

Tokyo Metropolitan Elementary School attached to Tachikawa Kokusai Secondary Education School

TOKYO METROPOLITAN P-12 SCHOOL

School Guide

Be a Pioneer.

Founded in 2022
in Tachikawa, Tokyo



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Be a Pioneer

Create History and Traditions Together

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 just an "elementary school", but an "elementary stage of a P-12 school."

It is our hope that the pupils and students 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.



We will create our 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. Our school finds the joy and passion in working together to nurture the ideal pupils and students and further to develop our unique P-12 curriculum especially through the creation of various educational activities. This is a truly precious, irreplaceable experience. We look forward to welcoming pupils and their families who embrace the significance of that challenge and who will enjoy forging a path together with us.



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 in our philosophy"

Thought and action

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.

Self-understanding and community involvement

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.

Collaboration and innovation

Cultivate the ability to be considerate of others and create new values 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.



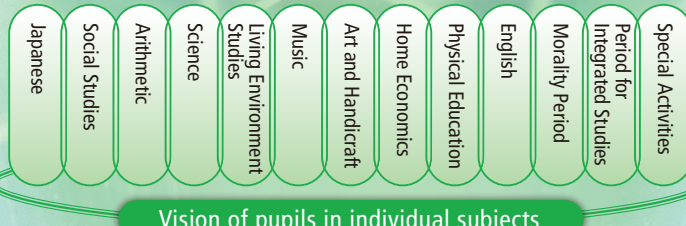
Future vision of our students at graduation (after 12 years)

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

School events to put learning into practice

Language proficiency and underlying linguistic ability

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



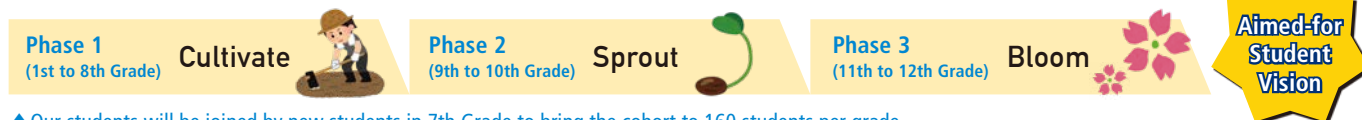
Curriculum

*This is subject to change.

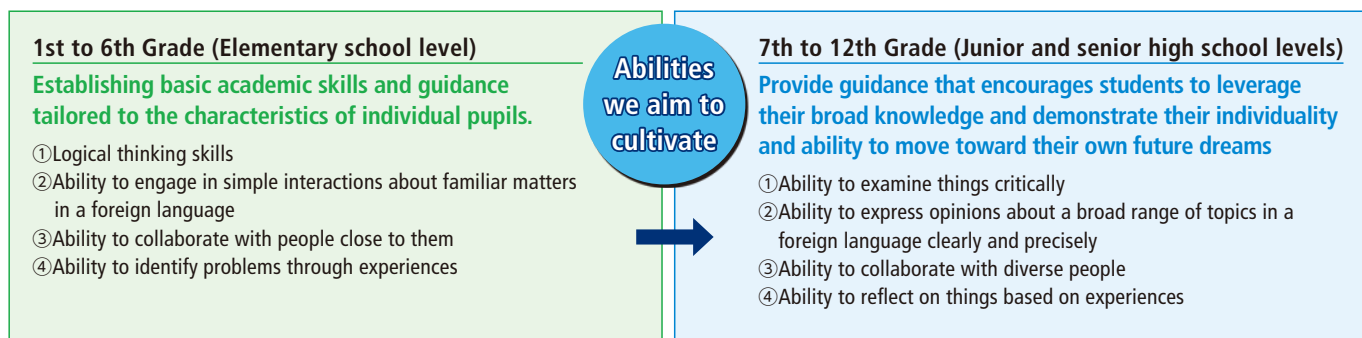
Overview

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. We will also encourage pupils and students to interact with others in different grades and with those who have experienced 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



▲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.



Three Features

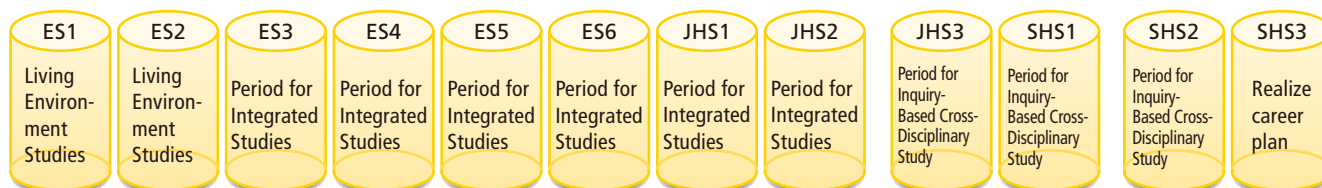
[Feature 1] Inquiry-based learning

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

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



[Inquiry Program: Tachikoku LEADER Program]



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">Discover “why?” from experiences → Creation of foundations for research questions (RQ)						<ul style="list-style-type: none">Create, discuss, and set RQ foundationsImplement inquiry-based learning in both natural sciences and humanities → Experience inquiry-based learning process		<ul style="list-style-type: none">Inquire how humans should live and beInquire about issues in JapanInquire about issues in the world → Put into practice in LAP		<ul style="list-style-type: none">Share research findings in Japanese and EnglishUse to realize career path	
Learn the skills of “thinking,” “research,” and “presentation.” (beginner → intermediate → advanced)								Write papers in both Japanese and English.			

LAP: Leadership Action Program

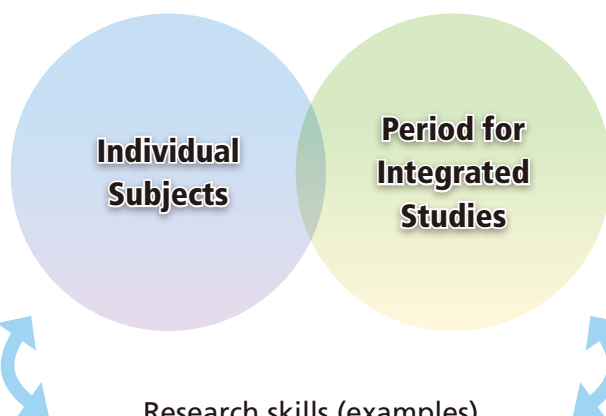
All students participate in activities, such as research, internships, and volunteer programs overseas. (Duration will be around three months including learning in Japan and presentation of outcomes.)

Inquiry-based learning (Elementary School Level)

Research skills: organization, collection, revision, application

The viewpoints and analytical thinking that pupils have acquired through studying individual subjects will be applied as research skills.

→ organization, collection, revision, application

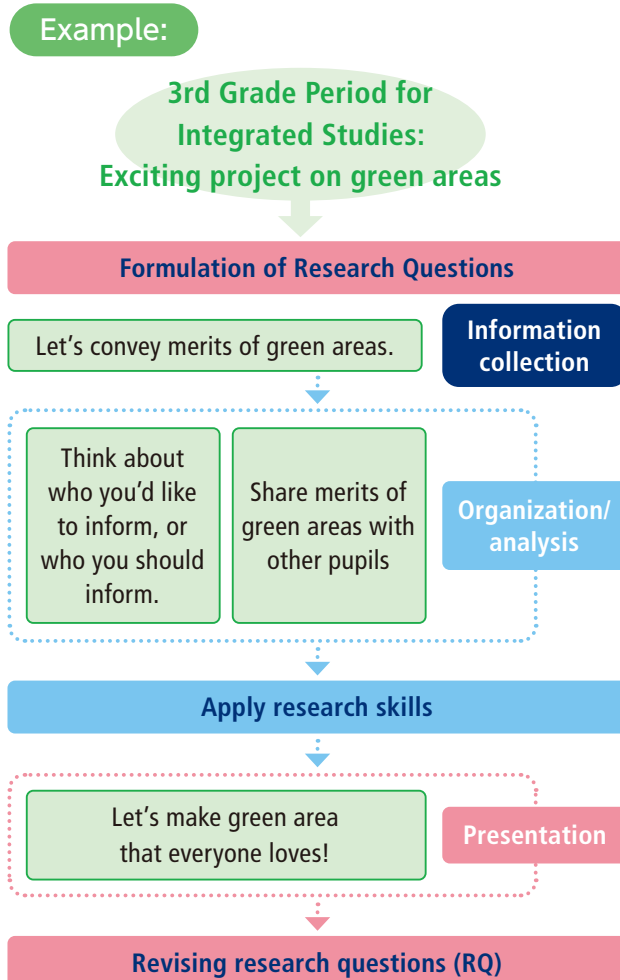
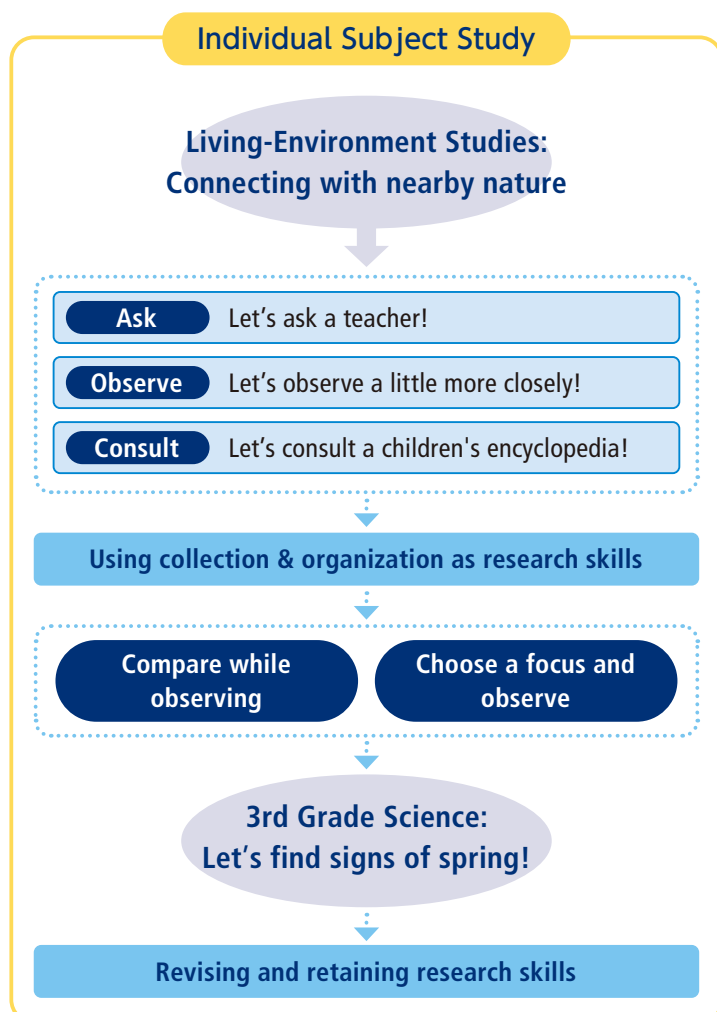


Pupils solve their problems by applying their research skills to practice inquiry-based learning.

Thinking skills	Organize	Compare	Categorize	Connect	Predict
Research skills	Search with purpose	Investigate from multiple angles		Find conceptual foundations	
Presentation skills	Compare differences and commonalities	Arrange and organize		Make logical connections	

Example of inquiry-based learning Individual Subject Study

→ 3rd Grade Period for Integrated Studies: "Exciting project on green areas"



[Feature 2] Language proficiency and underlying linguistic ability

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

- Pupils 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

This program enables students at municipal senior high schools, junior high schools and six-year secondary schools to study abroad based on the results of domestic preparation sessions. Ultimately, the program aims to foster strong will and international mindset in its participants so that they will become global leaders of tomorrow.

Tokyo Experience School

The Tokyo Metropolitan Board of Education is expanding its acceptance of foreign exchange students so that more and more public high school students can participate in international exchanges and gain multicultural understanding without needing to leave Japan.

[Language Proficiency (Foreign Language Education)]

ES1	ES2	ES3	ES4	ES5	ES6	JHS1	JHS2	JHS3	SHS1	SHS2	SHS3
Learning through content-based instruction (CBI)						• Extended learning with CBI • Active grammar			Problem-based learning based on SDGs, etc.		Academic English
Improve ability to use foreign languages through methods based on content and language integrated learning (CLIL)											
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
English Studies		Short lessons (E Time) *Across all school levels, in small proficiency-based groups									
• 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 paper in English		
Multilingual Studies I Encounter						Multilingual Studies II Deepen					
• 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.						• 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]		Cambridge English Young Learners				EIKEN Grade 3 level		EIKEN Grade Pre-2 level		EIKEN Grade 2 level	
										EIKEN Grade Pre-1 level	

[Linguistic Ability]

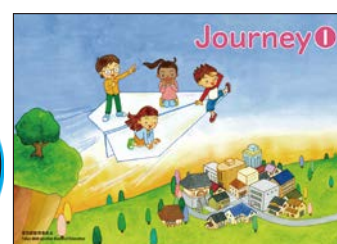
Elementary school level						Junior and senior high school levels					
Phase 1						Phase 2		Phase 3			
1	2	3	4	5	6	7	8	9	10	11	12
<ul style="list-style-type: none"> Activities that primarily link experiences and language, with a focus on Japanese and Living Environment Studies 		<ul style="list-style-type: 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) Paper writing (Japanese and English) 	

	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			
English Studies	Learning through content-based instruction (CBI) Content and language integrated learning (CLIL)						→	Active grammar CLIL		→	SDGs		→	Academic English	
Multilingual Studies	Encounter a variety of languages and learn that there are people, lifestyles, and cultures that differ from their own.						→	Students choose a second foreign language they want to know more about and deepen their studies.				→	Students try actually using what they have learned.		
LAP	Tachikoku LEADER Program (Living Environment Studies → Period for Integrated Studies → Period for Inquiry-Based Cross-Disciplinary Study)														

[English Studies (Elementary school level)]

- 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	
Unit 1 えがおがいっぱい Hello, I'm Sana.	Unit 8 あきをあじわおう What do you want?
Unit 2 はるを見つけたよ This is a red tulip.	Unit 9 かぞく大好き I like my family.
Unit 3 生きものとなかよし I like ants.	Unit 10 ふゆをたのしく Let's spin a top.
Unit 4 えんぴつをかぞえよう How many pencils?	Unit 11 学校はかせになろう What's this place?
Unit 5 なつをむかえるよ Do you like tomatoes?	Unit 12 わたしはだれ? Who am I?
Unit 6 空を見上げてみよう How is the weather?	Unit 13 できることがふえたよ I can dance.
Unit 7 あわせていくつかな Ten plus three is thirteen.	

▲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)											

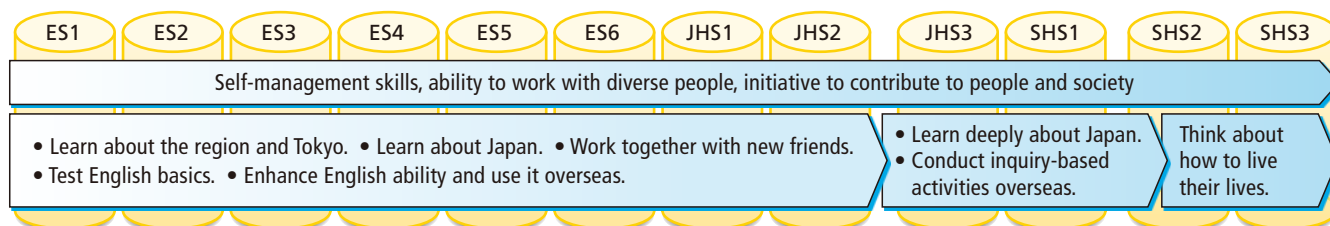
Pupils will study six languages, one each month, in partnership with universities and other institutions in the Tama region.

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

- Conducted for one or two periods a month. In each period, pupils will encounter spoken and written language related to a certain theme (such as greetings), thereby increasing international understanding.
- 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)

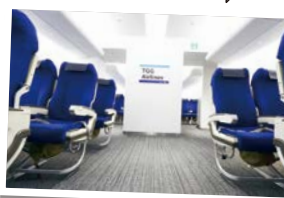
Living Environment Studies / Social Studies excursions, Tachikawa City excursion, Agricultural experience (rice planting/harvest), Hyakunin-Isshu tournament	2②
Nishitama overnight experience, island overnight experience, study tour in Japan, Sports Day, School Festival, Music Festival	2②, 3②
Art understanding 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

Educational Facility Examples

TGG: TOKYO GLOBAL GATEWAY

A facility founded by the Tokyo Metropolitan Board of Education. In addition to classroom lessons, the TMBOE provides a facility for practical, personal learning so that pupils and students have more opportunities to speak with foreigners, interact with other cultures, and foster a positive attitude toward using English.

TGG



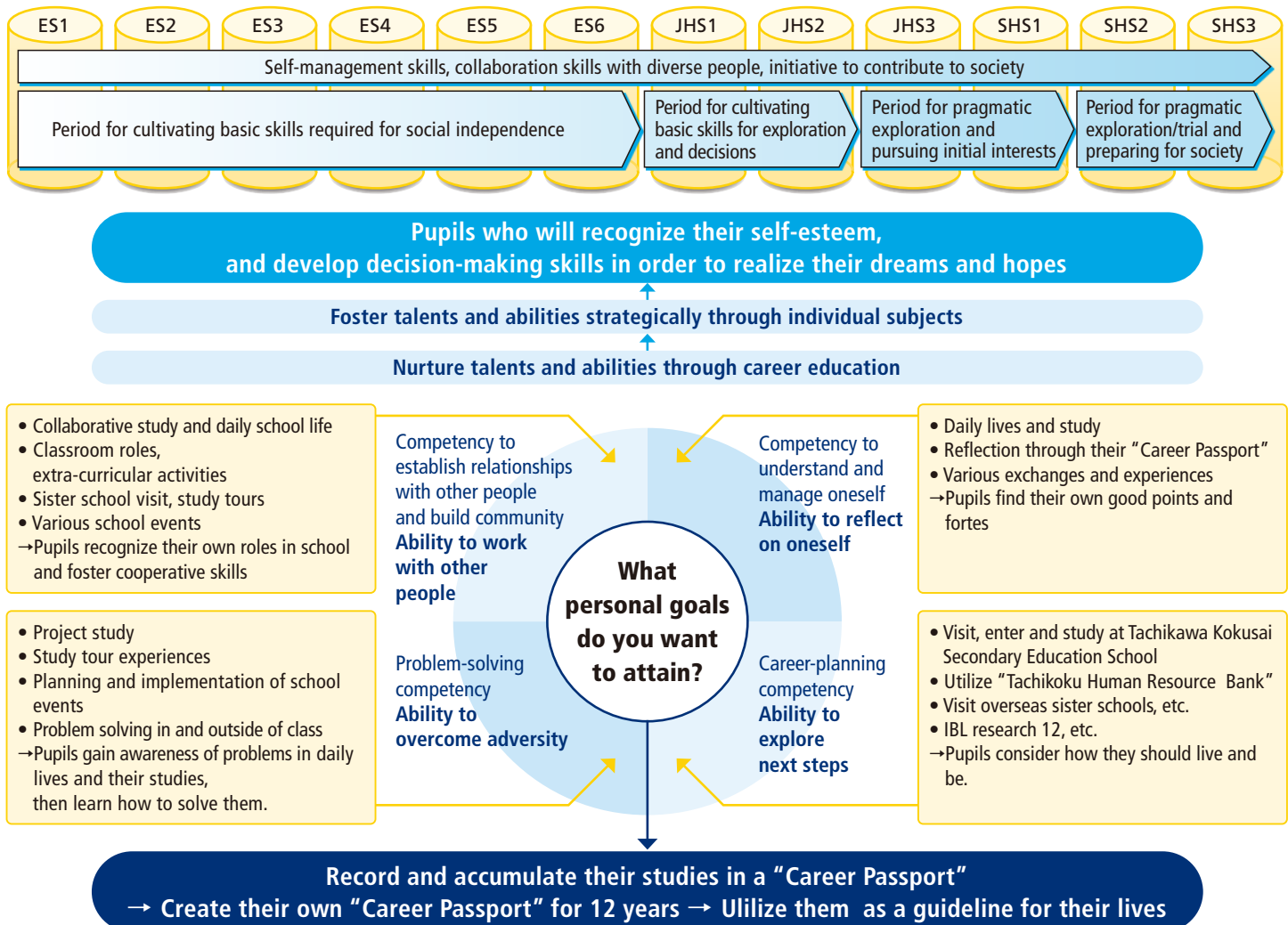
Domestic facility for cross-cultural experience

[Main School Events for 1st Graders]

1st Term	2nd Term	3rd Term
Entrance ceremony, School Introduction by senior pupils, Fire engine sketching event, Sports day, Traffic safety instruction, Safety education, Term-end Examination, Closing ceremony	Opening ceremony, Mid-term Examination, Living Environment Studies, Term-end examination, Haiku event, Closing ceremony, School festival	Opening ceremony, Art understanding classes, Music festival, Imprompt calligraphy event, Speech contest, Study with kindergarteners, Year-end examination, Year-end ceremony

Career Education

- Career education is conducted keeping in mind pupils' and students' lives 12 years from now and 20 years after graduation.
- Cultivating values about how pupils and students will and should be involved in society.



Programming Education

- Plugged and unplugged programming study is conducted to attain objectives of each subject.
- Improving basic PC skills through continuous implementation of "PC skill-up time"

[Fostering programming thinking] Attained through teaching contents of each subject

- **Programming thinking** ①Design a specific goal, foresee the flow of a program, ②Divide into steps, order steps, ③Coding each step, ④Combine steps, ⑤Improve combination of steps ⑥Think logically and/or run the program

	1st and 2nd Grades	3rd and 4th Grades	5th and 6th Grades
Focus	①,②,④,⑥	①,②,④,⑤,⑥	①,③,④,⑤,⑥
Contents of study	SA*1: Let's direct <i>Tamagochan</i> UP Arithmetic: Subtracting with <i>Hissan</i> P Music: Let's feel beat and play rhythmic patterns UP LES*2: Let's become masters of play P	Science: The work of wind and rubber UP Arithmetic: Circle and sphere P PE: Vaulting box activities UP Music: Let's appreciate the resonance of various songs P	Science: Properties of electromagnets P Science: Properties and usage of electricity P Arithmetic: Regular Triangle P Social Studies: The car industry's flourishing areas UP

SA*1: Special Activities (other than normal classes) LES*2: Living Environment Studies

[Improving basic programming skills / Learning information ethics] Continuous teaching through each subject and Tachikoku Time

	1st and 2nd Grades	3rd and 4th Grades	5th and 6th Grades
Internet ethics	<ul style="list-style-type: none"> • Rules for using tablets • Treatment of ID and passwords • Environments of using the Internet 	<ul style="list-style-type: none"> • Influence on recipients • Etiquettes of exchanging information • Responding to inappropriate information • Making sure websites are safe 	<ul style="list-style-type: none"> • Influence on society, information ownership and usage rights • Understanding the social implications of online conduct • Understanding the influence of unauthorized access and usage
Basic skills	<ul style="list-style-type: none"> • Basic operation (boot up, log in, log out, shut down, etc.) • Entering data (using stylus, touch screen, etc.) • Saving and reopening files 	<ul style="list-style-type: none"> • Keyboarding with <i>romaji</i> • Searching files 	<ul style="list-style-type: none"> • Accurate keyboarding • Folder management

Notice Concerning Methods of Determining Admissions

(The following methods were conducted for AY 2024.)

*Please check the latest version of Tokyo Metropolitan Elementary Schools Admission Decision Implementation Guidelines and Details.

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	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 *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.	
3 Qualification	Children born between April 2, 2017 and April 1, 2018 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. *New enrollment is available for 1st Grade only. *Please check the Implementation Guidelines for details.	[General requirements] *Children born between April 2, 2017 and April 1, 2018. *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. (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, the 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. (2) Requirements for foreign nationals The following also applies in addition to the common requirements: Applicant has lived abroad for at least one year consecutively and has been residing in Japan for no more than one year as of the date of enrollment as a general rule. *New enrollment is available for 1st Grade only. *Please check the Implementation Guidelines for details.
4 the Guide to Admissions	To be distributed from Sunday, September 17, 2023 *Will be distributed on the designated dates in principle. *Available at Tokyo Metropolitan Tachikawa Kokusai Secondary Education School.	To be distributed from Sunday, September 17, 2023 *Will be distributed on the designated dates in principle. *The distribution location and time will be the same as for the general admission quota, but a qualification screening will be required before distribution (please refer to Item 9).
5 Application Period	From Tuesday, October 17, 2023 to Tuesday, October 24, 2023 *Applications are accepted via online application and simplified registered mail. Applications must arrive at the post office designated by the school (poste restante) during the above period. Applications may not be delivered by hand. *Applications will not be accepted after the above acceptance period has closed.	Between 9:00 a.m. and 3:00 p.m. on Sunday, October 15, 2023 Between 9:00 a.m. and 12:00 midday on Monday, October 16, 2023 *Application documents must be delivered by hand to Tokyo Metropolitan Tachikawa Kokusai Secondary Education School. Applications may not be posted.
6 Applications Documents	Please refer to the Implementation Guidelines and the Guide to Admissions (For your application, please use the forms that will be included in the Guide to Admissions that will be distributed from Sunday, September 17, 2023).	
7 Schedule	First-Round Screening (Lottery): Starts at 2:00 p.m., Monday, November 13, 2023 *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 2024 school year.	First-Round Screening (Lottery): Starts at 2:00 p.m., Thursday, October 19, 2023 *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 2024 school year.
	Second-Round Screening (Aptitude Test): Saturday, November 25, 2023 Sunday, November 26, 2023 Applicants who have passed the first-round screening will be notified of their test times. Announcement of results: 9:00 a.m., Saturday, December 2, 2023	Second-Round Screening (Aptitude Test): Sunday, November 5, 2023 Applicants who have passed the first-round screening will be notified of their test times. Announcement of results: 9:00 a.m., Thursday, November 9, 2023
	Third-Round Screening (Lottery): Starts at 11:00 a.m., Saturday, December 2, 2023 *A 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 enrollment procedures will be held for the parent(s) /guardian(s) of successful candidates and standby candidates.	Third-Round Screening (Lottery): Starts at 2:00 p.m., Thursday, November 9, 2023 *A 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 enrollment procedures will be held for the parent(s) /guardian(s) of successful candidates.
8 Testing Method	Written examination, interview, exercise play, group activities	Oral questions, exercise play
9 Other	<ul style="list-style-type: none"> 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.

Ideal pupils and Testing policy

(The following methods were conducted for AY 2024.)

Our ideal pupils are:

- Children who will feel the changing seasons directly with all five senses and who wonder at and are aspired 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

Aptitude test policy

[Method and 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

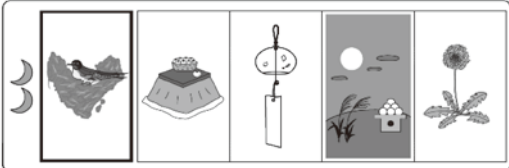
[Aptitude test questions selected from the AY 2024 general admission quota]

[Answer sheet]

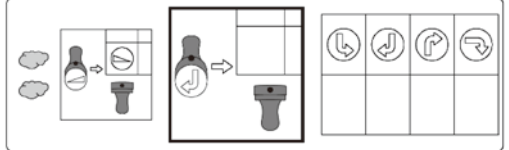
Examinees listen to the questions and answer.

[Questions and Answers]


2



3




4




2

太い線で囲まれた四角の中に、ツバメの絵があります。日本には、春、夏、秋、冬の季節があります。ツバメが巣を作り始める季節と、同じ季節によく見られるものが描かれた絵が、隣の4枚の絵の中に、1枚だけあります。その絵を大きく○で囲んでください。



3


四角の中を見てください。三角のマークのスタンプがあります。黒くて、少し盛り上がったところが上にくるようにスタンプをカードに押しと、絵のようになりました。太い線の四角の中を見てください。このカードにも同じようにスタンプを押して真上から見ます。マークがどのように見えるか考えて、右の4個の四角から絵を選び、その下の四角の中に、○を描いてください。



4

(別紙を使い、紙を折り、絵がどのように見えるか練習をしてから問題に取り組む。)

★ 折り紙の絵を見てください。この折り紙には、練習の時とは違う模様が描かれています。今、見えている模様が裏にも描かれています。練習の時のように、紙の1個の角が、折り紙の真ん中にくるように折ります。次に、残りの3個の角も同じように折ると、どのような模様が見えると思いますか。右の四角の中から一つ選んで、○で囲んでください。



School Life

[1st Grade timetable example]

Schedule	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	Tachikoku Time	E Time	-
8:40 ~ 9:25	1	Japanese	English	English	Japanese	English	Japanese
9:35 ~ 10:20	2	PE	Living Environment Studies	Music	Living Environment Studies	PE	Japanese
10:30 ~ 11:15	3	Morality Period	Japanese	Japanese	PE	Japanese	Living Environment Studies
11:25 ~ 12:10	4	Music	Arithmetic	Arithmetic	Arithmetic	Arithmetic	Living Environment Studies
12:15 ~ 13:30		School lunch, cleaning, recess					
13:35 ~ 14:20	5	Japanese	Art and Handicraft	Classroom Activities	Japanese	Living Environment Studies	
14:25 ~ 15:10	6	-	Art and Handicraft	-	-	-	
15:15 ~ 15:45		Afternoon Meeting (individual presentation activities, etc.)					

[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

• Button-up long-sleeve shirt • Necktie • Blazer • Tartan shorts / culottes • School hat
 [Summer season] • Tartan shorts / culottes • Short-sleeve shirt / polo shirt • School hat

[PE clothes]

- White short-sleeve shirt
- Blue shorts
- Red and white reversible cap
- Pupils may wear tracksuits in cold weather (from October to March).



[Randoseru (school bag)]

- 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. The school emblem must be clearly visible.
- Please purchase your own *randoseru*.



[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)
School tours	Approx. ¥800,000	Approx. ¥1,000,000
Teaching materials	Approx. ¥450,000	Approx. ¥700,000
School lunches*	Subsidized by TMOE	Subsidized by TMOE

*School lunches are provided only in elementary and junior high school levels.

Mouth-watering school lunches



[Japanese menu]

- Milk
- Tanabata Somen
- Herring tempura
- Scrambled eggs with Japanese mustard spinach

[Western menu]

- Yogurt drink
- Chicken gratin-filled bun
- Seafood salad
- Macedonian soup
- Fruit punch

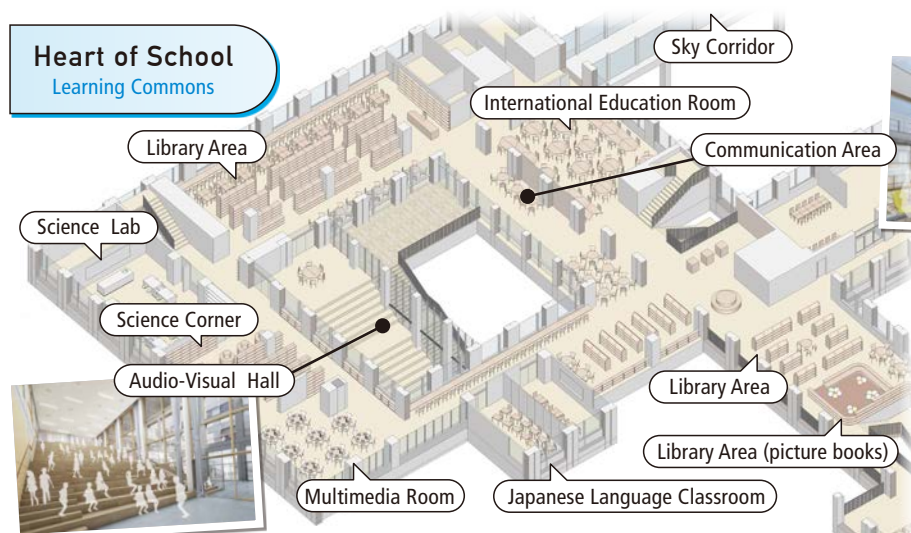


[World Menu]

- Yogurt drink
- Garlic rice
- Schnitzel
- Sauerkraut
- Steamed potato with parsley and mini tomato



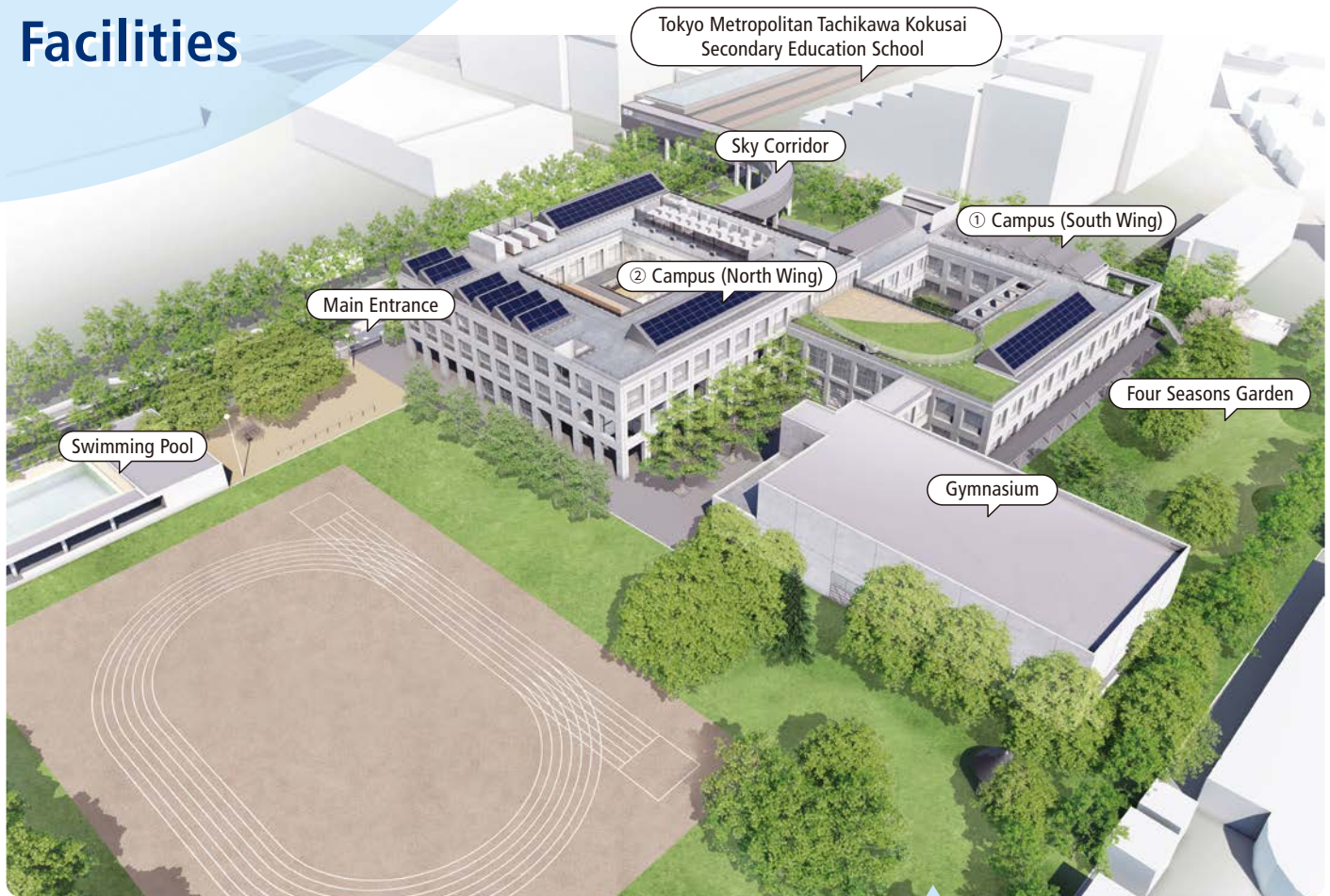
Heart of School Learning Commons



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 a library, multimedia room, audio-visual hall, and private study area.

Facilities



① Campus (South Wing)

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

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



[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



Inquiries:

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[P-12 School] Tokyo Metropolitan Elementary School attached to Tachikawa Kokusai Secondary Education School