The EDUCATOR

The newsletter of Osaka International School of Kwansei Gakuin

Spring 2023

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From the Head of School

KURT MECKLEM

When you pick up a newspaper or magazine (or more likely today, read them online) and see an article about education, they tend to focus primarily on standardized test scores. They are also often accompanied by scary headlines about pandemic learning loss or local math scores falling behind the world average. Popular media tend to focus on test scores because the numbers they produce provide easy points of comparison and are simpler for reporters and politicians to focus on. OIS gives standardized tests and our students on the whole perform quite well when we compare them to other students. However, we also understand that education and learning are more than a number that results from a child answering multiple choice questions.

Real learning takes place when students grapple with ideas to make meaning and develop their understanding. While learning subject content is very important, school is about much more than that. With our mission, we strive to develop "informed, caring, creative individuals contributing to a global community". That doesn't happen unless we give students opportunities both within and outside the class to address these attributes. As Mr. Frater points out on page 28 of this *Educator*, it is these elements that shape an individual much more than the content that can be measured by a test. Unfortunately, most of the alarmist articles in the popular press tend to ignore this aspect of school.

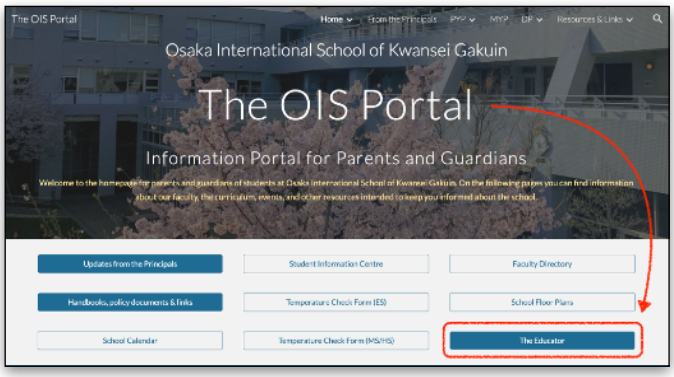
The Educator is our attempt to capture the other side of school. In these pages you will learn about how our students are becoming informed, how they are developing caring and expressing their creativity. Whether it is supporting the child doctor program or disaster assistance, you can also see how our community is contributing beyond the classroom. While we are proud of our test results and we will have a presentation on the standardized test we give, the MAP, later in the fall, we are much more proud of the other things that happen at OIS. I invite you to read through these pages to find out more about what is happening at our school. It may not count as the "popular press" but *The Educator* will give you a better understanding of what is happening at OIS than is possible with a number.

About The Educator

Welcome to *The Educator*, the newsletter of Osaka International School of Kwansei Gakuin. The newsletter is published three times per year, at the end of the Fall, Winter, and Spring trimesters, and provides a look at a selection of the learning, activities, events, and accomplishments from the past trimester.

Please make sure to check out our other OIS publication, the student-led *Tango* newsletter, also available to download from our website.

To access the hyperlinks in the printed copy of The Educator, please access the PDF version from the OIS Parent Portal, or use the QR code on the cover.



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PYP: Grade 1 Unit of Inquiry

Grade 1: WAKABA MORI

Unit of Inquiry
Where We Are In Place And Time

Central Idea
Homes are built to meet people's needs and respond to local conditions

Lines of Inquiry

- What makes a house a home
- Common features of homes
- Factors that affects homes around the world

In our last Unit of Inquiry of this school year, *Where We Are in Place and Time*, we inquired into homes. The students developed a deep understanding that homes are built to meet people's needs and respond to local conditions. We walked around the neighborhood to observe different types of homes and compared traditional and modern homes.

As a class, we went on a field trip to the Museum of Ethnology in Expo Park to actually see and learn about different homes around the world. Each student chose a house to inquire about such as a log cabin, trailer house, a house built by water, and even a house underwater - the Starfish built for research. The students enthusiastically researched their homes. One student even found out about a traditional Italian house which was built with natural materials to keep the temperature stable without air conditioners. We learned how people can make sustainable choices.

continued on next page

Conducting field research in the neighbourhood

Noting the specific features of the buildings

At the Museum of Ethnology

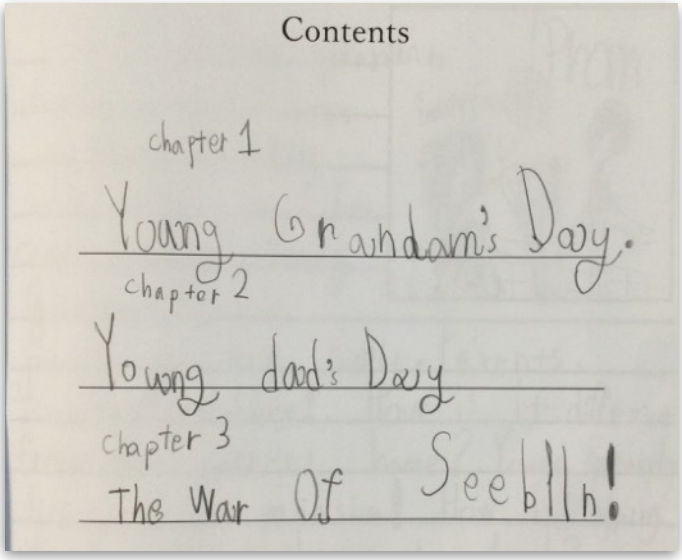
Discovering different types of housing

PYP: Grade 1 Unit of Inquiry (continued)

The G1 students interviewed their grandparents and parents about their childhood homes to develop a further understanding of how homes have changed over time. The students compared them with their current homes and wrote reports and personal narratives about homes. The students really enjoyed learning about their parent's childhood homes.

The first graders were so motivated to write personal narratives. They chose interesting titles and worked very hard to include details. Some titles were:

- The War of Siblings
- My Best Place in My Home
- My home as three years old
- The Crazy Morning
- Friend Disaster



Developing a personal narrative, in chaprers

One student wrote more than 10 pages using numerous descriptive words about her happiest memory at home and how she is thankful of her family members. Some students described how home is not just a building but a place that needs love.

Then we wrote and discussed the definition of home.

What is a home? by Grade 1

- Home is a shelter where people feel safe
- An important place,
- A place where I fight with my brother and love my brother,
- Where I rest,
- Where nothing attacks me,
- The place I like to play with grandmother,
- Where I can feel relaxed,
- Where family is together,
- Where my dad and I play resting,
- Where people can feel comfortable,
- A place to sleep,
- Where we eat breakfast,
- Where I sometimes clean,
- Where I play,
- Where family lives,
- Where nobody attacks me,
- A place where I can be loved,
- Home is where you can live with everyone,
- Where I sing.

While we were learning, many parents came to help with the students during art class, middle and high school students came to help pack for renovation, and even graduate students came to school to help with packing and recording the G1 students' reading. In G1 class we felt and talked that "OIS is a home-like community".

This year has truly made us understand the importance of appreciating the many things we often overlook and take for granted, including homes. The G1 children have showcased their remarkable capacity for adaptability and positivity. It is always a great pleasure getting to embark on this journey of growth with the G1 students.

PYP: Grade 3 Unit of Inquiry

Grade 3: BRETT WRIGHT

Unit of Inquiry
Sharing the Planet - Water

Central Idea
The way people use water impacts our planet

Lines of inquiry

- The different states of water
- Access to water
- Our responsibility when using water
- Looking at things from different perspectives

In our final unit for UOI in G3, we inquired into one of our most precious resources - water. The theme of the unit was Sharing the Planet, and our goal was to become more aware of the many ways we use water in our daily lives, and the impact that has on the earth. To begin, we looked at states of water and reviewed our knowledge of the water cycle. The students were fascinated by experiments that demonstrated various phenomena, such as how sediment is removed during the filtration process. We then broadened our knowledge of access to water around the world, and were surprised to learn that there are many challenges and difficulties that face communities every day in different countries.

After studying other various facts about water, it was then time to take action that would show what we have learned. For our final task, the students were invited into the learning process and asked to think of a project that would best demonstrate their learning. By involving students in the learning process, students can gain agency over their own learning, as well as a sense of ownership, which is an important component of an IB approach to learning and teaching. They agreed to create reader's theater performances from scratch; an idea that was largely inspired by a previous reader's theater project that was made when we inquired into human body systems. Needless to say, the students were highly engaged in the task and enjoyed flexing their creativity and research skills; however, it didn't come without its challenges.

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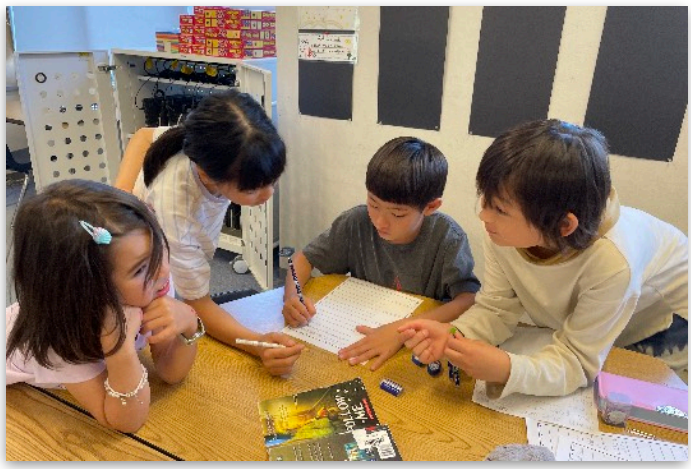
Group tasks challenge students to develop their collaboration and communication skills

PYP: Grade 3 Unit of Inquiry (continued)

One challenge, which is a key to any group task, was to learn how to collaborate effectively. While this was difficult for some of the students, the conversations around problem-solving between group members were often fruitful, as they put us into situations where we had to reflect on important skills such as self-management skills, communication skills, and time-management skills. In an IB context, these are often referred to as "ATL skills," or "Approaches to Learning" skills, and are said to be foundational to success in an IB learning environment. Of course, not every group experienced success straight away, and some even found it hard to resolve their issues before the performances were delivered to an audience of supportive parents and students. For example, some group members found it challenging to include the ideas of others, or to make compromises, while other individuals found it challenging to speak up and advocate for themselves at times that they felt unheard.



What might have been more important than one's individual success (or one's group's success), is the ability to reflect on one's own strengths and weaknesses as a collaborator, and build upon the seeds that were planted in this task for future collaborative projects. In the end, we witnessed some truly dazzling performances which showcased the growth of our G3 students. Many thanks to our school community for being our audience!

PYP: Lower Elementary PE

PE: MICHELE LEGER

Unit
Swimming

Central Idea
Learning to swim enables us to take part in a wide range of water-based activities

Lines of inquiry

- Safe entry/exit
- Buoyancy
- Ways to move through the water
- Water safety

Throughout this unit, students became water confident and developed core aquatic skills with and without adult assistance and aids. They performed a wide range of core skills to keep themselves afloat and began showing some stroke development. They developed these skills through enjoyment, fun and self-discovery.

In addition, they explored different ways to keep themselves and others safe in and around the water including, but not limited to, boating safety, hypothermia and cold water, and lifejackets and PFDs. They simulated real-life emergency situations and applied the correct solution to rescue swimmers using different pieces of equipment.

Developing crucial water-safety skills through a combination of fun activities and self-discovery

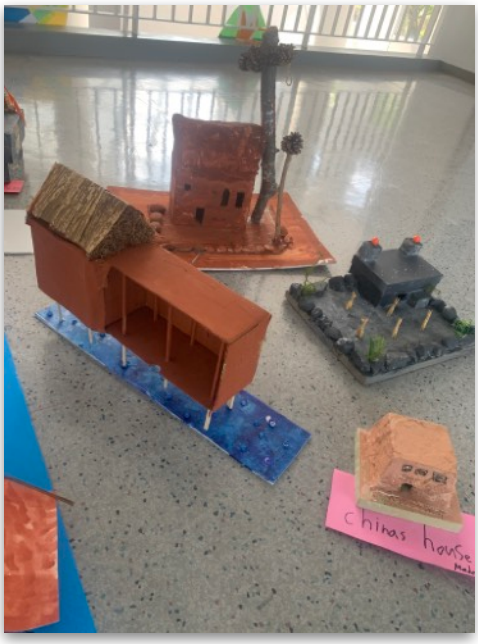
PYP: Art

Art: JENNIFER HENBEST

The art room this term was filled with creativity and action. Here are some photos of several of our units in the last 6 weeks. The beauty and scope of our program as a specialist is that we plan our units under our transdisciplinary themes together with all the teachers involved.

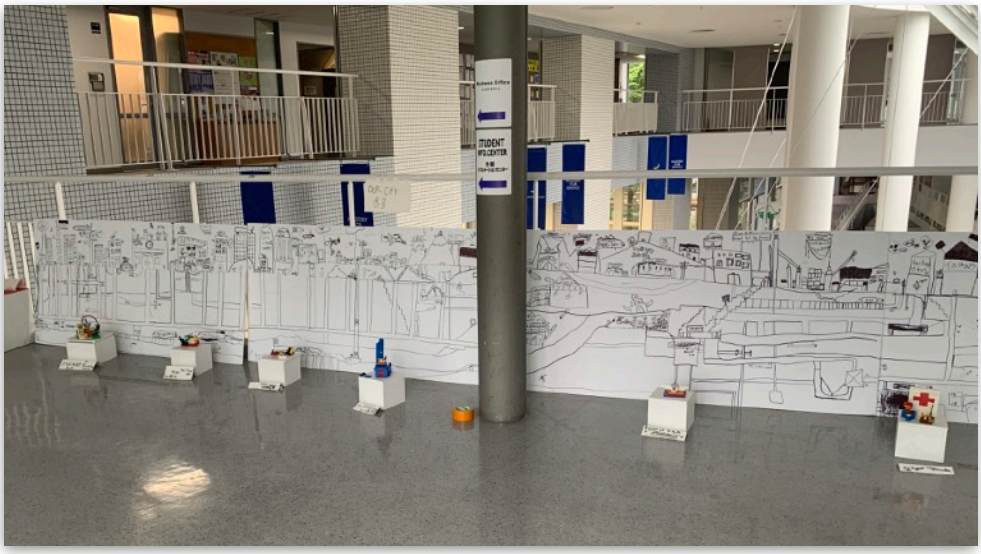
As one part of the puzzle, Art is able to deepen concepts and broaden thinking patterns. Art can nudge groups of children to take action collaboratively and challenge social structures within classes. Art in the PYP is best at helping children learn skills while accessing information through their units that is demonstrated through learning in 2D, 3D and mixed media forms. It is a pleasure to work with these flexible and inspiring units and showcase learning that is instigated by children's curiosity while at the same time art serves as a catalyst deepening children's connection to our society, our natural world and the patterns and the interrelatedness of knowledge. This feeds their awakening to higher knowledge and builds skills. It seems all about the synapses and the connections between hands and our growing minds.

Creativity is a vast unexplored world and children at our school grapple with this discovery everyday. Thank you for your support and the triangulation of our program: our challenging teachers, our inquiring children, our support at home from our community and parents. Let's continue this together!



Grades 1 & 2 built houses based on their research at the Museum of Ethnology

G3 discovered the interconnectedness of city systems; it was a challenge to work on one large city drawing together

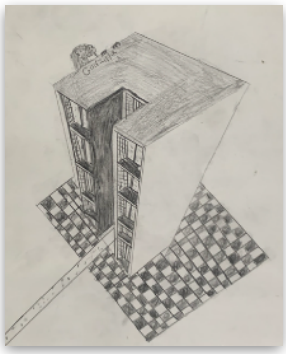


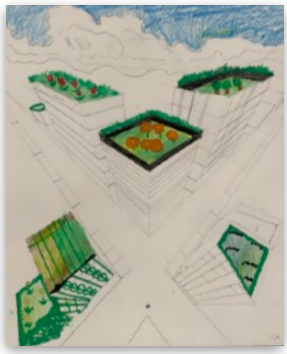
PYP: Art (continued)

G4 learnt about urban communities, and how to draw using line perspective





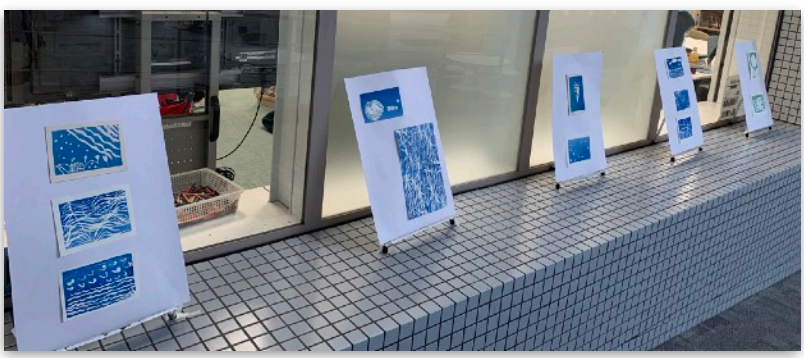










PYP: Art (continued)

G5 produced exciting and creative 2D and 3D materials for their exhibition displays, including fishing nets, a giant book, and a hanging garden made from recycled plastic bottles

PYP: Grade 5 Celebration

On Tuesday 27 June, the G5 students celebrated their completion of the *Primary Years Programme* at an event kindly organised and compèred by G5 parents.

With slideshows, the presentation of PYP certificates, speeches, and food and snacks, it was a fittingly colourful, fun, and enjoyable way to mark the successful end of the students' time in elementary school before they embark on their journey in middle school, and the challenging *Middle Years Programme*.

PYP: Grade 5 Celebration (continued)







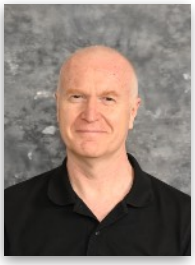






Our grateful thanks to the parents who hosted the celebration, and who did so much work behind the scenes!


English as an Additional Language Support in the PYP



STEPHEN FRATER

As an international and inclusive school, OIS welcomes students of all nationalities. As a result, we consider applicants with English language support requirements if we believe our language and learning resources can support their academic growth and success, and if there is an appropriate balance of native-level English language and **E**nglish as an **A**dditional **L**anguage (**EAL**) students in a class.

OIS Language Policy

Before going into more detail on the EAL support procedures applied by our language and learning support team, it is worth emphasizing that the OIS Language Policy recognizes that "all teachers, regardless of subject, can be considered language teachers in that they instruct and facilitate communication using language." This means that, amongst other responsibilities, *all* teachers will:

- model language through everyday use and explicit teaching
- plan effective, relevant, and challenging engagements to improve proficiency in all forms of language
- provide differentiated learning experiences to ensure that every student's individual needs are being met
- collaborate with EAL teachers in order to accommodate English language learners

Similarly, in alignment with our school's mission statement and guiding policies, successfully supporting an EAL student requires the unified efforts of teachers, students, and families.

The EAL Support Programme

The goal of EAL support services at OIS is to help students independently access the academic content within the typical grade level range. In other words, to ensure that students have a level of English proficiency that will give them the opportunity to independently and successfully attempt classroom tasks, including discussions, worksheets, research, and other reading and writing assignments that they will encounter in their grade level. For this reason, our priority is to ensure the students continue to receive the right level of support for as long as necessary, as opposed to exiting them from the programme before they are ready.

The nature and frequency of EAL support students receive is determined by a range of standardised language, literacy, and nonverbal ability tests, observations, a writing sample, and teacher observation notes during testing. We also review all observations and recommendations submitted by the classroom teachers once lessons begin, if the student is having difficulty accessing lesson content due to language constraints. Students eligible for EAL support are given a WIDA[1] screener test to assess the extent of their needs, and are assigned a level and tier of support (see the table below.)

A student's EAL level, and therefore the nature and extent of the support they receive, is then reviewed using the WIDA summative tests administered in May, combined with other assessment results and discussions with the lesson content teachers. Parents receive an email from the EAL support teacher with notification of any changes to the EAL level and support in the next academic year, including exit from the support programme when applicable.

Parents are welcome to contact oisprincipals@soismail.jp anytime they would like to ask about the programme.

EAL Level		Support tier
1: Entering	Students know and use minimal social and academic language with visual and graphic support.	**Tier 3: Intensified Support** 1:1 and small-group pull-out and push-in support, usually 4-5 days a week
2: Emerging	Students know and use some social English and general academic language with visual and graphic support.	
3: Developing	Students know and use social English and some content related academic language with visual and graphic support.	**Tier 2: Additional Support** Targeted support in small groups 1-2 times per week
4: Expanding	Students know and use social English and some technical academic language.	**Tier 1: Universal Support** Collaborative planning with the content teachers, and periodic check-in meetings with the student
5: Bridging	Students know and use social and academic language working with grade-level material.	
6: Reaching	Students possess the academic language to access content area concepts with minimal language support.	

[1] WIDA MODEL = *University of Wisconsin-Madison Measure of Developing English Language*. This is a an English language proficiency assessment for K-12.

MYP: Grade 6 Science

ANIL GHODAKE

Unit of Inquiry
Kitchen Chemistry

Statement of Inquiry
We can make predictions of the future based on the changes that are happening in the present and that have happened in the past

During the unit, students explored key concept change and related concepts balance, evidence, energy & interaction. Students learned properties of solid, liquid and gasses. Students learned how the particle theory of matter can be used to explain the properties of solids, liquids, and gasses, including changes of state.

For summative assessment Criteria B & C, students designed and conducted an experiment to explore the science behind making the perfect pancake. Students constructed their own pancake recipe and investigated its effects on the pancake. They discussed in a group which variable they are going to change in the pancake recipe and how they are going to measure its effects on the pancake. Students carried out this experiment in the HFL room.

This has helped students to develop intellectual, analytical thinking skills and practical skills through designing, analyzing, evaluating, and performing scientific investigations.

Students also developed the following procedural knowledge:

- choosing appropriate apparatus and using it correctly
- making careful observations including measurements
- presenting results in the form of tables, bar charts and line graphs
- recognizing results and observations that do not fit into a pattern.
- considering explanations for predictions using scientific knowledge and understanding and communicating these.







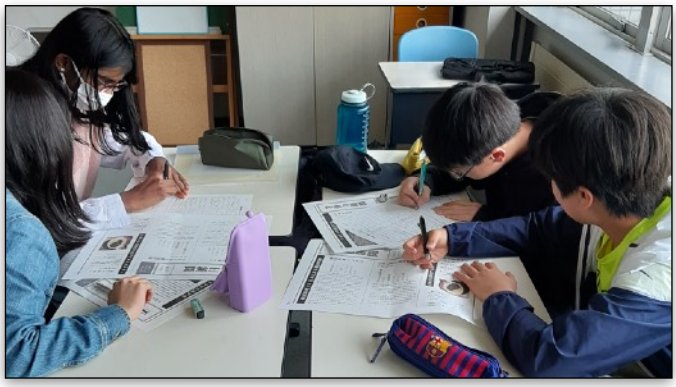


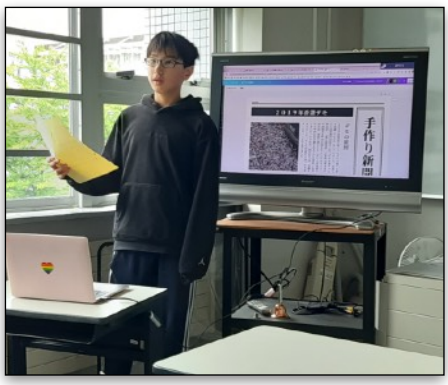

MYP: Grade 6 Japanese

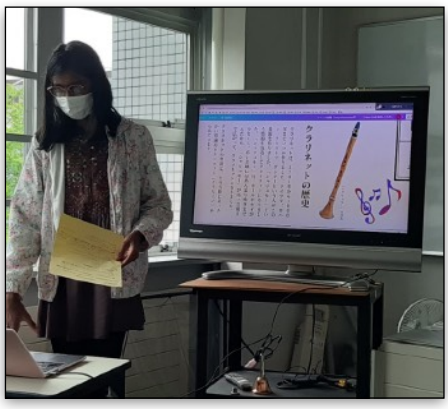
CHIEKO SINGH

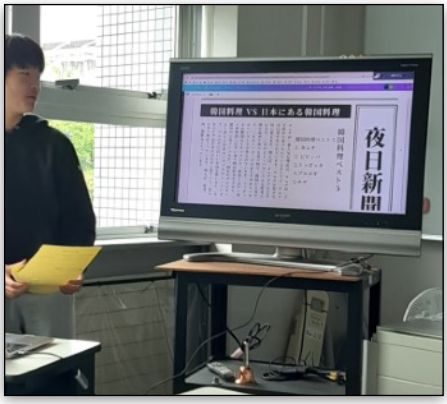
This trimester, G6 Capable-Level Japanese students studied the process of making newspapers. We started by watching a video shared by a newspaper company and then we studied the conventions of both physical newspapers and digital newspapers. Students then researched the topic of their interest and wrote newspaper articles. They all made very informative and creative articles by spending time researching, editing, and formatting the texts and illustrations. After making the newspaper articles, students co-evaluated their articles using a rubric with the conventions of newspaper articles.

As a summative assessment, students presented a brief explanation of their article and shared their experience of making newspaper articles. By exploring the newspapers and creating their own newspaper articles, students deepened their understanding of newspapers and practiced their writing and reading skills.









MYP: Grade 8 Science

ANIL GHODAKE

Unit of Inquiry
Energy

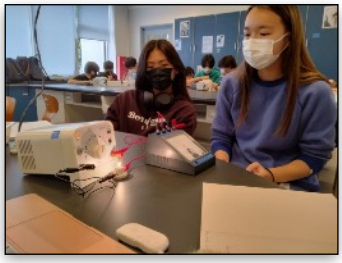
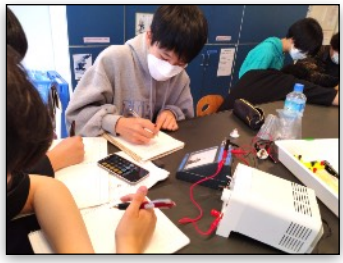
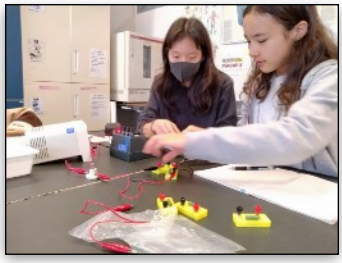
Statement of Inquiry
We use systems to help us with a variety of tasks by transferring and transforming energy

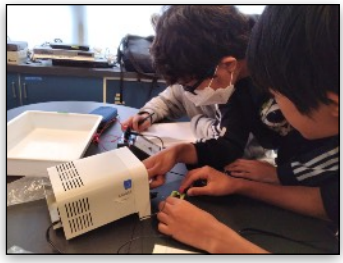
During the Spring Trimester G8 Science students have a focus on Physics and Engineering. Students explored the key concept systems and the related concepts energy & transformation. During this unit students learned topics such as: the thermal energy transfer processes of conduction, convection, radiation, electricity, static electricity, series and parallel circuits, current, voltage, resistance, and Ohm's Law. Students explored power and energy, alternative energy production and nuclear energy.

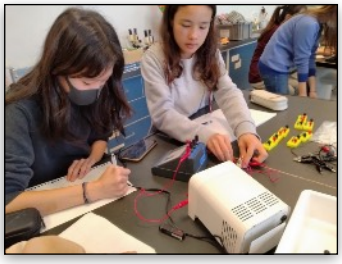
For summative assessment Criteria B & C, students were challenged to perform experiments involving Electric Circuit inquiry lab investigation.

This has helped students to develop intellectual, analytical thinking skills and practical skills through designing, analyzing, evaluating, and performing scientific investigations. Students also developed following procedural knowledge:

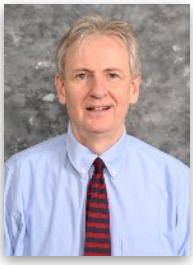
- selecting ideas and producing plans for testing based upon previous knowledge.
- deciding which measurements and observations are necessary.
- deciding which apparatus to use and assessing any hazards in the laboratory.
- making sufficient observations and measurements to reduce error.
- using a range of materials and equipment and controlling risks.
- making observations and measurements.
- choosing the best way to present results.
- describing patterns seen in results.
- interpreting results using scientific knowledge and understanding.
- drawing conclusions.
- evaluating the methods used and refining for further investigations.
- explaining results using scientific knowledge and understanding.

MYP: Grade 8 English



MICHAEL J. McGILL

Unit
The Use of Rhetoric and Propaganda in Animal Farm

As part of their study of *Animal Farm* by George Orwell, the G8 students have been analysing the speeches of Squealer, one of the leading pigs on the farm and a very clever talker. Squealer is the spokesperson for Napoleon (Josef Stalin) who, by the end of the novel, has become the virtual dictator of the farm.

Orwell describes Squealer as follows:

> "The best known among them was a small fat pig named Squealer, with very round cheeks, twinkling eyes, nimble movements, and a shrill voice. He was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white."

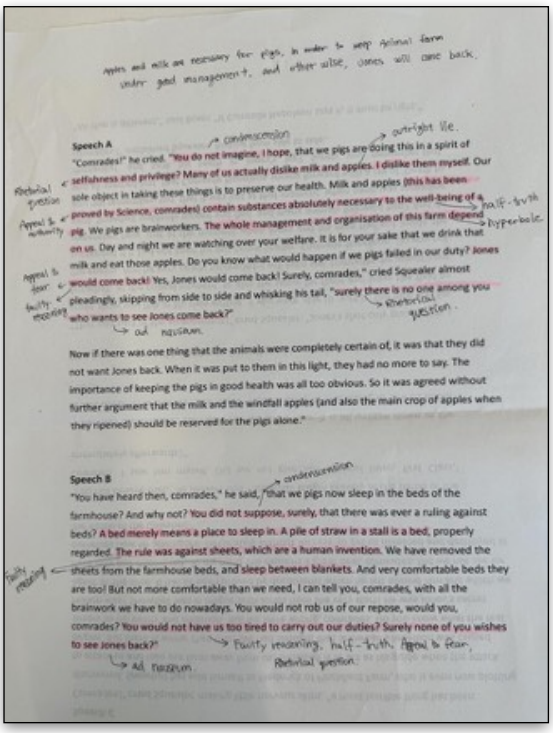
Squealer himself can represent a number of things in the novel: Molotov, Stalin's foreign minister; Pravda ("Truth"), the Soviet newspaper; propaganda; rhetoric and persuasion.

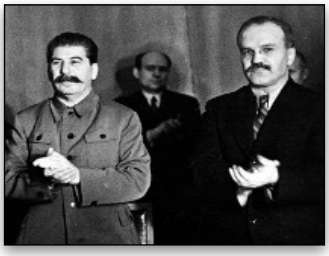
By analysing the speeches, students come to an appreciation of the role of propaganda, rhetoric, and persuasion on human behaviour, attitudes and actions as well as gain insight into how they shape our understanding of the social and political workings of society. This ties in nicely with the statement of enquiry for their current Language & Literature unit: "Literature can be used as a tool for social and political commentary".

The following is a list of some of the devices and techniques students had to understand in order to analyse the speeches: faulty-reasoning; ad nauseam; scapegoating; appeal to fear; pinpointing the enemy; rhetorical questions; emotive language; ad hominem; condescension; demonisation; hyperbole; bandwagoning; appeal to authority; special pleading, etc.

Once the terms had been taught in class, students worked in groups to see if they could find examples in Squealer's speeches, keeping in mind for what purpose Squealer was using them and what effect they were designed to have on the other animals. This exercise, in turn, led to further discussion of Orwell's purpose in writing *Animal Farm* and, more generally, to the role of propaganda, rhetoric, and persuasion in human society. The exercise provides a foundation for an extended study of propaganda in G9.

Below you can see an annotated example of two of Squealer's speeches:





Clockwise, from above: Stalin and Molotov; G8 students collaborating on analysing the speeches; a copy of Pravda; Squealer, from the animated version of Animal Farm.

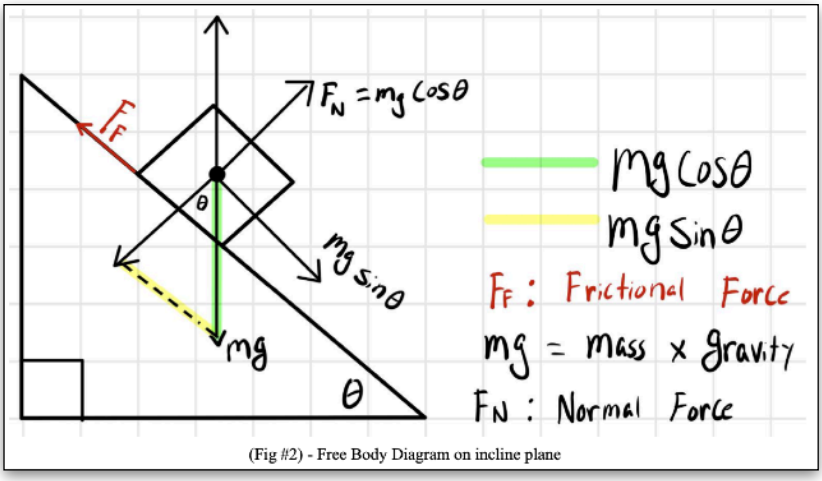
MYP: Grade 10 Science

JEREMY MARTIN

This trimester the G10 science students have been focusing on learning how to describe and model the world through careful measurements and observations. The students have been studying kinematics, vectors, and forces, as well as focusing on their practical lab skills.

As an introduction to forces, the students created their own Rube Goldberg Machines and discussed the variety of forces involved.

More recently, the students have learned how to properly design and conduct an experiment, as well as write up a clear, thorough, and well-organized lab report. Student experiments have included investigations into Newton's second law, inclined motion, atwood machines, pulleys, Hooke's law, as well as forces such as friction, applied force, and gravity.



(Fig #2) - Free Body Diagram on incline plane

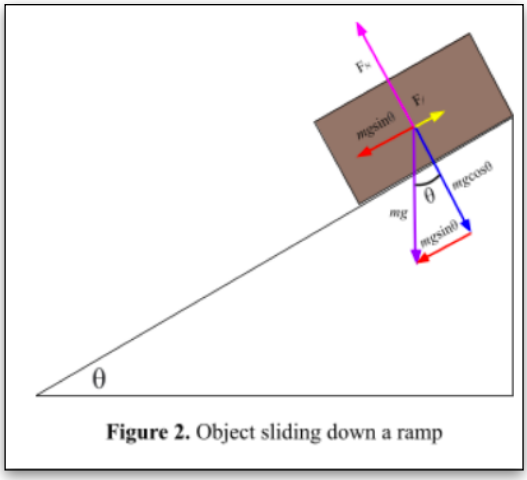
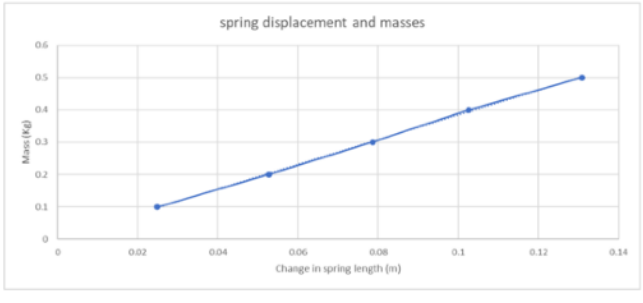
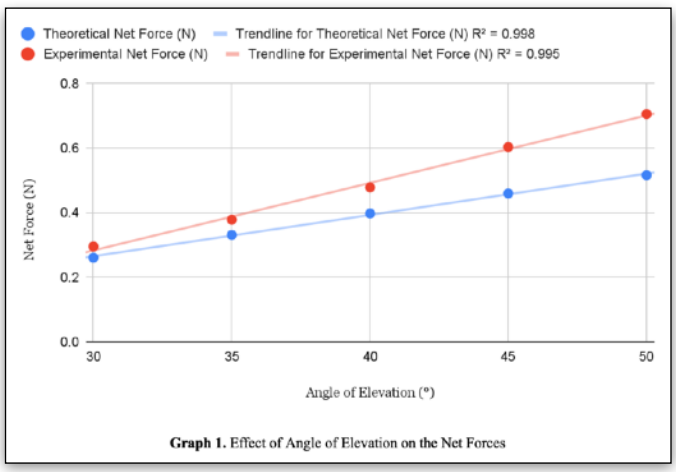


Figure 2. Object sliding down a ramp

Graph#1:Spring displacement and masses





Graph 1. Effect of Angle of Elevation on the Net Forces

Table 2. Measurements of the wooden ramp and block

Equipment	Measurement	Value
Wooden Ramp	Length	1.815 m
	Width	0.087 m
	Thickness	0.0185 m
Wooden Block	Length	0.100 m
	Width	0.100 m
	Thickness	0.019 m
	Mass	0.09790 kg

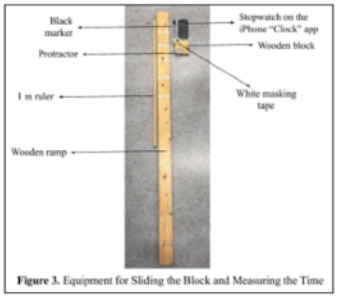


Figure 3. Equipment for Sliding the Block and Measuring the Time

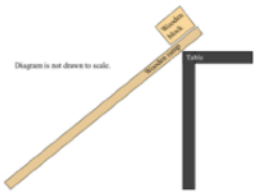


Figure 4. Experimental Set-up for Sliding the Block

Figure 5. Experimental Set-up for Measuring Friction

MYP: Grades 10 Science (continued)

Figure 1: Diagram showing the equipment set-up of the experiment

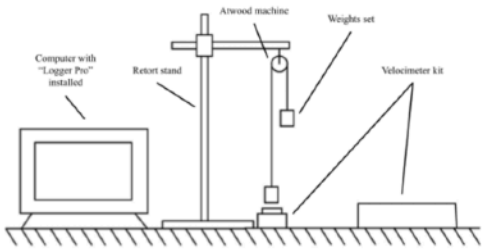
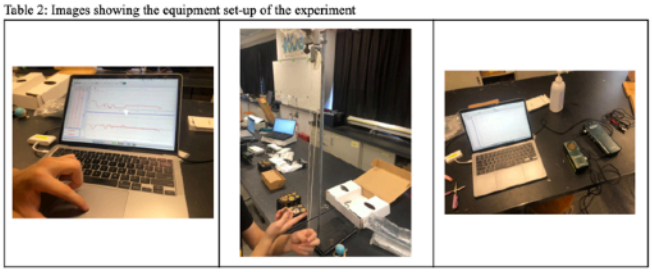


Table 2: Images showing the equipment set-up of the experiment



Creating the Processed Data Table

Diagram 2# - Free Body Diagram of Experiment

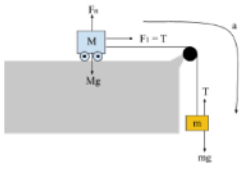


Table 5# - Defining the Variables Used

M = Mass of Trolley Cart
m = Mass of Lab Weight
T = Tension on Rope
Fn = Normal Force
g = Gravity
a = Acceleration of Cart and Lab Weight

Table 6# - Explaining the Equation Behind the x and y Values of the Processed Data Table

$T = F_2 = Ma$ *Applied Newton's second law*

$T = mg - ma$ *Applied Newton's second law, specifically, the equation of vertical motion. We subtract it because the object is falling, meaning there is*

Applying the concept of tension, it could be seen that both forces are equal to the tension in the rope. Using this information, allowed for a single equation showing the correlation between the two masses to be created…

$$Ma = mg - ma$$

In order to graph this, the equation was further simplified…

$$Ma = m(g - a)$$

$$\downarrow$$

$$M = \frac{m(g-a)}{a}$$

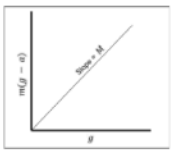
As $Slope = \frac{Change\ in\ x}{Change\ in\ y}$, we can make a graph where the:

x-value $= g$

y-value $= m(g - a)$

Slope $= M$

Diagram 3# - Explaining the Processed Data Graph



Video clips of the students' Rube Goldberg Machines can be seen here ***(please use your SOISmail account to view the files):***

Clip 1 Clip 2 Clip 3

Clip 4 Clip 5

Figure 4 : Diagram showing the set up of the equipment used in the experiment

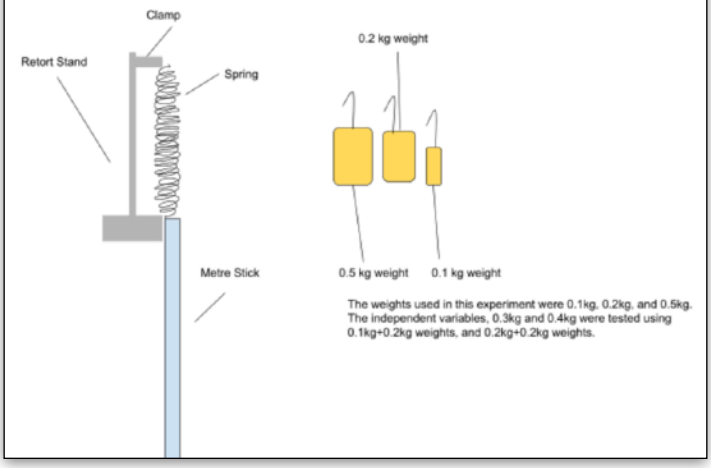


Table 2# - Required Equipment

- Vernier motion detector($\pm$ 0. 5m/s)
- Lab weights: 50g, 100, 150, 200($\pm$ 0. 5g)
- Light cotton string (length:1m 34cm width:0.2)
- Vernier photogate device
- Vernier Dynamics Track(150cm) and Cart System with Motion Encoder (frictionless road, trolley, pulley system, Atwood machine)
- Device with LoggerPro installed

Set-up:

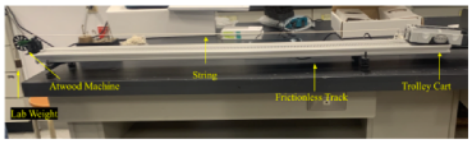


Fig.1 - Set-up of Track and Cart System

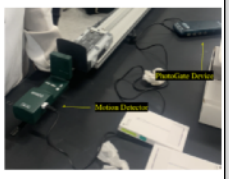


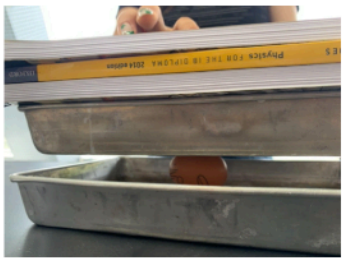
Fig.2 - Set-up of photogate device & motion detector

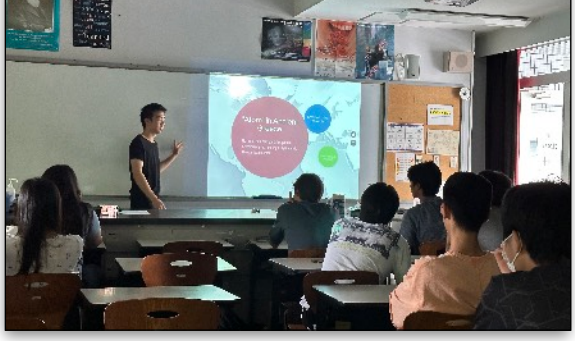
Variables

Variable (Units)	Type of variable	Method of manipulation or measurement
Temperature egg is exposed to (°C)	Independent	Each egg will be exposed to different temperatures, hard-boiled (100°C), refrigerated (4°C), and room temperature (25°C). We will measure the temperatures using a thermometer.
Strength of the eggshells (N)	Dependant	This will be measured by counting the number of books an egg can withstand without cracking and then measuring the weights of the books.
Distribution of weight on eggs (Kg)	Controlled	All the weights will be placed on top of a tray before the tray is placed onto the egg to ensure equal weight distribution.
Position of the egg	Controlled	The egg will be placed onto its side each time in order to maintain consistent force application.

Equipment and set-up

- Trays x2
- Computer with data
- Hard-boiled eggs x3
- Raw eggs (room temperature) x3
- Raw eggs (4°) x3
- Plastic bag
- HL Physics textbook (1.2kg) x as many needed for the experiment
- SL Physics textbook (1.1kg) x as many needed for the experiment
- DP Physics textbook (0.6kg) x as many needed for the experiment
- Scale
- Marker
- PET bottle cap





During the last week Zihe also volunteered to share his knowledge regarding the field of physics with his peers, presenting a well organized and researched presentation on the relationship between philosophy and physics, the nature of science, and the historical developments leading to the discovery of the atom.

MYP: Grade 10 Mathematics

KEVIN BERTMAN

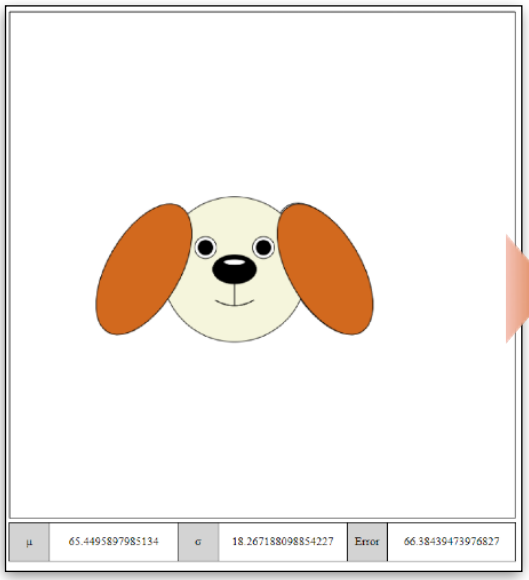
In the final trimester, G10 mathematics students studied probability distributions, then learned to create their own interactive web page using HTML, CSS and JavaScript:

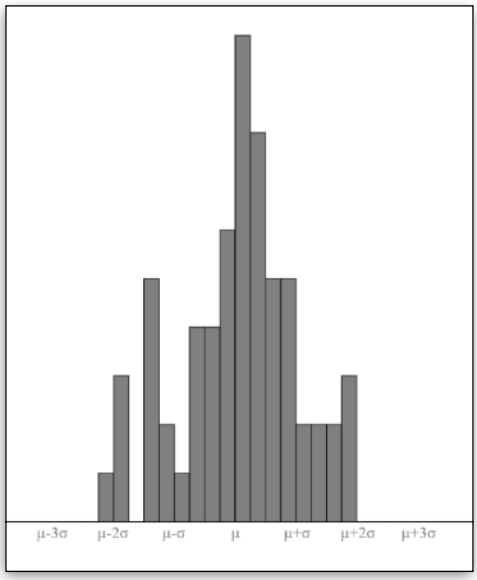
```
// Draw the bars
for (let i = 0; i < frequencies.length; i++) {
    let barHeight = -1 * unitHeight * frequencies[i];//A negative height draws upwards
    let x = i * barWidth;
    let y = canvas.height;

    c.fillStyle = "grey";
    c.fillRect(x, y, barWidth, barHeight);
}
```

For their final task they designed and coded a website that assesses the user's ability at a particular task. They then analysed the results to determine whether they were normally distributed. Some students programmed their web page to automatically analyse the data itself, and display the results in a graph.

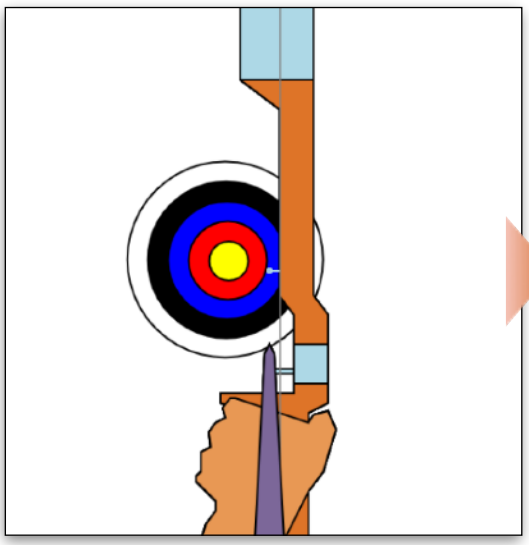
Instructions:
Bopp the beagle by moving your cursor and clicking as close as possible to the centre of the moving Beatle's nose!
The error, which is the distance between the point you clicked and the beagle's center, will be recorded in the table, as well as the mean and the standard deviation to see how accurate you can get.
Try to make the error as close to zero, and seesaw the graph will continuously change based on the results of each trial.

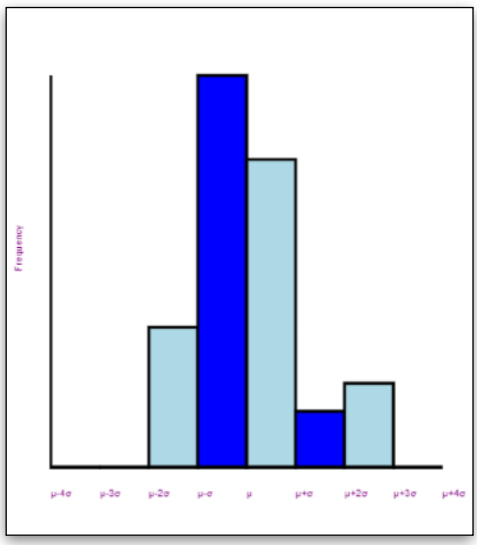




Instructions:
Press the spacebar to shoot or regain arrow.
Aim at the sight pin when shooting.

Data	
μ	18.2538178882302
σ	12.3000515179486
Error	47.7673103191948



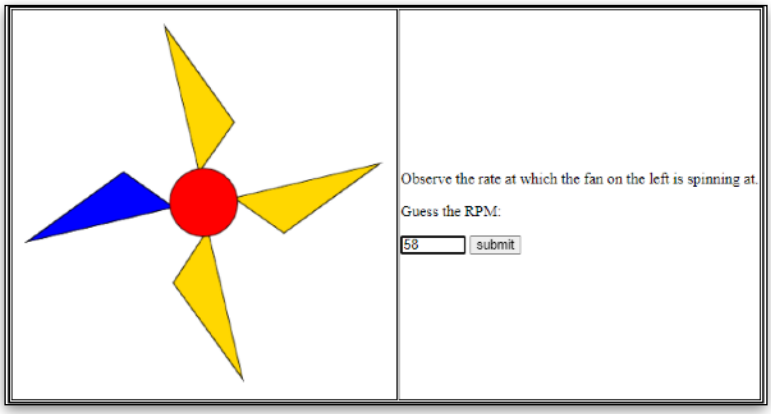


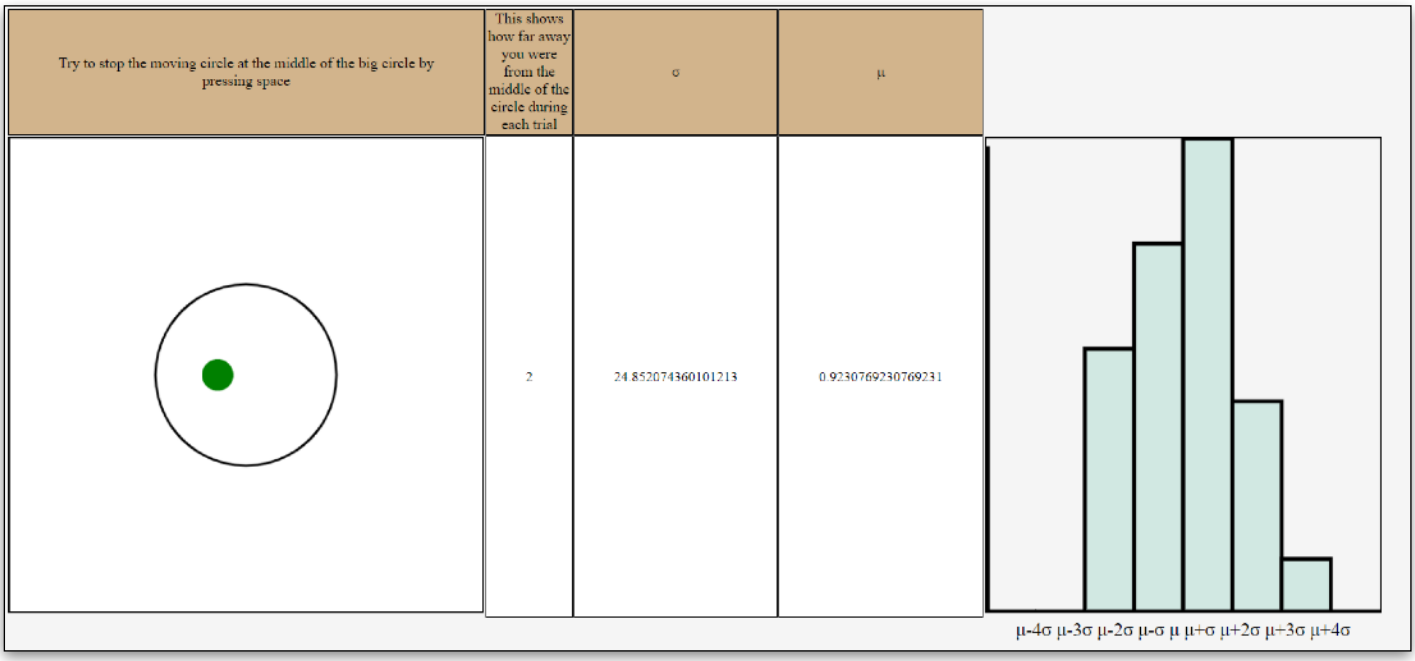
MYP: Grade 10 Mathematics (continued)

Instructions:

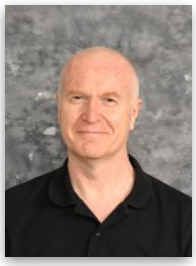
- The fan on the right spins at a random speed between 1 and 120 RPM (inclusive of these values).
- Your task is to guess the RPM (Rotations Per Minute) at which the fan is spinning. One fan's blade has been changed to blue for your convenience.
- Once you're ready, type your answer in the text box and press the submit button.
- The screen will then display the actual RPM that the fan was spinning at.
- - Follow the instructions on the screen and continue guessing.

Good luck!





Back-to-School Nights



STEPHEN FRATER

Highlights on this trimester's calendar include our Back-to-School Nights (BTSN) for parents on September 8 (grades K-5) and September 14 (grades 6-12).

Bringing parents and teachers together on these evenings is an important opportunity to strengthen our school community, for the benefit of all of our students. Parents gain a better understanding on their child's or children's learning environment, classroom expectations, upcoming events and field trips, and information on the curriculum. They can also meet (or catch up with) other parents, and learn how and when they can volunteer to help around the classroom or the school, which is greatly welcomed and highly valued.

Teachers can learn a little more about the students coming into the grade, although the purpose of the evening is to generally to talk about the class as a whole, and to explain to parents what is going to happen this year, when, how, and why.

Tips to maximize the benefits of the event include:

- We hope to see all parents at the evenings, however if you cannot attend, please send a short email to the teacher(s) to let them know you would still like to access any slides or handouts shared with the other parents. All teacher email addresses are accessible through the OIS Parent Portal.
- Take notes and, if possible, write down your questions in advance to ensure you don't miss the opportunity to ask the questions that matter to you.
- Please keep checking the dedicated BTSN pages on the OIS Parent Portal for up-to-date information. Look under *Resources & Links/BTSN & Conferences*.

MYP: A Retrospective

KELLY DEKLINSKI

To mark the transition from the MYP to DP, G10 students participated in one-on-one interviews with the MYP coordinator in the final weeks of the spring trimester. In addition to celebrating their achievements, students also gained valuable interview practice, provided feedback on their experiences and, perhaps most importantly, reflected upon their growth and their time in the MYP at OIS.

Congratulations to the class of 2025, we can't wait to see what you do in the future!

Students were asked a range of questions about student life and student learning. Although each person has a unique story and experiences, there were several trends in the responses that can help all of us to better understand the MYP and the OIS student perspective. Below is an outline of some of the most popular responses.

What do you think an MYP education is?

- MYP prioritizes the students.
- It is about improvement and reflection.
- A progression of learning that prepares students for the DP and beyond.
- Growing, changing and becoming an adult.
- MYP criteria and the OIS Learning Outcomes show student success in many different ways.
- Community, communication, and collaboration.
- The MYP is diverse in what it offers and encourages students to be open to different perspectives (open-mindedness).
- The MYP is more focused on process and skill building than being "right" or taking lots of tests.
- MYP teachers are flexible and offer lots of opportunities to learn and get feedback.
- Being well-rounded.

What are some points of pride from your time in the MYP?

- Personal project
- MUN
- Service learning (i.e. childcare club, eco club, EJAAD)
- Camps
- Sabers sports
- Leadership roles (i.e. student council, sports council, leading a club)

What skills have you developed in the MYP that you are surprised by?

- Critical and creative thinking and problem solving
- Note-taking
- Time management
- Collaboration
- Written and verbal communication
- Research skills
- Learning an instrument in the shared programs
- Working with younger students (and really enjoying it!)

DP: Grade 11 English (Medea Courtroom Drama)

DAVID ALGIE

MICHAEL DZORKPATA

Medea betrays her own nation and her own family for Jason, the man she loves. With him, she voyages to a far-off land where she is a stranger and an exile. There, Jason, in turn, betrays her. How will she react? What will become of her?

Medea, the play by the Greek playwright Euripides, introduces us to drama in every sense of the word. Over the last few weeks of the spring trimester, the DP English Language and Literature (HL) students have been unpacking this drama.

Students have learned key terminology: *anagnorisis*, *catharsis*, *deus ex machina*. While these terms derive from ancient Greek, they are still useful today, whether you are analysing a piece of classic literature, or casually chatting about the most recent *Fast and Furious* movie.

If they choose, students can draw on *Medea* in the upcoming Individual Oral assessment, where they could discuss a global issue in the play, alongside a discussion of the same issue in a photograph by Dorothea Lange, a speech by President Barack Obama, or a music video by Beyoncé. Or, if they prefer, next May students could use *Medea* in their Paper 2 essay, comparing and contrasting it to *Waiting for Godot*, *The Handmaid's Tale*, or *A Doll's House*.

Students have participated keenly in reading and responding to *Medea*. In the last week of the trimester, Mr. Dzorkpata's class put Jason on trial. Sam and Mira served as counsel for Jason; David and Sena advocated for Medea. As they presented their respective cases, both legal teams drew heavily on the speeches in Euriprides' play. In this way, students were able to actively engage in their learning.

Tension in the courtroom

Jason's attorney makes a compelling case on behalf of his client

Medea's lawyers plan their response

The judges share a moment of levity during the tense courtroom proceedings

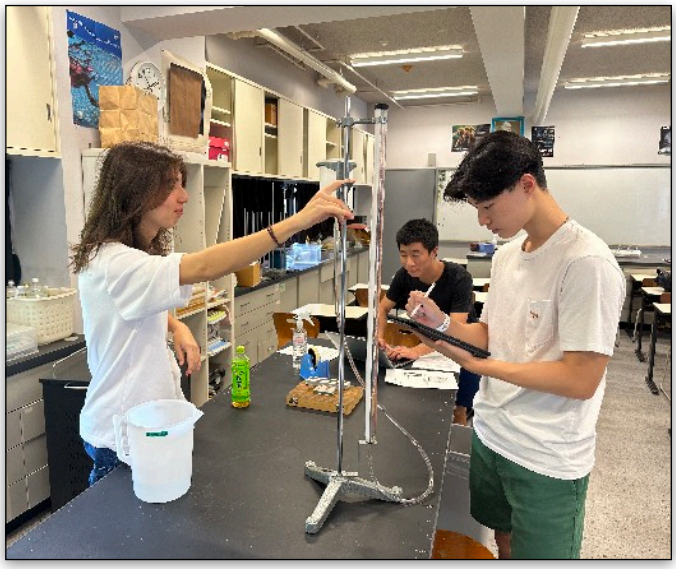
DP: Grade 11 Physics

JEREMY MARTIN

This trimester the students have been busy refining their lab practical skills in preparation for the internal assessment in the fall. In addition to the IA, lab practical skills are also tested on the IB Physics Paper 3 exam.

Recently, the students completed four separate labs:

- Calculating the specific heat capacity and specific latent heat of vapourization of water
- Verifying Boyle's Law
- Determining the refractive index of glass and perspex
- Measuring the speed of sound using resonance



The students hard at work measuring the speed of sound using a resonance tube.

DP: Grade 11 Biology

ANIL GHODAKE

During this Spring Trimester G11 IB DP Biology actively worked on scientific investigation (Internal assessment) based on scientific inquiry and data analysis. This provided students with meaningful, focused, supported time to individually develop an investigation of their selection.

Purpose of internal assessment: Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

This scientific investigation was an open-ended task in which the student gathers and analyzes data in order to answer their own formulated research question. It also involves the collection and analysis of quantitative data that is supported by qualitative observations. This scientific investigation allowed students to use a wide range of techniques for data gathering and analysis.

continued on next page

This investigation has helped students to develop:

- their scientific inquiry and data analysis skills.
- a well-designed investigation by controlling appropriate variables, demonstrating their critical thinking and problem-solving skills.
- competency in collecting accurate and relevant data using various methods and techniques ensuring data integrity.
- proficiency in analyzing data effectively using appropriate statistical tools and techniques, such as graphs, charts, calculations, and statistical tests to interpret the data accurately. This helped them to highlight any patterns, trends, or significant relationships they discovered.
- critical thinking by evaluating and interpreting the results, considering potential limitations or sources of error, and proposing explanations or hypotheses based on the data collected.
- communication skills by communicating scientific information effectively and in a structural and logical manner. They used scientific language, ideas, and terminology clearly.
- time management and perseverance skills by meeting deadlines and overcoming challenges.

Overall, this scientific investigation provided an opportunity for students to showcase their dedication, scientific skills, and ability to apply knowledge to real-world scenarios. I appreciate the student's creativity, resilience and dedication to scientific inquiry.

DP: Grade 11 Biology (continued)

Samples of G11 DP Biology Scientific Investigations; click on the images to access the full-size PDF

Investigation of the effect of concentration of hydronium ions in the blood plasma on its pH

1. Introduction

As I was born into a family that cared about physical and mental health, from a young age I was very interested in the natural sciences involving the human body. After taking Biology and Chemistry as two of my DP subjects, I learned that pH is affected by the concentration of H^+ in the solution and that the normal pH differs in parts of the human body as well depending on their functions. Prior to taking the DP my understanding of pH was only that it is a measurement for how acidic or basic a solution is. However, since my knowledge regarding this topic has grown through academic learning, I would like to further develop it in relation to my personal interest. Therefore this investigation delves into the role of pH in the human body.

As aforementioned, pH describes how acidic or basic a solution is. It can be determined by measuring the H^+ content of the solution and whether a solution is acidic or basic can be described by comparing the H^+ concentration to that of the neutral water (YSI). Water contains hydrogen ions as a result of the dissociation of water which is a process in which water molecules are broken into ions which are its simpler constituents (YSI). The equation for this process is as follows:

$$H_2O \Leftrightarrow H^+ + OH^-$$

Here, H_2O goes through deprotonation where it loses a proton and leads to the formation of a hydrogen ion (i.e. proton) and a hydroxide ion which are positively and negatively charged respectively (YSI). However, following this reaction, the H^+ rapidly becomes hydrated by the free water molecules that are yet to be ionized (YSI). The equation is as follows:

$$H_2O + H^+ \Leftrightarrow H_3O^+$$

By measuring the H^+ or $H3O^+$ content of a solution we are able to define whether it is acidic or basic (YSI). Acids release H^+ which is why solutions that contain more H^+ than neutral water, 10^{-7}mol/L, are considered acidic (YSI). On the other hand, bases accept H^+; in other words, they bind to H^+ (YSI). Consequently, substances that contain less H^+ than water, 10^{-7}mol/L, are considered basic (YSI).

The pH level of different body fluids is set most suitable for their functions. For instance, under normal conditions, the pH in the stomach lies between 1 and 2 for natural defense against harmful microorganisms and to maintain optimal catalytic activity for digestive enzymes. However, the suitable pH level for the general blood plasma is specific to its purpose which ranges between 7.35 and 7.45 (Surat). The body can deviate from this healthy range of pH level under certain physical conditions (Sullivan and Daniels). This change can occur in two different ways. One of these is known as acidosis which is when the pH falls below 7.35 and the blood becomes too acidic (Sullivan and Daniels). Conversely, alkalosis occurs when the blood becomes too basic and the pH exceeds 7.45 (Sullivan and Daniels).

These changes in pH level can be caused by metabolic changes resulting from kidney issues and conditions (Sullivan and Daniels). Metabolic changes take place due to factors such as strenuous exercise, consumption of certain

Interpretation of Results and Conclusion

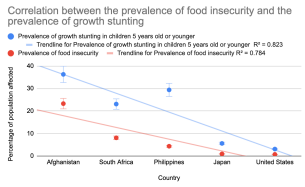
The research question was, "How does the country's real GDP (Nauru ($149.474 million), Uganda($103.007 billion), Vietnam ($1.036 trillion), Japan ($5.126 trillion), United States ($21.132 trillion)) affect the percentage of adults who are obese (%) in 2016 measured using the BMI, according to WHO?". The data shows that from the countries that were chosen, there is no significant correlation between the real GDP and the percentage of adults that are obese. Nauru has the lowest real GDP of the 5 countries investigated, with 149.474 million, then Uganda with 103.007 billion, followed by Vietnam with 1.036 trillion, then Japan with 5.126 trillion, and finally the United States with 21.132 trillion. However, the percentage of adults that were obese according to the data from 2016 was 60.7%, 4.1%, 2.1%, 4.4%, and 37.5%, respectively, thus, showing no significant correlation. However, since BMI uses height and the weight of the individual, there may be uncertainty whilst measuring which could result in the value for the BMI to be slightly off, affecting the overall accuracy of the data.

The reason why Nauru, has the highest obesity percentage despite being the country with the lowest real GDP out of the 5 other countries researched, could be due to the change in diet. Nauru was prosperous for phosphate mining, where much of the citizens' income came from. However, since phosphate is finite, eventually they were not able to mine as much and the land was destroyed. Consequently, the land was not capable of growing food, and thus the country had to resort to importing "Western" diets that largely comprising of cheap processed food from trade allies such as Australia and New Zealand ("The Astonishing Story of Nauru, the Tiny Island Nation with the World's Highest Rates of Type 2 Diabetes"), which could have resulted in the high obesity percentage.

The reason why Vietnam has a low obesity percentage, despite having a higher real GDP than Nauru and Uganda, can be due to reasons such as the fact that their local cuisine comprises mostly fresh foods that are cooked with minimal oil and that processed foods are not consumed as often (VnExpress, AFP).

The hypothesis states that "as the real GDP of the country increases, then the percentage of adults who will be overweight (have a BMI of above 30) will also increase". The data does not fully support the hypothesis because an increase in real GDP does not show a consistent trend of increase in the percentage of adults who are obese, as shown in Graph 1. Although is it not proportionally, Uganda, Japan, and the United States, do show a higher percentage of obesity with the increase in real GDP. This could be because countries with higher real GDP, tend to have access to more imported diets such as cheaper, processed fast foods (Mottaleb and Mishra). However, for Nauru and Vietnam as discussed above as well, they do not support the hypothesis.

In conclusion, from this investigation, it can be concluded that GDP may play a role in the



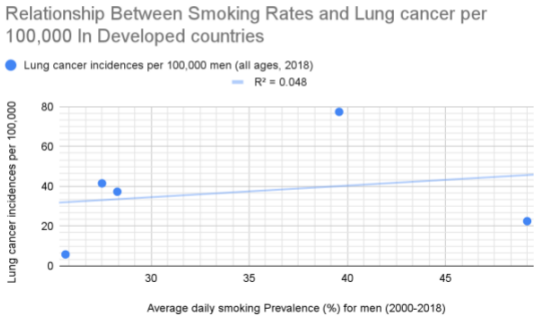
Interpretation

As we can see above, there is a noticeable but general, correlation between the prevalence of food insecurity in homes and the growth stunting prevalence in children 5 years old or younger. The R^2 for both data sets are 0.823 and 0.784 indicating there is some correlation between the data, but it is not completely accountable for in the independent variable. The lack of caloric availability in countries due to food insecurity may prevent the process of recieving glucose when consuming carbohydrates. (Ritchie) Without sufficient glucose, the process of cellular respiration cannot occur, and the preventing of growth may not occur. As we can see in countries such as the United States and Japan, due to the low food insecurity levels, since they are well developed countries, the prevalence of growth stunting is the lowest of all countries. There may be a surplus of glucose available for the majority of the countries, allowing children the age of 5 or under to perform cellular respiration more than children without available food resources.

Conclusion with Scientific Context

My hypothesis stated earlier was proven to be supported by the data collected during my experiment. The hypothesis essentially stated that countries that would have lower prevalence percentiles of food insecurity would also have lower prevalence of stunting in children 5 year olds or younger. Especially due to the first 100 days requiring a surplus of nutrients to fuel to rapid growth in children, the caloric deficit present due to food insecurity

[**Table 2** - Scatter plot illustrating the relationship between Smoking rates and lung cancer in men per 100,000 people in developed countries]



[**Table 3** - Scatter plot illustrating the relationship between Smoking rates and lung cancer in men per 100,000 people in developing countries]

Correlation between the Transmembrane Serine Protease 2 gene and the severity of COVID-19

Research Question: What is the correlation between the frequency T allele of the single nucleotide polymorphism on the locus rs12329760 of the Transmembrane Serine Protease 2 gene and the Case Fatality Rate of COVID across populations (Japan, Viet Nam, Italy, Estonia, Puerto Rico, Russia, United Kingdom, Finland, China, Bangladesh)?

1. Introduction

The COVID-19 pandemic has affected our lives greatly. Some patients experience worse symptoms than others; thus, it is crucial to understand factors that affect the severity of the disease. Since we learned about genes in biology class, I was intrigued by the connection between genetics and the severity of disease, especially as an aspiring doctor. This study will focus on the effects of the Transmembrane Serine Protease 2 gene, or the TMPRSS2, found on chromosome 21. This human gene was found to support the entry of viruses into the host cell by cleaving the envelope proteins, which activate the proteins and aid the virus in fusing to the cell. ("TMPRSS2 Transmembrane Serine Protease 2 [Homo Sapiens (Human)] - Gene - NCBI") COVID-19, along with others such as influenza and SARS-CoV, is a virus that uses this protein to enter host cells. (Tomita et al.)

Certain variations of this gene are thought to impact the susceptibility to the disease or the severity of the symptoms. Single nucleotide polymorphisms, or SNPs, on several loci have been found to have an influence, with individuals with certain alleles being at an increased risk. In particular, this study will focus on the SNP of rs12329760, in which the T allele is associated with increased severity of the disease (Yaghoobi et al.) To investigate the effects of this SNP, the correlation between the frequency of the T allele and the frequency of asymptomatic and severe COVID cases will be compared across 10 populations.

Examining the role of genetic factors in the severity of coronavirus disease is a crucial aspect of risk assessment, which may lead to more targeted preventive measures and treatment. This understanding could be deepened by investigating the link between the severity of the disease and this specific SNP in the TMPRSS2 gene. Furthermore, this knowledge could be applied to other viral diseases to safeguard vulnerable populations and mitigate their impact.

2. Background Information

Polymorphism

Polymorphism refers to differences in DNA sequence among individuals that can lead to distinct variations in phenotypes ("Polymorphism | Definition, Examples, & Facts | Britannica").

Topic:
Investigating the Correlation Between HDI and the Mortality Rate (MR) due to liver cancer

Research Question:
What is the correlation between HDI and the mortality rate (MR) due to liver cancer per 100,000 people in countries with an HDI over 0.7 since 2010?

1. Background:

1.1 - Personal engagement:

In the world's heavyweight boxing division, few men have built a reputation as fierce as Joe Fraizer. His relentless and bloodthirsty punches gave him the nickname "Smokin' Joe", and he reigned as the world's undisputed heavyweight champion from 1970 to 1973. However, on November 7, 2011, Frazier died from health complications due to liver cancer. What I found most shocking is that he had been healthy until his diagnosis, attending autograph appearances and events. Frazier's health declined rapidly within a matter of a few weeks, leaving the world barely any time to brace for his passing. Learning about the deadly effects of liver cancer, I felt the obligation to attain a better understanding of this disease and recognize its implications for the world.

1.2 - Background research:

A typical human cell grows and divides depending on the body's needs and dies when it becomes damaged or old (National Cancer Institute, "What Is Cancer? - National Cancer Institute"). In other words, they are capable of taking on the processes of apoptosis and necrosis. Apoptosis, or programmed cell death, is an intricate regulation system that enables the removal of unwanted cells that are either defective or redundant (Best et al.). Necrosis refers to the premature death of a cell due to autolysis or sustaining damage from trauma, exposure to extreme temperatures, toxins, and so on. These processes are essential to maintaining homeostasis because they ensure the orchestrated removal of abnormal cells that are potentially threatening to the body.

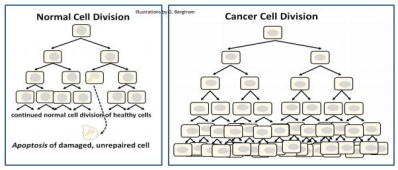


Figure 1 - Normal cell division and cancerous cell division (Bergstrom)

DP: Theory of Knowledge Exhibition

STEPHEN FRATER

Theory of knowledge (TOK) is a core component of the IB Diploma Programme which schools are required to devote at least 100 hours of class time to. The course provides an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions. These are contestable questions about knowledge itself, such as:

- What counts as good evidence for a claim?
- Are some types of knowledge less open to interpretation than others?
- What constraints should there be on the pursuit of knowledge?

This can be a challenge for students who are accustomed to answering question by memorizing content or applying fixed rules in order to calculate a solution, but over the two years of the DP it enable students to think more critically about what they read, what they think they know, and what knowledge really means.

Some specifics

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students and their teachers the opportunity to:

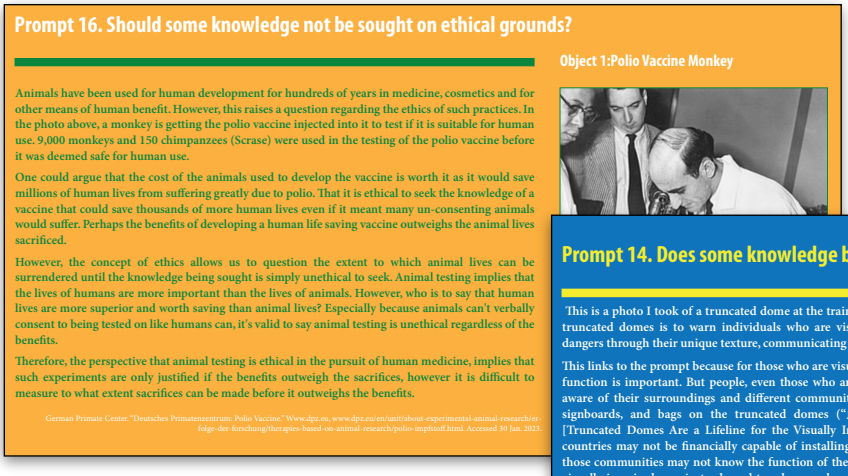
- reflect critically on diverse ways of knowing and on areas of knowledge.
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.
- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge.
- recognize the need to act responsibly in an increasingly interconnected but uncertain world.

TOK also provides coherence for the student, by linking academic subject areas as well as transcending them. It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

Assessment of TOK

The TOK course is assessed through an exhibition and a 1,600 word essay. At OIS the exhibition is completed at the end of grade 11, whilst the essay is completed in grade 12. The exhibition task requires the students to create an exposition that explores how TOK manifests in the world around us. Students are required to create an exhibition of three objects that connect to one of 35 question prompts.

The students eclectic and thought-provoking work was presented in a school exhibition, in the form of posters that illustrated the new insights and connections that students gained into three everyday objects that are part of their world.



Some samples from the Class of 2024 ToK exhibition

The next ToK exhibition is on Friday June 14, 2024. Please join us then!

MS/HS: Learning Outcomes Awards

STEPHEN FRATER

The school mission statement at OIS is to develop *informed, caring, creative individuals contributing to a global community*. It is sometimes easy to lose sight of this objective when our focus is on lesson content, exams, grades, and eventually, the challenge of university applications. But when students leave school, finish college, and start work, long after they have forgotten the course content (and probably forgotten their teachers' names), it's these attributes that will shape the kind of person they become. In this world, we believe it is more important than ever that our students should grow up to be:

- **Informed**...which means they should be knowledgeable, intellectually curious, and a critical thinker. Someone who asks questions, seeks answers, and looks for other possibilities and is always open-minded.
- **Creative**...because making the world a better place includes making it a more interesting, colourful, musical, and inspiring place.
- **Caring**...which includes being tolerant, respectful, and open-minded, and recognising that diversity and differences makes communities stronger.

Finally, it is important that students grow up to be balanced, reflective and thoughtful. Also, that they are an effective communicator in a wide range of mediums and situations, and someone who is willing to take risks if it means a better outcome for themselves, others, or the wider community.

For these reasons every year we recognise students that have excelled in these areas at our end-of-year assembly.

Teachers nominate students from each grade level they teach, or coach, and then we all vote to determine who we believe is most deserving of the award. There are also several prestigious awards conferred annually by international school organisations in Japan and in Asia. Details of their awards, and lists of award winners, can be seen below.

OIS Academics Award

The first award is for **Academics**. This doesn't necessarily mean a student needs the highest grades; it means the winner has impressed his or her teachers with their efforts to be knowledgeable, creative, critical thinkers, and intellectually curious. This year's Academics award winners in each grade level are:

- **G6: Amal KC**
- **G7: Alexander Thomson**
- **G8: Fahmid Haider**
- **G9: Xi Gong**
- **G10: Yi An Hah**
- **G11: Jinri Yang**

MS/HS: Learning Outcomes Awards

OIS Values Award

The second award is for **Values**. These students were chosen by their teachers because they have shown that they are caring, open-minded, and principled, values that are increasingly important in a world where intolerance increasingly makes the headlines, and some societies are becoming more polarised and divided. This year's Values award winners in each grade level are:

- **G6: Lisa Kawakami**
- **G7: Maahir Lalwani**
- **G8: Aya Sagara**
- **G9: Lu He Rikuto Hong**
- **G10: Gunjan Rajpurohit**
- **G11: Nao Noguchi**

OIS Qualities Award

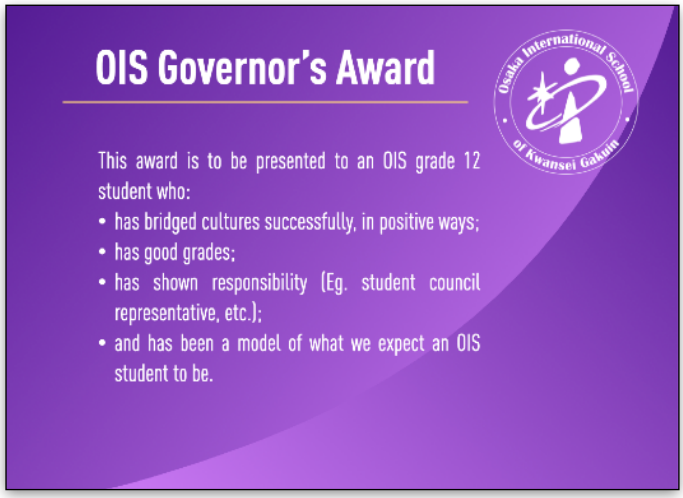
The third award is for **Qualities**. These students were chosen because they are balanced, take a reflective and thoughtful approach to their studies, relationships, and issues, they can communicate clearly and effectively to a wide range of audiences on a wide range of topics, and they are risk takers. This year's Values award winners in each grade level are:

- **G6: Lori Castiglione**
- **G7: Kaylee Angkawidjaja**
- **G8: Soo Hyun Kim**
- **G9: Maya Kobayashi**
- **G10: Narumi Fujita-Chau**
- **G11: Ayami Nozaki**

Congratulations to all of our 2022-2023
OIS Learning Outcomes Award Winners!

MS/HS: OIS and External Awards

The OIS Governor's Award



For the 2022-2023 academic year, the OIS Governor's Award was presented to **G12 Eun Hah**.

Eun has successfully bridged cultures and relationships within our school community and has been particularly active at this local level of community building. He is a model of the well rounded, respectful OIS student that is highly engaged in school life. Academically, he is one of the strongest students we have ever had, and he has also been a member of the high school student council, has represented the school in many activities and competitions, and has been awarded the Dr. Fukuda scholar-athlete award for two consecutive years. He consistently shows respect for himself and others. He has designed, created and run mathematics competitions within the two schools, also involving other schools in the region, coordinating directly with the math teachers of these schools himself. Eun has also run his own mathematics club every Wednesday after school, introducing and helping students from OIS and SIS to tackle interesting maths problems.

EARCOS Global Citizen Award

The **East Asia Regional Council of International Schools** award is presented to a student who embraces the qualities of a global citizen. He/She is a proud representative of his/her nation while respectful of the diversity of other nations, is open-minded, well informed, aware and empathetic, concerned and caring for others encouraging a sense of community and strongly committed to engagement and action to make the world a better place. Finally, this student is able to interact and communicate effectively with people from all walks of life while having a sense of collective responsibility for all who inhabit the globe.

G11 Ayami Nozaki has exemplified these qualities through her willingness to take on a range of leadership roles - some formal, some informal - her strong academic performance, her diligence and most importantly through her selfless work to help others. Just some of her activities and roles include the Child Doctor Project, learning sign language, volunteering in a soup kitchen, setting up menstruation workshops, and taking the lead on her CAS project to help the homeless.

JCIS Award

The **Japan Council of International Schools** asks each member school to recognize a student for his or her efforts in helping others to bridge cultures between Japan and the rest of the world.

The 2022-2023 award winner, **G9 Xi Gong**, is a conscientious member of her class who performs well academically, has participated in many SOIS activities, was a member of student council and is involved in innumerable other service activities. Through her activities both in and outside of school, she has fully embraced Japanese culture, including the language, and has worked hard to bridge cultures and bring people together.

K-12: Approaches to Learning

STEPHEN FRATER

The third set of skills we will focus on in this edition of *The Educator* is thinking skills.

As a reminder, the Fall trimester's newsletter introduced a number of key skills that students need to develop to become lifelong learners and achieve long-term academic and career success. The concept of *Approaches to Learning* is fully integrated into the curriculum and teachers' lesson planning throughout the PYP, MYP, and DP, becoming increasingly important and prominent as students move up through the grades. The skills in demand include **oral** and **written communication skills, critical-thinking** and **problem-solving skills, professionalism** and **work ethic,** and **teamwork** and **collaboration skills**.

In the IB, particularly the DP where these skills need to be most highly developed, they are grouped or presented in the five clusters listed below, and in each edition of *The Educator* we will focus on one of these clusters.

Thinking skills	• Critical thinking • Creative thinking • Transfer
Communication skills	• Communication
Social skills	• Collaboration
Self-management skills	• Organisation • Affective • Reflection
Research skills	• Information literacy • Media literacy

Thinking Skills

Problem #1: Groupthink

Students of politics or organisational behaviour will be familiar with the concept of 'groupthink' from Janis' article in *Psychology Today*[1] in 1971, which focused particularly on US foreign policy decision-making under the John F. Kennedy administration in the 1960s. He defined it as the way in which teams or groups of people will discuss and deliberate an issue and reach a decision when their desire for unanimity overrides their motivation to assess all available courses of action.

The term and concept of groupthink was first used by William Whyte in a 1952 Fortune article[2], however, in which he expressed deep concern at the growing tendency for people in the West to accept conformity to social and organisational norms as the necessary path to personal and professional success and prosperity; in other words, learn how to fit in to an organisation, play by the rules, agree with the majority, and you will be successful. Furthermore, there was a tendency to see this homogenization of shared views and values as a good thing, e.g. U.S. citizens might differ in their political views, but ultimately it was important that they all agreed on core American values, which created a shared sense of identity.

> "The essence of the independent mind lies not in what it thinks, but in how it thinks."
> - Christopher Hitchens, 'Letters to a Young Contrarian'

The term groupthink is derived from George Orwell's use of 'doublethink' in his novel Nineteen Eighty-Four, although similar ideas and concerns can be traced back to political philosophers Alexis de Tocqueville, John Stuart Mill, and Gustav Flaubert in the 19th century[3]. Essentially, groupthink is;

- a process by which people, particularly decision-makers, are inclined to listen to and give greater weight to the opinions of people who share the same opinions and ideas as they do
- a process by which people are reluctant to express opposing or differing views in order to avoid conflict (or to avoid being seen as a difficult or negative person)
- closely associated with 'confirmation bias', whereby people tend to favour information that confirms or strengthens their beliefs or values, and to reject or ignore contradictory information or evidence
- associated with a loss of individualism, creativity, and independent thinking and judgement.

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K-12: Approaches to Learning (continued)

Thinking Skills

As a result of these tendencies and problems, groupthink leads people to make poor decisions based on incomplete information, to miss opportunities, and for thinking and innovation to stagnate, which, according to Whyte, can lead to the decline of organizations and even nation-states. Political science and business courses contain plenty of case studies of poor decisions and strategies that were based on groupthink, where dissension was explicitly or implicitly discouraged, where decision-makers were surrounded by like-minded advisors ('yes-men'), or where alternative perspectives and explanations were not considered.

In other words, too many people accept what they read or hear, and not enough people question it and think for themselves.

Problem #2: Digital Media

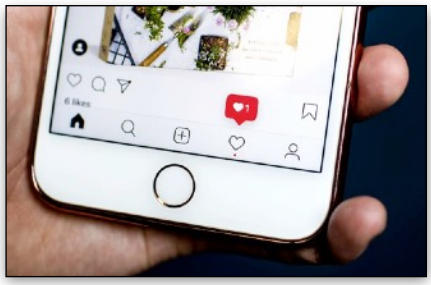
The purpose of those case studies is for students to learn from the mistakes of the past, however, the problem has arguably become even greater and more common in today's digital age, where it is easy for people to find themselves in a bubble (or 'echo-chamber') supplied with information that has been deliberately curated by algorithms to match their particular interests and views.

Furthermore, whilst the Internet has provided many benefits, it has made it harder to figure out fact from fiction. In more traditional forms of media, such as newspapers, there have long been clear demarcations that separate opinion pieces from reported articles. Online, however, carefully researched and conventionally reported researched news items, opinion editorials, and totally unverified information are often promoted in similar ways with little if any distinction between them.

Social media makes this problem far worse. It is now fairly easy to push out maliciously false information online, and many sites and bots aim to spread information with questionable sources. As the United Nations Educational, Scientific and Cultural Organization (UNESCO) warns in its global curriculum on media and information literacy[4];

- all media messages are constructed with a particular idea and purpose in mind
- media messages are constructed using a creative language with its own rules, intended to target a particular audience
- different people experience the same media message differently, and may not be aware of the other possible interpretations that other readers or viewers have on the story
- media have embedded values and points of view which may not present a full, or genuinely representative, picture
- media messages are constructed to gain profit and/or power

At the same time, our technology devices are reducing our ability to reflect and analyse; Patricia Greenfield, professor and director of the UCLA Children's Media Center, has found that our increasing tendency to read less and consume more visual media now means that we have less time to analyse and reflect on what we consume, since visual media moves on quickly and without pause.[5]



A recent study by Columbia University revealed that nearly 60% of people share news-related pieces on Twitter that they have not read at length. In other words, the headline alone was enough to confirm its legitimacy, then pass it along.

There is now even more responsibility on individuals to identify and separate facts and truth from misinformation and fiction[6], and to avoid echo-chambers, groupthink, and confirmation bias. So how can we overcome these dangers?

Problem #3: Changing Demands of the Modern Workplace

According to a major and well-known review of the needs of the 21st century workplace undertaken by the University of Melbourne[7], there has been a significant shift in advanced economies from manufacturing to emphasizing information and knowledge services. Information and communication technology (ICT) is transforming the nature of how work is conducted, and the nature of communication and social relationships within organizations. Decentralized decision-making, information sharing, teamwork and innovation are now the key soft skills success that employers seek. Success lies in being able to communicate, share, and use information to solve complex problems, and in being able to adapt and innovate in response to new demands and changing circumstances.

Notice that innovation is referred to twice in this description, and recall that groupthink, and the lack of individual thinking, is a substantial barrier to innovation.

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K-12: Approaches to Learning (continued)

Thinking Skills

Solution #1: Critical Thinking

The antidote to 'groupthink' is critical thinking. This is a broad concept, and there are quite a few different definitions (some of which go back to Plato and Socrates in ancient Greece), but for the purposes of this handout, critical thinking can be defined as;

> "essentially a questioning, challenging approach to knowledge and perceived wisdom. It involves ideas and information from an objective position and then questioning this information in the light of our own values, attitudes and personal philosophy."[8]

In education, research on critical thinking is associated with John Dewey, author of *How We Think*[9], although he tended to use the term "reflective thinking". According to Dewey, "The essence of critical thinking is suspended judgment, and…an inquiry to determine the nature of the problem before proceeding to attempts at its solution" (Ibid). More recently, critical thinking is closely associated with one of the two speeds of thinking highlighted by Daniel Kahneman[10], fast and slow thinking. While fast thinking is successful for most daily situations, it includes several ingrained and systematic biases of the mind that prioritise speed and least effort in our attempts to identify and analyse problems. As a result, fast thinking can cause us to reach irrational conclusions or give wrong solutions to even relatively simple analytical problems. Conversely, slow thinking is the reflective and analytical thinking that attempts to remedy some of the biases of fast thinking, including confirmation bias. It takes more time and mental effort, however it usually leads us towards a right or rational solution to a problem, assuming that we have the relevant technical knowledge and ability in the first place to solve it.

Critical thinking is one of the 4 Cs, or four 21st century skills, along with communication, collaboration, and creativity[11], and is a process that encompasses inquiry, investigation, examination of evidence, exploration of alternatives, argumentation, testing conclusions, rethinking assumptions, and reflecting on the entire process.[12]

A report from the Inter-American Development Bank [13] explains two of the reasons why critical thinking is such an important skill going into the 21st century;

- The development of artificial intelligence, robotics, and the globalization of economically advanced societies have led many economists to speculate that many jobs will disappear from economically advanced countries and be outsourced to countries where workers receive comparatively lower wages. Similarly, a large share of the jobs performed by human beings will be automated and performed by robots and AI-supported computer programmes. The jobs least likely to be outsourced overseas or performed by automated systems are those that require cognitive skills - critical thinking, complex problem-solving, and innovation.
- Outside of the workplace, critical thinking is seen as an essential pillar of the functioning of modern democracies, where people are expected to make an independent and well-grounded opinion to vote, and weigh the quality of arguments presented in the media, and other sources of information - particularly in a digital world containing so much biased or false information available on social networks.

The American Philosophical Association published the Delphi report on critical thinking[14]. This report identified six cognitive thinking skills: interpretation, analysis, evaluation, inference, explanation and self-regulation. This framework also concluded that critical thinking requires students to be inquisitive, well informed, open-minded, fair, flexible and honest. Further research has added that students must also be "trustful of reason" in order to think critically; in other words, trust in the outcomes of the critical thinking process, even if they run counter to one's beliefs or intuition.

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K-12: Approaches to Learning (continued)

Thinking Skills

However, critical thinking is not merely limited to finding the right or appropriate solution after a reflective thinking process. According to the same report from the Inter-American Development Bank, sometimes it is also about being able and willing to challenge the core assumptions of a theory or accepted knowledge; in other words, challenging what you have read or been taught. It is about recognizing the possible value of other perspectives, assessing their possible strengths and weaknesses, and recognizing that all theories have unproven assumptions, limitations, and biases. Therefore, in addition to slow and logical thinking, critical thinking includes two other dimensions:

- the recognition of multiple perspectives, and the possibility of challenging all perspectives
- the recognition that all models and perspectives include assumptions and limitations, even when they appear to be the most commonly accepted or superior perspective.

As one summary of 21st century workplace skills concluded, organizations are looking for people "with the capacity to see things from a global perspective, and an ability to solve problems that have still not been defined. In fact, finding problems is as important as solving them."[15]

As explained in the IB's *Approaches to Teaching and Learning in the Diploma Programme,* the IB categorises critical thinking as **a higher-order thinking skill**, a distinction based on Bloom's taxonomy of thinking skills[16]. Bloom's taxonomy distinguishes between the lower-order skills of knowledge acquisition, comprehension and application, and the higher-order skills of analysis, synthesis and evaluation.

Recognising Critical Thinking Skills

Here are a few examples of critical thinking actions:

- questioning and evaluating ideas and solutions before forming your opinion
- carefully considering several possible alternatives before reaching any conclusion
- fully considering different arguments or views before rejecting or accepting them
- suspending your judgment in order to give yourself time to inquire and do more research
- being aware of your confirmation bias (as well as other people's biases)
- if necessary, accepting that there is not enough evidence to reach a firm conclusion.

By contrast, while they can be valuable, the following actions cannot be considered an expression of critical thinking:

- finding the solution of a well-specified complex problem; this is actually just problem-solving that may or may not require any critical thinking
- accepting the first idea that comes to mind (fast thinking)
- repeating without further examination what existing theories, authorities, or other people say. This includes doing so for reasons of ethnocentric bias, or social pressure
- refusing all other conclusions on a matter of principle.

Developing Critical Thinking Skills

Step 1: Consider your learning environment

Although television, video games, and the Internet may help students to develop some impressive visual intelligence skills (the ability to generate, store, retrieve and transform visual images into information), the downside of so much screen time seems to be the ability to process in depth: a lesser ability to acquire meaningful knowledge, analyse, thinking critically, imagine, and reflect.

Internet multitasking also has costs for classroom learning. The effect on learning if students use their laptops to access the Internet during classes is well known; in a oft-cited study[17], students in a communication studies class were generally encouraged to use their laptops during lectures, in order to explore lecture topics in greater detail. Over a specific period of time, half of the students were allowed to keep their laptops open, while the other half (randomly assigned) had to close their laptops during lessons. Students who had to keep their laptops closed were found to be able to recall significantly more material in a surprise quiz after class than students who kept their laptops open. Although these results may be obvious, many students (and schools/universities) appear to be unaware of the detrimental impact on learning that tend to result from students multitasking (or going completely off topic) on their laptops when they should be listening, paying attention, and participating in lessons.

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K-12: Approaches to Learning (continued)

Thinking Skills

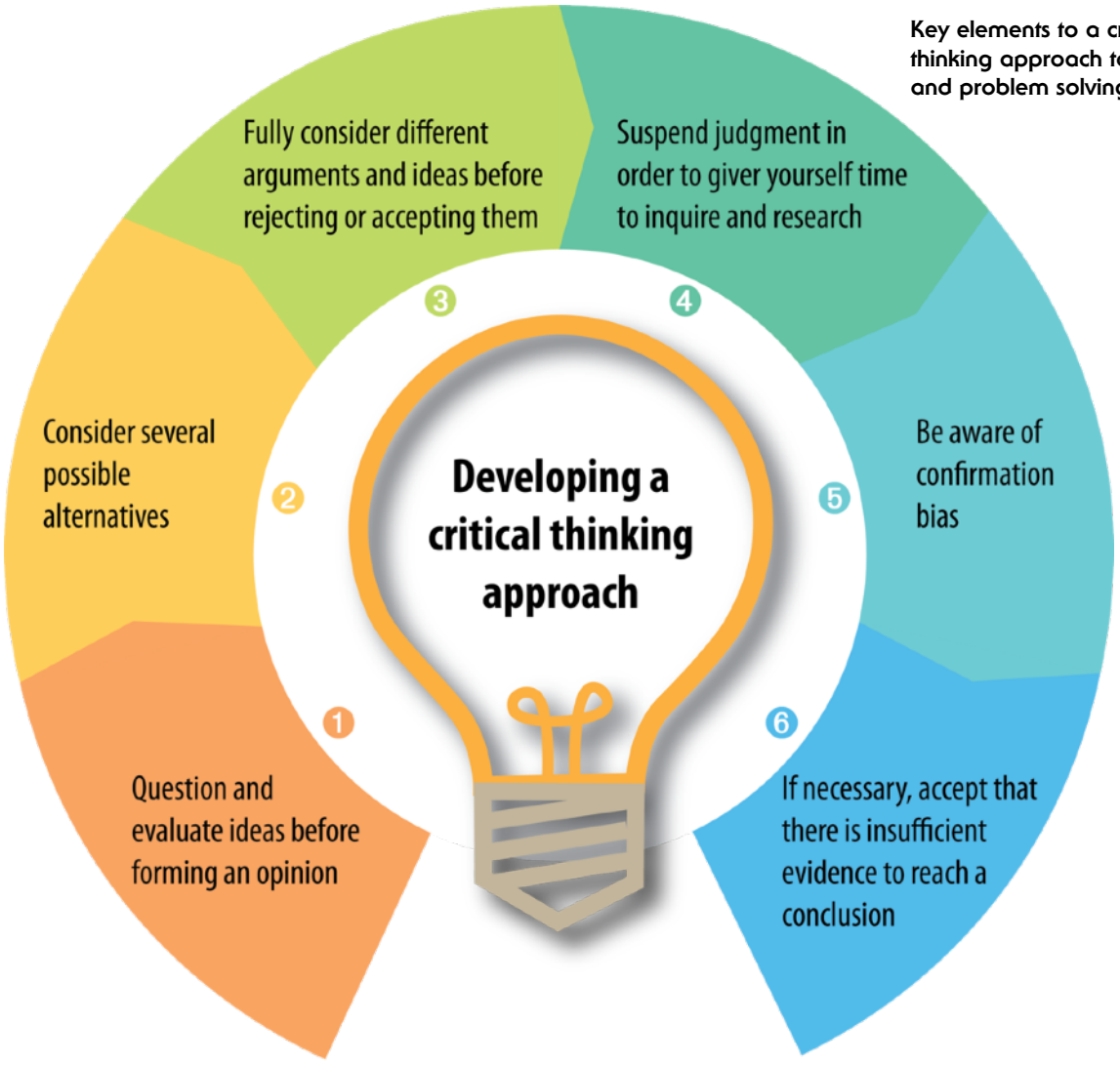
Research shows that students using laptops in lessons were able to recall significantly less information at the end of the lesson.
This should be something students consider when trying to select or set up a study space at school or at home; access to laptops and phones is likely to be detrimental to academic progress and outcomes.

Step 2: Use a four-step approach to tasks

Consider these four steps when you undertake a task:

1. Identify and have the courage and patience to question all assumptions and generally accepted ideas. Just because they are common does not mean that they are correct, or the best answer/ solution.
2. Consider multiple perspectives on a problem, based on different assumptions.
3. Explain the strengths and limitations of theories and your ideas, based on logical and objective criteria.
4. Reflect on your chosen answer or solution, and compare it to possible alternatives.

Key elements to a critical thinking approach to learning and problem solving



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K-12: Approaches to Learning (continued)

Thinking Skills

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This article, which focuses on critical thinking, is taken from the OIS handout on **ATL: Thinking Skills**. The handout includes further sections on **creative thinking** and **transfer skills**. Please access and/or download your copy of the handout **here**.

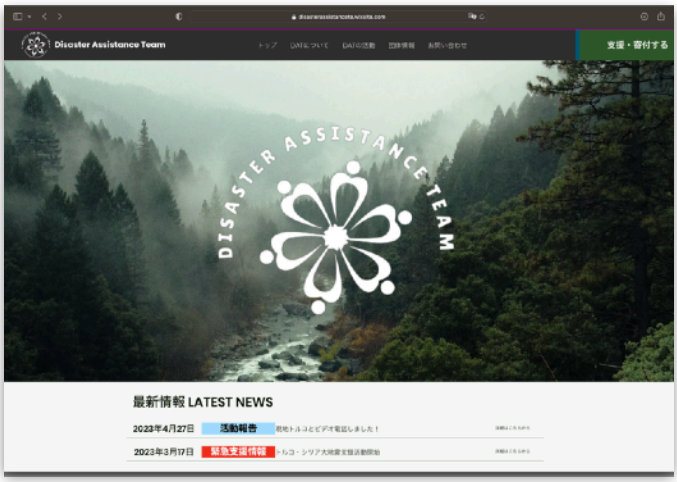
Student Life: Service As Action (SA)

JENNIFER HENBEST

Disaster Assistance Team (D.A.T.)

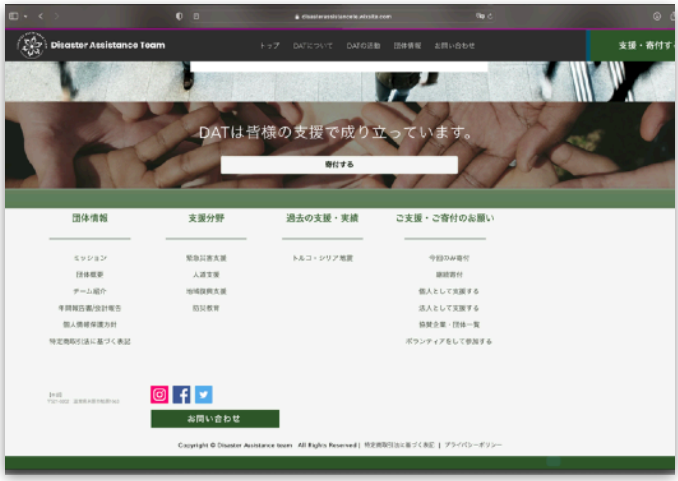
At OIS I have the privilege to watch children grow up, change, learn, and take action. One student we luckily have at OIS is Rikuto Hong who has been the epitome of ***caring*** in action since Kindergarten. He is not only organized but actually able to anticipate what people might need! I feel so privileged to see his leadership in action over the years.

He and Rick Kawakami have also been grappling with how to form a meaningful service club. They first tried during Covid times to do some outreach through delivering art goods in hospitals in Kansai but the restrictions were daunting. They wanted to build a school in Ghana and Yuuka joined in with other thoughts and threw ideas around about what is really meaningful to them. Now they regrouped and formed **D.A.T.** and many classmates joined in and developed their own agency and ideas. What a highly engaged class they have! So many classmates and parents helped. It was so exciting. They had several bake sales this year in the *genkan* with our other groups and they had a huge sale at the school festival too that generated a lot of funds! I hope you will have time to see their website, https://www.dateam.org



This QR code will also take you to their dedicated website

Rikuto writes that Japan is a country that experiences many natural disasters. However, the public's awareness of disasters and disaster prevention is declining, and governments tend to concentrate on areas that have been severely damaged, forgetting other villages and areas. To combat these problems, D.A.T. was established to work with various government agencies, local governments, N.P.O.s, N.G.O.s, and companies/organizations to help with reconstruction and provide support for victims. On top of this, D.A.T. wants to provide free disaster education classes for elementary, junior high, high school, and university students to enable them to take appropriate action in the event of a disaster.



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Student Life: Service As Action (continued)

D.A.T. is a real NPO and might be founded by some of the youngest kids in Japan! Although their mission has a focus of local action in Japan they also raised ¥40,000 in the spring and then ¥50,000 this last term to send to a school in the earthquake affected area of Malatya, Turkey. This year since its inception they have generated over ¥150,000 from their good baking skills and outreach. Rikuto explained;

> "In April we had a video call, and heard directly from the victims about the damage situation on the ground and the need for support. Next D.A.T. mobilized again D.A.T. had a video call with Öğretmenler Ortaokulu in Turkey and interviewed them about the situation there at their school. We interviewed a total of 40 children (ages 11 to 13) from the local elementary school to learn about needs. Of the 40 children, 10 or more were often living in places other than their homes, such as temporary housing, tents, or relatives' homes. When I asked children living in temporary housing, tents, relatives' houses, etc., there were many voices such as "I want to go home" and "It's cold." Many children wanted toys, blankets, mattresses, writing utensils, household goods, sanitary goods, and food."

It was a great reflective experience for D.A.T. students.

They were able to directly work with trustworthy people that are not government affiliated. Jennifer Manser Sertel is a previous international school teacher from Robert College and she assisted the students. She is now coordinating and teaching university students in Istanbul. Not only does the D.A.T. N.P.O., started by Rikuto, showcase what students can achieve in a short period of time but it highlights the enthusiasm for service that G9 has. Their ability to work together and find time to be caring is noteworthy. It is amazing what like minded students can do with action and service in mind. Impressive work D.A.T.!

D.A.T. accepts donations by bank transfer. If you wish to donate by bank transfer, please contact us in advance at disasterassistanceteamjapan@gmail.com.

Bank Name: みずほ銀行 茨木支店

Bank Number: 普通　3069359

Account Name: DAT　災害緊急援助チーム　代表　日比　陸和 ディーエーティー　サイガイキンキュエンジョチーム　ダイヒョウ　ヒビ　リクト

Student Life: Creativity, Activity, and Service (CAS)

JENNIFER HENBEST

Child Doctor

Graduate Tamami Ono (Class of 2023) inspired many of our SOIS young people to raise awareness about health care in Kenya through ***Child Doctor***. What started as a personal Project investigation in G10 branched out into a huge initiative for a service club. She went on to inspire many through her action.

Ayaka Azumi took over this year inspiring many high school students to join the Tuesday club. She is a real leader linking crafts to service. The students raised money through selling beading, crochet craft projects, and the ever-popular fuzzy crochet octopi! The Child Doctor club created a craft frenzy for service. Not only were many students of all ages inspired to join in and help Child Doctor Japan bring health care to Nairobi Kenya but they had a great time learning new crafts to do it. The grades 3, 4 and 5 students were really motivated to support Child Doctor as well.

Stay tuned for news from Maya Kobayashi and see what is planned for September for the grade 7 outreach using Kahoot and other fun applications to open the mind of our students to inspire them to build bridges and be a leader internationally through art. Thank you to the many members who made this possible.

This QR code will also take you to the Child Doctor dedicated website.

Look for the Google translate button in your browser to automatically translate the site into English

This year the club raised over ¥200,000 to donate to the Child Doctor N.P.O., which will have a significant impact on the health care for some very needy people in Kenya, as well as help our students think how action with arts and crafts can help others. We really can't wait to see what Ayaka and the club can achieve next. Thank you for inspiring us!

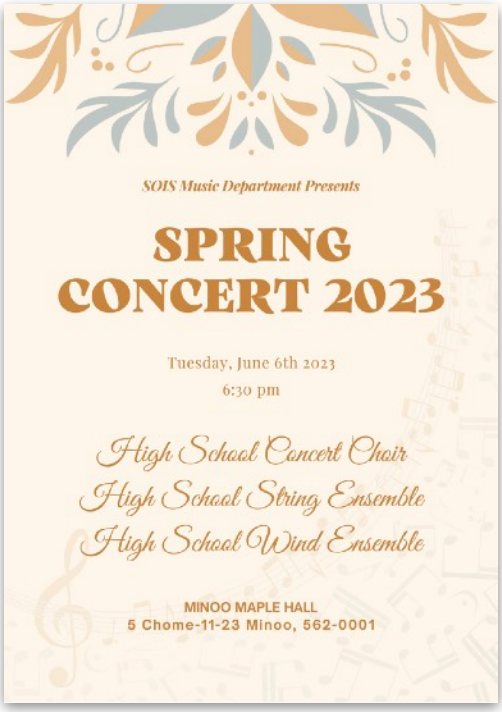
Maya Kobyashi commented;

> "In this school year, we expanded our club by hosting more charity shops. Some significant bazaars we had were the International Fair and the SOIS Festival. Thanks to these events, we were able to donate more money to the Child Doctor. We are aiming to expand our club to the public and this will ultimately benefit the Child Doctor program because if more people are aware and interested in this project, we can support more children who are suffering from illness in Kenya."

SOIS: Music Department Performances

As always, the shared programme SOIS department produced a number of wonderful concerts in the Spring trimester. Programmes, videos, and photos from the Spring concerts are available* via these links:

** viewers need a SOISmail account to access the files*



Maple Hall Concert
(6 June 2023)
- programme
- video
- photos

OIS ES Spring Concert
(2 March 2023)
- K-5 music

photos

Band

SOIS Spring Concert
(13 June 2023)
- programme
- video
- photos

SOIS Spring Concert
(14 June 2023)
- programme
- video
- photos

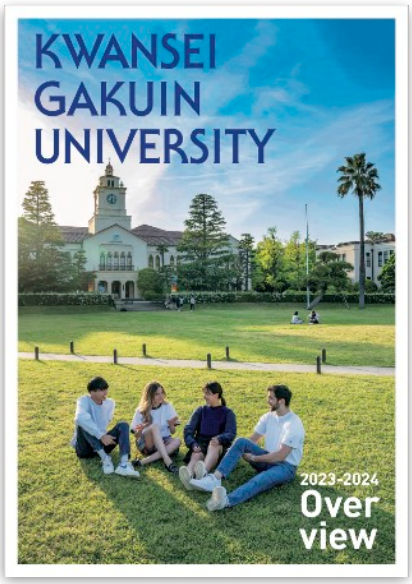
Strings & MS Chorus

Kwansei Gakuin News

Kwansei Gakuin hosted a special awards ceremony at the Nishinomiya Uegahara Campus on May 10 to award an honorary doctorate, and the Kwansei Gakuin Award, to Setsuko Thurlow, a graduate of Hiroshima Jogakuin College, and a survivor of the atomic bombing of Hiroshima. The awards were presented in recognition of Ms. Thurlow's longstanding peace activities as an atomic bomb survivor and her embodiment of Kwansei Gakuin's school motto, "Mastery for Service." Ms. Thurlow also received the Nobel Peace Prize in 2017 for her work on behalf of ICAN (International Campaign to Abolish Nuclear Weapons).

On May 8, 14 students from Mount Allison University, a KGU partner university in Canada, visited the Nishinomiya-Uegahara Campus for a cultural exchange program with KGU students. This was the first on-campus international student exchange in about three years since March 2020, as activities have been restricted due to the COVID-19 pandemic.

The students participated in a program sponsored by the Organization for International Cooperation and interacted with KGU students who are planning to study abroad at Mount Allison University.



The Kwansei Gakuin University 2023-2024 Overview is now available to download here, for anyone who would like to find out more about the university and the KG Foundation. The PDF includes information on the structure and organization of KG, the foundation's strategy moving forward (the *Kwansei Grand Challenge 2039*), and KG's partner institutions around the world.

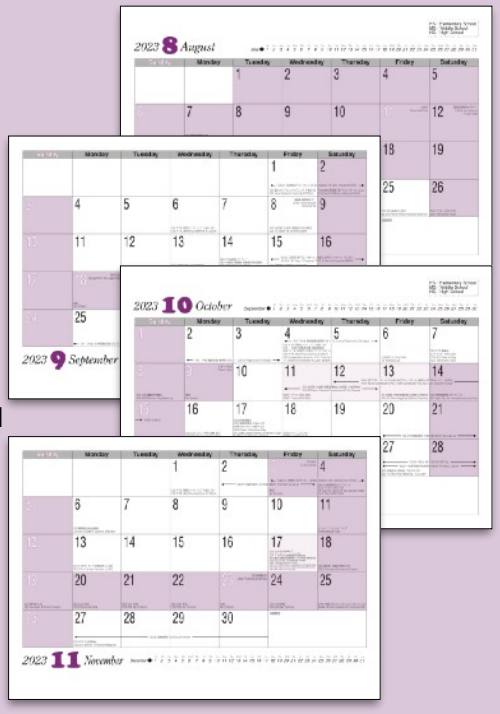
For example, did you know that Kwansei Gakuin was one of the first universities in the world, and the first in Asia, to partner with the United Nations Volunteers (UNV) programme? In the United Nations Youth Volunteers (UNYV) Programme, students are assigned to one of the growing network of UN offices around the world. It is a great experience for students who want to work at an international organization or who want to try living and working in a developing country in the future, as well as students who want to test themselves in a global environment, which includes being active in the business world.

The KG Overview has more information on this, and other developments within the foundation.

School Calendar

August

22.....OIS orientation for G11 students (all day)
23.....OIS orientation for G12 students (morning); Assembly and homeroom for all OIS students (afternoon)
24.....SOIS Fall trimester begins
26.....SAT Test @SOIS



September

1-2.....SOIS HS Girls Volleyball @SOIS
6.....OIS PTA morning meeting 9:00am @3F Conference Room
8.....OIS ES Back-to-School Night (5:00pm - 6:50pm)
13.....OIS MYP Workshop for Parents
14.....OIS PTA Welcome Party
OIS MS/HS Back-to-School Night (5:40pm - 8:25pm)
15-16.....WJAA HS Boys Volleyball @Fukuoka International School
WJAA HS Girls Volleyball @Marist Brothers International School
18.....National Holiday (Respect for Aged Day); *No school*
19-21.....OIS ES International Mindedness Week
21.....Classes follow a Monday schedule
22-23.....WJAA HS Boys JV Volleyball @Yokohama International School & St. Maur International School
WJAA HS Girls JV Volleyball @SOIS
27.....OIS College Workshop for G12 Parents (11:00am)
29-30.....WJAA MS Boys Baseball @Canadian Academy
WJAA MS Girls Volleyball @Marist Brothers International School

October

4.....OIS PTA morning meeting 9:00am @3F Conference Room
OIS College Workshop for G11 Parents (11:00am on campus; 5:00pm online)
6.....OIS ES Futsal Tournament @Canadian Academy
7.....SOIS Sports Day
SAT Test @SOIS
9.....National Holiday (Sports Day); *No school*
11.....PSAT Tests @SOIS
11-12.....ES Parent-Teacher Conferences; *No ES classes*
12-15.....AISA HS Boys Volleyball @Kaohsiung American School
AISA HS Girls Volleyball @Yokohama International School
AISA HS Cross Country @Korea International School, Jeju
13.....OIS ES Planning Day; *No classes*
17.....Fall Music Recital 4:00pm @Theatre
25-26.....Yearbook photo day
27-28.....SOIS G9 Joint Trip

November

1.....OIS PTA morning meeting 9:00am @3F Conference Room
3.....National Holiday (Culture Day); *No school*
3-4.....SOIS MS Girls Soccer Tournament @SOIS
4.....SAT Tests @SOIS
11.....SOIS International Fair
17.....ES End-of-Trimester; last day of school
MS/HS Parent-Teacher Conferences (all day); *No classes*

Important Numbers

Kurt Mecklem	Head of School	072-727-5050	kmecklem@soismail.jp
Stephen Frater	K-12 Principal for Student Learning Point of contact for MS/HS	072-727-5092	sfrater@soismail.jp
Stephanie Alcantara	K-12 Principal for Student Life Point of contact for ES	072-727-5092	salcantara@soismail.jp
Steve Lewis	Business Manager	072-727-5090	slewis@soismail.jp
Mike McGill	Admissions Director	072-727-5070	mmcgill@soismail.jp
Andrew Brown	IB DP coordinator	072-727-5094	abrown@soismail.jp
Kelly Deklinski	IB MYP coordinator	072-727-5094	kdeklinski@soismail.jp
Trevor Jones	IB PYP coordinator	072-727-5094	tjones@soismail.jp
Melissa Lamug	College Counselor	072-727-5290	mlamug@soismail.jp
Toshifumi Mitsuhashi	Activities Director	072-727-2137	tmitsuhashi@soismail.jp
Natsuko Inoue	School Nurse	072-727-5050	ninoue@soismail.jp
—	Student Attendance	072-727-2305	studentinfo@soismail.jp

Important Links

Student-Parent Handbook

Includes lots of links to other forms and school websites

ManageBac

For curriculum informations (units), assignment grades and comments, and end-of-trimester report cards

OIS Parent Portal

Weekly updates and information about recent or upcoming events

Student Information Center

Attendance, lost property, etc.

Osaka International School of Kwansei Gakuin

4-4-16 Onoharanishi
Minoh-shi, Osaka-fu
562-0032

https://sois.kwansei.ac.jp/osaka-international-school