

TIS RECORD

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

At TIS,

we believe that personal success is best judged by one's proficiency in demonstrating daily the ten IB Learner Profile attributes: thinker, inquirer, reflective, caring, open-minded, communicator, knowledgeable, risk-taker, balanced and principled.

Contents

- PYP News: Page 16
- MYP News: Page 39
- CASSA Corner Page 47

Key Dates

- 16-30/5/26 Break for MYP5 leavers
- 18-29/5/26 G11 semester exams;
- 20-26/5/26 MYP4 On-screen examination
- 22/5/26 PYPX & VAX

Thought for the Week

Preparation, I have often said, is rightly two-thirds of any venture.

- Amelia Earhart



Making us proud

DP1 students Bruhan-Deen Hussein, Emmanuel Egyei-Mensah, Joel Ahiakpor, Charis Kudiabor, Raymond Asare-Shady and Fidel Abdulai for the innovative and community-serving creation of ACEMYP. A study tool for MYP students created by TIS students.

PYP5 student Ismahil Abanga, for standing up to be counted and being a risk-taker.

Post IB examination break

MYP

MYP5 students complete their examinations today. They will start a school on a **break which will last until the 26th of May**. **All MYP5 students must return to their hostels by 5:00pm** at the latest. The MYP/DP transition programme takes place until Friday 30th May.

The end of MYP/DP transition programme will be celebrated on Friday evening with a party titled *Enhorabuena* ! It promises to be a memorable evening.

Visiting: Must Do

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

Reminders

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

DP2

Depending on their subject selection, many DP2 students will complete their final exams today. All DP2 students will have completed their final examination by Wednesday, 20th May. **DP2 student must leave their hostels the day of their last examination.** Exit forms must be handed in for signing before being allowed off-campus.

The Leavers' Dinner for DP2 will take place at the African Regent Hotel on Saturday, 23rd May.

PYPX AND VAX

Our Primary students have been working hard at their exhibits. They invite all parents and members of the TIS community to the PYP and Visual Arts exhibitions taking place on Friday 22nd May

Yvonne M Tagoe Principal principal@tis.edu.gh





TEMA
INTERNATIONAL
SCHOOL



SMART GLASSES ARE BANNED AT SCHOOL

NO SMART VIDEO GLASSES ON CAMPUS

Smart glasses include any eyewear with cameras, microphones, internet access, or AI features.

Not Allowed

- Ray-Ban Meta and similar devices
- Any camera-enabled glasses

At TIS we will

- Protect student privacy
- Maintain academic integrity
- Ensure safety
- Follow IB examination rules

School Action

- Immediate confiscation
- Parent notification
- Sanctions
- IB exam reporting where applicable
- Cancellation of term grades





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.



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 visits until June 2026, 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



TIS MYP & DP Local and Overseas Educational Trips 2026

MONTH	PROPOSED DATE(S)	FUNCTION
January	23	Ecological Immersion Program (GH)
February	20 to 22	DP1 Visual Arts Educational Trip to SCCA, Tamale (GH)
March	28 to 29	DoEIA Expedition Camp (GH)
March	27 to 29	DP2 Geography/ESS Trip to the Western Region (GH)
April		
May		
June	20 June to 12 July	French & Spanish Language Immersion (France/Spain)
July	28 June to 5 July	Harvard YLSC (USA)
July	19 to 25	Cambridge IGNITE (UK)
August	21	Geography Excursion (GH)
August	27 to 30	FWWMUN Johannesburg (SA)
September	1 to 5	ESS Slapton (UK)
September	17 to 18	IA Data Collection (Geog and Psych) (GH)
October		
November	6	Business Management Trip (GH)
December		
January 2027	3 to 10	Harvard YLSC (USA)

To be approved for overseas trips, school accounts must be cleared of outstanding bills.

TIS 2025/26 School Calendar

August 2025						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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; 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)**
 11/3/26 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 → 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;
 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



TEMA INTERNATIONAL SCHOOL



Primary School Campus Admissions Open For 2026/2027 Academic Year

Flexible admission screenings and interviews



Entry Points in 2026

Preschool

- Nursery (1.9 years @ August 2026)
- Kinder 1 (2.9 years @ August 2026)
- Kinder 2 (3.9 years @ August 2026)
- Kinder 3 (4.9 years @ August 2026)

Junior Primary

- Grade 1 (5.9 years @ August 2026)
- Grade 2 (6.9 years @ August 2026)
- Grade 3 (7.9 years @ August 2026)

Senior Primary

- Grade 4 (8.9 years @ August 2026)
- Grade 5 (9.9 years @ August 2026)
- Grade 6 (10.9 years @ August 2026)

All admission applications will be online via Open Apply:
<https://tis.openapply.com>

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

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

To learn more scan this...



To enrol scan this...





Tema International School



**SECONDARY ADMISSIONS ARE OPEN FOR 2026/2027 ACADEMIC YEAR
FROM 3 OCTOBER 2025 UNTIL 31 MARCH 2026**

A family school, a unique experience.

Flexible online admission testing is available

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

Grade 7 (MYP 2)

Students should:

- Have completed Primary 6.
- Be aged 11+(at the time of admission).
- Complete a general aptitude test and interview.

Grade 8 (MYP 3)

Students should:

- Have completed JHS 1 or in JHS 2.
- Be aged 13+(at the time of admission).
- Complete a general aptitude test and interview.

To learn more
scan this.



Grade 9 (MYP 4)

Students should:

- Have completed Grade 8 or Basic Education Certificate Examination (BECE)
- Be aged 14+(at the time of admission).
- Complete a general aptitude test and interview.

Grade 11 (IB Diploma Programme)

Students should:

- Have successfully completed MYP 5, the IGCSE (Or its equivalent) or awaiting the results of the IGCSE.
- Be aged 16+(at the time of admission).
- Complete a general aptitude test and interview for non IGCSE & GCSE students (i.e. WASSCE, OCR, AQA).

To enrol, scan this



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

For further information contact us on phone:

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

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

www.tis.edu.gh



TIS Application Procedures



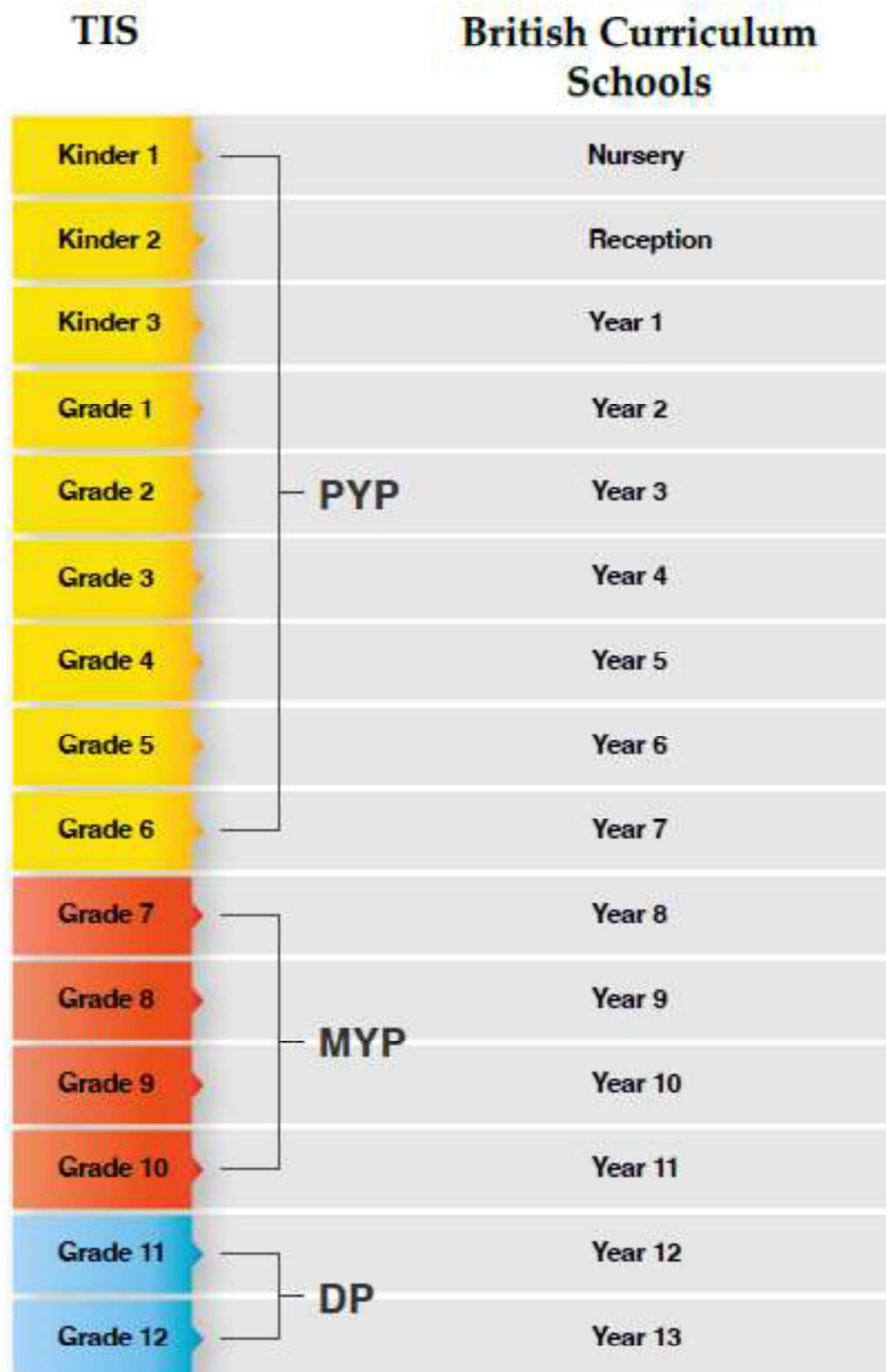
Please have the following documents available (scan onto a flash drive) before you begin with online application;

- 1 recent passport-style photo
- passport biodata page/ birth certificate
- 3 recent school reports (Grade 2-11 Applicants)
- Letter of recommendation and academic transcripts (Grade 11 Applicants)

1. Go to our admissions portal tis.openapply.com
2. Click on the **Sign In** button found at the top right corner of the page.
3. Click on **Sign up** here if this is your first time using OpenApply otherwise type in the email and password you used the last time you used OpenApply.
For first time users please proceed to 4. For existing users please proceed to 5.
4. Fill in **User Details** and proceed to application.
5. Ensure you fill out details correctly and attach all required documents where necessary (passport picture, passport biodata page/ birth certificate, school reports, transcript, recommendation).
6. When forms have been completed kindly proceed to make application fee payment using any of the 3 options:
 - www.expresspaygh.com/tis
 - At the Finance Office on TIS campus
 - At any Barclays Bank into the TIS Account number 1798808 or Ecobank into TIS Account number: 0020014471692201
7. You will receive an email to confirm receipt of your application and the next steps towards admission **only when the application fee payment has been received.**
8. **Please note that your child will be taking a Cognitive Ability Test (CAT4) as an Entrance Exam for admission at TIS. (Grade 7-11 students)**

Thank you for choosing TIS. We look forward to a fantastic relationship in the coming years!

TIS Admissions Grade Chart





**TEMA
INTERNATIONAL
SCHOOL**



Early Drop-Off - 6AM Late Pick-Up - 6PM



for Early Years & PYP Students Primary Campus



FACILITIES

- Safe and supervised indoor and outdoor spaces.
- Rest and quiet areas designed for young children



MORNING PROVISION

- Supervised environment before school begins
- Calm start to the day with structured quiet activities



AFTERNOON PROVISION

- Rest / relaxation / siesta period where appropriate
- Supervised homework and reading support

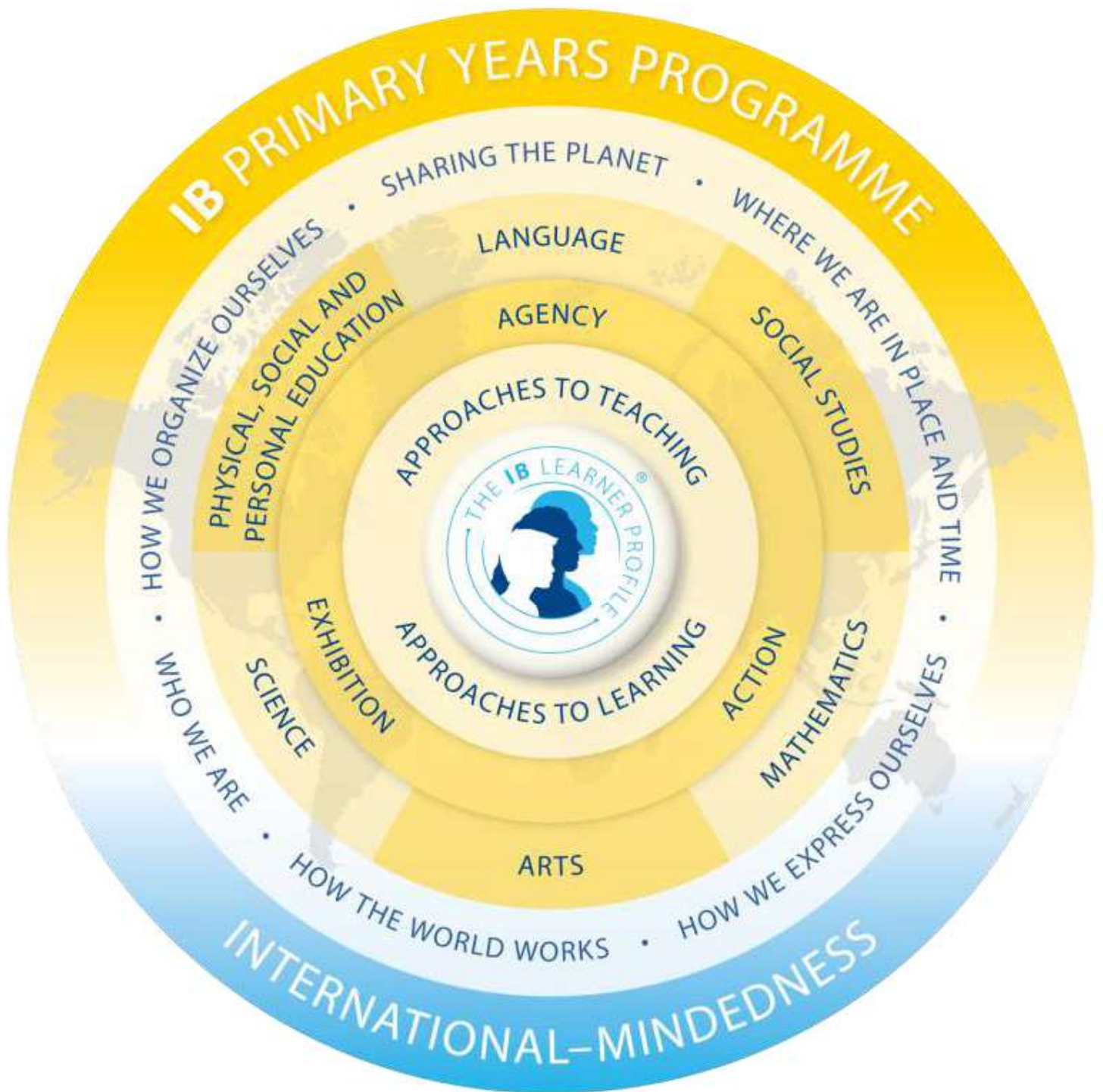
All sessions are fully supervised by trained school staff in a safe and supportive environment.

EXPRESSIONS OF INTEREST

To register your interest or request further details, please contact:

Contact Number: **0244449886**

We look forward to supporting our families with this new extended care provision.




HAPPY MOTHER'S DAY FROM TIS PRIMARY SCHOOL CAMPUS

Special love from us to you. Thank you mummy, for your support and love.






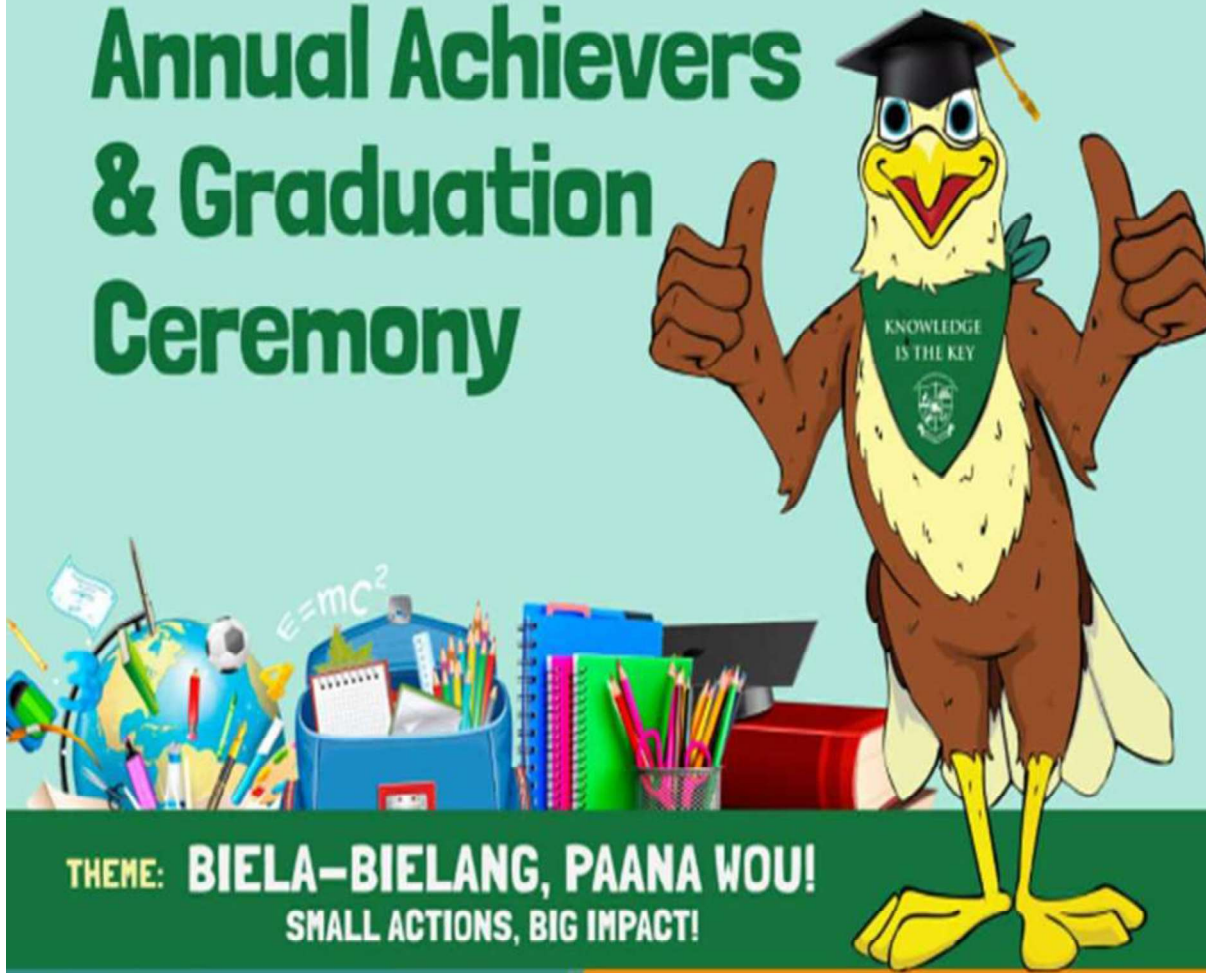
We love you mummy!!!



TEMA INTERNATIONAL SCHOOL PRIMARY CAMPUS



Annual Achievers & Graduation Ceremony



THEME: BIELA-BIELANG, PAANA WOU!
SMALL ACTIONS, BIG IMPACT!

Guest Speaker:
MS. DILYS EWURAESI MBIAH
(TIS ALUMNI CLASS OF 2013)
SENIOR LEGAL MANAGER, AMERICAN
TOWER CORPORATION (ATC), GHANA.

SAT, 30 MAY, 2026 | 11:00 AM
TIS PRIMARY CAMPUS

Shaping our learning community through the Languages

Languages are powerful tools that help us share ideas, express feelings, and connect with each other during the learning process. In our school community, we are fortunate that we learn and use different languages, each opening a unique window into culture, identity and understanding. From English Language which provides support to our daily learning, to French and Mandarin which broadens our global perspective, from Sign Language which promotes inclusion and communication for all, to our mother tongue which connects us to our roots. Every language plays an important role in shaping who we are as a school community. This bulletin celebrates the beauty and value of these languages in our learning community.

English Language

The English Language plays an important role in our daily learning and communication. At primary school, students develop their skills through the four language strands: listening, speaking, reading, and writing. These strands help students communicate confidently, express their ideas clearly, think critically, and engage meaningfully with others. Through reading and writing, students explore different texts and develop creativity and comprehension skills, while listening and speaking strengthen collaboration, discussion, and presentation abilities. As a widely spoken international language, English connects students to people, cultures, and opportunities around the world, helping them become knowledgeable and effective communicators.



Students using their English Language skills to express their cultures.

Early years

Nursery

In the Nursery classroom, students learn through play, exploration, songs, storytelling, and hands-on activities that help build their confidence in communication. Through shared reading and picture books, students develop early listening and speaking skills while learning new vocabulary and simple sentence structures. English is used as the main mode of communication, helping students express their thoughts, feelings, needs, and ideas in meaningful everyday interactions. These playful learning experiences create a strong foundation for language development while encouraging curiosity, creativity, and confidence in communication.



Students using play and exploring picture books to improve their communication in English language.

Kinder 1

Throughout this unit, students have been developing their English language skills through engaging activities focused on feelings, kindness, and expression. Students explored simple CVC words, listened and responded to picture books, identified emotions through pictures and actions, and practiced using words and simple sentences to express ideas and feelings. Through storytelling, role-play, discussions, and phonics activities, students strengthened their listening, speaking, and early reading skills while interacting positively with peers and adults in familiar social settings.



Students develop their English Language skills through reading and expressing emotions.

Kinder 2

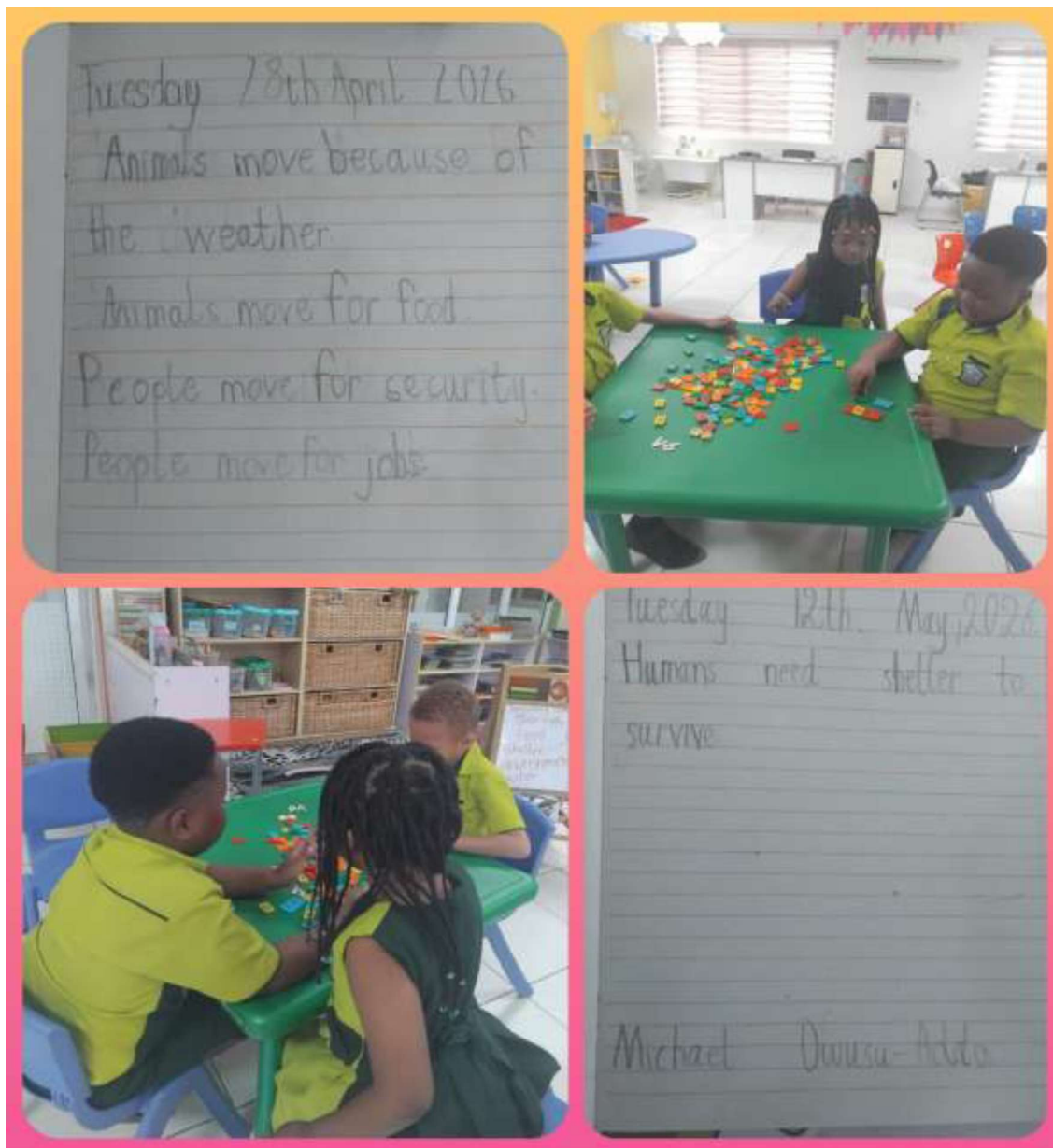
Students developed their speaking and vocabulary skills by using descriptive words and simple sentences to talk about materials and objects explored during the unit. Through games, discussions, and hands-on activities, they confidently used words such as soft, rough, shiny, hard, heavy, and light in meaningful contexts. Students also strengthened their early reading and phonics skills through shared reading, storytelling, songs, and sound activities. They practiced blending sounds, identifying syllables, discussing stories, and answering comprehension questions, helping them build confidence in their reading, speaking, and communication skills.



Students building their vocabulary and self-expression through identification and activities.

Kinder 3

Throughout the unit, students explored the concept of migration through meaningful English language experiences. Through stories, discussions, reading activities, spelling, and sentence writing, students strengthened their listening, speaking, reading, and writing skills while learning about why living creatures move from one place to another. They listened to stories about migrating animals and environmental changes, participated in guided discussions, and expressed their ideas through simple sentences and reflection writing. These activities helped students build vocabulary, improve communication skills, and develop a deeper understanding of migration and the world around them.



Students exploring writing and spelling through English activities about animals.

Grade 1

Over the past lessons, students have been writing sentences about energy while paying attention to important writing skills such as finger spacing, the use of capital letters, and correct punctuation. They also explored naming words and action words, and used simple adjectives or describing words to explain different forms of energy in meaningful ways. Students are taking their learning a step further by creating stories about the transformation of energy, where energy changes from one form to another. For example, when using a solar lamp, the heat energy from the sun is absorbed by the lamp and transformed into light energy. Through these stories, students are developing their creativity, strengthening their understanding of energy transformation, and improving their sentence construction and descriptive writing skills.



Students practicing their spacing, capital letters, punctuation and reading skills.

Grade 2

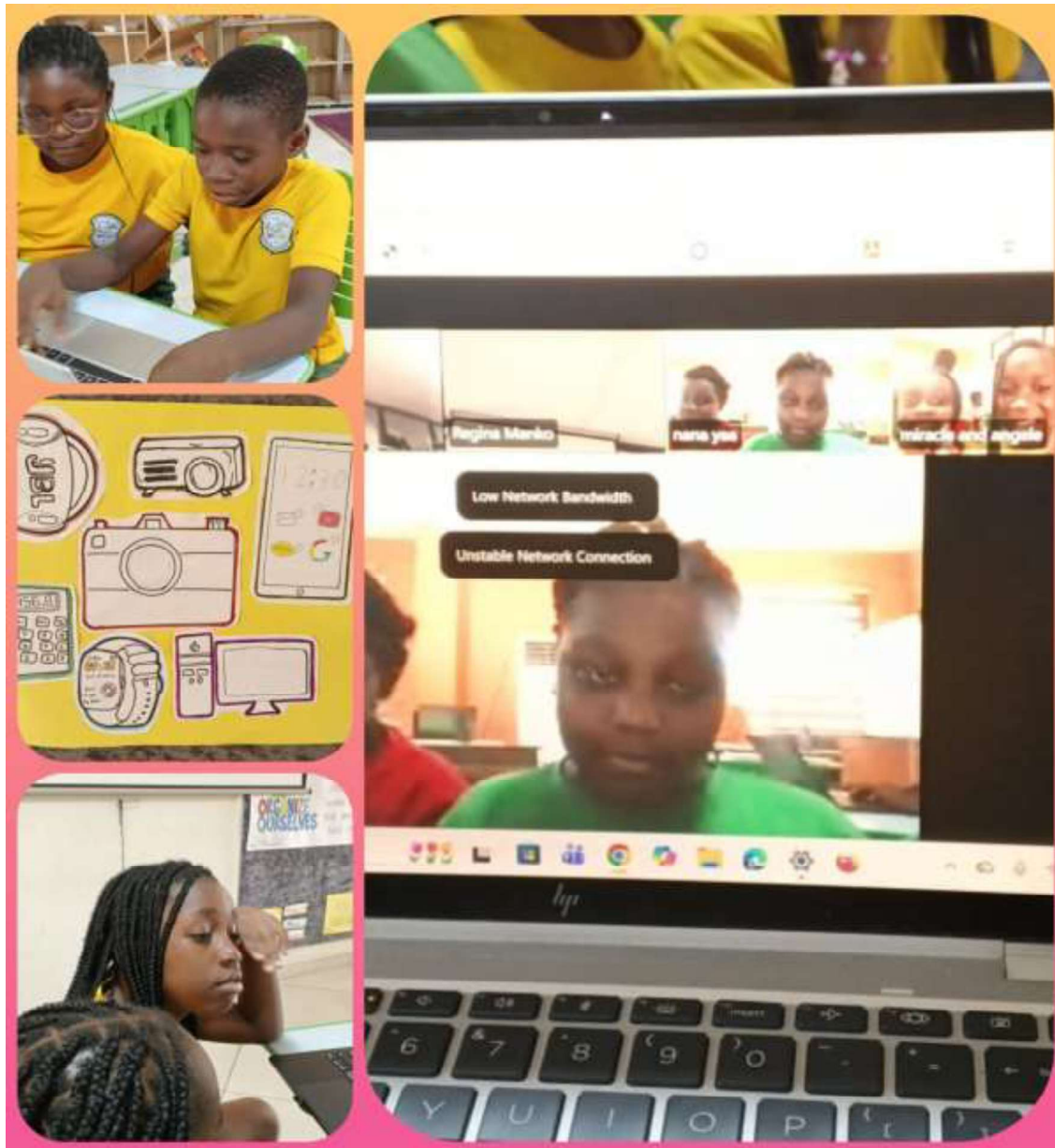
Our English lessons this week have been exciting, creative, and closely connected to our unit on waste management and caring for the environment. Students explored persuasive texts such as posters, slogans, and brochures to understand how words and visuals can encourage people to take action. They identified features of persuasive writing and discussed how strong messages can influence positive environmental choices. As part of their inquiry, students created their own persuasive posters with messages such as reducing plastic waste, reusing materials, and keeping the school environment clean. They carefully selected words, pictures, colors, and captions to communicate their ideas clearly and effectively. Through these activities, students developed their communication skills while making meaningful connections between waste creation, environmental impact, and responsible action. Students also collaborated in discussions and presentations, confidently sharing ideas about how the school community can reduce waste and protect the environment. We look forward to continuing this learning journey as students explore more creative ways to reuse materials and inspire others to care for the world around them.



Students improve their communication skills through poster making to care for the earth.

Grade 3

In the grade 3 learning spaces, language is the cardinal ingredient for instruction and of course communication. Nurturing a good use of the English language as a tool affords the students opportunities to communicate effectively, express their reasoning and understanding across disciplines. To accomplish an effective language experience within the class, grade 3 students take every opportunity to share in presentations, write essays and compose poetry. In our current unit, we have had a debate about the use of digital tools in education, cyber and online safety awareness through posters and role-play Zoom calls among others.



Students are using zoom to improve their communication skills through interactive speaking activities

Grade 4

Throughout our Unit of Inquiry under the transdisciplinary theme *Where We Are in Place and Time*, Grade 4 students explored the central idea, “*Our past histories have contributed to the development of present-day societies*,” through rich and engaging experiences across all strands of English Language. Students strengthened their communication skills while making meaningful connections between the past, present, and future.

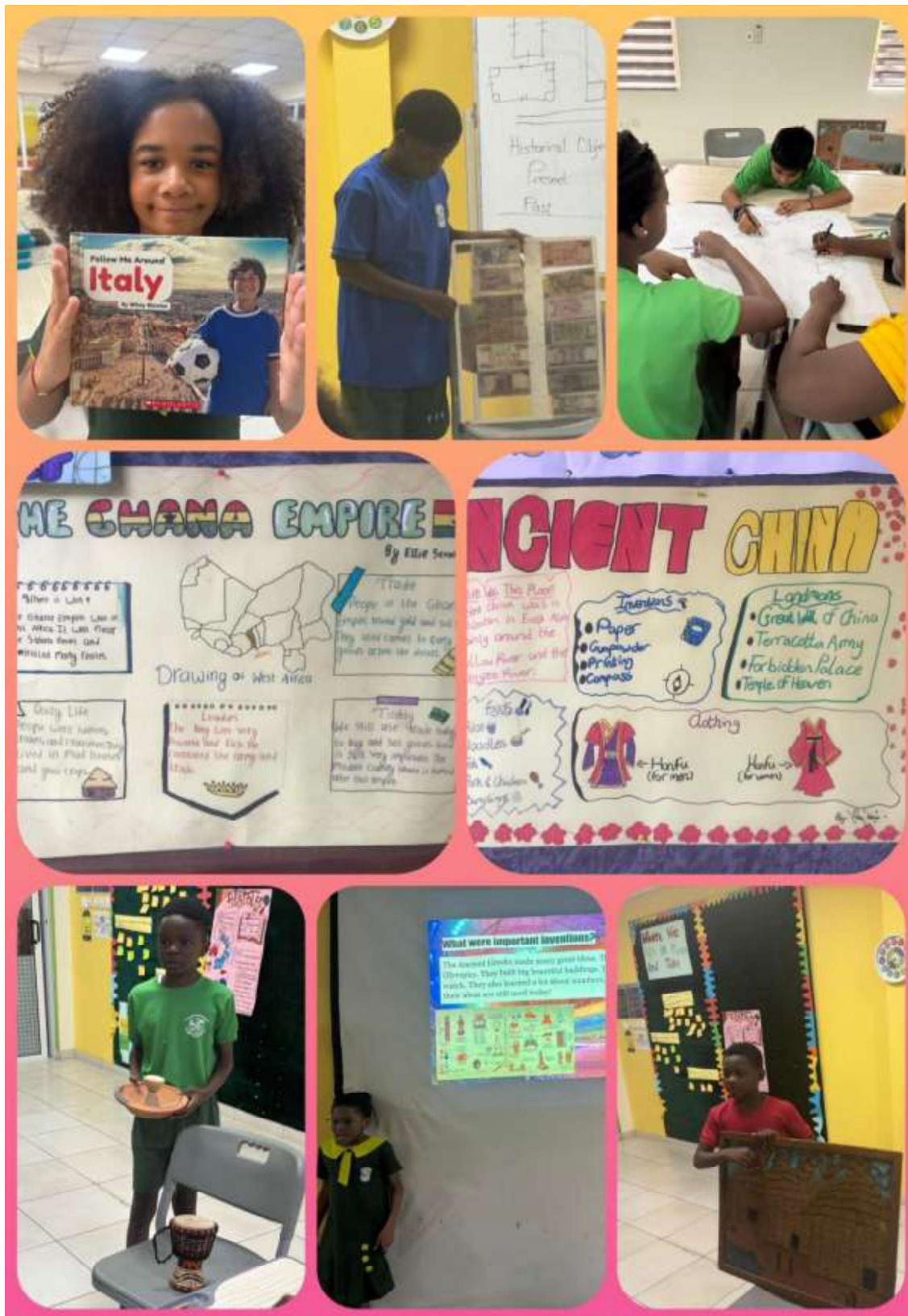
In the **Reading** strand, students engaged with a variety of historical and informational texts about ancient civilisations such as Mesopotamia, Ancient Egypt, Ancient China, the Roman Empire, Ghana Empire, Mali Empire, Indus Valley and many other civilisations. Through shared reading, independent inquiry, annotation activities, and collaborative discussions, students learnt to identify key ideas, make inferences, interpret evidence, and connect historical contributions to present-day society. They explored how inventions, systems, architecture, agriculture, and trade shaped human development and continue to influence our world today.

Within the **Writing** strand, students developed informational and research writing skills by planning and composing paragraphs, fact cards, reflections, and inquiry responses related to their investigations. Using graphic organisers, mentor texts, vocabulary studies, and peer feedback protocols such as “Two Stars and a Wish,” students learnt to organise ideas logically and support their writing with evidence from research. They also strengthened their academic vocabulary through spelling and vocabulary activities, where they explored and applied subject-specific words such as *civilisation*, *architecture*, *trade*, *agriculture*, and *technology* in meaningful contexts.

In **Listening and Speaking**, students actively participated in discussions, oral storytelling, presentations, and collaborative inquiry tasks. They listened carefully to peer presentations on ancient civilisations, documentaries, oral histories, and discussions about historical systems and scientific innovations. Students practised expressing ideas confidently, asking thoughtful questions, and respecting different perspectives during group conversations and presentations. Their research presentations demonstrated growing confidence in public speaking as they shared how past societies continue to influence modern life.

The **Viewing and Presenting** strand allowed students to analyse maps, timelines, diagrams, architectural photographs, documentaries, and visual presentations. They interpreted visual information critically and used posters, Google Slides, Power Point, models, illustrations, and charts to communicate their own understanding creatively. Through their inquiry research projects, students presented their learning using visuals effectively to explain historical features, technological advancements, and the impact of ancient civilisations on today’s societies.

Across all English Language strands, students developed IB Learner Profile attributes by exploring ideas, collaborating, and reflecting on how history influences the modern world.



Students presenting on inventions from the past and present, strengthening their English Language skills through speaking, vocabulary development, and confident communication.

Grade 5

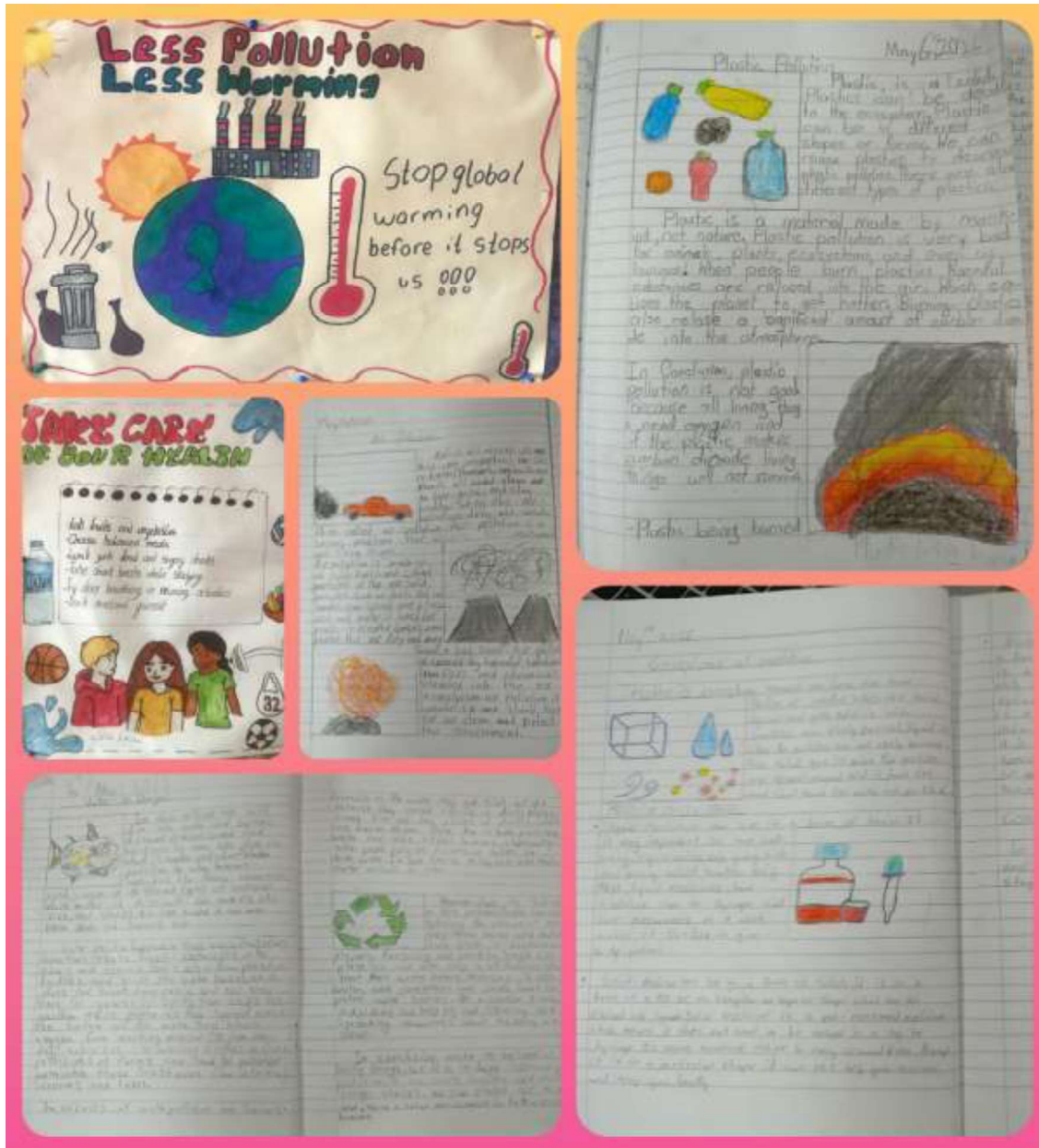
Throughout the term, students explored different forms of writing, including dialogue writing, informative writing, diary writing, and explanatory writing. Through dialogue writing, students learned how to create meaningful conversations using correct punctuation, quotation marks, and speaking verbs while making their conversations sound natural and engaging. In informative writing, students researched and shared facts on different topics, helping them organise their ideas clearly and communicate their understanding confidently. Students also engaged in diary writing, where they expressed their personal thoughts, feelings, and experiences in a creative and reflective way. This encouraged self-expression and helped students develop confidence in their writing. Through explanatory writing, students learned how to explain processes, events, and ideas step by step using sequencing words, detailed explanations, and relevant examples. Altogether, these writing experiences helped students strengthen their creativity, critical thinking, organisation, and overall communication skills while becoming more confident and expressive writers.



Students are writing dialogues, improving their English language through speaking, vocabulary, and creative communication.

Grade 6

We did informative writing activity on matter; students first explored what matter is and learned about its characteristics. Through their various projects, some students focused on topics such as clean water, biodiversity, natural resources, and food. Based on the projects they were working on, each student selected a particular topic they wanted to talk and write about. As students explored their chosen topics, they made connections to things around them and related the characteristics of matter to the three states of matter: solids, liquids, and gases. Using examples from their projects and everyday life, students were able to explain their understanding in meaningful ways while strengthening their informative writing skills.



Students wrote articles on matters to improve their sentence construction.

Sign Language

In the Early Years Sign Language classroom, students learn through play-based and hands-on experiences that support both communication and inquiry. As they explore topics such as the migration of living creatures, materials around us, and feelings, students use signs, songs, movement activities, picture discussions, and storytelling to express their understanding and make connections to the world around them. These activities help learners build foundational Sign Language skills including basic vocabulary, finger spelling, hand coordination, facial expression, visual responses, and simple conversational signing. Students practice describing emotions, identifying materials, and communicating ideas about how living things move and change. Through guided interaction and collaborative activities, they grow in confidence, participation, and self-expression.



Students are learning through songs, hand shapes, and colors to improve recognition skills and build their English vocabulary through interactive learning activities.

In Sign Language lessons across all grades, learning is closely connected to the units of inquiry, helping students make meaningful links between language and classroom learning. Through the use of games, sign sentences, storytelling, shared modelling, teacher guidance, peer support, and visual resources, students are actively engaged in communication and collaboration. These learning experiences help

students develop important Sign Language skills such as vocabulary building, finger spelling, sentence formation, facial expressions, hand shapes, fluency, visual attention, and expressive communication. Students also strengthen their confidence by participating in conversations, signing stories, and working together during whole-class and group activities. Through these activities, they develop communication, creativity, collaboration, and social interaction skills while contributing to an inclusive and supportive learning community.



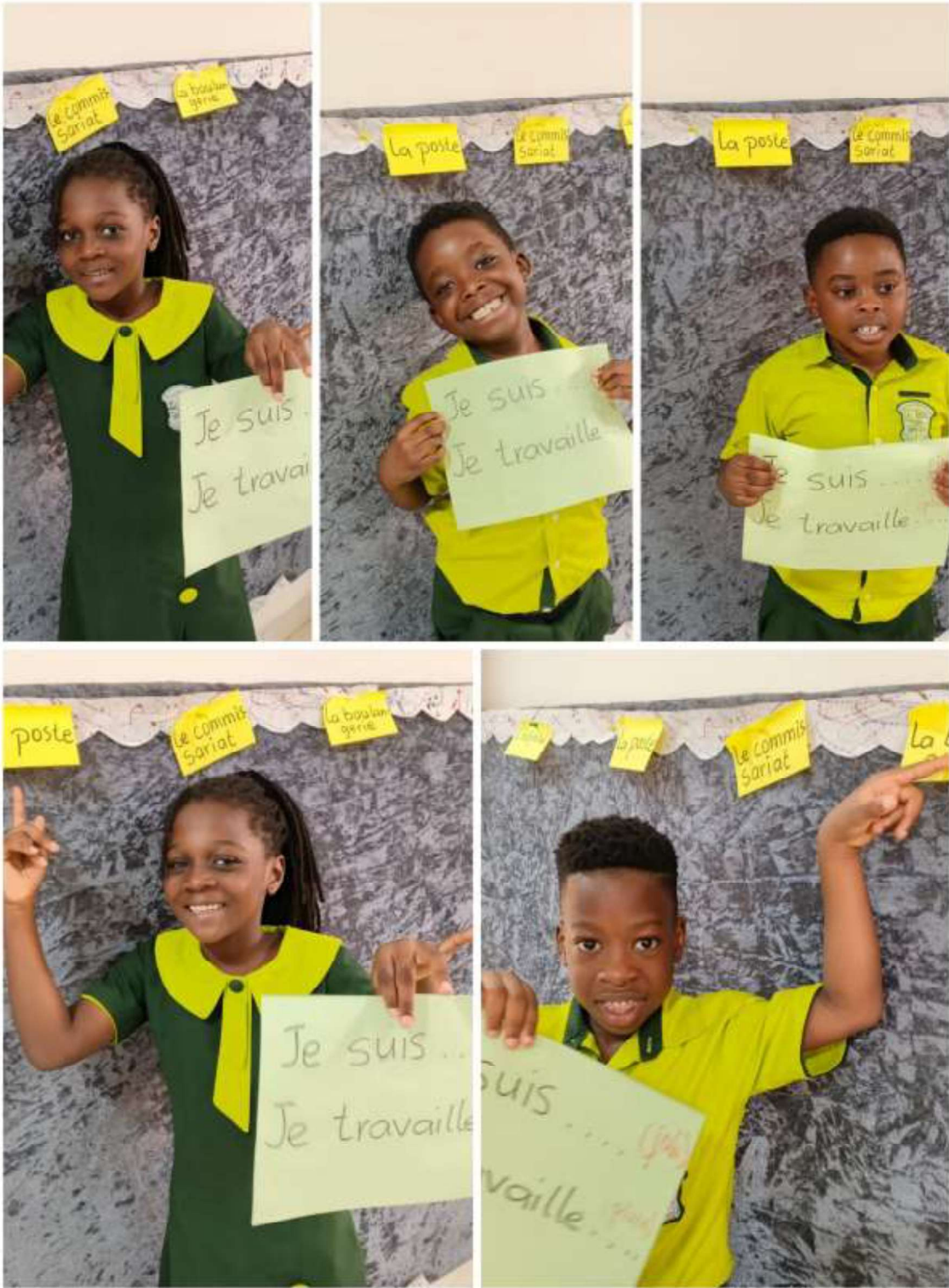
Students watch videos and practice hand shapes with the support of the teacher.

French

At TIS Primary, students have been developing their French language skills through engaging and interactive activities that support communication, creativity, and real-life learning. Through songs, movement, and speaking activities, students explored musical instruments, weather expressions, self-introductions, greetings, phone conversations, and short dialogues, helping them build confidence in everyday communication. They also learned about dates, birthdays, festivals, and cultural traditions, allowing them to connect language learning with culture, history, and personal identity. In addition, students explored vocabulary related to science, technology, and tools, supporting their understanding of scientific ideas and how the world works. Across all learning experiences, French has helped students strengthen their speaking, writing, collaboration, and creative expression skills while building confidence in using the language.



Students are learning French through the unit.



Grade 1 students learning to write French and introduce themselves.

Mandarin

Mandarin at PYP plays an important role in shaping our learning community through communication, collaboration, and cultural understanding. Students develop their speaking, listening, reading, and writing skills while learning to appreciate Chinese culture and global diversity. Through engaging activities connected to the PYP Units of Inquiry, students express their ideas, work together, and build confidence in using the language in meaningful contexts. Learning Mandarin also encourages students to become open-minded, respectful, and internationally minded learners who value connections with people from different cultures and backgrounds.



Students learn Mandarin characters and connect them with English words.

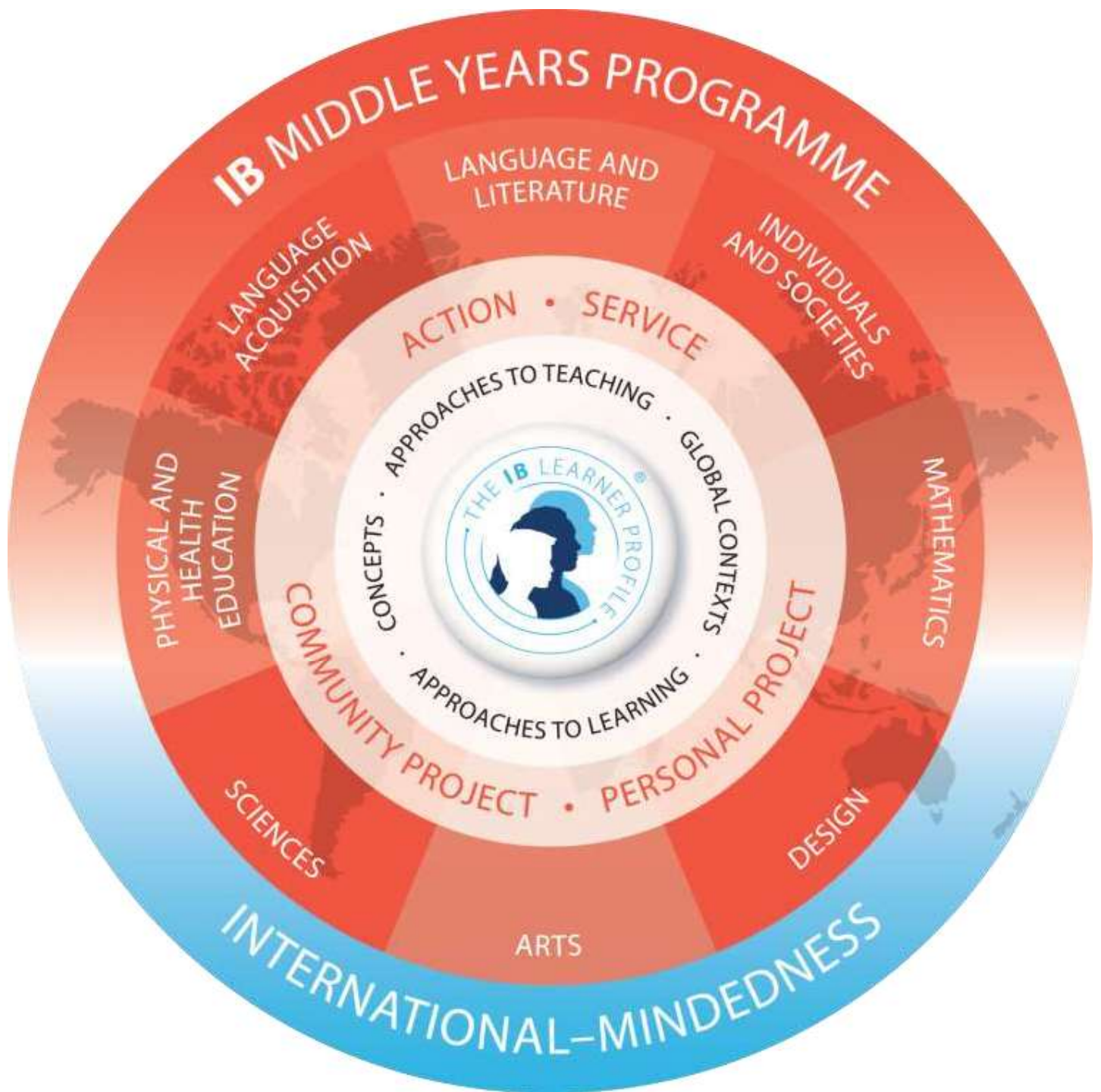
Mother Tongue

Students learn their Mother Tongue languages such as Twi, Ga, and Ewe, while also receiving support in French and English language. Through these lessons, students learn how to introduce themselves by saying their names, age, skin color, and parents' names. This helps them build confidence in speaking and communication. Students also learn the months of the year, the names of shapes in Twi, and different body parts in their Mother Tongue languages through songs, games, and fun classroom activities. These lessons help students improve their language skills while learning more about their culture and identity.



Students learning their mother tongue to express themselves fluently.





INITIAL SUBJECT SELECTION: MYP4 (GRADE 9)

Planning with the end in mind is a best practice for every learning organisation. It ensures a strategic and efficient approach to planning. At TIS, we apply this best practice to several of our curriculum decisions and milestones.

One of such curriculum milestones is the optional eAssessment at the end of MYP5 (Grade 10). The eAssessments are digital assessments that require students “to show disciplinary and



interdisciplinary understanding, international mindedness, critical and creative thinking, problem-solving skills, and the ability to apply

knowledge in unfamiliar situations”.

The eAssessment in the MYP comprises *on-screen examinations* and *ePortfolios*. The table below provides some information on the different aspects of the eAssessments.

On-screen examination subjects	Mathematics	Language and literature	Sciences
	Language acquisition	Individuals and societies	Interdisciplinary
Individually, externally marked			
Coursework ePortfolio	Language acquisition	Physical and health education	Design
	Arts		
Internally marked, externally moderated (dynamic sampling)			
Personal project	Internally marked, externally moderated (dynamic sampling)		

↑ Optional eAssessment
↓

Figure 1: MYP eAssessment model

With the understanding of the components in eAssessment, students in MYP3 (Grade 8) will on **Friday, 29 May 2026** make their initial subject selection. The information on the next pages is a guide on the selection process.

CORE Subjects (On-screen)	Clarification
Language and Literature	This is compulsory for all students.
Language Acquisition (Select one)	
French	<p>Students must be guided by their interest and career pathway.</p> <p>Note: Either of the subjects does not require prior knowledge. French or Spanish can be taken at <i>emergent (beginner)</i>, <i>capable (intermediate)</i> or <i>proficient (advanced)</i> levels.</p>
Spanish	
Individuals and Societies (Select one)	
History	Students must choose based on their interest and career pathway.
Geography	Both subjects are foundational to DP subjects like <i>Geography, Environmental Systems and Societies (ESS)</i> , and <i>Global Politics</i> .
Sciences (Select at least two)	
Biology	<p>Students must choose based on their interest, career pathway and college/university destination.</p> <p>Note:</p> <ul style="list-style-type: none"> Some universities (both locally and overseas) require students to have taken at least two of the three main science subjects at the end of their secondary education. The best science is used in computing the aggregate score for the award of the MYP certificate.
Chemistry	
Physics	
Mathematics (Select one)	
Mathematics Standard	<p>Students must choose based on their interest, career pathway and college/university destination.</p> <p>Note:</p> <ul style="list-style-type: none"> Math extended is a complete subset of math standard. Math extended is foundational to DP Mathematics: analysis and approaches (Standard or High level)
Mathematics Extended	
ePortfolio subjects (Select one)	

Product Design	Both courses are focused on creating solutions to real-life problems. The distinction is the nature of the solution. Product design leads to the creation of physical/tangible solutions while digital design results in digital solutions.
Digital Design	
Visual arts	Performance is a key aspect of these courses. However, it is a balanced offering with 50% performance and 50% taught lessons like any other subject.
Theatre (Drama)	
Music	
Physical and Health Education	

*ELECTIVE Subjects	Clarification
Individuals and Societies	
Economics	Students must choose based on their interest and career pathway. Note: The subject is foundational to DP Business Management and Economics either at high or stander level.
Psychology	Students must choose based on their interest and career pathway. Note: The subject is foundational to DP Psychology either at high or stander level.
Sciences	
Computer Science	Students must choose based on their interest and career pathway. Note: The subject is foundational to DP Computer Science either at high or stander level.

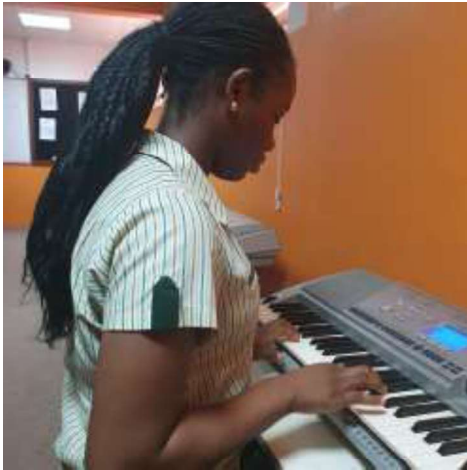
*In addition to the seven (7) minimum core subjects, students **may choose one** of the elective subjects making it eight (8) maximum.

- If a student selects *Physics*, s/he is unable to select *Economics* or *Psychology*.
- If a student selects PHE, Digital or Product Design, Visual Arts or Music or Theatre (Drama), s/he may also select Economics or Psychology or Physics.

MYP 3 MUSIC LESSONS

Over the past few weeks in MYP3 Music, students have shown significant growth in their understanding and application of musical elements such as melody, rhythm, dynamics, tempo, harmony, timbre, and texture. Uriel Wulff-Tagoe developed strong piano and performance skills while overcoming challenges in fingering and sight-reading. Mmalabna Velma Salifu-Mahami improved her ability to analyse instruments, timbre, and musical structure through listening and group activities. Raymond Tettey-Amlalo strengthened his piano performance, ear training, and expressive playing through a better understanding of harmony and articulation. Kadmiel Annan grew in music analysis, theory application, teamwork, and performance confidence through class discussions and practical activities.

Reflections



Starting my music journey was a new and interesting experience. I had never done music before, and this was a completely new subject that I was unfamiliar with. During my journey, I have grown my knowledge of musical elements and music theory. I have learnt how to identify melody, dynamics, rhythm and tempo. I have also learned the parts and pieces that come together to create and compose a song. I have also learned to appreciate different types of music by analysing how music varies in different cultures. Additionally, I developed my confidence and overall musical ability. I was able to do this through various activities such as performances, group work, song analysis, and much more.

These activities, especially performance and practical sessions, also helped me develop my practical skills on the piano. Before attending TIS, I didn't know how to play the piano, but now, I have grown significantly, and I am able to play much more difficult pieces. This is one of my biggest achievements, as I've always wanted to be able to play an instrument, and now I can. Even though I can do this, I have definitely faced some challenges. I used to struggle with fingering, sight-reading, and memorisation. But thanks to careful guidance and consistent practice, I was able to overcome my challenges. Overall, I have been able to accomplish this thanks to joining Music MYP. ~Uriel Wulff-Tagoe.



I have learnt a lot more than I expected ever since I started my music journey. At the beginning, I thought music was just about playing instruments and singing songs, but I realised it also includes understanding rhythm, structure, melody, and how music communicates different emotions and messages. Over the past two years, I have improved my musical knowledge and can now identify musical elements and instruments when listening to different songs, as well as understand how they are used in different genres. In our unit "Exploring Musical Elements", I studied key elements such as tempo, melody, and pitch and learned how they create meaning and emotion in music. Each

lesson helped me build my understanding step by step through listening activities, class discussions, and practical performances. This helped me overcome misunderstandings and secured my confidence

in my knowledge of musical elements. These activities improved my ability to listen more carefully and analyse music instead of just hearing it for enjoyment. For example, for one task, we had to identify various instruments in an orchestration and depict the unique timbre of each one. I also became more confident in group work and performance, although I sometimes struggled with remembering all the musical terms at first, but I improved through practice and feedback. Overall, this unit has helped me grow in confidence, knowledge, and creativity. I have learned how to listen to music more deeply, work better with others, and express ideas through musical elements, and I feel more capable as both a learner and performer than when I first started. ~ **Mmalabna Velma Salifu-Mahami**



Over the past few weeks in MYP Music, I have improved both technically and musically as a pianist. I became more confident reading sheet music quickly and smoothly, especially in faster and more complex sections, and my finger coordination and tempo control have improved through regular practice. My playing now sounds more connected and consistent because I can transition between chords and melodies more naturally without pausing as much. I have also developed stronger listening skills, as I am now able to hear notes, rhythms, melodies, and chord patterns on the piano and replay them by ear, which shows growth in my musical understanding. During this time, I also strengthened my understanding of musical elements such as melody, harmony, dynamics, articulation, texture, timbre, and form, allowing me to play with more expression and emotion rather than only focusing on the correct notes. Although I still faced challenges such as staying fully focused and practicing consistently, these experiences helped me become more disciplined, patient, and committed as a musician. ~ **Raymond T**

Over the past few weeks in MYP Music, I have continued to develop both my musical understanding and my confidence as a performer. One of the most important areas I improved was music analysis, where I learnt to identify and explain how musical elements such as rhythm, dynamics, melody, and harmony create emotion and meaning in a piece. Through activities and performances, I became more confident using musical vocabulary and applying music theory to real songs. I also improved my research and communication skills by analysing the intentions of artists and explaining my ideas clearly. At first, I sometimes struggled with performance confidence, timing, and certain theory concepts, but regular practice and feedback helped me become more comfortable performing in front of others. I also learnt the importance of teamwork during group performances and class discussions, where listening, cooperation, and communication were necessary to create stronger performances. Overall, these past few weeks have helped me become a more confident, expressive, and collaborative musician while teaching me patience, discipline, and consistency. ~ **Kadmiel Annan**



Change ^{the}
World
Through
Teamwork

#Make a Difference





CAS-SA Corner - TIS Giving Back Adjavon Young Leaders Immersion Programme (AYLIP)



The Future Begins with Opportunity

Tema International School is proud to introduce the **Adjavon Young Leaders Immersion Programme (AYLIP)**, the flagship initiative under the **TIS Giving Back Programme**, launched last year at the Annual Achievers and Graduation Ceremony, 2025.

AYLIP is a fully sponsored 5-day residential leadership and skills immersion experience designed to empower young people with skills in leadership, communication, technology,

sustainability, creativity, and community engagement. Through mentorship, experiential learning, innovation, and collaboration, selected students will be exposed to opportunities that inspire growth, purpose, and possibility.

This maiden edition will welcome **30 selected students**, from our partner schools:

- St Nicholas Charity School
- Mante School of Excellence
- Calvary Presbyterian School
- Ashaiman N2 / Zenu No. 2 Cluster of Schools
- Anyako A. A. Fiagbe Basic School
- Keta Senior High Technical School (KETASCO)

These schools were carefully selected because of the relationships and partnerships built over the years through **CAS projects, Service as Action, community engagement, and outreach programmes**. Initiatives carried out by our students.

Over the past weeks, the **AYLIP** outreach team visited each selected school to introduce the programme, interact with school leaders and students, and begin the registration process. The schools received the team with excitement, gratitude, and hope. Many students expressed how meaningful this opportunity is for them and how excited they are to experience life, learning, and leadership at TIS. Registration is currently ongoing.

AYLIP is more than just a programme. It is history in the making. In honour of the legacy and vision of the **Co-Founders of Tema International School**, the founding family is beginning a journey to build a foundation that creates educational opportunities for young people who may otherwise never have access to an environment and experience like TIS.

It is a time to honour the vision and legacy of the **late Mr Alphonse A. Adjavon and Mrs Comfort Adjavon** by giving back, opening doors, and investing in the future of Ghanaian youth through education, mentorship, leadership, and opportunity.

The response from the TIS community has already been encouraging. Alumni and Staff members from both campuses have volunteered to support the maiden edition through workshops, mentorship, boarding supervision, sports, wellbeing, logistics, communication, creative arts, and student engagement activities. This spirit of service reflects the heart of the TIS community.

As we launch this initiative, we are also **inviting parents, alumni, organisations, and companies** who would like to support or donate towards the programme to partner with us in making this dream sustainable and impactful for years to come.

Moving forward, **AYLIP** hopes to extend opportunities to more schools across Greater Accra and, eventually, to other regions of Ghana.

At TIS, we believe education must be transformational, purposeful, and accessible. **AYLIP** is a commitment to empowering future leaders, strengthening communities, and creating meaningful impact through experiential learning and service.

Empowering Young Minds. Inspiring Future Leaders.



TEMA INTERNATIONAL SCHOOL

GIVING BACK PROGRAMME

ADJAVON
YOUNG LEADERS
IMMERSION PROGRAMME
(AYLIP)

Discover. Learn. Lead

CORE AREAS

- LEADERSHIP DEVELOPMENT
- PUBLIC SPEAKING
- TECHNOLOGY & INNOVATION
- SUSTAINABILITY & AGRICULTURE
- SDGS & COMMUNITY IMPACT
- CREATIVE ARTS & EXPRESSION
- MENTORSHIP & PERSONAL GROWTH

A 5-DAY RESIDENTIAL LEADERSHIP & SKILLS IMMERSION
A fully sponsored transformative experience designed to equip selected students with leadership skills, practical knowledge,

PARTICIPANTS
30 selected students from partner community schools.

8 - 12 JUNE
TEMA INTERNATIONAL SCHOOL, SECONDARY CAMPUS

Together, we empower young minds and inspire future leaders.

[f](#) [x](#) [@](#) [v](#) [in](#) [globe](#) www.tis.edu.gh

#AYLIP26 #TISGivingBack #TemaInternationalSchool #Leadership #YouthEmpowerment
#ExperientialLearning #FutureLeaders

AAGC2026-Save the Date



ANNUAL ACHIEVERS & GRADUATION CEREMONY

IB CLASS OF 2026

THEME:

BUILDING ON LEGACY. A FUTURE OF POSSIBILITIES

GUEST SPEAKER:

DZIGBORDI KWAKU-DOSOO

Commercial Leadership Strategist
Founder & CEO | DCG Consulting Group

We are delighted to invite the TIS community to our **Annual Achievers & Graduation Ceremony 2026**, taking place on **Saturday, 6 June 2026, at 10:00 AM** at the **Secondary Campus Sports Complex**. Under the theme **“Building on Legacy: A Future of Possibilities,”** we will celebrate the remarkable journey of the **IB Class of 2026 – The Vanguard**s, while recognising excellence across **Academics, Culture, Sports, Service, and Leadership**.

We are honoured to welcome:

- **Guest Speaker:** *Madam Dzigbordi Kwaku-Dosoo* - Executive & Founder Advisor | CEO, DCG Consulting Group
- **Alumni Speaker:** *Dr (Med) Nana Kwame Brown* – IB Class of 2016 - Medical Doctor | Co-Founder & Executive Director, Touch of Hope Foundation | IB Class of 2016
- **Parent Advisor:** *Mr Seth Adu-Baah* - Chief Executive Officer, Coca-Cola Coastal Bottlers Company Ltd
- **Valedictorian:** *Sujan Allotey* – IB Class of 2026

We warmly invite parents, alumni, students, staff, and the wider TIS community to save the date and join us as we celebrate achievement, legacy, and new beginnings.



A group of graduates in teal and yellow gowns celebrating with their caps in the air.



TEMA INTERNATIONAL SCHOOL
SECONDARY CAMPUS

cordially invites

Parents

to the

**ANNUAL ACHIEVERS
&
GRADUATION CEREMONY**

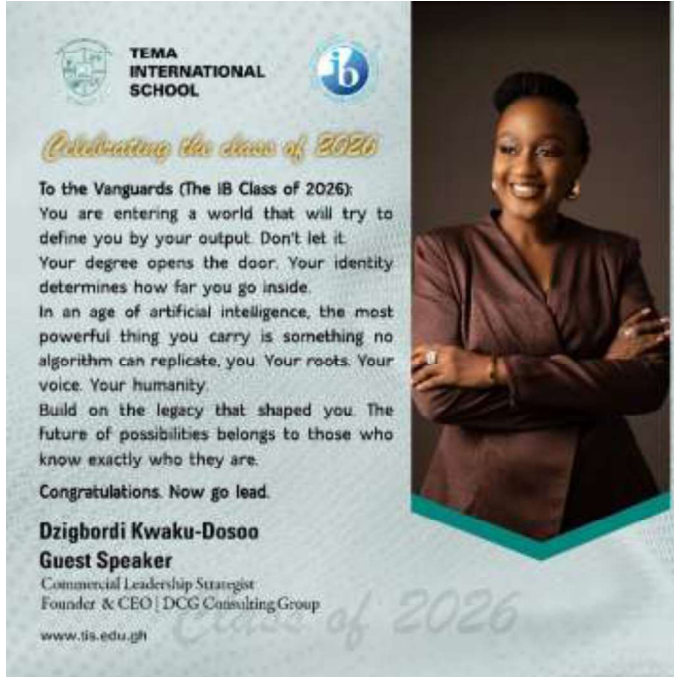
IB CLASS OF 2026

THEME
**BUILDING ON LEGACY.
A FUTURE OF POSSIBILITIES.**

GUEST SPEAKER:
DZIGBORDI KWAKU-DOSOO
FOUNDER & CEO, DCG CONSULTING GROUP

DATE: SATURDAY, 6 JUNE 2026 | TIME: 10:00 AM
VENUE: SPORTS COMPLEX, SECONDARY CAMPUS
RSVP: MRS. GINA ANAAFI MENSAH | 024 649 2051

Celebrating the IB Class of 2026



TEMA INTERNATIONAL SCHOOL

Celebrating the class of 2026

To the Vanguard (The IB Class of 2026):
You are entering a world that will try to define you by your output. Don't let it. Your degree opens the door. Your identity determines how far you go inside. In an age of artificial intelligence, the most powerful thing you carry is something no algorithm can replicate, you. Your roots. Your voice. Your humanity. Build on the legacy that shaped you. The future of possibilities belongs to those who know exactly who they are. Congratulations. Now go lead.

Dzigbordi Kwaku-Dosoo
Guest Speaker
Commercial Leadership Strategist
Founder & CEO | DCG Consulting Group
www.tis.edu.gh

As we count down to graduation, we are proud to begin sharing the reflections and stories of the **IB Class of 2026 – The Vanguard**. These heartfelt messages capture moments of growth, friendship, resilience, leadership, service, and unforgettable memories from their journey at Tema International School.

We warmly invite parents, families, alumni, and friends to visit our social media platforms and celebrate these remarkable young people with us. Kindly like, comment, share, and subscribe as we honour their achievements and the legacy they leave behind. Your encouragement and words of support will mean so much to them as they complete this important chapter of their lives.

Let us celebrate the Class of 2026 together. **Click the links below to access** our social media platforms: **Instagram, Facebook, LinkedIn, and X.**

<https://www.linkedin.com/company/tema-international-school/posts/?feedView=all>

<https://www.facebook.com/TISGhana/>

https://www.instagram.com/tema_international_school/ - https://x.com/TIS_Ghana



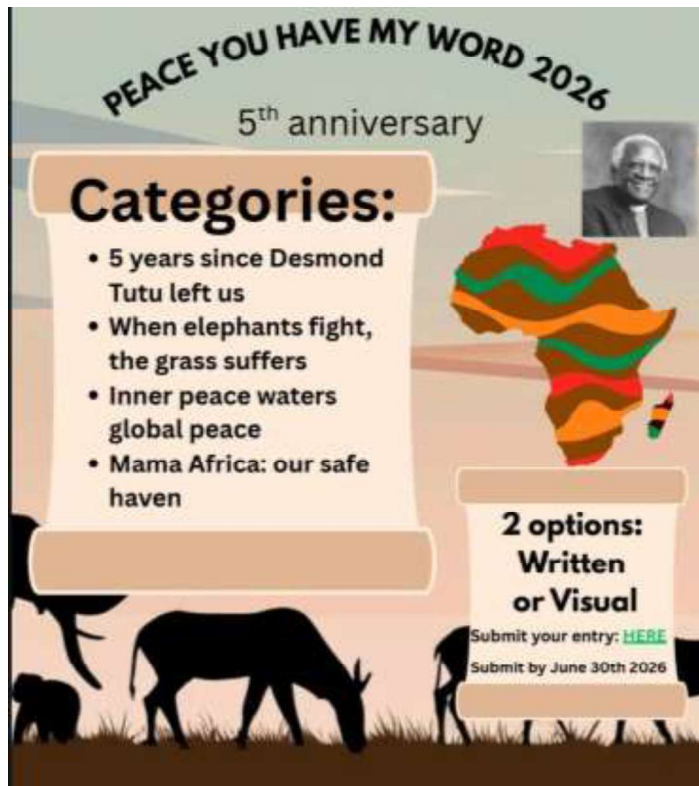
TEMA INTERNATIONAL SCHOOL

Celebrating the class of 2026

TIS has given me more than an education, it has shaped my ambition, discipline, and perspective. Having been at TIS since Grade 6, I am proud to have completed the DoEIA Bronze, Silver, and Gold Awards, and to have held leadership roles as Head of Council and leader of many clubs. What I will miss most is the sense of community, the friendships, shared laughter, and moments that made every challenge feel lighter. My goal is to contribute to a better world through compassion, service, and using my voice to uplift others.

Maame Akosua Osei-Amoako
IB Class of 2026
www.tis.edu.gh

Peace You Have My Word – A Call to all Students



It is that time of the year again. *Peace You Have My Word*, the international writing and creative competition, is celebrating its fifth year, and once again, we invite our students to take part in this meaningful global initiative.

Tema International School has been part of this journey since its inception, and it would be truly inspiring to see a group of our students participating this year.

This is more than a competition. It is a space for voice, reflection, and expression. Students are invited to share their thoughts on peace through either a written piece or a visual creation. The selected laureates will have their work published on international educational platforms, an opportunity to contribute to a global conversation.

This year, we honour an African ambassador of peace, the late Archbishop Desmond Tutu, marking five years since his passing. His legacy continues to remind us of the power of

compassion, justice, and reconciliation. As we reflect on peace, we also celebrate Africa as a land of peace-making, resilience, and hope.

The themes for this year invite deep reflection:

- *5 years since Desmond Tutu left us*
- *When elephants fight, the grass suffers*
- *Inner peace waters global peace*
- *Mama Africa: our safe haven*

In a time such as this, when we are witnessing conflict unfolding in different parts of the world, including the Middle East, this initiative becomes even more relevant. It is an opportunity for our students to pause, reflect, and share their voices, voices that matter.

We encourage all students to view the poster, access the registration form, and take a bold step to be part of this powerful experience.

Let your voice be heard. Let your thoughts create impact. Let peace begin with you.

https://docs.google.com/forms/d/e/1FAIpQLSeSZSFEZBdDCgD3kd_ae2F3GNBF23scx40tZzUxokhTmBmLw/viewform

ACE MYP:

A Student-Built Study Platform Reshaping How We Prepare for the IBMYP



Every MYP student knows the feeling. A stack of textbooks on one side, a laptop with twelve tabs open on the other, and a quiet suspicion that none of it is really preparing you for what the examiners want. **Generic AI** chatbots don't understand command terms. YouTube tutorials don't know your syllabus. And no flashcard app on the market was built around the IB Middle Years Programme.

So we built one.

ACE MYP is a free, AI-powered study platform created by MYP students, for MYP students. Born at Tema International School and maintained by the Change-Seekers: the IB Class of 2027, it is designed from the ground up around the official **IB MYP** rubrics, command terms, and global contexts. Here's what's inside.

An AI Tutor That Knows the MYP: At the heart of the platform is Ask ACE, a chat-based tutor calibrated to your year level, subjects, and target grades. Unlike off-the-shelf chatbots, it cites command terms, references global contexts, and refuses to answer in ways that would mislead an MYP student.

The Essay Coach and Deconstructor - Submit any essay and the Essay Coach returns rigorous, criterion-by-criterion feedback aligned to real MYP marking bands. It tells you exactly why a paragraph would land in the 5–6 band rather than 7–8, without rewriting your work for you. The companion Deconstructor does the same for past-paper questions, annotating your response, assigning a band, and showing the official mark scheme alongside.

Smart Flashcards and Summary Sheets from Your PDFs - Upload a textbook chapter or class notes, and ACE generates either a curated flashcard deck or a structured summary sheet. Overview, key concepts, worked examples, common misconceptions, and exam tips, all grounded in your source. Active recall, the most evidence-backed study technique in cognitive science, becomes effortless.

Teach ACE The Feynman Technique, Built In - The platform's most distinctive feature. Teach ACE flips the script: you teach the AI a topic, and it plays the part of a curious student who asks questions and occasionally gets things wrong on purpose. At the end, it produces a full pedagogical report. Your gaps, your misconceptions, an MYP grade against the official subject criteria, and the exact summary sheets to read next.

Adaptive Quizzes and a Question Bank - Pick any subject and topic, and ACE generates a fresh quiz with explanations and concept tags for every question. Weak areas feed automatically into your study planner. The Question Bank adds structured, criterion-aligned past-paper-style practice for every MYP subject.

A Personalised Study Planner - Tell ACE your exam dates and weekly availability, and it builds a daily revision schedule across all your subjects, prioritising your weakest topics and updating itself as your mastery changes. A built-in Pomodoro timer, exam countdown, and Focus Mode help you stay on track.

The Knowledge Tree, Mastery Tasks, and Ranks - Every subject is mapped as a radial Knowledge Tree that lights up as you study. You earn XP for everything you do and climb a tier system from Bronze to Master. The major tier jumps are gated by Mastery Tasks; real, AI-generated, criterion-aligned mock assessments. There is no clicking through to the next rank. You earn it.

Personal Project and Interdisciplinary Workspaces - The Personal Project module guides you through every IB-mandated stage with built-in AI feedback. The Interdisciplinary module helps plan and reflect on IDUs across two or more subjects, evaluating your integration depth and central idea.

Premium Tips, Resources, and Examiner Guidance - Curated wisdom from older students. Things nobody told us, things we wish we knew earlier, subject hacks, and exam strategies sit alongside a Resources Library, a Command Terms glossary with side-by-side response comparisons, and dedicated Examiner Tips pages that distil what real MYP examiners look for.

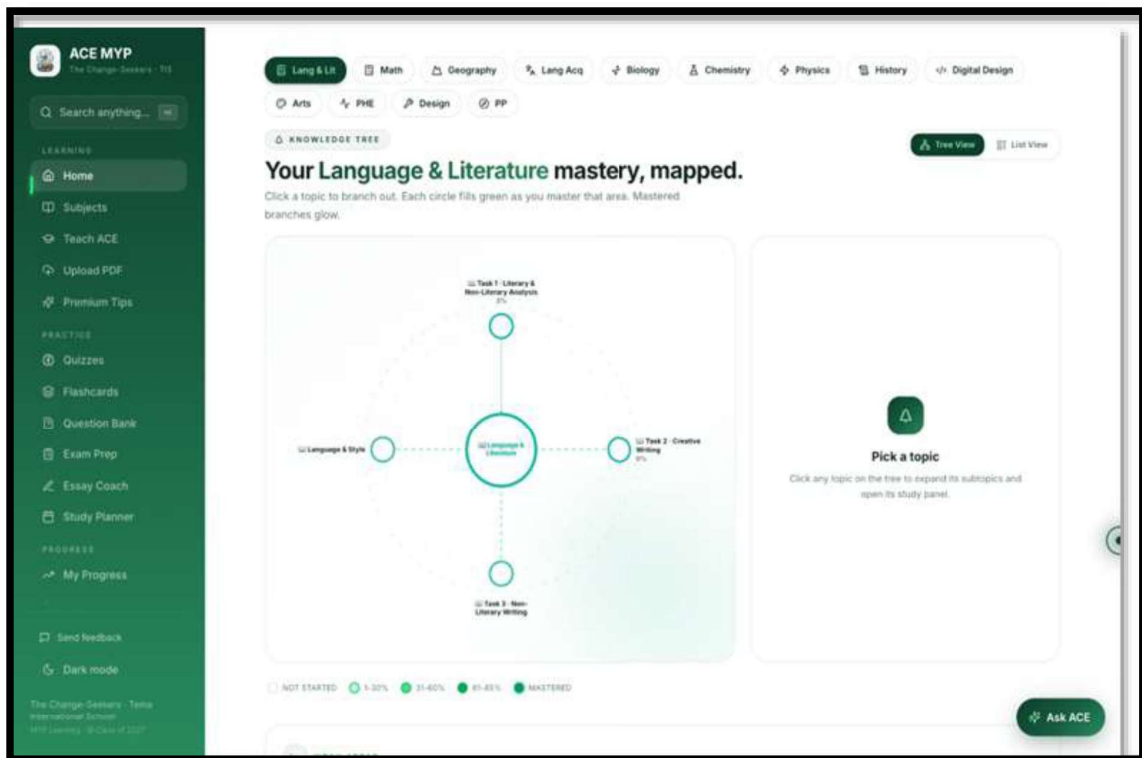
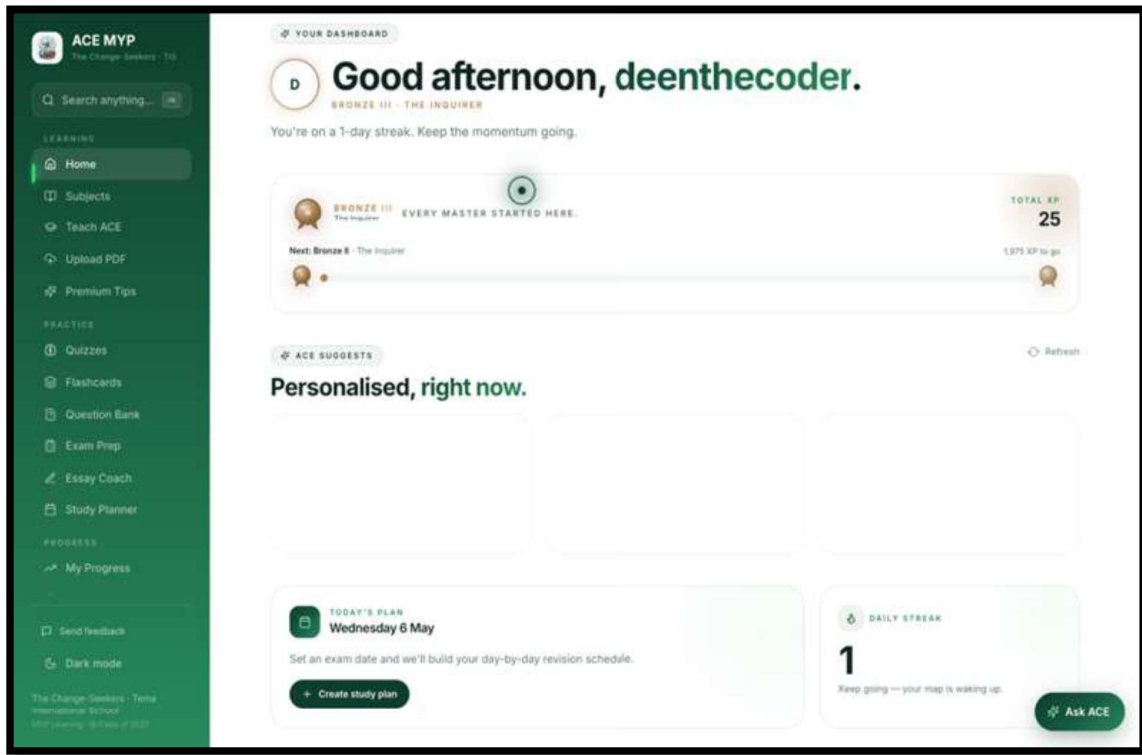
Built for Real Students - ACE MYP runs on every device, works offline for cached content, installs as a mobile app, and supports light and dark themes, dyslexia-friendly font scaling, reduced motion, and high contrast. A feedback channel in the sidebar lets the team ship improvements based on real student requests.

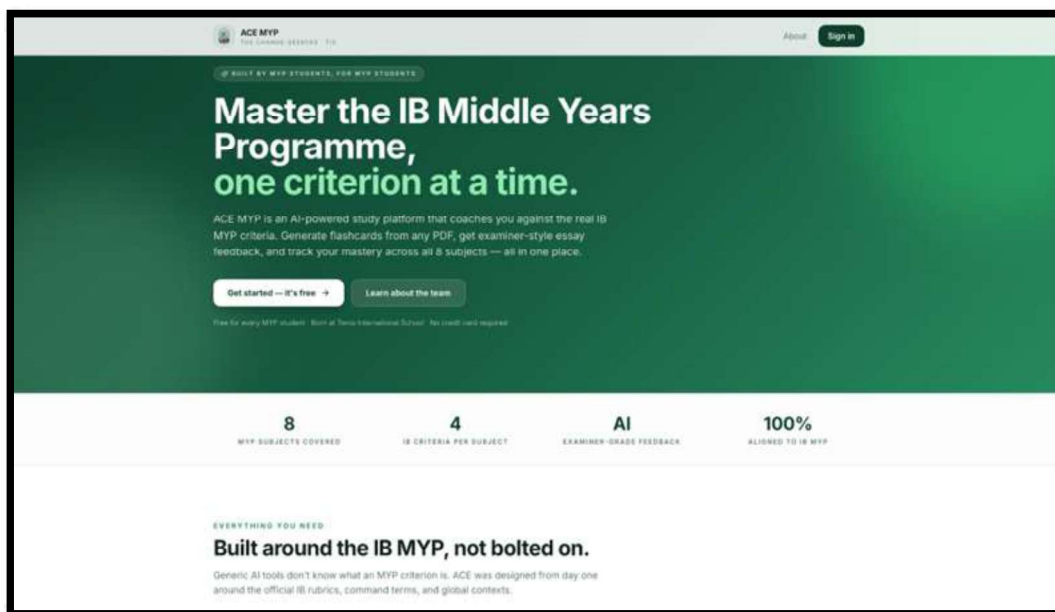
Why It Matters - The IB MYP is one of the most demanding curricula in the world. Official IB resources are excellent but scattered. Generic AI tools are cheap but criterion-blind. Tutoring is expensive and not equally accessible. ACE MYP closes that gap. It is free for every MYP student, built around the actual rubrics examiners use, and maintained by students sitting the same exams you are.

The students who score 7s don't study harder than everyone else; they study better against the criteria, with active recall, with feedback loops, and with a plan. ACE MYP gives you all of that in one place.

ACE MYP is built and maintained by Deen, Emmanuel, Joel, Charis, Fidel and Raymond of the IB Class of 2027 at Tema International School. We're students, not a company. We built this because we needed it, and we believe every MYP student should have access to it.

Take a look at ACEMYP below





Initiators Reflection:

When it came to coordinating resources for the website, the task proved to be quite daunting. We started the project in October, and at first, we believed it would be a simple task, as we had quite some time before the MYP exams. We collected the information, and we started synthesising it into documents, ready to upload to the website. This is when we encountered the hurdle that, due to the fact that we were dealing with IB Documents and information, we needed to consider copyright, as well as seek consultation from the MYP Coordinator (who would soon become our supervisor). While this significantly delayed our progress, it taught us the importance of patience, dedication and active advocacy towards achieving our goals.

Moreover, the process of actually sorting through information and data was not the easiest. Due to the enormous volume of resources, we had to spend hours digging through data to get the required information to put on the website. This meant that collaboration had to carry premium importance. As resource coordinators, we split tasks amongst ourselves, engaged in regular check-ups, as well as organised regular meetings with the MYPC to verify all the data. Once again, through this we recognised the importance of persevering in action and actively working towards achieving our goals.

All in all, resource-coordinating for ACEMYP was an extremely enriching experience. We got to develop our collaboration, encounter challenges to develop new skills when it came to coordination, as well as learn how to persevere in action through difficulty.

Moving on, building ACE MYP involved a complex development process that required perseverance and learning, which can inspire others to appreciate the effort behind creating such a platform.

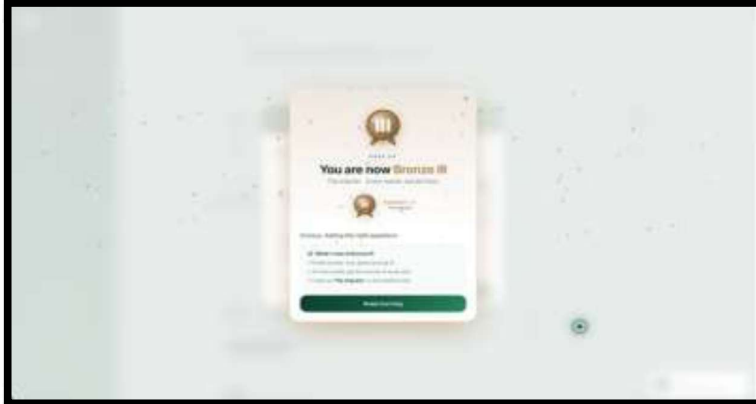
The biggest challenge was refinement. Almost nothing worked the first time. The Knowledge Tree alone went through countless iterations before the radial layout felt right. Node spacing, edge curves, and the mastery glow each took weeks of small adjustments before a subject finally looked like a clear, organised tree of knowledge rather than a tangle of dots. The leaderboard was no easier: we rebuilt the ranking logic several times to ensure that XP, streaks, and per-subject mastery reconciled correctly and that opt-in privacy actually worked end-to-end.

Teaching the AI to think like an MYP examiner was a project in itself. We fed it enormous amounts of context: official subject guides, command-term definitions, criterion descriptors, sample student work, mark schemes, year-level expectations, and global-context framings, then layered prompt systems on top so it could draw on the right slice for each subject. When one model refused or produced malformed output, we added retry logic across multiple models so a single hiccup couldn't stop a student mid-revision.

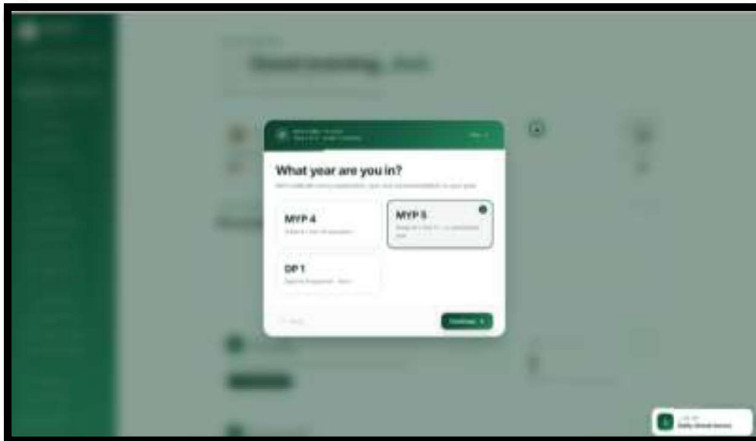
Design was the playground. Picking the deep-green palette, animating the XP toasts, and designing rank badges brought a personal touch to the project. Those were the moments the project felt less like coursework and more like a craft, reflecting our care and attention to detail. Most of all, we learned that building something genuinely useful is far harder, and far more rewarding, than any grade.

We are forever grateful for being given the opportunity to develop ACEMYP and we hope you make the best use of it. **Deen, Emmanuel, Joel, Charis, Raymond and Fidel**

Student Comments



ACE MYP is a really helpful platform, especially for students preparing for MYP exams. Even though it was released quite late, I still think it came at a useful time because it helped make my revision feel more organised and less stressful. Instead of having to search everywhere for resources or figure out what to study by myself, the site puts a lot of things in one place.



One thing I liked was how the subjects are clearly separated, and you can choose specific topics from the MYP syllabus. That makes it easier to focus on the areas you actually need help with instead of just revising randomly. The features like quizzes, flashcards, question banks, exam prep, and the essay coach are also useful because they support different ways of learning. Sometimes you want to test yourself, sometimes you want to quickly review content, and sometimes you need help understanding how to

answer exam-style questions. I also like the layout because it looks clean and is not too confusing to use. The XP and streak system makes it feel more motivating, especially when exam revision starts to feel tiring.

Overall, I think ACE MYP is a really good idea, and it has genuinely helped me with my MYP revision even though it came out late. It feels like something made by someone who understands what MYP students actually struggle with. **(Nana Gyamfi Mends, MYP5)**

Using ACE MYP has really helped me improve my understanding of difficult topics and prepare better for my exams. The website provides clear explanations, useful practice questions, and organized resources that make studying less stressful and more effective.

I especially liked how the content matched the MYP curriculum, which helped me feel more confident before assessments. Overall, ACE MYP made revision easier and helped me become more independent and motivated in my learning. **(Joziah Abor, MYP5)**

Using ACEMYP has been really amazing, and I am extremely grateful for the AI feature. It has been really useful for assessing my essays to gauge the current level I am working at. ACEMYP has truly been impressive and a true lifesaver for this eAssessment season. Kudos to all the student developers. **(Paa Kwesi Oppan, MYP5)**

TIS STUDIOS

Reimagining Student Creativity at TIS



TIS Studios is a student-led creative and media initiative focused on storytelling, filmmaking, digital culture, and creative production. Built by students, the studio exists to transform ideas into immersive visual experiences that reflect the identity, energy, and evolving culture of **Tema International School**.

More than simply creating videos, **TIS Studios** is designed as a space for innovation, collaboration, and creative development, where students learn to think intentionally, communicate powerfully, and produce meaningful work across media, storytelling, editing, strategy, and production.

Vision & Mission

TIS Studios aims to cultivate a new generation of student creatives, thinkers, and storytellers by building a professional creative environment within the school community.

The vision of the studio extends beyond content creation. It is about shaping perception, capturing moments that would otherwise go unnoticed, and presenting TIS through a cinematic and deeply human lens. Through film, media, and digital storytelling, the studio seeks to establish a creative culture that inspires students to think

boldly, work collaboratively, and explore future pathways in media, marketing, film production, communications, and creative industries.

At its core, TIS Studios exists to make students realize that creativity is not random, it is intentional, powerful, and capable of shaping how people see the world.

Executive Team

- Chidubem Akunyili — Executive Creative Director
- Louisa Xose Ayem — Associate Director
- Nubuke Eli-Dzantor — Head of Concepts & Ideation
- Nyameyie Arkaah-Otoo — Head of Videography
- Cyril Tiekue — Head of Operations & Logistics

Supervised by: Mr Joshua Nartey

First Production — Inside TIS

The studio's first production, *Inside TIS*, introduces a cinematic interview series designed to explore the personalities, culture, and experiences within the TIS community.

The premiere episode features **Head Boy Bruhan-Deen Hussein** in a dynamic walking interview across campus, blending conversation, atmosphere, and storytelling to present TIS from a fresh and engaging perspective.

This marks the beginning of a larger vision for student-driven media and creative storytelling at TIS.

Watch the video here: <https://youtu.be/OcbFJn10mOk?si=YNZcesSQtByFgO72>





IGNITE YOUNG MINDS PROGRAMME 2026

A **Learn with Leaders** programme conducted in partnership with
Cambridge Judge Entrepreneurship Centre



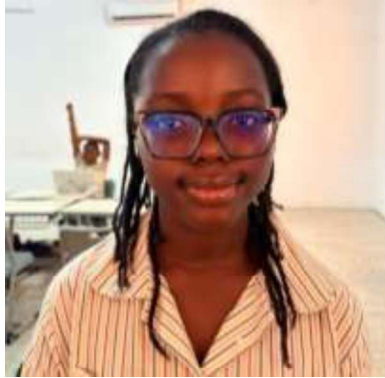
To register, contact Ms Abigail Ahiadorme -

☎ 0543936488

✉ abigail.ahiadorme@tis.edu.gh



#MYP-Service as Action - Plot Twist by Wilma



An initiative by **Wilma Ampah (MYP 2)**. Through this column, Wilma will be sharing a collection of short stories across different genres, offering something for every reader.

This initiative provides a creative platform for storytelling. Wilma aims to develop and refine her writing skills. She also hopes to inspire a habit of reading within the school community.

We invite you to enjoy the second edition below and show your support by reading and celebrating her creativity.

THE PINK BAG

Kendra woke up late one morning. It was 7:30 am in the morning she brushed her teeth, dressed and grabbed her bag and ran downstairs. She bit a piece of bread, grabbed an apple, said bye to her mom and realised that the bus already left. She had to walk to school, on her way to school she saw a pink bag on a bench and something felt unusual so she went closer and saw a note on the bag saying please help me. She wondered who the owner of the bag was and immediately got worried that the owner might be stranded.

She then heard a noise in the bush but there was no one there. Being late for school was unacceptable but she still wanted to find the owner, so she took the bag to the nearby police station. Officer Jordan asked why she was here and she showed him the note and the bag. The bag belonged to a girl who had been missing. The books in the bag even showed that it belonged to her.

They called her mother and tracked her using her phone. It showed that she was at a campsite. Her mother rushed to get her and was happy again. Kendra was awarded with the “Ready to Help Medal” for helping find a missing child.



ATL Poster by Benedicta Quarshie

Kudos to **Benedicta (MYP 2)** for creating a beautiful ATL poster that breaks down the key concepts of ATL skills in a simple and engaging way for her peers and the wider student community; for easy understanding

The poster will be printed and displayed in all staff rooms.

The poster is titled 'TEMA INTERNATIONAL SCHOOL SERVICE AS ACTION' and 'ATL SKILLS'. It lists five categories of ATL skills, each with a brief definition. The categories are: Thinking (blue background), Communication (brown background), Self-Management (olive green background), Research (teal background), and Social (green background). The poster is signed 'BY: BENEDICTA (GRADE 7)' at the bottom.

TEMA INTERNATIONAL SCHOOL
SERVICE AS ACTION

Thinking **ATL SKILLS**

Thinking skills are about how you use your brain to understand and solve problems

Communication

Communication skills are about how you share your ideas with the class and understand others

Self-Management

Self-management skills are how manage your time, control yourself and your learning

Research

Research skills are how you find and use information for either your school work and solve problems

Social

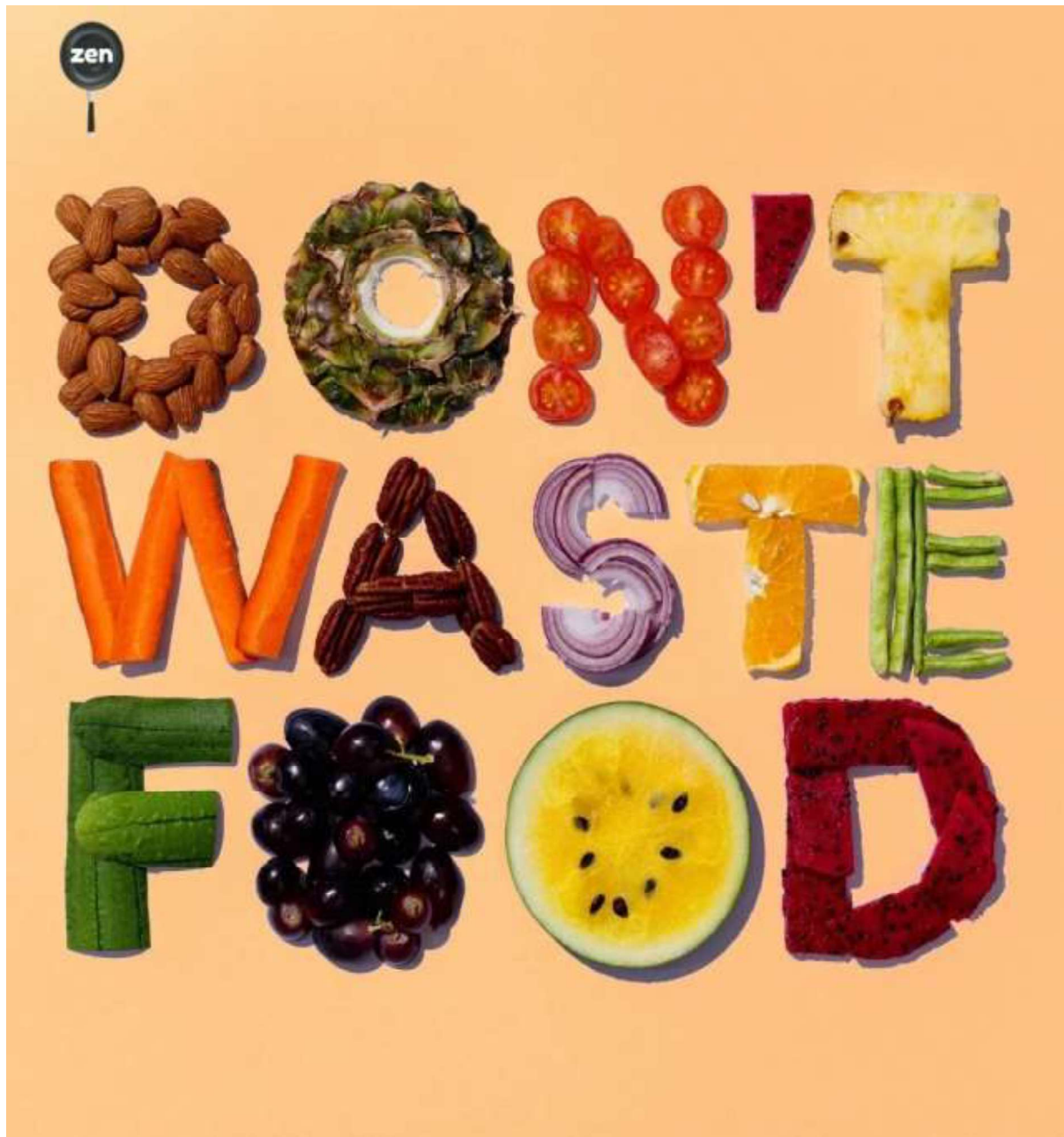
Social skills are about how you work with other people and collaborate with them

BY: BENEDICTA (GRADE 7)

Foodwastage Initiative

The initiators of the Food Waste Campaign, featured in the previous bulletin, would like to continue reminding members of the community to be mindful of food wastage.

The poster below serves as a simple reminder for us all to finish the food on our plates and appreciate the value of every meal. This poster would be published every week in the bulletin



A graphic with a red background and a yellow tilted rectangle. Inside the yellow rectangle, the text "TIS INTEGRITY Code" is written in white, bold, sans-serif font. "TIS" is at the top right, "INTEGRITY" is in the middle, and "Code" is at the bottom left.

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."



