

WEEKLY BULLETIN

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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.

COVID-19

- Wash your hands frequently and thoroughly with soap and water, before and after eating, and after going to the washroom.

Dry your hands thoroughly or the advantage of washing your hands is lost.

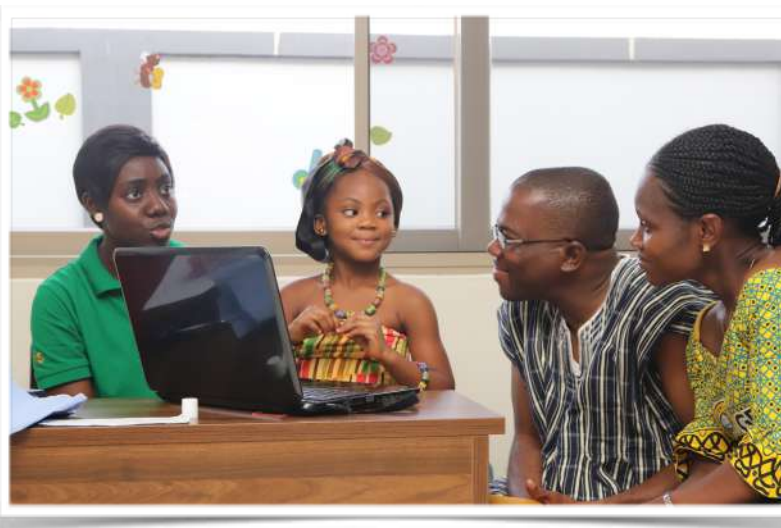
- Cover your cough and sneeze, dispose of tissues, and use alcohol-based hand sanitisers.

- Practise social distancing at all times.

Thought for the Week

There are seven days in one week and someday is not one of them

- Anon



Well done, College Guides!

Our University Guidance Counsellors, affectionately known as the College Guides, have weekly sessions with all secondary classes. Their program allows students to identify their strengths, articulate their university program priorities, and guide them through the annual university admissions process. They coordinate and supervise the SAT and ACT testing programs at TIS, as well as assisting parents with the intricacies of any required financial documentation.

It's hard and constant work for most of the year, especially when students are slow in completing required tasks for the university applications. However, it is also satisfying at the end of each year when they are advised of the various offers and financial aid awarded to our students.

For the Class of 2020, the overall total amount of financial aid



Do the right thing,
even when no one
is watching.

It's called integrity.

Making Us Proud

• Nana Akua Addae, Emmanuel Osroagbo, Sedinam Kudah, Kwasi Ayisi, Nana Adwoa Addae, Elikem Amoo, Kwabena Osei-Ababio, Kwaku Ayisi and John Opeku who were Primary School Learning Champions last week.

• Annalisa Boahen for her powerful creative writing in last week's Bulletin.

• Vanesa Addofoly, Alberta Addo and Jackie Buba for their reflections and tributes to members of the Class of 2020.

• Lydia Boahen (Virtual HS Exchange) and John Aden-Mensah (IB Choir) for keep us up-to-date each week.

BOL

- To our G9 and G11 students who will commence their eAssessments next week.
- To our Primary School Campus staff who are preparing for their virtual PYP Consultancy visit on 28-29 May, 2020.

Reminders

- Please read the weekly TIS Bulletin and take action as required.

and scholarships received is US\$2,113,614

The highest offers per country are:

- USA: Illinois Institute of Technology - US\$71,226
- Canada: University of Ottawa - CAD\$31,000
- UK: Manchester Metropolitan University - GBP6000

Thank you, College Guides, for another successful year. We appreciate your dedication and commitment to our students.

SchoolsBuddy

Tema International School is now using SchoolsBuddy for extracurricular activities, events, excursions and general communication in preparation for 2020/2021. Parents, students and teachers will receive an invitation to register from today. From tomorrow and Primary School parents will be able to sign up for student-led interviews that will be held remotely on Friday, 5 June. Please contact Dennis Akortah or myself if you need any assistance.

Stay healthy.

Dr Ken Darvall (Principal)





TEMA INTERNATIONAL SCHOOL



Primary School Campus

Admissions Open For 2020/2021 Academic Year

To learn more scan this.



Flexible admission screenings and interviews

To enrol scan this



Entry Points in 2020

Early Years

Kinder 1 (3-4 years)
Kinder 2 (4-5 years)
Kinder 3 (5-6 years)

Junior Primary

Grade 1 (5.5 - 7 years)
Grade 2 (6.5 - 8 years)
Grade 3 (7.5 - 9 years)

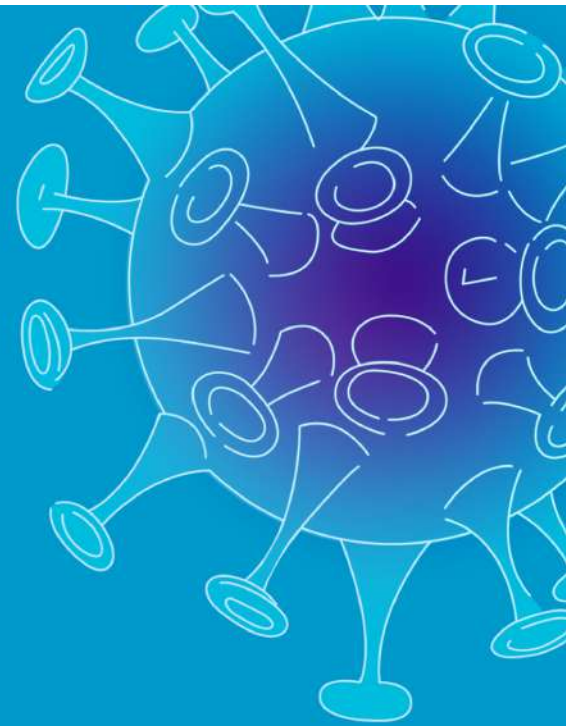
Senior Primary

Grade 4 (8.5 - 10 years)
Grade 5 (9.5 years-11 years)
Grade 6 (10.5 - 12 years)

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 MYP and DP. The Primary School campus has been approved as a Candidate PYP School.



Be **INFORMED**
Be **PREPARED**
Be **SMART**
Be **SAFE**

Be **READY** to fight
#COVID19

For the latest health advice, go to:
www.who.int/COVID-19



UNITED NATIONS



World Health
Organization



TEMA INTERNATIONAL SCHOOL

CULTURE

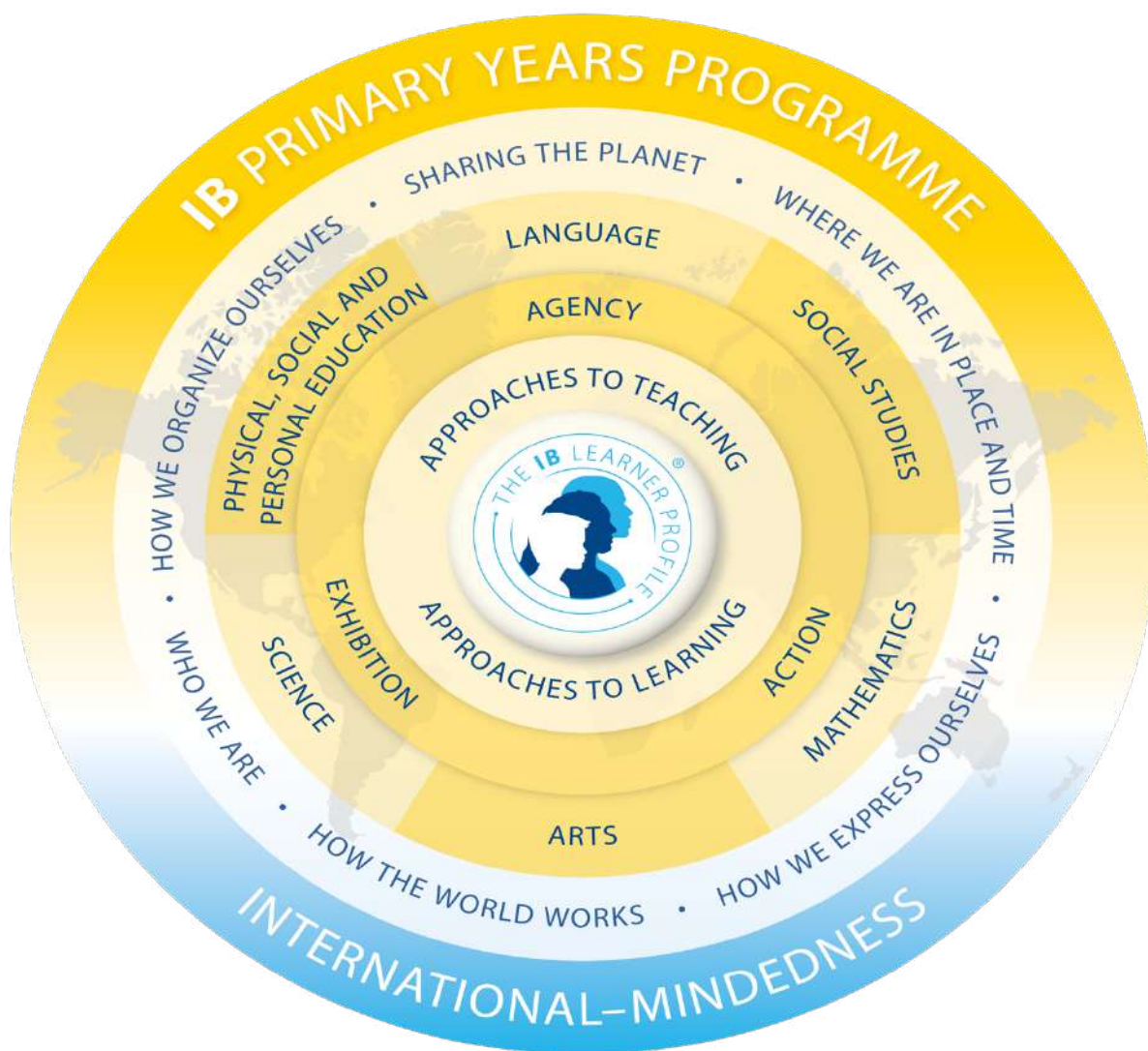


At TIS, we believe that culture as one of the four pillars for student balance and ensuing success, develops and enhances the creative, artistic and performing skills and talents in each student.



EDUCATION FOR A BETTER WORLD

PYP CORNER



Primary School Resources & Additional Subjects

The TIS Primary School has been very much keeping updated on its online learning resources even before the global advent of virtual learning become the norm for learning and teaching during COVID-19.

This has set our learners and teachers in a great path to success with virtual learning. Apart from Zoom and Google Meets, which have taken over from face-to-face learning and teaching, there are varied online learning resources and tools that continue to contribute and allow our learners to progress forward with their inquiry into their class units.

Here below are reflections from teachers and students regarding online learning resources. There are many and varied resources available for PYP learners to engage in learning towards developing deeper conceptual understandings.

Apart from ManagBac, I've relied heavily on Epic! Story Weaver, Hooda Math, IXL Math and YouTube videos have also been helpful.

Ms. Angela, Kinder 1

I have been using computer-based formative assessment tools, these include Socrative, Padlet, Fotojet, Savvy asl dictionary and Zoom.

Mr Felix, Visual Arts & Sign Language

In my list of online resources they include Google suite, Padlet, Epic, Edmentum, YouTube videos, Story Jumper, Interactive math games and other educational games.

Mr Saviour, Grade 5

I find the use of Epic, YouTube videos and Twinkl to be useful resources that have helped me a great deal in having engaging, collaborative student-led sessions.

Ms Michelle, Kinder 2

We have various in-class and online resources that are currently in use. For the in-class resources, the most obvious one is the teaching team. They are dedicated and have risen to the challenge of working remotely. We also have books that are easily accessible and computers that have internet access during face-to-face teaching.

Online resources are also available in the form of Edmentum and the platform we use for all learning and testing, ManageBac. There is also access to the school library's online catalogue and Encyclopedia Britannica.

Mr Francis, Office Manager

Student Reflections



Maame Osei-Ababio Grade 3

The online resources we use are ManageBac, Epic, Edmentum, math games, Padlet, Turaco games and many more. The one I like to use most is Padlet because we can text to each other as if its Whatsapp which you would see all your texts and pictures without them being deleted. We also use Zoom to see each other's faces and we can share our screen to show others our presentations, sites, etc. The way I use Epic is that I read books and earn achievements to change my picture and frame. For example, no prob-lama day read on international llama day.

At TIS Primary School, additional subjects such as Drama, Dance, Music, Visual Art, GSL and PSPE support the units of inquiry across all grade levels. Here are reflections from students and teachers.



Home made nose mask

Nana Kwame Wiafe-Akenten Grade 2

Doing Art at home has helped me to know that there are so many things I can do without buying them. Examples are a nose mask and first aid box.

My knowledge on sign language also gives me the courage that I can communicate with the hearing-impaired.

These additional subjects will go a long way to help me extend ideas from the main subjects to my everyday life.



GSL has enabled me to sign with people who can also sign. Visual art has improved my drawing and has helped me to be more creative.

On ManageBac my teachers post my assignments, links to videos and my Zoom class schedule.

I use Zoom for my classes with my teachers and friends. I read books from Epic. Mummy submits my homework through Whatsapp. That is about the online resources we use.

Signing Baker

. - Sedinam Mills Kwame Kudah, Grade 2



The additional subjects support as in many ways like they help as express our self and many more.

Drawing of a plant from observation

Kwaku Grade 4



The additional subjects have helped me to know some things I never knew in all the subjects.

When we started online classes I met my friends and it also helped me socialise with my friends. It also helped me know certain things I didn't know.

Signing social distance

-Emmanuel Grade 2

Teacher Reflections

Learners have different ways to express themselves with Art and GSL. Some learners find it easy to express using art or sign language which is also very helpful. Learners are not forced to use one way or form to express their understanding during an inquiry process. *Miss Agartha, K3 Teacher*

PSPE, Arts and GSL has greatly supported the unit of inquiry and this has been evident during the Zoom lessons. Students have over the weeks learnt to adhere to all the Zoom protocols, thus exhibiting great discipline. Art has also been used in almost all projects and works [task]. Students use Arts in powerpoint presentations, videos and personal projects. *Miss Priscilla, Grade 3 Teacher*

Before each unit starts, specialist teachers collaborate with homeroom teachers to identify common links of the disciplines and find ways to drive the inquiries in such a way that the additional subjects are not taught in isolation. Some learning outcomes and experiences may be similar in a number of subjects so through collaboration teachers can agree on how to come together to achieve common objectives, thus achieving transdisciplinary learning. *Miss Perfecta, Grade 1 Teacher*

In the area of PSPE, learners are learning to sit quietly and attentively during our Zoom sessions which are entirely new to them. They are also taking turns to share their experiences and ideas and are collaborating with their friends in a respectful manner. In the area of Art, learners are engaged in tasks that help them to observe animals in their environment and construct their own meaning about them in an artistic way. In the area of GSL, I see that learners are very excited and more expressive in communicating their knowledge on animals using good hand and body coordination, which has helped to make more transdisciplinary connections.

Miss Michelle, K2 Teacher

Art has been an integral part of our unit since we are learning about ecosystems in Grade 4. Students are learning to draw plants and animals from observation and also draw some natural items. They are also exploring landscape drawing, which will deepen their understanding of the natural environment in an ecosystem. Skills acquired from art are also being used by students to create posters to communicate their understanding of the unit of inquiry. In Grade 5, PSPE and sign language have really been helpful. By learning how to sign words, phrases and sentences, students will be able to communicate to other children about their rights and privileges. Additional subjects help to enrich students learning and makes it fun and authentic.

Mr Saviour, Grade 4&5 Teacher

In PSPE, learners are engaging in age-appropriate tasks, as part of their daily routine, to thrive in their gross and fine motor skills. They have integrated activities centered around the planting project, which is our main PBL for this unit, 'Sharing the Planet'. To ensure active living, learners water and take care of their young plants with the help of family, while

developing dependence and personal responsibility. Identifying and reflecting on personal preferences when it comes to enjoying the benefits of plants also helps learners develop a sense of identity. Learners are maturing in perseverance, resilience and patience as they have waited for the first signs of sprouting seeds and dealt with the effects of the rain on their tender seeds and plants. Tasks are designed to afford learners the opportunity to construct their own understanding as they interact with their local environment through plants and communicate their ideas and feelings in a variety of ways. Learners have used Art to convey their understanding of plants and build their creative abilities. They are able to gain and retain deeper conceptual understanding into plants as they are involved in the whole process of creating attractive flower masks, colourful potted plants, beautiful plant mosaics and many more. With the incorporation of Sign Language, learners are deepening their understanding of sound-symbol relationships as they finger spell key words related to plants. GSL has proven to be highly effective in supporting learners who have preferred non-verbal modes of communication.

Miss Angela, K1 Teacher

PSPE supports the unit of inquiry when students in the class are doing groupwork, class activities, discussion, role play, music lessons, distribution of the learning materials, (active living, interaction and identity during the PE), behaviour of the students in and outside the classroom. Art supports the unit of inquiry when students make posters during the process of their learning. These are times when students are given assignments/tasks which always have ways of spreading awareness and these require art. GSL supports the inquiry by exposing the learners to be knowledgeable in acquiring other skills other than the ones they already have. They are able to use another language. The learners use GSL in class to sign new words that they find during the inquiry.

Veronica Lumumba, Grade 2 Teacher





TEMA INTERNATIONAL SCHOOL



Cordially invites
You
To our virtual Graduation Ceremony

For the IB Class of 2020

Theme - Reflecting and Taking Action in An Uncertain World

Guest Speaker: Dr Conrad Hughes
(Principal, International School of Geneva, La Grande Boissière)

Saturday, 6 June, 2020

10:00 AM prompt

Live Streaming on YouTube  (Tema International School) & Facebook  (TISGhana)

PLEASE NOTE

Tema International School is **CLOSED until further notice due to the COVID-19 pandemic.**

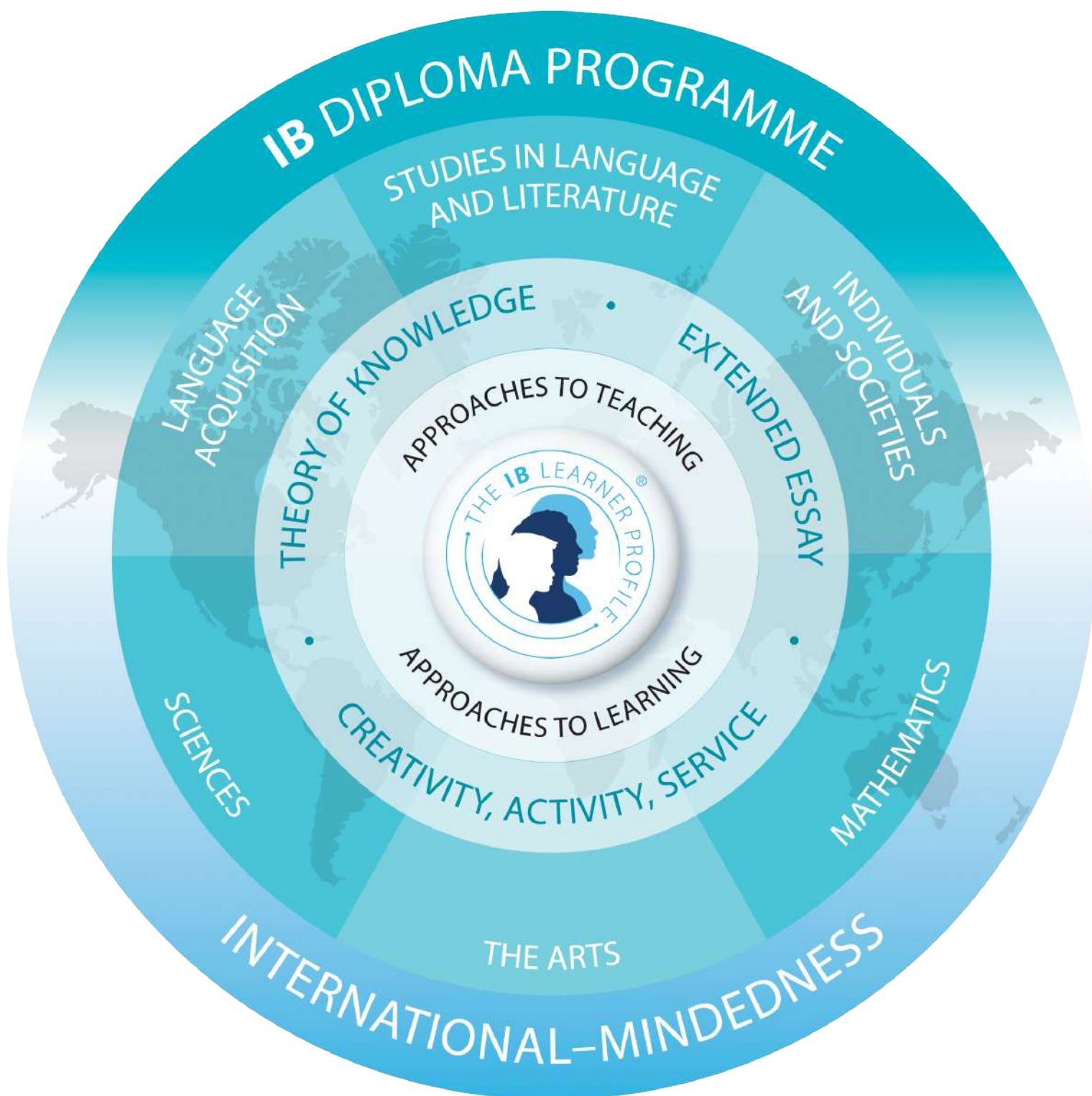
Deliveries should be handed to security at the Promise Street entrance.

To make contact with TIS during this period of closure, please email: info@tis.edu.gh

We apologise for any inconvenience.

Stay healthy by observing all recommended health practices.

TIS Management



DP CORNER

*All teachers and learners are experiencing a new learning environment with the wave of change that events of the time have thrown at us. The experience might be a mixed grill for many but what is certain is that both teachers and learners are evolving in remarkable ways, and the DP Office is privileged to share the **second batch of reflections from staff** on online teaching and learning. We hope you enjoy reading.*

“All the world is a stage” and the borders of the TIS Black Box Theatre has extended to Novisi-Lomé

When we were evacuated from our safe haven, the Black Box Theatre, my initial reaction was, ‘Houston, we have a problem!’

Theatre studies and practice requires hands-on physically explorations, the gathering of people working together (**#collaboration**), and my thoughts couldn’t entertain how these could be maximised in a wireless world. As I grappled with these haunting thoughts, I remembered what my Acting lecturer once told me in Uni... ‘Never say never to any role... if your creativity is as little as a mustard seed, you can evolve into any role thrown at you’. Well, here was one role (online Theatre teaching) thrown at me that required some creativity bigger than a mustard seed. God save me!



Khadija (DP 1 Theatre Student) demonstrating the stance of the Pantomime Principal Boy
#GardenTheatre

My experience with virtual teaching has been experimental, thanks to **improvisation**. Now that I am not in the same physical space with my student, I have had to come up with teaching ideas that reduces my presence in the ‘classroom’ and encourages more independent learning.

Discussing performance theories and concepts hasn’t been as challenging as practising them. But my student is doing well by far, making do with what she has at her disposal; turning a section of her house into a theatre space, using her siblings as an audience and technical crew, it appears her



Khadija (DP 1 Theatre Student) demonstrating the stance of the Pantomime Principal Boy
#GardenTheatre

creativity is bigger than a mustard seed. This wireless teaching experience has made me scaffold more and teach less, which by far has made my student a better independent learner.

One thing I have learnt from this experience is that ‘creativity cannot be masked’. Upon return to school, if normalcy returns, I will continue with more scaffolding and less teaching. Also, the borders of our performance space in the school, the Black Box Theatre, will be extended to the MPH car park and the Sports Complex, and, where and when needs be, jump the walls of the school.

Ebenezer Kwame Asime (Theatre/Drama Teacher)

If ever there was a time to learn from one another and share best practices, it is now. The COVID-19 pandemic has re-echoed some aspects of what a 21st century education should be like. Technology has become the order of the day, ignore it and you are missing out.

For the past weeks that I have engaged my students in virtual lessons, I have rediscovered who actually my students are. Those that do the right thing regardless a teacher’s physical presence and those that pretend to do the right thing when a teacher is physically around or not around.

Very interesting scenarios arise depending on the topic and type of activity for a lesson. We have students who suddenly have issues with their microphones when you direct a question to them. There are those whose internet takes them out of the lesson only when they are to present their report on a given task. There are also some that are ‘allergic’ to the first period (8:30AM) lessons, so will join when the lesson is almost over at 9:30AM and you can guess the reason for their lateness- internet issues.

Nevertheless the challenges of these virtual lessons, it is the way to go now. Teachers will continue to explore new and innovative ways to make lessons more engaging.

Bearing in mind that the effectiveness of online learning varies amongst age groups, there should be a concerted effort to use a range of online collaboration tools for younger children to have their full attention in class.

I am hoping that we will come out of this global pandemic with more lessons learnt on how to effectively engage our students in class to provide them with quality learning opportunities.

Richmond Dzongor (HOD, Sciences)

Virtual learning is not an option that many educators pre-COVID-19 would have recommended because of the obvious challenges that come with its implementation. Interestingly, it is the

new normal now. The implication is that we are living in difficult times and no one can predict the future. However, one thing we can predict is the impact technology will have on education post-COVID-19.

The experience has been worthwhile as I had previously explored virtual learning through online courses on Coursera and currently with the University of the People Online Master's Program. The difference with the current situation is, rather than being a student in both cases, I now must plan inquiry-based lessons to engage teenagers from the comfort of their home. The obvious challenge, distractions. That meant that planning must be thorough with a detailed implementation strategy. It has been a good experience so far with trying different things such as ZOOM, Padlet et cetera.

My greatest take-away from this experience is creating authentic assessments that require students to think critically and creatively. Because having students work remotely in an environment where they have access to various resources during assessments means that the nature of the assessment must change. Thus, I will consider varying the assessments to assess high order thinking skills, such as reflection or evaluation especially in the senior classes (Grade 11 and 12). Further, there must be full integration of technology into teaching and learning as there are enormous opportunities for students to develop 21st century skills.

Jerry Darko (Mathematics & TOK Teacher)

Moving out one's comfort zone is always challenging and more so when it is within the context of an unsettling pandemic, such as COVID-19. Though I have on occasion relied on a couple of online tools for teaching and learning, the idea of engaging students almost on daily basis through Zoom took some time to sink in, but for me it was a challenge worth taking. The first few days came with some hitches here and there but through collaboration with my colleagues at the Department and school wide, those were out of the way. Getting students to appreciate that this was the "new normal" was another thing to deal with, but thankfully since our students are "tech babies", it did not take much time for them to assimilate.

Teaching online has been exciting and revealing; exciting because of the range of possibilities it affords you, and revealing in the sense that you suddenly realize how the online platform is able to bring to live students who were hitherto considered shy or reserved in class – to two such students, Theodora (MYP5) and Elizabeth (D1), I say thumbs up!

Even as we pray for a return to normal lessons in the classroom, virtual learning must be considered an integral part of teaching and learning. For example, there should be no reason

for lessons to come to a halt if a teacher is unable to report to school for one reason or another, lessons can be pre-recorded and uploaded on a digital platform for students; teachers can equally conduct live zoom lessons wherever they are. I find virtual learning to be another vital tool when it comes to feedback – there will be no need for me to get a student from the hostel to the school block for EE, IA, Personal Project, or ToK feedback anymore – a digital platform can do the magic.

Boniface Sutinga (Language & Literature/History Teacher)

Not until the prolonged stay of Covid19, I never knew how effective online learning could be. This "strange" way of teaching has taught me two ways of teaching without barriers. I am able to monitor all my students on one screen while communicating and supporting some students via private chats. Through this form of teaching, students who love to do individual work are completing it very well. When school resumes finally, I will try to incorporate Zoom lessons in my periods. This is what I believe the world is becoming, a remote world.

William Sosu (Spanish Teacher)

These past weeks came with a myriad of unforgettable activities and learning experiences for me and my students. As a teacher, I grappled with sustaining students' interest during virtual lessons as I tried to bring them up to speed with the demands of the curriculum. Also, to ensure that students do not miss the 'classroom feel', the use of Zoom and other online apps in place of the quintessential face-to-face interactions have made teaching possible without compromising the benefits of physical presence. We have been equipped and continue to learn by the day. In fact, these experiences will forever inform teaching and learning.

Linda Adika (Language and Literature Teacher)

The Covid19 pandemic has brought about a great change in the way I approached teaching and learning, as a professional visual arts teacher in the IB community. I have been moved from my studio, where the magic of colours and clay are experimented, explored and practised in a diversified manner; the studio where every painting or sculpture was directly created and felt amidst the odour and stain of the material on my shirt.

How I miss this room I called a studio for the past few months of my stay in TIS, and how I resent the virus for taking me from this blissful sanctuary of Arts and distancing my beloved students from my memorable demonstrative lessons in the visual arts studio.

It all started one afternoon, when my HOD advised me to upload Zoom. I did not ask too many questions, and I just went ahead to research and find out what Zoom is. In my research I realized that, he was indirectly asking me to create and build up my own online classroom block, or art studio, where all that used to be my 'life' would be shuttered and revised to conform with the norm of the Covid-19 world I find myself in now. That afternoon was indeed a turning point in my career as an art teacher.

Two months down the line, Zoom has become the meeting place for me to teach and for my students to learn. I have devised a number of teaching and learning strategies, which are mostly born-out of visuals, videos and audios. I have been able to expand my ability to demonstrate, give tasks and assess my students work with meaningful feedback, all on this virtual learning platform.

In the first few days in delivering lessons on Zoom, I realised that visual arts as a subject would benefit immensely from this exercise. Because it is a sight-oriented classroom approach, where every lesson needs to be full of videos and images which will probe the student's imaginations and create a visual picture in their mind's eye.

Due to the share screen features on Zoom, I am able to discuss individual responses to all assignments given on ManageBac, I am able to also discuss my own feedback, one after the other and students get to share their experiences and work while the virtual learning is going on. Students are given the chance to explore on search platforms like Google, when I ask a given question which demands a direct answer. They share their findings and we are able to discuss them into detail.

I have created a studio room from my home, where students are even able to view some of my own paintings while I explain a number of techniques to them. This enables me to deliver lessons based on direct demonstrative principles. The virtual classroom has opened my imaginations and aspirations in the use of demonstrative images and videos.

Going forward, I will build up this idea in class, and see to it that, audio visuals become as highly useful as demonstrative lessons. Although there are rosy sides in virtual learning, it also offers itself as challenging in its use, the set-back mainly revolve around the unavailability of network on the parts of my beloved students.

I miss my studio. I miss having classes in a physical classroom environment, the one that is filled with all the amazing gestures from my beloved students, odour from the paints and art materials and the stain of colours on my working apparels and on my shirts.

Theophilus Owusu. (Visual Arts Teacher)

Virtual learning/teaching is not an option that many educators would consider until recent times. COVID-19 has called for innovations to reach out to students. One interesting technology that I found is ZOOM. In fact until I was introduced to this technology, I thought my teaching career in this difficult time was in jeopardy. I thought my world was ending. Thank you, ZOOM!

Now with virtual teaching/learning, there is the need for teachers to strategize to continue to reach out to students from the comfort of their homes. Inquiry-based lessons is a convincing approach that comes to mind to engage students through ZOOM. But, there are obvious challenges, distractions, internet connectivity issues, absenteeism and many others.

That meant that planning must be thorough with a detailed implementation and strategy. Planning for successful lessons, therefore, requires teachers to sequence material in an orderly manner that will trigger the interest of students. Activities and explorations that will help students grasp concepts, knowledge and skills must be carefully arranged to activate the interest of students.

In inquiry-based teaching/learning, students should be given the opportunity to investigate, create knowledge, ask questions, act and reflect and differentiate between what they know now, and what they not know before. Teachers should not be the sage on stage, instead, stand alongside their students, facilitating learning to happen.

Exploring better use of teacher and student time. Teachers/Students need to maximise lesson time. The learning environment and activities should be structured in a manner that will bring the best out of students within the shortest possible time.

The nature of formative assessment is key. This should and must be a diagnostic process that will enhance scaffolding. Pre-requisite skills must be activated in each learning process. Assessment tasks should differentiate and require students to think critically and creatively.

For the way forward, COVID-19, has actually given me the experience of conscious-looking at what goes through the mind of the learner. What activities that needed to be sequenced to improve understanding of concepts and skills. What technology must considered to aid teaching/learning process.

Nathaniel Attah (HOD, Mathematics)

How apt the saying that necessity is the mother of invention!

The Covid-19 pandemic succeeded in disrupting our normal and natural way of teaching and learning; it, however, presented us with the opportunity to dig deep and find alternatives. I must agree it was “fast and furious” in the first few days, when we were all groping our way through the virtual teaching and learning maze, trying to find ways of engaging our young learners and making our lessons inquiry-based. With determination and resolve, we found interesting ways to use Zoom to engage our students and have effective collaboration in the virtual classroom.

Zoom breakout rooms are my favorite: students can collaborate in small groups, devoid of the normal chatter and disruption from other groups during in-person collaboration, with the teacher virtually visiting each group for observation and tips. Shy students are more able to air their feelings through private chats, and request for more explanation. This is near impossible during in-person lessons; at best, I can only guess how a student feels through facial expressions and further questioning - no teacher is a clairvoyant.

Students who are absent from lessons do have the benefit of the recorded lessons. We found many tools to support our lessons. Virtual lessons, however, present their own challenges. Students do speak about data consumed during online lessons, low bandwidth affecting the teaching and learning experience, and inconsistent electricity supply. The teacher needs patience in these situations to empathise with the student.

Virtual learning does place a lot of responsibility on the teacher to prepare adequately, consider different learning styles of students, in order to make lessons accessible to all the students. One student once remarked, “The lessons are interesting, but it doesn’t feel the same as the normal classroom”, and I do agree 100% with her.

There are both opportunities and challenges. Post this pandemic, should we consider a blend of in-person and virtual lessons? The fact that we have been doing virtual teaching and learning for the past two odd months, with success, already feels like a victory over the pandemic.

Eric Fudzagbo (Computer Science Teacher)

COVID-19 ARRANGEMENTS: IT & PERSONAL BELONGINGS

For Students Who Remain on the TIS Domain

You can be removed remotely

Requirements:

1. Internet connection.
2. Email request to be removed from the TIS domain to: support@tis.edu.gh
Within the email, add a mobile contact number that has WhatsApp.
3. Student visits anydesk.com and downloads and installs the client software.
4. There will be a direct contact with student via mobil /WhatsApp during configuration.
5. After download, the student will send IT staff the code and allow IT access to their desktop. The student will be able to see it onscreen.

Collecting Personal Belongings From The Hostels

Unfortunately, students will not be returning to hostels before the start of the new academic year in August.

Consequently, students will need to collect the remainder of their belongings by 14 June.

In some cases, belongings can be packed up by Hostel Parents and left with security for collection.

In other cases where students have not kept their belongings where they should be (for example, sports shoes), it is too difficult to determine ownership without any form of personal identification.

The collection of personal belongings may occur on Saturdays and Sundays until 7 June, or during the week of 8-12 June, under the following conditions.

1. One student per hostel will be allowed entry at an agreed time for a maximum of 15 minutes. Not being punctual forfeits your time slot.
2. Contact the relevant Hostel Coordinator, Aunty Setor or Uncle Gabriel, to schedule an agreed time.
3. You must be wearing a face mask and observe all health requirements while at TIS.
4. Practise patience as you await your scheduled time to be provided.

Students who do not reside close enough to collect your belongings must advise their Hostel Coordinator who will store your belongings until we see you next.



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

LANGUAGE ACQUISITION CORNER

MYP 4 SPANISH REFLECTIONS

The MYP 4 Spanish students were asked to reflect on their journey in their Spanish class this academic year and give their expectations for their MYP 5 Spanish class next academic year. Below are their reflections.

I can identify myself as a risk-taker because I did six years of French and ended up choosing Spanish as my MYP Language Acquisition subject. I think I did a lot of researching on what mediums can be used to improve my Spanish. I hope to use more of my communication skills to be able to speak Spanish with my compatriots. I really like Personal and Cultural Expression, as well as identities and relationships, it helped me to inquire on how different countries celebrate different festivals. The topic I enjoyed the most was **“Disfrutamos!”** because it helped me to share what I do in my free time. I wish to improve my Spanish comprehension and speaking skills, as well as attaining a wide range of vocabulary.

Roman Agyemang

To reflect on my Grade 9 Spanish experience, I would say it's had several ups and downs and it's been quite tough. Since I was unfamiliar with the language, I found it hard to grasp but hope in Grade 10, I will struggle less and practise and perfect myself in it. I would say some learner profile attributes I identify with are that of being a risk-taker and communicator. I say these because of the several group works, posters and presentations I've had which made me very active in class. The ATL skills I regret not using and developing were my self-management and research skills. I feel like if I developed them more and took them seriously I wouldn't fumble as much as I am in the language. And lastly the topic, key concepts and global contexts I really enjoyed during the year was **“Que Novedad!”** (What an innovation!) which entailed a lot of creativity and 'innovation'. Also, the global context of scientific and technical innovation which covered everything.

Ilona Mameaba Ohene

I identify myself as an inquirer because throughout my Grade 9 Spanish life I have been asking myself questions on how I would improve my Spanish understanding. The ATL skill I used more was research. I wished to have used communication more so that it would be easy to cooperate with my teacher. The key concept that I really liked was culture and the global context was orientation in space and time because it helped me understand how people celebrate different activities in different countries. The topic I enjoyed the most was **“Disfrutamos!”** because it made me understand people cultures. I wish to speak more Spanish in Grade 10.

William Eshun

I classify myself as a risk-taker, because starting Spanish with no knowledge in Grade 8, I took it upon myself to learn an unfamiliar language and get better in it. I can proudly say that I have seen a tremendous improvement in my knowledge in Spanish even though there is more work ahead. I have displayed research skills the most throughout my Spanish experience because when I did not understand a word or wanted to learn a new word I would either ask around or search on the internet, and with this I developed a variety of research skills. My favourite unit was on the various Spanish celebrations because it made me aware of fun activities that go on around the world and their interesting backgrounds. My favourite Global Context was orientation in space and time, because I could explore the relationships between people and the world. Going into Grade 10, I hope to see an

improvement in my writing skills and leave behind the unnecessary grammatical errors I make.

Nhyira Owusu

The journey was lengthy and stressful, but at the same time fun. It was nice to learn an unfamiliar language and because I came late I had to do a lot of work to catch up with the other students. The learner profile attribute I used this semester was inquirer because I was able to research new words to increase my vocabulary and how each of them was used in sentences. With the help of some of my classmates I was able to further extend my understanding of each topic. The ATL skill I used the most was research, and self-management is the skill I wish I used because if I used it I would have been able to plan better and know the best time to study and it would have helped me avoid procrastination. I enjoyed culture as a key concept because I was able to learn more about Spanish culture and festivals. I would like to see more group work and work done on cardboard in Grade 10. Overall, I enjoyed the class and I'm happy that I joined and was able to learn a lot.

Tioluwalase Ogunranti

I would say that I am an inquirer because I wanted to know the things I didn't understand and I wasn't afraid to ask. Through me wanting to know more about what I don't understand I have used research skills throughout the semester. My favourite unit was, "**who am I?**", because I picked up a lot of vocabulary from that unit. In Grade 10 I hope to be doing more activities that will help me improve my speaking and vocabulary.

Seyram Akpatsa

I can identify myself as a risk-taker because I joined the class in November with no knowledge of the language but I decided to learn it, I have had some struggles with pronunciation and the spelling of some words. The ATL skill that I used more was research because whenever I didn't understand something I would go onto the internet to search for what it means. My favourite key concept was creativity because I got to use my mind to create and draw posters. My expectation for Grade 10 is that I would like to see myself speaking the Spanish language fluently without mistakes.

Darren Owusu-Ansah

I think I am a risk-taker because I have studied French all my life, yet I chose Spanish. Among all the ATL skills I used research skills a lot, however, I wish I had used communication skills because that way it would help build my communication skills and I would have been able to voice out questions I had. The key concept that I really liked was culture because I like knowing about other cultures and the way they live their life and why they do what they do. The global context which I liked, was orientation in space and time. This is because going back to the past and learning about festivals and why they were brought about interested me. "**Disfrutamos! (Let's Have Fun)**" was a topic I enjoyed. This topic developed my research skills and I also gained knowledge on Spanish festivals and the reasons they celebrate them. Confidently answering and asking questions are one of my many wishes for Grade 10, as well as building my vocabulary.

Chelsea Davis

During the MYP 4 Spanish class this year, I can definitely say that I've become very knowledgeable and more of a communicator because I learnt so much more new information that I never knew, not only about how to speak Spanish or to learn vocabulary, but also about Spanish culture, Spanish accommodations and tourists' sites, Spanish festivals, etc. I saw myself as a communicator because

most of the tasks required us to speak out. Not using translations as often and trying my hand on the vocabulary we learnt in class got me to really become more of a communicator.

I also used communication skills if you are looking at ATL skills and thinking skills with all its strands. I used my creative thinking to finish some projects we had and posters and cards we made, critical thinking because I used that skill to answer some questions that required my opinion which came more in criterion A, strand 3. I was able to transfer my thoughts in English into the reality of Spanish and that also helped me a lot during oral and written tests, even contributions during lessons. I should have used self-management more because I didn't always finish tasks on time.

I think the unit I enjoyed the most was “**Disfrutamos!**” which means “Let's have fun!” The key concept was culture so this is when we learnt all about the different holidays of different Hispanic countries! The global context was orientation in time and space and it was really nice thinking about the different things to be done in Spain or Spanish-speaking countries and since I was SUPER excited for the Spain trip, it really boosted my confidence and interest. I think that in Grade 10, especially as I'm going to be in phase 4, by God's grace, I will find the classes and vocabulary more challenging, of course, but I'm ready to take on that challenge and be one of the best I could be. I wish to see more of that close bond we share with Senora Amanda and everyone speaking more Spanish with each other.

¡Hasta luego, Gracias a TIS para un año académico y emocionante!

Clarís Perdison

So where should I start? This academic year hasn't been the best for me in terms of Spanish, as I'm not the best at Spanish. When I first came to the Spanish class, I was willing to do well but things didn't go well for whatever reasons so I just want to put my hands up and say I didn't try my best. I could have done a lot better if I worked harder. If I could go back in time I would do so. The ATL skills that I used in this academic year were communication skills because I think I did well in role play and communicating with my group members, although I would have wished to participate more in class. One of the ATL skills I wished I used more would have to be self-management because I think that if I managed my time better, I would have done a lot more and achieved a lot more. The IB learner profile attribute that I used in this academic year was inquirer, because I asked a lot of questions in terms of what I can do and how I can improve in Spanish and asked my peers for help when needed. The global context I liked throughout the year was identities and relationships because it allowed you to express yourself. The key concept that I really liked was creativity because it allows you to be creative and try and experience new things in Spanish. I wish to see more interaction and explanation in Grade 10 so that I can get a better understanding of the topic. My expectation for Grade 10 in Spanish is to keep on learning new things, go up in phases and to get good grades in Spanish consistently.

Malik Nyanin

For our MYP 4 Spanish class, I will say the IB Learner Profile attribute I really utilised was balanced. I am saying this because, the whole of this year, we had a whole lot of tests that we always had to learn for. To do that, I had to set a timetable for myself, and know the time that I would have to learn Spanish and revise my notes, and the other times I could use for other subjects. This really helped me because I got to use a certain amount of time to prepare for my tests, so that I could acquire all the knowledge I needed to write the test. Another IB learner profile attribute I used was Risk-Taker. This is because, throughout our Spanish MYP class, I have had to do some presentations by myself, and also do a lot

of public speaking in a foreign language, which was quite a risk for me. But it really made me a better person because I was now able to speak comfortably in front of a number of people.

The two ATL skills I really used are Self-Management and Research. I used self-management because I had to manage my time wisely in order to be able to learn Spanish and other subjects as well to do well in it. Also, I had to always be early to the Spanish class, in order not to miss any information told, which would help me to learn more. There is research because some Spanish words I had to use for presentations, tests and orals, I had to use online sources to translate them from English to Spanish to learn more words. Also, for various types of texts, I had to do some research on the conventions, and how to use them. This enhanced my research skills.

The key concept that we used that I really liked was culture. This is because, personally, I love to explore what other people around the world eat, the music they listen to, and their traditions. The key concepts we looked into had a lot of that, which made me more interested in the topic. The global context I really liked was identities and relationships. This is because we got to explore different people, their social life and how they interact with people depending on their languages and how they express themselves.

I really enjoyed **“DISFRUTAMOS! (LET'S HAVE FUN!!!)”**. This is because it looked into the cultures of other people in the Hispanic world, which opened my mind on the kind of foods people in the Hispanic world and different ethnic groups eat, their traditions, their music, etc. and how it affects the way they express themselves and why they do it the way they do.

In Grade 10, I hope to really develop my Spanish speaking skills, and take more risks in order to become more fluent in the language. In Grade 10, I hope to maintain the way I try to contribute in class any possible way I can. Also, I hope to see more interactive classes and more interesting topics we can treat as a whole, which will benefit all of us.

Shirley Ahashie



HOSTEL NEWS



From hostel parents, we cannot wait to have all students in one full house as we create memories together. *Get diggy with it!* Enjoy fun filled moments worth sharing!





























TEMA INTERNATIONAL SCHOOL

SPORTS



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



EDUCATION FOR A BETTER WORLD

CAS-SA Corner



2019/2020 in perspective



Using Dr Ken's favourite phrase, this academic year was surely "*fast and furious*." First semester was packed with various deadlines and tasks and becoming organised and time-conscious was difficult. I knew that I had a lot on my plate, so I kept a personal timetable to always keep myself on track. Second semester comes with its own set of challenges as well, with online school and unpredictable circumstances. However, I've tried to stick to a familiar routine to adapt to this rather

unfamiliar situation, and I've found my studies have been better because of it. **Lena Dodoo - G10**

This academic year has been a lot to handle. I was supposed to write my MYP exams in May so I had been preparing since the year began along with the pressure of completing Personal Project, Service as Action and other MYP-related assignments successfully. I joined the school play, school choir and other sporting activities that kept me extremely engaged but planning helped make things easier. Being introduced to the MYP eassessment during my mock exams was scary, different and surreal but it was nice and I am glad I was one of the first people in Ghana to experience that. Aside from developing balancing and creativity skills, this year has also taught me to be prepared and to do my best throughout, as you never know what might happen. **Hedia Dickson - G10**

The 2019/20 Academic Year in TIS has been very vigorous and exhausting, from finishing the MYP ePortfolio to completing Personal Project and writing our MYP eAssessment Mock Examinations. Going to this semester I had many fears and worries as I had not completed parts of my Personal Project and the feeling that I won't be able to complete it. To overcome this challenge I sat down thoroughly and said I will spend at least 1 hour of my prep time to complete my Personal Project and correct mistakes. This really helped me as I did not have much to do coming close to the deadline. What was left was to focus on my studies. **Jano Attionu - G10**





This academic year was unexpected and different. I faced problems relating to organisation skills because I found it difficult balancing school work and house chores. Therefore, I had to improve them and create a schedule to help me balance all my responsibilities.

Cyril Davis - G10

This academic Year, Elmonds added new people to take over the places of the DP2s and from this I learnt how to be able to work with new people, which is a good skill to have in order to increase productivity. I also learnt how to manage my time wisely because I had to do my school work but also be present for Elmonds' events and meetings. Being in Elmonds has helped me to become a team player and also learn skills needed to manage a business. **Elorm Godzi - G10**

This academic year was thrilling. Through all the happenings, I have come to understand the importance of the relations we share in the TIS community and how we connect with one another on a daily basis. There have been ups and downs but I have learnt to keep moving forward and not look back. I have also learnt to own what I know and grow what I learn. I have come to accept to live for the good days and not the bad. I have learned to plan ahead of time to get a head start and a good finish. I believe that the challenges which I faced this year have motivated me to keep my eyes ahead.

Deborah Gomado - G10



NSHS & TIS Virtual Exchange

#Reflections



Another week, another session! As I previously said, this session was going to be led by TIS students. Bennett and I were fortunate enough to be selected to lead this week's discussion! We came up with a wide variety of questions and topics that we discussed during the virtual meeting. We spoke about fun jovial things such as *'if animals could talk, which one would be*

the rudest?' The responses to this question were very amusing as students shared experiences of getting attacked by turkeys to their opinion that cats always look like they don't care or they are annoyed; because of this, they would probably be very rude if they could speak. We discussed thought-provoking questions such as *Is there anything in particular that you pay attention to when you interact with people of other races? Or how do you regard racism*



around you? Are there any noticeable improvements taken place over the past years? It was very nice to see a wide range of answers. In response to the question on racism around you, the TIS students spoke about how in Ghana it is more of colorism (lighter skin is better) which I believe is true and very evident in our advertisements and beauty products.

Many students from Newton South spoke about their own experiences of racism. This question allowed us to express our different cultural backgrounds and experiences and the way it impacted us. In response to the things we paid attention to when talking to people of other races, people interesting noticed their accents or if they were outspoken or soft-spoken.

We also discussed questions such as *"If you could Time Travel, when and where would you go?"* Many students said they would like to go to the 1990s and see how life was like after all the stories they have heard. It was interesting how some people said they would go to the future to see how technology had evolved. Others said they would not go anywhere so they do not mess up the present. We ended rather interestingly, asking the question *on a scale of 1-10, what would you rate for President Obama? On a scale of 1-10, what would you rate for President Trump?* The Newton South students shared their opinions and the meeting concluded. It was really interesting to see the varying responses by the various students. This meeting showed how culture and experiences shape your beliefs and attitudes.

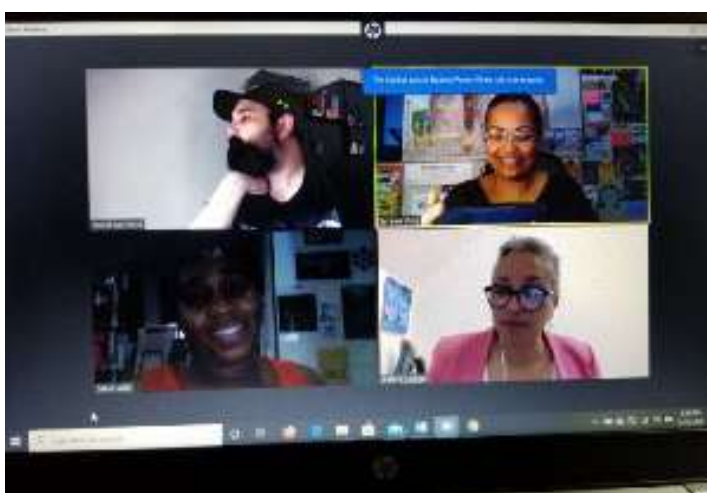
The next meeting is going to be led by a Newton South student and I cannot wait to see what they have in store. **Lydia Boahen – G11**



Last Friday (15 May 2020) was the day for my 3rd virtual exchange session with students & teachers from **Newton South High School, Massachusetts**. On that same day, I, along with Lydia were lucky enough to be assigned to be the leaders of our TIS exchange group. The task for us was quite simple—finding topics for the members to discuss about, and

activities for us to do. However, when I actually started, I found it a little more challenging than I expected—simply searching online, it was quite hard to find questions that are meaningful, engaging and amusing at the same time, so Lydia and I both came up with a wide variety of questions that we thought would be worth a while for the exchange members to discuss about.

To be honest, I was quite worried about whether or not they would enjoy the discussion, but it turned out that it was totally pointless: students were having fun sharing their opinions and learning from each other. However, what was quite discouraging for me was, my internet was messing up really bad, it was even a struggle for me to remain in the session for more than 5 minutes. Luckily, I was able to participate in some sections of the discussion. As usual, I was amazed at how mindsets and perspectives of people living in different backgrounds can vary. I believe with more experiences, I can be more diverse in terms of perspectives and opinions, as well as a better leader. **Bennett Quashie – G11**



On the 15th of May, I had my first meeting with the **NSHS & TIS** Virtual Exchange team. I honestly didn't know what to expect and didn't know how I was going to act around my colleagues. Everything was made clear once I got to the virtual meeting and was met by so many friendly people! I got to speak to Ms. Katani and her lovely students from Boston. We were able to break the ice in our various breakout rooms. During the breakout sessions, questions were asked over a wide variety of topics

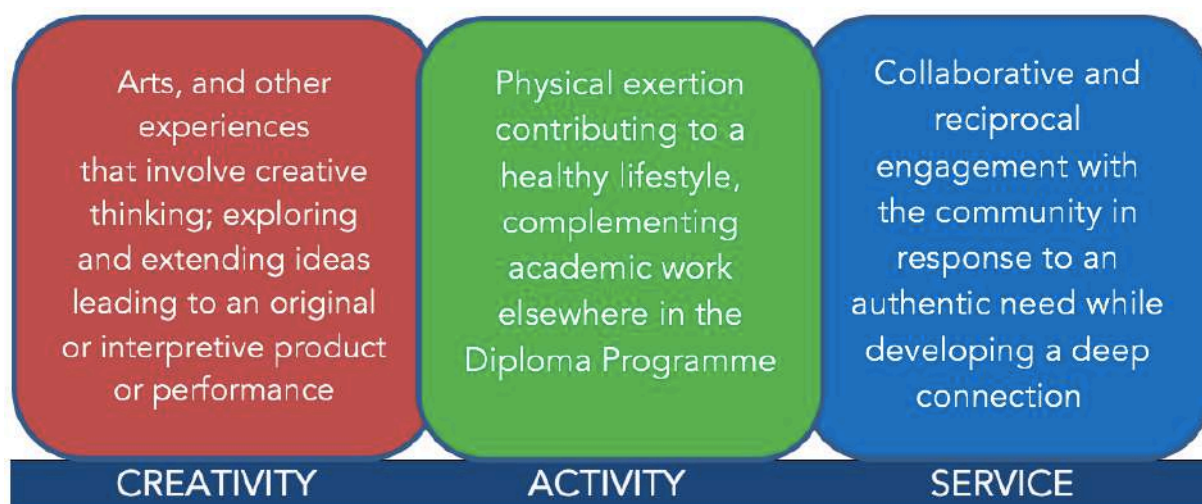
from racial stigma to where we would time travel to if we got the choice. From this discussion, I got to know the importance of perspective and how an individual's views and opinions can be influenced by his or her surroundings. I loved it. I also got to hear about how my friends on the other side of the world are faring in this pandemic. It was almost calming to be in the presence of some of my classmates, Mama Su and Aunty Setor and my new friends from NSHS.



Who would have thought that this could happen through an hour-long Zoom call? I was able to unwind from the busy week and make new friends. I got to know my partner Amari through our discussions in the breakout room and cannot wait to work with her! I am very excited to see where this is going! **Salma Roland – G11**

This is a decision I certainly won't regret! The cultural exchange program truly is what it advertises itself as interactive and intriguing. As one of the 'newbies' of the NSHS the spotlight was on me. I introduced myself to the virtual exchange program and later on engaged myself in a series of conversations with very new faces from very different backgrounds. My daily routine in quarantine has been quite static so I saw this virtual exchange program as a great opportunity to learn about different cultures and lifestyles. In the session we talked about the highlights of our week then went into our respective breakout room where we discussed relatively thought-provoking questions that covered a wide range of topics. One thought-provoking question that stuck out to me the most was concerning racism and stigmatization. Even though my initial partner, Tito, couldn't make it that didn't stop me from having such an unforgettable first experience. We may have missed the chance of meeting face to face like we originally planned, but here we are learning and sharing a lot from each other. I definitely cannot wait for our next session! **Eyako Eli Dzantor – G11**





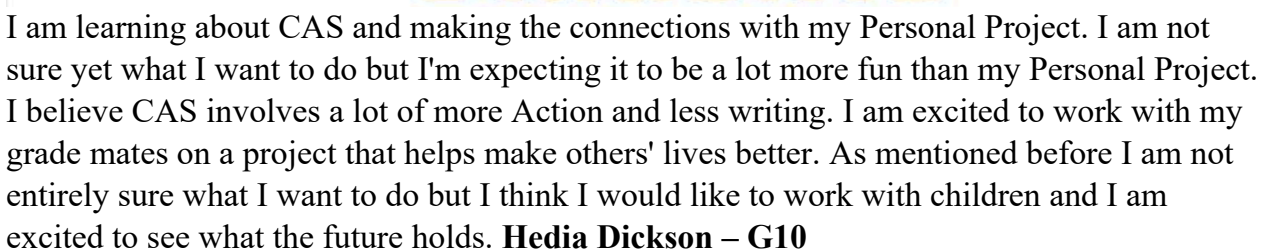
Personal Project, Done. – Next? CAS... Expectations and Aims

Having done about a year of the MYP, I am really looking forward to the DP, especially CAS. Undertaking the Personal Project was undoubtedly challenging, as I had just been introduced to the program for the first time and had no idea about the demands of the project, not to talk of an idea. However, through the help of the PP coordinator, Mr Wellington, my supervisor, Aunty Janet, and friends, I was able to overcome the many challenges that came with the project and end on a good note.

This I believe has been a booster for me, thus I trust CAS in the DP will be smoother for me. Mainly for CAS, I am looking at taking part in a project that seeks to improve the lives of people; especially children, health-wise. This would somewhat be a continuation of my PP and it's something I am truly passionate about. I hope to also pick up new skills and try new things, sports, etc., and come up with new and innovative ideas that would better the lives of others. I am super excited about this; can't wait for DP: grinning: sparkles... **Adeline Adjei-G10**



CAS, I am expecting it to be fun, filled with joy, laughter, challenges and learning. During my CAS journey I aim at changing my perspective of so many things, one of them is about privilege and poverty. I want to understand the life of those who do not have access to education, health, sanitation, and the other basic things of life. Putting a smile on everyone's face may last just for a moment. I want to go beyond the smiles and work together with young people like me to improve the lives of children, boys and girls in Ghana and the world. I look forward at learning new things with Mama Su and the whole CAS team. **David Safo – G10**



Looking at the fact that I was able to have the chance to do a Community Project in Grade 8 and also Personal Project in Grade 10 and not forgetting my Service as Action which I was mainly involved in from Grade 7. With all these experiences, I don't expect CAS to really be a difficult journey, even though I aim to challenge myself even more.

The Personal Project and CAS are similar and also different and in a way which is that the Personal Project is based on personal interest and it doesn't have to really solve a problem but the **CAS service project** encourages you to solve a problem in your community. Looking at the project I did on plastic pollution, I can develop it further as n



The World Celebrates the Class of 2020

<https://youtu.be/sTFWC1PiLVE>

President Barack Obama's Commencement Speech to Class of 2020 | Full Speech



President Barack Obama delivers a commencement address to the graduating class of 2020 as part of the **Graduate Together** event.

“Hi, everybody. Aniyah, thank you for that beautiful introduction. I could not be prouder of everything you’ve done in your time with the Obama Foundation.

And of course, I couldn’t be prouder of all of you in the graduating Class of 2020 — as well as the teachers, and the coaches, and most of all, parents and family who have guided you along the way.

Now graduating is a big achievement under any circumstances. Some of you have had to overcome serious obstacles along the way, whether it was an illness, or a parent losing a job, or living in a neighborhood where people too often count you out. Along with the usual challenges of growing up, all of you have had to deal with the added pressures of social media, reports of school shootings, and the specter of climate change. And then, just as you’re about to celebrate having made it through, just as you’ve been looking forward to proms and senior nights, graduation ceremonies — and, let’s face it, a whole bunch of parties — the world is turned upside down by a global pandemic. And as much as I’m sure you love your parents, I’ll bet that being stuck at home with them and playing board games or watching Tiger King on TV is not exactly how you envisioned the last few months of your senior year.

Now I’ll be honest with you — the disappointments of missing a live graduation — those will pass pretty quick. I don’t remember much from my own high school graduation. I know that not having to sit there and listen to a commencement speaker isn’t all that bad — mine usually go on way too long.

Also, not that many people look great in those caps, especially if you have big ears like me. And you’ll have plenty of time to catch up with your friends once the immediate public health crisis is over.





But what remains true is that your graduation marks your passage into adulthood — the time when you begin to take charge of your own life. It's when you get to decide what's important to you: the kind of career you want to pursue. Who you want to build a family with. The values you want to live by. And given the current state of the world, that may be kind of scary.

If you'd planned on going away for college, getting dropped off at campus in the fall — that's no longer a given. If you were planning to work while going to school, finding that first job is going to be tougher. Even families that are relatively well-off are dealing with massive uncertainty. Those who were struggling before — they're hanging on by a thread.

All of which means that you're going to have to grow up faster than some generations. This pandemic has shaken up the status quo and laid bare a lot of our country's deep-seated problems — from massive economic inequality to ongoing racial disparities to a lack of basic health care for people who need it. It's woken a lot of young people up to the fact that the old ways of doing things just don't work; that it doesn't matter how much money you make if everyone around you is hungry and sick; and that our society and our democracy only work when we think not just about ourselves, but about each other.

It's also pulled the curtain back on another hard truth, something that we all have to eventually accept once our childhood comes to an end. All those adults that you used to think were in charge and knew what they were doing? Turns out that they don't have all the answers. A lot of them aren't even asking the right questions. So, if the world's going to get better, it's going to be up to you.



That realization may be kind of intimidating. But I hope it's also inspiring. With all the challenges this country faces right now, nobody can tell you "no, you're too young to understand" or "this is how it's always been done." Because with so much uncertainty, with everything suddenly up for grabs, this is your generation's world to shape.

Since I'm one of the old guys, I won't tell you what to do with this power that rests in your hands. But I'll leave you with three quick pieces of advice. First, don't be afraid. America's gone through tough times before — slavery, civil war, famine, disease, the Great Depression and 9/11. And each time we came out stronger, usually because a new generation, young people like you, learned from past mistakes and figured out how to make things better.

Second, do what you think is right. Doing what feels good, what's convenient, what's easy — that's how little kids think. Unfortunately, a lot of so-called grown-ups, including some with fancy titles and important jobs, still think that way — which is why things are so screwed up. I hope that instead, you decide to ground yourself in values that last, like honesty, hard work, responsibility, fairness, generosity, respect for others. You won't get it right every time, you'll make mistakes like we all do. But if you listen to the truth that's inside yourself, even when it's hard, even when it's inconvenient, people will notice. They'll gravitate towards you. And you'll be part of the solution instead of part of the problem.

And finally, build a community. No one does big things by themselves. Right now, when people are scared, it's easy to be cynical and say let me just look out for myself, or my family, or people who look or think or pray like me. But if we're going to get through these difficult times; if we're going to create a world where everybody has the opportunity to find a job, and afford college; if we're going to save the environment and defeat future pandemics, then we're going to have to do it together.

So be alive to one another's struggles. Stand up for one another's rights. Leave behind all the old ways of thinking that divide us — sexism, racial prejudice, status, greed — and set the world on a different path.

When you need help, Michelle and I have made it the mission of our Foundation to give young people like you the skills and support to lead in your own communities, and to connect you with other young leaders around the country and around the globe.

But the truth is that you don't need us to tell you what to do. Because in so many ways, you've already started to lead.

Congratulations, **Class of 2020**. Keep making us proud."



It's a family affair! Class of 2020 we celebrate you!



To our daughter **Akua**,

All too soon the IB Class of 2020 of which you were part of has ended its TIS journey. You didn't just add up to the numbers but you made a good name for yourself and the family as well. We are extremely proud of the young lady you have become and believe you will do great in the years ahead.

It's unfortunate the COVID-19 pandemic has shortened the celebration you deserve but we are still thankful for how far God has brought you. We say Mo ne adwuma pa!

Congratulations to all of you. **Mr. and Mrs. Okyere.**

I spent the entire first week fretting over the fact that **Kendric** looked so unhappy when I dropped him off to commence his journey at TIS four years ago. On the first visiting Sunday, within minutes of **Kendric** appearing, my car was filled with his mates who all came to say hello and introduce themselves as his friends. What a relief it was to see that my boy had not only settled down, but made so many friends and I was not surprised when he chose to serve the school as the Head Boy. Son, I am proud of you, your friends, your school and all your achievements.

TIS, the best decision ever!

Gertrude Oheneba Sodji - Kendric's Mum



It's a family affair! Class of 2020 we celebrate you!



On that fateful Wednesday afternoon back in August 2014 when I first brought my then 11 years-old **Malaika** to Tema International School (TIS) as a 7th grader, this graduation day seemed eons away! We had just returned from the US a couple of months earlier. She had recently lost her youngest sibling and only brother four months earlier. She had completely lost her hearing and had to become a cochlear implant user eight months earlier. The challenges seemed insurmountable at the time. Was this a good time to send **Malaika** away to boarding school? The separation anxiety seemed more intense for me. Could I bear to see **Malaika** move away from home so soon? She wasn't sure if she was ready either. But we knew that TIS would be the best school for her. An international school like

TIS would be able to understand and embrace her special needs. And so it was!

Malaika started from Grade 7. We took the journey one day at a time. As days turned to weeks and weeks to months, the years rolled by. Her achievements while at TIS were more than admirable. Over the years, we watched as she developed from a shy, quiet girl to a confident, resolved young lady. Now here we are, six years later, and our dearest Malaika is a high school graduate! Congratulations to Malaika and to the entire TIS Class of 2020!!! To God be all the glory! Great things He has done! It is my prayer that your years ahead will be filled with God's favour and guidance. I pray that the exceptional training and values you've received from TIS will never leave you! I've been very excited these past weeks looking forward each day to a post on a member of this graduating class. Your statements have been refreshingly filled with passion, purpose and boldness! Please, as you leave the shores of TIS and enter the "real world", do not allow anyone to dim down your dreams and aspirations. Dare to continue to be bold because you are more than able to conquer the world! You've been well equipped by your training at TIS.

I leave you all with these words from Christian writer, William Arthur Ward: "If you can imagine it, you can achieve it; if you can dream it, you can become it."—William Arthur Ward. Now go forth and make a difference in your world! Congratulations to all of you! Hurray TIS Class of 2020!!! **Mr and Mrs Webb**



It's a family affair! **Class of 2020 we celebrate you!**



Class of 2020 – the ‘Risk-Takers’! What a befitting accolade! You have braved all odds against the COVID-19 pandemic to graduate in style. Bravo!

To our dearest **Christal, ‘Bestie’**, from birth, through cradle to this academic milestone, you have been an epitome of success. Your perseverance is as enviable as your warm personality is infectious.

As you journey on to higher academic laurels, we urge you to safeguard the virtues of self-discipline, character, honesty, modesty, hard work and godliness that we have instilled in you. With these attributes, the world is your oyster!

Always remember Proverbs 9:10 – the fear of the Lord is the beginning of wisdom!

Hearty **CONGRATULATIONS** on your successful graduation and Godspeed in your next endeavour. **Eric & Frieda Perdison (Parents)**

Dwayne, once again you've made us proud. Keep the dream alive and the world will be yours. Remember that the process of learning never ends. Congrats!!!

We are with you always.

To the class of 2020, our heartfelt blessings to you. Even though your final year was not how you envisioned it, it will be marked as unique among all year groups and will never be forgotten. **CONGRATULATIONS TO YOU ALL!!! Peter and Hilda Gyateng**



Congratulations Phoebe. We are so grateful to God for your successful completion of High School. Well done, Phoebe!! Your sisters set a high standard, but in your unique way, you were able to shine without succumbing to the pressure. You were driven by grit, tenacity and resilience, and by the grace of God you have delivered great results for which we are most proud. Congratulations on a great performance in keeping with the Agyarko tradition!

Dear Class of 2020, the Risk-Takers, as you step out of TIS into the next phase of your life to take on the risks in this world, remember to trust in the Lord and lean not on your own understanding! In all your ways acknowledge God and

He will direct your paths. **CONGRATULATIONS** once again! **Mummy and Daddy – Mr and Mrs Agyarko**

It's a family affair! **Class of 2020 we celebrate you!**



“Congratulations for this first great accomplishment. It was a long journey to reach this point, from Bamako to Tema, via Ouagadougou and Yaounde; you have overcome hurdles.

Be mindful that this is the first step and there is a lot to achieve before your university graduation. We are looking forward to the next four years to celebrate even more success.

The whole **Agalassou** family is proud of you.

May ALLAH always guide your steps.” - **Family Agalassou**

Congratulations our darling **Koko**,

This is the beginning of a whole new world for you, with greater opportunities that will come your way.

Koko, congratulation as you tidy up your IB Diploma Programme.

Keep pulling your weight and never be content with just giving your level best. Once you have learnt to believe in yourself and in God, ALL things are indeed possible.

Your Dad and I have no doubts about your ability to go on in life and do great exploits.

The Lord will bless you with courage and endurance needed for your next bold step into the university. **Mum and Dad**



When we gained admission for our daughter Portia McDave into Grade 9 at Tema International School (TIS), we were full of expectations that her years at TIS will see a remarkable improvement in her total academic life.

We are excited and grateful that our expectations have been met. During our visits, we took note of their well-mannered behaviour, their intelligent conversations and indeed their selfless willingness to assist each other.

We joyfully and gratefully testify to the comprehensive education, grooming and guidance which were all achieved by our daughter at TIS.

We wish our daughter, Portia McDave, and every student of IB Class 2020 success even as they work hard to translate their interests and potential into their heartfelt professions and careers.

God Bless them all. **Mr. & Mrs. McDave**

Celebrating the Class of 2020

Join us as we celebrate each member of the **IB Class of 2020** on a daily bases within our Social Media Handles. Follow TIS on social media. Click on the links below and join us on **Twitter**, **FaceBook** and **Instagram**. Like, comment and share the inspiring Poster of each member of our graduating Class.

https://www.instagram.com/tema_international_school/ - <https://web.facebook.com/TISGhana>

https://twitter.com/TIS_Ghana

TEMA INTERNATIONAL SCHOOL

Celebrating the Class of 2020

Tema International School is always proud of its graduating class. In 2020, with COVID-19 changing our daily lives, practices and traditions in so many ways, we are determined that each member of the IB Class of 2020 receives the recognition s/he deserves.

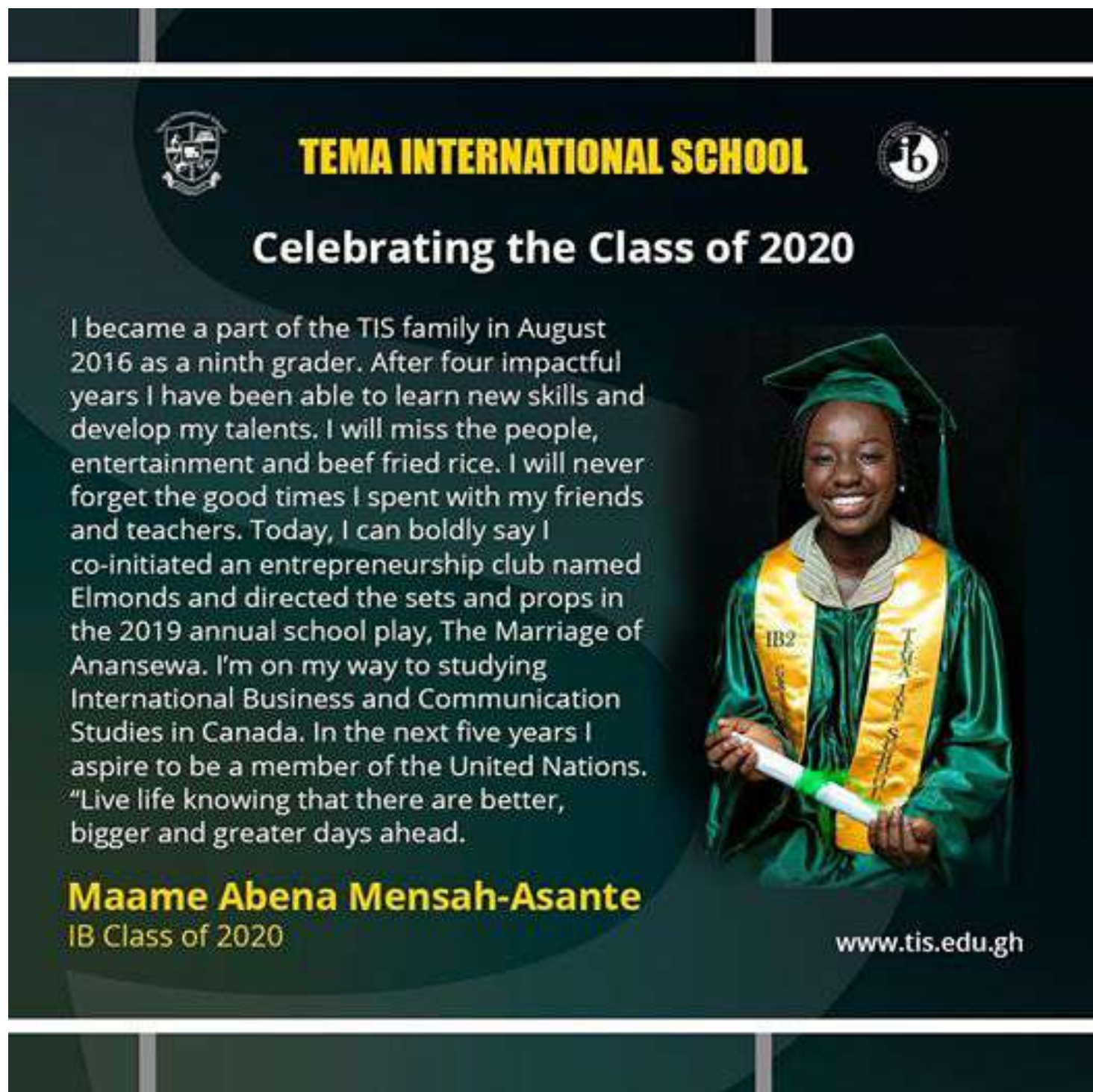
Thank you for so many special memories and for making us proud. We look forward to you continuing as alumni members of our TIS family while you continue with the next stage of your journey. Best wishes.



Dr Ken Darvall
Principal

www.tis.edu.gh

Celebrating the Class of 2020

Dear **Maame Abena**, congratulations !!!! You are awesome. You blessed us with your talent several times. You will be missed.



 **TEMA INTERNATIONAL SCHOOL** 

Celebrating the Class of 2020

I became a part of the TIS family in August 2016 as a ninth grader. After four impactful years I have been able to learn new skills and develop my talents. I will miss the people, entertainment and beef fried rice. I will never forget the good times I spent with my friends and teachers. Today, I can boldly say I co-initiated an entrepreneurship club named Elmonds and directed the sets and props in the 2019 annual school play, The Marriage of Anansewa. I'm on my way to studying International Business and Communication Studies in Canada. In the next five years I aspire to be a member of the United Nations. "Live life knowing that there are better, bigger and greater days ahead.

Maame Abena Mensah-Asante
IB Class of 2020

www.tis.edu.gh

Celebrating the Class of 2020

Well done, **Temiloluwa**. We are glad you found a home in TIS. The Robotics club will miss you. Keep soaring high!!!



TEMA INTERNATIONAL SCHOOL



Celebrating the Class of 2020

I was at TIS for two years and I made friends who are now family. I am thankful for experiences like the Robotics Club, leading committees and Service. What I am most proud of is being able to have my education in such a close-knit community like TIS. I believe that if you are able to take full advantage of all the opportunities you have here, you will succeed. Moving on, I am excited for the next chapter of my life at Texas Tech University where I will be studying Mechanical Engineering. In five years' time, I'll still be learning and growing.

Temiloluwa Olufore

IB Class of 2020



www.tis.edu.gh

Celebrating the Class of 2020

Dear **Chelsea**, you are an amazing athlete. The Girls of Catherine Hostel will miss you. Good luck in all your endeavours.



TEMA INTERNATIONAL SCHOOL



Celebrating the Class of 2020

Two years ago I joined the TIS family, completely unaware of the friendships I would form, or the immense growth I would undergo. I plan to pursue my higher education at the University of Miami. In the upcoming future, I plan on being genuinely happy with a stable income, or at least on the path to achieving that dream.

I am positive my contributions to the world will help improve the overall quality of human life, or inspire others to do so.

Chelsea Bada

IB Class of 2020



www.tis.edu.gh

Celebrating the Class of 2020

Congratulations, **Keziah**. You made the most of the numerous opportunities available in TIS. You have grown into an amazing young woman. We are proud of you.



TEMA INTERNATIONAL SCHOOL



Celebrating the Class of 2020

Five years in TIS hasn't been completely dandy but the journey has been worth and I am very grateful. In 2015 I was a different individual who shied away from opportunities presented my way. Fast-forward to 2020 as a product of TIS, I have been able to overcome my fears and be a risk-taker. I had the opportunity to be the Vice President of the Red Cross Club, the project manager of Amnesty International, Head of the dining hall committee, to name a few. I've also been blessed with AMAZING life-long friends and lessons to help me take on the world as a future nuclear engineer and pilot.

Keziah Anthonio

IB Class of 2020



www.tis.edu.gh

Celebrating the Class of 2020

Dear **Phoebe**. You will be missed. Your numerous contributions to the TIS family will be remembered for a long time. From chaplaincy to Genesis and school choir, we say thank you. You rock!!!!



TEMA INTERNATIONAL SCHOOL



Celebrating the Class of 2020

I joined TIS in 2015 unbeknownst to me of the wonderful journey that awaited. Looking back, I am proud of my ability to join the CAS camp in the wilderness of Shai Hills for two days without my laptop and wi-fi while sleeping in tents surrounded by scorpions and the likes (Mama Su can testify!). I will most definitely miss the moments shared with my grade girls in the common room after prep and the moments shared with Genesis during practice. In a few months, I will be pursuing law at university.

Phoebe Agyarko
IB Class of 2020



www.tis.edu.gh

Celebrating the Class of 2020

India, you are awesome. You epitomise the 4 pillars of TIS, i.e., academics, sport, culture and service. You are a legend. Congratulations!!!!



TEMA INTERNATIONAL SCHOOL



Celebrating the Class of 2020

Since joining TIS in 2014, I've seen a young woman thrive and flourish in a school that places emphasis on the ideas of growth and excellence. Some of my proudest achievements whilst at TIS must be holding the fastest female swimmer record throughout my 6 years here, I also commend myself for being able to uphold a sense of commitment and consistency in my academics, sports, service and cultural activities in TIS, serving as a role model to others. I am excited to study politics, philosophy and economics in the UK whilst staying true to my violin playing, composing and design.

India Agyeman
IB Class of 2020



www.tis.edu.gh

Celebrating the Class of 2020

Frimpomaa, congratulations. You came, you saw and you conquered. You worked hard and it paid off. Reach beyond the stars. We love you.



TEMA INTERNATIONAL SCHOOL



Celebrating the Class of 2020

My journey through high school started four years ago. I became the Student Council Rep in G11 and 12, treasurer of Pen in A Box, to name a few of my achievements. I will miss my classes, especially my Lang Lit HL Class, the Tuesday fried rice, the entertainment nights and docking.

I'm heading to Ashesi University to study Business Management and after this, I plan to study International Relations in the UK and come back and settle in Ghana using my skills to make my country one of the greatest in Africa.

Nana Frimpomaa Afranie-Adjei
IB Class of 2020



www.tis.edu.gh



TEMA INTERNATIONAL SCHOOL

SERVICE



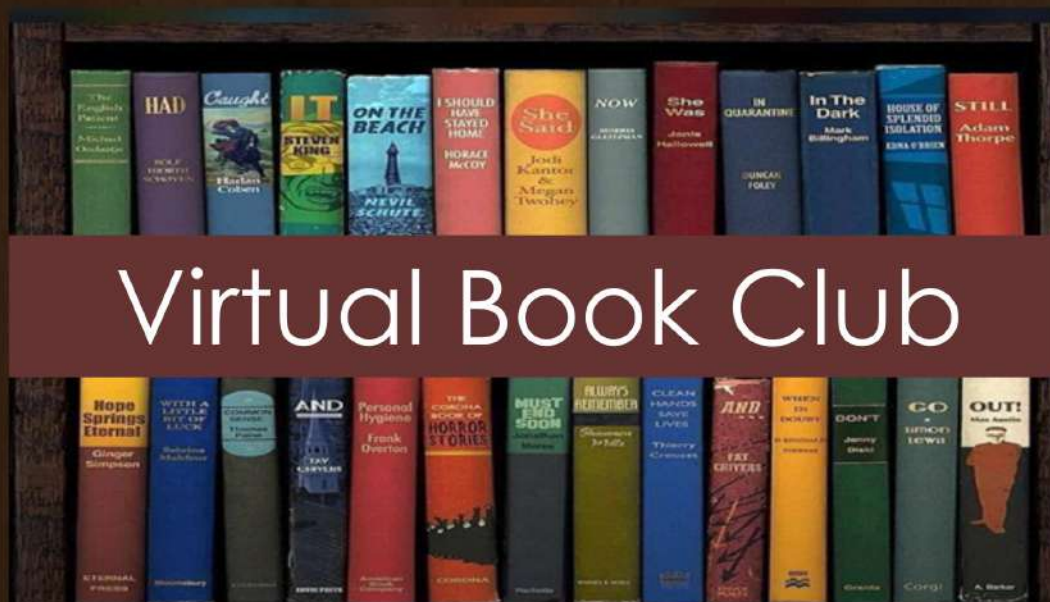
At TIS, we believe that Service, as one of the four pillars for student balance and ensuing success, provides a hands-on experience to how we can make the world a better place through action and an understanding that success comes from helping others grow and becoming empowered.



EDUCATION FOR A BETTER WORLD



TEMA INTERNATIONAL SCHOOL



Virtual Book Club

READING CLUB

Please join the virtual reading club on Mondays and Thursdays for many more exciting tidbits on reading!!

**Do you want to learn reading in a new way?
Do you want to share ideas and thoughts as
you journey through a book with friends?**

Time: 4:30pm You can't afford to miss out!!

Check ManageBac for Zoom invite details to join.

COUNSELLORS' CORNER



Virtual Exams begin next week! We wish all our test takers – MYP4s and DP1s the very best as they complete their online end of semester assessments. Stay calm, study hard, and give it your best. BEST WISHES!!!



Congratulations Resilient Class of 2020! We look forward to being part of your virtual graduation on 6 June! Congrats on all your impressive university and financial aid offers!

We invite everyone, especially all our cherished alumni to join us for the ceremony!

DP2s, remember to stay in touch with your universities for updates on plans for the start of the fall 2020 school year. Also visit the websites of the various embassies for information on the student visa application process and to possibly start applying online.

Also, **Ghanaian University applications are still open**. You can apply directly following the guidelines provided in previous News Bulletin. Contact the TIS College Guides with any questions you may have on this.

University Updates;

- **Worcester Polytechnic Institute (WPI), MA, USA**

“Greetings from WPI,

Greetings from WPI! For over 30 years, WPI's pre-college programs have delivered innovative and life-changing STEM programs that empower students while giving them a glimpse of college life. Right now, our students need unique ways to learn, socialize, and continue to explore their passions and prepare for college. WPI is excited to announce new and innovative online experiences for high school students.

Frontiers for Credit;

Rising 11th and 12th grade students can earn college credit *with* additional support services for tutoring, college planning, career exploration, social activities and connecting with peers from around the globe. Courses range from introductory courses in physics, CAD, robotics, and biotechnology to courses in literacy and global system of pandemics. [Check out the full course offerings and register today!](https://www.wpi.edu/academics/pre-collegiate/summer-programs/frontiers)
<https://www.wpi.edu/academics/pre-collegiate/summer-programs/frontiers>

Launch;

Students in 9th and 10th grade have an opportunity to learn about STEM in a one-week virtual program in August. They will engage in virtual lectures, hands-on activities/exploration, and group discussions with peers. Offerings include robotics, electrical & computer engineering, media & game development, physics, biology, coding, and more!” [Register today.](https://www.wpi.edu/academics/pre-collegiate/summer-programs/launch?utm_source=marketing_cloud_email&utm_medium=May_21_2020&utm_campaign=UES_1998800&utm_mc_subscriber_id=19766840)
[https://www.wpi.edu/academics/pre-collegiate/summer-programs/launch?utm_source=marketing_cloud_email&utm_medium=May 21 2020&utm_campaign=UES 1998800&utm_mc_subscriber_id=19766840](https://www.wpi.edu/academics/pre-collegiate/summer-programs/launch?utm_source=marketing_cloud_email&utm_medium=May_21_2020&utm_campaign=UES_1998800&utm_mc_subscriber_id=19766840)

- **Rutgers University, NJ, USA**

Rutgers University President Robert Barchi recently shared an update on COVID-19 planning with the Rutgers community. Below are a few excerpts from his message, which is now published on the university's website.

“As we look to the fall semester, our planning teams are working closely with incoming president Jonathan Holloway in developing plans that prioritize community health and safety, that ensure robust academic offerings, and that further our essential mission of teaching, research, and service.”

"All of our plans for returning to our campuses rely on social distancing, augmented by our growing capacity to test for the presence of the virus and for previous virus exposure, and conducting contact tracing when new positive cases are identified. We are fortunate that some of the most important advances in COVID-19 testing in the

country have occurred here at Rutgers, and we are well-positioned to facilitate robust testing, tracking, and tracing."

"Of utmost importance, a rigorous, thoughtful planning process involving the faculty and faculty leadership is under way for undergraduate education. Since the COVID-19 landscape is still fluid, a number of scenarios for the fall are being actively considered.

These include:

- A traditional in-person opening to the academic year, with minimal adjustments;
- Beginning the fall in a hybrid state, where some activities can be held in-person, but where state or federal guidelines still limit gatherings and business operations;
- Beginning the fall remotely, while transitioning to a more traditional operating model during the term; and
- A full remote semester."

"Students, please know that Rutgers will be prepared for whatever scenario comes, and that we will do everything we can as an institution to see you, in-person, in the fall."

We are here to help you and your students navigate these uncertain times. If you have questions about fall enrollment, view our frequently updated [Enrollment FAQs](#), reach out to us at questions@admissions.rutgers.edu, or chat with us online on our [website](#). We are happy help.

- **Kent State University, OH, USA**

Spotlight on Public Health at Kent State!

COVID-19 has generated interest worldwide in public health programs as we work to contain, cure, and prevent infection. Kent State University has a full range of degrees from [bachelor's degrees](#) to [doctorates](#) in our [top-ranked programs](#) with world-class faculty.

<https://www.kent.edu/publichealth/bachelor-science-public-health-bsph-degrees>

The STEM-designated [Master of Science in Clinical Epidemiology](#) prepares not just future epidemiologists, but research scientists, data scientists, and other professionals in a wide range of careers related to clinical trials. The [Master of Public Health](#) programs provide more options with concentrations in biostatistics, epidemiology, health policy and management, and social and behavioral sciences - some even 100% online.

Wondering about the faculty? Check out KSU's own [Tara C. Smith, Ph.D.](#), in the news about the [use of masks](#) and the [latest questions](#) about the coronavirus.

Keep up with the [KSU College of Public Health on Twitter](#) and learn about all the programs on the [College of Public Health](#) website. <https://www.kent.edu/publichealth>

- **University of Central Lancashire (UCLan), UK**

“UCLan has developed a dedicated webpage for the most Frequently Asked Questions from applicants currently. This can be viewed at: https://www.uclan.ac.uk/study_here/enquirers-applicants.php or accessed directly from our main home page – www.uclan.ac.uk. We update this site each week following feedback from our Ask a Student sessions and general email enquiries. If you are receiving questions that are not addressed currently, do please let us know and we will include them.

I also want to let you know about our Virtual Open Days – these will be taking place on 15 and 16 June for the Preston campus and 5 July for the Burnley campus – we will be sending information to all enquirers and applicants, and would appreciate if you were able to do the same. The recording of the events will also be available for two weeks following the events. Again, bookings for these events can be made at: www.uclan.ac.uk.

Finally, I wanted to take the opportunity to thank you and your team for your continued support and commitment to UCLan, and helping us to achieve what is now a 34% increase in the number of applications compared to the same time last year; we have made 209 more offers; and have 54 acceptances – so thank you, particularly in what is such a difficult external environment.

With my very best wishes, my thanks, and my commitment to continued levels of excellent support from all of us at UCLan.”

Alison Denton

Director of International Recruitment

International Recruitment – Recruitment & Partnerships

University of Central Lancashire (UCLan) ADenton@uclan.ac.uk

- **Esade Ramon Llull University, Spain**



At Esade, we have designed a summer experience that we believe may interest your students: the [International Business Experience](#). It's designed

for anyone who is interested in going to university and wants to get a taste of what life would be like.

The recent exceptional circumstances have led us to transform the programme and make it even more flexible. Your students can now benefit from this pre-university experience in either an **online or on-campus format**. The choice is theirs!

<https://www.esade.edu/en/programmes/summer-school/summer-programmes/international-business-experience/academics>

ONLINE PROGRAMME

- > **Duration:** 3 weeks, from 13th to 31st July 2020
- > **Schedule:** Monday to Friday, from 9:30 a.m. to 2:00 p.m.
- > **Who is it for:** Pre-university students ages 15 to 18
- > **Language:** English
- > **Programme fee:** €1,950
- > **Registration period:** From 20th January to 20th June 2020

FACE-TO-FACE PROGRAMME

- > **Duration:** 3 weeks, from 13th to 31st July 2020
- > **Schedule:** Monday to Friday, from 9:30 a.m. to 2:00 p.m.
- > **Who is it for:** Pre-university students ages 15 to 18
- > **Languages:** English or Spanish
- > **For Barcelona residents:**
 - Programme fee: €2,850
 - Optional activities offered by Barcelona Summer School: €1,000
- > **For students from elsewhere in Spain or abroad:**
 - Programme fee: €2,850
 - Room and board: €1,000
 - Activities and support: €1,000
- > **Registration period:** From 20th January to 20th June 2020
- > **Place:** Esade Barcelona-Pedralbes Campus

- **University of Nicosia Medical School, Cyprus**

ONLINE OPEN DAY



DOCTOR OF MEDICINE DEGREE



Mon, May 25, 2020. 5:00 PM – 6:00PM EEST

“Join us during this free on line session to discover more for our unique Doctor of Medicine Degree and its exciting career opportunities!!!

You will hear directly from our Course Director and you will be able to ask questions and receive immediate responses.

At the end of this interactive session you will have all the information you need to help you take the next step towards fulfilling your dream of becoming a Doctor!”

Interested in being a part of this event to learn more about the 6 year Medical Degree Programme at the University of Nicosia? Email your first name, surname, email address and phone number directly to Madam Eleni Kammitsi- Senior Admissions Officer, kammitsi.e@med.unic.ac.cy

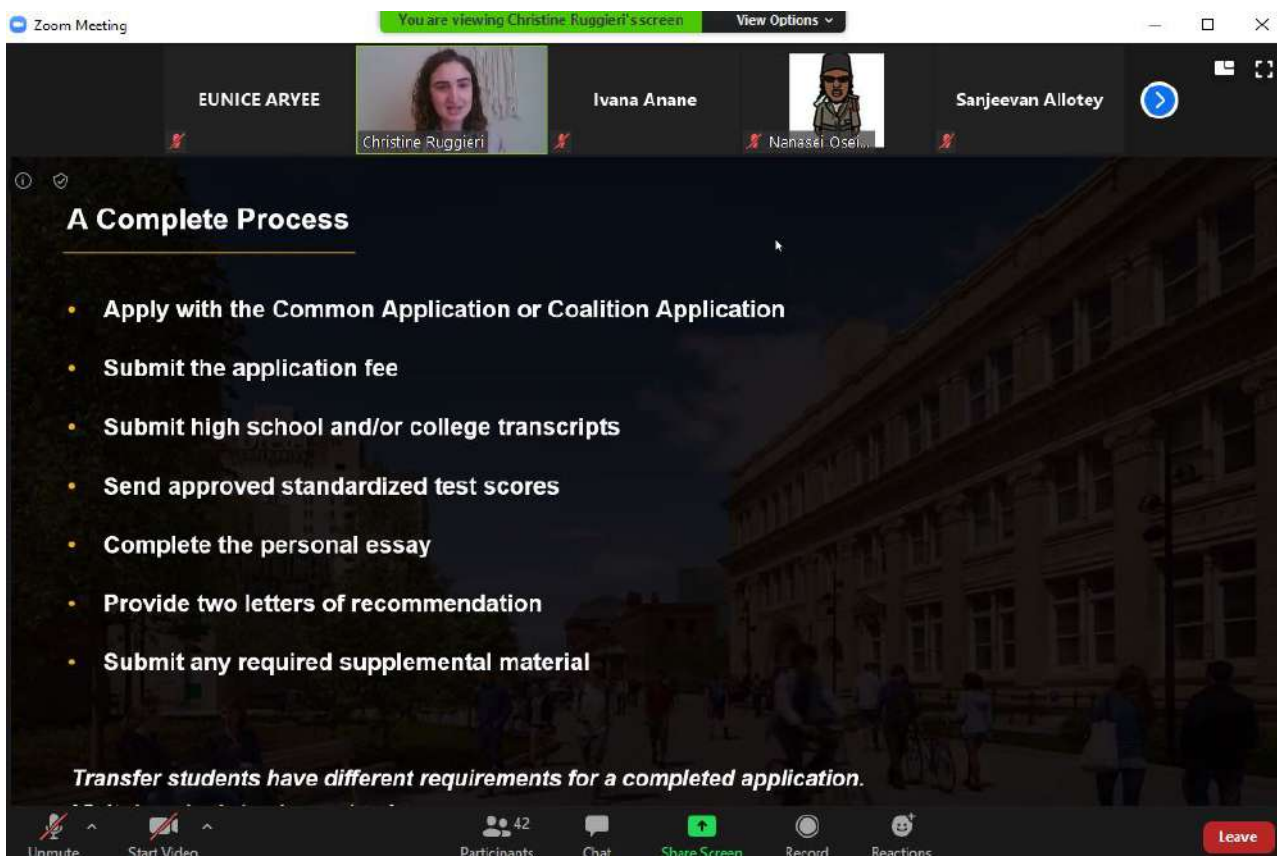
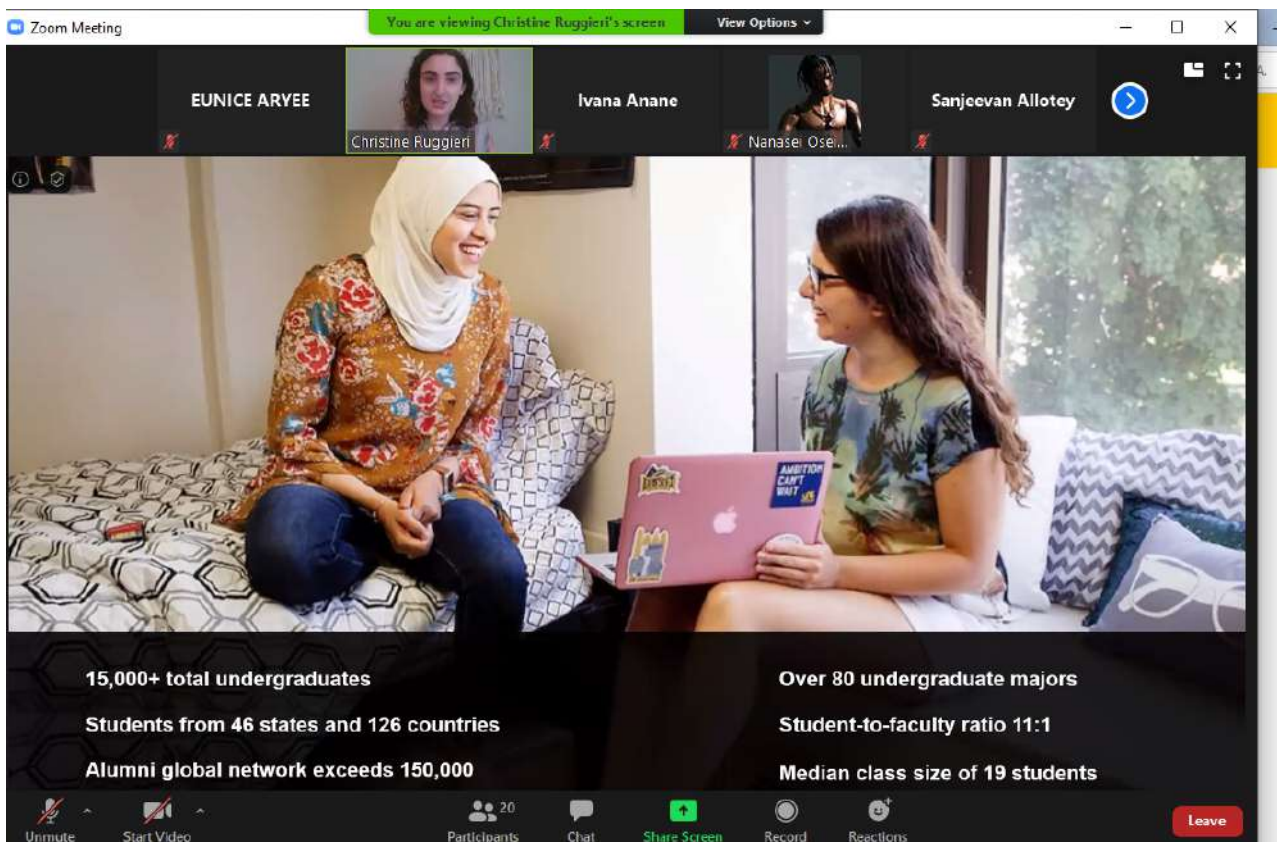
DEAR DP1 PARENTS;

The **FINANCIAL AID ONE-ON-ONE** ZOOM MEETINGS WITH TIS THE COLLEGE GUIDES ARE ONGOING FOR DP1 PARENTS. Your child’s counsellor will contact you to schedule a meeting in the coming weeks. Thank you.

Drexel University, USA, Virtual Presentation – DP1 Guidance Class;

This week, we were privileged to have Ms. Christine Ruggieri, Associate Director of Undergraduate Admissions at Drexel University, presenting her university to our DP1s.

Here are some picture highlights of the zoom meeting followed by some students' reflections;




Zoom Meeting You are viewing Christine Ruggieri's screen View Options

EUNICE ARYEE Christine Ruggieri Ivana Anane Nanasei Osei... Sanjeevan Allotey

A City Within a City

Experience Division I athletics
Grab a quick bite at a food truck
Catch one of the Drexel Concert Series

Join one of our 350+ student organizations
Challenge new ideas in the Honors Program
Form a residence hall living community



Unmute Start Video Participants 39 Chat Share Screen Record Reactions

A Unique Curriculum



World-Class Academics Real-World Experience





Reflections;

“The Zoom call we had with the representative from Drexel was much needed! Drexel has always been a school of interest to me ,having visited the campus in 2018. The presentation on Drexel by the representative was very informative as I was able to learn more about the campus, the on-campus jobs, the courses they offer and much more. An important tip I took note of was that when it comes to writing a college essay, we must make sure that we take one main topic and discuss instead of beating around the bush. I really enjoyed the talk about Drexel University and I appreciate the school for allowing us to have such an opportunity despite the unusual settings we find ourselves!” – **Bethany Buah**

“On Monday, we had a virtual info session with Drexel University. This was led by Christie Ruggieri, the Associate Director of Undergraduate Admissions at Drexel University. During this session I got to know a lot about the university and the city of Philadelphia as a whole. At TIS, we are nurtured to become well-rounded students and I liked that fact Drexel is the same in that aspect. From academics, student life, clubs, and organizations, you get to do a bit of everything. At the moment, the courses that interest me are economics and international relations. During the session Ms. Ruggieri spoke about how the curriculum is specifically designed to take you beyond the typical college experience. Although there is a very good academics course and small class sizes, you also get to learn directly from the leaders of your field through their cooperative education program and gain valuable experience in research. Ms. Ruggieri spoke about their co-op system and how it allows students to acquire real-life work experience which I love. In addition, I learned about the school’s diversity and the city of Philadelphia how welcoming and community-centered it is. Interestingly, Philadelphia means brotherly love and that environment makes it a great place to study. In all, the virtual session was very interesting and I got to know a lot about Drexel University. I really like their co-op programs and how they allow you to get real life work experience and determine if a career path is truly for you. I had stumbled upon Drexel

during my university search, but did not think too much about it. This session, however, has opened my eyes to all the possibilities at Drexel University.” – **Lydia Boahen**

“It was a pleasure and a wonderful insight to meet the associate director of undergraduate admission in Drexel, Christie Ruggieri. The Zoom meeting was very informative and cleared many questions that I had pertaining my career paths and possible courses. Thanks to the option to mute people, I was able to fully understand and immerse myself in the meeting, although it was only virtual. If I were in class, the faint muffling and whispering of my classmates could have distracted me from gaining as much information as I had. In the meeting, she spoke about many topics concerning the accommodation, location, academics, financial aid, scholarship opportunities and other interesting subjects about the school. I learnt about the requirements for many courses, that wouldn’t have been very clear otherwise, including the course that I am interested in. Her presentation really caught my eye when she spoke about the hundreds of food options, Asian, western, continental, African, etc. My mouth really watered knowing that I could still eat my favourite Jollof rice and chicken whilst thousands of miles from home. It was a very interesting meeting and wouldn’t be one I would miss. I really enjoyed it and look forward to other university meeting sessions.” – **Chibuikem Mbanefo**

“During the virtual conference with Drexel university, I learnt a lot. If you are like me and thought about making money while going to University, you should definitely consider Drexel. The University gives you the chance to work at organisations while you study your preferred course. They give you plenty of opportunities to study abroad and the school has a high percentage of international students, so you get to meet a lot of people with different backgrounds. Lastly, I have some good news for the people that want to study law. Drexel has a shortened program where you study law for six years instead of seven. If any of this stuff got you interested, go ahead and add Drexel to your university list.” - **Nana Kwame Adubofour**

“Earlier this week, we had a guidance class with Drexel University and I must say it was great! I got a lot of answers to pressing questions I had as a result of the global halt, such as the some of the new admission requirements. I got to know that SAT is no longer a requirement for some schools including Drexel and that it is based in Philadelphia. I also learnt that to do Computer Science you don’t need to know a programming language beforehand, since it would be taught at Drexel. Drexel looks like a very nice and top tier institution everyone should consider.” – **Stacey Abbeo**

PRESENTATION ON TEACHER RECOMMENDATION LETTERS BY Ms. WHITNEY GREEN-COLUMBIA UNIVERSITY, USA

Dear Teachers, we are privileged to invite you to join us for a Zoom session with Ms. Whitney Green , Director of International Recruitment, Columbia University. She will be facilitating a virtual meeting on Teacher Recommendation Letters, next **Wednesday, 27**

MAY 2020. Details have been emailed to you. Thanks for your continued support in recommending our students!



Due to COVID-19, Unfortunately College Board's May and June SAT tests have been cancelled by College Board. We shared details of this official message in previous week's bulletin.

The next SAT exam at TIS will be in August 2020, as we received information this week that June SAT Exams have also been cancelled. In light of the inconveniences caused, College Board is considering adding extra test dates in September and November this year. We will keep you posted regarding this.

See the new upcoming SAT test dates below.

SAT 2020-2021

- August 29, 2020
- October 3, 2020
- December 5, 2020
- March 13, 2021
- May 8, 2021

PSAT 2020 Exam Date:

- Saturday, October 17, 2020

DP1s: don't wait until the eleventh hour to register. Register now to avoid any disappointments!

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



Test takers please come along with your valid unexpired passport as the only form of identification! Photocopies are not acceptable.

- **Number 2 pencils (buy from the Tuckshop), approved calculator, eraser, admission ticket and sharpeners required.**

SAT Registration Fees (To complete registration online full payment with credit card only.

Visit www.collegeboard.org)

SAT I - U.S. \$107.50 SAT II: 1 subject (\$117), 2 subjects (\$127), 3 subjects (\$137) (estimates).



2019-2020 TEST DATES (COMPUTER-BASED TESTING ONLY!)

As you know, the ACT April Exam was cancelled by ACT Inc., USA due to COVID-19 concerns.

WE WILL CONDUCT THE NEXT ACT EXAM ON JUNE 13 2020. PLEASE TAKE NOTE AND SIGN UP FOR THE TEST RIGHT AWAY.

We will update you should the ACT June date get cancelled.

ACT Registration Fees (Online payments only: Visit www.actstudent.org):

ACT plus writing – U.S. \$166.50. (TIS Test Centre Code: 870390, but inform counsellor first).

***To complete registration, payment must be made online in full with a credit card.**

ACT April DEADLINE coming up. DP1s especially are encouraged to sign up for the April ACT exam this year! Aim to complete registration right away! STEM students have an edge when they take the ACT.



NEW TEST DATES FOR ACT FOR NEXT ACADEMIC YEAR

ACT 2020-2021

- Saturday, June 13, 2020
- Saturday, September 12, 2020
- Saturday, October 10, 2020
- Saturday, December 12, 2020
- Saturday, April 17, 2021

PRACTICE TESTS FOR SAT, ACT OR PRE-ACT, PSAT AND OTHER TEST PREP RESOURCES FROM THE OFFICIAL TEST MAKERS CAN BE FOUND HERE; WWW.COLLEGEBOARD.ORG AND WWW.ACTSTUDENT.ORG



Proud to deliver



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

DR KEN DARVALL
PRINCIPAL & AWARD COORDINATOR
TEMA INTERNATIONAL SCHOOL

”



www.tis.edu.gh

#WORLDREADY



TEMA INTERNATIONAL SCHOOL

WELCOME TO THE LEADERSHIP INCUBATOR



At TIS, we believe the four pillars for student balance and ensuing success - Academics, Service, Sport and Culture - provide a theoretical lens for inquiry, critical thinking, conceptual understanding in a real-world context, through action.

Across all four pillars, TIS prides itself on the opportunities and experiences that enable all graduates to develop and enhance leadership attributes and skills to make a difference and the world a better place. As leaders, we create our footprints to ensure authenticity.



EDUCATION FOR A BETTER WORLD

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.”**





Tema International School



MAIN CAMPUS

SECONDARY ADMISSIONS ARE OPEN FOR 2020/2021 ACADEMIC YEAR

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 10 (MYP 5) | Grade 11 (IB Diploma Programme)

Grade 7 (MYP 2)

Students should:

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

Grade 8 (MYP 3)

Students should:

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

Grade 9 (MYP 4)

Students should:

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

Grade 10 (MYP 5)

Students should:

- a) Have completed Year 9.
- b) Be aged 15+(at the time of admission).
- c) Complete a general aptitude test and interview.

Grade 11 (IB Diploma Programme)

Students should:

- a) Have successfully completed MYP 5, the IGCSE (Or its equivalent) or awaiting the results of the IGCSE.
- b) Be aged 16+(at the time of admission).
- c) 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:

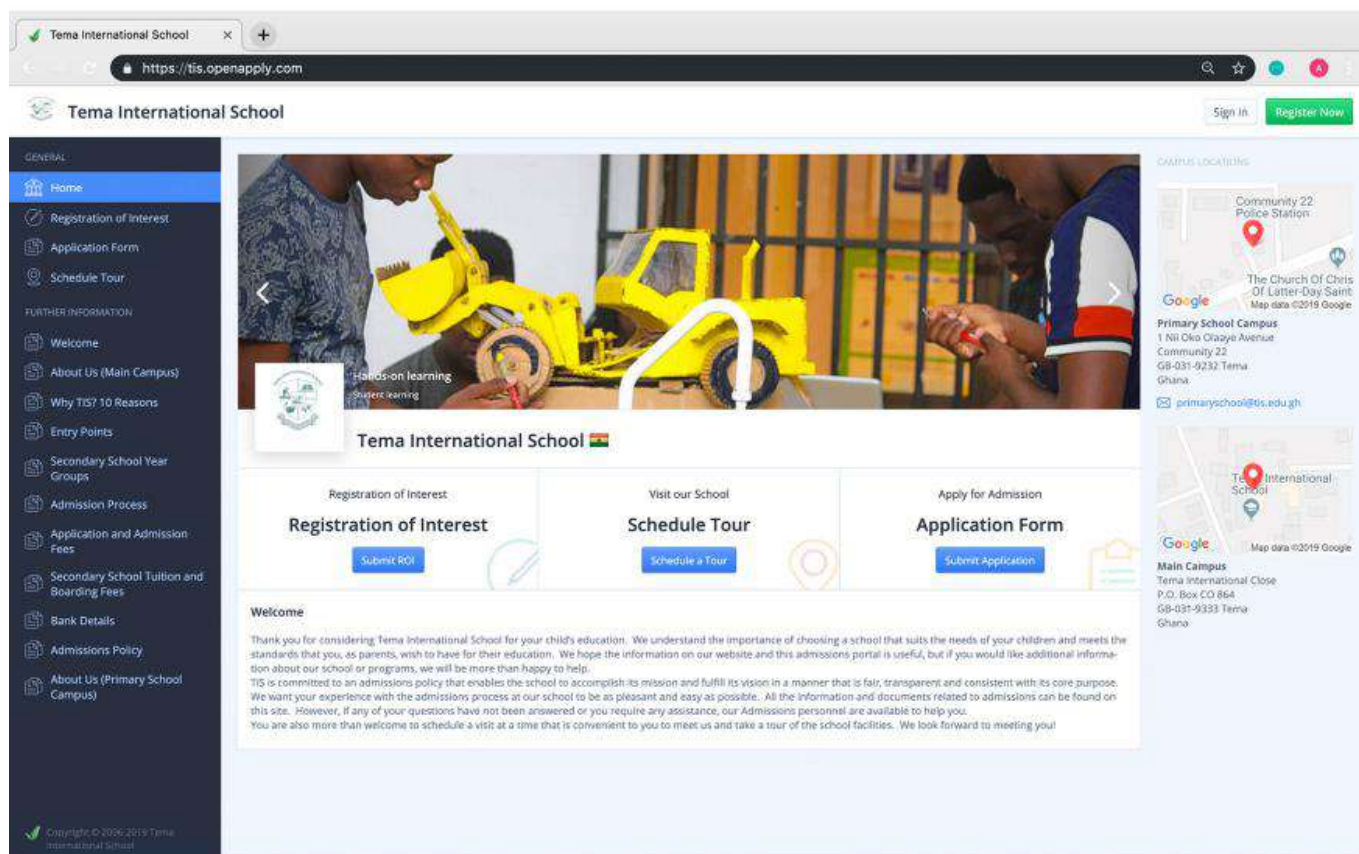
+233 303 305134; +233 303 308737; email: admissions@tis.edu.gh

Or come and visit the school (Opp Afariwa Farms, Off Tema-Akosombo Road)

www.tis.edu.gh



TIS Application Procedures



Please have the following documents available (scan onto a flash drive) before you begin with online application;

- 1 recent passport-style photo
- passport biodata page/ birth certificate
- 3 recent school reports (**Grade 2-11 Applicants**)
- Letter of recommendation and academic transcripts (**Grade 11 Applicants**)

1. Go to our admissions portal **tis.openapply.com**
2. Click on the **Sign In** button found at the top right corner of the page.
3. Click on **Sign up** here if this is your first time using OpenApply otherwise type in the email and password you used the last time you used OpenApply.
For first time users please proceed to 4. For existing users please proceed to 5.
4. Fill in **User Details** and proceed to application.
5. Ensure you fill out details correctly and attach all required documents where necessary (passport picture, passport biodata page/ birth certificate, school reports, transcript, recommendation).
6. When forms have been completed kindly proceed to make application fee payment using any of the 3 options:
 - www.expresspaygh.com/tis
 - At the Finance Office on TIS campus
 - At any Barclays Bank into the TIS Account number 1798808 or Ecobank into TIS Account number: 1441000974289
7. You will receive an email to confirm receipt of your application and the next steps towards admission **only when the application fee payment has been received.**
8. **Please note that your child will be taking a Cognitive Ability Test (CAT4) as an Entrance Exam for admission at TIS. (Grade 7-11 students)**

Thank you for choosing TIS. We look forward to a fantastic relationship in the coming years!

School Stream

School Stream is an app that aims to have many aspects of TIS at your fingertips, especially as many are wrapped around a mobile phone.

Parents may access it now by downloading the *Schoolstream* app from your relevant app store.

iPhone / iPad iOS

1. From your mobile device go to the **App Store** search for **School Stream**
2. Tap the **FREE/GET** button to the right of the School Stream listing
3. Tap the **INSTALL** button
4. Enter your Apple ID and password & tap **OK**
5. Wait for the install icon to change to **OPEN**
6. Tap the **OPEN** button
7. You will be prompted to accept push notifications, you will need to select **OK**
8. Start typing **Tema International School** into the search then **SELECT Tema International School**

Android / Tablet

1. From your mobile device go to the **Play Store** search for **School Stream**
2. Tap the School Stream listing
3. Tap the **INSTALL** button
4. Tap the **ACCEPT** button
5. Wait for the app to install then tap the **OPEN** button
6. Start typing **Tema International School** into the search then **SELECT Tema International School**
7. Tap the **DONE** button in the top left.

Windows Phone/Other Devices

Use the following link, and follow the instructions below. Tema International School

To pin a website on your **Windows Phone**:

- Open the website you want to pin
- Tap More icon, then tap Pin to Start

You will be able to access all of your school's information, however, you won't be able to receive notifications. *Note: Some devices may vary please follow your usual installation procedure for downloading and installing an app to your device.*

BE A RESPONSIBLE DINER

How to keep clean and carry on when you're dining



Monitor your temperature

To be considerate, ensure that you're well enough to dine with friends and family.



Wash your hands before and after you eat

Use soap, or an alcohol-based sanitiser. Scrub your fingernails, palms, and backs of your hands.



Eat with utensils

...unless you are entirely sure that your hands are thoroughly cleaned. Keep those fingernails short!



Share food sensibly

Use serving utensils to portion out dishes. No double-dipping, please!



If you cough or sneeze, use a tissue or your elbow

Wash your hands immediately before touching anything else.



Avoid touching your face

If you have to touch it, remember the golden rule: Wash your hands!



TEMA INTERNATIONAL SCHOOL



A family school

& a unique experience

Early Years | Primary

Community 22

Secondary* (Boarding)*

Community 21

www.tis.edu.gh

+233 30 330 5134

To enrol, do it online: <https://tis.openapply.com>

An IB World School

