



# The Comet

The Newsletter of K. International School Tokyo

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*"Action is the foundational key to all success."*

—Pablo Picasso

## From the Head of School

Well, we are just one month away from the end of 2013 and once again I am extremely grateful for the wonderful support received from the whole KIST community. Without your support, KIST would simply not be able to achieve its mission of, *"providing highly motivated children from diverse cultural and social backgrounds with a high quality education in a safe and nurturing environment to become competent and moral individuals who make meaningful contributions to the global community."*

In addition, thanks to the efforts of the whole community, we have been able to successfully offer a variety of school events this year such as the New Year Party, International Mother Language Day, KISTival and Cross Country events. I would therefore like to once again thank the whole community for their efforts and contributions throughout this year.

In particular, I would like to take this opportunity to recognize the following parents for their contributions to the school.

- Mr and Mrs Sakamoto (parents of G3 Tomoko) for organizing sumo wrestlers to visit the school in January each year for the Japanese New Year Party to participate with students and teachers in mock wrestling bouts as well as *mochitsuki* (rice cake pounding).
- Dr Kobayashi (father of K2 Ami) for kindly donating a pulse oximeter and who since last year has been working at the school voluntarily on Thursdays as the school doctor. In this role, he has provided treatment to our students and has also been carrying out health examinations. Furthermore, in addition to his help on Thursdays, he has been working on other days in an advisory capacity to our school nurse, Mrs Whittaker, and ultimately providing support for a large number of students and staff.
- Dr Kawamura (mother of K1 Rumi and G1 Miki) for assisting at the school during the health examinations.
- Mr and Mrs Ono (parents of G1 Kirin and G4 Tatsunori) for arranging the speedy removal of trees blown over in the kindergarten playground during the typhoon, thereby causing minimal disruption to lessons and maintaining a safe environment for all.
- Mr and Mrs Lee (parents of K2 Jae) for kindly donating 4 high-spec transceiver radios to be used in emergencies and at school events.

On behalf of the entire school community, thank you for your generous support of our school.

*Continued on next page*

## DATES TO REMEMBER



### December 2013

- 14-Jan 6 Winter vacation
- 16-17 Office open

### January 2014

- 6 Staff development day (No school for students)
- 7 (W) School resumes for all students
- 10 2014-2015 enrollment applications close
- 11 (G9-G12) MUN scrimmage (@KIST)
- 13 School day
- 13 (G1-G12) Clubs program resumes
- 20-22 (G9-G11) Semester 1 examinations
- 23 Semester 2 commences
- 24 (G10) IB DP information evening 2014-2016 (*\*Date changed!*)
- 29 Japanese new year party
- 31 (K1-K3) School holiday (Enrollment interviews)

### February 2014

- 11 School holiday
- 12-19 (G12) DP mock examinations
- 12 Semester 1 reports issued
- 12 (G6-G8) Brain Bowl (@BST)



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Finally, I would like to announce the receipt of 90,279 yen raised from the PTA bake sale. These funds will be used towards covering the cost of 40 simultaneous interpretation devices (802,439 yen) for the upcoming G10 DP Explanation Evening on January 17. Once again, thank you for your support and cooperation of school projects.

Up to now, all interpretations have been conducted consecutively, a process which not only requires a lot of time and concentration to follow, but can be quite confusing to listen to due to the intermittent nature of switching between English and then Japanese, resulting in the listeners quite possibly missing important information. To avoid this situation, we intend to provide interpretation devices for the scheduled G10 DP explanation evening as well the G5 exhibition, IB sessions and university explanation days.

KIST's mission is to accept students from diverse cultural and social backgrounds. Therefore, ultimately we have many students whose first language is not the

same as the instructional language adopted by the school and yet, thanks to their hard work, they are able to achieve success and progress to the top universities around the world. It is my hope that through the implementation of these interpretation devices, we can offer an even greater level of support for our students learning and advancement to university.

Have an enjoyable winter vacation.

**Yoshishige Komaki**

School Director/Head of School



## New Faces

Since the last issue of *The Comet*, we have welcomed a number of new staff members to our team. On behalf of the school community, we wish you all the best and hope that you enjoy your time with us.



**Mignonette Castro**  
Teacher's Aide  
K3, G1



**Emmeline Ettema**  
Teacher's Assistant  
K1



**William Miller**  
MYP English /  
Humanities



**Ching-Hui Wang**  
ELS Instructor  
G1B



**Phillip Young**  
ELS Instructor  
G6-G10

## Founders' Awards



**Jiaying** (G10A)  
Bronze Award



**Sara** (G10A)  
Bronze Award

In the September issue of *The Comet*, we presented the students who received **KIST University Support Scholarships** as part of the Founders' Awards program. In this issue, we are pleased to present the awardees for the **KIST Study Scholarships** for 2013-2014 which recognize students who make a significant contribution to the school according to its mission and founding principles, and who demonstrate qualities that truly represent the essence of the spirit of the school.



Congratulations to the two students who have received awards this year.

## KISTival 2013

First of all, I would like to start off with a great big thank you! This year was the first time that we have had to postpone our largest annual event to November, but thanks to everyone's hard work and perseverance, we were able to enjoy another successful KISTival.

The possibility of bad weather is a concern for us every year, having a significant influence on the sales and turnout on the day, so we always keep a close eye on the weather forecast. This year, our worst fears were realized when we suffered a direct hit by both typhoons #27 and #28. For the first time in the school's 17-year history, we had to consider postponing KISTival.

Keeping in mind all of the hard work put into preparations by the parents, we carefully deliberated up until the last possible moment whether or not to postpone the festival. The final decision ended up being for the best, but even after the decision had been made, we were still worried whether it was the correct choice. In spite of our uncertainty and the suddenness of the postponement, we were able to communicate quickly and efficiently, and successfully held the festival on the new date. Additionally, we would like to thank all the parents who contacted those that they had invited to inform them of the new date.

KISTival absolutely would not have been possible without the cooperation of all of the students, parents, staff and the KIST community. This became ever more apparent with our first ever postponement. In particular, thank you to the KISTival leaders who took on a great responsibility, solved any problems that arose and guided their teams to success. We were able to see our KISTival leaders demonstrating attributes of the IB learner profile to not only their own children, but also to other students and parents. Thank you so much for all of your hard work.

This year we were able to enjoy various new booths such as the G11 exhibition and lectures, the G9 science experiment room, the G7 tapioca drink booth, etc. It seems like the secondary school is getting more and more creative each year.

Every year we are looking for new ways to improve the event even further, so we ask you to send us your thoughts and feedback. We welcome constructive criticism on anything; things that you noticed on the day, good points, things that needed improving, etc. Please send them to me at [sayoko.naito@kist.ed.jp](mailto:sayoko.naito@kist.ed.jp).

I would also like to express my gratitude to all of the parents who made a donation to the KISTival bazaar, games booths and various other booths. Furthermore, I would like to thank those who donated a prize for the raffle and supported the KISTival flyer: K2 Kobayashi family, G7 Jimbo family, G7 Ishikawa family, K1 Abe family, G5 Tahara family, G4/G1 Williams family, K3



Koike family, G1 Nakamura family, G4 Yamano family, G5 Kuroyanagi family, G5 Ishihara family, G11/G6 Molligoda family, G5 Meguro family, G1 Hiramoto family, K3 Yoshida family, G10 Steiner family, G4 Virgilio family, K2 Oh family, G4/G1 Ono family, G3 Sakamoto family, G7 Collins family, G2/G1 Tamaki family, G1 Okamoto family, Class of 2013 Brova family, office staff Naito family, and a special note of thanks to G3/K2 Minoura family for supplying a parking space for the school buses, and G8 Kalima family for providing an entertaining, professional dance performance on the school stage. We sincerely appreciate your support.

Finally, a very special thank you to Ms Miki Jimbo for providing a glimpse into the world of radio through her radio show stage performance.

### Sayoko Naito

(on behalf of the KISTival Organizing Committee)  
Director of Operations



**KISTival 2013**

Revenue:	¥6,878,840*
Expenditure:	¥1,726,587
Profit:	¥5,150,073

(\*Includes outstanding contributions of ¥220,000)

- Revenue includes advance and on-the-day ticket sales, entrance fees, donations and advertising sponsorship.
- Expenditure includes food and activity booth expenses, ticket and advertisement printing, tent rental, garbage disposal, raffle prizes, decorations and miscellaneous costs.

Note: Individual family contributions are included in the totals for each booth; however, ¥220,000 is still outstanding.

Booth sales details		Sales	Expenses	Profit	
Parents booths	K3	Beer/Wine/Soft drinks	¥454,442	¥0	¥454,442
	G1	Face painting	¥98,810	¥0	¥98,810
	G2	American food	¥280,536	¥0	¥280,536
	G3	Japanese food	¥345,000	¥0	¥345,000
	G4	Bazaar	¥952,037	¥7,020	¥945,017
	G5				
	G6	Air slider	¥531,750	¥213,300	¥318,450
	*Expenses include air slider rental and free ride wrist band costs. Sales include free ride ticket sales.				
	G7	Chinese & Korean food	¥356,352	¥0	¥356,352
	G8	Hawaiian BBQ & Tattoos	¥356,445	¥131,049	¥225,396
	G9	Indian food	¥204,884	¥0	¥204,884
	G10	Mexican food	¥135,028	¥200	¥134,828
G11	Café	¥218,049	¥0	¥218,049	
G12	Italian food	¥318,163	¥0	¥318,163	
Professional parent booths	Nail art, Hair braiding		¥71,750	¥0	¥71,750
	Tamagoyaki		¥84,000	¥0	¥84,000
Staff booths	Ice-cream (Yonanas)		¥40,725	¥0	¥40,725
	Philippine BBQ+Bananas		¥112,375	¥39,372	¥73,003
Student booths	G7A	Tapioca tea	¥75,875		¥75,875
	G7B	Wet sponge toss	¥83,000		¥83,000
	G8A	Hit the target	¥23,000	¥7,115	¥15,885
	G8B	Medieval theme mini-golf course	¥35,235	¥6,514	¥28,721
	G9A	Pop darts	¥18,125		¥18,125
	G9B	Einsteinian: The science experiment!	¥35,375		¥35,375
	G10A & B	Haunted house	¥131,875	¥28,880	¥103,015

Donation from Café Tomato	¥52,325
From PTA booth	¥47,009

\*¥80,051 sales allocated to Habitat for Humanity, ¥20,025 sales allocated to sports teams.



## Elementary School News

### Lifelong learning

Lifelong learning has been defined as learning that is pursued throughout life, in both formal and informal settings, to foster knowledge and skill development for personal and professional life. Lifelong learning comes in many forms. On our team at KIST we have artists, musicians and athletes who continually develop their skills these areas. Other staff members are pursuing postgraduate degrees or other studies for their own growth.



In order to support professional growth and remain up to date on best educational practice, our teachers regularly participate in professional development. Every year we have staff attend training sessions off campus, online, or have experts lead in-school workshops here at KIST.



To further our Elementary staff's knowledge and understanding of the Writer's Workshop model of writing instruction, we held an in-school workshop over the long weekend in September. We were fortunate to have literacy expert and consultant Mrs Laura Benson lead our staff through this training. The energy and enthusiasm our teachers displayed through the workshop and implementing these strategies into their classroom practice demonstrated their commitment to lifelong learning.

Life is a journey and there are so many wonderful things to be learned along the way! We are happy to have all of you in our community of learners at KIST, learning with us every step of the way!

Keep learning!

**Kevin Yoshihara**  
Elementary School Principal

## PYP News

### International mindedness

One of the most important objectives of the IB is to produce life-long learners who demonstrate "international mindedness". To understand what it means to be international minded, one must look at the "Learner Profiles" that have been developed by the IB to facilitate international education. The profiles are value laden attributes that are appropriate and achievable by students in their primary years. These ten profiles are the central personal attributes that we believe lead to students who can go out into the world and make a difference by holding true to their own beliefs while understanding that other people, with their differences, can also be right.

Teachers throughout the elementary school have designed their inquiries with the learner profiles in mind. Each unit of inquiry focuses on one or two profiles that help highlight the central idea and thereby engage the students' imaginations while strengthening their overall understanding of the profiles themselves. Looking around the elementary school will reveal the learner profiles displayed in all classrooms thereby reinforcing their message and lending strength to their importance in our learning environment. Parents can also be part of the equation by learning more about the profiles and talking to their children about their understanding of them. The lessons learned from such conversations will help both parents as well as students move closer to acquiring international mindedness, a goal for all members of our school community.

**Clay Bradley**  
PYP Coordinator



## Secondary School News

December already! As we are about to break for the holidays I feel it important to reflect on a few initiatives already in place along with things to look forward to in 2014.

In August a revised shorter period schedule was introduced. The students clearly seem to enjoy the increased movement between classes but also the break between 2nd and 3rd periods. We are encouraging students to bring healthy snacks for this brief 10-minute period to recharge and keep their minds fresh for the rest of the learning day.

Along with the new schedule you may have also noticed the new chimes sounding at the end of each period and announcing the beginning of the next one. Currently our Secondary School Representative Council is presenting the four chime options we have for a student vote. Although the system has limited options, it is great to see the students taking on such initiatives and providing students more opportunities to get involved with our community.

In line with students taking initiative, just after the holiday the KIST Model United Nations Near East Scrimmage will take place on Saturday January 11. This event is intended for Grades 9 to 12 and will welcome other area schools to engage in United Nations simulated committee debates. The students take on roles of being delegates and address contemporary issues in which they try to get

resolutions adopted through a voting process. Grade 8 students have the opportunity to become pages to assist with communication between committees and should check the Daily Notices on how to get involved if interested. This is a great way for students interested in learning more about MUN to get involved first hand, but places are limited.

The student photography club, student magazine and the revitalization of the Habitat for Humanity club are all areas inspired by students and only made possible by the tremendous sense of community we have at KIST. I am certainly very proud of all students taking on such active and meaningful roles at the school and very much looking forward to the rest of the school year.

I wish all families a very happy and healthy holiday season.

**Stephen Rothkopf**  
Secondary School Principal

### Secondary School forthcoming events

- **January 11:** G9-12 MUN scrimmage
- **January 13:** After-school clubs resume (information forthcoming)
- **January 17:** G10 IB DP Information evening
- **January 29:** Japanese New Year party

## Developmental Psychology in Focus

### Grade 12 psychology students welcome guest lecturer

**Professor Peg Barratt** holds many roles associated with The George Washington University, Columbian College, which includes being a college dean and as an active researcher in the field of developmental psychology. KIST is fortunate to have such a renowned visitor as her current research directly supports key topics related to the DP psychology course. More specifically, Professor Barratt's research is focusing on Japanese governmental policies and their potential effects on child rearing decisions parents make.

Professor Barratt shared her research methodology in an interactive lecture during a regularly scheduled Grade 12 psychology class on November 13. Her presentation was perfectly timed for Grade 12 students as they are just beginning their study of developmental psychology. Understanding the methods psychologists use and being able to discuss advantages and disadvantages while analyzing published studies, as well as designing their own studies, is an integral part of the course. We are fortunate to have visitors such as Professor Barratt as this supports learning in such an authentic and contemporary context. Later that afternoon, Professor Barratt reverted to her college dean role and presented on behalf of her university as part of our own college and careers advisement program in the LMC.

For more information on Professor Barratt's research visit:  
<http://gwtoday.gwu.edu/peg-barratt-awarded-fulbright>

**Stephen Rothkopf**  
Secondary School Principal/DP Psychology Teacher



# Spotlight on Clubs

## Secondary photography club

At the end of the last school year, Grade 11 student, Naishi (now in Grade 12), proposed to me the idea of having a photography club where students could learn techniques for taking photos, share their pieces of work and build a community of students passionate about photography. She developed a plan over the summer and we started the club in September. It is clear that her idea is what the students wanted as our club has 23 photo enthusiasts.



Every week, one of the members proposes a theme, technique or project for the group to focus on and we go out to take photos. We also did a photo shoot at the beautiful Kiyosumi Gardens on a beautiful autumn day. The "shutter bugs", as they call themselves, have created a photo wall outside of room 305 in the main building.



Please come and check it out.

**Andre Ito**  
Photography Club Coordinator



## Elementary Cross Country Club

During the first term, the Cross Country Club gathered on Wednesday afternoons. After a brief stretching session at school, club members headed over to the Onagi river (just a stone's throw from KIST) and ran a 1.5 km loop circuit along the banks. Each session, many runners completed the circuit 3 or 4 times.

When asked for a comment about the Cross Country Club, Saki, a club member from Grade 5B said, "If you practice well, you can go to the ISTAA cross country competition. You can make friends with kids from other international schools."

The training indeed proved to be beneficial as 11 of the club's members qualified for the ISTAA running meet this fall.



## Founder of Tokyo Holocaust Center Visits KIST

On September 12, 2013, Fumiko Ishioka, the founder of the Holocaust Center in Tokyo, came to our school and gave a talk about a little Jewish girl that died in Auschwitz. In our English classes we have been reading 'Hana's Suitcase' by Karen Levine, which describes the journey of Fumiko's search for the story behind the abandoned suitcase belonging to this little girl.



Fumiko talked about the girl who was called Hana Brady. She was born on May 16, 1931 in Nove Mesto. She had an older brother called George Brady. Her family had a wonderful life. They skied and skated together. But in 1939, the Nazis took over Germany and Czechoslovakia—now known as the Czech Republic. Soon, Hana and George were not allowed to do anything because Jewish people were not allowed to go to parks, movies and could only go to shops at certain times. In March 1941, Hana's mother was arrested by the Gestapo, Hitler's secret state police. She packed her things and on the next day she was sent to a labor camp.

In the autumn of 1941, Hana's father was also sent to a concentration camp. Then, in the winter of 1941, Uncle Ludvik saved George and Hana's life. He took care of them until May 1942. Soon after, there was a letter from the Nazis that ordered Hana and George's transportation to a concentration camp. Hana and George arrived at Theresienstadt, a concentration camp, in May 1942. The living conditions were horrible there, a lot of people were so hungry they were like zombies. However, Hana managed to make friends with some older girls. They supported her well and told her to be brave.

In 1943, George was sent away from the camp. Before he left he told Hana that they would meet in Nove Mesto after the war. On October 23, 1944, Hana was also sent away from Theresienstadt. She thought that she was going home but she was actually being sent to Auschwitz. As soon as she arrived, she was sent to the gas chambers and died. Nevertheless, George Brady survived Auschwitz. He was the only member of his

family that survived the war.

Fumiko started her journey when she asked the Auschwitz museum if she could borrow an artifact belonging to a child in the concentration camp. Fumiko needed material that she could display in the museum so Japanese visitors would understand the consequences of discrimination in a child's life. Finally, a suitcase arrived in Japan and it had Hana Brady's name on it. When Fumiko saw the suitcase, she knew that she would need to find out everything about Hana Brady. It was hard to find information about Hana Brady but at last she found some information in the Terezin museum in July 2000. There, she found out that Hana had died in Auschwitz but her brother, George Brady, was still alive. She sent a letter to George Brady telling him about Hana's suitcase in Japan. George Brady was surprised and overwhelmed to hear this news so he decided to come to Japan to share his memories of Hana and the holocaust to the visitors in the museum.



We found Fumiko's talk very informative because we learnt about the negative effects that discrimination can have on innocent people like Hana and her brother George.

**Moe Min (G8B)**

Reference:

Levine, K. (2003). *Hana's Suitcase*. Boston, MA: Whitman, Albert & Company.



## MYP News

### What exactly does an MYP Science classroom look like?

If there is one major point of difference from science classrooms of the past, it is that the teacher is not always running the show. In general, the MYP aims to put the student at the center of learning. Research tells us that student directed inquiry, or what is widely called the "constructivist approach", leads to the most authentic learning and subsequent ability to retain and apply new subject specific knowledge and skills. The reality is though, that totally random, unguided, student lead inquiry will lead students to unreliable internet sources, irrelevant content, academic articles beyond their comprehension and too much time spent on too narrow topics.

So, how do we find the balance? Unsurprisingly, the clever people at the IB have asked the same question when developing the MYP. The "solution" as I see it, is in the assessment model. In **Criterion A: One World** and **Criterion B: Communication**, we ask students to complete a 700-1200 word essay on a broad topic decided by the teacher, for example, Environmental Issues. The assessment level descriptors, shown below for level 6, are defined by the IB. Teachers provide "task specific clarifications" of the descriptors for each separate One World Essay task. One World enables students to gain a better understanding of the role of science in society and allows them to explore how scientific developments and applications are applied and used to address specific problems or issues in local and global contexts. To achieve a maximum Level 6, in Grades 9 and 10, students should be able to:

- **explain** the ways in which science is applied and used to address a **specific** problem or issue
- **discuss** the **effectiveness** of science and its application in solving the problem or issue
- **discuss** and **evaluate** two or more from; the moral, ethical, social, economic, political, cultural and environmental **implications** of the use of science and its application in solving specific problems or issues.

**Criterion B: Communication** requires students to use appropriate scientific terminology, essay structure and fully reference their work. The point here, is that this assessment is almost entirely directed by the student as they decide a specific topic, undertake independent research, process relevant sources into an original monologue, locate connections to wider disciplines, evaluate the wider implications and form their own conclusions.

Conversely, **Criterion C: Knowledge and Understanding of Science** enables students to demonstrate their understanding of science by applying scientific knowledge to construct scientific explanations, solve problems and formulate



scientifically supported arguments. Here, we have our criterion to assess tests. Consequently, instruction here is much more "traditional" and teacher centered. However, rather than the teacher always providing notes and lectures, students are more often given questions, tasks, worksheets, poster projects, and presentation assignments that put the focus of learning back on themselves. Teachers then ensure that students can access reliable and age level appropriate sources to guide their inquiry. The student textbooks are invaluable in this regard.

Finally, **Criterion D: Scientific Inquiry**, **Criterion E: Processing Data** and **Criterion F: Attitudes in Science** are all about lab work. Most importantly, Criterion D requires students to design and carry out scientific investigations **independently**. This is my biggest headache and greatest joy as a science educator. For a start, with only 9 lab benches it is categorically impossible for 20 or more students to conduct individual experiments. This problem is overcome by the teacher selecting the subject of investigation, such as factors affecting plant germination, growth or responses. Students are then asked to come up their own research question, independent variable, dependent variable, method and materials list. Students with similar variables are then grouped together. The photos above and below show Grade 10 students undertaking experimental work in biology class. Notice that on every lab table, a different experiment is being performed. Some of these experiments used sophisticated data collection tools such as carbon dioxide gas sensors and colorimeters. All of them involved data processing and presentation using Microsoft Office Excel software.

Also very significant is that **Criterion E: Processing Data** requires students to organize, process and interpret quantitative and qualitative data, **independently!** Here, we see how important math is across the curriculum. Although most students use Excel software to aid data processing and presentation, understanding the math behind this application is critical to actually getting it right.

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Although organization of resources for these experiments is difficult and time consuming, it is helped greatly by the strong commitment of the school to adequately resourcing our science labs for the demands of the IB MYP and DP. Assessment of these labs is also difficult and hugely time consuming, placing pressures on science teachers that are not well understood by anyone who isn't an IB MYP or DP science teacher! However, the advantages to students of this programme and its assessment are unquestionable. As a science teacher, I know of no other curriculum or programme that allows high school students to so closely model the full scientific method and receive such detailed feedback on their progress.

**Andrew Young**  
MYP Coordinator

## Science in G9 and G10

### Science subject rotation

The KIST science course in Grades 9 and 10 this current school year has changed to accommodate the Cambridge International General Certificate in Secondary Education (IGCSE) syllabus into the IB Middle Years Programme framework. Additionally, there will be a 3-term rotation throughout the year for Biology, Chemistry and Physics disciplines so that students can be taught by specialist teachers in each specific science discipline. In each discipline, students will conduct three types of assessment consisting of an essay, examinations and an experimental report.

Currently the students and teachers have completed their first rotation smoothly and effectively with the students nervous, but excited that they are changing a science discipline and changing teachers. Students have found the new syllabus challenging, but very rewarding and as you can see from the photos below, the students are thoroughly enjoying the challenge of the new syllabus.

The final rotation will take place in March 2014 with Grade 9 and 10 completing an end of year examination on all 3 disciplines at the end of the school year.

**John Rose**

Science Subject Area Coordinator

#### What the students say:

*"It's a good change."* (Azzam G10A)

*"Nervous, but exciting."* (Joh G10A)

*"It's exciting to get a different teacher."* (Hee Dae G10A)



## Leap into LEAP

### Learning Enhancement Academic Program (LEAP)



We are well into our first semester of LEAP for 2013-2014 school year. This year, there have been a lot of big changes to the LEAP program.

This year, classes are separated by grade level, and are limited to 6 students per class. While the course is still an independent program, lessons are now organized to be directly relevant to what is being done in class. All LEAP instructors refer to weekly class plans and work closely with the classroom teachers when planning their lessons. This means that classes are planned in a way to help reinforce concepts and give students a chance to discuss and delve further into the topics learnt in class. It also gives students who had trouble grasping the concepts in class another chance to solidify the knowledge in their minds.

This year, LEAP has 4 different classes:

- **English Grammar** (*Monday 3:30 – 4:30 p.m.*)  
This program focuses on English reading and writing and grammar topics students are studying in class. Through a range of reading, writing, and journal activities, students will have the opportunity to build on the reading and writing skills that are essential in the elementary school. They will also have the chance to improve their vocabulary through educational games and group activities.
- **Math Basic** (*Wednesday 3:30 – 4:30 p.m.*)  
This program enables students to build on their knowledge of the fundamentals of math and mimics the topics being studied in the classroom. Furthermore, through studying the meaning of math symbols, addition, subtraction, and multiplication, they will also learn the vocabulary associated with math and math problems.
- **English Speaking/Discussion** (*Thursday 3:30 – 4:30 p.m.*)  
This program focuses on English speaking and listening. Through a range of activities such as debates and small group discussions based on the units being studied in their regular class, students will have opportunities to build on their English speaking and listening skills. They will also practice making presentations to work on their presentation skills.



- **Math Literacy** (*Friday 3:30 – 4:30pm*)  
This program is focused on building a strong basis in math knowledge and the practical application of math. The students will read word problems, work out what is being asked, and work out the problems using their basic math skills. Students will also learn the necessary vocabulary associated with math and math problems.

Students recommended by their teachers are given priority attendance at LEAP to allow the school to offer support the students who need it most. So far, we have had positive feedback from class teachers, LEAP instructors and students alike regarding the new LEAP format and we would like to thank parents for their support.

Coordinating the program this year are Mr James Kenyon ([james.kenyon@kist.ed.jp](mailto:james.kenyon@kist.ed.jp)) and myself, so if you have any inquiries about the program, please feel free to send an e-mail or visit us in the main office.

### Web LEAP



Web LEAP is back again this year with a *brand new* updated Moodle system. Web LEAP is an entirely online program that helps students to practice their writing skills with feedback. Assignments range from creative writing, compare and contrast, persuasive writing, narrative writing and more. Students have 2 to 3 topics a week, and can submit up to 3 drafts per topic. Teachers give detailed feedback and corrections, as well as advice for future assignments. Students can also learn important skills such as keeping to word limits, using appropriate writing vocabulary, and how to construct a coherent and logical essay.

Web LEAP is separated into 7 levels and the program is available for Grade 4 to 10. I am in charge of Grades 4 to 6, and Mr Yuta Hino ([yuta.hino@k-LEAP.jp](mailto:yuta.hino@k-LEAP.jp)) is in charge of Grades 7 to 10.

If you are interested in applying for Web LEAP, please check the website at <http://www.k-LEAP.jp>.

### Anna Holdaway

LEAP Coordinator/Office Administration Assistant  
[anna.holdaway@kist.ed.jp](mailto:anna.holdaway@kist.ed.jp)

## Bullying Prevention and Detection

As stated in KIST's educational philosophy, our school community believes that "maintaining a safe and collaborative learning environment free from bullying and harassment requires the support of the school community as a whole in taking appropriate action when necessary". At KIST, whenever we have suspected or detected any signs of bullying, we have dealt with it seriously in order to find a solution. Echoing our philosophy, a new law concerning the prevention of bullying was enacted in Japan in June 2013 and has been in force since September 28, 2013. Due to this law, it has become clearer that the whole school community has a responsibility to work together to prevent bullying, to identify instances of bullying at an early stage, and, if found, to take immediate action to deal with it strictly.

The prevention of bullying and early detection is one of the responsibilities of the school. During advisory sessions in the secondary school, students are provided with opportunities to think about bullying issues. Three weeks ago, during Grade 8 advisory, students learnt about the bullying prevention laws in Japan and had the opportunity to think about the responsibilities of the school, students and parents regarding the issue of bullying.

So, what are the responsibilities of parents? It is the responsibility of parents to educate their child about bullying. Parents are expected to make every effort to nurture children who do not bully others. Talking about bullying issues at home can help prevent bullying. Please take the time to talk about the following points at home:

- What kinds of actions are considered as bullying?

- What kinds of actions lead to bullying?
- The effects of bullying (how would you feel if you were bullied?)
- Bullying is a type of criminal behavior



In particular, I ask that you emphasize the last point: bullying is a type of criminal behavior. To give you some examples, hitting or kicking others is assault; hiding someone's belongings is theft; and saying bad things about others is defamation. Please explain these clearly to your child.

It is also the responsibility of parents to protect children when they are bullied. If you see any change in your child's behavior at home, in addition to speaking with your child, please also contact the school. In instances when such concerns are received from parents, the school also has a responsibility to investigate and deal with the situation. We also have a responsibility to protect children from bullying after they or their parents have contacted us. We need to ensure that bullying does not worsen because the child or parents have consulted the school.

In order for children to learn in a safe and secure environment, I would like to ask for the cooperation of the entire school community in working together to prevent bullying and identify it at an early stage.

**Nanami Komaki**  
Student Welfare Counselor

## Nurse's Notes



### Influenza prevention

Flu season is here again and there are a few simple steps you can follow to protect against infection this winter. Actions such as gargling and washing hands, wearing a mask, keeping humidity levels

around 50–60%, getting sufficient sleep, maintaining a balanced diet, and just generally living a sensible lifestyle are important to keep influenza at bay. Yet, we sometimes neglect to follow these simple actions, so it's time to consider how you can help prevent influenza at home.

One of the simplest and effective ways of preventing influenza is to make sure you gargle and wash your hands. Here's a technique that's sure to kill flu germs on your hands.

1. Rub your hands together with soap to make a lather.
2. Scrub both hands well.
3. Scrub between your fingers.
4. Wash the back of your hands and thumbs.
5. Scrub between your nails.
6. Rinse both hands thoroughly.

You should spend at least 15 seconds following the above procedure. And be sure to also dry your hands afterwards with a towel. It may seem overly complex, but just by following these simple steps you can help prevent against influenza. So, next time you arrive home, please give it a try.

**Maki Whittaker**  
School Nurse

## Library News

### Hungry Readers and Yatta! cards

Congratulations to all the students who were selected as winners in the Yatta! card raffle held last October 10. The Yatta! card challenge promotes the attributes of the IB learner profile and active class participation in many classrooms. There were many students also in the Secondary who participated by reading books and completing the Hungry Readers booklet available in the LMC. The winners received gifts from the librarians and PTA Library Committee.

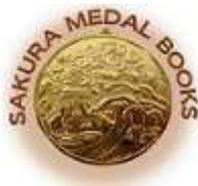
Here are the winners of the Yatta! card challenge:

**Arnav** (G2A), **Felicia** (G5A), **Remi** (G6B), **Chae Hyun** (G7A), **Yuki** (G7B), **Muskan** (G10A)



### Sakura Medal books 2014

All books are now ready for check-out on our library shelves. Students can pick up Japanese and English books in different categories: picture fiction, chapter books, graphic novels, middle and high school books. Students who read five books (four books in middle school and three for high school) can vote on their favorite title from the Sakura Medal 2014 list. A Hungry Readers booklet will be used to log your Sakura books and will be available on our library desk starting this December which is very timely for winter vacation reading. To view the complete book list for the Sakura Medal 2014, please visit the Library Moodle pages.



### Drop Everything And Read (DEAR)



Elementary students celebrated the start of DEAR (Drop Everything And Read) with a book character costume parade! Students and teachers dressed up as their favorite book characters for the parade on November 5. To view the photos taken during this event, please visit the Elementary Library Moodle page.

In the Elementary Library and LMC, students were encouraged to share their favorite book characters on our DEAR wall. For Elementary students,



Geronimo Stilton won by a whisker, but Squish, Babymouse and Harry Potter all gave him a run for his fur! Jeff Heffley (Diary of a Wimpy Kid) made an appearance in the Elementary and Secondary favorites, while Katniss Everdeen (Hunger Games) was popular in the Secondary School. DEAR continued throughout the month, with students and staff joining for twenty minutes of sustained silent reading every Wednesday morning during November. Students read books both fiction or nonfiction, in English or their mother tongue, to show their support for reading as a 21st century lifelong skill.

### International Mother Language Day

The United Nations International Mother Language Day will be celebrated on February 21, 2014. To support this, the KIST community will be celebrating this event to honor cultural diversity and international mindedness in our school. The concurrent planned activities led by the librarians, PTA Library and Events Committees, will include a national costume parade in the Elementary School, parent story-telling, an exhibition of student work and a bulletin board display. Further information will be distributed in January.

### Introducing the Mobile Library

To encourage fair use and increase the borrowing statistics of new library items, Miss Leslie will be starting a **Mobile Library Return Cart** system in the Elementary School. The library cart will be moved around the West Building to collect library books of students who have completed reading after the weekend. The mobile library schedule will be as follows:

- Every Monday: 9:00 to 9:20—1F
- Every Tuesday: 9:00 to 9:20—2F

With this new library service, we would like to ask the homeroom teachers located on the first and second floors of the West Building to instruct students to drop the books they want to return in a box that will be placed outside their classroom. As always, students who would like to exchange their books are also welcome to visit the library during snack time and after school (except on Tuesdays when the libraries are closed).



**KIST Libraries Team**

## DP News

### Grade 11: Setting up the Extended Essay

Since the middle of November, Grade 11 students have been setting up their Extended Essay as part of their DP curriculum. The EE is an in-depth independent research assignment where students are given the opportunity to explore an academic topic that interests them. The EE is a compulsory aspect of the IB Diploma as it develops student skills of research and time management and their intellectual curiosity. Ultimately students produce an essay of between 3 and 4,000 words on a research question that they develop themselves from their chosen topic.

Currently students are in the process of thinking of a subject and topic for their EE. In addition to choosing a subject and topic that interests them students should choose a subject and topic that they think they already have good background knowledge and skills. A successful EE can help students work towards the award of 3 points for TOK and EE that form part of the external assessment of the IB Diploma.

For some students, the EE is a challenging part of the IB Diploma because of its independent nature, therefore parents can help support their son/daughter by finding out about the EE on Moodle. The DP Extended Essay Moodle Page has all the resources that parents need to support their child and I would encourage parents to do this given the independent nature of the task. In particular, the timeline of the EE and the examples of excellent EE's are well worth a look. There are also copies of past KIST graduate EE's in the LMC that students and even parents can look at.

**Mark Cowe**  
EE Coordinator



### Grade 12 IB predicted grades for universities/colleges

Around this time of year, many students require an IB predicted grade (PG) to support a university/college application. This can cause students some stress but there is a clear policy and process that the school uses to help guide teachers in making these predictions. The process is explained below.

The school appraises PGs for university/college applications from the fall of Grade 12. This PG is not an official report of a student's progress and can only be used to support a university/college application. By its definition it is a prediction for student performance in the final IB Diploma external assessments and therefore may differ from a school semester report. Ultimately, the IB organization aims that every individual subject grade has 95% reliability therefore there naturally may also be a small difference between a student's overall PG and their final actual grades. *IBO (2004) "Diploma Programme assessment principles and practice" p.13*

Any Grade 12 parents who have questions about an IB PG for university use should contact Mr Cowe.

#### KIST Predicted Grade Policy

##### **IB instructions**

"The Predicted Grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of IB standards. It is important that each prediction is made as accurately as possible, without under-predicting or over-predicting the grade." *IBO (2013) "IB DP Handbook of Procedures 2013-2014" Section A10.6*

##### **Guidance given teachers at KIST**

When making university PGs, teachers should use their assessment and reporting data right from the start of Grade 11, placing emphasis especially on the semester examinations and summative assessments, as the purpose of these is primarily to measure student performance with authentic IBDP assessments. A predicted grade can therefore be different from a KIST semester reporting grade

**Mark Cowe**  
IB Diploma Coordinator

## Staff 10!

In this month's *Staff 10!*, we are pleased to present **Robert Collins** who joined us in 2011 as a Teacher's Assistant in K1 and now teaches music to all of our Elementary students from K1 to Grade 5.



*Mr Collins in action during a music lesson with K2.*

- **Tell us something interesting about your hometown.**

My hometown – Omagh – is a small town perhaps best known for being the site of Northern Ireland's worst terrorist attack, which was back in 1998. On a more positive note, it is also the birth place of Sam Neil, the actor from Jurassic Park.

- **What is your favorite place in the world?**

Probably Japan. I really love the nature and beauty of seasons here.

- **Who would you like to meet if you had the chance and why?**

I think it would be fun to go back in time and meet different family members or historical figures at different points in their lives, similar to Marty McFly in Back to the Future.

- **Do you have any special skills or talents?**

I like writing music.

- **Please share a little known fact about yourself.**

I (and some friends) held a world record for the number of Aikido breakfalls completed in a day. Didn't last long though – a Japanese team beat our number just three days later!

- **What is your most prized possession?**

I have some collectibles, such as guitars and rare comic books but I don't really put much value in possessions. Friends and family are what I prize most.

- **What words would you use to describe yourself?**

My friends describe me as someone who is kind, honest and patient. At least to my face!

- **If you could live your life again, would you do anything differently?**

Yes, I would act on opportunities or chances that I was either too shy or afraid to do at the time.

- **Is there anything you are trying to learn/improve about yourself at the moment?**

Professionally, I am trying to improve my teaching ability. Privately, I am trying to improve my Japanese and fitness skills.

- **Do you have any special message for your fans?**

My old teacher used a phrase which I took to mean rise up to challenges and take care of yourself. After every lesson he would always say "Get on yer horse and drink your milk". I quite liked that.



## Office Updates

### Student absence notifications

We would like to take this opportunity to remind all families of the procedures for notifying the school of a child's absence. The type of notification required depends on the length of the absence as indicated below.

#### For 1 to 5 days:

Absence notification >>> [info@kist.ed.jp](mailto:info@kist.ed.jp)

All short absences must be reported **directly to the school office** (not through individual teachers) before the start of school.

- E-mail notification is preferred so that a written record is kept. If you are unable to access e-mail, please call the school office between 8:00 and 8:30.
- Please provide your child's officially registered name, grade and class, and a reason for the absence.
- Notification must be given by parents/guardians only, not by students themselves.
- In the interest of student safety, if a student is absent and the school has not received notification, parents/guardians will be contacted by telephone to verify the absence.

#### For 6 days to 1 month:

Submit an **Application for Temporary Absence** form (available from the school website) directly to the office. Approval by the school administration is required for all absences due to reasons other than illness.

- The application form should be submitted to the office **as far as possible in advance** of the absence.
- After receiving an application, a response will be sent by e-mail to your Office 365 school address. In some cases, families may be contacted directly to discuss issues of concern.
- For absences of six days or more due to illness, a medical certificate should be attached to the form upon return to school.
- For sudden absences of six days or more, please notify the school immediately by e-mail or telephone, followed by submission of the form (and medical certificate if appropriate) upon return.

#### For 1 month to 1 year:

Submit an **Application for Extended Leave of Absence** form (available from the school website) to the office. Further information and conditions regarding extended leaves of absence may be found on the form.

### School fees 3rd installment

The payment deadline for the 3rd installment for school fees is **December 16**. Families who are yet to submit their payment are kindly reminded to do so by this date.

### School lunch orders

Changes to lunch days or cancellations to lunch orders should be made by **December 13** by submitting the **School Lunch Order Form** (available at <http://www.kist.ed.jp/node/5>) to the office.

## Sara Wins Writing Award

One day, while checking my emails, something unfamiliar caught my eye. It said, "You have been awarded a prize in an essay contest. Please attend the ceremony." I screamed and my parents rushed into my room. They thought something bad had happened.

I wrote the essay in our Japanese class at school. The title was, "The world and myself in 10 years." Before writing it, I had been thinking a lot about my own future. I had decided I wanted to work in the media industry because its influence will become more important in the future, and the work is likely to be very stimulating. On the other hand, this is also a great responsibility. Mistakes can lead to many people being hurt. The media is also used as a weapon.

In the essay, I wrote about my future and how I believed the media should work in the society. As an example I took a Japanese city mayor, whose comments were broadcasted around the world a while ago. I concluded with the saying, "the pen is mightier than the sword." This used to mean that we should express our opinions in writing, not by fighting. However, today, the power of the pen is so great that I think we should take it as a warning.

Our Japanese class teacher, Mr Kamo, read this essay and kindly suggested that I should apply for the essay contest held by Josai International University, where the Japanese poet Gozo Yoshimasu was to be the judge. I was happy to be recommended to apply, but I did not expect to win anything. To my surprise, I was the only winner from an international school in Japan.

When we got to the university on the day of the ceremony, there were about ten other winners. All of them were accompanied by their teachers or parents and were rather nervous. Local TV stations and newspapers were also there, and for the first time I felt like a movie star with all the camera flashes going off



in my face.

We had the honor of being congratulated by the president of the university, Mr Hakuo Yanagisawa, who is also a member of parliament, and of course by the poet himself. At the end, Mr Yoshimasu kindly praised our work in a speech, pointing out how many different approaches we had been able to come up with from the same theme. In his speech, he used a lot of beautiful expressions and each word touched my heart.

I would like to thank all the teachers at KIST, and particularly Mr Kamo for giving me this opportunity. This will motivate me to put even more effort into realizing my dream.

Sara (G10A)



## Congratulations



KIST students were recently invited to participate with Nakamura Girls' Junior and Senior High School (located near us by Kiyosumi Gardens) at a Presentation Festival which took place late November at Atomi Secondary School. KIST's **Jiaying (G10A)** demonstrated her inquirer and risk-taker attitude by committing to represent KIST at this unique event.

Students worked in collaborative groups to make a presentation on the topic of 'What message do high

school students in Japan want to convey to the world about Japanese culture and tradition?' Mr Hayakawa from Nakamura Girls' Jr. and Sr. High School commented that Jiaying "played a key role on her team's excellent performance". In the presentation, Jiaying showed her strong communication skills as a TV news correspondent introducing Japanese culture to the world. Overall, her team was awarded a prize for the best presentation.



**WELL DONE JIAYING! Thank you for representing KIST well!**

## Middle School Drama Festival



### The power rangers

In the middle school drama festival held on November 14, I was put into a group with 8 others, all in the age range of grade 6 to 8. This year's theme was Superheroes which meant that the variety of superhero stories included Spiderman, Batman, Superman, etc. I, however, was put into the group about Power Rangers.

Our supervisor was a woman who had a major in drama and assisted drama lessons in the school she teaches in. We started off with some games that allowed us to remember each other's names and get into the mind set of creating a story. First we sat in a circle and starting from one end of the circle, one by one said our names. After that, as a group, we said everybody's names and tried to see if everyone knew each other's names. We then played the "unfortunately, fortunately" game where someone says *fortunately* or *unfortunately* and proceeds to tell a story. Each person has to continue the story, one sentence at a time. However, each sentence must start with *fortunately* or *unfortunately*, always alternating.

Our story ended up being extremely unrealistic and funny which was of use for our skit, because our aim was to make our story funny as there was no way people could take it seriously. Then we decided who would be what character. Five girls, including me, were the power rangers who in the end, combine our powers and fight the bad guys. Two boys were the evil enemies and 1 boy and 1 girl were the friends of the power rangers who were turned evil by the enemies. In the end, we made a slight twist where 3 of the power rangers die, and the enemy who supposedly died during the skit, comes back to life. Throughout the day, we practiced this about 10 times, always adding and taking out parts from the skit so that it is funny for the audience and fitted in our time limit which was 5 minutes.

At the end of the day, we moved to the hall where we would perform and performed our skit as well as watch other performances. I think that my group did quite a good job as I did hear laughter from the audience, but most importantly, my group and I had fun.



Throughout this experience, I have gained new friends that I am still in contact with. I had an amazing day where I not only got to do something different and share my ideas, but I also got to watch other group's performances and gain new skills that may very well serve me well in the future. I can't wait to go to next year's *high school* drama festival and hope it is as good as this one.

Sara (G8B)

## The Role of Language

In September some teachers attended a 3-day IB workshop in Yokohama titled "The Role of Language". Attracting PYP teachers from around Japan, China and Korea, it was a rich package of learning experiences: in-depth readings, discussion and activities related to research on childhood language acquisition and how this connects to teaching and learning in PYP schools. Since then we have presented what we learned to the rest of the KIST elementary staff. The discussion that this generated has led to great ideas for the classroom, and a common framework that we have called "an agreement on how children learn language". This will help us be consistent in how we guide our students' language development and overall learning as they move up through the elementary school.

KIST is very lucky in having so many languages represented in our student body (and parent and staff body for that matter). The IB document, *Language Scope and Sequence*, highlights that "exposure to and experience with languages, with all their richness and diversity, creates an inquisitiveness about life and learning" (p. 2). This diverse language experience, and the curiosity it inspires, is just regular daily life for the KIST community! Also, as the *Language Scope and Sequence* reminds us, "development of mother-tongue language is crucial for cognitive development" and "success in mother-tongue development is a strong predictor of long-term academic achievement, including acquisition of other languages" (p. 1).

All of us can take a role in developing the quality of our diverse languages. For example, when I hear language that I don't understand, I ask, "How do you say that in English?" With this simple question, our students can demonstrate their multilingual knowledge and have two of their languages reinforced at the same time. This is the "experience with languages" that opens up our inquisitiveness and learning.

Rachel Parkinson  
Elementary ELS Coordinator



## PTA News

### Events Committee

#### Bake sale

Friday, December 13

This bake sale will be sponsored by the G2 and G8 parents. The theme will be **Winter Holiday Market**.



#### English Day at K.

**We have started accepting applications for our second English Day at K. which will be held on Sunday, February 9, 2014.**

We will accept applications for a maximum of 160 children. Please help us make this event a success by letting your friends and neighbors know about it.

To advertise the previous English Day, we:

- Placed an advertisement in a free town paper (100,000 published in Tokyo) where the parent of one of our students works.
- Placed an advertisement in an English daily newspaper; distributed fliers to English conversation schools, cram schools and other schools, pre-school associations and apartment noticeboards; and promoted the event at Toyosu Festival and other festivals.
- We also sent information by SNS and e-mail.

This time, we are seeking corporate advertisers to contribute advertisements (20,000 yen for an A5-sized ad; 10,000 yen for a half-A5-sized ad). We are also looking for PR leaders, room leaders and Volunteers to work on English Day event itself.

For more details about English Day:

[englishday2014@family.kist.ed.jp](mailto:englishday2014@family.kist.ed.jp)

For other PTA-related inquiries:

[pta.events@family.kist.ed.jp](mailto:pta.events@family.kist.ed.jp)

### Library Committee

#### Book club

Our first Scholastic book order of the year was a huge success! Your support provided over US\$400 of new book purchases for our libraries, including new volumes of the Alex Rider, Geronimo Stilton, Gallagher Girls, and My Sister the Vampire Series. A big THANK YOU to all KIST parents that ordered books and continue to support our libraries!



#### International Mother Language Day

Planning for the International Mother Language Day to be held on February 21, 2014, has begun! Parent storytelling is always a major highlight of the day and we are looking for parent storytellers in ANY language. Any parent interested in reading a book to the little kids in their mother tongue, please contact:

[p-444@family.kist.ed.jp](mailto:p-444@family.kist.ed.jp)

## Secondary SRC Updates

Since our first meeting in September, the SRC has been engaged in several activities to improve our school community.

One of our primary duties is the presentation of the students' suggestions to the school management team through written proposals. To November 25, the SRC has submitted 9 proposals and several of them have already been approved. Currently, the SRC is working to implement these changes that have been approved by the management team, while writing new proposals to fulfill its role as a communication channel between the student body and the administration.

Based on the student voice that the SRC's activities aren't directly conveyed to the students, the SRC has founded the students' communication board, the KISTimes. This notice board is located opposite the cafeteria, and its content includes the daily notices, a 'weekly quotes' section, updates from the SRC and world news.



Furthermore, due to a considerable number of students and staff who disliked the sound of the newly established school chime, the SRC has conducted a survey to reflect the students' voices to the fundamental facility of school life. Other actions the SRC is planning to take for the school community's benefit include: organization of an SRC logo designing contest, improvement in toilet hygiene, enhancement in locker security, etc.

Apart from the submissions of proposals, the SRC has organized events to enrich student life here at KIST. Most notable among these is the school dance hosted by the SRC, *Under the Stars*, which took place on November 28. Also, based on a suggestion from the administration, the SRC has been engaged in the morning greetings to welcome students at the school gate every Tuesday and Thursday mornings.

Though only 3 months have passed since the beginning of the school year, the SRC has had a successful record so far. Therefore, we are determined to continue to act as the students' representative body in order to achieve motives which can benefit everybody in the KIST community.

**Kouta (G11B)**

## College Guidance News

Applications for the fall 2014 university admissions in the Northern Hemisphere started from September and the College Guidance Office has been busy in assisting our current and former students with the application processes with tasks such as: making the final list of universities/colleges for application with students and parents, asking teachers to write letters of recommendation, preparing and sending school transcripts to universities and colleges in US, Canada, UK and Japan through various methods such as the Common Application online for US universities and UCAS for UK universities. We have already received a couple of acceptance letters from Canadian universities to which a student applied very early. Congratulations! We are sure that more and more good news will be coming in February, March and April for students who apply during the regular application periods. Thank you for your support and let's keep our fingers crossed for great results.

### College fairs and presentations

The peak season for college fairs and presentations is almost over. We are very pleased to see many students and parents attending the events scheduled both inside and outside of KIST. We will continue to invite university representatives throughout the rest of this academic year. The second KIST Spring Fair, open to the whole KIST community, is scheduled on Friday, March 21, 2014. More detailed information, including college lists, will be sent out in February.

### College application FAQs:

In this section, we present answers to some frequently asked questions regarding college and university application procedures. We hope this helps give you a better understanding of your child's future choices for higher education.

**Q:** *I heard that the IB diploma isn't recognized as a certificate of high school graduation in some countries such as the USA and Japan so students need to take a standardized test such as SAT or Daiken. Is this true?*

**A:** This is not true. The IB diploma is recognized as a certificate of completion of high school education in most countries around the world, including the USA and Japan. Most US universities, however, do require that you submit SAT scores as part of the application process, so you may need to take SAT tests if you are planning to apply to US universities. An increasing number of US universities (e.g. American University in Washington DC, Pacific Lutheran University in Tacoma, WA), however, do not require SAT scores for international students. For Japanese universities, Daiken is not required if you have graduated with a full IB diploma.

**Q:** *I would like to continue my education in Japan, but I heard there is a limited choice of universities which offer classes in English.*

**A:** This was true for many years, but recently, a number of new programs taught in English have been introduced at Japan-based universities and this has

increased opportunities for our students to study in Japan. For example, the University of Tokyo is offering two programs of study in English through their PEAK program; one of our KIST graduates has started her freshman year from this fall in the PEAK Environment Science program. We also have another student in Waseda University's Faculty of Science and Engineering program and two students in Waseda's Political Science program. There is a group of universities offering English courses under a Japanese government initiative called 'Global 30'. More information about this initiative can be found at the Global 30 website:

<http://www.uni.international.mext.go.jp/global30/>

To apply to these and other English language programs, including liberal arts programs in Sophia, Waseda, ICU, Meiji Gakuin, Doshisha, Ritsumeikan and Osaka etc., students do not need to sit the regular Japanese university entrance examination. Usually, admission procedures resemble those of US universities; students are requested to submit school transcripts, IB predicted grades, an essay, and teacher letter(s) of recommendation. There is also no need to send standardized test scores from tests such as SAT to Japanese universities.

**Q:** *I would like to be a doctor in future. What are my options after KIST?*

**A:** Medical education systems vary among countries. In the UK, Australia and Japan, medical education starts from the undergraduate level programs of study, which you can apply to with your high school diploma. In the USA, medical education starts from the graduate level of study, therefore you need to finish an undergraduate level program and then apply to medical schools. For the UK and Australia medical courses, you might be asked to sit a medical aptitude test. US medical schools require candidates to take the MCAT, a standardized test for medical school in US.

In Japan, all medical courses are taught in Japanese and you need to sit the National Center Test and entrance examinations in Japanese at each university to which you apply. However, Juntendo University, one of the top private medical schools, announced this year the start of a new admission system called the International Clinician - Scientist Entrance Examination from the April 2014 intake. Although this new system still asks you to sit the Center Test for Japanese students or EJU for international students, other criteria such as an interview and an essay will be used to measure a candidate's competence to become a doctor in our global society.

If you have any questions regarding college guidance counseling, please feel free to contact us in the office by telephone or e-mail.

**(Mrs) Keiko Okude**  
College Guidance Counselor  
[keiko.okude@kist.ed.jp](mailto:keiko.okude@kist.ed.jp)



## Inter-house Cross Country

Congratulations to the following students who were winners in their respective categories at this year's Inter-house Cross Country Championship held on Friday, November 15.



### Inter-school Cross Country

#### Boys

##### Grade 1

- 1) Killian (G1B)
- 2) Ryo (G1B)
- 3) Arthur (G1A)

##### Grade 2

- 1) Kaito (G2B)
- 2) Daiki (G2A)
- 3) Ethan (G2B)

##### Grade 3

- 1) Keanu (G3A)
- 2) Sho (G3A)
- 3) Soma (G3A)

##### Grade 4

- 1) Kaiser (G4B)
- 2) Ross (G4A)
- 3) Kishore (G4A)

##### Grade 5

- 1) Den (G5B)
- 2) Jun (G5A)
- 3) Joe (G5B)

##### Grade 6

- 1) Michael (G6B)
- 2) Kenzo (G6A)
- 3) Tomohisa (G6A)

##### Grade 7

- 1) Keina (G7A)
- 2) Shin (G7B)
- 3) Kevin (G7A)

##### Grade 8

- 1) Ke Yi (G8B)
- 2) Hikaru (G8A)
- 3) Moe Min (G8B)

##### Grade 9

- 1) Haruto (G9B)
- 2) Ken (G9B)
- 3) Hiromasa (G9B)

##### Grade 10

- 1) Tyson (G10B)
- 2) Liam (G10B)
- 3) Jisang (G10B)

##### Grade 11

- 1) Maung Wai (G11A)
- 2) Mikio (G11B)

#### Girls

- 1) Mano (G1A)
- 2) Hana (G1A)
- 3) Lingfei (G1B)

- 1) Homare (G2A)
- 2) Rio (G2B)
- 3) Hina (G2A)

- 1) Sola (G3B)
- 2) Aimi (G3A)
- 3) Elena (G3B)

- 1) Rina F. (G4B)
- 2) Zoe (G4A)
- 3) Se Young (G4B)

- 1) Saki (G5B)
- 2) Sato (G5B)
- 3) Maki (G5B)

- 1) Yi Jen (G6A)
- 2) Emily (G6A)
- 3) Reina (G6A)

- 1) Ayumi (G7B)
- 2) Emiri (G7A)
- 3) Ruiran (G7A)

- 1) Seina (G8A)
- 2) Leia (G8A)
- 3) Riko (G8B)

- 1) Lin (G9B)
- 2) Kotone (G9B)
- 3) Moana (G9A)

- 1) Ayaka (G10B)
- 2) Nino (G10A)
- 3) Lavanya (G10A)

- 1) Mina (G11A)
- 2) Sakura (G11B)



## Asakusa



The sweet sounds of the wind chimes, the loud greetings of shopkeepers, and the curious tourist and yes we're talking about the lively streets of Asakusa. Asakusa is one of the really rare places in Japan where they have both ancient and modern aspects. In the streets of Asakusa there are a lot of rental kimono shops, traditional Japanese rice crackers, mochi, unique flavored ice cream...

On October 17, Grade 7 went on a field trip to Asakusa, to research and interview about Japanese beliefs and values. On this field trip, Grade 7 got to do the Amazing Scavenger Hunt.

As soon as Grade 7 reached Sensoji, they went crazy. Everyone was split up in their groups and started their scavenger hunt, taking all sorts of photos in their mission. As time passed by, some groups joined with the others around the pond areas. We took pictures with many tourists and also interviewed a variety of people, including tourists, Japanese people and store owners. After lunch we all split into smaller groups and then we went to gather information on our own research question. From this excursion we were able to complete our inquiry project in how Japanese beliefs and values are important in society. When we finished our research we bought souvenirs.

**Krishna and Emiri (G7A)**



## The Volunteering Spirit

Our mission at KIST is to nurture individuals who make meaningful contributions to our global community. Volunteering in our local community is a great way to model our mission in action and develop student understanding.

KIST would like to extend a very warm thank you to all of the community members who contributed to the most recent bake sale on September 27. The event was a great success – everyone present was able to enjoy some snacks while watching our students share their many talents at the talent show. Through the bake sale, a total of 90,000 yen was raised to support the school in purchasing simultaneous interpretation equipment. Thank you to everyone who made this event such a success.

We would also like to thank all the dancers who contributed to make the wine and cheese party a very entertaining event. It was wonderful to see parents and students alike sharing their talents with the community.



We hope everyone is looking forward to the next bake sale on December 13. With the theme 'Winter Holiday Market', we will be able to enjoy an international selection of baked goods while celebrating the upcoming winter holidays together. We hope to see you there! More details to come via E-Communications.

Thank you once again to all our volunteers!

### Talent show volunteers

Emiko S., Keun Woo L., Yutaro N., Michael P., Ana Margarita S., Sae Lim K., Emika O., Hamish K., Vasu J., Jiei S., Leo S., Malini W., Sonakshi D., Zoe W., Kiana C., Manaka N.

### Students of parents who donated baked items

Kyo O., Fuwa Y., David A., Lisa K., Liwei Z., Hal H., Riu Y., Edward S., Haruka N., Wenhui W., Renzo L., Sumire M.J., Hikaru W., Shota K., Ryo Y., Yusei O., Riku H., Diana S., Nicolas & Alyssa T., Ai M., Haruto & Tsubasa T., Mariko M., Emiko S., Ricky U., Kota Y.H., Mai M., Kemo R., Zoe W., Minagi W., Yuri F., Daichi H., Rei M., Makana F., Vasu J., Rina F., Miyabi K., Daphnee S., Max H., Asami K., Reina & Daiki H., Emiri & Shuntaro K., Taisei H., Qifei H., Hikaru I., Marcus A., Eimi O., Liam S., Mina H., Rikako T., Vidihika K., Rei K., Taisei I., and also to Mr & Mrs Komaki and Mr & Mrs Naito

### Wine and cheese party dancers

Parents of Homare K., Hanna I. (and Hanna herself), Sara V., the dancers from Sandii's Hula Studio and the Jawhara Belly Dance Team