



What is "Parenting"?

Principal Yoji Hatano

Students can focus on their studies when the teacher is around; but, once he or she leaves they just play around. At home they act just the way their parents want them to; but outside the home they only do what they want. This is something I hear often.

Often the faces that children show at school and the faces they show at home are different. It is not rare for a child to listen to their parents and do as they're told at home but show a different façade in front of their friends, at school or while playing. However, all of those faces are still the same child.

The kanji for "parent" (親) is made of three parts: "tree" (木), above that "stand" (立), and to the right "look" (見). Like someone standing at the top of a tree watching their child, it is important for parents to watch over their children from their vantage points and see who they are getting along with now, what is on their mind, and what kind of troubles they are having. That way, parents can understand their children and can distinguish between when they are speaking true, or merely saying what is convenient for themselves. Therefore, should the child find themselves unable to overcome some obstacle on their own, the parent can come down from the tree and lend a helping hand – not to simply change places with the child, but to push them over that obstacle so they can move forward on their own.

Since the parent stands at the top of the tree, there is no reason to clamber down from the tree every time the children trip up or have a minor problem. It is more important for the child to have the courage to take on challenging problems on their own as well as to take on problems they know they can overcome.

If teachers and parents can be there for their children during their entire lives, it is good to educate them to listen, and in times of trouble step in for them; however, in the end they will not grow into adults living on their own. It is imperative for teachers and parents to give their children the skills necessary to overcome obstacles and trouble.

Children live their lives in a series of groups. These groups, family, day care, kindergarten, elementary school, junior high school, etc., grow progressively bigger. It is important to give children the skills they need to adapt to these groups and live their lives to the fullest. This, I believe, is the real meaning of "parenting".

December

date	day	Event	After School
1	Tu	Safety Class, Individual Parent-Teacher Meeting @ (PTM), 5-pr., second school health check (6)	X
2	W	Second School (6), 4-pr. (not 2-2), Teacher Development Research Class (2-2)	X
3	Th	Second School (6), UNICEF collections, Human Rights Week(to 11/9), PTM 3 (5-pr.), School Lunch Tasting (1-2)	X
4	F	Second School (6), PTM 4 (5-pr.), Korean BOE Visitation	X
5	Sa	Japanese Culture, Town Exploration (2)	X
6	Su		
7	M	Committee, UNICEF Collections (to 1/11), Kodomo Summit	6
8	Tu	Social Studies Field Trip (5), PTM 5 (5-pr.)	X
9	W	Teacher Development Research (1-1), 4-pr. (not 1-1)	X
10	Th		4
11	F		3
12	Sa		
13	Su		
14	M	Club, Music Appreciation (5)	6
15	Tu		5
16	W	Area Cleaning (1,6) Emergency Evacuation (Group Dismissal)	X
17	Th	Student Assembly	4
18	F		2
19	Sa	Japan Culture	X
20	Su		
21	M		3
22	Tu	Roppongi JH Field Trip (6)	5
23	W	The Emperor's Birthday	
24	Th	Music Assembly	4
25	F	Closing Ceremony, Cleaning, Final School Lunch	X
26	Sa	Winter Holiday (~1/7)	
27	Su		
28	M		
29	Tu		
30	W		
31	Th		

December's Goal

School Guidance, Hiroki Mine

Let's clean our school

Let's finish the year by cleaning our school spick and span!



Under the Clear Autumn Skies ~Combined Athletic Meet Finale~

6-1 Teacher Miyuki Kadano

Underneath the fresh and cloudless October skies, 18 schools from across Minato Ward sent their sixth graders to compete in the Combined Athletic Meet at the Yume-no-shima Track-and-Field Grounds.

This year, for nearly a month, the students practiced and practiced in an area so narrow that it seemed nearly impossible to move. The limited space was due to the ongoing construction in the school grounds. At times, students were able to practice outside of school grounds as well.

Facing up to the crucial moment, all of the students struggled through the difficult conditions of practice and gave it their all. In the end, when the results were announced and scrolled lazily across the electronic bulletin board, Higashimachi's name appeared 4 times as 4 students made it into the top rankings for Minato Ward.

When all was said and done, the ambiance was that of feeling once again the importance of giving one's all, no matter what.

The sixth graders, having passed the halfway point of this year, head towards graduation. In both study and school events, they will continue to do their utmost and give their absolute best.



About 3rd Grade

**3-1 Teacher Hiroki Mine
3-2 Teacher Chitoka Yamaji**

In the first term, the 3rd graders embarked on short journeys in and around Minato Ward and the school, and learned about the characteristics and establishments that surround us. We visited the City Branch Office and City Hall to watch and learn about the people working there and what they do. We also visited the observation deck in Tokyo Tower, where we could see the goings on of the Ward in all directions. At the last, the students put it all together in their very own newspapers about what they saw and learned.

In the second term, students travelled to another world in their rendition of "The Wizard of Oz" at the School Performance. Everyone did their best to try and mimic the feelings and movements of their characters. By practicing and singing together, students listened to the advice of their classmates to create the best performance they could. Also, while watching other grade's performances, their attitude as an audience was excellent, and really showed how much they have matured.

The end of the second term is almost upon us. We hope to continue encouraging each and every one of the students, so that they may meet the end of the term with a strong sense of accomplishment.

~School Performance Finale~

School Performance Committee Head Keiichi Hatanaka

On November 13th and 14th, this year's school performance was held. This year, the hard work on the performances by each grade expressed all of their unique talents. With the increase in student numbers, and the introduction of priority seating during the performances, we are thankful to everyone who helped make it a reality, despite the many changes from last year.

The first and second grade students showed off just how adorable they can be with their songs in "101 Tadpoles" and "A-I-U-E-O-ribaba." Third and fourth grade impressed us with their performances of the musical-like "The Wizard of Oz" and the Chinese tale of "Saiyuki." Fifth year showed off their expertise with their original play "The Story of a Grain of Rice," while sixth grade reminded us of the importance of an open heart and mind with their rendition of "Run, Melos!" by author Osamu Dazai. While watching the sixth graders performance, was moved to tears by the message.

From this experience, students were able to build upon their teamwork skills and increase their power of expression. Going forward, we would like to continue encouraging these traits in all of our students.

International Studies

Head of International Studies Ayana Kuroe

Beginning in 2002 (H.14), all the elementary schools in Minato Ward initiated International Understanding curricula as part of a larger plan to incorporate English language into schools. In order to further facilitate English communication in the schools "International Studies," taught by a native English speaker (known as a Native Teacher or "NT"), was established in 2007 (H.19).

Four years ago, here at Higashimachi, the idea of an International Program was conceived, and International Studies classes were divided by ability level. Starting this year, the first through fourth grade classes were divided into 3 sections, taught by the NTs and ESTs. The fifth and sixth grade glasses were divided into 2 sections, both taught by NTs.

Dividing the International Studies classes by level gives each and every student the confidence to feel good about trying to use English. The homeroom teachers will follow along closely with the class, confirming the goal at the beginning and the reviewing the summary at the end. Moving forward, the homeroom teachers, NTs, and ESTs will continue to increase coordination to create superior classes in the future.