

The EDUCATOR

The newsletter of Osaka International School of Kwansei Gakuin



In the Spring trimester, Grade 9 Art students experimented with different media and techniques to express their thoughts and feelings about social issues, including pollution, wildfires, and other environmental concerns. More examples of their work can be found inside.

Spring 2024



Table of Contents

The table of contents is hyperlinked; please click on the article to go to the relevant page.

From the Head of School	3
Student Learning	
Insights into the PYP: Grade 1	4
Insights into the PYP: Grade 2	7
Insights into the PYP: Grade 3	9
Insights into the PYP: Grade 4	11
Insights into the PYP: Grade 5	12
Insights into the PYP: Grade 5 Celebration	13
PYP: K-5 Approaches to Teaching and Learning	14
OIS: Did you know (about our logo)?	16
Insights into the MYP: G6 Science	17
Insights into the MYP: G6 Japanese	18
Insights into the MYP: G7 Visual Arts	19
OIS: Back to School Night Reminders	19
Insights into the MYP: G8 Visual Arts	20
Insights into the MYP: G8 Science	21
Insights into the MYP: G9 English	22
Insights into the MYP: G9 Visual Arts	24
Insights into the MYP: G9 & G10 Mathematics	25
Insights into the MYP: G10 Music	30
Insights into the MYP: G10 Science	31
MYP: G10 Courses and Preparing for the DP	32
Insights into the DP: G11 English	33
Insights into the DP: G11 Physics	34
Insights into the DP: G11 Theory of Knowledge	35
Insights into the DP: G11 Biology	36
Insights into the DP: G11 & G12 Visual Arts	37
Insights into the DP: G12 Biology	39
Insights into the DP: Creativity, Action, Service (CAS)	40
MS/HS Learning Outcomes Awards 2023-2024	41
OIS High School Graduation	44
K-12: Approaches to Learning (Social Skills: Collaboration)	46
Faculty News	51
Senri Campus News	52
KG News	53
Calendar Reminders	54
Important Numbers and Links	55

From the Head of School



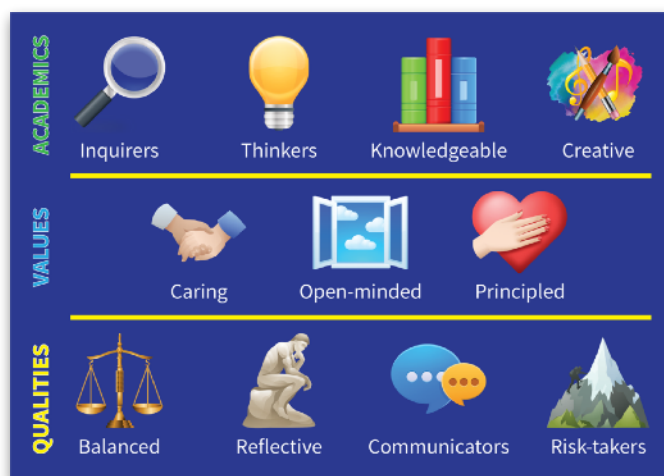
KURT MECKLEM

You do not even need to start reading these pages to know that there is a lot happening at Osaka International School. The weight of the magazine will probably make that clear. While we do not expect you to read it all in one sitting, we hope that you will keep it around and look at it over time. It is a good way to learn about what takes place in our classrooms and on our campus.

Although we try to cover numerous grade levels, subjects, and activities, it offers only a small slice of what is happening here. It is difficult to capture the spirit of a school in a printed document. However, teachers have volunteered to showcase some of the work they have done with the students recently in hopes of giving you an idea of the myriad of ways in which we help our students to develop and achieve our learning outcome goals at OIS (*see the table of outcomes to the right*). Our hope is that this small snapshot will give you some understanding of what it is like to be one of our students and that it goes way beyond sitting in classrooms and receiving learning. OIS students have agency and are actively involved in their learning.

Whether you are a current parent or considering our school, I invite you to read this *Educator*. We cannot include everything so feel free to contact me with any questions at kmecklem@soismail.jp. Current parents are also welcome to contact their children's teachers to follow up on what they see in these pages.

If you are considering our school, I invite you to contact us to find out more about being a student at OIS. Our admissions department will be happy to answer any questions you may have and arrange for you to visit. They can be reached at oisadmissions@soismail.jp.



Our learning outcomes guide students towards becoming 'informed, caring, creative individuals contributing to a global community.'

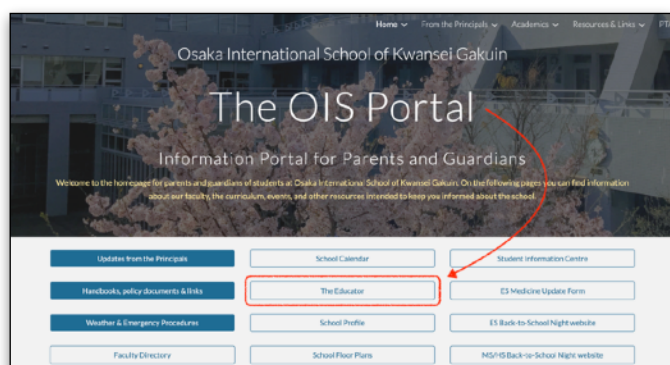
About The Educator

Welcome to *The Educator*, the newsletter of Osaka International School of Kwansei Gakuin. The newsletter is published twice per year, with one mid-year edition, and one end-of-year edition, and provides a look at a selection of the learning, activities, events, and accomplishments from the first and then the second half of each academic year.

Feedback and requests on the contents of the newsletter are always welcome; please send your comments to oisprincipals@soismail.jp

Please also 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.



*If you do **not** wish to receive a printed copy of The Educator in the future, please complete this Google Form to **opt out**.*



PYP: Grade 1 Unit of Inquiry



Grade 1: WAKABA MORI

Unit of Inquiry

How We Organize Ourselves

Central Idea

Communities create transportation systems that meet their needs

Lines of Inquiry

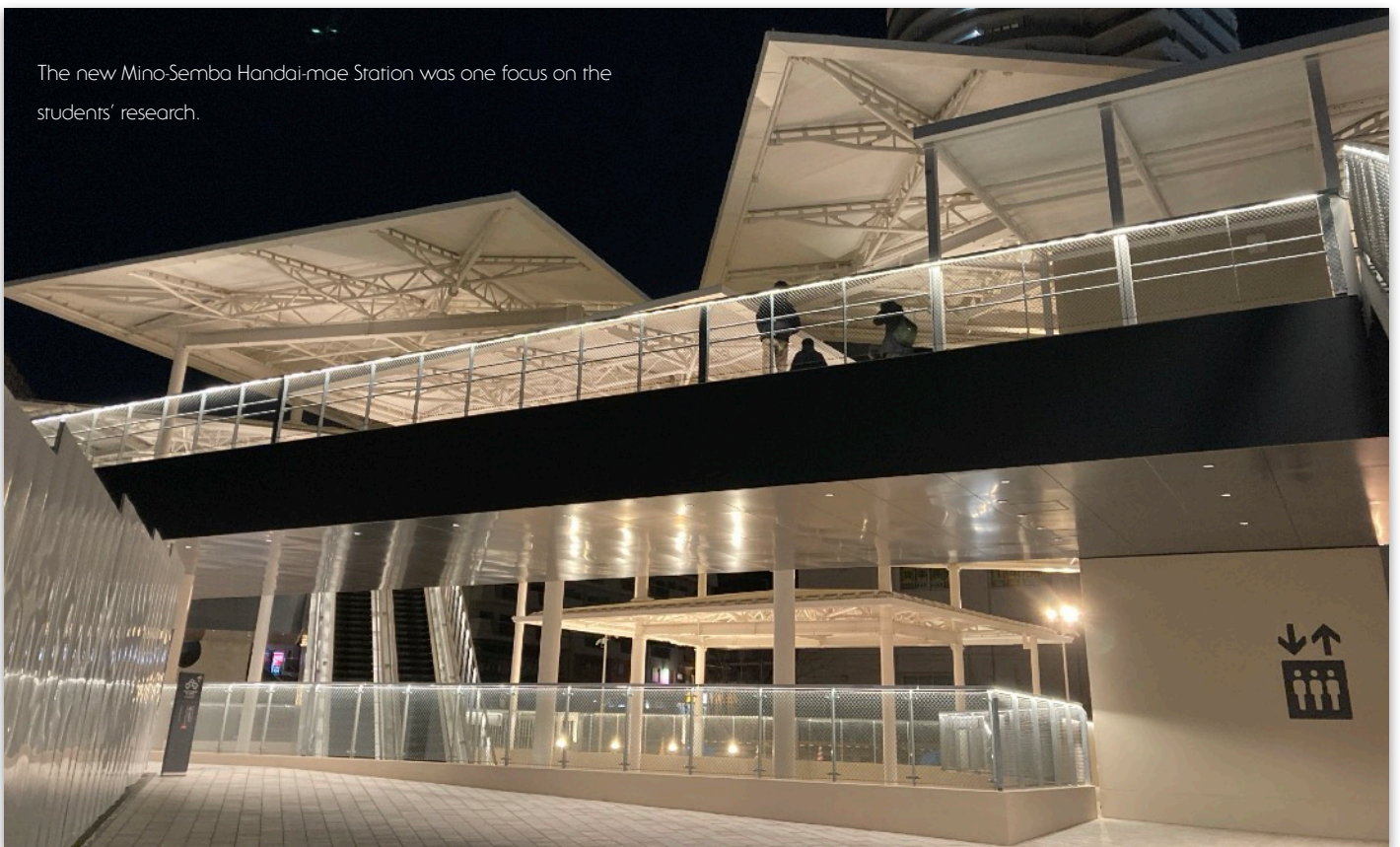
- Features of transportation systems
- Decisions involved in using transportation
- How transportation makes it possible to meet human needs

The students in the Grade 1 class honed their research skills as part of our inquiry-based learning journey this past trimester.

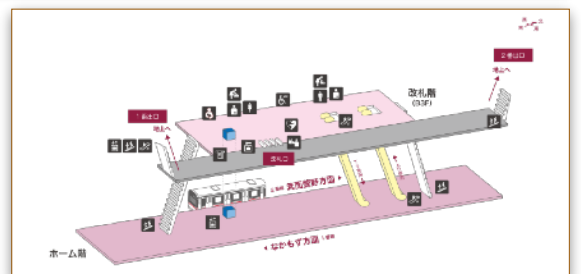
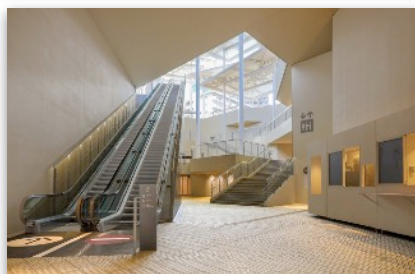
In our unit of inquiry, How We Organize Ourselves, G1 students have inquired into how communities create transportation systems that meet people's needs and desires. First, the students described the features of different transportation systems. Then we discussed decisions involved in using transportation by describing the pros and cons of using different transportation systems.

As we further studied communities and transportation systems we realized that the new stations were just going to be opened near our school in a month. The G1 students were filled with excitement, and the students started working enthusiastically on the group research about the extension of the Kita-Osaka-Kyuko and the new stations near our school. It was a timely group research as the opening was within a month on March 23, 2024.

continued on next page



The new Mino-Semba Handai-mae Station was one focus on the students' research.



PYP: Grade 1 Unit of Inquiry (continued)

First the G1 students formed questions that they wanted to answer. As we further researched about the railroad extension, we realized that much of the information came not only from the railroad company but also from Mino City and Osaka Prefecture. This was when the students learned that communities and transportation systems work closely together. We inquired into how Mino-City as a community collaborated with the train company, Kita-Osaka-Kyuko Dentetsu, to make this huge project happen.

We wrote to the Mino City Office to get more information. The G1 class got permission from the mayor to use the official photographs about the new stations and used them to make a group poster about how the changes of a transportation system would make it possible to meet the community's needs and desires. The students also learned about copyright for photographs and information.

After seeing the photos, the G1 students had many questions about the new stations. Some students took an action and actually visited the new stations and Osaka University library near the new Mino-Semba Handai-mae Station to research what's happening around the stations. Some students demonstrated action by making an original train map that included new stations and important places, including OIS, around the stations.

The G1 class made a list of questions about how our school might respond to the possible changes due to the new stations near our school. The students interviewed Mr. Lewis and asked about the school plan.



The student questions included:

1. With the new stations opening in Mino on March 23, is our school going to have the new school bus routes (for example, stopping at Mino Kayano or Mino-Semba Handai-mae instead of Senrichuo as the school bus stops)?
2. Do you think there will be some impact on our school or community? Do we have more students and families who would like to join SOIS?
3. Do you think MS/HS students might walk from the new stations or commute using bicycles (keeping bicycle parking spots at the new stations and commute by bicycles?)

We learned that with the new stations opening, there are new designed trains with the image of the beautiful four seasons of Mino, new shops, cafes and restaurants opening, themes and images of Mino at the new stations, the Osaka University library collaborating, and a lot of new residential and office buildings being built.

continued on next page

One of the new trains painted to show the beauty of the four seasons in Mino.



PYP: Grade 1 Unit of Inquiry (continued)

It was a joyful surprise when we found out that one of our classmate's father, Mr. Maeda, was the architect who designed the Mino-Semba Handai-mae Station with the image of the beautiful forests in Mino. Mr. Maeda came to our class and showed us the process of the station designing project. We learned that his team started working on this new station project six years ago when the G1 students were just born as babies, and the concept of the extension was discussed 50 years ago. Some students commented that "In order to make new stations people need to collaborate and work for a long time."



Presentation and interview with the station's architect, G1 parent Mr. Maeda.

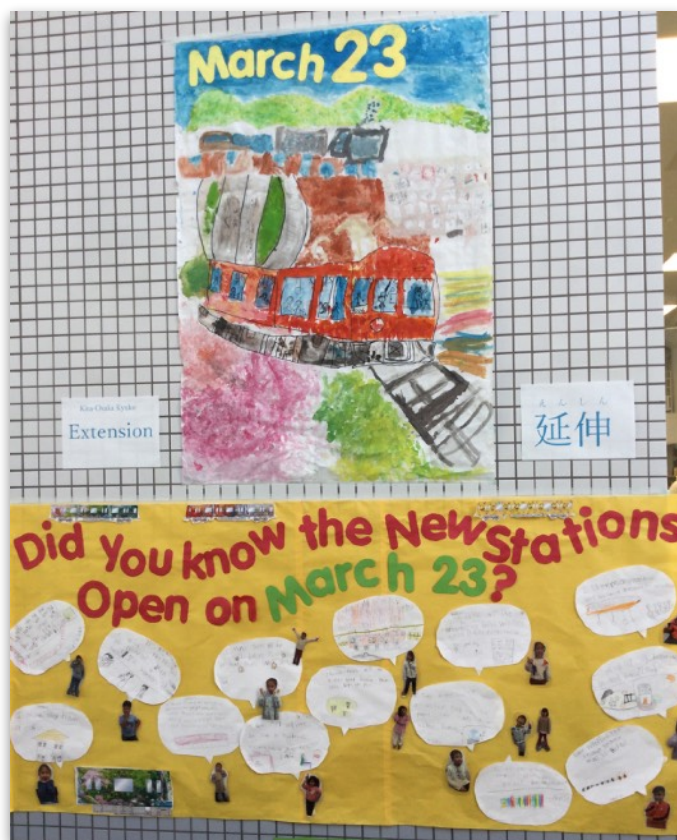
We also had a field trip to Osaka City using various kinds of public transportation and learned more about various transportation systems and how they are organized.



At the end the G1 students demonstrated strong understanding and innovative thinking skills while writing their own ideas for possible future transportation. Some of their ideas included:

- cars that drives by themselves
- cars that can be underwater and fly in the sky
- cars that can change their size
- a train that drives by itself
- a blimp that swims in the ocean
- transportation that produces less carbon dioxide

It was a very authentic inquiry process. The students consistently demonstrated enthusiasm in discovering interesting and fascinating information about how we organize ourselves and work collaboratively together to make something amazing happen.



Informing the school community about the new stations.

G1 students reflected and wrote that stations are not only for trains but for our community where people go to shops, lounges or cafes and spend time with family and friends. The students also described that safety is very important for transportation systems.

The G1 students were building research stamina and resilience when they face challenges. The whole class was reminded of the beauty of people working together. This group research gave us insightful experiences. Our journey exploring and learning about *How We Organize Ourselves* was a truly authentic and enjoyable inquiry.

PYP: Grade 2 Unit of Inquiry



Grade 2: PAULA DEZEM

Unit of Inquiry Sharing the Planet

Central Idea

Animals depend on their habitat to live

Lines of inquiry

- The needs of animals
- Animals are affected by habitat changes
- How humans impact animals
- How we exchange ideas

In our *Sharing the Planet* unit, students explored the diverse habitats of animals. They began by inquiring into different types of animal habitats, learning the basics of each, and creating trioramas that depicted these environments. The trioramas were accompanied by basic information gathered by the students about each habitat.

We also investigated the physical and behavioral adaptations that enable animals to thrive in their habitats. This comprehensive approach helped the children see how nature balances itself and what makes each ecosystem special.



Researching habitats for different animals, and then creating a triorama to illustrate the environment for a particular animal.



Following the habitat study, the unit shifted focus to a crucial current topic: environmental issues caused by human activities. Through videos, books, engaging discussions, and a field trip to Osaka Museum of Natural History, students were introduced to various environmental concerns, including deforestation, global warming, pollution, overharvesting, and overpopulation. Key concepts like the greenhouse effect, climate change, and sustainable farming were explored, fostering an understanding of humanity's impact on the planet.

In small groups, students wrote fictional narratives centered around these issues. These narratives were more than just stories; they were a means for students to express their understanding of environmental issues and think about actions that humans can take to help. In addition to allowing them to explore environmental challenges creatively, the stories were then developed into scripts for a puppet show we were planning to do.

Meanwhile, in art class with Ms. Henbest, the students made their own puppets. They created mixed media puppets, learning techniques such as paper mache and sewing. A special thanks to Mrs. Sova for her help with the puppet making.

continued on next page



PYP: Grade 2 Unit of Inquiry (continued)

Additionally, in class, the second graders also participated in Reader's Theater, a technique aimed at improving reading fluency and expression. This collaborative activity involved reading scripted parts of a story without the need for memorization. It allowed students to become familiar with the text and improve their expressive skills. This interactive approach not only made reading enjoyable and engaging but also prepared them for their puppet show presentations, boosting their confidence and fluency in performance.



The creation of puppet show scripts marked a significant milestone in the unit. Writing the scripts was a challenging yet rewarding task, requiring students to exercise their imagination and develop stories rich in dialogue and emotion. The process involved multiple rounds of writing, revising, and experimenting, culminating in play scripts that reflected their hard

work. With scripts in hand, students moved on to rehearsals.

They also designed and crafted beautiful backdrops to set the scenes for their puppet performances and created



posters to educate the audience about the environmental issue highlighted in their story, adding an informative element to their presentations.

The unit concluded with three sessions of seven puppet shows, presented to all elementary school classes, teachers, and G2 parents. These performances exhibited the students' artistic talents and provided opportunities



PYP: Grade 3 Unit of Inquiry



Grade 3: BRETT WRIGHT

Unit of Inquiry Who We Are

Central Idea

Children experience a range of challenges, risks and opportunities

Lines of inquiry

- A range of children's experiences
- Our responses to challenges, risks, and opportunities
- The ways children's rights are protected
- Strategies that develop resilience

In Grade 3 students are just at that age where any opportunity to get on a stage and perform in front of an audience can send them into a frenzy of excitement. So, when such an idea was pitched to the students for our final unit, you can probably imagine how eager they were to get started! The topic of the unit was children's rights. Through various activities and class discussions, the students speculated some ways in which children's rights can be deprived. For example, some children do not have access to education, or may live in dangerous areas, such as war zones. Other children may experience malnutrition, unsafe homes, and discrimination. After being exposed to some of the ways rights can be deprived, we were introduced to some change makers who have advocated for children's rights. During this exploration, we were fortunate enough to meet some incredible guest speakers: Rena Kawasaki, OIS graduate and recipient of the 2022 International Children's Peace Prize, Chaeli Mycroft, the 2011 recipient of the same prize, and some UNICEF Japan volunteers. The students were inspired by all of their hard work, their stories, and their contribution towards children's rights.

continued on next page



Guest speakers included OIS graduate and winner of the 2022 International Children's Peace Prize, Rena Kawasaki (above), and representatives from UNICEF Japan (below).



PYP: Grade 3 Unit of Inquiry (continued)

Meanwhile, we were doing more research on International Children's Peace Prize winners, studying the different ways people around the world have taken action for children's rights. At last, the pitch to perform for an audience could begin to materialize! We wrote three skits based on the lives of three of the winners; Kesz Valdez, Chaeli Mycroft, and Malala Yousafzai, to learn how these individuals had taken action to change the lives of street children, children with disabilities, and for girls to have equal access to education.

Although the process was challenging, it provided valuable opportunities for the students to improve their social skills, collaboration skills, and build resilience. When it was finally showtime, the students displayed exceptional pride and confidence in their performances, as well as some memorable moments of shining creativity. Dressed in colorful t-shirts with eye-catching icons representing their most valued children's rights, the performers looked dazzling on stage and united for one cause. A special thanks to Ms. Henbest for helping the students to create their t-shirts and wonderful props, and Mr. Conforzi for organizing a fantastic student-created, children's rights inspired version of "The More We Get Together," as well as organizing the theater equipment. Thank you also to Ms. Vidya for her fantastic job on the lights, and Ms. Tianen Zheng for organizing a small donation to Kobe Boys Town. Thank you also to grades 1, 2 and 4 for being our audience. It was a wonderful collaborative project and we are fortunate to have a great community to support us!



PYP: Grade 4 Unit of Inquiry



Grade 4: JENNIFER
CAMPBELL

Unit
How We Organise Ourselves

Central Idea

Economic activity relies on interacting systems

Lines of inquiry

- The role of supply and demand
- Profit and loss
- Our responsibility as consumers
- Demonstrate persistence when faced with challenges

For our inquiry into *How We Organise Ourselves*, Grade 4 explored the central idea of 'Economic activity relies on interacting systems'. For our summative assessment task for this unit, the students worked in groups to create a product to sell at the Grade 4 Bazaar! As part of our exploration of the line of inquiry 'profit and loss', students researched various products that they could make independently. Students were given a budget and had to research and order the materials to make their products from within their budget.

As students explored the line of inquiry 'supply and demand', they conducted market research by collecting data on their consumers' interests. The G4 students visited other elementary classes and asked about their consumers' likes, dislikes, and how much they would be willing to pay for an item. The G4 students then reflected on their findings and adjusted their products accordingly. The students also designed logos for their companies in Art class. The G4 students applied exploration of persuasive writing to write an essay convincing consumers to buy their product. Finally, secondary students visited the class to talk about various charities the older OIS students are involved in, and tried to persuade the G4s to choose their charity to donate their profits to!

On the day of the bazaar, the students were amazing! They were incredibly professional in setting up their booths, managing their merchandise, and selling items. Following the bazaar, the G4 students used their math skills to calculate their production costs, the revenue generated, and final profit.

Every group made a profit to donate to charity! It was inspiring to see our students apply their learning to a real-life business situation, for a charitable cause



PYP: Grade 5 Preparing for the MYP



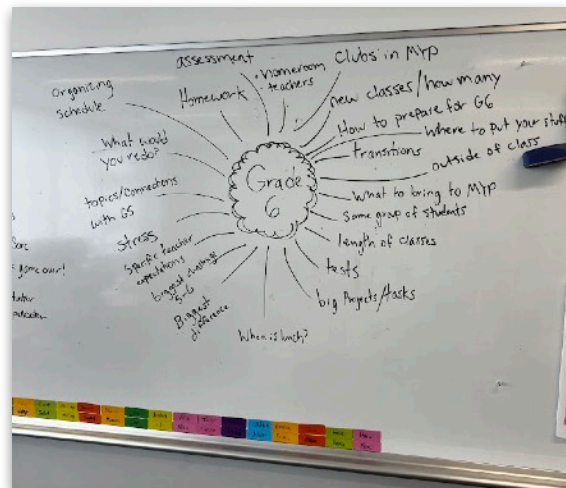
Grade 5: COLIN WEST

Students spent a morning with the Grade 6 students, first doing a team-building activity before Q&A breakout groups and a tour of the third floor. They were asked to reflect on the experience in a sentence or two. Here is what they wrote:

The sixth graders

- taught us where the other rooms were. Like our homeroom classroom.
- taught us how the teacher is, and how to organize your work.
- taught us about the new classes and the new system and where the classes are.
- were very kind and they showed us a lot of places and good tips.
- were very generous to us, showing us new classes like our classroom, our PE place, and even teaching us new things and what will happen in there. They even showed us the new teachers and who they are!
- helped us with what we needed for PE and other subjects, so they were helpful for what I needed to prepare for G6. Also they showed me a lot of places I didn't know.

- taught us tips for time management.
- gave us advice and tips to be successful in MYP, teaching us the classrooms on the 3rd floor.
- taught us where the classes were and when the classes are. G6 seemed very interesting and exciting.
- told us about different subjects that changed from PYP. Also they told us about different homerooms like long and short.
- were really helpful since we didn't know much about all the places which we would have to go to in sixth grade that there are a lot of. They also talked about all the things in G6 we never knew about before for the different subjects.
- made us really prepared for the MYP, because I barely knew where the classrooms were and I was scared I was going to get lost on the first day. They told us about the different kinds of activities we do and things to be aware about in MYP.
- told us many helpful things such as homework, long homerooms, etc.



PYP: Grade 5 Celebration

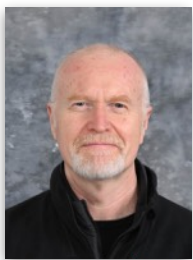
On Tuesday 25 June, the Grade 5 students celebrated their completion of the *Primary Years Programme* at an event kindly organised and compèred by G5 parents.

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*.



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

PYP: K-5 Approaches to Teaching and Learning



STEPHEN FRATER

In the OIS elementary school, students from the ages of four to eleven develop both social and academic skills within seven classes of active inquiry as they study the International Baccalaureate *Primary Years Programme* (PYP). The PYP enables our students to learn *why* they should know something and how it connects to other subjects and the world around them. Six broad *transdisciplinary* themes provide the framework around which our curriculum is organized to ensure structured inquiry and the construction of knowledge. The six themes are part of the common ground that unifies the curriculums in all PYP schools across the world. These themes are:

- *Who We Are* (WWA)
- *Where We Are in Place and Time* (WWAIP/T)
- *How We Express Ourselves* (HWE/O)
- *How the World Works* (HTWW)
- *How We Organize Ourselves* (HWO/O)
- *Sharing the Planet* (STP)

You might have seen the acronyms shown here in parentheses on the school reports, which provide detailed information on each unit studied in class during the reporting period.

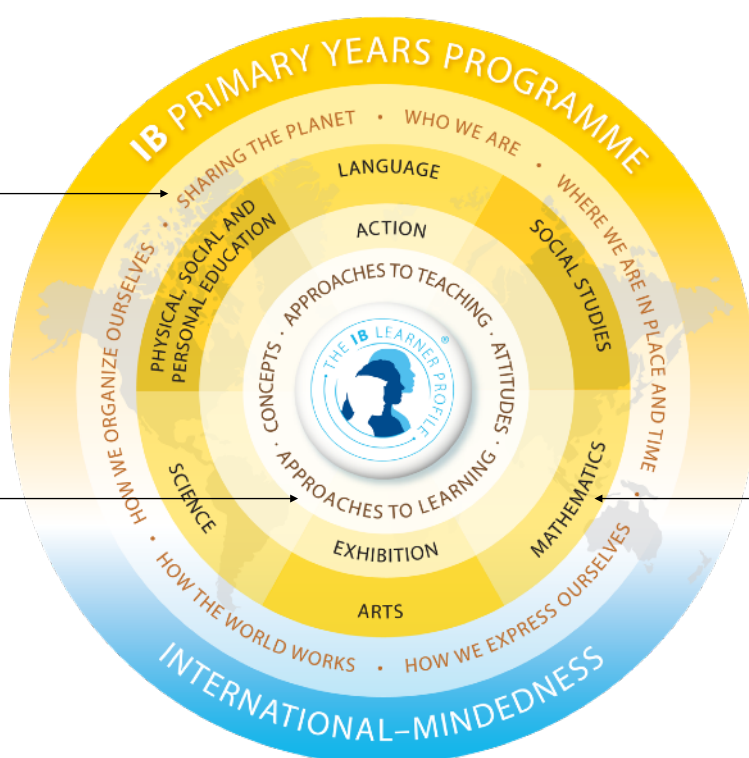
In KA and KB, four themes are covered including *Who We Are* and *How We Express Ourselves*. All six themes are covered in each grade level from grade 1 to grade 5. *Transdisciplinary* means that teachers collaboratively design units of inquiry across subject areas to ensure a broader and deeper understanding of the themes.

Teachers use *IB Scope and Sequence* curriculum documents to outline expectations for students at different stages of development in each of the subjects taught at OIS: maths, language, science, social studies, PSPE (personal, social and physical education), and the arts (music and art).

Academic expectations by grade level and subject are set out in *Scope and Sequence* documents for each grade level in these subject areas

Transdisciplinary units of inquiry; together these make up our Programme of Inquiry

Learning how to learn is fundamental to a student's education. The IB aims to support students of all ages to become self-regulated learners who know how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them. It also support students' sense of agency, encouraging them to see their learning as an active and dynamic process (IBO 2017)



continued on next page

PYP: K-5 Approaches to Teaching and Learning (continued)

Kindergarten A & B (Early Years Programme)

Early Years education at OIS begins in our mixed-age Kindergarten A & B grade class. We believe that these years of education are amongst the most crucial in a child's overall development. Following the IB Primary Years Programme framework, our Early Years Programme is wholly child centred, and driven by the needs of our young learner.

By combining our 4 and 5 year olds into one class with a teacher and two assistants, we are able to meet the needs of the individual students. Children develop at different rates and having the two age groups together allows for flexible grouping and support based on the individuals development needs rather than just their age. This allows each child to access the key features described below in a way suitable to their development.

Key features of the Early Years Programme

- **Learning through play:** In the early years program, play is the primary driver of inquiry and it is through play that children learn about themselves and the world around them. In all its forms play allows young learners to naturally and actively explore their interests and wonderings, and construct meaning from their interactions by making a personal connection to their own experiences. These meanings are continuously built upon and revisited as experiences grow. We provide time and space for our students to enjoy authentic, engaging and varied types of play.
- **Developing agency:** Children learn best when they find value in what they are doing, and value is best discovered in something that is meaningful and authentic. By giving children choice in pursuing that which they find interesting, intriguing and worth pursuing, we communicate that we trust and respect them as individuals and that their voice matters. We believe that it is important for children to feel a sense of ownership over their learning, in order to become active and empowered learners. By promoting agency at a young age we can encourage our early learners to become more at ease with being independent, confident in asserting themselves, and comfortable at negotiating and compromising together in play.
- **Learning environment:** A well designed learning environment can support and enhance development and learning by inspiring excitement for exploration, encouraging independence and responsibility, and providing a nurturing space for

self-expression and individuality. Our purpose-built early childhood area provides a safe and welcoming home for our youngest learners, as they explore new relationships and experiences. Learners have access to the larger campus, and regularly use the library, music room, art studio, gyms, sports field and swimming pool. The range of experiences offered to our youngest learners, supports our belief in the importance of developing the whole child.

Grades 1-5

Lower and upper Primary Years Programme

- **Learning through play:** Inquiry, as the leading pedagogical approach of the PYP, recognizes students as being actively involved in their own learning and as taking responsibility for that learning. Drawing from the transdisciplinary themes and students' interests, inquiry is an authentic way for students to relate to, explore and understand the world around them.

Inquiry is purposeful and authentic. It incorporates problem solving and supports students in achieving personal and shared goals. Inquiry extends students' learning when the exploration of initial curiosity generates new questions and wonderings. By situating inquiry in meaningful contexts, connections are made between personal experiences to local and global opportunities and challenges.

Through the inquiry process, students develop new and deeper understandings. This process involves:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- making connections between previous learning and current learning
- making predictions and acting purposefully to see what happens
- collecting data and reporting findings
- clarifying existing ideas and reappraising perceptions of events
- applying concepts to deepen conceptual understandings
- researching and seeking information
- establishing and testing theories
- solving problems in a variety of ways
- taking and defending a position.

continued on next page

PYP: K-5 Approaches to Teaching and Learning (continued)

- **Developing agency:** PYP students take initiative, express interest and wonderings, make choices and are aware of their learning goals. Students offer feedback to others and consult on decisions that affect them. In school, students take responsibility for their learning and collaborate with teachers and other students to plan, present and assess learning needs.

- Students have voice, choice and ownership for their own learning.
- When students have agency, the relationship between the teacher and students becomes a partnership.
- Students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community.
- The learning community supports agency and fosters self-efficacy.

Teachers recognize students' capabilities through listening, respecting and responding to their ideas. Students make thoughtful considerations and decisions with an emphasis on relationships, dialogue and respect for one another.

Examples of student agency at OIS:

- **G3-G5 Actioneers:** 2 elected students from G3, G4 and G5 meet with the Principal for Student Life to organise different events and activities as well as bringing up suggestions to make OIS a better place

- **Student choice:** Students have a variety of choices in sharing their learning and understanding through different media.
- **Student voice:** student questions and suggestions are valued and pursued in the units of inquiry.

- **Learning environment:** At OIS, the Elementary students have access to a variety of different areas. Our purpose-built early childhood area provides a safe and welcoming home for our youngest learners, and is available for G1 and G2 during recess and snack time. All students have access to the larger campus, and regularly use the library, music room, art studio, gyms, sports field and swimming pool.

In G1-G5 all students are allocated a Chromebook (provided by the school) and learn how to be responsible users.

This is just a short overview of our approaches to learning and teaching in the elementary school, where students develop the academic and social skills, and acquire the foundational knowledge and experiences that provide the foundation for their continued growth and success in the MYP and DP. More specific information and grade-level examples and expectations are shared with parents at our elementary back-to-school night on Friday, September 6. We hope to see you there!

OIS: Did you know?

The SOIS logo has been associated with the school since the days when SIS was known as Osaka Intercultural Academy (OIA). It is still widely used on our website, in our information brochures, and is a mainstay of our promotional materials, however not so many people are familiar with the logo's origins.

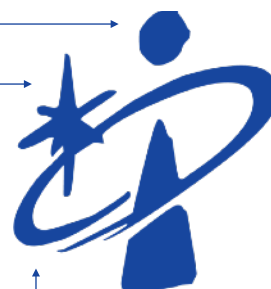
In 2011, I interviewed our then MS/HS Principal, Ms. Leanne Stephens, who was also a member of our Art faculty and responsible for helping to select the logo when the school started. A committee of teacher and student representatives, plus the heads of the two schools, selected the logo from several designs submitted at the time. Every homeroom at the time was also asked for their opinion on whether the various symbols in the logo reflected our mission statement to 'develop

informed, caring, creative individuals contributing to a global community.' This was the overwhelming favourite, and has represented our commitment to our mission statement and values since 1991. Now you know!

The head of the logo is a globe, representing the global community

The star represents the light that knowledge brings (informed), and also the energy of youth (contributing)

The circle represents communication, sharing, and the connection between the learning at OIS and the global contribution our students will make



MYP: Grade 6 Science



ANIL GHODAKE

Unit of Inquiry
Kitchen Chemistry

Overview:

This unit focused on chemical changes and the importance of making observations. Students delved into the fascinating world of Kitchen Chemistry, where they explored the key concept of change along with the related concepts of balance, evidence, energy, and interaction.

Students examined the distinct properties of solids, liquids, and gases as states of matter and learned how the particle theory of matter explains these properties, including changes of state. Understanding how substances interact, and transform was a central theme, enabling students to make connections between past and present changes to predict future outcomes.

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 discussed in a group which variable they are going to change in the pancake recipe (e.g. flour type, liquid ratio, or cooking temperature) and planned how to measure its effects on the pancake (e.g. taste, texture, thickness). Students carried out this experiment and collected their data in the HFL room, helping them 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.

The exploration of *kitchen chemistry* was both educational and enjoyable, fostering a love for science and its practical applications.



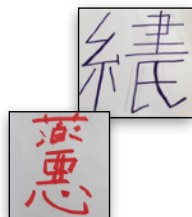
MYP: Grade 6 Japanese



MAKOTO SAKAI

Can you guess the meaning of this kanji?

How about this one?

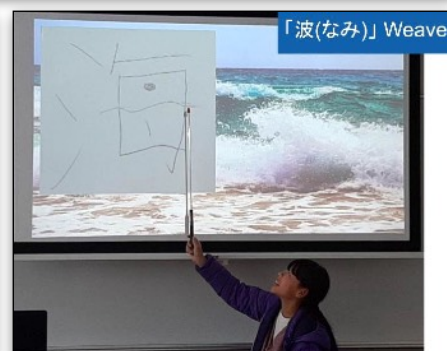
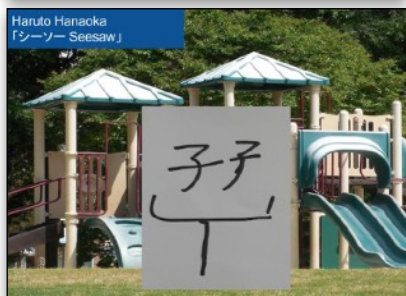
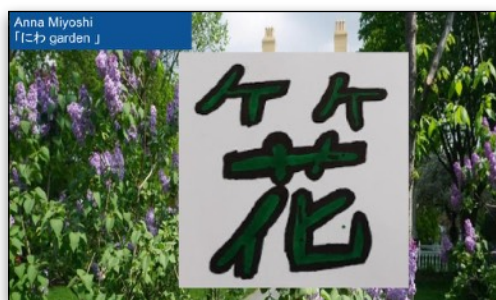


This trimester, in our *Language & Culture* unit, G6 Capable-Level Japanese students learned how kanji characters were developed and categorized (pictographs, simple ideographs, compound ideographs, and phono-semantic compounds). We then learned about kanji radicals, which are the building blocks of kanji characters. Understanding kanji radicals, as well as the origins of kanji, helps students comprehend and

memorize kanji characters, enabling them to learn kanji more efficiently and effectively.

As a project, students created “創作漢字 (soosaku kanji),” their own kanji characters, by combining radicals and pictograms and presenting them to everyone. When presenting their characters, students turned them into a quiz using pictures as hints (when necessary) so other students could guess how to read the kanji and their meanings. The kanji characters they created were very creative and demonstrated their understanding of radicals and how kanji characters were developed. Students also submitted the kanji characters they created to the 創作漢字 (soosaku kanji) contest hosted by the newspaper company, Sankei Shinbun Co., Ltd.

At the end of this year, many students said that creating and sharing their own kanji characters was one of the most fun and enlightening activities this year.



MYP: Grade 7 Visual Arts



DAVID MYERS

Students craft unique clay masks reflecting their identities

The Grade 7 students recently completed a project in their art class: crafting clay masks that reflect their own identities. This project provided an opportunity for the students to explore self-expression through art while focusing on skill-building in creating 3D forms.

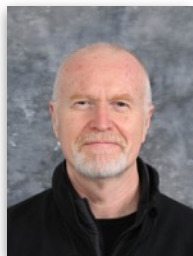
This research phase inspired them to think deeply about how they could represent their own identities through their mask designs. With their ideas in mind, the students sketched their concepts and then began the hands-on process of molding their masks out of clay using techniques taught earlier in the unit. The students really took to the methods and the expressions. Each mask became a unique representation.

The project emphasized the development of skills in working with 3D forms, allowing students to experiment with shaping, smoothing, and adding details to their clay masks. The completed masks will be displayed allowing parents, teachers, and fellow students to appreciate the creativity that went into each piece.

This project was a fantastic experience for our Grade 7 students, helping them develop their artistic skills and gain confidence in their ability with ceramics.



Back-to-School Nights



STEPHEN FRATER

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

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

2024 9 September

MYP: Grade 8 Visual Arts

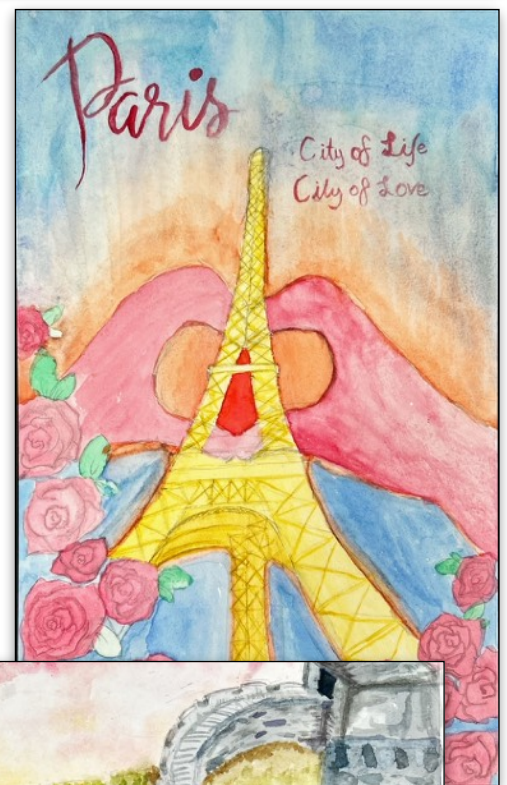
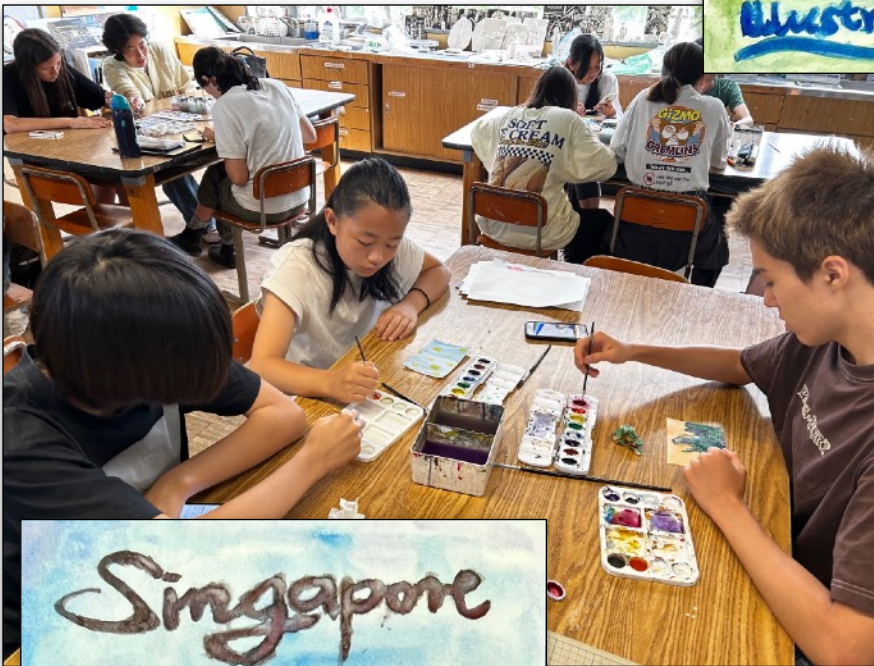


ESPERANZA GARCES

Culture is a key focus for Grade 8 Art this year. This term the students created poster paintings that incorporate celebrations, iconic structures, significant places, and popular foods to promote the culture of their chosen place.

To prepare, students learned about the elements and principles of art, the color wheel, color schemes, and various watercolor techniques they would need for their paintings. They also researched and analyzed paintings that highlight cultural practices from different regions.

Students then developed multiple ideas for their posters and selected the best one for their final project. They experimented with their chosen ideas to finalize the effects of different techniques and color schemes before working on their final poster paintings. All the tasks were recorded in the Art Journal.



MYP: Grade 8 Science



ANIL GHODAKE

Unit of Inquiry
Material Science

Statement of Inquiry

A change in matter is a consequence of energy differences between substances. Scientists and technicians make use of this to create a range of innovative products.

This unit focused on Material Science, where students investigated the physical and chemical properties of materials, specifically concrete, and the environmental impact of quarrying limestone. Through these studies, students explored the key concept of change and the related concepts of interaction and consequences.

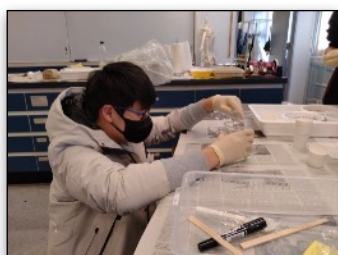
For summative assessment Criteria B & C, students designed and conducted experiments to test the effect of different ingredients on the strength of concrete. This involved crafting various concrete recipes, deciding

which ingredients to vary and how to measure the resulting changes in concrete strength. They gathered both quantitative and qualitative data, ensuring a thorough analysis of their experimental results. Students then processed the collected data, interpreted the results, and explained their conclusions based on the evidence.

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 appropriate tools and using them correctly.
- recording accurate measurements and detailed observations.
- presenting results using tables, bar charts, and line graphs.
- recognizing and understanding observations that do not fit expected patterns.
- using scientific knowledge to explain predictions and effectively communicate findings.

This unit provided students with a deeper understanding of material science and the properties of concrete but also equipped them with valuable skills and knowledge that will be beneficial in future scientific pursuits.



MYP: Grade 9 English



DAVID ALGIE

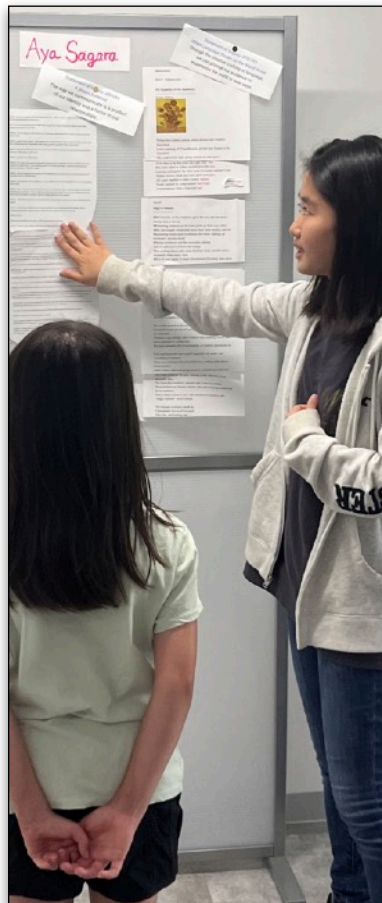
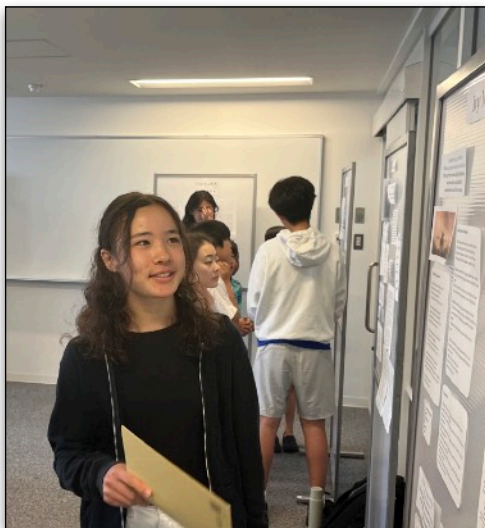
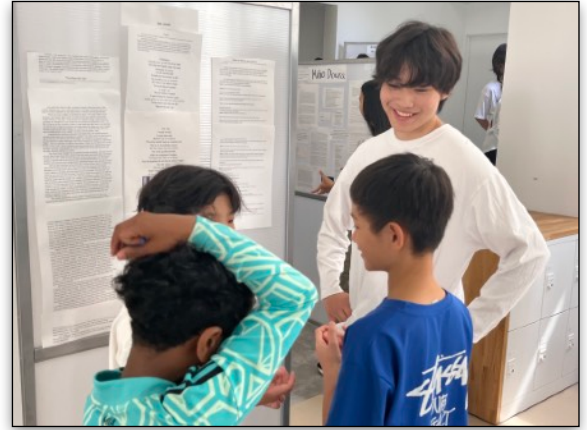


MICHAEL
DZORKPATA

Over the course of the school year, the Grade 9 English students showed themselves to be talented creative writers. They wrote play scripts, poems, and short stories. They experimented with a variety of techniques to enhance their writing. Imagery, point of view, irony, and typographical choices were just some of the features they used to great effect in their work.

The **Creative Writing Celebration** was a wonderful opportunity for our community to come together and enjoy the students' skill, originality, and flair. Students displayed their play scripts, poems, and short stories and shared their creative processes with their audiences. Parents, along with teachers and students from all grades across both schools attended. It was an extravaganza of talent and creativity. Congratulations to the students and thank you to all the guests who stopped by.

continued on next page



MYP: Grade 9 English (continued)

Samples of Grade 9 Creative Writing

Jealousy looks like the disfigured face of Krampus which chimney soot falls upon.

Jealousy sounds like the piercing screams of Medusa as she was damned to eternity of loneliness.

Jealousy smells like the toxic concoction of an ancient necromancer, a poison in the brewing.

Jealousy tastes like the rotten blood of Seraphim that drips from the high heavens.

Jealousy feels like the sharp bolt of Zeus which pierces the flesh and bone of enemies; innocent or not.

Jealousy is an array of ideas the sorrowed mind creates.

“Jealousy” by Angelina Rogers

Violet lightning blazed through the night sky, illuminating the darkness, followed by trails of rain pounding the ground. Despite the raging storm, Christ the Redeemer stood triumphantly on the mountain, watching over Rio de Janeiro. Young Nascimento sat beside his bed, accompanied by the radiating warm light his lamp gave off. He gripped the radio tightly in his perspiring palms, anxiously awaiting the 1958 World Cup final whistle. After several minutes that seemed like years, Brazil showed the entire world the beauty of Ginga and the true colors of football. As the radio proudly declared, “Brasil, campeón del mundo!!” Nascimento leaped up from his bed. “Vitória!” shouted Nascimento, followed by a cacophony of voices that filled the entire country with happiness and joy.

From “Just Like Pele Did” by Michael Zou

How to fight rain

Be wild.

Don't hesitate.

Jump in it using your legs, scratch in the upside down
bucket creating a mini ocean.

When, how, when? What do you mean by when or
how? DO IT NOW wherever you are!

You do not need tools to combat. Nor do you need
fighting gloves or shoes or shields or whatever you use
to fight in daily life.

You're already on the battlefield of “weather”

All you need is the soul to battle.

Dive, Dash, Slide, Grab, Blast, Swing.

You MUST be WILD—

BE WILD

No hesitation, drive and be drunk with your high
passion.

“How to Fight Rain” by Shoot Nawa

Officer Evan peered down at her from his chair and felt an aching guilt. Her bawling only seemed to become louder and intruding to the echoes of the station as Officer Evan spent more time contemplating his next move. He crept past the counter and stopped once again in front of the now blubbing Ms. Stones, and unsure of whether he was to cross their physical boundaries, he crouched down to touch a reassuring hand to her shoulder.

She immediately clutched his hand in hers, and the sobs quieted down. “It’s okay,” she whispered, her wet, glinting eyes meeting Officer Evan’s anxiety. “My dementia will worsen. This poor shell of a woman will be lost in the seas. And really, I know why he did it! He wrote it all down in his note!” Her voice uplifted with a sudden manic joy.

Officer Evan recoiled at the abrupt shift in her mood. Without a word, he helped pull Ms. Stones up, realizing their hands were still together in an awkward clench.

From “The Thank You Letter” by Soo Hyun Kim

MYP: Grade 9 Visual Arts



ESPERANZA GARCES

This trimester the Grade 9 Art classes are divided into three skill-based SOIS shared courses and a general art history class exclusively for OIS G9 students. What makes art class unique for G9 is that they have two art classes in one term. This allows them to combine the techniques and skills developed in practical classes with the concepts learned about art styles in art history, resulting in a holistic and well-informed artwork. This spring, we explored community art while researching how the visual arts reflect the society and culture that created them, studying various art periods and movements.

The drawing class experimented with different media and techniques, engaging in practical explorations to

express their thoughts and feelings about social issues important to our school, such as the war between Ukraine and Russia, pollution, wildfires, and other environmental concerns. Students conducted research on these issues, along with relevant art styles and techniques, to inform and develop their project ideas, which are included in the montage on the cover page.

In painting, students learned various techniques using different media: oil, acrylic, and watercolor. They also mastered color mixing to accurately replicate reference images in their paintings. The class collaborated on a mural painting that reflected the school community, coordinating their individual painting ideas.

The sculpture class addressed the same social and environmental issues, creating sculptures that visualized these themes. Students considered the spaces where their sculptures would be installed, applying the concepts and skills learned in class to their completed pieces.



MYP: Grade 9 & 10 Mathematics



KEVIN BERTMAN

Most of the languages that we interact with every day are not spoken languages; they are the languages that instruct a TV

what to do when the power button is pressed, what a website should do when a link is clicked, or how high Mario should jump when a button on a game controller is pressed. They are programming languages.

Learning a programming language can at first seem intimidating. This is partially due to the fact that each programming language has its own specific syntax - similar to grammar and punctuation rules in spoken languages.

However, any programming language contains far less syntax and rules than any spoken language, and is far easier to learn. The challenge is learning how to program a complex application using such a limited vocabulary.

It all comes down to logic and mathematics. To program is to break a problem down into its simplest logical components. For example, suppose we have a list of

numbers. How can we create a program that will write the numbers in order from smallest to largest?

If we were to do this manually we would perhaps look at all of the numbers to find the smallest one, write down its value and remove it from the list. We would then repeat this process until we have written down all of the values.

This is *exactly* how we could write a computer program that performs the same task. The screenshot below shows the JavaScript code that follows the same logic as when performing the task by hand.

```
let numbers=[8,3,-2,0,5,7,8,12,20,15,-5,0];
while (numbers.length>0) {
  let smallest=numbers[0];
  let smallestIndex=0;
  for (let i=1; i<numbers.length; i++) {
    if (numbers[i]<smallest) {
      smallest=numbers[i];
      smallestIndex=i;
    }
  }
  document.write(smallest+",");
  numbers.splice(smallestIndex,1);
}
```



With more practice and experience it is often possible to write shorter code that performs the same task. However, shorter code is not necessarily the most efficient code because it often requires a different logical structure which may make more logical steps. Shorter code can also be sometimes harder to follow and debug.

The code on the right performs exactly the same task as the code above, but uses a different logical structure. It searches the list of numbers from the beginning and if it finds a value that is larger than the following value it swaps the positions of the two values. It then repeats the same process again and again until all numbers are sorted.

This code actually takes longer to process than the above example because it searches through the entire list of numbers 11 times, but the previous code searches through an increasingly smaller list of numbers 11 times.

```
let numbers=[8,3,-2,0,5,7,8,12,20,15,-5,0];
for (let i=0; i<numbers.length-1; i++) {
  if (numbers[i]>numbers[i+1]) {
    let save=numbers[i];
    numbers[i]=numbers[i+1];
    numbers[i+1]=save;
    i=-1;
  }
}
document.write(numbers);
```

To program is to understand how to think, and computer programming is an art as much as a science.

Students at OIS experience computer programming in grades 9 and 10 mathematics class. Many of them also continue on their own independent programming journeys in grades 11 and 12.

continued on next page

MYP: Grade 9 & 10 Mathematics (continued)

In order to focus on the logic of a computer program and not worry too much about the syntax, grade 9 students use the Scratch programming language, developed by the Massachusetts Institute of Technology.

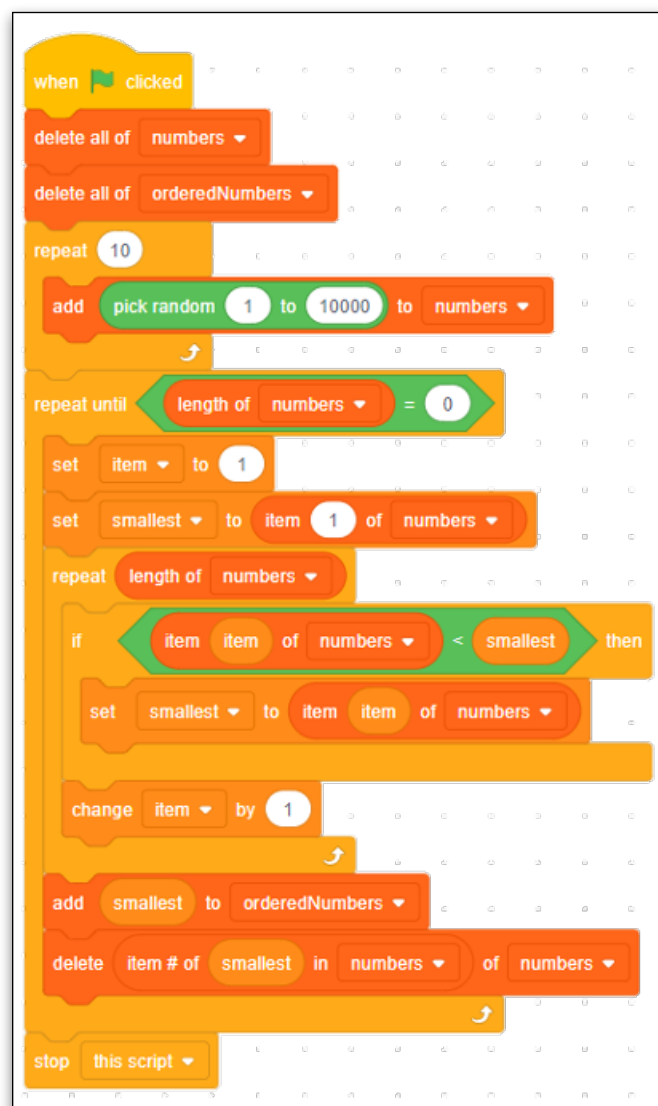
Scratch allows students to drag and drop programming blocks which only fit together in specific ways in order to create a logical set of instructions for the computer to follow. This allows students to focus only on the logical structure of their programs – what to tell the computer to do and when to tell the computer to do it.

The screenshot on the right is an example of a program that performs the same task as before, sorting a list of numbers by writing them in order from smallest to largest.

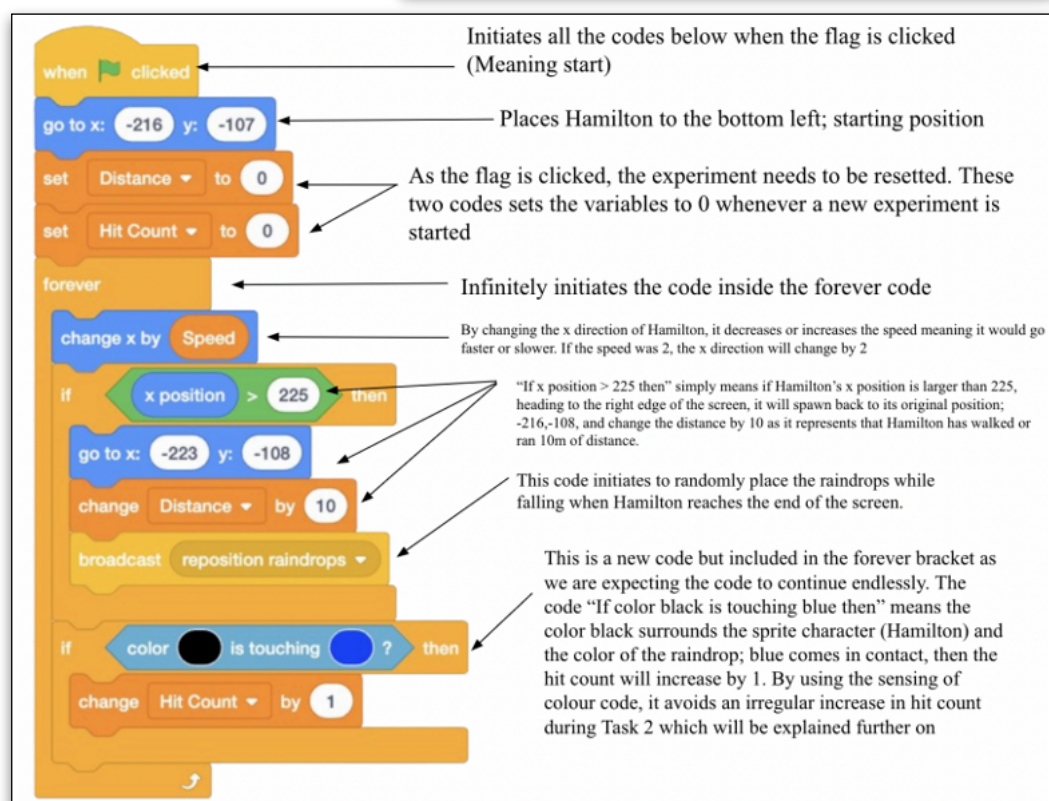
While this Scratch example may seem more complicated than the JavaScript code, after creating the required variables these code blocks just have to be dragged and dropped into place. Scratch does not allow two blocks of code to be placed together if it does not make logical sense to do so.

The real power of Scratch lies with its ability to create programs that contain interactive graphical elements without having to worry too much about how the graphical elements are displayed. With typed programming languages, such as JavaScript, displaying graphical elements can often require quite a bit of code.

Grade 9 students used Scratch to investigate whether it is better to run or walk in the rain both with and without an umbrella. We may reach our destination in a shorter amount of time, but will we run into more raindrops doing so?



Grade 9 Motoka Rin added some personal elements to her simulation in the form of her favourite racing driver. To the right and below are some screenshots of her work.



MYP: Grade 9 Mathematics (continued)

Running in the Rain Simulation –
Motoka Rin



Grade 10 students build on their understanding of the logic and structure of a computer program by learning JavaScript, along with HTML and CSS. These three languages are used on almost every website you visit. HTML is used for the content, CSS is used for the appearance, and JavaScript is used for any interactive elements.

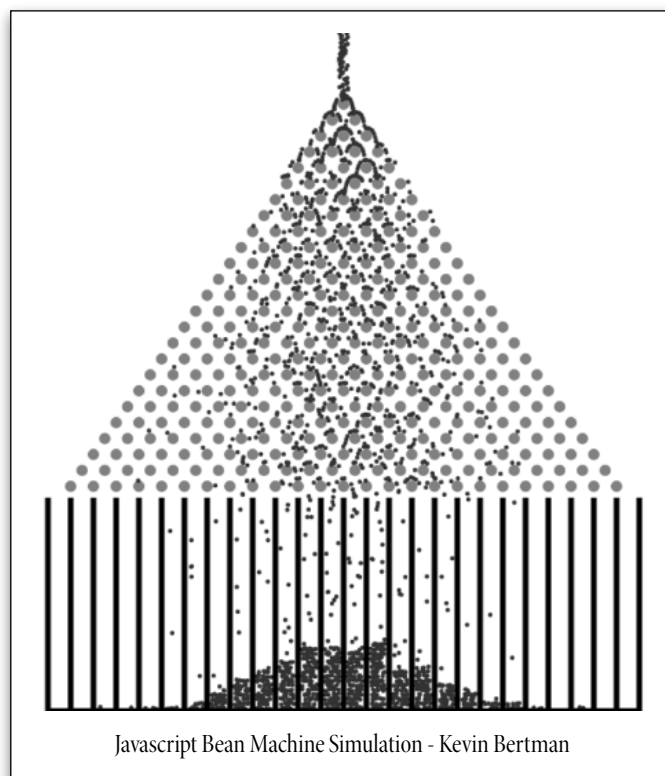
To write a program in JavaScript only a simple text editor is needed. A web browser (e.g. Google Chrome) can then be used to run the program and view its output. This makes it very easy to begin learning JavaScript.

In the unit before computer programming, grade 10 students studied probability distributions. The final topic in that unit was the normal distribution. Data which is created from the combined effects of many independent random variables is often normally distributed. It produces a specific bell curve when plotted as a graph.

Consider the following questions: Do you exercise regularly? Do you review class notes at the end of each day? Do you get enough sleep? Do you have a dog? Did your parents read to you as a child? Do you have a healthy diet? Do you walk to school? Do you cycle to school?

It can be argued that answering yes to a question would have a positive effect on academics. There are thousands of such questions we could ask where answering yes would have a positive effect on academic success.

The diagram below, which is created from a simulation written in JavaScript, shows the results of dropping hundreds of ball into a machine containing pins. At each pin a ball randomly goes left or right.



continued on next page

MYP: Grade 9 Mathematics (continued)

The diagram on the previous page, which is created from a simulation written in JavaScript, shows the results of dropping hundreds of balls into a machine containing pins. At each pin a ball randomly goes left or right.

Now, if each pin represents a question like the ones in the examples, with right representing yes and left representing no, we can see why academic assessments

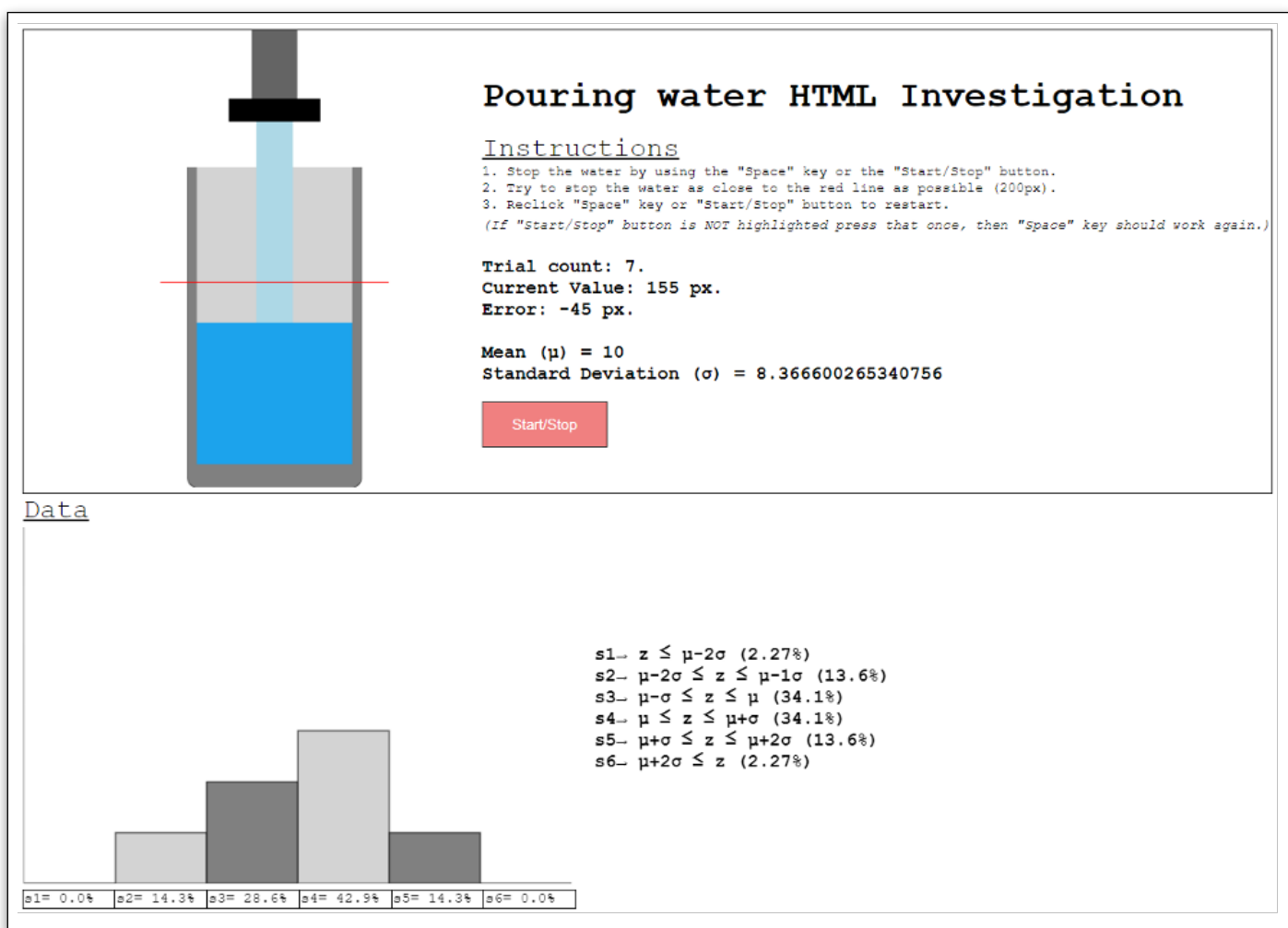
often produce results which are in the shape of a bell curve.

A ball that lands in a space towards the far right has to go right at most pins. Being able to answer yes to most questions like the ones above will have a very positive effect on academic success. However, this will apply to very few people. Most people will have a large amount of yes and no responses and therefore end up closer to the middle.



Other data can be normally distributed too. If something is extremely difficult to do perfectly, but quite easy to do well, the results will often be normally distributed. Grade 10 students used JavaScript, HTML and CSS to program their own interactive web pages that assesses the user at a specific task. They then analysed the results to determine whether they are normally distributed.

Grade 10 Yu Shingu programmed an interactive web page that assesses the user's ability to stop a cup filling with water at a specific level. The page automatically analyses the accuracy of the user to determine whether the data is normally distributed.



MYP: Grade 9 Mathematics (continued)

Grade 10 Koutaro Hayashi assessed the user's ability to stop a timer at a specific time. A sample of his code is shown below.

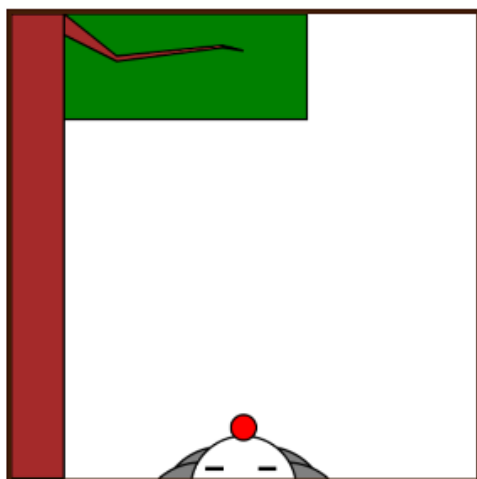
```

window.onkeydown = function(key) {
  if (key.keyCode == 32) { // spacebar
    if (x == 0) { // start
      x = 1;
      let startTime = new Date();
      let startMilli = startTime.getTime();
      function startTimer() {
        if (x == 2) {x = 3; return timeElapsed;}
        let currentTime = new Date();
        let currentMilli = currentTime.getTime();
        timeElapsed = currentMilli - startMilli;
        if (timeElapsed > 750) {
          document.getElementById("second").innerHTML = "press the spacebar<br>when you think it is<br>2 seconds";
        } else {
          document.getElementById("second").innerHTML = timeElapsed / 1000; // updates timer
        }
        window.setTimeout(startTimer);
      }
      startTimer();
    } else if (x == 1) { // stop
      x = 2;
      document.getElementById("second").innerHTML = timeElapsed / 1000; // display the hidden timer
      if (timeElapsed < 4000 && timeElapsed > 1200) { // accepts value from 1.2<X<4 seconds. Otherwise, it will be assu
        differences[differences.length] = (timeElapsed - 2000) / 1000;
        document.getElementById("input").innerHTML = differences.length;
        let sum = 0; // initialize mean
        for (let i = 0; i < differences.length; i++) {sum += differences[i];}
        let mean = sum / differences.length;
        document.getElementById("mean").innerHTML = mean;
        let Sigma = 0; // initialize mean
    }
  }
}

```

Grade 10 Xi Gong programmed an interactive webpage that assesses the user's ability to stop a falling apple just as it hits Newton's head.

Newton's Apple Game!



Instructions

1. Try to stop the falling apple on Newton's head (so he could discover gravity)
2. Click the space key once to stop the apple, twice to resume its fall.

Data Table

Error	-4	$\mu - \sigma$ to $\mu + \sigma$	42.8571428571429%
μ	-48.5714285714286	$\mu - 2\sigma$ to $\mu + 2\sigma$	100%
σ	9.42424142998322	$\mu - 3\sigma$ to $\mu + 3\sigma$	100%

Once a student understands the basics of programming it is very easy for them to continue to learn by themselves. This opens up more options for them at university, and in their future careers. We currently have a weekly student led programming club run by Diploma Programme students.

Programming is also a useful tool to assist in the completion of a mathematical or scientific extended

essay in the Diploma Programme. In the past, students have used it to investigate lunar and solar eclipses, the breaking of waves on a shore, and aperiodic tilings of 2-dimensional planes.

It is never too late to start learning computer programming. Visit <https://www.codecademy.com> to get started!

MYP: Grade 10 Music



KELLY
DEKLINSKI



TARA
CHENEY

In the final trimester of music studies at OIS, grade 10 students engaged in an interdisciplinary unit focused on the understanding and development of narrative through the subjects of individuals & societies (I&S) and music. As a final project, they applied their knowledge to the creation of a full piece of music, including original lyrics with a narrative of their choice.

Throughout the unit, students studied a range of sources to inform their songwriting. In the music component, they analyzed various songs and structures, learning about different genres, lyrical styles, and musical forms. They examined tracks from a variety of time periods, such as Billie Holiday's "Strange Fruit" and Taylor Swift's "You Need to Calm Down" and discussed in small groups what makes a song resonate with listeners. By breaking down these songs, students gained a deeper appreciation for the elements of music that help to convey the overall message, such as melody, harmony, rhythm and tone color.

One of the key aspects of their studies involved investigating their family tree and the origins of their names in their humanities classes. This personal research allowed the students to connect with their heritage and understand the stories that have shaped their identities.

By exploring their ancestry, students unearthed narratives that could be woven into their songs, thus adding a layer of depth to their work.

In addition to these class activities, students were encouraged to conduct independent research and to choose the narrative they wanted to develop in their piece, either personal or societal in nature. This autonomy allowed them to explore topics and themes that were meaningful to them. Whether they dove into historical events, societal issues, or personal experiences, the freedom to choose their focus empowered the students to create music that was both unique and reflective of their individual journeys.

The combination of these educational approaches culminated in the creation of original songs that were presented as the final project. Students utilized song forms such as ABC (verse-chorus-bridge), AABA (verse-bridge), and more, applying what they learned about narrative development and musical structure in their own compositions. By integrating elements from their humanities research, they crafted lyrics that told compelling stories, often drawing on family histories or significant personal experiences.

The final songs from this year's grade 10 class were truly remarkable. A variety of narratives were developed covering a range of personal topics such as family dynamics, personal relationships, and growing up, to more global topics such as substance abuse and conflict.

Two outstanding samples from this year are available via the QR codes below.

Artist: Hiro

About the work: In a hip-hop style, Hiro combines his deft rap skills with a sample 'hook' to create a catchy and energetic song about maturing and finding success.



Follow the QR code to access the file, or follow [this link](#).

Artist: Monica

About the work: Combining various elements of dark pop, Monica's exceptional composition and vocal skills are highlighted in this commentary on the worldwide prevalence of substance abuse.



Follow the QR code to access the file, or follow [this link](#).

MYP: Grade 10 Science



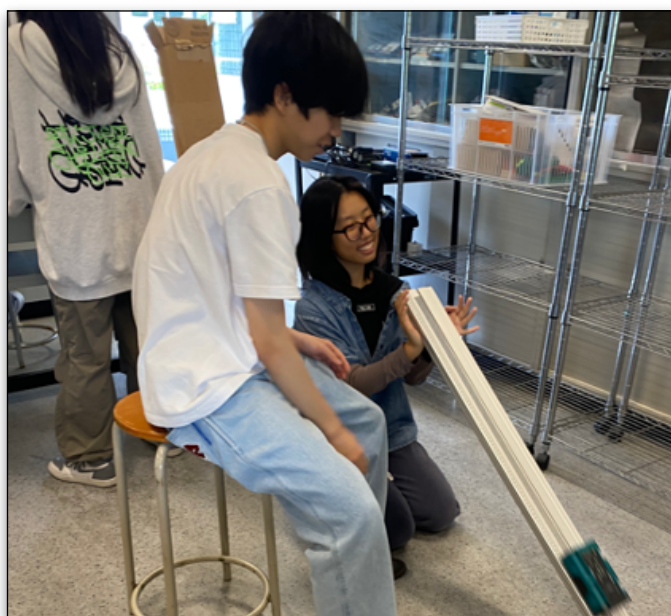
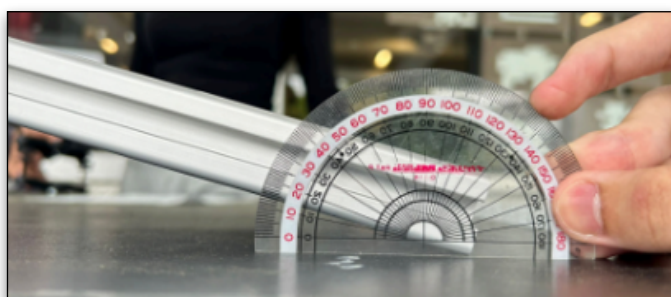
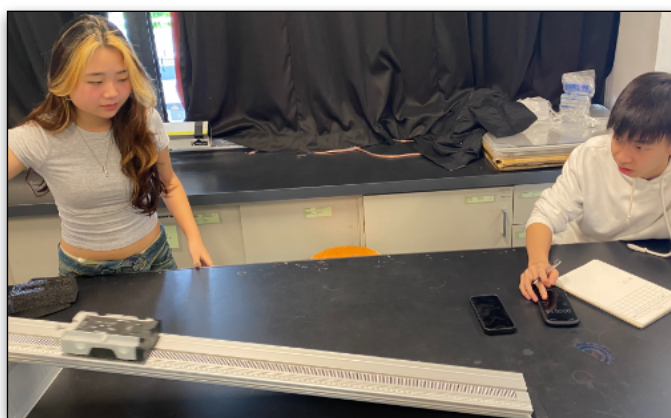
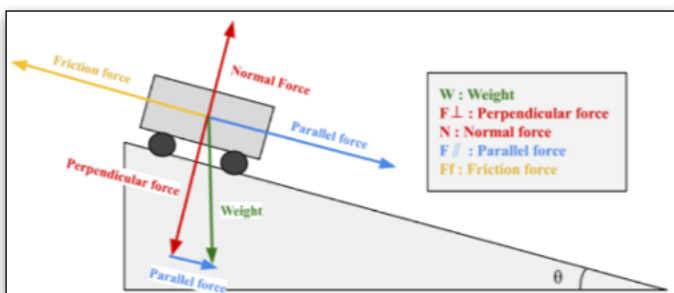
FUNDA KARAOSMANOĞLU

During the Spring Trimester grade 10 students focused on the way in which universal changes are governed by the fundamental interaction of matter. By focusing the laws in mechanics they have been learning how to describe the world through careful observation and scientific measurements as well as how to present the data in graphical form.

The students studied kinematics, forces, electrostatics, and electricity, and improved their lab practical skills through effective teamwork and collaboration.

As an introduction to kinematics and forces, the students completed their own experiment designs to investigate gravitational acceleration. They followed the scientific method to improve how to properly design and conduct their experiment, as well as how to write up a clear, thorough, and well-organized lab report. Students' experiments included investigations into Newton's second law, free fall, friction force, inclined plane, as well as interactions between charges and types of the circuits

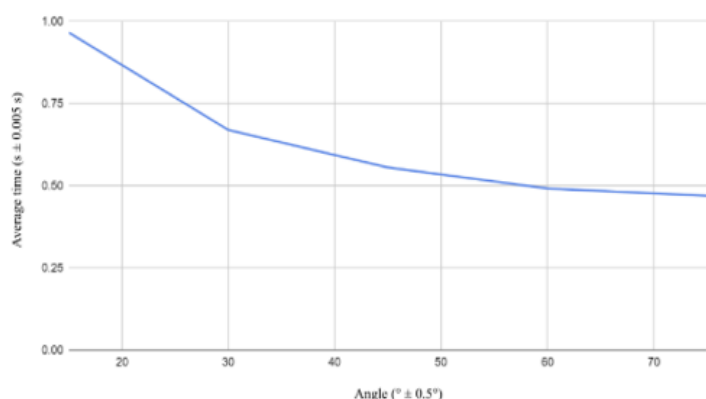
Grade 10 students conducting their self-designed experiments to investigate kinematics and forces.



MYP: Grade 10 Science (continued)

Angle ($^{\circ} \pm 0.5^{\circ}$)	Time (s ± 0.005)					
	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Average (s ± 0.005)
15 $\downarrow 14.5 - 15.5$	0.93 $\downarrow 0.925 - 0.935$	0.96 $\downarrow 0.955 - 0.965$	0.93 $\downarrow 0.925 - 0.935$	1.01 $\downarrow 1.005 - 1.015$	1.00 $\downarrow 0.995 - 1.005$	0.966 $\downarrow 0.961 - 0.971$
30 $\downarrow 29.5 - 30.5$	0.67 $\downarrow 0.665 - 0.675$	0.65 $\downarrow 0.645 - 0.655$	0.68 $\downarrow 0.675 - 0.685$	0.69 $\downarrow 0.685 - 0.695$	0.66 $\downarrow 0.655 - 0.665$	0.67 $\downarrow 0.665 - 0.675$
45 $\downarrow 44.5 - 45.5$	0.58 $\downarrow 0.575 - 0.585$	0.52 $\downarrow 0.515 - 0.525$	0.53 $\downarrow 0.525 - 0.535$	0.55 $\downarrow 0.545 - 0.555$	0.60 $\downarrow 0.595 - 0.605$	0.556 $\downarrow 0.551 - 0.561$
60 $\downarrow 59.5 - 60.5$	0.50 $\downarrow 0.495 - 0.505$	0.48 $\downarrow 0.475 - 0.485$	0.49 $\downarrow 0.485 - 0.495$	0.50 $\downarrow 0.495 - 0.505$	0.49 $\downarrow 0.485 - 0.495$	0.492 $\downarrow 0.487 - 0.497$
75 $\downarrow 74.5 - 75.5$	0.51 $\downarrow 0.505 - 0.515$	0.47 $\downarrow 0.465 - 0.475$	0.43 $\downarrow 0.425 - 0.435$	0.51 $\downarrow 0.505 - 0.515$	0.43 $\downarrow 0.425 - 0.435$	0.47 $\downarrow 0.465 - 0.475$

Angle vs Average time for car



(Figure 8)

5 degrees calculations:

$$1.22 = 0 + \left(\frac{1}{2}\right) \cdot a \cdot 2.29^2 \rightarrow a = 0.465 \text{ ms}^{-2}$$

$$F_{\text{net}} = 0.26572 \cdot 0.465 = 0.1236 \text{ N}$$

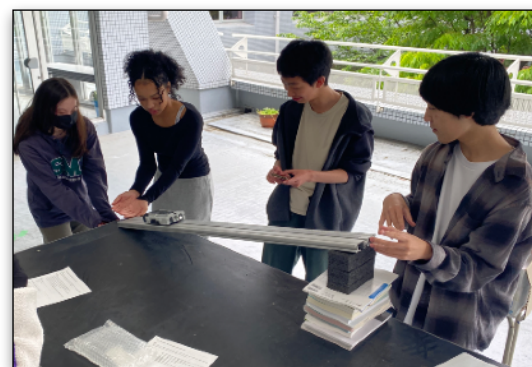
$$0.1236 = 2.6572 \sin(5) - F_f \rightarrow F_f = 0.108 \text{ N}$$

$$N = 2.6572 \cos(5) = 2.6471$$

$$\mu = \frac{0.108}{2.6471} = 0.0408$$

10 degrees calculations:

$$1.22 = 0 + \left(\frac{1}{2}\right) \cdot a \cdot 1.31^2 \rightarrow a = 1.413 \text{ ms}^{-2}$$



MYP Grade 10 Courses and Preparing for the DP



STEPHEN FRATER

Making appropriate course selection choices for the Diploma Programme (DP) in Grades 11 and 12 can be a difficult and daunting task. Grade 10 students need to take into account their personal interests, academic strengths, college requirements, and the level of challenge of the courses they are thinking of taking. At OIS, we help guide the Grade 10 students and parents through this process in multiple ways:

- In February, our DP Coordinator, Andrew Brown, leads a DP explanatory workshop for students and parents to outline the programme structure, requirements, and choices;
- In February and early March, each DP course teacher provides a brief but detailed explanation of their course to the G10 students;

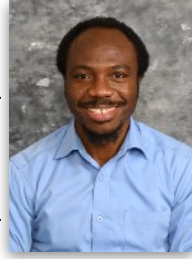
- Our College Counselor, Melissa Lamug, guides the G10 students through their initial research into colleges, using our BridgeU platform;
- The head of our Maths Department, Kevin Bertman, offers recommendations for the appropriate DP maths course each student should consider, based on their performances in MYP Maths;
- Our Science Department teachers teach one trimester each in grade 10, to give the students a taste of DP Biology, Chemistry, and Physics before they make their course selection (*hence the focus on Physics in the G10 Science article above*).
- Our Japanese Department will occasionally place a Grade 10 student in a higher language proficiency class for the Spring trimester to help them prepare for the DP Japanese class they will be taking.

This really just touches the surface of how OIS supports students through this process. For more information, parents may contact Mr. Brown at abrown@soismail.jp

DP: Grade 11 English (Podcasting)



DAVID ALGIE

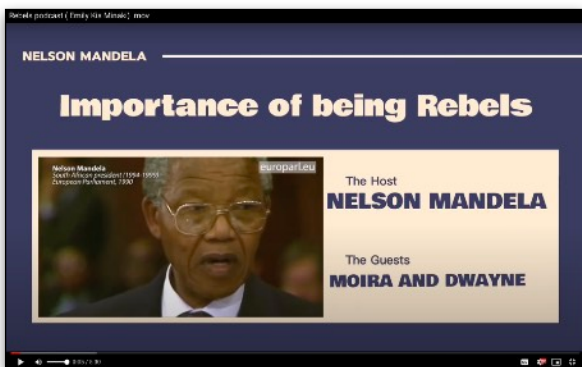


MICHAEL
DZORKPATA

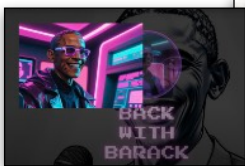
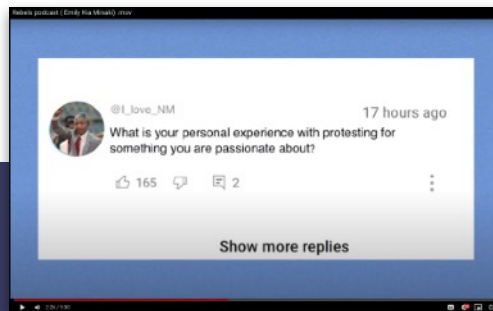
Podcasting is all the rage these days. Across a range of platforms, podcasters are using the format to inform—and misinform—their audiences, to entertain, and to explore hot topics.

All of this made podcasting an excellent way for the Grade 11 students to revisit how literary and non-literary texts represent various global issues.

Jessica, in the role of Trevor Noah from the memoir *Born a Crime*, hosted the Misfits Podcast. The guests were Lucas, in character as Offred from *The Handmaid's Tale*, and Yuji, as Frank from the movie *Little Miss Sunshine*. The podcast was a deep dive into how difficult it is for minority groups to find a sense of identity.



Tata's Convo's with Friends podcast was the forum for a hard-hitting conversation about the importance of taking a stand against unjust societies. The host was Nelson Mandela, ably played by Emily. Nelson's guests were Moira from *The Handmaid's Tale*, and Dwayne from *Little Miss Sunshine*, performed by voice actors Kia and Minami, respectively.



Back with Barack was hosted by President Obama himself, played with appropriate gravitas by Gunjan. Alice played Medea. Samruddhi took on the role of the brutal stepfather, Abel, from *Born a Crime*. Kiyotoshi acted as the Commander from *The Handmaid's Tale*. The host and guests explored the controversial topic of whether violence is ever justified.



The Jesus Loves You podcast was hosted by Patricia Noah, played by Jean. Patricia's guests were Cheryl from *Little Miss Sunshine* (Yoohei), Offred (Cristina), and the "migrant mother" from Dorothea Lange's famous photograph (Sofia). This podcast episode was a compelling exchange of ideas about how families respond to different forms of pressure.

The students had fun creating their podcasts. There was a lot of laughter. But there was also plenty of creative and critical thinking. Students had to think carefully about the conventions of podcasting, and then use those conventions to create something entirely new. They

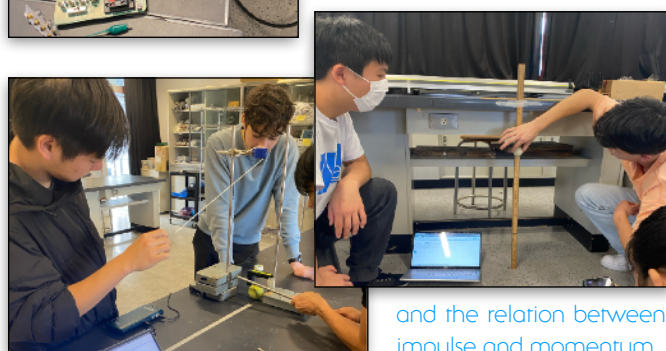
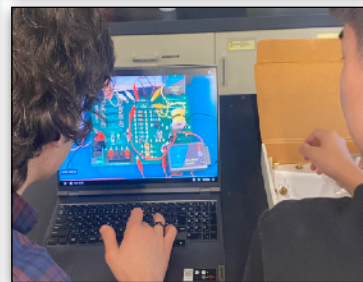
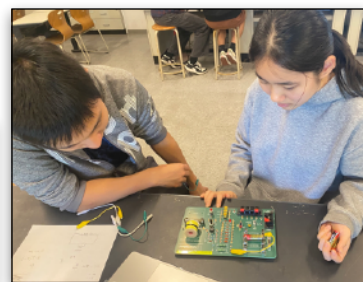
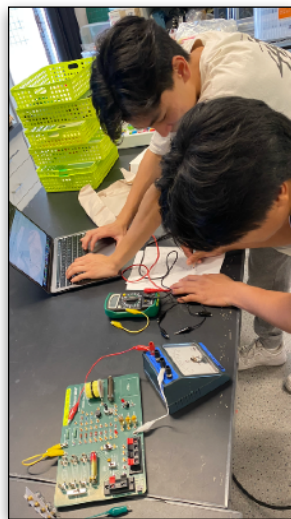
needed to get into the heads of the characters and explore different points of view. They also had to practice talking aloud about global issues. All of this will hopefully serve them well in their Individual Oral Assessment in Grade 12.

DP: Grade 11 Physics



FUNDA KARAOSMANOĞLU

Groups designed their own investigations into internal resistance...



and the relation between impulse and momentum.

During the Spring trimester G11 DP Physics students were busy improving their practical skills for their scientific investigation (their Internal Assessment), along with the research and communications skills needed to write scientific papers. In addition to the IA, laboratory practical skills are also tested in the Physics exams (Paper 1, Part B).

As 21st century learners, the students have been using digital tools to design and conduct their experiments, and to analyze the results. Of course, old-fashioned effective teamwork and collaboration remains as important as ever. The lab atmosphere supports the students' conceptual understanding to allow them to discuss and inspire each other.

Working on the data requires students to follow the scientific approach by considering the uncertainty on both measurement and calculations. The table from the student's product below shows how they reflect their knowledge on the lab reports.

Data table #1:
Raw data table
(external
resistance vs
current)

External resistance (Ω) ($\pm 0.5\Omega$)	Current (mA) ($\pm 5\text{mA}$) or ($\pm 0.5\text{mA}$)						
	Uncertainty of current	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Average
10	($\pm 5\text{mA}$)	145	145	145	145	145	145
20	($\pm 5\text{mA}$)	75.0	75.0	75.0	75.0	75.0	75.0
51	($\pm 0.5\text{mA}$)	28.0	28.0	28.0	28.0	28.0	28.0
61	($\pm 0.5\text{mA}$)	24.0	24.0	24.0	24.0	24.0	24.0
71	($\pm 0.5\text{mA}$)	20.5	20.5	20.5	20.5	20.5	20.5
102	($\pm 0.5\text{mA}$)	14.5	14.5	14.5	14.5	14.5	14.5
112	($\pm 0.5\text{mA}$)	13.5	13.5	13.5	13.5	13.5	13.5

Through the practicals the students have an opportunity to combine their theoretical knowledge with the data from the experiments. They conclude and analyze the meaning of data on the theory by creating a processed data table and drawing the graph based on that.

Converting the Raw Data Table in to a Processed Data Table

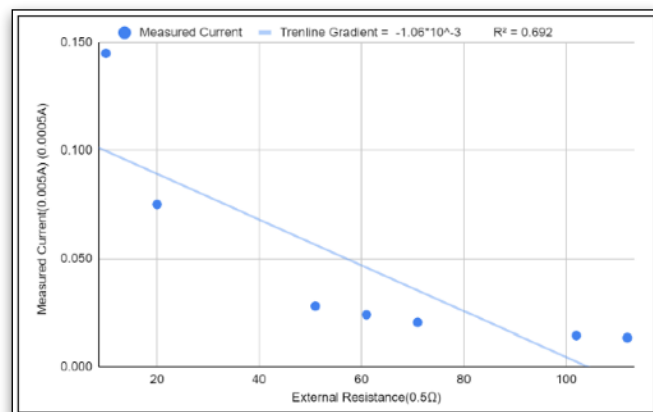
Step #1 - Converting mA to A $m = 10^{-3}$

Eg. $145 \times 10^{-3} = 0.145$ Therefore 145mA is converted to 0.145A
 $5 \times 10^{-3} = 0.005$ Therefore ($\pm 5\text{mA}$) is converted to ($\pm 0.005\text{A}$)

Step #2 - Finding Internal Resistance

$\text{emf} = I(R + r)$ Base Equation
 $1.5 = I(R + r)$ Plugging in Values
 $\frac{1.5}{I} - R = r$ Rearranging to Isolate r
 Eg. $\frac{1.5}{0.145} - 10 = 0.3448... \approx 0.345$

$\text{emf} = \text{Electromotive Force} = 1.5\text{V}$
 $I = \text{Measured Current}$
 $R = \text{External Resistance}$
 $r = \text{Internal Resistance}$



DP: Grade 11 Theory of Knowledge



DAVID ALGIE

KURT
MECKLEM

We're putting you on the spot. You're shown slide #1, and asked to talk it through with the person sitting next to you.

How does it feel to be asked this question and expected to talk about it, on the spot?

Annoying? Intriguing? Baffling?

What will your answers be?

It's common for TOK students to begin a lesson with a discussion like this, talking about what makes knowledge in different subjects special. They make connections and draw distinctions between disciplines. They grapple with difficult concepts.

In the short term, discussing these nuanced questions is good preparation for a lesson. It's a mental warm-up. In the slightly longer term, these conversations are a good way to generate ideas that students can pursue in their

Opening discussion:

"Hypotheses in the sciences can never be proven true. And in our study of history, we can never know for sure why things happened the way they did.

But mathematics can provide us real certainty. We know that $1+1=2$. This is what makes math special."

Does what is written above sound convincing to you?

Slide #1

TOK essays. Practicing these kinds of conversations also has lifelong benefits. Being able to talk off-the-cuff about complex topics is a valuable skill. All students will need this ability for college courses, job interviews, and workplace presentations.

The slide above introduced a lesson on Mathematics as an Area of Knowledge. This unit always sparks students' interest. They are often insightful and thought-provoking in their observations about math.

What do you think?

How would *you* respond to the knowledge questions in slide #2?

Would you be able to discuss these questions in sophisticated, original and multifaceted ways? Would you find the process interesting, or annoying?

By the end of the lesson which began with the discussion in the first slide above, Grade 11 TOK students were exploring ideas with great gusto. Jong Ray and Yuito were debating whether a demonstration of Pythagoras's theorem using a water wheel constituted a "proof" or just "evidence" or perhaps merely "an illustration." Honoka was writing in her journal about the relationship between conjectures and replicability in mathematics. Haruna and Mr. Algie were talking about whether math could be compared and contrasted with the arts or history in her upcoming TOK essay. The classroom was humming with ideas.

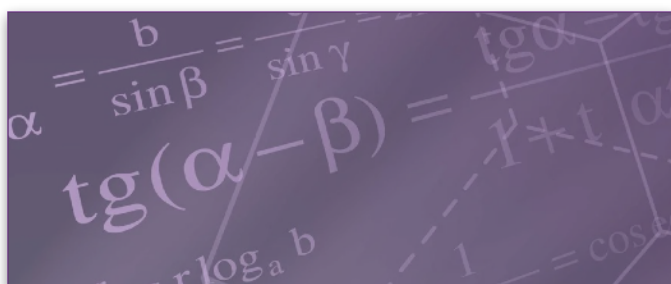
Starting a lesson with a tough question seems to pay off in the end.

What do you think?

Follow-up discussion questions:

1. If mathematics is created by humans, is it still possible to accept mathematical truths as objective facts about the world?
2. Is there a hierarchy of areas of knowledge in terms of their usefulness in solving problems?
3. Should mathematics be defined as a language?

Slide #2



DP: Grade 11 Biology



ANIL GHODAKE

During this Spring Trimester G11 DP Biology students 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.

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.

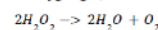
Overall, this scientific investigation provided an opportunity for students to showcase their dedication, scientific skills, and ability to apply knowledge to real-world scenarios. I appreciate the student's creativity, resilience and dedication to scientific inquiry.

1. Research design

1.1 Introduction

Hydrogen peroxide (H_2O_2) is a colorless liquid usually produced as aqueous solutions of different concentrations ("Hydrogen Peroxide | Formula & Uses"). It is used in different industrial applications, including bleaching cotton, manufacturing chemicals such as rocket propellant, and producing cosmetic and medicinal products ("Hydrogen Peroxide | Formula & Uses"). Though it is used in many industries, it is a toxin that can have harmful effects on workers when exposed to the chemical. Hydrogen peroxide may appear safe when it is stable, which is in abiotic conditions at ambient temperature and neutral pH, yet it can rapidly kill cells by producing highly reactive hydroxyl radicals (Mahaseeth and Kuzminov).

This cell-killing hydrogen peroxide actually forms in different organisms, including humans, as a product of metabolism, and can attack important biochemicals like protein and DNA by forming hydroxyl radicals. Consequently, it is crucial that the organism decomposes this dangerous chemical before it can form hydroxyl radicals (Schwarz, "Hydrogen Peroxide: The Body's Best Defence System"). Hydrogen peroxide breaks down into liquid water and oxygen gas, as in the following equation:



In the human body, the decomposition of hydrogen peroxide is aided by catalase, an antioxidant enzyme found in all aerobic organisms ("Catalase - an Overview | ScienceDirect Topics"). Enzymes are biological catalysts that increase the rate of the chemical reactions. They bind to the substrate at their active sites, helping break down large molecules, or helping bind two molecules together (Castro). Catalase catalyzes the decomposition of hydrogen peroxide by its active site binding to hydrogen peroxide, as in Figure 1.

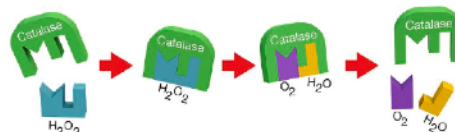


Figure 1. Catalase catalyzing the decomposition of hydrogen peroxide (Juul Jensen)

Samples of the G11 Biology class investigations

Qualitative data:

During the process of the experiment, white bubbles or foam formed when the catalase and $2H_2O_2$ interacted. There was also visible condensation within the conical flask, as the glass became clouded after the trial began. These observations occurred for every trial. However, it was observed that the amount of bubbles would increase after the conical flask was stirred and all visible catalase had interacted with the $2H_2O_2$ solution.

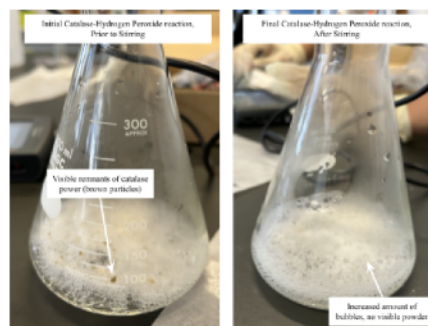


Fig. #5: Comparison of Catalase-Hydrogen Peroxide reaction prior to and after stirring

Processed Data

Calculations:

Table #10 shows the calculated rate of reaction for every trial. This was calculated with the following formula:

$$\text{Rate of reaction} = \frac{\text{Final Amount of Oxygen (\%) - Initial Amount of Oxygen (\%)}}{2}$$

continued on next page

DP: Grade 11 Biology (continued)

3.1.3 Variables defined:

Independent Variable	Method of Manipulation
Concentration of the bacterial protease in solution (0%, 1%, 2%, 3%, 4%, 5%), (controlled with room temperature distilled water so the results are precise).	Bacterial protease (0g, 0.3g, 0.6g, 0.9g, 1.2g, 1.5g) is put into different beakers each with 30 ml of distilled water

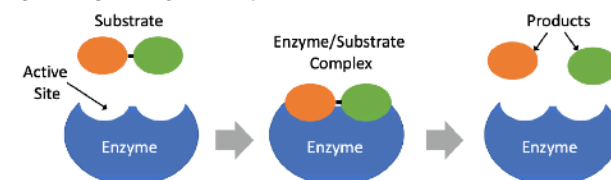
Dependent Variable	Method of Manipulation
The change in light absorbance of albumen after being soaked for 4 hours (controlled by using the same container size and egg size) - Measured using a colorimeter which showcases the absorbance of light and transmittance of light (don't need transmittance for this experiment).	Placing 0.25g of boiled albumen with the same diameter into 25 ml test tubes with 10 ml of the appropriate solution

Controlled Variable	How is it controlled	Why should it be controlled
Room temperature	The room's temperature is kept at a steady level with the use of an air conditioner.	The room's temperature will directly affect the temperature of the solution as it is not being kept in a water bath, so this must be controlled so that the enzyme's activity is constant/controlled.
Temperature of the solution	The distilled water as the solvent is kept at room temperature beforehand so that all of the solutions start and end at room temperature.	If the temperature of the solutions vary then there may be increased or decreased enzyme activity which can cause the absorbance levels of the albumen to be inaccurate. Furthermore if the temperature of the solution got too high then denaturation may take place and the enzyme can lose its ability to bind with substrates, ruining the results for the experiment.
Source of Egg	The eggs that were boiled all came from the same brand which ensures	By using the same brand of egg and the same 2 eggs for the experiment there will be little to no

Enzymes are proteins that catalyse metabolic reactions within organisms. Examples within human bodies are in digestion and liver function. (Cleveland Clinic) Various factors affect the rate that these enzymes catalyse reactions and increase the efficiency of metabolic processes.

Collision theory refers to how interactions between substrates and enzymes require a specific method of collision with optimal conditions in order to react, such as sufficient energy, and correct orientation. Figure #1 represents the importance of collision orientation for a substrate to bind to an enzyme. As the enzyme only has one specific active site, sufficient orientation and energy is required. Once the binding is successful, the enzyme breaks the bonds within the substrate to facilitate the metabolic reaction and release products. This means that enzymes lower the activation energy required for a metabolic reaction to occur.

Figure #1: Diagram showing the role of enzymes within a metabolic reaction



(Lohmer "Schematic...")

The collision frequency and therefore the rate of reaction is also dependent on various factors such as the substrate concentration, temperature and pH levels. This experiment focuses on the effect of substrate concentration on the rate of reaction. (Lohmer)

The justification for the use of the substances, yeast (*Saccharomyces cerevisiae*), dish soap, and hydrogen peroxide (H_2O_2) is as follows. The enzyme within this experiment is catalase. Catalase is an enzyme that can be found in all aerobic organisms, including yeast. (Dey) The substrates within this experiment are oxygen and hydrogen, which can be found in hydrogen peroxide (H_2O_2). The oxygen and hydrogen breaks down, facilitated by catalase. In order to

Samples of the G11 Biology class investigations

DP: Grade 11 & 12 Visual Arts



ESPERANZA GARCES

At the start of the spring term, the DP Grade 12 class held their art exhibition, which serves as the internal assessment for the Visual Arts program. The students began setting up their exhibits before the end of the winter term to prepare for the formal opening. In reality, the groundwork started in their first year when they were encouraged to envision their future exhibition. From this initial stage, they moved on to studying artworks for their comparative studies.

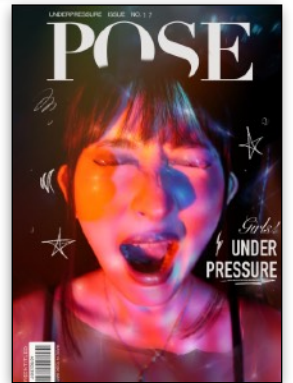
After gaining an understanding of various artworks and the art-making process, students developed their ideas through practical explorations, experimenting with different media and techniques. These explorations helped them refine their exhibition plans and create the art pieces for their final collection. Throughout this conceptual, technical, and reflective journey, students documented their progress in a process portfolio, which is submitted to the IB at the end of their second year.

With acquired skills and enhanced techniques, students chose the artworks for the final segment of the visual arts program. The completed pieces were curated, photographed, and submitted to the IB along with a rationale and accompanying artwork texts.



continued on next page

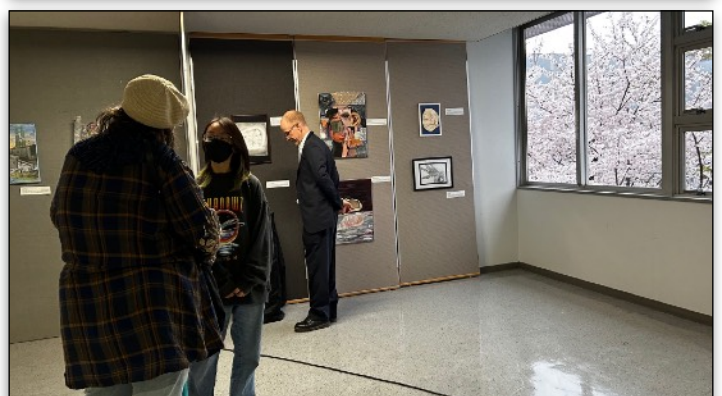
DP: Grade 11 & 12 Visual Arts (continued)



The Grade 11 class also participated in a mini group show during the exhibition to gain insight into their upcoming second-year experience. They displayed the two art pieces they had completed and curated their own cohesive exhibition.

Following this, the G11 students focused on finalizing their comparative studies and working on practical explorations to complete their process portfolios. Simultaneously, they created art pieces for their second-year exhibition. In the final week before the summer break, they started solidifying their initial ideas for the exhibition and the plans for each piece, ready to start creating as they enter their second year.

Grade 11 students held a mini group show to accompany the G12 exhibition



DP: Grade 12 Biology, Chemistry, and Physics



ANIL GHODAKE

This Spring, the Grade 12 DP Science course students engaged in the Group 4 project, an interdisciplinary activity mandatory for all Diploma Programme science students. This project emphasized collaboration across various scientific disciplines, allowing students to analyze a common topic or problem from multiple perspectives. The aim was to focus on the processes involved in scientific inquiry rather than just the end products.

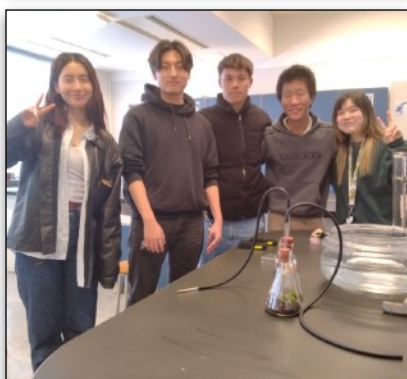
Students showcased their creativity and innovation by developing projects on various scientific and technological topics, including:

- Making the best use of recycled paper
- Creating edible water pods
- Developing water filtration systems
- Investigating photosynthesis and wavelength
- Constructing concrete using recycled materials

The Group 4 Project required students from different science subjects to work together, promoting the sharing of concepts and perceptions across disciplines. This collaborative experience aligned with aim #10 of the Group 4 subject guides: “develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.”

The project allowed students to appreciate the environmental, social, and ethical implications of science and technology. It also helped them understand the limitations of scientific study, such as the shortage of appropriate data or lack of resources. The emphasis was on interdisciplinary cooperation and the processes involved in scientific investigation. The task also helps the student to develop and apply 21st-century communication skills in the study of science, become critically aware, as global citizens, of the ethical implications of using science and technology, and to develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

The crucial planning stage, lasting about two hours, involved all G12 students meeting to brainstorm and discuss the central topic, sharing ideas and information. Students then investigated the topic in mixed-subject or single-subject groups, collaborating during the action stage to share findings. Safety, ethical, and environmental considerations were prioritized during any practical activities. The project finally culminated in a presentation, where students displayed their activities and findings. This informal presentation allowed students to circulate and discuss their work, and teachers were invited to attend and engage with the projects.



DP: Creativity, Action, Service (CAS)



DAVID MYERS

After six rewarding years, I have decided to step down from my role as the CAS (Creativity, Activity, Service) Coordinator. Serving in this position has been an incredible journey, allowing me to be part of so many students' lives and experiences.

During my tenure as CAS Coordinator, I had the privilege of witnessing the remarkable growth and development of our students and the program itself. The CAS program, with its emphasis on holistic education, has always been a central part of my efforts at OIS. It was a joy to see students embrace creativity, engage in physical activities, and commit to community service with such enthusiasm and dedication. They had so many valuable experiences that helped them grow as people and make themselves attractive to university admission.

From organizing various events and projects to guiding students through their individual CAS experiences, each moment has been a learning experience not just for the students, but for me as well. Each year I adopted a CAS roster of my own as a continuing vehicle for self improvement. I hope that lesson has stuck with the hundreds of CAS students I have helped. The energy, creativity, and passion that our students brought to the program were truly inspiring and made the role immensely fulfilling.

I am grateful for the support of my colleagues, the administration, and the wonderful students who made my time as CAS Coordinator so good. While I am stepping down from this role, I am excited to continue supporting the CAS program and look forward to seeing it flourish under new leadership.

The last six years have been a testament to the power of education in shaping lives and making a difference. I am proud of what we have achieved together and am confident that the CAS program will continue to thrive, enriching the lives of future students.

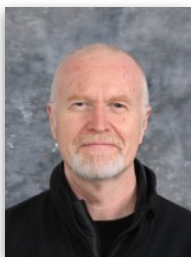


Photos from the G11 service trip to Cebu in March 2024

For more information about CAS at OIS, please see the Service Learning website here:

<https://sites.google.com/soismail.jp/service-at-sois/home>

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 effective communicators in a wide range of mediums and situations, and people 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: Nayeon Jin**
- **G7: Yoonho Lee**
- **G8: Haruki Algje**
- **G9: Helene Bigot**
- **G10: Xi Gong**
- **G11: Kia Konishi-Attwood**



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: Miu Imoto**
- **G7: Aanya Muthuvelan**
- **G8: Manaka Iwaki**
- **G9: Aya Sagara**
- **G10: Lu He Rikuto Hong**
- **G11: Alice Holland**



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: Tomoe Yasuno**
- **G7: Mir Lee**
- **G8: Tomohito Hisamori**
- **G9: Helene Bigot**
- **G10: Maya Kobayashi**
- **G11: Samruddhi Ghodake**



**Congratulations to all of our 2023-2024
OIS Learning Outcomes Award Winners!**


MS/HS: OIS and External Awards

The OIS Governor's Award

OIS Governor's Award

This award is to be presented to an OIS grade 12 student who:

- has bridged cultures successfully, in positive ways;
- has good grades;
- has shown responsibility (Eg. student council representative, etc.);
- and has been a model of what we expect an OIS student to be.



For the 2023-2024 academic year, the OIS Governor's Award was presented to **G12 Nao Noguchi**.

Nao has successfully bridged cultures and relationships within our school community and has been particularly active at this local level of community building. She is a model of the well rounded, respectful OIS student that is highly engaged in school life. She is a resilient learner who embodies the qualities of being caring and contributing. Despite joining our community fairly recently, she has served as a leader in the school's EJAAD volunteer programme and various other school committees, and has helped organize camps for younger students. She volunteered at a local marathon and helped people at a local cafe learn English. Most recently, she organized a talent show for students at SOIS and Doshisha International School Kyoto. This student employs her strengths of bilingualism and multiculturalism to bring people together, and always with a smile that can brighten anyone's day.

EARCOS Global Citizen Award

Home / Awards & Grants

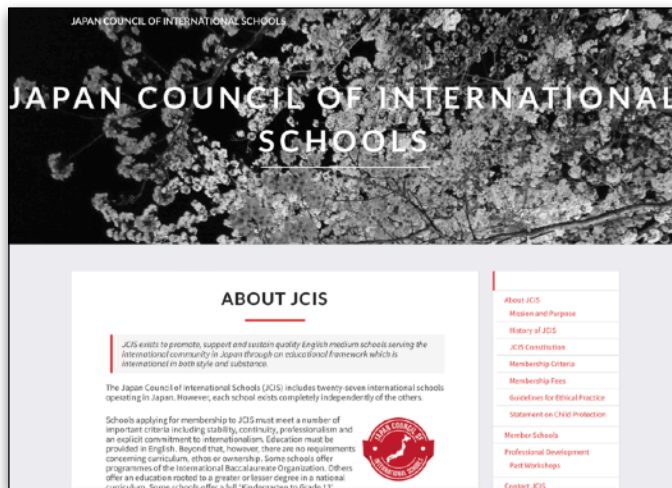
Global Citizenship Award



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 Yi An Hah 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 constant collaboration with others. Just some of her activities and roles include running after-school academic clubs to help others extend their mathematics knowledge and skills, organising a region-wide international school maths competition, and communicating fluently in three languages.

JCIS Award



The screenshot shows the JCIS website with a header for the Japan Council of International Schools. The main content area is titled 'ABOUT JCIS' and includes text about the council's mission to promote, support and sustain quality English medium schools serving the international community in Japan. A sidebar on the right lists various links such as 'About JCIS', 'Mission and Purpose', 'History of JCIS', 'JCIS Constitution', 'Membership Criteria', 'Membership Fees', 'Guidelines for Ethical Practice', 'Statement on Child Protection', 'Member Schools', 'Professional Development', 'Past Workshops', and 'Contact JCIS'.

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 2023-2024 award winner, **G9 Yuuka Iwaki**, is a conscientious member of her class who has put a considerable amount of effort, thought, and care into promoting traditional Japanese cultural arts to the OIS community, exemplified by the *Ranma* wood carving workshops she organised and promoted this year.

HS Graduation (ceremony)

The OIS high school graduation ceremony was held on Saturday 1 June. It was a beautiful sunny day, and we would like to offer our congratulations again to the Grade 12 students and their families on their graduation. Our heartfelt thanks go out to all of the people who made the event possible, in particular the Grade 11 students and parents who prepared the gym for the ceremony, and who hosted the wonderful after-ceremony celebration; a special thank you to the G11 class representatives, Ms. Yildirim and Mr. Nguyen, for coordinating the efforts of the other parents to make the day special for the graduates and their families.

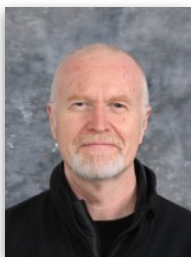


HS Graduation (ceremony)



Graduation reception, hosted by the Grade 11 parents and students

K-12: Approaches to Learning



STEPHEN FRATER

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

As a reminder, the Fall 2022 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	<ul style="list-style-type: none"> • Critical thinking • Creative thinking • Transfer
Communication skills	<ul style="list-style-type: none"> • Communication
Social skills	<ul style="list-style-type: none"> • Collaboration
Self-management skills	<ul style="list-style-type: none"> • Organisation • Affective • Reflection
Research skills	<ul style="list-style-type: none"> • Information literacy • Media literacy

Social Skills: Collaboration

Numerous public and private sector studies^{1, 2, 3} have identified **collaboration** as one of the most important skills needed in the 21st century workplace. Indeed, some studies identify it as *the* most important skill that students need to develop, given the prevalence of Project-Based Learning (PBL) in high school and college, and the common business practice nowadays of being assigned to work in local/in-person and global/virtual teams in the workplace^{4, 5}. The ability to interact, reflect, exchange ideas, and articulate well in these situations is of paramount importance. Effective collaboration is therefore one of the skills that students are expected to acquire through their secondary and tertiary education.

Although collaboration appears under the *Approaches to Learning* category of **Social skills**, and therefore appears at first glance to be a discrete category unto itself, as we shall see below, successful collaboration also depends on effective communication skills, critical thinking, and affective skills such as self-reflection and organisation. In other words, acquiring and developing collaboration skills illustrates the importance of students developing and improving *all* of their ATL skills steadily and concurrently. For a refresher on some of these skills, see previous editions of *The Educator* including:

- the [Fall 2022 edition](#) (pages 19-21) looked at self-management skills, including affective skills such as resilience, mindfulness, and organisation skills;
- the [Winter 2022 edition](#) (pages 43-48) looked in some depth at communication skills, including the 7Cs, effective listening skills, cross-cultural understanding, and empathy and conflict resolution;
- the [Spring 2023 edition](#) (pages 31-36) looked at critical thinking skills, something that is particularly important when groups collaborate and need to avoid pitfalls such as groupthink.

The academic literature actually reveals quite a few terms used synonymously to refer to collaboration, including 'cooperative learning' and 'teamwork'. Nevertheless, it is clear that giving students opportunities to work together is not necessarily the same thing as having them collaborate⁶. Group work, for example, is often a simple division of labour which can end up with the most competent group member(s) producing the greater proportion of the group's output, whilst one or more other members may enjoy a 'free ride' - earning credit for the task that is disproportionate to their contribution. It is important therefore to define what is meant by collaboration in this context, and equally importantly, to understand how it differs from cooperation.

continued on next page

K-12: Approaches to Learning (continued)

Definitions of Collaboration

Firstly, it is necessary to recognize that collaboration is often just viewed as a way for students to generate a final product, and their output is what is important. In other words, collaboration is simply a means to an end, and in the school environment, this means that collaboration is another (albeit very useful) way for students to acquire academic knowledge⁷. However, collaboration also needs to be seen as a process and desired outcome in its own right, and therefore a skill that needs to be explicitly taught, understood, learnt, and practiced. Definitions of collaboration in this context therefore need to capture both of these concepts. Some widely cited definitions include:

Source	Definition
Care et al. (2018) ⁸	Collaboration occurs when meeting a goal requires more than what any one individual is able to manage alone and therefore needs to pool resources with others.
Lench et al. (2015) ⁹	Collaboration is an individual's capacity to work with other people in a process that requires interdependence to solve a problem, achieve a goal, or complete a task.
OECD (2017) ²	Collaborative problem solving competency is the capacity of an individual to effectively engage in a process whereby two or more agents attempt to solve a problem by sharing the understanding and effort required to come to a solution and pooling their knowledge, skills, and efforts to reach that solution.

There tend to be three common elements in these definitions of collaboration, and the last one really helps to distinguish it from simple cooperation (or coordination):

1. Two or more people work interdependently.
2. The group participants need to work together on a genuine joint activity such as solving a problem, completing a task such as investigating a topic in depth and from multiple perspectives, or designing a product.
3. The group participants *need to pool their knowledge, skills, and efforts*, to complete the activity successfully.

In other words, collaboration helps students to achieve learning outcomes or create output that exceeds what they would be able to manage on their own.

Benefits of Collaboration

Again, numerous studies have identified the benefits of collaboration on other key skills, all of which contribute towards greater student success. For example:

- Working with others will usually increase the number and quality of ideas generated. Additionally, there may be a wider range of perspectives offered in a group, which can lead to ideas and beliefs being challenged, and alternative ways of thinking being considered.
- Collaboration may also promote metacognition - thinking about thinking - when students are asked to explain, justify, or support their ideas, or to defend them when they are challenged. This leads to a greater conceptual understanding of the material or the task. (For a more in-depth discussion on the benefits of cognitive dissonance and conflict, see Piaget's socio-constructivist approach¹²).
- Working collaboratively can also increase student motivation to learn, due to peer encouragement, peer modeling, and a sense of shared responsibility towards the group and its task.
- Learning with others increases the possibility that students will store the learned information in their long-term memory; the average amount of information retained from discussions is 50%, practice by doing is 75%, and teaching others or using new information immediately is 90%.
- Finally, collaboration can also stimulate self-regulation (or self-efficacy), through encouraging students to seek help when they need it, adapt their approach to the changing dynamics of the group and the task, and negotiate solutions when conflicts arise in the ideas or behaviour of different members of the group.^{6, 10, 11}

The last point, on learning to recognise and then negotiate differences in opinion, is particularly important since teams at all levels of society (formal, in the workplace, or informal, among social groups), are increasing multicultural, and conflict and mediation may be based on a wide range of verbal and non-verbal factors and norms.

K-12: Approaches to Learning (continued)

Key components of Collaboration

Building on work initially done by Hesse et al. (2015)¹³ and the OECD's Programme for International Student Assessment (PISA)², the Australian Council for Educational Research developed a collaboration framework that identifies three key components of collaboration (specifically within a problem-solving context such as Project-Based Learning tasks and teams), and several sub-strands:

1. Building shared understanding	1.1 Communicating with others 1.2 Pooling resources and information 1.3 Negotiating roles and responsibilities
2. Collectively contributing	2.1 Actively participating in the group 2.2 Recognising contributions of others 2.3 Engaging with roles and responsibilities
3. Regulating	3.1 Ensuring own contributions are constructive 3.2 Resolving differences 3.3 Maintaining shared understanding 3.4 Adapting behaviour and contributions for others

1. Building shared understanding

To tackle any task successfully, students first need to build a shared understanding of the goal or problem presented to them. They will need to pool information and identify gaps in their understanding, and also develop a shared understanding of the group's resources, including their relative strengths and experience with or knowledge of the topic or task area. They also need a shared understanding of what exactly is needed to complete the task successfully. Building this shared understanding requires:

1.1 Communicating with others - not just exchanging information, but asking clarifying questions, responding to requests or questions promptly and clearly, and if necessary, facilitating communication between other group members.

1.2 Pooling resources and information - recognising that each team member will not have the same informations, skills, knowledge, expertise, or tangible resources, and therefore combining resources to

generate a larger, deeper pool will benefit the whole group and contribute towards a shared understanding to the task and the the topic.

1.3 Negotiating roles and responsibilities - ensuring that roles and responsibilities in the group are distributed optimally to match the experience, knowledge, or skills of each member. This in itself needs to be a collaborative exercise to ensure all members feel a shared responsibility towards the group and the task (in other words, a role has not been imposed against a team member's wishes).

2. Collectively contributing

Once a shared understanding and responsibility has been established, students are better placed to contribute in line with their role, and acknowledge the contributions of others to the group. Contributing effectively requires:

2.1 Actively participating in the group - not just at the start or intermittently. This is as much about personal qualities of perseverance and resilience as the technical skills required to communicate and organise effectively. For example, proficient collaborators may need to make multiple attempts at group tasks and try alternative strategies to overcome difficult situations or differences in opinion within the group.

2.2 Recognising contributions of others - which is a combination of a willingness to listen to, seeking to comprehend, and accepting other perspectives and arguments in the interest of pursuing a greater shared understanding of the task or the topic.

2.3 Engaging with roles and responsibilities - whereby each group member successfully carries out the responsibilities associated with their allocated role, and understands the role of others in the task. Further, they will stick to the 'rules of engagement' that the group has established, such as a shared strategy or plan, and monitors other group members to ensure everyone stays on task.

3. Regulating

Collaborators need to ensure that all contributions are relevant and helpful to the task, and that the shared understanding of the group is maintained. This requires checking in or reporting back to other group members, ensuring differences are resolved, and adapting behaviour and contributions in response to the understanding or perspective of others in the group.

continued on next page

K-12: Approaches to Learning (continued)

Regulating effectively requires:

3.1 Ensuring own contributions are constructive - by being conscious of the quality and relevance of their own contributions, monitoring their manner and frequency of communication within the group, and willingly integrating others' ideas. This is also related to developing affective skills, such as self-management; a student who reflects on his or her own contributions to the group tends to be more capable in identifying their own strengths and weaknesses, and in a better position to improve in these areas.

3.2 Resolving differences - since collaborative groups, by their nature, are likely to bring together different perspectives, interpretations, and beliefs, students need to listen, explain, debate, and negotiate, sometimes frequently. Explaining and justifying arguments has the potential to improve learning through adding depth, perspective, and adjustments to a student's understanding of a topic or problem.

Of course, students who have not yet developed the ability to resolve differences may not even be aware of any problems, or may choose to ignore them. Others may recognise and be able to comment on differences, without resolving them. Through collaboration, peer modeling, and teacher guidance and support, however, this is a key skill that students can and need to develop.

3.3 Maintaining shared understanding - since projects and group dynamics can change over time, through new learning, moving to a new stage in the project, disagreements, even changes in group personnel, students need to be adaptable and responsive in their approach to changes and new challenges. Whilst we have already looked at the importance of developing a shared understanding of the problem, task, or topic, the key word here is *maintaining* that shared understanding over time even as it evolves over the course of the collaboration project.

3.4 Adapting behaviour and contributions for others - which means consciously thinking about the most appropriate style and level of complexity to use when communicating ideas or counter-arguments to other members of the group depending on their background, familiarity with the topic, experience, and so on. This is commonly referred to as 'listener awareness', or knowing your audience, and can be crucial to effective collaboration.

Developing Collaboration skills

Effective collaboration is therefore more proactive and interdependent than simple cooperation, and there are numerous skills for students to acquire and develop. Whilst there is an important role for teachers in this process, there is also a lot that students can do to acquire and improve these skills themselves. For example, students can think about these points next time they are placed in, or choose to work in, a group:

- Assume that there is no single solution or correct answer to a task, and therefore it is important to listen to everyone's contributions in order to develop a) a wider and deeper understanding of the topic or problem, and b) a clear shared understanding of the task, group roles, and group process/strategy.
- Recognise that other perspectives can augment, not necessarily contradict or replace, their own ideas.
- Remember that explaining or justifying their own ideas to others in the group, sometimes to differing levels of complexity, can strengthen their own understanding, as well as help to move the knowledge into their long-term memory.
- Offering constructive feedback to peers (challenging ideas and offering alternatives) helps to make learning visible, strengthen shared understandings, and contributes towards a more robust outcome. Monitoring other group member's contributions and helping to negotiate differences are also important responsibilities, and key skills that are in demand that should be developed for the future.
- There are many opportunities to learn from peers (and teachers); observe their strategies and adopt those which are clearly useful and successful.
- Taking time to self-reflect on contributions and progress is a crucial part of developing collaboration skills. Reflecting (and sharing observations) on the contributions and performance of peers is equally important, particularly when the success of the project or task is dependent on the quality of everyone's effort.

To be sure, not every collaboration leads to a successful outcome, or has a positive impact on learning. However, as a, perhaps *the*, crucial 21st century skill soft skill, it is important that our students never stop learning and improving in this area.

K-12: Approaches to Learning (continued)

Social Skills: Collaboration

Bibliography and sources

- 1 Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M. & Rumble, M. (2010). *Draft white paper 1: Defining 21st century skills*. Available at: <http://cms.education.gov.il/NR/rdonlyres/19B97225-84B1-4259-B423-4698E1E8171A/115804/defining21stcenturyskills.pdf> (accessed 1 August 2021)
- 2 OECD (2017). *PISA 2015 Assessment and Analytical Framework, Revised edition*. Available at: <http://www.oecd-ilibrary.org/docserver/9789264281820-en.pdf> (accessed 24 July 2024)
- 3 Lamb, S., Maire, Q., & Doecke, E. (2017). *Key skills for the 21st century: an evidence-based review*. Education: Future Frontiers. Available at: <https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/education-for-a-changing-world/media/documents/Key-Skills-for-the-21st-Century-Analytical-Report.pdf> (accessed 1 August 2021)
- 4 Mulki, J., Bardhi, F., Lassk, F., & Nanavaty-Dahl, J. (2009). "Set up remote workers to thrive." *MIT Sloan Management Review*, 51(1), pp.63-70. Available at: https://www.researchgate.net/profile/Felicia-Lassk/publication/264844669_Set_Up_Remote_Workers_to_Thrive/links/542ec3900cf29bbc126f5601/Set-Up-Remote-Workers-to-Thrive.pdf (accessed 23 July 2024)
- 5 Jerald, C.D. (2009). "Defining a 21st century education." *Centre for Public Education*, 16, pp.1-10. Available at: <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=0252e811a5dee8948eb052a1281bbc3486087503> (accessed 23 July 2024)
- 6 Evans, C. (2020). *Measuring student success skills: A review of the literature on collaboration*. National Centre for the Improvement of Educational Assessment. Available at: <https://www.nciea.org/wp-content/uploads/2021/11/CFA-CollaborationLitReport-FINAL.pdf> (accessed 22 July 2024)
- 7 Child, S. & Shaw, S. (2016). *Collaboration in the 21st century: Implications for assessment*. Cambridge, UK: Cambridge Assessment. Available at: <https://api.repository.cam.ac.uk/server/api/core/bitstreams/685daa4c-ccb0-4bf4-be5c-a01336f09fa4/content> (accessed 22 July 2024)
- 8 Care, E., Kim, H., Vista, A., & Anderson, K. (2018). *Education system alignment for 21st century skills: Focus on assessment*. Washington, DC: Brookings Institute. Available at: <https://files.eric.ed.gov/fulltext/ED592779.pdf> (accessed 22 July 2024)
- 9 Lench, S., Fukuda, E., & Anderson, R. (2015). *Essential skills and dispositions: Developmental frameworks for collaboration, communication, creativity, and self-direction*. Lexington, KY: Center for Innovation in Education at the University of Kentucky.
- 10 Cahill, J. (2014). "University Professors' Perceptions About the Impact of Integrating Google Applications on Students' Communication and Collaboration Skills." *Journal of Research Initiatives*: Vol. 1 (2), Article 7. Available at: <https://digitalcommons.uncfsu.edu/jri/vol1/iss2/7> (accessed 22 July 2024)
- 11 Scoular, C., Duckworth, D., Heard, J. & Ramalingham, D. (2020). *Collaboration: Skills development framework*. Australian Council for educational Research. Available at: https://research/acer.edu.au/ar_misc/42 (accessed 22 July 2024)
- 12 Piaget, J. (1993). "Piaget's theory". In P. Mussen (Ed.). *Handbook of child psychology* (4th ed.) New York: Wiley. (pp. 703-732)
- 13 Hesse, F., Care, E., Buder, J., Sassenberg, K., & Griffin, P. (2015). "A Framework for Teachable Collaborative Problem Solving Skills." In P. Griffin & E. Care (Eds.), *Assessment and teaching of 21st century skills: Methods and approach*. pp. 37-56 Available at: [http://dspace.vnbrims.org:13000/xmlui/bitstream/handle/123456789/4213/Assessment and Teaching of 21st Century Skills Methods and Approach.pdf?sequence=1#page=48](http://dspace.vnbrims.org:13000/xmlui/bitstream/handle/123456789/4213/Assessment%20and%20Teaching%20of%2021st%20Century%20Skills%20Methods%20and%20Approach.pdf?sequence=1#page=48) (accessed 22 July 2024)



Faculty News

The end of the Spring trimester this year also marked the retirement of one of the most experienced, highly respected, and inspirational teachers at OIS, Mike McGill.

Mr. McGill joined OIS when the school opened in 1991, and has taught English and Humanities to generations of our students. His classes, particularly those in the crucial grade 8 and 9 years that help students elevate their writing, critical thinking, and general knowledge to the standards expected in high school, were renowned amongst our students for their academic rigour, humour, and the seamless integration of language, literature and social studies. A polymath and a polyglot, fluent in Japanese and French in addition to English, Mr. McGill successfully combined a love of learning and knowledge with decades of teaching experience to inspire intellectual curiosity, creativity, and deep insights into topics as wide ranging as medieval topography, Elizabethan literature, renaissance social justice, Georgian systems of government, and Scottish adventurers, in hundreds of OIS graduates. For many years he also organized the annual grade 8 trip to Hiroshima, where our students learnt about the history of the city up to and including the end of the second world war, and had the privilege of meeting survivors of the atomic bomb to hear first-hand accounts of their experience. Beyond the classroom, Mr. McGill is also one of the school's most successful sports coaches. His middle school and high school boys soccer teams won an uncountable number of tournaments and trophies over a thirty year period, but more importantly, generations of soccer players received key lessons on commitment, teamwork, and sportsmanship under his expert direction. Finally, as Admissions Coordinator, Mr. McGill personally interviewed and got to know *every* student that has joined the school over more than two decades!



A couple of paragraphs is really not enough to do justice to Mr. McGill's exceptional accomplishments and contributions to OIS over such a long period of time, however his influence on the culture and standards of the school will be felt for many years to come thanks to the impact he has had on so many of the teachers here, who will strive to maintain the same high standards of teaching and set the same high expectations for our students as he has always



This summer also saw Jennifer Henbest return to the U.S. after 15 years teaching art to elementary students (and occasionally middle and high school students) at SOIS. That only really begins to touch the surface of her contributions, however, which stretch far beyond the classroom and into the local and the global community.

Two short articles in this edition of *The Educator*, on the PYP in our elementary school (pp.14-16) and our logo (p.16), introduce the key values, qualities, and characteristics that are so important to teaching and learning at OIS; our mission statement (*developing informed, creative, caring individuals contributing to a global community*), and the concept of transdisciplinary inquiry. Ms. Henbest has arguably done more than anyone to consistently bring these ideas to life in her classes and extra-curricular activities; for example, her report comments reveal a caring, detailed knowledge of every individual student under her supervision, and her art classes were bursting with original ideas and variety whilst thoughtfully complimenting the learning going on in each grade level's units of inquiry classes. Every trimester we were fortunate to see the creativeness she inspired in students through the tremendously colourful elementary art exhibitions that adorned the walls, windows, ceilings and other available floor space in the school *genkan* and elementary areas.



For many years Ms. Henbest has also organised and supported an extraordinary number of extra-curricular art events and volunteer clubs that helped to connect SOIS with our local community, and to help communities in need around the world. One of the best-known, the [Afghan EJAAD project](#), has helped to build a learning centre and bring income opportunities to many women and girls in Afghanistan. Although her work on the project was completely altruistic, Ms. Henbest was recognised for her tireless efforts with the [EARCOS Richard T. Krajczar Humanitarian Award](#) in 2022.

Again, this is only a small sample of the exceptional breadth and depth of Ms. Henbest's impact on our school, the lives of so many of our students, and the lives of people around the world her volunteer groups have helped. We wish her all the very best in the next stage of her teaching journey in the Americas.

Faculty News

This summer, Kelly Deklinski also left OIS to take up a new role as MYP Coordinator at International School of Luxembourg. Ms. Deklinski played multiple roles and held numerous responsibilities in her seven years at OIS, and has organised and helped to produce an incredible number of school performances and recitals, in addition to nurturing the musical talent and academic potential of hundreds of SOIS students. Initially joining the shared music programme as band director and head of the music department, Ms. Deklinski quickly brought her energy and talent for organisation to bear on rapidly improving the structure and logistics of the shared music programme, which is one of the most complex undertakings in the whole school. She taught band and wind ensemble classes to SOIS students from grades 7 to 12, general music theory classes to OIS grades 6 through 10, and IB Diploma Music courses to grades 11 and 12. In addition to preparing and teaching large classes of students (including helping the school navigate online and then socially-distanced classes during the COVID-19 pandemic), she always managed to write hundreds of highly personalised middle and high school reports every trimester, demonstrating a detailed knowledge of all of the students under her care. Over the past two years, Ms. Deklinski also undertook the roles of MYP Coordinator and Academic Affairs Coordinator at OIS, responsible for scheduling and reporting, amongst other tasks. A very capable player in her student days, Ms. Deklinski also coached middle school girls soccer for several years, and was well known for cycling hundreds of kilometers in her holidays to explore Japan's countryside and lesser-travelled areas. In addition to the many videos we have of Ms. Deklinski's wind ensemble Maple Hall concerts, she has left behind many systems, policies, and programmes that are greatly improved as a result of her initiative or stewardship. We wish her all the very best in her new school.



Michele Leger is returning to Canada after two years successfully teaching elementary and middle school PE at SOIS. In addition to teaching the skills, concepts, and teamwork (and rules!) needed for many sports, games, and activities to our students in the pool, in the gym, and on the field, Ms. Leger also had the daunting responsibility of organising our elementary school Sports Days, the first one just a few weeks after arriving at OIS. From coaching middle school girls soccer players, to teaching classes of SOIS middle school students, to planning and hosting major events for the whole elementary school, Ms. Leger demonstrated exemplary commitment, thoughtfulness, and brought a wonderfully positive approach at all times. Even though she was only part of community for two years, students and colleagues will miss her.



Dana Berglund has returned to the US after two years as OIS Librarian and Tech Learning Coach. She greatly enjoyed being part of the SOIS community, and would have liked to stay for longer, but family circumstances necessitated a return to her home country. Ms. Berglund had a range of responsibilities, from refreshing our selection of English language novels, reference books and readers every year, to managing our online subscriptions, from nurturing a love of reading in our elementary students, to teaching middle and high school students how to research and cite effectively (amongst other ATL skills). She also initiated our school's participation in the Sakura Book competition, accompanied our World Scholars Cup student teams to tournaments, and brought a great deal of enthusiasm, knowledge, and care to our Rainbow Week committee activities. We hope the next step her career brings her much variety and success.



Chieko Singh is returning to Tokyo with her family after two years teaching Japanese language acquisition classes and ATL classes to middle and high school students at OIS. Ms. Singh developed a strong and positive relationship with students under her care, who felt confident expressing their ideas in her classes. As with all of our teachers, her responsibilities and contributions extended well beyond the lessons she taught, and her contributions and presence will be missed. We wish Ms. Singh, Srout, and Anamika all the best in their new school.



For an introduction to the new teachers joining OIS for the 2024-2025 academic year, please see the Incoming Faculty page on the OIS Parent Portal, [here](#).

Kwansei Gakuin News

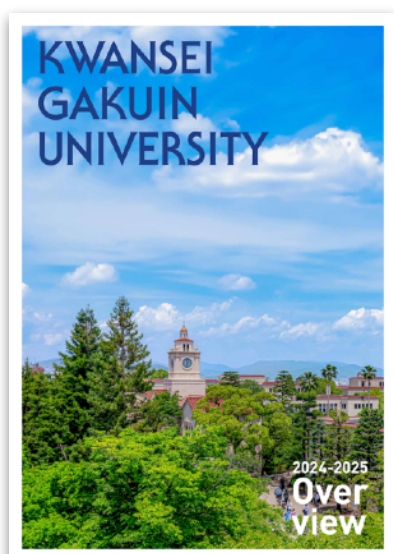
Earlier this year, Professor Keiji Utebi, Kwansei Gakuin's Dean of Chaplains and a professor at KG University's Faculty of Sociology, took up his new role as Supervisor of Senri International Campus (the name of OIS/SIS's campus.)

Professor Utebi graduated from KG University in 1992, and completed masters degrees and a doctorate at KGU and King's College (London University). You can see more of his academic accomplishments and publications [here](#).

The role of campus supervisor has a number of responsibilities, including:

- to be actively involved in providing spiritual support and guidance to children, students, faculty and staff;
- to help build good relationships and create a better community with students, staff and parents from diverse cultures, languages and religious perspectives;
- to provide opportunities for students, both in and out of school, to develop empathy, humanity and a love of people.

Professor Utebi is also a leading member of the Academic Planning Meeting group and the Executive Committee of administrators who meet weekly on the SOIS campus to provide guidance and make decisions on the management of the two schools.



The Kwansei Gakuin University 2024-2025 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 University's Sanda Campus is a major hub for research on topics such as fuel cells and smart cities, with the aim of promoting affordable and clean energy? Researchers at KGU have been making progress in areas such as the development of new functional nano-materials for sustainable power sources, and in moving forward, the university's four science-based schools along with the School of Policy Studies will combine their research findings in pursuit of making sustainable society a reality.



The university also has a new complex opening in 2025; the 1.8 hectare *KSC Co-Creation Village* near the Sanda Campus "will support entrepreneurs through collaboration between industry, government, academia and the public, and foster an atmosphere of entrepreneurship in the region." The complex is envisioned to be a business incubator providing access to advice, support, and networks for entrepreneurs aiming to start up new businesses. The KG Overview has more information on this, and other developments within the foundation.

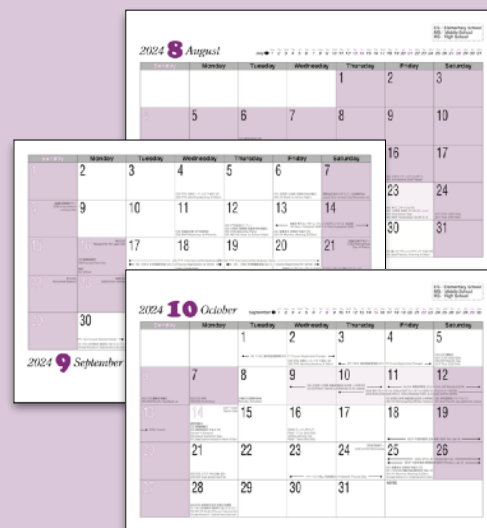
Key School Calendar Events (August - October)

August

- 23.....OIS orientation for G11 students (all day)
- 24.....SAT Test @SOIS
- 26.....OIS orientation for G12 students (morning); Assembly and homeroom for all OIS students (from 1:00pm)
- 26.....SOIS Fall trimester begins

September

- 4.....OIS PTA morning meeting 9:00am @3F Conference Room
- 6.....OIS ES Back-to-School Night (5:00pm - 6:50pm)
- 11.....OIS MYP Workshop for Parents
- 12.....OIS PTA Welcome Party
OIS MS/HS Back-to-School Night (5:40pm - 8:25pm)
- 13-14.....WJAA HS Boys Volleyball @Marist Brothers International School
WJAA HS Girls Volleyball @Nagoya International School
- 16.....National Holiday (Respect for Aged Day); **No school**
- 17-20.....OIS ES International Mindedness Week
- 18.....Classes follow a Monday schedule
- 20-21.....WJAA HS Boys JV Volleyball @SOIS
WJAA HS Girls JV Volleyball @Yokohama International School
& St. Maur International School
- 23.....National Holiday (Autumnal Equinox); **No school**
- 27.....OIS College Workshop for G12 Parents (5:00pm, on campus)
- 27-28.....WJAA MS Boys Baseball @Canadian Academy
WJAA MS Girls Volleyball @Marist Brothers International School



October

- 2.....OIS PTA morning meeting 9:00am @3F Conference Room
- 5.....SOIS Sports Day
SAT Test @SOIS
- 7.....Substitute National Holiday (Sports Day); **No school**
- 8.....Classes follow a Monday schedule
- 9-10.....ES Parent-Teacher Conferences; **No ES classes**
- 10-13.....AISA HS Boys Volleyball @Korea International School, Jeju
AISA HS Girls Volleyball @Seoul International School
AISA HS Cross Country @SOIS
- 11.....OIS ES Planning Day; **No elementary classes**
- 14.....National Holiday (Sports Day); **School in session, all classes run as usual**
- 16.....PSAT Tests @SOIS
- 18-19.....IBDP Biology Lab IA for G12 Biology students
- 21.....OIS/SIS Club & Service Fair
- 23-24.....Yearbook photo day
- 25.....OIS College Workshop for G11 Parents (5:00pm, on campus)
- 25-26.....IBDP Physics Lab IA for G12 Physics students
- 25-26.....SOIS G9 Joint Trip
- 28.....OIS College Workshop for G11 Parents (5:00pm, online)

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
Lori-Ann Streicher	Admissions Director	072-727-5070	lstreicher@soismail.jp
Andrew Brown	IB DP coordinator	072-727-5094	abrown@soismail.jp
Jennifer Drew	IB MYP coordinator	072-727-5094	jdrew@soismail.jp
Trevor Jones	IB PYP coordinator	072-727-5094	tjones@soismail.jp
Melissa Lamug	College Counselor	072-727-5290	mlamug@soismail.jp
Maricar Ronidel	Social & Emotional Counselor	072-727-5050	mronidel@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>

