

TIS RECORD

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At TIS,

we believe excellence is achieved by continuously improving your personal best in all endeavours through consistent effort, a positive attitude, regular reflection, balance, persistence, a growth mindset and no excuses.

Contents

- PYP News: Page 9
- CASSA News: Page 25
- Counsellors' Corner: Page 36
- MYP News: Page 45

Key Dates

- 5/4/25: ACT
- 6/4/25: Exam candidates' service
- 7/4/25: G12 Graduation photos.

Thought for the Week

There is real magic in enthusiasm. It spells the difference between mediocrity and accomplishment.

- Norman Vincent Peale



The Last Lap

For the first time in a while, the mid-semester break was long enough to call it a break.

Importantly, it was great to see classes recommence on Wednesday with students and staff recharged for the final lap.

Yes, this academic year has two months left, but before you know it, we will attend the Achievers' Day and Graduation Ceremony at each campus.

For Grade 12 students, their final DP exams commence later this month. Completing all work requirements is essential so each can focus on their revision program and improve their final exam grades while maintaining a balanced focus.

Exercise, adequate sleep, not skipping meals, and consistent focus and effort during their revision program are key.



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

-Steve Bollar

Accounts

- When paying an amount in our school's account, always **ensure you use the student's family name and student ID as the payment reference.**
- Please email payment advices to: finance@tis.edu.gh

Visiting: Must Do

1. **Do not bring too much food!** Take home what is not consumed.
2. **Park at the Main Entrance**, (not at the Hostel Gate entrance).
3. **Cancel your booking if you are not coming.**
4. **Only book once for a weekend.**

Reminders

- For visits this semester, parents must book their visits online. Please go to: <https://www.schoolinterviews.com.au/code/q8q3x>
- **Exeats are limited to a maximum of 8 per semester. Weekend exeats must be received by the preceding Wednesday.** Online exeats can be found at: <https://www.tis.edu.gh/exeat-form>

Our final year MYP students, Grade 10, will complete their final eAssessments in May. Before their exams, they will complete coursework and revise to ensure they can improve their final exams.

All other secondary school students will be busily completing subject requirements, and their efforts will be reflected in their (second) semester reports in June.

Grade 6 students are focused on completing their PYP Exhibition at the Primary School Campus. Grade 5 students will buddy with G6 peers so they can experience the PYP Exhibition before their turn this time next year.

Re-Enrolment

Parents of 95 students did not complete their re-enrolment for the next academic year.

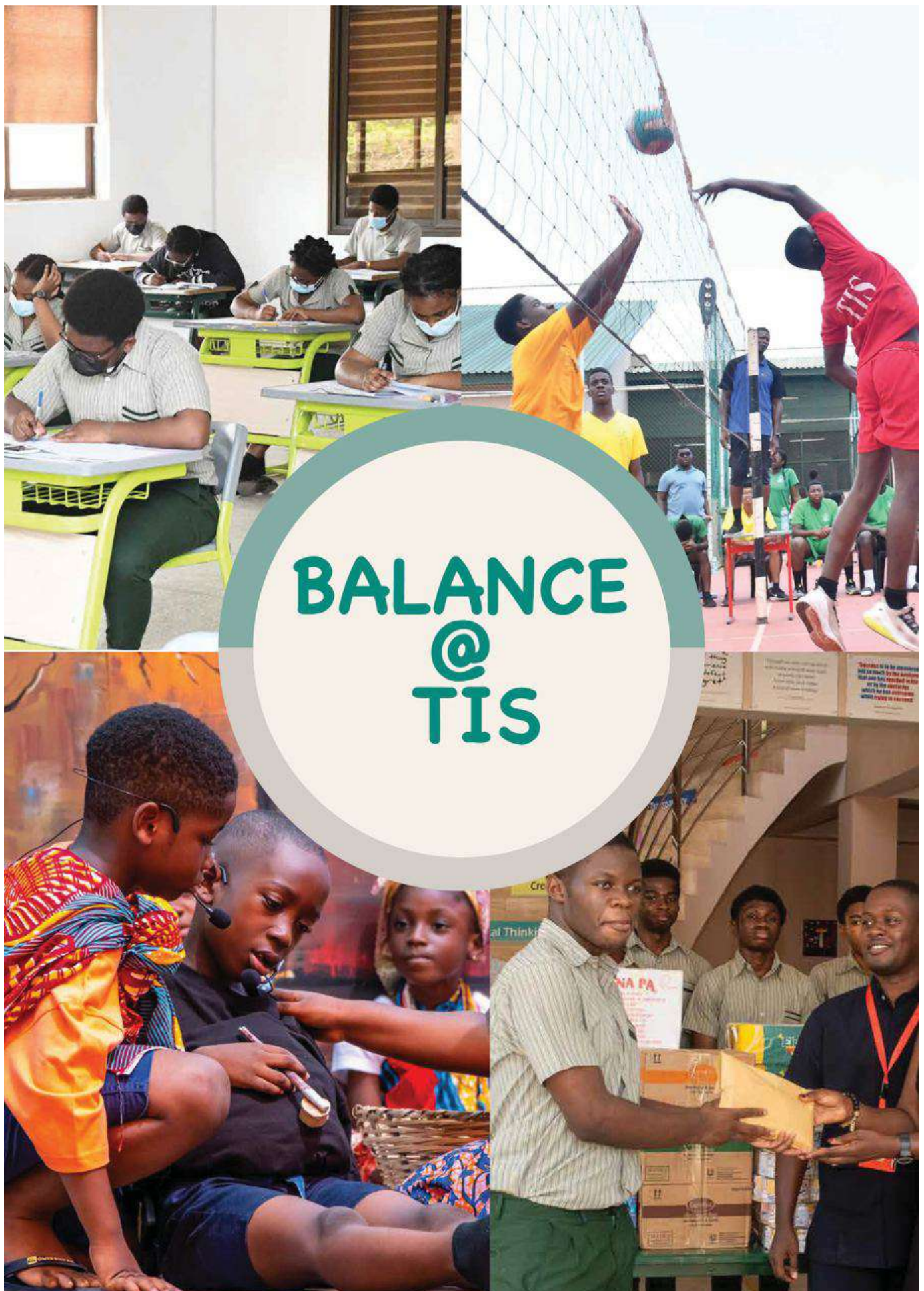
Admin staff will contact these parents over the next few weeks to confirm their intentions.

I appreciate your support. Enjoy each day as a blessing.

Dr Ken Darvall

Principal principal@tis.edu.gh





Main Campus Information



Exeats

Exeats for secondary school students cover passport and visa matters, family events, as well as medical, dental, optical and medical appointments.

Students are allowed a maximum of 8 days per semester. Note: A weekend exeat that commences on Friday and ends on Sunday counts as three days.

For a weekend exeat, students must return by 5.00pm on the Sunday.

All exeat requests must be completed online and submitted with at least 48 hours' notice, with the exception of urgent medical issues. Weekend exeat requests must be received by the preceeding Wednesday. Any requests after this deadline will not be approved.

The integrity of an exeat request is critical.

No exeats will be granted if a student has outstanding work.

No exeats will be granted during the last week before a semester break.

Parents/Drivers must show the approved exeat from their phone to security to enter.

(NO SHOW. NO GO.)

Access the general exeat form from here: <https://www.tis.edu.gh/exeat-form/>

Families should plan their exeat requests carefully to avoid any disappointment.

Visiting

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

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

Complete your details and click next to select your day and time.

Then click next to receive a confirmation of your booking.

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

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

Sessions are 60 minutes.

Only one booking per family per weekend.

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

Book early to avoid disappointment.

6 - 12 - 2024

TIS ADMISSION PROCESS

KEY QUESTIONS

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

DUE DILIGENCE

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

APPLICATION

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

BOOK A TOUR OF TIS

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

TEST AND INTERVIEW

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

APPLICATION DECISION

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

NEED HELP OR IF YOU HAVE MORE QUESTIONS

- ✓ Please email: admissions@tis.edu.gh
- ✓ Please call: +233 303 305134
+233 24 963 7762

TIS Admissions Grade Chart

TIS		British Curriculum Schools
Kinder 1	PYP	Nursery
Kinder 2		Reception
Kinder 3		Year 1
Grade 1		Year 2
Grade 2		Year 3
Grade 3		Year 4
Grade 4	MYP	Year 5
Grade 5		Year 6
Grade 6		Year 7
Grade 7		Year 8
Grade 8	DP	Year 9
Grade 9		Year 10
Grade 10		Year 11
Grade 11		Year 12
Grade 12		Year 13



TEMA INTERNATIONAL SCHOOL



Primary School Campus

Admissions Open For 2025/2026 Academic Year

Flexible admission screenings and interviews



Entry Points in 2025

Preschool

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

Junior Primary

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

Senior Primary

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

All admission applications will be online via Open Apply:

<https://tis.openapply.com>

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

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

To learn more
scan this.



To enrol scan
this.





Tema International School



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

A family school, a unique experience.

Flexible online admission testing is available

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

Grade 7 (MYP 2)

Students should:

- 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 Grade 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 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.



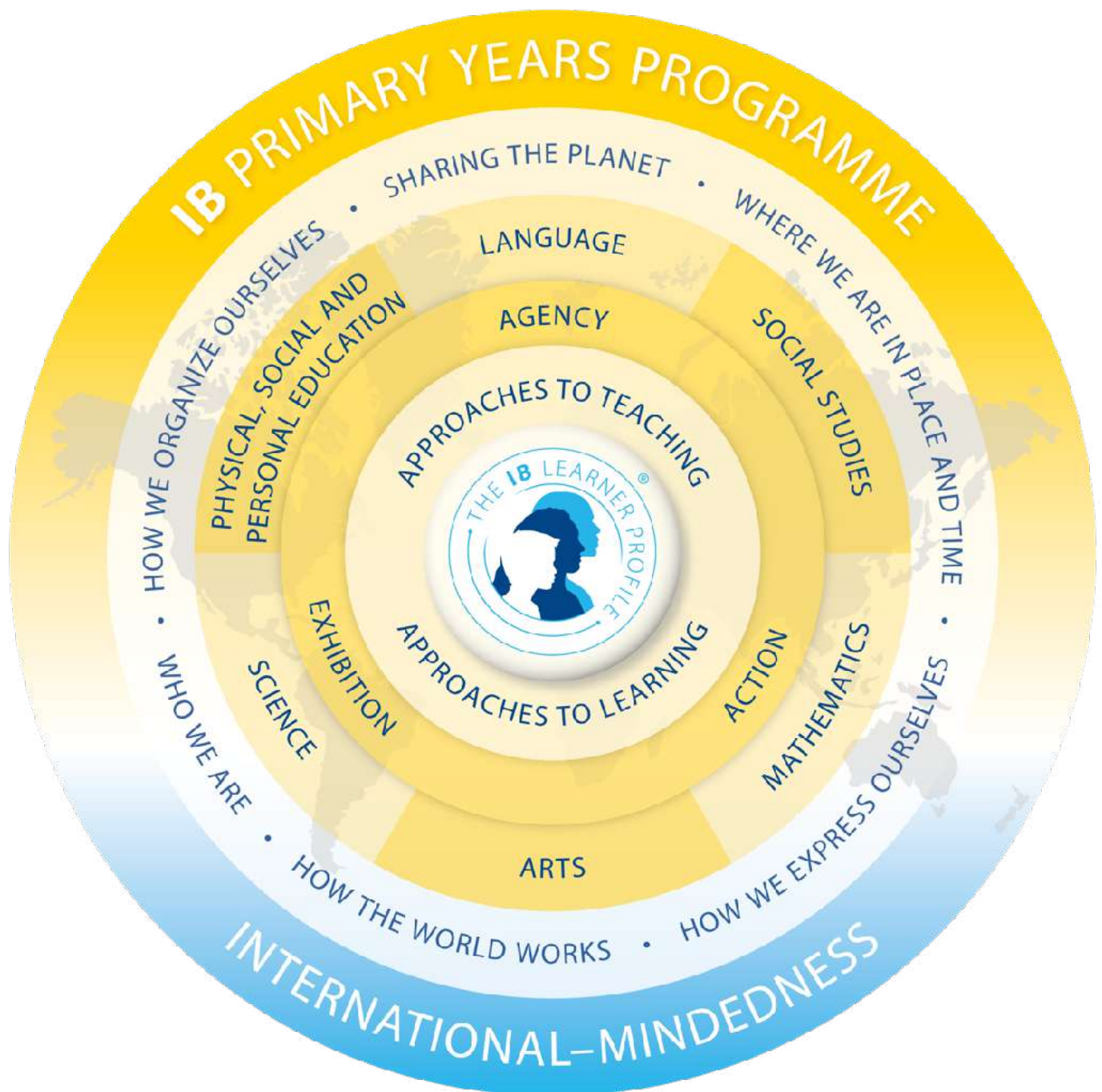
The online application process can be completed at: <https://tis.openapply.com>

For further information contact us on phone:

+233 303 305134, +233 303 308737, +233 249 637762 email: admissions@tis.edu.gh

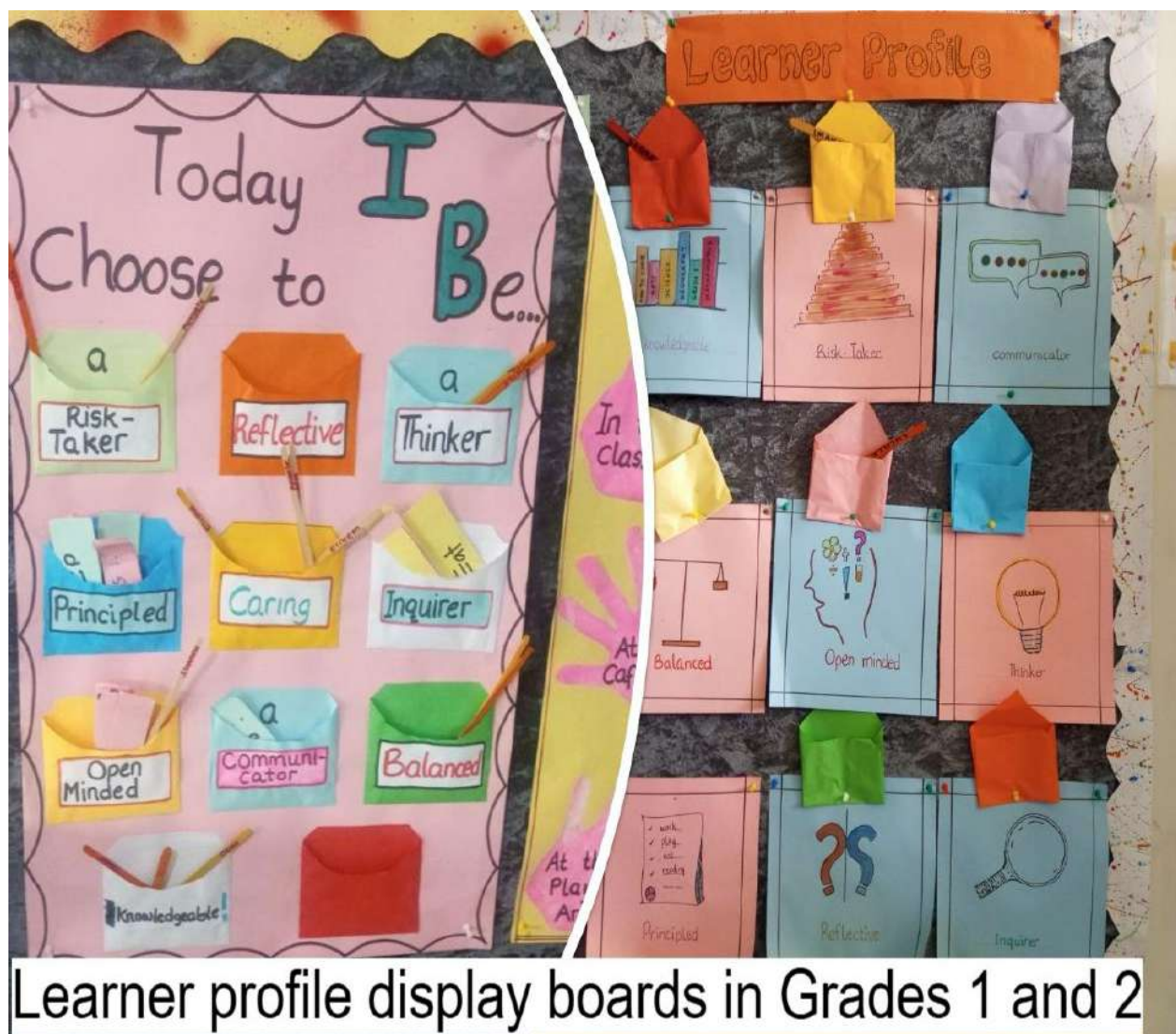
Or come and visit the school (Opp Afariwa Farms, Off Tema-Akosombo Road)

www.tis.edu.gh



DEMONSTRATING INTERNATIONAL MINDEDNESS @ TIS PRIMARY CAMPUS

Tema International School (TIS) Primary School Campus has established a reputation for its exceptional cultivation of international-mindedness throughout its community. This achievement stems from a deliberate and comprehensive approach to embedding the IB learner profile attributes across all aspects of school life. The school's success in nurturing internationally-minded learners in the primary years demonstrates a thoughtful integration of global perspectives into curriculum and culture.



Strategic Implementation of the IB Learner Profile

The cornerstone of TIS's approach is systematically prioritising the IB learner profile attributes. Rather than treating these attributes as supplementary considerations, TIS Primary School has positioned them as fundamental frameworks through which all learning experiences are designed and evaluated. Teachers at TIS Primary School Campus consistently scaffold learning activities that provide authentic opportunities for students to develop and demonstrate these attributes.

For example, our Grade 4 learners exemplified the "inquirer" and "thinker" attributes as fostered through transdisciplinary units on culture and government. They visited the Ghanaian Parliament to investigate global issues from multiple perspectives, engaging in meaningful discussions with policymakers. Through this experience, students formulated insightful questions, analysed real-world challenges, and explored how governance influences society. Their interactions with members of parliament provided them with firsthand knowledge of democratic processes, decision-making, and policy development. This experiential learning opportunity deepened their understanding of civic responsibility, the role of government in addressing societal needs, and the impact of leadership on local and global issues.



By connecting classroom learning with real-world applications, students developed critical thinking skills, gained a broader perspective on governance, and recognised their role as active, informed citizens in an interconnected world. This hands-on experience encouraged them to reflect on the importance of leadership and decision-making in shaping societies. It also inspired them to take initiative in their communities, fostering a sense of responsibility and active participation.

Creating a Globally-Aware Learning Environment

The physical environment at TIS Primary School Campus actively reinforces international-mindedness. Classroom spaces feature maps, flags, and cultural artifacts representing diverse global communities. The IB learner profile attributes are conspicuously displayed in each class and learning space for students and other community members to interact with. This serves the dual purpose of inspiring and reminding us of the best ways to engage in our learning.



Appreciating Our Ghanaian Culture

Our Grade 4 students explored Ghanaian culture through a mini-exhibition, celebrating its rich traditions while making global connections. Working in small groups, they researched and presented various aspects of Ghanaian heritage, including traditional clothing, food, music, dance, and folktales. They showcased beautifully woven kente and smock fabrics, explained

the significance of popular dishes like fufu and banku, and performed traditional dances such as Adowa and Kpalongo.

This hands-on experience deepened students' appreciation of their culture while fostering international-mindedness. They developed a broader understanding of diversity and identity by reflecting on the similarities and differences between Ghanaian traditions and global cultures. They recognised how cultural expressions, such as clothing, food, and storytelling, serve as a bridge between people and communities. Engaging in discussions and presentations also helped them build confidence in sharing their heritage. The exhibition encouraged respect for different ways of life, reinforcing the idea that learning about one's culture helps understand and appreciate others.



Beyond the physical space, the TIS Primary School Campus has developed a learning environment where multiple languages are valued and celebrated. Though English is the primary language of instruction, the school implements a language policy that encourages students to maintain and develop their mother tongues while learning additional languages. This multilingual approach helps students appreciate linguistic diversity and develop intercultural communication skills.



Community Engagement and Cultural Exchange

The school's community events calendar features assemblies and celebrations honouring various cultural traditions, allowing students and families to share aspects of their heritage. These events serve as platforms for authentic cultural learning while fostering a sense of belonging among all community members, regardless of background. Students gain a deeper appreciation for diversity and artistic expression through music, dance, storytelling, and traditional practices. Additionally, these gatherings create opportunities for meaningful dialogue, strengthening intercultural understanding and promoting respect within the school community.



Service Learning with Global Significance

A distinguishing feature of TIS's Primary School Campus approach to international mindedness is its emphasis on service learning with global significance. Even at the primary level, students participate in age-appropriate action projects that address issues of international concern. These initiatives help students understand their capacity to effect positive change beyond their immediate environment.



For example, the students have engaged in environmental conservation projects that connect local actions with global environmental challenges. Through these experiences, they develop as "caring" and "principled" individuals who recognise their responsibilities as global citizens. These initiatives empower them to take meaningful action, such as tree planting, waste reduction campaigns, and advocating for sustainable practices within their communities.



TIS PYP: community service and action at the lorry park

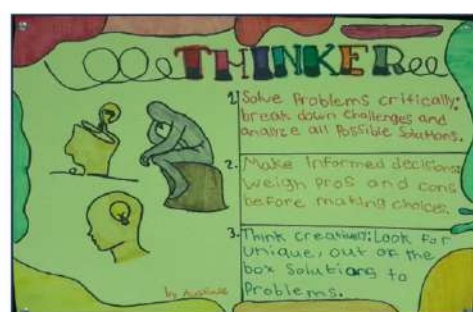
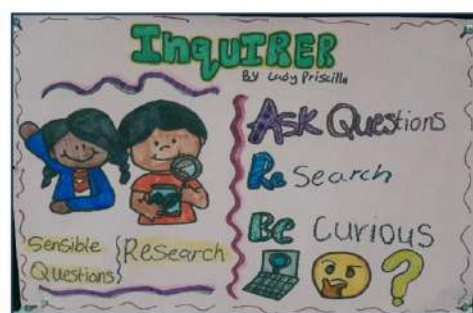
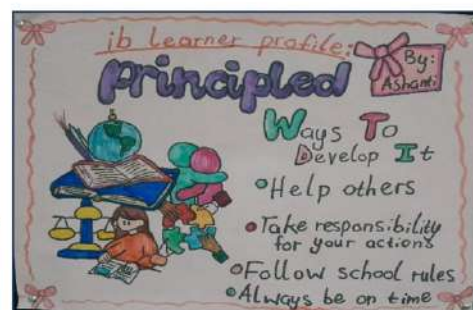
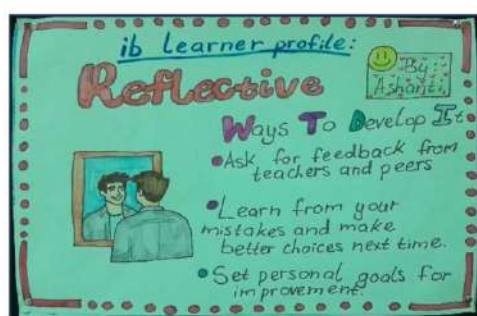
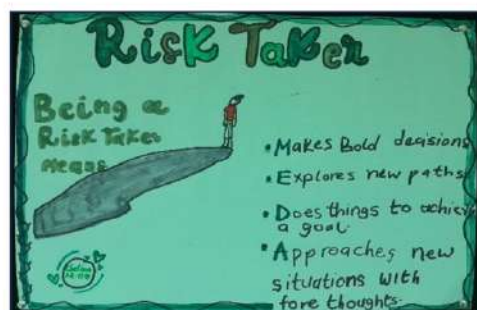
Teacher Development and Modeling

Teachers at TIS Primary School Campus receive ongoing professional development focused on international education principles and practices. This investment ensures that faculty members have the knowledge and skills necessary to guide students in developing international-mindedness. Importantly, teachers are encouraged to model the IB learner profile attributes themselves, demonstrating "open-mindedness" and "reflection" in their professional practice. This approach creates a culture where international-mindedness is valued and visible at all levels of the school community.

Assessment and Reflection Practices

TIS Primary Campus has implemented thoughtful assessment practices that evaluate students' international-mindedness development. Regular reflection activities prompt students to consider their growth about the learner profile attributes, helping them internalise these qualities as part of their identity. The school uses awards that celebrate students' journey toward becoming more internationally minded, displaying evidence of their engagement with the learner profile attributes while deepening their understanding of their global status. These awards serve as assessment tools and platforms for meaningful dialogue between students, teachers, and parents about the value of international perspectives.

Grade 6 students explored international-mindedness in their unit, *The World is a Small Global Village*, by constructing their understanding of the learner profile attributes. They created displays to educate the learning community on how to develop and exemplify these attributes.





TIS Primary School Campus has fostered international mindedness by creating a comprehensive ecosystem where the IB learner profile attributes permeate all aspects of school life. Through intentional curriculum design, thoughtful environmental considerations, meaningful community engagement, and authentic assessment practices, the learning community naturally develop the qualities essential for global citizenship.

Here are some student reflections





Change ^{the} World Through Excellence

#Make a Difference



TIS 2024/25 School Calendar

August 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
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22	23	24	25	26	27	28
29	30					

October 2024						
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27	28	29	30	31		

November 2024						
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December 2024						
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22	23	24	25	26	27	28
29	30	31				

January 2025						
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26	27	28	29	30	31	

February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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23	24	25	26	27	28	

March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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23	24	25	26	27	28	29
30	31					







April 2025						
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27	28	29	30			

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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25	26	27	28	29	30	31

June 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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15	16	17	18	19	20	21
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29	30					

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

COLOUR KEY

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

NOTE: All dates/activities are current as of the date of publication and may be subject to change.

S2

9-10/1/25	Staff training days
12/1/25	Students return to hostels; applications for 2024 SC positions close
13/1/25	Second semester commences.
13-19/1/25	Alumni Homecoming Week
18/1/25	TIS Athletics Championships. NO EXEATS BEFORE 1.00PM
19/1/25	Alumni Thanksgiving Service
20/1/25	SC Manifesto Readings
22/1/25	2025 Student Council elections by voting (7.00am-4.00pm)
25/1/25	ISSAG Basketball and Hockey.
29-31/1/25	IDU Days; G12 EE; G11 EE, 11/12 CAS Dukies Reflection Day
1/2/25	SC Leadership Camp NO EXEATS FOR SCHOOL LEADERS ; ISSAG Basketball Day 2
2/2/25	Student Leadership Induction Ceremony NO EXEATS
10-14/2/25	MYP Mock eAssessments NO G10 EXEATS
13/2/25	G11 TOK Exhibition. NO G11 EXEATS
14-15/2/25	TIS Squash Championships;
15/2/25	Chocolate Friendship Day
17-28/2/25	DP Mocks. NO G12 EXEATS
22/2/25	ISSAG Athletics
26/2/25	PP standardisation and moderation (teachers)
1/3/25	MYP Projects (Personal & Community) NO EXEATS (until after this session)
7/3/25	PYP/MYP Info Day at Main Campus
14/3/25	Pi Day
15/3/25	Expression Day NO EXEATS (until after the event)
19/3/25	Three-way interviews: Students may depart for the break AFTER interviews
20-21/3/25	DP Geography Field Trip
20-31/3/25	Mid-semester break (Students return to hostels on 1/4/25)
21/3/25	PP:Academic Honesty First Record
23-25/3/25	Dukies Bronze & Silver expedition camp
31/3/25	PP Criterion A draft due; Draft 2025/2026 Calendar Overview Released
2/4/25	Classes recommence after mid-semester
5/4/25	ACT
6/4/25	Exam Candidates' Service NO EXEATS
7/4/25	G12 Grad photos (All day). NO G12 EXEATS
12/4/25	Peer Buddies Workshop
17-21/4/25	Easter break
25/4-21/5/25	DP Final Exams
3/5/25	SAT
5/5/25	PP Criterion A final due
5 – 16/5/25	MYP eAssessments
19-30/5/25	G11 semester exams; G10 classes resume (compulsory attendance).
23-29/5/25	G9 eAssessments
24/5/25	Leavers' Dinner
30/5/25	MYP4 (2025/2026) subject selections
7/6/25	2025 Annual Achievement and Graduation Ceremony; Last day for Secondary Classes
9-12/6/25	Dukies Expedition Camp (for Gold Dukies only)
13/6/25	Last day for teachers; S2 reports published.
14/6/25	ACT
20-29/6/25	Harvard Youth Leadership Summer Camp
21/6/25	France/Spain trips commence
12/7/25	France/Spain trips end
26/7/25	PP: Final Product (Photo evidence upload)

PRIMARY SCHOOL CAMPUS

Public Holidays

4/8/24	Founders' Day
21/9/24	Kwame Nkrumah Memorial Day
7/12/24	Farmers' Day
7/1/25	Constitution Day
6/3/25	Independence Day
31/3/25	Eid Al Fitr (TBC)
18/4/25	Good Friday
20/4/25	Easter Monday
1/5/25	Labour Day

S1 Internal Dates (Primary School Campus)

7/8/24	Staff prep commences
16/8/24	Meet the teacher session (1.30pm)
19/8/24	First semester commences
7/9/24	Parents Training Session
20/9/24	Sign Language Day
20/9/24	End of UOI #1 3WI
7-11/10/24	Mid-semester break
1/11/24	End of UOI #2 Celebrations
11/11/24	Book Day
22/11/24	G3&5 excursion
29/11/24	End of UOI #3 3WI
3/12/24	Last day for students and teachers

S2

9-10/1/25	Staff Training Days
13/1/25	Second semester commences.
14/2/25	End of UOI #4 3WI
14/2/25	Celebrating Additional Languages
7/3/25	PYP/MYP Info Day at Main Campus
14/3/25	Mother Tongue Day (Celebrating Culture)
14/3/25	End of UOI #5 Celebrations
19/3-1/4/25	Mid-semester break
2/4/25	Classes resume after mid-semester
26/4/25	Spelling Bee
16/5/25	PYP Exhibition (Sports Picnic)
23/5/25	End of UOI #6 3WI
31/5/25	2024 Achievers and Graduation Ceremony/VAX
6/6/25	Last day for teachers; S2 reports published

V190325

CAS-SA Corner

Welcome Back to the Second Half of Semester 2!



We hope each one of you had a well-deserved and restful break. As we return, it's important to refocus and remind ourselves of what truly matters at this stage of the academic year.

Grade 12 and Grade 10 students, you should have taken time to reflect on your performance during the mock examinations. Now is the moment to strategise, set clear priorities, and commit to purposeful study as you prepare for your final assessments in the coming weeks.

This is a gentle reminder that the **graduation photoshoot for the IB Class of 2025** will take place on **Monday, 7 April**. It will be a full-day event, so prepare for your profile shots and group photos. Also, remember to **submit your graduation message** as part of the *Celebrating the IB Class of 2025* project.

Grade 11 students, this is the season to wrap up your CAS Projects. Please ensure that your **CAS portfolios on ManageBac** are updated and complete. Continue engaging in your CAS experiences and participate in After School Activities (ASA) until a week before exams. Stay alert to all upcoming deadlines and requirements.

Grade 10 students, you will soon have your **Service as Action (SA) Transition Session** with the CAS Coordinator. This important session will introduce you to the expectations and journey of CAS in Grade 11. Please attend with an open mind and a readiness to embrace the experience.

All Duke of Edinburgh Award participants, please **update your ORB** with your final expedition reflections. This is essential for meeting the Award requirements. Stay engaged in your various activities and reach out if you need support.

Grades 7, 8, and 9 students, continue engaging actively in After School Activities. Complete your Service as Action projects and enjoy the exciting weeks ahead. Stay tuned for various opportunities coming your way!

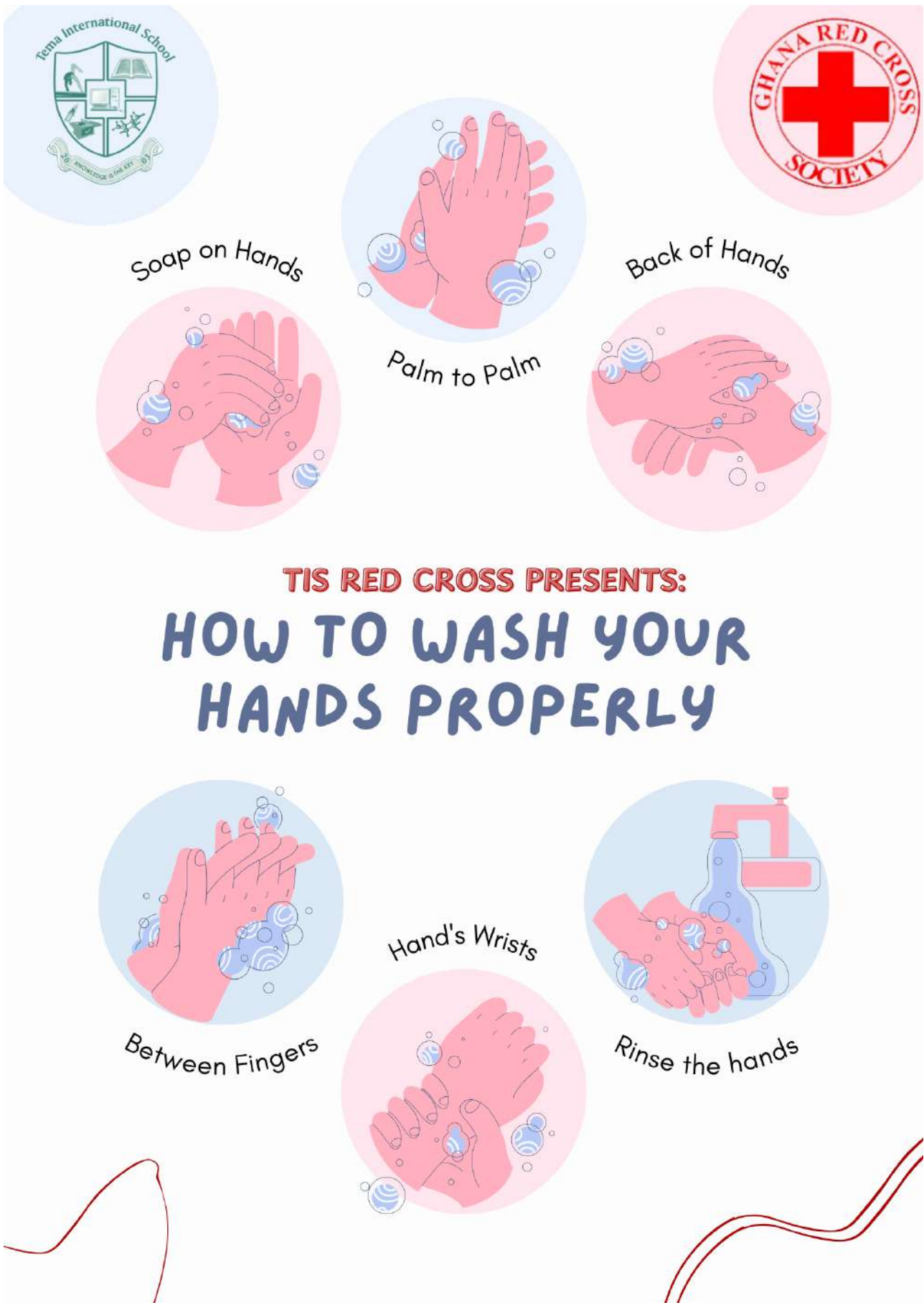
As we move forward, let us **embrace every opportunity, support one another, and create lasting memories** in our beautiful learning environment.

Be engaged. Be intentional. Be present.

Wishing you all a meaningful and fulfilling second half of the semester!









PERSONAL HYGIENE

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

**01**

Why is handwashing important?

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

02

When Should You Wash Your Hands?

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

How COVID-19 Changed Handwashing Habits

03

During COVID-19:

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

04

Now, Post-COVID:

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

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

#CAS Project – Buddies for Change Club Initiative



TEMA INTERNATIONAL SCHOOL
SUPPORT
MANTE SCHOOL OF EXCELLENCE
 Donate towards renovating the IT laboratory in the Mante School of Excellence. You can support in cash or kind.

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

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

AN INITIATIVE BY:
 TIS Buddies For Change Club

For more information, please contact the CAS Coordinator at surama.king@tis.edu.gh

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

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

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

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

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



EducAid Mante Initiative Class of 2026 Project for Impact



Support the EducAid Mante Initiative – A Community Effort

The EducAid Mante Initiative is a CAS project led by the IB Class of 2026, dedicated to supporting the Mante School of Excellence in Afienya East. This school has been a vital educational pillar for underserved communities for over 25 years, but it currently faces challenges that affect the quality of education and student well-being.

The project is structured in phases to address key needs:

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

How You Can Help

✓ **Direct Donations** – Contributions can be made via MoMo to Ms. Abigail Ahiadorme (0597621047) with the reference "EducAid – Your Name or Ward's Name."

✓ **Spread the Word** – Share this initiative with friends and family to help raise awareness and support.

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



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

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

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





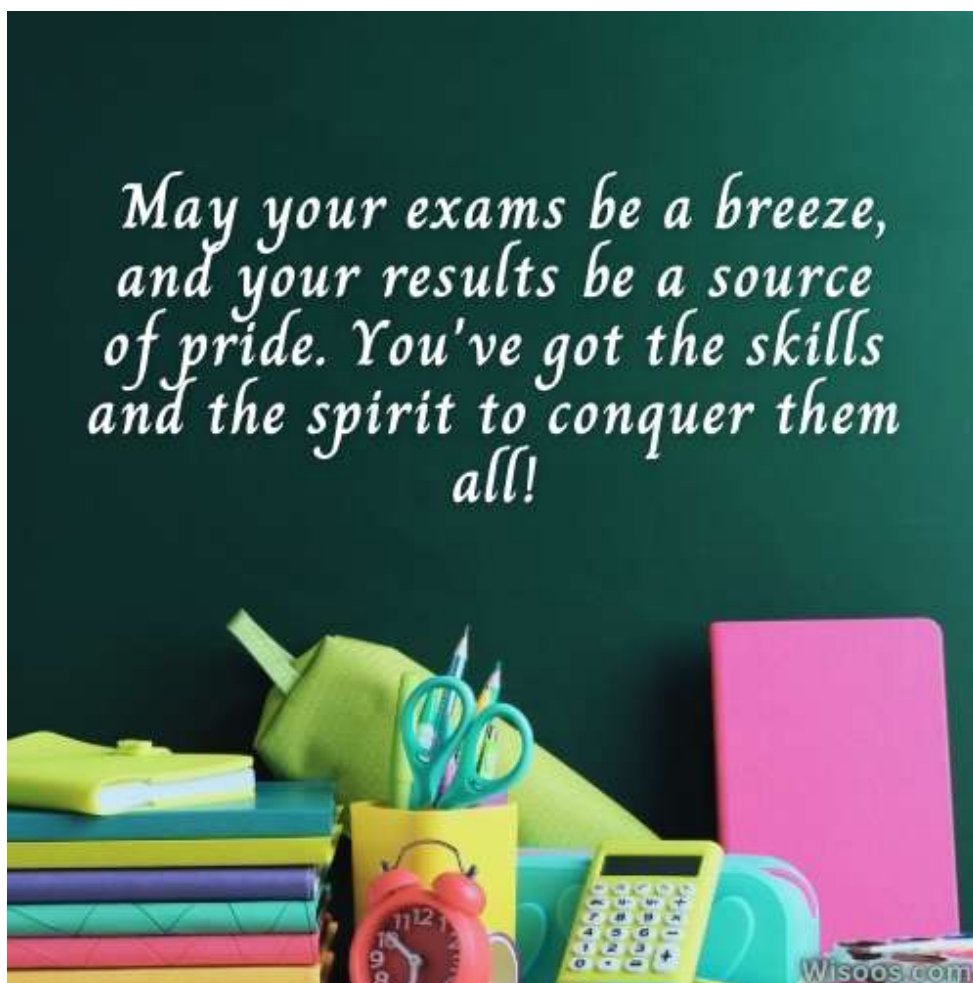


Change ^{the} World Through Service

#Make a Difference



COUNSELLORS' CORNER



Best wishes in your final exams MYP5 and DP2 students. Give your studies all the attention it needs. Counting on your wins! Stay focused!



MYP3 Lesson Plan: Talk it Out! Handling Conflicts the Right Way

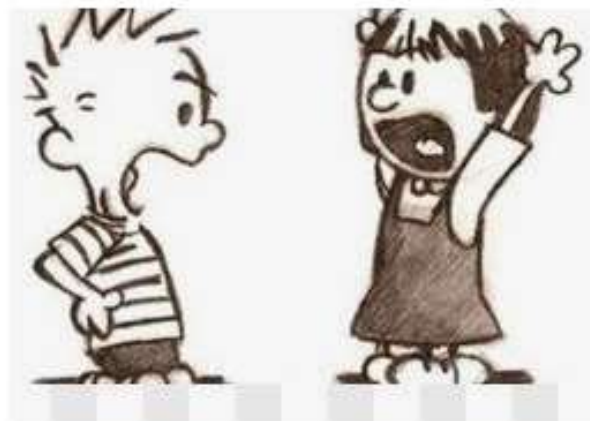
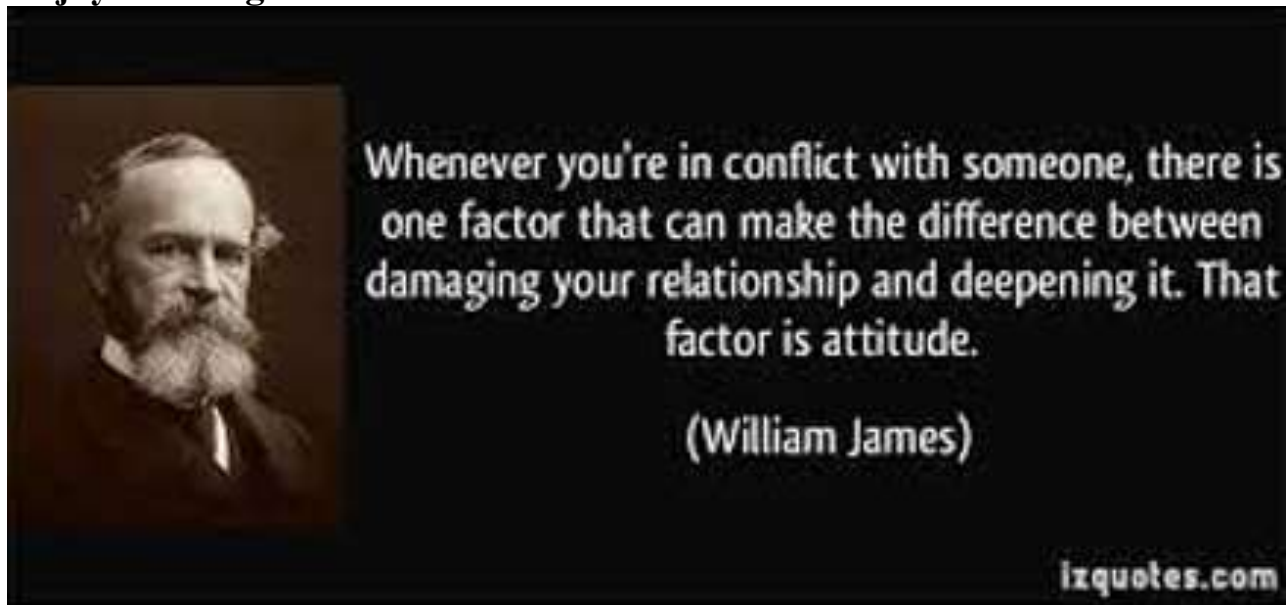
CONFLICT RESOLUTION



Our uniqueness, our thought patterns, overall behaviour and personality says a lot about our ability to handle problems. Students were taken through this key lesson to help them resolve conflicts amicably.



Enjoy Reading MYP3 Students' Reflection of Conflict Resolution



In our guidance class, we learnt about conflict and ways to resolve it. Conflict is a serious disagreement that can arise from misunderstandings or emotions. The best way to handle conflict is through collaboration and open communication. Collaboration means discussing the issue and working together for a solution. If someone is not ready to talk, it's best to give them space and time. Pushing a conversation can make the situation worse instead of improving it. Being patient allows both sides to express their thoughts calmly and respectfully. **Maame Adusei**

I learnt that conflict is destructive because it can lead to violence. There are several ways to resolve conflict, including withdrawal, collaboration, competition, accommodation, and compromise. Collaborating is the best because it is always best to talk it out. I also learnt that many reasons for misunderstandings include culture, environment, individualism and mindset, and most importantly, most conflicts start just because of the attitude and tone in which people communicate. I also discovered a quote from William James that talked about how attitude plays a significant role in conflict. **Amy Frances Gavor**



DP2s Completing IBIS Form

- ✓ By now, you should have heard from all your universities. Kindly complete the form by Thursday, 10 April, 2025 and send it to your assigned counsellor.



2025 TEST DATES



Want to Register for SAT But Don't Know How? Follow the Links!

- ✓ <https://satsuite.collegeboard.org/sat/registration>
- ✓ SAT Registration Fee Beginning with **August 24, 2024, the SAT registration fee is \$68**, plus a \$43 international fee of \$ 111.
Click here: <https://satsuite.collegeboard.org/sat/registration/international-testing/>
- ✓ Click here for more information <https://www.bestcolleges.com/test-prep/sat/registration/>.
- ✓ If having Troubles Registering contact **Aunty Portia** in person or by email at portia.atubiga@tis.edu.gh

**DIGITAL SAT TEST DATES 2024/2025**

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
Mar 8, 2025	Feb 16, 2025
May 3, 2025	April 13, 2025



Online payment only with Visa/credit card **NEW**;

ACCEPTABLE IDs ARE THE VALID UNEXPIRED PASSPORT IN ADDITION TO GHANA'S NATIONAL IDENTIFICATION CARD (GHANA CARD),

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

<https://satsuite.collegeboard.org/sat/dates-deadlines>



2024/2025 TEST DATES (COMPUTER-BASED TESTING ONLY!)

- ✓ **ACT Registration Fees (Online payments only: Visit www.actstudent.org): ACT Registration Fees \$171.50, with writing \$196.50 (Online payments only: Credit Card)**
- ✓ **Note: The cost of registration is subject to change.**
- ✓ **(TIS Test Centre Code: 870390, but inform counsellor first).**



TEST DATES 2024/2025 (COMPUTER-BASED TESTING ONLY!)

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

Change ^{the} World Through International Mindedness

#Make a Difference



TEMA INTERNATIONAL SCHOOL

Congratulations



TIFFANY FORSON CLASS OF 2024

FOR OBTAINING THE HIGHEST **IB DP POINTS**
OF 42 IN THE MAY 2024 EXAMINATION SESSION

TEMA INTERNATIONAL SCHOOL



Congratulations
KIROS ESSILFIE

FOR OBTAINING THE HIGHEST **IB MYP POINTS**
OF 50 IN THE MAY 2024 EXAMINATION SESSION



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

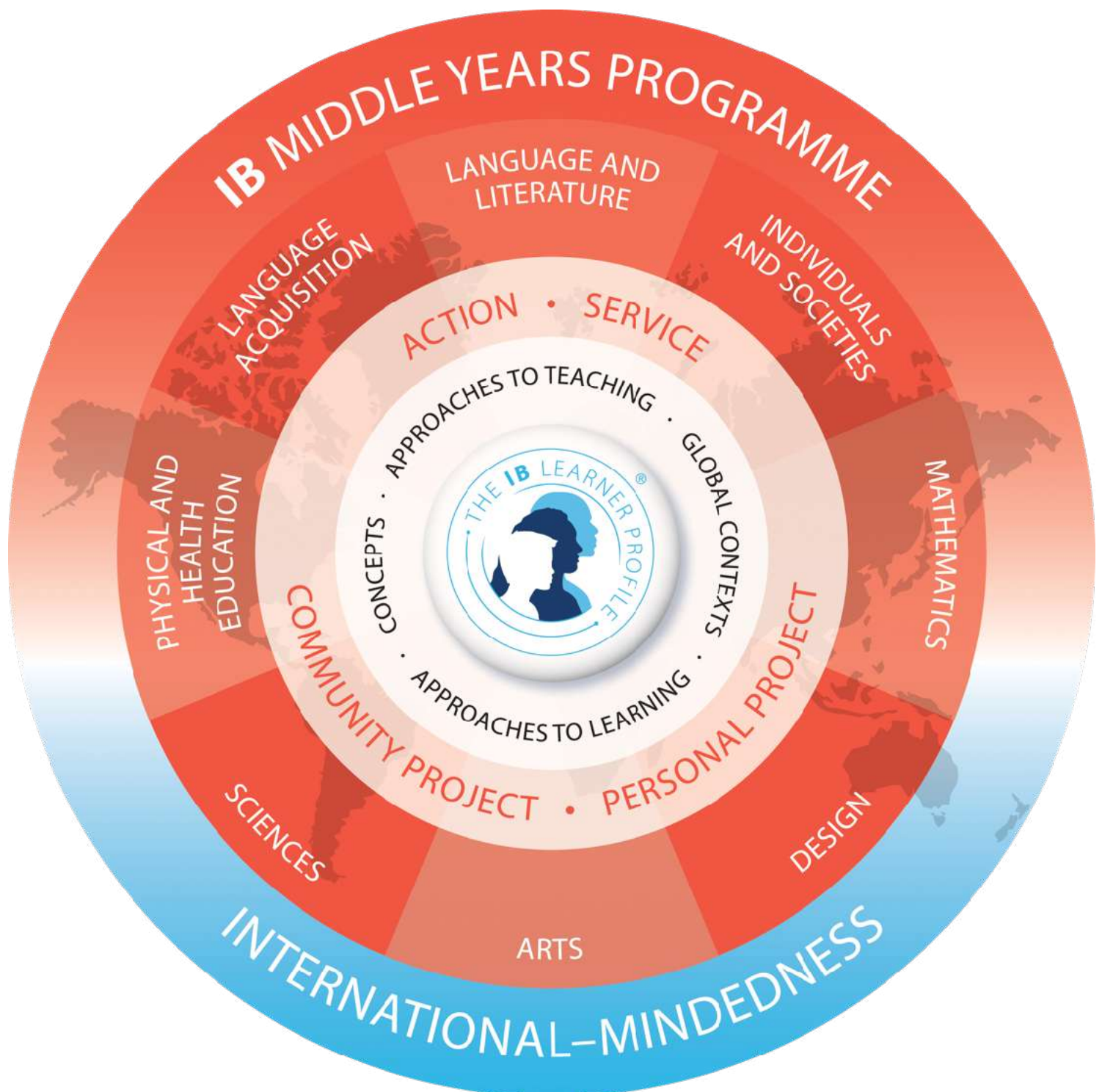
Double check

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.



THE FINAL LAP: MYP5 EXAM-PREP WORKSHOP

Teaching and learning in the Middle Years Programme (MYP), and for that matter, all IB programmes, are implemented through the **inquiry cycle**. This spiral approach allows teachers to create meaningful learning experiences, giving students the time and space to engage in greater critical and creative thinking. The inquiry cycle has three parts: inquiry, action, and reflection.

After returning to school from the mid-semester break, our MYP5 students, on Thursday, 3 April, engaged in some reflection in relation to their mock results. The MYP office organised a 2.5-hour workshop dubbed, *MYP5 Exam-Prep workshop*.



The purpose of this workshop was two-fold: *to reflect on students' performance in the mock exams* and *to develop support systems to enhance students' learning to achieve success in the final exams*. The various learning engagements (activator, results analysis, pep talk from MYP alumni – G11 students, wellbeing session with school counsellor, and goal setting) provided several opportunities for students to achieve the workshop's purpose.

My highlight of the workshop was the Pep talk by the MYP alumni (two of our current Grade 11 students – Sujan Allotey and Oforiwa Sakyi-Addo). Our students constantly receive feedback from their teachers. However, it is nice or fair to receive similar feedback from their friends, especially friends who have traversed that path before. Thus, Oforiwaa and Sujan shared some best experiences and titbits with our candidates.



Pep Talk – Oforiwa & Sujan

Another turning point in the workshop was the time with our school counsellor, Mr. Albright Banibensu. He took the students through various activities so they could respond to the question: *How do we take care of ourselves before, during, and after (the exams)?*



He shared with students, some tools, namely, ensuring a good **PREP** before the exam, practicing **CALM** during the exams, and upholding **RECH** after the exams. These were acronyms of action points before, during, and after the exams.

Below are some *student reflections* and scenes from the workshop.



David Manteaw: At first, I did not see the point of preparation towards our assessments, but after the session with Mr. Jerry, I had new insight into grade distribution, which made me more determined to strive to achieve my goals. The workshop was informative, and I understood the importance of MYP and grades towards DP subject selection. I learnt that I should aim for higher grades for my eAssessment score than my mock grades. The workshop was more informative than I expected. I intend to use PREP, CALM and RECH effectively in my final month of preparation, and I believe in myself to not disappoint all those who are counting on me.

Ticia Minlah: I was a bit surprised when I was informed that there would be a workshop on exam prep. This is one of the first workshops for exam prep for MYP5 students at TIS. Unlike some of my peers, I was excited to attend this workshop because, personally, I felt like I needed something like this. This action can motivate me to do better, and from what happened at the workshop, I am not the only one who feels that way. During the workshop we were given an analysis of mock results as a grade and honestly, they were below expectations. Seeing that

and having a chat with our seniors (MYP alumni in Grade 11), Oforiwa & Sujan as well as with Mr. Albright, I feel more confident in preparing for the eAssessments.

Nana Adjoa Nhyira Asante: The workshop was a valuable experience that deepened my understanding of the assessment process and even my expectations as a candidate. It really served as a key realisation that, indeed, the examination is important. I was given insight into how to structure my work effectively, manage time and learn in my way. I learnt the importance of aligning myself with each assessment criteria and leaving my comfort zone for my benefit and, most importantly, that of others. My key takeaway was the Ice Breaker by the CASSA team who engaged us by using a simulation of the IDL and Personal Project assessment criteria as a fun activity. Moving forward, I will focus on consistent practice and seeking constructive feedback to enhance my performance as a student and candidate. Overall, the workshop was worth the time.

Oforiwaa Okoampah: The workshop was insightful and worth the time, as it highlighted key strategies to improve our performance. Reviewing our MYP 5 mock results and grade averages showed areas needing improvement, emphasising the importance of time management and active revision. I learned that consistent practice and focused study sessions can significantly enhance understanding. My action points include minimising distractions, reviewing topics regularly, and seeking clarification when needed.

Charis Kudiabor: The workshop was a beneficial experience. I initially thought that the entire session would be about how to prepare for the exams and what strategies to use to ace them. However, it was more engaging than that. The icebreaker session with the CASSA team was fun and taught important lessons. The first session, encompassing the mock results for each subject, highlighted the performance of the grade and where we needed to sit up. I was motivated to do better after seeing my results compared to the grade's. The Grade 11 students shared helpful insights about their experiences, which I benefited from. My favourite part had to be the well-being session with Mr Albright. He shared useful tips for exam prep and what to do before, during and after exams in memorable acronyms. I will indeed be using them this month and onwards. Last, the goal-setting session helped me identify my strengths and weaknesses in my behaviours towards different subjects and, therefore, create a plan to achieve the best score in the MYP eAssessment. I will target my weakest subjects and topics and give enough time to all subjects in preparation for the eAssessment.

Elikem Gborglah: The workshop as a whole mainly felt time-consuming. The most informative parts for me were analysing the results with Mr. Darko, explaining whether it was good, and setting goals. The result analysis was a wake-up call for me, showing how I compared to the other students and who my competition was. The goal setting helped me understand what I wanted to do to improve my grades in certain subjects.





Change ^{the} World Through Critical Thinking

#Make a Difference



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 and 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](http://ReachOut.com) or Kids Helpline.





Open Book Exam pilot

DP Economics

Your school has been chosen to participate in a study looking into the impact of offering different types of open book exams on the whole school community. In this case your school will be piloting an OBE in the DP Economics paper 1 exam.

We would like to inform you on what this will mean for the students taking this exam at your school.

1. Students will be sitting the exact same paper but will be allowed to prepare and bring in a maximum of 2 A4 pages summarizing real-world examples that students may use in the exam.
2. Student summaries will be allowed to be either in the format of mind maps or short written summaries for each real-world example up to a maximum of 60 words per example and approximately 1200 words in total.
3. Students may use a combination of both mind-maps and written summaries.
4. Written or digital versions of their resources are allowed but written is recommended.
5. If students choose to write their resource, this must be legible.
6. Students must not include definitions of terminology, explanations of concepts and theories, nor any analysis or evaluation.
7. Students will not be allowed to include visuals including tables, figures, or diagrams.
8. Different colours will be allowed, as well as bullet points and acronyms.
9. Students will be allowed to include details of real-world examples not in their resource should they wish.
10. Student resources will need to be checked at least 1 month before the exam.

Teachers have received further clarifications and details regarding these expectations. If you have any questions or concerns, please contact us at obepilots@ibo.org.

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.”**



