



Head of School Message

Dear parents, guardians and students,

Welcome to the second half of Term 1. We hope that you and your children had a restful break and enjoyed family time together. While the children were away, our teachers had a chance to reflect upon the previous half-term and plan for the upcoming and busy second half.

I want to thank all of our students for their hard work and dedication over the past few weeks. Your commitment to your studies is truly inspiring, and I'm proud of everything you've accomplished so far.

This term, our senior and middle leaders will be embarking on a course on Exams, Assessment, and Data Analysis designed for school leaders. Our lesson observations will continue, and staff are getting instant feedback. There will be many training opportunities for our staff to be reassured of their existing good practices as well as enhance the standards. We are also preparing for our first UK DfE BSO Benchmark Inspection, which will give us feedback to form out first formal School Improvement Plan involving all stakeholders.

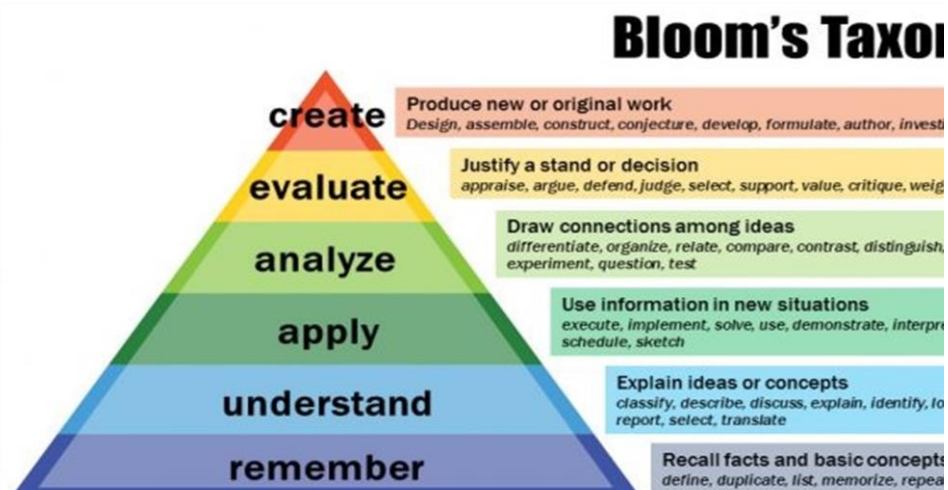
During the break, I studied the latest trends, innovations, and developments in the educational world and made plans to introduce these at our school. While I was in the UK visiting my family, I was privileged to be invited to a Harvest Assembly of a local school. They showed gratefulness for all the food in the world and highlighted the benefits of growing your fruit and vegetables.



What is 'Blooms Taxonomy' and how do the teachers use it in their teaching?

I get the question: I would like to take this opportunity to try to answer this.

Bloom's Taxonomy is a framework that categorises different levels of cognitive skills and learning objectives. Teachers use this taxonomy to guide their instructional planning and promote higher-order thinking in their students. Here's how teachers use Bloom's Taxonomy in their teaching:



1. Setting Clear Learning Objectives: Teachers use Bloom's Taxonomy to establish clear learning objectives for their lessons. By aligning their objectives with specific levels of the taxonomy, teachers can ensure that they cover a range of cognitive skills in their instruction.

2. Designing Assessments: Teachers create assessments that align with the different levels of Bloom's Taxonomy. This allows them to evaluate not only the students' knowledge and understanding but also their ability to analyse, synthesize, and evaluate information.

3. Planning Instructional Strategies: Bloom's Taxonomy helps teachers in selecting appropriate instructional strategies to promote active learning and engage students at different cognitive levels. They can design activities and tasks that challenge students to apply, analyse, and evaluate information rather than just memorizing facts.

4. Encouraging Higher-Order Thinking: Teachers use Bloom's Taxonomy to stimulate higher-order thinking in their classrooms. They design questions and prompts that require students to think critically, solve problems, and make connections between different concepts.

5. Differentiating Instruction: With Bloom's Taxonomy, teachers can differentiate instruction to meet the diverse needs of their students. They can provide varying levels of complexity and challenge based on students' abilities, allowing them to progress through different levels of the taxonomy at their own pace.

6. Providing Feedback: Bloom's Taxonomy also guides teachers in providing effective feedback to students. Teachers can provide specific feedback that relates to the cognitive level of the task, helping students understand areas of improvement and scaffold their learning.

By incorporating Bloom's Taxonomy into their teaching practices, teachers can foster higher-order thinking skills, promote deeper understanding, and encourage students to become active and critical learners.

I also want to thank our staff for their tireless efforts in ensuring that our school continues to provide a safe and supportive learning environment for all of our students. Your hard work has not gone unnoticed, and I'm grateful for everything you do. As we move forward into the second half of Term 1, I encourage everyone to continue working hard and striving for excellence. Together, we can achieve great things.

Thank you again for your continued support.

Sincerely,

Akif Naqvi.

After School Enrichment Programme

It has been an extremely positive start to this year's After School Enrichment Programme. There have been a number of clubs ranging from Mandarin to Weight Training and Basketball to Chess. It has been wonderful to see pupils engaging in these activities and broadening their school experiences. Thank you to all those pupils and staff members who have contributed to the success of the After School Enrichment Programme and we look forward to seeing it continue to grow at BSL.



Secondary Assembly: Discipline and Courtesy

The second half-term began with an Assembly led by IBDP students on "Discipline and Courtesy". The objective of this Assembly was to emphasize the importance of discipline and courtesy in our school community and to nurture respect and responsibility among students.

The assembly took on a theatrical format, with students delivering performances that vividly demonstrated the principles of discipline and courtesy. By doing so we aim to create a positive, harmonious environment where each individual can thrive, learn, and achieve their fullest potential.



Message from the PE Department

Swimming is an integral part of the PE curriculum, playing a significant role in students' physical and mental health, which in turn positively impacts their studies and exam results. It is also a crucial life skill that we believe everyone should learn.

However, in cases where parents request their child to be excluded from a particular subject, including swimming, we expect a valid reason for such a request. If it is for medical purposes then a registered doctor's recommendation would be sufficient. This will need to be approved by the teachers, the Head of PE, and the Senior Leadership team, as it can have implications for the curriculum and examinations. Students are requested to bring the proper swimming gear and swimming cap (optional) if they are concerned about their hair.

Swimming lessons have finally taken off at the Harmonie Club. All classes scheduled to have a lesson have had their lessons this week. Swimming classes will continue till the Easter break.



PE and Swimming Department News

BSL is proud to announce that we have recruited **Mrs. Akpene Kpobli Chimène** as a certified swimming teacher with lots of experience to support our students, especially female students in PE and Swimming.

Science Department



We wish all our Turkish families and friends a joyful Republic Day celebration!

Year 10 Chemists have been spending recent lessons developing their experimental techniques. They were challenged to use three different techniques to prepare chemical salts, choosing the correct technique for the relevant chemicals. In the pictures below, you can see the different salts they prepared.

Year 12 IB Biology showing the glucose, fatty acid and amino acid they skilfully made in class to facilitate their learning.



Year12



Year 10

Modern Foreign Language Department

Round Square Event

RS French Language Lab hosted by Lyford Cay International School in the Bahamas with the theme "*Food & Traditions*". The 60-minute call took place on **Tuesday 24th October at 1pm GMT** and brought together around 130 students from 22 schools in 11 countries (Canada, Colombia, Ghana, India, Germany, Pakistan, Peru, South Africa, Togo, UAE and USA). During the event, various presentations took place and students from different schools talked about their local food and traditions.

At the end, the most appreciated Kahoot which was student-led and took place and learners were able to share their knowledge.

The good news is BSL made us proud and won first place with **9340 points!**

Here are the representatives from BSL (students and staff):

Last month as part of our unit 'En ville et à la campagne' (In the city and in the countryside) year 10 French SL students produced brochures for a country or city of their choice. We look forward to your visit to classroom A6 to come and see the students' creativity, language skills and efforts with your own eyes, they are worth the visit!

Ms Claire Bertaud
French Teacher



Theory of Knowledge (TOK)

The Theory of Knowledge (ToK) course in the IB Diploma requires learners to consider questions such as: Are some types of knowledge more useful than others? What features of knowledge have an impact on its reliability? To what extent is certainty attainable? How can we know that current knowledge is an improvement upon past knowledge? Does all knowledge impose ethical obligations on those who know it?

In preparation for the assessed exhibition at the end of the academic year, Year 12s recently hosted a mini-exhibition, where they selected a tangible object that connected in some way with one of the prescribed prompt questions. In 300 words they had to communicate their personal connection to the prompt and object, and explore the ToK concepts and how they resonate with their own experiences, both inside and outside school. The objects were varied and discussions with visiting staff and peers helped to deepen reflections about the nature of knowledge. All developed good ideas of how to improve their ToK assessment and gained experience of defending their own ideas in the face of those who challenge them.

One learner reflected, "ToK makes me question everything that I thought I knew. I can't even look at a movie without seeing ToK in it! It is everywhere!" ToK should certainly not be viewed as a separate subject. As one of the IBDP Core subjects, it connects skills and knowledge across all areas of the curriculum and informs lifelong learning.


A ToK thought to reflect on:

Is creativity the exclusive domain of humans?

AI can produce pictures and songs, but is an essential quality lost because the creator has not experienced life and all its emotion-creating trials? Who would be the artist - the programmer, the program, or the person typing on the keyboard? This has implications for the copyrighting of creative media, but also potentially increases access to the creative field and changes the skill sets that may be valued. So can anyone be an artist now - human or machine?



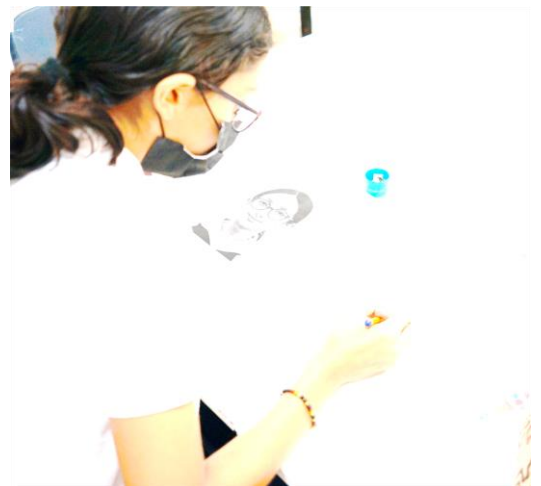
Does some knowledge belong only to particular communities of knowers ?



The object I choose is my palette. I choose it because I often use it to paint in my everyday life. It helps me mix the colours I want to create but also captures a trace of my work's process. Indeed while looking at my palette I can easily recognize which part of my work I was on by the colours and the shades, while someone would only see a mess of failed mixtures.

Not everyone can know what's on it, but everyone can know something about it. Indeed painters and myself can know by a layer of colours where I struggled the most, which is usually when a colour and its shades appear a lot. Someone who is not a painter and has never really painted could think of that layer as where I succeeded the most in my mixtures. But as a painter myself I know that most of the colours that I use on my canvas appear only so little on my palette, because I know how hard it is to create the same shades over and over within my use of only the primary colours.

Creative minds: Work from students



Year 13 Business & Economics: Visit to SIALO

On Friday, October 13th, the Year 13 BSL students received a warm invitation from CETEF Togo to attend the 10th edition of the Lomé International Agriculture and Agrofood Exhibition (SIALO) held at the Togolese Centre for Exhibitions and Fairs. During this event, students had the unique opportunity to witness first hand interactions between industry experts and professionals in the fields of agriculture, livestock, fishing, and agro-foods, while also exploring a wide array of products, services, technologies, and agricultural innovations right within Togo. This immersive experience proved to be truly eye-opening and immensely valuable for the students, providing them with invaluable insights into these critical sectors.



Global Youth Initiative (GYI)

The energetic team from TI Consulting and TLRC led an inspiring bilingual one-day event on the 21st of October at CETEF TOGO 2000. The 'Global Youth Initiative' empowered young people using the content of the John Maxwell Team Youth leadership programme. The heading for the day was 'I Choose and I Lead'. Two of our Year 12 learners attended and learned a lot about themselves and their leadership potential.

They reflected, "This event was extremely helpful and made me realise that truly anyone can be a leader. I also noticed how the leadership skills that they discussed were surprisingly similar to the IB learner profile attributes. My biggest takeaway from the program would be that your choices define who you are and what direction your life will head towards. Whether it be choosing to do other things rather than studying or even picking your college major, it is your choice to make. Going forward, I will focus on improving my self-discipline and leadership skills to make me a better role model for others. I will need to find more ways to share my skills with others."

"I realise that leadership can be learned at any age. The more entertaining and interactive the leadership is taught, the more successful the message will be learned."

Thank you to the GYI team for facilitating this event and providing lifelong learning moments for our young leaders.



CAS Service learning experience with VIVENDA School for the hearing impaired

CAS stands for Creativity, Activity and Service. To fulfil the Service strand requirements of the CAS course, some IBDP students held a meeting with pupils and teachers from the Vivenda School for the hearing impaired. Discussions centred on the needs of the school and what our students and the entire BSL community can do to help improve learning at Vivenda. Amongst the needs of the school were teaching resources, lack of teachers due to financial constraints and also textbooks for the pupils. After the meeting, there was a fifteen minute sign language learning session.

Our students will plan, organise and run after-school activities for the pupils on Thursdays and come up with fund-raising ideas to help with some of the needs of Vivenda. You are all welcome to join in this effort to help.



How well do you know BSL History?

1. There are two full-time teachers who used to be House parents. Name them and the boarding houses they first took charge of.
2. How many students were present on the first day of school in September of 1983 when BSL started?
 - A 15
 - B 51
 - C 27
 - D 70
3. What used to be in the space occupied by the Art Room today?
 - A Kitchen
 - B Library
 - C Pharmacy
 - D Restaurant

Check the answers with the longest serving staff Mr Albert TANDOH.

English Department

At KS3, our students are learning how to effectively deploy adjectives into their creative writing. In doing so they are able to showcase their ability to use figurative language and shape the mood of a text.

Writing Application: Creative Writing

Imagine that you have walked into a candy store. Describe the store and customers. Use imagery, language that appeals to your senses, sight, smell, hearing, taste and touch. Think of descriptive words that would paint a picture and create a mood for the reader. Avoid starting too many sentences with "I".

Challenge: create 6 sentences, where you place your adjectives in different places, before and after the word they are modifying.



Stepping into the Candy store, I am immediately enveloped in vibrant colours. The shelves are adorned with rows of sugar confections. The customers, young and old, wander through the aisles with wide-eyed wonder, their faces reflecting pure delight. The air is filled with sweet aroma, swirling with hints of chocolate, and fruity delights. The scent tickles my nose, beckoning me deeper into this wonderful world of sugar-coated treasures.

Made in Togo Competition

Years 7,8 and 9 are in the final few days of their Humanities 'Made in Togo' Challenge in conjunction with the national campaign from the Ministry of Commerce. Launched at the end of the last half term via the Geography Google Classrooms, this challenges learners to photograph or collect the labels/packaging from products that are made locally. The Humanities Department is inspiring learners to consider the ethics of consumer choices, reflect on the power of government initiatives like this to stimulate entrepreneurship and become more aware of what is produced locally and imported.

House points and 'Made in Togo' prizes will be awarded for participation, the highest number of points awarded in each year group, each house, and finally an overall highest points score across all participants. We look forward to seeing how the BSL community has been supporting local producers during October and to being able to promote the many fantastic local products that are available.

