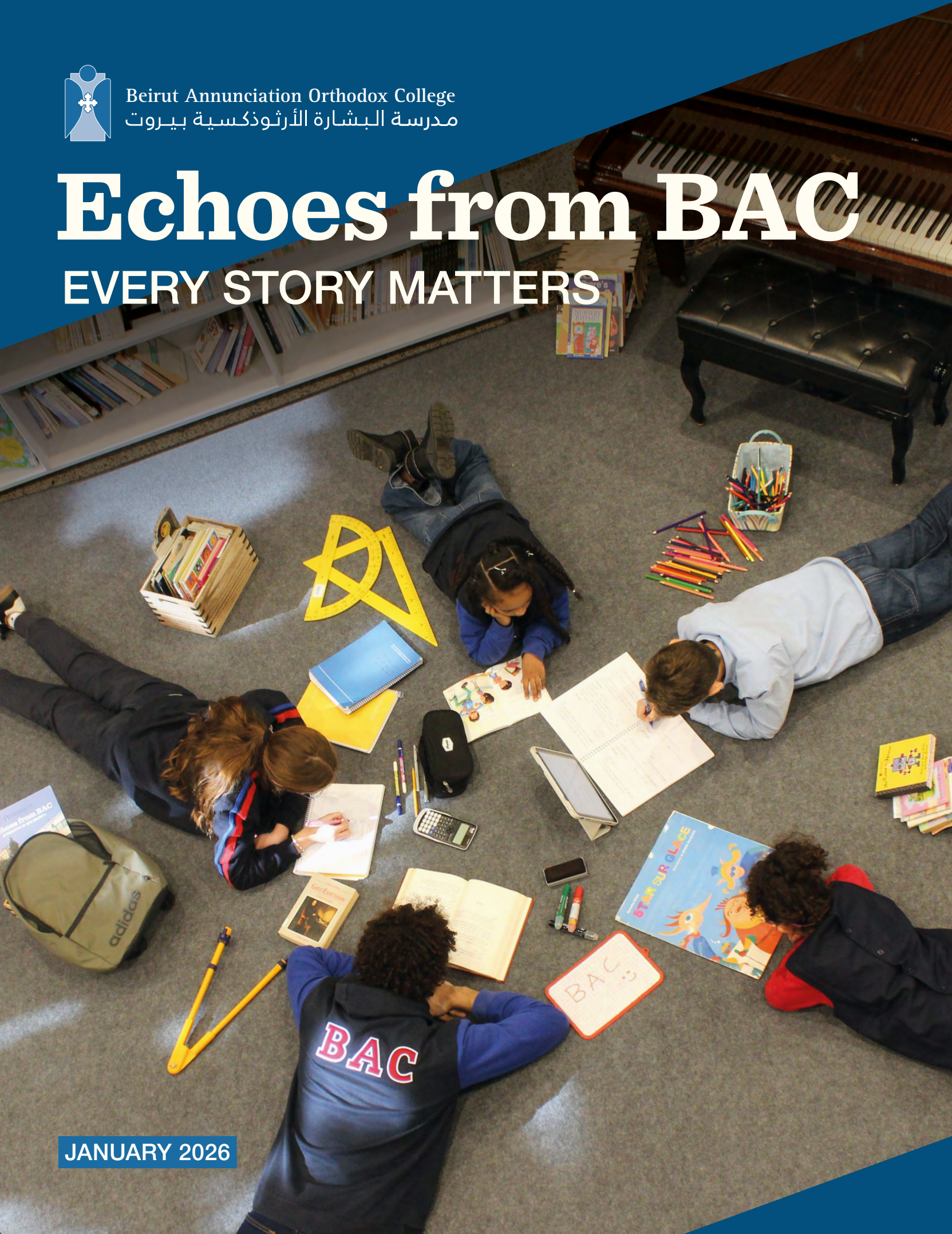




Beirut Annunciation Orthodox College
مدرسة البشارة الأرثوذكسية بيروت

Echoes from BAC

EVERY STORY MATTERS



JANUARY 2026





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Drawing by Lilas Ajjawi - Grade 7A

LEADING WITH HOPE IN TIMES OF CRISIS

تَرْعَرَعْتُمْ عَلَيْهَا، وَإِنْ تَأَخَّرَ نَجَاكُمْ لَا تَيْأَسُوا، لَأَنَّ الْأَهَمَّ أَنْ يَأْتِيَ نَجَاكُمْ حَقِيقِيًّا لَا مُزَيَّفًا. أَنْ تَصِلَ مُتَأَخِّرًا بِشَرَفٍ وَصِدْقٍ وَنَزَاهَةٍ خَيْرٌ مِنْ أَنْ تَصِلَ سَرِيعًا بِالْكَذِبِ وَالْخِدَاعِ وَالرِّيَاءِ. يَقُولُ الْقَدِيسُ يوحنا الدَّهَبِيُّ الْقَم: «إِخْجَلْ عِنْدَمَا تُخْطِئُ وَلَا تَخْجَلْ عِنْدَمَا تَتُوبُ لِأَنَّ الْخَطِيئَةَ جُرْحٌ وَالتَّوْبَةُ هِيَ الْعِلَاجُ».

أَيُّهَا الشَّابَّاتُ وَالشُّبَّانُ، لُبْنَانُ لَيْسَ بِخَيْرٍ بِسَبَبِ ضَلَالِ الْبَعْضِ وَمَصَالِحِ الْبَعْضِ الْآخَرِ، وَبِسَبَبِ الْحَقْدِ وَالْحَسَدِ وَالْأَنَانِيَّةِ وَغَيْرِهَا مِنَ الْآفَاتِ، وَأَنْتُمْ تَعْرِفُونَ ذَلِكَ وَتَعِيشُونَهُ. لَكِنْ لُبْنَانُ لَيْسَ مَيِّتًا، فَفِي دَاخِلِهِ نَبْضٌ، وَهُوَ أَنْتُمْ. لَا تَنْتَظِرُوا الدَّوْلَةَ لِتَبْنِي لَكُمْ الْمُسْتَقْبَلَ. أَنْتُمْ الْمُسْتَقْبَلُ. إِنْخَبِثُوا عَنْ سُبُلِ التَّغْيِيرِ وَعَنْ طُرُقِ الْبِنَاءِ. إِبْدَأُوا مِنْ أَنْفُسِكُمْ، مِنْ عَائِلَاتِكُمْ وَعَمَلِكُمْ، وَمِنْ الشَّارِعِ حَيْثُ تَقْطُنُونَ. كُونُوا أَمْنَاءَ لِهَذِهِ الْأَرْضِ، لِثَرَابِ أَجْدَادِكُمْ وَمَرْتَعِ طُفُولَتِكُمْ، وَلأَحْلَامِ الْأَجْيَالِ السَّابِقَةِ الَّتِي ضَاعَتْ وَأَنْتُمْ سَتُحْيَوْنَهَا. لَا تَسْمَحُوا لِلْيَأْسِ بِأَنْ يَتَغَلَّغَلَ إِلَى قُلُوبِكُمْ. بَلَدُكُمْ الَّذِي أَنْجَبَ رُؤَادَ الْعِلْمِ وَالْفَنِّ وَالثَّقَافَةِ وَالْإِبْدَاعِ، قَادِرٌ أَنْ يَنْهَضَ مُجَدِّدًا بِسَوَاعِدِكُمْ الْقَوِيَّةِ، وَعُقُولِكُمْ النَّيِّرَةِ، وَأَخْلَاقِكُمْ الْعَالِيَةِ، وَطُمُوحِكُمْ الَّذِي لَا حَدَّ لَهُ.

أَيُّهَا الْخَرِيجُونَ، الْحَيَاةُ لَنْ تَكُونَ دَوْمًا سَهْلَةً. سَتُوجِهُونَ الصُّعُوبَاتِ وَالْحَيْرَةَ وَالْخَيَابَاتِ، لَكِنَّكُمْ لَسْتُمْ وَحِيدِينَ. كُلُّ قِيَمَةٍ زَرَعْتَهَا مَدَارِسُكُمْ فِي دَاخِلِكُمْ هِيَ كَنْزٌ. كُلُّ صَلَاةٍ رُفِعَتْ مِنْ أَجْلِكُمْ هِيَ زَادٌ، كُلُّ مَوْقِفٍ مُشْرِفٍ عَشْتُمُوهُ، وَكُلُّ كَلِمَةٍ حَقٍّ قِيلَتْ فِي الصَّفِّ هِيَ النُّورُ الَّذِي سَيَهْدِيكُمْ حِينَ تَشْتَدُّ الْعَنَمَةُ. تَذَكَّرُوا دَوْمًا أَنَّ قِيَمَةَ الْعِلْمِ مِنْ دُونِ أَخْلَاقٍ، وَلَا مَعْنَى لِلنَّجَاحِ مِنْ دُونِ إِنْسَانِيَّةٍ، وَلَا مُسْتَقْبَلَ لِلْوَطَنِ إِنْ هَجَرْتَهُ قُلُوبُ شَبَابِهِ قَبْلَ أَجْسَادِهِمْ. كُونُوا فَخُورِينَ بِأَنَّكُمْ خَرِيجُوهَ هَذِهِ الْمَدَارِسِ الْأَرْثُودُكْسِيَّةِ الَّتِي تَحْمِلُ تَارِيخًا مُشْرِفًا وَتَتَطَلَّعُ إِلَى مُسْتَقْبَلٍ وَاعِدٍ. اجْعَلُوهَا هِيَ أَيْضًا تَفْخَرُ بِكُمْ. بَارِكْكُمْ الرَّبُّ وَسَدِّدْ خَطَاكُمْ نَحْوَ الْخَيْرِ، آمِينَ.

تَسْمَحُوا لِلْإِخْتِلَافِ بِأَنْ يُبْعِدَكُمْ عَنِ الْآخَرِ بَلْ اجْعَلُوهُ جِسْرًا لِلْجَوَارِ. اسْتَمِعُوا إِلَى مَنْ يُخَالِفُكُمْ الرَّأْيَ وَنَاقِشُوا بِجُرْأَةٍ، لَكِنْ دَوْمًا بِرُقِيٍّ. تَعَلَّمُوا أَنْ تَخْتَلِفُوا بِمَحَبَّةٍ، وَأَنْ تَحْتَرِمُوا مَنْ لَا يُشَبِّهُكُمْ. بِهَذَا تَبْنُونَ وَطَنًا لَا يَقُومُ عَلَى الْعَزْلِ وَالْإِلْغَاءِ، بَلْ عَلَى التَّلَاقِ وَالْإِنْفِتَاحِ. الْمَحَبَّةُ لَيْسَتْ كَلِمَاتٍ نَكْتُبُهَا فِي الْخُطَابَاتِ أَوْ نَتَغَنَّى بِهَا فِي الْأَحَادِيثِ، بَلْ سُلُوكٌ نَعِيشُهُ كُلَّ يَوْمٍ. أَحِبُّوا بِصِدْقٍ، لَا تَجْعَلُوا مَنَفَذًا لِلْأَنَانِيَّةِ وَالْمَصَالِحِ وَالْكَبَرِيَاءِ إِلَى نَفُوسِكُمْ كَيْ لَا تُشَوِّهَ عِلَاقَتَكُمْ مَعَ أَهْلِكُمْ وَأَصْدِقَائِكُمْ وَزُمَلَانِكُمْ فِي الْجَامِعَةِ أَوْ مَنْ تُصَادِفُونَهُ فِي الشَّارِعِ. لِتَكُنْ قُلُوبُكُمْ مَفْتُوحَةً لِلْآخَرِ. كُونُوا وَدَّعَاءَ، رُحَمَاءَ، صَانِعِي سَلَامٍ. سَاعِدُوا الْمُحْتَاجَ، وَاسُوا الْوَحِيدَ وَالْمَرِيضَ، دَافِعُوا عَنِ الضَّعِيفِ وَالْمَظْلُومِ وَمَنْ لَا صَوْتَ لَهُ. لِتَكُنْ هَذِهِ الْأَهْدَافُ أَمَامَكُمْ فِي حَيَاتِكُمْ لِأَنَّ الْمَحَبَّةَ لَا تُعْلَنُ قَوْلًا بَلْ فِعْلًا، وَلَا تَحْتَاجُ صَوًّا وَكَامِيرَاتٍ، بَلْ تَحْتَاجُ إِنْسَانًا نَقِيًّا يَعْرِفُ كَيْفَ يَنْقُلُهَا بِخَفَرٍ وَتَوَاضَعٍ وَاحْتِرَامٍ، وَيَكُونُ نُورًا لِمَنْ هُمْ حَوْلَهُ كَمَا أَوْصَانَا الرَّبُّ يَسُوعَ عِنْدَمَا قَالَ: «لِيُضِئَ نُورُكُمْ هَكَذَا قُدَّامَ النَّاسِ لِكَيْ يَرَوْا أَعْمَالَكُمْ الصَّالِحَةَ وَيُمَجِّدُوا أَبَاكُمْ الَّذِي فِي السَّمَوَاتِ» (متى ١٦: ٥).

أَيُّهَا الْخَرِيجَاتُ وَالْخَرِيجُونَ، أَنْتُمْ تَدْخُلُونَ عَالَمًا لَا يَرْحَمُ الْكَسَالِي، خُصُوصًا مَعَ تَحَدِّي الذِّكَاةِ الْإِصْطِنَاعِيِّ الَّذِي يُشَكِّلُ خَطَرًا دَاهِمًا عَلَى الْكَثِيرِ مِنَ الْمِهْنِ وَالْإِخْتِصَاصَاتِ. أَصْبَحَتِ الْكِفَاءَةُ وَحْدَهَا لَا تَكْفِي، وَلَا بُدَّ مِنَ الْمُثَابَرَةِ وَالْإِجْتِهَادِ وَالْإِلْتِزَامِ، لَكِي تُوَكِّدُوا لِلْعَالَمِ أَنَّه لَا يَسْتَطِيعُ اللُّجُوءُ إِلَى مَا هُوَ إِصْطِنَاعِيٍّ وَالتَّخَلِّيَ عَنْ بَشَرِيَّتِكُمْ الْمَخْلُوقَةِ عَلَى صُورَةِ اللَّهِ وَمِثَالِهِ، وَأَبْرَزُ مَعَالِمِهَا أَنْ تَكُونَ إِنْسَانًا، أَيْ أَنْ يَكُونَ قَلْبُكُمْ لَحْمِيًّا. يَقُولُ الْقَدِيسُ بورفيريوس الرائي: «جَابِهِ كُلُّ الْأُمُورِ بِمَحَبَّةٍ، بِطَبِيبَةٍ، بِوَدَاعَةٍ، بِصَبْرٍ وَتَوَاضَعٍ. كُنْ دَوْمًا كَالصَّخْرِ الَّذِي يَمُرُّ فَوْقَهُ الْمَوْجُ ثُمَّ يَعُودُ مِنْ حَيْثُ أَتَى. كُنْ ثَابِتًا غَيْرَ مُتَزَعِّعٍ». سَيُوجِهُكُمْ مَنْ يَسْلُكُ الطَّرِيقَ السَّهْلَةَ أَوْ الْمِعْوِجَةَ، مَنْ يَغْشَى أَوْ يُسَاوِمُ أَوْ يَتَخَلَّى عَنْ مَبَادِيئِهِ... فَلَا تَتَأَثَّرُوا بَلْ تَبْتُوا أَنْفُسَكُمْ عَلَى صَخْرَةِ الْقِيَمِ الَّتِي

كلمة سيادة راعي الأبرشية المتروبوليت الياس الجزيل الإحترام في حفل تخرّج طلّاب مدارس بيروت الأرثوذكسية مساء الثلاثاء ٢٤ حزيران ٢٠٢٥

باسم الآب والإبن والروح القدس، آمين.

يا أَحِبَّة، نَقِفُ الْيَوْمَ فِي إِحْدَى لَحَظَاتِ الْعُمْرِ الَّتِي لَا تُنْسَى، تَخْتَصِرُ سَنِينَ مِنَ الثَّعَبِ وَالذَّرَاسَةِ وَالنُّمُوِّ وَالتَّجَارِبِ الصَّغِيرَةِ وَالْكَبِيرَةِ الَّتِي صَنَعَتْ مِنْكُمْ مَا أَنْتُمْ عَلَيْهِ الْيَوْمَ. إِنَّهَا لَحْظَةٌ اِمْتِنَانٍ وَأَنْطِلَاقٍ.

الْيَوْمَ، تَتَقَاطَعُ الْمَشَاعِرُ فِي نُفُوسِكُمْ: الْفَرَحُ لِأَنَّكُمْ أَنْهَيْتُمْ مَرَحَلَةً هَامَّةً مِنْ حَيَاتِكُمْ، الْقَلْقُ مِنْ غَدٍ غَيْرٍ وَاضِحٍ، اِئْتِنَانُ لِكُلِّ مَنْ رَافَقَكُمْ فِي مَسِيرَتِكُمْ، وَالْأَمَلُ الْكَبِيرُ فِي مَا سَتُصْبِحُونَ عَلَيْهِ. وَلَعَلَّ أَجْمَلَ مَا فِي هَذِهِ اللَّحْظَةِ أَنَّكُمْ تَتَخَرَّجُونَ مِنْ مَدَارِسٍ أَنْشَأَتْهَا الْكَنِيسَةُ فَلَمْ تَحْمِلْكُمْ الْعِلْمَ فَقَطْ، بَلْ الْأَخْلَاقَ وَالْقِيَمَ أَيْضًا، وَاحْتَضَنْتَكُمْ فِي بَيْتَةِ تَرْبَوِيَّةٍ صَحِيَّةٍ، وَأَنْشَأَتْكُمْ عَلَى الْإِيمَانِ بِاللَّهِ وَحُبِّ الْوَطَنِ واحْتِرَامِ الْإِنْسَانِ، وَهِيَ تَضَعُكُمْ الْيَوْمَ بَيْنَ يَدَيِ اللَّهِ وَتَسْتَحْمِلُكُمْ دَوْمًا فِي ذَاكِرَتِهَا وَفِي صَلَوَاتِهَا.

أَنْتُمْ لَسْتُمْ فَقَطْ أَبْنَاءَ هَذِهِ الْمَدَارِسِ، بَلْ أَبْنَاءُ هَذَا الْبَلَدِ الْحَبِيبِ الَّذِي شَاءَكُمْ الرَّبُّ فِيهِ، وَرَسَّالَتْكُمْ تَتَجَاوَزُ حُدُودَ الصَّفِّ وَالْبَيْتِ لِتَبْلُغَ الْوَطَنَ وَالْمُجْتَمَعَ وَالْإِنْسَانَ.

أَحِبَّائِي، يَبْدَأُ الْفَسَادُ فِي الْمُجْتَمَعِ حِينَ يَغِيبُ الصِّدْقُ. أَنْ تَكُونَ صَادِقًا يَغْنِي أَنْ تَحْتَرِمَ نَفْسَكَ، أَلَّا تَتَلَوْنَ بِحَسَبِ الظُّرُوفِ، أَلَّا تَتَنَاوَلَ عَنْ قَنَاعَاتِكَ مِنْ أَجْلِ مَصْلَحَةٍ أَوْ مَرْكَزٍ أَوْ لَحْظَةٍ رَاحَةٍ. فِي سَنَوَاتِ الدَّرَاسَةِ تَعَلَّمْتُمْ أَنَّ الْغِشَّ فِي الْإِمْتِحَانِ خَطَأٌ، لَكِنَّكُمْ سَتُواجهُونَ إِمْتِحَانَاتٍ أَكْبَرَ فِي الْجَامِعَةِ ثُمَّ فِي الْعَمَلِ وَالْمِهْنَةِ وَالْحَيَاةِ: الْحَسَدَ وَالْفَسَادَ وَالْمَكَايِدَ، أَوْ الطَّائِفِيَّةَ وَالْإِفْقَاءَ وَالتَّطَرُّفَ وَالتَّكْفِيرَ وَالْعُنْفَ وَالْحُرُوبَ. حَافِظُوا عَلَى أَخْلَاقِكُمْ فِي كُلِّ الظُّرُوفِ، إِعْتَمِدُوا الصِّدْقَ وَالشَّفَافِيَّةَ وَلَا تَغْشُوا أَنْفُسَكُمْ أَوَّلًا، لِأَنَّكُمْ قَدْ تَخَدَّعُونَ النَّاسَ لِبَعْضِ الْوَقْتِ لَكِنَّكُمْ لَا تَسْتَطِيعُونَ خِدَاعَ صَمَائِرِكُمْ إِلَى الْأَبَدِ.

لَا تَنْسُوا أَنْتُمْ أَنْتُمْ نَعِيشُ فِي بَلَدٍ مُتَنَوِّعٍ، تَتَعَدَّدُ فِيهِ الدِّيَانَاتُ وَالطَّوَائِفُ وَالتَّقَالِيدُ. هَذَا لَيْسَ ضَعْفًا بَلْ غِنًى. إِلَّا أَنَّ الْغِنَى يَتَحَوَّلُ إِلَى خَطَرٍ حِينَ يَغِيبُ الْإِحْتِرَامُ. لَا



حفل تخرج متعلّمي المدارس الأرثوذكسيّة، دُفْعَةُ الْعَام ٢٠٢٥

Kalakehi SB

One Journey Many Voices

all eating





Taking a pause amid an enthralling journey

Nayla Khoury Daoun, School Principal

In my message for the Special Edition of Echoes that we launched last year, I wrote that “Amid a whirl of projects, we decided to pause and write; write to remember, write to express our feelings and tell our stories, write to keep a trace, a trace of a very particular school year.”

When I was reading all the articles that were written for this edition of Echoes, I realized that, every year is a particular and special year with its perks, its challenges and the milestones achieved.

As the magazine was coming together, I was seeing how every member of the School Community, Learners, Staff, Teachers, Alumni and Parents interact, communicate, collaborate and cooperate to build the path of our journey. Different styles, a variety of approaches, a multitude of well thought projects shaping a puzzle that is slowly becoming a beautiful evolving picture.

Taking the time to pause and read was an enriching experience which made me reflect: How close are we to our mission, to our goals? What are we able to reflect in this edition of the magazine? What did we miss? In our plans, in our daily work?

In a world where loneliness has emerged as a major social issue that is being studied by expert, and remote work is becoming the norm, we have privileged this year committee work. Meeting rooms and spaces are

continuously busy, animated conversations can be heard, the solid foundations of a strategic plan are being built. When I look at what was accomplished so far, I sense the deep commitment of the whole school community to help this institution grow to better serve and care for the learners entrusted to us by their parents.

A community where the Parents’ Committee is bubbling with plans, the alumni are always happy to return to their school and provide support; where Teachers, Officers and Staff are ready to approach any challenge with professionalism and positive determination. And above all, where children and youth are learning, slowly but steadily to live together, resolve their conflicts, form groups, debate, elect a council, participate in planning activities at school... and so much more.

A community where we strive- we do not always succeed, but we do our best to learn from our mistakes- to create a hymn with the many voices of those who are engaged in this journey.

I hope that the echoes of our journey will resonate in every person who reads this magazine.

May God bless you all and light our way so that we “(...) will not walk in darkness, but will have the light of life.” (John 8:12)



Theme of the year 2025 – 2026

Logo created by Yeva Mouawad,
Grade 12 LS, Logo creator

The theme “One Journey, Many Voice”, shows that every element reflects unity, diversity and the richness each person brings to a shared path. The winding road at the center symbolizes the common journey taken by all members of a community (in our case: the school), while the colorful overlapping silhouettes represent individuals with different interests, knowledge, strengths and good qualities. Each person highlights a unique perspective, showing how every person contributes something valuable to the whole. As these colors blend together, they illustrate cooperation, harmony and how diverse voices combine to make the journey rich, more creative and more meaningful. The overall design expresses that although everyone carries their own story and identity, they all move forward together toward a collective goal, making the path vibrant and interesting because of their differences.

In a world that can often feel divided or uncertain, this year’s theme “**One Journey, Many Voices**” reminds us of our shared humanity. It encourages each of us to walk our own path with purpose while also listening to, learning from, and walking alongside others. This theme emphasizes growth through unity, diversity, and shared experiences. It reflects the idea that while each learner and staff member follow a unique path, they are all part of a collective journey that values every voice, perspective, and story. By fostering inclusion, communication, and collaboration across all learning areas, “One Journey, Many Voices” invites every individual to express themselves, listen deeply, and contribute meaningfully to their group and school community. Through reflection, connection, and action, we grow not only as individuals but also as leaders, allies, and changemakers. Together, we are many voices walking one journey.

This theme unfolds across four interconnected dimensions that guide our growth throughout the year:

- The first dimension, **The Journey**, focuses on self-growth. It encourages identity exploration, self-discovery, personal goal-setting, perseverance, and learning from mistakes. Through these experiences, learners build resilience and confidence as they reflect, transform, and understand who they are becoming.
- The second dimension, **The Collective Journey**, highlights the shift from “Me” to “We.” It reminds us

that while personal development is essential, we also thrive when we support and uplift one another. Belonging, shared experiences, collaboration, and mutual support strengthen our bonds as a class, school, team, and community, helping us grow together in unity and trust.

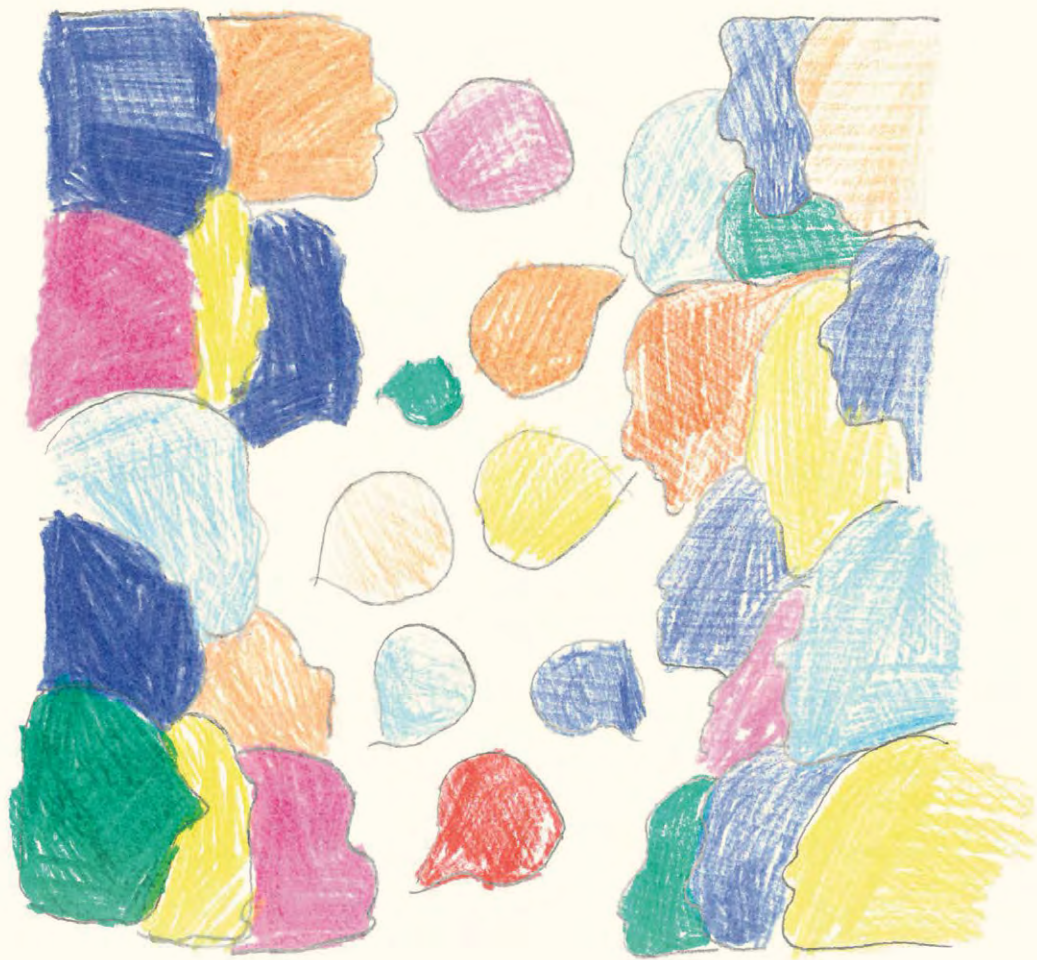
- The third dimension, **The Voices**, emphasizes diversity, inclusion, empathy, and connection. It invites us to embrace uniqueness, empower all voices especially the unheard and practice active listening. By promoting justice, equity, and a safe, inclusive school environment, this dimension ensures that every person feels valued, respected, and connected.
- Finally, the fourth dimension, **The Impact**, encourages us to transform our values into meaningful action. It empowers learners to advocate for what is right, lead with purpose, engage courageously, and contribute positively to their communities through service, responsibility, and intentional choices.

Together, these four dimensions guide us in shaping a school year rooted in purpose, unity, compassion and leadership. “**One Journey, Many Voices**” is more than a theme; it is a vision for who we are and who we are becoming. As we walk forward each with our own story, yet all part of the same journey, we affirm that every voice matters, every action counts, and together we can inspire meaningful change.

Educational Department



Many Voices In One Journey



Drawing by Elena Khoury - Grade 5A

HOME AND SCHOOL ONE JOURNEY

Together for Our Children

Elie Akl, President of the Parents Committee



“In every child lies a quiet light – we are here to help it find its way.”

One of the most important responsibilities we bear as parents is not only to provide for our children, but also to help them discover their potential, guide them with care, and place them on the right path to flourish. As parents, we are the first line of education and the primary role models in our children's lives. Whether we realize it or not, we lead by example every single day. When we observe how our children act and react to the world around them, we often see reflections of ourselves.

John Locke developed the theory that human beings are born without innate ideas, and that knowledge and personality are shaped through experience. In this sense, every action we take becomes a silent lesson for our children. As families of learners, we carry a profound responsibility—not only for our children, but for the future of our societies. Today's child is tomorrow's parent, and the cycle continues.

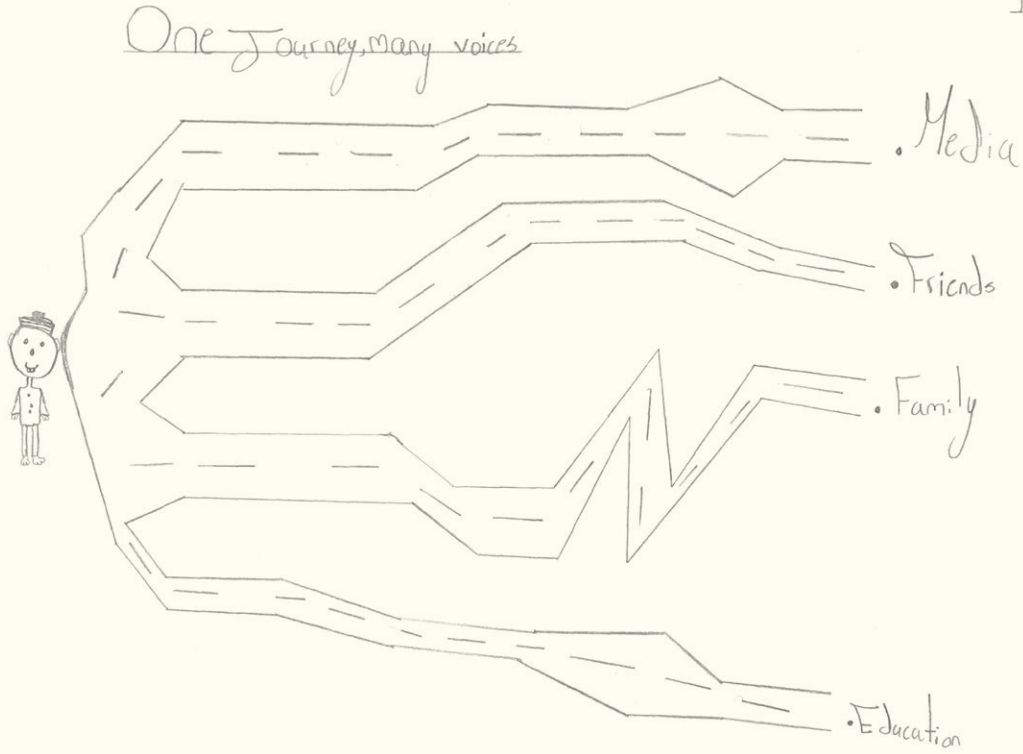
When we chose to become part of the BAC School family, we shared the school with a big portion of this responsibility. Education, in this context, is not limited academic achievement. It is about building the human being – through values, inclusion, extracurricular activities, emotional and psychological support, diversity, and recognizing differences, accepting them and feeling proud of them, and the list goes longer and longer.

It is highly important for both the families and the school to believe and act in line with the idea that we are two different institutions that complement one another, fill the gaps of one another, but share the same noble goal: which is the well-being and development of our children.

This shared responsibility is the driving force that unites us. It is the foundation upon which we rely to give our children the best possible start in life, while equipping them with the confidence, values, and skills they need for their future.



Parents' Committee 2025-2026



PARENTS REFLECTIONS

كأنو مبارح

روبير ساعد، من لجنة الأهل

خُبرات نتعلمها، ويقودها القدير لثمر فيها بأماكن قد لا تكون أماكننا، ومع أشخاص لم نُحط يوماً أو نتوقع أن نتفاعل ونتعامل ونعيش معهم. فنشكل معهم مجتمعاً نُغني فيه بعضنا البعض، ويحتاج فيه لبعضنا البعض، ليعيش كلُّ دوره، ويتطور فيه ويشعر بأهمية ما يقوم فيه.

تشبه بذرة: ذرعت فتبدأ تنمو، وتُزهر وتنضج وتثمر، ثم تهرم وتجف. لكنها تستمر بجيل آخر لا تعرفه، لكنها ساهمت بوجوده، قد ينساها أولاً يعرف شيئاً عنها.

عندما كنتُ صغيراً، كنتُ أرى روتين الحياة المدرسية، بحلولها وما أعتبرته وقتها مُراً وطويلاً ومرهقاً ولا ينتهي، لكنني اكتشفت مع مرور الوقت أنه انتهى، وابتدأ غيره من مراحل وانتهت تلك المراحل أيضاً، وكل منها يُشكل مع ناسها في الإنسان. كتب الملك سليمان في سفر الأمثال، عن علاقات البشر وتأثيرهم ببعض بالقول: «الحديد بالحديد يُحدّد، والإنسان يُحدّد وَجَهَ صاحبه». واليوم أشعر كأنو مبارح كنت بالمدرسة، وأصحابي يلي كنت ألعب معهم، تفرقنا بالحياة. لكن حين نرى بعضنا، أو حتى عبر صور وسائل التواصل الاجتماعي، نرى التشابه ببعض الميزات التي شكل فيها بأحدنا الآخر. أستذكر كلمات المزمور ١٢:٩٠ «إحصاء أيامنا هكذا علمنا فنؤق قلب حكمة».

كل سنة هي عبارة عن: ١٢ شهراً، ٥٢ أسبوعاً، و٣٦٥ يوماً، و٨,٧٦٠ ساعة، و٥٢٥,٦٠٠ دقيقة، و٣١,٥٣٦,٠٠٠ ثانية. بتعدادنا للوقت بين الوقت طويل لكن رغم ذلك هناك عبارات نسمعها ومتداولة كثير ولا تزال دارجة ضمن أحاديثنا كلبانية مثل: «الشهر خلف الباب» و «العمر غفلة» و «الوقت يركض بسرعة».

كل سنين عمر الإنسان كرحلة مستمرة، لها نقطة انطلاق ومحطة يبدأ منها. لكنه مع من حوله يجهل الوجهة التي سيسلكها، والسرعة التي سيُسرعها، والمُنعطقات والمطبات التي ستواجهه. لكنها غير مجهولة عن معرفة القدير، الذي هو ضابطُ الكل بحكمته، شاء وجودنا على هذه المسكونة، ورتّب كل شيء ليُشكلنا، ويستخدمنا ليُشكل محيطنا.

أول مجتمع يعيشه الأولاد تقريباً حول العالم بعد العائلة هو: المدرسة. ومع مرور الوقت يصير أصدقاء المدرسة يصحّ في بعضهم قول المثل: «رَبِّ أخٍ لم تلده لك أمك». وفيها يتعلم الإنسان مجموعة من أنواع العلوم، وفنون التعامل مع مجموعة كبيرة من الأشخاص، من مختلف الخلفيات العائلية والاجتماعية. وينصهر الجميع ليتلونوا بلون أخلاق المدرسة، وفلسفة ادارتها، ومستوى طاقمها التعليمي. كل هذه الخبرة الروتينية اليومية، بل السنوية، تُشكل في الشخصية وتُظهر نقاط قوتها، ونقاط ضعفها، ويتعلم الإنسان كيفية ابراز تفوقه، ويُقيّم بالعلامات. ويستمر هذا التطور ليرافق الشخص في مجتمعه، ومع تقدمه في العمر، والعلم، ليكتشف أن الحياة لها مُتطلبات جديدة، عليه تعلمها والنضال من اجلها، وتكبر القضايا التي عليه ان يكون مسؤول عنها.

TEACHING IN HARMONY



Interests Waiting to Be Discovered

Nay Keushkerian and Caren Akiki, Special Educators

At the heart of every school lies a mission, to nurture, to guide, and to believe. For us, teaching in the Transitional Class has given this mission its deepest meaning. Our school is an inclusive community, one that opens its doors and its heart to every child, regardless of their pace, their struggles, or their starting point. Within our Transitional Class, we have the privilege of working with learners who need extra support, not because they lack potential, but because they need a different path to uncover it.

Every morning, as we welcome our students, we remind ourselves that learning isn't about racing toward a finish line, it's about finding a rhythm that feels right for each learner. Our class is filled with unique personalities, boundless curiosity, and hearts that shine in their own ways. Some of our learners struggle with reading or writing, others find it hard to focus or express themselves. But when we look beyond those challenges, we find something greater; *interests waiting to be discovered*.

Our Transitional Class is not just a place for academic growth, it's a space for emotional healing, confidence building, and self-discovery. Here, learners learn to trust themselves again. They rediscover their curiosity. They learn that they are enough, just as they are, and that progress is not about comparing oneself to others, but about becoming a better version of who they were yesterday.

Our goal as transitional teachers is simple yet profound: to find what sparks joy in our learners and to build learning around it. Sometimes it's art, where imagination speaks louder than words. Other times, it's music, movement, or hands-on activities that bring confidence and laughter. The moment we see that spark, that light in the eyes of our learners, we know we've reached the starting point of true learning. We often say that our learners teach us as much as we teach them. They remind us daily of the power of patience, the beauty of small steps, and the importance of seeing each child through the lens of possibility. Every story, every struggle, every smile, it all shapes us too.

The Transitional Class is a bridge, not between levels, but between hearts. It connects potential to possibility, effort to achievement, fear to confidence. Every day in that room reminds us that teaching, at its purest, is about believing in the light before it fully shines.

We walk this journey together, teachers and learners, hand in hand, step by step, proving that every step, no matter how small, *matters*.

"In every child lies a quiet light — we are here to help it find its way."



L'Intelligence artificielle et son influence sur l'éducation

Patricia Safi, Enseignante de Français

De nos jours, l'intelligence artificielle occupe une place de plus en plus importante dans l'éducation. D'une part, elle offre à l'apprenant la possibilité de progresser à son rythme. D'autre part, elle représente un risque pour l'autonomie des apprenants. La question qui se pose est donc la suivante : comment utiliser les applications de l'IA dans l'enseignement du FLE tout en développant l'esprit critique chez les apprenants ?

Grâce à la diversité de ses outils, l'IA peut être utilisée comme un outil technologique simple en classe. Par exemple, les apprenants de la classe de Gr5 travaillent avec l'application Manus pour dépasser leurs difficultés artistiques. Ils utilisent le vocabulaire acquis tout au long de l'unité sur le thème du portrait et préparent des idées pour décrire un personnage de leur imagination. Ensuite, l'enseignante les guide pour qu'ils envoient toutes les informations à Manus et lui demandent une photo. À partir de ces données, l'application Manus crée une image qui correspond à leur demande. Ce travail permet aux apprenants de valoriser leurs connaissances, de développer leur créativité et d'avoir confiance en leurs capacités. Pour que l'utilisation de cette application ne diminue pas la communication et les interactions humaines entre les apprenants, le travail est fait en binôme. Grâce à cette méthode de travail, les apprenants évoluent dans une ambiance motivante et enrichissante.

En conclusion, l'IA enrichit l'apprentissage grâce à des méthodes plus personnalisées et interactives, mais elle ne remplace pas l'enseignant. Celui-ci reste indispensable pour guider les apprenants, les aider à réfléchir et maintenir des relations humaines essentielles. Ainsi, la technologie et l'humain travaillent ensemble pour former des individus compétents, autonomes et équilibrés.

Our Learning Centers: Where We Share, Care and Grow!

Rachelle Kastoun, Grade 1 – Homeroom Teacher

In the Lower Elementary classrooms, we have a very special bond. We spend our days learning, laughing, and growing together. We dance, we celebrate, we follow routines, and we share moments that make our classes warm, safe, and connected.

This strong connection is best demonstrated in our five learning centers: Listening, Speaking, Reading, Writing, and Crafting. These integrated spaces allow learners to apply skills and transfer knowledge taught from various subjects in a cohesive, natural environment. Operating on a monthly cycle, these hands-on stations challenge self-directed learners to follow specific instructions and manage their time effectively, fostering both academic growth and independent problem-solving. Crucially, the purpose of the learning centers is not only to practice skills. It is also to build confidence, autonomy, and positive behavior.

When learners move around the learning centers, something beautiful happens. They help one another, they listen, they cooperate, and they show kindness without being asked. They work like a team that knows each other well. Their behavior in the learning centers reflects the trust and comfort they feel in our classrooms. As they work together, learners learn how to communicate, support, and respect one another. They take responsibility and show care in everything they do.

Our learning centers are more than academic spaces. They are a mirror of our classroom spirit where every child is seen, supported, and valued, and where learning grows naturally through the strong relationships we build every day.



من الصف إلى الخشبة: رحلة اكتشاف الذات

عدي هوشر، أستاذ مادة الدراما

كثيراً ما يسألني المتعلمون: «ماذا ستفيدني هذه المادة في المستقبل؟» وغالباً ما أجيبهم من تجربتي الشخصية، فقد كانت دراسة المسرح هي نقطة التحول التي منحتني الثقة، والقدرة على الكلام، والتغلب على الخوف والقلق من نظرة الآخرين. لذلك، أقول لهم دائماً: هدي الأول هو أن تصبحوا أقوى في التعبير عن أنفسكم، وأن تكسروا الحواجز التي تمنعكم من الظهور الحقيقي.

في الواقع، كل المجالات المهنية، من الرياضة والتمثيل والفنون إلى التصميم وريادة الأعمال والطب والتعليم والهندسة، تحتاج إلى المهارة الواحدة التي يغرّسها المسرح: القدرة على الظهور والتواصل بثقة أمام الآخرين. ورغم أن تأثير المادة يختلف من متعلم إلى آخر، إلا أنها دائماً تمنح كل واحد منهم نسبة معينة من التطور في هذه المهارة الحيوية.

وفي نهاية هذه الرحلة، تأتي ثمرة أساسية تكتمل بها تجربتهم: الانضباط والالتزام.

فالانضباط ليس هدفاً مباشراً للمادة، لكنه نتيجة حتمية لطبيعة العمل المسرحي نفسه. فالمسرح قائم على الالتزام الصارم بالوقت، التمارين، وفي الإصغاء والأداء. هذه القيم تنعكس على حياة المتعلم في بيته وبيئته ودراسته، وتعلمه أن النجاح لا يتحقق إلا بالاستمرارية والالتزام والعمل الجاد.

وهكذا، تقدّم مادة المسرح والدراما للمتعلّمين تجربة متكاملة تُنمي الجرأة، اكتشاف الذات، الثقة بالنفس، الانضباط، والقدرة على التعبير... لتراصفهم في مستقبلهم أين كان الطريق الذي سيختارونه.

يبدأ فهمنا الحقيقي لجوهر المسرح دائماً بسؤال قديم مُتجدّد، وهو السؤال الذي استوقفني مؤخراً في حجرة التدريس: هل التمثيل هو شكل من أشكال الكذب على الآخرين؟ هذا الاستفسار، الذي انطلق كشراة من أحد المتعلمين، يتحوّل فوراً إلى دعوة للتأمل والنقاش حول الماهية الأخلاقية والجمالية للفعل المسرحي.

إن الإجابة التي يقدمها الفن هي أن التمثيل ليس كذباً بالمعنى السلبي، بل هو ما يُطلق عليه «الكذبة الصادقة». بينما يسعى الكذب إلى الخداع والادعاء بغية تحقيق غاية غير أخلاقية. يُعدّ التمثيل أداة فنية نبيلة، هدفها التعبير الصادق عن المشاعر والأحاسيس الداخلية للممثل عند تقمصه للشخصية.

المسرح، إذن، هو فعل تعبير عميق ومجرد، يقوم على الصدق الداخلي، وليس التزوير أو الخداع.

إن هذا الفهم العميق للتمثيل يفتح الباب أمام دور الدراما كأداة تعليمية بحد ذاتها. فهي تخطى كونها مادة للتدريب الاحترافي، لتصبح مساحة اكتشاف الذات، تنتقل بالمتعلم من «عممة» الجهل بمواهبه إلى «ضوء» المواجهة الإيجابية والوقوف أمام الجمهور، ليكتشف قدراته التي تتجاوز التمثيل لتشمل التعبير بالغناء والحركة والفنون الأخرى.

هنا يظهر المفتاح الأساسي الذي تُبنى عليه كل هذه العملية: صناعة الجرأة والثقة بالنفس.

إن الجرأة على مواجهة الذات هي التي تمنح المتعلم القدرة على طرح الأسئلة، والبحث، وتحليل إحساسه، وفهم ما يستطيع القيام به. ومن خلال التمارين المسرحية التي تثير هذا النوع من التساؤل، يتعلم أن يكون مرناً وقادراً على تشكيل ذاته، تماماً كالعجينة التي يمكن صقلها في أي اتجاه يرغب فيه.





Aya Kaakani - 8A -

ONE JOURNEY
DIFFERENT
VOICES





ذكاء اصطناعي... وإبداع إنساني!

كارلا بو سليمان، معلّمة اللغة العربيّة للصفّ الأساسيّ السّابع

هل تساءلت يوماً إن كانت الروبوتات ستستولي على حياتنا الدّراسيّة؟

القراءة مفتاح العلم والنّور

فاديا صعب، معلّمة اللغة العربيّة للصفّ الأساسيّ السّادس

القراءة هي نافذة الإنسان على العالم، ومن خلالها نتعرّف إلى أفكار الآخرين وتجاربهم، ونسافر بعقولنا إلى أماكن بعيدة دون أن نغادر مقاعدنا. هي غذاء للعقل وروح للإنسان، وبها تُبنى الحضارات وتنهض الأمم.

من يقرأ يكتسب الحكمة ويُنمي خياله وقدرته على التّعبير. فالقراءة تُعلّمنا كيف نفكر، نُحلّل ونختار، وتمدّننا الثّقة في أنفسنا والقدرة على الإبداع. كلّ كتاب نقرأه يترك فينا أثراً، ويضيف إلى شخصيتنا فكرة جديدة أو قيمة جميلة.

وفي هذا الإطار، تشارك مدرستنا في نشاطٍ مميّز تحت عنوان «تحدّي القراءة العربي» الذي يهدف إلى تشجيع المتعلّمين على المطالعة واكتشاف لذتها. فهذا التّحدّي يساعد في تحقيق الأهداف المرجوة ومن أبرزها: إرساء ثقافة القراءة الواعية، تعزيز مكانة اللغة العربيّة باعتبارها لغة فكر وإبداع وتواصل، تعزيز الثّقافة العامّة لدى المشاركين إضافةً إلى تنمية مهارات التّعلّم الدّائي والتّفكير النّقدي والإبداعي.

من خلال هذا المشروع، عمدنا كمرّبّين إلى تخصيص أوقات لقراءة القصص والكتب المناسبة لأعمار متعلّمين الذين بدأوا يتبادلون الآراء حول ما قرأوه، ويعبّرون عن أفكارهم كتابيّة، رسمًا أو تمثيلًا. إنّه مشروع يجعل من القراءة مغامرة ممتعة، ويُنمي روح التّعاون وحبّ المعرفة بين المتعلّمين. فالقراءة هي المفتاح الذي يفتح لهم أبواب المستقبل، وهي النّور الذي يُضيء درب العلم والعمل.

لذلك، علينا أن نجعل القراءة عادة يوميّة، لا واجبًا مدرسيًا فقط. يمكننا أن نخصّص وقتًا قصيرًا كلّ يوم لقراءة كتاب أو قصّة أو مقال مفيد. كما يجب على الأسرة والمدرسة أن تشجّع الأطفال على حبّ الكتاب منذ الصّغر، لأنّ غرس حبّ القراءة في القلب يشبه غرس شجرة تُثمر علمًا ونورًا مدى الحياة.

في النّهاية، تظلّ القراءة مصدر القوّة والمعرفة، وصديقة الإنسان التي ترافقه أينما ذهب، وتمنحه نورًا لا ينطفئ. فلنقرأ اليوم لبنني غدًا أفضل، ولنرفع شعار: «من يقرأ يعيش أكثر من حياة».

سؤال طبيعي في زمن يتقدّم فيه الذّكاء الاصطناعيّ بخطى متسارعة. فهو أداة ذات حدّين: هناك من يخشى أن تحلّ مكانه وتُلغي دوره، وهناك من ينجذب إليها من دون وعي كافٍ بطبيعتها، فيسعى إلى نجاحاتٍ سريعة وسطحيّة. أمّا المهنيّون الحقيقيّون فينظرون إليها بعينٍ مختلفة؛ يرون فيها وسيلة لتطوير مهاراتهم، وإثراء معارفهم، وتنفيذ أعمالهم بطرقٍ مبتكرة وأكثر كفاءة وإتقانًا.

لماذا ندمج الذّكاء الاصطناعيّ ضمن التّخطيط التّربويّ؟

بناءً على ما تقدّم، ارتأينا كتربويّين إدخال الذّكاء الاصطناعيّ ضمن المنهج الدّراسيّ. الهدف ليس أن يعتمد المتعلّم على الأداة، بل أن يُحسّن استخدامها، فيجعلها وسيلة للتّعلّم لا غاية بحدّ ذاتها.

نحن نؤمن بأن هذه التّجربة ستفتح أمام المتعلّمين آفاقًا جديدة، وتنقلهم من عالم النّسخ والالتكالية إلى عالم يُخضعون فيه الذّكاء الاصطناعيّ لخدمة أهدافهم، وتجسيد أفكارهم، وإطلاق طاقاتهم الإبداعيّة.

كيف نطبّق ذلك عمليًّا؟

سنستعمل معًا كيف نستخدم الذّكاء الاصطناعيّ في:

- **البحث الفعّال:** طرح الأسئلة الذكيّة للوصول إلى نتائج دقيقة وموثوقة.
- **تحليل البيانات:** تبسيط المعلومات المعقّدة وتحويلها إلى عروض تقديميّة.
- **إطلاق الإبداع:** توظيف الذّكاء الاصطناعيّ كشريكٍ في التّفكير والعصف الذّهنيّ للمشاريع الفنيّة والكتابيّة، بما يشمل إنتاج الصّور والتّصاميم والفيديوهات التي تعزّز الفكرة وتظهرها بأبهى حلّة.

التّغيير والتّطوير ومواكبة العصر سمات تميّز بها الإنسان عن باقي المخلوقات. قوتنا تكمن في قدرتنا على التّكيّف والابتكار. الذّكاء الاصطناعيّ ليس تهديدًا، بل هو دعوة لتطوير مهارات جديدة.

لذا، لا داعي للخوف، ولنسجّع معًا إلى تلقّف كلّ ما تقدّمه لنا هذه التّكنولوجيا المذهلة لتسخيرها في خدمتنا وخدمة المجتمع، فالتّكنولوجيا وُجدتْ لثّضيء طريق الإنسان، لا لتطفئّه.

Moving Toward Inclusion: How Special Education Empowers Every Learner

Chiraz Haidar-Ahmad, Special Educator

At the heart of our inclusive school, the Special Education Department provides essential, tailored support to our learners and teachers. We assess each learner's unique profile, design Individualized Education Plans, and collaborate closely with teachers and families to adapt learning pathways and the school environment.

Our department also strategically integrates physical activities as a powerful therapeutic and educational tool. We use physical activity to develop motor skills, social understanding, and emotional regulation. For learners on the autism spectrum, structured activities like targeted hoop games or precise ball-handling circuits provide a reassuring, predictable framework. The repetitive nature of rolling a hoop along a path or aiming a soft ball at a target, helps improve hand-eye coordination, motor planning, and sensory processing, while building self-confidence through achievable, concrete goals.

For children with ADHD or attention deficits, we utilize structured ball games like small-sided basketball or football with adapted rules. Example: For children with ADHD, structured ball games are a dynamic form of cognitive training disguised as play. By using small-sided teams and adapted rules like mandatory passes or simplified scoring, these games directly target core challenges. The clear structure provides external organization, while the fast-paced, engaging action demands and practices focus, impulse control, and working memory in real-time. This approach leverages the child's natural motivation for play to build essential self-regulation and social skills within a fun, physically active context.

These activities channel the learners' energy positively, sharpen focus through immediate objectives (dribbling to a cone, making a specific pass), and foster crucial social skills and interactive modalities such as turn-taking, cooperative strategy, and rule-following. The regular physical exertion is also key, promoting better self-regulation of attention and impulsivity throughout the school day.

By transforming the playground into dynamic spaces for learning and growth, our department employs a holistic approach where physical engagement fuels cognitive and social progress, empowering every child to thrive in a supportive and stimulating setting.



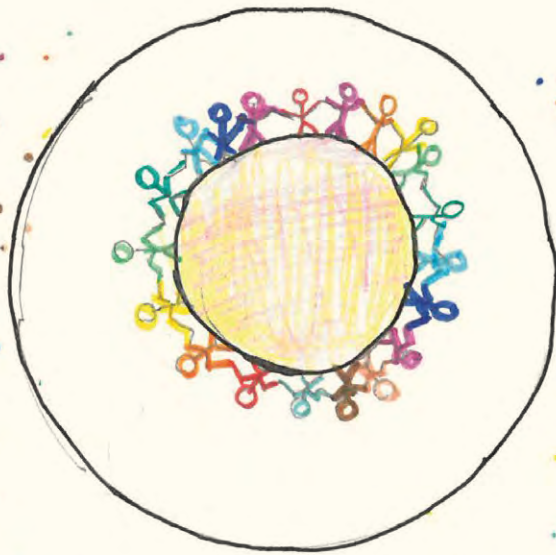
Pourquoi est-il important de raconter des histoires à nos enfants ?

Mona Massalkhi, Enseignante de Français

Rien ne rapproche autant un parent de son enfant qu'un moment de lecture partagé. Autour du livre, un lien unique se crée, se renforce et parfois même se répare. C'est un instant de douceur, un moment calme qui restera gravé dans la mémoire de l'enfant comme dans celle du parent.

Les histoires font rêver les plus petits. Elles les emmènent dans des mondes magiques, la forêt, la mer, l'espace, où ils peuvent rencontrer des animaux qui parlent, des princesses, des héros ou encore des monstres gentils. En écoutant une histoire, l'enfant enrichit son langage, apprend à décrire, à comprendre et à s'exprimer. Il découvre aussi toute une palette d'émotions : la joie, la peur, la tristesse, la colère...

Offrir des histoires à nos enfants, c'est leur offrir du temps, de l'attention et de l'imaginaire. Alors, prenons plaisir à lire et à raconter chaque jour : ces petits moments deviennent de grands souvenirs.



ne

Journey

Many Voices

Celine Moumneh 8b



Stronger Together: How Inclusion Shapes Us All

Rawya Soussi, Special Educator

At our school, we believe that every learner has something valuable to contribute. An inclusive classroom, where students with learning difficulties learn alongside their peers, creates a rich, supportive, and compassionate learning community. While inclusion is essential for supporting learners with special needs, it also brings remarkable benefits to regular learners.

When students of all abilities share the same classroom, they learn much more than academic content. They develop empathy and understanding, becoming more aware and accepting of individual differences. Regular learners begin to appreciate that each person learns in their own way and that kindness and patience can make a world of difference.

In an inclusive setting, children also build stronger social and communication skills. They learn to cooperate, to offer help, and to celebrate each other's strengths. These experiences nurture teamwork, flexibility, and emotional intelligence—skills that are crucial for life beyond school.

Moreover, inclusion encourages creative thinking and problem-solving. When learners encounter different perspectives, they find new ways to approach challenges and think more openly. It also fosters a sense of belonging and community, where everyone feels respected and valued.

Ultimately, inclusive education prepares all students for the diverse world they will live and work in. It teaches that success is not only measured by grades, but also by how we treat others and work together. By learning side by side, our students are growing not only into knowledgeable learners, but into compassionate, inclusive citizens.



The Role of Sports and Extracurricular Activities in Student Development

Marc Mrad, Physical Education Teacher

At BAC, education extends beyond academic instruction to encompass the holistic development of students. This commitment is reflected in thriving sports programs and diverse extracurricular activities that cultivate physical, mental, and social competencies.

The varsity sports program is a cornerstone of student life at BAC. Through basketball and football, learners embody teamwork and competitive excellence engaging in a culture of disciplined training and cooperative problem solving. Ultimately, these values not only enhance athletic capability but also result in improved academic perseverance, time management, and interpersonal communication.

Moreover, our extracurricular programs provide a vital platform for personal growth. Active pursuits like basketball, football, and modern ballet cultivate physical fitness alongside emotional resilience and self-discipline. Complementing these are creative outlets like cross-stitching, which foster patience, concentration, and the refinement of fine motor skills.

In a rapidly evolving world, Beirut Annunciation Orthodox College continues to invest in sports and extracurricular activities as central pillars of its mission, recognizing their profound impact on student development. The school addresses the diverse needs and talents of its learners by encouraging participation in a range of extracurricular experiences that reinforce their identity as active, motivated, and responsible individuals.



The Writing Process in the Age of AI

Mirna Khairallah and Asseel Moheb, Intermediate English Teachers

With the rapid emergence of sophisticated artificial intelligence tools capable of producing complete written products instantly, the focus in the English classrooms on the writing process must evolve. Today, the core necessity is not the product itself, but the process—the internal journey of discovery and expression that shapes a unique human voice.

This year's theme, "One Journey, Many Voices," beautifully captures the essence of this shift. We believe that true learning happens when ideas emerge from the unique self, based on personal experiences, critical observations, and authentic reflection. These are the voices we cherish and invite our learners to develop and put on paper.

In a world where AI can effortlessly generate text, the value of the five-stage writing process—Prewriting, Drafting, Revising, Editing, and Publishing—is more vital than ever. This methodology moves writing instruction beyond rigid production and empowers learners to achieve genuine writing mastery. It is through these manageable, focused stages that the daunting task of essay writing transforms into a clear, controlled journey, significantly boosting both competence and, crucially, learner confidence.

As educators, we are seeing a tangible transformation in our classrooms. Learners are moving from apprehension to active engagement, realizing they do not need to produce a perfect final draft immediately. They gain clarity by focusing on one key objective at a time:

- **Prewriting:** The essential stage for organizing thoughts, defining the audience, and crystallizing the unique purpose of the piece.
- **Drafting:** Focusing on content fluency and logical flow without the immediate pressure of perfection.
- **Revising:** The critical stage for substantive intellectual improvements to content, structure, and clarity.
- **Editing:** Focusing solely on correcting surface-level mechanics like grammar, punctuation, and spelling, after the meaning is secured.

To ensure our learners are confident in this process and feel no urge to consult AI for the heavy lifting, we have adopted tools that emphasize authentic voice and guided self-regulation:

1. **Authentic Elicitation:** We create and use authentic situations and reflective prompts to elicit unique, personal ideas that cannot be replicated by a machine.
2. **Guiding Checklists:** We provide structured checklists to guide learners through each stage of the process. These checklists scaffold complex tasks, making them

less intimidating and ensuring learners know exactly what they need to achieve at every turn.

3. **Peer Editing and Group Work:** Collaborative activities like peer editing and group workshops encourage learners to read, reflect, and learn from the diverse "Many Voices" of their classmates.

By embracing this methodical, supported sequence, we provide the scaffolding necessary for learners to develop self-regulation and true ownership of their work. AI is not a threat to this process; rather, we see it as an advanced aid – a tool for research, brainstorming, or technical checking – that supports the human writer, never replaces the human voice.

As the celebrated American author Eudora Welty noted, "The writer who is serious and honest will never be sure what he is trying to say, only that he is not sure what he has been trying to say until he has said it." This journey of discovery is precisely what our process-based model champions, ensuring that every learner finds and strengthens their own unique voice.

What do some of our intermediate learners say about the writing process?

"Step-by-step process helps me notice and fix my mistakes."

"I prefer the process; it's easier, helps information stick, and improves my writing by correcting mistakes along the way."

"I didn't notice much difference, but the process provides structure and guidance."

"I am much more confident when I see a writing prompt because the structured process helps me notice and correct my own errors."

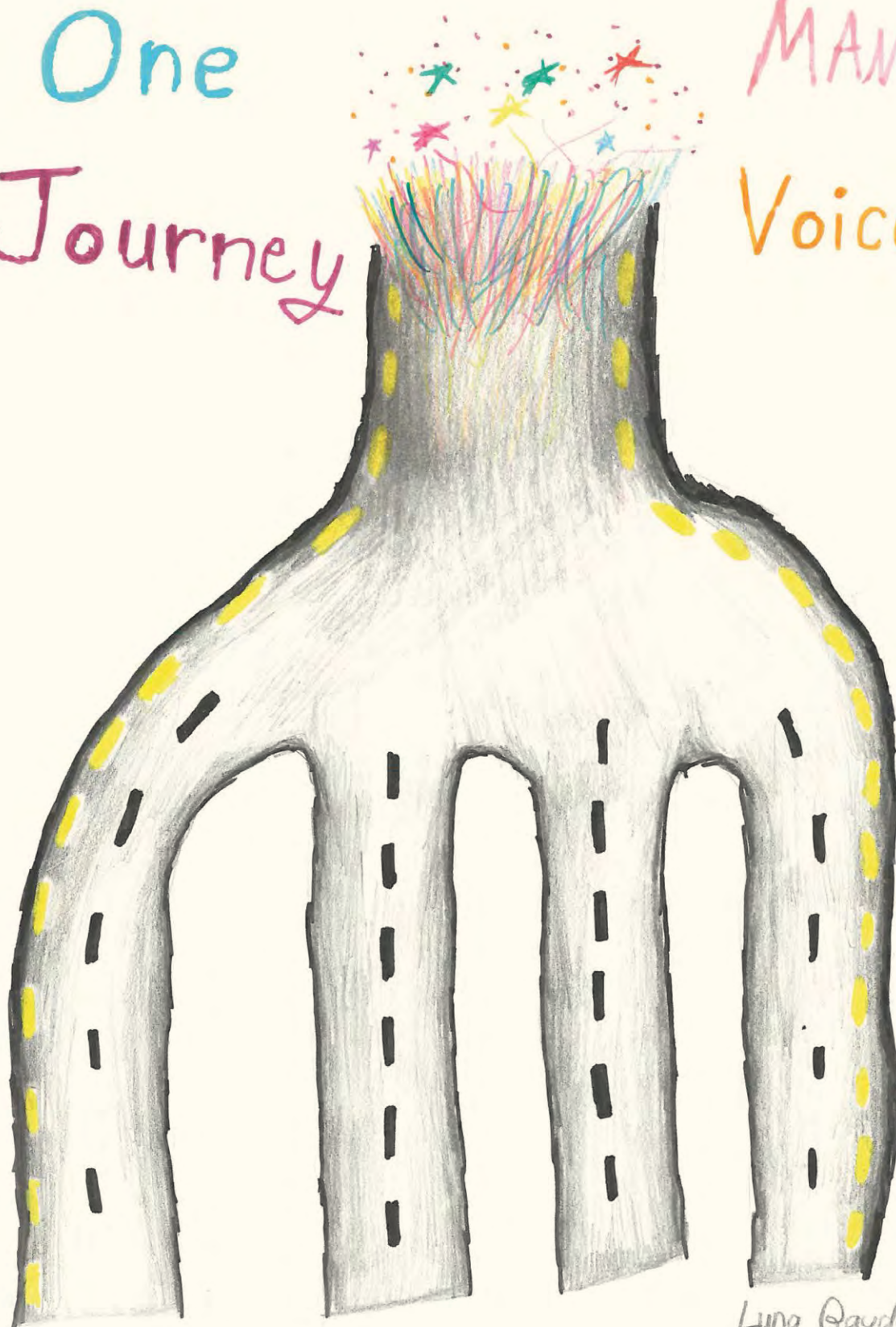
"My final essay is stronger because the teacher's feedback guides and redirects me."





One
Journey

MANY
Voices!



Luna Gaydoun
Grade 8A

"We may walk different paths, but
we share one journey toward
our dreams"



Drawing by Sandy Van Rooyen - Grade 7A



مشغل تعبير كتابي في حديقة اليسوعية

هبة نعمة، معلّمة اللغة العربيّة في الصّفّ الأساسيّ الخامس

أقامت مدرسة البشارة الأرثوذكسيّة في بيروت نشاطاً تربوياً بالتنسيق مع كليّة التّربية في جامعة القديس يوسف، وذلك في حديقة اليسوعيّة. وقد توجّه متعلّمو الصّفّ الأساسيّ الخامس إلى الحديقة للمشاركة في مشغل تعبير كتابيّ، هدفة إفراح المجال أمام المتعلّمين لعيش خبرة واقعيّة ملموسة، تساعد في التعبير عن أفكارهم وتقريب المضمون المطلوب إلى حياتهم، فيصبح ذا معنى بالنسبة إليهم، ممّا يُسهّم في ترسيخ المهارات المطلوبة. وبذلك، ينتقل المتعلّم من وضعيّة الحفظ إلى وضعيّة توظيف المكتسبات اللّغويّة في إطار حيّ وتفاعليّ.

وفي جوّ من الفرح والحماسيّة، تجوّل المتعلّمون ضمن فرقهم في أرجاء الحديقة، وتعاونوا على ملء «مستند الحواس»، حيثُ دوّنوا فيه كلّ ما التقطته حواسهم. وبعد ذلك، اجتمع أعضاء كلّ فريق، فرسموا لوحة معبرة عن المكان الموصوف، ثمّ كتبوا فقرّة وصفيّة إبداعيّة، موظّفين مخزونهم اللّغويّ، ومستندين إلى الخبرة التي اكتسبوها خلال النشاط.

ويأتي هذا النشاط ليؤكد أهميّة تشجيع المتعلّمين على الكتابة والإبداع، وتنمية ثقّتهم بأنفسهم، وجعل التعبير الكتابيّ مساحة حرةً يعبرون فيها عن أفكارهم ومشاعرهم بأسلوب شخصيّ وخالق.



Harmony Through Music

Carine Hage Shahoud, Music Teacher

This year, our school embraces the theme “One Journey, Many Voices.” In the music room, this theme comes alive every day. We begin as individuals; each with our own voice, rhythm, beat, and story. Some tap softly; others sing boldly. Some play instruments confidently, while others discover how powerful their sounds can be.

At first, these different rhythms and voices may seem separate. But something magical happens when we come together. When we sing as one choir, chant with one heartbeat, move in shared motion, dance in unison, and play instruments in balance, we create harmony. Our many voices blend into one strong, beautiful sound. A sound that can only exist when we listen to each other, support each other, and work as a team.

Creating music together takes discipline, rhythm, synchronized voices, and connected hearts. It requires us to trust one another, to wait for the right moment, and to feel the music, not just perform it. Through that process, we discover powerful emotions:

Joy in making something beautiful together. Peace in moving and breathing in unity.

Freedom in expressing who we are.

Power in realizing we are stronger together than alone.

Every time we perform, we aren’t just making music, we are also building community. We learn that even though we come from different places and have different talents, our journey becomes one with music. Our differences disappear once we’re united by the power of rhythm, melody, and harmony.

So let us keep singing, playing, clapping, and dancing together. Let us celebrate every voice, every beat, and every step. Because here at our school, harmony through music makes “One Journey, Many Voices” real, and that harmony strengthens us all.

Together, we create a masterpiece every day.

BEHIND THE SCENES OF A SHARED MISSION





Art Has Always Been My First Language

Nancy Lee Gibbons Salamouny,
Head of Art department

Some of my earliest memories are not of toys, but of paper. Scraps of it, really. Bits of yarn, leftover cardboard, anything I could gather and tuck into a small box that followed me everywhere. While other children carried dolls or cars, I carried possibilities. I was always coloring, cutting, gluing, inventing. I didn't know it then, but art was already becoming my first language.

When I lost my father at a young age, art quietly stepped in where words could not. It became a place of refuge, a way to process feelings I did not yet know how to name. Long before I understood terms like “coping mechanism” or “emotional expression,” I understood that making something with my hands brought comfort, control, and calm. Art listened when I didn't know what to say.

Years later, when I told my high school advisor that I wanted to study art at university, the reaction was... surprise. In those days, art was not always seen as a “serious” path. But to their credit, I was supported – and more importantly, I had my mother. She was my greatest champion, my most loyal audience, and the first to believe that art was not just something I loved, but something I could be.

That belief carried me through more than forty years of working in the creative field – years that took me down many paths and many titles. I have been a designer, a graphic artist, an art director, an art teacher, a children's book illustrator, a muralist, and a painter. Along the way, one of my proudest moments was contributing illustrations to the school's eBook – a project that allowed my art and my role as an educator to meet in a meaningful way. Most recently, I opened my own art studio, a space where others can come, let go, and rediscover the simple joy of painting. Each role was different, but the heart of the work was always the same: creating, connecting, and communicating.

Teaching art brought an entirely new layer of meaning to my work. Art in education is not about producing perfect drawings or future professional artists. It

is about building confidence, resilience, and critical thinking. When a learner realizes they can solve a visual problem, take a creative risk, or proudly say, “I made this,” something shifts. Self-esteem grows. Character forms. The ability to think differently – and independently – takes root.

I do not speak Arabic, yet through art I have always felt fluent.

One of the greatest joys of my career has been watching learners grow, graduate, and go on to pursue their own dreams – sometimes in art, sometimes elsewhere. Nothing compares to receiving a message years later from a former student who says, “I still paint,” or “You helped me believe I could.” Those moments are gentle reminders that education, like art, leaves traces long after the lesson ends.

We often talk about left-brain and right-brain thinking, as if artists live only on one side. In truth, art lives in the beautiful space between the two. Yes, there is imagination and emotion, but there is also structure, planning, observation, and problem-solving. Color theory alone is a quiet lesson in science and psychology – how colors speak to one another, how they affect mood, how a small change can transform the whole. Artists are thinkers, builders, and decision-makers, whether they realize it or not.

Being an integral part of this school community has been a privilege I hold close. Schools are living, breathing spaces made up of many voices, talents, and stories. To contribute to that – to guide, encourage, and witness growth – is something I never take for granted. I am deeply proud of the learners who have passed through my classroom and gone on to pursue their paths, and grateful for those who still reach out, years later, to share where creativity has taken them.

Looking back, I see that the small box of scraps I carried as a child was not just a collection of materials. It was the beginning of a lifelong conversation with art – one that continues to shape who I am and how I teach. And if there is one thing I hope learners carry with them, it is this: art is not only something you make – it is something that helps make you.



Many Pieces, One Mosaic

**What makes a school more than walls and schedules?
People – every piece matters.**

Support is
leadership, too.

– Amal

The quiet
hero of every morning and
every afternoon.

– Dory

Educational
programs – where
vision becomes
practice.

– Joyce

Yes,
the numbers matter. But
so do the people behind them.

– Bechara

Leadership
with clarity, strength,
and heart.

– Doris

Turning
first steps into confident
strides.

– Maya

Who
holds us to our best, even
when no one is watching?

– Caroline

Language
as identity. Language
as belonging.

– Elise

Numbers
that tell a story.

– Mazen

Where
curiosity feels safe,
learning begins.

– Christine

Yes,
the division is
under control!

– Ghada

Gentle foundations,
strong beginnings!

– Elsa

Holding the ground
while everything starts
to grow.

– Nathalie

Who
takes care of the people
who take care of everyone
else?

– Claudine

What if curiosity is the
real curriculum?

– Haifa

Creativity isn't extra –
it's essential!

– Nancy

The
calm behind the clinic door.

– Dalia

Every learner seen. Every
difference honored.

– Israa

If it's there when you
need it... this is why.

– Nathalie



Listening
is sometimes the most
powerful act.

– Darine

Science
should make sense of the
world.

– Joseph

If there's a way to make it
happen, Joe will find it.

– Joe

Holding
the vision steady, while
making room for all of us to
belong.

– Nayla

How
do socio-economic realities connect
learning to real life?

– Rania

Language
as voice, culture, and
connection.

– Sahar

Can
you hear learning in
harmony?

– Nisrine

Keeping us balanced – in
more ways than one.

– Raymond

Who
keeps the middle from
tipping?

– Shaza

Yes,
teachers learn too.

– Nisrine

*Without vision, pieces scatter.
With it, they become a legacy.*

Because
beginnings deserve
tenderness.

– Tamara

Consistency,
care, and calm.

– Pascale

Every name remembered. Every
journey counted.

– Reina

Yes,
this will be posted.
And yes – it'll look good.

– Taymour

Teaching
learners to read
the world, not just the
textbook.

– Rana

Do stories ever stop
shaping us?

– Sandra

Who tends to the bumps,
worries, and quiet aches?

– Rita

Words
shape how we think.

– Rania

Making biology come alive
– literally.

– Rita

Where patience meets
every question, and kindness
answers first.

– Nora

Do stories ever stop
shaping us?

– Rima

Making sure the details
hold, so the whole system
does too.

– Sandra

Middle
school... handled with calm.

– Ralph

ONE JOURNEY

chua Rang GB

MANY VOICES ♡ ♡ ♡





Supporting Student Well-Being in Times of Crisis How We Can Help Our Learners Feel Safe, Seen, and Supported

Darine Touma Abi Jaoude, School Counselor

In alignment with this year's theme, "One Journey, Many Voices", our school reaffirms its commitment to understanding and supporting the emotional experiences of our learners. In a period marked by uncertainty and rapid change, acknowledging what our learners feel and need has never been more essential.

During a recent parents' meeting, we had the privilege of welcoming Mrs. Caroline Cordahi Tabet, guest psychotherapist and specialist in adolescent mental health. She shared valuable insights on how teenagers respond to ongoing stress and instability, and how adults can help them navigate these challenges with resilience and emotional balance. The insights addressed by Mrs. Tabet are essential for all families, as they equip parents to support their children effectively during difficult times.

1. Understanding Adolescence: A Sensitive Brain-Development Stage

Mrs. Cordahi Tabet explained that adolescence is a sensitive stage of brain development. When teens are exposed to political, economic, or social instability, their stress response becomes more active. This may appear as anxiety, irritability, fatigue, or withdrawal. She emphasized that these reactions are not "misbehavior", but natural responses to an environment that feels overwhelming or unsafe.

When students feel emotionally overloaded, their ability to focus, participate, and stay motivated decreases. Recognizing these signs early allows parents and educators to respond with empathy rather than frustration.

2. Common Signs of Emotional Overload

Teens may show changes in their emotions, thinking, social interactions, or physical well-being. These can include:

- **Emotional signs:** Persistent worry or sadness, heightened sensitivity, sudden mood swings
- **Cognitive signs:** Forgetfulness, difficulty focusing, negative thinking
- **Social signs:** Isolation or distancing from peers, irritability, excessive screen time
- **Physical signs:** Headaches or stomachaches, changes in sleep or appetite

Identifying these indicators helps adults better understand what the teen might be experiencing internally.

3. How Parents Can Support their Child's Well-Being

Mrs. Caroline Cordahi Tabet highlighted several simple yet powerful practices that strengthen a teen's sense of safety:

- **Listen first:** Rather than offering quick solutions, give your child space to express emotions. Phrases like "I see you're upset—do you want to tell me what's on your mind?" help build trust.
- **Maintain routines:** Predictable mealtimes, study hours, and sleep schedules help teens feel grounded.
- **Model calm behavior:** A parent's emotional tone has a direct effect on the child's sense of security.
- **Guide digital habits:** Limit exposure to distressing news and encourage teens to talk about what they see online.
- **Build connection through small daily moments:** Shared meals, short conversations, or small gestures of kindness reinforce emotional closeness.
- **Seek professional help when necessary:** Signs of persistent sadness or hopelessness should be taken seriously.

4. Presence Matters More Than Perfection

One of the most reassuring messages from Mrs. Cordahi Tabet was that parents do not need perfect answers. What teenagers need most is a consistent, caring presence. Every moment of calm attention helps build the child's resilience and emotional well-being.

As a school community, we remain committed to supporting our learners and their families throughout challenging times. Together, we can ensure that every student feels safe, seen, and supported as they navigate their journey.





The Heart of the English Classroom

Rania Basha Nammour, Head of English Department

At BAC, our overarching mission is to cultivate life-long learners who master the ability to adapt in an ever-changing world. We believe that education is a journey of constant evolution, ensuring our learners are equipped with the intellectual skills to thrive long after they leave our halls.

The English Department sits at the heart of this mission, translating these broad goals into the essential skills of reading, writing, and oral communication. We ensure these skills are taught and mastered in a context that resonates deeply with today's generation. "How does today's generation learn and what are the triggers that ensure our learners' engagement during lessons?" is a question we constantly address as we plan cohesive and engaging lessons.

In the English classroom, we move beyond viewing AI as a simple "shortcut"; instead, we use it to actively challenge the learners. Through "reverse editing" and AI-driven texts, learners develop the discernment to critique, verify, and refine machine-generated content. Hence, AI is used as a tool to meaningfully enhance learners' critical thinking.

As we prioritize high-engagement approaches, we adopt active learning strategies to meet the needs of today's fast-paced world. From gamified literature such as escape rooms, book tastings, and musical chairs to gallery walks, flipped classrooms, and jigsaw methods, we turn passive learning into active experiences.

We also strategically integrate screens as a bridge to deeper literacy. By utilizing interactive e-reading platforms, we transform reading from a solitary task into a collaborative, community-driven habit. These reading digital tools are used purposefully to complement physical texts, allowing us to meet learners in their digital reality while teaching them the discipline to use technology as a focused instrument for growth rather than a source of passive consumption.

Ultimately, our mission remains centered on the student by acknowledging and embracing the language that the current generation speaks. While the tools change (AI, games, tablets, apps), the goal remains the same: to graduate life-long learners who can think for themselves, speak with confidence, and find joy in the written word.





Breathing New Life into Preschool through Social Emotional Learning

Tamara Kodsi, Assistant Head of Preschool Division

There are seasons in education when change arrives quietly — not as a demand, but as a soft opening. This year, social emotional learning entered our preschool like a breath of fresh air, inviting us to slow down, tune in, and reconnect with the heart of our work.

This gentle shift is guided by Mandaloo's Social Emotional Learning framework — a living approach that honors the natural alignment of mind, body, and emotion. It invites children and educators alike to slow down, breathe consciously, and grow within a learning environment rooted in presence, connection, and emotional well-being.

At its essence, preschool is a world of pure feeling. Before skills, routines, or structure, there is emotion. Children breathe through their hearts first, and everything else follows. Through our social emotional learning journey, we began honoring this truth with deeper intention.

We started paying attention not only to what children do, but to how they feel as they do it — the hesitations, the sparks of confidence, the waves of joy, frustration, and curiosity. In these small moments, we rediscovered the wisdom of early childhood: when emotions are understood, the whole child blossoms.

Social emotional learning has taught us to breathe together as a community — to move with gentleness, to feel with clarity, and to align mind, body, and emotion so learning becomes a natural flow.

This alignment is taking root in our classrooms. There is a new softness in how we guide, a spaciousness in how children express themselves, and a grace in how we transition through the day. We are learning to hold each child's emotional world with care, recognizing that their inner life shapes their outer behavior.

What we are building together is more than a practice — it is a culture. A culture where emotions are welcomed, expression is encouraged, calm is created, and every child and adult feels safe to simply be.

Through social emotional learning, we are shaping a preschool environment that breathes with the children, moves with their rhythms, and grows with their needs — a place where hearts are understood and minds are nurtured in harmony.

As this journey unfolds, we remain committed to one intention: to create classrooms where we breathe, move, and feel together with gentleness, presence, and a deep commitment to emotional well-being.

A new chapter is beginning in our preschool — soft, grounded, and full of possibility.

Là où nos pas deviennent des histoires!

Sahar Hobeika, Cheffe de département de Français

Chaque matin, notre école s'éveille comme un grand chemin qui se déroule sous nos pas. Il y a ceux qui marchent vite, ceux qui traînent un peu, ceux qui rêvent en avançant... et chacun laisse derrière lui une trace, une histoire, une voix.

Dans ce chemin, les couloirs deviennent des carrefours où se rencontrent des mondes différents. Une conversation en plusieurs langues, un carnet rempli de dessins, un regard timide qui ose finalement s'ouvrir... Tout cela compose une musique discrète, une mélodie que seuls ceux qui prennent le temps d'écouter peuvent entendre.

Parfois, ce voyage ressemble à une ascension : on se heurte à des doutes, à des exercices compliqués, à des journées trop longues. Mais sur ce sentier, personne ne marche vraiment seul. On trouve toujours une voix pour nous encourager, une main pour nous guider, ou un sourire qui allège un peu le poids du sac.

Et puis, il y a les moments où les voix se mêlent. Quand une classe crée un projet ensemble, quand des idées brillent et se croisent, quand les talents se répondent comme des échos. Alors, le voyage devient une chorale : chacun chante sa note, unique et nécessaire. Nos voix, timides ou éclatantes, hésitantes ou assurées, s'élèvent pour façonner une mosaïque unique.

C'est l'histoire de notre école : un voyage où chaque apprenant est un marcheur, chaque enseignant un phare, et chaque voix une lumière qui éclaire le chemin commun. Et si l'on ferme les yeux un instant, on peut presque entendre le récit que ce grand chemin murmure : celui d'une communauté qui avance, ensemble, vers demain.



Our Library: Where Stories Come Alive!

Rima Houchaymi, Librarian

Where Stories, Students, and Voices Grow Together

We hear them whispering, laughing, chitchatting, smiling – even acting! All this happens when learners step into our library. Hard to believe? It's true!

Our library is no longer the silent room it once was. Today, it's a lively, welcoming space where storytelling, reading circles, and fun challenges fill the space. Students read, talk, share, imagine, and bring stories to life in their own creative ways.

And even in a world surrounded by AI and fast answers, the library remains more important than ever. Here, learners slow down, think deeply, compare ideas, and discover what they truly believe. It's a place where they build confidence, creativity, empathy, and real human connection – skills technology cannot replace.

Our library is a community. A home for curious minds. A space where reading becomes an adventure shared with friends.

In this new age, the library stands at the center of imagination and growth – where every learner has a voice and every story matters.





ONE JOURNEY, MANY DREAMS



Advice from My Grandfather

Omar Mneimneh, Grade 7C

My grandfather's life has always inspired me because he faced many challenges with patience and determination. He grew up with very little few resources, yet he never complained and always worked hard to support his family. One value I learned from him is perseverance because he taught me that even small steps forward can lead to big changes. I also admire his kindness, especially the way he helped his neighbors even when he had his own struggles. These strengths make me want to bring more compassion and responsibility into our school community.

His stories influence how I treat others, reminding me to listen carefully and show respect to everyone. When I see someone struggling, I remember how he would

always offer help without expecting anything in return. Because of him, I try to be more patient with my classmates and more supportive when someone is having a hard day. One specific action I will take is to check in on students who seem lonely or left out. I want to make sure people feel included, just like my grandfather made others feel valued.

His life story shapes me as a learner by reminding me that challenges can make me stronger, and it makes me proud to bring his lessons of kindness and perseverance into our school community.



Beyond the Essay: A New Way of Understanding Machiavelli

Judy Katanji, Grade 12

Over time, English assessments tend to follow familiar structures that we become comfortable with. While these approaches are effective, they can sometimes reduce how personally engaged we feel with the material. This particular assessment broke from that pattern by asking us to reimagine a literary figure in a modern context, requiring creativity, interpretation, and a willingness to think beyond traditional academic boundaries.

For our English assessment, we moved away from the usual essays and tried something completely new: creating a Tinder profile for Machiavelli-and honestly, it was amazing. I never expected an assignment to feel this engaging or enjoyable. Imagining how Machiavelli would present himself on a modern dating app forced me to think carefully about his personality, values, and political ideas, rather than simply memorizing them. Deciding what traits he would highlight, how he might justify his reputation, and how his views on power could be translated into modern language pushed me to understand him on a deeper level.

What stood out most was how natural the learning process felt. Instead of trying to sound “academic,” I was focused on accuracy, interpretation, and creativity at the same time. The task felt less like schoolwork and more like an intellectual challenge that required both insight and imagination. It made me realize that understanding a character or thinker is not just about analyzing his/her ideas on paper but about being able to reinterpret them meaningfully in new contexts.

This experience showed me that learning does not always have to follow a rigid structure to be effective. In fact, unconventional tasks like this can encourage deeper thinking, stronger engagement, and a more lasting understanding of complex ideas. By stepping outside the traditional essay format, I connected with Machiavelli in a way that felt personal, memorable, and genuinely thought-provoking.

Lessons for Tomorrow's Leaders

Joya Nammour, Grade 7C

"Strength doesn't always roar; sometimes it whispers in the quiet choices we make every day."

This is something my grandmother tells me all the time. She believes that strength is something we're all born with; we just show it in different ways. If each one of us shared our own strength at school, whether by being creative or supportive, we could really make our school a better place. My grandmother has learned devotion and resilience throughout her life, and these are great values that the school could really benefit from. These values influence my actions. I'm very devoted to my studies, and I hope to help my classmates develop the same devotion to their studies as well. After the war that we faced, everyone showed resilience as they held on to the hope that our country would be safe again. My grandmother also tells me, "When life gives you lemons, make lemonade!" I try to use this lesson to encourage my classmates to stay resilient and hopeful, even during difficult times.

I believe that keeping a positive mindset, and sharing our strengths will help our school thrive in many meaningful ways.



The Lessons My Grandpa Taught Me

Aline Diab, Grade 7

My grandpa's life taught me many lessons that feel heavy on my heart; especially now that I understand how much he sacrificed in silence. He watched his parents work tirelessly without a single complaint. This showed me the meaning of resilience and quiet strength. He always reminded me to respect others, even during disagreements, and those words stay with me like a gentle echo.

What touches me most is how he dreamed of becoming a teacher simply because he wanted to help others learn. This inspires me to support my classmates, especially the ones who feel unseen. One action I will take is to reach out to students who sit alone, because he taught me that no one should ever feel forgotten.

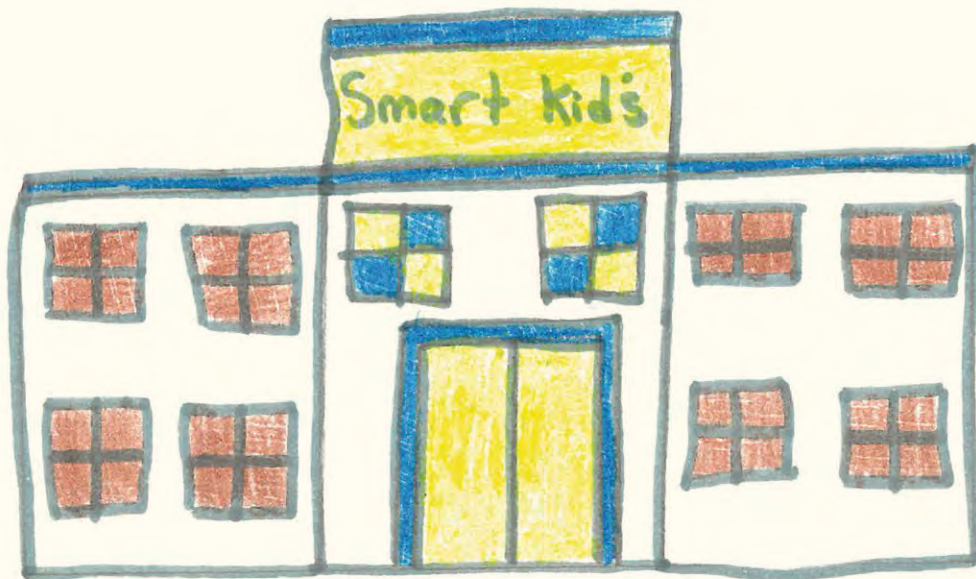
Our moments together are memories I hold tightly, and they remind me how quickly time can disappear. I want to honor him by spreading kindness in my school, and every day, I hope I can make him proud.



My Dream School

My Dream school has a big pool in it, and it is named "Smart Kids". My favorite subjects are English and Swimming. The color of the school is blue and yellow. The teachers are so nice. I would choose Mrs. Mayso to be my teacher because she is so kind and nice to me. There, the rules are the best. We may come at 10 o'clock every day. My school would be the best.

Sila Abadi Gr. 3A



Eva Serhan
G4

BAC School



BAC is so special to me because every one
I know is in this school. My teachers are lovely and kind.
I also love that the HODs and assistants are there for us.
I learned to read, write and love at BAC. I love my school BAC.



My Grandma

Amir Shaalan, Grade 7C

The values I want to bring from my grandmother's life into our school community are her incredible resilience and the way she always stayed hopeful even during the hardest times.

Growing up in a small Lebanese village during war taught her to stay united with her family and never give up. Her strength inspires me deeply. Her stories showed me how powerful kindness and patience can be, especially when people around me are struggling. These values influence the way I treat others at school because they remind me to listen more, judge less and try to understand what someone might be going through. I want to treat my classmates with the same warmth and support my grandmother always showed me. Her memories also taught me the importance of staying connected to my culture, which helps me appreciate the different backgrounds of students in our community. One specific action I will take to bring her values into school is to help new or lonely students feel welcomed, just like how she always made everyone feel at home. I also want to stay patient and calm during stressful times remembering how she stayed strong when life was much harder.

By carrying her lessons with me, I hope to make our school a kinder, stronger, and more connected place. Her journey showed me that even simple acts of care can leave a lasting impact on others. Through her story I learned that resilience and compassion can light the way for an entire community, and I want to honor that by bringing those values into my own life at school.



حُبُّ وَأَمَانٌ فِي بَيْتٍ

غدي عيد، الصِّفِّ الأساسيّ الثَّامن

بَيْتٌ جَدَّتِي هُوَ بَيْتِي الثَّانِي، وَهُوَ الْمَكَانُ الَّذِي أَشْعُرُ فِيهِ دَائِمًا بِالْحُبِّ وَالْأَمَانِ. يَقَعُ هَذَا الْبَيْتُ فِي جَدِيدَةٍ مَرَجِيَّوْنَ، وَهُوَ بَيْتٌ قَدِيمٌ مَلِيٌّ بِالْأَثَاثِ الْمَصْنُوعِ مِنْ خَشَبِ الشُّوْحِ، مَا يُضْفِي عَلَيْهِ طَابَعًا دَافِقًا وَجَمِيلًا.

يُحِيطُ بِالْبَيْتِ حَرَجٌ كَبِيرٌ تَكَثَّرَ فِيهِ أَشْجَارُ الزَّيْتُونِ وَالصَّنُوبَرِ، فَتَبْدُو وَكَأَنَّهَا مَدْرُوزَةٌ وَمُصْطَفًةٌ جَنِبًا إِلَى جَنْبٍ فِي نِظَامٍ جَمِيلٍ. هَذَا الْمَنْظَرُ يُجْعَلُ الْمَكَانَ هَادِئًا وَيَمْنَحُ الزَّائِرَ شَعُورًا بِالرَّاحَةِ وَالسَّكِينَةِ. هَذَا الْبَيْتُ يُشَبِّهُ الْبَيْتَ الَّذِي وَصَفَهُ الشَّاعِرُ نَزَارُ قَبَّانِي فِي قَصِيدَتِهِ «بَيْتِي» قَائِلًا:

«حَرَسْتُهُ خَمْسَ صُنُوبَرَاتٍ
فَانزَوَيْ... وَتَصَوَّفَا».

عَلَى الرَّغْمِ مِنْ أَنَّ الْبَيْتَ «مُتَّصِفٌ»، بَسِيطٌ وَهَادِئٌ، إِلَّا أَنَّهُ عَابِقٌ بِالذِّكْرِيَّاتِ الْجَمِيلَةِ. فِي كُلِّ مَرَّةٍ كُنَّا نَزُورُ الْقَرْيَةَ، كُنَّا نَنَامُ فِي هَذَا الْبَيْتِ الْحَبِيبِ، وَنَقْضِي لِحَظَاتٍ دَافِقَةً وَمَمْتَعَةً مَعَ جَدَّتِي الَّتِي كَانَتْ تَمَلُّ الْمَكَانَ حَنَانًا وَفَرَحًا.

أَحَبُّ بَيْتٍ جَدَّتِي كَثِيرًا، وَلَكِنَّهُ الْيَوْمَ قَدْ تَغَيَّرَ وَفَقَدَ بَعْضَ مَلَامِحِهِ الْقَدِيمَةِ. وَمَعَ ذَلِكَ، تَبْقَى صُورَتُهُ رَاسِخَةً فِي ذَاكِرَتِي، لِأَنَّهُ يَحْمِلُ فِي دَاخِلِهِ مَشَاعِرَ الْحُبِّ وَالْأَمَانِ، وَيَذْكُرُنِي بِجَدَّتِي وَبِكُلِّ لِحَظَةٍ جَمِيلَةٍ عَشْتَهَا مَعَهَا فِي هَذَا الْبَيْتِ.

وَقَدْ صَدَّقَ الشَّاعِرُ نَزَارُ قَبَّانِي حِينَ قَالَ:

«حَمَلْتُهُ أَلْفَ فَرَاشَةٍ
بَيْتِي فَلَا مَاتَ الْوَفَا».

لِمَ التَّذَلُّ

كريم عانوتي، الصِّفِّ الثَّانَوِيّ الأوَّل

الْعَيْشُ حَرًّا لَدَنْبٍ قَاتِلٌ، وَزُرٌّ
فَإِنْ حَيَّيْتُ ذَلِيلًا طَابَ ذَا الْعَيْشِ
لَا تَقْبَلَنَّ النِّقْصَ وَالْعَمَى هِبَةً
لَا تَقْبَلَنَّ ظُلَامًا يُغْرِقُ الْوَطْنَ
صَغِيرُكُمْ فَاضِلٌ يَمُوتُ مُنْتَصِرًا،
كَمْ مِنْ عَزِيزٍ عَاشَ عَيْشَةً صَنَكَا
كَمْ مِنْ سَفِيهِ عَاشَ زَمَانَهُ رَعَدَا
لِمَ التَّذَلُّ إِنْ دَرَّتْ جُمُوعُ الْبَشَرِ

إِنَّ الْمَكْلَمَ فِي زَمَانِنَا هَتَرَ
وَإِنْ حَيَّيْتُ كَرِيمًا خَابَ وَإِنْدَكَّرَ
وَكُفُّ أَيْدِيكُمْ تَلَحَّفَ الدَّرَرُ
وَنُورُ أَوْجِهِكُمْ يُبْرِدُ الْقَمَرُ
كَبِيرُهُمْ إِنْ عَلَا، يَمُوتُ مُنْتَجِرًا
وَمَاتَ فِي أَحْضَانِ الزُّهْدِ، قَدْ ظَفَرَ
قَدْ قَرَّ مِنْهُ زَمَانُ الْحُسْنِ مَا شَعَرَ
صَغِيرُكُمْ كَبَرٌ، كَبِيرُهُمْ صَغُرَ

تحديات العصر الرقمي: معا لمواجهتها

ميرا صياغة، الصف الأساسي السادس

والتحدي الثالث هو تأثير العالم الرقمي على علاقاتنا مع الآخرين، فمع كثرة الرسائل والصور قد ننسى أهمية الحوار وجهًا لوجه، أو التعاون داخل الصف، إضافة إلى قيم إنسانية مهمة.

لكن المدرسة تساعدنا على تحقيق التوازن بين العالم الحقيقي والعالم الرقمي، وتشجعنا على البقاء قريبين من أصدقائنا والتعاون معهم.

ورغم كثرة التحديات، فإن قوتنا الحقيقية تكمن في أننا نسير في هذه الرحلة معًا. فنحن نتعلم سويًا، ونساند أصدقائنا عند الصعوبة، وتبادل النصائح حول الاستخدام الصحيح للتكنولوجيا والمشاريع الرقمية، ونتقدم خطوة خطوة، متسلحين بقوة الإدراك التي منحنا إياها الخالق.

نعيش اليوم في عصر يتطور بسرعة كبيرة، وأصبحت فيه الهواتف والكمبيوتر والإنترنت جزءًا من حياتنا اليومية. وفي مدرستنا نشعر بهذا التغيير كل يوم. فالعالم الرقمي يجعل التعلم أسهل وأكثر متعة، لكنه في الوقت نفسه يضع أمامنا تحديات جديدة علينا أن نتعامل معها بحذر.

أول هذه التحديات هو تنظيم الوقت. فالكثير منا يحب مشاهدة الفيديوهات أو اللعب على الأجهزة الإلكترونية، لكن ذلك قد يسرق وقت الدراسة أو النوم... لذلك، علينا أن نتعلم كيفية استخدام التكنولوجيا بطريقة معتدلة، من دون أن تسيطر على حياتنا.

أما التحدي الثاني فهو كثرة المعلومات على الإنترنت، فليس كل ما نقرأه صحيحًا. ولهذا يجب أن نكون حذرين، وأن نتعلم كيف نبحث عن المعلومات من مصادر موثوقة، ونستخدمها في مواقف تعليمية متنوعة تتطلب تفكيرًا تحليليًا ونقديًا.

Clarita El Khoury
christia Elkhoury
Celina Moumneh

Best Friends!

Sometimes we're close, sometimes we're far,
but we're never apart. I love the times

we laugh together when no one
understands. I don't care if you
are yellow, orange, black or white;

I will still be friends with
you! Even though if we are

in a long distance, I will always think about you.



Mila Ismail

BAC



BAC is the best school because it has nice teachers

who prepare a lot of activities. we have a lot of fun. BAC's staff is also kind and caring. They help us and support us. It is also where I found my best friends. I love BAC. It is the best.

My Incredible Person: My Grandma Irina

Aline Obeid, Grade 7C

Before I speak of memories or moments we share, I want to start with the person who has always been there. Someone whose love feels warm, gentle, and light.

My grandma Irina, gentle and strong, has carried her memories all along. Snowy days where winters were cold, she walked to school brave, determined and strong.

She crossed long roads under heavy snow, where patience and determination were planted in her like a seed.

Her hands created things we love with care. Clothes, toys, memories, moments we shared. Every item carries a part of her heart, a soft reminder of where our memories start. They are more than objects; they are pieces from her life, pieces of her heart, and each one created with care, warmth, and love.

Baking with her felt the best on calm rainy days, sharing laughs, warmth, and love, teaching me things I did not know.

All these memories I wrote about in my poem are the reason I carry her values with me – the values that guide how I act at school and how I treat the people around me.

From this project, I learned something real about the anger I carry and the way that I feel. I used to get upset extremely fast, speaking without thought, but remembering her patience changed what I thought.

I pictured her calmness, the softness she has, how she never raised her voice or never got mad. And slowly I felt something shifting in me – a quieter heart, a calmer way to be.

This project taught me not only her story, but also the parts of myself I have to change. It showed me the things I must let go of and the person I want to become.

Now I want to carry her values to school – to act with patience and kindness. A rule so friends slow down before words become sharp, to breathe for a moment before anyone could be hurt.

If I can change, even with the anger I had, then anyone can improve, even when life feels bad. So, the lesson I bring is the lesson she gave: the courage to try, the strength to behave, the patience to calm, the kindness to care, and the hope that her softness spreads everywhere.



Lessons of Leadership

Lareen Chedid, Grade 7C

*My mom's aunt taught me to always be kind,
To help others out when they fall behind.*

*She said that honesty keeps your heart light,
And doing what's right makes you feel bright.*

*She showed me patience when things get tough,
And courage to stand strong when life feels rough.*

*She taught me to listen before I speak,
And to stay humble, gentle, and never weak.*

*I'll bring these values with me to school each day,
Helping others and leading with kindness in every way.*

*With what she taught me,
I know I can be a better student who helps make our
school a better place to be.*



The Sunshine I Carry

Christa Chalfoun, Grade 7A

*My grandmother's sunshine follows me wherever I go,
Enchanted words that remind me to greet every day
with joy.*

*She taught me that kindness can spark laughter, even
in quiet places, and that a friendly word can lift
someone more than we expect.*

*Her stories glow with optimism, turning ordinary
moments golden. Because of her, I look for kindness in
each day I'm holdin'.*

And I try to let my heart stay brave instead of cold

*And spread a little light in places where hope might be
stolen.*

*So I carry her sunshine, a promise proudly unbroken,
A warm reminder of love she has always woven.*



My Dream School

My Dream School is called: "Teacher School". The subjects I learn there are English, Arabic, French, Math and Drama. My dream school looks like amazing rules and kind teachers.



مَلْجَأُ رُوحِي

نَاي شَمْسُ الدِّينِ، الصِّفِّ الأَسَاسِيِّ الثَّامِنِ

لَمْ يَتْرِكْ أَيُّ مَنْزِلٍ أَثَرًا فِي قَلْبِي سِوَى بَيْتِ جَدِّي، فَلِهَذَا الْبَيْتُ مَكَانَهُ خَاصَّةً فِي وَجْدَانِي، وَذِكْرِيَّاتٍ تَعُودُ إِلَى طِفُولَتِي مَا زَالَتْ مَطْبُوعَةً فِي قَلْبِي. يَقَعُ بَيْتُ جَدِّي فِي مَنطَقَةِ جَبَلِ لَبْنَانِ، مَنْزِلٌ عَلَى كَتِفِ تَلَّةٍ، مُطَّلٌ عَلَى وَادٍ عَمِيقٍ، وَهُوَ الْبَيْتُ الدَّافِئُ الَّذِي يَجْتَمِعُ فِيهِ جَمِيعُ أَفْرَادِ الْعَائِلَةِ.

مَنْزِلُ جَدِّي مُؤَلَّفٌ مِنْ ثَلَاثِ طَبَقَاتٍ، جِدْرَانَهُ مِنَ الْحِجَرِ الْعَتِيقِ الَّذِي يَحْمِلُ دَفَاءَ الْأَيَّامِ الْمَاضِيَةِ. غَرْفُهُ وَاسِعَةٌ وَسَقْفُهُ عَالٍ، تَتَدَلَّى مِنْهُ ثُرَيَّاتٌ مِنَ الْكْرِيسْتَالِ تَلْمَعُ مِثْلَ النُّجُومِ فِي السَّمَاءِ. صَالُونُهُ مَتَحَفٌ صَغِيرٌ يَضُمُّ تِمَاثِيلَ وَخَزَائِنَ يَزِيدُ عُمْرُهَا عَلَى مِئَتِي عَامٍ. أَمَّا غَرْفَةُ الْجُلُوسِ فَهِيَ مُلْتَقَى الْعَائِلَةِ، حَيْثُ نَجْتَمِعُ جَمِيعًا حَوْلَ الْمَدْفَأَةِ الَّتِي تَنْشُرُ الدَّفَاءَ وَعَبْقَى رَائِحَةِ حَطَبِ الصَّنُوبَرِ. فَهَذِهِ الْغَرْفَةُ لَيْسَتْ مَجْرَدَ مَكَانٍ مِنَ الْجِدْرَانِ وَالْأَثَاثِ، بَلْ هِيَ عَالَمُنَا الصَّغِيرُ الْمَلِيءُ بِمِشَاعِرٍ مُتَنَوِّعَةٍ مِثْلَ الْفَرَحِ وَالْحُزَنِ وَالْحُبِّ وَالْحَنِينِ...

وَقَرِيبَ بَيْتِ جَدِّي حَدِيقَةٌ تَشْبَهُ جَنَّةً صَغِيرَةً، مُطَّرَزةٌ بِأَشْجَارِ الشُّوَحِ وَالصَّنُوبَرِ، وَهِيَ تُذَكِّرُنِي بِمَقْدَمَةِ قَصِيدَةِ «بَيْتِي» لِلشَّاعِرِ نِزَارِ قَبَّانِي، حَيْثُ يَقُولُ:

«فِي حَرَجِنَا الْمَدْرُوزِ شَوْحًا سَقْفُ مَنْزِلِنَا اخْتَفَى
حَرَسَتْهُ خَمْسُ صُنُوبَرَاتٍ فَانْزَوَى... وَتَصَوَّفَا»

فِي هَذِهِ الْحَدِيقَةِ أَجْدُ نَفْسِي سَعِيدَةٌ وَحَرَّةٌ، فَهِيَ الْمَكَانُ الْأَحَبُّ إِلَيَّ قَلْبِي. فِيهَا جَلَسْتُ سَاعَاتٍ طَوِيلَةً أَبْنِي أَحْلَامِي بِرَفَقَةِ الْعَصَافِيرِ الَّتِي كَانَتْ تَزَقْزُقُ أُنَاشِيدَ الْفَرَحِ وَالْمَحَبَّةِ.

وَمِنْ أَجْمَلِ ذِكْرِيَّاتِي فِي بَيْتِ جَدِّي تِلْكَ الْأَوْقَاتُ الَّتِي كُنَّا نَجْتَمِعُ فِيهَا صَيْفًا تَحْتَ ظِلَالِ أَشْجَارِ الْحَدِيقَةِ الْبَاسِقَةِ، نَغْنِي وَنَرْقُصُ، وَتَتَعَالَى ضَحِكَاتُنَا حَتَّى تَصِلَ إِلَى قَلْبِ السَّمَاءِ.

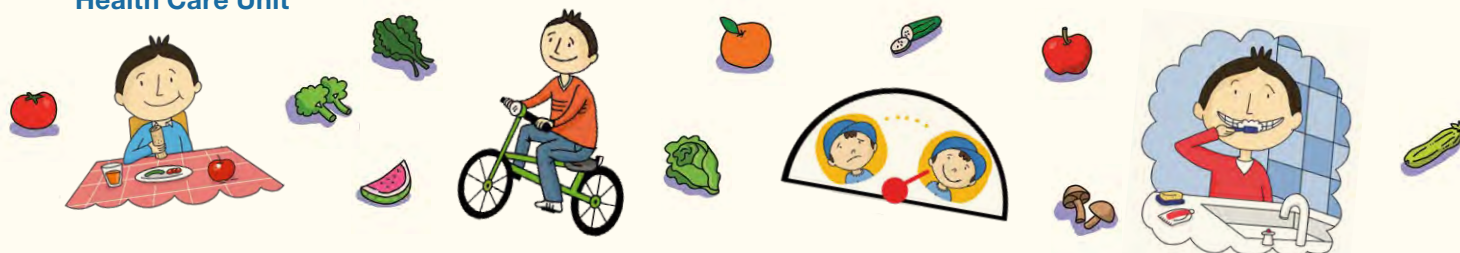
وَمَهْمَا كَبُرْتُ، وَفِي أَيِّ مَنْزِلٍ سَكَنْتُ، سَتَبْقَى ذِكْرِيَّاتِي فِي بَيْتِ جَدِّي حَيَّةً فِي قَلْبِي، لَا يَمْحُوهَا الزَّمَنُ. فَهُوَ لَيْسَ مَجْرَدَ بَيْتٍ سَكَنْتُهُ، بَلْ بَيْتٌ رُوحِي، وَمَلْجَأِي الدَّائِمُ، وَأَجْمَلُ مَكَانٍ عَرَفْتُ فِيهِ مَعْنَى الدَّفَاءِ وَالْحُبِّ وَالْإِنْتِمَاءِ.



HEALTHY MINDS, HEALTHY JOURNEYS

Healthy Habits and Home Care Guidelines

Health Care Unit



The health care unit continues to be devoted to supporting all members of our school community while promoting a culture of safety, learning, and well-being. We are thankful for the mutual commitment that binds us and look forward to advancing this work together in the coming years.

By working together and promoting good habits at home and at school, we can help our children feel their best, stay focused, and develop lifelong healthy practices, as well as learn how to respond quickly and effectively when applying first aid to their own minor injuries.

As we continue to prioritize the health, safety, and readiness of our learners, we would like to provide a few easy-to-follow guidelines for handling common minor conditions, and we would also like to emphasize some healthy habits that can encourage a healthy lifestyle.

1. Nosebleeds

- Pinch the soft part of the nose between the thumb and index finger for 10-15 minutes.
- Tilt the head forward.
- If bleeding is severe, use ice along the compression.

2. Wounds

- Gently clean the area with soap and water.
- Disinfected with an antiseptic.
- Cover with a bandage.
- Seek medical care if symptoms worsen.

3. Falls

- **Remember:** RICE is the classic first-aid approach after a fall or injury, especially when there is swelling, bruising, or a sprain.
- **R – Rest:** Avoid using the injured area.
- **I – Ice:** Apply ice for 15–20 minutes every few hours.
- **C – Compression:** Apply a light elastic bandage.
- **E – Elevation:** Keep the injured area raised above the level of the heart.

4. Respiratory illness

- Respiratory protection and prevention can be achieved through simple steps that help protect ourselves and others. By being aware and following these easy measures, everyone can help reduce the spread of respiratory illnesses.
- The flu vaccine helps reduce illness, hospital visits, and school absences.
- Wash hands frequently with soap and water.
- Cover your mouth and nose when coughing or sneezing.
- Ensure all respiratory waste goes directly into the bin.
- Avoid touching your eyes, nose, and mouth.
- Stay home if you have any flu or illness symptoms.





5. Hydration is key!

- Water makes up about 60% of the human body, and staying hydrated helps your brain and body function at their best.
- **How to stay hydrated:**
 - Eat fruits and vegetables rich in water — for example, lettuce and cucumbers are about 95–96% water, and tomatoes are also high in water.
 - Avoid sugary drinks and soda.
 - Drink more water when you exercise or during hot weather.
 - Daily Water intake by age (approximate):
 - 4 – 8 years = 5 – 7 cups.
 - 9 – 13 years = 7 – 8 cups.
 - 14 – 18 years = 8 – 11 cups.

6. Create a calming night routine!

- Did you know a calming routine can improve your sleep? Following a relaxing bedtime ritual helps your brain release melatonin, the hormone that regulates sleep, allowing you to fall asleep more easily and wake up feeling refreshed.
- **Tips for a night calming routine:**
 - Read a calming story or a few pages before sleeping.
 - Create a sense of a calm and relaxation before bed.
 - Avoid screens at least an hour before sleeping.
 - Recommended sleep hours by age range:
 - 3 – 5 years = 10 – 13 hours.
 - 6 – 13 years = 9 – 11 hours.
 - 14 – 17 years = 8 – 10 hours.
 - 18 – 25 years = 7 – 9 hours.

7. Eating Routine with a Balanced Diet

- Did you know that what you eat affects your growth, brain, and overall health? A balanced diet supports growth, brain function, immune health, and helps maintain a healthy weight.
- **Tips for a Healthy Eating Routine:**
 - Eat breakfast every day — don't skip it.
 - Build balanced plates with protein, healthy fats, and carbohydrates at each meal.
 - Eat healthy snacks like fruits and nuts.
 - Avoid junk food and sugary drinks.
 - Include fruits, vegetables, whole grains, and protein in your meals.
 - Maintain regular meal and snack times for consistent energy.

7. Screen smart, live bright

- Did you know that spending less time on screens before bed can help you sleep better? Using screens close to bedtime can make it harder to fall asleep and reduce sleep quality. Cutting down screen time before bed can help you feel more rested, focused, and in a better mood the next day.
- **Tips for Healthy Screen Use:**
 - Adjust screen brightness for comfort.
 - While studying, take regular eye breaks to reduce eye strain.
 - Limit daily recreational screen use and prioritize calming, positive content.
 - Avoid screen use during meals and stop using screens at least 30 – 60 minutes before going to sleep.

WALKING THE PATH OF EXCELLENCE





A Dream for Assessment Beyond the Pencil and Paper

Nisrine Awarke Abou Zeid,
Professional Learning Unit

Over the years, instructional methodologies have evolved. We speak about inquiry-based learning, student centered classrooms, collaborative learning, problem solving, and growth mindsets. However, in the heart of the classroom, one element, assessment, has remained strikingly unchanged.

I still remember myself, almost 25 years ago (maybe more), sitting for one exam after another, anxious, silent, focused not on learning but on performing. Today, when I look at learners in schools, I see that in many ways they are experiencing the same thing. Two decades have passed, the world has transformed, students have changed, yet the way we assess learning still looks and feels the same.

Why is it that assessment has not evolved with the rest of education?

The research is there. The conversations are there. The awareness is there. We know that 21st century learners need more than memorization and repetition. They need space to think, question, create, reflect, express, and grow. Still, somehow, the traditional pencil and paper test continues to dominate our classrooms.

The question that stays with me then is this: if we know better, why aren't we doing better?

Maybe because transformation takes root quietly before it becomes visible. In that quiet space, a dream has been growing, whispering its way forward. A dream I carry with me in education, one that feels both distant and already quietly unfolding, a dream of assessment becoming more than grades, papers, and end point evaluations, more than a performance captured in a single moment. A dream of assessment that reflects thinking, growth, and the complex learning that actually unfolds in the real world.

Gradually, I began noticing how the ideas behind the Four Pillars of Assessment, Student Voice, Authenticity, Reflection, and Feedback, were taking shape around us. It reassured me that the change we hope for is not just theoretical; it is already emerging in small but meaningful ways. Transformation grows slowly, through



BAC Steering Committee



experimentation, shared learning, patience, trust, and the courage to try again when something doesn't work the first time. We are all still exploring, adjusting, and discovering what truly fits our context and our learners.

Where the Shift Took Shape in Practice

I began to see what this could look like in my own Grade 12 classroom. While studying Machiavelli's *The Prince*, we moved away from writing a traditional essay. Instead, learners were invited to explore how Machiavellian ideas appear in modern leadership and everyday decision making. They created poster projects that examined Machiavelli from contemporary angles: some compared leaders Then and Now; others imagined what Machiavelli's profile would look like if he were on Tinder; some designed a Machiavelli Hotline offering advice for real world dilemmas, and a few even created Machiavelli themed memes that blended humor with sharp political insight. What stood out to me was not the final display on the walls; it was the learning that unfolded along the way.

Learners had genuine choice in how to express their understanding. The tasks were rooted in real world contexts, giving their work authenticity. They revisited and refined their thinking through peer and teacher feedback. Learning shifted from producing the right answer to meaning making, perspective taking, creativity, and ownership.

Their questions revealed just how deeply they were engaging: Would Machiavelli approve of this leader? Is fear the same as control? What does real power look like today? How do we show leadership visually?

They started with the assigned text, but they went further, researching leaders, political strategies, psychology, and current events. Quiet learners became leaders; analytical thinkers discovered new artistic abilities.

Patterns began to emerge. Some learners took on artistic direction, using color, symbolism, and layout to communicate themes like power or manipulation. Others became researchers, gathering evidence to strengthen the groups' viewpoint. A few groups felt stuck initially, unsure how to translate philosophical ideas into visuals. These moments became invitations to guide their thinking: What claim are you making? How does this design reflect your interpretation? What evidence supports this? Uncertainty became a doorway into deeper inquiry. Through these mini conferences, learners saw that uncertainty is not a barrier to learning but an opening into deeper understanding.

My role shifted into facilitator. I moved between groups, listening to debates, prompting deeper thinking, and helping learners navigate disagreements. When groups struggled to articulate their message, we paused to unpack their reasoning. When interpretations diverged, we explored how the same passage could generate multiple





valid readings. The classroom began to feel less like a place where answers were delivered and more like a studio where ideas were shaped and refined.

Assessment in a New Light

Throughout the process, I used a rubric not to limit creativity but to make learning visible. It assessed understanding of Machiavelli's ideas, depth of analysis, clarity of argument, and originality. It also captured essential competencies that often go unnoticed: cooperation, communication, time management, and the ways learners negotiated ideas.

The posters became more than art. They became windows into thinking, process, and growth, evidence of how learners constructed meaning, not just what they produced. In these moments, assessment moved beyond checking for correctness. It became a tool to illuminate thought processes and soft skills that traditional tests could never capture.

The Dream Is Possible

This work also made me rethink the balance between structure and freedom. The rubric offered clarity, but the creative choices gave learners real ownership. The text anchored their thinking, but their interpretations breathed life into it. While the posters provided tangible

evidence of understanding, the most meaningful indicators of learning emerged in conversations, in curiosity, disagreement, insight, and discovery.

As I continue experimenting with new forms of assessment, I return to a central idea: learners thrive when they are invited to build knowledge, not merely recall it. When assessment becomes authentic, creative, and reflective, it transforms the learner as much as the product. Perhaps this is the dream we are reaching toward as a school community, not perfection, but possibility.

What I now understand is that meaningful change does not begin with a new policy or template. It begins one class at a time, one conversation at a time, one teacher willing to try, reflect, and revise. We do not need to force a revolution. We need to grow it. And we are.

If assessment is meant to support learning, not just measure it, then I leave you with a question:

What is one small shift you are willing to try in your classroom this month to move assessment in that direction

Commitment to Excellence

Manale Shamma Boustany, Steering Committee

Meetings are being held in different spaces, workshops are being organized, and plans of action are being set. Work is in full motion. Our school is a beehive striving to produce change and excellence.

The first question addressed at the beginning of our accreditation journey was: “Why?”

The answer to that was simple in principle, but it required a great deal of thought and depth. As educators who always push our learners to thrive, challenge themselves, and set long-term goals, we also had to pause and reflect on what we are doing, what we need to change, and how we are going to set long-term goals for our school in a holistic way aligned with our vision and mission.

That is how our accreditation journey began.

After the visit of the accreditation team in April 2024, recommendations were shared and at that stage, the second question emerged: “How do we move on from here?”

Every journey has a destination, with different pit stops, challenges, and uphill routes. The first step was creating a steering committee to set the roadmap for the accreditation preparatory year, and therefore different commissions were formed.

The title for our journey is “Many Voices, One Journey.” We all had to join our expertise, visions, and thoughts to reach our shared goal.

After the commissions were formed, recommendations were distributed, and that was our first pit stop. Members of the commissions had to reflect on the work currently done, benchmark it with the required standards, and begin launching the work.

The journey continued, and our second pit stop was the *Plan of Action* station. We had to develop clear steps to ensure we successfully reach our destination.

Today, plans of action are set, keeping our learner profile and school guiding statements as the main compass.

This is just the beginning. We still have more pit stops ahead, where we will spend additional time piloting, collecting data, gathering feedback, and reflecting.

In May, we will be reaching our main midway station, where we will share all findings and plans with the visiting team. The journey shall continue afterwards to take the railway to the implementation phase where we will be welcomed by new challenges and experiences.

Hoping for a successful journey, we believe that, as Helen Keller once said: “Talent wins games, but teamwork wins championships.”

As long as we continue working as one team, we will surely be able to complete the journey and reach our last but not final destination.





The Rhythm of Becoming

Nisrine Awarke Abou Zeid, Professional Learning Unit

Professional learning sits at an interesting crossroads in every school. Ask a group of teachers what they think of it, and you will hear a spectrum of responses. Some view it as an added burden layered onto already full schedules, another meeting, another session, another initiative. Others welcome it with genuine enthusiasm, seeing it as an opportunity to grow, refine practice, and reconnect with purpose. Most teachers stand somewhere in between: hopeful for meaningful development, yet they are cautious from years of trainings that did not fully translate into change within the classroom.

But beneath these varied reactions lies a shared truth: teachers want to improve not for the sake of attending a workshop but for the sake of their learners. They want professional learning that speaks to their realities, addresses the challenges they face, and equips them with tools they can actually use. When professional learning is disconnected from need, it becomes a task. When it is rooted in need, it becomes transformation.

This is why identifying teacher needs is not just a procedural step; it is the foundation of meaningful professional growth. Schools cannot assume what teachers need; they must listen, observe, ask, and analyze. Professional learning must begin with understanding: Where are teachers struggling? Where do they feel confident? What skills do learners require today that they did not need five years ago? What do teachers hope to improve, and what do they fear?

This year, our school chose to anchor professional learning in four core areas that emerged from teacher feedback, classroom observations, and student needs: Social and Emotional Learning, Assessment, Differentiation, and AI Integration. Each of these domains reflects a pressing reality. SEL is essential for supporting learners

in an increasingly complex world. Assessment needed a shift toward meaning, clarity, and authentic evidence of learning. Differentiation became increasingly necessary as classrooms grew more diverse in readiness, pace, and learning styles. Also, AI integration demanded attention as our learners began living in a world where technology is no longer optional but foundational.

Yet professional learning does not end with the training room. A session is only the beginning. What truly matters is whether the learning travels from the workshop to the classroom—whether it reaches the learners. This year, we committed not only to delivering professional learning but also to evaluating its impact. Are learners more engaged? Are their skills improving? Are classroom interactions changing? Are teachers applying what they learned? Are we moving forward together?

As we continue our work this year, one idea becomes clear: professional learning is not a series of isolated workshops but a collective movement. Although it might be often imagined as a set of events, in reality it is a continuous cycle: identify needs, design learning, implement, reflect, reassess, adjust. It is less about the session itself and more about the growth that follows. This movement begins with understanding what teachers need, grows through meaningful training, and becomes visible only when it transforms learning for students.

Still, this movement is not carried by one person or one department alone. It is carried by every teacher who experiments, reflects, collaborates, questions, adapts, and tries again. It is shaped by the quiet voices, the bold voices, the uncertain voices, and the eager voices.

It is, in every sense, one journey shaped by many voices.

MANY VOICES, ONE HEART



An Honored Visit

We were honored to welcome H.E. Metropolitan Saba and members of the Board of Trustees of the Antiochian Orthodox Christian Archdiocese of North America to our school.



Pink October

We proudly joined Marche Rose and lit our school entrance in pink, standing together for awareness, hope, and support during Pink October.





OCTOBER

Apple Week

From sweet creations to thoughtful acts, our learners across all grade levels celebrated National Apple Day in the most creative ways!



National Week

Our entire school community stood together:
One voice, one heartbeat, one Lebanon!



NOVEMBER

بركة ذخائر القديسة كاترينا

يوم الخميس ٢٧ تشرين الثاني ٢٠٢٥،
استقبلت أسرة مدرسة البشارة
الأرثوذكسية ذخائر القديسة كاترينا
الكلية الحكيمة، شفيعة الكنيسة
الموجودة في حرم المدرسة، ثم اجتمع
أعضائها في خدمة سرّ الافخارستيا
وشكروا الله على بركاته بشفاعته
الشهيدة كاترينا السينائية.





DECEMBER



Saint Barbara

Endless creative costumes and ongoing celebrations during Saint Barbara's day!



The North Pole

One tree lit, one community united, and countless moments of Christmas joy. A festive finale to remember!



أمسية ميلادية لجوقة مدارس بيروت الأرثوذكسية

برعاية سيادة متروبوليت بيروت
وتوايعها المطران الياس عودة، أحيت
جوقة مدارس بيروت الأرثوذكسية مساء
السبت ١٣ كانون الأول ٢٠٢٥ أمسية
ميلادية مميزة، بمشاركة مدارس أبرشية
بيروت: الثلاثة الأقمار، زهرة الإحسان،
البشارة الأرثوذكسية، وثانوية السيدة
الأرثوذكسية.



Winter Day

Our little learners dove into the magic of winter! From exploring snow and ice to cozying up with warm drinks and winter crafts, every moment was full of giggles, discovery, and playful learning.

JANUARY

عيد الظهور الإلهي

بعد قدّاس عيد الظهور الإلهي،
حلّت البركة في أروقة مدرسة البشارة
الأرثوذكسيّة، فتّمّت مباركة جميع
الأقسام لتبقى بيوتنا التعليميّة مغمورة
بالنور والسلام والرجاء.



THE JOURNEY CONTINUES



الدكتور ميشال عباس

السيرة الذاتية

الدكتور ميشال عباس أكاديمي وخبير اقتصادي واجتماعي لنصف قرن، يشغل حاليًا، ولولاية ثانية، منصب الأمين العام لمجلس كنائس الشرق الأوسط. يُعرف بدوره الفكري والاجتماعي، وبالتزامه قضايا الإنسان، والحوار، وبناء السلام في المجتمعات المتعددة.

المؤهلات العلمية والمسيرة الأكاديمية

يحمل الدكتور عباس درجة الدكتوراه في علم الاجتماع الاقتصادي مع تخصص في السلوك الاقتصادي، كما حاز إجازات جامعية وماجستير ودبلومات عليا في مجالي الاقتصاد وعلم الاجتماع. يتمتع بخبرة أكاديمية تمتد لأكثر من ثمانية وأربعين عامًا في التدريس الجامعي، وهو أستاذ (بروفسور) في جامعة القديس يوسف في بيروت.

إلى جانب عمله الأكاديمي، يشارك في البحث العلمي، وكان عضواً في لجنتي البحوث وأخلاقيات البحث في جامعة القديس يوسف. تتركز أبحاثه على الوجود المسيحي في الشرق الأوسط، وعلى التحوّلات السوسيو-اقتصادية وانعكاساتها على المجتمعات، والمجازر في المشرق الانطاكي.

تخرّج الدكتور عباس من مدرسة البشارة الأرثوذكسية في بيروت عام ١٩٧٠، قبل التحاقه بالجامعة اللبنانية وجامعة القديس يوسف. وقد أكد في مناسبات عدة أنّ هذه المدرسة شكّلت المحطة الأساسية في صقل قيمه الروحية والاجتماعية منذ الطفولة، وأسست لالتزامه لاحقاً بالعمل المسكوني والحوار.

النشاط الاجتماعي والفكري

يُعدّ الدكتور عباس ناشطاً بارزاً في مجال الحوار بين الأديان والإثنيات، ويعمل على تعزيز ثقافة الانفتاح، والعدالة الاجتماعية، والحياة المشتركة. وقد أسهم في تأسيس العديد من مجموعات العمل الاجتماعي، والنقابات، والمنظمات غير الحكومية.

مثّل مجلس كنائس الشرق الأوسط في محافل دولية عدة، من أبرزها مؤتمر قادة الأديان العالمية والتقليدية في أستانا، وقمة المناخ (COP28) في دبي، حيث شدّد على دور المؤسسات الدينية في حماية كرامة الإنسان وبناء السلام ومواجهة التطرف.

الخلفية والرؤية

ينتمي الدكتور ميشال عباس إلى العائلة الأرثوذكسية، ويُعرف بالتزامه الرسالة المسكونية ووحدة الكنائس في المنطقة. وترتكز رؤيته في قيادة مجلس كنائس الشرق الأوسط على الحوار، وحماية كرامة الإنسان، وتعزيز السلام، وتفعيل دور القيم الروحية في الحياة العامة.

المدرسة ومنظومة القيم في المجتمع

كيف تقيّم الواقع التربويّ في لبنان في ظلّ الأزمات، وما انعكاساته على المجتمع؟

الأزمات التربويّة تركت آثارًا خطيرة أذكر منها: التراجع في الكفاءة، التّشوّه في منظومة القيم إذ أصبحت مخلّعة. لذلك، يبقى الحلّ في التّمسك بالتّربية المتكاملة التي تجمع بين العلم، والنّشاطات، وبناء الشّخصيّة، مع مواكبة التّطوّر والحفاظ على الإرث التربويّ.



وأخيرًا يُمكن القول إنّ هذه المقابلة تُبرز الدّور الجوهريّ الذي تؤديه المدرسة في بناء الإنسان، لا بوصفها مساحة للتّعلّم الأكاديميّ فحسب، بل كحاضنة أساسيّة للتنشئة الاجتماعية الضامنة لمنظومة القيم. وقد شدّد الدكتور ميشال عبس، في أكثر من موضع، على الأهميّة الدّقيقة والمحوريّة لدور الأساتذة في هذه المسيرة، باعتبارهم الفاعل التربويّ الأعمق تأثيرًا في تكوين شخصيّة المتعلّمين وتوجّهاتهم الإنسانيّة والمهنيّة. ومن هنا، تبرز دعوته الواضحة إلى الاهتمام بالأساتذة، ودعمهم تربويًّا وإنسانيًّا، إدراكًا لمسؤوليّتهم في بناء أجيال قادرة على الالتزام بالقيم، والمشاركة الإيجابيّة في المجتمع، وصناعة مستقبل أكثر تماسكًا وإنسانيّة على اعتبار أنهم يشكلون النموذج الذي يقتدي به الطلبة.



كيف حملت القيم التي اكتسبتها في المدرسة إلى حياتك الجامعيّة والمهنيّة؟ وهل نحن بحاجة اليوم إلى سياسة تربويّة تعزّز هذه القيم؟

من منظور علم الاجتماع، شهدنا خلال الحرب صمودًا نسبيًّا لمنظومة القيم بفعل التّضامن الاجتماعيّ. لكن منذ التسعينات بدأت هذه المنظومة تتفكّك نتيجة الحرب، والتّهجير، وانتشار الفقر والفساد، إلى حدّ أصبحت فيه القيم تُشتري. من هنا جاءت الحاجة



إلى إعادة بناء الرّأس المال الاجتماعيّ، وهو ما عملنا عليه من خلال تأسيس دائرة الحوار والتّماسك الاجتماعيّ في مجلس كنائس الشرق الأوسط. فالقيم هي التي تضبط سلوك الإنسان وغايتها يؤدّي إلى ظهور مشكلات في التّواصل، في تصرّفات النّاس وفي طريقة التّفكير والتّعامل. انطلاقًا ممّا سبق، يبرز دور المدرسة المهّم والأساسيّ فينب ربيعها يتمّ تأسيس نواة كبيرة من «النّاس الأخلاقيّين». لا بد من الإشارة إلى الدور المحوريّ الذي قامت به الجامعة اللبنانيّة وجامعة القديس يوسف في ترسيخ منظومة القيم، وكيف أنها شكلت لاحقًا المدى الذي زرعنا عبره هذه القيم وعبرنا عن القلق من التفكك القيميّ الذي ينتابنا.



المقابلة

في الخامس عشر من كانون الأول ٢٠٢٥، زار الدكتور عبس مدرسته الأم تقديرًا لدورها في مسيرته، حيث احتفت به كأحد أبرز خريجيها وقد أجريت مقابلة معه تناولت محورين اثنين:

المدرسة والذاكرة وبناء الشخصية

ماذا يعني لك أنك ابن مدرسة البشارة الأرثوذكسية؟ وكيف أثرت في بناء شخصيتك؟

المدرسة هي ذاكرة الإنسان؛ ذاكرة الطفولة والحنين والتوالتجيا. كل مكون فيها، من أساتذة ورفاق وإدارة، يسهم في تكوين الشخصية. فالمدرسة هي الإطار الأساسي للتنشئة الاجتماعية، إذ نقضي فيها نحو خمس عشرة سنة من عمرنا. وللأساتذة دورٌ دقيقٌ ومحوريٌّ في زرع منظومة القيم، لما لهم من تأثير عميق ومباشر في سلوك المتعلمين وخياراتهم ومستقبلهم الإنساني والمهني. كان للنظام، والانضباط، والالتزام أثر عميق في بناء شخصيتي التي تأثرت أيضًا بتفاني الأساتذة ومحبتهم للطلاب مما ترك بصمة لا تنسى مع مرور الزمن وهذا ما ولد شعور الانتماء الذي لا يفارقني أبدًا بل على العكس تمامًا فهو يرافقني دائمًا.



هل تتذكر يومًا معيّنًا أو نشاطًا مدرسيًا مميزًا؟ وما الموهبة التي برزت لديك؟

أتذكر الالتزام بالمجيء في الوقت المحدد، وحصص الرياضة، ولعب كرة القدم مع الرفاق... كما أذكر نشاطًا علميًا تمثل في صنع صاروخ ضمن مادة الكيمياء، وهو موثق بالصّور. أمّا على صعيد الموهبة، فقد كنت أميل إلى الرسم، وبشكل خاص أسلوب التكعيبيّة (Cubisme).

ما كان حلمك في المرحلة المدرسية؟

في البداية، كان حلمي أن أصبح طبيبًا، لكن مع نمو الوعي بقضايا الاجتماع والسياسة، اتجهت نحو التعمق في مجالي الاقتصاد وعلم الاجتماع، مدفوعًا برغبة في الانخراط في الشأن العام. وأشير هنا إلى أهميّة التوجيه المهني، الذي كان ضعيفًا نسبيًا في تلك المرحلة.



هل استطاعت المدرسة الموازنة بين التعلّم الأكاديمي وبناء الذات؟ نعم، استطاعت ذلك. فقد كان الالتزام بتعاليم الكنيسة والمشاركة في القدّاس الأسبوعي جزءًا من الحياة المدرسية، إلى جانب الدور التربوي العميق للأساتذة. ولا أنسى كلمات بعض المربين الذين شدّدوا على الكرامة الإنسانية، وعلى أنّ الامتحان ليس نهاية الطريق، بل فرصة للتعلّم والنمو.

هل ما زالت المدرسة محافظة على هويتها؟ وما أبرز قيمة زرعتها في شخصيتك؟

المدرسة ما زالت محافظة على هويتها بوضوح مع انفتاحها على التطوّر، وهذا أمر بالغ الأهمية. من أبرز القيم التي زرعتها في شخصيتي عدم المساومة على الحق، فالسّاكت عن الحقّ شيطان أخرس. أعيد وأؤكد أنّ القيم الأساسية تُبنى في المدرسة، ثم تُدعم لاحقًا في الجامعة.



كيف ترى دور الخريجين؟ وما رسالتك إليهم وإلى المدرسة؟

الخريجون هم ذاكرة المدرسة وامتدادها الطبيعي. فمن خلال روابط الخريجين يبقى التواصل قائمًا، ويتعزّز الانتماء والدعم المتبادل. أمّا رسالتي إلى المدرسة، فهي الاستمرار في التقدّم، والحفاظ على تاريخها وإرثها العريق لبناء مستقبل متين رغم التحدّيات.

THINK AND PLAY

Winter CROSSWORD PUZZLE



Across

1. Worn around the neck for warmth
5. Animal known for pulling Santa's sleigh
7. Frozen water hanging from rooftops
9. Decorative item with swirling "snow" inside
11. Hand coverings without separate finger spaces
15. Footwear that keeps your feet warm and dry in the snow
17. Deep sleep animals enter during winter
19. Large mass of slowly moving ice
20. Flightless bird often associated with cold climates

Down

2. Smoke escapes through this on a roof
3. Figure made from stacked snowballs
4. Thin layer of ice on surfaces
6. Popular winter activity on frozen surfaces
8. Plant with red berries often seen during winter
10. Severe snowstorm with strong winds
12. Activity of riding downhill on a sled
13. Warm chocolate drink
14. Used ice crystal falling from the sky
16. Used to clear snow from driveways
18. Tree that stays green throughout winter



WINTER WORD SEARCH

BOOTS	HOT COCOA
MITTENS	HAT
ICICLE	SCARF
SNOWMAN	SNOWFLAKE
JACKET	FROZEN
PENGUIN	WINTER
SKIING	FIREPLACE
SLEDDING	SWEATER

Search the puzzle below to find 16 winter related words.

J H I O E Z V V O H D D Y U J
X O F Q D M V F K J H S D F O
B T G G F I R E P L A C E R M
O O S K I I P C P X P A Z O E
O Z E T Z D M W G Z E R N E L
T C P C L G P P B N N F H N E
P A F K M Y W H H W U R S U D
P A F K U C F J D Y I S N R D
W Q U K X U L A K E N N E J I
I S N Q T L K G P H K O A A N
N C T P W G X Z R J P W T C G
K G I P W T T T E N S M E K O
B G E S L K Q G S Z T A R E P
H U D X G E W C Q H L N Z T N



WORD SCRAMBLE

Try and unscramble the 5 winter related words below:

RADIBZZL _____

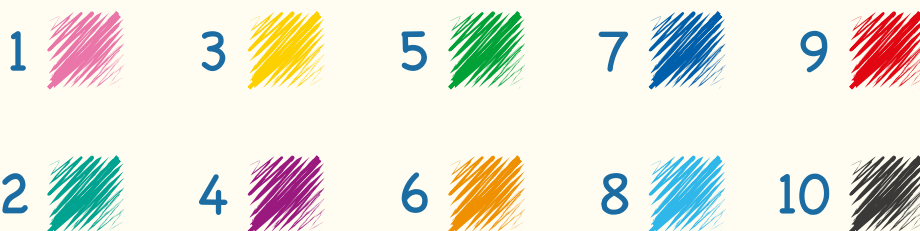
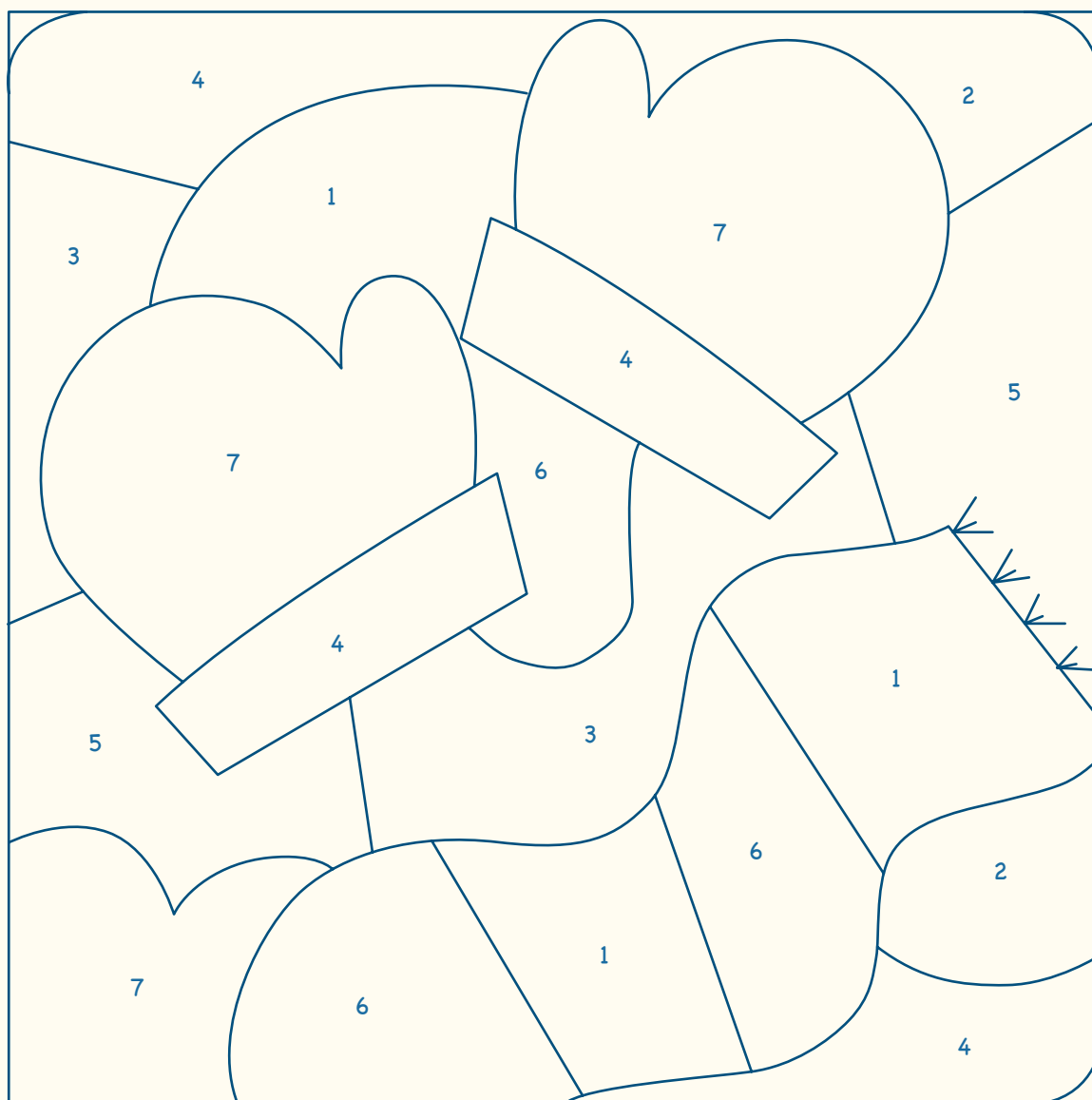
OWROSSNTTM _____

GNIEREFZ _____

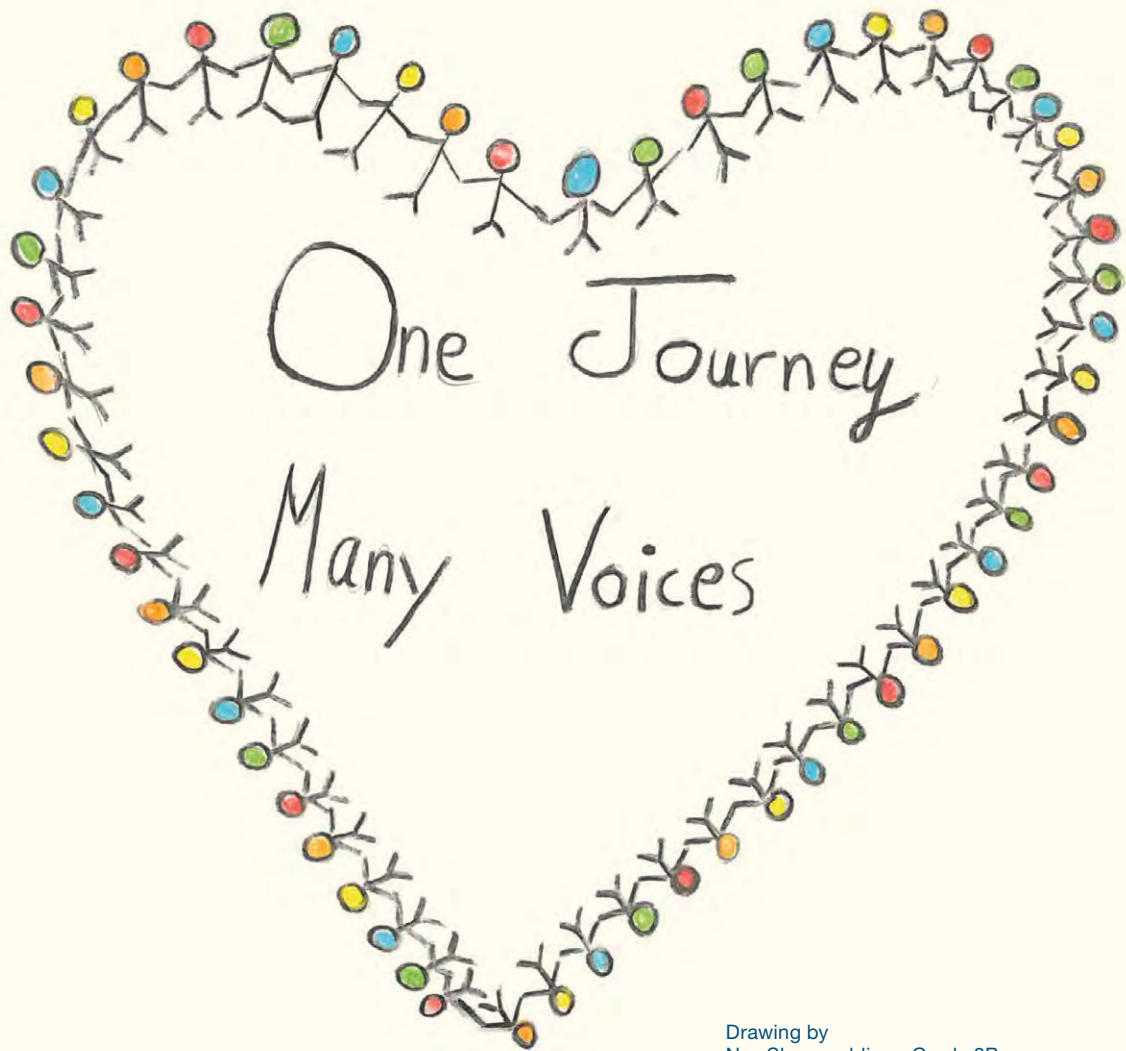
OHT ETOCCOHAL _____

ODLC _____

COLOR BY NUMBER







Drawing by
Nay Shamseddine - Grade 8B



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E-mail: info@bac.edu.lb

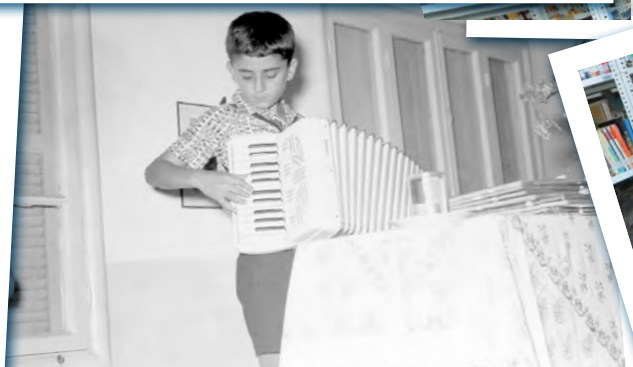
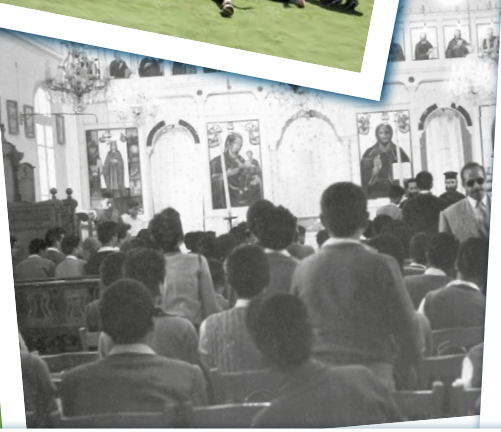
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مدرسة البشارة الأرثوذكسية بيروت