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The Test of a Teacher is in Their Lessons

~ Important Points for Earning the Trust of Students and Parents ~

School in April and May is a period during which we take time to interact with the students and build up relationships of mutual trust. In April, the students, homeroom teachers and other specialty teachers discussed the "Class Goals," the "Standards of Study," and the "Class and School Rules." It is very important for classes, grades, and specialty teachers to mutually confirm the direction they are aiming for during the year.

During my daily classroom observations, I pay particular attention to whether "students feel comfortable speaking up and presenting their ideas," "each student is receptive to his or her classmates' ideas and opinions, and whether everyone is expanding and deepening their studies," and "the expressions on the faces of the students and teachers are lively." Throughout the observations, I can see that the students of Nanzan are very good at listening to what is being said. This shows that the relationship between the students and teachers is well established, and I am very happy to see this. Of course, another factor is the teachers' polite and easy-to-understand manner of speaking.

The majority of a student's school life is dominated by "lessons." If students feel that their teachers' lessons are "understandable," "doable," and "enjoyable," and if a relationship is established where they feel safe to ask for help at any time, it will build students' and parents' trust in the school. So, what kind of lessons are "doable," "understandable," and "enjoyable" for students? The checklist below is one of the tools that teachers use to reflect on their daily lessons. "The lesson was difficult to understand because the questions and explanations were mixed up," "I should have taken up that student's opinion and let the other students think about it more," "I didn't make enough effort in summarizing the contents," are some of examples of reflections on the lessons. However, through these reflections, the teachers are able to understand the issues in the lessons and improve them for next time. If half of the responses are either "Not very applicable" or "Not applicable" for a given lesson, it means that the lesson was not a safe and secure learning environment for the students.

Continuing to utilize the PDCA cycle (plan → do → check → act), our school will strive to become an organization that emphasizes strong lessons. I encourage parents to refer to this checklist during the Open School in May.

No.	Evaluation Point	Applicable	Mostly applicable	Not very applicable	Not applicable
1	The objectives of the study were clearly presented to the students at the beginning of the lesson.	4	3	2	1
2	Students' reactions and transformations were utilized in the lesson.	4	3	2	1
3	Sympathetic responses were given to students' comments and actions.	4	3	2	1
4	Teaching materials and supplies were used effectively.	4	3	2	1
5	Questions were presented creatively.	4	3	2	1
6	Academic activities were developed in accordance with the study objectives.	4	3	2	1
7	Clear explanations were provided.	4	3	2	1
8	Board work was used effectively.	4	3	2	1
9	The summary was based on the goals of the study.	4	3	2	1
10	The lesson summary was innovative.	4	3	2	1

★About Challenge Time

Supplementary study (Challenge Time) is conducted during recess or after school when deemed necessary for students who do not complete their homework or other assignments. We ask for your understanding that the dismissal time may change, in which case the school will inform the parents or guardians.

Life Guidance for Each Individual

Head of Life Guidance

At our school, through the use of the monthly "School Life Questionnaire," we place great importance on being able to quickly recognize the anxieties and worries that each student feels about their daily life, friendships, studies, and so on. The homeroom teachers will ask students for details about their thoughts and situations if there are any matters on the questionnaire that need to be resolved in a timely manner. We then discuss and give guidance to the students, teachers, and parents that are involved in order to work towards a solution. The results of the questionnaire for all students and what the homeroom teachers have discussed will be shared not only with the principal and vice-principal, and head of life guidance, but also, depending on the content, with the entire faculty, so that all staff can look after the students and take prompt action.

In order to ensure a safe and healthy life for the students, it is important to coordinate with families and the community. Please feel free to contact the school about any matters concerning the students' activities, how they play, or how they interact with others both at home and in the community. Also, for matters concerning students' mental and physical health, consultation with a school counselor or the Minato City Education Center is also possible.

Our school faculty will continue to make every effort this school year to further strengthen cooperation with everyone so the students can have a safe and secure life.

School Research Lessons

Head of Research Lessons

Over the past three years, our school has been conducting in-school research lessons focusing on the Nanzan Style approach.

"Nanzan Style" is a practice that involves creating lessons based on "thinking," "expanding," and "deepening." There are five styles, which are "How to Conduct Lessons," "Board Work," "Interaction," "Notebooks," and "Study Rules," and these are incorporated in every lesson at every grade with the goal of raising "Students who can learn, think, make decisions, and express themselves independently."

Through three years of practice, this "Nanzan Style" has spread throughout the school. From these points, we have been working hard on activities that have students interact with their classmates. From the student questionnaires, we can tell that they are eager to listen to their classmates' opinions and present their own ideas. Therefore, this year we would like to deepen our research with a more focused theme, and have decided on "Aiming to develop the ability to learn through independent and interactive learning activities" ~Creating classes that foster the ability to think, make judgments, and express oneself.~

"What will we learn?" "How will we learn it?" and "How can we make use of what we have learned in our daily lives?" These are the questions that we are always asking ourselves. By shifting from the viewpoint of teacher-led "education" to the idea of "learning" with the students taking the lead role, we will create daily lessons and nurture the students' ability to learn.

May Calendar of Events

6 (Fri)	School Trip Explanatory Meeting Online (G6)	24 (Tue)	Open School (even numbers) Safety Lesson
9 (Mon)	Committee Activities	26 (Thu)	Survey for the Improvement of Academic Achievement of Students (G6)
11 (Wed)	2 nd Urinalysis	30 (Mon)	School Trip Check-up (G6)
12 (Thu)	Evacuation Drill Smoke Inhalation Experience (G2, 4)	31 (Tue)	Hakone School Trip (G6)
20 (Fri)	Tax Lesson (G6)		
23 (Mon)	Open School (odd numbers)		

May Goal

Think and Take Action Independently

