

Field VI School Management

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(JAPANESE EDUCATIONAL SYSTEM & PRACTICE PART 2)

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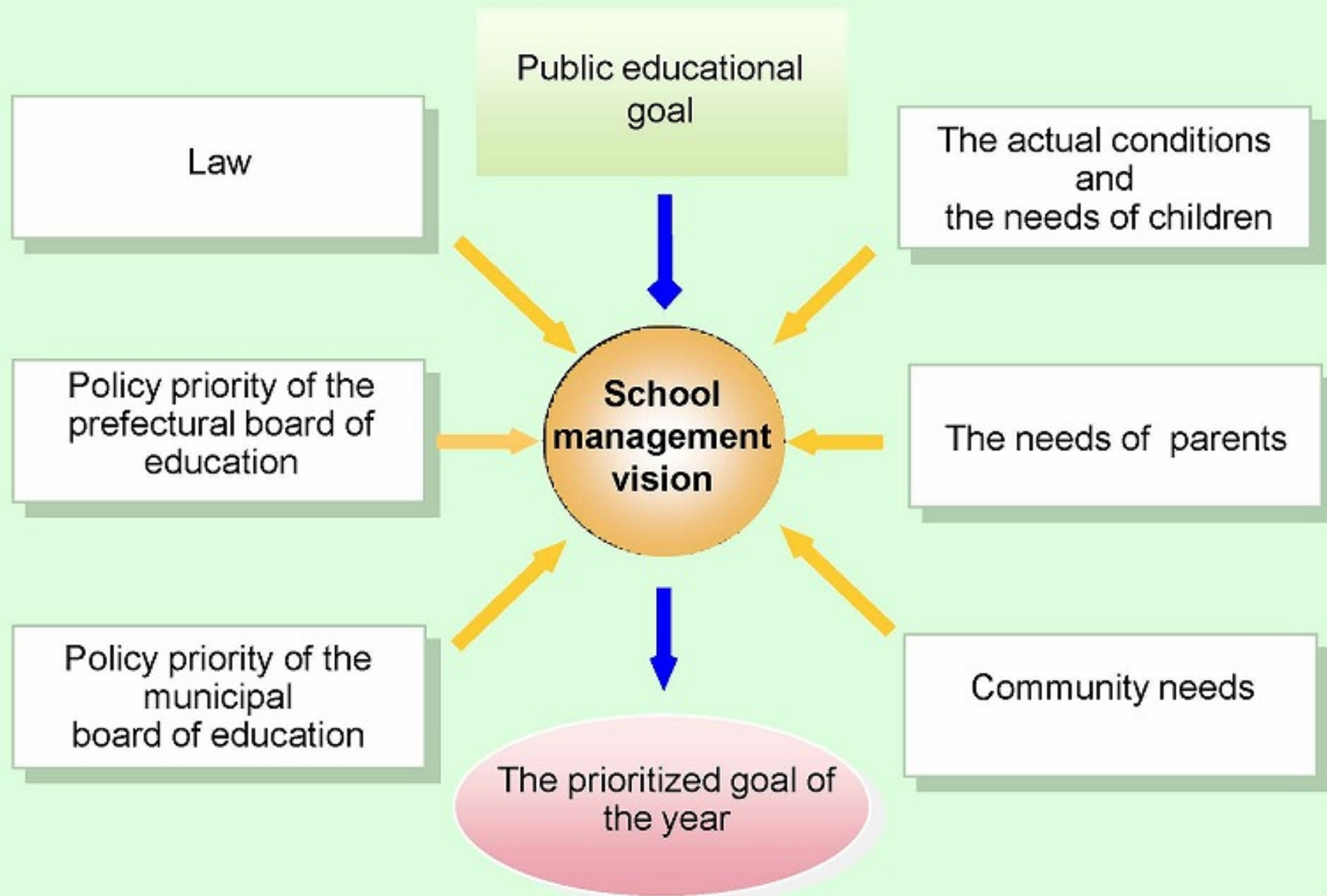
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■ School Management

= A series of activities in which each school as a professional institution sets its own goals, designs and implements curriculums, organizes personnel and material conditions, and furthermore evaluates its performance to review and renew the goals.

- Setting of school vision and strategy
- Curriculum design and implementation
- Organization of personnel and material conditions
- Evaluation of school performance
- School improvement by PDCA (plan, do, check, action)

School Management



Aims and Objectives of Public Education

Aims and Objectives of Education Stipulated in the Fundamental Law of Education

(Aims of Education)

Article 1

Education shall aim for the full development of personality and strive to nurture the citizens, sound in mind and body, who are imbued with the qualities necessary for those who form a peaceful and democratic state and society.

(Objectives of Education)

Article 2

To realize the aforementioned aims, education shall be carried out in such a way as to achieve the following objectives, while respecting academic freedom:

- (1) to foster an attitude to acquire wide-ranging knowledge and culture, and to seek the truth, cultivate a rich sensibility and sense of morality, while developing a healthy body.
- (2) to develop the abilities of individuals while respecting their value; cultivate their creativity; foster a spirit of autonomy and independence; and foster an attitude to value labor while emphasizing the connections with career and practical life.
- (3) to foster an attitude to value justice, responsibility, equality between men and women, mutual respect and cooperation, and actively contribute, in the public spirit, to the building and development of society.
- (4) to foster an attitude to respect life, care for nature, and contribute to the protection of the environment.
- (5) to foster an attitude to respect our traditions and culture, love the country and region that nurtured them, together with respect for other countries and a desire to contribute to world peace and the development of the international community.

Objectives of Compulsory Education

■ Objectives of Compulsory Education as stipulated under the School Education Law

Article 21

Normal educational activities in compulsory education shall be undertaken to achieve the following objectives, as prescribed under Article 5, Clause 2 of the Fundamental Law of Education (Act No. 120 of 2006).

1. Social activities are promoted both inside and outside of school in order to nurture in students voluntary, independent, and cooperative attitudes, respect for rules and models, the ability to make sound judgments and a sense of public spiritedness that will help them to become productive members of society.
2. Activities for experiencing nature are promoted both inside and outside of school in order to nurture in students a spirit of respecting nature and life and a desire to contribute to environmental preservation.
3. Students are to be given proper guidance in the history and current situation in Japan and their hometown, in order to nurture in students, teach them to respect traditions and culture, and nurture them with an attitude of loving their country and hometown. Then, through an understanding of foreign cultures, they should be instilled with a respect of other countries and a sense of contributing to the development and peace of the global community.

Objectives of Compulsory Education

■ Objectives of Compulsory Education as stipulated under the School Education Law (cont'd)

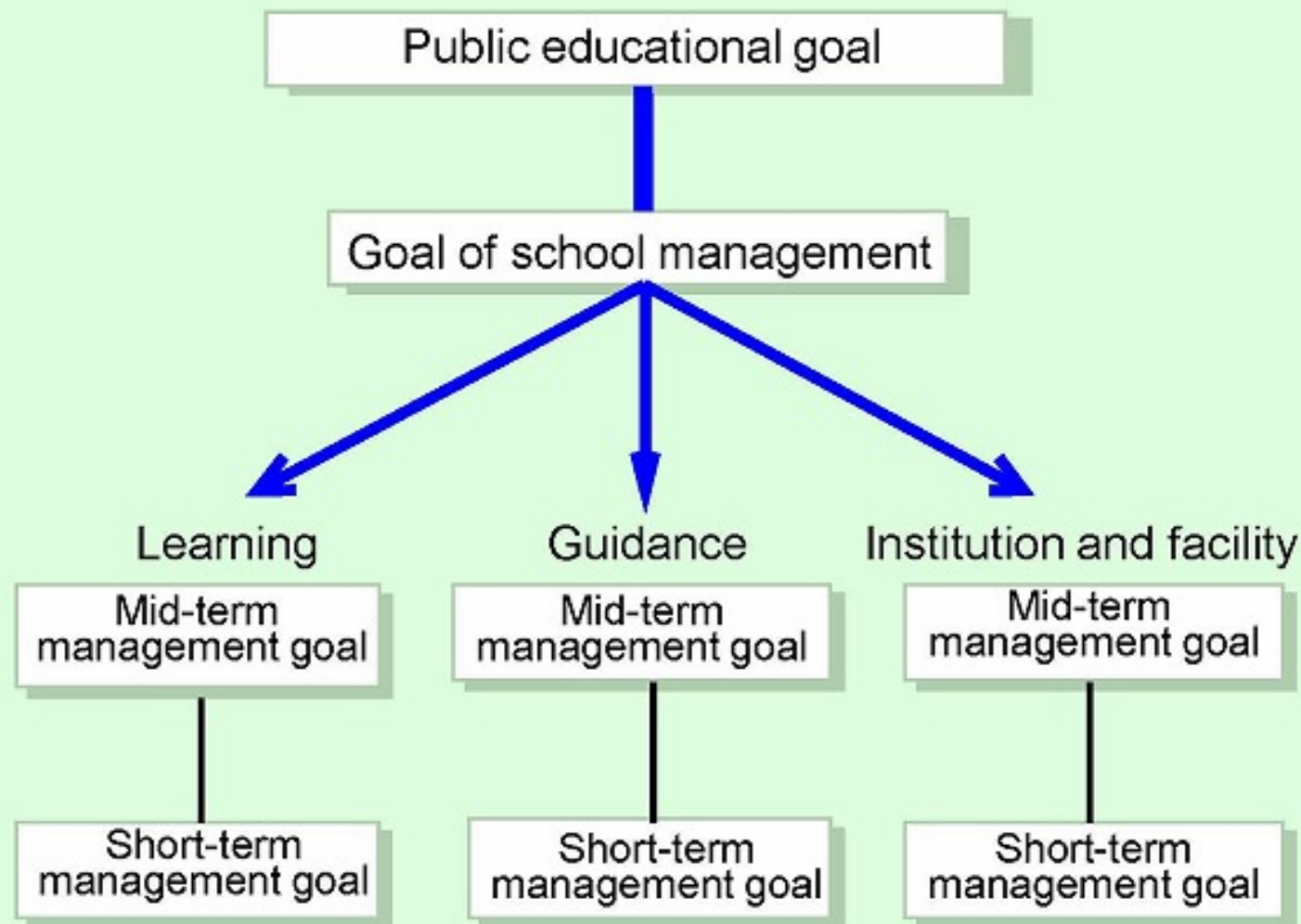
4. Students are to be nurtured with a basic understanding and abilities related to the roles of the family and home, and about food, clothing, shelter, information, production, and other items necessary for daily living.
5. Students are to be nurtured with a love for reading, a proper understanding of and basic skills for using the language arts they will need in their daily lives.
6. Students are to be nurtured with basic skills to properly process and understand quantitative relations they will need in their daily lives.
7. Students are to be nurtured with basic skills for scientifically understanding and processing, through observations and experiments, natural phenomena that are part of their lives.
8. Efforts are to be made to instill in students the proper habits needed to live safe, healthy and happy lives, to build up body strength through physical activities, and to harmoniously develop their bodies and minds.
9. Students are to be nurtured with basic understanding and skills needed for music, art, literature, and other fine arts in order to brighten and enrich their lives.
10. Students are to be nurtured with basic skills and knowledge needed for their careers, an attitude of respecting work, and the ability to choose their career path that matches their own individual aptitude.

■ School Management Plan

= Mid and long term plan of individual school

- Setting vision and strategy for school management
- Setting annual school management plan such as educational, personnel and financial plan
- Revision and evaluation of school management plan

School Management Plan



Educational Goals of School

■ Educational goals of school

- = Individual school's ideal conceptualization of children.
School formulates educational policy and plan based on it.

■ Factors affecting educational goal

- Legal educational criteria
- Municipality level educational goal
- Current conditions and needs of student,
- Parent, teacher and local community
- Local historical and environmental conditions

Educational Goals of School

■Elementary Schools

Article 29

Compulsory education in elementary schools is designed to provide students with fundamental education in conjunction with their physical and mental development.

Article 30

In order to achieve the purpose outlined in the previous article, education in elementary schools should be administered so as to achieve the objectives described in Article 21.

2. In the case of the previous clause, students should be given basic knowledge and skills to help them nurture a scholarly foundation for their lifetimes. They should also be nurtured to develop various abilities such as thinking skills, judgment skills, and expression skills for using this learning to solve problems. Special attention must be paid to foster in students an aptitude for learning.

■ Lower Secondary Schools

Article 45

Using elementary school education as a base, compulsory education in lower secondary schools is designed to provide students with fundamental education in conjunction with their physical and mental development.

Article 46

In order to achieve the purpose outlined in the previous article, education in lower secondary schools should be administered so as to achieve the objectives described in each clause of Article 21.

■ Curriculum Management

= Actions to design educational plan (curriculum) in order to achieve school educational goals, and to manage organizational and systematic operation in order to implement the plan more effectively.

- Curriculum development
- Curriculum planning
- Curriculum implementation
- Curriculum assessment
- Improvement of Curriculum

■ Teachers' meeting

= An organization where teachers participate in school decision making for individual school

- Support of principal to carry out his duty
- Forming common understanding of school management policy
- Promoting information exchange and mutual understanding among teachers
- Chaired by principal

Teachers' Meeting

- The legal basis for teachers' meetings in the Enforcement Regulation of the School Education Law

Enforcement Regulation of the School Education Law

Article 48

Elementary school may set teachers' meeting to help principal better implement his duty.

2 Principal may chair teachers' meeting.

Teachers' Meeting



Principal's Duty & Competence

■ Principal's Role

- = A principal takes charge of school affairs and supervises the school staff (School Education Law, Article 37, Clause 4)

■ Duty of Principal

- (1) Matters regarding implementation and management of education
- (2) Matters regarding teaching staff
- (3) Matters regarding student
- (4) Matters regarding organizational management
- (5) Matters regarding institution and facility
- (6) Matters regarding external relationship

Principal's Duty & Competence

	Duty of the Board of Education	Duty of the principal
Organizational system and curriculum	<ul style="list-style-type: none"> • Approving the educational plan • Deciding holidays, length of the year and the semester • Extra holidays necessary for preventing infectious • Commission of school councilor • Other things about school organizational system, curriculum, and instruction 	<ul style="list-style-type: none"> • Designing the curriculum • Deciding the class starting time • Making a class timetable • Doing school events such as school trips • Choosing supplementary readings, learning notebooks etc. • Deciding school organizational duties • Deciding class teacher and subject teacher • Selecting school councilor
Student	<ul style="list-style-type: none"> • Enrollment administration (organizing school year book, consulting about enrollment from other district, notification about the school enrollment date, assigning schools, compulsory school extension and exemption, fulfillment demand, enrollment support • Children's suspension from school 	<ul style="list-style-type: none"> • Entrance, transfer permission, drop-outs, permission for taking a temporary leave from school • Making guidelines • Making attendance book, checking attendance • Authorize completing curriculum and graduation • Presentation of diploma • Disciplinary action towards student • Delivering the confidential report when advancing to upper secondary school • Suspension from school for preventing infectious diseases

Principal's Duty & Competence

	Duty of the Board of Education	Duty of the principal
Educational personnel	<ul style="list-style-type: none">• Appointment and dismissal of school personnel and other personnel management• Training the educational personnel	<ul style="list-style-type: none">• Planning and implementing school duty• Directing belonging teacher• Submission of opinion about personnel management• Selecting part-time teacher• Approving teacher vacation• Directing teacher to a business trip

Principal from Private Sector

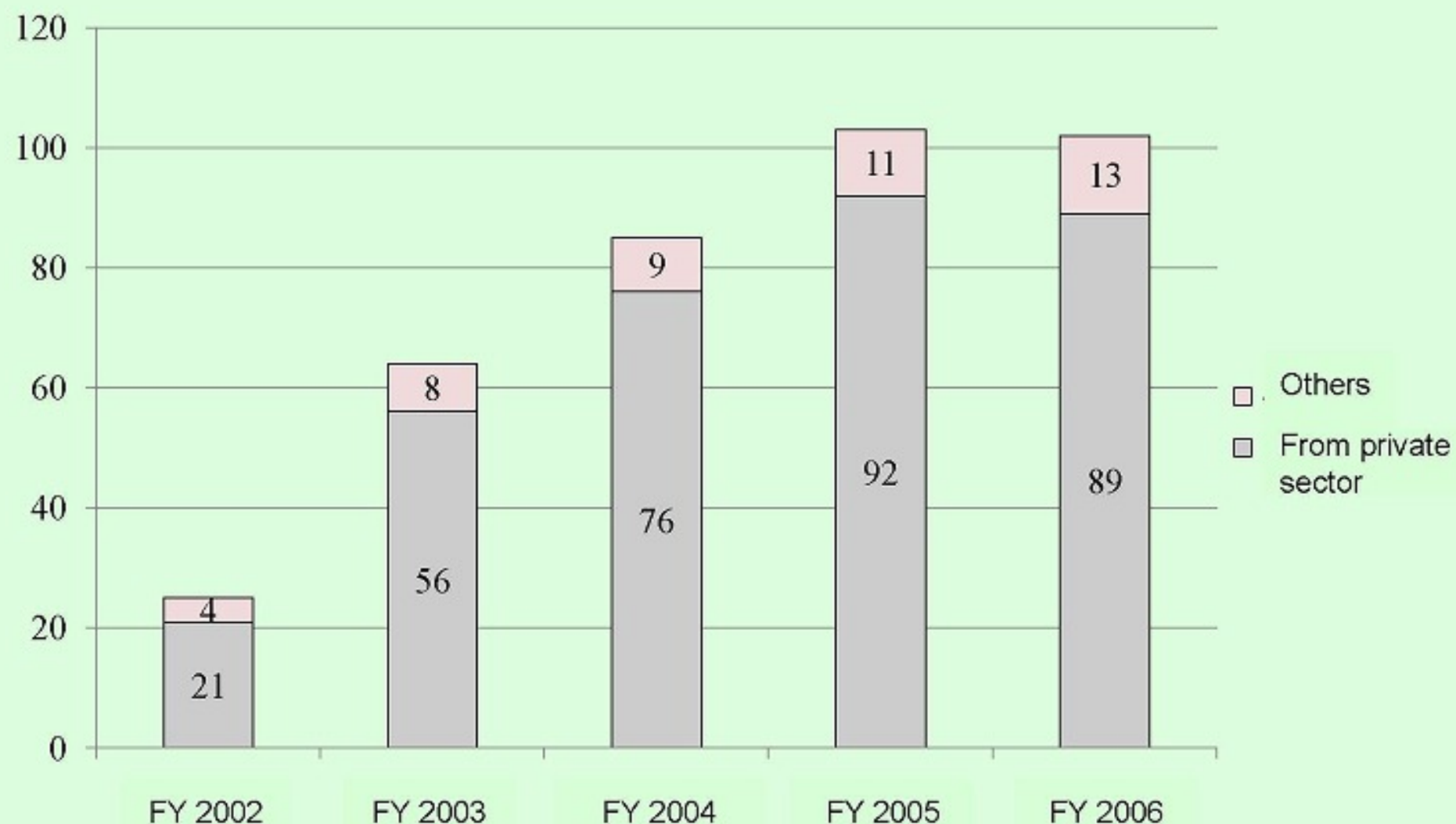
■ Principal from Private Sector

= Qualifications for principals of a teaching certificate and education-related job experience were eliminated, which enabled employing such people as have been in an administrative position at a private company with no teaching experience as principals of public elementary, lower secondary and upper secondary schools.

■ Features

- School with unique curriculum and autonomous school management
- Recruitment of a person who has developed management mind, management skills, and leadership in private sector, and has flexible ideas along with planning ability

Principal from Private Sector



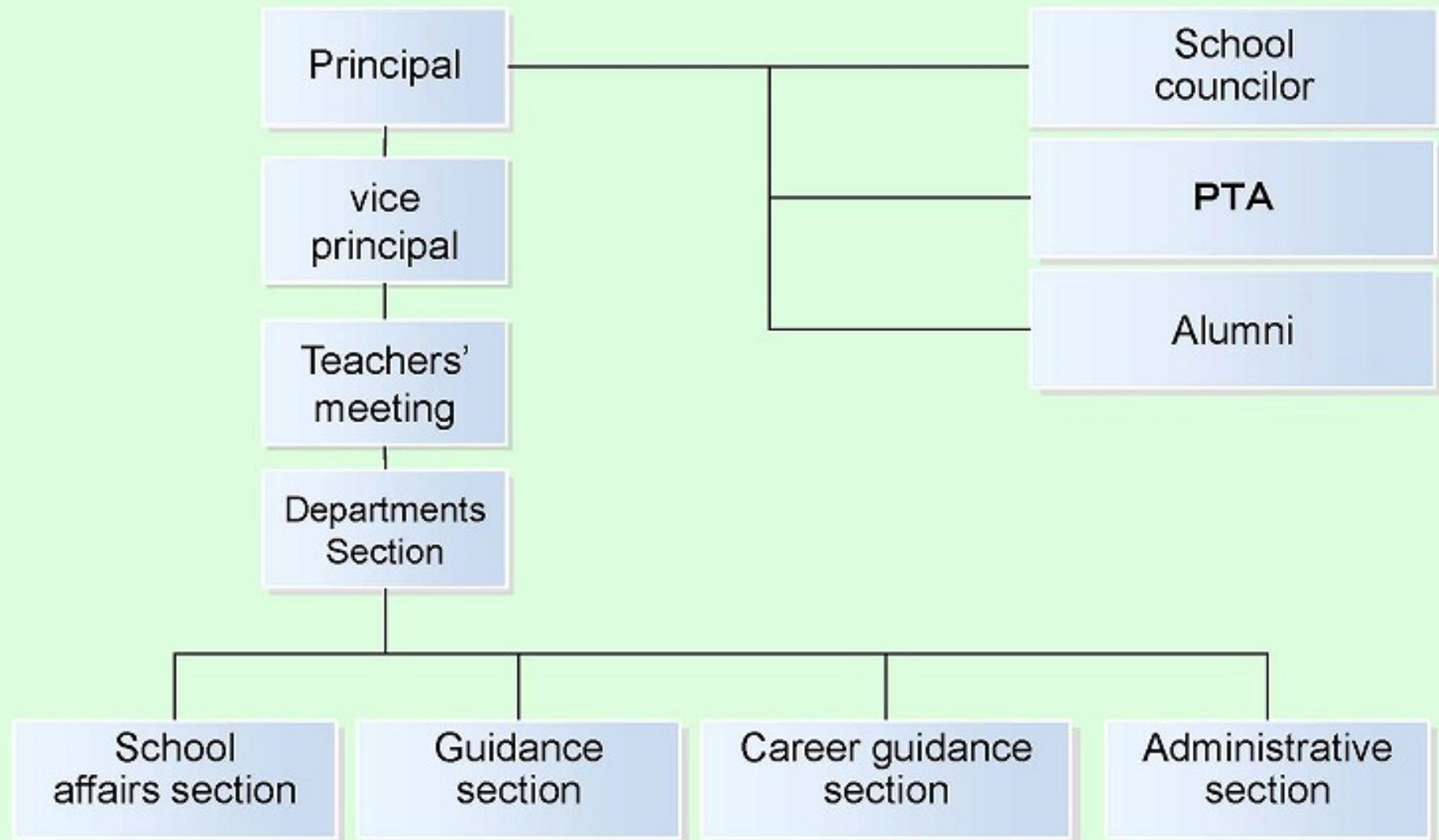
■ School organization

= Process of assigning a range of duty and responsibility to teachers to manage school duties. An organizational chart showing the allotment of management duties is made in most schools, but the manner of division varies.

■ Range of school duties

- Matters regarding educational content
- Matters regarding student
- Matters regarding teacher
- Matters regarding institution and facility
- Matters regarding school budget and finance
- Matters regarding communication and negotiation with outsiders
- Matters regarding other aspects relating to school management

School Management Duty



Head of Department System

■ Head of department system

= The purpose is to arrange the school organization to be appropriate for harmonious school management. It was established when the enforcement regulation of the School Education Law was amended in 1975.

■ Head of department system in elementary schools

- Head of school affairs
- Head of grade
- Head of health
- Head of administrative department

■ Head of department system in lower secondary schools

- Head of school affairs
- Head of grade
- Head of health
- Head of administrative department
- Head of guidance
- Head of career guidance

Head of Department System

Enforcement Regulation of the School Education Law

Article 44

Head of school affairs and head of grade should be placed at elementary schools.

2. Regardless of what is stipulated in the previous clause, when senior teachers are put in charge of arranging the school work in place of heads of school affairs stipulated in Clause 4, or when there are other special matters, it is not mandatory to assign heads of school affairs. When senior teachers are put in charge of arranging the school work in place of heads of grades stipulated in Clause 5, or when there are other special matters, it is not mandatory to assign heads of grades.
3. Heads of school affairs and heads of grades are chosen from regular teachers.
4. For items related to the formulation of teaching plans and other duties, the heads of school affairs, under the supervision of the principal, shall coordinate communications and provide advice and guidance.
5. For items related to the educational activities of the applicable grade, the heads of grades, under the supervision of the principal, shall coordinate communications and provide advice and guidance.

Article 45

Elementary schools shall have a head of health.

Article 46

Elementary schools can have a chief or head of their administrative department.

Article 47

In addition to the head of school affairs, head of grade, head of health and head of administrative department mentioned in the 3 previous articles, elementary schools may assign, when necessary, heads of departments to take charge of school-related work.

School Education Law

Article 37

Elementary schools must have in their employ a principal, vice-principal, senior teachers, nurses, and office staff.

2. In addition to the staff mentioned in the previous clause, elementary schools can have, when necessary, an assistant principal, senior teacher, advanced skill teachers, and dietitian/nutritionist, and other such staff.
3. Regardless of what is stipulated in Clause 1, when an assistant principal is assigned or when there are other special matters, it is not mandatory to assign a vice-principal. When a head of school affairs is put in charge of nursing matters, it is not mandatory to assign a nurse. When there are special matters, it is not mandatory to assign office staff.

Duties of the Assistant Principal, Senior Teacher, and Advanced Skill Teacher

Regulations stipulated under Article 37 of the School Education Law

Assistant principal

- Assists the principal, takes orders to oversee school-related work
- Acts as substitute principal if the principal is incapacitated, assumes the principal's duties if the principle is absent.

Senior teacher

- The senior teacher assists the principal (principal and assistant principal in applicable elementary schools) and vice-principal, and receive orders to coordinate some of the school-related work, and oversee the education of children.

Advanced skill teacher

- Oversee the education of children and provide necessary guidance and advice to teachers and other staff for improving and enhancing their teaching techniques.

■ School Evaluation

- = School evaluation is for each school to review its organization activities addressed to achieve the aims and identify its problems and issues. This process corresponds to “Check” in the so called management cycle, Plan, Do, Check, Action. It is important to understand focusing the connection to Action, the next process, in order to design plan.

■ Objectives of School Evaluation

- (1) For each school to set up objectives to go on its own educational activities and other school operations, and to try organizational and continual improvements as a school by evaluation of its achievements or appropriateness of approach for the achievements
- (2) For each school to achieve accountability by self-evaluation or evaluation, announcements, explanations by school stakeholders such as guardians, together with understanding and participation from guardians and local residents, to continue to build schools with cooperation between schools, families, and local communities.
- (3) For the supervisory board for each school to guarantee a certain level of educational quality and promote the improvement by taking measures to improve supporting conditions for schools in accordance with the results of school evaluation.

School Education Law

Article 42

As designated by the Minister of Education, Culture, Sports, Science and Technology, elementary schools shall conduct an evaluation of their educational activities and operations and must work to improve the level of educational standards by using the results to formulate necessary measures for improving their operations.

Article 43

In order to broaden the understanding of parents, guardians, the local community and other relevant persons, and to help promote cooperation and ties with these persons, elementary schools shall make an intensive effort to provide information about their educational activities and other school-related operations.

- * This also applies to kindergartens, lower secondary schools, upper secondary schools, six-year secondary schools, schools for special needs education, etc.

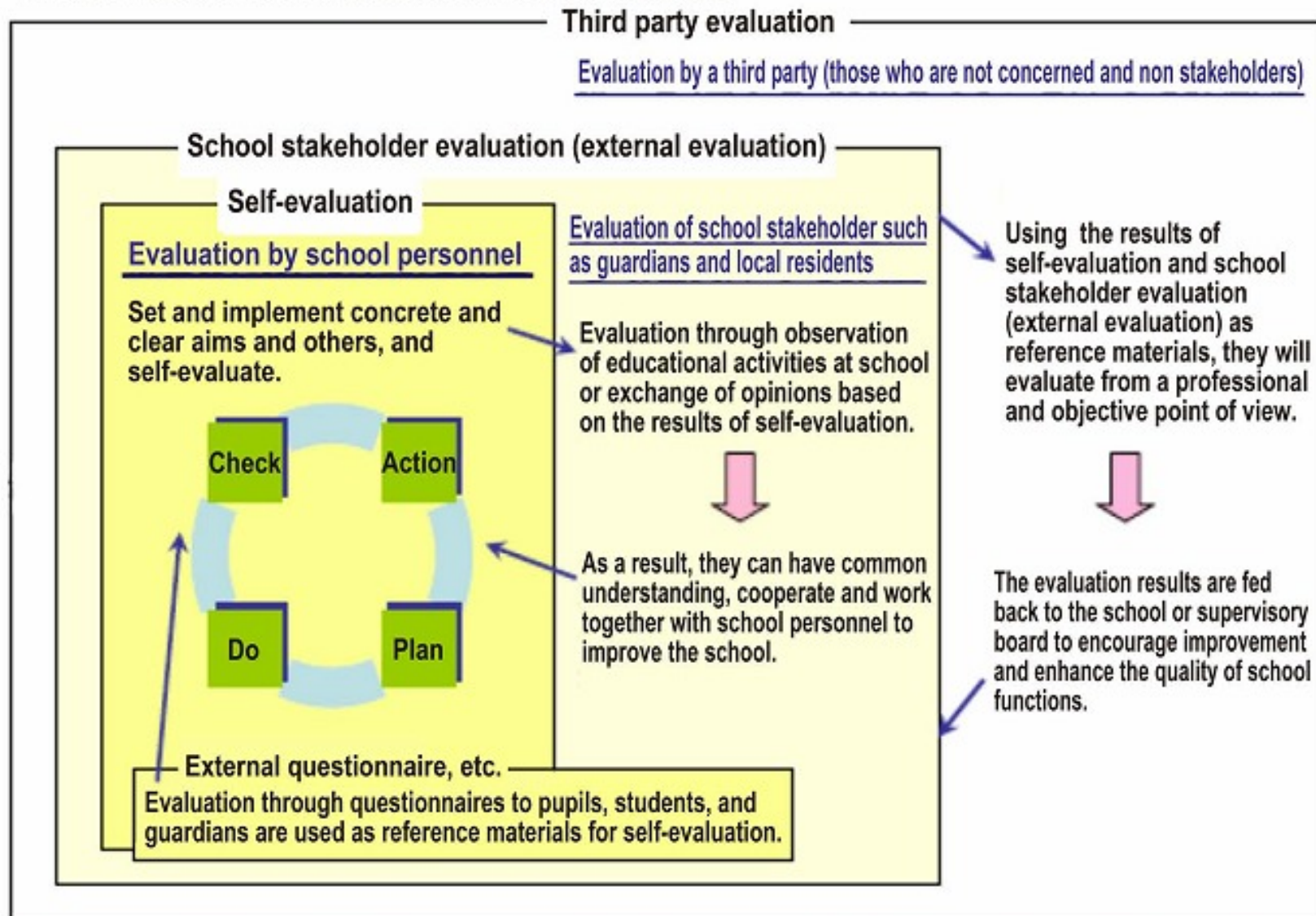
School Evaluation System

The Enforcement Regulation of the School Education Law was revised along with the School Education Act, and the following are now required of schools:

- (1) Self-evaluation by school personnel, and the results to be announced.
- (2) Evaluation by school stakeholders such as guardians (school stakeholder evaluation), and the results to be announced if possible.
- (3) Results of self-evaluation and school stakeholder evaluation to be reported to the supervisory board.

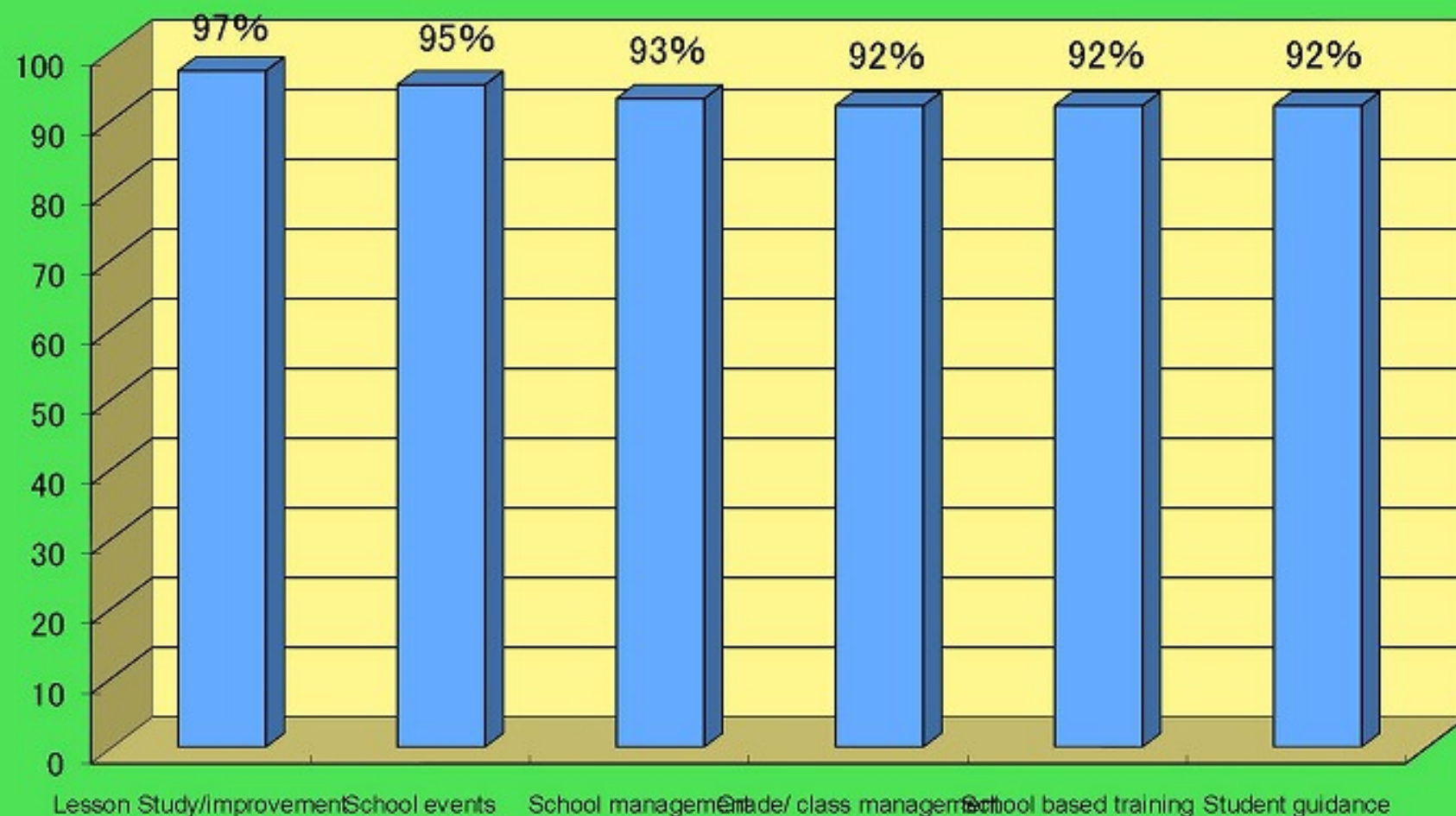
School Evaluation System

Practice and Procedure of School Evaluation



• Boxes for self-evaluation, school stakeholder evaluation (external evaluation), and third party evaluation are not bounds including the definitions inside, but those indicating evaluation coverage.

School Evaluation System



Community School

Due to revision of the Law on the Organization and Operation of Local Educational Administration in 2004, guardians and local community residents can now participate in school management with a certain authority through School Administrative Council, a collegiate system, at discretion of the board of education.

As of April 2009, 478 schools in 30 prefectures are designated as community school.

Community School

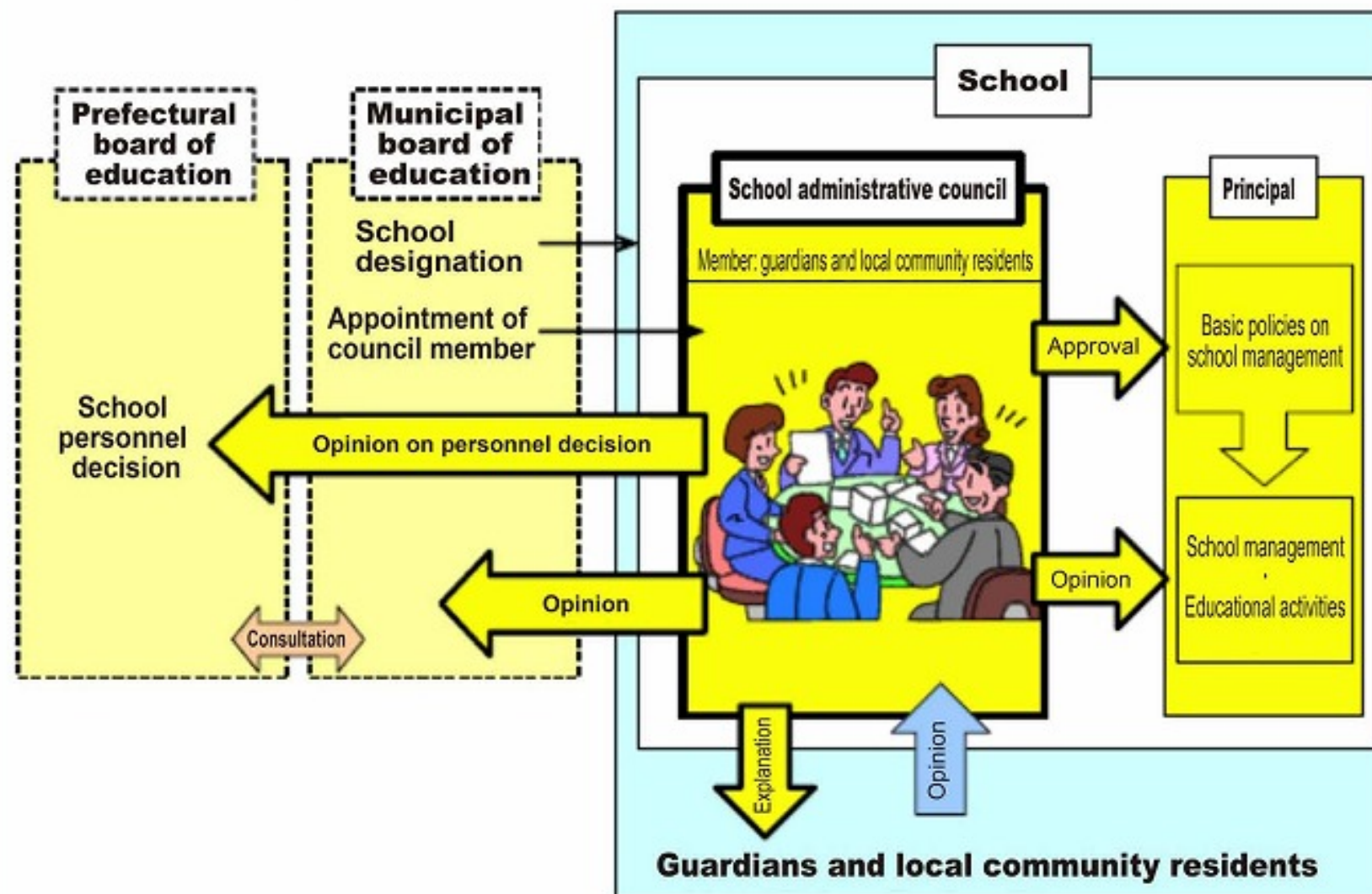
Due to revision of the Law on the Organization and Operation of Local Educational Administrations in 2004, guardians and local community residents can now participate in school management with a certain level of authority through the School Administrative Councils, a collegiate system, at the discretion of the board of education.

Authority of School Administrative Council

- (1) Approving basic policies decided by the principal about designing the curriculum and other items described in the Board of Education Rules.
- (2) Offering opinions to the board of education or the principal on community school management.
- (3) Being able to offer opinions on employment and appointment of community school personnel directly to the supervisory board for school personnel, who will respect these opinions.

Community School

Image of Community School



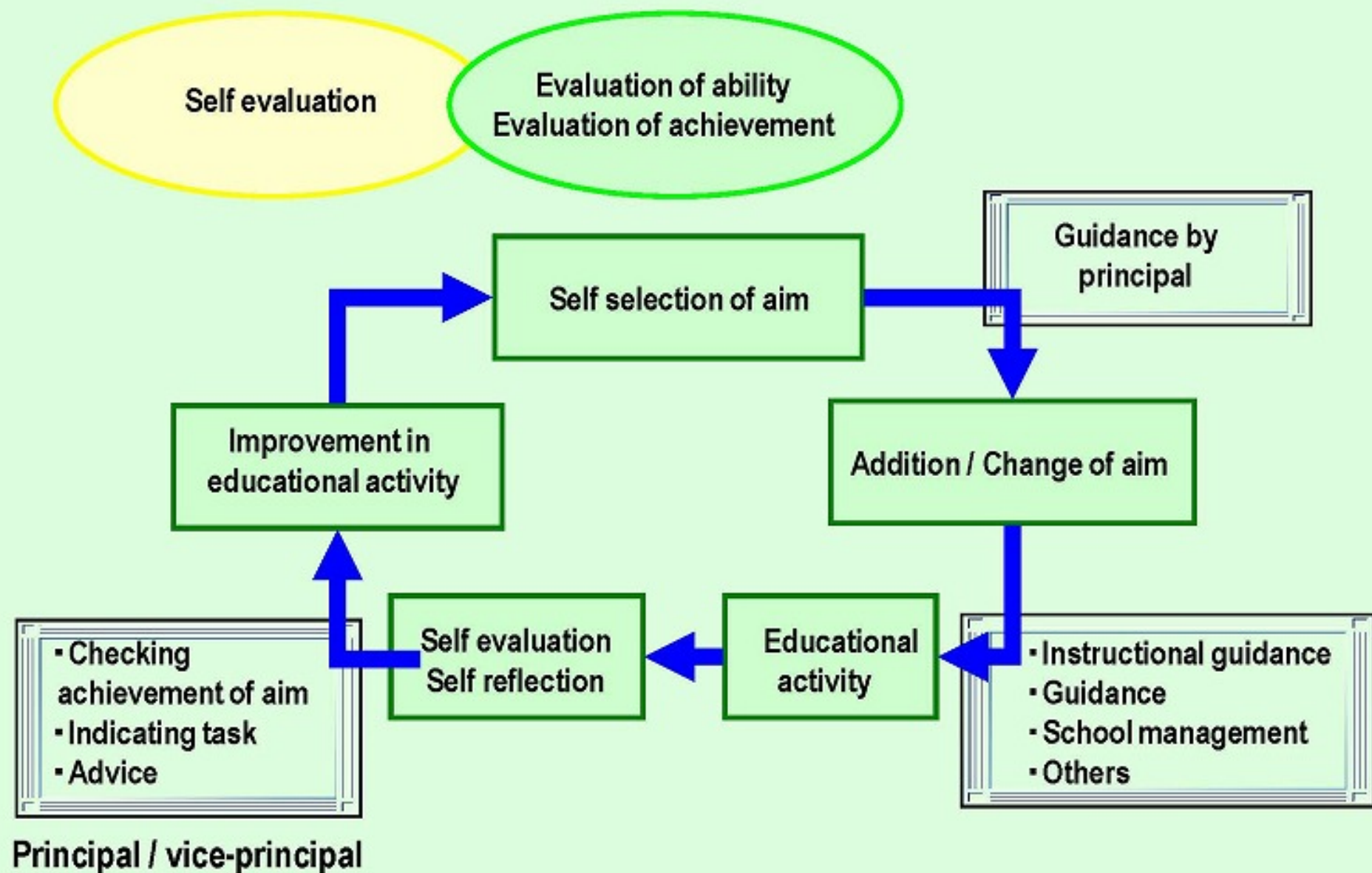
■ Efficiency Rating (of Teacher)

= Evaluation system for public elementary/lower secondary/upper secondary school teacher

Article 46 of the Law on the Organization and Operation of Local Educational Administration

“The city, town and village committees shall carry out consultation regarding prefecture expense burdens and teaching staff performance records under the plans of the prefecture committees, and irrespective of regulations of the 1st clause of Article 40 of the Local Public Service Law.”

Evaluation of Teacher



Evaluation of Teacher

■ Aim of teacher evaluation

- Professional development of teacher
- Evaluation of teacher achievement
- Improvement in treatment of teacher

■ Elements of teacher evaluation

- Educational activity including class
- Service / work attitude
- Contribution towards the team
- Contribution towards school management

■ Method of teacher evaluation

- Observation of teaching
- Observation of daily educational activity
- Observation of work attitude

■ School risk management

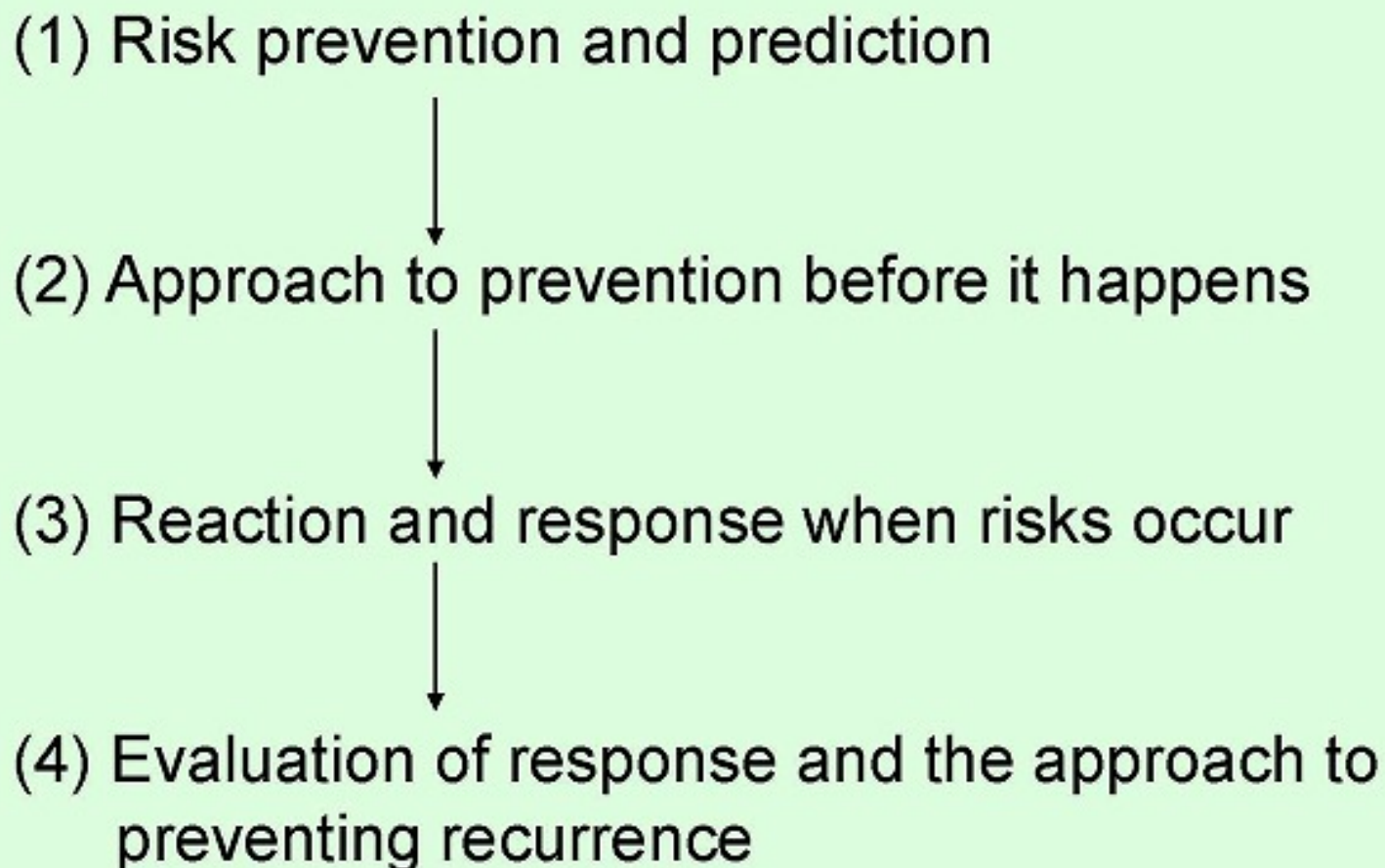
= The most important task of school risk management is to save students' lives

- Natural disasters (earthquakes, storm and flood damage) and fires
- Incidents and accidents occurring in daily educational activity
- Invalids
- Incidents involving killing / injury by outsiders

■ Aims of risk management

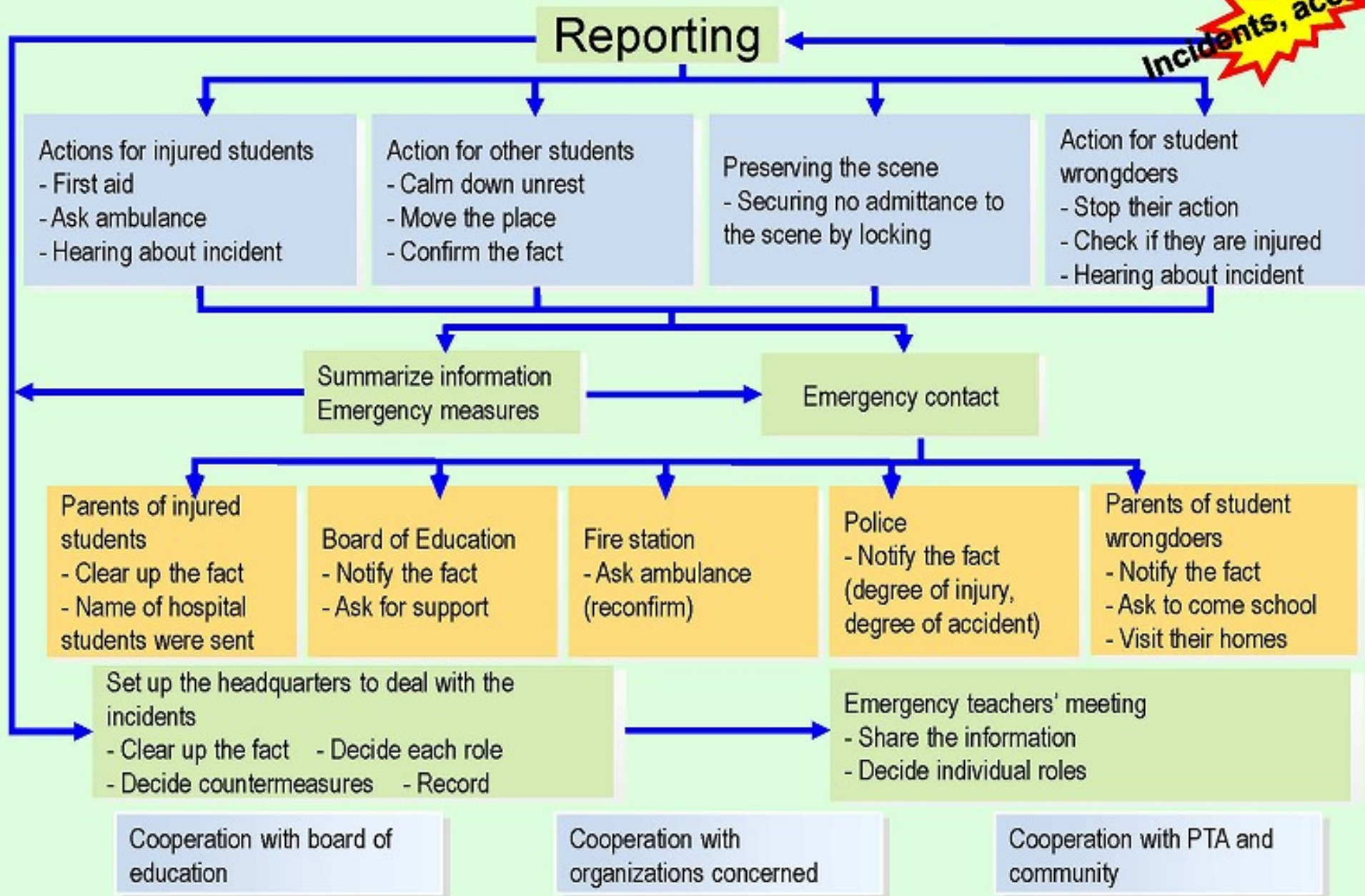
- To save students' lives, bodies and to secure safety
- To maintain reliable relationships with students and parents
- To make school environments safe and secure

School Risk Management

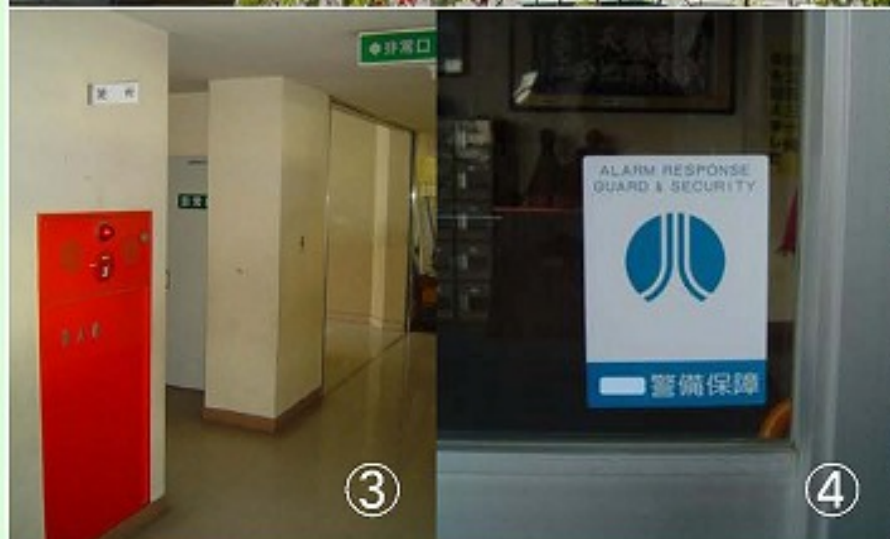


School Risk Management

Incidents, accidents



School Risk Management



System of School Choice

■ School choice system

= Parents can choose whichever school they want their children to enter, while they have had to enter schools based on the domicile.

■ Aims

- Respect child/parents' wills for school choice and consider their needs
- Clarify educational responsibility and accountability
- Encourage school evaluation
- Promote creative schools with curricular emphasis and schools that maintain effective extension relationships with their local communities

System of School Choice

■ Advantages

- Respect of parents' desire to select schools for their children
- Parents will increase their interest towards schools
- Individual schools will work hard to compete with other schools
- Schools will encourage release of needed information
- Schools will increase their self-motivation to undertake self-reform
- Reforms of public schools enhanced

■ Disadvantages

- There will be specific schools that are popular, and others that are not, which leads to increasing gaps between schools
- Sense of solidarity between the community and school may be weak
- Parents and children will be confused because of the lack of school choice indices
- Public education may become weaker and less popular
- Useless / unnecessary competition among schools

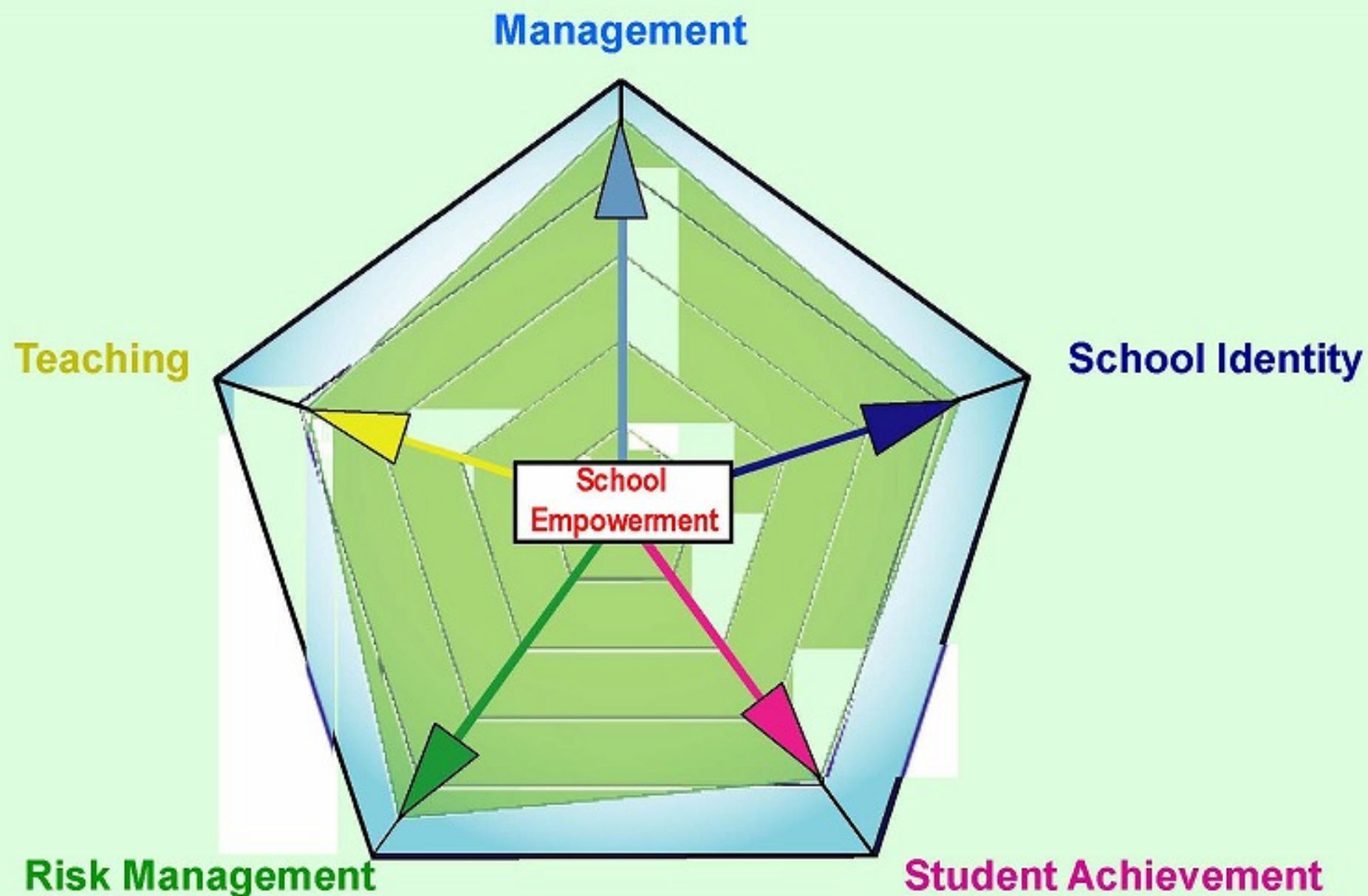
■ School empowerment

= The concept related to student achievement, teaching ability, management ability, risk management, school identity.

The expression of the extent of activities and abilities to which one school is seen good.

- Raise the quality of school empowerment
= Building the comprehensive ability of school
- The viewpoint of school empowerment is important in school evaluation and school choice

School Empowerment



■ School management reform in Japan

- Enlargement of discretion in each school
- Building of within-school accountability
- Managerial accountability of school
- Participation of parents and community in school
 - Type of school management with participation
- Enlargement and reinforcement of principal's discretion and authority

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
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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 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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