

TIS RECORD

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At TIS,

we believe that through actions and service that demonstrate our commitment to the UN Sustainable Development Goals, we can make the world a better place. But we must be active and committed participants, not just vocal spectators.

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Key Dates

- 27/9/25 TIS handball championships; High School Praise Night
- 28/9 - 5/10/25: 22nd Anniversary Spirit Week
- 3/10/25: TIS Founders' Day; 2026 admissions open

Thought for the Week

Preparation is never wasted, regardless of the outcome.

- Bill Belichick



The Most Important Week!

Next week, we celebrate our Co-Founders and the Founding Family as we mark this milestone during Spirit Week. It is the most important week of the year at Tema International School.

And the most important day of the year? 3 October. TIS Co-Founders' Day.

Spirit Week is a time to celebrate our Co-Founders' dream, vision, reality and legacy.

It's time to celebrate our Founding Family.

As a TIS community, comprising students, alumni, parents, and staff, we have so much to be grateful for. Thank you, Mummy, Daddy and the Founding Family.



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

-Steve Bollar

Making Us Proud

Ewurama Fynn, MYP 5, is Girl of the Week. She consistently demonstrated punctuality and hard work in the hostel. She completes her hostel chores well and on time. She maintains a neat and presentable appearance throughout the day.

Antonio Osei-Agyeman (12), Swimming Club weekly champion.

Kekle Jayce Agyekum, a Kinder 3 PYP student, extended his learning from school to home by sharing the importance of saving water with his dad and ensuring it was practised, showing authentic and meaningful action.

All 2025 Sporty Family Day participants. Well done and thank you for making it memorable.

SAT & ACT

- Best advice: Students who are required to complete SAT and/or ACT requirements should do so by the end of Grade 11.

What a Great Event!

Last Saturday's Sporty Family Day was an absolute cracker!

Participation was strong and as competitive as the Olympic Games.

It was a day of colour, fun, excitement, skills, luck and laughter.

Thank you for making it such a memorable event.

Congratulations, Yellow House.

Thank You

I have valued and appreciated your kind and heartfelt messages.

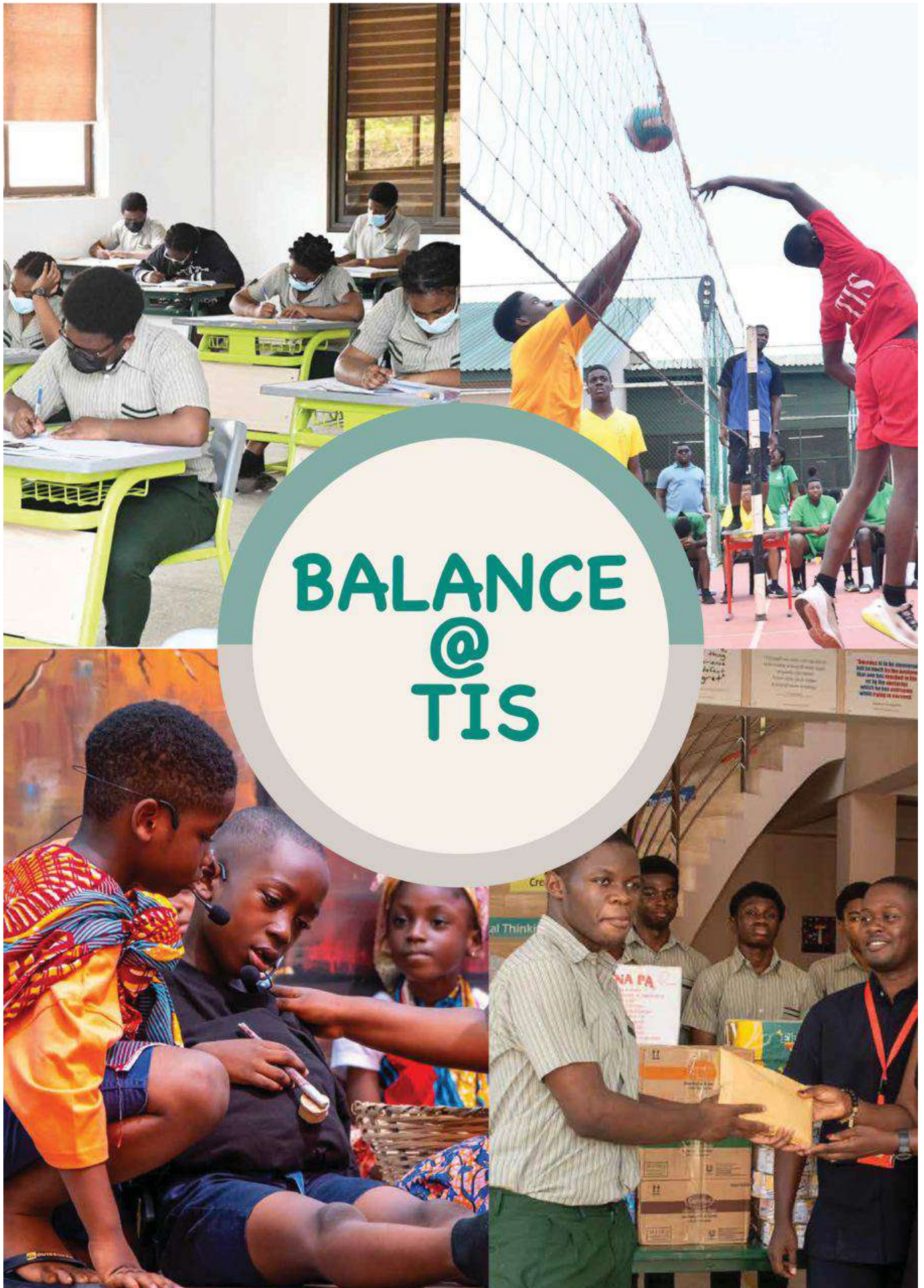
I am the one who needs to thank you, students, parents, staff and the Founding Family for making TIS, **This Incredible School**. I have enjoyed a magical ride. Thank you.

I appreciate your support and will miss you dearly.

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 December 2025, parents will be required to book their visit online.

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

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 - 8 - 2025

TIS 2025/26 School Calendar

August 2025						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
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24	25	26	27	28	29	30
31						

September 2025						
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October 2025						
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November 2025						
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December 2025						
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January 2026						
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February 2026						
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March 2026						
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29	30	31				

April 2026						
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May 2026						
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31						

June 2026						
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July 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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26	27	28	29	30	31	

Public holidays 2025/26

4 Aug, 2025	Founders' Day	Jan 1, 2026	New Year's Day	3 Apr, 2026	Good Friday
22 Sep, 2025	KN Memorial Day	7 Jan, 2026	Constitution Day	6 Apr, 2026	Easter Monday
5 Dec, 2025	Farmers' Day	6 Mar, 2026	Independence Day	1 May, 2026	May Day
Dec 25, 2025	Christmas Day	20 Mar, 2026	Eid Al Fitr (TBC)	27 May, 2026	Eid Al-Adha (TBC)

Dates and/or events are subject to changes.

FIRST SEMESTER

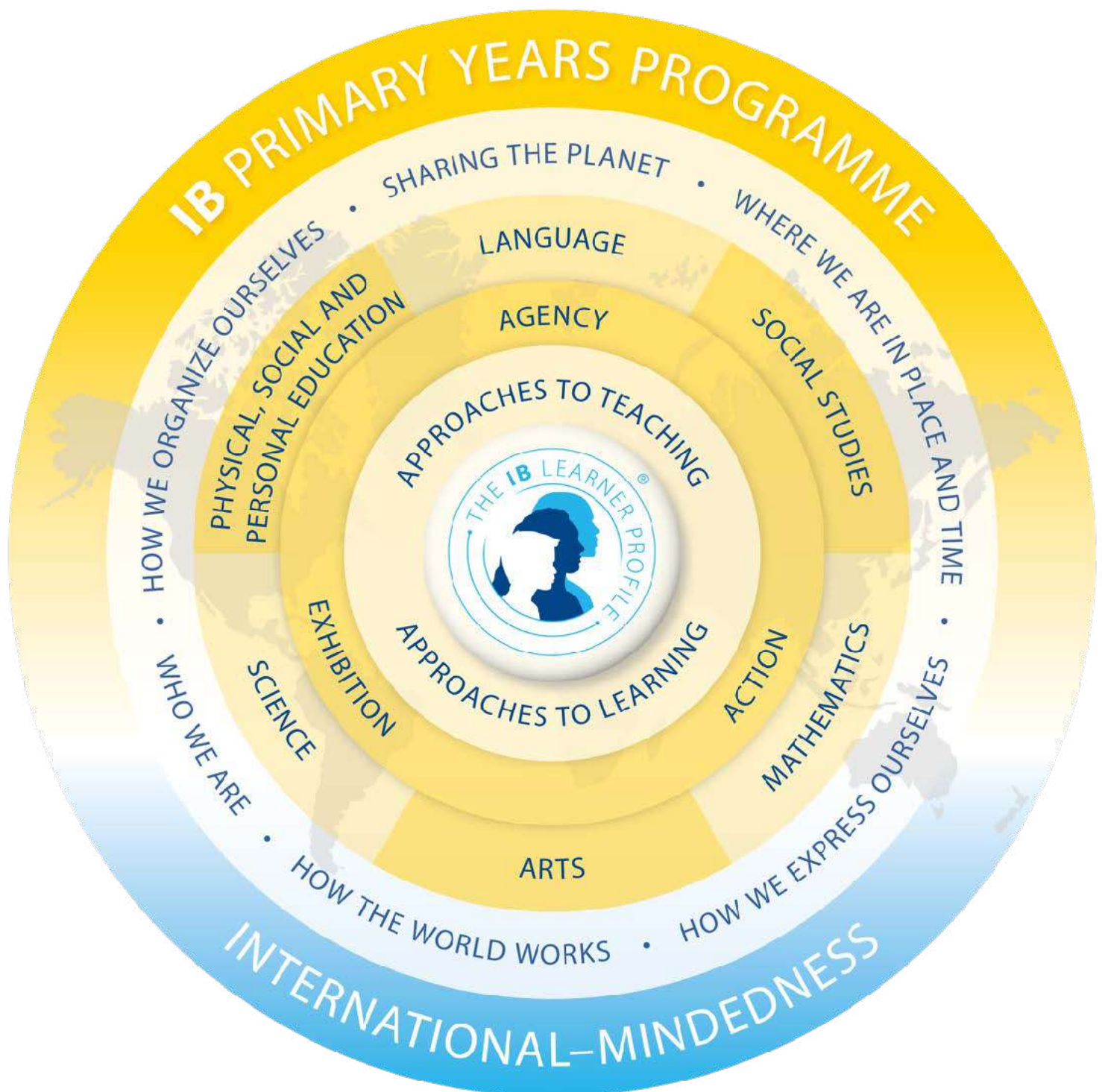
1/8/25	2025 MYP Results Released; 2025 MYP Enquiries Upon Results Open;
1/8/25	MYP PP: Final product (photo evidence upload)
5/8/25	All staff resume
11/8/25	Student Council executives return
13/8/25	Newbies arrive (Meeting @ 2.00pm)
15/8/25	PYP Meet the teacher session (1.30pm)
16/8/25	Personal Project: Criterion B draft due
17/8/25	Continuing secondary students resume
18/8/25	All P-12 classes commence
22/8/25	TIS Junior Soccer Championships
23/8/25	SAT
24/8/25	School Performance auditions
29/8/25	TIS Senior Soccer Championships
30/8/25	Peer Buddies Workshop. NO EXEATS FOR NEWBIES. Dukies RA trip
31/8/25	Thanksgiving Service (11.00am) NO EXEATS Dukies RA trip
6/9/25	TIS Tennis Championships/TIS Badminton Championships;
6/9/25	PYP Parents training session (9.00am); ACT
10-11/9/25	PYP Evaluation Visit
11/9/25	G12 TOK Exhibition
12/9/25	MYP PP Criterion B final due
13/9/25	SAT; MYP & DP Parents Information sessions. NO EXEATS (Until after these sessions)
19/9/25	PYP End of Unit 1 #WI; DP Geography Excursion
20/9/25	TIS Sporty Family. NO EXEATS
24/9/25	Girls Handball Championships
25/9/25	Boys Handball Championships
26/9/25	MYP CP: Community tour
27/9/25	High School Praise (Praise Night Fundraiser)
28/9-5/10/25	22 nd Anniversary TIS Spirit Week. Career Fair NO EXEATS
3/10/25	TIS Founders' Day. Main Campus admissions open for 2025/2027
4/10/25	SAT;
5/10/25	22 nd Anniversary Thanksgiving Service. NO EXEATS until after 1.00pm
5-8/10/25	Dukies Gold Aawrd Camp
6-11/10/25	Mid-semester break
12/10/25	Students return to hostels
13/10/25	All classes resume after mid-semester
14/10/25	G9/G11 Changes to Subject Selections close; DP Geography Data Excursion
15-17/10/25	AIS MUN
18/10/25	PSAT: ISSAG Football, Handball, Tennis; ACT
20/10/25	MYP PP: Criterion C draft due
20/10/25	Student Council (SC) shadowing process commences;
21/10/25	G12 EE Café
23/10/25	Girls Volleyball Championships (during ASA)
24/10/25	Boys Volleyball Championships (during ASA)
25/10/25	ISSAG Football, Handball, finals
26/10/25	TIS swimming championships (3.00 – 5.00pm)
28-29/10/25	I&S Celebration Days
31/10/25	PYP End of Unit 2 Celebrations; Submission of G12 TOK Draft Essay; Language competition (7-12)
1/11/25	ISSAG Volleyball, Swimming and Badminton
3/11/25	DP Business Management Excursion
8/11/25	SAT; Annual Production NO EXEATS
11-12/11/25	Collaborative Sciences Project – G12;
14/11/25	PYP Book Day
17-21/11/25	MYP5 On-screen examination (Reports due 5/12/25) No exeats for G10
19-28/11/25	G11-12 end of semester exams (Reports due 5/12/25) No exeats for G11-12
24/11/25	MYP CP: Presentation of objectives
28/11/25	PYP End of Unit 3 3WI;
29/11/25	MYP PP Criterion C completion; Peer Buddies Workshop
1/12/25	SC applications open for 2026 elections
6/12/25	SAT
7/12/25	Choral Night (Chaplaincy)
8/12/25	Christmas Lunch
9/12/25	MYP PP Final Report due: photo evidence & bibliography upload

10/12/25 Last day for the first semester: Students may depart after 3-Way interviews or 1.00pm if no interview
 12/12/25: Last day for teachers
 13/12/25 ACT

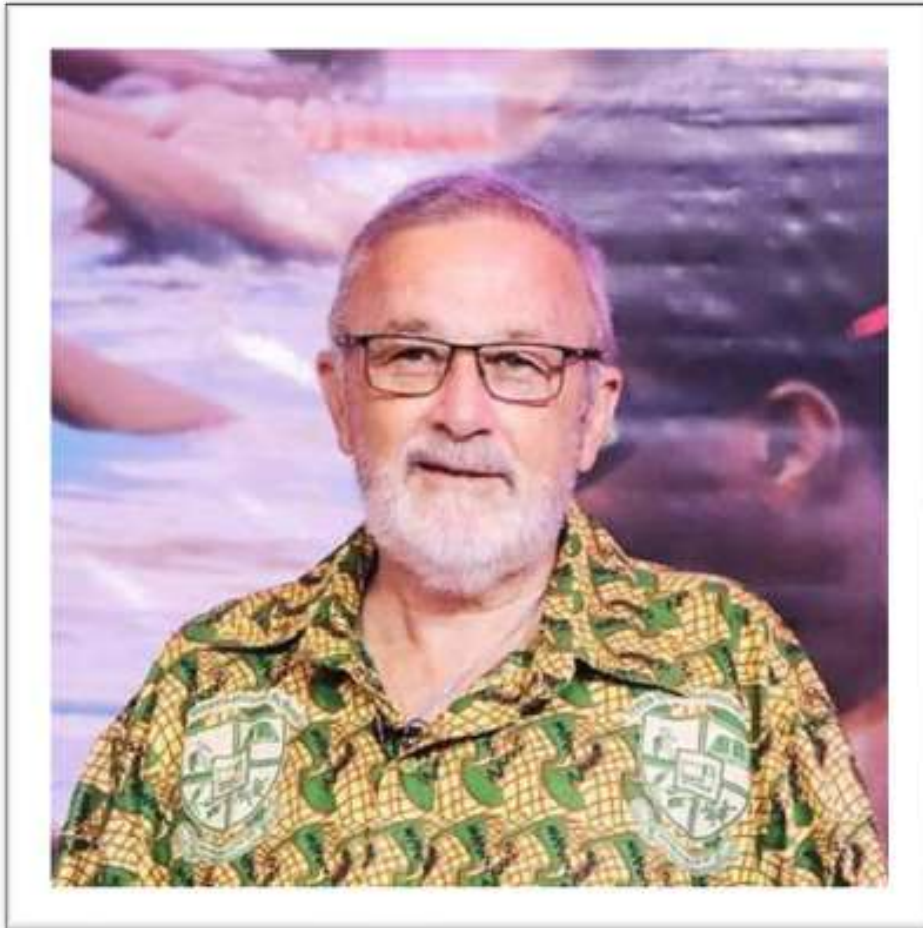
SECOND SEMESTER

6/1/26 Staff Wellbeing Retreat
 8-9/1/26 Staff training days
 11/1/26 Students return to hostels; applications for 2024 SC positions close
 12/1/26 Second semester commences.
 12-18/1/26 Alumni Homecoming Week
 17/1/26 TIS Athletics Championships. **NO EXEATS BEFORE 1.00PM**
 18/1/26 Alumni Thanksgiving Service
 19/1/26 SC Manifesto Readings
 20/1/26 2026 Student Council elections by voting (7.00am-4.00pm)
 24/1/26 ISSAG Basketball, Table Tennis and Hockey.
 28-30/1/26 IDU Days; G12 EE; G11 EE, 11/12 CAS Reflection Day
 31/1/26 SC Leadership Camp **NO EXEATS FOR SCHOOL LEADERS**; ISSAG Basketball, TT & Hockey D2
 1/2/26 Student Leadership Induction Ceremony **NO EXEATS**
 7/2/26 Creative Writing Workshop
 9-13/2/26 MYP5 Mock On-screen examination **NO G10 EXEATS**
 12/2/26 G11 TOK Exhibition. **NO G11 EXEATS**
 13/2/26 PYP End of Unit 4 #WI; Early Years Family Day; TIS Squash Championships;
 14/2/26 Peer Buddies Workshop; Chocolate Friendship Day
 16-27/2/26 DP Mocks. **NO G12 EXEATS**
 25/2/26 MYP PP standardisation and moderation (teachers)
~~27-28/2/26 ISSAG Athletics;~~
 7/3/26 MYP Projects (Personal & Community) **NO EXEATS (until after this session)**
 11/3/25 PYP – MYP Info Day at Main Campus
 12/3/26 G11 TOK Exhibition. **NO G11 EXEATS**
 14/3/26 SAT; Pi Day
 20/3/26 MYP PP: Academic Honesty First Record
 21/3/26 2026 STEAM Day **NO EXEATS (until after the event)**
 27/3/26 PYP End of Unit 5 Unit Celebrations; Three-way interviews: Students depart AFTER interviews
 28-30/3/26 DP Geography Field Trip
 28/3-12/4/26 Mid-semester break
 31/3/26 MYP PP Criterion A draft due; Draft 2026/2027 Calendar Overview Released
 11/4/26 ACT
 12/4/26 Students return to hostels
 13/4/26 All classes resume after mid-semester;
 17/4/26 G11 EE Cafe
 18/4/26 G12 Grad photos (All day). **NO G12 EXEATS**; MYP5 Examprep workshop **(NO G10 EXEATS)**
 19/4/26 Exam Candidates' Service **NO EXEATS**
 21/4/26 MYP5->DP1 info session; PP Criterion A draft due
 24/4-22/5/26 DP Final Exams
 24/4/26 PYP Spelling Bee
 2/5/26 SAT
 4/5/26 MYP PP Criterion A final due
 4-15/5/26 MYP IBMYP On-screen examination
 16-30/5/26 Break for MYP5 leavers (**Leavers return to Hostels on 30/5/26 by 5.00 pm**)
 18-29/5/26 G11 semester exams; G10 classes resume (compulsory attendance).
 20-26/5/26 MYP4 On-screen examination
 21/5/26 PYP End of Unit 6 3WI
 22/5/26 PYPX & VAX
 23/5/26 Leavers' Dinner
 29/5/26 MYP4 (2025/2026) subject selections
 30/5/26 2026 PYP Annual Achievers & Graduation Ceremony; Last day for PYP Students
 31/5/26 Peer Buddies Workshop
 5/6/25 Last day for PYP staff
 6/6/26 2026 MYP/DP Annual Achievers and Graduation Ceremony; Last day for MYP/DP Students
 12/6/26 Last day for teachers; S2 reports published.
 13/6/26 ACT
 20/6/26 France/Spain trips commence
 11/7/26 ACT; France/Spain trips end
 25/7/26 MYP PP: Final Product (Photo evidence upload)

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DR. KEN'S FOOTPRINTS AT TIS PRIMARY SCHOOL CAMPUS



At Tema International Primary School, we have been blessed with a leader whose footsteps echo through every classroom, every assembly, and every celebration. From the very first day of his arrival, Dr Ken Darvall brought with him an energy that quickly became the heartbeat of our campus.

He has never been a leader who sat behind a desk. His joy was found in walking from class to class, checking in on everyone, sharing a smile, and making sure that both teachers and learners

felt seen and valued. Assemblies became brighter with his presence, unit celebrations more meaningful with his encouragement, and lessons more purposeful through his insistence on authenticity in our IB practice. His passion for upholding integrity was a key in our DNA as a Primary School Campus.

Dr Ken has a unique way of blending creativity with care. He personally designed every Learner Profile award, ensuring that learners who lived the IB spirit were recognised most thoughtfully. He made sure our Bulletin entries were not just inputs, but authentic reflections of real learning on our campus. And his special bond with the Early Years, caring for them as though they were his own, will forever remain a treasured memory of his leadership.

Passion is rare, but Dr Ken wore his passion for TIS Primary School with pride. He inspired us to aim higher, dig deeper, and always remember why we teach and why we learn as teachers and students.

As he moves on to his next chapter, we celebrate him not just as our Principal, but as the heart of our community. Thank you, Dr Ken, for leaving a legacy of love, passion, integrity and authenticity in our DNA at TIS Primary School. You will always be part of our story.

REFLECTIONS FROM STUDENTS



Dr Ken was a really nice Principal. He always encourages me to go past my limit. I will miss him when he goes, and I hope that when he goes, he has a happy moment with the family.

Paa Kow (Grade 4)

Dr Ken is a nice Principal, and I like his early morning greetings.

Amewusika Tay (Grade 4)



My time with Dr Ken has been truly special, particularly with his famous three things: what excites me, what concerns me, and what is important. I will miss him for his powerful feedback and how he encourages us to do better.

Allen Berko (Grade 6)

Dr. Ken was very kind and motivational. I really liked how every morning when I am playing the violin, he always encourages me to keep working hard. I will truly miss him.

Michal Annan (Grade 6)





Dr Ken is a polite man. He would normally greet every class with a good morning and share jokes with us. I would miss you Dr. Ken.

David Darko (Grade 5)

Thank you, Dr Ken, for taking good care of our happy school. I hope you have a good trip to Australia to meet your beautiful family.

Seli Okudzeto, (Grade 3)



Dr Ken, we will miss you so, so much. Every morning, your cheerful hellos, your fun high fives, and your big smiles made our day brighter. You always stopped to make us feel special, and that made us happy to come to

school. We loved turning your empty tissue boxes into treasures for our play, and we will never

forget the laughter we shared with you on our Friday bus rides. You never forgot about us, and that made us feel important.

You showed us love, joy, and kindness every single day. You were not only our principal but also our friend. Thank you for caring for us, for making our days fun, and for being part of our Early Years world.

Even though you are leaving TIS, you will always be part of our Early Years family. We love you, Dr Ken!

From the little voices of Early Years

REFLECTIONS FROM STAFF MEMBERS



Dr Ken, your time with us has been truly impactful. You have been instrumental in shaping the Primary School, and your early morning interactions with both teachers and students will always be remembered. Your genuine connection with people, your sense of humour, and the positive energy you brought each day have left a lasting mark. Thank you for inspiring us, supporting us, and reminding us of the joy in

what we do. You will be deeply missed, and we wish you the very best.

Priscilla Annan (Grade 5 Homeroom Teacher)

Dr. Ken, we sincerely appreciate all the time we've spent together, especially those wonderful morning moments that start our day with your warm smile and cheerful greeting. These meaningful but straightforward exchanges have become the foundation of great days, filling us with positivity and energy that carries through everything we do. Your genuine warmth and enthusiasm have taught us the true value of connection and how much a kind gesture can mean to someone's life. While we'll miss seeing your



bright smile and hearing your welcoming voice each morning, we're grateful for the lasting impact these moments have had on us, and we'll carry the joy and optimism you've shared with us into every new day ahead.

Barbara Karimu (Grade 6 Homeroom teacher)

Dr Ken has been a teacher, a mentor and a friend. He was able to see potential in me and guide me to see it as well. He has always encouraged me to advance in my IB Educator's Network roles, and this has led to my growth and ability to take on more challenging roles. We had meetings every morning where we discussed the Primary School, its needs, challenges and opportunities for growth. And every morning, just tapping into his wisdom gave me a very refreshed start. For Dr Ken, everything works, and there are solutions to all the challenges. The numerous resources he has provided to us on ManageBac, which are truly invaluable, cannot go without mention. Our professional reading resources have mainly been from his collection. For this, I am personally and on behalf of the Primary School very grateful. He has been a real exemplification of professionalism and charismatic leadership that empowers others and moulds. We will surely miss his guidance and support.

Dr Ken, this is to wish you and your family well. May your next steps be fully blessed. I know for sure that I will be looking for you for guidance, advice and support. Thank you, and may God bless you!



Jacob Lumumba (PYPC)

I do not think any words would convey the depths of how we feel as Dr. Darvall returns. I know I will miss the early morning smiles, the warm greetings and hugs, and the tender pats

on the back of our young students. One memorable day with him was the day before the PYP Exhibition, “Visibility is a virtue” as he watched me work on the backdrop. He passed such heart-warming compliments that made me feel confident and encouraged. Thank you for the journey thus far. We wish you all the best in your endeavours beyond TIS. ***Kweku Owusu Darko*** (*Grade 3 Homeroom Teacher*)



Hmmmmmm!!!!. It is with mixed emotions that I write this message. On one hand, I am deeply grateful for the time, leadership, and inspiration you have shared with me. On the other hand, I feel the weight of your departure, knowing it will create a significant vacuum that will be hard to fill.

You have been more than just a Principal; you have been a guide, a mentor, and a true example of what principled leadership looks like. Your fairness, kindness, and commitment to always doing the right thing have left a lasting impression on me. Anyone who steps into your shoes will not only inherit a high standard but also a legacy worth building upon. As you move into the next chapter of your journey, I want to wish you and your family the very best sincerely. May God bless you abundantly, grant you success in all your endeavours, and continue to keep you in good health and happiness.

Thank you for everything you have done for me. You will be dearly missed.

Anthony Tenudze (Logistics officer.)

We will miss him so much—especially his early morning greetings, check-ups, his kindness, and his soft heart for people. If Australia were to be the Accra circle, we would be visiting him every day. We love you, Dr Ken. We wish you all the best.



Primary Kitchen Staff



Working with our principal has been nothing short of inspiring. He is an amazing leader who always stands firmly for what is right, and his actions consistently reflect his strong values. I recently

had the opportunity to read one of his books, and it deepened my admiration for him. It also inspired me to one day step into his shoes and lead with the same courage and integrity.

My experience collaborating with him on the LP Awards and the school Bulletin has been both exciting and educational. His guidance challenges me to grow, and his vision motivates me to strive for excellence in everything I do. One funny part of my journey with him is that sometimes I find it a little hard to catch his words clearly because of his accent. But even then, the passion behind his words always comes through. That in itself has taught me something valuable: true leadership is not just about what you say, but about the conviction and heart with which you say it.

I am grateful to be under his mentorship and to learn from his example. He continues to shape not only our school but also the lives of everyone who works with him.

As he prepares to leave, I carry with me the lessons he has instilled confidence in my own abilities, the importance of standing for what is right, and the courage to lead with humility and vision. Though his presence will be missed, his influence remains, and I know that the values he has modeled will continue to guide me in my journey long after his departure.

Charles Kudjo Teye (*Grade 6 Homeroom Teacher*)





Change ^{the} World Through Excellence

#Make a Difference





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Ten tips for acting with integrity

Always act with honesty and in a responsible and ethical manner—being conscious of the influence that you have on those around you can set a great example to others.



Familiarise yourself with the school's rules and ensure that you understand what academic integrity means and consists of.

Don't try to gain an **unfair** advantage in coursework, mock examinations, or assessments by copying someone else's answers or using a mobile phone during an exam, for example.



Always reference and cite other people's work that you have used in your essays—be **proud** of explaining that you understood someone else's ideas and thought that they were good. **Seek help** if you are struggling or are not sure of expectations.

Stand up for what is **right**—alert a member of staff at your school if you suspect that someone has cheated.



Learn to **accept** your strengths and weaknesses and do the best that you can.

Take responsibility for your own actions and their consequences.



Know how to **safely collaborate** and share work when using social media and digital collaborative platforms.

Be mindful of maintaining academic integrity during group work/projects and keep track of what each group member is contributing.



Try to **overcome procrastination**. Managing your time wisely will reduce stress-induced, last-minute work which increases the likelihood of cheating.



THE MYP EXPERIENCE: MYP4 Theatre Class

The idea explored in this activity was communication without words during a performance, which, at first, was quite confusing as it wasn't something I had encountered before. I was curious about how I would execute communication with an audience during a performance without saying a single word. Although we were initially introduced to creating sounds and using props on stage as a class, I still wasn't sure how to combine these two elements to create something intriguing while making sense of the whole performance. During this period, I compared and contrasted the importance of technique and emotion in a performance and in the end, I settled on the fact that although technique is fundamental, emotion transforms a performance from just a script to a connection between the characters and the audience. I believe that this connects to the real world, as I have realised that many people communicate their feelings without words, but rather through simple expressions and actions. During the actual activity, we were given specific emotions to act out, such as sadness, anger, and happiness, without telling each other what the emotion was; we individually had to act out these emotions and guess what they were, which was quite interesting. It led me to discover that I was capable of doing anything if I put my mind to it. At one point, we had to figure out unique emotions to act out, which was challenging, but I had to think outside the box. If I had to do this activity again, I'd definitely put more effort into the actions to make them easier to understand. Overall, this experience helped build my character as a theatre student. - **Mekayla Brookman-Amissah (Grade 9 Theatre Class)**



In Activity 1, under *Exploring production elements*, the big question was “How does the production of elements affect a play?”. At the start of the lesson, I was curious about how we would convey the production elements, for example, light and sound. This activity is connected to the outside world through the way light and sound affect the mood of the atmosphere. During one of the activities, my classmates and I learnt how to apply the production elements in a play. We created our own play using some of the production elements, mainly light and sound. We utilised our collaborative skills when determining who should be responsible for what, or

who and how to utilise the production elements. The IB learner profile trait we demonstrated was ‘thinker’. I worked with others during the task. Teamwork helped because we were able to share different ideas and divide the work or roles so it was easier to finish. It also gave me new perspectives that I hadn't considered. However, sometimes it was challenging because not

everyone agreed and we had to spend extra time discussing it to make sure everyone was satisfied. There were times when I had to adapt. For example, when my first idea didn't work as planned, I listened to suggestions from my teammates and tried a new method. Changing the approach made the final result stronger and showed me the value of being flexible. I learned many new things about the subject that helped me understand it more deeply. Through the activities, I also discovered that I learn best when I stay organised and ask questions whenever I am unsure. One of the most challenging parts was managing my time and keeping focused, but I overcame this by breaking the work into smaller steps and completing them one at a time. If I could do this activity again, I would plan earlier and manage my time more effectively so I wouldn't feel rushed at the end. Overall, this experience taught me how to work through challenges and stay flexible, which will help me in future learning and also in situations outside of school. - **Ohemaa Adubofour (Grade 9 Theatre Class)**

During one of our theatre classes, Mr Mawuli challenged us to do front roll-overs in class using a unique technique of our choice. At first, it seemed impossible to do, and I wondered how I would be able to achieve the goal. However, Mawuli kept reminding us that we were the owners of our bodies, and it's either we control our bodies, or our bodies will control us. This activity helped me push myself outside my comfort zone and challenge myself to learn a new skill I didn't know I was capable of. My classmates and I used our personal techniques to help us successfully do the front roll-over. We helped each other come up with different strategies that made it easier to do the flip.

Additionally, when anyone was struggling, we communicated effectively and collaborated to help one another achieve the goal. We had to think of new techniques, take risks and trust that our bodies, irrespective of size, can do anything we task them to do. We employed good communication skills with each other to help everyone do the front roll-over. I found it challenging to use the technique Mr Mawuli showed us, so I slightly modified it to make it easier for me. After a few failed attempts and being resilient, I managed to master how to do a front roll-over. I learnt that in theatre you have to push yourself outside your comfort zone and be ready to learn new things. I discovered that when I put my mind to something and trust myself, I can accomplish things that seemed impossible. The saying “**I can't do it**” doesn't exist in my theatre class - **Maame Ayensu (Grade 9 Theatre Class)**





What seemed like a simple counting exercise quickly transformed into a masterclass in concentration, teamwork and mental agility that pushed every one of us to our limits. Initially, I had some trouble understanding the game. The real challenge wasn't just remembering the rules; it was maintaining laser focus while anticipating your turn, knowing that one moment of daydreaming would leave you frozen as six pairs of eyes turned toward you expectantly. Working as a team amplified both our strengths and weaknesses. Through this seemingly simple game, I discovered that accurate concentration isn't passive; it's an active, demanding skill that requires constant vigilance and mental flexibility. The experience perfectly embodied the IB learner profile in action, as

we became communicators articulating strategies quickly under pressure and thinkers constantly analysing what went wrong while brainstorming real-time solutions. The 7up theatre game proved that sometimes the most profound learning happens when we're too engaged to realise we're learning at all. - **Lyvia Tano (Grade 9 Theatre Class)**



Our theatre lesson focused on voice and makeup, two critical skills that work together to create characters. We started with tongue twisters, which were really challenging at first. My mouth couldn't keep up with the speed, and I kept making mistakes. But after practising over and over, something clicked. What seemed impossible at the beginning became easier and more fun. Each time I got through a tongue twister correctly, I felt proud and more confident about speaking clearly. The second part of our lesson was about makeup when Auntie Abigail, our resource person, came to teach us. I thought makeup was just about making people look prettier, but I learned it's actually about creating characters and telling stories. The way we apply shadows, highlights, or even

wrinkles can completely change how the audience perceives a character. Practising stage makeup showed me how important small details are in a performance. While practising, I noticed that patience and precision are essential. Some parts were challenging, especially blending colors evenly or creating effects like age lines without making them look fake. The way makeup is applied can influence how the audience sees a character, from their age and social status to their personality or emotional state. I also realized how much trial and error is involved in achieving the right look. Stage makeup is an important part of performance in theatre. - **Annalise Agbotui (Grade 9 Theatre Class)**



Change ^{the} World Through Critical Thinking

#Make a Difference



CAS-SA Corner

**TEMA INTERNATIONAL SCHOOL**

In just over one week, our beloved TIS will turn **22 years**, with our **Primary School Campus celebrating 6 years**. This year's theme, "*Building on Legacy. A Future of Possibilities*," reminds us that we are honouring everyone who has shaped this community, our co-founders, staff, parents, alumni, and most importantly, you, our students. Together, we are a vibrant community of learners, building a future filled with possibilities.

Kindly click here to share your **well-wishes, memories, or notes of celebration**:

<https://forms.gle/e8S35iegHp6bAhcJ6>

Your voice matters, and we'd love to include your message in our anniversary reflections.

Under the leadership of the IB Class of 2027, with **Bruhan-Deen, Yaa Shandel, and LesleyAnn (G11)** at the forefront, this year's celebrations begin with **Sporty Family**, a day of camaraderie, sportsmanship, fun, and school spirit. More importantly, the class is driving a purposeful cause through the powerful **Nii Okai High School Praise Concert**, supporting the **Saving Hearts Initiative**. Their goal is to raise funds to give children in Ghana access to life-saving heart surgery. Every contribution counts; donate, be a lifesaver.

The excitement will continue with **Spirit Week**, packed with creativity, innovation, and fun, including the return of the **Career Fair**, now renamed **Career Expo**, on **Wednesday, 1 October**. We'll round off with the **Founders' Day Special Lunch** and our **Anniversary Thanksgiving Service**.

This celebration cannot be complete without you. Show up in your numbers, share the anniversary posters on your social media, and be part of this moment of **service, legacy, and purpose**. Together, let's make **TIS @ 22** unforgettable and meaningful.

Thank you for all you bring to TIS. You are the heartbeat of our community!

Call to Action - Nii Okai Saving Hearts Initiative

Our goal is to raise **GHC 110,000** to fund life-saving open-heart surgery for children with **Congenital Heart Disorders**. Currently, hundreds of **children** are on the waiting list, urgently needing financial help.

Be a Heart Saver. Together, we are creating a future of possibilities.

To Donate:

Dial ***887*5067#** - Follow the prompt and donate, or

Visit **changoapp.com** and select *High School Praise 2025 for TIS* <https://donate.changoapp.com/campaign/5efa98a1-d741-4c22-9ed3-a155fae93c71> , or

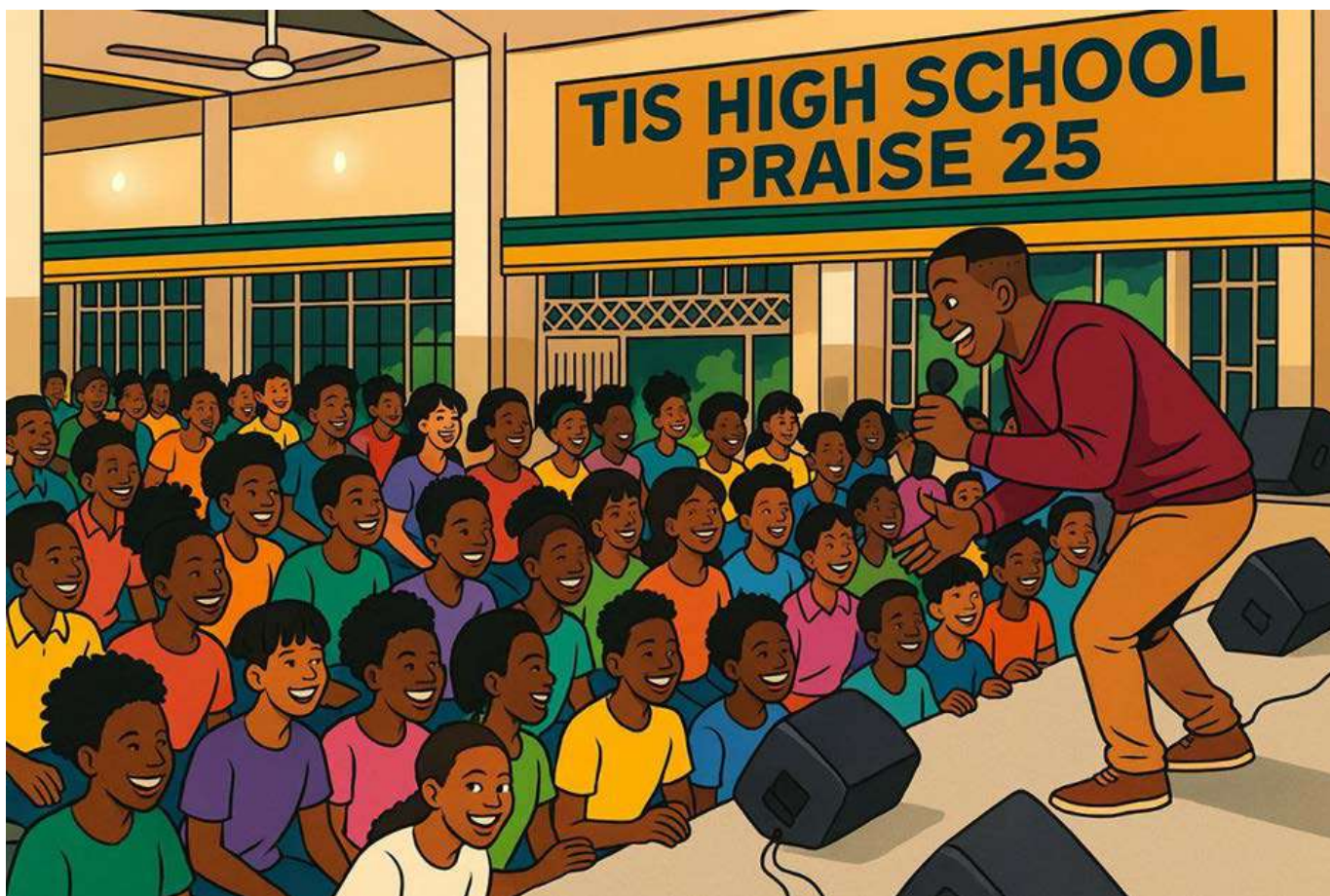
Via **TIS MoMo** – MTN: *Abigail Ahiadorme, 0597621047* -**Reference:** TIS22 Project – Your Name, or the name of your ward, or by **cheque** (payable to *Tema International School*).

You can also **purchase Dr Ken's new book** or the **High School Praise T-shirt**.



TIS @ 22 – High School Praise

Celebrating with purpose and Saving Hearts



As Tema International School (TIS) celebrates **22 years of transformational education**, we are reminded that true celebration is not only about looking back with gratitude but also about moving forward with purpose. Service has always been at the heart of who we are as a school community. This year, we mark our anniversary in a meaningful way through a partnership with the **Nii Okai Saving Hearts Foundation**, as we host **High School Praise 2025**.

This annual event will bring together international schools across Ghana to lift their voices in praise while raising funds to support children living with **congenital heart disease (CHD)**.

IB Class of 2027 Leading the Cause

In alignment with our mission to nurture students who are compassionate and responsible global citizens, the **IB Class of 2027** is taking the lead in this initiative as part of their **CAS (Creativity, Activity, Service) Project**. Their commitment embodies the values of empathy, leadership, and collaboration that CAS promotes, and their determination is clear: to raise funds to support at least one child's life-saving surgery.

With the collective strength of our community, the students are working towards a greater goal: to give hope to **all five children currently waiting** for surgery under the **Saving Hearts Foundation**. Their leadership makes this not just a school event, but a student-driven mission rooted in service and action.

The Urgency of the Cause in Ghana

Every year, approximately **8,000 children in Ghana are born with congenital heart conditions** (Children's HeartLink, 2023). Each open-heart surgery costs about **GHC 110,000**, far beyond the reach of most families. As a result, many children remain untreated. Currently, **over 1,200 children are on the waiting list for heart surgery at Korle Bu Teaching Hospital**, Ghana's national cardiothoracic centre, where limited ICU space and resources create long delays (Mending Kids, n.d.).

This reality makes it clear: the High School Praise is not just an evening of music, but a **life-saving initiative**.

High School Praise 2025

The concert will bring together choirs and students from:

- Tema International School (Host)
- Akosombo International School
- Life International College
- Ghana Christian International High School
- Vine Christian High School

Alongside other schools that will participate, such as AVES, Calvary Presby, Angels Specialist School, to name a few.

It will also feature inspiring performances from renowned gospel artistes: **Nii Okai, Sammee Crentsil, MOG Music, Naa Mercy, and Cofi Boham**. Together with students, parents, and the broader community, this promises to be a memorable celebration of music, faith, and solidarity.

Event Details

- **Date:** Saturday, 27 September 2025
- **Time:** 1:00 pm
- **Venue:** TIS Secondary Campus – Sports Complex

How You Can Support

We invite all parents, alumni, friends, and partners to support this cause in the following ways:

- **Attend the Concert:** Be present for this transformative event.
- **BUY a T-Shirt:** GHC 100.00 each – proceeds go directly towards the surgery.
- **Support Vendors:** Food and beverages will be on sale at the concert.



Donate:

- Dial *887*5067#
- Visit **changoapp.com** and select *High School Praise 2025 for TIS*
<https://donate.changoapp.com/campaign/5efa98a1-d741-4c22-9ed3-a155fae93c71>
- Donate via **TIS MoMo** or by cheque (payable to Tema International School)

Together, We Can Save Lives

With an estimated fundraising goal of GHC 400,000, this event has the power to provide not just treatment, but life itself. As we celebrate our 22nd anniversary, we are reminded that our legacy is not measured in years alone, but in the lives we touch and the impact we create.

TIS @ 22 – Building on Legacy. A Future of Possibilities.

References

Children's HeartLink. (2023). *In Ghana, with a population of about 34 million, around 8,000 babies are born each year with congenital heart disease.* Retrieved from <https://www.facebook.com/childrensheartlink/posts/984070597098595>

Mending Kids. (n.d.). *Ghana cardiac programme.* Retrieved from <https://www.mendingkids.org/ghana-cardiac.html>



TIS @ 22 – Time to Prepare for the Best Spirit Week Ever



Our school is turning **22 years** young this October, and you already know what that means... It's time to **CELEBRATE** – the TIS way!

Mark your calendars, plan your outfits, and get ready to show up and show out for a week packed with fun, community spirit, and purpose, all led by us, the IB Class of 2027, the amazing DP1s 😊. This is part of our CAS journey, and we're ready to make it an unforgettable experience.

Here's the line-up of events and a reminder of **DRESS CODES**. Be Creative and avoid last-minute pressure on yourself and your parents.

Saturday, 20 September – **Sporty Family Day 25**

Kick things off with movement and fun – bring your energy, rep your colour group, and let the games begin! (Get all the paraphernalia you can in your colour.)

Dress Code: Sportswear (In your colour group – Blue Cedar, Green Wisteria, Red Kigelia, Yellow Outeniqua)

Saturday, 27 September – **Gospel Concert** (in collaboration with Nii Okai – High School Praise2025)

A night of soul, music, purpose, and gratitude. *Nii Okai's Saving Hearts Foundation* will be raising funds for children with congenital heart disorders. Schools across Ghana will be joining us for this purpose-driven event. Let's come together and help save hearts.

Dress Code: Wear your event T-shirt and Jeans.

Monday, 29 September – **My Aesthetic Day**

Be YOU, or be who you feel like being. From cottagecore to tech wear, the runway is yours.

Dress Code: Show up in a full look that expresses your personal aesthetic or mood for the day. Whether it's *streetwear, cottagecore, dark academia, retro, techwear, or something entirely your own*, make it intentional, stylish, and true to you. It's not just about fashion; it's about owning your vibe.

Tuesday, 30 September – Nollywood vs Hollywood

Pick your side. Bring the glam. Be a star.

Dress Code: Nollywood drama or Hollywood red carpet chic. Props, accessories, and bold energy are welcome; go full star power.

Wednesday, 1 October – Career Fair

The TIS Career Fair is back! What problem do you want to solve in the world? What's your mission? Let these questions guide your outfit and vision.

Get ready for an insightful day; professionals from various fields, including TIS alumni and parents, will be on campus to engage with you. Special guests will also join us to share valuable insights on future careers and the skills needed to thrive **in today's world**.

Dress Code: Dress as your future self. Think beyond just uniforms; what does someone in your dream career role actually look like? Whether you're a creative, entrepreneur, researcher, doctor, or artist, bring your vision to life through your look.

Thursday, 2 October – Inside Out & All Around

Nothing makes sense... and that's the point.

Dress Code: Mismatched, reversed, or flipped – wear your clothes as if your wardrobe had betrayed you.

Friday, 3 October – Founders' Day

We celebrate our Co-Founders and their lasting legacy. Join us for the **Founders' Lunch** at the MPH, a moment of celebration and reflection. **Dress Code: TIS Green Polo.**

Afrik Gala: A Night of Legacy and Culture

In the evening, we honour our founders' vision and the spirit of TIS through an unforgettable showcase of **African fashion, food, and music**. This is a night to celebrate our diverse roots and proudly highlight our international identity with a special focus on Pan-Africanism.

Dress Code: Wear the traditional attire of your country or any African culture you admire. Think *Met Gala meets Motherland*—bold, elegant, and expressive. It's not about how expensive your outfit is, but about the creativity and meaning behind your look.

Sunday, 5 October – Thanksgiving Service

We end the week in gratitude, a time for gratitude, community, and joy.

Dress Code: All white, with a touch of your favourite colour (accessory, shoes, or detail). Keep it elegant and respectful for a day of reflection and gratitude.

TIS @ 22 is more than a celebration – it's our story, our journey, and our pride.

We can't wait to celebrate with you. Let's make it unforgettable.

TIS @ 22 – Student Planning Committee - tis_spiritweek@tis.edu.gh

Bruhan-Deen, Yaa Shandel, LesleyAnn – Main Leaders - IB Class of 2027 – DPLs

#TISat22 #SpiritWeekVibes #ProudlyTIS #SavingHearts





TEMA INTERNATIONAL SCHOOL



TIS SPIRIT WEEK

22
ANNIVERSARY

SAT. 20 SEPT

SPORTY FAMILY

Which colour group wins the cup?
Come Support your colour!



MON. 29 SEPT

MY AESTHETIC DAY

Come dressed in a full aesthetic
that expresses who you are.



WED. 1 OCT

CAREER FAIR

Dress like your preferred career.



FRI. 3 OCT

**FOUNDERS DAY/
AFRIK GALA**

TIS Polo for Founders Day Lunch/
Dress up to meet gala standards
with a glimpse of Africa.



SAT. 27 SEPT

**NII OKAI HIGH
SCHOOL PRAISE**

Bring your HSP T shirt and Let's Save Hearts.



TUES. 30 SEPT

**NOLLYWOOD VS
HOLLYWOOD**

Pick a side, Nollywood or Hollywood,
and dress the part.

THURS. 2 OCT

**INSIDE OUT
& ALL AROUND**

Inside-out shirts or pants
Backwards hoodies
Mixed-up shoes
Odd layering (tie over a hoodie? Yup.)
Any look that makes people stop
and say: "Wait... what?"



SUN. 5 OCT

THANKSGIVING

All White with a touch of Colour.



**All proceeds from sales support the Nii Okai Saving Hearts Initiative.
IB Class of 2027 CAS Project.**



TEMA INTERNATIONAL SCHOOL



22
ANNIVERSARY

NII OKAI HIGH SCHOOL



Praise
In aid of Nii Okai's
Saving Hearts
Foundation

Samuel Crentsil

MOG Music

Nii Okai

Naa Mercy

Cofi Boham

____Featuring:____

Tema International School | Akosombo International School | Life International College
Ghana Christian International High School | Vine Christian High School

Sat. 27 Sept. 2025

1:00 PM

Secondary Campus, Sports Complex



Powered by:



Media Partners





TEMA INTERNATIONAL SCHOOL



Career Expo '25

Wed. 1 October '25

2:00 PM

Secondary Campus, Sports Complex



Building on legacy. A future of possibilities.

Rep your career @ TIS Spirit Week



Grip Am! – Save the Date for Our Annual School Production



The excitement continues!

Following the fun and exceptional auditions for our Annual School Play, *Grip Am!* by Ola Rotimi, rehearsals are now in full swing. It is truly inspiring to see students rushing to the Black Box after siesta, eager to rehearse and bring this production to life.

This year's production is under the direction of **Mr. Mawuli Zonyrah** (Theatre Teacher) and our talented and committed student director, **Sedinam Ahlidza (Grade 12)**. Alongside other student directors, they are leading the cast and crew into what promises to be an amazing production. The **Annual School Play** is always a display of talent across grades, an experience you cannot miss!

To our talented cast and crew: keep the momentum strong, show up to rehearsals on time, and give your very best. This three-month journey is not just about preparing for the stage, but about teamwork, discipline, and creating something unforgettable together.

We warmly invite **staff, students, parents, alumni, and friends of the school** to save the date:

- **Saturday, 8 November 2025**
- **7:00 pm**
- **MPH, TIS Secondary Campus**

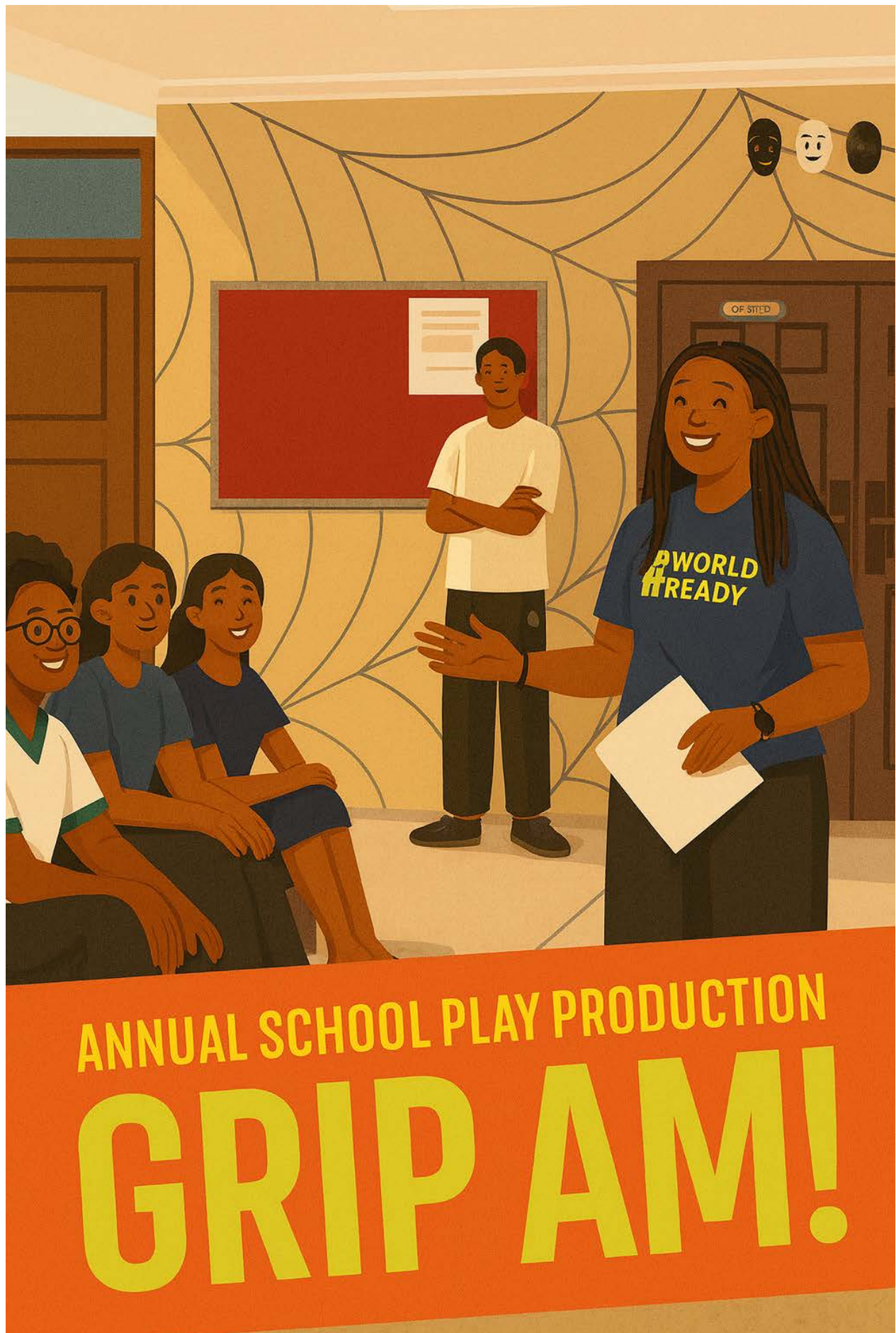
Let's come together as a community and give our audience an experience of a lifetime!

Synopsis of *Grip Am*

Grip Am is a comedic Nigerian play centred on **Ise**, a struggling farmer plagued by misfortune and conflict with his wife, Aso. When an angel grants him a supernatural wish, Ise gains the power to trap anyone or anything that climbs his orange tree simply by uttering the words "*Grip Am.*" His newfound ability sets off a chain of hilarious and absurd events – even trapping the Angel of Death himself!

Witty and entertaining, the play blends **satire and moral lessons**, exploring the dangers of unchecked ambition, the unintended consequences of our choices, and the fragility of power.







Proud to deliver

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

Registration for Tema International School students to enroll on the Duke of Edinburgh's International Award programme is open. Sign up with this link

<https://docs.google.com/forms/d/e/1FAIpQLSec6sJbZja329BAOTmAVdOVSxTG99XihJg1YJ0c-RDSFqi91w/viewform?usp=header> for your preferred award level.

The registration deadline is 30th September 2025.

Participants will have to conclude their enrollment by making payment in reference to the Award Level.

Momo number - 0597621047 (Abigail Ahiadorme - Award Leader)

- 1. Bronze registration fee: 100ghc**
- 2. Silver registration fee: 160ghc**
- 3. Gold registration fee: 200ghc**

Parent, please indicate the participant's name in the reference when completing the transaction.

Summary of the requirements from participants and parent/guardian

Award Levels & Timeframes			
			
	BRONZE	SILVER	GOLD
Minimum Age	14	15	16
Minimum Participation Period*	6 months	6 months or 12 months*	12 months or 18 months*
Service 	3 months	6 months	12 months
Physical Fitness 	3 months	6 months	12 months
Skills 	3 months	6 months	12 months
Adventurous Journey 	2 days / 1 night	3 days / 2 nights	4 days / 3 nights
Residential Project 			5 days / 4 nights

READY FOR CHANGE. READY FOR OUR NEW WORLD.



Right now, more than a million 14 - 24 year olds around the world are stepping outside their comfort zone. They're learning to lead. They're safely **supporting their communities**, **getting active** and **gaining new skills**. They're **discovering adventure** and having fun. They're participating in The Duke of Edinburgh's International Award.

Through the Award, young people can develop the crucial skills they need to navigate change and build positive habits, now and in the future. All while gaining an internationally recognised accreditation which is valued by governments, businesses and universities around the world.

READY FOR NOW

The Award is a commitment which encourages young people to:

1. Stay mentally and physically healthy
2. Connect (safely) with others
3. Give back to their communities
4. Embrace structure and purpose
5. Readjust to formal education†
6. Enjoy themselves!

READY FOR THE FUTURE

The Award develops positive foundations for the future, including:


1. Essential life skills
2. Employability
3. Goal setting and planning
4. Increased community engagement
5. The ability to build resilience and therefore thrive in an ever – changing world

† The Award helps young people to readjust to formal education by developing skills such as resilience, adaptability, problem solving and communication

WORLD-CLASS LEARNING, OUTSIDE THE CLASSROOM

By encouraging your child to get involved with the Award, you can ensure that they benefit from great non-formal education and learning and they are ready for the world, at a time when the world needs them more than ever.

GET INVOLVED

-  **Encourage** your child to unplug and expand their horizons, by taking part in the Award.
-  **Embrace** the Award and learn more about the benefits and impacts it can have. Many of the extra-curricular activities your child is already doing can contribute to their Award.
-  **Support** young people to do the Award: consider offering to help your child's local Award unit by offering your time and talents to support other young people.
-  **Refer** people to the Award: encourage others to consider delivering, volunteering, or participating, to ensure more young people can benefit.
-  **Pay it forward:** By making a donation to the Award, you can help another young person to benefit from the impact of non-formal education and learning and become world ready.

Young people face exceptional challenge and change. There has never been a more important time to ensure that they are equipped to be resilient and adaptable to that change. To be ready to take on the world of today and tomorrow. The Award is here to help.





TEMA INTERNATIONAL SCHOOL

**Registration Deadline
25 September 2025**

Duke of Edinburgh's International Award (DoEIA)

EXPEDITION CAMP

For Silver and Gold Award Levels

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

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

5-8 October 2025

Avatime-Volta Region

For more details, email the DoEIA Coordinator :
gabriel.atseku@tis.edu.gh

The 13th edition of the Tema International School Duke of Edinburgh's International Award Expedition Camp (**for Silver & Gold Award Level only**) participants registration is open. We can assure you an experience of a lifetime while meeting the requirements for CAS (DP students) and the DofE. This is a unique opportunity to develop skills, open up to a new culture, challenge yourself, reflect, be in touch with nature and create long-lasting memories.

Register now! LIMITED space available (first 35 eligible registrants/students). Only students who are DofE Silver and Gold Award participants can join the Expedition Camp.

Activities: Adventurous journey, abseiling, hiking, map reading & compass use, trail navigation, radio communication reading, visit tourist sites, creativity and leadership experiences, life and survival skills, first aid, drills and much more.



Benefits: Students will apply and develop skills, with CAS (DP Students) and DoEIA requirements met.

Safety: All safety measures are being taken into consideration and a risk assessment trip was completed by a TIS team. A wilderness medical officer and emergency nurse with work experience with the West African Rescue Association will be joining the team throughout the

program.

Equipment: World Ready T-shirt, Cap, camping gear, abseil gear, all outdoor equipment is inclusive.

Orientation and safety training: 3 October 2025, 4:00 pm at the Design Lab with all participants and Expedition Leaders.

Departure: TIS campus Sunday, 5 October 2025, 7:00 am. The team will return to TIS Campus on Wednesday, 8 October 2025, by 6pm. Parents are reminded to pick up their wards for the

Mid-semester break.

Comprehensive Outdoor Risk and Liability Insurance: Inclusive

Logistics: Certificate, transport, food, water and fees to destinations all-inclusive

Venue: Avetime, Volta Region.

Register now! LIMITED space available. Cost: GHC 7,000. Registration deadline:

Friday, 19 September 2025, or when the maximum number of registrations has been reached.

Please pay by the specified deadline. Click on the link below to register. **A payment receipt will be requested to complete the registration.** A kit list is also attached to the form. Ensure you have all items on the kit list prior to the Camp. When making the payment in any of the accounts below kindly state the purpose: TIS DoEIA Expedition Camp, 13th Edition. Expedition Camp Cost: **Ghc 7,000**

<https://docs.google.com/forms/d/e/1FAIpQLSeaSwwmQK0s-f9ge24BPVRFGdZ4R0dUrTDxQdZa6mfH-dK41g/viewform?usp=header>

When making the payment in the accounts below kindly state the purpose: TIS DoEIA Expedition Camp, 13th Edition.

Expedition Camp Cost: **Ghc 7,000**

TEMA INTERNATIONAL SCHOOL ACCOUNT DETAILS

BANK: ABSA BANK

BRANCH: Tema Main

ACCOUNT #: 060-1798808 (GH¢)

The Teaching Guarantee Series Continues



I had the privilege of receiving an autographed copy of Dr Ken Darvall's third book: *The Teaching Guarantee: Three Things*.

For the past years, during our school assemblies, Dr Ken has consistently shared with us the *three things* that shape his thinking: **what excites him, what concerns him, and what he believes is truly important**. These have become familiar benchmarks in our community, simple, honest, and powerful.

His first two books, *The Teaching Guarantee: Every Day is Different* and *The Teaching Guarantee: Making a Difference*, were more than just reflections on leadership. They were also fundraisers for meaningful CAS projects led by our students.

The first book supported the IB Class of 2025's **Transforming Lives project**, which helped fund cosmetic surgery for babies with anorectal malformations and provided five monitors for the ICU of the paediatric surgery unit at Korle Bu Teaching Hospital.

The second book supported the IB Class of 2026 in their **Mante project**, helping provide a dignified toilet facility for the children and staff of Mante School of Excellence.

And now, with this third book, Dr. Ken once again shows us what matters. All proceeds from *Three Things* will go toward supporting the IB Class of 2027 CAS project; continuing the transformation of the Mante School of Excellence in Afienya.

If you're someone who values what truly matters and wants to be part of something meaningful, don't miss the opportunity to get your copy. By doing so, you're not only reading the insights of a dedicated educator and leader, you're also supporting a vision that's creating real impact in the world.

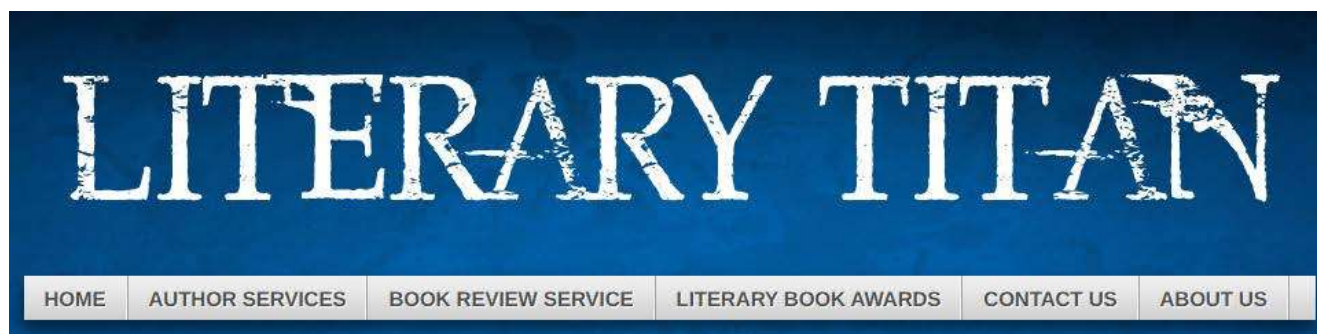
Congratulations, Dr. Ken. We're so proud of you. And yes, we'll carry your three things into our everyday lives, just as every lifelong learner should.

Below, I share an interview with Dr Ken Darvall, where he gives insights into his new book, along with a review by Literary Titan, which awarded the book four golden stars.

Enjoy the reading, and don't forget to pre-order your copy. Stay tuned for the official launch of *The Teaching Guarantee: Three Things*.

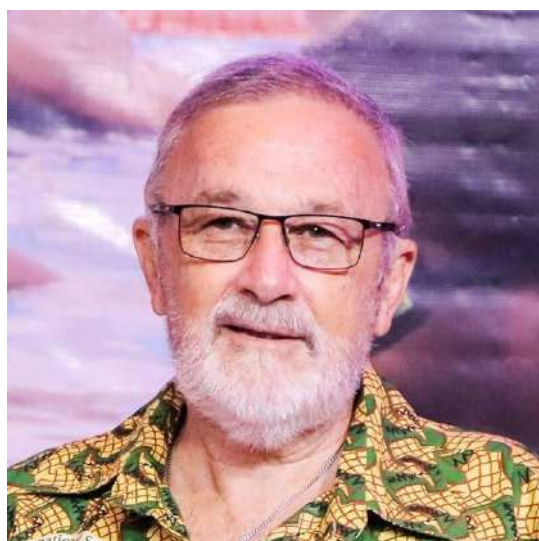
I would like to end with a line from the foreword I wrote in one of Dr Ken's earlier books, *The Teaching Guarantee: Making a Difference*:

"Making a difference isn't just about big gestures. It's in the little things, the service we render, the lives we touch, and the community we build." – Surama King



<https://literarytitan.com/tag/ken-darvall/>

Jun 21 Posted by [Literary-Titan](#)



Ken Darvall Author Interview

***The Teaching Guarantee: Three Things* is a heartfelt manifesto on education, distilling a lifetime of leadership into three essential reflections: what excites, what concerns, and what truly matters in schools today. How did you decide on the “three things” structure?**

Effective communication across all levels in a school community is the foundation of a well-functioning, supportive, and successful educational environment. It enhances collaboration, trust, and accountability, leading to better school outcomes and a more harmonious school culture.

As a school leader, effective communication is a priority for me. As with everything I do, I ask myself, how can I improve this? How can I ensure that my message reaches everyone? It is by no means an easy thing to accomplish.

Towards the end of 2022- 2023, I experimented with the 3 Things approach at weekly school assemblies. It ensured my message was simple, pertinent, and received. Ramble on too much, and any message can get lost and quickly forgotten. This approach enabled effective communication!

Ever since then, any time I talk, I relate it to the three things framework. My first mention of the model was in *The Teaching Guarantee: Every Day is Different* (Chapter 63: School Assemblies)

You express optimism about AI in education. What safeguards do you believe are essential to ensure it enhances rather than harms learning?

Drawing on decades of educational leadership experience, here are the essential safeguards I believe schools need for AI implementation:

Academic Integrity Foundation

The most critical safeguard is teaching students when and how to use AI appropriately, not simply banning it. Just as we taught proper research methods when the internet emerged, we must establish clear guidelines for AI as both a learning tool and a shortcut.

Teacher Professional Development

First Having led through multiple technology transitions, I've learned that successful implementation always begins with comprehensive teacher training. Educators need hands-on experience with AI tools before they can effectively guide students. Without this, we risk either complete avoidance or misuse.

Graduated Implementation by Grade Level

Primary school students need different AI exposure than secondary school students. I recommend starting with AI as a brainstorming partner in upper elementary, progressing to research assistance in middle school, and finally introducing advanced applications in high school.

Transparent Usage Policies

Students, parents, and teachers must understand exactly when AI use is permitted, required, or prohibited. These policies should be as transparent as our existing guidelines for calculators, spell-check, or internet research.

Critical Thinking Enhancement, Not Replacement

The key safeguard is ensuring AI amplifies human reasoning rather than replacing it. Students should learn to question AI outputs, verify information, and understand AI limitations.

Regular Assessment of Learning Outcomes

We must continuously monitor whether AI is improving learning or creating dependency. This requires new assessment methods that distinguish between AI-assisted and independent student work.

The technology has changed, but the fundamental principle remains: any educational tool should increase student agency and understanding, not diminish it.

What advice would you give to new teachers feeling overwhelmed by bureaucracy and burnout?

Drawing from five decades of watching new teachers navigate these same challenges, here's the advice that has proven most effective:

Start with Your "Why"

When bureaucracy feels suffocating, reconnect with what brought you to teaching. Keep one photo or note from a student's breakthrough on your desk. I've seen countless teachers weather difficult seasons by anchoring themselves to their core purpose rather than the administrative noise.

Master the Essential Ignore the Optional

Every school has required tasks and "strongly suggested" initiatives. Learn quickly to distinguish between them. Focus your energy on what directly impacts student learning and meets actual mandates. The rest can wait.

Find Your Teacher Tribe

Identify 2-3 very experienced teachers who still love their work despite the challenges. These aren't the complainers in the faculty room, but rather the ones who have learned to work within the system while maintaining their passion. Their wisdom is invaluable.

Create Non-Negotiable Boundaries

Decide your work hours and protect them fiercely. I've watched too many promising teachers burn out in their second year because they tried to do everything perfectly. Excellence in a few areas beats mediocrity across all areas.

Document Everything Simply

Keep basic records of parent communications, student interventions, and administrative requests. This isn't about distrust—it's about protecting your time from repetitive questions in the future.

Using What Works to Improve What Doesn't

Reflect deeply on your approaches that work well with your classes. Identify the key actions or processes that ensure success. Then apply these to those approaches that do not work to your expectations and enjoy the difference.

Remember: This Too Shall Pass

Educational initiatives come and go. I've witnessed six major reform movements. The bureaucracy that feels overwhelming today will likely be replaced by something else in three years. Focus on timeless teaching principles.

The students in your classroom need you to survive and thrive, not to burn out trying to satisfy every administrative demand.

In your experience, what's the single most underappreciated quality in effective school leadership?

Institutional memory.

After 52 years, I've come to believe this is the most underappreciated quality in effective school leadership—and the one that separates truly transformational leaders from those who simply manage crises.

Most leaders focus on immediate challenges: this year's test scores, next month's budget deadline, and today's parent complaint. However, the most effective school leaders I've known—and have learned to become myself—understand that every decision exists within a larger institutional narrative.

When I see a principal who knows why the third-grade team resists new math curriculum (because they lived through three failed adoptions in five years), or who remembers that the current discipline problems mirror patterns from a decade ago that were solved through specific community partnerships—that's institutional memory at work.

This quality manifests in several critical ways:

- Recognising which “new” initiatives are recycled ideas that failed before.
- Understanding the deeper cultural currents that drive staff resistance or enthusiasm.
- Knowing which community relationships took years to build and must be carefully maintained.
- Seeing how current challenges connect to historical patterns.

Technology has changed dramatically since I began, but the human dynamics in schools follow remarkably consistent patterns. Leaders with strong institutional memory can navigate these patterns more effectively than those who constantly reinvent solutions.

Without this quality, even brilliant leaders find themselves fighting the same battles repeatedly, wondering why their excellent ideas meet unexpected resistance, or why their predecessor’s “failed” programs might have been ahead of their time.

Schools are living institutions with long memories. The most effective leaders honour and learn from that institutional wisdom.

Author Links: [GoodReads](#) | [Website](#) | [Amazon](#)

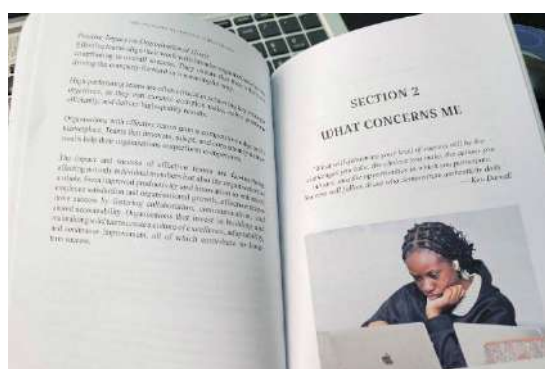
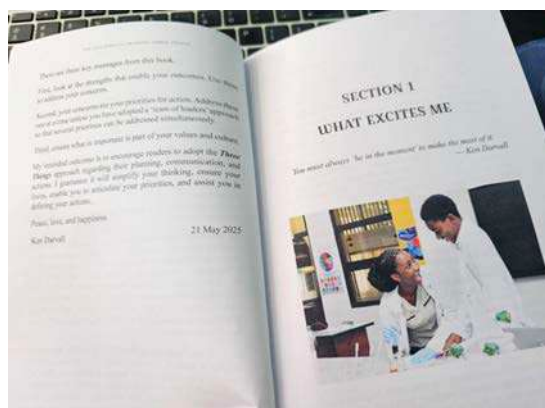
The Teaching Guarantee: Three Things

Jun 10 Posted by [Literary Titan](#)



Ken Darvall's *The Teaching Guarantee: Three Things* is a reflective, candid, and highly structured look into the world of education through the eyes of a seasoned school leader. In this third book of his series, Darvall boils down the vast landscape of modern schooling into three simple but powerful categories: what excites him, what concerns him, and what he believes is important. The book's structure—sixty short chapters grouped into those three sections—invites educators, parents, and even students to engage with education not as an abstract policy debate, but as a deeply personal mission. Whether he's praising the role of AI in the classroom, critiquing bureaucratic inertia, or urging accountability and authentic leadership, Darvall's message

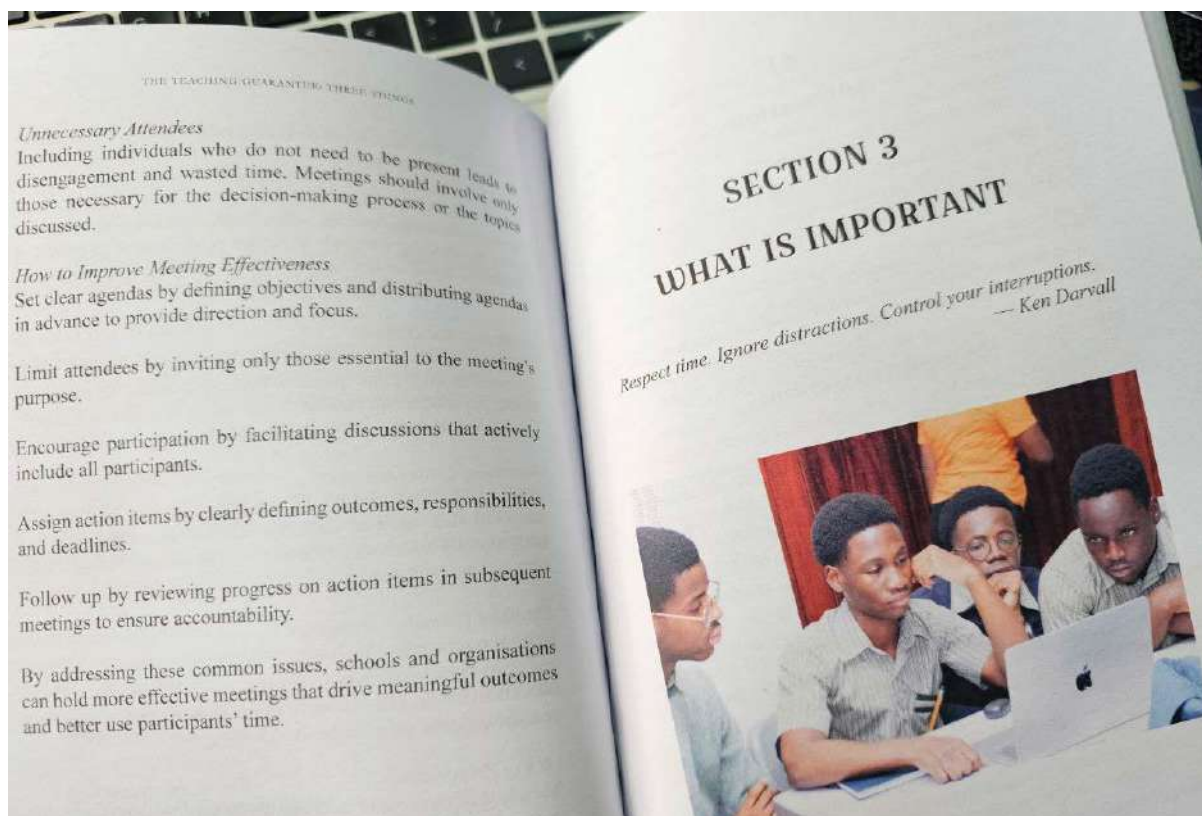
is consistent: education must be grounded in values, driven by purpose, and oriented toward practical action.



What I liked most about this book was its clarity. Darvall doesn't lecture. He shares. And his voice, though authoritative, carries the warmth and weariness of someone who has seen it all and still chooses hope. I found myself nodding along with much of what he wrote, particularly his points about personalised learning, student wellbeing, and the critical role of integrity in both leadership and the classroom. His excitement about the future of education—AI, hybrid learning, global collaboration—felt genuine, even contagious. At the same time, he doesn't sugarcoat the hard stuff. He lays out his concerns with unflinching honesty: inequity, disengagement, mental health crises, political meddling, and the crushing weight of endless meetings. And yet, he never slips into cynicism. He always circles back to what matters.

The bullet-point style and repetitive emphasis on familiar themes (growth mindset, lifelong learning, team culture) occasionally felt like being in a lengthy staff development meeting. But then again, maybe that's the point—his book mirrors the very structure of a school year: full of lessons, reinforcements, goals, and gentle nudges. It isn't flashy or revolutionary, but it is solid. Dependable. Much like a good teacher.

I walked away from *Three Things* feeling inspired, even reassured. It's the kind of book that reminds you why education matters. It doesn't promise to solve every problem, but it gives readers a clear compass to work with. I'd recommend this book to school leaders, aspiring teachers, policy influencers, and anyone who's ever sat in a staffroom wondering if what they do really matters. According to Ken Darvall, it does—and he backs that up with more than fifty years of experience, reflection, and love for the craft.



ASA - After School Activities – 2025/2026 Academic Year – Semester 1

DAY 4:30 - 5:30PM	ACTIVITY	INSTRUCTOR/PATRON	VENUE	VACANCY /GRADE
MONDAY	Brass Band	Meshach Asase	Music Room 3 – Handel &	All grades
	Cosmetology	Abigail Ahiadorme	Strands Saloon	10 Ss- All grades
	Chess Club	Abass Amidu and Emmanuel	Design Lab 1	30 All grades
	Piano Lessons	Prosper	Music Room 2 – Handel & Picasso	Individual lessons - All grades
	Debate Society	Louis Welagaamo & Ms Irene Koree	C6.LL2	30 Ss - G7-G11
	Badminton & Tennis	Sports Team	Sports Complex	All grades
	Architecture Club	Donald Dodoo	Design Lab	10 Ss - G9 - G11
	Fascinator Club	Grace Ameyibor	Project Center	6 Ss - G9 - G11
	Cooking Club	Ms. Eunice	Project Center Kitchen	6 Ss G7
	Buddies For Change	Michael Ansah	Project Center Cafeteria	All grades
TUESDAY	Annual School Play	Mawuli Zonyrah – Visual Arts and CASSA Team	MPH, Black Box, Music Rooms 2&3, Black Box	All grades
	Sewing Club (Hand & Machine Sewing)	Donald Dodoo & Ms. Diana	Design Lab	8 Ss – G11s
	Tennis and Table Tennis	Sports Team	Sports Complex	All grades
	Cooking Club – G8	Ms. Bernice	Project Centre Kitchen	8 Ss – Grade 8
	MUN	Mr Louis W and Mr Nicholas	C12 IS4	50 Ss - All Grades
	Innovation & Entrepreneurship Club	George M, Nicholas S, Mr Kumah-Noi	Library	18 Ss- G9 - G11
	Cosmetology	Phoebe Fafa Wensley	Strands Saloon	10 Ss- All grades
	TIS Orchestra	Shadrach Asase	Orchestra Room – Handel	All grades
	Crocheting Club	Ms Eunice	Design Lab	6 Ss - All grades
	Annual School Play	Mawuli Zonyrah – Visual Arts and CASSA Team	MPH, Black Box, Music Rooms 2&3, Black Box	All grades
WEDNESDAY	Badminton	Sports Team	Sports Complex	All grades
	Squash	Takasi Nyande	Sports Complex	All grades
	Chess Club	Abass Amidu and Emmanuel	Design Lab 1	30 Ss - All grades
	Visual Arts Club	Albert Dowuona	Visual Arts Studio-Handel Picasso	10 Ss - All grades
	Sign Language	Ms. Diana	C8	All grades
	Reading Club	Aunty Setor, Samuel Ato & Joseph B	Learning Center	24 Ss - All grades
	Cooking Class – G9 & G10	Ms Betty	Project Centre Kitchen	8 Ss – G9 - G10
	Annual School Play	Mawuli Zonyrah – Visual Arts and CASSA Team	MPH, Black Box, Music Rooms 2&3, Black Box	All grades
THURSDAY	Handball & Squash	Sports Team	Sports Complex	All grades
	The Operation Smile Club	Mrs King and Samantha	Design Lab	12 Ss – G9 – G11
	Pop Band	Meshach Asase	Music Room 3 – Handel &	Individual lessons - All grades
	Interact Club of TIS - Meeting 2 x Month	Grace Kabukie & Gilda Afegbedzi	I&S CL113	20Ss - All grades
	STEM CLUB	Science & Math Team	Einstein Block	All grades
	TIS Orchestra	Shadrach Asase	Orchestra Room – Handel &	All grades
	Photography Club	Joshua Nartey	Media Room – Project Centre	14 Ss – All grades
	Annual School Play	Mawuli Zonyrah – Visual Arts and CASSA Team	MPH, Black Box, Music Rooms 2&3, Black Box	All grades
FRIDAY	Mooting Society	Louis W, Constance & Joseph B.	C6.LL2	25 Ss -G9-G11
	Piano Lessons	Prosper & Robert Hayford	Music Room 2 – Handel & Picasso	Individual Lessons - All grades
	Squash	Takasi Nyande	Sports Complex	All grades
	Annual School Play	Mawuli Zonyrah – Visual Arts and CASSA Team	MPH, Black Box, Music Rooms 2&3, Black Box	All grades
SATURDAY	Volleyball – After lunch	Sports Team	Girls Hostel Court	All grades
	Poetry Club – 3PM – 4 PM	Louis Welagaamo	Gardens	All grades – 10 Ss
SUNDAY 4 - 5 PM	Swimming Club – Dr Ken Darvall, Sports Team			

Service Projects: Opportunity for Service as Action and CAS students to develop community projects. Discuss logistics with coordinators/supervisors. Check your Handbook or visit the CASSA office for the NGO collaboration list.

CAS Projects (G11 & G12): Submit the **CAS Project Proposal Form** to the **CAS Coordinator** before starting.

Red Cross Club: Monthly meetings for Red Cross Ghana Society certified members. Sign up for a 4-day online workshop (Date TBC). Patrons: Mr. Hayford Gyasi, Abigail, & Mr. Callistus Sullo.

Performance/School Event Organizers: Open to all students. Check the Notice Board, Bulletin, or **ManageBac** for opportunities.

Workshops: Skill-building opportunities are announced in the Weekly Bulletin - CAS-SA Corner and **ManageBac**.

DoEIA: Follow Dukies Group on ManageBac for updates. For Bronze, Silver or Gold Award registration, visit the **Dukies Office** at the Project Centre.

After-School Activities Participation: All students are required to participate in at least 3 activities weekly. Emphasise commitment and balance. **After-School Program and CAS:** The After-School Program at Tema International School is meticulously aligned with the CAS requirements. These activities fulfil the CAS experience prerequisites, particularly within the Creativity and Activity strands, providing students with diverse opportunities to engage and develop these essential skills.

Legacy in Action: Reflections from the Mante School IT Lab CAS Project



Over the years, I've had the honour of walking alongside students as they discover their potential through the CAS journey. But every so often, a project emerges that is not just transformational for the community it serves, but also for the young people who lead it. The **Mante School IT Lab project** is one of those.

As Tema International School celebrates 22 years under the inspiring theme "*Building on Legacy. A Future of Possibilities*," I find myself reflecting on how our legacy is not just in the walls we build or the milestones we celebrate, but in the hearts, minds, and actions of our students. This CAS project, initiated by the **IB Class of 2026**, exemplifies this in every way.



From the initial brainstorming meetings to fundraising, logistics, and finally commissioning the refurbished **IT Lab at Mante School of Excellence**, our students demonstrated vision, leadership, empathy, and resilience. They learned to collaborate across cultures and time zones, work with community partners, and adapt when plans needed to change, valuable life lessons that no textbook alone could teach.



The joy and excitement of the Mante pupils as they explored their new computer lab, the enthusiasm of the project leaders as they shared digital skills, and the mutual joy of cultural exchange with our visiting partners from the United States; these are moments that will remain etched in our memories.

A special thanks to our supportive partners, **CRESCENDO, Delta Sigma Theta Sorority Inc. (Winston-Salem Alumnae Chapter), Wo Ye Bra, and Mckingtorch Africa**, for believing in our students and amplifying their efforts. The sustainability aspect, particularly the recycled desks and chairs made by **Mckingtorch Africa**, added a powerful layer of purpose to this initiative. Our students saw firsthand how innovation and environmental responsibility can intersect.

What Comes Next



The completion of the IT Lab is not the end; it's a beginning. A new toilet facility has already been completed and is being prepared for handover. Next on the horizon is the construction of a **school kitchen**, a vital addition that will ensure the children at Mante receive nutritious meals in a safe and hygienic space. This is not just about infrastructure, it's about dignity, safety, and the right to learn on a full stomach.

As we prepare for this next phase, our students are already mobilising to raise awareness and

funds. But we cannot do it alone.

A Call to Action

The **projected cost of the kitchen is approximately GHC 230,000.00**. We are calling on the **TIS parent body, alumni, and wider community** to join us in making this vision a reality. Whether through sponsorship, donations, or simply spreading the word, every gesture of support counts.

This is more than a CAS project; it's an invitation to live our values. It's about empowering students to give back meaningfully, to grow through service, and to build a future where legacy is not just remembered, but lived daily.

Let's keep building together.

To learn more about the Mante project, read TIS in the news:

<https://campaigneronline.com/tema-international-school-celebrates-22-years-of-impact-the-mante-school-it-lab-cas-project/>

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News

Tema International School Celebrates 22 Years of Impact: The Mante School IT Lab CAS Project

By Campaigner Online September 24, 2025

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As **Tema International School (TIS)** commemorates its **22nd anniversary**, the institution proudly reflects on a legacy of impact, innovation, and holistic education. With

and execution of the project. Special appreciation goes to **Mr Seth Adu-Baah**, a parent whose support played a vital role.

Empowering Learning Through Technology



Thanks to the generous contributions of **CRESCENDO**, **Delta Sigma Theta Sorority, Inc.**, and **WO YE BRA** (under the leadership of **Camille French** and **Dr Adrienne Booth Johnson**), the Mante School now benefits from a **fully equipped computer lab** with 25 laptops, creating new opportunities for digital learning.

“Our full day at the Mante School was a celebration of connection and empowerment, sharing African American history, cooking together, educating young girls on health, grooming the boys, and opening a computer lab. From cultural exchange to digital access, every moment built a bridge toward equity and opportunity for the next generation.” — *Aisha Felder, Chair of International Awareness & Involvement, Delta Sigma Theta Sorority, Inc.*

“It was an honour for the **Wo Ye Bra** Programme to partner with **Tema International School** and **Delta Sigma Theta Sorority** to further our mission of helping to change the world one village at a time.” — *Dr Adrienne Booth Johnson, Founder, Wo Ye Bra*

Sustainability in Action

An outstanding element of the initiative is its sustainable approach. In collaboration with **McKingtonch Africa**, led by **Makafui Awuku**, the IT Lab was furnished with **desks and chairs made entirely from recycled plastic waste**, including pure water sachets.

“Each recycled desk used approximately 22,000 pieces of plastic waste. These children are now learning in an enabling environment rather than suffering from the consequences of plastic waste being burnt. We appreciate TIS and its partners for giving us the opportunity to collaborate on sustainability projects that impact students and communities.” — *Makafui Awuku, Founder, McKingtonch Africa*

Education with Lasting Impact

“The transformation of the Mante School of Excellence is a testament to what is possible when we work collectively for the common good. Our students are not just observers; they are doers, leaders, and changemakers. This initiative exemplifies the core of IB education in action, merging academic inquiry with real-world service and fostering values of empathy, leadership, and global responsibility.” — *Surama King, CAS Coordinator, Tema International School*

Tema International School Celebrates 22 Years of Impact: The Mante School IT Lab CAS Project



Tema, Ghana – 24 September 2025

As **Tema International School (TIS)** commemorates its **22nd anniversary**, the institution proudly reflects on a legacy of impact, innovation, and holistic education. With the theme *“Building on Legacy. A Future of Possibilities,”* TIS continues to shape future-ready individuals grounded in its four foundational pillars: **Academics, Culture, Sports, and Service.**

This year also marks six years since the opening of the **Primary School Campus** in 2019, a vibrant learning environment that exemplifies the school’s commitment to foundational excellence and joyful learning.

It is within this context of purposeful education and global citizenship that TIS announces the successful commissioning of a refurbished **Information and Technology Laboratory (IT Lab)** at the **Mante School of Excellence (Afienya)**, a service initiative driven by students in the IB Class of 2026 as part of their **Creativity, Activity, Service (CAS)** programme.



A Day of Purpose, Celebration, and Community Spirit



The commissioning event brought together a delegation of over 25 visiting members from **Delta Sigma Theta Sorority, Inc. – Winston-Salem Alumnae Chapter**, students and staff from Tema International School, and the Mante community. The day, affectionately dubbed *“Delta Day at Mante,”* was filled with activities including cultural exchanges, digital literacy workshops, mentorship sessions, and student-led performances.

The student leadership team, **Samuella Adu-Baah, Samantha Kattah, Ruby Paintsil, Michelle Mensah, Matthew Akafo, Zeruiah Yarquah, and Esther Chelsea Brenya**, alongside the guidance of their patron, **Mr Michael Ansah** and the **CASSA team**, demonstrated outstanding initiative in the planning

Looking Ahead

Following the IT Lab commissioning, other impactful developments are underway. A newly constructed **toilet facility** is set for official handover in early October. In response to urgent community needs, students have also begun raising funds to construct a **new kitchen facility** for the **Mante School of Excellence**.

The Spirit of Giving Back

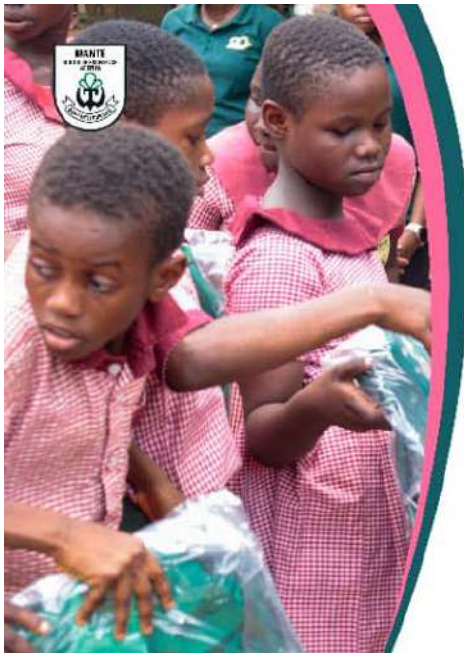
At Tema International School, **Giving Back** is not just a value; it is a lived experience. The school believes in **empowering youth through meaningful experiences that shape not only knowledge, but also character and community consciousness**. These efforts reflect a deep-rooted commitment to social responsibility and ethical leadership.

To further institutionalise this vision, the **TIS Giving Back Foundation** is set to be launched before the end of the academic year, reaffirming the school's commitment to Service, one of the four core pillars of the school. This vision, set by the **Founders, Mr and Mrs Adjavon**, a Ghanaian couple, reflects the belief that education must be **holistic**, nurturing the whole person and preparing students to become **compassionate, responsible, and impactful citizens of the world**.

“This is the TIS experience, where learning meets purpose.”







Akwaaba! Mohee!!
Welcome to DELTA DAY at
Mante School!

Thank you to our partners.



CRESCENDO



MUELLER











Sporty Family 2025 – A Day to Remember



Sporty Family 2025 was nothing short of unforgettable! As part of our **TIS @ 22** and **Primary @ 6** celebrations, the entire community came together in a colourful showcase of sportsmanship, unity, and joy. Parents, staff, alumni, and students filled the Sports Complex with energy and excitement, proving once again that Sporty Family is a tradition that truly embodies the TIS spirit.

House Standings

The competition was fierce, and each house gave its very best. At the end of the day, **Yellow Outeniqua** emerged as champions, followed by **Red Kigelia** in second place, **Blue Cedar** in third, and **Green Wisteria** in fourth. The cheers, determination, and resilience on display reminded us that victory is not only about winning but also about playing with heart.

Cheerleaders

What a burst of energy! The cheerleaders added a very special touch, dazzling us with creativity, rhythm, and



school spirit. Though **Red Kigelia** lifted the trophy, the competition was tough — every house brought vibrancy, imagination, and that unique spark only found at TIS. Bravo to all colours for putting on a spectacular show!



Primary School Campus Spirit

Our **Primary School Campus** was a delight to watch! Their energy, creativity, and enthusiasm brought smiles to all present, showing that age is no barrier to sportsmanship. Their spirited participation added a fresh dimension to the event, reflecting the continued growth of our TIS family.

Health and Lifestyle Focus



We extend our gratitude to **Britania Medical Centre**, who supported the event with free health screenings and delivered insights on the importance of healthy lifestyles. Their presence underscored the close connection between well-being and education, inspiring families to lead healthier and more active lives.

A Special Farewell for Dr Ken

One of the most memorable highlights came when students, staff, and parents came together to teach **Dr Ken** how to dance *Azonto*! Laughter and joy filled the air as he took on the challenge. We hope he will share his new Ghanaian dance steps with his family in Australia.

Parents also used the occasion to honour Dr Ken for his immense contribution to TIS's growth. In a heartwarming gesture, they pledged to purchase his books and support the two major student-led service projects of the year, the **Saving Hearts Initiative** and the **Mante Kitchen Project**.



Gratitude

This Sporty Family Day once again showcased the very best of TIS fun, friendship, service, and community. Special thanks to the Sports Department, staff who supported, and our amazing student organisers, led by **Asyeye and Antonio**, who ensured everything ran smoothly.

Sporty Family 2025 was more than an event; it was a celebration of who we are, a vibrant, united, and purposeful TIS community.







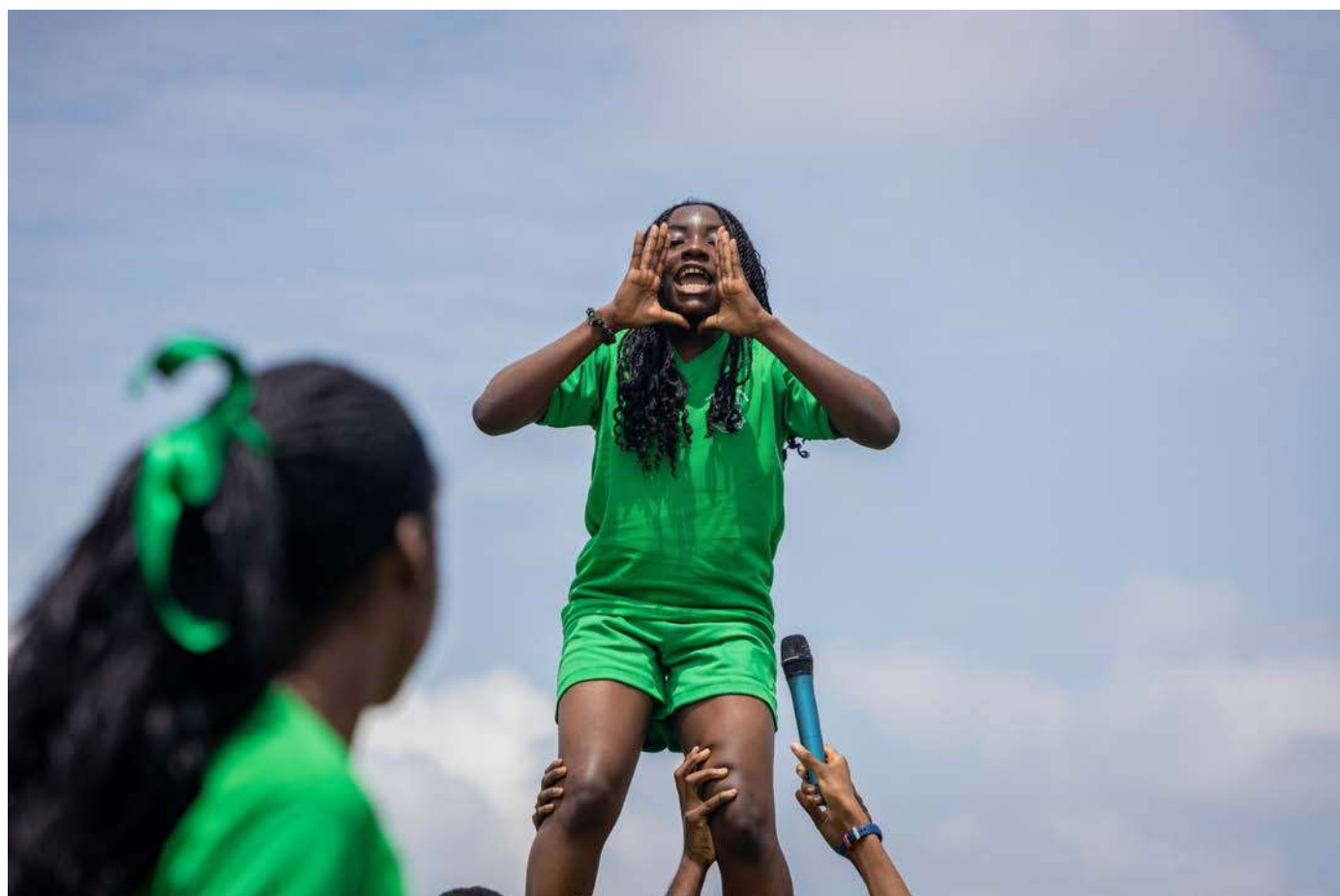






































Thursday, September 25, 2025

Tema International School Celebrates 22 Years of Impact: The Mante School IT Lab CAS Project



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Change ^{the} World Through Service

#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](#) or [Kids Helpline](#).



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OUT.COM**

IB: COLLEGE/UNIVERSITY ENROLMENT**Australia**

Australian Catholic University

Barbados

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Bulgaria

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Queen's University
Redeemer University College
Ryerson University
Simon Fraser University
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UOIT
University of Alberta
University of British Columbia
University of Calgary
University of Guelph
University of Lethbridge
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University of New Brunswick
University of Northern British Columbia
University of Ottawa
University of Regina
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EPITA France
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Jean Moulin University
Sciences Po
Université Grenoble Alpes
University of Lille
University of Savoie Mont Blanc

Germany

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Ghana

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Accra College of Medicine
Ashesi University
Central University College
GIMPA
Kwame Nkrumah University of Science & Technology
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Mountcrest University College
Lancaster University, Ghana
Webster University, Ghana
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University of Debrecen
University of Pecs Medical School

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Loyola College
Institute of Fashion Designing

Ireland

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University College of Dublin
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Italy

John Cabot University

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United States International University (USIU), East African branch

Malaysia

Institute of Medical Sciences at Mantin

Mauritius

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Slovakia

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Albany College of Pharmacy and
Albion College
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 Luther College
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 Maryland Institute College of Art
 Massachusetts College of Pharmacy and Health Sciences
 Massachusetts Institute of Technology
 Mercer University
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 Merrimack College
 Miami University, Oxford, Ohio
 Michigan State University
 Middlebury College
 Millersville University
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 Montclair University
 Mount Holyoke College
 New York Film Academy
 New York Institute of Technology
 New York School of Art and Design
 New York University
 Northeastern University
 Oberlin College
 Ohio Wesleyan College
 Old Dominion University
 Pace University
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 Purdue University
 Quinnipiac University
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Rocky Mountain College of Art and Design
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 Townson University
 Trinity University
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 Truman State University
 Union College
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 University of Florida
 University of Hartford

University of Iowa
 University of Kentucky
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 University of Maryland Baltimore county
 University of Massachusetts- Amherst, Boston, Dartmouth
 University of Miami
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 University of Oregon
 University of Pennsylvania
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 University of San Diego
 University of South Florida
 University of Tampa
 University of Toledo
 University of Tulsa
 University of Wisconsin
 Utica College
 Vassar College
 Villanova University
 Virginia Commonwealth University
 Virginia Polytechnic Institute & State University
 Walsh University
 Wartburg University
 Washington College
 Washington & Jefferson College
 Webster University
 Wellesley College
 Wells College
 Wentworth Institute of Technology
 Westchester University of Pennsylvania
 Whittier College
 Williams College
 Wilson College
 Woodbury University
 Worcester Polytechnic Institute
 Yale University

West Indies

St. George's University, Grenada







COUNSELLORS' CORNER







Continuous Improvement: Excellence isn't perfection—it's the pursuit of better.
Dear Students, continue to learn, refine, and evolve.



Want to stay focused? Do These:

-  **Set Clear Goals:** Break tasks into smaller, manageable chunks with specific outcomes.
-  **Visualise Success:** Before starting, picture yourself completing the task. It primes your brain for action.
-  **Declutter Your Space:** A tidy environment helps reduce mental clutter.
-  **Limit Multitasking:** Focus on one task at a time. Multitasking reduces efficiency and increases errors.

-  **Get Enough Sleep, Stay Hydrated and Eat Well:** Fatigue kills focus.
-  **Create a Routine:** Consistency builds momentum. Set regular times for deep work.
-  **Track Progress:** Use a journal or app to monitor your focus and celebrate wins.
-  **Reward Yourself:** After completing a task, treat yourself—it reinforces the habit.

Click here: <https://www.google.com/search?q=stay+focused+academically>



TIS: A Global Destination of Choice- University Visits

This month, TIS proudly welcomed a vibrant array of university representatives from across Canada, each bringing unique insights and opportunities for our students. Their visits reaffirm TIS's growing reputation as a global hub for academic excellence and meaningful collaboration. Enjoy reading students' reflections.



Time with Akua Asare Anim- International Recruitment Specialist



University of Waterloo Visit – A Two-Fold Experience

TIS was pleased to host Akua Anim Asare, who delivered insightful presentations tailored to different grade levels.

- **MYP 4 Session:** Focused on the value of university education and the academic requirements needed to gain admission into top institutions. Students were encouraged to dream big and begin building strong educational foundations early.
- **Grade DP2:** Took a practical deep dive into the university application process, offering guidance on timelines, documentation, and how to make a compelling application.

The visit was both informative and inspiring, helping students at every stage of their journey feel more confident and prepared for what lies ahead. Click here for more: <https://uwaterloo.ca/>

Enjoy Reading a reflection from Richmond Alorvor, DP2



Although Canada was not originally part of my plans, the Waterloo representative's presentation was extremely insightful. I gained a clear understanding of the university's focus on innovation, entrepreneurship, and experiential learning, which aligns closely with my ambition to develop strong business and leadership skills. The discussion on co-op placements, research opportunities, and student-led initiatives highlighted how Waterloo supports practical experience and problem-solving skills, which are essential for aspiring entrepreneurs. I also appreciated the emphasis on collaboration and leadership development, as these skills will **enable me to identify opportunities, create effective**

solutions, and ultimately assume significant business responsibilities in the future. Overall, the session broadened my perspective on higher education and inspired me to consider how studying in such a dynamic environment could accelerate my entrepreneurial ambitions



<https://uwaterloo.ca/future-students/financing/international-scholarships>

<p>If you're in a co-op program at Waterloo, you can earn between</p> <h2 style="text-align: center;">\$9,600 and \$22,500</h2> <p>per four-month co-op work term in Canada.</p> <p><small>And most students have five or six co-op work terms. Learn more about co-op programs at Waterloo.</small></p>	<p>With hundreds of part-time jobs on campus, you can</p> <h2 style="text-align: center;">earn up to \$2,000</h2> <p>in each four-month school term through Waterloo's international work-study program.</p> <p><small>Get tips on <u>paying for your education</u>.</small></p>
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Time with Ifeoluwa Abioye-Regional Representative University of Guelph, left and Eunice Ndawoye Regional Representative- Africa Carleton University right who shared various insights and highlights about their universities.

Enjoy Reading Student's Reflection from Moses Kanneh, DP1



When representatives from Carleton University and the University of Guelph visited to discuss their institutions, it was a valuable experience that provided me with a deeper understanding of the opportunities available in higher education. They not only shared information about academic programs, but also highlighted the unique features of their institutions, such as campus life, research opportunities, and support services for students. From Carleton University, I learned about their strong emphasis on experiential learning and co-op placements, which really stood out as a way to connect education with real-world career paths. Their location in Ottawa also seemed like a great advantage, offering access to government institutions, organisations, and cultural experiences. The University of Guelph representatives emphasised community and student well-being. I was impressed by how much they value creating a supportive environment that strikes a balance between academics, sustainability, and campus culture. Their emphasis on research, agriculture, and environmental studies also highlighted how specialised programs can connect to global issues.

Overall, the talks were very engaging and helped me better understand what makes each university unique. It also encouraged me to think more seriously about what I value most in a university, whether it's career-oriented programs, community, or location. The visit not only provided me with useful information but also motivated me to explore my options more carefully for the future.

To find out more click: <https://www.uoguelph.ca/>



<https://www.uoguelph.ca/registrar/finances-fees/scholarships-bursaries/>
<https://admissions.carleton.ca/scholarships/>

A Heartwarming & Nostalgic Visit from Frankina Tawiah IB Class of 2010- Western University, Canada



At TIS, excellence doesn't end at graduation—it begins anew. Our alumni are trailblazers, thinkers, and change makers across the globe. They carry the spirit of TIS into every endeavour, grounded in values and vision. From classrooms to boardrooms, their impact continues to inspire. TIS was honoured to welcome alumna Frankina Tawiah back home, where familiar halls and warm smiles greeted her return. Her visit stirred fond memories and inspired a wave of enthusiasm among our current students. She shared deep insights on navigating university applications, staying ahead academically, and cultivating healthy relationships—wisdom shaped by her own journey through these very corridors. It was more than a presentation; it was a full-circle moment that reminded us of the enduring bond between TIS and its alumni. Her presence lit up the campus with warmth, wisdom, and a beautiful sense of belonging.

Enjoy Reading a Reflection from Sheridan Tawiah, DP2

During our class guidance session 18 September 20205, I felt especially connected to the alumna who spoke with us. Not only does she share my last name and passion for nutrition, but her story gave me a glimpse into what life in a Canadian university can be like, which is exactly where I hope to study. She emphasised the importance of researching the place you intend to go, not only for opportunities but also to understand potential risks. She also provided practical advice on managing friendships and balancing time effectively. Her words inspired me to remain motivated, flexible, and committed. I now see my journey not just about personal success but also about giving back to Ghana, just as she has done.



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more

SAT

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Click here: <https://satsuite.collegeboard.org/sat/registration/international-testing/>
- ✓ Click here for more information <https://www.bestcolleges.com/test-prep/sat/registration/>.
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DIGITAL TEST DATES AND DEADLINES 2025

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
Aug. 23, 2025	Aug. 1, 2025
Sept. 13, 2025	Aug. 22, 2025
Oct. 4, 2025	Sept. 12, 2025
Nov. 8, 2025	Oct. 17, 2025
Dec. 6, 2025	Nov. 14, 2025

Congratulations to all SAT 13 September 2025 Test Takers.



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)
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- ✓ (TIS Test Centre Code: 870390, but inform counsellor first).
- ✓ If having Troubles Registering contact **Aunty Portia** in person or by email at portia.atubiga@tis.edu.gh



DIGITAL TEST DATES AND DEADLINES 2025

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
Sept. 6, 2025	July 25, 2025
Oct. 18, 2025	Sept. 5, 2025
Dec. 13, 2025	Oct. 31, 2025

Change ^{the} World Through International Mindedness

#Make a Difference



How to Study Intensely (Without Getting Burned Out)

I've done a number of intensive learning projects, sometimes studying for up to twelve hours a day. The risk of going too hard and crashing is always present during projects of this intensity, so I've discovered some strategies for preventing burnout.

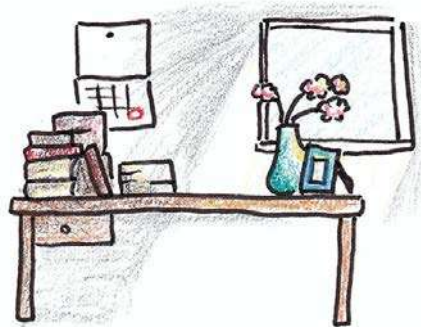
These strategies are critical when studying isn't your full-time job. While a five-hour-per-week project may not sound like much, it can be overwhelming when added to your existing obligations at work and home. People who study after work need to be extra careful about burnout because they have so little spare capacity if they do crash.

Here are five tips for staying focused without burning out.

Tip #1: Cleanly Separate Studying from Life

The worst situation is to be in a state of perpetual semi-studying. This happens when people don't have fixed studying schedules and instead feel like they should "always" be studying.

Since always studying is impossible, people sneak non-studying activities—like playing on their phone or watching television—into their learning time. Then, when they are inevitably unproductive, they feel like they have to study more hours. The end result is burnout.

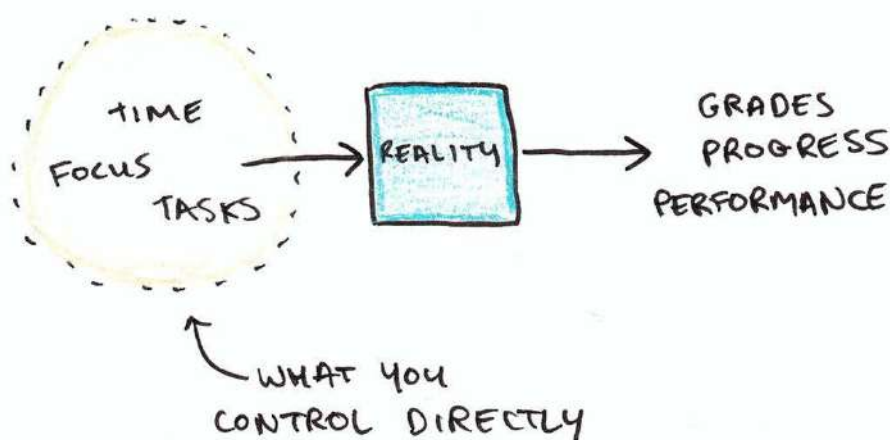


One strategy is to have a clean separation between the hours you're studying and the hours you are not. At peak intensity during the MIT Challenge, for instance, I put in about twelve hours per day. Even so, I always finished by 7 pm, and I never studied on the weekend.

Tip #2: Focus on the Input, Not the Output

Much of burnout is not the actual work, but your emotional reaction to it. Studying all day will probably never be as relaxing as watching movies or hanging out with friends. But it can be a fun, meaningful challenge that you feel good after.

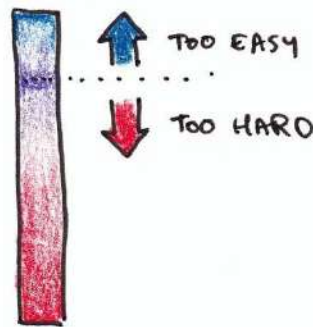
However, for many, studying isn't just effortful. It's painful. They become paralysed by anxiety about failing their test. They feel frustrated by the material or just plain bored.



One thing I've found helpful for dealing with these emotional reactions to shifting your focus onto the work. You can make this explicit. "Work on this assignment, without interruption for 30 minutes" is an achievable task. But "finish writing this essay" can create stress when you encounter writer's block.

Tip #3: Adjust to the Sweet Spot of 85% Success

We learn best when we're successful most of the time, but occasionally challenged. If we fail consistently, not only do we get frustrated, we learn less. The problem isn't just emotional. Machine learning algorithms [also seem to train best](#) when their success rate is around 85%. Our frustration isn't irrational, but a sense that our learning is perhaps not so efficient.



There are plenty of ways you can adjust your success rate. One is to make the task easier. If you're failing to do problem sets, switch to doing them open-book. If you don't understand a key concept, try the [Feynman Technique](#). If you're struggling to memorize something, make a mnemonic.

It's much easier to maintain motivation throughout your studies if you can get to a smooth rate of successful trials (wherever the bar for "success" is set).

Tip #4: Never Cut Sleep

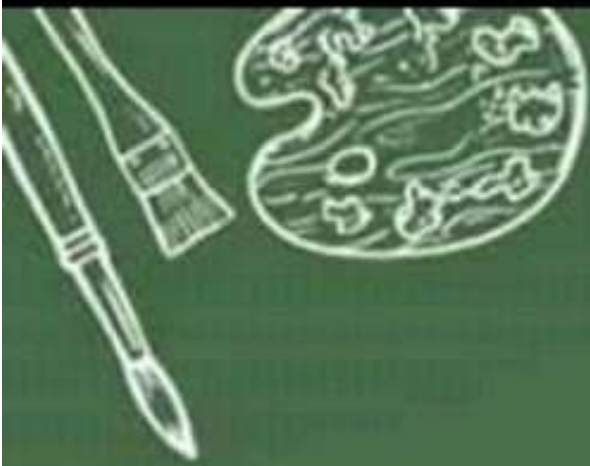
Late-night cramming is a perennial student favorite, but it's the worst possible strategy you can employ when learning.

Sleep plays a crucial role in memory consolidation. Cutting sleep while studying is like cutting your feet right before a footrace. You might think the extra studying time will help, but it only hurts you.

Tip #5: Exercise regularly

Exercise is another learning booster. While cutting exercise in a short-term crunch is sometimes unavoidable, maintaining good exercise habits are among the few things that [reliably improve cognitive functioning](#). Ironically, physical training, not "brain training" games you play on your phone, may be the only kind of [brain training that actually exists](#).

Scott Young
20/4/22



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



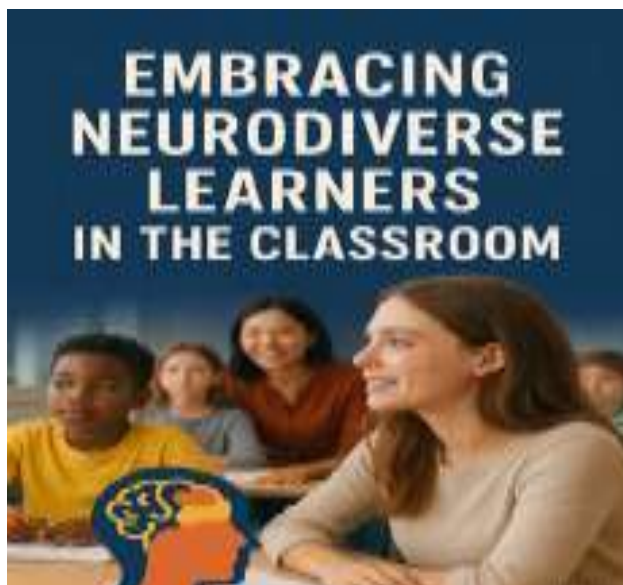


THE TIS DNA



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Embracing Neurodiverse Learners in the Classroom



The concept of **neurodiversity** has reshaped contemporary understandings of education, urging educators to reframe learning differences not as deficits but as valuable variations in human cognition. Coined in the late 1990s, the term emphasises that students with autism, ADHD, dyslexia, and other learning profiles bring distinctive perspectives, problem-solving approaches, and skills that enrich learning communities. By valuing these differences, educators can move beyond deficit-oriented remediation and toward creating classrooms where every learner is recognised as capable of meaningful contribution.

Reframing Learning Differences

As Rentenbach, Prislowsky, and Gabriel (2017) argue, the language educators use profoundly shapes student identity. When classrooms affirm differences as assets, neurodivergent learners report increased engagement and stronger connections with peers. Their study, grounded in K–12 practice, reveals that educators who intentionally highlight the strengths of neurodivergent students foster a sense of belonging, reduce stigmatisation, and inspire higher academic motivation. Conversely, environments that pathologise differences risk marginalising students, undermining both confidence and performance.

This reframing is also critical in higher education, where professors often encounter neurodiverse students managing rigorous workloads. Understanding that differences in attention regulation, sensory processing, or literacy skills are not deficits, but markers of diversity, positions faculty to design instruction that encourages equitable participation.

The Role of Emerging Research Tools

Alongside pedagogical shifts, **technology is playing a transformative role** in supporting neurodiverse learners. ITHAKA's *JSTOR AI Research Tool* (2025) highlights the potential of artificial intelligence in democratizing access to academic knowledge. By assisting students in navigating vast research databases, generating summaries, and identifying key sources, such tools help level the playing field for learners who may struggle with executive functioning, information synthesis, or traditional research methods.

Importantly, these tools are not simply accommodations. They expand the range of ways all learners, neurodivergent or not, can engage with content. For students with dyslexia, AI-supported text-to-speech functions improve accessibility. For individuals with ADHD, AI-powered organisational features can support effective task management. In this way, technology becomes a catalyst for reimagining inclusive pedagogy, not just a supplement for learners with specific needs.

Practical Implications for Educators

Drawing on the work of Rentenbach et al. (2017) and ITHAKA (2025), several strategies emerge for educators seeking to embrace neurodiversity:

1. **Cultivate a culture of acceptance.** Normalise conversations about learning differences, positioning them as natural variations rather than exceptions. Celebrating student contributions affirms identity and builds classroom empathy.
2. **Adopt a flexible pedagogical design.** Provide multiple means of engagement, representation, and expression. For example, offering both written and oral options for assessment supports students with varying strengths.
3. **Leverage AI and assistive technologies.** Tools such as the JSTOR AI Research Tool can scaffold research processes, support organization, and reduce barriers to accessing complex academic texts.
4. **Promote collaborative learning.** Pair neurodiverse and neurotypical students in projects that draw on complementary strengths, fostering mutual respect and shared achievement.
5. **Reflect on teaching practices.** Professors and teachers must continually evaluate whether their methods unintentionally privilege specific learners over others and adapt accordingly.

Toward a More Inclusive Future

The convergence of scholarly insights and emerging technologies paints a compelling picture of what inclusive education can achieve. Rentenbach et al. (2017) remind us that the core of neurodiversity lies in affirming difference as value. ITHAKA (2025) demonstrates how AI-based research tools expand that vision, offering practical means to reduce barriers and unlock intellectual potential.

Supporting neurodiverse learners, therefore, is not solely about equity for a minority group. It is a pedagogical and ethical commitment to cultivating classrooms where **diversity fuels creativity, innovation, and deeper learning for all**. As education systems evolve, embracing neurodiversity represents both a moral imperative and a strategic pathway toward more adaptive, empathetic, and resilient learning communities.

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Change ^{the} World Through Respect

#Make a Difference



THINGS OUTSIDE MY CONTROL

COVID-19

Global Pandemics

OTHER PEOPLE'S
ACTIONS

OTHER PEOPLE'S
OPINIONS

**THINGS I CAN
CONTROL**

MY ATTITUDE
MY BEHAVIOUR
MY ACTIONS
MY EFFORT

Logging onto ManageBac

OTHER PEOPLE'S
FEELINGS

OTHER PEOPLE'S
MISTAKES

ADVERSITY



How Your Teenager Can Manage Distractions

It's entirely normal for teens to get distracted from studying from time to time, especially during stressful exam periods or when they're struggling to understand the work. Plus, the transition to digital school work and having the internet right at our fingertips means that it's never been easier to be distracted.

Avoiding doing work or study is a widespread response to feeling overwhelmed and stressed, but while leaning into a bit of self-care to get through high-stress study periods is one thing, you don't want your teen perfecting the art of procrastination because it'll come back to bite them during exam time.

If your teenager is struggling to balance study with school work, social media and other daily distractions, there are ways you can help them help themselves.

Set time aside for fun

After spending hours studying and working, it's to be expected that your teen might be feeling exhausted or stressed. While they may already have a study plan, please encourage them to have a fun plan, too. If they have a specific time set aside for relaxing, social media or gaming, they'll have less desire to distract themselves while working.

Take regular minibreaks

Suggest that they work in chunks of time – say, 20 minutes – then take a few minutes to get a drink, stretch and walk around. This will keep their energy, maintain their concentration and make their study more manageable. You might watch how they're going by having a cup of tea and a quick chat with them during one of these scheduled mini-breaks.

Block screen alerts

Encourage them to block the alerts if they're working on a tablet or computer linked to their messages or social media. When they're concentrating, a message alert pinging up will distract them and break their train of thought. They can go for it in their non-study time and catch up on social media.

Agree on 'phone free' zones

Talk about areas of the house that can become temporary phone-free zones, such as where they study and where everyone eats together. Encourage the whole family to play a role in making it happen.

Create a space they can concentrate in

This is especially important if your teen has to study in a common area with plenty of distractions, like the living room or kitchen. Being around a lot of noise and activity can significantly disrupt their study routine. Creating a space primarily dedicated to their study hours will help them focus and concentrate.

If you're unable to create a dedicated space, try to create a quiet environment where they're studying. Keep the TV turned down or off and avoid having lengthy conversations around them. If you have other kids, ask them to keep the noise down, so their sibling doesn't get distracted. Some people work best with silence, others with a hum of background noise or music. See what works for them.

Minimise interruptions

While they're studying, don't let anyone disturb them; leave it until they're having a break. Did you know that it takes most people around 20 minutes to get back on track with study after an interruption?

Monitor their sleep

Lack of sleep makes you lose focus, so it's easier to procrastinate or get distracted when you're tired. [Here's how you can help them get better sleep](#). On the flip side, if your teen is studying from home, there may be a temptation to hit snooze on the alarm and lay around all day. Explain the importance of maintaining a routine like this, including when they wake up and go to bed. [They can learn more sleep routine tips here](#).

Eat healthy, regular meals and snacks

Being hungry causes energy levels to drop and makes it hard to concentrate, so encourage your teen to eat proper meals and healthy energy snacks such as nuts. [Help them out by using these handy tips when cooking them food](#). Sharing a meal with your teen is a good chance to check in on how their study is going. Even a break for a quick lunch before heading back to the books gives you a chance to ask how they're feeling and support their wellbeing.

Cut the caffeine

Encourage them to drink lots of tap water; being hydrated will help them concentrate. Long days at the desk may make them keen for coffee (and lots of it!). Remind them that [too much of a good thing can be bad](#), and suggest alternatives: Herbal teas are an excellent calming substitute.

Exams, expectations and study loads can make your teenager stressed and easily distracted. Trying even a few of these tips can help you support them to manage teenage distractions, keep calm during exam periods and [study more efficiently](#), which reduces their overall stress and improves their wellbeing.

Source: https://parents.au.reachout.com/common-concerns/everyday-issues/things-to-try-exam-stress/how-your-teen-can-manage-distractions?utm_medium=email&utm_campaign=MKTG%20231004_Schools_Exams_MZ&utm_content=MKTG%20231004_Schools_Exams_MZ+CID_6298b5fffa7f6c0adf6f60f87fe36a51&utm_source=ROemailCM&utm_term=Share%20with%20parents

MAP OF DISTRACTIONS



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

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.”**



