Ghanaian-British artist and filmmaker Larry Achiampong. It follows similar ideas about movement and travel but from a diasporic point of view. It was organized by the Foundation for Contemporary Art (FCA) - Ghana on Wednesday, 12th March 2025, to foster creativity **among young learners**.

The project was hosted at the former Marvels Mini Golf Course, next to Mmofra Place in Dzorwulu. Our learners were engaged in critical thinking and an interest in rhetoric (speaking) that directed discussions into their art-making practices and re-evaluation of their definitions of art. Below are the reflections of our Grade 11 Visual Arts learners who participated in the workshop.

### **Zeruiah Yarquah**

My recent trip to the *Kɔ̃sɛt Pāti* workshop, organized by the Foundation of Contemporary Arts, Ghana, was an exciting experience. When we arrived, we were engaged with Abbey, in an open discussion about the art areas of interest we were exploring and what we thought about ourselves as artists. As part of the session's activities, we walked through a screening of *Certain Winds from the South*, directed by Ghanaian photographer and filmmaker Eric Gyamfi and based on a short story by Ama Ata Aidoo, which was displayed on a circular rotating platform. This truly increased the immersive nature of the film. This unique viewing method transformed the static act of watching into something dynamic and engaging, drawing me deeper into the storytelling. On the other hand, while watching *Relic 2* by Larry Achiampong, I found the transition between the beginning, middle, and ending a bit disjointed/disconnected. I struggled to see the connection between the sequence of arranged buildings and the portrayal of a male figure's journey from childhood to adulthood.

The discussions following the screenings were equally exciting. Engaging with my grademates and guides—Abbey IT-A, Jeff Atuobi, and Abraham—opened up new dimensions of thought. The dialogue on what defines art, how it evolves, and the role of criticism in shaping our understanding of creative works was invigorating. Drawing connections between Art and Theory of Knowledge (TOK) not only highlighted Art's multifaceted nature but also made the experience intellectually stimulating and relatable.

This experience taught me a lot about myself. I realized that my contributions to discussions depend on the openness of the topics and the fluidity of the conversation. I also gained

confidence in critically analyzing art and articulating my thoughts in a meaningful way. The debates were not only engaging but also allowed me to challenge my peers' perspectives while enriching my understanding. I would love to relive an experience like this, particularly to explore new methods of engaging with art. Watching films in such innovative ways and participating in open discussions broadened my appreciation for artistic expression and pushed me to think critically. I look forward to future opportunities where I can dive deeper into art and share insights with others in similarly dynamic and thought-provoking settings.

### **Alfred Kanu**

We went to *Koṅṣet Pāti* exhibition to view contemporary art. We were first introduced to the staff there. We discussed our conceptual ideas and interests in art and what we liked as artists. He explained the unique concept behind the works curated at the place, then we watched the first movie. It was an interactive experience; we were tasked with moving the TV screen in line with the camera panning while the others sat and watched. We alternated positions after a while. This is what stuck with me, I heavily enjoyed it because this was a fresh take on watching content, causing us to become involved in the experience. It stays with the audience when they go home. The plot was right, and the use of languages was a nice addition because they came as nice surprises. The sets are generic but suitable.

The film was set from dusk to dawn but was filmed in the morning. They used technical methodology to time the filming process to occur over the time when the sky gets lighter. The film is shot in one take, so it feels organic and not so much rehearsed. I liked this one better than the other one for its ingenuity. The second piece was less of a plot but a narration complemented by visuals. The setting was not identified to stay unknown and invoke a feeling of curiosity and mystery. They were narrating about how black people were mistreated and disproportionately affected by discrimination. I don't believe it was coherent enough for the whole message to be understood. I think that is one of its flaws.

### **Eliana Essel**

Attending the *Koṅṣet Pāti* workshop by the Foundation of Contemporary Art was an eye-opening experience that challenged my perception of art and its discourse. We began by exploring our identities as artists and recognising the breadth of our interests while also realising how much broader they could be. Watching *Certain Winds from the South by Eric Gyamfi* was especially immersive, as we physically moved in a circular motion to mirror the film's structure. This engagement was a result of the interesting set-up, a circular platform with a screen which did well in reinforcing the idea of art as an interactive experience, and much more than just the white cube. *Rilec 2 by Larry Achiampong* continued this exploration of form, pushing us to consider how art shapes and engages its audience.

Our discussions deepened as we examined what defines art and the role of criticism. We acknowledged that art is shaped by discourse, where every claim invites a counterclaim. Key ideas came about: presentation, social construct, interpretation, discourse, and response,

which show the complexity of artistic meaning. This discussion also connected to our recent Theory of Knowledge (TOK) discussions on art as an area of knowledge, prompting us to question how artistic meaning is constructed and the extent to which interpretation is influenced by personal and cultural perspectives. The facilitator, Jeff Atuobi, a writer and a critic, said, "***The one cutting the grass does not know that the grass behind him is uneven,***" which, to me, underscored the essence of a critique: that it is an endless cycle of questioning rather than seeking definitive answers. This workshop revealed to me that art critique is not a conclusion but a questioning, one that unravels endlessly, demanding us to look closer and think deeper. It is key for great artists to keep generating questions.

### **Ann Gavor**

During this workshop, we were introduced to two films, one of which was filmed in one shot with a movement aspect, while the other was focused on the music in the background. For the first session, we watched two films, 'Certain Winds from the South' and 'Relic 2,' both of which were made and produced by different artists. The first film had an interesting aspect of moving with the film by sitting on a rotation mechanism and it being set in the outdoors. At first, I overlooked the effect that was given with this new screening method, but upon reflection, it made the film relatively immersive from the usual cinema experience with the use of the environments being the same and the rotating nature of the set. The second film was more appealing to me due to the strong cinematographic elements inside, such as the sound, the camera shots, the lighting, and much more. I think the more controlled environment appealed to me more since I tend to like cinematography more. The second session dealt with questions and answers, which began by questioning what we thought art was and comparing it with other theories and statements that our supervisor brought up. This made me question what I knew about art and even change some of the definitions that I related art to. The second part comprised of discussing and critiquing the two films we watched and what we liked and did not like about them. Apart from this, I also learned why we critique the way we critique due to our interests. All in all, the workshop was not what I had expected, but I found it to be engaging, both discussion-wise and film-wise, and learned new terms and ideas such as the idea that art is based on the viewer, or enjoying a film is dependent on understanding the film.

### **Kwabena Ofori**

My grade mates and I, who study Visual Art, embarked on a trip to witness the Kɔ̃ɔ̃sɛt Pāti in the Marvels mini golf course organized by the Foundation of Contemporary Art Ghana. Our journey to the destination was one of fascination, and we did not know exactly what to expect at the workshop. In our first interaction, we spoke about our interests in art and how they correlated with what we would talk about. We began by watching two movies, "Certain Winds from the South" and "Relic 2". The first movie, *Certain Winds from the South*, was fascinating because it was filmed in 360 degrees, with the crew positioned at the center of the stage. The movie featured four different languages and various scenes, all captured in a single take. To fully experience it, we watched it on a 360 board, which we had to manually



turn to immerse ourselves in the film. The second piece, *Relic Two*, was a captivating short clip centred around a score. The score served as the main narrative, accompanied by different words and visuals that enriched the story. Together, these films gave me new perspectives on storytelling and the unique ways art can unfold. The next engagement was a critical discussion with Jeff (an art critic), who initiated the critique session about our definition of art from our perspectives. After we talked about the films, we shared our thoughts and how they made us feel. We asked each other questions about what we noticed and our opinions. This trip was eye-opening and helped me better understand and appreciate what I consider to be art.











# Change <sup>the</sup> World Through Creativity

## #Make a Difference



# 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.”**



