



THE NAIROBI ACADEMY WEEKLY



# Bulletin

**2025/26 Theme:**  
**Beyond  
The Tool**

**JANUARY  
2026  
ISSUE NO.2**

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Approved Centre

**Pearson**  
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# About Nairobi Academy

The Nairobi Academy Secondary is a co-educational, non-selective and inclusive school catering for students of Year Groups 8-13.

The school offers the British National Curriculum leading students to students taking the International General Certificate of Secondary Education (IGSE) and General Certificate of Education (GCE) A-Level.

We also offer the Pearson-Edexcel Business and Technology Education Council (BTEC) Level 3 Extended Diploma. We are now an International Baccalaureate (IB) world school offering the IB Diploma programme (IBDP).

## Vision

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

## Mission

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



# IBDP Training Certification Awards

One of the highlights of my recent IBDP Global Politics Category 2 training was just how lovely and enriching the experience was. I learnt so much and it offered timely reminders that have already shaped how I think about my classroom practice.

One key takeaway was the importance of intentionality in building learning. Resources do not simply appear; they are carefully designed. Compiling and creating materials for learners is not busy work, but an act of care and professionalism. When resources are thoughtfully curated with learners in mind, unnecessary barriers are removed and students are able to focus on thinking, questioning, and growing.

Well-prepared resources support differentiation and respond to diverse learning needs. They build learner confidence by offering clear entry points, clarify examiners' expectations through alignment with mark schemes, and encourage independence and deeper inquiry. Over time, they also save valuable teaching time while significantly improving the quality of learning in the classroom.

The training reinforced a powerful idea: effective teaching is not about doing more, but about preparing better. Learners do well when resources are purposeful, relevant and clearly aligned to outcomes. It was a valuable reminder that when we invest time and thought into our resources, we are directly investing in our students' success.

**Zipporah Muli,**



At the beginning of the workshop, I set two goals: first, to understand the new Psychology syllabus in depth, and second, to strengthen my ability to differentiate clearly between concepts, context and content. I feel that I have been successful in meeting both goals. My understanding of the revised syllabus structure has improved significantly, and I now feel more confident analysing units through the lens of the new framework.

Being able to distinguish concepts, context and content has also given me greater clarity in planning lessons, designing inquiry questions and guiding students through both research and application tasks. The training was very engaging and highly enriching. I appreciate the school management and the IB coordinator for the opportunity to go through the rigorous training. I want my students to benefit from hands-on, inquiry-driven learning that strengthens both their analytical skills and their appreciation of psychology as a human science.

Overall, the workshop has been eye-opening, and I feel both excited and encouraged as I take these next steps in my teaching experience. Thank you.

**Flora Akolo**

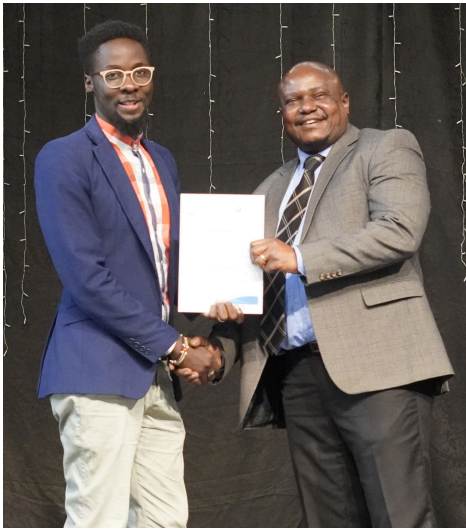


# IBDP Training Certification Awards

The IB Geography Internal Assessment workshop was a timely and valuable professional development experience that reinforced the importance of continuous reflection in teaching practice. The session reminded me of the central role of the IB Learner Profile, particularly open-mindedness. After several years of teaching, it is easy to become fixed in familiar approaches; however, the workshop highlighted the value of flexibility in IA topic selection. I was encouraged to see that students can successfully combine themes or link their IA investigations to Paper 2, allowing for more meaningful and relevant geographical inquiry.

The workshop also significantly enhanced my understanding of assessment and marking, especially the distinct demands of Sections B and C. Overall, the workshop strengthened my confidence as an IB Geography teacher and reaffirmed the importance of reflective practice in maintaining IB standards. I am grateful to the IBDP Coordinator and the school management for facilitating this workshop and for their continued support of professional development, which ultimately benefits both teachers and students.

**Florence Chelimo**



As I complete this workshop, I'm grateful for how much it has clarified and strengthened my approach to teaching DP Language and Literature. Completing the IO myself gave me a valuable, firsthand understanding of the cognitive load students experience, which will directly inform how I scaffold global issues, text selection, and analytical depth. Developing my course outline, with Agata's clear guidance and collegial feedback, helped me refine text justification, embed international-mindedness and ATL skills more intentionally, and design meaningful CAS connections. The discussions around assessment, moderation, and the learner portfolio brought cohesion to how these elements support student growth. I'm leaving the workshop with clearer instructional direction, stronger assessment confidence, and a deeper alignment with the IB mission.

**Mercy Chepkemai**

To be honest, it's difficult for me to pick which inquiry was most impactful. Every single activator, learning engagement, digital portfolios, and reflections were quite eye-opening. I learn from everyone as I go through their posts to comment and reply to their comments on my posts, too. I am happy to have created new networks during this process, and it is my hope that somehow, we shall reconnect under different contexts but still within our art and education platforms.

I sincerely appreciate the efforts of our instructor as well, Susan Tadlock, and the consistency she exuded throughout the journey. This was a worthwhile experience.

**Curtis Wamalwa**

“Our role as educators is not only to teach content but to cultivate thinkers, writers and citizens who approach the world with curiosity, integrity and compassion.”

The recent IB Literature A: training was a valuable opportunity to refine my practice and reaffirm the principles that guide our classrooms. It reminded me to keep lessons concept-driven and by framing discussions around guiding questions, I can connect texts to global issues so that Literature is studied as part of the wider human conversation. At the same time, modeling high-band responses and facilitating peer-led workshops will allow students to co-construct interpretations, while reflection sheets after assessments will help them set goals and track progress with greater independence.

Equally, the training emphasized the importance of embedding academic honesty into everyday learning. Short sessions on citation, paraphrasing and ethical use of quotations will help students see integrity as a skill rather than a rule. In addition, originality reports will be reframed as learning tools, encouraging students to strengthen their authentic voice. Celebrating originality of thought in feedback will reinforce honesty as part of global citizenship.



Alongside these commitments, collaboration with colleagues will remain central. Sharing feedback sheets and annotated exemplars will ensure consistency in assessment, while monthly check-ins will provide space to reflect on how Approaches to Learning (ATL) strategies are being embedded. This collective approach will foster a culture of shared responsibility and continuous improvement.

The training highlighted the importance of student empowerment. By setting personal targets for commentary writing and tracking progress against IB criteria, students will take ownership of their learning. Linking Literature to real-world ethical dilemmas will further reinforce critical

thinking and integrity, reminding students that the study of Literature is not only about texts but about life together, itself. These strategies form a coherent vision: Our role as educators is not only to teach content but to cultivate thinkers, writers and citizens who approach the world with curiosity, integrity and compassion. I look forward to seeing these approaches enrich our students' learning at The Nairobi Academy and to continuing this journey of growth alongside both students and colleagues.

As a community, let us continue the conversation, teachers, students and parents alike by sharing how Literature inspires us to think critically, act ethically, and engage meaningfully with the world.

**Josephine Barno**



# IBDP Training Certification Awards

The workshop was incredibly insightful, and the shared resources were truly valuable. I am confident they will support me in creating more engaging and meaningful learning experiences in SEHS. Group work was a major highlight; it strengthened my confidence as my contributions were appreciated, and I gained so much from the diverse perspectives of others. The thoughtful discussions throughout the sessions broadened my understanding and encouraged deeper reflection on teaching and learning. It was truly inspiring to collaborate with such dedicated and passionate peers.

**Esther Mbula**



Sincere gratitude to Nairobi Academy Management and our Head of School, Mr. Karanja for giving us this precious opportunity to develop our professional skills. I also appreciate Mr. Samuel Gikera for always assisting and guiding us throughout the course. My Psychology CAT 1 course was facilitated by Anthony Gonsalves, a dedicated and kind facilitator who offered an inspiring, relevant and engaging session. From this workshop, I've gained valuable insights, practical strategies and confidence as an IB Psychology teacher. I truly appreciate the shared experiences and perspectives and I will be applying what I've learned in my teaching. Thank you NA.

**Marceline Owili**

Last November, I participated in an online IB Extended Essay training that fundamentally reshaped my view of this 4,000-word milestone. Rather than seeing it as a grueling requirement, the sessions helped me recognize it as a vital bridge to university-level independence.

The training highlighted that the true benefit to students lies in the process of inquiry rather than just the final product. By choosing their own research path, students transition from passive consumers of knowledge to active creators. I realized that the "struggle" of narrowing a topic or navigating complex databases is exactly where they develop academic resilience and critical thinking.

The most profound takeaway was the value of the RPPF reflections. These sessions force students to pause and evaluate their own growth, fostering a level of metacognition that is rare in secondary education. For my students, the EE is a unique opportunity to build a professional relationship with a supervisor while mastering time management and information literacy. Ultimately, I left the training convinced that the EE is a transformative capstone; it equips students with the confidence to tackle any intellectual challenge they will encounter in higher education.

**Nancy Linda**





# Creative Art & Gp Tour ITALY



**8<sup>TH</sup> – 17<sup>TH</sup>  
APRIL 2026**

**Rome & Florence**

- Hands-on workshops in both cities (Art, Drama, Music, Cooking).
- Visits to iconic cultural sites to inspire students.
- Exposure to Italian culture, history, and global connections.
- A balance of education, creativity, and fun.

Discover Italy's rich artistic heritage through guided tours, cultural experiences, and immersive learning designed for Creative Arts students.

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**POWERED BY ATS  
TRAVEL**





# UK TRIP 2026

**3 Countries One Trip**



UK Visa; A 6-month multiple-entry visa that is globally recognized.

**13** Nights of Discovering the United Kingdom!



- Oxford Christchurch College
- Wembley Stadium
- Emirates Stadium tour
- Windsor Castle
- Cardiff City Football club Stadium tour
- Edinburgh Castle
- Holyroodhouse Palace

**JULY  
2026**



**FIVE  
GUYS**



**5400\$**  
PER PERSON





Friday 13th, March 2026



*Honouring the Past. Inspiring the Future*





## Designated and Deputy Safeguarding Leads



DSL  
MISS JULIANA



DDSL  
MISS JULIA



**PRE-PREP**

**PREP**



DSL  
MR. MULEMA



DDSL  
MS. MAGGIE



DSL  
MR. SIMIYU



DDSL  
MR. LUMUMBA



**SECONDARY**

**OVERALL**



DGSL - DESIGNATE GOVERNOR  
SAFEGUARDING LEAD  
MR. KARANJA



DEPUTY DGSL  
MS. WINNIE



## 2025 Theme



## THE NAIROBI ACADEMY

**Concept over Content:**

Emphasizing deep learning and understanding of ideas and their applications over rote memorization of curriculum material.

# Beyond the Tool

**Mastery over Mechanics:**

Deep learning and truly understanding concepts and applying them creatively, beyond attainment.

**Growth over Grades:**

Valuing the learning journey, feedback for growth, progress, milestones, questions, mistakes, failures and collaboration as much as the final result.

**Humanity over Hardware:**

Prioritizing UBUNTU, student well-being, relationships and social-emotional learning.

**The Tool:** Is the **what** = the means to an end = enablers: curriculum, textbook, laptop, MIS, grade, exam, Edtech, minimum expectations, resources.

**Beyond:** This represents the **why** and the **how** –critical thinking, creativity, collaboration, self-advocacy, personal growth, resilience, well-being, success...

**Purpose over Procedure:**

Connecting learning to real-world problems and personal passions for meaningful relevance.

[www.nairobiaschool.or.ke](http://www.nairobiaschool.or.ke)



# Hotspots



## CULTIVATING A HEALTHY WORK ETHIC

Approach your learning with commitment and consistency. Complete tasks on time, participate actively in lessons, and give your best effort in all you do. A strong work ethic builds confidence, resilience, and long-term success.



## SCHOOL UNIFORM EXPECTATIONS

Wear a full and correct school uniform at all times. Ensure your uniform is clean, neat, and worn with pride. A proper uniform reflects discipline, respect for school standards, and a readiness to learn.

## CARE FOR PERSONAL PROPERTY AND SHARED SPACES

Take responsibility for your personal belongings and respect items that belong to others. Keep classrooms, corridors, and common areas clean and organised. Looking after shared spaces creates a pleasant and safe environment for everyone.

## TIMELY TRANSITIONS

Move promptly and calmly between lessons and return on time after breaks and lunch. Avoid loitering in corridors and social areas. Timely transitions help lessons start smoothly and maximise learning time.





## Student Speech



*"The most dangerous part is not just the person who speaks, but the people who stay silent."*

### NOT ANGRY... I AM AWAKE

BY  
LULU CHEBET

Good afternoon everyone.

My name is Lulu Tala and I have always loved all forms of expressive art because to me, expression is how we make sense of who we are. When I was younger, I found that expression through Abstract Art, a passion I still carry with me today, as it taught me freedom, self-discovery and the beauty of interpretation. I am deeply inspired by artists like Erykah Badu and Jill Scott, not just for their music, but for their authenticity and fearlessness in telling the truth about the human experience. Looking ahead, I hope to pursue a career in Psychology and become a therapist, because I find purpose in helping people navigate their emotions and challenges. More than anything, I want to be a safe space; someone- people, feel seen, heard and understood by. And on to my speech:

Today, I want to talk about Feminism, what it truly means and why it still matters in our world today.

Feminism is not about hating men or believing women are superior. Feminism is about equality. It is the belief that women and men deserve the same rights, the same opportunities and the same respect. It is about fairness, not favoritism.

For centuries, women were denied basic rights. They could not vote, own property, receive education, or make decisions about their own lives. Because of feminism, women today can go to school, lead countries, start businesses and speak freely. These rights did not come easily, they were fought for by brave women who refused to accept silence as their destiny.

However, the fight is not over. Across the world, women still face gender-based violence, unequal pay, limited access to education and harmful stereotypes. In many societies, girls are told to be quiet, to shrink themselves, or to dream smaller. Feminism challenges these ideas. It tells every girl that her voice matters and that her ambitions are valid.

Often, when women speak about their experiences, the response is, "Not all men." And while that statement may be true, it misses the point. Because while it may not be all men, every woman has a story about one. A story of harassment, fear, disrespect, or silence. Saying "not all men" shifts the focus away from the problem and onto defensiveness, instead of accountability and change.

Another issue is the impact of so-called "locker room talk." When degrading comments about women are laughed at, normalized, or dismissed as jokes, they shape how men view women, not as equals, but as objects. What is said in private spaces does not stay there; it influences behavior, attitudes and actions in the real world.

The most dangerous part is not just the person who speaks, but the people who stay silent. When no one challenges harmful language or behavior, silence becomes agreement. Choosing not to speak up makes someone part of the problem. Feminism calls on everyone, not just women to challenge sexism, even when it is uncomfortable, even when it is unpopular. Feminism also benefits men. It breaks down toxic expectations that force men to hide their emotions or measure their worth by dominance and strength alone. True equality allows everyone, regardless of gender, to live freely and authentically. Being a feminist does not require marching in the streets or shouting slogans. It can be as simple as speaking up against injustice, respecting women's choices, supporting equal opportunities and holding one another accountable regardless of gender.

In conclusion, feminism is about building a world where gender does not limit potential. A world where leadership, intelligence, kindness and strength are not defined by gender. When women rise, humanity rises with them.

Wake up and open your eyes.

Thank you.





I warmly welcome our new families to Nairobi Academy. This term, we are delighted to have admitted over 30 new students across the campus. In the words of IShowSpeed during his visit to our country, **"Kenya is number one right now!"** We are certainly channeling that winning energy this term.

It has been a pleasure interacting with Prep parents during our Power Mornings, where meaningful information has been shared and ideas exchanged openly.

As part of our One School philosophy, we begin with a Pre-Prep-led Fitness Morning on 29th January 2026, facilitated by Yankee Leon of TabataFest Africa. Reach out to Ms. Bea Masinde for more details. It promises to be an energetic and exciting morning. Participation will require the purchase of event T-shirts, which will also serve as a charitable contribution. Parents and friends of NA are most welcome to join.

As we look ahead to the exam season, now three months away, I encourage you to read the inspiring article by our own Noni Caitlin Njuguna, featured in The Standard newspaper yesterday, titled, "Everybody Sees the Results. Nobody Sees the Pressure."

Noni says, "Effort matters alongside results" and "Success should not come at the cost of who you are." Now is the time to lock in. Come August, we want to celebrate not just results, but growth.

Our COBIS compliance and accreditation process is ongoing, with significant progress made in: Child Protection and safeguarding training for staff and suppliers. Safer recruitment practices. Policy formulation and reviews. Evidence gathering. Single Central Register (SCR) for all employees.

We anticipate a COBIS visitation in May, once all compliance expectations are met. This process reinforces our commitment to continuous improvement, ensuring our systems robustly supports high-quality teaching and learning.

IB Day is scheduled for 19th and 20th February 2026, and discussions with the IBO team point to two well-planned and engaging days. This comes just ahead of the IB Evaluation Visit next term. Mr. Samuel Gikera will be updating the community on what is required of us.

Preparations are also underway for NA@50, our Golden Jubilee celebrations. The organizing committee is finalizing activities, and we can share ideas or volunteer by contacting Ms. Mercy Njeri.

We are all invited see Mr. Felix rotich to support the BTEC class collaboration with the Kakenya Dream, which champions girls' education and challenges early and forced marriage as well as FGM. The Kakenya Dream Charity Walk is scheduled for 9th May 2026, with Nairobi Academy serving as both the starting and finishing point.

It was heart-warming to see Year 10C students participate in a charity outreach to First Love Children's Home in Karen this morning. Let us continue sharing what we can with those around us, this is UBUNTU.

Our School Development Plan (SDP) will be shared in a few days as developed from the Teachers' Town Hall at the start of last term. The SDP is anchored on four pillars:

1. Consolidating academic excellence & student safeguarding
2. Promoting the One School Philosophy & organizational cohesion
3. Enhancing staff welfare, empowerment & professional growth
4. Strengthening infrastructure, governance & operational systems

Have a **refreshing weekend**.

*John Karanja*  
Head of School