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拠点システム数学課題

数学委員会（26大学45名）

Supporting and Enhancing the Projects by Japan International Cooperation Agency
JICAによる算数・数学関連プロジェクトの数学委員会関係者による支援

- 拠点システムの活動

パンフレットを読んでください！

万人のための教育Education For All:

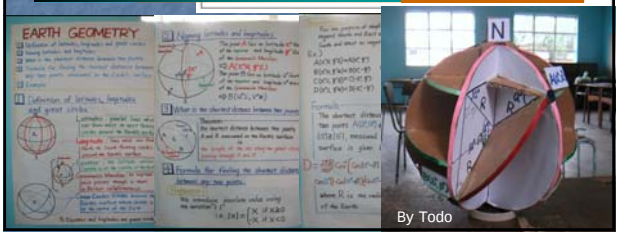
the World Education Forum, Dakar, Senegal, 26-28 April 2000

(i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
(ii) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
(iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
(iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
(v) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;

(vi) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

算数は教えない限り身につかない。経済生活も、生産もままならない。

Innumeracyへの挑戦



教育協力のためのAPEC-Tsukuba会議

東京, Jan. 15-20, 2006. (See proceedings)

Numeracyとは生きるために必要な算数・数学的能力

授業研究はJICAプロジェクトにおいても活用されている。

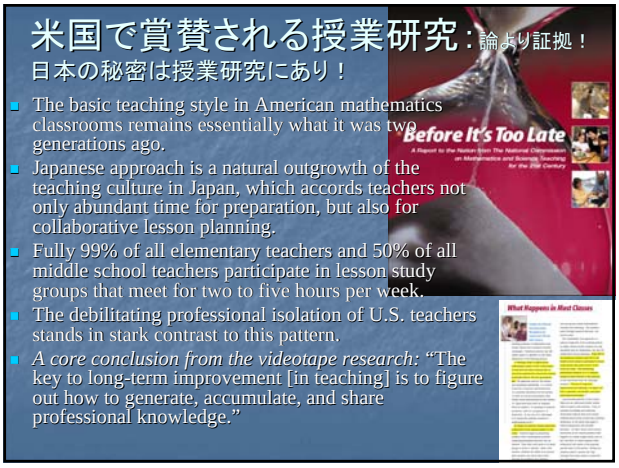
授業研究は、教師の専門性を向上させ、教育の質の改善をもたらす「日本の教育経験」である

算数・数学は、世界共通の言葉であり、日本の教育経験を生かして、授業研究に取り組むことがもっとも容易な教科である。

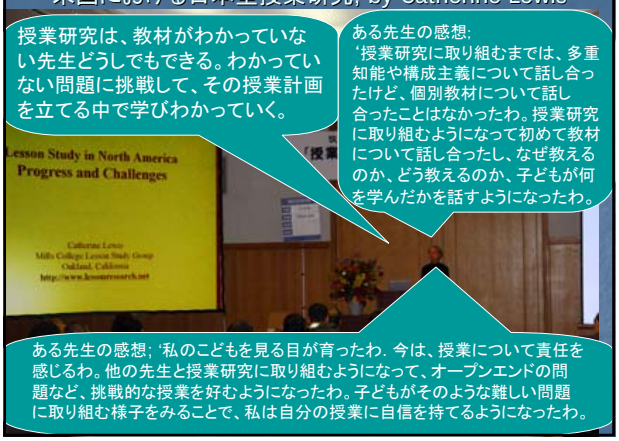
米国で賞賛される授業研究：論より証拠！

日本の秘密は授業研究にあり！

- The basic teaching style in American mathematics classrooms remains essentially what it was two generations ago.
- Japanese approach is a natural outgrowth of the teaching culture in Japan, which accords teachers not only abundant time for preparation, but also for collaborative lesson planning.
- Fully 99% of all elementary teachers and 50% of all middle school teachers participate in lesson study groups that meet for two to five hours per week.
- The debilitating professional isolation of U.S. teachers stands in stark contrast to this pattern.
- *A core conclusion from the videotape research:* "The key to long-term improvement [in teaching] is to figure out how to generate, accumulate, and share professional knowledge."



米国における日本型授業研究, by Catherine Lewis



成果物:図でみる日本の授業研究

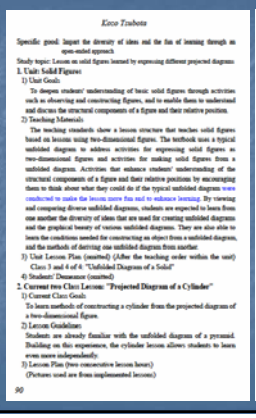
Samples of Japanese Lesson Study

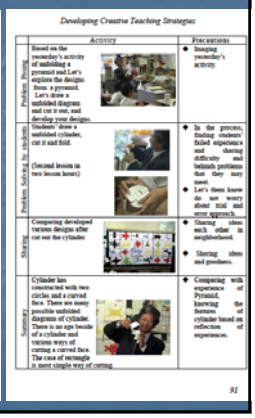
授業研究その歴史

Children devise with their own study questions and write them on small chalkboards in the school hallway.

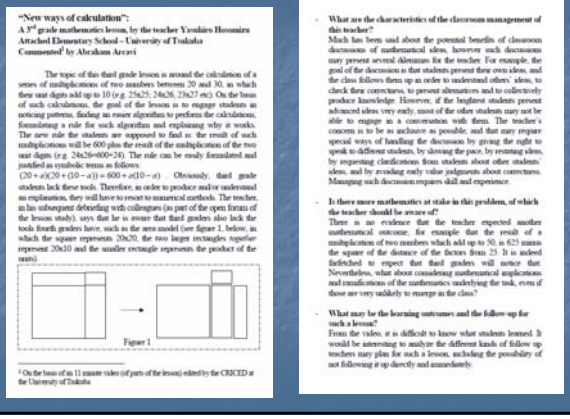
The boards are hung in the classroom to present the proposed ideas.

よい授業とその指導案





VTRを利用して何が学べるか？



みなさんとの共同！

派遣現職教員ならではのできること！

- 授業研究の普及
- 研修会の実施