



The Comet

The Newsletter of K. International School Tokyo

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➡ In this issue...

- ▶02...IB Diploma Results—July 2022
- ▶03...Welcome to New Staff
- ▶04...Message from the Board President
- ▶05...New School Buses
- ▶05...New School Building Update
- ▶08...K1 Sustainable Development Goals
- ▶10...KIPS News
- ▶11...KIST Lower Secondary Programme
- ▶12...University Support Scholarships
- ▶13...Secondary Student Care
- ▶15...LMC News
- ▶20...University Acceptances and Offers

*“There is no
elevator to success.
You have to take
the stairs.”*
—Author unknown

From the Head of School

Welcome back!

Welcome to the 2022–23 school year! I am excited for another new beginning and look forward to a year filled with opportunity and excitement for our community at K. International School Tokyo! I think most of us can agree that the past three years have been rather tumultuous and unpredictable; however, working as a community, I believe we have persevered. Throughout this difficult time, our students across the school have continued to learn and progress. Although we may continue to face pandemic-related challenges, we have proven that with the strength and positivity of our school community, coupled with flexibility and determination, we can overcome most obstacles.

At the end of the 2021–22 school year, we were able to hold our End-of-Year Concert with a live audience for the first time in three years, and this year we were finally able to welcome our Elementary School families on campus for our Parent Welcome Nights. As we move ahead, it is our goal to resume as many school events and activities as possible, including reading buddies (Elementary School), excursions, camps, and celebrations.

While the relaxing of pandemic-related restrictions will allow us to resume various events, we will be bound by another (positive) limitation! The limitation I am speaking of is our long-anticipated campus expansion project. Over the summer vacation, the demolition of our gymnasium was completed, and the construction of our new facility has already begun. The absence of a gymnasium and a substantial field will limit the activities we will be able to hold during PE classes; however, the members of our PE department are thinking outside the box and have come up with many creative and innovative solutions.

Our new facility is scheduled for completion in the fall of 2023, and we are looking forward to this monumental addition to the KIST facilities. In the meantime, let's continue to work together to ensure the social-emotional growth and academic progress of our students.



Warm regards,

Kevin Yoshihara Ed.D.

Head of School/Elementary School Principal



DATES TO REMEMBER



September 2022

- 19 School holiday
- 20 (G6–G8) English diagnostic testing
- 23 Staff development day (No school for students)
- 27–28 School photographs
- 27 PYP information session (Online)
- 29 (G5) Day camp

October 2022

- 1 SAT@KIST
- 3–7 (G2–G5) Writing diagnostic testing
- 3–21 (G1–G5) Reading diagnostic testing
- 10 School day
- 12 (G10) PSAT tests
- 21 Last day of Quarter 1
- 22 Explanation Day (for prospective parents)
- 22 2023–24 Admissions applications open
- 22–30 Autumn vacation
- 31 School resumes for all students

November 2022

- 3 School day
- 11 Quarter 1 reports issued
- 14 (G5) Math/Japanese progression criteria session (*Tentative)
- 23 School day
- 23 (S) Q1 Parent/Teacher/Student interviews (*Afternoon)



1997–2022 Celebrating 25 years 1997–2022 Celebrating 25 years

IB Diploma Results—July 2022

This year, a record of over 173,000 students from 3,090 schools worldwide sat the May 2022 examination session. The IB continued to make adaptations to incorporate the disruption to learning caused by the pandemic, and for some, a contingency measure was developed to award grades without written examinations. The world average for the May 2022 examination session was 32.0 points, down from 33.0 points in 2021.

Despite the decrease in the world average by 1 point from 2021, KIST continued to perform exceptionally well, with an average DP score of 42.1. Remarkably, 6 (18%) students attained a perfect score of 45 points, placing them in the top 0.74% globally. Since there were 651 students worldwide who scored a perfect score in this examination session, this means that approximately 1% of these students were from KIST!

Year	KIST DP average	DP world average	Highest KIST score	# of students with a perfect score (45)	% of students with a perfect score (45)	% of students with a 44 or above	% of students with a 40 or above	KIST G12 Diploma graduates
2022	42.1	32.0	45	6	18%	39%	85%	33
2021	42.3	33.0	45	4	10%	27%	90%	41
2020	39.8	31.4	45	1	2%	7%	61%	41
2019	39.2	29.7	45	1	3%	14%	43%	35
2018	37.8	29.8	44	0	0%	3%	47%	34

Summary of Diploma results from the past five examination sessions

Of particular note for the Class of 2022:

- 33 of the 35 students (94%) were enrolled in the full Diploma, in comparison with the global average of 78%.
- 33 of the 33 students (100%) enrolled in the full Diploma at KIST attained the IB Diploma, in comparison with the global average of 86%.
- The average score for KIST students attaining the IB Diploma was 42.1 points, more than 10 points above the IB Diploma world average 32.0 points.
- 6 students (18%) attained a perfect score of 45 points, for which only 0.74% globally achieve.
- 13 students (39%) attained 44 points or above, for which 2% globally achieve.
- 27 students (85%) attained 40 points or above, for which 14% globally achieve.
- 20 KIST students attaining the IB DP (61%) attained scores of 42 points or above, qualifying them to be considered for the KIST "Learning for Life" University Support Scholarships.

Group	Course	# enrolled	Actual Grade Average	World Average	Difference between AG and WA
1	English A L&L HL	19	6.16	5.02	1.14
	English A L&L SL	14	6.24	5.26	0.98
	Japanese A L&L HL	5	6.00	5.56	0.44
	Japanese A L&L SL	1	6.00	4.93	1.07
2	Japanese B HL	14	7.00	6.17	0.83
	Japanese B SL	11	6.82	5.24	1.58
	Japanese AB SL	2	7.00	5.21	1.79
	Spanish AB SL*	1	6.00	5.05	0.95
3	Business Management HL	4	7.00	5.24	1.76
	Business Management SL	2	6.50	5.10	1.40
	Economics HL	4	6.75	5.39	1.36
	Economics SL	8	7.00	5.01	1.99
	Geography HL	3	6.33	5.50	0.83
	Geography SL	12	6.42	5.05	1.37
	History HL	4	6.75	4.53	2.22
	History SL	1	6.00	4.76	1.24
4	Psychology SL*	3	5.67	4.79	0.88
	Biology HL	11	6.73	4.73	2.00
	Biology SL	3	6.00	4.56	1.44
	Chemistry HL	17	7.00	4.98	2.02
	Chemistry SL	1	7.00	4.54	2.46
	ESS SL	5	6.00	4.46	1.54
	Physics HL	12	6.83	5.09	1.74
	Physics SL	2	6.00	4.64	1.36
5	Math A&A HL	11	7.00	5.21	1.79
	Math A&A SL	15	7.00	4.99	2.01
	Math A&I SL	7	6.86	4.39	2.47
6	Visual Art HL	4	6.00	4.44	1.56
	Visual Art SL	2	5.50	4.11	1.39

*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.
- 96% of courses offered at KIST (with green and blue shading) had results more than 0.5 points above the IB world averages.
- 86% 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 2022 for achieving phenomenal IB Diploma results, and best wishes for continued success as you commence your university adventures.

Hiro Komaki
DP Coordinator



Welcome to New Staff



We would like to introduce you to our new staff for 2022–23. Please join us in welcoming them to KIST and KIPS!

Teachers



Karen Donald-Godfrey
Secondary English



Chloe Kniveton
Elementary
Grade 5A



Hanad Mahamed
Secondary
Science



Anna Sophia Valencia
KIPS P2

Instructional Support Staff



Maslin Costiniano
Learning Support
Instructor (K1B)



Brogan Dietrich
Learning Support
Instructor (K1A)



David Herbertt
Learning Support
Instructor (K3A)



Peter-Ann Higgins
Learning Support
Instructor (G2B)



Chrisdelle-Janine Kawamoto
Learning Support
Instructor (G2A)



Leah McMacken
Learning Support
Instructor (K3B)



Muskan Manwani
Teacher-Trainee
(Elementary G4B)



Charles Owen
Learning Support
Instructor (G5A)



Mark Albert (Zac) San Juan
Learning Support
Instructor (G1A)



Ayane Tomita
Learning Support
Instructor (G1B)

Operational Staff



Riri Kinoshita
Administrative Assistant
(Elementary Office/Main Office)



Message from the Board President



In August 2022, KIST celebrated its 25th anniversary. During its history, there have been times when it wasn't all smooth sailing, but I would like to express my sincere gratitude to all those who have supported and assisted us over the years.

And so now, our 26th year, the 2022–23 school year, has just begun. With the start of construction of our new school building, available space on our main field has become very cramped, but with completion of the new building—which will include a gymnasium with a full-sized basketball court—scheduled for the end of October 2023, we plan to implement various strategies during the one-year construction period that will enable sporting activities and the like to continue.

I would now like to present a report from the Board of Directors.

The core of KIST's mission is "to provide academically motivated children with a high quality education in order to develop competent, academic and compassionate individuals who make meaningful contributions to our global community." And our vision "seeks for all learners to demonstrate excellence in academics."

At KIST, we have set three educational goals to help us achieve our mission and vision:

1. To provide opportunities for all students to acquire the knowledge and skills required in the DP to a high level in order to contribute to and succeed in our global community.
2. To open the doors to leading universities for all students who wish to continue receiving a quality education after graduating from KIST.
3. To support students in achieving excellent academic results that enable them to receive scholarships upon entering universities if financial assistance is needed.

Our degree of achievement for each of the above educational goals is as follows:

1. The KIST DP average score in 2022 was 42.1 points. As the world average was 32 points, this means that the difference was 10.1 points (9.3 points last year)—our widest gap ever.
2. This year, many of our graduates have succeeded in gaining entry to leading universities around the world, including the University of Cambridge in England.
3. This year, our graduates who achieved excellent results received monetary scholarships from universities and colleges that totaled more than 350 million yen—more than double the amount received in the previous year.

Congratulations to all of our "Class of 2022" graduates. And thank you to all the teachers and parents who have led them to this success.

In August 2019, KIST introduced the official IGCSE test as part of our educational reform, and 79% of the students scored 9s or 8s (maximum 9 points). This was the first official IGCSE test for all subjects, and I am pleased to report that these results were excellent. By comparison, 89% of UK schools ranked 2nd in the world for IB DP schools scored 9s or 8s, and 76% of UK schools ranked 11th scored 9s or 8s.

In order to implement further educational reforms, the introduction of the KIST Lower Secondary Program (LSP) has begun this year. The program is being overseen by experienced subject teachers whose students have achieved high results in the DP and IGCSE, and the resulting curriculum that has been developed fully prepares students for the challenges they will encounter in both the IGCSE and the DP.

One of the important roles of the Board of Directors is to verify the effectiveness of educational reforms that the school implements and to promote further reforms where necessary. Continuing from the previous school year, this year the same Board members will continue in their roles, so we ask for your ongoing understanding and cooperation.

Financial report

The settlement of accounts for the period from April 2021 to March 2022 has been audited by the two school auditors. The settlement has been approved by the Board of Directors and reported to the Board of Trustees. (As per Japanese private school law, the settlement period runs from April to the end of March, which is different from our school year). If you would like to view the school's financial statements and the like, please contact Mrs. Komatsu or Mr. Maeda in the office to make an appointment. Please note that in accordance with legal stipulations, only current students and their parents, and school staff are eligible to view these documents.

Takako Komaki
Board President/Associate Head of School



New School Buses



As the color and shape of the school buses have hardly changed at all, some users may not have noticed that we actually have two new school buses!

KIST currently has three school buses: two medium-sized buses and one microbus. In time for the start of the new school year, the two medium-sized buses were replaced for the first time in twenty-one years!

The school buses are not only used for the daily commute to and from school, but also for various other purposes such as Elementary School class field trips as well as Secondary students travelling to and from after-school sporting practices and competitions.

We ask for the cooperation of all students in being mindful of taking care when using the buses in order to maintain them in good condition for a long period of time. In addition, we will continue to strive to operate the buses safely.



New School Building Construction Update

We are pleased to announce that all preparatory work, including the demolition of the gymnasium and subsequent ground improvement work (e.g. removing underground piles from the former Koto-ku elementary school facilities), has been completed, and construction of our new school building has finally begun.

To ensure the shortest possible construction period and to place the highest priority on completing construction so that we can move into the new building by the end of October 2023, we had to change our original construction plan. As you may have seen at the Parent Welcome Nights or during drop-off and pick-up times, the resulting field space is very limited.

We are very sorry for the stress caused to the students and staff by the limited space for PE lessons and break times; however, the space being used for construction is essential for completion of work in the shortest possible time, so with the cooperation and understanding of the PE department and school staff, as well as various ideas by the school, we will overcome the difficulties together by next October.

In order to solve the problem of space, we are planning various contingency measures such as improving the rooftop areas (by creating a sports court), and when it is difficult to secure a space for PE classes due to overlapping schedules, we will rent an outside gymnasium or sportsground for Secondary PE classes so that lessons are not affected.

The construction company we have chosen is Shin Nihon Corporation. As construction is being conducted on the site at the same time

as regular classes and school operations continue, we have asked the construction company to pay close attention to noise reduction and safety measures. The blind corners of the fence surrounding the construction area are transparent at key points to prevent injuries due to collisions between students and to allow students to see the construction work. When we actually see students peering in with great interest, we are very happy to see the start of the new school construction project. We are looking forward to seeing more and more changes in the school.



Traditional Japanese ceremony (Ground-breaking ceremony) held on July 28, 2022 to pray for safety during the period of construction



The construction site as of September 1, 2022

In order to maintain a bicycle parking for staff, we are using the space behind the kindergarten playground. We would like to take this opportunity to thank the Okada Family (G9 and G2) for sponsoring the installation of the parking area gate. Thank you very much for your cooperation.

We can't wait to see the new school building completed!



PYP News



GL assessment



For this issue of *The Comet*, I will be introducing some more new assessments that we will be using for Grades 1–5 this school year.

Last year, we replaced the usual paper-based end-of-year tests with online assessments sourced from the UK. Developed by GL Education, the Progress Tests in English (PTE) and Math (PTM) are updated regularly to reflect changes in the curriculum and are standardised against the performance of around 35,000 students in the UK to give an accurate indication of how students at KIST compare.



One of the most exciting features of the new Progress Test Series is the development of a new suite of reports for our

teachers, offering clearer and more comprehensive data. This also means that you, as parents, will receive the results quicker and hopefully in a more useful format.

These tests were deemed a success as they proved challenging for our students and were relatively easy to administer for our teachers; therefore, we have decided to expand the range of GL assessments for this school year.



The first of these tests will be the *New Group Reading Test* which will replace the Fountas & Pinnell

reading tests that we have been using for many years. The purpose of this test, which is taken twice per year in October and January, is to help teachers assign their students to appropriate guided reading groups. The NGRT is a computer-based, adaptive test, meaning that all students in the grade start at the same place, but as they answer the questions, the test adapts to their level of proficiency, assigning either easier or more difficult reading passages until they reach their instructional level. Unlike the Fountas & Pinnell assessments that took 20–30 minutes per student, the NGRT can be administered to the whole class in 30 minutes, saving everyone time that can be better used for classroom instruction.



The other piece of the GL series that we are using is not really an assessment. The *Pupil Attitudes to Self and*

School Survey will replace our usual student surveys for G1–G5. This short 20-minute online survey takes the guesswork out of understanding why pupils may be reluctant, disengaged, or even disruptive learners by

sensitively exploring social and emotional wellbeing. It also provides interventions and guidance so our teachers can start to address issues immediately.

I am confident that these additions will positively impact our students and teachers. If you have any questions about assessment in the elementary school, please e-mail me at oliver.sullivan@kist.ed.jp.

Oliver Sullivan
PYP Coordinator



Changes with the Season



Well, we've come around a corner and it's that time of year again. The heat is high and along with the humidity, expectations for a new year are rising. This year will pose some unique challenges for the classes

and students at KIST, with the construction of the new school building well underway, space is limited, and scheduling is tight.

Some of the available space that has been repurposed includes the rooftop of the secondary building. This area has many possibilities, and the PE department has been working hard to create a space that will have use beyond typical recess activities. Keep your eyes and ears open as we will have some additional surprises that will certainly heighten your "Roof-Top" experience in the coming weeks.

Clubs will have started by the publication of this article. Teachers have been putting forward their ideas for a variety of clubs, including some of the "Old Favorites" and a few new and interesting selections. A couple in particular that look exciting are the KISTv and the yoga clubs. I hope that you are successful in joining the club that you want to enter as it's a great way to end a tough day at school. Unfortunately, all the field sports that we usually have on offer are not available until we have a proper field in place.

One last item of change worth mentioning is the timing of the school lunch. As the schedules for elementary needed a bit of adjustment to cover all the lessons, lunches got pushed back an hour. Waiting for lunch is a new reality, therefore students are reminded to bring a snack that can tide them over the hump into lunch time.

With all this said and done, I wish you a successful and prosperous 2022–23 school year.

"Work hard, play hard and keep it in balance!"

Clay M. Bradley
Elementary School Vice Principal/
Student Care Coordinator (Elementary)



Early Childhood News



Dear KIST Families,

Welcome to the 2022–23 academic year. To those who are continuing with us, welcome back, and to those who have joined us for the first time, welcome to our school!

How was your summer holiday? I hope that many of you were able to see your family members (who you may not have been able to visit over the past few years due to COVID-19) in your home countries this year.

I hope that the situation with the pandemic will calm down during this school year. In our Elementary School this year, we will be bringing back a number of activities which we have not been able to do for the past three years such as Buddy Reading Time, A and B class interactions during recess, and multi-grade club activities. Buddy Reading Time, in particular, is very popular with our kindergarten children as they get to spend time with their 'big brothers and sisters.' We are excited to see what kind of activities they will be able to do together this year.

Next, I would like to introduce our ECE instructional team for the year. We had a few staffing changes at the end of last year: two members of our team went on maternity leave, two became Elementary homeroom teachers, some went abroad to study, and more. This year, two staff members happily returned from maternity leave, and we have welcomed four brand new members of staff to our team.

Each of our K1 to K3 classes has three staff members: a class teacher and two learning support instructors, for a total of 18 staff. The children also engage with other single-subject teachers throughout the day.

In terms of the instructional experience of our 18 staff members (or more precisely, 17, as we are currently awaiting the arrival of an additional learning support instructor for K1B), the average number of years of instructional experience is 10.8 years. The longest-serving staff have more than 30 years experience, and the shortest-serving staff have been working in education for three years. Our staff come from 12 different regions, 11 different nationalities, and speak not only English as their first or second language, but also 10 other home languages. More than half of them are parents themselves with children. Each of them has diverse interests and brings their own experiences in working with the children in their respective classes.

Although there is still a long way to go, with your help, the staff will continue to work hard to ensure that the children enjoy learning this year. We look forward to your continued support.

Eri Ozawa

Early Childhood Coordinator (K1–K3)/
K2A Teacher



K1A



K1B



K2A



K2B



K3A



K3B

K1 Sustainable Development Goals



During the summer program, we focused on the Sustainable Development Goals (SDGs). The previous K1s (current K2s) focused on the 12th goal (Responsible Consumption and Production) and the 15th goal (Life on Land.)



For the 12th goal, we learned about 'Reduce, Reuse and Recycle.' We did many projects, such as making compost with food scraps, natural things (leaves, twigs, bark of trees), coffee grinds, tea leaves, and used cardboard. The children enjoyed making their compost; due to this, they became aware of putting their

banana peels in their compost after eating snacks.

We recycled paper from scrap paper we used in the classroom. The children ripped the paper into small pieces and mixed it with water until it became pulp. We flattened the pulp and dried it. The children wrote a

message to their parents using the paper they made!

We also planted seeds with reused plastic bottles. The children drew pictures of the changes in their seeds using their journal booklets.

For the 15th goal, we focused on the importance of animals and plants. We looked at the reason why some animals are endangered. We also did a 'Nature scavenger hunt.'

We also learned that honeybees are under threat of endangerment due to climate change and deforestation. We also learned the importance of bees, pollen in flowers, and how they produce honey. The children enjoyed being beehive inspectors during the dramatic role-play. They also became honey sellers and buyers!

Claire Yoneyama
K1A Teacher



Elementary ELS

Reading with your child—This resource can help!



Mom! Dad!
When we finish
reading, ask me
some of these
questions:

- Which words rhyme in the story?
- What happened in the story?
- Who are the characters in the story?
- What was your favorite part of the story?
- Tell me about the (things, places, or animals) in this story.
- What is the title of the story?

Emergent

ママ！パパ！
読み終わったら
私にいくつか質問し
てください：

- どの単語が韻を踏んでいますか？
- 物語の中で何が起きましたか？
- 物語の登場人物は誰ですか？
- 物語のどの部分が好きですか？
- この物語に出てくる物、場所、または動物について教えてください。
- この物語のタイトルは何ですか？

Emerging

To start off our 2022–23 school year, we would like to share a resource that can help you support your child's language and literacy learning at home. Asking your child questions about the books you read together is one of the most effective ways to improve reading skills and language learning. However, sometimes it is hard to know what questions to ask as we share a book. So, to make that part easier, literacy expert Bonnie Campbell Hill developed bookmarks printed with great questions and made them available in multiple languages.

To use this resource well, please keep in mind that reading with your child in your home languages is excellent literacy support. Bonnie Campbell Hill, like other literacy and bilingual education experts, emphasizes 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." Development of home language literacy supports English language literacy.

Bookmarks are available in Chinese, Dutch, English, Italian, Japanese, Korean, Polish, Portuguese, Spanish and Thai. Please e-mail me and let me know which languages you would like. I can e-mail you a digital version and also print them to send home with your child. If the language you would like is not available, please still e-mail me and I will try to help.

For more information about supporting your child's language and literacy development at home, please see Bonnie Campbell Hill's article "EAL Family Support" (on your child's class Schoology page, or to receive a copy please e-mail me). Please also see *The Comet* article from last year "Deepening skills during shared reading at home" on page 8 at the links below:

Web https://www.kist.ed.jp/files/pdf/TheComet/The%20Comet_2021.12_E.pdf

Web https://www.kist.ed.jp/files/pdf/TheComet/The%20Comet_2021.12_J.pdf

Looking forward to helping support another great year of learning enjoyment!

Rachel Parkinson
Elementary ELS Coordinator
rachel.parkinson@kist.ed.jp



爸爸！妈妈！
我们刚看完这本书
请你们问我
下面写的问题

- 书里有哪些是押韵的词？
(cat - hat)
- 书里讲的是什么故事？
- 故事里有哪些人物？
- 在这个故事里，你最喜欢的部分是什么？
- 告诉我，这个故事里讲到哪些事情，哪些地方，哪些动物等等。
- 这本书的名字叫什么？

Emergent

엄마! 아빠!
제가 책을 읽고난 다음
질문들을 해주세요.

- 이야기에서 운율 (Rhyme)이 있는 단어가 뭐가 있죠?
- 이야기 속에 무슨 일들이 일어났니?
- 이야기 속에 인물들은 누가누가 있니?
- 내가 가장 좋아하는 이야기 부분은 어떤거니?
- 이 이야기 속에서 내가 제일 좋아하는 것 (물건, 지명 또는 동물)에 대해 이야기 해 보렴.
- 이 이야기의 제목이 뭐지?

Emerging

KIPS News

KIPS was established in October 2016 as an in-house daycare facility, and this year marks its sixth year of operation. After five years since opening, I have been reassigned to KIPS as the Office Coordinator. I am looking forward to working together again with my former colleagues, new staff members, and existing and new families to further improve the life of the preschool.

In addition to disinfecting and hand washing, we also provide children with a nurse's checkup, SIDS check, monthly weight and height measurements, health checkups twice a year, and dental checkups. In addition, we conduct monthly disaster drills, daily facility sterilization and checkups, constant ventilation, and staff training, and we also provide as many additive-free lunches and snacks as possible.

We aim to make KIPS a safe, nurturing and fun place for children to learn and grow, and to incorporate a variety of English language classes. Although there are still many limitations due to the ongoing COVID-19 situation, we hope that we can enjoy watching the children grow up together while maintaining good communication with families.

I received a nice comment from one of the parents at the time when KIPS was established six years ago. The parent said that on Saturdays, the child carries his bag on his back and says, "I'm going to KIPS!"—that is how much he loves KIPS.



We hope that KIPS will continue to be a place where children love to go.

Yukiko Murai Jones
KIPS Office Coordinator



To our new KIPS families, welcome to KIPS, and welcome back to our continuing students!

This year, we welcomed 5 children to our P0–P1 class and 11 children to our P2 class. As most of the children are new to KIPS, there were a lot of tears during the first week, but we were glad to see that our continuing children were very kind in offering toys and comforting touches to their new friends.



At the beginning of the school year, one of our main objectives is for the children to become accustomed to the KIPS environment. We try to make the routine as consistent as possible and use English along with visual cues to help the children remember important points and eventually adapt to their new routine. Some of the activities the children do as part of their daily routine include cleaning up after playtime, washing their hands, singing before meals, sitting down together during lessons, and holding the rope during our outside walk time.

A new school year brings many new challenges, but it is also a time for learning new things and having fun. We are looking forward to working in partnership with the parents as we guide and take care of the children during this crucial stage of their lives.

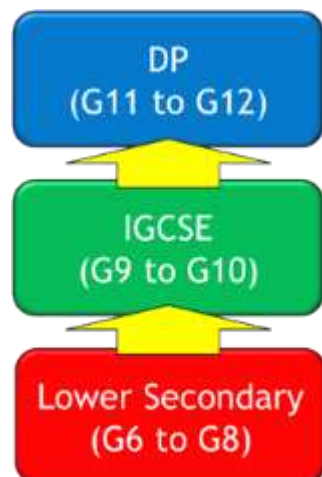
Ma. Cielito Bautista
P0–P1 Teacher



KIST Lower Secondary Programme (LSP)

Introduction

Hello everyone, my name is Kei Komaki, the Lower Secondary Programme (LSP) Coordinator. As you may be aware, KIST has switched its learning programme for G6 to G8 from the MYP to the LSP from this year. In this article, I would like to answer the question I have been asked most often as the LSP Coordinator, "Why did KIST switch to the LSP from the MYP, when the MYP is an official programme offered by the IB?"



To answer this question, I would first like to explain the purpose of the LSP.

The purpose of the LSP

The main purpose of the LSP is to prepare students for success in the IGCSE and the IB Diploma Programme (DP).

Both knowledge and inquiry skills are essential for success in the IGCSE and DP. For example, assessment in DP Mathematics, like many other mathematics courses, tests students' knowledge of mathematics in the final examination. However, students must also submit a mathematics research paper where they are required to explore a real-life problem or question in their own surroundings as a theme and solve it using mathematics. In the I&S subjects (history, economics, business administration and geography), students must explore real-life events, using their developed knowledge and conducting case studies, both in the IGCSE and in the DP. I could give many more examples, but there are not enough words for that, so I will stop here.

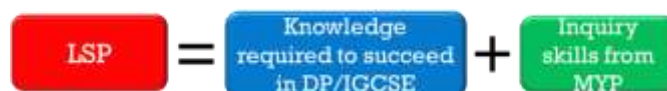
The structure of the LSP

As mentioned earlier, both knowledge and inquiry skills are essential if students are to succeed in the IGCSE and DP.

First, to ensure that students acquire sufficient knowledge by G8, the LSP subjects have a vertically linked syllabus. This is especially applied to four of the subjects: English, Science, Mathematics and Computing. These subjects base their content on the Pearson Edexcel iLowerSecondary syllabus, which is the official pre-IGCSE course offered by Pearson. Official external examinations are held for these subjects at the end of the G8 academic year, giving students an objective measure of the knowledge and skills they have acquired, as well as providing them with formal examination experience ahead of the IGCSE and DP.

In addition to knowledge, the LSP incorporates

elements of the MYP into the course to provide students with the inquiry skills required for the IGCSE and DP. For example, the exploration of assigned reading topics from the MYP language subjects continues in the LSP. The LSP is therefore a hybrid programme that combines the knowledge component required for the IGCSE and DP with the exploration element of the MYP.



What is done in the LSP?

So what is actually done in the LSP and how does it differ from the MYP? Let's take a look at the different subjects.

Subjects	DP & IGCSE	LSP
Language (English and Japanese)	Papers are required to be written within time limits in the examinations	All assessments are in the form of time-limited writing tasks, which the MYP did not have
Individuals and Societies (I&S)	Select subjects from four subject areas: Geography, History, Business and Management, and Economics	Covers an introduction to all four subjects by G8
Mathematics	80% of the assessment weighting is on Knowledge and Understanding	Increased the weighting on Knowledge and Understanding from 25% (MYP) to 80% (LSP)
Science	In addition to the examination, students are required to design, conduct and write a report on the experiment	In addition to preparing for the iLowerSecondary exam, students' "lab skills" are developed

These are only a few examples, but there are a number of arrangements in the LSP subjects that focus on preparing students for the IGCSE and DP.

But why is KIST so committed to preparing students for the IGCSE and the DP? This is related to the current situation with university admissions.

Continued on next page

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University admissions today

Many people commonly have the misconception that good grades in the DP (G11–12) will get them into any university of their choice anywhere in the world. However, US universities require applicants to submit grades from G9 when applying, and leading universities such as Ivy League schools and MIT will only accept applicants with consistently excellent grades from G9, no matter how good they are from G11 to G12. Not only in the US, but also Cambridge and Oxford in the UK, and the University of Tokyo and Waseda-Keio-Sophia in Japan, require students to submit grades from G10.

This means that to gain admission to the world's leading universities, students need to be well prepared by G8 and be academically successful from G9.

As such, the LSP was introduced to maximise the number of future options for students by providing maximum support for G6–G8 students and preparing them well for their studies from G9.

In conclusion...

I hope you enjoyed reading this article. If you have any questions regarding the LSP, please do not hesitate to contact me.

Kei Komaki
LSP Coordinator
kei.komaki@kist.ed.jp



Athletics Update

Fall 2022



Welcome back KIST students and families as our Fall season is back to a regular program and participation is remarkably high.

A quick note about the ISTAA U-18 Futsal tournaments held at the end of the school year (Spring 2022). Both the Girls' and Boys' teams had strong tournaments finishing second of 4 and 5 teams, respectively. Unfortunately, the KIST teams were unable to beat BST for the championship.

At present our Fall teams are all in training preparing for competition in the below:

- Cross Country – all MS and HS. We have fifty runners this year—the most ever, and many great coaches supporting the team.
- MS Boys' Soccer
- MS Girls' Volleyball
- JV Boys' and Girls' Volleyball
- JV Boys' and Girls' Tennis

Please check the KIST Athletics page on Schoology to see competition dates, times, locations, results and other information.

Thank you to all the coaches, administrators, management and parents for all your support for KIST Athletics. The students are looking forward to a wonderful year.

Dennis Ota
Athletics Coordinator



KIST 'Learning for Life' University Support Scholarships

Twenty graduates awarded university support scholarships in 2022!

At KIST, we define a high-quality education as promoting academic excellence, international understanding, moral character and lifelong learning. In line with this definition is our goal for our students to gain the skills and knowledge they will need to succeed in higher education and in their lives beyond. The KIST 'Learning for Life' University Support Scholarships are offered to students who, through hard work and diligence, achieve high scores in their final DP examinations, with the intent to continue their studies at university and eventually contribute to society at large, while maintaining their sense of inquiry and the desire to continue learning throughout their lives.



Three categories of scholarships are awarded as follows:

Scholarship	Points attained	Amount
Gold Award	45 points	2,000,000 yen
Silver Award	44 points	1,000,000 yen
Bronze Award	42–43 points	500,000 yen

We are pleased to announce that **twenty** members of the KIST Class of 2022 will receive KIST 'Learning for Life' University Support Scholarships!

Seven students will receive **Bronze Awards**, another **seven** students will receive **Silver Awards**, and finally, **six** students will receive **Gold Awards**—the greatest number of golds awarded so far!

Congratulations to our 2022 KIST 'Learning for Life' University Support Scholarship recipients!

Secondary Student Care

The Secondary Care Team of Miss Cowie and Mr. Archer would like to extend our warmest wishes to all returning KIST students and families, whilst offering a similarly warm welcome to all the new faces joining us for 2022/2023!



We are always available before school, during recess and after school to support the students with any aspect of life inside or outside of school that they find tough. However, we are also there for KIST families, too, and we would welcome any parent reaching out to us to discuss any aspect of their child's wellbeing.

As we return for a new year, there are so many pieces of new information to take in that it can be extremely overwhelming. Therefore, we wanted to give our Top 3 tips for families for helping to ease the transition back into the academic and social pressures of school.

1 Respecting the need for space

School can be intense at the best of times. Returning to school and having to deal with new schedules, learning content, teacher relationships, and peer relationships (even writing this feels overwhelming!) can take a mental toll on the students.

They may appear a little more withdrawn at home for the first few weeks, but the likelihood is you don't need to panic! Sometimes, the mental toll of putting on a brave face whilst everything is new and confusing can be exhausting. Some students may feel that, at the end of the school day, as little social interaction as possible is just what they need.



However, if you are worried that your child seems particularly withdrawn or disaffected, please reach out to the care team as soon as you feel comfortable to do so.

2 Praise early and often

At KIST, our students achieve amazing things every day. Often, to document them all on a daily basis would be a huge time commitment! However, asking about what your child achieved today and praising them for it helps to set a tone of celebration. When students feel energy and effort is being put into praising even seemingly small achievements, when the inevitable moment comes when they need to reflect on something they need to improve, it doesn't feel so negative as there has already been so much praise already. The balance instead feels far more focused on success, making the chance to improve seem less daunting. Being their biggest cheerleader helps to set the foundations for positive self-esteem.



If your child has achieved something outside of school that you think we may not be aware of (maybe, they are too shy or humble to share) please do let us know!

3 Be accepting of sudden changes

You may suddenly find that your child has returned home eagerly discussing the brand-new hobby they are interested in that has been sparked by new friendships with several names that are strangers to you. This is completely natural and, even in a tightknit community like KIST, friendship dynamics and interests can quickly shift gears. Rather than worrying about the change, try and accept that this is a natural part of the journey through adolescence. Taking a genuine interest in things that seem new can help students to feel like they are accepted and reinforce the idea that they are maturing and making good decisions.

Of course, if you have questions or concerns about any dynamics that seem to be having a negative impact on your child, please do reach out to the care team. We are always available to have confidential discussions about these concerns and may be able to provide insight from the school's perspective.

We are looking forward to meeting more families in person this year and building on the foundations set last year for the pastoral care provision at KIST. Please don't hesitate to reach out to us—our goal is to provide a supportive environment for all families.

Hannah Cowie and Matthew Archer
Student Care Coordinators (Secondary)



Secondary ELS



Secondary ELS department 2022–23

As we welcome students back to commence the 2022–23 school year, the Secondary ELS department is developing Academic Writing curriculum and support strategies to meet the demands of the new Lower Secondary Program. This will include:

- Targeted in-class support in G6–G8 for identified students
- Monitoring of skills and providing concrete skill targets for identified students
- Academic Writing classes for G6–G8 to be held during period 0
- Collaboration with teachers across subjects to identify opportunities for further language support

Through ongoing work with both students and teachers, we hope to give each student equitable access to the curriculum and to help them realize goals beyond the classroom. Should any students or parents have questions about English Language Support or the English language resources available to students, please contact me at jade.bonus@kist.ed.jp.



Jade Bonus

ELS Coordinator (Secondary)

ELS department staff introductions

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 third year supporting students in the Secondary School.

My role is to support students in the following areas:

- Constructing academic essays for assessments, including academic register, vocabulary and essay structure.
- General English grammar and sentence structure.

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



Jade Bonus

ELS Coordinator

I am a certified secondary English and Media Arts teacher originally from Melbourne, Australia. Prior to moving into education, I was a magazine editor, specializing in the music media, and therefore have extensive experience in the use of English in the professional sphere.

Japan has been my home for just over nine years. My first role in Japan was teaching English in Japanese elementary and secondary schools in Towada, Aomori prefecture, and the region (and its apples) will always hold a very special place in my heart.

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 taking on the role of Secondary ELS Coordinator in 2019. This year, I will also be supporting students in G6–G8 English language and literature as a classroom teacher.



LMC News

The benefits of reading

Recently I read an article in the Nikkei Shimbun that was one in a series of articles on tackling educational disparity. It discussed several influences on the level of educational achievement a child will gain including neighbourhood background and parental level of education, and presented research about parental time investment in children, and how this improves children's educational outcomes.

One of the points in the article that really stood out to me, was the impact parents investing time in reading to their children, and encouraging older children to read, has on educational achievement overall, and not just in the areas of English and language.

As a household where both parents work full time, time can be very limited, but spending time each night sharing books, visiting our local library and reading with our daughter in both English and Japanese is something we prioritize in our family, even though she is still only in P1.



Akiko (P1)

Reading really is an extremely valuable way to improve children's learning, and KIST Libraries are here to help support students in accessing and enjoying reading!



Shannon Goan
LMC Librarian

LMC induction session

In the first week of school, students in Grades 6 to 8 were given a special induction lesson into the LMC as a new initiative to help the students use the school's fantastic resources.



During the lesson, students were reminded of the rules, routines and expectations of the LMC, and had a chance to explore the amazing resources on offer.

We always encourage students to be active and enthusiastic readers, but we also wanted to remind them of resources such as study guides, newspapers and magazines that are on offer! The library staff and I hope that students appreciate the effort that has been made over the summer to create a clear labelling system, so that students can more easily find books they might be interested in. Most students took out a new book during the induction period, which shows they are off to a very good start!

Please encourage your child to speak to their English

teacher or one of the library staff if they are struggling to find a book that engages them—the LMC's content is constantly evolving, and we love nothing more than lending out the new books.



Isobel Duncan
Secondary Subject Area Coordinator—English



Staff 10!

*In this month's Staff 10!, we are pleased to present **Niña Reyes** who joined us in November 2019 as a music specialist in the Elementary School. She is currently teaching music to students in K1 to Grade 1 at KIST, and also conducts music activities with children at KIPS.*

1) Tell us something interesting about your hometown.

Quezon City was named after the second President of the Philippines, Manuel L. Quezon. It's the largest city in the country and also known as the "City of Stars" because the city is also the centre of the country's entertainment industry, media and theatre. In fact, the Philippine Educational Theater Association (PETA) theatre which promotes Filipino straight plays and musicals is a few blocks from my home—no wonder I'm a star, haha.

2) What is your favorite place in the world?

I love Italy. Aside from their rich culture in music and mouth-watering food, it exudes a romantic vibe. Also, it gives me a lot of great memories with my family, especially when we visited there for the Great Jubilee year.



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

I would like to meet Ringo Starr and be able to speak to him about music.

4) Do you have any special skills or talents?

I can do scratch art using my non-dominant hand.

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

I sang in front of former Philippine President Gloria Macapagal-Arroyo and Hollywood director Quentin Tarantino in Malacañang Palace. Mr. Tarantino addressed me as "little lady" when he spoke to us after the performance. 😊

6) What is your most prized possession?

The pair of earrings I have been wearing since I was a baby. They were passed on to me from girl no. 1 (We are 7 in the family: 5 girls sandwiched by 2 boys). My mum had it redesigned from just a diamond flower stud to dangling earrings.

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

I always consider myself as a **risk-taker** and because of this trait, I was able to reach my goals of being an

educator/musician and working overseas. I am brave enough to face challenges that come my way and be in situations that are uncomfortable to me.



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

I am a product of a non-graded modular education. As much as there are advantages in that kind of educational system, I know that I do not fit there. If I have the chance to live my life again, I will choose a school that is more hands on for their students and guides them to reach their full potential.

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

I am continuously taking music lessons and one of my goals now is to be more active in sports.

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

Each of us is unique and special. Don't be afraid to share your talents with others. Also, never give up on your dreams! Keep going and move forward! 😊



Ms. Niña holding the Philippine flag and the "Voyage of Songs" Grand Champion trophy, minutes after her group bagged the highest award in the International Choral competition held in Thailand in 2007.

Nurse's Notes

Benefits of deep breathing

When was the last time you took a deep breath since you had to start wearing a mask?

We often say 'take a deep breath' when you are tense, anxious, scared or stressed, but what does this mean, and do you think it helps?

Why is taking a deep breath important to reduce your stress or anxiety levels?

Deep breathing increases the supply of oxygen to your brain and maintains the balance of the Autonomic Nervous System (ANS). The ANS controls heart rate, blood pressure, digestion, urination and sweating. The ANS has two branches: the Sympathetic Nervous System (SNS) and the Parasympathetic Nervous System (PSNS).

What is SNS?

The sympathetic nervous system carries signals that relate to your "fight-or-flight" response to anxiety or stressful situations. Your heart rate increases, delivering more blood to areas of the body that need more oxygen in these situations.

What is PSNS?

The parasympathetic nervous system carries signals that relax and reduce your body's activities. It is sometime called the "rest-and-digestion" state.

Benefits of deep breathing

- **Decreases stress levels:** When you become stressed or anxious, the stress hormone (Cortisol) is released in your body. Taking deep breaths helps your heart rate slow, more oxygen is supplied to the blood stream and this communicates with the brain to relax.
- **Improves immune system:** Fully oxygenated blood carries cleaner blood.
- **Relieves pain and reduces muscle tension:** Deep breathing increases your endorphin hormones and relieves pain.
- **Decreases blood pressure:** The blood vessels dilate when you are relaxed.



- **Improves digestion:** Deep breathing supplies better blood flow, which in turn promotes your organs to function more effectively, including the intestines.
- **Alleviates anxiety and depressive symptoms:** Deep breathing increases your endorphins (the body's natural painkillers) and creates a general feeling of well-being.
- **Provides more energy to the body**
- **Releases nearly 70% of toxins from your body through breathing**
- **Stimulates the flow of cleansing lymph fluid**

How to take deep breaths?

- 1 Sit upright in a comfortable position such as sitting in a chair with your shoulders, head and neck supported against the back of the chair and relax.
- 2 Put your hand on your abdomen and place the other hand on your chest.
- 3 Close your eyes and focus on your breath.
- 4 Exhale through your nose slowly and gently.
- 5 Inhale through your nose slowly. Let your chest and abdomen fill with fresh air.
- 6 Keep breathing through your nose. Let your chest and abdomen fill with the air and deflate.

Yukiko Yamazaki
School Nurse



Reference:

Joshua A. Waxenbaum; Vamsi Reddy; Matthew Varacallo. (2021). Anatomy, Autonomic Nervous System. National library of medicine. Retrieved from <https://www.ncbi.nlm.nih.gov/books/NBK539845/>

University Guidance News

2021–22 KIST university highlights

To open similarly to last year, the offers for the Class of 2021–22 have been exceptional. The most impressive part has been seeing numbers increase in each area even though we had the smallest graduating class in the past few years:



- 70 total offers received from Top 50 Universities (QS Rankings 2023)
- First students from KIST admitted to **University of Cambridge (1)** (from IB entry), **Tsinghua University (1)**, **Carnegie Mellon University (1)**, and **National University of Singapore (6)**
- We tied the record for admittances to leading Tokyo universities with 17 offers between Tokyo University, Keio University, and Waseda University
- 94% of students who have applied were accepted to or enrolled in one of their 1st choices
- Students this year received offers across thirteen countries (Australia, Canada, England, Hong Kong, Japan, Mainland China, Netherlands, New Zealand, Scotland, Singapore, South Korea, Taiwan, and the United States)
- Japan was the most popular destination with 10 students enrolling at universities locally

Future goals

Maintaining 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% two years ago to 85% last year, and now 94% this year. For avid readers, you may remember our goal for last year was 90%. Maintaining this will be difficult, but achievable.

How can we maintain 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

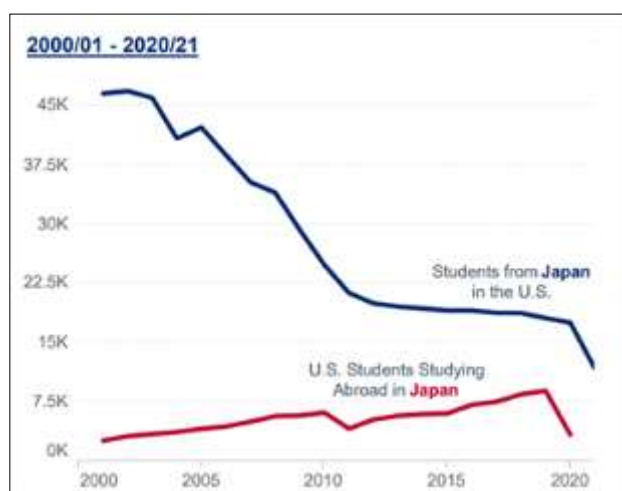
High achieving students get into the schools they want when they have the **support of their friends,**

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.



Increasing acceptances to top US universities (problems)

One area that many in our community would still like to see improvement in is that of acceptances from top US universities. The United States has seen a slowing of applicants from Japan since a peak in the early 2000s. While the discussion behind this could be quite lengthy and more recently include the pandemic, other reasons are generally thought to include the following:



• Increased costs of tuition

In Japan, a low inflation rate has led to the cost of goods remaining quite stable and thus the salaries of many families have also not changed much in the past two decades. However, the cost of tuition in the US has skyrocketed. The annual average international student tuition cost for US public universities was **\$10,409 in 2002 and is now \$28,238**. For private universities that number jumps from **\$17,938 to \$43,775** in the same timeframe.

• Increased competition

Universities that were considered "competitive" for entry not too long ago are now considered "exclusive" just because of the increased applications coming from all over the world. One example is Emory University in Georgia. It was a hidden gem for many years and in 2005 with 12,011 applications and 4,407 acceptances, the ~37% acceptance rate made it a good choice for top students overseas to consider as a target. Fast forward to today, their admissions during the 2021 application cycle received 33,435 applications for a similarly sized 4,364 acceptances. The school now has around a 13% acceptance rate and is considered a reach school for many. For those applying from overseas, that rate drops even lower below 10% as most seats are reserved for US residents.

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This trend can be seen amongst almost all the top schools with applications doubling or tripling in the past two decades while spaces available for new incoming students remain unchanged.



- **Increased expectations**

The increased competition means that these top universities that will only take a few hundred new international students per year can be very picky when reviewing applications. While they are many aspects they will review (and these can be seen in more detail in the September 2021 issue of *The Comet*), the "GPA" will be the first one they consider when reviewing an application.

Increasing acceptances to top US universities (solutions)

- **Increasing overall GPA**

At KIST, our plan for preparing for almost all aspects of the application has become quite thorough. We prepare for SAT starting from the Grade 9 PSAT, we work on personal statements six months earlier than required, and we are one of the top IB schools in the world. However, our GPA historically is one thing where we were not as strong.

- **What is GPA?**

GPA stands for Grade Point Average. This is what US secondary schools use to convert their average letter grades of A–F to a numerical scale (generally out of 4.0 with an A being 4.0, a B 3.0, and so on). It is calculated semester by semester but also output an average the student's entire G9–12 career. So, when a school such as Emory mentioned above lists that their average GPA for the recent year was 3.81, we can assume that students they are accepting have mostly "As" on their academic record with a handful of "Bs" and probably very few or no "Cs".

- **Does KIST use GPA?**

As an IB World School, we don't officially have a GPA system, but after G10, we will start to input estimated GPA into Cialfo to allow students to get a better sense of what schools they can apply to.

- **What can we do about this now?**

Get into the habit of putting our best efforts forward even before G9 starts. Each university will convert our IB scores to their GPA equivalents

slightly differently. The consistent policy though is that they will all review grades starting from G9. Having scores as close to that perfect "7" each and every semester in each class will provide more flexibility and options in the future. Most students cannot develop this habit overnight. **Therefore, preparing during G8, G7, etc. for academic success is very crucial**



Increasing acceptances to top US universities (why does it matter?)

- **Finances and scholarships**

Because top universities want top students to help maintain their rankings and success, they are willing to provide generous packages to attract them. Four of our graduates from the Class of 2022 are on full-tuition scholarships in their respective universities. I would like to increase this number and ease the financial burdens on families while opening options that may not have existed otherwise.

- **School reputation/alumni connections**

The more students we have at different universities across the world, the more it helps our younger students by creating networking branches and giving them connections to reach out to with questions or curiosities that they would like to know more about.

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 2022

()=Number of students accepted | [★]=Scholarship offered | [#]=Matriculation confirmed
Italicized offers indicate students from previous graduating classes
 As of **September 1, 2022** (students still applying!)

AUSTRALIA

Monash University (1)*
 University of Melbourne (1)*
 University of Sydney (1)*

CANADA

Simon Fraser University (1) [#1]
 University of Alberta (1)
 University of Calgary (1)
 University of British Columbia (8) [#1]*
 University of Toronto (5) [#1]*
 University of Victoria (1) [#1]*

GREATER CHINA REGION

Hong Kong Uni of Science and Tech (5) [#2]*
 National Taiwan University (1)*
 The Hong Kong Polytechnic University (1)*
 The University of Hong Kong (3) [#2]*
 Tsinghua University (1)

JAPAN

International Christian University (1)
 Keio University (5) [#3]
 Kyushu University (1)
 Nagoya University (1)
 Nagoya Uni of Commerce and Business (1)*
 Nippon Sport Science University (1) [#1]
 Sophia University (4)
 Temple University Japan Campus (3) [#3]
 Tokyo Medical and Dental University (1) [#1]
 The University of Tokyo (3) [#1]*
 University of Tsukuba (1)
 Waseda University (9) [#3]

NETHERLANDS

Delft University of Technology (1)
 Eindhoven University of Technology (1) [#1]

NEW ZEALAND

Auckland University of Technology (1)

SINGAPORE

Nanyang Technological Institute (3)*
 National University of Singapore (6) [#3]*
 Singapore Management University (1) [#1]*

SOUTH KOREA

Sungkyunkwan University (1) [#1]
 Yonsei University (1)

UNITED KINGDOM

City University of London (1)
 Imperial College London (3)*
 King's College London (4)
 Leeds Arts University (1) [#1]

Ravensbourne University (1)
 The University of Edinburgh (8)
 University College London (6) [#2]
 University of Bath (6) [#1]*
 University of Bristol (4)
 University of Cambridge (1)
 University of Essex (1)
 University of Exeter (1)
 University of Glasgow (2)*
 University of Leeds (1)
 University of Liverpool (1)
 University of Manchester (9)
 University of Manchester (1) [#1]
 University of Nottingham (1)
 University of Nottingham (Medicine) (1) [#1]
 University of Sheffield (1)
 University of Southampton (1)
 University of St. Andrews (1)
 University of Warwick (3)

UNITED STATES OF AMERICA

Bard College (1)
 Boston University (3)*
 Carnegie Mellon University (1) [#1]*
 Denison University (1)*
 Drexel University (1)*
 Georgia Institute of Technology (1)*
 Illinois Institute of Technology (1)*
 Knox College (1)*
 Lawrence University (1)*
 Miami University, Oxford (1)*
 Michigan State University (1)*
 North Carolina State University (1)
 Northeastern University (2) [#1]*
 Purdue University (4) [#1]*
 The Ohio State University (1)
 University of California – Davis (3)
 University of California – Irvine (1)*
 University of California – Los Angeles (1)*
 University of California – San Diego (4) [#1]*
 University of California – Santa Cruz (1)
 University of Denver (1)
 University of Illinois – Urbana Champaign (2)
 University of Michigan (2) [#1]
 University of Minnesota Twin Cities (3)*
 University of North Carolina at Chapel Hill (1)
 University of San Francisco (1)
 University of Texas at Dallas (1)

