

GLOBAL VISION

NIHS, International Mindedness and the IBDP



As most of our community's stakeholders now know, Nagoya International Junior and Senior High School (NIHS) has become a candidate for authorization for the International Baccalaureate Diploma Programme (IBDP). Candidate status is an essential first step to becoming an IB World School, though authorization is not at this point guaranteed. We are hoping to be authorized by the IB Organization and to implement the IBDP in April of 2015.

If authorized, we will teach all subjects (other than Japanese Language and Literature) in English. The IBDP will, of course, be an optional and not a required course of studies. However, we firmly believe that pursuing a rigorous course of academic studies in a foreign language will greatly benefit

those of our students who have excellent English skills.

We will continue, of course, to offer our popular International Studies program in the senior high school. This program offers students eight to seventeen hours of English instruction per week, depending on their year in school. At least half of these classes are with Native English teachers who are full-time teachers and not merely assistant language teachers. In addition, students in their second year in this program study English at one of nine partner schools in Auckland and live with local families for one or two months. Most of our students in this program choose the two-month option.

We also offer our Advanced General Studies course in the

senior high school. This course has a rich English component but is focused on college entrance examination preparation and features substantial supplementary instruction by cram school professionals. Students in the Advanced General Studies program study for eight periods each day from Monday through Friday and for four periods every Saturday. They also travel to Malaysia and Singapore for one week when they are in their second year.

As for the IBDP, only students with excellent English and other academic skills will be permitted to participate. Students in the IBDP, assuming that our school receives authorization, will study six subjects concurrently for their last two years of senior high school. They will study half of these subjects for 240 hours and the other half for 150 hours over the course of their last two years of senior high school.

In addition, the students will write an Extended Essay of 4000 words, study the Theory of Knowledge for 100 hours and perform 150 hours of Creativity, Action and Service.

The ordinary Japanese high school curriculum does not re-

quire students to engage in research and high-level academic writing. The IBDP, however, does.

Research clearly demonstrates that students who acquire high-level cognitive and academic writing skills, particularly in a foreign language, have a much better chance of notable success at university, whether here in Japan or abroad.

The world is no longer divided into academic fiefdoms. Connections among subjects are all important. The Theory of Knowledge course makes these connections explicit.

IBDP graduates who have passed the Diploma exam are twenty-one percent more likely to enter elite universities around the world. This is an impressive fact.

What is more important, however, is that successful IBDP graduates are critical thinkers who are internationally minded and who take seriously their stewardship of our planet.

IBDP students think outside of the box. They inquire. They reflect on their accomplishments and their shortcomings. They are open-minded and are committed

to participating meaningfully in a changing world. They are our hope for a future of peace and dialogue as opposed to a future of threats and hostility.

In order to inculcate international mindedness in our students, we must create a curriculum that encourages our students to have compassion and to demonstrate empathy for other human beings, wherever in our increasingly interconnected world they may live. Students must understand that all people are equally important.

We must encourage our students to become aware of moral dilemmas and to acquire the dispositions and the vocabulary to engage these. We have a categorical imperative to develop a civic ethic to guide humanity through the many trials that we are facing. We must think about what constitutes a good education, a just society and a world that is friendly to all life that flourishes here. This is the essence of international mindedness.

It is not common in Japanese classrooms to engage in open

debate about moral issues and international challenges. However, many people are becoming convinced that this sort of debate is essential. By engaging in dialogue about the major difficulties facing humanity, young people can refine their values and step forward with confidence to take a leadership role in solving the problems that currently confound us.

We need students who participate actively in each of their classes, who express their opinions freely and who take exception with their teachers' opinions and pronouncements when doing so is appropriate. We no longer value passive learners. We need to cultivate students who take responsibility for their learning and proudly take an intellectual and a moral stance on the issues that humanity faces.

This is the kind of education that NIHS wants to develop. We want to educate young men and women who can stand on the international stage and, with empathy and intellectual courage, address the many important challenges that face all of us in the twenty-first century. ☐



第7回フロンティアカップ 英語スピーチコンテスト

国際化が加速する現代社会では、世界共通語である英語の力を身につけることが若い世代に求められています。先進の国際教育を実践する名古屋国際中学校・高等学校のネイティブファカルティが、日本の小中学生の英語活動を応援します。

実施要項

2014
8.27 wed

【時間】9:30~

【場所】名古屋国際中学校・高等学校

【出場資格】
小学生の部：小学校5・6年生
中学生の部：中学校1~3年生
(ただし、英語を母国語とする方を除きます)

【主催】学校法人栗本学園
名古屋国際中学校・高等学校

【後援】愛知県 愛知県教育委員会
名古屋市 名古屋市教育委員会
中日新聞社 日本経済新聞社 ※後援は予定

【審査員】名古屋商科大学コミュニケーション学部教授
校長、本校ネイティブファカルティ

【応募方法】本校ホームページをご覧ください。
<http://www.nihs.ed.jp/>

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THE FRONTIER TIMES

[ザ・フロンティア・タイムズ]



国際バカロレア機構より担当コンサルタントが来校 (5月26日・27日) され、IBDP候補校である名古屋国際の今後の計画について本校のIBチームと話し合いが行われました。(前列左から2番目がコンサルタントのKristi POZON先生)

The Theory of Knowledge A Core Component of the International Baccalaureate Diploma Programme

When the International Baccalaureate Diploma Programme (IBDP) was introduced in numerous international schools around the world over forty years ago, the Theory of Knowledge (TOK) course was considered its distinctive curricular innovation.

TOK is a course that is still unfamiliar to most students, teachers and parents in national schools here in Japan. For this reason, we would like to take this opportunity to introduce its key features.

Our school is actively pursuing IBDP authorization. We earned Candidate School status, an important first step, over a half a year ago. This is no guarantee that we will achieve authorization, but we are doing everything necessary to become an IB World School. In this issue of our school newspaper, we would like to share with our stakeholders the main goals and methods of the TOK.

The main goal of the TOK course is to encourage students to think about knowledge itself. How do we know what we think that we know? In the TOK

class, our teachers will not dictate to our students any answers to the profound knowledge questions that they raise. Instead the teachers will ask deep questions that prompt our students to engage in inquiry. The TOK course values reflection and critical thinking above all.

The TOK curriculum has evolved over the years. The TOK has always focused on Ways of Knowing and Areas of Knowledge. As of last year, following the most recent revision, the TOK curriculum recognizes eight Ways of Knowing. These are: sense perception, memory, reason, language, emotion, faith, imagination and intuition. The new TOK curriculum also recognizes eight Areas of Knowledge. These are: the arts, ethics, history, the human sciences, the natural sciences, mathematics, indigenous knowledge and religious knowledge.

One of the main purposes of the TOK curriculum is to counter the fragmentation of information and perspectives that arises as a result of academic specialization. The idea is to foster interdisciplinary connections and an understanding of how knowl-

edge questions differ, depending on the disciplinary perspectives from which we might view them.

The key adjective that describes the TOK curriculum is "holistic". Students must understand that they will, during their lives, navigate the different Ways of Knowing and Areas of Knowledge in order to create "knowledge as a whole". In addition, students will, if we teach the course effectively, come to understand that different individuals and groups will construct knowledge in different ways and that their conclusions, provisional as they may be, must be respected. Such a perspective will lead to mutual understanding and help to avoid the misunderstandings that lead to so many calamities in our shared world.

We want our students to ask themselves one fundamental question. "How can understanding the nature of knowledge help us to live peacefully with other people in this world, even if we have different perspectives, ideas, cultures and beliefs?" If they can give a thoughtful answer to this question, we will have achieved our educational goal. ☐