

**Implications from Japan to the OECD Teaching Compass:**  
*Towards a Future Model of Teachers*  
*Building on Strengths and Challenges of Japanese Education System*



October 13, 2024

**Superintendent of Education, Toda City  
Board of Education, and  
Chair of the Japan-OECD Joint Research**

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- **Discourse demanding "new abilities" and the criticism of overemphasis on knowledge** have been repeated throughout history. As long as they function as a moderate reexamination of the current situation, they serve a right purpose. However, when such discourse progresses too far, it can turn into rhetoric that continuously stokes a baseless sense of crisis, leading to **"reform for the sake of reform"**.
- I am concerned that this process might lead to **undermining the very "foundation" of what has been working well.**
- It is sometimes important to learn from others – systems, cultures, advanced examples. However, there is a risk that the education field might become bewildered and lose the ability to think and judge independently when **dazzled by glamorous and leading rhetoric that finds utopia outside Japan or outside public education, declaring "current education is wrong."** This may result in **the loss of our own language, culture, and theories.**
- Even if excellent practices from other countries are directly imported, they may not align with the local climate and values, leading to **fatigue on the ground.** It is like bringing in a beautiful cut flower, planting it in the soil, and expecting it to take root—it won't. It is **essential to face challenges while inheriting and developing the strengths of each country and region, thereby creating a future.** ( **→"inherit the past, open the future."** “継往開来” )

# How Can We Leverage the Strengths of the Japanese School Education Model? ("Inherit the past, open the future." \*)

Japan's current education system, which marked its 150th anniversary on September 4, 2022, following the issuance of the School System Ordinance, has developed the following **strengths**.

- **Holistic** education that nurtures intellect, morality, and physical well-being in balance.
- Provision of **comprehensive education**, including school meals and extracurricular activities, **and collaboration between schools and local** communities.
- Collaborative learning among diverse students, **peer learning and teaching, tailored instruction to individual needs, and the integration of instruction and evaluation**—accumulation of rich educational experience.
- Accumulated educational assets, such as research on **subjects, lesson study, and guidance on basic life habits** like "**time-keeping, cleanliness, and courtesy,**" which are world-class educational treasures.

**\* It emphasises the importance of maintaining and respecting the traditions, and accomplishments of the past while simultaneously innovating and creating new pathways for the future.**

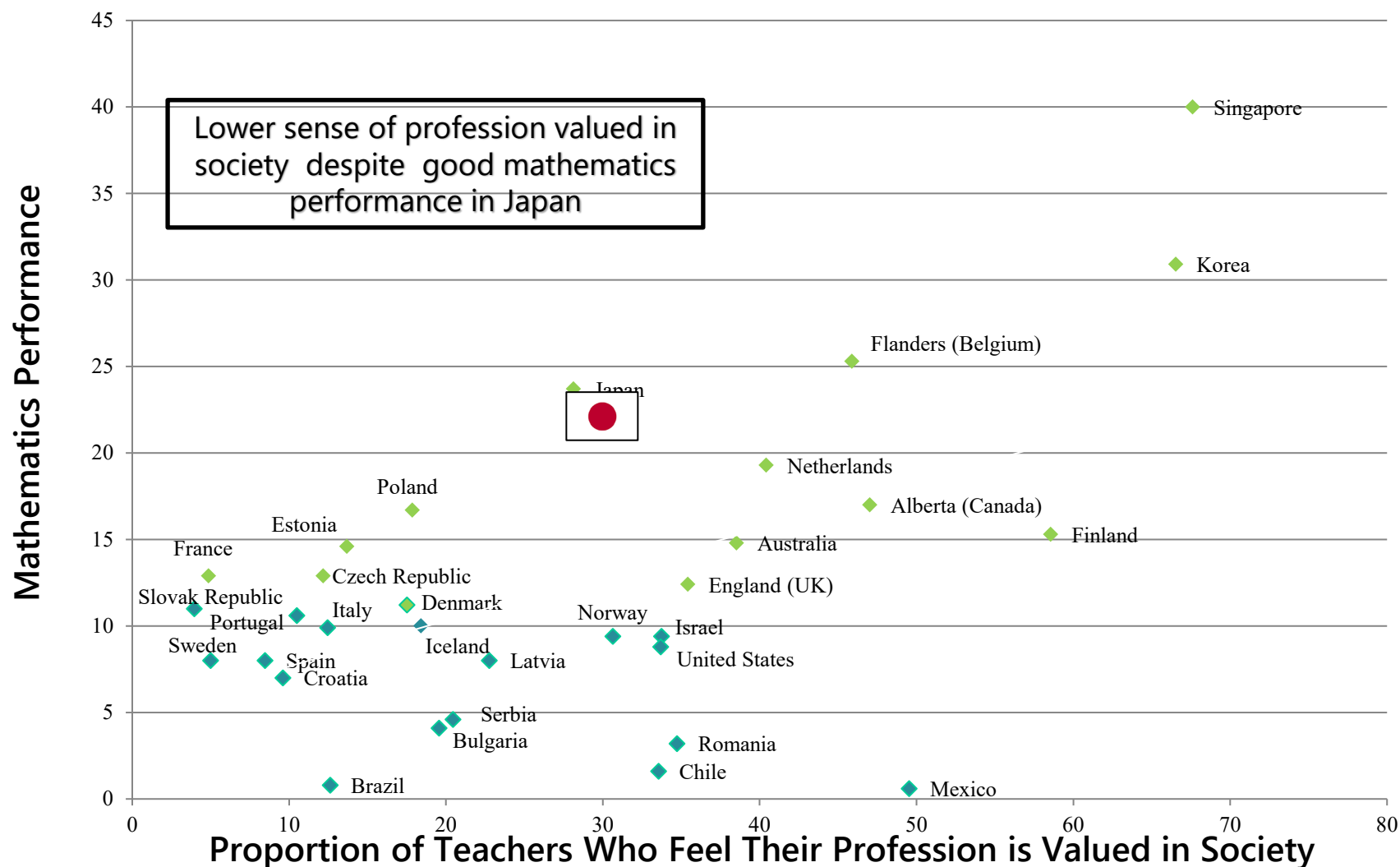
## How Can We Leverage the Strengths of the Japanese School Education Model? ( “inherit the past, open the future.” )

- In any school in Japan, education is **organized based on the national curriculum guidelines**, ensuring that students receive a certain level of education. Furthermore, teachers with a teaching license, who **possess a certain level of professional expertise**, provide instruction.
- In addition to ensuring learning opportunities, academic achievement, and holistic development, schools have also **played a welfare role as a place of safety and connection for students** to feel secure and supported.
- These have long been supported by many dedicated 'multi-skilled teachers,' following the principle of '**teachers being five roles**' (scholar, doctor, fortune teller, actor, and entertainer). With the spirit of 'building on the past to create the future,' we wish to carry forward the strengths of this Japanese-style school education. To sustain this, it is essential to reduce the burden on schools and teachers.

## How Can We Leverage the Strengths of the Japanese School Education Model? (PISA2022)

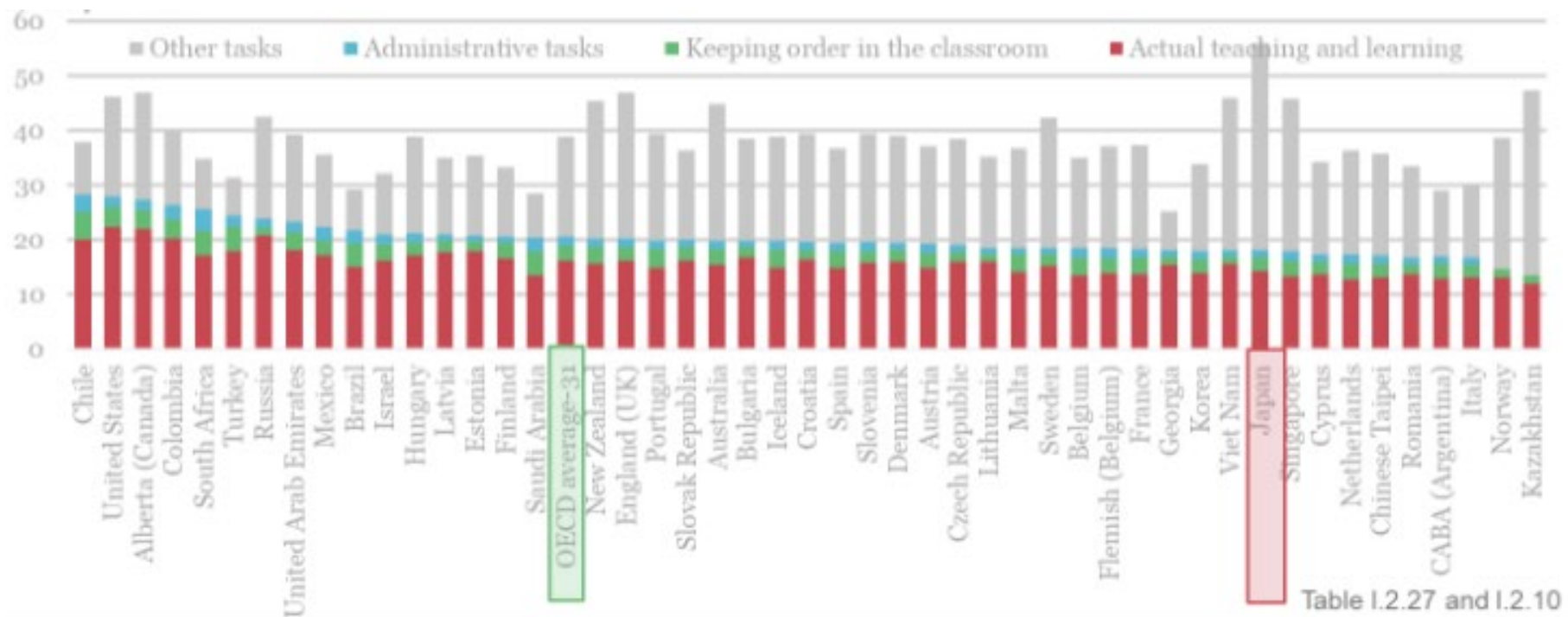
- PISA 2022, Japan's **scientific and mathematical literacy**, which are already top-tier, have improved even further, and **reading comprehension** has seen a V-shaped recovery.
- Additionally, Japan is recognized as a **resilient** country that mitigates socio-economic and cultural disparities.
- It is crucial to reaffirm the importance of the role of schools and, in order to address the current shortage of teachers, it is essential that teachers be respected. For this reason, the strengths observed in these international assessments need to be shared once again among the national government, boards of education, and schools.
- In OECD countries, there is a focus on change management. Some countries utilize such international comparisons and research findings as tools to facilitate change management.

## The Relationship Between Secondary School Teachers' Views on the Value of Their Profession in Society and the Proportion of High-Performing Students in Mathematics in PISA 2012 by Country



# Work Style of Teachers

- However, according to the OECD's 2018 Teaching and Learning International Survey (TALIS), the average weekly working hours for teachers in Japan were 54.4 hours for elementary schools and 56 hours for junior high schools, the longest among participating countries. This is about 1.5 times the average of 38.3 hours for participating countries.
- Moreover, a significant portion of the time spent by teachers is not on lesson preparation, classroom management, or administrative tasks, but rather on other duties.

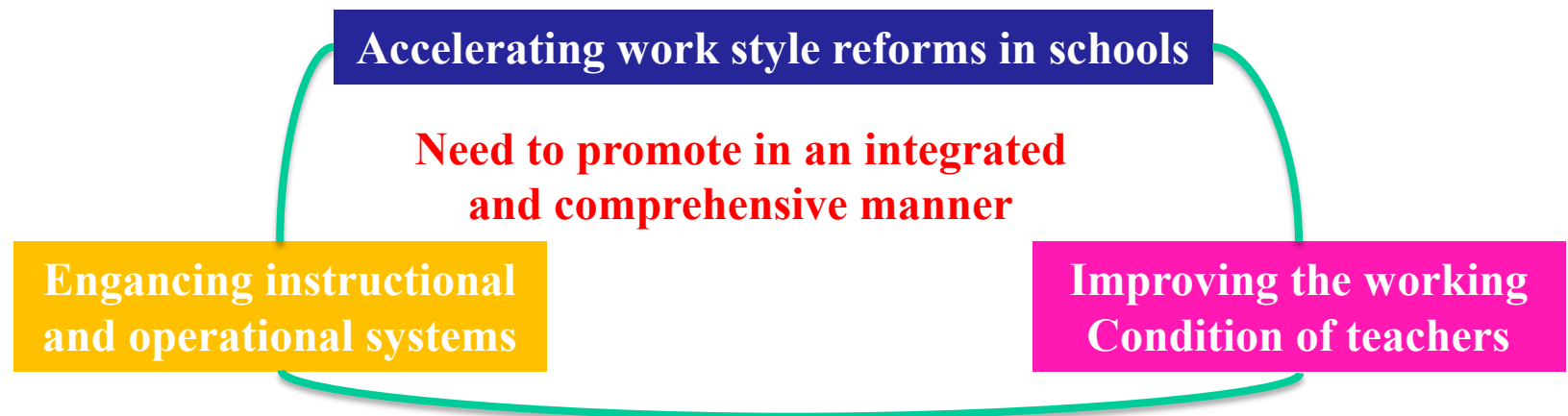




# Work Style Reform for Teachers

The Central Council for Education has proposed comprehensive measures to secure high-quality teachers for "*Reiwa* Era Japanese-style School Education."  
(August 27, 2024 The Central Council for Education)

- Accelerating work style reforms in schools
- Enhancing instructional and operational systems
- Improving the working condition of teachers





# Proposal 1: Proposal on Teacher Agency (Autonomy)

## Teachers with expertise in guiding and supporting student-centered learning

### ○Teacher's individual agency

It is important for each teacher to have their own language, culture, and theory, as well as a sense of pride, ownership, and responsibility in their role.

### ○Teacher-student shared agency

It is important to have a mutually beneficial relationship between students and teachers, as exemplified by concepts such as 'simultaneous guidance and support in perfect timing (Sottaku-dōji),' 'the mirroring between teacher learning and student learning,' and 'the honor of the student surpassing the master.'

## Co-Agency: Balance Between Instruction and Support

○ In the past, Japanese education tended to stress **that "teachers are supporters, not instructors,"** leading to a tendency for teachers to refrain from teaching and take a more passive "bystander" role. Even today, **instruction is sometimes seen as coercive.**

○ While overstepping by teachers can undermine student autonomy, a lack of instruction risks students not mastering the basics.

○ Thus, **striking a balance between instruction and support is essential,** as is maintaining a posture of **"learning from students."**

# Case 1: Ozu Junior High School, Izumiotsu City, Osaka Prefecture

- Students reflect on what and how they want to learn, including school rules.
  - Project-based learning that connects with the community, society, and the world is also implemented.
  - Teachers accept students' proposals without immediately dismissing them as impossible.
- Create a system and school culture where students' proposals can be shared among teachers



# Case 2: "Osanpo Workshop" by the OECD Education 2030 Student Group

- deepening learning by **viewing the same scene from the perspectives different subjects**
- Rather than preparing everything or teaching in a fully pre-arranged manner, the **teacher's expertise (pedagogical tact)** connects students' real-time questions and ideas arising from authentic contexts to learning.
- **The dilemma between "efficiency and creativity"** and "flexibility and precise planning and execution."

## Perspective from different subjects

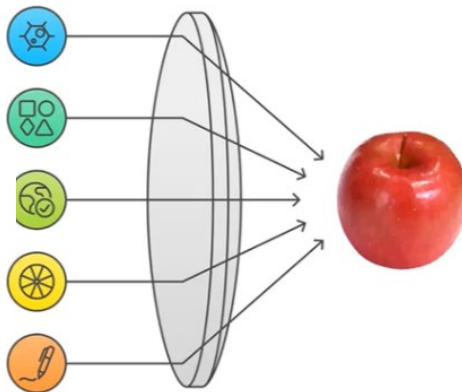
science

math

Social studies

Art

Literature



\*Students guided by teachers from Wajima High School.

\*Students discovered perspectives in history, geography, mathematics, and art' not from textbooks, but from the reality

(Reference: MEXT , Mr. Hiroto Iwaoka

## Example of Challenges in Curriculum Implementation in Japan

- In recent years, we have observed lessons that are "smart" but result in shallow learning for students. It seems connected to the fact that the **"landscape" of the desired lessons at each school** is not sufficiently shared and understood among principals, teachers, parents, and students. Teachers need to have a sense of **"ownership in curriculum and lesson design,"** where they design the curriculum and lessons themselves.
- Since knowledge is easily accessible on the internet, it is important to emphasize **"depth-oriented learning"** and realize the **concept of "less is more"**—that by digging deeper into core concepts and learning qualitatively, students can also learn more quantitatively. Teachers should recognize the necessity of this approach.

## Proposal 2: Proposal on Teacher Well-being

Promoting an image of teachers where "self-sacrifice is not a given" and fostering societal understanding of this "new image of teachers."

- Despite the fact that the teaching profession plays a crucial role in shaping the future of children and society, there have been reports of declining intellectual stimulation, fewer opportunities for challenges, and a loss of trust and respect.
- From Japan's perspective, I propose ensuring sustainable well-being for dedicated and responsible teachers



# Case 1: Insights for Peacetime Efforts from the Lessons of the Great Hanshin-Awaji Earthquake

- "Education centered on life" even during **normal times**
- Following disasters, we've learned the importance of caring for teachers, as many experienced burnout. Furthermore, given that those providing support in disaster areas are often themselves affected by the disaster, **the self-care of support personnel is also critical.**
- The system that allows for the **swift deployment** of teachers, nutritionists, school counselors, and others from all over the country during disasters is supported by **community-building during normal times.** The EARTH program, established by the Hyogo Prefectural Board of Education, has been a pioneer in this system, and the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) recently announced the creation of a national "D-EST" system similar to EARTH

## EARTH dispatched to Suzu city in July      Support of reopening school

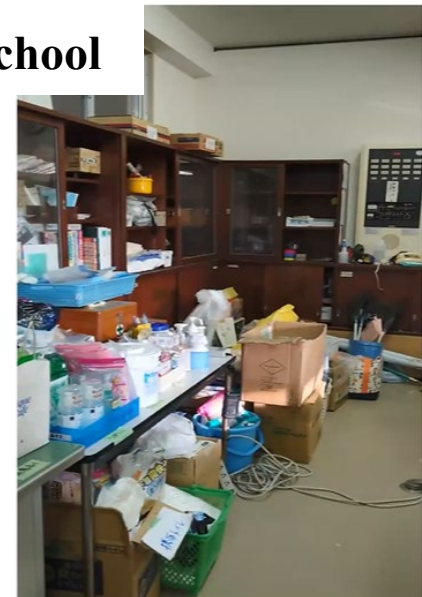
Care,  
Disaster prevention  
education/system



Caring and  
accepting each  
other



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# Case 2: Utilizing AI to Support Teacher Well-being

## ○The Perspective of AI Developers:

The introduction of various tools and platforms in schools has led to increased burdens rather than reducing them. The future ambition is to develop AI teaching assistants that act as the "eyes" and "ears" to support teachers' decision-making.

## ○Collaboration between AI Developers and Middle/High School Students

An example where middle school students provide feedback to AI developers as users of AI tools, and high school students are set to co-design AI tools with developers, all supported by teachers' careful guidance.

→ This could give rise to a **new industry-academia collaboration model** where schools and companies jointly develop solutions.



An example: students provided feedback with illustrations to AI developers

β版をプレイして

AIの高度な技術により、言葉をお互いに交わすことができました。まだ試作品なのでできないことも多かったですが、試作品とは思えないグラフィックでした。AIの表情もとても良かったです。身振り手振りも人間らしく、見た目だけで見ると、まるで人間と楽しく会話しているかのようでした。

しかし、改善の余地はたくさんありそうです。私がまだ未熟で英語をあまり学べていないことにも原因があるかもしれませんが、なので、思ったことをいくつか挙げておきます。が、私は、今から書く感想に嘘や偽り、大袈裟な表現を使用するつもりは全くありません。嘘の感想なんかを書いてしまえば、最高の英会話アプリになることはないはずだからです。お世辞などを書く意思はありません。開発者の皆さんは、この感想を偽りのない本音と受け取って読み進めてください。

① 言葉を交わすことはできると、まだ「会話のキャッチボール」をしている気持ちにはなれません。試作段階ということもあると思いますが、自分の要求に応えてくれないところが少し残念です。「話す速度が速いので少し遅く喋ってもらおう。Can you speak English slowly?」と言うと、「Yes, I can speak English.」で流され、元の質問に戻ってきてしまいます。しかも、話す速度は全く変わっていません。話す速度を遅くと言うか、英会話スタート前に設定できれば良いです。

② わからない単語をメモしようとして、「なんて言ってたっけ?」と考えながら書いていた間に他の質問に移ってしまったりもします。知らない単語を後日まとめて調べて記入しようと思っても、英語に慣れている人ならまだしも、私のように、「英語を少し学んでいるから、英会話に挑戦してみようかな…」という気持ちで始めた人は難しいと思います。なので、初心者向けの設定で、AIの側に限ったことリストみたいなものを導入すると良いと考えます。英会話終了後、そのAIが喋った単語や文章の意味がわかるようにするといいと思います。

③ ①で言ったように、このAIは質問のスピードや会話のスピードが（私にとっては）とても速いです。なので、「I beg your pardon?」と聞いて、質問をもう一度聞こうとしたら、すると、「OK」で流されて、次の質問に移ってしまったりもします。これに関しては、②の「遅かったことリスト」の追加機能なんですが、文章をタップすれば音声で流れるというのっていいかな…。一時停止ボタンとかを導入して、その一時停止画面で見れる（再生できる）ようにするのもいいと思います。そこは開発側に任せます。

現時点（2024/05/23）で感じたことは以上です。この意見を通して、アプリケーションの開発の参考になれば幸いです。アプリケーションの開発の成功を祈ります。

このような表示を追加できるようにしてほしいです。追加できるようにになれば見直しもできそうです。色々学びやすくなると思います。設定で非表示にできるようにするとありがたいです。

音声ボタンみたいなのがあってもいいですね。一時停止ボタンを配置するとしたら、画面左上の端っこですかね。

# Proposal on Teacher Competencies (Knowledge, Skills, Attitudes, and Values)

## Teachers with the quality of being able to envision children from diverse Backgrounds

○ Demand for teachers who can respond to the diverse needs of children, such as those who are truant, of foreign origin, or require special support and social care, has increased

## Teachers who demonstrate "educational tact," adjusting their teaching methods flexibly

○ "Educational tact" refers to a teacher's ability to quickly sense a student's situation and emotions, and to respond appropriately and flexibly

○ The core of "teacher qualities and competencies" are "teacher values." For example, it is necessary to reconsider previously accepted values such as "views on education," "views on children," "views on lessons," and "views on evaluation"

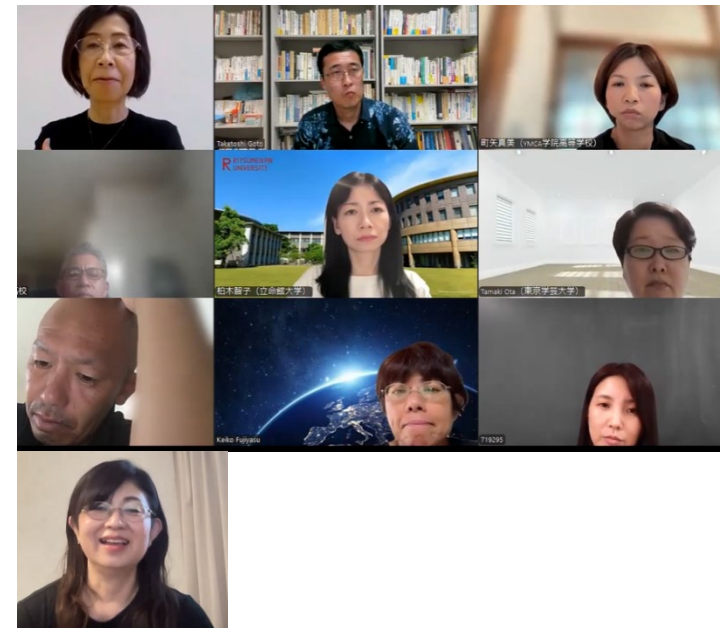
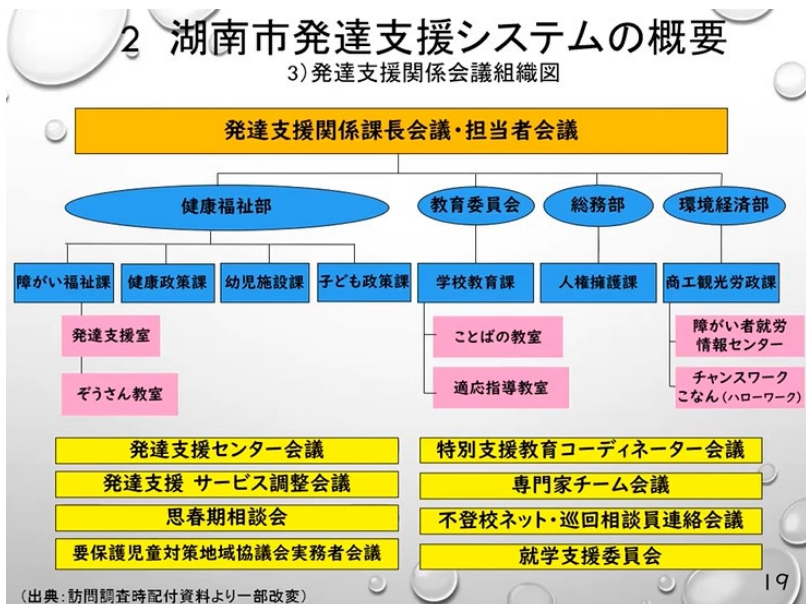
# Case 1: Teachers Who Address the Diverse Needs of Students and the Development of Systems to Support Those Teachers

## ○ Addressing the Needs of Diverse Students:

- (1) A "School-based Educational Support Center" as a safe space
- (2) Additional teachers to address poverty and abuse

## ○ From Partial Optimization to Overall Optimization:

Clarify and articulate the underlying "view of education," and reframe the system's various aspects as an interconnected educational ecosystem. A consistent view of education, widely shared in society, is needed to build a unified and effective system.



# Case 2: The Strengths and Future of Japanese Teachers as Seen Through the Eyes of Teachers and Students Who Have Experienced Overseas Education

## Viewpoints from teachers

- Moral education and cleaning recognized not merely as “special activities” but as **education that nurtures emotional** development.  
(Mr. Shimomachi who established a Japan-Style international school in Uzbekistan)
- **Supporting students through both academic and life guidance**, meanwhile being closely involved through school events and activities. (Mr. Shimauchi who has experience teaching in France)
- Open classes and the sharing of practical records contribute to a **strong teacher community**. (From Pauline, teacher from the Philippines)


## Viewpoints from students

- Japanese teachers make me feel **safe**. I admire the fact that Japanese schools **have school festivals.”** (Sota, international school in Japan)
- The **subject of home economics**, taken for granted in Japan, doesn't exist in France.  
(Bunny, exchange program with French students)





# Thank you for your attention.

 **note**

経験と勘と気合いのみの教育から脱却し、授業や生徒指導等を科学することで、誰一人取り残されな...  
戸田市教育委員会note

キーワードや作者名で検索 🔍 ログイン 会員登録

## note開設 —先進的な教育改革を、更なるステージに。—

戸田市教育委員会教育長の戸ヶ崎勤です。このたび、全国でも先進的とされる本市の挑戦についてより多くの方々に理解していただき、教育改革を更なるステージに到達させることを目的に、noteを開設することとしました！定期的に更新していきたいと思いますので、どうぞよろしくお願い致します。



戸田市教育委員会教育長 戸ヶ崎勤

さて、7月20日に、戸田市教育政策シンクタンクアドバイザリーボードをオンラインで開催しました。このアドバイザリーボードは、おそらく市町村としては全国初の取組として令和元年に設置した、優れた教師の匠の技の言語化・可視化・定量化や個別最適な学びの実現、EBPM（EIPP）の推進に取り組む「教育政策シンクタンク」が行う調査研究等の方向性に対する指導及び助言を行うため、教育長が設置するものです。

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 **note** Toda City Board of Education Official Note

 **facebook**

**Toda City Board of Education Official FB**



カバー写真を編集

戸ヶ崎 勤

Togasaki's Personal Facebook, I post daily, focusing on educational initiatives in Toda City. Please send a friend request and take a look.