On April first, a webinar was hosted by the OECD Education 2030 and School Network having 26 participants from over ten countries. Members of the NGE made a presentation in the webinar. (Tokyo Gakugei University is a member of the organization of Innovative Schools Network. This network is organized by University of Tokyo in cooperation with high schools and technical colleges). After the conference introduction given by the School Network Group board members, International Baccalaureate (IB) introduced the concept of IB education, which involves fostering competencies. A session on a project by NGE followed.

In this presentation, Professor Masahiro Kamata (Science Education) and associate professor Satoshi Suzuki (Physical Education) introduced a lesson on the practices implemented in elementary school level science and physical education. The content included topics on teaching and activities for fostering skills and attitudes/values in Japanese classrooms.

The project leader of NGE, Dr. Manabu Kishi presented about “educational reform required for human resources development for the next generation” at Keidanren (Japan Business Federation) and the Educational Issues Committee (Chairperson: Hiroaki Nakaniishi, chairman of board, HITACHI, the number of participants was about 60).

First, project leader, Kishi, gave an informational session on fostering knowledge, skills, and attitudes/values in global human resources as a part of the OECD Education 2030. This project promotes evaluation of learning applied for new course of study. Next, the project leader presented video clips of elementary school lessons (Japanese, science, and physical education), and further explained the possibility of fostering skills and attitudes/values by using video clips and research results.

Members of the committee inquired and voiced opinions on the importance of developing human resources in compulsory level education. For example, how to grasp and expertise for fostering global human resources, and the components of attitudes and values required for Japanese education.

On April 7, 2016, project leader of the NGE, Dr. Manabu Kishi presented a webinar via the OECD. (Tokyo Gakugei University). A video clip of physical education classroom practices in an elementary school was introduced during the webinar.
Later NGE introduced the lesson video distribution system, which will enable teachers to access a variety of lesson materials. The system includes a database of lesson videos covering different subject areas, allowing teachers to easily find and incorporate relevant content into their lessons. This innovation is aimed at improving the quality of education by providing teachers with a comprehensive resource library.

Chief Director Mr. Kenichi Arai paid a visit to NGE, and shared his insights on the significance of fostering competencies (skills, attitudes/values) in education. The visitors were interested in how NGE has approached the development of lesson materials and the impact of the system on improving educational outcomes.

Benesse Educational Research and Development Institute
Chief Director Mr. Kenichi Arai

On April 22, Benesse Educational Research and Development Institute Chief Director Mr. Kenichi Arai paid a visit to NGE, and shared information on our project. From our project, project leader Dr. Manabu Kishi, and other members, participated in the discussion. NGE explained seven skills and eight attitudes/values introduced in above article, and explained the contents of a science lesson and a physical education lesson analysis video.

Later NGE introduced the lesson video distribution system which will be used to release the materials. Mr. Arai and NGE exchanged opinions on the how to use and develop the materials. During the discussion, NGE introduced topics such as sustainability and employability in global competencies (which will be assessed in PISA 2018), development of sustainability, and employability in school education. The discussion continued on the way school education should be and other various aspects.

The first distinctive feature is that both elementary and junior high school teachers thought that seven skills could be fostered within many subjects. With these results, it was confirmed that cross-subject skills could be fostered through teaching subjects. It was found out that some subjects were thought to foster many skills, and other subjects contribute to foster specific skills. The second distinctive feature is that the length of bars of both the elementary and junior high schools did not show significant differences. The disposition of attitudes/values showed a similar tendency to that of skills.

From now on, based on the outcomes of this research, NGE will review on how to teach subjects, and how to foster and assess skills, attitudes/values in teaching subjects.