



さいたま市立大宮国際中等教育学校

Saitama municipal Omiya International Secondary School

*Learn to make the future  
of the world*



## In a world no one has ever seen, what kind of future will you create?



Principal Akira Sekita

### Principal's message:

Recent developments in technology, especially the emergence of generative AI (Artificial Intelligence), have become a prominent issue in various domains, including the media. As the world changes rapidly, the skills of inquiry, problem-solving, and collaboration will become more vital. With such a competitive future, our school aims to cultivate individuals who will pioneer the creation of a better world. To that end, the school's mission is to foster students with future-oriented competencies and a global outlook through comprehensive academic and extra-curricular activities offered by the school.

To realize this mission, our school maintains three fundamental features:

1. **As the first secondary school (combined junior high school and high school) in Saitama Prefecture**, every learner undergoes a systematic and continuous learning experience through a meticulously designed 6-year curriculum which takes advantage of special provisions in the educational standards for secondary schools.
2. **As an International Baccalaureate World School authorized to implement the Middle Years Programme (MYP) and Diploma Programme (DP)**, we are committed to educating our students using problem-solving and inquiry-based strategies that teaches learners the significance of learning and how to learn.
3. **Our school has adopted Saitama City's 3G Goals of "Grit", "Growth", and "Global" as its tenets**. We are nurturing the future citizens of the world to face unknown problems and challenges without fear, who will cooperate with others to find a way to the best solutions.

In addition, in 2023, for the first time since the opening of the school, we were able to conduct overseas educational trips for third, fourth-, and fifth-year students. These study trips strengthen our mantra of promoting learning with both global and local perspectives.

Uninterrupted by high school entrance examinations, during the six years in MOIS (Municipal Omiya International Secondary School), students acquire the necessary skills to be a part of the realization of a better future for themselves and the world, together with their new companions sharing the same high aspirations. That is what we mean when we tell students and families that MOIS students are "learning how to create the future of the world."

We are looking forward to welcoming you.

## LEARN TO MAKE THE FUTURE OF THE WORLD

At Omiya International Secondary School, we create learning opportunities that challenge our students to overcome obstacles without fear, embrace uncertainty, discover new possibilities, and construct value from the unexpected while enjoying the process. In addition, we also design educational activities that lead to our students creating real connections with people in local and international society and learning from their diverse perspectives and experiences, which will be beneficial for their future goals in the real world.

Through our curriculum, students are develop the 3G's: **Grit** (the ability to persevere), **Growth** (the ability to continuously grow), and **Global** (the ability to broaden one's horizon) over the course of 6 years. In addition, we also nurture true academic skills such as the ability to engage in lifelong learning, independent think and the ability to create new value through their own thinking and reasoning that empower our students to understand and explore diversity from a global perspective.

### Our Aim for Students

#### **Graduates with Future-ready Skills**

Graduates have the capacity to create their own plans, carry out research, participate in discussions, and effectively convey their thoughts, which allows them to address problems autonomously.



#### **Graduates with International-Mindedness**

Graduates are proficient in cross-cultural communication and have acquired innovative thinking skills that equip them to be active in different situations.

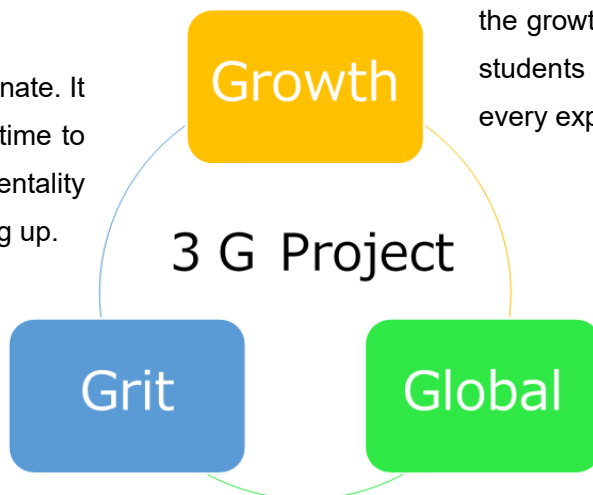
#### **Graduates who contribute to building a better world**

Graduates are actively involved in learning with others, teaching each other, and volunteering for various causes, which helps them develop tolerance and cooperation with others.



### **Grit mindset**

Having GRIT means being passionate. It is the mindset to persevere over time to accomplish objectives and the mentality to complete all tasks without giving up.



### **Growth mindset**

In a learning design where planning, inquiry, action, and reflection are equally emphasized, the growth mindset is a philosophy that allows students to learn by proactively connecting every experience to their growth.

### **Global mindset**

The global mindset means having an attitude that embraces differences in age, personality, and values while striving to make a positive impact as an individual, with the goal of creating a better world.



IB Coordinator  
Brad Semans

As an IB world school offering the International Baccalaureate Middle Years Program and Diploma Program, our school community is engaged in deep learning that is concept-based, inquiry-driven and contextualized for an ever-changing world. Being a MOIS student means developing ownership over your learning and a sense of self-agency over the six years of our rigorous curriculum. Graduates will be prepared for the uncertainty of the present and leave with a sense of responsibility to the world that is unfolding in front of them. Not only does our school provide a uniquely challenging academic environment, but also creates an

atmosphere of exploration in which students can plan and implement their own events, lead workshops for other students, and develop research projects in collaboration with others in the school and out. In our current school year, we are happy to see another cohort of students enter the Empowerment Stage and start their paths of learning while students in the Achievement Stage are putting their knowledge and skills to the test in the real world around them. We would like to welcome the next class of students to become members of our IB World School Community.

# Exploring the Future with Omiya International Secondary School

## Learning System

### **Inquiry-based Learning and ICT Use**

We follow an inquiry-based learning approach, where we constantly explore, inquire, and reflect in a variety of settings. We make use of ICT to enhance students' learning and encourage active learning. Every student is provided with a computer to take with and use in each class and scenario. Moreover, all classrooms and specialty rooms have projectors with a digital blackboard feature that enable presentations anywhere. Furthermore, students receive assistance over the six years until the university entrance exam by collecting data in personal portfolios, keeping digital records of learning in online learning management systems, sharing videos and discussing learning through online chats. One part of our online suite of applications, Classi, supports individual learning by reviewing student's daily activities, improving metacognitive skills, and fostering relationships between teachers and students and among students.

We also utilize Microsoft Teams and Zoom to keep students' learning uninterrupted while we offer personalized learning opportunities by assigning tasks based on their learning progress through the Study Suppli online learning application. By engaging in dialogue that meets various needs and using ICT for actions that link with a broad spectrum of external stakeholders, we aspire to cultivate students who can proficiently and seamlessly carry out inquiry activities and contribute to the world.

### **3G Project (Grit, Growth, Global)**

Students tackle problems that are rooted in both local and global issues. Students will develop the skill to express their ideas in Japanese (English), communicate with each other, and discover optimal solutions through teamwork. Moreover, students will foster the mindset of learning autonomously and the traits and capacities needed to solve problems in a group.



### **LDT (Learner Directed Time)**

This is a self-directed learning session that takes place every other Saturday. Students can choose to participate in activities planned by external organizations such as universities, research institutes, medical associations, and volunteer groups or they can open their own workshop according to their chosen theme. They can also present the findings of their 3G Projects to students, parents, and other students from outside the school. Students can adjust their time allocation according to their needs to further enrich their learning.





### [ALL English](#)

The students enjoy a variety of engaging English activities before they start their day. They practice their English expression skills through presentations, journals, and letters to their international friends. These are just some of the activities done to enhance their confidence and fluency in English.



### [Subjects](#)

At every subject learning starts with one sophisticated question. From there, the learning expands and deepens. When learning explores the core and context of things, it not only boosts enthusiasm and involvement, but also creates links between different subjects.



### [English Inquiry](#)

Native English teachers facilitate immersion education for two credits per week throughout the six-year secondary school curriculum. The students will engage in interdisciplinary learning in English and construct connections among various subject areas. This will enable them not only to acquire in-depth knowledge, but also to develop intercultural competence through diverse writings.



# Learning Activities that Leverage the Links between the School and the Outside World to Enhance Learning Quality

## **Various activities Outside of Class**

### **Service as Action**

Students constantly investigate and take action on what we can contribute to the local and global community.

### **MOIS Shop**

It is a school-based venture that utilizes the students' creativity.

### **MOIS Career Workshop**

Students learn from parents who work in different professions and enhance their comprehension of the connection between work and society.

### **MOIS CUP**

Students also participate in debate competitions to develop their abilities in discussion, debate, critical thinking, English, and Japanese languages.

### **MOIS Mock Trial**

Mock trials are conducted in English using folk tales and literary works as the basis for cases.

### **English Gym**

Students attend English Gym to enhance their English competencies. They can access one gym and pursue their own learning goals in English.

**Beyond the classroom, there are many exciting workshops. By understanding the link with society and experiencing things first-hand, the learning quality become richer.**