

OIS Educator

NOVEMBER 12, 2016

Views from the Head of School, BILL KRALOVEC

Teaching is a unique profession in many respects. For example, it is a job where you can be with your children all day long. It is challenging for teachers and administrators when their children attend their school. Not only for them, but for their colleagues that teach the children. Sometimes, educators must play the role of both teacher and parent. This is quite common in international schools and there are many positive aspects to this as well as possible difficulties.

It is well known that I have three children in the school. It is such a privilege to be able to watch their world so much, and it is even better than being a "stay-at-home" dad. I get to be with them in the evenings and mornings, but also, I see them occasionally throughout the school day. Having my own children here increased my empathy with OIS parents. I know first hand the



OIS Students Perform Noh Theatre Performance

Twenty-two OIS elementary and middle school students performed the Noh play, "The Fairy of Water" with actors from the Yamamoto Noh Theatre of Osaka. Hundreds of people watched the performance at the Grand Front Osaka mall on the evening of Friday, November 4. It was a unique cultural and artistic experience for the students and their parents. *(Continued on page 4)*

challenges of being a working parent and raising children. With my wife teaching, it makes for two working parents. Attending birthday parties, watching the evening soccer club, supervising my children at the international fair, etc. give me a first hand perspective of the life of OIS families. This helps me lead the school and keep students' interests first in my decision making. I also get more information on teachers and students from the perspective of parent or friend.

Faculty children bring added diversity to our student body. International schools are enriched by students from different social and cultural backgrounds. Not only do the students bring their home culture, but experiences from the other countries where they have lived. Faculty children bring this diversity to the classes they are placed in.

There are many challenges as well. It must be hard, especially as they get older, to have your mother and/or father in the school. Faculty children have to navigate this in the social

hierarchy of middle and high school. I try not to tell stories about them that cause embarrassment. They also have greater attention on them since their parent (s) work at the school. Normal misbehavior or teenage rebellion can be taken in a different light when it is a faculty child.

As an administrator, I try not to show favoritism towards my children. At times, I treat them more harshly than I would another student to avoid perceptions of nepotism. I must balance this and know that every child deserves the same amount of care. It is also tricky when dealing with colleagues as a parent. I try to avoid too much access with a teacher in my role as a parent. I am also careful what is talked about at home. I do not want to put my children in a difficult situation.

It is important for faculty to coach their children and discuss perceptions before incidents occur. Faculty children feel more comfortable at school because their parents are there and this can lead to a sense of entitlement if they are

not given boundaries and guidelines.

The goal is to strive for normality and to give my children a school experience that all children should have. I recognize the special privilege I have in being so close to my children growing up.

Thanks to Chip Barder, head of the United Nations School of Hanoi, Vietnam for inspiring this article.

Views from the MS/HS Principal, KURT MECKLEM

*"How was school today?"
"Fine."*

Just about every parent has been through some version of this conversation. You express some interest in your child's day only to be met with the one word response or even worse, just a shoulder shrug. I can remember putting my parents through the ritual and I have been a victim when I've tried to talk to my children.

At the school, we've tried to make it a bit easier to find out what is going on in your child's education. We've opened ManageBac to parents so that you can see when assignments are due and how your student performed when they were assessed. ManageBac just added a "behavior" tab that teachers can use to communicate with you if there is a problem or if they want to commend your child for their performance. ManageBac is relatively new so parents and teachers are still getting used to having it as a communication tool but we see this becoming an important part of the school/home partnership. Many parents probably have questions about the program and if that is the case please feel free to contact me. If there is enough interest, Mr. Frater and I will hold a workshop to help parents get familiar with ManageBac. Just contact me at kmecklem@senri.ed.jp if you would like to attend this type of workshop. Please indicate when you would be more likely to attend, in the morning or late afternoon/evening.

We of course still have the more traditional ways of keeping in touch about your child's progress. Recently, you should have received a progress report that indicated how your child has begun the year in each one of his or her classes. If your child didn't give you the hard copy you can see a digital version on ManageBac. Once you log in and select the right student (if you have more than one), click on the "reports" tab. The Fall Trimester Progress Report should be the first pdf file in the list that appears.

The fall trimester report card will be coming out the last full week of November and we will hold our annual parent teacher conferences in the library from 1:00 PM - 6:30 PM November 22. Remember too, that you can always make an appointment to meet a teacher by contacting them through their email address. Keeping the parent school communication lines open is important for ensuring the success of your child.

Also, your child recently completed the Measure of Academic Progress or MAP. This test is designed to measure the academic growth of your child over time in skills like mathematics and reading. You will soon be receiving a report that gives you feedback on your child's growth. We will be having MAP explanation session for parents at 2:45 on Tuesday, November 15 in the third floor conference room.

And don't give up on the parent child communication either. There is plenty of research out there that shows that the children of parents who communicate with them are better prepared for school and life after they graduate. (Examples of research can be found [here](#), [here](#), and [here](#).) One way to get more information from your children about their day is to ask better questions. [This blog post](#) from Edutopia has some good examples of the types of questions you can ask that will hopefully draw out an answer that is more significant than a single syllable or a shoulder shrug.

School Calendar

November

- 12 International Fair
Bi/Tri-lingual Speech Contest
- 15 Parent Advisory Council
- 15 MAP Parent Workshop
- 18-19 IBDP Bio & Physics Lab IA
- 22 OIS/SIS Trimester Ends
- 23-28 Fall Break - No School
- 29 Winter Trimester Begins

December

- 3 SAT I & II Tests
- 5 OIS/SIS HS Student Council Cleaning Day
- 6 HS Holiday Concert
@Mino City Maple Hall
- 9 ES Winter Concert
@Theatre
- 10 ACT Test
- 12 Careers Exploration Day (HS)

Views from the ES Principal, CAROLYNE MARSHALL

Assessment is a vital part of checking progress on the PYP learning journey. It is practiced every day with students and has a multitude of forms. Each time the purpose is to inform the learner so that they know how to make further progress.

For instance, following grade 5's excellent performance on the public Kita Senri stage last month in Kool Sounds, the students reflected on what they had learned. In their music lesson with Mr Ligon, they read the reflections of the high school choir and studied photos of their performance. Careful consideration of these prompts enabled them to assess their own performance in a mature and structured way. This is an example of self-assessment using a model to provide a framework.

Young learners need an audience with whom they can share their newly gained knowledge. KA students shared their understanding of Who We Are in a colourful exhibition of paintings, life-size models and storybooks they created.

KB have also been demonstrating their knowledge to an audience. The students showed their understanding of how we use different parts of our bodies to find out about the world by creating a cafe for their parents. They designed and cooked an appetizing and attractive meal. They explained to their parents how they had decided on a healthy menu in which the ingredients provided texture, aromas and taste. They even created an ambient atmosphere by providing tea-lights at each table. Reflecting on their experience afterwards, the students noted how much physical effort is required to prepare a good meal.

Grade 3 presented a public display of their knowledge last week when they invited their parents in to see their gallery of role-model collages, and to hear extracts from their autobiographies. By explaining their ideas to different people, the students were able to see how much they had learnt from their inquiry into the influence of role models on who we are. A rubric provided by Ms. Henbest ensured that the students included key elements in their collages, thus allowing each student to be creative while also demonstrating the key skills and knowledge on which they had been focusing during their inquiry.

Elementary teachers have worked together to formulate a continuum of writing development across the grade levels of the elementary school. Based on the IB scope and sequence curriculum documents, we now have a clear map with which to assess student skills. All the elementary students wrote a response to a picture or statement. The teachers as a team have now analysed these responses, observing how writing skills are developing in consecutive grade levels. These writing samples will now provide a benchmark against which to assess

future progress. The samples are also useful in informing teaching as they show where students need more support in certain skills.

To complement our own school-based assessments, we also use standardized testing. MAP [Measures of Academic Progress] tests allow us to compare our students with those in other international schools in the East Asia region and across the world. MAP tests assess skills in maths, reading and language usage. This year we have extended the use of MAP tests in maths and reading to grades 1 and 2. Analysing this data enables teachers to see in which areas of the curriculum students need support, and which specific skills to include in unit inquiries.

On 15 November at 14:45 in the 3F Conference Room, there will be a presentation on how to interpret the MAP graphs of student results given by Mr Mecklem, Mr Van Plantinga and myself. Please come along to learn how this assessment tool can support your child's learning.



All OIS students from grades 6-12 are invited to attend the annual camp taking place on January 7-8, 2017. The camp will take place at the Uwano Kogen outdoor education center in Hyogo prefecture, a 3-hour drive away from school.

No experience is necessary and it is a great way to make friends from SIS and learn how to cross country ski. Experts are welcome too!

Please see this website (<http://yayoi.senri.ed.jp/soiscamp/2017/>) for more information and registration information. The deadline is Tuesday November 15. Questions can be directed to SOIS triathlon coach, Hiroshi Baba (hbaba@senri.ed.jp).

K-G2 Cafeteria Lunch Menu

NOVEMBER

14	Mon	macaroni au gratin
15	Tue	hamburger meat with cheese
16	Wed	spaghetti with corn broth
17	Thu	curry & rice
18	Fri	ramen with a pork bone broth
21	Mon	spaghetti with meat sauce
22	Tue	pork cutlet sandwiches
29	Tue	chicken fried with corn flakes
30	Wed	kitsune udon – Japanese wheat noodles with deep fried bean curd

DECEMBER

1	Thu	ramen with a pork bone broth
2	Fri	curry & rice
5	Mon	spaghetti with meat sauce
6	Tue	hamburger in stew
7	Wed	fried noodles
8	Thu	beef stroganoff
9	Fri	pork cutlet sandwiches
12	Mon	miso flavor ramen noodle soup
13	Tue	milanaise pork cutlet
14	Wed	rice omelet
15	Thu	curry & rice
16	Fri	chicken cutlet



Ski camp 2016

OIS Students Perform Noh Theatre Performance

Noh is a major form of classical musical drama of Japan dating back to the 1300s. It is the oldest major theatre art still performed regularly today. Our students were invited to perform with the troupe as part of wider movement in Japan to expose foreigners to Japanese culture in anticipation of the Tokyo 2020 Olympics. It is also an opportunity to make noh more accessible to younger audiences and international theatre goers. The play was well attended, with over 300 people in attendance as well as shoppers and commuters in Grand Front enjoying the performance. Well-known kyogen and film actor Mansai Nomura welcomed everyone to the play.

Yamamoto Nohgakudo is the oldest Noh theatre in Osaka. They are known for bringing noh to a wider audience. The Chief Cabinet of Olympic and Paralympic promotion headquarters funded this project. "The Fairy of the Water" was first performed in 2009 and this was the 16th performance of the play in Japan and abroad. The children played international birds that come to help clean the polluted waters of Osaka. As a result, the water deity comes back to the Yodo river and blesses the whole city with long life and healthy. One of the goals of the play is to build awareness for water resource preservation in hopes for world peace and prosperity.

It is mesmerizing to watch a noh play. Musical tastes have changed in the past 800 years and hearing the drums and chorus of noh is like going back in a time machine. The voices of the the actors, chorus and band are deep, strained grunts and low-toned song. Every movement of the actors has meaning and the complex vocals along with masks and costumes, make for subtle movements that need some effort of

a modern audience to appreciate. The discipline of execution from the professional actors of Yamamoto was amazing to watch.



OIS students were cleverly integrated into the play. They brought a lightness and comedic relief to a mostly intense story. The students had a chance to talk about water in their countries, ranging from the Oregon coast, to the Arabian Gulf to waterfalls in Bolivia. The children also made their own costumes with the help of Yamamoto choreographers.

The students were featured on NHK World program Newsroom Tokyo this week. All of the students and many of the parents were shown in the segment. It is now on the [SOIS videos YouTube channel](#).

OIS would like to thank everyone who made the event possible, especially OIS parent Chizuko Bobrove, who facilitated the rehearsals and served as a liaison between the theatre group and the school. OIS would also like to thank the Yamamoto Nohgakudo and the Tokyo olympic promotion board.



Sabers Sports updates from Activities Director, PETER HEIMER

Sabers Athletics Website

<http://sabers.senri.ed.jp>

Sabers Athletics Facebook Page

<https://www.facebook.com/soissabers>

AISA

Sabers student-athletes competed in the year's **first AISA competitions**, 14-15 October, with great success.

- AISA boys volleyball at SIS (Seoul) - 1st place. All-tournament team: Kento Moriguchi, Leo Roberts, Leslie Tokai.
- AISA girls volleyball at BIFS (Busan) - 3rd place. All-tournament team: Akane Imai, China Mori.
- AISA tennis at SOIS - girls 3rd place and Sportsmanship Award, boys 4th place. Sabers girls doubles team - Haruka Ose and Asaki Okamura - tourney champions.

WJAA

- Middle school season II (**boys basketball, girls soccer**) is fully underway with games scheduled for nearly every weekend, including the Sabers Invitational MS girls soccer tournament held last week, 4-5 November. Playing against teams from Nagoya, and Kobe, the Sabers A team lost narrowly in the finals (2-1) to Canadian Academy. The Sabers B drew with Nagoya's and Canadian Academy's A teams, and lost only 1 match over the whole tournament, losing 1-0 to Nagoya's A team in the 3rd/4th place game. Aoi Okita and Miyu Sanada scored five goals each to share the Golden Boot award. Following the SOIS tradition of attacking soccer, the two Sabers teams scored 21 goals over the tournament, six more goals than the other four teams combined. Congratulations to both teams, particularly the team captains Keito Iuchi and Konatsu Yasuda, who set a wonderful example to all the players.



- The **middle school swim** team practices twice a week with Coach Bertman and Coach Cooper in preparation for a December 10 meet in Tokyo. The deadline for the [signup for the Tokyo swim trip](#) is Monday, November 14 - very soon.
- The **HS boys and girls basketball teams** have played their first games (the boys are undefeated after 4 games). The Sabers host the WJAA girls tournament in December (boys at CA), and then the AISA boys tournament in early February (girls in Yokohama).
- [Season schedules](#) are on the Sabers website.

SABERS SPORTS COUNCIL

A brief introduction to the [Sabers Sports Council](#) (SSC): The SSC is a group of SOIS student volunteers who assist the AD office with Sabers events throughout the year. Among other things, these students handle the official scoring for home events, they organize tournament setup and hospitality for WJAA and AISA events, they create the athletic awards celebration photo slideshow, and they help the AD maintain his sanity. Without their help, we would not be able to create the kind of welcoming, professional atmosphere that our events have become known for. The SSC has perfected its year-to-year turnover: the older members mentor the younger members throughout the year so that there is a smooth annual transition as the older members graduate and the younger members take over. The job they do is a highly skilled, high-pressured one, but the SSCers always have a smile for everyone. There are currently 13 members of the SSC: Risa Akiyama, Natsumi Yada, Ayana Nakamura, Lisa Takasu, Mari Ito, Riho Shimomura, Maiko Akita, Hiroki Yoshino, Tomoya Kishigami, Shuri Kozu, Chisato Suga, Nanako Fukuda, and Akiho Ueyama. These students work hard, but enjoy much fun and camaraderie. Thank you, SSC.

THANK YOU

As always, thank you for your continued support of the Sabers activities program. Please contact the AD any time you need help. Please visit the AD office, room A-240, near the business office, or contact me at pheimer@senri.ed.jp or at 072-727-21



***Middle School Physical Education
by MICHAEL ROUTH, PE specialist***

In fall trimester students participated in cricket, volleyball, dance and swimming units under the assessment criteria of the MYP. In cricket and volleyball, students worked on understanding the basic rules and acquiring the fundamental skills required to ultimately play the game with confidence and success.



In the dance unit, students formed small groups and worked on creating, practicing and finally performing a choreographed dance, using specific criteria as a reference point while relying on their individual creativeness, team work, communication, patience, problem solving and risk taking qualities developed and challenged throughout the unit.



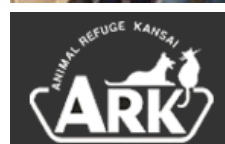
In swimming the students worked hard on their swimming ability, through stroke correction and improving their fitness levels.

With a wide range of activities on offer, all students were encouraged to participate with energy and effort and enjoy these introductory courses. With many competitive Sabers sports being offered each trimester, the hope is that through a positive experience in physical education class, students will go on and join the sabers sports teams for years to come.

Goooo Saberrrrs!!!

***G6 field trip to ARK by SARAH WAKEFIELD,
Librarian & MYP Service Coordinator***

On November 1st the OIS 6th graders had the opportunity to visit ARK ([Animal Rescue Kansai](#)). We were able to learn about ARK, what they do and their needs. We spent time touring the facility and were given the opportunity to either pet and play with the cats or walk dogs.



Book Week and Read-a-thon 2016

Sarah Wakefield, Librarian

Thank you to the entire school community for supporting our Book Week and the Read-a-thon.



This year we had our very first "One book, one school" event where all the classes in the elementary school read the same book and reflected on how to personally connect that to our lives as we go through this school year together. We chose to read "Mottainai" by Planet Link. It is a book focusing on the idea of not wasting; including food, clothing and your talents. There is also a picture book that younger grades read to illustrate the concepts called "Mottainai Grandma" by Pearl Mariko. Both versions are available in the SOIS library in both English and Japanese. To go along with our "Mottainai" focus we held a "Mottainai" fashion show to display the ways we can reuse items or repurpose them for new uses.

During the week we had storytelling sessions for various



grades in the genkan or in the courtyard, guest readers in every classroom and DEAR (Drop Everything And Read) every day. We finished the week off with an all school DEAR in the library on Friday afternoon and all parents were invited to join us to share some good books with their children.

In addition to our reading activities at school students were

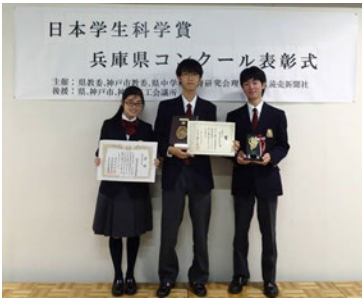


very busy reading for the Read-a-thon and raising money for charity. We were able to raise over 130,000 Yen and will be dividing the funds between local, national and international charities. The Actioneers will be deciding where funds will be sent.



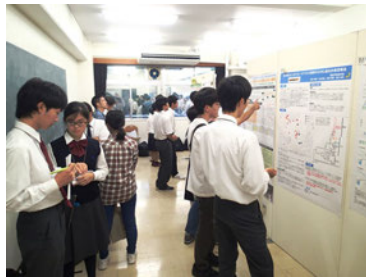
KG Update

The KG Senior High School Science Club receives top prize at the Annual Meeting of the Ichthyological Society of Japan



On September 24, the KG Senior High School Science Club won the highest award for high school student research presentations at the 2016 Annual Meeting of the Ichthyological Society of Japan (ISJ), held at Gifu University.

The ISJ is an academic society whose objective is to advance and disseminate the study of fish. The society consists of about 1,300 members who are active in a variety of fields, including researchers and students at colleges and universities. High school students present their research in the form of posters, and prizes are awarded to exceptional research (a Grand Prize to one team and honorary prizes to a few teams). The society received 19 submissions for the 2016 annual meeting.



The topic of the Science Club's research was "Distribution and genetic population structure of *Cobitis biwae* in the Kinki region." The club members examined the distributional formation and evolution of the freshwater fish *Cobitis biwae* (also known as the Japanese striped loach) in the Kinki region (the area around Osaka, Kyoto, and Nara) by investigating its ploidy level and DNA base sequence. The students prepared samples from 106 specimens collected at 29 sites, mainly the

waters of the Yodogawa River beginning at Lake Biwa and rivers in the Kinki region flowing from the Sea of Japan. They then determined the ploidy level and performed phylogenetic analysis. In the comments from the judges, the research received praise such as "The content is good enough to be presented at a public lecture" and "The content is so coherent that it can be understood just by reading the poster without any explanations."

The research also won the highest award, the Governor's Prize, at the prefectural stage of the 60th Japan Student Science Awards on October 13. It will now advance to the national level.

KG Senior High School teacher and club advisor Hirofumi Tominaga reflected on the research. "This accomplishment is thanks to the students themselves being genuinely interested and diligently completing everything from collecting the fish to testing with their own hands while uncovering new knowledge against the background of previous research." Lead author

Yasunari Tanaka (a junior) also expressed his joy at the achievement. "Many ISJ members showed great interest in the research. I'm glad that our patient sampling and testing were recognized."



The OIS *Educator* is published once a month for OIS parents. Those who wish to receive paper version, please contact Ms Aotani (caotani@senri.ed.jp). The next *Educator* will be published on 9 December.

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