



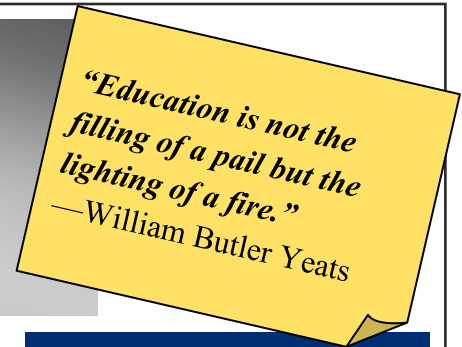
# The Comet

The Newsletter of K. International School Tokyo

Volume 19 | Issue 1 | September 2015

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## From the Head of School

Welcome back to school! I trust that the summer vacation was a period of rest and relaxation and also a source of lasting memories of times with family and friends.

Thank you to all for your support of our Parent Welcome Nights. I hope that the fantastic year we had last year has you looking forward to the coming year with positive anticipation of even more progress towards our school goals.

I have sent a couple of E-Communications out recently describing the excellent results attained by our now graduated Class of 2015 on their DP exams. At 35.89 points, our DP average for 2015 was very, very close to our school goal of 36 points by 2018 and KIST is very excited to be so close to our goal at such a short time since our recent initiatives have been introduced. This year a total of 9 graduates attained 40 or more points in the DP and hence have qualified for the KIST Founders' Awards University Support Scholarship. Thank you to Mr and Mrs Komaki for their generous support in recognizing this exceptional performance by awarding a total of ¥6,500,000 in scholarships to the Graduation Class of 2015. Congratulations to all of our graduates on a job well done and thank you to everyone in our community for your support in working with us to provide the best educational context we can offer to our students.

I would like to take this opportunity to thank all of our community members who contribute to *The Comet* newsletter each issue. Last edition was particularly impressive and I do hope that you enjoy what has been put together for you this issue as well. New to *The Comet* this year is a section from our Board of Directors to keep you informed about our Board and about the matters the Board is involved with. I do hope that this new edition to our newsletter better informs our community of some of the behind the scenes work being done to support all that we do here at KIST.

KIST looks forward to working with you this year as well as towards attaining our school goals and in doing so further increasing opportunities for our students. Once again, thank you for all of your support and please do let us know your thoughts or concerns by contacting the school, or me, directly.

**Jeffrey Jones**  
Head of School



### DATES TO REMEMBER



#### September 2015

- 14 MYP information session for G6 parents and new parents (\*Evening)
- 19 (G6-G12) High school drama festival (@Saint Maur)
- 21 School holiday
- 22-23 Staff development days (no school for students)
- 28-29 School photographs
- 29 PYP information session for new parents (\*Evening)

#### October 2015

- 3 SAT@KIST
- 5 (W) Free dress day (Arranged by Secondary SRC)
- 8-9 (G5) Tech day camp
- 12 School day
- 12 (G1-G5) Field day
- 12 (G10) MYP Personal Project information session (\*Afternoon)
- 14 (G10) PSAT tests
- 17 School explanation day (for prospective parents)
- 19 2016-2017 enrollment applications open
- 21 Last day of quarter 1
- 23 KISTival preparation day (Nu-G5) No school for students (S) School day
- 24 KISTival 2015
- 25-Nov 1 Autumn break



**KIST is an  
IB World  
School**

PYP | MYP | DP

## Welcome to New Staff

On behalf of the KIST school community, we would like to extend a warm welcome to our new staff for 2015-2016. We wish you all the best and hope that you enjoy your time with us!

### Teachers



**Momoko Aoe**  
MYP/DP Mathematics



**Wilson Fong**  
MYP/DP Mathematics



**Hitomi Hamano**  
MYP/DP Japanese



**Donna Linnett**  
MYP English A /  
Intensive English



**Bartholomew Miller**  
Grade 4B



**Steven Otis**  
MYP/DP English A



**Evelyn Pang**  
MYP Humanities /  
DP Geography



**Bethan Thomas**  
Grade 4A

### ELS Instructors



**Jade Bonus**  
ELS Instructor G1A



**Kana Furnival**  
ELS Instructor K2



**Sarah House**  
ELS Instructor K1



**Katherine Millican**  
ELS Instructor G1B



**Axel Norwood**  
ELS Instructor G2



**Geri Snow**  
ELS Instructor  
(Secondary)



**Catherine Wells**  
ELS Instructor K1



**Karl White**  
ELS Instructor K3A



**Bridget Willson**  
ELS Instructor G4

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## Assistants



**Rebeka Amin**  
School Laboratory  
Technician



**Ashley Chin**  
Intern  
(Elementary School)



**Erika Ishibashi**  
LMC Library  
Assistant



## Student Nationalities

For many years, the number of nationalities represented by the student population at KIST has been around fifty. 2015-2016 is no exception and we have started the year with 49 nationalities represented in the student body, once again confirming the truly international nature of our school.



## Message from the Board President

In starting the new school year, I would like to welcome everyone back on behalf of the school's Board of Directors, the body responsible for the management of the school.

As you may already know, our "Class of 2015" graduates achieved the best results in KIST history in their IB DP exams. This is a great present not only for the class of 2015, but for all KIST students.

### Why is KIST so concerned with DP results?

There are two reasons for this.

The first is related to the reason why we adopted the IB programs. Our mission at KIST is "to develop competent and moral individuals who make meaningful contributions to our global community". The IB programs are designed to develop skills such as analytical thinking, applied reasoning and communication at a high level, which are essential in succeeding in the complex 21st century. Achieving a high DP score is proof that students have acquired these skills and knowledge at a high level, thereby achieving the school's mission.

The second reason is that achieving high scores in the DP is an indication that a school offers a high quality education and this is advantageous for university admission and consideration for scholarships.

Upon admissions screening, universities gather data from the School Profile which includes the number of students taking the DP exams, pass rate, and average score for those passing, submitted by the school, or directly from the IB to evaluate the educational level of the school. As the DP exams are held in May, and the results are released only in July, most universities make judgements not on the actual score, but based on the DP "predicted grade" (PG) as

determined by each school. It is therefore advantageous in the university admissions and scholarship selection process for schools to be considered as offering a high quality education.

For our students, having an advantage in the admissions process is important, but gaining an advantage in being considered for a full or partial scholarship is even more important. It is common for tuition at the top US or UK universities to be over 5 million yen per year, and for many KIST students, being offered a scholarship opens up more opportunities for them to enroll in the university of their choice.

In order to create more future opportunities for our students, we believe that it is our responsibility to achieve high results in order to be considered as a school that provides high quality education.

At KIST, however, we do not select only the best students to sit the DP exams. Our mission clearly states that we provide high quality education to "highly motivated children". We will continue to support highly motivated and hardworking students in achieving high scores in the DP, and ask for the understanding and support of the school community.

### School accounts statement

The accounts statement for the period April 2014 to March 2015 has been audited by two auditors, and approved by the Board as well as reported to the Board of Trustees. If you wish to view the report, please make an appointment with our Financial Manager, Mr Maeda, in the main school office. According to Japanese law, only our current students and their families as well as school staff are permitted access to the report. Please note that the financial term is based on Japanese Private School Law and is not in line with our school year.



### Construction plan update

We would like to provide an update on the construction plan for a new school building and gymnasium. Due to the coming Tokyo Olympics and the accompanying increase in construction demand, construction companies are unable to accept new projects. Furthermore, the cost of labor and construction materials have doubled. Therefore, after discussion with Koto-ku, we have agreed to remove the current gym by December 2020 and the main school building by December 2022. By then, the Olympics will be over and the construction situation should improve.

We will proceed with plans to commence the construction project for the new building and gymnasium in 2020. We are currently pooling profits from KISTival and donations for this purpose; however, to prepare for the possibility that construction costs will remain high, we need to make savings ahead of 2020. After the Great East Japan Earthquake, we deferred the increase of tuition fees due to a decrease in student numbers and downturn in the economy. The capital fees collected from families upon initial enrollment have been allocated for the past few years towards partial payment of the debt owing on the West Building completed in August 2009. However, from now on, we will plan in our annual budget for capital fees to be saved for the future construction plan. Thank you for your understanding and continued support of the building project and for your cooperation with our savings plan.

In closing, the Board will be making its best efforts to achieve the school's mission at an even higher level, and would like to ask for your continued support during the 2015-2016 school year.

**Yoshishige Komaki**  
Board President

## DP News

### IB Diploma results – July 2015

During the summer vacation, the IB Diploma results were issued to the students of the "Class of 2015". The table below summarizes the performance of the candidates and also KIST graduates from 2013-2015.

Year of Graduation	Number of Grade 12 Students	Number of students awarded the IB Diploma	Mean points of students awarded the IB Diploma	Highest KIST score*	Worldwide mean points
2015	29**	27	35.89	45	TBA
2014	37	33	33.41	43	30.10
2013	35	29	32	42	29.81

\*Maximum score: 45 points

\*\*28 students took the Diploma in 2015 and 1 student took the certificate pathway

As the table shows, the Class of 2015 was significant for KIST as this year group improved the KIST mean point average well above previous world mean point average scores and nearly hitting the KIST target average of 36 points. Also, 28 students in the year group challenged themselves by going for the award of the full IB Diploma with 27 students (96%) being successful in achieving this goal. Furthermore, the student who was 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 80% are successful in this goal (IB, 2014).

Also significant for KIST was that amongst the Class of 2015, nine students achieved scores of 40 points or more: **Mina, Roshana, Jamie, Tamami** and **Mikio** scored 40 points, with a special mention to **Minami** and **Kouta** scoring 43 points, **Tatsuya** achieving an amazing 44 points and finally **Keerti** scoring a perfect score of 45 points.

Overall, 24 students (89%) were awarded an IB Diploma with 30 or more points. Six 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/en/programmes/diploma-programme/assessment-and-exams/getting-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 2015 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 in making this giant leap forward at KIST!

**John Rose**  
DP Coordinator




**mission**

**K. International School Tokyo** provides 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 our global community.

Ｋインターナショナルスクール東京は、文化的社会的に多様な背景をもった意欲的な子どもたちに、安全で人をはぐくむ環境の中で、質の高い教育を提供し、国際社会に貢献する、人格的に秀でた有能な若者を育成する。

## Founders' Awards

### KIST University Support Scholarships

The **KIST University Support Scholarships** recognize hardworking students who achieve high scores in their final year of the DP and are awarded to students who attain 40 points or higher. In this year's round of awards, a total of 9 graduates have received scholarships—the largest number in KIST's history. Congratulations to you all! We look forward to hearing of your successes in your studies in the coming years.

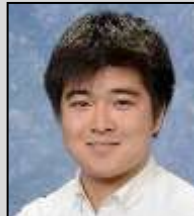


#### Gold Award



Class of 2015  
**Keerti**  
Gold Award

#### Silver Awards



Class of 2015  
**Tatsuya**  
Silver Award



Class of 2015  
**Kouta**  
Silver Award



Class of 2015  
**Minami**  
Silver Award

#### Bronze Awards



Class of 2015  
**Mina**  
Bronze Award



Class of 2015  
**Roshana**  
Bronze Award



Class of 2015  
**Jamie**  
Bronze Award



Class of 2015  
**Tamami**  
Bronze Award



Class of 2015  
**Mikio**  
Bronze Award

## Evacuation Drills

On Friday, August 28, we conducted our first evacuation drill for the year. Evacuation drills are based on various scenarios including earthquake, tsunami and fire. As Japan is an earthquake-prone country, the first drill was based around an earthquake emergency. When the students heard the earthquake announcement over the loud speaker, they got into protective positions. After the all clear, they then moved out onto the main field in their safety helmets and gathered in their class groups to confirm that everyone was present. Further drills will be conducted throughout the year.



## Congratulations Keerti!

As you know, KIST had a perfect DP score for 2015, the second time in KIST history! Below is a letter from the Director General of the IB, Dr Siva Kumari, congratulating KIST and Keerti on this amazing accomplishment.

Dr. Siva Kumari  
DIRECTOR GENERAL



Mr Jeffrey Michael Jones  
K International School Tokyo  
1-5-15 Shirakawa  
Koto Ku  
Tokyo  
135-0021  
JAPAN

August 2015

Dear Mr Jones,

In the most recent IB assessment session, one of your students, Keerti Palanisamy, achieved a score of 45 points in the Diploma Programme. As you know, this is the highest possible score in the DP assessment and is awarded to only a small number of students around the world. This candidate has demonstrated their ability to perform at the highest level in each subject group as well as in the core.

I would like to pass on my congratulations to you, your coordinator, your faculty and your school for creating an environment that makes this achievement possible. I am sure that your Diploma Programme coordinator and teachers are delighted with this exceptional performance. Enclosed is a letter of congratulations for Keerti which we would appreciate you passing on.

With best wishes for the upcoming academic year,

Dr. Siva Kumari  
IB Director General

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## Elementary School News

### Role models for our children



Your children will become who you are:  
so be who you want them to be.  
-anonymous



In his article titled "A Parent's Job as a Role Model", Dr Anthony Kane states that the single most important thing a parent can do to educate a child is to provide the child with a good role model. We have an expectation at KIST that our teachers and staff members act as positive and supportive role models for all our students. Although I believe we have a positive effect on our students by teaching and modeling manners, attitudes and temperament, we are no match for the influence parents have on their children.

There are many areas in which parents can and should model for their children:

1. **Respect** – The way we speak to our neighbors, the greetings we offer those around us, the way we may hold the door open for the person behind us or offer our seat on the train to a person in greater need, are all picked up by our children.
2. **Communication skills** – Our children will be influenced by the manner in which we communicate. We may choose to scream and shout, or we may choose to speak calmly. Our children will imitate the way we communicate and influence whether they choose to use criticism or praise when speaking about others.
3. **Positivity** – Children will learn to focus on the positive or the negative, see the glass as half full or half empty, based on the environment in which they are raised.

4. **The value of health** – Exercise, diet and other lifestyle choices that children make are influenced by the preferences of the parents. The following excerpt is from an article written by the European Food Information Council:

*Children model the behaviours of those around them, and when children are young, parents (and sometimes siblings) are the main role models in their lives. Therefore, children are likely to adopt the same eating habits as their parents. Since parents have the biggest influence at this time in a child's life, it is important that they set good examples.*

5. **Temper management** – The ways in which we respond to stress, anger or hurt feelings will be absorbed and imitated by our children.

Author James Lehman wrote: "Your kids watch you for a living. It's their job; it's what they do. That's why it's so important to try your best to be a good role model." **As parents I do not believe it is sufficient for us to simply try to be good role models; I believe it is our job – our most critical, essential, and valuable job.**

I look forward to serving alongside all you as positive, optimistic and encouraging role models for our children.



**Kevin Yoshihara**  
Elementary School Principal  
[kevin.yoshihara@kist.ed.jp](mailto:kevin.yoshihara@kist.ed.jp)

Children have more  
need of models than  
of critics.  
-Carolyn Coats



### References:

Kane, A. (2013, July 23). A parent's job as a role model - HealthyPlace. Retrieved August 18, 2015.

Parental influence on children's food preferences and energy intake. (2012, September 1). Retrieved August 18, 2015.



## Kindergarten Playground Renovations

Many parents will have already noticed the extensive changes that have been made to our kindergarten playground this school year. It is also likely that you may have heard about the changes from your children who have probably mentioned their wonderful new play space in their conversations with you about school.

The new, soft artificial turf has been a big hit and the children have been enjoying sitting on it, rolling on it and playing on it in a safer and greener environment.

Back in February of this year, we began planning improvements to the playground. In March, in an effort to partially cover the playground with artificial turf, we reached out to the school community for donations. We received an overwhelming response from many families and were able to collect significantly more than our original goal.

The extra donations allowed us to include several additional features such as the sloping grass surface and a mosquito trapping machine called a "Mosquito Magnet" that attracts mosquitos without the need to spray chemicals into the air, keeping children healthy and safe. As the playground has a lot of large trees, we have had to spray the playground for mosquitos in previous years. With the additional donations, we were also able to prune the trees, leaving an environment that is harder for mosquitos to exist. Thanks to these additions, the instances of mosquito bites have been reduced this year.

We would like to thank everyone who provided donations and helped us to make these improvements possible. The playground is now more fun to play in, more visibly appealing, and much safer for our students.

Thank you!

Please see the details of the renovations below:

Playground renovations	2,160,000 yen
Mosquito trapping machine	212,112 yen
Mosquito trap chemicals	75,600 yen
Paint	17,025 yen
Tree pruning	70,200 yen
Disposal of old matting etc.	64,800 yen
<b>Total renovation costs</b>	<b>2,599,737 yen</b>
Total donations received	2,291,213 yen
School payment	308,524 yen



Before



After

*Thank you!*

Thank you to all families who generously gave donations to help improve our playground. The families below have granted permission for their names to be released.

G4/K3 Hirano family  
 K2 Terao family  
 K2 Furuoka family  
 KP2 Ono family  
 K3 Abe family  
 KP2 Takizawa family  
 G1 Komatsuzaki family  
 G1 Oh family  
 G1 Maeto family  
 G4/G1 Maruyama family  
 G2/K2 Ishihara family  
 G4 Lee family  
 K2/G3/G6 Ono family  
 G3 Sunaga family  
 G2/K1 Toda family  
 2014-2015 K3 students

## Hello from KIPS

Hi, everyone. I work at K. International Preschool and I would like to let you know about how our young learners typically learn here at KIPS.



As you may know, our preschool opened last year, so this is only our second year. The enthusiastic learners we have here are: Nursery children who are 2 to 3 years old, K1 children who are 3 to 4 years old, and K2 children who are 4 to 5 years old.

The school opens from 7:30 for early childcare in the morning. Our normal session starts from 8:40 and ends at 3:20. Some children take LEAP classes, so they stay a little longer. We also provide childcare, which goes till 7:00.

In Nursery class, the children learn a lot through every day routines. They go out to the park, have Art sessions in the classroom and also have Music and Dance classes in the morning where they go into the dance studio to hop around or sing some songs in the music room.



*Nursery children playing in the park.*

The K1 class changes its dynamics throughout the year; the first half of the year is more of a play-based learning environment, which encourages them to learn in an English environment and to introduce the structural learning program in the next semester. In Semester 2, the children in K1 start the Daily 5 program to enrich their literacy learning.

In the K2 class, you can hear children communicating with each other in English all the time. They learn how to form capital and lower-case letters, and 42 sounds, plus some tricky words, as well. The children in K2 use Daily Math activities (Math Daily 5) in their classroom.

We all go to a nearby park or to the riverside in the morning so we can stretch our bodies in a big open area.

K1 and K2 classes have their single subject lessons in the afternoon: Dance, Music, Art and Japanese. We also have a KIST library session on Fridays.



*K1 and K2 movement time.*

From this year, we are introducing the PYP curriculum to the K1 and K2 classes. K1 children are currently visiting and taking photos of people in the KIPS community to understand how they support us and help us learn at school. K2 children are learning about their five senses and went to the park to find out what they can see and hear using some of their senses.

Our uniform is a light blue polo shirt, black shorts/pants (summer/winter), and a dark blue hat. If you see them around in the KIST campus, please say 'Hi' to these young learners.

**Eri Ozawa**  
KIPS Head Teacher /  
K1 Classroom Teacher



## Office Updates

### Boys trousers

From this year, the color requirement for boys trousers has changed to black. This year will be a transition period between the colors, so it is not necessary for students who already have gray trousers to purchase black trousers immediately. However, in situations where their gray trousers need to be replaced, black trousers should be purchased. All students are required to have transitioned to black trousers by the end of June 2016.



### Student health checks

This year, student health check applications will only be accepted on line. Because of this change, all applications must be completed 3 days prior to the day of the check. This applies to all KIST and KIPS students (excluding Grade 12).



We would like to extend our sincere gratitude to KIST parents Dr Mark, Dr Kawamura and Dr Takada who have kindly volunteered to conduct the health checks this year.

## Elementary ELS

### Teaching talk

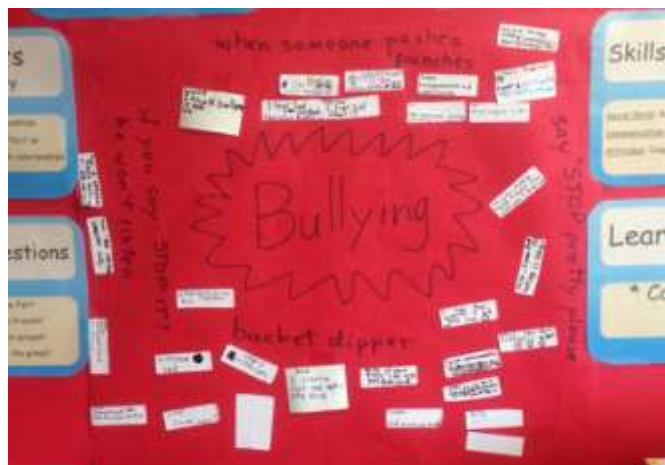
Coming back to school after vacation means many things, one of which is loads of talk. Not that I imagine in the slightest that everyone was silent over summer. But now, surrounded by so many peers, the number and intensity of our daily conversations takes a sudden jump. Not all conversations are of the same quality, however. One role that class teachers and ELS instructors have is to foster **academic conversations** between our students.

What is an academic conversation? When we start off with a valuable topic; when we spend time to elaborate on our ideas and back them up by referring to evidence that we have found; when we use what our classmates have said as a base for going even further with an idea; when we respectfully challenge what our discussion partner has said, and even what we ourselves have previously said ("Is that really true? How do you know?"); and when we take the knowledge that we have made together through talking, and imagine how we will use it from now on in our life – when all this happens, we have an academic conversation (J. Zwiers and M. Crawford, 2009).



*Tomoko, Shin and Johan from G5A discuss the issue of nuclear power as part of learning about the concept of "perspective". From this conversation they learned something new about the nature of a person's perspective: it can change for various reasons.*

It takes training and practice for children to become skilled at creating their own academic conversations. With our ELS instructors in the classroom during Unit of Inquiry and other lessons, we can better reinforce and extend our students' conversation skills. The added benefits of these skills demonstrate further how worthwhile it is to do this: research has shown that when we begin to master the art of academic conversation, we simultaneously become more independent thinkers, use more and more high-level vocabulary, and also transfer these skills over into our writing (J. Zwiers and M. Crawford, 2009). It is wonderful to have academic conversations at home, too, in your home language(s). Continuing a discussion that your child has had in English at school in your home language(s) will reinforce their academic conversation skills, their understanding of the concepts connected with the topic, and will also broaden your child's vocabulary in all of their languages. What's more, it can feed back into the classroom and give us all new ideas to wonder about (as it did recently in G1B – see the photo).



*G1B had a homework topic on bullying, then a class discussion and pair and share conversations about this. One child told their partner about a conversation he'd had at home, which led to the idea that if a bully stopped bullying then maybe that bully could become a friend. This became a new idea for the whole class to think about further.*

Lastly, advice about home language use and how it helps your child's language and cognitive development is available in Bonnie Campbell Hill's chapter called "EAL Family Support" that your class teacher has on their Moodle page.

Looking forward to a year full of tons of talking and new ideas.

**Rachel Parkinson**  
Elementary ELS Coordinator / G5 ELS Instructor



**References:**  
Zwiers J., & Crawford, M. (2009). How to start academic conversations. *Educational Leadership*, 66 (7), 70-73.  
Campbell Hill, B. (2001). *Developmental continuums: A framework for literacy instruction and assessment K-8*. Norwood, MA: Christopher-Gordon.

## Elementary Intern

### A new intern in the Elementary School

In an effort to provide opportunities for teacher trainees from around the world, this year, for the first time in KIST's history, we have hired an intern from Malaysia.

Ms **Ashley Chin**, who is studying for her Bachelor of Education (Primary Education) degree at Taylor's University, Malaysia, joined us from September 7 and will be working with various grades and taking on various roles during her seven-month internship with us.



Please welcome Ms Chin to our school community!

## Secondary School News

### Homework and technology

I hope that the year has started well for your child; that they are enjoying learning and feeling comfortable in the school environment. I want to take this opportunity in the community forum of the newsletter to write about **homework and student use of technology**.

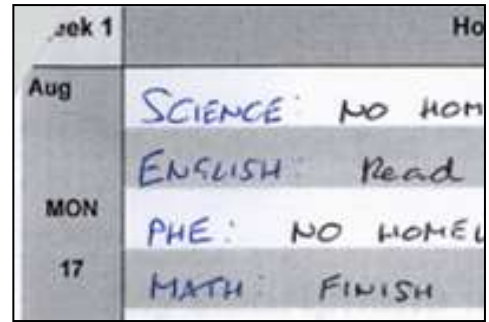
We have had a general Secondary school policy regarding **homework** for a number of years that is in the student homework diary. Over the summer, I updated the guidance that teachers and staff are given at KIST to support this policy. In putting this together, I referenced research that has been done that has shown that homework, when used appropriately, benefits student achievement (Marzano and Pickering, 2007; Protheroe, 2009). For example, homework should have a clear purpose and expected outcome for the students. I have also asked teachers to try to give guidance to students on how long a piece of homework should take students. Last year, I received some feedback from a few parents in our community raising concerns about how long their child was spending on homework at particular times of year. Although in a Secondary school, where students have many different subjects during the day, it is difficult to organize exactly how much homework students should have, it is important that students still have some time to relax, spend time with family and pursue any clubs or hobbies. Therefore, if you are concerned how much time your child is spending on a single piece of work then please contact your child's teacher directly or contact me.



Over the summer, I also read a book that Mr Jones recommended for parents on Parent Welcome Night last year regarding children's use of technology, "The Big Disconnect" by Catherine Steiner-Adair. This book is informative for both professional educators and parents alike. Linked to this on the second day of school this year, Grade 9 and 10 had a lesson on organization for 2015-2016

and one of the activities was reviewing a short article that appeared in the Washington Post newspaper over the holiday. The title of this article gives away its message; "My smartphone is making me dumb!", however its serious message, based on a case study of the study habits of college students in the USA carried out by researchers at Rice University, was that smartphones only assist learning when they are used with an actual purpose. When the college

students had not been instructed to use their phones a certain way



by teachers or professors, they defaulted to using smartphone applications that they used in non-study time e.g. for messaging or browsing social media. Both the book and the article serve as a timely reminder that we need to be aware of what children are using technology for and especially if they really need to use their smartphone to assist with their homework!

To finish, I would just like to thank the community for their support in the dress code changes regarding shoes and pants. Already I believe we are being more consistent with the community in our expectations for the former. Please don't hesitate to contact me at any time with any questions that you have as the school year gets going.

**Mark Cowe**  
Secondary School Principal



#### References:

Marzano, R & Pickering D.J. (2007), *Educational Leadership*. ASCD  
Protheroe N (2009) Good Homework Policy. *National Association of Elementary School Principals Magazine* NAESP  
<http://wapo.st/1H858oK> (23rd July 2015)

### Wanted: Relief Teachers

We are looking for casual relief teachers to cover our Elementary and/or Secondary classes in the absence of regular teachers. Requirements include:

- Native or near-native proficiency in English
- Teaching diploma/degree (e.g. Bachelor of Education) and/or TEFL/TESOL certification
- Prior classroom teaching experience in an English environment
- Appropriate visa (visa sponsorship not available)

If you or anyone of your friends or associates are interested and meet the above requirements, please apply by e-mail at [info@kist.ed.jp](mailto:info@kist.ed.jp).

For more information, please check our website at the link below:

<http://www.kist.ed.jp/node/194>

## MYP News

### MYP classes back to work

KIST Middle Years Programme students have returned to school refreshed and ready for the new school year. Classes are well underway, and all of the MYP students are busy exploring the concepts covered in their courses.



The MYP subject groups.



Mr Ross leads new MYP students in Grade 6 through their first experience with MYP assessment practices.

### MYP portfolios

All MYP students – from Grades 6 to 10 – maintain a portfolio of their best work. This allows students to collect authentic work and reflect on their progress through the year. The portfolio is centered on the IB’s Learner Profile attributes. Each student collects work from their subject groups that demonstrates their exploration of these qualities. They also are encouraged to document their MYP Service activities and keep track of their contributions to school life outside of the classroom.



Grade 10 mathematics students working through a series of problems.

### MYP parent information session

There will be an MYP information night for parents of students new to the MYP. Led by Rob White, the MYP Coordinator, parents will explore the nature of the MYP and look for opportunities to support their children in their work in the program. The session will be held on **Monday, September 14 at 6:00 p.m. in the school’s Multipurpose Room.**

### MYP key and related concepts

At the heart of each of the subjects in MYP is a series of Key and Related Concepts. Subject-group experts in the MYP have identified 3 or 4 enduring concepts that must be understood by students working in each discipline. These concepts have power across many different subjects and in many situations. For example, **Communication** is a Key Concept in a number of subject groups. This speaks to its importance. As students see the emphasis being placed on these enduring ideas again and again, they develop and meaningful understanding of their own relationship to their studies. In addition to these Key Concepts, the subjects have a series of Related Concepts that, while still vital, are more specific to the subject group itself. For instance, **Refinement** is a concept emphasized in Physical and Health Education. Students in PHE must be conscious of how small adjustments to form and practice routines can help shape their success in learning new techniques.



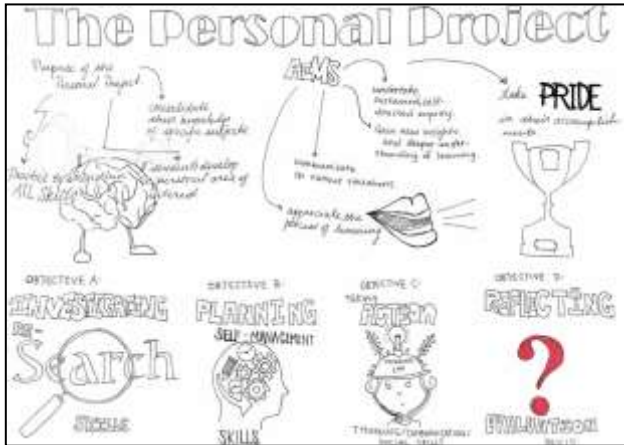
Grade 8 students explore key and related concepts in Individuals and Societies class.

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### MYP personal project

Finally, students in Year 5 of the MYP have begun work on the Personal Project. This independent, long-term activity sees the Grade 10s exploring a topic about which they feel passionate and which they want to explore in more depth. Students are learning the essential elements of the project process. By the end of September, they will be connected with an MYP teacher who will act as their supervisor to help guide their work through the year.



An example of visual note taking. Here students begin to explore the Personal Project.



Another Sketchnote on the Personal Project, highlighting the aims, requirements and objectives of this culminating activity.

**Robert White**  
MYP Coordinator



## PYP News

### Attitudes

Welcome back to school. I hope that you all had a restful and productive break. The children have acclimated to the classrooms in record time this year and seem “ready and rearing” to go. With this enthusiasm, the International Baccalaureate asks for a bit of measured attention to how we act. The articles that I’ve presented for this column in the past have dealt with the more common and recognizable “Learner Profiles” which are the staple and backbone of the type of learners that we are trying to help form here at K. International. Lesser emphasized but equally important, I now give you the **Attitudes**.



The attitudes consist of 12 dispositions that are expressions of fundamental values, beliefs, and feelings about learning, the environment and people, as stated by the IB documentation. They are:

Appreciation	Empathy
Commitment	Enthusiasm
Confidence	Independence
Cooperation	Integrity
Creativity	Respect
Curiosity	Tolerance

These are the core of most of our thoughts and relationships with our fellow students, teachers and the community around us. They are reflected in the way we approach our learning and how we feel about it. They come into play when we interact with those around us. The attitudes look very similar to the learner profiles and indeed they are included in the definition of them, though more specific in scope. They are the nuances of the profiles which help us understand our world and express ourselves within it.

As I mentioned before, though they are lesser emphasized, they will be looked at a bit closer this year in the elementary school as we forge ahead with our mission to develop competent and moral individuals who make meaningful contributions to our global community. Please take some time to see how you as parents, students, teachers, and administration can help instill these qualities in ourselves and all those who share our fantastic community with us. In the end, we will all be winners when we interact with the world, our learning, and our relations with these dispositions as part of our daily interactions.

**Clay M. Bradley**  
PYP Coordinator



## The Value of Relationships at KIST



<http://www.neocate.com/images/uploads/Images/community%20village.jpg>

### KIST guiding belief #4:

*Education is a shared partnership of mutual trust between students, parents/caregivers and the school.*

In a recent study published by Pearson (2014), it was found that PISA results are strongly correlated with the level of involvement of all stakeholders in a child's education. Some findings from the report include:

- 'Parents' expectations of how well students perform matter. Where these are higher, student motivation and perseverance also tend to be elevated, leading to better results' (p. 8).
- Successful schools have programs which develop strong skills in literacy and numeracy, publish clear expectations for progress, and have accountability systems in place for students and teachers to monitor progress towards those goals.
- **Creating a culture conducive to learning is a whole community effort.**

At KIST we feel fortunate to have strong community support in sustaining our mission to provide 'high quality education in a safe and nurturing environment'. Thank you to all of our community members for all of the support that you give to KIST in so many ways.

Positive, inclusive conversations that take place amongst members of our community are key to sustaining a healthy environment for our children. At all times, even at times when we may not be aware, we as adults are role models for our children and the children of others. But we are also role models for others in our community; our actions and words have influence on adult members of our community as well.

KIST is a vibrant international community representing over 50 nationalities; we are fortunate for and celebrate this diversity. But each of us are also individuals, each of having our own culture and our own value systems which may be different from those of others within our KIST community. It is important to keep in mind that in such a context there will naturally be times where we may not agree with the opinions held by or decisions made by other members our community.

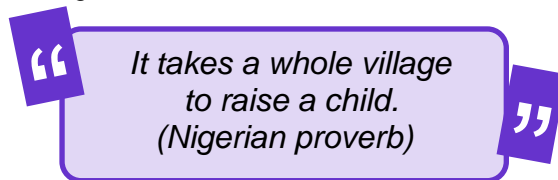
Developing and sustaining healthy relationships with all members of our community takes effort, but such effort brings unquantifiable benefits for our children. Should an instance of disagreement arise for you, I encourage you to:

- ✓ remember how important a healthy KIST community is to our children
- ✓ if necessary to do so, use positive communicative approaches to address the differences in thinking with those involved

- ✓ keep in mind that how you respond to situations is of influence to others, including KIST children and other KIST community members.

If you wish for support from the school in addressing an instance of disagreement, or if it is a school matter/ decision that you may have concerns about, we are pleased to discuss the matter with you and, if requested, to work collaboratively with you in resolving the issue. If I personally can be of help in any way, please let me know by telephone or by e-mail at [jeffrey.jones@kist.ed.jp](mailto:jeffrey.jones@kist.ed.jp).

Once again, thank you for all that you do to sustain our positive community culture that supports KIST students in attaining their best.



Sincerely,

**Jeffrey Jones**  
Head of School

The Economist Intelligence Unit (2014). *The learning curve – education for skills and life. 2014 Report*. London: Pearson.



Feeling lucky?

Why not enter our draw!

Click on the link below and complete the survey to enter your name in a draw for an IB logo carry bag.

One entry per family. **Draw held 09.30.15**

Good luck! 😊

[Click here to enter the draw](#)

## Grade 11 Overnight Excursion @Atami

From September 4 to 5, we, the Grade 11 students headed out to Atami for an overnight excursion that centralized on learning some study skills as well as bonding with each other. To put it bluntly, this excursion was a combination of enjoyment and seriousness with the ratio of about 7:3, which is quite fitting for students like us, who are about to face the real horrors of DP very, very soon.

### Day 1 (Akira)

The bulk of our first day was spent on group activities, notably the competitive-type team building activities and de-stressing lessons lead by teachers.

#### Team building

Upon arriving at our venue in Atami and settling into our rooms after a 2-hour bus ride, we faced the first activity of the day – the Team Building Challenges



designed by Mr Rose. This activity consisted of 2 seemingly impossible challenges that required great teamwork between students for success. One of the challenges was to build devices that can effectively "catch" a freely falling volleyball with a large piece of paper, some wooden chopsticks, rubber bands and a straw: in under 10 minutes. No adhesives were provided. Sharing ideas, agreeing upon others and collaboratively crafting the machine were the vital skills for this activity. In the end, one device was able to accomplish this demanding task.

#### De-Stressing

After a buffet lunch, the students engaged in de-stressing lessons hosted by Mrs Justice and Mr Rose, where we learned the significance of de-stressing in DP life and tried them out for the first time. Mrs Justice's meditation and concentration lessons were highly effective in clearing out any stress from our minds and relaxing them. We learned to significantly improve concentration by observing a small object (a rock) for a little while, noting its traits. Students grew so fond of their rocks after this activity, that most of them kept the rocks until the end of the excursion. In my case, a simple free style, deep-breath meditation routine of 5 minutes allowed my state of mind to improve vastly: an equivalent of a 2-hour nap. Many students found themselves so relaxed that they fell asleep in minutes.



#### Rotation activities

We spent the rest of the afternoon doing rotation activities such as the critical reading lesson and ice cream making in groups of 12 students. The critical reading lesson taught us how to deeply understand any given text by following the 4 steps: question, underline, rewrite and recite. Since we are to study our courses mostly from textbooks, it is important that we understand the importance of responding to the contents of a textbooks to develop understanding. Ice cream making was the "fun part" of the rotation activities as students were able to make their own ice creams of their preference by choosing from the ingredients brought by Mr Nakade. We enjoyed throwing around the bags of unfrozen ice cream until it formed, and eating our own ice cream was quite a unique experience.



The evening of our first day at Atami was another set of fun activities that encouraged the students to bond with each other. Notably the night games: Silent Ninja and



Bollywood Dance Off, both of which were as enjoyable and chaotic as they sound. We closed the day off with the hot spring located at the roof of our venue, and preparing sandwiches for the next day.

### Day 2 (Atharva)

#### Exam skills session & visit to Kinomiya Shrine

With an early start to the eventful day, we were awake by 6:30 a.m., ready for day two of the excursion. Starting off the day with a delicious breakfast, we then attended an hour long session of exam skills, which was easily one of the most informative sessions carried out. The session was interrupted halfway, to refresh the students' minds with a trip to the famous Atami shrine. As the students and teachers approached one of the most scenic locations through out the camp, they were greeted by the local monk who was very helpful and informative, who presented the tales of the shrines and the gods in an interesting manner and kept us engaged throughout the course of the tour. After returning to the hotel, the students completed the rest of the exam skill session.



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### **Atami Beach**

This was followed by packing and leaving to the beach, which was definitely one of the most exciting parts of the trip. Arriving at the beach with the pleasant weather backing the students up at the most crucial time, we first ate our own sandwiches, followed by a series of activities at the beach. After the proud feeling of eating lunch that was made by ourselves, we were all set for the first activity, sand castle building. Sounds of cheers were heard all over as students were divided into groups of 6 and built their own magnificent sand castles with a time limit of one hour. Students divided their workload and started to work in a very efficient manner. Creative ideas were seen all around, some of them raised international mindedness, animal awareness, famous structures, fictional castles and even food items. Prominent features such as moats were shown vividly. Overall the castle building was a huge success and judges were put in deep trouble to decide the winners.



Then all members of the excursions found themselves on a huge dodge ball court on the beach and a friendly competition of dodgeball started. The excitement spread on the faces of students and teachers, as they competed class-wise and against teachers. The activity ended with friendly aggression and a treat of ice cream to the students from the teachers, which was an end to the perfect trip and it was time to go back to reality and use the knowledge that we had acquired.

The 3-hour bus ride home felt like minutes while returning, with a lot of laughter to play along.

### **Summary**

The excursion was quite a memorable one, especially for us students who are constantly counting down towards the graduation – after which we will be separated. The trip provided us with countless fun and useful activities designed by our homeroom teachers who deserve our gratitude for organizing such a great trip. We all strengthened our friendship bonds with each other during the 2-day stay in Atami, and we now realize that the coming 2 years will require every individual to be serious about their studies for our best shot at the future.



## **Staff 10!**

In this month's *Staff 10!*, we are pleased to present **Campbell Boyd** who joined us in 2014 as an ELS instructor in the Secondary School. This year, in addition to his ELS responsibilities, he is also teaching English. He has also been appointed the Secondary ELS Coordinator.

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

My hometown is a village of about 150 people in the countryside in Northern Ireland. It is not allowed, by ancient law, to have a public house. Still to today, no pub exists.

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

Freshwater Beach in Sydney. Great place to swim and surf, and I actually got married on the beach.

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

Bon Scott (lead singer with AC/DC up until 1980 when he died). I would love to hear his outlook on life, and see if there was anything I could apply to my life. I reckon he would have a good story or two to tell.

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

I have a great sense of direction, and hardly ever get lost nor lose my bearings.

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

When I commute on one of Tokyo's crowded trains, I put on a live album on my Ipod through my headphones, and as I am squashed and jostled around by my fellow commuters, I close my eyes and pretend I am at the live concert. It works a treat, and you can really feel like you are at the concert. In fact, last week I was thrown off the 6.18 from Yokohama for holding my lighter aloft and singing at the top of my voice.

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

As standard as it may sound...my new family (wife and child – wee George).

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

Steady as she goes.

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

Probably not. Maybe work harder at school and university, but at what price?

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

My constant battle with trying to learn Japanese. Sometimes I feel like I am winning, other times...

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

Deep down we all know what is right and wrong. Try to do the right thing.



*Mr Boyd enjoying the cool shade in his cool shades.*

## Library News

Welcome back to school! We hope you enjoyed reading many wonderful books over your summer vacation! The KIST Library Team have some exciting news to share with you for the 2015-2016 school year.

### Meet our new LMC Library Assistant, Ms Erika Ishibashi

Here's some trivia about Ms Erika. She is Japanese and a quarter Australian who was born and raised in Tokyo – this is the main reason why she loves this city very much, but also considers Australia as her second home. She loves listening to music, watching movies, taking photos, reading books, baking cookies and playing video games. She is a graduate of Sacred Heart International School and Sophia University. Her previous work was helping students on their assignments in a Writing Center. She will be the new "smiling face" in the LMC who will be willing to help you find books and assist you if you need help with our library resources. Let's all welcome her to our community!



### Upcoming library event

We have so many great events planned this year. First up is the return of **DEAR!** We'll start this month-long November event with a book character costume parade on November 3 out on the field. Elementary students and teachers are invited to dress up as their favorite book characters. Feeling competitive? We'll level-up the competition to all Grade 4 and Grade 5 students, as well as the teachers. You can enter our new character costume contest to win fame and fortune! We'll be looking for the best book character costumes in the following categories – Best Twin version, Best Triplet awardees, Best in Book Character Costume/ Participation for teachers who will receive prizes and be featured in our next *Comet* article. Watch out for our posters and ads in the library.

November 2015						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

● PARADE ● DEAR TIMES

Then, once a week for the rest of the month, when you least expect it, you'll hear a surprise announcement: "Time to Drop Everything And Read!" No matter what you're doing, when you hear that message from our loudspeakers, it's time to settle in with a good book, magazine, or newspaper. We wish the whole school will participate, and we mean the *whole* school: elementary and secondary students, teachers and parents – even the *principals* – will Drop Everything And Read!



In the LMC, we will be looking again for **DEAR Poster Models** from secondary students to help us promote this library event. So if you interested, please contact Mr Andi and express your intention through e-mail to earn credits for Service and CAS.

### Sakura Medal Book Reading Program



KIST Libraries will be participating in the Sakura Medal Program again in 2015-2016. Our books are on the way, and we can't wait to share the *excellent* nominees for this year. We need *you* to read and vote on your favorites. Voting will start in October. (Hey, that's just in time to borrow a book for

DEAR! Hint, hint.)

*Calling all artists, writers, videographers!* The authors and illustrators of Sakura Medal books aren't the only winners! Throughout the school year, students will have the opportunity to show off their creativity through art, essays and book trailers. Please see Mr Andi, Ms Erika, or Ms Leslie for more information.

Q: Do you remember what kind of gem Professor Steg needed to fix the Really Good Moves Around in Time Machine in the 2015 Sakura Medal nominee, *Fortunately, The Milk?*\* Grade 4 and 5 students who want to show off their knowledge can join our Sakura Medal Book Bowl Team. KIST Libraries participated in the book bowl for the first time ever last year, and our team came in second place! Good job, team! Interested? What if I told you that Sakura Medal Book Bowl Team students get to read the Sakura Medal books first? Sign up for Sakura Medal Club!

(\*A: An emerald.)

### New library database and resources

Sorry, you can't spend all day in the library. But if you wake up in the middle of the night with a burning question, KIST Libraries are here to help. The librarians are probably asleep, but you can always access our online resources through Moodle!

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Secondary students need to do some research? Instead of hoping no pranksters edited Wikipedia to say something weird, try our research databases. Log in to your Moodle account and visit the Library Media Center page for easy access to Britannica School Edition, Destiny WebPath Express, Opposing Viewpoints, Cengage Learning and BrainPop. Starting this school year, we have included Classroom Video on Demand, Science Online, Bloom's Literature and Infobase Ebooks.

Research skills and computer literacy are important for elementary students, too! Elementary students can access a kid-friendly Britannica School Edition and Kids Infobits. Check out the World Almanac for Kids, our newest elementary online resource.



Before going online, check out Mr Tim's article about internet safety in this month's *Comet*!

**KIST Library Team**

## Explanation Day 2015

For the 2016 - 2017 school year

KIST will hold an Explanation Day for parents interested in enrolling children for the 2016 - 2017 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 17, 2015 (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 16, 2015 (Friday)

Reservations essential!

**[www.kist.ed.jp](http://www.kist.ed.jp)**

## Internet Safety

Hello everyone, I'm Mr Tim the K2 ELS instructor, G2 LEAP instructor, elementary ITC integration and support coordinator, and parent.

With mobile devices and the accessibility of computers everywhere, it's important that as adults we understand and monitor what our children and young adults are doing in the virtual world. Keeping an open line of communication is key to helping them stay safe online and become responsible netizens (internet citizens).

The following are some great tips from the NetSafe Utah project.

- Help your children feel comfortable coming to you if something makes them uncomfortable or scared.
- Talk honestly about Internet dangers.
- Make sure children understand what personal information is and why they should guard it.
- Share your online activities with one another.
- Agree on clear, simple rules for technology use that apply no matter where you are.
- Identify what websites are okay and when they can and can't be visited.
- Talk about what is and isn't appropriate online behavior.

I would encourage you to watch the following animated video from Net Safe Utah with more information for parents. It is available to watch in English, Arabic, Bosnian, Burmese, Chinese, Korean, Navajo, Somali, Spanish, Tongan and Vietnamese.



Go to: [http://www.netsafeutah.org/parents/parent\\_videos.html](http://www.netsafeutah.org/parents/parent_videos.html)

Then: General. For Parents, Teachers, and Administrators. Information about NetSafe Utah (2 min 40 sec).

There are a number of other animated netsafe videos to watch at the [netsafeutah.org](http://netsafeutah.org) website. If you decide to explore these with your child, please check beforehand that they are age appropriate. The KIST library has technology information resources.

**Timothy Smith**  
ICT Integration Support (Elementary)



## Nurse's Notes

### Mosquito-borne infections

Many of you may remember that a large number of people in Japan were infected with dengue fever back in August 2014. This year, there have been no major reports of infection, and there are no dengue "hot spots" in Tokyo as of August 26, 2015.

There are various other mosquito-borne infections in addition to dengue fever, and these are widely prevalent mainly in tropical and subtropical regions. Diseases that have a high probability of occurring in Japan or being brought into Japan include: West Nile fever, Chikungunya fever, dengue fever, Japanese encephalitis and malaria. The major characteristics of these diseases are shown in the chart below.



Name of disease	Mosquito (route of infection)	Area of outbreak	Incubation period	Major symptoms	Notes
<b>West Nile Fever</b>	common house mosquito, autogenic house mosquito, tiger mosquito etc.  (birds→mosquitoes→people)	Africa, Europe, Middle-East, Central Asia, West Asia, USA etc.	2 – 6 days	Fever, headache, backache, muscle pain, muscle weakness, loss of appetite, rash	<b>No cases of infection have been reported in Japan;</b> however, since the mid-1990s, outbreaks have been reported in the Western hemisphere in Europe and America where no cases had been reported previously.
<b>Chikungunya Fever</b>	Aedes aegypti, tiger mosquitoes etc.  (people and other animals→mosquitoes→people)	Africa, South Asia, South-East Asia	3 – 12 days  (3 – 7days in most cases)	Sudden fever and muscle pain, rash	<b>No cases of infection occurring in Japan have been reported;</b> however, there have been cases of "imported infections" reported where patients infected overseas come back to Japan.
<b>Dengue Fever</b>	Aedes aegypti, tiger mosquitoes etc.  (people→mosquitoes→people)	South-East Asia, South Asia, Central and South America, Caribbean nations	2 – 15 days  (3 – 7days in most cases)	Initial fever followed by symptoms such as headache, orbital neuralgia, muscle pain	There are 2 forms of dengue fever: a non-fatal febrile form, and a severe form which includes dengue hemorrhagic fever and dengue shock syndrome.
<b>Japanese Encephalitis</b>	Culex tritaeniorhynchus  (pigs→mosquitoes→people)	Japan, China, South-East Asia, South Asia	6 – 16 days	Fever, headache, nausea, vomiting, dizziness, impaired consciousness	The risk of developing Japanese encephalitis after infection is 1 in 100 – 1000, and most of those infected will not show any symptoms.
<b>Malaria</b>	Anopheles  (people→mosquitoes→people)	South-East Asia, Africa, Central, South America	7 – 40 days	Fever, chills, weariness, headache, muscle pain, arthritis	Malaria is classified into tropical, tertian fever, quartan fever, and ovale malaria depending on the malarial parasite. The most type of malaria is tropical malaria which <b>may result in death if treatment is delayed.</b>

(Reference: Tokyo Metropolitan Infectious Disease Surveillance Center <http://idsc.tokyo-eiken.go.jp/diseases/mosquito/>)

Of the above diseases, the severity of tropical malaria is high and may result in death. Special care is therefore required when travelling to areas of outbreak. For prevention, it is important to take measures to avoid being bitten by mosquitoes by covering the skin and using appropriate repellents. The Anopheles mosquito, the carrier of malaria, is active at night, so take extra care at night. (Aedes aegypti, the carrier of dengue fever, is active during the day.) There is preventive medicine for malaria, so it is advised to take this before travelling.

**Makiko Whittaker**  
School Nurse



## Secondary SRC

The last school year was one of the most successful years in SRC history, but this comes as no surprise since the council's performance has been getting better year after year. With the help of the Administration, we finally set up the Student Printer after the initial proposal was submitted 3 years ago. The Student Fund was also established, allowing students to take initiative and organise their own events with money from the Student Fund as financial aid. The Student-Initiated Clubs were also facilitated by the SRC and allowed students to create and run clubs which they thought would be beneficial to the student body. To list a few more accomplishments, we: established two Specialised Committees under our wing: the Arts Committee and Sports Committee, held the KISTalk event, collaborated with Habitat for Humanity to help them raise funds for the Cambodia trip, established an Umbrella Loaning System, organised the annual Winter Concert, and got involved during KISTival by opening up an Information Booth with members who could each speak at least two languages.



However, many projects were left unfinished, and many ideas were left half-baked. As this year's SRC, we have a huge legacy to uphold, but it was apparent at our first meeting this year on September 4 that we are more than ready to keep the SRC-ship sailing to the moon. We look forward to working with all of the new members and hope to make this a memorable year for KIST secondary students. Students – don't forget to voice your opinions and suggestions to your class representative, and that there is also the SRC VoiceBox outside the LMC where you can drop off your written comments.

This year's members: **Parsh** (G6A), **Kishore** (G6B), **Alia** (G7A), **Aditya** (G7B), **Ji Hye** (G8A), **Nimit** (G8B), **Alice Chae Hyun** (G9A), **Krishna** (G9B), **Nikita** (G10A), **Sara** (G10B), **Amartya** (G11A), **Hana** (G11B), **Pranita** (G12A), **Saya** (G12B), **Angela** (President, G12B), **Rachel** (Vice President, G10B), **Motoi** (Treasurer, G12B), **Nina** (Secretary, G11A) and **Raj** (Public Relations Officer, G12B).

### Executive Officers 2015-2016

President



**Angela** (G12B)

Vice President



**Rachel** (G10B)

Treasurer



**Motoi** (G12B)

Secretary



**Nina** (G11A)

PR Officer



**Raj** (G12B)



*Special thanks to last year's SRC for their efforts in 2014-2015.*

## My Summer Internship at Keio University

While making my Diploma Programme subject choices last spring, I thought about university and beyond. I love the life sciences so I looked for a summer program to experience real-life applications of scientific concepts. Japanese educational institutions rarely offer such opportunities, especially to international high school students. I was fortunate to discover that Keio University, one of the most prestigious Japanese universities, was offering a medical summer internship. With the help of KIST college counselor Mrs Okude, I applied and was accepted to the intensive three-week internship held in the Interactive Media Laboratory of Keio University.

The Keio Interactive Media Lab focuses on applications of information technologies such as augmented reality and human interface. Here, students work on exciting projects that use cutting-edge technology to simulate experiences and conceptualize ideas. Past projects include a "virtual rope slider" which simulates an experience similar to Tarzan swinging on ropes, a "virtual slicer" tablet which displays the MRI image of the cross-sectional area the tablet hovers over, and "AffectiveWear" eyeglasses that can detect facial expressions. I was thrilled to be working with such a team.

With my supervising professor and Keio students, I worked on a medical eye-tracking project held in collaboration with Keio University Hospital. Our objective was to implement eye-tracking software in a surgical setting, as we believe that such technology can greatly improve medical performance. Video footage of surgery from a surgeon's view point could help doctors reflect upon and improve their surgical methods, as well as guide medical students who have begun workplace training. My main task was to develop a prototype for a mobile eye-tracking headpiece that uses this specialized software. It

was an exciting yet challenging process. I was pushed to learn new concepts, use advanced software, and develop fresh designs for the product in a short period of time. Working in a university lab allowed me to take advantage of top-notch equipment and conduct experiments I planned, but that freedom also forced me to take initiative and manage myself. Professors and undergraduate/graduate students were available to give me advice, but I was otherwise left on my own. The late nights I spent frantically setting up experiments and finishing research taught me the importance of self-management.

One of the most memorable experiences during this internship was the on-site testing of the eye-tracking eyewear during a mastectomy procedure in Keio University Hospital. I was lucky enough to observe a live mastectomy, as well as meet several researchers in the Keio Medical Labs. Visiting the labs and discussing the latest research being conducted there ignited my interest in regenerative medicine and surgery; until then, I wasn't



Hana at Miraikan, Tokyo.

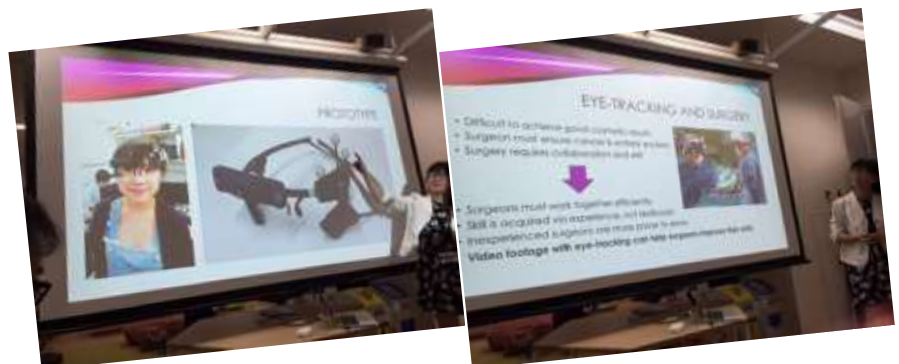
aware about how fascinating these medical fields were. Talking to doctors, who were once students just like me, also inspired me to continue pursuing my interests in medicine and other biological sciences.

Despite the challenges of working in a new environment and the 4-hour daily commute to the laboratory, the satisfaction I felt after I completed my prototype and presented my findings to Keio University professors and graduate students in Miraikan lab was well worth it. I'm so thankful to everyone that helped make this possible. This internship was a unique experience I will never ever forget.

Hana (G11B)



Hana and Mihir (former KIST student) with professors and mentors.



Hana's final presentation at Miraikan.

## College Guidance News

### The "Class of 2015" final destinations

- 24 out of 29 graduates applied to colleges/universities during G12
- 23 enroll in August/September/October 2015  
USA: 10; Canada: 3; UK: 4; EU: 1; Japan: 3; Hong Kong: 1
- 6 apply to college/university after graduation or take a gap year

83% of the "Class of 2015" applied to colleges and universities during their Grade 12 year and more than 95% decided to enroll in the freshman year at one of their chosen colleges or universities from this academic year which starts at the end of August, September or October.

As you can see above, USA was the most popular destination for this year's graduates, followed by UK, Japan and Canada. Due to the different admissions calendar in some countries in Asia/Pacific regions (e.g. March intakes in Australia and Korea, and April intakes in Japan), several students are sending applications after graduating from KIST. Please see the latest list of universities where the Class of 2015 were admitted and enrolled.

### Summer internships at SIT

This summer, KIST students were invited to apply to the International High School Internship at Shibaura Institute of Technology (SIT) and three students from Grade 10 (currently in Grade 11), **Akira** (G11A), **Amartya** (G11A) and **Rithvik** (G11B) were accepted to this special program in science and engineering. They spent two weeks in July at SIT Ariake Campus and Saitama Campus to work on a project with SIT students and faculty members at the lab they were assigned. At the end of the internship period, each student conducted a presentation on their project and received a certificate of completion of the internship from SIT. Well done, Akira, Amartya and Rithvik!



Akira, Amartya and Rithvik

### Summer internship at Keio University



**Hana** (G11B) completed an internship at the Graduate School of Media Design, Keio University in July. She spent 3 weeks working on a medical project at the Interactive Media Lab at Keio Nogami Campus and Keio University Hospital in Shinanomachi. She created a prototype of a wearable device which tracks eye movement of surgeons during operations.

Well done, Hana! Please see more details from her article in this issue of *The Comet*.

### Mrs Okude's summer US university visits

This summer, Mrs Okude attended the 2015 Overseas Association for College Admission Counseling (OACAC), the

annual conference for college counselors from high schools outside of the USA and admissions officers from the universities from all over the world.

This year the conference was hosted by the University of Oregon and over 1300 counselors and admissions officers got together to update information regarding university admissions and to meet colleagues. After the conference, she moved to Chicago to join the Chicagoland Counselor Tour where she was invited to visit seven universities and colleges around the Chicago area with 17 counselors from other schools. She enjoyed visiting **Columbia College Chicago, DePaul University, Loyola University Chicago, Northwestern University, School of the Arts Institute of Chicago, University of Chicago, University of Illinois at Chicago**, as well as attending presentations and campus tours, meeting and dining with faculty members, admissions officers and current students.



### New university guidance calendar on KISTnet

This year, we have introduced a new calendar on KISTnet entitled **University Guidance Calendar** which all KIST parents and G9 to G12 are able to access. You can see upcoming events scheduled at KIST and around Tokyo. Please check it occasionally!

### Upcoming events

#### Presentations at KIST in the LMC

- Friday, September 4, 3:45pm, *Amherst, Middlebury, Macalester and Davidson, USA*
- Tuesday, September 8, 3:45pm, *Hong Kong University of Science and Technology, Hong Kong*
- Thursday, September 10, 3:45pm, *UC San Diego, U Illinois at Chicago, Columbia College Chicago, Loyola U, Loyola Marymount, Xavier, USA, IE U, Spain, Yale/NUS, Singapore*
- Monday, September 14, 2:45pm, *Goldsmiths, U of London, UK*
- Tuesday, September 15, 3:45pm, *Chinese University of Hong Kong, Hong Kong*
- Tuesday, October 6, 3:45pm, *International Christian University, Japan*

#### University events in Tokyo (open to the public)

- Saturday, September 12, 11am-6pm, **Education USA EXPO** by US Embassy at Sola City Plaza, Ochanomizu, <http://americaexpo.jp/>
- Saturday, October 24, 1pm-6pm, **Education UK** by British Council
- Sunday, October 25, 1pm-6pm **beo Fair**
- Friday/Saturday November 6/7, **Canada Fair** at Canadian Embassy

### PSAT at KIST (compulsory for G10 and optional for G11)

Wednesday, Oct 14 during school hours (see more details in the PSAT letter)

#### Mrs Keiko Okude

College Guidance Counselor  
Office hours: Mon, Tue, Thu, Fri 10:00-17:00  
[keiko.okude@kist.ed.jp](mailto:keiko.okude@kist.ed.jp)



# College and University Acceptances and Offers

## KIST Class of 2015

As of August 2015

Key: \*=Scholarship offered | **Bold red**=KIST graduates attending  
( )=Number of offers received | [ ]=Number of graduates attending

### UK

Bangor University

**Durham University**

**Glasgow School of Art**

Imperial College London

Kings College London

Lancaster University

Leeds College of Art

University of Aberdeen

University of Bath

University of East Anglia

University of Edinburgh

**University of Essex (2) [2]**

University of Exeter

University of Kent

University of Leicester

University of Manchester

University of Nottingham

University of St Andrews (2)

University of Sussex

University of Warwick

University of York (2)

### EU

Amsterdam University College

**University College Utrecht**

### USA

Academy of Art University

**Bard College**

Birmingham Southern College\*

Boston University\*

**Brandeis University**

Brown University

California College of Arts (2)

California State University, Long Beach

California State University, Los Angeles

Columbia University

Florida Institute of Technology\*

**Fontbonne University**

George Washington University

Michigan State University\*

Monmouth College

New York University

North Carolina State University (2)

Northeastern University\* (3)

Occidental College

Pacific Lutheran University\*

**Pennsylvania State University**

Pratt Institute

**Princeton University\***

Rensselaer Polytechnic Institute

Rochester Institute of Technology

**Savannah College of Arts (SCAD)\* (2) [1]**

School of the Arts Institute Chicago

Stanford University

Stevens Institute of Technology\*

**Truman State University**

University of California (UC), Davis

**University of California (UC), Santa Barbara**

**University of Illinois at Chicago**

University of Massachusetts Amherst\* (2)

**University of Minnesota Twin Cities**

University of Nebraska

Virginia Polytechnic Institute and State University

(Virginia Tech) (2)

Webster University

Whitman College

Worcester Polytechnic Institute (2)

### CANADA

**University Of British Columbia (UBC) (6) [2]**

University of Toronto (4)

**University of Waterloo**

### JAPAN

**International Christian University (ICU) (4) [1]**

**Nagoya University**

**Sophia University (4) [1]**

Waseda University SILS

### HONG KONG

**Hong Kong University of Science and Technology\***

### SINGAPORE

Yale NUS College\*





## Alumnus Report

**Shreya Deshmukh is an alumnus of KIST's "Class of 2011." She has just commenced a PhD in Bioengineering at Stanford University in the USA.**

This time of year always feels like a new year, and for many of us international-schoolers, in a new school. Eleven years ago was my first time at KIST, in a class full of kids eating lunch with impressive chopstick skills. And four years ago, carrying lots of memories from Japan and my own chopsticks, was my first time at Boston University. With my graduation from BU three months ago, it's almost time for my first day at a brand new place – this time it's Stanford University in California.

That first day at BU, I met way more people than I could remember, and had to answer the "where are you from?" question every time, so by the end of the day I was beginning to believe that my innovative "hometown" of Tokyo/India was a real geographic location. But in a university with 16,000 undergraduates, I still felt at home, being part of several smaller circles in BU, the city of Boston, and beyond.

Naturally, some of my best friends were in engineering – nothing brings people together like struggling through all-nighters because you all really want to make this device work, or maybe because you need to pass the class. My main reason for going to BU, my four years of education, not only made the field of biomedical engineering a reality for me, it showed me how I can apply my passions, connected me with researchers and collaborators, and gave me opportunities to put ideas into practice. Most of my learning was outside the classroom, from internships and research projects inside the university and outside. I worked with not just professors, scientists and engineers, but also healthcare workers, patients and entrepreneurs, in various cities and villages, to understand the problems that I was helping to solve. Today I feel capable of dreaming big and pursuing a PhD in bioengineering, as my first foray into implementing my passion with fully realised independent projects. For this I can thank my teachers in the classroom, the lab, the field and often the library or at home – because sometimes your friends and family are the best teachers – starting from those distant kindergarten days, through all those schools (so many first days!), including KIST.

The last several months were a difficult journey to believe in myself enough to try embarking on something like a PhD at the age of 21 – and until a few months ago, I almost thought I was being crazy. But getting to meet professors at institutions like MIT and UC Berkeley/UCSF – people who are my role models and who seemed like fictional heroes until that point – and receiving their encouragement to pursue my dreams with them, was the final dose of inspiration to gather all I've learned, remember the causes I am working towards, and put my everything into the fight. After a difficult decision process, I am slightly nervous but incredibly excited to "engineer" my limits, and hopefully make a difference in healthcare, at Stanford University. However, engineering is only a small part of who I am.

Luckily I got to be friends with people who don't just talk science and maths (IB would have disapproved of only two subject groups!). I was also part of the uniquely interdisciplinary Kilachand Honors College, with students from a variety of majors, from Theatre to Business. For four years, our motley group grappled with subjects like studying the classic Iliad and analysing the public health issues of malaria in the same classroom. We had Nobel Prize winners for professors, and got to interact with brilliant minds – nothing beats getting attendance credit for having a heated argument with a famous author, or the man who invented the Ethernet. I haven't seen a programme quite like KHC at any other university, and I look forward to it shaping my thoughts for a long time, kind of like TOK still pops up in my conversations, years after graduating from KIST. KHC has helped me become the kind of engineer that understands that technical issues should be just as important as social, economic, cultural and anthropological issues. This will be essential to my research at Stanford, especially because I want to work with global health problems, to address needs in the developing world and areas that direly need intervention, and I cannot hope to make real impact if I ignore these critical "subjective" factors.

One of my closest-knit circles even after graduating is in Boyd House – a

quaint historical brownstone for Trustee Scholars, a community sharing

more than just a scholarship. In fact, KIST has quite a legacy here because 3 of our alumni have been Trustee Scholars! From these circles, my classes, my random participation in groups like Afro-jazz and krav maga, and even talking to strangers on the street, I am lucky to know people from all over the world and very different life backgrounds. BU is just as international as KIST in some ways, and I made connections with both the Indian and Japanese communities there, as well as the in-between jumble of people who don't quite fully identify with one culture, otherwise known as Third-Culture-Kids.

Honour cords and congratulations at graduation are always fun, but I can appreciate its value because I have shared the struggle with my friends and classmates night and day for four years, and I have always know someone who has persevered more than I have. That inspiration, and the memories and learning that came with the degree, remind me that KIST is right, Learning is, indeed, for Life, and it will give me the strength to tackle this PhD at Stanford University, and any other challenge. It's a more grown-up game now, but what hasn't changed is the experience of packing up my entire life into two suitcases and moving thousands of kilometres to a place that is, at this moment, the best place to fuel my needs and allow me to grow more than I could now imagine, until it is time for the next adventure.

I wish everyone luck on the start of another new year!

**Shreya Deshmukh**  
KIST Alumnus "Class of 2011"

