



The Comet

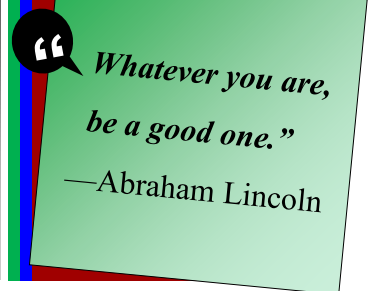
The Newsletter of K. International School Tokyo

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From the Head of School

Dear KIST Community Members,

Welcome to another school year at KIST! It has been a pleasure welcoming our students back to school for the 2021–22 school year.

As a school, over the past few weeks, we have been involved in discussions regarding how to best provide our clubs and athletics programs during the current pandemic. In conversations with other schools, it seems we are not alone in this discussion. Many other schools are finding it a challenge to provide their clubs while navigating safety guidance from the local health authorities.

Over the past year and a half, in order to keep our families safe, many of us have been hesitant to have our children participate in outside sporting clubs and activities. Many of us have avoided taking our children to sports centers, local parks, and even playgrounds. Under the current situation, this is very understandable.

While keeping our families safe, it is important that we also consider the benefits of regular exercise. According to experts, regular exercise can have a positive impact on learning. In his book titled *Spark, The Revolutionary New Science of Exercise and the Brain*, Harvard Medical School professor of psychiatry, Dr. John J. Ratey, explains three ways in which regular exercise can improve learning:

1. It can improve alertness, attention, and motivation.
2. It prepares the brain to log new information.
3. It assists in the development of new nerve cells in the hippocampus, an area of the brain involved in learning and memory.

As Nancy Barile noted in her [article on exercise and the brain](#), “not only does exercise help the brain get ready to learn, but it actually makes retaining information easier.”

So, under the current pandemic, how can our children get regular exercise without visiting crowded sports clubs or parks? Luckily for us, there are many activities our children can take part in either at home or close to home. Here are some recommended activities that can be done at home to keep our children moving.

Running: Likely one of the simplest forms of exercise, it is something that we can do close to home while avoiding large crowds.

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DATES TO REMEMBER



September 2021

- 20 School holiday
- 23 Staff development day (No school for students)
- 23 (S) MYP information session for G6 and new parents (*Online)
- 28-29 School photographs
- 28 (E) PYP information session for new parents (*Online)
- 30 (G5) Day camp (*Cancelled!)

October 2021

- 1 (G9) Day camp (*Postponed!)
- 2 SAT@KIST
- 13 (G10) PSAT tests
- 22 Last day of quarter 1
- 23 Explanation Day (for prospective parents)
- 23-31 Autumn vacation

November 2021

- 1 School resumes for all students
- 1 2022-23 admissions applications open
- 3 School day
- 5 (G7) Camp (*Tentative)
- 10-11 (G2-G8) English writing diagnostic testing
- 12 Quarter 1 progress reports issued
- 17 (E) PYP information session (*Online)
- 23 School day
- 23 (W) Parent/Teacher/Student interviews



PYP | MYP | DP

Continued from previous page

Jumping: According to [verywellfamily.com](https://www.verywellfamily.com), jumping builds muscle strength, cardiovascular fitness, and endurance. Various fun jumps can be found on their website.

Squats and skipping: [Goodhousekeeping.com](https://www.goodhousekeeping.com) explains that squats can help children build endurance, strength, and even self-confidence. Skipping, they explain, "engages both the left and right brain, leading to improved functioning, while improving balance and coordination."

In their article on ways to increase physical activity at home, [children's health](https://www.childrenshealth.com) make several recommendations including streaming kid-friendly workout videos, yoga, dancing, balancing exercises, and jumping rope.

There are many ways we can keep our children active while also keeping them safe. Getting them moving will not only help keep them physically healthy, but



mentally, too! As we begin another year at KIST, let's work together to ensure the mental and physical development of our children!

Warm regards,

Kevin Yoshihara Ed.D.
Head of School/Elementary School
Principal



Welcome to New Staff

We would like to introduce you to our new staff for 2021–22. Please join us in welcoming them to KIST!



Teachers



Marta Albá
Secondary
Science/ESS



Matthew Archer
Secondary
English



Raquel Casado
Elementary
Grade 4B



Simon D'Rozario
Secondary
Business Management



Isobel Duncan
Secondary
English

Instructional Support Staff



Kanon Imachi
Teaching Assistant
K1B



Aika Nukariya
Teacher-Trainee
Secondary English



Rina Osaki
Teacher-Trainee
Elementary



Yen Wen Tan
Teaching Assistant
G1B



IB Diploma Results—July 2021

This year, the IB released results on July 5 using an awarding model based on two pathways: exam route and non-exam route. Due to the ongoing spread of the pandemic, over 60% of the Diploma candidates worldwide were in the non-exam route; however, at KIST we were lucky to have all our students in the exam route. Although the two years of the DP was a roller-coaster-like journey for the Class of 2021, the IB results once again saw the highest KIST Diploma average score of 42.27, 2.44 points higher than the previous highest average in 2020. Of the Class of 2021 cohort, four students attained a perfect score of 45 points, placing the students in the top 1.53% globally. In addition, as a mathematician and mathematics teacher myself, I feel entitled to share with you that all 41 students attained a 7 in their respective DP Mathematics courses. Well done!

Year	KIST DP average	DP world average	Highest KIST score	KIST Q12 Graduates	KIST Q12 Diploma Graduates	% of students in full DP	# of Diplomas attained	% that attained Diploma
2021	42.3	33.0	45	41	41	100%	41	100%
2020	39.8	31.4	45	44	41	93%	41	100%
2019	39.2	29.7	45	37	35	95%	35	100%
2018	37.8	29.8	44	38	34	89%	34	100%
2017	38.0	30.0	43	37	35	95%	35	100%

A summary of the Diploma results from the past five examination sessions is shown above.

Of particular note for the Class of 2021:

- 41 of the 41 students (100%) were enrolled in the full Diploma, in comparison with the global average of 63%.
- 41 of the 41 students (100%) enrolled in the full Diploma at KIST attained the IB Diploma, in comparison with the global average of 89%.
- The average score for KIST students attaining the IB Diploma was 42.27 points, more than 9 points above the IB Diploma world average 33.00 points.
- 37 KIST students attaining the IB DP (90%) attained scores of 40 points or above, in comparison with the global average of 21%. These students qualify to be considered for the KIST "Learning for Life" University Support Scholarships.
- 4 students attained a perfect score of 45 points, which only 1.53% globally achieve.
- 7 students attained 44 points: 11 students attained 43 points; 8 students attained 42 points; 5 students attained 41 points; and 2 students attained 40 points.

Course	KIST DP Course Average	IB DP world average for 2021	+/- over IB DP world average
English A L&L HL	5.96	5.11	0.85
English A L&L SL	6.46	5.43	1.03
Japanese A L&L HL	6.40	5.83	0.57
Japanese B HL	7.00	6.23	0.77
Japanese B SL	7.00	5.42	1.58
Japanese AB SL	7.00	5.56	1.44
French AB SL*	6.50	5.18	1.32
Business Management HL	7.00	5.53	1.47
Business Management SL	7.00	5.62	1.38
Economics HL	6.63	5.63	1.00
Economics SL	7.00	5.35	1.65
Geography HL	6.54	5.79	0.75
Geography SL	6.67	5.37	1.30
History HL	6.50	4.50	2.00
Economics HL*	6.00	5.63	0.37
Biology HL	6.83	5.04	1.79
Biology SL	6.60	4.68	1.92
Chemistry HL	7.00	5.38	1.62
Chemistry SL	6.78	4.99	1.79
ESS SL	6.38	4.70	1.68
Physics HL	6.91	5.34	1.57
Physics SL	6.80	4.91	1.89
Math A&A HL	7.00	5.44	1.56
Math A&A SL	7.00	5.18	1.82
Math Studies SL	7.00	4.46	2.54
Visual Art HL	5.80	4.56	1.24
Visual Art SL	5.38	4.24	1.14

*Subjects studied through Pamoja Education

The table on the left shows how KIST's course averages (calculated for students who attained the IB Diploma) compared against the IB world averages for each course.

- 100% of courses offered at KIST had results above the IB world averages.
- 100% of courses offered at KIST (with green and blue shading) had results more than 0.5 points above the IB world averages.
- 84% of courses offered at KIST (with blue shading) had results more than 1 point above the IB world averages.

Please refer to the "Statistical Bulletin" at the link below for further information on the IB Diploma results and statistics.

<https://www.ibo.org/about-the-ib/facts-and-figures/statistical-bulletins/diploma-programme-statistical-bulletin/>

Congratulations to the Class of 2021 for achieving fantastic IB Diploma results, and best wishes for continued success as you commence your university adventures.

Hiro Komaki
DP Coordinator



Message from the Board Of Directors

After the long summer vacation, the new school year has finally begun. As the COVID-19 pandemic continues, the situation is still very difficult in Japan, but the school will do all it can to prevent the spread of infection and continue to provide a high-quality education.

Once again, we are pleased to report that all 41 KIST graduates achieved very high results in the final examinations for the 2021 Diploma Programme. For more information, please see the report from DP Coordinator, Hiro Komaki, in this issue of *The Comet*.

Congratulations to the graduating class of 2021. We would also like to express our sincere thanks to the parents and teachers who have supported the students in achieving their success. We look forward to seeing our graduates use the skills and knowledge they have acquired at KIST in their future careers.

We would like to share with you that the terms of office of all the officers of School Foundation K. International School will expire on September 14, 2021. Seven directors have been appointed to the new Board of Directors, and fifteen trustees and two auditors have also been appointed. Further details will be announced to the school community via E-Communications.

The Board of Directors is the governing body of the school. One of the key roles of the Board is to set the school's goals, including its vision, mission and policies; to develop strategies for achieving these; to commission their implementation through the management team, which includes the Head of School and the Director of Operations; and to review their effectiveness.

In recent years, for example, the school has introduced a system of academic support for students in study hall (Grades 9 to 12) and supplemental classes (Grades 11 to 12). A follow-up review of student results and DP results shows that these systems have made a significant contribution to one of the school's educational aims: to ensure that all students acquire the skills and knowledge required for the DP at a high level.

Together with the newly elected officers, we will continue to play our part in achieving the school's goals to an even higher level.

Finally, we would like to thank all of the officers whose terms of office are expiring for their long and distinguished service to KIST. We wish you all every success and happiness in your future endeavors.

Board of Directors

School Foundation K. International School



Early Childhood News



Hello KIST families!

To those of you who have just joined our school community, "Welcome to KIST!" I hope your child has started to settle into their new routine. For those families returning, "Welcome Back" to the new school year. I am so glad to be able to have all the children back on campus from day 1 of the 2021–22 school year.

This school year seems again to be a challenging one for all of us, especially for our young ones. New COVID-19 rules and our school health measures can be difficult to maintain in a vigilant manner at home, in the classroom, and in our communities. We understand the difficulties as we ask children to continuously wear a mask, expect them to have no physical comforts, such as hugging or holding hands while proceeding with class as usual. We have all worked very hard to do what we can to show consideration for the safety and wellbeing of others. We believe it is important that we continue to be mindful of how we might be perceived by others outside of school. We truly appreciate all your efforts in helping our community to see that we are serious about precautions taken to keep everyone safe by enforcing these important measures. Thank you so very much for your continued support.

This year in the Early Childhood Education department, we have 18 teachers and support staff. We have worked hard during orientation week to reorganize the ECE playground: we've repainted the blackboard and floor resources, moved unused wooden decks, set up the playhouse, pulled weeds and more during the hot weather. Now we see children happily playing there.

Next, let me quickly introduce our staff.

Nationalities: We represent ten different cultural backgrounds: Filipino, American, Japanese, British, Hawaiian, Canadian, Brazilian, French, Taiwanese and Polish.

Languages: While 80% of us speak more than two languages, some of us can handle as many as five different languages!

Specializations: Of course, many of us have studied education and some of us also majored in health sciences, history, linguistics, web design, ICT, tourism management, fine arts and music, giving us a wealth of experience and knowledge to bring to the classes.

Careers in education: Amazingly, the average career in education among the 18 of us is 9.7 years, from veterans with more than 30 years of teaching experiences to support staff just beginning their careers.

As you can see, our teaching and support staff are from all over the world and have specialized in a variety of ways. As each class team works closely together, the deeper understandings that we have in different areas allows us to widen the connections that we can deliver to our students through their everyday learning.

We are all looking forward to sharing fun and meaningful learning experiences with your children this year.

Eri Ozawa
Early Childhood Coordinator (K1–K3)/
K2A Teacher



K1A team

Ms Cyril, Ms Claire, Ms Karen



K2A team

Ms Mary, Ms Eri, Mr Devin



K3A team

Ms Wang, Ms Kay, Ms Ioanna



K1B team

Ms Kanon, Ms Emma, Ms Yuri



K2B team

Ms Sheyla, Ms Kat, Mr Axel



K3B team

Mr Merchel, Mr Derek, Ms Jaydine

PYP News



This year's elementary school academic focus: Reading

This year's school focus is on developing reading skills, and we are going to adjust our approach to ongoing formative assessment in reading. Our teachers will be addressing certain reading skills through their guided and shared reading sessions, and these will be transferable across our K3–G5 classes. I will explain these skills in more detail at the end of this article. You can help at home by reading regularly with your child and, while this may come naturally with younger children, age really shouldn't be a barrier to this wonderful, shared experience.

Here is some great advice from our main educational publishers, Pearson:

Enjoying a book with your child is a fantastic way to share adventures and experiences together, and it's the best way to get them reading for life. Here are our tips on reading to your little ones.

Sharing a book is a real bonding experience and, for young children, cuddling up with a parent to read can be a special time. As you turn the pages, you can ask questions, talk about characters, ideas and events, and decide what you think together.

Reading is important, but don't feel that you have to take on a teaching role or put pressure on your child to start to read before they go to school. It's great to instil a love of books and language from an early age, but most of all, be led by your child, their interests and their pace of development.

When should I start reading to my child?

It's great to read to your child from their earliest months. Cuddle up and sing nursery rhymes, read a story with silly sound effects, or play peek-a-boo along with a book. This shows your baby how important books are to you, and that books come with love, fun and excitement.

Top tips for reading with your baby

- To a young baby, 'reading'

means holding them in your arms and exploring a soft book.

- Start reading with your baby when they're around three months old. For babies, reading is like play—so let them wave the book around.
- When your baby can sit up, choose light, sturdy board books with rounded corners, textures to feel and bright pictures to look at. From six months, babies love lift-the-flap books. From nine months, introduce noisy sound books. Go with whatever makes reading fun for both of you.
- Use the pictures as well as the words. Babies learn by doing, so say the words out loud as baby reaches for the pictures, to help build their vocabulary. Be relaxed about what books mean for a baby—a quick song or game with an open book still counts as reading!

How should I read to my child?

- Try to bring the book to life—talk about the characters, the pictures and everything that's happening so that the story can really capture your child's imagination.
- Don't be afraid to try different voices and show off your acting skills. You might not win any Oscars, but your child will enjoy the story even more if you make a performance of it.
- Remember that your face says it all—so really go for it and exaggerate your normal expressions like a kids' TV presenter. Children will love it.
- Emphasise repeated words and phrases ('the big bad wolf'; '... blew, and blew, and blew the house down'). And encourage your child to say the words with you. This will help them to learn the language used in books.
- Turn off the TV so you can both concentrate on enjoying the book.
- Try audio books—they're perfect for keeping the children entertained on car journeys, as well as a great way to build their understanding of stories and improve their listening skills.

How long should I read to my child for, and how often?

- Read to them for as long as they're happy to listen. The older your child is, the longer you're likely to be able to hold their attention.
- As for how often, there's no right answer, but many experts say it helps to get into a routine. For school-age children, a bedtime story can be a nice way to spend time together and wind down after a busy day. For pre-school children, shorter bursts of reading throughout the day may be a good idea.

A detailed guide can be found [here](#).

Reading strategies at KIST

As was explained earlier, we will be basing our reading instruction and assessment around 15 skills which are organized into four categories, and our class teachers will decide how best to approach these in their particular grades (some may be deemed unsuitable for the lower grades). This year's reading section of the report cards will also reflect these changes. The 15 strategies are:

VISUALIZING

1. **Main idea and details:** Students identify what a passage is mostly about and find important details that support the main idea.

COMPREHENDING AND SUMMARIZING

2. **Literal comprehension:** The student demonstrates key literal understandings of the text.
3. **Inferential comprehension:** Students use their background knowledge and clues from the text to infer information.
4. **Sequencing:** Students look for the order in which things happen or identify the steps in a process.
5. **Visual information:** Students study pictures, charts, graphs, and other forms of visual information.
6. **Vocabulary:** The student can give/explain the meaning of words in context.
7. **Summarizing:** The student can summarize main ideas from more than one paragraph.

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RECOGNIZING LITERARY ELEMENTS

8. **Author's purpose:** Students determine why an author wrote a passage and whether the purpose is: to entertain, to inform, to persuade, or to teach.
9. **Compare and contrast:** Students note how two or more people or things are alike and different.
10. **Cause and effect:** Students identify what happens (effect) and why it happens (cause).
11. **Fact and opinion:** Students determine which statements can be proved true (fact) and which statements tell what someone thinks or believes (opinion).
12. **Non-fiction text features:** Students study features that are not part of the main body of text, including subheadings, captions, entry words, and titles.

GOING BEYOND THE TEXT

13. **Predicting:** Students use their background knowledge and clues from the text to figure out what will happen next.
14. **Questioning:** Students ask questions for different purposes including ones about specific words or phrases, the structure of the plot, character development etc.
15. **Making connections:** Students make text-to-text, text-to-self, and text-to-world connections.

By building proficiency in these specific areas during guided and shared reading sessions, our students will be able to apply them to all areas of the curriculum.

We encourage you to read regularly with your child, and why not try out some of the skills outlined above? **Most importantly, these skills are transferable across languages,**

so please try them out in your home language if it is not English. If you have any successes or have any questions, I would love to hear from you.

Here's to a great 2021–22!

Oliver Sullivan
PYP Coordinator
oliver.sullivan@kist.ed.jp



Elementary ELS

Advice on how to support your child's language development

Welcome to the 2021–22 school year at KIST! This year we have all the same faces in the Elementary ELS team that you know from last year:



Ms Wang (K3A)



Mr Derek (K3B)



Ms Rina (G1A)



Ms Ali (G1B)



Ms Parvathy (G2)



Mrs Aldana (G3)



Ms Rachel (G4)



Ms Sophie (G5)

...and we are looking forward so much to working with your children to support their language development this year.

Each year during Parent Welcome Night, we take the chance to remind you how you can also support your child's language development at home. This year, as the Parent Welcome Night was online, we didn't have the chance to discuss this in person. So, especially for any parents who are new to KIST this year, I'd like to take the chance here to mention the three points that we always emphasize:

1. listening and talking with your child each day about school in your home language
2. reading to your child in your native language
3. explaining challenging concepts to your child in your native language

This advice is from a document called "EAL Family Support" by renowned literacy and language educator, Bonnie Campbell Hill. Her key message is that: "Speaking in your native language will *not* make it more difficult for your child to learn English. [...]" Furthermore, learners who have had...no primary language support can take as long as seven to ten years to demonstrate academic competence in a new language." The article then details exactly how you can use your child's first language at home to support their conceptual development and their overall language development.

If you have never received Bonnie Campbell Hill's document at previous in-person Parent Welcome Nights, or if you have any questions about it, please e-mail me any time. (rachel.parkinson@kist.ed.jp)

Rachel Parkinson
Elementary ELS Coordinator



Understanding a Growth Mindset

Quite often you hear educators talk about the importance of a **growth mindset**. Taken at its simplest meaning, one might believe that the definition the author wants to communicate is that of "a desire to learn." As such, most people agree that students should have the urge to learn and that this is what will determine success in their education. As educators, we are cheerleaders in the process of our students' education, and we want the best outcome from their experience at school. So, of course we agree with the idea that children must want to learn to get the best result from their efforts.

But what is a growth mindset? A desire, an urge, a want, that we need to instill in our students?

The term growth mindset was first coined by the psychologist Carol Dweck in her 2007 book, "Mindset: The New Psychology of Success." Since publication, the term has spread through the business world, self-help books and beyond to education circles as well. As a buzzword, it has been misunderstood and it has taken on a meaning that does not do it justice as a concept which we could use to help ourselves and our students. Simply stated, Dweck asserts that people either have a fixed mindset or a growth mindset. The former being one where people see the intellect as being innate and unchanging. A winner is always a winner and a deficit always a deficit. This type of thinking is characterized by a feeling that you either have it or you do not. Comments like "I'm just not good at math" or "Foreign languages aren't my thing" display a fixed mind set. Growth mind sets are evidenced in people who believe that they can change, they can learn through trial and error, that mistakes are opportunities and can teach us more about who we are and help us reach our goals.

Believing that setbacks are the path to understanding is important in the growth of an individual. Teachers can use the idea of a growth mindset to develop a point of view from which they can share their knowledge with students. Helping students develop a growth mindset which is changeable and fluid increases the chance that a student does not become frustrated by mistakes and initial confusion over lessons and concepts being taught. Teachers also must have a growth mindset to understand that their students are not set in stone and fixed. Students must be given the benefit of the doubt. They change, they grow, and they become more than what we see at the beginning of our relationship together.



The belief that our futures are set at birth is not consistent with possessing a growth mindset.

The belief that our futures are set at birth is not consistent with possessing a growth mindset. Understanding that we all have the capacity to change and learn from our mistakes is important for everyone as we move through our day-to-day lives. Thus, the adage, "mistakes are opportunities" becomes ever more important in our own education.

Clay M. Bradley

Elementary School Vice Principal/
Student Care Coordinator (Elementary)



Fixed Mindset

- I'm only good at certain things
- I give up when it gets too hard
- I hate challenges
- I take feedback and criticism personally
- I don't like doing what I don't know

Growth Mindset

- I can be good at anything
- I try until I get the results I want
- I embrace challenges
- I welcome feedback and criticism
- I like learning about things I don't know

KIPS News

The past year has presented us with unimaginable challenges and incredible opportunities for a big change in our lives. I am pleased to share that it is very exciting to see that KIPS has become a very lively place again after the quiet days of summer! There is a wonderful sense of a new beginning and a fresh start for everyone: children, parents, and teachers alike. It is natural for children and parents to feel a little anxious and maybe even have a few questions: "What will my teachers be like?" "Who will be in my class?" We have started the 2021–22 academic year with 16 children from 0 to 2 years old.



At the same time, I cannot overemphasize to families the importance of understanding that children must stay home if they show any symptoms of COVID-19 and/or other infectious illnesses, as well as those who have been in direct contact with persons who have tested positive for COVID-19. We asking that you submit a [medical certificate](#), which can be downloaded from the [KIPS website](#), if your child shows the following symptoms:

- A temperature of 37.5 degrees or above (must be fever-free without taking medication for 24 hours before returning to school)
- Respiratory symptoms (persistent cough, or shows any shortness of breath or difficulty breathing)
- Cold symptoms (cough, sore throat, runny nose, sneezing, low fever, generally feeling unwell)

Many families are excited and ready for the new school year for their children; others feel anxious or unsure about potential risks. At KIPS, we will always make sure that your child's health is our number one priority.



Once again, I would like to express my sincere gratitude for your diligence, patience and support in working together with us during this pandemic.

Stephanie Pae
KIPS Coordinator



My Experience in Japan Children's Parliament

During the summer holidays, I had the opportunity to join the Children's Parliament. There were three topics we discussed:

- **Decarbonized Society**
- **Coexistence with Foreigners**
- **Education for the Future**

I chose "Education for the Future" and proposed that "Schools in Japan provide more opportunities for students to achieve through hard work." By working hard toward a goal, I explained, students can gain a sense of self-affirmation. This is a crucial topic since Japanese students have the lowest self-esteem in the world. Based on my experience running every morning for cross-country, and feeling ecstatic to win a medal, I made this suggestion.

Afterward, as a selected representative of the group, I was blessed with the opportunity to meet Chief Cabinet Secretary Kato, the second highest distinguished politician in Japan. I asked him that since the Ministry of Education, Culture, Sports, Science and Technology (MEXT) has been promoting the International

Baccalaureate, all Japanese universities should recognize the IBDP for admissions. Unfortunately, he did not know about the IB, but he promised to tell MEXT about it.

I explained that I enjoyed attending the IB programs at KIST, that the use of textbooks was very different than most schools, that we studied Japanese sometimes using comic books, and that the classes regularly involved collaborative presentations. I told him if schools are fun like this, there would be less truancy, which is a problem in Japan.

It was a great opportunity to discuss education with other children in Japan and being able to make suggestions to our top politicians was invaluable.

Mana (G6B)



MYP News



G8s achieve very good external exam results, show increased readiness for IGCSE

In May 2021, Grade 8s completed their iLowerSecondary exams. The exams, set and marked by Edexcel, are meant to demonstrate the students' ability in Math, English and Science. Grade 7 Math Extended students also sat the Math exam and showed excellent results.

The iLowerSecondary exam results range from level 1–4. Results at levels 3 or 4 show work that is meeting or exceeding expectations at grade level.

Math results across both G7 and 8 were very strong. Nearly 80% of students in G8 Math (both standard and extended) achieved a result of Level 4. In G7, where only Math extended students wrote the exam, the results were also extremely strong with almost 80% of students achieving a level 4.

G8 English students were also very good, showing excellent progress since the first time the exam was held at KIST in 2019 (the exam was not written last year because of COVID-19). This year 25% of students achieved a level 4 in English, a percentage increase of 44% since 2019. Another 36% of students scored a level 3, a percentage increase of 45%.

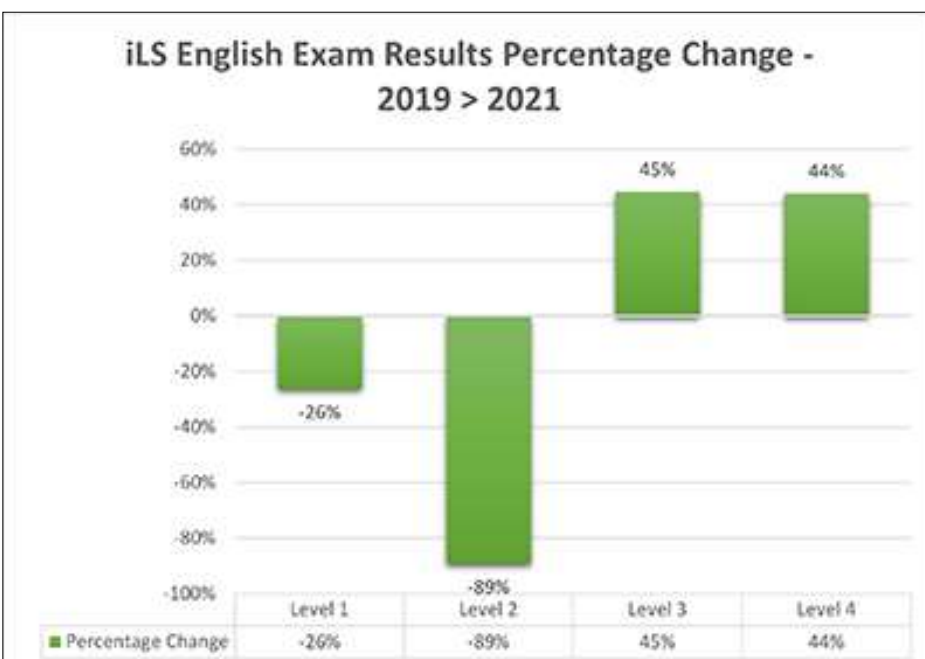
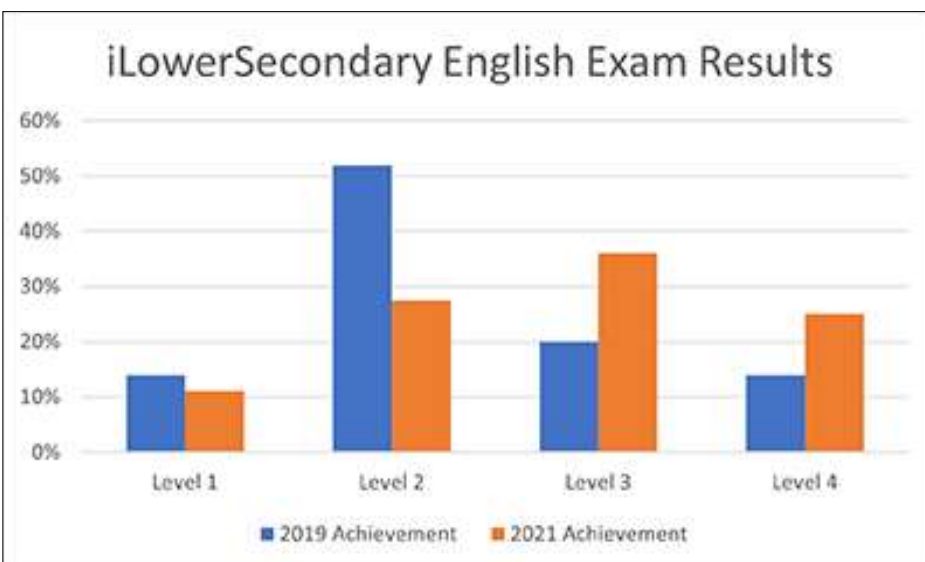
The improved results in English are partially the product of familiarity. Starting in the 2019–20 school year, students have had diagnostic tests which offer similar experiences to the iLowerSecondary exam. Teachers have placed an increased focus on reading and writing tasks that lend themselves to the assessment.

Finally, G8s were also involved in piloting the exam for iLowerSecondary Science. The exam has never been attempted by KIST students before. Some content on the exam hadn't been addressed in the G6–8 Science curriculum for last year's Grade 8 class. 47% of G8s achieved at either level 3 or level 4. Given that some material had not been explicitly studied in class, this is a good result.

Mr. Cely, the Science Subject Area Coordinator is working with Ms. Newman and Ms. Alba, the MYP Science teachers, to ensure that the G8s who will sit the Science exam in May will have more opportunities to prepare for the exam.

The current G8 and G9 students who wrote the exams in May have received their exam certificates from Edexcel. If you have any questions about the iLowerSecondary exams, please don't hesitate to contact me.

Robert White
MYP
Coordinator



Secondary ELS



Secondary ELS Department in 2021–22

It is great to be back at KIST for 2021–22. Given the continuing situation with the COVID-19 pandemic, how we can provide support has changed; however, as a team we will work to find new ways to help students thrive. Ms. Furnival and I will continue to offer both Academic Writing classes and in-class support to students from G6–G8 as well as provide individual ELS mentor support to students in G9–G10.

Outside of this support, Ms. Furnival and I have updated the English Language Resources section of PowerSchool Learning. Located under the 'Extras' tab, this section provides additional materials about English grammar, essay skills and literary genres. The section is available for use by all members of the KIST community and will be regularly updated throughout the year.

Should any students or parents have questions about English Language Support or the English Language Resources section, please contact me at jade.bonus@kist.ed.jp.

Jade Bonus

Secondary ELS Coordinator

ELS Department staff introductions

Jade Bonus

ELS Coordinator

I am a certified secondary English and Media Arts teacher originally from Melbourne, Australia. Prior to moving to the educational sphere, I was a magazine editor, specializing in the music media. Live music is still my great passion and I try attend as many concerts as I can.

Japan has been my home for just over eight years. I taught English for two years in the beautiful city of Towada in Aomori Prefecture, and as a consequence, I have some very serious opinions about apples. I joined KIST as an Elementary ELS Instructor in 2015 and spent three years in Grade 1 before moving over to the secondary school first as an ELS Instructor before becoming Secondary ELS Coordinator. I am looking forward to helping our students reach their English language goals.



Kana Furnival

ELS Instructor

My name is Ms. Furnival and I have been working here at KIST since 2014. I previously worked as an ELS Instructor in the elementary school for six years and this is my second year of supporting students in the secondary school.

My passion for education started when I taught at an early learning school in England, where I supported Japanese students with their English studies. The satisfaction in seeing my students progress was second to none and it has only grown over the years.

As a native Japanese speaker who has also had to learn English as a second language, I can empathize with the challenges this brings and I will use my experiences to help support students in their lifelong journey.



Athletics Update



Fall season 2021

As our city continues to struggle with COVID-19, some of our athletics teams continue to be on hold for the time being. We are pleased to share with you, however, that while ensuring prescribed safety precautions are adhered to, practices for the following teams have commenced:

- HS Girls' and Boys' Volleyball
- JV Boys' and Girls' Tennis
- MS Boys' Soccer
- MS Girls' Volleyball
- MS Boys' Baseball



Dennis Ota

Athletics Coordinator



Cancer Research and Internship



The miracle that is medicine

Over the summer, we were given the opportunity to work alongside Dr. Sato and Ms. Anna on their cancer research at St. Marianna University. At first, the internship seemed intimidating as it was nothing like what either one of us had ever done before. But the more we got into it and the more we did, the anxiousness was soon replaced by overwhelming curiosity and passion for Dr. Sato's work.

The project involved research into the relationship between the overexpression of the PLK-1 proteins in cancer cells and the effectiveness of PARP inhibitors as a possible method of treatment. Through prior research, a strong correlation between the over-expression of PLK-1 protein—a protein active in cell reproduction—has been established with poor prognosis cancers. If a PLK-1 inhibitor can be found to target cancerous cells in the body, theoretically, a new treatment of cancer can be devised. In order to do this, Dr. Sato has been researching and experimenting with PARP Inhibitors—a type PLK-1 inhibitor—that targets cells unable to perform homologous recombination (a form of DNA repair). They have been working to establish a successful relationship between these variables in order to devise a safer treatment for cancer that reduces the side-effects for patients—a research initiative that we have been privileged to be a part of.

After explaining the science behind their research, Dr. Sato and Ms. Anna gave us the opportunity to watch and help them work. These experiments for their research took very long, often days. As a result, there was a lot of waiting time in between, during which Dr. Sato allowed us to request to perform experiments of our choice using their equipment, under their supervision. The first of these, was a western blot used to detect proteins in tissue culture.

We truly, from the bottom of our hearts, appreciated having the opportunity to be in a professional cancer research lab with researchers who were so willing to help learn and satiate our curiosity. Not only did it provide us with a much clearer understanding of the daily work-life of a cancer researcher, it also gave us more confidence in our own abilities to pursue medicine. Although we have frequently worked in our school labs, working in a university research lab is an experience like no other. It gave us the opportunity to learn about different equipment and methods of research which was fascinating. It was incredibly inspirational to be around researchers who had so much insight into the field of biology and chemistry. It was a wonderful experience, and we look forward to the future of this internship!

Saanvi (G11B) and Nidhi (G11A)



Saanvi (G11B)

Alongside the Cancer Research Internship, I also had the privilege to shadow Dr. Sato at his clinic. It was an absolutely incredible and enlightening experience to witness Dr. Sato's work. I was given the opportunity to watch him interact with his patients as well as watch him perform more complicated procedures such as cancer screenings and endoscopies. Not only did I learn more about medicine with each procedure that I observed, I was also able to learn the various range of skills, hard-work and dedication—both to the science and to saving people's lives—that it takes to be a doctor.

Sustainable Superheroes

You might have noticed a display near the school gate. That is our latest project: the climate clock! Inspired by the global Climate Clock initiative, our clock displays the exact time left until Earth burns out of its carbon budget, the amount of carbon dioxide left that can be released before irreversible environmental damage. The next six years is our time to take action to save the planet—that includes making wise choices for the environment. For details on each SDG and how to implement it within our own lives, check out our YouTube channel and Instagram page at the links below!



YouTube channel: <https://www.youtube.com/channel/UCjxOZ1stlUQbkiQhH6jdl4g>
Instagram page: https://www.instagram.com/sustainable_superheroes/

Secondary SRC

Greetings from the Student Representative Council

The SRC hopes that all students had a wonderful summer vacation and are currently enjoying the new 2021–22 school year! As social distancing guidelines become even more essential than ever, the SRC looks forward to initiating events which will engage students without compromising their safety. Looking back at the previous school year, the SRC has been able to boost our presence within the student body by organizing a multitude of whole school events. Additionally, our ambition to revive the house system has been achieved!



SRC Executive Committee

L>R President: **Kishore** (G12B), Public Relations Officer: **Eleina** (G12B), Vice President: **Tatsunori** (G11B), Ms Peel (Advisor), Secretary: **Heet** (G11B), Treasurer: **Armaan** (G12A)

A notable feat from last year was the organization of a Double Free Dress Day on April 29 and 30 with different themes on each respective day: Sports clothing on Monday the 29th, and Hot 'n' Cold color scheme on the Tuesday the 30th. The two-day free dress day had a record-high student participation rate of 87% compared to other years! Unfortunately, COVID-19 remained as a large obstacle and thus, we could not couple this event with the sponge toss and lunchtime dodgeball event which we planned prior. However, we are proud to state that we have received a great deal of positive feedback from the students for this occasion.

During the very last week of school, the SRC collaborated with the PE office to host a cross-grade House Cup Championship where the students enjoyed a variety of activities which gained points for their houses: a dodgeball, relay, and scavenger hunt event. The students were arranged into house teams and searched the schools for candies which SRC members tactically hid. We were pleased to see students across different grades collaborating effectively with one another towards this fun event which has contributed to raising our school spirit.



Scavenger hunt



Dodgeball event

The SRC will continue to hearken to the students' ideas and create a positive and supportive environment for the students. We are in the process of collecting a new team of class representatives and media committee members to start acting this term. COVID-19 will not stop us from putting our heads together to do what is best for our fellow students. Please continue to stay safe and healthy!

Kind regards on behalf of the SRC,

Eleina (G12A)
Public Relations Officer



Coping with Restriction Fatigue

Having moved to Japan from the UK this summer, I (Mr Archer) can empathize with how many people may be feeling about the ongoing state of emergency and the subsequent restrictions on daily life.

In the UK, we had similar restrictions in place for long periods of the last two years and, working in schools where students had to take daily PCR tests, let alone wear masks and social distance, I can appreciate how frustrating the pandemic conditions continue to be.

This quarter, an important part of our advisory curriculum in the Secondary School, has been our focus on mental health and emotional wellbeing. Part of successfully managing these aspects of ourselves, is understanding our bodies, learning how they respond to the stress of change and then considering which strategies best help us to cope with it.

One of the terms that has crept into Western culture has been 'lockdown fatigue', a term used to describe the strain placed on our daily lives by a variety of restrictions.

Whilst some symptoms may be day to day, others begin to build up and cause more long-term problems. In our advisory lessons, we have been considering some coping strategies that we would like to share with the entire KIST community.

One of the main reasons why being under restrictions can be draining is because of the high level of mental strain, some of which we may not be aware of or attempt to mask in order to keep life as normal as possible. It is important to recognize that this mental strain can leave us feeling as exhausted as exercising.



When we face psychological stress, our bodies produce a physiological response. In advisory classes, students have been learning about 'fight or flight' response, our bodies warning system that a change is occurring and we need to feel alert and energized in order to combat a potential threat. However, if the body is in this state for an extended period of time, it ultimately drains our energy levels.

This lack of energy can then have a knock-on effect on our sleep. Heightened anxiety levels disrupt our circadian rhythms, causing us to sleep poorly and ultimately find the next day more of a challenge. It can easily become a cycle of stress and exhaustion.

However, there are a number of strategies that are recommended to support the breaking of this cycle as shown below:

- **Stick to routines:** Keep daily routines as regular as possible. Certainty helps to combat the 'fight or flight' response. It can help create a sense of 'new normal' that your body can adapt to.
- **Avoid too much screen time:** Particularly at night, screen time can cause you to remain overly alert, rather than help you relax. Additionally, in a world where news is available 24/7, ensure you take a break from the cycle. During the day, staying inactive and watching a screen can cause you to feel more lethargic. Therefore, it is important to factor in regular movement breaks...which leads us conveniently to our next strategy!
- **Exercise:** Whether it is heading out for a long run, doing yoga in the bedroom or just taking a walk to the park and back, all exercise has a positive effect on our well-being. Whilst it might seem to be the worst thing to do if you already feel tired, exercise produces (among other things) cortisol, which when released can help to form a protective barrier against future stressors.
- **Talk to someone:** At KIST, we have homeroom teachers, subject teachers and two Student Care Coordinators, all of whom are available for the students to speak to if they are finding things frustrating. At lunchtimes, the Care Coordinators are always available if students need to talk things through during recess. However, parents/guardians are also encouraged to reach out if they have any concerns about their children. Staff are ready to lend an empathetic ear at all times, as we work through this ongoing situation as a community.



Hannah Cowie and Matthew Archer
Student Care Coordinators (Secondary)

Tokyo 2020



...make meaningful contributions to our global community

In line with our KIST mission for our students to make meaningful contributions to our global community, KIST teachers too are often making efforts outside of school to make our world a better place for all.

A few of our KIST teachers had the opportunity to volunteer at the Tokyo 2020 Olympic and Paralympic Games over the summer. You may have noticed that Mr. Jones was not greeting students at the gate for a few weeks in August and September. This is because he was volunteering at the Sports Information Desk for Paralympics Sitting Volleyball taking place in Makuhari.

According to Mr. Jones:



...the experience was fantastic. My supervisors were very accommodating with my needs and placed me in a position that was perfect for me. I worked the computers making videos of the games and then distribute the videos to the teams and to the Paralympic Committee. My desk was right near the warm-up courts so I also welcomed and saw off all of the athletes before and after their games. One day I even got to sit courtside as a translator for one of the teams during the game.

As a person with a disability myself, I found these athletes such an inspiration—regardless of the adversity they face, they each try their best to be the best they can be. It was a wonderful experience for me, and I hope my contributions made the games memorable for all involved.

We received beautiful uniforms from Asics. They kept us fed during our shifts, and there was also a section reserved in the stands for the volunteers to enjoy the games during their breaks. I was able to watch the Canada vs Japan women's match one day. I had a big Canadian flag on display and wore a Team Canada ice hockey jersey while I cheered the team to a win. I was very proud to be able to sing my national anthem 'O Canada' at an Olympic event!"



Mr. Jones with the Sports Information team



Mr. Jones translating courtside for Team China

Volunteers needed to be 18 years or older so unfortunately our students were unable to participate, but KIST is very proud of the many ways our students contribute to their communities through other activities. COVID has been a challenge for our service clubs and events, but hopefully our new school year will have us all back making contributions soon!



Ready to welcome Team Canada!

Library News

Welcome to KIST Libraries!

In the new 2021–22 school year, there have been a few changes and additions to the KIST Libraries Team, so we'd like to introduce ourselves and our libraries! This year, we bid farewell to Mr Michael Davignon, and Ms Shannon Goan has returned from maternity leave.

Ms Shannon has moved from the Elementary Library to work as the LMC Librarian in the Secondary School, and we welcome Ms Priyanka as our new Elementary Library Supervisor. We also welcome Ms Aika Nukariya, a graduate of KIST now undertaking teacher training through KIST's Teacher Development Scheme. Ms Aika will be helping out Ms Shannon and Ms Hema in the LMC. Ms Hema has become busier with her work in the science labs, but you may still see her around the LMC sometimes.

Ms Goan

LMC Librarian

Hi, I'm Shannon Goan. I'm from Australia and have a Bachelor's degree in Information Management from RMIT University, and a Master of Teaching from the University of Melbourne. I enjoy watercolour painting and reading. In April I gave birth to a cute baby girl named Akiko.



I will be your LMC Librarian this year. After a long break for maternity leave, I'm excited to be back in the library and look forward to introducing new books and helping you with your library and research needs.

We also have magazines and newspapers for students to read or use for research, as well as several online databases such as JSTOR for student and staff use. They can be accessed on the KIST Libraries page on PowerSchool.

I am here if you need any help finding a book to read or using books or the databases for research or projects, so please feel free to ask for help any time! The LMC is open from 8:00 a.m. to 5:45 p.m. every day.

Ms Priyanka

Elementary Library Supervisor

Hello everyone! My name is Priyanka B.P. I am from India and I graduated from BMS College of Engineering. I have a Bachelor's degree in civil engineering. This will be my 2nd year at KIST and I will be supervising the Elementary Library this year. I am looking forward to creating a fun, exciting environment that helps motivate our students to read more books.



Students will visit the library once a week, listen to stories, learn information and borrow books. Along with this, they will also review the books they read and can request for the books they would like to read in future.

The Elementary Library is open during recess and lunch time too. Please feel free to visit me!

Have a great year!

Ms Hema

Laboratory and Library Assistant

Hi this is Hema. I'm from India. I like cooking experiments, watching movies and I enjoy long walks with my family.



Ms Aika

Teacher-Trainee

Hello. I'm Aika Nukariya, a KIST graduate from the Class of 2017. I enjoy reading and watching movies in my free time. This year, I will be helping Ms Shannon and Ms Hema in the LMC occasionally. Being back in the library that I've spent a lot of my time at KIST feels nostalgic, and I am excited to meet everyone!



KIST Libraries Team



Elementary Library



Nurse's Notes

Wearing a mask

I really appreciate the cooperation and support of all KIST families in following our safety measures that have enabled us to resume face-to-face lessons at KIST. I hope that everyone stays safe by taking simple precautions such as social distancing, keeping rooms well ventilated, washing your hands regularly, and avoiding crowds. Wearing a mask may be uncomfortable for children, but mask-wearing creates a simple barrier to protect others as well as your child, by reducing the spread of COVID-19 droplets from coughing, sneezing, speaking and shouting. When everyone wears a mask, the risk of infection drops for all.

Recommendations for wearing a mask

- Masks that fit properly: Ensure that the mask fits snugly over the nose and mouth and under the chin with no large gaps around the sides of the face.



*How to wear a mask correctly
(Source: UT Southwestern Medical Center)*

- Masks that are wet or dirty from sweat, saliva or food may be difficult to breathe through and are less effective than dry masks so should be changed immediately.
- Prepare spare masks for your child to bring to school.
- Ensure masks are changed daily.
- Refrain from placing a used mask on the table when you take it off to eat or drink at a location away from home. Instead, place it somewhere safe to keep it clean such as in a plastic bag, a mask case or the pocket of your clothes.
- Ensure that you wear a mask at all times when you talk with others or when in groups of people.

Points to consider when selecting a mask

- Breathable fabric
- Covers your nose and mouth completely
- Fits snugly against the sides of your face with no gaps
- For children, find a mask that is made for children to help ensure a proper fit

Recommended types of masks



Surgical masks or disposable face masks:

- Have a nose wire to prevent air leaking out of the top of the mask
- Are made of multiple layers of non-woven material. Non-woven masks provide the best defense as they are more effective at stopping the spread of droplets than regular cloth and polyurethane masks.
- Are not designed to be washed (disposable)

Cloth masks:

- Tightly woven fabrics, such as cotton and cotton blends
- Breathable
- Have two or more layers
- Washable and recyclable

Not recommended:

- Small children wearing adult masks
- Masks made from materials that are hard to breathe through
- Masks made from fabric that is loosely woven or knitted, such as fabrics that let light pass through
- Masks with exhalation valves that allow water droplets to escape and reach others
- Research has shown that polyurethane masks may cause atopic dermatitis, and in rare cases may lead to respiratory symptoms and anaphylactic shock
- Putting a mask on a child younger than 2 years old

How to check mask fit

- Check for gaps by cupping your hands around the outside edges of the mask. Make sure no air is flowing from the area near your eyes or from the sides of the mask.
- If the mask has a good fit, you will feel warm air passing through the front of the mask and may be able to see the mask moving in and out with each breath.



Yukiko Yamazaki
School Nurse

References:

- Centers for Disease Control and Prevention. Your guide to masks. (August, 2021) Retrieved from <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>
- COVID-19. Masking policy. UT Southwestern Medical Center. Retrieved from <https://www.utsouthwestern.edu/covid-19/work-on-campus/masking.html>

KIST Community Association (CA)

Welcome back to the new school year! The KIST Community Association (CA) supports and fosters the partnership between students, parents and the school in accordance with the school's mission, vision and guiding beliefs through planning and implementing events and providing services, equipment, materials and resources which directly enhance the educational experiences and well-being of students.

Getting involved in the CA is a wonderful way to meet new people and can also be a lot of fun. It is not necessary to participate in every activity, or to attend every meeting, but we hope that as many parents as possible will join us.

Despite the difficulties associated with the ongoing COVID-19 pandemic, this year we are looking to gradually resume activities while adopting flexible methods.

If you are interested in supporting the school community, please visit our new CA site on PowerSchool Learning where you can learn more about the CA and how to get involved. Alternatively, you are welcome to contact us directly by e-mailing us at ca.officers@family.kist.ed.jp.

KIST Community Association



KIST CA Officers 2021-2022



Mari Babikova



Kishi Kedia



Megumi Tanimoto



Reiko Ohashi

Welcome to KIST CA



Staff 10!

In this month's *Staff 10!*, we are pleased to present **Mahipaul (Ron) Dayaram** who joined us in August 2019 as a Biology and Science teacher in the Secondary School. This year, he has been appointed IGCSE Coordinator.



Mr Dayaram and his wife pondering life under the sea.

1) Tell us something interesting about your hometown.

The Six! That's what we from Toronto (drop the second T to sound authentic) call our city! Toronto is the most multicultural city...in the world. That's a fact. Look it up.

2) What is your favorite place in the world?

The Musee D'orsay in Paris. There is something magical about being around so much history, art and culture under one (amazing looking) roof.

3) Who would you like to meet if you had the chance and why?

Barack Obama. He has broken barriers his entire life; he is someone I admire and one whose qualities, values and vision align with my own. I would want to have discussions about his presidency, tough decisions, how to balance work and family and of course finish with a 1v1 on the basketball court.

4) Do you have any special skills or talents?

I can juggle.

5) Please share a little-known fact about yourself.

I have a tattoo.

6) What is your most prized possession?

When I was living in New York City in 1999, Burger King ran a promotion campaign for Pokémon: The First Movie. It was a 23k gold-plated Pokémon "card". I was lucky to get one, then I got beat up by older students and they stole it. In 2016 I went back home to Toronto for Christmas, and my brother found one on eBay and gave it to me as a present.

7) Which IB learner profile attribute do you most closely identify with and why?

Risk taker. I dropped out of university after three years and travelled across Canada to do volunteer work. I finished my degree and a little while later I left the country and have been living in four more countries. I love exploring new ideas and avenues for my creativity and passion.

8) If you could live your life again, would you do anything differently?

I would probably focus a lot more in high school. I thought I was "naturally smart" (whatever that means) and didn't put in the hard work necessary to achieve academic success. I would probably study computer programming or something related to IT and creativity, or become a voice actor.

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

I am trying to eat a lot healthier. I needed to get rid of that #QuarantineFifteen, so I have been restricting certain foods and food groups. And drink a lot more water, too.

10) Do you have any special message for your fans?

Say hello, good morning, please and thank you. It makes a difference to those around you. Be nice to people; you have no idea what they are going through. Acknowledge all the staff members at our great school, teachers, admin, office staff, cleaning staff, kitchen staff. Everyone here works extremely hard so that our students can have the best benefit. Being polite, grateful and appreciative is free.

Listening to others is a lot more important than talking.

"You miss 100% of the shots you don't take" – Wayne Gretzky – Michael Scott

University Guidance News

2020–21 KIST university highlights

Similar to the continually increasing DP score, this has likewise been a year for continued university success. The following are highlights for the class of 2020–21:

- 57 total offers received from Top 50 Universities (QS Rankings 2022)
- First students from KIST admitted to **University of California—Berkeley** (2) and **Nanyang Technological University (NTU Singapore)** (1)
- We broke the record for admittances to leading Tokyo universities with 17 offers between Tokyo University, Keio University, and Waseda University
- 85% of students who have applied were accepted to or enrolled in their 1st choice
- Students this year received offers across ten countries (England, Scotland, Canada, Japan, US, Czech Republic, Hungary, India, Singapore and Australia)
- UK and Japan tied for the most popular destinations with 10 students enrolling in each



Future goals?

Increasing the number of students getting into their first choice

The university counseling team is pleased to see the number of students accepted to their first choice increase from 75% last year to 85% this year. Our continued goal is to make sure that number remains consistent with the new target being 90% for the class of 2022.

Continued on next page

Continued from previous page

How can we increase this number?

1. Ensuring students have adequate information about themselves and their future

Students **should have multiple "first choice" schools** that fit their ability level and interest. If a student will **ONLY** be satisfied with one school and that school is considered a "dream" or "reach" school, chances are high that they will be disappointed.

2. Preparing our academic portfolio as soon as we can

If a student's top choices are in the US for example, **we have a lot of work to do early**. Universities will look at grades achieved from G9–G11, extra-curricular activities and roles held within those activities, as well as extra considerations such as SAT and Duolingo exams. Trying to cram all of this in at the last minute is stressful and unlikely to be successful. However, **making plans to accomplish everything little by little** will prove to be simple and rewarding.

3. Working as a team

High achieving students get into the schools they want when they have the **support of their friends, families and teachers**. Our role should be to **provide motivation without adding stress**. Very rarely do students who are pushed to their breaking point produce results they are happy with. But, we need to make sure we are constantly working towards a common goal and not become complacent.

Applying to leading US universities

What do universities expect?

While most universities outside of the US are transparent as to their requirements for entry, the schools inside the US can be more of a mystery and many families are not sure how to prepare. Let's try to breakdown everything we can today using data from the University of Southern California (USC) as an example. The following is how data was used by the USC Admissions Team in 2020/2021 to make a decision; every school has a slightly different chart.



USC University of Southern California	Very Important	Important	Considered	Not Considered
Academic				
Rigor of secondary school record	X			
Class rank				X
Academic GPA	X			
Standardized test scores	X			
Application Essay	X			
Recommendation(s)	X			
Nonacademic				
Interview				X
Extracurricular activities		X		
Talent/ability		X		
Character/personal qualities		X		
First generation			X	
Alumni/ae relation			X	
Geographical residence				X
State residency				X
Religious affiliation/commitment				X
Racial/ethnic status			X	
Volunteer work			X	
Work experience			X	
Level of applicant's interest				X

To further explain what each category means and how at KIST we need to view it:

Academic

Rigor of secondary school record – How difficult is your current curriculum? KIST graduates work to complete the IBDP which is globally considered as one of the more difficult curricula. While some students

may elect to choose a fourth HL subject in the DP, all graduates score highly in this field just by completing the DP.

Class rank – KIST does not use class rank, so this category will not be used or needed to be worried about even for schools that may have this listed this as being "considered."

Academic GPA – While we do not use "GPA", this can be considered as your overall scores from each semester from G9–G12. That's right, US schools expect high performance and will look at every score achieved, even from G9.

Standardized test scores – This is for SAT/ACT.

Application essay – There will be a common essay that is written at the end of G11/start of G12 that is sent to every US school. Some competitive schools have supplemental essays they will review as well.

Nonacademic

Interview – Some universities will ask applicants to interview with an alumnus. That will happen virtually or sometimes face-to-face if they have a representative in Tokyo.

Extracurricular activities – These could include any clubs or sports students are participating in, whether inside or outside of school.

Talent/ability – This can be shown off in a variety of ways including having a leadership position in a club, winning an award for academics/sports, or even being part of a competition outside of school.

Character/personal qualities – This will come through not only in your personal statement, but also the types of service and extracurricular activities you participate in.

First generation/alumni relation/geographical residence/state residence/religious affiliation/racial status – These are factors that we cannot change at this point, but that we must understand are sometimes considered. Universities are sometimes required by local laws to only take a certain number of students from abroad. Other schools have goals to build a very diverse campus so they may look to fill a spot with a student from a minority background if all other factors are considered equal. In this case, being competitive in other areas will help to win out if you apply to a program that you would not be considered a minority applicant in.

Volunteer work/work experience – This refers to any service activities or internships that may be taken during holiday breaks.

Level of applicant's interest – For some schools, they will consider if you have had contact with them before applying. So, I always suggest registering for virtual forums and/or request for information to be sent from the university's website if you plan to apply later.

As always, for any questions or further clarification about any of the above or anything else, please contact me or stop by the office!

Thomas Waterfall

University Counselor

thomas.waterfall@kist.ed.jp

Office hours: Monday–Friday, 8:30 a.m. –5:30 p.m.

University Guidance Office (3F Secondary Building)



University Acceptances and Offers



KIST Class of 2021

()=Number of students accepted | [★]=Scholarship offered
 [#]=Matriculation confirmed | As of **September 1, 2021**

AUSTRALIA

University of New South Wales (1) (#1)
 University of Sydney (1)

CANADA

University of Alberta (1)
 University of British Columbia (9) (#4)★
 University of Toronto (8) (#1)★
 University of Waterloo (1)

CZECH REPUBLIC

Masaryk University (Medicine) (1)

HUNGARY

Semmelweis University (Medicine) (1) (#1)
 University of Debrecen (Medicine) (1)

INDIA

Manipal Institute of Technology (1)

JAPAN

Keio University (4) (#2)
 Kyoto University of Advanced Science (1)
 Kyushu University (1) (#1)
 Sophia University (2) (#1)
 University of Aizu (1)
 University of Tokyo (3) (#2)
 Waseda University (10) (#4)

SINGAPORE

Nanyang Technological Institute (1) (#1)

UNITED KINGDOM

Coventry University (1)
 Durham University (4) (#1)
 Imperial College London (2) (#1)
 Keele University (1)
 King's College London (7) (#2)
 Lancaster University (1)
 Middlesex University (1)
 Northumbria University (1)★
 Oxford Brooks University (1)
 Queen Mary University of London (4) (#1)
 SOAS University of London (1)

Swansea University (1)
 University Arts London (1) (#1)
 University of Bath (1)
 University of Birmingham (6)
 University of Bristol (3)
 University of Central Lancashire (Medicine) (1)
 University College London (10) (#2)
 University of Dundee (1)★
 University of Edinburgh (2) (#1)
 University of Exeter (2)
 University of Glasgow (1)
 University of Kent (1)
 University of Leeds (4)
 University of Manchester (9) (#2)
 University of Nottingham (2)
 University of Sheffield (4)
 University of Strathclyde (1)
 University of Surrey (1)
 University of Warwick (2)

UNITED STATES OF AMERICA

Boston University (2) (#1)★
 Case Western Reserve University (1)★
 Clarkson University (1)
 Davidson College (1)
 Georgia Institute of Technology (2)
 Harvey Mudd College (1)
 Long Island University (1)★
 Miami University (1)★
 New York Institute of Technology (1)
 Northeastern University (1)★
 Ohio State University (1)
 Purdue University (3) (#1)
 Rochester Institute of Technology (1)★
 Saint Martin's University (1)★
 Stevens Institute of Technology (1)★
 University of California—Berkeley (2) (#2)
 University of California—Davis (4) (#2)★
 University of California San Diego (1)
 University of Hawaii (1)
 University of Illinois—Urbana Champaign (1)
 University of Maryland (2)
 University of Minnesota Twin Cities (2)★
 University of Portland (1)★
 University of San Francisco (1)★
 University of Wisconsin—Madison (2)

