

OIS Educator

APRIL 15, 2017



April is one of our favorite months of the year at OIS. The weather is perfect, with cool breezes and the burst of flowers throughout the city. The cherry blossoms on the school campus this year were beautiful as always.

Around Japan, people celebrate the country's renowned *sakura* blossoms with *hanami* (flower viewing) parties. It is such a good idea to stop and appreciate the fleeting beauty of nature. It is one of the many reasons OIS loves our host country.

The cherry blossom is seen above the new cafeteria furniture. See page 11 for more spring renovation photos around the school.

News from the Head of School, BILL KRALOVEC

When I came across the title, "Two Schools Under One Roof" I immediately thought of the Senri & Osaka International Schools "Two Schools Together" philosophy. The Two Schools Under One Roof (TSUOR) is a policy of the some government schools in the south east European country of Bosnia & Herzegovina (BiH). When Yugoslavia broke up in the early 1990s, the Croats and Bosniaks went to war. In 1995 after peace was declared, many schools used the TSUOR policy. It may sound similar to our ethos, and it is true that we are two schools under one roof, but it is much different.

Bosniak and Croatian children share the school building, but are completely separate schools. Some schools even have separate entrances. There are two faculties and administrations, and there are no shared classes or extracurricular activities. Memories of the war have separated Bosniak and Croatian

families, and twenty years later, the communities in BiH do not mix together. I understand the resentment, but the next generation, who were born after the war, are being taught separately, which will not heal the community. It does not make for a bright economic future for them to still have these separations.

I think of the challenges having two distinct cultures and systems in such close proximity. It is easier in some respects, to manage a school without thinking of another school. They do things their way, we do things our way. Pretty straightforward. However, life is not like that and the developing intercultural competence and having one's views challenged, operations compromised, and looking for common ground, are all wonderful things that are missed out with separate schools. The founders of SOIS intentionally formed the school with the challenge of "exchanging ideas" and "explore ways to come together" and that by "finding common ground between Japanese and non-Japanese practices, beliefs and traditions" intercultural understanding should be "modeled,

studied and celebrated." The zeitgeist of this century is one of fearing or isolating oneself from different cultures. The mission of our schools is to go directly against this. We still value our own beliefs about education, however, we also are open to seeing that others can be right as well.

I think the Bosnia can learn from SOIS and it is my hope they move from "two schools under one roof" to "two schools together". Both schools benefit from the close relationships.

For further information:

[Shared values of SOIS](#)

[School segregation in Bosnia](#)



Bosnia & Herzegovina

School Calendar

April

10-21	IBDP Art Exhibition
17-21	SOIS Earth Week
21	PTA G4/G5 Parent-Student Dance
24	G12 Study Leave Begins
25	Spring Music Recital
28	SOIS Class Visitation Day

May

1-19	IB Exams
3-5	No School
10	PTA Meeting
12	OIS/SIS MS Social Event
16-18	G5 PYP Exhibition

Views from the MS/HS Principal, KURT MECKLEM

Hopefully, you've had the opportunity to drop by campus these past few days and see the IB Diploma art exhibition. In the exhibition, students showcase some of the key pieces they created over the two years of the IB Diploma art program. If you haven't had the chance, it will be on display for the next week.

The arts are only one area in which the grade 12 are wrapping up their career here. Starting on April 24, they will begin their study leave in order to prepare for the exams that will begin in May. Upon completion of their exams, they will then shift to preparing, with the grade 11, for their graduation which takes place on June 9. At OIS, there is a long tradition of the grade 11 class hosting graduation for the seniors so both classes and their parents will be busy at the beginning of June. The next two months will be a very busy time for our Diploma Program students so be sure to

offer them encouragement if you happen to see them.

Our other students seem to have settled into the final trimester well following the camps and spring break. Overall, the camps were successful but if you have any feedback or comments on them, please feel free to send me a note with your thoughts.

Over the break, I had the chance to attend the IB Global Conference held in Yokohama. Educators from around the Pacific region and presenters from around the world converged on the Pacifico Yokohama Convention Center to share ideas and the latest research on education. While there was a lot that I could use as a teacher and principal, one really resonated with me as a parent. It was from Lance King who has done a lot of work on identifying skills that students need to learn to be successful in life. However, in this workshop, he shared what he says when he has the opportunity to speak directly to parents.

Mr. King argues that to help our children, parents need to understand that the main purpose of education is to develop students into "expert learners" and that parents have a role to play in this. That role is largely to help their children develop resilience and find their own path rather than becoming passive recipients of their parents' ambition. He argues parents have the tendency to encourage competition with other students when they should only be comparing their child to him or herself. Students should be encouraged to say, "I haven't yet" yet rather than "I can't". We, as parents, should be trying to transmit caution to our children without instilling fear. And one of the most important skills we can impart is the ability to "fail well".

In his research, he has found that the most successful students know how to fail well. Meaning that they accept responsibility for their failures, work out what they did wrong, make changes and try

again. Unsuccessful students tend to "fail badly". They blame others or the school when something goes wrong, they add drama or pretend they didn't do anything wrong, and avoid doing things they aren't good at.

His talk had me thinking about the conversations I have with my own children and those who attend the school. If you would like to find out more about his ideas or see a presentation of his ideas, please let me know.

Views from the ES Principal, CAROLYN MARSHALL

Bullying is one of the most sensitive and frequently discussed topics in the pastoral side of education. I have found this to be true in the many countries and cultures in which I have worked, and Japan is no different.

As an IB world school, the well-being of our students at OIS is a foundational concern in everything we do. In today's article, I want to focus on measures that we in the elementary school have taken in recent months to address concerns and misunderstandings related to bullying behaviour.

One very important aspect of tackling bullying is to clarify what the term really means. Often, when I am dealing with younger students who are having difficulties with one another, I notice that they use the term 'bullying' without a clear understanding of what bullying is. The result of this is that students can accuse each other of bullying when no bullying has in fact taken place and the real issues have been carelessness, poor social skills or other forms of inappropriate behaviour.

Last trimester, our school counsellor Mrs Lamug and I decided to address this confusion in the SELF lessons that we give to each grade level, and I have been extremely pleased with the ways students used these sessions to make effective

and imaginative contributions to their own learning and to drive self-initiated inquiry.

We began with grade 5 and the students worked on defining what bullying is and what it is not. They concluded that bullying comprises repetitive, intentional and power-related behaviour and that this distinguishes it from other forms of inappropriate conduct. It was then noted that this definition could be stated using the acronym 'rip', and this was found to be an effective and memorable verb to show how friendships can be spoiled by bullying.

Mrs Lamug and I used grade 5's 'rip' concept to introduce the subject to grade 4. When we asked this class for their descriptions of bullying, the students asked if they could use pictures as well as words. The cartoon produced by Karina was particularly effective and so this was incorporated into the sessions with grades 3, 2 and 1. These young students used Karina's drawing to point out examples of bullying behaviour and grade 2 students went on to create skits that enabled them to represent the actions and words of bullies and buddies in a dramatic way.



With KB and KA we used selected pages from the story Billy Bully and the students suggested actions and words that the characters in the story could use to deal with Billy's bullying. KA asked if they could construct a complete book version of the story and this they have just published.

While the PYP students have been inquiring into the nature of bullying and strategies that they can use to prevent it, their teachers have been reviewing and updating the OIS Bullying Policy. This review process has led to the formulation of clearer steps for dealing with issues of bullying and to recommendations for clearer teaching of prevention strategies. During the revision of the policy document, we were able to incorporate the definitions that students had contributed during the SELF-programme sessions.

This revised bullying policy is a real team effort and I believe parents will be very interested in its contents. Therefore, we will be having a presentation of the OIS elementary bullying policy to parents on Wednesday 19 April at 9:00am in the third floor conference room and I hope to see you all there.

New Students in Spring Trimester

Youn Yang (grade 8) comes to us from the American School of Brasilia, Brazil. Her father is a diplomat in the Korean Consulate General in Osaka. Aimelanie Hamazaki (grade 7) comes to us from the International School of Eindhoven, Netherlands. She is a dual citizen of Thailand and Japan and has studied abroad her entire life. Mir Lee joins kindergarten B from the Canadian International School of Singapore. Akira Bortesi (kindergarten A) is a dual citizen of Italy and Japan and joins his brother, a current student at OIS. Misaki Inakuchi, a returnee from California, transferred from SIS to OIS grade 11. Two SIS recent graduates, Leona Benfield and Sayaka Kishita are staying on to complete the IB diploma with OIS.

Applications continue to pour into the admissions office for next year. If you know you will be leaving, please complete the official withdrawal forms so we can process applicants on our waiting lists.

K-G2 Cafeteria Lunch Menu

APRIL

17	Mon	fried fish
18	Tue	chicken fried with bread crumbs
19	Wed	salmon and tomato spaghetti with cream sauce
20	Thu	cheese burger
21	Fri	pan-fried noodles
24	Mon	ramen noodles in soy-sauce flavored soup
25	Tue	curry and rice
26	Wed	spaghetti with meat sauce
27	Thu	hamburger steak with cheese
28	Fri	focaccia pizza

May

1	Mon	meat sauce au gratin
2	Tue	hamburger steak with cheese
8	Mon	milanaise rice casserole
9	Tue	hiyashi udon - cold wheat noodle soup
10	Wed	rice omelet
11	Thu	grilled chicken & sausage
12	Fri	ramen noodles with a pork bone broth
15	Mon	fried salmon with basil
16	Tue	rice gratin with hamburger
17	Wed	curry and rice
18	Thu	fried pork with almond
19	Fri	cheese burger

How We Organize Ourselves

Wakaba Mori, KB Teacher



Under the transdisciplinary theme of 'How we organize ourselves', the KB class explored the school community through the conceptual lenses of function, connection and responsibility.

We toured the business office, different classrooms, the cafeteria kitchen, the Red Counter with guards and maintenance staff, technology department, and the library. We were also visited by the cleaning staff. The students learned how much support and care they receive in their daily learning environment, and how personal the staff members are to each student.

Following the tours, the students interviewed members of the school community, created brochures about them and presented them to other students and parents. The KB students were respectful, engaged in asking relevant questions and making meaningful connections to their own experiences. We all deepened our knowledge about how we organize ourselves in our learning environment.

Being part of caring and diverse community we have here at SOIS is a treasure. We get to experience a range of nationalities, languages, ages, and cultures every single day. The students noticed that there are many wonderful people who support and care for us in our school community.



Central Idea:

A school is a community where interconnected systems and people help student learn.



Grade 2 Puppet Theater

Paula Dezem, G2 Teacher

Puppet play offers tremendous benefits for a child's development in many important areas whilst being captivating and entertaining. When children use puppets to tell stories, several cognitive skills come into play.

The Grade 2 students worked hard while learning through their inquiry into their fourth unit, How We Express Ourselves: Imagination, which culminated in a puppet show. Throughout the unit, the students were exposed to many stories, particularly fables, associated with a moral. They have learned about the unique features of fables, i.e., that they are generally short and have animal characters that behave like people. They also learned that fables are intended to give us life lessons. After reading and listening to many stories of this type of literature, the students began the process of writing individual narratives that would teach a lesson that they believed was important for life. Then, they got into small groups, chose one of the play ideas from one of the group members and collaboratively re-wrote the story, focusing on teaching a lesson to their intended audience.

In art class with Mrs. Henbest, the students enjoyed creating their own puppets and painting backdrops using their creative collaborative ideas. We would like to thank all parents who volunteered and assisted in the art class. It was fun and very helpful.

On March 15th, the students performed three sessions of their entertaining puppet theaters with confidence and enthusiasm for an empathetic audience.

This great project provided the students the opportunity to enhance their verbal, story making and storytelling skills, and their ability to cooperate with group members to perform a play in a coordinated manner, through collective creation of the script and the puppets.



IB Scientists Complete Group 4 Projects

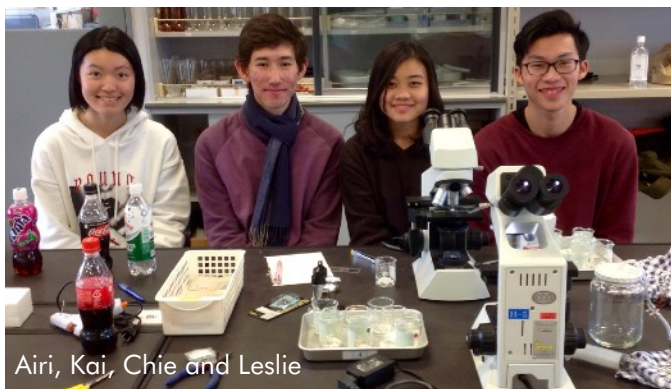
Paul Stone, The Group 4 Project mentor

The experimental sciences (biology, chemistry, physics) make up group 4 of the International Baccalaureate Diploma Programme curriculum. The group 4 project is a compulsory where students are asked to reflect and experiment on a common topic or problem for a 10-hour day. It requires students to show how they can be self motivated, persistent and conscientious. They work in small groups so that co-operation, collaboration and communication are important. Students must also show self awareness in order to utilize their personal strengths and to enable other members of their group to compensate for their weaknesses. It is the team-work that is most important. All of this is done within real science activities, applying the scientific method to new situations. It is also (usually) fun to do.

Our OIS grade 12 students this year were asked to consider a myth, or two, find out what scientific basis it has and then investigate to obtain some evidence that the myth is true, not true.....or somewhere in-between. It was similar to the popular scientific entertainment television series, Myth Busters!

The air pressure and tooth dissolving group

This group ingeniously made their own vacuum chamber using a food jar, syringe and a valves bought from an aquarium store. They were able to reduce the air pressure inside the jar to cause a chip bag to expand enough to burst.



They also explained and demonstrated that when air pressure is low, like it is at high altitude, the reduced pressure enables water molecules to escape with less energy (that means colder), so boiling occurs at a lower temperature. Their apparatus manages to get water to boil below 70°C, and not the 100°C at sea level atmospheric pressures. The inhabitants in places such as La Rinconada (5,100m above sea level), Peru, have therefore never had a decent cup of tea and it takes them ages to boil their potatoes.

As to whether carbonated drinks affect teeth, they found, using pieces of marble as a tooth substitute, that the mass did indeed reduce when soaked in the drinks

overnight. Coca cola was by far the best at reducing mass, whereas root beer had very little effect. Apart from the carbon dioxide dissolving to produce carbonic acid, the coca cola drinks also have phosphoric acid to help reduce your teeth!

The bubble wrap group

Bubble wrap is just what its name suggests, a collection of air filled sealed pockets manufactured as a sheet.

Impact protection Tests (protecting a chicken egg) showed quite conclusively that it does its job, though not as well when cold. The air volume of the bubbles reduces and so the protective effect also reduces. The compression of the air pockets extends the time for the release of the kinetic energy of the impact so there is reduced shock. Bubble wrap could protect us in a collision.

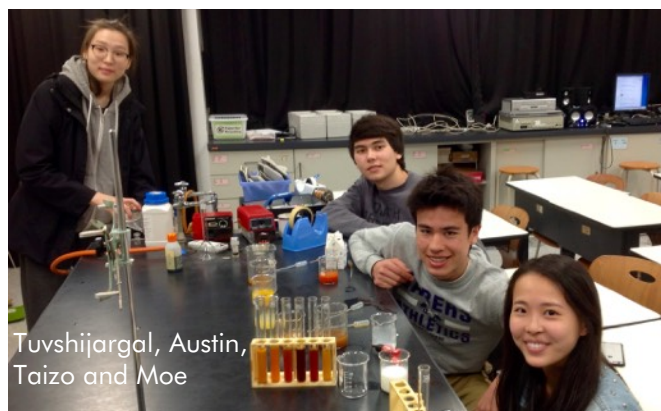


Bubble wrap, being a trapped gas, also works as an insulator of heat, helping to reduce heat loss. It could help save us from hypothermia.

The low density created by the air bubbles was tested for its suitability as a floatation device. 3m² of the bubble wrap is plenty to keep a fully clothed adult floating with their head above water. It could save us from drowning.

The buoyancy and sourness group

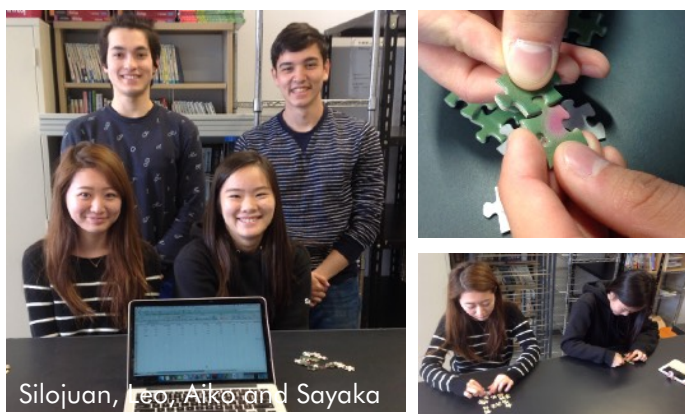
This group found that a two litre water bottle could lift 2.3 kg in water. They tested this in the swimming pool. Their scientific competence obviously meant that nothing untoward happened during this sophisticated testing process.



When they found out what the weight of the Titanic was (but probably not still is) they discovered that about twenty three million bottles should be enough to raise it from its Atlantic grave. Of course, there could be some logistical difficulties in doing that.

The concentration and music group

By Mozart they meant wordless melodies, they later said. Research at Stanford indicated that music can increase dopamine (the pleasure hormone) production in the brain. They created a so called 'brain power' test, assembling part of a jigsaw puzzle, and timed how long its completion took them with different musical backgrounds. The times could be compared to the control of silence. Hard rock music slowed them down, classical music didn't but didn't speed them up either. Any music they liked slowed them down but nothing could as much as their 'irritating music' (Crazy Frog). Blues and music lacking lyrics seemed to enable a slight improvement, but nothing to support the myth of Mozart making you more intelligent.



The hyperactive from sugar group

Young children are often accused of becoming hyperactive due to a high sugar intake. Is it fair to blame sugar? Testing heart rates and blood pressure before and after a huge sugar intake of Coco cola, grapes and 80% sucrose candy this group came up with some answers. Their investigation found negligible change, in heart rate or blood pressure.



Research found that excess blood sugar may create an increase in the amino acid tryptophan, which in turn increases levels of serotonin, the neurotransmitter that makes us happier, calmer, more focused, less anxious more emotionally stable. The group surmised that perhaps the circumstances of the sugar intake, a Halloween trick or treat expedition or a birthday party, have more effect on the child's emotional state. It could also have been that the heart rate and blood pressure are not adequate measures of hyperactivity.

The myths and senses group

This group carried out three tests.

The first was to test whether you needed your nose to identify a food, and not just the taste buds on the tongue. Using apple, raw potato, onion, pear, lettuce and pepper, they found that without enabling the olfactory senses in the nose, we try to use other senses like sound and touch (texture) to supplement the sense of taste. Basically taste is a very limited sense for us humans which under normal conditions we refine considerably by using the sense of smell.

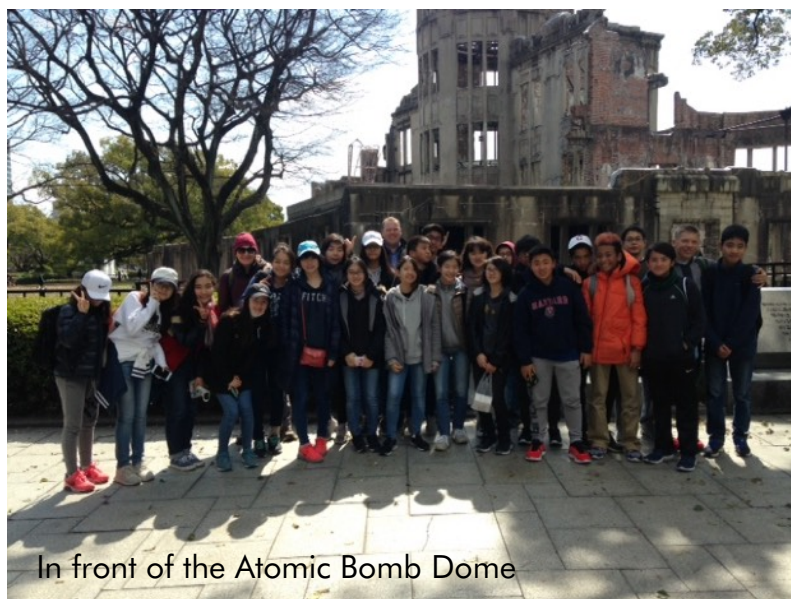


Secondly the love of sweet things was investigated. As expected, a sweetened version of grapefruit juice was much more desired than the natural juice. This probably is an evolutionary throwback to when we sought out the best calorific intake for survival. It has been researched that sugar stimulates the pleasure centres of the brain and therefore we will normally have a craving for it.

Thirdly, this group carried out some tests to investigate whether the skin of boys is less sensitive than the skin of girls. Their simple skin sensitivity assessment found this not to be true. The parts of the body tested had a huge sensitivity range, obviously depending on the nervous receptor density, but they found that boys were, surprisingly, slightly more sensitive, despite their extra androgens creating more collagen and therefore thicker skin.

March 2017 Spring Camp - G8 Hiroshima/Miyajima

Mike McGill, John Van Plantinga, Sarah Wakefield, G8 camp chaperones



In front of the Atomic Bomb Dome



Breakfast at the hotel



With our bomb survivor and translator



Hiroshima peace bell



Top of Mt. Misen



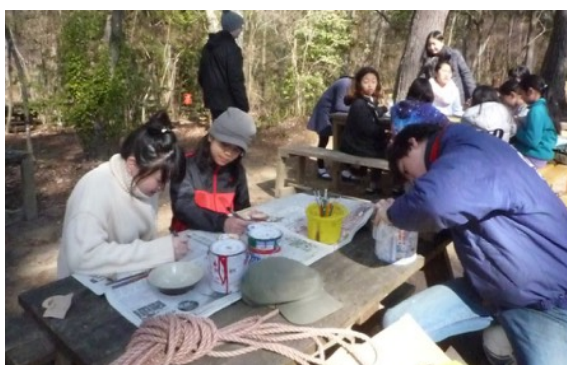
In front of the torii at Miyajima Island



On the beach at Miyajima

March 2017 Spring Camp - G6 KG Sengari Camp

Jeremy Wleburn, Rie Matsuda, Melissa Lamug, G6 camp chaperones



SOIS String Ensemble Conquers Rome



The SOIS String Ensemble performed recently at the prestigious 6th Roma International Music Festival in Rome, Italy from March 8 – 11, 2017. With a goal of learning and enjoying music through interaction and cultural exchange, the ensemble was joined by other music groups from Turkey, Ireland, Sweden, Austria, Poland and Russia. The ensemble performed in two concerts held on March 10 at the Teatro Don Bosco (with the Austrian, Swedish and Russian groups), and on March 11 with all the festival participants at the world famous "Pantheon". The impressive culminating concert that showcased the fruitful collaboration of all the participants was witnessed by various professional musicians,

tourists and other music aficionados. The SOIS String Ensemble was one of the most applauded groups during the festival concerts.

The ensemble members were tourists during their first day in Rome, hopping from one historical place to another and enjoying great Italian food. Strongly supported by the school community, the festival proved to be a very enriching and enjoyable experience for the students and we hope we could have this opportunity again in the future. Members of the ensemble are Hironao Matsuyama, Nanaho Hisamatsu, Keanna Ikeda, Kikka Okuda, Suono Fujii, Selen Tanabe, Kino Hashida and Yu Takahashi on 1st Violin; Nanako Yamazaki, Runa Aota, Natsumi Kato, Mana Iwata, Sayako Tamai, Takuto Fujii, Kohki Watanabe, Hana Sugimoto, Leon Gonno and Julia Torieda on 2nd Violin; Ikumi Chigusa, Sakyo Hara, Kanon Isogai and Chisato Suga on Viola; Eishiro Ando, Mariko Akita and Soratsu Shimada on Cello; Sean Doman and Halyard Freyder on Contrabass. They were accompanied by OIS Japanese Language Teacher, Miss Rie Matsuda and SOIS String Ensemble music director, Mr. Vernon Villapando.

Sabers Sports updates from Activities Director, PETER HEIMER

Sabers Athletics Website

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

Sabers Athletics Facebook Page

<https://www.facebook.com/groups/SabersAthletics/>

Middle school girls softball, boys volleyball, table tennis

New MS seasons are underway:

- girls softball coached by Nakamura-sensei, Yamashiro-sensei, Ogawa-sensei
- boys volleyball coached by Mr. Van Plantinga, Mr. Routh, special assistant OIS 12th grader Leslie Tokai

The teams have games every Saturday leading up to the WJAA tournaments in May. Go, MS Sabers!

MS/HS table tennis and running/triathlon

Why not join the Sabers table tennis team? Practices are in the gym after school, HS on Mondays, Wednesdays and Fridays, and MS on Tuesdays and Thursdays. See Takahashi-sensei and Matsushima-sensei for details.

And don't forget the year-round running and triathlon club run by Coach Munemasa and Coach Cheney, Mondays and Thursdays, MS and HS, girls and boys together. Students may join any time.

HS badminton

The Sabers HS badminton team, coached by Hasegawa-sensei and Mr. Lewis, played in the WJAA tournament at Canadian Academy in Kobe, April 8, 2017. SIS senior Shiori Nakajima was the top finisher for the Sabers, 3rd place women's singles. This weekend, as you read this, the Sabers play in the APAC badminton tourney, also at CA in Kobe.

AISA: soccer, swimming

The Sabers varsity girls and boys soccer teams are now playing in their season-ending AISA tournaments, the boys in Busan and the girls in Seoul, both teams defending AISA champions. Meanwhile, SOIS hosts the AISA swim meet here in the Sabers pool. Check out the AISA swim meet webpage [here](#).

HS girls softball

Coach Hirai and Coach Hikosaka have been leading several die-hard HS softball players in diligent practice the past few weeks. The team has played games here at

SOIS and at CA in Kobe, and is now in Nagoya for a tournament. With the end of the soccer season, more girls will join the team next week as the softball season continues.

HS baseball

In the past, the HS baseball season has been in the fall. For the fourth year, we are running the season in the spring. Baseball players, please see Coach Sagara. Practices now. First game: April 22 at 第一 ground.

Get ready to hit the diamond, Sabers.

Thank you

As always, thank you for your support of the Sabers activities program. Please contact me any time: in the AD office, room A-240, near the business office; by telephone at 072-727-2137; or via e-mail at pheimer@senri.ed.jp.



Sabers HS swim team



Sabers HS boys soccer team



Sabers HS girls soccer team

Important 2017-2018 Calendar Dates

Fall Trimester: (Mon) August 28, 2017 - (Tue) November 21, 2017

Fall Break: (Wed) November 22, 2017 - (Mon) November 27, 2017

Winter Trimester: (Tue) November 28, 2017 - (Fri) March 16, 2018

Christmas & New Year's Holidays: (Sat) December 16, 2017 - (Mon) January 8, 2018

Spring Trimester: (Thu) April 5, 2018 - (Fri) June 29, 2018 (half day)

Spring Renovations

- The renovation of "The Court" on our roof was completed over the Spring break, with the installation of the safety padding and a carpet surface. It is getting rave reviews from the students.
- The cafeteria looks much brighter with new tables and chairs.
- The SIS graduation class of 2017 purchased a portable microphone and speaker for the school.



Faculty News

Intern in the OIS Science Department

Julius Gleissner is doing a science teaching internship in the science department this trimester. Mr. Gleissner is a former student of physics and mathematics teacher, Briag Dupont. Julius is a native of Germany and recently graduated with a Masters of Science from Imperial College London. He is also a researcher at the Fraunhofer Institute for Solar Energy Systems. As a former IB student and recent university graduate, his recent experience will be very beneficial to our students. Please make Mr. Gleissner feel welcome to our school community.



KG Update

KGU Spring 2017 Entrance Ceremonies Held on April 1st and April 3rd

Entrance ceremonies were held on Kwansei Gakuin University's Nishinomiya-Uegahara campus on April 1st and April 3rd, 2017, to welcome approximately 6,200 new students to KGU.



In his address to the student body, University President Osamu Murata commented on the state of the economy, which has been drastically affected by global polarization and the growth of artificial intelligence. "How should you spend your university life in these times? Rather than just developing the fundamentals? gaining knowledge and skills, acquiring other abilities will also be vital. Specifically, you will need the creativity to make new things, and the willingness to confront challenges without easy solutions." He then gave the following words of encouragement: "In order to develop that sort of character, I hope that you will thoroughly devote yourself to something. The key is that you must work hard at many things simultaneously. That is because when knowledge and wisdom belonging to different fields come together, innovation and creativity are produced. In your time as a university student, please become accustomed to attempting two challenges at once."

With that in mind, Dr. Murata ended his speech by saying, "Challenge yourself, improve yourself, and spread your wings around the world. I hope that you will grow into global citizens with high aspirations to contribute to the good of all humankind, as the embodiment of 'Mastery for Service'."

Chancellor Musubi Tabuchi told the assembled students, "You have not only become members of the various undergraduate departments and majors at KGU, but members of Kwansei Gakuin, comprising 10 schools across 7 campuses that are places for learning and instruction. I would like you to concern yourselves with the development of all of the institutions at Kwansei Gakuin, and actively take part in the planning of Kwansei Gakuin's varied activities. As we stand shoulder to shoulder, as friends and partners at Kwansei Gakuin, We are Kwansei! Let us move forward together."

Dr. Tabuchi continued, "Please always keep our school motto, 'Mastery for Service' in mind as you live your life as a university student. If possible, through what you learn at KGU from this point forward, I would like you to develop the abilities to truly serve others? and the world? in a meaningful and effective way. Also, during your time at university, I hope that you will learn to think not just about living for yourself, but about living side by side with other people."



University President
Osamu Murata



University Chancellor
Musubi Tabuchi

Important Numbers

Bill Kralovec, head
072-727-5080
bkralovec@senri.ed.jp

Kurt Mecklem,
MS/HS principal/ IBMYP
coordinator
072-727-5050
kmecklem@senri.ed.jp

Carolyn Marshall,
ES principal / IBPYP coordinator
072-727-5050
cmarshall@senri.ed.jp

Melissa Lamug, counselor
072-727-5061
mlamug@senri.ed.jp

Mike McGill, admissions
director
072-727-5070
mmcgill@senri.ed.jp

Steve Lewis, business manager
072-727-5090
slewis@senri.ed.jp

Miyuki Endo, IBDP coordinator
072-727-5050
mendo@senri.ed.jp

Peter Heimer, activities director
072-727-2137
pheimer@senri.ed.jp

Natsuko Inoue, school nurse
072-727-5050
ninoue@senri.ed.jp

Student attendance
072-727-2305