

Field Organization & Implementation of Curriculum

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(JAPANESE EDUCATIONAL SYSTEM & PRACTICE PART 2)

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- 2 Process of Curriculum Development

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- 4 Curriculums and Courses of Study

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Center for Research on International Cooperation in Educational Development (CRICED)

University of Tsukuba, JAPAN

URL. <http://www.criced.tsukuba.ac.jp/keiei/>

Total Structure of Curriculums

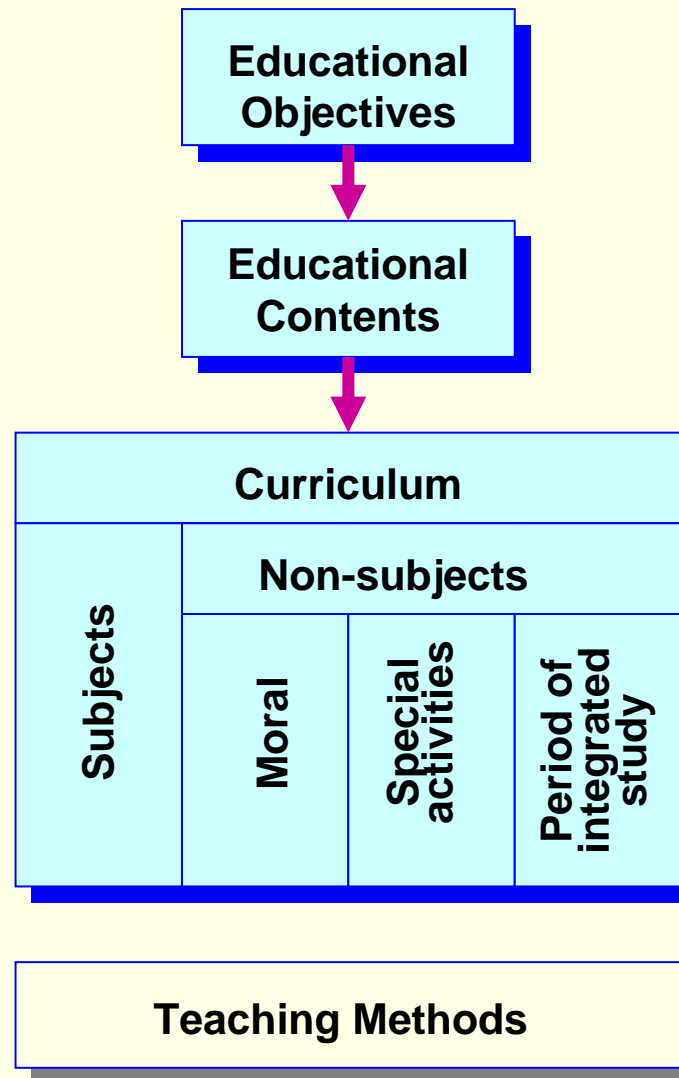
Curriculums

= The holistic educational framework

The concrete items of curriculums

- 1 . The concrete educational contents
- 2 . Subjects or extra curriculums
- 3 . Requirements or selective subjects
- 4 . Teaching materials
- 5 . The number of school hours
- 6 . The types of teaching method

Total Structure of Curriculums



Relationship between educational objectives
/ educational contents and curriculums/ teaching methods

Total Structure of Curriculums

Standard curriculum provided nationally
(The Course of Study)

Local standard curriculums provided by
the prefectural boards of education and
the municipal boards of education

School's curriculum (yearly guidance plan)

Guidance plan for each grade level
and field, subject

Guidance plan for a semester

Guidance plan for a month

Guidance plan for a week, unit

Guidance plan for a day

Current Guidance plan (Lesson plan)

Process of Curriculum Development

Curriculum development

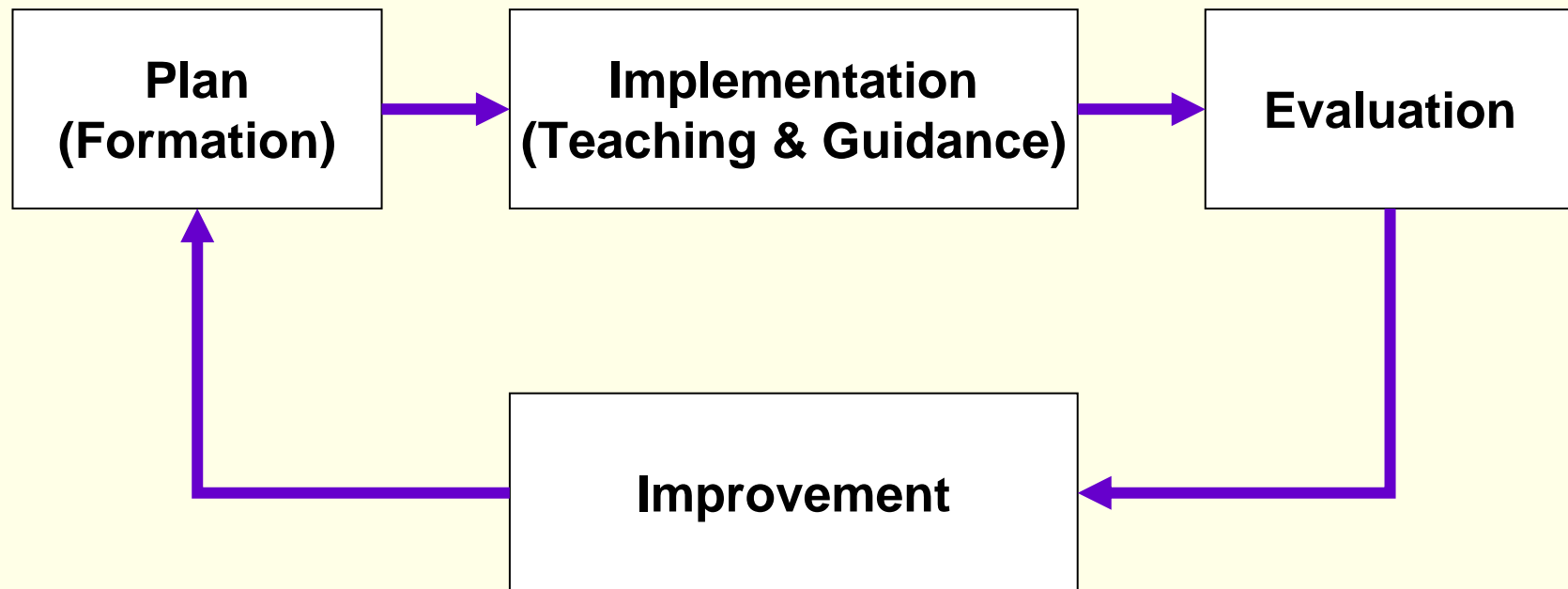
= The continuous activity of improvement through evaluations of curriculums

The rising tendency

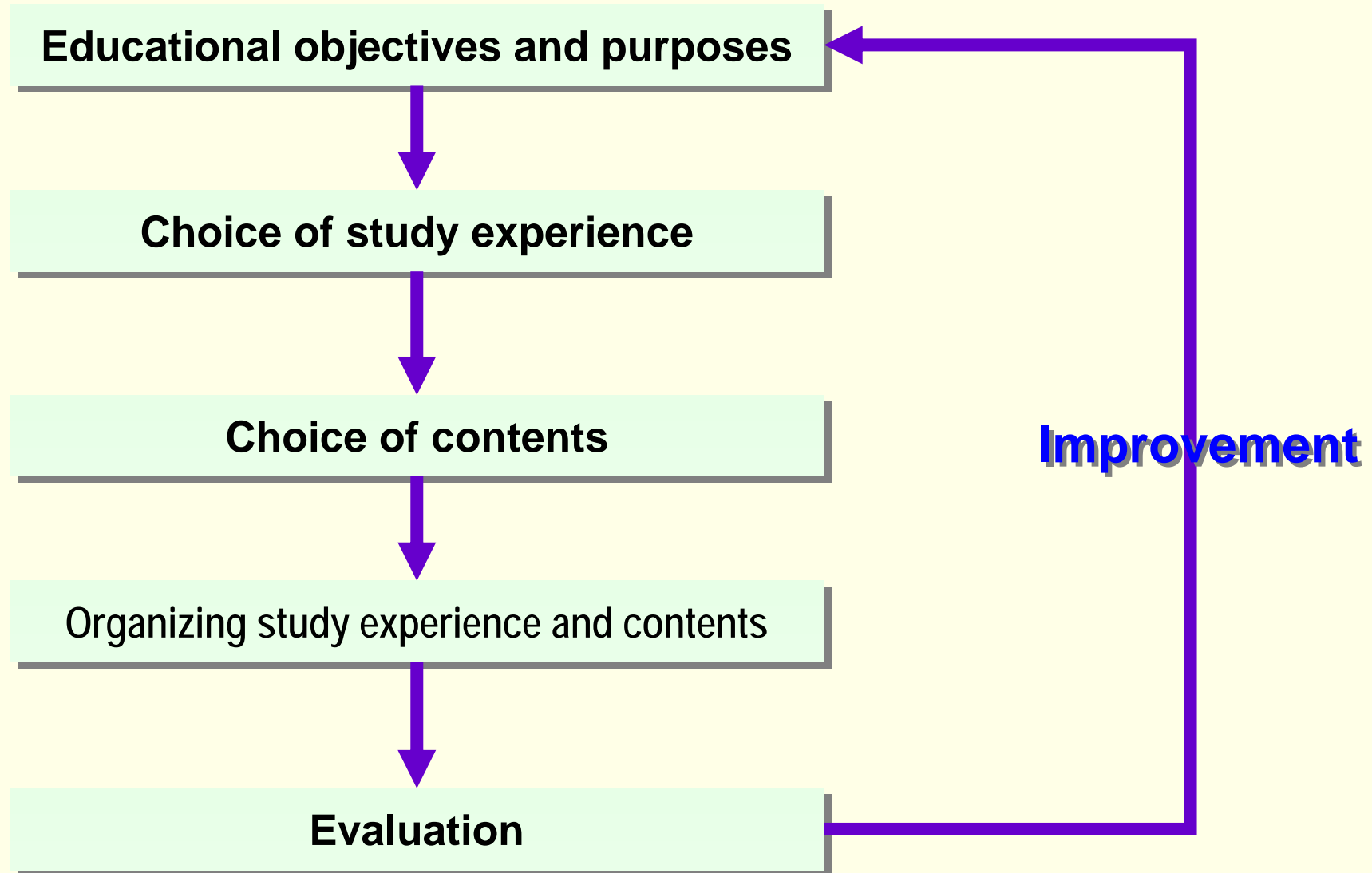
= SBCD

(School-based Curriculum Development)

Process of Curriculum Development



Process of Curriculum Development



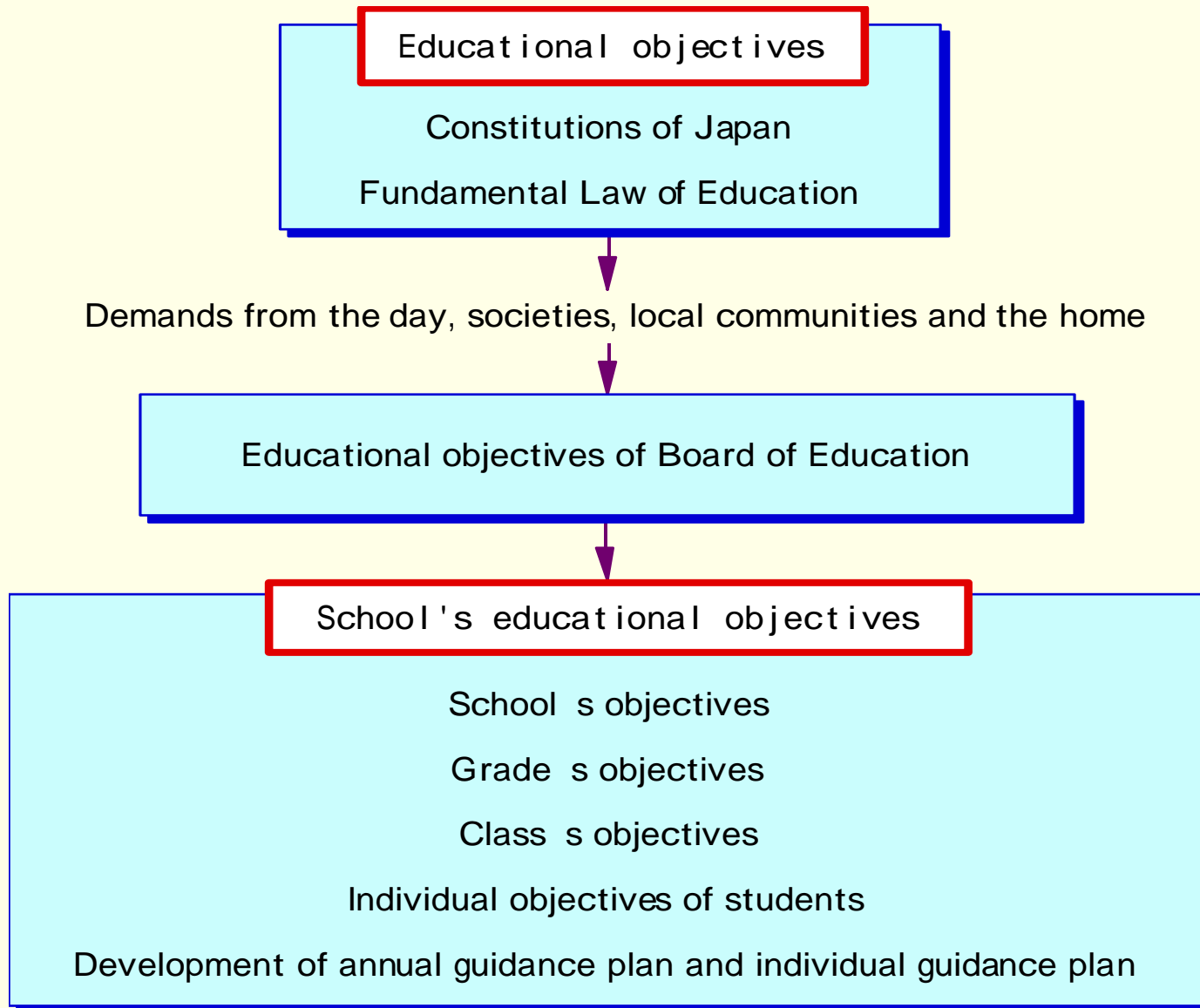
Process of Curriculum Development

	location	Name of school	themes													
			Connection of kindergarten and elementary school	Connection of elementary and lower secondary school	Connection of lower and upper secondary school	Connection of upper secondary school and university	English education	Japanese education	Technology and science	Information science	New subject	School refusal・student guidance	Vocational education/career education	Specialty supported education	Instruction according to the degree of advancement cross grades	Connection with community, company
National	Osaka	Ikeda lower secondary school														
	Hyogo	Elementary school attached to department of education of university														
	Nara	Six-year secondary school attached to department of literature of university														
	Yamaguchi	Kindergarten attached to Department of Education of university														
	Kagawa	Takamatsu elementary school														
	Miyazaki	Kindergarten attached to Department of Education and Culture of University														
Public	Tokyo	Dainihino elementary school														
	Tokyo	Akiruno Gakuen school for handicapped														
	Niigata	Mitsuke school for handicapped														
	Ishikawa	Yoneizumi elementary school														
	Aichi	Issiki Seibu elementary school														
	Mie	Yokkaichi Kita upper secondary school														
	Osaka	Akasaka elementary school														
	Hyogo	Kawachi elementary school														
	Kagawa	Naojima elementary school														
	Kochi	Tano kindergarten														
Private	Hiroshima	Owari upper secondary school														

Educational Objectives of Schools

1. School objectives
2. Grade objectives
3. Class objectives
4. Objectives of individual students

Educational Objectives & Curriculums



Educational Objectives & Curriculums

School Objectives

“To nurture students to be cheerful and healthy, with fertile intelligence and humanity”

Grade Objectives

“To nurture students to be healthy, think well and to be thoughtful” (2nd grade)

Class Objectives

“To say hello cheerfully and be kind to other people in daily actions”

Educational Objectives & Curriculums



6th grade November 2004



2nd grade December 2003

Curriculums & Courses of Study

Objectives of Curriculums according to the course of study (1998)

To nurture humanity and social consciousness and to inculcate an awareness of being a Japanese person living in the international society

To nurture the ability to learn and educate oneself

To develop a settled foundation / basic understandings for children, to enrich education so that it promotes individuality among students, and to develop educational activities that provide children with wide latitude

To promote education with distinctive features and to create schools with curricular emphasis, imagination and originality

(Course of study = National standard of curriculum by a country)

Curriculums & Courses of Study

- Educational contents selected carefully
- Creation of “the period of integrated study”
- Correspondence with internationalization and spread of the information age
- Reduction of the hours of class sessions

Curriculums & Courses of Study

Classification		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Class Hours of Each Subject	Japanese Language	272	280	235	235	180	175
	Social Studies			70	85	90	100
	Arithmetic	114	155	150	150	150	150
	Science			70	90	95	95
	Lives	102	105				
	Music	68	70	60	60	50	50
	Drawings and Handcrafts	68	70	60	60	50	50
	Home Economics					60	55
	Physical Education	90	90	90	90	90	90
	Moral	34	35	35	35	35	35
	Special Activities	34	35	35	35	35	35
	The period of integrated study			105	105	110	110
Total class hours		782	840	910	945	945	945

(Diagram from Enforcement Regulation of School Education Law, 1998)

Curriculums & Courses of Study



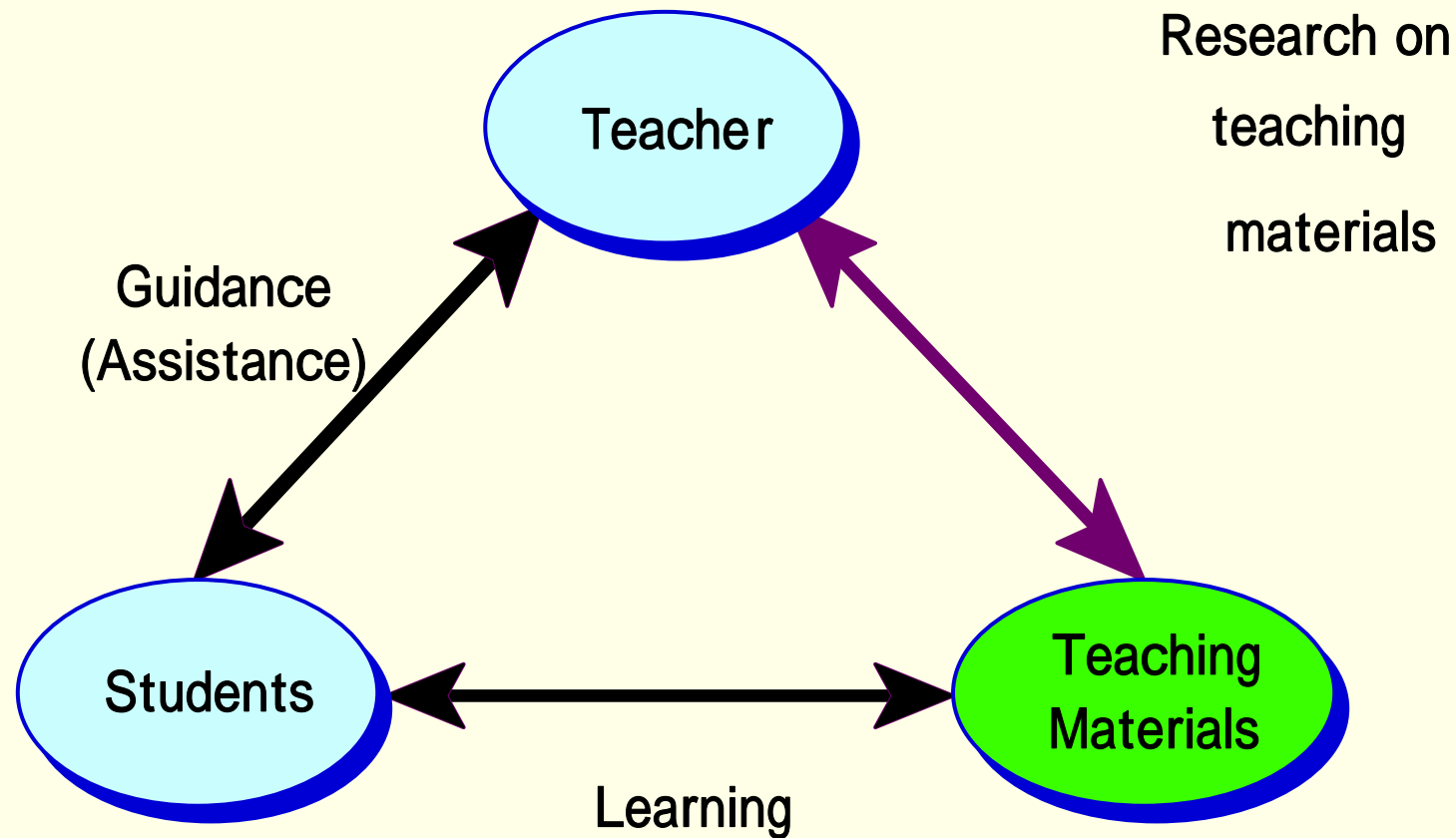
Organization of Units & Study Materials

The unit = The unity of subjects

Instructions for the organization of units

1. Defining objectives of the units
2. Arrangement of units that corresponds to students
3. Considerations based on the actual conditions of schools or local communities, events, etc.

Organization of Units & Study Materials



Organization of Units & Study Materials

Unit	Standpoint	Aims of guidance	Devices for guidance
1	Numerals structure	To investigate integers and new numbers to be able to play cards	Guide by using cards. Cards are mixed of integers and decimals
2,3	Composition	To be able to play "memory" by investigating cards	Learning through games (memory) Devices of cards cards indicate unit decimals and number of units cards indicate number as how many 0.1's there are
4, 5	Size	To be able to play games based on size of a number by investigating cards	Learning through games (number games) Devices of cards cards indicate numbers as box diagram cards indicate numbers on number line
6	Order	To be able to play "sevens" by understanding rules of numbers	Learning through games (sevens) Using cards ² used in "size"
7	Calculation (addition)	To be able to play games with calculating total of cards which they win	Learning through games (number games) Using cards used in "composition"
8	Calculation (subtraction)	To be able to play games with thinking who wins how much	Learning through games (number games) Using cards used in "composition"

Organization of Units & Study Materials

	International Understanding	Information	Environment	Welfare	People	Nature
Grade 3 (105)				Meeting with people (36) · friends at schools for handicapped · being friendly with elderly · let's enjoy exercises		
	Foreign countries (18) · Let's come in touch with English · Let's know foreign lives					
		lodging learning (12)				
	Let's touch computers (7) · Let's write a letter to home · Producing work with omputer					
	Kids' Theater (22) Let's make academic festival successful (10)					

Process of making study lesson plans

- 1 . Define guidance purpose
- 2 . Focus on the points of lesson contents
- 3 . Unit structure
- 4 . Make study lesson plan

Example of a lesson plan

Whole structure of a class

Intentions and contents of a class

Results of research of teaching materials

Planning in advance

Checking gaps after a class

Lesson Plans

科学習指導案

指導者

教室

1. 日時・場所： 月 日 曜日 第 時限目

2. 対象学級： 年 組 （男子 名、女子 名）

3. 単元名：

4. 単元設定の理由：（児童・生徒の実態、教材観、指導観）

5. 単元の目標：

6. 展開の大要（指導計画） 総時数 時間

(1) について・・・ 時間

(2) について・・・ 時間・・・（本時）

(3) について・・・ 時間

7. 本時の目標（主眼）

8. 本時の指導上の留意点

9. 本時の展開（指導過程）

段階（時間）	学習のねらいと活動内容	指導上の留意点	評価

10. 評価の観点

Lesson Plans

第1学年3組 社会科（歴史的分野）学習指導案

2005年6月3日 第2時限

教育実習生 _____

教科指導教諭 _____ 教諭

1 単元名 文明のおこりと日本列島

2 単元の目標

- 古代の歴史に対する関心を高め、歴史が変化することに気付くとともに、変化の背景を意欲的に追及しようとする。 (関心・意欲・態度)
- 身近な地域にある遺跡や遺物、新たな考古学の成果なども活用し、地域社会についてや、歴史を学ぶ意義を考えることができる。 (社会的な思考・判断)
- 古代文明や国家の成立に関する資料を適切に選択して活用するとともに、追求し考察した過程や結果をまとめたり表したりすることができる。 (資料活用の技能・能力)
- 人類の誕生から文明のおこり、小国家の成立と政治システムの形成に至る変化を理解することができる。 (知識・理解)

3 学習指導計画

第1次 文明のおこり・・・3時間

第2次 大王から天皇へ・・・3時間（本時 2/3）

第3次 国風の政治と文化・・・3時間

4 本時の展開

(1) 目標

- 聖徳太子による政治の内容について理解する。
- 大化の改新の背景と、改新政治の経過を理解する。

(2) 展開

段階	指導内容	学習活動	評価
導入	○本時の学習課題を知る。 聖徳太子の政治から大化の改新への経過を調べよう。 聖徳太子についての伝説を扱うことで、小学校で学習した内容を思い出す手がかりとする。	○聖徳太子にまつわる伝説について質問する。 ・答えをもとに、一度に10人の話を聞くことができたという伝説について、4、5人のグループを作り、同時に人の話を聞く。 ・3、4人の話でさえ聞き取ることが難しいことを実感させ、歴史上で偉大な人と扱われてきた太子の政治について関心を持つ。	聖徳太子の伝説について関心を持つとともに、聖徳太子の行った政治についても関心を持つ。(発表・観察)

1

展開	<p>【聖徳太子の政治】</p> <ul style="list-style-type: none"> ・摂政という仕事 ・冠位十二階 ・十七条の憲法 ・遣隋使 <p>【大化の改新】</p> <ul style="list-style-type: none"> ・聖徳太子の死後の政治状況を理解し、大化の改新の背景を考える。 ・大化の改新の経過、内容を理解する。 	<ul style="list-style-type: none"> ・摂政が、推古天皇（女帝）の時に設置されたという状況から、摂政の役割を想像することができるように発問する。 ・小学校の時に学習した内容がかなりあると思われるので、ワークシートに、政治改革の名称とそれによって目指したことを各自記入し、発表する。 ・意見をもとに、太子が天皇中心の国家作りを目指したことを確認する。 ・蘇我氏と中大兄皇子、中臣鎌足らの考えの違いをまとめ、大化の改新が何を狙って行われたものなのかを考える。 ・改新の詔を読み、大化の改新が、蘇我氏によって破壊しかけた天皇中心の国家の建設を再び目指すために行われたことを理解する。 	<p>◎小学校の知識や、資料を選択、活用してプリントにまとめることができる。(発表・ワークシート)</p> <p>◎天皇中心の国家作りを目指した聖徳太子の政治を理解することができる。(発表・ワークシート)</p>
まとめ	<ul style="list-style-type: none"> ・聖徳太子が行った天皇中心の国家形成を目指した政治改革が、大化の改新を経て受け継がれていったことを理解する。 ・次時への予告 	<ul style="list-style-type: none"> ・板書をもとに今日の授業の流れを確認する。 ・次回の授業（白村江の戦い、壬申の乱、律令国家の形成）へのつながりを予告として伝える。 	

2

Evaluation of students

Guidelines

= Records which need to be prepared at school

School reports

= Communication reports between school and home

Current tendency of assessment of academic achievement

= Considering evaluation based on objects
(absolute evaluation) as important

Evaluation of Study

Considerations re Absolute Evaluations that are based on Objectives

To comprehend the situation of individual student advancement, and the requirements to fulfill subject objectives

Putting the evaluation on record to improve instruction
The unification of guidance and evaluation

Guidance that is based on the degree of familiarity, tailoring and improving instructions to individual characteristics

Evaluation of Study

		No.	なまえ
学 習 の 記 録			
	1 学 期	2 学 期	3 学 期
生 活			
国 語			
算 数			
音 楽			
図画工作			
体 育			
特別活動			
素養・訓練			

か ら だ の き ろ く							
しんちよう	たいじゅう	しりよく	み ぎ	ひだり	み ぎ	ひだり	視力は該当欄に○をつけています。()は矯正視力です。
. cm	. kg	1.0以上	()	()	0.7未満~0.3以上	()	()
		1.0未満~0.7以上	()	()	0.3未満	()	()

		No.	なまえ	(学期ごとにあてはまる欄に「○」をつけています。)									
		生 活 の 記 録		1 学 期			2 学 期			3 学 期			
	内 容	い	で	ひ	い	で	ひ	い	で	ひ	い	で	
		手助けが	言われて	ひとり	手助けが	言われて	ひとり	手助けが	言われて	ひとり	手助けが	言われて	
基 本 的 生 活 習 慣	1 すききらいをしないで食べる。												
	2 ひとりでトイレに行く。												
	3 むいだり着たりする。												
	4 手足がよごれたらあらう、ぬれたらふく。												
	5 身のまわりの整理整頓をする。												
健 康 安 全	1 けがや病気のときは知らせる。												
	2 安全に気をつけてあそぶ。												
	3 交通のきまりをまもる。												
遊 び	1 こっこあそびやかんたんルールのあるあそびをする。												
	2 友だちといっしょになかよくあそぶ。												
仕 事 ・ 手 伝 い	1 そうじをする。												
	2 当番の仕事やかんたんな手伝いをする。												
き ま り	1 チャイムなどのあいずにしたがう。												
	2 だまってはかの教室へ入ったり、外へ出たりしない。												
	3 学校のもの自分のものと区別して使う。												
交 際	1 身近な人にあいさつをする。												
	2 自分の名前、親の名前を言う。												
	3 見たり聞いたりした事について自分の気持ちを伝える。												
	1 学 期	2 学 期			3 学 期								
交 流													
連 絡													

Evaluation of Study



Class Evaluations

= Evaluation to improve class teaching and achievements

Methods

- 1 . Students' evaluation of classes (written description of impressions, etc.)
- 2 . Educational technology method of class analysis
- 3 . Class seminars held by teachers

Points for Class Evaluations

Timeliness of learner's development

Content that meets individual differences

Students' sense of satisfaction and effort

Effectiveness of teaching materials
and equipment

Class and Curriculum Evaluations

Curriculum Evaluations

= Evaluation to improve curriculums

Evaluation **Points**

Students assessment on academic achievement

Evaluation of school curriculum development organization

Evaluation of relationships between communities and curriculums

Curriculum results and the evaluation process for the entire school

School characteristics

Class and Curriculum Evaluations



Forms of Guidance

The prevailing forms of guidance

Frontal teaching

Group study

Individual learning

Recent tendencies

Guidance according to the individual
needs and abilities

Forms of Guidance

Class study for all students at one time

For all students

Study same contents at same time

Teacher's instruction is important

Group study

Divide one class into some groups

Study how to help and cooperate in a group

Individual study

Study for each student

Recent Trends - Individually-targeted teaching

Teaching to small numbers of students

**Teaching to students grouped in terms
of their abilities**

Team Teaching

Forms of Guidance

Frontal teach



Individual teaching



Group study



Team teaching



Individual teaching of Japanese

Subjects in Elementary Schools

- Japanese Language
- Social Studies : (3 ~ 6th grade)
- Arithmetic
- Science : (3 ~ 6th grade)
- Life skills : (1 ~ 2nd grade)
- Music
- Drawing and Handcraft
- Home economies : (5 ~ 6th grade)
- Physical Education

Subjects in Elementary Schools

Subject	Objectives
Japanese Language	To nurture ability to express Japanese appropriately and understand accurately, to improve communication ability and also ability to think, creativity and sense of language in order to nurture attitude which respects Japanese language by deepening interests in Japanese
Social Studies	To have understanding of social life, to nurture understanding and love for our country as well as for the history, and to make them obtain bases of qualities as a citizen who is a builder of democratic and peaceful country/society, who lives in international society.
Arithmetic	Through arithmetic activities on quantity and figures, to acquire basic knowledge and skills, to nurture ability to think logically with having perspectives of daily phenomena, and to nurture attitude to apply arithmetic management to real life by noticing its enjoyment and goodness
Science	By doing observation and experiments with communing with nature, to nurture ability of problem solving and love for nature, to have understanding of natural phenomena and to nurture scientific view and way of thinking
Life Skills	Through practical activities and experiences, to have interests in relationships among themselves, people around them, society and nature, to make students think about themselves and their lives, and also to make them obtain necessary customs and skills for life which becomes base of independence
Music	Through expressing and listening activities, to nurture love for music and sensitivity on music, to nurture basic abilities for music activities and to nurture ample sentiment
Drawing & Handicrafts	Through expressing and appreciating activities, to enable students to enjoy creation, to nurture basic abilities for creative activities and to nurture ample sentiment
Home Economics	Through practical / experimental activities on clothing / eating / living, to deepen interests in home life, to acquire basic knowledge and skills necessary for daily life, and to nurture practical attitude to be creative as a member of their family
Physical Education	By grasping mind and body as one, through experience of appropriate sports and understanding on health and safety, to nurture one's nature and ability for sports, to promote maintenance of health and improvement in physical strength, and to nurture attitude to have cheerful life

Subjects in Elementary Schools



Subjects in Elementary Schools



Dec, 2003 Science



Dec, 2003 Music

Subjects in Elementary Schools



Subjects in Elementary Schools



Subjects in Elementary Schools



Researching



Summarizing



Presenting



Discussion



Observing



Watching

Objectives of moral education

- 1 . Objectives of moral education
- 2 . Objectives of moral education classes

Contents of moral education

- 1 . Content focusing on oneself
- 2 . Content focusing on relationships with other individuals
- 3 . Content focusing on nature and a supreme being
- 4 . Content focusing on relationship with groups and society

Moral Education

Contents of Moral education – 4. mainly about the relations with groups and the society

Grade 1 & Grade 2

(1) Treat and use things for everyone with care and keep promises and rules

(2) Love and respect parents and grandparents, help at home willingly , and realize the happiness to be helpful for one's family

(3) Love and respect teachers, be friendly with people at school, and make one's life at class and school enjoyable

(4) Have interests in culture and lives one's birthplace and have attachment to them

Grade 3 & Grade 4

(1) Keep promises and follow rules of the society, and have a sense of public duty

(2) Know the importance to work, and work willingly

(3) Love and respect parents and grandparents, and make enjoyable home with cooperation of everyone of family

(4) Love and respect teachers and people at school and make one's class enjoyable with cooperation with others

(5) Value culture and tradition of one's birthplace, and have love for the birthplace


(6) Be familiar with culture and tradition of Japan, have love for the nation, and have interests in people and culture of other countries



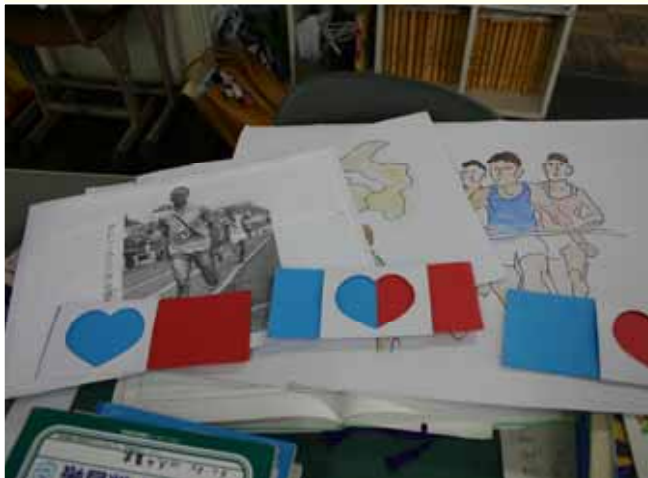
Moral Education

Contents of Moral education – 4. mainly about the relations with groups and the society

Grade 5 & Grade 6

- 
- (1) Actively participates familiar groups, be aware of one's roles, and fulfill one's responsibility independently with cooperation
 - (2) Follow laws and rules with having a sense of public duty, value rights of oneself and others, and fulfill one's duty willingly
 - (3) Treat anyone fairly and equally without discriminating and having prejudice, and make efforts to realize justice
 - (4) Understand the significance to work, realize the happiness of serving one's society, and do things helpful / useful for the public
 - (5) Love and respect parents and grandparents, and do things helpful for one's family willingly in pursuit of their happiness.
 - (6) Deepen love and respect for teachers and people at school, and make traditions of one's school better with cooperating with others
 - (7) Value culture and tradition of one's birthplace and nation, know efforts of predecessors, and have love for the birthplace and the nation
 - (8) Value people and culture of foreign countries, promote friendship with people of the world with awareness as a Japanese

Moral Education



4th grade, January 2005

Moral Education



1st grade, March 2005

Special Activities 1 (Class Activities)

Objectives

Contents

- A. Class activities
- B. Activities of students' council
- C. Club activities
- D. School events
 - (1) Ceremonial events
 - (2) Arts festivals
 - (3) Health and safety related events and athletic events
 - (4) School excursion/ group lodging events
 - (5) Work services and voluntary events

Special Activities 1 (Class Activities)

A. Class Activities

- (1) Related to improvement and progress in classroom and school life
- (2) Related to adaptation to daily life and study, and to healthiness and safety.

Special Activities 1 (Class Activities)



水	火	月	金	木	土
学級会をひらく <small>（土曜日の午後）</small>	話し合うことの 意見を考え、 まとめておく	話し合うこと ののれんらく	き題、話し合う こと	役わり分たん <small>（土曜日の午後）</small>	返題あつめ <small>（土曜日の午後）</small>
五時間目	一時間目 休み時間 <small>（土曜日の午後）</small>	備りの会 （計画 委員）	20分休み （計画 委員）	休み時間 いつでも （全員）	やる時間 休み時間 いつでも （全員）



Special Activities 1 (Class Activities)



Special Activities 2 (Students Council)

Activities of Student Council

To conduct activities and to discuss issues in order to enrich and improve school life and to try to solve issues in a cooperative fashion through operations of student councils

Types of activities of student councils

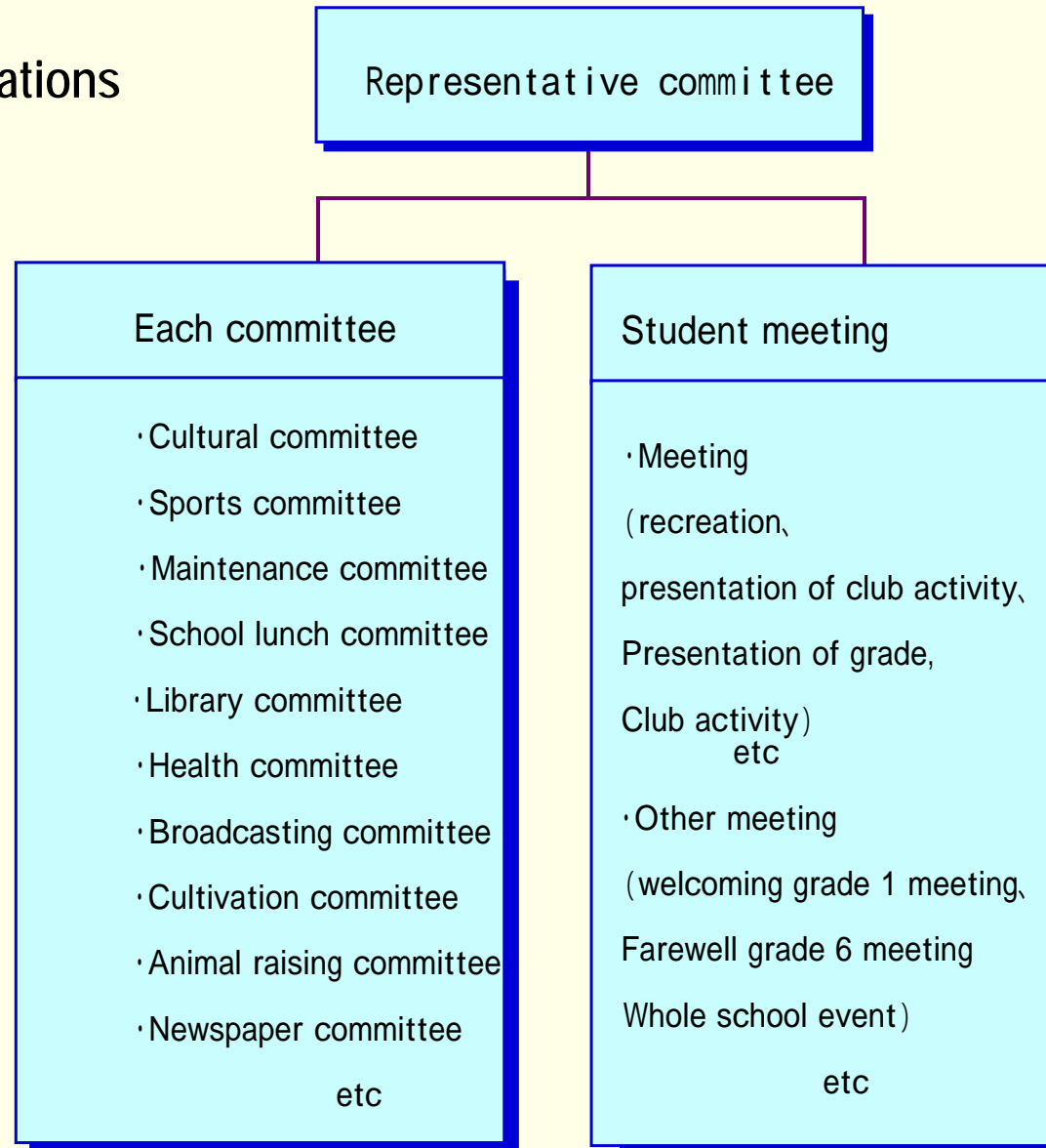
Representative committee activities

Committee activities

Activities of students' assemblies

Special Activities 2 (Students Council)

Student council organizations



Special Activities 2 (Student Councils)



Nov, 2004



Special Activities 2 (Student Councils)



Special Activities 2 (Students Council)



Welcoming 4th graders
(4th graders present
fruits of their daily
learning

Nov, 2004



Special Activities 3 (Club Activities)

Club activities

= Compulsory clubs during class sessions

Activities having no relation to grades and classes

Activities involving studying of common interests

Club activities' characteristics

To respect the ideas of children

To put forward children's wishes regarding setting-up activities

To work with the upper grades who act as leaders

Special Activities 3 (Club Activities)

	Examples
Athletics	Basketball, Badminton, Table-tennis, Baton-twirling, Dodge-ball, Soccer, Softball, Monocycle, Baseball, Dance, Kendo, Swimming, Track & field
Music	Brass band, Chorus, Japanese drum, Marching band
Visual Arts	Handicraft, Manga, Painting, Ceramics
Drama	Drama
Science	Chemistry, Nature, Animals
Home Economics	Handicraft, Knitting, Cooking, Tea ceremony
Recreations	Shogi, Igo, Game, Magic, Outdoors, Railroad, Photograph
Welfare	Sign language, Braille, Voluntary activities
Information Technology	Computer, Video, Internet
International	International exchanges, English

Special Activities 3 (Club Activities)



Special Activities 3 (Club Activities)



Special Activities 3 (Club Activities)



Special Activities 3 (Club Activities)



The Period of Integrated Study

Characteristics : "the period when children can study beyond the regular framework of subjects by using each school's idea"

Aims

(1) To develop and improve abilities and stature to solve problems by identifying issues, learning, critical thinking, interpreting and acting independently.

Learning activities

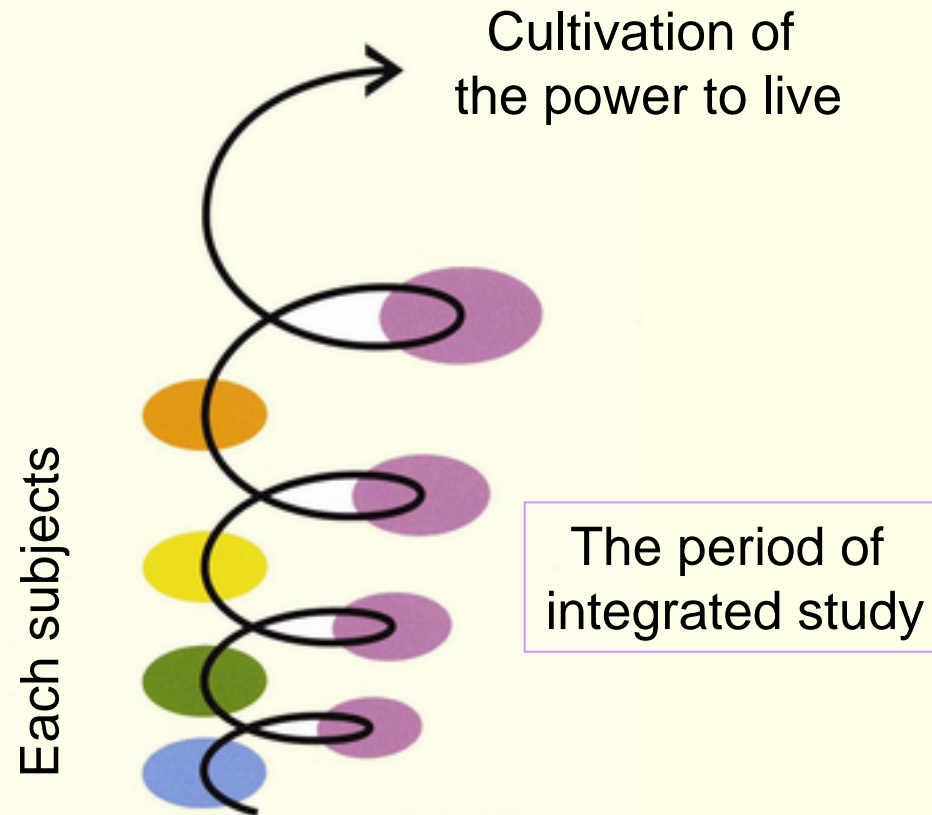
Global and integrated subjects: international understanding, information, environment, welfare and health, and etc.

Subjects based on children's interests.

Subjects linked to the characteristics of individual communities

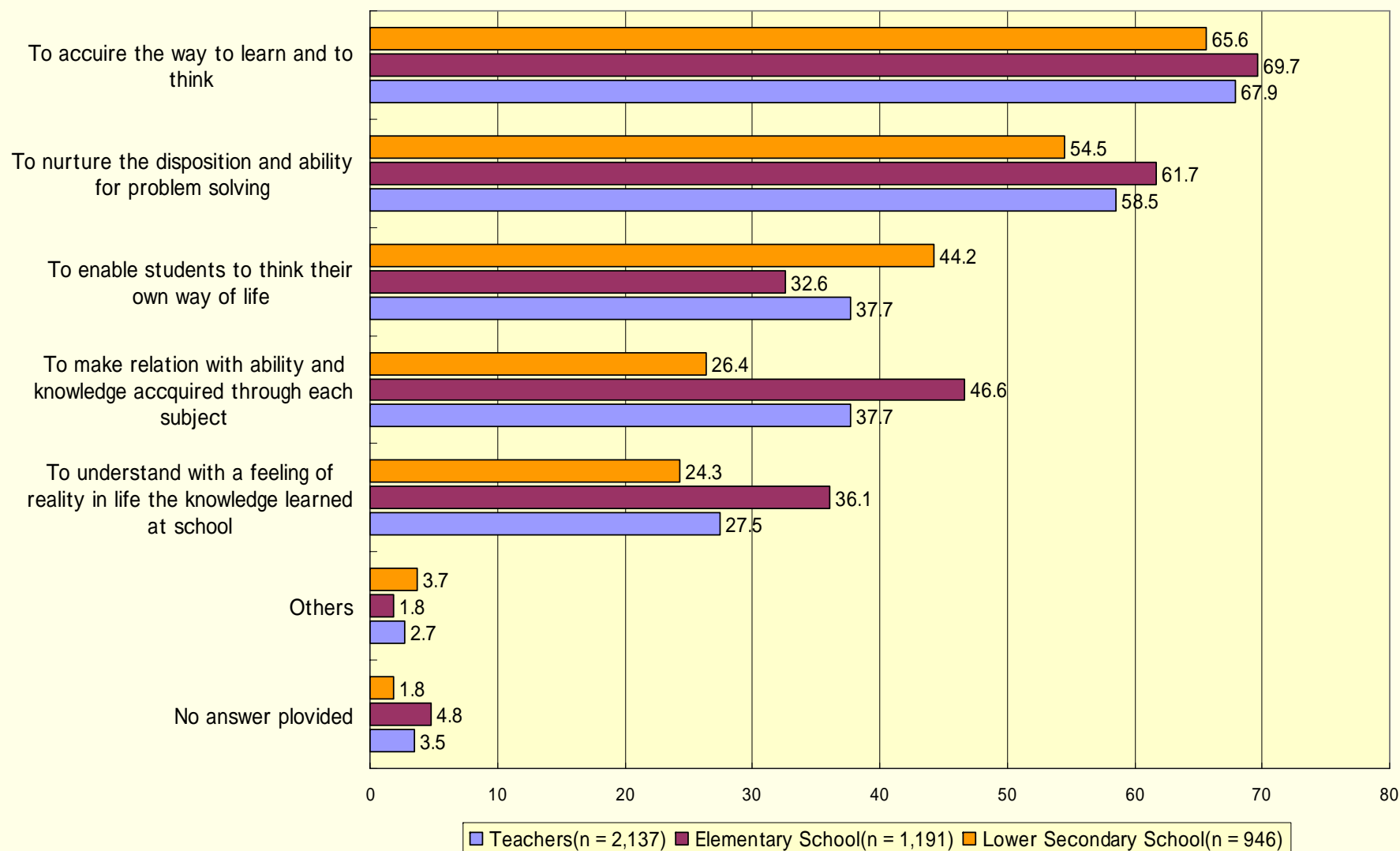
(- 64) and schools

The Period of Integrated Study



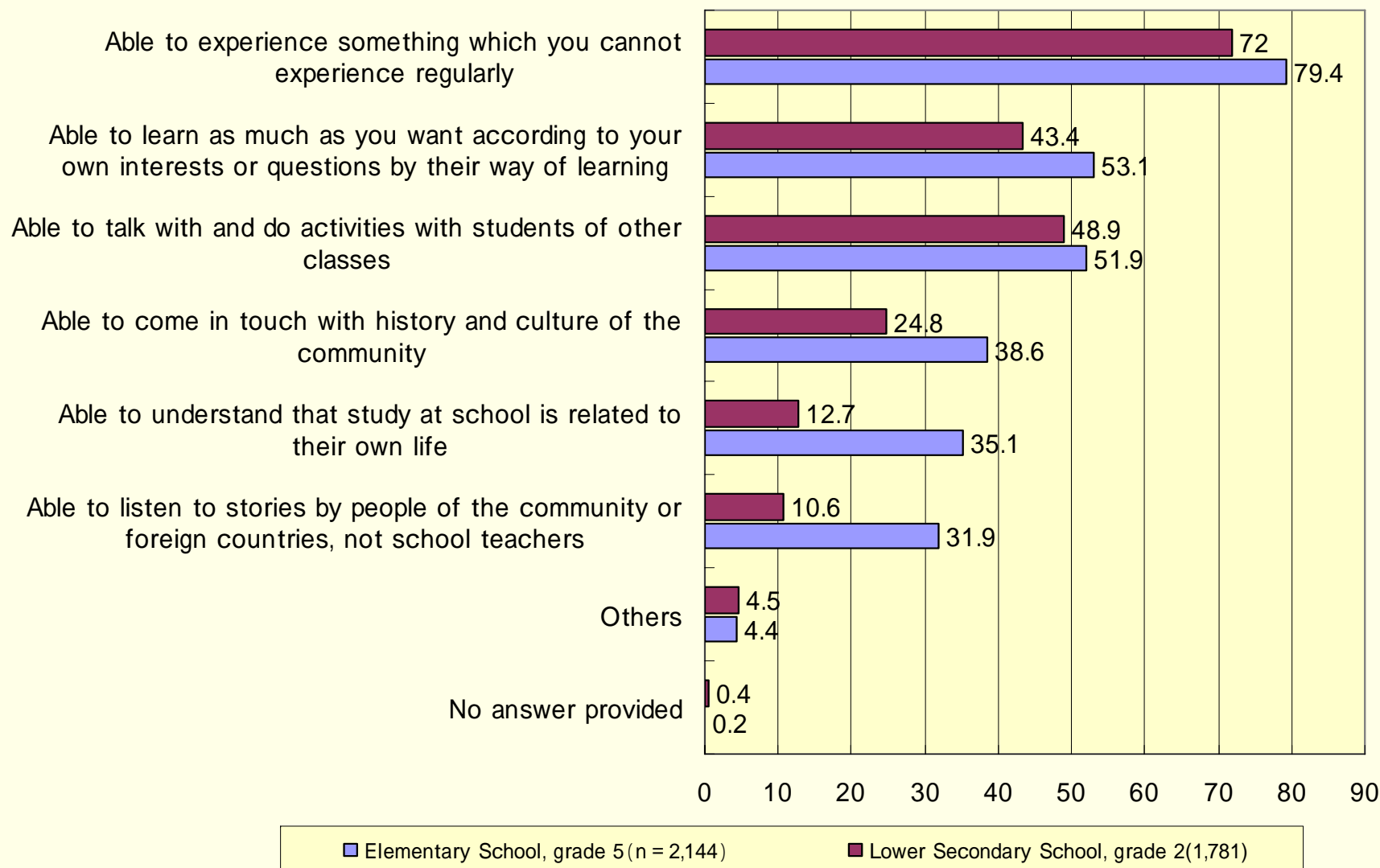
The Period of Integrated Study

Aim of Period of Integrated Study (Teachers)



The Period of Integrated Study

Reasons for liking the period of integrated study (Students)



The Period of Integrated Study



October, 2004

(- 68)

Trying to recover natural environment by planting reeds at lake

68

Club Activities

Extracurricular activities

= Extracurricular club activities of student's choice

Significance of extracurricular activities

= To deepen training of the mind and body and of culture

To develop individual personalities

To nurture social and group interactional skills

Club Activities

Athletic clubs

Volleyball, basketball, soccer, tennis, baseball, swimming, mountaineering, track and field, baton twirling, Japanese archery, judo

Cultural clubs

Brass bands, visual arts, Japanese calligraphy, drama, chemistry, tea ceremonies, literature, English Speaking Society, computers

Club Activities



Club Activities



Club Activities



Composition(1)

Part 1

Outline of Japanese School System

41 slides

- 1 The School system in Japan
- 2 Pre-school Educational Institution System
- 3 Elementary Schools System
- 4 Lower Secondary Schools System
- 5 Six-year secondary schools System
- 6 Upper secondary schools System
- 7 Colleges of Technology System
- 8 System of University (Colleges, Graduate schools)
- 9 System of Schools for the Handicapped
- 10 System of Specialized Training Colleges and Miscellaneous Schools
- 11 Modernization of Japan & Public Education System

Japanese Educational Administration & Finance

87 slides

- 1 System of Law
- 2 Fundamental Law of Education
- 3 Movement of the Reforms of Education Administration (1)
- 4 Movement of the Reforms of Education Administration (2)
- 5 The Board of Education
- 6 Ministry of Education, Culture, Sports, Science and Technology (MEXT)
- 7 Guidance Administration by MEXT
- 8 Educational Finance and the Burden Structure
- 9 Schools Provided by the School Education Law
- 10 Establishment and Management of School
- 11 Criteria of School Facilities and Criteria of Class Size
- 12 Enrollment and No-Attendance
- 13 Self-Evaluation / Third Party Evaluation of School
- 14 Disclosure of Educational Information
- 15 School Councilor System
- 16 Textbooks and Supplementary Materials
- 17 Disciplinary action against children and students
- 18 Specially Supported Education System
- 19 Student of Permitted Enrollment System
- 20 Education of Children in Isolated Areas
- 21 Evening Lower Secondary School
- 22 Lower Secondary Equivalency Examination

Japanese Social Education

43 slides

- 1 Social Education Facilities 1 (Citizen's Public Hall)
- 2 Social Education Facilities 2 (Library)
- 3 Social Education Facilities 3 (Museum)
- 4 Supervisor for Social Education
- 5 House for Youth & Children's Natural House
- 6 Social Educational Organization
- 7 Social Correspondence Education
- 8 Social Physical Education & Life-long Sport
- 9 Cultural Center (Private Profit Social Education Business)

Composition(2)

Part 2

Organization & Implementation of Curriculum 74 slides	Classroom Management 43 slides	School Management 34 slides
(1) Outline	1 Classroom Management Plan	1 School Management
1 Total Structure of Curriculum	2 Class Objectives	2 School Management Plan
2 Process of Curriculum Development	3 Class Activities, Group Activities, Day Duty	3 Educational Goals of School
(2) Organaization of Curriculum	4 Class Newsletters	4 Curriculum Management
3 Educational Objectives & Curriculum	5 Group Activities of the Various Aged	5 Teachers' Meeting
4 Curriculum & Course of Study	6 Non-attendance at school	6 Principal's Duty & Competence
(3) Implementation of Curriculum	7 Measures of non-attendance at school	7 Principal
5 Organization of Units & Material Study	8 Visits to Children's Homes	8 School Management Duties
6 Lesson Plan	9 School counselor	9 Head-teacher System
7 Evaluation of Study	10 Guidance Meeting	10 School Assessment
8 Evaluation of Class, Evaluation of Curriculum	11 Class fee	11 Evaluation of Teachers
9 Formation of Guidance		12 Risk Management of School
(4) Examples of Curriculum Activities		13 System of School Choice
10 Subjects in Elementary School		
11 Moral Education		
12 Special Activities 1 (Class Activities)		
13 Special Activities 2 (Students Council)		
14 Special Activities 3 (Club Activities)		
15 The Period of Integrated Study		
16 Club Activities		

Composition(3)

Part 2

Cooperation between School and Local Community

75 slides

- 1 PTA: Parents - Teacher Association
- 2 Visits to children's homes
- 3 Visit on class
- 4 Parents and Teacher Meeting
- 5 The Report Card
- 6 Note for Communication Between Teachers and Guardians
- 7 School newsletter, Grade newsletter, Class newsletter
- 8 The School's Home Page
- 9 Utilizing Human Resources of Community
- 10 The Working Experience
- 11 Community learning
- 12 School Councilor
- 13 The Opening Schools for the Public
- 14 Complex Facilities
- 15 Kodomo-kai (Children's Gathering)
- 16 Local education liaison council
- 17 110 Home for Children
- 18 Education Costs Paid by Guardians

Teacher's Qualifications · Training

40 slides

- 1 Teacher's Qualifications
- 2 Pre-service Training of Teachers
- 3 Equivalency Examination of Teacher's Qualification
- 4 Appointment of Teacher
- 5 In-service Training
- 6 In-service training within own school
- 7 School-leader's Training
- 8 Teachers' Salaries
- 9 Punishment for Teachers

Composition(4)

Part 3

Japanese School life & Culture

• School Events 15 slides	• The Typical Day of a Teacher 13 slides	• The Typical Day of a Student 15 slides	• Japanese School Life 29 slides	
1 (Items List)	16 (Items list)	29 (Items List)	44 (Items List)	58 Notice 1
2 Entrance Ceremony	17 Morning meeting	30 Going to School in a group	45 Greeting	59 Notice 2
3 Opening Ceremony	18 Preparation for Class	31 Morning Meeting	46 Collective Discipline	60 Notice 3
4 Morning Assembly	19 Teaching Classes	32 Class-based activities	47 Name, Name Card	61 Nurse's Office
5 School Excursion	20 Skills to Teach	33 Before Class	48 Preparing & Clearing up	62 Co-education
6 Sports Day 1	21 Recesses	34 Class Hour	49 School Lunch Bag	63 Health Education
7 Sports Day 2	22 School Lunch 1	35 Recesses 1	50 Recording	64 Students' Preferences
8 Marathon Race	23 School Lunch 2	36 Recesses 2	51 Indoor Shoes	65 Uniform
9 Overnight Trip with Outdoor Study	24 Cleaning Time	37 Recesses 3	52 Lunch Time	66 School Emblem, School Song
10 School Trip	25 Meeting before going back home	38 Playing	53 Cooperative Work for School Lunch	67 Testimonial
11 Medical Check-up	26 Teachers' Room	39 Before & After Lunch	54 School Lunch Menu	68 National Flag, Clock
12 Disaster Drill	27 Teacher's Desk in Class	40 Teachers' Room	55 Cooperative Work for Cleaning	69 Memorial for Graduation
13 Music Festival	28 Instructions to Students	41 Meeting before going home	56 Places for Cleaning	70 Assistant English Teacher
14 Closing Ceremony		42 Getting out of School	57 Keeping Animals, Growing Plants	71 Notice 4
15 Graduation Ceremony		43 After School		72 Teachers' Study

About the use of teaching materials

The background of teaching-materials development

In order to promote and sustain elementary secondary education within a developing country, preparation of educational management, educational system, social education teacher training, and other aspects, become requisites. Japan has accumulated much educational experience which can provide useful information for a developing country in contrast to the dominant flow of information that derives from educational cooperation among advanced nations. The interest regarding the Japanese educational model, which differs from European and American models, is very high in developing countries. However, Japan has not adequately responded to such needs until recently. It is useful to maintain and reconstruct the information about Japan's educational experience, and to prepare materials that can be shared with developing countries.

The purpose and budget of teaching-materials development work

After fully understanding the features of the educational situation of a partner country, and the needs which the educational staff of a developing country have, educational cooperation enterprises need to be considered, including how to transmit information on Japan's educational experience. The form of educational cooperation activities varies, including provision of training in Japan, dispatch of training to the spot, and training through local educational personnel. The method of this particular activity is to edit effective teaching materials for use in all types of educational cooperation, and to construct information databases about teaching-materials development and teaching methods. The Ministry of Education, Culture, Sports, Science and Technology recognizes its utility and supplies the budget as 'Project to Organize Information on Educational Experiences from Japan ~Focusing on Educational Management and Teachers' Training' (the cooperation building project system for international cooperation in educational development promoted by MEXT).

The kind, form, whereabouts and the language of teaching materials

	HP of CRICED	Organization related to JICA	Japan Foundation	University foreign student center	Language
Teaching materials	PDF file	Slide collection CD	Slide collection CD	Slide collection CD	Japanese and English
Manual of teaching materials	PDF file	Manual	Manual	Manual	Japanese and English
Index	PDF file	-	-	-	Japanese and English
Training module	PDF file	-	-	-	Japanese and English

Request about teaching-materials use

CRICED has the copyright of these teaching materials, and it is prohibited to edit or reproduce these materials without notice of approval, including publishing photographs, figures, tables, and descriptions. And, when using these teaching materials except in the context of training under the auspices of international educational cooperation for a developing country, contacting and obtaining consent from CRICED beforehand about the purpose of use and the usage is required.

The method for preparing a training module

This set of teaching materials consists of 509 slides covering 113 topics within nine domains, comprising outlines, charts, photographs and text. Provisionally, if one slide is explained in 1 minute, the full explanation and coverage of the entire set of teaching materials takes 509 minutes, or 8 hours or more.

In fact, the time required to cover a slide and to perform a presentation should be based on the the purpose and target of training. The set or slides that specify the purpose, object, etc. of the training is called a training module.

In CRICED, because various training modules are exhibited on HP, please refer to this set of slides and create an individualized training module from the PDF file on the CD and HP slide collections.

How to create a training module from the CD slide collection

- i. The file of the CD slide collection is moved to one's own personal computer.
- ii. The new screen of the software for presentations is opened.
- iii. Insertion file to a slide the original form is saved. Slide which saves slide is chosen. (If it does not, choose "the original form is saved", because color scheme of the background, the character and line may change, so please be careful)

Acrobat is required to create a training module from the PDF file of HP.

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Japanese Educational system and Practice

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