



The Comet



The Newsletter of K. International School Tokyo

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"Anything the mind can conceive and believe, it can achieve."

—Napoleon Hill

From the Head of School

The summer holidays are over and the 2013-2014 school year has begun. I hope you all had a wonderful holiday.

As for my family, we spent roughly a month travelling to the UK and US as our son and daughter were attending counselor training courses in London and Miami. Although the training proved valuable and informative (resulting in some hotly debated discussions in the evenings), we were constantly engaged with work-related issues. It would be nice to have a slightly more relaxing vacation next year.

Thank you to the many parents who braved the recent heat wave to attend our Parent Welcome Nights on August 15, 28, 29 and 30. Through direct conversations with parents on these nights, the level of dedication parents have towards their children's education was evident, and I realized once again the weight of responsibility we have as a school to our students. I was also pleased to receive many comments from parents in support of our current goals for KIST. Below is a brief summary of the points I presented on these nights.

This year, we will continue to implement a variety of initiatives as we work towards realizing the school's mission:

K. International School Tokyo aims to provide highly motivated children from diverse cultural and social backgrounds with a high quality education in a safe and nurturing environment to become competent and moral individuals who make meaningful contributions to the global community.

To achieve our mission, it is our specific aim for students to gain high scores in the Diploma Programme, the ultimate goal at KIST, which is evidence that they have developed a high level of knowledge and skills required at universities and in the real world. In order for students to reach this goal, it is vital that they acquire the necessary knowledge and skills during the PYP and MYP.

For this reason, this year we will continue the process of strengthening students' English and mathematics skills, both of which are vital learning tools in achieving success in all areas of study, by adopting the following initiatives.

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DATES TO REMEMBER

September 2013

- 16 School day
- 16 (G1-G12) Clubs program begins
- 17 (S) Field Day
- 18 (E) Field Day
- 20 Staff development day (No school for students)
- 20 MYP information session for new parents **[Changed from Sept. 13]**
- 23 School holiday
- 24 (W) Free dress day
- 25 PYP information session for new parents
- 28 (G9-G12) High school drama festival (Hosted at YIS)
- 30-Oct 1 School photographs

October 2013

- 5 World teachers' day
- 8-10 (G3-G9) ISA testing
- 14 School day
- 19 School explanation day (for prospective parents)
- 19 (G10) PSAT tests (*Optional)
- 21 2014-2015 enrollment applications open
- 22 Last day of quarter 1
- 25 KISTival preparation day (K1-G5) No school for students (S) School day
- 26 KISTival
- 27-Nov 3 Autumn break

November 2013

- 4 (W) School resumes for all students
- 5 (W) DEAR literary character dress-up day



KIST is an IB World School

Continued from previous page

Initiatives to improve the level of English: Elementary School

- Further development of classroom libraries.
- Implementation of a writing workshop in September.

Secondary School

- Increased number of English lessons in the Secondary School with classes now held daily.
- Provision of an additional two English lessons per week for G6 to G8 students who have not yet reached English A level (native or near-native level) to develop language skills necessary to move into the English A class as quickly as possible.

Initiatives to improve the level of mathematics:

- Implementation of diagnostic tests in mathematics following the British Key Stage curriculum standards and the International GCSE. Test results are used as the basis for streaming students into one group at Extended Level and two groups at Standard Level from Grade 6.
- At Standard Level, provision of an additional two mathematics lessons per week for G6 to G10 students to help ensure improvement of fundamental math skills.

Furthermore, in conjunction with the introduction of the Key Stage and International GCSE diagnostic testing, we are also reviewing our grade exit and advancement criteria. It is my hope that in developing clearer criteria, we can provide students with a better understanding of what is expected of them, socially and academically, and make it easier for parents to offer support.

The school's educational philosophy, which makes explicit how our mission is put into practice, includes a statement that: "Reinforcing appropriate dress and behavior standards promotes a respectful, responsible and safe school environment". I was, therefore, delighted to hear comments from some of our new teachers regarding the respectful behavior and enthusiastic approach to learning they had witnessed from our upper-secondary students. Furthermore, we are also continuing to strive to improve the instructional learning environment in order to nurture good study attitudes amongst students in the lower grades. From previous experience, we have seen that students who perform well in the DP are, without fail, those who acquired good study attitudes from an early age.

We also continue to receive words of praise from many of the visitors to our school who comment that the positive manner and appearance of our students is one of the outstanding features of the school. To uphold this image, and to encourage an environment of respect, responsibility and safety amongst our students, it is important that we continue to cooperate in ensuring that students follow school rules regarding general appearance.

Lastly, I am pleased to welcome back Mr Jeffrey Jones to KIST this year as our Director of Education. I am confident that he will prove a valuable asset in helping us work towards our mission. Mr Jones previously worked at KIST from 2005-2008 as a mathematics teacher and CAS Coordinator, and was a very popular teacher who displayed strong leadership skills, bringing success to many students. My son, who himself became a KIST math teacher this August, was one of his students. After leaving KIST, Mr

Jones worked as MYP Coordinator at Tamagawa Gakuen and then Principal at Doshisha International Academy where he was again noted for his fine leadership skills. I am very pleased that he has decided to rejoin us and look forward to working together to achieve the mission of our school.

In addition to Mr Jones, we are joined this year by 6 new teachers and 3 teacher's assistants in the Elementary School, as well as 6 new teachers in the Secondary School which brings our total faculty to around 70. I hope it will be a very fruitful year for all of our students and ask for the continued support of all families throughout the year.

Please remember, if you have any questions, feedback or ideas relating to the school, you are welcome to contact me directly anytime.

Yoshishige Komaki
School Director/Head of School



Secondary SRC



Congratulations to the students who have been elected to the Secondary SRC this year!

Executive

President
Min (G12B)
Vice President
Kouta (G11B)
Treasurer
Tatsuya (G11A)
Secretary
Prakhar (G11B)



Homeroom Reps

Grade 6
GaOn (G6A) | Shridhar (G6B)
Grade 7
Kevin (G7A) | Natasha (G7B)
Grade 8
Rachel (G8A) | Ellen (G8B)
Grade 9
Moana (G9A) | Hana (G9B)
Grade 10
Angela (G10A) | Aditya (G10B)
Grade 11
Arya (G11A) | Vigi (G11B)
Grade 12
Kent (G12A) | Abhinav (G12B)



The members of the Secondary SRC for 2013-2014 with supervisor, Ms Babaeva.

Welcome to New Staff

On behalf of the KIST school community, we would like to extend a warm welcome to our new staff for 2013-2014. We wish you all the best and hope that you enjoy your time with us!



Helen Campbell
PYP Art



Jennifer Campbell
Grade 1B



Cesar Cely
MYP Science /
DP Physics



Tibor Cernak
MYP Humanities /
DP Economics



Scott Grant
Grade 5B



Jeffrey Jones
Director of
Education / MYP
Mathematics



Hiro Komaki
MYP/DP
Mathematics



Seth Kroschel
MYP Mathematics



Joanna Lee
Teacher's Assistant
K2



Sophie Noreen
Teacher's Assistant
Grade 1A



Andrea O'Handley
Grade 4B



John Rose
MYP Science /
DP Chemistry



Oliver Sullivan
Grade 3A



Christopher Tihor
MYP Mathematics



Timothy Vodden
Grade 2A



Some of our new staff enjoying Japanese cooking with Atsuko-sensei.

Staffing Changes

In addition to welcoming new staff, we have a number of staffing changes as shown below. We wish these staff members all the best in their new positions!



Clay Bradley
PYP Coordinator



Robert Collins
PYP Music



Anna Holdaway
Administrative
Assistant (Office)



Leslie Hynes
Elementary School
Librarian



Nanami Komaki
Student Welfare
Counselor



Jude Ross
Grade 2B



Andrew Young
MYP Coordinator

Founders' Awards

KIST Founders' Awards recognize students who make significant contributions to the school community, and encourage students to maintain motivation in their studies. There are two types of awards: **KIST Study Scholarships** and **KIST University Support Scholarships**. Information about the awards is available on the school website. Awardees for this year's University Support Scholarships have been determined. Congratulations to the following graduates. We wish you all the best in your studies.



KIST University Support Scholarships



Class of 2013
Monica
Silver Award



Class of 2013
Samkit
Silver Award



Class of 2013
Marie
Silver Award



Class of 2013
Yu Zi
Bronze Award



Class of 2013
Rishab
Bronze Award



DP News

IB Diploma results – July 2013

During the summer vacation, the IB Diploma results were issued to the students of the "Class of 2013". The table below summarizes the performance of the candidates and also KIST graduates from 2007-2012.

Year of Graduation	KIST mean points*	Number of Grade 12 full DP students	Number of students awarded the IB Diploma	Mean points of students awarded the IB Diploma*	Highest KIST score*	Worldwide mean points
2013	30.63	35	29	32	42	TBA
2012	29.06	17	14	30	37	29.77
2011	30.5	16	14	32	40	29.61
2010	27.05	18	11	30	38	29.55
2009	31.80	10	9	32	45	29.51
2008	30.88	8	5	35	39	29.57
2007	30.50	2	1	36	36	29.56

*Maximum score: 45 points

As the table shows, the Class of 2013 was significant for KIST as this year group was twice the size of previous year groups at the school. Also, every student in the year group challenged themselves by going for the award of the full IB Diploma with 29 students (83%) being successful in achieving this goal. Furthermore, the majority of the six who were not awarded the full IB Diploma only missed out by one single point. The school compares favorably to world statistics released by the IB in these two categories; just under 50% of IB Diploma candidates go for the full IB Diploma and of those that do, approximately 78% are successful in this goal (IB, 2012).

Also significant for KIST was that amongst the Class of 2013, three students achieved scores of 40 points or more: **Monica** and **Marie**, who received 42 points and **Samkit**, who was awarded 40. Also worthy of individual mention are **Rishab** and **Yu Zi**, both of whom achieved 39 points. Overall, twenty students were awarded an IB Diploma with 30 or more points. Nine students were also awarded a **bilingual** Diploma in recognition of studying two language A or "first" languages.

Parents who would like more general information on IB Diploma results should go to <http://www.ibo.org/diploma/assessment/results/>. The IB publishes a "Statistical Bulletin" summarizing IB Diploma results, a link to which is on this webpage. The "Statistical Bulletin" for the May 2013 Examination Session should be published in October/November.



Congratulations to the students on their individual successes in the external DP assessment and thanks to all the Grade 12 teachers from last year for all their hard work!

Mark Cowe

Secondary School Vice Principal/IB Diploma Coordinator
mark.cowe@kist.ed.jp

(IB, 2012) "IB DP Statistical Bulletin May 2012 Examination Session"



Elementary School News

Welcome back for the start of the 2013-2014 school year!

I hope that you all had an enjoyable and restful summer holiday! In the Elementary School, we are all excited to get back to work and begin another school year!

The week before our students returned to school, our KIST staff had a week together to prepare for the new school year. Our PYP Coordinator, Clay Bradley, and I used much of this time reviewing best educational practices and introducing new instructional techniques and strategies. In an effort to implement a consistent approach to behavior management, I presented a beautiful book titled "Have You Filled a Bucket Today?" to our Elementary staff. The premise of this book is that by making a conscious effort to recognize the wonderful things people do, we can fill someone's bucket and make them feel great.

Although my initial intention was to implement this technique solely with our students, I quickly realized that it could be used on a wider scale through our whole school community to bring out the best in each other and maintain the positive energy we have at KIST.

If you are unfamiliar with this wonderful book, I recommend you take the time read it. It is available in our Elementary School Library and English/Japanese versions can be found in many bookstores.



Welcome back again to KIST for 2013-2014 and let's all continue to fill each other's buckets and keep our school a warm and positive place for all!

Kevin Yoshihara
Elementary School Principal



PYP News

The 2013-2014 school year has begun and there is a feeling of excitement in the air as students settle into their new classes and routines. Teachers are also excited by the prospects that the new year will bring.

Last year, teachers focused on implementing our new "Readers Workshop" approach to literacy and were met with outstanding results. As an extension to those successes, we will be welcoming Ms Laura Benson to our school for a "Writing Workshop" in-service training to enrich and deepen our literacy program.

Equally as important, the new math curriculum has kicked into gear. Teachers, students and parents alike have noted that the new **Key Stage** math texts and support materials make the task of learning math more manageable as well as fun. These resources also strengthen the children's learning by providing us with a common language across the grade levels through to our Secondary School. We look forward to seeing how far our students will progress along this important path.

These two new items in conjunction with our inquiry-based units of instruction guarantee success in the academic arena which stretches beyond the walls of K.



International School Tokyo. Please feel free to direct your questions about these and any other curricular programs at the school to the Elementary Office as we look forward to making your learning experience enjoyable and fulfilling here at KIST

Clay Bradley
PYP Coordinator



Secondary School News

As we move into the second month of the 2013-2014 academic year, the students are all now familiar with their new schedules and have settled in well. This year we have welcomed several new teachers to the Secondary School and transferred a few from the former English Intensive Class. As with our student body, our teachers come from diverse backgrounds. The current teaching staff represent 17 different nationalities which complements the diversity of our students (see page 10).

During the summer teacher orientation week, I led a session on student multitasking. This is indeed a topic that needs to be addressed as many of us become ever more comfortable with the use and convenience of smart phones in particular. Our discussions highlighted the following with regard to multitasking:

- Using social media requires complex mental processes such as language and analytical skills that are also demanded by school work.
- Brain research indicates learning is far diminished when multitasking as compared to applying one's full attention to a given task.
- Student's understand less and have greater difficulty transferring learning to new contexts while multitasking.

As a staff, we reviewed current research on this topic with specific reference to [The New Marshmallow Test: Students Can't Resist Multitasking](#) and worked together to develop classroom management plans to promote healthy multitasking while eliminating unhealthy multitasking. I highly recommend parents read this article as Professor Larry Rosen's work in this area is quite enlightening. Not all multitasking is bad, but students as well as adults need to make appropriate choices.

In support of this and after reviewing the school's 1-to-1 laptop program in Grades 10-12, social media misuse was identified

as an area needing to be addressed more comprehensively at school. Many times students are using these mediums to stay in touch with friends and family which may be appropriate outside of school, but this is interfering with school studies. Additionally, on occasions this produces inappropriate social networking the school strongly discourages such as online bullying. We are therefore restricting access from student computers to certain sites including Facebook and Twitter which have been deemed distracting and inappropriate for class lessons. Where there is a clear educational value, we will work closely with our IT support team to ensure access does not interfere with student learning.

The school's rationale is to ensure focus on student learning and reduce time spent on social networking which potentially distracts lessons. Students are increasingly being asked to access the immense resources available on the Internet but also need guidance to ensure they develop skills to prioritize with the ability to remain focused in productive ways. We have put Moodle in place to help keep resources in one central spot wherever possible per course, but this network restriction is designed to further assist and encourage students to stop inefficient multitasking.

Suggestions for supporting student home learning environments:

Parents frequently ask for suggestions for better student home learning environments so kindly consider the following:

- Encourage your children to use computers, iPads and smart phone applications in a public space so you can monitor what they are working on to ensure focus on appropriate items such as homework.
- Set a time when no one uses technology in your home such as during meal times and when you expect your children



to be going to sleep.

- Model appropriate behavior by not being overly dependent on your own mobile devices while the family is together. Finding balance is increasingly difficult in which your guidance is crucial to support the notions of well-balanced learners.

The school has stressed the dangers of social networking in assemblies, advisory and other mediums, but parents should also be discussing these issues. Reminding students that posting is often permanent and inappropriate postings or antisocial comments may be used by colleges/ universities or employers in the future when considering applications.

As in previous years, I am looking forward to working with school community members to maximize student learning and continue the warm atmosphere our school maintains.

Warm regards,

Stephen Rothkopf
Secondary School
Principal



Perceptual Motor Program

This year, children from K1-G1 will be taking part in the launch of the PMP program here at KIST. This is a cutting-edge developmental PE scheme that aims to improve our children's perception and self-image while making connections to everyday classroom learning behaviors. Mr Aki will be delivering these structured lessons in the MPR, which has been converted into a "PMP laboratory".



The information below is a short description of the research and theory behind the PMP program provided by: <http://www.smartstarters.com.au>

Jay Leroy
PE Teacher/Athletics Director



PMP stands for PERCEPTUAL MOTOR PROGRAM

A Perceptual Motor Program aims to give the child experiences in seeing, hearing, touching, processing, making perceptual judgments and reacting through carefully sequenced activities which children enjoy doing like running, hopping, skipping, jumping, balancing, crawling, climbing, throwing, catching, bowling, sliding etc., using a variety of common and specially designed equipment,

The child needs the motor skills of balance, locomotion and eye/hand/foot coordination and needs to be fit to function effectively. Children with common behavior problems of inattention, "day dreaming", wandering, laziness, clumsiness, disruptive behavior, among other things, are frequently children who have not developed a "perceptual world". These are the children who become frustrated with school and optimal learning is not achieved.

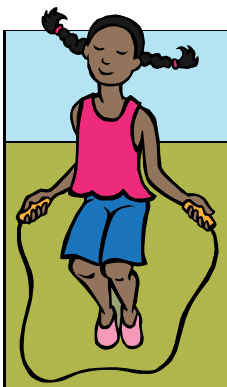
The perceptions the child needs can be grouped as:

- A perception of self (body image, body control, laterality) if problems of reversals, sidedness etc. are to be avoided in the classroom.
- A perception of space, if problems with handwriting, poor use of time and inappropriate movement patterns are to be avoided.

- A perception of time (body rhythm) if the child is to be able to remember things rhythmically and move efficiently and effectively in his/her world.

A true Perceptual Motor Program aims to be "preventative rather than curative", diagnosing and working with problems which impinge upon the child's mode of operation in the classroom. By providing effective experiences and modes of operation, the child will have opportunities for more effective learning. It also develops good social skills and self-esteem.

An effective Perceptual Motor Program has children work through a sequence of experiences to develop perception and motor outcomes along with memory training. Confidence grows, problems are solved, language skills develop and the fundamental sports skills are learned which will enable the child to move competently into the major games and activities. Children become self-assured people, aware they have a place in the world, and aware of the contributions they can make to that world.



Library News

The Library is an extension of every classroom.

As the new school year starts, the KIST Libraries will be promoting the Elementary Library and the LMC as "extensions" of every classroom in our school. This reflects the library vision of **developing inquirers, critical-thinkers, independent and lifelong learners** that supports our school's motto: "Learning for Life".

This year we have new resources in KIST Libraries. Our new subscriptions include the Student Edition, Opposing Viewpoints, Science in Context, Kids InfoBits and BrainPOP. We also renewed our subscriptions on Britannica Online School Edition, Destiny WebPath Express, Questia School, and Turnitin. All of these subscriptions aim to improve the Library Online Services that support the educational needs of an IB World School. These resources can be accessed through the Library Media Center (LMC) and Elementary Library Moodle pages. Ms Leslie and Mr Andi will introduce these resources to students during library orientation sessions.



We also developed the collections in the LMC and Elementary Library by adding books that support the curriculum needs of the PYP concepts, MYP unit planners and DP research studies, so please stop by to browse the new titles or you may also visit the Destiny Library System for the complete resource lists.

Library team



Ms Leslie Hynes is our new Elementary School Librarian. She will be helping students develop the love of reading, and develop research skills.

Ms Satoko Yoshimoto is our LMC Librarian. She manages the daily operations of the LMC and is happy to help students with online research tools and other questions about the library resources.

Mr Andi Licuanan is our Teacher-Librarian. He teaches information literacy and works closely with teachers to support students' study and research skills.

Library hours and borrowing procedure

Library Media Center (LMC)	8:15 a.m. - 4:30 p.m.
Elementary School Library	8:15 a.m. - 4:30 p.m.

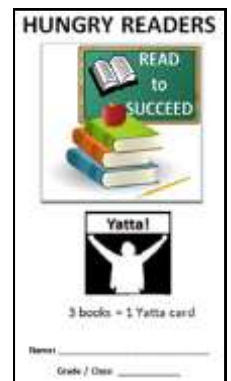
* Please note that outside of school hours, elementary students must be accompanied by a parent/guardian while visiting the library.

** On Tuesdays, the libraries close at 2:40 p.m.

Elementary students are required to bring a canvas library bag in order to protect their books when borrowing. Classes visit the Elementary Library once a week. Students may check out a maximum of 10 books (2 books at a time for Lower Elementary). We also welcome library visits during snack time with a library pass and permission from the class teacher.

Whole school library activities

We have many exciting activities planned throughout the year. All students are encouraged to participate in our **Hungry Readers** reading program. Students read and review books from the Elementary Library and LMC. Students who complete a Hungry Readers booklet available in the library receive one Yatta! Card and are eligible to win a prize in a raffle draw. Completed Hungry Readers booklets must be submitted to the librarian on or before October 10.



Information on Yatta! Cards

Q1. What are Yatta! Cards?

A1. Yatta! Cards are a reward system that promotes the IB learner profile and library skills.

Q2. Where can I get a Yatta! Card?

A2. You can get it from your teachers or from the librarians if you possess one of those qualities. Examples: active participation in class recitations or discussions, joining Hungry Readers, show reflective research skills on assessments, homework, projects etc.

Q3. When is this happening?

A3. It runs from August 26 – October 9. You must drop your Yatta! Cards into the library to join the raffle on October 10.



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Drop everything and read



On November 5, elementary students will participate in the **Book Character Dress-Up Parade** on the field to kick off our annual **Drop Everything and Read (DEAR)**

program for the month of November. Every Wednesday during November, the whole school – students and teachers alike! – will *drop everything and read* for twenty minutes.

Upcoming dates

PTA Library Committee Meeting (LMC)	Tuesday, September 17, 1:00 p.m.
Hungry Readers and Yatta! Card Raffle	Thursday, October 10
Elementary Book Character Dress-Up Parade	Tuesday, November 5
Drop Everything and Read	November 6, 13, 20, 27

PTA library committee

We need help covering books to protect them so that they last longer for students to enjoy and use. If you are interested in volunteering, please consider joining the PTA Library Committee, or stopping by the LMC on the 2nd floor of the Main Building to see Ms Yoshimoto.

As always, thank you to the school administration, teachers and parents for your continued support of the KIST Libraries. We are here to help students learn more and enjoy reading.

The Library Team

Mr Andi, Ms Satoko and Ms Leslie
library@kist.ed.jp



PTA Bellmark Committee

Thank you for your efforts in assisting us to collect Bellmarks.

In our first year of operation, we collected Bellmark points worth **46,955 yen**. This will be used to purchase supplies for our school.

Please continue to collect and bring in Bellmarks for the benefit of KIST and our children!



Nationalities at KIST



As an international school, we aim to keep a balance of nationalities across the school and at each grade level. This year at KIST, we continue to enjoy a highly multicultural environment with 48 different nationalities represented in the student body and 17 nationalities amongst the staff. Can you find your nationality in the Wordle diagrams below?



Student nationalities



Staff nationalities

KISTival 2013

The annual school festival, KISTival, will be held on **Saturday, October 26** from 10:00 to 3:00. As the largest and most important fundraising event of the year, we ask for the support of the entire school community in assisting with the preparation and running of grade level booths to ensure that maximum funds are raised. KISTival is open to the public so you are welcome to invite your friends. Further information will be distributed soon. Have you planned your costume for this year yet?



Staff 10!

In this month's *Staff 10!*, we are pleased to present **Jeffrey Jones** who returned to KIST this year as the Director of Education and MYP mathematics teacher.



Mr Jones

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

I find that many people in Japan have the impression that all of Canada is extremely cold in the winter. While this is true for many of the metropolitan centers in Canada, winters in my hometown of Vancouver are relatively mild, with temperatures quite similar to those of Tokyo.

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

I feel very fortunate to have travelled to various countries around the world and I feel that I have also been very fortunate to have lived in what I feel to be one of the most beautiful places in the world – Whistler, British Columbia (also one of the most expensive places to live in the world!).

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

I am thankful to have met the people I have met during my life journey thus far – there is something to learn from every encounter. As for who I would really like to meet henceforth, if I haven't met you already then I am going to say YOU – please drop by and introduce yourself.

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

Not that I feel are particularly 'special'.

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

Few people know that I used to be a snowboard instructor.

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

My family – not really a 'possession' but what I value more than anything.

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

My students describe me as: positive, caring, nice, helpful, funny (sometimes), a thinker, open-minded, tall. I will go with that description.

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

I'm too busy trying to live this life the best I can to think about it. But no, I try to live my life in a principled way and hence have no (there must be a few that are not coming to mind) regrets.

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

Can I say anything and everything? I think of life as a quest to learn as much as I can in the time I have been given – and try to use what I learn to improve myself to contribute to making our world a better place to be.

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

I have fans? I would like to share a message from Gandhi that has been a positive influence on my life: "Be the change that you wish to see in the world."

Office News

School fees due

We would like to remind you that the deadline for payment of the 2nd installment of school fees for 2013-2014 is Tuesday, September 17. Families who have chosen to pay school fees by the installment method are asked to please ensure that payment is made by this date.

As previously advised, annual invoices outlining details of school fees for the entire year are distributed once only prior to the start of the school year. As such, all families should already have this information, so please check your annual invoice for details.

If you have misplaced your invoice or require further information on payment methods, please contact Accounts by telephone or e-mail.



Nurse's Notes

The warm days just keep on coming. On August 20, we held a teacher's meeting outlining the dangers of heatstroke. We discussed ways to prevent heatstroke, common symptoms and emergency procedures. We reiterated our policies for any days that are over 35°. On these days, use of the field may be restricted if conditions such as humidity are too high. Children should drink some water before going outside to play, and should take a rest and water break at least every 20 to 30 minutes during PE classes or other physical activity.

Everybody is affected by the heat in different ways, but it is said that those who are overweight or have low physical strength are affected the most. During this season, it is even more important to ensure that children are keeping healthy with a balanced diet, plenty of sleep etc.

Makiko Whittaker
School Nurse



College Guidance News

The Careers and College Guidance Office at KIST offers various services for the KIST community through a wide range of activities including information sessions for parents/students, college fairs, college visits, personal meetings, consultation booths at school events, workshops and lessons in Advisory periods. All of these activities and events are designed to assist KIST students (and parents) to build their own future careers and higher education plans after graduation from KIST. We have been offering Careers and College Guidance lessons for G9 through G12 as part of Advisory for several years, but this year we have decided to include G7 and G8 as well since we believe that students should be informed about their options as early as possible. We are looking forward to working with the G7 and G8 students during Tuesday Advisory periods from December.

Careers and college guidance team

We are pleased to announce that Mr Hiro Komaki (KIST "Class of 2008" graduate), a new KIST mathematics teacher, has joined the KIST College Guidance team. He earned his Postgraduate Certificate in Education (PGCE) from Goldsmith, University of London and BSc (Hons) Mathematical Sciences from the University of Bath. He also completed his professional training for international college guidance this summer.

Personal statement workshop

—Wednesdays after school, 3:45-4:45

Mr Robert Johnson's special workshop for Grade 12 students (also for Grade 11 students from Semester 2) commenced on September 4. Students may come to room 202 after school on Wednesdays from 3:45 to 4:45 with their draft personal statement/college essay (s) in hand to seek Mr Johnson's advice and assistance with proof reading.

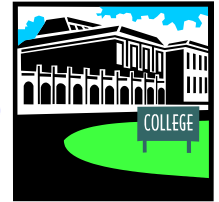
KIST "Class of 2013" destinations

- 29 out of 35 graduates applied to 3- or 4-year colleges and universities during G12
- 26 will enroll in September/October 2013
US: 8 | Canada: 4 | UK: 3 | EU: 1 | Japan: 8 | Singapore: 1 | Korea: 1
- 6 will apply to college/university later this year
Japan: 5 | Australia: 1
- 2 will take a gap year
- 1 will do military service in his home country

Please see the complete list of acceptances/offers and matriculations posted in front of the College Guidance Office on the 1st floor of the main building.

College fairs

- **Friday, September 20, 1:00-4:00**
Kanto Plains Fair at St. Mary's (G11 and G12 students only)



- **Monday, September 23, 3:15-6:00**
CIS Fair & Workshop at St. Mary's (registration required)
- **Saturday, October 19, 1:00-6:00**
Education UK by British Council (open to the public)
- **Sunday, October 20, 1:00-6:00**
beo Fair at Shinjuku L-Tower (open to the public)
- **Friday/Saturday, November 8-9**
Canada Fair at Canadian Embassy (open to the public)

College visits at KIST

- **Monday, September 9, 3:40-4:30**
Savannah College of Arts and Design (SCAD), USA
- **Thursday, September 19, 3:40-4:30**
Laureate Hospitality Education, Switzerland
- **Wednesday, September 25, 3:40-4:30**
UC Riverside, USA
- **Tuesday, October 22, 1:40-4:00**
Pacific Lutheran University (PLU), USA



Mrs Keiko Okude
College Guidance Counselor

Explanation Day 2013

For the 2014 - 2015 school year

KIST will hold an Explanation Day for parents interested in enrolling children for the 2014 - 2015 school year.

Administration and teaching staff will be available to answer questions regarding admissions procedures, the school curriculum, progression to universities, and general features of the school. Visitors will also be able to view the school facilities.

Date:

October 19, 2013 (Saturday)

Session times:

- (1) English: 9:45 a.m. - 12:00 p.m.
- (2) Japanese: 1:15 p.m. - 3:30 p.m.

Reservations close:

October 18, 2013 (Friday)

Reservations essential!

www.kist.ed.jp

Mathematics Initiatives for 2013-2014

As you may have heard, KIST has set some five-year goals which include: improving our DP score average to 36 points; improving student performance in DP mathematics; and increasing the number of students studying DP Mathematics at Higher Level and Standard Level. In order to attain these goals some changes to mathematics programming at KIST have been introduced this school year.

Revised mathematics curriculum

In an effort to better prepare students for the IB Diploma Programme, KIST has aligned its mathematics curriculum with that of the UK Key Stages for K3 to Grade 8 and the EdExcel International GCSE curricula for Grades 9 and 10. Curricular content will continue to be delivered following the frameworks provided by the IB Primary and Middle Years Programmes (PYP and MYP). More information can be obtained from the following websites.

Key stage curricula:

<https://www.gov.uk/national-curriculum>

EdExcel IGCSE:

<http://www.edexcel.com/Subjects/Mathematics/Pages/Default.aspx>

Mathematics diagnostic testing

Diagnostic testing is scheduled to take place three times per year for students in Grades 4 to 10. This year the test dates are: August 20, January 17, and May 29. Diagnostic test data is used to better understand class and grade level performance, to assess effects of interventions such as summer school and/or secondary school class placements, to make secondary school class placement decisions, and to make decisions about grade promotion and/or required summer school attendance.

Performance reports are prepared and sent home to all parents after each testing session. As the tests used

contain year level content that may not yet be understood, parents should expect student performance levels to improve on successive tests over the academic year.



Secondary school class placements

Diagnostic test results are used to guide secondary school student placement in one of two mathematics courses: Standard Mathematics or Extended Mathematics. Students in Standard Mathematics are then allocated to either a five lesson per week class or a seven lesson per week class. While the content of both Standard Mathematics classes are the same, students in the seven lesson per week class have more instructional time to revisit foundational concepts and to develop new conceptual understandings. Class transfers will be considered after diagnostic test results are processed in January and June.

We are pleased to report that August session test scores showed significant improvement for many students over test scores attained last June. This improvement reflects well on the summer school programming and other efforts made by families to support progress during the summer months. We look forward to continued improvement henceforth.

Thank you for your continued support to assist us in raising the mathematics performance of all KIST students.

If you have any questions about the mathematics initiatives that have been introduced, feel free to contact your child's mathematics teacher or e-mail me at the address below.

Jeffrey Jones

Director of Education

jeffrey.jones@kist.ed.jp

PTA Events Committee

The PTA Events Committee would like to sincerely thank everyone in the KIST community for their continued cooperation and support. Your efforts are truly appreciated.

Although somewhat belated, we'd also like to share with you our activity reports from the end of last school year. Through **English Day at K**, a fundraising event held on June 8, we were able to raise **516,416 yen** (including 49,000 yen donated by the PTA for T-shirts and lunches provided to student and teacher volunteers on the day of the event) towards the eventual construction of a new gymnasium. The success of this first-ever major fundraising event was made possible



thanks to the combined efforts of the faculty, office staff, parents and students of KIST.

We also raised a total of **124,357 yen** at **bake sales** held on May 10 and June 7. The funds raised at these bake sales have been donated towards the purchase of uniforms for KIST's sports teams. We were pleased to have the opportunity to work together with players from these teams on this fundraising activity, and are sincerely grateful to everyone who purchased baked goods, helped with the bake sales or made donations.

Thank you again for your support of our fundraising efforts. We look forward to your continued cooperation.

Group 4 Project

One topic, four sciences, countless possibilities

The group 4 project is a compulsory component of the Diploma Programme that encourages students to appreciate environmental, ethical and social implications of the experimental sciences. While students are usually only required to be concerned with a specific chosen experimental science (that is, DT, biology, chemistry and/or physics), the group 4 project requires students from the different science disciplines to collaborate and think on interdisciplinary levels. Topics of the group 4 project are chosen by teachers, and students are encouraged to formulate research questions and methods to design and execute experiments. Last year, we 11th graders were given the topic "racquet sports".

Initially, many of us had the same reaction: *what could we possibly do that was science, and involved racquets?* Gradually, group discussions and brainstorming led to groups to come up with an eclectic amount of ideas. My group tested the effect that various sports drinks had on grip-strength. Other groups tested the effect the colour of tennis balls had on reflex-speed, or the effect temperature had on the elasticity of table tennis balls—each group had been successful in formulating unique experiments from the same topic.

Being grouped with people that you are not used to working with may be frustrating at first. While opinions clashed in the brainstorming process, there was a sense of collaborative accomplishment at the end of the project. Even if your experiment did not result in anticipated results, you learned things that lectures and class lessons couldn't teach you: the importance of the experimental sciences and how prevalent they are in our daily lives...yes, science can even be found in racquet sports.

Assessment of the group 4 project comes in the form of "Interpersonal Skills". Qualities such as motivation, perseverance and teamwork are assessed along with the ability to reflect on learning and evaluate one's own strengths and weaknesses. Group 4 project topics are deliberately chosen to cause as much havoc in students' minds as possible. Furthermore, groups are also chosen to create as much conflict between personalities, genders and subject specialities. Most of the students' own ideas were unworkable and even when workable the execution was flawed. But that is the point. In order to assess how students can collaborate and work under pressure, first a task that is beyond their individual capabilities is needed.

After some initial guidance, all groups got under way with experiments and all groups generated useable data. Although mistakes were common in both the collection and processing of data and even more common in the interpretation of data, the goals of the



project were met. Students worked very well together and all had a full presentation ready to deliver by the deadline. It was clear that students had learnt that science in the real world is a collaborative process and that time, knowledge and resources

commensurate with the task are required before significant innovations can be achieved. Students also learnt that when in the absence of any of these factors, interpersonal skills are vital in order for anything at all to be achieved.

Rio (G12A)

Andrew Young
MYP Coordinator



MYP News

In this first edition of the MYP News for the 2013 – 2014 school year, an introductory overview of the main principles and practices of the International Baccalaureate Organization (IBO), Middle Years Programme (MYP), will be given.

The MYP is a 5-year program for students aged 11 to 16, which translates into Grades 6 to 10 here at KIST. The MYP provides a curriculum framework which dictates the approach to teaching and learning but allows total flexibility for schools to decide the content that will be covered. To ensure sufficient academic rigor, the MYP has set assessment objectives for each subject area for the final year of the program. The IBO also offers moderation of assessment in Grade 10, leading to official MYP certificates of achievement. Alternatively, schools may opt for monitoring of assessment in grade 10, such that external validation of the school's assessment practices can occur and advice for improvement be obtained. In addition, the IBO conducts 5-yearly school visitations to evaluate schools against mandated standards and practices. Failure to show compliance with the standards and practices may result in a school losing its accreditation to offer one or more programs.

The primary aim of the MYP, as with all IBO programmes, is developing "international mindedness". This is an elusive concept which evades concise definition, however the IBO instead propose that international mindedness will develop as students exhibit the values defined in the Learner Profile. Consequently, at KIST we design units of work that will promote development of the learner profile attributes: Inquirers, Knowledgeable, Thinkers, Principled, Caring, Communicator, Risk takers, Open-minded, Balanced, Reflective.

While the learner profile is common to all IBO programmes, the MYP has three unique Fundamental Concepts. These are Holistic Learning, Communication and Intercultural Awareness. Holistic Learning is the notion that all learning is connected and real-world problems require inter-disciplinary solutions. Communication is the notion that students must be able to communicate effectively in multiple mediums & languages. Intercultural Awareness is the notion that understanding one's own and other people's cultures builds identity, tolerance and respect.

Another key component of the MYP is the Areas of Interaction (AOI). The AOIs are central to teacher's unit planning and support development of units of work that promote the fundamental concepts. The AOIs facilitate this because they set contexts for learning that highlight real world connections and facilitate inter-disciplinary links. Furthermore, they give emphasis to skills for life-long learning. The AOIs are: approaches to learning (ATL), community and service, health and social education, environments and human ingenuity. The ATLs split further

into seven key skills to address the fundamental concept of communication, these are: organization, communication, collaboration, information literacy, reflection, thinking, and transfer. Every MYP unit of work must focus on the development of ATL skills, with one or more being made a particular target of development. The remaining AOIs are intended to address the fundamental concept of Holistic Learning and to a lesser extent, Intercultural Awareness. Teachers select one AOI to become a context through which to guide inquiry into the content defined within unit planners. The IBO provides a unit planner template for teachers which guides every stage in the development of the unit such that ATLs, the chosen AOI, content knowledge, skills, attitudes and assessment tasks are aligned throughout.

Assessment is a particularly important aspect in any curriculum and in the MYP this is clearly evidenced by IBO mandated subject objectives and assessment outcomes. In essence, the IBO sets the assessment criteria for every subject for the final year of the program. Thus, schools must ensure that their units of work will allow students to reach the highest levels set by the IBO, by the final year of the program. These criteria are then progressively modified and simplified for the lower grade levels. Unlike the IBO Diploma Programme, most national curricula & other international curricula such as the Cambridge IGCSE, assessment in the MYP is internal and qualitative; meaning that teachers design, construct and conduct assessments and decide student grades. The IBO mandated assessment criteria form the descriptors by which teachers decide a student's level of achievement.

With so much responsibility and freedom lying in the hands of individual teachers, quality control becomes an important consideration. At KIST, we conduct internal standardization from grades 6 – 9. For Grade 10, schools have the option of external moderation by the IBO, which leads to verified grades and IBO sanctioned MYP certificates as students complete the final year of the program; in essence a Grade 10 graduation certificate. Alternatively, schools can opt for monitoring of assessment to obtain feedback, without the additional cost of verifying grades and issuing certificates. At KIST, Grade 10 assessments undergo monitoring annually, by the IBO, after a process of internal standardization.



If you are interested in learning more about assessment in the MYP and in student portfolios, please attend the MYP Parent Information Session on September 20th at 6:00 – 7:30pm.

Andrew Young
MYP Coordinator