



# SECONDARY NEWSLETTER



## IMPORTANT CONTACTS

### MS ALPANA MUKHERJEE

HEAD OF SCHOOL

Mondays-Thursdays from 8.30 am -9.30 am

Zoom Meeting ID: 5786543038

Password: meeting.

### MS DORINDA THAM

IBDP COORDINATOR

### MS FARAH ABDUL WAHAB

IBCP COORDINATOR

### MR DAVID OCHIENG OLOO

IBMYP COORDINATOR

To contact our coordinators, please book an appointment with:

Ms Leticia Boateng: +233 243767251

Mr Edward Appiah: +233 244199832  
+233 200797492

## HAPPY NEW YEAR & WELCOME BACK

*From ARIS Secondary Team*

Dear Parents,

We are delighted to welcome you to our February Newsletter.

We look forward to working with you to ensure that our students reach their full potential. We understand that for our students to succeed in school, they require assistance from home and school. We are confident that strong collaboration with you will make a significant difference in your ward's education. We share responsibility for our children's success as partners.

At the beginning of the academic year, we set our Yearly Theme and work towards this Theme. Our Theme is 'Cultivate Relationship that Foster Wellbeing and Personal and Professional Growth'.

We are working on these main areas:

### 1. Building Relationship:

Through mentoring, we connect with and provide personalized attention to our students. When it comes to meeting parents, we have an open door policy, and we have Coffee Mornings, ARISVERSITY, and student-led 3-way conferences where both parents and teachers listen to individual students' growth and development, as well as their challenges. These platforms enable us to work with parents to improve our students' learning experiences. We hope to see you on these platforms more often.

### 2. WellBeing:

We prioritize well-being not only for our students but also for our Faculty. Our team departs at 2 p.m. on the first Wednesday of each month, and the 14th of February has been designated as Staff Well-Being Day in our calendar. This newsletter has additional updates on Well Being at ARIS.

### 3. Personal and Professional Growth:

We work closely with our students and team to establish short and long-term goals and to assess their progress. Our BULB digital tool is used by all students and teachers to document their Growth and Learning maps. I encourage you to meet with your ward to see what they have accomplished so far and help them to set a new goal for Semester 2.

### 4. Approaches Towards Learning:

We strongly believe that our students must develop **four critical skills** (self-management, critical thinking, social and communication skills) **to learn how to learn**. This year, we worked with our team and developed a school-wide framework to teach students how to grow in this critical area. This semester, we introduce a new tool to help our students dig deeper into their understanding of these skills and track their progress. LALATAT is the name of the tool. Please make time to sit with your ward and assess their skill level. If you have any problems accessing the site or if your child finds difficulty, kindly let us know.

We also request you to guide and support your ward's learning by ensuring that he/she:

- a) Attends school daily and arrives on time, ready for the day's learning experience. They must reach to school latest by 7:50 am to attend homeroom. [Kindly read the attendance policy.](#)
- b) Follow up their assignments given by teachers regularly.
- c) Spend some time with your ward to share their school experiences with you so that you are aware of their school life
- d) Ask your ward if they need additional support in any area or subject and contact their homeroom teacher/ mentor for assistance.
- e) Allow them to understand that you are working together with school and expect them to succeed in school and go on to college/university

### EXTRA CURRICULAR

We will start our Extra-Curricular activities this month. Soon you will receive a letter from our Communication Department.

### MAP GROWTH TEST

Last semester, in the month of November, we introduced an adaptive test (computer based) called MAP Growth Test from NWEA® for our Year 7 to Year 9 students. In this test, every student in the same year group gets a unique set of questions based on their previous questions. As the student's answers correctly, questions get more complex, and if the student answers incorrectly, the question gets easier. The test scores help teachers check student performance by measuring achievement and growth of each child compared to students of similar age group all over the world over time. The results are out and being discussed in departments at the moment. Strategies are being put in place to support students' growth. Individual results will be communicated to students and guardians in April in one of our scheduled meetings.

## MATH/SCIENCE & ENGLISH CLINICS

Soon, we will open up Clinics for the students from Year 7 -9 in these subjects. We feel that some of our students need extra time to understand the concept of these subjects. These clinics will be taking place after school from 3.30 pm to 4.30 pm. We will share more details about these clinics.

## NEW RECRUITMENTS

We have two new staff added to our Faculty.

- 1. Drama Facilitator:** Mr Phanwel teaches Drama from Year 7. He has replaced Mr Solomon. However, Mr Solomon will complete his assignments with Year 11.
- 2. Athletics Coordinator:** Mr Issac takes charge of Varsity Sports at ARIS. He will develop our Eagle team. Soon you will receive emails and instructions from him.

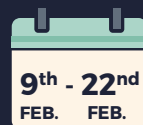
## EAGLES AWARDS CEREMONY

We congratulate members of our student body who demonstrated exemplary performances in various categories from leadership, academics to musical (Mama Mia) during the first semester. The awards ceremony took place on Wednesday January 26. We encourage the families to join us in celebrating these students and affirm them even as we focus on the events of the second semester.

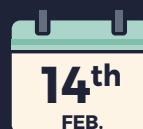
## 3-DIMENSIONAL COACHING MODEL

In order for students experiences to be the best, a session led by our Athletics Coordinator, Isaac Kwapong, was held for all Teacher-Mentors on how to engage with students using the 3-Dimensional Coaching model.

## DATES TO REMEMBER



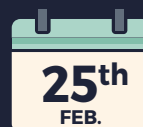
IBDP/IBCP Mock Exams



ARIS Wellbeing Day  
(No School)



International Language Day



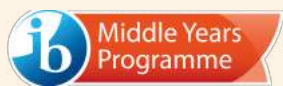
MYP 3 and 5 Subject Orientation



MYP 5 On- Screen Mock Examination







## IB MYP FOCUS

### NEW MEMBERS IN THE COMMUNITY

We are pleased to have welcomed new members in various MYP cohorts this semester. We hope the New Families Orientation on January 20 was useful. We encourage new families to be in touch in case of any further assistance and/or clarifications.

### MYP5 MOCKS RESULTS

Our MYP candidates took the first eAssessment trial exam in Nov-Dec 2021. The results are out and teachers have discussed them with a view to laying effective strategies for the final IB exam. These candidates will do another Mock exam early next month as they prepare for the finals in May 2022.

### MYP5 e-PORTFOLIO AND PERSONAL PROJECT

We continue to encourage guardians in this class to provide moral support to our candidates and encourage them to be focused and use their time well during this crucial and demanding time.

### MYP3 AND 5 ORIENTATION

#### For Students

The event above will take place on Friday February 25. Students in MYP3 and 5 will get acquainted with the various careers and their associated subjects to enable them make informed decisions as they progress in their studies.

#### For Parents

The orientation for parents will be taking place on Monday 28<sup>th</sup> February via zoom . We will share the details later.

## BEST PRACTICES

During Integrated Humanities class MYP 3 students worked with Mrs. Rabab Al-Saffar in groups to conduct a campaign raising awareness about overpopulation and gender preferences. They created brief but meaningful posters that reflect this concept and were able to express their thoughts as well as show off their skills in art and marketing.

Students also researched and composed newsletter articles about Blue Zones around the world, using their research skills to portray the statistics, infographics, as well as fun facts about this country. They were then invited to share it with other classes in an expo in the school library.





## IB DP FOCUS

### MOCK EXAMINATION (YEAR 13)

The Year 13 Mock examination will commence from Wednesday, February 9, 2022, and continue till Tuesday, February 22, 2022. During this period, students are encouraged to be punctual to the examination hall and be seated at least 10 minutes before the commencement of each examination. The protocols for the official IB examination will be adhered to with respect to timings of papers, access arrangements, notice to candidates and actions that are considered as academic misconduct. Students must comply with all examination rules and regulations, or have their papers cancelled if they are found in breach of these regulations.

[Mock Examination Timetable](#)

[Notice to candidates](#)

[Academic Misconduct](#)

Once an examination is over, you may pick up your ward immediately or have them study at school till closing. If your ward does not have an examination on a particular day, they are permitted to study from home.

Please note that after the examinations, Year 13 students will resume work on their internal assessments on the last day of the mock examination, February 22, 2022.

Students taking Chemistry will therefore remain in school after their examination, and proceed with work on their TOK essays and EE final drafts. If your ward does not have a paper on the last day of the mock examination, they are expected to attend school to complete their IAs.

Finally, we humbly appeal to all parents to support us from home by removing any distractions that may adversely impact your wards independent study time.

### LANGUAGE AND LITERATURE INDIVIDUAL ORALS

On March 5, 2022, Year 13 students will be conducting their final official individual orals for submission to the IB. A student who fails to show up will be marked absent. The individual oral schedule is available on your ward's google classroom.

### LANGUAGE ACQUISITION ORALS

All students taking language acquisition will have their final oral for submission to the IB on March 12, 2022. The schedule for students will be made available on ManageBac and your ward's google classroom.

### ART EXHIBITION

There will be an Art exhibition on April 8, 2022, as part of the Year 13 internal assessment for all art students. Students' art exhibition will be opened to the school community after school from 4:00 - 5:30pm. Parents are warmly invited to the art exhibition.

### BOOT CAMP

The school is planning to organize an intensive boot camp for Year 13 students from March 21-26, 2022. During the boot camp students solve past papers and get extra support for concepts and topics that they may find challenging. Similar to last year's boot camp, parents may be required to make some financial commitment to register their wards for this program. Details will be communicated in due course.

**EXTENDED ESSAY (YEAR 12)**

Students in Year 12 are required to submit their Extended Essay topics and proposed research questions on March 3, 2022. This should be submitted on ManageBac in the EE section in preparation for their EE cafe on April 26, 2022.

**IBCP FOCUS****REFLECTIVE PROJECT**

IBCP 2 students have submitted their final Reflective Project Drafts on 31st of January along with the RPPF. The supervisors will be meeting to go through the essays for assessment and submission by the first week of March. The Reflective Project is marked by ARIS teachers and moderated by IB.

**CP CORE PORTFOLIOS**

IBCP2 students should ensure that all tasks for Language Development, Service Learning and Personal and Professional skills portfolios are completed and documented in their portfolios. All activities should be documented in their bulb portfolios by 31st January 2022.

**CRS WITH PEARSON BTEC**

Students studying Pearson BTEC in Hospitality have completed all their units and it is currently being moderated by the international standard verifier allocated by Pearson. Students studying Pearson BTEC in Business will be completing their last unit in April.

**CREATIVITY, ACTIVITY, SERVICE (CAS) CAFE**

After completing a semester of CAS projects and experiences, students in Year 12 will be participating in a CAS cafe to share their progress in previous projects and provide updates of upcoming ones.

**MOCK EXAMINATION**

The IBCP2 students will have Mock exams for their DP subjects. The Mock Exams will start on the 9th of February and end on the 22nd of February 2022. All the examination procedures and protocols stated in the IBDP subject are also applicable for IBCP students for their DP subjects.

On the days that your ward does not have exams, we encourage them to come to school to work on their IAs and any incomplete work for their CP portfolios because they will have access to their teachers if they need support.

**WORK EXPERIENCE**

The IBCP 1 Hospitality students completed one week work experience at IBIS hotel as a preparation for their upcoming units during the December break. They will also have another working experience in the upcoming mid semester break in March as part of the customer service and events planning units.

## UNIVERSITY & CAREER COUNSELLING DEPARTMENT

### Main Activities for February

Send IB predicted grades to UK, Canada & US Universities

Start applications to European Universities

Complete UK applications on UCAS

Send Midyear reports to Universities

**1. Career Guidance Meeting with year 9 students:** Tuesday 15th February, 2022: Career talk and Assessment test to guide them in their subject selection

**2. Career Guidance Meeting with year 11 students:** Wednesday 16th February, 2022: Career talk and Assessment test to guide them in their subject selection

**3. University Applications Writing Workshop with year 12 students:** Thursday 22nd February, 2022: Workshop on how to write CV

## PLD DEPARTMENT

This semester we shall continue to reinforce our goals from semester one to ensure all students on the PLD roster continue to make progress in their learning. We have observed a greater independence in our learners and seen that most of them participate more actively in classroom discussions voluntarily.

We plan to meet with all the parents of students on the Personalised Learning Department roster by the middle of February to share our plans for support in semester two and how they can support them at home as well. Collaborations with subject and homeroom teachers are ongoing. In addition, using the end of semester assessment data and feedback from the PLD Motivation Survey that was shared to students at the beginning of the semester, we are preparing better strategies for learning support.

We shall work closely with the department heads to compile the data to help us identify students that are Gifted and Talented and/or generally more academically advanced in each year group so we can begin a proper Gifted and Talented scheme in ARIS.

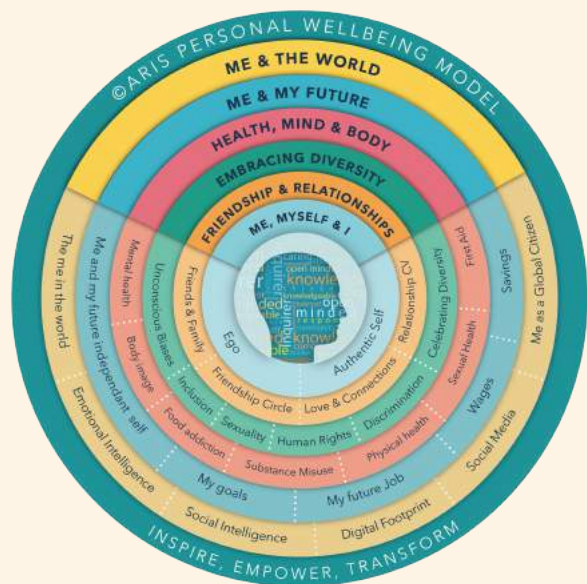
We still encourage students that have shown superior academic skills in a subject to enroll in the Johns Hopkins University Centre for Talented Youth summer program from June 26th to Aug 12th 2022. Each student will have to log onto the Johns Hopkins University Centre for Talented Youth website <https://cty.jhu.edu/get-started>, enroll for a standardised test to determine their ability level and when they get the results they can enroll for the course of their choice in the summer program. The enrollment fee is \$60. The qualifying tests for this program have started and will go on till July this year. All costs will be borne by the parents. A link to the courses on offer can be found here [https://cty.jhu.edu/programs/online/courses?search\\_submit=Search&page=1](https://cty.jhu.edu/programs/online/courses?search_submit=Search&page=1) (courses are being offered online and face to face if parents can make the necessary travel arrangements).

We are looking forward to exciting and progressive learning interactions in the PLD as we round off the academic year this semester.



## ARIS WELLBEING

by ARIS WB Team



## THE ARIS PERSONAL WELLBEING MODEL

Our super engaging curriculum is designed around this model, which seeks to incorporate the ATL skills of Thinking, Communication, Self Management, Research and Social/ Collaboration. At the end of their time at ARIS, students would have picked up the IB Learner profiles of being Reflective, Caring, Knowledgeable, Open- minded, Balanced and a Risk Taker through the Wellbeing program.

As part of this academic year's theme to "Cultivate relationships that foster Wellbeing, Personal and Professional Growth", the wellbeing department has been actively engaging students, staff and parents in classroom discussions, workshops and online training. Here are summaries of the work we have started this semester.

## DF MOOD SCREENER: FEBRUARY EDITION

The Counselling and Wellbeing Department, as part of its year-long project, runs the DF Mood Screener four times a year to assess students' need for psychological and emotional support. The first survey for the year will be rolled out in the first week of February.

This screener will provide data on specific themes the Counselling and Wellbeing Team are looking out for such as screening for symptoms of Anxiety, Low mood, Panic, Lethargy, Difficulty Sleeping and Eating Habits. This will help the team identify and support students of concern.

Our priority is to continuously assess the mental health and wellbeing of our students and we will continue to assess their mood periodically through the academic year.

## STAFF WELLBEING

We started off this year with the first staff wellbeing project. We had a drop-in service with breakfast snacks for staff of both primary and secondary, where we discussed goal setting and improving our overall health and wellbeing. This project is to ensure that our wonderful staff members feel relaxed and enjoy the working experience. We look forward to organising more staff wellbeing programs.

## START OF THIRD MODULE: EMBRACING DIVERSITY

Welcoming our students back to school has been an exciting experience, all classes in secondary have commenced the third module of our wellbeing curriculum: Embracing Diversity. The topics being discussed include the awareness and understanding the differences around them, exploring several socio-cultural environments and how the knowledge they obtain can be applied to individual settings, racism, discrimination, prejudice and being advocates of fair and equal rights for all.

We have had several interesting conversations as students gain knowledge and understanding of the world around them and how the knowledge and the skills they have acquired will be transferred to other areas in their personal and academic journeys.



## OUTLINE OF MODULE: EMBRACING DIVERSITY

The ARIS Personal Wellbeing Model looks at providing students with the best tools to mentally prepare them for a bright future. This model has been well designed into an active curriculum divided into 6 distinct modules;

**Module 1:** Me, Myself and I

**Module 2:** Friendship and Relationships

**Module 3:** Embracing Diversity

**Module 4:** Health, Mind and Body

**Module 5:** Me and My Future

**Module 6:** Me and The World

<b>MYP 1</b>	<ul style="list-style-type: none"> <li>&gt; Diversity and Discrimination</li> <li>&gt; What is Prejudice?</li> <li>&gt; Consequences of discrimination.</li> <li>&gt; Prejudice and Discrimination.</li> <li>&gt; Appreciating Diversity.</li> </ul>
<b>MYP 2</b>	<ul style="list-style-type: none"> <li>&gt; Diversity and Understanding where our diversity comes from.</li> <li>&gt; Stigmatisation and Special Needs.</li> <li>&gt; Overcoming Stigmatisation.</li> <li>&gt; Putting it to work in a real-life situation.</li> <li>&gt; Celebrating our Uniqueness.</li> </ul>
<b>MYP 3</b>	<ul style="list-style-type: none"> <li>&gt; Diversity and Perspective</li> <li>&gt; Hegemony, Equality, Equity and Oppression.</li> <li>&gt; Mindset and Attitude.</li> <li>&gt; Human Rights and having different voices at the table</li> <li>&gt; Reflection and Overview.</li> </ul>

The Wellbeing Team is happy to inform you about the the third module which is titled, Embracing Diversity , which covers the following topics;

<b>MYP 4</b>	<ul style="list-style-type: none"> <li>&gt; Racial and Ethnic Diversity.</li> <li>&gt; Racial Discrimination and Xenophobia.</li> <li>&gt; Immigration and Related Issues.</li> <li>&gt; Benefits of Immigration</li> <li>&gt; Reflection and Overview</li> </ul>
<b>MYP 5</b>	<ul style="list-style-type: none"> <li>&gt; Morals, Values and Worldview.</li> <li>&gt; Navigating Conflicting Values and Morals.</li> <li>&gt; Empowerment, Rights and Abuse of Power.</li> <li>&gt; Human Rights Abuse, Slavery and Unconscious Biases.</li> <li>&gt; Reflection and Overview.</li> </ul>
<b>DP 1 / CP 1</b>	<ul style="list-style-type: none"> <li>&gt; Inclusivity</li> <li>&gt; Exclusion, Unconscious Bias and Marginalised Groups.</li> <li>&gt; Prejudice and Inclusion.</li> <li>&gt; The line between Inclusivity and Invasion.</li> <li>&gt; Reflection and Overview.</li> </ul>
<b>DP 2 / CP 2</b>	<ul style="list-style-type: none"> <li>&gt; Sexuality</li> <li>&gt; Homophobia, Transphobia and Hate.</li> <li>&gt; Gender Expression.</li> <li>&gt; Stigmatization and Discrimination</li> <li>&gt; Reflection and Overview</li> </ul>

## RECOMMENDED SLEEP REQUIREMENTS FOR STUDENTS

To ensure healthy growth and development of our students at ARIS, the amount of sleep they get each day is important, as it also contributes to their health and well-being. Good sleep quality is essential because a lack thereof can lead to students not feeling rested even after getting enough sleep, repeatedly waking up during the night, and experiencing symptoms of sleep disorders (such as snoring or gasping for air).

Following the research by the CDC, the ARIS Counselling and Wellbeing Department would like to recommend the following sleep schedules to parents;

Pre-teens (6-12 years)	9–12 hours /day
Teenagers (13-18 years)	8–10 hours /day