(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 Special Activities 1 (Class Activities)
13 Special Activities 2 (Students Council)
14 Special Activities 3 (Club Activities)
15 The Period of Integrated Study
16 Club Activities

Noriko KIMURA-IIDA

(JAPANESE EDUCATIONAL SYSTEM & PRACTICE PART 2)
Total Structure of Curriculums

Curriculums

= The holistic educational framework

The concrete items of curriculums

1. The concrete educational contents
2. Subjects or extra curriculums
3. Requirements or selective subjects
4. Teaching materials
5. The number of school hours
6. The types of teaching method
Relationship between educational objectives / educational contents and curriculums/ teaching methods
Total Structure of Curriculums

Standard curriculum provided nationally
(The Course of Study)

Local standard curriculums provided by
the prefectural boards of education and
the municipal boards of education

School’s curriculum (yearly guidance plan)

Guidance plan for each grade level
and field, subject

Guidance plan for a semester

Guidance plan for a month

Guidance plan for a week, unit

Guidance plan for a day

Current Guidance plan (Lesson plan)
平成17年度
(2005)
美術科年間指導計画
(Year Guideline Plan List for Art)

### Total Structure of Curriculums

<table>
<thead>
<tr>
<th>月</th>
<th>題目</th>
<th>内容</th>
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</table>

(□ - 4) Year guideline plan list – lower secondly school -
Curriculum development
= The continuous activity of improvement through evaluations of curriculums

The rising tendency
= SBCD
(School-based Curriculum Development)
Process of Curriculum Development

1. Educational objectives and purposes
2. Choice of study experience
3. Choice of contents
4. Organizing study experience and contents
5. Evaluation

Improvement
### Process of Curriculum Development

<table>
<thead>
<tr>
<th>Location</th>
<th>Name of school</th>
<th>Connection of kindergarten and elementary school</th>
<th>Connection of elementary and lower secondary school</th>
<th>Connection of lower secondary and upper secondary school</th>
<th>Connection of upper secondary school and university</th>
<th>English education</th>
<th>Japanese education and Technology and science</th>
<th>Information science</th>
<th>New subject</th>
<th>School refusal - student guidance</th>
<th>Vocational education/career education</th>
<th>Special support education</th>
<th>Including according to the degree of Special Support</th>
<th>Specially supported education</th>
<th>Connection with community, industry</th>
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<td>Hyogo</td>
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</table>
Educational Objectives & Curriculums

- Educational Objectives of Schools

1. School objectives
2. Grade objectives
3. Class objectives
4. Objectives of individual students
School Objectives
“To nurture students to be cheerful and healthy, with fertile intelligence and humanity”

Grade Objectives
“To nurture students to be healthy, think well and to be thoughtful” (2nd grade)

Class Objectives
“To say hello cheerfully and be kind to other people in daily actions”
Educational Objectives & Curriculums

6th grade November 2004

2nd grade December 2003

Picture of ‘class objectives’
Objectives of Curriculums according to the course of study (1998)

- To nurture humanity and social consciousness and to inculcate an awareness of being a Japanese person living in the international society

- To nurture the ability to learn and educate oneself

- To develop a settled foundation / basic understandings for children, to enrich education so that it promotes individuality among students, and to develop educational activities that provide children with wide latitude

- To promote education with distinctive features and to create schools with curricular emphasis, imagination and originality

(Course of study = National standard of curriculum by a country)
Curriculums & Courses of Study

- Educational contents selected carefully
- Creation of “the period of integrated study”
- Correspondence with internationalization and spread of the information age
- Reduction of the hours of class sessions
Curriculums & Courses of Study

(Diagram from Enforcement Regulation of School Education Law, 1998)

Range by grade level in class hours of curriculum (elementary schools)
Curriculums & Courses of Study

The courses of study for each educational stage
The unit = The unity of subjects

Instructions for the organization of units

1. Defining objectives of the units
2. Arrangement of units that corresponds to students
3. Considerations based on the actual conditions of schools or local communities, events, etc.
Research on teaching materials ~ elements that make-up a Class ~
<table>
<thead>
<tr>
<th>№</th>
<th>Numerals structure</th>
<th>Study materials</th>
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<tbody>
<tr>
<td>1</td>
<td>To investigate integers and new numbers to be able to play cards</td>
<td>Guide by using cards. Cards are mixed of integers and decimals</td>
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<td>2,3</td>
<td>Composition</td>
<td>To be able to play &quot;memory&quot; by investigating cards</td>
<td>Learning through games (memory) Devices of cards □ cards inidicate unit decimals and number of units □ cards indicate number as how many 0.1's there are</td>
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<tr>
<td>4, 5</td>
<td>Size</td>
<td>To be able to play games based on size of a number by investigating cards</td>
<td>Learning through games (number games) Devices of cards □ cards indicate numbers as box diagram □ cards indicate numbers on number line</td>
</tr>
<tr>
<td>6</td>
<td>Order</td>
<td>To be able to play &quot;sevens&quot; by understanding rules of numbers</td>
<td>Learning through games (sevens) Using cards2 used in &quot;size&quot;</td>
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<td>7</td>
<td>Calculation (addition)</td>
<td>To be able to play games with calculating total of cards which they win</td>
<td>Learning through games (number games) Using cards used in &quot;composition&quot;</td>
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<tr>
<td>8</td>
<td>Calculation (subtraction)</td>
<td>To be able to play games with thinking who wins how much</td>
<td>Learning through games (number games) Using cards used in &quot;composition&quot;</td>
</tr>
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</table>
The figure of a unit structure for the period of integrated study
Process of making study lesson plans

1. Define guidance purpose
2. Focus on the points of lesson contents
3. Unit structure
4. Make study lesson plan
Example of a lesson plan

- Whole structure of a class
- Intentions and contents of a class
- Results of research of teaching materials
- Planning in advance
- Checking gaps after a class
Lesson Plans

<table>
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<tr>
<th>レッスン計画案(科学習指導案)</th>
<th>指導者</th>
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<td>1. 日時・場所: 〇月〇日〇曜日 第〇時限目</td>
<td>教室</td>
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<td>2. 対象学年: 〇年〇組 (男子〇名、女子〇名)</td>
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<td>3. 単元名:</td>
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<td>4. 単元設定の理由: (児童・生徒の実態、教材観、指導観)</td>
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<td>5. 単元の目標:</td>
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<tr>
<td>6. 展開の大要 (指導計画) 総時数: 〇時間</td>
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<tr>
<td>A 〇〇〇〇〇〇について・・・〇時間</td>
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<tr>
<td>B 〇〇〇〇〇〇について・・・〇時間 (本時)</td>
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<tr>
<td>C 〇〇〇〇〇〇について・・・〇時間</td>
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<td>7. 本時の目標 (主眼)</td>
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<td>8. 本時の指導上の留意点</td>
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<td>9. 本時の展開 (指導過程)</td>
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<th>段階 (時間)</th>
<th>学習のねらいと活動内容</th>
<th>指導上の留意点</th>
<th>評価</th>
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10. 評価の観点

How to make lesson plans 〇 ～Example of a lesson plan format～
24

例掲載

Lesson Plans

Example of a lesson Plan

24
Evaluation of students

- Guidelines
  = Records which need to be prepared at school

- School reports
  = Communication reports between school and home

- Current tendency of assessment of academic achievement
  = Considering evaluation based on objects (absolute evaluation) as important
Considerations re Absolute Evaluations that are based on Objectives

- To comprehend the situation of individual student advancement, and the requirements to fulfill subject objectives

- Putting the evaluation on record to improve instruction
  The unification of guidance and evaluation

- Guidance that is based on the degree of familiarity, tailoring and improving instructions to individual characteristics
Evaluation of Study

Example of a Report Card
Examples of evaluation methods
Class Evaluations

- Evaluation to improve class teaching and achievements

Methods

1. Students’ evaluation of classes (written description of impressions, etc.)
2. Educational technology method of class analysis
3. Class seminars held by teachers
Class and Curriculum Evaluations

- Points for Class Evaluations
  - Timeliness of learner’s development
  - Content that meets individual differences
  - Students’ sense of satisfaction and effort
  - Effectiveness of teaching materials and equipment
Class and Curriculum Evaluations

Curriculum Evaluations
  = Evaluation to improve curriculums

Evaluation Points

- Students assessment on academic achievement
- Evaluation of school curriculum development organization
- Evaluation of relationships between communities and curriculums
- Curriculum results and the evaluation process for the entire school
- School characteristics
Class and Curriculum Evaluations

Class visit by teachers
1st grade, Moral, March 2005
The prevailing forms of guidance

- Frontal teaching
- Group study
- Individual learning

Recent tendencies

- Guidance according to the individual needs and abilities
Forms of Guidance

- **Class study for all students at one time**
  - For all students
  - Study same contents at same time
  - Teacher’s instruction is important

- **Group study**
  - Divide one class into some groups
  - Study how to help and cooperate in a group

- **Individual study**
  - Study for each student
Recent Trends - Individually-targeted teaching

- Teaching to small numbers of students
- Teaching to students grouped in terms of their abilities
- Team Teaching
Forms of Guidance

- Frontal teaching
- Group study
- Team teaching
- Individual teaching
- Individual teaching of Japanese

Class that differ in types of instruction
Subjects in Elementary Schools

- Japanese Language
- Social Studies: (3~6th grade)
- Arithmetic
- Science: (3~6th grade)
- Life skills: (1~2nd grade)
- Music
- Drawing and Handcraft
- Home economies: (5~6th grade)
- Physical Education
<table>
<thead>
<tr>
<th>Subjects in Elementary Schools</th>
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<tbody>
<tr>
<td><strong>Subjects</strong></td>
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<td>Student Leadership Program</td>
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<td>Citizenship</td>
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<td>Environmental Science</td>
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<td><strong>Note</strong>:</td>
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</table>
Subjects in Elementary Schools
Subjects in Elementary Schools

Dec, 2003  Science

Dec, 2003  Music
Subjects in Elementary Schools
Subjects in Elementary Schools

- Researching
- Summarizing
- Presenting
- Discussion
- Observing
- Watching

Learning activities
Objectives of moral education

1. Objectives of moral education
2. Objectives of moral education classes

Contents of moral education

1. Content focusing on oneself
2. Content focusing on relationships with other individuals
3. Content focusing on nature and a supreme being
4. Content focusing on relationship with groups and society
Contents of Moral education – 4. mainly about the relations with groups and the society

(1) Treat and use things for everyone with care and keep promises and rules

(2) Love and respect parents and grandparents, help at home willingly, and realize the happiness to be helpful for one’s family

(3) Love and respect teachers, be friendly with people at school, and make one’s life at class and school enjoyable

(4) Have interests in culture and lives one’s birthplace and have attachment to them

(5) Keep promises and follow rules of the society, and have a sense of public duty

(6) Know the importance to work, and work willingly

(7) Love and respect parents and grandparents, and make enjoyable home with cooperation of everyone of family

(8) Love and respect teachers and people at school and make one’s class enjoyable with cooperation with others

(9) Value culture and tradition of one’s birthplace, and have love for the birthplace

(10) Be familiar with culture and tradition of Japan, have love for the nation, and have interests in people and culture of other countries
### Moral Education

### Contents of Moral education – 4. mainly about the relations with groups and the society

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<table>
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<tbody>
<tr>
<td>(1)</td>
<td>Actively participates familiar groups, be aware of one’s roles, and fulfill one’s responsibility independently with cooperation</td>
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<tr>
<td>(2)</td>
<td>Follow laws and rules with having a sense of public duty, value rights of oneself and others, and fulfill one’s duty willingly</td>
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<td>(3)</td>
<td>Treat anyone fairly and equally without discriminating and having prejudice, and make efforts to realize justice</td>
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<td>(4)</td>
<td>Understand the significance to work, realize the happiness of serving one’s society, and do things helpful / useful for the public</td>
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<tr>
<td>(5)</td>
<td>Love and respect parents and grandparents, and do things helpful for one’s family willingly in pursuit of their happiness.</td>
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<tr>
<td>(6)</td>
<td>Deepen love and respect for teachers and people at school, and make traditions of one’s school better with cooperating with others</td>
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<td>(7)</td>
<td>Value culture and tradition of one’s birthplace and nation, know efforts of predecessors, and have love for the birthplace and the nation</td>
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<tr>
<td>(8)</td>
<td>Value people and culture of foreign countries, promote friendship with people of the world with awareness as a Japanese</td>
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</table>
Moral Education

4th grade, January 2005
Moral Education

1st grade, March 2005
Special Activities 1 (Class Activities)

- **Objectives**

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

Outline of special activities
Special Activities 1 (Class Activities)

A. Class Activities

(1) Related to improvement and progress in classroom and school life

(2) Related to adaptation to daily life and study, and to healthiness and safety.

A. Class Activities
A. Class Activities
A. Class Activities
Activities of Student Council

To conduct activities and to discuss issues in order to enrich and improve school life and to try to solve issues in a cooperative fashion through operations of student councils.

Types of activities of student councils

- Representative committee activities
- Committee activities
- Activities of students' assemblies
Special Activities 2 (Students Council)

Student council organizations

B. Activities of student councils
B. Activities of student councils
Special Activities 2 (Student Councils)

B. Activities of student councils
B. Activities of student councils
Club activities

= Compulsory clubs during class sessions

- Activities having no relation to grades and classes
- Activities involving studying of common interests

Club activities’ characteristics

- To respect the ideas of children
- To put forward children’s wishes regarding setting-up activities
- To work with the upper grades who act as leaders
### Special Activities 3 (Club Activities)

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

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**C. Club activities**

59
C. Club activities
Special Activities 3 (Club Activities)

C. Club activities
Special Activities 3 (Club Activities)

C. Club activities
Special Activities 3 (Club Activities)

C. Club activities
The Period of Integrated Study

- **Characteristics**：“the period when children can study beyond the regular framework of subjects by using each school’s idea”

- **Aims**
  (1) To develop and improve abilities and stature to solve problems by identifying issues, learning, critical thinking, interpreting and acting independently.

- **Learning activities**
  - Global and integrated subjects: international understanding, information, environment, welfare and health, and etc.
  - Subjects based on children’s interests.
  - Subjects linked to the characteristics of individual communities and schools
The Period of Integrated Study

Each subjects

Cultivation of the power to live

The period of integrated study and individual subjects
Survey on “the period of integrated study” —From research data—
Survey on “the period of integrated study” ～From research data～

The Period of Integrated Study
The Period of Integrated Study

October, 2004

Trying to recover natural environment by planting reeds at lake
Extracurricular activities

= Extracurricular club activities of student’s choice

Significance of extracurricular activities

= To deepen training of the mind and body and of culture

- To develop individual personalities
- To nurture social and group interactional skills
Club Activities

Athletic clubs

- Volleyball, basketball, soccer, tennis, baseball, swimming, mountaineering, track and field, baton twirling, Japanese archery, judo

Cultural clubs

- Brass bands, visual arts, Japanese calligraphy, drama, chemistry, tea ceremonies, literature, English Speaking Society, computers
Club Activities
Club Activities

Computer club

Brass bands
Part 1

- **Outline of Japanese School System**
  - The School system in Japan
  - Pre-school Educational Institution System
  - Elementary Schools System
  - Lower Secondary Schools System
  - Six-year secondary schools System
  - Upper secondary schools System
  - Colleges of Technology System
  - System of University (Colleges, Graduate schools)
  - System of Schools for the Handicapped
  - System of Specialized Training Colleges and Miscellaneous Schools
  - Modernization of Japan & Public Education System

- **Japanese Educational Administration & Finance**
  - System of Law
  - Fundamental Law of Education
  - Movement of the Reforms of Education Administration (1)
  - Movement of the Reforms of Education Administration (2)
  - The Board of Education
  - Ministry of Education, Culture, Sports, Science and Technology (MEXT)
  - Guidance Administration by MEXT
  - Educational Finance and the Burden Structure
  - Schools Provided by the School Education Law
  - Establishment and Management of School
  - Criteria of School Facilities and Criteria of Class Size
  - Enrollment and No-Attendance
  - Self-Evaluation / Third Party Evaluation of School
  - Disclosure of Educational Information
  - School Councilor System
  - Textbooks and Supplementary Materials
  - Disciplinary action against children and students
  - Specially Supported Education System
  - Student of Permitted Enrollment System
  - Education of Children in Isolated Areas
  - Evening Lower Secondary School
  - Lower Secondary Equivalency Examination

- **Japanese Social Education**
  - Social Education Facilities 1 (Citizen’s Public Hall)
  - Social Education Facilities 2 (Library)
  - Social Education Facilities 3 (Museum)
  - Supervisor for Social Education
  - House for Youth & Children’s Natural House
  - Social Educational Organization
  - Social Correspondence Education
  - Social Physical Education & Life-long Sport
  - Cultural Center (Private Profit Social Education Business)
Part 2

- **Organization & Implementation of Curriculum**
  74 slides
  
  (1) Outline
  1. Total Structure of Curriculum
  2. Process of Curriculum Development

  (2) Organization of Curriculum
  3. Educational Objectives & Curriculum
  4. Curriculum & Course of Study

  (3) Implementation of Curriculum
  5. Organization of Units & Material Study
  6. Lesson Plan
  7. Evaluation of Study
  8. Evaluation of Class, Evaluation of Curriculum
  9. Formation of Guidance

  (4) Examples of Curriculum Activities
  10. Subjects in Elementary School
  11. Moral Education
  12. Special Activities 1 (Class Activities)
  13. Special Activities 2 (Students Council)
  14. Special Activities 3 (Club Activities)
  15. The Period of Integrated Study
  16. Club Activities

- **Classroom Management**
  43 slides
  
  1. Classroom Management Plan
  2. Class Objectives
  3. Class Activities, Group Activities, Day Duty
  4. Class Newsletters
  5. Group Activities of the Various Aged
  6. Non-attendance at school
  7. Measures of non-attendance at school
  8. Visits to Children’s Homes
  9. School counselor
  10. Guidance Meeting
  11. Class fee

- **School Management**
  34 slides
  
  1. School Management
  2. School Management Plan
  3. Educational Goals of School
  4. Curriculum Management
  5. Teachers’ Meeting
  6. Principal’s Duty & Competence
  7. Principal
  8. School Management Duties
  9. Head-teacher System
  10. School Assessment
  11. Evaluation of Teachers
  12. Risk Management of School
  13. System of School Choice
Part 2

- **Cooperation between School and Local Community**
  75 slides

  1. PTA: Parents - Teacher Association
  2. Visits to children’s homes
  3. Visit on class
  4. Parents and Teacher Meeting
  5. The Report Card
  6. Note for Communication Between Teachers and Guardians
  7. School newsletter, Grade newsletter, Class newsletter
  8. The School’s Home Page
  9. Utilizing Human Resources of Community
  10. The Working Experience
  11. Community learning
  12. School Councilor
  13. The Opening Schools for the Public
  14. Complex Facilities
  15. Kodomo-kai (Children’s Gathering)
  16. Local education liaison council
  17. 110 Home for Children
  18. Education Costs Paid by Guardians

- **Teacher’s Qualifications - Training**
  40 slides

  1. Teacher’s Qualifications
  2. Pre-service Training of Teachers
  3. Equivalency Examination of Teacher’s Qualification
  4. Appointment of Teacher
  5. In-service Training
  6. In-service training within own school
  7. School-leader’s Training
  8. Teachers’ Salaries
  9. Punishment for Teachers
## Part 3

### Japanese School life & Culture

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<th>The Typical Day of a Teacher</th>
<th>The Typical Day of a Student</th>
<th>Japanese School Life</th>
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<td>16 (Items list)</td>
<td>29 (Items List)</td>
<td>44 (Items List)</td>
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<tr>
<td>2 Entrance Ceremony</td>
<td>17 Morning meeting</td>
<td>30 Going to School in a group</td>
<td>45 Greeting</td>
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<tr>
<td>3 Opening Ceremony</td>
<td>18 Preparation for Class</td>
<td>31 Morning Meeting</td>
<td>46 Collective Discipline</td>
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<tr>
<td>4 Morning Assembly</td>
<td>19 Teaching Classes</td>
<td>32 Class-based activities</td>
<td>47 Name, Name Card</td>
</tr>
<tr>
<td>5 School Excursion</td>
<td>20 Skills to Teach</td>
<td>33 Before Class</td>
<td>48 Preparing &amp; Clearing up</td>
</tr>
<tr>
<td>6 Sports Day 1</td>
<td>21 Recesses</td>
<td>34 Class Hour</td>
<td>49 School Lunch Bag</td>
</tr>
<tr>
<td>7 Sports Day 2</td>
<td>22 School Lunch 1</td>
<td>35 Recesses 1</td>
<td>50 Recording</td>
</tr>
<tr>
<td>8 Marathon Race</td>
<td>23 School Lunch 2</td>
<td>36 Recesses 2</td>
<td>51 Indoor Shoes</td>
</tr>
<tr>
<td>9 Overnight Trip with Outdoor Study</td>
<td>24 Cleaning Time</td>
<td>37 Recesses 3</td>
<td>52 Lunch Time</td>
</tr>
<tr>
<td>10 School Trip</td>
<td>25 Meeting before going back home</td>
<td>38 Playing</td>
<td>53 Cooperative Work for School Lunch</td>
</tr>
<tr>
<td>11 Medical Check-up</td>
<td>26 Teachers’ Room</td>
<td>39 Before &amp; After Lunch</td>
<td>54 School Lunch Menu</td>
</tr>
<tr>
<td>12 Disaster Drill</td>
<td>27 Teacher’s Desk in Class</td>
<td>40 Teachers’ Room</td>
<td>55 Cooperative Work for Cleaning</td>
</tr>
<tr>
<td>13 Music Festival</td>
<td>28 Instructions to Students</td>
<td>41 Meeting before going home</td>
<td>56 Places for Cleaning</td>
</tr>
<tr>
<td>14 Closing Ceremony</td>
<td></td>
<td>42 Getting out of School</td>
<td>57 Keeping Animals, Growing Plants</td>
</tr>
<tr>
<td>15 Graduation Ceremony</td>
<td></td>
<td>43 After School</td>
<td></td>
</tr>
</tbody>
</table>

### The Typical Day of a Teacher
- 17 Morning meeting
- 18 Preparation for Class
- 19 Teaching Classes
- 20 Skills to Teach
- 21 Recesses
- 22 School Lunch 1
- 23 School Lunch 2
- 24 Cleaning Time
- 25 Meeting before going back home
- 26 Teachers’ Room
- 27 Teacher’s Desk in Class
- 28 Instructions to Students

### The Typical Day of a Student
- 29 Going to School in a group
- 30 Morning Meeting
- 31 Class-based activities
- 32 Before Class
- 33 Class Hour
- 34 Recesses 1
- 35 Recesses 2
- 36 Recesses 3
- 37 Playing
- 38 Before & After Lunch
- 39 Teachers’ Room
- 40 Meeting before going home
- 41 Getting out of School
- 42 After School

### Japanese School Life
- 44 Greeting
- 45 Collective Discipline
- 46 Name, Name Card
- 47 Preparing & Clearing up
- 48 School Lunch Bag
- 49 Recording
- 50 Indoor Shoes
- 51 Lunch Time
- 52 School Lunch Menu
- 53 Cooperative Work for School Lunch
- 54 School Lunch Menu
- 55 Cooperative Work for Cleaning
- 56 Places for Cleaning
- 57 Keeping Animals, Growing Plants
- 58 Notice 1
- 59 Notice 2
- 60 Notice 3
- 61 Nurse’s Office
- 62 Co-education
- 63 Health Education
- 64 Students’ Preferences
- 65 Uniform
- 66 School Emblem, School Song
- 67 Testimonial
- 68 National Flag, Clock
- 69 Memorial for Graduation
- 70 Assistant English Teacher
- 71 Notice 4
- 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

<table>
<thead>
<tr>
<th>Teaching materials</th>
<th>HP of CRICED</th>
<th>Organization related to JICA</th>
<th>Japan Foundation</th>
<th>University foreign student center</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PDF file</td>
<td>Slide collection CD</td>
<td>Slide collection CD</td>
<td>Slide collection CD</td>
<td>Japanese and English</td>
</tr>
<tr>
<td>Index</td>
<td>PDF file</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Japanese and English</td>
</tr>
<tr>
<td>Training module</td>
<td>PDF file</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Japanese and English</td>
</tr>
</tbody>
</table>

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 description.s 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 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 of file to a slide where the original form is saved. Slide which saves the 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.
Japanese Educational system and Practice

(A Core Center of the Cooperation Bases System Building Project for International Cooperation in Educational Development Promoted by MEXT)

Project to Organize Information on Educational Experiences from Japan
- Focusing on Educational Management and Teachers’ Training

February 2006

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