

# Field VII Cooperation between School and Local Community

**Noriaki MIZUMOTO**

**(JAPANESE EDUCATIONAL SYSTEM & PRACTICE PART 2)**

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

University of Tsukuba, JAPAN

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

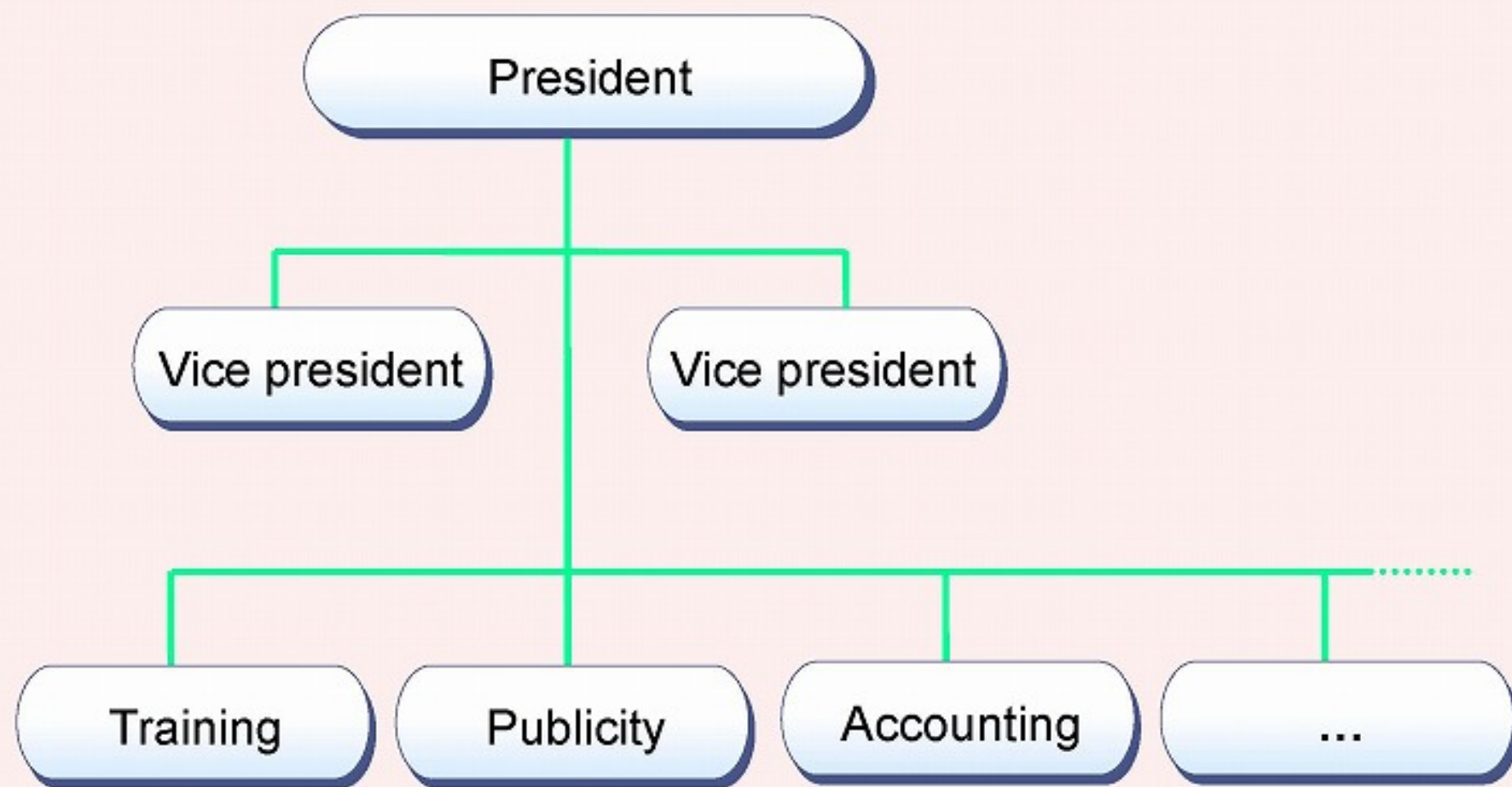
## ■ PTAs

**= Parent - Teacher Associations**

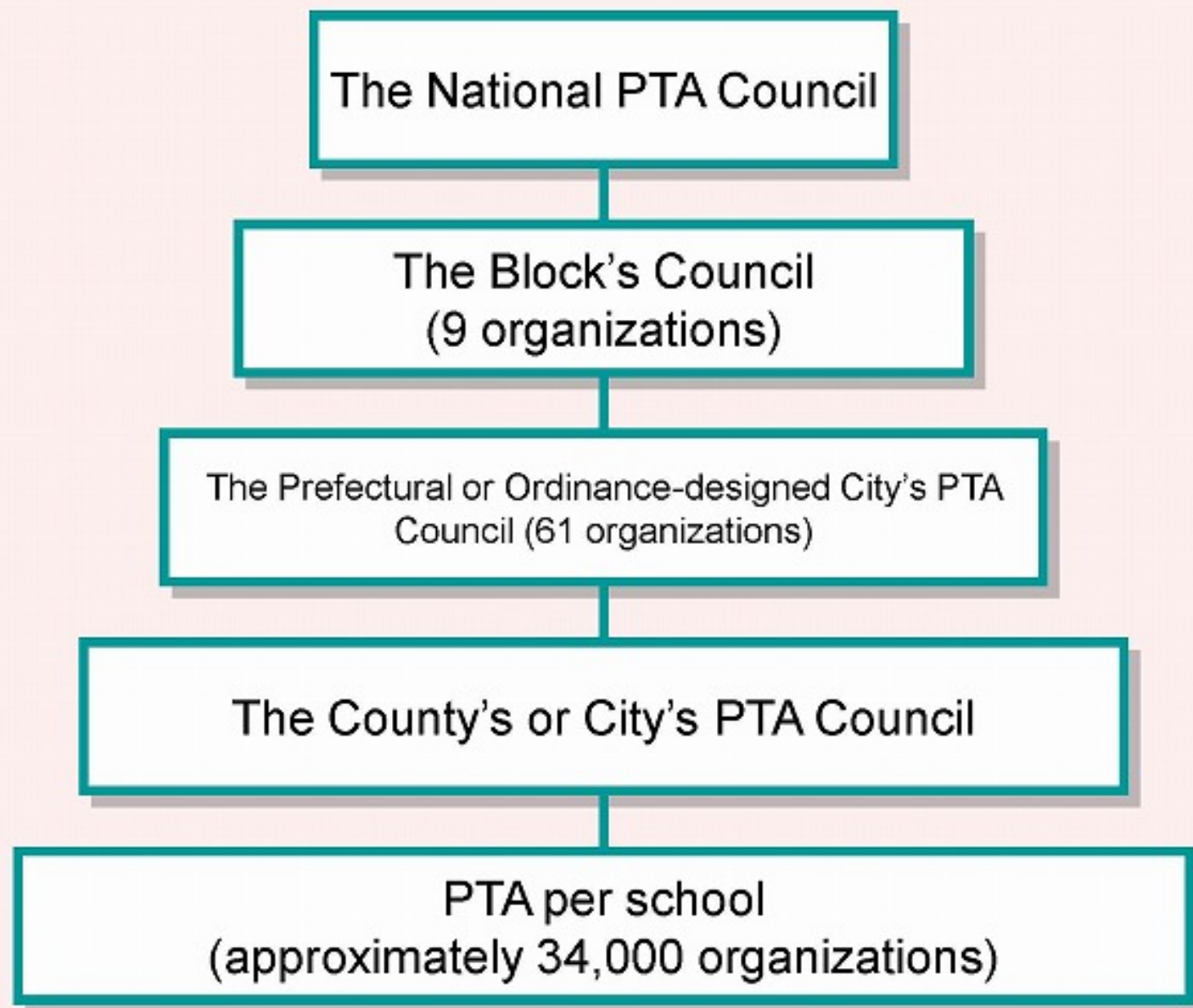
## ■ Functions of the PTAs

1. Parents' cooperation for school education
2. Promotion of mutual understanding between parents and teachers
3. Workshop for parents and teachers

# PTAs



# PTAs





# PTAs





# PTAs





# PTAs





# PTAs





### ■ Visits to children's homes

= To visit children's homes and talk with their parents

- 1 Regular visits to all children's homes Normally, home-room teachers visit all homes of children in their class at the beginning of the academic year.
- 2 Special visits to children's homes Home-room teachers visit particular homes when they need to talk with children's parents about a certain matter.

## ■ Aims of Visits to Children's Homes

1. To understand students' family and community environments
2. To understand students' roles in their families and communities
3. To ascertain parents' educational needs about their children
4. To communicate teacher's or school's educational philosophy to parents

# Visits to Children's Homes

## 平成17年度家庭訪問実施計画案

平成17.4.4  
小 教務部

### 1 目的

- 児童の家庭での状況を把握し、今後の学習指導及び生活指導に生かす。
- 保護者との対話を通して、親との関わりをつかむとともに学校教育に対する理解と協力を得る。

### 2 内容

- 氏名、生年月日、住所、地区等の確認。
- 健康状態、学習状況、進学（6年生）、性格、通学時及び集団登校の状況等の把握。
- 保護者の願い、学校に対する要望等の収集。

### 3 訪問日程

月	日	曜日	訪問地区	訪問校	訪問時間
4月18日	(月)	北部	西本町	本町	ニュータウン住宅 小松下/南
4月19日	(火)	小千谷の	久保田の	下下	下下
4月20日	(水)	グリーン	田中	本町	東部 西本町 下下
4月22日	(金)	海部	新田	中島	下下
4月25日	(月)	新田	田中	東部	西本町 下下
4月26日	(火)	東部	田中	本町	下下

### 4 日程 (4校訪問)

校名	訪問時間	訪問校	訪問時間
西本町	8:15~8:25	東部	8:25~8:35
東部	8:35~8:45	西本町	8:45~8:55
下下	8:55~9:05	東部	9:05~9:15
1校時	9:15~9:25	西本町	9:25~9:35
2校時	9:35~9:45	東部	9:45~9:55
3校時	9:55~10:05	西本町	10:05~10:15
4校時	10:15~10:25	東部	10:25~10:35
5校時	10:35~10:45	西本町	10:45~10:55
6校時	10:55~11:05	東部	11:05~11:15
7校時	11:15~11:25	西本町	11:25~11:35
8校時	11:35~11:45	東部	11:45~11:55
9校時	11:55~12:05	西本町	12:05~12:15
10校時	12:15~12:25	東部	12:25~12:35
11校時	12:35~12:45	西本町	12:45~12:55
12校時	12:55~13:05	東部	13:05~13:15
13校時	13:15~13:25	西本町	13:25~13:35
14校時	13:35~13:45	東部	13:45~13:55
15校時	13:55~14:05	西本町	14:05~14:15
16校時	14:15~14:25	東部	14:25~14:35
17校時	14:35~14:45	西本町	14:45~14:55
18校時	14:55~15:05	東部	15:05~15:15
19校時	15:15~15:25	西本町	15:25~15:35
20校時	15:35~15:45	東部	15:45~15:55
21校時	15:55~16:05	西本町	16:05~16:15
22校時	16:15~16:25	東部	16:25~16:35
23校時	16:35~16:45	西本町	16:45~16:55
24校時	16:55~17:05	東部	17:05~17:15
25校時	17:15~17:25	西本町	17:25~17:35
26校時	17:35~17:45	東部	17:45~17:55
27校時	17:55~18:05	西本町	18:05~18:15
28校時	18:15~18:25	東部	18:25~18:35
29校時	18:35~18:45	西本町	18:45~18:55
30校時	18:55~19:05	東部	19:05~19:15
31校時	19:15~19:25	西本町	19:25~19:35
32校時	19:35~19:45	東部	19:45~19:55
33校時	19:55~20:05	西本町	20:05~20:15
34校時	20:15~20:25	東部	20:25~20:35
35校時	20:35~20:45	西本町	20:45~20:55
36校時	20:55~21:05	東部	21:05~21:15
37校時	21:15~21:25	西本町	21:25~21:35
38校時	21:35~21:45	東部	21:45~21:55
39校時	21:55~22:05	西本町	22:05~22:15
40校時	22:15~22:25	東部	22:25~22:35
41校時	22:35~22:45	西本町	22:45~22:55
42校時	22:55~23:05	東部	23:05~23:15
43校時	23:15~23:25	西本町	23:25~23:35
44校時	23:35~23:45	東部	23:45~23:55
45校時	23:55~24:05	西本町	24:05~24:15
46校時	24:15~24:25	東部	24:25~24:35
47校時	24:35~24:45	西本町	24:45~24:55
48校時	24:55~25:05	東部	25:05~25:15
49校時	25:15~25:25	西本町	25:25~25:35
50校時	25:35~25:45	東部	25:45~25:55
51校時	25:55~26:05	西本町	26:05~26:15
52校時	26:15~26:25	東部	26:25~26:35
53校時	26:35~26:45	西本町	26:45~26:55
54校時	26:55~27:05	東部	27:05~27:15
55校時	27:15~27:25	西本町	27:25~27:35
56校時	27:35~27:45	東部	27:45~27:55
57校時	27:55~28:05	西本町	28:05~28:15
58校時	28:15~28:25	東部	28:25~28:35
59校時	28:35~28:45	西本町	28:45~28:55
60校時	28:55~29:05	東部	29:05~29:15
61校時	29:15~29:25	西本町	29:25~29:35
62校時	29:35~29:45	東部	29:45~29:55
63校時	29:55~30:05	西本町	30:05~30:15
64校時	30:15~30:25	東部	30:25~30:35
65校時	30:35~30:45	西本町	30:45~30:55
66校時	30:55~31:05	東部	31:05~31:15
67校時	31:15~31:25	西本町	31:25~31:35
68校時	31:35~31:45	東部	31:45~31:55
69校時	31:55~32:05	西本町	32:05~32:15
70校時	32:15~32:25	東部	32:25~32:35
71校時	32:35~32:45	西本町	32:45~32:55
72校時	32:55~33:05	東部	33:05~33:15
73校時	33:15~33:25	西本町	33:25~33:35
74校時	33:35~33:45	東部	33:45~33:55
75校時	33:55~34:05	西本町	34:05~34:15
76校時	34:15~34:25	東部	34:25~34:35
77校時	34:35~34:45	西本町	34:45~34:55
78校時	34:55~35:05	東部	35:05~35:15
79校時	35:15~35:25	西本町	35:25~35:35
80校時	35:35~35:45	東部	35:45~35:55
81校時	35:55~36:05	西本町	36:05~36:15
82校時	36:15~36:25	東部	36:25~36:35
83校時	36:35~36:45	西本町	36:45~36:55
84校時	36:55~37:05	東部	37:05~37:15
85校時	37:15~37:25	西本町	37:25~37:35
86校時	37:35~37:45	東部	37:45~37:55
87校時	37:55~38:05	西本町	38:05~38:15
88校時	38:15~38:25	東部	38:25~38:35
89校時	38:35~38:45	西本町	38:45~38:55
90校時	38:55~39:05	東部	39:05~39:15
91校時	39:15~39:25	西本町	39:25~39:35
92校時	39:35~39:45	東部	39:45~39:55
93校時	39:55~40:05	西本町	40:05~40:15
94校時	40:15~40:25	東部	40:25~40:35
95校時	40:35~40:45	西本町	40:45~40:55
96校時	40:55~41:05	東部	41:05~41:15
97校時	41:15~41:25	西本町	41:25~41:35
98校時	41:35~41:45	東部	41:45~41:55
99校時	41:55~42:05	西本町	42:05~42:15
100校時	42:15~42:25	東部	42:25~42:35

### 5 実施上の留意点

- 訪問時刻は、あらかじめ連絡しておき兄弟姉妹と訪問時刻が重ならないように該当の担任同士で調整を図る。
- 訪問区域の児童数が多い場合には、あらかじめ保護者と連絡を取り、兄弟姉妹関係者を避けて、期日の変更等の調整を図る。
- 家庭に精神的・身体的な負担をかけないようにする。
- 児童の健康・安全等については、特に入浴に留意する。
- 家庭内のことは、介入しないように心がける。
- 児童の欠席や遅刻の理由を聞き、むしろ、長所を知らせるようにする。
- この家庭も将来的に平等になるように心がける。
- 政治的なことや宗教上のことについては、発言を控える。
- 訪問後について非難・中傷をしない。
- 地区内の危険箇所等について情報を得る。
- 学校に対する要望や問題点があった場合は、速やかに教務部に知らせる。

### 6 校外指導・その他

- 学級担任でない先生は、下校指導を行う。特にA形道路・10号線（田中書店前）の児童指導員を自由交際。
- 下校中や帰宅後の交通安全、きまり正しい生活、危険な遊び、家庭学習等について具体的な指導をする。
- 下校後は必ず家へ帰ってから遊びに行くこと（家の人に行き先を告げる）等
- 声かけ事業・不登校等への対応を十分に指導しておくようにする。

①

## 家庭訪問計画年組 (第1次案)

②

○年D組の家庭訪問の計画を下記表のように立てました。どうしても都合がつかなくて変更が必要な場合は、担任までご連絡ください。なお、その際は、空いている時間帯に変更していただくか、他の方と交代するなど調整していただくをお願いします。

訪問 時刻	① 14:00 14:15	② 14:25 14:40	③ 14:50 15:05	④ 15:15 15:30	⑤ 15:40 15:55	⑥ 16:05 16:20	⑦ 16:30 16:45	⑧ 16:55 17:10
① 4月18日 (月)								
② 4月19日 (火)								
③ 4月20日 (水)								
④ 4月22日 (金)								
⑤ 4月25日 (月)								
⑥ 4月26日 (火)								
⑦ 4月28日 (木)								
⑧ 4月29日 (金)								
⑨ 4月30日 (土)								
⑩ 5月1日 (日)								
⑪ 5月2日 (月)								
⑫ 5月3日 (火)								
⑬ 5月4日 (水)								
⑭ 5月5日 (木)								
⑮ 5月6日 (金)								
⑯ 5月7日 (土)								
⑰ 5月8日 (日)								
⑱ 5月9日 (月)								
⑲ 5月10日 (火)								
⑳ 5月11日 (水)								
㉑ 5月12日 (木)								
㉒ 5月13日 (金)								
㉓ 5月14日 (土)								
㉔ 5月15日 (日)								
㉕ 5月16日 (月)								
㉖ 5月17日 (火)								
㉗ 5月18日 (水)								
㉘ 5月19日 (木)								
㉙ 5月20日 (金)								
㉚ 5月21日 (土)								
㉛ 5月22日 (日)								
㉜ 5月23日 (月)								
㉝ 5月24日 (火)								
㉞ 5月25日 (水)								
㉟ 5月26日 (木)								
㊱ 5月27日 (金)								
㊲ 5月28日 (土)								
㊳ 5月29日 (日)								
㊴ 5月30日 (月)								
㊵ 5月31日 (火)								



# Visits to Children's Homes



April 2005



### ■ Aims of open class day

- 1 Parents can learn about their children's life at school and other children in the class
- 2 Mutual understanding between parents and teachers is promoted

### ■ Necessity of risk management

It is necessary to be careful about risk management during open class periods because many outside people come to visit schools.

## Open Class Days

Period 1    Class Visits

Period 2    Class Visits

(In many cases, children go back home after period 2)

Period 3    PTA conferences or grade meetings

Period 4    Class meetings



# Open Class Days





## ■ Forms of Parent - Teacher Meetings

- 1 Meetings of a grade – parents of students from a single grade to talk informally with teachers of the grade
- 2 Meetings of a class – parents of students of a single class talk informally with a home-room teacher
  - Meetings of a grade and of a class are usually combined and done in on a single day
- 3 Individual meetings (consultation) – a parent of a student talks informally with the home-room teacher (sometimes the meetings consist of three people, including the student)
  - There are two cases for individual meetings: one is intended for parents of all students of a class and planned beforehand, and the other is intended for parents of specific students who need special guidance and is done separately.



### ■ Purpose of Parent - Teacher Meetings

- 1 To explain school educational policies to parents by teachers
- 2 To convey parents' desires to teachers
- 3 To discuss problems concerning grades and classes
- 4 To discuss educational problems and the future of individual children (in case of individual meetings)
- 5 To promote understanding and friendship between teachers and parents and among parents



# Parent-Teacher Meetings





## ■ What are report cards ?

- 1 An official document from schools to parents on which students' class performance and attitudes are reviewed.
- 2 Generally, it is handed by students to their parents at the end of school terms.

## ■ Objectives of report cards

- 1 To promote parental understanding of their children's studies and school life
- 2 To improve parental interest in their children's education
- 3 To rouse a student's zest for studying

# Report Cards

Subject	Points of evaluation	Evaluation			
		First term	Second term	Third term	
	Interest and will to social phenomena	A			
	Thinking and judgment from the social point	B			
	Techniques of utilization of materials	C			
	Knowledge and understanding of social phenomena	A			

The evaluation of each subject consists of four areas: "Interest-Attitude-Will," "Thinking-Judgment," "Technique-Expression," and "Knowledge-Understanding." Each area is evaluated: A (very good), B (good) and C (poor)



# Report Cards

Content	First term	Second Term	Third Term
Fundamental daily manner	○		
Progress in health and physical strength	△		
Independency and autonomy	○		
Responsibility	○		
Creative idea	○		
Consideration and cooperation	△		
Respect and nature protection	○		
Volunteer work and service	○		
Justice and equity	△		

# Report Cards





### ■ Communication Notebooks

= Communication notebooks occur between schools and homes. Some schools use them as “communication notebooks,” but general notebooks or communication spaces within student notebooks are used as well.

Teachers or students write down comments and bring them back home, where parents check them. Parents may write down comments when needed and class teachers will check these.

## ■ What to write in a communication notebook ?

### 1. From school to home

- (1) Tomorrow's schedule / announcement for a whole class
- (2) School behavior of students
- (3) Requests for parents

\* For lower grades at some elementary schools, parents check and sign the notebooks daily

### 2. From home to school

- (1) Special requests (for example, when a parent wants a home-room teacher to let their child be absent from a physical education class because he/she is not feeling well)
- (2) Opinions relayed to home-room teachers or to schools
  - \* Home-room teachers check them, make comments when needed and signs them.



# Communication Notebooks between Teachers & Parents





# Communication Notebooks between Teachers & Parents





## School Newsletters, Grade Newsletters, Class Newsletters

### ■ School Newsletters, Grade Newsletters, Class Newsletters

= Schools publish printings of various information and publicity to children's homes and the communities.

### ■ Purpose

1. To explain school principles and to promote understanding of them by parents and people of the community.
2. To convey the desires of schools to parents and local communities.
3. To inform the dates of school events, etc.
4. To provide information on schools and children's school lives.
5. To enlighten the parents and communities about school education.

# School Newsletters, Grade Newsletters, Class Newsletters

Kind	Responsibility	Contents
<b>School letter</b>	Principal or vice-Principal	e.g. Principle of schools, school events plan and requests of school
<b>Grade letter</b>	Chief of grade	e.g. Principle and request of grade, grade events, plan and situation of grade
<b>Class letter</b>	Home-room teacher	e.g. Principle and request of classes, situation of classes and children's works
<b>Health letter</b>	Nurse teacher	e.g. Principles of schools health and transmission quests and special knowledge about health
<b>School lunch letter</b>	Expert in nutrition	e.g. Menus of school lunch and transmission requests and special knowledge about nutrition
<b>Office work letter</b>	Office work staff	e.g. Communication of office work procedures and situations of children from the view of office work staff
<b>PTA letter</b>	PTA court	e.g. Principle of PTA, event plans and activity report

\* It depends on school about which letters are published. Letters are periodically published usually, but occasionally, irregularly published.



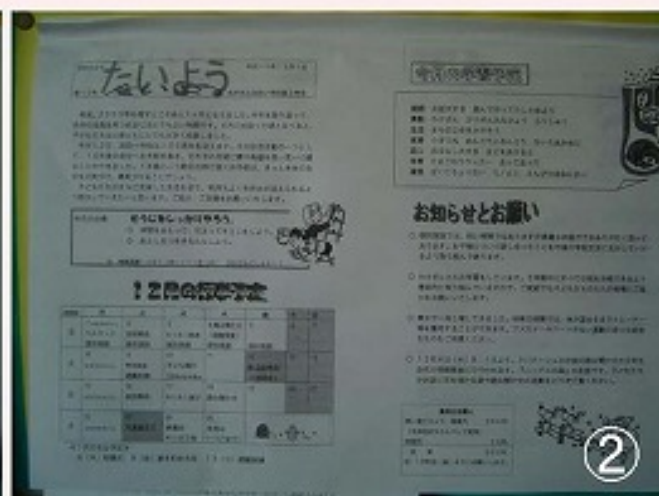




# School Newsletters, Grade Newsletters, Class Newsletters



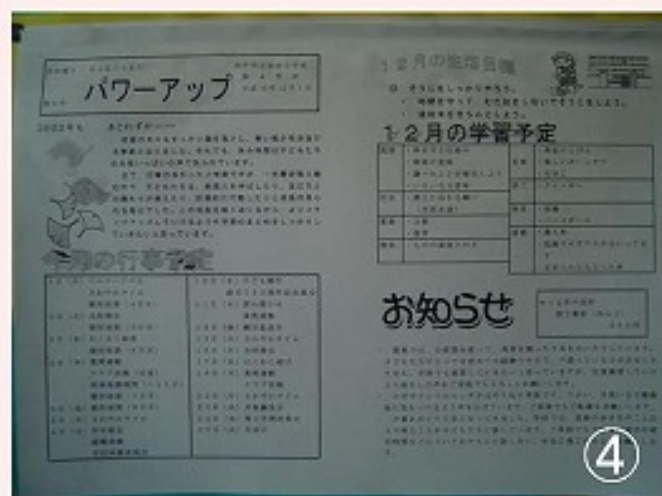
1st grade, Dec, 2003



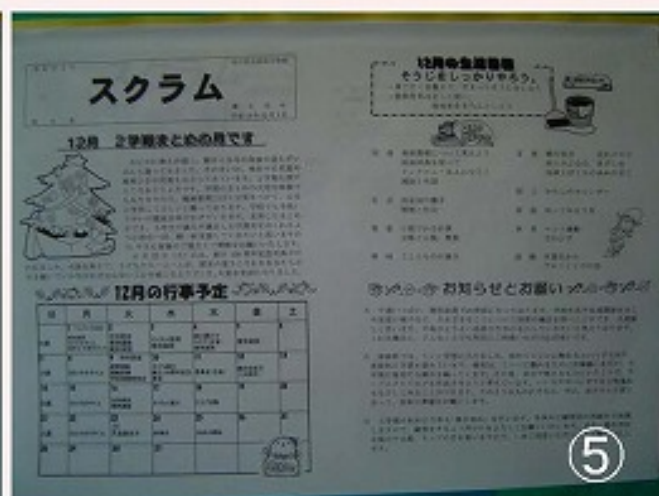
2nd grade, Dec, 2003



3rd grade, Dec, 2003



4th grade, Dec, 2003



5th grade, Dec, 2003



6th grade, Dec, 2003



# School Newsletters, Grade Newsletters, Class Newsletters



3rd grade, July 2004

# School Newsletters, Grade Newsletters, Class Newsletters



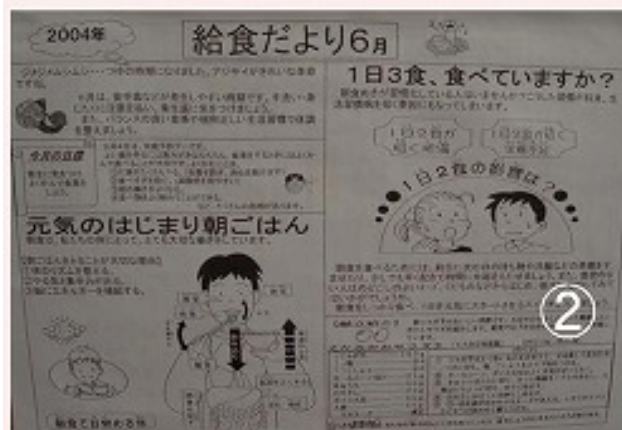
PTAだより No. 2

平成16年5月20日  
小学校PTA会長

第29回 運営委員会(5月15日)

議題	出席者	出席予定
1. 学年委員会	4/20 学年委員会 4/24 PTA総会受付 5/7 交通安全教室ボランティア	写真撮影(教員・保護者) 6/10 給食委員会・委員会 6/20 校務委員会の意見
2. 学年委員会	4/20 学年委員会 4/24 PTA総会受付	写真撮影(教員・保護者) 6/20 校務委員会の意見
3. 学年委員会	4/20 学年委員会 4/24 PTA総会受付 4/30 校務委員会のボランティア打ち合わせ 5/7 校務委員会のボランティア	5/21 学年委員会 6/22 交通安全教室の打ち合わせ
4. 学年委員会	4/19 学年委員会 4/24 PTA総会受付	写真撮影・販売 5/18 第29回 学年委員会
5. 学年委員会	4/19 学年委員会 4/24 PTA総会受付	未定
6. 学年委員会	4/19 学年委員会 4/24 PTA総会受付	5/後半 学年委員会
保健体育委員会	4/19 保健体育委員会 4/27 第29回 保健体育委員会 5/10 保健体育委員会審判文書配布	5/19~21 保健体育委員会審判文書回収及び打ち合わせ 6/4 保健体育委員会開会
広報委員会	「TANKENSHU」41号 準備中・写真撮影	5/17 号「TANKENSHU」41号発行予定
校務生活委員会	4/17 運営委員会にて協議会を開催 4/19 第29回 校務委員会(広報委員会)打ち合わせ 5/10 第29回 校務委員会(広報委員会)打ち合わせ 5/13 110番の家 協力者募集	5/15 PTA・子供会交流会参加 5/17 号「TANKENSHU」41号発行予定 110番の家 協力者募集 スチッカー(110番の家)配布
1. 学年委員会		隔月(奇数月)更新予定
家庭教師学校 委員会	4/20 第29回 家庭教師学校 委員会 4/28 第30回 家庭教師学校 委員会 5/6 第31回 家庭教師学校 委員会	5/18 第40回 家庭教師学校 委員会 5/24 第41回 家庭教師学校 委員会
卒業生委員会	5/6 先生との打ち合わせ 5/11 写真撮影の打ち合わせ(アルバム) 5/13 第29回 卒業生委員会	未定
本部委員会	4/17 第29回 本部委員会 4/22 本部委員会 4/24 PTA・家庭教師学校 委員会・委員会 4/30 PTAだよりNo.1 発行	5/15 第30回 本部委員会 第29回 運営委員会 子供会委員会・PTAとの交流会 つづいてPTA連絡協議会総会出席 5/27 茨城県PTA連合会総会出席

次期運営委員会 7月 3日(土) 10:00~ 会議室にて





## ■ Objectives of the School Home Pages

- 1 Dispatch of information from schools to homes, communities and society
- 2 Networking through linkages
- 3 Conveyance of opinions, requests, and information by e-mail

## ■ What information should be inserted in the school home pages?

- 1 Basic school information– location, number of students, classes and educational personnel
- 2 School educational objectives, management policy and characteristics
- 3 Objectives and policies of each grade and class, and actual educational activities
- 4 Plans of school events and their results
- 5 Activities of student councils and PTAs
- 6 Linkages– educational sites for use by students, and adjacent schools and administrations

# School Home Pages



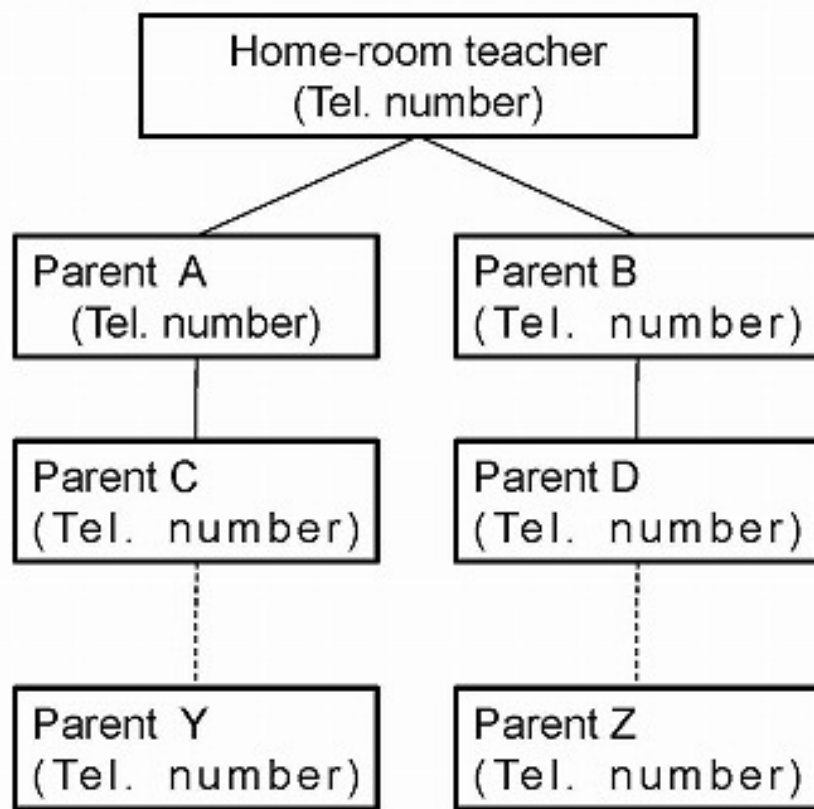


# Networking System

## ■ Objectives of networking

Emergency contact from school to parents and students

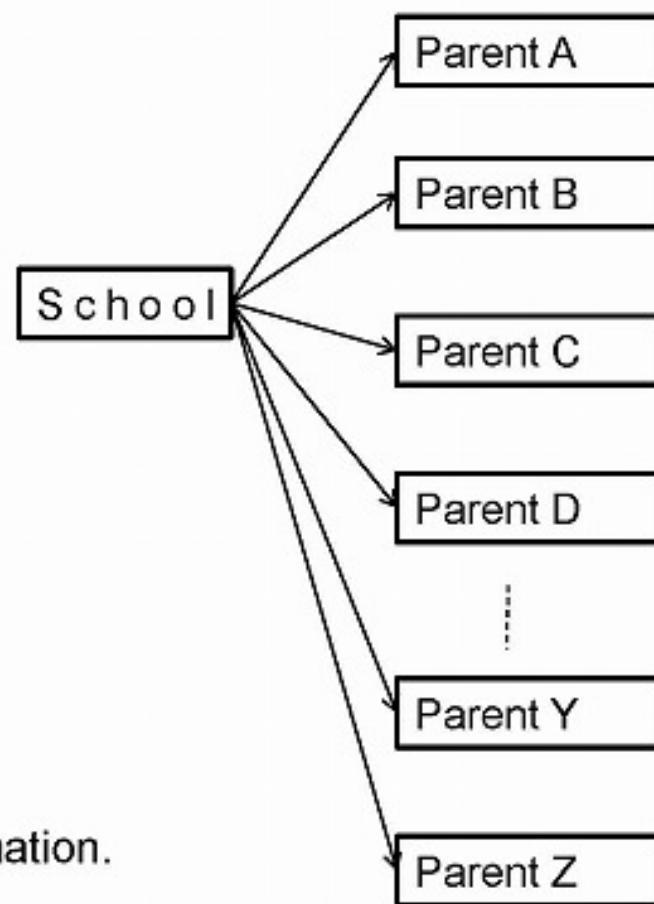
## ■ Telephone tree network



The last parent should call the teacher for confirmation.

## ■ E-mail network

Most people use cell-phones



## ■ Utilizing human resources of communities

= Obtaining cooperation between people within communities in educational activities of schools. There are school volunteers and part-time teachers without teacher certificates.

## ■ School volunteers

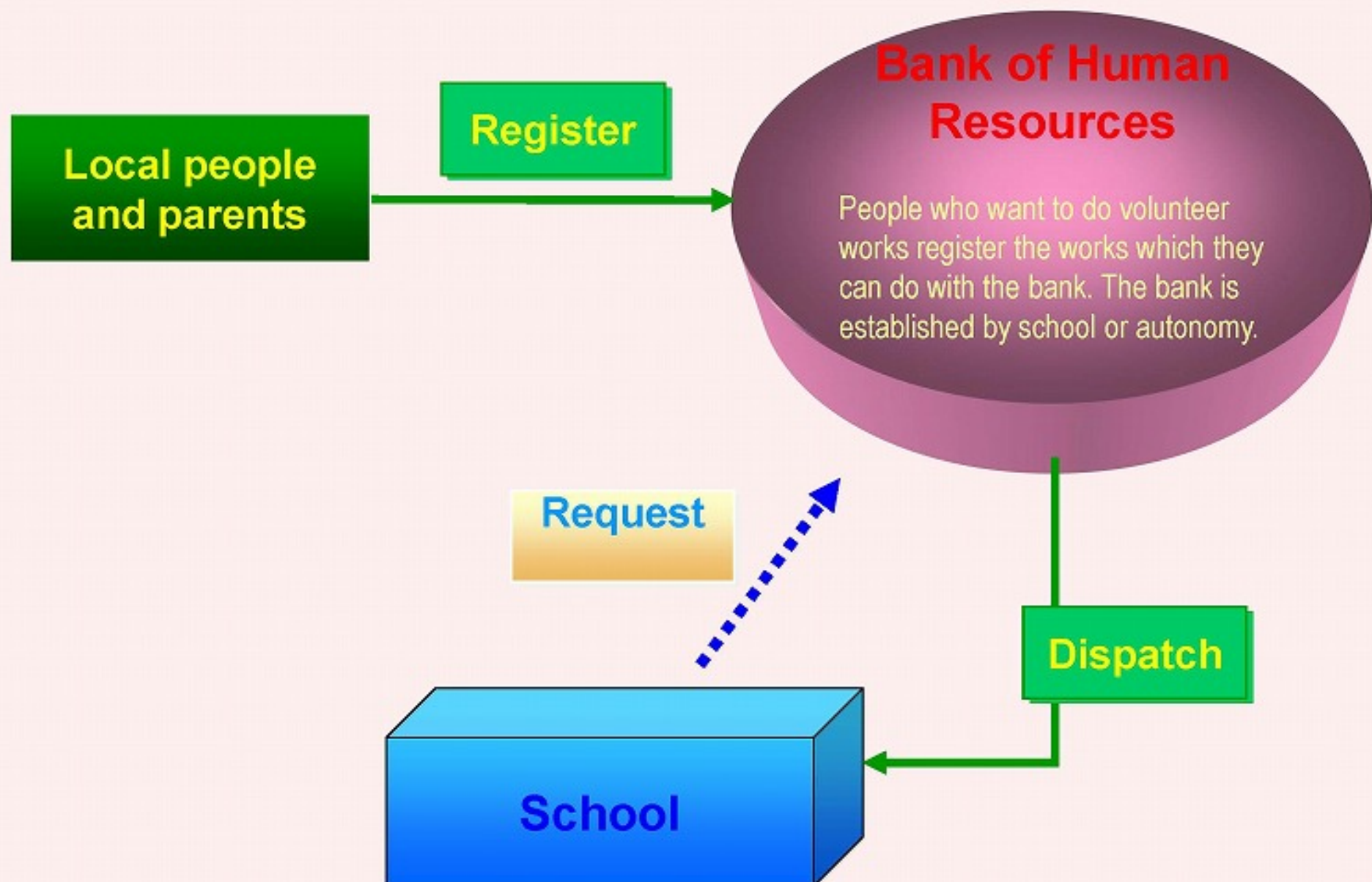
1. Support of study
2. Discussing own experiences, guidance of traditional and cultural activities
3. Interchanges with students (the aged, challenged people, etc.)
4. Arrangement of school environments
5. Ensuring security inside and outside of schools

## ■ Part-time teachers without teacher certificates

= Persons who do not have teacher certificates take charge of portions of classes as part-time teachers



# Human Resources of Communities



# Human Resources of Communities

Year	Elementary School	Lower secondary School	Upper secondary School	Special Needs School	Total
1998	920	1,163	4,153	44	6,280
1999	2,140	1,604	4,803	99	8,646
2000	3,711	1,874	5,886	136	11,607
2001	5,490	2,369	6,675	161	14,695
2002	6,861	2,946	7,655	188	17,650
2003	8,249	3,324	8,589	230	20,392
2004	8,881	3,649	9,049	327	21,906
2005	10,306	4,117	9,389	513	24,325



# Human Resources of Communities



# Local Community Office Supporting Schools

## ■ Objectives

To prepare a system to raise children through community involvement with schools, families, and local community coming together

= School support group in a community

## ■ Aims

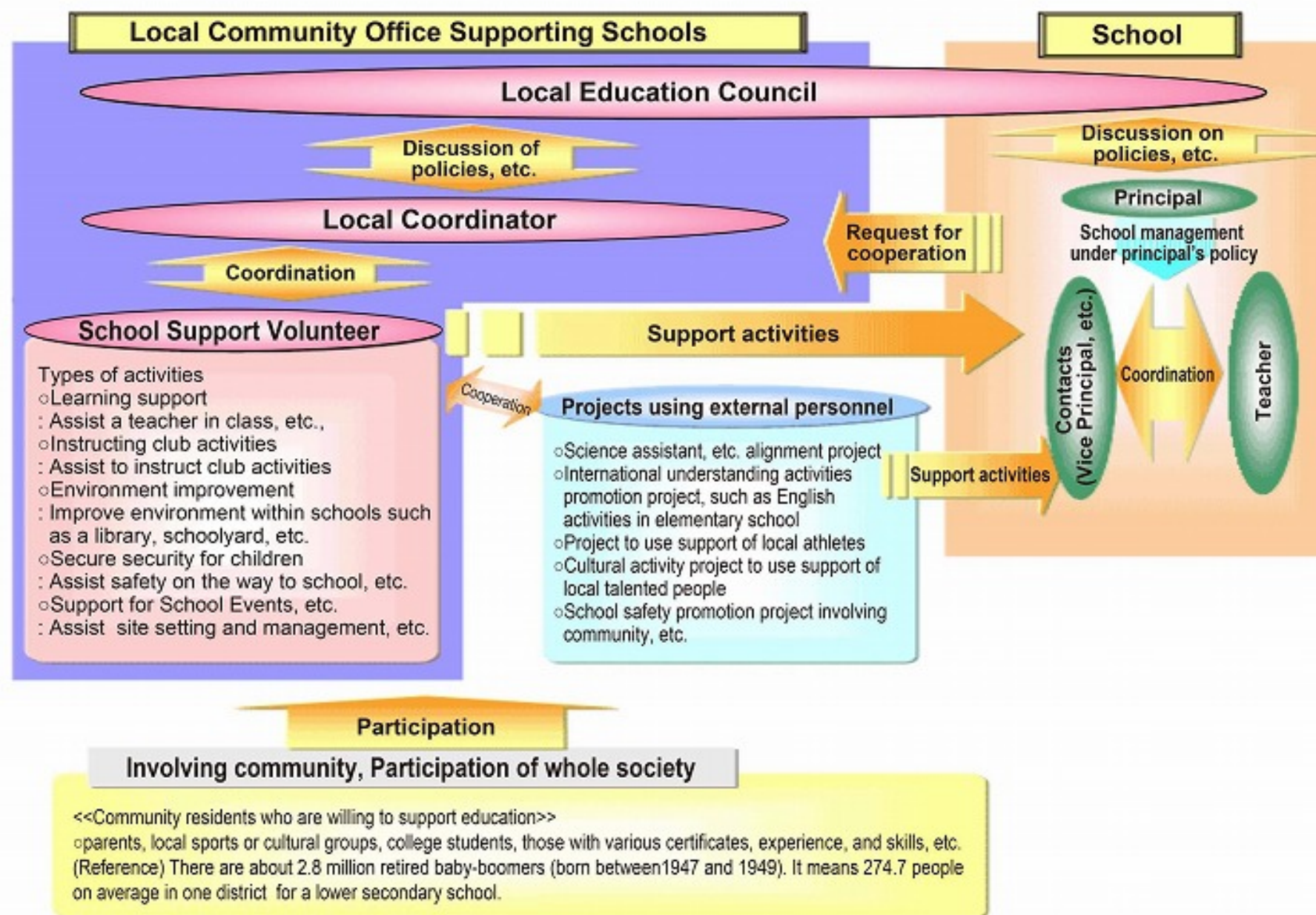
- (1) Educational activities of school and community are further developed so that teachers and local adults will have more time to be together with children.
- (2) Community residents will have more chances to share their own learning outcome.
- (3) Educational ability of community will be improved.

## ■ Number of offices

In 2008, there were 2,176 local community offices supporting schools throughout Japan, established in 867 municipalities.



# Local Community Office Supporting Schools



# Work Experiences

## ■ Work experiences

= Learning activities to experience jobs and actual work and to get in touch with working people through students' work experiences in companies, etc.

## ■ Educational meanings of working experiences

- Cultivation of a desirable view of occupations and work
- Understanding importance of study and work, and grasp of their relationships
- Enlightening experiences and increase of career awareness
- Understanding and interests for acquiring knowledge, skills and techniques needed for work life and social life
- Cultivation of mind to live together as members of community, and nurturing spirit of community services



# Work Experiences

Grade		Duration of practice					
		1 Day	2 Days	3 Days	4 Days	5 Days	more than 6 Days
1st Grade	School	930 (994)	385 (405)	322 (303)	23 (21)	75 (56)	9 (9)
	%	53.3 (55.6)	22.1 (22.7)	18.5 (16.9)	1.3 (1.2)	4.3 (3.1)	0.5 (0.5)
2nd Grade	School	1,871 (2,390)	2,413 (2,400)	2,023 (1,710)	180 (182)	1,739 (1,200)	41 (58)
	%	22.6 (30.1)	29.2 (30.2)	24.5 (21.5)	2.2 (2.3)	21.0 (15.1)	0.5 (0.7)
3rd Grade	School	591 (809)	547 (600)	322 (247)	47 (53)	104 (68)	15 (18)
	%	36.3 (45.1)	33.6 (33.4)	19.8 (13.8)	2.9 (3.0)	6.4 (3.8)	0.9 (1.0)
Total	School	3,392 (4,193)	3,345 (3,405)	2,667 (2,260)	250 (256)	1,918 (1,324)	65 (85)
	%	29.1 (36.4)	28.7 (29.5)	22.9 (19.6)	2.1 (2.2)	16.5 (11.5)	0.6 (0.7)

- Duration of practice indicate the duration of actually experience-based activity at enterprises or offices and does not include the time (periods) of guidance before and after the actual practice.

- ( ) for those of 2005.

# Work Experiences

Rank among standard curriculum			Type of involvement	
			Compulsory	Voluntary
As special activity	School	1,587 (1,705)	1,577 (1,696)	10 (16)
	%	16.7 (18.2)	99.4 (99.5)	0.6 (0.9)
In period of integrated study	School	8,013 (7,767)	7,949 (7,691)	101 (133)
	%	84.1 (83.1)	99.2 (99.0)	1.3 (1.7)
In subject	School	147 (169)	138 (160)	9 (9)
	%	1.5 (1.8)	93.9 (94.7)	6.1 (5.3)
During long vacation	School	757 (856)	699 (765)	63 (97)
	%	7.9 (9.2)	92.3 (89.4)	8.3 (11.3)

(3) Situation of rank of work experiences among standard curriculums (multiple answers allowed)

- When it applies to more than two of the ranks, all of them count towards the numbers
- It only counts working experience at offices, and does not count pre- or post guidance
- ( ) for those of 2005.



# Work Experiences



2nd grade of lower secondary school students, November 2004



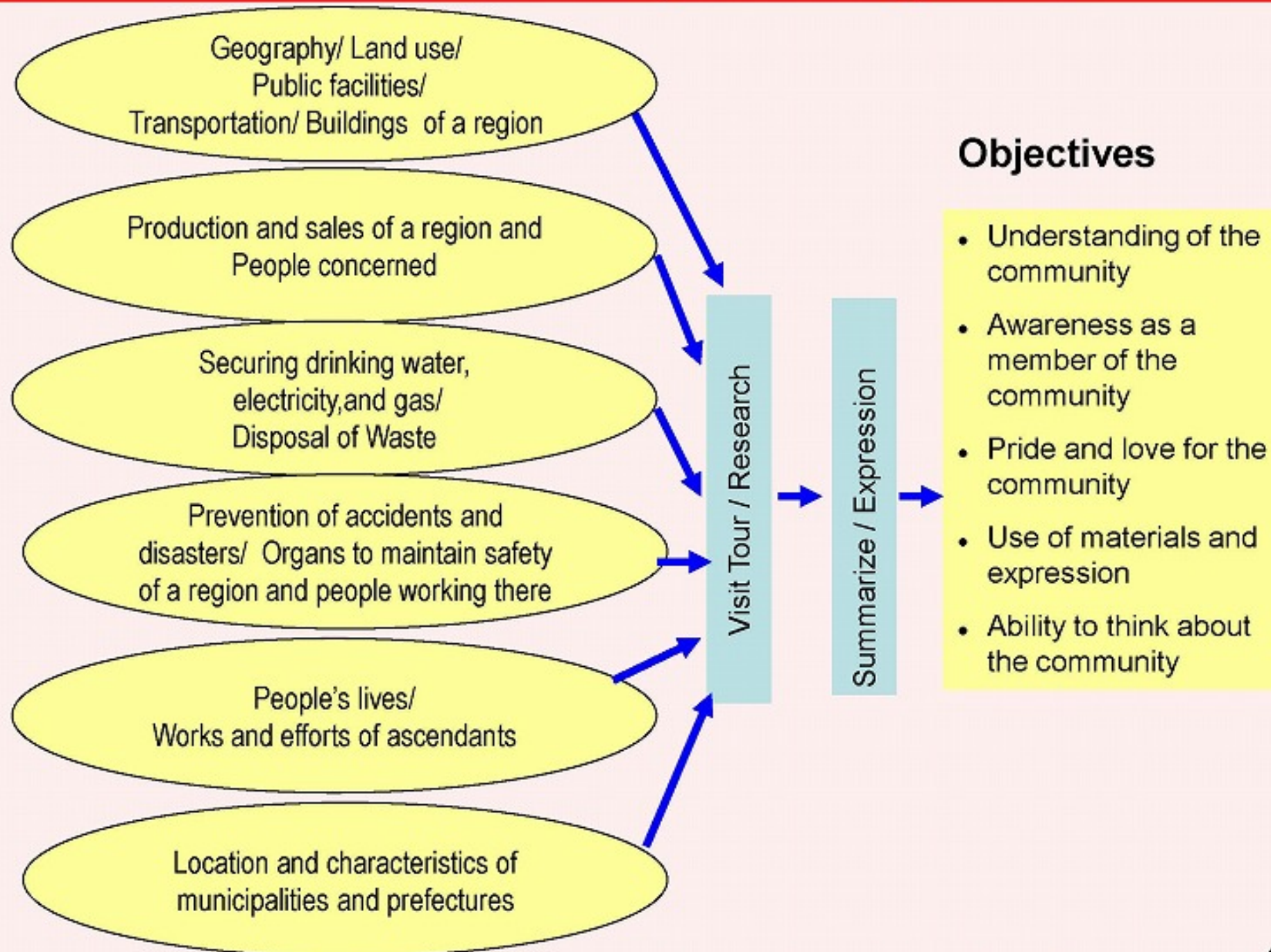
## Community Learning

1. Learning subjects about nature, culture, industry and history in communities
2. It is given in the class on life skills, social studies and the period of integrated study.
3. Intention of community learning
  - (1) To deepen understanding about the communities where schools are located;
  - (2) To cultivate attachment to the communities where schools are located;
  - (3) To deepen understanding about society through the communities where schools are located



## The Objectives of Social Studies in the Course of Study of Elementary Schools (The 3rd and 4th grades)

- (1) To understand local industries and consumer affairs, life situations and other activities to help people live healthily and safely, and to become aware of one's role as a member of community.
- (2) To understand local geographic environments, changes in people's living and ancestor's accomplishments in the development of the community so that students develop pride and affection for their communities.
- (3) To observe and survey social phenomena in communities, to utilize concrete materials such as maps, and to develop student abilities to understand the characteristics and dynamics of the community's social phenomena and their inter-relationships and to express what he/she has found and thought.





# Community Learning



## ■ School councilor system

= A system under which parents and people in a community participate in school management

1. Method of appointment: the board of education by recommendation of a principal
2. Role: to give opinions on school management at the request of a principal
3. Aims
  - 1) To ascertain intentions/ opinions of parents and members of communities
  - 2) To gain cooperation from parents and community members in school education
  - 3) To fulfill school accountability requirements



# School Councilor System

School types	Number of all public schools	Constituted	Considering
	Number	Number ( % )	Number ( % )
Kindergarten	5,243	1,860 (35.5)	891 (17.0)
Primary	22,249	19,619 (88.2)	882 (4.0)
Lower secondary	10,113	8,944 (88.5)	882 (4.0)
Upper secondary	4,034	3,728 (92.4)	47 (1.2)
Six-year secondary	14	14 (100.0)	0 (0.0)
Special needs education school	933	877 (94.0)	47 (1.2)
Total	42,586	35,042 (82.3)	2,284 (8.1)

As of August 1, 2006

# School Councilor System

	Total of councilors (persons)	Parents and guardians	Resident's association concerned	Local business concerned	Facilities and association of social welfare concerned	Association of social education concerned	Experts and scholars	Alumni association concerned	The rest
Public school	153,714	15.6	17.7	6.6	16.0	14.9	11.3	5.6	12.3
National school	1,424	9.9	7.3	10.6	6.5	5.3	31.0	14.0	15.3

\* Numbers other than "total of councilors" are percentages.



# School Councilor System



## ■ School Administrative Council System

= A system in which parents and community residents participate in school administration

### 1. Institution and appointment of members

The board of education designates a school to institute the school administrative council. Members of the council are appointed from community residents and parents by the board of education.

### 2. Role

(1) Approve basic policies on school administration set up by principal

(2) Express opinions about appointment of school personnel

(The board of education respects those opinions in appointing school personnel)

### 3. Aims

(1) Activate school administration by introducing local power to school

(2) Support principal with school management by participation of community residents and parents

(3) Build an environment where schools can easily receive community support such as requests for visiting lecturers or volunteers

(4) Realize appropriate role sharing between school and home through requests to home, etc.

### 4. Number of public schools that have instituted school administrative councils

This was 478 as of April 1, 2009. 110 schools will introduce the system before April, 2010, and 104 will after April 2, 2010.



### ■ Opening schools to the public

= Opening schools' human resources and facilities for community activities

### ■ Methods of opening schools to the public

1. Opening gyms or playgrounds
2. Utilizing libraries, special rooms, vacant rooms
3. Holding public lectures
4. Dispatching teachers to provide social education

# Opening Schools to the Public

Unit: Number of classrooms

Number of vacant rooms on May 1, 1993	Number of new vacant rooms (1993~2001)	Number of vacant rooms used (1993~2001)	Number of vacant rooms on May 1, 2002
50, 340	70, 173	116, 205	4, 308
120, 513		(Rate of use 96.4%)	

Number of vacant rooms (1993~2001)	Number of vacant rooms used							
		Use for school facilities		Use for other than school facilities				
				School education facilities	Storage	Child welfare office	Social welfare office	others
120,513	116,205	113,253	2,952	816	324	1,081	136	595



# Opening Schools to the Public

Classification	Open to local people		Perusal and lending available		Perusal only		Lending only		Others	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Primary	2,094	9.1	1,263	5.5	483	2.1	136	0.6	346	1.5
Lower secondary	587	5.7	370	3.6	105	1.0	43	0.4	82	0.8
Upper secondary	208	5.2	124	3.1	31	0.8	26	0.6	27	0.7
School for the blind	18	—	10	—	0	—	3	—	8	—
School for the deaf	12	—	8	—	0	—	0	—	4	—
School for the handicapped	71	—	42	—	10	—	8	—	11	—
Total	2,990	7.6	1,817	4.6	629	1.6	216	0.5	478	1.2

# Opening Schools to the Public





## ■ School complex facilities

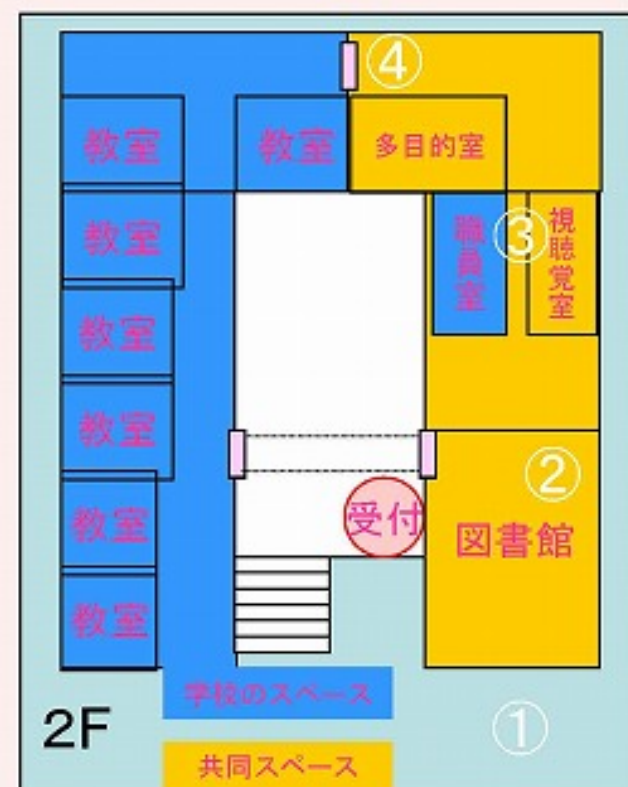
= Facilities within school compounds utilized for social education, culture and welfare

## ■ Intention of School Complex Facilities

= Expansion of functions through cooperation between schools and other facilities

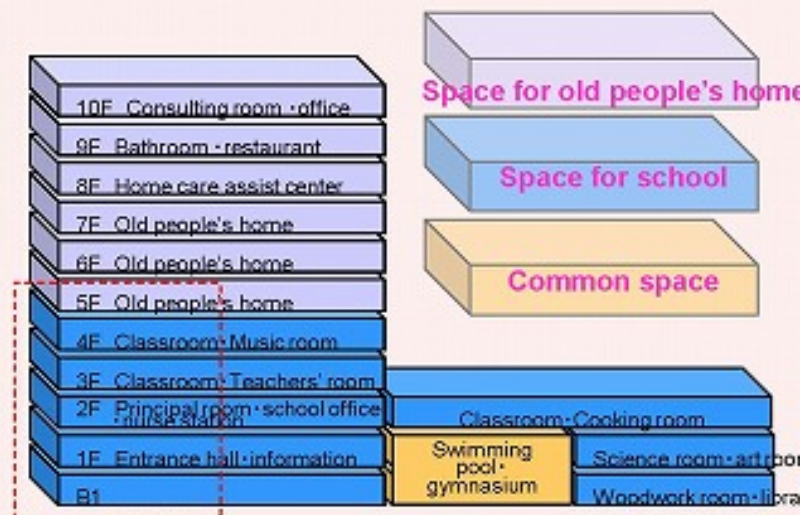
1. To make use of other facilities in school education
2. To make use of school facilities in social education activities
3. To facilitate cooperation between schools and other facilities

# School Complex Facilities





# School Complex Facilities



June  
2005



(VII - 61) Compounding between lower secondary school and old people's home



### ■ Kodomo-kai (Children's Gatherings)

1. Juvenile organizations which aim to civilize local children
2. Federations of Kodomo-kai in a municipality and a prefecture
3. The National Federation of Kodomo-kai as a nation wide organization

### ■ Kodomo-kai's activities

1. Recreation
2. Voluntary works
3. Leadership workshops



## Kodomo-kai (Children's Gathering)

Year	Number of Kodomo-kai	Number of Members
1990	148,131	7,526,558
1991	144,879	6,960,870
1993	140,842	6,088,378
1995	142,227	5,512,472
1996	135,568	5,286,808
1999	132,658	4,820,478
2000	127,935	4,524,591

Children of elementary and lower secondary schools

# Kodomo-kai (Children's Gathering)

Fourth grade to six grade

(%)

Classification	1995	2000
Kodomo-kai	51.1	44.6
Groups related with sports	25.7	29.4
Groups related with cultures	1.6	1.9
Youth association ( Boy scout & etc.)	1.9	2.2
Other groups	0.8	2.2
None	32.2	34.3

Lower secondary school

(%)

Classification	1995	2000
Kodomo-kai	7.7	6.3
Groups related with sports	5.2	8.9
Groups related with cultures	1.0	1.4
Youth association ( Boy scout & etc.)	1.3	1.8
Other groups	0.5	1.6
None	84.7	81.3



# Kodomo-kai (Children's Gathering)



July 2005

July 2005



## 1. Proposal

Report from the Central Council for Education "The Model for Japanese Education in the Perspective of the Twenty-first Century (the first report)" and "Principle of Regional Educational Administration in the Future"

## 2. Organization

Japanese educational organization is composed of schools, school councilors, PTAs, youth associations, local enterprises and regional organizations and associations.

## 3. Aims

- (1) To make networks of regional organizations and associations including schools;
- (2) To improve education in Japan for all society members.

## 4. Denomination depends on communities



# Local Education Liaison Councils



# Local Education Liaison Councils

## ■ Osaka local education liaison council

### <Establishment>

- In order to rebuild integrated education in cooperation with schools, homes and communities, local people discuss educational problems in communities. The council promotes cooperative efforts in communities to create a core educational community. Each lower secondary school has this council.

### <Committee>

- Staff members in elementary schools and lower secondary schools, kindergartens, daycare centers, educational schools for handicapped children, PTAs, youth training associations, welfare liaison councils, autonomous meetings, children nursing groups, NPOs, enterprises and the Civil Service.

### <Content of activity>

- Function to activate community education
  - Consciousness and enlightenment to create educational communities
  - Support for home education
  - Plan and practice of children's activities and health care
- Function as information center
- Function to coordinate
  - Coordinate with schools, community and children's homes
  - Cooperative promotion between schools and communities,
  - Promote cooperation system about practicing experience-based activities such as working experiences, promotion of employment of local people at schools



## Local Education Liaison Councils



### ■ What are 110 Homes for Children?

1. To protect children who feel danger or ask for help, and to report to the police
2. Private houses along streets to schools, convenience stores, and post offices cooperate as “110 Homes for Children”
3. “110 Homes for Children” are indicated by posted plates or by flying special flags



## ■ If children run in

- Let children enter the house and calm down
- Ask them what happened, when it happened and where it happened
- Ask them about any suspicious characters

## ■ Informing police

- Protect children until police arrive
- Provide police with information





# 110 Homes for Children



## ■ Educational Costs Paid by Parents

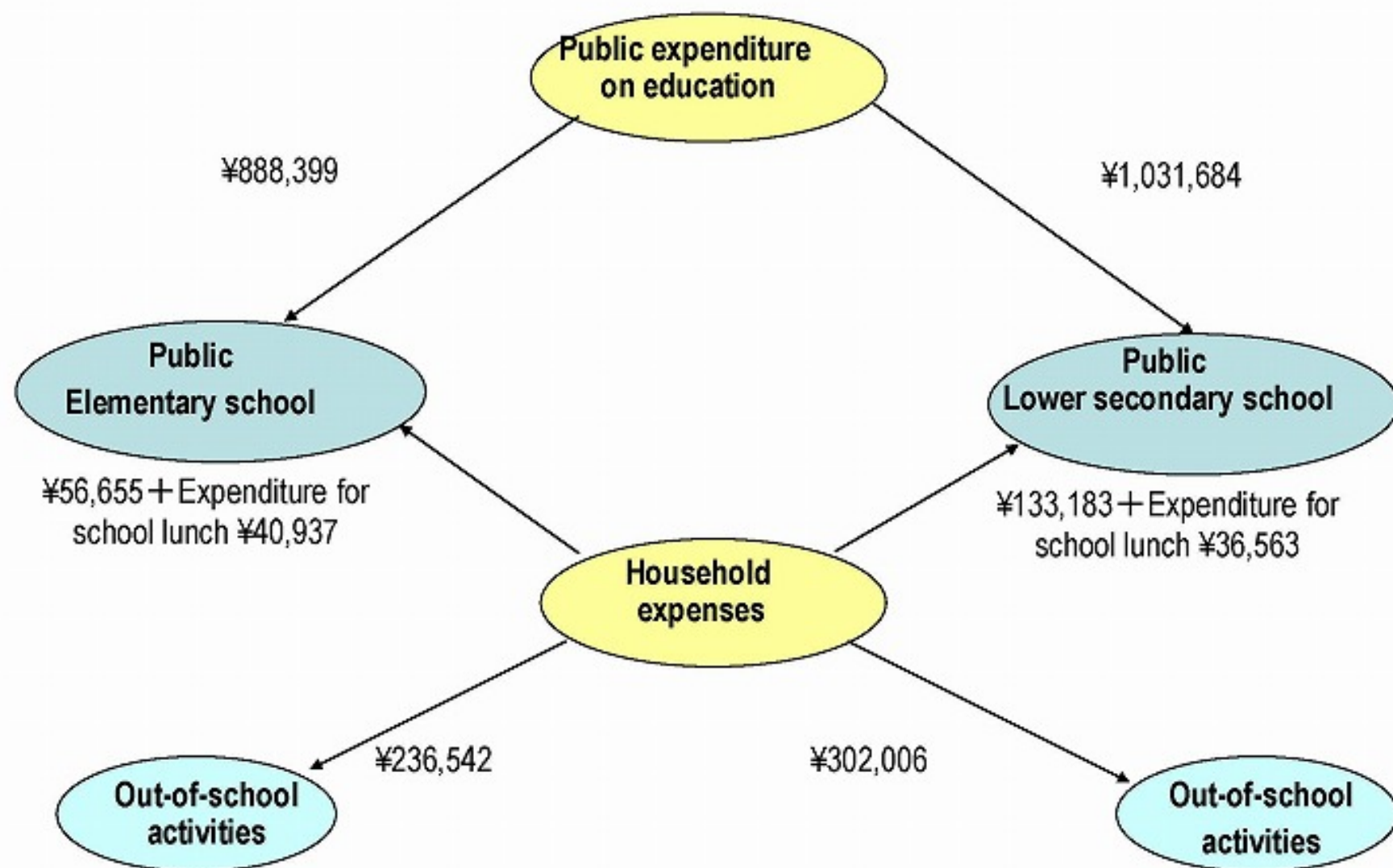
Although compulsory education is free, parents incur various expenditures.

## ■ What kinds of expenditure are incurred:

1. Expenditures for school lunch
2. Expenditures for school events (school trips, excursions, etc)
3. Expenditures for teaching materials other than textbooks and stationery
4. Expenditures for experiments and training materials.
5. Expenses on school supplies and expenditures for transportation



# Educational Costs Paid by Parents



# Educational Costs Paid by Parents

Classification		Kindergarten	Primary school	Lower secondary school	Upper secondary school (fulltime)
School Education Fees		<b>133,346</b>	<b>56,655</b>	<b>133,183</b>	<b>343,922</b>
C o n t e n t s	Tuition	74,446	–	–	112,296
	Excursion, school trip	2,515	6,422	25,317	32,519
	Class, students' council	3,799	4,354	4,942	13,469
	PTA	5,105	3,041	3,962	7,884
	Other fees to school	6,546	1,240	6,615	26,414
	Donation	97	277	92	398
	Textbooks	1,567	1,459	3,862	17,943
	Stationery, experiments	9,623	17,181	20,850	18,625
	Extra-curricular activities	781	2,550	26,497	34,648
	To commute	4,807	1,414	6,918	44,561
	School uniform	4,540	3,188	20,161	21,308
	Materials for attendance	11,133	11,367	9,740	8,935
	Others	8,387	4,162	4,257	4,922



# Educational Costs Paid by Parents



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

# 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  
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「Project to Organize Information on Educational Experiences from Japan  
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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)