

“My School” in 2030

School of Global Understanding/3C, Cooperativeness · Competition · Creativity

<p>Mission Statement</p>	<p>Operation TOMODACHI was an initiative by the US Army, based in Okinawa Japan, to assist the victims of the 2011 Tohoku earthquake. A simple translation of “TOMODACHI” could be “friend, however, in this context “TOMODACHI” describes a relationship in which one can trust, respect and cooperate with one another.</p> <p>Using this as a base, “The School of Global Understanding” will focus on building such “TOMODACHI” relationships between students of different backgrounds, which will continue to expand even after graduation.</p> <p>At the school, students between the ages of 7 and 18 come together to become live and study communally. After graduation, students will return to their home country or live in other countries and make new “TOMODACHI” relationships there, expanding the ring of “TOMODACHI”.</p> <p>Eventually the goal is for everyone in the world to value the kind of “TOMODACHI” relationships and attitudes fostered in the school.</p>
<p>Of the various challenges the world will face in 2030, my school will address...</p>	<p>< fostering students with the ability to adapt to government changes ></p> <ul style="list-style-type: none"> · In the next 15 to 20 years, the number of diverse state and non-state actors, as well as city-like “sub-state” actors will increase, making governance by the people become more important. · The increase in number of actors solving global issues will cause the decision-making process to become more complicated, due to the growth of difference in values. (Lack of consensus between advanced and developing countries will become more prominent.) <p>< The possibility of an increase in disputes></p> <ul style="list-style-type: none"> · In Sub-Sahara Africa the number of young people in ethnic and minority groups of the population, overall, is increasing; therefore, even after a country becomes developed, an increase in the number of internal disputes can be assumed. <p>In South and East Asia, the scarcity of natural resources such as water and farming soil, coupled with the uneven distribution of young men in each ethnic and minority group, will also create the conditions for future conflicts.</p> <p>In addition, disputes caused by the shift changes in political systems built on the basis of the aftermath of the Cold War are likely to increase.</p> <ol style="list-style-type: none"> 1. In order to deal with these potential conflicts, the ability to understand not just people from one’s own culture but also from other cultures, and to show this through attitude and behavior, becomes essential. 2. Skills to solve a combination of worldwide problems with people of different values, culture, and history becomes essential. 3. In order to accomplish the two skills above, the ability to communicate in several languages becomes essential.
<p>To address these challenges in 2030, my school will aim to develop these competences....</p>	<p><Understanding others and the start of self-disclosure within a framework of diversity></p> <ol style="list-style-type: none"> 1. The attitude to understand and respect a country or a city’s` history, culture and religion. 2. Express ones` rights, interests, limits, and feelings clearly to others (TOMODACHI) and promote their understanding: A clear focus on “Skills to converse” <p><To develop and maintain a relationship between one’s self and between others diversely></p> <ol style="list-style-type: none"> 1. The development of relationships between oneself and others (TOMODACHI) through the harmonization of “sharing” and “absorbing”. ideas <ol style="list-style-type: none"> ①Share The sharing of thoughts and impressions ②Absorb The absorbing of each other’s strong attributes ③Harmonize The making of harmony 2. “Skills of human understanding”: to acknowledge one`s own limits in understand others while always aiming for to understand <p><The ability to create and maintain relationships within a framework of diversity></p> <ol style="list-style-type: none"> 1. Everyone will become competent in all 4 skills of English, attaining CEFR level B2+ or C1 by graduation. 2. Students will be able to learn other languages from their schoolmates based on a natural interest and curiosity, allowing students to better understand cultures of countries besides their home country. <p><Skills and attitude to utilize diversity and tackle problems></p> <ol style="list-style-type: none"> 1. To understand things from various perspectives by harmonizing different interpretations made between students with different cultural background and experience: “Skills of multifaceted analytical capacity” 2. To research using internet, digital content, library and personal connections to solve problems: “Researching Skills” 3. To utilize each other’s resources (knowledge, personal connections, operational abilities of technology, handiness and more) and to solve a problem: “practical skills”. 4. To discover “problems in the future” and “unforeseen problems” and working together to solve them: “Skills for discovering problems”

To effectively run this school...	
School system	<ul style="list-style-type: none"> • The students will be chosen from 8 countries out of the member states of UNESCO (Japan, The United States of America, East Asia, Europe, Africa). There will be 15 students from every country in each grade, and each class will contain three students from each country totaling in 5 classes: a total of 120 students per grade. • The school will be located in Japan and provides a safe location with a complete social infrastructure. Japan, with its pacifist constitution and self-defense force that is not allowed to instigate acts of aggression, is an ideal place to “think about peace.” • Registering into a dorm is mandatory. The dorm is “a place to go home to” · a place to express yourself · a place to mingle (a place to exchange moral principles with one another) · a place for comfort · a place to share your day with a person of the same citizenship · a place to relax · a place to build your character · a place to train.” A classroom is “a small society · a small world · a model of the world · a community · a place to share your knowledge (a place to share).” • This school focuses on developing human relationships, however it is inevitable that not all relationships will develop ideally and some students could suffer from a crisis of identity. Therefore, the school has “classrooms” as a place to share, the dorm, where understanding is cultivated by the students’ varied cultural background, and a 24 hour counselor room which provides a safe and secure environment with a full-time counselor and nurse.”
Classroom	<ul style="list-style-type: none"> • Time will be made for students to gather information and to present the gathered information and information from digital contents. (There will be one assignment every month with a different group presenting each time.) • Short-term study abroad program (to countries involved) called the “Homestay Friend Program” will be held to understand different cultures, where they have the opportunity to create local “TOMODACHI”. • In the “Classroom,” every week will be dedicated to nurturing interest in a specific language, such as “English” week, “Japanese” week, or “Korean” week, to improve students’ language skills and awareness. At the same time, students will learn how native speakers (students) incorporate nuances and how they pronunciation in order for a deeper understanding of different cultures. • Regardless of the subject, teachers will teach using the common school language, English, but will sometimes teach in their native language as well. This will lead to a better understanding of different cultures developed from the improvement of communication skills and innovation through the fusion and composition of different cultures. • A variety of communication styles will be set up such as, 1 person vs. a group, a small group vs. a small group, or one on one communication, to improve communication skills.
Pedagogy	<ul style="list-style-type: none"> • Individuals will learn fundamental knowledge and discussion themes through digital contents by using tablets and Wi-Fi to discuss with other students of different countries in the “Classrooms”: In principle a “flipped classroom” approach will be adopted. • In “Dorms” the upper grades will give advice to the lower grades on life and education, using the concept of “tutoring”. The upper grades will back up and care for the lower grades, and at the same time they will maintain a focus on their “future outlook.” In other words, the skill of effectively communicating to individuals directly and to groups will be cultivated in students. • Students will actively organize groups to find and solve challenges and include self-assembly projects.
Resourcing (financing/ expertise)	<ul style="list-style-type: none"> • Countries investing in UNESCO or OECD with an investment rate of over 10% will provide funding for students of that country from the nations’ ODA budget. Countries that do not meet this percentage will be supported by the ODA budget of Japan, according to their relative economic need. • Investments from corporations will be sought, and as the students come up with solutions to problems relating to “peace,” operating funds will be allocated accordingly. • Donations from partner companies
Reference	<ul style="list-style-type: none"> • 米国国家情報会議「グローバル・トレンド 2030：未来の姿（2012年12月版）」(Global Trends 2030: Alternative Worlds) • Trends Shaping Education 2013 • 「子どもたちの100の言葉—レッキョ・エミリアの幼児教育」 • 参考文献: コスタリカ共和国 平和教育の現場から www.ijcl.jp/now/ronbun/backnumber/20060130.html • 『21世紀学校現場に求められる新しい平和教育』 www.rikkyo.ne.jp/~z3000268/journalsd/no5/no5_thesis09.pdf