

2019-2020 School Year Minato City Nanzan Elementary School Management Plan ~ Nanzan Elementary School Where Every Student Grow by Learning ~
 “Nurturing Global Character” “Establishing the School with the Community”

Tokyo Board of Education
Academic Goals
Minato City Board of Education
Academic Goals

Terms of the New Course of
Study
Minato City Academic Vision

◎ Standards for Schools

- A school where each student acquires academic skills and physical strength
- A school where each student can be themselves
- A school that deals with issues as an organization
- A school that is trusted by families and the community
- A school where the faculty have ambition to learn and improve as educators

◎ Standards for Children

- Children who can learn, think and make decisions independently
- Children who learn while connecting with others
- Children who are considerate of others and value their life and the lives of others
- Children who proactively enjoy exercising
- Children who love their school and community and have rich connections with others

◎ Standards for Teachers

- Teachers with pride and self-awareness to be responsible for public education as well as an acute sense of human rights
- Teachers who are full of affection and enthusiasm, and that strive to understand children.
- Teachers who keep improving themselves with high levels of professionalism and rich humanity

Children’s Actual State

Community Characteristics

Expectations and Needs from Parents, Guardians, and the Community

Academic Goals : Children who are healthy and cheerful Children who think things through and do not give up Children who cooperate and get along with others

Virtue

Cooperating and Getting Along with Others Friends

Knowledge

Thinking Things Through and Not Giving Up

Health

Being Healthy and Cheerful

○Class Management to Improve Relationships

- Build relationships based on mutual understanding during class time
- Interaction with other grades
- Enriching special activities (overnight events, committees, clubs, lunch interaction)

○Bullying: Do not do it, do not let it happen, do not let it go

- Consistent instruction against bullying and discrimination
- The importance of morals class and interactive activities that foster children’s emotions
- The importance of bully prevention, early detection, and quick response

○Creating enriching relationships

- Greetings and replies
- Interaction between Japanese Students and English Support Course Students
- Roppongi Academy
- Practical human resources and various experiences (embassies and tax lessons)
- Interaction with community members (town exploration, area studies, job experience, etc.)

○Promoting Information Responsibility

- Establishment and implementation of SNS rules at school and at home

○Student-centered learning, Achievement and Accomplishment

- Problem solving with interest and motivation
- Learning from the community

○Joy and Fun from Learning

- Classes that value thinking, evaluation, and expression
- A mutual learning environment for students to have and broaden their own thoughts (problem → solution → interaction → re-evaluation)
- Interactive academic activities
- ICT (Information and Communication Technology)
- Assessments that promote the joy of learning

○Instruction based on individual needs

- *Tokyo Hoshiki* Teaching method for each unit and instructional guidelines for different proficiency levels; Tokyo Basic Drill
- Instruction with support personnel

○Classes and activities to enjoy and be familiar with exercise

- Improved P.E. lessons to help students feel a sense of accomplishment
- Continuous support for stamina and quick reflexes during *Tairyoku* UP TIME
- Implementation of physical tests and reflection on results
- Interaction and lessons from athletes
- Volunteer Spirit

○Promoting Health Education

- Drug prevention lesson, food education

○Risk Management and Prevention

- Promoting safety education (March 11 memorial Assembly, Traffic Safety Lesson, Community Disaster Drill)
- Health education, safety lessons, etc.

Promotion of Special Support Education

○Enhancement of instructions for Special Support Classes

- Enhancement of instructions depending on the difficulties and development of the individual
- Promotion of joint or interaction studies

○The importance of “Connection” and “Reliability”

- Cooperation among the special support education coordination, special support education specialists, rotating instructor, rotating psychologist, learning assistant and classrooms
- Using the school life support sheet and establishing an appropriate support system

Olympics and Paralympics Education
International Understanding Education

- Nurturing communication skills using English
- Opportunities to learn and experience traditional culture (dyed Kimono, Japanese manners, Tea ceremony, *Hyakunin Isshu*, Japanese instrument experience)
- Interaction with Olympians and Paralympians
- Academic activities in cooperation with the community and companies

**Systematic Faculty
Coordination and
Cooperation with Families
and Community
“Team Nanzan”**