

WEEKLY BULLETIN

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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.

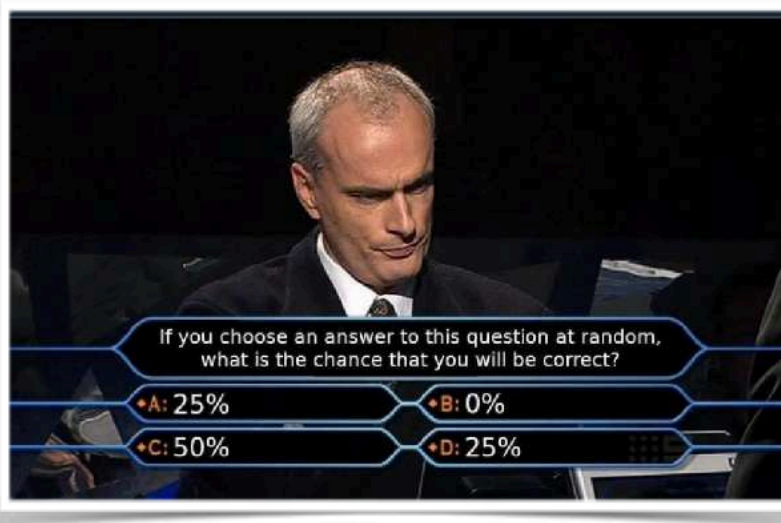
COVID-19

- 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.
- Practise social distancing at all times.

Thought for the Week

The way to enjoy life is to wrap up one goal and start right on the next one. Don't linger too long at the table of success, the only way to enjoy another meal is to get hungry.

- Jim Rohn



Welcome Newbies!

TIS welcomes all our 2020 Newbies to the start of 2020/2021. Thank you for joining the TIS Family.

You are a historic group in these interesting times, as you are the first group to commence virtually. I have enjoyed the focus and energy you bring to TIS.

The past three days have focused on connecting you to ManageBac, our learning management system. Hopefully, we have all of you aboard by COB today. On Monday, the formal program commences. Please find the program attached.

The key message from our experience in emergency online learning from March-June was accessibility and flexibility. These two key factors will be evident in our



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

It's called integrity.

SAT 2020

- G12 students who want one more attempt at SAT must sit the SAT test on 29 August. Please ensure you have registered by the due date.
- G11 students wanting to sit their first SAT test will have their opportunity on 26 September. No TIS students will be allowed to sit the SAT test on 3 October (TIS Founders' Day). Start planning now.

Making Us Proud

- Our Newbies for their enthusiasm and making it happen on Wednesday. Proud of you!
- Joseph Agyemang (12), Isabel Prempeh (12), Marie-Marcella Nwokolo (11), Cynthia Nutsuakor (11) and Joshua Mefful (11) who are keen participants of OceanEcho30x30 (see last week's Bulletin.)
- Bennett Quashie (G12) for his report on our inaugural virtual schools exchange with Newtown South High School (Boston) in last week's edition.

approach to 2020/2021. We never know when there will be a power outage (and for how long). Internet connectivity is like ocean waves: it comes in, then goes out. It can stay out more than it comes in!

So, while sessions will be listed at specific times, from Monday, sessions are expected to be available at least 12 hours ahead. The requirement is participation and taking action as required. Messages will be sent through ManageBac (MB) which explains the importance of connecting to MB.

Indicative Intentions

As you are aware, TIS remains closed until schools are declared open under current COVID restrictions. When schools are allowed to reopen, we expect social distancing requirements will be in place which should restrict the number of boarders to approximately 50%. Hopefully, a successful reopening with restricted numbers will result later in the increase in the total numbers at the Main Campus. The Primary School is expected to commence on campus when schools reopen due to its smaller numbers.

Parents have mentioned that their children will not return until a vaccine is available. We understand and

essays - make each essay you write better than the last

small assignments - aim for 100s, expect 100s, get 100s

homework - pretend they're assignments

homework that's not graded - pretend! they're! assignments!

tests - study for 100s, expect less

long term projects - act like it's due in four days -even when it's not- until you're done with it

group projects - *do not get angry*

presentations - pretend you're obama

disclaimer - this works for me, it may not work

respect this view.

For planning purposes, families are required to complete the TIS Return form that will accompany this Bulletin and to return it by Wednesday, 19 August, to: info@tis.edu.gh. This information will guide our implementation plans in terms of Models 2 and 3 to ensure quality learning and support until we can start referring to enjoying our daily lives in the post-COVID era. NOTE: a non-return of the form will be considered as a preference to remain online.

SchoolsBuddy (SB)

Tema International School is now using SchoolsBuddy (SB) for ASA (extracurricular activities), events, excursions, 3-way interviews and general communication. Parents, students and teachers will receive an invitation to register from today.

During next week, students will be able to sign up for virtual ASA. Watch out for a MB and SB announcement about details. Please contact Dennis Akortah or myself if you need any assistance.

School Fees: Reminder

COVID-19 has affected families in many ways. For TIS, the lockdown forced many families to withhold school payments for last semester. This consequence resulted in staff salary reductions and the non-payment of many outstanding accounts. With the new academic year to start on 19 August, it is important that we pay our creditors and restore staff salaries. The payment of all outstanding fees for 2019/2020 must be finalised by 12 August.

When making payment at a bank or online, please include the full name of your child and send a copy of the payment receipt to Mr Kobina Quansah, finance department: kquansah@tis.edu.gh

Unfortunately, for those parents who remain in arrears, the temporary suspension of their children's enrolment (which includes ManageBac access, online learning, and resources) will take effect from 17 August until the last payment has been received.

Please contact Mr Quansah on 0244657821 if you require clarification about your account.

Growth Mindset: A Key Lesson

Dweck (2012) studied adolescents in terms of their performance at school, as the transition to middle school is a time of great challenge for many students. She observed grades suffered, but not everybody's grades suffer equally. In her study, only the students with a fixed mindset showed the decline. They showed an immediate drop off in grades and, slowly but surely, did worse over two years. The students with a growth mindset showed an increase in their grades over the two years.

The difference? Students with a fixed mindset blamed the teacher. Students with a growth mindset, while feeling overwhelmed, responded by digging in and doing what it takes.

Working hard is not something that makes you vulnerable, but something that makes you smarter.

Stay healthy and see you online.

Dr Ken Darvall (Principal)

VIRTUAL TIS ORIENTATION TIMELINE & PROGRAM**As at 31/7/20**

DATE	TIME	SESSION	GROUP	SCHOOL/ PROGRAMME	GRADE/ DEPT
12/8/20	11.00am	ManageBac (MB)	Newbies	Primary/Secondary	PYP/MYP/DP
13-14/8/20	9.00am	MB Connection	Newbies	Primary/Secondary	1-6/7-11
13-14/8/20	4.00pm	Q&A/Support	All	Primary/Secondary	PYP/MYP/DP
17/8/20	10.00am	Welcome Back	Continuers	Secondary	8-12
17/8/20	12.00pm	Welcome to TIS	Newbies	Primary/Sec	All/ 7-11
17/8/20	2.00pm	Staff information	All	Primary/Sec	K-12
17/8/20	3.00pm	Wellbeing	Newbies	Secondary	7-11
17/8/20	4.00pm	Q&A/Support	All	Primary/Secondary	PYP/MYP/DP
18/8/20	9.00am	Learning	Newbies	PYP	K-6
18/8/20	11.00am	Learning	Newbies	MYP	7-10
18/8/20	2.00pm	Learning	Newbies	DP	11-12
18/8/20	4.00pm	Q&A/Support	All	Primary/Secondary	PYP/MYP/DP
19/8/20	9.00am	DP Subject Selection	All	Secondary	11
19/8/20	11.00am	MYP Subject Selection	All	Secondary	9
19/8/20	2.00pm	University Counselling	Newbies	Secondary	7-11
19/8/20	3.00pm	Student Council	Newbies	Secondary	7-11
19/8/20	4.00pm	Q&A/Support	All	Primary/Secondary	PYP/MYP/DP
20/8/20	9.00am	Projects	Newbies	Secondary	7-9
20/8/20	9.00am	CAS	Newbies	Secondary	11
20/8/20	11.00am	Extended Essay	Newbies	Secondary	11
20/8/20	2.00pm	TOK	Newbies	Secondary	11
20/8/20	4.00pm	Q&A/Support	All	Primary/Secondary	PYP/MYP/DP
21/8/20	9.00am	Extracurricula	Newbies	Secondary	7-11
21/8/20	10.00am	Online Learning	All	Prim/Sec	All
21/8/20	11.00am	Technology	Newbies	Primary/Sec	All/ 7-11
21/8/20	2.00pm	Learning Centre	Newbies	Secondary	7-11
21/8/20	3.00pm	Learning Support	Newbies	Secondary	7-11
21/8/20	4.00pm	Q&A/Support	All	Primary/Secondary	PYP/MYP/DP

Note: Any changes will be communicated to parents



TIS Return To School



2020/2021 Academic Year

TIS will restart in August using Model 1: Online Learning, until the mid-semester break that commences on 17 October.

An orientation program for TIS Newbies (our new students who will join the TIS family in 2020/2021) will commence on 12 August and continue with different sessions until 21 August.

Secondary classes will commence their online lessons on 24 August while our Early Years and Primary students will start their online lessons on 31 August.

It is anticipated during the semester that the Primary School Campus will use Model 3 as its next step, while the Secondary School Campus will implement Model 2.

Different families have indicated their ongoing concern about COVID-19 within the community and it is expected that some families will continue using Model 1 for the first semester and possibly the second semester as well.

Dr Ken Darvall
31 July 2020

Model 1

From August - 16 October

Online Learning (asynchronous and synchronous sessions)



School is closed. No students at school.
Online learning for all students.
Full curriculum options to satisfy learning program requirements.
Normal timetable operates.
Virtual ASAs and major events.
Reduced school fee.

Model 2

TBA

Blended Learning



School is open but restrictions limit the number of students on campus.
Students at home will continue online while students on campus have live and asynchronous lessons.
Day student option may be available.
On-campus and isolation protocols in place.
Virtual and live ASAs and virtual major events.
Restricted excursions.
Quarantine at school location for international students (TBC).

Model 3

TBA

Traditional (Pre-Covid) Learning



School is open and all students are allowed to attend.
Split meal times.
Blended lessons.
On-campus and isolation protocols in place.
Virtual and live ASAs and virtual major events.
Virtual excursions.
Quarantine at school location for international students (TBC).



TEMA INTERNATIONAL SCHOOL

Primary School Campus

Admissions Open For 2020/2021 Academic Year



To learn more scan this.



To enrol scan this.



Flexible admission screenings and interviews



Entry Points in 2020

Preschool

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.

PYP

Culmination of Inquiry

"I hear and I forget. I see and I remember. I do and I understand." - Confucius

This famous quote is one of the backbones of inquiry, project-based and experiential learning.

In the IB PYP, learners have the opportunity to construct their understanding through practical learning experiences in which they engage. The face-to-face interactions at our beautiful campus were quickly converted into a successful virtual learning program as a result of the novel CoronaVirus. The pandemic, however, did not rob us of authentic learning experiences. The collaborative effort of management, our amazing PYP Coordinator, a dynamic staff, and the continuous support from our awesome parents and guardians ensured that learners gained a deeper conceptual understanding while making meaningful connections to real-life situations; ultimately leading to student-led actions through the Units of Inquiry.

Enjoy this gallery exhibiting the evidence of experiential learning at home and action taken by some of our learners as they embraced the 'new normal'.



**Nurturing young
tomato plants**

PIC•COLLAGE

Elias had an exciting learning experience when he became a risk-taker to inquire into the life cycle of tomato plants. The greatest excitement came when he saw his seeds germinate into seedlings and was principled enough to nurture it by watering it daily. He integrated disciplines like measuring the length of his seedlings and numbers by counting the tomato fruits during harvesting. It is clearly evident that he has gained a conceptual understanding through his virtual learning experience.

https://vimeo.com/447422819?utm_source=email&utm_medium=vimeo-cliptranscode-201504&utm_campaign=29220

In this video, Elias is seen and heard excitedly harvesting his ripe tomatoes, while counting and commenting on how big they have grown.



These learners took the initiative to assist with some house chores rather than sit and watch TV all day. They are gradually gaining confidence in taking care of their dog which they initially feared because of its aggressive and wild nature. That's a big risk to take.

Nana Adwoa exhibited her creativity during the vacation by making a lovely dress, doing a hairpiece and styling the hair of her doll. She could explore with fabrics, flowers and hairpins to bring out an amazing finish.

Maame Yaa was a risk-taker during the vacation by organising her friends to play an Akan game called 'anhwe akyire' which she learnt during her mother tongue (MT) lesson.

We are proud of our young risk-takers.



Sefakor had some great learning experiences when she learned how to take care of her pet dog and the importance of animals during her unit of inquiry. She gained a keen interest in the planting project when she saw her friends in the lower grades explain how they nurtured their plants during their composite class. This resulted in an authentic student-led action as she chose to plant some bean seeds. The composite class is indeed a great learning opportunity for learners to have a broader learning experience.

“The most important attitude that can be formed is that of desire to go on learning.”
— John Dewey

Tema International School

2020 - 2021 School Calendar (Virtual S1)

August '20						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September '20						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October '20						
Su	M	Tu	W	Th	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '20						
Su	M	Tu	W	Th	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December '20						
Su	M	Tu	W	Th	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January '21						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April '21						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May '21						
Su	M	Tu	W	Th	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June '21						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July '19						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



School Closed/ Holidays



Teacher in-Service Day (no school for students)



Main Campus Event



First and Last Day of School (Main Campus)



Primary Campus Event



First and Last Day of School (Primary Campus)



SAT Test



ACT Test

Public Holidays

21/9/20	Kwame Nkrumah Memorial Day	4/12/20	Farmers' Day
8/3/21	Independence Day	3/5/21	Labour Day
13/5/21	Eid Al Fitr (TBC)		

S1 Internal Dates: Main Campus

1/8/20	2020 MYP Results Released; 2020 MYP Enquiries Upon Results Open
3/8/20	Senior executive staff resume
10/8/20	Teachers resume
12/8/20	Newbies' orientation commences online
21/8/20	Newbies' orientation ends online
24/8/20	Secondary School classes commence
29/8/20	SAT (TBA)
12/9/20	ACT (TBA)
18/9/20	MYP/DP Parent Information Session
26/9/20	SAT [TBA] (TIS Students)
3/10/20	TIS Founders' Day; SAT [TBA] (not for TIS students)
9/10/20	Maths/Science Intercolour Quiz
10/10/20	ACT [TBA]
15/10/2020	MYP Enquiries Upon Results Close
16/10/20	3-Way Interviews
17/10/20	PSAT [TBA]
19-23/10/20	Mid-semester break
30/10/20	G9/G11 Subject Selections close
6-7/11/20	Annual Performance
7/11/20	SAT [TBA] (Subject test)
1/12/20	Admissions open for 2021/2022
5/12/20	SAT [TBA]
11/12/20	3-Way Interviews; Last day for first semester
12/12/20	ACT [TBA]

S2

7/1/21	Teachers resume
10/1/21	Students return to hostels
11/1/21	Second semester commences
11-17/1/21	Alumni Week
23/1/21	Health Walk
27-29/1/21	IDU Days
31/1/21	Thanksgiving Service and Student Leadership Induction Ceremony
6/2/20	Pre-ACT
11/2/21	TIS Junior Tennis Championships
12/2/21	TIS Badminton Championships
13/2/21	Interschool Soccer
19/2/21	TIS Senior Tennis Championships
22/2/21	MYP Mock eAssessments
27/2/21	TISSA Athletics; TISSA Badminton
6/3/21	TIS Basketball Championships
8/3/21	MYP Community and Personal Projects Exhibition
9 - 19/3/21	DP Mock Exams
12/3/21	Interschool Soccer; TIS Squash Championships
13/3/21	SAT; Interschool Basketball; Interschool Tennis
14/3/21	Pi Day
20/3/20	TISSA Tennis Championships; TISSA Basketball
25/3/21	Hostels General Inspection
26/3/21	3-Way Interviews
29/3-9/4/21	Mid-semester break
11/4/21	Students return to hostels
12/4/21	Classes resume
17/4/21	ACT
8/5/21	SAT
10 - 21/5/21	MYP eAssessments
29/4 - 21/5/20	DP Final Exams
2/6/21	Hostels Cleaning
5/6/21	Achievers' Day and Graduation
11/6/21	Last day for teachers

Primary School Campus**S1**

10/8/20	Teachers resume
31/8/20	First semester commences
3/9/20	Meet the Teacher Info Session
23/9/20	International Day of Sign Languages
1/10/20	Healthy Day
1/10/20	End of UOI #1 Celebrations
19-23/10/20	Mid-semester break
26/10/20	Classes resume
13/11/20	End of UOI #2 Celebrations
1/12/20	Admissions open for 2021/2022
11/12/20	End of UOI #3 Celebrations
11/12/20	Last day for first semester

S2

7/1/21	Teachers resume
11/1/21	Second semester commences
29/1/21	Sports festival
19/2/21	End of UOI #4 Celebrations
26/3/21	End of UOI #5 Celebrations
29/3-9/4/21	Mid-semester break
12/4/21	Classes resume
30/4/21	Spelling Bee
28/5/21	End of UOI #6 Celebrations
9/6/21	Annual Presentation; Last day for second semester



COUNSELLORS' CORNER

In all the many ways that life evolved during this pandemic, with a growth mindset as IB students, each one of you adapted to the new normal. You made our lessons and college sessions meaningful, interactive, memorable and fun. You've been missed!

Keep up the good work as we commence virtual lessons soon.

**University Virtual Visits**

The next Open House info session for Webster is next *Thursday, 20 August, 2020 at 1:00 pm GMT*



Online Open House!

Thursday, August 20, 2020

1:00 PM GMT

Connect and learn more about our undergraduate programs, scholarship opportunities and studying abroad!

Webster UNIVERSITY
Ghana Campus

RSVP NOW: 054 012 0849 / 054 012 0869

webster.edu.gh

Opportunities:

- ✓ Learn about our easy admission process, undergraduate, available scholarships, and study abroad opportunities. Interact with our esteemed faculty and current students who can tell them all about their experience.

SPECIAL OFFER: 25% automatic scholarship if they attend, apply this August, and get accepted for admission in August or October 2020!

Make it a point to be present!

Registration is Now!

https://zoom.us/webinar/register/2315966492156/WN_My8A1UrERjeUI6XCd8aeBQ

For information or clarification purposes, please contact

233 (0)302 507 393 | Mobile +233 (0)552 570 806

www.webster.edu.gh



Medicine

Can International Students Apply For Funding?

EU students are eligible for tuition fee loans, but not maintenance loans or maintenance grants. Students from outside the EU cannot apply for any loans or grants. It is best to check the funding and fees pages of their websites.

What Else Do International Applicants Need To Consider?

- ✓ Check that you meet the minimum entry requirements.
- ✓ Have you got the right kind of qualifications, subjects and exam grades for studying Medicine at a UK university?
- ✓ Be aware that some courses require students to take an English Language test as part of their application.
- ✓ There are some [foundation courses](#) designed specifically to help overseas students transition into courses at UK Medical Schools.

Is Medicine More Competitive For International Applicants?

There is a quota stipulating the number of non-EU students who can be accepted by UK Universities. This can make the process very competitive.

**1. Familiarise yourself with UCAS**

All medicine applications in the UK must be placed through an organisation known as the [Universities and Colleges Admissions Service \(UCAS\)](#). All you need is a well written [personal statement](#) and a reference letter. The deadline for submitting your UCAS form is 15 **October** for all Medicine applications.

2. UCAT, BMAT, or both?

All undergraduate Medicine programs in the UK use either the [UCAT](#) or [BMAT](#) as part of their screening – you can find out which ones use each one using The Medic Portal's [Medical School Comparison Tool](#).

3. Work experience

Work experience forms an integral part of your application; it is something worth mentioning in your personal statement, as well as a great topic of discussion in interviews. You can find out the kinds of work experience medical schools look for on our [Medical School Work Experience Requirements](#) page.

4. Read about the NHS and current affairs

Although you might not live in the UK, you will be expected to know about the healthcare system and latest news. In particular, knowing about their [National Health Service \(NHS\)](#) is crucial. Why the NHS was launched, core principles, values, and obstacles they are facing at the moment. Make a habit to read BBC news for 10 minutes when you wake up in the morning or before you go to bed, and you will become a current affairs guru in no time!

5. Be prepared to fly over for interviews!

Now that you have submitted your application on UCAS, and taken the aptitude test be ready for interview.

Click here for more information:

<https://www.themedicportal.com/application-guide/ucas/international/>

<https://www.studyin-uk.com/studyuk/medicine/>



Professional Examinations General Rules, Guidelines and Requirements



EXAM TYPE	DEADLINES, REGISTRATION AND PROCEDURES	REGISTRATION FEES
LNAT	<p>Candidates may only take the LNAT once per year (from 1 September to 31 July) Please create the accounts and have your username and passwords ready before time. No last minute. Limited slots available.</p> <p>https://lnat.ac.uk/registration/dates-and-deadlines/</p> <p>https://lnat.ac.uk/registration/</p> <p>https://www.thestudentroom.co.uk/wiki/Lnat</p>	<p>€560 for now, but subject to change</p>

UCAT	<p>WHAT IS THE MINIMUM UCAT® (UKCAT) SCORE FOR EACH UNIVERSITY?</p> <p>Just click for more information: https://www.kaptest.co.uk/ucat/info/what-minimum-ucat-score-each-university https://www.ucat.ac.uk/ucat/dates-and-fees/</p>	

Identification Requirements	Primary required; do not seat a candidate for an exam unless he or she provides one form of valid ID.
Primary ID for Both Tests	<ul style="list-style-type: none"> A currently valid passport containing the candidate's photograph and signature. An unsigned passport is only acceptable if it is a biometric passport and does not contain a location for a signature.



Refund when a person misses the examinations. How do we go about it?

When you miss the exams, you forfeit the money.

What is expected of a student on the day of the examinations?

Candidate should be at the test center an hour before the exam time, very important.

Things needed for registration

Valid expired passports, students user name and password for logging in.



Please contact Roderick- 0244167800
rboyefio@gmail.com

Important Dates and INFORMATION



The next SAT exam at TIS will be in August 2020. 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. Due to previous cancellations, 2 brand new dates have been added- September and November SAT:

SAT 2020-2021

- 29 August, 2020
- 26 September, 2020
- 3 October, 2020
- 7 November, 2020 – Subject test only
- 5 December, 2020
- 13 March, 2021
- 8 May, 2021

PSAT 2020 Exam Date: Saturday, 17 October, 2020

DP1's 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, approved calculator, eraser, admission ticket and sharpeners required.
- Facemask
- Hand sanitizer

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!)

Please note that TIS will no longer administer the ACT 13 JUNE EXAM. Test takers should kindly contact ACT for alternative options or register to test at TIS in September.

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. STEM students have an edge when they take the ACT.



NEW TEST DATES FOR ACT FOR NEXT ACADEMIC YEAR

ACT 2020-2021

- Saturday, 12 September, 2020
- Saturday, 10 October, 2020
- Saturday, 12 December, 2020
- Saturday, 17 April, 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



Be Information Ready! This puts you in a better advantage. With all the helpful resources posted on managebac and other helpful materials you can get online, endeavour to read continuously to keep you well informed and updated.



Our sincere gratitude to our cherished parents, the entire leadership and the founding family of TIS and all staff. The selfless efforts, constant follow ups ensuring that the college application process was successful for the IB Class of 2020 was simply phenomenal. With the IB Class of 2021, we have so much confidence that together this college application year will be an undeniable success. Thank you!



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

CAS-SA CORNER

CAS & Experiential Learning @TIS... · 57s ▾

The CAS-SA team is back @TIS_Ghana
Our creativity will shine through the different ways in which we will approach
#experientiallearning #ServiceLearning #CAS
#ServiceasAction #DoEIA
#Afterschoolactivities #CommunityProjects
in the face of the
'new normal'
#IBAfrica



CAS & Experiential Learning @TIS... · 1m ▾

Together we will explore all the possibilities with our Talented Inspiring Students & colleagues @TIS_Ghana
This will be an engaging&transformational academic year despite the circumstances
StayTuned for Meaningful, Authentic, Inspiring projects & experiences
@iborganization



Face Masks Dos & Don'ts

✓

Nose, mouth, and chin fully covered

Snug on side of face

Secured with ties or ear loops

✗

Loose-fitting with gaps on side

✗

Resting on neck

Dos and Don'ts of Wearing a Mask

Put on mask with clean hands and avoid touching it while wearing.

verywell

MYP - Service as Action

During the quarantine period, students challenged themselves to engage in new tasks and took risks by stepping out of their comfort zones. Below are reflections from a couple of students about their activities. Enjoy!



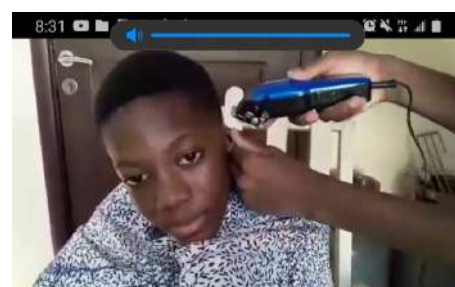
Nuku's Service as Action project MYP 4 Second Semester

The Lockdown Barber

During this period where the whole world is affected by the COVID-19 outbreak, most barbershops were closed in Ghana. This left my brother's hair looking unkempt and messy. Therefore, I took it upon myself to learn how to cut hair and test my hair cutting skills on him.

During the process, I watched a couple YouTube videos that gave me a lot of insight into the art and techniques of hair cutting. I had to understand how the guards on the clippers work, as well as the desired hair lengths using the guards. However, the most important thing about this process for me was that I **undertook a challenge that developed a new skill**, the skill being how to cut hair. This is one of the main things that service as action aims to achieve, and I can proudly say that I achieved it.

Now, I can confidently pick up clippers and cut hair without being afraid of the outcome because I know that I have practised it before with good results. This learning process has motivated me in all the other areas of my life that I can achieve **anything**, should I put my mind to it.



Nuku's Service as Action project MYP 4 Second Semester

Link to the Video of me cutting my brother's hair <https://youtu.be/xNBQt1hQtco> **Nuku Dzakuma - MYP 5**

DIY - Cornrows

This was an interesting experience for me because for a long time I have tried to learn the cornrow hairstyle. For our online classes, I asked my Mum to cornrow my hair so I could take it to class, and that same evening, I took it out and tried it on my own. Surprisingly, I was able to do it because I had practised it on my hair a million times when it had become brittle. The next day, I practised it on my sister's hair. My sister has thick hair so that was the challenge because I was not used to her type of hair so I used her hair to practise more.

I am happy I took the **initiative** to learn something I had always wanted to do. I am still very proud of myself for not giving up on such a long-awaited dream. I am still so excited that I cornrow my hair more than once a day sometimes. This has become my go-to hairstyle whether I am going out or walking around the house. Overall, learning this hairstyle has helped me in many different ways, and I am glad I learnt how to do it! **Lexi Forson - MYP 5**

My Drop Doughnuts



For my first time, I think I did very well. The doughnuts came out spherical and tasty. I think I also successfully used my research skills (media literacy) because I was able to sieve through multiple recipes on the internet to get a recipe that produced tasty doughnuts. I was also able to use thinking skills to figure out the technique that would make the doughnuts spherical. However, it was challenging because I had to be risk-taker whilst handling extremely hot, spitting oil. I was engaging in this activity due to my passion for baking and cooking. **Ama Andah - MYP 5**



My Dance Routine



I love to dance. When I started, it was difficult to perform some dance moves but I still wanted to accomplish it in order to improve my skills in dancing. I kept practising for days then I began understanding the concept, the steps and genre of music to choose. I decided on "afrobeat" genre of music and then started to choreograph the dances to match with the song.

As a form of exercise, I enjoyed the process as well and I made a recording of my choreography to be able watch them improve it or make changes. Finally, I was able to choreograph my own dance all by myself. **Kelvin Kofigah - MYP 5**



Donating Supplies to Aboasa, Akuapem-Akropong

I went with my Mum and sister to donate 300 masks, 100 bottles of soap, 70 Veronica buckets, 200 bottles of sanitiser and 100 rolls of tissues to the community of Aboasa in the Eastern Region of Ghana, to aid in the fight against the coronavirus. Prior to us going, we contacted a group of people and asked them to go around and count the number of houses in the community and to write down a representative for the house (who will come and collect the supplies). We were able

to organize with the Christ Presbyterian Church, Akropong and whilst practising social distancing, we handed out the supplies.

This activity was extremely eye-opening and rewarding but quite demanding. Before the activity I was very worried about people not social distancing but by using my communication skills I was able to explain to them why they should practise social distancing and I demonstrated to them how to wear masks properly. This activity also meant a lot to me because we did it on the behalf of my late great-grandmother who was from Akropong. It was very rewarding to see how grateful and thankful the community was and even when we were driving, they continued to thank us on the streets. One key thing I took away from this activity is the importance of education, organization and communication. It also made me realize a lot about my abilities and myself during this activity. I realized am good at multi-tasking and a good thinker.

However, I faced a few challenges and the greatest challenge was working collaboratively with others. The fact that I had to practise social distancing whilst working with other people made it extremely difficult because I could not even hear them properly through their masks.

I achieved the following learning outcomes: ability to plan and initiate activities, work collaboratively with others, undertake new challenges, develop, and consider the ethical implications of the service. Overall, I believe my biggest achievements were being able to persevere in action and undertaking a new challenge. Even though at a certain point I felt very hot, flustered and stressed as my mask became more uncomfortable by the second, I persevered and distributed the supplies. I can confidently mention that I have demonstrated the IB Learner Profile attributes caring, communicator and risk-taker.



Dukies Corner



Proud to deliver

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



#WORLDREADY

READY FOR NOW.

READY FOR THE FUTURE.

With the support of adult mentors, young people can use the Award framework to foster the 'soft', 'core' or 'universal' skills and characteristics they need to navigate change and build positive habits. With the Award framework and supportive mentors, young people can act now to ensure they are ready for life, ready for work and ready to make their mark on society, both now and in the future.

Ready for now

The Award encourages young people to:

Stay mentally and physically healthy.
Connect (safely) with others.
Give back to their communities.
Embrace structure and purpose.
Readjust to formal education.



In addition, the Award directly contributes to a number of the UN's Sustainable Development goals including:



Good health and
well-being



Quality
education



Decent work and
economic growth

THIS WEEK ON THE DoEIA CORNER



A Gold Award holder, India Agyemang, (IB class of 2020) shared with us how ready she is for change, a new normal and our new world with the help of the Duke of Edinburgh International Award scheme.

“Who would’ve thought that the end of a decade would bring so much confusion, fear, uncertainty and most importantly, a global pandemic? Due to Covid-19 pretty much taking over the world, humanity was forced to come to a standstill and systems put in place hundreds of years ago had to be re-evaluated. Lockdowns were introduced for weeks, months even. Face masks are obligatory and social distancing has become the new normal. Borders were and currently are still closed and trust me when I say “no mask no entry” warnings have been put up EVERYWHERE in Ghana. But how have I adjusted and what have I learnt? Quarantining for days on end has been tough but skills I’ve devolved through my DofE journey have helped me with the smallest things. For example, from my experiences in the wilderness by the Volta

lake and learning the violin and the saxophone, I had to persevere especially when the thought of giving up tried to overtake my efforts. Perseverance has helped with the most minor activities in comparison to those: working out and exercising. It’s been tough not having the motivation of friends or my daily school routine but just a little perseverance has taken me a long way and helped me stay in shape whilst at home. I also continue to play my instruments at home, learn new pieces and have taken it upon myself to develop my personal daily routine to get me out of bed and off social media, and also prepare me for my first year at university. I have also decided to try some new things since I have all this time on my hands. I got back into baking, something I used to absolutely love from the Great British Bake-off as a child, but started doing less of in my adolescent years and, started a whole new hobby of video editing. I had a lot of footage on my laptop and figured it would be cool to make random videos for myself, not towards anything specific. These small things have seen me through these incredibly tough and unprecedented times.” - **India Agyeman – IB Class of 2020**

BE PART OF THE GLOBAL AWARD ALUMNI NETWORK

I recommend all Duke of Edinburgh Award holders to join the Global Award Alumni Network. Network locally and globally and stay connected with people and ideas that empower young people to be #WORLDREADY

Here is the link to sign up

<https://alumni.intaward.org/alumni/signup>

“We all know that our experience of the Award has given us powerful memories (mostly good ones!) and created strong friendships forged through our common endeavours. It may also have shaped our future, influenced our careers and the choices we have made. Although we have all been helped by the Award to develop our own individuality and character, we all share a unique bond; a bond which crosses boundaries and generations. That, it seems to me, is what makes the case for our alumni association; it’s not only about the past or the present, but also the future. Welcome to the Global Award Alumni Network – life beyond the Award and a whole new opportunity.”

HRH The Prince Edward, Earl of Wessex KG GCVO

Chairman, The Duke of Edinburgh’s International Award Foundation

CAS project - **Let’s Get Play**



Before any good project comes to fruition a large amount of planning is required. It’s like the saying if fail to plan, you plan to fail. On Thursday, 13 July, the members of **Let’s Get Play** accompanied by our supervisor Mr. Tay and CAS advisor Aunty Abigail, met with the circuit supervisor and other heads of **Anunmle Basic School** and discussed the implementation of the playground building project. We began by discussing the essence of the **CAS projects** and giving back to the community; communities that members like Lydia lived during the early years of her childhood. We explained the importance of play and recreation in every child’s life and want to make it readily available for the children at **Anunmle Basic School**. We touched on concerns, such as maintenance, safety, and community volunteer.

Our partner company, **The Power of Play**, gave us a build procedure that will aid us in the implementation of the project which shared and discussed. The Build process, in summary, consists of:

- **Location:** choose a location that makes a big impact.
- **Local involvement:** engaging locals to get involved by understanding the importance of play.
- **Land:** acquiring land and necessary permits.
- **Design:** playground design based on available material and locals’ costumes.
- **Material:** purchasing locally sourced material.
- **Staffing:** project manager, skill workers, labour, volunteers.
- **Fabrication:** the elements that would be added to the playground.
- **Security and safety:** playground security.
- **Construction:** elements installation, painting, and finishing.

- **Maintenance:** enrolling maintenance and reporting personnel.



We looked around the campus trying to find a suitable location for the playground but in the end, we thought it would be best if the heads of the school decided what the best location for the students is.

We want our project to be truly worthwhile and have a positive benefit to as many children as possible.

The next stages for our project – after we have received a response on the location chosen – will be to design the playground, look for the required materials to build it, and raise funds to purchase the elements.

The investigation process has certainly been a journey as we looked at many communities that we thought would benefit from our project and finally deciding on one community but we know in the end it will certainly be worth it.

Lydia Boahen, Emmanuella Asare and Charity Apreku – G12

Newbies Staff – DP Orientation



It has been great from the very first day I stepped into TIS for my interview. I am impressed to meet people of diverse backgrounds and cultures with such compact unity. This is really a family school environment, where everyone feels belonging and relevant.

I hope to contribute to the nurturing of the next generation of global transformers and develop through Individual and Societies and other talents.

Daniel Kwame Gyan – History – Individual and Societies Department



It feels great, inspiring, and at the same time overwhelming (positively) to be in TIS, with all the infrastructure and resources available to make teaching and learning an interesting discovery.

My first impression, I am sad I come in when the students were sent home because of the lurking pandemic, however, this is really a family school. Everyone is super welcoming which feels good but scary at the same time. I feel very welcomed and supported by all members of staff, especially my colleagues and head of department.

I bring on board loads of fun and excitement with positive energy.

Wisdom Yayra Abutiate – Music – Arts Department

Raising our African Daughters – into Confident, Independent & Smart Women



African Prosperity Forum

Cordially invites you to

RAISING OUR AFRICAN DAUGHTERS

INTO CONFIDENT, INDEPENDENT & SMART WOMEN

a virtual community dialogue • Friday, 25 September 2020 • 18:30 South African Time

Invited Speakers



DR. SANDRA THOMPSON-ASSAN
Psychologist
Tema International School
Tema, Ghana



DR. MZIKAZI NDUNA
School of Psychology
WITS University
Johannesburg, South Africa



REV. NOMGANDO MATYUMZA
Senior Pastor
Umlazi Grace AME Church
Durban, South Africa



DR. PRISCILLA GITONGA
Department of Music
Kenyatta University
Nairobi, Kenya

Girls' fundamental needs are the same as boys'. No one has awareness of their gender until about two and most of us go on needing the same kind of essential support and care from those close to us throughout our adult lives. In addition, to being fed and clothed appropriately and kept clean and healthy, young girls, like boys also need emotional sustenance. They need to be loved and cherished, appreciated and valued, noticed and enjoyed and admired.

Girls thrive when these needs are met because they feel important and significant. When they feel secure and capable, when they are listened to, especially as a source of authority in relation to themselves, and when they are able to develop their talents, they grow up feeling strong inside and able to walk tall.

On the other hand, if a girl's basic needs are not met, she will feel neglected, separate, unworthy of attention and full of shame. Girls now require the confidence and flexibility to balance the demands of school, work, and family and at the same time to manage the uncertainty of home, school, work and community changes.

Moreover, they should grow up able to love and trust without making themselves vulnerable to exploitation and abuse. Girls should be empowered to be strong enough inside to defend themselves against any assault or intrusion on their physical and mental integrity at home, in school and in the community.

Meeting our daughters' need for intimacy, support, honour, and autonomy takes time and considerable effort. But if we do not put in that effort, we are likely to have to work much harder later on picking up the pieces of their consequent emotional distress and other challenges.

Please, join us and share your ideas and insights as we make an effort to find solutions to this challenge and opportunities in raising our African Girls by:

- Deepening Her Self-Knowledge & Self-Awareness
- Meeting Her Needs
- Demonstrate Care Through Love and Rules
- Responding Sensitively to Setbacks
- Supporting Her Learning & Personal Growth
- Encourage Confidence & Independence and more

BE A PART OF THE SOLUTION!

RSVP: for your ZOOM Conference ID send an email to:
africanprosperityforum@gmail.com

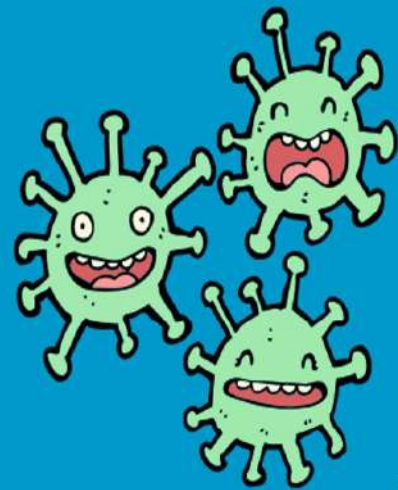
Dr. Kwekuma Yalley (MBChB, BSc), Head Of Case Management COVID 19 Response Team

Covid-19 “Our New Normal”

Making the best of the Era

The virus that causes COVID-19 is in a family of viruses called Coronaviridae. Antibiotics do not work against viruses. Some people who become ill with COVID-19 can also develop a bacterial infection as a complication. In this case, antibiotics may be recommended by a healthcare provider. There is currently no licensed medication to cure COVID-19. If you have symptoms, call your health care provider or COVID-19 hotline for assistance.

FACT:
COVID-19 is caused
by a virus,
NOT by bacteria



#Coronavirus #COVID19

9 June 2020

Hydroxychloroquine or chloroquine, a treatment for malaria, lupus erythematosus, and rheumatoid arthritis, has been under study as a possible treatment for COVID-19. Current data shows that this drug does not reduce deaths among hospitalised COVID-19 patients, nor help people with moderate disease.*

The use of hydroxychloroquine and chloroquine is accepted as generally safe for patients with malaria and autoimmune diseases, but its use where not indicated and without medical supervision can cause serious side effects and should be avoided.



#Coronavirus #COVID19

*More decisive research is needed to assess its value in patients with mild disease or as pre- or post-exposure prophylaxis in patients exposed to COVID-19.

FACT:
Studies show
hydroxychloroquine
does not have clinical
benefits in treating
COVID-19.



31 July 2020

Most people who get COVID-19 have mild or moderate symptoms and can recover thanks to supportive care.

If you have a cough, fever and difficulty breathing seek medical care early – call your health facility by telephone first.

If you have fever and live in an area with malaria or dengue seek medical care immediately.



#Coronavirus #COVID19

27 May 2020

FACT:
Most people who get
COVID-19 recover from it



The prolonged use of medical masks can be uncomfortable. However, it does not lead to CO₂ intoxication nor oxygen deficiency.

While wearing a medical mask, make sure it fits properly and that it is tight enough to allow you to breathe normally. Do not re-use a disposable mask and always change it as soon as it gets damp.

* Medical masks (also known as surgical masks) are flat or pleated; they are affixed to the head with straps or have ear loops.

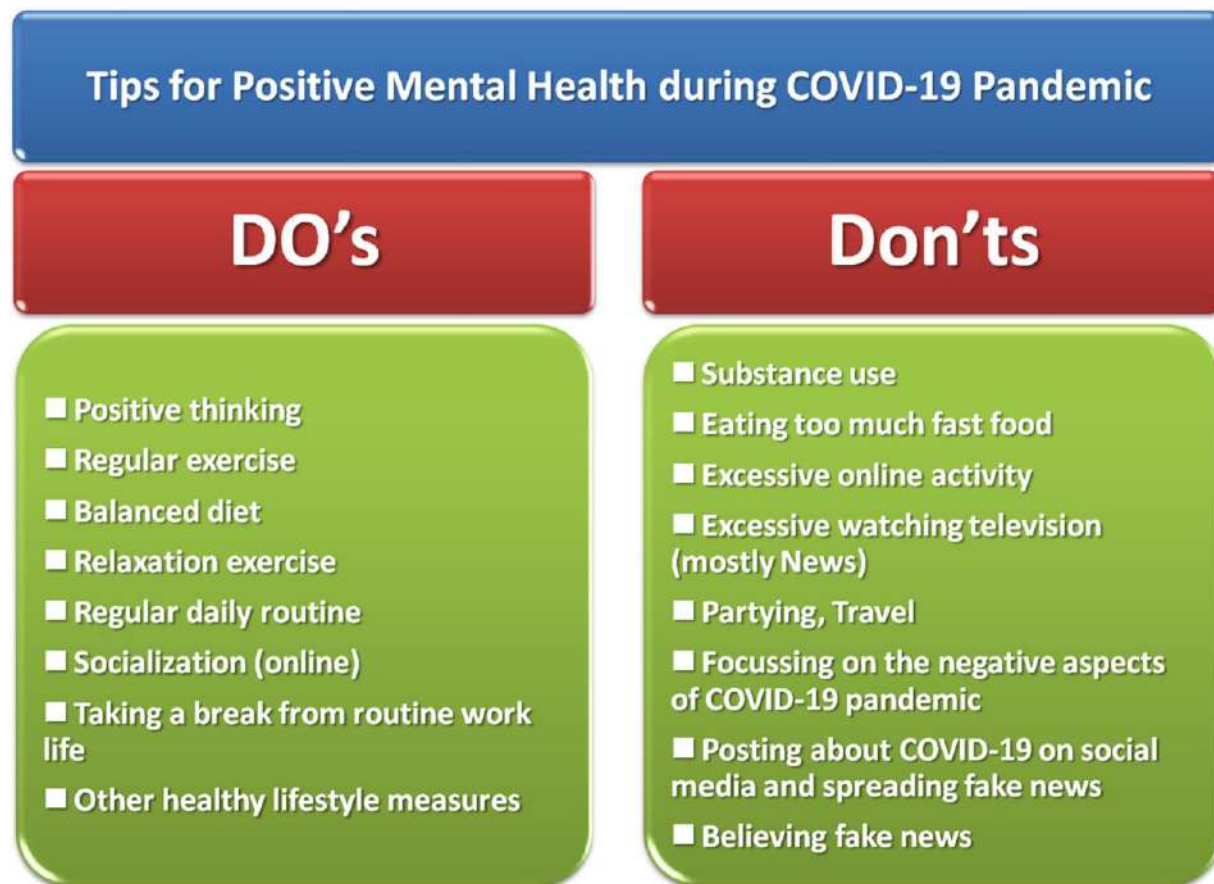


#Coronavirus #COVID19

5 June 2020

FACT:
The prolonged use of
medical masks* when
properly worn,
DOES NOT
cause CO₂ intoxication
nor oxygen deficiency





THE WAY FORWARD

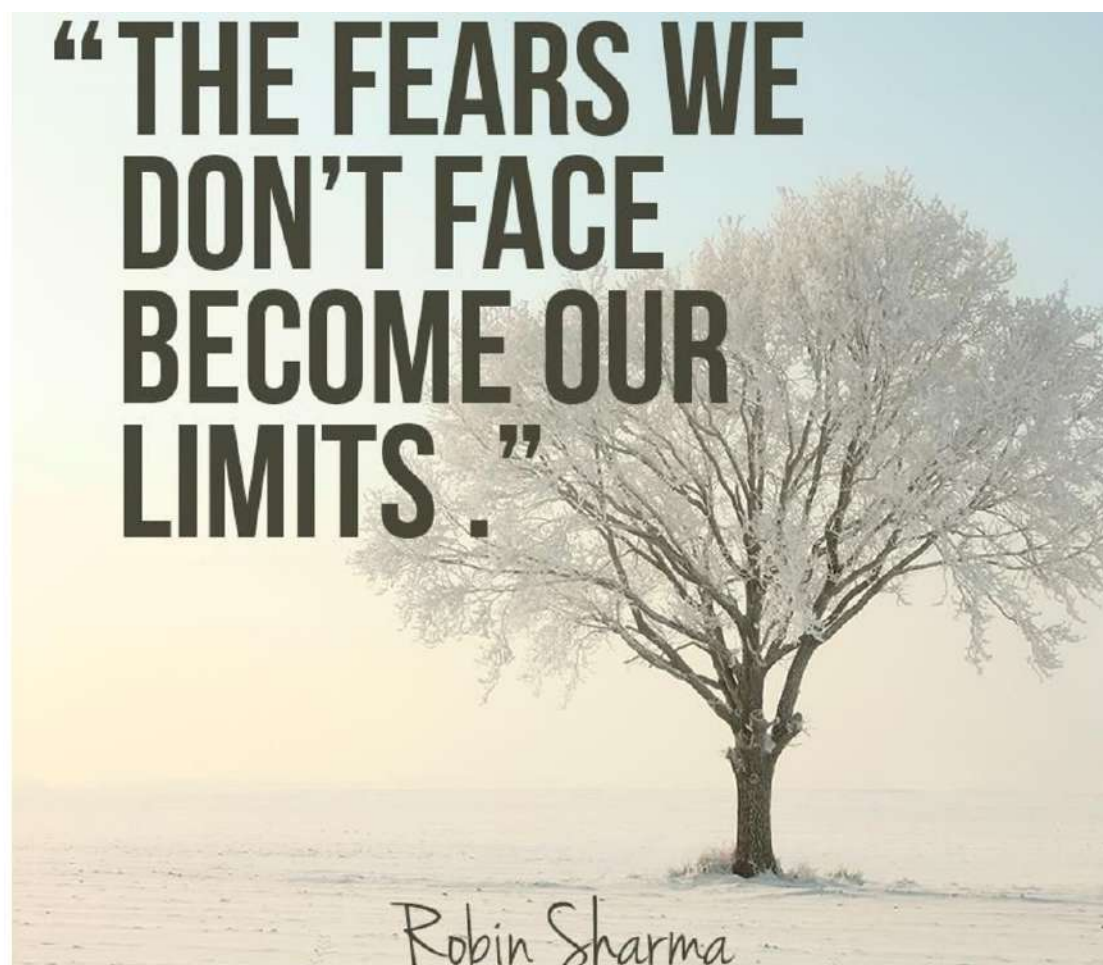
TEMA INTERNATIONAL SCHOOL

- Maintain adequate social distancing in all interactions (at least 2m or more)
- Wash your hands frequently with soap under running water or use a alcohol based hand rub.
- Wear a face mask at all times especially in public places
- Adhere to cough etiquettes
- Avoid touching you mouth, nose and eyes to limit the spread of the infection
- Early notification of health authorities can save lives.

As A Member of Staff: DO NOT DISCRIMINATE

Fear is a normal reaction in situations of uncertainty. But sometimes fear is expressed in way that is hurtful to other people. Remember:

- Be kind. Don't discriminate against people because of your fears of spread of COVID-19
- Don't discriminate against people you think may have corona virus
- Don't discriminate against health workers. Or anyone directly involved in the fight here on campus
- COVID-19 has affected people from many countries don't attribute it to any specific group.



Avoid the Three Cs

Be aware of different levels of risk in different settings.



There are certain places where COVID-19 spreads more easily:



1 Crowded places

with many people nearby



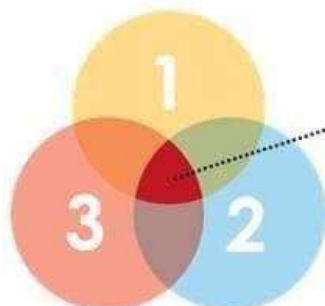
2 Close-contact settings

Especially where people have close-range conversations



3 Confined and enclosed spaces

with poor ventilation



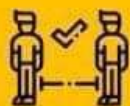
The risk is higher in places where these factors overlap.

Even as restrictions are lifted, consider where you are going and #StaySafe by avoiding the Three Cs.

WHAT SHOULD YOU DO?



Avoid crowded places and limit time in enclosed spaces



Maintain at least 1m distance from others



When possible, open windows and doors for ventilation



Keep hands clean and cover coughs and sneezes



Wear a mask if requested or if physical distancing is not possible

If you are unwell, stay home unless to seek urgent medical care.

Stay updated - Save the TIS WhatsApp – 0503849799 - TIS: more than a school.

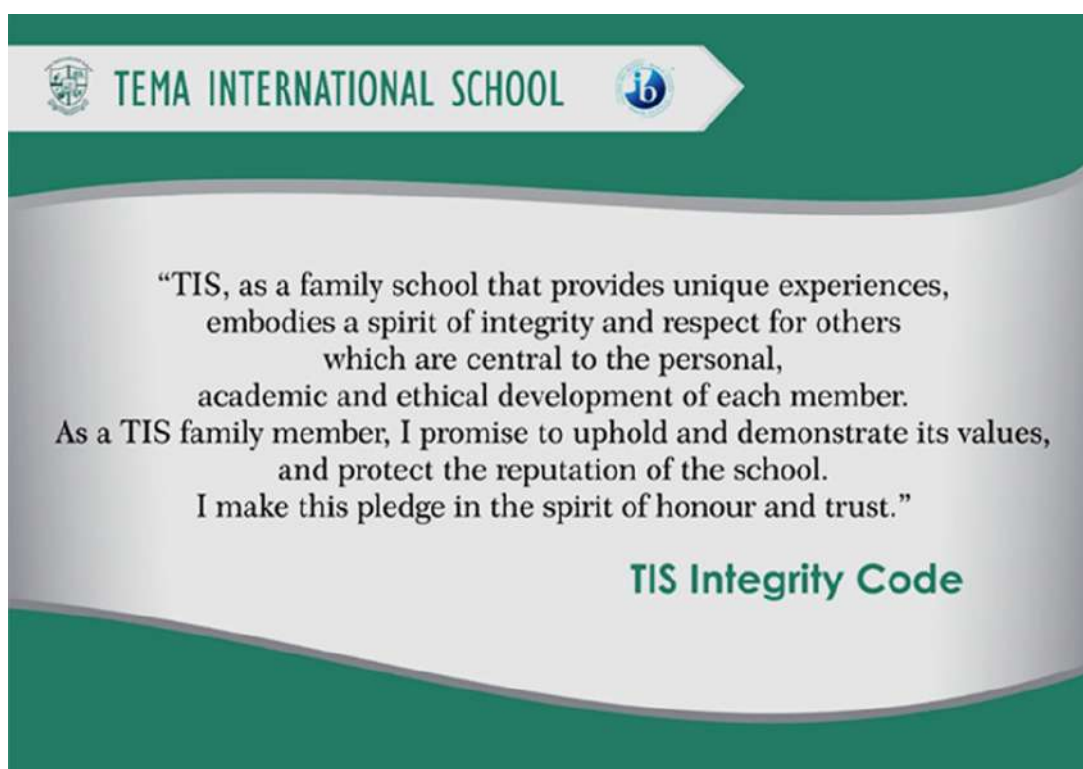


TEMA INTERNATIONAL SCHOOL

SOCIAL MEDIA Follow Us

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-  @TISGhana
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-  0503849799

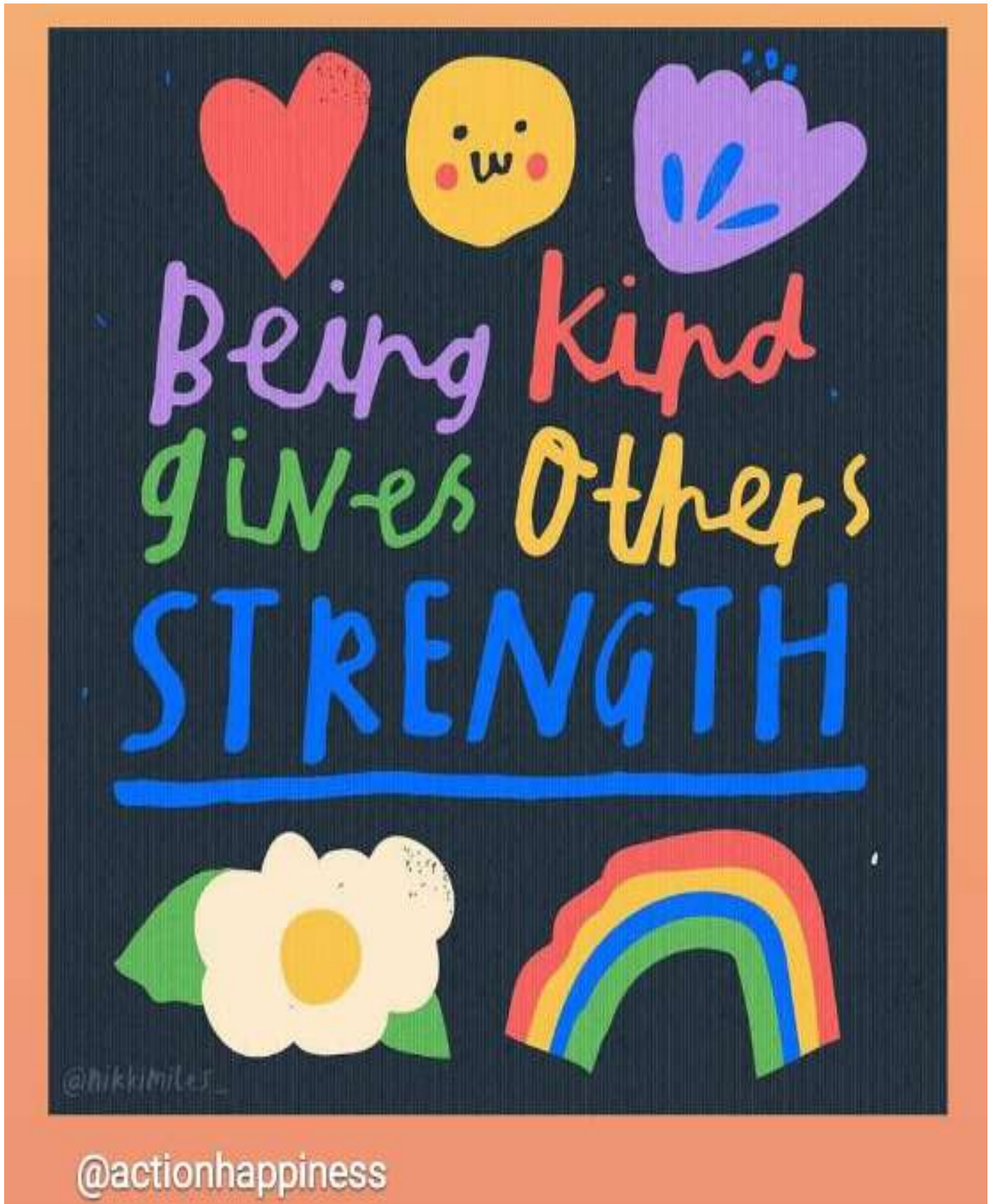
 www.tis.edu.gh



TEMA INTERNATIONAL SCHOOL

“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.”

TIS Integrity Code





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

