

PHIS A HOME TO LEARNERS

SEPTEMBER 2025 #01



PHIS THE SCHOOL IT'S VERY FUTURISTIC
- NAFIYU AHMAD

THE SCHOOL IS LIKE A HOME TO US
- FATIM HASNAT RIDBI

PHIS HELPS US GROW
- ARIYAN KHAN SHABIR

PHIS HAS VERY GOOD FACILITIES
- JEREMY JORDAN DAS

TALES

THE ROOT OF PHIS





PLEDGE HARBOR
INTERNATIONAL SCHOOL



to all the students of the 2024–25 MYP eAssessment batch
from **Pledge Harbor International School**



Middle Years
Programme



Assessment

Results

	Personal Project	Subject Score
 Pledge Harbor International School	6.00	41.25
 World IB School Average	3.94	37.71

**The only IB School in Bangladesh conducting
complete eAssessment**



WHO WE ARE, WHAT WE DO

OUR MISSION

'THE MISSION OF THIS IS TO CHALLENGE AND ENABLE STUDENTS TO REACH THEIR INDIVIDUAL POTENTIAL IN MIND, BODY AND SPIRIT WHILE BUILDING RESPONSIBLE GLOBAL CITIZENS'.

WHAT WE ASPIRE TO BE

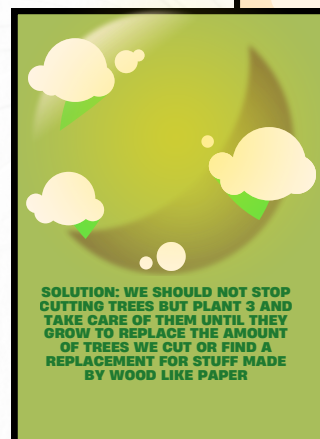
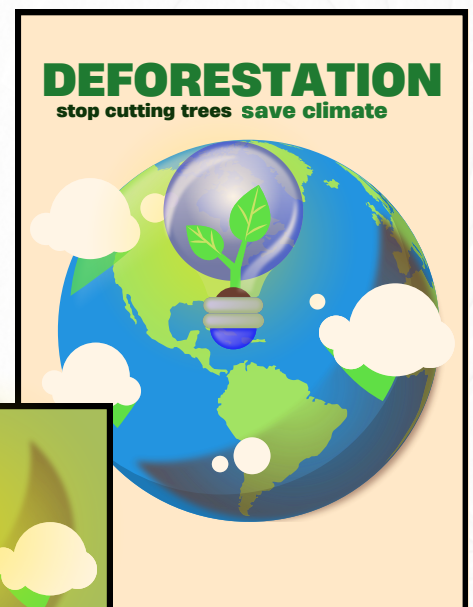
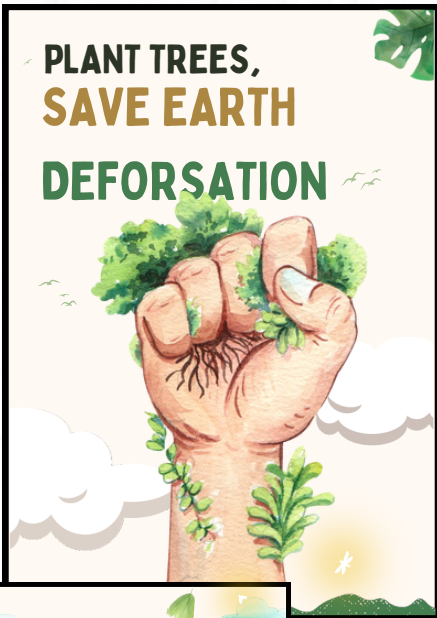
OUR VISION

WE ASPIRE TO BE THE PREMIER AND MOST REGARDED IB BOARDING SCHOOL IN THE COUNTRY CULTIVATING A DIVERSE AND INCLUSIVE COMMUNITY. WE EMPOWER STUDENTS TO BECOME LIFE-LONG LEARNERS, CRITICAL THINKERS AND COMPASSIONATE LEADERS WHO EMBODY THE PHILOSOPHY OF THE IB PROGRAM. WE NURTURE A CULTURE OF SOCIAL RESPONSIBILITY, PROMOTING EQUITY TO PREPARE STUDENTS FOR A RAPIDLY CHANGING WORLD.

Service as Action (SAA)

Grade 6 students in Pledge Harbor International School recently completed a powerful IB MYP Service as Action project focused on deforestation. Driven by curiosity, they conducted extensive research on the global and local harm caused by forest loss, exploring its impact on climate, biodiversity, and human life.

The students then applied their learning by designing visually compelling awareness posters. This project culminated in a presentation plan for the school assembly, where they discussed using their creative outputs to educate the wider community and inspire action against environmental destruction. This initiative showcases the commitment to becoming responsible global citizens, which is well aligned with the school's mission statement.



Together We Make a Difference," "Our Community, Our Responsibility," and "Lend a Hand, Lift a Heart

TALES THE ROOTS OF PHIS Contents

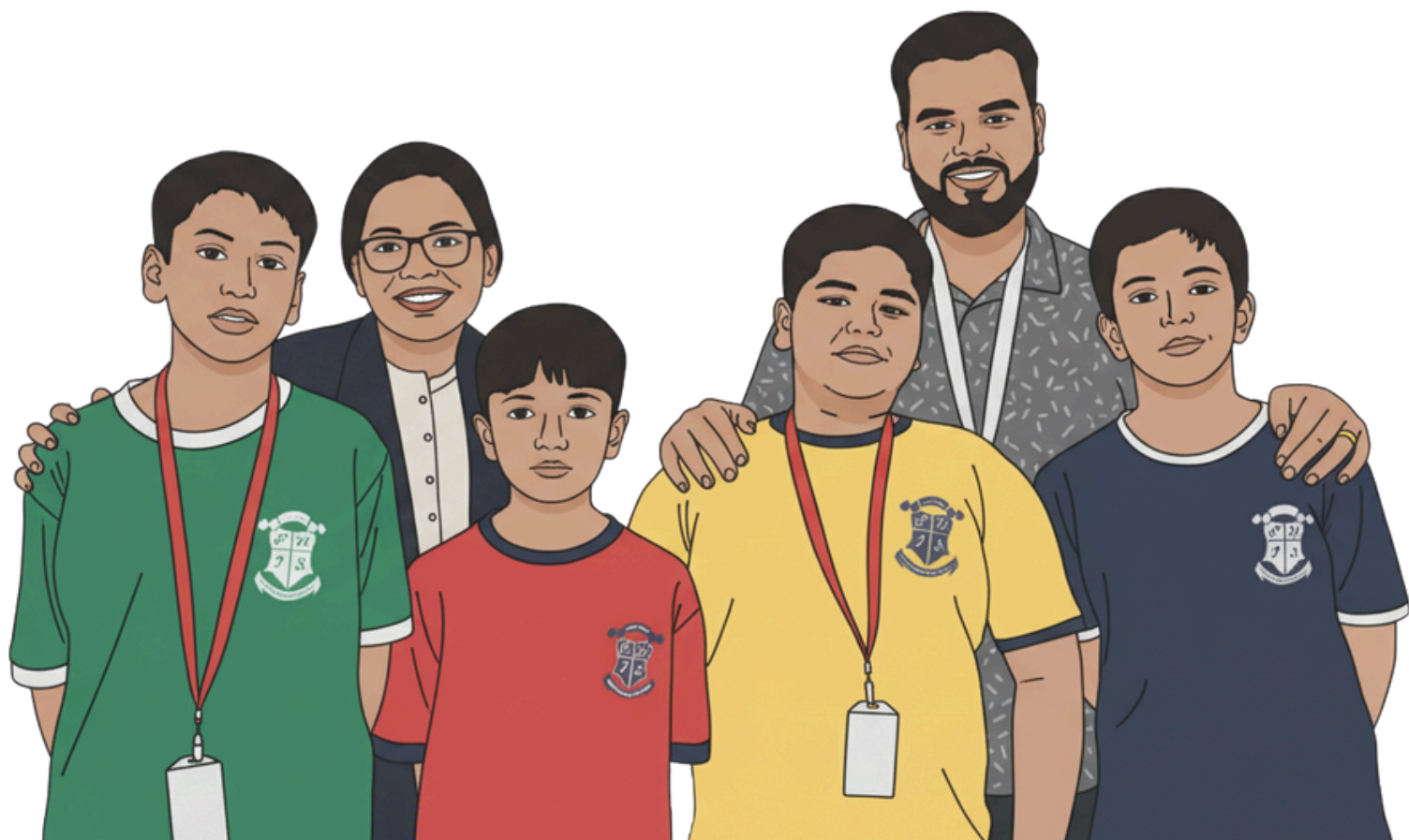
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Jordan

MESSAGE

So I knew that magazines give me information and I thought it was something just for fun. Back in time, it was like I thought there was word search, there were games and all that. The most exciting thing for me was the info because I, for some reason, get addicted to reading newspapers.

I liked making the IDs because I'm just into Canva. I don't know why, I'm just randomly good at it.

Biggest challenge was doing this writing because there was almost no time left. My classmates helped me a lot in telling me the mistakes I did in the tasks Sir gave me. Sir also helped me overcome those.

I would not change anything because this is one of the most fun I had during school, except back in PYP – the Grade 4 and 5 rivalry when we were in Grade 4 – but the prime was Grade 5 vs 6 when we were in Grade 6.

EDITOR-IN-CHIEF



Nafiyu

MESSAGE

I knew the magazine, but not that much, but now I know what they put there. I learned a bit more about Canva and how to make writing easy. I would change the framing of it, then we can do the rest.

The part I liked the most was when we chose our masterhead, which involved making a page with our mission and vision. The writing was the hardest.

It was good working together, then we can talk to each other and see what we're working on.

It could help the future kids to know about magazines.

The picture because the one we put was amazing, very amazing

I feel happy and shy at the same time, plus if anyone says it's not that good, I will feel we did not do a good job.

EDITOR-IN-CHIEF



MESSAGE

At first, I thought it was a book-newspaper where people used to see information from all over the world. Now I know it is a type of thing that has sponsored content, lots of photos, and small texts. I learned that the new magazine has more photos than text.

Part of the magazine-making process was the Table of Contents, because I got to use both my Thinking and Self-Management Skills. I might have developed editing because editing the “table of contents” page directly from a magazine is hard and takes too much time. The biggest challenge was choosing the name for the magazine.

We improved both Communication and social skills by making a magazine together.

EDITOR-IN-CHIEF



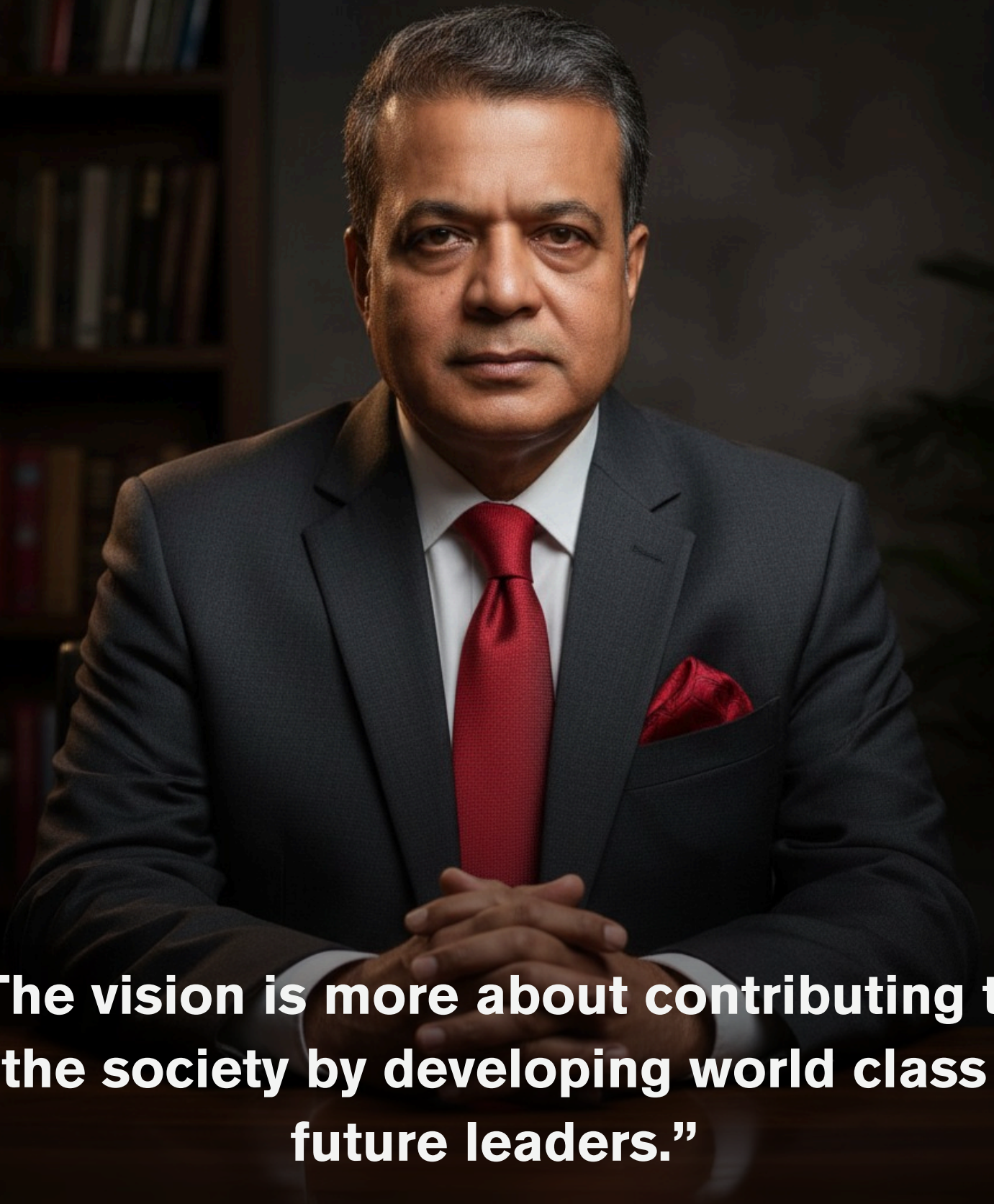
MESSAGE

At first, I thought it was a newspaper, but then I learned it was a magazine. This helped me understand the difference between books, newspapers, and magazines. The most exciting part was making advertisements because we got to represent our school. The hardest part was choosing the title, but we solved it by using a chirkut. I also improved my teamwork with friends, which will help me in future projects. Another thing I learned was how to use Canva to design pages and make creative layouts. If I could add more, I would take interviews from everyone in the school. Making this magazine taught me new skills, teamwork, and gave me more confidence.

EDITOR-IN-CHIEF

K M Rezaul Hasanat

Chairman



“The vision is more about contributing to the society by developing world class future leaders.”



In conversation with honourable Chairman, K M Rezaul Hasanat Sir



PHIS stands as a benchmark of excellence, underpinned by the strategic foresight of Chairman KM Rezaul Hasanat sir. As the visionary behind the school's advanced facilities, he has ensured that institutional practices adapt seamlessly to a dynamic global landscape. By pioneering a comprehensive model that integrates international standards with modern innovation, high-performance environment for the next generation of global citizens.

This interview helped us and the wider school community to gain a clearer understanding of the values, care, and leadership that define our school.

PHSA to PHIS: The interview started by asking about the very sunrising point of our institution. When he was asked to tell us something about the transformation of PHIS from PHSA, he replied, “Back then, the name of the school was Pledge Harbor Sports Academy before this governing body took over. So the general perception of the people was - this is a school which focuses only and only on sports, like BKSP(Bangladesh Krira Shikkha Protishtan). People did not know about the curriculum part of this institution. So, when we took it over, our first concern was to give it the shape of a proper international school.

In business marketing, there is a concept that if someone wants to change the perception of people on something, the best way is to introduce it with a new name. So, we decided to change the name of our institution from Pledge Harbor Sports Academy to Pledge Harbor International School.

Though there were some other initiatives taken as well, the change in the name was done first, which turned out to be great, serving the purpose.”

Changes in mission and vision: After knowing about the transformation, our team wanted to know if our Honorable Chairman sir, Mr. David Hasanat, has observed any changes to the school's mission and vision over time. On this matter, he mentioned, “The mission and vision of our school has been the same from the very first day till now. They are clearly stated in every wall of the school.

The vision we had before taking over the school was more about contributing to society by developing world class future leaders. Still, we aspire to hold that vision up to grow the students with an international class education.

What changed, according to my observation, are the practices. I mean, the best word would be it evolved with different needs. Time has not stopped since 2014, so have the world's trends as well. To cope with the rapidly changing world, changes needed to be reviewed in times. Even still, we are in the process of changes to support the ultimate vision of our institution.

What I can say is - The practices have been evolving according to the need, but the mission and vision has always been the same.”

Advanced infrastructure in an urban place: Next, we wanted Sir to reflect on why he invested in such advanced infrastructure, located far away from the capital. He said, “If we look at the global scenario, in most of the cases, boarding schools are always built quite far away, outside the capital.



Because that gives a lot of flexibility to build such kinds of infrastructures. Just think about it - we cannot find large areas of land that can support sports facilities and allow people to connect with nature and live closer to it. So from that perspective, it makes sense that the school is established quite far away from the capital.

So as I mentioned earlier, I was not a part of the establishing committee. The school was established by a different owner. We have just acquired the school.”

The management of PHIS: When Hasanat sir was asked about the management system of our institution, he said, “The management can be divided into 2 different segments: 1. Managerial Board 2. Academic. In the school campus, the management system is always driven by the leaders of academic sectors.

As expenditure is related to almost everything in this world, there is another part of management that deals with the expenditure of school. So this management has a different organogram, it needs different kinds of people who are related to commerce.

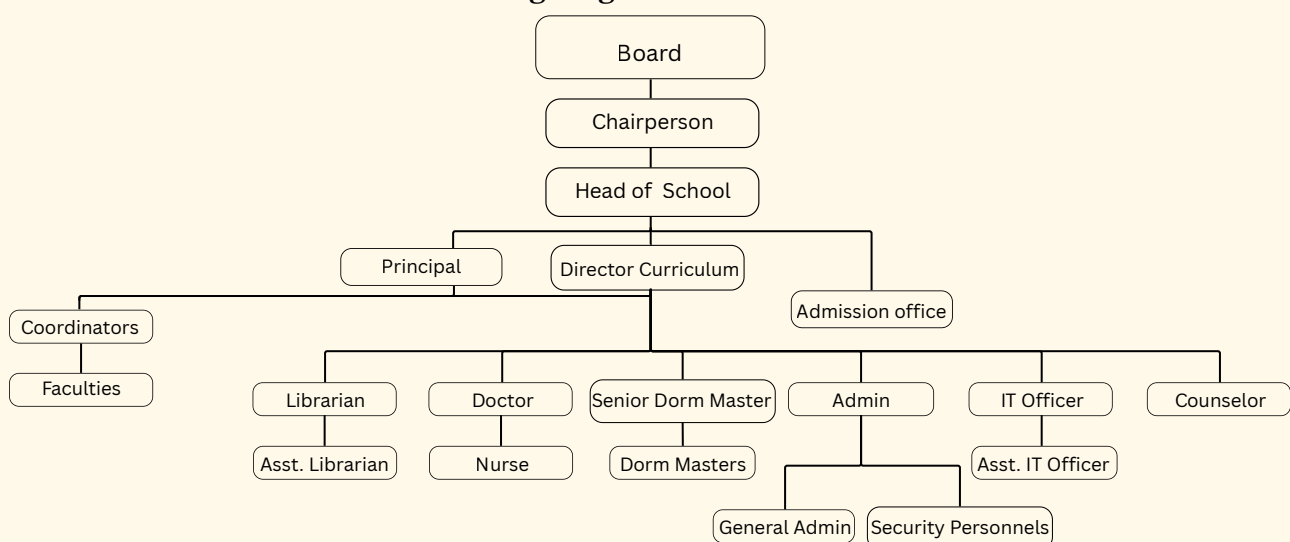
The decisions taken by the school management for academic purposes are taken care of by the academic management team. While any sort of support needed that has a connection with expenditure is placed with the managerial board, and with their concerns, they are taken care of by different segments of people.

So that's the way the academic team, as well as the management team, reports to the board, and the board looks after the macro-level activities of the school.”

Diversity in PHIS: Diversity in an international school is a pivotal point to acquire it's vision. Diversity lets us learn, celebrate and practice skills and norms out of book pages.”

Then he gave an example of The Durga Puja from Hindu Community - “Let's say, the Hindu people are going for their biggest celebration, Durga Puja. During this time, the institution remains closed out of our respect towards their culture. We do not ask questions like why the school is getting closed for a week? or why these people are going away? Even, by mistake if we nurture these kinds of mindset which are not respectful towards their belief, can create a lot of problems. Having this kind of mentality can destroy the harmony in our society. So we have to respect other religions, we have to respect other communities and cultures, only then we will get respect in return. We need to learn how to respect others' cultures, traditions and norms or religions. So that can help us to improve our society, our country and overall to make a better harmony in the world.

Organogram of PHIS



IB Curriculum: When he was discussing the reason behind the selection of IB curriculum, he laughed and mentioned. “Look at yourselves, you already know the answer very well. Though I'm explaining it to you again! The schooling system was invented more than 300, or let's say, almost 500 years ago. Different kinds of systems or curricula have been introduced and implemented over time. Just like others, in the early 70s, the IB curriculum was introduced in European countries. Currently IB is the most advanced curriculum in the world. The reason is IB actually decided what would be the best for the students in this rapidly changing world. So the curriculum is designed in such a way so that it can evolve according to the needs of learners over time globally. So when we actually acquired this school, we came to the decision that we are going to introduce the most advanced curriculums that will facilitate adaptive world-class learning pedagogy. And then we chose IB to continue with. Another reason was university acceptance! You may know that the acceptance rate in world universities from IB schools is one of the highest. Lastly, this curriculum provides the educational structure in a way that aligns with the needs and knowledge of real life. For example, if you think about Galileo, when he said that the globe moves around the sun, nobody believed him until the phenomenon was proven after centuries. But in IB, if someday you say the sun moves round the earth, your teachers are not going to stop you from saying that. Instead of stopping, they will encourage you to find the fact behind that. They might arrange experiments for you or arrange activities in a way so that at the end you find out for yourself what is correct or not.

So there are so many other unique aspects of the IB curriculum for which we actually chose the IB curriculum for our school to create world class learners and leaders for the future.”

Speciality of PHIS: PHIS is the only IB boarding school in Bangladesh. And none of the IB continuum schools in Bangladesh have full boarding facilities. And you know very well, we have the full facilities, I mean, especially sports facilities and a swimming pool. So these kinds of facilities, you can't find at any other school in Bangladesh. So this is our specialty. Considering our country, let's say Bangladesh, our economy, from this country's economic context, this is a unique school. And I believe this, I mean, no doubt, this is a very unique establishment in the country.



COLEGIO DEL MUNDO • WORLD SCHOOL®
ÉCOLE DU MONDE •



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Facilities in PHIS

IB Curriculum

Worldclass Facilitators

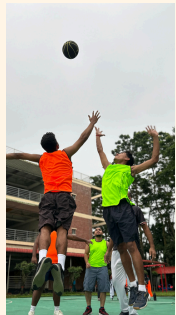
Indoor-Outdoor Sports Facilities

Complete Boarding Facilities

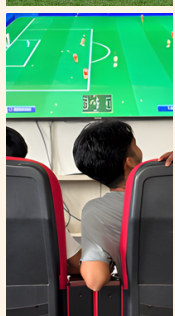
Swimming Pool

Tech Friendly Learning Environment

Close to Nature Environment











Kaniz Fatema Zareen

Head of School





In conversation with Honorable HOS ma'am Ms. Kaniz Zareen

We sat down with Ms. Kaniz Fatema Zareen, whose role as Head of School was transformative to the growth of PHIS. Her vision and leadership illuminated the path for the school to flourish, helping to define the unique identity of PHIS community. Furthermore, her profound engagement and deep involvement with the school community make her insights especially valuable.



Through her perspective, the wider school community can gain a clearer understanding of the intelligence, balance, and leadership that define our school today.

PHSA to PHIS: In the interview, Ms. Kaniz Zareen emphasized, “I may not be familiar with the mission and vision of PHSA, but I am intimately acquainted with those of PHIS. The essence of PHSA faded quite shortly as PHIS began to emerge.” She continued with enthusiasm, “PHIS is designed specifically to cultivate knowledgeable, caring individuals who are holistically prepared to serve their nation and meet the demands of global affairs.” With pride, she reflected on her role as a witness to the school’s growth: “I have seen more than eight batches graduate from this school. Some of our alumni are already working for renowned institutions like UNICEF, while others are pursuing careers as pilots, they are truly serving a global agenda. This proves that the mission and vision of PHIS are being put into practice, and I believe these values will continue to flourish through our young leaders.”

The management of PHIS: At first, we had more expatriate teachers. But over time, we realized that local teachers understand our culture and values better. So, we balanced it, keeping some expats while empowering Bangladeshi teachers. This mix helps students learn both local and global values.

Modern Infrastructure in a Serene Suburban Setting: PHIS offers state-of-the-art facilities that encourage young learners to experiment and explore within its tranquil suburban campus in Gazipur. During our conversation, Ms. Kaniz Zareen shared, “With its breathtaking beauty, the PHIS campus provides ample room to breathe for our enthusiastic young learners. Here, students are able to truly connect with nature rather than just imagining it. The infrastructure of PHIS provides expansive fields for play, fresh air, and quiet spaces for reflection. Nature is an integral part of the campus experience. Unlike the crowded capital, students here experience a calmness that creates the perfect environment for learning and self-reflection. For a boarding school, this peaceful setting is absolutely essential.”

IB curriculum: Discussing the IB curriculum, Ma’am mentioned, “IB offers holistic education. It helps students grow not just in academics, but also in behavior, mindset and adaptability. It prepares them to survive and succeed anywhere in the world, in any situation



and in any society. This curriculum also draws out each student's creativity and their unique abilities, which helps them to see who they truly are."

	 International Baccalaureate	 Cambridge	 National Curriculum of Bangladesh
Curriculum Origin 	Switzerland (Truly international)	United Kingdom (Based on the British system)	Bangladesh (The national government system)
Global Recognition 	Very High (Accepted by universities worldwide)	High (Accepted globally - mostly for A-Level pathway)	Local (Recognized in Bangladesh. Needs extra steps for foreign universities)
Subjects Offered 	Fixed Mix (Student must study 6 subjects from these subject groups - Math, Science, Language, Arts)	Flexible (Students choose what you like - Usually 6 to 9 subjects)	Fixed Groups (Students choose Science, Arts, or Commerce. Many mandatory subjects)
Teaching Methodology 	Research-based (Students learn by asking questions and doing projects)	Concept-based (Students learn to understand and apply ideas)	Textbook-based (Students mostly learn by reading and memorizing the book)
Examination System 	Mix (Written exams + School projects (Internal Assessments))	Written Exams (Mostly big exams at the end of the course)	Public Exams (Big written exams (SSC/HSC) focused on the textbook)
Assessment Focus 	Thinking (How students think, research, and write essays)	Understanding (How well you know the topic and solve problems)	Memory (How well students remember and write textbook answers)
Grading System 	Points (Scale of 1 to 7. (Total 45 points))	Grades/Numbers (A to G* or 9 to 1)	GPA (Scale of 5.0. (Letter grades A+, A, etc.))
Preparation for the Higher Education 	Excellent (Prepares students for hard university work and research)	Good (Good base for A-Levels or Foundation courses)	Good for Local (Best for Bangladeshi Public Universities)



Where curriculum meets the mission of school:

The mission of PHIS has evolved through several stages of refinement, but its core purpose has remained steadfast since its finalization. During the initial drafting phase, the primary goal was to address a fundamental question: “How can we cultivate a future leader who serves as a true global citizen?”

Reflecting on this journey, the Head of School, Ms. Kaniz Zareen, noted: “In both practice and documentation, our mission and vision are clearly defined. They align with our goal of empowering learners by fostering a studious environment and a rigorous, activity-oriented lifestyle. Unlike a business-oriented institution, PHIS focuses solely on developing the youth for the betterment of the society.”

Specialty of PHIS: ‘Pledge’ symbolizes the pride; students take in an identity defined not by nationality or religion, but by shared humanity. ‘Harbor’ signifies a place of comfort and safety. Together, these values define PHIS to be a place where compassionate leaders are prepared to serve the nation and meet global affairs.

A tech-friendly & modern life experience in a sub-urban area: PHIS is situated in a tranquil suburban zone while it remains within easy reach of the capital. This location is a deliberate choice that aligns with global standards, throughout the world. Premier boarding schools are situated away from urban congestion to provide a superior learning environment.

Ms. Kaniz Zareen explains the vision behind this setting, “Global research shows that boarding schools flourish when removed from the city’s clamor. This suburban location allows us to provide expansive land for exclusive sports facilities. A boarding school must be a sanctuary away from city centers, providing the perfect balance of modern technology and natural serenity. PHIS has completely embraced it.”

Preparing the future leaders: As enshrined in our mission, our graduates are equipped to contribute meaningfully to the world and apply their learning within their communities. As students' progress through the school, this transformation becomes tangible.



Vivian Vaskar Das

Head of Pastoral Care
& a respected member of Senior Management Team



**“The organization remains the same,
but the objective of the school has
shifted.”**



In conversation with Vivian Vaskar Das

To truly understand the spirit of our school, it is important to hear from the people who shape its foundation. This is why we chose to interview Mr. Vivian Vaskar Das, whose role as Head of Pastoral Care and member of the Senior Management Team gives him a unique perspective on both the daily life of students and the broader vision of the institution. His long-standing service and deep commitment make his insights especially valuable, helping us, and the wider school community, gain a clearer understanding of the values, care, and leadership that define our school.



PHSA to PHIS: The organization remains the same, but the objective of the school has shifted. The objective of the school initially was referred to as Pledge Harbor Sports Academy, which referred more to the sporting side of the educational institute that was being offered at that time. Then in 2014 the ownership changed. The new board members wanted their main focus to be on education over sports. Sports are still important, but they want more focus on academics, or simply we can say holistic development.

Changes in mission and vision: I do not know the mission and vision that PHSA had, but I know the mission and vision that PHIS has. Because I was the first recruit of PHIS. Before my recruitment, the PHIS essence was already not visible. So I didn't see any phis Mission and vision, but the mission and vision of phis is solely to create a human who is not only knowledgeable but also a person who is caring, who is holistically brought up to serve the nation or the global requirement. Okay, so this is in practice because I have seen more than eight batches go out from this school, and some of them are already working for renowned institutions like UNICEF, one of them is a pilot, and they are actually serving different countries they are serving the global agenda. So the mission and vision actually serve whatever the mission and vision our school has, has already served, and I believe it's going to serve through you as well.

Advanced settings in suburban area: Okay, so basically, this is just my way of thinking. I'm not saying that's why it was built far away from Dhaka or the urbanized capital. I think that, being in Dhaka and Bangladesh, the people who would be able to afford such education in our country would be those who are politically or financially sound. So they would have a greater bargaining power with the authorities. And if the school is located near the capital or their home, the parents may come by every now and then to meet their children. And the essence of boarding, which is staying disconnected from the family and becoming independent, would be greatly reduced. To preserve the essence of our boarding schools in the context of a country like Bangladesh, such schools must be built and located in remote areas, somewhat distant from the main cities.



The management of PHIS: The management system of PHIS, even back when I was recruited in 2015, was largely based on foreign staff and the mechanisms they were accustomed to. As a result, the senior management team who came from abroad implemented their own way of working in the management. This was a good thing because we learned a lot from them, and, like everything, it had two sides. There was also a contrary side that did not always align with our culture and norms. Over time, we adapted the good things from them, and the system has now evolved into a balanced mix of both. We have kept the positive practices, while also respecting and following our own culture.

Choosing the IB Curriculum: Because it is a global curriculum, and it is actually, there are many reasons why they chose it. First thing is it is a global curriculum and it is now more acceptable than Cambridge O Levels and A Levels or IGCSE. to other universities. And on top of it, it is a boarding school where students are not only limited to the classroom education and unlike in day schools where the students have to go for coaching and private tuitions during after school hours, in a boarding school the student doesn't have to travel or go somewhere else for after school. coaching or tuition, right? They get the full service after school from the teaching panel inside the boarding school, like you have prep and all this. So this facilitation is only possible in a boarding school. And when you see specifically in BPKS a, it's a combination of six subjects. It's quite heavy, it's a heavyweight thing. And that delivery to a child is only possible when a child is, you know, when a child is being revolved or the thing is revolving, the education is revolving around the child 24/7. It is only deliverable in a boarding school. So delivering IB curriculum, specifically the DP, is more sensible in a boarding school. That is why we have adopted the IB curriculum in PHIS, which is a boarding school.

Preparing the future leaders: At PHIS, we just don't believe that education is the only thing that takes you to different parts of the world or your desire or your dream place. It is a lot more than education as well. Education is important, but there are other factors that contribute to your personality and make the person who you become at the end. So PHIS values everything, sports, leadership, cultural programs, gardening, all of everything. The campus is a blissful place with all the amenities and facilities that a child can think of, a child should have or a child deserves. It's like knowledge or a degree from a school or college or university will only give them a job. But to sustain and grow in that job, the students need intelligence and emotional intelligence. So, only a degree will give you a job, but to grow and sustain in the long run, you need emotional intelligence. We at PHIS don't just give you education. We try to equip them with that emotional intelligence through various activities apart from education, like cultural programs, sporting events, inter-school events, inter-house events, curricular, co-curricular, inter-house events, and a lot, just to prepare you as a person who can go the farthest.

Mission-Vision of IB Curriculum: The school's mission was developed in essence from the IB mission. And the IB mission is not only to create educated professionals, but it also wants to create global citizens. A global citizen is someone who knows how to respect other people. They can easily connect different from themselves, respect, accept, and then support. So, I think the mission, specifically of PHIS is in alignment with the IB.



What makes PHIS special: The students are the main component that makes PHIS special. Have you seen a sponge? If you put a sponge on the water, it soaks everything. The students are like sponges. They absorb. They soak. They soak quickly. The students we nurture here are of great quality. They absorb the values of PHIS so fast and reflect all of it in the outer world, which makes us proud. Another component is the facility that we have here. Just simply think, if I had to travel a long distance every day, in a bus or in a motorcycle with my father or by a rickshaw. I had to face a lot of issues like traffic jams, pollution, etc. You understand the situation there. As well as, there are very few playing spaces, specifically in Dhaka. On the other hand, we have a great field here. So everything that you find in PHIS is a lot different than whatever you find in urban cities.

And then when you find all these facilities, power, the absorption power that you have is swinging in full strength. You are soaking things, you become so absorbent because you are so natural, and you are all being facilitated with the holistic approach that the school is trying to provide. So that's why you are special. Because you are reacting to the facility that's being provided to you in a good way, not a bad way. So, you are unlike any other students around Dhaka, would say. And that's what makes PHIS special.

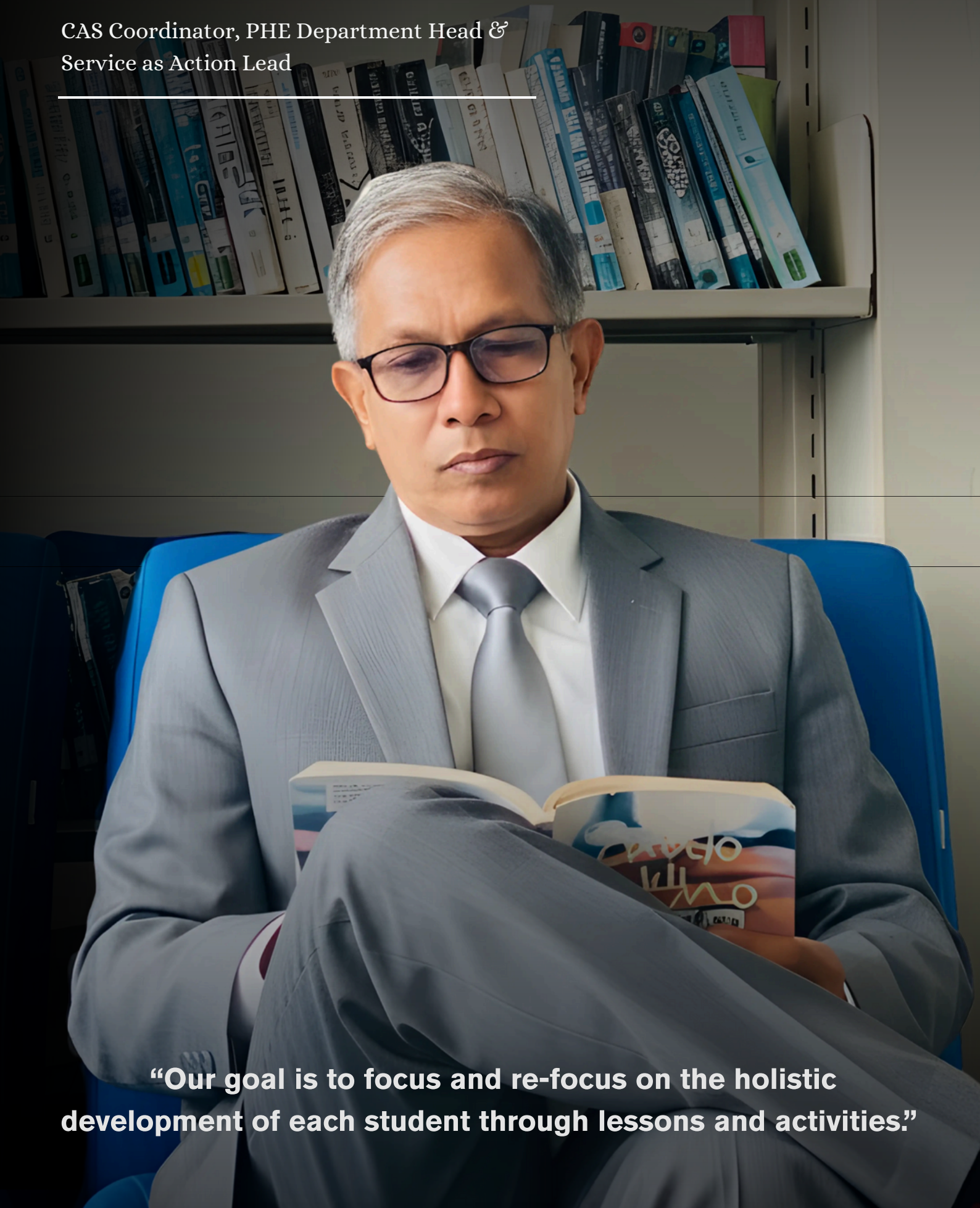


Diversity of PHIS: It was great because, you know, we come and we find people from different places, even from our country. Otherwise, we would be, you know, we may work in Dhaka, but Dhaka people have a different mindset. They are all pursuing something. They are running after something. All the Dhaka people. I'm not saying that's bad. The reality is, even tomorrow, if I have to be in Dhaka, I would be the same person. But here, people from different countries, different regions of Bangladesh are coming and they're living their lives. It's not just participating in a day office or a day corporate task. It is a lifestyle that we're living. We are mingling with each other 24/7. So we have a greater exposure to knowing people in and out of different parts of the country and different parts of the world. So it is a privilege and a blessing for us to learn about different cultures and different people, and hence, or perhaps, we are even a facility or a blessing from God, I would say, to be more open-minded through this.

A tech-friendly & modern life experience in a sub-urban area: I would say it is not just about a dream. We may have a dream, but putting a dream into reality takes a lot. And a dream of this capacity. You see the campus, you see each and every facility, even the bookshelves behind you, whatever it is, even the table in front of us, whatever the facilities are included in this school, these are all dreams of someone. It's a vision of someone. So, I don't think I have the capacity to explain this question because I can only dream of a few things, small things. The person who has dreamt it, you should have asked this question to that person.

Khandakar Imtiaz Ahmed

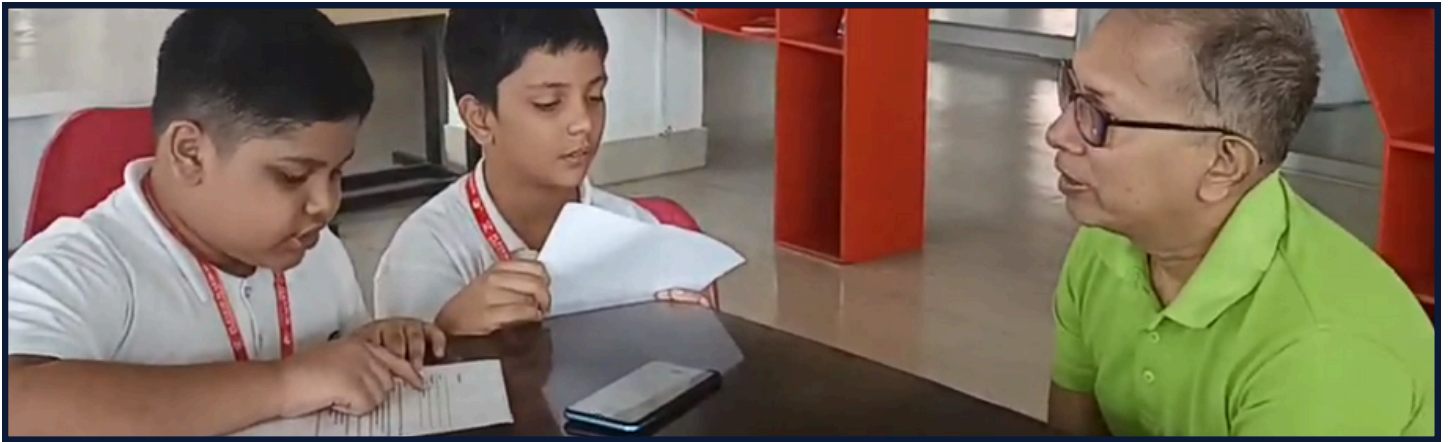
CAS Coordinator, PHE Department Head &
Service as Action Lead



“Our goal is to focus and re-focus on the holistic development of each student through lessons and activities.”



In conversation with Imtiaz Sir



To truly appreciate the journey and growth of our school, we chose to feature Mr. Imtiaz Ahmed. Who has been an integral part of PHIS since 2012. As the CAS Coordinator, Head of the Physical and Health Education Department and Service as Action Lead, he plays a multifaceted role in nurturing students' holistic development. His enduring presence, unwavering energy, and commitment to promoting fitness, productivity, and sustainability make him a living example of the PHIS spirit. Through his work, both students and staff continue to draw inspiration, embodying the balance of mind, body, and purpose that defines our school community.

Connection with PHIS: A few people share such a deep connection to our roots, as Mr. Imtiaz quoted, "I have been with the school since its inception in January 2012."

PHSA to PHIS: Driven by a commitment to excellence, the school underwent a significant transformation. As Mr. Imtiaz quoted, "The board wanted an academic framework that offered the greatest benefit to our students. This led to our strategic shift to the International Baccalaureate, ensuring our curriculum is recognized and respected worldwide."

The vision of a Countryside Campus: The school's location reflects our commitment to a holistic educational experience. As Mr. Imtiaz quoted, "Recognizing that a premier residential facility was not feasible within the city's heart, we sought a location that would better serve our purpose. The vast fields of PHIS provide the space for our scholars to thrive independently, building the self-discipline that is the hallmarks of an international boarding school."

Aligning Mission and Curriculum: At PHIS, our mission to cultivate internationally minded and responsible citizens is woven into our daily academic framework. As Mr. Imtiaz explained, "Programs like Service as Action allow students to engage with environmental issues directly, transforming the concept of global citizenship into real-world practice. We aren't just teaching from textbooks; we are fostering a sense of environmental stewardship that connects our curriculum to the world around us."

Specialty of PHIS: At PHIS, education is viewed through the lens of total student development. "We focus and refocus on the holistic growth of our students in every lesson and activity," Mr. Imtiaz explained. "Our specialty lies in looking beyond individual subjects to support the child as a whole. Supported by our fantastic, purpose-built campus, we offer an environment where academic and personal excellence go hand-in-hand."



IB curriculum: A key strength of the International Baccalaureate (IB) is its focus on developing internationally minded students. Moreover, global universities highly value IB graduates. "Students from international schools often pursue higher education overseas," Mr. Imtiaz noted. "Universities recognize the rigor of the IB framework, often giving our graduates a distinct advantage during the admissions process. This global recognition was a primary reason for our transition."

Management system of PHIS: Modernizing our academic structure was a decision rooted as much in student well-being as in operational logistics. As Mr. Imtiaz noted, "We recognized that constant navigation between distant wings caused unnecessary physical fatigue. By transitioning to a student-centric room model, we have effectively eliminated this exhaustion, granting our scholars the necessary time to mentally recalibrate between different academic disciplines. This consistent environment creates a 'mental buffer,' ensuring that students remain physically refreshed and intellectually prepared. Consequently, our inquiry-based lessons now begin with heightened momentum, as students are ready to engage deeply from the very first minute of the session."

Mr. Imtiaz concluded, "This stability also allows students to take greater ownership of their learning environment, transforming their classrooms into personalized hubs of creativity and focus. Furthermore, it encourages a more dynamic faculty presence, as teachers now enter the students' dedicated space as visiting experts, which fosters a unique sense of mutual respect. Ultimately, this strategic shift has not only streamlined our daily routine but has fundamentally enhanced the caliber of academic discourse across the school."

A Thriving Residential Community: The impact of the boarding program is visible in the daily lives of the students.

As Mr. Imtiaz observed, "We are seeing a remarkable increase in student responsibility and maturity. It is rewarding to witness our scholars truly enjoying the boarding experience; they have embraced this lifestyle, creating a vibrant and responsible community within our campus structures."

A Culture of Diversity and Open-Mindedness

Diversity and open-mindedness are not merely concepts at PHIS; they are the bedrock of our institutional identity. As Mr. Imtiaz emphasized, "Our primary objective is to cultivate scholars who are both globally aware and internationally minded, ensuring that open-mindedness is a lived experience rather than just a lesson." This mission is brought to life through an exceptionally diverse faculty, which draws expertise from every corner of the globe, including Canada, different nations of India, the Philippines, Saudi Arabia and various African nations. He explained that daily interaction with this global faculty naturally exposes students to a vast array of international perspectives and worldviews.

He further stated, "This rich tapestry of international experience ensures that our classrooms become a microcosm of the global community, where empathy and cross-cultural understanding are practiced in real-time." Such an environment challenges students to look beyond their own borders, fostering the critical thinking skills necessary to navigate an increasingly interconnected world. As Mr. Imtiaz concluded, scholars who learn from a diverse teaching community are far better equipped to adapt and thrive in a globalized society.

Sohel Mia

PHIS Field In-Charge
& Grounds Manager



“This boarding school is a complete package, where everything a student needs is in one place.”



In conversation with Mr. Sohel

To truly understand the history of Pledge Harbor, one must look beyond the classrooms and toward the land itself. While the academic vision was being built, the physical foundation was being laid by dedicated staff members like Mr. Sohel Mia, our Field-in-Charge and Grounds Manager. Interviewing him is vital because he represents the literal "roots" of our school; he has witnessed the transformation of these vast fields into the premier facility we see today. As the guardian of our grounds, Mr. Sohel offers a unique perspective on how the school's physical environment has evolved to support student growth. He remembers the early days of development and understands the hard work required to maintain such an expansive campus.



Connection with PHIS: To truly appreciate the transformation of Pledge Harbor, one must speak with those who have nurtured and personally overseen the evolution of our vast campus. Reflecting on his long-standing dedication, Mr. Sohel quoted, "I have been here since 2011, making my journey as old as the roots of PHIS. I joined as a young man, and I have grown alongside the campus I was trusted to maintain."

PHSA to PHIS: Mr. Sohel provides a unique perspective on the school's transformation. He shared, "As far as I know, before the management system changed, this institution was Pledge Harbor Sports Academy (PHSA). After Viyellatex took over, they changed the name to Pledge Harbor International School. The authority decided that we should not remain only promote sports and they wanted to build a space that ensures the holistic improvement of the students. This is why they chose an international curriculum, eventually adding the IB curriculum to provide a more complete education for the students."

Purpose of shifting the name: Mr. Sohel reflected on the school's evolution, noting that growth naturally brings transformation. He started with, "What should I say about change?"

Yes, of course, change happens. Decisions are made from time to time. Like, in the beginning, the management had a specific vision, starting with only 29 students selected from many applicants. However, as we grew to 129 students, our thinking shifted." He emphasized that while the initial focus was primarily on sports, the situation changed as the institution evolved. Mr. Sohel explained, "We became the first IB curriculum boarding school in Bangladesh, meaning we had to balance sports with high academic standards. That is where the changes came."

Advanced and tech-friendly setup: The tech-friendly structure of PHIS was designed to set a new standard in Bangladesh. Mr. Sohel stated, "We introduced a level of technology and structure not commonly seen." He noted how technology is deeply ingrained in campus life, from classroom laptops to field-based calculations. This setup is supported by a sophisticated network with moderated Wi-Fi and continuous camera surveillance. As he aptly describes, "This boarding school is a complete package, where everything a student needs is in one place." Through his eyes, the beauty and functionality of PHIS are not accidental but the result of years of careful cultivation and care.



Diverse teaching style: “In my view, the teaching style has changed for the better. Honestly, compared to before, the quality of Bangladeshi teachers is much higher now.” He explained that previously, foreign faculty taught mostly in English, often resulting in communication gaps. Today, the approach is more balanced, with lessons provided in both Bangla and English where required. He emphasized that students are more satisfied with this change, as they are now mastering their mother tongue alongside a global language. Furthermore, this evolution has helped students become truly multilingual, speaking Bangla, English, and Spanish, creating a more effective and diverse learning environment.

Management system of PHIS: Mr. Sohel stated, “Compared to before, the management system has improved significantly.” He explained that in the school’s earlier stages, areas such as catering, supplies, and cost management faced certain inefficiencies. Today, the system is much more stable and continues to improve as new roles are established and tasks are distributed while maintaining a clear chain of command. He emphasized that these developments are visible in the school’s professional events, noting, “For example, we now organize events with proper arrangements and care for the parents and guardians, reflecting the overall growth of the institution.”

When discussing the faculty, Mr. Sohel noted a common preference for foreign teachers among parents. “We often prioritize foreign staff to meet these expectations,” he observed. However, he strongly emphasized that Bangladesh possesses highly qualified and capable teachers who are sometimes undervalued. He believes it is vital to recognize that local teachers are just as skilled and providing them with the right platform is essential to the school’s success. Ultimately, he concluded, “Systems will only function effectively when all stakeholders are on the same page.”

The idea of establishing PHIS far from the capital:

The decision to build PHIS away from the capital was sparked by a global perspective. Mr. Sohel shared, “As far as I know, the owner and Mr. Syedul Alam were inspired by English-medium schools they saw in Australia. However, they wanted to go a step further by creating a full boarding school rather than a day school, to provide superior facilities and a focused environment where students can truly thrive.”

The future leaders of PHIS:

Reflecting on the school’s legacy, Mr. Sohel stated, “I believe the future is bright. Most of our graduates are doing exceptionally well.” He noted that a significant number of alumni are currently pursuing higher education at prestigious universities in the UK, Canada, and Australia. He emphasized that while their professional paths vary, the foundation they received at PHIS has allowed them to thrive in excellent academic environments globally. This bond remains strong even after they leave; Mr. Sohel shared that many graduates reach out to him personally, asking to be kept in his prayers as they embark on their new journeys. He explained that seeing students succeed in such competitive international spaces is a true testament to the school’s long-term vision and care.



Mayeeshah Mehrin

Faculty of Individuals & Societies (I&S)



“We are not just tracing our roots; we are shaping the future of this remarkable place we call home.”

I think every school has a story – but what makes ours PHIS extraordinary is how it continues to be written every day by the people who believe in it and works for it. Tales: The Roots of PHIS is not just a magazine for me, it's a living chronicle of voices, memories, and visions that have shaped who we are and who we aspire to be. Besides, it's also a source of knowledge to the future leaders.

As a teacher new to PHIS, I began this journey eager to understand the systems and stories that define this community. I am lucky enough to get the opportunity to learn about this institution through working as a part of an interdisciplinary unit—connecting Individuals & Societies and Design. That brings the result of this magazine. That's why soon I felt personal connection with this work. Through interviews with the senior members of the PHIS community, reflections, and creative design processes, I found myself not only teaching but also learning. Learning about the founding dreams that built this institution, the communication systems that keep it thriving, and the shared values that make it feel like home.

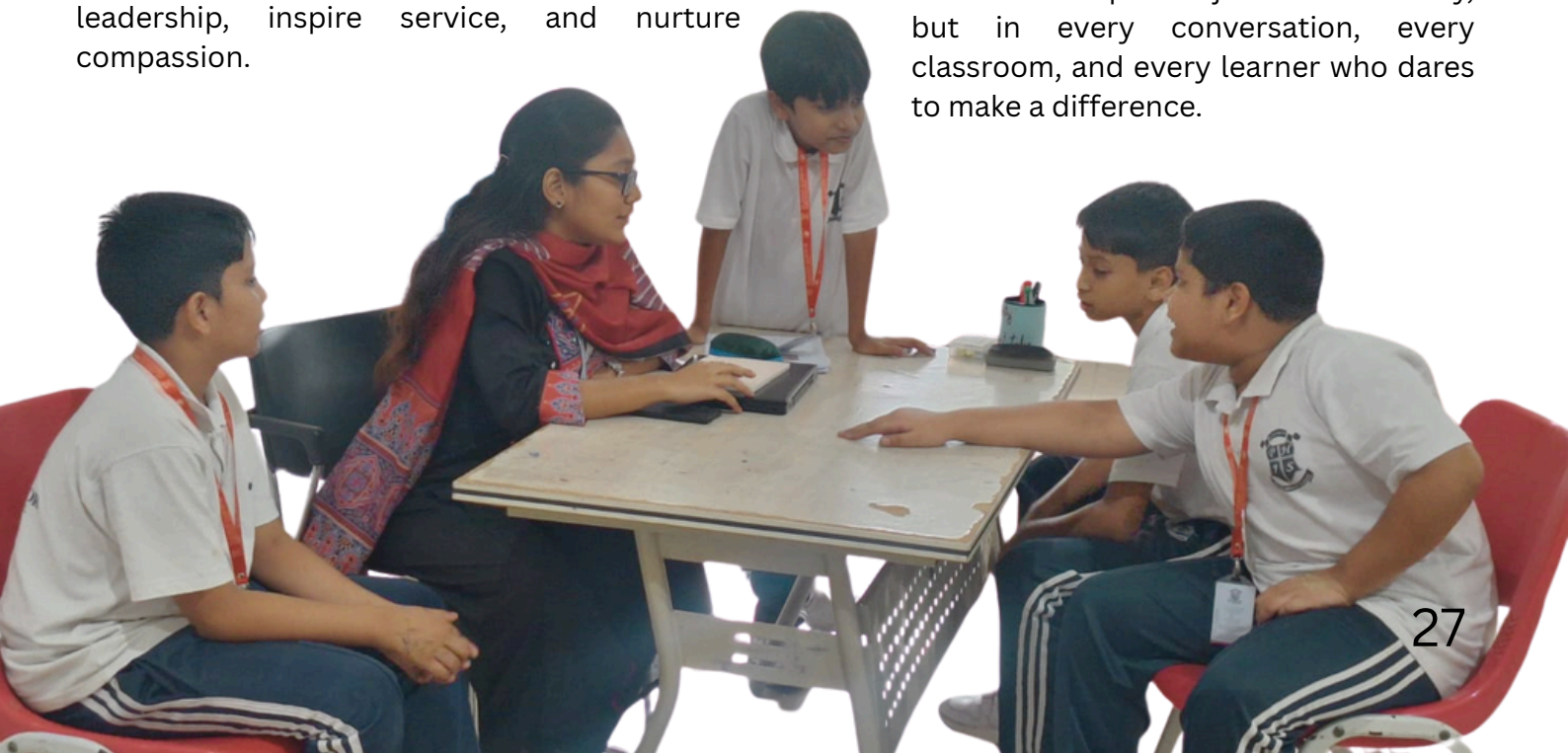
I have come to realize that PHIS is built on more than walls and timetables. It's built on purpose—on a belief that education should ignite leadership, inspire service, and nurture compassion.

Each story we collect through this project reaffirms that vision: that learning is an act of legacy, and that teaching is a lifelong dialogue between the past, present, and future.

PHIS, as a boarding school, stands as a model of holistic education. Here, students learn to live with manners, discipline, and courage—values that guide them toward pride, confidence, and responsibility. Life in the boarding community teaches them how to belong, how to lead, and how to sustain harmony within a shared space. This daily practice of living together with integrity and respect is not only a tradition; it is a living system that reflects the very spirit on which PHIS was established.

From a teacher's perspective, this project has been a reminder of why education matters. It's not just about delivering lessons; it's about kindling curiosity, preserving stories, and creating spaces where every learner feels connected to something greater than themselves. When students design ways to communicate our school's heritage, they aren't only completing an assignment—they are honouring the spirit of those who came before them and shaping the vision of those who will follow. As I continue this journey, I am inspired by the courage, creativity, and heart that pulse through our community. The roots of

PHIS run deep—not just in its history, but in every conversation, every classroom, and every learner who dares to make a difference.

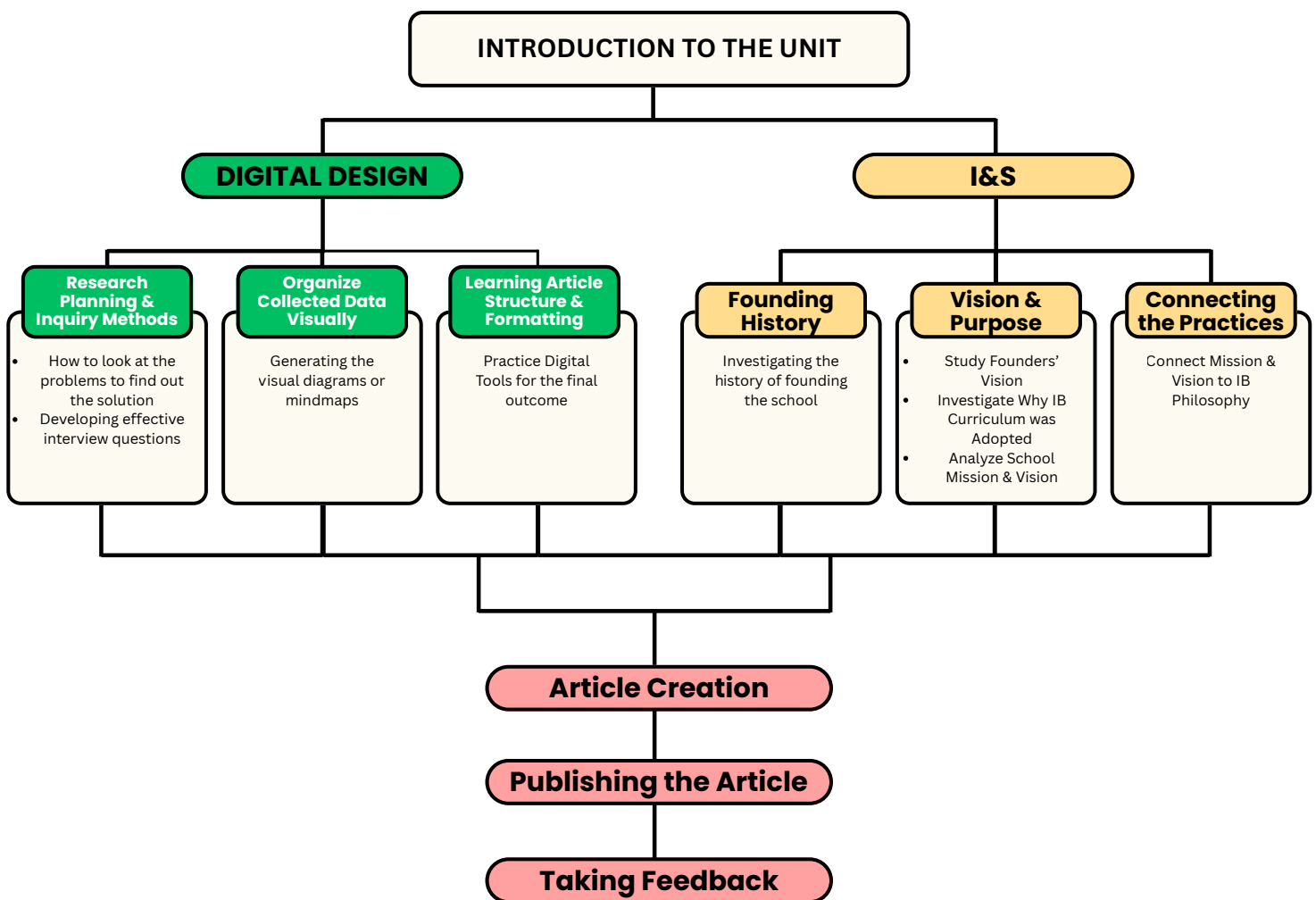




The project “Tales: The Roots of PHIS” proved to be an effective and engaging way to introduce the Interdisciplinary Unit (IDU) to MYP-1 students. Because in this work, they got the chance to represent the history of this institution, the activities, and the attachment of the students with this institution in a digital manner. What made this initiative particularly impactful was the opportunity for students to connect personally with their school’s journey. Instead of learning history only through written records, they represented the institution’s past, its activities, and the emotional attachment students feel toward it using digital tools and creative media. This approach transformed historical inquiry into an active and meaningful exploration.

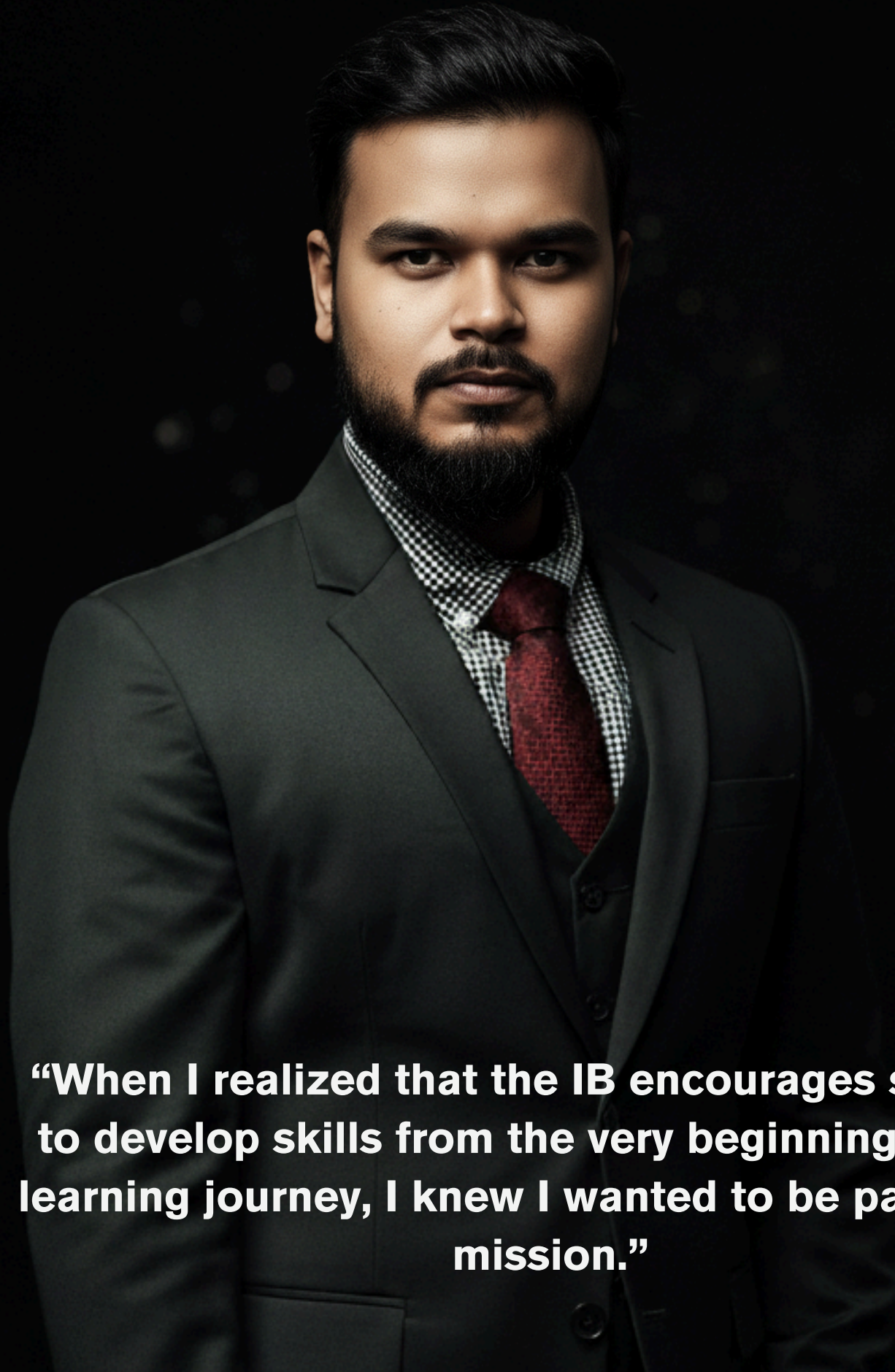
MYP-1 students naturally show strong enthusiasm for technology-based learning. When given the chance to investigate their own school’s history using digital platforms, their motivation and curiosity increased noticeably. The process became not just an academic task, but a discovery journey driven by interest and ownership.

EXPLORING THE ROOTS



Md. Tanvir Rahman

Faculty of Computer Science and Design



“When I realized that the IB encourages students to develop skills from the very beginning of their learning journey, I knew I wanted to be part of this mission.”

Pledge Harbor International School is not merely an institution for me; it has become a feeling. It is a space where I spend most of my day with my beloved students, supportive colleagues and a warm community that truly feels like home. This is my third year of teaching, and my journey as an educator began right here at Pledge Harbor, making this place even more special to me.

I strongly believe that everyone is a lifelong learner. As human beings, we constantly encounter new situations, ideas, and people, learning from them and applying those lessons in our lives. This continuous cycle defines human growth, and teaching has helped me understand this truth more deeply.

As a child, I often questioned the purpose of learning. Why do we learn? Why do we need to know what is written in books? Although some of my mentors tried to answer these questions, their explanations never fully satisfied my curiosity. It was only when I was offered the opportunity to teach at Pledge Harbor that many of those unanswered questions finally found meaning.

The answers were hidden within the philosophy of the **International Baccalaureate (IB)**.

The IB framework became my strongest motivation to join teaching. It clearly emphasizes that learning is not about memorizing information, reproducing it in exams, and then forgetting it. Instead, it shows how education should nurture learners, helping children grow as thinkers, problem-solvers and reflective individuals who can unlock their true potential by engaging with real-life challenges.

As a computer science graduate, I have always been passionate about problem-solving. When I realized that the IB encourages students to develop these skills from the very beginning of their learning journey, I knew I wanted to be part of this mission. It felt like the perfect alignment of my values and profession.

Today, every morning begins with a cup of coffee and a simple question: how can I make this day meaningful for my students? The flexibility offered by the IB curriculum allows us to integrate local contexts with global perspectives and focus on relevant, contemporary ideas rather than outdated trends. This freedom empowers students to learn based on their curiosity and interests.





Differentiation plays a key role in creating an inclusive classroom environment where no learner feels left out. Students plan their own learning journeys, inquire independently, and reach conclusions through experience. Teachers act as guides, showing possible pathways, while students remain the true drivers of learning. This sense of ownership builds responsibility and deeper understanding and ultimately nurtures lifelong learners.

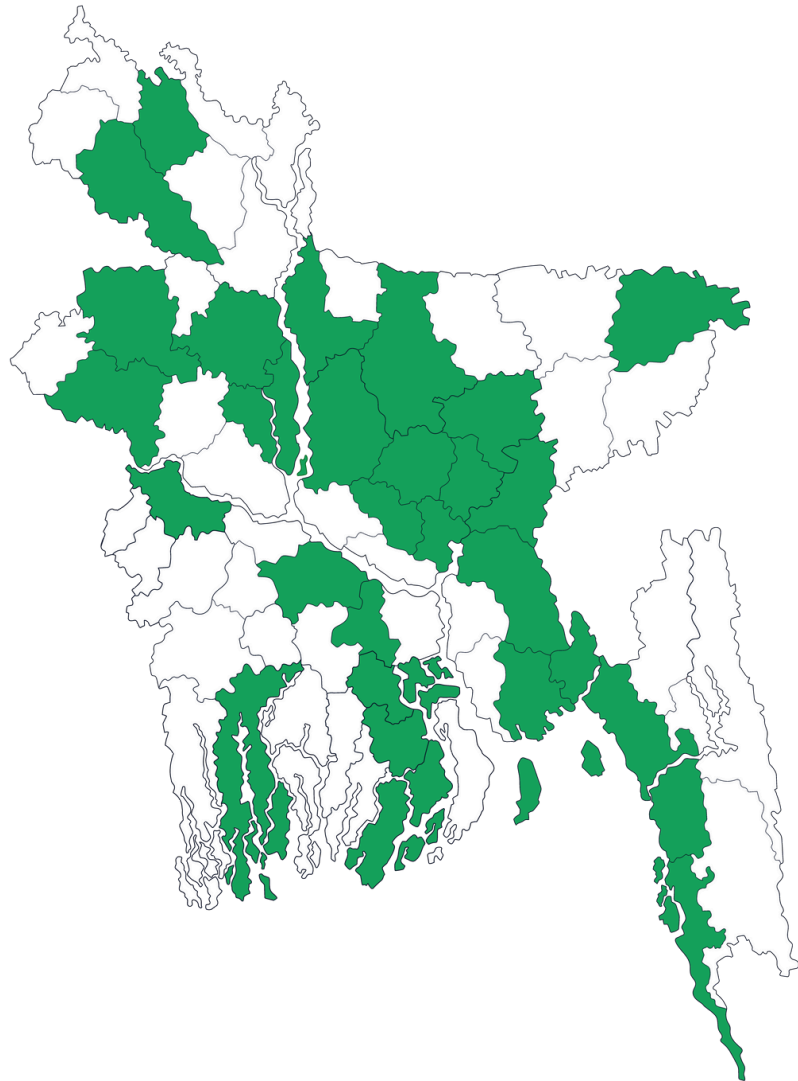
Supporting such an educational approach requires strong infrastructure and facilities, and in this regard, Pledge Harbor has been remarkably successful. The campus, located away from urban congestion, allows the community to live close to nature and experience life more authentically. The expansive green spaces and sports fields, often a dream for city-based schools, provide students with room to grow physically and mentally.

The decision to establish a full boarding facility has further strengthened the sense of belonging. Students and staff live, learn, and grow together, making PHIS truly their own. From sports fields and swimming pools to indoor complexes, Panther's Garden, and social spaces, the campus is thoughtfully designed. Academically, the school offers well-equipped laboratories, a library of over 7,000 books, infirmary services, prayer rooms, and dedicated examination spaces. Most importantly, students are always supervised, ensuring safety and care at all times.

The teachers at PHIS are well-qualified and deeply committed to understanding learners' needs. Regular sharing of best practices among staff helps create a strong and supportive learning environment.

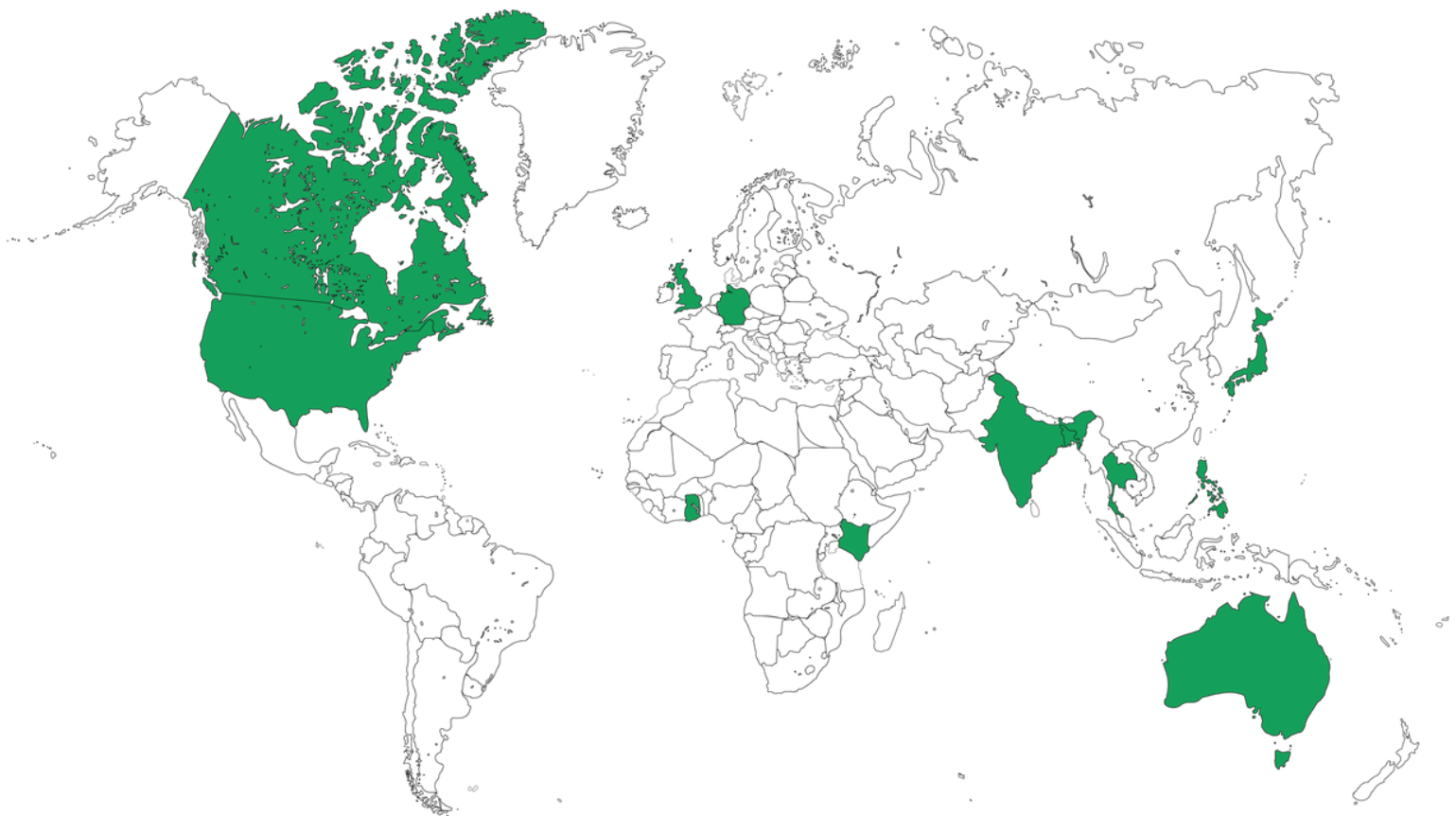
Living in this community teaches students essential life skills. They learn how to respond to challenges, take responsibility, and care for both themselves and others. This is how we nurture responsible global citizens—individuals capable of contributing meaningfully to the world. Being part of this process is something I take great pride in.

Another defining strength of PHIS is its diversity. When Grade 6 students conducted a survey to explore where their peers came from, they discovered that students represent nearly 50% of Bangladesh's districts (represented in green color in the map).





IB learners are also well-prepared for higher education. Our Diploma Programme graduates receive multiple offers from renowned universities worldwide. Conversations with alumni about their smooth adaptation to new environments reaffirmed what we strive to teach: how to live, choose, learn, and apply knowledge according to real-life situations.



Further surveys revealed strong international connections as well through students, teachers and alumni across different countries. This diversity allows learners to appreciate, respect, and reflect on different cultures, values and perspectives. Concepts once learned only from textbooks are now experienced through daily interactions, bringing education to life in the most meaningful way.

A standout moment remains the students' resourceful approach to securing community sponsorship. Moving from email outreach to personal visits equipped with self-designed posters, their dedication was reminiscent of my own experiences with corporate fundraising at the university level. We are sincerely grateful to every individual who encouraged the students through their sponsorship and generosity.



The vision behind inspiring students to create this magazine is deeply connected to the learning philosophy practiced at Pledge Harbor International School. Just as our classrooms emphasize inquiry, ownership, and real-world application, the magazine became a living example of those same principles in action. The purpose was simple yet powerful, to help students reflect on their own practices, values, and identities while developing a deeper appreciation for the community they belong to. Through this process, they began to recognize their roots, foster pride in their school, and develop a genuine sense of ownership toward Pledge Harbor.

What makes this magazine truly special is that every element of it is student-led. From choosing layouts, colors and images to selecting interviewees, designing questions and deciding the overall visual language, everything was done by the students. They were not following a fixed template. Instead, they were making authentic design and editorial decisions, just like professionals do in the real world.

Through this journey, students gained an understanding of the entire process behind magazine production. They now know what happens when someone creates a magazine in another corner of the world, the planning involved, the attention to detail required, how to conduct interviews in a formal and respectful manner, how to select appropriate layouts, and which software tools can be used to transform ideas into polished publications. These were not lessons delivered through lectures or textbooks, they were learned through experience.

Throughout the entire process, my role remained that of a guide. I showed them possible pathways, responded to their inquiries, and supported their decision-making, but the work itself was theirs. They invested their time, energy, and creativity wholeheartedly. Not once did they say they were engaged in boring classroom reading, writing, or memorization. Instead, their excitement was evident every time they said, "This is the time when we work on our magazine."



This sense of responsibility, self-management, collaboration, and joy in learning is exactly what defines education at PHIS. Students learn by doing, reflecting, and creating, often without realizing that they are learning at all. And that, in its truest form, is meaningful education.

A Short Docu-Film by
Grade 7 Students of PHIS



জিলা

একজন কিশোর মুক্তিযোদ্ধার গল্প

2nd Premiere on
10 February, 2026



TUESDAY, FEBRUARY 10TH, 2026

10:00 AM - 1:00 PM

ACADEMIC BUILDING, PHIS

