



## JAPANESE PE PERSPECTIVE



Convention Center: 210AB

25th March, 2013 8:45-10:00

Presenter:

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### Current PE in Compulsory Education



#### Presentation Outline

- 1) Education System in Japan
- 2) Current PE in Japan
- 3) Future PE in Japan



#### EDUCATION

Doctor of Philosophy in Education from "The United Graduate School of Education, Tokyo Gakugei University", Tokyo 2007

#### PROFESSIONAL

Sep 2009 – Present: Associate Professor  
Tokyo Gakugei University, Japan  
Apr 2007 – Sep 2009: Associate Professor  
Saitama University, Japan  
(Apr 2008 – Sep 2008 Visiting Scholar: State University of New York at Cortland, USA)  
Apr 2004 – Mar 2007: Assistant Professor  
Saitama University, Japan  
Apr 1995 – Mar 2004 Schoolteacher  
Public elementary school (Saitama Pref.)

#### Award

Educational cultural award at Tokyo Gakugei University (2003) Encouraging award



#### Published book



- Ballgames classes which all students feel enjoying the game play, Kyoiku Shuppan, 2010
- Making PE classes based on the complex learning theory, Daigaku-Kyoiku Shuppan, 2008
- New Idea of "Learning Assessment" in order to be a good Physical Education, Daigaku-Kyoiku Shuppan, 2008 **Other 6 books**

#### Research Papers

- Development of the assessment instrument focusing on "Contribution" of students in game play –Game Contribution Assessment Instrument-, Taikuka-Kyoiku, 58(5), Taishukan Shoten, 2010
- Study of the process of how students generate meanings of physical behaviours –Using a test group of second grade elementary students, Topics of Social and Behavioral Science in sport, 6th German-Japanese Symposium of Sport Science, SPORTVERLAG Strauss, 2007, 67-75
- Study about a function of "communication as learning evaluation" in physical education -Through a qualitative study in elementary school physical education-, Journal of Saitama University (Faculty of Education), 55(1), 2006, 7-21
- Communication as learning evaluation in physical education, Journal of the pedagogy of physical education, 19(2), 2003, 1-12 **Other 46 papers**



		
Total Population	316,668,576	128,056,026
Population Density Rank (out of 194 countries)	3	36
Total Area in Square Kilometers	9,826,675 sq. km.	377,944 sq. km.
Area Rank (out of 194 countries)	3	61
Population Density	32 per sq. km.	337 per sq. km.
Population Density Rank (out of 194 countries)	3	36
Primary Language	English	Japanese

		
Capital City	Washington D.C.	Tokyo
Drinking Age	21	20
Drives on	the right side of	the left side of
Life Expectancy	78 years old	82 years old
Life Expectancy Rank (out of 194 countries)	38	1
Obesity - adult prevalence rate (%)	30.6	3.2
Obesity - adult prevalence rate (out of 28 countries)	1	28

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# Tokyo Gakugei University

## Japanese School System



## Principles Guide Japan's Educational System



The Japanese Constitution sets forth the basic national educational policy, as follows: "All people shall have the right to receive an equal education corresponding to their ability, as provided by law. The people shall be obligated to have all boys and girls under their protection receive ordinary education as provided for by law. Such compulsory education shall be free."(Article 26)

The Basic Act on Education, which was promulgated and put into effect in March 1947, sets forth in more detail the aims and principles of education in accordance with the spirit of the Constitution. In it are established as specific national principles of education : equal opportunity, compulsory education, co-education, school education, social education, prohibition of partisan political education, prohibition of religious education for a specific religion in the national and local public schools and prohibition of improper control of education.

Nevertheless, the circumstances surrounding education have changed greatly in respects such as the progress of science and technology, advanced information technology, internationalization, the ageing society with falling birthrate, and family lifestyles. At the same time, the environment surrounding children has changed significantly, and a variety of issues have come to light.

In light of such circumstances, the existing Basic Act on Education was completely revised and the revised law established in December 15, 2006. The revisions to the law clearly set out principles for education considered to be extremely important today while at the same time inheriting the universal principles set out in the previous law. Such principles include placing value on public-spiritedness and other forms of the "normative consciousness" that the Japanese people possess, as well as respecting the traditions and culture that have fostered said consciousness.

In addition, the Basic Act on Education prescribed that the "Basic Plan for the Promotion of Education" be formulated to lay down the basic policies and measures to be taken to promote education. The first comprehensive plan by the Government about education was formulated on July 1st, 2008.

The modern school system of Japan began from the promulgation of the school system in 1872.

The basic act on Education and the School Education Law were enacted in 1947 and the 6-3-3-4-year system of school education was established aiming at realizing the principle of equal opportunity for education.

Upper secondary schools were first established in 1948, offering full-time and part-time courses, and in 1961 correspondence courses were added to the system.

The new system for universities began in 1949. The junior college system was established on a provisional basis in 1950 and on a permanent basis in 1964, following an amendment to the School Education Law.

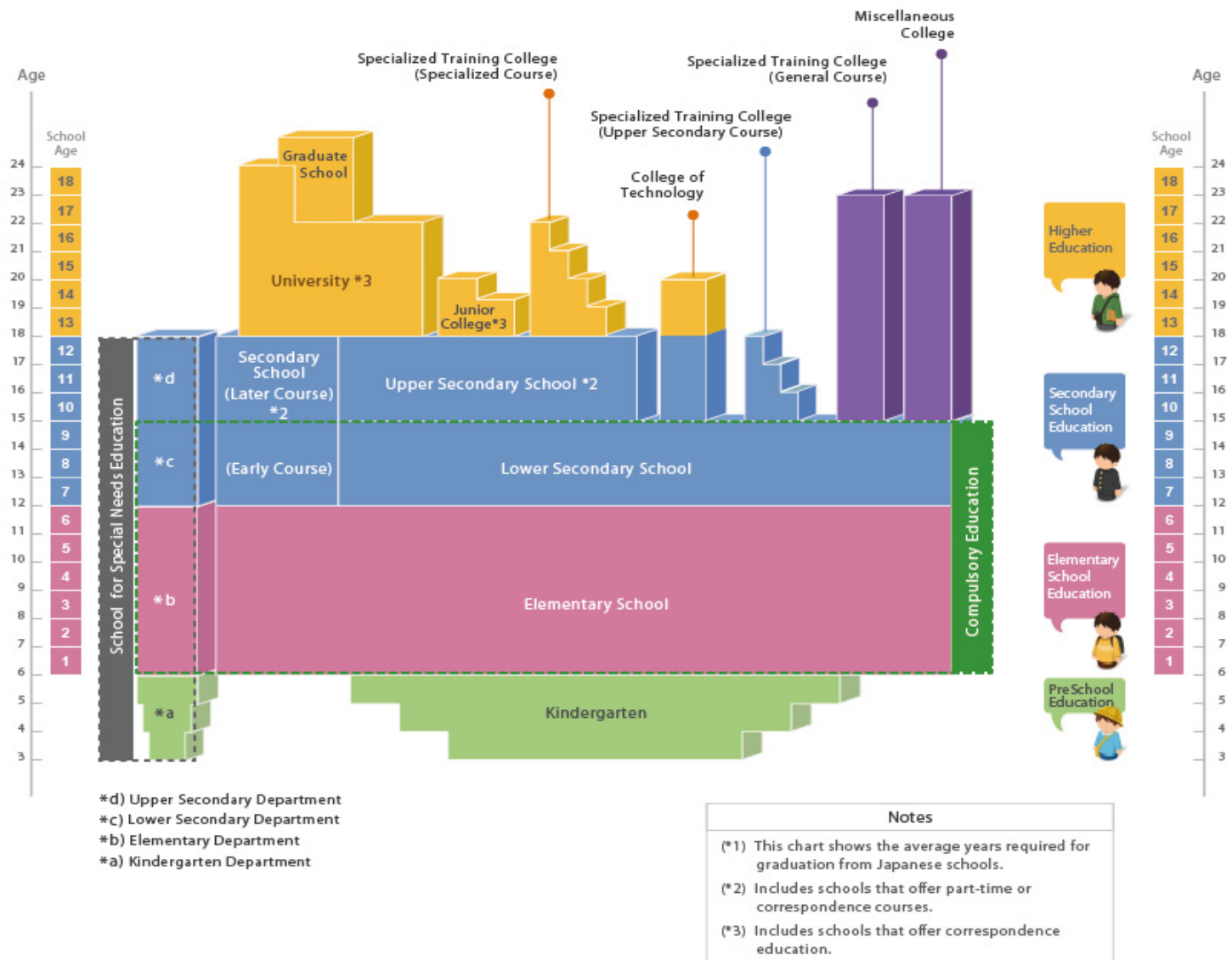
Colleges of technology were initiated as an educational institution in 1962 to provide lower secondary school graduates with a five-year consistent education (five-and-a-half years in the case of mercantile marine studies).

At first, special schools were established separately by types of disabilities, such as Schools for the Blind, for the Deaf, for the Intellectually Disabled, the Physically Disabled and the Health Impaired. Recently, in order to cope with children with multiple disabilities, the School Education Law was partially amended and the former school system was turned into "Schools for Special Needs Education" system that can accept several types of disabilities, which was enacted in FY2007.

In addition, there are kindergartens for pre-school children, and specialized training colleges and other miscellaneous vocational schools, which are offering technical courses or those for various practical purposes.

Also, pursuant to the amendments to the School Education Law and other legislation in June 1998, the six-year secondary school can be established to enable consistent education covering teachings at both lower and upper secondary schools from FY1999.





## 1. Kindergartens (Yochien)

Kindergartens cater for children aged 3, 4 and 5, and provide them with one- to three-year courses.

## 2. Elementary Schools (Shogakko)

All the children who have attained the age of 6 are required to attend elementary school for six years. Elementary schools aim at giving children between the ages of 6 and 12 primary general education suited to the stage of their mental and physical development.

## 3. Lower Secondary Schools (Chugakko)

All the children who have completed elementary school are required to study in lower secondary school for three years until the end of the school year in which they reach the age of 15. Lower secondary schools give children between the ages of 12 and 15 general secondary education suited to the stage of their mental and physical development, on the basis of the education given in elementary school.

## 4. Upper Secondary Schools (Koto-gakko)

Those who have completed nine-year compulsory education in elementary and lower secondary school may go on to upper secondary school. Students must normally take entrance examinations to enter upper secondary school.

## 5. Secondary Schools (Chuto-kyoiku-gakko)

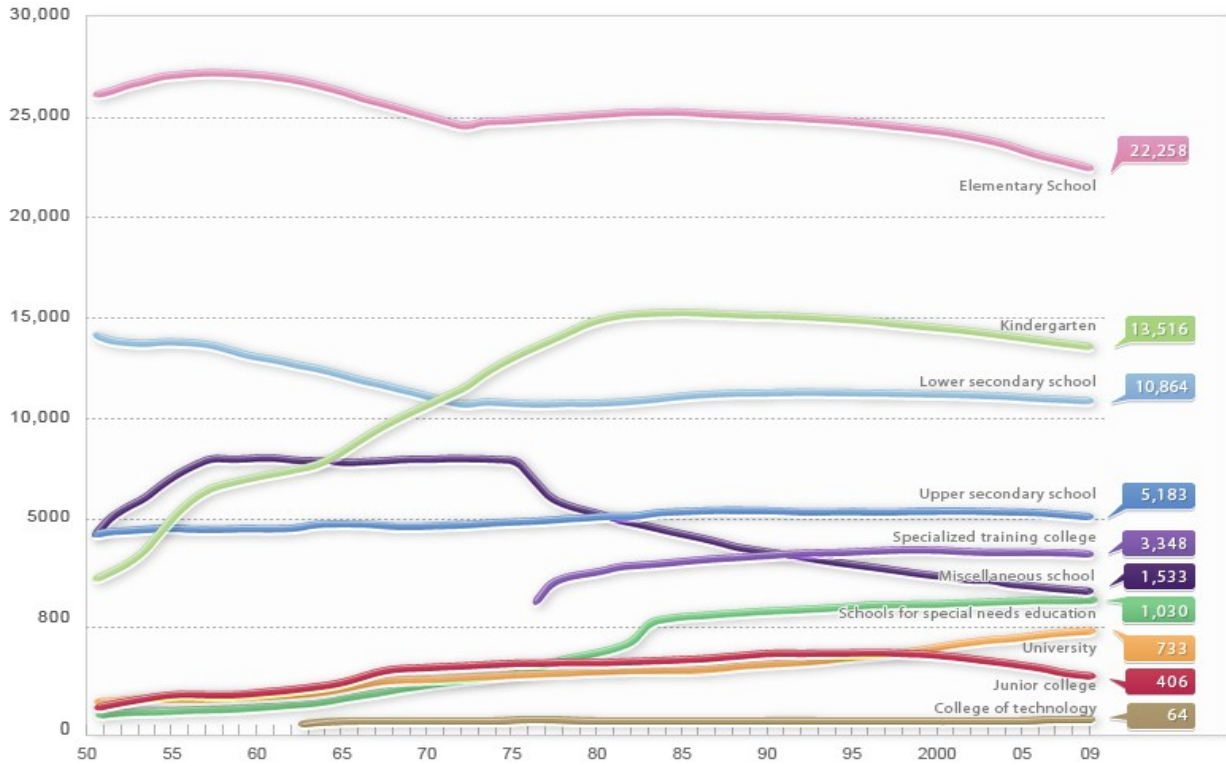
In April 1999, a new type of six-year secondary education school, called "Secondary School" was introduced into our school system. Secondary schools combine lower and upper secondary school education in order to provide lower secondary education and upper secondary general and specialized education through 6 years. The lower division in the first three years provides lower secondary school education and the upper division in the latter three years gives upper secondary school education.

## 6. Schools for Special Needs Education etc. (Tokubetsu-Shien-gakko)

Special Needs Educations are schools for children with comparatively severe disabilities and aim at giving education suited to their individual educational needs. Those schools comprise four levels of departments, namely, kindergarten, elementary, lower secondary and upper secondary departments.

# Number of schools

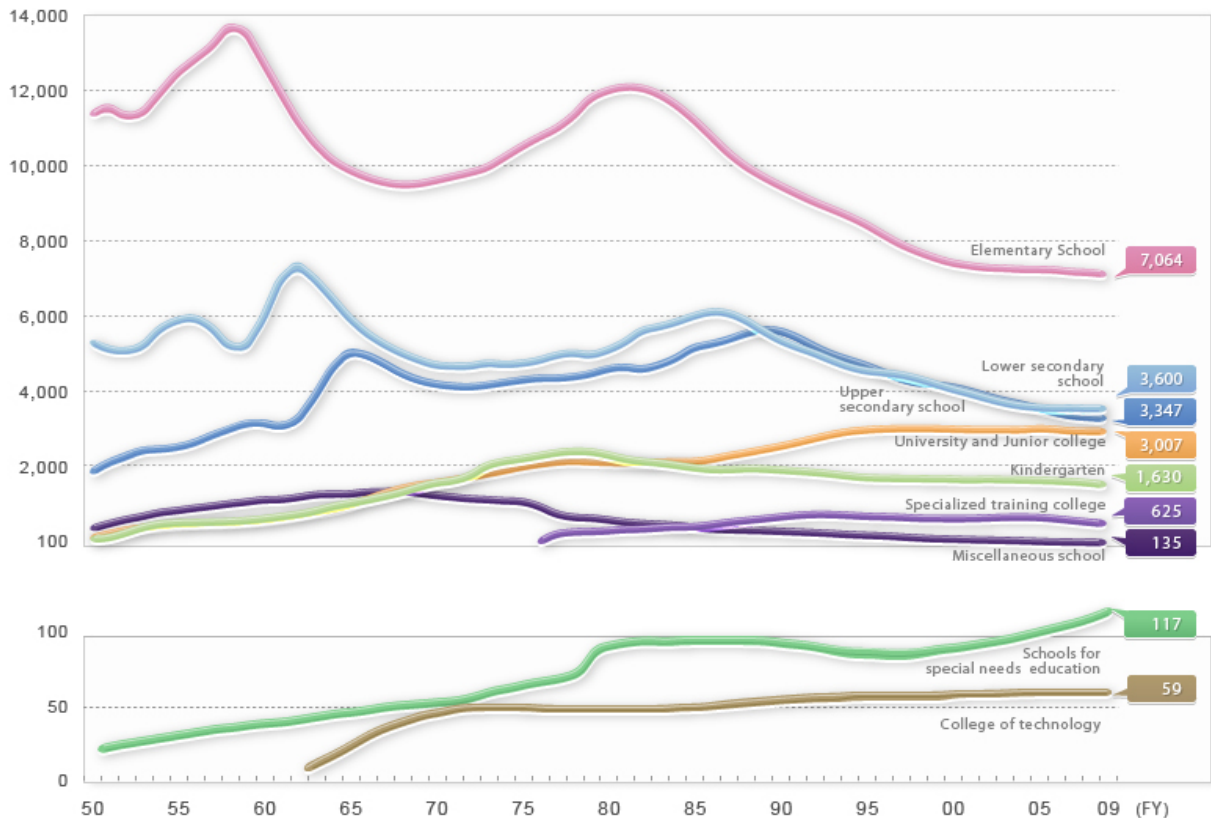
(unit:school)



(FY)

# Number of students

(unit:thousand persons)



# Contents

## [Grade 1 and Grade 2]

- A. Physical Fitness
- B. Play with apparatus and equipment
- C. Play with Running and Jumping
- D. Playing in water
- E. Games
- F. Expression and Rhythm Play

## [Grade 3 and Grade 4]

- A. Physical Fitness
- B. Apparatus Gymnastics
- C. Running and Jumping
- D. Floating and Swimming
- E. Games
- F. Expressive Activity
- G. Health

## [Grade 5 and Grade 6]

- A. Physical Fitness
- B. Apparatus Gymnastics
- C. Track and Field
- D. Swimming
- E. Ball Games
- F. Expressive Activity
- G. Health

## [Grade 7, Grade 8 and Grade 9]

- (Physical Education)
- A. Physical Fitness
- B. Apparatus Gymnastics
- C. Track and Field
- D. Swimming
- E. Ball Games
- F. Budo (Martial Arts)
- G. Dance
- H. Theory of Sport and Physical Education
- (Health Education)



## Handling the Content in 2008 Course of Study in Elementary School (Extract)

### [Grade 1 and Grade 2]

- (1) With regard to "A: Physical Fitness" of the Content, it should be taught over a period of two grades.
- (2) With regard to item (1)-b in "F. Expression and Rhythm Plays" of the Content, it can be taught including simple folk dance.
- (3) In accordance with the circumstances of the school and its local community, some activities may be added, including traditional play involving songs and movements and outdoor activities.
- (4) With regard to each of the Content in the different areas, pupils should be taught that movement and health are closely related.

### [Grade 3 and Grade 4]

- (1) With regard to in "A: Physical Fitness" of the Content, it should be taught over a period of two grades.
- (2) With regard to item (1) in "F: Expressive Activity" of the Content, folk dance may be added to the program in accordance with the circumstances of the school and its local community.
- (3) With regard to in "G: Health" of the Content, item (1) should be taught in Grade 3 and item (2) in Grade 4.
- (4) With regard to item (1) in "G: Health" of the Content, it should be touched upon that various activities, such as health checkups and school lunch programs, are undertaken at schools.
- (5) With regard to item (2) in "G: Health" of the Content, it should be touched upon that it is necessary for pupils to be aware of the differences in the growth and development of children and to positively accept such differences.

### [Grade 5 and Grade 6]

- (1) With regard to in "A: Physical Fitness" of the Content, it should be taught over a period of two grades. Also, with respect to item (1)-b in "A: Physical Fitness" of the Content, instructions should emphasize improving flexibility and coordination.
- (2) With regard to item (1) in "D: Swimming" of the Content, an in-water start should be taught. Also, the backstroke may be added to program in accordance with the conditions of the school.
- (3) With respect to item (1) in "E: Ball Games" of the Content, basketball and soccer will be chosen for (1)-a, soft-volleyball for (1)-b, and softball for (1)-c. However, teachers can replace them with handball or other ball games in accordance with their respective type. Moreover, (1)-c can be omitted in accordance with the conditions of the school.
- (4) With regard to item (1) in "F: Expressive Activity" of the Content, rhythmic dance may be added to program in accordance with the circumstances of the school and its local community.
- (6) With regard to "G: Health" of the Content, items (1) and (2) should be taught in Grade 5 and (3) should be taught in Grade 6.
- (7) With regard to item (1)-a in "A: Physical Fitness," and item (1)-c in "G: Health" of the Content need to be taught in coordination with each other.
- (8) With regard to drugs in item (3)-d in "G: Health" of the Content, emphasis should be placed on the effects of organic solvents on the body and mind. Also, it is necessary to touch upon stimulants and other related drugs.

## Handling the Content in 2008 Course of Study in Elementary School (Extract)



### 1. In designing the syllabus, consideration should be given to the following:

- (1) It is necessary to consider the circumstances of the school and its local community, to give instruction appropriate for the pupils' experience of movement and sport and skill level, and to help pupils take the initiative to solve problems in activities.
- (2) Care should be taken so as not to devote excessive school hours to the teaching of any portion of the Content.
- (3) About 8 school hours should be allocated to "G: Health" of 2. Content, during the two years of Grade 3 and Grade 4, and about 16 school hours should be allocated to "G: Health" of 2. Content, during the two years of Grade 5 and Grade 6.
- (4) With respect to S "G: Health" of 2. Content, for Grade 3 and Grade 4, and "G: Health" of 2. Content, for Grade 5 and Grade 6 (hereinafter referred to as "Health"), classes should be offered in a cluster of hours at an appropriate time, so as to increase the effectiveness of teaching.
- (5) Based on the objectives of moral education listed in Subsections I-2 of Chapter 1 "General Provisions" and in Subsection I of Chapter 3 "Moral Education", instructions concerning the content listed in Subsection II of Chapter 3 "Moral Education" should be given appropriately. The instructions should be in accordance with the characteristics of physical education and should be related to the period for moral education.

### 2. In the handling of the content listed in Subsection II, consideration should be given to the following:

- (1) With regard to item (1)-a in "A: Physical Fitness," it is necessary to give instruction in each area of each grades to make use of the intents of this item.
- (2) Teaching of "D: Playing in Water," "D: Floating and Swimming" and "D: Swimming" may be omitted if it is difficult to provide appropriate swimming facilities; however, swimming rules must be taught.
- (3) In order to acquire ways of actions, such as gathering together, forming lines and shortening and lengthening the line, and to enable pupils to act as an efficient and safe group, instruction should be given appropriately in each area (excluding "Health") of every grade, including "A: Physical Fitness."
- (4) Snow games, games on ice, skiing, skating and playing on the beach in natural surroundings should be actively taught in accordance with the circumstances of the school and its local community.
- (5) Consideration should be given to instruction on diet, exercise, rest, and sleep among the Content concerning "Health," based on the perspective of dietary education and linked to the development of a healthy lifestyle. At the same time, related instruction should also be given in the teaching of the Content listed under each heading of Grades 3 and higher, excluding "Health," as well as in the teaching of the school lunch programs.
- (6) When teaching "Health," teaching methods should be devised by incorporating learning activities that make pupils use the knowledge they have acquired.

## Innovation in the games curriculum in Japan

The current physical education curriculum in Japan aims at guiding students toward achieving the ideal of lifelong participation in sport and leading an active lifestyle. In games teaching it is thus important to make learning enjoyable and meaningful as Light suggests a Positive Pedagogy approach promotes. The influence of tactical approaches such as TGfU, Game Sense and Play Practice on the games curriculum in Japan has made a significant contribution toward achieving this aim by moving away from the outdated skill drill approach and bringing games learning to life for Japanese students. The teaching strategies for games teaching in Japan are changing to learner centered and game centered approaches that ask students to think, to interact and to intellectualize learning in games. Students learning experience in this approach can make games fun and educationally valuable. The games curriculum in Japan is now at a turning point in the move from military drilling of de-contextualized technique (or just rolling out the ball and not teaching (see for example, Graham 2008). The new curriculum and its focus on inquiry and student-centred learning can produce learning that is fun and promote a fascination with games for young people by giving the game(s) back to children (Light 2004) and allowing them to enjoy and learn through structured play, reflection and social interaction.

This is all good news but it is also a huge challenge for Japanese teachers to move from a teacher-centred, technical approach to a student-centred, inquiry-based approach. As research shows elsewhere, this is quite a difficult challenge across a range of different cultural settings (see for example, Butler 1996; Li & Cruz 2008; Roberts 2011; Rossi et al., 2007). The new games curriculum is exciting and offers great possibilities for the quality of student learning in physical education but this is only the start. The real turning point will be when teachers across the country can implement this change. It is the creation of the curriculum which is the starting point for changing the game but there can be no actualization of this curriculum without the teacher's understanding the idea of this curriculum, believing in it and being able to develop it through reflective practice. From now on, the spread of this curriculum policy and development of the strategy accompanying it are important.

This is a good opportunity for the transformation of physical education teaching in Japan but it is also a big challenge to implement it. This means that an ongoing commitment from the Ministry of Education, Culture, Sports, Science and Technology will be required to ensure that this significant curriculum change is realized in practice and in the learning experiences of Japanese students through effective professional development programs.

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