

# JAPANESE STYLE EDUCATION

## Abu Dhabi Japanese School Graduate college of Teaching (OJT NOTE)

2021

Step by step, Without rushing, and Steadily . . .

Responsible behavior, honest response, and concern for the surroundings

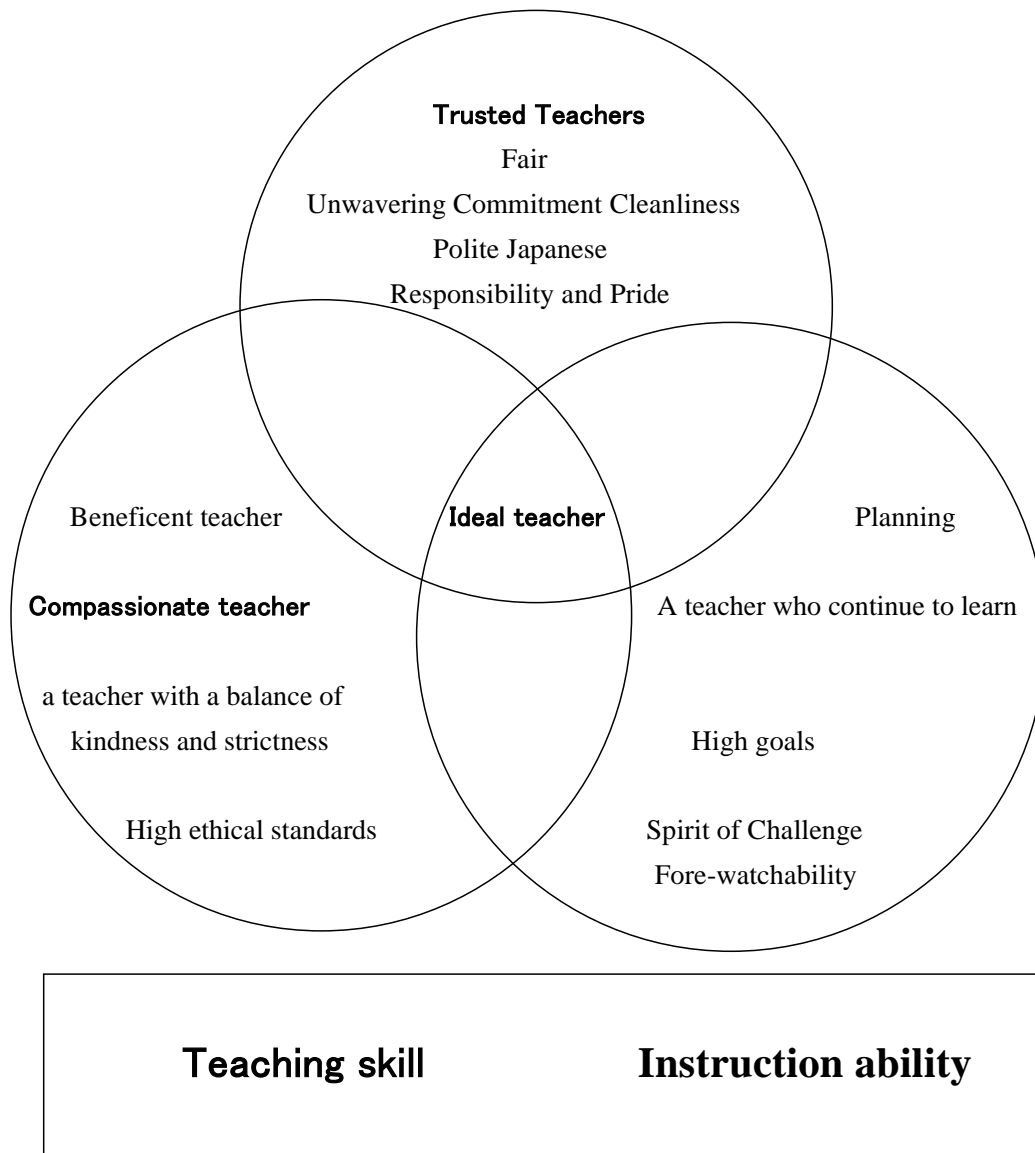
6 Elements of Education (Knowledge, Virtue, Body, Truth, Goodness, and Beauty)



**Revision 2021**

Abu Dhabi Japanese school, Principal, Yukio Miyazaki

# 1. Ideal teacher image



<What's important to teachers>

\* Three faces

Tough father, Gentle mother, Fun child

\* Teachers are Actor Actress

Teachers can be Charisma. Take advantage of the Placebo effect (Note 1)

Four Key Words to Satisfy Disney Guests

1. Safety
2. Courtesy
3. Show
4. Efficiency

\* Teachers who can work are good at ranking

Note 1: What is the Placebo effect?

The etymology of Placebo is the Latin word "I shall please". In this reason, it came to refer to a drug without pharmacological action and it just aimed at pleasing the patient. Lactose, starch and saline are usually used in the medical world. Therefore, the Placebo effect (reaction) is a symptom or effect brought about by such a non-pharmacological action. It has both good (therapeutic effects) and bad (side effects). Even though you are said that "This works well for pain" and drink lactose, it may cause pain to disappear or nausea on the contrary. In this case, Placebo is lactose and Placebo effect is analgesic effect (treatment effect) and nausea (side effect).

As for why the Placebo effect occurs, there are some reasons below:

1) Implied effect, 2) Conditioning, 3) Natural healing power, 4) Others

The Essence of Education

Yamamoto Isoroku

"Show me what I'm doing, let me tell you, and if I praise you, people will move."

Uesugi Youzan

"If you do it, it will be made. Anything cannot be done if you don't do anything. It's not for people that don't become it."

**\*Lecture for children**

**• Ordinary lecture is less than 3 minutes**

**• 5 minutes for formal lecture**

**• The teachers should have a certain theme they decided throughout the year.**

## 2. What each job base is aiming for

Positions	Aims
Young teacher	<ul style="list-style-type: none"> <li>• Teachers who have high goals and improve teaching abilities and instruction skills</li> <li>• Teachers who have a sense of mission to change the education of the school (maintaining of the status quo is the beginning of the backdown)</li> <li>• Teachers who can talk about their study</li> <li>• Teachers who are proactive and can take the lead in everything</li> </ul>
Middle teacher	<ul style="list-style-type: none"> <li>• Teachers who have higher goals to improve teaching skills and instruction skills</li> <li>• Teachers who advise and support young people</li> <li>• Teachers who can develop and actively contribute to the organization as a member</li> <li>• Teachers who can respond to the needs of local communities</li> <li>• Teachers who play a role in promoting study</li> </ul>
Veteran teacher	<ul style="list-style-type: none"> <li>• Teachers who have higher goals and improve teaching ability and instruction skills</li> <li>• Teachers who can actively train up younger generations</li> <li>• Teachers who can contribute to the development of segregation organizations with calm judgment</li> <li>• Teachers who assist general teachers</li> <li>• Teachers who can make use of their abundant experience in school management</li> <li>• Teachers who have eyes to see the child while looking at the all</li> </ul>
General teacher	<ul style="list-style-type: none"> <li>• Teachers who become the example of other teachers and provide high-quality teaching practice and child guidance</li> <li>• Teachers who are active in training younger generations in cooperation with veteran teachers</li> <li>• Teacher who will be an assistant to the vice-principal</li> <li>• Teachers who can operate the organization with calm and prompt judgment</li> <li>• Teachers who have eyes to see students while looking at the all</li> </ul>
Vice-principal	<ul style="list-style-type: none"> <li>• Teachers who are responsible for human resource education</li> <li>• Teachers who will be an assistant to the principal</li> </ul>
Principal	<ul style="list-style-type: none"> <li>• Teachers who are responsible for school management and reform implementation</li> <li>• Teachers who are responsible for human resource development for managerial candidates</li> </ul>

### **3. As a member of society and educator**

#### 1. Attendance

- (1) Even if you do not know, parents should know and see you even outside of the school.
- (2) You should go to work early not to hurry up.
- (3) You should work early after events, snowfall, typhoons, etc., and answer the phone call and deal with the problems.

#### 2. Clothing

- (1) You should dress according to social common sense.
- (2) You should wear a tie to the opening ceremony, the entrance ceremony, the graduation ceremony, etc.
- (3) You should wear clean clothes.
- (4) You should keep in mind clothes (decoration, perfume, hair, etc.) that consider the impact on children.

#### 3. Greeting

- (1) You should take the lead in greeting children and be a model for children.

#### 4. Working hours

- (1) If you don't have a job, go home early.

#### 5. Travel

- (1) When going on a business trip, you should call out to managers.
- (2) You should be sure to check the instruction document and the request document.
- (3) When you finish during working hours, you should call the school.
- (4) You should not be late.
- (5) If you will be late, you should ask the vice-principal to contact you.
- (6) Please return materials that will be helpful for guidance received on business trips to staff.

#### 6. Late arrivals and vacations

- (1) You should be aware that you are a teacher even during the holidays.
- (2) If you know in advance, please contact the manager first.
- (3) If you are late or out of work on the day, please contact the manager.
- (4) If there is a class, we will transfer it as much as possible so that it does not burden on other staff members.
- (5) You should consider that you may meet your guardian in unexpected places.

7. Attendance book

- (1) Let's stamp as soon as you go to work.
- (2) Vacation document should be carried out within the same day.
- (3) Stamp type is not allowed.

8. Management of ICT

- (1) You should thoroughly manage personal information and do not take it outside the basic school. Children might be listening to conversations in the staff room. Manage your roster and albums thoroughly.
- (2) Please do not believe incorrect information.
- (3) Even in the staff room, please handle personal information carefully.
- (4) You should match grades in cooperation with the members without any mistakes.

9. Wording

- (1) Be careful when using casual words like Jan, Yabai, Maji, Sekoi, Kimoi, Mukatsk, etc.
- (2) Please reply.
- (3) Beware of words below. (motivation words)  
Because, anyway, but, if it were

10. Phone

- (1) When you take up the phone, you will be the representative of the school.
- (2) Let's answer the phone as soon as possible.
- (3) When you answer the call, you should tell the school name first.
- (4) Basically, you should not give individual phone numbers to children.
- (5) Be quiet by the phone.
- (6) You should keep in touch with parents plainly and not say anything extra.

11. Visitor

- (1) School style is determined by the gestures and attitude of the teachers.
- (2) You should stop and say hello.
- (3) You should walk ahead when you guide, and walk on the left side when walking side by side.

12. Submissions

- (1) Always have a feeling of preemption.
- (2) You should be sure to meet the deadline.

13. Going out

- (1) You should tell the manager the purpose and time required, and obtain permission.
- (2) Please be sure to report after returning to school.

14. Reporting, communication, consultation

- (1) Please report as soon as you finish your work.
- (2) In the case of the middle, please report the progress.
- (3) Please report problems with students to general teachers and managers quickly and accurately.
- (4) Please report problems with parents and local governments to managers.

15. Staff Room

- (1) Keep your desk organized.
- (2) Keep the sink clean.
- (3) Keep the refrigerator clean.
- (4) Be sure to clean up with social common sense when eating and drinking.
- (5) Never show garbage after eating or drinking to students.

16. Office supplies

- (1) Let's have an awareness of "waste".
- (2) You should not take it out more than necessary.
- (3) You should tell the office work before taking out.
- (4) You should devise such as using back paper. (Ingenuity is the life of a teacher)

17. Ecology

- (1) Let's switch off frequently and keep in mind to save power and water.
- (2) Please be careful not to turn off air conditioners, electric lights, fans, etc.
- (3) Pick up garbage as soon as you find it.
- (4) Let's fix it as soon as you find the part of the poster etc.

18. Duties

- (1) Prohibition of corporal punishment
- (2) Prohibition of discredited acts
- (3) Obligation to keep secrets
- (4) Prohibition of political acts
- (5) Prohibition of disputed acts

## 4. Guidance for students

\* Let's raise them to be children who can honestly say "I'm sorry".

\* You shall teach children to sing the school song well.

At the beginning of the year and the semester, you should read the "School Promises" with your students to confirm. In addition, let's carefully read the "Building a Foundation for Learning" issued by the Academic Achievement Improvement Committee and provide guidance for children with a common understanding.

- (1) Three Principles of Discipline
  1. Greetings, "Good morning", "Hello", and "Goodbye"
  2. Reply "Yes"
  3. Tidying up "Close when you open it", "Put away the chair", "Turn off the electricity", "Throw the trash in the trash", etc.
- (2) Four elements of the child that can enrich their abilities:
  1. A polite child
  2. A child who has a habit of sitting in front of a desk
  3. A child with a spirit of challenge
  4. A child who follows through to the end
- (3) You should provide the guidance that you will not cater to children.
- (4) Please abandon the consciousness of "My class, only my grade", and keep in mind the guidance that the school approach children together. Always, you should be aware of teamwork with teachers.
- (5) Let's clarify and thoroughly "No good". Let's guidance students firmly. Exactly, "It is the one which does not become it" in note 2 of the Aizu feudal lord.
- (6) You should keep in mind that "what should be protected is children and guardians who adhere to the social norms of school".
- (7) Let's think about "Are you going to have a hard time now?" or "Will you have three or four-times difficulties in two or three years?"
- (8) Please make prompt and accurate reports to general teachers and managers.
- (9) You should take detailed and accurate records (time series, location, etc.).
- (10) During the holidays, let's listen closely to the children as much as possible to build a relationship of trust.
- (11) You should make sure you meet the deadline for submissions (daily guidance).
- (12) You should not provide a guidance emotionally.
- (13) Child guidance is post-crisis management (Risk Management Prevention & Crisis Management). Always please find the conclusion. We will fill the moat carefully. Assume the landing point and lead it to land there.
- (14) Please encourage good things are good" and make use of award activities.
- (15) Let's teach manners of school every day. (Don't shout. You should not walk more than two rows sideways. If you are yelled, apologize obediently, etc.)
- (16) Look at the shoebox, lockers, and desk once a day. There is a current situation of children there. Don't miss badly writing, heel-crushing, etc.
- (17) Let's have a morning reading habit. You should also read a book. Do not transfer to anything other except in an emergency.
- (18) School lunch guidance is important. For school lunch instruction, you should take a desk-to-desk patrol and observe how to eat, use chopsticks, and hold a teacup (see 5 etiquette items). You can see the current situation of the students there. Let's thoroughly teach how to eat and do not let them walk around. It starts with "Itadakimasu" and ends with "Gochisosama". Don't let them play with food. Do not give food or get it (They are made by cookers with all their heart, including various



health problems).

(19) Please give the guidance about dress (including PE clothes) thoroughly. Don't miss anything trivial. Always be aware of "unproper-clothes are disturbances of mind". You should notice students' abnormality when you just look at the child.

(20) Child guidance is the same as marathon. No matter how hard or painful it is, let's have a strong feeling of "Let's do our best until the next corner".

(21) Please do not neglect to look around the school, and train to notice abnormalities at first look.

(22) You should use the Burnham effect and the positive Halo effect (see PTA item) to create a good relationship.

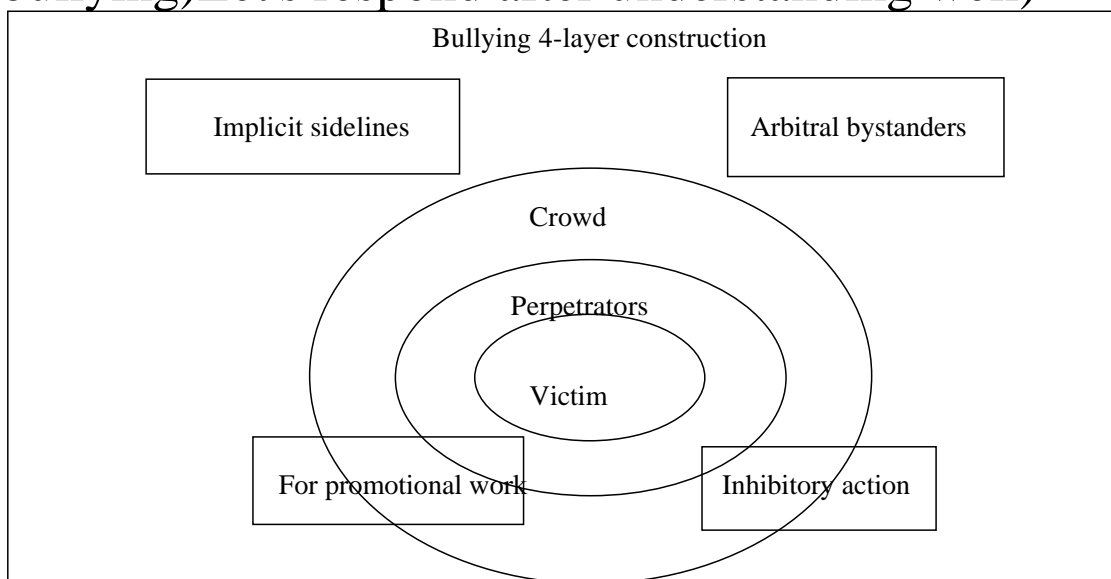
(23) The Ministry of Education, Culture, Sports, Science and Technology (MEXT) prohibits the bringing of mobile phones to elementary and junior high schools (2008, First No. 1156 of the Humanities Department). Please be thorough not only for children but also for parents.

(24) To respond to suspicious persons, please be sure to read the Suspicious Person Response Manual.

\*In order to create a calm atmosphere from the morning, "one minute of meditation" is recommended in the upper grades. "Close your eyes, count a minute on your heart's clock after your teacher speaks, and raise your hand quietly after a minute." "One minute of meditation! The teacher begins with a teacher's voice, and the teacher has a minute to play. For a group of children who are not calm, after about 70 seconds, you say "Stop!" About half the people put their hands up before a minute. It is proof that the mind is not calm. Let's spend the day calmly." It is surprisingly effective. It is real if you can control the feelings of the child while adjusting the length taking into account the condition of the child on the day.

\* If you repeat only that you give guidance, it will be exhausted. It is needless to say that child guidance requires not only teacher guidance but also parental guidance. However, what is more effective than these is to utilize the self-purification power of the child group. If used well, children with problem behavior can also be over-adapted to be "good children". You should grow the leader and let everybody see him or her such as posting the name of the leader's child in the hallway. Let's give "Good child group" a descriptive name. It is to make use of "Good child group" no if it is put on anything.

## ※ Responding to bullying (the mechanism of bullying) Let's respond after understanding well)



According to Hiroshi Morita, professor emeritus at Osaka City University, bullying is believed to be based on a four-tiered structure of "victims" of bullying, central "perpetrators" of bullying, and "spectators" who are interested in bullying. In this structure, the audience does not directly put out their hands, plays the role of a "bullying supporter" who actively admits bullying by bullying around them, and bystanders "acquiesce and support bullying" by pretending not to see it. However, when bystanders take bullying critically, despise it, and become an arbiter. It becomes a major restraint on bullying. Therefore, "spectators" and bystanders are important in teaching. It is necessary to take bullying not as a problem for individuals of "perpetrators" and "victims" but as a group problem, and to foster an attitude that the children around them try to solve as a responsibility of a member of the group. In addition, for early detection of bullying that is difficult to see, it is important to create relationships that are easy for children around them to consult teachers, not just bullied students.

It will take how to raise the audience as an arbitration bystander by successfully using the "over-adaptation" discussed in the item of child guidance.

However, this problem is quite difficult even for veteran teachers. Always keep in mind that you should not forget "reporting, contacting, and consulting".

Note 2: "The Law of JU"

The children of the feudal lord from six years old to nine years old who lived in the Aizu clan were making the gathering by about ten people. This gathering was called "Ju" in the Aizu clan, and the elder of them became the chair person.

Every day in turn, they gathered at one of their Ju members' houses where the top of Ju told everyone the following "stories", and after all the stories were over, they held a reflection meeting on whether anyone had betrayed the "story" from yesterday to today.

- Don't betray to the old man's wording.
- You have to bow to my elders.
- You can't tell a lie.
- You must behave cowardly.
- Don't bully the weak people.
- You can't eat things outside.
- You can't exchange words with a woman in the open door.

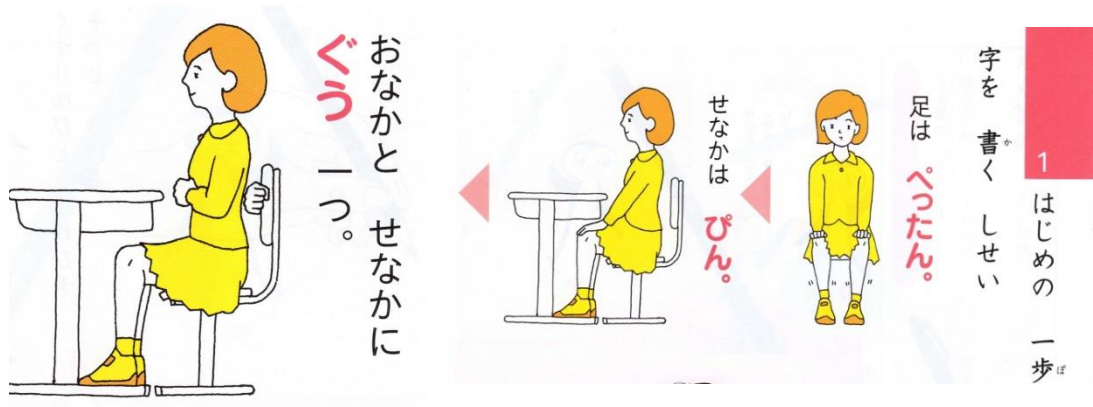
From the original

# 5. Etiquette

① Let me teach you how to hold the right pencil. Let's teach repeatedly and repeatedly. Please take it with your home.



② Repeatedly and repeatedly teach the correct posture when learning. Let's work with your family.





③Let's teach correct chopstick manners through school lunch guidance.



④Let's teach the manners of the meal through the school lunch guidance.

※これはよくありません  
 ・テーブルに肘をつく  
 ・口に食べ物が入ったまましゃべる  
 ・足を組んだり投げ出したりしていすに座る



⑤ Let's teach how to have the correct bowl through school lunch guidance.

<How to have it correctly>

<Bad way to have it>



4本の指はそろえて親指で支える



※これはよくありません

指を開き、下からつかむ

指を茶碗のふちにひっかける



<Parking of the bicycle>



## 6. Act on Child Guidance (Remember for prevention and deterrence)

(1) Act on Prohibition of Smoking of Minors

Article 1: Prohibition of smoking by minors

Those who do not reach the age of 20 must not smoke.

Article 3: Punishment for Parental Authority

A family fee of not more than 20,000 yen if minors are allowed to smoke with the consent of each person who has custody

Article 5: Seller Penalties

Those who sold cigarettes and utensils with the aware that a person who does not reach the age of 20 will smoke. Fines of not more than 500,000 yen

(2) Late night wandering

[Youth Protection and Development Ordinance Article 5 Restrictions on Late-Night Outings]

1. Parents and guardians must try not to let youth go out at midnight (11:00 p.m. to 4:00 a.m.) outside of special circumstances.

2. No one shall accompany a young person to go out at midnight without the commission or consent of a guardian without justifiable reason.

3. Theft [Theft Article 235 of the Penal Code]

A person who steals another person's property is charged with theft and is sentenced to not more than 10 years in prison (adult)

(4) Get or buy stolen goods

[Stolen goods transfer, etc., Article 256 of the Penal Code]

1. A person who knows that it is stolen goods and receives it free of charge is less than 3 years in prison.



2. A person who carries, stores, or transfers stolen goods for a fee or mediates a paid disposition while knowing that it is stolen is less than 10 years in prison and a fine of less than 500,000 yen

(5) Vehicle stealing (automobiles, bicycles, motorcycles, ships, tricycles for infants, etc.)

[Theft Criminal Law Article 235, imprisonment for not more than 10 years]

[Embezzlement of lost property, etc. Article 254 of the Penal Code]

Embezzlement of lost or occupied items is a fine of less than 100,000 yen or imprisonment for less than 1 year

(6) Act on Regulation, etc. of Acts of Attracting Children using the Internet Sex Referral

Business

1. Attracting a child to be the other party to sexual negotiations

2. To induce a person to become a sexual opponent with a child

3. To induce a child to be the other party to the same sex negotiation by indicating the subject

4. To indicate the subject and to induce a person to be the other party to the same sex

negotiation with a child

Children involved in imprisonment for 6 months or fines of not more than 1 million yen will be sent to the family court in accordance with the Juvenile Law.

(7) Act on Prohibition of Unauthorized Access

No one should do anything illegally accessed. A person who violates a person is sentenced to imprisonment for less than one year or a fine of less than 500,000 yen

(8) Act on Optimization, etc. of Transmission of Specific E-mails

A fine of less than 500,000 yen for sending a specific e-mail to the person who notified the sender not to send a specific e-mail

## 7. Class

(1) 45-minute drama (write scenarios carefully and perform by oneself. Make it an interesting and moving drama even if you watch it yourself)

(2) Let's enter the class in proper clothes. (with each other)

(3) Let's use the chime to apply the order.

(4) You shall be sure to check your attending time before entering the class. Let's make the necessary contact according to the situation.

(5) Let's put the order, and let's start and end the greeting with sharpness.

For example, let's make each action work slowly and firmly "stand up", "set up", "thank you", "please", "seated". The teacher confirms everything and bows late. Let's start over many times until we can do it if we can't all.

(6) Clean the blackboard before you use it. It is best to let the child do it before class. Let's use the children well.

(7) Please carefully arrange the size of the letters, make room for equal space, and write horizontally (vertically). It is natural that it is polite, and it is other than errorneity.

(8) Let's not do multiple things at the same time. (For example, taking notes while explaining

while writing a board)

- (9) When teaching, you should teach and emphasize children's activities.
- (10) Please keep an accurate record of what you have left and what you are doing in class.
- (11) Let's familiar subjects and familiar materials. Interest is motivating.
- (12) Let's not speak when students talk. Do not speak or advance when there is noise in the class.
- (13) Please visit classes among the staff.
- (14) Class visit is a list and please say "Thank you for today".
- (15) Let's teach students to take textbooks home.
- (16) To the class that can be understood (unknown information is revealed and the difference can be understood). To the class that you understand (you can understand the relationship, you can solve questions and mysteries).
- (17) Let's make the notebook with enough spaces. Please be sure to leave the space for the review. You should teach students to write proper size and polite characters.
- (18) Let's have the writing instrument correctly. (This guidance is difficult but very important.)
- (19) Let's go to see the real thing as much as possible. Let's go experience the real thing. This experience is the basis for making high-quality classes.
- (20) After the class, let's prepare for the next class before entering the rest time.
- (21) Let's Put out your own commitment.

<How to erase the blackboard>

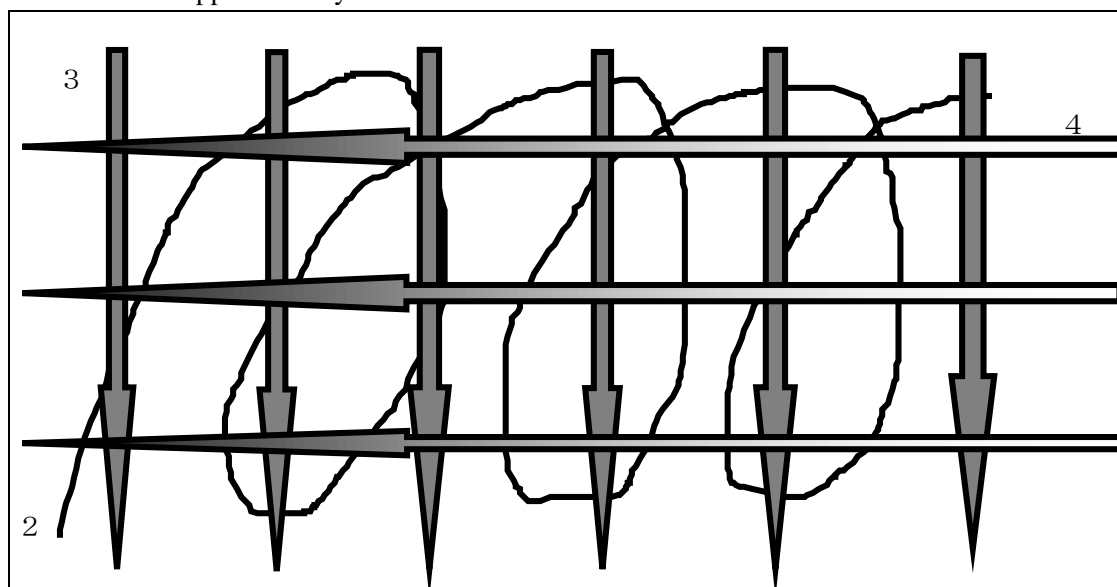
Example: 1. Prepare 2 blackboard eraser.

2. Used to erase one randomly.

3. Wipe the other from top to bottom, left to right. I don't put on all the faces, I use long corners well.

4. Using a clean angle, wipe evenly from right to left from top to bottom.

※ Blackboard has the same eyes as wood. If you look in the direction of the eyes, it will disappear cleanly.



<Advice of each subject > Nara Prefectural Board of Education

### 1. Japanese

Reading sound: In order to read aloud well, let's learn properly the posture when reading, how to hold a textbook, and how to play the page properly. After you have a posture to read aloud, be careful about the shape of your mouth, the loudness of your voice, and your speed.

\* Let's devise classroom notices such as "voice measure" for the mouth shape, pictures, and voice size.

\* Reading cards and evaluation cards are also effective.

### 2. Society

Tour: It is very important to "show the real things ". Please let students be conscious of your efforts so that you don't waste your experience.

\*In the life department, teachers often go on a school exploration. Let's introduce what they have discovered each other and share the ideas.

\*In the social studies of 3rd and 4th graders, it is important to lead awareness from what they usually see casually, such as supermarkets, farmers' jobs, fire stations, etc. Take a child's discovery and make them aware.

\*As you get to the upper grades, students will learn more geographically. They may not be able to visit but you can increase their interest by dealing with subjects and teaching materials that are as close to children's lives as possible. Take advantage of local community and children's learning.

### 3. Science

Experiments: In addition to safe experiments, it is important to check experimental instruments and conduct preliminary experiments.

\* Inspect the bottles and missing glass products such as test tubes and beakers.

\* Teach the correct use of experimental instruments. Check the number of matches (keep them to a minimum) and handle fire appliances such as alcohol lamps and gas burners with particular care.

\* The amount of chemicals is measured accurately.

\*The treatment of used chemicals is treated in a specified way. (neutralize, do not flow into the drain, etc.)

### 4. Physical education

Safety considerations: In order to prevent accidents and exercise safely, it is important to pay attention to how to use tools and manage children's physical condition.

\*Under the guidance of a teacher, let's prepare and clean up physical education equipment. Don't let only children do it.

\* In order to prevent heat illness, be careful about the child's situation and let them stay well hydrated and take a break in the shade if necessary.

\*Jump box: Divide it into the upper and lower stages, prepare it with multiple people, etc., Please decide the rules for bringing in and out of physical education equipment, and have it shared.

\*Mat: Mat's ears are tinged because it may cause an accident by dragging the foot.

\*Swimming instruction: Monitoring and teaching with multiple faculty members. They have a buddy in a child in addition, teachers should have preparatory exercises and organizing exercises should be

carried out sufficiently under the guidance of the faculty members.

#### ※ About worksheets

Worksheets and notes are like "Brehab Houses" and "Custom Houses", respectively. Worksheets can be completed within the expected time as scheduled for the class. It is a tool that makes it easy for classers to feel that teachers have taught well. In addition, there is a feature that it is easy for students to feel "learned" and "understood" if they fill in and file properly.

However, it is also important to transcript the board in a notebook (letters, words, diagrams, tables, etc.), and it is also true that it has the effect of writing and remembering and understanding, and by repeating it, they can learn how to write and get used to writing diagrams and tables. In any case, there are advantages and disadvantages. It is necessary to think about how to use it in consideration of the situation and the situation of the child, and to think about how the better effect can be seen.

\* Let's stop "Nagara Class".

Can you do five things at the same time while writing and explaining, grasping the student's situation, and evaluating it? It is the same for children. Even if you work of copying and understand the board at the same time while listening to the explanation, it will not effective to settle the knowledge and scholastic ability does not improve because it is impossible to do two things at the same time. Try not to do more than one thing at the same time. Please let them only hear, only write, only think in classes. Even if it seems to take time, it is more efficient in the end. If you do not do "Nagara Class", students can improves academic ability.

## 8. Enhancement of moral education

You shall enhance your moral education. In particular, moral education class time should be completed by following the curriculum. Please avoid transferring to other subjects or special activities such as class activities as much as possible.

(1) Think about the use of notes of the heart.

(2) Let's participate in training workshops, etc., and try to discover and develop new materials. Don't be particular about reading materials, make plays, audiovisual materials, and use the Internet.

(3) Seek advice from senior teachers, actively exchange opinions with colleagues' teachers, and create effective class development.

## 9. Class room

The child also changes if the classroom changes depending on the homeroom teacher (manager).

(1) The classroom is alive. Try to improve the environment. (Note 3: Broken window theory)

(2) The classroom is alive. Keep in mind the ingenuity of the notices. Keep in mind a child's perspective that is tailored to thire growth.

(3) Please device not to take the notices out. Make it easy to get them out.

(4) Do not neglect the strict alignment of desks and chairs. (put the small marks on the floor)

(5) In the classroom, look at the morning and return to make sure it is organized.

- (6) Do not leave any defects or broken areas.
- (7) Do not put children's works directly.
- (8) What you want to thoroughly teach should be written and pasted. (Importance from the eyes)
- (9) Keep the table organized at all time.
- (10) Be careful not to close the window after school (especially on weekends)

Note 3: Broken window theory

The broken window theory is the following theory.

By the time security deteriorates, the following progress will follow.

1. If the windows of the building are left broken, it becomes a sign that "no one is paying attention to the area", creating an environment that has crimes.
2. Minor crimes such as littering will occur.
3. Residents' morale will decline and they will not cooperate in the promotion of local areas and ensuring safety. It further exacerbates the boundary.
4. Crimes including heinous crimes will occur frequently. Therefore, in order to restore security, even if it is seemingly harmless and even minor acts of order violation, it should be policed (garbage is properly classified and thrown away, etc.).

Strengthen the foot patrols and traffic violations by police personnel.

The local community cooperates with police personnel and strives to maintain order. You just have to do it.

(Former Mayor Giuliani of New York, USA, is said to have succeeded in improving the security of New York City based on this theory.) )

## 10. Tests(Exam)

Let's take it firmly as an important means of evaluating. The teachers will never let you cheat. prevent it before it is happened. Please deal with it quickly and appropriately.

## 11. PTA

(1) Be sure to prepare souvenirs at the parents' meeting and create a good feeling to come. For souvenirs, you can say good things for the parents.

(2) Make your parents on your side. Use the Burnham effect (Note 1) or the positive halo effect (Note 2) to create a strong relationship of trust. On the other hand, don't be close too much and should not follow the all. Always be clear about what you can and can't do.

(3) When collecting money, please check the cash in front of the person in question. Don't let it out later. If you have any problems collecting money, please contact and consult with your senior teacher or managerial teacher immediately.

(4) Be severe with money. Let's never be a "good person" because of our emotions. Don't forget to collect all money. Be sure to charge for delinquents every month. For excursions and school trips, pay in advance. Take responsibility for not causing trouble to your next homeroom teacher over the next year.

(5) Let's participate in PTA activities, including holidays. Please be aware that parents are also taking time off work or returning holidays.

(6) You should not flatter educational consultations and Ayumi (it's good to acknowledge and praise the good points). Let's say outcomes, challenges, and improvements. Let's praise them first and say the assignments later. Let's keep a record from usual.

(7) Please sit down for parents. The school's doorstep is not available.

(8) Teachers should handle complaints by consulting with other teachers. Don't make selfish decisions. It is important to process quickly and respond politely.

\*10 articles of contact with parents, etc.

(1) Appreciate the parents.

(2) Sincerely apologize for psychological facts.

(3) Confirm the conditions of the talk.

(4) Listen while seeing other's view points.

(5) If the story is deadlocked, change the situation.

(6) Do not tell excuse.

(7) Think about where the source of anger energy comes from.

(8) Always review the response and do not repeat the same failure.

(9) Make it clear what you can and cannot do.

(10) Have a feeling of facing each other and a perspective to nurture together.

Note 1: Burnham effect

A phenomenon of psychology that thinks that a description that represents an ambiguous and general character that applies to everyone is a character that applies only to you.

Note 2: Positive halo effect

A phenomenon in which an evaluation of an object is dragged by a remarkable feature and the evaluation of other features is distorted. It is a kind of cognitive bias.

Examples include cases where a person is a difficult university graduate, good at sports, or good at writing, he or she believes that he is not only good at academic ability, physical strength, and character, but also personally superior (whether or not they are personally superior is an independent matter, just as the colors and shapes of objects are independent of each other). In addition, commercials and advertisements through celebrities and talents give a good image even though they have never actually used the product or service. This stimulates or buys the desire to buy.

## 12. Community

(1) Let's go out to the community positively. Let's organize traffic safety before and after school, pick up garbage, and get to know the local people. Please be trusted by the community and involve the community.

(2) Let's make a fresh wind in the class by utilizing "sensei in our community". Please be sure to write a letter of thanks to your children after use. Let's strengthen relationships with local governments.

## 13. Health

(1) Let's teach hand washing and how to gargle in everyday life.

(2) Do not allow students to go to the public health room without the permission of their homeroom and grade staff. The homeroom teacher and grade staff will surely check.

(3) Be sure to report the accident of upper neck to the manager and ask for instructions. Homeroom teacher should take the injured students to the health room.

(4) Be careful not to give band-aids or compresses easily on a daily basis. They think they'll treat me with injuries at school even they got injured at home. Hand-aids and tools in health room is from a tax and if you use it for them easily, we give awareness that "schools do everything."

(5) You can rest in the health room for up to 1 hour (do not rest as much as possible except in an emergency). Please inform their parents and pick them up.

(6) Check the usage of EpiPen and AED in case of emergency.

(7) In an emergency, the first discoverer must never leave the place. Call the other staff with loud voice or tell other children to call. If it is severe or a head injury is suspected, do not move him.

(8) Ensure the safety of other children and induce them not to show the scene.

(9) Check how to call an ambulance and the guidance route at that time.

(10) Always be aware that some children have food allergies and various other diseases. Special attention should be paid to teaching classes and school lunches in areas you don't know. If you get lost, be sure to check.

(11) Always pay attention to the health condition such as the complexion of the child, and pay attention to room temperature and hydration.

(12) Pay attention to the absence situation and reason. If there are many cases or suspicious points, you should report it to the manager and ask for instructions.

(13) If the child is unwell, please be sure to check the diet, excretion, sleep status, condition up to the day before. Also check up their bruise. Listen carefully to which part of your body is unwell. Teachers want to put your hand on it and grasp the situation more specifically but from the viewpoint of preventing school accidents, you should not touch the bottom from the neck. When there are signs of fever, put your hand on your forehead or look at the back of the throat to check the temperature.

If it exceeds 37 degrees, it is basically early leave, so contact the public health room and the homeroom teacher will ask the parents to pick you up.

If they do not have a fever and they are likely to recover, please consult a nursing teacher and rest in the public health room. During the next break, the homeroom teacher will go to the health room to discuss the next step. Never leave it alone.

(14) Carefully respond to indefinite complaints. It is remembered that the homeroom teacher has responsibility to grasp the physical and mental health condition of the child to the last because he knows the students for a long time. Many children who feel relieved just by talking with homeroom

teacher and seeing the situation. Let's understand the psychological aspects, the home environment, and class relationships, and think about how to respond.

(15) When emergency transportation is expected. If there is a bone fracture, it often shows facial pallor, sweat, vomiting and nausea due to fracture shock, so lie down in a range where there is no danger and lie down to prevent suffocation by preparing a plastic bag. You should not pull out the sting because the bleeding increases.

Please call for support, observe the state of the child (consciousness, breathing, complexion, pulse, convulsions, etc.) Do not leave the place and keep an eye on the child.

Adults are not more upset than they need to be. Calm the child, including the injured student. Basically, please say "It's okay. You are going to be well."

(16) In the case of injury or ill health, "the person himself said it was okay" or "the person himself said he was not necessary" is not excuse. While sympathizing the feelings of the injured student, do not forget to judge as an adult.

(17) Before the health checkup, the class will provide guidance on the significance and steps of checkup, precautions, greetings, etc., Let's make it smooth and meaningful. Keep in mind contact with other classes, etc., so that the entire school can always do it without delay.

(18) Be particularly careful in responding to cases where there is harm or damage (including the possibility). Whichever it is severe or not severe, please have a medical examination. Promptly report to managers and receive instructions.

(19) In addition to first aid such as nosebleeds and abrasions, be sure to take the training such as emergency response and use of adrenaline self-injected drugs.

(20) Do not neglect to check about school infectious diseases and suspension of attendance. Also, be sure to consult a doctor when you are affected or in doubt. At that time, tell the doctor the occupation and ask for guidance. Please contact the manager to tell the effect and get instructions. Do not easily come into the school while there is a possibility of infection.

(21) Avoid using language that makes children anxious. "you can't stop bleeding." "Are you broken?" "The wound is deep", "It's broken..." "Ambulance! Ambulance!" "Wow, bad injuries!" "Do you want to sew?" These are actually words that you often hear but the students should be only shocked but also panic the children around them.

Calm down and say things like "You are almost blood stopped, so don't worry," "you'll see a doctor," and "you've got a teacher, so you are fine." It is not easily broken, does not sew, does not inject ... Don't even say.

(22) Do not leave the site during class. Accidents can happen in the meantime. For that reason, be prepared necessary and safe teaching materials. Be sure to speak to nearby teachers if it is inevitable that the child is unwell.

(23) When leaving the child early, you will always ask the parents to pick him up. Even if it is the convenience or desire of the parents, it is not good that only the child leaves. In the same way, children should not take a rest when there is the nurse. If necessary, consult with the manager and be accompanied by the staff.



\* If you check the left and right before and after the practice of 2 rows and 4 rows horizontal corps for group action such as excursions, movement and action will be smooth.

\*Basics of child guidance and parental support

- Testify as much correctly as possible.
- Take detailed notes in the series.
- Clearly communicate the facts and guidance to parents.
- Check the conclusion in advance.

\*Basics of writing Ayumi's findings

- First of all, the fact is listed and praised.
- Next, write the problem.
- Write your expectations at the end.

\*Basics of child and student guidance

- It is taboo to contact only when there is a problem.
- Keep in touch with your parents and even if students are praised.

\*Appropriate method of contacting children

1. Do not make private calls or communicate with children other than business.
2. In order to perform business such as school events, if it is necessary to collect the ID, e-mail address, message app, etc., tell the parents and the principal the purpose of the collection. You should always need permission.

## **\* Principles**

• **Always report, contact, and consult (teacher → vice-principal → principal) If you forget this, it will be a big problem!**

~When you're in trouble~

The teachers who are said to be veterans are also suffered, failed, and repeated trial and error to acquire their current skills. If you are troubled or lost, never hold it alone and consult with the teachers

around you.

## Ten principles of class

It is ten articles of the principle in the class that all teachers want to acquire.

The teacher who is good at the class uses the skills and the laws below.

We have no choice that we are always based on these ten articles and continue to make efforts every day.

### Article 1 Principles of Explanation of Intentions

Explain the meaning of the instructions. When giving instructions to children, it is important to explain the meaning of the instructions. It is important to understand that the students are acting because they can understand the purpose. It is not good for them to move because they have been instructed to do so.

### Article 2 Principles of One-time One-thing

Please tell me something at one time. Do not give two or three instructions at the same time. The child becomes confused. It is very important to take this principle, especially for children who need special support or who have little working memory.

### Article 3 Principles of Simplicity

Please limit the instruction and the question to a short time. In order to give instructions that everyone can understand, the instructions must be essential and specific.

### Article 4 Principles of All

Please give all students the instructions. It does not instructions while having something in their hand. When instructing in the middle of work, let's tell them to put down and turn to themselves. Now you can say that you have instructed everyone.

### Article 5 Principles of Possessions

Please give them a place, time, and things when they do activities. When showing materials and asking for something to say, give them "time to look at the materials" and "time to think." In addition, if children are to be made to work, it is important to create a place to make them work.

### Article 6 Principles of Subdivision

Break down the teaching content. Learning is not only (subdivision→interpreted→images), but also the video and music. In the class such as the national language and arithmetic, it is (subdivision→interpreted→giving questions).

#### Article 7 Principle of Prohibition of Blank Space

Don't make blank time even if they are children. Don't create a state where they don't know what to do even for a minute. I'll think ahead and take my hand. In order not to make a blank space, do the following principles.

- First of all, let's give a big problem to the whole. Afterwards, you teach them individually.
- The basic of tutoring in class is not to "make it complete" but to "make it short and many times".
- Be sure to prepare development issues after the end.

#### Article 8 Principles of Confirmation

Check the achievement rate several times in the middle of the guidance. After the guidance, check the achievement status of how much they have been able to achieve and evaluate it.

There are many ways to check the achievement rate. A piece of technology is necessary.

#### Article 9 Principles of Individual Ratings

Rate who is good and who is wrong. When teaching, it is important to evaluate each person individually. Unless you teach individually, the whole thing is not completed.

#### Article 10 Principles of Encouragement

Always keep up. When motivating, the most important thing is to encourage. Encouragement is proof that teachers, together with their children try to overcome their shortcomings, and must be sustained.

### \* School lunch guidance that class management works well 4 principles

There are some differences between schools but the principle of guidance is the same. We will introduce the principle of school lunch guidance that works well in any grade or class.

Principle 1: Each student should have school lunch duties.

Principle 2: Children will do duties and adjustments are made by teachers.

Principle 3: The rules for leaving food are shown to everyone in advance.

Principle 4: The teacher should serve the next food.

Principle 1 Each students should have own duty.

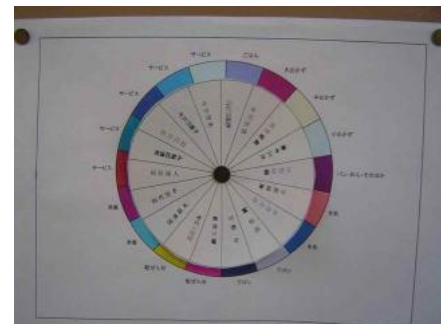
Make it clear who is doing what.

The duty will shift to the next duty in one week.

Until they get used to it, keep them a look the table during the break.

In addition, it takes long time if all students work at once, so number should be half.

(If there are few jobs, it may be divided into three or four groups.)



After other students other than the students who have duties will turn moves his desk,  
lays the napkin,

(1) Reading

(2) Memorizing “Karuta” (cards) and tell them to wait.

Principle 2 Children will do duties and adjustments are made by teachers.

If you leave all the meals to the child, it will take time, and the jungle law will naturally be born. The teacher will decide the amount of meal and shows the example so that children can make image easily like "One piece of the ball slice".

The point at this time is to add a little.

The first adjustment is made at the same time as "Itadakimasu"

Immediately after serving, please make adjustments for children who has likes and dislikes.

- Do not take the system that the person who has finished will serve more.

In this way, it becomes the jungle law.

Soon after or before “Itadakimasu” let’s try it.

If they cannot finish to eat until the end, it is ok to return the food.

First of all, you should instruct to the child who made it less because of too much.

Since it's late if they start eating, this is the first thing you should do anyway.

However,

- Students do not have to eat anything that should not be eaten due to allergies etc.

(confirmed in the contact book). Let’s make this kind of rule.

Then make adjustments to children with a lower amount than other children.

If you think they are less than friends nearby, come out.

- When children serve it, they would say “many of few”.

Even if the teacher says "Do it the same way", it makes a difference.

It is still good when it is from bad skills.

However, it is the one that "Energetic boy" would be served more than week students.

On the other hand, the child who is not energetic will be only a little.

- Because of the appetite of a healthy boy, bad skills of serve and various things mix, difference comes out.

However, you should make it less or more if the big difference comes out.

Therefore, only teacher should adjust the meal.

"Come out if you have fewer meal in the same group”.

Then, it will be mixed with "Students who have more than others" comes out, too.

You does not need to be angry with it.

Just put it in a little bit.

If it is too much, you can reduce it to the contrary. They will never complain.

Principle 3 The rules for leaving food are shown to everyone in advance.

"It is not an education to force them to feel physiological pain".

The likes and dislikes of school lunches may be one of them. Basically, it is OK to leave food if it is too much. However, you should teach that it is important for children not to leave and eat all because of important education.

In addition, teachers always control the act of "leaving food" so that children do not handle food without permission. This is the teaching skill.

Explanation: If you want to leave food because you don't like it or you're full, you can leave it. You don't have to eat.

When you say this in the guidance of the first day of school lunch in April, the child who has likes and dislikes feel better.

Explanation: However, the cook and the nutritionist make the school lunch for everyone, so you should feel sorry when you leave the food they made.

Explain the rules for leaving school lunches.

Explanation: In the case just before the feast, "Teacher, I can't eat it, so I'm going to leave it". At that time, the teacher asked, "Did you eat a bite?" If he says "I ate it", tell him it is OK.

The rule may be somewhat different in each homeroom teacher but the important thing here is to tell everyone the same thing.

Principle 4 The teacher should serve second helping.

An important principle is "The child does the preparation and the teacher serve the next food". The distribution of food should be done by the head of the group. There are teaching skills to help class command. Homeroom teacher should have a skill to serve the food fairly. You will start the lunch meal with "Itadakimasu" and the students will say "Okawari" when lunch time has passed in the middle.

First of all, you will tell you "today's menu".

Explanation: It is second helping. Today's menu is "5 people for rice, 3 people for soup, 7 people for round ball salad, 1 croquette for Square hall, 1 person for desert mousse"

Instead, they can take one item from desired items.

At this time, the second helping starts from "Amount" such as rice, soup, and salad.

The teacher can adjust freely by the number of children of hope. If there are few applicants, children can get as much as they want.

Next, they can take "solid side dish" such as croquette.

Depending on the number of people who wish to do this, they can do "JanKen" with all students or homeroom teacher.

In any case, keep an eye on the children so that there are no children who do "cunning".

Finally, it is a dessert. This also do the "JanKen" with the students.

Orders like "Food of amount → Food of solid → Side dishes" is important.

Children still concentrate on desserts.

Explanation: Second helping is up to once per a person. The Janken challenge is also up to once per person.

In this way, you can prevent the boys who have power from trying to get food more.

Moreover, it is necessary to leave the little food of the amount.

And

Explanation: There is still a little soup and salad left. If the student ate all the school lunches, they may take second helping for the rest of food.

By doing this, the strong boys who was defeated in the Janken battle can be satisfied. They would eat exactly to the bottom of the bottom of the soup can.