

2013

Kochi Prefectural Education

Center

Handbook

**The Power of Teachers Develops  
the Power of Students**



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Kochi, 781-5103 JAPAN

# Kochi Prefectural Education Center

## Action Plan

In order to continue to advance and develop the role/practice of the Kochi Prefectural Education Center, staff should maintain:

- Persistence and gratitude at the heart of each process
- Professional development and expansion of knowledge with an open mind
- Continued effort without hesitation/reluctance



# KOCHI PREFECTURE EDUCATIONAL PRINCIPLES

10 objectives based on 3 fundamental ideals

Kochi Prefecture  
Educational  
Principles

**To foster a positive attitude towards Kochi, and forge global citizens of the future by nurturing learning ambition, creativity and a sense of why we learn, in the minds of Kochi students.**

## Ideal #1 Students with a bright future

- ① Inspire ambition and vision in students
- ② Create positive learning environments
- ③ Utilize Kochi's unique characteristics and resources to build strength in students', and pride and confidence in their background

## Ideal #2 Success at home and in the community

- ④ Develop positive learning environments at home and empower families
- ⑤ Educate and support parents in helping their children reach their full potential
- ⑥ Encourage active involvement from community in children's education

## Ideal #3 Positive environments to enhance learning

- ⑦ Teachers instill morals and life-skills in students so that they thrive in society
- ⑧ Teachers are resilient and support each other
- ⑨ Principals guide teachers in providing best education and learning environments
- ⑩ Continuously improve learning environments

In conjunction with these 10 objectives, the following goals have been set:

### Kochi Prefecture Basic Education Goals

#### Knowledge

Kochi elementary schools will rank highest in Japan for academic performance  
 ➤ Kochi junior high schools will rank above average in Japan for academic performance

#### Virtue

Strong self esteem, social skills and morals will be evident in every student

#### Body

Kochi Junior High School students will rank above average in Japan for athletic ability

### ACTION

In order to achieve these goals, the Kochi Education Center must ensure:

#### A boost for teachers

Principals /school management must operate effectively by:

- Ensuring their teachers are receiving continuous professional development
- Enabling their teachers to be productive and effective in their role

#### Cultivation of minds

- Teachers must promote awareness of careers available to students so that clear study goals can be set
- Teachers must improve students' self-esteem by providing knowledge, enrichment and support

#### Connection

- The Center must promote the exchange of resources and knowledge between schools
- The Center must promote the exchange of resources and knowledge between schools and other educational institutions

### Kochi Prefectural Education Center Action

With all of this in mind, it is the job of the Education Center to:

- 1 supply appropriate training to teachers, kindergarten and nursery staff
- 2 conduct necessary surveys and research
- 3 distribute correct and relevant information and data in a timely manner

**School principals play a major role in teacher development and ensuring teacher efficacy. Each teacher's individual talents must be utilized to enhance the school community.**

**Human resources development involves improving teachers' skills in order to increase a school's capacity to educate their students**

Developing the teachers, improving their skills and encouraging and nurturing cooperation between school staff will solve many existing problems with the education system in Kochi. This will also ensure that the Kochi prefecture educational principles are upheld and schools become more effective at educating their students.

## ■ THE BEST APPROACH

### (Schools)

- Must be places where each teacher can demonstrate their ability and unique skills in a worthwhile way
- Must be places where teacher's efforts are recognized and acknowledged
- Must be places for learning systematically, methodically and efficiently

### (Teachers)

- Must have the ability to implement new pedagogy and adjust quickly to social change
- Must exploit students' creativity and encourage them to be actively involved in social events and the community
- Must continue learning and developing practical skills in order to manage classes and home rooms effectively
- Must cooperate with each other to accomplish the goals of the school and the prefecture, and assist the school in educating their students effectively
- Must understand the educational needs of the community and the home where students reside, and remain flexible and accommodating of their

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# MAIN PROJECT 2013

In 2013, the Kochi Prefectural Education Center aims to assist schools in improving teacher quality and student management in the hope that schools will be more effective educators

1

OJT · OJD

## Consultants in schools

The Education Center will send a team of consultants to selected schools in order to identify and manage issues particular to those schools. Support will be ongoing throughout the year.

- Team: Chief of the Principals Division & advisors
- Target: Three elementary schools in Kochi
- Frequency: 10 visits (3 visits to the Center by school staff, 7 visits to schools from the Center team)
- Timing:
  - Apr. - Jun 2013 - Identify issues and construct an action plan to combat these issues
  - Jul. - Sept 2013 - Finalize the action plan and implement the plan
  - Oct. - Dec. 2013 - Evaluate the action plan and its implementation and make necessary amendments according to the results
  - Jan. - Mar. 2014 - At the same schools, identify issues for the next academic year and repeat the process

2

Off-JT at the Kochi Prefectural Education Center

## Training units

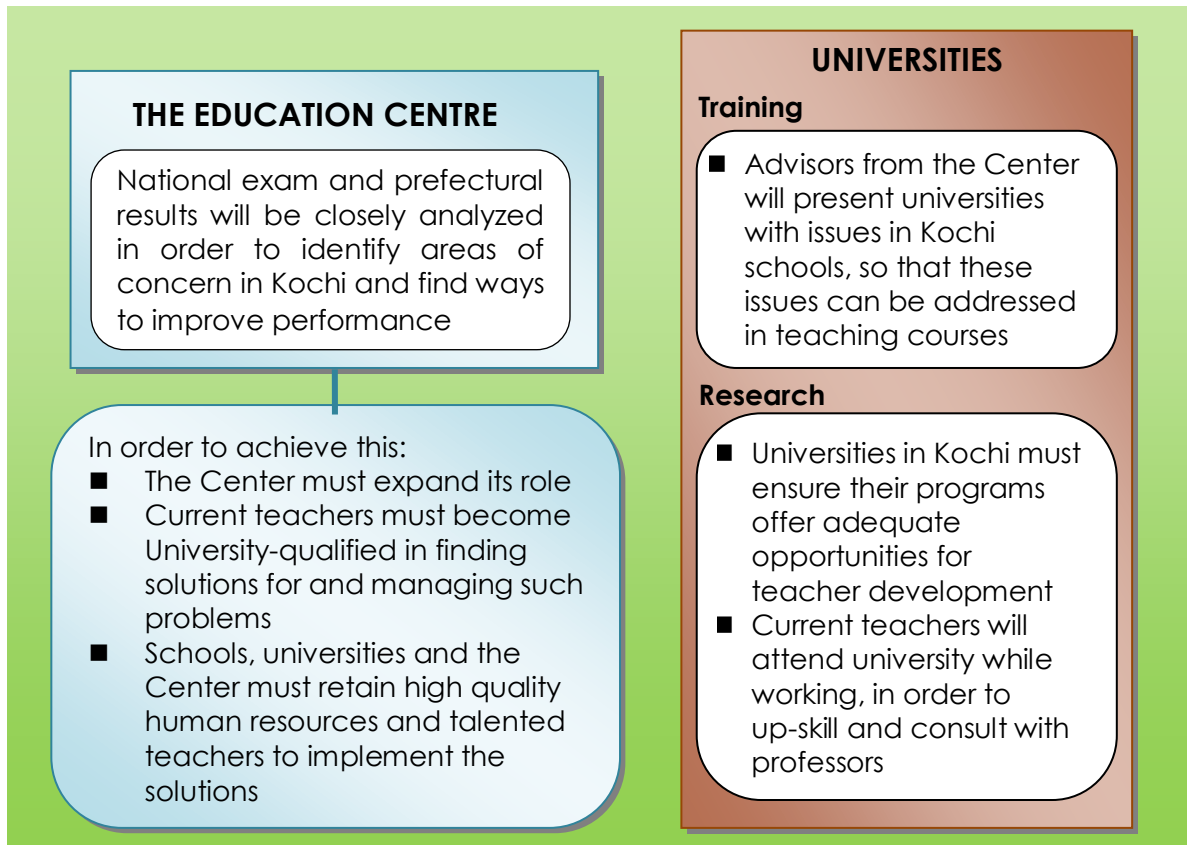
- Schools experiencing the same or similar issues gather to make units. The Center will then deal with the units as a whole, in order to increase efficiency.

## 10 years of service

- Teachers who have been practicing for 10 years currently take special training from MEXT, as well as training from the Center. This system is to be revised to eliminate any duplication or unnecessary training sessions.

### 3

## The Kochi Prefectural Education Center and universities in Kochi



### Problems identified by MEXT in trialling teacher development programs

- **Problem #1:** How can the Center ensure that improvement programs will benefit both experienced and inexperienced teachers?  
**Solution:**
  - Enable teachers to identify what improvements they require using a performance rubric
  - Use this data in the design of improvement programs
  - Further enhance programs to improve any less experienced teachers
- **Problem #2:** Are educational leaders, such as principals and vice principals, able to access quality development programs themselves?  
**Solution:**
  - Survey leaders to identify the skills which require development
  - Design development programs based on their responses

### 4

## The role of the think tank

As mentioned in 'Main project 2013', '3 – The Kochi Prefectural Education Center and universities in Kochi', it is the responsibility of the Education Center to take on the role of think tank and identify and implement solutions to the problem of unsatisfactory national exam results by students in Kochi.

# RESEARCH · SURVEY

## 1 Teachers visiting the Kochi Prefectural Education Center to conduct research in 2013 may decide the topic of their own research

Visiting research teachers will attend the Center, universities and other educational institutions, such as Kokorono Education Center (for mental and spiritual health), to conduct research in order to improve their own skills, as well as students' academic performance.

These teachers are able to conduct research at the Center under the supervision of advisors. They may conduct core research into the development of teaching materials, or research how to cultivate curriculums between schools, for example.

### 2013 RESEARCH THEME

#### <Teachers conducting research >

Teachers conducting research at the Center in 2013 have chosen to focus on:

- Finding and evaluating language activities and teaching methods that develop students' critical thinking skills and abilities for self-expression
- What connections exist between nursery, kindergarten and elementary school, and how these connections can be improved or strengthened
- How to fulfil students' career education needs by incorporating this subject into the school curriculum

#### <Teachers doing study>

Teachers doing study at the Center in 2013 have chosen to focus on:

- Science teaching methods - developing students' ability to learn and analyze scientific concepts through the observation of experiments

## 2 Issues requiring investigation at the Kochi Prefectural Education Center

- ◆ How to accurately measure the efficacy of teacher development programs for new teachers
- ◆ How to address management issues at elementary and junior high schools, especially regarding the Chief of research at each school



- ◆ Previous research conducted at the Kochi Prefectural Education Center has included:

### Connections: nursery, kindergarten and elementary school

**The aim** was to understand children's learning needs in order to develop better curriculum connections between nursery, kindergarten and elementary schools.

**Example research: Learning through play**

Teachers analyzed the learning that occurs during a play time. They then developed a curriculum for five-year-olds based on their observations.

Teachers held a workshop where parents and teachers developed a mutual understanding of how their children are growing up and learning through play.

A survey of parents and elementary school teachers was conducted. It inquired about connections that existed between nursery, kindergarten and elementary school, and enlightened participants of the links between the three institutions. In addition, elementary school teachers came to believe that learning during a play time is very important.

It was concluded that teachers at nursery, kindergarten and elementary school should fully understand the ways that students benefit from learning through play and how to facilitate this.

### My Book: career education at elementary, junior and senior high school

**The aim** was to discover how teachers could motivate their students' learning and self-esteem by using the tool 'My Book': a note book or journal kept by students throughout their schooling.

**Example research: 'My Book'**

Data for this research came from two sources:

- Surveys of 542 'A' junior high school students regarding teacher's use of 'My Book' to issue individual careers advice to students
- Self-esteem measurements from Tokyo Metro Government records

Students' comments in 'My Book' were analyzed and categorized regarding self-esteem. It was found that teacher feedback in 'My Book' aimed at developing students' self-esteem was effective, especially for third grade junior high school students.

It was also found that, normally, students included in social groups were more likely to develop good self-esteem, and these students were confident to express their opinions and make decisions.

Additionally, teacher comments in 'My book' built a positive relationship between the teacher and the student and were very effective in heightening students' self-esteem.

### Elementary and junior high school: designing curriculum to develop students' communicative skills over the nine years of elementary and junior high school combined

**The aim** was to analyze classes at elementary and junior high school to test whether students' communicative skills were being well developed across the levels. Teachers also tried to strengthen these links by designing a curriculum that would allow them to utilize this connection.

**Example research: elementary and junior high school students combined**

Third and fifth grade elementary school students and first grade junior high school students all participated in one lesson together. Teachers examined the effectiveness of the lesson by assessing student behaviour and collecting evaluation cards from students. The effectiveness of the lesson for elementary and junior high school students was assessed separately.

It was found that in this joint class, awareness of and behaviour toward communication was quite different between each individual student. The experience was deemed useful for the students, and through this lesson, elementary and junior high school students found that they had some things in common. It was discovered that there are at least seven ways to make an effective communication class between elementary and junior high school students, and it is important for teachers to develop communicative skills cohesively over the whole nine-year curriculum

## Career education: senior high school

**The aim** was to find ways to develop students' ability to monitor their own behavior and levels of self-esteem. The subjects were senior high school students who appeared to be lacking in certain social skills.

### **Example research: Self-monitoring and SST**

This research was conducted using twenty-three senior high school students from 'A' Senior High School. Researchers made a questionnaire for these students. Half of the questionnaire asked the students to assess themselves. The other half asked for an outside assessment to be performed by a partner in class.

The teacher gave SST (Social Skills Training) to the students to develop their self-monitoring ability through modelling, role-play and feedback.

It was found that SST proved very effective in developing student's social skills (e.g. being able to greet strangers or ask questions if they didn't understand something). Researchers have also proposed other ways to develop self-monitoring ability.

## Science teaching: assessing how students develop their scientific thinking ability by observing experiments

**The aim** was to establish how to effectively develop students' scientific thinking ability.

### **Example research: observation and experiments**

Twenty-two fifth grade students from a public elementary school were the subjects of this research. Students attended science lessons where they observed experiments.

There were two lessons. The first lesson was concerned with the birth of killifish (otherwise called rice fish). The second lesson was concerned with the quality of electromagnetism.

In these 2 lessons, the teachers presented problems to the students that were solvable and gave them a paper test to assess their critical thinking skills. By analyzing problem solving skills and test results, researchers were able to assess the students' scientific thinking ability.

It was found that problem solving tasks were very effective in developing students' scientific thinking ability. This was especially true for students who were poor at thinking scientifically.

On the other hand, new knowledge introduced in these lessons was taken up well by students with proven scientific thinking ability, but for those less skilled in thinking scientifically, their prior knowledge was found to interfere with the learning process on occasions.



# SUBJECT RESEARCH CENTER

## What is the Subject Research Center?

This facility is designed to assist teachers in delivering high quality education to their students. The center provides support for teachers who wish to conduct research in their specific subject area, and can assist them in doing so. This facility benefits education professionals, students of teaching, and anyone involved in the education sector. Advisors who are rich in educational experience will be available to support you.

**Opening hours:** Weekdays 15:00 - 19:15  
Saturday 09:30 - 17:30  
Closed Sunday and public holidays

For unforeseeable reasons, the Subject Research Center may occasionally be closed. We recommend that you check the homepage prior to your visit.

### ADVISORS

Advisors can support you by:

- Giving advice on lesson plans
- Directing you to information
- Showing you equipment available for your use

### LESSON PLANNING SEMINARS

There are 2 types of seminars offered at the Research Center:

- general lectures applicable to a broad range of teachers
- lectures on specific themes, such as 'career education'

\* Seminars are conducted by education research specialists

For more information please check the Kochi Board of Education website

### INFORMATION

There are a variety of resources available to assist you:

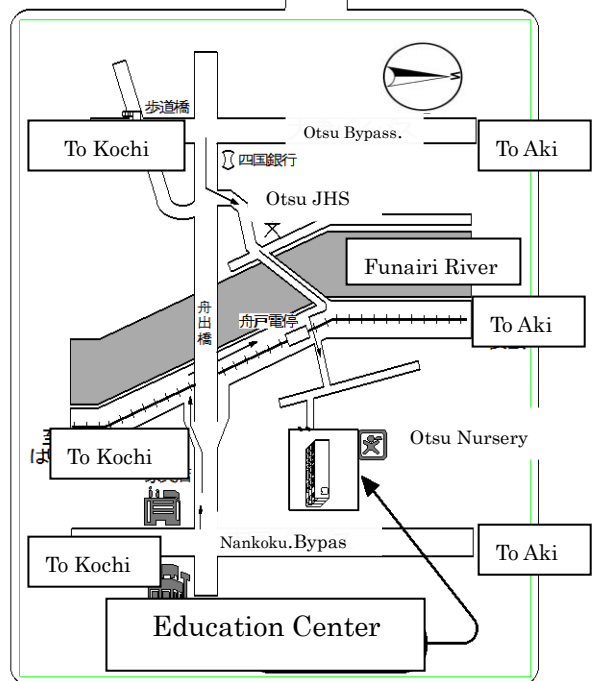
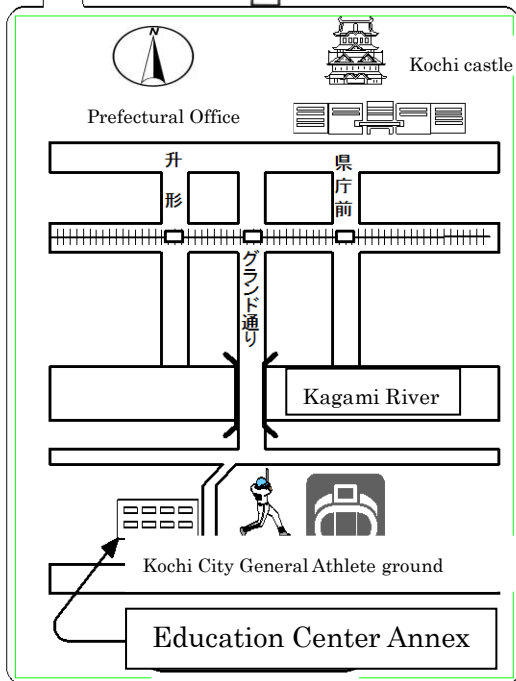
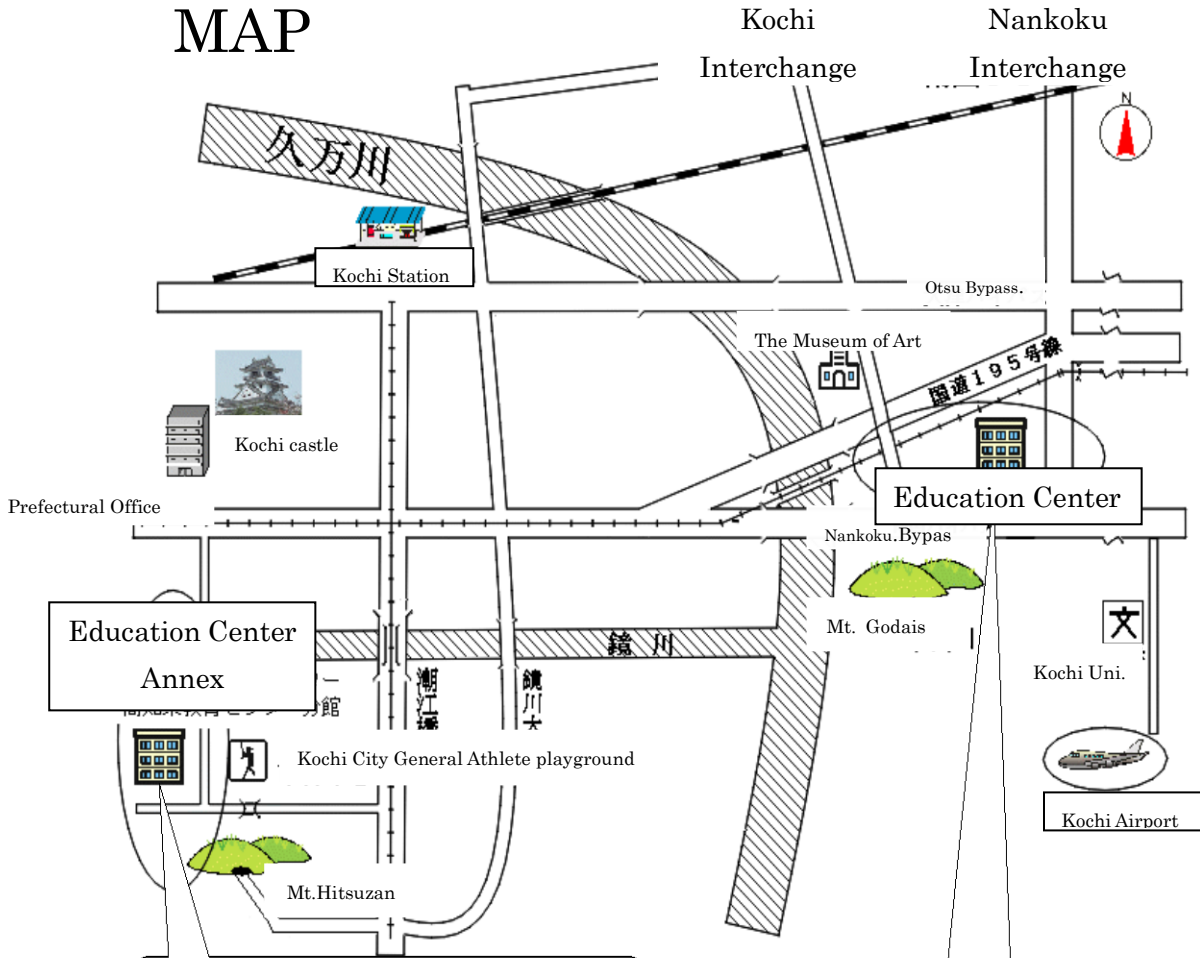
- Examples of actual lesson plans, real lesson materials, books about how to make lessons, DVDs and other teaching materials
- Color copiers capable of large print sizes
- Electronic black boards are also available and other ICT devices can be used
- Computers with access to education databases and other education research material

### MANAnet

Mananet is a monthly e-newsletter issued by the Subject Research Centre. It contains information about educational data, the Kochi Education Center, and current issues in education.

For more information please visit the Kochi Prefectural Education Center homepage:[www.pref.kochi.lg.jp/soshiki/310308/](http://www.pref.kochi.lg.jp/soshiki/310308/) (Japanese only)

# MAP



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