

# Field IV Organization & Implementation of Curriculum

Noriko KIMURA-IIDA

(JAPANESE EDUCATIONAL SYSTEM & PRACTICE PART 2)

## **(1) Outline**

- 1 Total Structure of Curriculum
- 2 Process of Curriculum Development

## **(2) Organization of Curriculums**

- 3 Educational Objectives and Curriculum
- 4 Curriculums and Courses of Study

## **(3) Implementation of Curriculums**

- 5 Organization of Units and Study Materials
- 6 Lesson Plans
- 7 Evaluation of Study
- 8 Class and Curriculum Evaluations
- 9 Forms of Guidance

## **(4) Examples of Curriculum Activities**

- 10 Subjects in Elementary Schools
- 11 Moral Education
- 12 English Activities
- 13 The Period of Integrated Study
- 14 Special Activities 1 (Class Activities)
- 15 Special Activities 2 (Students Council)
- 16 Special Activities 3 (Club Activities)
- 17 Special Activities 4 (School Events)
- 18 Club Activities

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

University of Tsukuba, JAPAN

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

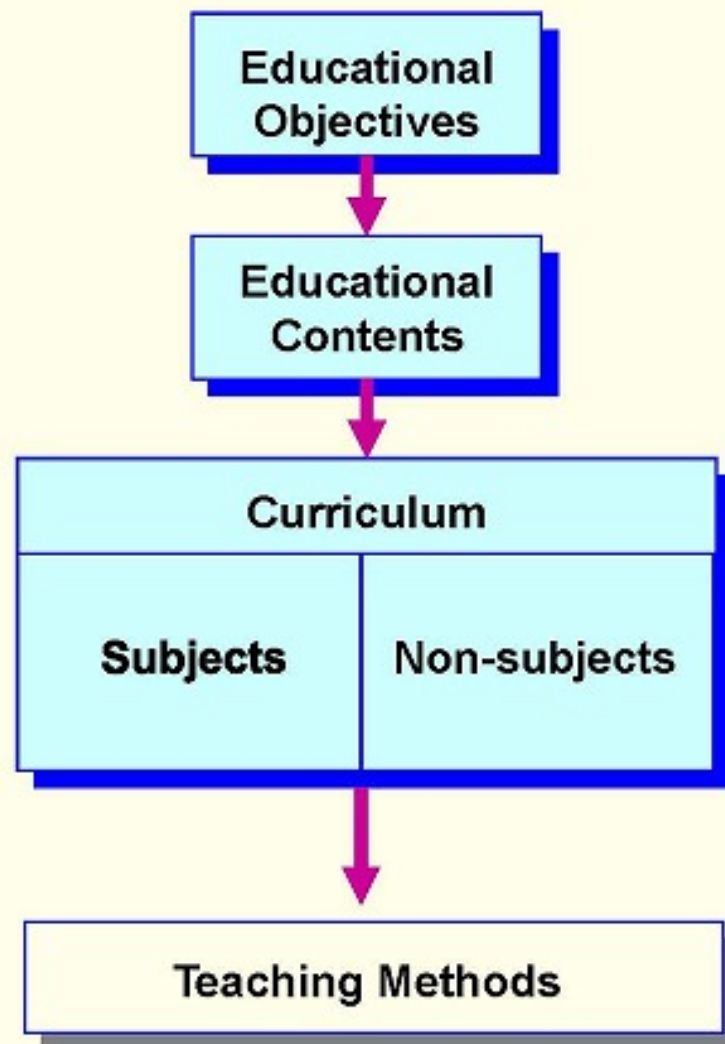
## ■ Curriculums

= 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)



## ■ Curriculum development

= The continuous activity of improvement through evaluations of curriculums

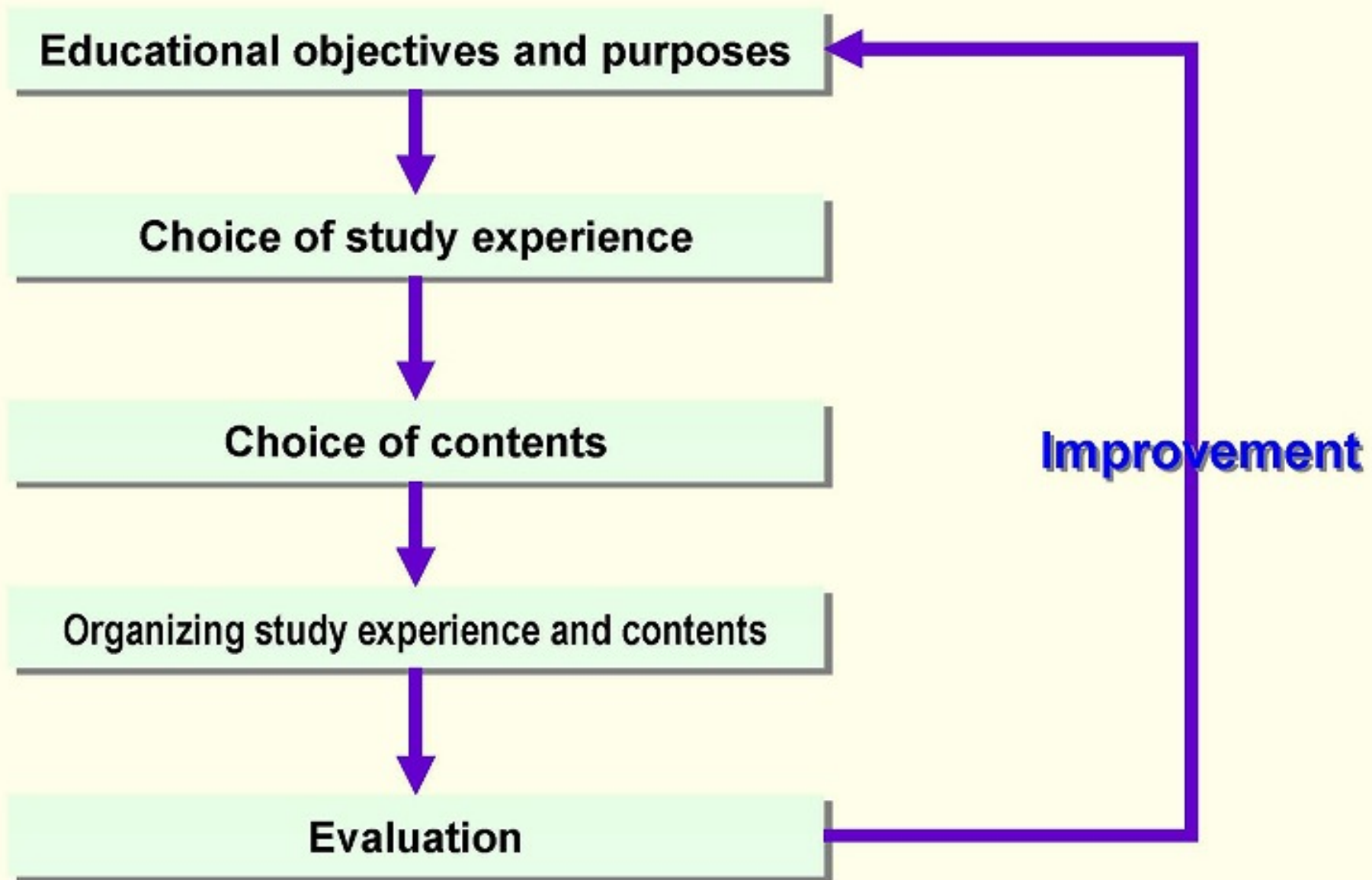
## ■ The rising tendency

= SBCD (School-based Curriculum Development)

# Process of Curriculum Development



# Process of Curriculum Development



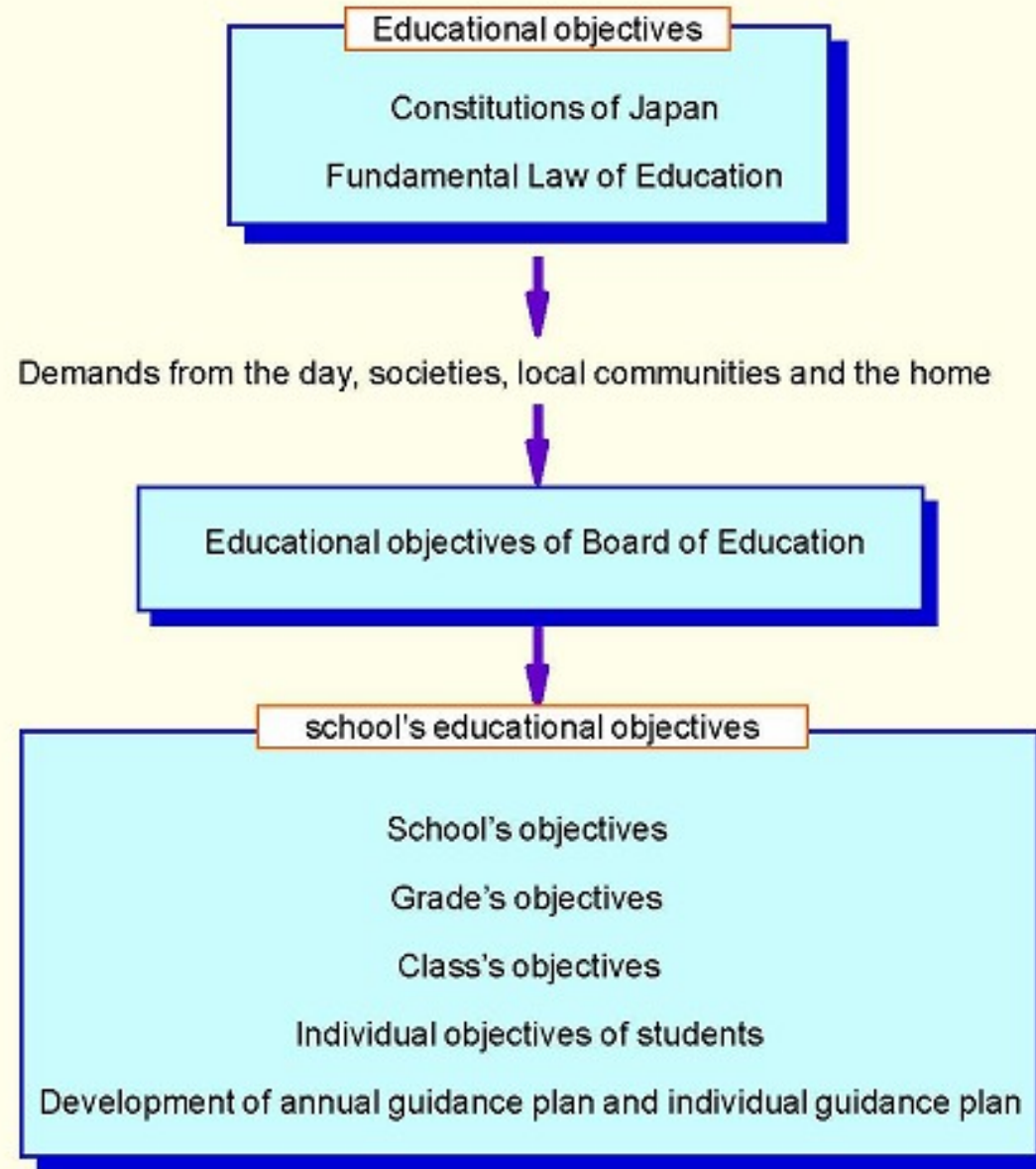




## ■ Educational Objectives of Schools

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

# 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

### ■ Objectives of curriculum revision described in the Course of Study (2008 - 2009)

- (1) To nurture “zest for living” based on the educational philosophy ensured by the revision of the Basic Act on Education, etc.
- (2) To emphasize balance between gaining knowledge and skills, and nurturing the abilities to think, judge, and express
- (3) To nurture a rich spirit and build a healthy body by developing moral and physical education

**(Course of Study = National standard of curriculum by a country)**

### ■ Characteristics of the course of study (2008-2009)

- Development of language activities
- Development of math and science education
- Development of experience activities
- New establishment of “foreign language activities” (elementary school)
- Increase of the hours of class sessions through a year
- Reduction of the hours of class sessions for “the period of integrated study”

# Curriculums & Courses of Study

| Classification                                |                         | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|---|-------------------------|---------|---------|---------|---------|---------|---------|
| Class Hours of Each Subject                   | Japanese Language       | 306     | 315     | 245     | 245     | 175     | 175     |
|   | Social Studies          |         |         | 70      | 90      | 100     | 105     |
|   | Arithmetic              | 136     | 175     | 175     | 175     | 175     | 175     |
|   | Science                 |         |         | 90      | 105     | 105     | 105     |
|   | 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      | 102     | 105     | 105     | 105     | 90      | 90      |
| Class Hours of Moral                          |                         | 34      | 35      | 35      | 35      | 35      | 35      |
| Class Hours of Foreign Language Activities    |                         |         |         |         |         | 35      | 35      |
| Class Hours of the Period of Integrated Study |                         |         |         | 70      | 70      | 70      | 70      |
| Class Hours of Special Activities             |                         | 34      | 35      | 35      | 35      | 35      | 35      |

(From Enforcement Regulation of School Education Act, 2008)



# Curriculums & Courses of Study



(1)



(2)



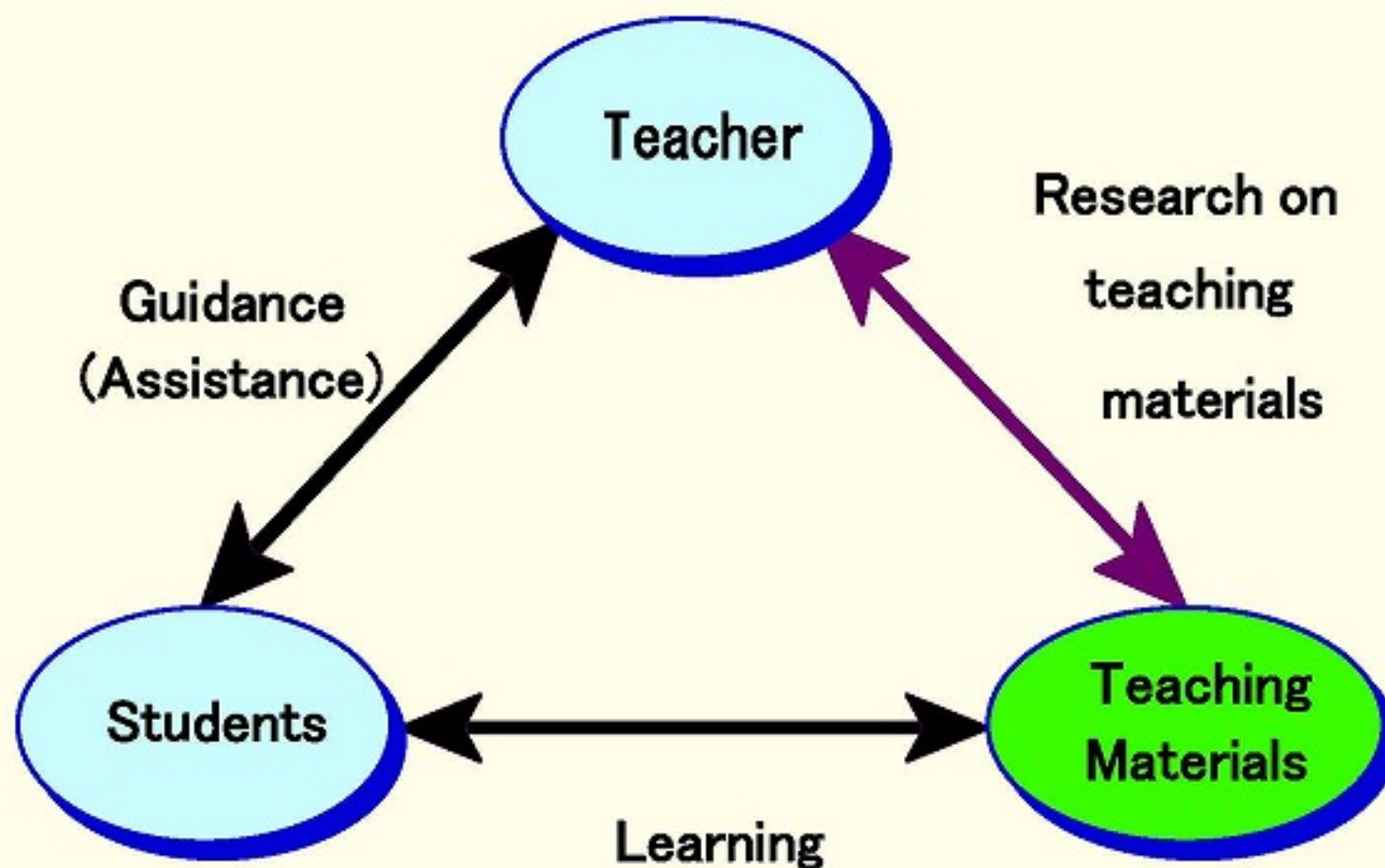
(3)

■ **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)<br>Devices of cards<br>① cards indicate unit decimals and number of units<br>② 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)<br>Devices of cards<br>① cards indicate numbers as box diagram<br>② cards indicate numbers on number line                  |
| 6    | Order                     | To be able to play "sevens" by understanding rules of numbers             | Learning through games (sevens)<br>Using cards <sup>2</sup> 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)<br>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)<br>Using cards used in "composition"   |

# Organization of Units & Study Materials

|                  | International Understanding   | Information   | Environment | Welfare   | People | Nature |
|------------------|---|---|-------------|---|--------|--------|
| Grade 3<br>(105) |   |   |             | ○Meeting with people (36)<br>• friends at schools for handicapped<br>• being friendly with elderly<br>• let's enjoy exercizes | ◎      |        |
|                  | ○Foreign countries (18)<br>•Let's come in touch with English<br>•Let's know foreign lives |   |             |   | ◎      | ○      |
|                  |   |   |             | ○lodging learning(12)   | ○      | ◎      |
|                  |   | ○Let's touch computers (7)<br>•Let's write a letter to home<br>•Producing work with omputer |             |   | ◎      |        |
|                  |   | Kids' Theater(22)<br>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

## 〇〇科学習指導案

指導者 〇〇〇〇

1. 日時・場所：〇月〇日〇曜日 第〇時限目 〇〇教室

2. 対象学級：〇年〇組 (男子〇名、女子〇名)

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) 総時数〇時間

(1) 〇〇〇について・・・〇時間

(2) 〇〇〇について・・・〇時間・・・(本時)

(3) 〇〇〇について・・・〇時間

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)
- 人間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 国家の政治と文化・・・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。<br>聖徳太子の政治から大化の改新への経過を調べよう。<br><br>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。<br>・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。<br>・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敬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"> <li>・摂政という仕事</li> <li>・冠位十二階</li> <li>・十七条の憲法</li> <li>・遣隋使</li> </ul> <p>【大化の改新】</p> <ul style="list-style-type: none"> <li>・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。</li> <li>・大化の改新の経過、内容を理解する。</li> </ul> | <ul style="list-style-type: none"> <li>・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展開する。</li> <li>・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。</li> <li>・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。</li> <li>・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。</li> <li>・改新の節を読み、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。</li> </ul> | <ul style="list-style-type: none"> <li>◎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)</li> <li>◎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)</li> </ul> |
| まとめ | <ul style="list-style-type: none"> <li>・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。</li> <li>・次時への予告</li> </ul>   | <ul style="list-style-type: none"> <li>・板書をもとに今日の授業の流れを確認する。</li> <li>・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。</li> </ul>  |   |

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

### ■ Considerations re Absolute Evaluations that are based on Objectives

- To comprehend the situation of individual student achievement, 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



## ■ 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

- (1) Timeliness of learner's development
- (2) Content that meets individual differences
- (3) Students' sense of satisfaction and effort
- (4) Effectiveness of teaching materials and equipment

## ■ Curriculum Evaluations

= Evaluation to improve curriculums

## ■ Evaluation Points

- (1) Students assessment on academic achievement
- (2) Evaluation of school curriculum development organization
- (3) Evaluation of relationships between communities and curriculums
- (4) Curriculum results and the evaluation process for the entire school
- (5) School characteristics



# Class and Curriculum Evaluations



(IV - 32)

**Class visit by teachers**

1st grade, Moral, March 2005

**32**

## ■ The prevailing forms of guidance

- Frontal teaching
- Group study
- Individual learning

## ■ Recent tendencies

- Guidance according to the individual needs and abilities

### ■ **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

①

Frontal teach



②

Group study



③

Team teaching

④

Individual teaching



⑤



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 peaceful and democratic country/society, who lives in international society.  |
| Arithmetic            | Through arithmetic activities, to acquire basic and fundamental knowledge and skills on quantity and figures, to nurture ability to think logically and describe with having perspectives of daily phenomena, and to nurture attitude to apply arithmetic activities and management to real life and learning 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 realistic 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 exercise sensibility, 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 acquire basic and fundamental knowledge and skills necessary for daily life, to nurture the mind to cherish home life, and to nurture a practical attitude to make life better 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 build a foundation of one's nature and ability to enjoy sports throughout one's life, to promote maintenance of health and improvement in physical strength, and to nurture attitude to have a 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



(1) Researching



(2) Summarizing



(3) Presenting



(4) Discussion



(5) Observing



(6) 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

## ■ Education System

To develop moral education with leadership of a 'moral education enhancing teacher' and cooperation of all the teachers.

## ■ Focus of teaching contents (elementary schools)

### ● Throughout the school

- To foster independence, self-reliance, and respect for lives of oneself and others
- To deepen the thought over one's way of life

### ● Grade 1 & 2:

Do not do what one should not do as a human being, greetings

### ● Grade 3 & 4:

Keep promises and follow the rules of groups and society

### ● Grade 5 & 6:

Understand significance of laws and rules, attitudes to understand the other person's position and support each other, roles and responsibilities in a group

# Moral Education



4th grade, January 2005

# Moral Education





### ■ Objectives of Foreign Language Activities (elementary schools)

To foster basic communication skills while gaining deep experiential understanding of languages and culture through foreign languages, developing attitudes to try to communicate actively, and become familiar with the sounds and basic expressions of foreign languages.

### ■ Contents of Foreign Language Activities (elementary schools)

1. To try to communicate actively in foreign languages
2. To deepen understanding of Japanese and foreign languages and cultures through experience

## The Period of Integrated Study

### ■ Characteristics

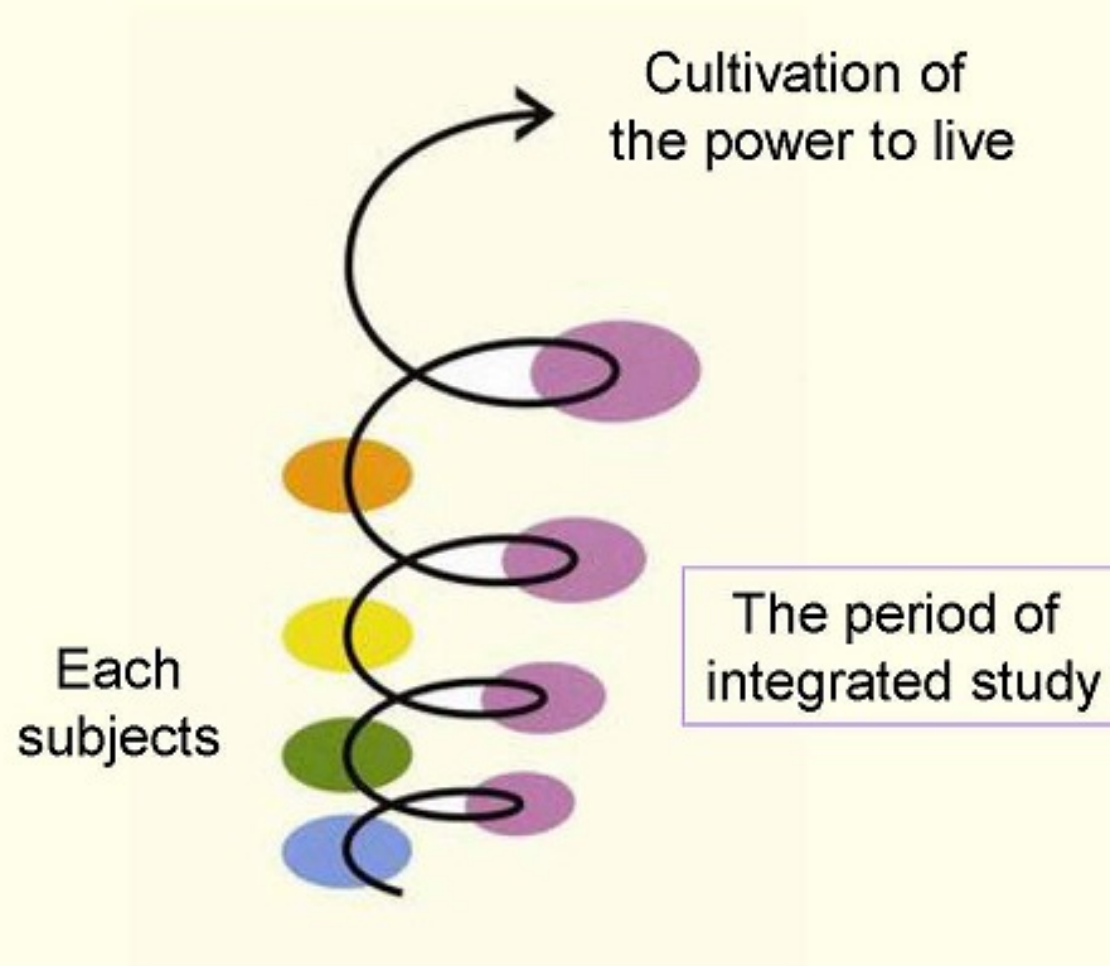
“The period when children can do crossover and integrated study beyond the regular framework of subjects by using each school’s idea”

### ■ Aims (elementary schools)

### ■ Learning activities (elementary schools)

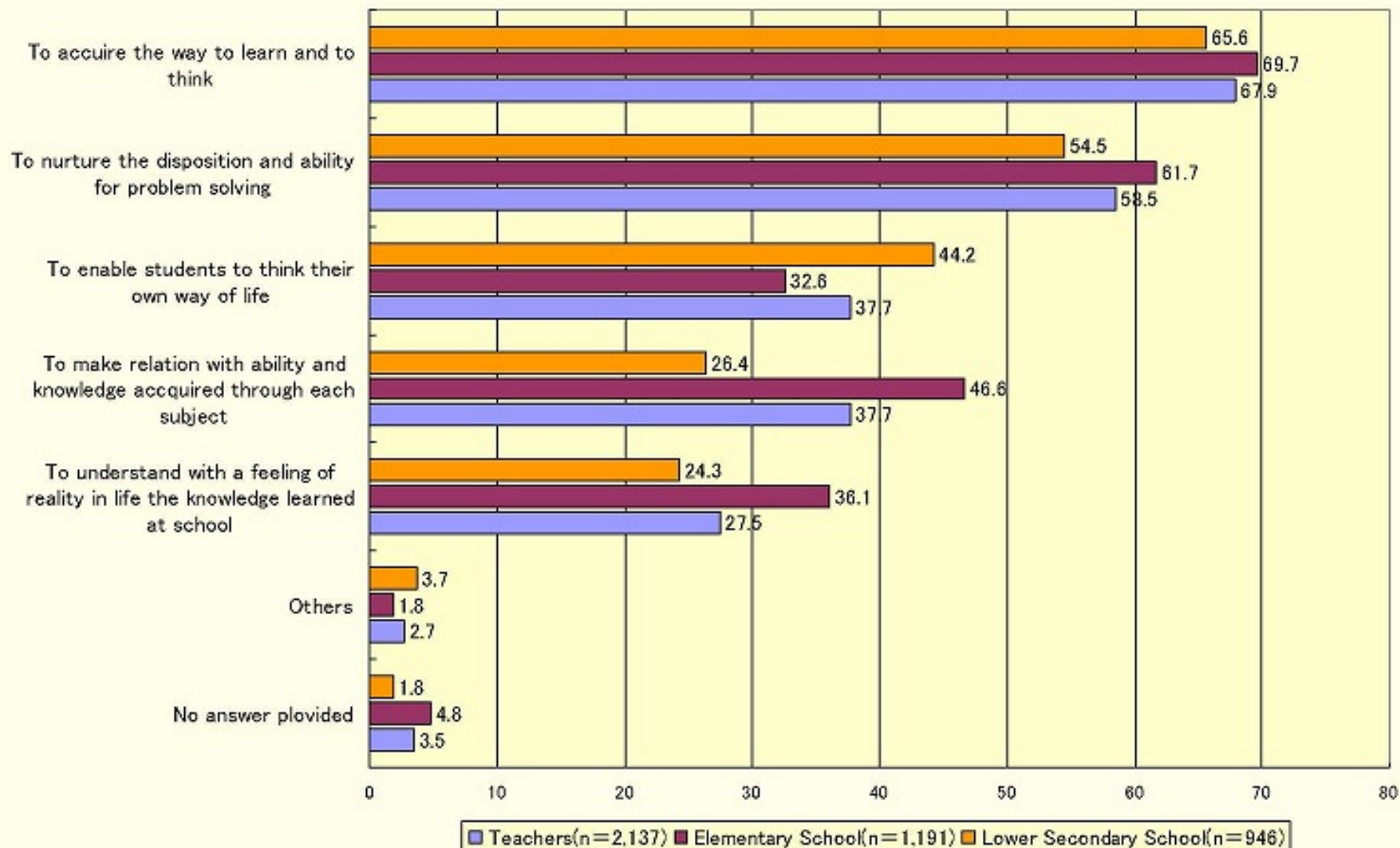
- (1) Study of crossover and integrated subjects (international understanding, information, environment, welfare and health, etc.)
- (2) Study of subjects based on children’s interests and concerns
- (3) Study of subjects linked to lives of local residents and the characteristics of individual communities and schools such as tradition and culture

# The Period of Integrated Study



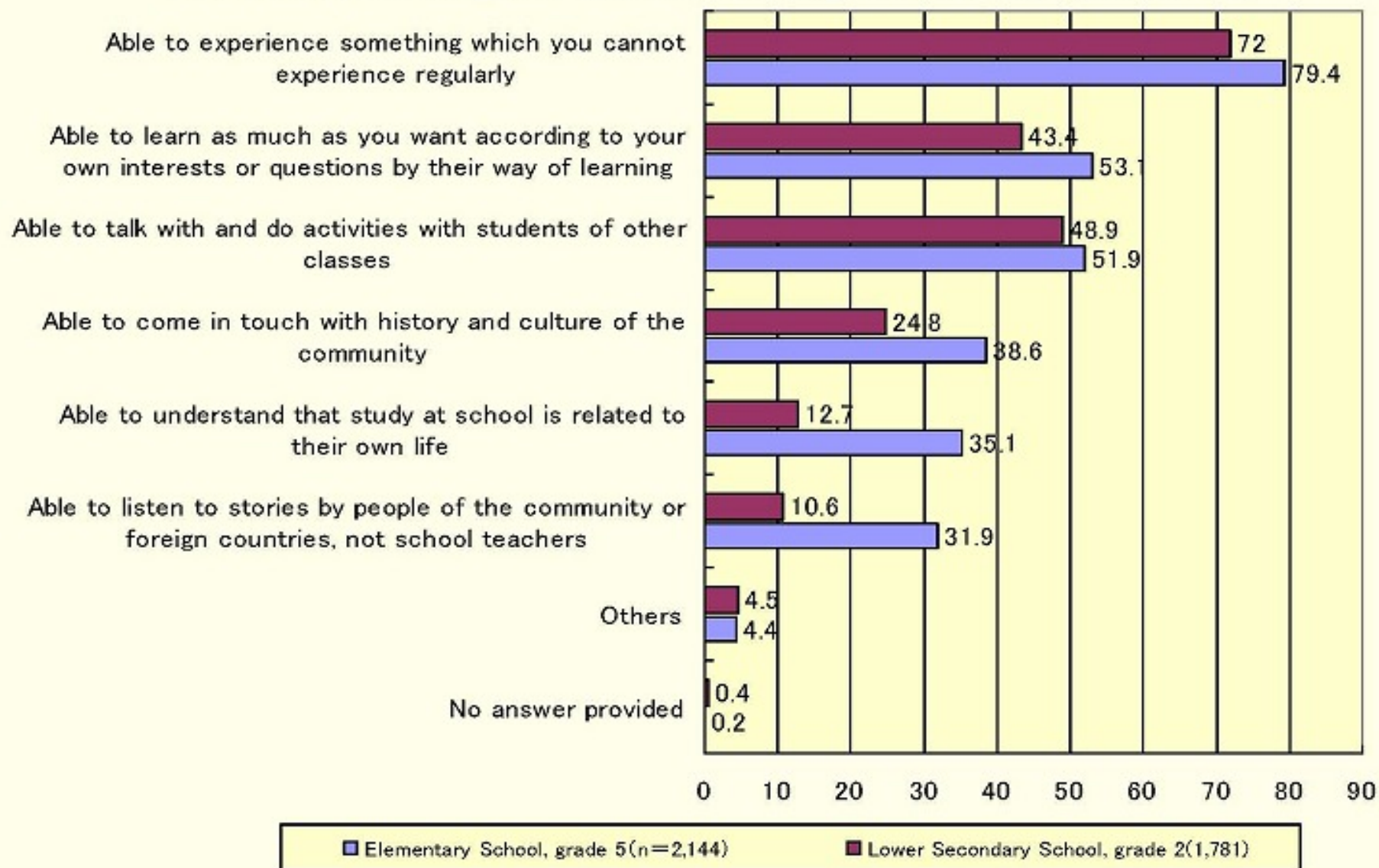
# The Period of Integrated Study

## 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



## Special Activities 1 (Class Activities and Homeroom Activities)

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

## **Class Activities**

### **■ Aims (elementary schools):**

To build better human relationships, to participate in creation of better life in class and school as a member of a group, and to nurture independent and practical attitudes and healthy and sound lifestyle to solve problems, through class activities,

### **■ Contents (elementary schools):**

- (1) To build life in classroom and school
- (2) To adapt to daily life and study, and health and safety.



# Special Activities 1 (Class Activities)



①



③



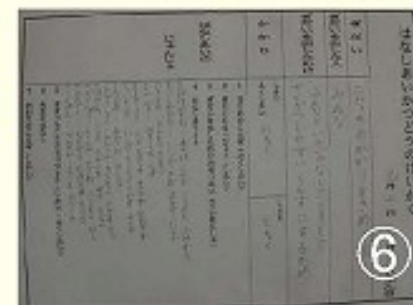
②

| 水       | 火                         | 月                     | 金                     | 木                     | 学級会の計画のしかた                           |
|---------|---------------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|
| 学校会をひらく | 話し合いの<br>意見を考え、<br>井ためておく | 話し合いの<br>ことの流れを<br>ひく | 話し合いの<br>ことの流れを<br>ひく | 話し合いの<br>ことの流れを<br>ひく | 学級会の計画の<br>すること<br>する                |
| 五時間目    | 五時間目                      | 五時間目                  | 五時間目                  | 五時間目                  | やる時間<br>やる時間<br>休み時間<br>いつでも<br>(全頁) |
| 20分休み   | 20分休み                     | 20分休み                 | 20分休み                 | 20分休み                 | 20分休み                                |

④



⑤



⑥

# Special Activities 1 (Class Activities)



### Activities of Student Council

#### ■ Aims (elementary schools)

To develop desirable human relationship, to participate in creating a better school life as a member of a group, and to nurture independent and practical attitudes to solve problems together through the activities of a student council.

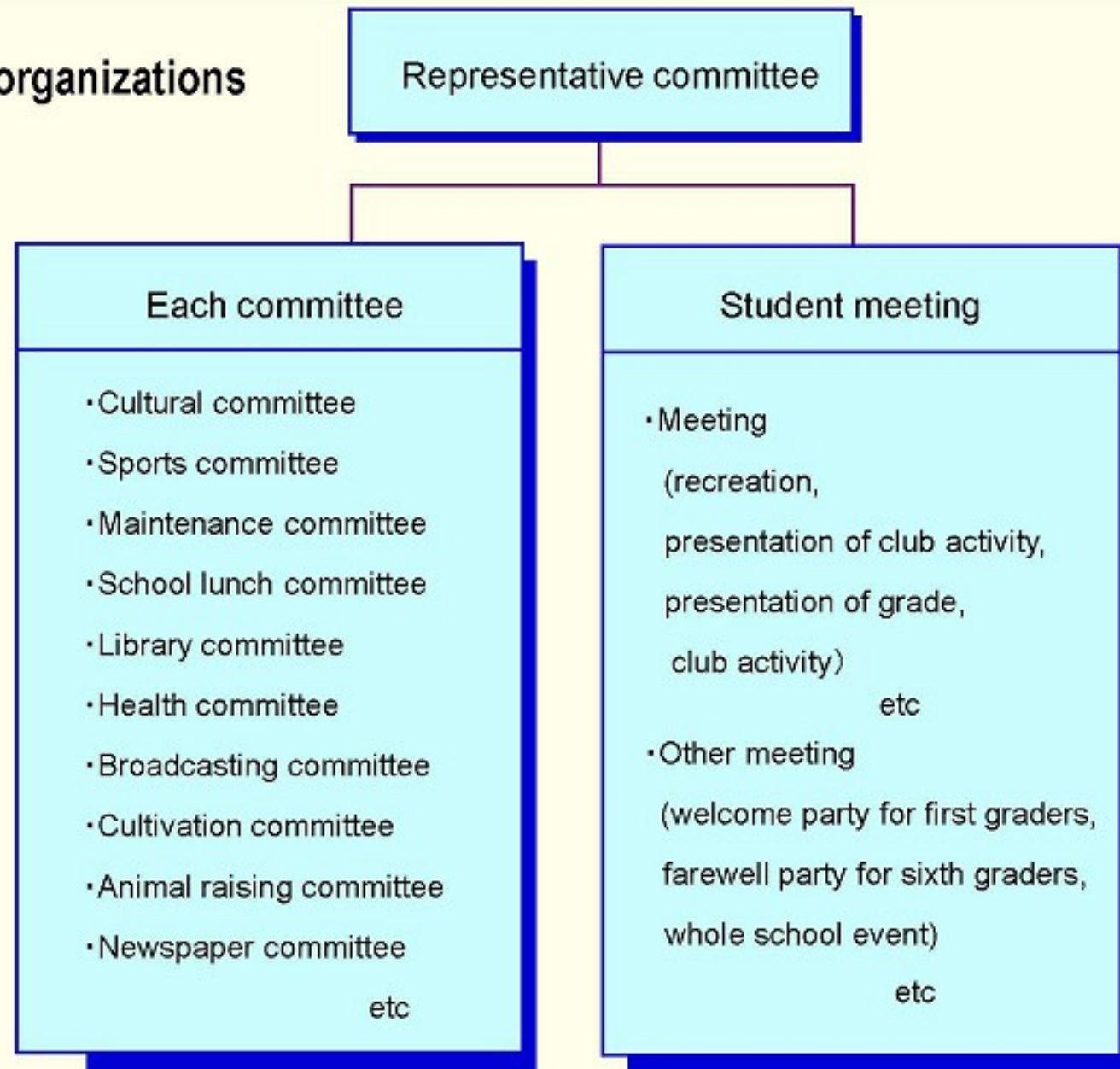
#### ■ Contents (elementary schools)

To conduct activities in order to enrich and improve school life in the “student council” organized by all students in a school

- (1) Planning and management of student councils
- (2) Communication among students of different age groups
- (3) Support for school events

# 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



### Club activities

#### ■ Aims (elementary schools)

To develop desirable human relationships, to nurture individuality, and to nurture independent and practical attitudes to participate together in creating better clubs as a member of a group through club activities.

#### ■ Contents (elementary schools)

To conduct activities in order to have deeper communication among students of different age groups, and to pursue common interests and concerns in club activities organized mainly by upper grade students who have common interests with no relation to grades and classes.

- (1) Planning and management of clubs
- (2) Activities to enjoy clubs
- (3) Presentation of club's achievement



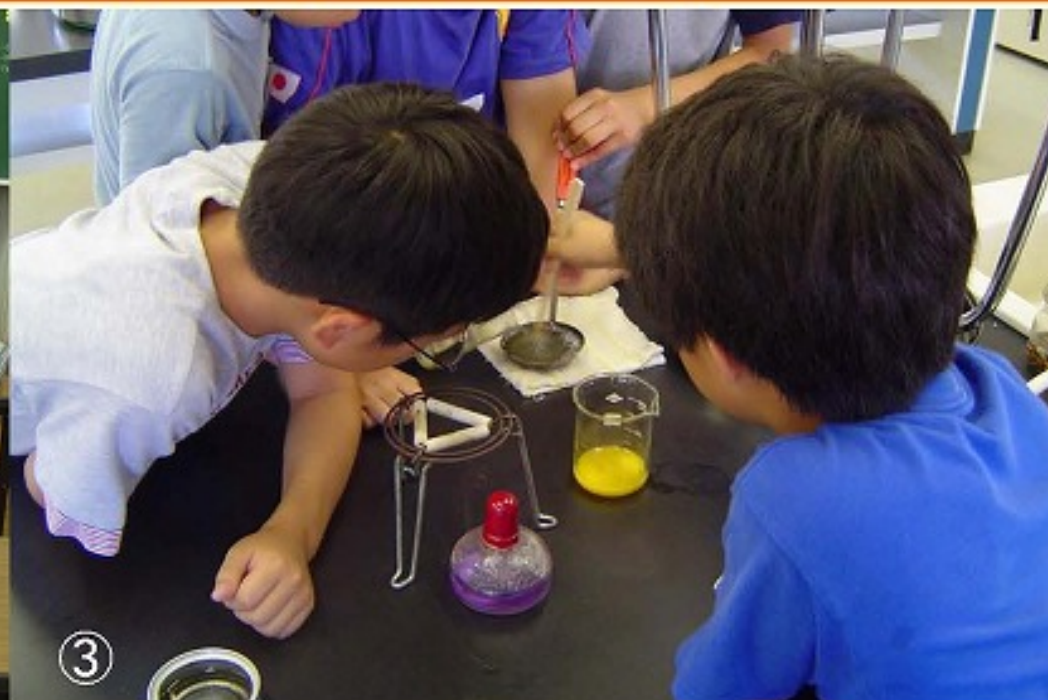
## Special Activities 3 (Club Activities)

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

# Special Activities 3 (Club Activities)



# Special Activities 3 (Club Activities)



## Special Activities 3 (Club Activities)



# Special Activities 3 (Club Activities)



## School Events

### ■ Aims (elementary schools)

To develop desirable human relationships, to deepen the sense of belonging to a group and solidarity, to nurture public-mindedness, and to nurture independent and practical attitudes to develop school life together through school events

### ■ Types of school events (elementary schools)

To conduct experiential activities as a whole school or a grade in order to give school life order and changes, and to contribute to enrichment and development of school life.

- (1) Ceremonial events
- (2) Cultural events
- (3) Health and safety related events and athletic events
- (4) School excursion/ group lodging events
- (5) Work service and voluntary events

### ■ **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

### ■ 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



(IV - 74)

Computer club

Brass bands

74

# Composition(1)

## Part 1

### I Outline of Japanese School System

41 slides

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

### II Japanese Educational Administration & Finance

84 slides

- 1 The System of Law
- 2 Basic Act on Education
- 3 Reform Movements in Educational Administration (1)
- 4 Reform Movements in Educational 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 Responsibility Structure
- 9 Schools Covered by the School Education Law
- 10 Establishment and Management of Schools
- 11 Criteria for School Facilities and Class Size
- 12 Enrollment and Non-Attendance
- 13 Self-Evaluation / Third Party Evaluations
- 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 Students of the Permitted Enrollment System
- 20 Education of Children in Isolated Areas
- 21 Evening Lower Secondary School

### III Japanese Social Education

43 slides

- 1 Social Education Facilities 1 (Citizen's Public Halls)
- 2 Social Education Facilities 2 (Libraries)
- 3 Social Education Facilities 3 (Museums)
- 4 Supervisors for Social Education
- 5 Children's Natural Houses & Public Houses for Youths
- 6 Social Educational Organizations
- 7 Social Correspondence Education
- 8 Social Physical Education & Life-long Sports
- 9 Cultural Centers (Private Profit Social Education Businesses)

# Composition(2)

## Part 2

### IV Organization & Implementation of Curriculum

74 slides

- (1) Outline
- 1 Total Structure of Curriculum
- 2 Process of Curriculum Development
- (2) Organization of Curriculums
- 3 Educational Objectives and Curriculum
- 4 Curriculums and Courses of Study
- (3) Implementation of Curriculums
- 5 Organization of Units and Study Materials
- 6 Lesson Plans
- 7 Evaluation of Study
- 8 Class and Curriculum Evaluations
- 9 Forms of Guidance
- (4) Examples of Curriculum Activities
- 10 Subjects in Elementary Schools
- 11 Moral Education
- 12 English Activities
- 13 The Period of Integrated Study
- 14 Special Activities 1 (Class Activities)
- 15 Special Activities 2 (Students Council)
- 16 Special Activities 3 (Club Activities)
- 17 Special Activities 4 (School Events)
- 18 Club Activities

### V Classroom Management & Guidance

43 slides

- 1 Classroom Management Plans
- 2 Class Objectives
- 3 Class Activities, Group Activities, Day Duty
- 4 "Class Newsletters"
- 5 Group Activities for Children of Differing Ages
- 6 Non-attendance at School (Absenteeism)
- 7 Measures for Dealing with Non-attendance at school
- 8 Visits to Children's Homes
- 9 The School Counselor and the Counselor of Education for Sound Mental Development
- 10 Teacher Guidance Meetings
- 11 Class Fees

### VI School Management

46 slides

- 1 School Management
- 2 Aims and objectives of Public Education
- 3 Objectives of Compulsory Education
- 4 School Management Plan
- 5 Educational Goals of School
- 6 Curriculum Management
- 7 Teachers' Meeting
- 8 Principal's Duty & Competence
- 9 Principal from Private Sector
- 10 School Management Duty
- 11 Head of Department System
- 12 Duty of Assistant Principal, Senior Teacher, and Advanced Skill Teacher
- 13 School Evaluation
- 14 School Evaluation System
- 15 Community School
- 16 Evaluation of Teacher
- 17 Risk Management of School
- 18 System of School Choice
- 19 School Empowerment
- 20 School Management Reform in Japan

# Composition(3)

## Part 2

### **VII Cooperation between School and Local Community**

77 slides

- 1 PTA
- 2 Visits to Children's Homes
- 3 Open Class Days
- 4 Parent-Teacher Meetings
- 5 Report Cards
- 6 Communication Notebooks between Teachers and Parents
- 7 School Newsletters, Grade Newsletters, Class Newsletters
- 8 School Home Pages
- 9 Networking system
- 10 Human Resources of Communities
- 11 Local Community Office Supporting School
- 12 Work Experiences
- 13 Community Learning
- 14 School Councilor System
- 15 School Administrative Council
- 16 Opening Schools to the Public
- 17 School Complex Facilities
- 18 Kodomo-kai (Children's Gathering)
- 19 Local Education Liaison Councils
- 20 110 Homes for Children
- 21 Educational Costs Paid by Parents

### **VIII Teacher's Qualifications Training**

45 slides

- 1 Teacher's Professionalism and Qualification
- 2 Pre-service Training of Teacher
- 3 Equivalency Examination for Teacher's Qualification
- 4 Appointment of Teacher
- 5 Renewal System of Teachers' Certification
- 6 In-service Training
- 7 School-based in-service Training
- 8 Training of School Leader
- 9 Teacher's Salary
- 10 Punishment for Teacher
- 11 Training of Principal and the Role of Graduate School

# Composition(4)

## Part 3

### IX Japanese School life & Culture

| • School Events<br>15 slides           | • The Typical Day of a<br>Teacher<br>13 slides | • The Typical Day of a<br>Student<br>15 slides | • Japanese School Life<br>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<br>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<br>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'<br>Preferences      |
| 8 Marathon Race                        | 23 School Lunch 2                              | 36 Recesses 2                                  | 51 Indoor Shoes                         | 65 Uniform                       |
| 9 Overnight Trip with<br>Outdoor Study | 24 Cleaning Time                               | 37 Recesses 3                                  | 52 Lunch Time                           | 66 School Emblem,<br>School Song |
| 10 School Trip                         | 25 Meeting before going<br>back home           | 38 Playing                                     | 53 Cooperative Work<br>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<br>Class                  | 40 Teachers' Room                              | 55 Cooperative Work<br>for Cleaning     | 69 Memorial for<br>Graduation    |
| 13 Music Festival                      | 28 Instructions to<br>Students                 | 41 Meeting before going<br>home                | 56 Places for Cleaning                  | 70 Assistant English<br>Teacher  |
| 14 Closing Ceremony                    |  | 42 Getting out of School                       | 57 Keeping Animals,<br>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.

**(Members of the editorial board)**

**Supervisor:** Mariko Sato

**-Textbook-**

**Editor**

Ryoichi Kamada &  
Nobuhiko Yanagibayashi

**Page layout**

Yukiko Yamao

**-Slides-**

**Editor**

Ryoichi Kamada &  
Nobuhiko Yanagibayashi

**Slide layout:** Ryoichi Kamada

**Chart design:** Nobuhiko Yanagibayashi

**Documents research :** Nobuhiko Yanagibayashi

**Photographs & Interview :** Ryoichi Kamada / Atsuyoshi Hirata

## Japanese Educational system and Practice

(A Core Center of the Cooperation Bases System Building Project for  
International Cooperation in Educational Development Promoted by MEXT)  
「Project to Organize Information on Educational Experiences from Japan  
— Focusing on Educational Management and Teachers' Training —」

February 2010

Center for Research on International Cooperation  
in Educational Development  
(CRICED)  
University of Tsukuba, JAPAN

〒305-8572 1-1-1, Tennodai, Tsukuba-shi, Ibaraki-ken  
Tel: 029-853-7287 Fax: 029-853-7288

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

E-archive: <http://e-archives.criced.tsukuba.ac.jp/>

Please send your comments and concerns here

e-mail: [criced-adm@human.tsukuba.ac.jp](mailto:criced-adm@human.tsukuba.ac.jp)