

TIS RECORD

P: +233 303305134 | E: info@tis.edu.gh | W: www.tis.edu.gh

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.

Contents

- PYP News: Page 8
- CASSA Corner: Page 22
- Guide Post: Page 41

Exeats

- Exeat requests must be completed online at: <https://www.tis.edu.gh/forms/>

Thought for the Week

Ambition is at its most dangerous when it's focused on the acquisition of power, status and influence, precisely because these influence a sense of entitlement.

- Hugh Mackay



An Exciting Year Ahead

Every year at TIS is fast and furious. 2022/2023 will be no different with a whole range of experiences and opportunities for TIS students. My key words for this year are decisions and actions. It is the individual decisions made and the subsequent actions taken that will contribute to future personal success.

Action is required, if excellence is to be achieved. However, it will be the focus, effort and consistency that will result in excellence. Each of us should always be trying to improve our personal best in everything we do. The emphasis is on learning: not just in academics, but in each experience that is available also to us in sporting, cultural and service activities.

Each student needs to ensure a balance in their life. Without a balance, our wellbeing is at risk. Insufficient sleep immediately affects performance, mood, attitude, behaviour, health and eating habits. Friendship and family issues, along with missing deadlines, due to poor (or lack of) planning, result in anxiety. As



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

-Steve Bollar

SAT & ACT

- Best advice: students who are required to complete SAT and/or ACT requirements should do so by the end of Grade 11. Leave it until G12 and you have created a personal time-management monster.
- Please follow instructions and details provided in the weekly Counsellors' Corner section of the TIS Bulletin.

Visiting Protocols

For visits until 30 September parents will be required to book their visit online. Please go to:

<http://www.schoolinterviews.com.au/code/9923u>

Complete your details and click *next* to select your day and time. Then click next to receive a confirmation of your booking.

If you do not receive confirmation of the date and time, then you have not completed your booking.

Weekend times will usually go from 2.00 - 5.00pm on Saturdays, Sundays and public holidays. Sessions are 60 minutes.

No food or drink may be consumed during a visit.

Book early to avoid disappointment.

Thank you for your cooperation.

in the case of spending too much time on social media and games, these are distractions to learning, with students losing their focus. Wellbeing issues will torpedo best intentions for personal success. But in the end, it all goes back to the decisions we make and the actions we take each day.

ManageBac (MB) for Parents

ManageBac (MB) is our learning management system that is used by teachers for planning, assessment, reporting and attendance. Students use it to access assignment tasks, resources, and assessment results, including semester reports. Parents access MB for reports, announcements and can track their child's academic performance. Almost all messages, including the weekly Bulletin, will be sent through MB to parents.

Welcome emails from ManageBac (MB) were recently sent out to new parents and continuing parents who have not accessed it yet. Please check your junk/spam folder if the email is not obvious in your inbox. If you have any difficulties registering or logging in, please email me. (principal@tis.edu.gh)

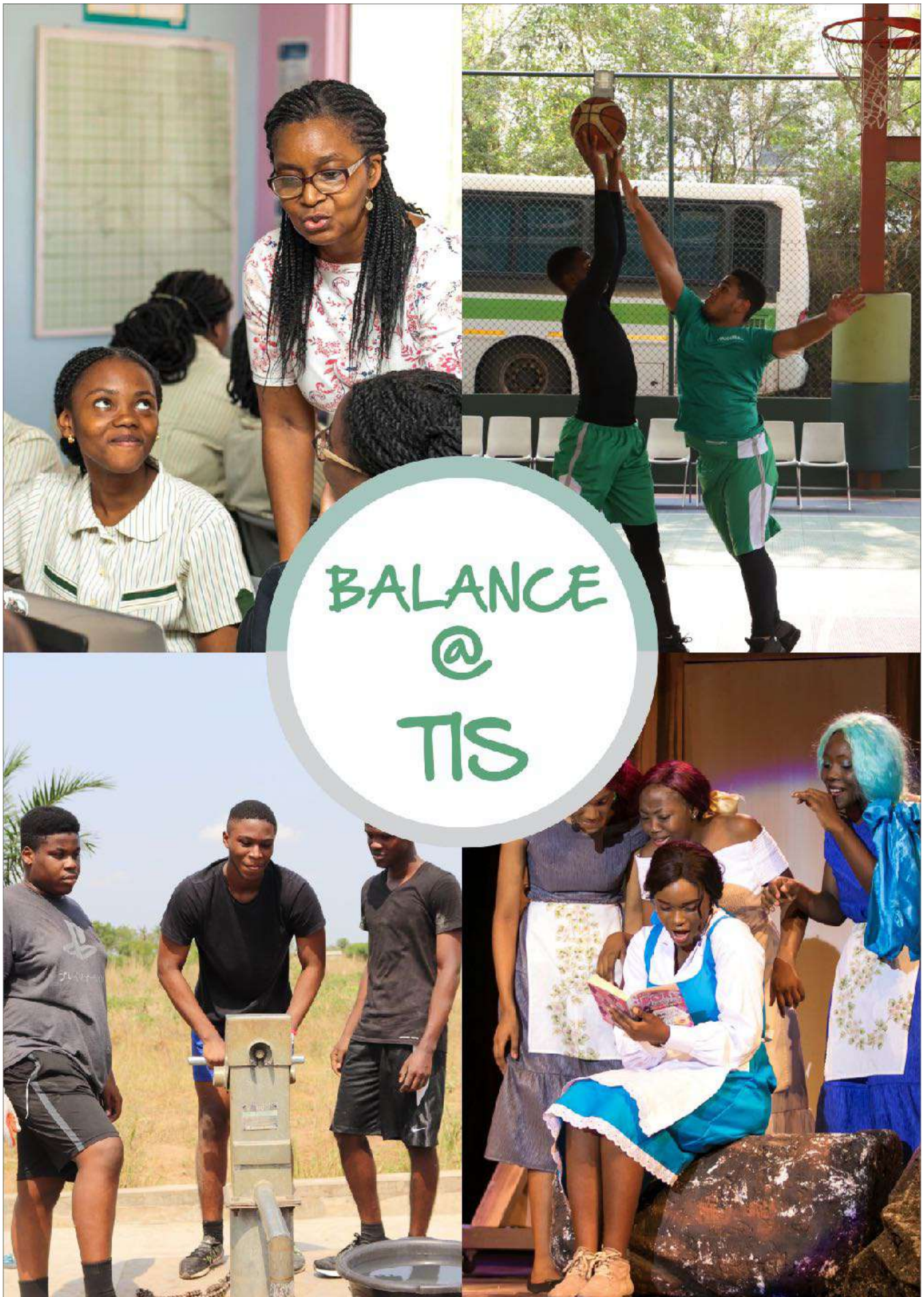
Dates

In this TIS Bulletin, a calendar overview has been included. Parents should ensure that their son/daughter arrives at the start of each semester and not depart before the last day. Your child may tell you otherwise, but each day is important. See pages 4-7.

I appreciate your support.

Dr Ken Darvall (Principal)





TIS 2022/23 School Calendar

August 2022						
Su	Mo	Tu	We	Th	Fr	Sa
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28	29	30	31			

September 2022						
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October 2022						
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November 2022						
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December 2022						
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January 2023						
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February 2023						
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March 2023						
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April 2023						
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May 2023						
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June 2023						
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July 2023						
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23	24	25	26	27	28	29
30	31					

COLOUR KEY

	School Closed/ Holidays		Teacher in-Service Day (no school for students)
	Main Campus Event		First and Last Day of School (Main Campus)
	Primary Campus Event		First and Last Day of School (Primary Campus)
	SAT Test		ACT Test

Public Holidays

21/9/22	Kwame Nkrumah Memorial Day
2/12/22	Farmers' Day
9/1/23	Constitution Day
6/3/23	Independence Day
7/4/23	Good Friday
10/4/23	Easter Monday
24/4/23	Eid Al Fitr (TBC)
1/5/23	Labour Day

S1 Internal Dates: Main Campus

1/8/22	2022 MYP Results Released; 2021 MYP Enquiries Upon Results Open
1/8/22	Senior management staff resume
8/8/22	Teachers resume; review of school policies
15/8/22	Student Council executive return
17/8/22	Newbies arrive
21/8/22	Continuing students resume
22/8/22	Secondary School classes commence; G9 Subject Selection
27/8/22	SAT; TIS Junior Soccer Championships
28/8/22	School Performance auditions
3/9/22	Health Walk (6.00am)
4/9/22	Thanksgiving Service (11.00am: Students only)
9/9/22	TIS Senior Soccer Championships
10/9/22	ACT
17/9/22	TIS Handball Championships
21/9/22	Family Sporty Day
23/9/22	G12 TOK Exhibition; PP Criterion B draft due
24/9/22	TIS Volleyball Championships
1/10/22	SAT
3/10/22	TIS Founders' Day: Main Campus admissions open for 2023/2024
7/10/22	Inter-Colour Language Comp;
9/10/22	Founders' Day Thanksgiving Service (11.00am)
14/10/22	Creative and Literary Performances Gala Evening
15/10/22	PSAT
17-21/10/22	Mid-semester break
22/10/22	ACT
25/10/22	G12 EE Cafe
28/10/22	G9/G11 Changes to Subject Selections close; Intercolour Maths/Science Comp (7.00pm)
31/10/22	PP Criterion C draft due
12/11/22	Annual School Play
14-18/11/22	G10 end of semester exams
21-29/11/22	DP end of semester exams
25/11/22	PP Criterion C completion
27/11/22	TIS swimming championships (3.00 – 5.0pm)
30/11-2/12/22	Dukies' Expedition
3/12/22	SAT
5-6/12/22	Group 4 Project (G12)
7/12/22	Christmas Lunch; PP Final Report due
7/12/22-5/1/23	PP moderation (supervisors)
8/12/22	General Inspection.
9/12/22	Last day for first semester: Students may depart from 2.00pm.
10/12/22	ACT

S2

5-6/1/23	Staff training days (5: MYP; 6: DP)
5/1-20/1/23	PP Standardisation
9/1/23	Students return to hostels; applications for 2022 SC positions close
10/1/23	Second semester commences
10-15/1/23	Alumni Week
15/1/23	Alumni Thanksgiving Service
20/1/23	SC Manifest Readings
23/1/23	2023 Student Council elections by voting (7.00am-4.00pm)
25-27/1/23	IDU Days; G12 EE; G11 EE, 11/12 CAS Dukies Reflection Day
28/1/23	TIS Athletic Championships
29/1/23	Thanksgiving Service and Student Leadership Induction Ceremony
10/2/23	TIS Badminton Championships; TIS Junior Tennis Championships
11/2/23	TIS Science Fair
16/2/23	G11 TOK Exhibition
17-18/2/23	TIS Basketball Championships; TIS Senior Tennis Championships
18/2/23	Chocolate Friendship Day
20-24/2/23	MYP Mock eAssessments
20/2-2/3/23	DP Mocks
25/2/23	General Inspection
4/3/23	MYP Projects Exhibition (Personal & Community)
10/3/23	TIS Squash Championships
11/3/23	SAT (Digital)
14/3/23	Pi Day
25/3/23	Expression Day
26/3/23	Exam Candidates Service
30/3-2/4/23	Dukies' Expedition
3-14/4/23	Mid-semester break
15/4/23	ACT; PP Criterion A draft due
20-26/4/23	G9 eAssessments
21/4/23	G11 EE Cafe
28/4-19/5/23	DP Final Exams
5/5/23	G9 (2023/2024) & G11 (2023/2024) subject selections commence;
6/5/23	SAT (Digital)
8 – 21/5/23	MYP eAssessments
9-18/5/23	G11 semester exams
30/5-2/6/23	Dukies' Expedition
2/6/23	Hostel Clean Up
3/6/23	2023 Graduation and Achievers' Day; Last day for Secondary Classes
4-7/6/23	Dukies Award Expedition
9/6/23	Last day for teachers; S2 reports published
10/6/23	ACT

Primary School Campus

Public Holidays

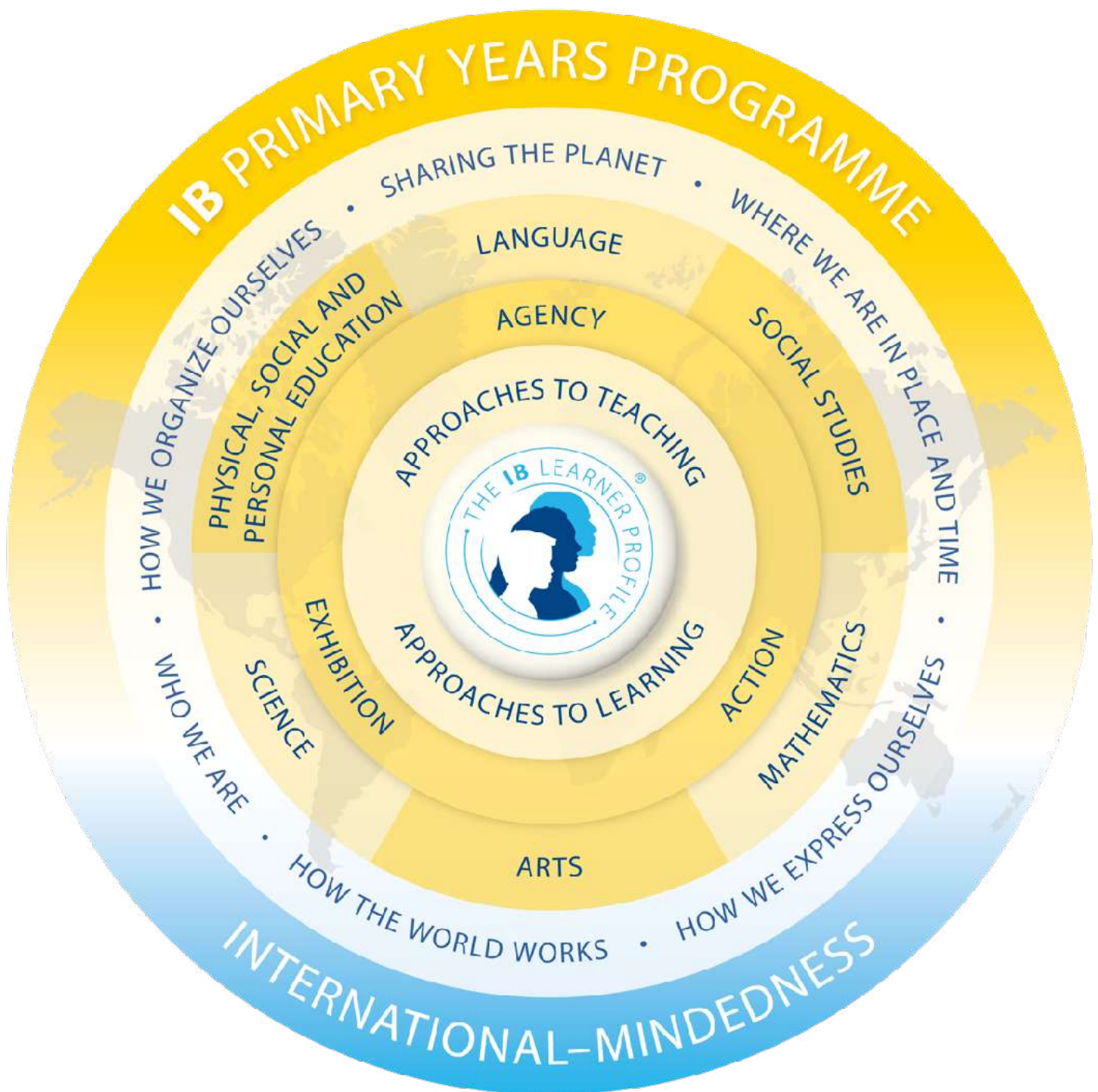
21/9/22	Kwame Nkrumah Memorial Day
2/12/22	Farmers' Day
9/1/23	Constitution Day
6/3/23	Independence Day
7/4/23	Good Friday
10/4/23	Easter Monday
24/4/23	Eid Al Fitr (TBC)
1/5/23	Labour Day

S1 Internal Dates (Primary School Campus)

8/8/22	Teachers resume
29/8/22	First semester commences
2/9/22	Meet the Teacher Info Sessions
22/9/22	International Day of Sign Language
26-30/9/22	Student-led interviews
30/9/22	End of UOI #1 Celebrations
3/10/22	TIS Holiday (TIS Founders' Day)
14/10/22	Sports Festival/ Wellbeing Day
17-21/10/22	Mid-semester break
12/11/22	End of UOI #2 Celebrations
18/11/22	Spelling Bee
9/12/22	End of UOI #3 Celebrations; Last day for first semester

S2

5-6/1/23	Staff training days
10/1/23	Second semester commences
17/2/23	End of UOI #4 Celebrations
24/2/23	Mother Tongue Day
24/3/23	End of UOI #5 Celebrations
24/3/23	Additional Languages Day Activity
1/4/23	Primary School Campus admissions open for 2022/2023
3-14/4/23	Mid-semester break
21/4/23	Book Day
19/5/23	Environment Day
24/5/23	End of UOI #6 Celebrations (K1-5)
26/5/23	PYP Exhibition (11.00am)
2/6/23	K3 and G6 Graduation & Achievers' Day
2/6/23	End of semester



Our Programme of Inquiry (POI)

In the IB PYP, the Programme of Inquiry (POI) serves as a framework for the curriculum and illustrates concepts that students explore. It is made up of the six transdisciplinary themes for grades 1 to 6 while Kinder 1 to 3 have four. This is a framework that help students gain an understanding of themselves and the world around them.

To ensure transdisciplinarity, the POI incorporates relevant concepts, with perspectives from multiple disciplines to connect prior knowledge and experiences to new and deeper understanding of real-life contexts, issues or problems. A transdisciplinary programme of inquiry offers students a broad, balanced, conceptual and connected learning experience that is not abstract but meaningful and relevant.



Six transdisciplinary themes form the structure of the programme of inquiry.

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

The themes capture human commonalities that are significant and relevant across cultures, geographic regions and student learning stages. A well-designed POI ensures students gain a balance of subject-specific knowledge, conceptual understandings and skills, alongside opportunities to develop the attributes of the IB learner profile and take action.

Each year, the school displays the POI at vantage points on campus and this academic year, learners will once again enjoy deep, engaging and interesting inquiries as placed on our POI B*.(ref: TIS school website)

The Early Years group will inquire into the theme, 'Who We Are' with distinct and unique central ideas for each class.

The Kinder One class will explore their independence, abilities and new relationships and activities through the central idea, '*I can do things for myself and we can work and play together*'. This unit will help them grasp and deepen their understanding of the concepts; responsibility, connection and change. Learners will establish new relationships as they engage in age-appropriate tasks and enjoy group games/ activities. Ethics, self-care, responsibility for personal effects, team building activities, sorting, pairing, matching, ordering, sequencing, oral presentations, dramatic, musical and visual artistic performances will enable our young learners to exhibit and provide evidence of their understanding of the unit while developing and applying their self-management, communication and social skills. Learners will also have the opportunity to have fun while learning French, Sign Language, and Mandarin. They will learn how to introduce themselves in these languages, and participate in tons of fun activities in Music, Drama, Dance, English, Maths, Social Studies, Personal Social and Physical Education (PSPE). For example, learners shall respond to music using their body parts. They will also create songs about activities they can do for themselves and what they can do with the help of others.

Tema International School: Programme of Inquiry YEAR 1

#	1	2	3	4	5	6
KINDER 1	Who we are An exploration of the nature of the self, of our beliefs and values; of personal, physical, mental, social and spiritual health, of our families, friends, communities and cultures, of our rights and responsibilities; of what it means to be human.	Where we are in time and place An exploration of our orientation in place and time, of our personal histories, ideas and journeys, discoveries, explorations and experiences of ourselves, the relationships between and the interconnectedness of individuals and communities, from local and global perspectives.	How we express ourselves An inquiry into the ways in which we discover and express our nature, ideas, feelings, beliefs and values, the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	How the world works An inquiry into the natural world and its laws, the interaction between natural world and human societies; how humans use their understandings of scientific principles; the impact of scientific and technological advances on societies and on the environment.	How we organize ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision making; economic activities and their impact on humankind and environment.	Sharing the planet An exploration of our rights and responsibilities as we try and share finite resources with other people, with other living things; of communities and of the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Theme Focus	An inquiry into the nature of the self.	Orientation in place and time. Of our personal histories.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values.		The structure and function of organizations.	
Central Idea	I can do things for myself and we can work and play together.	We learn about the past from stories.	Everyone has feelings and ideas that can be expressed in many ways.		Families vary within and throughout the world.	
Key and Related Concepts	Function, Causation, Responsibility, Consequences, Initiative, Behaviour.	Perspective, Responsibility, change, Morals, taboos, stories, History, Geography.	Form, Function, perspective, Similarities and differences, imagination, communication.		Function, connection, responsibility, Systems, patterns, rules, behaviours, teamwork, relationships, network.	
Lines of Inquiry	Doing things independently, Cooperating with others, Exploring new things and relationships.	How stories help us learn, Indigenous stories, Stories presented in different ways.	Feelings and ideas, Ways of expressing feelings and ideas, Responds to expression of feelings and ideas.		Family Structures, Family celebrations, Family values within and across cultures.	
Learner Profile	Open-minded, balanced, caring.	Communicator, reflective.	Communicator, caring, reflective.		Knowledgeable, thinker, principled, caring, reflective, risk-taker.	

FLIP CLASS 2: 210120

Kinder 2

Kinder Two will focus on our roles and responsibilities in creating and developing meaningful relationships with family, peers and friends around us and the impact such relationships can have on our well-being.

‘People's relationships with each other can have an impact on wellbeing’ is the central idea for this unit. As we explore this unit, learners will identify:

1. *How we develop relationships*
2. *How relationships affect us*
3. *Roles and behaviour within a relationship*

Learners will engage in authentic and practical lessons where they will be actively involved throughout the unit and learning engagements. We look forward to an astonishing inquiry process. We are going to engage in a series of art projects that will deepen their understanding on friendship, family, friends and other relations. We will also make beautiful and meaningful souvenir arts that can be given to their loved ones. These art activities will implicitly and explicitly develop their ATL skills for future engagements.

Learners will collaborate with teachers to create a routine to the song “I love you”. This will enable learners to know how to collaborate with colleagues. It will also help them understand how important it is to listen to the views of others and respect each other.



Preparation of Class Displays

Kinder 3

In kindergarten Three, we will be delving into human relationships, including families, friends, communities and cultures. We will understand why we see things differently and appreciate the need to see things in the other people's perspective to come to an agreement. The central idea for our theme is 'Relationships are enhanced by learning about other people's perspectives and communicating our own'. Learners will inquire into:

- Different views and perspectives
- Ways of creating understanding through good communication
- Friendship and communication

This unit will be engaging and full of activities as learners will read stories about family and friends, participate in oral presentations, count and represent information in graphs.

Art lessons in this class will focus on activities that will mentally shape them into having beautiful relationships with people and artistically help them to tolerate other people's perspectives wherever they find themselves. The art lessons in this unit will educate their heart, hand and minds.



Ensuring IB PYP standards are met through collaboration

Grade One

This semester will kick off with one of the most exciting and yet practical units that learners can ever relate to due to what pertains to their local environment. The theme is, 'Sharing the Planet' and the unit focuses on how young citizens can make the right choices to change and sustain natural resources and the environment. Learners and facilitators will collaborate on a recycling project titled, '**Trash to Treasure**'. Our inquiry will not be complete without a field trip to a recycling facility in the capital city. We fondly anticipate an authentic action emerging from these learning experiences, where the learning community can donate slightly used or unused items to the less privileged in society.

"Creativity is seeing what others see and thinking what no one else ever thought." - Albert Einstein. With respect to this, our noble grade one students are going to transform our everyday waste by using the '3 Rs' (which are Recycling, Reducing and Reusing) to make stunning artworks. Tons of fun activities awaits them as they learn how to communicate in French and do what we call "le tri sélectif".

Grade Two

"Man only exists when he thinks" – Jacques-Henri Meister.

Education is not about absorbing knowledge without ever questioning it. This is why Grade 2s are ready to ask all the questions to discover how and why our lives and actions as a people affect the environment, based on the transdisciplinary theme, 'Sharing the Planet'. Our learning would lead us into inquiring on how '***Our daily lives create waste which may affect our environment***'. We are looking at merging other disciplines of learning such as Art, Music, Mandarin, French and Sign Language plus other disciplines to bring out the potentials and skills expected of our learners, to make the world a better place for us all. For our music lessons, learners will learn to appreciate how to make good use of our everyday waste such as tins, glass bottles, and milk tins by making musical instruments and percussions with them.

In view of this the Art lesson on this unit will focus on how waste is formed in our environment, the causes, and our responsibility as young artists. We are going to manipulate the waste we produce and see how we can transform our everyday waste items into useful artefacts that will amaze the world.

Grade Three

As Grade 3 learners delve deeper into exploration and its impact on people and places, our creative young artists are going to research past and present means of exploration. The information we gather as learners will challenge us to make futuristic models of any means of exploration for future explorers using any art material and varied production techniques.

Grade Four

A lot has happened in the past and many stories and histories have been passed on to us from generation to generation. Our learners in grade four will be looking into how our history has contributed to the development of society as we know it today. We will focus on historical features, historical contributions to present-day societies and the implications for the future. As we discuss our historical features and their contribution to present-day societies, we will look at different types of music from different parts of the world and identify some musical instruments heard from the music. We would then group these instruments under western and African classifications.

We will explore historical artefacts and connect them to today's society. This unit will give a holistic approach to learning and teaching and allow learners the opportunity to connect their learning experiences to real-life situations by harnessing subject-specific skills.

Given this, as young creative artists, we will recreate our history by creating a mini but mighty museum in our classroom, which will collect historic artefacts from across cultures and countries, to enable us to preserve and tell our history to the next generation of TIS and the world at large.



Class displays

Grade Five

Using the central idea, 'Population density is a result of people movement and migration', our learners will explore the concept of migration, its influence on population density and how to manage one of the major limited resources - land. We will further inquire into percentages by making reference to population density and area. We will achieve these through research, analyses, teamwork and the IB Learner Profile attributes.

Learners will use their artistic prowess to design a photo book about slums, their causes and related effects on the environment. We will also look at how the music of different cultures across the world has been influenced by migration and learners will also create a song on population density and settlement patterns.

As IB students, we will exhibit our care for nature by creating sustainable future designs of slums for the government to use in planning slum communities in the near future.



Class displays of the IB Learner Profile attributes

Grade Six

As we discuss the world as a global village and the technological impact of globalization, students will undertake research into multi-cultural arts around the world. In this project, students will choose either a contemporary artist or an indigenous artist, and research and study their style, techniques and materials used in executing their works. Learners will inculcate these techniques, styles and mediums into making their own art with the team ***ARTS IN THE ERA OF GLOBALISATION***. Students will have the power to select any material and production technique of their choice. In discussing the world as a global village, learners will inquire into the impact of technology on music. We will learn different ways of recording music through technology with the help of music software such as garage band, logic pro or musescore. We shall also create and record our own music with the help of some technological gadgets such as the midi keyboard, microphones and soundcards.

Learners will also be delighted to participate in a project where they will all use the languages they learn in class to connect with others around the globe.



What Makes TIS Primary A Unique School



TIS Primary is a unique school because: it is a family school; we have qualified teachers; I have good friends, we have great facilities; we are good communicators; and we are open-minded.

Amewusika Tay



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



TEMA INTERNATIONAL SCHOOL



RHYTHMS

a Night of Literary Performances

**Do you have the flair to create and
perform any creative act?**



**Music, Poetry, Drama, Short Stories, Dance,
Painting, Performance Art, Spoken Word**

Sign up to be part of the maiden literary night event

Check managebac for more information



Congratulations!!!
IB Class of 2022
on your outstanding
achievements
in the **DP exams.**



TEMA INTERNATIONAL SCHOOL



Primary School Campus Admissions Open For 2022/2023 Academic Year

Flexible admission screenings and interviews



Entry Points in 2022

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.



CAS-SA Corner



The 2022/2023 Academic Year is here! We are back!!! And ready! This year, we look forward to creating opportunities for experiential learning, challenging our students to step out of their comfort zone.

What is new? **ManageBac** has introduced a **Keychat** feature that will “facilitate smooth and secure communication between **students, teachers and parents**”. Grade 11s MB\workspace has transitioned from **Service as Action** to **CAS**, all previous after school activities and SA experiences have been archived. For the Grade 11s, who are migrating from the MYP, our expectation is that these students will understand the connections within the **Personal Project, CAS and Extended Essay**, developing in the process authentic **CAS projects and experiences**. We are confident that students will have the opportunity to engage more with their communities and partner with NGOs to find common goals and solutions to make a positive change in the society.

Our **Dukies** (Duke of Edinburgh International Award) are looking forward to the Bronze and Silver Award Ceremony early next year, and the Gold participants who met all requirements, and completed their ORB will receive their Award by December at the Jubilee house. The Sign up for new **Dukies** is open, so click on the link below and register today:

<https://docs.google.com/forms/d/e/1FAIpQLSe3xhDk2nESjSjUR4SGZBTlrXOGgXjQc1A39jXtFzSt5Ncz4A/viewform> for your preferred award level. **Registration DEADLINE** is **16 September, 2022**. See **Mr David Difie** at the CAS office if you need further information.

Preparations for the **After School Program** has begun. It's our hope that through ASA you discover and develop your talents and passion. The ASA timetable will be sent to students by close of next week, Sign up will happen after school, Monday, 4 September. Balance is essential in choosing your extracurricular activities. The ASA program will begin on Wednesday, 7 September.

For the meantime students will engage with sports activities after school and also join the Annual School Play **AUDITION**, (details on the poster).

The **CASSA team** is ever ready to walk this journey with you. See you around campus. ☺

Who is who in the CAS-SA Team?



My Name is **Grace Kabukie Ameyibor**. I am the **Service as Action and Community Project Coordinator**; I am in my eighth year in our prestigious school, and I have the privilege to support students to excel in the areas of Culture and Service.

I am passionate about young people, and I admire growth at all levels of life. I enjoy road trips; music and I cook the best Banku

and Okro stew. *"Talk does not cook rice."* Chinese Proverb

I am **David Difie**, the **Duke of Edinburgh's International Award Coordinator** and the facilitator of various experiences after school, such as Media, Dance and students' projects. I love to engage in outdoor activities. My favourite sports are swimming, badminton and basketball. In my free time I love to create and watch documentaries. My favourite quote, *"Respect the recipe as much as you know you'll enjoy the meal."* Welcome back to school, and enjoy the process.



My name is **Abigail**, you can call me auntie Abi, and it's a pleasure being your **ASA Coordinator**. Since I joined TIS in 2017 if there is one thing I appreciate so much is the opportunity to engage with students in and out of the classroom, it gives me the chance to know more about my students and myself. The **Annual School Play** is one of my favourite experiences, not to mention the cookery classes with Auntie Sophia, I have become a better cook thanks to her lessons.

I am now a Mother to baby Etornam, and motherhood is teaching me so much about children, I am back with a different perspective of life and I am sure this will have a positive impact on how I relate with my students.

Who is who in the CAS-SA Team?

"Tell me and I forget, teach me and I may remember, involve me and I learn." — Benjamin Franklin

Mawuli Komla Zonyrah is my name, and I am your newest **CAS Advisor**. I am a highly-skilled, task-driven and result-oriented professional with many years of experience in Acting, Scenic and Props Design, Theatre Directing and Event Management. I am self-motivated, pay attention to details and good at multitasking.



I believe change is the result of all true learning. Once we acknowledge our limits, we can go beyond them. No matter who you are, no matter what you did, no matter where you've come from, you can always change and become a better version of yourself. Cheers.

Surama King is my name, and I'm affectionately called Mama Su. I am originally from Araguari, a small town in the state of Minas Gerais, Brazil.



Ghana became my home when we moved here 21 years ago with my husband, Mr Kwame King, a proud Voltarian. Together we are grateful parents of three amazing young adults, Albert, David and Sarah, who are proud alumni of TIS.

I have been teaching and learning here at TIS for the past 12 years, **coordinating CAS (Creativity, Activity, and Service) and school events**. What a precious journey, filled with so many opportunities and growth.

I value family time, I am a foodie, I love to cook and to eat, and gardening gives me so much joy. I am a lover of art, nature, music and people. *"Thoughts become things, choose the good one"*.





TEMA INTERNATIONAL SCHOOL



CALL FOR AUDITION

SCHOOL PLAY PRODUCTION 2022

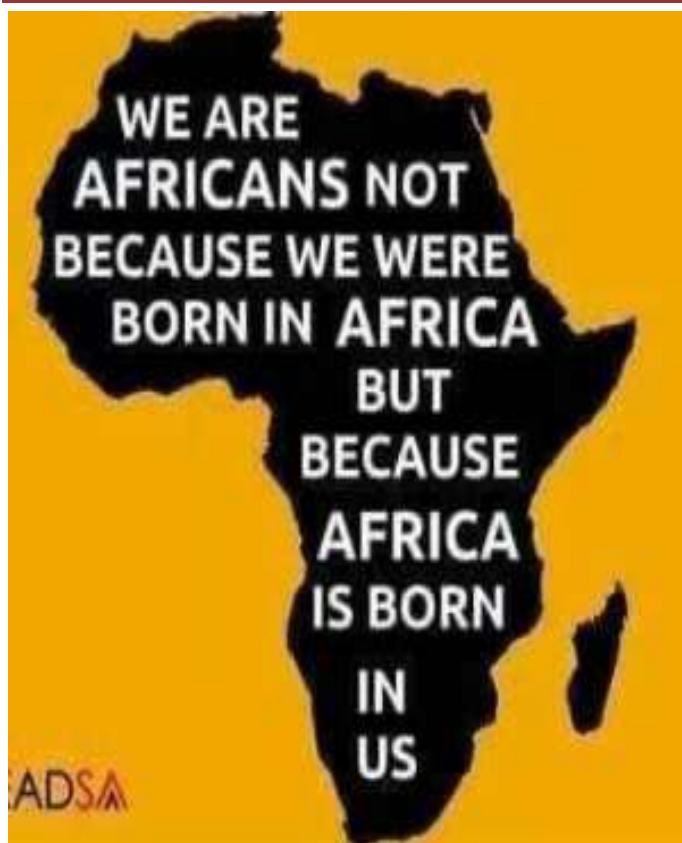


SUN. 28 AUGUST 2022

SPORTS COMPLEX

2:00 PM

Roles Available: Directors, Actors, Singers, Dancers & Crew

Nemi Asoka – Grade 12

The learning outcomes in this project include; Collaborative skills, Initiative and Planning, Challenge and Skills, and Global engagement.

This project also falls under all strands of CAS.

Hello, everyone, my name is **Nemi Asoka**, Grade 12, and my **CAS project** is centred around Pan-Africanism.


Pan-Africanism is a worldwide movement that aims to strengthen and encourage bonds between all indigenous and diaspora ethnic groups of African ancestry (Wikipedia). Still, for this project, my main focus will be on the Africans living in Africa as Pan-Africanism is also the sense of brotherhood and collaboration among all African nations.

It took my coming to TIS to realise how little we know about other African countries and their cultures. Whenever someone finds out I'm from Nigeria, the first question they ask is whether I'm Igbo or Yoruba, but Nigeria has over 100 ethnic groups. My CAS project aims to educate the TIS community on other African countries and encourage involvement in all things African. I believe in creating a spirit of Pan-Africanism in school as it is important to remember that, you are African before you became anything else. We need to be more involved in what is happening in not just our country but the continent as a whole.

It shouldn't matter where you come from but as far as you identify as African. Whichever African country you find yourself in, there should be a sense of belonging. And to achieve this I will be planning a beauty pageant open to all grades coming up in October during our International Day. During this pageant, a cultural dance ranging from different West African countries will be performed and the traditional foods from other countries will be displayed or eaten during lunch.

I am open to collaborate with those interested from Grades 11&12 and I will also be working with the International Day organisers. Subsequent articles concerning this project will be published in the Bulletin.

I hope in the end the TIS community and I can have a better understanding of other African countries and gain the spirit of a Pan-Africanist.



**A Person without the
knowledge of their
history, origin and
culture is like a tree
without roots.**

- Marcus Garvey

**Unity will not make us
rich but it can make it
difficult for Africa and
the peoples of Africa to
be disregarded and
humiliated**

- Julius Nyerere

CAS Project – ‘Chosen Children’s Home’ presentation

Initiator - Diego-Cristiano Nwokolo



This summer, I made sure to complete my CAS project. Due to the pandemic, many orphanages are in need of basic things such as blankets, food, water and stationeries for the children to go to school. During DP1, I investigated an organization in dire need and I reached out. An Orphanage called ‘Chosen Children’s Home’, was the chosen one. I reached out to family and friends asking for their support in kind and cash. Everyone was so supportive, so I began receiving donations. Meanwhile, planning the presentation day, I did not want to only present the items, but also engage the children in some activities.

One of my sessions with the children was very humbling, as I got to know them better. They shared about their dreams to become doctors, soldiers, pilots, teachers, I was amazed that, despite their current situation, they have big dreams to aspire to be great, to make a difference. That was very touching. They also seemed so content with the little they have, and so eager to enjoy everything about that day.

This was an eye-opening experience for me because I was able to understand the importance of helping those in need. Seeing the children so enthusiastic because of the items I brought was the best things ever! They made me feel so special, and I can do more than I can even imagine. I was also able to come out of my comfort zone as this is the first time I have done something like this on my own. I would 100% do this again. I am now more aware of my surroundings and that many young people like me do not have the opportunities I have. I left there feeling grateful and thinking of my next step in serving others.



TEMA INTERNATIONAL SCHOOL



CAS - Creativity, Activity, Service &
DoEIA - Duke of Edinburgh's International Award

ORIENTATION CAMP

Challenging & Equipping Young People, Transforming Lives, Changing the World.

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

 **Thu. 25 - Fri. 26 Aug. 2022**

 **Shai Hills**









CASTrips

What is Not CAS?

Ask yourself the following questions to see if your experience qualifies as CAS...



Remember, CAS Experiences should NOT be:

- Passive experiences (such as attending a concert or museum)
- Habitual (family duties, religious devotion)
- Financial rewards (babysitting, work)
- Internship or work experience
- Simple or repetitive (household chores or school chores)
- Activities that cause division among people or community

The CAS Project



Collaborative

Plan, deliver & evaluate your project

Build your team, identify the issue and solution



Series of Sequential CAS Experiences

Minimum one month, 1-3 CAS strands

All five stages stages of IPARD



Well-considered

Well thought-out purpose

Consistent Reflection, Be flexible - plans change



Organization & Structure

Commitment

Excellent planning and teamwork

For more information, please consult your CAS Coordinator.

More tools, worksheets and resources for your CAS Project
can be found on our website castrips.org/casproject



CASTrips



CASTrips

The 5 Stages of CAS

IPARD is the 5-stage framework for CAS



Investigation

Establish what it is you want to do
Clarify ideas and do your research



Preparation

Action plan and organisation
Tasks, resources needed & timeline



Action

Where you actually DO IT!
Make your project happen



Reflection

Focus on emotions & what you learned
Reflect before, during & after



Demonstration

Choose a platform/space & showcase
your experience with an audience

Document your CAS Experiences with evidence.
Reflect on the challenges faced, the **Learning Outcomes** you engaged
with and your emotions!

For more information, contact your CAS Coordinator or visit us at castrips.org and download our
Action Plan worksheet!



CASTrips

CAS Experiences

During your 18 months of CAS, we recommend to complete at least 3 for each CAS strand:

Creativity, Activity, Service

Ask Yourself



- Is this going to lead to personal development?
- Which strand of C-A-S will this satisfy?
- Which of the 7 Learning Outcomes could this meet?



Always ask HOW or WHY - question everything!
Choose something MEANINGFUL and ENJOYABLE!

For more information, talk to your CAS Coordinator or visit
castrips.org

Good Luck!

It's what you learn, not how much you do!



CASTrips

7 Learning Outcomes

...and what they *REALLY* mean!

1

Identify your own strengths and develop areas for personal growth

What are you good at and what do you enjoy doing? What areas can you improve? Which aspects of your CAS experience did you find challenging and how would you do things differently in future?

2

Demonstrate that challenges have been undertaken, developing new skills in the process

What have you done to push yourself? What was unfamiliar about it? What skills do you think you developed?

3

Demonstrate how to initiate and plan a CAS experience

Document how you organized it, who you contacted, what resources you used and what were the planning and implementation processes involved?

4

Show commitment to and perseverance in CAS experiences

CAS is a requirement of the DP so your commitment to your CAS experiences is vital. If you hit any road blocks, try to find your way around them. Keep going and solve the problems as you go!

5

Demonstrate and recognise the benefits of working collaboratively

One of the best and most fun parts of CAS is working with and learning from others. This can range from playing a new team sport to being involved in a play or volunteer group.

6

Demonstrate engagement with issues of global significance

What issues of global significance do you care about and how can you help in your local community? Think global, act local.

7

Recognize and consider the ethics of your choices and actions

Think about the CAS activities you are doing and how they affect you, others and the world around you. What are the consequences of your choices and actions?

For more information, please consult your CAS Coordinator or visit catrips.org

**CASTrips**

What is CAS?

Unlock the meaning of CAS!



Creativity

- Original ideas, thinking & expression
- Talents
- Imagination



Activity

- Physical Exertion
- Contributing to a Healthy lifestyle
- Healthy habits
- Individual or team sports



Service

- Collaborative, reciprocal community engagement
- A response to an authentic need
- Unpaid or voluntary exchange
- Show initiative, responsibility & accountability

Also see Evidence & Documentation, 7 Learning Outcomes & CAS Project

For more information, talk to your CAS Coordinator

Check out our resources at castrips.org

Let's go!



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

TOP 5 STRENGTHS CONNECTED TO HAPPINESS



CURIOSITY



ZEST



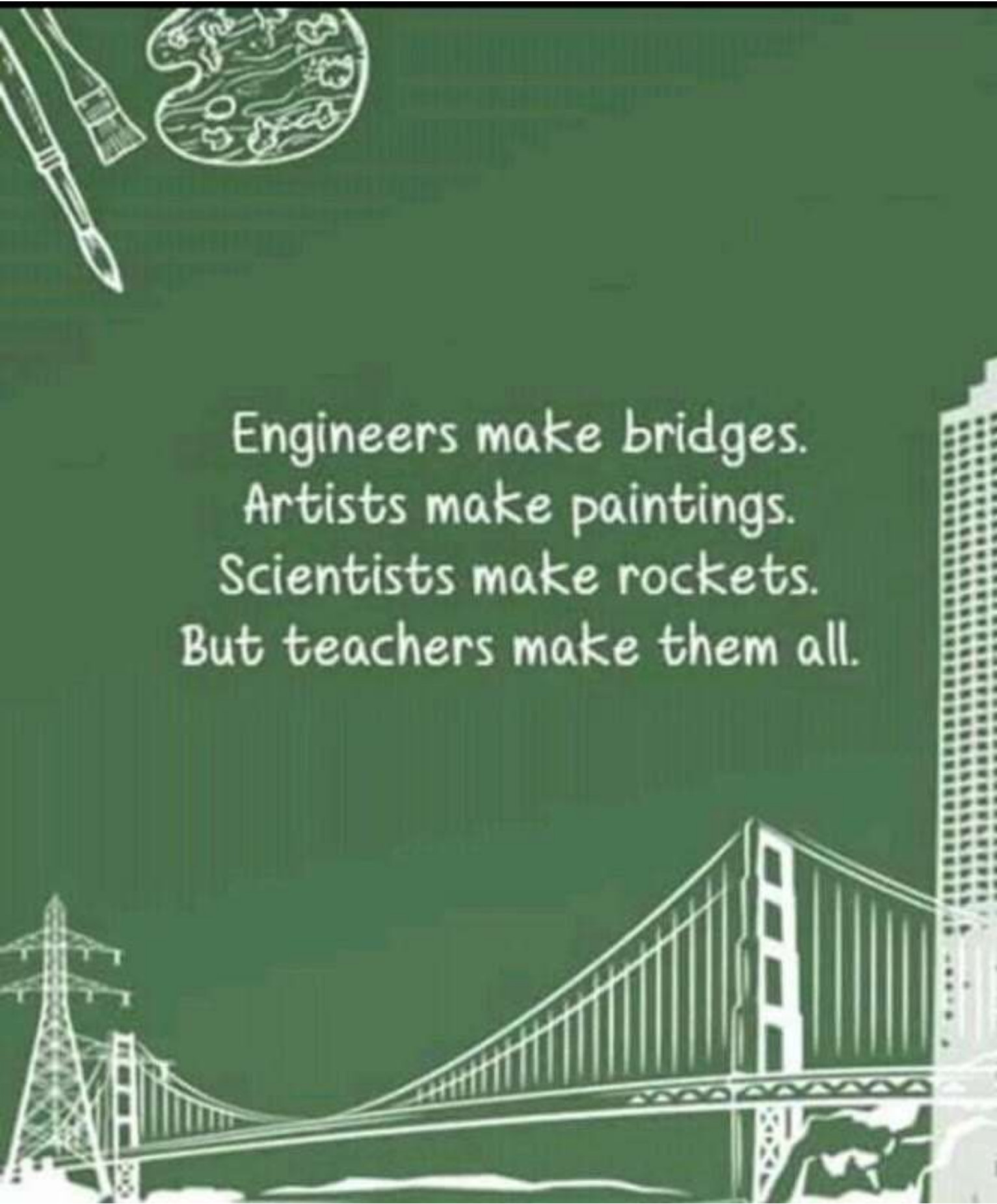
HOPE



GRATITUDE



LOVE



Engineers make bridges.
Artists make paintings.
Scientists make rockets.
But teachers make them all.

COUNSELLORS' CORNER



A good sign of new beginnings starts with prior planning. School Ready? Dear students be more intentional about your daily successes in order to work towards your goals.



UNIVERSITY VISITS SESSIONS VIA ZOOM DP1-DP2

Pomona, Swarthmore & Williams - A Virtual Event in Sub-Saharan Africa

Tuesday, September 27, 2022 at 12:00 PM until 1:00 PM Eastern Daylight Time

Click on the link below to register for the event on Tuesday, September 27, 2022 at 12:00 PM until 1:00 Eastern Daylight Time that is 4:00 pm GMT

<https://apply.swarthmore.edu/register/PomonaSwarthmoreWilliamsSept2022>.

Join in to a leading a discussion on the liberal arts, the admissions process for U.S. universities, and financial aid support available for international students and U.S. citizens abroad.

My Summer Programme Experience by Karen Apietu (DP2)
- Immerse Summer Programme UK



Enjoy reading a reflection by Karen

"Before the programme began, I was a bit anxious about how the programme would go. I also didn't know what to expect. However, when I arrived, everyone was very welcoming and friendly. The classes were interesting; they gave me more insight into topics taught in class. We worked on various experiments that gave me an in-depth understanding of specific topics such as blood circulation in humans. The structure of the programme gave me a feel of university life. We had numerous activities planned every day. The activities enhanced my communication and collaboration skills. I can say that I have made valuable friendships and bonds that will last forever".



Dear DP1s and DP2s, you have competent, experienced and dedicated University Guides to help you navigate the complicated and competitive university application process. Take advantage of this opportunity! Note the DP1, DP2 Application Timelines, posted on ManageBac. Keep track of all your deadlines, and work closely with your Counsellor. **DP2s: give your Counsellor minimum 2 weeks' notice of all your university deadlines & requests!**



- ✓ **DP1s don't wait until the eleventh hour to register. Register now to avoid any disappointments!**
- ✓ **To register:** <https://satsuite.collegeboard.org/sat/registration/international-testing/dates-deadlines>
- ✓ SAT Registration Fees (To complete registration online full payment with credit card only. Visit www.collegeboard.org)



- ✓ **SAT without essay \$103 – Online payment only with visa/credit card.**
 - ✓ **NEW; ACCEPTABLE IDs ARE NOW THE VALID UNEXPIRED PASSPORT IN ADDITION TO GHANA'S NATIONAL IDENTIFICATION CARD (GHANA CARD), AS OF AUGUST 2021 ONWARDS.**
- <https://collegereadiness.collegeboard.org/sat/register/international/policies>

✓

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
27 Aug., 2022	15 July 2022
1 Oct., 2022	19 Aug., 2022
3 Dec., 2022	21 Oct., 2022
11 March 2023 (Digital)**	10 Feb., 2023
6 May, 2023 (Digital)**	7 April, 2023

27 August 2022: Test Takers kindly note and bring along the following on the test date:

- ✓ Unexpired passport or Ghana Card
- ✓ Admission Ticket
- ✓ Approved Calculator
- ✓ 2B pencil, eraser, sharpener



Want to Register for SAT But Don't Know How? Follow these Steps!

1. Create a College Board Account. Make sure you save your user name (email) and password; **your first and last names should be exactly as it appears in your passport.**
 2. Visit the SAT Registration Page, and Click "Register Now" Log in, go to the SAT suite, and then navigate to the College Board's SAT registration page. Click the "Register Now" button. Here's the link <https://satsuite.collegeboard.org/sat/registration>
 3. Enter Your Personal Information
 4. Select Your Test Date and Test Center- **TIS** as your test centre
 5. Upload Your Photo
 6. Add Optional Services and Practice Materials if you need to
 7. Review Your Order and Confirm Your SAT Registration
 8. Payment: Make payment with a valid visa card/credit card, to complete registration online
 9. Download your SAT Admission ticket and email it to portia.atubiga@tis.edu.gh
- Click here for more information <https://www.bestcolleges.com/test-prep/sat/registration/>
 Having Troubles Registering do not hesitate to contact Aunty Portia in person or email at portia.atubiga@tis.edu.gh



2022 Preliminary SAT (PSAT) EXAM DATE AND REGISTRATION DEADLINE:

PSAT EXAM DATE	REGISTRATION DEADLINE	GLOBAL ORDERING DEADLINE
15 October 2022	2 September 2022	14 September 2022

Please email the University Guides if interested (**Open mainly to Grade 10 Students and DP1s only**): Eunice.aryee@tis.edu.gh Registration fee to be confirmed soon on ManageBac.



2022-2023 TEST DATES (COMPUTER-BASED TESTING ONLY!)

- ✓ ACT Registration Fees (Online payments only: Visit www.actstudent.org):
- ✓ ACT plus writing – TBD, without writing- TBD (TIS Test Centre Code: 870390, but inform counsellor first).
- ✓ To register click: <https://global.act.org/content/global/en/products-and-services/the-act-non-us/registration.html>

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

ACT April DEADLINE coming up. STEM students have an edge when they take the ACT.



CURRENT & NEW TEST DATES FOR ACT 2022-2023. DONT MISS OUT ON ANY OF THE DATES

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
10 Sept., 2022	29 July 2022
22 Oct., 2022	9, Sept., 2022
10 Dec., 2022	28 Oct., 2022
15 April, 2023	3, March 2023
10 June, 2023	28, April 2023

Welcome to MyACT, the new system to schedule your ACT test and access your scores!

MyACT has replaced the previous online registration system, Student Web Services.

1. Create an Account on ACT.org. Before registering for the ACT, you must make a My ACT account. **Be SURE YOUR FIRST AND LAST NAME MATCH YOUR PASSPORT EXACTLY!** Click <https://my.act.org/account/signin?location=https://my.act.org>
 2. Visit Your ACT Dashboard and Click "Register for the ACT"
 3. Choose Your Test Center and Test Date-**TIS as the centre**
 4. Review Your Selections. After confirming the testing location and date, review your selections to make sure everything looks correct.
 5. Add Services and Practice Materials (Optional)
 6. Add Your Photo ID and Additional Personal Information
 7. Indicate Your College Choices and Score Preferences (Optional) this step so they can ensure their score is strong enough before sending score reports to prospective colleges.
 8. Enter Your Parent or Guardian's Information (Optional)
 9. Submit Payment using a valid credit card/visa card and Confirm Your ACT Registration
- After reviewing payment information and terms, submit the form and receive confirmation details.

<https://www.bestcolleges.com/test-prep/act/registration/>

Having Trouble Registering? Do not hesitate to contact Aunty Portia in person or email at portia.atubiga@tis.edu.gh



Professional Exams Centre



Contact Person: Roderick -0244167800

All students who want to take the professional examinations: UCAT, LNAT and BMAT should please contact Linear Assessment Centre for assistance. Click here:

<https://linearghana.com/>

For all exams:

Primary ID	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.
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Registration: <https://www.ucat.ac.uk/about-ucat/ucat-test-cycle/>

OPENS: 11TH July to 29th September

Deadline: 10 September 2022 (**Based on availability of slots, register now, slots get filled up quickly)

Cost: £115

Test Day Deadline for UCAS Application: 15 October 2022



<https://lnat.ac.uk/registration/dates-and-deadlines/>

Candidates may only take the LNAT once per year (from September 01 to July 31.)

Cost: £70

Student must create accounts and have their username and passwords ready before time.

REGISTRATION OPEN: 1ST August to 20 January 2023

(**Deadlines: NOTE;** Oxford and Cambridge registration and testing deadline- before 15th October 2022, London School of Economics- registration and testing deadline- before 31st December 2022, all others, before 20th January 2023.

BMAT

OPENS: 1ST September, **Registration Deadline:** 30TH September, **Don't wait, Register now!**

Test Date: 18 October 2022

Cost: £100/\$137

Click here for more information: <https://www.admissionstesting.org/for-test-takers/bmat/bmat-october/dates-and-costs/>



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

Tema International School Partners with the Oxford Scholastica Academy

Tema International School is very pleased to announce it has become one of the first schools to become an Oxford Scholastica Partner School. Dr Darvall has arranged for the school to join a growing number of schools around the world.

[Oxford Scholastica](#)'s mission is to inspire students to discover, explore and prepare for their futures at an earlier stage, giving them the edge to enable them to succeed, have purpose and make a difference, and they partner with leading schools who share those values.

As an Oxford Scholastica Partner School, Tema International School students get priority access to Oxford Scholastica's popular online:

- **Courses** - offering a taste of university learning, stretching students beyond the curriculum and giving them the edge with their university applications
- **Internships** - work experience with real organisations
- **Conferences** - giving real-life insight into careers and courses such as Medicine, Business, Engineering etc.

Tema International School's commitment to providing an excellent and diverse education for all makes this partnership a natural fit, and Oxford Scholastica looks forward to welcoming Tema International School students.

Tema International School students are entitled to a **15% discount** on Oxford Scholastica's online programmes with the code TEMAINTERNATIONALSCHOOL-15 - please note, this is just for Tema International School students. There are also some bursaries available for students who meet certain criteria - please contact Dr Darvall for more information.

You can read more about the opportunities on offer on the Oxford Scholastica website at www.oxfordscholastica.com, or speak with Dr Darvall.





Drawing on our years of experience running world-class summer schools, our online courses combine Oxford's spirit of excellence with the very best in future-focused learning.

At Oxford Scholastica Academy, our two-week online courses are for **bright, motivated students aged 12-18 from across the globe who are keen to get a head start on their futures** - all while experiencing the inspiring and rigorous teaching for which Oxford is famed.

Whether you dream of becoming a doctor, would like to explore Computer Science & Coding or want to learn more about Psychology, we'll have the perfect course for you.

In small classes and under the guidance of your expert tutor, you'll get **a taste of university-style learning, make friends from all over the world, and leave us ready to take charge of your future.**

“

"This week was the best. **It was truly a one of a kind experience.** I've never been more excited for a class! Thank you Oxford Scholastica Online!"

- Inchara, Politics & Debate, May 2020

94%

of students said they had greater certainty over their future academic and career choices

Get ahead in your future

Book your place today on one of our online courses and get **15% off** using your school's bespoke discount code:

TEMAINTERNATIONALSCHOOL-15

Visit oxfordscholastica.com to book and find out more, and follow us on [@oxford.scholastica](https://twitter.com/oxford.scholastica)



+44 (0) 1865 522 166

www.oxfordscholastica.com

info@oxfordscholastica.com

13 EFFECTIVE STUDY STRATEGIES TO HELP STUDENTS LEARN

Strategies for Avoiding Distractions

1. Change your space (make it distraction-free).
2. Don't choose distraction (don't multitask).
3. Ask: Do you want social media or Enjoy it? (There is a difference between wanting to go on social media and actually enjoying being online may be significant to the student.)
4. Plan breaks (if constantly distracted you may need a break. Planned breaks are more effective than spontaneous ones.)
5. It's still school. (Parents can help students structure their mindsets to tune out distractions.)

Why We Procrastinate & How to Fight it

6. Start work in class (simply beginning the work makes headway against procrastination.)
7. Use a Planner – and make it a habit. (When students don't plan or schedule, their work, they struggle. When planning, whatever time estimate you come up with, double it.)
8. Practise breaking down tasks. (Students need to learn how to break up large tasks into bite-size chunks.)

How to Know When to Stop Studying

9. Feeling that you know something is not reliable. (When students assess whether they know a topic, they should consider whether they're only familiar with it.)
10. Studying until you know is not enough. (To protect themselves against forgetting, students should plan their studying so that it includes time to study even after mastering a self-test.)
11. Creating study materials is studying. (Making their own study guides or flashcards not only allows students to review their notes but ensures the materials they use are on topic and accurate.)
12. 'Knowing' means being able to explain. (Knowledge means being able to explain it to oneself.)
13. Use in-class queries. (Quick tests that require students to produce knowledge allows them to check their understanding of a concept.)

Source;

https://www.kqed.org/mindshift/57644/13-effective-study-strategies-to-help-students-learn?utm_medium=Email&utm_source=ExactTarget&utm_campaign=MindShift

Caroline Smith
13 Effective Study Strategies To Help Students Learn
5 April 2021. Mind/Shift



The Academic Research & Writing Principles

Turnitin has developed this checklist as a guide to support students in their academic research and writing process. Use the 12 suggested guiding principles to help you to produce high quality research and original writing, from the pre-reading stage to final submission.

1

Explore

a wide range of research.
Research the topic thoroughly to develop your knowledge base, discover new ideas and strengthen your own line of argument.

2

Evaluate

the reliability of your sources. Take some time to evaluate all your sources, particularly if information has been accessed online. Consider who has created the information and why.

3

Organise

your research notes. Note taking is a fundamental part of the research process. Keep notes neatly organised and retain a copy of each source used.

4

Write

an original paper. The best defence against plagiarism is original writing. Unless quoting directly from someone else's work, express all ideas in your own words.

5

Paraphrase

other people's ideas. An essential academic skill, some find it helpful to note down key words and concepts before paraphrasing other people's ideas.

6

Differentiate

other's work from your own original insights by referencing or paraphrasing. Avoid accidentally plagiarising someone else's work by using academic referencing.

7

Cite

all of your sources. A citation in your paper shows exactly what information has come from another source. Remember to cite all borrowed words or ideas, including those which came from one of your own previous papers!

8

Reference

all of your citations correctly. Depending on the referencing system used, this may end in a list of sources as a 'bibliography'. Most students are aware of referencing requirements surrounding books and journals, but we must also reference sources like YouTube videos, images, diagrams and yourself!

9

Use

the relevant referencing system consistently throughout your assignment. Referencing can vary across module units or each course so check which system you should use and follow the relevant formatting guidelines.

10

Ask

your teacher or instructor for their feedback on any drafts you have written in advance of the deadline. Writing multiple drafts and implementing the feedback you receive can help to make you a better writer.

11

Double check

your work including citations. Allow time to double check each of your citations before submission. This includes page numbers, publication dates, web links and authors' names.

12

Submit your final piece through Turnitin

Turnitin will check your work against other sources in the Turnitin database and use this information to generate an originality report.

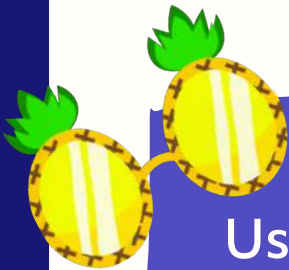


Email Etiquette



Write a brief subject line.

Use a proper greeting like "Hello" or "Dear."

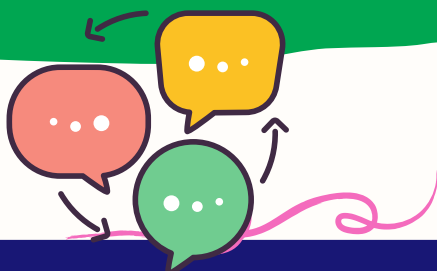


Use a font that's easy to read.

Check your spelling before you press "send."



Only use "reply all" if everyone needs to know.



Be patient. Your teachers might not check email on the weekend or late at night.



PracticalEdTech.com

ReachOut

Checklist for DISTURBING CONTENT

Work out whether the content is right for your child.

It might be around their age or just their personality, but trust your gut and put boundaries in place.



Read up on the issues it explores.

If you show that you are comfortable and knowledgeable with the issues it explores your kids are more likely to open up to you during a tough time.



Stay up to date with pop culture.

You may not care about the Bieber's or Beyonce's of this world but following sites like [Pedestrian.tv](https://www.pedestrian.tv) and [news.com.au](https://www.news.com.au) will help you stay ahead of the game.



Make sure they know that not everything they see is how it appears.

Have a frank conversation about not taking everything on the internet at face value.



Tell them that they don't have to watch something if they don't want to.

Brainstorm ways they can say no to their peers and feel confident making their own decisions.



Encourage them to practice self-care.

If they are going to watch something make sure they've got an arsenal of things to pick them back up afterwards.



Offer to watch it with them. That way you can talk through anything tough as it comes up. This can be useful even if they've already seen the content.



Let them know where to go for help.

Ask them who they would feel comfortable talking to and connect them with services like [ReachOut](https://www.reachout.com) or [Kids Helpline](https://www.kidshelpline.com.au).



Surround yourself with good people.
People who elevate you and bring out the
very best in you.

You are a combination of the people you
spend the most time with, so be discerning
in your choices.

Pick people who reinforce and support the
person you want to become.

Choose people who pick you.

Always ask yourself, do I feel better or
worse for having spent with them?



To Do List

FOCUS

WORK HARD

BE CREATIVE

OPEN YOUR MIND

SPREAD POSITIVITY

STAY AWAY FROM DRAMA

ENJOY THE LITTLE THINGS

PUT IN 100% EFFORT

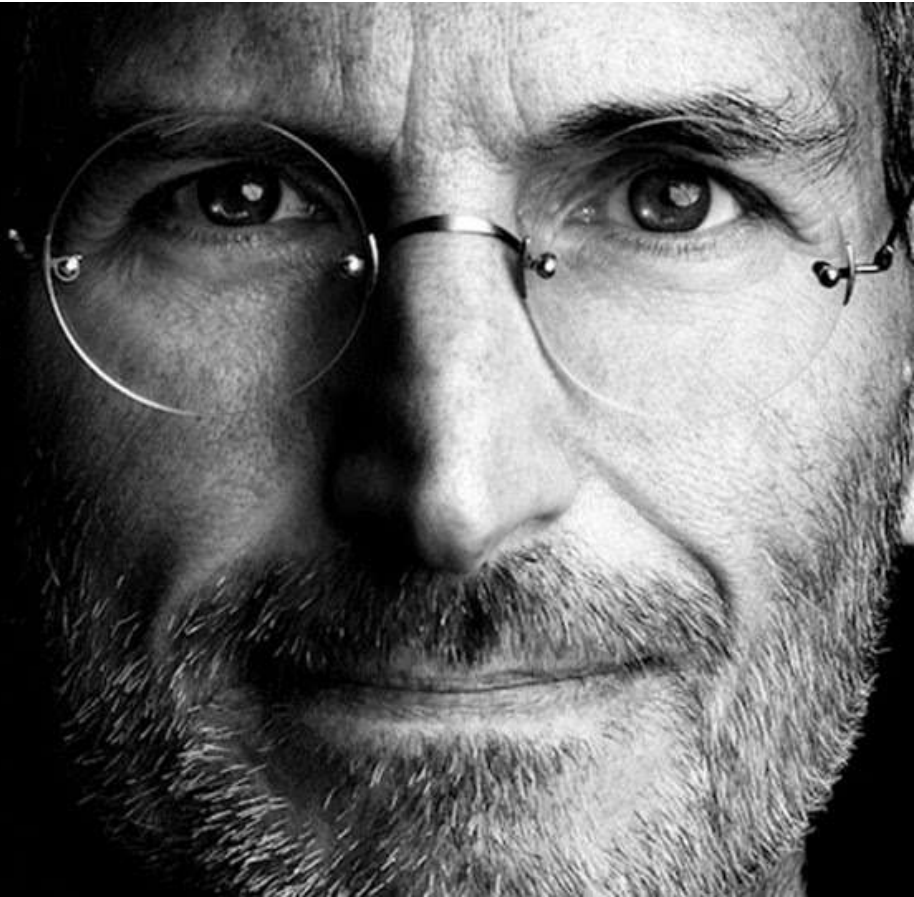
TAKE CHANCES

SMILE MORE

BREATHE

FLIPANDSTYLE

**The most important
decisions you make
are not the things
you do — but the
things that you
decide not to do.**



Protect yourself and others from getting sick

Wash your hands



- after coughing or sneezing
- when caring for the sick
- before, during and after you prepare food
- before eating
- after toilet use
- when hands are visibly dirty
- after handling animals or animal waste



World Health
Organization

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.”**



