



# MONTHLY NEWSLETTER



## VALUES

### EXCELLENCE

Make excellence and quality a part of each day and seek continuous improvement in all that we do.

### PARTNERSHIPS

Build sustainable and meaningful partnerships, embrace diversity, and connect with the community.

### INNOVATION

Seek innovative and creative approaches to problem-solving.

### CARE

Be a person of good character who is responsible, respectful, reflective, and acts to make the world a better place.



## October 2024





**HEAD OF SCHOOL**  
*SHAWN HUTCHINSON*

## MESSAGE FROM THE HEAD OF SCHOOL

Welcome back to school and the beginning of the second quarter of semester 1! I hope you enjoyed the Fall Break, taking time to relax and appreciate the refreshing change in weather. I trust it was an opportunity for everyone to reconnect with family and friends and to create memorable moments together.

October has been an exciting month filled with activities that brought our Marist community together in meaningful ways. From the insightful Cyber Safety Sessions led by Susan McLean to our Mini Sports Day and World Mental Health Day to the much-loved Marist Food Fair, each event has enriched our school experience. I'd also like to acknowledge the MHS Red Feather Charity Act Week, MHS Beach Clean-Up, and the Alumni Mentorship Program, which all provided chances for our students and staff to engage with our values of service, partnership, and community.

At Marist Brothers International School, we value our community as one that extends well beyond our campus. Our Marist community includes not only students, parents, faculty, staff, and alumni but also members of the Marist Global Network and like-minded educators from both local schools and international locations. We are deeply committed to the value of "partnership" and seek to build relationships with individuals and organizations that share our values. These partnerships enhance our shared educational mission and strengthen the support network around our students.

Our faculty and staff are equally committed to lifelong learning and continuous improvement. They regularly engage in professional learning, whether through conferences, workshops, online seminars, or ongoing professional reading. We're also thrilled to host interns and visiting educators in our classrooms. Recently, we welcomed a group of teachers from Hyogo Prefecture, who observed our teaching and learning practices, thanks to the efforts of Mrs. Mio Ranni. Additionally, two interns from the Kwansai Gakuin University IB Teaching Certificate Program, under the mentorship of Junko Yamamoto, have been observing and completing their in-service training with us. These exchanges are invaluable, providing opportunities for us to give back to our community and allowing our educators to reflect and grow in their practices.

Our partnerships with the International Baccalaureate (IB) and the Western Association of Schools and Colleges (WASC) further reinforce our commitment to continuous improvement. Our WASC partnership, which began in 1972, included a full self-study last year and an interim report this year. We are preparing for our next Mid-Cycle visit in the 2025-2026 academic year and will keep our community informed as the dates approach. Similarly, as we conclude the IB PYP and MYP consultation phase this November, we're aiming for the application for authorization and planning on-site visits for April–May 2025.

At Marist, our mission is to instill in our students a passion for lifelong learning. As educators and as a learning community, we are equally committed to this journey. We believe that learning is a continuous process that enriches our lives and allows us to become better educators, students, and citizens.

Thank you for being part of our Marist journey.





## BOARD CHAIRPERSON *Jun Yamaguchi*

### MESSAGE FROM THE BOARD CHAIRPERSON

On behalf of the Board of Directors and Trustees, I would like to extend our sincere gratitude to the entire Marist community for the overwhelming spirit of unity and camaraderie shown at the recent Marist Food Fair. This event not only celebrated our cultural diversity but also reinforced our sense of community. We are grateful to everyone who contributed, from our volunteers to our parents, staff, and students. Your dedication and support make our Marist community truly special.

In recent months, the Board has been diligently working on revising the Act of Endowment to align with updates to the Japanese Private School Act. These regulatory changes, which are set to be implemented from April 2025, are essential to ensure that Marist Brothers International School remains in full compliance with national education standards while staying true to our mission and values. We will continue to keep the community informed as we finalize these updates and transition smoothly into this new phase.

Our Campus Redevelopment Project continues to make steady progress, with Phase Two construction well underway. We are thrilled to share some details about the North Building, which will house a range of new facilities designed to enhance the learning environment for our students. On the first floor, there will be a modern cafeteria and kitchen, a medical clinic, and a dedicated lounge space for our faculty and staff, all accessible from both the field and the central building lobby. The second floor will feature a spacious library, counseling offices, and shared workspaces for teachers, along with additional classrooms. The third floor will focus on STEM education, providing three laboratories, a prep room, three additional classrooms, and a shared workspace for faculty. We believe these new facilities will significantly enrich the learning and teaching experiences at Marist.

I am also delighted to announce the appointment of our newest member to the Board of Directors, **Mr. Paolo Nocent**. Paolo is a valued alumnus of Marist and has been a dedicated supporter of our school for many years. He has previously served as a Trustee on the Board and brings with him a wealth of experience as a business leader. A member of Rotary International, Paolo has held the roles of owner, CEO, and President across various companies. He is the proud father of three children, two of whom graduated from Marist, while his youngest child currently attends SMIS in Kobe. We are excited to welcome Paolo to the Board of Directors and look forward to his contributions as we continue to advance the school's mission and vision.



Thank you once again for your ongoing support and commitment to Marist Brothers International School. Together, we are building a brighter future for our students and our community.





## DEPUTY HEAD OF SCHOOL

*Derek Lipp*

### MESSAGE FROM THE DEPUTY HEAD OF SCHOOL

In mid-October I was fortunate enough to attend Positive Schools Australia's, "Big Workshop." The workshop focussed on the wellbeing of all members of the school community including students, teachers and parents.

After reviewing the contextual wellbeing framework which the main presenter Dr. Helen Street outlines in her book [Contextual Wellbeing](#), participants unpacked their core values and what matters most to them. One of the main areas of focus was building knowledge and skills that allows members of a school community to manage resistance to change and the importance of maintaining strong relationships and connections when faced with new challenges.

The physical environment of our school has been one such challenge that we have faced over the last couple of years. With huge progress over the last few months, with the addition of the West Building and the completion of the North Building by the next school year, we can look forward to an environment in which students can learn in a modern facility and teachers can plan and teach in the best possible surroundings. We thank you for your patience during this time and look forward to the next school year in which we will be blessed with another new building.



Again, in October, we had the privilege of welcoming 24 high school teachers from the Hyogo Prefecture International Understanding Education Group. The group visited us to observe how we teach students from multicultural backgrounds, with a focus on our IB Diploma Program. During the afternoon, the teachers observed Grade 11 and 12 classes in subjects including English-A, English-B, World History, Geography, Psychology, CAS, and Guidance.

During periods 7 and 8, five teachers visited classrooms, witnessing our teaching methods and interacting with both teachers and students. Some visiting teachers had the opportunity to ask insightful questions during the lessons and even participated in class discussions, further enhancing their understanding of our multicultural learning environment.

Following the class observations, we provided a brief presentation about our school's history and current profile. The visiting teachers expressed a strong interest in a variety of topics, asking approximately 15 questions related to the selection of IB DP courses, our extracurricular programs, and the university placements of our graduates.

We extend our sincere gratitude to the public school teachers and principals who joined us for this valuable exchange. Their participation made the day a success, and we look forward to future opportunities to collaborate and share knowledge.



Lastly, I would also like to congratulate all the students who participated in the Senior Mathematics Challenge organized by the UK Maths Trust. Well done to Yoonseo, Avraham, Angela, Minseo, Jerry, Akihiko, Jiho, Spruha, Yuta, Joahn and Anika for their efforts in the competition, A special thank you to Minseo for his enthusiasm in helping organize this event for students who love Mathematics!





## HEAD OF LOWER SCHOOL

*Stephanie Hanamura*

### MESSAGE FROM THE HEAD OF LOWER SCHOOL

I want to extend my heartfelt congratulations to our Grade 5 students for taking the initiative to run for positions in the Student Council! We now have our Student Council members for the 2024-2025 school year and have begun planning for the Pumpkin Festival on Friday, November 1st. The students have come up with a fun fundraising idea: they will be selling "Boo" Juice, flashy Halloween rings, and stickers to support upcoming Student Council events. Riku Tanaka and I are excited to co-moderate the Student Council this year and look forward to many wonderful events ahead.

**What is StuCo?**

The Student Council is a group of kids who help make our school better!

They work with teachers to create fun activities.



A big thank you to our Grade 5 students for their outstanding support and leadership at the recent Food Fair. It was an extraordinary event that fostered community spirit and raised funds for our school. It was such a pleasure to watch all of the students participate in the talent show, where they took risks to sing and dance, showcasing their musical talents. Hearing our school choir perform their first song, along with our Grade 1-2 students singing the 'Caring' song, brought immense joy to everyone.



Additionally, we must recognize the efforts of our Grade 5 students, Mr. Pilgrim, and Mr. Cooney for an absolutely fantastic Mini-Sports Day. The perfect weather combined with the energy and joy from students, parents, and teachers made the day a resounding success. Students moved from activity to activity, demonstrating self-management, communication, and social skills while exhibiting great team spirit. Congratulations to all our winners!



As we move into November, I encourage all families to participate in our upcoming events. Your involvement is crucial in fostering a strong school community. Thank you, parents, for your continued support. We look forward to seeing you on campus next month for Parent-Teacher Conferences!





## IB PROGRAMME COORDINATORS

*Günseli Yuksel, Marybeth Kamibeppu, Windita Hartono*

### IB Education: Education for a Better World

Being an IB World School means committing to continuous growth and development. In IB schools, not only students but also teachers are lifelong learners; teachers continuously enhance their understanding and implementation of the IB programmes they offer. The Programme Development Plan is a requirement for all schools and is a structured process designed to help schools improve their capacity to positively impact student learning experiences.

The IB Programme Development is:

- contextually appropriate continuous improvement
- focused on school-identified priorities
- grounded in the IB Programme standards and practices
- based on inquiry, action, and reflection (International Baccalaureate Organization, 2024).

#### Programme Development Plans (PDP) at MBIS

Driven by teacher feedback and student survey results, **PDP #1 in the 2022-23** academic year focused on supporting DP students. The school identified time management and organizational skills as key areas for improvement and implemented a mentorship program. This initiative has become one of the core support systems in the Diploma Programme and is still in effect with ongoing refinements.

Following the evaluation processes for the IB Diploma Programme and WASC, MBIS utilized the findings to shape **PDP #2 in the 2023-24 academic year**. This year's plan focused on discussions around professional collaboration, aligning curriculum mapping with the requirements of the PYP and MYP candidacy processes.

The focus of **PDP #3 in the 2024-2025 academic year** is on the **creation of a coherent curriculum across the school**.

#### Why Coherent Curriculum Matters!

We are working on a Professional Development Plan (PDP #3) to **create a coherent curriculum across the school**. We aim to continuously provide the students with a consistent and well-structured learning experience across the three IB programmes.

##### For Students:

A coherent curriculum allows students to build their knowledge and skills in a logical and progressive way. Each year builds on the previous one, ensuring there are no gaps in understanding. This steady progression helps prepare them for the next grade level.

##### For Teachers:

Teachers across different grades collaborate more effectively with an aligned curriculum. They can coordinate their teaching, making sure key concepts and skills are reinforced throughout the years, leading to deeper learning.

##### For Parents:

A well-organized curriculum gives parents a clearer picture of their child's educational path. Families can see how their child's learning develops, knowing that the school is working together to support their child's academic growth at every stage.

##### For the whole-school community:

The PDP#3 to **create a coherent curriculum across the school** aligns with our Strategic Plan, specifically, Goal A, Marist will offer a personalized learning experience through a cohesive curriculum that combines academic excellence with unique programs that reflect the Marist identity and help our students build good character. PDP #3 also aligns with our Annual School Wide Goals for 2024-25, Goal 1: Develop the written, taught and assessed curriculum to meet the needs of all learners. On-going, structured, and school-specific goals across the school enhance the community-feeling of everyone learning and working collaboratively for positive learning experiences and outcomes. Aligning goals, sharing them, and planning for them allows all stakeholders to participate and contribute to the school growth and improvement.



## UNIVERSITY AND CAREERS COUNSELOR

Hülya Park

### Applying to Japanese Universities

**Applying to Japanese Universities:** Applying to universities in Japan is quite different from many other countries. There is no centralized application system or common timeline, meaning each university sets its own schedule for application rounds. Some schools might offer just one round, while others could offer multiple rounds across the year. This puts the pressure on students to stay organized and plan ahead.

Japanese universities offer a wide range of programs, including English-taught international programs. However, the number of these programs varies greatly between institutions. Some universities may offer one (ie. Tokyo Metropolitan University - Biology Program), while others could have ten or more (ie. Nagoya University, Waseda University). International programs in Japanese universities tend to be small so students need to consider their preferences of class size and faculty-student ratio when choosing programs. Also, for some international programs, there may be nationality restrictions. Certain programs might only accept 'international' students, closing their doors to Japanese nationals or permanent residents even if they have an international background.

For those interested in studying in Japanese, there are different pathways available, often requiring high Japanese language proficiency. Those programs tend to start in April meaning MBIS students would have to wait almost a year to start university after graduating. Students should consider the implications carefully.

When it comes to tuition, almost all national universities charge the same tuition which is regulated by MEXT. However, private universities set their own tuition fees which can vary widely depending on the institution and the program. Students should keep the varying living expenses based on the school's location as well. Even though the University of Tokyo and Kyushu University cost the same amount, living in Tokyo might bring a bigger financial commitment.

Applying to universities anywhere in the world requires careful planning. When it comes to Japan, students need to research each institution thoroughly to understand their programs, timelines, and requirements. The best way to do this is to communicate with the universities directly whenever possible. This month, we welcomed 18 universities from around Japan to our MBIS Japanese University Fair. This is an incredible opportunity to gather information on different institutions all at once. We will keep organizing events and we hope to see you there!

**Alumni Talks:** Our October session featured Keila Stang from the Class of 2024 and Kailie Pilgrim from the Class of 2023. Keila is currently studying at the University of British Columbia and Kailie is at Mount Royal University. They shared their experiences on applying to and studying in Canada. As they are in two very different institutions, it was good for our students to see how different each experience can be even when they are in the same country.

The Alumni Insight Series is a fantastic opportunity for our current students to learn directly from those who recently walked the same path, offering practical advice and encouragement. We hold these sessions monthly, and recordings are available for those who cannot attend live. You can access this month's recording [here](#). Please mark your calendars for the next session!



### Upcoming Events

November

- November 5 - University of Hyogo (Japan) visit
- November 5 - School of Visual Arts (USA) visit
- November 13 - Universidad Carlos III Madrid (Spain) visit
- November 15 - University of Manchester online session
- November 20 - Alumni Mentorship Program
- November 21 - IE University (Spain) visit

Details on the upcoming events will be shared with the community via social media and ManageBac.





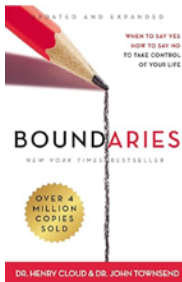
## WHOLE SCHOOL COUNSELOR

Taeko Sakurai

### Recommended for the Cozy Season! New Parenting Books Available in the Library

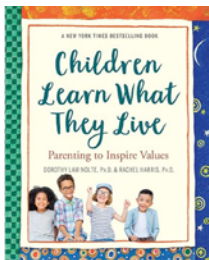
The long, hot summer has finally ended, and it's starting to feel like autumn. The days are getting shorter, and it's the perfect time to enjoy reading. In Japan, autumn is often called "the season for reading," and it's a tradition to spend the long evenings with a good book.

Our library has many psychology books, and this year, we've added some new books especially for parents who may be looking for guidance in parenting. These books are available in both English and Japanese, so everyone can enjoy them. Here's a look at some of our new selections:



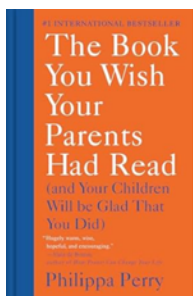
#### Boundaries: When to Say Yes, How to Say No To Take Control of Your Life 境界線 (バウンダリーズ)

This book teaches how to set healthy boundaries with people around us—parents, partners, children, friends, coworkers, and even on social media. Learn the “10 Laws of Boundaries” to help improve relationships and bring balance to your life.



#### Children Learn What They Live: Parenting to Inspire Values 子どもが育つ魔法の言葉

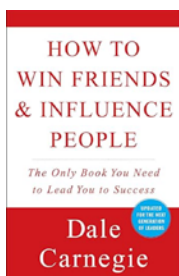
How can parents raise kind, honest, patient, and confident children? This book offers advice for parents to help them guide their children toward these values. It is a perfect book to read when facing parenting challenges.



#### The Book You Wish Your Parents Had Read: (And Your Children Will Be Glad That You Did)

#### 子どもとの関係が変わる「自分の親に読んでほしかった本」

This book explores how our own childhood affects our parenting and what we can do to avoid common mistakes. It provides insights into building strong, positive relationships with our children by recognizing and overcoming barriers.



#### How to Win Friends & Influence People

#### カーネギー「人を動かす」

Although this is a classic, Dale Carnegie's principles for positive relationships are still beneficial today. This book shares practical ways to communicate better and build strong connections, which can also help parents in their daily interactions with their children.



We've also added several other Japanese parenting books, which we hope will be helpful to you. そのほかにも、日本語の子育ての本も何冊か揃えましたので、ぜひ皆様のお役に立ててください。



周りを優先し過ぎるお疲れママのためのご自愛レッスン



児童精神科医が「子育てが不安なお母さん」に伝えたい子どもが本当に思っていること



子どもの「やりたい」を引き出すコーチング



子どもの気持ちがわかる本 1~5歳 6~11歳 12~17歳

Parents are welcome to borrow books from the MBIS library. Please feel free to stop by and explore our new collection!

Happy parenting!!



## DIRECTOR OF ADMISSIONS & MARKETING

*Miki Kobayashi*

### Open House for St. Michael's Grade 5 Students

In early October, MBIS Admissions hosted a vibrant Open House for students and families from St. Michael's International School, welcoming many excited 5th graders preparing for their upcoming transition. Our Student Ambassadors were prepared, some for the first time, to lead personalized tours, inviting visitors to explore our classrooms and get a firsthand look at engaging activities in various subject classrooms.

Families were also introduced to the Middle Years Program during an MYP Session, gaining valuable insights into the IB framework they'll encounter in Grade 6. Additionally, participants learned about the rich history of Marist, our mission, core values, and the admissions process.



Throughout the day, visiting students shared their enthusiasm, expressing appreciation for our library, anticipation for joining athletic clubs, and excitement towards the wealth of extracurricular opportunities available. In the short time they were here, many already sensed Marist's supportive, interconnected community among students of all grades. With the majority of the attendees already completing the application process, the event was a resounding success. We look forward to welcoming a strong cohort of new Grade 6 students from St. Michael's in the coming year!

The Admissions team would like to express our sincere thanks to all the teachers, Student Ambassadors, and staff who supported the planning and execution of this event, leaving a wonderful impression on the visitors. In November, we will host another Open House, this time for the Deutsche Schule Kobe, and our biggest annual Open House is scheduled to take place on Tuesday, February 11th. We will begin to run social media campaigns to attract families near and far for this major event.





**GRADE 2**  
*Julie Sugiuchi & Venus Yoon*

### Building Foundations: Friendships and Skills



In Grade Two, we've just wrapped up our first PYP unit, Sharing the Planet, and it's been a wonderful month of learning and discovery! This unit has offered students many collaborative lessons in both Ms. Sugiuchi and Mrs. Yoon's classrooms, where they learned about the writing process and practiced drafting, revising, and creating work they're proud to publish.

A key focus was on animals and their habitats. Students studied different habitats and created tallies, bar graphs, and even conducted science experiments to deepen their understanding. After weeks of preparation, they had the exciting opportunity to observe animals up close at Kobe's Animal Kingdom! Each group explored various habitats, uncovering fascinating facts and new insights about the animals they had been learning about. They then shared their discoveries with their peers, proudly showcasing their knowledge.



This month, we also began individual animal research projects. Each student has chosen a specific animal to study in greater depth and has been busy creating mind maps in preparation for their upcoming animal reports. We're looking forward to seeing their hard work come together in their research papers and to learning even more about these amazing creatures!



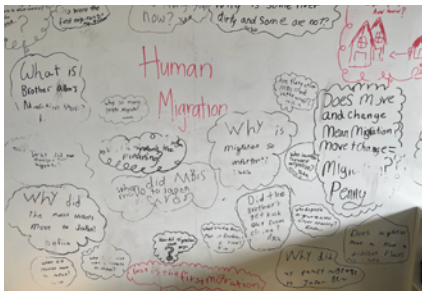


## GRADE 3

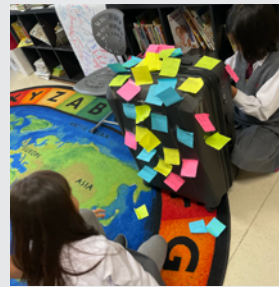
Amanda McWilliams & Annabelle Staack

### Exploring Migration in Grade 3: Where We Are in Place and Time

The Grade 3 students are diving into the topic of migration through their exciting new transdisciplinary unit Where We Are in Place and Time. Designed to help students understand why people migrate and how it impacts lives, this unit is already bringing powerful stories and new perspectives to our young learners.



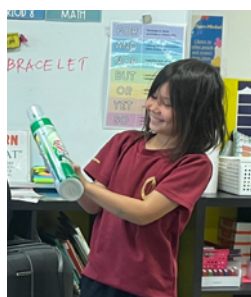
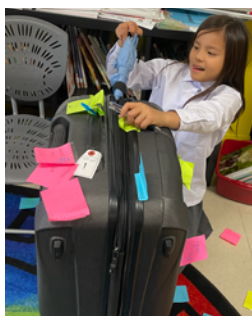
Grade 3 students collaborate on mind maps, brainstorming the reasons, emotions, and questions about migration as they begin their exploration of the unit Where We Are in Place and Time.



What's in the suitcase?

Students wrote predictions of what items are inside the suitcase.

To kick off the unit, students created mind maps and collaborated on activities that set the stage for their learning journey. In collaboration with Brother Allen, we launched these conversations with a fascinating recount of the Marist Brothers' migration to Suma to establish a school, connecting their story with the theme of adapting to and enriching a new community. Another hands-on experience, the "Suitcase" activity, had students guessing the items someone might bring when moving, sparking discussions on what people consider essential and how such items reflect their identities.



Our Grade 3 students had a blast pulling mystery items out of the suitcase and explaining why the items would help when they migrate.



The learning deepened with several guest speakers who shared their own migration stories. Mr. Stang and Mr. Peterson captivated the students with personal accounts of moving across borders and adapting to new cultures. A special visit from Marist Brothers from Sri Lanka, Brazil, the Philippines, and Spain enriched these conversations even further, as they described their experiences leaving home countries to start work overseas, reflecting on the changes and growth they experienced.

Four Administrative Unit Leaders from various Marist Asian Provinces shared their stories of migration. Left to right: Br. Nicholas Fernando (Sri Lanka), Br. Allan de Castro (Philippines), Br. Canisio Wilrich (Thailand), Br. Joseph Maria Soteras (Spain). Br. Allen Timola (Japan) organized the school tour for the brothers to see our students and have meaningful conversations about Marist.



The Grade 3 classes listened intently to Mr. Petersen and Mr. Stang's migration experiences.



We are ready to explore and learn more about migration!

The students were inspired by these stories and how migration can reshape one's life in meaningful ways. In the coming weeks, several teachers will join the class to share their own journeys, and students are eagerly awaiting these stories. The Grade 3 unit on migration is not only helping students understand movement across borders but also sparking curiosity, empathy, and a deeper connection to the world around them.





## HEAD OF SCIENCE

Jay Inman

### Developing a Cohesive K-12 Science Curriculum at MBIS

At Marist Brothers International School, the Science Department is committed to fostering scientific inquiry and exploration across all grade levels. Our mission is to equip students with essential scientific knowledge and research skills, nurturing curiosity and critical thinking through rigorous coursework. We aim not only to prepare students for future academic opportunities but also to cultivate life skills that will empower them to become responsible, reflective, and innovative global citizens.



The MBIS science curriculum is designed within the framework of the Next Generation Science Standards (NGSS) and aligned with the International Baccalaureate (IB) philosophy. These guiding principles ensure that our students experience a blend of content-rich learning and skill development through inquiry-based teaching. From the early years of the Primary Years Programme (PYP) through the Middle Years Programme (MYP) and into the Diploma Programme (DP), we emphasize inquiry-driven learning to spark curiosity, encourage problem-solving, and develop analytical thinking.

To prepare students for the rigor of the IBDP Science program, we are focused on enhancing vertical alignment within the MYP curriculum. By the end of the 2024-2025 academic year, the Science Department will develop and refine MYP units across grades 6-10 to ensure seamless continuity. This involves creating a cohesive curriculum map that builds progressively each year, helping students transition smoothly from PYP to MYP and eventually into DP science courses. The vertical alignment will also ensure that the skills, knowledge, and methods developed in earlier years directly support the demands of higher-level IBDP science courses, such as Biology, Chemistry, Physics, and Environmental Systems and Societies.



Our goal is to deliver a science curriculum that not only meets the academic needs of our students today but also prepares them for the future challenges of higher education and beyond. Through strategic planning and collaboration, the MBIS Science Department will continue to innovate and adapt, creating units that are engaging, relevant, and aligned with international standards. We believe that by maintaining this strong foundation, we can inspire students to explore, question, and excel in their scientific endeavors, fostering a lifelong passion for learning and discovery.

With these initiatives, the MBIS Science Department is excited to take steps toward further enhancing our students' learning experience. Through rigorous, well-designed units and intentional alignment across all grades, we are confident that our students will be equipped with the skills and mindset needed to thrive in the IBDP and beyond, ready to tackle future opportunities and challenges in the scientific world.



**JAPANESE**  
*Yumi Kyogoku & Riku Tanaka*

## A Journey for Grade 3 Students in Japanese class: Exploring Children's Rights

In Japanese class, grade 3 students embarked on an inspiring journey into the world of children's rights, guided by materials provided by UNICEF as part of their first unit, "Who We Are." Through engaging discussions, students learned about the fundamental rights every child deserves—to be happy, to live safely, to learn, and much more. It's essential for them to recognize that each child is unique and deeply loved, fostering a sense of empathy and understanding in our classroom community.

### Understanding Responsibilities

In addition to exploring rights, the students discovered the important lesson of responsibility. While they are entitled to certain rights, they also bear the duty to protect the rights of others and contribute to building safe and healthy communities. This dual understanding is vital for developing open-mindedness and strong social skills, equipping them to navigate the complexities of the world around them.



### Guest Speakers from UNICEF Kobe

To enrich their learning experience, our Grade 3 students had the incredible opportunity to welcome guest speakers from UNICEF Kobe on Monday, October 28th. These representatives shared valuable insights into UNICEF's global mission to promote children's happiness, discussing how they support children facing basic needs and addressing the root causes of poverty. The students engaged in thoughtful conversations about the future they wish to create and the impact they can have. Additionally, the discussion included the significance of World Children's Day, celebrated on November 20th. This event serves as a reminder of the global commitment to ensuring every child's well-being, inspiring our students to think critically about actions they can take to foster a happy and healthy learning environment in our community.



### Building a Caring Community

As we closed this meaningful unit, the students reflected on the power of resilience and the importance of supporting one another, even in difficult times. By understanding both rights and responsibilities, they are not only becoming informed citizens but also compassionate individuals ready to make a positive impact. Through this exploration, our Grade 3 students have not only gained knowledge but also developed a deeper sense of connection to their peers and the wider world. We are proud of their growth and excited to see how they will continue to advocate for themselves and others in our school community.



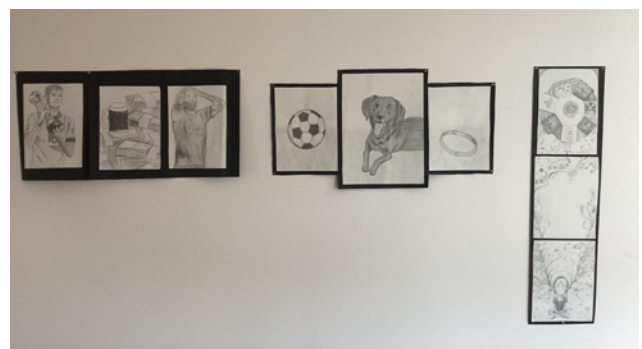


# VISUAL ARTS TEACHER

Brian Petersen

## Gr 9/10 Art - Exploring Compositions and Aesthetics - Triptych Drawings

In our first unit, Exploring Compositions and Aesthetics, the MYP Year 5 (grades 9/10) class delved deep into the inquiry question, "compositions can create meaning through context and an exploration of aesthetics". With an in depth review of drawing techniques in various media, students worked on building their skill sets to end with creating an original triptych (an artwork composed of three images). We looked at historical and modern examples, brainstormed and sketched, and ran peer-critiques guiding us through the process of producing our triptychs that were based around a concept and featured a person, an object, and another image of their choice to complete the concept.







## MYP BAND & PYP MUSIC TEACHER

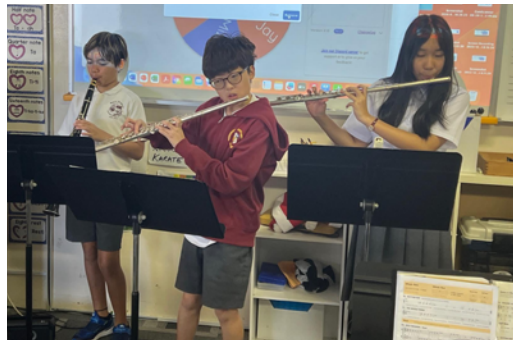
Anthony Tay

### Beginner Band Programme at MBIS

The first two months of the academic year have been an exciting start for the grade 6 Beginner Band students as they receive their new instruments, are issued lockers, and get to play on instruments that are far more sophisticated (and more difficult) to play than the recorder!

The first two months of the academic year have been an exciting start for the grade 6 Beginner Band students as they receive their new instruments, are issued lockers, and get to play on instruments that are far more sophisticated (and more difficult) to play than the recorder! At MBIS, grade 6 students are split into two classes, with each class learning the woodwinds- flutes and clarinets; or the brasses- trumpets and trombones. In the first month, students are taught the proper embouchure or mouth position on their instruments and breath control in order to produce a reliable sound. This is a challenging yet fruitful time as students struggle and eventually succeed in making the first sounds on their instruments.

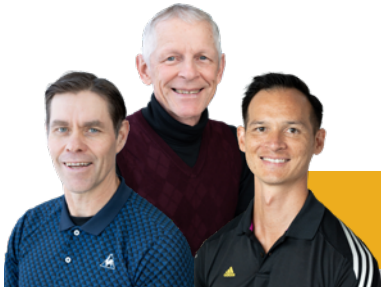
As students progress beyond their first few notes, they are able to play familiar tunes that they already know from before, something that fills them with a sense of accomplishment. As individual instrument proficiency increases, there are also more opportunities for students to play together in small groups and as a whole class. Students are encouraged to play with friends on the same instrument or on a different instrument, honing key listening skills as they try to maintain focus on their own sound without being distracted by the sounds of a different instrument.



One of the main aspects of taking Music at the MYP (Middle Years Programme) is instrumental proficiency, and students are encouraged and have opportunities to hone this through mini ensemble performances for each lesson within their classes. In this way, students also build confidence and learn that not everything can and should be perfect before it is presented to an audience. The focus is always on learning from mistakes, bouncing back after perceived failure and always trying one's best, which are also some of the Approaches to Learning Skills (ATLs) we try to inculcate in the MYP. The "Wheel of Fortune", spun at the end of every lesson, which you can see in the pictures here, randomly selects 3- 4 students to perform each time, adding an element of surprise to each lesson.



As students develop in their technical and musical proficiency, the importance of daily practice cannot be emphasized enough. Our instrumental rental scheme allows for all band students to bring their instruments home for daily practice. The joy of playing an instrument comes with practice and being able to play reliably to some extent. This intertwined process of joy and hard work is something that applies to anything students endeavor in their lives, and is a key skill for life-long learning that we hope to inculcate in our band students, with the support of the MBIS community.



## THE MBIS PE DEPARTMENT

Mark Pilgrim, Tom Stang & David Cooney

### Physical Education at MBIS

With the conclusion of the first quarter and the end of our first units for the year, we thought it would be fitting to update you all on what PE looks like for this new school year.

The MBIS PE program has implemented the IB PYP and MYP frameworks, using California Standards to enhance our curriculum direction.

**Adventure Challenge**  
Understanding the significance of effective communication can strengthen relationships and enhance team performance

**Interpersonal relationships**  
Being empathetic, caring and respectful, open to different perspectives, encouraging others, negotiating, consensus building, taking on different roles.

- How can I work best with this team?
- What are the qualities of a successful team?
- I noticed that a team member is not comfortable in this team, what can I do to help?

### Unit Questions

- **Factual:** What is a team?
- **Conceptual:** What can we learn from analyzing professional teams?
- **Debatable:** What are the most efficient strategies for building highly collaborative teams?

**COMMUNICATOR**  
I shared and received ideas and information clearly

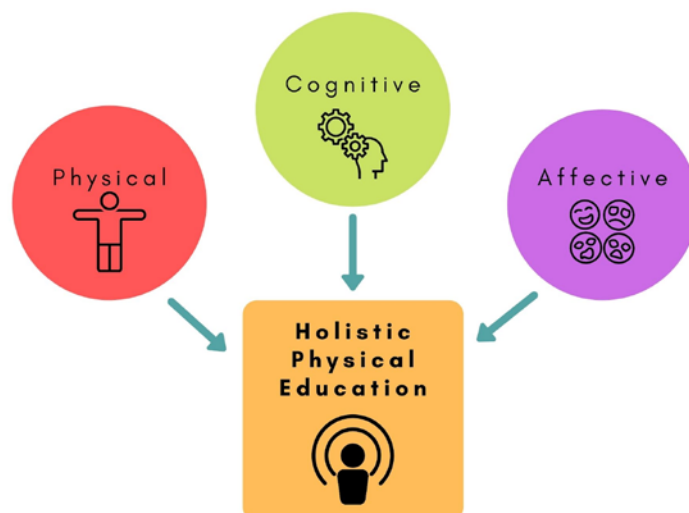
**organization**

Goal setting, time management, appropriate use of technology, bringing required equipment and supplies to class, completing tasks.

- Do I have everything ready for this class?
- What is the best way to set a goal?
- How best do I learn?
- Will I complete this task on time?

“Our commitment as physical educators is to ensure our students develop the appropriate skills and knowledge to actively engage in and to make informed decisions about living an active and healthy lifestyle that ultimately benefits their well-being, in the present as well as their future.”

To further inform our lessons, we utilize the Holistic Physical Education model where we focus on three areas of the self, the physical self, the cognitive self, and the affective self.



## The Physical Self

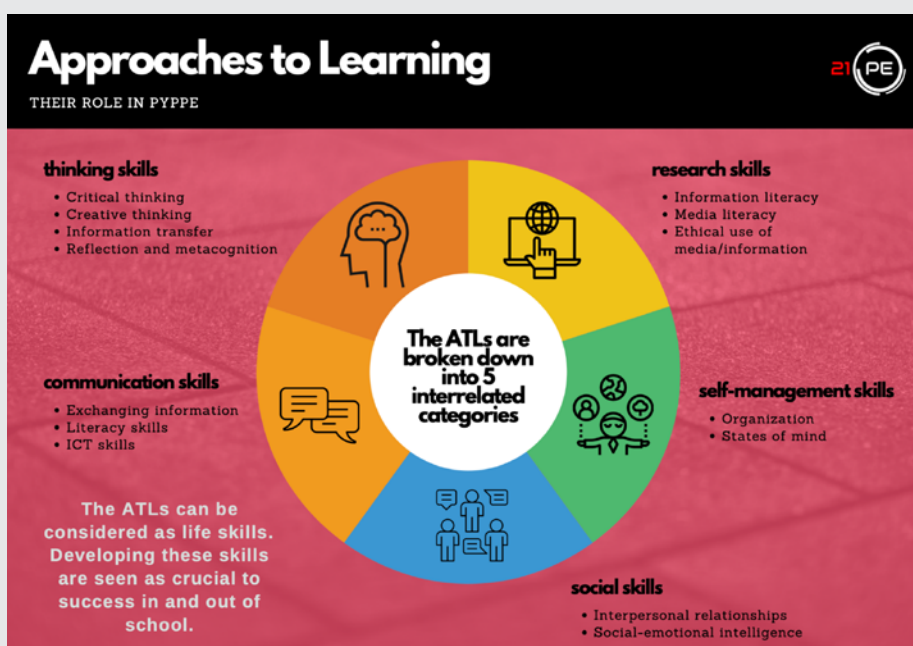
As described in our subject area name we do focus on the physical aspect of the self. Here, we develop fundamental movement skills to allow our students to be able to move with confidence and competence in a variety of environments and situations throughout their entire life. See the image below and you will have some understanding of how mastering these fundamental movement skills (throw, catch, run, swim, jump, etc.) can impact one's ability to access a variety of activities.



## The Cognitive Self

This domain is concerned with the thought processes of our students, their ability to access the learning experiences within our classes, and their overall understanding of the unit. One area of the IB we emphasize are the ATL (Approaches to Learning) skills such as critical thinking, analyzing, evaluating, data gathering, making informed choices, being media literate, etc. It is with these skills that our students can access the curriculum and the big ideas we wish for them to unpack and adopt into their lives. These skills are not domain-specific, they are not just for PE, or for science, but rather are for life. You can see how the ATLs are broken down in the PYP in the image below. The MYP ATLs are rather more complex, however, the aim is the same – these are transferable skills that can be used in all settings of their life.

Along with the ATLs, we also encourage our students to develop key knowledge components of our curriculum, such as the role of critical thinking in developing a new skill, or the ability to develop a key attacking strategy in basketball or targeting a specific fitness component to enhance performance in volleyball. All of these require higher order thinking that can be developed in PE.



## The Affective Self

Here we focus upon students' emotions, attitudes, and ability to work with others constructively. The IB Learner Profile is largely emphasized here as these are behaviors or attributes we recognize as being essential for an internationally-minded global citizen who values lifelong learning. Furthermore, we investigate strategies to enhance team performance, such as acknowledging the difference between the 'me plan' and the 'we plan' and unpacking the various components of the AtL, 'interpersonal relationships'. One such example of a Learner Profile is the image below.



Each of our lessons aims to have a balance of these three domains. We need to ensure our kids remain largely active, however equal opportunity needs to be given to allow students to think and reflect to encourage the cognitive domain of the self, as well as having opportunities to work with others to ensure their affective self is being developed.

With all of this in mind, we would like to draw your attention to the image below.



This small moment in time is extremely special since it encapsulates all domains of the self. Allow us to explain. This team just completed a couple of rounds of Doctor Dodgeball. Their physical domain of self was extremely active — they ran, threw, caught, and jumped. They all worked together, discussed strategies, and designated roles within their team (the affective self). Lastly, as this image demonstrates, they are reflecting upon their team performance by performing a team analysis (cognitive self). Furthermore, what these young students are demonstrating is not just for PE, they are demonstrating skills that are transferable to other subject areas that will further enhance other learning experiences. It is moments like these that keep us motivated as educators to keep pushing your children to reach their true potential.

There you have it, a brief overview of what informs our decisions on creating optimal learning opportunities and experiences for your children. In the upcoming newsletters, we would like to give you more of an insight into our actual units, how they are structured, and how we scaffold the learning experiences to allow for the 'just right' challenge level for each of our students. Until then, please do reach out to any of us in the PE department, we will be more than happy to answer any questions pertaining to this article and subject area.





# ATHLETIC DIRECTOR

*Jason Mejía*

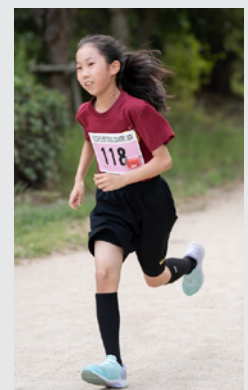
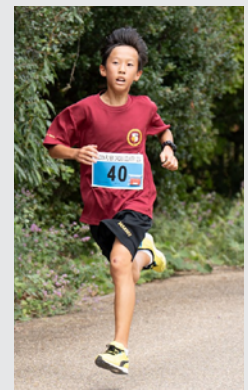
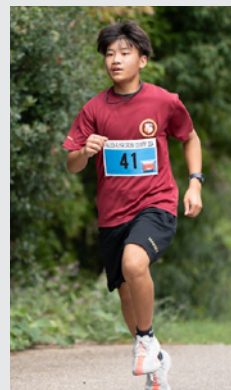
## End of Season 1; Beginning of Season 2

October brings to a close our first season of sport, with the Bulldogs' teams representing Marist with grit and determination at their respective tournaments.



### CROSS-COUNTRY

To start us off will be our inaugural cross-country season. With an energetic team of coaches, we had a fun mix of middle and high school kids participate this year. At the Falcon Flyer, their end-of-season tournament at CA, we saw top-10 divisional finishes from Yunon Nagadome (MS), Oliver Kajiwara (MS), and Saki Begley (HS). Congratulations to the coaches and runners on an exciting first year!



The volleyball (MS Girls', HS Men and Women) teams all played their best volleyball of the season, taking their opponents to the brink in each and every set. The performances given filled the community with a sense of pride as even opposing coaches complimented their ferocious fighting spirit.

## MS GIRLS VOLLEYBALL

Our MS Girls' teams did especially well throughout their first-day match-ups, catching teams off-guard with their aggressive style of play. Their serves were huge catalysts for their early success that teams were struggling to find an answer to and carried both the A and B teams to Championship appearances. The B team achieved their ultimate goal of winning the Championship, and the A team had to bear a painful 1 - 2 loss against CA. Congratulations to Raine Belanger and Olivia Auvinen for the MVP performances!



## HS MENS VOLLEYBALL

Our HS teams also did well, with both teams contending for a championship. Our Men's team found themselves in a tough match-up with Fukuoka, who bested them in the Finals of the Mid-Season Tournament. They played their hearts out, pushing the match to a 3rd set, but eventually succumbed to a relentless Sharks team. However, they rebounded well in the 3rd place match and secured 3rd place.



## HS WOMENS VOLLEYBALL

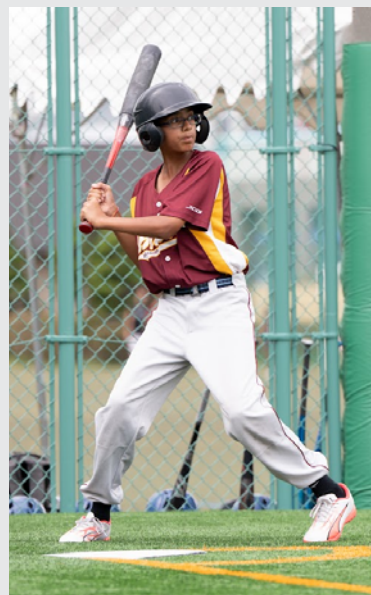
The Women's team played their most inspired and impressed many with their defensive prowess. Led by co-MVPs Riko Noda and Michelle Ranni, the team bulldozed their way through to the championship game against Kyoto, their in-season rivals. An epic first set ensued that saw KIUA pull out the win, 27 - 29, but allowed both teams to cement a lasting impression on one another. Despite their exhaustion, the Bulldogs continued pressing the Phoenix, though were unable to pull out the upset. Regardless, we applaud their determination and congratulate them on their 2nd place finish!



Bulldog Baseball (MS Boys' and HS Men) played phenomenal games throughout their tournament weekends, showcasing their grit and hustle in every play. Enthusiasm poured out of the dugouts and on the field with every pitch and at-bat, making for a very exciting atmosphere!

## MS BOYS BASEBALL

Our middle school boys' baseball team also had stellar performances at their tournament, surviving some tough first-day match-ups, but rebounding strongly in Day 2. Some tough luck and a few tie-breakers went against them, but both A and B teams finished strongly and are able to be proud of all they accomplished.



## HS MENS BASEBALL

For HS baseball, this was the inaugural hardball baseball season, which was embraced with enthusiasm by our returning members. The Bulldogs practiced long and hard throughout the season to strut their stuff against Canadian Academy, Osaka, and Nagoya, and strut they did. CA, an annual powerhouse, was held to only three runs through stellar pitching from Vivek Rohera and tremendous defensive plays. The same held true in the Nagoya and Osaka games, both tightly contested, nail-biting losses, though exciting through and through. This set up the Bulldogs with a rematch against Nagoya for third and they came with a vengeance, jumping out to a 6 run lead. Tim Selzer pitched phenomenally, holding the Dolphins to two runs in 4 innings and, eventually, a 3rd place finish. Shout out to the Bulldogs MVP, Jin Ushio, for his defensive prowess and stellar hitting throughout the tournament.



The baseball team was also presented with a rare opportunity to travel abroad to Shanghai and participate in APAC with 7 other international schools from Korea, China, Japan, and the Philippines. Awe-struck by magnificent fields and night-game opportunities, the Bulldogs were initially caught off-guard, though our pitchers maintained their composure, especially Sehej Chadha. A tough, extra-inning loss to Shanghai American School - PuDong dropped the Bulldogs to the consolation bracket, but they responded well with a surgical dismantling of Beijing. They earned a rematch against Brent from the Philippines, who had bested them in pool play and the Bulldogs came out swinging. Sehej Chadha took the ball in the rematch among a light drizzle and held Brent's powerful lineup in check through 4 innings. This allowed the Bulldogs enough of a chance to mount an attack and break away from a tight game, eventually winning in extra-innings and securing a 5th place finish. Congratulations to Sehej Chadha for his All-Tournament Honors for his pitching performances and critical defense at first base!



Now, the Bulldogs turn their attention to basketball, where Coach Inman and Coach Hoshiyama take center stage for the HSM and HSW Varsity teams respectively. Our Lady Bulldogs are looking to improve upon the new systems brought in last year, while the Men prepare their title defense.

On the middle school side, both Coach Timola (MSB Basketball) will be joined by Coach Tanaka and Coach Douglass (MSG Soccer) will step in and take charge of a tenacious Bulldog team. Both squads are hoping to build off the successes they had last year in pursuit of their elusive first title.







## DIRECTOR OF SERVICE LEARNING

*Mio Ranni*

### Service Learning Achievements

#### National Honor Society (NHS)

Our National Honor Society (NHS) students have been hard at work on their annual "NHS Four Pillars Project," with each of the 23 students from Grades 10 to 12 dedicated to promoting one of NHS's core values: Scholarship, Leadership, Character, and Service. Divided into four teams, each group is crafting a unique project aimed at making a positive impact within our school community.

- **The Scholarship Team** is focusing on environmental responsibility, planning engaging sessions to teach younger students about the importance of recycling and sustainability.
- **The Leadership Team** is organizing an inspiring leadership conference to help younger students understand the roles and responsibilities within the Student Organization at MBIS, fostering future school leaders.
- **The Character Team** is developing a program for younger students to emphasize effective communication and polite public manners, promoting respectful interactions in school and beyond.
- **The Service Team** is creating opportunities for younger students to participate in service activities, encouraging a spirit of community involvement from an early age.

These projects allow NHS students to actively practice leadership, collaboration, and personal growth while contributing positively to our school environment. Through this experience, they continue to deepen their understanding and embodiment of the Four Pillars that define the NHS.



#### Marist Brothers Honor Society (MHS)

On October 6, over 50 people gathered at our farm in Nishi-ku to harvest this year's crop of sweet potatoes. On a bright, sunny morning, everyone worked together, pulling vines, digging through the soil, and ultimately harvesting about 200 kg of "Beni-Haruka" sweet potatoes in just two hours. In addition to our students and teachers, PTA members, students and teachers from Kobe High School and Kansai International Academy, and local community members joined this fun and productive event.

As they dug, students discovered a variety of creatures in the healthy soil—spiders, ants, earthworms, and even a snake—bringing excitement, laughter, and lots of loud voices to the field.

Two-thirds of the harvested potatoes will be donated to various organizations, including kodomo shokudos and soup kitchens, while the remainder was sold at the Food Fair. We extend our heartfelt thanks to everyone who participated for their hard work and teamwork and to those who supported us by purchasing our sweet potatoes at the Food Fair!





The MHS Charity Committee organized a Red Feather Charity Drive from October 7 to 11. During this week, committee members stood in front of the station, engaging with passersby and encouraging donations to support elderly and disabled individuals in Suma. Thanks to their teamwork and dedication, the Charity Committee successfully raised a total of 36,975 JPY. We extend our gratitude to everyone who contributed to this campaign, helping to make our local community a better place for all. Special thanks to Mr. Lipp for joining the Charity Drive and supporting the MHS students.



Our second beach clean-up of the year took place on October 9. A total of 120 MHS students gathered to kick off the event with our annual group photo. Afterward, students divided into nine committees and spread out along the coastline to pick up litter. They collected a variety of waste, including plastic bottles, cans, bento boxes, and cigarette butts. Some students went the extra mile by carefully removing microplastics from the beach sand. By the end of the event, we had collected six full bags of trash. We extend our thanks to Mr. Lipp, Mrs. Yuksel, and Mrs. Robson for joining us in our efforts to help keep the ocean clean, and special thanks to Mrs. Moon for capturing a beautiful team photo, as always!





At the Food Fair on October 19, our MHS students sold cotton candy, using a cotton candy machine generously provided by our PTA. Over the course of six hours, we sold 350 cotton candies. It's a cherished tradition for our older students to teach younger students how to make fluffy, delicious cotton candy efficiently, and it was wonderful to see this tradition continue this year.

We extend our heartfelt thanks to all the customers who purchased cotton candy, helping support future MHS and NHS service activities that strive to make the world a better place.



The MHS In-School Service Committee organized a project to help prepare for the Lower School Pumpkin Festival.

In collaboration with the Lower School Pumpkin Festival Committee teachers, MHS students worked after school on October 30 to count 3,000 candies

generously donated by Lower School parents. They then packed the candies into 13 buckets, which will be used by teachers and staff for the trick-or-treating events on Friday, November 1.



## Marist Brothers Honor Society Junior (MHSJ)



This month, MHS Junior students held two important coffee sales: one on Friday, October 11, during lunchtime, and another at the Food Fair on October 19. The first sale served as a practice event, where all students took 15-minute shifts to learn and practice selling coffee to teachers and staff effectively. Some students visited teachers' rooms to promote the sale or deliver coffee, while others explained the purpose behind the coffee sale—sharing how a single cup (200 JPY) helps feed and educate more than 10 children in Malawi for a day. Through this event, students raised a total of 27,200 JPY.



With experience gained from the practice sale, the students then set up a booth at the Food Fair, working in three "companies" and each taking a two-hour shift. Using their new promotional skills, they connected effectively with customers and raised an additional 39,600 JPY.



In total, the MHS Junior students raised 66,800 JPY, which will help fund the education and meals of 22 children in Malawi for an entire school year (3,000 JPY per child). We extend our heartfelt thanks to all who purchased coffee in support of this meaningful cause. All proceeds will be donated to NPO Seibo Japan in Tokyo to assist children in Malawi.



## Individual Service Project Report

### Revive & Thrive (written by Grade 9 Anna)

With fast fashion dominating our generation, people dispose of clothes too easily, contributing to the staggering 450,000,000 kg of clothing waste every year. To raise awareness about this issue, we will host a Fashion Competition featuring outfits made from recycled materials. We invite students, parents, and teachers to participate in this event. Participants can create an outfit using materials like thrift clothes, paper, cardboard, and more.

Thank you so much to those who attended our first orientation! I am very delighted to hear that so many people from the MBIS community were interested in taking part of this runway. If you are positive that you would like to enter the competition, please answer the following survey using the QR code below. The deadline for the registration is November 30th, so if you are interested, please make sure that you answer it by then!

If you could not attend the orientation, but would still like to register for the competition, no problem! Just take a quick look at the slideshow, and complete the registration form.

We will be holding more check-in sessions too, so I hope to see you all there!



## Individual Service Project Report

### Microplastic Accessory Project (written by Grade 7 Lillie)

During the food fair on October 19th, I was able to sell the accessories that I made from microplastics. Many people came to my booth to buy my accessories and I was able to raise over 30,000 JPY. Many people were also curious about my project and asked me questions. It made me really happy that many people wanted to support the environment and learn about how to keep our planet clean. Therefore, I would like to thank all the people who came to the food fair and stopped by at my booth. I really appreciate all the support that was given.





## STUDENT COUNCIL PRESIDENT

*Amritha Kamath*

### Message From the Student Council President

As the month of October comes to an end, I'd like to take a moment to share some of the exciting events and activities that have taken place this month.

One of our biggest highlights was the annual Food Fair, where we worked alongside faculty members to help organize the class booths. We're pleased to say the fair was a success, with each booth raising a substantial amount of money. A large portion of these funds will go toward each grade's senior trip fund, contributing to what we hope will be a memorable experience in their senior year. I'd like to thank everyone who helped make this event possible through your hard work and participation.



Recently, Marist Brothers from around the world came and visited our school. The student council executive team had the privilege of sitting down with them to discuss our roles as student leaders and the impact of our work on the school community. We shared our goals for the year, focusing on improving school life and fostering a strong sense of unity. In return, the Brothers offered inspiring insights from their global experiences and interactions with student leaders from various Marist schools around the world. Their stories not only reinforced the values of Marist life but also motivated us to continue working towards a positive and inclusive environment for all.



Looking ahead, we're excited to conclude this month with a Halloween Party at the end of October. The event will feature a variety of activities, including food, music, and some fun, spooky surprises, allowing students to unwind and enjoy themselves. We encourage everyone to join in and make this a memorable event for the Upper School. On the same day as the Halloween Party, we'll also be hosting a Casual Day, giving students a chance to dress up in their favorite Halloween costumes and unleash their creativity.

October has been full of activity, and we're grateful for the energy and enthusiasm from both students and staff. Thank you for all your support and we look forward to celebrating Halloween with you.





# MAA JUNIOR MEDIA EXECUTIVE

*Jaanya Jhaveri*

## Marist Athletic Association

This month, the Marist Athletic Association (MAA) dedicated many hours to organizing the W.J.A.A. Women's Volleyball Tournament, an event that shows the competitive spirit of our athletes and the teamwork of our community. The MAA takes on the important role of hosting the tournament, ensuring that every aspect is planned and executed to provide an enjoyable experience for all players, coaches, referees, and supporters.

In the lead-up to the tournament, the MAA engaged in preparations that included a variety of tasks essential to creating a successful event, from arranging the futons in the designated classrooms to setting up the volleyball nets and chairs for the matches. Additionally, the executive members of the MAA went to purchase goods for the food booth, ensuring that players, coaches, and supporters had access to refreshments throughout the tournament. The setup of the live stream video was another crucial aspect, allowing family and friends who couldn't attend in person to support the athletes. Moreover, cleaning and preparing the locker rooms for the teams was another important aspect involved in the set-up, ensuring that everyone who visited had a clean space during the event.

A sincere thank you goes out to all the general members, Mr. Stang, and the executive members who volunteered their time and energy to assist during the tournament. Your hard work and dedication are appreciated. As we reflect on the success of the tournament, let's continue to support our athletic program and each other.

Here are our MAA members working hard!!



**FOLLOW ME!**



@MARIST\_ATHLETIC\_ASSOCIATION

**MAA JUNIOR  
MEDIA  
EXECUTIVE**  
*Jaanya Jhaveri  
Rui Shimono*



Additionally, in October, at our annual Food Fair, an activity was organized by the MAA to raise funds for our initiatives. Typically, our booth is on the field; however, due to poor weather conditions, we created an engaging indoor activity: Nerf Gun Sharp Shooting. In this game, participants aimed at projected targets on whiteboards, with the option to take either five or eleven shots. Points were counted, and those who achieved over 50 points were rewarded with a snack or drink. Participants who achieved high scores were recorded, and at the end of the day, the top three players received special prizes, with the grand prize being Bluetooth headphones.

Congratulations to the winners and thank you to all participants for their involvement. A special thanks goes to the executive team for ensuring the booth ran smoothly. In addition, thank you to all members who assisted in setting up the tents and stage in preparation for the Food Fair. Your contributions were greatly appreciated.



A few upcoming events in the next month the MAA is looking forward to are various friendly weekend basketball games for the High School Boys, High School Girls, and Middle School Boys. Come support the MAA and our bulldogs!!



## Message from 2024 Marist Food Fair Executive Committee

As we reflect on the success of the 2024 Marist Food Fair, we want to extend our sincere gratitude to everyone who made this special event possible. The Food Fair is not only a long-standing tradition but a true celebration of the spirit and unity that makes Marist Brothers International School such a vibrant community.

This year, we proudly promoted a **"STRONGER TOGETHER"** theme, where members of our Board, Academic Leadership, Administration, Faculty, Staff, Students, Parents, PTA, Alumni Association, and the wider community came together to celebrate international-mindedness, diversity, and our shared values. We were also honored to welcome members of our local Kobe community, strengthening the bonds between Marist and the world around us.

We are especially thankful for the warm welcome extended to our new community members. The sense of belonging and community spirit created during the Food Fair is a reflection of the unique atmosphere we cherish at MBIS—a family that is constantly growing, evolving, and supporting one another.

Your unwavering dedication—whether through food and entertainment booth coordination, volunteering, attending, or simply spreading joy—has ensured that this year's event was not just a celebration of food and culture, but of connection. From supporting local businesses to rekindling friendships with alumni and past families, the 2024 Food Fair reminded us of the deep roots and enduring relationships that define our school community.

In the coming weeks, the school finance team will be diligently calculating ticket sales and reconciling expenses to provide a full report on the success of our fundraising efforts. We are proud to share that the proceeds from this year's Food Fair will go toward supporting the incredible work of the Marist PTA, Alumni Association, Athletic Association, National Honor Society, and both the Upper School and Lower School Student Councils.

Your contributions, participation, and generosity have a direct impact on these essential groups, further strengthening the bonds within our community and ensuring continued opportunities for our students.

Thank you once again for your hard work, commitment, and the sense of unity that made this year's Food Fair such an incredible success. We look forward to continuing this wonderful tradition for years to come.

With appreciation,

### The 2024 Marist Food Fair Executive Committee





## MARIST ENGLISH SCHOOL TEACHER

Mark Deyss

### Marist English School Updates

Marist English School continues to grow and we're proud to say that both the Saturday School and Weekday classes are nearly at full capacity.

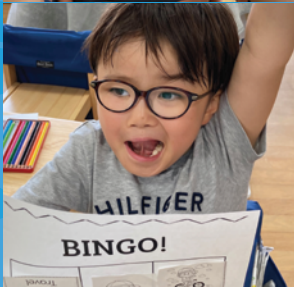
We are delighted to welcome Mrs. Buchanan as the new head teacher for the lower class of Marist Saturday School. Mrs. Buchanan is a highly skilled and compassionate educator, specializing in language instruction with many years of experience. Her dedication to nurturing young learners brings an invaluable presence to the Saturday program.

Our Saturday School recently celebrated Halloween with a special crafting activity and here enjoyed trick-or-treating around the school in costume. The students had a fun experience while participating in a unique American custom

In our Saturday sessions, students in the lower class continue to strengthen their phonics skills along with foundational English language skills, guided by engaging, age-appropriate activities. Meanwhile, students in the upper class have been working on advanced adjectives to describe food. As part of this unit, they created "My Favorite Foods" posters, applying descriptive language to showcase their favorite treats and meals in a colorful and fun project.







# Marist English School

## Class Options

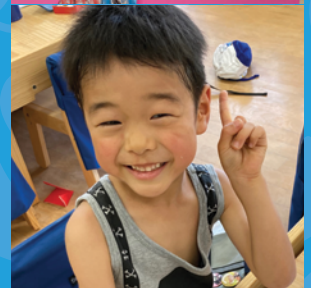
### Saturday Classes

幼稚園 (4-6才)  
低学年 (1-3年生)  
10:00am-1:00pm

### Weekday Classes

1-6年生  
水曜日・木曜日  
セッション 1 : 4-5pm  
セッション 2 : 5-6pm

すべてのクラスは月3週で行われます。



無料体験レッスンのお申し込みはウェブサイトをご覧ください!










連絡先: [englishschool@marist.ac.jp](mailto:englishschool@marist.ac.jp)  
ウェブサイト: [marist.ac.jp/marist-english-school](http://marist.ac.jp/marist-english-school)  
電話番号: 080-7006-8504

Info in English is Available Online



MARIST BROTHERS  
INTERNATIONAL SCHOOL

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					 Pumpkin Festival	 Middle School Girls Soccer Tournament
3 IB DP Evening for Grade 10 Parents and Students	4	5	6	7 SeoMUN Korea	8	9
	6	1	2	3	4	
10	11	12	13 Parents as Learners	14 Parent Teacher Conferences	15 Parent Teacher Conferences	16
	5	6	1 	2 	3 	
17	18	19 Alumni Mentorship Program	20 	21	22 Professional Development No School for Students	23
24	25	26	27	28 MYP Parent Session #2	29 Mini MUN	30 MSB Basketball Tournament
	2	3	4	5 	6	

COMMUNICATORS WE COLLABORATE IN A MULTILINGUAL ENVIRONMENT, WITH CONFIDENCE AND COURTESY



## OUR MISSION STATEMENT

We educate students in a nurturing community where relationships and meaningful connections are valued and celebrated. Our students gain knowledge, communicate effectively, develop exceptional character, and become responsible citizens of a global society. We inquire into the world around us through rigorous academic programs that aim to prepare students for life's opportunities.

## OUR VISION STATEMENT

We are a school where exceptional personal character and strong relationships provide opportunities to excel in our areas of interest and affect change in our local and global communities. We are a school where personal, social, and emotional support help build global perspectives. We are a school that embraces diversity, encourages leadership, and respects the values and unifying traditions of the Marist Brothers.

## OUR VALUES

### EXCELLENCE

Make excellence and quality a part of each day and seek continuous improvement in all that we do.

### INNOVATION

Seek innovative and creative approaches to problem-solving.

### PARTNERSHIPS

Build sustainable and meaningful relationships, embrace diversity, and connect with the community.

### CARE

Be a person of good character who is responsible, respectful, reflective, and acts to make the world a better place.

## MARIST EXPECTATIONS

### Open-Minded:

We seek to broaden our understanding and appreciation of other cultures and perspectives.

### Balanced:

We strive for balance of mind, body and spirit, to develop as well-rounded individuals.

### Knowledgeable:

We strive to develop intellectually, physically and artistically.

### Principled:

We take responsibility for our own actions, building trust through integrity, honesty, and humility.

### Thinkers:

We consistently think critically, ethically, and creatively.

### Risk-Takers:

We take on challenges as active participants and dare to push beyond our comfort zones.

### Caring:

We show compassion within our school community and beyond.

### Communicators:

We collaborate in a multilingual environment, with confidence and courtesy.

### Inquirers:

We engage in research and investigation, becoming self-directed, lifelong learners.

### Reflective:

We use past experiences as a guide for future actions.

**MOTIVATE BELIEVE INSPIRE SUCCEED**