

A New Approach to Education in Japan

KYOTO UNIVERSITY of ADVANCED SCIENCE SENIOR HIGH SCHOOL

W202105-1

〈Good points〉

Student Support

- Supplementary lessons
- Students can rely on teacher support
- Good quality of teaching

〈Bad points〉

Cramming education

- Lots of class hours
37 hours per week in KUAS
- A lot of homework



Limited student independence

Research: What kind of work do you have?

Target: Teachers in KUAS

(n=38)

	Homeroom teacher duties	Paperwork	Other
Junior high school	HR, Lunch supervision, Cleaning instructions, Attendance and Submission management	Proposal document, Creating orientation papers and class newsletters, Collecting test fees (Eiken, Suken, etc.)	Dealing with parents, After school lessons, Creating tests, Club activity Parents orientation meeting, Material Development,
High school	HR, Lunch supervision, Attendance and Submission management, Meetings, Career guidance, Contacting parents	Educational materials management, Class newsletters, Document preparation, Conference arrangements	Dealing with parents, After school lessons, Creating tests, Club activity, Material Development, Creating tests, Open campus

Teachers' multitasking work

Types: paperwork, homeroom duties, club advising,
class teaching or instructing courses



Cause: To provide ample support

Teachers must work long hours

Teachers on leave due to mental problems

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Separating teacher's work

One teacher focuses on
a few things



Increase in education quality
More supervision and
support for students

Reduce amount of classes

- Reduce demands on teachers
- Provide students with time to do what they are really interested in
- develop independence

In Nova Scotia

- **4** classes a day (**60-min.**)
- 9:00~15:00
- Do not have supplementary courses
- Separation of duties
 - ↳ Club activities taught by coaches
 - Students supported by specialized counsellors

	Reading	Math	Science
1	Estonia	Japan	Estonia
2	Canada	Korea	Japan
3	Finland	Estonia	Finland
4	Ireland	Netherlands	Korea
5	Korea	Poland	Canada
6	Poland	Switzerland	Poland
7	New Zealand	Canada	New Zealand
8	Sweden	Denmark	Slovenia
9	United States	Slovenia	United Kingdom
10	Japan	Belgium	Australia

The traditional “homeroom” system



The homeroom teacher has to help students with proper advice for every problem a student has

The new approach



Students ask a teacher who has been trained in that particular field
They will get more satisfaction from the teacher’s advice

Key points of our proposal

- Changing the mind of teachers, students and parents
- One person does not do everything



Increase the quality of education in Japan

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“Survey of the Personnel Administration Status of Public School Teachers and Staff”

https://www.mext.go.jp/content/20211220-mxt_syoto01-000019568_000.pdf

OECD (2018) “PISA, Reading performance”

<https://data.oecd.org/pisa/reading-performance-pisa.htm#indicator-chart>

OECD (2018) “PISA, Mathematics performance”

<https://data.oecd.org/pisa/mathematics-performance-pisa.htm#indicator-chart>

OECD (2018) “PISA, Science performance”

<https://data.oecd.org/pisa/science-performance-pisa.htm#indicator-chart>

THANK YOU FOR LISTENING

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