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The Nairobi Academy



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LEADING THE LEARNING CAT 1 AND IB CAS TRAINING

Having had previous exposure to the IB Programmes[MYP and DP], the approaches and content, though quite extensive in terms of reading, were familiar and understood. Certain processes like developing policy documents and the last learning engagement on candidacy/authorization process and evaluation process, connected very well because these are the processes I am involved in currently and the information, the engagement, and feedback from other participants have been very helpful to refine the current process.

My point of extension really came when we discussed the assessment procedures and especially the role the DP Coordinator has to play in ensuring that the requirements of assessments are adhered to accurately. These tasks set me thinking that indeed the role of the DP coordinator is quite extensive and daunting, requiring an eye for detail and meticulous navigation of processes and procedures.

While I am glad that some good learning has occurred, I still take with me the challenge of evolving as a DP Coordinator. There is a lot yet that I will need to know and follow through on. There are still sticky areas especially to do with balancing the schedules and ensuring that it doesn't fall apart and students are overwhelmed. The school is in the last phase of the authorization process and we are ready to launch the IB Diploma Programme. The excitement to journey with our first cohort through this rigorous and value-adding programme is palpable. We are indeed looking forward to a September start. In all, I thank God for His goodness.

Mr. Samuel Gikera

IB CAS Training Course

Between 3rd February and 4 March 2022, I joined a group CAS Coordinators from different parts of the world for an IB online training course. It was eye-opening and helpful to me. CAS is one of the three core elements of the IB Diploma Program. The other two are Theory of Knowledge and Extended Essay.

CAS is an acronym for three strands: Creativity, Activity, and Service. Creativity helps students to explore and extend ideas leading to an original product. The activity supports physical exertion contributing to a healthy lifestyle. Service builds collaborative and reciprocal engagement with the community. The CAS course is deeply student-centered.

During their CAS experiences, students work closely with the CAS coordinator and the advisors to identify an experience they would like to engage in. Through the experiences, students get to achieve seven outcomes including:

- Identify their own strengths and develop areas for growth
- Demonstrate that challenges have been undertaken
- Demonstrate how to initiate and plan a CAS experience
- Show commitment to, and perseverance in, CAS experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognize and consider the ethics of choices and actions

Mr. Stiffin Ndung'u



IB DP PHYSICS TRAINING AND IB GEOGRAPHY CAT 1

I found the IB DP Physics Workshop quite informative and useful, especially because of the structured and highly collaborative style in which it was delivered.

My overall experience with the course, though heavily demanding of time and effort, was good because it;

1. Unpacked the components and requirements of the course in a detailed way
2. Made me aware of the collaboration and support within the community of IB teachers across the globe
3. Exposed me to the resources for accurate information about IB DP Physics and the IB philosophy
4. Pointed me to very good resources for teaching Physics.

I also found that;

1. The guidance by our facilitator was rich and timely
 2. The collaborative learning included a realistic and open exchange of opinions and understandings, in what I think is a good exemplar of collaborative learning
 3. The IB DP Physics curriculum is intense and delivered in a different all-encompassing way – with links to other fields of knowledge through TOK, NOS, developing personal interest of learners, developing advanced research and analysis skills, encouraging an all-round and lifelong learner, and so on.
- I hope to continue learning through collaboration with the IB community as we continue to impart useful knowledge to the learners we teach.

Thank you!

Mr. Saul Simiyu Sakwa

I attended the IBDP Geography Category 1 workshop. It exceeded my expectations in terms of the content and workshop leader, Bernadette Keane, who was really good. The role of the workshops leader was well thought out and helped the advancement of learning. Interaction with other participants was fantastic and a big takeaway in the whole workshop experience, both when working and when sharing experiences outside of the workshop.

I would recommend the workshop to other teachers - it helps with understanding the IBDP Geography course better, both in terms of its construction and in terms of the assessment you're working towards. It is not so much the individual lessons, but rather concepts and ideas that I will take along in my work. The latter I will apply to a large extent.

The insight I gained is that participants learn more than just the skills and knowledge listed in the workshop description. I finished with a deeper understanding of my teaching practice, gained shared resources to bring to my schools, and a renewed sense of confidence. I thank the school for the opportunity.

Mr. Francis Luyayi



IB PSYCHOLOGY AND IB APPROACHES AND ANALYSIS MATHEMATICS

The IB training I undertook in psychology was, rigorous, eye-opening and an avenue to absorb knowledge from around the globe. The sessions were headed by skillful and patient trainers who went to all lengths to ensure all of us trainees were on the same page.

It is interesting to note the students will be learning about psychological issues but at the same time incorporating international mindedness to it. This is helpful since they can start addressing local mental health challenges that have global implications and come up with ways they can help alleviate the suffering in their communities.

The emphasis on the IB learner profile stands out for me, because not only are we focused on the academic, but we are producing learners who are, inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. The training helped me understand how to incorporate this into the everyday learning journey.

The forum brought together educators from all corners of the globe, it was refreshing to acknowledge that students are universally the same in the different aspects of them being receptive to learning new concepts and ideas. My peers were exhaustive in providing some of the newest digital resources, especially platforms for interactive learning with the 21st-century students in our classrooms.

I certainly look forward to the next round of learning.

Ms Rachel Maleche

I am glad for the opportunity to have trained in the Approaches and Analysis Mathematics of the IB. When the course started I was a bit apprehensive not knowing how I will juggle the training and my other commitments involving family and work demands.

I thank the school for the chance to train. I made new colleague friends from all over the world from whom I shall rely to deliver on my new mandate soon. The course was very demanding with lots of assignments to submit and I thank God for the strength He gave me to make it. The IB syllabus and curriculum are now clearer to me than before and I am looking forward to rolling this program outcome in September 2022.

I thank my Professor during the training and my classmates for making me richer in terms of knowledge and experience. He was very helpful and understanding throughout the one month of study. In the end, I am glad to have been just among the 5 to have cleared successfully from a class of 12.

Mr. Thomas Warega.



IB COMPUTER SCIENCE AND IB GLOBAL POLITICS

The Nairobi Academy has for a long time been interested in offering IB as an option in Sixth Form. At the beginning of the term, the ball was set rolling with many of us teachers required to take part a training.

I was offered the opportunity to take part in the Computer Science online workshop training. I was anxious at first about it but we were assured by the management that all was going to be well. The training was a good experience for me, having to learn and relearn, burn the midnight oil to complete tasks, I enjoyed every bit of it.

Our facilitator was Ms Gilma Bermúdez Lafont from Bogota, Colombia. She was receptive and understanding enough to every individual's needs. I appreciated the tasks that she gave us. The instructions were laid out clearly and brought about the best in us. Working with many like-minded persons from all over the world was an experience I am never going to forget.

The topics were invigorating, challenging, and informative. Some of the contents are not new, they are what we already teach. It was good to learn new things though. To learn new teaching methods that would benefit both teachers and learners. I want to say that our students will benefit from the program in the long run.

I believe that the training was an important part of my professional development and I thank the management for the effort they made to set this all up.

Mr. Paul Aloo Computer Science Teacher

It was a real eye-opener. When the training started, I was a little unsure, hesitant even, about the whole course – granted that I have been deeply steeped in teaching Global Perspectives for years. As the IB Global Politics training unraveled, I realized that it was a deeper version of Global Perspectives. I had never actually realized that global issues and perspectives all had a basis in the politics of the day! IB Global Politics addresses these issues under some very broad topics.

The beauty of the subject is it allows for a teacher to choose whatever issues are appropriate in their context. For example. I could have my students do a case study on The Internally Displaced Persons in Kenya, another could look at Boko Haram in Nigeria or the case of the Syrian Women refugees.

What appealed to me most however is the kind of learner IB sets out to nurture. The IB learner profile is emphasized throughout. This in turn makes the teacher keen on her teaching and teaching methodology. The learner is largely in charge of their learning – which goes beyond the classroom.

At the end of the training? I am glad to have been given that chance. It has certainly made me a better teacher.

Ms. Cecilia Kimani



IB MATHEMATICS APPLICATIONS & INTERPRETATION AND IB LANGUAGE AND IB HISTORY

Going through the experience has been one extremely important career transforming opportunity.

Undertaking a radically different approach to learning, teaching, and assessing mathematics in terms of application and interpretation, has been highly illuminating. The six approaches to teaching, the five approaches to learning mathematics in the context of aims and objectives of mathematics application and interpretation have been a great experience for me. The very realization of the reality of injecting technology into real learning scenarios has been a wonderful learning encounter.

In addition, the consideration of assessment both internal and external around clearly spelled out assessment objectives, and the experience of having a real opportunity to exercise a practical marking experience has been the real deal in matters assessment.

Moreover, the process of ideation and concretizing concepts or topics through such processes as Mind mapping, among others, introduces the 21st century way of doing things. This is something I look forward to mainstreaming in my classes.

Ms. Hellen Mboya

My IB experience was eye-opening. I had the chance to take part in the Language B workshop for four weeks in February. I was with teachers from all over the world. Our facilitator Mimi Maruri, was insightful and taught us a lot.

The teaching style was quite European, whereby we had to read a lot by ourselves and think of answers and projects outside the box. She went beyond the training to get to learn about us and connected all of us through LinkedIn too. She corrected us and frequently sent reminders on the course expectations and timelines. We shared our teaching experiences and I picked much from my classmates, most of whom already had IB experience in various schools around the world.

We did four modules on the IB Approach, Papers 1 and 2, and the Internal Assessment (Speaking) in both Standard and Higher levels. It was, however, quite a balancing act trying to juggle work, training, and family. This required putting in long days and nights, in order to get certified to teach the IB Language Acquisition in September. I am glad that it was all worth it and I am proud of my accomplishment. Looking forward to teaching it.

Ms. Zipporah Muli

The IB workshop was quite beneficial in developing a History course that is fully integrated with IB principles. Thinking about the greater philosophical nature of History via the lens of TOK has been intriguing, as has the understanding of how international-mindedness can be integrated with the teaching and learning of History.

The training offered me a greater knowledge of the History DP program's scope and prospects. My pupils will benefit from the workshop's ideas and resources.

Mr. John Oloo



THEORY OF KNOWLEDGE AND IB CHEMISTRY

As part of the IB curriculum, our learners will be enrolled in the theory of knowledge classes as a compulsory requirement to gain the diploma at the end of the second year. The course is part of the diploma core alongside Creativity, activity, and service (CAS) and Extended Essay (EE). Fundamentally the course is about critical thinking and inquiry into the process of knowing rather than learning a specific body of knowledge.

Diploma students are asked to apply the critical thinking skills they acquire in their TOK lessons to all of their subject disciplines. In our training session, we were involved in rigorous discussions on the prescribed areas of knowledge by the IB organization. Our focus centered on the core theme which is the knowledge of the knower and how we can prepare our students to embrace a world where there are very many different groups of knowers.

Mr. Paul Kimani

This workshop was very productive in better understanding the IB DP program and its philosophy, and in discussing the core elements of the program such as CAS, TOK, IA, EE, and group 4 project, and establishing connections with biology. In addition to our responsibilities as teachers, it helped us to know what profile the students would be like. IB DP has a structure that not only provides information but also relates information to its immediate environment and globally.

The program was about giving new teachers of the IB a better understanding of the philosophy of the IB as well as more of an idea of some of the specific learning tasks students must do. It was not just a way to learn a bunch of stuff and checkboxes but was designed in a way to promote being challenged and using that experience to move forward and learn more – content and about ourselves. The experience will definitely help students learn better.

Mr. Richard Njoroge

I started the workshop with many questions in my mind but more than 90 % have been answered. Reading feedback and reflections from other participants was quite informative and it helped me open up my mind.

I have connected with the Ib learner profiles and could wish to see them reflected in my students. I have gained a depth of knowledge in teaching Chemistry and the approaches used in the IB Diploma program. It is student-centered, broad-based, and enriched with rigor.

I look forward to having many students study Chemistry either at the Standard or Higher Level.

Ms. Abedeen Andati



IB ENGLISH A LANGUAGE AND LITERATURE AND IB LITERATURE CAT 1

At the beginning of the workshop, though excited about my training, I started off bumpy and found it quite challenging. I needed to juggle between work deadlines and my training. I was also new to the IB professional training online interface and needed support to access resources and even get started on the learning engagements.

As days passed, with timely feedback and unending support from our facilitator, I quickly caught up and managed to complete assignments that increased my skills and broadened my sense as a teacher in different areas. By taking the course, I have been able to develop rhetorical knowledge, develop critical thinking, develop effective strategies for selecting the course syllabus, and develop knowledge of conventions in teaching and learning as well as assessment and grading.

I particularly enjoyed module 3 on assessing students' work and was pleasantly challenged with a selection of texts for the course syllabus in module 2.

As I look forward to teaching Language A: Language and Literature, I hope to not only maintain the learned skills but also add to them. I wish to thank the Nairobi academy fraternity for making this possible, the encouragement and support went a long way. Possibilities are indeed endless.

Ms. Sylvia Sanja, Language A: Language and Literature.

My training in February 2022 went very well and was a great eye-opener for me and my colleagues. The first thing worthy of note is that the syllabus has changed with effect from the 2021 examination series. Every teacher teaching this curriculum, therefore, needed refresher training.

We started by looking at the IB Learner profile and how this is achieved through our teaching of the different texts. This we did in the first module in the first week of February. Our facilitator, Mr. John Syvitski, arranged for one live zoom session on Tuesday, 15th February and we were happy to see all these other online learners face-to-face.

In module 2, we went on to look at the teaching and learning of IB Literature, the fact that each of the Higher Level learners must study a total of 13 texts in the two years of study while the Standard level learners have to study a total 9 texts. These have to have been written in different periods of time, by writers from different parts of the world and we have to have a good mix of male as well as female writers. The texts themselves have to cut across four different areas of writing, that is, poetry, prose, drama, and non-fiction. Module 3 focussed on Assessments, that is, Individual Oral presentations as well as the different written examinations. Module 4 looked at the links with other areas of the course, that is, Extended Essay Theory of Knowledge.

The most interesting and eye-opening part of the course was the open forum where we read other learners' contributions and then we would ask a question, comment on the posting, or just express wonder and amazement.

Mr. Joshua Musee



IB APPROACHES TO LEARNING AND TEACHING AND IB VISUAL ARTS

I undertook a Category One course for Administrators that focused on driving school-wide Approaches to Learning and Teaching. I also completed a Category 3 course on Leading with a clear vision and strategy. This is about building a culture, ensuring the school is in good health, aligning the guiding statements to student achievement and academic success, and adopting a leadership process for school efficiency and effectiveness as well as high performance.

A school's health is the organization's ability to adapt to its environment, maintain cohesion among organizational members, accomplish goals and sustain its Mission and Vision. The idea behind establishing an effective MISSION- what we as a school should be achieving currently and VISION - what we aspire and inspire to accomplish in the future are about formulating a culture. As most of us know from teaching in international schools and having a love for visiting and experiencing cultures; a culture is undeniable, recognized, and continues without effort.

Some cultures are more difficult when trying to identify the main characteristics. Whereas, others will slap you immediately in the face once you experience them. A school, in order to develop effective student achievement, needs to have a culture that is guiding students, teachers, and parents in the same direction of growth where you cannot help but buy-into the excitement and atmosphere because it is so "robust" and constant.

In a perfect world, this would be easy to accomplish. The main struggle is asking every stakeholder to "buy-in" to both your mission and vision so that your school begins to develop the culture needed to make effective and positive changes.

Mr. John Karanja

The IB program is one of the best things that has happened to the teachers, the students, and ultimately the school in this academic year. From an art teacher's perspective, the IB Visual Arts Cat 1 is a programme designed to make it as practical and relatable to the student as possible. It encourages the students to explore their own creative freedom even as they follow the guidelines of what is required from them by the assessment objects.

I learned so much during training because it literally took me through the creative journey that the students will undertake once they start taking the course.

The beauty of IB visual arts is that it not only prepares the student to get a good grade at the end of the learning but it also prepares them for careers that will involve creative practice. It makes career options very clear for students such that they don't have to struggle to wonder what career paths they will take. The IB visual arts make that very obvious to them by guiding them toward the areas of their creative skills and abilities.

I enjoyed every bit of the training and how much I was able to learn, and I am looking forward to the students taking the journey once from September 2022.

Mr. Curtis J. Wamalwa



HOTSPOTS FOR THE WEEK

1. RESPECT FOR SPACES

Vandalism should be avoided in all spaces.
Culprits will be held accountable.

2. UNIFORM EXPECTATIONS

Students to change into PE kit before the games lesson and change back into school uniform after the lesson.
No exceptions are allowed.

3. MIND YOUR LANGUAGE

Students should relate with everyone respectfully.
The use of respectful and courteous words is expected as a pillar of our culture.



BECOME MORE EMOTIONALLY ARTICULATE



The permutations and combinations of our experiences and individual needs are endless. We are not the same as anyone else, we have unique fingerprints, dissimilar DNA and therefore our experiences, even of the same event, are multi-colored and defined by our context. A uniformly happy life would make for a dull autobiography. An emotionally intense life that contains success, victories, triumphs, internal discord, struggles, failures, panic disorder, and the sense of loss is the constitution of our organic nature as human beings.

Happiness is an emotion or a feeling that results from a sense of fulfillment and a sense of accomplishment. Maslow's Hierarchy of Need prioritizes the importance of our psychological needs. The Himalayan kingdom of Bhutan measures gross domestic happiness in much the same way as other countries attempt to measure domestic products. Relationships and friendships are important in this regard as most of us really do need to feel loved, accepted and valued.

Validation of our hard work and the achievement of goals serve to boost our self-esteem. We thrive on the appreciation expressed by those around us because it gives meaning to our actions. Don't freak out if friendships start to change or if your "squad" starts to act differently. Always remember to be kind to each other.

There is nothing we want more than for students and teachers to be happy but we must also allow them to experience a full range of emotions authentically. Life is beautiful and there are so many moments of joy that we should embrace and cherish. However, life is also challenging and punctuated by loss, sadness, and anxiety. We should learn to embrace all of these emotions rather than promoting the entirely unreasonable notion that every waking moment should be filled with bliss. We should know that it is fine to be sad at times and that anxiety is a fundamental aspect in humans. If we truly want to live life in all of its vivid technicolor glory then let's stop exhausting ourselves, by emancipating our minds from the punishing expectations and the pernicious influence placed on us by social media, peer pressure, and all the other factors that can serve to diminish us often leading to depression, anxiety and the development of eating disorders such as anorexia.

We ought to learn how to balance our many juggles, laugh, smile, play, have fun, encourage each other, embrace the moment and, when others are feeling anxious, frightened, worried, or sad, let us not catastrophize it or lead them to believe that they are in an unsolvable problem or situation. Positive mental health flows from an acceptance of the human condition rather than the absorption of unrealistic or unattainable ideals which, if ever realized, would probably not make us at all happy. I encourage each one of us to self-regulate and embrace our varied emotions rather than believing that unbridled happiness is the only healthy state of being.

Create your own happiness, manage your stress levels, enjoy yourself, boost your self-esteem and confidence, have a healthy lifestyle: choose a well-balanced diet, do some exercise to lift your mood, get enough sleep, develop a growth mindset, talk to someone, find passion and enthusiasm for life, stay out of trouble, be contented for the things you have in life, be grateful and then shall you enjoy your purpose and life.

School resumes from the April Recess on Tuesday, 26th April 2022. Have a happy Easter and train yourself to become more emotionally articulate!

The Headteacher: Mr. John Karanja



OUR GUIDING STATEMENTS

VISION AND MISSION



To empower our learners to become internationally-minded agentic stewards who will impact the community with wisdom, problem solving skills and innovation.



To instill agency and self-efficacy through an inclusive learning environment that fosters a culture of high student achievement in collaboration with educational bodies.

PHILOSOPHY



A Safe, Vibrant and Multi-Cultural school which provides learners with an enriched International Curriculum.



Our learners with knowledge, skills and values that prepare them for new and future challenges.

BENTLEY VALUES

- ➔ **BALANCED** - Intellectually, physically, emotionally, spiritually and socially.
- ➔ **ENGAGING** - Ready and committed to make a difference in the community and world.
- ➔ **NOBLE** - Act with integrity, honesty, respect and be able to make ethical decisions.
- ➔ **THINKERS** - Apply skills to approach complex issues then make reasoned decisions.
- ➔ **LEADERS** - Embody confidence, collaboration and inspiration.
- ➔ **ENQUIRERS** - Curious and enjoy learning while exploring new ideas.
- ➔ **DYNAMIC** - Vibrant, adaptable and driven go-getters.



FOCUS OBJECTIVE

To create and sustain a culture of exceedingly effective individuals who are dedicated to high academic achievement. The objective shall use the following framework.

- Collective responsibility on behaviour, wellbeing.
- Learner Independence, Efficacy, Agency.
- Effective Pedagogy, Quality Assurance.
- Peer Tutoring Assessment
- Feedback to Parents, Learners
- Marking with Feedback
- Data Use: Tracking Monitoring

