



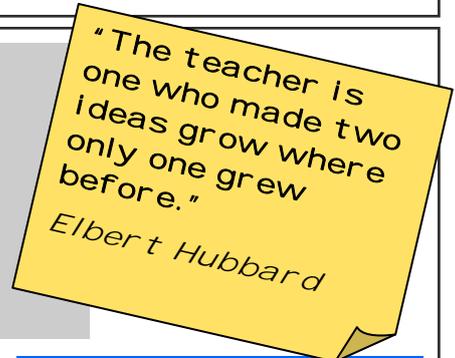
The Comet

The Newsletter of K. International School Tokyo

Volume 13 | Issue 5 | March 2010

➡ In this issue...

- ▶ Fundraising for Haiti...p. 2
- ▶ MUN scrimmage...p. 3
- ▶ Wildlife protectors...p. 5
- ▶ Student-led conferences ...p. 6
- ▶ Junior APEC conference...p. 7
- ▶ Software at educational prices...p. 8
- ▶ The IB learner profile...p. 9
- ▶ Spelling bee...p. 10
- ▶ SRC executive election...p. 11
- ▶ Cyber culture...p. 12
- ▶ MYP exhibition...p. 14
- ▶ Summer programs 2010...p. 16



From the Head of School

Spring break is just around the corner, but before then, we have one of the most important days in the school calendar - our Student-Led Conferences. This is a chance for students to talk through their work and achievements with their parents. Research has shown that the process of preparation by students to talk about their accomplishments or lack of achievement is a great driver for further improvement. This is not a one-off event but a point in time in a learning process where students reflect on their work at the end of each unit. It is also a chance for students to celebrate with their families their life at school. Please see the information on page 6 of this newsletter on the role of the student and parent during the conference.

When term finishes for students, their teachers will be involved in three days of professional development. Professional development is an important part of a teacher's role and is one way that the school ensures that our staff continues to develop and grow professionally, refreshing and renewing their craft. Staff teaching the PYP will participate in a 3-day workshop facilitated by a workshop leader from the IB focusing on Teaching, Planning and Assessing the 5 Essential Elements. Teachers in the MYP and DP will participate in a 2-day workshop again facilitated by an IB workshop leader focusing on Theory of Knowledge (a component of the Diploma Programme) across the MYP and DP. The first day of term is also a student-free day when staff will meet and participate in various professional development activities.

Our Grade 10 students presented their Personal Projects to students and parents at the end of February. This was a great opportunity for these students to demonstrate their learning and personal engagement with their study. The ideas, enthusiasm and polish displayed at this event made me long to return to school again and have the chance to learn in the same way. I encourage everyone if they have the chance next year to make sure to get along to the Personal Project evening. It is a credit to the teachers and students of the MYP. The same enthusiasm for learning was on display at the recent Primary assembly where many certificates were handed out to students for their effort or excellence in initiating action, participating and engaging in activities.

I hope everyone has a restful and enjoyable spring break.

Anne Grahame
Head of School

DATES TO REMEMBER



March 22:
Student-led conferences

March 22 – 24:
No clubs or ESL this week

March 24:
(G12) End of year reports issued
End of Winter Term

March 25 – 27:
Staff development days

March 25 – April 5:
Spring holiday

April 5:
Staff development day

April 6:
(L/P/S) Start of Spring Term

April 10:
Ohanami Spring Festival

April 12:
Clubs and ESL start

April 19:
School photographs (for new and absent students only)

April 29 – May 5:
Mid-term break

May 18:
Free dress day

Fundraising for Haiti

Thank you to all the KIST community for helping to raise funds for victims of the earthquake in Haiti.

We share this planet – the only one in the universe that we know has life – with about 6 billion other human beings. When some of our fellow human beings are in trouble, what do we do? We help!

That is exactly what the KIST community came together to do once we learned that an earthquake of magnitude 7 had jolted Haiti – one of the poorest countries in the Americas – and was desperately needing our help.

What is truly overwhelming is the fact that the whole school came together so quickly and cheerfully to put in their hard work – teachers, Japanese staff, parents, and students of every age. There was the Grade 4 bazaar where the smiling, enthusiastic Grade 4s sold food and trinkets and held entertaining games to raise 84,146 yen, as well as the events of *Dancing with the Stars* and *K. Idol* held on Wednesday, February 10 (in cooperation with the fundraisers for the World School Games),

which raised a total of 177,639 yen on the night. These events were two of the highlights of the term. The evening event was so successful. The little things added up to the big: the Grade 3 booth, Grade 6 raffles, 'Guess How Many Candies in This Jar' by the Grade 7s, hot dog sales, loose change collection, parents selling wine, concert entry charge, the teachers and students who prepared music, decorations, posters and other essentials and/or performed in the two events. Behind the scenes on that cold, wintry night, parents managed the so important school security and the Japanese staff spontaneously put a food stall together to shore up the catering.

Thank you to everybody who organized this event and participated in it to make it a reality, along with the fantastic audience!!

Half of the amount raised during the evening (88,820 yen) will go to the "Free The Children's Haiti

Earthquake Relief Fund" (specially set up in response to the recent disaster), where it is possible for the NPO to buy medical supplies worth \$10 for every \$1 donated. The other half will go to the World School Games project.

In conclusion, together with the Grade 4 bazaar proceeds (84,146 yen), individual donations, funds from donation boxes and proceeds from the teachers wine raffle (11,000 yen), the total money raised by our whole school community and friends to buy medical supplies for the earthquake victims is 261,785 yen.

Everyone played an important role, however big or small, in making this happen and we all hope that we can continue to show such community spirit in the future. We set out to relieve the suffering of others, and made ourselves happier people in the process.

Shreya (G11)



Congratulations to the winning performers!

Dancing with the Stars:

1st: Ms Claire & Ms Junko

2nd: Mr Mark & Ms Elly

K. Idol:

1st: Mona Lisa & Ishanaz

2nd: Jeanine



Dancing with the Stars / K. Idol

Free Dress Day

As indicated in the "Dates to Remember" section on page 1 of this newsletter, the next Free Dress Day, the final one for the year, will be held on **Tuesday, May 18**. Students who choose to wear non-uniform clothing on this day are asked to donate 200 yen towards the Kasumisou



Foundation which provides water wells to areas of Cambodia. To go along with the water theme, students are asked to dress in the color **blue**. To view details of KIST's previous participation with the Kasumisou Foundation, please visit the following website: <http://kasumisou.org/international-school.html>

We would like to remind families that all Free Dress Days are for the whole school: Lower, Primary and Secondary. Separate notification will not be distributed, so please make a note on your calendar.

Further, we remind you that although students do not have to wear the school uniform on these days, the clothes they wear must uphold the image of the school. In addition, all students are expected to follow the regular school dress code in terms of general appearance. Please check the School Handbook (available on the Admissions >> Documentation page of the school website) if you are unsure of these expectations.

Greg Brunton
Primary School Principal

ADVERTISEMENT

International Secondary School Presents

The Ziggurat Model

2-day Training Workshop

*- Planning Comprehensive Behavioral Interventions for Individuals with Autism Spectrum Disorder
- Winner of the 2008 Autism Society of America's National Award for Literary Work of the Year*

What is the Ziggurat Model?

The Ziggurat Model is a system for designing meaningful comprehensive interventions for individuals of all ages with autism spectrum disorders (ASD). It provides a unique framework to simplify a complex process while utilizing research and evidence based practices to build effective interventions.

What can you learn from this workshop?

Through hands on exercises, participants will learn to:

- Recognize strategies with empirical support.
- Select appropriate strategies for an individual.
- Address underlying needs through comprehensive interventions.

Presenters

Ruth Aspy, Ph.D and Barry G. Grossman, Ph.D

Dates / Registrations

Saturday, April 24 & Sunday, April 25, 2010

Tokyo International Exchange Center

(3 mins. From Fune no Kagaku Kan Stn, Yurikamome Line)

Doors open 9:00 a.m.

Register at: www.isstokyo.com

Model United Nations Scrimmage

On February 13, 2010, 39 KIST students from Grades 9 to 12, accompanied by Mr Wagner and Mr D. Bates, travelled to Yokosuka Naval Base to participate in an MUN scrimmage hosted by Mr John Taylor, the MUN Sponsor at Kinnick High School. Students from Kinnick High School as well as St. Mary's International School also participated in this scrimmage to hone debate and research skills in support of United Nations issues and concerns. The students, divided among four United Nations Councils: General Assembly, Security Council, Human Rights Council and Economic and Social Council, tackled a broad range of issues from The Status of Child Soldiers to The Nuclear Disarmament of Iran and North Korea. All of the students approached their role playing positions with enthusiasm and produced excellent position papers. Several resolutions were drafted and all of the students concluded that the event was informative and fun.

Apart from the scrimmage, Mr Taylor had arranged for the participants to have a ship tour of the United States 7th Fleet Command Ship: USS Blue Ridge. The students were hosted by the 7th Fleet Chief of Staff, Captain Fred Perryman, and received excellent briefings and an extensive tour of the ship. There were

also several photo opportunities for the students at the Blue Ridge as well as at the aircraft carrier, USS George Washington.

All in all, a wonderful Saturday experience for the students. Mr Wagner, the MUN Sponsor for KIST, is in the process of arranging another scrimmage for KIST students in April.

Michael Wagner
College Guidance Counselor



Office Updates

Changes to school fees

We would like to remind families that various school fees will change from the start of the 2010-2011 school year as follows.

- Enrolment Fee (for new enrolments): 300,000 yen
- All Purpose Fee (K1 to G10): 100,000 yen
- Technology Fee: 30,000 yen

In addition, the current Class Events Fee (K1 to G5) will be combined with the All Purpose Fee.

Student ID cards (K1 - K3)

From the start of the spring term, we will no longer issue Student ID Cards for new students enrolling in K1, K2 and K3. Producing cards for students at these levels is unnecessary as students are not permitted to use the cards by themselves. These students will receive ID cards when they move up to Grade 1. Parent ID Cards will continue to be issued to all new families. Students currently enrolled will not be affected by these changes.

School support program

Families leaving the school at the end of the current term or at the end of the school year are reminded that all School Support Program duties must be completed. If you have duties remaining but are not included on the roster, please contact the school reception to check if any slots are still available. Families unable to complete duties will be invoiced at the rate of 25,000 yen per each remaining duty. Please refer to the School Handbook for more details.

School redevelopment campaign

Last year, we began an ongoing fundraising campaign to raise money for the construction of the West Building. As part of this campaign, families were able to purchase commemorative tiles that were inscribed with the names of the donating families. You may have seen these tiles on the wall in the multipurpose room. As there are still a few spaces vacant for additional tiles, we would like to offer families a further opportunity to take part in the campaign by purchasing one or more tiles to fill these spaces. The sizes and prices of tiles available are as follows:

- **Small size** (95 x 45 mm): 50,000 yen per tile
- **Large size** (197 x 97 mm): 300,000 yen per tile

If you are interested in donating to the school by purchasing commemorative tiles, please contact the office for more details. Thank you for your support.

Student withdrawals

A further reminder to families withdrawing children at the end of March that a **Student Withdrawal Form** must be submitted to the office as soon as possible. The form is available from the [Contacts >> Forms](#) page of the school website.

Abolishment of payment envelope

Miscellaneous expenses incurred when students are loaned money through the office in situations when they forget their lunch or lose their lunch money, or in situations when an after care fee is incurred by parents unable to pick up their children on time, are currently requested monthly through the miscellaneous invoice (yellow payment envelope) method.

As the number of students in these situations is very low, we will no longer use the payment envelope method. When miscellaneous expenses are incurred, the school will contact parents directly and ask them to bring the amount to the office in cash on the same day or the day after.

Further, the late fee that is charged when tuition fees or club fees are paid after the due date will no longer be requested through the miscellaneous invoice envelope. If you are unable to make payment before the due date, please add the 2,000 yen late fee to your total payment. The due dates for payment of term tuition fees are July 15, December 15, and March 15.

If you have any overdue miscellaneous expenses, we ask that you pay these at the office as soon as possible. Please be aware that if your payment is not received by the end of the current school year, the amount remaining will be added to your school fees for next year.

On the buses...



A warm welcome to Yuuichi Komatsu who has joined KIST as a school bus driver and maintenance support person.

Komatsu-san has been a long-time supporter of KIST and has attended and participated at previous school festivals and other events with his family. We are very pleased that he has chosen to join us

as a full-time staff member.

Komatsu-san's previous position as a machinery operator saw him scaling the heights of the new Tokyo Sky Tree currently being constructed in Sumida-ku.

Komatsu-san will be replacing Katsuo Iwabuchi who will retire on March 19. Iwabuchi-san has been with the school for approximately four years. We thank him for his efforts during this time and wish him all the best for a happy retirement.

Wildlife Protectors

As one of our activities as Wildlife Protectors (WLP) at KIST, we were able to meet with a worldwide NGO called the World Wildlife Fund (WWF) at their Japan office on December 21, 2009. During the meeting, we asked WWF Japan many questions on topics we are concerned about.

After the meeting, we were able to look around the office where they work and one of the members of WWF Japan taught us about the importance of nature, animals and what we get from animals and nature.

We learned a lot of information and thank WWF Japan for their kindness. Though they were very busy because of COP15 and other environmental problems they are facing at this moment, they gave up their precious time to answer our questions in detail.



We, the WLP, are pleased to support WWF Japan and we are also planning to have some great activities between WWF Japan and KIST.

For example, we are planning to provide an opportunity for students to interview WWF Japan during an assembly and to hold an information forum during our school festival. Furthermore, in the near future we would like to have an opportunity for students to participate in tree planting and volunteer activities and so on.

We need more students who have an interest in saving animals and nature and are waiting for newcomers to join WLP during the year.

Wild Life Protectors at KIST

Tributes to Carmina

In the February 2010 issue of *The Comet*, we invited members of the school community to submit personal tributes to share with Grade 12 student, Carmina, in recognition of her recent achievements on the world stage. We have included these on this page. We hope you enjoy reading them.



From Carmina's parents:

You are an exemplary student, thoughtful friend and a true achiever. Your accomplishments truly inspire others. You have made your family and school very proud. But all your achievements are just an added bonus to your being kind and a very loving daughter. God has amazingly blessed you! Keep up the good work! Your parents love you!

From George (KIST graduate, Class of 2008):

Few of us ever stop to think about ways in which we might make the world a better, more exciting place, and an even fewer number attempt to put those ideas into practice. You are among that rare breed, and I sincerely wish you the best of luck in turning your ideas into reality. I'm sure that your experience with Global Changemakers and your participation in the World Economic Forum have both educated and motivated you, and I hope you will put these experiences to good use impacting the local and global communities today, and for years to come. Congratulations Carmina, and Good Luck!

From Faye (G11):

I'm so proud of you Carmina! I admire your work. I'm sure you learnt a lot, keep those lessons close to your heart.

From Tomoko (Faye and Abbie's mum):

Congratulations Carmina, I respect you. Keep up the hard work!

From Ms Okude (College Guidance Counselor):

I couldn't imagine that this would happen when I received an invitation letter to the Global Changemaker competition from the British Council Osaka last July just after we entered the summer break. Mrs Naito and I decided to send a copy of the letter to all students who met the age requirement of over 16 as of November 2009, with a slight concern about the waste of paper. But it was worth it! Congratulations Carmina. We are very proud of you and looking forward to your ongoing success in the "Stitch Tomorrow" project and more!

From Mary Christie (Former Head of ECE):

It was great to watch your presentation on YouTube. How inspiring!

From Anne Grahame (Head of School):

I tell everyone about how fantastic the youth of today are and have many examples to give – Carmina is one such example of the hope we have for our future through our young people.

Student-Led Conferences

As per the school calendar, student-led conferences will be held on **Monday, March 22, 2010**. On this day, students will introduce their classroom/s to their family and explain what they have been learning. Students and families only need to come to school at their scheduled time. Students must wear full school uniform. The school lunch and bus services will not operate on this day. As the conferences are a very important part of the reporting and reflection process, participation is compulsory for all students and their family.



To help you interact with your child on the day, we have prepared a number of questions that you may ask during the conference.

- **Which piece of work are you most proud of and why?**

가 가 가 ? ?
最も自信をもてるワークは何ですか。

- **Could you improve your work next time? How?**

? ?
次回はどのような事を頑張りますか。それはどの様に頑張りますか。

- **How did you solve the problem?**

?
どの様に問題点を解決しましたか。

- **Explain/ tell me about how you did this?**

どの様にこれをしましたか。説明してください。

- **What helps you learn best in the classroom?**

가 ?
どうしたら最も勉強できると思いますか。

- **What do you find difficult/interesting in the classroom?**

/ ?
教室でどのようなことに興味があります/ありませんか。

- **What do you do if you don't understand something in class?**

가 가 , ?
教室で分からない事がある時、どうしますか。

- **What are the activities what you enjoyed doing most and why?**

가 가 ? ?
教室で楽しい事は何ですか。それは何故ですか。

- **What does it mean to be responsible?**

' 가 ?
責任をとるとはどういうことだと思いますか。

- **How do you show it in the classroom?**

?
教室ではどの様に責任感を発揮しますか。

- **Choose a piece of work that shows you are a communicator?**

가 ()
あなたがcommunicatorであるということが良く理解できるワークはどれですか。

Role of student

Facilitate the conference.

Talk about the work they have chosen for their portfolios.

Share their workbooks with their parents.

Demonstrate some classroom activities and explain them to their parents.

Role of parent

Be on time for the conference.

Be positive and encouraging.

Show an interest.

Ask questions.
Be responsive.

Recognize both strengths and weakness.

Role of teacher

Manage the time.

Clarify where necessary.

Junior APEC Conference 2010

On Saturday, February 20, I took the shinkansen to Hiroshima to attend the APEC (Asia-Pacific Economic Cooperation) Junior Conference for five days.

It was a large event, with months of preparation from the Hiroshima city committee and 37 participants from 17 different member economies from the Asia-Pacific region. I was a representative of Australia. The participants were divided into four groups: Environment; Education; Intercultural Communication/Understanding; and Trade, Food and Poverty. My group was the Education group. In our groups, we had workshops in which we discussed the problems (recognitions) and solutions (recommendations) in our member economies countries, and made a declaration that we presented to the whole group in the general assembly. In these general assemblies, we presented our declaration, listened to other groups, and suggested areas of improvement or clarification.

Our final declaration was formally presented to the Senior APEC Chair, and was presented to the Senior APEC conference. Knowing that my voice, my opinions, and voices and opinions of other youths from different member economies was heard by important decision makers of the world made me feel as if we can really make a difference.



This was a new and amazing experience for me, for the general assemblies were set up on a stage so that every

discussed word was heard by an audience. The workshops were also open to the public, and many observers came to listen to our presentations. At first I was nervous and self conscious, but developed public speaking skills as the conference went on. In addition to the main conference, we were exposed to peace education by visiting the peace memorial museum and park, and we listened to a testimony given by an A-bomb victim, Keijiro Matsushima. It was a very moving experience, not unmixed with feelings of disgust about the horrors humans can resort to, and it has filled me with a personal desire to make sure that nobody ever experiences anything of that kind again.

“...we have to build friendships between cultures and countries so that we can live in peace and prosperity.”

I learned a valuable thing at the JAPEC conference. Humans are capable of doing horrible things to one another, but friends aren't. So we have to build friendships between cultures and countries so that we can live in peace and prosperity. Although our work in Hiroshima may have been an insignificant act, what we did by making friends and taking the time and effort to understand each other, was an important first step.

Faye (G11)

Philippine Self Help Foundation

The school received a thank you letter in February from the Philippine Self Help Foundation for the 36,702 yen donation made by KIST in May 2008 from proceeds from the UN International Day. This loan was used to help two families with livelihood loan assistance on the Philippine island of Negros and one of these loans is now fully repaid. Fantastic work and thank you to everyone who was involved.

IB Workshop Leader Training



One of our Grade 5 teachers, Mr Yoshihara, has been selected by the International Baccalaureate to attend their workshop leader training in May. Teachers from all around the Asia-Pacific region applied and we are thrilled that Mr Yoshihara was one of only 20 applicants selected.

After completing the training, Mr Yoshihara will be eligible to conduct workshops on the IB's Primary Years Program to teachers all around Asia as

well as sharing his expertise with our own school community. Congratulations Mr Yoshihara!

Greg Brunton
Primary School Principal

Software at Educational Prices

As mentioned in last month's newsletter, from the new school year, all school communication to families will be sent via e-mail only. This means that all families will need to ensure they have a computer that can connect to the Internet in order to receive school communications.

As families prepare for this transition, there is a wide range of choices to choose from. Please ensure that your software is compatible with the PC software currently used at school (mainly Microsoft Office) so students can easily edit documents and transfer them between home and school.

As KIST is a recognized educational institution in Japan with "Gakkou Houjin" status, all students and staff are eligible to purchase selected software at educational prices. The savings range between 10 - 50% depending on the software you buy. The following software is used regularly at school and can be bought cheaply to help support your children in their studies at home. There is no difference between the functionality of full price software and educational priced software.



Software vendor	Name of software	Educational price (yen)	Recommended retail price (yen)	Used at school?
Microsoft	Office Professional 2007 Academic Office	32,800		Yes
	Office Word 2007 Academic	13,800	26,800	Yes
	Office Excel 2007 Academic	13,800	26,800	Yes
	Office PowerPoint 2007 Academic	13,800	26,800	Yes
	Office Access 2007 Academic	13,800	26,800	Yes
	Office Publisher 2007 Academic	10,800	19,800	Yes
	Office OneNote 2007 Academic	5,800	11,800	Yes
	Office InfoPath 2007 Academic	18,000	24,800	Yes
Adobe	Adobe Photoshop Elements	7,140		Yes

This is not an exhaustive list - parents can find out more information on line. For more details about purchasing Microsoft Office and other software in Japan, please visit the website below (Japanese only).

<http://www.microsoft.com/japan/education/license/ap/application.msp>

For more details about purchasing Adobe Photoshop Elements and other Adobe software, please visit the websites below.

http://www.adobe.com/go/check_jp

http://www.adobe.com/go/school_jp



Please understand that the above prices are a guide only. They were quoted directly from Microsoft and Adobe and may be different to prices at stores in and around Tokyo. To receive educational pricing, all you have to do is show your school ID card. Please confirm that you have received the educational discount when purchasing.

Rob Whittaker
IT Software/Hardware Coordinator

The IB Learner Profile - Ethics in Action

The following is an article submitted by Mr Thompson previously to the IB World Magazine of which an excerpt was published. It has been reproduced here for parents who may be interested in reading about the Learner Profile from a teacher's perspective.

How do you teach ethics in the classroom? What place do ethics have in education? If you work in an IB school, this second question has largely been answered for you in the form of the Learner Profile. If ethics can be explained as the principles of conduct governing an individual or group (Merriam-Webster's Collegiate Dictionary, 1998) then the Learner Profile can be seen as the platform from which ethics are taught within the framework of the PYP. The first question, still however, poses one of our greatest challenges. The IB Learner Profile sets forth a list of ideals that offer guidance in assisting our students to become fully realized, ethically minded adults. For those of us working with younger learners this task requires a great deal of creativity and dedication.

We all know the attributes of the Learner Profile. We can recite them by heart. Some of us may recall a few outstanding moments when our students have not only exhibited them, but achieved that most remarkable ability to do so and then reflect upon the fact, in our presence, at a time when we could appreciate and document it. To help a child understand these attributes is no small feat. But to have them "meta-cognitively" reflect upon them... Well, if you've been working with the PYP programme for 20 years or 20 days, you know that this is something to behold. As such, we need to make the Learner Profile relevant to our students from as early as possible to give them their best chance of realizing these aims.

For all of us, coming to terms with the terms and putting all of it into practice is a long-running challenge and one with no real end in site. There will never be a day when we can look back and realize that we have mastered it all, nor do we expect complete mastery from our students. This sort of ambiguity characterizes some of the beauty of the art of teaching as well as the sometimes elusive nature of good practice. So how do we, professionals charged with understanding it all and sharing it with the children in our care, make it matter? As a teacher working with young learners I can see the importance of making the Learner Profile matter from the start – from the place where I first saw it as impossible.

When I first began working with the PYP and started coming to terms with all I needed to understand to work within its framework, that these youngsters would grasp these lofty concepts seemed unlikely to me at best. Inclusion of dispositions and attributes, imparting concepts, skills, attitudes and everything else we want for our students seemed like some wonderful, amazing utopian fantasy. Where would we find the time and how would we make all of it relevant and accessible, even in some small way, for our young students? But as I, with the help of my teaching partners (as we worked with two in a class in the ECE

department), and the whole team in my year level began to grapple with this challenge we started to see ways around the clumsy terminology. (Clumsy terminology, I felt, at least, for five and six year olds.) We started with the easy ones first, of course. We do little else at this age if not take risks so that came naturally enough as part of our teacher talk or target language (insert the phrase of your choice here). Then we were caring. This is a conversation any ECE teacher has with their students whether in an IB school or otherwise. It just goes with the territory. We could incorporate discussion of these attributes naturally within the course of our days.

However, when it came time to address what it means to be *principled* in such a way that our students could really sink their teeth into it we started getting stuck. There is really no picture, song, or set of words available to the ECE teacher to make this attribute immediately engaging to their students. On top of this, we felt the weight the future implications our efforts may have on our students as we start them on this important inquiry and were cautious not to make it a trial for them. I could see these little faces, a few years older, with their eyes rolling back in their heads as some poor primary school teacher tried to spark them into lively and meaningful discussions about the Learner Profile.

So we didn't make it an ordeal. We stayed true to everything we had come to accept about teaching children in this age bracket. To keep it interesting. To keep it relevant to their own direct experience and not to confound and bore them by droning on about things that were of no interest to them, couched in terms they couldn't understand. We had to get more creative. We came up with the idea of using pictures of our students and placing them up on our Learner Profile board under the heading of the attribute they had exemplified, explaining how they had done so. We were then promptly chastised by every student who felt they had acted similarly and not been immediately recognized! We knew right then that we were on to something.

We tinkered with different means of execution. Was it best to get the photo up right away to make sure everyone understood why it had gone up? Was it better to make a note and share at the end of the lesson or at a special part of the day to avoid interruptions and give the students something to anticipate? Should everyone's photo be up all the time? So many questions and differing opinions but the ball was rolling. Instead of wondering how to start we were considering how best to implement. When a colleague informed us how Takeshi (not his real name obviously), who had difficulty expressing himself in English, told her during an after school club how he was "principled" and proceeded to

explain why we all just about fell over. At that moment I was won over by the Learner Profile. I had always believed in the theory behind it but here was evidence that it could be put into practice effectively with the young children we were teaching. Whether he knew it or not, Takeshi had made a choice on how to behave based on an ethical reflection of fairness.

Since then this practice has continually evolved and likely always will. I have held "Community Circle" discussions for introducing and discussing attributes of the Learner Profile. During these sessions I ask the children if they have seen any of their friends exhibiting any actions that fit this attribute of the week. We use this time to explore meaning and to consolidate our understanding. Often times, children who aren't following the current attribute will fall back on an attribute they feel more comfortable with further reinforcing it. But they are still tuned in to this important aspect of what the PYP is all about and why we, as a school, are implementing it. To give it further context we have described the Learner Profile during circle time as a sort of map for becoming the kind of people we can be proud of.

In other classes, to see just how comfortable students had become with their understanding of some of the attributes we have covered, I have invited them to take part in a *Learner Profile Signing Gallery*. I had four different posters available on tables around our class. We pointed them out and explained which each one was. I then explained that the children could sign as many of them as they liked, or none at all. The only restriction was that if they signed their name to an attribute poster they would need to try and explain how they thought they had exhibited that attribute. As with any chance to observe students engaged in a free-choice activity, it was an interesting experience on many levels. On the whole, however, it allowed me to see who was most comfortable with the terms, which ones had been most commonly internalized by the students and gave me a chance to just speak with students one on one about their favourite subject... themselves, in relation to the Learner Profile.

As a long-term convert to the aims of the Learner Profile I urge everyone teaching in IB schools to re-think the use of the Learner Profile in their classrooms. Certainly we always do our very best to serve our students' needs but the better an understanding students can achieve of this fundamental component of our program from the beginning, the better it can serve them once they leave us.

Sean Thompson
ESL Teacher

Spelling Bee

The *Japan Times* newspaper held the first ever international school spelling bee in Japan. Twenty-eight schools and 55 students participated from as far as Okinawa. The two winners will go to Washington, D.C. to represent Japan in the Scripps National Spelling Bee in May. The following is a student's description of the preliminary competition held at KIST. Next year, we hope to extend the bee to some of the lower grades and hope to prepare earlier in the term.

Stacey Isomura

ESL and Japanese Teacher

I participated in the Grade 6, 7 and 8 spelling bee as one of the two class representatives. There were lots of words I did not know and I thought that I still had a lot to learn about. It made me respect the people that did know these words and got to step up to the second stage. The spelling bee was held on Thursday, February 25 in the gymnasium and four members from some of the Grade 6 to 8 classes participated. The two winners were Keerti (G7A) and Kaijia (G8A). I would like to say congratulations to both. I hope they can go to Washington and be the world champion. I am going to practice much harder next time to be a candidate and I am really hoping to win because I didn't this time. All the people who participated and who didn't, please try again at next year's spelling bee, which will be much bigger and better. Thank you Mr Hough and Ms Ritcey for organizing the spelling bee. I believe we all had fun and we are looking forward to next year.

Akiko (G6B)



Teen Rockers

Four of our Grade 10 students recently participated in the Japanese "Teens Rock" competition to select the best teenage rock band in Japan. Cameron, Eric, Paolo and Justin formed X-24 and submitted performances of three songs they wrote themselves. 5,000 other 'teen' bands also participated from all over Japan. X-24 were one of 15 bands selected to perform in the final to be held at Hitachinaka in Ibaraki-ken in May. The winning band will perform in the annual "Japan Rock Festival."

The K. International community wishes Cameron, Eric, Paulo and Justin the best of luck in the final round.

Congratulations on being selected as one of the best teen bands in the country!! YOU ROCK!!

Trevor Adams
Secondary Music
Teacher



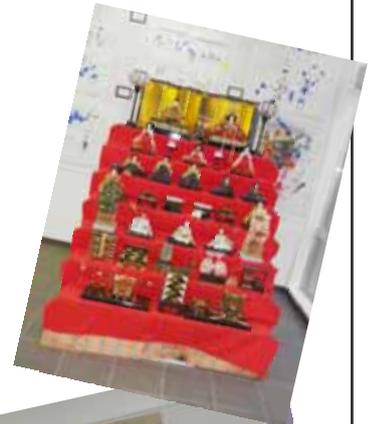
K3's Hall of Celebrations

If you've been in the West Building recently, you may have noticed a board labeled 'Hall of Celebrations'. This is part of K3's 'How we express ourselves' unit, about different celebrations, which is running all year.

K3 parents have generously volunteered their time and artifacts from different celebrations to show a bit about what we are learning and what the KIST school community celebrates.

If you have a celebration that you would like to share with K3 or the KIST community, let us know and we can showcase it in our Hall of Celebrations!

The K3 Team



Nihongo Notes

The Japanese Language Proficiency Test (Nihongo Noryoku Shiken) is a test of Japanese for non-native speakers of the language. Since many KIST students have taken or are preparing to take the test,



I thought it would be a good time to introduce the new version which will start from July, 2010. The new test will be divided into 5 levels instead of 4, with the new level placed between the old level 2 and 3 tests. The other levels will remain basically the same as the older version, but the new level 1 test will measure slightly more advanced skills than the current test.

While I think the addition of a new level is excellent as candidates can choose a more accurate test for themselves, a more important improvement is the addition of more focus on what learners can do with the language. In other words, there is more focus on what a person can actually do academically and otherwise in Japanese at a particular level.

For more information on the new test, please go to: <http://www.jlpt.jp/>

I also have sample tests with practice audio in room 432 if anyone is interested in having a look.

Stacey Isomura
ESL and Japanese Teacher

SRC Executive Election Result

Earlier this month, the Secondary School voted for their new SRC Executive. It was a well-contested election with 6 outstanding candidates vying for the four Executive positions. I would like to thank Argi (G11), Matthew (G11), Na Yeong (G10), Pyay Phyo (G11), Ryousuke (G10) and Shreya (G11) for an excellent campaign. It was a very closely contested election with only two invalid ballots cast in the entire Secondary. Thank you to all who helped facilitate and most of all to everyone who participated in this democratic process.

Thanks also go to the outgoing SRC Executive who put together a very rigorous interview process for the candidates. They can be proud of their achievements over the past year as they had a very tough job re-invigorating the SRC and its role in the school. If this election is one measure of their success, then the energy and drive students committed to the process and the vibe it created amongst the Secondary staff and students is something of which they can be very proud.

I would now like to introduce you to our incoming SRC Executive for the 2010-2011 school year.



President
Shreya (G11)



Vice President
Ryousuke (G10)



Secretary
Matthew (G11)



Treasurer
Pyay Phyo (G11)

Congratulations to the new Executive and best of luck in your respective roles next year.

Anne Grahame
Secondary School Principal

Counselor's Corner



My name is Sharon Gibbons and I am the Student Welfare Counselor. I have a Master's Degree in International School Counseling. International school students deal with very specific situations which make their experiences vary greatly from other children their age.

Students in international schools deal with identity issues when living in countries different from their parents' home countries. The question "Where are you from?" becomes a difficult one to answer. International families often lack the support system people living in their home countries have which can make every day challenges highly stressful.

Students in international schools regularly deal with loss of friends, home, pets, routines, and language accessibility to name a few. They feel vulnerable and feel a sense of loss of balance in their lives. The

stressors can build up if students do not find a way to keep some sense of control and this can play out in a variety of ways.

In order to ensure students are reaching their potential academically, my role is to help students maintain their emotional and social health. Many students feel a sense of relief knowing someone neutral is available to talk with them.

Please contact me at s_gibbons@kist.ed.jp if you would like me to touch base with your child or you feel you need to meet with me.

Sharon Gibbons
Student Welfare Counselor



Cyber Culture

Over the past term, I have addressed a number of issues that fall within the realm of what is termed Cyber Culture. The issues were varied from use of mobile phones at school to online bullying. I thought it was timely, therefore, to revisit the results of the survey conducted in Grades 3 through 12 by ASIV last year and reiterate the responsibility that the school, home and individual holds in the use of technology.



Mobile phones

89% of students who participated in the survey said they had a mobile phone at school at least sometimes and 75% said always. Of this number, 71% said they kept their phone on and silent during class often or always. In Grades 9 through 11, over 30% of students checked messages, and similarly, in Grades 10 and 11, 30% sent messages.

School	Home	Student
Teachers to monitor and to confiscate mobile phones if used at school.	Parents to reinforce message of responsible use at home.	Switch off mobile phone while at school.

Negative online experiences

Negative online experiences include: someone spreading a rumor on line; sending a nasty or threatening e-mail or text; someone sending a picture that makes you feel uncomfortable; posting cruel or nasty comments on your profile/someone else's profile. In last year's survey, the collective response of students having a negative online experience was considered to be a low 16.9% of students who had experienced at least one of the 9 negative experiences surveyed; however, amongst this there were very high figures of 20% of Grades 5 and 6 students, 43.6% of Grades 8, and 31.8% of Grade 9 students who had a negative online experience. These numbers are very concerning and we need to keep educating our students to keep their cyber world as safe as their physical world.

School	Home	Student
Continue to educate about appropriate forms of communication and distribution. Have clear guidelines about expected use as appropriate to age level. Build awareness in adult community of cyber-bullying and other issues.	Know what your children are doing online – supervise access of Internet as age appropriate. Keep the lines of communication open.	Talk to someone if you have a negative experience. Talk to someone if you know of someone who is experiencing negative things via technology. Follow guidelines set up by parents and school.

The rates of negative experiences of students in this digital age are increasing and we need to be aware of what we can do. If you would like to receive a copy of last year's survey report, please contact the school.

Anne Grahame

Head of School

Curriculum Meetings

Meetings for the **Language Policy Review** and **Curriculum Advisory Team** will be held during the Spring Term on the dates as indicated below. We look forward to meeting with you and receiving your input.

Week 4: Second *Language Policy Review* meeting:
Monday, April 26 (5:00 pm - 6:00 pm)

Week 6: *Curriculum Advisory Team* meeting:
Monday, May 10 (5:00 pm - 6:00 pm)

Week 9: Third *Language Policy Review* meeting:
Monday, May 31 (5:00 pm - 6:00 pm)

There is currently a wiki (online page) with details of meeting agendas and all parents in our school community are invited to join. If you would like to join the wiki to keep informed about the work of either of these two groups, please contact me at d_rentoule@kist.ed.jp. The meetings are informal and open to any parents who wish to attend. It is a wonderful chance to meet other parents and also to have some valuable input into our school's curriculum.

Damian Rentoule

Deputy Head of School/Curriculum Director

Library News



Hello. I'm Satoko Yoshimoto. I joined KIST as the School Librarian in September 2009. Working with me as library assistants are Yoshie Adams and Amanda Forrest. With the opening of the Junior Library in 2009, there have been many changes in the libraries. In the Main Library, we opened a computer room. In addition, with library classes for Lower and Primary School students now taking place in the Junior Library, we have been able to increase classes for Secondary students in the Main Library. The libraries are open from 8:15 a.m. to 4:30 p.m. Anyone may use the libraries at times when classes are not being held. With the division of resources between the libraries, however, a number of difficulties have arisen due to the increased workload necessary in dealing with collections across two libraries. We ask for your support, in helping us to adequately maintain the library collections for the benefit of students.

Volunteering

We are looking for occasional parent volunteers to assist with shelving and covering books, and to participate in a resource inventory planned for the 3rd week of June. If you are able to help support the school libraries, please register for the Library Volunteer Contact List by sending your name, telephone number, e-mail address and child's name and grade to s_yoshimoto@kist.ed.jp.

Donations

Thank you to families for providing donations of books to the school libraries. Library staff are continuing to work hard to catalogue these and prepare them for students to borrow, but there are still piles of books to get through as you can see in the photo. Although we will continue to accept donations, we ask that you consult with the librarian in advance and, if possible, provide a list of titles you wish to donate so that we can determine whether the books are suitable for our current needs. We do have a wish list of books and you are welcome to view this. We also ask that all books donated are clean and free from damage. Please understand that books unable to be used in the library will be sold at the school festival bazaar.



Book Club

Thank you for your interest in Book Club. Unfortunately this year, we have so far been unable to begin accepting orders due to fluctuations in exchange rates since October 2009. We have requested that Red House (UK)/ Scholastic (Asia) enable credit card payments and provide on-line access for individual families (this system is already in place in some countries). Catalogues are available for viewing in the library, but we ask that you wait a little longer before orders will be accepted.

Borrowing Videos and DVDs

There will be some limitation for borrowing Videos/DVDs due to Japanese copyright law. Please ask at the library.

Main Library

The Sakura Medal Program, which has been running since last December, comes to an end soon. You only have a month left to get your votes in.

Sakura Medal Program

The Sakura Medal Program brings together students from international schools across Japan each year to vote for their favourite books.

<http://sakuramedal.wordpress.com/>



Most reserved titles:

Madame Pamplemousse and Her Incredible Edibles

Tells the story of a girl who realizes that she loves to cook and make her customers happy. (G7)

1001 Cranes

Angie finds out that family is more important than friends who betrayed her. (G7)

Library monitor positions (i.e. student library assistants) were offered to G4-G12 students during February. Students from G4 and G7 applied and will be working before school, at lunch time and after school.



Junior Library

It is wonderful to know that spring is almost upon us. In the Junior Library, we have been reading some books about cherry blossoms and the warm season approaching during our library sessions. To celebrate the start of spring, some of the Lower School students have been helping to decorate the library with sakura flower petals. Please feel free to come and have a look at our new atmosphere on the 3rd floor of the West Building.

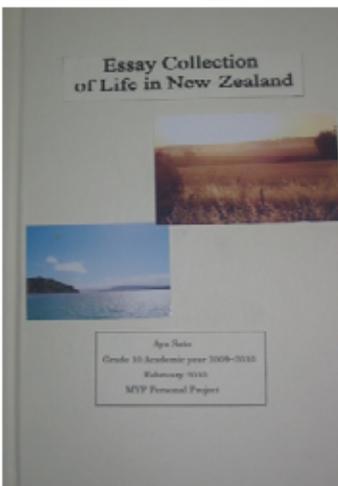
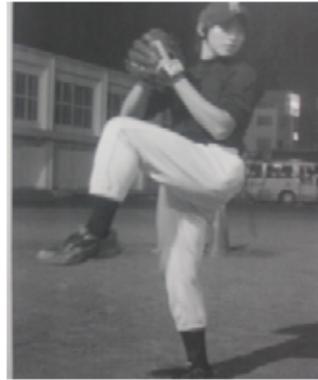
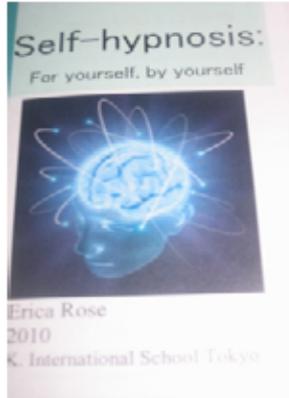
Don't forget that students' families are welcome to borrow books from the libraries anytime.

Satoko Yoshimoto

Librarian

MYP Personal Project Exhibition

The MYP Personal Project Exhibition, the culminating activity of the MYP, was held on Friday, February 26, 2010. Congratulations to all of the Grade 10 students for their efforts with the project and thank you to the families who came along to support their children on the night.



Basketball Report



Under 14 Boys and Girls

The winter term has provided us with many memorable games of basketball in both the boys' and girls' teams.

The season started on the weekend at the end of January with the Koto-ku Junior Tournament at a local Japanese junior high school. This was a knockout tournament so we needed to win to proceed to the next round. Unfortunately, we lost both the boys' and the girls' games against quality opposition.

The beginning of February saw the start of the ISTAA season against Canadian International School (CIS) at their home court. The boys' team dominated, eventually running out 20 point victors, while the girls' team won a thriller by two points. The boys' season continued to roll on with big victories against Tokyo YMCA International School (YMCA) twice, Tokyo International School (TIS) twice, CIS again and a big win against The British School in Tokyo (BST). The boys' team has been very well led by Sho, Tyson, Adam and Salam who have scored heavily in all games and have been well backed up by Eric, Sashank, Irene, Abhinav and Ashutosh in the centre of the court, while Roshana and Jeet have rebounded very well in defense.

The boys have kept an undefeated ISTAA season in tact and will look to complete this by winning the final ISTAA tournament next Monday at CIS. Best of luck to all of the boys.

The girls have also had a most successful season, only dropping the one game since the Koto-ku Tournament and that was against CIS in another high quality game. We have had two very big wins over YMCA and TIS twice.

All girls have played extremely well and have shown great signs of improvement throughout the season. Gina, Miku, Michiru and Nina have led the scoring, Naishi, Erica, Remi and Karen have brought the ball out of defense through the center very well, and Ria, Cindy and Nino have been valuable in the back half of the court.

The girls also will go into the final ISTAA tournament next Monday as favorites to win the championship. Good luck to all girls on the team.

A huge thank you must go to Ms Ritcey who has given up countless hours after school and on her weekends to coach the girls' team. Thank you. Thank you also to Ms Gibbons who has also coached when needed, it is most appreciated.



Under 14 results

Boys

Koto-ku Tournament
38 – 66 (Lost)

Vs Canadian IS
38 – 18 (Won)

Vs Tokyo YMCA IS
48 – 2 (Won)

Vs Tokyo IS
69 – 24 (Won)

Vs Tokyo YMCA IS
51 – 8 (Won)

Vs Canadian IS
50 – 36 (Won)

Vs Tokyo IS
55 -5 (Won)

Vs The British School in Tokyo
41 – 17 (Won)

Girls

Koto-ku Tournament
28 – 52 (Lost)

Vs Canadian IS
24 – 22 (Won)

Vs Tokyo YMCA IS
45 – 6 (Won)

Vs Tokyo IS
33 – 22 (Won)

Vs Tokyo YMCA IS
16 – 8 (Won)

Vs Canadian IS
36 – 44 (Lost)

Vs Tokyo IS
44 – 4 (Won)

Primary basketball tournament

On Saturday, March 6, Mr Ralph, Mrs Komatsu, myself and several very keen parents went to The British School in Tokyo (BST) with a team of primary boys and a team of primary girls. We took part in a round robin tournament with Tokyo YMCA International School and BST. Each team played each other twice. The girls' team had victories against BST twice with all girls displaying some excellent teamwork and skills. We unfortunately lost narrowly to YMCA who were the eventual champions in the girls' division. The boys' team battled very hard in each game and were playing against boys much older and much taller than themselves. Each game was a huge improvement and although they didn't win a game, they should be very proud of themselves.

Thank you very much to all of the parents for attending and also to Mr Ralph for refereeing. We are very much looking forward to next year's tournament.

Will Spring
Sports Coordinator

Summer Programs 2010 at KIST



We are pleased to announce that a series of summer programs will be offered this year at KIST for students who wish to improve their skills through intensive study. For lower grades, the programs will cover skills in English, mathematics and other subjects; for upper grades, they will cover English and/or mathematics depending on the program. Applications are welcome from students currently enrolled at KIST or those who will be entering from August, as well as students enrolled at other international schools, Japanese schools or other non-English schools in and around the Tokyo area. The school lunch and school bus services will be available. The programs being offered are:

K2 - Grade 1

Summer Holiday Program & After School Care

For students entering K2 through Grade 1

- Session 1: Monday, June 28 - Friday, July 9 (2 weeks)
- Session 2: Monday, July 12 - Friday, July 23 (2 weeks)
- Main program: 9:30 a.m. - 3:00 p.m.
- After Care: 3:00 p.m. - 6:00 p.m.
- Content: Through this program, students will have the opportunity to improve their English skills and develop an understanding of mathematics and science while learning in enjoyable ways.

Grades 2 - 6

Summer Study Program

For students entering Grades 2 through 6

- Session 1: Monday, June 28 - Friday, July 9 (2 weeks)
- Session 2: Monday, July 12 - Friday, July 23 (2 weeks)
- Main program: 8:30 a.m. - 3:00 p.m.
- After Care: 3:00 p.m. - 6:00 p.m.
- Content: Through this program, students will participate in activities to improve their English and mathematics skills in the morning. After lunch, they will cover activities relating to social studies, science experiments and food technology.

Grades 7 - 8

Summer Intensive Program (English/Mathematics)

For students entering Grades 7 and 8

- Monday, June 28 - Friday, July 9 (2 weeks)
- Time: 9:00 a.m. - 3:00 p.m.
- Content: This program will help students improve their English and mathematics skills. For English, it emphasizes literary analysis and essay writing. Skills taught will also help students write assignments and reports in other subjects. The mathematics component will help students master basics such as arithmetic and how to use formulas.



Grades 9 - 10

Summer Intensive English Program

For students entering Grades 9 and 10

- Monday, June 28 - Friday, July 9 (2 weeks)
- Time: 9:00 a.m. - 3:00 p.m.
- Content: This program emphasizes literary analysis and essay writing. Skills taught will also help students write assignments and reports in other subjects.

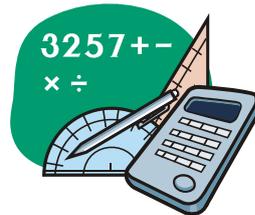


Grades 9 - 10

Summer Intensive Mathematics Program

For students entering Grades 9 and 10

- Monday, August 2 - Friday, August 20 (3 weeks)
- Time: 10:00 a.m. - 3:00 p.m.
- Content: This program will help students master basics in mathematics such as arithmetic and how to use formulas in order to prepare for the final years of secondary school.



Grades 11 - 12

Summer Intensive Mathematics Preparation Program

For students entering the IB Diploma Programme

- Monday, August 2 - Friday, August 20 (15 days)
- Time: 10:00 a.m. - 3:00 p.m.
- Content: In this program, students who will enter Grade 11 will review basic mathematical concepts covered in previous years and will also be introduced to selected content from the Grade 11 and 12 course. Students entering Grade 12 will review concepts presented during Grade 11.

For more information about the content of the summer programs, fees required and application procedures, please check the school website at:

www.kist.ed.jp