



ibpak
THE ASSOCIATION OF IB WORLD SCHOOLS IN PAKISTAN



A Journey Towards Success



IBPAK 2021 NEWSLETTER



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MESSAGE FROM THE CHAIRPERSON



On behalf of the IBPAK Executive Committee, I would like to welcome you all to our first Biannual IBPAK Newsletter, 2021.

Since my appointment as a Chairperson to the IBPAK Association on November 5, 2019, not a single day has passed without a new experience. And each experience was so dear to my heart, even if it sometimes made me undergo stress and tension. I insisted that we, as an association, should reflect a good and gracious image about Pakistan and should, hand in hand, enjoy the journey of implementing the IB programmes in our schools.

In a short span of less than two years, we have provided extensive support to the IB candidate, interested and world schools across Pakistan. This was a reflection of our agreement that experiences shared are the most effective way to make improvements. We have revamped the policies and procedures necessary for the efficient and effective operation of the Association in Pakistan by upgrading the already existing memorandum to a legal Constitution that defines our association, embodies our vision and assimilates the mission we opt for. From a staff perspective, we have established a sustainable professional learning community to continually look for improvements and innovative teaching strategies to support both teachers and students to the maximum of their potentials, through Virtual professional development Workshops that ensure an innovative teaching-learning process.

Through the efforts of the IBPAK Executive Committee, IB teachers across Pakistan have been engaged in competitions and have been involved in community projects showcasing their skills. The Innovative marketing strategies now set in place and at their first stage of implementation will surely help us to expand the network of IB PYP, MYP and DP Schools in Pakistan. The IBPAK website along with Twitter, Instagram and Facebook pages will definitely make us all internationally connected.

As we look forward to encouraging schools to adopt the IB Career Related Programme which has gained recognition by the IBCC in Pakistan, we have also set some future prospects to assure that the IBPAK Association does not cease to flourish throughout.

We are proud that this comes as the first edition of the Biannual IBPAK newsletter; another milestone achieved which will provide a glimpse of the IB activities and events organised at the IB schools across Pakistan.

I would like to take this chance here to address all the executive committee members for their hard efforts and to thank all member schools for their support and trust in us.

We hope you all enjoy this e-newsletter and ensure its success by your participation always, to reflect on the activities being done at your institutions and to motivate your teachers and students for the hard efforts encountered

Wafaa Abdul Ghaffar
Chairperson
Association of the IBPAK Schools

ANGELS INTERNATIONAL COLLEGE

Creativity, Activity and Service



One of the 3 important strands of CAS is the 'services'. The services include collaborative and reciprocal engagement with communities in response to an authentic need. Keeping in view the COVID-19 induced situation in Pakistan, it was evident that a relevant activity was required on part of CAS IB DP students. After days of brainstorming and collection of ideas, the students under the CAS coordinator Mahroo Ijaz, decided to create a hand sanitizer in the in-house laboratory of Angels International College. The students took a week to plan the activity. The key challenges included researching about the ingredients and consistency of hand sanitizer, the availability of the materials in the market amidst the lockdown situation, getting approval on budget for resources from school director Mr. Kh. Haris Abbas and waiting for further process on the resources and lab arrangements under Resource Coordinator, Ms. Rahat Masood. In the meantime, students were still coming up with ideas to make the service even better. Another proposal came in from a DP student about collecting used small plastic bottles that could be recycled to pour sanitizer so that it could be distributed to each class. The idea was approved immediately. So, the students spent this time in collection of small bottles as well.



After a week of meeting challenges and planning, the students were finally equipped enough to conduct the activity. The laboratory was reserved for this purpose for an allocated time slot. Students had fun while they learned new skill in a collaborative learning environment. The end result was a successful production of 6 liters worth of hand sanitizer created under lab assistance. All the sanitizer was then divided in the bottles of 1.5 liter which were distributed to 12 classes. Students also spread awareness among junior classes regarding SOPs and guided them on how to be safer at school. Following the activity, students were encouraged to add reflections to the journal to keep record of their learnings in the process. It was a productive week for students with respect to the skills that they developed, time management and overcoming challenges to achieve learning outcomes of CAS.



BEACONHOUSE COLLEGE CAMPUS GULBERG

BCP-IBDP: A Close-knitted Collaborative Community



The remarkable academic year 2020-2021 at BCP-IBDP with its topsy-turvy bumps during hybrid schooling and in the face of new challenges such as a global pandemic, DP evaluation and what-not can be summed together in one word i.e. collaboration. Looking back, the accomplishments we had in the year 2020-2021 are all owing to the wonderful spirit of collaborative efforts depicted by each member of the BCP-IBDP fraternity. Set in the heart of Lahore, under the leadership of Ms. Asma Amanat Ali, BCP-IBDP continued with its legacy of DP results yielding the highest DP score of 41 DP Points which is evidentiary of the collaborative efforts of the IBDP team. It's safe to say that our strongest approach to teaching and learning and our most profound value as a team remained the

spirit of collaborating within our fraternity and beyond our fraternity too. This collective IB trait of ours made us bring both professional and personal laurels to the IB's bandwagon. For instance some of the highlights include:

- Highest score of 41 DP Points by our graduates
- Successfully making through the IBDP External Evaluation
- Conduction of literary evenings, winning international competitions, science marathon and other hands-on activities during digital schooling
- Community partnerships to raise awareness on issues
- Founding EE Collaboration with 205 IB Schools as a part of ICEE (International Collaboration of Extended Essay)
- Creating a faculty fund of our junior staff
- Enabling members of faculty to pursue further qualifications while working



From our School Head Ms. Asma writing a book to our student with hearing disability being a DP high achiever with 36 DP points, from collecting funds for treating cancer of Tahira Baji to publishing research on IBDP schools: the ripples of these collaborative efforts ran far and wide! For we believed, however small our efforts be, together, we can be bigger and better in our impact hence reflected the true spirit of the IB! Here's to growing collaboratively, hands-in-hands in years to come! Amen

BEACONHOUSE HEAD OFFICE LAHORE

The SNC and PYP Alignment

The inevitable advent of the SNC across the country prompted a thorough review of the SNC curriculum documents. The major changes that our PYP schools had to grapple with were the language of instruction for General Knowledge, the breadth and depth in terms of the SLOs for each subject area and the introduction of Nazrah for Muslim students in Primary school.

BSS PYP schools have successfully aligned the SNC with the PYP ensuring the minimum standards identified are addressed by all levels. The revised scope and sequence documents for all subject areas not only incorporate and identify the SLOs from the SNC but also go above and beyond by incorporating SLOs from the PYP subject areas.

Whilst the format of the scope sequence documents may differ from earlier versions, our PYP schools recognise learning to be a developmental process and the scope and sequence documents are designed to support teachers in planning relevant and appropriate learning experiences, hence all documents will continue to be referred to and consulted as sets of developmental continuums.

The overlap between topics in the General Knowledge and Urdu curricula lend themselves well to integration and alignment with the PYP philosophy where children develop conceptual understanding, knowledge, skills and personal attributes as a connected whole. This is particularly effective for Urdu and General Knowledge where Urdu is stipulated as the language of instruction by the Federal Ministry of Education.

The teaching of Nazrah for students will most likely support the teaching they experience privately at home and it is in this area of learning that we hope to see students, teachers, parents and the community working together to help students achieve the goals laid out in the SNC.

Mrs. Saira Mubashir Butt

GM Curriculum Design

Beaconhouse Head Office



Learner Agency Paradigm (LAP)

Agency is when learning involves the activity and the initiative of the learner, more than the inputs that are transmitted to the learner from the teacher, from the curriculum, and the resources.

The Learner Agency Paradigm Conference 2021, was the first of its kind conferences, held on 9th July, 2021 for Beaconhouse School Heads from across the Central Region. Among other guests were the top management of the Beaconhouse Corporate Office, as well as Cluster Directors of South and North Region. The conference was organised by Team Education Operations, who brought together all the key stakeholders for sharing their learning journey.

The concept of this conference revolves around the idea of conceding the importance of the Learner Agency at Beaconhouse. The emphasis of Learner Agency Paradigm (LAP) is on acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others.

LAP Conference 2021 was designed to celebrate the spirit of the Learner Agency by giving students the charge of running the show. The conference was organized to celebrate the Learner Agency in action at Beaconhouse, thus students were given the lead to collaborate and curate various segments of the conference. The conference logo was also designed by a student of Primary Years, Sila Malik @ TNS DHA.

The projects showcased at the conference were selected over the criteria of being student led and facilitated by the school. The following students projects were showcased:

Student Name:	Branch:	Project:
Yahyaa Qayyum	TNS DHA	Monologue Slam
Ibrahim Bin Adnan	Beaconhouse Newlands Multan	Responsible Consumption and Production
Ghulam E Mustafa	Beaconhouse Bahria Town Campus	Young Author of "Z" Generation
Simal Tariq & Najeeb Piracha	Beaconhouse College Campus Gulberg	Agaahi
Zymal Umar	Beaconhouse Cantt Campus Sargodha	Zee Bags
Vania Fawad & Aimen Asif	Beaconhouse College Campus Multan	IV MUN 2020

The presenters shared their projects from its inception till its conclusion. Apart from the presented projects, there were student contributions, also showcased through a digital gallery walk.

For more details, please visit the official conference website through this [link](#).

Sana Talat

Education Operations

Beaconhouse Head Office



BEACONHOUSE NEWLANDS ISLAMABAD

Primary Years Programme at BNI this summer...

Dear Parents,

We thought you should know that we have been hard at work at CSO, delivering PD on the transdisciplinary learning, evaluation visit process, procedures, and practices. Teachers have come this summer to be trained and prepared on a variety of approaches to teaching and learning, deepening our understanding of PYP principles and practices!

Teachers received training on PYP concepts for developing student inquiry and student agency. They spent three full days at CSO in the boardroom on their unit plans and implementing transdisciplinary learning, as our campus continues to be renovated. Next year, they will learn how to bridge from transdisciplinary learning to interdisciplinary learning, as the bridging to MYP becomes more evident and as it is being put more and more into practice.

The PYP team will be extensively trained this coming year in their

delivery of PYP mathematics and how to bridge this to applied mathematics in lower MYP . They are also working on Vertical and Horizontal Alignment and the requirements for the evaluation evidence.

Learning in the PYP During Covid 19

[A new medium for IB case-studies: film](#)

As our evaluation is approaching, we will be looking into appropriate topics for our PYP case-study. This year, we are continuing to plan for both in-class and online learning. While we continue to work on our planning, we want to ensure parents that we are ready for each and every eventuality. Our MYP case-study is now complete, and can be viewed below.

[Data collection from interviews, the IBO, OECD, and UNESCO](#)

Dr. Leeanne Wootten attended virtual forums to collect data for the case-study, while Mariam Arif and Atif Siddique interviewed and filmed the students and teachers. It was a team effort to collect a great deal of raw data, from which selections were carefully made and edited to create a BNI MYP film study.

<https://www.facebook.com/bssnewlandsisb/videos/529578731500445/?t=14>

<https://fb.watch/v/1UqoEa-et/>

Closing the Learning Gaps in Mathematics

Upper PYP and Lower MYP

The middle school is at the heart of the curriculum and the IB Continuum. Over the next few years, we will be continuously aligning Mathematics to ensure a smooth and seamless transition and bridge from PYP to MYP



and ultimately from MYP to the DP. Subject experts from our DP team volunteered this week to help facilitate this process. A huge shout-out to Mr. Mouiz (Sciences), Mr. Mudassir (Math) and Ms. Mahjabeen (Humanities)! Mr. Mudassir, our elite maths specialist and also an IB maths examiner, is leading the upgrade in applied mathematics during this PD for vertical alignment for the entire continuum.

Language Arts, Sciences, and the Portfolios in MYP

The MYP team received training in how to shift from transdisciplinary learning to interdisciplinary learning approaches and how to incorporate these changes into MYP teaching and learning. We will be, in the coming year, getting closer to linking the MYP Personal Project to the PYP Exhibition, so that our bridge to the PYP will be without hiccups for our students in the future to the MYP in all areas of teaching and learning.

Working on Student & Teacher Outcomes
Rubicon Atlas

Without a mapping programme for the curriculum, it is difficult to track what is being taught, when, or for how long. With the implementation of Atlas, we will be able to plan, record, and align what we teach and we will be able to analyze it. We can also collaborate with IB Practitioners from all over the world using Atlas and their Global Cooperation Centre. We can also directly upload our planning into Managebac from Atlas, as they link as tools.

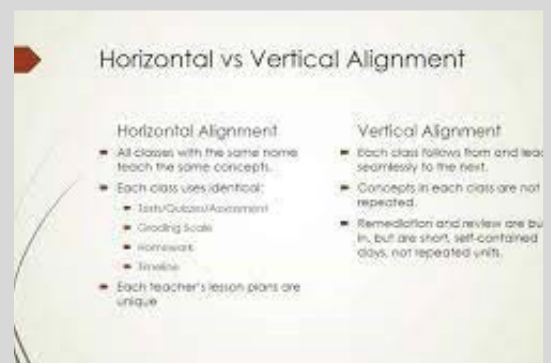
BNI has invested in nothing but the very best teaching and learning applications to prepare our teachers for the cutting edge in pedagogical and didactical improvements and for the future of how we will teach and learn as closely to data as humanly possible.

MAP

Precisely measuring individual student growth, performance and academic progress is key to closing the gap between teacher and student outcomes. With MAP, each student has his or her own RIT score, which follows them throughout their journey at BNI. After three adaptive internationally standardized sessions, we can begin to actually predict the score within a given standard error. We will be tracking students closely in Mathematics, language skills, and sciences and then pairing the RIT score with resources that correspond accordingly, such as Mathletics and reading resources recommended by the NWEA.

As always, we thank our parents for their support and we cannot wait to see our students following the summer break.

Yours faithfully,
The BNI PYP Team



Sabahat Bukhari at BNI



THE BEACONHOUSE NEWLANDS PYP TEAM

Early Years Co teacher: Ms.Khadija, Ms.Gohar, Ms.Aisha Dawood

Homeroom Teachers: Ms.Hijab Maryam, Ms.Hijab Qazi, Ms.Amber, Ms.Tanya Abbasi, Ms.Hania Humayun, Ms.Sana Karim, Ms.Samra Rahman, Ms.Sadia, Ms.Zehra, Ms.Kanwal, Ms.Erum, Ms.Fatima

Foreign Language teachers: Ms.Asma,Adeel, Ms.Maryam Naseem

Music: Sir Salman

PSPE Specialists: Sir Basit, Ms.Jaweria

Urdu Language Specialists: Ms. Sehar Niazi, Ms.Shazia Yousaf

Art Specialist: Ms.Zile Ayesha

Reading Specialist: Ms.Mahnoor Shafiq

MYP Coordinator: Ms Sabahat W.Bokhari

DH: Ms. Bushra Jamal

HOS: Dr Lianne Wootten

BEACONHOUSE NEWLANDS MULTAN



Beaconhouse Head Office - Central organized a Learner Agency Paradigm Conference on the 9th of July 2021 which was aimed to showcase the brilliance of young ideas and the possibility of these ideas to be solutions for a better and more peaceful future. Ibrahim bin Adnan, PYP Grade 5 learner from Newlands Multan was one of the youngest and proudest presenters at the LAP Conference, 2021, where only 6 projects across Pakistan were finalized to be displayed.

The Conference was attended by all dignitaries of the organization including our respected CEO, Mr Kasim Kasuri, COO Mr Ali Khan & Mr Majid Ali Qureshi among other Regional Directors.

Ibrahim and his sustainable idea of recycling waste plastic to make floor tiles managed to be the crowd favorite.

Want to learn more about Ibrahim's project?

Click the link: <https://sites.google.com/d/1bbo-vXh1OB8pANX7wPWukTQgqIenjE13/p/1yGvMMHCOOrB1txro4eb8vEIgipdh80Quu/edit>



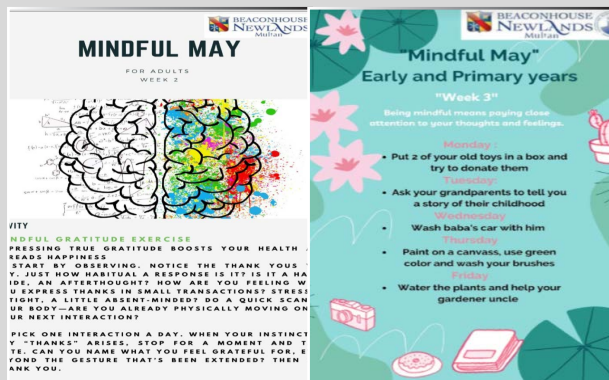
Mindful May at Newlands Multan



As the pandemic lingered on, it brought with it unprecedented problems of anxiety and burn-out. Beaconhouse Newlands Multan felt the need to offer its community a few tools to rekindle their touch with reality and the softer and kinder sides of life. Hence the school brought this exciting opportunity of celebrating “Mindful May” offering it’s students, parents and staff ways to embed in non-judgmental awareness and mindful practices into their daily lives.

The fundamental message of the mindfulness movement is that the underlying cause of dissatisfaction and distress is in our heads comes by failing to pay attention to what actually happens in each moment, we get lost in regrets about the past and fears for the future, which make us unhappy. Kabat-Zinn, who is often labeled the father of modern mindfulness, calls this a “thinking disease”. All this has become extremely relevant in the chaotic times of Covid-19. The constant stress and anxiety of virtual learning & staying back home multiply with the fear of the disease had made minds foggy and motivations grey.

All during the month of May, our teachers, staff and students immersed themselves in the revolutionary survival kit of practicing conscious mindfulness through thoughtfully curated activities suitable for varied age groups. Each week the school used to receive back refreshing reflections from



members of the school community who not only enjoyed the suggested engagement but also felt more centered and hopeful about times to come.

Have a look at all the fun and calm Newland Multan enjoyed:

<https://drive.google.com/drive/folders/13Q7ChCXHaeXfH2eDcPQAsScCLJdMc6yc?usp=sharing>

Here is a look at the activities if you wish to practice them on your own or with your families.
LINK: <https://drive.google.com/drive/folders/1ZcPYmE5UB1sG1c9Uvu5bOe6dkEtha7Hz?usp=sharing>

DISCOVERY CENTRE- A BEACONHOUSE SCHOOL

Theory of Knowledge Exhibition

As we all know with the change in the curriculum of Theory of Knowledge the IBO have added a new area -The TOK exhibition. Each student prepares a visual presentation of the topic s/he has chosen.

The aim of the exhibition is to see how students assess and apply Theory of Knowledge to the real world and show connections from objects to perceptions they have gained. It hopes to see whether the theory of knowledge discussed in class have been absorbed by the students and they can view and make observations and deduce the field of knowledge in the right perspective.

Each student has to have a real-life object that connects with the area s/he is focusing on and that takes him to discover, and rediscover the whole plethora of knowledge and its application.

Each student works on his own has to come up with his individual idea and connections. These ideas and perceptions are then visually displayed through an exhibition arranged by the school. Students' creative ideas, logical thinking and deductions are assessed internally but tempered externally. This carries 33% of their marks in TOK.

Writing about an abstract theory or comment on a worldview, on Knowledge is in itself a challenging task for students new to the field of TOK. Having to present it visually making connections with the world around them and being able to put forward their view verbally was an astounding task.

However, under the able mentorship of the TOK teacher and the IB faculty the students became enthused and worked towards preparing their exhibit to justify the important private and life connections they had made through the object they chose as a starting prompt of their chosen area of knowledge and the academics they had learnt culminating into interesting topics.

Onlookers witnessed the enthusiasm, amazing resilience, independence, curiosity, self-worth and self-esteem gained by students through this whole process that culminated into each exhibit.

As far as external examiner judgement is concerned, we had a qualified faculty who individually went to each student's table and listened to their commentary as well as asked questions regarding their connection with seemingly ordinary objects. The evaluation of each student was then handed over to the TOK instructor and points given to each student discussed individually with the TOK teacher.

It was a first time event but it was a roaring success and much was learnt on how to approach the exhibition for the next batch of IBDP students.



LEARNING ALLIANCE INTERNATIONAL

University Admissions of IBDP II

Exciting times for us here at LAI!! Our IBDP II students have received fabulous offers from some of the leading Universities in the UK, Canada and USA. They have been accepted into schools of Computer Sciences, Economics & Business, Political Sciences, Business & Film. Congratulations are in order for Rehan, Sherhan and Rafay on outstanding admissions into their dream universities. Well done!!



PYP - The First Day Back



One of the many things that 2020 taught us is resilience in the face of unexpected circumstances. It is only through adapting to the new normal that we have been able to pull through - a testament to that is the fabulous Distance Learning Platform & Hybrid Learning Programme conceived and regulated here at Learning Alliance International.

With the 2021 setting in, our students, who were on DLP, once again transitioned into Hybrid Learning Programme and attended the first day on campus with infectious enthusiasm. The absolute joy of setting foot in the familiar environment of the school after a long time was visible on the tiny masked faces. The lessons continued in the colourful classrooms arranged to provide an optimum learning experience in a socially distanced manner. Sounds of music and laughter echoed in the corridors and there were

monitored PSPE lessons held outdoors.

The first day back at school witnessed various activities in a fun-filled environment, allowing students of PYP I - V to socialize with safe distancing and foster healthy collaboration with each other.

ROOTS MILLENIUM SCHOOL

Awareness Campaign Through Handbag Masks and Street Art

Learners of IB MYP-I designed face masks using biodegradable bags to understand the importance of sustainable development. These masks were then distributed throughout the local community to develop caring and responsible individuals. Similarly, learners of IB MYP-II and III integrated their knowledge and understanding of design/visual arts to run a social awareness campaign of “COVID-19” within school in the form of Act and Posters. Learners visited every class to share their knowledge and precautionary measurements to be taken to stay safe and healthy.



IB MYP Bake Sale for The Charity

IB MYP Millennials eagerly working together to organize a ‘Bake Sale for the Charity’ at Kohsar Market. The ‘Bake Sale’ was an immense success. Students as young entrepreneurs raised a whopping Rs. 25,000 amounts in just two hours!

The fundraising activity was composed of 10 mini-restaurants each represented by a group of students marketing and selling an eclectic range of homemade cuisines such as Italian, Pakistani, American, Arabic, Chinese as well as mouth-watering desserts and beverages under complete SOPs. The event attracted a huge number of visitors near around the area.

The funds generated through the event were then used to provide amenities such as clothes and groceries to the underprivileged people.

Through such activities empathy and kindness can be instilled in our young learners and make them realize the importance of rewarding to the society.

All participants were awarded participation certificates. The event was successfully ended with lots of memories, pictures and sweet moments.



SHEIKH ZAYED INTERNATIONAL ACADEMY ISLAMABAD

Games- A principal element of celebration | Early Years



Distance education became universal as a result of the covid-19 pandemic. Because of the circumstances, online teaching and learning had an indispensable role in early years education programs and the need to take account of children's development levels became even more important. As stress levels in many students increased, supporting students' self-regulation became a focus of **early years** education at Sheikh Zayed International Academy. Teachers worked out creative ways of transferring learning through tools like zoom and seesaw. Our advanced IT integration made the transition from in-person learning to distance learning extremely smooth.

Games and activities are a great way to keep the students interested and challenge them to be active learners, while also providing the opportunity to express choice and self-direction that enhance intrinsic motivation. They provide an ideal platform for practicing real-world situations. They play a pivotal role to contribute to the betterment of students' learning and enhancing skills, as well as creating a sense of community within a virtual class.

Winter break arrives at the time when the students are exhausted and need it the most. Therefore, teachers at SZIA decided to wrap up the session with some fun activities and games that would excite the students and make the last day before winter a break, a day to remember. From 'scavenger hunt' to 'I spy', and 'sock race' to making snacks, teachers planned plenty of great activities to get students talking, laughing, engaging with one another, and reveling with their teachers and classmates.

It brought us tremendous joy to see how our students not only eagerly engaged in these games, but also displayed a marvellous combination of competitiveness and sportsmanship! All in all, it was the perfect way to wind up our first term!

Learner Agency | Primary Years



Being an IB teacher has been a roller coaster ride with fun and thrill. The transition from passive learning to active learning has changed the life of young researchers. Wow, what a journey this has been so far with **PYP**. Agency in the classroom has completely changed my perception of teaching. Little did I know, agency is basically when our students have ownership of their own learning and action that comes from that learning. I feel fortunate to be a part of Sheikh Zayed International Academy, where we are living the IB. The platform, where we have the freedom to make choice, voice opinions and we celebrate the success. SZIA is inculcating agency in its employees. We are breaking with the traditional approach that we, as educators, get to decide what is important to learn. The students are our "standards" and they will guide and decide our "learning outcomes" through means of direct input into

our curriculum. Students bring life to your classroom when you give them freedom of choice and voice opinions. I love witnessing my students playing around with ideas while making decisions. To me, PYP is noisy. PYP is excitement and passion. It is appealing and challenging, where students think globally and take steps to act locally. Implementing agency in PYP- 5 for the past 2 years has really challenged what I thought I knew about teaching. I am not a teacher, I am a learner. I am a facilitator. I am growing with my students. And when you know that you are not passive! THAT'S ALL THAT MATTERS.

Mrs. Sehrish Homeroom Teacher PYP-5
Sheikh Zayed International Academy Islamabad

PYP Exhibition PYPX 2021



The PYP Exhibition is an IB requirement and an exciting challenge for students. This exhibition showcases the culmination of students' early life journey from the ordinary believers of phenomena happening around them to young researchers who are ready to seek answers through mesmerizing journey of scientific research.

Accumulatively, it is the celebration of the students' first dive into the ocean of the never-ending world of research. The cultivation of an inquiry involving self-reflection, collaboration, research and action is seen in students' projects. The PYPX provides an opportunity for young researchers to share their message at the local, national and international level!



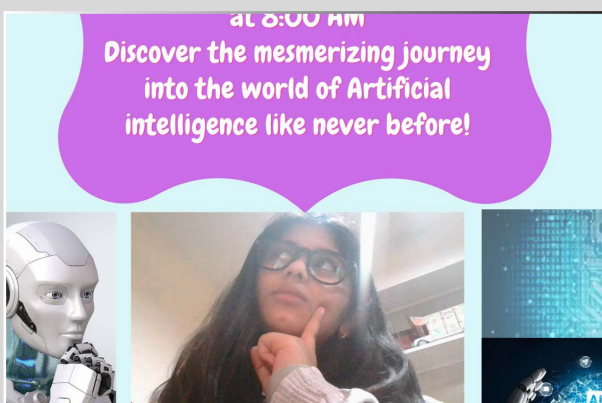
Like always, students of SZIA maintained the tradition of leading the research and decided to find out ways to face the challenges of the real world. Students selected their research projects based on their journey of observing, questioning and finding out the answers, throughout PYP. The chosen topics are highly influential with immense impact on the entire world.



All Lives Matter - Amna Anwar
Freedom of Speech - Maryam Sadiq
Artificial Intelligence - Zaina Aziz

Amna's fascination with, "All Lives Matter", helped her to find peaceful solutions to conflict and a better quality of human life.

Maryam Sadiq's excelled in spreading awareness about discrimination-based conflicts and suggested the way out.



Zaina took the audience on a captivating journey of the wonders of Artificial Intelligence and explored how AI is changing the world with some pros and cons.

As a homeroom teacher, it was a great learning experience for me as well. I have seen my students nurturing their curiosity and polishing their skills for inquiry and research. I thoroughly enjoyed assisting my students. Seeing them develop the ideas and execute them with such dedication was a great pleasure. Last but not least, It feels really overwhelming to see my students taking risks and substantial actions.

IBDP Graduation 2020

SZIA GRADS RECEIVE UNIQUE CELEBRATION AMID COVID-19 PANDEMIC UNDER THE MOTTO: 'DREAMS CAN NOT BE QUARANTINED!'

'Unprecedented circumstances provide unprecedented opportunities for innovation'- the sentence that aptly wraps up the efforts of the Principal of Sheikh Zayed International Academy Islamabad, Mrs. Wafaa Abdul Ghaffar and the sterling support of the Ambassador of the United Arab Emirates H. E Hamad Obaid Al Zaabi, to mark the accomplishment of IB-DP2 students.

On Saturday June 13, Sheikh Zayed International Academy Islamabad commemorated the success of the graduating class of session 2019-2020 at the Embassy of the United Arab Emirates in a novel fashion to make the day indelible for the students amid the restrictions of the Covid-19.

Students of IB-DP2 clad in graduation gowns, caps, masks, gloves and face shields, gathered in their private cars festooned with balloons and banners in a convoy headed by the Principal's car at the Embassy of the United Arab Emirates.

To ensure social distancing, students were instructed to remain in their private cars and briefly exit individually to receive the certificates of accomplishment from H.E Hamad Obaid Al Zaabi.

To remind the graduates of ethical and professional responsibilities, the Principal, Mrs. Wafaa Abdul Ghaffar, took a Graduation Pledge from the students, who stood three metres apart keeping safe distance among them. The students pledged to be principled, open-minded and caring, to uphold to help this world become a better place and to use their knowledge and logic to make decisions and choices for the best of humanity.

At this auspicious moment, H.E Ambassador of the United Arab Emirates Hamad Obaid Al Zaabi congratulated the 'SZIA GRADS' in his stimulating address upon their achievement of a momentous milestone. H. E Hamad Obaid Al Zaabi urged the graduates to stand out as a role model for others, to shine and be successful in their future pursuits, and to stay connected to the school that has imparted such high standard of education.

The ceremony concluded with a photo session of the graduates with the Principal, Mrs. Wafaa Abdul Ghaffar and cutting of a uniquely designed cake, prepared specially for this occasion.

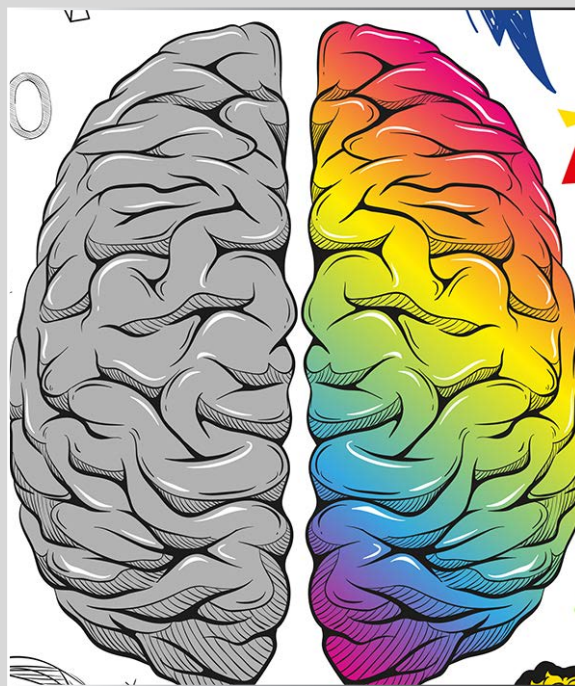
The distinctively organised graduation ceremony provided an opportunity to the graduates to celebrate their success and remember that no matter the current circumstances seem dismaying, yet the future will be promising.



International Mindedness and Global Citizenship: Perspective of an IB Continuum School

Developing global citizens is part of virtually every international school's mission statement — it's in their DNA. But, how do schools intentionally inspire and educate students to become global citizens? What are the best practices for preparing students to become responsible leaders in today's interconnected world? The ideas are endless!

The concepts of 'International Mindedness' and 'Global Citizenship' are central to the International Baccalaureate (IB) and sit at the heart of its education policies and programmes. International mindedness not only helps develop consideration and understanding between individuals from different cultural backgrounds, but also hones the skills that the students will require in further education and in workplaces that will increasingly rely on an ability to communicate, cooperate and work with others from various backgrounds. When we refer to international mindedness, it seems that what we really mean is global citizenship. We are looking to make the connection between the local and the global, to develop a curriculum that will prepare children to recognise and confront global issues, and to do so in a spirit of openness towards those whose cultural, linguistic and personal experience is different from their own.



International Mindedness at Sheikh Zayed International Academy-Islamabad, an IB Continuum School, is a concept underpinned by a set of skills, behaviours and values which enable us to embrace diverse opinions and cultures, care about local and global communities and the environment, and take action to make positive changes in the world we share. The following mission statement of SZIA rightly communicates the ethos of the school: "The mission of Sheikh Zayed International Academy-Islamabad is to help our students to become positive-thinking citizens who use knowledge and experience to develop their countries and to be active citizens in making a better future world. To this end, our main aim is to help our students grow as responsible, knowledgeable, thinking adults who retain their culture and traditions and, at the same time, respect all other nations, races and religions."

The mission statement of SZIA stresses on retaining our own culture, yet respecting all other cultures which nurtures the sense of 'Global Citizenship' amongst our students. Students at SZIA come from a range of diverse backgrounds and cultures. At present, our school community comprises of twenty three different nationalities. The students' communities allow opportunities to ponder their identity and sense of place in the world as they themselves shift from languages, cultures and national belonging. Within this fluid and shifting environment, students take into consideration their individuality, their cultural heritage and their role in participating in the global community. Not only this, students encompass their role as a global citizen as they explore the global issues in various disciplines. This exploration of local and global issues also develops our students to become critical thinkers. The development of critical thinking skills goes hand-in-hand with our philosophy of global mindedness encouraging a deeper understanding of local and global issues. We believe that education for international mindedness and global citizenship is key for being a "critical thinker", and thus far-reaching and relevant to all areas of the curriculum, in every classroom, regardless of age.

'Global Citizenship' is a perspective on the world and how everyone can make a contribution. Often misunderstood as simply a "unit" on "other cultures" or a simplistic study of cultures and traditions, we believe that elements of international mindedness must be included within the curriculum as an approach to learning for all subjects and not as an add-on to certain content. With teacher planning and creativity, international mindedness can be successfully integrated into all subject areas. Art is a subject that works well in building international mindedness, as "creativity transcends borders, and the arts are a great way to connect to other cultures." An



example of this could be to encourage students from different backgrounds to create autobiographical art that shows the different cultures influencing their identities. Teachers could also introduce students to artists from different cultures, or discuss why techniques and themes were used at various times and how they developed through history. Another way of putting international mindedness into practice is finding ways to allow students to make art in collaboration with the wider community. Many students say they value putting their ideas on global issues into action. It allows them to witness situations firsthand rather than just discussing theories in class. Not only this, exposing the students' to the texts of different authors, belonging to various ethnic backgrounds, deeply broadens the vision of our students making them culturally aware. Nevertheless, it should be acknowledged that implementing such learning opportunities within the classroom is not without challenges. A major challenge is the conflict between the values of the school and the host culture. One effective way around this is for teachers to not impose or give their views directly to

students, but to instead encourage students to consider all their cultural influences and conduct their own enquiries into issues.

However, school leaders must also realise that we can not disregard the importance of language in building global citizenship and international mindedness. One of the most pressing issues in international schools is students moving through years of schooling and learning little to none of the language of their host country. This doesn't seem to fit the ideals of either global citizenship or international mindedness.

Language is a huge part of learning about ourselves, our community and the place where we live. Becoming a global citizen requires moving out of an English-only mindset and into a place where we learn to communicate with others through their own languages. Becoming internationally minded requires seeing value in investing in learning other languages, as portals to other cultures, other ways of thinking, other ways of doing.

SZIA has stepped up to the plate, with the leader, Mrs. Wafaa Abdul Ghaffar, at the head, to work on varied languages; EAL/ELL, host country languages, home languages, world languages. All of these are essential building blocks of the mission of international education. Otherwise global citizenship and international mindedness are just empty ideals. We need other school leaders to also be leaders in the area of languages, to feel responsibility for how languages are taught and learned in their schools, and to strive to improve this area of education as well.

To conclude, international mindedness must be defined in a way that is relevant to the context and demographics of the individual school. It is also important that teachers and support staff within the school experience continual development in their own international mindedness, as it will not just happen from working in a multicultural environment. International mindedness is important for developing both responsibility in students, so they can contribute to global development in the future, and their ability to work in multicultural work environments. Finally, international mindedness must be supported by an inclusive school ethos to encourage its integration into all curriculum areas.

Mrs. Saadia Tariq

MYP Coordinator

Sheikh Zayed International Academy Islamabad

An ode to SZIA PYP teachers - Our superheroes without capes.



Sometimes, it is difficult for me to fathom if the Covid 19 pandemic is transmitted upon the human race as a curse or if it is a blessing in disguise. At one end, millions of people fell victim to this deadly catastrophe and on the other hand, it instilled the much needed humanity, humility and empathy in the hearts of us so-called humans.

Desperate times call for desperate measures. Along with the remarkable work of many global humanitarians and governments, the phenomenal job of our health care workers is praiseworthy. How they risk their lives day after day, to save others, deserves all the appraisal in the world.

While I am on the note of thanking the people from the varied walks of life, I cannot forget to thank our very own superheroes. Our PYP teachers, our superheroes without capes, with extraordinary superpowers.

During the past year and a half, many lockdowns, quarantine sessions and self isolations were commanded upon us. It is safe to say that the physical as well as the emotional agony took a toll on many of us. When we were depressed, anxious and vulnerable and while we were contemplating how to get accustomed to the new normal, the teachers, OUR PYP teachers stood against this wild raging storm like an enchanting rock. They took care of the children, all the while showcasing the IB philosophy, the IB attributes and skills. They came off as the risk takers that the world needed. They stayed principled, caring and reflective. They showcased what it is like to be resilient and astute humans.

The IB PYP has enabled us, the educators, to become compassionate facilitators even under dire circumstances, and our teachers showcased the true example of that during these unprecedented times. They exhibited the IB philosophy that not only the students, but also the teachers are a part of the IB PYP learning community and that we must always be open to learning, adaptive to change and willing to explore new horizons.

Our administration, teachers, parents and students well adjusted to the shift of virtual schooling, within the blink of an eye. Now that's what we call a healthy PYP learning community! We faced the challenges together, hand in hand and came off stronger and more determined than ever.

With all that was happening in the world, the PYP teachers managed to sit in front of the screens, with the smiles brighter than the north star. They consoled and encouraged the students. They normalised and embellished online learning with their gem alike personalities. They went the extra mile, all the while fighting with the fear and complexity of this destructive pandemic, themselves.

From changing the planners to best fit hybrid and virtual education, to developing new ways to conduct activities and action based learning online, our teachers never failed to mesmerise us with their alchemy, all the while illustrating the attributes of IB life long learners.

I feel much pride in saying that SZIA not only executed the enhanced planners and agency centred curriculum by outstanding means, we successfully diffused all the needful enhanced PYP elements in our learning process. Developing the ATL skills, inculcating learner agency - highlighting the voice choice and ownership, flourishing the attributes of the learner profile, ensuring action based outcomes, advancing the critical thinking and conceptual understanding of the young learners, whilst evolving knowledgeable PYP learners, was the sole ambition of our teachers and they attained it with flying colours.

For all their tireless hard work, commitment to excellence and astounding endeavours, I would like to take this opportunity and utilise this IBPAK forum, to thank our teachers, from the crux of our hearts, for being the super heroes in disguise. They indeed are, our superheroes without capes.

Nadeyah Azfar

PYP Coordinator

Sheikh Zayed

International Academy, Islamabad

Sneak Peek at SZIA's CAS Activities

A landmark of wholesome schooling is character building as well as inculcating requisite educational expertise. The extracurricular part of learning experience therefore acquires critical importance. At Sheikh Zayed International Academy, this recognition has always been the foundation of our educational strategy which places SZIA in the forefront of all educational centers of reputation in the country.

Our CAS program is thoughtfully structured to focus and inculcate the art of communication skills, self-management, research and enhancement of thought process. The CAS at SZIA seeks to build in our students the abilities to take profitable risks, be knowledgeable, inquirers, principled, thinkers, reflective and open minded and be carrying, and balanced inquirers. The entire program thus helps in formulation of attributes of tolerance, curiosity, commitment, confidence, integrity and empathy.

We are all aware that CAS is at the 'HEART' of the Diploma programme. CAS enables students to enhance their personal and interpersonal development. A meaningful CAS program is a journey of discovery of self and others.



For many, CAS is profound and life-changing. Each individual has a different starting point and different needs and goals. A CAS program is, therefore, individualized according to the student's interests, skills, values and background. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-management, collaboration, accomplishment and enjoyment.

In my role as a CAS Coordinator at SZIA, I had the pleasure of being able to listen to our DP students reflecting on their own personal learning journeys in their final CAS and Service Learning interviews. I feel that it is important to share some of their achievements and advice with our community. It will serve as a means of reminding us of their capacity to be thoughtful, motivated and sensitive human beings.

This short article will, therefore, capture our DP students' experiences through the lens of one of the IB CAS and High School Service Programme Learning Outcomes, namely showing commitment and perseverance. This, in my opinion, is something that demonstrates how students can be resilient, independent and exercise their agency when given the opportunity. We don't need to simply aspire to a mission that champions meaningful and authentic learning. We are living and breathing it in so many ways. If we keep our heads safely above water, we will discover that bitter taste and sweet aroma in no time. Come on, let's wake up and smell the coffee tea!



Anas Shahid, Ines Hamida, Lylia Benkelai, S. Muhammad Wahezi, Speenghar Naeem and Khawaja Ayyan Saeed- (2018-2020)

CAS Project 1: Mural Painting

Planning for the first project began in September of 2018. The project was about a mural depicting all the nationalities at SZIA. The IBDP students decided to design a mural on the United Nations showcasing the beauty of a cross cultural environment at school. A plan was drafted and presented to the Principal, Ma'am Wafaa Abdul Ghaffar who guided and contributed through her thoughtful suggestions

Designed and hand painted by all the International students at the SZIA

The mural came out to be a brilliant combined effort of the DP students.



Reflection by a DP Student

I was never very expressive with my thoughts and feelings through arts, and I was also not very good at painting. This project broadened my understanding of the importance of recognizing perspectives and points of view. It was a way to connect with different nationalities and it felt very encouraging when we were painting our own flags together as a group as our class of 7 had 4 different nationalities. My painting skills were also enhanced in this project and I now felt like an international citizen in the school.

CAS Project 2: Our Polluted Planet and Food Festival

This CAS project was to draw everyone's attention towards the consequences of littering and how we can hopefully help the Academy progress further towards a sustainable, greener environment and planet. In this project, one of our primary goals was to raise awareness about the importance of our planet and how we can help make the world a better place just by the simple act of focusing on improving our environment. A food festival was organized to raise funds to install large trash cans at school at numerous locations. In addition to this, flyers were displayed all around the school highlighting the importance of a clean environment. To achieve what we believe, we must work hard in ways we are able to, and seek what has to be sought.



Our DP students are lovely examples of what commitment and perseverance look like. I am so glad to have played a part in enabling them to find and pursue their own personal paths. I am proud of their resilience, independence and compassion.

Naheed Zaheer

CAS Coordinator

Sheikh Zayed International Academy Islamabad

TNS BEACONOUSE DEFENCE CAMPUS

IBDP Result 2021



Our school average is 37, 4 points higher than the world average of 33. All students were awarded the diploma compared to a 88% award rate world wide.

One third of the batch scored 40 and above. All of our candidates have met their university admission requirements.

IBDP Graduation



On Thursday June 10, 2021- TNS Beaconhouse hosted a graduation ceremony for the IB DP batch who were dressed in their formal robes and graduation caps to celebrate the completion of their DP journey. The event was a great success filled with cherished moments which left a remarkable impact on everyone. Both parents and students shared inspirational messages, made connections with personal experiences which was followed by a closing note by Mr. Kasim Kasuri. The whole event was an emotional success for the TNS Community and we wish our students all the best in their further endeavors.

IBMYP Graduation



Some may call it a final goodbye whereas for some it was the beginning of a new chapter. Graduation day was a monumental milestone for our MYP students this year as it represented an accomplishment that truly deserved recognition and encouragement. And that was especially true in these unprecedented times where, due to COVID-19 and social distancing precautions, graduation ceremonies along with many other important events of a student's life were either being canceled or held virtually for the second year in a row. We at TNS – DHA were able to put up a great show by adhering to full SOP's in order to acknowledge the

efforts of all graduates and make them feel extra special. From emotional speeches to special arrangements, finding the perfect graduation gift to having the live video coverage for parents watching the ceremony virtually; it was indeed important that our grad feels the love and affection.

Congratulations to all the graduates and a very best of luck for your future endeavors!

TNS Monologue Slam



It was in June 2020 that I came across (World Monologue games) while searching for something to fuel my passion for acting as all summer acting programs were cancelled due to Covid. As I practiced and improved my acting capabilities I also gauged my own skill level and was inspired to learn from other successful actors from all across the globe.

I also realized that people in Pakistan are not very familiar with the art of monologues as there was no local or national platform to showcase the talent of aspiring young actors.

So after World Monologue Games ended in October with myself ranking 6th in Global Youth I decided to fill the gap and launch my very own monologue competition called (Tns Monologue Slam). My Head of School, From TNS Beaconhouse DHA, Mr. Iain Keith Riley fully supported me throughout this journey of my project by advertising it amongst all the contacts that he had and also across Pakistan and they ended up with 188 participants from 10 schools and 5 cities of Pakistan. After a hectic 6 weeks planning the whole event and training the participants for 4 weeks prior to the actual contest, it was amazing to see how much talent we have in our country and how fast the young actors aged 4 to 18 showed improvement with a bit of coaching. It proved to be a great platform for the students of Pakistan as well as for myself as a young and aspiring actor because I learnt how to organise an event at national scale level. It was also the first such event hosted by TNS Beaconhouse. The judges were renowned people from the film and media industry and the whole event received glorious reviews from both judges and participants.

TNS Monologue Slam Pakistan now has a global standing being recognized as an official partner of World Monologue Games and their winners have been awarded direct entry into the regional finals of WMG. My next aim is to make TNS Monologue Slam 2021 a BSS Global event with participation from schools and colleges from all across the world.

My first-time experience with MYP

Grade six was intense but also pleasing. It was just right, like the 3rd porridge on the table, the 3rd chair and the 3rd bed! It's kind of like Goldilocks and the three bears.

Especially with having grade six online this year everything wasn't smooth. Some parts were bumpy and rough.

On my first day I was excited as well as confused. I admit, in the start, MYP was hard. I wasn't used to having summative assessments and formatives, I usually got them mixed up but after some time I got comfortable with 'summatives' and 'formatives'. Summative assessments scared me a-lot, they were really tough and I had to spend hours studying for them. Not all the summatives were that bad. Such as the video design summative. A lot of people like editing and using videos as a way of teaching and learning so it was great that some summatives were related to video design.

Speaking of design, a new subject that appeared in our MYP curriculum. Design was an amazing subject. We made landmarks for our 'marble roll', a 'water-tank' using old newspapers and a limited amount of resources. We also designed detox drinks with a scenario of a friend having a 'digestion problem'. My favourite part of the subject was 'reflections'. It helped me to identify my strengths and weaknesses.

I really liked the fact that this year we actually got to do a personal project in groups. In the personal project, I

felt like kids got to express themselves more because they could do a project on whatever topic they liked and were interested in . Many of the topics were about bake sales that aimed to make donations for the poor and to animal shelters.

A cool part was that PSHE and PE were actual ‘subjects’. They also were back in grade 5 but I believe now in PSHE and PE I learned a-lot more. In PSHE it was more about cyberbullying, social media and its harmful effects and about how it feels to be online. PSHE was more about discussing our feelings whilst in P.E we learned about volleyball, injuries and the causes/ cures to them and different exercises for which sport/ activity and for which part of the body.



I enjoyed my first year of MYP. It was a holistic learning experience with fun. Many people in my class thought it was going to be one of the hardest things ever but once you get a hang of things, it flows just the way you want it to. I actually believe being in the MYP has taught me a lot of things. One thing is for sure that you can’t get anywhere unless you put effort into it. Such as you can’t pass an exam without studying for it, you can’t get money without working for it. Grade six MYP isn’t the hardest thing, nor the easiest thing to get through, it’s somewhere in the middle. It’s kind of ‘just right’.

Fatima Akber
Grade 6 TNS DHA

A snapshot of my MYP journey



My journey here at TNS started about nine years ago. All I have to say My journey here at TNS started about nine years ago. All I have to say is that time flew by. I met some amazing and genuine individuals here. Everyone here at TNS is extremely talented. The MYP department is extremely helpful and supportive. I came across various challenges but every single challenge I faced taught me something new.

The MYP is a five year long programme, typically from grade 6-10. It focuses on a curriculum incorporating 8 subject groups. MYP promotes a learning environment that embraces real-world applications in all of its studies. MYP, at first sounded daunting. However, as time went by I became immune to it and got the hang of it. It’s not always rainbows and sunshine, a lot of effort and determination is required for you to score what you desire. It trains you regarding what the actual world is really like, which I truly appreciate now. Balance is the key to survive this system. Remember, to just focus on one thing at a time.

I would like to thank my teachers who always motivated me and kept me going. I honestly don’t know what I’d be doing or where I’d be if it wasn’t for my teachers. Despite the pandemic, they did the best they could and we switched to online school. Even though we couldn’t meet in person, they were always ready to meet us online whenever we had any questions or were stuck somewhere as our finals were only a few months away. I want to thank my elective teachers who were in contact with me constantly and supported me throughout until my portfolio(s) were submitted. I appreciate how the MYP team supported us during this pandemic as we gave our MYP finals during this daunting time. I am extremely thankful for being blessed with the best teachers and team.

This system has taught me various new things and skills. The MYP provides a great foundation for building a good work ethic, solid essay writing and report making skills. I think that the MYP personal project is a superb opportunity to delve into your interests and contribute to your community. Moreover, the interdisciplinary unit helped me understand how divergent areas of study coalesce to provide a greater understanding of the work at hand. It was a subject which opened my eye as to what was going on in the world. Furthermore, it allowed me to delve deeper into my studies and find a greater meaning behind what I was learning as well as the significance of the material in the world. It also improves your communication skills. Communication skills allow team building, help prevent and resolve problems, improve productivity, etc.



Once a bustle of chatter and a flowing of friends, the hallways had become a steady stream of order and each of us a careful two meters apart. Due to the pandemic, as many like to say we were house arrested. We didn't meet our friends for months and didn't get to experience what it would actually feel like to give exams in reality. To say the least, it was an experience and a half. If I were to give some advice (which was given by my design instructor) it would be, to just focus on one thing at a time and to take it day by day. Overall, it was a bitter sweet chapter, and just with a blink of an eye it came to an end. Even though this chapter has ended, memories will always replay over and over. Once again, a huge thanks to the MYP team for teaching us, supporting us and making us who we are today. You will be missed!

Alveena Yousaf
DPI TNS DHA

One in a Million

It was two weeks before our first exam and everyone in the school was panicking as the pressure of our finals slowly built up. Nothing like this had ever happened before. Fourteen days before our first exam and we had no idea if they would be cancelled at the last minute, like the year before, or if they would be happening online from our homes, or whether we would be going about it as usual. All the teachers and coordinators kept telling us to assume that exams would be happening as normal and to prepare accordingly. A few listened to this small piece of advice whereas in reality, a large portion of the students did not bother.

Every morning we would wake up to different scenarios and the local government's indecisiveness did not make these last days easy for us. Some days we would wake up to different people saying different things. One specific incident I remember quite vividly. This was about 10 days before the first exam. The government had just announced that all O-level and IGCSE examinations were to be cancelled in the country. This happened quite late at night, and I was on a group call with my friends at the time. When the news came, we celebrated as if a huge burden was just lifted off of our shoulders. We thought that since MYP was an IGCSE equivalent system, that this news applied to us as well, and we were not the only ones that believed this to be true. However, the teachers informed us that this did not apply to us. We were confused because they would not give us any more information. At this point, everyone had questions and there were no answers. Most of us faced a dilemma and those that had not prepared up until this point wondered if they should start preparing or wait for clarity about the government's decisions. On the other hand, you had those students who had prepared and worked hard up until this point: was it all just a waste? Should we continue working hard or is it now time to finally take a break? To some people, the decision was obvious but for most it remained uncertain.

This was only one incident that I mentioned. There were many more complications that arose both before and afterwards given the fact that the majority of students were taking examinations for both IGCSE and MYP. Along with this, there were timing conflicts, political issues and then came the issue of making sure that all IB schools in the country were aligned with the decision and were planning on taking the exams at the same time. The scale and range of the issue, the indecisiveness on the government's part and the lack of proper communication is what led to such a mess.

At the end of the day, the stress and confusion was pointless. The schools ended up opting for the alternative, home based assessments which went smoothly, even for the students who had not worked hard. Such situations are very unlikely to happen regularly but that is what we said about the Covid-19 pandemic and look where we are now. Overall, I am quite relieved that examinations did end up taking place, one way or the other, because at least all the effort I put in, during the year, had not gone to waste.

Hamza Rana
DPI TNS DHA



TNS GULBERG CAMPUS

MYP Personal Project website – Towards an archival journey



Personal Project, as we all know is a fundamental part of the MYP journey when the ‘students in their final year explore an area of their personal interests over an extended period’ (<https://www.ibo.org/programmes/middle-years-programme/assessment-and-exams/personal-project/>). Luckily at TNS Beaconhouse fostering the idea and pedagogy of research-based practices embedded in the learning of skills and projecting the learning experiences are not new since the students coming from the Primary Years into MYP are already familiar with the processes and structures through their PBL training. At TNS Gulberg, when we started our MYP journey in 2018 with just one group of 20 students, which has grown into 7 groups this year from MYP 1 to MYP 4. We took the student voice and choice as our driving force to develop our Personal Project program from the first year of MYP since we strongly and firmly believe in learning with Joy – and through school’s vision and mission that finds its roots in the Reggio Approach and PBL practices.

Taking inspiration from the Reggio Approach and the fundamental principle of ‘Making Learning Visible’; employing documentation strategies to showcase the learning and teaching processes not only of the students but also the teachers, advisors and the supervisors. The Personal Project Coordinator at TNS Gulberg took the initiative and created a platform where these individual/ personal journeys of interest and unique perspectives will be shared with the immediate and larger community; locally and globally. This platform will not only be used to project student works but also invite peers near and far to take inspiration from what they have learned, opening a window into a collective student consciousness that will also serve as an archive of the practices, agency and focus on the acquisition and development of the essential life skills that can be translated as the ATL skills; 21 century skills or the Hundred Languages of the materials, mediums, processes and structures at TNS Gulberg. We will be posting more updates and Personal Project related information, guide, ideas, images and learning journeys as we transition into and open the new academic year 2021-22. Please follow the link to the website. <https://personalprojectmyp1.wixsite.com/myptns>

Zoona Khan Kundi

MYP Coordinator

TNS Gulberg

Thank You for the submissions!



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