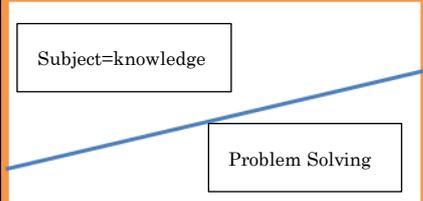


“My School” in 2030

“Regional School” a school that raise people who activates their region

<p>Mission Statement 学校のミッションステイトメント・理念</p>	<p>“Regional School” is an educational institution that raises people with the skills to support their own region. By educating students from kindergarten all the way up to university, the school's aims are to develop individuals who can bring new ideas and values to the region. Kindergarteners and elementary school students will deepen their understanding and gain an attachment to their region. Middle and high school students will cooperate with their peers to solve problems in their region. In university, the school expects the students to play an active role in solving their regional problems. The ultimate goal of this education is to have the school be a key organization for the society, to the extent that the head of the local government will value input from the school on finding solutions to regional problems</p>
<p>Of the various challenges the world will face in 2030, my school will address... 2030年、世界が抱える多くの課題の中で、この学校が解決目指す課題は・・・</p>	<ol style="list-style-type: none"> 1. Effectively developing individuals who have the ability to solve problems that the developed countries are facing, for example decreasing birthrate and aging population The decreasing birthrate, aging population and depopulation of some rural areas will lead to the disappearance of some villages and the potential loss of skills specific to that area. Decline in agricultural production in these areas will have negative effects on other local cities. Raising people who have a desire, knowledge and motivation to tackle these problems is necessary. 2. Developing an ability to correspond to global society Development in transportation, communication networks and active movement of people causes an increasing diversification in the population, particularly in urban area. From these shifts, new knowledge and industries are expected to arise. Skilled individuals that can act based on their knowledge of language, history, economy, and culture are required in a world where societies become more global. 3. Raising talented people who can display their strength in society The decline the working age population is disproportionate to the decline of overall population. People who can take leadership and show initiative in society will be in high demand.
<p>To address these challenges in 2030, my school will aim to develop these competences.... 上記の課題を解決できる人材育成のため、この学校が開発を狙うスキル・能力は・・・</p>	<ol style="list-style-type: none"> 1. Deep understanding of the industry, culture, and history of their own local region. 2. An international perspective that can also be applied to the local region, allowing a fresh approach to challenges. Ideas and thoughts could be limited if one is looking at a problem only from the local perspective. The region's potential could be uncovered when one looks from a global perspective, finding both its originality and commonality with the wider world. To broaden the global perspective, language skills for communication and the ability to think and analyze are required. 2&3. The ability to communicate, negotiate, learn, and create new things with diverse people. Highly developed communication skills are required to negotiate, express ideas, and develop opinions with people from other countries. Linguistic skills such as communicative competence and negotiation are in high demand, particularly the process of explaining opinions to ensure partner's understanding while respecting their opinion at the same time. 2&3. The ability to utilize information. It is important to look from a global perspective instead of a narrow perspective. The ability to utilize ICT to effectively select and obtain relevant and accurate knowledge to clearly communicate with people overseas and share information, is essential in the 21st century.

To effectively run this school	
School system	<p>A curriculum that educates students through kindergarten to university. Kindergarteners will learn how to interact with people in society. Elementary students will deepen their understanding of regions and gain an attachment towards it. Middle and high school students will cooperate with local companies and governments to solve local challenges together. College students will each own capital stock and individually promote an enterprise. As each step develops, students will become more involved with the region and gain a larger sense of responsibility.</p>
Classroom	<p>The balance between the number of classes for obtaining knowledge and classes for problem-solving learning will be altered depending on the student's developmental stage. Primary education will concentrate more on obtaining knowledge and the number of classes that focus on problem solving skills will increase as students advance to secondary education.</p> <div style="display: flex; align-items: center; border: 2px solid orange; padding: 10px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 20px;">Subject=knowledge</div>  <div style="border: 1px solid black; padding: 5px; margin-left: 20px;">Problem Solving</div> </div> <p>The diagram on the left shows the flow. The classes for obtaining knowledge will continuously be taught since it is necessary as a tool to solve problems.</p> <p>In order for the students to attain global skills, the school will mandate studying abroad during both high school and university. As high school students, approximately 3 weeks will be spent abroad in order to get a basic understanding of a foreign culture. As university students, an average of one year will be spent abroad to deepen the understanding and experience.</p>
Pedagogy	<p>The current form of Japanese education, mass teaching and separation of classes by degree of achievement, will be used for classes to obtain knowledge. Teachers will be the same as teachers in a normal school. Problem-solving classes in elementary and middle schools will have everyone solve the same problem (for example about regional farming or industries). In high schools and universities, each student will set a theme and work towards solving them by researching, listening to speeches from people in the region and getting cooperation from the government. By this education, people from the region (general citizens and people from the government) will all be teachers. In other words, the school will be supported by the people from its regions.</p> <p>High school and university students will have advanced topics to study, which makes it necessary for the students to find teachers from their own society.</p> <p>University students might establish a company in response to a request from local government or companies, which will create a possibility for the students to get opinions from local governments and companies, and students becoming teachers of local governments and companies.</p>
Resourcing (financing/ expertise)	<p>This school will be established and run by the local self-governing body. If this mutual relationship between the company and the school contributes to the profit of the company, some of that money could be used for school's management fee. Teachers will be selected by the education board of the prefecture and will be sent to cities, towns, and villages (the same as the system used now). Teachers that teach problem-solving skills could be employed from local self-governing bodies, administrations, or works at a company.</p>
Reference	<p>• My school, Our future, Schooling for 2030</p>