



*Japan ASCD serves a diverse educational community enriching teaching, learning and cross cultural communication*

As we come together next month for our 21st Annual Spring Conference we look forward to spending time in the company of our colleagues to discuss new learning, new experiences and to meet new people. Our conference theme this year is A Focus on Learning and Inquiry with Dr. Lella Gandini and Dr. Dianne McCune.

Both presenters have a vast global perspective and a wealth of knowledge and experience in education. We hope that you will join us and encourage your friends to join us for the two days at the New Sanno Hotel. Please visit our website for further information and registration details at [japanascd.org](http://japanascd.org).

The Japan ASCD Board of Directors would like to publicly acknowledge the dedication and vision of Marion Yanase who served on our Board from 1999-2011 in several capacities including President, Secretary, PR/Outreach. Marion always worked to ensure that our presenter's brief time in Tokyo was memorable by taking them out touring, shopping or finding the best dining spots in the city. Marion has moved to Canada but will always have a place to call home in Japan ASCD!

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# Spring Conference Presenters

## Dr. Lella Gandini

### An Advanced Introduction to the Reggio Emilia Approach

How Shared Relationships and Learning Begins, is Developed and Sustained In Reggio Emilia: Young Children 3 Year to 6 Years, Their Teachers, Parents and Environments. Visual stories from Reggio Emilia and other places document what is creative and unique for each child and how children in the small responsive communities of infant/toddler centers can cooperate, negotiate conflicts, transform materials and spaces, construct and invent play, experience learning with joy, with teachers, the network of parents and a supporting community. We will analyze and discuss visual stories from Reggio Emilia while focusing on documentation and inquiry. The presentations will be based on real life stories from the schools of Reggio Emilia.

Dr. Gandini, MA Smith College, Ed.D University of Massachusetts, a consultant in early childhood education was Lesley University Visiting Scholar from 2007-09 and now 2011-2013. She is Visiting Scholar 2010-2012 at the University of Arizona in Tucson and taught previously at Smith College and at the University of Massachusetts, Amherst.

## Dr. Dianne McCune

### Questioning! How Critical Is It?

**Part 1: Using inquiry to empower students for survival in the 21st century**

With an emphasis on questioning, students will engage with each other and with subject content. They will confirm the learning process with a written product.

**Part 2: Using cues and questions to activate higher levels of thinking in all learners.** Continuing to develop a learning process which emphasizes engaging inquiry.

Dr. McCune has taught children of all ages, representing all economic and ability levels including gifted and special needs. Her Experimental Research Design Matrix for K - 8 students has been presented throughout the United States and the World.

Dr. McCune's "inquiry- based teaching approach has transformed the educational experience of students. She helps move students from being mere consumers to that of an active producers of new information. McCune emphasizes results oriented, universal strategies that can be applied across the curriculum. She continues to teach a variety of literacy workshops in local schools and conferences in the U.S. and abroad.

# Spring Conference

Important  
Information for  
Participants

**PASSPORT AND  
VALID ALIEN  
REGISTRATION  
CARD ARE  
REQUIRED TO  
ACCESS THE  
CONFERENCE  
LOCATION AT THE  
NEW SANNO  
HOTEL**

**CLOSING  
RECEPTION WILL  
BE HELD  
SATURDAY  
EVENING WITH  
FOOD, BAR  
SERVICES, AND  
RAFFLE PRIZES.**

## **JASCD Conference Book Sale**

Please contact  
[James.Rowell@pac.dodea.edu](mailto:James.Rowell@pac.dodea.edu)  
if you are interested in  
buying one of the following  
titles. Books are also  
available at all of our  
events.

### **By Jane Pollock:**

"Classroom Instruction that Works"  
Improving Student Learning "One  
Principal at a Time"  
Improving Student Learning " One  
Teacher at a Time"

### **By Susan Brookhardt:**

"Formative Assessment Strategies for  
every classroom."  
"How to Give Effective Feedback to  
your students"  
"Assess Higher Order Thinking Skills"

### **Carol Kranowitz**

"Growing an In-Sync Child"

### **Dr. Judy Willis**

"Teaching the Brain to Read"

# Upgrading Curriculum, Instruction and Assessment with Digital Tools

- **Linda Wayne, Curriculum Coordinator- SMIS**

As international school educators, most of us would like to believe that we work in a “21st century school.” This phrase has become something of a buzzword in international education, but what does a 21st century school really look like? Thirty-nine teachers from eight different international schools explored this topic during a weekend workshop held at St. Mary’s International School in Tokyo. The activity based workshop focused on digital learning resources and strategies that educators in all content areas can infuse into the curriculum mapping process.

Bill Sheskey, Director of Curriculum 21 Projects for Curriculum Designers Inc., provided participants with interactive tools to engage in the curriculum mapping process. Bill is a contributing author in Dr. Heidi Hayes Jacob’s book Curriculum 21: An Essential Education for a Changing World. His writing focuses on connecting with today’s tech savvy students and engaging them with communication tools that they use in their daily lives.

Bringing with them a wide range of IT talent, experience, and roles to the room, educators exchanged ideas, learned new

applications and websites, and were provided hands on experience in the development of authentic assessment strategies, essential question writing, and using Web 2.0 tools to enhance the mapping process. They discussed how to identify ways in which tools can be used meaningfully and effectively to assist students in demonstrating their knowledge and understandings beyond traditional methods. They also worked on ways to upgrade content and instructional strategies to incorporate digital tools. Socratic, Quizlet, Edmodo, WordPress Neok12, Yola and much more...teachers left with a set of valid, tested, free, online resources for use in upgrading curriculum maps. They appreciated the chance to have conversations and make connections with others around the topics and to have the opportunity to reflect and grow.

St. Mary’s was pleased to host everyone in our all new campus facilities and we are looking forward to hosting future EARCOS events.

If you or your school would like to submit an article related to curriculum or professional growth & development, please submit your article (with newsletter in the subject field) to this address:

[jascdexecdiretor@gmail.com](mailto:jascdexecdiretor@gmail.com).

**TED<sup>x</sup> Tokyo @ Teachers**  
**x = independently organized TED event**

**PLEASE VISIT [JASCD.ORG](http://JASCD.ORG) FOR MORE INFORMATION ON THIS UPCOMING EVENT**

# Through the Lens of Volunteering

- Cheryl Porter- SIS

The earthquake of March 11, 2011 occurred at 2:46 PM. It claimed almost twenty thousand lives, destroyed over one hundred thousand homes and crippled Japan's economy. However, in Tokyo the earthquake was mostly an inconvenience. Those north of us were not as lucky.

In August I began speaking with a colleague about volunteering. She replied, "If you organize it, I will go." Two months later we were a group of 20 heading to Ishinomaki over our Autumn Break.

Our first day was on Oshika Peninsula, a one-hour drive through the mountainous roads north of Ishinomaki. We arrived in what was once a small oyster-fishing village. In this inlet, the water rushed in twenty-seven minutes after the earthquake, confirmed by the countless clocks we found frozen at 3:13.

Our job was to gut structures and recover household items of sentimental value. Most of the homes that were left standing reeked of oil, fish and sludge. The belongings of the families had been ripped apart, soaked to the core and left in heaps. It was disheartening, however, to see that houses that were cleaned out months before still had boxes sitting untouched outside.

The day was surreal, lightened with moments of laughter as we ripped out toilets and tubs. But there were moments that stopped our hearts - we found photo after photo- soiled and sodden memories that crumbled in our hands when touched.

As we prepared to leave, our counselor, discovered that a college friend was teaching at a school five minutes away, so we headed up for a visit. We sat enthralled as the students of Oshika Middle School practiced for their upcoming festival. Life had gone on for these students.

The next day, we again made the drive to Ishinomaki. Driving in from the south, we encountered the smoke from piles of burning

debris, which filled the air with a thick, acidic black tar.

We drove to the Mizuno Suisan fish-canning factory that produced a roasted sole called chikuwa. The factory had been flooded up to its third floor offices. Machines had been tossed about like toys and factory items were carried up to two kilometers away.

We were tasked with cleaning the gears used to roast the chikuwa, which had become unrecognizable clumps of rusted iron. By lunchtime, with a stale taste of iron in our mouths, we walked down to the waters' edge. We turned toward the hills and tried to imagine the strength needed to run the two kilometers uphill in the snow in order to survive. It was a humbling experience to sit where forty-five feet of water would have stood above us as the first of five tsunami waves moved inland on March 11.

When we left, we all felt that had we stayed one more day, one more hour, we could've accomplished even more. This experience will last a lifetime, and although we felt we did so little, these small, giving acts will rebuild Japan.

A woman we met in Ishinomaki said, "...everything is appreciated, everything the volunteers pick up is one less thing we have to do - thank you."



**To donate or volunteer with NADIA  
please visit  
<http://team-nadia.org/>**

# TECH TALK

## ROBOTICS

*Authentic experiences in technology integration; the STEM initiative within DODS*

- Jim Rowell, Nile C. Kinnick

DODS, Department of Defense Schools, has kicked off a new initiative in developing 21st century skills. Pre-Kindergarten to grade twelve students are being encouraged to develop skills in the areas of science, technology, engineering and math.

### **The three goals of the DoDEA's STEM are to:**

- Create student interest, participation, and achievement in higher levels of math, science, and technology through the engineering design process in the four STEM courses, the STEMposium, and district STEM events.
- Attract and retain all students in STEM fields with a focus on underserved and female populations.
- Support the national security focus on the shortage of STEM professionals by offering coursework in contemporary STEM disciplines designed to give students the opportunity to focus on STEM careers.

### **Nile C. Kinnick HS introducing a new robotics class**

The Robotics Engineering course teaches 9th through 12th grade students the engineering/

design process using mechanisms, machines, and robotic systems. Students progress at their own pace while studying and performing tasks independently and in small groups. Hands-on activities supplemented with demonstrations, mentorship, and study trips familiarize students with the concepts and application of robotics technologies. Performing laboratory experiments, students will gain first hand knowledge of simple machines, fabrication, and logic systems. Students will also learn how to program complex robotic systems to perform a variety of interesting and useful tasks.

This is their third year that Kinnick HS has had its own Robotics Team with an increase of seven members from last year's group. Kinnick HS is the only school in DoDDS Pacific that offers the Robotics class. Next year, the plan is to have a mentor teacher work along side Mr. Rowell with the installation of another robotics class. This training mentorship is a plan to help other schools launch their own Robotics programs by the school year 2013-14 throughout all of DoDEA schools.



*Upcoming Events DoDEA, Department of Defense Educational Activities plan to hold a district 'STEM-posium' with grades nine through twelve participating here in Japan.*