



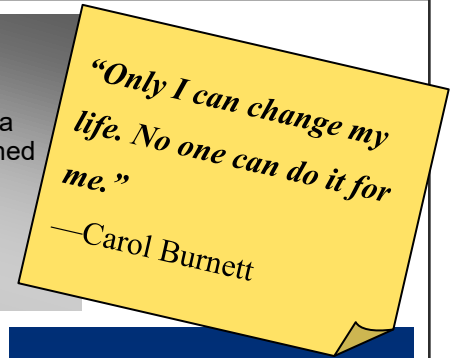
# The Comet

The Newsletter of K. International School Tokyo

Volume 23 | Issue 1 | September 2019

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## From the Head of School

Dear KIST Community Members,



Welcome back to another school year at K. International School Tokyo! I hope that you all had a safe and enjoyable summer vacation. It has been wonderful watching our students happily return to school, excited for the new school year! I hope that you enjoyed our Parent Welcome Nights and had the opportunity to ask any questions you had about how and what your children will be learning this school year.

As was announced on Parent Welcome Night, our 2018-2019 graduating class set yet another record KIST DP average. Our students achieved an average DP score of 39.2 points. A 39-point average. Let's consider this number for a moment. It is not simply a number that can be used to measure achievement. A score such as this is a measure of persistence, determination, drive, grit and support. Achievements such as this have the ability to develop a level of confidence in our students that inspires them to follow their dreams. It signifies what is possible.

With this amount of effort on the part of our students, the support of their teachers and families, and persistence, achieving personal goals and dreams are definitely within our students' reach. Ambitions like becoming a doctor, a lawyer, an engineer, an author, an artist, or completing an MBA are attainable goals.

So, while a 39 can be seen simply as a number or a score, I think it represents more. It represents what students can achieve with persistence, drive and the support of those around them, and it signifies the many opportunities the future holds for our students. Let's continue to support our children and assist them in achieving their full potential.

Warm regards,

**Kevin Yoshihara**  
Head of School



## DATES TO REMEMBER



### September 2019

- 13 (G11-G12) Kanto Plain College Fair 2019
- 16 School day
- 16 MYP Information session for G6 and new parents
- 20 Staff development day (No school for students)
- 21 (G9-G12) KPASS High School Drama Festival
- 23 School holiday
- 24-25 School photographs
- 24 PYP Information session for new parents

### October 2019

- 3 (G5) Day camp
- 5 SAT@KIST
- 10 (G9-G12) KPASS High School Brain Bowl
- 12 School Explanation Day (for prospective Elementary parents)
- 14 School day
- 14 School Explanation Day (for prospective Secondary parents)
- 14 (G8) MYP Community Project information session
- 14 2020-2021 enrollment applications open
- 16 (G10) PSAT tests
- 18 (G6-G8) KPASS Middle School Drama Festival
- 22 School holiday
- 25 KISTival preparation day (K1-G5) No school for students (S) School day

**KIST 2019  
IB Diploma Programme Results**

Average DP points attained:

39

43% of our students scored 40 points or more!  
**Way to go KIST class of 2019!**



## IB Diploma Results—July 2019

The results of KIST's "Class of 2019" saw the highest KIST Diploma average score so far of 39.2, 1.2 points higher than the previous highest average in 2017. Of the Class of 2019 cohort, one student attained a perfect score of 45 points, placing the student in the top 0.25% globally. A summary of the Diploma results from the past five examination sessions is shown on the right.

Year	KIST DP average	DP world average	Highest KIST score	KIST G12 Graduates	KIST G12 Diploma Graduates	% of students in full DP	# of Diplomas attained	% that attained Diploma
2019	39.2	29.6	45	37	35	95%	35	100%
2018	37.8	29.8	44	38	34	89%	34	100%
2017	38.0	30.0	43	37	35	95%	35	100%
2016	36.6	30.1	43	38	37	97%	36	97%
2015	35.9	29.9	45	29	28	97%	26	93%

Of particular note for the Class of 2019:

- 35 of the 37 students (95%) were enrolled in the full Diploma, in comparison with the global average of 52%.
- 35 of the 35 students (100%) enrolled in the full Diploma at KIST attained the IB Diploma, in comparison with the global average of 77%.
- The average score for KIST students attaining the IB Diploma was 39.2 points, nearly 10 points above the IB Diploma world average of 29.6 points.
- 15 KIST students attaining the IB DP (43%) attained scores of 40 points or above, in comparison with the global average of 7%. The 15 students qualify to be considered for the KIST "Learning for Life" University Support Scholarships.
- 1 student attained a perfect score of 45 points, which only 0.25% globally achieve.
- 4 students attained 44 points; 1 student attained 43 points; 3 students attained 42 points; 2 students attained 41 points; and 4 students attained 40 points.
- 46% of students attaining the IB Diploma enrolled at KIST prior to Grade 6, with an average score of 40.1 points attained by these students. These statistics reflect well on the quality of learning in the PYP and MYP at KIST.

The table on the right shows how KIST's course averages (calculated for students who attained the IB Diploma) compared against the IB world averages for each course.

- 100% of courses offered at KIST had results above the IB world averages.
- 93% of courses offered (with green and blue shading) had results more than 0.5 points above the IB world averages.
- 70% of courses (with blue shading) had results more than 1 point above the IB world averages.

Please refer to the "Statistical Bulletin" at the link below for further information on the IB Diploma results and statistics.

**Web** <https://www.ibo.org/about-the-ib/facts-and-figures/statistical-bulletins/diploma-programme-statistical-bulletin/>

Congratulations to the Class of 2019 for achieving fantastic IB Diploma results, and best wishes for continued success as you commence your university adventures.



**Hiro Komaki**  
DP Coordinator

Course	KIST DP Course Average	IB DP world average for 2019	+/- over IB DP world average
English A L&L HL	6.00	4.96	1.04
English A L&L SL	5.58	5.07	0.51
Japanese A L&L HL	6.17	5.91	0.26
Japanese A L&L SL	6.00	5.55	0.45
Japanese B HL	7.00	6.12	0.88
Japanese B SL	6.75	5.06	1.69
Japanese AB SL	7.00	5.02	1.98
Spanish AB SL*	5.50	4.96	0.54
Business Management HL*	6.00	4.79	1.21
Business Management SL*	7.00	4.75	2.25
Economics HL	6.17	5.08	1.09
Economics SL	6.30	4.65	1.65
Geography HL	5.67	5.17	0.50
Geography SL	6.00	4.77	1.23
History HL	5.63	5.05	0.58
Biology HL	6.60	4.33	2.27
Biology SL	5.42	4.17	1.25
Chemistry HL	6.20	4.50	1.70
Chemistry SL	6.75	4.00	2.75
ESS SL	6.33	4.14	2.19
Physics HL	6.33	4.64	1.69
Physics SL	6.33	4.03	2.30
Math HL	7.00	4.68	2.32
Math SL	6.68	4.18	2.50
Math Studies SL	6.90	4.16	2.74
Visual Art HL	5.14	4.26	0.88
Visual Art SL	5.00	3.76	1.24

\*Subjects studied through Pamoja Education

## Welcome to New Staff

We would like to introduce you to our new staff for 2019-2020. Please join us in welcoming them to KIST!



### Teachers



**Andrew Archibald**  
DP/IGCSE/MYP  
English



**Abigail Child**  
DP/IGCSE/MYP  
English



**Mahipaul (Ron)  
Dayaram**  
DP Biology, IGCSE/  
MYP Science



**Bernard Knuchel**  
DP/IGCSE Business,  
Economics

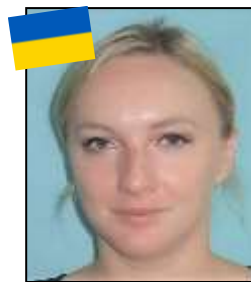
### Teachers



**Thomas Waterfall**  
University Guidance  
Counselor/Teacher



**Pei Yi (Jenny) Wu**  
DP ESS,  
IGSCE Science



**Nataliia Chernenko**  
ELS Instructor  
(Secondary)



**Kanoka Furukoji**  
Teacher-Trainee I&S  
(Secondary)



**Hema Teja Yadavalli**  
Laboratory and Library  
Assistant (Secondary)

### Instructional Support Staff

## Academic Scholarships

### KIST 'Learning for Life' University Support Scholarships

KIST 'Learning for Life' University Support Scholarships are awarded to Grade 12 students who attain 40 points or more as their final DP score, and meet other criteria. These scholarships are in place to recognize student commitment during their final year of study, to celebrate high accomplishment, and to support students with their tertiary education as they continue 'learning for life'.



A total of **fifteen** graduates have been awarded 'Learning for Life' scholarships in 2019. Congratulations students and families, and all the best with your continued studies!



**Gold Award**  
45 points  
¥2,000,000  
1 student



**Silver Award**  
43-44 points  
¥1,000,000  
5 students



**Bronze Award**  
40-42 points  
¥300,000  
9 students



Click the link below for more information about academic scholarships and how and when to apply.  
<http://www.kist.ed.jp/node/197>

## Message from the Board President

It's hard to believe that, after the long summer holiday, the 2019–2020 school year has already begun. Now that my year-long term as Acting Head of School has ended, I would like to greet you once again as Founder and Board President.

As you may have heard, the average DP score achieved by our Class of 2019 graduates was 39.2 points. We are proud of our graduates for their incredible efforts, but at the same time, we know that they would not have been able to achieve the outstanding and commendable average score of 39 points if it weren't for the support and guidance of our staff and parents/guardians. Thank you all for your efforts in helping our students succeed on a global scale, and for helping to pave the way for their future successes as well.

When I consider the future generations of KIST graduates and observe the smiling faces of our current Elementary and Secondary School students, I am reminded of the reasons why I want to provide a strong academic foundation to support these children as they become young adults in our global society. However, it is sometimes difficult for me to express in words just why this goal is so important to me.

At a recent party to thank our staff for their efforts, I was deeply moved when a speech made by one of our staff members so clearly expressed exactly what I feel in such a relatable way.

In the speech, the speaker told of how he recently took his children to the dentist during the summer holiday and explained that for the first time, he considered that perhaps his children might want to become dentists. As enrolling and succeeding in a dental school is a challenge that requires a strong academic background and well developed skills in time management and self-discipline to achieve high level academic results, he shared that he had never considered this career path for himself when he was younger. Now, however, he has come to the realization that because his children study at KIST, they have so many more options available to them in terms of university, postgraduate studies, and future careers.

This story really struck a chord with me because I felt that it truly expressed just why we are so dedicated to the idea of providing a strong academic program for all students. From time to time, parents ask, "Why do all students at KIST have to study in such a rigorous program? Why can't some children choose an easier academic track?" The reason we feel so strongly that all students at KIST should prepare for and eventually study in the DP is just as was expressed in the staff member's speech: because we want all KIST students to have as many doors as possible opened to them, regardless of what they decide they want to pursue in the future.

I hold a strong feeling of hope for the future as we begin the new school year. I realized that finally, KIST is full of passionate and dedicated students, parents/guardians, and staff who are working together towards the goal of "giving our students a strong educational foundation to allow them to succeed at any path they choose in the future." To make a comparison, the more companions we have all rowing our oars in the same direction, the faster we will be able to move our boat swiftly and strongly towards the direction of our goal.

Once again, to all the families who have been members of the KIST community since last year and before, thank you so much for everything you have given the school in the past, and to everyone, including families who have joined us from the current school year, I look forward to working with you to make KIST students even more successful and achieve higher and higher goals in the future.

I wish you all a happy and successful year!

Sincerely,

**Yoshishige Komaki**  
Board President



## Elementary School News

### Taking action

As an International Baccalaureate school, we place a heavy emphasis on taking action. The DP refers to this as Creativity, Activity, Service (CAS), in the MYP it is called Service, and in the PYP we call it Action. PYP schools meet this challenge by "offering all learners with the opportunity and the power to choose to act; to decide on their actions; and to reflect on their actions in order to make a difference in the world" (IBO, 2009).

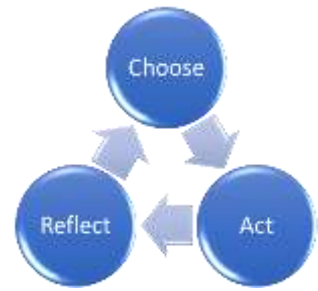
What exactly is action? Although we all understand that action is something we do, it means so much more than this. Action involves a mindset and the way we think. It is the desire to take what one has learned and apply it in a meaningful way. It is a part of who we are. A classic example of action describes a student who ensures she turns off lights around the house and monitors the use of the air conditioner in order to save electricity.

There is much more to action than the things we do; it is about our attitudes and *how* we act. When we contemplate action, it is important that we consider how our actions have the ability to affect others. Action can and should brighten the lives of those around us. There are an infinite number of ways in which we can take meaningful action that can make someone's day better.

- Holding the door for someone.
- Thanking a parent for doing the laundry.
- Giving up your seat on the train for someone who

needs it.

- Complimenting someone around you.
- Picking up a bicycle that has fallen down in the wind.
- Picking up litter.



The possibilities are endless!

What are your ideas?

We all have the ability to make the world a better place by doing kind things. As humans, we are affected by those around us, and we are often products of our environment. This includes our own children. As adults and parents, the best action we can take to make the world a better place is to spread kindness ourselves and model it for our children. If our children are to learn this form of taking action, they will most likely learn it from those around them.

**Kevin Yoshihara**  
Elementary School Principal



Reference:

International Baccalaureate Organization. (2009). *Making the PYP happen in the classroom: A curriculum framework for international primary education*. Cardiff: International Baccalaureate Organization.

## PYP News

### Welcome back to school

2019–2020 is going to be an extremely eventful year for all of us. With the proposed construction at KIST and the Tokyo Olympics just around the corner, things are sure to be very lively. For myself, this is also a year of great change, as I will be taking on the role of PYP Coordinator. There will also be some changes to our curriculum, but with the wonderful staff that we have here at KIST, I am certain that we are going to continue to provide a fantastic education for your children.

This year, we will be introducing a new mathematics curriculum in the elementary school. We will be adopting Pearson's Abacus mathematics program from K2–Grade 5, with our G5 students sitting the externally marked Edexcel examinations for mathematics and literacy.

We will also be making some changes to the Japanese curriculum in the elementary school, which will enhance the opportunities for our students to develop their Japanese language abilities.

As a PYP school, KIST holds the philosophy of the International Baccalaureate in high regard and we will continue to promote constructivist and conceptual



methods of learning. We want our students to be active participants in their education, therefore it is important that our program of inquiry reflects this. Our students are encouraged to take on board what they are taught and synthesize these ideas to form their own viewpoints and opinions of the world around them. I feel that we do well promoting this philosophy and we will strive to develop this further in the years to come.

A new school year is always exciting for everybody, and I am very much looking forward to working with you all in my new role. We will be holding this year's PYP information session on Tuesday, September 24 for anyone who wants to know more about the PYP and what we are introducing this year.

**Oliver Sullivan**  
PYP Coordinator



**Event:** PYP information session  
**Date:** Tuesday, September 25  
**Time:** 6:00 p.m. – 7:30 p.m.  
**Location:** Multipurpose room (MPR)

## Early Childhood News



Hello, ECE families.

Welcome back to the new school year, and to those new families, welcome to K. International School Tokyo!

In our ECE (Early Childhood Education) department, we have over 100 children in six classes, K1–K3. This year, we do not have any new instructional staff in our department; all 18 continuing teachers, instructors and assistants have remained in the same year groups. Each class has three instructional staff members, and all classes have a teacher who has been working at KIST for more than five years. We have staff from eleven different countries.

Recently, I have been reading books about early childhood development. At kindergarten age, children go through various stages of development. Because of this, many people find it difficult to deal with children between three and five years of age. When they turn three, children start to become more independent and want to do various things by themselves. They also start saying 'no' to their parents or others around them. When they are five or six, we start to think about their next stage of development—going to elementary school—and worry about how they will do in their new environment.

All these concerns are present because the children are growing and developing. To help ease these concerns, with the cooperation of parents, our experienced ECE teachers and supporting staff strive to provide the best educational environment possible to support children as they develop.

Let's have another great year of learning together!

**Eri Ozawa**  
Early Childhood Coordinator  
(K1–K3)/K1B Teacher



K1A

K1B



K2A



K2B



K3A



K3B

## It's OK to be Different in K2A!



A diverse classroom is one in which both the students and the teacher are accepting of all people, regardless of their race, culture, or religion, and is an important theme to explore, especially at the start of a new school year.

As part of their unit of inquiry, 'Who we are,' the K2A students are exploring the human body, what it can do and how their own body is unique. This integrates well with our Community Circle lessons on new beginnings, and the students enjoyed listening to 'Whoever We Are' by Mem Fox, which explores the wonderful differences between all of us.

As a class, we discussed ways in which we are different, from our eye color to our skin tone, to our dreams and aspirations for the future. The students then used a variety of paint to mix their own skin tone to make their portrait, communicating with each other about why the skin tones were different and what they liked about themselves.

They demonstrated curiosity towards each other and enjoyed discussing their unique traits, and the importance of this cannot be underestimated when students are transitioning to a new environment and making bonds with new friends.

**Catherine Wells**  
K2A Teacher



## K2B Life is a Circle

Last year, for their final unit of inquiry, "Sharing the planet," the K2s learned about living things by focusing on the certain needs living things have in order to grow and stay healthy. As part of their inquiry, K2B students began their academic year in 2018 by raising several rhino beetle larvae, and throughout the course of the year, they saw their classroom pets change from little grubs to pupae, and finally into fully formed rhino beetles. They experienced firsthand how a rhino beetle needed certain things/conditions for them to grow and be healthy. But the students ended their school year before the cycle had time to close.

...And this year, in August, the former K2s revisited their beetle friends for the first time in three months. To their surprise, they found that the beetles had had babies of their own! They were able to see that the beetles' life cycle in fact does become a full circle, and life goes on; it definitely repeats. During their visit, these now K3s were also kind and shared how best to care for their soon to be wriggling buddies, all of which they had learned and remembered from taking care of them while they had been in K2B. The K2Bs expressed their great appreciation for the care and hard work that had been given by the current K3s. Before the K3s left, the K2B assured their K3 friends that they would also do their best to raise this next generation well. The cycle begins again!



**Axel Norwood**  
K2B Teacher



## Elementary ELS

### The opportunities poetry brings

Your child may be starting off the 2019–20 school year with poetry or have a poetry unit coming up soon. Poetry is a hugely popular feature of literacy lessons throughout the PYP. Loved for many reasons, it is also one of the least onerous and most enjoyably magical ways for students who are not yet fluent at writing in English to express themselves. Writing poetry can boost our confidence as writers because with just a small amount of paper we can reveal thoughts that we might otherwise feel are too hard to write down and so choose to keep off the page.

Poetry is also the perfect opportunity for teachers and ELS staff to work 1-to-1 with students on vocabulary expansion, sentence patterns and recognizing the parts of speech, as well as skills such as using a thesaurus.

Likewise, poetry units are an opportunity for parents: encouraging your child's love of reading and writing poetry in their home language(s) will make their language knowledge and skills even stronger. Strong home language literacy transfers over and supports English language learning at school. If you are new to KIST, you might like more information on how strengthening home languages positively affects English language learning. Please feel free to email me or to ask your child's teachers for the article "English as an Additional Language (EAL) Family Support", by Bonnie Campbell Hill (2001).

#### Rachel Parkinson

ELS Coordinator (Elementary)/G5 ELS Instructor



*G5B's Aina and Riko discussing a poem, while their classmates also mingle to share the poems they found that they strongly connect with.*



*Clockwise from front left: Madhav, Nonoka, Naohisa and Sara from G5B each work on the final copy of the acrostic poems they have just written.*



*Clockwise from front left: Abhinav, Jessie, Hiroki and Avni from G5A discuss the structure of diamante poems before beginning to work on their own.*

## KIST Student Wins Art Prizes

**Weizhao** (K3B) was awarded the grand prize at the 84th World Children's Art Conference organized by the Korea Art Education Association. The ceremony was held on July 3 in Seoul. He won the top prize in the children's year 5 group. In addition, he also won an Award for Excellence at the 43th Japan Sumitomo Children's Art Contest organized by Japan Sumitomo Life. The ceremony was held on August 24 in Tokyo.

Congratulations to Weizhao on winning these awards. We look forward to seeing how your art develops in the coming years.



*Weizhao with one of his awards—from the Japan Sumitomo Children's Art Contest.*





## Elementary Student Care

### The role of the Elementary School Student Care Coordinator

Welcome back to school! I hope you all had a nice and relaxing summer holiday as a family.

For those who have newly joined the KIST community, my name is Kana Furnival, and I am the Elementary School Student Care Coordinator.

My role is focused on the following three areas:

#### 1. Supporting staff in responding to pupils' academic needs

In response to our pupils' different needs and abilities, we adjust our levels of difficulty and support, and when required, entire activities to meet the individual requirements of all learners. This practice is called "differentiation." It is planned in advance by each pupil's homeroom teacher, and plans are shared with other staff in the grade in order to prioritise and maximise the support based on each pupil's needs. It is my role to follow through on the implementation of support and track each pupil's progress.

#### 2. Supporting staff in responding to pupils' social, emotional and mental health needs

Our school is committed to ensuring that all pupils progress through their school years not only with strong academic skills but also with the skills necessary to foster resiliency and prevent social, emotional and behavioural problems that can impact their success in various areas of their life.

People with secure social-emotional skills are able to cope better with everyday challenges. These skills range from effective problem-solving to self-discipline, impulse control to emotional management. The SEAL (Social and Emotional Aspect of Learning) programme we use during our community circle time helps build a foundation that supports pupils' success both personally and academically. It is my role to design and review this life skills program.

#### 3. Share school information with the parent community relating to student welfare and pastoral care support

This may occur during school information days, parent evenings and coffee mornings.



This year, the elementary school has implemented new student care related procedures for the teachers in order to best support our pupils.

We aspire to ensure that, through a carefully designed program of care, all children at KIST are fully supported in order to meet their individual needs.

If you have any questions or concerns related to student care, please do not hesitate to contact me. I am looking forward to working with you and your child!

**Kana Furnival**  
Elementary School Student Care  
Coordinator



## Explanation Days 2019

For the 2020–2021 school year

KIST will hold two Explanation Days for parents interested in enrolling children for the 2020–2021 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.

### Elementary Explanation Day

October 12, 2019 (Saturday)

Session times:

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

### Secondary Explanation Day

October 14, 2019 (Monday)

Session times:

- (1) English: 1:15 p.m. – 3:30 p.m.
- (2) Japanese: 1:15 p.m. – 3:30 p.m.

**Reservations close:**

October 11, 2019 (Friday), 3:00 p.m.

Reservations essential!

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

## LEAP News



Hello KIST families! My name is Miki Kanai and as the new LEAP Coordinator, I am thrilled to invite the KIST community to join LEAP for the 2019–

2020 school year. I hope that you are as excited about the new school year as I am! Although I have been a proud member of the KIST community since August 2018, I would like to introduce myself as a new addition to the Elementary team. I am looking forward to meeting and getting to know many of you!

For those new to KIST, LEAP (Learning Enhancement Academic Program) is a series of before- and after-school classes offered to K3 to Grade 5 students to build essential skills in English and mathematics. Class sizes are limited—admittance to any course is subject to preliminary screening based upon teacher recommendations or diagnostic test results—allowing students to receive focused attention and guidance. LEAP serves an important function at KIST in providing students with a nurturing small-group environment, where students make progress in skills they might otherwise struggle with in the classroom through step-by-step scaffolding. Through such additional support, students, particularly English language learners, can build their competency and confidence in all aspects of their learning.



### Important announcements

- LEAP classes began on September 9, but you can still apply at the link below:

 <https://kisted.sharepoint.com/CA/SitePages/LEAP.aspx>

- Throughout the semester, there may be days in which one or more classes will not convene. Please check the LEAP Calendar carefully to confirm which days your student will not have class.



- Newsletters will be distributed twice a semester to give parents a better sense of the achievements their children have made.
- Admittance to the Before-School English Support Program is determined by considering teacher recommendations, diagnostic information, and each student's individual English support needs.
- Admittance to the After-School Math Program is limited to those students who have received a teacher recommendation and/or have not met grade-level expectations according to diagnostic tests.
- Admittance to the After-School English Extension Program is limited to students who have met or exceeded grade-level expectations according to diagnostic tests.

Thank you for your continued support. We look forward to working and learning together in the coming year!

Please direct any questions regarding LEAP to [leap@kist.ed.jp](mailto:leap@kist.ed.jp).



**Miki Kanai**  
LEAP Coordinator/G1A ELS Instructor



# KIPS News



## Welcome back to the 2019–20 school year!

Beginning school is such an exciting time for you and your child. The staff at KIPS staff are very pleased that you chosen K. International Preschool (KIPS) to begin your child's journey through his/her academic career. We are dedicated to supporting children's growth and development in a positive learning environment through a variety of services at KIPS.

2018–19 was a successful year at KIPS! Fourteen children completed their preschool life at KIPS and moved on to a new start in K1. Our ongoing assessment helps to monitor the children's progress toward meeting their developmental goals, as well as compliance with regulatory requirements by the government. In June 2018, KIPS was fully certified as a facility fulfilling all instructional criteria required for authorization as a "Ninkagai hoiku shisetsu," by the Tokyo Metropolitan Government, and has received a certificate indicating this status.

KIPS provides each child with a high-quality early childhood experience and school readiness. For many children, preschool is their first school experience. We want to make preschool a positive environment, ensuring that coming to school is enjoyable, as well as beneficial. For the 2019–20 school year, we will focus on development of non-cognitive skills such as:

- Endurance (Self-control)
- Perseverance
- Social skills: ability to interact well with others
- Caring attitude for others

Just as the children are encouraged to collaborate, we encourage parents to cooperate with us as well. It is the partnership and continuing communication between the parents and teachers that builds the foundation for a successful school experience.

Let's make it a great year!

**Stephanie Pae**  
KIPS Coordinator



## Secondary School News

### New school year 2019–20 message

I hope that the year has started well for your child and that they are enjoying learning and feeling comfortable in their school environment!

Thanks to all the parents who attended Parent Welcome Night. It was great to see so many familiar faces, and new families as well. I encourage you to review the documents that I referred to in my welcome presentation and in the follow up e-mail. These are:

- Grade Level Curriculum Guides
- Updated KIST Progression Criteria and Graduation Requirements
- Family Handbook

The instructional staff of teachers and instructors are very much looking forward to the year ahead, and to continue to support the academic progress and success of your children, but also to provide them with even more learning opportunities outside the classroom, especially in team sports and music.

As learning is a community effort, I would like to ask parents at this time of year to ensure that:

- Their child's name is on all their belongings!
- Students have all the necessary supplies based on the supply lists!

Finally, as mentioned in my welcome presentation, I would like to remind parents about who you can contact regarding questions about your child. **The first point of contact is always your child's Homeroom Advisor.** If it is directly related to a subject, you can also contact the child's subject teacher. After that, rather than contacting me, I encourage you to contact the curriculum coordinator for your child's grade level. I have pasted the relevant staff member slide from the PWN presentation here. As explained during the presentation, these are experienced staff who know KIST well and who may also teach your child, or will know the year group well. Thus, they are well placed to provide further support in these instances.



Looking forward to a good year ahead and to seeing parents throughout the year at school!

**Mark Cowe**  
Secondary School Principal



**Rob White (G6-G8)**



**John Rose (G9-G10)**



**Hiro Komaki (G11-G12)**

## PowerSchool Learning



From the start of this school year we will be piloting a new Learning Management System (LMS), called **PowerSchool Learning**. We plan to eventually use PS Learning as a replacement for **Moodle**, our current LMS, from the 2020–21 school year. Initially, not every course will be using PS Learning. Some teachers and courses will continue to use Moodle and/or other tools. We understand there may be some inconvenience for students and parents using both PS Learning and Moodle, but we hope to use this pilot as a way to allow community members to become familiar with the new system before transferring to PS Learning completely.

PS Learning has been chosen for a number of reasons:

- the integration it has with our current student information system and teacher gradebooks in PowerSchool, which we have used for over eight years;
- its reputation as a high-quality K–12 LMS (formerly called Haiku Learning);
- its full integration with Office365;
- as [a partner of Microsoft](#), it aligns very well with our overall IT infrastructure;
- it is a more cost-effective system in the long-term; and
- the design and features fit well with our school environment.

We believe PS Learning has a lot of potential for KIST and hope that it will be a positive change for our whole community. The IT Department will be holding an information session for parents on Monday, October 14 to introduce some of the features of PS Learning and for parents to learn more about the new system. As this is a national holiday, we look forward to seeing as many parents as possible.

**Event:** Introduction to PowerSchool Learning  
**Date:** Monday, October 14  
**Time:** 9:00 a.m. – 10:15 a.m.  
**Location:** Secondary Lunch Room

**IT Support Team**

## MYP News

### MYP students start year with hope and enthusiasm

Every August brings a new surge of hope and enthusiasm as work begins on a brand-new school year. This year is no exception as KIST MYP students dig into their new units of work and begin their exploration of a wide range of topics.



G6A students reflect on their summer holiday and look forward to the new school year.

In preparing for success, there are a number of things to keep in mind for teachers, students and parents.

### Organization for learning

Good habits and strong effort can bring about great results. A real point of emphasis for MYP students is how they organize themselves and manage their work. Grade 6 students are new to secondary school and Grade 7 and 8 students often need a refresher about what works best. A start-of-year routine can work wonders in building momentum for a strong year.

- Homework diaries: students need to be consistent with keeping their homework diaries up to date and neatly organized. Parents should check these to make sure both short-term and longer-term work is being managed properly.
- Lockers: every MYP student is assigned a locker. These should be organized and kept neat so that the proper resources can be brought to hand immediately.
- Binders: gathering and keeping resources from each class is very important. Binders need to be managed to keep everything where it belongs.
- Homework routine: it helps a lot for students to have a consistent time and place where they can work uninterrupted on their studies. Fostering this kind of routine helps a lot to build a structure to ensure success.

Ms. Holdaway, the MYP Student Care Coordinator, and homeroom teachers are excellent resources for students who are struggling to maintain effective 'Organization for Learning' habits.

### MYP Service

Each MYP student needs to undertake a Service



Ayami (G8) (back row, center), with her community volunteer group.

activity for the year. This project involves planning, taking action, and reflection. Many students participate in Service organized at the school. We have a number of students whose Service work takes them out into the community. This can be a very rewarding experience and it's a good demonstration of leadership. Students wanting to find out more about Service should check in with Mrs. Duran, the MYP Service Coordinator.

### LMC/KIST learning cycle

The Library Media Center is the heart of the school. Every day it's filled with MYP students working, reading, playing board games, and meeting with their classmates. The students who take advantage of this great space have a chance to draw on the resources organized by Mr. Tim and Ms. Hema.

As the year moves along, all MYP students will take on research tasks. The school's research framework is designed to help them recognize the skills required to do this kind of work. As the Teacher-Librarian, Mr. Tim can help guide students as they work through these projects.



All-in-all, it's worth taking a moment for all of us to reflect on how we approach our work and our interactions with one another. I'm looking forward to another great year and to working with all the students in the MYP.

**Robert White**  
MYP Coordinator



## KIST Orchestra Visits Tokushima

This year's Tokushima trip with my fellow orchestra members—**Ririka** (G11B), **Daigo** (G10B), **Ketan** (G9B), **Gi Jeong** (G9A), **Maya** (G8B), **Waka** (G8A) and **Harunosuke** (G9B)—has become such an unforgettable memory for me. This was the KIST orchestra's second trip to Tokushima.

The trip was from August 5 to 6; however, in order to perform well, we had several rehearsals from July 29 to August 2. Based on the dances and solo performances that we learned individually during the summer vacation, we focused on bringing everything together as a group. With special thanks to Harunosuke, who prepared all the choreography for of us, the dances started to get in shape very quickly in a just few days.

When the D-day for the Tokushima trip knocked on our door, we were happy to open it. We met lovely kids and kind staff at Stella International School and enjoyed many entertaining activities such as T-shirt dyeing and cooking, which helped us get to know the kids better and to cooperate with them as a team.

We all performed the next day with our best effort, and I was delighted to see smiles on many of the kids' faces. It was also very touching for me to see how these precious kids were eager to learn new things and to be open-minded. In only two days, I realized how much closer I became with the students at Stella and with my fellow orchestra members.

The meals were also so wonderful and delicious that I couldn't believe what I was eating. For providing us with such an incredible experience and unforgettable memories, I would like to send a huge thank you to Mrs Duran, Mr Honda, and all the staff and students at Stella. Thank you very much!

**Sehyun** (G7B)



## Athletics Update

### Early Fall season sports under way at KIST



#### Kanto Plain X-Country

In our second year in the Kanto Plain association, KIST has an amazing 32 runners across the middle school (3.3 km) and high school (4.4 km) races. They will attend four races at the Tama Hills Retreat over September and October. We have some new coaches in Coach Cobbs and Coach Thomas, with Coach Florent providing additional support at some of the races.



#### Kanto Plains U-18 Boys Tennis

KIST will be participating in tennis for the first time this year. Coach Jamal started some training sessions last May and students have been practicing at tennis courts nearby in preparation for the season. The first match is on September 19 at CAJ.



#### Kanto Plain MS Boys Soccer

Training has already started with our first match being at St. Mary's on Monday, September 9. We are looking to build on our 4-win season last year (finishing fifth of 9 schools). We will host 3 games at our home ground in Shin-Koiwa. We welcome students and parents to come support us.



#### ISTAA U-18 Girls and Boys Volleyball, U-14 Girls Volleyball

Numbers were down slightly from last year, but KIST will be able to enter the above teams again this year. Training has already started with Coach Lee with games starting in mid- to late September. Please check the Moodle schedule for home games.

We hope it is a good season for all our teams!

**Dennis Ota**  
Athletics Coordinator



## Secondary ELS

### Introducing the Secondary ELS staff for 2019–20

#### Jade Bonus

ELS Coordinator, ELS Instructor  
G8, G10

I am originally from Melbourne, Australia. After qualifying as a secondary English and Media Art teacher, I fulfilled my lifelong dream of moving to Japan to teach and have lived here for just over six years. I initially joined KIST in 2015 and spent a wonderful three years in the Elementary School as an ELS instructor for Grade 1. I moved to the Secondary School last year and am excited to take on the role of ELS Coordinator moving forward.



Along with Mr. Davignon, I am also thrilled to welcome our new ELS Instructor, Nataliia Chernenko, into the department. As is evidenced in her introduction, Ms. Chernenko's diverse range of expertise and experience will be of considerable benefit to both staff and students alike. Welcome Ms. Chernenko!

As a team, we look forward to working closely with students this year to help them achieve the academic success they are striving for. If you have any questions about English Language Support please contact me at [jade.bonus@kist.ed.jp](mailto:jade.bonus@kist.ed.jp).

Here's to a fulfilling and successful 2019–2020 school year!

#### Michael Davignon

ELS Instructor G6

I have been at KIST since 2014. For most of that time, I have been an ELS instructor. This year I will be supporting Grade 6 and teaching Intensive English and Academic Writing to Grade 6, as well.



Over the years, I have compiled some interesting and fun writing assignments, so if you are in my class, I look forward to getting started, learning about you and finding out how we can make you a better reader, writer or whatever skill it is you want to improve!

I am posted on the second floor in the Secondary building across from the LMC. If you want to come and talk, you can probably find me there. I look forward to meeting my classes and getting to work for another year of learning!

#### NEW STAFF!

#### Nataliia Chernenko

ELS Instructor G7, G9

I am from Ukraine. I majored in European and International Law. My passion for teaching and coaching developed when I was a university student. I became a team member for the International Moot Court Competition at WTO law. We had an amazing coach who believed in us and always encouraged us to put our best effort into everything we did. She also taught us to be ambitious and to always aim for the best result. Due to her support and hard work, our young team of just two girls from Ukraine, who had limited access to resources, became the third-best team in Europe. This success inspired me to share my experience with others. So the next year I became the coach myself. It was incredible to help the students become more confident in building their arguments and presenting them to the audience.



After working in a law firm for a year, I decided to obtain my master's degree in Beijing. Living abroad opened my eyes to new career opportunities, therefore, I stayed in China to become an educator. I worked as a Grade 2 English Homeroom teacher in an IB school in Beijing for three years. It was extremely challenging at first, however, it taught me some crucial classroom management and organizational skills. And it was a lot of fun to work closely with those energetic young kids!

I speak four languages and hope to learn Japanese soon. I love to study, read, travel and learn about different cultures. I prefer to stay in one country for a while so that I can fully experience a different lifestyle, learn about different customs, values and beliefs. There is nothing more exciting for me than landing in an airport for the first time. I don't have a hometown anymore, because I find a new home anywhere I go. My mother lives in Turkey, my father lives in Russia. I lived in Ukraine, the USA, China and Kazakhstan. As you can imagine, I have many homes. And Japan is a fantastic addition to this list.

I am very grateful for the opportunity to become a part of KIST! I am feeling a lot of support already and truly impressed with all the outstanding professionals who are working at this school. Looking forward to working with these brilliant students and learning from other teachers.



# English

## GaOn's Research Paper Published

On August 1, 2019, we received exciting news from former KIST student, GaOn, that a research paper originating from his MYP Personal Project in 2018, "An Economic Perspective on Quantum Game Theory," was published in the Journal of Young Investigators. The paper was co-authored with Dr. Nho from Chungnam National University who continued to supervise GaOn's writing of the paper after the completion of the Personal Project.



GaOn described the process of his Personal Project as follows:

“For my Personal Project in G10, I studied academic papers on quantum game theory and wrote a review paper myself that focused on comparing the results of quantum game theory to its non-quantum counterpart. My goal in writing the literature review was to submit and potentially publish the paper in a peer-reviewed journal featuring students' research (i.e. Journal of Young Investigators). So, after the initial completion of the paper during my Personal Project, I sent out e-mails to economics and physics professors around Japan and Korea who I thought could evaluate my paper and help me improve it. After getting no replies, I started visiting universities and knocking on professors' doors to ask for help with the paper. After tens of unsuccessful visits, a professor I visited while in Korea finally told me that he was interested in evaluating my paper. I was completely ecstatic as I could now carry on with and improve on my paper with expert advice. I then rewrote large parts of my paper, making progress and learning under the guidance of the professor, who became the co-author of the paper. The final draft was submitted to the journal, and they first requested two rounds of revisions on the paper, mainly to clarify my conclusion. Then, the paper was finally accepted by the journal for publication in August 2019. It was a two-year journey on just one paper, but this was truly an exciting, intensive and fruitful learning experience!”

GaOn's paper can be accessed at the link below:

[Web https://www.jyi.org/2019-august/2019/8/1/a-review-of-quantum-games](https://www.jyi.org/2019-august/2019/8/1/a-review-of-quantum-games)

Congratulations GaOn for this incredible accomplishment!

**Hiro Komaki**  
Personal Project Supervisor



## Wall of Honor 2018–19

Every semester, we recognize students in Grade 6–8 for being role models in their class in line with the IB Learner Profile. These attributes are long-term positive goals for students to strive towards to become motivated and effective learners for life. Students are nominated by their peers, so it really is an honor to be chosen for an award.

Congratulations to the winners of the Wall of Honor awards for the 2018–19 school year in Semester 2!



**Anna Holdaway**  
Student Care Coordinator (G6–G8)



G6A	Arthur	Balanced
G6A	Aadya	Caring
G6B	Donna	Open minded
G6B	Tomoyoshi	Communicator
G7A	Ryan	Communicator
G7A	Vihan	Risk Taker

G7B	Hina	Open-minded
G7B	Kian	Inquirer
G8A	Shin	Balanced
G8A	Sola	Caring
G8B	Heet	Balanced
G8B	Elina	Communicator



## Social and Emotional Learning

Ms. Evelyn and I are so happy to be back and working with KIST students again in the Student Care Office.

We are continuing to develop the Secondary Advisory Program and have some exciting new things planned for students this year. We will be continuing to grow our Life Skills lessons to include even more on student social and emotional wellbeing.

Social and Emotional Learning (SEL) is a hot topic in education right now, and many schools are reporting better results and happier students overall. (CASEL, 2019) These skills can also help them after leaving KIST to be successful in university and beyond.

We are using the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework to structure our SEL lessons because their strategies are high quality and evidence based. Here are the 5 key SEL competencies that we work on with KIST students throughout the year.



### 1. Self-awareness

We start with self-awareness, allowing us to be mindful of our emotions, to learn what triggers us, and how we feel in certain situations. We are no longer in fight-or-flight survival mode because we know that our emotions do not control us.

### 2. Self-management

Once we are more aware of ourselves, we can learn to manage them with strategies to control impulse, manage stress, and motivate and organize ourselves.

#### References:

- World Economic Forum. (2018). *The Future of Jobs Report 2018*. Retrieved August 30, 2019 from [http://www3.weforum.org/docs/WEF\\_Future\\_of\\_Jobs\\_2018.pdf](http://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf)
- CASEL. (2017). *Core SEL Competencies*. Retrieved August 30, 2019 from <https://casel.org/core-competencies/>
- CASEL. (2019). *SEL Impact*. Retrieved August 30, 2019 from <https://casel.org/impact/>

### 3. Social awareness

After learning to manage ourselves, we have the ability to consider other people and have empathy. We can take others' perspectives on and appreciate the diversity in our experiences.

### 4. Relationship skills

Through shared empathy, we can then learn how to be more socially engaged and make and sustain positive relationships. We can learn to communicate and work effectively in teams.

### 5. Responsible decision making

Finally, with the ability to consider our own wellbeing and the wellbeing of others, we can move on to planning for the future and making responsible decisions. We can learn effective ways to identify, analyze, and solve problems. We can be reflective without getting down on ourselves. We can also consider the wider context in considering our ethical responsibility.

Did you know that the top 10 skills identified by the World Economic Forum all involve social and emotional competence?

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence
7. Judgment and decision-making
8. Service orientation
9. Negotiation
10. Cognitive flexibility



Research also links social and emotional skills to other skills such as critical thinking. (World Economic Forum, 2018)

### 5 examples for parents to encourage key SEL skills at home (CASEL, 2017)



#### Self-awareness

Take time to talk with your child about feelings and emotions on a daily basis. This will help your child to develop a rich vocabulary to express their emotions. Instead of asking if they feel sad, ask if they feel upset, annoyed, disappointed, frustrated, etc. If you speak a language other than English at home, that is a great opportunity to teach them emotions in your home language too.

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### Self-management

Model effective ways of managing stress, disappointment, and anger. Talking it out, going for a walk, meditating, writing in a journal, creating art, and many more strategies can be effective in managing difficult emotions. If you do have an emotional outburst (nobody is perfect!), that is an opportunity to model how to apologize and make things right.

### Social awareness

Use story time to ask your child to empathize with characters in the story, "How would you feel if that was you? Would you react the same way?" If your children are older, you can do the same thing with films or real-life situations.

### Relationship skills

Develop your child's ability to resolve conflict by asking questions about the situation instead of giving advice. For example, try asking, "What do think your friend was feeling when that happened? How do you think you can make things right?"

### Responsible decision making

Talk to your child about consequences by asking questions like, "What might happen if you decide not to wear your coat on a cold day?" or "How might your friend feel if you choose to cancel your plans to hang out?"

Practicing these skills a little bit each day can help your child to learn and grow into a well-rounded young adult. It is also a great reminder for us, parents and teachers, to keep an eye on our own emotional wellbeing.

If you would like to learn more about Student Care at KIST, please check out our new PowerSchool Learning page for parents here:

**Web** <https://kist.learning.powerschool.com/student.care/studentcareforparents/>

**Anna Holdaway**  
Student Care Coordinator (G6–G8)



## Staff 10!

In this month's *Staff 10!*, we are pleased to present **Nanami Sakuma** who joined us in April 2012 as a Mathematics teacher in the Secondary School. This year, in addition to her teaching duties, she has been appointed Subject Area Coordinator—Mathematics.



*Mrs Sakuma (left) after receiving her certificate in curriculum leadership from KIST's first Principal, Gordon Eldridge, at the Principals' Training Center (PTC) in summer 2019.*

### 1) Tell us something interesting about your hometown.

My hometown is Tokyo. I also lived on the Gold Coast, Australia for long enough to call it my second hometown. Although the Gold Coast is a major tourist destination in Australia and has beautiful beaches, I didn't go to touristy places when I lived there. I finally got to be a "tourist" when I visited there with my family two years ago.

### 2) What is your favorite place in the world?

Tokyo. I lived in Australia for over 6 years and visited so many different places, but I realized that Tokyo is the best place to live.

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

My grandmother on my mother's side who died when my mother was 20 years old. I always wanted to become like my mother when I had my own child, and I wondered what my grandmother was like as she was the one who raised my mother.

### 4) Do you have any special skills or talents?

I think I'm good with directions. I'm also good at driving and parking my car.

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

As you may or may not know, I am a secondary Math teacher. I was not good at Math in elementary school and it was Kamo-sensei who helped me improve in Math. I still enjoy discussing about Math with him.

### 6) What is your most prized possession?

My family and the people who care about me. I am also thankful that I have a job that I enjoy doing and feel proud of.

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

"Thinker," because I am always thinking, and I like to think. At the moment, I am thinking how I can make my response to these questions interesting.

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

There are so many things that I wish I did or didn't do, but I believe in the saying, "all's well that ends well," and I care more about what I do from now on.

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

I am always striving to become a better teacher, wife and mother. I think I'm improving as a teacher, but there are definitely many areas of improvement for my other two roles.

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

Please feel free to visit me anytime. I'd love to meet and have a chat with you (if you exist).

# Library News

## New staff

Hi! I'm Hema from India, the new Library and Laboratory Assistant. I like cooking, experiments and watching movies, and I also enjoy long walks with my family. I am excited to join the KIST community and so glad to meet everyone. It is my pleasure to rearrange student resources in subject order in the LMC (as shown by Yuri [G6B] and Devika [G6A]) in



order to assist students in finding the resources they need easily in order to build their knowledge of the world. I look forward to supporting the staff and students in the KIST Libraries and Laboratories.

## PowerSchool

As you may know, KIST is piloting a new learning management system called PowerSchool (KIST E-Communications No. 13). The KIST Libraries page is nearly complete, with links to all Library resources, both physical and digital.

Now would be a great time to recommend any links or request any content that you feel your child would find useful with homework or studies. Please contact Mr. Tim with requests or suggestions.

Almost all Elementary Library and LMC resources can now be accessed online (and still available via Moodle) including...

## Elementary research resources



- Great links to NASA, National Geographic, Science.com and more
- How to use Destiny Discover (very useful for Grade 5 exhibition research)
- Fiction genres

## Subscriptions—Digital



KIST subscribes to several online resources for elementary to high school students that are only available to schools and universities. These include:

- BrainPOP
- Britannica
- The Day



## Study booths

A big thank you to the IT department for supporting the LMC this term. Here, **Zoran** (G8A) shows the four dedicated search-stations available to students at any time of the day for online research, browsing the school catalogue, or accessing their work.



## Chess

The LMC is open from 8:00 a.m. every day, not just for books or students to do homework, but to relax with friends before a busy day over a game of chess. Here, **Jimin** (G6B) and **Divyansh** (G6A) enjoy a game together first thing Monday morning. Also available are Scrabble and Boggle, plus books on how to play chess.



## Sakura Medal

This year's event will be bigger and better than ever before. The books have arrived and will be available to students by the time you read this. If students subscribe to MS Teams LMC News or MS Teams EL News, they will receive notifications of new arrivals to the library—usually a photo of the cover so they may read the title and recognize it in the library.



## Elementary Library

Over the holidays the elementary library was tidied and reorganised, and now looking even better with some additional furniture! We also have some *tatami* in the Japanese section, making it even more comfortable to lie down and read a book, and a soft squishy armchair, so come to the library, grab a book, make yourself comfortable and let's read!



We'll also have the latest Scholastic book order catalogue very soon, so you can order yourself some great books and support KIST libraries at the same time, as the library gets rewards points we can use to buy new books every time a KIST student orders books from Scholastic book club.

## KIST Libraries Team



## KIST Community Association (CA)



Welcome back to the new school year! The KIST Community Association (CA) supports and fosters the partnership between students, parents and the school in accordance with the school's mission, vision and guiding beliefs through planning and implementing events and providing services, equipment, materials and resources which directly enhance the educational experiences and well-being of students.

Many of the CA's activities are arranged through five committees as listed below. Getting involved in a committee is a wonderful way to meet new people and can also be a lot of fun. It is not necessary to participate in every committee activity, or to attend every meeting, so we hope that as many parents as possible will sign up for a committee. Online sign-ups are accepted [here](#).

Communications and  
Community Relations Committee

IT Committee

Library Committee

Service Committee

Events Committee



### KIST CA Officers 2019-2020

President



*Mika Shindo*

Vice President



*Kishi Kedia*

Treasurer



*Yukie Itoyanagi*

Secretary



*Noriko Nogami*

If you are interested in finding out more about the CA, please contact the Officers by e-mail at [ca.officers@family.kist.ed.jp](mailto:ca.officers@family.kist.ed.jp).

#### CA Officers



## Nurse's Notes

### The relationship between constipation and studying

Did you know that for a healthy excretory system, you should move your bowels once a day? Additionally, if you do not have bowel movements in three days, do not feel completely empty or have to help the stool out, you may be constipated.

### Causes of constipation

- Our diets directly impact our bowels. Contributing factors to constipation may include eating a meat-heavy diet and not getting enough vegetables.
- Our busy, modern lifestyles may be responsible for constipation, as well. Getting up late, skipping breakfast, and not taking time to go to the bathroom when we feel the urge can all cause constipation.

### How does constipation affect your body?

While constipation may not seem like a big deal, it can still have a considerable impact on your health. When stool becomes backed up in the large intestine, it can cause bloating and a feeling of discomfort. Recent studies show that children suffering from these symptoms feel difficulty concentrating on studies and have trouble achieving higher performance due to bowel discomfort. Additionally, research shows that the brain has an effect on our intestines, and vice-versa. For example, many of us have experienced that when we feel anxious, some of the hormones and chemicals released by our bodies enter our digestive tracts, where they interfere with digestion. The inverse is also true, and poor digestive health may affect our abilities to think and study.

### Types of constipation and their respective causes

- **Eating smaller amounts of food:** Reducing food portions and dietary fiber can lead to constipation. People who are chronically constipated for this reason may suffer from an overgrowth of harmful bacteria in their intestines due to the prolonged time stool remains unpassed within their system.
- **Withholding type:** Children may ignore the urge to go to the restroom because they do not want to take a break from play. Some children withhold when they are away from home because they are uncomfortable using public toilets. Painful bowel movements caused by large, hard stools also may lead to withholding.
- **Atonic constipation:** Atonic colon occurs when there is a lack of normal muscle tone or strength in the colon. Although those who suffer from this condition have bowel movements, they do not feel completely empty.
- **Spasm constipation:** A form of constipation associated with constrictive spasms in part of the

intestine. People sometimes experience recurrence of abdominal pain and diarrhea.



Other causes of constipation may include: Physical inactivity, not drinking enough water and side effects of medicines.

You can use the Bristol Stool Chart to check if your bowel movements are healthy. An ideal stool is type 3 or 4.

BRISTOL STOOL CHART		
	Type 1 Separate hard lumps	SEVERE CONSTIPATION
	Type 2 Lumpy and sausage like	MILD CONSTIPATION
	Type 3 A sausage shape with cracks in the surface	NORMAL
	Type 4 Like a smooth, soft sausage or snake	NORMAL
	Type 5 Soft blobs with clear-cut edges	LACKING FIBRE
	Type 6 Mushy consistency with ragged edges	MILD DIARRHEA
	Type 7 Liquid consistency with no solid pieces	SEVERE DIARRHEA

### How to prevent and treat constipation

**Develop a regular meal schedule and get into the habit of going to the bathroom:** Eating is a natural stimulant for the bowels, so regular meals may help your child develop routine bowel habits. If necessary, schedule breakfast a little earlier to give your child a chance for a relaxed visit to the bathroom before school.

**Encourage your child to eat more fermented foods and fiber:** Yogurt, sauerkraut, miso soup and cheese all contain healthy microbes such as lactic acid bacteria. Fermented foods have been shown to alter brain activity. Increasing fiber intake is thought to increase the bulk and consistency of bowel movements, making your child easier to have bowel movements. Vegetables, fruit, seaweed, and whole grains are an excellent source of fiber.

**Drink more liquids:** Drinking enough water and other fluids helps stool move more easily through the intestines. In particular, drinking a glass of water before breakfast can help stimulate bowel movements.

**Encourage your child get enough exercise:** Physical activity nudges the bowels into action, so encourage your child to get plenty of exercise.

**Get enough sleep:** Lack of sleep can cause disruption in your child's body and that includes your child's gastrointestinal system. This system functions via nerve signaling, hormones, and electrolyte balance, all of which can be negatively impacted by lack of sleep.



**Yukiko Yamazaki**  
School Nurse

### References:

- Toyokezai Online. The relationship between studying and bowel actions (in Japanese). Retrieved from <https://toyokezai.net/sp/morinaga-bifidus05/index.html>
- The National Health Service in England: Constipation. (August, 2019) Retrieved from <https://www.nhs.uk/conditions/constipation/>

## University Guidance News

### 2018–2019 KIST university acceptances and offers

We are very pleased to announce that KIST had another successful year for university acceptances. Some highlights this year include:

- The first KIST student enrolled at the University of Cambridge
- The first KIST student enrolled at Tokyo Medical and Dental University, School of Medicine
- Three students enrolled at the University of Tokyo
- Japanese universities were very popular this year with 14 students enrolling
- UK universities were the 2nd most popular this year with 6 students enrolling

Please see the full list of college and university acceptances and offers for 2018–2019 on the next page. Congratulations to our graduates on their university acceptances, and all the best for your continuing success in both your university studies and beyond.



### Welcome to our new counselor

This year, we welcome a new University Guidance Counselor to our team, **Mr. Thomas Waterfall**, who will be working alongside Mrs. Okude. Mr. Thomas comes from a background in teaching across multiple countries, most recently as a lead university counselor of the IB Curriculum Department at The High School Affiliated to Renmin University in Beijing, China. He has also worked as an admissions counselor for Temple University in the United States and Tokyo, and completed his counseling certification at UCLA. We are excited to welcome Mr. Waterfall to our team and to KIST, and hope that he can provide our students with even more excellent opportunities when they head off to their future universities and careers. Mr. Waterfall's office (University Guidance 2) is located on the third floor of the KIST secondary building. Come filled with questions and say hello!



### University guidance calendar

There are a number of events, university presentations at KIST, college fairs and information sessions around Tokyo scheduled in the fall. Please check the [University Guidance Calendar](#) to view updated schedules and detailed information about the event and universities.

#### Mrs. Keiko Okude

University Guidance Counselor

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

Office hours: Mon, Tue, Thu, Fri, 10:00–5:00

University Guidance 1 (2nd floor)

#### Mr. Thomas Waterfall

University Guidance Counselor

[thomas.waterfall@kist.ed.jp](mailto:thomas.waterfall@kist.ed.jp)

Office hours: Mon–Fri. 8:30–5:00

University Guidance 2 (3rd floor)



# College and University Acceptances and Offers



## 2018–2019

( )=Number of students accepted | [★]=Scholarship offered  
 [#]=Matriculation confirmed | As of September 2, 2019

### AUSTRALIA

Australian National University (1) [1#]  
 University of Melbourne (3) [3#]  
 University of Sydney (2)

### BELGIUM

Howest University (1)

### CANADA

McGill University (3) [1★]  
 University of British Columbia (3)  
 University of Toronto (5) [1#★]  
 University of Waterloo (1)  
 Western University (1)

### FRANCE

ARTFX (1) [1#]  
 LISAA School of Design (1)

### GERMANY

EU Business School (1)

### HONG KONG

SCAD Hong Kong (3) [2#]  
 The Hong Kong University of Technology and  
 Science (3) [1#] [3★]

### HUNGARY

University of Semmelweis, School of Medicine (1) [1#]  
 University of Szeged, School of Medicine (1)

### JAPAN

Doshisha University (1)  
 Hosei University, GIS (1) [1#]  
 International Christian University (ICU) (6) [1#]  
 Keio University, GIGA (1)  
 Keio University, PEARL (4) [1#]  
 Musashino Art University (1) [1#]  
 Nagoya University (1) [1#]  
 Osaka University (1)  
 Okayama University, School of Medicine (1)  
 Sophia University (7) [1#]  
 Tokyo Medical and Dental University, School of  
 Medicine (1) [1#]  
 University of Tokyo, PEAK (3) [3#]  
 Waseda University, School of International Liberal  
 Studies (6) [4#]  
 Waseda University, School of Political Science and  
 Economics (1) [1#★]  
 Yokohama City University, School of Medicine (1)

### KOREA

Sogang University (1) [1#]

### NETHERLANDS

University of Amsterdam (1)

### UK

Arts University Bournemouth (1)  
 Bath Spa University (1)  
 Birkbeck University of London (1)  
 Bournemouth University (1)  
 City University London (2) [1#]  
 Durham University (3)  
 Glasgow School of Art (1)  
 Goldsmiths, University of London (1)  
 Imperial College London (3) [1#]  
 King's College London (4) [1#]  
 London Metropolitan University (1)  
 London School of Economics (1) [1#]  
 Queen Mary, University of London (1)  
 Royal Holloway, University of London (2)  
 Teesside University (1)  
 University of Bath (2)  
 University of Birmingham (1)  
 University of Brighton (1)  
 University of Bristol (2)  
 University of Cambridge (1) [1#]  
 University College London (2)  
 University of Edinburgh (4)  
 University of Gloucestershire (1)  
 University of Hertfordshire (1)  
 University of Leeds (1)  
 University of Manchester (2)  
 University of Nottingham (2)  
 University of Portsmouth (1)  
 University of St. Andrews (1)  
 University of Warwick (6) [1#]

### USA

American University (1)  
 Georgia State University (1)  
 Hamilton College (1)  
 Kansas State University (1) [1#]  
 Lake Forest College (1) [1★]  
 Middlebury College (1)  
 New York Institute of Technology (1) [1#★]  
 Occidental College (1)  
 Pacific Lutheran University (1)  
 Reed College (1)  
 Savannah College of Arts and Design (3)  
 UC Merced (1)  
 UC Riverside (2)  
 UC Santa Barbara (1)  
 UC Santa Cruz (1) [1#]  
 University of Cincinnati (1)  
 University of Illinois, Chicago (2) [1★]  
 University of Kansas (2)  
 University of Michigan (1) [1#]  
 University of the Pacific (1)  
 University of San Francisco (2)  
 University of South Carolina (2) [1★]  
 University of Utah (1)

## Alum Report—1

*Taisei is an alum of KIST's "Class of 2014." He completed a Bachelor of Arts degree at the University of British Columbia, majoring in Anthropology, and is now working for a major news organization in Japan.*

After spending four years at university abroad, I can say that the experience shaped me into who I am now. I couldn't have predicted it at the time, but those four years exposing myself to new ideas transformed an IB student from Japan into a staff reporter working for one of the largest news agencies in Asia.

Back in 2014, I flew across the Pacific Ocean to Canada after making the decision to study abroad for university. And so, I found myself in the beautiful seaside city of Vancouver, surrounded by vast mountains and forests and immersed in a diverse community like I had never seen before. Everything was new and fresh to me. However, the downside of this new experience was that I didn't know anything about the city or the university at which I would be studying, leaving me totally clueless as I attempted to navigate the campus for the first time. Fortunately, I met other international students who encountered the same problem, and soon, the confusion we felt strengthened our eagerness to learn about our new surroundings. My advice to future KIST graduates who find themselves in this situation is to do your best to talk to people with a variety of different backgrounds, visit as many different, new places as you are able, and keep an open mind to anything you encounter. If you do, you may experience things you never imagined, as I did.

By maintaining an open-minded attitude, I was lucky enough to stumble upon a chance encounter with someone who really inspired me, an indigenous man who had grown up in a remote fishing town called Prince Rupert, located in the northern part of the province, and who had worked hard to come a long way and was now working as a professor at my university. This was my first encounter with someone who identified as 'indigenous,' and through meeting him, I realized my own ignorance regarding indigenous populations in North America and the struggles they face. This encounter inspired me to research more about North American indigenous



*Taisei (left) and friend at Death Valley, US.*

populations, and I grew deeply interested in the topic. It was all thanks to this chance encounter that I realized that I no longer wished to pursue a major in International Relations (which is often the default dream degree of international students) and changed course to follow my new passion in the Department of Anthropology.

The four years I spent in that department led me to many places I never imagined myself going to. Once, I joined in a march protesting pipeline construction across the traditional territory of an indigenous community. Another time, I discussed environmental issues with an indigenous totem pole carver and his young students. What I learned from this experience is that the world is full of struggles that many people overlook. Once I actually took an interest in the indigenous community, everywhere I went, the high suicide rate of indigenous youth, income gaps, and discrimination against the indigenous community were unavoidable topics of discussion, and yet somehow, I never knew about them before. Learning about these topics deepened my awareness of such issues, but I was still not sure about how to channel my desire to help spread awareness of these problems into a career where I could find my passion. However, I knew just who I could look to for advice—the same person who had inspired me at the beginning of my university career. Not only is he a university professor (in fact, the first from his community to even get a university degree), but he is also a great writer of ethnography and the leader of a documentary film unit. Spreading information about the struggles of his people to society was his passion, career and lifework. Speaking with him made me realize that rather than pursuing an academic career in research, I too wanted to be active and vocal on the problems that our society faces.

In order to accomplish this goal, I decided to become a journalist. As my time at university was ending, I started to apply for jobs with many newspapers and news agencies in Japan. I had a certain degree of confidence in my Japanese writing skills and thought I could get a good job that led to a concrete career path in Japanese media. However, this period of my life became one of the toughest and most challenging that I have ever faced. I started my job hunting literally from scratch, having no connections with any Japanese media companies or journalists. When I participated in job interviews, many employers initially doubted my Japanese language skills, and some didn't take me seriously.



*Taisei's university graduation ceremony with a totem pole carved by an indigenous artist, Jim Hart, in the background.*

However, as I started to talk about my passion in these interviews, things began to change for me. It was challenging to overcome the initial doubt and questioning from interviewers and companies at which I had applied for jobs, but once I was able to overcome the first hurdle through patience and perseverance, I started to attract attention.

One such company whose attention I caught was Kyodo News, a Japanese news agency. I was so excited to learn that I had finally gotten a job following my passion, and now I am working in the Kyushu region as a staff reporter for Kyodo News, chasing news daily. My job requires great patience and care, but at the same time, it needs to be done quickly and on a tight deadline. I often need to be on my feet ready to cover a story around the clock, as newsworthy incidents may occur anytime. Sometimes, I am required to face nasty and heart-wrenching situations. It may seem tough, and sometimes it is, but I truly love this job.

I believe that the core of journalism is actually about recording the reality of society and people at an exact moment in time at a certain location. These records are necessary to show the world what is truly happening. While I am still in training, I am doing my best to learn how to capture these moments accurately, and I hope one day to be able to share the important issues I care about both nationally and eventually internationally. I truly feel that I am pursuing my dream, and I'd like to give some advice to future KIST graduates who might want to pursue a similar path. First, I suggest that when you apply to university, try to talk with someone who has gone there already, so that you have a good sense of what the community will be like. Also, you want to make sure that universities see all of your accomplishments when you apply—studying in the DP is really important, but doing something beyond studying that is unique to you will definitely shine in your application. Finally, find something during your time as a student that you feel passionately about and be knowledgeable about it so that you can proudly talk about it in front of anyone. That will be your strength and may be the key to your future career.

**Taisei**  
KIST "Class of 2015"



## Alum Report—2

*Nina is an alum of KIST's "Class of 2017." She is currently attending The George Washington University in Washington, D.C. where she is majoring in International Affairs (concentrating in Asian Studies and Security Policy) and History.*

Hi! My name is Nina and I am from KIST's Class of 2017.

When I first found out International Studies was a college major, I knew that was the one for me. After all, I enjoyed studying world history and wanted an interdisciplinary, yet international education. When I found out that I had the opportunity to attend GW's Elliott School of International Affairs located in D.C., there was no turning back.

With this pretext, I went into my first Intro to International Affairs class like any excited first year would. However, my excitement quickly transformed into intimidation when everyone seemed to know everything about every world conflict, all the peace treaties, and have tons of confidence. I suddenly felt underqualified and unsure of my choice.

I was tired of feeling stressed and uncomfortable being in this unfamiliar environment, so I decided to explore my surroundings. Seeing that GW is in the heart of D.C., I had the opportunity to attend many talks and panel discussions by ambassadors and scholars without leaving campus. For classes, I started attending office hours with professors or teaching assistants where I would get one-on-one help. I kept asking questions and talking through any outlines I had for papers. I started to not only



*Nina with Pepper the Robot during a Sasakawa USA event in D.C.*

understand topics better, but find how International Affairs is very tailorable to my own interests.

By sophomore year, I had a stronger sense of my bearings and started my first part-time job in the U.S. as a communications intern for Sasakawa USA, a Think Tank dedicated to strengthening U.S.–Japan relations through research and education. At Sasakawa USA, I was able to meet scholars and professionals in the field of U.S.–Japan relations. I helped out at a plethora of tasks—from updating the organization's social media, to taking care of Pepper the Robot for an event. This internship was a great way for me to get a taste of how Think Tanks in D.C. operate and what it means to pursue research as a career.

On top of internships, publications are crucial in entering the world of International Affairs. For a few months, I conducted research for a paper for an essay contest held by the Okinawa Prefectural Government. This meant reading old Okinawa Times articles and narratives. After dedicating my winter break to write this paper, I got third place and got an all expenses trip to Okinawa to meet prefectural government officials! My paper titled, "The Okinawan Amerasian Identity: A Vanguard for Japanese Multinationals" can now be read on the Okinawa Prefectural Government website.

When I was thinking about my summer plans for this year, I decided I wanted to do something completely new. I had always been mesmerized by the Library of Congress and felt that Government experience was something that show me a new side of D.C. Despite the tedious application process, I got a 10-week Junior Fellowship at the Library of Congress' Digital Strategy Directorate. Here I helped out with various events pertaining to the Library's labs, crowdsourcing initiatives, and experiments. It was a great way to see the intersection between IT and history to further engage Library users. I also got to present at Display Day, an event where other Junior Fellows like



*Nina at the Library of Congress with her Junior Fellow Display Day setup.*

myself shared our projects with the public.

On top of the wide variety of professional opportunities, one of the highlights of my time in college has been making friends and planning events for GW's JCA (Japanese Cultural Association). In JCA, I met a group of students who either grew up in Japan or study Japanese. This picture is from JapanFest, our D.C.-wide annual event for Asia Pacific Islander Heritage Month. I felt very out of place at the beginning of college, but JCA allowed me to find people who had a similar upbringing. For anyone studying outside of Japan, whether it be for one semester or four years, I strongly recommend participating in your school's Japanese club!



*Nina (top row middle) with the JCA Executive Board during JapanFest.*

Leaving my home in Japan and entering the competitive world of D.C. was difficult, but necessary. I learned that I grow most by challenging myself, whether it being applying to jobs that are a reach for me, pursuing niche research topics, and networking. I understood that I can tailor International Affairs and the tons of opportunities D.C. has to offer to my own interests. Although rejection and hurdles have shown up, they never stopped me because I take it as redirection. And with that, my next big journey takes me to Shanghai, where I will be studying at Donghua University this fall!

**Nina**  
KIST "Class of 2017"