

# ① Overview of Education in Hiroshima Prefecture

## Outline of education in Hiroshima Prefecture

**Themes: Each person will continue to learn actively throughout their entire life, cooperate with variety of people, and create new values.**

### 【General points】

◆ Current situation of education in Hiroshima Prefecture ◆ Human resources that should be fostered ◆ Promotion of “Hiroshima-like” education ◆ Making Hiroshima the “foremost prefecture for education in Japan” through an “all-Hiroshima” effort

### ◆ Preschool education

① Promotion of high-quality education and childcare during infancy and early childhood

### ◆ School education

#### [Primary and secondary education]

② Grounding fundamentals of education with balance among “Solid academic ability, Richness in mind, Healthy body.”  
③ Promotion of educational activities to draw “independent and active learning that aims at fostering qualities and capabilities necessary for actively participating in future society”.

④ Fostering capability enabling each person to make the most of their unique and diverse personalities and abilities to create new value while cooperating with others.

#### [Higher education]

⑤ Fostering human resources who possess advanced skills and capabilities enabling them to cope with changes in the socioeconomic environment in the future.

⑥ Support children and students who needs special educational considerations.

### ◆ Environment for supporting school education

⑦ Preparation of environment that enables teachers and staff to exercise their skills at most.

⑧ Establishing safe and secure educational environment

⑨ Making environment that enables people to continue learning throughout their entire lives

## ② Hiroshima Global Academy (HiGA)

Opened (April 2019) as a school to lead  
“learning innovation”



Field work in the local region

Collaborative learning with classmates



### 5 special features of HiGA

1. Fostering English language ability through small classes, online exchanges, etc.
2. Acceptance of overseas students makes a richly diverse environment
3. Learning and daily life in a completely boarding-school environment that enables students to live together with classmates in different class years and with overseas students
4. International cooperation project based learning that focus on problem solving in the real society
5. Under consideration to introduce the International Baccalaureate program

### ③ Jenaplan education

Working in mixed-age groups



Circle dialogue

#### Main features of Jenaplan education

1. Activities in mixed-age groups
2. Students make their own learning plans
3. Educational activities comprising four fundamental activities (dialogue, play, work [learning], events)
4. Focus on learning themes students are interested in (world orientation)

#### Actions by Hiroshima Prefecture

Establishment of office in charge of researching new curricula with reference to Jenaplan education, etc. (2019.4)

World orientation



## ④ “Todai Rocket in Hiroshima”

Survey activity by group of students in different grades



Gaining new knowledge through interviews with specialists



Presenting results of survey to other participants

### Aim

- Provide a learning opportunity that links what the students learned through their experience with their existing knowledge and skills.

### Contents

- In collaboration with the Research Center for Advanced Science and Technology, The University of Tokyo, implementation of program that includes aspects of advanced Activity Based Learning (ABL), learning of developmental knowhow
- Implemented twice in fiscal 2019

## ⑤ Review of high school admissions system

### ▷ Review① «Selection contents»

Current Category	Main views from survey of principals
<b>Selection (I) Recommendation</b> Implementing period: early February	<ul style="list-style-type: none"> <li>○ After making clear the type of student and characteristics targetted by each school, <u>multifaceted assessment should be done of students' qualities and capabilities</u>, including academic ability, based on the special characteristics of each school.</li> <li>○ Would like to consider <u>assessment methods with special characteristics</u> that enable measuring of <u>motivation and desire of junior high school students</u>.</li> <li>○ <u>Educational activities of students and teachers should be enhanced</u> by shortening period of selection of applicants and limiting selection to two times and integrating Selection (I) and Selection (II).</li> </ul>
<b>Selection (II) General</b> Implementing period: early March	
<b>Selection (III) Secondary</b> Implementing period: late February	

#### Selection contents: Points for consideration

- Expansion of selection methods to respond to special characteristics of each school; review leading to **independent selection of schools by junior high school students**.
- Review leading to **the enhancement of education in junior and senior high schools**, including types, methods, implementing period for school admissions selection.

### ▷ Review② «Survey form»

Current Category	Main views from survey of principals
<ul style="list-style-type: none"> <li>○ <b>Listing of 7 areas based on guidance record, including "learning record."</b></li> <li>○ <b>Assessment targets = First- to Third-year students</b></li> <li>○ <b>General achievement test: survey = 1 2 5 : 1 3 0</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Other than items put importance for admissions decision, should be reorganized.</li> <li>○ Consider to introduce of enabling the school itself to set the weighting of assessment, for example, doubling the points for the third-year evaluation.</li> <li>○ After organization of items, consider to have each applicant enter information in something like an entry sheet.</li> </ul>

#### Survey form: items for review

- Review to **organize information to be entered in forms** created uniformly by all junior high schools.
- Review enabling high schools to **devise method for utilizing survey form** in accordance with special characteristics of each high school.
- Review enabling high schools to independently require **self-produced documentation** to show the contents of what the applicant learned in junior high school.

# ⑥ Hiroshima Prefecture's "Survey Form"

様式第7号 (31)

調 査 書

平成 年 月 日

高等学校長様

中学校長 氏名 \_\_\_\_\_ 印  
記載責任者氏名 \_\_\_\_\_ 印

課程	本・分校	校													
学科等	科	平成 年度 第3学年	番号	氏名											
学習の記録	必修教科	教科名	国語	社会	数学	理科	音楽	美術	保健体育	技術・家庭科	外国語	特別活動の記録 (学校活動・生徒会活動・学校行事)			
		観点別	①												
		②													
		③													
		④													
	⑤														
	評定	1年													
	2年														
	3年														
	計														
合計															
選択教科	教科名														
	評定	1年										スポーツ・文化・ボランティア活動等の記録			
	2年														
	3年														
計															
行徳の記録	基本	健康	自主	責任	創意	思い	生命	勤労	公平	公共					
	学年	1年	2年	3年	計										
欠席	日数														
総合的な学習の時間の記録															
備 考															

Learning record

Record of special activities (classroom activities, student group activities, school events)

Activity record

Record of sports, cultural, volunteer activities

Absences

Remarks

Record of Integrated Study Period