

○Public Notice of the Ministry of Education, Culture, Sports, Science and Technology No.72

Pursuant to the provision of Article 129 of the Ordinance for Enforcement of the School Education Act (Order of the Ministry of Education, Science and Culture No. 11 of 1947), the whole of The National Curriculum Standard for Kindergarten Department of Special Needs Education School (Public Notice of the Ministry of Education, Culture, Sports, Science and Technology No. 35 of 2009) shall be revised as follows, and enforce from April 1, 2018.

April 28, 2017

Minister of Education, Culture,
Sports, Science and Technology
Hirokazu Matsuno

The National Curriculum Standard for Kindergarten Department of Special Needs
Education School

Contents

Preamble

Chapter 1 General Provisions

Section 1 Foundation of Kindergarten department Education

Section 2 Educational Goals in Kindergarten department

Section 3 Qualities and Abilities to Nurture in Kindergarten department Education
and “the Ideal Image by the End of Childhood”

Section 4 Role and Formulation of the Curriculum

Section 5 Designing teaching plans and Assessment Based on the
Understanding of Each Child

Section 6 Important Points to Consider

Section 7 Caution Regarding Kindergarten Department Management

Section 8 Educational Activities Provided During Extracurricular Hours

Chapter 2 Aims and Content

Health, Interpersonal Relationships, Environment, Language and Expression
Jiritsukatsudo (Activities to Promote Independence)

Education, as stipulated in Article 1 of the Basic Act on Education, must be provided with the aim of fully developing the individual character, as we endeavor to cultivate individuals that are sound in mind and body and imbued with the qualities necessary in the people who

make up a peaceful and democratic nation and society, and must be carried out so as to achieve the following goals set out in Article 2 of said Act:

- 1 having students acquire wide-ranging knowledge and education, fostering the value of seeking the truth, and cultivating a rich sensibility and sense of morality as well as building physical health;
- 2 developing individuals' abilities, cultivating creativity, and fostering a spirit of autonomy and independence by respecting the value of the individual, as well as emphasizing the relationship between one's career and everyday life and nurturing the value of respect for hard work;
- 3 fostering the values of respect for justice, responsibility, equality between men and women, and mutual respect and cooperation, as well as the value of actively participating in building our society and contributing to its development based on the public spirit;
- 4 fostering the values of respecting life, caring about nature, and desiring to contribute to the preservation of the environment; and
- 5 fostering the value of respect for tradition and culture and love of the country and regions that have nurtured them, as well as the value of respect for other countries and the desire to contribute to world peace and the development of the international community.

Furthermore, with regard to education in early childhood, as stated in Article 11 of the same Act, in consideration of the importance of early childhood education as a basis for the lifelong formation of one's character, the national and local governments shall endeavor to promote such education by providing an environment that is favorable to the healthy growth of young children as well as other appropriate means.

As the start of school education, kindergartens in future must also foster the foundation necessary to enable children to become the creators of a sustainable society while aiming to attain the objectives and goals of such education. This can be achieved by encouraging each young child to recognize his/ her goodness and potential, respect all others as worthy individuals, collaborate with diverse people while overcoming various social changes, and clear the path for a rich life in the future. What will materialize the shape of education required for this purpose is a curriculum that systematically and methodically assembles the educational content in each kindergarten.

Through the curriculum, in order to realize the kind of education that will be required in future eras, school and society must share the idea of creating a better society through better school education, and each kindergarten shall present a curriculum open to society which clarifies the daily life appropriate for children and what kind of qualities and abilities should be fostered while cooperating and collaborating with society to realize said goals.

The National Curriculum Standard for Kindergarten Department of Special Needs Education School defines as a general guideline the criteria of the curriculum necessary for the realization of these ideas. One of the roles played by the National Curriculum Standard for Kindergarten Department of Special Needs Education School is to secure educational standards nationwide in kindergartens of a public nature. In addition, it is important to further enhance educational activities based on the National Curriculum Standard for Kindergarten Department of Special Needs Education School by grasping the current situation and problems of children and communities and working in cooperation with

families and communities while having with each school take advantage of its respective unique features to build ingenuity as well as utilize the wealth of educational practice and academic research accumulated over the course of many years.

To prepare an environment necessary for creating play as a spontaneous activity of children and to foster each child's qualities and abilities, all adults involved with children and kindergartens—from faculty and other kindergarten staff to family and members of the community—are expected to play a role from various perspectives. The National Curriculum Standard for Kindergarten Department of Special Needs Education School shall be established herein in the hopes that it will be widely used in providing comprehensive instruction through play as a spontaneous activity of children in close cooperation with families while looking at the connection with elementary department or post-elementary school education and life-long learning.

● Section 1. Foundation of Kindergarten Department Education

Education during early childhood is extremely important in cultivating a foundation for lifelong character building, and the fundamental aim of kindergarten education is to educate young children through their environment while taking into consideration their specific needs at this age in order to achieve the objectives and goals stipulated in Article 79 of the School Education Act.

For this reason, teachers shall endeavor to construct a relationship of trust with young children and to create a better educational environment with them, utilizing viewpoints and approaches regarding early childhood education. This will encourage children to be voluntarily involved in their surroundings and realize their relationship to it and its significance, absorb it, experience trial and error, and think. Based on the above, the following points should be emphasized in their education.

- 1 Encouraging children to undertake voluntary activities and allowing them to lead a life appropriate to early childhood, based on the idea that young children utilize experiences essential to their development through fully demonstrating their abilities in an emotionally stable manner.
- 2 Ensuring that the aims outlined in Chapter 2 are comprehensively achieved through play-centered instruction by taking into account the idea that play—a spontaneous activity of children—is an important aspect of learning which cultivates a foundation for the balanced development of both physical and mental aspects.
- 3 Ensuring that instruction in line with developmental issues is carried out based on the individual characteristics of each child by taking into consideration that early childhood development is achieved through diverse processes and interactions between various aspects of both physical and mental elements, and that the life experiences of each child are diverse.

In this regard, teachers should systematically create a learning environment with the intention of ensuring that children participate in voluntary activities based on an understanding and anticipation of the individual actions of each child. Teachers should therefore create a physical and psychological environment that recognizes the importance of the interaction between the child and other people and things through the creative use of various teaching aids. Teachers should also play various roles depending upon individual children's activities and should strive to make these activities more enriching.

● Section 2. Educational Goals in Kindergarten Department

Considering the state of disability, characteristics, and growth of the children while coordinating with the family, Kindergarten shall endeavor to achieve the following goals to develop the foundations of their ability to live through the school life developed based on the basics of education in the Kindergarten shown in Section 1 of this chapter.

- 1 Educational goals in Kindergarten Education stipulated in Article 23 of the School Education Act.

- 2 Improving or overcoming learning or living difficulties due to disabilities, developing the attitudes and habits necessary for independence, and cultivating a foundation for the balanced development of both physical and mental aspects.

Section 3. Qualities and Abilities to Nurture in Kindergarten Department Education and “the Ideal Image by the End of Childhood”

- 1 In order to foster a foundation to embrace a zest for living, kindergartens shall endeavor to nurture all of the following qualities and abilities in accordance with the basic principles of kindergarten education listed in Section 1 of this chapter.
 - (1) A "foundation of knowledge and skills" that enables one to feel, realize, understand, and become able to do things through rich experiences
 - (2) A "Basic abilities of thinking, judgment, and expression, etc." that enables one to think, try, devise, and express using what one realizes or becomes capable of doing
 - (3) The "Learning dispositions and humanity, etc. to advance towards learning" that endeavors to maintain a better life while emotions, motivation, and attitudes develop
- 2 The qualities and abilities mentioned in 1. above are nurtured by the overall activities based on the aims and content outlined in Chapter 2.
- 3 The following "Ideal Image by the End of Childhood" is a specific form envisioned for the completion of kindergarten by children whose qualities and abilities have been developed through activities based on the aims and content described in Chapter 2, and is to be taken into consideration by teachers according to the state of disability, characteristics, and growth of the children.

(1) Sound mind and body

Within kindergarten life, use one’s mind and body to the fullest with a sense of fulfillment towards what they want to do, act with foresight, and create a healthy and safe way of living on their own.

(2) Independence

Through voluntary involvement in a familiar environment and enjoying various activities, be aware of what needs to be done, think and devise on their own what to do, be creative, achieve goals without giving up and feel a sense of accomplishment, and act with confidence.

(3) Cooperativity

While interacting with friends, share ideas and thoughts with each other and think, devise, and cooperate to realize a common goal with a sense of fulfillment.

(4) Fostering of morality and normative consciousness

While gaining various experiences with friends, come to understand right from wrong, reflect on one’s own actions, sympathize with friends’ feelings, and act with empathy towards others. Also, become able to make and abide by rules while understanding the necessity of obeying them controlling one’s own feelings, and compromising with friends.

(5) Social interaction

In addition to caring about their own families, become familiar with the community by noticing various aspects of involvement with people, considering the feeling of others, and feeling the joy of being useful when interacting with people in the community. Also, in relation to various environments inside and outside the school, be able to act while making use of information such as making judgments based on said information and communicating and utilizing it by adopting information necessary for play and daily life. At the same time, become conscious of connections with society by using public facilities with respect.

(6) Fostering of thinking abilities

Through being actively involved in familiar events, they will feel, notice, think, anticipate and devise the nature and structure of things and come to enjoy various interactions. Also, while getting to know various ideas of friends, they will improve on their own ideas by noticing the existence of ideas different from their own and making judgments, rethinking ideas and deriving pleasure from creating new thoughts.

(7) Connection to nature and respect for life

Through experiences of getting close to and being moved by nature, they will have a love and reverence of nature as well as feel more interest in familiar events while sensing changes therein and expressing their interests and curiosity through words and other means. Being moved by living things close by in addition to being aware of the wonder and preciousness of life while thinking about how to interact with familiar animals and plants, cherish life and learn to treat them accordingly.

(8) Interests in and sensitivity to quantity, figures, signs and letters, etc.

In play and in life, repeated experiences by becoming familiar with quantities, figures, signs and letters, noticing the role of signs and letters, and utilizing these based on their sense of necessity, they will become interested in and gain a sense of them.

(9) Mutual verbal communication

While communicating with teachers and friends, they will enjoy communicating with words by acquiring a wealth of vocabulary and expressions, communicating their experiences and thoughts through words, and listening carefully to what others have to say while enjoying picture books and narratives.

(10) Rich sensitivity and expression

While experiencing moving events and developing sensitivity, they will notice the characteristics and forms of expression for various subjects, learn to express their feelings and thoughts, enjoy the process of expression among friends, learn the pleasure of expression and become motivated.

Section 4. Role and Formulation of the Curriculum

1 Role of the Curriculum

Each school should maintain its unique qualities and formulate a curriculum appropriate to the state of disability, characteristics, and growth of the children, as well as the context of the school and its local community, in accordance with the Basic Act on Education, the School Education Act, other laws and regulations, and this National Curriculum Standard for Kindergarten department of special needs education school.

Also, at each school, while keeping in mind the overall plan outlined in 6. below, formulate the curriculum based on "the Ideal Image by the End of Childhood", evaluate the implementation status of the curriculum and work to improve it, secure the human resources or material system necessary for implementing the curriculum, and endeavor to improve it. In so doing, we shall endeavor to improve the quality of educational activities of each kindergarten organically and systematically based on the curriculum (hereinafter referred to as "curriculum management").

In this regard, make sure to grasp accurately the learning results of what children learned, and devise the method to connect the evaluation and improvement of implementation of individualized teaching plans shown in 1, Section 5, Chapter 1 with the evaluation and improvement of curriculum.

2 Formulation of educational goals and curriculum for each school

In formulating the curriculum, we shall clarify the educational goals of each school while taking into consideration the qualities and abilities that we want to develop in kindergarten education, and also strive to share basic policies regarding the formulation of the curriculum with both families and the community.

3 Basic matters in formulating the curriculum

- (1) Kindergartens should develop specific aims and content by taking into consideration the period of education that the curriculum applies to, individual children's experiences and the child development process in order for the aims outlined in Chapter 2 to be comprehensively achieved throughout their kindergarten years. Kindergartens should take measures from a long-term perspective, from entry into and completion of kindergarten, so that children may experience a fruitful life, in particular, taking into consideration the special characteristics of early childhood development in which children acquire a growing sense of individual identity, the existence of others, and self-control.
- (2) The standard number of weeks per year of kindergarten education based on the curriculum should be 39 and should be appropriately determined in consideration of the state of disability, characteristics, and growth of the children.
- (3) Kindergartens should provide education based on the curriculum for a standard four hours per day. They should, however, give appropriate consideration to various circumstances, such as the state of disability, characteristics, and growth of the children and the season of the year.

4 Points for consideration in formulating the curriculum

In formulating the curriculum, the following points shall be considered.

- (1) Early childhood activities should be appropriate to each stage in the children's development, from the stage where they start to become familiar with and feel secure at kindergarten to playing alone and interacting with teachers, when children's voluntary activities deepen in the context of interacting with other children and they recognize that they are necessary for one another, to the stage when they develop and deepen their kindergarten experience through shared aims and cooperation with friends and the class as a whole.
- (2) Special consideration should be given to children when they first enter kindergarten, particularly at the age of three, in terms of close cooperation with the household, different lifestyles, and safety. Also, for children that have already turned three years of age, consider the possibility they will enter from the middle of the grade and ensure that they can attend kindergarten without any worries.
- (3) To make kindergarten life safe for the children, faculty and staff shall devise a cooperative system for devoting consideration to and instruction of the children regarding the surroundings such as the outside play area and building itself, while taking care to encourage children's voluntary activities.

5 Points to keep in mind for transition to elementary department or elementary school education

- (1) In school, consideration should be given to the fact that elementary department leads to the development of foundation for life and learning in and after elementary department or elementary school, and foundations such as creative thinking and a desire to participate in voluntary activities should be cultivated through a life suited to early childhood.
- (2) Based on the qualities and abilities nurtured in kindergarten department education, establish opportunities for an exchange of opinions and joint research, etc. with elementary department or elementary school teachers so that elementary department or elementary school education can be carried out smoothly. Make efforts to coordinate on "the Ideal Image by the End of Childhood", and make efforts to promote a smooth transition between kindergarten and elementary department or elementary school education.

6 Formulation of an overall plan

In each school, the curriculum, school health planning, the school safety plan, etc. shall be connected to create an overall plan to carry out educational activities in an integrated manner.

1 Instruction plan approach

Kindergarten department education aims to achieve its goals through concrete activities created by children themselves motivated by involvement with their surroundings.

Based on this, a harmonious, systematic and developmental instruction plan based on the educational curriculum of each school shall be created so that an appropriate kindergarten life is developed for children and appropriate instruction is given. Flexible instruction to children must also be given in accordance with their activities.

In this regard, in order to provide effective instruction according to the state of disability, characteristics, and growth of the children, accurately grasp the actual condition of each child and create an individualized teaching plans, and appropriately evaluate the status and results of activities carried out based on individualized teaching plans and strive to improve the instruction.

2 Fundamental matters in designing teaching plans

- (1) Concrete teaching plans shall be formulated for each child to receive an education appropriate to early childhood, and to gain the experiences necessary for their stage of development.
- (2) In terms of formulating plans, they should allow for activities to be selected and developed by setting out concrete aims and content based upon the outline below, and by creating an appropriate learning environment.
 - A An understanding of the development process of children throughout kindergarten department is necessary in order to determine specific aims and content, and they should also be in accordance with the state of disability, characteristics, and growth of the children, the interests and curiosity of children and give consideration to continuity, changes in season, etc.
 - B An appropriate environment should be created to achieve the specific aims and to enable children to gain the experiences they need by developing various activities through their individual proactive interaction with the environment. Importance should be placed on the aspects of life and the imagination of children, and this environment should be appropriately maintained at all times.
 - C Necessary support should be provided for children's specific activities to enable them to develop in a favorable direction, taking into consideration the possibility that these activities may change during the course of their lives.

Kindergartens should conduct an appropriate review and evaluation of the instruction process with reference to children's situations and changing circumstances, and make continuous improvements to teaching plans.

3 Points to consider when formulating the teaching plans

The following points shall be taken into consideration when formulating teaching plans.

- (1) Appropriate instruction should be carried out by formulating long-term teaching plans that have both yearly, periodical, and monthly plans, and weekly and daily short-term teaching plans in line with the long-term ones. In particular, consideration should be given to children's lifestyles in the formulation of daily and weekly short-term teaching plans so that activities producing a sense of continuity in children's awareness and interests can be mutually connected and addressed.
- (2) Teachers should promote in children the balanced development of physical and mental aspects through various experiences and interaction with a wide range of people and things. In this regard, in order to realize proactive and dialogic deep learning in line with the development of children, teachers should ensure that life in kindergarten department is fulfilling by establishing a sense of connection between individual experiences and by taking into consideration the fact that emotional experiences give rise to subsequent activities.
- (3) Given that the development of ability related to languages is related to the development of thinking skills etc., a language environment for developing children shall be available throughout the life in kindergarten department to enhance language activities.
- (4) To encourage children to look forward to and have motivation for subsequent activities, devise ways for them to gain an outlook on and reflect upon the play and daily life experiences they have with the teachers and other children, while taking into account the state of disability, characteristics and growth of the children.
- (5) With regard to event instruction, change and enrich children's lifestyles in kindergarten department so that children can actively enjoy their activities. For each event, carefully consider the educational value and select the appropriate event so that it does not burden the children.
- (6) In view of the fact that direct experiences are important in early childhood, when utilizing information equipment such as audiovisual teaching materials and computers, supplement the experience to make it one that is otherwise difficult to obtain in life in kindergarten department, and consider how it relates to the experience of the children.
- (7) Since it is important for teachers to encourage children's voluntary activities in various ways, teachers' roles should include understanding the children and acting as a co-worker. They should also carry out instruction appropriate to each activity so that children can acquire the enriching experiences necessary for their development.
- (8) Children's activities should encompass individual, group, and overall class activities. While creating a cooperative system among kindergarten teachers as a whole, appropriate assistance should be provided to ensure that the interests and desires of each child are fully satisfied.

4 Implementation of evaluation based on the understanding of each child

In conducting evaluations based on the understanding of the development of each child, the following matters shall be taken into consideration.

- (1) Ensure that understanding of children is promoted while reflecting on the process of instruction while improvement in instruction, grasp the goodness and possibilities of each and every child and make use of it to improve said instruction. In this regard, keep in mind that it is not something that can be accomplished by comparing the child to other children or by rating an achievement against certain criteria.
- (2) Use innovative ideas to improve the validity and reliability of the evaluation, promote systematic and organizational efforts, and ensure that the contents are carried appropriately over to the next school year, elementary department or elementary school.

Section 6. Important Points to Consider

- 1 With regard to instructing children, devise a specific instruction content according to the state of disability, characteristics, and the growth of the children.
- 2 Concerning instructing children with multiple types of disabilities, the instruction should be provided in cooperation with teachers with specialized knowledge and skills, seek guidance and advice from specialty doctors and other specialists as necessary, and encourage holistic development.
- 3 In order to collaborate with families, communities, and related organizations engaged in work such as medical care, welfare, health, etc., and provide educational support to young children from a long-term perspective, prepare and utilize individualized education support plans and teaching plans.
- 4 It is necessary to note the following points to provide appropriate instruction according to the state of disability, characteristics, and growth of the children.
 - (1) In special needs education school that provides education for children with visual impairment, ensure that children can experience activities freely by considering the relationship with educational counseling from an early stage, and by allowing children to fully utilize their sense of hearing, touch, and their senses of sight to grasp the surrounding situation. Furthermore, aiming to form a basic concept by linking specific things or events and actions with words around them.
 - (2) In special needs education school that provides education for children with hearing impairment, providing instruction to acquire the language and form the concept by considering the relationship with educational counseling from an early stage and making full use of their sense of hearing and visual information. Furthermore, develop attitudes and habits by using words to pursue deeper interaction with people and gain the knowledge necessary for daily life.
 - (3) In special needs education school that provides education for children with intellectual disability, encourage development by using innovative ideas to set the activity and environment for children and raise motivation for activities. Furthermore, consider that children can engage in activities with a sense of comfort and foresight and encourage them to act safely according to the surrounding situation.

- (4) In special needs education school that provides education for children with physical disability, acquire the attitudes and habits of willingness to move the body and participate in activities according to the children's postural maintenance and movements of upper and lower limbs and encourage them to participate in the group. Furthermore, make efforts to form basic concepts through hand-on experience.
 - (5) In special needs education school that provides education for children with health impairment, carefully consider the children's illness and condition, and allowing them to lead various activities within the range where it does not burden the children. Furthermore, encouraging them to acquire the lifestyle habits necessary for maintaining and improving the health condition.
- 5 Accommodate children who have returned from overseas and children who have difficulty with Japanese skills necessary for daily living to adapt to kindergarten.
- Regarding children who have returned from overseas and children who have difficulty with Japanese skills for daily living, devise measures to allow them to demonstrate themselves freely according to the actual situation of each child, by systematically and organizationally devising measures for instruction content and method.

Section 7. Caution regarding Kindergarten Department Management

- 1 In each school, under the policy of the principal, the faculty and staff should properly share roles based on the division of duties while working together to improve the curriculum and instruction and mutually cooperating. Also, it is important to keep in mind that school evaluation conducted by each school will be implemented in connection with curriculum management by taking into consideration that the formation, implementation and improvement of the curriculum represent the core of educational activities and school management.
- 2 Although the household remains the foundation of children's lives, it should be noted that contact with the local community broadens their horizons and should be developed by maintaining a sense of continuity between kindergarten and family life as well as the community through full cooperation with children's families. Local nature spots, human resources including the elderly and children of different ages, events, and public facilities should be actively utilized and creative measures taken to enrich children's lives. With regard to cooperation with the household, consideration should also be given to deepening parents' understanding of early childhood education by providing opportunities for parents to exchange information and to participate in activities with children.
- 3 Keep close contact with school doctors and pay close attention to children's health and safety according to the state of disability, characteristics, and growth of the children.
- 4 Cooperation and exchange among special needs education school as well as between nurseries, centers for early childhood education and care, kindergartens, elementary schools, lower secondary schools, upper secondary schools, etc., is to be promoted in accordance with the actual conditions of schools and communities. Particularly for the smooth transition between kindergarten department and elementary department or elementary school education, opportunities for interaction between kindergarten

department children and elementary department students should be actively provided. Opportunities for joint activities and leaning with children without disabilities shall be created, and we shall strive to nurture attitudes for them to respect one another and be willing to cooperate and co-exist.

- 5 For the kindergarten department management, at the request of kindergartens, provide necessary advice or assistance to children with disability or teachers in charge of the education of the children with disability and at the request of local conditions and family, conduct early educational counseling for infants with disability and their parents, and strive to serve as a center for special needs education in the community with full use of the expertise of teachers and facilities/equipment at each school. In this regard, the school system should be organized to be able to work systematically as a school, and it should be linked with other special needs education schools and local kindergartens.

Section 8. Educational Activities Provided During Extracurricular Hours

Each school shall implement educational activities during extracurricular hours based on the objectives and goals stipulated in the School Education Act and the Basics of Kindergarten Education outlined in Section 1 and Educational Goals in Kindergarten in Section 2 of this Chapter. In this regard, considering the physical and mental burdens of children, paying attention to close cooperation with the families, and it shall be implemented after establishing the appropriate responsibility and guidance systems. Also, to contribute to the achievement of the educational goals in kindergarten, we shall endeavor to support early childhood education at home and in the region so that children's lives in general become enriched.

“Aims” described in this Chapter center on grasping the qualities and abilities that children should develop in kindergarten education from the lives of children, and “Content” lists the points to be taught to achieve these aims. Each area sums up and describes the aspects of each child's development: health (physical and mental health); interpersonal relationships (the relationship between the child and other people); environment (the children's surroundings and relationship to them); language (the process of language acquisition); and expression (feelings and expression). The aspect dealing with the disabilities in children sums up *Jiritsukatsudo* (improvement and overcoming of difficulties in learning or life due to the disabilities of children). ‘Dealing with the content’ describes points to keep in mind when teaching based on the development of children.

Consideration should be given to steadily realizing the aims indicated in each area in an interrelated manner while children are acquiring various experiences, and ensuring that the content of the curriculum is delivered in a comprehensive manner through specific activities which are developed in relation to the children's learning environment. However, regarding *Jiritsukatsudo*, it needs to be considered to provide instruction focusing on the content of *Jiritsukatsudo* while aiming to have a close relationship with the content shown in other areas according to the state of disability, characteristics, and growth of children.

Also, it should be taken into consideration when providing instruction that "the Ideal Image by the End of Childhood" is a specific form of a child at the time of completion of kindergarten whose qualities and abilities have been fully nurtured through activities based on these aims and content.

Where there is a necessity to do so, appropriate and specific content can be creatively developed in accordance with the aims indicated in each area, and additions are permitted if careful attention is given to ensure that this does not deviate from the ideals indicated in Section 1 of Chapter 1, Basic Ideals of Kindergarten Education.

Health, Interpersonal Relationship, Environment, Language, and Expression

Each aims for health, interpersonal relationship, environment, language and expression, content, and dealing with the content shall be based on the aims, content, and dealing with the content described in the National Curriculum Standard for Kindergartens, Chapter 2. However, for instruction, the state of disability, characteristics, and growth of the children should be carefully considered.

Jiritsukatsudo (Activities to Promote Independence)

1 Aims

Each child aims to become independent and cultivates the knowledge, skills, attitudes, and habits necessary for independently improving and overcoming the difficulties in learning or living due to disabilities, thereby cultivating the foundation for the balanced development of both physical and mental aspects.

2 Content

(1) Maintain good health

- A Regulate life rhythm and life style
- B Understanding the medical condition and life management
- C Understanding and caring for the condition of each part of the body
- D Understanding the characteristics of disability and adjusting the living environment
- E Maintaining and improving health

(2) Psychological stability

- A Emotional stability
- B Understanding the situation and handling changes
- C Willingness to improve and overcome difficulties in learning or living due to disabilities

(3) Building Interpersonal Relationships

- A Foundation of relationships with others
- B Understanding the intentions and feelings of others
- C Self-understanding and coordination of behavior
- D Foundation of group participation

(4) Understanding the environment

- A Utilizing the senses
- B Understanding and corresponding to sensory and cognitive characteristics
- C Utilizing sensory aids and alternative means
- D Understanding the surroundings by utilizing the senses comprehensively and acting according to the situations.
- E Forming concepts that provide clues to cognitive and behavior.

(5) Physical movement

- A Basic skills of posture and exercise/movement
- B Postural maintenance and utilization of auxiliary means of exercise/movement
- C Basic movements necessary for daily life
- D Physical mobility
- E Movement necessary for work and smooth operation

(6) Communication

- A Basic communication skills
- B Language reception and expression
- C Language formation and utilization
- D Selecting and utilizing the means of communication
- E Communication according to the situation

3 Designing individualized teaching plans and dealing with the content

- (1) With regard to instructing *Jiritsukatsudo*, the aims of instruction and content of the instruction shall be set and an individualized teaching plans shall be prepared by clarifying the tasks to be instructed based on the accurate understanding of the state of disability, characteristics, and growth of each child. In this regard, selecting the items necessary for each from the contents shown in 2, associate them with each other, and set the specific instruction contents.
- (2) In formulating the individualized teaching plans, the following points shall be considered.
 - A For each child, accurately understanding the actual conditions such as the state of disability, growth and experience, interests, lifestyle, and learning environment.
 - B Consider the relationship between the tasks that should be instructed based on the grasp of the actual conditions of the children. In this regard, setting the aims of instruction from a long-term and short-term perspective, while looking at the learning situation up to now and the possibility of the future, and introducing the instruction contents necessary to achieve them step by step.
 - C In formulating the specific instruction contents, the following points shall be considered.
 - (a) Introducing teaching contents that allow children to work independently with interest and enjoy a sense of accomplishment and positively identify themselves.
 - (b) Introducing instruction content for each child to extend the developing aspects to compensate for the disability.
 - (c) Introducing instruction content that motivates children to feel, notice, and express.
 - D Appropriately evaluate the learning status and results of young children, and strive to make use of them in improving individualized teaching plans and concrete teaching.
 - E Devise and set the instruction contents which are closely related to the aim and contents in each area, so that the instruction is conducted systematically and organizationally.
- (3) If the time has been set aside for *Jiritsukatsudo*, ensure that it is conducted effectively with the cooperation of all teachers, centered on teachers with specialized knowledge and skills.
- (4) Providing appropriate guidance by seeking guidance and advice from specialty doctors and other specialists as necessary depending on the children's disability.
- (5) Utilize individualized education support plans and teaching plans and work with related institutions so that the results of instruction on *Jiritsukatsudo* can be used effectively at the school where they are enrolled.