



筑波大学  
University of Tsukuba



# SEAMEO-The University of Tsukuba Symposium IX

*Theme: Resilience for Global Citizenship*

*Sub-Theme: Challenges in Education under COVID-19*

## The Development of Agency as Global Citizenship in Tokkatsu

Focusing on the Alteration of School Rules by the Student Council

Dr. Tetsuo KYOMEN, University of Tsukuba

Virtual

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# Introduction

- **The purpose**

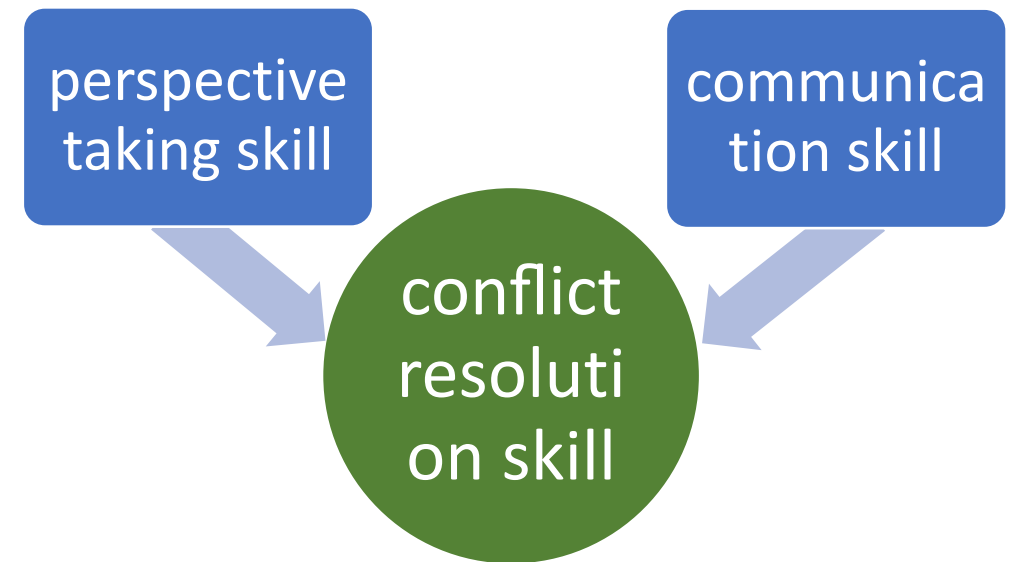
How Tokkatsu in Japan can contribute to the development of global citizenship during and after the covid-19 pandemic ?

- **Tokkatsu (*tokubetsu katsudō*)**

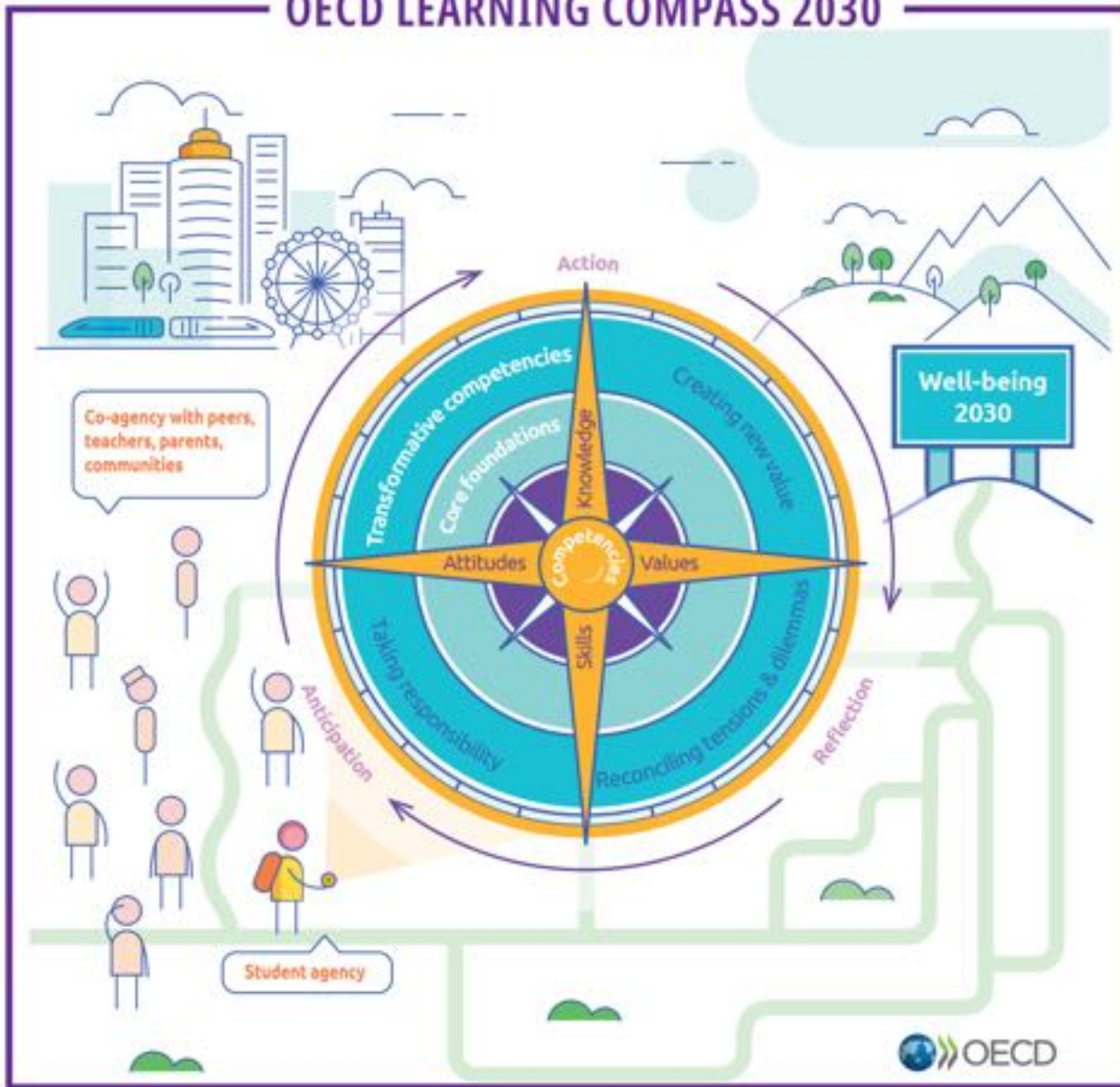
An area consisting of class activities, student council, and club activities

- **Global citizenship education (GCE)**

Aim to empower learners to “become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world” (UNESCO, 2014)



kobayashi (2018)



# Introduction

- **GCE is also in line with The “Education 2030”**
  - Student agency
  - Co-agency
  - transformative competencies
  - AAR cycle  
(Anticipation-Action-Reflection)

<https://www.oecd.org/education/2030-project/teaching-and-learning/learning/all-concept-notes/>



# Introduction

## Table 1 - Commonalities between Objectives of Tokkatsu and Agency

1. Help students understand the significance of various group activities **collaborating with a diversity of other people** as well as what is necessary when conducting activities, and **learn behavior habits**.
2. Help students **identify issues in their own life, in communities, and in interpersonal relationships**, hold discussions to find solution, and acquire the ability to **reach a consensus as well as to engage in decision-making**.
3. Cultivate students' attitude of self-actualization by deepening one's ability to think about way of life, and **forming better interpersonal relationships and lives in communities and society** by taking advantage of what was acquired through voluntary and hands-on group activities.

Source: prepared by the author based on the MEXT(2017)

# Introduction

## • Topics

1. The significance and challenges of Tokkatsu from the perspective of developing agency
2. Altering school rules via student councils as one way of overcoming such challenges, and increasing of its necessity and possibility due to the COVID-19 pandemic
3. Case study from the lower-secondary school within the framework of the Learning Compass and their potential contribution to global citizenship education



# The Significance of Tokkatsu

## • Tsuneyoshi (2019)

1. Learning by doing
2. Child-initiated activities
3. Self-motivated, inner-motivated action
4. Cooperative learning
5. Integration with academic subjects
6. Collaborative problem-solving out of classroom
7. Egalitarianism
8. Education for life

## • Lewis (1995)

- Creating “rules” to solve daily life problems
- Behave responsibly
- Autonomy, belonging, competence

## • Duke (1986)

- Mechanism of decision-making through dialogue as the essence of participatory democracy

# The Challenges of Tokkatsu

- Tokkatsu suffers from its gap with real society
  - Free to make rules within the limits of the rules set by adults
- Opportunity for many students to play a role and demonstrate leadership
  - Cf. Participation in school administration through representatives
- How students can overcome conflicts and build consensus on practical topics by using “egalitarianism” ?
- Significant meaning of creating the rules by students during under COVID-19





**Fig. 1-The 20th Survey on Awareness Regarding Society and Country**  
(Nippon Foundation, 2019)

[https://www.nippon-foundation.or.jp/app/uploads/2019/11/wha\\_pro\\_eig\\_97.pdf](https://www.nippon-foundation.or.jp/app/uploads/2019/11/wha_pro_eig_97.pdf)



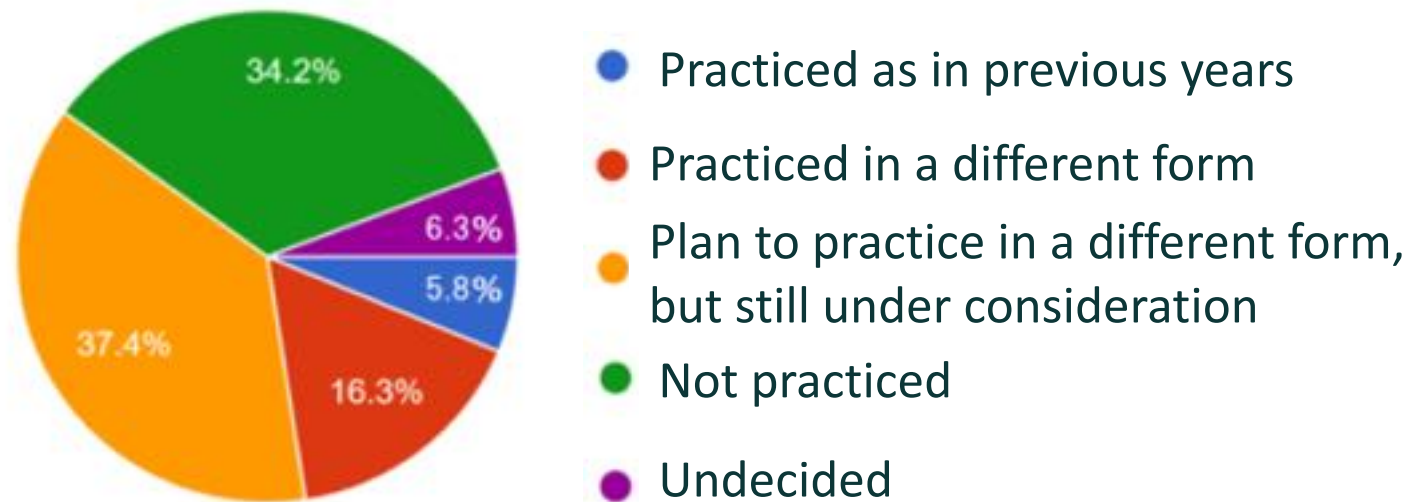
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# “Revision of School Rules by Students” under COVID-19



- Various restrictions of Tokkatsu which has been based on face-to-face communication and collaboration
- Need to develop global citizenship in daily discussion within schools
- Opportunity to develop agency by discussing about school rules
  - Modification of school rules to adapt to the “new normal”
  - Movements to reexamine the functions of Tokkatsu
- How can the adversity of the spread of the infection be turned into an opportunity to develop agency ?



**Fig. 2-Practice of “trips and overnight group events” under COVID-19**



**Fig. 3-Practice of “class meeting” under COVID-19**

# “Revision of School Rules by Students” under COVID-19



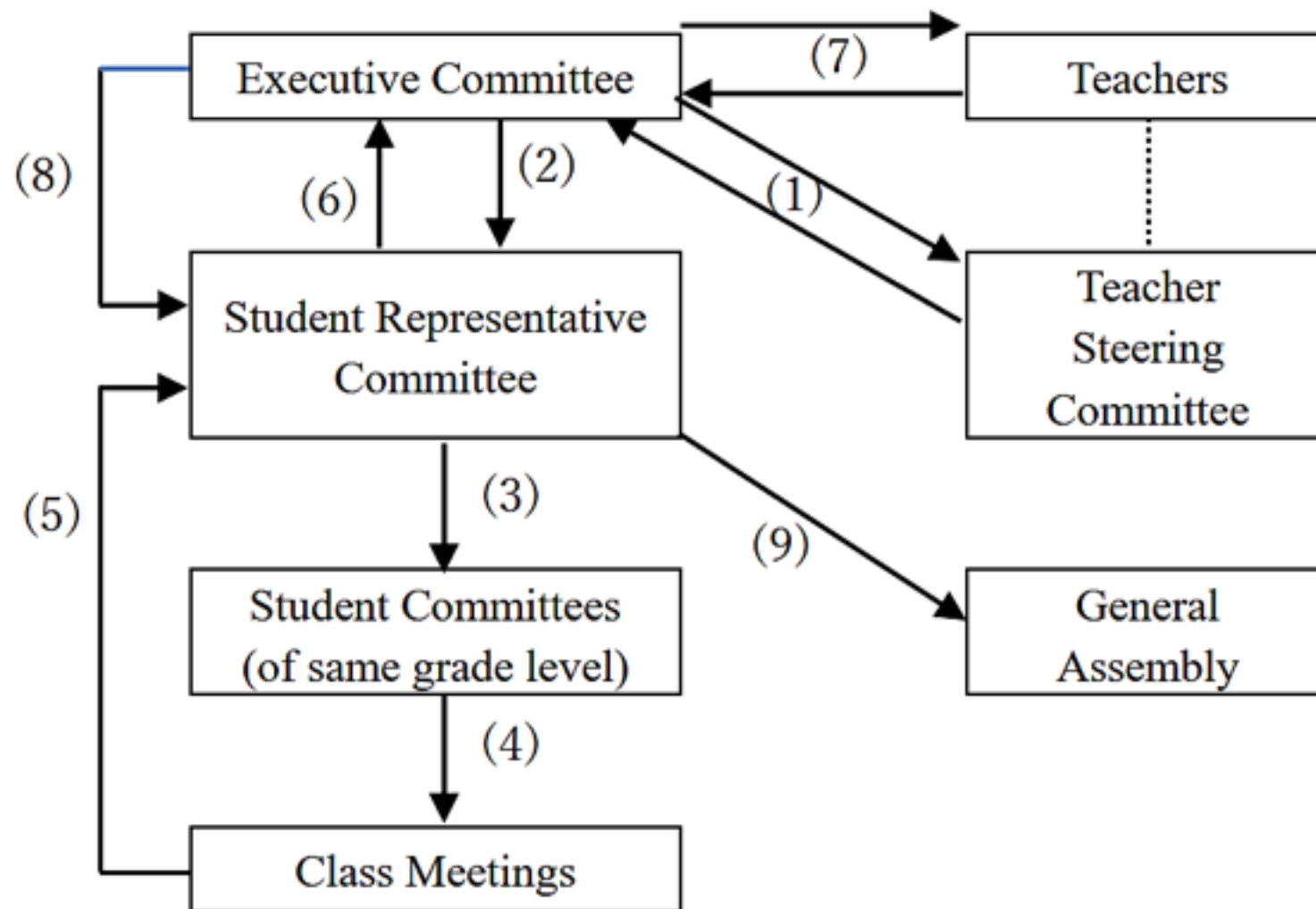
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# Analysis of Practices of Student Council Activities in a Lower-secondary School



- **Hazaidaisan lower-secondary school in Ibaraki prefecture**
- **Summary of Activities**
  - 2019: Proposal to change the possible color of shoes to white, black and gray
  - 2020: Proposal “Creating School Rules by Students”
    - Not only decided by the executive committee, but were also discussed with students in respective classes and grade levels.
    - Not all suggestions from classes have been accepted
    - School rules provide clues for students to make their own decisions



**Fig. 4- Deliberation Process for Establishing New School Rules**

Source: prepared by the presenter based on materials obtained during fieldwork

## Table 2 - Some of the School Rules Submitted to the General Assembly



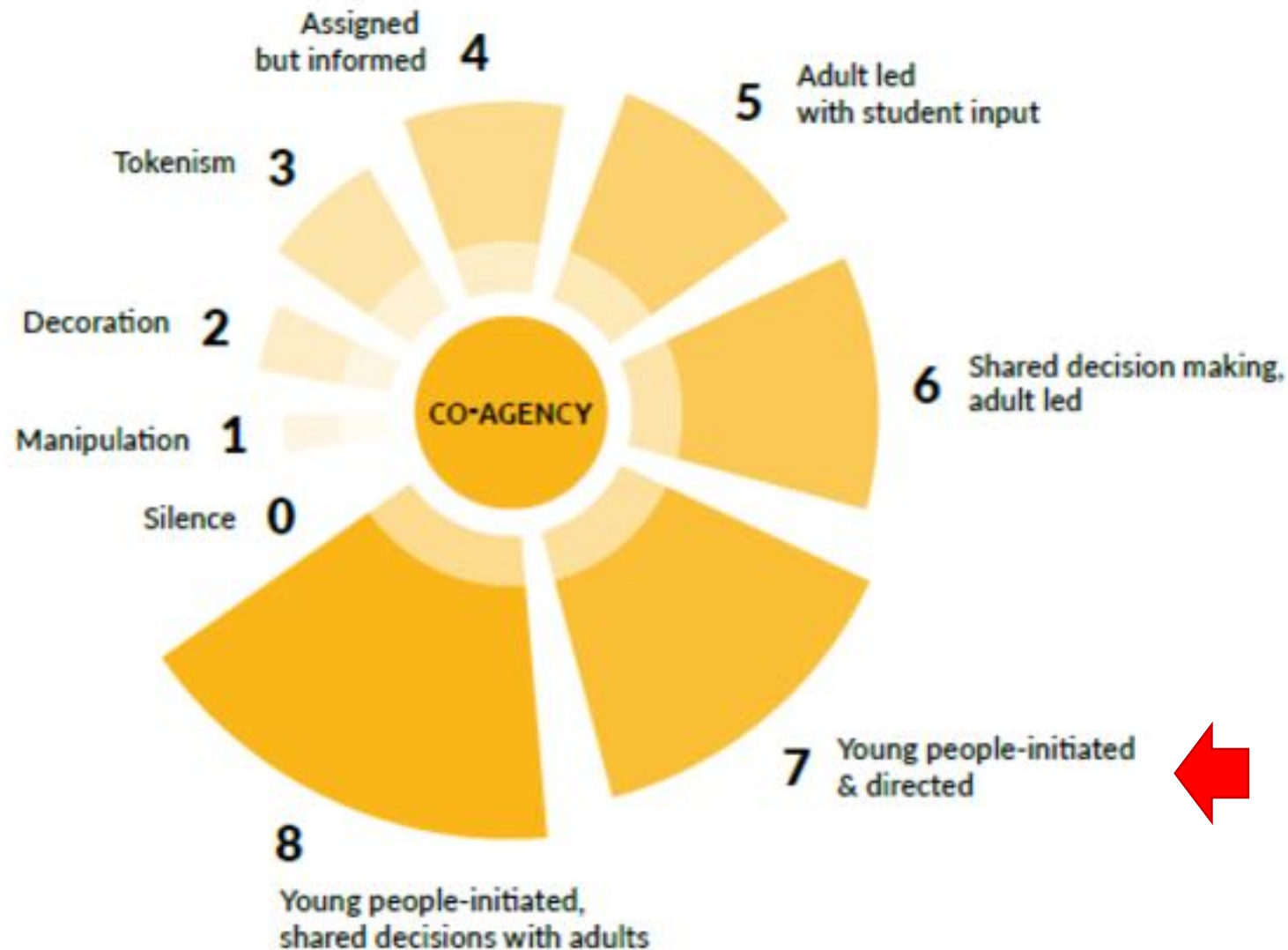
	Class Proposals	Reasons for the Proposal	Response from the Representative Committee
1	Allow black and navy blue as the color of socks other than white.	White socks can get dirty during activities like PE, which can draw attention.	Black and navy blue will be added.
2	Allow students to trim their eyebrows.	To promote healthy personal hygiene. Some students get their eyebrows trimmed at a barber.	Eyebrow trimming shall be allowed to maintain personal hygiene. Excessive or asymmetric trimming is prohibited.
3	Determine rules on sunscreens and hand creams.	Since the rules aren't specified and are ambiguous.	These can be brought to school under the following rule: students must use non-scented items in restrooms, and not lend them to each other.
4	Allow students to put key chains on their school bags.	Since everyone uses the same bag, making it difficult to identify the owner of each bag.	Students shall be allowed to bring one key chain. However, big key chains that might get entangled with bicycle parts and stuffed animals are prohibited.
5	Allow students to bring their cell phones.	This prevents students from making contact during disasters and emergencies.	These shall be prohibited as a general rule (there is a danger of students using it while riding a bicycle).

# Analysis of Practices of Student Council Activities in a Lower-secondary School



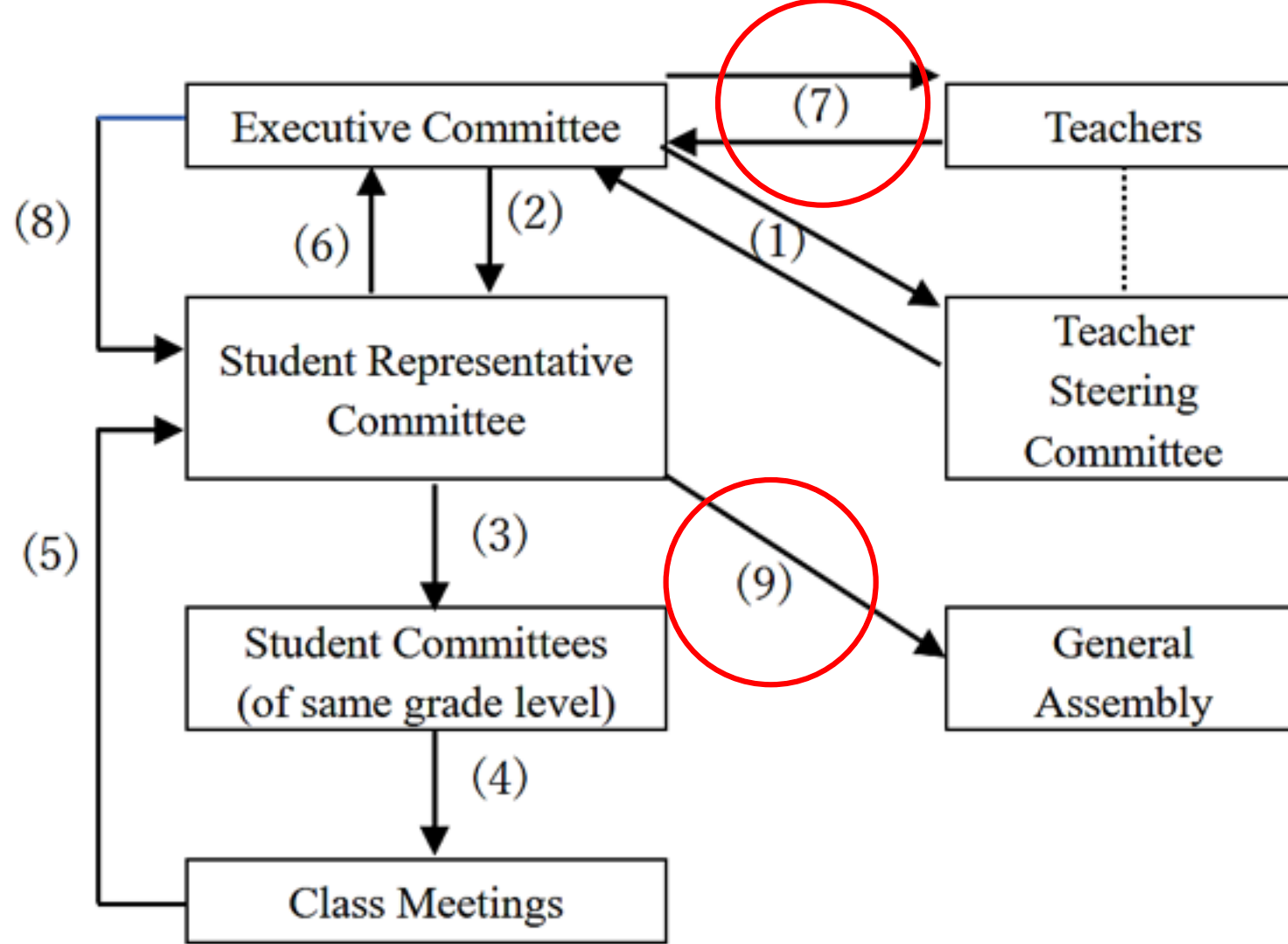
- **Mechanisms for All Students to Participate in Democracy**
  - a. Demonstration of Co-agency by All Teachers (**Cooperativeness**)
    - Principal's impetus and students' initiative
    - Teachers' philosophy: create situations where students can be the protagonist
    - Detailed consultation by young teachers
  - b. Participation Systems that Promote Dialogues in Diverse Groups (**Diversity**)
    - Class meeting and student committees at each grade level
    - Student council as hub to overcome conflicts and confrontations





**Figure 3- Sun Model of Co-Agency**

<https://www.oecd.org/education/2030-project/teaching-and-learning/learning/all-concept-notes/>



**Fig. 4- Deliberation Process for Establishing New School Rules**

Source: prepared by the presenter based on materials obtained during fieldwork

# Analysis of Practices of Student Council Activities in a Lower-secondary School

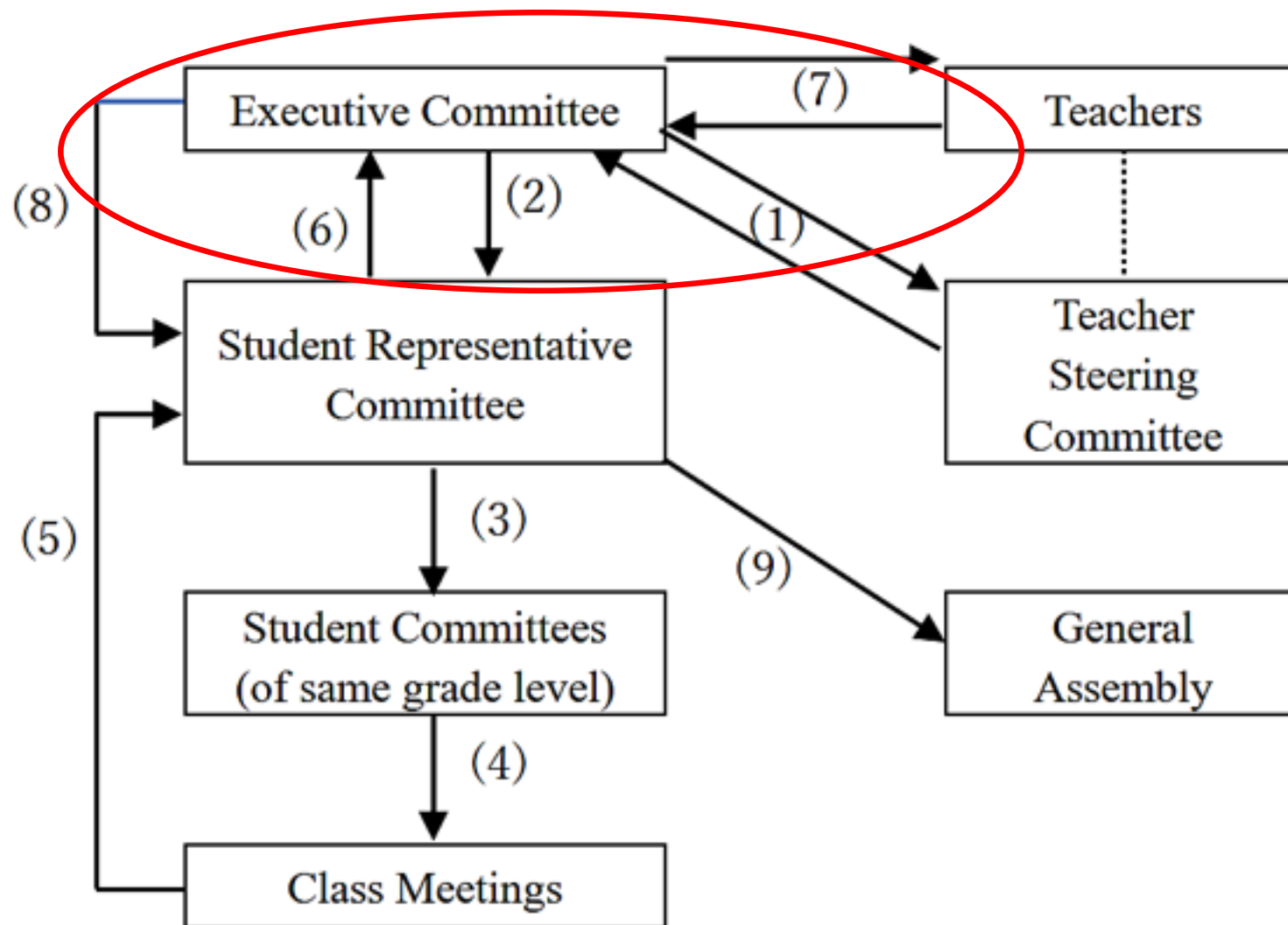


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**Table 4 - Summary of Classroom Activity Record Sheets for Two Classes**

	9th Grade (Class 2)		9th Grade (Class 3)	
	Rule to Change	Reasons	Rule to Change	Reasons
1	Color of socks	Can attract attention when soiled	Color of socks	Can attract attention when soiled
2	Use antiperspirant sheets	Can be used year-round Can contain fragrance	Use antiperspirant sheets	Install dedicated trash bins for it Can be used if it's non-fragrant
3	Allowing eyebrow shaving	For personal hygiene	Allowing eyebrow shaving	For personal hygiene
4	Hairstyle: make it possible to tie hair above the ears	It's better to tie it high and out of the way	Allow students to bring playing cards and lap blanket	As an activity on a rainy day, and for warmth on a cold day
5	Hairstyle: undercut	Suitable for educational setting	Allow knapsacks	Backpacks don't fit in lockers
6	Allow key chains	Difficult to distinguish backpacks	Allow additional sweater colors	The current rule requires students to buy navy blue





**Fig. 4- Deliberation Process for Establishing New School Rules**

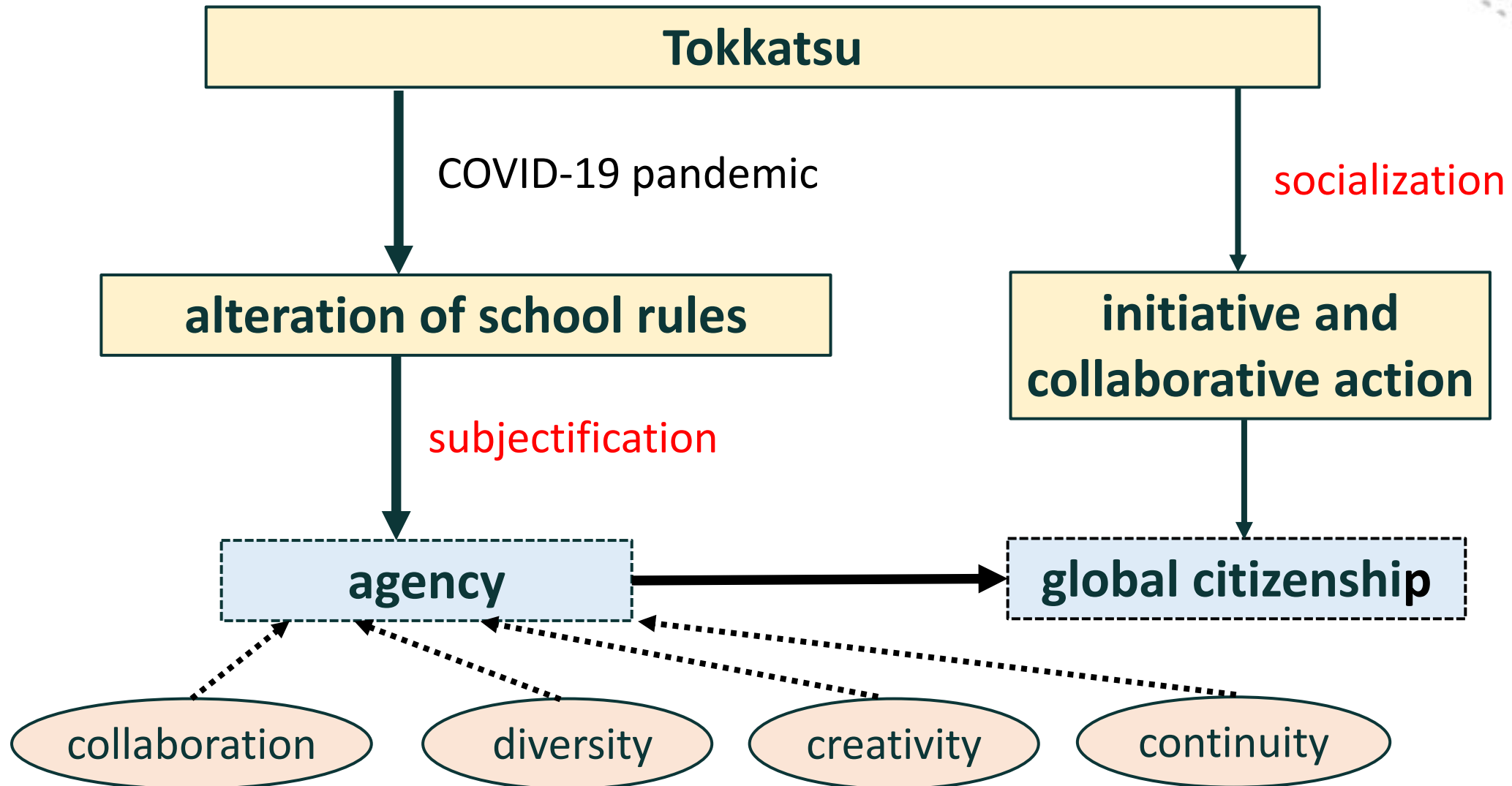
Source: prepared by the presenter based on materials obtained during fieldwork

# Analysis of Practices of Student Council Activities in a Lower-secondary School



- **Mechanisms for All Students to Participate in Democracy**
  - c. Implementation of the AAR cycle by utilizing records (**Creativity**)
    - Use of Worksheets in all the meetings
    - Link from small groups to larger groups by AAR cycle
  - d. Promoting Motivation through Cross-age Activities (**Continuity**)
    - Inspiration by the leadership of senior students
    - Inheritance of tradition and creation of new cultures

# Conclusion



# Thank you very much for your attention!



## Acknowledgement

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