

# TIS RECORD

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## At TIS we believe,

experiential learning allows our students to understand the theory in the classroom to practise it across the real world.

## Contents

- PYP News: Page 9
- MYP News: Page 29
- DP News: Page 31
- CASSA News: Page 33
- Counsellors' Corner: Page 44

## Key Dates

- 17/1/26 TIS Athletics Championships.
- 18/1/26 Alumni Thanksgiving Service
- 19/1/26 Student Council Manifesto Readings
- 20/1/26 Student Council elections by voting (7.00am-4.00pm)
- 23/01/26 MYP Ecological Immersion program
- 24/1/26 Inter- School Sports Day

## Thought for the Week

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

- Thomas Edison

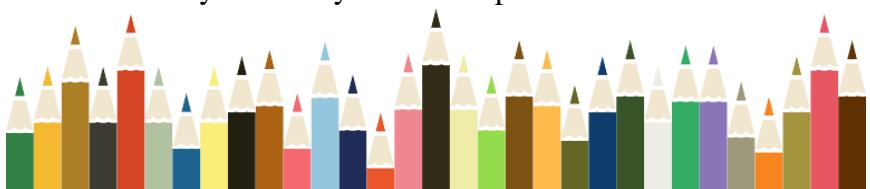


## It is great to be back!

Settling in this week has gone well. Lessons have started at both campuses. Early years and Kinder groups have enjoyed being re-united with their school friends while PYP grades begin to look towards their exhibition. At the secondary campus, MYP and DP students are looking to give themselves the best preparation time possible before their final examinations or semester assignments. As our current student council prepare to step down from their roles, our prospective council hopefuls have been preparing for vetting and elections. We wish the entire student community all the very best.

## Alumni week

Many thanks go to our alumni for their advice to our examination candidates this week. We celebrate their achievements with them. We also take this opportunity to acknowledge the enrichment that the late Mrs Stephanie Asare (née Asase) brought to TIS and her hostel Cecilia. We are grateful for her participation in past Alumni weeks over the years. May she rest in peace.



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

-Steve Bollar

## Accounts

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

## Visiting: Must Do

- Arrive on time
- Do not bring too much food!  
Take home what is not consumed.
- After your scheduled hour, leave your environment tidy for the next visiting family
- Park at the Main Entrance, (**not at the Hostel Gate entrance**).
- Cancel your booking early, if you are not coming.
- Only book once for a weekend.

## Reminders

- Parents must book their visit online. Please go to:<https://www.schoolinterviews.com.au/code/k9frh>
- Exeats are limited to a **maximum of 8** per semester. Weekend exeats must be received by the preceding Wednesday. Online exeats can be found at:  
<https://www.tis.edu.gh/exeatform>

## It is all about balance

Just as a tight ropewalker or a juggler has to learn to plan and then focus on the plan by practicing hard before succeeding in their craft, so too do TIS students need a game plan. All planning takes time to develop, yet many people do not set aside the time to plan. Without planning, success will rely on luck and good fortune, and disappointment is a frequent outcome. Students must be very clear about what they want to achieve early on in this semester. In the planning stage, they will have articulated their goals. Students must reflect on these goals regularly so that focus is maintained. They must ensure they use their time wisely, and keep a healthy balance of our four pillars (academics, sports, culture and service) throughout the semester.

## School Accounts

**Reminder:** Outstanding fees for last semester must have been cleared. For uncleared accounts, parents must discuss and have approved alternative fees payment arrangements (with the school) as students' return to both campuses. Mr Kobina Quansah, Financial Controller is available to assist with this.

Yvonne M Tagoe

Principal

[principal@tis.edu.gh](mailto: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 preceding 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 weekend visits, parents will be required to book their visit online. Please go to:

<https://www.schoolinterviews.com.au/code/k9frh>

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.

9 - 1 - 2025

# PACKAGES FOR BIRTHDAYS & VISITING

## Items Allowed

- ✓ Muffins/Cupcakes
- ✓ Finger Foods (Chicken Pieces, Pizzas, Spring Rolls, Khebabs & Samosas)
- ✓ Soft Drinks & Fruit Juices
- ✓ Non-Alcoholic Wine

## Not Allowed

- ✗ Cakes with icing
- ✗ Cooked food except those listed above
- ✗ Alcoholic Drinks/ Beverages



**All left over food must be sent home**

- **Visiting Days - Saturdays & Sundays**
- **Visiting Time - 2:00 PM - 5:00 PM**

(Visits must be booked online, as per the TIS Bulletin)

## **PLEASE NOTE:**

- ➔ Birthday items must be approved by the Hostel Coordinator before they can be delivered on only
  - Fridays, 4:00 PM - 6:00 PM
  - Saturdays & Sundays, 12:00 PM - 5:00 PM
- ➔ All food items will be inspected by a hostel parent and security officers at the hostel gate.
- ➔ All food items not listed will be returned.

For clarification, contact the hostel parent/ security on duty.

# TIS 2025/26 School Calendar

August 2025						
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September 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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April 2026						
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May 2026						
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June 2026						
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July 2026						
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## 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	9 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; 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 22nd 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 22nd Anniversary Thanksgiving Service. **NO EXEATS until after 1.00pm**  
5-8/10/25 Dukies Gold Award 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  
23-24/10/25 Girls & 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; Carols Night (Chaplaincy)  
8/12/25 Christmas Lunch  
9/12/25 MYP PP Final Report due: Photo evidence & bibliography upload  
10/12/25 Last day of the first semester: Students may depart after 3-Way interviews or 1pm if no interview

12/12/25 Last day for teachers\*

13/12/25 ACT

## SECOND SEMESTER

5-6/1/26 Staff Wellbeing Retreat (5/1/26), Staff Wellbeing Day (6/1/26)

8-9/1/26 Staff training days

11/1/26 Students return to hostels; applications for 2026 SC positions close

12/1/26 Second semester commences. Alumni Homecoming Week

17/1/26 TIS Athletics Championships. **NO EXEATS BEFORE 1.00PM**

18/1/26 Alumni Thanksgiving Service

19-20/1/26 SC Manifesto Readings; 20/1/26 Student Council elections by voting (7.00am-4.00pm)

24/1/26 Inter- School Sports Day

28-30/1/26 IDU Days; G12 EE; G11 EE, 11/12 CAS Reflection Day (Public Speaking, Red Cross Training)

31/1/26 SC Leadership Camp **NO EXEATS FOR SCHOOL LEADERS**

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)

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

27-30/3/26 School Trips (27-29/3/26 Dukies Bronze & Silver award trip) (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 → DP1info 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;

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.

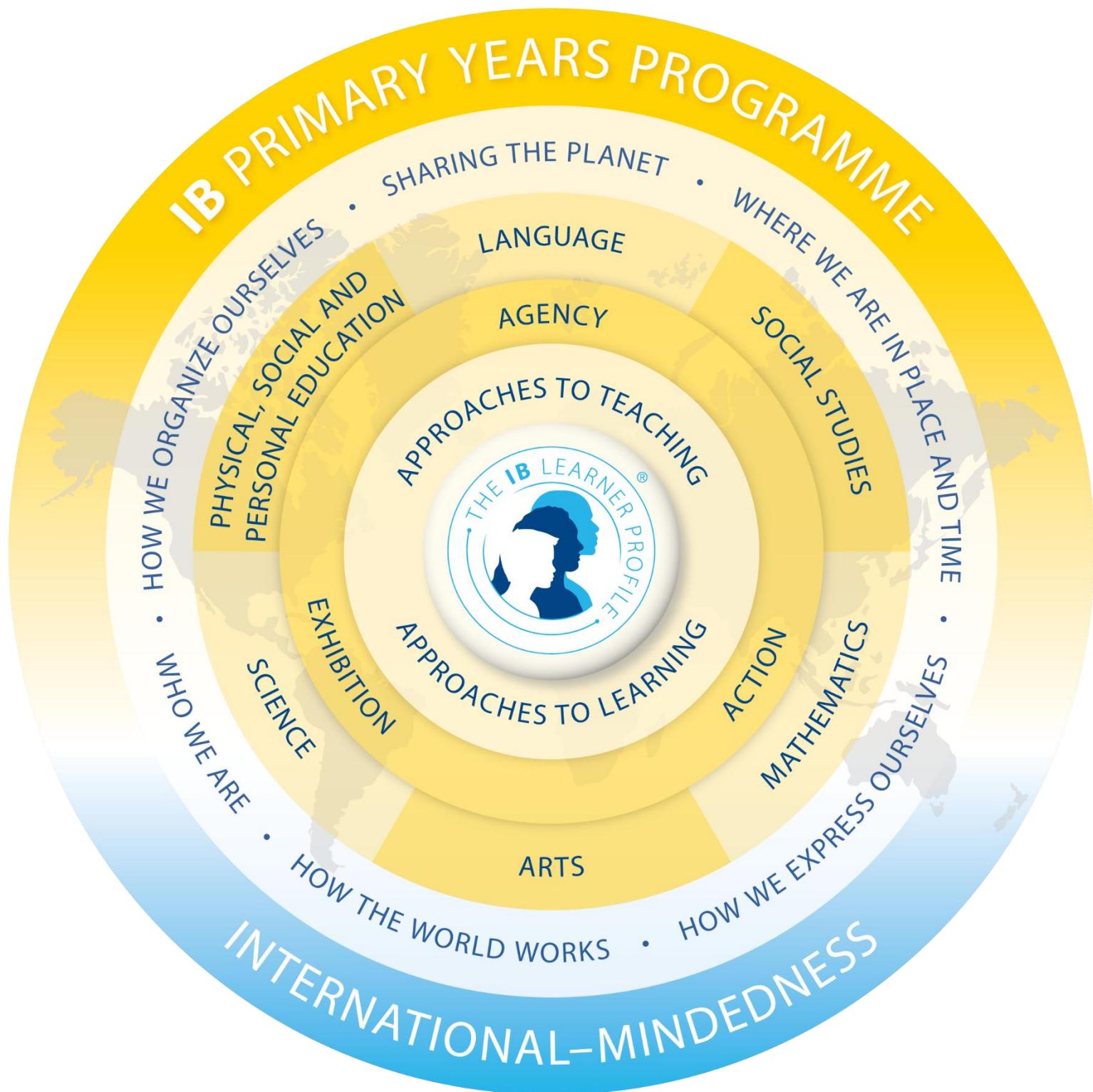
13/6/26 ACT

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)

V20/11/25



## Beginning the Semester with Purposeful Learning



As we begin a new semester, the Primary School Campus team warmly welcomes our learners and families to a learning journey grounded in curiosity, engagement, and meaningful action. This semester, our collective focus is on purposeful learning, one that empowers learners with agency and inspires them to take action within and beyond the classroom.

This focus is informed by our recent professional development session led by Mr. Jacob Lumumba (Primary Years Programme Coordinator), titled “Action, Agency, and Engagement.” During the training, teachers explored practical tools and strategies that help deepen learning and support meaningful action. One key approach introduced was the Systems Iceberg, which encouraged teachers to look beyond surface-level behaviours and events to uncover underlying patterns, structures, and beliefs that influence learner engagement and action. This lens supports more thoughtful planning and helps educators guide learners toward deeper understanding and more intentional action.

The session also examined different types of power, highlighting how learners can be empowered to use their voice, influence decisions, and take initiative in responsible and constructive ways. Through the use of the “Why Chain,” teachers practiced digging deeper into learners’ thinking by continually asking “why,” allowing ideas, motivations, and understandings to surface more clearly. Reflection was further strengthened through the Spider Web, a visual tool that helped teachers evaluate balance, participation, and engagement within learning experiences.

Storytelling emerged as another powerful strategy during the training, demonstrating how stories can be used to spark empathy, curiosity, and action in learners. Throughout the session, teachers shared insights through creative presentations, showcasing diverse interpretations and practical applications of action, agency, and engagement. These collaborative and reflective experiences have directly influenced how learning is being designed this semester, ensuring that engagement is meaningful, agency is intentional, and action is authentic.



## Learning in Action Across the Primary School

Purposeful learning comes to life in meaningful and varied ways across our grade levels and subject areas. Through carefully-planned units of inquiry and specialist lessons, learners are actively engaged in exploring real-world concepts, asking questions, and making connections to their own experiences. Teachers intentionally design learning experiences that promote learner voice, choice, and collaboration, enabling learners to take ownership of their learning. As a result, understanding is translated into thoughtful action, as learners apply what they are learning to everyday situations, demonstrate responsibility, and contribute positively to their classroom and wider school community. Below, members of the Primary School team share how their current units support learner engagement, agency, and action.

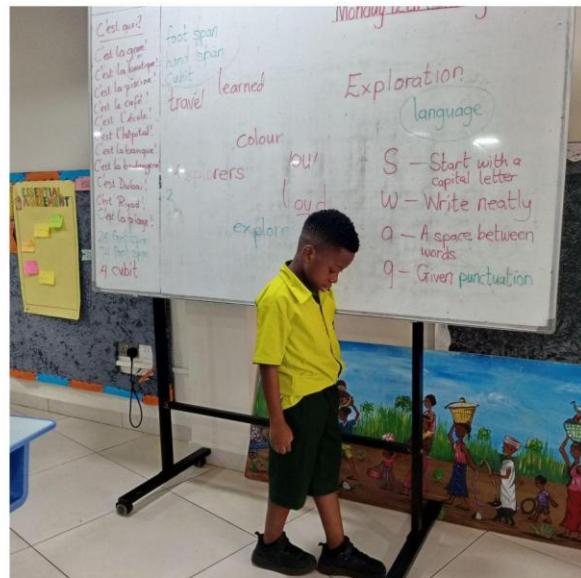
## Early Years

Our first units helps young learners understand that stories are a way to learn about the past, themselves, and others. Through play-based inquiry, children actively listen to stories, retell experiences, role-play family and community scenarios, and express ideas through talk, movement, drawing, and play. Learner agency is encouraged by offering choice in materials, play areas, and ways to share stories, allowing children to decide how they participate and communicate their thinking. Action emerges in simple and meaningful ways as children care for story materials, include peers in play, follow classroom routines, show respect for others' stories, and confidently express their ideas and feelings. Hands-on, meaningful experiences sustain engagement and support communication, independence, and responsibility in a developmentally appropriate and learner-centred way.



## Primary Years

In this unit, “Where we are in place and time”, Grade 1 students will explore the idea that exploration leads to discoveries and new understandings. Students will explore the unit by asking questions, sharing places they have visited, and connecting their own experiences to those of explorers from the past. They will engage in hands-on learning experiences such as exploring maps, listening to stories, role playing explorers, measuring journeys, and observing objects discovered through exploration. Student agency will be developed as they choose how to share their ideas through speaking, drawing, writing, and group work. Students will take responsibility for their learning by working collaboratively, taking on roles in group activities, and reflecting on their discoveries. Action will be encouraged in age-appropriate ways. Students will show care and responsibility by respecting shared spaces, appreciating different cultures and perspectives, and making responsible choices in the classroom, at home, and within the school community. Through meaningful, playful, and engaging experiences, they will be active participants in their learning and develop curiosity about the world around them.



In Grade 2, students will explore the central idea, “Understanding the properties of air and water allows people to use them in better ways” through hands-on investigations and real-life connections. Students will be actively engaged in observing, experimenting, and discussing how air and water behave in different situations, which will encourage them to confidently share ideas, ask questions, and listen to the perspectives of others. Through collaborative tasks, learners will make choices about how to test ideas and record observations, developing a strong sense of agency in their learning. This inquiry will also inspire meaningful action, as students will apply their understanding to everyday situations such as using water responsibly, recognising the effects of air movement, and suggesting ways to reduce air and water pollution within the school, at home, and the wider community.



As an international school, we know that learning takes on its greatest meaning when it connects to the world around us. We see knowledge not as an end in itself, but as a tool for action. Our Grade 3 students are currently putting this into practice as they begin their unit on "Forces and Simple Machines."

Rather than just studying physics in the abstract, these young students are already planning "agentic actions" centred on equity. After observing our campus, they identified several impactful projects: adding ramps for better wheelchair accessibility, updating the Early Years washroom doors to be more child-friendly for those in potty training, and developing a time signal for the Primary School Campus. Seeing our students rise to these challenges is a powerful reminder that when learning is relevant and purposeful, engagement follows naturally.



Grade 3 students scouting for ways to make impactful actions in the school community

The Backward Design approach is especially powerful, as it reinforced the importance of planning with purpose by starting with meaningful outcomes, action, and understanding before designing learning experiences. Across our recent units, students have been actively applying critical thinking, research, and collaborative skills to deepen their understanding and take informed action. Through discussions, debates, surveys, and fieldwork, learners analysed real-life issues, evaluated different perspectives, gathered information from multiple sources, and worked together to propose solutions. These experiences encouraged them to move beyond opinions to evidence-based thinking, and to recognise the impact of their choices on their communities and the environment.

As Grade 4 begins the new unit under *Sharing the Planet*, these insights are shaping the planning even more deliberately. Students will be supported to co-create inquiry questions, research environmental challenges that matter to them, collaborate to explore possible solutions, and design actions that are realistic, responsible, and meaningful. In this way, learning becomes not only engaging but purposeful, grounded in understanding and driven by student voice.

Moving forward, this training has strengthened the commitment to designing learning that empowers students not just to *learn about* the world, but to think critically, work collaboratively, and see themselves as capable agents of positive change within it.



In this unit, students will explore how different types of industries are organized and how they support people's needs while also affecting the environment. Through discussions, research, and real-life

examples from their community and the world, students will develop an understanding of how industries function and why they are important to society.

Students will be given opportunities to share their ideas, make choices about the industries they explore, and work collaboratively to investigate both the benefits and challenges of industrial activities. Using their learning, students will suggest practical actions industries can take to support people and protect the environment, encouraging responsible decision-making and active citizenship at a level appropriate for Grade 5.

Grade 6 students will be exploring the unit “How We Organise Ourselves,” with a focus on the central idea that, organizations are formed to serve a mission. Through this unit, students will inquire into why organizations exist, how they are structured, and the impact they have on communities.

Students will engage with real-world examples through reading, discussion, research, and collaborative tasks. They will analyse roles and responsibilities, explore leadership and teamwork, and examine how systems function and change. Across lessons, students will ask meaningful questions, share ideas, and apply their understanding to new situations.

This unit will strongly encourage student agency. They will demonstrate independence by leading discussions, making informed choices, and working collaboratively to solve problems. They will also be guided to take responsible action by designing solutions and reflecting on how organizations can better serve their missions.



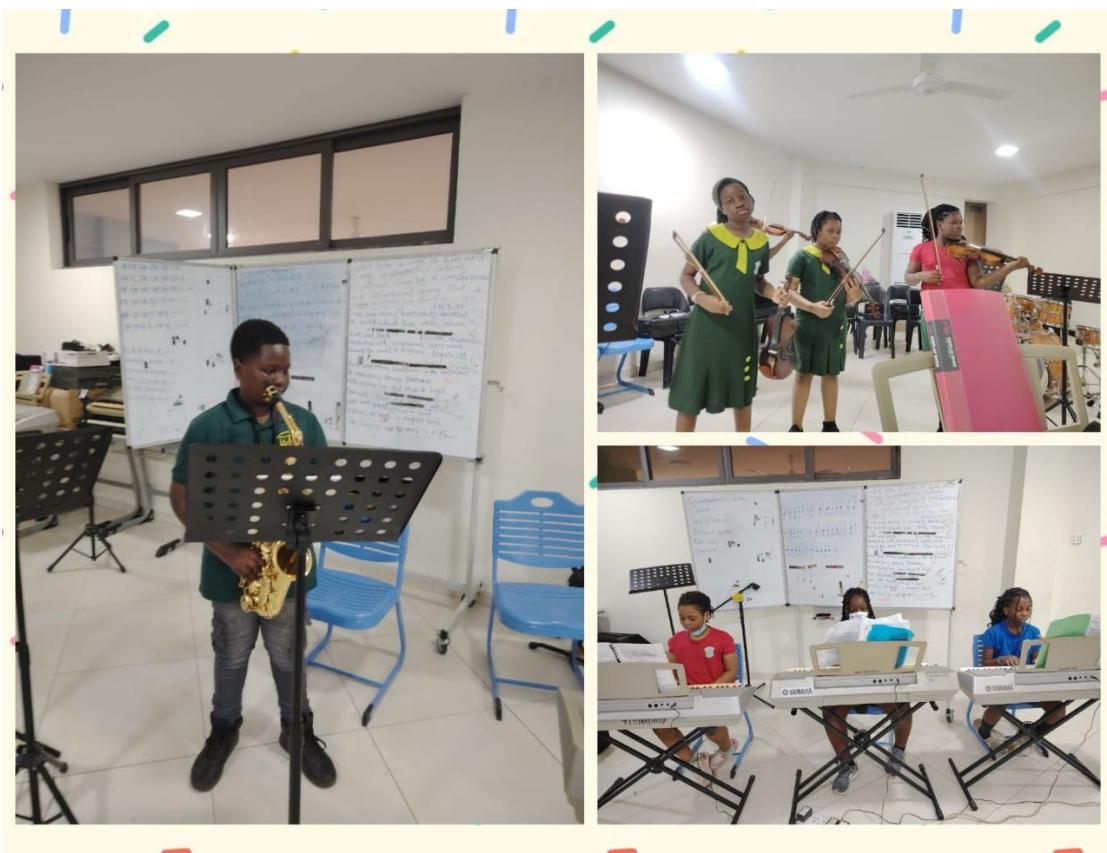
## Additional Subject Teams

Across additional subject areas, students use language, art, movement, and music to express ideas, feelings, and understanding. Through role-play, storytelling, performance, visual creation, signing, singing, and short presentations, students make choices about concepts, symbols, vocabulary, and formats, developing voice, creativity, and agency.

Students strengthen communication, thinking, and self-management skills as they practise, reflect, and improve their work. Collaboration is central, with students working in pairs and groups to share ideas, co-construct performances and projects, and support one another.

Most importantly, they take action by using these subject areas purposefully to share messages of care and responsibility, raise awareness, and make connections to real-life contexts within and beyond the school community.





## Reflections from Our Professional Learning

As part of our commitment to continuous improvement, members of the Primary School team participated in the professional learning session “Action, Agency, and Engagement.” The reflections below highlight how this training is influencing classroom practice across the Primary School.

The “Action, Agency, and Engagement” workshop was both enjoyable and highly informative. Its interactive nature reinforced the importance of learner voice and meaningful engagement. The session has influenced my dance and drama teaching by encouraging more student-led, open-ended activities that allow students to explore movement, co-create scenes, and express ideas drawn from their own experiences. Overall, the workshop provided practical strategies that will help me create more inclusive, engaging, and empowering learning experiences.

Godfred Kissiedu (Dance & Drama)



The workshop helped me better understand how meaningful learning happens when students are actively engaged and given a voice in their learning. I learned that agency means trusting students to make choices, share ideas, and take responsibility, while action is about turning those ideas into real, purposeful steps. Through the discussions and activities, I realised that when students feel heard and involved, they are more motivated, confident, and willing to collaborate. The workshop reminded me that learning is most powerful when students are not just taught what to do, but are supported to think, decide, and act for themselves in meaningful ways.

Benedicta Owusu Ansah (Teaching Assistant)



I found the workshop on Action, Agency, and Engagement very meaningful. I learned that altruism is about caring for others and choosing to help in simple, kind ways. It showed me that action in the IB does not have to be big, it can be small, everyday choices children make. The workshop was insightful because it clearly linked altruism to agency. When children feel safe and valued, they take initiative, make choices, and act with kindness. This also increases engagement, as students feel connected to each other and to their learning. In my kinder class, during the unit "How we express ourselves," I will support altruism by giving learners chances to show care

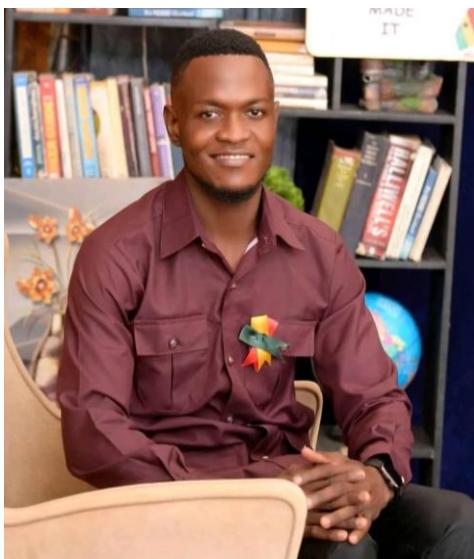
through words, play, and actions, helping a friend, sharing during celebrations, and including other people. By noticing and celebrating these actions, I will encourage learners to see that how they express themselves and this can lead to positive action for others. (Action can be small but meaningful)

Irene Lartiorkor Addico (Early Years Teacher)

As a teacher, I found this workshop on Action, Agency, and Engagement both inspiring and practical. It gave me fresh insight into how I design learning. The Systems Iceberg approach reminded me to look beyond performance or mistakes and consider deeper beliefs and motivations that shape how learners engage with music. Exploring different types of power connected directly to ensemble work, where students can lead, choose repertoire, or compose, giving them real ownership. The "Why Chain" encouraged me to probe learners' artistic choices, asking why they selected a tempo or dynamic, so their interpretations become more authentic. The Spider Web tool resonated with ensemble rehearsals, helping me reflect on balance and participation among all voices. Storytelling stood out as a way to spark empathy and curiosity, since every piece of music carries a narrative. Overall, the workshop has inspired me to make my lessons more purposeful, ensuring students experience agency in their creative choices and take authentic action through performance and reflection.



Gifty Guamma Ansah (Early Years & Music)



The workshop on action, agency, and engagement helped me reflect on my role as a Mandarin teacher who facilitates student voice and ownership rather than just a language instructor. I learned to design more open-ended, engaging learning experiences that allow students to make choices, collaborate, and express meaningful ideas in Mandarin. Most importantly, I now see action as a natural outcome of learning, where students use language purposefully to communicate, connect learning to real life, and make a positive impact.

Merveil Kioto (Mandarin)

The workshop on agency, action, and engagement helped me better understand how student voice and choice can deepen learning. Learning about the 'Why Why Why Chain' showed me the importance of guiding learners to think beyond simple answers and express their ideas with purpose. In my Sign Language lessons, this will help me move students from copying signs to using Sign Language meaningfully to communicate their thoughts. The session on power and the iceberg approach reminded me that student behaviour and engagement are influenced by deeper feelings and needs. This understanding will support me in creating inclusive Sign Language lessons where learners feel safe, confident, and motivated to participate. I now see engagement as more than active hands, it also includes emotional connection and understanding.

Regina Manko (Sign Language)





Attending the Agency, Action and Engagement workshop deepened my understanding of how leadership decisions shape the learning experiences of both students and teachers. It prompted me to reflect critically on how our school structures, routines and expectations either empower or unintentionally limit student voice, ownership and meaningful engagement. I became more aware of the responsibility I carry as a Primary School Campus Administrator to align policies, professional learning and classroom practices with the principles of agency. The workshop encouraged me to be more intentional in creating conditions that support inquiry, collaboration and authentic action

across the school community, while consistently modelling reflective practice, openness to feedback and shared leadership in my role.

Mawutor Tengey (Administrator)

### Moving Forward Together

As we move into the semester ahead, the Primary team remains committed to embedding **action, agency, and engagement** into everyday teaching and learning. Through strong collaboration among staff and meaningful partnerships with families, we look forward to a semester filled with purposeful learning experiences that empower learners to grow, contribute, and thrive.

Together, we continue to **empower learners through purposeful learning**, ensuring that every learner is supported to engage deeply, take ownership, and turn learning into action.

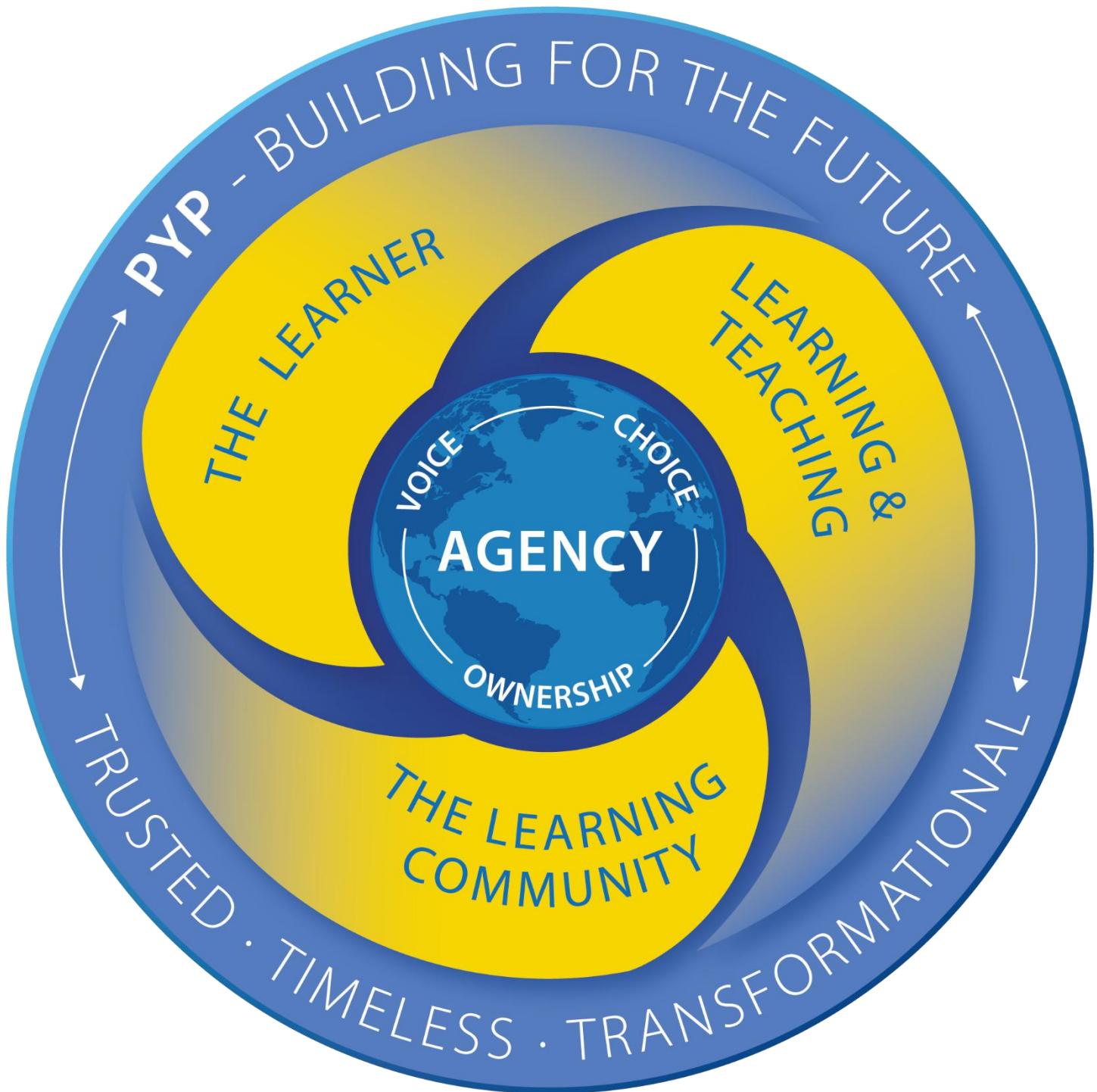
## Picture Gallery of the Workshop



Workshop Leader: Mr. Jacob Lumumba



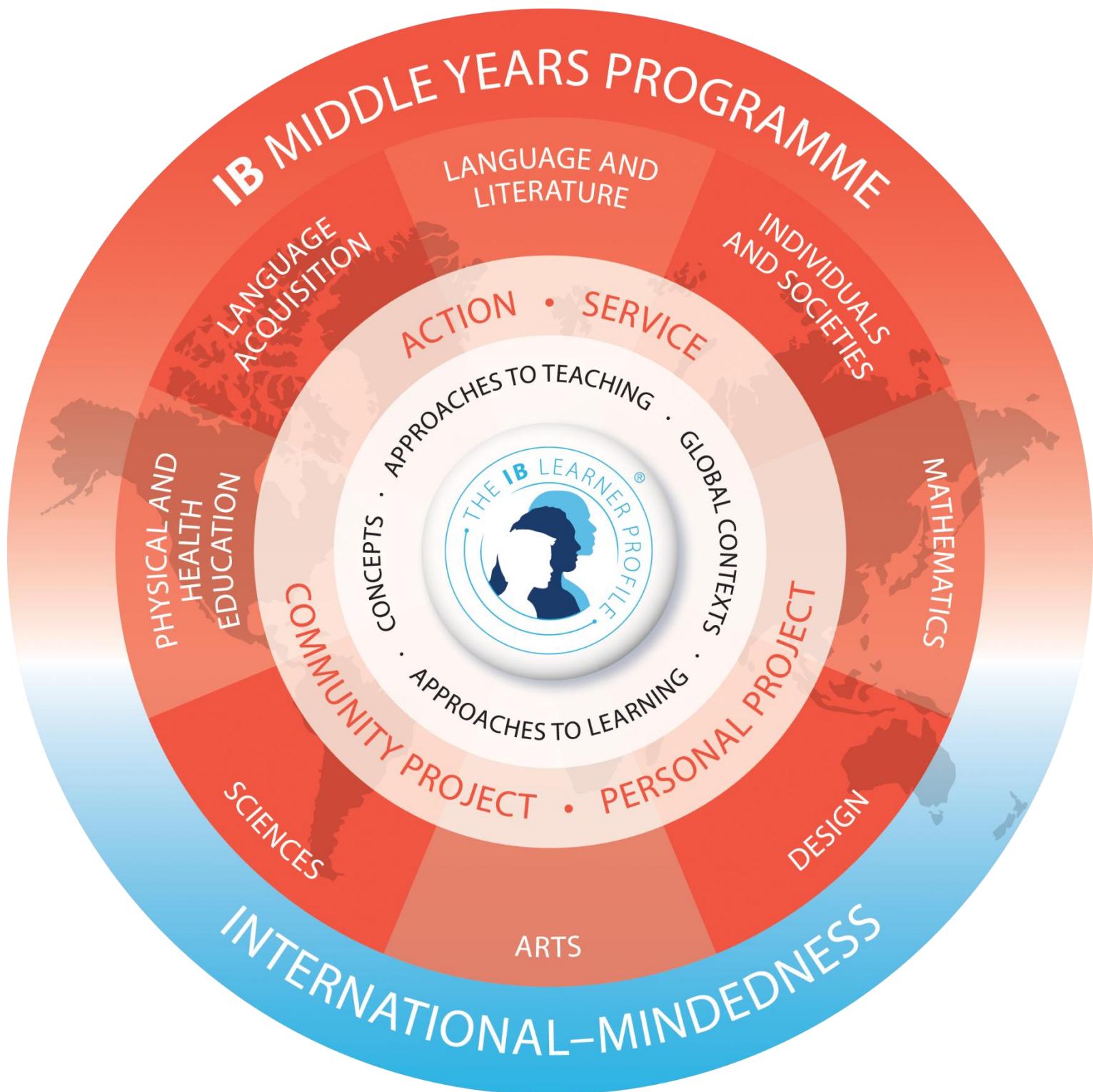




# Change <sup>the</sup> World Through Respect

## #Make a Difference







It is great to have students join us again for another exciting journey ahead. We are grateful for life and to see students return from the holidays. Hopefully, we have recharged and ready to take on the new challenge and opportunities in 2026.

**MYP5:** Our candidates must begin to set targets for the last lap of the MYP journey. At this critical stage, candidates must consider how they can improve on their personal best. In the coming days, there will be a general cohort session to critically analyse performance and develop strategies to improve.

In addition, candidates must continue to give off their best in both the on-screen subjects and ePortfolio subjects. No tardiness must be seen at this stage.

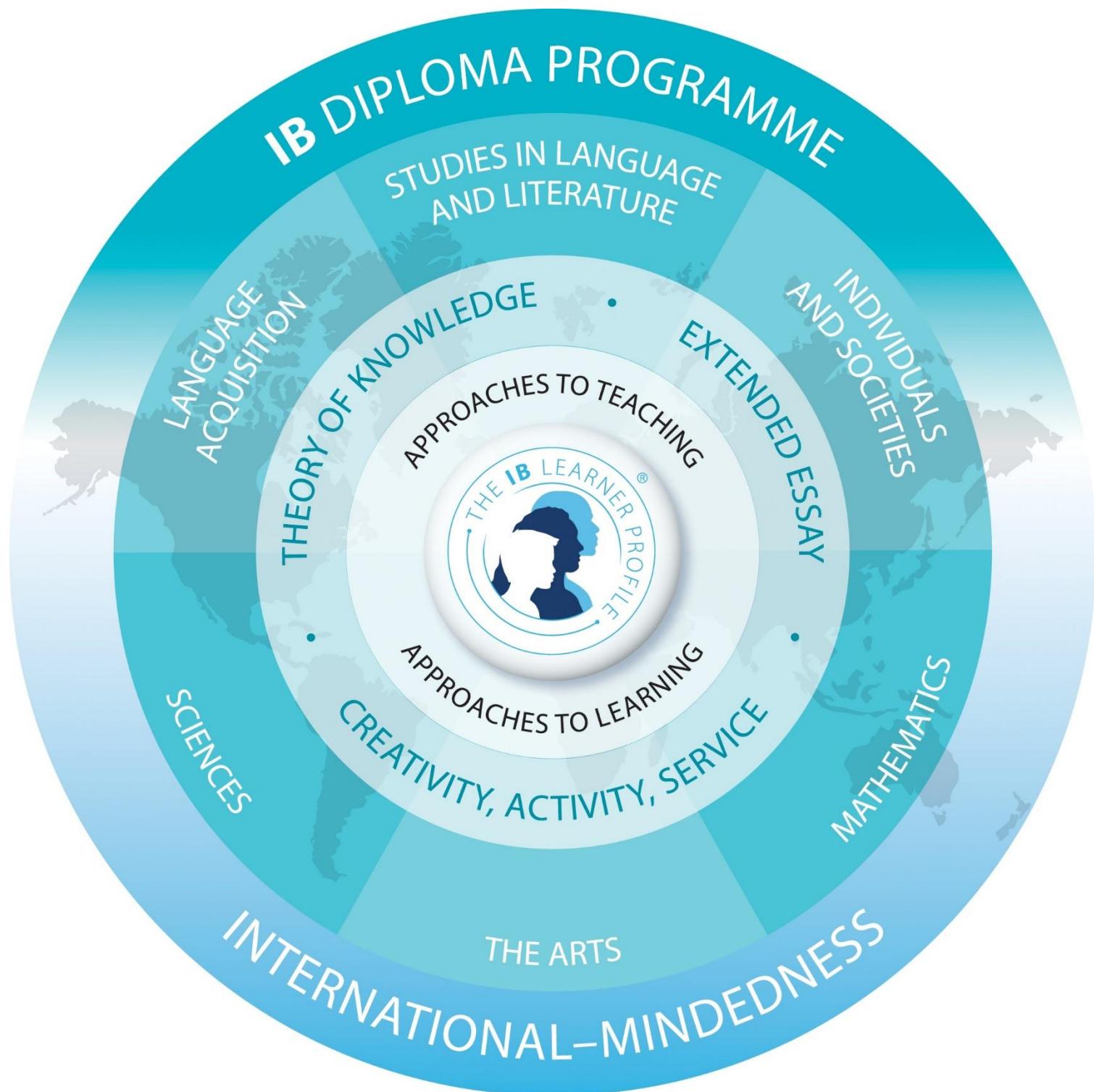
The deadlines will come in thick and fast and students must work towards them; leaving this late will put their MYP completion in disarray.

**MYP 2 – 4:** Like the candidates, all other students will have similar opportunity to critically analyse their performance for the previous semester and consider ways to improve their personal best.

Students must take advantage of the support systems available at TIS including learning support and wellbeing. As the saying goes, *failing to plan is planning to fail*. Students must constantly remind themselves of the need to plan their personal studies and not leave things to the last minute.

All students must continue to work towards meeting the expectations as discussed last semester.

- consistently achieve at least level 4 (maximum level 8) in each criterion in summative assessments or at least a grade 3 (not in more than 3 subjects) in each subject at the end of the semester
- complete all process tasks for the community or personal project *promptly and efficiently*
- complete all service as action initiatives *promptly and efficiently*
- participate and complete all tasks in interdisciplinary units and obtain at least a grade 3



## IN LOVING MEMORY OF MRS STEPHANIE ASARE (née Asase)



**Stephanie** was a determined young woman with a warm heart and lively spirit who walked the halls of Tema International School from Grade 9 to 12. She was a proud member of the **IB Class of 2010**. A cherished member of Cecilia Hostel, Stephanie's strength of character lay in her calm disposition, which exuded determination and resilience. With these, she diligently performed every role assigned to her: she could be trusted to complete her chores wholeheartedly and actively participated in inter-hostel activities such as inspections, drama, singing, and sports competitions.

Her willingness to serve, collaborate, pursue, and celebrate common goals with quiet yet visible passion earned her the love and respect of members of her hostel, as well as other students and staff in the school community.

On the few occasions when **Stephanie** visited us as an alumna, she had grown into a more beautiful soul, marked by quiet charm and composure, and a warm, infectious smile. Throughout her four years at TIS, **Stephanie's** resilience, kindness, commitment to growth, and collaboration made an impact on our school community that we hold dear in our hearts. So, on behalf of the TIS community, we celebrate her life, and extend our deepest condolences to her mother, husband, children, and the entire family.

*May her sweet and gentle soul rest in perfect peace.*

## CAS-SA Corner



Welcome back to **Semester 2**. As we begin this new cycle, we encourage all **MYP and DP students** to approach the semester with purpose, balance, and commitment.

This semester provides an important opportunity for students to demonstrate **discipline, balance, and responsibility** across the **four pillars of learning: Academics, Sports, Culture, and Service**. Learning at TIS goes beyond the classroom; students are expected to

demonstrate their learning by **taking action**, engaging meaningfully, and applying skills in real-life contexts.

### After School Activities (ASA) – Sign-Up

The **ASA sign-up** will take place on **Monday, 19 January**. The sign-up link will be shared on **ManageBac**.

Students in Grades 7-12 will have the opportunity to choose from a wide range of activities across sports, culture, service, and creativity, supporting holistic growth and well-being. **Exam candidates (MYP 5 and DP2)** are encouraged to select from the *sports list* and activities that support their **physical and mental well-being**.

**ASA** plays a vital role in helping students develop **time management skills, resilience, collaboration, and balance** throughout the semester.

### Duke of Edinburgh's International Award

Students enrolled in the **Duke of Edinburgh's Award (DoE)** are encouraged to continue working towards completing their **Bronze, Silver, or Gold levels**. This semester offers valuable opportunities through **service, skills development, physical recreation, and expeditions** to support progress and completion.

For further clarification, please reach out to the **Award Coordinators, Mr Atseku and Mr Mawuli**.

### CAS, Service as Action & Community Engagement

Throughout the semester, students will have access to a variety of **CAS, Service as Action, and community engagement projects**, including **local and international trips**. These experiences are designed to challenge students, broaden perspectives, and deepen understanding of both **global and local issues**.

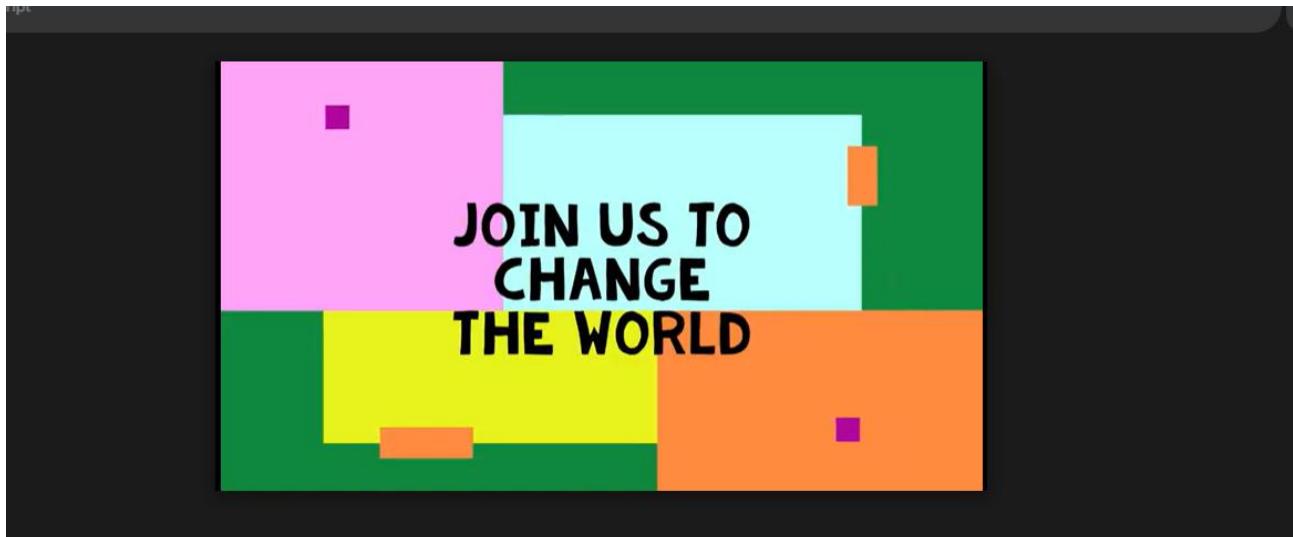
Students are encouraged to be intentional in choosing experiences that help them grow as **learners, leaders, and responsible global citizens**.

For guidance on how to make the most of this semester and the many opportunities available, students are welcome to reach out to their **Service as Action and CAS Coordinator** for advice and support.

We also invite **parents** to support and encourage their children as they engage in these experiential learning opportunities. These experiences at TIS are designed to **challenge, inspire, and develop each learner**, helping them grow in confidence, character, and compassion.

We look forward to a **purposeful and engaging Semester 2**.

## Power for a Better Future: Join the Buddies Without Borders Online Forum



Students passionate about global issues, sustainability, and making a real-world impact are invited to apply for the **Buddies Without Borders (BWB) Online Forum**, an international learning experience running from **7 February to 25 April 2026**. This forum, held in celebration of **Earth Day 2026**, brings together students aged **15–18** from around the world to collaborate, research, and propose solutions to one of the most urgent challenges of our time: **clean energy and climate action**.

Organised by **Buddies Without Borders**, this fully online forum offers students a unique opportunity to work in **diverse international teams**, represent a country, and examine its commitments to the **Paris Agreement**. Through guided inquiry, workshops, weekly global sessions, and collaborative research, participants will explore renewable energy solutions, analyse obstacles to implementation, and design realistic incentives for a cleaner and more sustainable future.

This forum is a **highly meaningful opportunity for CAS students**. It strongly aligns with **Service, Global Engagement, Collaboration, Research, and Advocacy**, while also developing key skills such as critical thinking, communication, leadership, and intercultural understanding. Students will engage in structured weekly sessions via **Google Meet**, supported by **Google Classroom and team chat spaces**, and will produce a final team presentation and written submission that can be used as evidence for CAS learning outcomes.

Participation is competitive, with only **4–6 students accepted per country**, and applications are reviewed on a rolling basis. A **USD \$50 programme fee** applies if accepted, with **merit-based scholarships** available, including guaranteed scholarship seats for existing BWB Clubs. All students who successfully complete the programme receive a **certificate**, and outstanding participants may earn awards, leadership opportunities, and scholarships to establish a **BWB Club** at their school.

If you are curious, globally minded, and ready to collaborate with peers from across continents to shape a better future, this forum is for you.

👉 **Apply here:** <https://forms.gle/42sHbvPiASW2mFzy9>

✉️ **Enquiries:** [BuddiesWithoutBordersOnlineForums@GlobalEducationDestinations.org](mailto:BuddiesWithoutBordersOnlineForums@GlobalEducationDestinations.org)

*Take your learning beyond borders—and be part of the change the world needs.* 🌎 ♡

## Student Voice: A Reflection Beyond Borders



We are proud to share an insightful reflection from **Deen**, one of our students who participated in the most recent **Buddies Without Borders** Online Forum. Deen represented our school with integrity, resilience, and thoughtful engagement, navigating both technical challenges and demanding academic expectations to complete the programme successfully.

In the message shared below, the BWB team highlights how deeply they were moved by Deen's reflections, particularly his honest and insightful exploration of **multiculturalism, stereotypes, and global understanding**.

His writing demonstrates maturity, empathy, and a growing awareness of how global dialogue can challenge bias and reshape perspectives. These are exactly the kinds of outcomes that global forums like BWB seek to cultivate: informed, reflective, and proactive young global citizens.

We are honoured to publish Deen's reflection in full. His words remind us that meaningful learning often happens beyond the classroom, through dialogue, discomfort, collaboration, and the courage to listen to others' lived experiences. We hope his journey will inspire more students to step forward, engage globally, and lend their voices to conversations that truly matter.

*"The Multiculturalism For the Common Good forum was an extremely enriching experience teaching me many valuable life lessons. At first, when I started the forum, the experience was quite daunting with the magnitude of written assignments and consistent meetings I had to be present for. This paired with the fact that my school had some challenges in relation to the internet meant that as a result of force majeure my presence within the forum was quite shaky. However, through all these trials and tribulations I got to learn a multitude of lessons which I strongly believe have equipped me to be a more proactive global citizen."*

*Firstly, through this forum I realised that multiculturalism could actually be a double-edged sword. As an individual who has excessively been exposed to many stereotypes, I had the conception that if the world were more multicultural, then collaboration would be bolstered which would lead to a drastic reduction in the conflicts experienced by people. While the conference validated this, it also made me realise that while some multiculturalism can be good, others can be equally bad. In most cases, multiculturalism fuelled by stereotypes means that even if people are more exposed to different cultures, their exposure is limited by the confines they exist in which would result in their understanding of the world being significantly far-fetched and unauthentic.*

*To continue, the forum taught me many lessons on the importance of collaboration and cooperation. Before I stepped foot into any room of discussion, I strongly believed that my experience and perception with multiculturalism was the only universal one. However, as time went on and I got to interact with different individuals, I realised that other people's experiences were different from mine. An example of this was when I was conversing with Rivana and I realised that even though social media was a beneficial tool for multiculturalism in my home country, for others (especially people in the Middle-East who are plagued with stereotypes and pre-conceived gender "norms") social media can be an extremely abysmal tool to strengthen these norms. Thus, by partaking in the forum, I was able to see the paramount necessity of engaging in discourse and active discussion when it came to addressing issues of global significance."*

**~ Bruhan-Deen – G11/DP1 – Tema International School Ghana**



## Welcome message from the TIS Red Cross Club

Welcome back to school, TIS! We hope everyone is returning refreshed, motivated, and ready to grow, not only academically, but also as caring and responsible members of our community.

This semester, the Red Cross at TIS remains committed to promoting health awareness, first aid knowledge, and humanitarian values on campus.

As we move through the semester, we also look ahead with excitement as the Grade 11s prepare to take over leadership roles soon, continuing the legacy of service, responsibility, and impact within the Red Cross Club. We are confident they will carry the mission forward with passion and dedication.

Here's to a healthy, purposeful, and successful second semester. Welcome back! 🌟



## Beyond First Aid A Red Cross Initiative



Preparing your body and mind for a long but successful term.



### WELL-BEING MATTERS

This semester will be a long one. Taking care of yourself physically and mentally will help you stay focused, healthy, and motivated.



#### STAY HYDRATED

- Drink water regularly throughout the day
- Carry a water bottle to school
- Don't wait until you feel thirsty



#### PREPARE MENTALLY & PHYSICALLY

- Take breaks from your devices and fresh air
- Engage in sports or regular physical activity
- Read good, enriching books
- Stay organized and manage your time well



#### STAY BALANCED

- Stay connected to your faith
- Surround yourself of positive, healthy friends
- Rest well and care for your mental health

Health tips shared in collaboration with the school nurses

Red Cross Society – TIS

## Walk with Purpose:

### TIS Students Invited to Volunteer with The Children's Heart Foundation Ghana



Tema International School is proud to continue its long-standing partnership with **The Children's Heart Foundation Ghana (CHF Ghana)** through participation in the upcoming **Annual Health Walk**, taking place on **Saturday, 28 February**, starting from **Labadi Beach Hotel, 7 AM**.

For over **15 years**, CHF Ghana has been committed to saving the lives of children born with **congenital heart disorders** by **fully funding life-saving open-heart surgeries**. To date, more than **250 children and their families** have been given a second chance at life, each surgery costing an average of **USD 8,000**. Despite this impact, many children remain on the waiting list at the **Korle Bu Cardiothoracic Centre**, making continued awareness and fundraising essential.

The Health Walk is more than a fundraising event; it is a platform to **raise awareness, build community, and stand in solidarity** with children and families affected by heart conditions.

TIS students have played an important role over the years, volunteering at CHF Ghana events such as the **Annual Charity Ball** and previous Health Walks. Through student-led initiatives,

the TIS community has also **fully funded six children's open-heart surgeries**, a powerful testament to the impact of service in action.



This year's Health Walk offers an excellent **CAS experience opportunity for DP students**, allowing them to meaningfully engage in **Service, Activity, and Reflection**. Students will contribute through volunteering, event support, advocacy, and participation in a cause that directly impacts lives within our community. For **MYP students**, the event also qualifies as a valuable **Service as Action** opportunity.

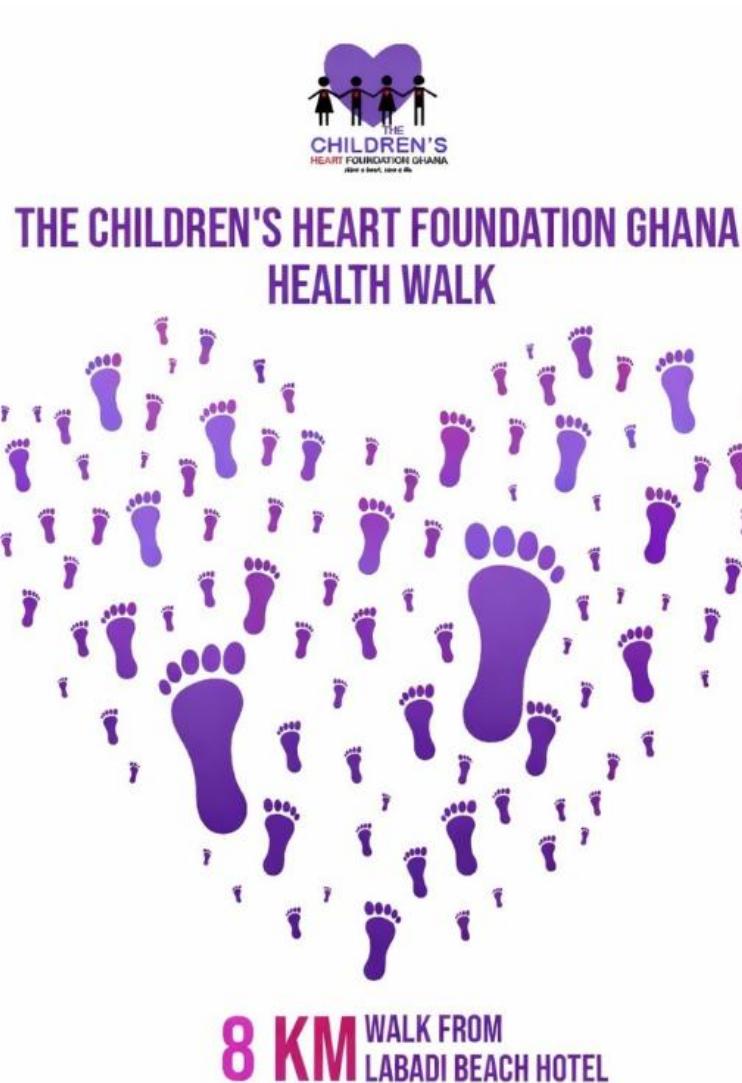
There are **limited volunteer spaces available**; interested students are encouraged to express their

interest early. Participation will involve walking alongside CHF Ghana supporters to raise awareness and funds.

Further details regarding registration, supervision, and logistics will be shared soon.

Let us walk together, with compassion, purpose, and heart.

**Have a Heart, save a life.** ❤️👣



## Unite to Light Ghana Returns

### Lighting Futures in Honour of the late Professor Anani – Brown University



Unite to Light Ghana CAS Project is back, this time in honour of a remarkable Ghanaian scholar and cultural advocate, **Professor Anani Dzidzienyo**. This new chapter builds on a meaningful partnership that began in **2019**, when TIS students first collaborated with **Unite to Light (USA)** to address energy poverty through clean, sustainable solar lighting.

Since then, TIS students and alumni have helped raise funds and distribute **over 4,000 solar LED lights and solar power banks** to communities across Ghana and beyond. These lights have supported families without access to electricity, enabled students to study after dark, improved safety for households, and brought dignity and hope to communities facing hardship.

Now, in partnership with **Unite to Light, Brown University alumni**, and Professor Anani's family, TIS is proud to launch a **tribute project** that honours his life and legacy by distributing **solar LED Luke Lights** to underserved communities, starting in **Anyako, Volta Region**, his ancestral home, and extending to other areas affected by energy poverty.

#### Student Leadership at the Heart of the Project

This initiative is co-led by LesleyAnn (G11) and **Christine Pratt-Bango** (G11), alongside **Deen** (G11), President of **Buddies for Change**, with support from a dedicated member of **the Buddies for Change Club**. As a **CAS project**, students will take the lead in fundraising, awareness-building around clean energy, project planning, and distribution, learning how service, leadership, and sustainability come together to create real impact.

#### Call to Action: Join Us in Spreading Light

We invite the **TIS community**, families, alumni, and friends to join us in honouring the late **Professor Anani** by supporting this project. Your contribution will help

bring safe, clean light to families and individuals who have no access to electricity or cannot afford it.

**🔗 Click here to donate and help light a home in Ghana:**

<https://secure.givelively.org/donate/unite-to-light/help-light-futures-in-ghana>

Together, let us honour a life that illuminated so many paths by lighting homes, strengthening communities, and empowering young people to lead with purpose.

*“The light of our ancestors guides our steps.”*

## TIS Annual School Production 2024 – Secret of an Ancient Well - on YOUTUBE

We are delighted to share with you the **TIS 2024 Annual School Production**, *Secret of an Ancient Well*, beautifully adapted and performed by our talented students. This timeless story by Yaw Asare explores themes of identity, community, and the deep journey of self-discovery.

We invite the entire school community to **click the link below**, watch the production, and enjoy another memorable **TIS theatre experience**:

 **Watch: Secret of an Ancient Well – TIS Annual School Production 2024**

[https://www.youtube.com/watch?v=P6hKJ6GykDo&list=RDP6hKJ6GykDo&start\\_radio=1](https://www.youtube.com/watch?v=P6hKJ6GykDo&list=RDP6hKJ6GykDo&start_radio=1)

As we continue to grow our online presence and celebrate student creativity, we kindly encourage you to:

- **Subscribe** to our YouTube channel
- **Like** the video
- **Share** it with your friends and family
- **Leave a comment** to cheer on our amazing students and staff

Your engagement supports our students' hard work and strengthens our vibrant TIS community.

Enjoy the show!

#TISSchoolProduction #SecretOfAnAncientWell #TISTogether



 **TEMA  
INTERNATIONAL  
SCHOOL** 

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SCIENCE TECHNOLOGY ENGINEERING ART MATH

**STEAM FAIR** **SAT. 21 \***  
**MAR. 2026**

**INNOVATING FOR A  
SUSTAINABLE FUTURE  
THROUGH STEAM**

• **1:00 PM<sup>TO</sup>  
4:00 PM**

• **SECONDARY  
CAMPUS**



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SCIENCE TECHNOLOGY ENGINEERING ART MATH

## Chocolate Friendship Day: Created by Students, for the TIS Community

We are excited to introduce **Chocolate Friendship Day**, a student-led event organised by the **IB Class of 2027**. As the main student leaders for this initiative, we are proud to be working alongside an amazing team of classmates who have volunteered their time, creativity, and energy to make this event truly special for the Tema International School community.

Chocolate Friendship Day is about more than just chocolate. At its heart is a meaningful cause: **all proceeds from the event will support corrective surgery for children with cleft lip and cleft palate**. Through this initiative, we hope to show how small acts of generosity can come together to create a lasting impact.

We are planning the event with a **fun, relaxed, pool-party-style vibe**, a space where friends can come together, enjoy chocolate, laugh, and make memories. It is meant to feel light, joyful, and inclusive, while still reminding us of the power of community and giving back. All proceeds will support corrective surgery for children with cleft lip and cleft palate. Another great TIS moment. Where friendship, fun, and purpose come together 

This event would not be possible without our leadership team and classmates who have stepped forward to contribute their ideas and skills. Each group has played an important role in shaping Chocolate Friendship Day and bringing our vision to life.

### IB Class of 2027 – Student Leadership Team

#### Main Leaders

- Nana Yaa Achiampong
- Ethan Achiampong

#### Party by the Pool - Leaders

- Chidubem Akunyili
- Shandell Nyarko

#### Labelling Committee

- Vania Stephens
- Navil Yakubu

#### Packaging and Distribution Committee

- Emmanuel Agyei-Mensah
- Tricia Minlah

#### Media and Hype Committee

- Nubuke Eli-Dzantor
- Rose Armah

#### Accountants

- Leslyann Hyde
- Nana Adjoa Asante

#### Special Packaging Committee

- David Manteaw
- Amaris Osei-Agyeman

We are grateful to every member of the IB Class of 2027 who has volunteered to add their creativity and personal touch to this event. Together, we hope to create **another great TIS moment**, where friendship, fun, and purpose come together.

 **Saturday, 14 February 2026**

 **TIS Campus – Sports Complex Pool side**

*Friendship is sweeter when shared.*

— Ethan Achiampong & Nana Yaa Achiampong - *IB Class of 2027*

TEMA INTERNATIONAL SCHOOL



# CHOCOLATE FRIENDSHIP DAY

*Besties & Bars*

*Signed with a Smile*

by the IB Class of 2027

---

## SAVE THE DATE

Saturday, 14 February 2026

📍 TIS Campus

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*Because friendship is sweeter when shared...*

Bring your besties • Share a chocolate bar

Leave with a smile

*... and help change a child's life*



*Another great TIS moment*

Where friendship, fun, and purpose come together 🤍

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SAVE THE DATE | BE THERE | SPREAD THE WORD

---

# COUNSELLORS' CORNER



**Dear Students,** Whatever you do, remember: if it must be done, it must be done well. As you start afresh, put in your best effort!



**Want to do a great job this semester?**

**Highlights from Tracy Adjei, TIS Alumna IB Class of 2025. Law Student at Lancaster University**

- ✓ Be consistent in your effort and care about your academics.
- ✓ Ask for help when you need it.
- ✓ Prep is for learning—don't distract yourself and don't distract others.
- ✓ Your behaviour in the hostel affects your academics—stay disciplined and focused!
- ✓ A nonchalant or lackadaisical attitude will only slow you down. Be disciplined!
- ✓ Be teachable, and do the right things even when no one is watching.

## TIS Alumni Week of Celebrations 2026. Don't Miss Out!



### Weekly Line up of activities:

- ✓ Monday 12 January 2026 –Official Launch of the Alumni Week
- ✓ Tuesday 13 to Thursday 14 January 2026 –Guidance Lessons & CAS after School Activities in-person/via zoom
- ✓ Friday 15 January 2026- Friday Night Hangout with Alumni # Bo mi NkɔMo #
- ✓ Saturday 16 January 2026 Athletics Carnival
- ✓ Sunday 17 January 2026 Thanksgiving Service with Alumni





### Alumni Week –Highlights!

This year's Alumni Week began on an inspiring note with warm wishes from alumni worldwide, including an encouraging New Year message from **Tracy Adei (IB Class of 2025)**, who is currently studying Law at Lancaster University Ghana.

We were honoured and delighted to welcome **Christal Perdison (IB Class of 2020)** as our Distinguished Alumni Guest Speaker. During her time at TIS, Christal served as a **Cecilia Hostel Executive**, was a proud member of the **Blue Cedar colour group**, and shone on stage as **Best Female Actress** in the 15th anniversary production of *Beauty and the Beast*. She later co-directed the 16th anniversary play, *The Marriage of Anansewa*. Her fondest memories include rehearsals, evenings in the Cecilia common room, hostel parties, and her favourite TIS meal—Saturday night yam chips.

After TIS, Christal graduated with **High Distinction** from the University of British Columbia, earning a Bachelor's degree in Romance Languages, Literature, and Linguistics with a **4.1 GPA**. She is now pursuing a **Master's in Bilingual and Multilingual Education** at the University of Ottawa, where she also teaches English as a Second Language.

Speaking on the theme “*Building on Legacy: A Future of Possibilities*”, Christal highlighted the values of **integrity, teamwork, respect, creativity, and problem-solving skills** as the foundation of her success, encouraging students to uphold these pillars in their own journeys.

**Friday Vibes! #Bo mi NkɔMɔ#**

**Stay Tuned For Refreshing Highlights and Student Reflections As We  
Celebrate Alumni Week in Grand Style!**



**TEMA INTERNATIONAL SCHOOL**



**#BO MI NKOM#**

**Alumni Round Table Discussion**

HEY! 😊

I ❤️ U

Hello! 😊

Thanks! 😊

HAHAHA 😂 😂

OMG!!! 😱



Join us for a candid conversation with amazing guests. You don't want to miss this!

**FRI. 16TH JANUARY**

**7:00 PM**

Get ready to connect, laugh, and learn from inspiring alumni. This **Friday**, come prepared—our alumni will be answering all your burning questions and sharing their journeys beyond TIS.

Bring your energy, curiosity, and excitement—it is going to be unforgettable!

**Mega Thanksgiving Service**

***Come with your Hearts and Hands to Thank the Lord!***



achieve  
more

## SAT 2026 TEST DATES



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

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



Online payment only with Visa/credit card **NEW; ACCEPTABLE IDs**  
**ARE THE VALID UNEXPIRED PASSPORT IN ADDITION TO**  
**GHANA'S NATIONAL IDENTIFICATION CARD (GHANA CARD),**

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

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



### DIGITAL TEST DATES AND DEADLINES 2026

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
March 14. 2026	February 13. 2026
May 2 2026	April 3. 2026



### 2026 TEST DATES (COMPUTER-BASED TESTING ONLY!)

- ✓ ACT Registration Fees (Online payments only: Visit [www.actstudent.org](http://www.actstudent.org)): ACT Registration Fees \$171.50, with writing \$196.50 (Online payments only: Credit Card)
- ✓ **Note: The cost of registration is subject to change.**
- ✓ (TIS Test Centre Code: 870390, but inform counsellor first).
- ✓ If having Troubles Registering contact **Aunty Portia** in person or by email at [portia.atubiga@tis.edu.gh](mailto:portia.atubiga@tis.edu.gh)



### DIGITAL TEST DATES AND DEADLINES 2026

TEST DATE	REGISTRATION AND PAYMENT DEADLINE
February 14. 2026	January 1. 2026
April 11. 2026	February 27. 2026
June 13. 2026	April 22. 2026

### To practice for SAT Helpful Tips & More. Check Managebac for More Details

<https://satsuite.collegeboard.org/practice/practice-tests>

[Best 10 Free SAT Preparation Resources for 2025](#)

### To practice for ACT Helpful Tips& More. Check Managebac for More Details

<https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/free-act-test-prep.html>

<https://www.kaptest.com/act/free/act-free-practice-test?srsltid=AfmBOophx1HVXn81rfPeDUMxtSRRIKd5zwncOG0Cwz9J-rgopPueSUL>

### Tips for ACT & SAT Practice

- ✓ **Practice with a focused group** of 2–3 teammates to stay motivated and disciplined.
- ✓ **Do at least three self-tests each week** to sharpen your speed and accuracy before the main exam.

Consistent effort and smart preparation will make you confident and ready for success!

# Change the World Through Excellence

## #Make a Difference





# **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."**



