

MODERN ENGLISH SCHOOL CAIRO - MAGAZINE

MESSENGER

EDITION NO. 66 APRIL 2021



**Celebrating 30 Years of
Leadership Through Education**



30th Anniversary Edition
Keep Egypt Warm Campaign
UK Universities
Learning Success across the Whole School

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School Director

FOREWORD

The cornerstones of an MES Cairo education have always been innovative educational practice, curriculum design that continuously adapts in response to anticipated future need and the importance of developing the whole child: academically, socially and personally. Prevailing circumstances have challenged us in many ways, but momentum has been sustained and we continue to reflect proudly on evidence which confirms positive student outcomes.

I recently read a post on LinkedIn written by Kate Richards, Former Chief Inspector at the Independent Schools Inspectorate UK. She was addressing the negative impact on children's academic progress created by COVID-related school closures and hybridization, however her commentary was not what you might expect! She was refuting the perception that children are suffering and doomed to become a "lost generation". Ms Richards said that the opposite is true, and I couldn't agree with her more!

Whilst our children may be experiencing life that is very different from what we had planned for them, or indeed what we ourselves experienced, they are developing problem-solving skills, digital literacy and resilience well beyond what any curriculum anticipated they would be capable of. They have found different ways to engage in their learning, developed talent for organising themselves and been patient as teachers have adapted delivery to suit ever-changing needs. In very many ways, this generation of learners is going to be better equipped for a future that requires the skill set and intuition that they have developed in response to their circumstances even more than the academic content that has been the measure of intellect and capability in years gone by.

As Ms Richards wrote: "Let's not forget that learning hasn't simply stopped, progress hasn't just stalled. Our schools and our teachers have carried on, finding new and creative ways to support our young people, drawing on skills they didn't know they had in order to engage pupils in ways they didn't anticipate; supporting, nurturing, educating." At Mes Cairo, our students continue to be cared for, challenged and inspired, regardless. You will find ample evidence of this celebrated within the pages of this edition of the MESsenger.

We are so acutely focused on the needs of present time, that we may too easily forget the journey travelled thus far. MES Cairo, and indeed life itself, survived and thrived before the global pandemic descended upon us and sent the world into a spin. A significant portion of this edition is a tribute to the 30 year legacy of our school and our collective commitment to provide Leadership Through Education. We are a part of a phenomenal establishment whose success is built on solid foundations and whose vision continues to be clear and consistent. I have been a part of that journey for 16 years, a relative newcomer in the context of the stalwart commitment of the Dajani family and the many members of the MES Cairo community who have supported our school's growth and development spanning those 30 years. Legacy, experience, reputation and wisdom have supported success historically and will no doubt continue to do so well into the future.

CONGRATULATIONS to all who have joined us on our 30 year journey; Happy Anniversary Modern English School Cairo!

Mrs Nicola Singleton – School Director

HAPPY ANNIVERSARY MODERN ENGLISH SCHOOL CAIRO!



Celebrating 30 Years of Leadership Through Education

1990-1999

On 21st October 1990, Modern English School Cairo opened its doors with only 28 students enrolled. The school began with the pioneering vision of the founding group of educators. Its reputation and standing in the community grew quickly. Although we were unable to host the celebration we planned this academic year, it was with great pride that we recognise the school's legacy spanning three decades.





Celebrating 30 Years of Leadership Through Education

1990-1999

The school's success and multiple accreditations from the UK and USA are a testament to the Dajanis' clear vision and passion for education. Ours is a school recognised nationally, regionally and globally as "outstanding" in all aspects of teaching and learning.





Celebrating 30 Years of Leadership Through Education

The New Modern English School Cairo

2000-2005

As the school population increased, improved facilities were built, culminating in the move to an impressive purpose-built campus in New Cairo. In a friendly and welcoming atmosphere, our students are encouraged to care for each other, seek challenge and be inspired. MES Cairo continues to be highly praised for the way in which it develops the spiritual, moral, social and cultural growth of its students.





Celebrating 30 Years of Leadership Through Education **2000-2005**

Mrs Dajani (Chairman of the Board), Ms Ghada Dajani (Managing Director) and the whole of MES Cairo's Senior Leadership Team and Board of Directors, are continuously praised by inspection teams: "They (the SLT and the Board) are uncompromising in their drive to improve attainment and maintain the highest levels of achievement for all pupils irrespective of their ability, over a sustained period of time". The BSO team recently commented on how the whole school community, teaching, non-teaching, administration and ancillary staff work as a team to promote high quality learning and care for all students and on how the school is held in high regard by the wider community and parents. Importantly, they note that: "the students are proud to be members of the school and they value the opportunities it provides". Today, MES Cairo is a highly successful international school that is one of the best in the Middle East and has an excellent reputation with top universities all over the world.

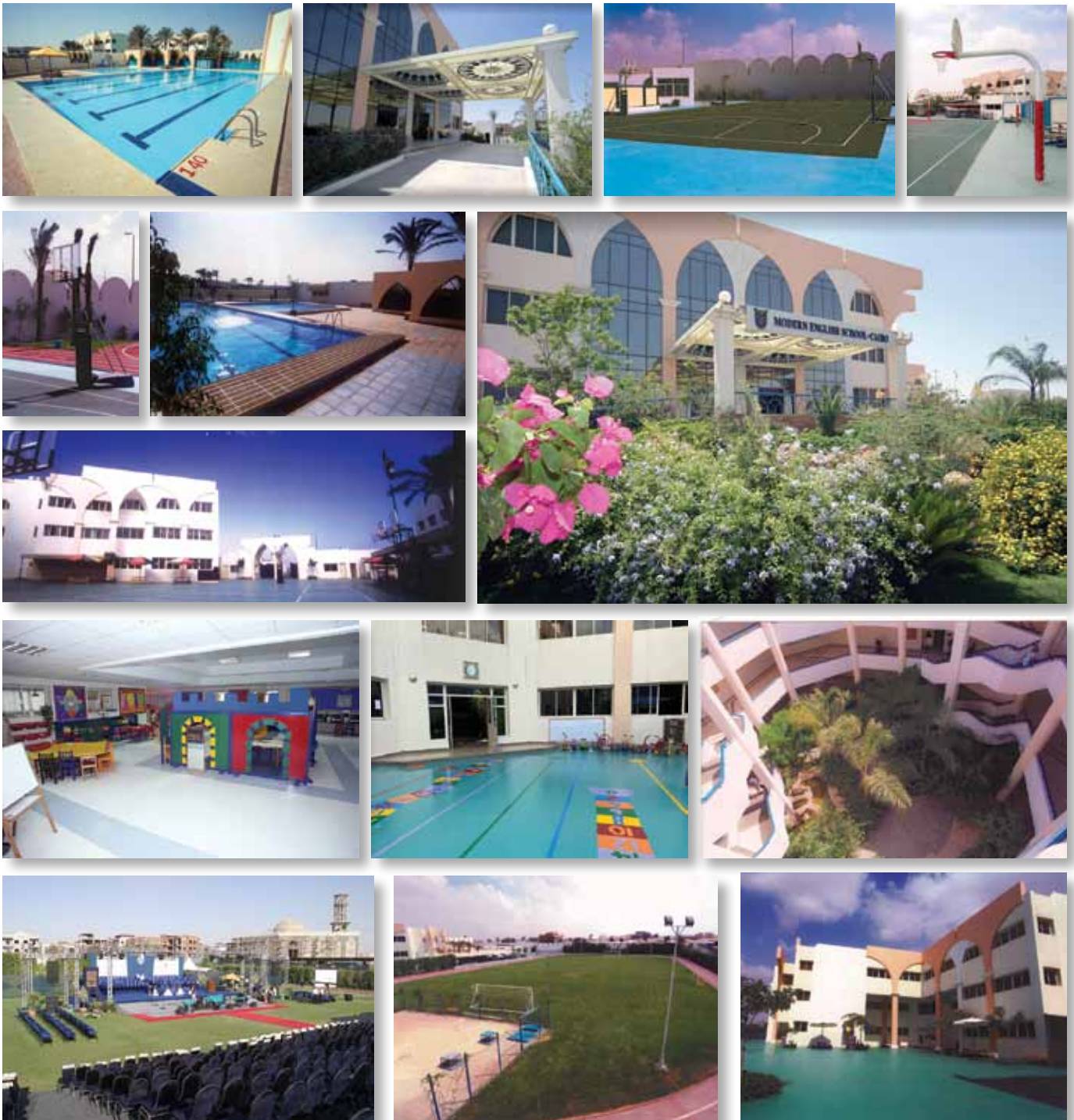




Celebrating 30 Years of Leadership Through Education **2006-2010**

Message from Mrs Sawsan Dajani (Chairman of the Board) and Ms Ghada Dajani (Managing Director)

"We are delighted to be celebrating our school's 30th anniversary this year. The school's growth and development since 1990 when we set it up in Cairo has been phenomenal. This important 30 year milestone in our history gives us the opportunity to pause and reflect with great pride on those 30 years of accomplishments."





Celebrating 30 Years of Leadership Through Education **2006-2010**

Annually, we celebrate our academic results and achievements whilst never losing sight of the fact that Modern English School Cairo is committed to providing a holistic educational experience. Today MES Cairo represents education at its best; equipping young people to face the future with the necessary skills, confidence and understanding needed to succeed personally while making a better world for local and global communities. We celebrate every student who has graduated from our school and remember each MESConian with great fondness.

When we witness every day how the MES Cairo teachers and students overcome so many challenges, we are inspired to look forward to so many more bright futures. Time is precious, just as each and every one of our students is precious to us all. In them we have invested 30 years of time, energy, and hope for our collective future.





Celebrating 30 Years of Leadership Through Education

2011-2020

Prior to the obstacles of the pandemic, we witnessed how more and more MESConians were coming back home to their school to participate in fundraising events, performing arts productions and other school activities. Our graduates are the essence of what we are celebrating. As we reflect on the past 30 years we are reminded of lessons learnt; of how important it is to embrace change and look to the future with optimism. MES Cairo is a learning organisation and while we celebrate our success, we are continuously striving to improve and develop. We embrace lessons we learned every day and move onward and upward with a passion and commitment to making further progress.





Celebrating 30 Years of Leadership Through Education **2011-2020**

The school has benefited from the contributions of every single colleague we have had the pleasure of working with over the past 30 years, and the leadership of Peter Godfrey and Nicola Singleton, who have been major factors in bringing the school to where it is today. Our parents, along with our teachers, also play a significant role and together we have lovingly built a school where young people are given the tools to develop themselves to their full potential, and where they grow into internationally-minded leaders and global citizens. They are our hope and our future and a testament to everything we are celebrating in our 30th Anniversary Year.

Congratulations to the whole of the MES Cairo family!"

Sawsan L. Dajani (Chairman of the Board) and Ms Ghada Dajani (Managing Director), Modern English School Cairo





Happy 30th Birthday!

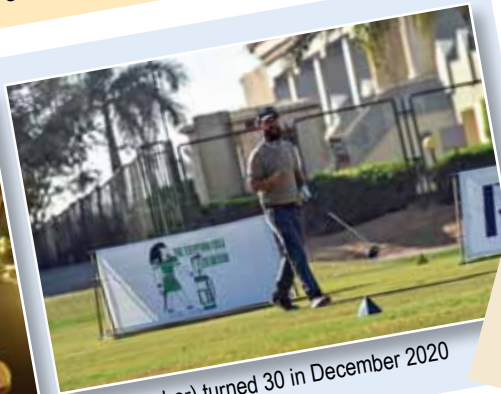
Some of our teachers share their 30th birthday with MES Cairo...



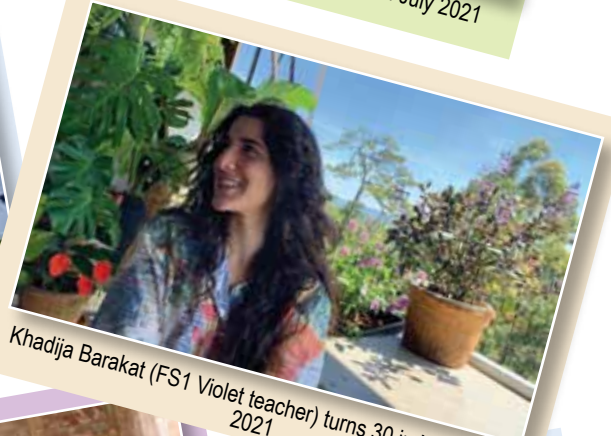
Cara Bridgland (FS2 Red teacher) turns 30 in September 2021



Sophia Leith (Primary LDD teacher) turns 30 in July 2021



Jake Durbridge (Y4 Green teacher) turned 30 in December 2020



Khadja Barakat (FS1 Violet teacher) turns 30 in November 2021



Joey Harper (HOD American Expressive Arts) turned 30 in February 2021



Joe Vaughan (HOD Primary PE) turns 30 in November 2021



Tiara Toney (Middle School Science teacher) turned 30 in November 2020





30 Years of Spectacular Productions at MES Cairo

As we look back and reflect over the past 30 years, we realise that there are too many memorable occasions to celebrate in one issue of the MESsenger! So many special events stand out in all of our memories, such as whole school fundraising events, art shows, sports days, and fabulous choir and musical performances.

We are extremely proud of the high quality of entertainment that we have brought to the MES Cairo community over the past three decades. The MES Cairo theatre is an exciting place, where our students and teachers have shared their exceptional talents and brought joy, entertainment and Broadway musical moments to the whole of the MES Cairo family. Not limited to one performance space, some of our productions have even taken place on the school field! We are delighted to share memorable images of MES Cairo productions that have been staged by our talented staff and student community over the past 30 years.

Beauty and the Beast - 2008



Bollywood - 2009



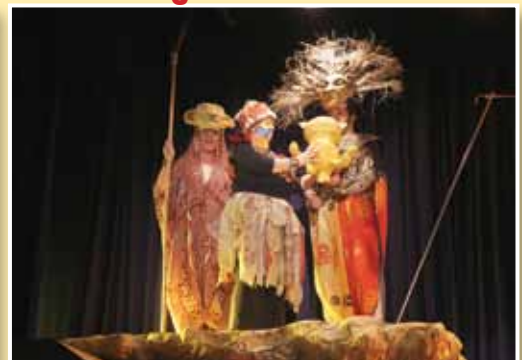
Cats - 2001



The Wiz - 2007



The Lion King-2006



We Will Rock You - 2009



Oliver - 2010



The Caucasian Chalk Circle - 2011



Les Misérables - 2013



Aida - 2015



Wicked - 2014



Mary Poppins - 2017



Marouf - 1995



Evita - 2018



Shrek - 2016



Seussical - 2012



Chorus Line - 2005



KEEP EGYPT WARM

and 24hr Run at MES Cairo

As is our annual tradition the MES Cairo community came together to help KEEP EGYPT WARM in 2020, working once again with the Egyptian Food Bank and Egyptian Clothing Bank. We asked our families to donate generously to our collections and we welcomed vast quantities of contributions of non-perishable food items, along with new or gently-used clothing and winter blankets.

Keep Egypt Warm

We worked closely with the Egyptian Food Bank and the Egyptian Clothing Bank to sort donated items and ensure they were distributed to the schools that we sponsor and their communities.



24 Hour Run

To add another dimension to the campaign, and to make up for our postponement of the 24hr Run 2020 event we had planned for last March, we combined our KEEP EGYPT WARM efforts with our 24hr Run initiative. Parents were encouraged to log into the Family Portal to order a 24hr Run t-shirt with all proceeds from t-shirt sales donated to our KEEP EGYPT WARM campaign.

Sunday 6 December through Thursday 17 December 2020 saw the start and end of two weeks in the school calendar where we focussed on our fundraising campaign and getting the whole school moving. Mrs Dajani consented to students and staff wearing the event t-shirt with jeans on two special days in December, in order to make the occasion even more momentous! PE lessons and break times throughout the two weeks incorporated a schedule of track-walking opportunities for all staff and students, even those sitting mid-year examinations! Our aim over the two weeks was to keep students engaged in walking the track for a combined total of 24hrs; a nod to the usual event which would have us on the track for a condensed 24hr period.



At the conclusion of the event, Mrs Singleton our School Director stated, "It was particularly important for us as a school to celebrate the strength of our community as 2020 came to a close. Making memories and maintaining traditions is so important for our students, as we continue to strive to adjust to the changes and disruptions of our 'new normal'. I am very proud of the way in which the whole of the MES Cairo family came together once again, to help our wider community."



The whole of our MES Cairo community got behind both events and supported the worthy cause of helping Egypt's communities in need. We are very proud to have raised an incredible **130,000LE** for the Egyptian Food Bank and Egyptian Clothing Bank, as well as 1000's of blankets, clothing and food items.

Ms S Sheehan - Deputy Head





INTERNATIONAL BACCALAUREATE SCHOOLS IN EGYPT ASSOCIATION (IBSEA)

Egypt now has its very own IBO Association and we are very proud that our Managing Director, Ms Ghada Dajani, has been instrumental in setting up the Country Association, with the support of Ms Mary Tadros (Development and Recognition Manager, IBO) and Ms Kawther Saa'd AlDin, (Associate Development and Recognition Manager, IBO). The success of the Association has relied upon the continued support and active involvement of colleagues across 32 IB World Schools in Egypt, along with the support of the Development team at the IBO and also our administrative staff here at MES Cairo.

Last summer, IB World Schools in Egypt nominated members for the newly formed Executive Committee and voting took place soon after the nominations were submitted. There was a high level of participation and, after votes were counted, the members of the inaugural IBSEA Committee were announced.

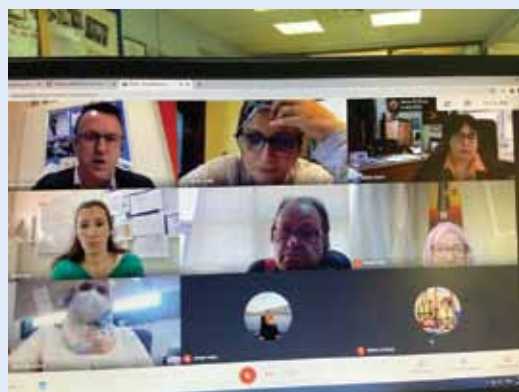
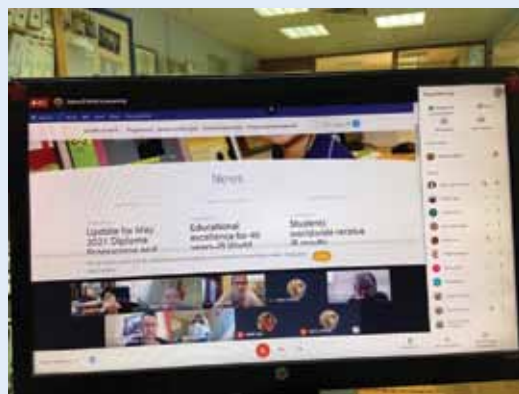
IB Egypt Country Association Executive Committee 2020-2021

- Ghada Dajani (Managing Director MES Cairo) IBSEA President
- Abeya Fathy, (Head of School, Hayah Academy) IBSEA Vice President
- Malak Issa (Programme Coordinator, AIS Main) IBSEA Secretary
- Mark Harrington (Programme Coordinator, AIS West) IBSEA DP/CP Advisor
- Niall Williams (Programme Coordinator, CAC) IBSEA Treasurer
- Mona Khalil, (Head of School and Programme Coordinator, Green Land Pre Vert IS, Zayed) IBSEA PYP Advisor
- Yasmin Hamoda (Head of School, NVIS, Giza) IBSEA MYP Advisor

The Executive Committee has already been very busy this academic year. Their first virtual meeting as a whole group took place on Tuesday 1st December 2020 via Google Meet where they discussed the IBSEA name, title and acronym, and a shared vision for the IBSEA website. The committee has since met several times with an agenda that has included creating, reviewing and finalising of the Association's Constitution, staff training, Ministry of Education recognition and general plans for the coming academic year. Specific duties for each member of the Committee have been agreed, such as; Secretary, Treasurer, DP/CP Advisor, MYP Advisor and PYP Advisor.

We hope that the world returns to some sense of normalcy ready for the 2021-22 school year and that IBSEA can run face-to-face events for teachers, students and the wider community as described in the Constitution.

Ms S Sheehan - Deputy Head





E-Safety Week in the Secondary Section

Tuesday 9th February 2021 saw children from all over the world celebrate **Safer Internet Day**. At MES Cairo we dedicated a week to this as we appreciate the importance of teaching our children to be safe online. It is more and more important that as parents we remind our children of this, as they are using technology more and more. We live in a digital world where our students are using technology for everything in their lives, from communication, socialising, shopping and playing games. Technology and the internet are everywhere! Teaching our students to be safe online is crucial.

You may be wondering, what is e Safety? E-Safety is, being safe online and understanding how to do that. We encourage our students to be safe online by encouraging them to:

- Keep personal information to a minimum
- Keep privacy settings on
- Practise safe browsing
- Make sure internet connections are secure
- Be careful what is downloaded
- Choose strong passwords
- Make online purchases from secure sites only
- Be careful what is posted. Remember your digital footprint



This year's theme was - **An internet we trust: exploring reliability in the online world**. Students engaged in activities in lessons and HRCF to help them understand and investigate what is real online, and what is not real! This is important as we all know that not everything you see online is real! Students were also shown videos during Homeroom and encouraged to participate in House events related to the theme.

A few hints and tips for parents:

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



Here are some websites that provide further help and guidance for parents to help them support children to stay safe online.

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

https://beinternetawesome.withgoogle.com/en_us/families

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

E-SAFETY WEEK IN OUR PRIMARY SECTION

Early in February 2021, Ms Catherine Readman, Headteacher Key Stage One and Ms Deena Abu Hassan, Year 3 Teacher and Assistant Headteacher for Online Education, hosted an e-Safety workshop for Primary School parents. This coincided with the e-Safety week which began on Sunday 7th February.

The workshop began by highlighting why e-safety is important. We live in a digital world where our children are using technology for everything in their lives; from communication, socialising, shopping, playing games and now, using the online platform for their learning. Along with this, Covid-19 has led to more time spent indoors, away from each other and an even greater reliance on technology.

We also know the internet is accessible everywhere, every minute of the day and teaching children how to be safe online is crucial. As parents, it is your role and responsibility as their parent/caregiver to be informed and to make decisions about how, when and what technology is used. Our role in school is to work in partnership and to support you as you navigate this area of your child's learning. Ultimately, we all have a social responsibility!

The key message of the workshop was how you, as caregivers, can keep your child/children safe online and the following points were discussed:

- Restrict usage/set parental control on devices
- Have the e-safety conversation early and often
- Know who your child is interacting with online
- Decide (as a parent) how often they use their device and where
- Show children how to explore online content safely
- Check device regularly and ensure that all content is appropriate
- Develop strict rules for going online and stick to them
- Ensure your child's privacy settings are the strictest they can be
- Use parental controls to filter, restrict and monitor online use
- Tell them what to do if something inappropriate happens online
- Discuss their online reputation

During the presentation, we also shared how we, as a school, keep our students safe online, including:

- Through our whole school policies and procedures.
- Ongoing and regular discussions with students about online safety; recognising acceptable and unacceptable behaviours, the safe use of technology, keeping personal information private.
- Programmes and activities we offer during computing lessons, class lessons and during e-Safety Week.
- Talking to students about where they can go for help, support or to report an incident - teachers, parents, Assistant Heads, Deputy Head and/or Heads of School, or our Child Protection Coordinators (in Primary they are - Ms Jane Boukottaya, Ms Barbara Meason and Ms Teresa Nissan).





Finally, we shared with parents the programmes, organisations and resources available to inform and help them to support children in the safe use of technology and online safety:

- **Internet Matters** - a not-for-profit organisation set up to empower parents and carers to keep children safe in a digital world
- **NSPCC** - includes a range of resources to help parents keep children safe when they're using the internet, social networks, apps, games and more
- **Parent Info** - a website for parents covering all of the issues amplified by the internet
- **Parent zone** - offers a range of resources for families, to help them meet the challenges of the digital age, including parent guides on the latest digital trends and platforms
- **BeInternetAwesome** - a useful handbook with tips and tricks to support your child's digital education

Working in partnership with parents is key to ensuring our children are safe online and know how to use technology safely.

Remember: Don't be anxious, be informed!

Ms C Readman – Primary Headteacher, Key Stage One





UK UNIVERSITIES WELCOME MES CAIRO STUDENTS FROM ALL SECTIONS

It is always a real pleasure to report the offers of UK university places for MES Cairo students and this year our students' achievements are even more noteworthy.

So far, we have received a magnificent 241 offers in total, with 80% of students receiving at least one offer from a Russell Group institution. The 24 Russell Group universities are recognised as world-class, research-intensive universities. With some universities still deciding on places, this is sure to increase even further. There is no doubt that our students are performing at an exceptional level and that the support given at MES Cairo leads to outstanding success.

Students from all Sections work hard on their personal statements to ensure that what is sent to UCAS is of the highest quality. This includes building a range of experiences, including work experience, after school activities, research and charitable opportunities to prove to universities that we really do encourage the holistic education that our Graduate Profile promotes. UK universities and universities worldwide, all show their appreciation for by MES Cairo education by offering some of their most competitive places to our students.

We would like to congratulate our exceptional students who have gained very top places on some of the most competitive courses in the world. A number of students have received all five offers from their chosen universities already. Several students have received offers for Engineering across a variety of disciplines such as Computer, Mechanical and Chemical from some of the very top institutions in the UK including Leeds, Sheffield, Manchester, Nottingham, Southampton, Edinburgh, Liverpool and Bath Universities. One student has received three offers to study Biomedical Sciences.

We also have a number of MES Cairo students who have received offers to study Mechatronics, English Language and Linguistics/Psychology.

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, British Section



5 Ways to Wellbeing



Care, Challenge and Inspire underpins all that we do here at MES Cairo and the whole school development plan centres on this core principle. Objective two of the Whole School Development Plan focuses on 'defining and developing school culture'; with one aspect specifically focused on defining our well-being agenda for students and staff.

The '5 Ways to Wellbeing' is a simple yet a very flexible model to use.

The '5 Ways to Wellbeing' promotes 'Wellbeing' or 'Flourishing' - "the combination of feeling good and functioning well".

The '5 Ways to Wellbeing' outlines simple and proven actions that can be introduced to help EVERYONE find balance, build resilience and boost mental health and wellbeing' (Mental Health Foundation).

Just like we should be getting our 5 a Day portions of fruit and veg to stay physically fit and healthy, we need our 5 Ways to Wellbeing to stay mentally fit.

Are you feeling good and functioning well?

The Five Ways to Wellbeing are simple things to do every day that can help us all to feel happier and more positive. Try getting your '5 a day to Wellbeing' using some of the ideas below.

Ms C Downey - Deputy Head, Secondary

	Keep in touch with family and friends, play games together, listen to music that reminds you of special times and share old photographs and memories.
	Walk, dance, jog, create football challenges, play Hide and Seek, complete jobs around the house or do some circuit training.
	Spend time outside every day, observe nature, try Yoga, be creative and look up at the night sky.
	Watch a new film, read a book, learn a new fact, cook or bake, share a skill or try something different.
	Make time to relax, help someone with a job, call someone to check they are doing ok, give someone a hug (virtual).



WELLBEING WEEK IN PRIMARY FOUNDATION STAGE



We have been amazed by the resilience of our Foundation Stage students and how well their families adjusted to another 'new normal' during these unprecedented times. The first half of Term 2 has seen students dedicate themselves to live lessons and online learning from home.

Foundation Stage students remained motivated and enthusiastic throughout and met the high expectations set by their teachers. The wellbeing of our students has been at the forefront of our minds, so we decided to plan for an exciting final week focusing on kindness and wellbeing.



In FS1 students were given a range of friendship stories to share with their families. Children were able to talk about what is kind and unkind behaviour and how they should treat others, which they shared with their teachers by sending creative videos on Google Classroom. They also spoke about their special friends and created wonderful pieces of art including love hands and flowers where they wrote the names of people they love and their friends.

Students in FS2 had a different wellbeing focus every day. On 'Magic Monday', children were encouraged to step away from their screens and spend some time outside in the fresh air. They

explored nature and made beautiful patterns with whatever they could find including sticks, leaves and stones. On 'Turn off Tuesday', children thought about being healthy and made delicious fruit or vegetable kebabs.

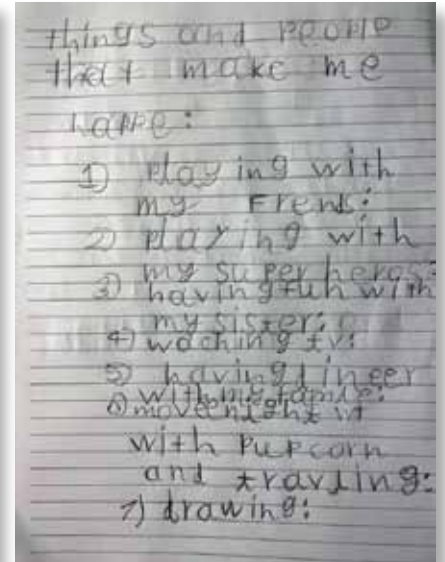
Ms H O'Neill – Assistant Head, FS1 and FS2

WELLBEING WEEK IN YEARS ONE AND TWO

Wellbeing is always at the centre of our approach to teaching and learning but more so than ever this year, due to the changing circumstances surrounding Covid-19 and its impact on our MES Cairo family.

With this in mind, the Key Stage One teachers thought about how we could make the Wellbeing Week both thought-provoking and fun for our students. We decided to base the week around



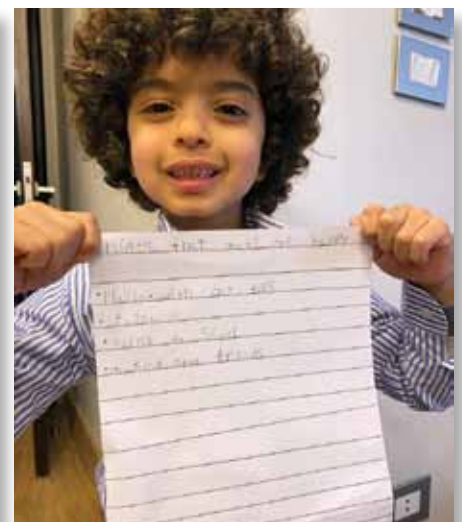


two popular stories: 'Scaredy Cat' in Year 1, which is a story of friendship and resilience and 'The Smartest Giant in Town' in Year 2, which explores random acts of kindness and also friendship.

Morning slides showing the importance of being positive were shared in classes. English lessons were PSHE based and some great discussions could be heard about happiness, kindness and how important it is to never give up. Although the Key Stage 1 team always provides an optional challenge for the students, a special Choice Board was set up, similar to the recently added Reading Choice Board which has proven to be very popular. The week's Choice Board included a video of the stories read by Ms Maureen, songs highlighting the importance of being unique, yoga and other contemplation activities, cookery, art, emoji designing and poster making. The Wellness Week's Stars were also awarded for Relationships and Resilience.

We love that every day at school our MES Cairo family supports each other and commits to ensuring that our children are cared for, (and challenged and inspired!).

Ms M Glancy - Assistant Head, Years One and Two



Reading in our Primary School

Welcome to our Exciting Online Reading Programme - 'Bug Club'



MES Cairo students of all ages can now access the Bug Club interactive site to engage with a range of reading material set at a student's individual level.

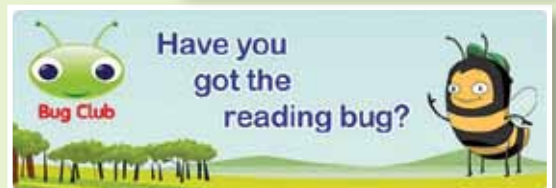
Students have the opportunity to read or listen to their chosen story and they can continue to enjoy books they have read by returning to favourite stories, stored in their Library. This helps build confidence, improve fluency and increase understanding, as well fostering a love of reading.

Each book offers creative, practical activities, to facilitate understanding of the text and, above all, an enjoyment of reading.

Students are excited about entering their world of reading, through their own Bug Club page, where they are able to earn coins by reading their allocated book along with demonstrating their understanding when answering the comprehension questions. They can decide how to spend their coins on selected items or activities available in their Bug Club world.

We continue to be delighted by the students' comments as they share with us how much they look forward to interacting with Bug Club and engaging with the books they have been assigned. So far, Bug Club is proving to be an excellent programme for the ongoing development of each student's reading skills.

Ms T Nissan - Deputy Head, Key Stage One

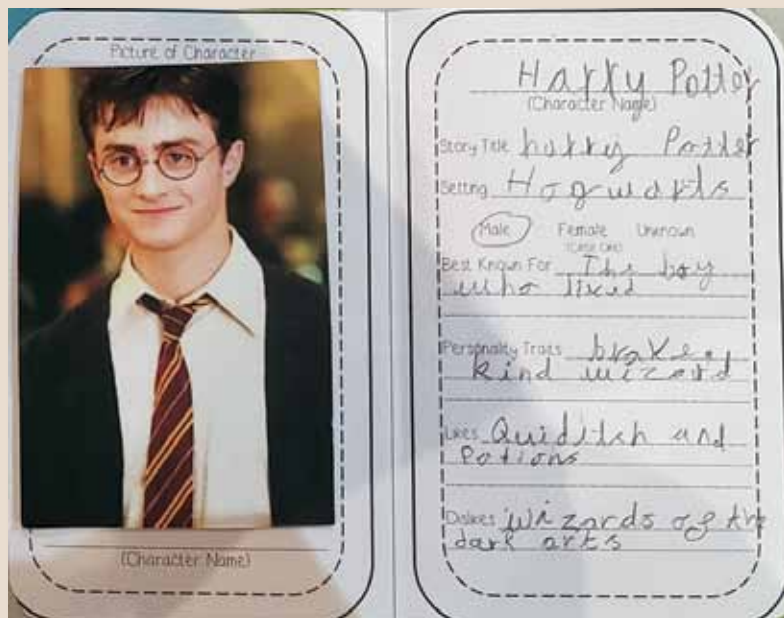


Reading Choice Board

Our Reading Choice Board is a way of encouraging and developing the habit of reading widely and often, for both pleasure and information.

Encouraging our students to read and develop a love of reading is a priority for every teacher at MES Cairo. During online learning we have endeavoured to promote this passion in many ways; one of these ways was to develop a Reading Choice Board, personalised for each year group. Most of the activities focus on comprehension, creation, or word work and most activities were designed to be used for any book since they are generic.

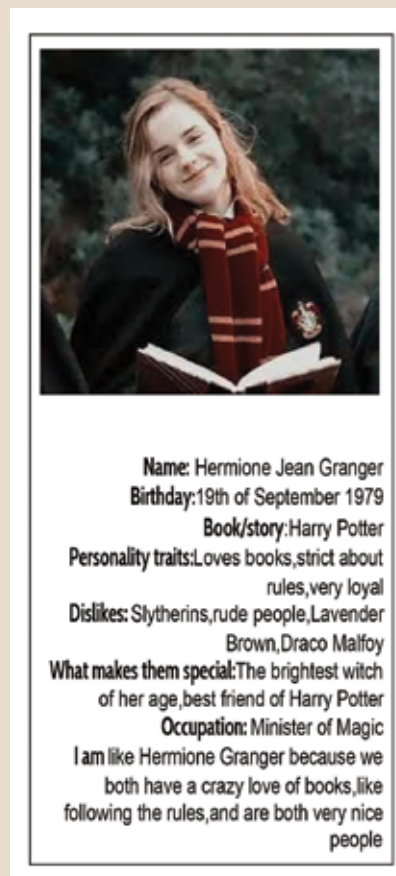
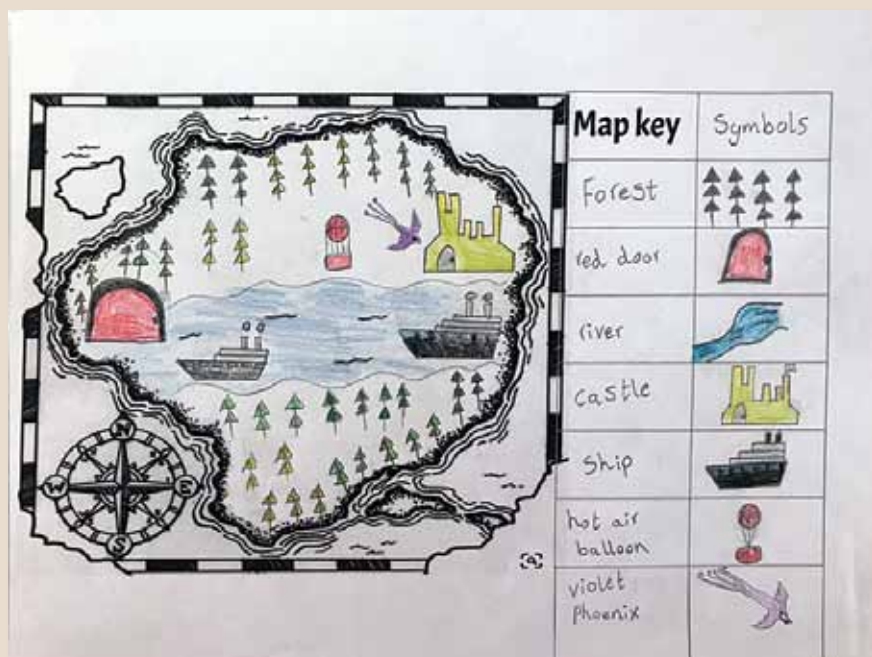




Reading Choice Boards reflect the desire across Primary to deliver a creative and personalised learning approach that shifts control from teacher to student and promotes a passion for learning. This belief led to the inspiration behind designing and using Reading Choice Boards to engage students in reading. Our aim was to encourage students to become makers and creators - create a comic strip, design and make Top Trump cards to show an understanding of characters from a book, act out a favourite scene, read out a favourite poem and record or video it, build a reading den, listen to audio books, and so much more!

Some added bonuses of students using the Reading Choice Board include developing freedom of expression, creating a fun atmosphere for reading, involving the whole family, and encouraging time away from a screen - a welcome breath of fresh air! We also hoped that by giving our students choices for self-expression centred on developing a love of reading, it would open up their minds to new ideas and thoughts about what they read.

Ms B Meason - Primary Deputy Head, Key Stage Two

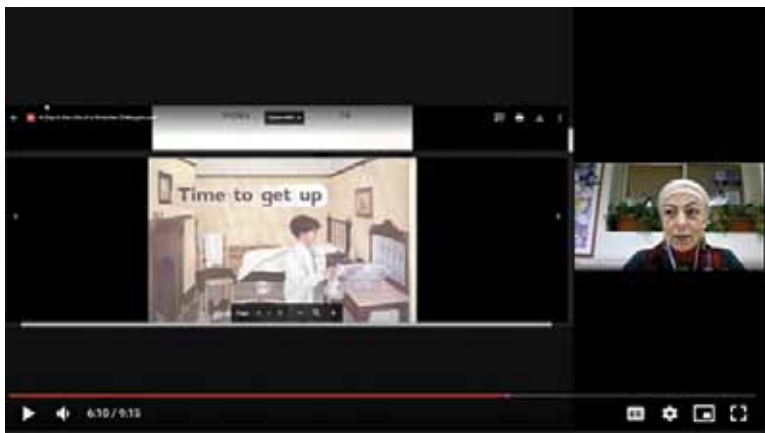
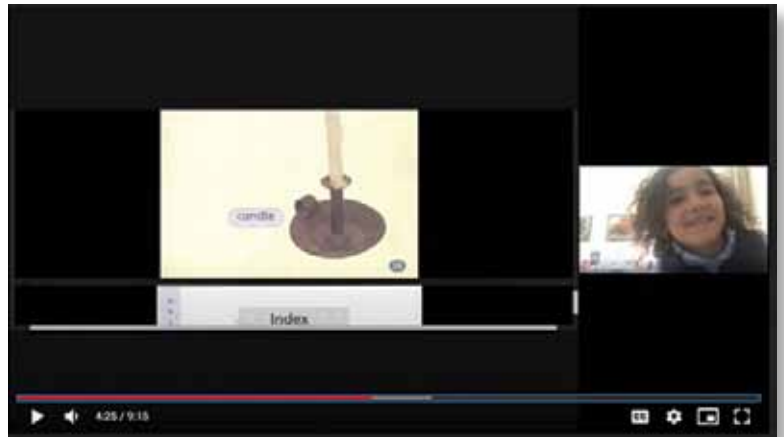


Reading Consolidation with our Teaching and Learning Assistants

Ensuring good progress for all students is part of Modern English School Cairo's main aims, fitting well into the 'challenge' element of our motto. Continuous assessment allows our teachers to see which areas of the curriculum students are confident in and to plan for gaps in students' understanding.

From some of these assessments it was decided that some students have required some extra consolidation in Reading this half term.

Over the first few weeks of the term, our TLAs worked hard to share many of our reading books with students at home. Miss Barbara and Miss Teresa also investigated some online reading schemes; deciding to register all Primary students for 'Bug Club'.



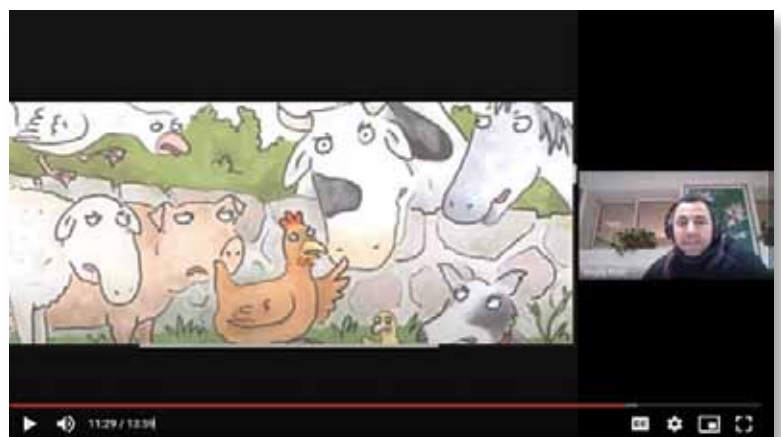
Each of our TLAs were put into pairs and assigned two students each from Years 1 through 4. To have the maximum impact the sessions were scheduled to run for four days a week, every week. This would allow students to improve their reading decoding skills and be able to access a wider range of different texts. Before each session began the TLAs sent a message to each of their students reminding them about their lesson through Google Classroom. These took place after the live lessons for the day so as not to interfere with important learning completed with classroom teachers.

Our students were very excited about reading with our TLAs online. This allowed the students to read at their own pace and consolidate the skills they had developed with their classroom teacher. Some of our students described the reading sessions as 'fun' and 'relaxed' and said that they 'enjoyed the books, especially the ones from Bug Club'.

As the programme has been so successful, it will continue through the school year and will soon incorporate comprehension skills.

We look forward to the students reading continuing to improve and thank our TLAs for their hard work and readiness to take on a new challenge!

Mr D Barton - Primary Deputy Head



FOUNDATION STAGE ONE NEWS



Foundation Stage 1 teachers were very pleased to be able to welcome back the children to school after the mid-term break for the second half of Term Two.

We were very excited to welcome the children into the classrooms and ensure that our activities were as interactive, exciting and practical as possible, as we develop the skills and learning set out in the Early Years Curriculum, Development Matters. Small world, messy play, fine and gross motor control activities were prioritised as they are so important in ensuring that the children learn through practical, play based activities that build on the key skills they require as they move into Year 1 and into a more formal approach to education.



Despite the very unusual year, the children have remained on track academically and it has been fantastic to see the progress that has been made. It has also been wonderful to see their friendships with classmates flourish once again after an extended time apart from them.

We have been so proud of how adaptable and resilient the children in FS1 have been and how they have taken all of the changes in their stride during a very strange year. They are superstars!

Ms L Kiernan - Foundation Stage 1 Leader



FOUNDATION STAGE TWO NEWS

What a busy term it has been here in FS2! We have been overcome with learning, excitement, fun and laughter not only our students but our teachers and families too. In the first half of Term Two, we saw all our FS2 learners grow increasingly independent, confident and responsible for their own learning.

Our focus was 'Food Around the World.' Students were able to explore a range of cuisines, cultures, landmarks, and music from across many different countries. They showed their love of Egypt by sharing dishes that were important to them and their families. Students enjoyed a virtual tour of London and a lovely tea party while learning about England. They showed off their emerging engineering skills and knowledge of France by building the Eiffel tower. While discovering more about India they intrigued their senses with a range of spices. The beautiful music of Andrea Bocelli serenaded students as they made pizza and pasta in Italy. Students saw the beauty of the cherry blossoms in China and learnt the story of Chinese New Year. FS2 loved the exploration and discovery of many countries and cultures around the world all while remaining safely here in Cairo.

FS2 participated in 'Wellness Week' to end the term with something special. The whole week's activities focused on various aspects of wellbeing and students were highly engaged in the live lessons and their assignments. Students learnt about and made their own patterns by creating songs, making fruit kebabs, kicking and punching with kung fu moves and using materials and items found in nature. Students were encouraged to practise and show off all their phonics knowledge by playing games, singing songs, making rhymes and sharing what they are thankful for. There were so many fun activities and our students

were very excited. They blew balloons up, shared their best dance moves on a Flipgrid, they drew pictures of their friends, they got active by boxing, dancing or racing and they showed gratitude for things and people in their lives.

In FS2, students have continued to build their literacy and numeracy skills and knowledge. They have been introduced to new digraph sounds and many new and challenging words. Students have participated in online guided reading sessions where they were able to put their skills to practice while reading aloud with their peers. In numeracy, students have eagerly explored addition. They loved adding groups of objects together and learning all about the addition sign and

equals sign. An FS2 favourite while learning positional language was 'Hide and Seek', which many classes played in their live lessons.

We are looking forward to our new topic of 'Traditional Tales' and being able to explore this both in school and online. We will be learning about sequencing, practising our comprehension and listening skills, crafting and creating art pieces and developing our problem-solving skills.

Ms C Bridgland – Foundation Stage 2 Red Teacher



Year One Students Make Excellent Progress

Term 2a in Year 1 was a huge success. All staff in the Year group were excited and prepared to deliver engaging and challenging lessons to students at home. Our children logged onto their lessons on time, in their uniforms and were reliably prepared and eager to learn.



During online sessions, our students concentrated and participated well in all aspects of their learning. They showed a huge amount of resilience and adapted to this style of teaching so well. We are very proud of how our children conducted themselves throughout. They now excel at using Google Meet and have shown good manners and been polite and patient at all times.

Every day, Year 1 students have participated in a Phonics, Maths and English lesson along with weekly guided reading lessons. These have included live lessons, independent tasks and challenges. The teachers have been delighted by the high standard of work that has been completed. Following on from each lesson, students access challenges to extend their learning and develop their risk-taking attitude. Year 1 teachers have been very impressed by the high number of students who are choosing to stretch their learning by completing these challenges, and by their developing level of independence when learning.

Every week, each class has held a social meet where the children shared something with their teacher and their friends. This was a very successful way for them to build and maintain relationships with each other. Learning online has also allowed our children to make choices in their learning. Each week, students were assigned a choice board, where they could choose



activities that interest them and they also had different tasks to choose from when completing their independent tasks. This has allowed our 91 children to lead their own learning from home.

Ms L Smith – Year One Violet Teacher



Year Two Students

Improvise and Adapt



When in March 2020, Modern English School Cairo, as well as schools across Egypt and indeed the world were forced into closure by the COVID-19 pandemic, nobody could have imagined that we would welcome 2021 and the start of our second term of the academic year back in the throes of online learning. It is a testament to the parents, teachers and most importantly the students of Year 2 that this did not seem to phase us. We improvised, adapted and overcame!

Students in Year 2 accomplished so much, you would think that this is how they have been learning all their life! The children impressed us with their technical ability which has enabled them to learn some very difficult concepts and topics such as poetry, non-chronological reports and fractions, all from the comfort of their own home or personal space. On the occasions where signal or internet strength let us down, children reacted maturely and impressively, completing the work to a high standard and with consistent progress across the year group.

Our day was divided into live lessons and pre-recorded lessons throughout this half term. In order to maintain some

consistency, we had Phonics every morning at 8.15am, and for the most part students were on time, sat comfortably (but ready to work) and wearing their school uniform. The daily sound word-searches were very popular! Following Phonics, students had an opportunity to have a break before Arabic at 9.30am and then English at 10.30am. As already mentioned, our two main focus areas in English this term have been poetry and non-chronological reports. I must confess that despite appreciating the art of poetry, I never enjoyed learning about it. From Primary school, all the way through to the completion of my Masters, I struggled to understand the forms, names and types of poetry. It is only in teaching it that I have begun to understand it. Fortunately, our Year 2 students appear not to share in my suffering! We used our newfound technological skills to set up a Flipgrid that gave children the opportunity to recite or read some poetry that they themselves had written, and what a wonderful display of talent it was!

In recognition of Topic this term, we have been comparing a person from history with a person from the present who has helped to make the world a better place. In the current climate, choosing someone in the medical profession, the true heroes of our time, was an easy decision. Who better to choose then, than Egypt's very own Dr Magdy Yacoub. We compared him with two famous healers from history; Florence Nightingale and Mary Seacole and discussed the differences between their nursing and modern day!

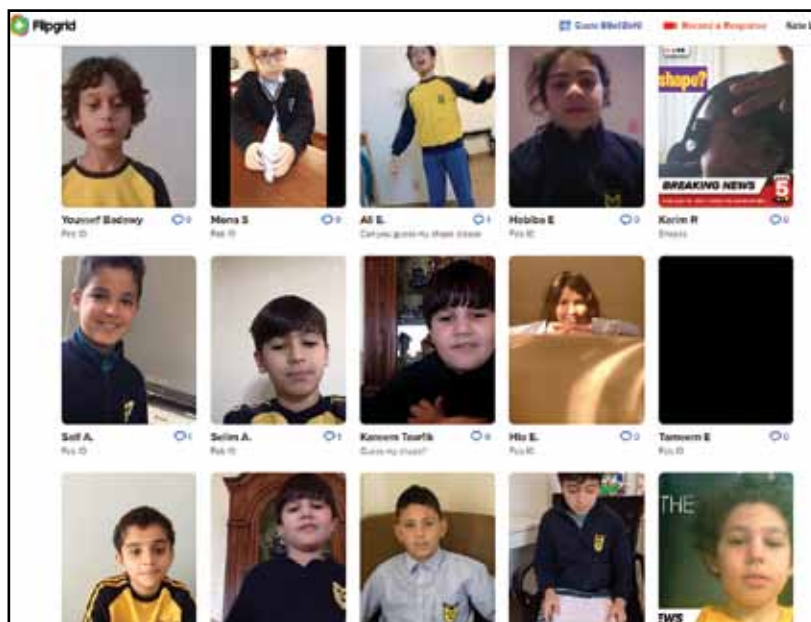
Term 2a has had its fair share of challenges, but as has been consistently demonstrated, children, parents and teachers alike, all care about the success and progress of each individual child. We challenge each other to make every day better than the last, and consistently inspired one another to produce excellent work. Well done, Year 2!

Mr D Saberton - Year 2 Yellow Teacher

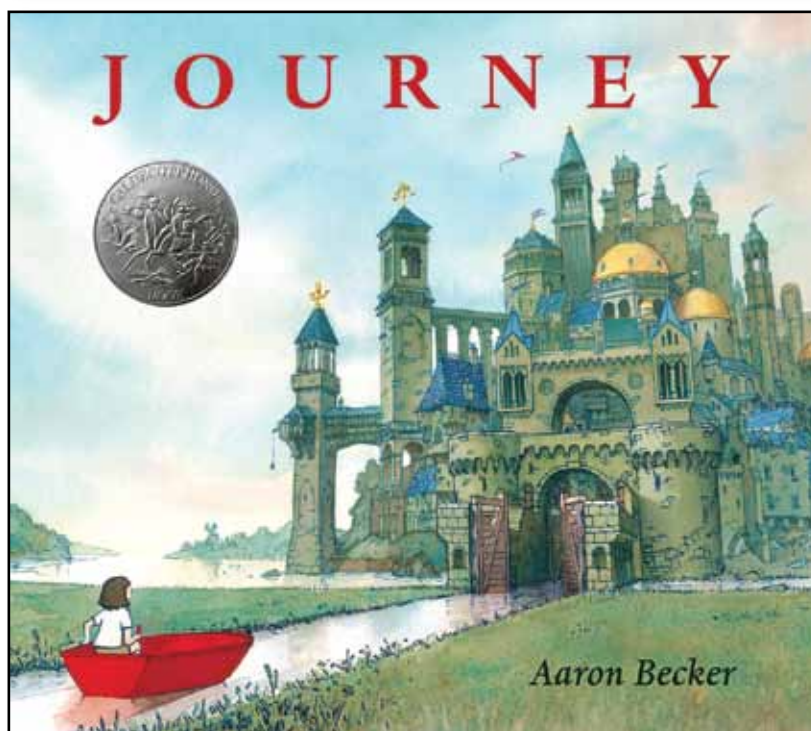


YEAR THREE NEWS - GO BYOD!

Year 3 students have had a very busy half-term! Moving onto online learning was a change for everyone, but the students have continued to come online every day, with smart uniforms and big smiles, and wow their teachers with their hard work and resilience! We have completed some amazing creative writing, using the brilliant book 'Journey' by Aaron Becker as inspiration. We practised measuring, found different shapes around our homes, and tested each other's Maths knowledge using Flipgrid.



As well as having our lessons based on the curriculum, we have also had a lot of opportunities to learn and practise new and important skills whilst we have been learning at home. We are getting very good at problem-solving and working independently and have been getting better and better at using technology to share our learning. Now that we are back in school, we are even able to bring our devices in for Bring Your Own Device (BYOD) Tuesdays, where we work collaboratively with the whole class via Google Classroom.



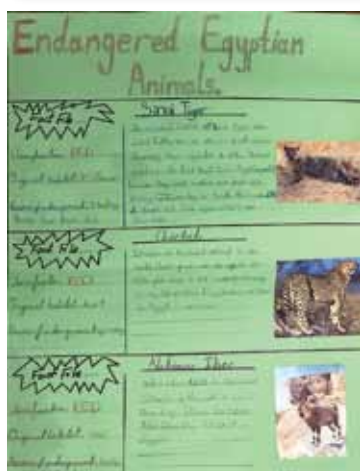
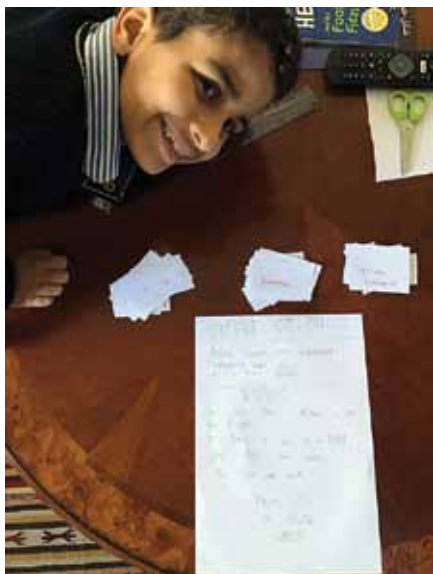
We have enjoyed learning about the Five Ways of Wellbeing in our special 'Wellbeing at MES Cairo' Week at the end of the half-term and had a lot of fun thinking about how we can look after ourselves and the people that we care about at home, at school and in our communities. We especially enjoyed the opportunity to be scientists for the day and set up fun experiments to keep learning!

We are excited to be back at school for the rest of Term 2 and we cannot wait to learn with our friends and classmates. We have so much more to look forward to!

Ms K Lewis – Year 3 Year Leader

Existing, Endangered, Extinct!

Year Four News



Whilst it is always wonderful to see the outstanding effort that students make in Year 4, and indeed across all of MES Cairo, this term has been particularly memorable and commendable for the way in which all of our fantastic students have approached the challenges of this term. Across the Year group, students have shown excellent resilience and positivity to ensure that this term has been successful, productive and fun.

Our topic this term has been 'Existing, Endangered, Extinct.' We have learned lots about different animals around the world, including animals in Egypt, and some of the dangers that they face. Habitat loss and poaching have been big issues that have threatened animals and it has been really pleasing to see and hear all of the students in Year 4 articulate their thoughts, opinions and facts on these big issues so coherently.

In English, we focused on a number of topics including writing recounts in a newspaper article and looking in depth at some significant authors. Our work on the books of Dr Seuss was enjoyed by all of the students and it was great for everyone to get an opportunity to give a memorable performance of a poem.

Fractions and decimals were the main focus of our Maths work. All of the students showed wonderful attention and independent learning skills to make great progress. As you can see from our photos, there were lots of enjoyable and creative activities happening at home to help everyone understand, make progress and have fun too!

Well done to everyone in Year 4 for an excellent term! It has been a great source of pride to see how all of you have made a great effort to engage in tasks throughout the term and have completed tasks to a very high standard independently. A big "thank you" must also be said to all of



the parents and families in Year 4; your contributions and support have had a very positive impact on our students' learning and wellbeing!

Mr D Paget – Year Four Year Leader



Celebrating Learning in Year Five!



The first half of this term has required Year 5 students (and teachers!) to show immense resilience, adaptability and creativity. We all rose to the challenge of online learning and, as an added bonus, managed to enjoy ourselves in the process!

Thanks to the very creative Ms Jordana, Year 5 became Nearpod gurus this term! Nearpod allows teachers to make lessons interactive - whether you are in the classroom or at home. You can make collaboration boards, polls, short quizzes and even drawings on this platform. It enables learners to show their working out in Maths, share their valued ideas in English and take quizzes in Guided Reading to test out their new skills. Check out some of our awesome learning below:



A Year 5 student's learning journey over a normal school year comprises of building up their independence and initiative; we consider these key skills as we prepare learners for Year 6 and Secondary school. Term 2A has been a crash course for Year 5 students in this! They have had to ensure they are on time for lessons, problem solve technology issues and motivate themselves to complete learning tasks to a high standard. We have been so impressed with the way Year 5 students have accepted and conquered this challenge. We created a *Hall of Fame* to celebrate the incredible work presented by our students. You can see the photos below (playing music alongside these pieces of work is optional but advised!)



finished Term 2A with a Wellbeing Week to focus on: connection, being active, learning, taking notice and giving. Online learning, whilst successful, does mean a lot of screen time and we do miss being in school with our class and teacher! We engaged in many wellbeing activities such as: creating a happy writing corner, giving advice as an agony aunt, sound mapping, creating a collaborative dance and teacher led sessions of mindfulness and yoga. It was the perfect way to wind down, reflect and enjoy quality time before our well-deserved half term break.

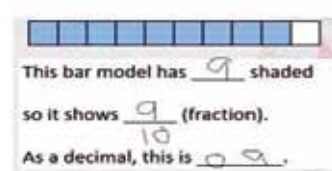
Year 5 - you are true superstars and your friends, teachers and parents are all so proud of you.

Remember this: "You are amazing just the way you are!"

Ms A Keagan - Year 5 Year Leader



Here is my Happy Writing Corner!



YEAR SIX UPDATE

Early in Term Two, our students produced some absolutely fantastic work and managed to have fun whilst doing it. We were so impressed with the attitude our Year 6 students demonstrated whilst working from home and we are proud of the progress they continued to make despite not being in the classroom with us. Students have become so confident with technology since they began using their own devices at the beginning of Year 5; skills which will be beneficial to them throughout the remainder of their education and beyond.

Our topic in Term 2a was 'The American Dream'. Together we learnt about the journey immigrants from all over the world undertook in order to have the chance to live and work in America. We created timelines, made presentations about the experiences on Ellis Island, wrote journals, and even built our own cars and radios! Our Year 6 students' skills and engagement with features such as Jamboards and Epic books allowed us to make the lessons as engaging as possible and to really immerse the students in this topic.

This theme also influenced our English work, where we wrote pieces of historical fiction focusing around an immigrant's arrival in New York. Students showed great interest in finding out a range of facts including how the Statue of Liberty was originally intended to be built as a slightly different structure in Egypt. As well as this, we wrote newspaper reports and spent two weeks focusing on our literacy, learning all about writing features which the students used really well in their independent work. In Maths, we began the term with work on fractions before moving on to look at perimeter, area and volume. We concluded with lots of algebra practice; it is not an easy topic and it made some of the students feel as if they are already in Secondary school.

In the final week, we spent the majority of our lessons focusing on PSHE and more specifically the Five Ways to Wellbeing. Students learnt how to Connect, Be Active, Take Notice, Keep Learning and Give, and we as teachers were impressed with the maturity they showed in understanding the importance of this topic. Tasks we completed included writing letters to send to fellow Year 6 students in England, learning a new skill and even taking part in an online Olympics challenge.

One of our Year 6 students gave his thoughts:

"I really enjoyed my online lessons the past few weeks because I improved in so many areas of the curriculum and received an extreme amount of help from my teachers."

Freddie Abadir (Y6Y)

Our whole team is confident that this brilliance will continue throughout the rest of the year, whatever the future may hold!

Mr T Witcomb - Year 6 Green Teacher



Sketches of the Statue of Liberty



Miriam Attalla Y6Y as Henry Ford



Group Debate in a Google Meet

AMERICAN SECTION ART

Grade 7 Art

Grade 7 students have explored the deep blue sea to study coral reefs and anemones. They were fascinated by their structures and colours and this was reflected in their beautiful drawings using proper shading, different colour blending techniques and creating a variety of textures.

Ms L Afifi – Art Teacher



Jana Rabie G7B



Habiba El Komy G7R



Habiba Assassa G7B



Adam Sayad G7B



Zeina Abed G7R



Maya Mahmoud G7B



Omar Bahgat G7B



Teymour El Helw G7B



Yahia El Morshedy G7R



Kanzy Eid G7R



Marwan El koussi G7B



Zeina El Bosty G7R

ARTBEAT

Grade 7 Art students produced some amazing artwork of their favourite animals in Term One. There were so many great pieces that we could not include all of them in the last issue of the MESsenger but here they are below for you to enjoy!

Miss L Afifi - Art Teacher



Fatma El Aany G7R



Mohamed Ismail G7R



Yahia El Morshedy G7R



Zeina El Bosty G7R



Karen Barzy G7B



Qismat Morshidy G7B



Magdy Al Satawy G7R



Teymour El-Helw G7B



Laila Abd El Wahed G7R



Sherif El Sabee G7R



Jana Rabie G7B



Omar Bahgat G7B



Yassin Tawfik G7B



Youssef Youssef G7B



Zeina Abed G7B



Marwan El Koussi G7B



Hussein Sabry G7B



Zeina Mohamed G7B



Maya Mahmoud G7B



Haya Selim G7B

ARTBEAT

Grade 9 Art

Oil Pastels Mid-Year Projects and Cubism

Grade 9 Art students focused on skill development and observation, before moving into their mid-year projects in January, where they completed large scale oil pastel drawings of flowers of their choice. Term Two began with a unit on Pablo Picasso, Cubism and portraiture. Students completed portraits of family members inspired by the research they conducted regarding Picasso's life, portraits and the revolutionary art movement of Cubism.

Ms M Kessel – Art Teacher

Picasso Inspired Portraits, Oil Pastel on Paper



Mariam Sallam G9G



Mariam Sallam G9G



Khadeeja Tahoun G9Y

Visual Presentations of Pablo Picasso Research



Giada Canelli G9B

Large Scale Flowers, Oil Pastel on Paper



Leena Badawy G9R



Abdel El Ghalban G9R



Muhammad Shafei G9Y



Khadeeja Tahoun G9Y

Large Scale Flowers - Art I Class



ARTBEAT SCULPTURE

Coil Pottery and Origami Grade 9 - Grade 11/12

Sculpture students focused on 3D skill development in clay, before moving into project work in January, where they completed large scale coil pottery ceramic work. Term Two began with a unit on the history of origami and paper folding. Students completed origami ranging from simple folds to more complex work.

Ms M Kessel – Art Teacher

Large Scale Coil Pottery (Air-drying Terracotta, 30cm x 15cm, acrylic paint)



Sara Al Harraz G9R

Farah Moaman G12Y

Feras Baghafar G12R

Large Scale Coil Pottery - Sculpture Class



Origami and Origami Visual Presentations



Feras Baghafar G12R



Sara Alkharraz G9R



Yassin Dabb G12Y



Feras Baghafar G12R



Ali Mahmoud G11Y



Feras Baghafar G12R



Marize Bernaba G12Y

ART

Matisse Collage Midyear Project and Observational Drawing Development

Final Matisse Collage Paper



Grade 10

Art II students focused on abstraction and colour, before moving into their midyear projects in January, where they created a collaborative mural inspired by their research and understanding of the collages of Henri Matisse. Term Two began with a focus on technical skill development in observational drawing.

Ms M Kessel – Art Teacher

Observational Drawings - Technical Skill Development



Taya Galab G10B



Rand Gailani G10R



Talia Al Sherif G10Y



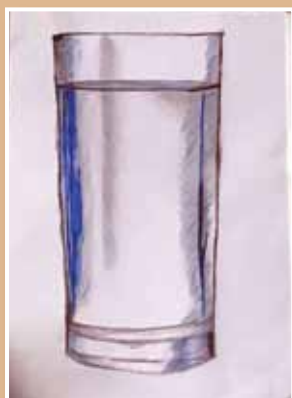
Nour Sarhan G10Y



Alia El Aarag G10R



Salma Ali G11R



Taya Galab G10B



Rand Gailani G10R



Haya Emam G10Y



Salma Ali G11R

PRE AP

Mid-Year DaVinci Inspired Nature Studies and Observational Drawing

Pre AP students focused on developing observational and technical drawing skills, before moving into their midyear projects in January, where they implemented their skills in the creation of multiple nature studies, inspired by the notebooks and journals of Leonardo DaVinci.

Ms M Kessel – Art Teacher

DaVinci Inspired Nature Drawings



Leila Aglan G11B



Zeina Abdelfattah G12Y



Fahad Baghafar G11Y



Farah Ahmed G11B

ARTBEAT

AP PORTFOLIO DEVELOPMENT

AP students have been focused on the development of their AP Sustained Investigation Portfolios, requiring 15 completed artworks based upon a theme of their choosing. Portfolios continue to be refined and reworked in anticipation of digital submission in the Spring.

Ms M Kessel – Art Teacher



Farida El Sayed G12Y



Ferial Ali G12Y



Farida Shahein G12R.jpeg



Muna Saif G12Y

Digital Art and Design: A Note to Your Younger Self



Hana Mahmoud G9G



Tasneem Mohamed G9Y



Feras Baghafar G12R

As students build upon their digital storytelling skills, they explore a theme of the past through incorporating text and image. Students begin by looking at photos of their younger self. They could be photos from yesterday, last week, last month, or from five years ago. It does not matter. Their primary objective as they reflect on these images is to thoughtfully answer the question: What advice would you give your younger self? What have you learned since this photo was taken?

ARTBEAT

As one student described the project: "This project was definitely one of my favourite projects so far. It was an eye-opener that made me realise how much I have grown as a person and learned so much in the past few years. Writing the essay and taking the present photo was a very interesting experience and being able to see how much I changed was fascinating."

We began by looking at the work of Dutch artist/photographer Ard Gelinck. In his on-going series, "then and now," he digitally combines a young and an old image of a person. Using Photoshop, he skilfully applies tone, scale, light and perspective to make two different images (taken years apart) appear to be taken at the same time and together. In our project, we will practise how to integrate two images (we have done this before), while reflecting on how we have physically, emotionally, and intellectually have grown and changed. Using their written reflection - their "note to their younger self"- students apply and integrate typography within their composition. Further considering their audience, they created two versions of their compositions: one in English and one in their mother tongue, inviting the viewer to read both their photographic composition and their essay. As one student described the project: "I loved this project so much, not only because I had to look for young pictures for myself and the happy memories that came with it (and what I have learned since), but also because I used my own language in this project. Arabic is a beautiful language; it is so poetic and meticulous."

Ms C Comerford - Art and Photography Teacher

Photography: Triple Exposure



Azza Fouly G12Y



Zeina Fouda G9Y



Youssef Hany G11Y



Jana Yehya Gr12Y



Renada Badawey G11Y

Now that students have learned the fundamentals of design through photography, they explore the concept of a multiple exposed image. This leads to a conversation about how photos were taken in the past (on film), while also introducing new aspects in Photoshop to achieve the same effect digitally. Students begin by doing an exercise on Layering in Photoshop. Then using their own photos taken from three different categories, portraiture, landscape, and colour/texture, they build their composition in Photoshop. Applying the Opacity tool and various Layering features, they achieve the effect of a triple exposed photo. As one student described the process: "The sunset is always the best thing to have a contrast with most of the pictures. I am so happy with the results because the colours contrast with the Nile. The trees look good against the colour of the children in the background; all the things in all the pictures appear connected." And as another student described it: "...the thing that made my composition successful was that the photos were not taken at the same time or same surroundings, making the photo create an illusion. I am very pleased with the results because I think the people in the photo create this illusion that they are standing on the wing of the plane or the clouds. The contrast between the sky and sand bring this effect to the photo, making it come to life."

Ms C Comerford - Art and Photography Teacher



Lina El Nomrosy G11R

ARTBEAT

BRITISH SECTION ART

This term our students have been very busy creating beautiful artwork. In the first half of Term One they embraced the challenges of online learning and many have managed to set up their own mini art studios while working from home. Despite the circumstances, the quality of the artwork has been impressive as students have utilised their time in online lessons by digitally sharing their work as it develops, asking for and following the advice from their teachers. Our students deserve praise for their mature interaction and good level of engagement in every lesson.

Students in Years 7 and 8 have recently joined the Art Department as they follow the Creative Arts Carousel. Although they are just beginning the, 'Me and My Community' project in Year 7 and 'Surrealism' project in Year 8, there are some really creative pieces already emerging. Next term there will be a special focus on Key Stage Three artwork when project work is complete.

For this issue of the Messenger, we are showcasing the work of the exam groups; Years 9 and 10 IGCSE and Years 11 and 12 A Level coursework.

Year 9



Laila Sobly Y9G



Ayten Roshdy Y9Y



Sarah Seifehasr Y9G



Year 9 students are focusing on developing skills related to the formal elements in art including line, shape, tone, form, colour, pattern, texture and balance in each composition. They have recently completed project work exploring still life and are currently studying landscapes. **Ms L Lee - Art Teacher**

Year 10

Year 10 students are working on individually chosen IGCSE coursework themes with examples including portraiture, nature and symbolism.

Ms L Lee - Art Teacher



Malak Hanafy Y10G



Seleem Tamara Y10R



Malak Ramadan Y10B



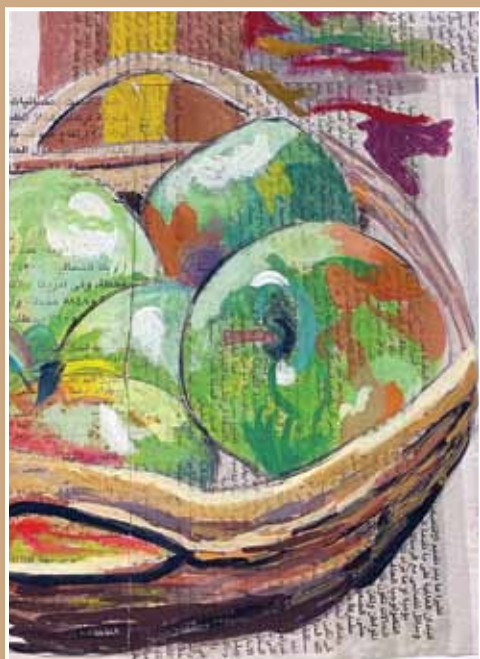
Farida Eita Y10R



Jomana Eid Y10Y



Fatema Kamal Y10R



Ireny Morcos Y10Y

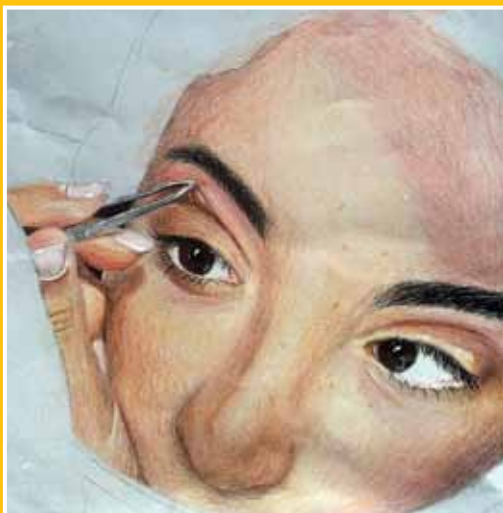


Malak El Mansy Y10B

Year 11

Students are busy working to complete the coursework component at AS Level. They are producing artwork in a wide range of media and a high level of skill can be seen in the use of oils, acrylic, watercolour, ink, pastel and colouring pencil.

Ms L Lee - Art Teacher



Sara Ramadan Y11R

ARTBEAT

YEAR 12 A LEVEL

Students are busy working to complete the coursework component at A2 Level and producing artwork in a wide range of media and a high level of skill that can be seen in the use of oils, acrylic, watercolour, ink, pastel and colouring pencil.

Congratulations to Nour Mounib (Y12B)



This issue of the MESsenger offers a timely opportunity to wish Nour 'congratulations' on her offer to study Art and Design at The University of the Creative Arts in the UK. UCA were very complementary regarding Nour and her work. Some examples of their comment are below:

"We are looking for students with dedication, courage and determination and a willingness to question and challenge convention, an inventive approach and a drive to make a difference. What I am seeing in your portfolio gives me hope and excitement that you'll fit right into our creative community."

"I particularly enjoyed your bold approach to figuration. Your technical drawing

skills are excellent and your painting and mixed media to create are intriguing. Emotive work evidences a sensitivity and a passion for the subject."

"Your portfolio is well put together and your personality shines through. I believe that you have great potential - and it's for these reasons I am delighted to offer you a place."

Nour continues to work towards completing her final portfolio for the Art A Level. These images show work in progress and give the viewer an interesting insight into Nour's methods and process.

We wish Nour every success in her endeavours in the world of Art and Design and look forward to following her future artistic accomplishments.

Ms L Lee - Art Teacher



ARTBEAT

IBDP11 VISUAL ART

IBDP 11 Visual Art students have been working well on developing their own ideas through the theme of portraiture. They have studied different artists which have enabled them to explore different skills such as drawing painting and mixed media techniques. They have documented their creative journey in a Process Portfolio and realised their intentions through a self-portrait.

Ms R Seabrook – Art Teacher

Our DP12 Students are preparing for their final Exhibition. We look forward to sharing their work with you in the next issue of the MESsenger.



Arwa Eid DP11R



Amina Mostafa Mazen DP11R

EXPRESSIVE ARTS IN THE BRITISH SECTION

Music

Students in Years 7 and 8 changed subjects on our Arts Carousel at the beginning of February and since then have experienced new opportunities and challenges. Whether in Art, Drama or Music, students have enjoyed new experiences in creativity and have developed different skills.

In Music, Year 7 have learned how Video Game Music is created to adapt to different events and locations. Students have shared their experiences of gaming and how music has had an effect on how they play. It has been fascinating for them to learn about how Video Game Music is structured and have created their own music using different software.

Year 8 students have taken part in a unit about Film Music and have learned about the history of the genre from silent films to the present day. They have then been introduced to the importance of music in its ability to enhance mood and atmosphere and they have used different software to create their music. Students were given a film scene without music and asked to develop music to create the relevant mood and atmosphere.

A* Grade Music Results

Also, this term we received confirmation that our students who studied IGCSE Music in 2020 all gained the highest A* grades. The compositions and performances submitted to the exam board were excellent and the hard work made to sit the final listening exam paid off. Very well done to **Malak Mekky (now in Y11R)**, **Saleem Elhady (now in DP11R)** and **Ali Kishk (now in DP11Y)**.



Abdalla Hassanin Y7Y created a very professional Stinger and Tag using Beepbox software



Year 8 Students composed music for a silent film called Gravity



Drama

Year 7 and 8 Students

Since the start of Term Two we have been learning miming skills. Our students have practised the technical aspect of miming and acting with imaginary objects, creating facial expressions to show emotion, and using gestures to clarify meaning. Upon returning to the classroom, this will culminate in the Epic Mime Battle performances!

Year 10 IGCSE Students

During online learning, we studied the theory of drama, which will be covered in their written exam. Students have been practising how to incorporate the various elements of drama into an extract from a play. They approach this task from the roles of Director, Designer and Performer, in order to demonstrate how they work together to achieve a specific intention.

Mr G Thomas - Head of Expressive Arts, British Section

Why Study Humanities?

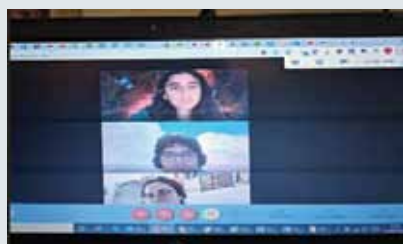
The Humanities are about what it means to be human. Geography, History, Psychology and Global Perspectives teach invaluable, transferable skills that you will use in everyday life and that employers look for, long after you leave a formal educational setting.

In all Humanities subjects, you are taught and encouraged to think. You are taught to deal critically and logically with subjective, complex and often imperfect information. You learn how to weigh up a variety of evidence and consider more than just one side of a story. By choosing to take a humanities subject at IGCSE and beyond you will also learn new skills in writing and critical reading. You will be encouraged to think creatively and question the material presented to you.

Working online in the first half of Term Two enabled students to develop their skills in a wide range of areas; from time-management to effective and appropriate communication skills, as well as the technical ability to complete a range of activities online. Students have been encouraged to analyse and infer from online sources, assessing their origin, purpose, reliability and validity. Google breakout rooms have been used to encourage group work and discussion/debate. Students have developed awareness of cultures around the world and how we are becoming more and more of a global, interconnected world. Padlets, quizzes, Kahoot, Blendspaces and more have been used to engage students in Humanities throughout the online learning experience. Students have shown persistence and resilience with their online learning. They have been challenged and engaged in a variety of ways. They have been motivated to contribute as the topics have captured their interest and attention. Skills, abilities and knowledge have developed as students have engaged in lessons.

Year 7 History students were treated to a lesson from an IB DP12 student whose specialist subject area is 'The rise and fall of Julius Caesar'. **Yahia Hammadi (DP12Y)** delivered a superb lesson to Y7R on the lead up and potential causes of Julius Caesar's assassination in preparation for their news report on the issue. Year 7 asked Yahia some high-level enquiry-based questions and were able to use the information given to them by Yahia in their 'Rise and fall of Julius Caesar' assessment piece.

DP12 Psychologists have been conducting their internal assessments online. A number of psychological studies have been replicated with students showing initiative in how to best conduct their experiments online. They have shown commitment, enthusiasm and resilience in making this work and we are so proud of what they have managed to achieve.



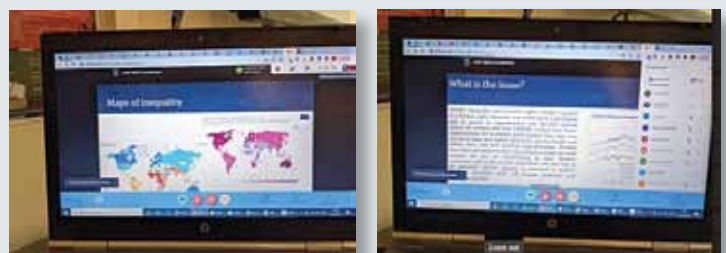
environmental impacts of the issue were. They then presented their findings to the rest of the groups in a Google meet. Year 7 students have done a commendable job in the way they have taken online learning in their stride.

We are so proud of our Humanities students this term. Great progress has been made and we cannot wait to enjoy many more challenging, engaging and fun learning experiences in Term Three.

Ms J Rainford - Head of Humanities, British Section



Year 7 Geographers have been looking at global issues. They visited the United Nations website and investigated the global development goals, deciding which for them, would be a priority and justifying it. They then worked in groups in breakout rooms to research a global issue of their choice to present to the rest of the class. Students had to explain what the issue was, why it was a global issue, how it impacted them here in Egypt and what the social, economic and



British Section News

Online Learning in the Mathematics Department



In the British Mathematics Department, online support has been a central part of our students' learning experience for some time, augmenting our excellent in-class provision. When we began planning for exclusive home learning for the first half of Term Two, we gave some consideration to the questions "What makes a successful online learner?" and "How will students' online learning skills relate to the MES Cairo Graduate Profile?"

What makes a successful online learner? A successful online learner is **resilient**. Students must be able to work through technical problems, ask for help when needed, and attend and contribute to every lesson. Early in Term Two, we saw MES Cairo students **problem solve** their technical issues, contribute during lessons, and attendance was superb.

A successful online learner can **communicate fluently** and is **pro-active**. Teachers are always ready to help students and our students communicated with us through email, messaged on Google Classroom and through the "raise a hand" on Google Meet. Teachers also directed questions to students, to check understanding and keep them attentive to the lesson. Teacher presence is an important part of our current online provision, guiding students as much as possible through their learning.

Successful online learners are **independent**. Students must want to succeed. Online learning requires motivation, responsibility, **empathy** and a level of maturity. Our students can take personal pride in their achievements as online learners. Students showed **integrity** throughout.

Did our students gain anything from the online learning provision that they would not have gained in the normal classroom? We have noticed that our students have developed new technical skills, becoming familiar with new tools and software. Although much learning is "live", teachers also include recorded content which gives students the opportunity to review their learning later.

Both the teachers and the students worked hard to make our online learning a success throughout the first half of Term Two. But no matter how successful our virtual learning might be, it is no replacement for the real-life classroom. By half term, we were really looking forward to seeing the students return to school.

Mr S Rayner - Head of Mathematics, British Section



FRENCH AND SPANISH

Google Sites

IGCSE French and Spanish students have benefitted from having important content for their upcoming IGCSE examinations added to a really useful Google tool called Google sites, to facilitate their revision. The sites include multiple interactive activities to review vocabulary and grammar.

Likewise, A Level students have their own text component Google site which contains specific analyses of all the books we are reading this year.

E-Safety Week

DESOUKI HORAS

¿CUÁLES SON LAS VENTAJAS Y DESVENTAJAS DE UTILIZAR LAS REDES SOCIALES?

Algunas redes sociales que los niños usan ahora

¿Qué son las redes sociales?

MOHAMED DESOUKI

Vivimos en la era de Internet. En el tiempo de la tecnología, Internet es una herramienta muy potente.

Usar Internet y las redes sociales es imprescindible hoy en día. El uso de Internet ha crecido mucho desde 2000.

¿QUÉ PUEDES HACER EN INTERNET?

Primero, tienes que recordar el ordenador o tu teléfono móvil. Después, puedes navegar por Internet para divertirte, conectarte a Facebook o a cualquier red social.

Puedes mandar y recibir emails o escribir documentos para tu trabajo. También, puedes ver videos en YouTube o Netflix. Además, puedes chatear con tus amigos.

Los niños y sus amigos están usando demasiado sus teléfonos

Internet

Cómo que usar las redes sociales tiene muchas ventajas y desventajas. Primero, las ventajas, son divertidas y son útiles porque puedes jugar con tus amigos y aprender mucho.

Sin embargo, también hay desventajas porque son una pérdida de tiempo y son malas para los niños. Los científicos han dicho que los teléfonos son malos para los ojos de los niños.

Mohamed Desouki Y10Y

Les Desserts

- > Gâteau : chocolat, vanille, fraise, citron, banane €7.50
- > Glace : chocolat, vanille, fraise, citron, caramel, framboise, banane €6.50
- > La Mousse au Chocolat €6.00
- > La Tarte aux Pommes €6.99
- > La Crème Caramel €5.00

Hala Helal Y8Y

Hala Helal Y8Y

creating a comic strip and practising role play dialogues 'au restaurant' between the waiter and customer.

Ms Fiona Currie – Head of Languages, British and IBDP Sections

During E-Safety Week, Year 10 Spanish students wrote articles to raise awareness about the steps to follow in order to keep safe while surfing the Internet.

Year 7 French students created E-safety posters to remind each other of how to remain safe online.

4 conseils à suivre pour rester en sécurité sur Internet

1. Ne pas donner ses mots de passe aux autres
2. Sécuriser ses photos
3. Ne pas partager d'informations personnelles
4. Respecter les autres

5. Créer un mot de passe et le sécuriser

Lana El Beltaji Y7B

5 conseils à suivre pour rester en sécurité sur Internet

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Ali Mahmoud Y7B

Before starting our new module 'Les vacances', Y8 French students finished the topic of 'La forme' by learning about some traditional French dishes, creating their own restaurant menus,

qu'est-ce que c'est le plat de jour?



vous avez le choix entre du poulet avec des légumes et steak et frites.

Hana Hassan Y8R

USING HYPERDOCS TO ENHANCE LEARNING IN PHYSICS

Our goal here at MES Cairo is to **Care, Challenge, and Inspire** and to provide the best experience we can for our learners to achieve. Challenges may have occurred across the globe but we thrive on challenges here at MES Cairo and we have ensured that learning continues.

This term, we provided opportunities for synchronous and asynchronous learning for our students at home as well as those who are physically present in class. In the American Section, instructions for students are given via Hyperdocs. These are hyperlinked documents which act as a central place for students to locate all that they need to be successful. They are documents that are designed to include all the information that a student may need to independently complete an assignment. Below you will find an image of a typical slide from a Hyperdoc used in Physics.

 1st Period of the Week	Live Lesson Link
Targets for the Lesson: <ol style="list-style-type: none"> 1. Axes 2. Slope/Gradient 3. Area under the graph <p>[Explore & Explain] Homework for the Day (BOTH GROUPS)</p> <ol style="list-style-type: none"> 1. Complete the practice assigned in Google Classroom here. 	For Students in Class In Class Assignments: <ol style="list-style-type: none"> 1. Take notes as I explain graphs. 2. Answer questions posted in the chat or asked orally. For Students at Home Independent Practice: Begin work on the practice assignment posted here . 
Due Date - 11/03/2021	Duration - 1 Hour

How is the hybrid model applied in Physics?

The following table summarises how the hybrid model is being used in American Section Physics. Each teacher spends time carefully selecting the resources that are suitable for each class and delivers according to this model.

	Asynchronous (Hyperdocs)	Synchronous (Live)
Main Objective	<ol style="list-style-type: none"> 1. To prepare background knowledge for new content that will be covered in class. 2. To practice questions based on content that has already been covered in class. 	<ol style="list-style-type: none"> 1. To build on background knowledge that students have researched on their own. 2. To solidify and explain new content so students can continue to work on their own.
Methods of Delivery	Hyperdocs which include: <ol style="list-style-type: none"> 1. Teacher explanations 2. Videos 3. Practice resources 4. Extra resources 	Live instruction using resources that students do not have access to at home such as: <ol style="list-style-type: none"> 1. Interactive Smartboards 2. Laboratory Resources

As reflective educational practitioners, the model is adapted according to student feedback and learning needs. We are extremely pleased with the progress all of our students have made this year.

Mr A Labib - American Section Physics

American Section News

AMERICAN SECTION CHOIR

Being online has been quite a challenge this year - especially for music! However, the students have been incredibly adaptive and quickly responded to the new format for learning music.

Choir

The American Section Choir students and members of staff worked tirelessly to create video tracks that were stitched together by Mr Todd to create a phenomenal virtual choir experience. Between the rehearsal process, compilation of materials, and editing, many hours were spent creating the three videos.

After the videos were created, during the remote portion of learning, students have continued to practise new songs. Each lesson, students record themselves performing new material and upload it to the Choir Google Classroom, in order for it to be assessed. Based upon the critiques and feedback they are given, students have modified their singing and progress continues to be made.

Mr J Harper - HOD Expressive Arts, American Section



Mathematics



During remote learning in the first half of Term Two, it was a pleasant change to have all of the students together in the same lesson, albeit online. We really enjoyed seeing their faces without masks! Students experienced a variety of tools and alternate teaching methods in their Mathematics classes.

In Middle School, students used online white boards to practise problems and show their understanding. They also used many online platforms such as ALEKS, CK-12, Khan Academy, Quizizz and Kahoot.

Algebra 1 students, both Grade 8 and 9, used ALEKS and a flipped classroom model for learning where notes were completed at home watching videos before coming to class. Then in class, misunderstandings were addressed, and students began their practise for the lesson with the teacher being available for questions.



In many of the Grade 10-12 classes, students also used a flipped classroom model. EdPuzzle, Quizizz, Kahoot, Khan Academy and CK-12 were integrated

into many classrooms to provide a variety of opportunities for students to learn new concepts.

Assessments were more challenging in this online environment, but teachers and students adapted and completed assessments using Edulastic, Google Forms, ALEKS, and paper-pencil methods.


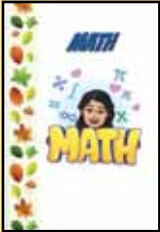




We look forward to seeing all students continue to make great progress throughout the year.

Dr J Cates - Head of Department, American Section Mathematics



E-LEARNING IN THE AMERICAN SECTION

AMERICAN SECTION - LDD VIRTUAL CLASSROOM

MOTIVATING	VIRTUAL BITMOJI SPACE	BOOK CREATOR
<p>We are creating virtual spaces that increase students' motivation and help them explore and navigate through online learning.</p>		
ENGAGING	GAMIFICATION	
<p>We are taking the most exciting qualities of gaming and applying them into lesson plans to encourage student participation and boost achievement.</p>		
EXPLANATORY		
INTERACTIVE		
INCLUSIVE	DIFFERENTIATION	
<p>We are supporting ALL learners by designing lessons with accessibility and inclusion in mind.</p>		

Staying Positive during the Pandemic

A student recently told me about a time he did not complete his best homework. He went on to say that he had sacrificed some quality, in order to spend more time on his favourite sport. He spoke with such passion, making it clear that he needed that time for himself doing something he thoroughly enjoys and is physically and mentally good for him. This student knew how important it is to maintain a balance between academics and personal time. However, this is not something that all of us, children and adults alike, have been able to achieve during this pandemic.

Some students working from home will not have seen friends or members of their family for long periods of time. The importance of taking care of yourself and staying positive during the pandemic has been widely reported in the news and social media, and for good reasons.

A daily routine that focuses too much on academics, at the expense of personal interests, social relationships and exercise, can inadvertently lead to a decline in academic progress.

Recognising the need for a healthy lifestyle balance is the first step to making a change. There are plenty of ideas on how to make positive changes to your daily routine. Here are just a few that MES Cairo students could try:

Be Active

Take time out of your day to do some physical activity - anything that gets you moving and your heart pumping faster. It is well established that regular exercise improves both physical and mental health. It can make you happier, more relaxed, and even lead to better sleep.



Sleep Well

Teenagers need about nine hours of sleep each night. Late nights and early starts are a recipe for unnecessary stress and an inability to focus at school. Break the cycle! Switch off your phone an hour before a sensible bedtime and read a book or listen to music.

Follow a Routine

Having a regular bedtime and a good amount of sleep is a great start, but make sure you do not crawl out of bed with five minutes to go before your first lesson! Give yourself time to eat breakfast, have a drink, catch up on some news, and maybe engage in some morning exercise. Have a snack at breaktime and stretch your legs again. Once lessons are finished take some time out for yourself before your afternoon study and homework. In the evening reward yourself with activities you enjoy!

Do not believe all you read online!

It can be so easy to believe what friends tell you, or what gets shared on social media. People tend to share the information that they find worrying, and this leads to the wrong information spreading fast.

Keep in touch with Family and Friends

Make the effort to keep in touch with family and friends at times when you cannot see them in person. Apps make communication so easy these days - keeping in touch allows you to share a joke, share a worry, ask advice, or just catch up in general. Having friends and family who are there for you can provide an excellent support network.



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



International Baccalaureate Diploma Programme (IBDP) News



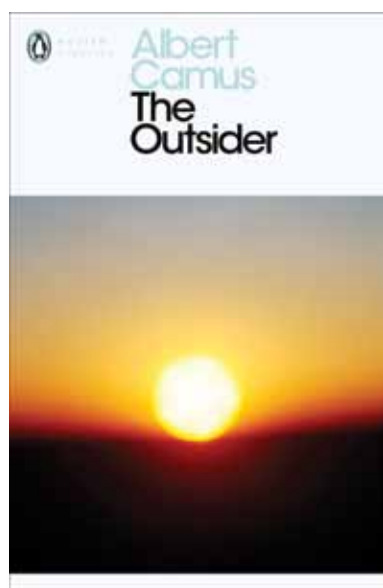
IB Approaches to Learning

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 One came to a close, our DP12 students looked forward to a well-deserved break, having sat their Mock examinations in November and completed their university applications. This term, they have been focusing on finalising and submitting coursework and preparing for their final examinations in May.

You will find below a summary of how much has been achieved in each subject area this term.

Group 1 English A: Literature

This term, DP11 SL classes have spent time mastering the skills required for in depth literary analysis, in preparation for their paper 1 mid-year exam, sat by both HL and SL. They have focused on the subtler ways that writers use plot, characterisation and setting, to present their ideas about the world. DP11 HL have been exploring the duality of human nature, through the lens of 'The Picture of Dorian Gray' by Oscar Wilde, which will be used by some as the text for their HL essay. This essay involves the choosing of their own line of inquiry, to explore in relation to one of the texts they have studied.



DP12 HL worked hard to perfect their coursework essays and both SL and HL have completed their final oral examinations.

These oral examinations required the students to discuss a global issue close to their heart in relation to two texts which they may choose from those we have studied. It turns out that the iconic deep thinker from Shakespeare's classic 'Hamlet', has much more in common with the 20th Century oddball from Camus' novel 'The Outsider' than either of them would have ever suspected...



Good luck DP12!

Ms E Dowler – IB English Subject Coordinator

Group 2 Language Acquisition

Spanish

DP11 Spanish students have been learning activities to be able to describe history and life events. In order to achieve that goal, they have mastered the two past tenses in Spanish (Pretérito / Imperfecto). They have practised in all four skills with various activities online. They will shortly start a new topic, «Customs and Traditions» with which they will be introduced to Subjunctive.

DP12 Spanish students have learned to communicate information concerning work and education as well as new technologies. They have also focused on justifying choices by giving opinions and reasons. They have continued to develop their knowledge of grammatical concepts as well as the four language skills of listening, reading, writing and speaking.

French

DP11 French Ab initio students have learnt how to write an article in French have created a page on the causes, symptoms and solutions for young people with stress. Students have now begun a new theme 'expériences' and are discussing how they spend their free time and comparing a typical day for them with that of people from various French speaking countries.

DP12 students completed their final oral in March.

Bonne chance and buena suerte to all our students!

Ms F Currie - Subject Coordinator Languages Group 2

Group 3 Humanities

Psychology

DP12 students have been using a variety of online learning strategies to complete the content of the course. Google break out rooms have been used for discussion and group work as part of their internal assessment. Students have shown resilience in conducting their coursework online, asking participants to volunteer to take part in their studies and conducting their research through Google meets. As part of the learning into the causes of depression, students engaged in an online personalised learning module that was self-directed and consolidated their knowledge and understanding acquired in class. Students submitted completed work online and engaged in online quizzes and assessments.



DP11 students have taken huge strides in the development of their knowledge and understanding into this brand new subject. They have taken part in several psychological studies online through google classroom and have started using their newfound knowledge and understanding to describe and critique key theories, studies and concepts. Again, Google breakout rooms have been used to encourage discussion as well as collaborative documents which students use to self/peer assess and develop as a group a key argument in response to a question/stimulus.

DP11 History

In DP11, History students have returned to look at the post- WW1 peace settlements in detail and the effects these settlements had in the 1920's. Students have been looking

at different historians' viewpoints on the consequences of these peace settlements on countries and people. Students continue to develop their critical thinking and analysis skills by analysing a variety of source material associated with the topic areas and assessing their reliability. Students work on live online documents during class and engage in collaborative learning using a variety of the google suite applications.

Mrs J Rainford - Subject Coordinator Psychology and History

DP12 History

Following the students return from exam leave, students will be exploring Stalin's Russia. Stalin's rise to, and consolidation of, power and the terror tactics employed. In addition, we will analyse the domestic social and economic successes and failures of his regime until his death in 1953.

Mr E Macauley - IBDP History



Group 3 Commercial Studies

DP11 Business



We have been exceptionally pleased with our DP11 Business Management students, they have shown a studious and enthusiastic attitude to learning and we have been suitably impressed with some of their contextual knowledge based on independent investigation of current business scenarios, which have led to vibrant class discussions. Students have completed Business organisation and environment and the finance and accounting unit, we certainly have some budding financial analysts in class! Students are currently studying concept-based learning skills.

DP12 Business Management

DP12 students have completed the topics of Business Organisation and Environment, Finance and Accounts, Operations Management and Human Resources. Students have been

engaged in the online model have been submitting a good standard of work. They have taken advantage of the interactive online activities which have given them an alternative learning experience. Students are now working on their Marketing unit and have submitted their final Internal Assessment. Students' determination to complete this on time to standard and gather research successfully has been particularly impressive in the light of the current challenging circumstances.



DP11 Economics

Students are now being taught by Ms Harris who is an experienced IBDP teacher with an impressive background in industry.

Students are nearing completion of Unit One Introduction to Economics where specific resource and product markets and the behaviour of consumers, producers and the owners of resources are studied. Students have also completed their first internal assessment of three over the course of the Diploma programme. After the break, students completed a final overview of Unit One. In mid-March, students started Macroeconomics which looks at the main macroeconomic objectives (economic growth, inflation and unemployment, government borrowing) and possible conflicts between these different macroeconomic objectives. This unit would take the students through until the end of term of this academic year.



DP12 Economics

Students are being taught by Mr Tweedle who has good experience of teaching Economics at pre-university level. Students have been studying hard and have completed their mock examinations based on Microeconomics, Macroeconomics, and some International Economics. Students have submitted internal assessments and have received constructive feedback from Mr Tweedle. Students are currently finishing the syllabus and preparing for their final exams.

Mr C Stock – Subject Coordinator IBDP Business and Economics

Group 4 Sciences

DP12 students have been busy adding the final touches to their Individual Investigations over Term One and Two. From making catapults to culturing bacteria the students have been active in their practical Science work and gaining a deeper insight into the Scientific Method and the Nature of Science. Even during the COVID-19 restrictions we are committed to giving students the practical investigative skills they need. As their successful mock exams ended the students moved straight onto competing the last few topics and units of the course in preparation for their final exams.

DP11 students have had a massively successful start to their IB experience and gained a deeper understanding of the principles of their subject by carrying out the essential practical work and other laboratory-based activities when in school during term one. During Term Two our DP11 students have been focusing on the skills and knowledge content needed for the course. They have carried out simulations and modelling activities developed to support their distance learning experience and will be well equipped to jump straight into practical work when school reopens.

Mr B Rainford - IBDP Coordinator/Assistant Head

Group 5 Mathematics

DP12 students have done amazingly in their adjustment to hybrid learning. During hybrid learning, students spend time outside class viewing worked examples so that we can use class time to work on a variety of math problems to ensure understanding. In Term Two, we transitioned to remote learning with all students attending live lessons during their regularly scheduled classes. All students were able to receive instruction together and ask questions as they arose. It was much more beneficial for everyone as we were able to have regular discussions and work problems as they arose. They are working hard to finish the curriculum and demonstrate all that they have learned since entering IB last year. We are confident that they will successfully complete all of their requirements.



DP11 students have had a successful start to IB Mathematics with hybrid learning and are settling into their courses. They have been busy laying the foundation for an outstanding two years and show much dedication and enthusiasm. In Term Two, we transitioned to remote learning where all students attended live lessons together following their regular timetable. During remote learning students were able to ask questions more frequently and work a variety of practice problems. We are looking forward to watching them grow in their mathematical abilities.

Dr J Cates - Subject Coordinator Group 5

Group 6 The Arts

Visual Arts

DP12 are currently developing their own independent artistic practice whilst referring to the work of artists and experimenting with different mediums. They are continuously developing their practical skills so that they can produce excellent final pieces for their curated exhibitions of their final artworks.

DP11 Visual Art students have been working well on developing their own ideas through the theme of portraiture. They have studied different artists which have enabled them to explore



different skills such as drawing painting and mixed media techniques. They have documented their creative journey in a Process Portfolio and realised their intentions through a self-portrait. Well done!

Theatre

Our DP11 students have been studying theatre theory, learning how to stage theatre productions. They are exploring the different elements of production and how they function together to achieve an intended impact. This is great practice for the Director's Notebook assessment they will complete in DP12 next year.

Our DP12 students have been extremely busy preparing for their assessments. Both SL and HL are working on their Director's Notebook. For this task, students select a play of their choice and plan out how they would stage it if they were to make it into a production. Additionally, HL students are also working on their Solo Theatre Piece projects. Each has selected a theatre practitioner and an aspect of their theory to explore. They will then demonstrate what that aspect of theory looks like in a polished scene.



Theory of Knowledge TOK

We are living in a world that is continuously changing and is forcing everyone to adapt and to find quick effective and efficient solutions to the situation we are facing, the pandemic. In TOK, we have decided to act fast and embrace the modern tools of teaching: the online "methodology of teaching and learning."

The first idea that came to us about online learning was the challenge. It seemed that the task in front of us was immense and sometimes thinking about delivering TOK lessons online was frightening. However, in the TOK world, we do things differently, we refuse to be discouraged and we do not give up. With persistence, effective time management and tolerance of technical issues; what seems to be a duty is now a passion. This passion is created by our students as they want to be successful. They are showing motivation, dedication, independence and a certain level of maturity. In TOK, the attitude and positivity of students towards online learning is the key element of the successful relationship between students and TOK teachers. To illustrate our affirmation, we asked our students to give their opinion.

Mr O Thiam - TOK Coordinator

Below you will find opinions from some students about their TOK journey:

"TOK is a subject where we can freely discuss opinions and truly understand the deeper meaning of various, different topics. Although online learning comes with its challenges and differences from learning in school, TOK still continues to give us a chance to speak up and hear different perspectives on whatever topic is being discussed and overall remains very efficient, interesting, and enjoyable."

R Bayoumi (DP11R)

"Although separated by distance, TOK has been a smooth ride during online learning. Ideas and concepts are not limited by space nor time, and this is what has enabled TOK to succeed in online learning, as those brilliant concepts that the students discuss alongside Mr Thiam and Mr Rainford cannot be separated by space, but only through stubbornness towards change. Personally, I have been having great fun in TOK online as we started diving deeper into AOKs which I found to be fascinating especially that we started with science. We are going at the same pace while obtaining the same knowledge which is rare with online learning to be very frank. Overall, it has been a great experience thus far." **M Fouda (DP11Y)**

CAS Corner

Our Senior IBDP students have been very busy, helping to spread happiness all around them during what was an unhappy time for so many people in the world. "Our main goal was to help renovate and curate dull spaces to make others feel happy about where they work and live whilst adding a little more colour and cheer to our beautiful and rich country."

They have started their own social media page called, 'Happy Walls' where they document what they do during each scheduled visit and encourage others to volunteer. To date they have created 'Happy Walls' at an Animal shelter, a nursing home for the elderly, and a number of orphanages.

A great independent initiative, it has been inspired by both the core element of IBDP CAS and an MES Cairo education, which encourages everyone to make a positive difference.



Mr G Scott - CAS Coordinator

Celebrating Success in Secondary

British Section All Stars Celebrations

We are extremely proud of our MES Cairo Secondary students who have risen to the challenges of online learning and have endeavoured to ensure their progress has not been compromised in spite of learning to learn differently.

The vast majority of our students have embodied the Elements of Dependability, Effort, Integrity, Readiness and Respect in their online classes on a daily basis as they strive to be role models within our school community.

Many students have shone over the last term and have been awarded *All Stars Awards* which have been celebrated on Social Media. For example: Selim Sabry (Y7R) has been a keen participant in his Spanish class and has shown due diligence and great effort in both his written and oral work.



Whilst students have been studying online, students have continued to develop their artistic skills. Art

connects us to the world and its endless possibilities, a world which currently is not so easily accessible. Abdalla Hassanin (Y7Y) displayed dependability, being prepared in all Art classes and spending time and effort on his work to produce the very best work he is capable of.

In Science, Zuhair Hassan (Y8R) has completed all his work with enthusiasm to a high standard, a budding Scientist in the making. Mariam Sharara (Y8Y) is leading the way in her English classes showing an aptitude for unique and intelligently written responses in her work and showing greater participation in the classroom.

Modern Foreign Languages have highlighted Omar Ayad (Y9G) and Laila El Sewedy (Y9B) as role models for their Year group. Their levels of participation have been high especially whilst online last half term.

Year 10 students are revising in earnest for the forthcoming IGCSE examinations. Jessie Nasief (Y10B), in particular, has been studying diligently across a range of subjects and received high praise from staff in the Sciences and English. Ezz El Din Ezz (Y10Y) has been singled out for his exceptional effort in Biology, which has not gone unnoticed by his teachers.

Maya Ayoub (Y10B) too is producing outstanding work in Economics as has Omar Amin (Y10G) in ICT. It is wonderful to see how resilient our students are in these challenging times. They have very bright futures ahead of them.



Our Senior students, Nadine Helmy (Y12B) and Micole Mohab (Y12R), have continued to work well in A Level Geography, not an easy task when they have not been able to have the fieldwork experience that geographers are used to. Despite the many difficulties that this half term has brought, they have consistently proven to be resilient, organised and highly motivated students. They have both secured places at world class universities, and we have every confidence that they will reap the rewards of their efforts in the forthcoming examinations.

Ms L Talbot – Secondary British Headteacher

Learner Profile Awards in the IBDP Section

All International Baccalaureate students strive to achieve the Learner Profile attributes in their journey to become successful, internationally-minded, IBDP graduates. The Learner Profile Awards highlight the fantastic progress our students make.

Congratulations to our IBDP Learner Profile Award Student of the Month winners for January. They have developed their natural curiosity and worked on acquiring the skills necessary to conduct inquiry and research in their learning. They have shown independence in developing their skills and this love of learning will be sustained throughout their lives.

Well done to:



Amina Hamed (DP12R), Lara Majid (DP12Y), Yahia Mammadi (DP12Y), Seif Allah Hendam (DP11Y), Dina El Nahas (DP11Y), Malak Kandil (DP11Y), Ali Kishk (DP11Y) and Saleem Abdel Hady (DP11R) for displaying and fulfilling the Learner Profile attribute 'Inquirer'.

Mr B Rainford – Assistant Head and IBDP Coordinator

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 honor 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.

Since our last published article, we have honoured the following students:



Principal Scholars

What does it mean to be a Principal Scholar? It literally means that a child has earned all As in every class for an entire grading period. In and of itself, that is no small feat. But digging a little deeper, it really goes to the character and work ethic of each person. To maintain this type of consistent effort over the course of time under highly irregular circumstances, means that the children we celebrate in this article show grit and are curious learners.

We are thankful for our curious learners who seek out new and different ways of thinking and being. We truly appreciate their steadfast effort and the choice to sacrifice in other areas of their life in order to prioritise scholarship.

Grade 7 - Elma Osman G7G, Jana Rabie G7B, Layan Allami G7R, Malak Hakky GF7Y and Teymour El-Helw G7B.

Grade 8 - Angelina Girguis G8B, Jolina Adel G8Y, Judy Badawy G8Y, Karma Abougabal G8Y, Laila El Moallem G8Y and Tia Sheta G8Y.

Grade 9 - Alia Saba G9B, Aly Gaber G9G, Hana Mahmoud G9G, Khadeeja Tahoun G9Y, Marcel Hebeish G9Y, Mariam Sallam G9Y, Noor Amin G9G, Sherifa Badra G9G, Tasneem Mohamed G9Y, Youssef Sallam G9G and Zeina Fouda G9Y.

Grade 10 - Alia Khalil G10G, Alia El-Aarag G10R, Jana Shahin G10B, Kareem Ali G10Y, Laila Bakry G10Y, Mariam Awad G10G, Mark Hakim G10R, Michael Hakim G10R, Miray Wahib G10R, Nour Sarhan G10Y, Tarek Abdelghaffar G10R and Mahmoud Aly G10G.

Grade 11 - Adam Kirolos G11B, Ahmed Abdelkader G11R, Lara Gamaleldin G11R, Laurina Salama G11Y, Lina El Nomrosy G11R, Omar El Nashar G11R, Razan Hassouna G11B, Rodayna El-Naggat G11R, Shahy Hozayen G11R and Ziad El-A'Any G11Y.

Grade 12 - Azza Fouly G12R, Farida El Sayed G12Y, Hana Affi G12R, Natalie Botros G12R, Salma Saleh G12Y and Youssef Badawi G12R.

We would also like to take our hats off to our amazing teachers who have taken time to build positive and trusting relationships with each of our students. As you are aware, MES Cairo has a highly motivated teaching staff that keeps the best interests of your children and their futures in mind. Working together with parents and the community, we will be able to foster an environment that is compassionate and caring but does not overlook the high expectations and academic rigour essential for success.

Ms D Pfeil - American Section Principal

Student Wellbeing Committee and Peer Tutors

Turning time and pressure into diamonds

Strength has many meanings and measurements to many people. Could Gandhi be considered stronger than Arnold Schwarzenegger? Could Martin Luther King be considered stronger than Conor McGregor? Depending on who you speak with you might get ranging answers, filled with valid and passionate opinions. But the *diamond* of truth that everyone can agree on is that the power of the few can uplift the many. Which is interesting because *diamonds* are made from carbon - and so are we.



The Student Wellbeing Committee and Peer Counsellors is a group of students who have answered the call to make a difference. They are a team. A team of students that feels called to serve something higher than themselves - each other. But, how did they come to this decision? What drives them to generate ideas, connect, support, guide, lead, all while remaining neutral and non-judgmental? It is better if we hear it in their own words:

We thought back to our time in Middle School, when we had mentors that always helped us out. We wanted to leave an impact on the younger students like our mentors did for us. We spoke to a teacher about achieving this goal and she was onboard from the start. We had many ideas that were combined to create and trial a Student Wellbeing Committee. The Student Wellbeing Committee, with the help of Mr Konitz, then gave birth to us discussing and eventually training, to become Peer Counsellors.

We have created videos for the 5 Ways to Wellbeing with the Student Council and the Senior Leaders and we are aiming to use our informational videos as part of our proposed Wellbeing and Mental Health Awareness week. Moreover, we have been working on both creating resources or getting resources and making them available to our school.” **Salma Salah G12Y**

“Being involved in these groups has been exciting and refreshing. It provides us with the opportunity to see how school events and campaigns are planned and allows us to provide help. It also gives us a chance to work on something that is fulfilling both creatively and emotionally. We hope that these endeavours continue after we graduate and we are trying to plan for their long-term success. It is difficult to plan with COVID preventing us from usual school attendance, yet we have a good start.”

Marize Bernaba G12Y

Yes, you do have a good start! We are proud of you and support your willingness and dedication to make a difference.

Mr Konitz - Secondary School Counsellor

Celebrating 30 Years of Houses!

The House System has long been a cornerstone of MES Cairo. Every student and teacher to walk through the school doors has been a member of either Amun, Edjo, Kheper or Selket, no matter whether they have been at the school for six months or sixteen years! Being part of a House has instilled camaraderie amongst students and teachers and encouraged friendly competition.



House activities have helped new members of the MES Cairo family to acclimate quickly into the fast-paced life and have also united students and teachers from different sections, who would otherwise not normally interact with each other. Friendships have been formed, and for short times broken as well, whilst each member of a House has truly strived with passion to ensure that their House is victorious!

Over the past 30 years, members of MES Cairo have participated in hundreds of different activities and events, including many forgotten favourites such as Dodgeball, Mental Minutes, The Laugh Off, Litterbugs, Fantasy Football, Word Twist, Beat the Keeper, Question of Sport and The Big Draw. Keep an eye out for some of these in months to come!

Malak Mekky (Y11R) - House Journalist

Online Learning Success



Circumstances have meant we had to rethink House events, but rather than rest on our laurels the House Team continued to come to you! Our House Google Classroom pages are actively running with regular updates to the House Totals. We were central to the success of the Keep Egypt Warm campaign! We are currently running an Online Board Games club on Sundays and Thursdays and will soon be organising Board Game competitions. We are constantly looking at ways to promote and support your wellbeing. We have had online word searches, Quizzes and various other competitions. Of these events, our two most successful were the MES Cairo Middle School/Key Stage 3 Quiz Bowl and the MCU Quiz.



MES Cairo Middle School/Key Stage 3 Quiz Bowl 2020/21

The MES Cairo Quiz Bowl was hosted on Wednesday 24th February 2021. All of the classes in Year/Grade 7 and 8 went online during HRCF and joined together to participate in one of the four Quiz Bowls. In each Quiz Bowl there were four separate quizzes on four different topics, Science, English, Maths and Humanities/Social Studies. The Middle School students participated in a further two quizzes which were on PE/LMC and General Knowledge. To make things better each Quiz had a leaderboard and House points were awarded to those who came first, second and third! Personally, the Science one was my favourite. This quiz was an opportunity for us to recap on all the topics we covered in class so far in a fun and enjoyable way! I highly enjoyed this quiz, and I look forward to others just like this in the future! **Alia Hamdy (Y7B)**

"I thought the Quiz Bowl was fun because there were lots of questions on various topics written by different teachers which made the Quiz Bowl very challenging!" **Mohamed Ismail (G7R)**

"I really enjoyed and appreciated the quiz bowl as it helped us to revise information that we learned during the first term. It was also nice for students who are competitive, like me, to strive to win!" **Malak El Saadani (Y8B)**

"This quiz bowl was one of the funniest things that I have ever done because even though you get things wrong you still get to laugh and be competitive. I never wanted it to end, and I feel that if we continue to do it in this format, then it will be the highlight of my year." **Leilah Ziada (G7Y)**

Well done to all of the amazing 150+ students who participated. Special shout outs to:



- **Mario Sigalas (Y7B)** representing Amun for winning 3 of the 4 Year 7 Quizzes.
- **Abdallah Hassanin (Y7Y)** representing Selket for finishing in the top 4 for all 4 Year 7 Quizzes.
- **Zuhair Hassan (Y8R)** representing Edjo for finishing first in 2 of the Year 8 Quizzes.
- **Eamon Rady (G7Y)** representing Edjo for finishing first in 3 of the Grade 7 Quizzes.
- **Tia Sheta (G8Y)** representing Kheper for finishing first in 3 of the Grade 8 Quizzes.

10 points were awarded to a student's House for finishing in fourth place, 20 points for finishing in third, 30 points for finishing second and 40 points for finishing first.

In fourth place with 230 points were Selket, in third place with 450 points were Amun, in second place with 580 points were Edjo and the winners of the MES Cairo Middle School/Key Stage 3 Quiz Bowl are Kheper with 640 points!

A big thank you all of the Heads of Houses, Homeroom teachers, Ms Toney, Ms Fowler, Ms Elsaadany and all of the students who participated and made the MES Cairo Middle School/Key Stage 3 Quiz Bowl, a tremendous success.

Marvel Cinematic Quiz

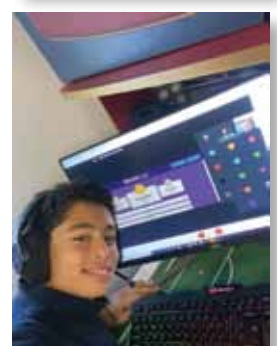
The Marvel Cinematic Quiz was a nice breather after all the online classes that we have been taking over the past 2 months. It helped me relax after a long day participating in lessons and it reminded me of why I like the movies and TV shows. I particular loved how the characters have continuously grown and developed during the last ten years.

The superhero that I find that relates to me and that I admire the most is Captain America. The reason for this is that no matter how difficult the world is around him, he keeps getting back up and going on all day by sheer force of will, whilst always showing a brave face!

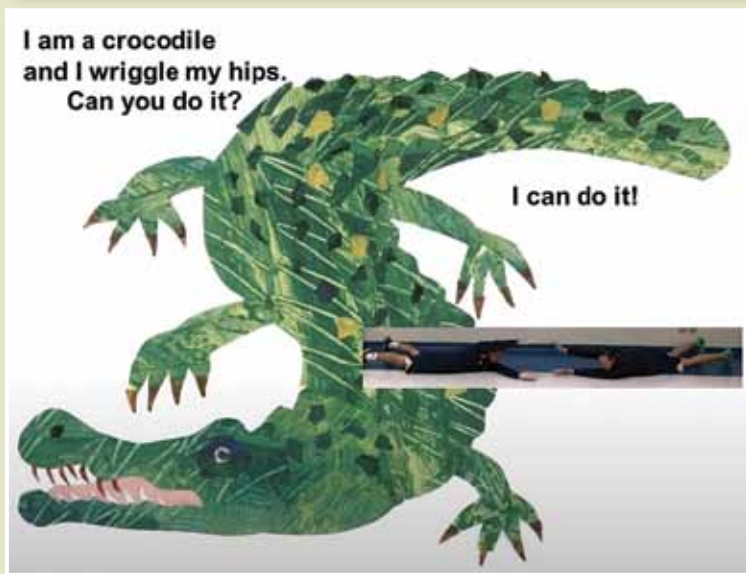
Approximately 150 students and teachers took part in the Marvel Cinematic Quiz. A lot of credit for this goes to Seifeldin Aboul-Ella (Y8B) who created a phenomenal promotional video encouraging participation. Saleem Elhady (DP11R) representing Selket finished in first place answering all questions correctly with a score of 17560. I finished a close second with a score of 17490. Sohayb Hamdy (G11Y) representing Selket finished third with 95% accuracy and a score of 16740. Seif Ali (G7Y) from Kheper finished fourth. All of these students won points for their House. House points were also awarded to each House for participation and average score.

In fourth place with 20 points were Edjo, in third place with 80 points were Amun, in second place with 90 points were Kheper and the winner of the MES Cairo MCU Quiz Bowl are SELKET with 120 points! **Mahmoud Aly (Y12R)**

Mr T Kasmani – Secondary House Coordinator



Primary Sportsdesk



When you ask our MES Cairo Primary students about their favourite subjects, PE is definitely one of the top answers. If you think about PE in school, you think about a great variety of activities involving team games, interesting equipment and social interactions.

Now in times of Covid-19 we have all had to adjust. In PE that meant we have been limited to sports without the use of equipment, but our target was to keep the fun and enjoyment that PE offers to our students. The activities we were able to offer to our students were limited, but our students still came to the lessons with a lot of enthusiasm and were motivated to be physically active, probably even more so because screen time has increased and it feels good to stay active, healthy and fit.

In Term Two we faced the next challenge by providing the PE lessons online but once again, we were amazed by our students' effort and commitment towards online learning in PE.

Our students took part in a range of activities involving workouts, Chinese skipping, ball games, obstacle courses, target games, yoga and different kinds of movements including animal or dinosaur movements and many more.

It is great to see that our students make it possible to have enjoyable lessons, where the learning continues whether the lesson is face to face or online.

Ms K Newton – Primary PE Department





Pioneers of 2019-20 Enjoy their Drive-Through Ceremony



Pioneers are always willing to adapt to their circumstances, and this was no different when receiving their badges for the academic year 2019-20. Due to the closure of school in March 2020, Primary and Secondary Pioneers were unable to receive their badges at the usual prestigious end of year ceremony in the MES Cairo theatre. Consequently, this was the perfect opportunity for that Pioneer spirit to come to the fore. February saw our Pioneers enjoy a drive-through ceremony. If Pioneers could not come to the theatre, then why couldn't they drive past in their cars? At Car Gate 4, a drive-through lane was created to allow students to arrive in their cars and collect their hard-earned Pioneer badges from the previous academic year, whilst of course maintaining safe social distance.



The Pioneer sashes were presented by the Pioneers Coordinators to each Pioneer one by one as is the tradition in a 'normal' year in order to recognise the achievements of each individual. Watched by a live, socially-distanced, outdoors audience, it was a special occasion for those Pioneers who have had to wait some time for their moment of recognition as a result of the pandemic restrictions. It was a beautiful sunny day and despite the fact that students were not allowed to leave their cars and had to wear masks at all times, it was great to see so many proud Pioneers and parents. A special thanks must go to all the staff of MES Cairo, who made this fantastic event possible.



Secondary Pioneer Badges (2020-2021)



Bookworm badge

As school was once again forced to close again this year as a result of the latest pandemic restrictions, time at home has given some Pioneers the opportunity to do a spot of reading. Selecting to either read and review five books or even ten if they wanted to earn a Gold Level Badge. Pioneers shared their favourite books via video reviews. Some reviews were entertaining and many demonstrated Pioneers' enjoyment of reading.



Master Chef badge

As we have had to spend a lot of time at home in recent months, we all have to try to be extra kind to each other. Some Pioneers took this opportunity to prepare and serve a meal to their family. If Pioneers chose to prepare two courses, they could earn a Level 1 badge. Some Pioneers challenged themselves to complete three courses in order to earn a Level 2 badge. It was wonderful to hear how families appreciated this experience together. Some of the fantastic courses included: roast turkey, egg sliders, steak with a homemade mushroom sauce, homemade sushi and homemade chocolate cake to name just a few!



Active Individual badge

In response to the fact that we have been spending a lot of time in front of screens over the past year, and tying in with MES Cairo's Wellbeing Week, Pioneers were set a challenge to complete a task away from a computer screen. Pioneers decided if they wished to: fix and repair something; create something literary, complete a regular physical exercise programme or undertake an art or craft project. Some interesting projects included: a fencing competition, climbing walls, to running a 5 km distance in thirty minutes and enjoying time on the golf course for the first time.

Mr S Cole – Secondary Pioneers Coordinator

The International Award

The International Award (IA) has been a prominent feature of the school After School Activity (ASA) programme for several years now. The programme offers students the opportunity to work towards an internationally recognised qualification and also to gain valuable life skills along the way.

The school currently runs the IA at both Bronze and Silver levels with students expected to complete each section of the award (Volunteering, Skill, Physical Recreation and Adventurous Expedition) over a period of 6 months for the Bronze level and 9-12 months for the Silver Award.

The aim of the award is for students to show to colleges, universities, employers but more importantly to themselves that they can commit to a programme of growth and personal development. This is achieved through offering their time to help others (volunteering), improving their own health (physical recreation), developing a new skill or working to improve on an existing one (Skill) before finally showing their ability to work as part of a team, cooking, cleaning and generally looking after themselves on an adventurous expedition.

The Different Sections of the International Award

In order to complete the award at any level, students must make sure they have completed all four sections of the award as follows:

Community Service - Participants volunteer in their communities, making a positive contribution to society and demonstrate social responsibility.

Physical Recreation – Encourages young people to improve their fitness and performance and enjoy a healthy lifestyle for positive mental and physical wellbeing.

Skills - Enables participants to develop their talents, broaden their abilities, increase their self-confidence and improve their employability.

Adventurous Journey - Students will gain a spirit of adventure and a deeper understanding of the environment and the great outdoors. MES Cairo students will begin training online for the Adventurous Journey in September 2021 and look forward to completing the practical element in Term Two of 2022.

Many students are continuing to work towards the award from home, adhering to COVID-19 guidelines.

Ms C Downey - Deputy Head, Secondary

Alia Saba (G9B)

Physical Activity - I want to be able to rank in the top 3 in my age group at my next swimming championship (in January) and at all of my events. I will do this by training 7 times a week, as well as training fitness 3 times a week and giving my best effort.



Skill - I would like to be able to learn two new songs on the piano in 2 months, by practising the songs at least 3 times a week.



Amina Farrag (Y9B)

Skill - My goal is to improve my baking skills. Instead of only baking desserts, I want to try to start baking pastries. I will try to bake once a week or at least once every two weeks. My goal is to step out of my comfort zone and exceed my average level of baking. I am going to improve my skills by taking short lessons with my grandma as she is a fantastic cook. I will also improve my skills and technique by watching YouTube videos and getting ideas from different cookbooks. I would like to achieve my goal within four months.



Miray Wahib (G10R)

Physical Activity – My goal is to walk 750 miles (1.5 million steps) in 26 weeks and to record all of my steps on Fitbit.

Week	Steps
1	54,121
2	60,510
3	74,333
4	54,394
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
Total Steps	243,358
Steps Left	1,256,642

Last Week	234 active minutes
Sat	0 active minutes
Fri	32 active minutes
Thu	78 active minutes
Wed	0 active minutes
Tue	0 active minutes
Mon	68 active minutes
02-21	56 active minutes

Emily Sigalis (Y9G)

Community Service - Once every week, I will bake different treats (such as cookies, cupcakes and even warm chocolate for the colder days) and serve them to employees around the compound along with little personalised cards to thank them for their service.



Tasneem Mohamed (G9B)

Skill - I want to accomplish becoming a professional musician (mostly piano) and to reach Grade Eight which is the highest achievable grade. This will be happening in the Cairo Music Centre. I go there once a week for a 50-minute lesson. This should be achieved by Year 12 so that it can be included in my curriculum vitae. However, this might take three to four years. The reason I want this achievement is that I love music. I have also completed the five theory levels. My short-term target is to finish Grade Four.



Zain Ayoub (G10G)

Physical Activity - My goal is to enter my first show jumping competition. I want to learn better tactics while on the horse to make the horse jump more easily. I want to jump more fences and it could be measured by how many fences I managed to pass and how many fences I knocked over. By jumping more courses and fences I would be able to better understand what I need to do to make the horse jump and not knock down any poles. I would like to enter my first showjumping competition in a period of two months or less.



TEACHER TRAINING

As Modern English School Cairo celebrates thirty years of leadership in education, it is an apt time to reflect on our recent successes in providing post-graduate, advanced teacher training opportunities that have helped colleagues to gain international teaching credentials and to develop professional knowledge and understanding in their early careers. We are proud as a school of how we can support and nurture talent into the next generation of confident and qualified teachers and future educational leaders.

This term we have celebrated three more teachers successfully gaining their post-graduate British teaching qualifications via the University of Sunderland after over a year of high-quality training, mentoring, and coaching. These teachers completed several critical reflective assignments including completing Case Studies on the Development of Learning and Subject Studies as well as developing their practice as teachers in the classroom. Another colleague has also successfully completed her Induction Year post initial teacher training. These are particularly significant successes given the challenges faced and overcome whilst we navigate through the current global pandemic.

Meanwhile, we have continued to provide regular Professional Development opportunities, mentoring, and support to other recently qualified teachers so that they are in line with what is expected of teachers by the UK Department for Education. We currently have a range of training pathways on offer including full NQT Induction, as well as opportunities for teachers to enhance their initial teaching qualification to obtain QTLS from the Society for Education and Training or AOR QTS from the UK Department for Education.

We are proud of all participants in our Teacher Training Pathways for showing resilience, creativity, and determination in learning how to adapt their teaching using the Google Suite for Education to deliver our hybrid model and Live Lessons learning approach. They are supported by a wide range of mentors, team leaders, and teaching colleagues who openly share their good practice and experience via professional dialogue and reflective coaching sessions, lesson observations, peer observations, and planning meetings.

As always, we will continue to adapt our training pathways and reflect on how best to support our teachers in their professional growth, allowing us to deliver outstanding teaching and learning for our students regardless of the challenging circumstances that we face as educators.

Ms J Cole - Assistant Headteacher, British Section



MESmerised



MESsenger 66 Team

Ms C Boswell, Ms S Sheehan, Ms C Babli, Ms G Dajani, Mrs N Singleton, Ms R Sharkawy and Ms O Mawla.

With special thanks to Elham Tadros at Glow Printing.



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

*

Accredited by Cognia

*

Accredited as an International School by
Ministry of Education, Egypt

*

IB World School

*

Accredited Member of Council of British
International Schools (COBIS)

*

Member of British Schools in the Middle
East (BSME)

*

Member of Association of British Schools
Overseas (AoBSO)

*

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

*

Member of Council of International Schools
(CIS)

*

Member of European Council of
International Schools (ECIS)

*

Member of IB Schools in Egypt Association
(IBSEA)

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