

TIS RECORD

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At TIS,

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

Contents

- PYP News: Page 10
- DP News: Page 18
- Science News: Page 22
- CAS-SA Corner: Page 26
- Guide Post: Page 41

COVID-19

- Wash your hands frequently and thoroughly.
- Practise social distancing at all times.
- Wear a face mask when 'out'.

Thought for the Week

Our greatest weakness lies in giving up. The most certain way to succeed is to try just one more time.

- Thomas Edison



COVID Arrangements

Medical Exeat Process

TIS will transport and chaperone students who require a specialist medical appointment (doctor, dentist/orthodontist, optometrist) on Saturdays, or earlier if it is an emergency situation. There is a fixed number of appointments that can be met each Saturday. Appointments must be between the 8.00 -10.30am time frame.

Parents should advise, as soon as it is known, when a specialist appointment is required. In many cases, this is known months ahead.

Appointments must be made to the convenience of TIS. To do so, please email the Principal with a Medical Exeat Enquiry (header) which includes details of the type of



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

It's called integrity.

Pre-ACT 2021

- The Pre-ACT test that was postponed from 6 February will now be conducted on Saturday, 20 March. Keep up-to-date each week by reading the Counsellors' Corner.

Making Us Proud

- Our G10 students and the way they enjoyed their mock exams. Well done.
- Theona and Keona Martin-Lawson, Casey Quao, Emily Asafo-Boakye and Mekaila Offei for their insights into their Community Project.
- Farah Agoro, Nana Aisha Hussein, Jerry Huang and Mekaila Offei for their Child Labour Project.
- Abdul Abanga, Joseph James, Kelvin Kasami and Matthew Akafo, the TIS Water Captains.
- Gracious Ogyiri Asare, Banaamwine Salifu, Elorm Godzi, Rudolph Dogbegah, J' dyl Vicker, Nana Yaw Asare Frimpong, Ewuraama Odamtten and Amanda Tay for their project, Uplifting with Words.
- Teni Olufore & Joel Adjei, our football reporters.

appointment (medical check-up, orthodontist, eye test, etc.), the service provider and address, and the scheduled or preferred date and time of appointment (if unknown).

The Principal will liaise with the coordinators about the request and advise parents if the request can be met and approved. If not approved, alternative dates and times will be provided to parents so they can reschedule. Obviously, early enquiries are critical to best meet these needs. Late requests are likely to require rescheduling.

Visiting Protocols

Any visits by parents must be liaised with our Hostel Parent Coordinators (Setor and Gabriel). A limited number of visits can be arranged on Saturday or Sunday afternoons between 2.00 - 4.00pm. The duration of any visit is restricted to 25 minutes. Please consider the impact of such a visit before making a request.

COVID Testing

TIS has made arrangements with the LEDing Medical Lab for a discounted price for COVID tests.

Website: <https://portal.ledingghana.com/booking/corporate-intro>



Corporate/Bulk ID: 2227

Contact Person's No : 0244690135

The discounted rate is GHC250 for results in 48 hours.

You must use the Corporate ID when booking online to access the discount.

2021/2022 Admissions Update

First round testing and interviews have been completed and admission offers will be sent out by 10 March. Second round testing commences on Tuesday with second round interviews to be completed by 25 March. It is expected that there will be no vacancies for Grades 7, 8 and 9 by April. To apply online, go to: <https://tis.openapply.com>

School Accounts

Outstanding accounts must be cleared by 26 March for students to continue after this time.

Parents now have the option to pay school accounts by using MTN MOMO. Please see the following page for specific details. However, please note:

- The standard limit is GHC5000. You need to visit the local MTN office to increase your personal limit.
- Each student from Kinder 1 to Grade 12 has a unique Student ID which can be found on ManageBac next to your child's details. Underneath each student's name is their Grade and next to it, is their student ID. Please contact me if you have difficulty locating the student ID so I may assist you.

Mid-Semester 'Break'

Today is the last day to advise about and request for a change to the mid-semester break, as advised last week. Parents were required to advise if:

- They wanted their child to go home for the 'break' if the student is in G10-12.
- They wanted their child to stay on campus for the break, the the student was in G7-9.

Philosophy Course

Dr Conrad Hughes, a special TIS Friend and Principal of Ecolint, La Grande Boissiere, in Geneva, is inviting interested students aged 12+ years to join him and Mira Shibaru for an online philosophy course with monthly debates.

Please refer to details on page 5.

Stay healthy.

Happy Independence Day, Ghana.

Dr Ken Darvall (Principal)

STEPS TO PAY SCHOOL FEES VIA MTN MOBILE MONEY



1. Dial ***170#**
2. Select **MoMoPay & Pay Bills**
3. Select **Pay Bills**
4. Select **School fees**
5. School Fees Payment Service (**Select option 1**)
6. Search for the School by;

1. Name (TEMA INTERNATIONAL SCHOOL)

2. Alias (TIST)

7. Enter **Student ID** Confirm your **Name** and enter **Amount to be paid**.
8. Enter **Reference** (1st Term Fees)
9. Confirm your **payment** and exit.
10. You would receive a pop up to enter your **MM PIN**
11. Confirm **payment**.

You will receive an sms as confirmation for a successful Payment



CRITICAL QUESTIONS

Philosophy for anyone over 12

With Conrad Hughes
& Mira Shibaru

**Weekly lectures published
every Friday on**

<http://bit.ly/philosophy-over-12>

**Monthly debates Wednesdays
from 17h00 to 18h00 CET**

29 September, 27 October
and 24 November 2021,
26 January, 23 February, 30 March,
27 April and 25 May 2022.

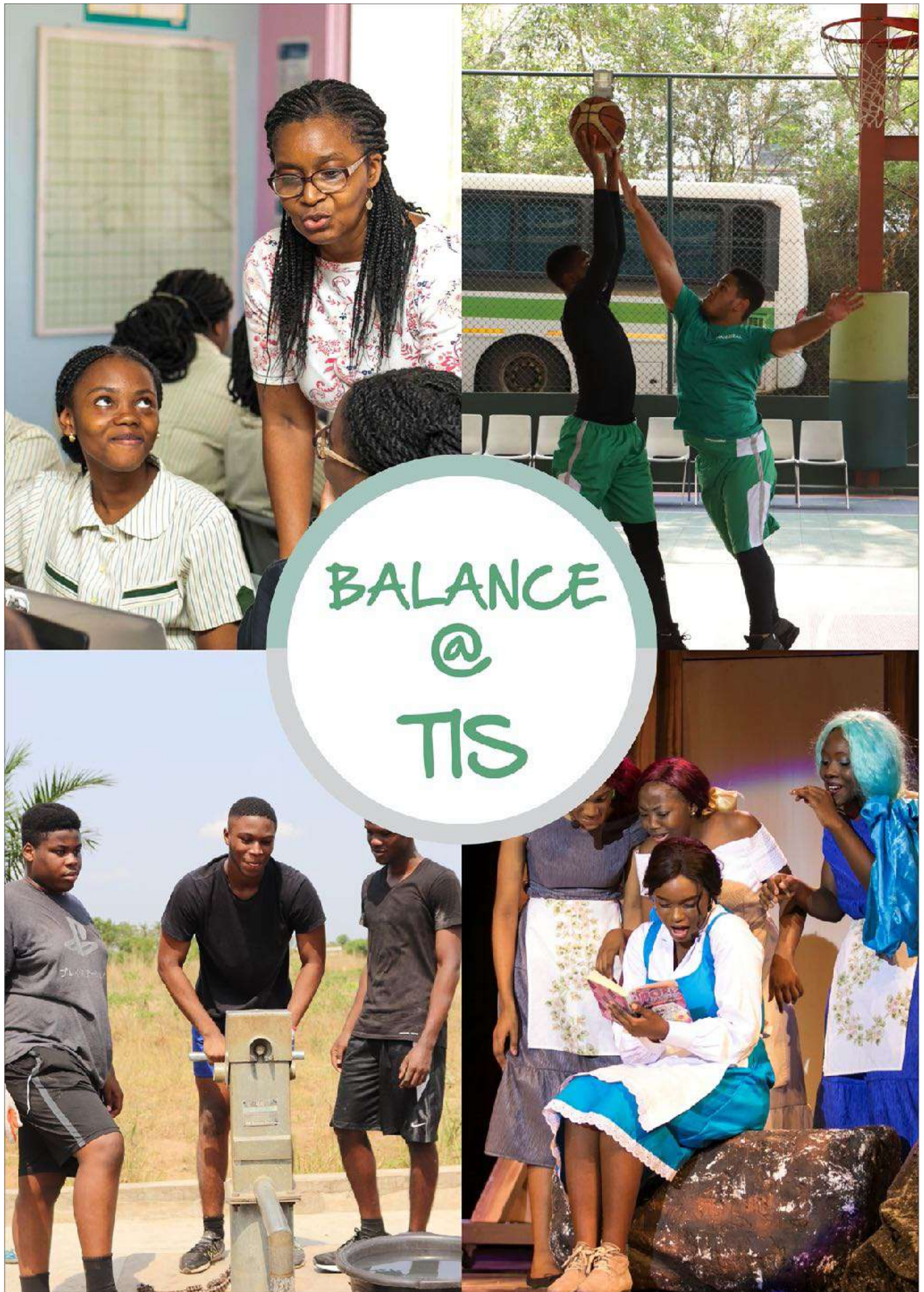
<https://meet.google.com/bpz-xrbi-gou>



To join, subscribe to the Ecolint YouTube channel: <https://www.youtube.com/user/Ecolintvideos>

Successful course completion leads to 1 Ecolint Learner Passport Credit for Lifelong Learning.







TEMA INTERNATIONAL SCHOOL



Primary School Campus Admissions Open For 2021/2022 Academic Year

Flexible admission screenings and interviews



Entry Points in 2021

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 PYP, MYP and DP.

To learn more
scan this.



To enrol scan
this.





Tema International School



MAIN CAMPUS

SECONDARY ADMISSIONS ARE OPEN FOR 2021/2022 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



TEMA INTERNATIONAL SCHOOL

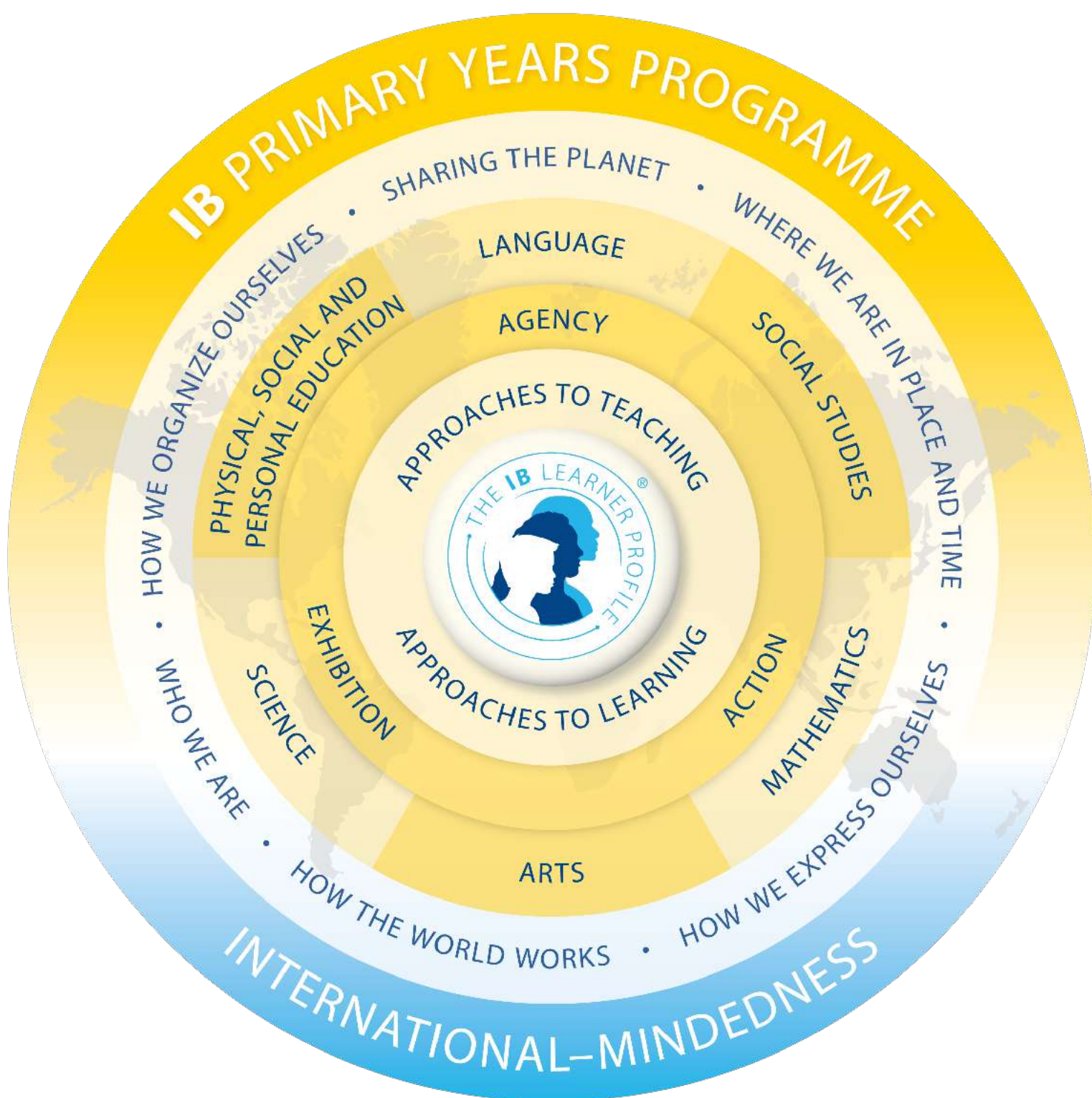
ACADEMICS



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



ASSEMBLIES AT TIS PRIMARY SCHOOL



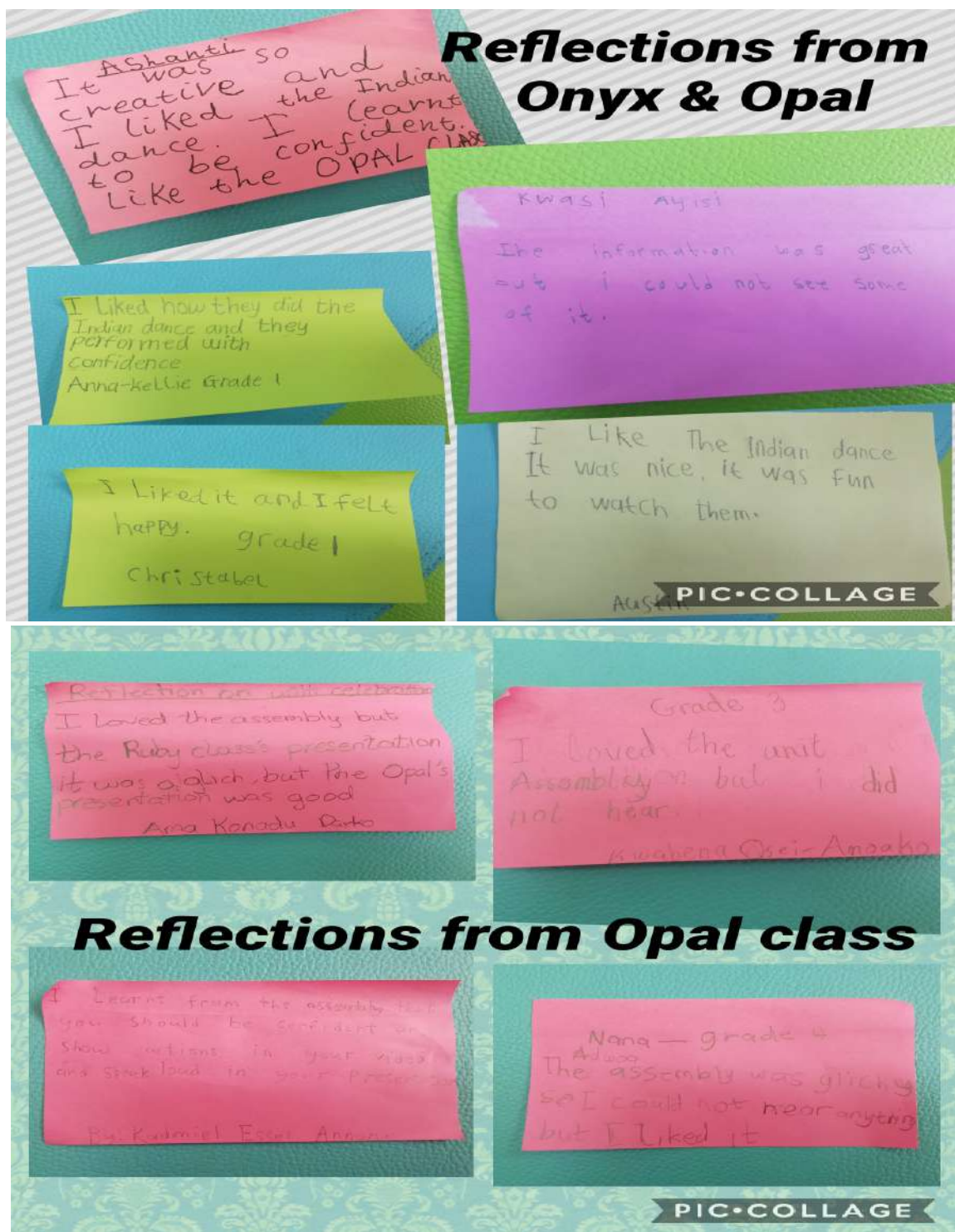
Assemblies at the TIS Primary School Campus are usually held at the Multi-Purpose Hall. Students usually gather weekly or fortnightly for the Learner Profile or Unit Assemblies. This week's assembly had a different twist when learners sat in the comfort of their learning spaces and took an active part in the Unit Assembly led by the RUBY class.

Our current COVID-19 protocols require that each unit stays within a specified 'bubble' which should not be 'popped'. This measure ensures zero to minimal contact between groups, thereby limiting the risks of infection. As novel as the COVID-19 virus, the assembly team in collaboration with all staff creatively resorted to the use of ICT for live video conferencing through Zoom. The link was shared with staff who joined in virtually from their respective homerooms and projected to enable the great inquirers of TIS PYP to participate in this school event.

Learners sang along as the Ghana National anthem and pledge were shared on the screen, they listened attentively to the knowledgeable communicators from the Ruby class as they took turns to share their learning from the unit, 'Who We Are'.

As interesting and creative as the Unit Assembly was, it did not run without some challenges. We experienced some technical hitches like breaks in the transmission and poor sound quality. Looking forward, the whole team is still collaborating and brainstorming how to conduct future assemblies and similar school events which require live streaming with seamless transmission.

Enjoy all our virtual assemblies on the TIS YouTube channel.



Reflections About The Assembly

"It was good. I even learnt that when you are presenting something, you should not fidget" - Sedinam Mills K. K., Grade 3

"I couldn't hear anything because the internet was very low but I liked it. I saw my friends and myself". - Edem, Grade 3

“The Ruby class assembly was good but at some point we had some internet problems but I am sure it was good. The Opal class assembly was very good because of how it was organized”. - Michelle Tieku, Grade 4

“I learnt that you should be a risk-taker from Ruby and Opal assembly”. - Raymond, Grade 3

“The unit assembly was very nice but I could not hear Grades 5 and 6”. - Emmanuel, Grade 3



Primary students keenly followed along as the virtual assembly unfolded



As 6 March marks Ghana's 64th Independence, the TOPAZ class wishes the entire TIS community a HAPPY INDEPENDENCE DAY!!!





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.



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



Introduction of IB Diploma Programme to MYP 5 Students



The learning exploration, development, collaboration, application of knowledge using the IB learner profile such as principle, thinker, open minded, risk-taker or the key attributes of Approaches to Learning (ATL) are critically linked to the IB Diploma programme (DP). The DP helps transform high school students to future-ready students ready to engage the world. As such it was incumbent that the Grade 10 guidance lesson in collaboration with the DP Coordinator Mr. Ben Darko, successfully discussed and handled in detail what the DP curriculum entailed. He also noted emphatically that;

- Students will be guided and assisted at every step of the IB DP journey.
- The IB Diploma Programme is an academically challenging curriculum, hence it requires much effort and commitment from students.
- The curriculum is balanced, requiring learners to select subjects across six subject groups, in addition to the core.
- The DP adequately prepares students aged 16-19 for success at university and life beyond.

Enjoy some reflections from Grade 10 students

Guidance class was a very insightful time. We had a session with Mr. Darko, the DP Coordinator, and he took us through everything we need to know for DP. He began by first defining what the IB DP was. It was defined as an “academically challenging and balanced programme of education with a final examination that prepares students 16-19 for success at university”. From this definition, the IB DP to me is a programme that requires a lot of hard work and through this hard work, I will be equipped for the challenges of university. We then went through the 6 subject groups in DP and through these, students are able to pick one from each subject group to make up their 6 subjects for IB or two from the same subject group for their sixth subject. During the session I realized how similar DP was to MYP in some areas. In DP, the approaches to teaching, our inquiry-based learning, conceptual understandings, there

are global and local contexts, there is always effective teamwork and collaboration and the teaching styles are different to fit the needs of all learners. Personally, I feel like the knowledge gained from studying MYP will be of great help in DP. Another key point were the different parts of DP. There is the Diploma and Course, though the teaching is the same, course has a wider scope for your choice of subjects. For the Diploma, you are only allowed 6 subjects, 3 higher level subject and 3 standard level subjects, but for course you can choose as many or fewer subjects. There is also the option of no Extended Essay or CAS, if you pick the option of doing the course rather than the Diploma. Focusing on the Diploma, for all your HL subjects you will have to go through 240 teaching hours, do more units and at TIS, you will have 5 teaching hours each weekly cycle. However, for SLs, there is only 150 hours of teaching and 3 hours of teaching in a week at TIS. The choice for these subjects should always be guided by your future career and requirements of your desired university. -

Karen Quarshie

“During our guidance class, we had a discussion about the IB Diploma Programme we would be joining next academic year. I had learnt a lot during this guidance class. Some of the things I realized was that DP is not so much different from MYP. The Extended Essay is similar to Personal Project and this is a 4,000 word essay which requires extensive research and it takes two years from Grades 11-12. Another new interesting fact I got to learn about was that, there are 6 subject groupings in which a student is required to choose any six subjects. The core of the DP includes: Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity and Service (CAS). I have realized my experience in MYP has helped me, in order to be prepared for the IB DP programme”. -

Kelvin Kofifah

“During this presentation from Mr. Darko, we were able to learn the basics of the Diploma Programme and what it consists of. He explained to us how the DP isn't something that should be taken lightly. He went on to tell us that the DP will push us in order to get the best out of us, and there would be no time to waste. We learnt about how you have to do a 6 minimum subjects plus the 3 cores which are CAS, TOK and EE. The EE is a 4000-word essay that will endure the 2 years of this IB programme and you must spend 40 hours of research to complete it. Another thing that we learnt about the DP is its rigorous curriculum. There are many failing conditions, but the two that stood out the most was how you must not get lower than 12 points in your 3 HLs and must not score grade E in either the TOK or EE. In all, I believe that this presentation has widened our scope about the DP programme as a whole”. -

-Ryan Tano

“During the "Introduction to the IB Diploma Programme" meeting I learnt a lot about the experiences I am going to find thrilling, experiences I might find challenging, and some experiences that I might find down right stressful. I learnt that there are 6 different groups of subjects within the IB programme and they are, Language and Literature, Mathematics, Language Acquisition (French, Spanish), Arts, and I and S (Individuals and Societies). I learnt about what to expect during the EE (Extended Essay), TOK (Theory of Knowledge), and CAS (Creativity, Activity, Service). I learnt about the grading system in the Diploma Programme. Last, I learnt about one of the most important processes within the DP which is the final examinations”.

-Omar Abul Rashid



Perspectives from the Principal

Let's correct some misnomers!

1. The IB Diploma Programme (DP) is one of four programmes of the IB continuum.
 - PYP (Primary Years Programme) includes Early Years and Primary Years (K1-G6);
 - MYP (Middle Years Programme) includes Grades 7-10 (MYP2-5);
 - DP (Diploma Programme) includes Grades 11-12; and
 - CP (Careers Programme) is an alternative program to DP, but currently not offered at TIS.
2. The MYP provides a continuum for the DP. It's a smooth transition in terms of inquiry learning and critical thinking.
3. IB DP provides two pathways to universities:
 - DP: core + 6 subjects (3 at HL and 3 at SL)
 - DP Course: no core: no minimum of HL subjects, subject to individual universities.

Overall, the DP experience matures our students to be successful at university. MYP ensures a continuum and we are eagerly looking forward to our G6 students who will progress to MYP in 2021. G7 teachers will need to prepare themselves for a completely new experience from our PYP students.

SCIENCE CORNER

Diffusion is a process resulting from the random motion of molecules by which there is a net flow of matter from a region of high concentration to a region of low concentration. In order for students to understand this concept, a laboratory investigation was carried out by students in MYP 4 to demonstrate the process of diffusion using a dialysis tubing to represent a cell membrane. Below are reflections from the students after the investigation.

BIO GROUP REFLECTION

This experiment was very fascinating and insightful. We were able to learn and improve our knowledge on the rate of diffusion. We were also able to learn many new things as a group, one was diffusion. Diffusion is the net movement of particles from a region of higher concentration to a region of lower concentration. During this time, we were able to go through every question quickly because we understood and worked together. We were able to improve our communication skills as we interacted with each other in the group during the investigation. We were able to use this skill to speak appropriately, listen and understand each other's point of views. We were also able to critically think and analyse the way we approach the questions in order to get them correct and do well.

By: Lolo, Dzidzor, Martin

During the investigation, we were testing the effect of different temperatures on the time taken for the starch to diffuse. We followed the steps given to us and had to communicate and collaborate with each other in order to complete the investigation. We worked together and taught each other so we could all understand what we were doing. We could enhance our thinking skills, social skills and communicating skills. We were given a set of steps which comprised pouring the starch solution into a dialysis tubing bag, measuring the temperature of each of the test tubes containing the water and observing whether the cross is visible. We also investigated and learnt that the higher the temperature, the faster the rate of diffusion for the starch. We could observe our investigations and make a suitable data table containing our recorded data. This investigation has taught us a lot about diffusion and how temperature affects the time and rate it takes place.

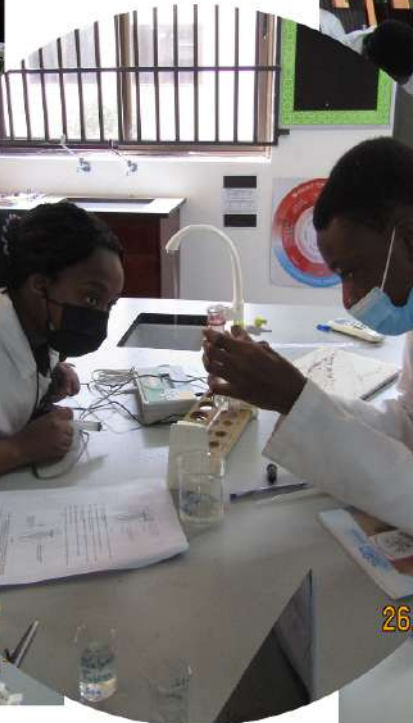
By: Sherry-Ann, Fareeda and Cherifatou

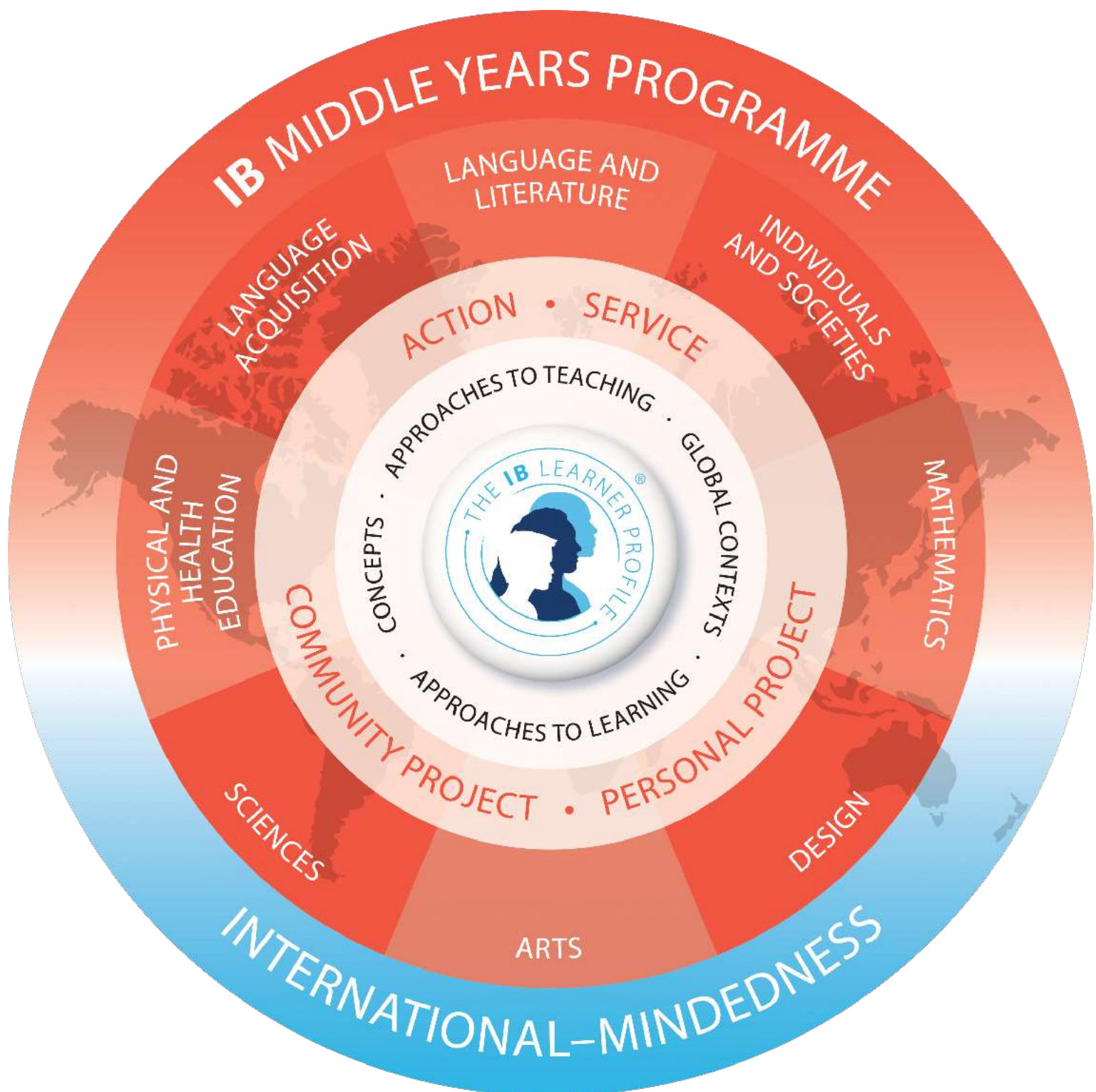
The experiment is about the effect of temperature on diffusion and also the effect of iodine on starch and how temperature affects it. We conducted it following all the instructions given to us and following all the steps provided. We could see that iodine changes the colour of starch. We developed research skills, communication and teamwork skills. With this, we have gained more knowledge and will carry out investigations and experiments on our own in the future.

By: Akua Osafo-Buabeng, Tiffeney Nyarko, Oluwafikayomi Ogunranti

In this lesson engagement, we gained a broader understanding of how to write a method for a scientific investigation. We also improved our collaborative skills by performing an experiment in groups of three. We were also able to follow the steps of the investigation precisely to have a credible result for our experiment. From the experiment we realized the hotter the temperature the less time taken for the cross to stop being visible which we found very interesting. We were also able to improve our graph plotting skills. Overall, this experiment was very enlightening in the sense that it helped us gain more understanding on what goes into making an investigation.

Samuel, Winston and Glory.







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

CAS-SA Corner

TIS YouTube Channel – Enjoy this week's Assembly, organised by *Lena Dodoo* – **Leader**; *Elorm Godzi* – **Editor**. *Essilfua Ansah*; *Apewe Chigabatia*; *Keisha Okai*; *Joshua Mefful Rudolph Dogbegah* – **Presenters**.



If you would like to participate in the Weekly Assembly, kindly email Mrs. King at surama.king@gmail.com with details of your presentation.

Don't forget to **like, share and subscribe** to the **TIS YouTube Channel**:

<https://www.youtube.com/watch?v=GeSx6SRh4Qc>



Community Project and Personal Project Exhibition



The MYP Projects exhibition is still ongoing via Instagram. We entreat all members of our school community to visit the handle **@tismyp_projects_exhibition** follow, like and comment on our students' projects to show your support. This is the last week for video submissions. As stated in previous bulletins, on 6 March 2021, five students with the most comments and likes will attract points for their colour groups. However, the deadline date may change. Kindly stay tuned for an update.

Community Project - Child Labor

If you missed last week's bulletin, an article about *Child Labor* by **Farah Agoro Kerim Dikeni Nana Aisha Hussien, Mekaila Offei and Jerry Huang** was published as their Community Project. The team engaged in a research type of service for their community project by organizing an article titled ***"The various Effects of child labor on Children"***. Check out a summary of project in their video on Instagram.

Community Project - Water Captains

This is an awareness campaign about water conservation in TIS by **Abdul Abanga, Joseph James, Kelvin Kasami and Matthew Akafo**. In addition to their article, the team has designed a poster to be pasted around the hand washing stations within the school to serve as a reminder to the community to be mindful about the usage of water. Below are the ways to save water as formulated by our water captains:

WAYS WE CAN SAVE WATER IN THE HOSTELS!!

1. We can save water by TURNING OFF the tap when not in use.
2. Properly close shower taps after bathing.
3. Report water leaks to the schools maintenance team.
4. Advice people when they leave the tap on or using too much more water.
5. Use Refillable water bottles.
6. Use cups or bottles to fetch water for brushing your teeth
7. Don't take an amount of water you know you can't drink
8. Don't open water taps in showers if you aren't ready to bath.
9. Minimize water usage when bathing.
10. Repeat the cycle every day!

Community Project - Awesome Teachers



This is a community Project by **Nana Ama Adjagar, Elidjah Cisse, and Jenevieve Achemdey**. The group is passionate about showing appreciation to the teachers. They believe that, it does not take too much to say thank you and show gratitude. As a group together with their supervisor, Ms. Gilda Afegbedzi, they purchased stationery for members of staff with a little sticker that reads *Thank you, my knowledgeable teacher!*

Check out how the teachers felt upon receiving their stationery baskets.

The MYP indeed is a holistic program. It encourages our students to be caring and mindful. I did not expect this level of thought and I feel appreciated. **Ms Grace Attram – SA and CP Coordinator**



I was so surprised and at the same time delighted to receive such a thoughtful and beautiful gift from my young students. They made my day. I like what they are doing and my hope is to see them grow and continue giving to their community. **Kodzo Agbeko**

I am humbled by the appreciation from Nana Ama, Elidja and Jenevieve. Thank

you for the delightful gift. I really appreciate it. God bless and keep you. **Ebenezer Asime**

A really thoughtful gesture from our students. It's heartwarming to know that our students recognize and appreciate the efforts, energy and sacrifices we make for their benefit. **Mr Louis W.**



Service as Action – Chronicles



“The Chronicles”- Akua Osafo-Buabeng, Leslie Dake, Agormah Agambire, Nanette Ativor, Aseda Caesar, Afua Osei-Boakye share with the community what happened today in history. This an MYP 4 Service as Action group, which draws ideas from English and History to positively influence the community.

They are currently working on a gallery display

of influential persons in history and their biographies. Coming soon on a classroom corridor near you!

Today in History by “The Chronicles” – 5 March

On this day in 1929, a fire had destroyed 320 cars that were displayed in an Auto Show. This unfortunate incidence happened in Los Angeles, California.

On this day in 1997, representatives of North Korea and South Korea met for the first time in 25years, for peace talks in New York.

Quote of the week: “If you have no critics, you will likely have no success” – Malcom X



Service as Action - Sports Highlights

By: Teniore Olufore & Joel Adjei

To all the football fanatics, who missed the latest match week, don't worry. Teni and Joel bring to you once again all the goals and highlights of the happenings over the weekend.

Read below.

Top Highlights from Matchweek 25



- Manchester

United won 3-1 against *Newcastle* at Old Trafford, with a lovely solo goal from Marcus Rashford, and Daniel James and Bruno Fernandes on the scoresheet as well for *Manchester United*. Saint-Allan Maximant scored for *Newcastle*.

- *Liverpool* continued to have bad form at home, now losing 4 in a row at *Anfield* after a loss to Ancelotti's *Everton* 2-0.

- An early goal from Raheem Sterling for *Manchester City* settled the bout as City won 1-0

and still keep their 10 pointd gap over *Manchester United* and *Leicester City*.

- Jesse Lingard is finding football life amazing at *West Ham* scoring once in their 2-1 against Mouhrinho's *Tottenham*. *Tottenham* have only won once in their last 6 games in the league, and have lost the rest of the 5.

- *Chelsea* drew 1-1 against *Southampton* after a four game winning streak, although they are still unbeaten in the league ever since the arrival of their new boss - Thomas Tuchel

- *Leicester City* (3rd) won 2-1 against *Aston Villa* at Villa Park to stay level on points with *Manchester United* (2nd)

Community Project - Making Us Proud

Edward Ojuolape created a Go-fund me account to raise funds to support the ICT lab at the Tetteh Ocloo School of the Deaf for his Community Project. He has raised about \$ 2000, his supervisor, Mr. Dennis Akortah, is mediating affairs to make sure the funds are channeled appropriately.

CAS Project - Chocolate Friendship Update



Congratulations to the chocolate friendship committee for upholding a well celebrated tradition. Thank you to the entire TIS community for ensuring the success of this event. 2665 Chocolate/item was ordered and a total amount of **GHC 15,140** was raised. A profit amount of **GHC 1,747** was realized after expenses.

The committee is currently brainstorming on prospective project ideas to channel the funds. Stay tuned for more updates.



TEMA INTERNATIONAL SCHOOL











Register Now!
Registration Deadline:
5 March, 2021

**Tema International School CAS &
Duke of Edinburgh's International Award (DoEIA)**

EXPEDITION CAMP

For Silver and Gold Participants only.
Challenging & Equipping Young People, Transforming Lives, Changing the World.

Adventurous journey, abseiling, bicycling, hiking, life & survival skills, map reading & compass use, first aid, capsizing drills, radio communication, kayaking, paintballing, creativity and leadership experiences & much more.



23 - 26 March, 2021



The Trident Island

More details on ManageBac or email the DoE Coordinator david.difie@tis.edu.gh
All COVID - 19 Protocols Will Be Observed





Vol.17, No.28

Happy Independence Day, Ghana

31

ASA – After School Activities – Cooking with Auntie Sophia

POTATO & CHICKEN SALAD



Ingredients

- 8 ounces chicken breast or debone chicken thighs.
- 1 ¼ cups mayonnaise
- 4 pieces potato
- 1 piece carrot
- 1/2 cup of vegetable oil
- 2pcs of green pepper
- 1 medium onion chopped
- 1 bunch lettuce
- 1 medium tomato for garnishing
- ¼ teaspoon ground black pepper
- salt to taste
- water for boiling

Instructions

Boil water in a pot. Cut potatoes into cubes. Boil for 5 minutes.

Add carrot. Boil for 10 minutes. Remove potato and carrot from the pot. Place in a clean bowl and let it cool down. Sauté green pepper and onions and allow to cool. Cut chicken into small cubes.

Pour Potatoes, onions & green pepper, carrot, and chicken into a mixing bowl.

Make the salad dressing by combining Lady's Mayonnaise, ground black pepper, salad cream and salt in a bowl. Mix well. Combine all ingredients. Toss until well blended. Refrigerate for at least 30 minutes. Share and enjoy!

#Reflection

Cooking class has always been a fun experience. I believe that after this journey, I would've polished all my skills and cooked many meals for my family. My Mum is looking forward to that. The classes are always interactive and I never feel left out. I'm encouraged to keep trying when I can't do something and the food is always a reward to our hard work. **Annalisa Boahen– G10**

CAS Project – Aspire to Inspire – Rare Disease Awareness



Type of Service: Direct

Aim: To help spread awareness of rare diseases.

Learning Outcomes: Strength and Growth, Global Engagement, Collaborative skills, Ethical choices and Action.

CAS Strands: Creativity and Service

Group Members: *Charlene Noye, Jadyn Afrifa, Khadidjatou Yandja, Ashley Gaba, Chimelum Moghalu, Kwasi Dankwa, Terry Ansah.*

Partner Organization: Rare Disease Ghana Initiative.

Hi everyone, it's *Charlene and Jadyn* here, the initiators of **Aspire to Inspire**. Today we're going to talk about an important event that occurred last weekend - **Rare Disease Day** - which is celebrated worldwide on the 28 February every year.

This year we decided to make a short video talking about Rare Disease Day and encourage people worldwide to help celebrate. Rare Diseases, although they make up only 10 percent of the world's population, have affected over 300 million people worldwide. Most people are unaware of this and go about their lives forgetting how privileged they are to wake up healthy every morning. So, every year on the last day of February, millions of people from over 100 different countries come together to help show appreciation and send love to people and families living with rare diseases.

The sole purpose of this day is to harness the creative energy of millions of people around the world with rare diseases and millions who care about them.

How can you get involved? Well, first follow our Instagram page [@aspir.e.to.inspire](https://www.instagram.com/aspir.e.to.inspire) for facts and daily news on rare diseases. Next, actively engage in webinars, sponsored events and other programs that involve or help raise awareness for rare disease. www.rarediseaseghana.org for more info.

Due to Covid-19 protocols large gatherings for celebrations have been shut down, so one of the best ways to get involved is through social media and other virtual events.

Watch out for the new members of **Aspire to Inspire**. As we get closer to our Mocks, we will hand over our CAS Project to G11 students who are passionate or interested in the same cause and are committed to continue the project.



Thank you all for your time and support. Below we have shared reflections about our experience through this project. Enjoy!

CAS Project - #Reflections



I joined this CAS initiative purely out of interest when I found out the aim of the project was to raise awareness of rare diseases. Initially, the initiative was a bit of a mystery to me as a few months ago I had no idea what rare diseases were and how they currently affect 3.5% - 5.9% of the worldwide population, with 72% of rare diseases being genetic. Due to the rarity and diversity of rare diseases, there's not a lot of information or awareness on these diseases, and that's where initiatives like this comes in.

Through a partnership with Rare Diseases Ghana, we sought out to bridge the gaps in the coordination between medical, social and support services by raising awareness on rare diseases in order to tackle the challenges that people living with a rare disease, and their families, face every day.

Being a member of this project has really educated me on rare diseases and how they affect the lives of rare disease patients. This project has also provided me the platform to raise awareness and show my support for the 300 million people living with rare diseases around the world and their families.

Terry Ansah – G12

Prior to joining this CAS project, my knowledge about rare diseases was very limited so when I joined the project, it was



another reason why I was eager to be part of it. As I started researching on rare diseases it opened my eyes to so many things and how misinformed I was. In researching, I found out that there were about over 7000 rare diseases in the world and that people had limited knowledge about it. After this discovery, I became more passionate about this issue and wanted to do the best I could in spreading the awareness of these diseases.

In general, I would say that this CAS project was very helpful and provided a wonderful experience for me as a learner. I wish to contribute towards this in the near future in a more impactful way.

Chimelum Moghalu – G12



CAS Project - #Reflections



The initial action of our project was never set from going back and forth. With Coronavirus coming in, nothing was certain but what was intact was our goal, our desire, which was helping people/kids suffering from any condition to get the right treatment as possible. Before this project I did not know much about rare diseases but after allowing myself to go through this journey, I think I have become more aware and conscious of the sad condition in which some people live, especially here in Ghana. I was eager to know more and do better, as most children with these disorders are unable to live what I see as a normal. I helped in making posters of the different types of rare diseases and this gave me the chance to educate my community on the

unfortunate condition in which some people are living.

This CAS project helped me to better myself. I have become more caring, open-minded and more alert to how we need to seize every opportunity to help each other. Something like Multiple Sclerosis which is a chronic inflammatory and neurodegenerative condition was completely unknown to me.

Also, I engaged in activities that permitted me to voice out for the people in need and this was an incredible feeling and this pushed me to take it as a life action. One thing I learnt was that we should always avail ourselves to help each other in order to make if not one but a community feel the worth of living on this earth.

Khadijatou Yandja – G12

This initiative sparked my interest after I heard about its mission which was to promote awareness regarding rare diseases. The project's aim was to gain an insight to the many diseases that are in our society and how various people deal with them.

A rare disease is any disease that affects a small percentage of the population. There are about 7000 + diseases in the world, such as cystic fibrosis, Ehlers Danlos Syndrome, NGLY-1 deficiency and others.



This project was an enriching experience. I am now able to show empathy for those affected and also demystify rare disease among my friends and family.

Kwasi Dankwa

CAS Project - #Reflections



I joined this CAS project right after my friend, Charlene, told me about it and its objective which is to create awareness for rare diseases. I assisted in the creation of the Instagram page and on the creation of our logo. I also participated in the Zoom meetings where we discussed rare diseases. Initially, I had no clue on the existence of up to over 7000 rare diseases and how it affects 1 out of every 15 persons. I thought there were just a hand full of rare diseases like **RPI deficiency, Alice in Wonderland Syndrome and Pica**. But being part of this project educated me on the existence of several others and this motivates me to voice them out in a bid to create awareness because I want to show others that are oblivious as I was to be educated on the existence

of numerous rare diseases. **Ashley Gaba – G12**

Before this project, I had little to no knowledge about rare diseases. It sparked my interest during the coronavirus lockdown when I was helping my mother in Sunday school. I met the most brilliant and talented young boy who suffered from a rare disease. I was inspired by how much he refused to let his illness define him.

The aim of our project was to help spread awareness for rare diseases and educate people who were as ignorant as myself. I set up Zoom meetings and organized a partnership with Rare Diseases Ghana in order to help create info graphics, posters, and informative videos to help bring awareness to 7000 plus different rare diseases. This project was not only fulfilling but also educating in the sense that I got the opportunity to improve my biology skills and learn about a world previously unknown to me. I hope with this project we were able to bring light to this topic and help the 300 million people worldwide who suffer from rare diseases. **Charlene Noye – G12**



I had a small inkling about rare diseases. After Charlene decided to work with Rare Diseases I thought it would be a good idea since it would teach me more about Rare Diseases, especially in our Ghanaian context, and how they impacted the world population. In this initiative I co-founded with Charlene, we teamed up with Rare Diseases Ghana.org to write articles and posters to raise awareness.

The experience taught me how rare diseases mostly affect people from childhood and several factors, such as infections, environmental causes, and allergies. I made posters and created a video with Charlene for assembly. We hope the video will educate everyone on Rare Diseases and show them how to promote awareness in different ways for the 300 million people living with rare diseases. Visit these links to learn more :). **Jadyn Afrifa – G12**

<https://www.rarediseaseday.org/article/about-rare-disease-day>

<https://www.rarediseaseghana.org>

<https://www.rarediseaseday.org/friend/2480>

CAS PROJECT - BRIGHT SMILES



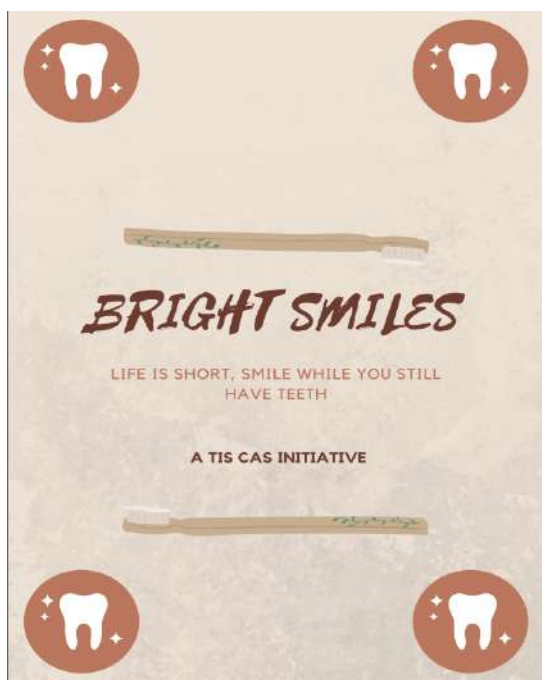
Purpose: To educate and increase awareness on the importance of maintaining dental hygiene through social media and raising funds to donate dental products like toothpaste and toothbrushes to an orphanage.

Learning outcomes:

Identify own strengths and develop areas for growth; demonstrate that challenges have been undertaken; developing new skills in the process; demonstrate how to initiate and plan a CAS experience; show commitment to and perseverance in CAS experiences; demonstrate the skills and recognize the benefits of working collaboratively; demonstrate engagement with issues of global significance.

CAS strands: Creativity and Service

Initiators: Ewuraama Odamtten. **Collaborators:** Glori Yeboah, Araba Egyei- Mensah, J'dyl Vicker, Nana Appiah-Kusi, Effie Odamtten and Chelsea Somuah.



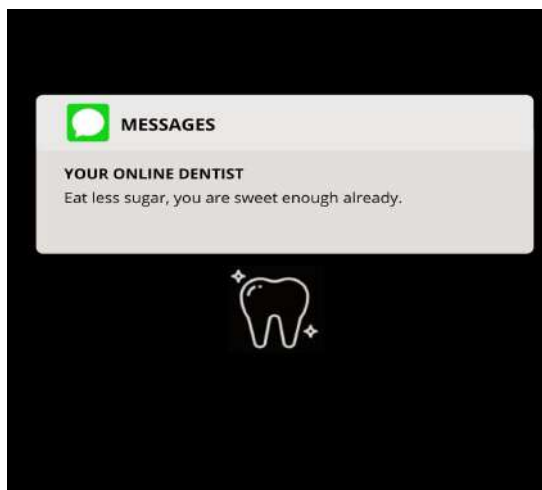
This project was initiated with the intention of educating a community on the importance of maintaining good oral health. However, in this pandemic we have had to make adjustments that will still fulfill the main purpose of this project because oral health matters.

In the society that we live in, many people underestimate the value of oral hygiene. Maintaining your teeth isn't only about looking good. Poor dental hygiene can lead to problems that are much bigger than an unpleasant smile.

Please let us continue to practice good oral hygiene on a daily basis and through this be of benefit to many

others. Thank you!

Follow us on instagram: @bright_smiles1



CAS Project – The Gift

Purpose: To aid children in their learning

Type of Service: Indirect

Learning Outcomes: Identify own strengths and develop areas for growth, demonstrate that challenges have been undertaken, developing new skills in the process, demonstrate how to initiate and plan a CAS experience, Show commitment to and perseverance in CAS experiences

CAS Strands: Creativity & Service.

Initiator: Hedia Dickson



As I pondered on what to do for my CAS project, I turned to my personal project (thank God for MYP.) For my Personal Project, I wrote a book aimed at raising awareness about the lack of education in many societies and I referenced different NGOs that are fighting to combat that. Sabre Education was one of them.

Sabre is an NGO with a vision to help all children succeed by giving them the best possible early education. They build schools in order to provide access to a quality learning environment and train teachers with the aim of improving the quality of teaching and learning in Kindergarten. Their headquarters are in the UK but they have a branch here in Ghana. Due to COVID, they have been unable to have their in-person lessons so they started creating audio lessons. These lessons are currently broadcasted in Twi and Fante in 12

districts across the Central, Western and Eastern regions of Ghana. The lessons are structured around common children stories such as fables and fairytales.

It brought me so much joy to help them for my Personal Project so I wanted to find another way to help through a CAS project. The opportunity presented itself and I have been able to write nine stories for them to use as a foundation for their lessons some of which have already been translated into Twi and Fante.

Sabre now wants to transition to English lessons. God-willing, I will record at least one lesson that will be broadcasted over the radio, using one of my very own stories. I am very grateful for the opportunity to work with such beautiful people and help such beautiful children.

Sabre is a great organisation with a wonderful initiative that are open to working with students so I urge you to check them out and consider lending a helping hand.

Sabreeducation website: <http://sabre.education/>

between two pieces of wood. She hurried and was able to pull Biscuit out. Callie happily licked all her kittens clean, she licked Bessie too as a way of saying thank you.

Callie's owner rebuilt the barn and Callie, Bessie and her kittens lived together happily for a very long time.

THE END

A birthday to remember

"Kwame!" his mother cried

"Come and eat, your food is getting cold."

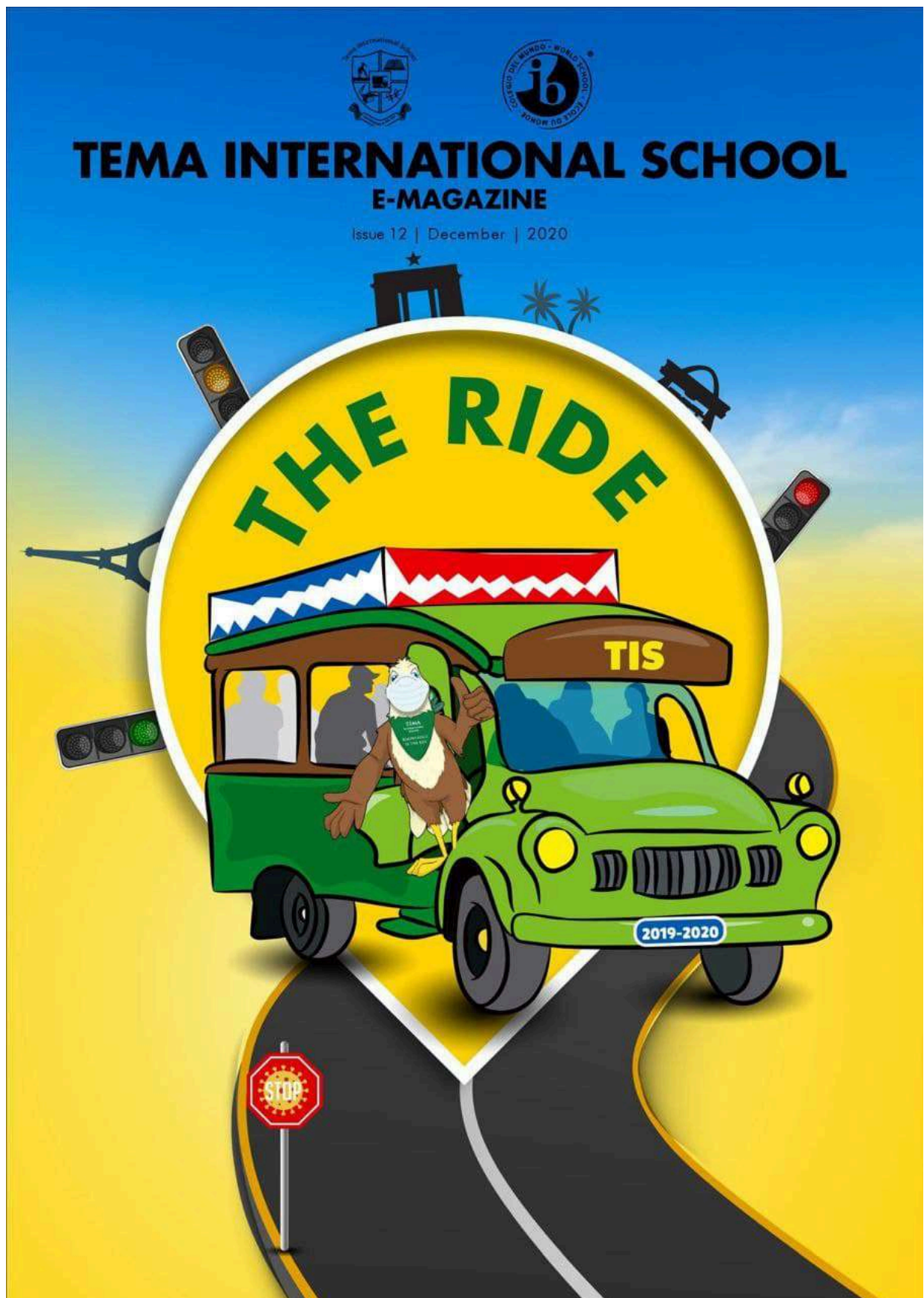
Kwame rushed into the kitchen thanked his mother and hurriedly ate his boiled yam and garden egg stew. Kwame was an only child who lived in the village with his mother and father; his family didn't have a lot of money but he had a lot of friends and both parents so Kwame was always happy. Kwame liked to play at the river near his house with his friends, if Kwame ever went missing that is where you would find him.

The next morning after eating breakfast Kwame was at the river with his friends Yaw and Amina. They were splashing and skipping stones in the water.

"Mine can go the furthest!" Yaw cried as he tossed his smooth pebble into the river.

Amina threw hers next then Kwame, true to his word Yaw's stone went the furthest and he

threw it several times.





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

COUNSELLORS' CORNER



Dear students, don't stress! Take it a day at a time and inhale some freshness. All things will work for your good. The great support systems at TIS are purposefully structured with you in mind for you to excel academically, emotionally and socially. Relax and study! WE WISH DP2s *the* VERY BEST IN YOUR MOCKS NEXT WEEK! :-)



1. I am too blessed to be stressed.
2. This one, too, shall pass.
3. I have family, the TIS community who love me dearly. Let me ask for help.
4. What I can't handle will not be given to me. I can do it and achieve all things!
5. Things just don't happen. I must step out of my comfort zone and get to **WORK**.
6. When I have work to do, I must endeavor to finish it **NOW**. A new day comes with its own package!
7. Unable to manage healthy relationships, I must talk to Auntie Sandra the Wellbeing Counsellor.
8. Pause, take deep breath and organize your thoughts and ideas.

9. Do a favourite healthy activity. Sports, shopping, painting, cooking, cleaning, space arrangement etc.
10. Cry it out and sleep!
11. Attitude is everything. A lackadaisical and unserious approach to life will make you exhausted. Change your mindset and activate positivity and enjoy the new breeze of possibilities. Start now!

~Tips by Ms. Constance Quaye

Lesson Time with the Learning Centre Team: Grades 7 & 8



The heart of learning is reading and research. Grade 8 class had a lesson of Information Literacy. The lesson allowed students to understand **What Information Literacy is**, how to efficiently and effectively know how to use, retrieve, evaluate and analyze information and the specific skills and abilities needed. How to reference and avoid plagiarism. In an era of information technology, students need to be equipped with these skills in order to use and share information the right way.

Reflection from Theona Martin-Lawson, Grade 8

“During our last guidance class, we were taught about information literacy and the three types of research. Primary, secondary and tertiary. The class was fun as it was interactive, and we got to write down our answer on a sheet of paper. After, we checked it to see whether we understood or not. The man teaching us, Mr. Ollennu, was nice and calm, which made the class nicer”.

Lesson: The Adjavon Learning Centre Puzzle



In this lesson Auntie Setor helped the students to discover the floor plan of the Learning Centre, the various helpful resources available and where they can locate them. With this exercise the students were given sheets to draw the floor plan with the various sections of the library.

Reflection from Richmond Alorvor, Grade 7

“From the beginning of the tour of the library I knew the library was called Adjavon library because Klenam told me. As soon as Auntie Setor mentioned the tour of Adjavon library, I

knew she was coming to talk about something in the library, I was ready to listen to whatever she was coming to say. I wanted to know more about the library so after the tour of the library we were told to draw a map for all the shelves in the library. Now I can name five of the books shelves in the library.

1. Fiction
2. Journals
3. Applied science
4. Brochures
5. TIS publications.

Thank you!"

DP1 & DP2:



NAME OF UNIVERSITY	UNIVERSITY LOCATION	TIME OF VIRTUAL VISIT	VENUE
Carleton University	Canada	Friday 26 February 2021	Handel Picasso
University of Guelph	Canada	Friday 26 February 2021	Handel Picasso
University of Windsor	Canada	Tuesday, 9 March 2021	TIS, with assigned Counsellor
Webster University	Ghana	Tuesday, 9 March 2021	TIS, with assigned Counsellor
Academic City College	Ghana	Stay Tuned...	Stay Tuned...
Lancaster University	Ghana	Stay Tuned...	Stay Tuned...
Ashesi University	Ghana	Stay Tuned...	Stay Tuned...
University of Exeter	UK	Stay Tuned...	Stay Tuned...
New York University, Abu-Dhabi	UAE	Tuesday, 9 March 2021	TIS, with assigned Counsellor

Grade 11 Lesson Plan: VIRTUAL VISIT: Exploring Canada- University of Guelph & Carleton University

Canada as one of the greatest destinations worldwide is a hot spot destination for most TIS students. Championing this hallmark of success, we were excited to have Mr. Stuart Rennie on a virtual visit with the Grade 11s'. Students were taken through the Canadian application process and a virtual tour of University of Guelph and Carleton University respectively. Both schools are excellent universities with great staff support and a conducive learning environment for diverse cultures and lots of limitless opportunities through internships, summer and exchange programmes to explore. Programmes range from Sciences, Arts and Business.

University of Guelph: <https://admission.uoguelph.ca/intl/howtoapply>

Step-by-Step Entrance Awards Process

To maximize your Undergraduate Entrance Awards please follow our simple [step-by-step instructions](#) to be considered for both [Undergraduate Entrance Bursaries](#) and [Undergraduate Entrance Scholarships](#).

Please consult Chapter 9 of the Undergraduate Calendar for [eligibility](#) requirements and definitions. [University of Guelph Entrance Scholarships](#) are awarded to students with an admission average of 85.0% and greater.

<https://www.uoguelph.ca/registrar/studentfinance/scholarships/entrance Ug>

Carleton University: <https://carleton.ca/>

If you have been admitted to Carleton with an admission average of 80 percent or better and meet language requirements, you will automatically be considered for a renewable entrance scholarship. The admission average we use is calculated from the marks submitted by your high school in support of your application. Entrance scholarships are offered for fall entry only. You may be offered a renewable entrance scholarship provided you are entering Carleton for the first time and have no previous attendance at post-secondary educational institutions.



Awards and Financial Aid

Number of Scholarships	Value	Terms	Admission Average
Unlimited @ \$16,000	\$4,000 x four years	Renewable*	95 – 100%
Unlimited @ \$12,000	\$3,000 x four years	Renewable*	90 – 94.9%
Unlimited @ \$8,000	\$2,000 x four years	Renewable*	85 – 89.9%
Unlimited @ \$4,000	\$1,000 x four years	Renewable*	80 – 84.9%

* Scholarships are renewable with an **annual GPA of 10.0** (A- standing)

* **Please note that for some programs, the value of the scholarship may be increased at the time of your offer.**

Scholarship link: <https://carleton.ca/awards/scholarships/entrance-scholarships-for-new-students/scholarships/>



MORE SCHOLARSHIPS!!!



The University of South Alabama offers up to full-tuition scholarships for incoming international freshman students.

The **Global USA Scholars** award is a merit-based scholarship. It's automatically reviewed and awarded based on test scores and GPA submitted during the application process. No additional scholarship application is required!

Our **Honors International Music Scholarship** is a full-tuition scholarship. To apply, students must have a minimum SAT 1310 and GPA 3.5. An audition is required and applicants who play the following instruments will be considered: drums, bass, piano/keyboard, saxophone, trumpet, trombone, and guitar.


Finally, the **#YouAreWelcomeHere Scholarship** identifies promising international students with ideas for advancing intercultural learning and understanding. The scholarship is a competitive 50% tuition scholarship. It requires an additional application and either an essay or a short video clip for submission.

For a full list of our scholarships offered and application criteria, click the below:

<https://www.southalabama.edu/departments/financialaffairs/scholarships/internationalstudents.html>

important

DATES AND INFORMATION

 **SAT[®] 2020-2021 TEST DATES**

See the New SAT dates below:

SAT 2020-2021

- 13 March 2021
- 8 May 2021

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. All COVID -19 protocol will be fully observed. Remember No mask no entry!

SAT Registration Fees (To complete registration online full payment with credit card only. Visit www.collegeboard.org)

SAT I with essay- U.S. \$120, U.S. \$95 without essay



2020-2021 TEST DATES (COMPUTER-BASED TESTING ONLY!)

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

ACT plus writing – U.S. \$166.50, without writing- U.S.\$150.00 (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 2020-2021

- 17 April 2021

PreACT

NEW DATE FOR PREACT; 20 MARCH 2021! PRACTICE TESTS FOR SAT, ACT OR PRE-ACT, PSAT, TEST PREP RESOURCES FROM THE OFFICIAL TEST MAKERS CAN BE FOUND HERE; WWW.COLLEGEBOARD.ORG AND WWW.ACTSTUDENT.ORG

“It isn’t what you have or who you are
or where you are or what you are doing
that makes you happy or unhappy. It is
what you think about it.”

Dale Carnegie



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.”**



