

Japan's First Public P-12 School

Tokyo Metropolitan
Elementary School
attached to Tachikawa Kokusai
Secondary Education School

TOKYO METROPOLITAN P-12 SCHOOL

School Guide 2022

Be a Pioneer. 開拓者たれ

Opening April 2022
in Tachikawa, Tokyo

Be a Pioneer and Create History and Traditions Together



▲ To Greetings Page



Yuko Ichimura,
Principal

これから しょうがくせいになる みなさん こんにちは。
わたしたちは あたらしい がっこうをつくって います。
わたしたちは はるに であい ひとつの ちいむに なりました。
はる なつ あき ふゆの きせつが すぎて また はるが
くると わたしたちの がっこうが はじまります。
そのとき がっこうには まなぶみなさんも います。
こんどは まなぶみなさんと わたしたちが ひとつの
ちいむに なって いっしょに がっこうを おおきくして いきます。
それは まっしろな ゆきの うえを はじめて あるく ように わくわくする ことです。



わたしたちの がっこうで まなぶひとに なって いっしょに あたらしい ことに ちょうせん しませんか。
ごうるは みなさんと みなさんの まわりのひとの しあわせです。
みなさんにおあいする ひを たのしみにして います。



The ultimate goal of our education is "independence."

The educational philosophy shown in the diagram below is the reason for our school's existence and the educational ideal to which we aspire. We have taken a bird's-eye view of our goals to design the educational content and methodologies that are needed to achieve that ideal. What we are creating is not an "elementary school," but the "elementary school stage of a P-12 school."

It is our hope that the pupils and students who study at our school will cultivate their character and become independent learners who have the courage to forge their own path and spread their wings out into the great, wide world. We hope our students will demonstrate the competencies they acquire at our school to the fullest and make their own contributions to building a better world. We will also strive to keep learning constantly ourselves and will devote ourselves wholeheartedly to engaging with our pupils and students.

Our school is one that will create history and traditions.

As a "Professional Learning Community (PLC)," we will create the school's history and traditions together with our pupils and students and their families. Our students and their families are also pioneers. There may be some things that are found in well-established schools that our school does not yet have. However, what our school does have is the joy and passion found in taking on the challenge of creating something new. This is a truly precious, irreplaceable experience. We look forward to welcoming pupils and their families who sense the significance of that challenge and who will enjoy forging a path together with us.



▲ Faculty team in AY2021, with the addition of two new teachers. Seated at front are the principal and deputy principal, with the two head teachers standing in the middle behind them, flanked by the two chief teachers on either side.

The kind of school we aim for

Educational philosophy

Extend the competencies of our students, who will shoulder the next generation, to the maximum degree, cultivate in them a rich international sensibility, and grow them into people who can flourish and contribute to the world.

Future vision of our students (after graduation)

Talented individuals who flourish in diverse fields, applying their advanced linguistic abilities to collaborate with diverse people around the world and solving various problems with logical thinking.

Future vision of our students at graduation (after 12 years)

Individuals who have acquired advanced linguistic abilities, logical thinking skills, and the ability to explore themes deeply, who collaborate with diverse people, and who leverage the competencies they have acquired to step out into various fields with the aim of contributing to the peace and development of the international community.

Educational Policy "The four pillars and eight abilities for realizing our philosophy"

The ability to think and act

Cultivate the ability to recognize issues themselves, think about those issues logically, make judgements, and take action.

Language proficiency and linguistic ability

Cultivate world-class language proficiency and improve the linguistic ability that underpins such proficiency.

Ability to understand oneself and others and the ability to contribute

Cultivate the ability to understand and respect Japan's traditions and culture, to accept diverse values, and to engage with the international community in a proactive way.

Collaborative ability and innovative ability

Cultivate the ability to be considerate of others and create new values by collaborating with others through learning activities with students of different year levels, collaborations with the local community, and international exchange.

P-12 GRAND DESIGN

Grand design for our school

Be brave. Reach for the world.



**Future vision of our students
(Vision of our students 20 years after graduation)**

Talented individuals who flourish in diverse fields, applying their advanced linguistic abilities to collaborate with diverse people around the world and solving various problems with logical thinking.



Future vision of our students at graduation (after 12 years)



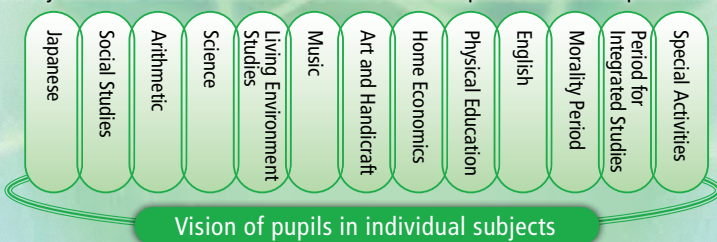
Individuals who have acquired advanced linguistic abilities, logical thinking skills, and the ability to explore themes deeply, who collaborate with diverse people, and who leverage the competencies they have acquired to step out into various fields with the aim of contributing to the peace and development of the international community.



Future vision of our elementary school pupils (after 6 years)



Children who have acquired basic linguistic abilities, logical thinking skills, and the ability to learn in an explorative way, who collaborate with diverse people, and who leverage the competencies they have acquired to bring the world into view and participate in local community activities with the desire to contribute to the peace and development of society.



Inquiry-based learning

3 Motivation to learn and humanity

- ① Ability to look at thinking processes objectively (metacognition)
- ② Ability to collaborate with diverse people
- ③ Ability to act in contribution to people and society
- ④ Self-management ability to become an independent learner

Language proficiency and underlying linguistic ability

School events to put learning into practice

1 Knowledge and skills

- ① Broad knowledge and skills in subjects and study areas
- ② Linguistic ability that underpins understanding of concepts and mastering of skills
- ③ Methods for thinking logically

2 Thinking ability, judgment and expressive ability

- ① Ability to use a critical eye to investigate and think about information
- ② Ability to connect knowledge and to explore it based on evidence
- ③ Ability to communicate in Japanese and English

Competencies to be cultivated

Collaboration with diverse external institutions

Career education and pathway guidance to encourage pupils and students to think globally

Welfare counseling to encourage independence

Global: Think and act with global vision and local perspectives



Curriculum

*This is the curriculum as currently planned and is subject to change.

Overview

With the aim of smooth transitions and extensions between elementary, junior, and senior high school, we will enhance pupils and students' logical thinking skills by devising educational milestones, encouraging pupils and students to interact with others in different year levels and with people with experience in different cultures, while providing them with various hands-on activities both in Japan and abroad.

[Concept of P-12 education] Link the twelve years in three phases to grow our students into our aimed-for future vision of our students

Phase 1
(1st to 8th Grade)

Cultivate



Phase 2
(9th to 10th Grade)

Sprout



Phase 3
(11th to 12th Grade)

Bloom



Aimed-for Student Vision

▲Our students will be joined by new students in 7th Grade to bring the cohort to 160 students per grade. This "cultivate" phase is vital to the "sprout" and "bloom" phases.

<p>1st to 6th Grade (Elementary school level)</p> <p>Thorough establishment of basic academic skills and guidance tailored to the characteristics of individual pupils</p> <ul style="list-style-type: none"> ① Logical thinking skills ② Ability to engage in simple interactions about familiar matters in a foreign language ③ Ability to collaborate with people close to them ④ Ability to identify problems through experiences 	<p>Abilities we aim to cultivate</p>	<p>7th to 12th Grade (Junior and senior high school levels)</p> <p>Provide guidance that encourages students to leverage their broad knowledge and demonstrate their individuality and ability to move toward their own future dreams</p> <ul style="list-style-type: none"> ① Ability to examine things critically ② Ability to express opinions about a broad range of topics in a foreign language clearly and precisely ③ Ability to collaborate with diverse people ④ Ability to reflect on things based on experiences
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Three Features

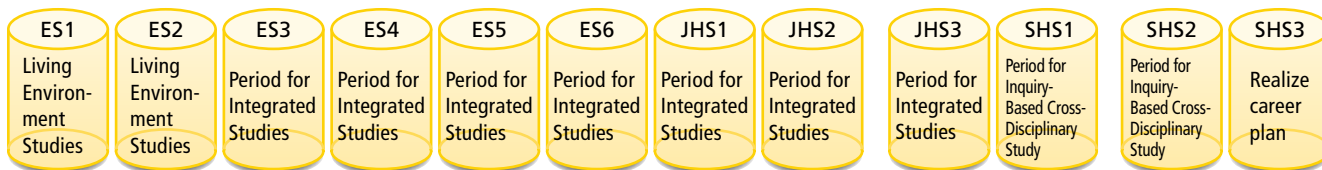
[Feature 1] Inquiry-based learning

Enhance pupils and students' ability to learn about how to think about things and to exercise evidence-based thinking

Implementation of inquiry-based learning in individual subjects and original inquiry program

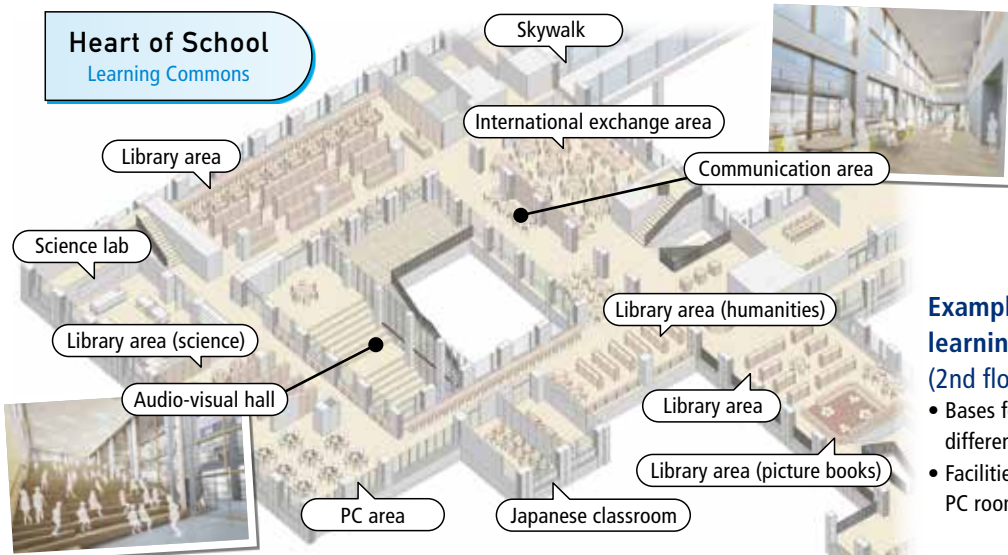


[Inquiry Program: IBL 12] IBL: Inquiry-based learning



Elementary school level						Junior and senior high school levels					
Phase 1						Phase 2		Phase 3			
1	2	3	4	5	6	7	8	9	10	11	12
• Discover "why?" from experiences → Creation of foundations for research questions (RQ)			• Create, discuss, and set RQ foundations • Implement inquiry-based learning in both natural sciences and humanities → Experience inquiry-based learning process			• Inquire how humans should live and be • Inquire about issues in Japan • Inquire about issues in the world → Put into practice in LAP		• Communicate in Japan and overseas • Use to realize career path			
Learn the skills of "thinking," "research," and "presentation." (beginner → intermediate → advanced)								Write papers in both Japanese and English.			

Heart of School
Learning Commons



LAP: Leadership Action Program

All students participate in activities, such as research, internships, and volunteer programs overseas. (Duration will be around three months including learning in Japan and presentation of outcomes.)

Examples of facilities that enhance learning
(2nd floor of the campus north wing)

- Bases for activities involving exchanges between different grades and inquiry-based learning.
- Facilities with integrated functions, such as libraries, PC room, audio-visual room, and private study rooms.

*All pictures shown are for illustrative purposes only.

[Inquiry-based Learning in Individual Subjects]

Inquiry-based learning will be implemented as follows in day-to-day study in individual subjects.

[Basic Policies of Learning] (Examples)

- 1) For each unit of study, experience at least one cycle of inquiry, i.e.,
"set Research Question (RQ) → gather information → organize and analyze
→ sum up and present"
 - 2) "Reflect" at the end of class
 - 3) Learn based on pattern of **Individual** → **Collaboration** → **Individual** in class
 - 4) Learners are to consider and explain the reasons (grounds) for their thinking
 - 5) Exchange opinions with others to deepen one's own thoughts
- Etc.

Example of 3) 1st Grade Arithmetic

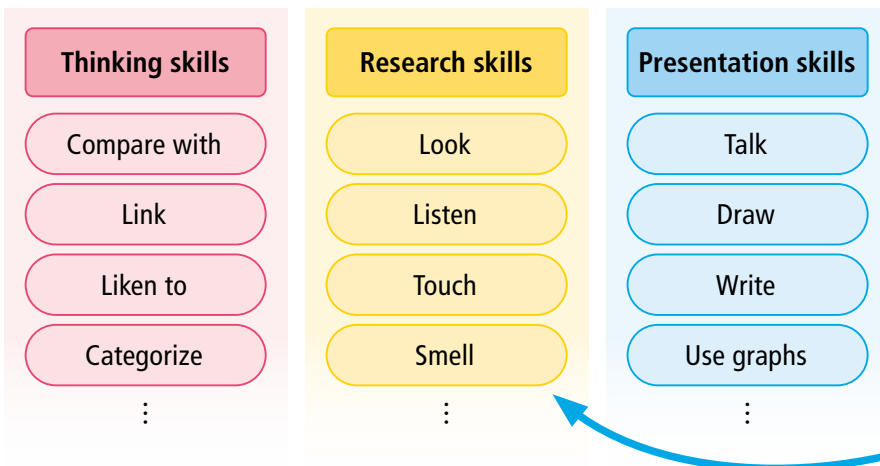
Cycle of inquiry	Learning activities
Set Research Question (RQ)	Set an objective using an illustration produced in previous class. Express the illustration in a formula.
Gather information	Think individually Devise a formula Learn collaboratively Discuss each other's formula in group
Organize and analyze	Learn collaboratively Consider meaning of formula in group Learn collaboratively Check differences between formulas in class as a whole
Sum up and present	Deepen learning individually Write down conclusion(s) Deepen learning individually Work on an applied problem Deepen learning individually Reflect

[Skills of "thinking," "research," and "presentation" in IBL 12 (beginner level examples)]

By organizing the learning methods acquired in school into skills such as "thinking," "research," and "presentation" and putting those skills into use regularly in various situations, pupils will acquire the ability to think issues through logically and critically.

[Examples of use of "research skills"]

- In 1st Grade "Living Environment Studies," pupils will learn how to observe plants by "looking," "listening," "touching," and "smelling."
- By arranging these skills as a "research skill," the pupils themselves will realize that they possess these skills and that they can use them when they want to research a topic in other subjects.



[Feature 2] Language proficiency and underlying linguistic ability

Improving world-class language proficiency and the linguistic ability that underpins it



- Students will have **four periods of English a week** from 1st Grade. **Over the nine years of compulsory education**, they will have received **over 1,000 more hours** of foreign language instruction than regular schools.
- Tokyo Metropolitan Board of Education programs will be used as opportunities for students to put their English skills into practice and to encounter a **second foreign language**.

Educational Program Examples



Program for the Development of Next-Generation Leaders

Since the 2012 fiscal year, we at the Tokyo Metropolitan Board of Education have implemented the "Program for the Development of Next-Generation Leaders," a study abroad support program aimed at 200 students at municipal senior high schools, junior high schools and six-year secondary schools (150 students in 2012).



*The information above is correct as of March 2021, but subject to change.

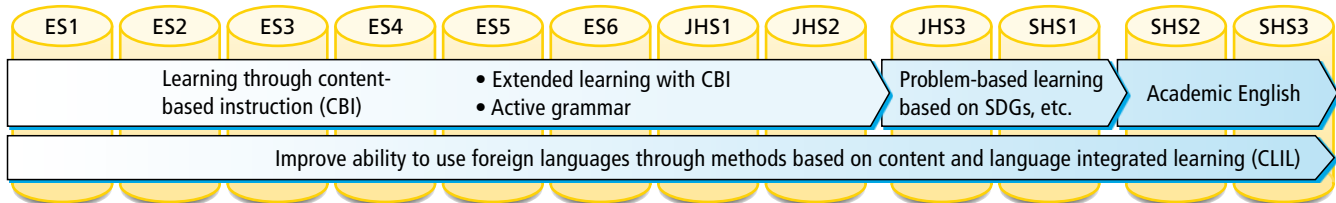
Tokyo Experience School

We at the Tokyo Metropolitan Board of Education are expanding acceptance of foreign students so that more and more public high school students can communicate with foreign students at their own schools.

*Scan QR code for Tokyo Portal for International Education and refer to Invitation of foreign students to the public high schools in Tokyo.



[Language Proficiency (Foreign Language Education)]



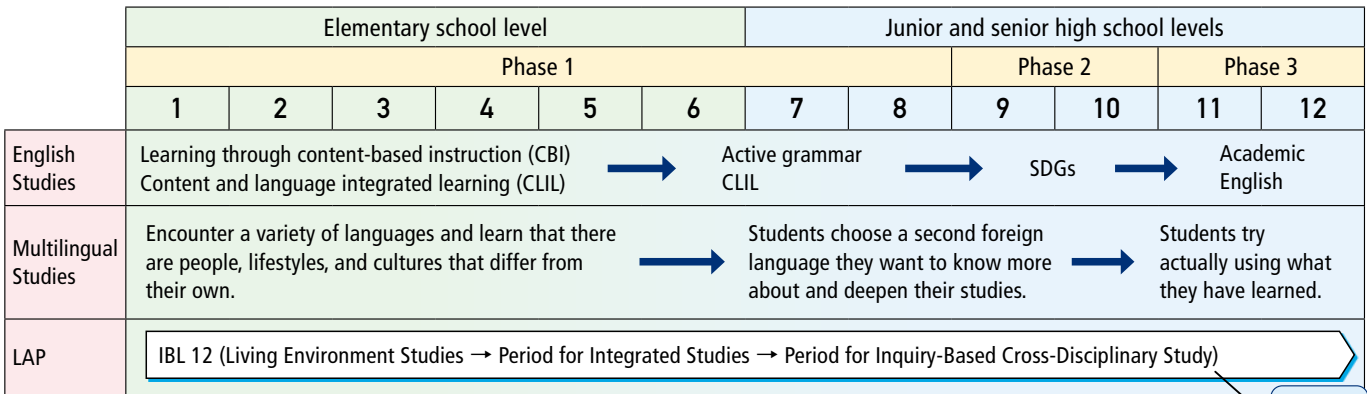
Elementary school level						Junior and senior high school levels								
Phase 1						Phase 2			Phase 3					
1	2	3	4	5	6	7	8	9	10	11	12			
<p>English Studies Short lessons (E Time) *Across all school levels, in small proficiency-based groups</p> <ul style="list-style-type: none"> • Lessons with specialist subject teachers, foreign instructors and JET teachers • From lessons delivering experiential skills such as listening and speaking to lessons that incorporate reading and writing • Interaction with overseas sister schools using ICT • Presentations in English • Debates and written assignments in English 														
<p>Multilingual Studies I Encounter</p> <ul style="list-style-type: none"> • Pupils experience the fun of languages by encountering a variety of languages through special activities. • Pupils learn that there are people, lifestyles, and cultures that differ from their own. • Site of learning is extended to pupil council and club activities. 						<p>Multilingual Studies II Deepen</p> <ul style="list-style-type: none"> • Referencing the lessons they learned in Multilingual Studies I, students choose a second foreign language they want to know more about and deepen their studies in class. • Students take various opportunities to actually use what they have learned. 								
[Achievement Goals]						EIKEN Grade 3 level			EIKEN Grade 2 level			EIKEN Grade Pre-1 level		

[Linguistic Ability]

Elementary school level						Junior and senior high school levels								
Phase 1						Phase 2			Phase 3					
1	2	3	4	5	6	7	8	9	10	11	12			
<ul style="list-style-type: none"> • Activities that primarily link experiences and language, with a focus on Japanese and Living Environment Studies 		<ul style="list-style-type: none"> • Activities that primarily involve reading and thinking logically, with a focus on Japanese, Arithmetic, and Science 		<ul style="list-style-type: none"> • Activities that primarily involve further, multi-faceted inquiry, with a focus on Japanese, Arithmetic, and Science 		<ul style="list-style-type: none"> • Local research, basics of literature research • Guidance and advice from special instructors • Extended learning in science/math area 			<ul style="list-style-type: none"> • Local research, extended literature research • Guidance and advice from special instructors • Extended learning in science/math area and in humanities/social studies area • Planning and execution of inquiry programs 			<ul style="list-style-type: none"> • Presentation of research findings (Japanese and English) • Written papers (Japanese and English) 		

Global Mindset Curriculum

Mutually connecting English Studies, Multilingual Studies I & II, and LAP to develop the foundations of global leaders



[English Studies (Elementary school level)]

LAP

- Using texts produced by the Tokyo Metropolitan Board of Education for our school, pupils will learn the basics of "listening," "reading," "speaking (interaction)," "speaking (presentation)," and "writing" with a foreign instructor.
 - Initially, the emphasis will be on "listening."
 - When pupils get used to the sound of English, they will move onto "speaking (interaction)." At the end of each unit, there will be a "speaking (presentation)" activity.
 - Pupils will encounter text through listening and speaking, which will connect to "reading."
 - "Writing" study will take place gradually.
- Of the four periods of English instruction a week, one will be devoted to "E Time," which will be held in 15-minute sessions three times a week (Tuesday, Wednesday, and Friday) in the morning.
 - Pupils will use texts to prepare for and review or supplement their lessons.
 - Teaching materials from the Ministry of Education, Culture, Sports, Science and Technology and the Tokyo Metropolitan Board of Education, textbooks, CDs, picture books, and other materials will be used for extended learning.

Text that considers the relationship with other subjects to enable CLIL (1st Grade)



▲Cover (sample image)



▲Contents (sample image)

[Multilingual Studies I Encounter]

In the junior and senior high school levels, students will be able to choose languages that fit into their visions for their future lives or make proactive, independent choices of languages based on their deep interest in other languages and countries.

	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
		Korean	Chinese			German	Spanish	French			Arabic	
1st Grade	[Focus on experience] Play, sport, (song and dance)											
2nd Grade	[Focus on experience] Food culture *Collaboration with school lunch program											
3rd Grade	[Focus on experience] Clothing (traditional costumes), annual events											
4th Grade	School life											
5th Grade	Geography (nature)											
6th Grade	Geography (industry)											

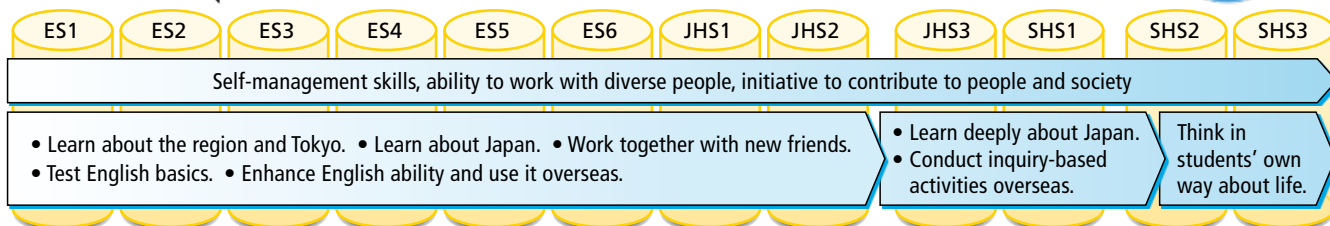
Pupils will study six languages, one each month, in partnership with universities and other institutions in the Tama region.

Topics related to subjects, etc. will be set and studied for each grade.

- Conducted for one or two periods a month. Each period, as well as developing international understanding, including greetings, pupils will encounter spoken language and written language related to a certain theme.
- For one period each year (in August or January), an opportunity will be created for the whole school to encounter other languages. For this lesson, a theme (region, etc.) will be decided and the language chosen. Where necessary, parents/ guardians who have registered with "Team Tachikoku Talent Bank" will be enlisted to help.

[Feature 3] School events that put learning into practice

Enrichment of school events based on Grand Design



Elementary school level						Junior and senior high school levels					
Phase 1						Phase 2			Phase 3		
1	2	3	4	5	6	7	8	9	10	11	12
Speech contests (Japanese and English) / Presentation events (Japanese and English) / Debating events (Japanese and English)											
Japanese traditions and culture classes (art understanding / art appreciation classes, hands-on experiences, introducing them to overseas sister schools) Cross-cultural exchanges											
Ongoing interactions with local schools Hosting of international students											
<ul style="list-style-type: none"> Entrance ceremony Living Environment Studies excursion 	<ul style="list-style-type: none"> Living Environment Studies excursion TGG experience 	<ul style="list-style-type: none"> Tachikawa City excursion Nishitama overnight experience 	<ul style="list-style-type: none"> Island overnight experience Social Studies excursion 	<ul style="list-style-type: none"> Agricultural experience (rice planting) (rice harvest) Outdoors school Social Studies excursion Cross-cultural experience in Japan 	<ul style="list-style-type: none"> Overseas sister school visit Social Studies excursion First aid training Hyakunin-Isshu tournament Coming-of-age ceremony 	<ul style="list-style-type: none"> Entrance ceremony Team Tachikoku seminar TGG experience 	<ul style="list-style-type: none"> Off-campus learning English camp Workplace experience Life support training Hyakunin-Isshu tournament 	<ul style="list-style-type: none"> Off-campus learning Study tour in Japan Middle school completion ceremony 	<ul style="list-style-type: none"> Leadership Action Program (LAP) Life support training 	<ul style="list-style-type: none"> Overseas study tour 	<ul style="list-style-type: none"> Graduation ceremony
[Elementary, junior and senior high whole-school events]						Sports Day (1st Term) School Festival (2nd Term)		Music Festival (3rd Term)		Regular exams (each term)	

Relationship to "Competencies to be cultivated" in the grand design for our school (Page 2)

Living Environment Studies / Social Studies excursions, Tachikawa City excursion, Agricultural experience (rice planting/harvest), Hyakunin-Isshu tournament	2②
Nishitama overnight experience, island overnight experience, study tour in Japan, Sports Day, School Festival, Music Festival	2②, 3②
Art understanding classes (elementary school level) ➔ Art appreciation classes (junior and senior high school levels)	1① ➔ 2②
Life support / First aid training	3③
Outdoors school	3④
Team Tachikoku seminar, off-campus learning	3②
Workplace experience	3②③
Speech contests / Presentation events / Debating events	2①③
TGG experience, cross-cultural experience in Japan (overnight), overseas sister school visit, English camp, overseas study tour	2③, 3②
LAP	2②③, 3②③

3 Motivation to learn and humanity

- ① Ability to look at thinking processes objectively (metacognition)
- ② Ability to collaborate with diverse people
- ③ Ability to act in contribution to people and society
- ④ Self-management ability to become an independent learner

1 Knowledge and skills

- ① Broad knowledge and skills in subjects and study areas
- ② Linguistic ability that underpins understanding of concepts and mastering of skills
- ③ Methods for thinking logically

Competencies to be cultivated

2 Thinking ability, judgment and expressive ability

- ① Ability to use a critical eye to investigate and think about information
- ② Ability to connect knowledge and to explore it based on evidence
- ③ Ability to communicate in Japanese and English

Educational Facility Examples

TGG: TOKYO GLOBAL GATEWAY

Here at the Tokyo Metropolitan Board of Education, in addition to classroom lessons, we are improving TOKYO GLOBAL GATEWAY as a place for practical, personal learning so that children and students have more opportunities to speak with foreigners and touch other cultures, and to obtain an attitude for positive use of English.



TGG



Domestic facility for cross-cultural experience

[1st Grade timetable example]

*Times are subject to change.
 *Trimester system, with Saturday classes scheduled.
 *Saturday timetables to be decided separately.

Elementary school life

	Period	Mon	Tue	Wed	Thu	Fri	Sat
8:15 ~ 8:20		Morning Meeting (health observations, etc.)					
8:20 ~ 8:35		Morning Meeting	E Time	E Time	Assembly	E Time	-
8:40 ~ 9:25	1	Arithmetic	Japanese	Morality Period	Japanese	English	Japanese
9:35 ~ 10:20	2	Japanese	Arithmetic	Japanese	English	PE	Japanese
10:30 ~ 11:15	3	PE	Art and Handicraft	PE	Living Environment Studies	Arithmetic	Living Environment Studies
11:25 ~ 12:10	4	English	Art and Handicraft	Music	Living Environment Studies	Japanese	Living Environment Studies
12:15 ~ 13:45		School lunch, recess, cleaning					
13:55 ~ 14:40	5	Music	Japanese	Japanese	Arithmetic	Japanese	
14:50 ~ 15:35	6	-	Special Activity	-	-	-	
15:35 ~ 15:45		Afternoon Meeting (individual presentation activities, etc.)					

Mouth-watering school lunches (compulsory education levels only)

*These are from the Tokyo Metropolitan Tachikawa Kokusai Secondary Education School menu.



[Japanese menu]

- Red bean rice
- Tricolor vegetables dressed with sauce
- Pineapple cake
- Milk
- Teriyaki chicken
- Bamboo shoot soup

[Western menu]

- Soft baguette
- Marmalade
- Tandoori chicken
- Sauté
- Pumpkin potage
- Strawberries
- Milk



[International menu]

-Mauritius-

- Biryani
- Mauritian salad
- Rougail-style soup
- Milk



Delicious meals devised by nutritionists and cooks, prepared on campus. Pupils eat in the bright and cheerful lunchroom overlooking the Four Seasons Garden.



Four Seasons Garden



Lunchroom



*All pictures shown are for illustrative purposes only.

[Uniform and school hat]

- Navy and green color scheme to match the image of the school's educational philosophy
- Design that allows the pupils to move around energetically
- Design that presents a suitably tidy appearance off campus

- Button-up shirt • Necktie • Blazer
- Tartan shorts / culottes • School hat



[Randoseru (school bag)]

Please purchase your own randoseru.



- Color: Plain black (nothing ornate)
- Shape: "Cubic style" or "Gakushuin style"
- *Size that fits A4 flat files
- Other requirements

A clear, colorless randoseru cover (with school emblem) will be fitted over the flap, so the school emblem will need to be clearly visible (position of emblem to be decided).

[Fees and expenses (estimate)]

	Elementary school level (6 years)	Junior and senior high school levels (6 years)
Admission fee / tuition	Free	Free (junior high) / Payable (senior high)
Overnight events	Approx. ¥350,000	Approx. ¥900,000
Teaching materials	Approx. ¥200,000	Approx. ¥600,000
School lunches	Approx. ¥400,000	Approx. ¥200,000 (junior high only)

*Uniform expenses and other costs also apply.

- Municipal boards of education offer school expense subsidies for the compulsory education stage. Please inquire at the offices of the municipality where you live for details.
- From 10th Grade, an admission fee, tuition fees, and teaching material fees equivalent to those of Tokyo Metropolitan Senior High Schools is payable. School expense subsidy schemes are available.

*As of April 2021, the admission fee for Tokyo Metropolitan Senior High Schools is ¥5,650 and the tuition fee is ¥118,800 per year.

School Facilities

*All pictures shown are for illustrative purposes only.



Courtyard



Classroom



Japanese tatami room

Notice Concerning Methods of Determining Admissions (June 11, 2021)

*Please check the AY2022 Tokyo Metropolitan Elementary Schools Admission Decisions Implementation Guidelines and Details ("Implementation Guidelines") announced on May 27, 2021. For any matters not stipulated in the Implementation Guidelines, please check the Guide to Admissions due to be distributed on September 17, 2021.

Item	General Admission Quota	International Quota: Pupils returning to Japan (Japanese citizens) / Foreign pupils residing in Tokyo
1 Quotas	35 boys and 35 girls	
	29 boys and 29 girls	6 boys and 6 girls
	*If, after the admission decisions have been made for the international quota, the quota is not filled, the remaining places will be re-allocated to the general admission quota.	
2 School Zones	<p>Shinjuku-ku, Setagaya-ku, Shibuya-ku, Nakano-ku, Suginami-ku, Nerima-ku Hachioji-shi, Tachikawa-shi, Musashino-shi, Mitaka-shi, Ome-shi, Fuchu-shi, Akishima-shi, Chofu-shi, Machida-shi, Koganei-shi, Kodaira-shi, Hino-shi, Higashimurayama-shi, Kokubunji-shi, Kunitachi-shi, Fussa-shi, Komae-shi, Higashiyamato-shi, Kiyose-shi, Higashikurume-shi, Musashimurayama-shi, Tama-shi, Inagi-shi, Hamura-shi, Akiruno-shi, Nishitokyo-shi, Mizuho-machi, Hinode-machi</p> <p>*Even if an applicant's residence is within these zones, ample consideration should be given as to whether the commute to and from school would place an undue burden on the pupils.</p>	
3 Quali- fication	<p>Children born between April 2, 2015 and April 1, 2016 to whom A and B apply: A. Applicant lives with parent(s) / guardian(s). B. Applicant resides at an address within the school zones listed in Item 2 and will definitely continue to attend the school from that address once enrolled. Alternatively, applicant has obtained approval upon the qualification screening.</p> <p>*New enrolment is available for 1st Grade only. *Please check the Implementation Guidelines for details.</p>	<p>[Common requirements]</p> <ul style="list-style-type: none"> • Children born between April 2, 2015 and April 1, 2016 • Applicant lives with parent(s) / guardian(s) and resides at an address within the school zones indicated in Item 2 at the time of application and will definitely continue to attend the school from that address once enrolled. Alternatively, applicant has obtained approval upon the qualification screening. <p>(1) Requirements for Japanese nationals The following requirements also apply in addition to the common requirements: Applicant has been living abroad with parent(s) / guardian(s) for at least one year consecutively. Alternatively, applicant lived abroad with their parent(s) / guardian(s) for at least one year consecutively and no more than one year will have passed since their return to Japan as of the date of enrolment.</p> <p>(2) Requirements for foreign nationals The following also applies in addition to the common requirements: Applicant has been residing in Japan for no more than one year, in principle, as of the date of enrolment.</p> <p>*New enrolment is available for 1st Grade only. *Please check the Implementation Guidelines for details.</p>
4 the Guide to Admissions	<p>To be distributed from Friday, September 17, 2021 *Will be distributed on the designated dates in principle. *Available at Tokyo Metropolitan Tachikawa Kokusai Secondary Education School.</p>	<p>To be distributed from Friday, September 17, 2021 *Will be distributed on the designated dates in principle. *Distribution location and time will be the same as for the general admission quota, but the qualification screening will be required before distribution (refer to Item 9).</p>
5 Application Period	<p>From Monday, October 18, 2021 to Monday, October 25, 2021 *Accepted via simplified registered mail. Applications must arrive at the post office designated by the school (post restante) during the above period. Applications may not be delivered by hand. *Applications will not be accepted after the above acceptance period has closed.</p>	<p>Between 9:00 a.m. and 3:00 p.m. on Saturday, October 16, 2021 Between 9:00 a.m. and 12:00 midday on Sunday, October 17, 2021 *Application documents must be delivered by hand to Tokyo Metropolitan Tachikawa Kokusai Secondary Education School. Applications may not be posted.</p>
6 Applications Documents	Please refer to the Implementation Guidelines and the Guide to Admissions (Please use the forms that will be included in the Guide to Admissions that will be distributed from September 17, 2021 for your application).	
7 Schedule	<p>First-Round Screening (Lottery): Starts at 10:00 a.m., Sunday, November 14, 2021 *To be conducted only if the number of applicants exceeds a certain number. Approximately 200 boys and 200 girls will pass this first-round screening for the 2022 school year.</p>	<p>First-Round Screening (Lottery): Starts at 10:00 a.m., Wednesday, October 20, 2021 *To be conducted only if the number of applicants exceeds a certain number. Approximately 20 boys and 20 girls will pass this first-round screening for the 2022 school year.</p>
	<p>Second-Round Screening (Aptitude Test): Sunday, November 28, 2021 Applicants who have passed the first-round screening will be notified of their test times. *As a general rule, the secondary selection process will be conducted over two (2) days, but for the 2022 school year, it will be conducted over one day. Announcement of results: 9:00 a.m., Saturday, December 4, 2021</p>	<p>Second-Round Screening (Aptitude Test): Sunday, November 7, 2021 Applicants who have passed the first-round screening will be notified of their test times. Announcement of results: 9:00 a.m., Thursday, November 11, 2021</p>
	<p>Third-Round Screening (Lottery): Starts at 11:00 a.m., Saturday, December 4, 2021 *Lottery will be held for applicants who have passed the second-round screening to determine the successful candidates and standby candidates. *After the announcement of the lottery results, the first information session regarding enrolment procedures will be held for the parent(s) / guardian(s) of successful candidates and standby candidates.</p>	<p>Third-Round Screening (Lottery): Starts at 11:00 a.m., Thursday, November 11, 2021 *Lottery will be held for applicants who have passed the second-round screening to determine the successful candidates. *After the announcement of the lottery results, the first information session regarding enrolment procedures will be held for the parent(s) / guardian(s) of successful candidates.</p>
8 Testing Method	Written examination, interview, exercise play *There will be no group activities for the selection of new enrolments for the 2022 school year.	Oral questions, exercise play
9 Other	• Applicants involved in the second-round screening (aptitude test) should wear clothes that are easy to move around in.	<ul style="list-style-type: none"> • Prospective applicants must have their qualification to apply confirmed at the school on the designated dates (in principle, during August) prior to the start of application form distribution. Bookings are required for this qualification screening process. Details will be posted on our school website in June. • Applicants involved in the second-round screening (aptitude test) should wear clothes that are easy to move around in.

What we seek in our pupils

- Children who will feel the changing seasons directly with all five senses and who wonder at and are inspired by the magnificence of nature
- Children who will engage with Japan's traditional events and regional events and who will learn about what people do and the connections between people
- Children who will use their imagination and enrich their language through picture books and other reading materials and through play
- Children who will realize the fun of shapes and who will make things using various familiar materials such as building blocks and origami paper
- Children who value discoveries and realizations and who ask "why"
- Children who think and act in an effort to come up with their own answers
- Children who look after other people and things as if they were their own



Task policy, etc. for aptitude test

[Testing method and task policy]

[Day 1] Test duration: 45 min.

Testing method	Task	Task policy
Written	①	Test ability to listen to a story and try to memorize and understand the information while organizing it
	②	Test ability to understand connections between natural sciences and familiar, day-to-day things
	③	Test ability to understand numbers and shapes
	④	Test ability to think about things logically
	⑤	Test ability to understand instructions correctly and engage in the task using writing instruments, etc.

[Day 2] Test duration: 45 min.

Testing method	Task policy
Group activity	Test ability to interact with people, ability to contribute, imaginative ability, etc.
Interview	Test ability to face and answer questions
Exercise play	Test ability to move the body correctly understanding the instructions and combining multiple movements

Scan QR code for task policy, etc. for aptitude test questions (samples) ▶



[Aptitude test questions for general admission (samples)]

*Please check the school website. (Japanese only)

Aptitude Test questions (samples) ▶



[Answer sheet] Examinees listen to the questions and answer.

[Questions and Answers]

②

③

④

② 4枚の生き物の絵があります。ここに描かれている生き物でしりとりをすると、全部つながるようになっていきます。しりとりをすると最後になる生き物はどれですか。その生き物を大きく○で囲んでください。

③ 4本の線の中で、真っ直ぐな線に伸ばすと一番長い線はどれですか。線の横にある四角の中に○を描いてください。

④ (別紙を点線で折り、紙を透かして続きを描く練習をしてから問題に取り組む。) 真ん中の点線で折った時に、左側の形と重なる形を考えて、点線の右側に描いてください。

Facilities



① Campus (South Wing)

1st Floor: Music room, home economics classroom, lunchroom
2nd Floor: 1st-3rd Grade classrooms, living environment studies classroom

② Campus (North Wing)

1st Floor: Art and handicraft room, Japanese tatami room, school infirmary
2nd Floor: Learning Commons, science lab
3rd Floor: 4th-6th Grade classrooms

*The picture shown is for illustrative purposes only. Excluding Tokyo Metropolitan Tachikawa Kokusai Secondary Education School, construction of these facilities is due for completion in around summer 2022 (excluding school grounds). Temporary classrooms will be used until construction is completed.



[How to Get Here]

Outside the North Exit of JR Tachikawa Station or Tachikawa-Kita Station on the Tama Intercity Monorail, board the Tachikawa Bus bound for "Kitamachi" from Bus Platform 12. Get off the bus at Tachikawa Kokusai Secondary Education School. (Approx. 12-minute ride)

[P-12 School]

Tokyo Metropolitan Elementary School attached to Tachikawa Kokusai Secondary Education School Planned Construction Site



*This picture shown is for illustrative purposes only.

Inquiries:

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