

FOR FUTURE GLOBAL INNOVATORS



IB WORLD
SCHOOL



OSAKA PREFECTURAL SUITO KOKUSAI
JUNIOR & SENIOR HIGH SCHOOL

OPERATED BY OSAKA YMCA



EXPLORING WHO I AM

AT SUITO KOKUSAI JUNIOR & SENIOR HIGH SCHOOL

In an increasingly globalized world, the core of the school's philosophy is a holistic education that balances the mind, intellect, and body, with an emphasis on international understanding and foreign language education. We nurture independence and tolerance, a rich spirit of respect and consideration for diverse people, an inquiring mind, the ability to think deeply, and a broad and high level of intelligence, and nurture the ability to live better together with people from different backgrounds. With a global perspective, our goal is to nurture individuals who will contribute to the peace and development of local communities and the international community.

THREE PILLARS OF EDUCATION TO DEVELOP 21ST CENTURY SKILLS

ENGLISH LANGUAGE EDUCATION

Educational Activities Focusing on English Education

- 01 Mathematics, Science, English, Global Studies/Global Issues classes are generally taught in English (depending on grade and course)
- 02 Environment to develop English skills in and out of the classroom with the support of English as an Additional Language(EAL) Teacher
- 03 An environment where students feel close to the world within the school, as native English speaking teachers make up approximately 30% of the total teaching staff

INTERNATIONAL AWARENESS EDUCATION

Educational activities with an emphasis on international understanding rooted in the traditions and cultures of one's own country

- 01 Education, overseas training, international exchange and lectures utilizing YMCA's network of 120 countries and regions around the world
- 02 Cooperation with overseas and domestic universities
- 03 Development of learning through the Sustainable Development Goals (SDGs) in multiple subjects

PROBLEM/PROJECT-BASED & INQUIRY-BASED CLASSES

Implementation of problem/project-based & inquiry-based classes for the purpose of discovering and solving problems on one's own

- 01 Daily practice of "the ability to learn and think independently (inquiry-based learning)" and "independent, interactive, and deep learning (active learning)," which are also the main focus of the new guidelines for junior high school and senior high school
- 02 Connecting to the International Baccalaureate and IB subjects starting in the second year of high school
- 03 Able to realize a variety of learning methods by utilizing one terminal per student (loaned to both junior and senior high school students, equipped with Wi-Fi)
- 04 Daily use of "Google Workplace for Education"

Reference School  for Education





VISION

CULTIVATE STUDENTS' ABILITY TO COLLABORATE AND CREATIVELY CONTRIBUTE TO THE WORLD.

VISION AND PHILOSOPHY

PHILOSOPHY

Philosophy 01
ENCOURAGE

Suito Kokusai supports students and teachers to have the courage to try new things and the discipline to keep trying. Suito Kokusai encourages both failure and success because both contribute importantly to improvement and lifelong learning.

Philosophy 02
ENGAGE

Through interesting, active, student-centered programs that are appropriately challenging, Suito Kokusai students achieve both academic expertise and international competencies.

Philosophy 03
EMPOWER

Suito Kokusai students learn how to think critically, make decisions and collaborate in teams. Suito Kokusai students and teachers care about the world and are confident in global settings.

HISTORY

- 2016 Osaka City Board of Education meeting submits an ordinance on public-private schools
- 2017 Public offering of public-private schools begins
- 2018 Osaka YMCA is commissioned to open a public-private school and establishes a preparatory office
- 2019 Osaka City Suito Kokusai Junior and Senior High School opens
- 2020 Accredited as an International Baccalaureate World School
- 2022 Transferred to Osaka Prefectural Board of Education (renamed Osaka Prefectural Suito Kokusai Junior & Senior High School)
- Completion of new building



SCHOOL SONG

VERSE 01

輝く海に 吹く風が 私たちの 道しるべ
海鳥のように 進み続ける 存在であれ
嵐が来る こともあるけど
Keep on believing 水都の誇りを胸に抱いて

Let the winds that blow on the shining sea be our guide
Like a seabird, we must keep moving forward
Though storms sometimes come our way, we
Keep on believing with the pride of Suito

VERSE 02

輝く景色 見るために 自分の夢が 道しるべ
海鳥のように とび続ける 存在であれ
怖くても 逃げたくなくても
Keep on challenging 水都の誇りを胸に抱いて

We follow our dreams toward a shining horizon
Like a seabird, we keep flying
Even when scared and filled with doubt, we
Keep on challenging with the pride of Suito

VERSE 03

協力し合い 作り出す 私たちの 道しるべ
海鳥のように 世界に羽ばたく 存在であれ
いつまでも 希望忘れず
Keep on creating 水都の誇りを胸に抱いて

Working together, we discover our own path
Like a seabird, we open our wings to the world
Always remembering our hopes, we
Keep on creating with the pride of Suito

NATION'S FIRST PUBLICLY OWNED AND PRIVATELY OPERATED INTEGRATED JUNIOR AND SENIOR HIGH SCHOOL

Established by : **Osaka Prefecture**

Managed and operated by : **Osaka YMCA Educational Corporation**

FEATURE POINT

- Flexible personnel management system under the management of a private corporation
- Ability to employ a diverse range of personnel
- Utilization of overseas networks of private corporations
- Uphold educational standards of a public school

ABOUT THE YMCA

Founded in London, England in 1844, the YMCA is active in 120 countries and territories worldwide. Today, it has 65 million members worldwide. Since its establishment in 1882, the Osaka YMCA has been active in various fields including English education, early childhood education, social education, and lifelong learning. Osaka Prefectural Suito Kokusai Junior and Senior High School is managed with the expertise of the Osaka YMCA, which has this global network and accumulated history."

SUITO KOKUSAI JUNIOR HIGH SCHOOL

In addition to learning based on the National Curriculum, we aim to develop students' ability to learn independently and to cultivate a rich intellect by developing many problem/project & inquiry-based classes for the purpose of discovering and solving problems on their own.

FEATURES

WELL-DEVELOPED ENGLISH LANGUAGE EDUCATION

Support system
Adequate support system by English as a Foreign Language (EFL) teachers

English language classes [Immersion program]

Math, Science and English are primarily taught in English (Varies by grade level)

English Learning Environment

33 hours of classes per week
4 additional hours of classes per week compared to the standard

INTRODUCTION TO THE CLASS

◆ Math

With native English & Japanese teachers, students work with their classmates to solve problems.



◆ English

Based on the national curriculum, students will steadily build a solid foundation through report writing and vocabulary quizzes, etc., using books appropriate to the individual level of library lending.



◆ Suito Action Project for SDGs

Mixed teams of grades 7 through 12 brought together by the interests of each student, work on a variety of projects with the aim of contributing to the United Nations' Sustainable Development Goals (SDGs).



◆ Creative Learning

We use the integrated learning time of grades 7 through 9 to dive into the self, draw from others, and understand the complexity of the world through "creating".



SUITO KOKUSAI SENIOR HIGH SCHOOL

In addition to acquiring practical communication and English language skills to be active on the international stage in the future, students will also develop logical thinking skills to identify issues on their own, and to explore and establish causes and solutions.

PROGRAM PATHWAY

G10 Compulsory Subjects

G11-12

- Global Communication Program
- Global Science Program
- International Baccalaureate Diploma Programme (DP)

AFTER GRADUATION

- Domestic University
- Entering an overseas university
- Various schools, etc.

Global Communication Program

A program that fosters practical communication and English language skills to be active in the local and international community as a global citizen

Global Science Program

A program to nurture individuals who can demonstrate their scientific abilities and knowledge in the international arena in the field of natural sciences

International Baccalaureate Diploma Programme (DP)

A program that offers DP classes in English and Japanese and aims to obtain the International Baccalaureate diploma

[English language proficiency goal for graduation → CEFR B2]

INTRODUCTION TO THE CLASS

◆ Japanese Language

Students study modern and ancient literature, learn about the Japanese language and culture, and read and analyze texts in depth. Students acquire a rich language through dialogue with their classmates.



◆ World History

History repeats itself. Therefore, to study history is to know the future. Students examine the causes of various problems in modern society by going back to the past and considering the society of the future.



◆ Basic Chemistry

Under the guidance of native English-speaking faculty, students work with their hands in experiments and making posters and models, with support in Japanese, to consolidate their knowledge.



◆ English

Students acquire the English language skills to be active in the international community through a number of assignments that develop a balance of all four skills, such as writing essays on a theme and oral examinations.





INTERNATIONAL BACCALAUREATE

WHAT IS THE INTERNATIONAL BACCALAUREATE (IB)?

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. (<https://www.ibo.org/about-the-ib/mission/>)



IB LEARNER PROFILE

THINKERS	RISK-TAKERS	INQUIRERS	BALANCED	CARING
OPEN-MINDED	KNOWLEDGEABLE	COMMUNICATORS	PRINCIPLED	REFLECTIVE

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (DP) AT SUITO KOKUSAI

- The program begins in April of the second year of high school, and students are awarded an internationally recognized full diploma if they score at least 24 out of 45 points on an external examination held in November of their third year of high school. Upon graduation, students will also receive a Japanese high school diploma.
- A Dual Language Programme (Japanese and English) is offered at Suito Kokusai. The distinctive learning methods include lectures by teachers and students, interactive learning, collaborative learning through group/pair work, presentations, problem-solving, projects and inquiry-based learning. Through these methods, students develop communication skills, self-management skills, research skills, social skills, and multifaceted thinking skills to enhance their problem-solving skills when faced with unanswerable challenges in society and to prepare them for university studies.

FEATURES OF THE INTERNATIONAL BACCALAUREATE UNIQUE TO SUITO KOKUSAI

FEATURE 01

All students take the IBDP subject "English" from the second year of high school, and students outside the IB program can also choose some of the IB subjects.

FEATURE 02

All students take TOK (Theory of Knowledge). In addition to traditional learning in the subject areas, the entire school, including junior high school, is engaged in progressive education, such as project-based learning and inquiry-based learning.

FEATURE 03

Students can take the IB at public school tuition rates (actual costs for materials and final examinations).

DP SUBJECTS

CORE: STUDENTS WILL

- THEORY OF KNOWLEDGE (TOK) ----- deeply explore the question of what knowledge is.
- CREATIVITY, ACTIVITY, SERVICE (CAS) ----- grow through experiential learning and reflection.
- EXTENDED ESSAY (EE) ----- explore their own themes and write papers on them.

SUBJECT GROUP

01	STUDIES IN LANGUAGE AND LITERATURE	JAPANESE A : LANGUAGE AND LITERATURE
02	LANGUAGE ACQUISITION	ENGLISH B
03	INDIVIDUALS AND SOCIETIES	HISTORY
04	SCIENCE	CHEMISTRY
05	MATHEMATICS	MATHEMATICS ANALYSIS AND APPROACHES
06	THE ARTS	VISUAL ARTS SL OR BIOLOGY

INTRODUCTION TO IB CLASSES

◆ Language and Literature

Through a variety of literary and non-literary texts, students study the characteristics of language itself, the influence of identity on language, and the relationship between literature and culture.



◆ Science

Students acquire the ability to read experimental data while emphasizing the acquisition of scientific knowledge. Students also conduct experiments and write papers on their individual research topics.



◆ Art

In the class, students not only create artwork, but also conduct comparative research on artists and their work. Students have their own portfolios and even exhibit their work.



◆ Theory of Knowledge (TOK)

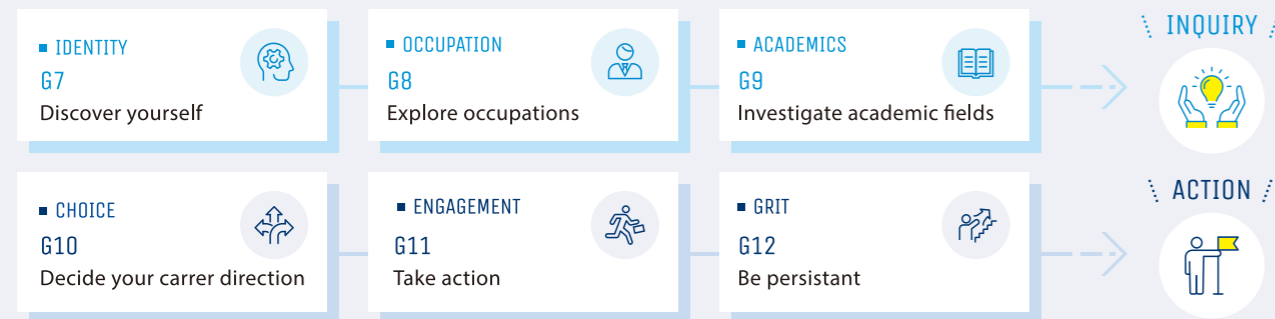
TOK reflects on our confidence as knowers and explores the nature of knowledge itself and the process of acquiring knowledge from a variety of perspectives.



"CONNECTING SCHOOL LEARNING TO SOCIETY" AND THE VARIOUS CAREER PATHS THAT CAN BE PURSUED FROM THERE

Our school aims to realize independent, interactive, and deep learning, and emphasizes connecting with society in the classroom and through extracurricular activities. We provide a variety of support services so that students who have gained a broad and deep knowledge of society can go on to pursue the path they wish to follow. In high school, students in the Global Communication Program, Global Science Program, and International Baccalaureate Diploma Programme are able to pursue a variety of paths, including overseas and domestic universities.

THE CONCEPT OF OUR CAREER EDUCATION



EXAMPLES

Astorobotany research (in collaboration with the NASA-funded University of Wisconsin and the Gilroy Institute)

The theme is how plants grow in space, and data from our students' experiments are being used through the Institute for experiments on the International Space Station (ISS), among others.



International Cooperation, International Development Lectures (JICA, the World Bank, and UNICEF)

As several of our faculty members were formerly with JICA, we regularly connect students online with people who are active in the above period in the field, or listen to lectures about their activities, and hold Q&A sessions. As a result, we have seen an increase in the number of students who decide to pursue a career in international cooperation or international development after enrolling in our school.



RESAS Program

Reading data provided by the Ministry of Economy, Trade and Industry and the Cabinet Secretariat to support various local development initiatives from an information perspective, we conducted a program to consider the future of each region through fieldwork and online discussions with the RESAS team from Hiroshima Eichi Gakuen Junior High School.



Presentation of School ICT Use (in collaboration with Google for Education)

Our students gave a presentation in English and Japanese about their school life using ICT at the Google for Education booth at the EDIX Osaka. We have received coverage from various quarters as an advanced approach to ICT in public schools.



Suito Action Project for SDGs

Aiming to contribute to the United Nations' Sustainable Development Goals (SDGs), mixed teams of first-year junior high school students to second-year high school students, brought together by the interests of each student, carry out a variety of projects. Each team implements a project throughout the year and experiences the results of the project, from checking results to identifying issues.



ALUMNI VOICES

THE PLACE THAT HELPED ME BECOME "WHO I AM"

Graduate from Global Science Program

Eikei University of Hiroshima
Department of Social System Design Social System Design Course

There were many active situations in my studies at Suito. Those who take on challenges are faced with ordeals that high school students cannot even imagine, but what they gain is a dramatic personal evolution and a sense of accomplishment that is unparalleled. I believe that the platform where the best friends gather, who are hesitant to take on such challenges but are excited about them somewhere deep inside, is the platform of Suito.

The stage of Suito was the very place that gave me the opportunity to 'become me'. I am still not sure exactly what kind of person I have become, but it was undeniably the environment of Suito that led me to at least think of myself as a protagonist.



"REALIZING THAT LEARNING CAN BE FUN"

IB Diploma Programme Graduate

The University of Melbourne
Bachelor of Science Environmental Engineering Systems

The main reason why I enrolled in Suito Kokusai was because of the International Baccalaureate (IB) Diploma Programme. I had a vague yearning to go abroad and always wanted to study abroad while I was still a student. However, I had not been taking English conversation classes for a long time, and the only English grammar I knew was what I learned in junior high school. I was wondering what would be the most effective way to improve my practical English skills in high school, when I learned about the IB. Not only was I able to take classes in English, but the active, critical thinking style of teaching was exactly what I was looking for. I was able to realize that learning is fun and that I am closer to my image of an ideal learner.



THE SUITO MODEL

What is the Suito Model?

The Suito Model is a set of characters that we of the Suito Kokusai community aspire to.

We use these characters to guide us in making our own choices and fostering a positive impact on society as a whole. Through these model characters we create a culture of respect, compassion, gratitude and safety as Suito Kokusai that aligns with our Philosophy of the 3 E's.

3E ENCOURAGE • ENGAGE • EMPOWER

SOMEONE WHO

- Can have a positive impact on society as a whole.
- Creates a positive and comfortable atmosphere.
- Can understand and utilize their strengths.
- Is able to value ideas of others as well as minorities.
- Puts forth their best effort.
- Can act according to their own will.
- Someone who has compassion and gratitude.
- Supports and grows with their peers.

The Suito Model created through the collaborative efforts of students and faculty

First, we solicited from all students and faculty members the elements and actions that make Suito Kokusai great and that they think should be addressed. Students and faculty collaborated to analyze the collected opinions and compile similar ideas into a "Suito Model" guidelines. We also made numerous adjustments to ensure that everyone in the community surrounding the Suito Kokusai could understand it. In addition, students also translated the document into English and made adjustments, taking care to ensure that there were no differences in nuance between the Japanese and English versions.



ANNUAL EVENTS



SEARCHING, CONNECTING, AND CREATING

GLOBAL ACTION PROJECT IN SUITO [GAPS]

We consider all extracurricular activities as 'Global Action Project in Suito'(GAPS) and support students' independent learning.

WE CULTIVATE THE SKILLS TO THINK INDEPENDENTLY, PRACTICE, AND REFLECT.

GAPS SYSTEM

Students who wish to create an activity gather and discuss the content of the activity, frequency of the activity, etc.

Application and presentation are made to the student council.

Student council approves GAPS and activities begin.

EXAMPLES

- Badminton Club
- High School Basketball Club
- Junior High Basketball Club
- Dance Club
- Volleyball Club
- Soccer Club
- Baseball Club
- Tennis Club
- Mölkky Club
- Gymnastics Club
- Minecraft Research Club
- Suito Kokusai Karuta Club
- Library Fairy
- Literary Club
- Suito Kokusai Disaster Prevention Club
- Light Music Club
- Tea Ceremony Club
- English Room
- Contents Creation Club
- Scientific Research Club
- Art Club
- Sign Language Club
- Photography Research Club
- Futsal Club



SCHOOL FACILITIES

Here are some of the excellent facilities and equipment that inspire our students.



Global Studio



Lecture Theater



Home Economics Kitchen



Music Room



Kendo Training Center



Sub Ground



Arena



Pool

Have a good school day



Assembly Hall



Student Lounge

UNIFORM

Button

Original design that reflects light. Safety in the dark is considered.



Tie/ribbon color-coded red for junior high school and blue for senior high school.



Culottes skirt

Culottes skirt with one-point "S" embroidery at hem. Box pleat design at back.



With aspiration in mind. Emblem of Suito Kokusai



Concepts of the School Emblem

Nurturing students to engage with the international community.

A seabird that spreads its wings, crosses the sea to the world.

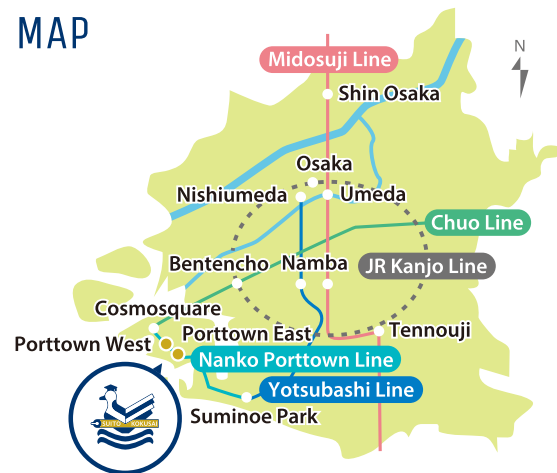
A bird on a pen is a symbol of a new generation of young people who combine intelligence and courage.



FACILITIES



MAP



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PLEASE CHECK
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<https://osaka-city-ib.jp/>

