



The Comet

The Newsletter of K. International School Tokyo

Volume 13 | Issue 6 | May 2010

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*"Tell me and I'll forget.
Show me, and I may not
remember. Involve me, and
I'll understand."*

Native American Saying

From the Head of School

At the end of last term, Mr Rentoule and I attended the IB Asia-Pacific Regional Conference in Singapore. The theme of the conference was "Unlocking the Treasure Within". There were a number of keynote speakers, but two in particular, Wade Davis (Explorer in Residence at the National Geographic) and Greg Mortensen (Author of 'Three Cups of Tea' and founder of Pennies for Peace), highlighted and confirmed for me the essence of what we do in an IB school and that is preparing students for a world where they are equipped to take action for the greater good. The conference was also a good chance to re-connect with colleagues throughout the Asia-Pacific and share ideas. The IB itself is going through a huge growth phase throughout the world and in particular in the Asia-Pacific, and along with that growth there is change and development. It is an exciting time for the IB and for us, as one of only 141 three-program schools throughout the world.

The end of this academic year is fast approaching and with this a number of important school events. The first one is the PYP Exhibition. This is a wonderful celebration of the culminating year of the Primary Years Programme for our Grade 5 students. Students and their mentors work together to follow a thread of inquiry that is of personal interest to students. The PYP Exhibition and MYP Personal Project and the DP Extended Essay that although unique in structure to each program, share common elements such as personal engagement, inquiry, different perspectives and understanding.

The next event that again is a celebration of the talents of students here at KIST is the School Concert on June 5. I look forward to seeing all families there to support their children and enjoy the wide variety of performances. A few short weeks following the concert, we farewell our Grade 12 students at their graduation on June 18. On the same day, our Grade 10 students will also graduate to the senior school from the middle school.

I would like to thank those parents who have been able to attend one of the small consultation sessions for our Parents' Association. There is one more to go before finalizing procedures and I encourage you to attend if you have not been able to do so.

Finally, I look forward to seeing everyone at Family Day on Saturday, May 22. See you then!

Anne Grahame
Head of School

DATES TO REMEMBER



May 18:
Parents' Association: Small Consultation Group (10 a.m.)

May 22:
Family Day

May 24:
School holiday

May 25 – 28:
No clubs this week (ESL as usual)

May 28:
(G5) PYP Exhibition

May 31 – June 4:
No clubs this week (ESL as usual)

June 5:
School concert

June 7:
School holiday

June 18:
(G10/G12) Graduation ceremony (Morning)
(G12) Graduation dinner (Evening)

June 21:
End of year reports issued

June 21 – 23:
Student transition program

June 21 – 24:
No clubs or ESL this week

Spring Welcome Party

The Spring Welcome Party held on April 10 went very well, thanks to the efforts of many to get it organized.

The weather was glorious, the food was delicious, students enjoyed games and the mood was relaxed. About 650 people attended, and it was fun to see so many KIST teachers, staff and parents talking together and introducing each other.

In addition, we were able to generate profits (445,117 yen from the food and games and 201,000 from direct donations, for a total of 646,117 yen), which will go towards the artificial turf fund.

Thank you to all who helped and all who attended, making the event a success. Special thanks are due to the class parents who pitched in to help, to the Sakamoto family who arranged for the Kise-beya sumo wrestlers to prepare and donate chanko-nabe, and to the parents who donated baked sweets.

We look forward to seeing many of you again on May 22 at Family Day!

Friends of KIST Executive Committee

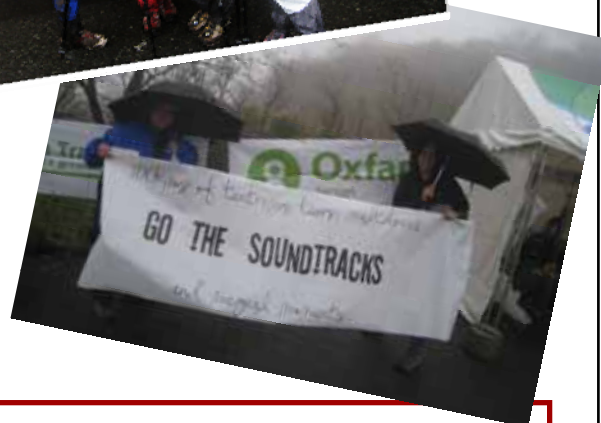


Live the Learner Profile!

On the morning of April 23, Erin Hoover (Grade 1B teacher), embarked on a 100 km walk against poverty with her team 'The Soundtracks' and their support crew, Emma Homerlein (PYP Coordinator) and Marnie Hollindale (K3D teacher). Oxfam Trailwalker Japan is a challenging fundraising event in which teams of four complete 100 km of trail through bush terrain in 48 hours. The donations have been used to implement projects in many of the poorest regions of the world to help end poverty and provide vital relief following natural disasters and conflict.

Thanks to the support of KIST staff and parents, 'The Soundtracks' helped to raise over 185,000 yen for Oxfam Japan.

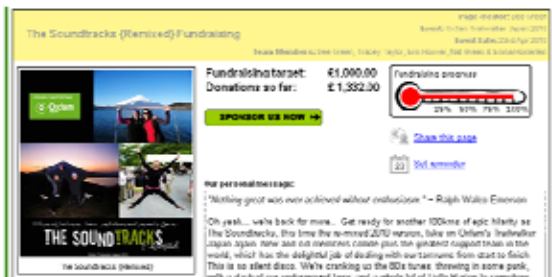
After 24 hours of rain, hail, sleet, fog and mud, 'The Soundtracks' team retired at 54 km. What an amazing effort towards helping those less fortunate than ourselves.



CONGRATULATIONS TO YOU ALL!

Thank you for your donations and messages of support!

K. International School	£ 175.00	Good luck from all of us at K. International School Tokyo! Live the Learner Profile!
Peggy Marsh	£ 100.00	I want to be the biggest donator...go on...beat me!!
Sayo and Toshi Naito	£ 32.00	Good luck girls! We are looking forward to hearing about your OXFAM trailwalker adventure! Be safe :-)
Erin's G1 class at KIST	£ 50.00	Thanks for everything you do!!! Will you still be able to dance with us on Monday?



For more details of the event, please visit the following websites:

http://www.trailwalker.jp/en/fundraising/how_the_money_is_used/

http://offtheplanet.typepad.com/the_soundtracks_09_twj/

School Concerts

The date for this year's school concerts is fast approaching and students are hard at work practicing for their performances. This year, all concerts will be held at **Funabori Tower Hall** near Funabori Station (Toei Shinjuku Subway Line) on **Saturday, June 5**. The day will be divided into three sessions corresponding to the three areas of the school and each concert will run at the times indicated below.

Lower School Concert

Doors open: 10:00
 Concert begins: 10:30
 Concert ends: 12:00

Primary Concert

Doors open: 1:00
 Concert begins: 1:30
 Concert ends: 3:00

Secondary Concert

Doors open: 4:30
 Concert begins: 5:00
 Concert ends: 7:30



For the Lower School and Primary Concerts, all children from K1 through Grade 5 will be involved in on-stage performances. Performers for the Secondary Concert, however, have been selected through an audition process.

Further details regarding the three concerts and the rehearsal schedule will be distributed soon.

Office Updates

School terms in 2010 – 2011



As indicated previously in the December 2009 issue of *The Comet*, we would like to remind families of the dates for the school terms during the 2010 – 2011 school year. The

complete calendar will be available soon.

Autumn term:

August 23 (Monday) – December 17 (Friday), 2010

Mid-term break:

October 24 (Sunday) - 31 (Sunday), 2010

Winter term:

January 11 (Tuesday) – March 25 (Friday), 2011

Spring term:

April 5 (Tuesday) – June 22 (Wednesday), 2011

Golden Week vacation:

April 29 (Friday) - May 8 (Sunday), 2011

Student ID cards

We continue to notice students passing through the school entrance gate without scanning their ID cards. Please remind your child/children that it is their responsibility to use their ID card each and every time they pass through the gate, both coming in or going out, even if the gate is already open. Scanning the card records the time the student enters or leaves. As this information may be necessary in emergency situations, it is very important that students follow this procedure as required. Parents are also required to scan their ID cards upon entering and leaving the school campus.

Behavior in public spaces

We would like to remind students and families of the school policies regarding behavior in public spaces. Students are asked:

- Not to eat or drink on public transport.
- Not to be overly noisy in public spaces (e.g. in the streets, on the train platform).
- Not to loiter on the walkway in front of the convenience store near KIST. Students have been gathering here to eat after purchasing snacks after school and blocking the sidewalk.

We ask for the support of families in discussing these three points with children to ensure that they are adhered to at all times. Where no improvements are noticed, restrictions may be implemented.

Secondary enrolment agreements

Enrolment agreements have been distributed to all current Grade 5 and 10 students who will be entering Grade 6 and 11 at KIST next year. These forms are important in ensuring that all students entering the MYP and DP and their families are aware of the school's expectations. Because of this, we ask that parents discuss the content of the agreements with their children. The forms should be signed by parents and students and returned directly to the office no later than **Friday, May 21**.

Student withdrawals

With the end of the school year approaching, families planning to withdraw children at the end of the year are required to submit a **Student Withdrawal Form** to the office as soon as possible. The form is available from the Contacts >> Forms page of the school website.

Financial support for secondary students

KIST has been recognized by the Ministry of Education as a school eligible to receive financial support for students in Grades 10, 11 and 12. Details will be distributed to families as it comes to hand. Further information may be viewed at the link below (Japanese only):

<http://www.seikatubunka.metro.tokyo.jp/shigaku/youshiki/shienkinkakushu/index.htm>

Language, Learning and Celebration



During early April, Morena Christian, our Lower School ESL teacher, attended the Global Language Conference in Melbourne, Australia. Not only did Mrs Christian attend it in order to develop herself professionally, but she also presented a session titled "Methods of Teaching to Read in English as a Second Language".

Mrs Christian's session focused on the different reading methods throughout history and the best combination of reading methods to be used with ESL students.

Congratulations Mrs Christian for your successful contribution to teacher professional development and global developments in language learning.

Wanted: Relief Teachers



We are looking for relief teachers to cover for when one of our regular teachers is away for the day. Suitable applicants will have the ability to manage the classroom environment, provide lessons following lesson plans, and arrange alternative lessons as needed. Applicants should have experience working with children and

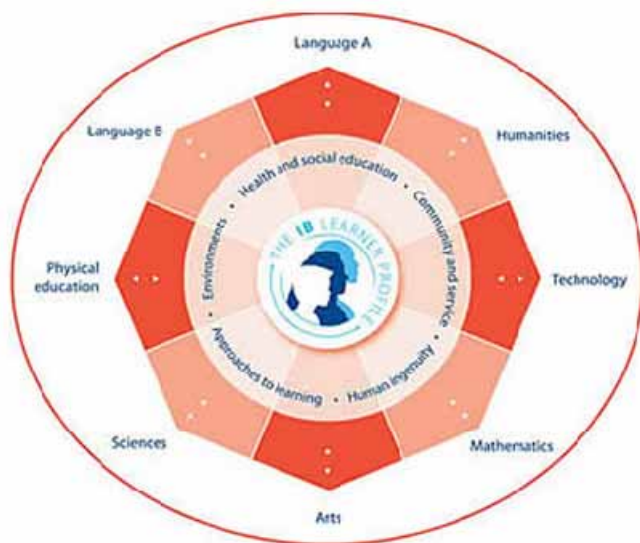
show a patient but firm disposition. Applicants should possess strong English language skills. Preferred applicants will have a Bachelor's degree or higher in education as well as classroom teaching experience. Compensation will be discussed at the time of the interview and is based on the applicant's training and experience. Please apply in writing, including CV/ resume, to Greg Brunton (Primary School Principal) at g_brunton@kist.ed.jp.

MYP Frequently Asked Questions

Extracted from the MYP Coordinator's Handbook 2009–2010, p. 109–110

Will the MYP ever be administered like the Diploma Programme, with a written curriculum and external assessment?

The MYP is different from the Diploma Programme in a number of ways: it caters to an age group where curriculum is controlled in varying degrees by national systems; it is offered to a great variety of schools as a framework within which schools can adapt their curriculum; and it is taught in many languages. However, and very importantly, the MYP curriculum framework requires teachers to revisit their own curriculum and practices, and to work as teams of educators to develop their own progression of learning, enriched with the fundamental principles of the programme. Therefore, the MYP **has** a written curriculum, but one that must be written by the teachers themselves in accordance with the basic principles of the programme. The MYP assessment criteria are aligned with the objectives of each subject group. Here again, teachers are required to work as teams to adapt their practices to some basic principles, keeping the student at the centre of focus.



Where do my second-language learners fit in? Are they language A or language B?

Where students are placed will largely depend on the language profile created for students entering the school. The most important factors in determining placement will be students' proficiency in the language of instruction, whether the school is willing to allow the student to take the language of instruction as language B, access to a mother-tongue programme, and opportunities for study of other languages. Please note that a student does not have to take the school's language of instruction as language A if this language is their second language.

For further information about languages of instruction please refer to the document *Learning in a language other than mother tongue in IB programmes* (April 2008) as well as to *Second-Language Acquisition and Mother-tongue Development: A guide for schools* (January 2004).



Reminder: Students must select one of the following options if they are applying for MYP certification.

1. One language A and one language B
2. Two languages A
3. Two languages A and one language B
4. One language B and a language programme approved by the IB as a suitable replacement for a language A course. (Please refer to section D3.6 for further details on the mother-tongue language option, and section D3 for information on languages in general.)

Ross Ferris
MYP Coordinator

Bottle Cap Collection Update

The bottle cap collection service project initiated by Johnathan (G3A) earlier this year has been going strong! With the help of his family, 40 kg or approximately 16,000 bottle caps have been turned in for recycling. The recycling funds polio vaccinations through ECOCAP. So far, enough funds have been earned to give 20 children polio vaccinations! Thank you for your donations. As this is an ongoing project, bottle caps will continue to be collected at the collection stations located in the entrances of each school building. For more information, please visit: www.ecocap007.com.

Greg Brunton
Primary School Principal



Free Dress Day - Reminder

As indicated in the "Dates to Remember" section on page 1 of this newsletter, the next Free Dress Day will be held on **Tuesday, May 18**. Students who choose to wear non-uniform clothing on this day are asked to donate 200 yen towards the Kasumisou Foundation which provides water wells to areas of Cambodia. To go along with the water theme, students are asked to dress in the color **blue**.



Mr Sophat Lach before his house which he shares with his wife and five children. He represents one of the three families who received a water well through the previous Free Dress Day Kasumisou Foundation Fundraiser.

To view details of KIST's previous participation with the Kasumisou Foundation, please visit the following website: <http://kasumisou.org/international-school.html>

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

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



Greg Brunton
Primary School Principal

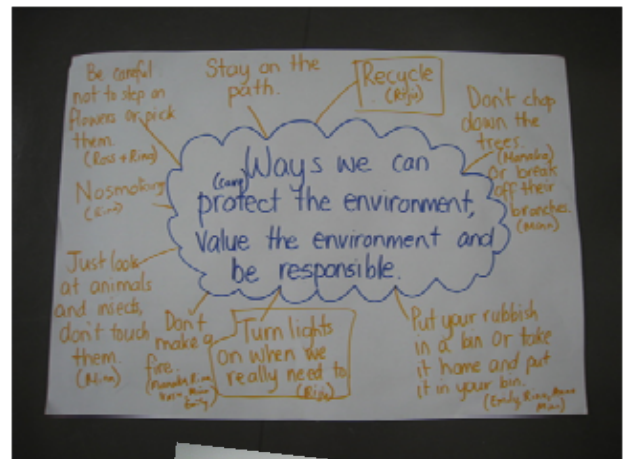
K3 News

To help us make connections between classroom studies and the real world, we used our pending excursion to Mt Takao as a provocation for a reflection activity. Children were asked to think about what they had learned about the ways they could protect and value the environment, and show responsibility. In groups of two, children chose a message from the chart to make a poster. We studied posters and their features before children began planning.

Each poster features a unique title, pictures and the message from the chart. Children embellished their messages by including reasons why people should follow their message and/or consequences to certain actions.

All the children cooperated and took the time to consider each other's points of view. They took turns to complete each part of the chart and learned to make compromises.

The K3 Team



Staff 10!

Staff 10! is a new area of *The Comet* where we hope to introduce some little-known facts about our teachers and staff through 10 questions. A different staff member will be featured in each issue. We hope you enjoy finding out more about them!



Mr. Southall performing at the Spring Welcome Party, April 10, 2010

This month, we are pleased to present ESL teacher, **Noël Southall**, who is from a town near Birmingham, UK, and has been at KIST since 2005.

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

Birmingham is famous for Cadbury's. It is known worldwide but it all began in a town called Bourneville which was built to provide houses for the chocolate factory workers.

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

I don't have one favorite place. I have several for different reasons. I love living in Japan though.

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

This question is part of the ESL test and the students have a hard time answering it. Now I understand why! It would have to be my grandfather for reasons mentioned below.

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

Most people know that I play the guitar and sing whenever I get the chance. I also like cooking Japanese food.

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

It is no secret that I do origami but I am also a qualified origami instructor. I am pretty serious about origami. See my work here: <http://www.facebook.com/album.php?aid=218250&id=898860213&l=f647037608>

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

This was hard to answer until I thought of it as "Which personal possession would you be most upset to lose?" It would be a small pair of fold-up scissors that my nan (grandma) gave me. They belonged to my grandfather who died before I was born. I am supposed to be a lot like him so I guess that is why I place so much value on them.

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

I couldn't do this so I asked other teachers and they said: committed, organized, meticulous, passionate. I think they were being nice!

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

I regret wasting time the most. When I was younger, I thought that I had all the time in the world and adults told me so. Now, I realize that living an adult life takes up so much time that I have very little time to do the things I want to do.

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

The list is huge! My teaching, my time management, my environmental efforts, my organization, my Japanese, my...everything!

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

Fans? Me? For any fans that I do have I guess my message would be "Thanks!"

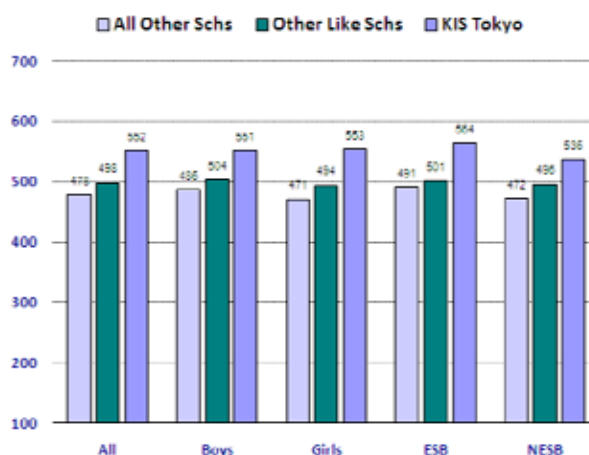
ISA Testing - Mathematics

We have recently received the results of the ISA testing. Below are some graphs showing the performance of Grade 7 and 9 students compared to all other schools and also like schools. I see these results as very positive reinforcement of our MYP mathematics program. The scale mean results are consistently well above the other schools in both Grade 7 and 9.

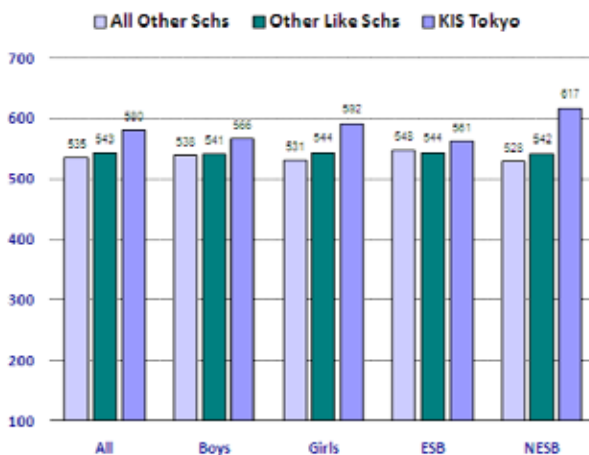
Ross Ferris

Subject Area Coordinator: Mathematics (Secondary)

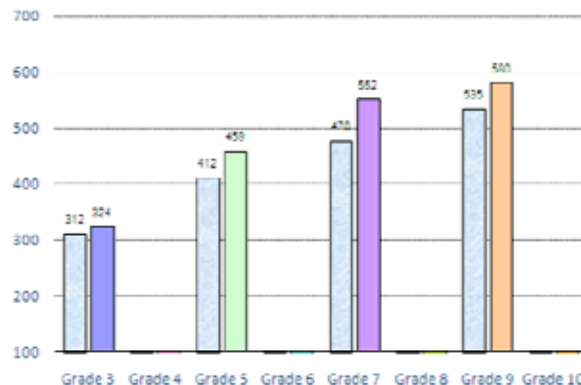
Scale means for ISA Grade 7 Math



Scale means for ISA Grade 9 Math



Scale means in All Other Schools by Grade: Math
KIS Tokyo Scale means by Grade: Math



Soccer Report

During the spring term, the soccer clubs have been out in full force. The boys under 18 team, coached by Mr Ralph, began their season against International Secondary School on the brand new artificial turf at KIST. In a hard fought match, the boys managed to win 6 – 5 with Ryousuke (G10) scoring three goals, and Shinnosuke (G8A) and Claude (G10) also scoring. The next game involved the long journey out to Columbia International School, where we again played extremely well without many key players, but eventually went down 2 – 3 after being down 0 – 3 very early on in the game. Ryousuke and Shinnosuke were once again the scorers.

The under 14 boys and girls teams have also been most successful in this year's soccer campaign. The season kicked off on an overcast Wednesday afternoon against Tokyo International School on our home pitch. The boys' team, coached by Mr Heppenstall, played brilliantly, overcoming TIS 6 – 1. Bilal (G8B) was very solid in goals assisted by some very impressive defending by Motoi (G6A) and some very good team goals finished off by Kai (G6B). The next game was against the British School in Tokyo at BST on a very warm spring day. While we ended up losing 2 – 5, we played extremely well in parts. Awais (G8A) and Jung Hun (G8B) both scored excellent goals.

The girls' team, coached by Mr Farquhar, opened up their season with a very convincing victory against TIS, winning 6 – 0. Hannah (G8B) played extremely well as goalkeeper and didn't look like letting a goal through all match. Anisha (G6B), Shally (G7C) and Stella (G7C) scored some amazing goals during the game. The second match of the season was an away match against BST. Again, all girls played very well, but eventually lost 1 – 5. All girls should be very proud of their efforts during both of their games thus far and they are looking forward to the return game against BST.

Thank you to all of those teachers, parents and students who have come and supported the teams when we are playing. We have several more games for the remainder of the season and hope to see some more supporters there. Finally, a huge thank you must go to the coaches of all of the teams. Without the coaches, the sporting program would not be as successful as it is.

Will Spring
Sports/PE Coordinator



Summer Programs

As announced in the previous issue of *The Comet*, a series of summer programs will be offered this year at KIST for students who wish to improve their skills through intensive study. For lower grades, the programs will cover skills in English, mathematics and other subjects; for upper grades, they will cover English and/or mathematics depending on the program. The programs offered are:

K2 - Grade 1

Summer Holiday Program & After School Care

Grades 2 - 6

Summer Study Program

Grades 7 - 8

Summer Intensive Program (English/Mathematics)

Grades 9 - 10

Summer Intensive English Program

Grades 9 - 10

Summer Intensive Mathematics Program

Grades 11 - 12

Summer Intensive Mathematics Preparation Program

For more information, including application details, please check the school website.

Summer Support for ESL Students

"Are the summer programs for ESL students?" If you have a child enrolled in the ESL program, you may be wondering if they should attend this year's summer programs at KIST. Although the summer programs this year are not designed only for ESL students, we certainly encourage ESL students to attend. As you may have read on the school website, the programs include a range of learning experiences, many of which are focused on developing language skills in speaking and listening, reading and writing. As with learning anything new, the more we practice the better we will be, so whether your child is just getting their tongue around English for the first time, or has well developed skills, the summer programs will help support them in their continued language development.



Are You Ready for Learning?

Readiness is one of the most vital prerequisites for success in learning. But what does this mean? Who does it apply to and why is it so important?

Readiness can be discussed in a variety of ways; academic readiness, developmental readiness and emotional readiness, each one of these working together to suggest a learner's ability to successfully learn or take on something new. A recent analogy used in a discussion between school staff viewed readiness as the hooks to hang new learning on; these hooks being the prior knowledge, skills and experience necessary to understand the new learning. Hanging new learning on these hooks forms connections between the old and new, making learning meaningful and long lasting. Without the appropriate hooks, new learning is often meaningless and short lived.

Just as people differ in looks, character and interests, readiness differs. For some children the skills and development necessary to read are apparent around the age of 4 or 5, for others this readiness

is not present until 6 or 7. As parents and educators, we need to be aware of these differences and help each individual child to access the learning they are ready for, which may be very different from their classmate or brother or sister. This can sometimes be difficult to accept. When one 4 year old can hang on the monkey bars and another can't, it doesn't mean they are any less able, it just means they don't have the physical development prior experience that provides the base for this skill. Once they are ready they will hang on the monkey bars with as much confidence as those before them.

The idea of readiness not only applies to children. Adults experience readiness, or a lack thereof, in many life experiences. Teachers coming to Japan for the first time experience a wide range of readiness in regards to the learning of Japanese language. For some, they experience an internal motivation that provides the necessary readiness as soon as they get off the plane. Others require some understanding and integration with Japanese people and culture before they are ready to take on this learning challenge.

For all teachers, the more readiness they have the more meaningful the learning will be, resulting in a greater level of achievement.

As parents, you also will have all experienced varying levels of readiness in relation to your children. The best example of this is how you feel when you first send your child off to school. For some parents, this is a smooth and easy process, for others, this time is filled with anxiety and nervousness. Each of you will experience the ability to let go and allow your child to be independent at different times. Just as these kinds of differences are ok for the children, they are ok for you, too.

Being aware of readiness is the first step in making new learning or experiences a success. Talking with friends, teachers and children about readiness helps us to acknowledge and celebrate difference and to respect individual journey's within our learning community.

Amanda Cooke
Lower School Principal

KIST eClassroom Pilot Program

In the Internet age, online access to educational resources is increasingly becoming a key to helping students achieve educational outcomes. With this in mind, we are piloting a new secure online classroom based on a leading LMS (Learning Management System) called Moodle. Moodle, which is used worldwide at a large number of schools and universities such as the University of Bath and MIT, was chosen from a number of options for the features it provides and its ease of use.

Moodle will help students by facilitating student and teacher communication through message boards, surveys, and wikis, providing online access to classroom resources such as PDF documents and PowerPoint presentations, and providing online learning opportunities from home through online quizzes and assignments. Here at KIST, some volunteer teachers have begun testing the system with their students. If the pilot is successful, we are planning to make it available schoolwide in the upcoming school year. Stay tuned for more information.

Christian Thompson
Education Technologies Integrator

Accessing Information in KIST Units of Inquiry: The Use of Texts at KIST

Understanding based in knowledge

We believe that *understanding can only be founded in a base of knowledge*. In order for students to build on their existing bases of knowledge, units of inquiry in all IB programs require students to explore a range of different sources, both primary (from the original source) and secondary (from a subsequent source) in order to access information.

An inquiry cycle – the process

As an IB school, our curriculum must provide ample opportunity for student inquiry and the presentation of ideas. (IB, *Programme Standards and Practices*, 2005) At KIST, in all programs, student learning is organized around an inquiry cycle involving several stages:

- Tuning In - *Planning for the inquiry*
- Finding Out - *Gathering information*
- Sorting Out - *Sorting through information*
- Going Further - *Making Connections and generalizations*
- Reflecting - *Thinking about your learning*
- Taking Action - *Acting on what you know*
- Demonstrating Understanding - *Communicating what was learnt*

All of these stages of the inquiry cycle require students to have access to a range of sources of information in a unit of inquiry.

Structured inquiry – activities in the process

Within this inquiry cycle students involved in a process of structured inquiry will participate in a range of different activities including:

- speculating, exploring, questioning
- making connections between previous learning and current learning
- researching
- developing and testing theories
- collecting data, reporting findings and constructing explanations
- clarifying existing ideas and reappraising perceptions of events
- identifying assumptions
- taking and defending a position
- solving problems in a variety of ways
- analyzing and evaluating
- considering alternative explanations (IB, *Towards a Continuum of International Education*, 2008)



All of these activities within an inquiry cycle require students to have access to a range of sources of information in a unit of inquiry.

Critical thinking in an inquiry based programme

To think critically means students reflecting on, thinking about and analyzing a text, argument or opinion so that they do not just accept what is stated but form their own judgment. (IB, *Towards a Continuum of International Education*, 2008)

Critical thinking skills are central to an inquiry based approach to learning and are developed within all three programs.

In order to develop critical thinking skills, students need to have access to a range of sources of information in a unit of inquiry.



The nature of our changing world

Effective learning for life in the 21st century recognizes that:

- the knowledge base is increasing rapidly, requiring learners to process and evaluate knowledge, not just acquire it
- the world is changing rapidly, requiring learners to anticipate the unknown and adapt to change, not just respond to it
- developing self-confidence in learners, as well as academic competence, is essential if learners are going to be able to function effectively; affective dispositions in addition to cognitive competence are central to learning
- constructive critical thinking is a tool necessary for individual and collective survival; students must learn to be able to distinguish sense from nonsense, propaganda from truth and make their own well informed judgments (IB, *Towards a Continuum of International Education*, 2008)

In order to prepare students to make informed responsible decisions in the world into which they will move, they need to become critically aware lifelong learners who, through the process of having access to a **range of sources of information** in their units of inquiry, can independently access a range of sources and make informed judgments of those sources' worth.

Planning units of inquiry

As part of the planning process for a unit of inquiry, teachers will outline a variety of sources of information required as part of the process of structured inquiry. Some possible sources which would be indicated on the unit of inquiry planning documents could include:

- Individual core text if appropriate
- Small sets of class texts
- Questia online resource bank
- Supplementary materials (e.g. library texts, online materials, primary sources)
- The learner's prior knowledge
- Community based sources such as guest speakers

(Continued on page 11)

(Continued from page 10)

Regarding individual core texts in the MYP and DP

It is possible that at certain times a textbook could be, for practical reasons, one of the possible sources of information in a unit of inquiry for a variety of reasons including:

1. The specific text contains substantial elements of knowledge related closely to the KIST Scope and Sequence documents across a range of units of inquiry.
2. Specific activities outlined in the unit of inquiry require all students to have access to the same information at the same time.

At no time would a single core text be the sole source of information in a unit of inquiry. With the PYP organized around transdisciplinary themes, it is highly unlikely that substantial elements of knowledge would be found in a single text and for this reason, this point relates to the MYP and DP programs only.



From 2010/2011, students in the MYP will be required to purchase certain texts. Students will continue to purchase prescribed texts in the DP. The final decisions regarding the text lists in MYP and DP subjects are being finalized. A list of required texts

and purchasing details will be sent home to parents by the end of May.

Damian Rentoule

Deputy Head of School/Curriculum Director

Family Day

As per the school calendar, Family Day will be held on Saturday, May 22. This annual school event aims to bring together all members of the school community—students, parents and staff—through participation in games and enjoyable physical activities. It takes the format of a Japanese Sports Festival which emphasizes communication and interaction as opposed to competition. The day also provides an opportunity to communicate to families various details about the upcoming school year.



As a regular school day, all students are expected to attend. In lieu of this, Monday, May 24 is a school holiday.



This year, in conjunction with Family Day, a book fair will be held in the main library (2nd floor of the main school building). A range of English and Japanese books, as well as a selection of textbooks, will be on sale throughout the day. Please feel free to visit the library anytime.

We look forward to seeing you on May 22!

Advertisement

**BARGAINS!! BARGAINS!! BARGAINS!!
AND STILL MORE
BARGAINS!!**

NO PETS ALLOWED NO PARKING AVAILABLE



**AMERICAN EMBASSY
COMMUNITY SIDEWALK SALE**

WHAT: Lots of good sale prices on a range of books, household and clothing items

WHEN: SATURDAY, MAY 15
9:00 AM – 2:00 PM

WHERE: AMERICAN EMBASSY HOUSING
COMPOUND
2-1-1 Roppongi, Minato-Ku, Tokyo
(Near Tameikesanno Subway Station)

Notes:

- Only Grew Gate entrance will be opened.
- All bags will be inspected when entering compound.
- Photo-ID required for admittance.

EVERYONE WELCOME!

Building/Carpentry Skills Needed

We are still looking for 1 or 2 parents who have building/carpentry skills that could help with the building of a sandpit for our main playground area. As advertised back in February, this would involve the purchase of materials (school funded) and a day or so to put it together. You would work together with Amanda and Greg to design the sandpit. Our young primary students are in desperate need of a place to dig and create, this being an important part of their social, physical and academic development. We have worked hard to help the children resist digging up our gardens, with the promise of a sandpit to come...please help us make this a reality. Please contact Amanda Cooke at a_cooke@kist.ed.jp if you think you can give some time to this project.



Founders' Awards 2010-2011



The inaugural KIST Founders' Awards are an initiative of the school's Founders and Directors, Mr and Mrs Komaki. Through a generous personal endowment by the Founders, the awards are offered in the form of scholarships to students who make a significant contribution to the school according to its vision and founding principles, and who demonstrate qualities that truly represent the essence of the spirit of the school.

There are three categories of awards as follows:

Category	Award
Gold Award	Full scholarship covering 100% of the tuition fees for one school year
Silver Award	Half scholarship covering 50% of the tuition fees for one school year
Bronze Award	Quarter scholarship covering 25% of the tuition fees for one school year

The awards cover tuition fees only for the period of one school year. All other school fees are required in full. If there are no suitable candidates in one or more categories, no awards will be offered.

Eligibility and selection criteria

The criteria for receipt of the awards have been determined by the Founders in line with the school's three guiding principles Respect, Responsibility, Safety and the school rules and policies that follow from these. For the 2010–2011 awards, students who meet the following requirements are eligible to apply:

- Students who have been enrolled in Grades 9, 10 or 11 since the beginning of, or prior to, the 2009–2010 school year.
- Students with a well-rounded academic achievement: For MYP students, scores for all subjects must be 4 or above, and the estimated total score of their best six subjects must be 38 or above. For DP students, the estimated total score for all subjects must be 38 or above.
- Students whose absentee rate (including late arrivals and early departures) is less than 5% of the total number of school days for the current year.
- Students who have shown regular progress in fulfilling their Community & Service (MYP) or Creativity, Action, Service (DP) commitments.
- Students who have displayed consistently responsible conduct in all areas. This includes acceptable standards of behavior and adherence to the school policy on dress code and general appearance (as outlined in the School Handbook).
- Students who contribute to creating a positive learning environment in their class/es (e.g. inspiring other students to actively discuss relevant topics during class; supporting other students with their studies etc.).
- Students who act as good role models to other students and who demonstrate qualities expounded in the school's mission and philosophy (e.g. altruistic behavior; take action to stop incidents of bullying etc.).
- Whether the applicant's parents/guardians demonstrate an understanding of the school's mission and philosophy through appropriate support of their child and the school.
- Whether the applicant's parents/guardians participate in school events and the School Support Program (if registered for the duties option) and fulfill other duties as required.

Application method

Application period: Monday, May 10, 2010 – Friday, June 4, 2010
Applications and related documents should be submitted directly to the school office between the above dates. All documents must be received **by 6:00 p.m. on June 4** to be eligible.

Announcement of awardees: Friday, June 18, 2010

Application requirements

Applications must include:

- Application Form
- Personal statement
- Teacher recommendations



Further details, including application forms and teacher recommendation forms are available on the school website at:

<http://www.kist.ed.jp/node/197>