JAPAN FELLOWSHIP
AUSTRALASIAN PRINCIPALS’ ADVOCACY TRIP
February 2017

PURPOSE:
There was no clearly defined purpose for the fellowship. However, the purposes appeared to be –
- To maintain Japanese as the most taught second language in Australian schools. 20% of Australian students learn Japanese.
- To address the declining numbers of NZ students learning Japanese.
- To counter the uptake in the number of schools offering, and students learning Mandarin.

SPONSORSHIP:
- The fellowship is funded by The Japan Foundation.
- It covered flights (NZ to Australia, Australia to Japan), Shinkansen / Bullet Train, accommodation, meals, and tourist experiences.
- It has committed to $AU5 million over 5 years – the first being 2016 for Australian Principals only.

2017 PARTICIPANTS:
- 2 candidates from each Australian state / territory; 2 from the Catholic Sector; 2 from Independent Schools, 2 from NZ.
- 13 women / 7 men
- 7 Secondary / 9 Primary / 4 Ministry officials
- New Zealanders –
  - Toby Stokes, Crofton Downs Primary School, Wellington.
  - Peter Ayson, Meadowbank School, Auckland
  - Both schools are Lead Schools of ALLiS Clusters
- All schools except Meadowbank currently teach Japanese as part of their regular programme.
- The selection process differed for NZ and Australia –
  - Australia: Participants nominated by a third party, often school’s Japanese teacher.
  - New Zealand: Principals applied, were shortlisted and interviewed.
THE PROGRAMME:

Sydney:
- Initial meeting, introductions, briefing for the fellowship.

Tokyo:
- Tokyo Sky Tree
- TEPIA – Advanced Technology Gallery

Reasonably accurately (within 5 years) recognised the age of those who stood in front of the screen
- Japan Foundation Meeting
- Presentation from Japan Ministry Education, Culture, Sports, Science and Technology
- Visit Koishikawa High School
  - See section later.
- Visit Australian Embassy

Shinkansen / Bullet Train to Kyoto

A few more lines than the Auckland rail network.

Kyoto:

- Ryokan. Traditional Japanese accommodation, traditional meals, bath-house

- Kinkaku-ji. Temple of the Golden Pavilion

- Kyocera. Fine ceramics industry
  Philosophy: Being a Pioneer
  - Our history is a story of doing what no-one had dared to do, and opening roads where no-one had ventured before. Developing a new field is as difficult as sailing the open sea without a chart or compass. There is nobody to depend upon but ourselves.
  - Pioneering a new field is a horrendous task, but the joy of completing the challenge is indescribable. It is by cultivating unexplored territories that we can develop wonderful businesses.
  - No matter how large our company may become we must remain visionary and passionate pioneers.
  Philosophy: possess a challenging Spirit
  - People tend to shy away from change. We are more comfortable with the status quo. By not challenging new or difficult thing and being satisfied with the present means that we are already regressing.
  - Challenging implies establishing a lofty goal, rejecting the status quo, and constantly innovating. While the word challenging sounds uplifting, it must be backed by courage and perseverance to stand up to any difficulty, regardless of the effort required.
  - Challenging ourselves unceasingly to create products nobody else thought possible is what made Kyocera into a youthful and energetic company.

- Higashiyama Izumi School (combined elementary and lower secondary school)
  - See section later.
• Nijo-Jo. Shogun’s wooden castle

• Kiyomizu-dera. Buddhist Temple and shopping precinct.
• Wagashi (Japanese sweets) Class

• Tofu Restaurant

Tokyo:
• Japan Foundation Farewell Luncheon
• Formal debrief of experience and possible futures
• Asakusa District: Senso-ji Buddhist Temple and adjacent market
### JAPANESE EDUCATION SYSTEM:

<table>
<thead>
<tr>
<th>System</th>
<th>Age Level</th>
<th>School Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>3-5 years</td>
<td></td>
</tr>
<tr>
<td>Elementary School</td>
<td>6-11 years</td>
<td>Years 1-6</td>
</tr>
<tr>
<td>Lower Secondary</td>
<td>12-14 years</td>
<td>Years 7-9</td>
</tr>
<tr>
<td>Upper Secondary</td>
<td>15-18 years</td>
<td>Years 10-12</td>
</tr>
</tbody>
</table>

#### Some Features:
- Local Municipal Governments establish and run Elementary and lower Secondary Schools.
- Local Prefectures or National Government establish and run Senior High Schools.
- Teachers paid marginally higher than most public servants. 2/3 pay is from the Local Prefecture with 1/3 from the National Government.
- Teacher Unions took the government to court over excessive hours that teachers were being expected to work. The unions lost, but the government since has been addressing excessive expectations / practices.
- On-going teacher registration requires university papers
- Courses of study are revised every 10 years.
- Textbooks seem to play an important role in Japanese education. The text books are the students property and they can write in them and take home as they wish.
- The National Government sets a national Curriculum Syllabus / Standards
- Boards of Education (Prefecture / Metropolitan) set regulations for management of school (holidays, admin duties procedures for defining curriculum)
- Principals, in accordance with National Curriculum Syllabus / Standards, ensure that the school executes the curriculum and responds to the needs of students, community and school, as well as adding their own originality and ingenuity.
- Science, Social Studies and integrated learning are not part of the national Curriculum until Y3 (our Y4). Foreign language / English starts for most schools at Y5 (our Y6).
- There is an area called Morality in the Japanese Curriculum.

#### KOISHIKAWA HIGH SCHOOL
- Combined Y7-12 High School.
- Government school not Municipality one.
- Special selection process for enrolment – 1 in 6 applicants selected. There are no mid-course enrolments
- Most students don’t live locally – some travel for up to an hour on buses / trains.
- 160 students at each Year level – 4 classes of 40 students.
- Motto: Determination, Exploration, Creation
- Japanese Global 10 School (one of 10 Y7-12 High Schools in Tokyo)
  - The aim is to develop global minded students
  - All students learn English
  - All Y9 students have a two week experience in Adelaide. Spread over 8 schools (20 billeted in each).
  - Also links with schools in Singapore, Sri Lanka and Nepal
- Tokyo Super Science High School. STEM school.
- Surprisingly little evidence of classroom use of ICT by students or teachers.
- 1 x sand soccer field, 8 lane pool on roof. 2 x gymnasiums. PE/Sport gender separation.
- Cross Grade activities for socialisation, leadership development, concerts and sport.
- School Issues: Bullying, Absenteeism, Suicide, Poverty

#### English Lesson Observed: (Y9 Group)
- The Japanese English Teacher was supported by a British JETS Teacher.
- Follow-up from trip to Australia.
- All students were required to look for something different in the everyday lives of Australians and Japanese. They were then required to develop a hypothesis as to why things were different, and then investigate and test the hypothesis.
- On return to Japan students were to prepare a powerpoint presentation in English to their class.
• This was followed by a debate as to which culture had it right.
• Presentations observed included –
  - Why don’t Australians Ride Bikes?
  - Why are there so many Round-a-bouts in Australia?
  - Why is DIY important to Australians?

HIGASHIYAMA IZUMI SCHOOL (Kyoto)
• A new school formed in 2014 from 3 schools (2 elementary, 1 lower secondary).
• Spread over 2 sites (elementary, lower secondary)
• Modern, well lit, ventilated, spacious facilities.
• Solar panels fitted into the architecture of the exterior walls.
• Many well equipped special rooms – music, computer suite, art room, science rooms, student council room, amphitheatre, kitchen / home economics room etc
• Wide corridors with large windows connecting to classroom
• Approximately 35 students per class at all levels
• Sister school in Singapore
• All students learning English
• 30 minutes after lunch is cleaning time. No employed cleaners. The children are the cleaners. They vacuum, sweep, clean down table tops, benches, window sills, mirrors, windows, sinks and toilets. There are children with vacuum cleaners, brooms, brushes and shovels, cleaning rags, spray and wipe, disinfectant everywhere. The whole environment was spotless.
English Lesson Observed: (Y4 Level)

- An American (JETS) Teacher supported the Japanese English Teacher.
- Clear learning intentions and success criteria in English evident for all to see. These were referred to several times during the lesson. For conversations teaching children to –
  - Make eye contact,
  - Use gestures
  - Smile
  - Speak with a clear voice
  - React appropriately to the others comments (Good, Really, Wow, Why, Me too, Sorry)
- Market environment set-up in classroom. Two children manned each stall which was selling 3 types of items (eg vegetables, tourist souvenirs, kitchen ware, stationery etc). These were represented by picture cards.
- The remaining children had 600 yen in toy money to visit at least 3 stalls and to carry out conversations whilst purchasing at least 1 item from each stall visited.
- The children were expected to make eye contact, use gestures, smile appropriately, use a clear voice and to react to comments.
- Following this practise, two groups demonstrated to the class. And then the class offered reflective comment in relation to the learning intentions / success criteria.
- This process was carried out two more times ensuring all children had a chance to be the buyer.
- The lesson ended with all children completing a self-review of their learning against LI and SC.
JAPAN FOUNDATION SUPPORT

Provides Japanese Language Education Abroad

- **Promotes Japanese Foundation Standard**
  Framework with 6 levels defining Japanese language proficiency.

- **Offers Japanese Foundation Language Course**
  Not available in NZ.

- **Provides On-Line Tools**
  - Minato [https://minato-jf.jp](https://minato-jf.jp)
  - Intro to Japanese. Hirogaru [https://hirgaru-nihongo.jp](https://hirgaru-nihongo.jp)

- **Offers the Japanese Language Proficiency Test**
  Available in Auckland. 310 NZers sat the test in 2015

Promote Japanese Language According to Situation in Country / Region

- **Dispatches Japanese Language Specialists**
  134 Specialists (including 33 Senior Specialists in 41 countries. One in Senior specialist in NZ

- **Supports Japanese Language Education**
  Grants to support Japanese Language Activities such as –
  - Speech / debate contests
  - Staff expansion
  - To purchase teaching materials
  - Conferences
  - Publications
  - Other original projects
  [http://www.jpf.go.jp/e/program/faq JN-FK.html](http://www.jpf.go.jp/e/program/faq JN-FK.html)

- **Trains Overseas Teachers and Learners**
  - In 2015 451 teacher participated training programmes varying in length from 2 weeks to one year.
  - In NZ these are run via Canterbury and Massey Universities.
  - The Sasakawa Foundation is linked to Massey University
    [http://www.sasakawa.co.nz](http://www.sasakawa.co.nz)

AUCKLAND JAPANESE SUPPLEMENTARY SCHOOL

- It is run by a charitable trust, and is funded by the Japanese government, Japanese Society of Auckland and Nisui-kai (Auckland Japan Economy Association) to supplement school fees.
- The school is situated in a building at One Tree Hill College in Penrose with classrooms and a library.
- They have classes not only on Saturdays but also during the week. The students come to school 1 to 3 days a week, after finishing their local school.
- They teach three courses:
  - ‘A’ is geared for Japanese nationals going back to Japan to continue their education,
  - ‘B’ for local students who have a Japanese parent who would like their children to gain some knowledge of Japanese language and culture, and
  - ‘S’ for students who can come only on Saturdays and whose needs are varied.
- There are about 170 students ranging from pre-school to high school level and 12 teachers including the school principal. They follow the Japanese curriculum using Japanese textbooks provided by Consulate-General of Japan in Auckland.

NICE JAPAN WEBSITE: [www.nicejapan.co.nz](http://www.nicejapan.co.nz)

- Highlights Japan related events and news.
WHY TEACH JAPANESE?

- Japan is NZ’s 4th largest trading partner (both imports and exports).
- The second largest non-English speaking trading partner.
- 50,000 NZ tourists visited Japan in 2015. This was an 18% increase on 2014.
- Hokkaido was identified by Lonely Planet as the top Asian tourist destination for 2016
- 2019 – Japan hosts Rugby World Cup
- 2020 – Tokyo hosts Olympic Games
- Auckland has five Sister City relationships with Japanese cities
  - Fukuoka (1986)
  - Shinagawa (1993)
  - Kakogawa (1992)
  - Tomioka (1983)
  - Utsunomiya (2002)
- Japanese language is phonetic – the pronunciation is predictable. There are no tonal aspects.
- Over 3,000 NZ teachers teach in Japan – many via the Japan Education and Teaching Programme (JETS).
- Teaching resources are readily available.

WHY ESTABLISH SISTER SCHOOL RELATIONSHIPS?

- For the cultural experience
- To experience the food
- It is safe and clean
- The people are hospitable
- It is a Pacific nation
- Electronic links are easy – afternoon school NZ / Morning school Japan.
- You need passport but no visa is required
- No vaccinations required
- They drive on the same side of the road

The Japan Foundation is keen to support schools to gain sister school relationships with schools in Japan.

Hina Dolls. Traditional gift by mothers to daughters
The NZ Government / Ministry of Education encourages schools to offer second language instruction. Outside of ALLiS funding, that encouragement includes very little financial support at primary school level – even for Te Reo, one of the official languages of New Zealand.

Basically high decile schools such as Meadowbank are staffed according to the number of students enrolled at the school. Depending on the numbers of special needs students, schools may get small levels of teacher or teacher aide resourcing. Reading Recovery teachers are only funded at 25% of the actual cost to the school.

In 2007, as part of the NZ – China Free Trade Agreement, China agreed to make available English speaking graduate students to work in NZ schools. They are called Mandarin Learning Assistants (MLA). The purpose is to provide greater understanding of Chinese culture and to introduce Chinese language. China would pay 50% of the cost and the NZ Government the remainder.

Schools would normally have an MLA for a maximum of 3 years. However, schools such as Meadowbank which have an official Confucius Classroom has access to a MLA every year.

In 2015 the Asian Languages in Schools (ALLiS) programme was introduced with the purpose of assisting schools to establish sustainable language programmes for teaching Chinese, Japanese or Korean. After 30 months the funding support dries up and the programme is expected to be sustainable.

In 2009 we surveyed our parent community, asking two questions –
1. “Would you like your child to learn a second language?” 90% answered YES.
2. From a list provided, “Which language do you feel is most important for our countries future and your child’s future?” Mandarin was 1st followed by Te Reo, Japanese, Spanish then French.

In 2011 we employed Amy Ko to start teaching Mandarin. In the first year it was just Year 2-3 students. Annually we grew this one Year Level at a time until all Y2-6 students were learning Mandarin.

We totally fund the teacher, but receive $10,000pa to provide teaching resources and experiences from Han Ban via the Confucius Institute at Auckland University.

In 2015 we commenced formally teaching Te Reo in Junior Classes. From the start of this year we have employed a specialist teacher 0.4FTTE to provide all Y1-3 classes 1 x 30 minute lesson/week.

Basically we are spending $100,000 of community money on teaching children second languages.

Can we afford to introduce Japanese? Basically on two grounds I think not –
- Financially it would be an even greater strain that it is now. And that is without the likely extension of Te Reo beyond its current levels.
- Time wise to introduce a third language would also impact negatively on teaching and learning. Teachers across the country talk about the crowded curriculum. A third language would effectively dilute other learning programmes.

Could we offer Japanese as an option with Chinese? Again I think not. I believe that it is better we do one thing well rather than two things all right. And we do Chinese extremely well – probably better than any other primary school in NZ. I also believe if we dropped Chinese to be an option with Japanese, we would also lose our Confucius Classroom status and resourcing.

Immediate Trip Follow-up:
- Prepare a report for the Meadowbank School Board of Trustees, staff and parent community.
- Include item in fortnightly newsletter
- Have report available on school website.
- Survey Meadowbank School parent community.
- Present reports to Remuera / Epsom ALLiS teachers / Principals
- Present to Principal groups: RPPA, PLGs

Future Considerations
- Recognise / celebrate Japanese special days.
- Expose children to performers from Japan (and other Asian countries) such as the Japanese drummers who visited Meadowbank last year.
- Incorporate Asian cooking into the Garden to Table Programme. Grow some Asian vegetables. Have our Asian parents involved in demonstrating / assisting with cooking Asian recipes.
- Explore introduction of Japanese lunch one day per term along similar protocols as for Pacific Eats. We have Japanese 11 students enrolled at Meadowbank School. Each child invites a non-Japanese friend to the lunch.
- Look to introduce a Japanese Cultural Group using parent volunteers.
- Look to Remuera Intermediate for student presentations (linked to their Japanese cultural links / exchange)
- Also consider Eats and cultural Groups for Chinese and Korean communities.
- Identify students attending the Japanese Supplementary School at One Tree Hill College, and provide moral support.
- For teachers to be aware of and use the www.nicejapan.co.nz website which highlights Japan related news items / events.

Asahi HQ. See the beer glass?

School lunches. Children reading menu before children start to eat.