



# NEWSLETTER

Dear Parents, Guardians, Colleagues and Friends,



Time has truly flown by, and as we reflect on Term 1, I am proud of the achievements we have made together at BSL. Despite challenges, this term has been a testament to the dedication and hard work of our community.

Building on the progress made in the previous academic year, BSL has seen significant developments in academic excellence, operations, sustainability, and community engagement. Some key highlights include:

- **Academic Excellence:** The implementation of the Cambridge Curriculum across Primary and Secondary, alongside the reintroduction of textbooks, has significantly enhanced student engagement. The Shanghai Maths Scheme continues to challenge and inspire our students.
- **Pastoral and Learning Support:** A qualified SENCo has joined our team, enabling us to better support students in need. Our Wellbeing Team continues to provide invaluable assistance to students requiring ESL and well-being support.
- **DEL F Exams:** We have successfully integrated the DEL F (Diplôme d'Études en Langue Française) exams into our curriculum. These internationally recognised French language proficiency certifications offer valuable credentials for our students.
- **Curriculum Development:** We are creating a unique BSL Curriculum Map, incorporating best practices from various curricula while focusing on 21st-century inquiry-based skills. This will equip our students to face future challenges with confidence.
- **Nursery Provision:** Our Nursery is now a member of the UK's prestigious NDNA Association, offering staff training opportunities and access to additional resources. We have also upgraded the Crèche and Nursery environment and introduced Stay and Play sessions to provide extra support for working parents.
- **Musical Achievements:** Our students continue to excel, earning LCM Examination certificates for their musical talents. Morning Tuesday Tunes and Thursday Treats have brought joy and a sense of community to parents and students during drop-off.
- **Engaging Lessons:** I have been impressed with the engaging lessons across Primary and Secondary. During my visits, I observed much learning, fun, and engagement, with teachers facilitating rewarding learning experiences. Unfortunately, we could not offer swimming this term due to delayed Harmonie pool maintenance, which we hope to resolve in January.
- **Enrichment Programmes:** Our After School Enrichment programme continues to offer valuable extracurricular opportunities. The Primary drama production, Journey to Bethlehem, and the excursion to Ghana have been shining examples of how these activities enhance the student experience and foster community trust. Plans are underway to take our students to an MUN conference and organise a visit to a university in the USA.

The revitalisation of the Duke of Edinburgh International Award, including a practice walk and a weekend trip, has further bolstered BSL's global reputation. Additionally, our Model United Nations (MUN) programme has empowered students to participate in international conferences, promoting critical thinking and global awareness.

- **Staff Training:** We continue to build on our strengths through workshops and the sharing of best practices among colleagues. We proudly celebrate five of our Primary and Secondary staff members who have successfully completed a UK Teaching Diploma, further enhancing their expertise in the latest pedagogical practices.
- **University and Career Guidance & Alumni:** We had a successful university admission season last year and continue guiding our students toward the best possible further study choices. It fills me with pride to see alumni returning to express their gratitude to BSL.
- **BSL boarding – A Home Away from Home:** Affiliated with the UK Boarding Schools' Association, our boarding school accepts students from Year 4 (age 8) through to IB Diploma level. Our refurbished Boarding House provides a nurturing *home away from home* environment, fostering independence, resilience, and personal growth. Boarders have access to excellent academic resources, extracurricular activities, and diverse friendships.

We encourage families in Togo and neighbouring countries to consider our boarding facilities for a safe and engaging school experience that serves as a gateway to universities. I kindly ask parents to spread the word within their networks locally and abroad.

- **English Language Institute:** Our refurbished English Language Institute is now ready to offer a variety of English and business courses to the public, leading to internationally recognised certifications.

During a recent coffee morning with parents, I shared Kurt Lewin's Change Model—a three-step process of *Unfreeze, Change, and Refreeze*—as a framework for managing school development. Applied to our 3–5 year plan, this model provides structure for transformative change:

1. **Unfreeze:** Creating a sense of urgency and readiness for change by analysing the school's current state and communicating the need for improvement to all stakeholders.
2. **Change:** Implementing desired changes, such as curriculum reform and leadership development, while ensuring clear communication and support.
3. **Refreeze:** Solidifying the changes and making them sustainable by reinforcing new behaviours, celebrating successes, and establishing new norms.

While we have made significant strides, we acknowledge that challenges remain. However, we are committed to ensuring these do not negatively impact our students' learning journeys. They will continue to receive the best possible educational experience.

I extend my heartfelt thanks to our students, whose energy and curiosity inspire us daily—congratulations on your achievements. To our parents, thank you for your patience, trust and unwavering support on this shared journey. To our dedicated staff across teaching and operations, your contributions ensure the continued success of BSL.

Together, we have built a school culture that values excellence, collaboration, and innovation. As we prepare to welcome students back on Monday, 6th January, I encourage them to return in full uniform, ready for another productive term.

***Wishing you all a joyful, safe, and restful holiday season. For those celebrating Christmas, may it be blessed, and may the New Year bring happiness and success to all.***

Warm regards,

Best wishes,

**AKIF NAQVI**

*B.A., TEFL, IT Dip., PGCE, M.A. (Econ.), MBA (E) LSE, NPQH (Enrolled)  
DfE/BSO (British Schools Overseas) (L2 & 1) Inspector*

**Head of School**

## **Dear parents, carers and guardians,**

As we come to the end of Term 1 and look forward to the Christmas holidays, I wanted to take a moment to express my gratitude for your unwavering support throughout this term. Your involvement and encouragement have been instrumental in making this term a success.

Last Friday, we had the pleasure of watching the fantastic Primary Production, and I must say, it was a wonderful experience. The children did exceptionally well on stage, showcasing their talents and hard work. Your support in preparing them and attending the event made it all the more special.

We are eagerly looking forward to Term 2, which will commence on Monday, 6 January. With your continued support, I am confident that we will achieve even greater things in the coming term.

Wishing you all a joyous and restful Christmas holiday.

Warm regards,

**Gareth Jones**

**Head of Primary**



## **Dear Parents and Guardians,**

As we reach the end of the term, I would like to use this opportunity to thank you for your continued support. In our endeavour to ensure that our young people become lifelong learners, you play a vital role.

During this break, we ask that you encourage your child to strike a balance between studying and resting. This is particularly important for our Year 11 and 13 learners who will have trial examinations in the new academic term. These examinations serve as preparation for their external examinations in Term 2.

On that note, it may be tempting to prevent your child from having fun and moments of relaxation. We advise that you help your child to devise a schedule where they are able to properly revisit their learning. They should study in a well lit and ventilated space. However, they also need time to move their bodies and to exercise. In short, they require some balance.

Last week, we had a celebration of student endeavour and rewarded those who had been identified as being the hardest workers in their respective key stages. This is a perfect time to conclude my letter: on the topic of endeavour. Please reiterate to your child(ren) the value of effort and trying one's best. Our hope is that each of our young people will be the best version of themselves and aim to have a true love of learning.

We wish you a Merry Christmas and we hope that you will have a wonderful New Year!

**Anthony Jackson**

**Head of Secondary**



# LEADER IN ME

## EPHRAIM AND SARAH (YEAR 13)

Our Year 13 learners have demonstrated their creativity by using a combination of digital images and logos to represent leadership. What do their images suggest about their view of leadership?

- **What makes a good leader?**

**Ephraim** - *Patience. You may end up working with people who are not as dedicated as you. So you have to be patient and mindful of what you say. You have to respect their opinions. They don't actually need to say anything so you should appreciate their input. You need to be mature - an immature leader causes problems. A mature leader respects people's opinion: you are actually listening to their thoughts. An immature leader makes people feel small. They want people to feel small and show everyone that they are the boss.*

**Sarah** - *So, first of all, a good leader needs to accept criticism. Also, not bossing people around, but listening to other people in order to incorporate different views. Also, acknowledging other people's input and giving them a voice. People should be inspired by you.*

- **How can the leadership at BSL improve?**

**Ephraim** - *For the students, most of the younger students do not treat the older students with respect. We need to be more respectful to one another. People should be more open to asking for help.*

**Sarah** - *The fact that we seniors can try to talk to the younger people. There is a gap. Some of the seniors don't see a need to mentor and support. The younger students need help from people who have been in their position. There could be a group of people who mentor the younger students. Once or twice a month we should arrange for this to happen. They should not be afraid to ask for support, but there's a chance that they may be afraid of us and see us as being big people.*

- **Do you think that leaders are born or made?**

**Ephraim** - *That's a difficult question. But I think born. There are some people who are very quiet, but given the opportunity they can handle the responsibility. There are some people who are vocal and find it easy to direct people. They find it easy to tell people what to do and be the boss.*

**Sarah** - *Is a leader born or made? No, a person can be made into a leader. I think that your environment, and where you grew up - part of your life has an impact. For example, you did not have a voice in your family, but in another environment you were able to start communicating, you can start leading. You can be made into a leader. Especially as a woman, especially culturally, we are not given the opportunity to have a voice and make decisions. How that is solved is to be involved in learning. People can be made into a leader if given the opportunity.*

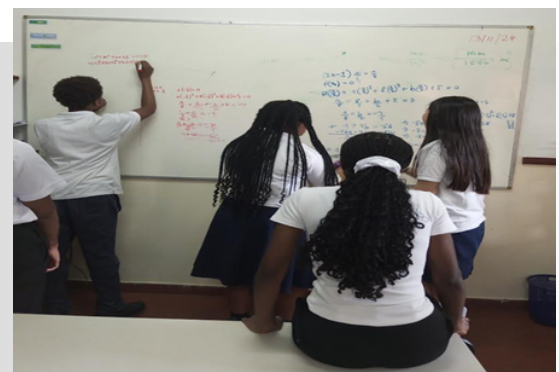
# BSL'S PEER MENTORING REVOLUTION: EMPOWERING SUCCESS IN IBDP MATHEMATICS!

Peer mentoring offers significant benefits, enabling both mentors and mentees to develop IB Approaches to Learning (ATL) skills, including communication, self-management, social skills, and critical thinking. Mentors deepen their understanding by explaining concepts, while mentees build confidence through relatable peer interactions.

We are excited to announce the launch of the **Peer Mentoring Programme in the Mathematics Department** at The British School of Lomé (BSL). Peer mentoring, where students support one another academically and personally, is a transformative approach to learning. In mathematics, this strategy has proven highly effective in enhancing performance and fostering critical skills such as communication, problem-solving, and confidence.

Introduced in September 2024 under the leadership of Kagabo Emmanuel, Head of Mathematics and his team, this programme involves **Year 12 Mathematics students in Analysis and Approaches (AA) HL and SL acting as mentors for Key Stage 3 (Years 7–9) and Key Stage 4 (Years 10–11) students.**

The initiative aims to strengthen younger students' understanding of mathematics while providing mentors with valuable opportunities to refine their skills through teaching.



## CAROLS SERVICE



## JOURNEY TO BETHLEHEM: A SPECTACULAR PRIMARY SCHOOL PLAY

Last Friday, our primary school was transformed into a scene from ancient Bethlehem as our talented young actors and singers took to the stage for the much-anticipated play, "Journey to Bethlehem." The performance was nothing short of spectacular, leaving the audience in awe of the children's incredible talents and hard work.

The play, which depicted the nativity story, was brought to life with vibrant costumes, beautiful set designs, and, most importantly, the exceptional performances of our students. Each child, from the youngest to the oldest, played their part with enthusiasm and dedication, making the story come alive in a truly magical way.

Our young actors delivered their lines with confidence and emotion, while the singers filled the Amphitheatre with their melodious voices, adding a special touch to the performance. The audience was captivated from start to finish, applauding the children's efforts and the seamless execution of the play.

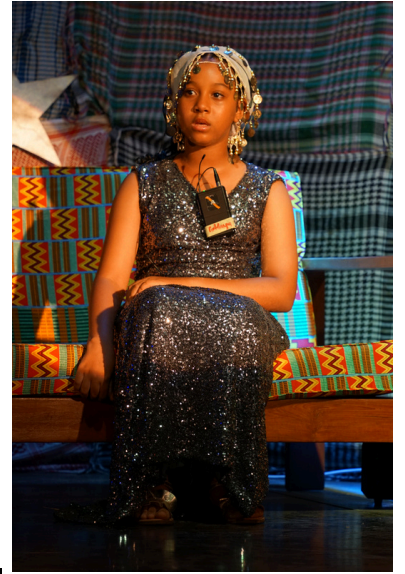
We are incredibly proud of all the students who participated in the production. Their hard work, rehearsals, and commitment to their roles were evident in every scene. A special thank you goes out to the teachers especially Mr Silver and parents who supported the children throughout the preparation process, ensuring that everything ran smoothly.

As we look forward to the Christmas holidays, we reflect on this wonderful experience with joy and gratitude. The "Journey to Bethlehem" was a testament to the talent and spirit of our primary school community. We can't wait to see what our students will achieve in the future.

Wishing everyone a joyous and restful holiday season!



# PRIMARY DRAMA : JOURNEY TO BETHLEHEM



# SKILLS TO HILLS: A BRONZE AWARD ADVENTURE



Last weekend, a group of determined Year 11 students embarked on their Bronze Duke of Edinburgh's (DoE) International Award Adventurous Journey (AJ).

The assessed expedition, supported by a team of four advisors and assessors from Mérite International de la Jeunesse au Togo, took place in the rugged hills of Kloto near Kpalimé. This journey tested their endurance, teamwork, and practical skills, leaving them with memories and lessons to last a lifetime.

The adventure began with an overnight camp at BSL, where students prepared by checking their equipment, making last-minute shopping trips, and learning to cook safely on camping stoves. After a long drive north the next day, they set off on a challenging 14km trek under the hot sun and, later, into the darkening skies. Reaching the glow of the campsite lights was a moment of immense relief for the tired group, with some even running the final stretch. That evening, Lead Assessor Mr. Ben hosted a memorable campfire, sharing the Togolese tradition of fires as spaces for elders to pass wisdom to younger generations.

Camping presented its own challenges, including bucket showers due to an unexpected lack of running water. Nevertheless, the students embraced the experience with enthusiasm, lifting spirits by cooking inventive meals together. Highlights included lentil and vegetable curry made with foraged edible leaves, French toast, pasta dishes, popcorn, and cinnamon oatmeal. Shared meals and light-hearted games like "Would You Rather" reinforced their sense of camaraderie.

The expedition tested more than just their physical abilities—it pushed them to adapt, communicate, and support one another through the long stretches of unfamiliar terrain. Reflecting on the journey, one participant shared: "It was harder than I thought it would be, but cooking and sharing meals together made us feel like a real team. I'm really proud I didn't give up."

This incredible journey demonstrated the students' resilience and growing independence. Their accompanying staff—Mrs. Snell, Mr. Idriss, Mr. Dwana, Ms. Rhonda E., Mr. Nico, and Mr. Silver—were proud to witness their development over the weekend. The group now looks forward to completing the AJ process with their exhibition of learning next week, where they will share their experiences with the school community and to completing the remainder of their Bronze Award experiences.





# BSL ALUMNI AND BOARDING STUDENTS LAUNCH YOUNG ENTERPRISE

BSL alumni Sammy Sarr has teamed up with BSL Boarding students to create a young enterprise project. Sammy's farm called Kailend is located in Agbédjikpo and produces the highest quality fresh, organic fruits and vegetables as well as being a center for social empowerment and development initiatives. Using these amazing produce, Mrs Jane Snell has begun teaching the boarding students the secrets behind her family's jam, chutney, and pickle recipes.

Proceeds from sales will support the community projects at Kailend Farm, starting with the goal of raising 500,000CFA to replace the solar batteries essential for running their fridge. This upgrade will allow the farm to process fresh soya beans into soya milk, store jars of produce to feed and sell to their guests, and to chill the drinks that are so welcome in this hot weather. During the first jam-making session, the Boarders worked collaboratively, learning vital skills and concepts related to food hygiene, preparation, recognising chemical and structural changes in cooking produce, and the importance of composting and the nutrient cycle. They also explored the cultural significance of food in global cuisines. Most importantly, they created a delicious, authentically Togolese product!

If you would like to order jams, pickles, or chutneys, please contact **Kailend Farm** via their social media platforms or **Mrs Snell at [jane.snell@bsl.tg](mailto:jane.snell@bsl.tg)**. We also welcome donations of glass jars or sturdy plastic tubs, which can be sterilised and reused.

Please deliver them to the BSL Reception or directly to E1. Provide your names with the returned or donated containers to earn a discount on future purchases—helping the environment and supporting a great cause!



# HOUSE SYSTEM – THE BATTLE OF THE BIG CATS!



Cheetahs

**1064**



Caracals

**1548**



The Caracals are the champions of this term!  
The Cheetahs put up a strong fight and deserve recognition for their efforts.  
Well done to all the teams for their hard work and sportsmanship.  
Best of luck to everyone for the next term!



## THANK YOU, PARENTS!

Thank you to our wonderful parents for sending us such a beautiful Christmas backdrop—it has truly added a festive charm to our celebrations!



# BSL WELCOMES ESTEEMED PAKISTANI DELEGATION



The British School of Lomé was honoured to welcome a distinguished delegation, including the Pakistani **High Commissioner for Ghana and Togo, Honorable Farhat Ayesha, Honorable Mr Kofi, Honorary Consul in Lomé, and Honorable Mr Dawood Khan, Private Secretary,** accompanied by their team.

Their visit was part of their mission to connect with the Pakistani community in Togo. During their time at BSL, the delegation expressed their admiration for the school's high standards of education and its multicultural environment.

They assured us of their support in helping Pakistani families, both in Togo and abroad, discover BSL as an excellent educational option for their children.

Additionally, the delegation introduced exciting opportunities for our students, including financially viable, accredited Pakistani university options. These pathways could serve as valuable resources for BSL students seeking higher education.

We are sincerely grateful for their visit and their generous support. Such collaborations strengthen our global connections and provide enriching opportunities for our students and community. We look forward to fostering even more partnerships in the future!





**Educating Children from  
18 Months to 18 Years  
(Day and Boarding)**





## **GATEWAY TO UNIVERSITY**

**ENDEAVOUR IS ALL**



- **CRECHE & EARLY YEARS**
- **PRIMARY**
- **SECONDARY**
- **UK GL ASSESSMENTS**
- **CAMBRIDGE IGCSE EXAMINATIONS**
- **PRE-UNIVERSITY IB DIPLOMA COURSE**
- **CAREERS GUIDANCE AND INTERNATIONAL UNIVERSITY PLACEMENTS**
- **ENGLISH LANGUAGE INSTITUTE FOR CHILDREN & ADULTS**

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