

“My School” in 2030	
Global Entrepreneur Academy Tohoku	
Mission Statement	One pillar of the school will be to make students think about problems that Japan is experiencing, such as environmental problems, decreasing birth rate and aging population, as their own problems and not just objects of study. By making the students think of these issues as business opportunities they will gain valuable entrepreneurial experience, and be able to face these problems seriously in the future. Having the students actively involved in the society (regional community, experts) the school expects students to become innovators that will become leaders for the country's growth. Moreover, by having students imagine their future self they can develop skills that can be actively applied to their knowledge and develop a desire to challenge beyond their comfort level.
Of the various challenges the world will face in 2030, my school will address...	<p>1. The decline of students' motivation in learning(the increase in the variety and number of choices)</p> <p>The current lecture class format that is used in junior and senior high school was designed for the model of education after the industrial revolution, however students do not learn how to apply the knowledge to current society and therefore they do not feel directly how it will benefit. In addition, students now have a wide range of media input sources available to them and this may accelerate the decline in motivation within a traditional learning environment. Education is expected to fulfill the needs of students and society.</p> <p>2. Reality estrangement between society and students</p> <p>Because students study in a relatively controlled environment, it is difficult for them to directly recognize social problems. The level of awareness of environmental and economic problems that the world is currently facing is swayed by the degree of interest held by individual students, and also by the level of importance given by teachers. In many cases, students are not conscious of global issues until they are involved in the society.</p> <p>3. Society's rapid change and expansion</p> <p>Due to technological advancements, lifestyles are rapidly diversifying and the geographical intercourse of humans, money, and information intensifies. If conservative education continues, students will not be equipped with the skills required by society, causing an expansion in the disconnect between school and society. To foster an entrepreneurial approach and mindset, it is important that students are given opportunities and encouraged to take risks, cooperate in teams, and find creative ways of problem-solving.</p>
To address these challenges in 2030, my school will aim to develop these competences....	<p>1. The ability and confidence to imagine yourself as a valuable and innovative force in a society 10 years from now. To bring innovation, students must be able to anticipate future trends then work back to create a road map from their current situation.</p> <p>2. Skills to accomplish plans and projects and the consideration of OECD Key Competencies. For example, students must clearly express their needs and seek advice from experts of different fields. In addition, teamwork (the ability to mediate relationships and effectively collaborate), the ability to research, and also to give presentations that can win over an audience.</p> <p>3. A key competence for students in 2030 will be "resilience", gained by experiencing difficult challenges unfamiliar situations, and a degree of failure. Students must acquire the skill of identifying fundamental goals and themes, finding solutions, predicting the future by looking at things objectively using data, taking a step forward with a risk, and at the same time, controlling oneself (having the courage to purposely stop oneself).</p>

To effectively run this school... この学校を具現化（効果的に運営）するための	
School system	<p>The school will be from kindergarten to university and by removing the entrance exams it will become easier to build a future goal. The concept of the OECD Tohoku School, diversity, is attractive. By not making grade level, age, gender, birthplace, or nationality a border, we can allow students to participate in classes and promote enterprises. The school will have teachers that have rich life experience such as elderly like people who have retired. Curriculums will be created within grade levels and established among both teachers and students. In addition, changes can be made to the curriculums during the school year. At the end of each school year, reports and tests will be held and passing students will be allowed to advance to the next level or a different category. When students have covered and passed all of the levels and categories, they will graduate. Yet, besides from enterprises that make profit a goal, students can also engage in nonprofit fields as well. Examples include environmental, peace, and human rights issues. When doing so, students will need to establish their own tasks and put their efforts and outcomes into a report, and aim to pass.</p>
Classroom	<p>Students (Children) and the teachers (adults) are considered to be equal. In addition to the minimum general educational subjects, elective subjects are provided. For the elective subjects, students themselves choose their classes considering their future. Students who are not exactly sure about their future plans, will have to choose electives initially, however, the classes can be changed afterwards if needed. For the teachers, it is necessary for them to keep the students on track of thinking “why this subject is necessary” and “how this subject will be effective in their future.” Each year, the school assigns few tasks and gives the students opportunities to focus on thinking about the solution to the problem.</p>
Pedagogy	<p>In the general educational classes and the elective classes, their style of teaching is “students who have extra knowledge about the subject teach other students” rather than “teachers teach students.” Teachers give support only when the students with extra knowledge get stuck and require help. Also, the system of dividing by age is eliminated and students are divided into groups, which work as entrepreneurs. Within the process of administrating the group, students and teachers are put in charge of deficit and if they were able to get surplus, it will become the group’s profit. Commencing extended and new projects is highly preferred. As to solve the tasks which are given by the school, students grasp, detect, and cooperate with what they think is important (such as how the group is formed and the way of choosing the leader). Teachers help students by supporting and leading them to the success in “solving of problems” and “the success of the entrepreneur project.”</p>
Resourcing (financing/ expertise)	<p>“Global-entrepreneur-academy Tohoku” is a public school administered by the prefecture or the country. Just like OECD Tohoku School, it welcomes the supporters which agree with the idea of students- entrepreneur. For the students-entrepreneur, it is prerequisite for the students to receive direct financing from financial institutions such as bank. Other processes for education such as tuition fee, will not change.</p>
Reference	<ul style="list-style-type: none"> ・ <i>My school, Our future, Schooling for 2030</i> ・ Carl Benedikt Frey and Michael A. Osborne (2013), <i>The Future of Employment: How Susceptible Are Jobs to Computerisation?</i> Oxford Martin School