

MODERN ENGLISH SCHOOL CAIRO - MAGAZINE

MESSENGER



EDITION NO. 63 DECEMBER 2019

MES CAIRO TURNS **PINK** TO RAISE AWARENESS



Graduation Class of 2019, Results, Coaching 4 Impact Teacher Training, CAS Trip to Alexandria, Shell Echo at MES Cairo, Sports Desk...and so much more!

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School Director FOREWORD

HOPE. The theme of this edition of our MESsenger magazine is both aspirational and inspirational. In the very many ways that we Care, Challenge and Inspire our students we also maintain hopefulness in each and every one of them.



When students enter FS1 at 3.5 years old they are full of hope, wonder and joy; as they cross our graduation stage as 18 year olds there is renewed sense of optimism for their bright futures. In every school day, in every learning, opportunity, in every exchange between students and teachers there is a underlying belief in the growth, development and impact of that moment.

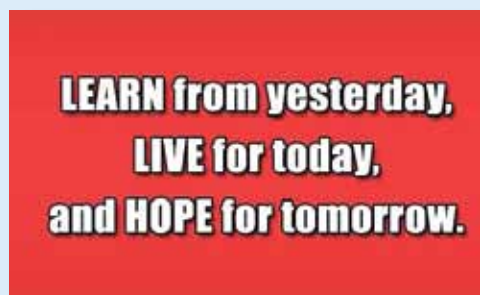
Our MESsenger magazine captures numerous examples of the hope we embrace as a general principle at MES Cairo. You will see coverage of our successful Pink Day where 'HOPE' was emblazoned on the event tshirt. The word, with incorporation of the light pink ribbon symbolic of the Breast Cancer focus we adopted as our fundraising cause, served to remind our school community that hope is critical to successfully overcoming challenges. For the Breast Cancer Foundation of Egypt, they hope to treat and support more cancer patients and their families. Through the 150,000le the MES Cairo raised in that one day 'Hope' will become a reality for more people who stand to benefit from the organisation's services.

During Graduation 2019 speeches Hope was a consistent theme. Those in attendance heard of our wishes for the successful future of all students and in particular those who crossed the stage that gorgeous evening in late June.

You will see in the results we celebrate from last academic year that our hopes came to fruition. Individual students fulfilled our hope in their potential; results achieved by each cohort fulfilled our hope in the success of our school.

There are many, many other ways that you will recognise hope in the way we approach education at MES Cairo. Every student benefits from our collective and conscious belief in their capacity to be amazing. This hopefulness manifests itself in different ways at different stages: encouragement and positive reinforcement in KS1 and the projection of increasingly high expectations as children progress from year to year and learning becomes more challenging.

Mrs N Singleton - School Director



Congratulations, MES Cairo!

Middle States Association (MSA-CESS) sent a delegation of 5 experienced international school educational leaders to MES Cairo in November, at our invitation. The purpose of their visit was to review our substantial self-study report and ensure that our own reflections on all aspects of school administration and student experience aligned to actual practice.

They were in school for 3 and a half days, engaging in meetings with all stakeholder groups, observing lessons, talking with students and reviewing evidence. They paid close attention to health and safety procedures, including our responsive fire evacuation, business operations and building maintenance. They reviewed curriculum, teaching and learning, student progress and progression and the credentials of our teaching staff. They literally left no stone unturned, ensuring our compliance with the standards outlined in the MSA-CESS accreditation protocol.

And their impression: overwhelmingly positive! They are recommending to MSA-CESS that our school be re-accredited for an additional 7 year period. This is significant recognition for our school as it attests to the world class education we are offering our students and the high standards we uphold in all that we do. It aligns to the BSO (British Schools Overseas) inspection we hosted in February 2019 which produced the outcome that we are an 'outstanding' school in all standards.

Most significantly, it means that our American High School Diploma continues to be validated by MSA-CESS. This endorsement is required for universities in Egypt and abroad to recognise our American Section qualifications.

The visiting team identified a significant number of strengths during their observations, which included:

1. A clear commitment to our mission: Care, Challenge and Inspire
2. Excellent systems, processes and documentation to support the education we offer
3. A faculty of teachers who are valued by the organisation and contribute significantly to the school's success
4. Board Directors and Senior Leaders who are positive, productive and supportive of all aspects of the school and care deeply about and want the best for every student and staff member
5. A strong commitment to our one school ethos and 'togetherness/family'
6. Strongly led academic, social and emotional growth in our students
7. An important emphasis on high expectations and well-being
8. A resounding sense of 'belonging' by all stakeholders
9. A culture of openness and candor; reflective practices which ensure a forward vision
10. Highly competent business and administrative managers whose expertise leave no doubt as to the future viability, security and certainty of MES Cairo's future

They reported on the 'wonderful job' all our staff do, our single-minded focus on what is best for students and the positive energy that pervades the school.

Our success is school is thanks to the support and encouragement we receive from stakeholders, including alumni, parents and universities who inherit the accomplished, articulate, motivated and extraordinary young adults who graduate from our school.

Every member of our wider community should take pride in this achievement and the assurance that it represents. MES Cairo is a world-class school providing the very best education for all learners in our care.

Mrs N Singleton - School Director





GENERATION IB: IBO GLOBAL CONFERENCE 2019



The IBO Global Conference was hosted in our region in October 2019; hundreds of educators from around the world descended upon the Abu Dhabi International Convention Centre for 3 full days of seminars, workshops and networking. Ms Ghada Dajani, our Managing Director, and Mrs Nicola Singleton, our School Director, attended on behalf of MES Cairo.

The themes were inspiring. We contemplated how an IB curriculum best prepares students for a complex and challenging future. We considered how learning for 'Generation IB' students is so very different from the world their parents grew up in. Profound thoughts were shared by IBDP alumni about the significant impact of their learning experience on their successful adult lives. An enthralling exchange was had between Dr Keith Light, (Director of International Admissions, Yale University) and Paul Teulon, (Director of Admissions, King's College London) about the IB Diploma's favourable status with top universities. Tina Blythe, Director of Learning at Harvard Project Zero, inspired all in attendance to contemplate high-impact learning culture. And there was ample time to meet old friends and make some new ones!



One significant meeting was that of MEIBA school leaders. MEIBA (Middle East IB Association), for which Ms Ghada Dajani serves as Vice-Chair, will be taking a different direction in the imminent future, supporting the creation of new country associations. We look forward to working with the IB Development and Recognition team to ensure a bright and prosperous future for the IB approach to education in Egypt.

Mrs N Singleton - School Director

Modern English School Cairo - Annual Graduation Ceremony

Congratulations to the Class of 2019!



MES Cairo's Graduation Ceremony for the Class of 2019 took place on a warm and breezy evening in June. This was the 17th Graduation Ceremony to be held at MES Cairo. The atmosphere was filled with anticipation and excitement and it was clear from the start that it was going to be as glamorous and stylish as MES Cairo's graduation ceremonies always are, with everybody enjoying the fantastic décor of the arena and the ambiance of the special occasion.

As the ceremony began, a dramatic sound filled the air and the poem, 'On Children' by Khalil Gibran, was beautifully recited by a group of selected MES Cairo students (directed by Mr Jonathan Todd). Students carried flags and lined the red carpet as the poem came to an end, ready for the arrival of the Class of 2019. Mrs Nicola Singleton (School Director), announced the arrival of the graduates and we soon heard the sound of Copland's 'Fanfare for the Common Man' as the Class of 2019 marched into the Graduation Arena. The processional march was proudly led by Mrs Linda Talbot (Headteacher, British Section) and Ms Dodie Ballard (Principal, American Section).

After they took their places, a stunning rendition of the National Anthem of the Arab Republic of Egypt was performed by Razan Hassouna (GR9Y). This was followed by a beautiful Quran recital by Ibrahim Hammoud, Class of 2019.

With great enthusiasm, the Secondary High School Choir then sang a stirring rendition of 'From Now On' (The Greatest Showman) performed by the High School and Staff Choirs. The Choirs, directed by our talented Head of Expressive Arts, Mr Joey Harper, produced impressive performances throughout the ceremony,

Chairman of the Board, Mrs Sawsan L Dajani is a pioneering leader and a great role model for young people everywhere. This is evidenced in the students and teachers she inspires on a daily basis. Her success is based on a passionate belief in the power of education to improve the world. Anyone who meets her is immediately struck by her magnetism, vision, determination and her truly inspirational spirit. Mrs Dajani encouraged the Class of 2019 to nurture their unique talents: "Every one of you has a talent and a gift. Find it, recognise it, build upon it and share it with the world. It is your destiny and your contribution to the past that raised you, your present that is teaching you and the future that will depend on you. What sets you apart, what makes you special, will sometimes feel like a burden but it is a blessing. Once nurtured, it is exactly that quality that will make you great and make your contribution to the world even greater." She encouraged the students to exercise resilience in the face of adversity and reminded them that grit and determination will help them to overcome any obstacles they may meet along the way.





The graduating students and their guests were deeply moved by Mrs Dajani's words of farewell to the young people who consider MES Cairo to be their second home: "We let you go my Graduates and we send with you our blessings and our love. May you find all that you dream of and work hard to achieve. May you have health and happiness always. May you find love and friendship on your journeys. May God Bless you and keep you safe."

Mrs Dajani proudly introduced our Graduation Guest Speaker H.E. Mr. Khaled Abdel Ghaffar, Minister of Higher Education and Scientific Research and MES Cairo parent. Professor Abdel-Ghaffar has won many awards and received numerous accolades. He was a Professor of Oral Medicine, Oral Diagnosis, Oral Radiology and Periodontology at Ain-Shams University and was the Head of Al-Menoufiya University. Previously, he was Vice President for Postgraduate Studies and Research as well as Dean of Faculty of Dentistry at Ain-Shams University.

Mr Abdel Ghaffar spoke passionately, commending the outstanding education provided by MES Cairo. "The leaders of MES Cairo have managed to strike a balance between academic excellence and in promoting a diverse culture social, artistic and athletic, instilling in many generations the tenets of how to excel, how to form strong relationships with others within a multi-cultural environment that prepares the students for university life." He thanked the MES Cairo teachers and students and reminded them that the past twelve years have provided a solid foundation. He motivated the students to achieve by relaying the story of his own educational journey, inspiring them to aim high and to pursue their ambitions. He explained that he was an average student who practised resilience and determination, "to fulfil my vision with resilience and stamina, in order to achieve. I embraced my passion and decided that dentistry would be my life mission because I believed in my capabilities and wanted to serve my community."

Highlighting service as the key to fulfilment, he quoted Martin Luther King: "Not everybody can be famous but everybody can be great." He urged the Class of 2019 to do continue doing good for their local and global communities, for, "Greatness is typified by service."

As she prepared us for the climax of the ceremony, Mrs Nicola Singleton (School Director) referenced the opening poetry recital of Khalil Gibran's 'On Children'. "The pertinence of that particular verse is particularly profound. Tonight more than even before, it is time to acknowledge that your children are no longer your children. If we have done our job well, and I am certain that is so, then the young men and women who will graduate on this stage this evening no longer need us! We hope that they will continue to seek the wisdom of our experience in future, but that is now their choice, and no longer our right. Tonight is a very special celebration of many years dedicated to the pursuit of learning in its broadest sense for an MES Cairo education is about so much more than academic achievement; it is about a life-lived fully in the context of a great school that provides a wealth of opportunity to develop as a whole, complete and significant person. Tonight belongs to the 148 incumbent graduates who fill the seats behind me. It belongs to their parents and extended family, as well as to their teachers, senior school leaders and our Board of Directors."

The guests were treated to another musical feature: 'A Tribute to Queen' (M Brymer), performed by the High School and Staff Choirs. This was followed by an excellent address given by three Seniors Mira Zaki, Khaled Sadek and Khaled Megahed. The students spoke with great passion about the school journey they were about to complete and about how MES Cairo had prepared them so well for the life journey they were embarking upon. This was followed by proud and moving performances of 'Heya di Masr' (ElAdl, Mustafa, Shaari and Mansour) and 'I Lived' (J Narverud), given by the High School and Staff Choirs. As the graduates and their guests listened to the beautiful sound, they watched a stirring video made up of images of the Class of 2019, and the contrast between their infant and adult photos served as a poignant reminder of how quickly time passes and of the significance of the many formative years these young people have spent together at MES Cairo.

The final musical feature was followed by the Presentation of the High School Diploma and Leaving Certificates. Each graduate was proudly introduced by Ms Ghada Dajani (Managing Director) and warmly congratulated by Mrs Sawsan L Dajani (Chairman of the Board), our esteemed guest H.E. Khaled Abdel Ghafaar, Mr P T Godfrey (Board member), Mrs N Singleton (School Director) and the Secondary Principals. The Class of 2019 threw their graduation caps high up into the air and as they soared into the night sky the image was reminiscent of a flock of birds flying out into the unknown, united yet strongly independent, each nurturing their own special talent.



Ms S Sheehan – Assistant Headteacher/IBDP Coordinator



Celebrating Results and University Success in the IB Diploma Programme

IBDP students at MES Cairo celebrated great success this summer, with over thirty graduates headed to universities in the autumn to attend universities such as University of Toronto and McGill University in Canada, Erasmus and Rotterdam Universities in the Netherlands, and King's College London and Leeds University in the UK.

33 students took IB Diploma examinations this year, achieving an average score of 32, 3 whole points above the global pass rate of 29. Our two top scoring students, Khaled Megahed and Haya Shamaa, were both awarded 38 points, equivalent to 236 UCAS points each. To put this into perspective, 3 A* grades at A level are worth 168 UCAS points.



Khaled Megahed



Haya Shamaa

MES Cairo has been offering the International Baccalaureate's IB Diploma Programme since 2006. The programme is designed to give students a broad, rigorous international education and the skills needed for success at university and beyond.

The IB Diploma Programme ensures that students are well-rounded and prepares them for higher education and the world of work. Students from MES Cairo join thousands of others around the world who took the IB Diploma Programme this year, and over 1 million others educated by the IB since it was founded over 50 years ago.



"My heartfelt congratulations to the students who have received their DP results", said Dr Siva Kumari, IB Director General. "Your IB study has given you great breadth and depth of knowledge, the ability to think critically, and the opportunity to flourish intellectually, as well as emotionally, physically and ethically, not just in your next educational step but in life. We wish you every success in whatever you undertake, and we know you will use all the learning tools that your IB education has provided. I'd also like to thank all the IB teachers, IB coordinators, IB examiners and IB parents in our global IB community—their continued passion and commitment makes possible our mission to create a better world through education."

By providing critical thinking skills in addition to a breadth of experience and knowledge, the IB Diploma Programme ideally prepares students for the next stage. Those who have achieved their IB Diploma should feel confident that they are already a step ahead.

We wish our students the very best and look forward to hearing about their accomplishments at university and beyond.

Ms S Sheehan – Assistant Headteacher/IBDP Coordinator





American Section

AP Results



Internationally there are over 22,000 institutions offering Advanced Placement (AP) courses, culminating in over 2.8 million students taking 5.1 million AP examinations. Students can start taking AP exams as soon as they are academically ready and some schools offer AP courses in Grade Eight. Due to ministry requirements and those of the US Diploma, schools in Egypt begin offering AP courses in Grade Nine.

There are 22 schools offering the AP program in Egypt with 653 exams taken during this last academic year. During the 2018-19 academic year, 79 MES Cairo students accepted the challenge, enrolled in 136 college level classes and took the subsequent College Board examinations. 55% of MES Cairo students scored 3.0 or higher as a mean average on all tests taken.

MES Cairo offered twelve different AP courses during the 2018-19 academic year. MES Cairo students scored higher than the Egyptian average in eight of the fifteen courses.

Eighteen MES Cairo students were recognised internationally for their performance on their AP examinations earning the titles of AP Scholar, AP Scholar with Honors, and AP Scholar with Distinction. Those that will be attending universities affiliated with the United States will be eligible for scholarship funds for their performance on the AP examinations.

AP Scholars: took 3 or more AP examinations and scored 3.0 or higher

Carol Atta

Ibrahim El Moallem

Katrina Wadie

Kenzy Abdelwadoud

Kirmina Sadek

Mark Eshak

Rawan ElKhatib

Sarah Kamel

Seifallah Gabr

Youssef Tawfik

** MES Cairo AP Scholars average scores = 3.26

AP Scholars with Honors: took 4 or more AP examinations and scored 3.25 or higher

Mariam Aly

Youssef Saba

** MES Cairo AP Scholars with Honors average scores = 3.78

AP Scholars with Distinction: took 5 or more AP examinations and scored 3.5 or higher

** MES Cairo AP Scholars with Distinction average score = 4.06

The American Section graduates have enrolled in some of the top schools in the United States, UK, and Europe. Universities in the United States and Canada that American Section students were accepted to in the Fall of 2019 include: University of Toronto, University of California Berkeley, University of Southern California, and McGill University.

Some of the UK and European universities that our graduates are attending are: King's College, Surrey University, Sussex University, University of Reading, University of Bristol, and Charles University.

Ms C Flake - Dean of Students, Grades 11 & 12



Katrina Wadie



Mariam Aly



Ibrahim El Moallem



Carol Atta



Mark Eshak



Rawan ElKhatib



Sarah Kamel



Kirmina Sadek



Kenzy Abdelwadoud



Seifallah Gabr



Youssef Saba



Youssef Tawfik



British Section Results and UK universities



In October, many students from the British Section arrived in the UK to read for degrees in some of the top universities. Last academic year we received over 200 offers in total, from world renowned institutions such as Cambridge, Imperial, Bath, Kings College London, Leeds, UCL to name but a few. There is no doubt that our students are performing at an exceptional level and that the support given at MES Cairo leads to outstanding success. They were happily joined by colleagues from the American and IB Sections, again proving that at MES Cairo we specialise in giving students the tools to gain the place of their choice. Excellence and hard work in any Section results in success in the UK!

A notable achievement is that of Youssef Moustafa, who having received an unconditional offer at Homerton College, Cambridge for Engineering, he then chose to take up a place with Imperial College London for Electrical and Electronic Engineering. Youssef was also awarded a President's Scholarship from Imperial, which is an incredible honour and a reflection of his academic success.

We are very proud of Alia Shabrawy who is now studying Automotive Engineering at Loughborough University, which is currently ranked 4th overall in the UK. Alia is a very talented athlete, having represented Egypt in Basketball, and with the Loughborough University campus facilitating many of the British Olympic team training, it was a natural choice for her.

We have many students who wish to enter the field of computer science and information systems, which is an ever growing industry worldwide.

Farah Kabesh is now studying Computer Systems Engineering at Sheffield University, which is looked upon as a world leader in this field and surely an inspiration to others at MES Cairo who wish to follow a similar pathway.

Bath University continues to offer places to our students with Karim Ramadan (Architectural Engineering) and Ismail Rizkana (Chemical Engineering) both taking up offers this year. It is evident that the university clearly appreciates the quality of education MES Cairo offers our students as we continue with this strong partnership.

An interesting development this year has been the number of students who have chosen to remain in Egypt for their higher education studies. Many of our alumni have taken up places with AUC, across a variety of majors and some have chosen to study at the recently opened Coventry University in Egypt. Already this year we have had alumni return to MES Cairo to talk about their experiences, their enthusiasm and passion for their current studies has enthused to our current students.

One of the main reasons for our continued success is that MES Cairo students make the effort to research and plan effectively, which means that places are offered for truly diverse subjects, from Psychology to Fashion and Design, Computer Science to English and the traditional Business, Law, Economics and Medicine. We are about to begin our Plan 4 Grad journey with Year Eight to ensure that they in their turn will be able to aim high and also develop the skills so that they may gain the university place of their choice.

Once again, our alumni have made us extremely proud and we look forward to their return and support with younger students.

Mr R Cranston - Assistant Headteacher, Years 11 & 12



Farah Kabesh



Alia Shabrawy



Karim Ramadan



Youssef Moustafa



Ismail Rizkana

E-Safety workshop



Technology can be a powerful aid to learning, never has there been a time where information is so easily accessible. As with all positives there are some downsides to the new digital age in which we live. Here at MES Cairo, we recently had a workshop designed to bring an awareness to parents of the downsides of the online world and how we can protect our children together.

Teaching children the importance of being safe online is a huge responsibility which falls on us all, as parents and educators. Parents enjoyed the session, going away with some food for thought on how they could play a very important role in keeping their children safe online.

Being respectful online, being aware of online 'etiquette', being an upstander - when a child sees something inappropriate, grooming and managing a digital footprint were some of the areas covered in the workshop. We also had some interesting discussions about how to manage some of our children's inability to separate themselves from their devices!

A few hints and tips:

- Take your child's mobile phone off them at night time, they don't need it; they need good sleep!
- Monitor your child's mobile phone and devices, by checking, who are they talking to? What they are saying? Check their browser history regularly.
- Talk to them about being safe online and not sharing personal information with anyone that they don't know in the real world
- Change all their settings on social media to private, so that anyone who is is not a friend cannot see them
- Set limits for screen time
- When they say they are doing their homework, check on them! (are they doing their homework or are they using their device to play games and chat?)
- If a child sees something inappropriate online, encourage them to come and tell you

Useful websites for parents:

- **Internet Matters** - a not-for-profit organisation set up to empower parents and carers to keep children safe in the digital world.
- **NSPCC** - Includes a range of resources to help parents keep children safe when they're using the internet, social networks, apps, games and more.
- **Parent info** - Parent info is a website for parents covering all of the issues amplified by the internet.
- **Parent Zone** - offers a range of resources for families, to help them meet the challenges of the digital age, including parent guides on the latest digital trends and platforms.

Ms S Taha - Head of Technology - British and American Sections



PINK DAY!

Around the world, the month of October is commonly regarded as Breast Cancer awareness month. Different days during the month are adopted as Pink days in different countries with pink ribbons being the symbol associated with this form of cancer. Breast cancer is an illness of significance to the MES Cairo community and health and wellbeing is a priority for us all. As a result, MES Cairo declared Thursday 17 October 2019 as our 'PINK DAY' with a special theme for this year of 'Hope'.

MES Cairo were proud to fundraise an incredible 150,000 LE for our chosen charity the Breast Cancer Foundation of Egypt (BCFE). The money will be used to support their hard work in the areas of research, prevention/early detection education and support of breast cancer patients here in Egypt.



To raise funds, we sold an MES Cairo Pink Day Pack across the whole school including a specially designed T-shirt, a symbolic ribbon pin, an event cookie and a carton of strawberry milk. We also had booths set up in Primary and Secondary yards at break times selling cupcakes, pink rubber bracelets, button badges and pink stationery.

Whilst raising funds for BCFE was a significant aim for the day, we also wanted to raise awareness about healthy living with all our children in age-appropriate ways about healthy living. With younger students in Primary, our focus was on health, fitness and wellbeing. Primary staff across the year groups brought attention to the pink theme in creative ways by dressing up in phenomenal outfits in a friendly inter-pod competition. From pink superheroes in Year 1, pink ladies in Foundation Stage 1 and 2, pink ribbons in Year 3 and pink jellyfish from our Learning Development Department, we also saw the odd Year 6 pink Flamingo walking around our school on this day! The LDD department were proudly crowned winners with their inventive jellyfish idea. Primary Pioneers acted as wonderful role models to their peers by





hosting 'Wake and Shake' sessions which encouraged our students to collectively engage in a fun and healthy morning activity and there were other interesting activities celebrating healthy living seen around the Primary School throughout the day.

Secondary students learnt about the science of cancer and the importance of early detection and where possible prevention. Year group assemblies were led by our Heads of Science and healthy eating and living video clips and resources were shared each morning of Pink Day week in homerooms. A Wall of Hope display was made in the Secondary Atrium where students were able to write inspirational and reflective messages of hope onto coloured pink ribbons, and a Walk of Hope took place led by Secondary Pioneers during a break time on our track.



Across our whole school community was a visual symbol of collective spirit as students and staff, regardless of year group or section, proudly wore their Pink Day t-shirt. Even our school buildings got 'dressed' for the occasion with large pink fabric banners suspended at various points around the school.

We thank all members of our MES Cairo community who joined us in celebrating the invaluable gift of good health and awareness raising in support of Breast Cancer Awareness Month, and of course for their generosity in supporting the fabulous and worthwhile work of the Breast Cancer Foundation of Egypt. Together as a community we make a difference.

Ms J Cole - Assistant Headteacher

British Section Transition Day 2019

Last June the Secondary building was abuzz with Primary students joining us for the day. The new Year Seven British Section students made their entrance to Secondary with a brief introductory programme launched in the theatre. Students met the Y7 team of Senior leaders. Homeroom teachers and Senior Mentors upon entering the theatre through the primary doors. Students listened eagerly to information about their new endeavours in Secondary; newly updated planners supporting the Elements, lockers and fresh subjects they would be experiencing on this preliminary taster of 'A Day in the Life of Secondary'. In a poetic touch, students exited the Theatre via the Secondary doors of the atrium and began their day on the other side of campus.



Mrs Hainsworth, Mr Loftus and Mr Kasmani launched Homeroom activities by going through the Student Planner. In their planners students plan their day, work towards targets, provide themselves reminders and most definitely accumulate merits through positive actions and excellent participation, earning themselves levelled rewards of achievement. Students were also navigated through a Y7 Elements Postcard Activity following the Planner orientation, answering questions and completing a scavenger hunt based on the Secondary experience and new surroundings. Adding to the varied activities, students wrote letters to their future selves, describing their attitudes about entering Secondary school in hopes of opening these letters just before graduation in 2025!



A variety of Secondary lessons were on offer that day. The Humanities department created future historians and reporters who accumulated clues from different sources to piece together the story of Pompeii to submit a newspaper article by the end of the lesson. Design and Technology students scaled the heights of W1 and found themselves in newly discovered territory, the workshop, drawing design, using tools and crafting with wood to create their very own headphone holders. Back in S building, goggles were donned and test tubes utilised in Science as students experimented for the very first time making rainbow fizz and the English department transformed their classroom to the Globe theatre of Stratford Upon Avon, with students immersing themselves into the culture and literature of Shakespearean era, all this supported by KS3 Global Perspectives skills of developing knowledge and application.



The rotation of activities throughout the day had the Secondary building wrapped in a flurry of excitement and a cacophony of interest. Senior Mentors bestowed their years of knowledge and sage advice by leading the future Year Seven students around the school, exploring the breadth of both Yard 5 and Yard 6, the ever amazing hub of literature and technology known as the Learning Media Centre and the go-to offices of staff on hand to support all students on every level of the S Building.

A day at MES Cairo is never dull, and this day definitely lived up to all expectations. By 2.50pm the students were left to independently walk themselves to the bus chute or car gate in preparation for the steps they would take from September 8, 2019, eager to become budding Year 7s and part of the Secondary School. A great day had by all and a warm welcome to the new Year 7s!

Ms Sally Elsaadany - Assistant Headteacher Years 7 & 8



WHAT'S HAPPENING IN KEY STAGE THREE?

From

early on, Secondary British Section students learn to implement the skills necessary for their further studies translating into excelling at IGCSE; to demonstrate knowledge and understanding of a topic accurately by selecting, recalling and presenting information effectively. In Term One, the emphasis is on adapting to Secondary, their own grasp on responsibility, ownership and their mark on school and society, knowing that these skills are applicable in all aspects of their learning - Maths, Science, History, Geography and into the Expressive Arts through Global Perspectives and beyond.

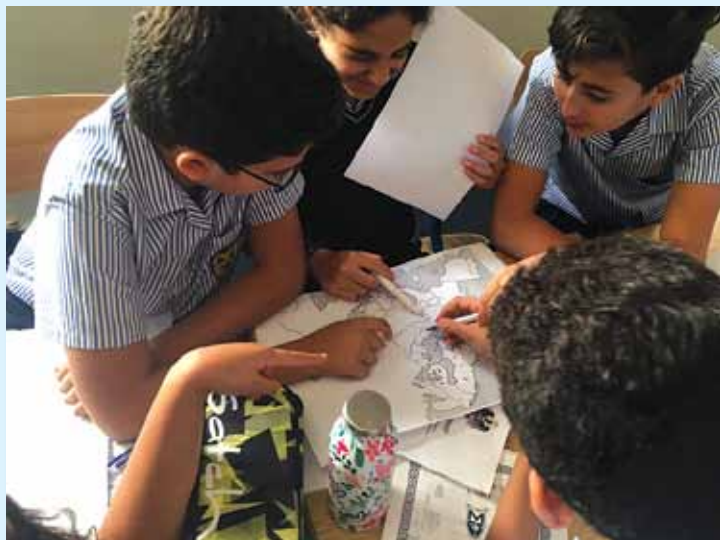


Year 7 - Tradition, Identity and Culture

In November, the newly established Year 7 students embarked on an adventure into Old Cairo; with the help of GoToKnow guides, students broke into groups to compete in a scavenger hunt, implementing the key skills of knowledge and understanding by listening and questioning in order to gain the next clue on the path to success. Students felt enabled by walking the streets of Muizz and Islamic Cairo to reflect on society and their position within it; fitting with the first topic of Global Perspectives - *Tradition, Identity, and Culture*. Upon approaching the age old gates of Bab Al-Futuh, built in 1087 AD, Beit El Suhaymi, a complex design of arabesque wood with intricate carvings, wide open courtyards, a well and two floors for entertainment, the main building served as a reception area during the Fatimid era in Cairo. Entering through the smaller wooden doors, the open courtyard welcomed students in a vast seating area and the wide-eyed stares clearly depicted how breathtaking and unique this location is. Set back from Muizz Street, it could only be described as an oasis, far removed from the hustle and bustle of what Muizz street traffic and merchanting would have offered in the past.

The Art department was involved in practising the skills of knowledge and understanding from Global Perspectives through sketching chosen scenes, the Humanities department implemented the important skill of field sketching, an effective way of recording observations made during field work, the act of leaving the classroom and experiencing the chosen landmark. Students were encouraged to take in all sensual experiences in order to enhance their own descriptive writing for English; smells of spices, observing the bright colours and patterns, listening to the clattering of metal and street calls of vendors, whilst smooth wooden and marble textures were felt, contrasting to the rough stone used to form the main buildings lining the streets and leading all the way down to Khan el Khalili.





Further to this, the afternoon was spent in a more calm and serene atmosphere, as students entered the Qalawan Complex; made up of an open air madrasa, a hospital and a mausoleum. Considered the second most beautiful mausoleum in the world, succeeded only by the Taj Mahal, India, the Maths department encouraged students to use their artistic eye and graph paper to draw simple geometric patterns, which could be observed upon every surface and in various shapes, sizes and repetition. Students would take these skills back to school and draw upon their experiences to implement further geometric drawings in class. With Global Perspectives underpinning all that students do, they have learned to embrace their own traditions and those of their culture, by living or being a Cairean, whilst also understanding and respecting that there are differing identities throughout the school and also the country.

Year 8 - Readiness

In a different setting, yet with the same purpose, Year Eight students spent time on campus focusing on their future paths in preparation for Graduation with Plan4Grad. With the iGCSE Options Exhibition a staple on the MES Cairo Secondary Calendar, students embraced the opportunity to implement aspects of the MES Cairo Elements of Learning through Readiness. With the support of Mr Euan MacAulay, Assistant Head of Years 9-10 and Mrs Sally Elsaadany, Assistant Head of Years 7-8, students were introduced to this mission in a brief assembly on November 3 before further using their Planners and individually sitting with other members of the Senior Leadership Team to reflect, discuss and forge their future paths.

Three Pathways

If students knew their definitive aim in life they were encouraged to 'Work Backwards' from their goal, specifically those aspiring to go into Medicine, Engineering or Law. Others who had a vague understanding but weren't quite decided on a specific career would aim to choose a 'Broad and Balanced' route, while those who simply loved specific subjects and felt comfortable with a chosen area decided to 'Pick a Passion'. By choosing these three pathways, students would feel empowered and better prepared for the Six Option choices in addition to English and Maths.



With the support of their Homeroom Teachers Homeroom Community Forum helped this undertaking since the beginning of the year as Key Stage Three students have been investing time and effort in utilising the updated planner to deeply understand how the Elements of Learning: Dependability, Effort, Integrity, Readiness and Respect can all support each other to make a well-informed, articulate, ambitious MES Cairo Student. Later this academic year, students will have an opportunity to fully embrace their choices and celebrate their responsibility by visiting the UK with their American Section counterparts in the first cross-sectional overseas adventure. For now, Term One marks the launch of the Plan4Grad consults and embracing the opportunity to discuss and understand how to be fully prepared for their futures, Year 7 & 8 students are on the right track to making strides and fully, yet effectively achieving their goals!

Ms Sally Elsaadany - Assistant Headteacher Years 7 & 8

Learning Psychology whilst eating chocolate?!

Sounds too good to be true?



It may sound too good to be true, but this was the reality for students taking AS Level Psychology in the British section.

One of the first concepts students have to grasp and develop their understanding of in psychology is how psychologists gather their data. Psychology is after all a science and we must employ the scientific method if we want to gather objective, unbiased, empirical evidence to support our claims and theories.

How do we go about finding out that emotion and cognition are interlinked? How do we assess whether certain areas of the brain are linked to specific behaviours? How do we know we have separate long term and short term memory stores?

Laboratory experiments are a scientific, objective way of collecting data in psychology. Students need to understand how they are used, their key features and the corresponding strengths and weaknesses of them. They then have to continuously apply this new found knowledge to all studies they look at over the AS and A2 course. Alongside this, students are being introduced to new key terms that they have potentially never come across before as psychology is not taught in Key Stages Three and Four.

How do we teach this complex array of skills and knowledge? By eating chocolate of course!

Our aim was to investigate whether the taste of chocolate reflects the price. From this we devised our experimental hypothesis: the more expensive the chocolate in EGP, the higher it will be rated for taste on a likert scale from 1-5. Students went about tasting 5 different chocolates and rating them on tastiness.

From this we were able to identify the mean score for each chocolate and decide whether our results supported our hypothesis or not! When we evaluated the study, several new terms were introduced to the students and they were encouraged to really use their higher level thinking skills of evaluation and analysis.

Students were introduced to concepts such as hypothesis generation, independent and dependent variables, extraneous variables, confounding variables, experimenter effects, demand characteristics, ethical guidelines and issues and debates. The concepts and skills introduced in this lesson lay the foundation for nearly all lessons that follow. The key terms and concepts are applied to all other areas of study within the course meaning the lesson set them up to succeed as budding psychologists for weeks, months and hopefully years to come.

Ms J Rainford – Head of Humanities British and IB Sections



Grade 9 Parents Go 'Back to School'



Our annual 'Back to School' event for parents of students new to Grade 9 took place on September 25th, 2019. A healthy attendance by the parents meant for a busy but informative afternoon.

After a brief introduction to the American High School Diploma in the school's theatre, parents followed a schedule which mirrored their children's experience of a day at MES Cairo. They visited each of the child's teachers in classrooms to discover course content, teacher expectations and tips on

how to help their children navigate the new experience of High School.

With an emphasis on 'working together', a great afternoon was had by all, with connections made, information shared and understanding reached. It was a real pleasure to consolidate the idea of school and parents being in partnership with the shared goal of unlocking the very best in our new Grade 9 class - the graduating class of 2023!

Mr J Todd - Dean of Students Grades 9 & 10



CLASSCRAFT LAUNCHES IN GRADE 9

The transition from Middle School to High School in the American Section is not an easy one for students to make. An increased focus on independence, higher level work expectations and an individual timetable all add pressure to the eternal worry about the GPA. This year's new Grade 9 students have embarked on the High School journey this year with a new scheme to help ease the anxiety that comes with a new system - ClassCraft.

ClassCraft is an online programme that turns learning and behaviour into a game. The idea behind this 'gamification' of High School is summed up perfectly in a quote from Benjamin Franklin:

"Tell me and I forget, teach me and I may remember, involve me and I will learn."



Alia El Helw was the first Grade 9 student to Level Up in ClassCraft



In ClassCraft each student has a character. Within the world of the game, characters are awarded Experience Points (XP) or Gold Pieces (GP) for positive behaviours and completing 'Quests'. They can also lose Health Points (HP) if they behave in a way that impedes learning and progress. The characters are placed in teams who can work together to increase their chances of earning XP and GP.

With their points the characters can 'Level Up', granting them access to exclusive costumes and equipment. Rewards are granted in real life for achieving new levels in the game. Positive phone-calls home, Social media 'Shout-outs' and passes to 'skip the line' at the canteen are among the prizes on offer.

Many of our Grade 9 students have taken to the game with enthusiasm and vigor, with one student levelling up to Level 2 extremely quickly. This meant earning 1000 XP for showing Dependability, Effort, Integrity, Readiness and Respect - our five Elements of Learning.

Quests in the game involve following a story and completing tasks along the way. The tasks range from answering simple questions from the story to completing surveys designed to allow our Senior Mentors to know what the Grade 9 Students need help with most.

ClassCraft has only just begun but the Grade 9 team are excited about the possibilities as we journey on through both the World of ClassCraft and the American High School Diploma.

Mr J Todd - Dean of Students Grades 9 & 10



AP Physics at MES Cairo:

What is it?

At

MES Cairo we offer both AP Physics I and AP Physics II to students in the American Section of Secondary.

What is the AP?

The Advanced Placement is a programme offered by the College Board to students all around the world. The programme offers College Level courses to high school students in a wide variety of subjects, ranging from AP Physics I to AP Art: 2D Design to AP World History and so on.



What are the advantages of taking AP Subjects?



Primarily, the advantage of taking AP Courses is earning college credits at school. This means that a student who performs well in an AP Course will be able to earn credits for their bachelor's degree programme (depending on the university/college's policies of course) and 'skip' certain courses. For instance, if a student performs well in AP Physics I, they may 'skip' the introductory Physics Courses at university. Again, this is subject to university policy.

Additionally, students with AP Courses in their transcripts have stronger college applications and better opportunities to join competitive universities and colleges around the world.

Finally, AP students at MES Cairo get a 'bump' to raise their GPA for every AP course they take. This bump is granted to the student on condition that they take the final AP examination at the end of the year, they have an attendance of 85% or higher, and they achieve a B+ or higher in the mid-year and end of year exam in the AP subject.

Which Physics courses are offered by the AP at MES Cairo?

We offer 2 AP courses in Physics: AP Physics I and AP Physics II.

What are the differences between the two AP Physics courses?

	AP Physics I	AP Physics II
Which grade levels can take the subject?	G10-12	G11-12
What are the prerequisites for taking the subject?	<ul style="list-style-type: none"> G10: Must be enrolled in honors chemistry. Algebra II taken concurrently or completed. A minimum grade of B+ in their previous math and science courses. Teacher/HOD Recommendation 	<ul style="list-style-type: none"> Pre-Calculus taken concurrently or completed. A minimum of B+ in their previous math and science courses. Teacher/HOD Recommendation
What does the subject cover?	Mechanics, Introduction to Waves, and Introduction to Electricity.	Waves, Electricity, Thermodynamics, Fluid Mechanics, and Nuclear and Quantum Physics.
Who should take the subject?	Students interested in studying Engineering, Dentistry, Medicine, or any Physics based majors.	Students interested in studying Engineering or any Physics based majors.
Which credits at college/university are equivalent to these courses?	1 st semester Physics Course (Intro. To Physics)	2 nd semester Physics Course

Mr A Labib - Physics Teacher, Secondary

IBDP Mathematics

Real World Applications of Trigonometry



On Monday 16th and Wednesday 18th September, I took six students from my IBDP Mathematics class to use trigonometry outside of the classroom. We aimed to find the heights and lengths of buildings and surfaces using a measuring tape and a class-made clinometer in order to measure the angles of depression and elevation. One of my students wrote the following report:

We began building our clinometer using a protractor that we cut out, as it was printed on a sheet of paper. We rolled up a tube of paper and attached the protractor to this paper cylinder. Then we threaded a piece of string into the middle of the protractor and attached a 100 gram weight to a loop in the string (to act as a counter-weight). We took our clinometer to the playground and picked a point to measure our angles of depression and/or elevation. For the first of three locations, we measured from the second floor of the S building, to the entrance of the N building using our clinometer (to find the angle of depression, 15°). We then measured the length of the base of the S building (to act as the base of our triangle) to the entrance of the N building [6.9m], up to our eye level, which was required to make our calculations as accurate as possible. Using this information, we could estimate the horizontal distance from the base

of the S building, to the entrance to the N building, as you can see from our photos below.

One of our calculations was as follows:

We measured the exact distance from the base of the S building to the entrance of the N building and we found the distance to be 13.4m. As our results did not match the real distance, we believe that the errors could be down to the accuracy of measuring the height of the S building. This was dangling a tape down from eye height to the floor. There could also be errors when measuring the angle, as the 100g weight was swinging a little bit as we were holding it and due to the wind also.

The experiment could be improved next time by conducting the measurement on a day where there was no wind and using a plastic built clinometer with the angle measurer being a fixed plastic guide, as opposed to a dangling piece of string. **Lara Majid (DP11Y)**

There was not a problem with the students having errors in their calculations, this is all part of the IB learner profile where students are expected to justify and verify their answers. Students are asked to inquire; however, they are also asked to reflect on their answers and look into ways of either further developing or making their techniques more accurate regarding calculations that they have already taken. This is not only key in the IBDP classroom, but especially when mathematics is applied in the real world once students leave school and enter the workplace.

All of the students that took part returned great results of varying accuracies that allowed us to discuss possible inconsistencies as well as positive accuracies.

Mr C Graham - Teacher of A-Level and IBDP Mathematics



British Section English Matters

Key Stage Three - English Language

The school year started with a strong focus on improving students skills looking at spelling, punctuation and grammar. Students were given the opportunity to develop their writing skills with a strong emphasis on sentence structure.

This focus on writing led to students being given the chance to take part in an International writing competition run by PEARSON education. The focus of the competition was to create a twist on a traditional fairytale. Students came up with some truly amazingly creative ideas for their tales ranging from extremely short stories of under 50 words with several students writing pieces well over 1000. Several students will be entered for the competition before the closing date of 26th November and we have incredibly high hopes for the number of gifted writers we are seeing in English this year.

Both year groups will now start working on their next unit looking at poetry and building on their writing skills that have already shown such promise.



Key Stage Four - English Language



Year 9 students started the year by looking at short stories to help them start their IGCSE journey. Throughout the year students will build their English skills by exploring many different types of literature. For the rest of the term they will be looking at the work of George Orwell, studying the classic novel Animal Farm.

Year 10 have begun the final preparations for their IGCSE exams in June with the majority of students looking to push themselves to achieve an IGCSE qualification in First Language English. This year the school has introduced the speaking components of the IGCSE and the Year 10 students got their first chance to take part in a speaking assessment - and as we know our students can talk! The Year 10 groups were given the chance to prepare speeches on a topic of their choice with a focus on talking about something they are passionate about. This was a great opportunity for them to show their skills in English and led to some very imaginative presentations. A very promising start to the year.

Key Stage Four - English Literature

It was very pleasing to see a number of students opt to take IGCSE English Literature this year starting in Year 9. The first term acted as an introduction to literature with students getting to explore numerous different genres and types of texts. Over the course of the next year they will get to grips with a number of different texts and given the opportunity to really explore the themes, characters and language within the texts building essential skills to succeed in Year 10.

The Year 10 group continues to perform incredibly well and have begun looking at the poetry of Carol Ann Duffy. The students in Year 10 have a great passion for the subject and can often be heard having heated debates on how they each interpret different texts. Students have delivered several outstanding presentations showing a great maturity for their age and progressing very well on their IGCSE course.

Key Stage Five - English Literature

We as a department are very pleased to see the continuation of AS and A Level literature this year. Our students have started working on the texts that they need to study in preparation for their exams and have already started to show a flair and passion for the subject. A special mention should be made to Kenzi Shaltout Y12Y, who after a very pleasing result at AS selected to continue on with the full A Level and is making the entire department very proud.

Mr M O'Connor – Head of English Department, British Section



AMERICAN SECTION ENGLISH

Reading Fiction and Determining Themes



How do you find the theme to a work of fiction?

At the beginning of the term, Grade 10 honors students read Sophocles' tragic play, *Antigone*. This play is about a woman whose honorable decision to respect the natural law shapes her tragic fate. Students were given the five themes of the play, and asked to figure out how to find the theme on their own. Students are independently reading songs, graphic novels, and short stories and are working on determining the theme of a piece of literature. Do you know how many steps it takes to find the theme? If not, ask the Grade 10 Honor students to explain the five steps to you!

Love, Marriage, And Murder



Comparing Classic and Modern Ideas of Feminism

Grade 11 and 12 students have just finished reading Euripides' classic drama, *Medea*. Now, students are submitting their TED Talk presentations that combines an analysis of how feminism frames the narrative of *Medea* compared with a modern graphic novel of their choice. Each student had to not only demonstrate their understanding of Medea's speech, thoughts, actions, looks, and effect she had on other characters, but they also needed to apply the skill of determining characterisation on a new female protagonist and conclude whether she is or isn't a feminist.

Ms M Allen – American Section English Department

THE MES CAIRO ELEMENTS

Dependability, Effort, Integrity, Readiness, Respect. These ELEMENTS are all characteristics that MES Cairo students embody. They are also the core of our HRCF lessons in Key Stage Three and Middle School this year. Students have already embraced Dependability and Effort with engaging activities like skit performances that exemplify Dependability and tricky Tangrams that require maximum Effort. It is through HRCF that students are also setting goals and putting them into action using the Student Planner. Our students have been working hard to achieve these goals.

Earning Merits from teachers gives students immediate feedback based upon the ELEMENTS about their progress in meeting the goals they have set for themselves. Ms. Shelby Fowler, Grade 7 and 8 Dean of Students, and Ms. Elsaadany, Year 7 and 8 Assistant Head, have sweetened the deal this year with regards to earning Merits. Instead of having to wait until the end of the year, students are able to 'cash in' their Merits for a variety of rewards. Each Wednesday, Week B after HRCF, students have the opportunity to use their hard earned merits to 'buy' rewards like a positive phone call home or a social media 'shout out' on the MES Cairo Facebook page. As students earn more merits, the rewards get even better! Level 4 has been the most sought after reward level thus far with many students saving up to have first choice of room on an upcoming trip.

The favourite reward of Ms Fowler and Ms Elsaadany is the Positive Phone Call Home, a level 1 reward for earning ten merits. Parents have been very happy and proud to receive positive feedback about their students in Grades and Years 7 and 8. The record right now is eight positive phone calls home in one day and we are looking forward to breaking that record very soon as students continue to earn merits for exhibiting student ELEMENTS. Thank you to the teachers for committing to the Merit Reward system and awarding our students for their positive behaviour.

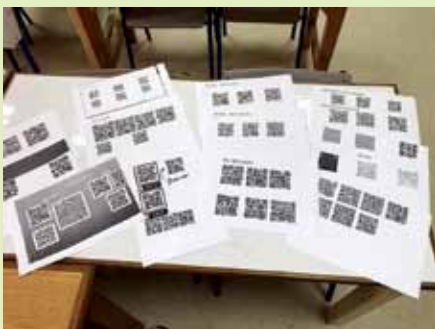
Ms S Fowler - Dean Of Students Grades 7 & 8

THE ELEMENTS		
D	Dependability	Presence Solutions Contribution
E	Effort	Gift Participation Perseverance
I	Integrity	Credit Honesty Responsibility
R_d	Readiness	Equipment Mind Learning
R_s	Respect	Empathy Acceptance Environment

Design Technology in Grade 7

Grade 7 Design Technology has been an exciting time for us, leaving primary school and starting Secondary. The best part has been Design and Technology! This term we learnt how to build and programme a robot as our topic was Lego Robotics. We learnt how to make the robot say "hello", go up the ramp, pick up block and many more things. Lego robotics was amazing! Our next unit is making movie trailers, using iMovie. We are so excited to get going with it! The theme is 'Together For A Better Internet'. We have so many ideas, and can't wait to put them into a trailer.

Nadia Tantawi (G7R) & Nadine El Rashidy (G7R)



ICT 'Information Communication Technology'



In Year 9, Information Communication Technology students learn about the components of a computer, how the computer works and the different devices within a computer. The course consists of a well considered balance between theory and practical lessons.

During practical lessons, students learn about how to write documents and create presentations. In these sessions, students present information to the class developing leadership and communication skills.

The course leads them into further development in Year 10 and in A Level where they learn about website development, spreadsheets and the

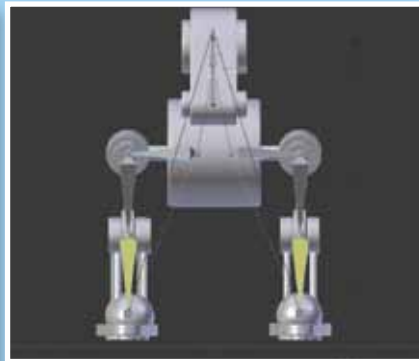
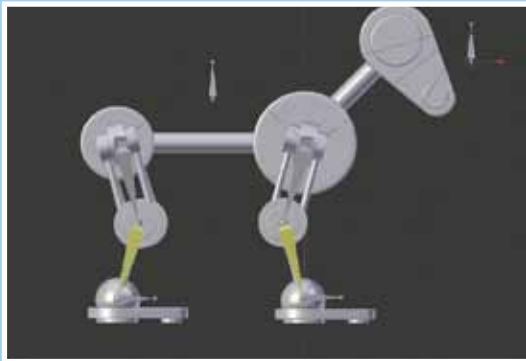
use of databases. All the above software are crucial requirements for employees and universities.

IGCSE and A Level ICT are popular great choices at MES Cairo

Mr. Y Alkaabi - ICT/Computer Teacher, British Section



High Tech in the Highschool



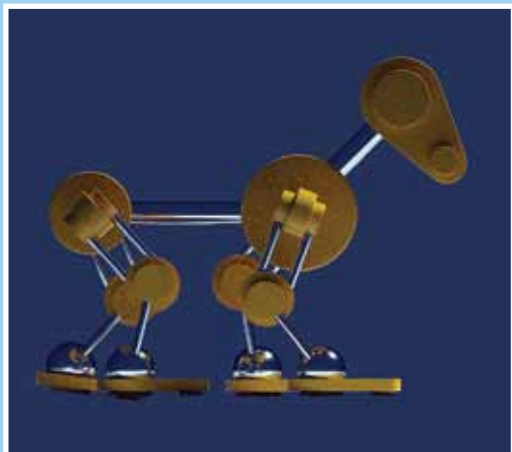
There are lots of exciting things happening in our Computer Technology department!

In Computer Applications, students have been building a foundation of knowledge and skills in the areas of computer hardware computer programming for websites. They have examined related topics including privacy and copyright.

Students taking Multimedia this year have been learning to create digital multimedia experiences meant to inform, persuade, and/or elicit emotional responses using a variety of techniques and platforms. They have manipulated images, shot videos, and most recently designed their own websites.

In Digital Animation, students have been acquiring the basic knowledge and skills necessary to create and animate 3D models. They have learned to create objects in an artificial three-dimensional environment, texture them, and compose and light their scenes. Students then





created armatures, or skeletons, for their characters and “keyframed” them in various poses, which, when played-back, brought their characters to life.

In AP® Computer Science Principles, students have learned about how the physical infrastructure of the internet was conceived and how it enables users to communicate with others and access information around the world. Students have learned how to “think” like a computer in binary, converting everything from text to images to songs and more, into zeros and ones. They are currently learning how information is encoded, stored, and compressed digitally, whether for text, images, songs, or videos. Soon they will begin learning the foundational concepts of computer programming, using the programming language JavaScript, to code their own apps from scratch.

Mr T Naggar - Secondary Computer Technologies Teacher

British Section Design Technology students are completing a wide range of different projects

Year 7

The Year 7 students started the year by designing their own coats of arms. Using SketchUp they drew them in 3D form and then printed them on the 3D printer. They also get into the practical workshop to work with wood and acrylic using the tools in the school workshop. Robotics is the final unit of the course where the students use the ‘Lego Mindstorms’ platform to build and programme their own robot to complete a range of different tasks.



Year 8

The 1960's Memphis Art Project was a movement from the 1950s which involves strong geometric shapes and bright colours. Our students have designed and made a clock in this style using CAD programmes and the Laser Cutter. They also spent some time in the school workshop where they worked with acrylic and wood to make a stand for the clock. In Unit Two students make a Pop-Up card where they explore how a 3D effect can be achieved from card. They will again use 2D Design to link in with the Laser Cutter which will give the structure to their 3D pop-up designs. An exploration of images, text, patterns and colour allows the students to complete this project to a very high standard.

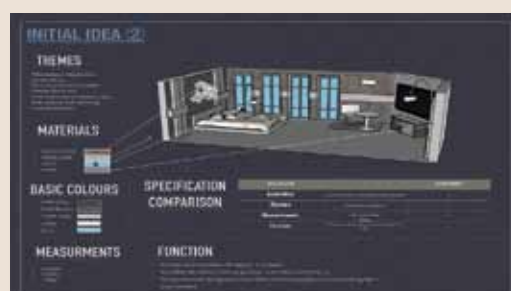
Year 9

In Graphical Communication, students explore how to complete drawings in a wide range of different styles. For pictorial drawings a comparative exploration of Isometric, Planometric, Oblique and Perspective drawings gives the students a clear understanding of how to present design ideas and making processes. Orthographic drawings are used to communicate their final designs ready for manufacturing. The students have a major project in architecture where they complete a detailed research project leading towards designing their own beach house. They will then design their own beach house which will be modelled in the school workshop.

Year 10

The students are now completing their major project. Their exciting work includes Interior Design, Hotel design, Instruction Manuals and Auto Design work. Students have completed their initial ideas and will be developing models and their chosen designs ready for manufacture. Theory work and examination preparation takes up what remains of the time available.

Mr G Puddefoot - Teacher of Design and Technology



ART ATTACK!

Learning the Elements of Art Through Photography



Over the course of three exercises students explore the seven elements of art through digital photography. Each week students have explored a different theme from the perspective of an Element. Over the course of the assignment we will be looking at and discussing how the elements can be seen in the world around us. The primary object of this assignment is to build visual sensitivity—to notice, while applying the elements of art. In the series of three exercises, each series addresses at least two of the elements: Line, Shape, Space, Value, Texture, Form, Color. Subject may be food, people, architecture, nature, pets, or whatever ignites curiosity and exploration.

Digital Art + Design 1+1=3

With newly gained Photoshop skills students have created their own 1 + 1 = 3 image. They began by brainstorming ideas about what two images combined would create an interesting, imaginative, original composition, or an “ah-ha” moment. Students can only use two images (with a few exceptions) and images that are their own—no google images, and images of high resolution. The images had to be taken from the same perspective with the same light. In class students honed their Photoshop skills by seamlessly combining two images, while providing the viewer with much to think about.

Ms C Comerford - Photography Teacher



EMBRACING DIFFERENCES



The concept of neurodiversity encompasses the spectrum of neurological differences in individual human brain function. In other words, our brains work, learn, and process information in a variety of ways, therefore we are all diverse learners and thinkers. We are naturally better at some things and poorer at others.

Neurodivergent individuals can demonstrate outstanding talents, bring their gifts that contribute to society, and spur innovation. The list of brilliant innovators include Thomas Edison, Bill Gates, Steve Jobs, Michelangelo, Vincent Van Gogh, Pablo Picasso, Franz Kafka, Wolfgang Amadeus Mozart, Ludwig van Beethoven, Isaac Newton, Albert Einstein, Friedrich Nietzsche, Nikola Tesla, Steven Spielberg, and more. Those with a neurodiverse difference are often tech savvy and detail-oriented, with strong skills in analytics, mathematics, pattern recognition and information processing. They possess unique perspectives and approaches to problem solving, powerful spatial and qualitative reasoning capabilities.

That is why several industries, particularly IT, engineering, and finance, are actively seeking neurodiverse people to benefit from their exceptional talents. For example, companies like Microsoft, JPMorgan, EY, Google, SAP, DXC Technology, Ford, and Amazon are currently developing and encouraging neurodiversity in the workplace.

Moreover, students with dyslexia and dyspraxia are in high demand in an unusual field: espionage! While dyslexic individuals have difficulty in reading or writing, they are often extremely skilled at deciphering facts from patterns or events, analyzing information and pulling out the salient points to get a big picture of what's going on. The world's top code-breakers and analysts are able to crack complex problems because they suffer from dyslexia. The British intelligence agency uses their unique ability to analyse complex information in a "dispassionate, logical and analytical" way to fight threats such as foreign espionage.

Understanding and Supporting Students with Dyslexia

Here are some school reports from famous people who have, or were thought to have, dyslexia. Can you guess who they are talking about?

"He will either end up in prison, or become a millionaire"

"He is a constant trouble to everybody and is always in some scrape or other. He cannot be trusted to behave himself anywhere!"

"An illiterate member of the class. A persistent muddler. Vocabulary negligible, sentences malconstructed. He reminds me of a camel."

We are lucky that children's school reports are not written in such a rude manner these days! The first report belongs to Sir Richard Branson - billionaire and prolific entrepreneur. The next is Sir William Churchill - inspirational military leader and Prime Minister. Finally, we have Roald Dahl - hugely influential children's author. Sir Richard Branson is one of the world's most successful and recognisable businessmen, yet his time in school was hampered by a lack of understanding around his specific learning needs. If it had not been for his dogged determination to succeed, then his life could have turned out to be considerably different.

It is estimated that 1 in 10 school children are affected in some way by dyslexia. The impact on learning can range from mild to severe. What affects one person with dyslexia may not affect another in the same way. Dyslexia is primarily about information processing. This is usually linked with reading and writing skills, but can also impact on the speed that people can process written or spoken information. Working memory may also be affected, making it harder to make use of new information and, ultimately, secure this in long-term memory. Other aspects include difficulty organising time and information, sequencing, fine motor control, telling the time, and letters moving or overlapping on the page.

To many parents the word dyslexia can be powerful and concerning, which is perfectly understandable. However, a word is just a word, and should not be used to 'label' a child. It is far more important to identify exactly how the condition affects a child's learning, and then adjust the teaching and home routines to make learning more accessible. Sir Richard Branson gave an excellent example of how a colleague helped him understand the difference between net profit and turnover, by drawing a visual analogy of fish caught in a net at sea. This was when he was 50 years old!

This use of visual information such as flow charts or mind-maps is a commonly used strategy in schools to help convey information to students who struggle with written information. 'Dyslexia-friendly' fonts such as Comic Sans or Arial. Off-white, beige, or coloured paper may make text easier to read. Text can also be enlarged and the space between letters increased. Some children find that thin coloured plastic (overlays) can stop letters from moving or overlapping. 'Chunking' information, breaking it into manageable units, allows students to work through smaller amounts at a time.

The Gifted and Talented News

We are incredibly excited to welcome all Gifted and Talented students to another great school year filled with learning opportunities, exciting adventures, and new challenges.

Over the years, the MES Cairo Gifted and Talented Programme has grown rapidly from a small club to a strong network of like-minded individuals who demonstrate commitment to excellence, strive for leadership and personal development.

The MES Cairo Gifted and Talented students have busy schedules often filled with after-school activities, clubs, volunteer work - not to mention academic work too! It is a great pleasure to introduce some of our Gifted and Talented students and highlight their gifts and talents, accomplishments, and key experiences.

Alia Saba (G8Y)

Alia's passion is swimming. She has competed in numerous 'swim meets' throughout the school years and won multiple awards. Her strongest personal asset is resilience and persistence.

Dana Islam El Sharkawy (Y8G)

Dana excels in Science and Math. Three adjectives that best describe her personality are: dedicated, independent, intelligent.

Karim Sameh Aboelsaad (Y8B)

Karim is a versatile individual who has received awards in tennis competitions, gymnastics, and art. He also participated in robotics and programming course.

Mariam Sallam (G8R)

Mariam is a self-motivated student with a natural love for learning. She shows passionate involvement in community service, demonstrates leadership and initiative. She received the Pursuit of Academic excellence and Academic excellence in English awards. She has a strong passion for special effects makeup.

Youssef Sallam (G8G)

Youssef is a straight-A student who loves Maths, swimming, music, playing the piano. Three adjectives that best describe his personality: are kind, friendly, and energetic.

Salma Ayman Elgohary (Y7B)

Salma is keen on tennis. She has taken part in various different tournaments. Salma demonstrates great leadership skills. The book that has influenced her perspective on life is *Wonder* because it taught her not to care about what people think of her.

Nadia Tantawi (G7R)



Nadia is a real risk taker and a triathlon medal winner. Her interests are painting and drawing. She also takes guitar lessons.

Overseas Gifted and Talented Programmes

The MES Cairo Gifted and Talented students are encouraged to investigate supplementing programmes to pursue their individual interests and passions. The potential of gifted and talented students is recognised and nurtured by many organisations worldwide. Some of these offer or provide access to overseas programmes and summer camps, often with highly prestigious academic institutions. Here are some examples:

<https://www.verywellfamily.com/top-summer-camps-for-gifted-children-1449050>

The article above provides nine examples of organisations offering gifted and talented summer camps. These are mainly located in the USA, but the John Hopkins camps also include locations in Hong Kong.

<https://talentcentrebudapest.eu/link-categorie/programmes-gifted-summer>

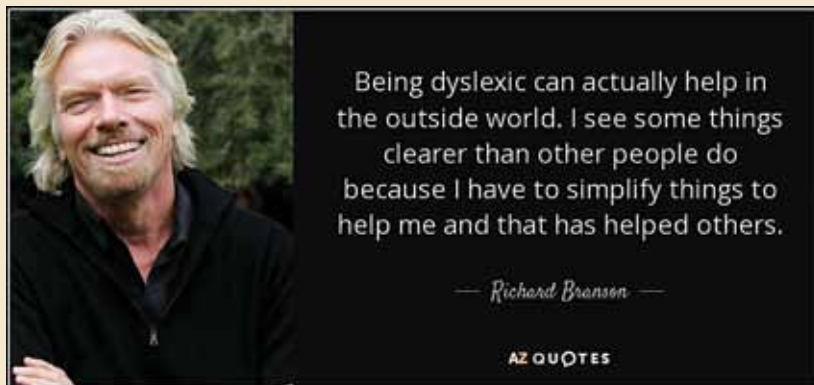
The link above offers examples of some incredible overseas opportunities for gifted and talented students. These include summer camps in London, Paris, New York, and Barcelona, to name a few, along with summer camps and courses run by Oxford and Cambridge Universities.

<https://www.giftedstudy.org/>

Gifted Study host summer camps for gifted and talented children at locations across the USA, including Princeton, Yale, Berkeley, and UCLA Universities. They have international school children attending from 47 different countries.

Mr H Cordy, LDD and Gifted and Talented Coordinator, British Section

Dr T Kolesnikova, LDD Teacher and Gifted and Talented Instructor, American Section



KEY STAGE THREE DRAMA

The first big projects the Year 7/8 students have completed in Term One include creating Fairy Tale Pantomimes (Y7) and Aesop's Fables (Y8). Their task was to bring well-known stories to life while adding in a humorous twist! A job well done, and we look forward to their next projects!



Zeina El-Helepí (Y7R), Hana Hassan (Y7R), and Giulia Abdel-Khaliq (Y7R).



Nadeem Al-Rakeeb (Y7R), Zuhair Hassan (Y7R), Saied Soliman (Y7R), and Omar Elmahallawy.

Mr J Berthiaume - Drama Teacher, British and IB Sections

Year 6 Students Join Forces with SHELL ECHO Programme Team

Our Year 6 pupils have had an exciting hands-on and highly productive term of learning linked to our Science-based topic of Investigators. Concentrating particularly on the theme of Forces, the children collaborated in groups to produce rocket launches fueled by baking soda and vinegar. They worked carefully to understand the concept behind these launches, estimating and reevaluating ratios of amounts to produce the perfect launch.

We then moved on to studying the concept of Forces linked to cars. Students were introduced to a programme called the Shell Eco Marathon. This is a unique global programme where students studying Science, Technology, Engineering and Maths are set a challenge to design, build and drive fuel efficient cars. They are then given the opportunity to race these cars in an annual competition. The car which travels the furthest distance on just one litre of fuel wins the race. The purpose of the Shell Eco Marathon is to inspire young designers and engineers by raising their awareness of environmental issues and allowing them the opportunity to contribute in finding solutions for future energy needs. Cairo University students competing in this event were invited to spend an engaging and inspirational morning with our Year 6 pupils. They brought along with them the fuel-efficient Urban Concept car that they will drive at the Shell Eco Marathon Asia competition in 2020. They demonstrated a test-run of the car, they talked about Forces and how they play a vital part in the efficient running of cars, and they finally answered many thoughtful questions posed by our captivated Year 6 students. The morning was a huge success and our students were very enthusiastic about their learning.



Putting learning into practice, our students then used their skills to produce rubber-band cars, again using their understanding of Forces to test, reflect on and make improvements to their cars. Extra points were given to groups who had made an effort to use as many recycled materials as possible in the making of their car. The project culminated in a grand racing competition where groups sought to race their cars as far as possible, with the winning car travelling 5.62 metres.

It has been a busy and eventful term thus far and we are looking forward with great excitement to our Year 6 production of Annie, as well as our history-based topic on America. Lots more enjoyment through learning on its way in Year 6!

Interesting Fact:

The Shell Eco Marathon first began when in 1939, a group of Shell scientists based in a research lab in Wood River, Illinois, USA had a friendly bet to see who could drive their own car the furthest on one gallon of fuel. Shell eventually decided to set up the Eco Marathon competition to raise awareness of environmental issues.

Ms C Jama - Key Stage Two Headteacher



Year 5 News



With so many advances in technology over the past decade, educators have embraced the exciting challenges and incorporated technology into many aspects of our classroom. Not only using technology as a facilitator, but students using technology to access their learning. This academic year brought with it the introduction of compulsory devices for Year 5, All students now bring their devices into school on a daily basis as part of our Bring Your Own Device (BYOD) initiative.

To kick start the year and generate enthusiasm, we created a quiz. This quiz was based around our whole school topic 'There's Only One You'. Teachers created questions based on ourselves, general knowledge and students' prior knowledge. An app called Quizizz was used, which enabled students to gain access to the quiz via a teacher code and watch a live score feed as they entered their answers. We gathered in the Pod, got into teams and the competition begun! The students were buzzing with excitement and this was a thrilling way to commence our BYOD initiative.



We have explored a range of ways to use technology within the classroom and to further extend the link and communication at home, too. Google Classroom has enabled us to set classwork and homework with ease and has drastically reduced our printing which in turn is assisting us in becoming more environmentally friendly. Having access to online drives, folders and set classwork at any given opportunity is convenient and mobile.

Over the past term we have used a range of websites and Apps within our lessons: Kahoot, Flipgrid, Times Tables Rock Stars and our new subscription to Spelling and Maths Shed.

We have delved into cross curriculum learning. In Maths we used Google Forms to create surveys and created charts, in Topic we created news reports on a natural disaster, in English students can have speedy access to online dictionaries and thesauruses, editing

their work as they write. We have generated much enthusiasm across Year 5 by setting up a weekly Vlog for Reading via Google Classroom. This enabled us to promote interaction and engagement with our students, enhancing their learning opportunities and progress.

Ms S Farag – Year 5 Team Leader

My feelings about Google Gurus

"I am so happy that I was one of the people chosen to take part in Google Gurus. I feel like it will really make a change in the curriculum of computing along with my other Google mates and of course Mr. Alex and Ms. Dean."

My feelings about BYOD

"I am over the moon that we can bring our devices to school this year and I wish we had the opportunity earlier. I feel that getting to work with our devices will make lessons more fun and will help us learn new things. I feel that BYOD will make me want to learn more, especially if the work is on our devices.

It's an amazing and fun way to learn. I can't wait to see what the year ahead will bring & what changes we can create as the Google Guru Team."

Omar Soliman (Y5R)

What I like about being a Google Guru

What I like about being a Google Guru is that we get to learn about what might be a learning resource and testing apps. I feel like I have become better at technology. I like being a Google Guru because I am good with technology and I help my classmates, also because there is a big responsibility and I think I can handle it and because we test apps and code and create more learning with tech all over our school.

Aser El-Naggar (Y5B)

Year 4 News



It has been a very busy, yet very productive first term for students in Year 4. We have all been taking part in a wide variety of different Maths and English lessons and everyone has shown great enthusiasm for our topic work.

In the first half of Term One our topic was Sound and Electricity. Each of the classes enjoyed learning about how electricity can be used; how to stay safe with electricity; how we hear and how to amplify and reduce sounds. However what was enjoyed most was the experiments! Everyone enjoyed creating their own circuits and experimenting with different materials to find which materials conducted and insulated electricity effectively. It was also really fun to link our Art work to this topic and many classes produced some excellent lightning paintings, electrical safety posters and sound wave images.



It seems like a long time ago now, but we started our academic year with a week focussed on the book 'Only One You' by Linda Kranz. Everyone enjoyed and appreciated the wonderful art throughout the book and produced some excellent work focussed on PSHE. We created some outstanding pebbles for a school walkway and produced some excellent art in which we reflected on who we are now and who we want to become in the future.



The second half of our term was again started with a themed week, this time focussed on the book 'One Well' by Rochelle Strauss. It was fascinating hearing the students discussing the issues raised by the book and hearing the students talk about how a lack of water may affect people around the world.

Although it has been a very busy first term there is still plenty more to come! After making an excellent start with their learning I am very excited to see all of the students in Year 4 continue to make great progress while enjoying their learning at the same time.

Mr D Paget - Year 4 Team Leader



Year 3 Makes the World A Better Place

What a term it has been in Year 3! We hit the ground running and launched ourselves into rehearsals for our concert. The theme for this year is all about making the world a better place. With so much attention focused on climate change, destruction of habitats and plastic pollution to name but a few issues, we thought we should try to raise awareness in our community. Each class highlighted an area of the globe that is experiencing the effects of today's modern world. The issues were brought to life through speech and song and definitely brought a tear or two to our eyes.



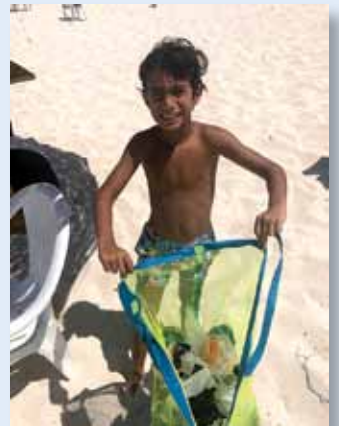
As a year group, we have all been extremely mindful and have been trying to leave a positive footprint. Students sent in photos of themselves taking part in the Sahel beach clean up over summer, as well as using paper or metal straws and reusable mugs, bags and bottles. We are hoping more and more of our MES Cairo community will follow our lead! The concert date was postponed and was held after the half term break which coincided nicely with our new unit all about how climate change affects our environment and consequently has an impact on our actions. We look forward to inquiring, discovering and taking action!



As well as this, the Year 3 team has been learning about ancient civilizations. We went back in time to not one, but two ancient communities - The Ancient Egyptians and the Mayans. Over the course of our learning journey we compared and contrasted various aspects of ancient life. They may have existed at different times and been on two different continents but the similarities between these

two famous and long lasting civilisations are noticeable. We made some beautiful Mayan masks as well as 3D models of both the pyramids in Egypt and the pyramids built by the Mayans.

Ms A Parrett - Year 3 Teacher



YEAR 2 AND THE GREAT FIRE OF LONDON



In Year 2, we have had a busy start to the year. We have been learning about the Great Fire of London and our teachers have been really impressed with how we have demonstrated the 5Rs.

We started the topic by learning about what London was like before the fire started. We enjoyed finding out about the plague, our teachers even dressed up as plague victims. We also found out how London was different in 1666 by researching how objects were different in the 17th century. We were able to show our excellent reflective skills by thinking about how these objects might have impacted the fire. For example the ovens did not have doors to keep the fire safely inside.

We learnt that the fire started in a bakery because a baker, Thomas Farriner, had not put the fire out properly in his oven.

A spark from the oven came out and the fire quickly spread. We showed brilliant relationship skills by baking bread in teams. We were happy that our baking did not cause a fire and we discussed how ovens are much safer now.

We learnt how the fire spread so quickly that the people of London struggled to put it out. We know about the events of the fire because Samuel Pepys wrote a diary at the time. We sequenced the events of the fire and then created news reports. We loved filming our news reports; students showed great resourcefulness by using props and technology to film.

The fire was really hard to put out because the wind was so strong and there had been a long dry summer. One way that they put out the fire was by passing buckets along a line filled with water from the River Thames. To demonstrate the resilience of the people of London, we had a competition to pass as much water from one end of a line to another. Eventually they put out the fire by blowing up houses with gunpowder which meant there was a gap in the houses.

Once the fire was out the people of London needed to rebuild the city. We showed great risk taking by working in teams to design a new city. We were challenged to make sure our new city was safe and had all the things the people of London would need.

Our teachers have been so impressed with the engagement and love of learning during our first topic. We have shown excellent resilience, relationships, resourcefulness, resilience and risk-taking skills.

Ms S Rawlings - Year 2 Team Leader



Settling into Foundation Stage 2

It has been a pleasure to welcome our children back to school, rested and refreshed and ready for the new academic year. Our FS2 children have settled in really well. They have enjoyed exploring their new environment, learning new routines and getting to know their new friends.

As always, our aim is for all children to make the best possible progress. In FS2, we teach a broad and balanced curriculum which focuses upon the importance of learning through play. We want the children to have lots of fun whilst learning at the same time. We are very lucky to have a range of learning environments to ensure learning is continuous.

This half term, children learned about Bugs and Beasts. The children grew their own flowers, fruits and vegetables in the garden. They have investigated the growth of caterpillars and they went on a hunt for mini beasts around school.

They also learnt about different types of dinosaurs. They explored how they moved and lived in their habitats and they discussed the similarities and differences between their habitats as well as our own. The children also created fossils and experienced looking after a 'dinosaur egg'.

All the children had a super start the year. The FS2 Teachers are extremely proud of the children and are looking forward to being part of their learning journey.

Ms J Helmy – FS2 Team Leader



Settling into FS1 at MES Cairo

It can be an emotional time for parents when their children first begin school. Wasn't it just 5 minutes ago that they were holding a newborn baby in their arms? Now, here is their 3 or 4 year old in their brand new school uniform about to start their first year of school!

A new school year is always such an exciting time for the teachers, parents and most importantly, the children. In FS1 we aim to make the transition into school as smooth as possible. Our goal as teachers is to make the FS1 pod and classrooms as inviting as possible and prepare displays and activities to create a welcoming, friendly and inspiring environment, encouraging outstanding progress and learning. Our aspiration is to ensure that we have 158 happy children arriving at school each day, ready to learn and thrive.

"One test of the correctness of educational procedure is the happiness of the child." – Maria Montessori

The children start their school experience in staggered arrivals over three days, with approximately nine children starting each day. This ensures that the teacher can spend quality time with each child, getting to know them properly and ensuring that the children feel happy and settled.

This year, we have been so impressed by how quickly the children have settled in. They have shown school readiness in so many different ways. It has been lovely to see the children begin to develop friendships with their classmates, showing kindness and consideration towards each other. The children have, as the weeks have passed, grown in confidence in their new learning environment. The children can play and work in the classrooms, pods and in Outdoor Learning and the children's confidence in their surroundings has developed as they show their individuality in what they each like doing. Already, we have artists, readers, writers and engineers! It is our job as their teachers to nourish these interests, developing a life-long love of learning and the skills required to become successful learners as they progress through MES Cairo. We are very excited and looking forward to a great year ahead.

"Around here, we don't look backwards for very long... We keep moving forward, opening up new doors and doing new things because we're curious... and curiosity keeps leading us down new paths" – Walt Disney.

Ms L Kiernan - FS1 Team Leader



Notes From The Primary Music Department



Year 6



Year 6

Welcome to Primary Music! Our students at MES Cairo have been musically engaged in a wide range of activities since the first day of school. They have participated in productions, assemblies and performances in the atrium, all before half term break. It has been a joy to witness their musical growth over the last few months.

Our youngest students in the school, FS1 and FS2, have been singing songs, dancing and using untuned percussion instruments. At this age, it's important that the students can play along with the beat. Their lessons have focused on learning new basic rhythms and encouraging students to create their own rhythms on the instruments.

Students in Year 1 and Year 2 have been focusing on rhythms. Music cannot happen without time. The placement of the sounds in time is the rhythm of a piece of music. Because music must be heard over a period of time, rhythm is one of the most basic elements of music.

In Year 3, students prepared for their concert. They began rehearsing on the first week of school and made significant improvement leading up to their performance. Due to a rainstorm, the concert was rescheduled after the half term break. However, that did not stop Year 3 from delivering an outstanding performance, raising awareness about environmental issues.

Students in Year 4 have been learning about the elements of music. Rhythm, melody, harmony, timbre, and texture are the essential aspects of a musical performance. Utilizing their knowledge of the elements of music, they performed 'Skating on the Volga' using tuned and untuned percussion instruments.

In Year 5, students gained an appreciation for the work and life of Wolfgang Amadeus Mozart. They enjoyed learning about his history and impact on music. Although numerous students weren't familiar with Mozart at the beginning, they were delighted to learn that they already knew a lot of his compositions! It's truly amazing that his legacy lives on, even after 228 years since his passing.

Students in Year 6 have been rehearsing for their upcoming performance of Annie. The students are excited to perform this musical for their family and friends. They have developed their singing techniques, since the musical requires singers to sing a greater range in pitch. Our students have risen to the occasion and will be sure to deliver an incredible performance.

Mr K Cullen - Primary Music



Year 4



FS1

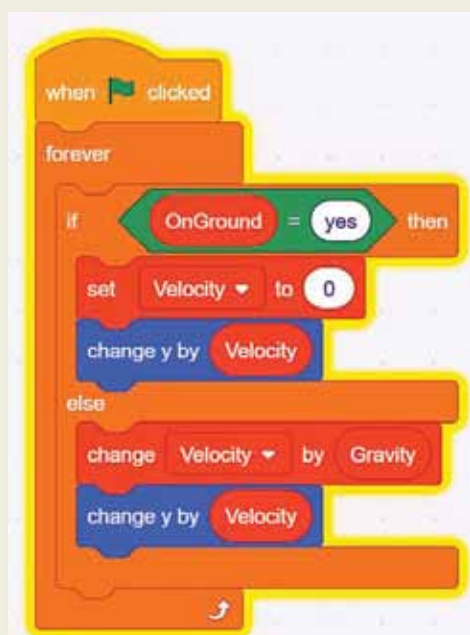
PRIMARY ICT NEWS



In Primary Computing, students have been working hard with Mr Alex to develop their programming skills. This term we have been using Scratch and the Year 6 students are getting ready to learn Python. Programming can be quite tricky and it is very similar to learning a different language.

Students in Year 2 have begun to code starting with the Turtle Academy using codes to create shapes and patterns. They then moved onto using Scratch to make their sprites create sound, movement and some of us even made them change colour. Throughout the rest of their lessons in Computing with Mr Alex, Year 2 will be learning how to code and debug their own simple algorithms.

Students in Year 4 have been creating their own Science Quizzes using vocabulary from their Topic lessons. The games they have created have some very complicated codes which use some conditional "If, Then, Else" statements. We hope that everyone enjoys the chance to play a game and learn some important spellings for this term. Year 4 will be finishing their games off when they get back and will move onto a new exciting project.



In Year 6, students have been inspired by the 1986 classic video game Super Mario Bros. Using Scratch, they have been recreating and adapting the original game to create their own platform games. Some of the students have added some very complicated variables such as "Life Counters" and "Score Counters" independently. It has been a very challenging project but it has been wonderful to see the students rise to the huge challenge. The students hope to share their games and projects with younger students later this year to help inspire others to code more.

All of our students have worked hard and are now focusing on some very exciting projects. Make sure to ask us about them, some of the projects are saved on our Google Classrooms and we would love to share them with you. Remember to keep an eye on your Google Classroom because you never know when a new programming competition might appear!

Mr. A Hinchcliffe – Primary ICT



LIFE-LONG LEARNING: Teachers Training to 'Coach 4 Impact'

Karen Ardley Associates



October 2019 was a month of contemplation, learning, debate and reflection for everyone at MES Cairo, not only our students! With the first month of the academic year successfully completed it is the annual tradition that the second month focuses on staff development and training. We celebrate the extensive capabilities and expertise of our staff with opportunities for collaboration whilst offering a complementary programme of training opportunities led by global experts.

Accordingly, we invited David Porritt back to MES Cairo for very intensive professional development with 25 colleagues, including school Senior Leaders. Mr Porritt is a Director of renowned school development facilitator, Karen Ardley Associates (KAA). Karen Ardley herself is a familiar presence at MES Cairo and first introduced us to Mr Porritt last January when she was working with our staff on realising their significant impact on school outcomes. We determined then that David's expertise in Coaching and Coaching training would support our Whole School Development aims, and help us to develop further our learning culture of Caring for, Challenging and Inspiring our staff as well as our students.

And so began three days of intensive training in coaching skills designed to empower staff to reflect and improve practice, define a solutions orientated approach to challenges, and identify our core purpose in supporting all members of our extraordinary school community.

The impact of the training is best reflected in the feedback from course participants:

"One of the best CPD opportunities I have ever accessed in my career."

"A highlight was the opportunity to train alongside our school's most Senior Leaders."

"Time to think, reflect and engage is so valuable, especially when facilitated in such a purposeful way."

"I have learned many different ways to use coaching to nurture learning and outstanding teaching."

"Coaching is a 'high impact' skill, transferable and significant in a variety of different contexts."

"Three highly beneficial days: for me, for the team I lead, and for MES Cairo."

Mrs N Singleton – School Director



Celebrating Professional Learning at MES Cairo

In June 2019, we took two opportunities to celebrate the sharing of good practice and learning of our community through either being a mentor, engaging in CPD or being part of a yearlong Leading 4 Impact programme led by external consultants Karen Ardley and David Porritt of Karen Ardley and Associates. We held two 'tea parties' where colleagues had the opportunity to be recognised for their efforts as well as have the chance to celebrate the development of others.

Continuing Professional Development (CPD) is an essential part of keeping up to date as a teacher and one that MES Cairo supports and promotes. Many changes occur in education and being current in practice and pedagogical theories ensures that teachers are knowledgeable in how to best to support excellent teaching and learning in classrooms. Training led by teachers from within the school helps to build a community where sharing good practice is a routine part of school life. MES Cairo prides itself on the superb support available from within our school.





Our school is made up of teachers with a range of experience. Some are new to teaching, others are more experienced and are developing their leadership skills at middle and senior management level. To support our teachers, a range of CPD prospects are made available to guarantee that wherever a teacher may be in their career, there is consistent encouragement to grow and develop as a professional.

The impact of all these professional development opportunities is that we have a community of professionals who are committed to developing their teaching practice or leadership skills, who support and encourage each other and continually endeavor to be the best that they can be.

Mrs J Cole - Assistant Headteacher

Great Expectations: Setting High Standards in the Classroom CPD

Eight teachers from across our Primary and Secondary visited The British International School of Cairo to attend a Teaching and Learning Conference on the theme of 'Great Expectations: Setting High Standards in the Classroom' on Sunday 3rd November 2019. MES Cairo was represented by teachers from Primary Foundation Stage two, Year One, Year Two, Year Three and Secondary English. Humanities and Commercial Studies, teachers also attended the conference



The theme of the one-day conference was how teachers can raise the level of their expectations of students and their progress. The keynote address was by Tom Sherrington of Teacherhead in the UK. Tom is an education consultant, teacher trainer, blogger and author of 'The Learning Rainforest'. His speech was followed by a range of workshops run by BISC teachers looking at top strategies to enable every child to reach the pinnacle of their ability. These included using Google and other technology, how to challenge students to stretch their thinking, developing creativity, literacy and expectations for success. Also, on offer was ideas on how to manage neurodiversity in the classroom, developing a Growth Mindset and how to use the theories of Barak Rosenshine to support teaching and learning.

Our teachers enjoyed sharing good practice with other teachers from around the city and look forward to sharing what they learnt with their teams here at MES Cairo.

Mrs J Cole - Assistant Headteacher

PIVOTAL TRAINING AT MES CAIRO



While most of Egypt was relaxing or enjoying family time during the October public holiday, teachers and teaching assistants at MES Cairo were involved in our annual staff training days. As always, MES Cairo is at the forefront of new initiatives and best current practice. Thus, one of the training days was delivered by Pivotal Education - an international organisation dedicated to ensuring positive student behaviour and welfare.

The Pivotal trainer took our staff through the 5 elements that are the foundation of Pivotal's Restorative Approach to managing student behaviour. This approach is focused on resolving conflict and preventing harm (emotional and physical) by strengthening relationships between individuals, both adults and students.

Restorative approaches enable those who have been affected by the actions or words of others, to share the impact this has had on them, and for those responsible to acknowledge this impact and take steps to put it right. This approach is partly in response to research showing that in our modern world where communication is key, traditional methods of sanctioning are ineffective in preventing harm. They often simply cause resentment for those punished with the negative behaviour often being repeated.

The trainer, James Mannion started his career as a Science teacher but is also an Associate of the London Institute of Education. He is a passionate advocate



of teacher research as a basis for professional development and is also on the management team dedicated to promoting effective communication in schools and the wider society. He shared strategies for effective classroom management which included response to actions, different ways to establish expectations and routines, and how to deal with challenging situations as they arise in the classroom and yard.

Teachers valued the time they were able to spend discussing this important topic led by such an experience practitioner, and all left the session after making a 30 day pledge to try new ideas and strategies designed to support and improve student welfare. We have already seen the positive impact of these pledges on students.

Ms C Jama and Mrs C Readman - Primary Headteachers.



Our UK Teacher Placement Programme: Wigan

Since June 2016, MES Cairo has developed links with the Community First Academy Trust in Wigan, England. As part of this relationship, several teachers from the UK have been regularly coming to visit us in Cairo and we have sent small delegations annually to the North West of England to exchange ideas, promote and share good teaching practice and engage in meaningful reflective professional dialogue. At MES Cairo we consider that teachers engaging with learning and training opportunities throughout their careers assures a high level of expertise and enables our teachers to keep their professional skills and knowledge up to date.

Last June, three teachers from our Primary and Secondary visited the Community First Academy Trust to complete a two-week school experience as part of their own Continuing Professional Development (CPD). They had the opportunity to observe lessons, meet students and teachers, attend meetings and gather fantastic ideas to bring back to Cairo. They also had the chance to plan and teach lessons; bringing a taste of MES Cairo teaching to Wigan!



Mr. Howlett joined the English Department at Shevington High School and Ms. Searles and Ms. Serour visited Platt Bridge Community School. Ms. Searles spent time in both Year 1 and Year 3. She found it interesting to see how Continuous Provision takes place beyond the Foundation Stages and enjoyed learning about different Maths programmes that are used to help develop student mastery in the subject. She picked up lots of useful ideas that can be used in her own classroom here in Cairo. She also got to enjoy a Y3 trip to Chester Zoo as a chaperone and assisted with their Island Games Sports Day. Ms. Serour worked with Y1, 2 and Year 3. She enjoyed learning new classroom management techniques and target setting ideas. She also was involved in the trip to Chester Zoo to do a study on birds and habitats. She enjoyed helping with a school internet safety day and learning about new technology apps. As a result of her time in Wigan, she has already

changed her classroom teaching style and created new displays based on great ideas from Platt Bridge.

Overall, it was a very constructive experience with many wonderful ideas exchanged. We look forward to welcoming teachers from England here again in Egypt and having other MES Cairo teachers visit the UK in the future.

Mrs J Cole - Assistant Headteacher, British Section



PLANNING IN THE MOMENT

During the summer break Ms Teresa and Ms Sarah attended a course at St Mary's School in Bideford, Devon. The course was delivered by Anna Ephgrave who has many years of teaching experience in outstanding schools in the UK, and now works as a consultant and advisor with schools around the country. The aim of the course was to provide an opportunity for teachers from a range of settings to

explore the theory and rationale behind child – initiated learning through play. This is something we at MES Cairo are keen to explore for our students beyond their time in the Foundation Stage.

The course focused on what is best practice when teaching young students by exploring brain development. This is linked to the levels of involvement that students display when engaging with their learning topic and the environment. The lines of enquiry centered around, "How can we continue to tap their enthusiasm for learning

to ensure they become self-motivated, inquisitive lifelong learners?"



During the day we had the opportunity, through discussion, observation, research and the learning environment to think about ways best we can ensure we have the ability to plan for, and respond to the students thirst for learning. This deepened our understanding of how to provide stimulating and

challenging learning opportunities which reflects both the needs and the interest of all students at MES Cairo. We hope that this approach will encourage students to become resilient in their learning, whilst questioning the world and seeking various ways in which to find the answers.

At the end of the course we were both inspired by the experience and we are keen to implement some of the things we learned to KS1 at MES Cairo. We believe that young children are like sponges in that they soak up knowledge, constantly asking questions and investigating through hands on physical interaction with the world around them. When children are given opportunities to select, where, what and how to play and learn, they are truly engaged and invested in the experience. They are highly motivated when learning through interaction with the topic. This makes a play based curriculum an ideal way to teach young students and we are excited about the changes we are making to the way we teach young students at MES Cairo.

Ms S MacDonald - FS2 Team Leader
Ms T Nissan - KS1 Deputy Head Teacher



WELCOME NEW TEACHERS!

Ms Annette Keegan – Primary Year 5 Teacher

Hello! My name is Annette Keegan and I am the Y5 Blue teacher this year. I have been teaching for five and a half years and believe in developing creative, collaborative and communicative learners. Originally, I am from New Zealand and this is where I completed my schooling and teacher training. I taught in New Zealand for two and a half years and acquired my qualified teacher status. For the last Three years, I taught Y6 at a British international school in Bangkok. Whilst this was an incredible experience and I thoroughly enjoyed my time in Thailand, I was ready for a new adventure in a different part of the world. I am so happy to be teaching at MES Cairo and have already experienced how welcoming and warm the staff, students and parents are. I look forward to a wonderful year in 5 Blue!



Ms Emily Rek – Primary Year 4 Teacher

Hi! My name is Emily Rek and this is my first year teaching at MES Cairo. Originally, I am Dutch and have lived in the Netherlands, Singapore, France, England and now Egypt! For the majority of my life, I have lived in the UK where I have studied Psychology at the University of York and Leadership as a Master's degree at UCL. I lived and worked in London as a teacher for 5 years before pursuing a new adventure and therefore packed my bags and came to Cairo. In my spare time, I enjoy diving, running, cooking, eating, reading and sleeping, as well as doing things that push me out of my comfort zone.

Mr Greg Thomas – Head of Expressive Arts Department - British Section

My name is Greg Thomas and I am privileged to have taken up my post at MES Cairo as Head of Expressive Arts and Peripatetic Music. It's great to see all of the creativity that has taken place at MES Cairo over the years and I am looking forward to working with the talented students and staff in the future. I'm originally from South Wales and studied at Cardiff University. I started teaching in 2001 when I became a teacher of Music and PE at Kings College Guildford (UK). I thoroughly enjoyed my time there, we staged many musical theatre productions, went on visits to watch live music (the Year 8 trip to the Royal Opera House being one) and our Jazz Band played at different venues in the region. I also coached the rugby team which made it through to different competitions. I took on my next role as Head of Music and Head of Year 10 at St. Mary's High School in Hereford where I have spent the last 13 years. As a Trombonist, I have played in various orchestras and bands and I look forward to carrying that on in Cairo. My main aim at MES Cairo will be to ensure the students have opportunities to enjoy music making, whether in the class or during after school activities. I hope to see our talented musicians represent the school in performances across Egypt and beyond over the next few years.



Mr Colin Evans – Primary Year 5 Teacher

My name is Colin Evans and this is my first time in Egypt. I am really enjoying working at MES Cairo with such dedicated staff and friendly students.

I am originally from Liverpool and yes I am an avid Liverpool FC supporter and Paul McCartney fan. For the last eleven years I have been living and working in Cyprus where I met my wife, Katerina and we have a beautiful little girl called Artemis Scarlet. I enjoy a range of sports including football, rugby and cricket and I enjoy travelling to new places when possible. Although I can speak French and some Greek, I am hoping to get to grips with the challenges of Arabic whilst exploring the many interesting sights of Egypt.

Mr Ross McGrath – Primary Foundation Stage 2 Teacher

It is a great opportunity for me to teach at the Modern English School Cairo. I enjoy the family feel of the school and can already see a culture of learning by discovery.

I have joined MES Cairo from the UK having previously taught in Northern Cyprus for three years at the English School of Kyrenia. Two of these years were in FS2 and one year was in Y1. I also spent a year teaching a mixed class of Y3 and 4 as well as teaching in a special educational needs college in my time teaching in the UK.

I love teaching in FS2. I believe it is a magical time for children to express themselves and enjoy their learning through high quality play experiences. I believe in being a nurturing teacher who guides the children on their path to becoming a lifelong learner. I aim to have the MES Cairo mission statement 'Care, Challenge and inspire', at the forefront of my teaching.

Relationships, Reflective, Risk-taker, Resilient and Resourcefulness are all qualities that I feel we should embed in the children we teach. I treat every child as if they were my own and believe in individuality. When I teach I feel it is important to teach skills in a real life and meaningful context. I like to be a nurturer of children and teach them valuable skills that will support them in their journey through education.

Outside of school I like to spend time with my wife, daughter, son and our three dogs. My main hobbies are playing rugby and I have recently started playing for Cairo Rugby club.

I have really enjoyed my time in Egypt so far and achieved an ambition of a lifetime when I visited the Pyramids.



Mr Daniel Saberton – Primary Year 2 Teacher

Hello, my name is Daniel and I'm the new teacher for Year 2 Green. This is my first time in Cairo and my first international teaching post, and I am learning almost as much as I am teaching! I am originally from Peterborough in the East of England, but spent a lot of my youth living in Vienna, Austria, which is where the desire to teach abroad first struck me. MES Cairo was the first international school that caught my eye and I think I've 'struck gold' with all the amazing colleagues, parents and of course the children I have met so far.

I have a Masters in Ancient History and Egyptology from Swansea University and studied my PGCE at the University of Gloucestershire. In my spare time I enjoy cooking (and eating), travelling, and playing cricket. I am also a keen golfer although any actual golfing talent is severely lacking at the minute! I have supported Liverpool for as long as I can remember, and as such have had many conversations in broken Arabic about Mo Salah in the back of Ubers.

I am excited about joining the MES Cairo family and I look forward to seeing and immersing myself in the rich and diverse culture of Egypt at every available opportunity.

Mr Henry Cordy – Secondary LDD Coordinator - British Section

Hi, my name is Henry Cordy and this is my first international teaching position for 20 years. You could say I've had an itch that has needed scratching for a long time! My first overseas teaching job was in North Carolina in a small town with big city problems. As a young teacher that taught me a lot about the multitude of qualities that a teacher needs to develop, in order to be successful wherever he or she works. Back in the UK, I qualified as an Advanced Skills Teacher, and worked to develop the Science department and whole school development. Following my son's diagnosis with autism I was keen to explore the area of learning development, and, after qualifying as a Special Educational Needs Coordinator, I was lucky enough to take on the building and development of an autism support centre for the school. This gave autistic children with high anxiety and social difficulties opportunities to feel safe and happy attending a mainstream school.

I have only been in Egypt for a short time, but it is already starting to feel like home. I have been made to feel so welcome by everyone I meet, especially by the staff I share my office with. Let's just say I won't go hungry in that room! In my spare time I will be looking forward to learning to dive and exploring the food and culture of Egypt (especially live music), and hopefully getting better at golf!





Ms Melissa Ghelman – FS1 Teacher

My name is Melissa Ghelman and I was raised in the cosmopolitan city of Toronto. I left Canada five years ago to begin my teaching career in South Korea where I taught in the public school system and at a private academy. I fell in love with learning about Korean culture, maintaining a life far away from home, and being able to travel to many parts of Asia. I eventually adopted a street puppy in Jeju and named her Hallie after Hallasan, the volcano near where she was found and the highest peak in the country. After four wonderful years in South Korea, I moved to the south of France where I worked as a teaching assistant at a specialised elementary school for students with a wide range of cognitive and developmental disabilities. One year later and into the present, I find myself here in Cairo, Egypt working at my very first international school and teaching twenty-six little bundles of

joy and energy in FS1. I look forward to growing professionally as a teacher, meeting more members of my new MES Cairo family, and discovering all there is to learn about life in Egypt!

Mr Gavin Scott - Geography & History Teacher - British Secondary

I was born and raised in Sussex, UK. Most of my life has been involved with sport and sport coaching, whether it was field sports such as rugby, cricket or hockey, or adventure sports such as cycling, kayaking, climbing and mountaineering.

I attended Plymouth University to study a BSc in Ocean Science. Since leaving University I joined the fitness industry as a Personal Trainer where I rediscovered my love of Teaching and coaching. In 2018 I studied my PGCE at Brighton University where I trained as a Geography Teacher.

I am very pleased to be here at MES Cairo and in Egypt! I love the school and how vibrant the city is. The subjects I am teaching this year cover History, Geography & Travel and Tourism.



Ms Sophia Leith - Primary LDD

Hello! My name is Sophia Leith and I have just started at MES Cairo as a member of the LDD team doing maths and English interventions across school. I have come to Cairo from a town called Bedford in England, after visiting Cairo a couple of times last year and falling in love with the city.

Originally, I trained in law at the University of Northampton before moving to Thailand to teach English in 2011. There I discovered teaching was the job for me and I have never looked back since. Outside of school, I enjoy baking, travelling and trying new things! I am so excited to be part of the MES Cairo family as I have met some wonderful children with a real passion for learning. I cannot wait to see what we can achieve throughout the rest of the year.

Mrs Mira Kaddoura – FS1 Teacher

My name is Mira Kaddoura, and I consider myself really lucky to have joined the wonderful family of MES Cairo and the FS1 Team. I am originally from Beirut Lebanon, and have been living and working in Dubai for the past five years. I bring 12 years of experience across different international schools, as a teacher and a curriculum coordinator. I am also a member of the International Baccalaureate Organisation as a Workshop Leader and a School Inspector for the region of Africa, Europe and the Middle East.

As an educator, my passion lies in the Early Years. I am fascinated by the inquisitiveness of the little ones, and the different ways they explore how the world works around them. For me, children are miracles, and as a teacher my role is to ignite in them this sense of wonder to allow them to develop holistically. I strongly believe that children learn by doing and playing.

Outside of schools, I enjoy practicing Yoga and soaking up the sun and sea at different beaches. Together with my 13 month old daughter and my husband, I have been exploring the exquisite culture that Cairo has to offer, and we are already falling in love with its vibrancy. I look forward to a brilliant year with my students and colleagues here at MES Cairo.



Mr. Jason Berthiaume – Secondary Theatre Teacher - British and IB Sections
Ms. Christina Berthiaume – Secondary English and Psychology

The Berthiaumes both grew up in Detroit, Michigan. This is where we also began our separate teaching careers and then eventually became the dynamic duo that you know today. Three weeks after saying “I do”, we left the USA and moved abroad to begin our permanent new lifestyle of international teaching/travelling. Since then we have lived and taught first in Indonesia (two years in Asia) and then Germany (five years in Europe).

We share a belief that the most rewarding part of being a teacher is when you can take the things that you personally love, teach them, and see the same spark of appreciation or excitement in the eyes of your students. It also gives us tremendous pride when we get to be a part of the transformation of students into confident, young adults with curious and creative minds. It is essential for us, that our lessons are all centred around concepts that will be directly applicable in everyday life, and which will help to inspire outstanding global citizens.

Our family feels fortunate to have found a new home in Egypt. We have moved to Cairo with our two small children: Alexander (3 years old, FS1 Orange) and Isabella (1 year old). While we are excited to see all that the Middle East has to offer, we expect to spend much of our free time chasing these little people around and watching them grow!



That's Cricket!

MES CAIRO ACHIEVERS



On Sunday 15th September, I was lucky enough to have the opportunity to go home to play cricket in the National Village Cup final at Lords Cricket Ground, the worldwide home of cricket. The competition has more than 300 teams enter, so to get through to the final was a fantastic achievement for my team. It was a huge privilege for me to have the opportunity to walk out on such hallowed turf.

As a club we decided to use our publicity on a big stage to promote a men's mental health awareness campaign to encourage people to talk about their problems. This is an issue that has impacted a lot of people that we as a team know personally so we felt it appropriate to make a statement while we were playing on a big stage. To promote this we used one of our sponsorship opportunities on the side of our caps as well as having a banner that we displayed on the balcony of our changing rooms.

My preparation for the game was not the same as the rest of the team's due to me being back in Cairo for the start of the school year. Over summer, I made sure that I played as much as I could and got as much time batting as possible. When I returned to Cairo, the PE department along with Mr. O'Brien

and Mr. Jake helped with some fielding drills to ensure that part of my game was as prepared as it could be. The morning of the game was relaxed as we headed over to the ground to be told that we couldn't warm up on the normal warm up area and had to use the outfield to warm up. This was a huge honour as not even international players are allowed to warm up on the outfield at Lords.

Unfortunately, the game didn't go as planned as we batted first and managed to get to 160/8 from our forty overs. In reply, our opponents managed to get to the target after losing only three wickets with twelve overs to spare. Even though we lost the game, the feeling of walking out to the field with the atmosphere from the spectators in the ground and being treated exactly the same as international players is something that I will never forget.

Mr. L Salisbury – Primary PE Teacher

MES Cairo Achievers

Maya Emam DP11R - Brilliant Ballerina!



I started my ballet journey at the age of three and was the youngest pupil in the ballet class. Starting at such a young age was certainly an advantage, as it enabled me to adjust to the world of ballet very early on. It was also quite challenging due to the fact that I was very small and petite in a sea of older girls who were very competitive, even at such a young age!

I enjoyed ballet from the start but it is definitely hard work! Every Thursday after school my friends would go out to play and it was hard to leave them for an hour or two while I trained and they played. I always thought myself unlucky for having to work hard while they were all enjoying themselves. As I grew up the challenges increased. It was not just leaving fun times to train but also that I had to juggle school life with ballet life.

Ballet training takes up a lot of time as you have to do flexibility classes along with ballet dance classes, taking up 7 or 8 hours of the week. As I grew up the performances became more serious. I started performing at the opera house where we would have to rehearse from 7am to 5pm on some days while also fasting. Not only was it taking up my study time, but it also started occupying my free days and weekends. At times I

felt quite overwhelmed and started worrying about how I would get things done. Furthermore, last year the annual ballet performance was at the same time as our final examinations and I had to drop out of the show at the last minute which truly broke my heart! I thought about dropping ballet but with the support of my Mom, I found strength and resilience.

I never regret keeping up ballet and even though it was quite hard to juggle school life, maintain excellent grades, and balance dance training with my social life, the experience has taught me how to pull through and to develop exceptional time management skills. I became a well-rounded person overall thanks to following my passion. This year I joined the IB Diploma Programme where ballet counts as a large part of my CAS achievement and this helps me to balance my studies with the time I spend training.

Maya Emam DP11R



MES Cairo Baby on Board!

Welcome Sami Beltaji!

THE MES CAIRO FAMILY KEEPS GROWING

Member of the Board, Mr Shaker Beltaji is training the next generation of Financial Advisors with some hands-on work experience. Here he is with his Grandson, Sami Nader Beltaji, who recently visited Cairo. Sami lives in Denmark with his parents; his Daddy is alumnus Nader Beltaji (Class of 2005)



Creativity, Activity, Service CAS TRIP 2019 Alexandria



Every October, the DP11 and DP12 students embark on a trip that is often described as life-changing. This year, we visited Alexandria, where we had the opportunity to undertake many cultural experiences alongside our main purpose of refurbishing the homes of impoverished local people. Funds for this had been raised through our annual IB Bake Sale and other charity events, with contributions also from The International Rotary club. The trip was organised by GoToKnow, who work closely with us each year on the CAS trips.

Our IBDP students shared their reflections about the trip. Here are some of their reflections:

Our IB trip was truly insightful and eye opening. It was a trip truly full of excitement to the point that we forgot we were learning, even though it was an educational trip. On our first day we visited the museum that holds a large collection of memorabilia from the Civil War and other North African battles while learning about its past. Preceding this we saw the British Memorial also known as the Commonwealth war cemetery, one of the most impressive sites in Alamein. It was nice to see different cultures and learn about their motives and strategies. It contained 7367 white tombs of British, New Zealand, Australian, South African, French, Indian, and Malaysian soldiers fallen in World War 2. The names of the soldiers who weren't recovered were engraved on white limestone walls. Furthermore, the view from upstairs was also truly captivating making you forget you were





in a cemetery in the first place. We participated in educational treasure hunts while exploring landmarks such as the “Catacomb of Kom El Shokata”, The Roman Amphitheater and loads of other attractions like the Bibliotheca and the citadel of Qaitbey. Our main goal and most important day was renovating three destructed houses. Although a very tough job, as we had to prime, paint, cement, draw etc, it was worth every second. The gratefulness of the home owners made it all worth it; their smiles, and even Guava offerings will always be remembered by us as it left a true impact on our hearts. We then proceeded to some beach strength games where we truly bonded with the DP12 and even people that were with us in class for years. I am truly honored to say that I took part in the IBDP CAS trip as not only did we make a huge difference in a lot of people’s lives but we

made friendship bonds that I’m sure will last. Most importantly, we started taking our first steps towards changing the world!

Maya Emam DP11R

This CAS trip was one of the most inspiring and meaningful trips I have ever participated. From the first day, I learned a lot about the history of our country, visiting the Cemetery of El Alamein where thousands of soldiers lost their lives during World War 2. Then I visited a War museum where war equipment was on display. The second and third days made me realise how privileged I am compared to the majority of Egyptians. We went to visit a cancer hospital on the second day and when you see how much these people suffer, it aches your heart. The third day, however, was a life-changing experience for me. The IBDP11 year group all went to help out a poor lady, and I believe that this day changed us all. We all did various jobs (ranging between hard labor, to painting and drawing), but each job meant a lot to the people we were helping. We even formed

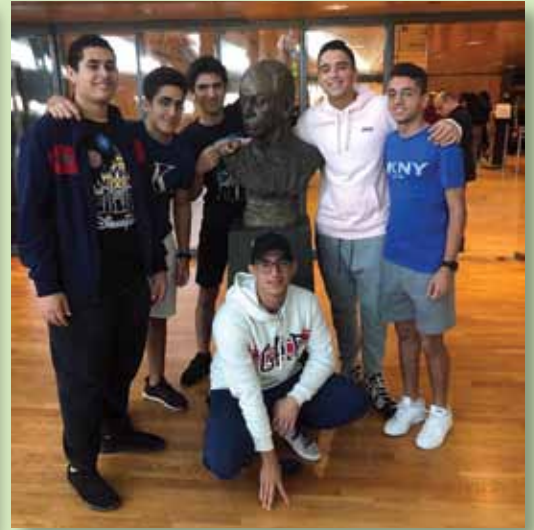


friendships with the people living in that house and shared many laughs and jokes together, which showed us how similar we all were. Knowing that these kind, wholesome people lived their lives in a house that needed that much maintenance affected us all in a positive way. These people inspired us all to become better people and change the world into a better place for us and for them. Overall, it was an amazing trip where we all learned valuable lessons about life and made us all hope to make this world a better place. **Abdel Rahman Gemeiye - DP11R**

As soon as we arrived on the first day we visited War Memorials in Al-Alamein, which told a story of 7,000 diverse soldiers fighting on the Lands of Egypt. We then visited a fish restaurant in Alexandria and arrived at the hotel to plan the marvelous house renovations

for the less fortunate people living in Alexandria. The following day we went on for a culture blast as we visited many places that taught us the history of our beloved country, from the Catacombs to the Alexandria Bibliotheca we saw live history. On the same day we headed towards a Charity Cancer Hospital operating in Alexandria, this hospital was one of the visit’s highlights for me as a student as I saw how caring the people working in the hospital are even when they were operating with nothing in return. The hospital ran on donations that were given by people who care and know what it’s like to have a disease and not be able to cure it due to the lack of money. The third day was the trip’s highlight as we





went on to the houses that were going to be renovated and started actually working on them. I was working on multiple things in the same house, which started from carrying the sand and pebbles, making the cement, to finally making a roof for a house. Through this day I had a lot of challenges as it was a hot day and we were outside carrying things most of the time. We worked collaboratively as an IB section to make this renovation possible and we succeeded in the end. This day was different than



any other day on the trip as we could actually feel how hard it is for the less fortunate people to live in these areas and how hard it was to renovate a house in these circumstances. This trip made us engage with the world surrounding us as it took us out of our own bubble and showed us the larger picture. The larger picture stated that we aren't alone in this world and if we are

fortunate enough we should help people rather than just ignoring them. I was so happy to be involved in the renovations and help others. **Noureldeen Darrag DP11R**

The CAS Trip to Alexandria was not just a trip. It was an emotional journey. Visiting the El Alamein war graves was eye-opening and taught us about the devastation of war. Previously, the lethality of combat was only conveyed to us through facts. Being told that seventy million died in the Second World War does not have the same effect as reading: "C. A. WILLIAMS: We grieve to part with those we love. May one day we meet without a doubt of fear," and seeing thousands of graves like Williams', all marking the death of a victim of violent conflict. Mere numbers lack the all-too-real grief of death. After visiting the museum, we went to the hotel and enjoyed a night of relaxation.

On a lighter note, it was very gratifying when we actually went to the houses on the third day. Mixing cement and sanding doors gives one a sense of importance and impact. As a reward, we were given fresh guavas by the locals. It was even better seeing them smile knowing their houses were being turned into homes.



The third day was a lot of fun, and full of cultural enrichment! We went to the Library of Alexandria and learned about concrete walls, ancient Egyptian dynasties, and other tidbits of history. The library itself is a marvel of engineering. The real history was the citadel, though. It was huge! We enjoyed the breeze of fresh air coming through the cleverly designed arrowslits. After that, we went to the Ayad El Mostakbal non-profit cancer hospital and learned about what happens there. As they are a non-profit organisation, the hospital depends on donations to stay open. I loved the excursion and would definitely recommend it to all future IB students. I am already packing for next year's Aswan trip! **Ammar Abedlewahab DP11Y**

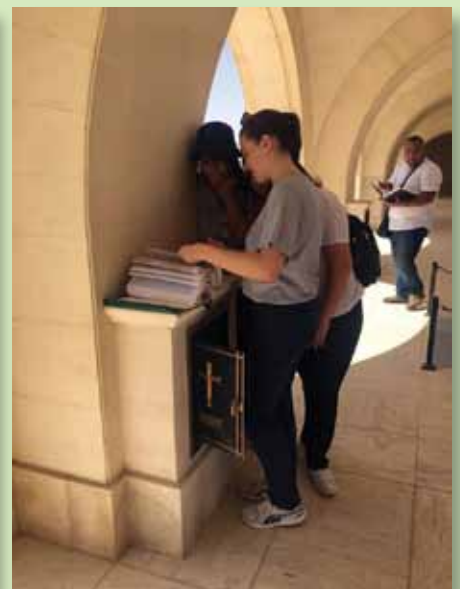


At El Alamein, there were two main sites, the museum and the cemetery. The museum had a lot of artifacts from different countries that were involved in World War 2, for example, Germany, Italy and Egypt. The cemetery was very heartbreaking, and this part of the trip made me understand more about the history of World War 2. It also helped me to

understand the need for peace in the world. We woke up early on the second day and made our way to the village 'Hoad 13, Mamoura'. I worked on priming which was quite challenging for me because this is something that I have never done before, but I got used to it and we ended up finishing quickly. We finished renovating the house and went back to the hotel, where we swam for a bit and then went out and enjoyed a Hanntour ride followed by ice cream. On the third day we explored the Alexandria library, visited the Citadel of Qaitbay and the Catacombs. We had a treasure hunt in the Citadel of Qaitbay and the Catacombs which was very amusing. This CAS trip was one of the most enjoyable things I have ever experienced in my life. I learnt so much about the sites we visited and I also learnt how to appreciate the little things in life and how to be thankful for what I have. This trip also enabled me to bond with my peers and we all had a lot of fun. **Laila Salhab DP12Y**

Many thanks to all the IB trip chaperones, Ms Sheehan, Ms Cates, Ms Seabrook, Mr Cranston and Miss Dowler for their dependable and positive support. Many thanks also to GoToKnow for organising a varied and positive experience for all of our IBDP students.

Ms K Banks - CAS Coordinator



National Honor Society

Induction Ceremony 2019-2020



On Wednesday, October 2, 2019, our school's chapter of the National Honor Society and National Junior Honor Society held their annual induction ceremony for new members. The NHS and NJHS recognise students who demonstrate exceptional character, leadership, scholarship, and service. This year, we inducted 36 new members into the NJHS and 19 new members into the NHS. These students will be engaged in a variety of service and leadership throughout this year.

An important part of the induction ceremony comes in the senior testimonials. Graduating members of the National Honor Society offer brief speeches reflecting on the value of the four qualities described above. Some excerpts follow:

Malak Eldessouki DP12Y, speaking about leadership:

"Being a leader doesn't necessarily mean that you have to be managing a huge project or leading a huge group of people, a leader that has an impact on one person is as strong as a leader who can have an impact on more. A leader should be able to grow and learn from the people they work and interact with, or else they would never have the valuable knowledge and experience to share with the people around them. In our every-day life at school, we interact with leaders every day."

Kirmina Sadek G12R, speaking about her own growth as a leader:

"I honestly feel proud of doing it all the way to senior year, being in the mentor programme, and even just for giving a speech right now! Turns out being a role model to others, having a positive impact on them, contributing to the community and being admired by your team is such a satisfying feeling but it is also a responsibility! Through leadership I became more confident to speak up in various NHS activities like giving the new teachers a tour guide through Cairo and visiting orphanages and leading various school events... and I definitely encourage all of you starting this program to make the most out of it and have confidence in yourself."

Ali Kamel DP12Y spoke about how community service affected his "life learning":

"All the Islamic Cairo trips, all the workers lunches and all the ceremonies have enabled me to gain a vast amount of new knowledge about things not restricted to academia. Examples of this include when I visited an orphanage and learnt how to communicate more effectively with very young children, learning about Cairo's rich history during our Islamic Cairo trips, along





with learning more about the day-to-day lives of the maintenance staff at school during the annual Workers' Lunch. Although, not all my NHS experiences have been so orthodox. I found myself in situations where I learnt some unusual skills such as how to fend off a goat at an orphanage. While these little bits of information may seem insignificant to you, over the years they have accumulated and significantly influenced the way I view the world."

Graduating senior Farida Effat G12B spoke passionately to younger students about being true to themselves:

"We live in this virtual reality where a veil of envious judgements conceal our true potential, where a veil of numbers and letters define how we entirely view ourselves, where we live in a perception of a perception of ourselves, and sometimes my friends, we are our main culprits. You ought to willingly fight back, to disregard the societal standards imposed upon you, to demolish unrealistic societal comparisons that would only drag you down. It is with no reluctance that I say that we are all a little lost, but the world is waiting for you to unravel and embrace your character.

When the world dims its light and your anxious thoughts start, when you begin to feel like you're losing yourself in the artificial nature of fabricated societal standards - you fight, you fight with passion, integrity, and persistence, you remember who you are, and you finally realize that even when the world dims its light, you're blessed with eternal, internal light: a capacity for hope, and the urge to find, create, and embrace your full potential."

Last year, our students completed hundreds of hours of community service together. This included activities at school, such as serving an iftar to school workers on a Thursday evening in Ramadan. As well, they led twenty teachers on two tours of historic Islamic and Coptic areas of Cairo. Here at school, students supported Primary sports day activities and tutored younger students in reading and the Secondary Homework Club ASA. Beyond that, our members worked with a variety of service projects in the greater Cairo community. We served in food banks and visited the cancer hospital. Some students spent time in orphanages, playing with the children and teaching English. Members offered English training in refugee support programs



and helped to maintain animal shelters. This year, we look forward to initiating some projects that will run for several years. Our older students will help to lead these, allowing them to leave a legacy of good works after graduating.

We congratulate our current group members for the work they have done already. We welcome and congratulate our new members and look forward to working with you this year.

**Ms F El Kassaby, Ms J Sculley, and Mr T Roodvoets
– National Honor Society and National Junior Honor
Society Advisors**



Secondary SPORTSDESK

World School Games Netball - Loughborough, UK.

Our Cougar Netballers were invited to compete at the World Schools Games Netball in the United Kingdom (UK). Students from Year/Grade 10-12 came together to form a team and were extremely excited to compete in an international tournament.

The departure date was the 17th September 2019, and after squeezing in a couple of last minute training sessions we were at the airport ready for our overnight flight to the UK. Loughborough University is one of the top universities for sport in the UK and to start the trip students were given a tour of the high quality sport facilities. This allowed them to see the vast amount of sportswomen and men training and inspired them to continue working hard in their sport. As well as this, they attended an individualised seminar on choosing to go to university in the UK. This was extremely helpful for our Y/G12s who will be embarking on their life beyond MES Cairo next year.



Loughborough Lightning Training Session



Loughborough is well known for its super league netball team, Loughborough Lightning. As a part of the trip, the students had the once in a lifetime opportunity to have two training sessions delivered by a selection of the Loughborough Lightning players. With little opportunity to play netball in Egypt this was extremely useful as it gave the students an opportunity to further develop their skills and ask the professional players questions on how they can improve.

Game Day

The students were ready and raring to go early hours of game day. They looked the part in their brand new kit

and were eager to check out the competition. Captain, Kirmina Sadek (G12R) and coaches, Ms Shepherd and Mrs. Elsaadany, shared some motivational words prior to the first match, which had a positive influence on the team moral. The level of netball performed at the competition was extremely high, with teams that have been training for up to four times a week. Although our students found it very tough and tiring they worked incredibly hard to keep up with the pace and did MES Cairo proud.



Overall it was a fantastic trip, and beneficial for our students in more ways than one. We hope, with the success of this trip, there will be more to come in the future. Congratulations to Hannah Bretinger (DP12R) for receiving the 'Players Player' vote and Lobna Kebir (Y12R) for receiving 'Coaches Player' and a huge well done to the whole team for your hard work and commitment to MES Cairo Netball.

Students: Kirmina Sadek G12R, Jasy Ramsi G12R, Hannah Bretinger DP12R, Farida Effat G12B, Nour Zaki Y12B, Lobna Kebir Y12R, Kenzi El Morshedy Y12G, Zeina Soliman Y11B, Mounira Kafafy Y11, Malak Atef Y10R, Zeina El Morshedy Y10Y.

Ms L Shepherd - Head Netball Coach

U13 and U15 Cougar Netball



Once again we had a huge turnout for our Under 13 and Under 15 netball tryouts. With the excitement following from our Under 17 international tournament to the UK students seemed to have found the netball bug, aspiring to be in a team that will one day compete internationally.

The U15s had their first tournament of the season hosted by British International School Cairo (BISC), with Malvern College and New Cairo British International School (NCBIS) joining. With only one training session as a new team the students were a little nervous about the games. This did not seem to hinder their performance when on the court, winning both games against Malvern and NCBIS. Their final match was against BISC, who has also won all of their matches so far. We worked hard to have a 2-point lead in the first half but they unfortunately managed to steal the win in the final minute with the final score of 12-13 to BISC. The team played some high quality netball and congratulations to the team captain Malak Atef on receiving player of the match.

The U13 team, captained by Amina El Mallah G7R also has their first tournament of the season against NCBIS. The girls were nervous heading into the game as it was their first time playing as a team competing for MES Cairo Netball. The girls worked brilliantly as a team on the court, making it impossible for the opposition to score, finishing the game with an 8-0 win, a fantastic result.

Ms. Shepherd and Mrs. Elsaadany are both looking forward to working with the girls over the season to continue with their great results and improve as individual players and a team. Keep up the good work!

Ms L Shepherd - Head Netball Coach



What's been happening in Primary PE?

Foundation Stage

All Foundation Stage 1 and 2 classes have settled in well to PE so far this year. They have worked hard at following instructions and playing games as a team. In Term One, students have developed their spatial awareness as well as exploring different ways in which they can move around. They have also been using the balance boards and kick flippers to work on their balance and coordination. Over the next couple of lessons, students will be developing their knowledge and understanding of flight and balance in a gymnastics setting. Students will also start to explore games that use balls and will develop throwing, catching and manipulation skills.



Key Stage One

Key Stage One students have been participating in games and activities to help them improve their agility, balance and coordination. They have experimented with different ways to manipulate a ball with their hands as well as practicing throwing and catching, mainly through the use of mini basketballs. Students have also begun to work on their creative movements through gymnastics and dance activities. Students have been working on following set patterns of movements and developing their own sequences of movements.



Key Stage Two

Key Stage Two students have started the year with athletics, gymnastics and a variety of team sport activities. All students have competed in multiple athletics events, pushing themselves to achieve their best results in each event. Students have developed a number of simple and complex skills within gymnastics and have also created sequences of their movements, which they have performed to each other. For inter-house sport preparations: Year 3 have been learning the skills and rules of Benchball and Year 4 have been further developing their knowledge and understanding of Football. Year 5 and Year 6 have both been learning new sports with Handball and Tag Rugby.



Key Stage Two Sports Stars of the Month

Our Key Stage Two students are nominated once a month for Sports Star of the Month. A student from each class is chosen by their PE teacher and presented with a Sports Stars badge, which can be sewn onto their PE uniform. Sports Star students are chosen for a variety of reasons, including; excellent sportsmanship, athletic ability, improvement in behaviour and effort within lessons.

September Sports Stars of the Month

Year 3 – Karma Elmansy (Blue); Amina El-Sherif (Green); Yahya Farghaly (Orange); Eyad Bekheet (Red); Kenzi Shaalan (Violet); Natalie Gamal (Yellow)

Year 4 – Miral Allami (Blue); Jana Aboueita (Green); Leila Rashdan (Orange); Nour Bakki (Red); Yussuf Kalila (Violet); Hesham Eita (Yellow)

Year 5 – Hamza Mansour (Blue); Khadeeja Abdulghany (Green); Danny Zaher (Orange); Judy Hassan (Red); Farida Amin (Violet); Ali Elzayat (Yellow)

Year 6 – Mario Sigalas (Blue); Adam Heteba (Green); Amina Neamatallah (Orange); Youssef Nazim (Red); Ola Elborolossy (Violet); Youssef Youssef (Yellow)

Mr J Vaughan – Primary PE Department



Primary After School Activities

Our Primary After School Activities have had a good start. We are offering a wide range of different activities to suit the interests of our Year 2 to Year 6 students.

We offer sports activities like the popular Team Games Club and Fun Football. We continue to travel once a week off campus for our tennis and golf ASA at the JW Marriott led by professional coaches. In our new Table Tennis ASA Ms Sophie and Ms Rachael are offering fun energetic sessions. Our Year 3 to Year 6 students are building key table tennis skills through games and matches.



Ms Raghdha and Ms Khadija are running another new club, the Gardening Club. In this activity the students are setting up our own school garden and learning about different plants, how some vegetables grow and how to preserve nature. Although gardening club is an ASA which takes place on Sundays, we also work with our school gardener throughout the year on initiatives to improve the school environment.

A huge success is our third brand new ASA: Mindfulness & Meditation Club. In this club our students have lots of fun exploring the mindfulness, practising being peaceful, kind and curious, and thinking about possible ways to introduce mindfulness to friends and teachers MES Cairo. The leaders

Ms Kate and Ms Emily remind us that life at school can be very busy and it is easy to forget to stop and look around, enjoy the present moment and be grateful for all the wonderful things in the world around us. Research has shown that Mindfulness improves focus, helps you to understand and control your emotions and makes you happy! This ASA is giving our students the opportunity to embed reflective practices and to overcome challenging situations.

Our enthusiastic Primary students and caring teachers are supported by some fantastic helpers from Secondary. Ms Theodora who is leading the Spanish Club says "Ibrahim Hamid (Y10G) from Secondary, who comes and helps me with the Spanish ASA, is amazing. He really mingles with the children and cares about their learning. He helps them, leads the learning and plays games with them." This is only one example of some great feedback about the Secondary helpers.

Ms K Newton - Primary PE Teacher and ASA Coordinator



Everyone Has A Skill

Secondary ASA News



We believe that every student has a skill. In the ASA programme students can do just that: enhance a skill they or discover a new one about themselves. Being an international school, MES Cairo has teachers from around the globe that come with a wide array of skills. You would be surprised to learn what some of our teachers can do!

Since the launch of this Term's ASA programme, students have participated a variety of ASA's from Digital Drawings, International Cookery and Design Workshops to even writing their own novel in The Witty Writers' Club, and many more. Here we believe a healthy mind is in a healthy body so we got creative with our classes and added a variety of fitness activities from Zumba Zin, Youth Fitness, Tai Chi and Chi Gong.

The art of giving has really grown at MES Cairo. What has been so successful about the outreach ASA programme this term is the infectious enthusiasm from students taking part and the overwhelmingly positive response to Make A Difference activities by giving back to the less fortunate through working with two different orphanages and also by helping out with Primary ASAs.

This term we put teams together to participate in different competitions locally and abroad, for example the World Cup Scholars, Junior MUN, Mathematical challenge and Mathletes: WMTC 2020.

Ms Sarah Elrify - Secondary Teacher & ASA Coordinator



Secondary House News

A hearty welcome back to the 2019-20 school year. We are gearing up for another year of whole-school events that are sure to boost student involvement and cultivate unity. It is hard to believe that Term One is almost over! As wild-west author E.A. Bucchairini puts it, "The most beautiful moments always seemed to accelerate and slip beyond one's grasp just when you want to hold onto them for as long as possible." No truer words may ever be spoken.



MES Cairo Secondary is divided into four competitive houses. Each house is made up of passionate students and staff alike who compete against one another in sporting, academic, cultural, and social events. Each house is led by a particularly enthusiastic teacher-leader who is named 'Head of House'. This year was an exciting one for the MES Cairo House System as we welcomed back three returning teacher leaders as our Heads of House for Amun, Kheper, and Selket to join newly recruited Edjo Head of House, Joshua Keast.

STAFF EXTRAVAGANZA -- In the weeks before the students returned from their summer break, the teaching staff worked tirelessly to prepare the halls and classrooms for their arrival. To reward teachers for their efforts, and as an introduction to the MES Cairo House System, we held a Staff Extravaganza during which members of staff competed against one another to earn the very first House Points of the year. Staff rotated through six stations where they completed a variety of tasks to earn points for their house. In the end, Amun House rose victoriously followed closely by a tie between Houses Kheper and Selket.

STUDENT EXTRAVAGANZA – Once the students were back on campus, it wasn't long before they too had the opportunity to participate in a full-blown extravaganza event. Fewer than two weeks after the first day of school, students

hit the field to compete in a series of Thirteen different activities designed around popular television game show "Minute-to-Win-it". Students competed fiercely and with dignity, certainly a proud moment for the MES Cairo House System.

Kheper led the scoreboard for much of the afternoon before Selket took a marginal lead and claimed victory in the 2019 Student Extravaganza, mirroring the results of the 2018 event.

STUDENT COUNCIL CAMPAIGN WEEKS – Modern English School Cairo recognises the importance of the democratic process and leadership within our student body. The Student Council helps bring student's ideas to the school leadership in a meaningful fashion. Each year, students nominate and elect representatives to voice their needs in council meetings. Many prospective nominees completed detailed applications and rounded-up teacher recommendations before standing afront their peers in the theatre to deliver platform speeches in which they explained what change they hoped to inspire in the year to come, and why they deserve a vote. The student body participated unanimously, contributing to a near-perfectly democratic election process.

Mr G Hayes - Secondary House System Coordinator



MES CAIRO PIONEERS PLANNING FOR IMPACT DAY



In order for the Pioneers to achieve maximum, whole-school impact, this year, it was decided that a planning day with Primary and Secondary Pioneers would allow students to voice their ideas on how they could best support whole-school initiatives and events. Astoundingly, over 70 students volunteered their Saturday in September to plan for an effective and impactful year ahead. Students were divided into mixed table groups of boys and girls as well as Years 5 and 6 and Grades/Years 7 and 8 for the day.

Firstly, as this was the first event of the year, it was also an opportunity for all Pioneers to bond as a group. Pioneers enjoyed participating in getting-to-know you activities and problem-solving, team games.

The second half of the morning was dedicated to brainstorming ideas about how Pioneers can best support whole-school initiatives and events, this year. It was decided that five topics were to be discussed: Pink Day; environment and recycling initiative; 24-Hour Run event; Ramadan food collection and clothes collection to Keep Egypt Warm in winter and Acts of Kindness initiative. Pioneers shared their ideas on how they could promote and support such important community projects.

Once the groups had the chance to share their thoughts on each topic, they were then asked to identify any similar ideas from all the groups. Common ideas that emerged included: recycling bins and single-use plastics in school; an art project to reuse waste; the possibility of a dance event or obstacle course at the 24-Hour Run as well as collecting food for Ramadan and clothing for Keeping Egypt Warm.

I'm pleased to say that students' voice has been listened to and one initiative is well under way! During the months of November and December, Pioneers will be promoting and supporting the collection of food for the Egyptian Food Bank as well as clothing for the Egyptian Clothing Bank. Pioneers decided that they would motivate students to donate more items by making a promotion video and also making it a house competition in Secondary and a year group challenge in Primary. Please support this drive to end hunger in Egypt and Keep Egypt Warm this winter!



Pioneers: Archaeology and Antiquities Badge



In 2020, the Grand Egyptian Museum opens in Giza which will herald in a new era for tourism in Egypt; the Egyptian Museum of Antiquities in Tahir Square (the home of Egypt's ancient treasures since 1902) is slowly passing its wealth of precious artefacts, such as Tutankhamun's astonishing, burial treasures, over to the new museum. However, this didn't stop forty-two Secondary Pioneers from Year/Grade 7 and 8 embarking on an Ancient Egyptian treasure hunt in order to earn their Archaeology and Antiquities Badge!

Pioneers were divided into four teams with each group attempting to complete a different route of the museum in order to find the final treasure first. However, in order to find the treasure, they had to complete puzzles, use map-reading skills, solve clues, use observation and reading skills as well as answer questions from professional guides along the way. The final challenge was to complete an Ancient Egyptian family tree by using all the knowledge they had learnt as part of the hunt. Well done to Yellow team who triumphed on the day!

Students needed to draw on their MES Cairo Graduate Profile to help their team succeed, such as: relating well to others; problem-solving; communicating fluently in English and using initiative. The highlights of the hunt included: the Final Judgement papyrus; ancient mummies and of course the rooms dedicated to King Tutankhamun!

Omar Magdy (Y8Y):

"I was in the winning team! I think we won because we worked as a group; we listened carefully and asked for clarification if we didn't understand."

Maleeka Ramadan (G7Y):

"I was good for me to remind myself of the incredible history of my country. I was on the winning team and I think it was helpful that we had a really good navigator."

Did you know? The king that has the largest pyramid in the world, The Great Pyramid of Giza, King Kufu, has the smallest statuette in the museum – and in fact the smallest piece of Egyptian royal sculpture ever discovered at just 7.5cm high. It is also the only effigy that has ever been found of this pharaoh.

Mr S Cole - Secondary Pioneers Coordinator



MES Cairo Bus Heroes

On Tuesday 22nd October the whole of Cairo was thrown into chaos due to heavy rains. Flooding on the roads led to dangerous conditions and brought the city's traffic to a standstill. Journeys that would normally take thirty minutes or so ended up taking hours and hours and our students and staff were delighted to hear that everyone could stay home and rest after their long journeys on the treacherous roads. Everybody got home safe and sound through the traffic.



We are very proud of those colleagues who ensured the safety and well-being of students and staff as they navigated those dangerous roads for hours on end, getting everyone home safe and sound.

Our bus heroes are sometimes the first smiling adult a child sees each morning, and the last before they get home. Our students rely on them to get them to school on time and to keep them safe. Some of our drivers have been with us here at MES Cairo for a lifetime! We caught up with some of our drivers during their rest time and asked them a few questions.

1 - Last Drop Off: 17:30
Bus: 46
Destination: Heliopolis
Driver's Name: Hossam
Abdel-Ghany
Years at MES Cairo: 10
**Matron: Yasmeen Hafez
Mohamed**
Years at MES Cairo: 4



2 - Last Drop Off: 18:00
Bus: 45
Destination: Heliopolis
Driver's Name: Essam
Shaaban
Years at MES Cairo: 7
**Matron: Hayam Waguih
Abdel Aleem**
Years at MES Cairo: 10





3 - Last Drop Off: 18:15
 Bus: 47
 Destination: Heliopolis
 Driver's Name: Sayed
 Abdel-Hameed
 Years at MES Cairo: 4
 Matron: Ana Nabil Abdel
 Moneim
 Years at MES Cairo: 13



4 - Last Drop Off: 17:40
 Bus: 43
 Destination: Sheraton
 Driver's Name: Ragab Saber
 Al Sayed
 Years at MES Cairo: 18
 Matron: Rehab Abdel Moaty
 Years at MES Cairo: 10

5 - Last Drop Off: 17:40
 Bus: 53
 Destination: Heliopolis
 Driver's Name: Hassan
 Sewellam
 Years at MES Cairo: 18
 Matron: Hoda Galal Aly
 Ahmed
 Years at MES Cairo: 21



6 - Last Drop Off: 17:30
 Bus: 49
 Destination: Heliopolis
 Driver's Name: Rabae Abdel
 Hady
 Years at MES Cairo:: 18
 Matron: Hanan Eid Abd Allah
 Years at MES Cairo: 14



7 - Last Drop Off: 18:10
 Bus: 54
 Destination: Heliopolis
 Driver's Name: Gaber
 Dessouky
 Years at MES Cairo:: 13
 Matron: Mona Seif Al Nasr
 Mohamed
 Years at MES Cairo: 11



8 - Last Drop Off: 18:20
 Bus: 51
 Destination: Heliopolis
 Driver's Name: Ismail Ismail
 Years at MES Cairo:: 1
 Matron: Eman Al Sayed
 Years at MES Cairo: 10

9 - Last Drop Off: 18:30
 Bus: 50
 Destination: Heliopolis
 Driver's Name: Ahmed
 Aboul-Ela
 Working with MESC: 14
 Matron: Amal Aziz Abdallah
 Years at MES Cairo: 5



10 - Last Drop Off: 19:00
 Bus: 55
 Destination: Heliopolis
 Driver's Name: Saeid Al
 Baramawy
 Years at MES Cairo:: 17
 Matron: Hoda Hassan
 Years at MES Cairo: 10





11 - Last Drop Off: 19:00
 Bus: 58
 Destination: Nasr City
 Driver's Name: Ibrahim Rayan
 Years at MES Cairo::12
 Matron: Hoda Mahmoud
 Years at MES Cairo: 12



12 - Last Drop Off: 20:00
 Bus: 85
 Destination: Heliopolis
 Driver's Name: Sameh Essmat
 Years at MES Cairo:: 12
 Matron: Aisha Sadek
 Years at MES Cairo: 20

13 - Last Drop Off: 20:15
 Bus: 48
 Destination: Heliopolis
 Driver's Name: Mohamed Saleh
 Years at MES Cairo: 11
 Matron: Fatma Hegazy
 Years at MES Cairo: 5



14 - Last Drop Off: 20:20
 Bus: 57
 Destination: Heliopolis
 Driver's Name: Saeid Zobeir
 Years at MES Cairo: 19
 Matron: Shaima Ibrahim
 Years at MES Cairo: 5



15 - Last Drop Off: 21:00
 Bus: 56
 Destination: Heliopolis
 Driver's Name: Amr Abdel-Moneim
 Years at MES Cairo: 11
 Matron: Amany Abdel Samea
 Years at MES Cairo: 11



16 - Last Drop Off: 21:30
 Bus: 15
 Destination: Heliopolis
 Driver's Name: Mohamed Bayoumy
 Years at MES Cairo: 11
 Matron: Aya Ismail
 Years at MES Cairo: 5

17 - Last Drop Off: 22:45

Bus: AD1

Destination: Heliopolis

Driver's Name: Khaled Shehata

Matron: Amani Adel

Years at MES Cairo: 5



18 - Last Drop Off: 21:30

Bus: 68

Destination: Heliopolis

Driver's Name: Ayman Omran

Years at MES Cairo: 6

Matron: Sahar Nasr

Years at MES Cairo: 15



19 - Last Drop Off: 22:30

Bus: J

Destination: Heliopolis

Driver's Name: Saeid Abdel-Aziz



20 - Last Drop Off: 23:00

Bus: 35

Destination: Heliopolis

Driver's Name: Hassan Moussa

Years at MES Cairo: 12

Matron: Shahinda Hussain

Years at MES Cairo: 4



MESmerised!







Modern English School Cairo is a learning community which provides a high quality education for children from Foundation Stage One to university entrance level, serving the needs of Egyptian and international families in Cairo. Our broad education is based upon the British Curriculum in Primary. In Secondary, we offer a choice between a British Curriculum, an American Curriculum and the International Baccalaureate Diploma Programme. Arabic and Religious Studies are taught throughout the school.

Our Mission

Leadership through Education: Caring, Challenging, Inspiring

We believe in:

- recognising the value of each individual and his/her relationship with others;
- promoting international understanding and responsible citizenship in a multicultural context, reflecting the best of Arab, Western and other world cultures;
- providing a supportive, inspiring environment which encourages learners to aim high and achieve their aspirations;
- creating opportunities for all to develop confidence, responsibility and integrity.

UK Department for Education (DfE)
(Registration Number 7036316)

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Accredited by Middle States Association
(MSA-CESS) of Colleges and Schools

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Accredited by Cognia

*

Accredited as an International School by
Ministry of Education, Egypt

*

IB World School

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Accredited Member of Council of British
International Schools (COBIS)

*

Member of British Schools in the Middle
East (BSME)

*

Member of Association of British Schools
Overseas (AoBSO)

*

Regular Member of Near East South Asia
Council of Overseas Schools (NESA)

*

Member of Council of International Schools
(CIS)

*

Member of European Council of
International Schools (ECIS)

*

Member of IB World Schools Egypt
(IBWiSE)

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