

MODERN ENGLISH SCHOOL CAIRO - MAGAZINE

MESSENGER

EDITION NO. 65 DECEMBER 2020

A successful term of our 'new normal' at MES Cairo!



Drive-Through Graduation 2020, Results and University News, Students, Teachers and Parents discuss Hybrid Learning Experiences

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School Director

FOREWORD

The focus of Forewords featured in recent editions of our MESsenger, and all school newsletters I have authored in 2020 have been on COVID and how we have adapted to the imminent threats associated with the pandemic. Likewise, for many months it has been rare to watch a news broadcast in mainstream media that doesn't feature COVID developments of some kind. Conversations amongst ourselves inevitably turn to some aspect of the pandemic. The world has been immersed in a profound new reality which has brought with it complex challenges on a scale far larger than most of us have experienced in our lifetime.



This edition of our MESsenger is a celebration of how we have confronted associated challenges and successfully overcome them; it is dedicated to the teachers, staff, students and parents who have remained focused on achieving important gains, even against tremendous odds. Our worth as human beings is tested by adversity and in this publication we celebrate the very many ways that we have coped admirably through the struggle.

Life may not be how it was when 2020 began, but of all the trials and tribulations that this year has thrown at us, we can confirm that we are more flexible, resilient and digitally literate than we were before. Our patience has been tested to a greater extent than we could have imagined. Our ability to manage boredom and surrender to a state of limited control has grown exponentially. Whilst 'choice' may have been compromised, we have strengthened our appreciation for the importance of real human connectedness. We have also paid greater attention to our health, and reinforced understanding for the impact our behaviour has on others.



At MES Cairo specifically, we have learned that class time with teachers is invaluable. Students have realised that they are more capable and more independent than we thought and parents have proven that they are more patient, more interested and far more clever than their children credited them for! We have also been reminded that raising children takes commitment and effort beyond the classroom, even under normal circumstances; the adage that 'it takes a village to raise a child' has never been better exemplified.

Teachers have had to strategise to make the most of hybrid learning. Classrooms have been 'flipped' and the expectation for students to engage in learning whether in school or at home has increased. What we have lost in contact time at school has been commendably compensated for by clarity of focus on not falling behind. Quality in the absence of quantity has become our mantra, alongside our promise to do our very best to continue to Care, Challenge and Inspire whether at school or at home.



Despite the challenges we successfully supported our 2200+ students to the completion of last academic year, including examinations and final assessments. We hosted a successful graduation event like never before experienced in our school's 30 year history and supported many of our newest graduates on their exciting adventure to university. We inducted a number of new teachers to our school community and welcomed the safe return of staff and students to a new academic year. We adapted to substantial change in our school routines and procedures having garnered understanding and support from the overwhelming majority of stakeholders.

We know that none of this has been easy. Difficult decisions have been made. Perhaps most impressive is the collective responsibility shared by us all to carry personal burden for community gain. Parents who are managing full time work alongside hybrid learning have overcome challenge. Teachers who have felt the longing of home and their own families during adverse times have remained committed to their important work here. Students have adapted brilliantly to a reality that is far from ideal. That is the power of community. In parents, students, and MES Cairo staff we have adapted to necessary change in order to keep our school community safe. It has not been easy, nor is it likely to get easier in the coming months, but we will get through it, together. There will come a time when we will talk about our 'present' as the 'past'; when that time comes I hope that we take pride in recognising that when our circumstances gave us every reason not to succeed, we did in spite of them.

Mrs Nicola Singleton - School Director



Modern English School Cairo

Results 2020

Celebrating Excellent Results in the MES Cairo International Baccalaureate Diploma Programme (IBDP)

The IBDP Programme continues to gain global momentum with more than 170,000 Diploma Programme (DP) students around the world receiving their results for the May 2020 session. They join a community of close to 2 million DP graduates in over 150 countries worldwide.

This was our 13th Diploma Programme cohort here at MES Cairo and all 33 DP students gained 100% university acceptance worldwide. The highest score this year was 39/45 and over 80% of our students scored over 30 points, with an average of 34 points overall, which is a very pleasing 5 points higher than the global average of 29.

Jana Hassan (DP12Y - Senior Student Leader) achieved a remarkable score of 39 points; a score achieved by less than 15% of all IB students worldwide! Fewer than 20% of students worldwide score 38 points or above, so it is with great pride that we announce the results of Nadia Megahed (DP12R), Nadia EL Gohary (DP12Y) and Nour El Ezabi (DP12R) who each scored an incredible 38 points. Joining the category of top 20% of students worldwide Hagar Badawy (DP12Y), Kirish Rupani (DP12Y - IBDP Scholar 2019-20) and Saif El Bialy (DP12Y), each scored an outstanding 37 points. Also to be commended are Ali Ghaffar (DP12R), Ali Kamel (DP12Y), Kenzi Waguih (DP12Y) and Hana El Hilaly (DP12R) who achieved an excellent 35 points, a benchmark reached by only 30% of the worldwide cohort.

The majority of our IBDP 2020 graduates head off to top universities in the UK, Canada, USA and Egypt. You can read about many of their chosen universities and courses in this edition of the MESsenger.

**Mr B Rainford – Assistant Headteacher/
IBDP Coordinator**



Jana Hassan



Nadia El Gohary



Nadia Megahed



Nour El Ezabi



Hagar Badawy



Saif El Bialy



Kirish Rupani



Kenzi Waguih



Ali Ghaffar



Ali Kamel



Hana El Hilaly

Celebrating Excellent Results in the British Section

Despite the very different academic year, one that presented challenges for us all, there have been some excellent performances at IGCSE and A Level that deserve acknowledgement.

At IGCSE Yassin Elantably (Y10B) was top performer from the year group where he received an amazing 8A* and 1A. Others in the year who also achieved excellent grades, Bakry Abdallah (Y10G) 7A* and 1A, Jana Gado (Y10B) 6A* and 2A, Leilah Raphael (Y10B) 6A* 1A and Saleem EL Hady (Y10R) 5A* and 3As.



Yassine El Antably



Leilah Raphael



Jana Gado



Saleem EL Hady



Bakry Abdallah

At AS Level there were also some outstanding performances with Nour Barsi (Y11G) achieving 5As, Nadine Helmy (Y11B) and Mariam Aly (Y11G) achieving 4As, with Mounira Kafafy (Y11Y) achieving 3As and 1B.



Mariam Aly



Nadine Helmy



Nour Barsi



Mounira Kafafy

There were also excellent results at A2, where the Year 12 students were building upon the success from their AS studies last year. Lobna Kebir (Y12R) was top performer with 3A* and 1A, Zaynab Muhammad (Y12Y) and Nour Zaki (Y12B) both achieved 2A* and Hana Abouhussein (Y12B) gained 3As.



Lobna Kebir



Zaynab Muhammad



Nour Zaki



Hana Abouhussein

These results are a credit to the students tenacity and resilience in the face of such uncertainty and also the professionalism and dedication of the teaching staff; who go over and above expectations in supporting the talented students that we have the pleasure of working with at MES Cairo.

Mr R Cranston - Assistant Headteacher, British Section



American Section AP Results

The 2019-2020 academic year saw 84 MES Cairo students enrol in 148 college-level classes and take the subsequent College Board examinations. 70% of MES Cairo students scored 3.0 or higher as the mean average on all tests taken.

MES Cairo offered 16 different AP courses during the 2019-2020 academic year with students scoring higher than the Egyptian or global average in 10 of the 16 courses including Art History, Comparative Government and Politics, Computer Science Principles, English Language, English Literature, French Language and Culture, Macroeconomics, Microeconomics, Psychology and World History.

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

Well done to our AP Scholars (3 or more AP examinations and scored 3.0 or higher)



Katrina Habib



Maida Shedid



Ahmed Askar



Ammar Megahed



Jumana Mourey



Amr Katta



Farida Effat



Hanya Ragab



Marize Bernaba



Natalie Botros



Ahmed Moemen



Kirmina Sadek



Zeineldin El Helw

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



Ibrahim El Moallem



Seifallah Gabr

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



Youssef Tawfik

AP International Diploma (took 5 or more AP examinations in four or more content areas and scored 3 or higher). Youssef Tawfik is also one of our AP Scholars with Distinction.

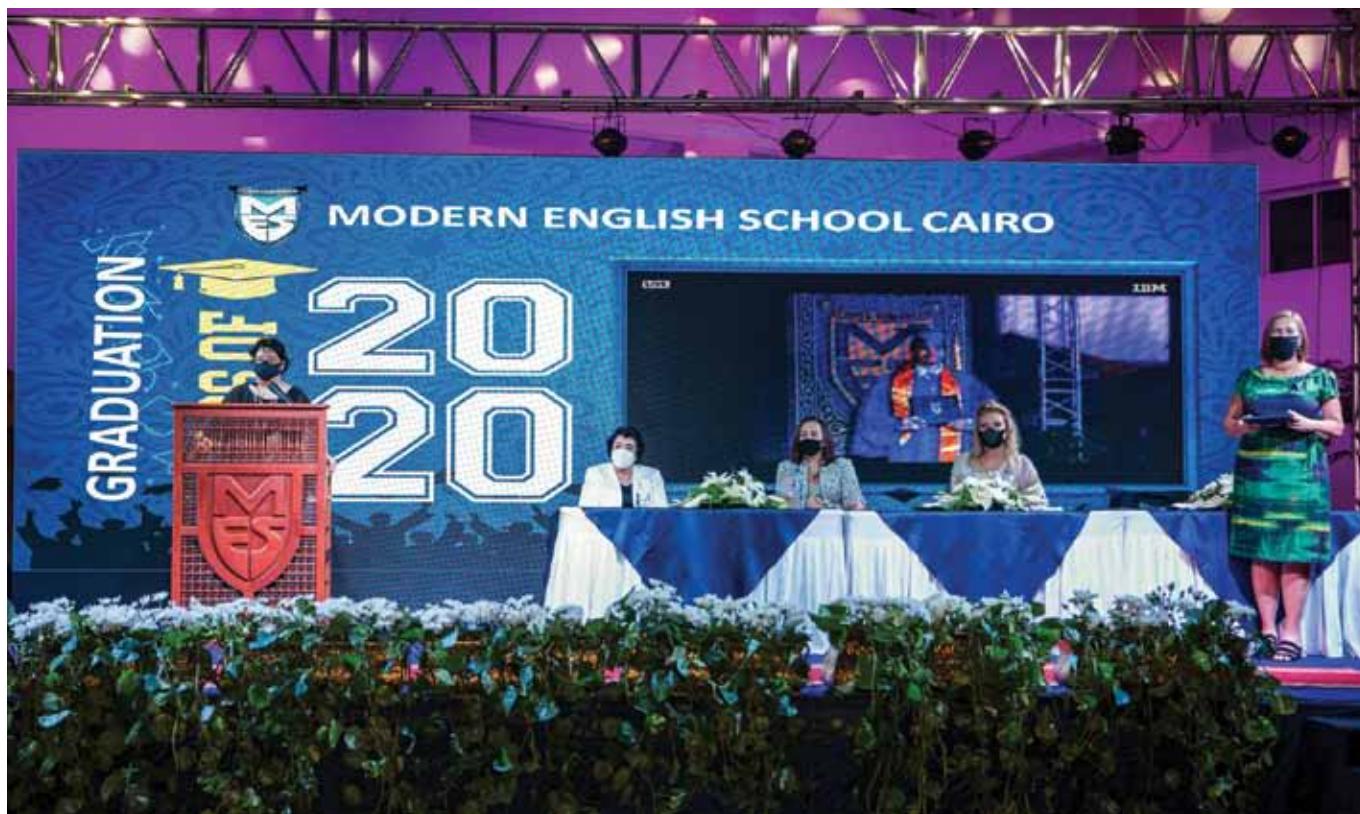
Ms C Flake - Dean of Students, Grades 11 and 12

MODERN ENGLISH SCHOOL CAIRO

18th ANNUAL JOINT AMERICAN/BRITISH and IBDP

GRADUATION CEREMONY

CLASS OF 2020



MES Cairo's Graduation Ceremony 2020 encountered an unusual challenge to tradition with the world rapidly changing in the face of the Covid-19 pandemic. However, even a pandemic could not stop our graduating class from experiencing a worthy and dignified celebration of their time spent learning and growing here as part of our school community on Thursday 27th August 2020.

With an emphasis on keeping all of our community safe, but also with the desire to maintain the high standards that we have come to expect of an MES Cairo graduation, careful plans were hatched by Ms Ghada Dajani (Managing Director) for a memorable 'drive-thru' experience which was live streamed through our school website for our wider community to enjoy safely in their homes.



Our bus chute was transformed into a tunnel of light with thousands of fairy lights adorning the walls leading each vehicle's graduate and their families to the graduating stage. The lights were symbolic of the bright future that awaits each graduate.

The ceremony opened with a warm welcome from Mrs Nicola Singleton (School Director). As is tradition at MES Cairo, the Class of 2020 entered the stage to be met by their Principal and Headteacher with their heads held high, accompanied by Copland's *Fanfare for the Common Man*.

In true MES Cairo family spirit, cars were decorated in a variety of ways that demonstrated the pride of the graduating families. Our students looked incredible as they walked across the stage with their MES Cairo gowns and caps.



Something that set apart this graduation from previous years was the opportunity for all of the family to be more intimately a part of the celebration. As each vehicle reached their spot in the bus chute, the whole family stood out together to watch their young graduate walk across the stage. For their teachers and families watching from home online, this was emotional and special to watch and we joined in their celebration.



Our Managing Director, Ms Ghada Dajani, announced each student's name with great pride as she conducted the Presentation of High School Diploma and Leaving Certificates.

Mrs J Cole - Assistant Headteacher



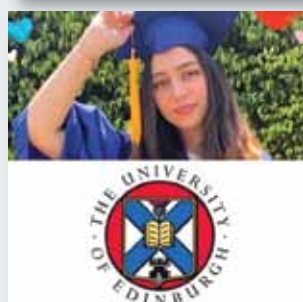
OUR CLASS OF 2020 GRADUATES ARE ATTENDING TOP UNIVERSITIES AROUND THE WORLD!

We are proud and delighted to celebrate the university successes of our MES Cairo Class of 2020. We would like to congratulate some of our exceptional students who have gained very top places on some of the most competitive courses in the world. The Class of 2020 demonstrated the broad range of interests and talents amongst our student body.

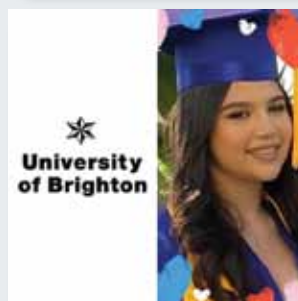
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)



Many of the IB Class of 2020 are now studying in the UK. Jana Hassan is at King's College London (Neuroscience and Psychology). Nadia El Gohary is at the University of Sussex (International Development) along with Ziad Saleh (Marketing) and Nada Kamel (Psychology and Neuroscience). Ali Kamel is at Queen Mary studying Management and Farah Rady is thriving on the PEE course at Southampton. Following their passions at the University of Leeds are Shahd Atef (Film Studies) and Yasseen El Adl (Mechatronics). Hana El Hilaly is at St Andrews, another top UK university, studying International Relations. Khadiga Afifi is at Brighton studying Interior Architecture while other artists, Aisha Mazen is at Newcastle University studying Film Practice, Hagar Badawy is at Edinburgh University studying Urban Architecture and Hana El Badri is at University of the Arts, London studying Design. Laila Salhab is at the University of the West of England studying Psychology and Malak Dessouki is at the University of Glasgow, a top college for her chosen career path in Sports Science and Nutrition. Saif El Bialy is studying Medical Sciences and received the Excellence Scholarship at Swansea University.



Kirish Rupani (Medicine) and Ali Ghaffar (Dentistry) are studying for medical degrees closer to home at the highly competitive Ain Shams University in Egypt. We are also proud to have four students start their studies at AUC; Ziad Fahmy (Engineering), Michel Ghobrial (Architecture), Abdel Rahman Ibrahim (Computer Engineering) and Ahmed Akef (Mechanical Engineering with Physics).

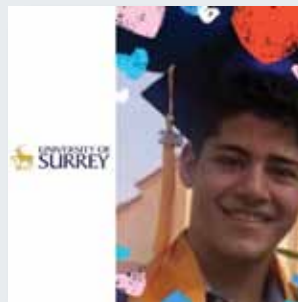


European university destinations include the University of Amsterdam, where Nour El Ezabi is studying Economics and Friedrich-Alexander-Universität Erlangen-Nürnberg where Hannah Breiteringer is studying for a degree in Education.



Finally, a few of our IB students have also travelled to Canada this year with Nour El Adly studying Computer Engineering at Western, and Habiba Abdel Wahab and Nadia Megahed (Engineering), both studying at the University of Toronto.

Mr B Rainford - Assistant Head/IBDP Coordinator





BRITISH SECTION

Hana Abouhusein (Computer Science) and Kenzi Shaltout (Law) both gained a place at the prestigious University of Leeds, which is a member of the Russell Group. This group attracts the very best academics and students from around the world, which reflects the high regard with which MES Cairo graduates are held. Lobna Kebir received an excellent offer from the prestigious Imperial College London. However, Lobna chose to travel even farther afield and accepted a place at The University of California, San Diego.



Due to her excellent grades and application Nour Zaki not only received a place at Bath University to study Architectural Engineering, she was also awarded a contributory scholarship. Haneen Shahin also achieved excellent results and chose to read Politics at Kings College London.



Sussex University was a popular destination for many of our Seniors in 2020. Karim Abbas and Hassan Sadek (Engineering), Seif Mazloum (Economics), Adel Serry (Law with Business Management), Yousef Awad (Business and Management) to name but a few.



Overall, we have so many outstanding students who are proving they are being educated for global success and are achieving it. We are proud of you all!

Mr R Cranston – Assistant Headteacher

AMERICAN HIGH SCHOOL DIPLOMA



Universities in the United States and Canada that American Section students were accepted to include: University of British Columbia, McMaster, University of Virginia, and University of Toronto. These universities are considered in the top post-secondary institutions in the US, Canada, and internationally. University of Vermont, University of California: Santa Barbara, Davis and Santa Cruz, Boston University, New York University, and James Madison University continue with a very competitive acceptance rate.



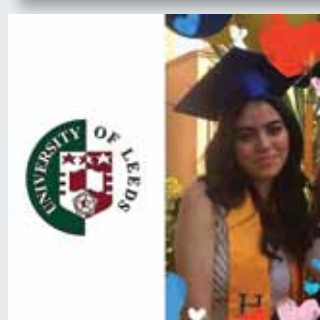
The UK and European universities that our graduates are attending are: Charles University (Prague), University of Leeds, University of Sheffield, University of Brighton, University of Manchester, University of Westminster, and University of Sussex.



We are always impressed with the post-High School opportunities our Seniors have achieved and we take pride in knowing they will continue their academic successes at so many prestigious universities around the world.

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

Congratulations to all of our graduates and best of luck to you in your future educational endeavours.





International Baccalaureate Diploma Programme (IBDP) News

Our Hybrid Model and the IB Approaches to Learning



Our DP students have adapted to this year's changes with true grit and great enthusiasm, demonstrating that they are outstanding IB learners who fulfil the attributes of the IB Learner Profile and the MES Graduate Profile. As Term 1 comes to a close, our DP12 students look forward to a well-deserved break, having sat their Mock examinations in November and completed their university applications. In Term 2, they will be focusing on finalising and submitting coursework and preparing for their final examinations in May. Also looking forward to some fun and plenty of rest over the break are our DP11 students who have settled very well and with great optimism into their new, rich and exciting IB learning journey.

Here at MES Cairo, teachers across the school have become experts in blending a hybrid model of face-to-face, online and distance learning methods. The IB curriculum lends itself quite naturally to independence in learning and in the IB system, we have always believed inquiry-based and concept-based learning to be more valuable than lecture-based teaching. Although there have been challenges along the way as is to be expected with any sudden change, our staff and students have risen to the challenge and despite the unexpected changes, 2020 has seen a real leap towards embracing this type of learning. Although independent learning happens face-to-face as well as online, the epidemic has enabled us to implement an enhanced independent approach, where the teacher is the expert guide, supporting the students as they build up their content knowledge and just as importantly, guiding them as they enhance their Social, Thinking, Self-Management, Communication and Research Skills, in preparation for university and for life.

Ms S Sheehan - Deputy Head

Hybrid Learning for IB Students

A Day in the Life of our New Normal at School

Abdelrahman Gemeiye (DP12R)



In Homeroom, I am greeted by my teacher and we are reminded about school events such as Pink Day and upcoming exam schedules. I then go to the Grade 7 class which I mentor. I enjoy visiting these students because they remind me of how I used to be, and how much I have grown since my first day at Secondary school. The thing I love most about visiting the Grade 7 class is the fact that I get to talk to the class. I enjoy helping them find solutions to their problems, no matter how small they are.

My first lesson is HL Physics class, a class that I have a great passion for. Today happened to be the day I take my final measurements for my Physics Internal Assessment and I was so excited to use the catapult I

built to fire sports balls. I then went back to class and continued to study the circular motion that I was studying the previous week.

Next was a Maths exam, on a subject that I found really difficult but studied hard for. I think it went well overall. After that it was time for one of my favourite subjects, Arabic. I have always had a passion for Arabic and the fact that I get to be graded on it brings me a lot of joy because I find it easy most of the time. In my lesson today I studied the different topics that we are to talk about in our oral commentary practice the next day.

After my Arabic class, I had break. Break is always a fun time for me because I get to spend time with my friends who are in different classes or different sections. We sit together, laugh, share stories and help each other out with any tasks we find challenging. My break ended with happiness because I realised I had History for my next class. History has always been a relaxing class for me because I like to see History as one big story where I must remember the characters and what they have done. History class sometimes has a fun atmosphere of competitiveness, which is always evident during the heated debates we have.

I then headed off to the LMC for my Theory of Knowledge (TOK) class. TOK is honestly the class I love most. As well as the critical thinking it makes me do while writing essays, the lessons often involve intense arguments. Everyone's perspective is voiced in class, leading to multiple arguments. I love how TOK makes everyone believe that their opinion on something matters, despite how different it might be from someone else's point of view.



IB Students

A DAY IN THE LIFE OF... AT HOME

Lina Helal (DP11R)

Unfortunately, this year we were all faced with a global pandemic that has led to the separation of many communities inevitably causing us all to stay at home. At home I started to develop a lifestyle and study habit that runs parallel with the spirit of the awe-inspiring International Baccalaureate programme. To me and many students, IB is not so much about memorising the material by heart but being able to apply the knowledge to become caring, inquiring and knowledgeable individuals, which makes this system special in my opinion.



As an IB student, my day at home starts with me eating a healthy breakfast and briefly planning out the day ahead. My first study session kicks off with me studying a specific subject and researching information about it which helps me link a particular topic to another. I look after my personal wellbeing by working out/meditating right after as this helps me calm down internally and at the same time helps me build a stronger, more flexible body. My day continues with me doing other important tasks too, which includes eating, engaging in conversations with my family members and friends and studying a little bit more.

The highlight of my day is when I get to play guitar after a long and hectic day. Music helps me connect deeply to my emotions as well as reflect upon my feelings. As important as it is to me, it is additionally more important to my CAS reflections as it helps represent the importance of non-academic activities. Music does a great job helping me conclude my day with a sense of positivity. Although all these tasks seem simple, to me they help me become a more rounded person.

Maya Emam (DP11R)

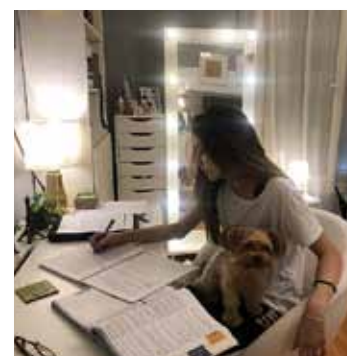


Switching to online classes most certainly proved to be quite challenging as I began DP12 and my final year at MES Cairo. This is due to the fact that we had to motivate ourselves and find innovative ways to continue working on an increasing number of deadlines. Furthermore, we had to differentiate between work, sports, creative, and our down time all in one day.

Finding new routines and ways to take notes and study most definitely re-established my enthusiasm. For my own tailored routine, I have to get up at the same time that school starts in order to follow a rather coherent pattern. I get up at 8.00am and make sure to have a good breakfast of eggs, bread, peanut butter, and some tea. I then have

to work on my allocated subject for that day as I assign a subject for each day of the week. It was Wednesday when writing this, so I worked on my Business Management material. I got my materials together before walking my dog. I then went back, studied, and worked on the notes that our business teacher asked us to work on before I had to move to my 'active' part of the day. I ran for 20 minutes and then did a quick workout. I worked on a ballet routine and warm-up that my tutor sent me to do at home so that I do not lose flexibility while working from home. Due to Corona, our training has been staggered.

After this, I worked on my Extended Essay (EE) in which I am exploring the gender roles of certain characters through Jane Austin's texts. Frankly, this being one of my favourite tasks as the EE allows us to explore topics tailored to our interest resulting in an exciting and enjoyable manner. After gathering enough research and annotations to write more of my EE next week I decided to finish up my Business Management Internal Assessment (IA) and submitted it to my teacher. Lastly, I still maintain being the social butterfly that I am by calling some friends to catch up while logging off for the day.



Hybrid Learning for G11 and G12 Students



This year has already been unusual and forced us all to be flexible with our idea of a “normal” school day. The hybrid model we are using provides some challenges but yet also some opportunities. After speaking with Grade 11 and 12 students and teachers, some of the favourite benefits of the hybrid system are results of having fewer students in school.

Students are able to benefit from reduced class sizes during the hybrid model. Teachers are able to spend more individual time with their students during a lesson since there are fewer students in each class. Students are able to receive additional assistance and feedback from teachers in order to help them improve their learning.

Ms C Flake - Dean of Students Grades 11 and 12

Grade 11

A Day in the Life of... at School

Adam Kirollos (G11B)

As you all know, our current global situation has forced our school into going to great lengths to create a new efficient system that both educates students and maintains social distancing protocols.

I start my day regularly, like any other year, by getting up and ready and heading to school at 7:55am. To maintain social distancing protocols, there are new rules concerning seating in class, durations of classes, face masks, and movement around the school.

After homeroom, I make my way to my first period, AP Microeconomics. Since teachers cannot give us any physical papers, we take our notes on our laptops. During the second half of the class, we had a quiz (which I was definitely prepared for) also on our laptops. Ms Caswell asked each of us go to a different corner of the class facing the wall so she could see our computer screens.

For second period I had Precalculus with Mr Eihab. We each came to class with our homework packet printed, so we could go over them in class.





Next up on my schedule, AP World History, definitely one of my more enjoyable classes. Social distancing protocols have not stopped Mr Roodvoets from giving us fun activities in class. He placed a large piece of paper in each corner and each of us had to create a mind map of the Abbasid Caliphate from memory. As we were more than four students, the rest of the group walked around with their notes assisting us.

During break, there is a maximum capacity of three students per bench and those who are not eating must wear their mask. There are still several meals and juices that can be bought but you still have to stand on one of the scattered stickers while in line.

The final two periods are Environmental Science and PE. In science, Mr Maged goes methodically through the PowerPoint while we take notes on our laptops, in preparation for our upcoming test. In PE, we quickly changed into our shorts and sports shoes then make our way to the field. Each student stands in a box on the field to maintain social distance. Within the boxes, we perform our annual fitness tests like push-ups and sit-ups. The teachers make sure that no student is outside a box without a mask.

I think I speak for all students when I say that I appreciate the efforts of my teachers and the school to still give us an exceptional learning experience during these hard times.

Razan Hassouna (G11B)



I start my day at 7:45am when I arrive at school, and I am happily greeted by a nice member of staff that carefully checks our temperature in order to ensure that we are safe, healthy and ready to take on the school day. At 8:00am, the school bell rings to signal the start of the school day. My friends and I make our way to Homeroom where we are seated in an appropriate, socially distanced manner. We start Homeroom with the morning announcements and end it by respectfully standing for the national anthem. I know this all sounds awfully familiar to how things would go normally, and that is exactly what it is. Recent events have not gotten in the way of school spirit.

For the majority of my week, I begin the day in Ms Brill's classroom and think I can speak on behalf of my peers when I say that English class is never boring with the activities and enjoyable hyperdocs that Ms Brill makes. Even pre-calc with Mr Ahmed is never boring with all the fun ways he finds to teach Maths in a safe, yet engaging way. Whilst being a material-heavy class, AP World History has easily become one of my favourite classes, with all the new information we take each day with socially distanced precautions, of course. After my three starting classes, I head to break where there is a limit per lunch table. This rule ensures that not too many people are close together while still being able to communicate with friends during break. After sanitising and finishing up my break, I head to AP Computer Science where every day is a new challenge to overcome. I finish the day with Environmental Science taught by Mr Maged who always makes sure we are all following the safety rules to ensure our well-being.

All of our work is online as the transition from written work to everything online has proven to be successful as now all work done both at class and home is online using our own devices. This makes students feel safer that they are only being associated with their own property and stops the spread of germs through papers going back and forth.

My personal experience with in-school learning consists of me feeling like everything is still the same aside from a few new rules that target safety. A day in my life as an at-school learner is simply just me facing the challenges every new school day brings between keeping within school rules, by keeping my mask on, moving in one direction, constantly distancing and sanitising, and making sure I am understanding what I'm learning. To conclude, the hybrid schedule is proving to be a better and more convenient schedule than taking everything online, every day.



Grade 12

A Day in the Life of... at Home

Farida El Sayad (G12Y)

BEEP BEEP. I wake up to my alarm ringing at 9.00am in the morning - another day of online school and at-home learning.

After I brush my teeth and have breakfast, I open Google Classroom to check what my teachers have posted. Something that helps me stay on track while learning at home is creating my own schedule for the week. I write down all assignments for all my classes, along with their due dates using my laptop's notes. Doing this prevents me from procrastinating and helps me turn work in on time throughout the week.

I complete most of my work for the day and realise that I need a study break. Therefore, I decide to head to the gym in order to release all my stresses and get right back on track. After a good workout session, I go back home and complete the rest of my assignments. This is why I enjoy online learning. I am able to go to school while still making time for daily activities that I love. Even though I had a difficult time adjusting to online school at first, now that I am used to it, the hybrid arrangement has helped benefit and relieve me in many ways normal school could not.

Online learning helps to keep all of us safe from Coronavirus while still providing us with a good education. I am looking forward to making the best out of the rest of my Senior year, whether at home or at school!



Amir Bolos (G12Y)

Adapting to the idea of online learning and not being able to do the same routine that has been going on for the last twelve years was such an overwhelming experience at first. Going through the pandemic and learning online for three months forced everyone to think about next steps and how the new academic year will run. Planning something like that and making sure to divide the time equally between fourteen different year groups is one of the most overwhelming situations that anyone could be put in. Even though nothing compares to being in school regularly, the system that MES Cairo into practice has is the best possible solution for our current situation. Dividing all of Secondary into two groups with a week online and a week in school has been the best available compromise.

The new system was definitely something that challenged me at the start of this academic year, and I have taken time to adapt especially during the week I stay at home. Not having instant access to teachers when working from home, can be a source of pressure or anxiety for some students. On the other hand, I feel like it is better to look at the positive side and admit that this has increased independence and helped us plan and manage our work on our own and search individually for what we need help with. Waking up early is part of my daily routine, regardless of whether I have school or not.

A day in the online week starts with getting up and checking outstanding assignments that are due by the end of the week. As a person who is committed to other things outside of school, time management is very important to getting everything done on time. After checking my work and planning what I need to do, I make my breakfast and begin working on one or two assignments in order to lighten the workload. After lunch, I begin preparing myself for my football training and leave schoolwork until later. After football, I shower and eat and then I am back to my laptop to finish my assignments.

I am not someone who can sit at a desk all day and get everything done at once. I will usually take a break and enjoy watching football or a movie which are both a regular part of my day. This is how most of my time is spent during the online week.

Thank you to MES Cairo for the astonishing effort made in order to give us one of the best possible solutions for education during these unprecedented times.



A DAY IN THE LIFE OF... AT HOME

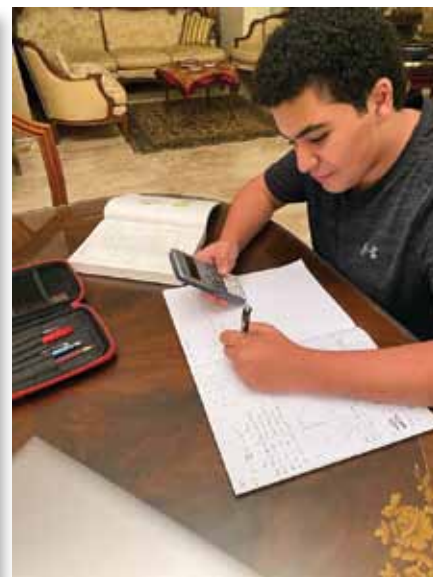
Mohamed Desouki (Y10Y)

As much as the Coronavirus has impacted our lives throughout 2020, the greatest challenges we faced was school and our academic life.

When the school first announced the hybrid system, we were all confused about how it was going to work. Some speculated that we would not even have the chance to try this system before the Coronavirus would once again keep us at home. Fortunately, the school reopened with haste and enthusiasm.

We safely practise social distancing at school by having one table per person in class, always wearing a mask, sanitising gel in every room, distancing tables at break and reducing the number of people at the school lunch lines by introducing a meal system.

When we are at home, assignments are set as PowerPoint slides with hyperlinks leading to videos, PDFs, web pages etc and most teachers set a deadline of Thursday. Personally, I use the first day to organise and plan my week. I go through every class on Google Classroom and when I notice a new assignment I add to my list of reminders with their due date as well as what they include.

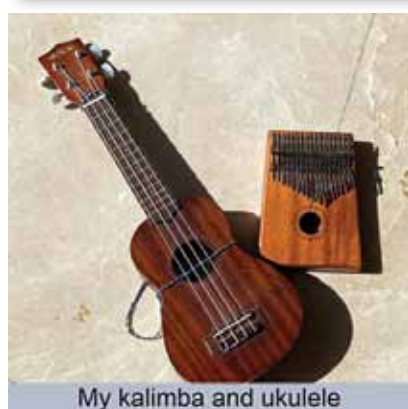


Malak Mekky (Y11R)

You will have noticed that online learning is very different to school learning. It has taken me quite some time to adapt to this change. Trying to stick to a schedule has helped me make sure that I finish all of my designated work on time and ensures I have good study habits.

Since I am able to follow my own schedule, I wake up a bit later than usual after having had enough time to sleep. This also helps me have a proper morning routine.

Online schooling has allowed me to have a proper breakfast every morning. After breakfast, I start to check what assignments I have and start planning which assignments I will do for the day. As an AS student, I only take 4 subjects, which makes me able to take more time on each assignment with no rush to finish on time. I like to do two subjects a day and take my time with each subject. I prefer to not rush into the assignments but rather to understand the topic before I do my assigned work. This makes me have one day of learning and the next day to do the work. You may wonder, doesn't that mean I have a 4-day week? Preferably, yes, however things may take longer than usual, and that extra day is there for me to finish off work or do any extra things.



Finally, when I wind down after a long day, I really enjoy just having fun and gaming with friends online. Since I am home all day, the only people who I talk to are either my parents or myself so being able to speak to someone outside of your family is refreshing after a long day, even if it is about the game we are playing.

Farida Rizk (Y12Y)

On a Sunday we are required to work remotely. I provide myself with a detailed, organised timetable with the assignments and topics I am required to study and submit throughout the week ensuring efficient use of my time at home. My day commences at around 8.30am. I force myself to work at my desk to allow myself to adjust to the new circumstances and manipulate my mind into thinking that I am at school. As I am an A level student, I study 4 subjects, so for each day of the academic week, I study one subject. I carefully watch the videos uploaded on Google classroom by my teachers and replay them if I am unsure of anything. If I still have any doubts, I will ask some of my peers if they understand but if not, I immediately email my subject teacher to eliminate any sensation of uncertainty. I take a short 10-minute break as it is a crucial component of achieving great performance. Once I am confident, I begin to observe the homework I must complete for that particular subject. Once I finish my assignments, I either conduct further study on the subject or I examine the work needed for another subject. After my online learning day has come to an end, I head over to the field for my archery training to help me with focus and determination in my overall life.



Nadine Helmy (Y12B)

Coronavirus has placed myself and students like me into difficult circumstances. The system which school is following has changed completely, to a combination of physical school and online school. As a motivated and pro-active student, I have found an array of new and unique ways to adapt to these changes, in order to allow a smooth transition in terms of hybrid learning.

Once my week of physical school is over, I normally spend the weekend consolidating all of the material I have taken during that week, and catch up on any assignments I have left so that I can start my new week of an online school with a prepared and ready mindset.

With a good night's sleep, I wake up on Sunday at around 9.00am and prepare my desk for the day I have ahead. I normally like to prepare my to-do list so that I can plot out all of the week's assignments into clear and distinct bullet points and have a drink of water next to me in order to stay hydrated. Once I have checked Google Classroom, it is around this time that all of my classes assignments, worksheets and exam practice sheets are posted by my teachers, along with clear deadlines that I must follow. With this information, I spend around half an hour organising my time and ensuring that the study schedule I produce is flexible and can also fit in my other daily needs for the week.

To me, one of the most significant aspects of online learning is the environment that I create for myself and ensuring that it is suitable in order to create a focused and productive

atmosphere. I also create a positive ambience for myself by playing calm music. Once I have had my breakfast, I spend around two hours working on each of my subjects, spending approximately 50 minutes for each subject and taking a 10-minute break in between. I then take a 30-minute break to have a small snack,. I then resume my online learning and spend two more hours on the rest of my subjects. By creating this set and clear routine for myself each day, it is becoming easier and easier to adapt to this change in learning, and with this, I am aware of what I need to do every day during online learning with minimal confusion.



A DAY IN THE LIFE OF GRADE 10 AT HOME

2020 has been extremely hard. Due to COVID-19, our plans were challenged for the year and we had to adapt and come up with new ways in order to lead a somewhat 'regular' year. Many of us had to study or work from home, train from home, meet our friends online, wear a mask at the beach, and so much more. However, we made it through, and for that, I congratulate all of you because it has not been easy, I know!

Some of us were worried about what this 2020-2021 school year would be like, and we all had our assumptions. When we found out that MES Cairo would be following a hybrid system we were finally able to relax our minds. Well, not really, we were still wondering how this hybrid system would work. What group will I be in? Will I be with all my friends? How will the online system work this year? What do you mean I have to wear a mask for the WHOLE DAY? Why did the coronavirus occur at all? When will everything go back to the real normal? These, along with so many other questions, consumed our thoughts but we were still excited to return to school: one week of school is better than none. When the school year started, we finally truly relaxed our minds when we realised that the hybrid system was not bad at all. All our teachers and everyone at school have worked so hard to make learning as accessible and accommodating as possible for us and it really shows.

During the online weeks, there are so many resources that help us communicate and interact with our teachers and classmates like Google Meets and Chats, Flipgrid and Padlet; as well as other resources that help us academically like Khan Academy, AP Classroom, CK-12, and so much more. The hyperdocs are extremely helpful in order to understand the material, and to organise and prioritise our assignments.

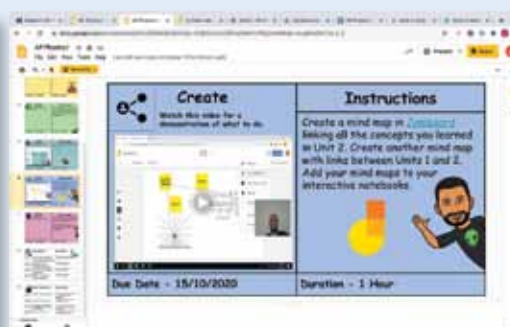
Here is an example of my first day during the online week:

- 9:00am Wake up and get ready for the day.
- 9:30am Prepare all my materials and open Google Classroom. On Google Classroom, I find the hyperdocs for all my classes and the resources for the week.
- 10:00am After I view and understand everything on the hyperdocs, I make a study-schedule or a to-do list containing everything I need to do for the week.
- 10:20am I contact some of my teachers using emails or Google Chat to ask them questions if I have any.
- 10:30am I begin with my assignments for the week. Some weeks I go from subject to subject while other weeks I prefer finishing all my assignments for a particular subject before moving on, it depends on the assignments and workload.
- 12:00pm I take a break and relax. I enjoy catching up with my friends on zoom, spending time with family, listening to music, having a snack, or watching Netflix (the advantage of being at home!)
- 12:40pm I continue working on my assignments.
- 3:00pm I stop working for the day (although sometimes I work in the evening too) and spend the rest of my day as I normally would.



Many people prefer to be in actual school, interacting with their teachers, spending time with friends, and everything else. However, the online system is also preferred by many others thanks to the efforts of everyone who helps make it such an organised and impactful educational process. In my opinion, we have the absolute best of two worlds, given the circumstances we are in, and I'm excited to see how the year progresses and how we will all continue to adapt and support each other as the year goes on.

Mariam Awad (G10G)



Middle School Hybrid Learning



Care-Challenge-Inspire, the school's mission statement is central to guiding the educational, social and emotional development of MES Cairo students. This year the Mission has become more evident during this period of transition to new styles and locations of teaching and learning. The Middle School team of teachers have worked tirelessly preparing learning experiences that challenge and inspire students either in the classroom or at home. Students have shown great progress over the past few months in becoming more engaged and independent learners while balancing their studies between school and home. With the ongoing care and support of parents overseeing and managing learning at home, students are beginning to adjust to this new style of hybrid learning. The journey has not always been easy, but it has caused us to reflect upon alternative approaches to education, individual responsibilities and how difficulties may cause us to look at things differently and open our minds to new possibilities.

"I am so proud of the effort that I've seen from my students. Sometimes, we are asked to grow in new and unexpected ways. I am so proud of everyone rising to meet these challenges head-on."

Mr O'Connell, Grade 8 English

"I am especially proud of my students for rising to the occasion by completing their challenging Worse Than 2020 Projects! They continue to inspire me daily with their humour, optimism, ingenuity and intellect. I am learning that we can do anything if we stay MES Cairo Strong!"

Ms N Walker, Grade 8 Social Studies

Mr D McKoski - Vice Principal and Dean of Students Grade 7 and 8

A Day in the Life of Grade 8 at Home

Personally, I think learning at home is very exciting and interesting just as in school! When you are learning at home, you practise more self-control and time management by creating your own schedule and being aware of all of your assignments. I usually start by checking my email, hyperdocs and assignments. I work on the assignments that are due on the same or next day. I have learned how to manage my time and use it wisely throughout the day. **Omar Alsaftawy (G8Y)**



Science online learning has been enjoyable at home. Ms Toney explains everything very clearly in her Hyperdocs and videos. There are always step by step instructions that help me complete my assignments easily. I love Science and looking forward to learning more this year.

Tia Zarifa (G8B)

Drama is a fun and interactive lesson and from home it is not hard to understand. You would not think that Drama might be one of your major classes but actually Ms Berthaiume makes the lesson important. Creating storylines in drama is a perfect example how drama connects to other subjects and is just as important. **Patricia Grease (G8G)**



I really love Art and most of my hobbies are art based and I have had lots of fun doing art online this year. I love using the hyperdoc, it makes knowing what to do easier. Painting our animals was my favourite part of the year so far. I have had a very positive experience with the year so far.

Alberto George (G8B)

Social Studies at home is fun. We get to work at our own pace, do not have to rush to finish our work in a short time period. We also have a hyperdoc that explains everything we have due for the week and what they mean, which makes things a lot easier for me. I really enjoyed working at home for social studies. **Mariam Allam (G8B)**



The subject that I really enjoy is Digital Technology (DT) because of the interesting things that we get to do using things that we all have at home. My favourite thing was using machines and creating organisers out of recycled materials. I also enjoy the online work that is given by Ms Taha as it opens up new challenges and gives ideas. **Ahmad Ramadan (G8R)**

P.E. at home has been completely different than at school. We have started using more technology, using more documents when at home instead of exercise. Personally, I like Physical Education at school instead of at home because as an athlete, you like to run, play games and do activities. This is what P.E. at home looks like! **Youssef Helmy (G8B)**



This year I am taking Spanish and I have really enjoyed expanding my knowledge of this new language. When I am at home working online, I usually open the Hyperdoc on Sunday, this gives me more time to plan my week and figure when each assignment is due. After doing this I always open the google slides presentation linked in the hyperdoc. This allows me to get a better understanding of what I should be focusing on during my time at home. When I open a worksheet document for Spanish, most of the time I have trouble with a few words. However, when I do not understand the meaning of a word, I do not go to Google translate because sometimes the sentences they form are not accurate. Instead, I use a Spanish dictionary or one of the websites my teacher has linked for the week. Overall, I really enjoy learning Spanish at home because it allows me to work at my own pace and helps me become more independent when I get stuck. **Amina El-Mallah (G8B)**

Key Stage 3 Hybrid Learning

Key Stage 3's "new normal" has started off successfully with an excited new Year 7 cohort ready to tackle the challenges and immerse themselves into the Secondary way of life.

With the help of our newly appointed Senior Mentors, students orientated themselves around all 3 floors of the S building, the N building and the lofty heights of the Drama studio and DT workshops. Homeroom time has been especially enjoyable for students and our fabulous new Homeroom teachers: Mr Wakely Y7R, Mr Ghailan Y7Y and Ms Youssef Y7B, have fully supported the students in ensuring they start the school day correctly. An example of this is Technology Tuesday which is a student favourite Homeroom activity and has enabled students to interact whilst maintaining a socially safe learning and collaborative environment. With Mentors supporting on regular mornings - the holistic wellbeing of the youngest students in Secondary is well taken care of.

Now a year older and wiser, our Year 8 students have displayed dependability by successfully falling back into the swing of things with maturity, enjoying the consistency of routine and classroom activities picking up from where they left off in Year 7. High praise and commendation to them for modelling patience, positive behaviour and a resilient Key Stage 3 nature towards this new change, setting a wonderful example for Year 7.

In teaching and learning, students have risen to the challenge and adaptation of our hybrid model, implementing effective use of the Google suite; accessing hyperdocs efficiently, knowing this to be the outline of the work for the week and completing the exciting tasks in a collaborative manner whilst at home and in school. Naturally, it has taken some adaptation, for both students and teachers, yet the feedback and evidence can be seen in the quality of work and the attitude to learning.

Students note that they enjoy the online nature of utilising more Kahoots! and Quizziz to check their understanding and appreciate it when our teachers challenge them with interactive learning.

Ms Hainsworth's KS3 Maths lessons have fully utilised the MyMaths platform with continued success, whilst in English, teachers are enjoying giving recorded verbal feedback via Mote - voice notes optimising the learning experience, to supplement the 'What Went Well, Even Better If' standard of feedback.

Science lessons have been stimulating with budding scientists already showcasing ambitious laboratory skills, alongside the continued success of the Humanities department gamifying population dynamics. You can read more about the department successes in this issue of the Messenger. An invigorating start to KS3!

Ms S Elsaadany - Assistant Headteacher, Years 7 and 8



Key Stage 3

A Day in the Life of Year 7 in School

Tia Madkour (Y7R)

When we are dropped off in front of the school at Gate 4, we have our temperatures checked to make sure we are healthy. We then make our way towards the Secondary Yard to the Y/G 7-8 student zone, until we make our way to Homeroom. Instead of staying in one classroom for each subject, we move around in the hallways to get to our different lessons. My experience with learning since the beginning of the year in school has been delightful! It is very important that even if we have to do things differently now that we keep learning new things every day. In my opinion, every teacher has successfully taught us something new with every lesson we have had.



Mario Sigalas (Y7B)

What MES Cairo is doing during this pandemic is very important; we are taking precautions while learning all of the necessities. Campus is well-organised and it is an effective way of learning during a situation like this.

While in school, we wear masks at all times unless we are outside during break eating lunch. When we have finished eating, we must wear our masks again. At the start of the year we were all confused about how this year was going to go, and I must admit it was challenging at first, but as the weeks got on, I started adapting. I feel that this year, time is passing quickly, and I think that online school passes much faster than usual. Hybrid learning was challenging at first but when I asked my teachers about it, they explained it clearly to me.



Although being on campus is challenging, because we must social-distance, we are still adapting to how the year is going - I think it is going well so far!

A Day in the Life of Year 8 at Home

Malak El Saadani (Y8B)



Towards the end of last year, school became a very different place. We were told not to leave our house or homes and there was a worldwide lockdown for a virus that everyone was afraid was spreading very quickly. Now we start a new academic year and have hybrid learning.

As a student, you are given a huge responsibility and it becomes a very quick transition; you no longer have your teacher looking over your shoulder or telling you to do your work. You have to get things done on your own. In my opinion online schooling, and even this global pandemic, has given us the responsibility that comes with staying safe but also room to grow and maybe even a new sense of achievement and/or accomplishment with knowing that you have tried your hardest on your own.

Many subjects have been difficult to adapt: PE for example, art or even music. Despite these difficulties, we were able to work around them. Our teacher started to give us workouts at home for PE and quizzes or listening assessments for music. This has given us a way of being able to do a lot of the things that were the highlights of the school day while learning online.

With hybrid learning, we leave the house and go to school for a week and stay online for a week. I believe that this is the best way to be able to see our friends and classmates and interact with our teachers, giving us a better understanding of the work we are doing while also staying safe and following all of the protocols.

Grade 9 and 10 Enjoy an Adventure in ClassCraft

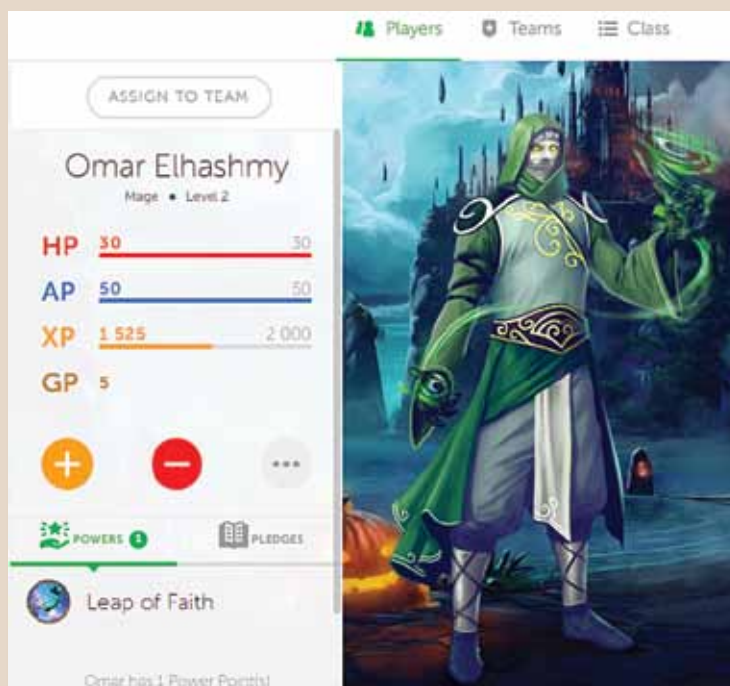
ClassCraft is an online game that is based around success at school and rewarding positive behaviour. Students in Grades 9 and 10 have embarked on their adventure in the world of ClassCraft which mirrors their progress and achievements in school.

Each student chooses an avatar or character, that will represent them in the game. Working in teams, the characters support each other depending on their special abilities. Every two weeks, students are set challenges to complete in their schoolwork and regarding their behaviour. Completing a challenge sees the student rewarded with Experience Points (XP) and Gold Pieces (GP). When a student reaches a certain number of XP, they level-up and can then use their Gold to upgrade the look of their character.

ClassCraft is designed around the concepts of Positive Behavioural Interventions and Supports, which aims to focus on and reward positive behaviour, rather than looking solely at negative behaviour. The fact that the mechanics of the game is similar to those of popular video games, makes ClassCraft an accessible platform for students to see the positive consequences of positive behaviour.

Even the Homeroom Teachers in Grade 9 and 10 have their own characters! We already have some students who have reached Level 2 and they have entered our Hall of Heroes. We hope to see many more 9th and 10th graders joining them soon!

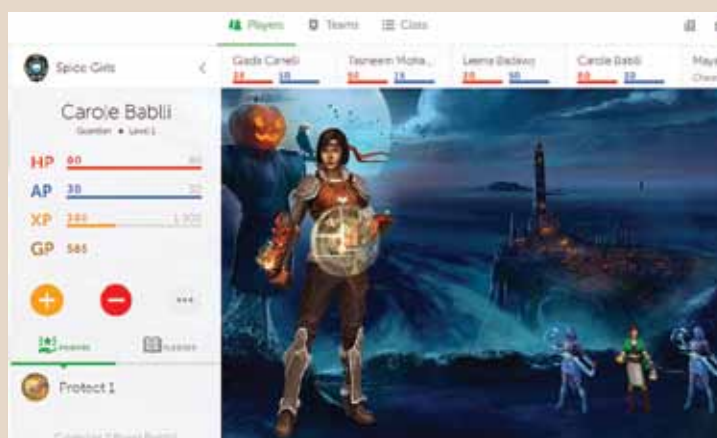
Mr J Todd - Dean of Students, Grades 9 and 10



One of our Grade 10 avatars



The first students to reach Level 2



One of our Grade 9 teams



Even our American Section Principal has an avatar



Some of the characters and pets from ClassCraft

Grade 9 Back to School - Virtually!



Mr Newton explains Advanced PE

Determined not to lose the experience of our annual Back to School event for parents of Grade 9 students, we put our heads together to come up with a way to offer the experience while remaining Covid-secure.

What we created was a series of “video walls”, one for each block of the timetable, whereby parents could view a video of each of their child’s teachers welcoming them to the partnership of home and school.

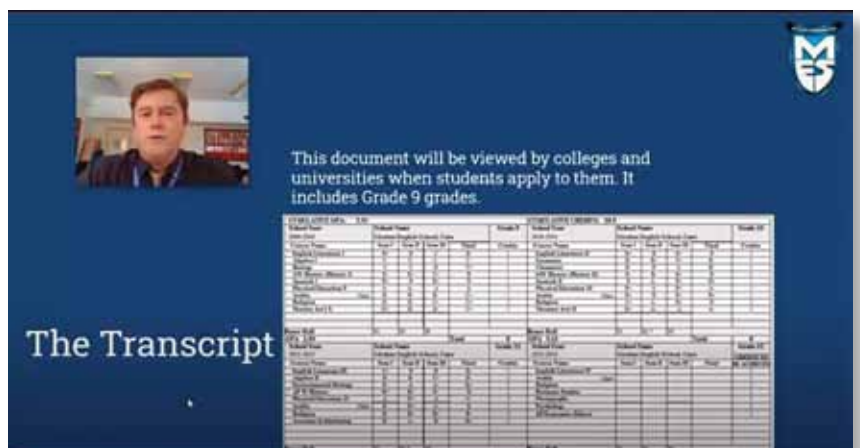
After a welcome message from Ms Dodie Pfeil, Principal of the American Section, parents could then watch a video of Mr Todd explaining how High School differs from Middle School, the journey from Grade 9 through to Graduation and how everything counts from the very beginning of Grade 9.

Although it was not the same as meeting face to face, which we have always looked forward to in previous years, the connection between the teachers and the new High School parents was established and another great MES Cairo year was launched.

Mr J Todd - Dean of students, Grades 9 and 10



Mrs Thiam welcomes parents



Mr Todd explaining the transcript



Block E Video Wall



Block A Video Wall

Google Gurus!

Egypt's Only Google Educators are here at MES Cairo!

Congratulations to Mrs Dodie Pfeil on her tremendous achievement of becoming a Google Certified Trainer. Her expertise in instructional technology has been significant in guiding our Senior Leadership Team through these past few months especially. Now, as a certified trainer, Mrs Pfeil is amongst the world's most knowledgeable educators on all things Google. This acknowledgement of her success is hard earned and well-deserved! Mrs Pfeil leads our MES Cairo team of Google Gurus.

We applaud Shereen Taha, Secondary Head of Technologies, and Mr Ahmed Labib, Secondary American Physics Teacher, and Mr Taher Naggar, Google Coordinator who have completed their Google Educator Training. This certification attests to their commitment to all things Google!

The team of Google experts led by Mrs Dodie Pfeil, American Section Principal is training MES Cairo teachers in getting the most out of Google apps, including Google Classroom, to support student learning both in the classroom and whilst at home.

Our Google Gurus' passion for Google apps began well before COVID closure, but during the last 6 months their appreciation for the array of educational apps in Google has developed exponentially. As Certified Trainers, they are integral in our partnership with Google For Education to ensure MES Cairo teachers and students are getting the best support for learning at school and at home.

We asked each of our Google Gurus about what it takes to be a Google Educator.

Ms S Sheehan - Deputy Head

Google Certified Trainer
TRAINING **Taher Naggar**

I am proud to have been accepted as a Google Certified Trainer. There are many benefits to earning the designation and being a member of the Certified Trainer community, including early access to Google product updates, trainer resources, and the support available from thousands of certified trainers around the world. Of course, the true value of these and other benefits is that I am able to take advantage of them to improve the content, structure, and delivery of my training sessions to help colleagues use G Suite to positively transform their practices.

The most challenging part of the application process was creating my candidate introduction video. Google's FAQ page says prep time is approximately 2 hours. I think I worked on it for a week! Similar to writing a resume, I had to find the most effective ways to highlight my experiences and show why I thought I had earned the right to be a certified trainer - all in one minute video!

My favorite app

©TEACH1WORLD

Google Certified Trainer

LEVEL UP! **Shereen Taha**



Having recently passed the Google Trainer certification, I must say the hardest thing was making sure that my application video was under three minutes. I literally spent hours editing it to make sure that I didn't go one sec over three minutes! The first minute we had to talk about, 'Why we should be chosen? How are we Googley?' We also had to introduce ourselves and say what we do at work. The other two minutes we had to demonstrate how we use a specific Google app using a recording software, I kept making silly mistakes or hesitating and had to keep re-recording it which took FOREVER! But it was worth it and I passed the first time.

The best thing about being a Google Certified Educator is that you are part of these forums with trainers from all over the world, who ask questions and other trainers answer and everyone basically helps each other out! It is fascinating to see what we are doing as a school compared to what other schools are doing, makes me realise how amazing we are!

My favourite app is Google Keep, which is super cool because you get to keep all your notes in one place, you can add images to your notes, you can even do voice notes. I have notes on places I want to travel with images, and my recipe lists with the links from the websites! I love it!



MY FAVORITE APP!

Why is it important to be a...

Google Certified Trainer?



First and foremost, you have to enjoy helping people and you are ready for an onslaught of amazing resources to trial and teach others. It is a privilege to share with teachers how to integrate interactive technologies into their classrooms. The Google Certified Trainers group is dedicated to sharing with other educators for free, we all offer training sessions, and are able to attend training sessions all over the world! We connect globally with like-minded professionals.

We are fortunate to have Egypt's only Google Certified Trainers at our school. There are approximately 2000 Certified Trainers globally, as the program takes a great deal of time, effort, and dedication to complete. Congratulations!



Dodie Pfeil

MY FAVORITE APP!

Google Certified Trainer

Ahmed Labib



Attaining Google Training Certification was a challenging task in many aspects. The biggest challenge, in my opinion, was preparing a Trainer video for my application. The video requires so much information; such as a little background about myself, my vision for using Google Apps in school, one way I've already used G-Suite in education etc. Getting all of that information in a 3 minute window was the most challenging part of the certification process for me.

The benefits of being a Google Certified Trainer are vast. For instance, we get early access to all the updates to all the Google applications. In addition, we have access to a large interactive community of trainers that can help us troubleshoot any issues we are facing. Furthermore, we also receive shared resources from the global community which inspire us to develop tools, skills, and resources for our local community. Above all, we get to assist and train our colleagues to be tech savvy!



My favorite app!

MES Cairo Success in the United Kingdom

Mathematics Trust (UKMT) Junior Challenge

The United Kingdom Mathematics Trust (UKMT) was founded in 1996 with the aim of advancing the education of young people. The UKMT Individual Mathematics Challenges are lively, intriguing multiple-choice question papers designed to stimulate interest in mathematics. The Junior Challenge attracts over 300 000 entries each year and is the United Kingdom's most popular mathematics competition. The competition is also open to international schools that offer a properly accredited British education. MES Cairo is one of those schools.

The papers contain 25 multiple choice questions. Of these, the first 15 are more accessible whilst the final 10 provide more food for thought. Gold, Silver and Bronze certificates are awarded to only 40% of participants.

This year, the Junior Challenge was sat online, and a number of MES Cairo students were selected to take part. Some of those students had been preparing since the beginning of the year by attending the Mathematical Challenge after school activity with Mr Rayner and Mr Carr.

We are delighted to report that the following certificates were awarded:

Mr S Rayner - Head of Mathematics and Mr P Carr - Teacher of Mathematics, British Section

Silver certificates:



Karim Aboelsaad Y8B



Dana El Sharkawy Y9G



Ahmed Morsy Y9G



Farouk Abdel-Salam Y9G

A Gold certificate and also 'best in school':

Bronze certificates:



Yassin Abdelrahman Y9G



Hamza Yehia Y9Y



Louay El Habibi Y8Y



Ahmed Kamal Y8B



Noora Abbady Y8B



Malak Sherif Y8B



Adam El-Hady Y8Y



Ramy Wahib Y8Y



Mohamed Hamed Y9Y

Certificates of Participation:

How to Keep On Track When Working Online



A HyperDoc is a digital, packaged lesson that comprises a series of activities, resources, and questions. It replaces a traditional 'teacher in the front, worksheet on desk' learning and puts it in the hands of students. It can take many different formats: Docs, Slides, Sites, Maps, Forms and provides a structure for students to stay organised and on task. Lessons can be designed for a day, a week, or even multiple weeks depending on the topic. HyperDoc technology tools such as Khan Academy, Edpuzzle, Ted-Ed, Kahoot, Quizizz etc are deliberately chosen to give students opportunities to engage, explore, explain, apply, share, reflect and extend their learning.

Supporting your child with digital organisation

Staying organised with online learning can be difficult for students who do not get into good digital habits. You can really help your child by discussing the following tips with them!



Staying on top of email

Students will receive Google Classroom notifications from their teacher when new work or announcements are posted. Encourage your child to dedicate time every day to reading these and then archiving them. This keeps the inbox clean and tidy, and the emails can still be found if needed again.



Keeping Google Drive Organised

Ask your child to show you their Google Drive folder. Is it full of documents from multiple subjects with no folder structure? Students should create folders for each subject as shown below.



Look out for documents called "*Untitled document*". Encourage your child to create sensible names for their work. If they are using Google Docs to make ongoing class notes they should create one document to act as their notebook (some students create a new document every lesson, which makes it very difficult to study for a test if they are not organised and named correctly).

Planning your Learning Time with Google Classroom



Students have a "To Do" list in Google Classroom which can be accessed by clicking on the Main Menu (or hamburger!) icon the "To Do" list shows you what work is required for submission and when it is due, any missing work, and completed work.

Students should check this every morning to help plan their day. It would be even better to check at the start of the week and create a plan of action for each day. Warning! A student might mark their work as completed by submitting a blank document! Teachers will obviously spot this, but why not ask your son/daughter to show you the work they submitted each day?



How to get help from Teachers

Teacher Contact Time is available every afternoon. Your child needs to check the stream in each subject's Google Classroom to find out when their teacher will be online to chat and help discuss any learning challenges. If your child gets completely stuck during the day he/she should check when the teacher is next available online, make a note of the questions to ask him/her, and then move on to the next piece of online learning. If they miss that week's contact time, then they students should send an email to the teacher to explain.



How to Avoid Distractions and Stay Focused

Students should carry out their work in a well-lit environment with space for them to work. This should be away from their usual distractions - usually a device or game! The dining room table or an office space could be ideal. They should aim to start their home learning day the same time they would at school. This means getting to bed on time - for teenagers it is recommended that they get nine hours of sleep each day! Ask your son/daughter to leave their phone downstairs when they go to bed, or at least ensure they enable a blue light filter (staring at unfiltered screens makes sleep more difficult). Students should take a short movement break each hour, drink water, and have a snack if needed. Home learning weeks should not involve lazy mornings and late starts.

Dr T Kolesnikova, LDD/ESL Teacher and Gifted and Talented, American Section, IB Inclusion Coordinator
Mr H Cordy, LDD and Gifted and Talented Coordinator, British Section

CELEBRATING THE ARTS AMIDST OUR 'NEW NORMAL'

Secondary Music

It was an excellent start to the academic year for students in Years 7 and 8 who, despite the unusual circumstances of shorter days and smaller classes, produced quality musical performances and compositions.

Year 7 were introduced to Secondary Music by producing and creating their own music. While Year 8 developed individual improvisations and a whole class performance of a Blues, as part of the Jazz unit of work.

The main aim of the return to school has been to engage in creative and fun tasks as much as possible and this will continue throughout the year as normal. Students will take part in various engaging topics by learning about music from around the world and will develop skills in performing and composing, as well as singing. Music is also important in students' development by enhancing core skills of teamwork, listening, communication and creativity.

Students in Year 9 and 10 have continued with creativity by giving themselves the opportunity to form a holistic education by studying a creative subject. During IGCSE Music, students have learned about music in more detail through analysis and listening, while composition has been learned through the use of technology. Students have also performed on their instrument to record solos as part of their coursework and recently Year 10 completed the IGCSE and sat the final listening examination, so well done to them.

Mr G Thomas - HOD Performing Arts, British and IBDP Sections

Drama in the British Section

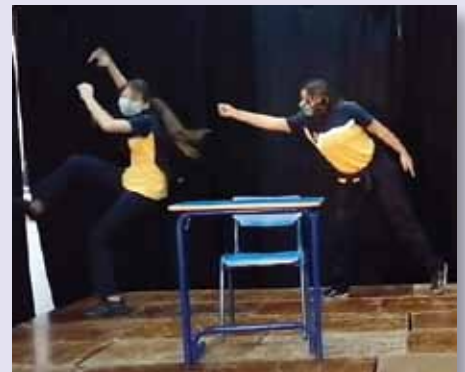
Year 8 Drama

In Drama, one of the safety precautions we have taken due to Covid-19 is not using any props in order to prevent students from sharing objects. We did not let this stop us! During Term One, we have been learning pantomime skills. The students have practised miming and acting with imaginary objects which culminated in the epic mime battle performances which were truly amazing!

Year 10 IGCSE Drama

To begin this year, the students have been hard at work preparing their monologues for their Individual Piece performances coming up later in November. After, we will begin working on their Group Piece based on an extract from a play.

Mr J Berthiaume - Drama, British and IBDP Sections



Y8B Drama Pantomime Noora Abbady (Y8B) & Malak El Saadani (Y8B)

HIGH SCHOOL CHOIR



High School Choir is still taking place this year!

In order to keep students safe, we are following COVID-19 guidelines. We always sing with masks on, properly distance ourselves within the classroom and maintain proper ventilation within the classroom.

Students are currently working on "Santa Claus is Coming to Town" and "We Wish You a Merry

Christmas". These are both in preparation for participation in a Secondary section and staff virtual choir.

Mr J Harper - Head of Expressive Arts, American Section



SECONDARY HOUSE NEWS

Google Classroom

We have introduced 3 Google Classrooms for each House; one for Year/Grade 7-8, one for Year/Grade 9-10 and one for Year/Grade/DP 11-12. Make sure that you have accepted your House Google Classroom and that you view it regularly for current and upcoming competitions for you to participate in, important notices and information and up to date information on the House leaderboard. The House Google Classrooms are comprised of teachers and students thus truly creating stronger bonds and connections between all members of our school community!



Student Leadership positions

Richard Carlson who was considered one of the foremost experts in happiness and stress reduction, wrote *“Reflection is one of the most underused yet powerful tools for success.”* The past six months have given the MES Cairo House team a chance to reflect and see that future success for the House System truly lies in the hands of our Student House Leaders who will have been selected by the time you read this article.

House Captains

The House Captains will actively promote the school values at all times by mentoring and encouraging other students in the House, motivating students to participate in House activities, assisting House Captains, organising a variety of House events and liaising with students in other leadership roles.

House Journalists

House Journalists are responsible for constantly updating the House Blogs with information, descriptions, interviews and results about House activities. House Journalists will also be writing future articles for the MESsenger magazine.

House Photographers

House Photographers will be responsible for supporting Heads of Houses to take photos and videos of House related events. These photos and videos will be published in the Student Bulletin, House Google Classroom, Messenger magazine as well as on school Social Media platforms.

House Slides Specialists

The House Slides Specialists are responsible for putting together creative, fun-filled out-of-the box slides to be presented on the Student Bulletins and House Google Classrooms. The slides will promote upcoming House activities and give the results of previous House competitions.

House Activities and Events

We had our first socially distanced House activity, the first activity in 6 months and the first of many to come.

Nadine El Rashidy (G8B) explained that the Middle School Lap Challenge is a race against all the Houses: “We spent the lesson running laps and each time we finished a lap, we would say our House name so that the teacher can add a point to our House tally. We could either run, walk, or jog at our own pace.”

Lilly Hussein (G8B) said that “it was fun and energising as we did this activity in the beginning of the day, so it was very refreshing.”

Zein Eissa (Y7Y) added that “it was a nice run but now my body is aching and of course, as usual, Kheper won!”



SECONDARY HOUSE NEWS

What necessity is there to dwell on the past, when the present is so much surer and the future so much brighter? What a truly bright future we have ahead of us in the MES Cairo House System for 2020/21!

Heads of Houses

We have our four Awesome, Exceptional, Kourageous and Stupendous House Captains. Please give them all a virtual round of applause as they introduce themselves.

Awesome Amun House

Hello everyone! This is my third year as Head of House for Amun and each year I continue to experience the importance of the different opportunities that being part of a House has to offer. What I value the most about the House system is that it encourages students and teachers to work as part of a team, allowing them to feel more connected to the community around them. In addition to this it offers opportunities for students to develop leadership skills that they can build on and take forward into their journey after MES Cairo. I am looking forward to working with all the Amunians this upcoming year as we continue being the inspirational House that we have always been!

Ms L Shepherd - Head of House Amun



Exceptional Edjo House

Hello, my name is Mr Keast and I am the Head of Edjo House! This is my third year as the Head of House for Edjo and I love being part of such an inclusive community. The best thing about the House system at MES Cairo is that it offers something for everyone; a variety of activities, competitions and engaging tasks that allow students and teachers from all ages and interests to be involved in. The House system truly fosters a sense of unity, giving us the opportunities to work cooperatively and to succeed in so many different aspects of school life. Let's have a great year Edjo and get yourself involved in as many House events or competitions as possible!

Mr J Keast - Head of House Edjo



Kourageous Kheper House

I am extremely excited for what lies ahead, as I begin my first year of being the Head of House for Kheper. I have big plans to overtake the other 3 houses in order to be crowned house champions of 2020/21!

My aim is to create and nurture a team that is full of happy, positive and successful students and teachers. I look forward to all of us participating in House competitions such as online quizzes, the highly anticipated student quiz bowl and a variety of different sports activities. Kheper has not won the House championship for 3 years, but fear not! 2020/21 is going to be our year!

Mr G Loftus-Bird - Head of House Kheper



Stupendous Selket House

My name is Mr Thiam and this is my fourth year at MES Cairo. I have the honour to be the Head of the best House of the school this academic year, Selket House! I was a Head of House in my previous school and I know the importance that Houses bring to a school, particularly how a House is like an extended family, the joy it brings of being always supported, listened to, understood, encouraged and the pride felt as you represent your House! If you are Selket, you are lucky to be part of a team that: will help you develop strong relationships, will care for your physical and emotional development and will challenge you to become better every day. Be ready to live like happy champions!

Mr O Thiam - Head of House Selket



Indeed, Year/Grade 7-8 students from Kheper did indeed win the Middle School House Lap Challenge adding 170 points to Kheper House total. Edjo came second adding 110 points to their total. In third place were Amun students who contributed 95 points to their House total and finally Selket who accumulated 65 points in the event. A big well done to all the Year/Grade 7 and 8 students who participated! Be sure to keep a close eye upon the student bulletins and the House Google Classrooms for the next exciting events that you can participate in!

House Competitions

With the introduction of the House Google Classrooms, the House Team were able to launch the first two competitions of the year, the House Logo and House Chant. Our House logos needed a change so we asked our talented, artistic and creative students to showcase their talents and redesign our House Logos.

For our House Chant competition, we have asked for our musical maestros to create a catchy and original House Chant for their House that will be cheered for years to come!

Student Council

After three weeks of campaigning by creating campaign posters and videos plus one week of elections, MES Cairo elected our Student Council for 2020-21. Fifty-one courageous and resilient students stood for election. All students impressed the school community and should be proud of their efforts. Of these students, twenty-one students were elected to represent the ideas of their peers on issues that matter to our school community. Congratulations to our new Student Council.

British Section



Adam Hetebe Y7B	Hussein Mohamed Y7Y	Ahmed Kamal Y8B	Farida El Fiky Y8Y	Farah El Adl Y9Y	Selim Younes Y9Y	Fatima Abbady Y10R	Salma Desouki Y10R	Jana Selim Y11B	Yassine EL Antably Y11B
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American Section



Teymour El- Helw G7B	Yassin Tawfik G7B	Ahmed Effat G8Y	Aly Koura G8B	Sherifa Badra G9G	Tasneem Mohamed G9Y	Mohamed El- Sherif G10Y	Taya Galab G10B	Lara Gamaleldin G11R	Salma Ali G11R
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Credit must also go to all 742 Secondary students who logged onto their Homeroom Google Classroom and completed the "I am a Voter" Google Form to register their vote! As will be the case for many activities this year, House points were awarded to both students who campaigned for Council seats and for those students who voted. Amun House amassed a total of 650 points and have been awarded the "Student Elections" badge. Edjo House were a close second with 600 points. Selket were third with 475 points and Kheper finished fourth with 300 points. Next year be sure to stand for elections and vote to give your House the best start possible!

To end with a quote from Bruce Lee, a man who in his short life truly embodied all of the *Elements* as well as the school mission statement; Care, Challenge and Inspire, all of which are central to the ethos of the MES Cairo House System.

Mr T Kasmani - Secondary House Coordinator

International Baccalaureate



Mohammed
Ashraf DP11Y

GRADE 7 ART

Grade 7 Art students have produced some amazing artwork of their favourite animals in Term One. They have been working in stages with the first stage consisting of drawing the outline of the animal in pencil. The second stage is colouring in their piece using soft pastels or watercolour pencils. In the final stage, students had to create a background reflecting the

same colours of their animals' environments using a wash of watercolour paints. Students have been introduced to different media and different techniques of shading, blending and forming texture, besides learning how to apply the right proportion and accurate dimensions while drawing.

Miss L Afifi - Art Teacher



Hana Mansour G7B



Amina Neamat Allah G7B



Daniel Suleiman G7R



Farida Maklad G7B



Habiba El Komy G7R



Habiba Assassa G7B



Ali Soliman G7R



Hana El Ghannam G7R



Mostafa Aly G7B

ARTBEAT

YEAR 7 ART

So far this term, Year 7 students have been learning about the history of writing. This has involved the study of illuminated lettering and each student has designed their own individual typeface. The focus was to introduce the formal elements of art and the skills explored were line, tone, shape and form.

Ms L Lee - Art Teacher



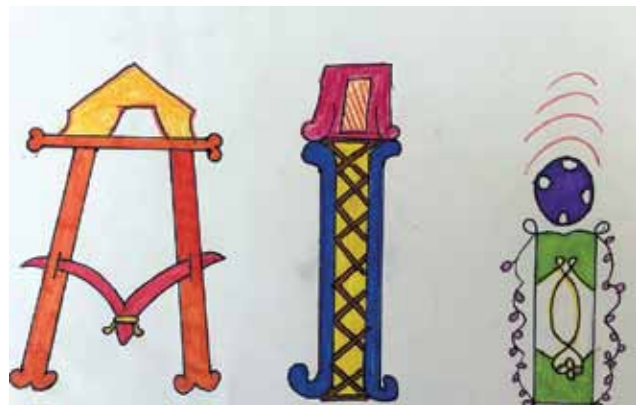
Abdalla Hassanin Y7Y



Hussein Mohamed Y7Y



Judy Ghoniem Y7Y



Ali Rashad Y7Y



Kenzy Ammar Y7Y

YEAR 8 ART

Students have been exploring the Surrealist movement and the work of famous artists of this genre - Salvador Dali and Rene Magritte are two examples. Students were set a task to design a surrealist room that was in some way personal to them. The focus was on perspective drawing. Skills were developed in tone, colour, scale and proportion. The images shown here are student designs for Surrealist style creatures that they plan to include in their final composition.

Ms L Lee - Art Teacher



Zeina Saleh Y8Y



Celia Abdelwahed Y8Y



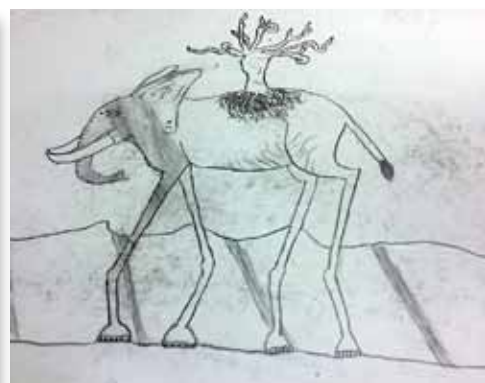
Celia Abdelwahed Y8Y



Neamatalla Hendam Y8Y



Hana El Helepi Y8Y



Hamza Sultan Y8Y

ARTBEAT

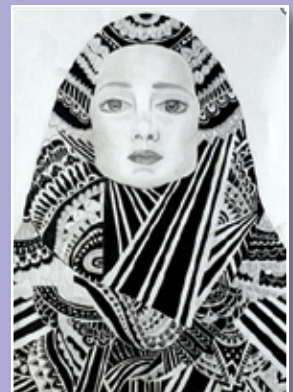
YEAR 10 IGCSE

Despite the problems that MES Cairo students have faced while preparing to sit their IGCSE and AS art exams this summer, all students displayed the qualities of self-discipline and endurance. We take this opportunity to celebrate their success. Here is a selection of some of the outstanding work they have produced.

Ms L Lee - Art Teacher



Chantal Eid Labib Y10Y



Nour Reyad Y10B



Maya Salam Y10Y



Sara Ramadan Y10R



Fatema-Al-Zahraa Kamal Y10R



Hana El Fikky Y10Y



Salma Assal Y10G

ARTBEAT



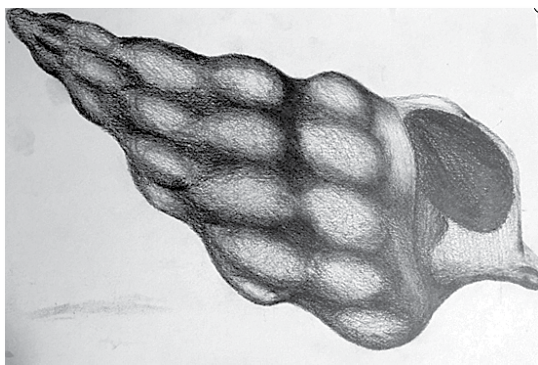
Salma Abu-Al-Magd Y10G

YEAR 11 AS ART

All artwork is by Nour Mounib Y11B



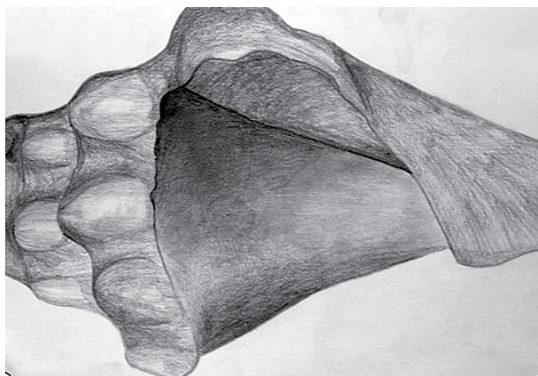
YEAR 9 IGCSE ART



Yten Hussein Y9Y

Year 9 students began the term exploring the theme of Still Life. The focus was on the importance of drawing from direct observation and the use of primary sources.

Ms L Lee - Art Teacher



Sarah Seif-El-Nasr Y9G



Habiba Aboustait Y9Y



Farida El-Adl Y9Y

IBDP VISUAL ARTS

DP11 students have made a fantastic start to their Visual Arts course. They have begun the course by looking at elements of drawing and how different artists use drawing. Students will be studying Identity and Culture through Portraiture and they have created an observational self-portrait

Ms R Seabrook - Art Teacher



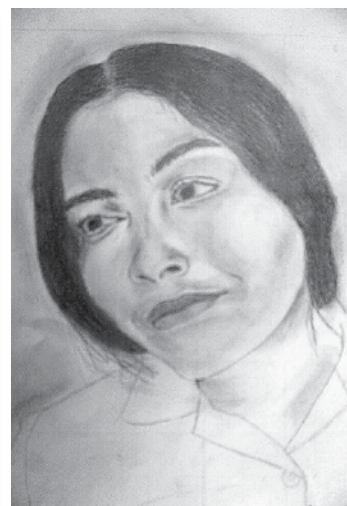
Arwa Eid DP11R



Seif Hendham DP11Y



Malak Atef DP11R



Amina Mostafa DP11R

ARTBEAT

GRADE 10 ART II

Matisse Inspired Collages

In October, Art II students researched the colourful world of Henri Matisse and his collages in our second unit of the year "Painting with Paper". After their initial research, students organised their research into visual presentations in their

sketchbooks, experimented with creating collages of their own focusing on the characteristics of Matisse's artwork. The unit culminated in the creation of final collages, with students applying both their knowledge about Matisse's work and their own practice with collage making.

Ms M Kessel - Art Teacher



Alia El Helw G10G



Alia El Aarag G10R



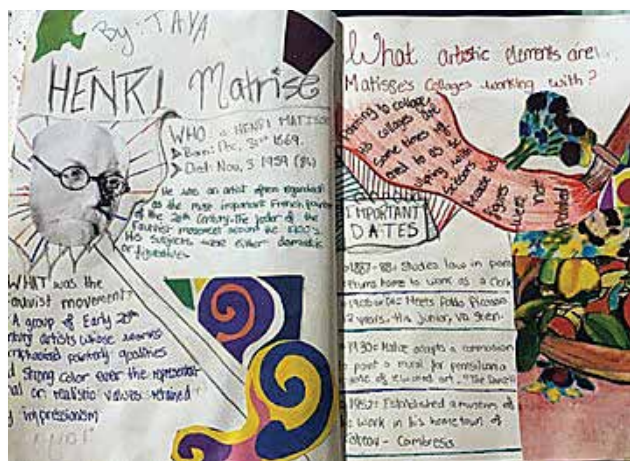
Alia El Helw G10G



Hassan Serry G10Y



Talia Al Sherif G10Y



Taya Galab G10B



Lama Torky G10G



Alia El Helw G10G

ARTBEAT

Artists of MES Cairo



Sophia Elborai FS2R

From March 2020 and through the summer months, our students engaged in a wide range of activities to make good use of their extra time at home.

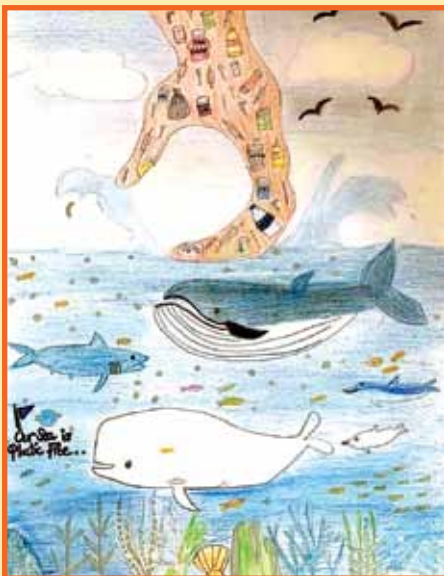
Encouraged and supported by their teachers and families, some of our talented young artists used this time as a great opportunity to develop the art skills they are learning in school.

We are delighted to share their work with you and to celebrate our creative young talents.

Ms C Boswell – Publications



Adam Wassef Y1B



Tamara Hassan Y4O



Amina Elmissiri Y4Y

Artists of MES Cairo



Talia Bahness Y4B



Adam Amer Y1R

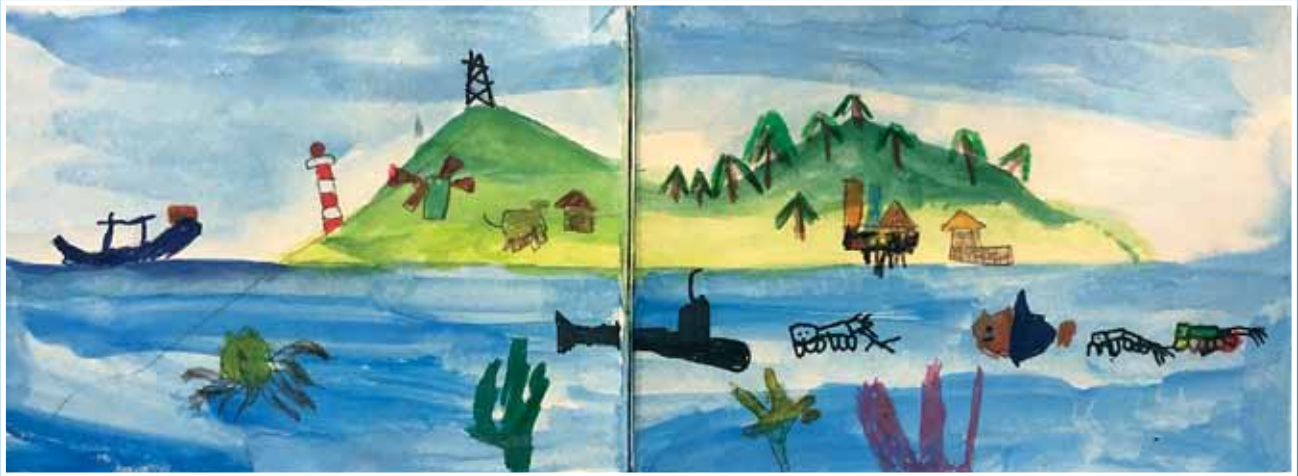


Amina El Mallah G8B



Ahmed El Khoully Y3R

Artists of MES Cairo



Hassan Bahnass Y1V



Tamar El Shazly Y4B



Nour Youssef Y4G



Emy Aboul-Ella Y3B

Art in the Primary Section

So far this year, all primary artwork has taken place online to ensure the continued safety of students and their families.

The challenge has been to design activities that can be achieved in the home environment using materials that are readily available in every household. MES Cairo students and their parents have risen to the challenge in their customary way by holding onto useful materials such as card from cereal boxes and obtaining watercolour paints and crayons from local sources. They have explored reusing and recycling waste household materials to use in creating their work.

Each activity is designed to address specific skills of artistic development along with skills in craftsmanship. The subject for each activity is coordinated to relate with Topic areas being studied in the classroom.

I would like to take this opportunity to say a special thank you to all parents who have supported and encouraged their children with their artwork as I know it is not always as easy as I make it look on the videos, especially when trying something for the first time.

Mr R Williams - Primary Art



Habiba El Nazer Y10



Selim Mahmoud Y1B



Karime El Antably Y2G



Aley Haitham Y1G



Yassin Mohamed Y1R



Youssef Habib Y10



Taleen El Khatib Y3V



Hana Atef Y3O



Haya Abdalla Y3R



Fareeda Shoukry Y4V



Tamara Hassan Y4O



Selim Saadawy Y4R



Zeina Karim Y4R



Layla Azab Y4V

ARTBEAT

Year 5



Kaya Cole Y5O



Nadeen Asad Y5V



Farida El-Zayat Y5G



Talia Ahmed Y5Y



Ziad El Degwi Y5B

Year 6



Youssef
Hussien Y6Y



Hoda Shabana
Y6O



Khalid Rashad Y6Y



Mahynour Badawi Y6V



Layla Khaled Saleh Y6O



Leilah Seada Y6O



Karma Fakhoury Y6V

MES Cairo's Magic Moments Across Primary in Term One!

Hybrid Learning at School

Across Primary, our students have experienced rich learning this term. Here are some highlights from each year group. Our teachers have used their magical skills to optimise the learning experience for all of our students in our hybrid arrangement time this term.



FS1

The children have settled in very well and have been very independent in selecting the activities they would like to complete. Around the classrooms, they have enjoyed exploring all the different activities such as the kitchen role play area where they have enjoyed making lots of tasty food and using play dough to create different expressions on faces. As they have delved into the 'Here We Are, We Are MES' topic, they have been very busy with craft activities creating fantastic mirrors and skeletons! The children have enjoyed getting to know their new classmates and friends by playing and working together in the classroom and during Outdoor Learning.

Messy play activities have also proved popular and lots of fun with children making 'gloop' by mixing together corn flour, water and yellow powder paint and mark-making; creating different lines and patterns in the gloop. They enjoyed using the tools

provided to create different patterns, as well as talking to each other about what they were doing. It has been lovely to see the children having so much fun and we are really excited for a great year of learning ahead in FS1!

FS2



FS2 have been happily settling into the new routine of school and have been working really hard on their counting skills. The students love to count and sort objects, and they have been exploring different ways to practise their counting skills through a range of exciting activities such as counting food, counting sand hands and counting beads. They are now able to say the counting words in order and match each spoken number with one and only one object. Their next step is to count forward from any given number! In Maths, they have loved counting and sorting objects with one of their favourite games being number slap!



They have also been exploring through play and different sensory materials. They love to listen to stories being read to them and eagerly share their personal thoughts and ideas about the stories. They have been creating artwork all about 'Ourselves and Our Families'. To practise letter formation and writing their own names, students have had fun by using a range of different mediums such as sand or tin foil. One of the most exciting things the students have done is being able to see, talk to and play alongside their friends.

Year 1



Year 1 students have settled into their new classes and were very excited to be back at school and reunited with their friends. Throughout the topic of, 'Here We Are, We Are MES', they investigated parts of the body, the five senses and different animals. They particularly enjoyed completing the senses science experiments, where they had to guess different items using their sense of taste and smell! In English, students have been learning how to label and how to write lists; they have been doing a great job using their phonics to help them in their writing. In Maths, they have been learning how to compare different quantities and write different numbers. It has been such an exciting time to be back at school and we are looking forward to Term 2.



Year 2

In Year 2, one fabulous change since our return to school has been the wonderful break times that the students now have. They now have three yards in which to play and the yards are swapped each week so that all classes have a fair amount of time in each one. It is obviously much more fun when all the class and all friends are in school but although the students are missing some friends, at least they have a whole yard all to themselves! They have been able to have lots of turns on the slide



and play hide and seek. The other very exciting option that the students now have is the opportunity to play football on the new pitch thanks to Mrs Dajani! Rolling tyres over the ramp is another fun activity that Year 2 students have enjoyed so far this year. Their favourite activity however, is when they can play on the bikes and scooters! It really is great fun and the time seems to fly by! Year 2 have had a great start to the new school.



Year 3

Year 3 have been working hard in Maths. The students have focused on place value and how to count in 100s and they have also looked at how to find 1, 10 or 100 more or less than a given number. In English, after revisiting some essential skills such as capital letters and full stops, they have been adding more to their grammar knowledge with lessons that include learning how to use a/an correctly and learning about using adverbs, pronouns and possessive apostrophes effectively! All of this grammar knowledge helps to make their writing more interesting, and it is really working! In Topic, students have had fun creating their own buckets after having read a lovely book called 'Have you

filled a bucket today?' which is all about kindness and spreading positivity. It inspired Year 3 to write kind notes to their classmates and fill each other's buckets!



Year 4

Year 4 students have been working very hard in all of their learning. It has been wonderful to have the students back in school and they are very happy to be back too. In English lessons, the students have been using the book 'The Fireworkmaker's Daughter' as an inspiration for their writing. Everyone in Year 4 has really enjoyed the story and have been able to write some excellent letters as characters from the story, make predictions about the story, and give their opinions about what is good about the book and what could be improved in class discussions. The students have been very inspired and focused upon their work in English classes.

In Maths, Year 4 have been using bar modelling to help solve addition and subtraction problems. Students have been allocated manual resources when needed - only to be used by themselves. Some students used cubes to create bar models whereas others drew the bar models in their books. By using bar models, students can identify which calculation is required to solve a

problem: if they have the total, then they need to use subtraction to find the answer, but if they are given the variable numbers and not the total, then they need to use addition to find the answer. Once the operation has been decided on, students have then adopted their preferred calculation method. In Year 4, we add and subtract with 4-digit numbers carrying and exchanging numbers when necessary. Some students preferred to use the written method with numbers, whereas others used counters and placed them in place value table - adding and subtracting counters to find the answer.



Year 5



In Year 5, all students have been working hard to improve their Maths skills. They have been learning how to round numbers and how to use that to estimate their answer. They have also worked hard to use the inverse to calculate and check their answers. All of this with a smile on their faces and a love of learning. They are also working on developing their fluency in Place Value up to 6 digits and rounding to the nearest 10, 100 and 1000. The students have extended their thinking to solving problems such as identifying the lowest possible number or highest possible number that could be 12,100 when rounded to the nearest hundred.



In English, students are working on uplevelling their sentence structures through adding noun phrases, powerful verbs and a range of openers. In addition, they have also been looking at main and subordinate clauses and how varying the order can add richness and can vary the pace of their writing.

In Integrated Topic, students have been creating personality profiles (using a profile template of their own face) and the teachers have been thoroughly impressed with the results. Well done to Year 5!



Year 6



Students have been inspired by a book they have been studying since returning to school called 'Here We Are'. Some classes decided to complete a creative piece of writing named 'A Guide to the Earth'. In the guides, they explain to any budding space traveller the basics of life here on Earth and the role that we humans play. Throughout the task they had to keep in mind the audience they were writing for by describing things that they think are very normal in a much simpler way so that any space being can understand it! For instance, when describing the human lungs, one student described the lungs as "pink bags in our chests that suck in air." In truth, there were many fantastic pieces of writing, and it was fantastic to see students producing writing they were proud of! The students in Year 6 also looked at characters from the book 'Here We Are', they enjoyed role playing the characters and bringing them to life with adjective-packed character descriptions. They also looked at using direct and indirect speech, which they explored through the character role play, and they used this for 'short burst' dialogue writing.



In Maths, Year 6 have been working on short and long multiplication with plenty of opportunities to strengthen their times tables recall skills by accessing Times Tables Rock Stars on their devices. They have also been working hard on Basic Skills, making sure they are using SPaG in their writing and improving their times table fluency with Times Tables Rock

Stars! They have been making full use of technology as part of the 'Bring Your Own Device' initiative. In Maths, they have also been using the written column method for addition and subtraction and applying these skills to real life problems.

Year 6 also took a closer look at identity, traditions and cultures in Topic and PSHE. They created their own self-identity portraits which are on display in the Year 6 Pod. And as part of the 'Here We Are' topic, the students also learnt about Animal Adaptations and how they are suited to their environment. They loved inventing their own species and creating 'camouflage' butterflies to display.

In addition to all of this, Year 6 have enjoyed creating safe and inventive games on the playground in response to the social distancing rules!

Mrs B Meason - Deputy Headteacher, Key Stage Two



FOUNDATION STAGE INDUCTION DAYS



The sound of children's voices could once again be heard in September at MES Cairo, following the extended break. Due to the unusual start to the beginning of the year and the restrictions we faced, our induction programme would not be able to run in its usual format. The thinking caps went on and plans were put in place to enable parents to attend the first day of school with their child; ensuring that both parent and child were comfortable with the transition back into the school environment. We are happy to report the week was very successful as you can see from the smiling faces.

Ms T Nissan - Primary Deputy Head, Key Stage One

FS1 Induction

This year in FS1, the Induction was run very differently to previous years and was a successful introduction to the children as to what school life would be like in Foundation Stage One.

Over the course of a week, the children arrived in small groups of twos or threes and had an opportunity to meet their two new teachers as well as participate in a range of





engaging and exciting classroom activities. It was also an opportunity for parents to ask the teachers any questions they had regarding the start of school.

Having the Induction over the course of the week was a lovely way of ensuring that the children were not overwhelmed by their new school and the atmosphere was calm and inviting. They had an opportunity to meet a classmate or two, again in a calm and encouraging setting that ensured that by the time they left the classroom, they were excited to start school properly the following week.

Ms L Kiernan - FS1 Year Leader

FS2 Induction

The induction days are always an exciting way for the children to experience a brief but engaging and fun session at MES Cairo. The teachers in FS2 were very excited to welcome the children after a long and extended break. The children were able to interact with their classmates, meet their teachers, and participate in a range of creative activities. It provided an opportunity for the teachers and





parents to observe their child in the classroom environment and how they reacted to being in a new class. It was not long before they were all engaged and happy to be back at school. They settled in very quickly and were very enthusiastic for another year of learning. The FS2 teachers looked forward to joining the children on their learning journey as it was an incredible successful start to the year.

Ms J Helmy - FS2 Year Leader



'HERE WE ARE'

A Settling In and Making Friends Term in Foundation Stage One



Term One has been a busy time in Foundation Stage One, where we covered our 'Here We Are' topic. Each week, our FS1 children looked at different things about themselves; from what they look like, their feelings, likes and dislikes, their families and homes, to sharing and friendships.

FS1 classrooms are buzzing everyday with fun, excitement and enthusiasm from our newest children. The fun lessons and activities during Term One, have enabled the children to join the MES Cairo family and feel settled already.

Ms Z Walker - Foundation Stage One Blue Teacher



WE LOVE OUR NEW PRIMARY OUTDOOR LEARNING AREA

As the sound of our voices faded, the noise of the cranes and pick axes echoed across the yards. The workman in their hard hats and boots began work on our Outdoor Learning area, transforming it into a new and exciting space for the next academic year when, once again, the sound of laughter would reverberate across the school.



The first visitors to enter the enhanced learning environment were the FS1 and FS2 students for their Induction Day. Both parents and the students were amazed at all the work that had been completed in their absence. The soft, green astroturf with a mini football pitch complete with a spectator stand, the colourful adventure slide, large chalk boards, a sand pit and water play area, now form part of the provision in the Outdoor Learning area. The students could not wait to start playing and were quick to inform their parents of what they wanted to play on; they were so excited!



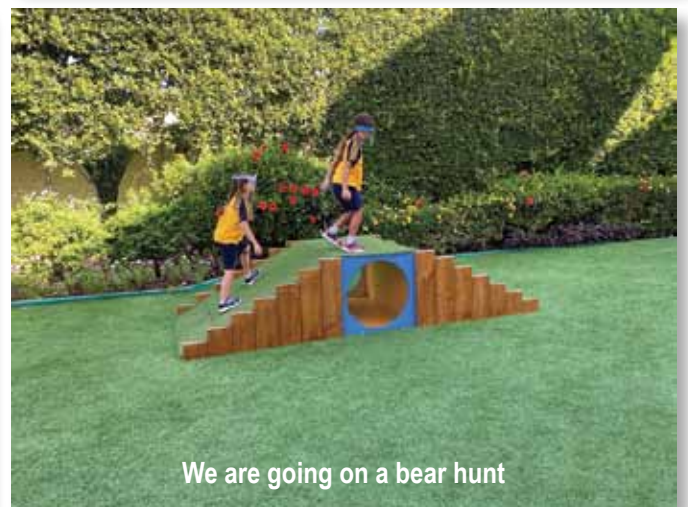
My favourite place to explore



Having fun on the swing



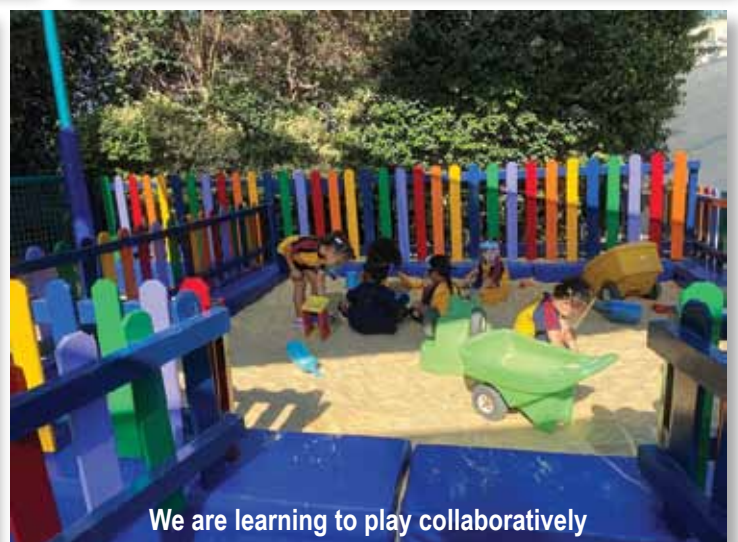
We love the sand pit



We are going on a bear hunt



We climb up the mountain and hide in the tunnel



We are learning to play collaboratively



We can produce some quality passes and goals



We love playing football on our new mini pitch



Look at us as we climb and slide



Learning how to sift and filter the sand



The trampoline is a great hit!

As you stand back to observe, you will see students engaging with each other and with their teachers, being risk takers, challenging themselves to step outside their comfort zone, building positive relationships in their practical activities and being resilient by trying again when they may not succeed the first time.

Travelling from the football pitch across the bridge to the sand, then up onto the slide and across the tunnel to the water play, the students are engaged in working and playing together.

Ms T Nissan - Primary Deputy Head

Foundation Stage 2 Hybrid Learning Experience



It has been a pleasure to welcome our students back to MES Cairo, rested and refreshed and ready for the new academic year. It has not been possible for all our students to come back to the classroom at the same time. We saw this as a challenge to overcome, so we have opted for a 'hybrid learning' model, which allowed us to expand and complement our play-based classroom with a remote learning curriculum.



During our first term, we combined online educational materials and opportunities for interaction with classroom-based learning activities. We provided a mix of real, hands on, physical and online activities that can readily be performed at home. Using feedback from families and in class assessments we were able to identify each child's particular interests and next steps for the week ahead.

It has been a successful start to the year and all the FS2 teachers are extremely proud of the students and are looking forward to being part of their learning journey over the next year as we navigate together through the continuing challenges brought upon by these unprecedented times.

Ms J Helmy - FS2 Year Leader



A Day in the Life of... at School

Kinda Abdel Aziz (FS20)

A day in the life of Kinda is most definitely busy! Kinda enjoys coming to school and always greets her teachers with a smile in the morning. Her enthusiasm and excitement for learning is infectious!

After playing nicely with her friends on the yard in the morning, Kinda sang the FS2 'Good Morning' song and entered the classroom eagerly. She had not been in the classroom for long before she exceeded Ms Jasmin's behaviour expectations and reached bronze on the 'Champion' board, "Look, Ms Helen. I am on bronze!"



After Phonics, Kinda was able to choose from the Continuous Provision activities in the classroom. "Today is a special day, Ms Helen. We are learning about Pirates. I will paint first and then..." Before finishing her sentence and deciding on her next activity, Kinda had already tried hard to put her painting apron on independently and selected the paints she needed for her picture. "I love painting. I am painting my friend. I miss her. You know Ms Helen, she comes to school on a different day because of Corona". Kinda then went on to tell me about why she washes her hands lots of times during the day and showed me how to cough and sneeze into my elbow. She

had learnt how to do that when she read the PSHE story on Google Classroom and retold the story in a lot of detail while she painted!

She was then excited because it was the first break of the day, "I love the new yard!" she shouted as she ran towards the new trampoline.

After a lot of bouncing Kinda and some friends discussed building a pirate ship. "I am going to put the blue blocks on top of the climbing frame in the yard and make a Pirate ship." All of the children worked well together to build their pirate ship and it was a joy to overhear Kinda praising her friends, "Good job, guys!"

It was then time to go back into the classroom after washing her hands and using the hand sanitiser in the classroom (which she also reminded her friends to use) before getting ready for lunch time followed by Guided Reading and Continuous Provision.



It was then time to get ready for her Arabic lesson and a story before the end of the school day. As Ms Jasmin gave praise and stickers for good behaviour that day, Kinda smiled as she remembered she had made it to gold on the Champion board, "I think I'll be the star of the week soon, Ms Helen" she said as she left the classroom. I think you will be too, Kinda. The school day is very busy but you are also working incredibly hard and completing lots of online learning at home too.

Ms H O'Neill - Primary Assistant Head



Eyad Farag (Y2B)

Eyad loves coming to MES Cairo. He comes by bus and although he usually enjoys the journey, the spacing on buses this year has made it “not so much fun as I can’t talk to my friends.” This all changes though when he gets into class. “I love Ms Maryam more than any other teacher I’ve had.” He will often bring her things from home that he has made for her.

The day always begins with a phonics lesson where Eyad shines; this is because “I know all my sounds.” He is indeed a very accomplished reader for his age. He reads at home every night. “I am really enjoying reading my novel at the moment. It is Captain Underpants. I like the characters and the crazy bully!” During Maths, Eyad relishes the challenge of being given hard problems to solve. He especially enjoys the tricky questions as, “I want to be intelligent and to learn more.” He doesn’t mind sometimes getting things wrong as he knows he will learn from his mistakes but, “I get cross when my whiteboard pen runs out!”



This year as we have smaller groups and are using all the yards, Eyad has the chance to use Yard 1 which is usually only used by FS students. “I love it! I love the trampoline and the new lawn. Sometimes I go across the bridge but I don’t play football as I chose tennis.” Eyad also enjoys the weeks when he uses Yard 2 as, “I love to ride the bikes there and go down the slide.”

On reflecting about his new group he said, “I miss some of my friends but I am happy that Gasser is with me in my group.” He understands why we have grouped the children. He told me “We can’t be a lot of children because there is a virus around the Earth.”

Eyad became Star of the Week before half term. He is so proud of this and we are very proud of you too Eyad.

Ms M Glancy - Primary Assistant Head



Yassine Farghaly (Y4G)

Yassine is in Group A so he gets up for school each Sunday, Monday and every other Tuesday. He gets ready for school with all the equipment he needs, puts on his school uniform and mask and drives to school with his brothers for a new day.



The first lesson of the day is English. This week we are looking at information texts. We look at the text as a class and then talk about how we would plan our own. I then have time to plan my own information text which I will write in my next English lesson. After English we have French, this year we have a new French teacher called Ms Karla, the other thing that is different is that she comes to our classroom to teach us and we do not go to her room. This week we are looking at the alphabet, French lessons are about the talking side, we do not write in French yet and this is good fun.

The next lesson is Music and just like French my teacher comes to my classroom. For Music we have Mr Kyle, before the break we were doing chair drumming which was really good fun. This week we have started singing a new song for our virtual production.

We then have time for a snack in our classroom after Music. We are allowed to take off our masks to have our snack but have to remember to put it back on before walking around the room or pod.



After this we have our Maths lesson in our classroom and this is back to my normal teacher Mr Jake who makes our lessons fun and helps us with our learning. This week we are looking at converting between cm, mm and m so we do our works on our tables and in our books. We then have Arabic with our teacher Ms Mai who comes into classroom to teach us in Arabic. We keep all our books with us so can get our Arabic book out for the lesson. We also take this book home to help us with our home learning.

After Arabic we have our break time where we go outside with our class. Three classes in our year group go out at the same time, but each class keeps to their own area of the yard. My twin brother is out at the same time as me, but we both play with our different classes. I use this time to eat my lunch but also to play. I like to do running races with my friends, this is a good activity as we can do this and social distance.

After break we go back in and have topic. At the moment we are looking at sound in Science so we have had a lot of fun making our own telephones and then testing them out in the classroom to see if we can hear each other.

After another busy day, we then pack up for the day and make sure we take anything home that we will need for our online learning. I go to the car gate and wait for my mum to pick me up. It has been another good and busy day.

Ms R Bennett - Primary Assistant Head and Yassine Farghaly (Y4G)

Miral Allami (Y5R)

On my way to school on Bus 18, I allow my thoughts to turn to meeting up, once more, with my friends. I have missed them! Sitting down for a chat, in the playground, before school starts, it is good to catch up with each other. By the way, that is me, Miral, on the left and we are all in the same class...Y5R. Let's get on with our day together!

An hour later and here I am practising basic skills, something we do every day, using a



dictionary and thesaurus. I just love having my own space! There's room for my bag and all my belongings right next to me; we can easily maintain social distancing and the way in which our teacher has arranged the tables, which I like, means I can easily ask questions and share learning experiences with others. That is important to me! I feel really comfortable in here; it's a quiet atmosphere in my classroom and I am able to concentrate really well.

It's November and the weather is just right for P.E. out on the field. Here I am, second from the right, with some of my peers, but only for a very brief moment to face the camera, before returning to those physical challenges. Our PE lessons are quite short at the moment, so, thankfully, the photographer is not keeping us waiting. Smile, everyone, and then we can get back to the lesson. Now, which team am I on?

Seriously, could anyone ask for a better set of friends? We were shuffled at the end of Year 4, but look at us now getting to know each other and



establish our own class community. Like everyone else, I am keen to make sure the relationships between us are good because that will help us to have a great year together. Yes, that's me standing in the middle and showing off an amazing group of students. We are Y5R and proud of it!

I really enjoy the time I get to spend in the library. You see, I love reading and here is my chance to check out the range of fiction books on the library database. Yes, I think I have found a few novels that will interest me, but I am happy to listen to the views of two of my classmates. Let me ask them. Have you read this one? Is it a good choice? How about that one? What's it about? Being able to listen to their views and ideas means a lot to me. Only three minutes left? Are you sure? Right, I have made my choice. Just time to find it on the shelves before I have to pack my bag. Home time, really? The day goes so quickly!

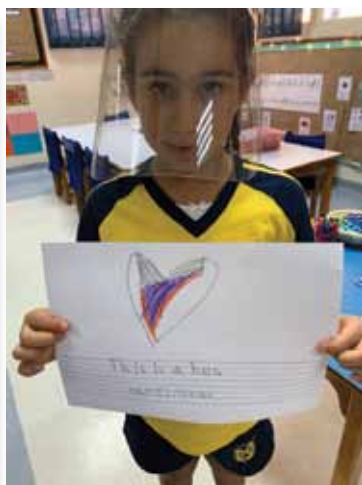


Another great day! Although I am fine about online learning, I much prefer being in school. I think you can guess why! Ready to board Bus 18 for the ride home and time to reflect on my experiences today. How many of the 5Rs have I practised since this morning? Let me see, relationship (tick that one, for sure), reflective (yes, in every lesson), resilient (certainly), risk-taking (several times), resourceful (definitely). I am happy with that!

Mr B McCormack - Primary Assistant Head and Miral Allami (Y5R)



Year One Students Adapt to the new Hybrid Approach



It has been wonderful having students back in school this term and we were amazed with how quickly and easily our students adapted to their new classes. From the first day of school, they showed us how resilient they were by wearing their masks or face shields all day without complaint and demonstrating excellent relationship skills by making new friends after the class shuffle.

The students have also adapted well to the hybrid approach to learning and each child is eager to come to school on their allocated days. We have maximised teaching time to ensure we can still teach the full Year One Curriculum. This year, all our students are completing independent application through a play-based provision curriculum as well as having whole class and small group focus work. This style of learning has increased engagement amongst the children, ensured we can provide challenge, and has meant we can revise previous learning from Foundation Stage 2 where gaps have been identified.

Online learning has also proven effective with students eager to share what they have done at home. Whilst we acknowledge online learning can be challenging for parents, feedback from students and parents has been positive. The students are given the opportunity to demonstrate their knowledge of lessons completed at home through reinforcement activities in provision at school. We are pleased that the majority of our students are regularly completing their online lessons at home. This along with their teacher directed time at school has meant we are seeing good progress.

We thank you for your continued support with the hybrid approach to learning and we hope that our students continue to strive to achieve their full potential.

Ms S Macdonald - Year 1 Leader



Year 3 Students Embrace the new Hybrid Learning Arrangements



Students in Year 3 have made a fantastic start to the new academic year. As we all know, this year is quite an unusual one, but all the students have shown amazing resilience and adaptability settling into MES Cairo's new hybrid learning arrangements.



We have spent Term 1 getting used to working in a new way. Our days in school are spent learning new skills together. We have learnt so much already: place value, addition and subtraction in Maths, descriptive writing in English, map skills and research skills in topic, drumming in music... the list goes on! When the students are at home, online learning provides the Year 3 students with the chance to practice and apply the skills that we have been learning at school. The students have really enjoyed the different games and activities that they have been assigned and are really doing well with completing their home activities with increasing independence.

When we are at school, we wear masks to keep us all safe. It can be quite challenging wearing a mask all day, but we have all supported each other and are now quite used to having it on. Not only does wearing a mask help to protect ourselves and our friends, it has also helped us learn how to speak in louder voices and communicate in different ways!

In the classroom, we all sit at our own tables to make sure that everyone has space to socially distance. We still get a lot of opportunities to talk with each other and share our ideas. We all have our own trays on our tables that we can keep our things in, and it has been so useful learning how to keep our things organised.

We have had a lot of fun this term getting to know our new classmates and teachers. Everyone in Year 3 is kind and we have enjoyed making new friends as well as catching up with our old ones. We really enjoy our morning break time outside in the playground, where we can play socially distanced games together. Hide and Seek and running races are a lot of fun!

We are really looking forward to the rest of the year learning together! Year 3 students rock!

Ms K Lewis - Year 3 Year Leader



Making the most of Hybrid Learning in Year 5



Whilst it has been the most unusual start of a school year to date, Year 5 students have taken the challenges and changes of hybrid learning in their stride showing resilience, adaptability and a positive attitude to their 'new normal'.

It has been a fantastic term in Year 5 and, in true MES Cairo style, our learners have made the most of their new school environment. Simply, the most significant positive of hybrid learning has been to be physically back at school. The buzz of excitement as we welcomed students back to school in September was tangible. Over this term, Year 5 have developed their place value knowledge in Maths, written spooky stories in English, asked themselves "will human beings ever return to the moon?" in Topic and studied *Clockwork* by Phillip Pullman. They have been able to do all this learning in class - asking questions, sharing ideas, working with their peers and conferencing with their teacher and TLA.



Another positive of hybrid learning has been the resilience shown by Year 5 students. School looks very different - masks are compulsory, desks are socially-distanced and half of their learning is done from home. Students have settled into these new routines extremely well, being able to articulate how this keeps them safe and still able to find ways of working collaboratively and creatively within this hybrid model. If you take a walk around the Year 5 pod you might see green screen videos being produced, students working together to achieve learning goals and technology (such as Flipgrid, Quizlet and Kahoot) being used as a tool to showcase learning.



It has been a wonderful term in Year 5 and we are looking forward to the rest of our learning journey this year. We are so proud of our Year 5 learners.

"We are in this together - and together we will get through this"

Ms A Keegan - Year 5 Leader

A Day in the Life of... a Primary Teacher

As an MES Cairo community we know how hard our teachers work. But do you really know what goes into making all of the content that your children enjoy at home and at school? There are meetings to attend, planning to complete and resources to find plus a long list of other jobs! Follow two of our new teachers, Miss Lizzie Smith and Mr Josh Edwards, through a typical day.

Miss Lizzie - Y1V Teacher

6.00am - Wake up and get ready for work, completing the morning video for students who will be working from home today. This means I can set everything up for the class when the bus drops us off at school.



7.30am - Arrive at school and prepare lessons for the day. The first lesson of each day is focused around students' handwriting and Phonics skills and it is important to model the neatest handwriting on the whiteboard! Spend time changing the students reading books so they can have a new book to take home and enjoy with their family.

7.50am - Collect students from the yard and walk sensibly into the classroom.

8.00-1.00pm - Work with students completing lessons throughout the day. This includes a daily lesson of Phonics and handwriting, English, Maths, Topic snack time and Outdoor Learning, working with different students throughout each session.

1.00pm - Once the students who have been in school are safely on the buses it is time to spend some time with those working from home today. I start my afternoon with a catch up with the students on Google Meet as part of the teacher contact time. This is when students and parents can ask the teacher about any of the tasks they have been set.

1.30-3.00pm - Spend time watching videos from students and marking work they have completed online. Spend time marking the books from the students who have been working in class today. Set up the classroom ready for tomorrow. In Year 1, the students learn through activities that they can choose during our lessons whilst the teacher and teaching assistant work with individual students. It is similar to how the students worked in the Foundation Stage and allows them to talk about what they are learning with their friends, improving English skills, and encourages them to keep focused throughout the day as there are so many exciting things to try!

3.00pm - Take part in an after-school meeting. This meeting is a planning meeting with other teachers in the Year 1 team where we decide what lessons we will teach next week and take responsibility for the different subjects we deliver at MES Cairo. We have these meetings after school every week alongside a staff

meeting which has a whole school focus.

4.30pm - Home time and time to think about how to make learning even more exciting tomorrow!



Mr Josh - Y5V Teacher

6am - Alarm goes off ready for another day at work! Check any emails that were missed from a busy day yesterday and enjoy breakfast. Complete morning video for the students who are working online today, as once we arrive at school, the day is very busy!

7am - Catch the bus, relax with some music and talk with friends (as best as we can with masks on)!



7.25am - Arrive at school and make sure lessons are all prepared and marking is complete so the students can receive feedback. Spend time scheduling Google activities for the students who are online learning and answer any queries that came up during the evening.

7.50-10.00am - Go down to the playground to meet the students who are in school for the day ready to begin our lessons. We start our day with an English lesson, followed by Maths. Today we are completing some dictionary work in English and addition and subtraction problems in Maths. The students are using their devices to support them with their learning in both subjects.

10.00am - Time for a break for Social Studies. During this time marking from the morning's lessons takes place so the students are aware of what they have to do to improve for their next lesson. I also have time for a quick snack in preparation for a busy afternoon!



11.00am-1.00pm - During this time we get to go outside in our bubble to enjoy our lunch and have a talk about the day so far and what we get up to in our free time. We finish the day with some Topic activities and then enjoy our whole class book as part of our Guided Reading lesson. We are all really enjoying the story, we are reading together.

1.00-3.00pm - The day is done for the students who are attending school today. This allows me to check in with my online students in

the afternoon. Teacher contact time takes place first and allows students to ask any questions they may have about the tasks set. The rest of the afternoon is spent giving feedback online, marking books, setting tasks for the following day and preparing the classroom.



3.00pm - It is time for an after-school meeting. This one is focusing on the Term One reports which will go out to parents before the winter holiday.

4.30pm - Home time! Once in the car it is time to quickly check any last-minute Google notifications before relaxing, watching television, going to the gym and getting an early night to do it all over again tomorrow!

Mr D Barton - Primary Deputy Head
Ms L Smith - Y1V Teacher and
Mr J Edwards - Y5V Teacher



Interviewing our Primary Parents on Hybrid Learning

The coronavirus pandemic catapulted our students and their families into a new virtual reality when schools around the world shut down in the early spring. Regardless of how old your children are, navigating these uncertain times has proven to be a challenging time for many parents. However, in true MES Cairo spirit we have found that with a great deal of determination and effort many of our parents have embraced these challenges and turned them into unique and effective learning opportunities, aligning the expectations in school with how they work at home.

The Hybrid learning approach which we have adopted from the beginning of this school year is a flexible option which has best allowed our students to flourish in their studies. In an effort to keep parents informed about making Hybrid learning fun and engaging for children, we explored the experience of some of our Primary Parents to gain an insight into how they have made the best of this new way of learning.



What has been your experience of Hybrid Learning this term?

Everyone including the students and the teachers have now adapted to this new way of working. A major factor in making it work has been the fantastic efforts of the class teachers. The energetic morning videos are a great way to start the day at home.

The teachers are very disciplined, organised and diligent with the students. I also find that there is a good balance of work at home and at school.

What do you like best about the Hybrid learning model?

The combination of videos explaining the tasks versus instructions on a slide. Having the teachers connecting with students after 1.00pm has been a great encouragement for the children. I also like the social opportunities for students to see their friends, teachers and previous teachers to feel connected.

How do you ensure your child completes their online work at home?

I have installed Google Classroom on my phone and I keep notifications switched on. I also have the Google Classroom app on my son's iPad. When he logs on in the morning he does the assignments in order of being posted. He checks the classwork tab - using options on GC to check all of his classwork has been signed off. I also encourage my son to complete all of the assignments on that day.

How often do you ask your child about their learning?

Every single day

What support do you provide for your child with his/her Google Classroom assignments?

I push him to provide the same qualities as if he was in the classroom. Just because he is at home does not mean he needs to rush his work. He repeats assignments so they are neat and well presented. It is satisfying when he comes up with his own ideas.

How do you celebrate success in online activities at home?

Plenty of encouragement and praise when he gets Dojos. I always remind him that it is not about being the smartest but about putting in the effort. I make comments such as 'I'm so proud of your hard work' and 'You've got this'.

Has the hybrid learning model had an impact on your relationship with your child in any way? If so, please explain.

Not in particular as I have always been very hands on and keen to give proper encouragement.

What 3 pieces of advice would you give to other parents regarding Hybrid learning?

1. Leave them to make mistakes - school work is not a career defining moment. Allow the teacher to support with feedback.
2. Encourage your children to do the work themselves.
3. Treat the day at home as if your child is in school to keep the routine going.

May El Deeb - Parent of Youssef (Y4G) and Habiba (G7B)

What has been your experience of Hybrid Learning this term?

As a working mum it is always a challenge to manage the time that my son spends at home doing online learning. Establishing a solid routine and set clear expectations works for us. If a child understands that time spent at home away from school is not free, but time to reflect on what he took at school, it is easier to manage. My son knows that we receive assignments every Wednesday, so we wake up early (same timing as a school day) and split the tasks over 2 days. Overall, it is going very well. He is gaining more independence and is eager to complete all his tasks.

What do you like best about the Hybrid learning model?

The best thing about Hybrid learning is that it allows parents and children to engage together in schoolwork. I am aware of my son's academic work and able to support at home with the teacher's guidance.

How do you ensure your child completes their online work at home?

Continuous follow up especially at this young age. I believe they need to learn commitment at such a young age to prepare them for the coming academic years. We have a routine established during his 2/3 days at home, where we wake up, have breakfast and start doing schoolwork with small breaks in the middle.

How often do you ask your child about their learning?

Daily after school I ask him what he learnt today and we have a conversation about what his favourite learning was.

What support do you provide for your child with his/her Google Classroom assignments?

We read and watch the videos together. We pause for questions and I make sure he understands the task well. I leave him to work on his tasks and come back every now and then for follow up and encouragement.

How do you celebrate success in online activities at home?

I set expectations from the night before that tomorrow we will work on a certain task so he knows that tomorrow is the day where we work at home. We celebrate the success of online activities with stickers at home. Once he completes a task, he gets a sticker. I also read him the comments given by the teacher when we receive a returned assignment to show him that he has done well and that his teacher is proud of him.

**Has the hybrid learning model had an impact on your relationship with your child in any way? If so, please explain.**

Honestly, it has allowed me to monitor his academic work. If it was not for Hybrid learning, I would not have known what he is passionate about. He loves reading so we read a lot together. We are able to bond and spend time together doing these fun activities. I try not to make it a burden but portray it as something fun we do together and that it is the effort that counts.

What 3 pieces of advice would you give to other parents regarding Hybrid learning?

1. Set expectations for your child the night before - "Tomorrow we will be working on so and so..."
2. Follow up that tasks are done and do not work on tasks with them to encourage independence.
3. Motivate and praise them once a task is complete.

Basant Kamel - Parent of Tarek (FS2R)

What has been your experience of hybrid learning this term?

One of the benefits of Hybrid learning is the flexibility of learning and delivering lessons. I mean that while students take ownership over their education, they still receive the guidance of their teachers.

What do you like best about the hybrid learning model?

Empowering the students to take charge of their own goals and learning.

How do you ensure your child completes their online work at home?

I print at least 3 copies of the online work to have one copy in front of me and two which my daughter can use for practice. If the online work is a video with learning material included, we watch it four or five times and discuss it together.

How often do you ask your child about their learning?

Daily. We discuss what she has learned and revise it many times.

What support do you provide for your child with his/her google classroom assignments?

The most important thing for me is that she sits properly on her desk and in a calm place with all her supplies. I motivate her with encouraging words and positive feelings as long as she is doing her assignments.

How do you celebrate success in online activities at home?

Either I provide a small treat as a reward for her effort or I give

her more time on her iPad. Sometimes I let her make something she loves in the kitchen because she loves cooking.

Has the hybrid learning model had an impact on your relationship with your child in any way? If so, please explain

Yes. We have become even closer and we talk in detail about her learning, school, friendships and online work.

What 3 pieces of advice would you give to other parents regarding hybrid learning?

1. Think about what you can do better with the experiences you have in your role as home teacher.
2. Repeat the online assignments at least 3 times to make sure that your child has learned it well.
3. Reward the success of your child with something they really love, to encourage them to be excited about learning and assignments in the future.

Thank you for letting us be a part of the amazing MES Cairo family.

Mira Magdy - Parent of Daniella (FS1B)



What has been your experience of Hybrid Learning this term?

Of course this year has been different than other years but I am glad that our children, despite the circumstances were able to go to school for 2/3 days per week which has of course affected their learning progress more than attending online learning only.

What do you like best about the Hybrid learning model?

I like that children still go to school, understand lessons and get to interact with their teachers enabling them to apply what they learned in class.

How do you ensure your child completes their online work at home?

I have the Google Classroom application on my phone and each day I check what should be submitted for my children and make sure it is submitted on time.

How often do you ask your child about their learning?

Almost each day.

What support do you provide for your child with his/her Google Classroom assignments?

For my older son, I just follow up on him to make sure all work is submitted on time and video him if he needs me to do so. As for my younger son, he is in Year 2 and still needs full support with his online learning.

How do you celebrate success in online activities at home?

We buy them V-Bucks on the playstation if they work hard and achieve a certificate or receive a nice message from their teachers.

Has the hybrid learning model had an impact on your relationship with your child in any way? If so, please explain.

At times it has been challenging, as sometimes when they are working at home, they forget that they are still studying and not on vacation and need reminding to submit their assignments.

What 3 pieces of advice would you give to other parents regarding Hybrid learning?

1. Try to deal with each situation positively.
2. Follow up with children and teacher's feedback to make sure all children are getting the most out of their learning.
3. If children are struggling, ask for help.

Lilian Beshay - Parent of Youhanna (Y5Y) and Fady (Y2V)

**What has been your experience of Hybrid Learning this term?**

I am really satisfied that the students are coming into school for part of the week as the teachers can provide them with the energy and the reinforcement to commit to their work.

What do you like best about the Hybrid learning model?

I like how the students have the chance to interact with their teachers as this allows them to feel connected.

How do you ensure your child completes their online work at home?

I ask them every day and use the Google Classroom application on my phone to check when their work has been turned in.

How often do you ask your child about their learning?

Daily

What support do you provide for your child with his/her Google Classroom assignments?

I like to encourage them to be independent. Sometimes the more I interfere the more they depend on me. With working online last year and now using the Hybrid approach, I have found that my children have learnt a great deal about the use of computers and digital skills. I also allow them to work out their own mistakes.

How do you celebrate success in online activities at home?

Offer verbal praise for their efforts.

Has the hybrid learning model had an impact on your relationship with your child in any way? If so, please explain.

It has increased my responsibilities as a parent because I am more involved in their learning as well as their out of school commitments and activities.

What 3 pieces of advice would you give to other parents regarding Hybrid learning?

1. Give children the right tools to complete the work and a quiet environment so they are not distracted.
2. Supervise but do not interfere and do not do the work for them. Encourage them to use the 'Teacher Contact Time' to ask their teacher if they find the work difficult.
3. Keep calm - understand that there has been a lot of pressure on the students. Allow them to engage in normal day to day activities such as shopping, cooking and household chores. It is also important not to compare your children to others in the same class or even in a different school.

Sally Bayoumi - Parent of Lina (Y3G), Aly (Y6O) Lama (Y6B) and Omar (G10R)



Thank you to all the parents who took part in our interviews. We hope that others will find their suggestions and experiences useful. While our recent experiences of Hybrid learning will undoubtedly change the way we think about the provision of education in the future, it will also create fond memories of families having more time to spend together with a focus on learning in a fun and creative way.

Ms J Boukottaya – Primary Head, Key Stage Two

Primary Student Council encourages MES Cairo to look beyond the Mask!



Normally at this time of year there would be frenzied excitement in each of the pods across Years 1-6 as the School Council elections take place. In Key Stage 2 this involves students designing posters, assemblies to announce the beginning and end of the elections and displays all around school to allow everyone the chance to vote. However, with social distancing a challenge to this way of electing and assemblies taking place virtually this year, we needed the help of last year's School Council!



Posing for the new display

Individual discussions were held with each of the School Council year groups to decide on who would be best prepared to take on this important role this year. Some of them wanted to stay on and represent the school due to the shortened year last year whilst others were happy to let someone else take over the role. We thought of questions that we would have to answer ourselves when deciding on new students to join the Council this year. These included: do the students you are nominating demonstrate each of the 5Rs? What do your classmates and teachers think? Would they work well as part of a team? Once these and more questions had been answered our School Council was formed and I held discussions with the new members.

With the absence of assemblies this term, the School Council had to think of inventive ways to share news of their membership and who each year group can turn to, to ensure that their voice is heard. This was proving to be especially difficult now that all students wear masks during the day! So, the School Council decided that a 'behind the mask' display was called for. This would show what the students looked like and would describe their personality to show exactly why they were chosen for this role. With these ideas in mind, the School Council called upon MES Cairo's resident Art expert, Mr Williams to support their vision.

During two sessions, Mr Williams worked with each member of the School Council to help design an accurate picture of each of their faces. They then fitted a mechanism to pull down the mask to go on the display so that their full face could be seen. This fulfilled two roles; the reminder of the importance of wearing a mask as well as allowing the students to see the full faces of their School Council members. Whilst this was taking place, I spent time interviewing each of the School Council to ask them to describe themselves, share their strengths and to write a 'blurb' of what they like and enjoy. Combined with the final picture created with the help of Mr Williams, this would allow all students to see what qualities of the 5Rs each of the School Council demonstrated, what they liked to do and what they were looking forward to achieving in the year ahead. We hope you like the final results!

Mr D Barton - Primary Deputy Head

SCHOOL COUNCIL SUPERSTARS



Chris Megaly Year 1 Green - My favourite thing to do is to play with my puzzles and Lego. I am looking forward to working with students in different classes this year.

Category	Score
How good am I at making relationships?	5/5
How resilient am I?	4/5
How resourceful am I?	4/5
How much of a risk taker am I?	4/5
How reflective am I?	4/5
	21/25

SCHOOL COUNCIL SUPERSTARS



Rokaya El Ghannam Year 5 Violet - I enjoy gymnastics and drawing. I have never been part of the School Council before and I love a new challenge!

Category	Score
How good am I at making relationships?	5/5
How resilient am I?	5/5
How resourceful am I?	4/5
How much of a risk taker am I?	4/5
How reflective am I?	4/5
	22/25

Getting to know our new School Council members

Primary Sportsdesk

Our new, safe and socially distanced, PE programme is well underway out on the field at MES Cairo! Each student has their own square to work out and exercise in.



In the first few weeks back, we have been focusing on learning some basic yoga techniques and breathing exercises, looking to improve not only our physical health, but our mental wellbeing too. From FS1 to Year 6, all students have engaged with some form of yoga style or balancing exercises. In addition to working on balance, students have been discovering a variety of different poses to develop and improve their strength, flexibility and posture. Some of our favourite positions include 'mountain', 'warrior', 'cobra' and 'downward dog'.



MES Cairo students have really taken to and enjoyed the challenge of putting their bodies in unfamiliar positions. We have even had reports that our students have become yoga teachers in their own homes ensuring that family members are also taking part in the activities learnt in school. I hope you are all practicing because there is a lot more to come.

In addition to the yoga style exercises, we have also begun to work on our running speed and endurance by completing laps of the track and participating in short distance races. FS and our KS1 students have enjoyed having the space to run as fast as

they can during PE lessons, whereas our KS2 students have enjoyed being more competitive with their peers.

It has been a fantastic start to the year, with all students fully engaged with their PE lessons against the odds! We are looking forward to continuing to develop our fitness throughout Terms Two and Three.

Mr J Vaughan - Head of Primary PE



Secondary Physical Education in Term One



Although more spread out and fitness based, Physical Education classes have carried on at MES Cairo throughout the first term of the 2020-21 school year. To ensure student safety while still maintaining our dedication to fitness and healthy living, the MES Cairo Secondary PE programme has adapted the curriculum to focus on individual student fitness levels. This has included students participating in workouts and fitness tests in their own designated areas. The levels of participation have been excellent, and the students genuinely enjoy the opportunity to get outside and exercise in our beautiful Egyptian weather.

Our area of focus during the second half of Term One has turned from fitness testing to track and field. Students have had the opportunity to develop their individual skills in a number of different events. Many students have also taken the opportunity to take on leadership roles within their classes by leading their peers in a variety of fitness-based activities.

The teachers in the Secondary PE department have been very pleased with the growth of our students' fitness and skill levels over the past two months. We fully expect this development to continue throughout the rest of the school year.

Mr E Newton - Athletics Director





Primary Parent Google Meet and Greets



For the first time in the history of MES Cairo, we had the pleasure of hosting 'virtual' Parent Meet and Greets. These meetings provided an opportunity for our parents to meet their child's class teacher and for the class teacher to share information relating to their own individual class. While the high expectations that MES Cairo is well known for remain securely in place, these meetings provided an opportunity for our teachers to share the changes that have been put in place in response to COVID-19, including, the routines and structure of the day, safety aspects (students movement around school, changes to break times, the wearing of mask/shields) and an overview of the hybrid approach to teaching and learning.



As well as the virtual Meet and Greets, Ms Catherine Readman, Headteacher KS1 and Ms Jane Boukottaya, Headteacher KS2, shared a presentation, providing an overview which focused on our school motto, 'Care, Challenge, Inspire'. This is the foundation stone of what we do every day at MES Cairo. They also talked about the importance of the partnership between staff, students and parents and how working together ensures the best possible outcomes for every student. Every day, we provide an environment that cares, challenges and inspires the students and we invite parents to also embrace this.



At home you can:



Care - encourage your child/ren to reflect on the impact of their words and actions to make great relationships

Challenge - encourage your child/ren to be resilient, take risks and be resourceful

Inspire - encourage your child/ren to be the best that they can be.

Furthermore, we all need to be positive role models for our children, and this is particularly important given the current challenges we face; there is a lot to be positive about.



We would like to thank our parent community for their support; we have been impressed by the way all the students have transitioned back to school, embracing and following the new expectations and the positive way they have engaged in the learning at school and online.

Ms C Readman - Primary Headteacher, Key Stage One





Celebrating World School Success

At MES Cairo, we take pride in the range of opportunities offered to staff to develop themselves professionally as well as to contribute to the wider teaching profession.

Encouraged by School Director Nicola Singleton, Ms Suzie Sheehan, our Whole School Deputy Headteacher applied to become part of the IB Educator Network (IBEN) as a Workshop Leader and School Visit Site Member. The entrance into this training was extremely competitive and the IBEN team received more than 7,300 applications globally and initially shortlisted 450 educators.

To be considered, Ms Sheehan had to enter several rounds of a rigorous application process.

In April, when informed that she has made it into the second round, she was required to make an application video before being finally accepted into the summer training programme in May.

To successfully complete the training to be a Workshop Leader, you must achieve a minimum standard known as 'Skilful' in each capability module which involves completing a range of assignments submitted over a six-week period. The Capabilities covered Communication, Research, Social Collaboration, Self-Management and Thinking Skills. Each individual assignment is submitted via an online platform and then facilitators provide personalised feedback based upon the IBEN Capabilities so that participants can reflect and improve, with a growth mindset encouraged.

IB workshops enable subject specialist participants to deliver and implement their subject knowledge through the lens of IB pedagogy and philosophy. To be an effective Workshop Leader you need to have an excellent and a thorough understanding of the IB standards and Practices.

Ms Sheehan completed over forty hours of online workshops and four modules between July and September before completing the IB Educator Network Initial Development for Workshop Leaders. Ms Sheehan achieved beyond the necessary 'Skilful' standard, instead achieving 'Leading' for her reflection and creative thinking as she demonstrated that she was able to reflect with depth and insight

and always encourages and promotes the generation of new ideas and outcomes.



The benefits of Ms Sheehan's success are threefold to our school beyond her personal achievement. It supports us at MES Cairo and our own International Baccalaureate Programme as she has access to global networking with some of the best educators sharing good practice from around the world. Her role offers us on-site expertise with the opportunity for staff training here in Cairo and continuous quality assurance of our programme, enabling us to support our students fully in their IB journey.

We congratulate Ms Sheehan on her remarkable achievement and thank her for time and commitment for self-reflection and collaboration with the IB and supporting IB World Schools.

Mrs J Cole - Assistant Headteacher, British Section



National Professional Qualifications with the Department for Education (UK)



Department
for Education

Unlike the USA, New Zealand, Singapore, Australia and Canada, where potential school leaders and principals must complete a relevant Masters Degree in educational administration; the UK governmental Department for Education (DfE) centralise the responsibility for educational leadership development to UK government training agencies.

Regardless of the type of certification, all countries 'recognise that preparation and development are essential if school leaders are to carry out their onerous responsibilities successfully. Just as teachers need training to be effective in the classroom, so leaders need specific preparation for their specialist roles.' (Bush, T. Theories of Educational Leadership and Management). The MES Cairo Senior Leadership Team is very supportive of colleagues who wish to enrol onto the National Professional Qualification (NPQ) programmes. A teacher must first be accepted onto the relevant programme by the UK Department for Education (DfE) and can only continue if supported by their current Senior Leaders. Mrs Singleton, our School Director has spearheaded MES Cairo's involvement in the NP Qualifications and along with the rest of the SLT, acts as sponsor for colleagues as they complete their Projects, giving them guidance and support in the completion of their final assignments.

UK qualified teachers who are working in leadership roles can choose to undertake the rigorous training programmes for NPQEL (Executive Leadership), NPQH (Headship), NPQSL (Senior Leadership) and NPQML (Middle Leadership), which involve both practical projects and academic research and writing for submission. More recently the DfE has introduced a new strand of NP Qualifications; Leading Teacher Development, Leading Behaviour and Culture and Leading Teaching.

MES Cairo SLT has supported several colleagues in their NPQ journey over the past 18 months.

NPQH

The National Professional Qualification for Headship (NPQH) covers 6 content areas that set out what a school leader should know or should be able to do and 7 leadership behaviours which set out how the best leaders operate. NPQH is transferable as a completed 30% of UK University Masters programmes in Educational Leadership.



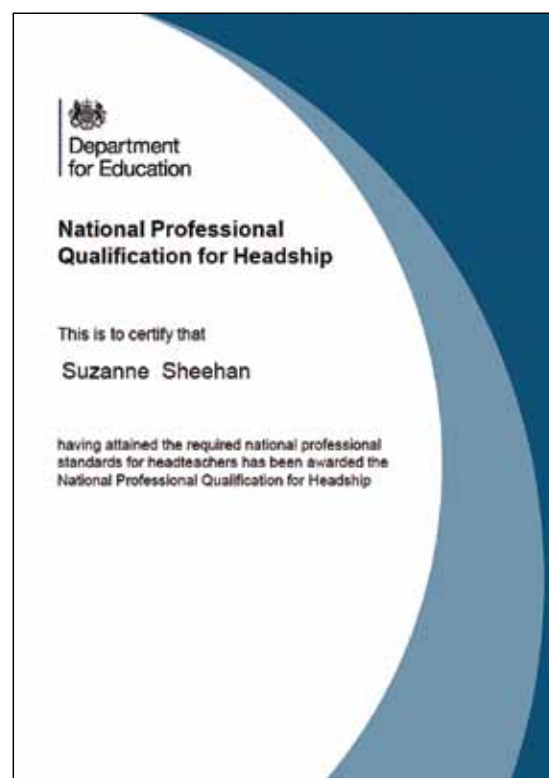
Mr Barton has successfully completed the NPQH

NPQH candidates must complete a significant project in the home school (Leadership of Curriculum, Teaching and Learning) as well as an external project (Strategy, Administration and Management) at another school. The projects are submitted for assessment to the DfE.

Ms Suzanne Sheehan and Mr David Barton both acquired the NPQH in last year, after completing the challenging internal and external whole school projects, research, interviews and assignments. They are now putting this qualification to good use, each in their respective role of Deputy Headteacher at MES Cairo.

NPQSL

The NPQSL is a yearlong opportunity for those who are, or aspiring to become, a Senior Leader with cross school responsibilities. Participants complete a 360 degree leadership diagnostic with key members of their teams at the start and end of the course to help them to recognise their strengths and give them targeted areas to develop in their own leadership. Across the programme, they learn about six key content areas of senior leadership through online modules and distance learning events such as Leadership Behaviours, Strategy and Improvement, Teaching and Curriculum Excellence, Managing Resources and Risks, Working in Partnership, Leading with Impact and Increasing Capability. The training provides access to on-line learning materials and accounts of best practice from UK and international outstanding school leaders. NPQSL participants reflect on their own leadership through discussion



Ms Sheehan has successfully completed the NPQH

with peers and put the theory into school-based practice through designing, implementing and evaluating action research projects that have a positive impact on the MES Cairo community, whilst continuing to improve their own leadership skills and behaviours. They then submit a final assessment which must show the significant impact of their leadership projects before gaining the qualification.



Jennifer Cole has successfully completed the NPQSL

Ms Jennifer Cole successfully completed her NPQSL in January 2020. Her action research and leadership project looked at how to improve reading attainment and excellent teaching and learning practices in early career teacher classrooms through quality mentoring, support and training of the teachers, their mentors and team leaders. Mrs Cole found the NPQSL to be a good opportunity to self-reflect on her own leadership style and develop a greater understanding of how to create change by adapting her approach and intentions with researched evidence, trialling strategies from educational leadership theory and learning from practical success in other school contexts.

Mr David Paget successfully completed his NPQSL in January 2020. His action research and leadership project looked at how to improve engagement with reading and student attitudes to reading with the aim of boosting reading participation and attainment. Mr Paget worked closely with the library staff to ensure that the wonderful resources that we have in school are being used to their full potential and supported the library staff in how their contact time with students can be used to full effect. Mr Paget enjoyed undertaking the NPQSL and thought it was a highly beneficial opportunity to self-evaluate and develop his leadership style and skills. Although a significant amount of time was taken researching both leadership strategies and the best approaches to develop student reading, it was certainly an enjoyable and worthwhile process.

Ms Deena Abu Hassan's action research and leadership project focused on the development of a more inspiring and consistent teaching approach for Guided Reading in Year 3, with the aim of raising student interest and attainment in reading. A large success in the project was the use of in-character teaching to ignite the students' excitement towards engaging with different characters and reading to develop this connection with the interesting and entertaining characters. The project invested in using different media and platforms for reading, to enhance motivation. Ms Abu Hassan enjoyed working with her team and others, engaging in professional dialogue with her peers while developing her leadership skills and providing the opportunity for others to embark on their own leadership development. This was a great opportunity to delve deeper into the world of senior leadership and Ms Abu Hassan thoroughly enjoyed it, completing the course in April 2020.



Deena Abu Hassan has successfully complete the NPQSL

Ms Rachel Bennett also completed her NPQSL in April 2020. Her project looked at using assessment in a more detailed way to inform planning and to ensure that children were always moving forward in their learning. She worked with her team within Year 2 in order to continuously assess the students and then to use this when re visiting objectives. This meant that the students were being regrouped for each objective being taught, meaning students were always working at the right level and able to achieve their own potential. Ms Bennett found this whole experience a great opportunity to develop her own teaching skills and more importantly her leadership skills. One skill in particular that she took from this experience was using different leadership styles with different teachers, as just like students, we do not all learn or work in the same way.

Ms C Boswell - Publications



Mr David Paget successfully completed the NPQSL



Rachel Bennett has successfully completed the NPQSL

Continuing Professional Development (CPD) at MES Cairo



Early career teacher training and professional development has continued at Modern English School Cairo, despite the necessary changes to our daily routines, because of the Coronavirus Pandemic. As our whole school moved online through our hybrid model, perfect opportunities presented themselves for teachers to creatively upskill and adapt their teaching and student

learning by using a whole host of educational E-tools such as Google Suite for Education to support their students. For example, teachers have adapted their practice by providing verbal feedback using tools such as Mote or gathering class feedback through Google Forms or Padlet.



We have been able to maintain and continue with our Teacher Training Pathways by providing our programmes with the same high standards but by being flexible in its delivery. This term we have been able to continue with supportive lesson observations and our usual regular coaching and mentoring sessions which encourage and nurture reflective practice. We have delivered these in person where possible but have also adapted so that these can be done

safely virtually too. All our early career teachers have a supportive mentor who helps them to celebrate their achievements and work towards their personal targets.

We have continued delivering our Child Protection and Safeguarding training via our school online access to EduCare, and other opportunities have arisen online for teachers to access high-quality CPD from the safety of their laptops such as BSME networking events. In school, our early career teachers have also been invited to participate in a range of Continuing Professional Development opportunities such as conducting peer observations or attending in-school sessions led by colleagues e.g. on metacognition in the classroom.

As the year progresses, we will continue to adapt and reflect on how best to support our teachers in their professional growth. We will continue to make the most of the opportunities presented, allowing us to deliver outstanding teaching and learning regardless of the challenging circumstances that we face.

Mrs J Cole - Assistant Headteacher, British Section



From Primary Deputy Head to Primary Headteacher for Key Stage Two!

From the first moment that I joined Modern English School Cairo back in 2012, I was hooked! My initial impression was that this was a school with an extraordinary charm and an ethos which holds the students at its heart. Nine years later, I am still in awe of the unique and dynamic atmosphere that our school generates every day. I feel extremely honoured and privileged to have been chosen to continue to build upon the many successes Key Stage Two has already experienced working closely with the Senior Leadership Team.

Prior to living in Egypt, I had worked as a class teacher in Northern Ireland for eleven years with the last two of those working as a Deputy Headteacher. Modern English School Cairo has been my first experience of teaching internationally; despite planning to move on to experience teaching in other countries, I have felt such a close connection with everything Egypt and the school has to offer that I cannot imagine living anywhere else. In 2015, I was appointed as an Assistant Headteacher, then in 2017, I became the KS2 Deputy Headteacher. Throughout both of these curriculum roles, I strongly believed in providing the students with exciting, creative and meaningful learning experiences, which built their enthusiasm for learning and helped them to grow and develop positively in a variety of ways.



My first class at MES Cairo - Year 4 Yellow 2012-13 (now our current Seniors)!

2020 has proven to be a year of changes to the way we work, live and play. Despite these challenges, it is my aim to continue to build on the secure foundations and current achievements ensuring that our school is forward thinking and ambitious within a supportive and safe



environment. I fully appreciate how important each year of a child's school life is towards preparing them for life. I also believe that it is more important than ever to build a whole school community which thrives on mutual respect and values positive relationships.

I am passionate about all aspects of teaching and have high expectations, not only for myself but for all members of our school community. We have a hugely committed, hardworking and talented team of teachers, teaching assistants and administration staff, which of course, is a great place for any new headteacher to start.



When I am not working, I enjoy travelling, reading, cooking, trips to the theatre or cinema. I also try to maintain a healthy lifestyle with regular exercise such as swimming, yoga and walking.

You can be assured that as KS2 Headteacher, I will strive to create the best education for all students whilst they are members of our school family. I am extremely excited about the journey ahead.



Ms Jane Boukottaya – Primary Headteacher, Key Stage Two

MES CAIRO WELCOMES OUR NEW TEACHERS

Ms Barbara Meason - Primary Deputy Head, Key Stage Two



Hello once again MES Cairo! My name is Barbara Meason and I am delighted to be here at MES Cairo as the Key Stage 2 Deputy Head. As some of you may know, I am not new to MES Cairo. I had seven joyful years at MES Cairo, as the Deputy Head of Key Stage 1, prior to leaving. Coming back has been like coming home! My five year 'sabbatical' (as Mrs Dajani calls it) did not take me far away from the MES Cairo family! In the three countries and three schools that I worked in during my time away, I found myself working in each one with ex-MES Cairo teachers! It was always a sign to me that MES Cairo was really where I belonged – so here I am again with my husband Robert!

I have been teaching for twenty-three years and the job I love has taken my husband and me from England to Shanghai, Bangkok, Dubai, Cairo, Bratislava and Madrid. In my time away I continued to stay in a leadership role so that I could share the knowledge and passion that I have for teaching. I have met many inspiring teachers and leaders throughout the years, many of them here at MES Cairo, who have in turn inspired, encouraged and challenged me.

Yet, even after many years of being in education, it still feels like I have only just begun my teaching journey, as each day is as exciting and new as the previous one! I adore being in education and I get a great sense of achievement from seeing students develop and grow as individuals. Being in education also means that I can be a life-long learner and being surrounded by such a great Primary team here at MES Cairo, allows me to keep learning and growing in knowledge. Each day I get to see students being encouraged to dream big. And of course, as we all know, big dreams lead to big ideas which can lead to innovations and changes for the future!



Mr Tom Witcomb - Primary Key Stage Two

Hello everyone! My name is Tom and I am absolutely delighted to have been given the opportunity to join MES Cairo and work with such fantastic staff and pupils.

I am originally from Cheltenham in England but spent time living in America and Cyprus during my childhood. Since graduating from the University of Warwick, I have taught children in the UK, in Years 5 and 6. My experiences in this time have been invaluable and have only served to further my ambitions to educate our next generation. I am very much looking forward to helping the children in 6 Green further themselves and progress throughout the year.

Watching and playing sports are my main hobbies, and fortunately I have managed to continue this in Egypt. I play football, rugby and cricket, but am always open to trying new sports and have really enjoyed my time playing Padel in Cairo, a sport I had never even heard of a few months ago! I have also started to play more golf and am hoping to compete in some running events during my time here. Aside from this, I love to travel and am looking forward to exploring everything that Egypt has to offer. Remember to help me with my Arabic if you see me!





Ms Jordana Godber - Primary Key Stage Two

Some of you may already know me but I am Ms Jordana. I used to work at MES Cairo a few years ago in Year 2. I left to move to Vietnam and to experience a new culture. Whilst I was there, I had the opportunity to explore jungles, new cities, beaches and much more! My favourite place to visit was Ha Long Bay. It is a collection of mountains in the sea and it is beautiful!

Despite all these amazing new experiences, I really missed Cairo and everyone here at MES Cairo, so, here I am again and I am very happy to be here! While everyone has grown (quite a lot), they are still the same happy and caring faces I remember so well. I have had such a warm welcome from everyone and I am glad to be part of the MES Cairo family once more.

Ms Aysem Bray - Secondary Spanish, American Section

Merhaba! I am Aysem Bray and I am Turkish/American. I teach Spanish with my Australian Teaching Certificate. I call myself a global citizen as I have worked in Korea for the past 11 years and in Spain for 6 years prior to coming to Egypt. I like travelling and experiencing new cultures during my vacations. I once came to Egypt in 2009 and I loved the history, people and food and since then, I have always wanted to return to work here. So, here I am! I am looking forward to sharing my experience while building good relationships with my colleagues and my students.



Ms Vickey Harris - Secondary Commercial Studies, British and IB Sections

My name is Vickey Harris and I come from New Zealand. This is my fifth year as a teacher, teaching commerce subjects in New Zealand, Turkey and now Egypt. I have been teaching the IB Diploma and Cambridge curriculum. However, I also have extensive industry experience in the Government and Private sectors in New Zealand and Australia.

My husband and I have four grown daughters who live in different parts of the globe and have their own successful career paths. Our choice to move to Egypt was to experience teaching at MES Cairo but also to experience the different culture and learn about Egypt's rich history. We are looking forward to experiencing all that Egypt has to offer.

Ms Holly Atkinson - Secondary Science, British Section

My name is Holly Atkinson and this is my first year at MES Cairo. It is also my first post at an international school, having worked exclusively in the UK before now. Firstly, I am so excited to be teaching at MES Cairo! I am beginning to feel like I am settling in and getting to know the place now. Everyone, the senior leaders, the teaching staff, the fabulous support staff and the students have made my first weeks here so easy and so enjoyable, that I just want to say thank you. On top of that, I am now living in one of the most historically significant and culturally vibrant cities on the planet.

I am originally from Manchester, England and studied for my Bachelors' and Masters' degrees and completed a PGCE in Liverpool before starting my teaching career in 2012. The beginning of my career saw me move to South London, where I lived for five years teaching science, specialising in Biology. I worked at several schools, moving as I was promoted, and eventually became a Head of Science. I then moved back home to Manchester as an Assistant Headteacher. I lived and worked in Manchester for three years before deciding I wanted to experience an international school.

Outside of school I am a keen runner and cyclist, a not so keen swimmer, and therefore a slow recreational triathlete. Outside of term time, I like to travel. I also enjoy watching sports and being from Manchester, my team is United but, I am more of a rugby girl and am a season ticket holder at the Warrington Wolves. I live with my partner, Alan and our dog, Bob. Alan is a biomechanical engineer and a slower triathlete than me and Bob is a beautiful Cavalier King Charles Spaniel. As a couple, we are keen travellers, love embracing new cultures and love visiting new places so, hopefully, Cairo will be the ideal place for us to be.





Ruth Sidwell - Primary LDD

I am originally from Manchester, England. I lived in London for a decade and I have been teaching in Morocco the past few years where I spent the lockdown! I travelled throughout Egypt when I lived and worked in the Middle East 20 years ago and this is where I first learnt my Arabic alphabet and numbers.

My passions are travel, learning and people and I am so blessed to experience all my passions so frequently. I love to travel, visiting stunning places, meeting amazing people, experiencing other interesting cultures and learning a little of different languages. I enjoy the outdoors, exploring and new adventures. I keep active through these outdoor pursuits including walking, hiking and cycling. I also enjoy Pilates and circuit training. I love to learn, often partaking in courses, reading and researching and it is a privilege to help others access

and be passionate for their own learning.

I have had a varied career so far, teaching SEN, mainstream and private home-school, from nursery through to Further Education, iGCSEs, and ESL to adults and I have enjoyed it all.

I am really happy to be working in Primary LDD at MES Cairo. Everyone has been so welcoming. I am enjoying meeting and working with you all and supporting your learning whilst I also learn more about you, your country, culture and a totally different Arabic.

Ms Nyala Walker - Secondary Social Studies, American Section

I was born in Oakland, California, USA, just outside of San Francisco. I taught history and practised social work for twelve years in Washington DC before moving to teach at Kaohsiung American School in Taiwan. I am a history and politics nerd and self-proclaimed life enthusiast. I love to travel and collect jewellery and textiles and I cannot wait to explore more of Egypt and Africa!



Dr Stephen Pijanowski - Secondary Global Studies and Psychology, American Section

I am Stephen Pijanowski and come from Chicago, IL, USA. I have joined MES Cairo as a Grade 9 to 12 Global Studies and Psychology teacher. I have been teaching for 9 years. My focus with students is SEL and rapport building in the classroom. I taught in Asia for the last 8 years, in China and Thailand. I enjoy travelling and cooking and in the past few years I have travelled extensively through SE Asia and look forward to exploring a new continent. I am looking forward to a great adventure in Egypt and growing at MES Cairo. It has been quite the adventure relocating with a global pandemic and I am excited to be here.

Sara Lotfy - Primary Key Stage Two

My name is Sara Lotfy and I am excited to be teaching Year 3 Yellow this year. This is my fourth year with MES Cairo but my first as a fully qualified teacher. I have two children in Primary, who gave me the inspiration to train to teach. I graduated with Honours in Journalism and Mass Communication and I enjoyed studying at UCLA in Los Angeles as part of my degree.

In my spare time, I like to go on bike rides with my children, exercising, following the latest fashion trends, and travelling abroad. I love to explore new places but I always have my favourites, such as Switzerland and Holland where some of my family live. My favourite city to travel to is New York City; it has a special place in my heart as where both of my children were born.

I love being part of the MES Cairo family. It feels like home to me and I am inspired by all the amazing opportunities we are able to provide our students. I look forward to learning something new every day.



Ms Maggie Kessel - Secondary Art and AP, American Section

Hello! My name is Maggie Kessel and I am the Secondary American Art and AP Art teacher this year at MES Cairo. I have been teaching Visual Art internationally for eleven years and am excited to be here! I am originally from the United States, but have spent most of my life abroad, having lived in Canada, Nigeria, Kenya, Congo, Guatemala, Ukraine and now Egypt. I have my undergraduate degree in Fine Art and Anthropology from the University of Massachusetts in Boston, and received my Masters in Education in Bozeman, Montana. I am here in Cairo with my husband and my son, as well as my pug and two cats. I love to draw, read and spend time with my loved ones, and I absolutely love teaching Art. I am thrilled to be here this school year!



Ms Alisha White - Primary Key Stage Two

Hi there! My name is Alisha White and I am the Year 4 Blue teacher this year. I studied for my Masters in Primary Education at the University of Winchester. I believe in developing independent and creative learners who have a life-long passion for learning like me. Originally, I am from London, UK but I have spent time travelling and teaching English or sports throughout the USA, Madagascar, South East Asia and Saudi Arabia. All new experiences excite me which is why I made the decision to move to Egypt, but this also means that I have many hobbies and interests including horse riding, sewing, swimming, diving and running. Already Cairo has amazed me with its culture, and I am looking forward to discovering more as I live here longer.



Mr Josh Edwards - Primary Key Stage Two

Hi there! My name is Josh Edwards and I am the new teacher for Year 5 Violet - and loving it so far! I was born and raised in West Yorkshire in the north of England which has blessed me with a fairly strong and highly recognisable accent. I studied history at the University of Leicester, a subject which has always fascinated me, so it was only a matter of time before Egypt caught my eye. I completed my teacher training three years ago, after living in Vietnam where I taught English for a year. This certainly enhanced the travel bug. Thus far, I have relished settling into this incredible country with everything it has to offer.

In my spare time, I enjoy reading, hiking, playing football, and have recently taken up padel which has been interesting to say the least! The MES Cairo staff, parents and students have been extremely welcoming and it has been a pleasure getting to know you all. I look forward to what the future holds in this astounding country.



Mr Sean Powell – Primary Key Stage One

Hello there! My name is Sean Powell and I am the teacher for Year 2 Red. This is my first time in Cairo, but I have also taught ESL in Hong Kong and Taiwan which helped me develop my love of teaching abroad. I grew up in South West London but have spent a lot of time in Japan too as many of my family are from there. I studied Politics at the University of Newcastle and did my PGCE at the University of Nottingham. My main interests are cooking a range of global cuisine (I also hope to learn some Egyptian cooking too!), hiking and playing tennis. I have also had a lot of fun meeting lots of local people and getting to know the culture and the kind heart of Egyptian people.

MES Cairo was one of the first international schools that caught my attention and so far, I feel I have been very lucky with all the friendly colleagues, parents and, of

course, children too. Even though I have only been in Egypt for a short time I already feel really comfortable and it feels like home. I have managed to make a variety of friends both local and international. Finally, it has also been a childhood dream of mine to see lots of the ancient Egyptian monuments which I have seen some of so far!



Mr Michael Wakley – Secondary Humanities and Travel and Tourism

Hello, my name is Michael, and this is my first year teaching Geography, History and Travel and Tourism at MES Cairo. It is a pleasure to be here and I am enjoying every moment of the teaching and learning experience so far.

I am originally from Devon in the South West of England, however for the last 6 years I have been living and working in London. It was here, where I studied Physical Geography at King's College London before completing my PGCE and entering teaching. When I am not working, I enjoy having an active lifestyle and pursuing outdoor activities - including most sports and climbing, skiing and diving.

I look forward to the many opportunities that Cairo presents and immersing myself in the ethos and culture that MES Cairo and Egypt offers.



Ms Marnie Weeden - Secondary Science

Hi, my name is Marnie Weeden. I am British from Northern Ireland and live with my husband, 22-year old son and our two dogs. I love the great outdoors and lean towards becoming more self-sufficient with gardening, cooking and alternative energy in the future. I love to travel and as a lone traveller, meeting new people. Food is a huge interest and I am really enjoying the fantastic delights found in Cairo. I am very privileged to have already been able to travel to Siwa and Dahab since my arrival and I am finding the people and general ambiance of Egypt exciting, varied and extremely friendly and hospitable. I am looking forward to discovering many more Egyptian delights.

Mr Craig Tweedle – British Economics

My name is Craig Tweedle. I love to travel, and this picture is of me hiking on Jeju Island, South Korea. I love football and my favourite football team is Liverpool Football Club. I sadly do not play anymore but I do always love watching my team and rarely miss a game.

I have just returned from a week in Sharm El Sheikh and I also travelled to Alexandria for the long weekend. I am very much looking forward to going to Luxor and want to sail down the Nile.



Ms Lizzie Smith - Primary Key Stage One

Hi! My name is Lizzie Smith and this is my first time teaching at MES Cairo and teaching internationally. I am the Year 1 Violet teacher this year. Before moving to Cairo, I lived and worked in the UK. I studied Primary Education at York St John university and taught for three years at home before packing my bags and moving away for a new adventure at MES Cairo. Although I have only been here a few months I already feel so at home in Cairo and have had a few opportunities to start exploring the amazing country. I feel very lucky to work for MES Cairo with the amazing and supportive staff, parents and children and call Egypt my new home. In my spare time I enjoy walking, hiking, cooking (and especially eating), reading, sleeping and exploring new places. I am excited about my future at MES Cairo and being part of such a caring environment that is passionate about the education of its' students.

Ms Emma Boughey - Primary Key Stage Two

Hi! My name is Emma Boughey and I am the new teacher for Year 6 Orange. I arrived in Egypt in August, accompanied by my two cats Maisie and Meg. I am originally from a town called Crosby, Liverpool in England and this is my twelfth year of teaching. I previously taught in an inner-city Primary school in Anfield (home of Liverpool Football Club) for eight years - which I loved! For the last four years I have been teaching in a large International Primary school in Dubai, which enabled me to travel and experience lots of exciting new places. I have been fascinated with Egyptian culture since I studied it at school and as this is my first time in Egypt. I cannot wait to continue to explore its rich culture and history. I feel very lucky to be part of the MES Cairo community and working with your fantastic staff and children.



Mr Connor McMonagle - Primary Music

Greetings! My name is Connor McMonagle. I feel joy having joined MES Cairo as the newest Primary Music Educator and am honoured to be a part of an exceptional team. Happiness for me is helping students find their voice within the realm of music and giving them the opportunity to express themselves within music's domain.

I graduated from the University of Dayton in 2015 with a Bachelor of Music in Music Education. MES Cairo is my second international posting. I have lived on four continents and I look forward to all the wonderful experiences MES Cairo and Egypt have to offer. You can see me heading to class with my guitar in hand. I am excited to share my passion with this community. When I am not teaching music, I enjoy performing and composing music, exploring places near and far, playing ultimate frisbee, golfing, capturing and preserving unique moments through photography and socialising with friends. My newest interest is to pursue deep water diving.

Mr Hamdi Ghailan - Secondary Computer Science and ICT, British Section

Hi, my name is Hamdi Ghailan. I am a Secondary KS4/KS5 Computer Science and ICT teacher. This is my first year working at MES Cairo and away from the UK where I am from. I am from a small town in the West Midlands, close to Shakespeare town (Stratford Up-on-Avon) which is a must-visit destination if you visit the UK. As well as my Bachelor degree in Computer Science, I have a Masters in Project Management and a PGCE in Education. I have held a black belt in Taekwondo since I was 16 years old and I have competed both nationally and internationally. I now coach and train at local clubs in my spare time.

Egypt has become a second home despite the short period I have been in the country. The people, beautiful country, weather, school, staff and students are all very hospitable and friendly, which has helped to overcome my homesickness. I am delighted to be here in Egypt and at MES Cairo and I am looking forward to sharing my knowledge and helping to prepare our future generation for life after school.



Ms Jazmyn Rimington - Secondary English, British Section

My name is Jazmyn Rimington and I am an English teacher from Auckland, New Zealand. Most recently I was teaching on the North Shore on Auckland City and prior to this I taught in London for five years. I love travel and history and am thoroughly enjoying learning more about Egypt as I visit some of its fantastic sites. I am passionate about literature and hope to pass this on to the students I teach.



Ms Amy Brill - Secondary English, American Section

I am very happy to be in Cairo with its warm and welcoming people and at MES Cairo with its amazing supportive staff. I came to Cairo directly from Thailand after seven months there unable to return to China due to Covid 19. While I missed my home and family in Beijing, I used my time in Thailand to explore Muay Thai kickboxing and I love it! It is great exercise and I love the instant feedback from a satisfying 'thwack' against the trainer's pads.

I have been teaching across many of the Humanities for over 20 years and find that all students want to be successful and express themselves. My primary role as an English teacher is to help them do that in increasingly powerful and effective ways and to be able to analyse how well others do the same. I always particularly enjoy the beginning of the year with new-to-me students as we get to know each other and settle into learning together and from each other.

I look forward to a positive and productive year at MES Cairo, exploring Egypt for the first time, and I eagerly await the birth of my first grandchild in November. Lots of good things are happening.

Ms Maria Mahfouz - Secondary Science, British Section

Hello MES Cairo community, my name is Maria Mahfouz. I have joined the MES Cairo family and the British Science department following three years of teaching in Thailand. Prior to that, I was in the UK. As you can see from my photograph, I am an adventurous person. I like the outdoors and I am an environmentalist. Back in the UK, I was part of the Girl Guiding and Scouting movements my whole life. I became a young leader followed by adult leader when I was old enough to do so. This instilled a love for the great outdoors. Being a zoologist, I love and appreciate the wild and I try to go whenever I can. This has also brought a love of travel which also inspired me to begin teaching abroad and I have never looked back. Egypt, being my second country to work in outside of the UK, has so far been amazing. I am enjoying the warmer weather it brings, along with the difference in culture to what I am used to in the UK and Thailand. I look forward to meeting you all once restrictions have eased!



Ms Brittany Sharpless - Secondary English, American Section

Greetings MES Cairo community! My name is Brittany Sharpless, and it is a pleasure to join the Secondary American English Department. I come to you from a small college town in Ohio, USA where I taught undergraduate courses and received a Master of Arts in Cross Cultural International Education. Prior to my graduate coursework, I taught ELA/ESL to high school students with refugee and asylee backgrounds in Kentucky, USA. In addition, I worked in Ethiopia alongside English language educators, high school students and various community organisations.

Although Cairo is my second international position, it is already shaping into a unique professional experience. I look forward to learning from the MES Cairo community, including my energetic and passionate Grade 10 students.

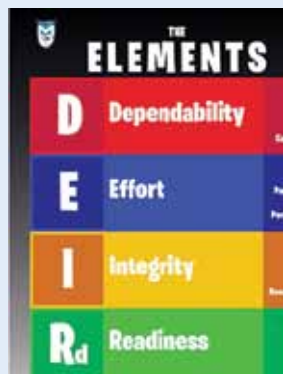
Mr Medhat Mahmoud – Secondary Maths, British Section

Hello, my name is Medhat A Mahmoud, known by Medhat Al-Ghool. This is my first teaching year at MES Cairo. I was born in Cairo but lived for the past 45 years in England where I had my education and work experience. I have a degree in Civil Engineering, Master's degree in Leadership and Management and Post Graduate Certificate in Education. I worked as a consultant engineer up until 2000 when I changed my career to teaching and I have been teaching ever since.

In my previous life in the UK, I taught a variety of subjects namely Structural Design and Analysis, Computer Science, Mathematics and Physics. I believe that my experience as a civil engineer helped me to pass my knowledge and understanding with real life examples of the use of Mathematics and Physics onto my students.

I enjoy cooking, eating and all the outdoor sports. I am a Duke of Edinburgh leader and assessor. I have organised and executed PGL Mathematics field trips (4 days residential) over the past 4 years. I look forward to sharing my knowledge and experience with the MES Cairo community.





MES Cairo

Student Leaders

2020-2021

The MES Cairo Elements

Student leaders consistently demonstrate all the following attributes:

- have very good academic standing
- demonstrate excellent behaviour at all times
- have a proven history of service/leadership at MES Cairo
- have been students of MES Cairo for at least 2 prior academic years
- are identified by staff for their positive attitude, proven leadership of others and outstanding contribution to school climate and culture

IB Section Student Leaders

Ammar Abdelwahab (DP11Y)

What was your childhood dream?

I used to think I was going to be an astronaut. As in, finish school, go to space school and hop on a spaceship. I would like to remind kindergarten me that he once got queasy on the playground Merry-Go-Round.

What was your greatest academic achievement?

What I am most proud of academically is my progress in chemistry. At first, I was getting 2s and 3s (on a 7-point scale) and I saw no end to my chemical struggles. However, as the year went on, I was steadily getting better grades until I got a 6 in my report. An honourable mention goes to when I got 100% on a science exam in Year 8.

What is your greatest extra-curricular achievement?

Spelling can be difficult. Despite this, I won first place in a spelling competition in Year 4. I still have the prize from then.

What advice do you have to give to the MES Cairo leaders of the future?

Listen, listen, listen. Your job as a leader is to represent whom you lead. Listen to feedback from people you like and people you dislike; you represent them all. Be sure to try and minimise your bias when attending meetings and avoid advocating for what you want; call for change needed by the group. Also, be proud of yourself! It takes a lot of effort to be student leader. I am sure you will try your best to make the school a better place.

If you could have one superpower, what would you like it to be and why?

I am very passionate about this. The only logical answer is super speed. In terms of convenience, it easily dwarfs other superpowers. Super strength is only useful in emergency situations.



Noureldin Darrag (DP12R)



What is your childhood dream?

As a child, I always dreamed that I could help end all the issues in the world one day. I always wanted to give back to the people and the environment. Being a child, I first felt powerless and could only hope someone would act towards that goal. But as I matured, I discovered ways to make a change and tried to take every opportunity that would minorly help make the world a better place.

What is your greatest academic achievement?

I always try to challenge myself by taking the most challenging courses offered. Before my journey with the IB Diploma, I was in the American Section, where I took part all the Honors classes and even an Advanced Placement class, always trying to learn more and find new challenges. I was able to achieve top grades through all the challenging courses that I took, through my perseverance and commitment to the class. When starting my journey with the IB Diploma, I saw it as an opportunity to challenge myself more. I have achieved a lot through the IB, from taking part in HL subjects to being granted the most challenging responsibility of representing the IB as a Senior student leader.

What is your greatest extra-curricular achievement?

MES Cairo taught me that we learn more beyond the classroom walls. Throughout my years at MES Cairo, I have participated in various engaging activities that helped me find new challenges and aspire towards my goals. Since my early years, I have been part of the Student Council, transferring the voice of students to SSLT. I was also a member of the cybersecurity committee representing Mexico in MUN Prague, a member of the National Honor Society, a member of Student Mentors and Athletic Mentors. I have been a part of the Track and Field team in terms of sport and have received the Most Valuable Player Award. I was also able to participate in the Outreach program for the past two years and have been involved in a service trip to Alexandria in which we renovated the houses of those in need. I also took part in the Bronze level of the International Award, which helped shape the person I am today. I am also the team leader for a sustainability team here in Cairo, through which we aim to limit single-use plastic bags in Cairo.



What advice do you have to give to the MES Cairo leaders of the future?

I would advise them always to be positive and accept any change. Commitment and hard work are essential. You will never reach your goal without working. Finally, always look for friends who share a similar vision or dream, so they do not bring you down.

If you could have one superpower, what would you like it to be and why?

I want to be able to fly, allowing me to travel the world easily throughout the day.

British Section Student Leaders

British Section Student Leaders

Mostafa El Shamy (Y12G)

What is your greatest academic achievement?

One of my most valued academic achievements would be obtaining 7A*s and 2As at IGCSE. This led me to be awarded the Cambridge Achievement Award for Best Across 9 Subjects in Egypt as well as best in Egypt in Travel and Tourism. These awards fortified my self-confidence, when I felt was underachieving, and serve as a reminder that hard work and dedication will always pay off.



What is your greatest extra-curricular achievement?

I have enjoyed taking part in many in-school and out-of-school activities. Some of my proudest achievements include my International Award expedition to Wadi Degla, in which I was able to bond with my team and encourage them to overcome the difficulties that faced us. My achievements in horse riding and show jumping, have allowed me to expand my abilities beyond the classroom.

What advice would you give to the MES Cairo leaders of the future?

I would advise them to listen carefully to their peers and take into account the thoughts and opinions of everyone in the room. Leaders are responsible for inspiring the people around them, as well as setting an example for the younger students. To do this you must not let the stress or responsibility of your role overcome your drive to better your community and raise the opinions of your colleagues.

If you could have one superpower, what would it be and why?

If I could have any superpower, it would be the ability to transport to any location in an instant. I would be able to wake up just before the start of the school day, and not have to worry about missing the bus.



Adam Nagy (Y12R)

What is your childhood dream?

To be honest until now my dream is to fix most of the world problems and to spend all my holidays and weekends exploring different cultures and environments.

What was your greatest academic achievement?

As I see it, most students believe it is nearly impossible to complete their IGCSEs while doing something extra. Do you think that is true? I do not as I have acted in a Ramadan series and completed 40+ hours of acting, been an athlete in a rugby team and completed IA Bronze and got 4As and 3Bs in my IGCSEs.

What is your greatest extra-curricular achievement?

Besides being a member of a rugby team, I have completed both Bronze and Silver awards in the Duke of Edinburgh International Award and completing the hikes, particularly the one in Cyprus, was an extraordinary experience and was certainly my most challenging venture. Despite all the challenges, I was a member of an extraordinary team as we all pushed each other to our limits and broke all our mental and physical barriers. In addition, I and an MES Cairo Alumni founded a non-profit organisation last year and completed more than a dozen trips and fundraisers to help the less fortunate. An example of things we did was multiple visits to a Cancer hospital, orphanages,



senior housing and food banks. Certainly, during the Covid-19 outbreak we worked as a team as people really struggled and were going through a lot. In addition, I participated in outreach and volunteered at multiple orphanages. In my view, we must give back as we are extremely privileged to have the education and luxuries we have and doing phenomenal things such as only joining the outreach ASA makes your community a better place along with that seeing a smile on someone's face and knowing you drew that smile on their face feels supercalifragilisticexpialidocious. Growing up, service was a big part of my childhood due to the fact I followed the principle that community



service a way to show that your grateful for your community. Gradually while growing up the issue of global warming and plastic in the sea has undoubtedly grew so I joined a multinational non-profit organisation called bye bye plastic bags and with my friends we established an Egyptian team which has the goal of eliminating single use plastic and doing clean ups and raising awareness towards this topic of plastic in the sea, global warming and the horrendous affects plastic does to our community. Moreover, I have acted in 2 tv-series one in Ramadan 2019 called Lams Aktaf and the other in Ramadan 2015.

Who inspires you?

As I see it, anyone who push me to reach my full potential, support my goals and push me to exceed my limits inspires me and these are my friends, family and coaches

What advice do you have to give to the MES Cairo leaders of the future?

Think outside the box!! No matter what people think strive success. No-one can stop you but you. Make sure to listen to every single person's ideas and thoughts. Make sure you include everyone. If you have an idea that everyone claims is impossible, work on it - the word possible is in impossible therefore everything is possible.

If you could have one superpower, what would you like it to be and why?

Finding the cure to Covid-19 so we could return to our normal school lives.

American Section Student Leaders

Salma Saleh (G12Y)

What was your childhood dream?

As a child I wanted to be a vet so that I can be around animals and help them all day. However, as I grew up, I realised I hate the sight of blood and do not like biology. I also did not want to spend the next seven years learning and training to be a vet so I got a dog instead.





What is your greatest academic achievement?

My greatest academic achievement was being asked to be one of the Senior Leaders this year. I was also able to join the National Honors Society this year for the first time.

What is your greatest extra-curricular achievement?

My greatest extra-curricular achievement is giving an opening speech in St Petersburg at the MUN Conference. At the time, I was very shy. I gave a speech in the opening ceremony in front of the entire conference, which was the first time I had done something like that. I was able to break away from my comfort zone and challenge myself.

What is your advice to future leaders at MES Cairo?

Don't worry about everything and stress yourself out with a possible outcome to a future situation. Everything will work itself out. Find something to do that you actually like and that you are not asked to do and do it.

If you could have one superpower, what would you like it to be and why?

If I could have a superpower I would like to be able to teleport anywhere on Earth in seconds.

Marize Bernaba (G12Y)

What was your childhood dream?

My childhood dream was to become a doctor to save lives because I once witnessed my mother, who is a doctor, save a person who was undergoing a heart attack and prevent them from dying. However, as I grew up, I figured I did not want to spend eight years in medical school and 2-3 years doing residency. Also, I now know that I hate the sight of blood.

What is your greatest academic achievement?

My greatest academic achievement is earning an AP score of 5 in my AP Comparative Government course. That was extremely important to me as I have decided to major in political science, international relations and government. I also take pride in earning an SAT score of 1330 from my first trial.

What is your greatest extra-curricular achievement?

My greatest extra-curricular achievement was being accepted into NHS as it provided to me opportunities to help make changes and make the world a better place, by aiding the surrounding community and ones who are less fortunate and are not offered opportunities that other people. I am also proud to be one of the Senior Mentors. I am

enjoying helping Grade 7 students adapt to the changes in the system and do what I can to help them succeed.

What is your advice to future leaders at MES Cairo?

I would advise them to be true leaders by representing the rest of the students and work harder by creating plans to make MES Cairo a better place for the students, and staff as well. I want to advise them that stressful situations are inevitable, yet they all pass by and the important thing is what you produced through those stressful times and if you were still able to reach your goal. Also, I would tell them that resistance and perseverance are two necessary qualities to deal with stress, learning from your previous mistakes, and eventually hitting your targets.

If you could have one superpower, what would you like it to be and why?

If I could have one superpower it would be "psychometry" which is the ability to learn the past and future of an object or someone by simply touching them.



CELEBRATING SUCCESS IN SECONDARY

American Section Students of the Month



What does it mean to be the Student of the Month?

I am sure most of us have fond memories of when we were in school and were selected as the *Star Student*, *Spotlight Student* or *Student of the Week*. It bolstered your confidence, and you were celebrated for something that was specifically unique to who you are as a person. You were honoured for a variety of reasons and each child was selected for something that was uniquely them. It is in this vein we also celebrate our Students of the Month. We celebrate our students and your children for being risk-takers, exemplifying creativity, showing empathy and compassion for one another and many others. We honour students for not only developing their mind, but also shaping the demonstration of their character.

In short, our philosophy is that all people, no matter the age, can achieve in many ways!



So, how does one become a Student of the Month?

Each month, teachers and the Deans of Students select students who demonstrate academic pride, empathy, a positive work ethic, consistency in effort and attainment, as well as having a positive and supportive attitude toward the greater learning community. It is not only an honour to be a *Student of the Month*, but also to be nominated.

This year, we have honoured the following students:

Habiba Assassa (G7B), Haya Elbarhamtoushy (G8B), Abdullah Ahmed (G9R), Jana Shahin (G10B), Ahmed Abdelkader (G11R) and Salma El Hadidy (G12Y)

Ms D Pfeil - American Section Principal

British Section All Stars Celebrations

The British Section All Stars student celebration is hosted by the Headteacher and leadership team once a month. Staff recognise and nominate students for the All Stars celebration and those selected often have been nominated by two or more members of staff. Students are chosen for a myriad of reasons: academic accomplishments, sporting prowess, creativity, displaying positive character traits reflecting the MES Cairo Elements, taking a lead, inspiring and caring for others, overcoming adversity and rising to the challenge in whatever form it may take, to name but a few.

This year it has become increasingly important to us that our students' accomplishments are recognised, not only when they are in the classroom but also when they are studying online.

Our All Stars celebration allows for private recognition amongst a small group which can create a sense of self for an individual. All Star students are also celebrated in 'Shout Outs' on the school's daily bulletin shown in classrooms, on our social media pages which allow parents and families the opportunity to share in the celebration and to leave supportive comments. Letters are also given to students for their parents along with a personalised certificate.



Recognition and understanding of a peer's accomplishment helps other students to feel more connected to that person's actions. Sharing student success in class creates more positives in the class and homerooms by encouraging conversations or questions on how to become involved in school activities such as campaigning for Student Council or Keep Egypt Warm and the Egyptian Food Bank.

Hosting All Stars celebrations is a privilege, and we look forward to hosting many more All Stars Celebrations and sharing their achievements with the MES Cairo family.

Mrs L Talbot - Secondary Headteacher, British Section

Our students also enjoy the accolade of being an All Star. Read what they have to say below:

It's my first time as an All Star. Being an All Star means putting in extra effort and working hard to achieve your goals.

Zeina Mazloun (Y7B)

All Stars are students who try to put more effort into their work. **Azza Ashmawy (Y7B)**

I was chosen to be an All Star this month because I have worked hard to keep up with my IGCSE work.

Seif El Rashed (Y10R)



IB Section - Learner Profile Awards

The IB Organisation describes the Learner Profile as, "a broad range of human capacities and responsibilities that go beyond academic

success. They imply a commitment of the school community to learn and to respect themselves, others and the world around them." IB programmes must be committed to the development of students according to the IB Learner Profile. Here at MES Cairo the Learner Profile is in harmony with the school's Graduate Profile and with our Elements which our DP students are accustomed to

throughout Secondary. In keeping with the IB spirit, our students receive an award based on the 10 Learner Profile attributes - one attribute being the focus of the awards during each of the 10 months of the academic year. All of our IB students demonstrate the Learner Profile attributes here at school and hopefully throughout their lives. Some students have been really shining in certain attributes and their teachers therefore nominate them for excelling in the chosen attribute each month. So far this year students have been awarded certificates for being outstanding Thinkers (September) and exceptional Communicators (October).



Thinker - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Congratulations to: Catherine Wael (DP11R), Leilah Raphael (DP11R), Lina Helal (DP11R), Amina Hamed (DP12R), Ammar Abdel Wahab (DP12Y), Habiba Mansour (DP12R) and Salma Garana (DP12Y).

Communicator - We express ourselves confidently and creatively making reasoned, ethical decisions. We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Congratulations to: Catherine Wael (DP11R), Dina El-Nahas (DP11R), Malak Atef (DP11R), Malak Kandil (DP11Y), Mohammed Ashraf (DP11Y), Roaa Bayoumi (DP11R), Abdel Rahman Gemeiye (DP12R), Amina Hamed (DP12R) and Ammar Abdel Wahab (DP12Y).

Ms S Sheehan - Deputy Head

Remembrance Day 2020

WE SHALL REMEMBER THEM




The British Embassy in Cairo hosted its annual Remembrance Day commemorative service on Sunday 9th November 2020. Due to COVID measures our MES Cairo contingent was limited to Mrs Nicola Singleton, School Director and two students: Zain Shaalan (Y6B) representing our Primary and Jannah El Bialy (Y7R) representing our Secondary. The service was a formal occasion attended by diplomatic and military personnel from various missions; international representation included countries from Europe, the Americas, Asia, the Pacific as well as the Middle East.

Zain was privileged to read a poem by veteran war poet, Mr Allan Orpin. Mr Orpin fought in the D-Day battle and is one of few surviving soldiers from that momentous historical event. He has a real affinity with Egypt and his poem 'Heliopolis War Cemetery' is a touching tribute to the men who lost their lives in battle in Egypt and who lie in war cemeteries here. Mr Orpin attended the event and Zain was overwhelmed to read Mr Orpin's great poem and then meet the war hero in person.

Mrs Nicola Singleton - School Director





British Embassy
Cairo

Defence Attaché
Ahmed Ragheb Street
Garden City, Cairo, Egypt

Telephone: 2791 6050
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www.gov.uk/government/world/egypt
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Ms Nicola Singleton
School Director
Modern English School
New Cairo

Our Ref: DSC 13.03
November 2020

Dear Ms Singleton,

REMEMBRANCE DAY SERVICE 2020

On behalf of the British Defence Attaché may I thank you for your school's attendance at the Remembrance Day service this year and in particular for the reading delivered by Master Zain Amgad Shaalan.

Zain's reading of Allan Orpin's poem and his conduct were confident, eloquent and dignified, all the more impressive given the size and order of his audience. His delivery was complemented on by the British Ambassador and many others in attendance. Please convey our appreciation to him.

We look forward to seeing the Modern English School pupils next year; hopefully in greater numbers if this awful virus has relented.

Nicholas Foulerton

Nicholas Foulerton
Lieutenant Colonel
Deputy Defence Attaché



MES CAIRO ACHIEVERS

COBIS Student Achievement Award for 'Outstanding Effort' for Nour Zaki (2019-2020 Y12B Senior)

MES Cairo is extremely proud of Nour on her COBIS Student Achievement award that she was presented with at the Graduation Ceremony in August 2020.

The wording for Nour's nomination is as follows:

Nour possesses excellent academic and interpersonal skills. She was recently awarded "Second Place Across Three Subjects" for AS Level in the Cambridge Outstanding Learner Awards. Nour has volunteered and offered exceptional community service as a member of the National Junior Honour Society and the National Honour Society throughout her time at school. Having initiated a non-profit organization in her own time she has supported shelters, orphanages and hospitals in her work. Nour really does represent the very best of MES Cairo both academically and in her contribution to the wider society in Egypt.



Bronze Medal Success for Nadia Tantawi (G8B)

Nadia participated in the Sahl Hasheesh Endurance Festival Triathlon in October 2020, completing a 400m swim followed by a 10km bike ride and finishing with a 2.5km run. Nadia found it a bit of a challenge owing to a lack of winter training due to Covid-19.

Nadia also participated in the 'Ocean Man' international event which was held for the first time in Egypt at the end of October 2020. Nadia completed an open water swim of 1500m amongst hundreds of participants from 11 different countries. Nadia finished the race not only with a big smile but also with a Bronze medal winning third place in the Under 16 age bracket

Medal Success for Youssef Wissa (Y1R)

Youssef participated in the children's race as part of the Sahl Hasheesh Endurance Festival which took place from 8th to 10th October 2020 and is the proud owner of a medal for finishing the race.



Catherine Wael (DP11R) Takes to the Stage

Passion is strong and empowering. It is a huge part of our identity and it is what keeps us going. I am passionate about Drama and Theatre and ALL that comes with it. It brings me an enormous amount of joy and though it is acting, I never feel more myself as much as when I am on stage, being whoever and doing whatever! I usually participate in at least one or two plays/musicals per year. This year, although we have been battling Covid, I was still lucky enough to participate in the role of Bissa in a production called *Zel el Moharb - (Shadow of the Warrior)*. It was an enjoyable role with lots of movement, jumping on trampolines, falling and much laughter with the audience. I love all of the teamwork and cooperation between everyone involved..



Well done to all of our MES Cairo achievers.

Ms C Boswell - Publications

THE MES CAIRO FAMILY CELEBRATES NEW BIRTHS!

Marta and William Newton

Proud parents, Eric and Kathi Newton, welcomed not one but two new additions to their growing family and their extended MES Cairo family. Marta and William Newton arrived safely on 30th July 2020.



Virtual Pyramid Half Marathon



As Term One began at MES Cairo, several teachers and their families chose to participate in the Pyramid Half Marathon virtual challenge via Tri Factory and the My Virtual Mission App during a two-week period in September 2020. Participants had a choice of distance to complete - 25km, 50km or 100km by either running, jogging or walking.

With social distancing an important part of keeping ourselves safe and well, virtual team events offer us an opportunity to stay fit, motivated, and connected to others whilst working towards the same challenge. Using the My Virtual Mission application, we were able to track our progress. The app was able to show us how we were 'racing through history' by

showing our progress on a Google Map which showed the route between the Pyramids of Giza, Sakkara and Dashur. Once we completed the entire distance that we had signed up for, we earned a special race medal and race bag, which was delivered directly to our front door.

We look forward to future challenges, but for now, mission complete!

Mrs J Cole - Secondary Assistant Headteacher, British Section



Stay Safe Marathon and More!

The Tri Factory always organise well run, fun events and they have managed to live up to their reputation even through COVID times. The Stay Safe marathon in April was the first virtual challenge which allowed us to partake in races, but at a safe distance. MES Cairo was represented by Ms Emily Rek, Ms Tiara Toney, Ms Melissa Ghelman, Ms Judy Hamilton and Ms Cath Jama (former Primary KS2 Headteacher).



The organisers did everything through an app which tracked the runners' progress, and then the medals were delivered to everybody's doors. Tri Factory have since relaxed their rules a little, and although they still take the necessary precautions, they recently allowed a limited number of runners (including some MES Cairo teachers and parents) to take part in a trail run in the Wadi Degla. The MES Cairo teachers have also been taking part in virtual races from further afield, and in the October break Ms Jordana Godber, Ms Alicia White, Ms Judy Hamilton, Mr Euan McAuley, Ms Lizzie Smith and Mr Tom Whitcomb all ran the Dublin Half Marathon in the hills of Dhab.

Ms J Hamilton - Primary Key Stage Two Teacher





Secondary Pioneers

Secondary pioneers have had a very purposeful beginning to the year despite the constraints of living through a world-wide pandemic.

Usually, at this time of year, Pioneers are able to join together to bond as a community, face-to-face, but obviously that was not possible in the present situation. Using online etools, Pioneers have been able to communicate purposefully with each other, reflect on personal commitments and promote awareness of important causes. Our pioneers have utilised the online video discussion website called Flipgrid to think carefully about how they will manage their school learning alongside making a full commitment to being a successful pioneer. Our pioneers were asked the following questions: Why did you choose to apply to become a secondary pioneer and how will you plan to be a successful pioneer? They were also required to record a video response to these questions and pioneers could also record video comments in response to their peers' videos – giving feedback on what they liked about others' reflections or even making suggestions.



Zein El Din Eissa (Y7Y)

Pink Day Contribution

Pink Day took place in October and this year it took on a very different format to normal in order to raise money for The Breast Cancer Foundation for Egypt. Pioneers set about raising awareness of this importance cause at MES Cairo. However, Pink Day is also a day to reflect on our own health and well-being and so Pioneers shared how they could be a healthy-living pioneer.



Malak Hakky (G7Y)

In order to complete the Pink Day Pioneers Badge, pioneers had to:

Learn about the 5 Areas of Well-Being, which are: connecting with others, being physically active, taking notice of the world around you and keep on learning and giving.

Submit answers to a Health and Well-Being Questionnaire in which they had to provide examples of how to demonstrate each of the 5 Areas of Well-Being and why they are essential.

Take a selfie of themselves wearing the 2020 Pink Day t-shirt. It was heart-warming to see everybody wearing their Pink Day t-shirts in support of the day!

Choose one aspect of the 5 Areas of Well-Being to present about. Pioneers could share their presentations as either a poster, Screencastify, short video, storyboard or leaflet. The best presentations were subsequently shared on the Secondary Pioneers Google Classroom.

Make a healthy-living pledge which was shared with fellow Pioneers on an online Padlet page. It was pleasing to read a range of pledges across all the 5 Areas of Well-Being.

Pioneer Reflection

Adam Heteba (Y7B) reflected profoundly on the 5 Areas of Well-Being:

How does connecting with others help our well-being?

Connecting with others can really help us in life. This is because you can never do everything and be successful alone; you need people to support you along the way. A way you can do this is by keeping in touch with any friends you have not talked to in a long time, or even making new friends.

What does it mean to be active?

As well as all the other aspects, being active is very important in our lives. We need to stay healthy and fit, in order to have a better life and live longer, and second off all, it keeps us happy and motivated to do more things. There are many ways you can stay active: whether you go cycling, do fun activities, or even paint or cook. You do not always have to be running around in order to stay active.



Adam Heteba (Y7B)



Elma Osman (G7G)

What does it mean to take notice?

Taking notice is staying aware of what is happening around you and in the world. Always look around you and think what amazing joys you have in life. Appreciate your blessings and be grateful and realise what is happening in your area and around the world and adapt to it.

How does keeping on learning benefit our well-being?

Like most other aspects of well-being, without learning, your life does not really evolve. Always try to learn new things; try things you have never done before; learn things that could help you and others around you. You could even try hitting two birds with one stone: undertake activities to stay healthy and active, while learning new things as well! When you learn something new, you have the added benefit of being able to pass your newfound knowledge on to others.

Why does giving and thinking of others bring value to our lives and the lives of others?

In order to be happy, you would probably want others to treat you well and be happy with you. For someone to treat you well and be nice to you, you must do the same to them, and vice versa. Giving is a very important aspect of life. Care for others and others will care for you. There are also many amazing people out there who you should connect with.

Thank you to all our pioneers who completed their Pink Day Pioneer Badge in support of Pink Day 2020! In the second half of Term One, pioneers will be supporting another great MES Cairo cause: Keeping Egypt Warm and the 24hr Run.

Mr S Cole - Secondary Pioneers Coordinator



Ali Rashad (Y7Y)



MES Cairo Pink Days 2020!

The month of October is regarded as Breast Cancer awareness month around the world. 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.



Regardless of how strange the current circumstances, some traditions must remain! Therefore, we hosted not one, but two Pink Days in October 2020! During our hybrid learning schedule, Group A and Group B students attend school at different times; we wanted to make sure that every student participated in our annual fundraising initiative in support of the Breast Cancer Foundation of Egypt and its hard work in the areas of research, prevention/early detection education and support of breast cancer patients.

Students (and teachers) participated by purchasing a Pink Day pack and wearing the T-shirt on their allocated Pink Day. The pack contained an event T-shirt, a pink surgical mask, and an event cookie. We raised awareness with all students in age-appropriate ways. In Primary the focus was on health, fitness and wellbeing. Secondary students learned about the science of cancer and the importance of early detection and prevention where possible.

We raised 200,000LE!



All profits made from the sale of the Pink Day packs was donated in full to the Breast Cancer Foundation of Egypt (BCFE) on behalf of the MES Cairo community.

A note of thanks to you all for embracing the tradition of our PINK DAYS again this year. Whilst supporting the Breast Cancer Foundation of Egypt is important, so too is the rallying together of our school community for the 'good of the cause'. Amongst our dedicated staff, Year group and Department efforts to dress to impress were particularly impressive this year, with a whole new benchmark set for effort undertaken. We had Nutty Scientists, English Princesses, Mugs of Hot Chocolate, Pink Bunnies, Fairies and Ballet Dancers on staff; this raised spirits and lifted energy in us all.

Thank you all for joining us in celebrating the gift of good health and awareness raising, in support of Breast Cancer Awareness Month.

Mrs Nicola Singleton - School Director









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 as 'Outstanding' by British
Schools Overseas (BSO)

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

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IB World School

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International Schools (COBIS)

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Member of British Schools in the Middle
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