Theme A Education for the creation of a multicultural and inclusive society

International comparative study in terms of safe and reliable societies focusing on schools in multicultural and inclusive societies

2017
International Collaboration Program
for Education in New Era (teacher exchange)

大阪教育大学
OSAKA KYOIKU UNIVERSITY

Contents

Preface

Osaka Kyoiku University has completed the 2017 International Joint Program for Education for the New Era project on the central role schools play in the creation of safe and reliable communities in multicultural and inclusive societies. The survey, put out to tender by the Ministry of Education, Culture, Sports, Science and Technology and implemented as part of our international collaborative program, is within the framework of the Kurashiki Declaration, which is a policy document drawn up at a meeting of the Ministers of Education of the G7 countries held in Kurashiki, Japan, in 2016, the aims of which are to achieve a harmonious, inclusive society through education, create education systems able to deal with the technological revolution, support and improve the teaching profession, internationalize education, and set sustainable targets for the development of education.

The Kurashiki Declaration was drawn up against the backdrop of the global movement towards 'Education for All' launched by UNESCO and other international bodies in Jomtien in 1990 and reiterated in Dakar in 2000. This movement led to the 'Incheon Declaration', issued at the World Education Forum held in Incheon, Korea, in 2015, the result of discussions to formulate a policy for education for 2030, the aims of which are to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. In taking on these issues, the Kurashiki Declaration proposed action policies aimed at solving global education problems based on social realities, the international environment, and further acceleration of technological development.

The present Osaka Kyoiku University survey, the theme of which was 'education for the creation of a multicultural and inclusive society' was a joint research project which involved local investigations in Germany, Canada and the UK to help us understand the situation in different countries and thus devise new proposals. The sub-themes of the research were 'school-centered safe communities' and 'the creation of schools aimed at achieving social inclusion'.

One special feature of this survey is that many students in our United Graduate School of Professional Teacher Education, who are also working as teachers in the wider Osaka region, travelled with faculty members to the three countries mentioned above, carried out the survey and collected materials and information. We hope that new perspectives this survey provides, and ideas for improvements in pedagogical methodologies gained from this international comparison, will help us reform school education.

I would like to extend my heartfelt gratitude to the Ministry of Education, Culture, Sports, Science and Technology and all the relevant education boards who gave this opportunity to our under-graduate and graduate students.

Osaka Kyoiku University President

Sumio Kuribayashi

Overview of the Project

With an eye to expanding our United Graduate School of Professional Teacher Education, which is responsible for education and training for working teachers, Osaka Kyoiku University undertook this 'international comparative study on the central role schools play in the creation of safe and reliable communities in multicultural and inclusive societies' with the support of the Ministry of Education, Culture, Sports, Science and Technology[1] '2017 International Collaboration Program for Education in New Era (teacher exchange), under Theme A: 'Education for the Creation of an Inclusive Multicultural Society'. The aim of the survey, drawn up from the practical perspective of working teachers who are currently enrolled in the United Graduate School of Professional Teacher Education, the results of which are to be condensed into a concrete proposal document based on the current situation in Osaka schools, is to effect real change in the classroom. The survey was carried out to help us learn from G7 member states Germany, Canada and the UK, and to go one step further than initiatives undertaken by the university thus far into issues pertaining to school safety, and 'social inclusion', initiatives which usually dealt with education of children with special needs.

[1] 2017 International Collaboration Program for Education in New Era (teacher exchange)
(A) Education for the creation of a multicultural and inclusive society (Kurashiki Declaration Section 11)
(B) Education for the creation of innovation
Fourteen applications for (A) and (B) were received from universities and other organizations around the country. The present Osaka Kyoiku University initiative was one of the four selected.
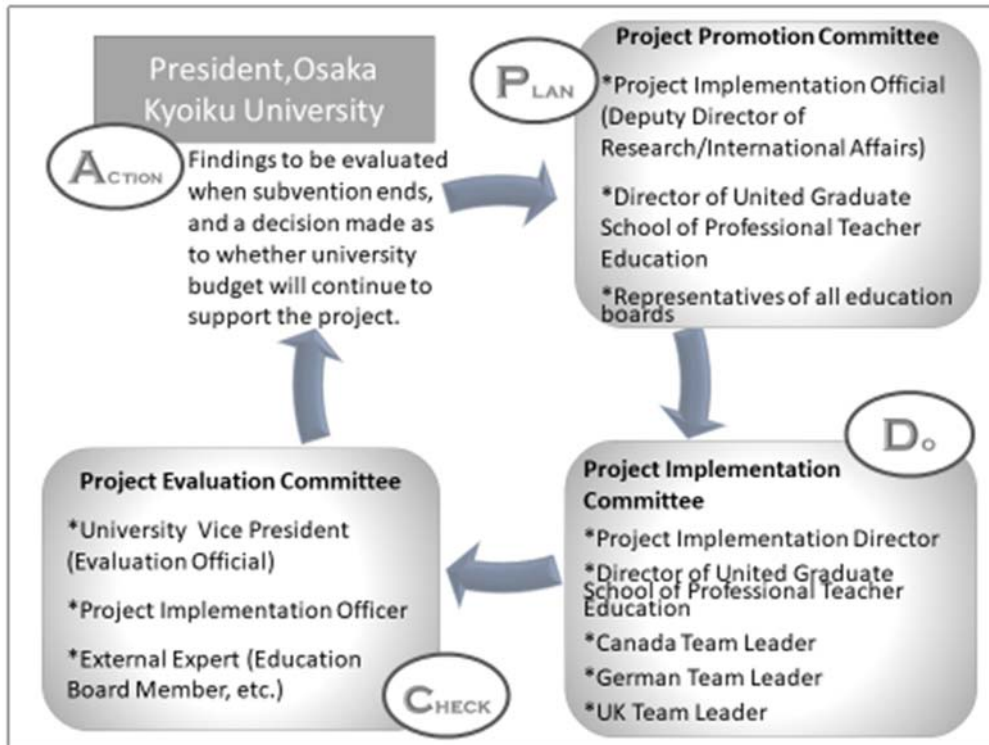Section 11 of the Kurashiki Declaration (Excerpt):
In light of the new roles of education discussed above, we underline that promoting international collaboration in education on multiple levels, such as individuals, schools, local communities and countries, helps develop critical and broad competencies, not only language skills but also a spirit of tolerance towards different views and values, and this contributes to developing an inclusive, multicultural society

Timeline

June 30, 2017	Conclusion of service contract
July 2017	Recruitment and Selection of students at the United Graduate School of Professional Teacher Education/discussions with schools where the chosen students are employed regarding program content and project timetable
August 16-23, 2017	Establishment of a Project Promotion Committee and a Project Implementation Committee (for project planning)
August 23, 2017	1st general seminar (project content/confirmation of targets, etc.)
September 2017 onwards	Team seminars (separate meetings for each country)
September 19, 2017	2nd general seminar (about target country preliminary research, tasks/result announcement, etc.)
October 15-23, 2017	Country survey (Canada)
October 16-23, 2017	Country survey (UK)
October 22-30, 2017	Country survey (Germany)
December 18, 2017	3rd general seminar (about result announcement meeting)
February 10, 2018	Result announcement meeting/Project Evaluation Committee

The following system was established to ensure smooth management of the project.

Country Visit Schedule (Germany)

Date	Aims	Location
October 22 (Sun)		Arrive in Leipzig
October 23 (Mon)	Understand the cultural and historical background of the surveyed region.	Courtesy visit to representative of Leipzig University president
		Campus tour
		Walk around Leipzig
October 24 (Tue)	Participate in symposium to gain a theoretical and multifaceted understanding of the experience of social inclusion in Germany (and in Saxony/Leipzig).	Symposium – 'Integration of immigrants as a school mission'
		'An outline of immigration/integration/education. The situation in Germany and Saxony' 'Immigrants in Leipzig schools' 'Integration in Leipzig middle and high schools' 'My role as a "cultural intermediary"' 'Requisites for the success of "German as a foreign language" based on Saxony immigrants integration policies'
October 25 (Wed)	Visit organizations outside of schools to gain an understanding of social inclusion initiatives.	'Loop project – social and professional integration of immigrants (of both genders) aged from 17 to 25'
		Anne Frank Foundation
October 26 (Thu)	Visit local schools and observe lessons. Observe and carry out interviews to learn about social inclusion initiatives from teachers and managers.	16th Middle and High School
	Visit organizations related to schools to understand social inclusion initiatives.	Children and youth, family center
October 27 (Fri)	Visit schools and observe lessons. Observe and carry out interviews to learn about social inclusion initiatives from teachers and managers.	August-Bebel-Schule
	Visit organizations related to schools to understand social inclusion initiatives.	7th work training center
October 26 (Sat)	Understand the cultural and historical background of the surveyed region.	Saint Thomas Church
October 29 (Sun)		Leave Leipzig

Country Visit Schedule (Canada)

Date	Aims	Location
October 15 (Sun)		Arrive in Victoria
October 16 (Mon)	(Morning/Afternoon) Visit an alternative school which integrates early education, elementary and middle school education, and lesson observation and lectures to learn about inclusion of children with developmental difficulties, and about the reality of safety education in British Columbia.	Selkirk Montessori School Lecture by Yoshiko Barber
October 17 (Tue)	(Morning) Tour the University of Victoria and observe lectures about organizational initiatives regarding safety.	University of Victoria Campus security Lecturers by Keith Cascon – Security Manager, Allyson Eddy – Personal Safety Coordinator.
	(Afternoon) Visit a private middle-high combined school which has a large number of foreign students, tour the school and hear a lecture about school safety initiatives, and learn about support initiatives which involve volunteering as a way to help students who need support to adapt, including foreign students.	St. Michaels University School Lecture by Dawn Wilson. Other activities.
October 18 (Wed)	(Morning) Learn from the organization which manages education in the School District (a function similar to that of Japanese education boards) about British Columbia social inclusion strategic plans. (Afternoon) Visit a public high school and interview teachers about initiatives regarding social inclusion.	Greater Victoria School District Lecture by Christina Pelletier
	(Afternoon) Visit a public high school and interview teachers about initiatives regarding social inclusion.	Victoria High School
October 19 (Thu)	Discuss and share information about the situations in Japan and Canada on the subject of 'what is school safety?'	University of Victoria, Faculty of Education Facilitated by Lindsay Herriot, Carmen Rodriguez de France

	(Afternoon) Visit a secondary school and learn through observation and interviews about inclusion and school safety initiatives.	Claremont Secondary School
October 20 (Fri)	(Morning) Participate in workshop with British Columbia teachers in the University of Victoria (Faculty of Education) and acquire knowledge of school related traumas.	University of Victoria, Faculty of Education
	(Afternoon) Learn about University of Victoria initiatives to support students who face various issues.	University of Victoria, Faculty of Education, Division of Student Affairs Lecture by Joel Lynn
	(Afternoon) Hear a lecture about sexual violence, and exchange opinions on education which does not violate human rights and in which human rights are not violated.	University of Victoria, Faculty of Education Lecture by Catherin McGregor
October 21 (Sat)	(Morning/Afternoon) Learn about Canadian natural environment conservation education.	Goldstream Provincial Park (Natural environment educational facility in Victoria)
October 22 (Sun)		Leave Victoria

Country Visit Schedule (UK)

Date	Aims	Location
October 16 (Mon)		Arrive in London
October 17 (Tue)	Interview Associate Professor Carol Robinson about social inclusion and school safety initiatives in British schools, and discuss differences with Japan.	University of Brighton
	Visit a local school, observe lessons, and carry out interviews with teachers and managers about social inclusion and school safety initiatives.	Balfour Primary School
October 18 (Wed)	Visit a local school, observe lessons, and carry out interviews with teachers and managers about social inclusion and school safety initiatives.	Grange Primary School Ealing
	Visit a facility involved in social inclusion, which is linked to local schools, to understand social inclusion initiatives outside school.	Interim Head of Centre, Triangle Children, Young People and Community Centre
October 19 (Thu)	Visit a local school, observe lessons, and carry out interviews with teachers and managers about social inclusion and school safety initiatives.	Orchard Primary School
	Visit a local school, observe lessons, and ask teachers and managers about social inclusion and school safety initiatives.	Jenny Hammond Primary School
October 20 (Fri)	Visit the Japanese school and interview teachers and managers about English education from their perspective as residents in the UK.	The Japanese School in London
October 21 (Sat)	Visit the Japanese Saturday School and interview teachers and managers about English education from their perspective as residents in the UK.	The Japanese Saturday School in London
October 22 (Sun)		Leave London

Award-winning proposal for School Education Reforms (Best Proposal)

Delivering Inclusive Education: Improving coordinator-led in-school supports

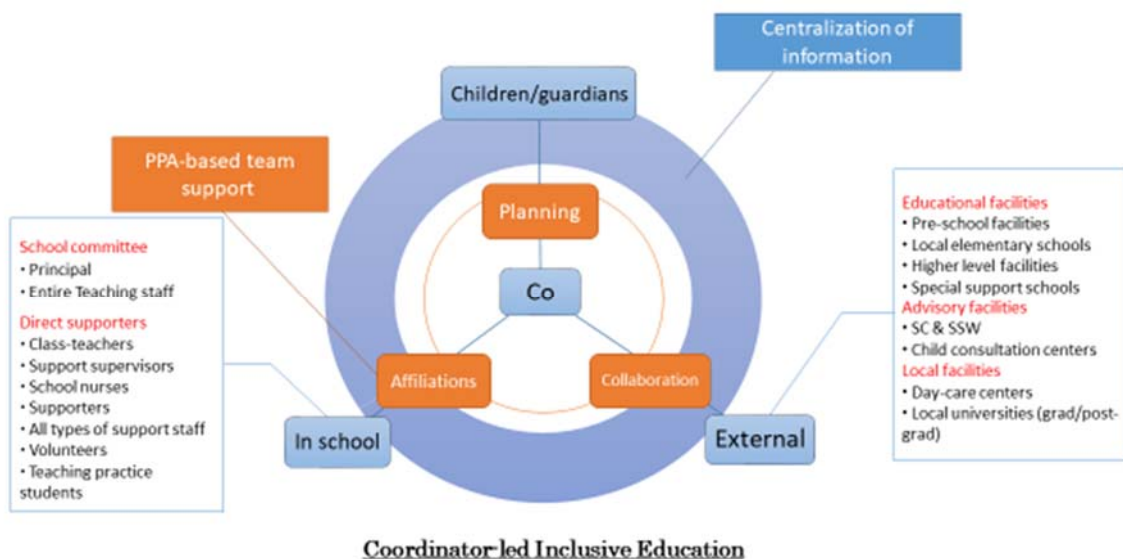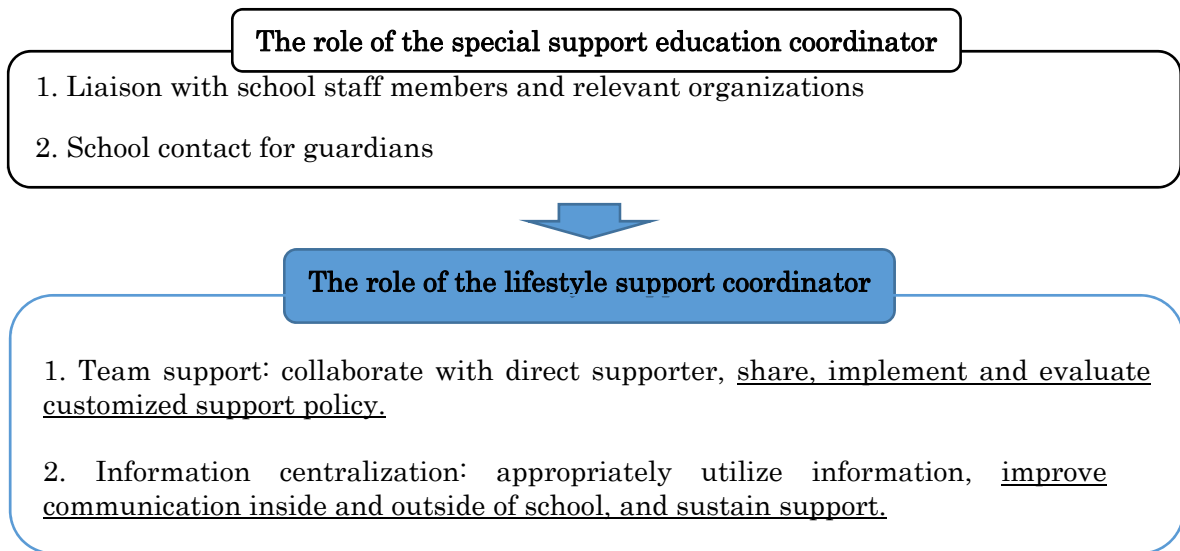Kaya Yasuda (Osaka Municipal Tennoji Elementary School)
School of Advanced Professional Davelopment in Education, The United Graduate School of
Professional Teacher Education,Graduate School of Osaka Kyoiku University

1. Aims

Children's problems, which are becoming ever more diverse and complex, will be shared across the entire school – improved cooperation among teachers will help solve these problems and will be linked to support which utilizes resources both inside and outside of school.

2. Methodology

Maximize in-school supports by clarifying the role of the coordinator and thus enabling the coordinator to function effectively.

The role of the special support education coordinator

1. Liaison with school staff members and relevant organizations

2. School contact for guardians

The role of the lifestyle support coordinator

1. Team support: collaborate with direct supporter, <u>share, implement and evaluate customized support policy.</u>

2. Information centralization: appropriately utilize information, <u>improve communication inside and outside of school, and sustain support.</u>

Coordinator-led Inclusive Education

SENCos, or special educational needs coordinators (similar to special support education coordinators in Japan), and inclusion coordinators have played a major role in furthering support education in British elementary schools. In multicultural, inclusive Britain, the rules of inclusion (include everyone, respect the individual, meet individual needs and recognize the need to support learning) have taken root within school culture, and education is implemented based on a policy of 'nurturing the future bearers of a multicultural future'.

In Japan there are very few full-time coordinators – most have a combined role as support class-teacher and coordinator. I have combined duties, both as a support class-teacher and as a coordinator, but when the timetable is completely full with lessons for both the support class and the regular class, the school as a whole cannot undertake these coordination activities and we are left with the feeling that issues remain unresolved. Tennoji Elementary School has pupils who face a diverse range of issues: children with disabilities, children from abroad, children from single-parent families, as well as 43 children who live in children's homes. It is impossible for the coordinator(s) to give direct support to all these children, so indirect supports are implemented: guardians, class-teachers and support class-teachers work together to formulate support policies, encouragement is given to class-teachers having difficulties providing support, and link-ups with relevant external organizations are utilized. Stabilized emotions, more frequent smiles, and both academic and physical growth give an acute feeling of the effectiveness of indirect supports. A coordinator who oversees support for all the children is needed in this school as it has children who face diverse and complex range of issues. Functions to be undertaken by the coordinator, in line with the two roles the coordinator fulfils, will be described below.

(1) Team support: collaborate with direct supporter, share, implement and evaluate customized support policy

This is a photograph of a PPA room in an elementary school in the UK. PPA stands for planning, preparation and assessment. PPA was introduced, and funding guaranteed, as part of a policy to create an environment in which teachers can concentrate on lesson preparation to help them improve the academic abilities of the children. Teachers are obliged to devote 10% of their work time to PPA. Setting aside time for lesson planning, preparation and evaluation allows teachers to devote themselves to lesson-making and pupil instruction. There are always, both inside and outside of lesson times, several teachers in the PPA room, which teachers use in rotation. The room is equipped with PCs which teachers use for formulating plans, and a few small tables for face-to-face conversations. The room looks like a Japanese staff room, but is different in that it is completely isolated from all other work aspects, such as meeting visitors from outside, phone calls, etc., so that teachers using the room can fully concentrate on PPA.

The essence of use of the PPA room is in teacher collaboration. In and of itself, PPA can be carried out in any classroom, but the reason it has a special room allocated to it is that it must be based on teacher collaboration. In fact, during the visit, two teachers were discussing materials while lessons were being held. The PPA room is a space in which teachers concentrate on lesson improvement and on understanding their pupils, and the philosophy that educational activities relevant to the entire school must be conducted based on teacher collaboration is well established in English schools. It is particularly interesting that mid-level teachers known as 'senior leaders', undertake PPA together with their class-teachers.

Middle leaders give their support continuously as many class-teachers are relatively inexperienced. Class-teachers undertake PPA together with richly experienced senior leaders, look back on their own teaching activities from a multifaceted perspective, and this will then feed into their future educational work. As most senior leaders are graduates of SENCo training courses, it can be said that the PPA room is the 'SENCo job performance incubator'.

1. Collaboration with class-teachers

Similarly, in Japan, it is essential that teachers' collaborative spirit be improved if the ever more complex issues caused by rapid social change are to be solved. However, in my school it would be impossible to deploy multiple senior leaders. I propose that PPA be roughly divided in two: 'lesson planning' and 'child support', to be undertaken by class teachers together with coordinators and the school curriculum coordinator. 'Lesson PPA' would be undertaken in collaboration with the curriculum coordinator, based on ideas gleaned from the weekly curriculum. For 'support PPA', the teacher would collaborate with the coordinator to formulate a policy to solve the problems the child faces. This collaborative PPA would enable class-teachers to think about class planning from two different perspectives and thus improve their practical capabilities.

Allocation of adequate time for teachers would be essential if PPA were to be introduced in Japan. According to a 2013 OECD report, Japanese teachers are the busiest in the world; their working hours are far above the global average. With social change, and children facing ever more diverse and complex issues, it is thought that teachers will endure an even heavier workload. I propose that more effective utilization of resources, both inside and outside of school, will free up time for teachers to deal with children's problems. As indicated in the 'Team School' report, a variety of people, not just teachers, must play an active role in schools in the future. It is possible that collaboration between these various people and non-classroom teachers, based on policy set by the class-teacher, will create spare time for the class-teacher. There are many possibilities such as flexible utilization of specialized course instructors, streaming, and appropriate utilization of supporters but strong management on the part of the principal, and all-school curriculum formation at the beginning of each academic year to ensure balanced teaching hours for each and every teacher, would be essential if this is to happen. In concrete terms, I propose that the basic working week consist of 24 teaching hours + 1 hour of collaborative PPA, the rest of the time being devoted to individual PPA.

2. Collaboration with education supporters

In British schools, education assistants give support to children; there is an assistant in each class charged with the task of supporting lessons. The photograph is of a room allocated to education assistants. Here, assistants are given advice and information by coordinators, they discuss support policies with class teachers and coordinators, and help to draw up support plans.

In Japan we have 'supporters for special needs education'. Many are students with less experience and knowledge who have no authority to undertake educational activities. In Osaka the situation is grim: it is difficult to obtain supporters, and many of the supporters finally found by schools then proceed to become teachers in other regions. In interviews I undertook with supporters, opinions such as the following emerged: 'I was involved only in problem solving and became exhausted', and 'I have lost my confidence in my ability to nurture the children of Osaka'. It is critical that a policy be drawn up to protect and nurture these givers of direct support. If coordinators were to collaborate with supporters and listen to their

voices, as they are the ones who give the direct support, it would be the start of 'preventative pupil instruction' aimed at identifying children with special support needs, and the allocation of appropriate support for these children. Also, indirect support, such as empowerment of direct supporters, provided by coordinators, not only facilitates appropriate support for children, but also helps to nurture future teachers who will be aware of the need to look out for children who need support. Supporters hope that their work will help them realize their dream of becoming teachers. But in reality, they have little time to speak with teachers, and cannot even discuss supports with them. Continuity in support is also difficult as supporters are often absent due to teaching practice. I propose the following policy which would enhance supporters' capabilities through collaboration with coordinators.

• Coordinators should speak with supporters during lunchbreak and spare time at least once a week.
• Recognize participation in seminars, study groups and team support meetings held outside of working hours.
• Collaborate with universities to construct a system which would provide continuity in support.
(Example) Create a system to enable a group of supporters to work a rota system, devise a curriculum which would be part of their study credits, and ensure continuous supervision from university faculty members.
(Ref: Kobe City 'Special support for learning difficulties in the regular classroom'.)

The construction of a coordinator-led collaboration system will not only enhance support within schools, it will also help train and nurture supporters and instructors who will be teachers of the next generation. At present there are many educational policies to support inexperienced teachers, but no system is in place in schools every day. Given the increase in the number of teachers with less than ten years' experience, we need to construct a supporter training system which will be implemented scrupulously within the everyday business of the school. There is no better training than the everyday educational coalface for teachers who teach rapidly developing children. In British schools, many experienced teachers work as senior leaders such as SENCos and inclusion coordinators. The leadership of senior leaders helps inexperienced teachers to widen their perspective and acquire educational capabilities. Developing coordinator-led supporter collaboration and team-spirited team support within the daily educational practicalities improves overall school support capacity.

In Japan, it is very common for teachers to do the same work over many years. In addition, many support class-teachers are relatively inexperienced. Inclusive education can only be achieved if the following perspective be taken into account: 'improving support capabilities creates a sense of comfort for teachers, improves lesson quality, and improves educational standards throughout the school'. A teacher who has trained with the support of older teachers, and acquired specialist knowledge, will, after gaining experience, go on to concentrate on improving educational standards throughout the school and nurture the next generation of teachers. It is hoped that a collaborative system such as this will help to pass on the educational culture of the school frontlines.

(2) Information centralization: appropriately utilize information, improve communication inside and outside of school, and sustain support.

How was it dealt with?

*Determine a cooling-off period *Speak with each student *See how things go
*Apologize (orally/in writing) *Inform parents (a letter or contact sheet)
*Restorative justice (a process in which central players solve the problem in a group)
*Ask for opinions (leader/deputy principal/principal)
*Use a Behavior chart *Temporary removal from class (for a specified period)

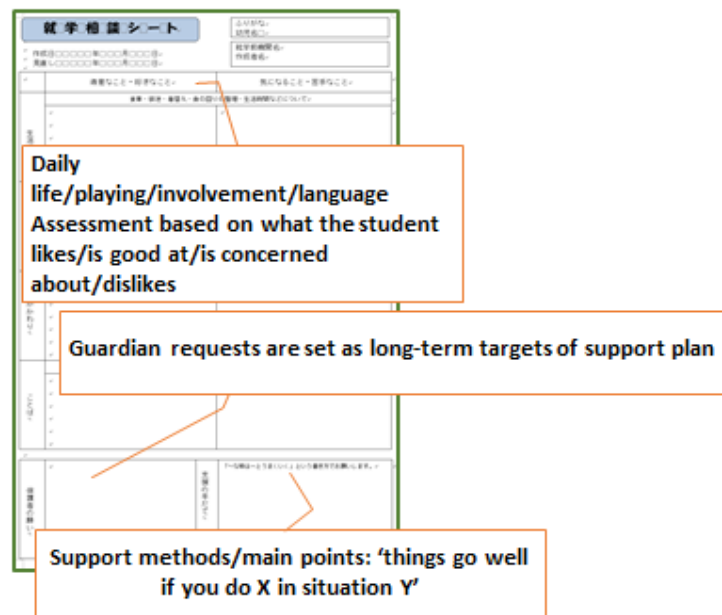Behaviour chart cannot be made without prior agreement from the senior leader team

Sign and pass on to the following:

Class-teacher, learning supporter, senior leader, SENCo, principal's assistant,

Inclusion coordinator, curriculum coordinator, any other relevant staff members

Document 1: Sheet used to streamline and share information response to problem behaviour

Document 1 is a civic guidance sheet used in local elementary schools. One salient point is the large number of teachers (supporters) involved in any given incident. Points that should be noted in Japan are that one look at the sheet provides all the information about the problem behaviour and how it was dealt with. Who should do what and how (i.e. the supporter and the support policy), are clearly denoted, and the matter did not end with the teacher(s) who dealt with the problem - all information was shared with the entire staff. The class-teacher is not saddled with the child's problem. It is evaluated objectively through collaboration with other teachers and coordinators, and this makes possible the formation of educational policy. All sheets are digitalized and stored for future use. Tennoji Elementary School is an ICT model school and tablets are widely used. Centralization of information on each child is made possible if forms are filled out, and the information is sorted by the coordinator and collected as data in a shared folder in the school's PC and tablets. This centralized management will facilitate and streamline the sharing of information with guardians and external organizations, and will enable the provision of sustained, coherent supports.

The civic guidance sheet can be utilized during handovers (to other teachers) as a record of the child's growth. (See Document 2). At present, 'Find good things' forms, which record children's good behaviour, are stored in Osaka City school support PCs. The sharing of information based on 'problem behaviour records' and 'growth records and resources' (positive attributes, human relations, future aspirations, etc.), deepens teacher collaboration and widens their perspectives. Furthermore, discussions based on this collated information enable evidence-based decision making and the formulation of support policies appropriate for the child. Thus, the creation of next-generation oriented school supports provides both appropriate and sustained support, helps prevent future bad behaviour, brings out the best in children and helps them develop their individuality.

Daily
life/playing/involvement/language
Assessment based on what the student
likes/is good at/is concerned
about/dislikes

Guardian requests are set as long-term targets of support plan

Support methods/main points: 'things go well
if you do X in situation Y'

Document 2: Educational support sheet

3. Evaluation methodologies

Indicator	Methodology
Ⅰ. Operational plan	Groups analyse status of 'safety' and 'reliable' items → set policy for the next academic year
Ⅱ. Questionnaire	Each support team shares and analyses results → revise instruction plan
Ⅲ. Civic guidance sheet	Sort growth-related aspects and issues with the child → share with pupil instruction group
Ⅳ. Supporter questionnaire	Analyse depth of coordinator support → reflect this in the coordinator work plan for the next academic year

4. Reference Materials

National Institute of Special Needs Education. (2016). Shogaikoku ni okeru shōgai no aruko no kyōiku ni tsuite [Special needs education in foreign countries].

National Institute for Educational Policy Research. (2014). Kyōin kankyō no kokusai hikaku －OECD TALIS2013 nen chōsa kekka hōkokusyo [An international comparison of teaching environments - OECD TALIS, 2013 survey findings report].

Ministry of Education, Culture, Sports, Science and Technology, Central Education Council. (2012). Kyōsei syakai no keisei ni muketa inkulūshibu kyoiku shisutemu no kōchiku no tameno tokubetsu shien kyoiku no suishin [Promotion of special support education to assist in building an inclusive educational system for a convivial society].

Yokoo, S. (2007). Ingurando no SENCo no yōsei to sono gyōmujyō no kadai [Cultivation of and issues with SENCo in the UK].

Watanabe, T., and Kanayama, Y.,and Muto, T. (2008). Tsujō gakkyū no tannin kyōshi to hojyo kyōin no komyunikēshōn no kojō [Improving communication between classroom teachers and assistant teachers in ordinary classrooms].

Taga, I.,and Minami, K. (2017). Kireigoto nuki no inkulūshibu kyōiku [Inclusive education without the gloss].

Debriefing Session and Best Proposal Selection Process at al

Dean/Professor,Eiji Morita,The United Graduate School of Professional Teacher
Education ,Osaka Kyoiku University

The students at the United Graduate School of Professional Teacher Education who participated in this project were informed from the very beginning that their findings would not be simply for their own individual benefit. They were required to submit practical and workable proposals for a revamp of the schools in which they are employed. Therefore, one of the highlights of the entire project was the debriefing session held on February 10th 2018, from 13:30 to 17:00 at the KKR Hotel Osaka, during which participants gave reports of their research findings and presented their proposals. The event was supported by the Osaka Prefectural Board of Education, the Osaka City Board of Education, and the Sakai City Board of Education. This document will give a simple account of the session.

1. Proposal presentations
Broadly speaking, the session had three targets:
Ⅰ. Clarify research targets and methodologies in each country and ensure that participants put together succinct reform proposals for their schools.
Ⅱ. Present proposals and hold Q&A sessions to enable participants to learn from each other.
Ⅲ.Select the best proposal based on clarity, originality, effectiveness and ease of implementation, and make the meeting an opportunity to ascertain and enhance the qualifications and abilities of the teachers working in this era of autonomous school planning.

The debriefing session was held to help achieve these three targets. (We asked Daichi Harada, Director, Office for International Cooperation Planning, International Affairs Division, Minister's Secretariat, the Ministry of Education, Culture, Sports Science and Technology, to give us his feedback. Nozomi Haraguchi, a Senior Specialist in people-to-people exchange in the International Affairs Division of the Ministry of Education, Culture, Sports Science and Technology, was also kind enough to participate). Yuko Ikemiya, secretary to the President, who had helped us prepare the UK team, kindly helped us to organize the event.

2. Debriefing running order
Associate Professor Kazuki Niwayama chaired the meeting.

Ⅰ.Opening remarks
In his opening remarks, University President Sumio Kuribayashi explained the significance of this study as a chance to prepare future education in Japan, and expressed his gratitude to the Ministry of Education, Culture, Sports Science and Technology for their support in creating this opportunity. (Fig 4-1)

Fig. 4-1   University President Sumio Kuribayashi greeting the venue

Ⅱ. Proposal presentations

Each country survey team gave a presentation as a unit, in the following order: Germany, Canada, and the UK. Each team presentation was as follows: the team leader gave an overview of the initiative and of the results, each team member outlined a proposal, the team leader gave general comments and then answered questions from members of the audience. Group leaders and teachers who gave presentations were Professor Toyo Akaki for the German team, Professor Haruyo Yoshida and Professor Tetsuro Mochiki for the Canadian team, and Professor Daisuke Fujita for the UK team. Students who compiled the reports, and presentation titles, are as follows:

Germany
- Seigo Ebisu (teacher at Kumatori Municipal Minami Elementary School): 'Project/lesson development and implementation by School Social Workers'
- Toshiyuki Kondo (teacher at Suita Municipal Daisan Elementary School): 'The creation of a human environment to give language-based links and a sense of belonging'
- Hideo Shinke (teacher at Ibaraki Municipal Oda Elementary School): 'Towards new cooperation between schools and volunteers – training coordinators to handle diverse educational tasks'
- Sohachi Doi (teacher at Kaizuka Municipal Chuo Elementary School): 'Initial stage of language learning supports for Japanese returnees and international children – towards adaptation of coursework to aid language mastery needed for school life'
- Masanori Tominaga (teacher at Osaka Municipal Misaki Elementary School): 'Nurturing people able to carry Osaka into the future – the development of a consistent elementary and junior-high careers curriculum'

Canada
- Kiichiro Tsujimoto (teacher at Sakai Municipal Higashitoki Elementary School): 'Social inclusion seen from the perspective of in-school support systems– what observation of Canadian schools reaffirmed'
- Yoshiyuki Matsuda (teacher at Osaka Municipal Ohiraki Elementary School): 'Guaranteeing learning adapted to the individual, and the home education supports which enable it – promoting schools which enhance home learning and school structures able to guarantee learning adapted to the individual'
- Atsushi Yamasaki (teacher at Sakai Municipal Nishiki Elementary School): 'How to prepare for Nankai megathrust earthquakes – learning from Canadian disaster prevention policy'
- Shizuka Ri (teacher at Osaka Municipal Sumiegaoka Junior High School): 'Proposals to facilitate autonomous/collaborative living initiatives – via observation of Canadian schools'

UK
- Yoshihiko Akamine (teacher at Osaka Municipal Yatanishi Elementary School): 'Approaches to improve school evaluation systems – towards creating a safe and reliable community'
- Yoshitaka Maeda (head-teacher at Osaka Municipal Nozaki High School): 'School evaluation taking judicious mid-term planning into consideration'
- Kaya Yasuda (Osaka Municipal Tennoji Elementary School): 'Delivering inclusive education – improving coordinator-led in-school supports'

Ⅲ.Questions about the proposals

All audience members were asked to judge the proposals in terms of clarity, originality, effectiveness, and ease of implementation. Perhaps this explains the lively Q&A sessions. Questions can be broadly divided into two. First, many questions were asked to ascertain the historical, cultural and political situation in the different countries, and how the countries compared with Japan in terms of school education and the role of teachers. The second theme

involved the content and methodologies of the themes themselves, and differences between regions within Osaka were reflected in these questions.

Ⅳ. Feedback

Daichi Harada, Director, Office for International Cooperation Planning, International Affairs Division, Minister's Secretariat, the Ministry of Education, Culture, Sports Science and Technology, opened his remarks by reminding us that the idea for this project was hatched by the Kurashiki Education Ministers' Meeting which stressed the need for us to learn from each other about solutions to issues we all face, and gave his feedback on each team presentation under the premise that the strengths we need if we are to flourish in this era which demands great adaptability, will continue to be important. He emphasized the fact that the proposals would give us ideas about how to live in harmony with increasing numbers of people from overseas, such as language education centered integration, the formation of a society and education system which maintain diversity yet enable all to utilize their strengths, and collaboration with the community. Harada concluded by saying that he hoped that the participants would disseminate their methods for, and knowledge of ways to deal with these changes, and at the same time be mindful of potential reforms of working practices. (Fig. 4-2)

Fig. 4-2 Comments on teachers' proposals by Mr. Daichi Harada of the Ministry of Education , Culture , Sports , Science and Technology.

Next Professor Eiji Morita stressed that in this era of change, reforms must be grounded in overall policy, yet individual schools must have the autonomy to shape the particular reforms they require, and teachers of caliber are essential if these are to be implemented, and that perhaps this is the true significance of post-graduate education.

Ⅴ. Award for the best proposal

All attendees were handed an assessment sheet when they arrived at the venue, on which they evaluated each presentation in terms of clarity, originality, effectiveness and ease of implementation. The sheets were collected after the last presentation and the results were tallied during the intermission. 'Delivering inclusive education – improving coordinator-led in-school supports', by Ms Kaya Yasuda (Osaka Municipal Tennoji

Fig. 4-3 Announcing and awarding the best proposal

Elementary School) was judged to be the best presentation, and she was presented with an award. (Fig. 4-3)

Ⅵ.Closing remarks
  In his closing remarks, Osaka Kyoiku University Vice President Yasuhiko Mukai recapped the main points raised during the event, thanked the participants and expressed his hope that the United Graduate School of Professional Teacher Education students would prepare society for the future.

Acknowledgements
 We would like to express our thanks to the Administrative Strategy Section chief Akira Shinmitsu and all other staff members for their assistance in organizing this event.

Project Findings (Participants' Learning Styles)

Dean/Professor,Eiji Morita,The United Graduate School of Professional Teacher Education ,Osaka Kyoiku University

1. Introduction: the scope of this report

All the professional teachers who participated in the project were given a performance task to compile what they learned into a 'proposal', which in this context means proposals for school improvements based on what they learned, to be submitted to the principals and presidents of each organization. The proposal was geared towards clarity, originality, effectiveness and ease of implementation.

The first reason participants were asked to compile this kind of proposal is because it was thought that it would be a suitable performance task which helps them organize their findings. In other words, the task of organizing the findings with the aim of creating a valuable contribution makes the findings easier to utilize and at the same time gives an opportunity to evaluate the content of what has been learned. Furthermore, the task of compiling a proposal was set with the hope that proposals compiled by the participating professional teachers would have real substantive significance. The second reason is the hope that these proposals will become an opportunity to change social realities. It was thought that ensuring that the findings be given a practical meaning in the outside world and not remain locked within the individuals who participated in the project, is an essential task which would contribute to improving the qualifications and abilities of the United Graduate School of Professional Teacher Education.

Having said that, we feel that there is not sufficient time to achieve this second aim within a single year. Therefore, this report will be an interim report concentrated on the first target, which is to shine the spotlight on our graduate students' learning styles.

2. Learning style designed to facilitate proposal compilation

The basic learning plan for achieving the first target mentioned above is shown in Fig. 6-1. The participating postgraduate student goes through the four stages shown in the diagram before arriving at a satisfactory proposal structure. Participants were informed at the first general seminar that their final task would be to compile a proposal to their own workplaces, and that all survey studies must be carried out with this in mind.
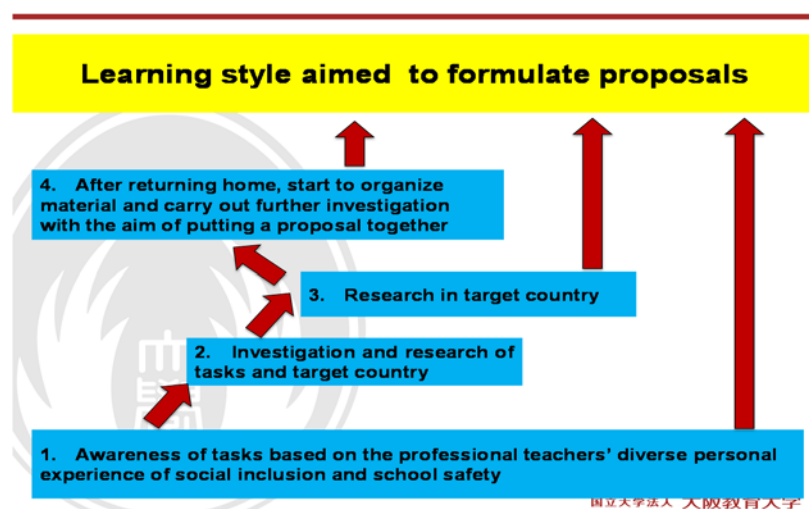

Learning style aimed to formulate proposals

4. After returning home, start to organize material and carry out further investigation with the aim of putting a proposal together

3. Research in target country

2. Investigation and research of tasks and target country

1. Awareness of tasks based on the professional teachers' diverse personal experience of social inclusion and school safety

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Fig. 6-1 Learning style aimed at proposal formulation

Personnel were allocated to the different teams based on visit dates and work-related constraints, resulting in   the following team configurations: Germany (five elementary school teachers), Canada (three elementary school teachers, one junior high school teacher), UK (two elementary school teachers, one high school teacher). In addition, two faculty members accompanied each team in a leadership/advisory capacity, to support the research as outlined below.

The first stage is to reach an awareness and understanding of tasks based on the professional teacher's diverse personal experience of social inclusion and school safety. In this context, this is the stage in which the participants expand the contemporary themes of 'social inclusion' and/or 'school safety', look back on their own experiences and the current situation in their own schools, and reflect on what needs to be done.

The second stage is investigation and research of the tasks and target country. In this context this involved general research into the school education system and its administration in the target country, and an attempt to find books and documents which would shed light on how issues such as social inclusion and school safety are being tackled. At the same time, participants were asked to clarify their awareness of the issues within the context of the issues facing their own particular workplace. During these first two stages, the teams gathered at study meets three or four times, and the 2nd general seminar was held to give participants a chance to present their research to the members of the other teams.

The third stage was the research carried out in the target country. In October, each team spent a week in its allocated target country and carried out their investigations. (See pages 4 – 7 for details of visit schedules, etc.).

After the teams returned to Japan, the fourth stage was the initial organization of the material and further investigations carried out with the aim of putting the proposal together. Here, the participants shared their findings with the other members of the team, checked the findings, and then put them together with additional necessary information, including material relevant to Japan as a whole and to their own workplace.

3. Profile of findings used for learning and for supports

Participants followed the four stages detailed above and their findings are compiled on pages 8-14-. Three features of the learning and supports from the perspective of the people who led the process through all its stages and gave their support are (1) andragogy-oriented learning support, (2) transnational shared teacher learning, (3) transnational self-reflective learning.

(1) Andragogy-oriented learning support

It was thought that what leads and supports the participants' study must depend on theory of andragogy by Knowles (2013). In other words, postgraduate professional teachers are people who can turn their practical experience into a resource, they are self-directed, are aware of their social role and are in a position to apply these instantaneously. Conversely, these postgraduate students differ from children in that they do not have a dependent self, they do not need to be directed by a teacher, and they are not pedagogical 'subjects' with far less experience than the teacher.

The professional teachers who took part in this project undertook graduate studies in order to solve problems their schools face, which leads us to believe that they have strong tendencies towards the characteristics mentioned above.

Based on the above, participants were informed of the proposal performance assignment at the beginning of the project, a study environment was created to enable them to utilize their self-direction skills, and, where possible, we avoided giving any advance information it was

not certain they needed. All participants did a good job in compiling their proposals, which shows that the 'learning style designed to facilitate proposal compilation' in Section 2 above was broadly successful.

When it came to learning about the target countries, university lecturers took the lead somewhat and gave lectures about their research experience and theoretical knowledge, because the students themselves fully understood that basic information about the education system in the target country was absolutely essential. Therefore, we can say that in these proposals, the professional teachers' practical experience and the university lecturers' research experience and theoretical knowledge were brought together by the professional teachers' self-direction. (Fig. 6-2)

(2) Transnational shared teacher learning

This project was based on the direct exchange of information between Japanese and local teachers, with the support of university lecturers. It can be said that this methodology presented a unique opportunity as much of what is known about foreign education systems was from researchers who did not necessarily have practical working experience as teachers.

As a researcher, the writer myself visited foreign schools and governmental organizations and obtained information directly (Morita/Ishihara 2012, Fukawa/Morita 2015). At that time, information was provided in response to requests from our side, meaning that all information was limited to the scope of the perspective of researchers who do not have practical working experience as teachers. It happened more than once that on our return home, we found out that visionary practices we observed and resolved to establish in Japan, had in fact already been established. Looking back, it seems that this would not have happened if working teachers had gone with us.

Fig. 6-2 Proposals combined students' and university lecturers' knowledge

Information gathering carried out by people who shoulder the realities of the Japanese classroom has different strengths to that carried out by researchers alone.

(3) Transnational self-reflective learning

We do not have to go back as far as Kume's *Beiokairan Jikki* from 1875 (English translation: *A True Account of the Ambassador Extraordinary & Plenipotentiary's Journey of Observation Through the United States of America and Europe*), to understand that this is not the first time that Japanese people have learned from other countries and used them as a mirror to see our own country from a new perspective.

We can say that this project is the same venture, in a new form.

From the writer's experience, the following things usually happen during these missions:
  Ⅰ. Information collected about the target country leads one to think about how things are
     done in one's own country.
  Ⅱ. The strengths of the target country make one think about the conditions required if
     these are to be implemented in Japan.
  Ⅲ. Thought is given to Japan's strengths, and these are taken into account when proposals
     for implementation are formulated.

The graduate students who took part in this project clearly went through this process. They
all re-examined the reality of the Japanese education system in which their own practical
experience is embedded. The meaning of this is that more than just targeting a foreign country
and learning about it, they were given the opportunity to self-reflect and become more aware
of their own historical and cultural milieu.

Furthermore, the following realization was noted in some of the participants:
  Ⅳ. Education, both in the target country and in Japan, consists of a system with a
     particular historical and cultural background so it is difficult to replace one particular
     section. This realization piqued their interest in researching how Japan's history and
     culture manifest themselves in the present state of Japanese education.

For example, after learning about the target country, one graduate student noticed that the
role expected from a teacher, and the role expected from the school itself within society, are
different from Japan, and then began to think about teacher expertise and the concept of 'team
school' based on these different role expectations. At the same time, this piqued interest in the
historical background which helped to formulate school education and the figure of an ideal
teacher.

This type of learning did not necessarily contribute to putting the proposals together. But
because the survey was spontaneously self-directed it showed other possibilities inherent in
training for postgraduate professional teachers.

4. Possible future issues
Targets set by central government, delegation of authority to individual schools, and the
implementation of the evaluation-based control system known as 'new public management'
(NPM) require new qualifications and capabilities of those who shoulder education
administration and school management in all the G7 countries, including Japan.

The proposals required to create by participants in this project may be an opportunity to
formulate these qualifications and abilities, and not just from the perspectives of social
inclusion and school safety.

However, a number of issues have come to light, and these will be summarized here in the
following three points.

(1) Clarification of conditions for the proposals to be substantial
The graduate students who participated in this project were given a final performance task
to compile a proposal for the schools in which they are employed. They were told to concentrate
on the clarity, originality, effectiveness and ease of implementation of their proposals, but it
seems that there was a disparity in the levels of understanding attained by the different
students.

This project focused on foreign education systems (and on the Japanese education system
as a reflection of them). The project was effective in that all participants succeeded in
formulating a proposal. However, the completed proposals were not on the same level in terms
of structure and content. If the structure and content of proposals put forward by schools and

education boards are explained before a project such as this is implemented, and superior proposals are put together as a textbook, performance task execution stages will be more accessible, and this will have an effect on the quality of future proposals and on the pre-study they require.

(2) Proposals are constrained by realities

Perusal of the concrete proposals shows that they are designed to be implemented immediately. The premise behind the proposals is an understanding of the difficulty in changing the circumstances schools are in, and most proposals envisage a short time-scale for implementation. Perhaps this is because the task setters emphasized that the proposals must be feasible and implementable. In reality, when listening to students' discussions good ideas were often heard but were rejected as they could not be implemented immediately, and this made it difficult for them to pursue new possibilities.

However, teacher proposals submitted in this era of NPM, do not necessarily have to be based on the present situation, or implementable in the short term. In fact, it would be a good idea to give people the skills and qualifications to enable them to develop proposals with a view to the mid to long term, based on the same four principles of clarity, originality, effectiveness and ease of implementation. In other words, rather than formulating proposals which delineate what can be done within the constraints of the current situation, in the future we should pursue the creation of skills and qualifications to enable people to change the given situation so that things which were thought to be impossible will become possible.

(3) Difficulties in understanding foreign education systems

Finally, it is tempting to see foreign education systems as a mirror of the Japanese system, but it is not easy to reach a full understanding in a short period of time. Particularly, we saw in many cases that information gathered abroad, without an appreciation of the fact that things which are taken for granted in Japan may not necessarily be so everywhere, could not be fully understood within the timeframe. Also, when first getting to know a foreign country, however careful one may be, there is the risk of falling into the traps of excessive generalization and excessive differentiation. In the process of organizing a project such as this, discussion of whether or not this difficulty with research in foreign countries was controlled appropriately, or of whether this risk can indeed be controlled appropriately or not, is a task which university lecturers must undertake, while still attaching great importance to the self-directed learning to be undertaken by the postgraduate students.

5. Summary

To summarize, this report recapped the learning process undertaken by the participants in this project. It is thought that there are two ways to utilize this learning as postgraduate professional teachers to achieve the second target outlined in Section 1 (Preface) of this report, in other words to utilize the learning to improve the current situation.

First, the implementation status of the proposals submitted by the participants must be monitored regularly, and appropriate support must be given. Second, successful cases should be collected into a document, and this should be shared so as to highlight the effectiveness of the proposals.

The results of this will be included when the report on reaching the second target is published.

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Afterword

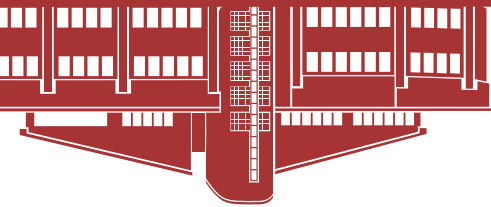Vice President , Yasuhiko Mukai , Osaka Kyoiku University

We have now wrapped up and reported on the findings of the 2017 International Joint Program for Education for the New Era project entrusted to us by the Ministry of Education, Culture, Sports, Science and Technology. The project was formed under the auspices of the joint declaration made by seven leading nations to solve education problems (the G7 Kurashiki Declaration). On this occasion, Osaka Kyoiku University collaborated with three local Osaka education boards to shine a light on social inclusion and school safety, under the theme of 'school reforms aimed at creating a multicultural, inclusive society', and conducted this project in Germany, Canada and the UK. Participants were twelve students in our United Graduate School of Professional Teacher Education nominated by the Osaka Prefecture, Osaka City and Sakai City Education Boards, and eight university lecturers who participated in an instructional capacity. Osaka Kyoiku University is putting a lot of effort into training globalized education human resources, and into school safety, and we are actively pursuing exchange and joint research projects with overseas partner schools. Partner universities played a major role in the implementation of this study tour. We are greatly indebted to Leipzig University in Germany, the University of Brighton in the United Kingdom, and the University of Victoria in Canada for their help in coordinating with local educational organizations and with education officials.

Large intakes of immigrants and refugees, poverty, widening gaps and bullying are major social problems in all three countries. We foresee that in twenty or thirty years' time—when current young learners in Japan will be university graduates—these phenomena now taking place in Europe and the United States will be commonplace in Japan as well, and that multicultural, multilingual, multi-ethnic people will work together and compete in an international environment. In our base that is Osaka we have already seen the emergence of issues such as Japanese language education for non-Japanese children, poverty, disparities in academic achievement in larger areas, and teachers suffering from excessive workloads. To solve these problems, participants, who were nominated for this project before the summer vacation, and their instructors held team meetings, undertook research into their respective target countries, organized a number of seminars, followed by further meetings after their return to Japan, after which they organized their findings into proposals. Numerous ideas and proposals emerged, such as advanced school management methodologies, the effective utilization of highly competent coordinators, helpful and diverse volunteers, the achievement of global citizenship, community schools grounded in their localities, reformed work practices. We think that the proposals will be effective practical solutions for issues faced by the region and by the participants' schools, and hope that the students' findings will benefit not just the Osaka region, but the entire Japanese education sector.

During the survey and exchange, the postgraduates sometimes used interpreters, but were also intent on asking questions directly in English. For university lecturers, the perspectives of the postgraduate students, who are also professional teachers, and the issues they noticed, felt very fresh and novel, and local education officials in the target countries noted that discussions were beneficial. Today's announcement of these proposals will highlight the high level and superior capabilities of Japanese professional teachers who are students at the United Graduate School of Professional Teacher Education.

Finally, I would like to thank the Ministry of Education, Culture, Sports Science and Technology and the education boards for the feedback and comments they gave during the presentation. I would also like to thank Osaka Kyoiku University faculty members who worked extremely hard to coordinate the visits to the target countries and to give advice to

the participants, and the Osaka Kyoiku University Strategic Management Section who were responsible for coordinating and administrating the entire project.

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