



Since 1997

# The Comet



The Newsletter of K. International School Tokyo

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*"Each day learn something new, and just as important, relearn something old."*

—Robert Brault

## From the School Director

First of all, I would like to express my deepest gratitude to the entire school community for all of your support at October's KISTival. Despite heavy rain at the start of the day, we received a large number of visitors and the whole event was a great success. Thanks to everybody's hard work, we were able to raise 1,640,541 yen to expand library resources, 1,640,541 yen to redevelop the ECE playground, 1,913,964 yen for emergency and disaster equipment, and 273,424 yen for the East Japan Earthquake and Tsunami Support Appeal. Full details on money raised are available in the KISTival report on page 2 of this newsletter.

KIST was established with the vision of providing a high quality international education for children from all backgrounds, so that its graduates, working earnestly through a holistic education, will one day become valuable assets to the world as global members of society. Already, 14 years have passed since KIST was founded. However, in the past 4 or 5 years, due to rapid expansion and various other factors, I believe the school has strayed slightly from this founding vision. Nevertheless, this year the management team is working together to make reforms and get the school back on the path of its founding vision. Details of these developments will be published in a separate letter to families at a later date; however, I am pleased to hear all of the positive feedback from many members of the KIST community supporting the changes that have been made this year.

As the leader of the school, I will ensure that we continue to proceed with educational reforms and look forward to your continued support in guiding us to a successful conclusion.

**Yoshishige Komaki**

School Director/Acting Head of School

## Applications for 2012-2013

Just a reminder to families wishing to apply for admission for siblings not currently enrolled at KIST, the due date for applications for April and August 2012 entry is **Friday, January 6, 2012**. We would appreciate your cooperation in informing any of your friends with eligible children who may also be considering enrollment at KIST next year.

### DATES TO REMEMBER



#### December

- 9 (W) Clubs program ends
- 10 MUN Conference (@KIST)
- 13 Short Tuesday
- 14 Winter Concert
- 17-Jan 8 Winter Vacation
- 19-20 Office open

#### January

- 5-6 Office open
- 6 2012-2013 enrollment applications close
- 9 (W) School resumes
- 16 (W) Clubs program resumes
- 17 Short Tuesday
- 25 Japanese New Year celebration
- 27-Feb 3 (G11/G12) DP mock examinations
- 30-Feb 1 (G9/G10) Semester 1 examinations
- 30-Feb 3 2012-2013 enrollment interviews
- 31 Short Tuesday

#### February

- 3 (K1-K3) School holiday
- 6 Staff Development Day (No school for students)
- 7 Semester 2 commences
- 8 (G6-G10) Brain Bowl (@KIST)
- 10 (W) Free dress day
- 10 Semester 1 reports issued
- 10 (S) SRC dance
- 17 School holiday
- 22 Artscape (until March 12)
- 22 (G5) PYP Exhibition Explanation Evening

# KISTival 2011



We would like to extend our heartfelt thanks to all members of the school community who contributed in any way to the success of KISTival 2011. Although the morning started out with rain, it cleared up throughout the day. More than 3,000 people passed through the gate and profits reached over 5,400,000 yen as indicated below. Next year, we hope to incorporate more of an international theme, with games and activities from around the world, so if you are returning to your home country during the winter vacation, you might like to bring back any national costumes you may have. If you have any other ideas or suggestions to improve the festival, please e-mail your comments to [info@kist.ed.jp](mailto:info@kist.ed.jp).

## KISTival 2011

Revenue:	¥7,335,103
Expenditure:	¥1,866,633
<b>Profit:</b>	<b>¥5,468,470</b>

### Allocation of profits

Library resources	30%	¥1,640,541
ECE playground	30%	¥1,640,541
Emergency and disaster equipment	35%	¥1,913,964
East Japan Earthquake and Tsunami Support	5%	¥273,424



- Total revenue includes ticket sales, entrance fees, donations and advertising sponsorship.
- Total expenditure include expenses from food and games booths, printing for tickets and advertising, tent rental, garbage disposal, raffle prizes and stage costs.
- Special thanks to the many families and organizations who donated other prizes and items for the raffle, games and bazaar.

Booth sales details			Sales
Parent booths	K2	Games	¥50,000
	K3	Beer/Wine/Soft drinks	¥413,009
	G1	Japanese (Chanko), Hotdogs	¥401,185
	G2	Face painting, Henna painting, Nail art	¥198,625
	G3	Mexican food	¥318,125
	G4/5	Bazaar	¥774,975
	G7	Indian food	¥114,750
	G8	Korean food	¥230,939
	G9	Thai food	¥179,941
	G10	Hawaiian food	¥301,805
	Stefano	Italian food	¥108,375
Parent/student booth	G6	Air slider, Games, Prize booth	¥622,433
Student booths	G7A	Game: Wet sponge toss	¥28,625
	G7B	Game: Find a criminal	¥4,500
	G8A/G8B	Game: You think you can LIBRO	¥15,000
		Game: Sniper	¥9,250
	G9A	Game: Where's Molly	¥8,625
G9B	Game: Bean bag throwing	¥25,375	
Staff booths	Staff	Hamburgers, Crepes, Ice-cream, Popcorn, Beer, Cloakroom	¥393,235

Donations	¥255,000
Donation from Café Tomato	¥34,695

- Total sales for Habitat for Humanity are allocated as revenue for Habitat for Humanity.

Habitat for Humanity	G11 Parents	Cakes and Drinks	¥152,575
	G11	Foods, T-shirts sales	¥68,500
	G10	Haunted House	¥81,250



## Elementary School News

### ABC world news interview

Two of our Grade 2 students and five of our Grade 3 students participated in an interview recently with ABC News. Some of the interviews were included in "World News with Diane Sawyer," in a story on children from around the world to commemorate the world population hitting 7 billion. The program was shown nationally in the United States on October 31. Don't worry if you missed it—you can see the full story by clicking on the ABC News link in Moodle on Mr Brunton's Corner. Thank you to Ms Nomura for arranging the event!



### Bottle caps for polio vaccinations

Thank you for continuing to bring in your PET bottle caps for recycling.

Organized by **Johnathan** (G5A), the project is going strong. Johnathan and his family take the caps far away to be recycled, about 40 kilograms at a time. So far, approximately 50,000 bottle caps have been collected and recycled, providing polio vaccinations for 62 people. Thank you for your support in this worthwhile activity!



### K1-G5 book character parade

We held our first K1-G5 Book Character Parade on November 30! Everything went smoothly as students paraded around the field for the other students to see how they dressed up as their favorite book character. The event was to celebrate the end of our DEAR (Drop Everything And Read) whole-school read-a-thon where everyone at school stopped what they were doing to read for 20 minutes together each Monday in November. Though the whole-school time for DEAR



has ended, it is hoped that students and adults take time in their day to just stop everything and read for the enjoyment of it. Enjoy even more photos on the Elementary Moodle site, Mr Brunton's Corner!

### K1-K3 cross country

Yet another first! All K1-K3 students participated in a Cross Country Run at the nearby Kiba Park on November 30. Thank you to the parent volunteers who ensured everything went smoothly and safely. A special thanks our "Aki-sensei" and "Mr Jay" for organizing the event. Aki-sensei spent a lot of time arranging for our use of the park and busing to keep the event as planned and for that we are very thankful. Please enjoy the many photos of our many happy students on Mr Brunton's Corner!



Mr Brunton

**Greg Brunton**  
Elementary School Principal

## PYP News

### Elementary SRC

The Elementary Student Representative Council (ESRC) is up and running for 2011-2012. The ESRC is composed of the Executive Committee, made up of Grade 5 students, and a class representative from each class, K3 to Grade 4. The ESRC is the student voice of the Elementary School and is responsible for helping to solve problems and make decisions. The first order of business was to organize the Free Dress Day for November. The ESRC decided to donate the proceeds to the Elementary Library and the Tohoku earthquake victims.



The ESRC members created posters, announced the Free Dress Day to their classes and collected the donations. All of the ESRC members are enthusiastic and ready to help contribute to the Elementary community. It looks like it is going to be a productive year for the ESRC.

### Elementary Student Representative Council 2011-2012

#### Executive Committee

#### Co-Presidents

Kevin (G5B)

Julian (G5A)

#### Vice President

Keri (G5A)

#### Secretary

Natasha (G5B)

#### Treasurer

Varsha (G5B)



The ESRC Executive with Ms Heard.

### Information sessions and coffee mornings

This autumn many parents attended the information sessions and coffee mornings. The first information session was an introduction to the Primary Years Programme for parents new to KIST and the PYP. The different components of the program were covered including the written curriculum and the learner profile. The second information session presented the taught curriculum and inquiry approaches. It gave a brief overview of inquiry practices and provided examples from KIST's own classrooms. Parents were given the opportunity to see the inquiry cycle in action by seeing what was happening in the Grade 5's current unit, Where We Are in Place and Time. Another way to learn about the PYP and Elementary program is coffee mornings. These are an informal opportunity to discuss a variety of topics with the Elementary School Principal and PYP Coordinator and to get to know other parents. Topics discussed so far include the Yearly Curriculum Overviews and reporting at KIST. The next coffee morning will be on Thursday, January 12, from 8:30 to 9:30 in the MPR. Thank you to everyone who has participated so far. We look forward to seeing you at the next coffee morning.



### Collaborative planning

This year, KIST adopted "short Tuesdays" every other Tuesday. You may be wondering what the staff are up to on these early dismissal days. These days give the staff the opportunity for collaborative planning. Teachers have the opportunity to meet with each other to plan units and to develop curriculum. During these collaborative planning sessions teachers developed the Yearly Overviews and are also meeting with single subject teachers (Art, Japanese, Music and PE) to plan integrated units. A group of teachers have also started a 'study group' to talk about literacy at KIST.



The collaborative planning sessions have been instrumental in allowing teachers to develop curriculum and the program at KIST to help offer the best possible education for our students.

### Elizabeth Heard

PYP Coordinator

### ESRC Class Representatives

K3A: Haruki

K3B: Koki

G1A: Deniz

G1B: Mimi

G2A: Kishore

G2B: Norifumi

G3A: Saki

G3B: Kai

G4A: Nimit and Heizo

G4B: Kai

## Secondary School News

### New systems designed to improve student learning

December already! The school year certainly goes by very fast as we had so many exciting things happen during our first 4 months of school. As we are about to break for the holidays I feel it important to reflect on academic initiatives already in place along with things to look forward to in 2012 and a bit beyond.

#### Block scheduling

In August block scheduling was introduced. The students clearly seem to enjoy "short Tuesdays," but it is important to reflect on why we implemented this schedule. It was designed to reduce the number of classes students have in a given day while extending instructional time to allow for more enriching activities where students build and apply their own learning. Students now have fewer assignments due on a particular day allowing them to focus more. From a teacher's standpoint this also allows greater individual student focus. Students and teachers have quickly adapted.

The introduction of short Tuesdays has increased teacher professional development opportunities internally and has helped provide increased teacher collaborative planning time further supporting our goals as an IB World School.

#### Live@edu

The school also introduced a new e-mail system which is making it easier to send communications to all families and students. The choice of Live@edu supports our goals of simplifying processes by providing students a "personal learning environment" in which they can have access to essential school related systems in a single web page portal. This includes Moodle, the LMC (Library Media Center) book cataloging system, online databases provided by the school for research and of course e-mail. KIST offered its first ever IT workshops for parents to help support the introduction of

Live@edu. The goal was to provide sessions in both English and Japanese to ensure parents became familiar with the systems (e-mail and Moodle) students are using as part of their studies. If you have Live@edu questions please address them to our IT department directly.

Live@edu workshops served to gauge interest in this type of forum and as such we plan to offer IT workshops for PowerSchool parental access towards the end of the school year. For those not familiar with PowerSchool, this is a student information system that allows teachers to keep an online Grade Book. Student class lists, schedules, attendance and reports are all integrated into this secure web based application. Early in the school year teachers began using PowerSchool to take attendance for each class. We are just now introducing the Grade Book functionality to teachers and plan to use this throughout the remainder of the year. This will then allow teachers and the IT department to work out potential bugs before opening access to parents and students at the beginning of the 2012-2013 school year. Access to PowerSchool will eventually allow parents/students to see progress by accessing PowerSchool via the Web. This system ensures privacy and may eventually do away with the need for written progress reports as reporting will become much more meaningful as updates and comments can be provided once assignments are complete. The intention is to provide more ownership to students by allowing them to know exactly how they are progressing prior to progress or end of semester reports so they can make informed choices in their learning. Internally, the school can integrate several systems currently being used into



what I like to refer to as "one single point of truth."

Last year we introduced Moodle. Moodle has proven to be an excellent course management system. I highly encourage parents to log into Moodle with their children in order to receive a guided preview of what is going on in specific classes of interest. Moodle is intended to provide instructional support material for academics while PowerSchool will provide information on actual student achievement.

All families should encourage their children to use the school provided e-mail for school related activities. Regular updates are sent to Live@edu e-mail accounts via the Secondary Blog as well as school wide information.

I wish all families a very happy and healthy holiday season and look forward to the remainder of the 2011-2012 academic year.



**Stephen Rothkopf**  
Secondary School  
Principal

*Mr Rothkopf*



## DP News

### Grade 11: Setting up the extended essay

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

Taking advantage of the extra Advisory class in the DP timetable this year, students have just finished the unit that helps them to start their EE. They have had two lessons from Mr Cowe, the EE Coordinator on what is the EE and choosing a topic and have had a further two lessons from Mr Andi, our new teacher-librarian on how to go about finding information on a topic. Each student has also been assigned a subject teacher for support.

It is now really over to the students! In the next few weeks they need to be finding out about their chosen topic and meeting with their subject supervisor and Mr Andi at least once. For some students, the EE is a challenging part of the IB Diploma because of its independent nature, therefore parents can help support their son/daughter by finding out about the EE on Moodle. The DP Extended Essay Moodle Page has all the resources that parents need to support their child. In particular, the timeline of the EE and the examples of excellent EE's are well worth a look. Two important goals in the process are developing a research question in early January 2012 and then March 2012, where students need to present a detailed outline to their peers of their EE.

There are some fascinating topics chosen thus far and we look forward to hearing what the Grade 11 students find out!

### Grade 11 TOK: How do we know?!

For some of us, the week is winding down on a Friday afternoon. But for Grade 11, it's reaching a crescendo as block 4 is when they have one of the foundations of their curriculum; their TOK lesson for the week. Theory of Knowledge is one of the compulsory elements of the DP and revolves around the question of "How do I know?" From time to time in their six subjects, students will be learning about the nature of the subject and how knowledge is generated. In TOK class it all comes together!

So far this year, students have reflected on themselves as "Knowers" and what knowledge is while they have most recently been exploring how language shapes and determines what they know. The Grade 11 TOK Moodle Page has all the resources that teachers are using to deliver TOK and also some extra extension material to

extend student (and parent) thought! Parents looking to find out more about TOK should go to the Moodle Page or look at the DP Course Descriptions on the school website. They can also ask their son/daughter what sorts of activities they are doing in TOK and also ask them about their TOK journal. The TOK journal is a series of reflections that each DP student makes and builds related to some of the main knowledge issues that arise in the TOK subject. It ultimately helps students generate examples and thoughts that will be vital to do well in the TOK Essay and Presentation. The more they reflect, the better!

### Grade 12: Semester mock examinations

Grade 12 students are continuing learning in the second year of the DP. This is the most challenging year of their professional life so far as they complete most of the assignments that go towards their final IB Diploma. Given the demanding nature of the DP, many students will need to do a little to some work over the holidays and parents should bear this in mind when planning special events to end the year!

At the end of January, Grades 9 to 12 will complete Semester Examinations. For Grade 12, these will be Mock Examinations for the IB Diploma Finals in May and subject teachers will be setting a full examination in many cases. It is fair to say that the week of the Mocks (January 27 to February 3) will be the most demanding of the school year for Grade 12. Although they are not the final exams, students do each subject one day after the other and definitely find them far more tiring than the real things. Also, they have less time to prepare than for the final exams in May.

Therefore, if your son/daughter tells you that they are under pressure at the end of January, they probably genuinely are! Students will actually receive a timetable for their examinations BEFORE the winter holiday.

**Mark Cowe**  
DP Coordinator

### Grade 11: CAS advisory class

CAS Advisory is a bi-monthly 60 minute session devoted to exploring the structure, philosophy and student engagement of the CAS programme here at KIST. This valuable block in the students schedule provides guidance in all aspects of their CAS programme, from brainstorming and planning activities, to interactive tasks designed to further develop their understanding of benefits from participation in the programme. A number of activities have been completed in these sessions. For example, students worked together to match CAS activities to the fundamental learning outcomes the IB requires them to engage through the programme. Another Tuesday afternoon session was devoted to explicitly reviewing the requirements and rubric of reflection, with guided practice writing relevant reflections. Students have also mapped posters

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identifying aspects of the learning outcomes through drawings and text, and have held dialogues on the appropriateness of a variety of activities. Most recently, students viewed the CAS activity of some of their peers including listening to those who participated in the youth forum, TEDXYouth, held at Tokyo International School on Sunday, November 20. This involved students presenting what they did, how others may have benefitted from what they did, and how they perceive their own benefit from the activity.

It is making a big difference this year having this CAS session in the school timetable as it is providing students with a solid starting point toward the fulfillment of their CAS requirements. Also new to the program this year is teacher CAS Advisors, who have been instrumental during these sessions in providing guidance and support. Evidence from student reflection e-journals shows that genuine self-awareness, learning and understanding of the values of the IB learner profile are being achieved. Parents can even become involved in supporting their son/daughter in the CAS programme by looking at their account on the Manage Bac information system and asking them about their CAS experiences.

**Daryl Bates**  
CAS Coordinator

## Grade 8 Mountain Camp



The Grade 8 students participated in an overnight excursion from September 28 to 30. This particular camp provided a valuable opportunity for students to participate in activities not possible in the Tokyo area. Students traveled to Chichibu, Saitama Prefecture by train and then bus. While enjoying the natural scenery students engaged in team building activities, rope and harnessing orientation, Dutch oven cooking, journal writing, forest orienteering and nature appreciation games connected to environmental science awareness.

The students all showed a high level of engagement and really seemed to enjoy this particular adventure. This was the first time we planned this particular itinerary, but plan to include it for next year's Grade 8 students. A big thank you to our trip organizers, English Adventure.

**Kevin Murphy, Marina Babaeva, Atsuko Yamashita, Christian Baker**  
Trip Leaders



## Calendar 2012-2013

To assist families planning overseas trips, the dates of school vacation periods for the 2012-2013 school year are listed below. Families are asked to make arrangements accordingly to ensure that students are back in Japan ready to start school after each vacation period on the correct date. The complete calendar will be distributed later in the year.



**First day of school:** August 20  
**Autumn break:** October 21 – 28  
**Winter vacation:** December 15 – January 6  
**Spring break:** March 23 – 31  
**Last day of school:** June 12



## Grade 5 Camp to Nagano

### A camper's journal

**October 5, 2011**

Today Grade 5 arrived at school at 7:30 to go on an exciting adventure – away from parents – CAMP! I was so excited about going to camp but nervous because this was the first time I was leaving my parents. Our bus finally arrived and Ms Rabenau taught so many students to knit as we rode.

When we arrived at Northstar Camp, the teachers told us who we were rooming with and I was assigned with all my best friends. I could not believe it – we are all in the same room! We are going to be up all night having fun, I thought!

**October 6, 2011**



Today, I woke up at 6:30 a.m. and I was so excited that I was not grumpy. Mrs Riemer came into our room around at 7:00 and said we could go to the game room. It was so exciting!

Our group found things on a treasure hunt this morning. We had to guess what the item was from clues. Did you know Mr Siddall has a miner's light for riding his bike at night?

Soon it was time to walk to the waterfall. The waterfall was so beautiful and huge. I took lots of pictures. In the

afternoon, we did more fun activities. We worked as partners and walked blindfolded so one partner could not see.

We also worked as a team and walked on skis with four of us. Mr Aki made it so fun and counted for us. Next, rocket launching was my favorite. Mr Siddall put more and more water in so the rockets would fly very high.

Tonight was such a fun evening. We built a bonfire and roasted marshmallows for our smores. I loved the way my hot marshmallow melted the chocolate onto my graham crackers. Then Mrs Riemer and Kevin told scary stories but more funny than scary so I could still sleep.

**October 7, 2011**

Leaving camp is so hard for me today. I know I will be with all my friends at school, but it will not be the same as staying together here. We were independent, learned teamwork, but mostly we had fun together. I will miss Northstar and Grade 5 Camp forever!



## Learning That Makes Sense

Early one Tuesday morning, the Grade 5 students arrived to their classrooms and were surprised to see that the two rooms had been torn apart. Students were not allowed into their rooms. This was part of a tuning in activity for the unit "Where We Are in Place and Time," a study on migration. This activity was designed so the students would feel displaced and would also have to figure out how to get on with their day, even though they had been dislocated.

The goal of the unit is for students to understand the causes of migration, the effects of migration and the impact of migration on cultural identity. Along the way, students completed a pre-assessment demonstrating what they knew about migration already, developed their own questions to research, video Skyped with a former refugee, played an immigration simulation game, reflected on what they were learning through a Moodle forum, interviewed one of the recent tsunami victims who lost her family's house and are now creating podcasts including information about the challenges, risks and opportunities involved with migration.

Doesn't learning in this way make you want to be a student at KIST?





# Understanding the Role of the School Counselor



Mr Fishman

## How parents and their children can utilize the school counselor

You may or may not have had a school counselor in your high school, or growing up through school. If you did, you probably used them for college planning or perhaps when going through a sad time. Today's school counselors play an integral role in schools, but sometimes old stereotypes can limit the understanding of how best to have them help you and your child. This article discusses some ways parents and students can engage and understand the role of the school counselor. A school counselor's main function is to support students in achieving their full potential. For example, a student may come to school after an argument with a friend and have a difficult time concentrating on anything, much less math class. In that situation, a student knows that the school counselor can be used as a sounding board and confidant to help them express their feelings, or perhaps to use as a resource for further action. By seeing a counselor and dealing with the problem, the student is then able to concentrate in class again. What follows is a discussion on topics that are the main areas of focus for counselors in international schools.

### Transitions

Mr Fishman offers transition assistance for new students, students moving between divisions, students transitioning to a different school or country; ultimately students graduating from KIST and preparing for college and career paths. Being in an international school environment means that some of the families in the school are here for a while and are then transferred to another country or back to their home country. Leaving friends and familiar places can be very difficult. While there is always an edge of excitement at the thought of a new place with new friends, the transition between leaving a place and going to a new place is important and can potentially be a very stressful time. Counselors can

help deal with future fears of "what will be" and "what ifs" as well as deal with finding closure and saying goodbye in a time that is filled with unknowns. Similarly, being at an international school also means that friends come and go, and even if you or your child are not the one leaving, your child may also be affected by those close friends leaving. They have finally found a good friend, and now they are moving away again. Making new friends over and over, as well as keeping in touch with friends over long distances, can be time and energy consuming. Dealing with this separation and abandonment must be taken seriously as it can affect academic success.

### Academics

Students often have a difficult time with time management and organization, also a big component of stress management. When students learn to manage their time, structure their homework, and practice procedures and routines, procrastination will be less of a problem. If a child can learn healthy strategies that actually work, dealing with increasing levels of stress later on in life becomes more manageable. Such strategies may include time tabling, prioritizing, identifying and eliminating distracters, learning how to ask for help, etc. Proactive advisory classes are offered in the Secondary School about: the MYP and DP programs, career exploration, bullying prevention, tolerance, decision-making, friendship issues, time management, study skills, respect, tolerance, cliques, self-esteem, multiple intelligence, peer pressure, and conflict mediation.

### Health

Growing up is not always easy. Sometimes difficult problems arise: bullying, stress, sleeping difficulties, fears, and general adolescent angst. Counselors have resources and information to help students and their families get

through trying times.

### Confidentiality

In any counseling situation with a student, it is made clear that what is shared during a session remains between the counselor and child. The exceptions are if there is a threat to the child's well-being, another child's well-being, or something illegal is happening. To enable the primary goal of counseling (that of assuring children's well-being) such cases must be reported to administration. As the counselor works together with different experts, (school nurse, outside doctor/psychologist, school administration, teachers, parents, etc.) an overall understanding of your child's situation can often be achieved when requesting Mr Fishman's involvement in emotional well-being related issues.

### Emotional well-being

Students' emotions can interfere with learning that could be taking place at school. Changing families (going through divorce/separation), abuse (emotional, verbal and physical), any of the health-related issues mentioned above, and depression, are just a few of the emotional difficulties a student may encounter at some point in life. With help from Mr Fishman, help can be given sooner rather than later; when not only academically the student begins to slip, but emotionally become less social, less motivated, less lively and less driven. Through individual, group and class interventions, counselors are able to help your children in a way that many adults and friends are not able to. There is this mutual understanding of trust and confidentiality, which assures a safe environment for sharing. Allowing for children to open up and allow feelings to be expressed that otherwise would remain repressed and bottled up; possibly leading to negative behavior somewhere down the line. While

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the counselor can be most supportive with children and family, limitations do exist, and lead to the topic of the counselor being a good resource for further help.

### Resources

With the above mentioned responsibilities as well as monitoring of students, counselors may not be able to always give the individual attention that a child or family may require. This, however, is not a problem, as the school counselor has many resources available for every family, no matter what the cultural background. A few such resources include outside referrals (to hospitals, doctors, psychologists, counseling agencies, Tokyo English Life Line (TELL), etc., publications (newspapers, journals, internet research, books, etc.), and facilitation meetings (where the counselor has gathered feedback from the teachers and the parent just needs to meet with the counselor for general advice, or meetings with teachers and parents are facilitated by counselors).

Overall, the counselor's position is one of an umbrella metaphor. The counselor is able to retrieve information from different perspectives (teachers, administration, the law, books, internet, parents, other students) working within confidentiality and help your child make a responsible and informed decision or choice in life. Making use of the school counselor benefits not only the child, but the parents as well. When getting older, teenagers start to naturally push their parents further away, grasping for independence, a biological wedge if you will. With another adult in their life, parents can rest assured that the emotional well-being of their children is still considered important as they become young adults. It is therefore important as a parent to feel comfortable contacting your child's school counselor at any point of the school year, whether a problem is occurring at home or not, if you need information pertaining to your child's social and emotional health, and/or academic performance always feel free to contact Mr Benjamin Fishman, so if assistance is needed, introductions are no longer necessary and help can be given immediately.

Mr Fishman's office is located on the 3rd floor of Main Building.

**Benjamin A. Fishman**  
Student Welfare Counselor (K-12)

## Drop Everything And Read

### November was DEAR month

The whole KIST community celebrated DEAR (Drop Everything And Read) month this November. The activity aimed to promote reading for pleasure to all students and ultimately, develop their life-long learning skills.

Teachers and staff worked together on the promotion of DEAR by sharing their favorite books through posters that were displayed around the school.

Students in both the Elementary and Secondary Schools participated in this school-wide reading activity every Monday during November from 8:40 to 9:00 a.m.

It was a successful activity as the library staff caught teachers, staff and students reading their books in the classrooms, art room, gym, computer room and even in the main school office.

We would like to thank all the homeroom teachers, staff and students for their support and participation of this library activity.

**Andi Licuanan**  
Teacher-Librarian



## Alumnus Report

*Disha Parikh is an alumnus of KIST's "Class of 2010." She is currently in her second year at Hong Kong University, majoring in biotechnology.*

### Fit for life at Hong Kong U



I have realized that university life is all about making your own path, with every step you take. Before coming to Hong Kong U, I was unsure about where that path would take me. Now, more than a year after graduating from KIST, I am glad to be where I am.

People often ask: why HKU? Or, why study biotechnology? Well, as a completely personal opinion,

I think that it's not about getting to an Ivy League school, but rather, about finding a place that fits for you. Hong Kong U has been that place for me; academically stimulating and rewarding. Being awarded the Science Research Fellowship this year enabled me to pursue research as part of my virology professor's research team.

My past year has been all about "settling in" and becoming accustomed to things around me. It's been a year of experiencing a different kind of life, be it living in a dorm, attending high-table dinners (that take you straight to Hogwarts from Harry Potter), traveling around South-east Asia, casually meeting Nobel Laureates for an unforgettable lunch, being invited to perform for HKU's centennial celebrations, organizing events at the Global Lounge with other international students or pulling an all-nighter with friends...not for studying, but to chill at a near-by harbor just to watch the sunrise. In one word, it's been "amazing"!



The end of DP, and leaving KIST, was a weird and mixed feeling. Leaving a place I called "home", and saying goodbye to friends and family was saddening, but who knew it would be a start to something so awesome? :)

#### Disha Parikh

The University of Hong Kong  
BSc. Biotechnology Year 2  
KIST Alumnus, "Class of 2010"

## Personal Project in Focus

The Middle Years Programme offers an internationally recognized and highly structured model of education for students aged 11 to 16. Generally, it is a programme that offers different academic challenges and criterion-based assessment. Individually, it is an amazing journey of growing up and embracing all the challenges that the world of today puts in front of every MYP student. And the final stop on this 5-year-long journey is the personal project – a creative, challenging and all-inclusive experience for all Grade 10 students.

**"...a creative, challenging and all-inclusive experience for all Grade 10 students."**

The personal project should be a product of the student's own initiative. It must be structured around the topic that truly interests the student. Being connected to one of the areas of interaction and based on different skills developed through the programme, it should most of all reflect the student's personal experience of the MYP.

The process of completing the personal project is led by the student and supervised by a teacher. The student is required to demonstrate the commitment, as well as the ability and initiative to work independently, which prepares the student for moving into the final stage of the IB programmes – the Diploma Programme.

After the completion of personal projects, the school organizes the Personal Project Exhibition where students present the outcomes of their experiential learning to their fellow students, teachers and parents.

We hope that as many of our community members as possible are able to join this celebration of inquiry learning honoring student achievement as they complete their last year in the MYP.

#### Vedrana Pavletic

MYP Coordinator



**The MYP Personal Project Exhibition will be held at KIST on February 23 and 24. Further details will be announced closer to these dates.**

## Victory for Volleyballers

Congratulations to the KIST Under 18 Girls' Volleyball team—the ISTAA champions! The girls beat International Secondary School 2 - 0 in the championship game held in the KIST gymnasium on Saturday, November 12.



Well done girls on a fantastic achievement! And special thanks to coach, Mr Lee, and assistant coach, Ms Pavletic, for helping the girls reach their winning form.

The team includes: **Nina, Akiko and Michiru** (G10A), **Moyu, Miku and Erika** (G10B), **Shifa** (G11A), and **Shay and Sara** (G11C)

## Anyone for Softball?



You may not have known it, but there is a school softball team for parents and staff! The team promotes friendly sportsmanship amongst members through practices and tournaments with other adult teams. The team usually meets twice a month on Sundays on the KIST playing field or at other local Japanese schools and baseball grounds in Koto-ku. A wide range of ages are represented, with members ranging from their twenties to their sixties.

The team is currently recruiting new members ahead of next year's season. If you are interested in joining, or even just coming along for a look, please contact Akihiko Nogami at [akihiko.nogami@kist.ed.jp](mailto:akihiko.nogami@kist.ed.jp).



## Secondary SRC

This year's 2011-2012 Secondary Student Representative Council has started off successfully with the KIST Halloween Dance, which raised over 38,000 yen. This money will go towards the SRC budget, which will be used to help fund upcoming SRC events. The SRC received a significant amount of support and positive feedback for the dance. The feedback was well received and the SRC is looking forward to the next SRC dance, which will be held in February.

Homeroom representatives have also been selected for this school year. These students will represent the students of their homeroom in our weekly SRC meetings.

Some of the activities that we will be organizing for this school year are sporting events, free dress days, dances, and charity fundraising events. We are looking forward to a great year!

### Secondary SRC Homeroom Representatives

Grade 6A: **Nikita**  
 Grade 6B: **Hee Yong**  
 Grade 7A: **Yasmine and Radhika**  
 Grade 7B: **Nina**  
 Grade 8A: **Mihir**  
 Grade 8B: **Azzam**  
 Grade 9A: **Kouta**  
 Grade 10A: **Min**  
 Grade 10B: **Bilal**  
 Grade 11A: **Ria**  
 Grade 11B: **Miri**  
 Grade 11C: **Yeon Soo**  
 Grade 12: **Paolo**

*Secondary SRC homeroom reps with Mr Fishman.*



## Staff 10!

In this month's *Staff 10!*, we are pleased to present **Etsuo Kamo**, one of KIST's longest serving staff members. Kamo-sensei joined KIST in 1997, the year of the school's founding, and is a Japanese language teacher in the MYP and DP.



*Kamo-sensei in the classroom*

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

I was born in Kobe and lived there until I was 18 years old. When I was a child, bananas were a luxury item imported from Taiwan. I don't think that there were such things as refrigerated ships back then and so bananas were picked and shipped while still green, but if the ship was delayed due to a typhoon or something, the ice used to preserve them would melt, and the bananas would ripen early, they would then be sold for cheap on roadsides as nearly rotten food. My dad would buy them and bring them home and so I believed that bananas were a black spotted skinned fruit until junior high school!

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

I'd off course like to say Kobe, but as the house and town I lived in were burned down in the Great Hanshin Awaji Earthquake and is now 'another town', I suppose I would have say 'the Kobe in my memories'.

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

My chemistry teacher from high school. During chemistry, I was always with my best friend and we stood at the back not taking any notes, yet it's the only class I remember taking during those two years. Thanks to that teacher, I was not only able to remember the contents of the textbooks, but also all the Q&A sessions, and came to like chemistry.

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

I like trying new things; from the so called arts, photography, gardening to go, chess and even mountain climbing and tennis, all of which I am fairly talented at (or so I believe), and I have a special skill to be able to give them up after 2 or 3 years.

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

I guess what I wrote in the first question about being from Kobe. Also, until I received my Japanese teaching license 12-13 years ago, I was actually a science guy who hated literature and English.

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

Children...that's probably what my best students would say.

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

"I'll cross that bridge when I come to it."

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

Learn to speak at least English and immigrate to Africa, which was my dream in high school.

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

I am reading the most 'literature' I have ever done in my life. Every New Year's Day I promise to myself that "This year I will learn English" but end up giving up by the end of the week.

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

Studying, as long as you know how to do it, can be done anytime, and something that once you go out into the world may be necessary, even if it's not your strongest field; so for now, let's at least enjoy classes together.

## Office Updates

### Communicating with KIST

When corresponding with the school regarding your child (e.g. when notifying the office of an absence), please provide your child's full name (e.g. Taro Suzuki) as well as their grade and class (e.g. Grade 3B). All absences should be reported directly to the office, not to individual class teachers.

### Withdrawals and documentation requests

Families withdrawing children from KIST this month are asked to notify the school as soon as possible by submitting the **Student Withdrawal Form** available on the school website Contact >> Forms page. Any requests for documentation such as teacher recommendations must also be submitted as soon as possible via the **Request for Documentation Form**. This should be submitted directly to the office, not to individual teachers. Letters of recommendation take up to two weeks to prepare. Requests received in the last week of school will not be available until after the winter vacation.

### Arriving late to school

- Attendance for students in Grades 1 through 12 is taken in the classroom at 8:30. Students must be in their classroom by this time or they will be marked absent. Students who enter the school gates before 8:30, but fail to be in their classrooms on time, will also be marked absent. Entrance to the school after 8:30 will be marked as a late arrival.
- Late arrivals are marked as temporary absences. Students who arrive late for school must report to the reception counter and complete a late slip in order to change their absence to a late arrival. Students who fail to report to the reception will be marked absent.
- Please contact the school office by 8:30 if your child is going to be late for school. Exceptions are made for lateness due to unavoidable situations such as train accidents etc.
- Students should obtain a certificate of train delay (chienshomeisho) from staff at Kiyosumi-Shirakawa Station if they are late due to a delayed train. Students who submit this certificate are marked as an "excused late arrival" which does not count against their absentee rate.



## IT News

### Live@edu update

It has been 2 months since KIST officially moved all school communications over to Live@edu and we hope that this has helped families communicate more closely and conveniently with their children's classroom teachers and other families in the KIST community. Although many families are taking advantage of the new system, there are still a number of families who have not yet logged into their accounts.

**Please make sure to use your KIST Live@edu account for all school communications. KIST staff and teachers no longer communicate via personal e-mail addresses.**

Please contact me via the e-mail address below if you would like to confirm your login details or if you require assistance using the system.

We have also been introducing Live@edu to students and it has been very well received by students as young as Grade 2 all the way up to Grade 12. However, we often see that younger students

do have difficulty in remembering their passwords so we ask that parents spend time with their children and help them practice just logging into their accounts in one go without mistakes. A lot of valuable classroom time is lost with students not remembering their passwords. We are also planning to get K2 to Grade 1 students to log into Moodle with their Live@edu accounts, but realize this will take a lot longer to achieve. We encourage parents to talk to their children about Moodle and to have your child show you how they use it and talk about the many photo galleries our teachers spend a lot of time putting together.

### Did you know?

You know you can connect your Live@edu account to a smartphone/tablet giving you access to all of your school communications on the go? If you haven't done this yet, please make an appointment and drop by the school office to ask the IT guys for help. It only takes about 5-10 minutes.

As of November 2011, Microsoft reported that more than 22 million people are using Live@edu. In



Japan the Inzai City Board of Education and the Wakayama City Board of Education are noted users of Live@edu.

In the next 2012-2013 academic year, Live@edu will change its name to Office 365 for Education as part of a global update to the service. As we learn of more details we will pass them along to the school community.

In the last school year, KIST has nearly doubled the number of computers available for student and staff use to 300. And the new wireless system is being utilized by students and staff to provide access to online resources everywhere on the school campus.

Please e-mail me if you have any questions or need help with Live@edu.

### Rob Whittaker

IT Software/Hardware Coordinator  
[robert.whittaker@kist.ed.jp](mailto:robert.whittaker@kist.ed.jp)

## Nurse's Notes

**The Nurse's Room is located next to the main office and is open daily from 8:30 to 3:30.**

My name is Mari Nameshida and I am the new full-time nurse. As the cold and flu season is upon us, I hope the following information will be helpful for you and your family.

Please make sure your children gargle once they arrive home. Gargling is an excellent way to combat bacteria in the mouth. Gargling with salt water and mouthwash is recommended. Gargling salt water is suggested for a sore throat. For best results, gargle for at least 15 seconds. Neither salt water nor commercial mouthwash is intended to be ingested, especially by children, so please instruct your children how to gargle correctly.

In Japan, the flu season peaks from December to March when the air is dry. If you would like to be vaccinated, a flu shot takes about one month to have the maximum effect, so I suggest scheduling an appointment as soon as possible. The price is about 3,000 to 4,000 yen, but it depends on the hospital, so please check the cost in advance. Please be careful as insurance does not normally cover the vaccine. Usually children's vaccine is cheaper than adult's and children under 13 have to have 2 shots.

Under current flu conditions, if a child has flu symptoms, please take them to a doctor 24 hours after the symptoms appear as flu tests are not accurate if it is too soon. Children should stay home until they are free of fever for at least 48 hours because they are contagious during this time. This is usually about 3 to 5 days. Unfortunately, the flu cannot be prevented 100% even if a flu shot has been provided; however, a vaccine will typically lessen the symptoms. If you would like more information regarding colds and flu, please see the following link:

<http://www.mhlw.go.jp/english/index.html>

When we have students who are suffering from contagious diseases such as flu, chicken pox and lice, we inform class families via E-Communications. If you have any questions, please feel free to contact me via e-mail or stop by my office and we can meet in person.

### Mari Nameshida

School Nurse  
[mari.nameshida@kist.ed.jp](mailto:mari.nameshida@kist.ed.jp)



Ms Nameshida



## Grade 6 Nikko Excursion

Grade 6 students headed out to Nikko in the early morning of November 9. After a 2-hour train ride, the students attended a pottery exhibition and painted small ceramic cups using traditional paints. They were served lunch and headed to Rinnoji Temple, where they did a guided tour. They asked many questions and toured the temple of Dragon Tears. The building design allows for sounds to travel from one certain spot, ringing and making a painting of a dragon seem to cry. Students were able to see ancient paintings and buy small tokens to remember their visit.

On Day 2 we woke up early and were treated to a mountain hike. This was a highlight as the students were free to run and explore, as well as learn about the habitat from our knowledgeable guides. They saw some deer and learned about the way the water system works



in Japan to be sure that all citizens have access to clean water. Students took many pictures on this day and walked through the mountain on wooden paths and bridges.

We were hiking behind Mt. Nantai and this activity took up most of the day! After the hike we visited Nikko Nature Museum for a short film about the changing seasons and the natural habitat that we had just explored. We ended the day with a visit to Kegon Falls and the 3-floor observation deck.



Students ate all meals together and spent time at night playing team building, and treasure hunt games in a basement room in the hotel. All students were responsible for their own belongings and behavior and really enjoyed the opportunity to interact with their teachers in a more personal setting.

Day 3 we visited the Edo Mura village where the kids attended ninja performances, haunted houses, geisha parades and were thoroughly soaked by pouring rain.

It was a wonderful experience for all involved.

**Kara Haines**  
Secondary English-Humanities Teacher

## New Faces

Welcome to Shun Nakade and Emma Hodgson.



**Shun Nakade** has been appointed to the position of Secondary School Administrative Assistant.

Shun said of his position: "Hello. My name is Shun. I grew up in this neighborhood around the school, and

knew the school building and property even before it was K. International School. Shortly after finishing junior high school, I went to study in Oregon for 3 years and moved to Seattle for 2 more years. I am very excited to be here and hope that I will be a good addition to the KIST community."

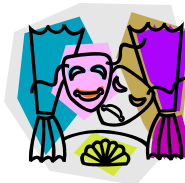


**Emma Hodgson** will join the Elementary School staff after the winter vacation as the new Teacher's Assistant for Grade 1B.

Emma said of her position: "Hi, my name is Emma and I will be arriving in Tokyo from Hong Kong in December. I

have been co-teaching a Grade 3 class for a year and a half in a nurturing IB international school. I am looking forward to working with KIST students and exploring the Japanese culture."

## Drama Festivals



This fall, KIST Secondary students had a great opportunity to participate in the Kanto Plains Drama Festivals hosted by Yokohama International School (High School Drama Festival) and The British School in Japan (Middle School Drama Festival). The students were given a chance to meet new people, to make new friends and to enjoy fun and challenging activities led by professional drama producers. The final performances for both festivals were truly amazing and demonstrated excellent creative thinking and cooperative skills of all participants. As chaperon, I was especially proud of KIST students who represented our community at these significant events. Congratulations to all participants!

**Marina Babaeva**  
DP/MYP Music Teacher



## Cross Country News

### KIST runs away with the gold!

KIST students have been training inside and outside of school in preparation for this cross country season. The KIST PE staff have been working on fitness and conditioning units across the whole school. Both Elementary and Secondary grades have made it their focus to learn about different aspects of athletic training, health and fitness as well as the theories that support them. We would like to think that this knowledge and hard work gave our children an advantage coming into the inter-school cross country meet.

On November 18, KIST students gathered at Arakawa River to compete against each other in the annual **KIST Inter-House Cross Country** event in hopes of qualifying for the ISTAA championships. The winners of the inter-house event then advanced on to the **ISTAA Inter-School Cross Country Championships** held at the same location on November 25. KIST advanced over 70 students to this championship race who competed against eight other schools and had great

#### KIST Inter-House Cross Country

##### Grade 1 Boys:

Keanu (G1A)  
Yudai (G1A)  
Harunosuke (G1A)

##### Grade 2 Boys:

Kaiser (G2B)  
Kishore (G2A)  
Ross (G2B)

##### Grade 3 Boys:

Samuel (G3B)  
Deniz (G3A)  
Hee Sung (G3A)

##### Grade 4 Boys:

Salim (G4A)  
Kenzo (G4B)  
Nimit (G4A)

##### Grade 5 Boys:

Keina (G5B)  
Shin (G5B)  
Keigo (G5A)

##### Grade 6 Boys:

Hikaru (G6A)  
Taisei (G6A)  
Hee Yong (G6B)

##### Grade 7 Boys:

Hee-Jun (G7B)  
Haruto (G7B)  
Akira (G7A)

##### Grade 8 Boys:

Tyson (G8A)  
Rei (G8B)  
Jisang (G8B)  
Motoi (G8B)

##### Grade 9 Boys:

Salam (G9B)  
Maung Wai (G9B)  
Roshana (G9A)

##### Grade 1 Girls:

Tomoko (G1A)  
Tia (G1A)  
Sara (G1A)

##### Grade 2 Girls:

Rina (G2A)  
Minagi (G2A)  
Zoe (G2A)

##### Grade 3 Girls:

Saki (G3B)  
Maki (G3A)  
Aisha (G3B)

##### Grade 4 Girls:

Emily (G4B)  
Reina (G4B)  
Sara (G4B)

##### Grade 5 Girls:

Hina (G5B)  
Ruiran (G5A)  
Asami (G5B)  
Emiri (G5A)

##### Grade 6 Girls:

Riko (G6B)  
Yi-Ting (G6A)  
Hana (G6A)

##### Grade 7 Girls:

Moana (G7B)  
Kotone (G7A)  
Eimi (G7B)

##### Grade 8 Girls:

Nino (G8A)  
Ayaka (G8B)  
Angela (G8A)

##### Grade 9 Girls:

Rina (G9B)  
Rei (G9A)  
Jamie (G9A)  
Tamami (G9A)  
Keerti (G9A)

##### Grade 10 Boys:

Adam (G10B)  
Sashank (G10A)  
Abhinav (G10B)

##### Grade 11 Boys:

Alakhsa (G11B)  
Ashutosh (G11A)  
Jae Hyoung (G11C)

##### Grade 12 Boys:

Eric (G12)  
Ryosuke (G12)  
Cameron (G12)

##### Grade 10 Girls:

Akiko (G10A)  
Miku (G10B)  
Moyu (G10B)

##### Grade 11 Girls:

Monica (G11C)  
Marie (G11C)  
Sara (G11C)

##### Grade 12 Girls:

Ewa (G12)  
Na Yeong (G12)  
Sung Hye (G12)

#### ISTAA Inter-School Cross Country

##### Grade 1:

**Boys**  
Bronze: Keanu (G1A)

##### **Girls**

Bronze: Tomoko (G1A)

##### Grade 2:

**Boys**  
Silver: Kaiser (G2B)

##### Grade 3:

**Boys**  
Bronze: Deniz (G3A)

##### **Girls**

Gold: Saki (G3B)  
Silver: Maki (G3B)

##### Grade 4:

##### **Girls**

Gold: Emily (G4B)  
Bronze: Reina (G4B)

##### Grade 5:

##### **Girls**

Silver: Hina (G5B)

##### Grade 6:

##### **Boys**

Gold: Hikaru (G6A)  
Silver: Hee Yong (G6B)

##### **Girls**

Silver: Riko (G6B)  
Bronze: Yi-Ting (G6A)

##### Grade 7:

##### **Boys**

Gold: Hee-Jun (G7B)  
Silver: Haruto (G7B)

##### **Girls**

Gold: Moana (G7B)  
Bronze: Kotone (G7A)

##### Grade 8:

##### **Boys**

Gold: Tyson (G8A)  
Bronze: Rei (G8B)

##### **Girls**

Gold: Nino (G8A)  
Bronze: Ayaka (G8B)

##### Grade 9:

##### **Boys**

Gold: Salam (G9B)  
Bronze: Roshana (G9A)

##### **Girls**

Bronze: Keerti (G9A)



results. KIST students were very successful, taking away many medals with top times. In addition, our students made us very proud by taking home the top team award. This trophy is awarded for the combined total points scored by a single school. KIST students scored upwards of 15,000 points with the next best team trailing by almost 800.

So congratulations to all who competed and those who supported our children on these triumphant two days for KIST. And special thanks to the parent volunteers who made these events possible. We could not have done it without you!

**Jay Leroy, Chee Lee, Akihiko Nogami**

PE Teachers



##### Grade 10:

##### **Boys**

Gold: Adam (G10B)

##### **Girls**

Bronze: Akiko (G10A)

##### Grade 11:

##### **Girls**

Gold: Monica (G11C)

Silver: Marie (G11C)

Bronze: Sara (G11C)



**Participating schools:** KIST, The British School in Tokyo, Canadian IS, Columbia IS, International Secondary School, KAIS IS, The Montessori School of Tokyo, Nishimachi IS, Tokyo IS





## College Guidance News

Closing dates for college applications in major countries such as the US, UK and Japan are coming soon and the College Guidance Office is very busy assisting Grade 12 students to finalize their applications, checking application forms and essays, asking teachers to issue a predicted IB grade and a letter of recommendation, sending school documents including school reports for the past three or four years and more. You may see Mrs Okude chasing students and teachers at school to get request forms or signatures on letters.

### College information

Finding the right place to go after graduating from KIST is one of the toughest decisions to make for students and parents. Too much information or too little information? The College Guidance Office is the place that you can start exploring your future career and university/college options. So please drop by anytime to see Mrs Okude during her office hours: **Monday through Friday except for Wednesday from 10 a.m. - 5 p.m.** You may just come to peruse college catalogs during lunch time or afterschool. Also, there are many opportunities to know more about colleges/universities: attending college presentations at KIST and college fairs, visiting campuses, talking to students and alumni and so on. The following are some examples for KIST students this year.

### Special tour of Meiji Gakuin University



Through the courtesy of Meiji Gakuin University, a special tour for KIST students was conducted during the autumn break. Six students from Grade 11 and 12 joined the tour and visited the

university's Totsuka campus on October 17. They had a chance to meet professors and obtain information about the Department of Global and Transcultural Studies, a new 4-year program taught only in English. A model lecture class was provided by Professor Michael Watson and students enjoyed participating in a real setting. The lecture was about the global market of translated literature from the perspective of comparative culture. Our students were actively involved in class discussions. After the presentation and model lecture, we enjoyed a walking tour of the



beautiful campus conducted by Professor Alexander Vesey.

### College presentations at KIST

Nearly 30 universities and colleges from all over the world visited KIST this year from September to November. One of the major advantages to attend the college presentations at KIST is that you can meet college representatives at school and obtain information directly from them. Most of the representatives come from admissions offices and are sometimes members of faculty. On October 27, Professor Gill Steel from Doshisha University Kyoto visited us and provided a presentation about the university's new English program, Institute for the Liberal Arts.



### Alumni talk

It is a joy to know our graduates are enjoying their lives somewhere in the world through e-mails, photos and letters. But it is a special moment when we see them back at school. We



always appreciate their appearance in classes, just popping in to talk about their experiences after graduation. PPO (Class of 2011) spoke to our Grade 11s on December 9. He shared about his college life at the University of Chicago and gave good advice for the DP. KIST is currently building a database of alumni so you may have more chances to keep in touch with each other.

### Japanese books about the IB

I have received several inquiries from parents about how to get more information about the IB in Japanese. This is one of a few books published in Japan: 「国際バカロレア 世界が認める卓越した教育プログラム」(相良憲昭・岩崎久美子編著 2007). This book was based on academic research conducted for the Japanese Ministry of Education and Science. The researcher and author is Ms Kumiko Iwasaki who became a close friend to the KIST community and joined our last trip to Tohoku when we were volunteering to provide meals there after the earthquake. You are able to check it out from the KIST LMC.

### Mrs Keiko Okude

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

