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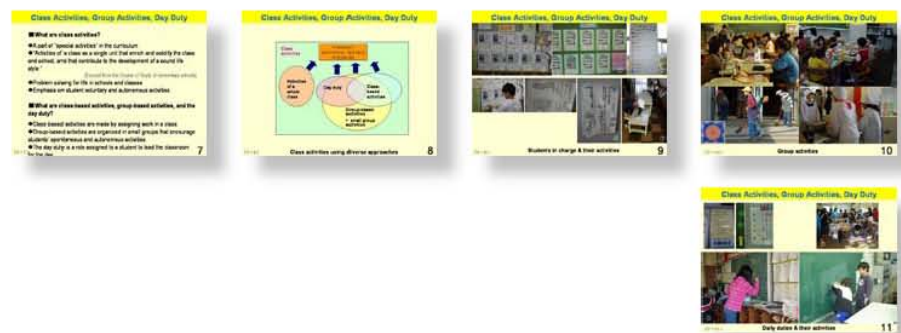
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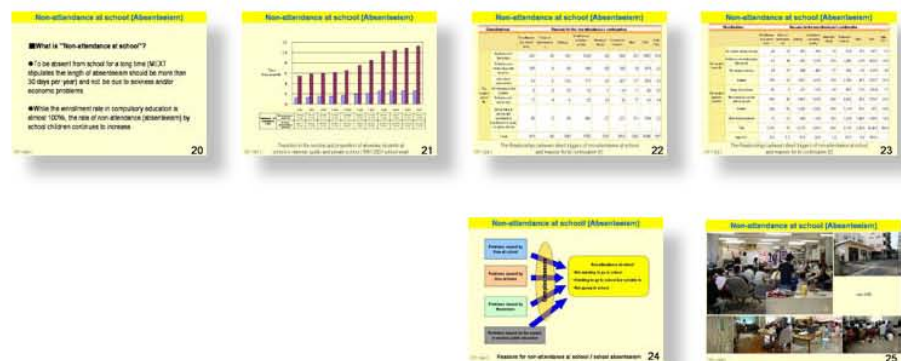
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Non-attendance at School (Absenteeism)



7 Measures of Non-attendance at School

Measures for Dealing with Non-attendance at school

- Various measures inside and outside of school
- Visits to children's homes by teachers
- Going to the health office instead of the classroom
- Establishment of special classrooms for non-attending (absentee) school children
- Provision of school counselors
- etc.

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Measures for Dealing with Non-attendance at school

Measures	Number of schools	Number of students	Percentage (%)
Establishment of special classrooms for non-attending (absentee) school children	100	100	100
Provision of school counselors	100	100	100
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Effective measures showing schools for students who were going to school 27

Measures for Dealing with Non-attendance at school

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Effective measures showing schools for students who were going to school 28

Measures for Dealing with Non-attendance at school

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Measures for Dealing with Non-attendance at school

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8 Visits to Children's Homes

Visits to Children's Homes

- What are visits to children's homes?
- Home visit teachers visit their students' homes after school in order to provide student guidance
- What are objectives of visits to children's homes?
- To build up interactions with their homes in order to have more practical understandings regarding each individual student
- To understand the living situation and learning environment of students at their homes
- To communicate and exchange information with children's parents to improve guidance to students who create problems at school

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Visits to Children's Homes

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Visits to Children's Homes

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9 The School Counselor and the Counselor of Education for Sound Mental Development

The School Counselor and the Counselor of Education for Sound Mental Development

- What is a school counselor?
- Specialists in counseling who are not teachers are staffed to meet the needs and specifications of students and teachers in order to provide guidance
- As of 2002 year, nationwide were assigned to 2,200 elementary schools, 1,000 middle schools and 1,000 high schools
- What is a counselor of education for mental soundness?
- They are specialists who are staffed to meet the needs and specifications of students and teachers in order to provide guidance
- As of 2002 year, nationwide were assigned to 2,200 elementary schools, 1,000 middle schools and 1,000 high schools

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The School Counselor and the Counselor of Education for Sound Mental Development

- What is a counselor of education for mental soundness?
- There is no official qualification for school counselors. School counselors are not full-time staff. School counselors are not deployed to every school.
- Counselor deployment is performed, according to school counseling needs
- School counselors provide counseling to students in school counseling rooms
- School counselors also give advice to teachers and parents

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The School Counselor and the Counselor of Education for Sound Mental Development

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The School Counselor and the Counselor of Education for Sound Mental Development

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10 Teacher Guidance Meetings

Teachers' Guidance Meetings

- What is a Teacher Guidance Meeting?
- A meeting to share information at school about problems or guidance in each class and individual problems of students
- Not only meeting sharing of information, teachers also discuss methods of guidance and also provide specific guidance and teaching using cooperative methods

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Teachers' Guidance Meetings

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Teachers' Guidance Meetings

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11 Class Fees

Class Fees

- What are class fees?
- 20th article of the Japanese Constitution provides that "from compulsory education shall be free"
- 41st article of the Fundamental Law of Education provides that "tuition fees shall not be collected at compulsory education schools of the state and state autonomous bodies"
- [... all class fees are collected as private expenses]

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Class Fees

Class	Year	Class Fee	Class Fee	Class Fee
Elementary School	2001	100	100	100
Elementary School	2002	100	100	100
Elementary School	2003	100	100	100
Elementary School	2004	100	100	100
Elementary School	2005	100	100	100
Elementary School	2006	100	100	100
Elementary School	2007	100	100	100
Elementary School	2008	100	100	100
Elementary School	2009	100	100	100
Elementary School	2010	100	100	100
Elementary School	2011	100	100	100
Elementary School	2012	100	100	100
Elementary School	2013	100	100	100
Elementary School	2014	100	100	100
Elementary School	2015	100	100	100
Elementary School	2016	100	100	100
Elementary School	2017	100	100	100
Elementary School	2018	100	100	100
Elementary School	2019	100	100	100
Elementary School	2020	100	100	100
Elementary School	2021	100	100	100
Elementary School	2022	100	100	100
Elementary School	2023	100	100	100
Elementary School	2024	100	100	100
Elementary School	2025	100	100	100
Elementary School	2026	100	100	100
Elementary School	2027	100	100	100
Elementary School	2028	100	100	100
Elementary School	2029	100	100	100
Elementary School	2030	100	100	100

Example of how expenditures in class fees are spent 42

Class Fees

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Classroom Management Plans

■What is “ classroom management ” ?

- It is guidance that home-room teachers give to their students.
- It includes both individual guidance and classroom guidance.
- It is intended to promote student human growth through interactions within the classroom.

■What is a “ plan of classroom management ” ?

- An annual plan of classroom management made by home-room teacher
- A way to achieve goals of classroom management of home-room teacher
- All learning activities including subject instruction

(V-1)

1

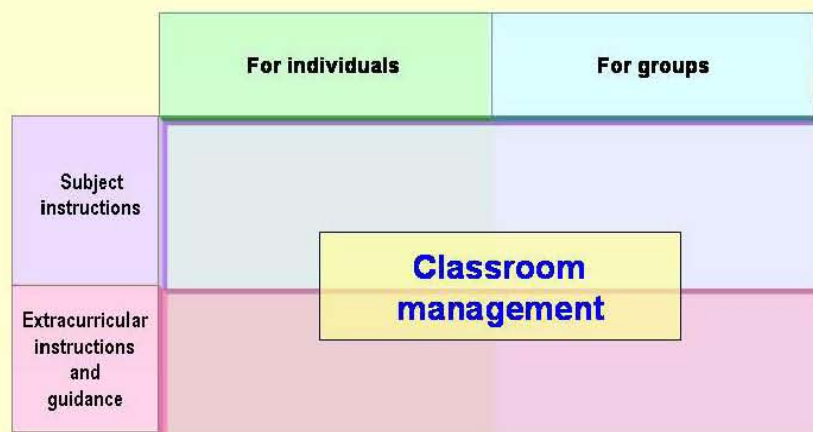
classroom management and then proceed to manage their classes on the basis of the annual plan.

A classroom is a physical space where students grouped in a class focus on learning subjects and social interactions in school life. Especially at the level of elementary schools, the time spent in classrooms is significant as students' characters are formed through interactions among students under group-based study arrangements.

A disciplined, friendly and comfortable atmosphere is indispensable in classrooms since it forms the basis for students to live and learn year around. A classroom that groups students with individual personalities is not an easy or automatic situation to sustain.

In elementary schools in Japan, therefore, home-room teachers have to make their own annual plans on

Classroom Management Plans



(V-2)

Diagram of concept of classroom management

2

as a group.

Home-room teachers usually are in charge of their classes in Japan's elementary schools. While recently, some specialized teachers only teach specific subjects, such as , music , drawing and handcrafts, home-room teachers teaches and handled multiple subjects and also are in charge of moral education, Special Activities and Guidance. Therefore, classroom management by home-room teachers ranges from subject instructions to extracurricular activities.

Students develop individually by exercising their own abilities, personalities, and by improving self-confidence in class. At the same time, they develop social group skills by cooperating or discussing with classmates with differing personalities and abilities. In classroom management, teachers provide guidance for students individually as well as for the whole class

Classroom Management Plans

Feature of students				
Problems that students have				
Objectives of year				
	April	May	June	...
Each subject				
Moral				
Special activities				
Period of Integrated Study				

(V-3)

Diagram of concept of classroom management

3

A class management plan needs to be made with a perspective of educational activities that includes guidance on both subjects and extracurricular activities. Home-room teachers need first to understand the characteristics and conditions of each student, ascertain the features of required group tasks, and then set class management objectives for the year.

The teacher writes down precisely what kind of tasks need to be performed in order to achieve the yearly objectives for each subject as well as for moral education, special activities, and the period of integrated study.

Class Objectives

■What are 'Class Objectives' ?

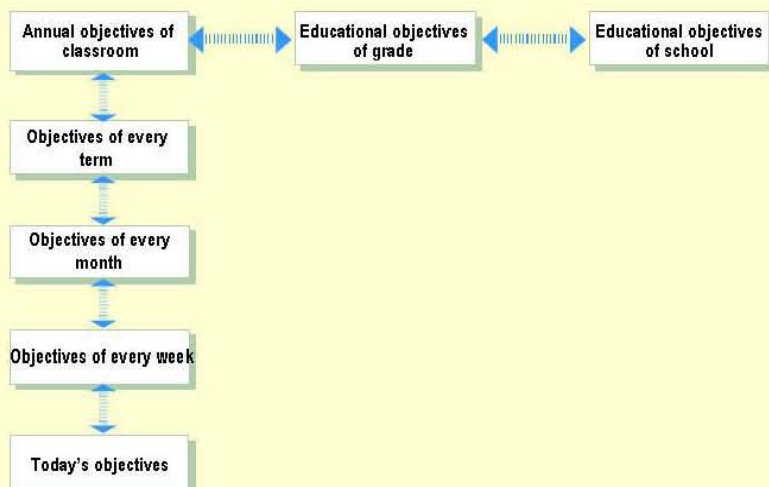
- An objective or motto for classroom students.
- A guide for student's learning and in their life
- It has an important role in maintaining group order and in motivating students to study.

(V-4)

4

Key class objectives are to develop student groups that function to enhance individual growth and that have positive impacts on the education of individual students. Students themselves help to determine the objective of their classes. The objectives can be slogans or mottos for each student who belongs to the class. Formulating and pursuing such objectives have an important function in creating orderly classroom conditions where groups function in both learning and living contexts.

Class Objectives



(V-5)

Position and meaning of class objectives

5

Class objectives play significant roles for home room teachers in every day teaching. Teachers should understand the educational objectives of both their schools and their individual grades. These objectives of classroom educational activities are operationalized in terms of timeframes such as terms, months and weeks.

Teachers should understand the development and growth of students both as individuals and in groups and then provide appropriate guidance to their students by keeping class objectives in mind.

Class Objectives



(V-6)

Class objectives posted on the wall above blackboards

6

Each class has its own internal atmosphere. Placards exhibited by on classroom walls help contribute to this atmosphere. Class objectives that show the class motto are exhibited primarily in the form of posters at the most noticeable places in the classroom as reminders to both teachers and students. (Notice/posters 1 → IX- 58)

- ①
- ② 6th grade, Nov. 2004
- ③ 1st grade, Nov. 2004

Class Activities, Group Activities, Day Duty

■ What are class activities?

- A part of “special activities” in the curriculum
- “Activities of a class as a single unit that enrich and solidify the class and school, and that contribute to the development of a sound life style.”

(Excerpt from the Course of Study of elementary schools)

- Problem solving for life in schools and classes
- Emphasis on student voluntary and autonomous activities

■ What are class-based activities, group-based activities, and the day duty?

- Class-based activities are made by assigning work in a class.
- Group-based activities are organized in small groups that encourage students’ spontaneous and autonomous activities.
- The day duty is a role assigned to a student to lead the classroom for the day

(V-7)

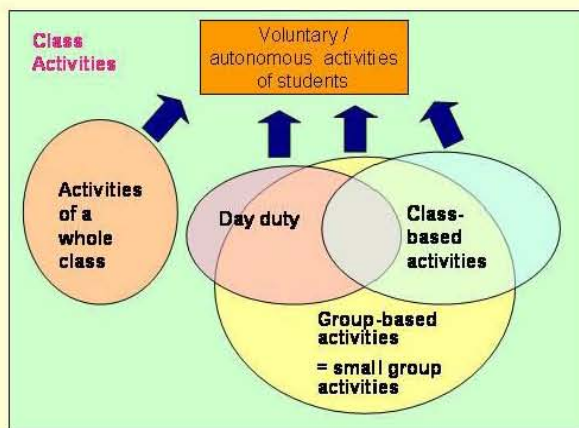
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Class activities are the most important activities in a class functioning as one unit and include special activities that are a part of the formal curriculum. They are defined as “activities to enrich and to solidify everyday life in class and school” and “activities to adapt to daily life and to learn and improve health and safety.” Solidarity making and enrichment activities are done by “solving life problems in school and class, organized class settings in a way to help students cope with a division of work.” Other activities are designed to promote “the formation of attitudes of helpfulness and purpose, the development of basic life style, the formation of desirable inter-personal relationships, the

utilization of school libraries, the nurturing of physically and mentally sound and safe life styles, and the formation of desirable eating habits.”

The objectives and contents of class activities have implications for both class-based and group-based activities as well as for day duties. Class-based activities are the ones that students undertake involving a variety of classroom work by making individual assignments. Group-based activities involve cooperation among students in small groups by engaging in various study and other activities. The day duty is daily work shared by the entire class.

Class Activities, Group Activities, Day Duty



(V-8)

Class activities using diverse approaches

8

Class activities are placed in the formal curriculum to encourage students to do activities voluntarily and independently. They are as important as learning individual subjects since they are basic to establishing class groups.

Class activities have various elements and approaches. The day duty and the class-based activities promote voluntary activities among individual students. Class-based activities done by student groups as a unit along with other group-based activities help to cultivate the ability of a group of students to work and interact together autonomously.

Class Activities, Group Activities, Day Duty



(V-9)

Students in charge & their activities

9

(→K- 31・32・50)

Students who are in charge of class activities have their names recorded on the wall in a classroom along with the kind of activities they have to perform. By demonstrating that all students share a variety of classroom tasks, the responsibility and desire of students to participate actively in class activities increases.

①②③ Various tasks

④ A student who has done his duty can record it with a color seal. 4th grade,

⑤ Students responsible for school lunch introduce interesting information about today's lunch menu. 6th grade

⑥ Students responsible for school lunch help clean desks used for serving lunch.

⑦ ⑧ Students decide allocation of tasks through discussions.

Class Activities, Group Activities, Day Duty



(V-10)

Group activities

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① Study group, 6th grade, Dec. 2003

② School lunch group, 1st grade, July 2004

③ Group for cleaning, December 2003

④ Group for serving school lunch, 6th grade, December 2003

Class Activities, Group Activities, Day Duty



(V-11)

Daily duties & their activities

11

① Day duty tasks

② Names of day duty assignments for the day, 1st grade, July 2004

③ A day duty student is writing the class timetable before a morning meeting, 6th grade, December 2003

④ Students performing the day duty are cleaning blackboard after a class, 4th grade, January 2005

⑤ A day duty student is writing a journal for the day, December 2003

"Class Newsletters"

■What are Class Newsletters?

- One of the communication channels between home-room teachers and students and their parents
- To inform parents re the class life of the students.
- To inform parents regarding a teacher's way to motivate students, to guide them, etc.
- To inform students and parents regarding a teacher's views concerning incidents in class, etc...

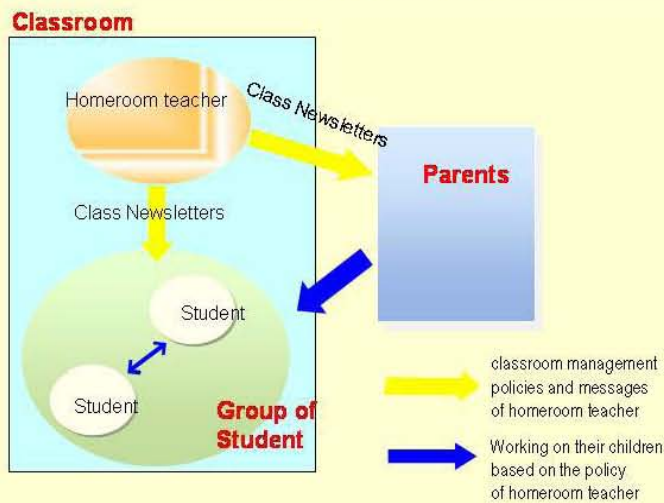
(V-12)

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Class newsletters are published as one means of communication by home-room teachers in cooperation with students and parents. Some teachers don't publish them. The contents and the methods used to publish newsletters differ between teachers. The newsletter can be an important way to make a class pull together.

Newsletters have several functions. The most common function is to inform parents regarding children's school life and planned school events. They have another important function to convey to students a teacher's thoughts and ideas, and to provide guidance by teachers to students and their parents through class newsletters.

“Class Newsletters”



(V-13) classroom newsletters are a tool for classroom management

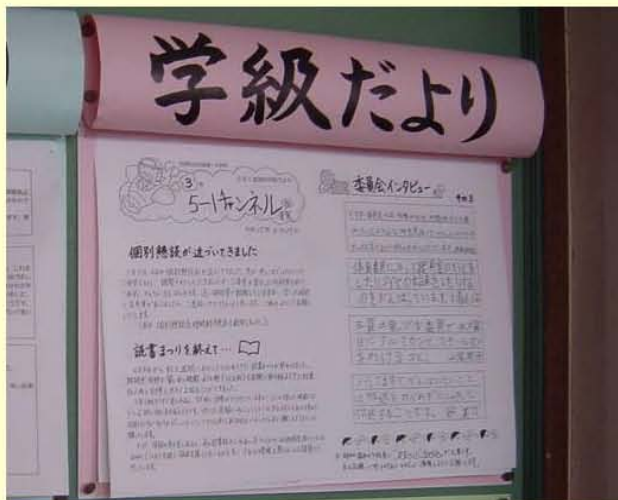
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Classroom newsletters are handed to students and their parents. Through newsletters parents understand the situation of students in class and are informed of educational policies of home-room teachers as well as how home-room teachers view their students. Students also receive messages from home-room teachers through classroom newsletters and during daily classroom life.

Home-room teachers with the ability assess the effects of their classroom newsletters try to do the following: to appropriately ascertain the circumstances of students as a group and to inform them of relevant issues; to ask parents about their level of understanding of teacher policies; to prompt parents to work with their children. Through

newsletters, teachers also send messages to enhance students' motivations for life and learning.

“Class Newsletters”



(V-14)

Class newsletter exhibited on the wall of a classroom 4

Group Activities for Children of Differing Ages

■ The conventional group activities in a school

- The homeroom as a peer group of children of similar ages
- Teaching and learning from each other as equals

■ Promotion of group activities for differing ages

- Organizing small groups that consist of different students from different grades
- Developing small groups through cleaning, school events, etc.
- Senior students become older brothers and sisters of juniors

(V-15)

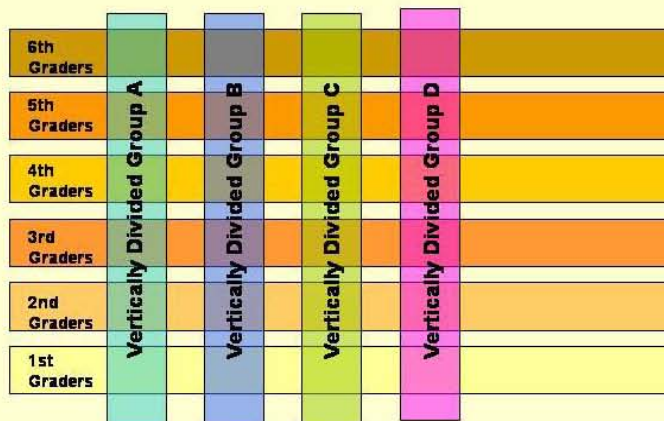
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In Japan's elementary schools that follow the grade system, internal group activities traditionally have been conducted among children of the same age (peer groups) based on grade levels and homerooms. However, recently the number of siblings in a single family has been decreasing. As a result, children have fewer opportunities to play with children of differing ages in their daily life. This leads to a diminishment of a local community's bond.

Therefore, in many elementary schools, small group activities spanning children of various ages have been introduced into the formal curriculum. Seniors play roles as older brothers and sisters of juniors. This is done through such activities as cleaning school

premises and by taking excursions organized into small groups that consist of students from differing age levels, such as spanning 1st graders to 6th graders.

Group Activities for Children of Differing Ages



(V-16)

16

Group activities of differing aged children usually consist of 1 or 2 students selected from each grade level from the 1st to 6th. Grades. They are organized into vertical divisions, thereby breaking the age boundaries found in conventional grades and classes where children have similar ages. A 6th grader becomes a leader of a group and all members actively cooperate together.

Group Activities for Children of Differeng Ages



(V-17)

Excursion in a various aged group

November 2004

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- ① Group members are deciding plays which they previously enjoyed at a city park.
- ② Each group starts from school.
- ③ Enjoying quiz rallies on the way to the destination.
- ④ Arriving at the city park.
- ⑤ Playing and enjoying snacks with group members.

Group Activities for Children of Differing Ages



(V-18)

Planting flowers

November 2004

18

- ① Group leaders are gathering their group members.
- ② ③ Group members are planting new flowers.

Group Activities for Children of Differing Ages



6th grade students are instructing 1st grade students about how to clean the toilet. December 2003

(V-19)

Leading by example by senior students

19

Non-attendance at school (Absenteeism)

■ What is "Non-attendance at school"?

- To be absent from school for a long time (MEXT stipulates the length of absenteeism should be more than 30 days per year) and not be due to sickness and/or economic problems.
- While the enrollment rate in compulsory education is almost 100%, the rate of non-attendance (absenteeism) by school children continues to increase.

(V-20)

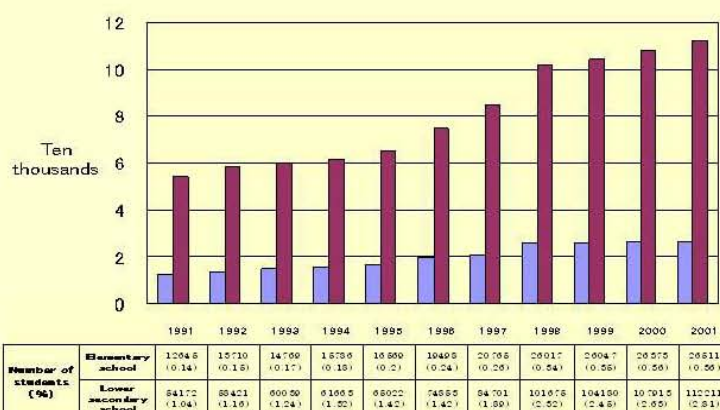
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Since the Meiji era, "increases in educational enrollment and advancement rates" in Japan have served as important indices to demonstrating the development of public education. After World War II, enrollment rates reached almost 100% in 9-year compulsory educational facilities. While increasing advancement rates to universities followed the rapid increases in advancement rates to upper secondary schools from 1950 to 1970, students who cannot and/or don't want to go to school are appearing today.

This symptom of dropout children has come to be viewed as remarkable and has been termed a "school phobia". It is commonly viewed as a kind of

disorder in which children of school age personally don't like attending school. More recently this phenomenon has begun to be called "tokkoh-kyohi," which means children themselves refuse to go to school. And now it is termed "non-attendance at school," or absenteeism, which has a more general meaning that acknowledges the fact that children don't go to school for various reasons. (Non-attendance → II — 47~48)

Non-attendance at school (Absenteeism)



(V-21) Transition in the number and proportion of absentee students at school in national, public and private school (1991-2001 school year)

21

The number of non-attending (absentee) school students has increased rapidly at lower secondary schools in Japan, and the number and rates have continued to rise steadily during the 1990s. Recently, increasing rates of non-attendance (absenteeism) at elementary school levels have also come to public attention. The total number of non-attending school students at elementary and lower secondary schools was over 138,000 as of 2001. (Non-attendance → II - 48)

Non-attendance at school (Absenteeism)

Classifications		Reasons for the non-attendance's continuation							Total	Ratio (%)
		The influence to a school lives	Frolics or misdemeanors	Lethargy	Unstablenss including anxiety	Intentional refusal	Compound reasons	Other		
The result of school life	Problems over friendships	632	16	192	1029	93	935	67	2863	10.8
	Problems over relationships with teachers	150	0	34	169	59	153	9	574	2.2
	Low school achievement	54	5	313	171	22	257	17	839	3.2
	Not adopting to club activities	5	0	10	19	1	14	1	50	0.2
	Problems over school rules	17	4	8	25	13	32	7	10	0.4
	Not adopting to schools after enrollment or transference or going on upper schools	56	3	86	940	27	221	31	764	2.3
	Total	914	28	643	1752	215	1512	132	5196	19.7

(V-22) The Relationships between direct triggers of non-attendance at school and reasons for its continuation (1)

22

The reasons for non-attendance at (absenteeism from) schools vary and include deteriorating relationships with friends and/or teachers and poor school achievement. Also, the number of absentee students from schools is increasing because of difficulties at home and personal problems. In both cases, attention should be paid to the multiplication and overlapping of factors leading to continuous non-attendance at school.

There is also a view that from a macro level perspective, that the enforced conformity and uniformity bearing down upon individual students in the national modern public education system in Japan may inevitably have caused this phenomenon to appear and grow.

Non-attendance at school (Absenteeism)

Classifications		Reasons for the non-attendance's continuation								
		The influence to a school lives	Frolics or misdemeanors	Lethargy	Unstabilities including anxiety	Intentional refusal	Compound reasons	Other	Total	Ratio (%)
The result of home life	The sudden change in home	44	30	469	806	39	629	151	2167	9.2
	Problems over relationships with parents	91	44	868	1,778	119	1,246	210	4,356	16.5
	The variance in home	24	19	244	428	27	282	90	1,114	4.2
	Subtotal	159	93	1,581	3,012	185	2,156	451	7,637	28.9
The result of student's problem	Being sick on leave	80	2	331	615	30	657	219	1,934	7.3
	Other problems over the student oneself	162	48	1,661	2,647	266	2,462	472	7,738	29.3
	Subtotal	242	50	1,992	3,262	296	3,119	691	972	36.6
Other reason/unknown		77	23	499	625	192	1,328	1,465	3,909	14.8
Total		1,392	19	4,735	8,851	888	8,115	2,439	26,414	100.0
Ratio (%)		5.3	0.7	17.9	32.8	3.4	30.7	9.2	100.0	

(V-23) The Relationships between direct triggers of non-attendance at school and reasons for its continuation (2)

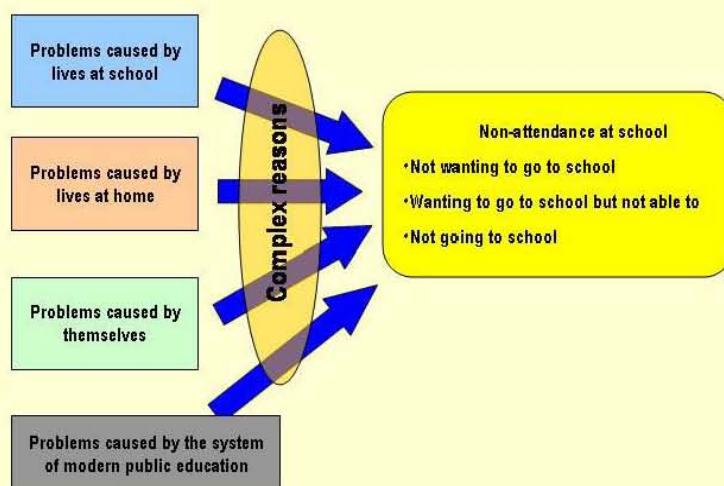
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There is also a view that from a macro level perspective, that the enforced conformity and uniformity bearing down upon individual students in the national modern public education system in Japan may inevitably have caused this phenomenon to appear and

grow.

Non-attendance at school (Absenteeism)



(V-24) Reasons for non-attendance at school / school absenteeism

24

The phenomenon of "non-attendance at school or school absenteeism" in contemporary Japan has occurred for complex reasons. The reasons include relationships between teachers and students in school, academic pressures on students, problems which derive from the diversification of family, and students' mental and emotional problems. In Japanese society which has achieved economic affluence and maintains high educational enrollment and advancement rates, perhaps it is becoming harder for such students to find meaning in "attending school."

Non-attendance at school (Absenteeism)



July 2005

(V-25)

25

① A free school located in Tokyo rents this school building from a Tokyo city office paying money. ② Regular meeting on Friday afternoon: all students attend, join in and decide their activities or other topics (topics; art festival, cleaning up before summer vacation, a free school schedule while summer vacation, lodging at free school ③ Timetable ④ At the back of the room; making home page for this free school, on the floor; translating documents into English which will be announced at events in German, on the desk; self-study ⑤ Exercising playing the guitar ⑥ Playing video game

This free school established in 1985 was authorized as an NPO by the Tokyo city office in 1999. In 1992, the ministry

of education indicated that it would leave the matter up to the principal's discretion to determine the number of days required to go to the free school in contrast to the number of days required for ordinary schools, and in 1993 agreed that commuter's tickets could be used by students. These developments indicate that social awareness of the problem of non-attendance at schools (absenteeism) has increased.

Measures for Dealing with Non-attendance at school

■ Various measures inside and outside of school

- Visits to children's homes by teachers
- Going to the health office instead of the classroom
- Establishment of special classrooms for non-attending (absentee) school children
- Provision of school counselors

etc.

(V-26)

26

It is necessary to deal with non-attending, absentee students individually because there are various and multiple factors behind their non-attendance at school. It is necessary to understand the present conditions in which it is no longer possible to affirm that it is absolutely good or positive for all children to go to school, since most non-attending school children want to go to school, but cannot do so for various reasons. It is necessary to take measures to help such children to adapt to school life and to rejoin classes.

"Visits to children's homes by teachers" are designed to exchange information regarding the reasons for non-attendance by school children with their parents and to communicate directly with the children. "Attendance in health rooms" is an option for some children who want to go to school but cannot join a class because study pressures or poor

relationships with their friends. "Special classrooms for absentee school children," established by municipal boards of education function to provide such children with guidance and help facilitate their attendance at public schools.

Measures for Dealing with Non-attendance at school

Classification		Number of schools	Percentage (%)	Total	Average percentage (%)	
Effective measures on guidelines within school	1	to have common understanding of all teachers on the problem of no-attendance through trainings and case studies	3,062	9.7	18,519	58.9
	2	to guide the corresponding students by school as a whole, by having many contacts to the students by all teachers	2,215	7.0		
	3	to guide the students by educational counselling teacher specially	720	2.3		
	4	to guide the students by school nurse	1,416	4.5		
	5	to guide the students by school counselor, specially	1,106	3.5		
	6	to guide the students so that it improves friends relationships	2,183	6.9		
	7	to improve the relationship with teacher through having more contacts	2,461	7.8		
	8	to improve the teaching methods and to have individual teaching so they understand more easily	1,036	3.3		
	9	to prepare the chances that students can do activities with one's will in various situation	2,388	7.6		
	10	to guide the students by letting them to come at special area, such as school infirmary	1,931	6.1		

(V-27) Effective measures taken by schools for students who restart going to school **27**

There are many ways to deal with absentee students. One option is to deepen their understanding of the negative aspects of their non-attendance at school through workshops and to provide direct guidance to such students. Schools may also try to promote cooperation with the families of such students and with other organizations.

Measures for Dealing with Non-attendance at school

Classification			Number of school s	Percentage(%)	Total	Average percentage(%)
Approach to home	11	to call their home, or to go to meet in order to encourage the students to come school	3,521	11.2	10,170	32.3
	12	to have various assistance on study and life by visiting their houses	3,675	11.7		
	13	to improve home life or family relationship with cooperation of guardians	2,973	9.5		
Connection with external	14	to guide students with cooperation of counselors at educational counseling center	1,766	5.6	2,390	7.6
	15	to guide students with cooperation of medical organizations, such as hospitals	625	2.0		
	16	others	374	1.2	374	1.2
Total			31,443	100.0	31,443	100.0

(V-28) Effective measures taken by schools for students who restarts going to school **28**

There are many ways to deal with absentee students. One option is to deepen their understanding of the negative aspects of their non-attendance at school through workshops and to provide direct guidance to such students. Schools may also try to promote cooperation with the families of such students and with other organizations.

Measures for Dealing with Non-attendance at school

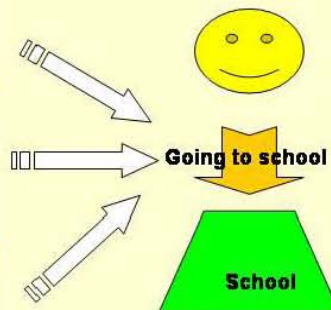
Improvement and devices on guidance within schools

- Mutual understanding among all teachers
- Guidance by a school nurse or a counselor
- Going to the health office instead of going to the classroom, etc.

Communication with homes

- Picking up at the home or calling
- Guidance by visiting the student homes
- Improvement of family relationships in home life

Cooperation with other organizations



(V-29)

29

Reasons behind non-attendance at school are various and composite. Therefore in order to tackle them, a variety of appropriate measures have been devised involving differing perspectives.

Measures for Dealing with Non-attendance at school



2005年2月

(V-30)



2004年2月

① The classroom is a space to act collectively rather than personally. If a student wishes to study in nurse's room, his/her desk will be placed there. Students can have their own personal space in school. February 2005

② This educational training center provides any counselling needed by phone everyday from Monday through Sunday. February 2004

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Visits to Children's Homes

(Visits to children's homes → VII - 8 - 10)

■What are visits to children's homes?

- Home-room teachers visit their students' homes after school in order to provide student guidance

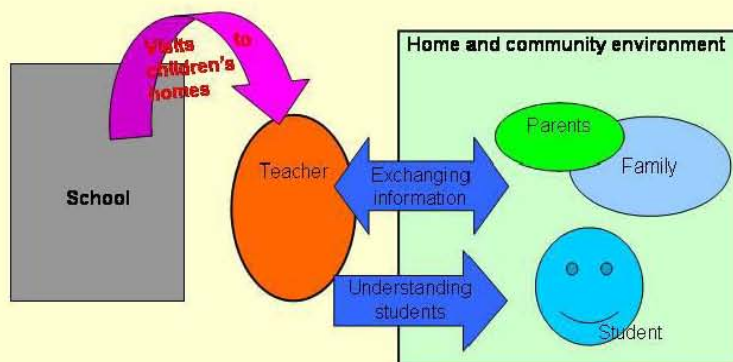
■What are objectives of visits to children's homes?

- To build up interactions with their homes in order to have more precise understandings regarding each individual student
- To understand the living situation and learning environment of students at their homes
- To communicate and exchange information with children's parents to improve guidance to students who create problems at school

(V-31)

31

Visits to Children's Homes



(V-32)

Understanding students by understanding their home atmosphere

32

Visits to Children's Homes



(V-33)

3rd grade April 2005

33

- ① At a student's house.
- ② A teacher talks with a student's mother.
- ③ Leaving to the next student's house.

The School Counselor and the Counselor of Education for Sound Mental Development

■ What is a school counselor?

- Specialists in counseling who are not teachers are staffed to meet the increase and diversifications of distress and negative behavior by children
- In 2000 year, counselors were assigned to 2,200 elementary schools, lower secondary schools and upper secondary schools.

■ What is a counselor of education for mental soundness?

1. They are selected from such local talent as people who are experienced in the teaching profession and instructors of youths associations, etc.
2. In 2000 year, there were 7,700 such counselors assigned to lower secondary schools.

Functions of school counselors (1)

(V-34)

34

As a result of increases in serious negative behavior by students (delinquency, violence, bullying, suicide, non-attendance at school), it became necessary to provide students with "education for sound mental development." To deal with these problems, counselors began to be deployed to schools as "specialists in mental soundness" by the Ministry of Education, Culture, Sports, Science and Technology. Between 1995 to 2000, such counselors were deployed to a limited number of schools financed by MEXT that wanted to assess the use of counselors and the resulting impacts. Supported by grants from the government, the project has expanded to prefectures and designated cities.

By the middle of 1998, counselors of "education for mental soundness" were deployed to lower secondary schools

lacking school counselors to relieve pressures and stress upon students by providing them with opportunities to talk about their distress without constraints.

(What is a counselor of education for mental soundness?)

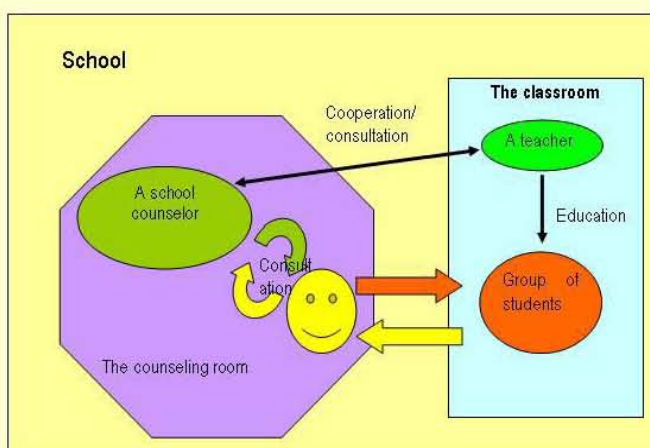
3. There is no official qualification for school counselors; School counselors are not full-time staff. School counselors are not deployed to every school;
4. Counselor deployments are part-time, occurring once or twice a week and for four hours a day per school;
5. School counselors provide counseling to students in school counseling rooms;
6. School counselors also give advice to teachers and parents.

(V-35)

Functions of school counselors (2)

35

There are no official qualifications for school counselors, although occasionally certified clinical psychologists or school psychologists are employed as school counselors. School counselors are commissioned by regional autonomous bodies and are assigned to specific schools. In most cases, counselors work at schools on a part-time basis, once or twice a week. School counselors provide guidance to students as well as to teachers and parents.



(V-36)

36

School counselors can respond to students' distress by taking advantage of their presence as "outsiders" at the school, having a non-teacher status.

However, there are cases where assigned counselors are unable to fully understand the school's atmosphere because of the part-time nature of their jobs. It is necessary for counselors and teachers to establish cooperative relationships in order to provide more effective and appropriate guidance for students.

The School Counselor and the Counselor of Education for Sound Mental Development



(V-37)

June 2005

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① This school counselor (has a qualification as a clinical psychologist) is reading the impressions of students' who attended peer counseling in a "lounge room".

② This counselor of education for mental soundness has a 2nd grade master's degree. ③ A counselor of education for mental soundness

④ The school counselor is taking school lunch to talk with students in one of the classrooms (1st grade of lower secondary school) .

⑤ Afternoon break in "lounge room"

Teachers' Guidance Meetings

■What is a Teacher Guidance Meeting?

- A meeting to share information at school about problems on guidance in each class and individual problems of students
- Not only involving sharing of information, teachers also discuss methods of guidance and also provide specific guidance and teaching using cooperative methods

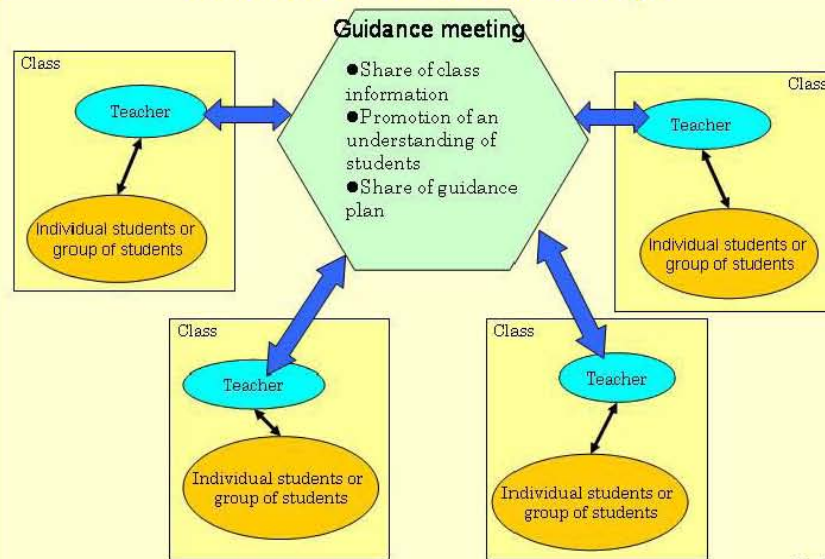
(V-38)

38

At elementary schools where home-room teachers take charge of a class, there is a tendency that the problems of student groups and individual students remain within the class. Because of this, when a problem arises in a group of students in a classroom setting, or when problems gets worse between teachers and groups of students, teachers sometimes tend to keep the problems to themselves.

In order to avoid such situations, teachers are given opportunities to regularly exchange information about the situations of their classes and students and concerns about class management and guidance, and then discuss with other teachers on how to deal with the problems.

Teachers' Guidance Meetings



(V-39)

Share of information about each students

39

Under the home-room teacher system used in Japanese elementary schools, it is difficult to identify problems in classes from the outside such as individual students' serious behavioral problems, problems within a group of students, and trouble between homeroom teachers and students. That is why such problems often tend to become serious. Teachers who assume a strong sense of responsibility tend to blame themselves for problems in their classes.

By sharing problems from each class along with ideas on teaching at teachers' guidance meetings, guidance provided to students will be improved.

Teachers' Guidance Meetings



(V-40)

February 2004

40

Class Fees

■What are class fees ?

●26th article of the Japanese Constitution, provides that "Such compulsory education shall be free"

●4th article of the Fundamental Law of Education, provides that "Tuition fees shall not be collected at compulsory education schools of the state and local autonomous bodies"

(... still class fees are collected as private expenses.)

(V-41)

41

Japanese compulsory education represents a free education system: tuition fees are not collected at public school and textbooks are distributed free of charge at both public and private schools. However, incidental private expenses are actually collected at many schools, such as class fees and an appropriation for expenditures for educational activities from students' parents. (Education costs paid by guardians → VII-71)

Class Fees

1st Trimester		2nd Trimester		3rd Trimester	
Items	(yen)	Items	(yen)	Items	(yen)
Japanese Test	270	Japanese Test	270	Japanese Test	270
Arithmetic Test	270	Arithmetic Test	270	Arithmetic Test	270
Calculus Drill Book	320	Calculus Drill Book	320	Calculus Drill Book	320
Kanji Drill Book	320	Kanji Drill Book	320	Kanji Drill Book	320
Notebook for communication	360	Construction paper	150	Maps	150
Science kits	500			Equipment	560
Calligraphy Notebook	450				
Paper Clay	290				
Examination test	300				
Feed	300				
Total	3380	Total	1330	Total	1890
Total of 3 quarters		6600	Collecting amount per month		600

(Note) 1: These are annual class fees per student of kindergarten, elementary, lower and upper secondary school
2: Public kindergarten / elementary, lower and secondary schools are considered

(V-42)

Example of how expenditures in classes are spent

42

The above table shows that an expenditure of 6,600 yen per year for a 3rd grade at an elementary school is needed. Parents are required to pay "class fees" of 600 yen per month. By looking at the items of expenses in this table, it is clear that class fees are spent on teaching materials that are used in regular educational activities such as tests, drill books and reading drills.

In addition to teaching materials, schools collect money from parents for expenditures such as school lunches, expenses for excursions and school trips, and paper used in the classroom environment. The task of collecting money is usually a part of the duty of a home-room teacher.

(Education costs per child → VII-72・74)

Class Fees



①



②



③



④

①② After a morning meeting, a home-room teacher starts to collect class fees.

③ Recording the names of students who have paid class fees

④ A home-room teacher quickly brings the class fees to the teachers' room

4th grade, Feb. 2005

(V-43)

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