

For high-quality basic education to guarantee good educational achievement

Create a future through stronger bonds

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I. Introduction of Hiroshima Municipal Gion Higashi Junior High School: Goals of its activities

1. Promote lessons that support every student's learning through mutual bonds

- One of the key schools using a "learning community" led by Manabu Sato, a professor at Gakushuin University
- When the school had problems with students' discipline, it introduced "classes for learning" based on the philosophy of cohesive society.

II. Actions at school 1: Sharing visions and methods

1. Educational visions of Gion Higashi Junior High School

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| Educational visions | { | <ol style="list-style-type: none"><li>1. Students all enjoy learning (all educational activities).</li><li>2. Students and teachers all learn from each other. Teachers grow as experts on learning.</li><li>3. Students, parents and the local community trust school and collaborate with it.</li></ol> |
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2. Sharing educational visions: A lesson was conducted in the gym for all students and teachers on "classes for learning."

III. Actions at school 2: Daily activities of students and teachers

1. Students' activities: Create a setting to foster bonds

- i. U-shaped seating in classrooms
- ii. Group learning: High-level problems to be solved by groups of four students (boys and girls).

2. Teachers' activities: Based on the educational philosophy of Gion Higashi Junior High School: Excellence, Publicness and Democracy

- i. Observation (Excellence): Observation of classes (Observation time is included in teachers' schedules.)
- ii. Open classes (Publicness): Conduct 14 school-based training sessions a year. (Every teacher conducts an open class at least once a year.)
- iii. Teamwork (Democracy): There are three kinds of teams: the Lesson Reform Committee, teachers' meetings by subject and teachers' meetings by grade. Full-time teachers, part-time teachers and lecturers participate equally.

IV. Results: Growing up through stronger bonds

1. Through stronger bonds between students

- i. More students care about their friends and have high self-esteem.
  - The Q-U survey shows that 58% of the students are satisfied with school life (national average: 37%).
  - School evaluation items:
    - "Do you think you have good points?" 72.2% said yes.
    - "Do you enjoy going to school?" 91% said yes.
    - "Are you recognized by people around you?" 68% said yes.

2. Through stronger bonds between teachers

- Five-point school evaluation:
    - “Do you enjoy working with your colleagues?” (4.11)
    - “Do teachers trust each other?” (4.0)
  - 3. Through stronger bonds with the community
    - Regular participation in community events, including by students
  - 4. Higher academic achievement (2014 nationwide survey on academic achievement)
    - In Japanese and math, students scored higher than the prefectural and nationwide averages for both A (basic questions) and B (applied questions).
- V. Future of the school: Improving school education for the future of our society

The key word is “bonds.”

1. Improving lessons in classrooms to allow students and teachers to grow together contributes to shaping the future of our society.
  - i. The three challenges that schools face today
    - Human resources development: Many teachers are in their 50s. Not enough teachers are in their 30s or 40s.
    - Professional development of young teachers: Veteran teachers, who have been providing on-the-job training to young teachers, are retiring en masse.
    - Improvement of all teachers’ teaching skills: The ratio of part-time teachers and lecturers is high, resulting in varied levels of teaching.
  - ii. Creating a learning environment in classrooms contributes to addressing these challenges and creating a cohesive society.
2. Requests for developing schools: A cohesive society starts with cohesive schools.
  - i. To improve teachers’ skills, schools must guarantee enough time for teacher’s joint training and mutual communication.
  - ii. In principle, teachers must be those who are working full time at a school.
  - iii. Schools need to motivate the community and parents to participate more in developing schools.