



Outline of the Education Bureau of the Laboratory Schools

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Keywords: Global, Inclusive

Superintendent of Education Bureau of the Laboratory Schools, Director, Vice-president

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This guidebook is an introduction to the laboratory schools that are affiliated with University of Tsukuba for the 2016 academic year.

The Education Bureau of the Laboratory Schools supervises and coordinates operation of 11 affiliated laboratory schools. Furthermore, the bureau implements practical research, focusing mainly on primary and secondary education, through cooperation with affiliated schools. This guidebook details the state of the bureau, affiliated schools, and related organizations.

At present, the National University Corporation has entered the third stage of Mid-term Objectives and Planning. Beginning this academic year the education bureau will work for the next six years on various plans with the goal of achieving the mid-term objectives in cooperation with affiliated schools. Specifically, there are general plans such as further improvement in human resource development and future organizational reforms, as well as more concrete plans such as “development of curricula for cultivating global abilities,” “development of programs aiming to establish Tsukuba-type inclusive educational systems,” and “promotion of Olympic and Paralympic research and education,” among others.

2016 is the first academic year of this third stage, and during the current year we will focus on (1) development of curricula for cultivating global abilities and (2) development of programs for establishing inclusive educational systems. These programs represent key concepts in the current educational field. It is very significant that the affiliated schools, the laboratory schools at University of Tsukuba, work on such contemporary issues. University of Tsukuba will make every effort to achieve success in these programs. Your cooperation and support would be greatly appreciated.

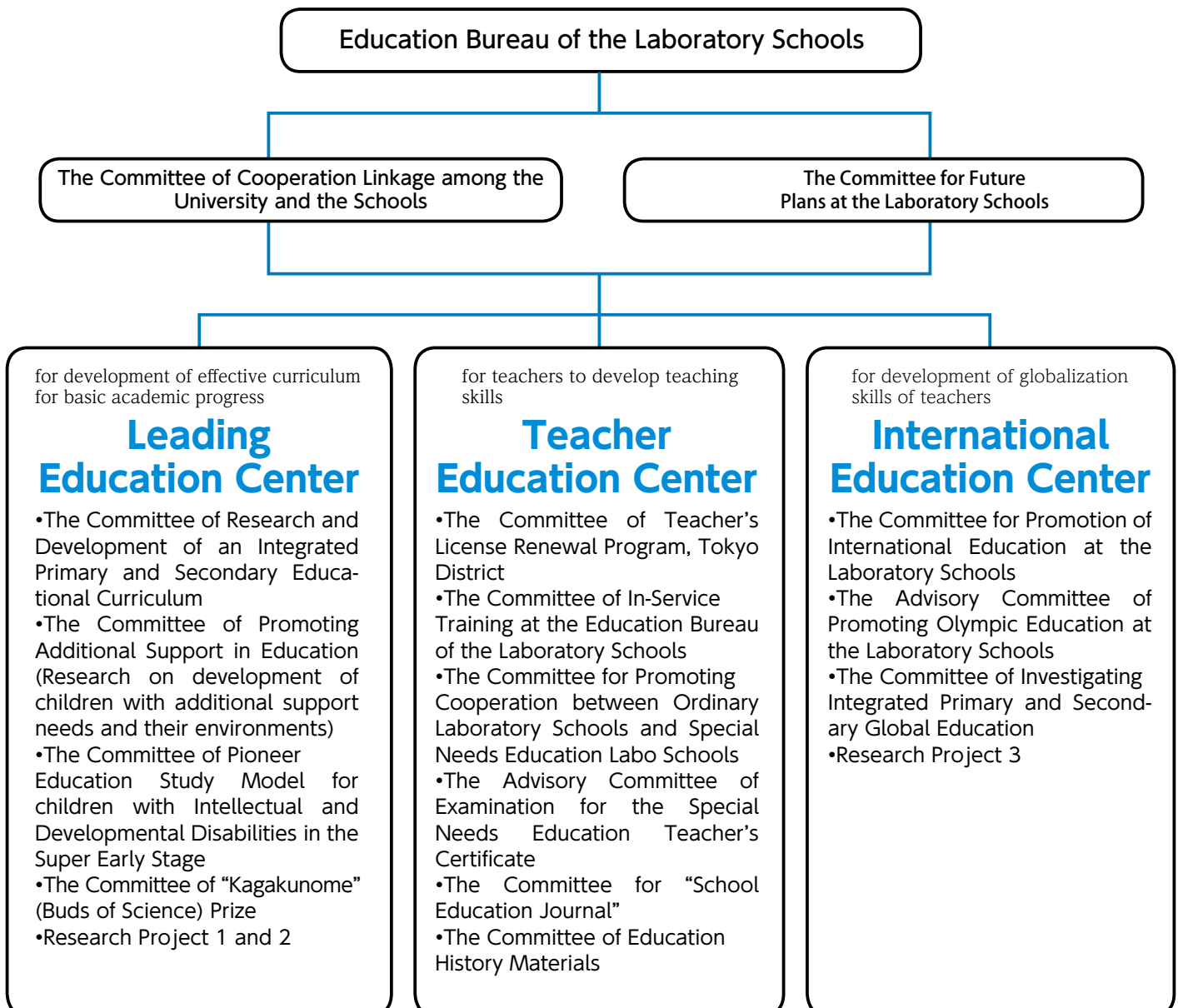
Three centers of future education

Basic policies for future education for the laboratory schools

~Three centers of future education~

The mission of the Laboratory Schools in national universities is to show leading models of student teaching and educational research. Regarding educational research, one of the goals of the University of Tsukuba Laboratory Schools is to establish the bases for primary and secondary education responding to the needs of society, where practice models are shown for acquisition of basic academic skills with international perspectives and for system of life-span learning.

Three bases are as follows: leading education center, teacher education center, and international education center. These three centers are the frames to seek for the goals to promote activities of the Laboratory Schools, and also function as core for future of the Laboratory Schools. (Refer to page 3 to 5.)



1. Leading education center

~Research and development to establish the bases of the education in our country~

①Research and development of an integrated primary and secondary educational curriculum

~Purpose to have 12-year integrated curriculum~

- This research is primarily conducted by the special Yonko-ken, "Four School Research Group," which consists of university facilities, in addition to affiliated elementary, junior high and senior high laboratory schools of the University.
- In addition to open houses at each school, every year there are joint elementary, junior high and high school teaching seminars.
- Field trips are made to internal and external integrated schools.
- Visitation training is conducted to national and overseas schools which take an integrated primary and secondary educational curriculum.

②Research into cooperation linkage of the senior high schools and the University

~To Take Advantages of "Linkage" System of University of Tsukuba~

- In the 2015 academic year, as a part of the "Project for Establishing Inclusive Educational Systems (School Clusters)," a project commissioned by Ministry of Education, Culture, Sports, Science and Technology (MEXT), a special lecture was given by Professor Yoshiyuki Sankai of University of Tsukuba. Furthermore, a symposium was held under the theme of "living together with people from various backgrounds and different cultures."

③Research Project 1

School events for developing independent thinking in children

~Research on the effects of traditional school events on childhood development~

In cooperation with other schools, various school events, including traditional events, are often held at each affiliated school and in each section Implementation, educational guidance, event preparation, and the effects of these events on children's development were examined. Additionally, workshops were held in which events at each school were discussed in terms of the following issues:

- 1.Main school wide events held at each school (overall image)
- 2.Case studies on main events (for example, traditional events and inter-school or inter-departmental events)
- 3."Educational intentions" on a case by case basis (goals, assessments, etc.)
- 4.Introduction of literature related to school events

In the 2015 academic year, educational intentions (goals, assessments, etc.) were discussed in terms of school events. Furthermore, the aims of these events as well as understanding of a school's culture and social climate were confirmed through children's reaction to participation in the events.

④Research project 2

Research for utilizing ICT in school education

~Creating lesson plans that effectively utilize ICT~

- In the 2015 academic year, various Information and Communication Technologies (ICT) were utilized in lessons at each affiliated school as well as at local schools in nationwide. Moreover, we held seminars featuring invited ICT experts; these events emphasized the effective use of ICT equipment in educational settings.
- The effects of ICT usage were examined through comparison of lessons with and without ICT use. Results indicated that in math class, for example, ICT utilization enabled

the children to pay closer attention to correspondence and changes in their work, which allowed the students to give greater reflection in opinions and aided in explanations. ICT use also allowed the students to write more quickly and accelerated the speed of lesson development.

- In the 2015 academic year, a report including numerous practical cases of ICT utilization was written as a summary of past three years' study. This report was distributed to relevant organizations.

⑤Research on the supporting system for children with special needs

~Creating school for all students to enjoy~

- The Center for Counseling and Development Support Services of University of Tsukuba (see page 28) and the Laboratory Schools have supported children who need special attention such as those who are chronically school phobia, have developmental problems, and behavioral issues.
- Since the Committee of Promoting Support in Education launched in 2010, we have held meetings to discuss among the special support education coordinators and school health teachers the status of children requiring support in each Laboratory School.
- The Committee for Promoting Support in Education has adopted an agenda that is suitable for training special support education coordinators in our Laboratory Schools.
- In addition, a school counselor was assigned to each school in 2011, and a specialist team has also been organized to help with their activities.
- In June 2013, teachers were encouraged to attend seminars for training education counselor coordinators at external facilities, and they were also able to supplement their own teacher training.
- In the 2013 academic year, as part of survey and research work contracted by the Japanese Ministry of Education, Culture, Sports, Science and Technology, an attempt was made to utilize ICT for younger and older students in order to understand the difficulties they have in normal grades, and a handbook was created entitled "Handbook for Utilizing ICT for Children with Developmental Disabilities: Normal Grade Edition." It was distributed to education committees, education centers, etc., throughout Japan.
- Special support education coordinators were given explanations of their specific roles and functions. The coordinators were also required to compile lists of children with special needs. Therefore an overall school support system was established.

⑥"Kagakunome (Buds of Science)" Prize

~Contest for helping students develop interests for nature and science~

The Kagakunome Prize was started in 2006 as a part of the centenary project and youth program commemorating the birth of Dr. Sin-itiro Tomonaga. We only had about 650 entries for the first contest, but it has been 10 years, in 2015, and we had over 2,380 entries including entries from overseas Japanese schools. Around December 20 every year, we invite the prize winners and others to a presentation and award ceremony. In 2016, University of Tsukuba Press will also publish "We Want to Know More! The World of Kagakunome, Part 5."



Three centers of future education

2. Teacher education center ~Leadership in educating teachers~

①Teacher's license renewal program

~Unique initiatives that are not found anywhere else in Japan~

- University of Tsukuba which has an educational tradition dating back to the foundation of the Higher School of Teachers conducts the Laboratory School Practical Seminars based on the Tsukuba Curriculum.
- The seminars are held in Tsukuba district and Tokyo district. University of Tsukuba had a total of about 5,100 program attendees in 2015, and among them, approximately 2,500 attendees were accepted by Tokyo area schools. Where the Laboratory Schools play the main role in implementing this program.
- By having the division of the Laboratory School Practical Seminars, it is possible to develop individual seminars for each unique Laboratory School. Throughout open house and discussion of research, attendees are able to learn the latest education to review their own educational skills. In the 2015 academic year, there has been a total of 20 seminars, about two seminars at each school.
- At the Komaba Junior High School and Senior High School, and the Special Needs Education School for the Visually Impaired, there were total of 23 seminars about "The Future Vision and the Problems of Today's Education" and "Experiencing the New World of Education" in the end of August.
- Beginning in the 2016 academic year, "Compulsory Elective Courses" will be offered in a new division. Attendees will be able to select subjects including contents suitable for each person's needs regarding "The Latest Educational Situation (Current Educational Issues)."



②In-service teacher training

~Unique open research conferences at each school~

- Traditionally about once a year, all Laboratory Schools attract participants from all over Japan by hosting open research conferences (the name differs depending on the school).
- Open Research Conference of the Tsukuba Laboratory Schools is held once a year to have a place to report their research projects. The research thesis for 2015 was "Current educational challenges and problems that need to be addressed-Messages from

the Laboratory Schools of University of Tsukuba."

- In a tie-up with the Japan International Cooperation Agency (JICA), we accept in-service teachers from Asia, Africa and Latin America.

- Under a partnership agreement between Daigo Town, Ibaraki Prefecture, and University of Tsukuba, we offer teacher training for the town.

③Cooperation between Ordinary Laboratory Schools and Special Needs Education Schools

~Utilizing the unique attributes of all 11 Laboratory Schools~

In order to strengthen the linkage of 6 ordinary Laboratory Schools and 5 Special Needs Education Schools (for a total of 5 schools of the Visually Impaired, Deaf, Mentally Challenged, Physically Challenged, and Autistic), we launched the Committee for Promoting Cooperation between Ordinary Laboratory Schools and Special Needs Education Schools with the aim of ensuring that Ordinary Laboratory Schools can play an effective role in Special Needs Education Schools by hosting class visits for teachers or class exchanges where students can interact.

- Furthermore, in the 2015 academic year, MEXT commissioned us to work on the "Project for establishing inclusive educational systems (School Clusters)", with the goal of facilitating interactions and cooperative learning among affiliated schools. We also conducted workshops on "Communal life at Kurohime Plateau" and "Lectures and symposiums aiming at cohesive society," among others.

④Examination for the special needs education teacher's certificate

~Supporting special needs education teacher to obtain the certificate~

We have been contracted by the Ministry of Education, Culture, Sports, Science and Technology to hold the examinations for the special needs education teacher's certificate (first-class license for support of independence), and about 300 applicants take the examination every year (the primary examination is in August and the secondary examination is in October). In 2015, the certificate examinations for independent activity education for children with a visual impairment or speech impediment were held and total of 14 applicants earned the certificate.

⑤Practical training

~Offering high quality educational seminars~

At University of Tsukuba about 700 undergraduate students and graduate students apply for practice teaching every year, and about a third of them get accepted as student teachers to conduct a class in June or September. Teachers of the Laboratory Schools participate in the preliminary guidance, an orientation which is held in March in the previous academic year and after the seminars as lecturers. In addition, the Laboratory Schools greatly support "Fundamental Practices in the Teaching Profession," "Practical Teaching Exercise," and "Experiences in Care-Giving," to do open campus or seminars.

3. International education center ~Globalization of the children and the teachers~

Universal concepts of the laboratory schools

- Infants, toddlers, and students are nurtured with an attitude of understanding and respecting the cultures of their country and other countries based on their individual level of development, and instilled with a desire to communicate as much as possible with people from other countries.
- As they respect the cultures of their country and other countries, teachers work to create an international atmosphere throughout their schools and consider what they can do as the Laboratory Schools for Japan and the world.

①Introducing globalized education

~Expansion of teaching activities with a global view ~

Since establishing the Committee for the Promotion of International Education at the Laboratory School, schools have been exchanging ideas for activities with each other.

- International exchanges among young students Intensive efforts are made to promote international exchanges among young students, short-term overseas study, overseas field trips, accommodation of visitors from foreign schools, participation in conferences and other events held overseas, and exchanges of e-mails, among other things. (Exchange countries) China, Singapore, South Korea, Taiwan, Thailand, Australia, the United States, Indonesia, India, African countries, France, etc.
- Overseas teacher exchanges

Teachers are encouraged to develop an international perspective through such means as exchanges of classroom techniques in other countries, lectures on demand, and observations of foreign educational organizations.

- The “English Room”

After school, teachers can enhance their interest in foreign countries and countries through periodic daily conversations with teachers from overseas.

- Issue of reports

Volume 7: “Development of New Activities for ‘International Education Centers’ for the Laboratory Schools-Aiming to facilitate cultivation of human resources that would create a diverse and cohesive society”, 2015 academic year



School visit by students of Komaba Senior High School University of Tsukuba to National Taichung First Senior High School

②Education of overseas teachers

~Contributing to the development of education and exchanges involving classes in developing countries~

- Receiving training at the laboratory schools

At the behest of JICA, we explain faculties in developing countries about school education in Japan through classroom observations and study at our Laboratory Schools.

- Dispatch of teachers

Teachers from our Laboratory Schools visit developing countries, to provide educational support and exchange information with local teachers.

③International exchanges with young students from our Laboratory Schools (mainly 2015 academic year)

- Elementary School: Exchanges with an elementary school in San Francisco, and Exchange programs with students from the University of California
- Junior High School: Short-term study in U.S., short-term exchange with a school in Singapore
- High School: Participation in Asia-Pacific Young Leaders Summit, Exchanges between Hwa Chong High School in Singapore, Interchanges between Japanese and Chinese high school students, Tsukuba-UBC Global Leaders Program
- Junior High and Senior High School at Komaba: Interchange

with National Taichung First Senior High School and Busan International High School, Korea

- Senior High School at Sakado: High School Students’ International ESD Symposium as a Super Global High School (SGHS) featuring exchange programs and cooperative learning with students from Kornita Senior High School and Bogor Agricultural University Indonesia.

- Special Needs Education School for the Visually Impaired: Participation in projects for supporting vocational education for the visually impaired

- Special Needs Education School for the Deaf: Mutual exchanges and visits with the Paris National School for the Deaf, Exchanges using Skype with Seoul National School for the Deaf.

- Special Needs Education School for the Mentally Challenged: Dance exchanges with African trainees

- Special Needs Education School for the Physically Challenged: Exchanges with Sae Rom School in South Korea (Sending of delegates from affiliated elementary/junior high/senior high schools, acceptance of the delegation from Samyook Rehabilitation School), exchange project using the Internet

- Special Needs Education School for Children with Autism: Exchange activities with observers from overseas

④Research project 3

“Practical training for nurturing an international nature in children”

~To enhance international education at the Laboratory Schools~

Major projects in the 2015 academic year

- Examination of mechanisms for improving internationality: Development of the “Intercultural Experience Inventory” and examination of correlations between this inventory and internationality

- Providing information based on the activity model designed for developing children’s internationality: Written reports on the effects of students’ direct experience abroad (overseas training trips) were presented at academic conferences.

- Facilitating collaboration among various experts: Guests specializing in international business were invited to workshops; discussions were held with associated researchers.

⑤Olympic education

~International peace education~

Under its “Olympic Education Platform”, University of Tsukuba has established the Special Committee for Promoting Olympic Education in the Laboratory Schools” which is promoting “Olympic education” as international peace education.

- Practical education for Olympic education
- Survey on practical education for Olympic education and participation conducted at all affiliated schools
- Opening of the Olympic Education Forum
- Issuance of Volume 4 of “Olympic Education”
- “Hospitality” courses conducted at affiliated schools
- Cooperation and review on the “Project for Olympic and Paralympic Movement Research in 2015,” which was proposed by the Japan Sports Agency
- Teachers participated in educational seminars, civic forums, and workshops held in Miyagi, Kyoto, and Fukuoka prefectures and discussed the direction of Olympic and Paralympic education that would be given at affiliated schools.

Education Bureau of the Laboratory Schools

1. Overview and mission

The Education Bureau manages 11 Laboratory Schools as well as conducts practical research on School education.

The functions of the Education Bureau of the Laboratory Schools are as follows:

- 1) To serve as a place where the Laboratory Schools can conduct practical group research on matters related to school education (research center function)
- 2) To unify and coordinate the operations of the Laboratory Schools (management and coordination function)
- 3) To provide educational consultation and counseling (counseling function)
- 4) To disseminate research results to the general public (publicity function)
- 5) To support and arrange student teaching (functions of student teaching)
- 6) To plan and conduct training for teachers in the Laboratory Schools (training function)

As supervisors of the Laboratory Schools, the Director and consulting faculty primarily handle the various functions of the Education Bureau by giving guidance and advice related educational activities.

2. Education and research activities

Great success in education, research, and contribution to the society

● Joint research with the Laboratory Schools

The Education Bureau participates in the activities to enhance education and research of the Laboratory Schools under the university/Laboratory School linkage committee.

Research projects in fiscal 2015 are as follows:

- Study of school events for developing independent thought in children (see page 3)
- Research for utilizing ICT in school education (see page 3)
- Study of education on international competencies (see page 5)

● Creation and disclosure of the data

The Education Bureau of the University of Tsukuba's Laboratory Schools gathers basic data and information on the activities of the Laboratory Schools for publication on its website.

● Superintendent Special Award

Superintendent awards are given to those who achieve third place or higher in international contests or first place in domestic competition in order to encourage all students to learn. In 2015, 19 students (for 20 awards) were awarded among all the Laboratory Schools.

● Future outlook of the Laboratory Schools

【Midterm goals】

- Strengthen the linkage of the educational research with the university in order to raise human resources throughout the education from elementary school to high school.
- Regarding educational research, one goal of the Laboratory Schools, University of Tsukuba is to establish the bases for primary and secondary education according to the needs of society, where

practice models are shown for acquisition of basic academic skills with international perspectives and for system of life-span learning.

- As a center of education for students with special needs, we create the system to link University and the Laboratory Schools to support and implement the experiments for super early stage.

【Future vision and activities to achieve the midterm goals of fiscal 2015】

(1) In order to strengthen linkages between the University and the Laboratory Schools, joint research such as “Project Research for Education Bureau of the Laboratory Schools” is promoted, at the same time, collaboration between instructors at the University and the Laboratory Schools is helping to improve subjects established by the University and classroom teaching in the laboratory schools.

(2) Teachers of the Laboratory Elementary School are collaborating with lectures for training elementary school teachers in College of Education, the School of Human Sciences, University of Tsukuba.

(3) Linkages with the University are being used to promote Olympic education in the Laboratory Schools as international peace education.

(4) With the aim of creating three focuses of leadership education, teacher education, and international education, we are formulating a detailed plan for a new experimental model for the Laboratory Schools.

① Linkages with the University are being used to improve research related to integrated primary, lower and upper secondary education and connections between the University and high schools.

② Classroom lesson research, etc., is being opened to the public and research conferences, etc., are being held for schoolteachers from all over Japan.

③ “Practical Laboratory School Lectures” which is an updated course is being conducted through linkages between the University and the Laboratory Schools, and those results are published.

④ Improvements are being made to exchanges with overseas schools, especially in Asia, and short-term overseas studies for the Laboratory School students through the International Education Promoting Office of the Laboratory Schools.

(5) Investigations are being made to materialize comprehensive campuses for special support education to meet the needs of society.

(6) In very early special support education through linkages with the University, groundbreaking research is being conducted for very young children (0-2 years) who have intellectual and/or developmental impairments.

(7) School counselors are being utilized, specialist teams are being dispatched, etc., to improve the school counseling system and strengthen support education for young children and students who need support for their development impairment.

(8) Exchanges between special support schools and regular elementary, junior high and high schools are being held and presentations are being made of practical research in joint studies and other themes.

●Implementing extension courses

We are implementing the following public seminars (with the name of the seminar for the 2015 academic year);

【Educational Lecture】

This course aims for enhance the education and culture of everyone from infant to elderly. (Refresh Yourself with Oriental Medicine!)

【Educator's Courses】

These courses provide more practical expertise, learning methods, etc., in addition to practical guidance for teachers. (Education training course for the partially sighted)

【Extension Courses of Teaching Certificate】

These courses, certified by the Ministry of Education, Culture, Sports, Science and Technology, were launched in 2002 to provide high-quality practical training for in-service teachers who require certificates for teaching at special needs educational schools. (Basic Theory of Educations for Children with Special Needs.)



【Extension Training Course of Teaching Certificate】

This course provides practical guidance in gaining a first-class or second-class license to use Physical Therapy in special needs education. (Teaching Certification Course for Physical Therapy Teachers of School of the Visually Impaired.)

【Key Extension Courses】

As a publically opened university, we periodically share our latest research results in the key extension courses. We also disseminate our education research achievements through our long-running extension courses which have been broadly opened to the general public.

●Cooperation with initiatives in the university to improve and reinforce education for the teaching profession

The Education Bureau is involved in the implementation of practice teaching at the Laboratory Schools, and offers assistance and support to the Teaching Profession Committee of Tokyo for the whole University, including preliminary and follow-up guidance. We also offer opinions concerning the implementation of care-giving, and planning for the improvement of education for the teaching profession; moreover, we give support and advice to educational and research activities in the open research conferences of the Laboratory Schools.

●Keeping and utilizing of historical educational materials at the Laboratory Schools

We are providing the following assistance to the “Committee of Historical Education Archives” to preserve these invaluable materials that date back to the Meiji Era, and are also compiling them into a database to make them more accessible to anyone.

1. Choosing and keeping these invaluable materials
2. Repairing archive materials
3. Compiling them into a database for publication
4. Fulfilling a role as a center of historical research of the Laboratory Schools
5. Maintaining the current research resources of University of Tsukuba Laboratory Schools
6. Publishing Laboratory School archive materials at University of Tsukuba Gallery
7. Publishing these materials on the website of the Education Bureau of the Laboratory Schools



Blind students trace with the front and back of their friends' hands with their fingers (from the collection of the Special Needs Education School for the Visually Impaired)

●Support and implementation of teacher training in the Laboratory Schools

~Important opportunities for learning about the latest education~

The Committee of Training at the Education Bureau of the Laboratory Schools holds two legal training classes and one seminar.

In addition to the programs offered by local educational committee in April, there are meetings in June and October, and exchange group debate in March for new teachers. For teachers with 10 year experience, there are lectures about “Today’s topics in school education,” “Educational rules,” “Human right education,” and “Duties” by lecturers invited from outside the school in the spring in order to enhance their knowledge.

3. Brief history

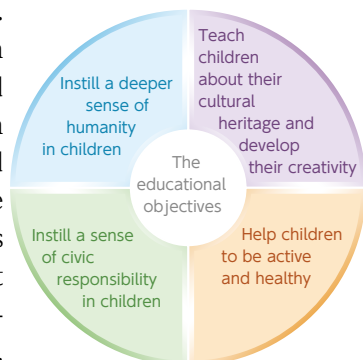
April 1978	The School Education Department was established based on a revision of the National School Establishment Law. The Department originally consisted of the educational materials department and 4 research fields: educational development, education for children with disabilities, teacher education, and educational counseling.
April 1989	The research fields of the School Education Department were merged into one field of school education research. With the establishment of a nighttime Master's Degree program, the School Education Department hooked up with the Master's Program in Counseling and Rehabilitation Sciences to offer education consultation and counseling to anyone in need.
April 2004	The Education Bureau of the Laboratory Schools was established based on the National University Corporation Law.
April 2007	The names of the Laboratory Schools involved with special education were changed.



Overview, mission and educational objective

In 1873, our school was established as an Affiliated Elementary School to the Normal School (teachers' college) at the site of the Old Shohei School in Kanda, Tokyo. Since the Meiji Era, we have been a leader in establishing theories and experimental curricula in elementary education.

As a result, more than 10,000 teachers and others involved with education in Japan and other countries come to visit our facilities each year, and that has a tremendous effect on their activities.



Educational activities and features

Introducing the theory and practice of leading education for primary education

● Elementary school with instructional system

Although a homeroom teacher is usually in charge of all the subjects in an elementary school in Japan, we have the instructional system that several teachers are in charge of each subject. By implementing this system, children can expand their interests to find their own projects to follow.



● Well-balanced all-round education

Our goals for the education of children are not only subject-based instruction, but also include comprehensive education that involves the physical, mental and healthy development of each child. We have incorporated cooperative learning experiences in school events and the outdoors into our curriculum.

- Sports day (all graders)
- Agricultural experience at Hoya Farm in Nishitokyo City (all graders)
- Over night camp at Wakagiri facility in Kiyosato, Yamanashi Prefecture (3rd -6th graders)
- Winter ski camp (5th graders)
- The long-distance swim camp in Tomiura (6th graders)
- School trip to Kyoto and Nara (6th graders)



5th graders / Experiment of Life in Snow



School trip to Kiyosato

● Implementing the research of leading education as a practical school

Our mission is to take a leading role in the theory and practice of primary education by comments about research results and by being involved in the revision of educational guidelines.

It is necessary for children who live in globalized society to have the ability to express themselves while maintaining good relationship with others. We conduct in-class practical studies of English activities of 3rd graders to 6th graders in cooperation with ALT once a week. Also, we give research classes utilizing electronic blackboards, and develop digital textbooks and ways to fully utilize them as part of ICT education.



● Over 1,300 volumes of monthly issued "Education Research"

Since 1904, our school's research results have been regularly published in the monthly journal Kyoiku Kenkyu (Educational Research), prepared by our instructors for other teachers across Japan. In the inaugural issue of this journal, the following congratulatory message was authored by Jigoro Kano, the founder of Kodokan Judo and the former principal of the Tokyo Higher Normal School.



Approach to the three centers of future education

As a pioneer of Japanese elementary school education~Aiming to be the central school of elementary education~ ●Aiming to be the leading education center

The elementary, junior high and high schools of University of Tsukuba in the Otsuka district are conducting class research to create an "Integrated Elementary and Secondary Education Curriculum." By fully utilizing our instructional system, we are able to create a unique curriculum by considering contents and instruction philosophy. The results from in-class research are published in a booklet or reported in joint meetings.

In order to raise children who will lead the next generation, we established the following research topics:

1993~1996	Developing activities with educational value
1997~1999	Curriculum supporting development of individuality
2000~2003	Study of cultivating the abilities of children
2004~2007	Enhancement of the ability of children
2008~2011	Fostering originality
2012~2014	True issues in the elementary education in Japan
2015~	Learning to develop "decision making abilities"

●The teachers' education center visited by more than 10000 teachers from all over the country

In order to have a setting to report the results of research, there are 2 days meeting in June and February every year. During meetings around 8000 of teachers and visitors discuss contemporary educational issues in each subject and school activities.

As a role of training faculty, we provides the training opportunities not only for undergraduate students but also employed teachers from other parts of Japan. Participants develop the knowledge and integrate practice and research to take leadership positions as teachers in their future.

These activities have a huge influence in Teacher's License Update Program. Since there are more applicants than we can accept, we hold additional seminars to accept more teachers. In fiscal 2012, there were about 500 participants in three seminars that were held. The lecture itself, the project and the teaching method are received well each time.



●The center of global educations for international exchange

In recent years, we have been accomodating overseas visitors participating in JICA, CRICED program and other programs, and perform lessons especially in math, sci-

ence and physical education subjects within and outside the country. By working collaboratively with overseas teachers and researchers, we are trying to be an international elementary education center by setting research meetings, lectures, courses, or lessons.

As well as acceptance of interns from overseas, they give Japanese children lectures, and we give the same style of their lectures to understand both systems better.

【From April 1, 2015 to March 31, 2016】

- International exchange programs: Sent 20 teachers
- Lesson exchanges in Korea in math, science, and P.E.
- Cooperation in science and math projects in Uganda (math, science)
- Lessons at the Science and Math Education Center in Malaysia
- Lesson exchanges in Denmark
- Lesson exchanges at Khon Kaen University in Thailand (social studies)
- Exchange meetings between Japanese and American children (San Francisco: 32 children and parents)
- Exchange programs in Japan: Accepted 326 teachers.
- Accepted local JICA interns from 5 countries in Latin America and 6 countries in Asia, and gave lectures on math education
- Lesson studies with Korean teachers in math and science
- Acceptance of trainees related to Tsukuba CRICED and APEC
- Acceptance of visitors and trainees from the American Embassy, Indonesian Embassy, as well as from countries such as Vietnam and Thailand.



Math Lesson Studies (at Stanford University)

Brief history

January 1873	Founded as School of Teachers Affiliated Elementary School at the site of the old Shohei School of the Miyamoto-cho district of Kanda, Tokyo.
August 1873	Renamed Tokyo School of Teachers Affiliated Elementary School.
April 1886	Renamed Tokyo Higher School of Teachers Affiliated Elementary School.
September 1888	"Affiliated Elementary School" changed to "Affiliated School," ordinary junior high school attached to elementary school.
March 1902	Renamed Tokyo Higher School of Teachers Affiliated Elementary School.
April 1941	Renamed Tokyo Higher School of Teachers Affiliated National School.
May 1949	Renamed Affiliated Elementary School, Tokyo University of Education.
April 1978	Renamed Affiliated Elementary School, University of Tsukuba.
April 2004	Renamed Affiliated Elementary School, University of Tsukuba (National University Corporation).



Overview, mission and educational objective

As a junior high school affiliated with University of Tsukuba, our mission is to build on the foundation established by providing junior high-level instruction that matches their mental and physical development, cooperate education research, and implement practice of student teaching with University of Tsukuba. We also aim to be the leading education center with implementing the concept of three centers of future education.

We have the following motto addressed in the daily activities of the school in order to achieve these goals.

“The school aims to enrich the physical, mental and intellectual development of the students as it nurtures the growth of students’ individuality. Furthermore, as part of a democratic society, the school seeks to nurture people who can contribute to the development of human society.”

Educational activities and features

**Instill a sense of leadership in all students
~Through classes/homeroom hour/school activities/student council~**

●Guidance in school courses focused on “Language Activities” or “Practical Training”

We have rich curriculum supported by quality teachers, and students with keen sensitivities and abilities. Not only teachers give lectures with their knowledge, but students can also learn from each other to develop their critical thinking skills to make use of this knowledge in their daily lives. There are many opportunities for students to report what they have found to their fellow classmates so that they can easily retain what they have learned. We have many experiments and practical training for students to make use of what they learn in their real life. This leads to extracurricular activities (social studies for 1st graders, science for 2nd graders, and art for 3rd graders) as well as school trips for 3rd graders. We are proud to be the first school to have introduced the school trip system in Japan (1895) to consolidate what the students have learned. We have the courses to “consolidate” what they have learned for Japanese language, social studies, science, technical arts and home economics, and special studies for each grade for half a year. Our teachers are chosen from junior high schools or high schools in metropolitan area, and more than half of them possess a Master’s degree and have a wealth of experience and talent.



Environmental Education:
formation of mountains and forest areas
(school trip: Social study course)

●“HRH” system to have both special activities and ethics

In our school, we have 2-consecutive-hour “HRH (Homeroom hour)” in the curriculum. This class offers both special activities and ethics to all students in the same grade at the same time. For ethics part, we use not only documented textbooks, but also lectures, researches discussion and other activities to learn from the relationships between teachers, fellow classmates, seniors or juniors. This helps students’ independences to grow.



In morning sessions, students on school duty give information daily to students on class duty

●School activities made from scratch by students

School activities are divided as follows:

1. Grade activities: *Homeroom teachers take initiative

- Extracurricular activities - Activities to encourage bonding among classmates (1st and 2nd graders)
- Trip to Tomiura - Trip to a seaside school which has been done for more than 110 years (1st graders)
- Trip to Sugadaira - Trip to an open-air school to hike mountains, etc.(2nd graders)

2. School activities: *Committees take initiative

- Sport Festival - Event for P.E.
- Arts and Science Festival - Event for cultural clubs, subjects, and volunteers.

These activities are planned and managed mainly by student council organized every year. Thus, students take 1 to 2 months for each small activity and take more than half a year for big school activities to make these events from scratch. Through these activities, students learn the importance of acting independently more than being passive. The students who participate in school council learn leaderships, and the rest of them learn how to effectively listen to the ideas. This circle of activities makes the personalities we are aiming for.



1st graders’ trip to Tomiura – a school experience with over 100 years’ tradition

● The motto is “self-governance” for student council

The school council activities in our school start from the election of president and vice-president of student council in November every year. These students are chosen after the one-month election campaign, and they gather student census to choose 15 other presidents for all the other student organizations in January of the following year. These assigned students mainly run various school activities. It is important for students to have “independence.” Student council is based upon students’ independence to make better school life. These experiences help our students grow as “veritable leaders.”



Policy speech by students about student council management

Approach to the three centers of future education

**As a leading education center for junior high school
~Aiming to be the base school as a laboratory school~**

● Research and development of an integrated primary and secondary educational curriculum

Yonkoken (Four School Research Group)” for elementary, junior high, and senior high schools (a joint research group by subject, consisting of the Laboratory Schools and the University) has taken the initiative to draw up this curriculum, and carry out research into creating an “Integrated Primary and Secondary Educational Curriculum” for the Laboratory Schools. This school has a role of bringing elementary school and high school together. There are integrated lecture research meetings for each subject to support discussion for each school and to release the results of the research.

● Center of researching for in-service teachers

This school holds its Optional Seminar D twice a year in June and November as part of the Teachers License Update Seminar in collaboration with the university.

In this seminar, there are public lectures and research discussions for each subject, and there is positive feedback from participants.

There are about 500 to 700 educators from throughout Japan who participate in the research conference which is held on the second Saturday in November every year. The conference includes a general meeting (seminar or workshop), extension lecture for each subject and research meeting. In addition to these participants, many teachers and researchers visit our school for training or school tour from both Japan and abroad.

● International exchange with overseas schools

Since 2007, our junior high school has had an affiliation with Hwa Chong Institution in Singapore, and hosts mutual exchanges of overseas study.

From our school, 3 to 5 students go to Singapore to participate in activities and lectures every March. We welcome exchange students from their school every November. We have also had opportunities for our teachers to go to their school to give lectures. We also have a similar on-going short-term exchange student program with schools in the American state

of Maryland.

Also, we accommodate students from Beijing Huijia Private School as a school trip to give them the opportunity to enhance their international understandings through lectures and welcome parties.



Welcome meeting for students on school trip from Beijing Huijia Private School

● Interaction with education inspectorates from overseas

We accommodate education delegations at any time to answer requests from the Ministry of Education, Culture, Sports, Science and Technology, University of Tsukuba, or research organization for each subject. We help them to understand our educational system through seminars or school tours where they can interact with students.

Our math department goes abroad to hold seminars with local students to help local teachers learn about our educational system.

Refer to the list below for the education delegations from overseas that we have accommodated in the last few years.

□2009: Education Bureau and teachers (Thailand), JICA training instructors (Central and South American countries)

□2010: The Government of the People’s Republic of China in Beijing (China), the board of education in Seoul (Korea), Math instructors (countries of APEC)

□2011: Senior Planner for Ministry of Education, Professors from National University (Myanmar), CRICED instructors (Malaysia)

□2012: Staff of Ministry of Education, Papua New Guinea

□2013: APEC Expert Committee

□2014: School visit by England U20 Jodo team and cultural exchange, TIAS & AISTS short-term program, UNESCO cultural exchange, Opinion exchange program with Chinese teachers from UNU

□2015: School visit by educators from Myanmar, Participation in poetry exchange program (Japan, America, and Korea) sponsored by Japanese and American Embassy

Brief history

September 1888	The junior high school was established as an ordinary junior high course for the Higher School of Teachers at the time.
December 1896	The ordinary junior high course was renamed the Affiliated Ordinary Junior High School.
April 1899	The Affiliated Ordinary Junior High School was renamed the Affiliated Junior High School.
March 1902	Became affiliated with Tokyo Higher School of Teachers.
April 1947	Inaugurated as a new type of junior high school.
May 1949	Commenced affiliation with Tokyo University of Education.
April 1978	Commenced affiliation with University of Tsukuba.
April 2004	Renamed Affiliated Junior High School at Otsuka, University of Tsukuba (National University Corporation).
October 2008	120th anniversary of the founding the school.



Overview, mission and educational objective

With autonomy, self-control, and liberty

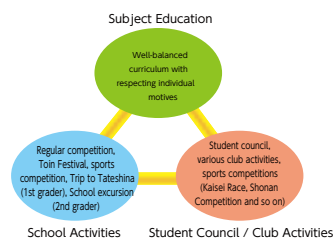
Aiming for the education to have the balance of all intellectual education, moral education and physical education

As one of the schools attached to University of Tsukuba, we promote “the three centers of future education” as explained before, and accept many student teachers to support educational researches of University of Tsukuba. According to our traditional educational philosophy, which is to raise balanced human resources, we set our goal to nurture physically and spiritually developed students with great individuality and global perspectives, so that they can contribute to the development of the society. To accomplish our philosophy, we set our objectives as follows:

1. School motto is “autonomy, self-control, and liberty”.
2. Based on our traditional philosophy to raise well-balanced human resources, we put emphasis on intellectual, moral and physical education.

Educational activities and features

Our educational activities and features are structured by subject education, school activities, and student council and club activities.



● Well-balanced subject education

1. We develop lessons to enhance students' autonomy by introducing presentations, self-assessments, experiments, class projects, and papers.
2. Except a few subjects, almost all are mandatory for the 1st and 2nd year students to realize the well-balanced education. For the 3rd year students, most subjects are elective so that they can choose subjects for their future needs.



Entrance ceremony in April



Kaisei Race in April



The annual student assembly in May



Sport Competition (Cheerleading) in June



The Annual Sports Match (Athletics) in June



Tateshina Camp in July to August
(at the top of Mt. Tateshina)

● Students take the initiative in school activities

1. The student council takes the initiative in organizing groups for activities, and students are at the center of running those school activities.

○The Annual Sports Match : Competition with Gakushuin Senior High School (boys' and girls'). An annual competition with Gakushuin High School is held, which is managed by a student executive committee. The 66th competition was held in 2016. Many 3rd year students retire from their teams after this match.

○The School Festival (Toin Festival): In September, a wide variety of activities are held by classes, clubs and groups of students. Each class of the 1st year students sing a song they choose in chorus.

○Sport Competition: In October, all students participate in an intramural sports competition including ball games, relay races and various other events.

2. The students make an organization for school activities in each grade to create and suggest activities with teachers.

○Tateshina Camp: The 1st graders experience 4-day, 3-night camp at school facility in Tateshina, Nagano Prefecture during summer vacation.

○Visit to University of Tsukuba: The 2nd graders visit University of Tsukuba for one night in May. Students can participate in the lecture, visit laboratories, and tour around the facilities.

○School Trip: In November, the 2nd graders depart for a 5-day, 4-night school excursion. Recently we go to either Okinawa or Singapore, depending on the circumstances.

● Bonding with alumni through students council and club activities

1. The student council manages both school activities and club activities. The student assembly held every May is completely run by students.

2. More than 30 clubs are active all year round. Many of the alumni join the activities, which makes the bond even stronger. There are Kaisei Race (annual rowing races

with Kaisei High School; the 88th race in April 2016), and Shonan Match (soccer game with Shonan High School; the 69th game in March 2017).

Approach to the three centers of future education

● Leading education center

1. The teachers of the elementary school, the junior high school, and the senior high school in Otsuka area, (Tokyo,) and the professors from University of Tsukuba meet regularly (called *Yonkoken*) to develop the continuous curriculum of the 12 years, from elementary to senior high school.

2. The annual convention, where a keynote speaker gives a lecture and various lessons are open, is held in December. The discussion sessions after the lessons are very active. More than 400 people join the convention every year.

3. Many teachers are the writers of the government-authorized textbooks. Their research results are published as "Research Proceedings" and they are also available on the website.

● Teacher education center・Approach to Super Global High School (SGH)

1. We accept students from University of Tsukuba and many other universities for three weeks, in May and September.

2. A part of the Teachers' License Update Seminar is held at the school in June and December.



At the Asia-Pacific Young Leaders Summit

● International education center

1. We have been participating in Asia-Pacific Young Leaders Summit at Hwa Chong School, Singapore, since the first meeting. Every year, three students have participated as representatives of Japan. About 10 students participate each year as a short-term exchange.

2. There are exchanges between our high school and Beijing, China, and about 20 to 30 students participate from our school every year.

3. Three students are sent to the international symposium held at Hana High School in South Korea.



Educational envoys at the Chinese Embassy

4. Three students participate in the International Pierre de Coubertin Youth Forum every 2 years as a part of our Olympic Education at University of Tsukuba. In 2015, the Forum was held in Slovakia.



SGH presentations by educational envoys

Brief history

September 1888	The school was established as an ordinary junior high course for the Higher School of Teachers.
December 1896	The ordinary junior high course was renamed the Affiliated Ordinary Junior High School.
April 1899	The Affiliated Ordinary Junior High School was renamed Affiliated Junior High School.
March 1901	Became affiliated with Tokyo Higher School of Teachers.
April 1948	Inaugurated as a senior high school under the new system of education.
May 1949	Commenced affiliated with Tokyo University of Education.
April 1950	Commenced coeducation to new students.
April 1963	Reorganized into 6 classes in each grade.
April 1978	Commenced affiliated with University of Tsukuba.
April 2004	Renamed Senior High School at Otsuka, University of Tsukuba (National University Corporation).
April 2014	Designated as a Super Global High school by the Ministry of Education, Culture, Sports, Science and Technology.



Toin Festival (Show Choir by Freshman) in September



Toin Festival (the stage in the front yard) in September



Sport Competition in October



School trip to Okinawa (at Shurijo Castle) in November



School trip to Okinawa in November



Graduation ceremony in March



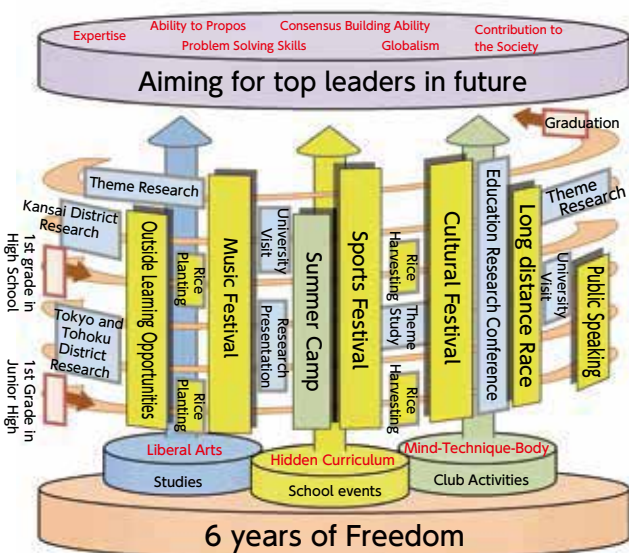
Overview, mission and educational objective

The school's tradition of liberalism and generosity encourages lifestyles that based on endeavor, creation and contribution

Since 1996, we have been performing the mission to raise human resources who can contribute globally. We also propose becoming three centers of future education, aiming to be “the base school of the country” by implementing research about junior and senior high school education and practical training as a laboratory school of University of Tsukuba.

Educational activities and features

Forming leaders to get through next decades ~Through studies, school events and club activities~



● Educational principles to learn depth

We are education principles which emphasize to study all subjects in regular classes. There are also fieldworks (2nd graders in junior high-Tokyo; 3rd graders in junior high-Tohoku; 2nd graders in high school-Kansai), research studies in small groups (3rd graders in junior high-theme study; 2nd and 3rd graders in senior high school-theme Research), and study for presentation in “integrated learning sessions,” as studies outside of classrooms. This style has been highly evaluated as an example of “Enrichment Education”, which encourages students to teach each other and learn from each other.



Presentation of Tokyo Research(2nd grade in junior high school)

● The only boys' school harvesting rice in Japan

Taking over “Kellner Rice Field,” which brought new agricultural system in Meiji era, 1st graders in both junior high and senior high school experience all that involves every step of paddy rice production, from seeding to harvesting and to threshing. The rice they harvest is served as “red rice” at the graduation and entrance ceremonies.



Rice Planting and harvesting(1st grade in junior high school and high school)

● Cultivate leadership and creativity through school events

The following activities are regarded as “three biggest events in Tsuku-Koma.”

■ Music Festival: Choir contest in June

■ Sports Festival: In-school sport competition held for two consecutive days in September

■ Cultural Festival: Three consecutive days in November During the 6 years, students learn teamwork. All their endeavors help them cultivate their creativities, ability to propose their ideas, solve problems and gather consensus, which are required to be leaders.



Choir at Music Festival, Sumo at Sports Festival, and the Stage of 3rd graders of High School in Cultural Festival

● Learn to respect each other through club activities

There are 23 club activities (11 sport clubs and 12 arts and cultural clubs), each in junior high and senior high school. Through their daily activities and summer camps, they learn to respect each other, and make their bonds tighter. Joining club activities, students develop their strength. There are many students who join national competitions or international competitions, who will be great researchers or professors. All these activities also contribute a lot to the three biggest events above.

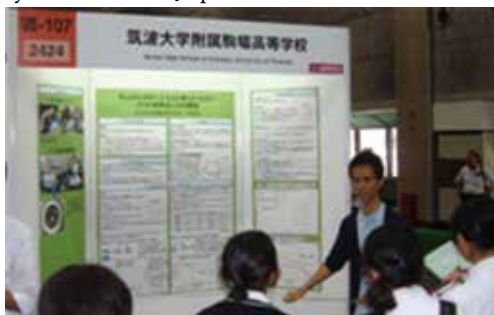
Approach to the three centers of future education

Development, implementation and transmission of creative secondary education

~Aiming to be the center as laboratory school~

●Promoting leading education as Super Science research and development High school

Our school has been designated as a SSH for 15 years, since the 2012 through 2016. We have been engaged in “Research and Development of an Integrated Program of Junior High, Senior High, Undergraduate and Graduate Schools to Nurture Global Scientists Who Have Rich Inquiring Minds.” At the same time, our school is involved in nurturing top leaders by taking part in the Intensive Informatization Project (2012-2014). The results have been actively released in Japan and overseas.



Presentation at the meeting of Japan SSH Designated Schools

●University of Tsukuba laboratory visit to see leading-edge research

In July, the 2nd graders in senior high school (about 160 students), and in February, the 3rd graders in junior high school (about 120 students) visit University of Tsukuba. There are 30 to 40 lectures to choose from, and they can join the ones given by the front line researchers in their laboratories.



Field study in University of Tsukuba (3rd grade in junior high school)

●Serving as a place where university students and professional teachers can be trained

In addition to twice-a-year practical training sessions, we offer a lot of opportunities for university students and professional teachers.

■Meeting for Educational Study (held in November, with about 280 participants)

■Remedial lessons for university students (Mathematics, Biology)

■Clinical practice with developmental disabilities (Master's Program in Education)

■Teachers' License Update Seminar (held in August, with about 700 participants, opening for practical training “Education of Tsuku-Koma”)

■Math Teachers Meeting at Tsuku-Koma (with about 200 participants)

●Contributing to the Society by Tsuku-Koma Akademeia

“Tsuku-Koma Akademeia” uses resources from our

teachers, students and alumni to hold seminars and lectures. This project is recognized as Joint-Hosting Enterprise in Setagaya City and Sponsorship Enterprise in Meguro City, and it is highly recommended by local residence.

Under a partnership agreement with Daigo Town in Ibaraki Prefecture, we offer classes to them.



Public Lectures by junior high and high school Shogi clubs



Public Lectures by Chemistry clubs

●Globalization of education through international exchange

By taking full advantage of being both an SSH and UNESCO school, we have had a growing number of opportunities for international exchanges.

■International Exchange Overseas and Students Success

Student Research Exchange at Taichung First Senior High School, Taiwan/ Exchange students with Busan International High School/ overseas training(Asia,USA)/ Participation in International Science Olympiads (Awards received so far include 23 gold medals, 38 silver medals and 18 bronze medals)

■Global Exchange in Japan

Interactions with exchange student-teachers at University of Tsukuba/ Tomodachi Toshiba Academy/ Lecture by and discussion with Delegation of the European Union/ Interactions with groups of foreign visitors (China,Taiwan)/ Lectures by foreign researchers



Interacting with Taichung First Senior High School, TCFSSH

Brief history

May 1947	Established as a junior high school affiliated with Tokyo Agricultural Teachers College.
May 1949	Became a junior high school affiliated with Tokyo Agricultural Teachers College of Tokyo University of Education.
April 1950	High school affiliated with above college opened. One class for agriculture, another for general studies.
April 1952	Became Komaba Junior High and Komaba Senior High School, both affiliated with Tokyo University of Education.
April 1953	Another class for general studies added to high school.
April 1954	Established guidelines to integrate junior high and senior high school education
April 1962	Class for agriculture discontinued. Added another class for general studies.
April 1978	Junior High and Senior High School at Komaba both became affiliated with University of Tsukuba.
April 2004	Renamed Junior High and Senior High School at Komaba affiliated with University of Tsukuba (National University Corporation).



Overview, mission and educational objective

In 1994, this school became one of the first to introduce integrated courses in Japan, which was in accordance with the policy of the Ministry of Education, Culture, Sports, Science and Technology for promoting reformation of high school education, and we are still one of the pioneer integrated high schools in Japan. We research and develop integrated courses in high school which are based on career education.

Furthermore, this school has been selected as a super-global school to nurture people with a global outlook.

Educational activities and features

We are a leader in Japanese integrated course high schools. We contribute as a model school of the country by researching, developing, implementing and releasing new courses and methods.

● Features of "integrated course"

In integrated course, we respect the individuality of the students and focus on teaching how to make their future plans. We have a variety of optional classes to choose from according to students personalities and path. The integrated course, which is characterized by respect for individuality and emphasis on academic and career counseling, is designed to enable independent learning to match the individuality and career path of each student.

Four Categories of Subject



Biological Resource and Environmental Science



Engineering System and Information Science



Life/Human Sciences



Human Sociology/Communication

We invented "career education" to create opportunities for students to learn and experience a variety of subjects. The goal is for the to be able to make visions of themselves in the future and make their dreams come true.

● Study course: Industrial Society and Humanity

In high school which offers integrated courses, all the classes except essential courses are electives. Students can choose their own subjects in order to consider what they need for their future by themselves. This is a course for students to think about their occupation or the future after graduation by knowing themselves and society.

● Communication Camp for newly entering students

Students camp out in Kurohime Kogen in Nagano for three nights. This program has outside activities for training to solve problems and to enrich communication skills. It also helps students to start their high school life in a smooth and interesting manner.



● Agricultural experience for 1st graders

Students use our farm to manage their own assigned area to harvest corns or soybeans. For future -thinking education, it is a practical lesson for them to learn what they have to do at each stage.



● Wealth of extracurricular classes

We offer a lot of extracurricular classes such as swimming, skiing, introductory psychology, ICT job experience, integrated environmental science, and more. Concentrated courses are offered during vacations to hold classes which are difficult to fit in the regular curriculum. Students can earn credits, and they choose ones that best meet their interests.

● Activities to contribute to the local community

We help students discover their values in the society and learn about ways to contribute to the welfare of the local community while participating in the activities such as the following:

- Tsukusaka Local Dietary Support Project
- Support for the Sakado City Welfare Project
- Expedition and dietary education with local elementary Schools

● Learn cutting-edge research from professors of University of Tsukuba



Students can also visit the university to learn from graduate school students.

Approach to the three basic of future education

~Implementation and results of cutting-edge education~

- **Introducing the Development of New Subject (Tsuku-Saka Original)**
- **“Career Design”**

Seminars are held with small groups of students. This helps to seamlessly connect junior high education to high school education and supports basic learning routines. It is implemented with the subject “Industrial Society and Humanity.”

● **Global life**

Global life is a newly offered course based upon Basic Home Economics.

Global life plays vital roles in SGH curriculum development to our school, growing the awareness of the interrelationship between our daily lives and the global society.

● **3rd graders' Graduation Research is at the same level as university students**

Graduation Research is a mandatory course for 3rd graders, and it is recognized as high-level course and highly evaluated by inside and outside of education industry.



~Implementation and results of training for teachers~

● **Training for in-service teachers, university students and graduate school students**

- Teachers' License Update Seminar (every August and December)
- Accepting interns (every May and September)
- Participation support of neighbor university students to each site of the Laboratory Schools
- Accepting visiting interns throughout the year
- Support graduate school students to provide research site
- Holding the Integrated Course Research Conference (every February)

~Various approaches and results of global educations~

● **Practical work as a Super Global High School**

This is an exploration-style study program utilizing our features. Students can obtain knowledge and executive abilities through conducting field work linked with mainly ASEAN countries, taking graduation research globally, etc.

We have many sister schools in Indonesia and numerous exchanges with them, as well as numerous mutual student exchanges.

~Support program of the graduation study from the point of international mindedness~

- The needs for regional development—BUKO PIE in the Philippines as an example of one-article-by-one-village movement



Graduation research support Interview survey



Class in cooperation with AIMS program by the University of Tsukuba



International fieldwork (in the Philippines)



International fieldwork (in Indonesia)



Innovative education project (in the Philippines)



School trip(in Canada)

● **Joining UNESCO Associated Schools Project Network (ASPnet)**

We officially joined the ASPnet to connect work together with people from all over the world. At symposium, students are able to take the chair and actively discuss ideas.



Brief history

Apr 1946	Established as Sakado Business School and Sakado Women's Business School in a consolidated school district in Saitama Prefecture encompassing the town of Sakado.
August 1953	Became national high school called Affiliated Sakado Senior High School, Tokyo University of Education.
April 1964	Became a full-time technical high school with agriculture, mechanics, home economics and life environment departments.
April 1978	Became Senior High School at Sakado, University of Tsukuba.
April 1994	Transformed into Japan's first "Integrated Course" high school.
April 2004	Renamed Senior High School at Sakado, University of Tsukuba (National University Corporation).
September 2010	Ceremony is held commemorating the School's 65th anniversary.
April 2014	Designated as a Super global high school by the Ministry of Education, Culture, Sports, Science and Technology.



Overview, mission and educational objective

We are the only National University Corporation's Special Needs Education School for the Visually Impaired. We aim to be "the national center of education for the visually impaired," set up three bases of future prospects and promote educational research with University of Tsukuba through our educational practice.

In order to accomplish these goals, we have the following educational objectives for students.

- Foster students who can overcome their disabilities, promote well-balanced development in their lives, participate in society positively to contribute.
- Make good use of the senses the students have, respect their autonomy and individuality, develop their independent thinking and judgment, acquire the power of action, learn knowledge, skills and attitudes to take part in society.

Educational activities and features

From childcare to vocational course

Our students come from not only all over Japan but neighboring Asian countries.

There are Kindergarten department, Lower secondary department, Upper secondary department, and Vocational courses attached to upper secondary department. Our school has a dormitory on the site.

Blind students use braille as a writing and reading system. Furthermore, we provide teaching materials and tools made specifically for them. Especially in babyhood, we afford as many opportunities as possible to touch real things and acquire real experiences. We wouldn't like them to know the words alone.

Low vision students use printed letters. We set individual environments based on their visual conditions and provide enlarged textbooks, enlarged teaching materials, and low vision aids or devices such as hand-held magnifiers or Closed Circuit Television magnifiers.

In addition, we have "activities for independent living" to help them to make the most of their remaining vision, walk independently and improve eye-hand coordination based on their development or needs.

● Skills to help students learn, think and act positively

Educational Departments and their description are as follows.



A science class scene at a lower secondary

● Kindergarten Department: While offering child-care through playing educational games, we help children raise their future possibilities. We have a class for children between the ages of 3 and five, and recently set up a class for babies under 12 months to do necessary support.

● Elementary department: We offer education equivalent to lower secondary school. Through subject learning, activities for independent living, and daily activities, students will acquire their academic abilities and basic skills.

● Lower secondary department: We offer general education equivalent to lower secondary school. Through subject learning, we'd like them to develop basic contents and work on problems independently.

● Upper secondary department: We offer education equivalent to upper secondary school. While respecting each student's individuality and personality, we help them nurture well-balanced development. After graduation, 60 to 70 % of the students enter ordinary universities, and 30 % of them choose vocational course.

● Music course: Our school is one of the few special needs education schools for the visually impaired that offer a music course. We have a music course in upper secondary department and vocational course and give all-round instruction.

● Acupuncture, Moxibustion and Manual Therapy course: We offer a three-year vocational course to upper secondary graduates and train them as acupuncture, moxibustion and manual therapists. We also receive visually-impaired foreign students from neighboring Asian countries.

● Physical therapy course: We offer a three-year vocational course to upper secondary graduates and train them as physical therapists. They learn basic knowledge of physical therapy and its skills.

● Dormitory: Our dormitory is located on the premises and its instructional care staff help the students broaden their views and participate in the society positively through living in a group. About 100 students of lower and upper secondary department live there. They hold events such as a dormitory festival and hiking by themselves and enjoy them.



Dormitory events
(Dormitory's Festival)

Vocational Course along with upper secondary department (Acupuncture, moxibustion and manual therapy / Physical therapy / Music / Acupuncture, moxibustion and manual therapy training)	Dormitory
Upper secondary (General / Music)	
Lower secondary (Class for the blind / Class for the low vision)	
Elementary (Class for the blind and low vision / Special class for the multiple impaired)	
Kindergarten (Senior / Junior)	

Organization Chart

Approach to the three centers of future education

●Pursue and promote the development of education for the visually impaired

We always pursue leading educational practices of kindergarten, elementary, lower secondary, and upper secondary department (including vocational course) in consideration of their individual educational needs.

We provide educational support for the visually impaired infants, children students and teachers in regular schools. For infants in the early childhood (0 to 2 years old) and their families, we aim to develop the support system as part of Social Contribution Project of University of Tsukuba.



Support activities for infants in the very early stage

●Expansion of the partnership between University of Tsukuba and the Laboratory Schools

In each department, affiliated Special needs education school for children with autism, Junior high school, High school, High school at Komaba, Senior high school at Sakado perform a reception, the interchange through sports interchange and talks society with each attached school, the farm experience. And students of acupuncture and physical therapy course visit University of Tsukuba Hospital to receive practical instruction of anatomy as part of the partnership between our school and university.

●Providing ample opportunities to learn with teachers and students in the university

We hold an annual study meeting of the education for the visual impaired intended for in-service teachers. We offer open classes and section meetings based on each major or subject as an opportunity to see educational practices and acquire advanced knowledge and skills. We also offer many opportunities such as training sessions and study meetings:



Teacher's Certification Renewing Program B

training sessions for renewing educational personnel certificates or orientation and mobility specialists. In addition, we provide the opportunities for would-be teachers to get practical training and experience nursing, assistance services or communication with the elderly and / or people with disabilities.

●Variety of international exchanges and contributions

Since Kindergarten stage, we've tried to encourage students to become more interested in foreign countries and their cultures while providing opportunities to master practical English skills through the English room. We accept two international students with visual impairment per year as ones of the acupuncture, moxibustion and manual therapy course. They come from Indonesia, Malaysia, Myanmar, and other Asian countries. At the same time, we have provided support for vocational education with massage (including anma called in Japan) in India for several years as part of support for the visually impaired.

We also accept trainees and visitors from African and Asian countries ordinarily.



Visitors and trainees from overseas

Brief history

May 1875	Rakuzenkai was organized as a philanthropic society for educating the deaf, dumb and blind.
December 1876	The Educational Institution for the Blind was established.
February 1880	Two children enrolled, and classes began.
May 1884	Educational Institution for the Blind was changed to Educational Institution for the Blind and Deaf.
November 1885	Came under direct control of the Ministry of Education.
October 1887	Renamed to Tokyo Blind and Deaf School.
April 1909	Tokyo Blind School was established.
May 1949	Became part of National Education School for the Blind.
April 1950	Became part of Tokyo University of Education, and renamed as National Education School for the Blind affiliated with Tokyo University of Education.
April 1973	Renamed to the School for the Blind, Tokyo University of Education.
April 1978	Renamed to the School for the Blind, University of Tsukuba.
April 2004	Renamed to the School for the Visually Impaired, University of Tsukuba (National University Corporation).
April 2007	Renamed to Special Needs Education School for the Visually Impaired.



Overview, mission and educational objective

As an affiliated school of University of Tsukuba in cooperation with its educational research and as the only national school of deaf, we release the results of practical research of deaf education nationally and internationally. Furthermore, we aim to cultivate human resources so that individuals that can develop their own abilities by themselves and contribute to development of cultural and productive activities from a variety of perspectives.

Three missions

Maintaining the specialty and realizing the potential of deaf education

Promotion and publication of practical research

Practice teaching and training for in-service teachers

Educational objectives

Integrated education Provide a systematic courses of study consistent from elementary, junior high, high school to the advanced vocational course affiliated with senior high school

Matching education Provide the same level of academic tutelage as that of regular schools

Educational activities and features

●Aiming for the solid acquisition of Japanese language

- Educational counseling for infants (0-2 years old)

This support is for infants with hearing disabilities and their parents. We offer counseling about hearing and language, group activities, private lessons, hearing examinations, and also classes for parents and conferences for grandparents.

- Pre-school division

Through our daily educational activities, our goal is for children to acquire enough Japanese language skill which is the base of learning and daily life. We provide the educational environment for each child to act independently even in a group while caring for their individual disabilities and symptoms.



- Elementary division

Enriching vocabulary enhances children's possibilities. In order to accomplish this, we develop educational activities to enrich and further develop the skills which children already have (skill to communicate, think logically, read and write), and to discover their potentials to expand and grow.



Lesson for younger students in the Elementary Division

●Aiming for the academic skills equivalent to regular schools

- Junior High School Division

Our five objectives are to “nourish independent individuality,” “develop personality adapted to society,” “enrich subject teaching,” “support building a balance between body and mind,” and “attempt to use hearing skills.” We put our efforts into utilizing ICT and our own teaching materials and tools to develop “easy-to-understand lectures” to fit each student's statuses.



Lesson utilizing ICT in the Junior High Division

- High School Division

We have two objectives which are “to expand students' academic abilities and physical abilities by considering lecture styles, methods, and contents for individual students to make use of their possibilities” and “to help students make decisions for their future with understanding of each student and support from their family” to promote educational activities.

●Aiming to increase students' choices for their future



- Advanced Vocational Course affiliated to the Senior High School

We aim to foster individuals who are able to live independently by offering specialized courses after graduating from high school.

- ① Art and Design (2-year program)

(Three courses in art, design, and life design)

There are many student works which are exhibited in national exhibitions and earn awards.

- ② Business Information (2-year program)

Learn business or trading related materials such as computer basics (OS), business software or book-keeping.

- ③ Dental Technician Training (3-year program)

This program is the only dental technician school for the hearing disabled in Japan and is designed to help students acquire the national license for dental technician.



Approach to the three centers of future education

Education for deaf to be presented nationally and internationally

~Through the Japanese Association of Educational Research for the Deaf and international conferences~

● Approach to education for the very early stage

- Public workshop of early stage education for deaf (every February)

We conduct conferences for instructors for infants with hearing disabilities at day-care center, pre-school, special schools for deaf, hospitals, etc.

● Leading study and actual practice of education for the deaf

We attend the nationwide conference, "Japanese Association of Educational Research for the Deaf," every year, and give presentations about "word coaching," "academic achievement," "effective use of ICT," "development of global human resource," "social independence and QOL," and "career training."

Teachers from our school participate in Asia-Pacific Congress on Deafness (APCD) every three years. We intend to deliver information about the research on deaf and hard of hearing education in Japan, and at the same time, to gather the information from overseas. We continuously put great effort into the enhancement of education.

● Conduct research conferences

- "Seminar for teachers of deaf education" (every November)

With the co-host Ministry of Education, Culture, Sports, Science and Technology, we hold seminars about theories and practical trainings for deaf education thought lectures, open classes and lesson research. Many teachers and lecturers from schools for the deaf throughout Japan devote themselves to their studies.



- "Deaf education practice workshop" (every June)

With the support of Educational Research Committee for Deaf in Kanto District, we teach the basics of educations for the deaf to teachers at schools for the deaf.

● Training for in-service teachers and accepting interns

- Accepting in-service teachers in all schools for the deaf and for hearing difficulty
- Accepting interns from University of Tsukuba, etc.
- Teacher's Licence Update Seminar (held in June and August)
- Open school throughout a year

● Internationally collaborated development of teaching methods for students with hearing disabilities

- South Korea Seoul National School for the Deaf (2008-2010 academic year)

"Creation of ICT teaching materials and global interaction through students' products to enrich art viewing in art education at Japanese-Korean schools of deaf"

- Taiwan National Taichung School for the Deaf (2009-2011 academic year)

"Creation of teaching materials for P. E. teachers to improve their skills for students with hearing disabilities" with Taiwan and Japan

● International exchange activities

- National Institute for Deaf Children in Paris (2003-academic year)

We make the conclusion of agreement on Sister School Relationship.

Aiming to have global interactive activities by visiting each other's country.

- We make the conclusion of agreement on Sister School Relationship. South Korea Seoul National School for the Deaf (2014-academic year)

Interactive Activities using Skype (between Junior High School students of both Japan and Korea)

- The Affiliated Hearing Impaired School of National University of Tainan and Taipei School for the Hearing Impaired (2014-academic year)

Interactive Activities using Skype (between Advanced Vocational Courses Senior High School students of both Japan and Taiwan)



● Students from various areas in Japan

At the dormitory on the premises, students who live far away come together to improve their living skills.



Brief history

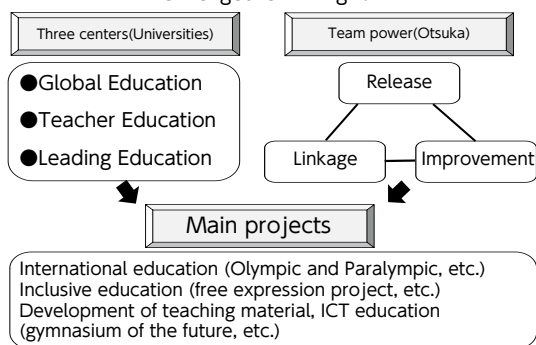
May 1875	Six members of Masao Furukawa, Sen Tsuda, Dr. G. Burchardt et al. organized a philanthropic society named Rakuzenkai to start on education of the deaf, dumb and blind.
March 1876	The Rakuzenkai established a "Kun-mou-jo" (Educational Center for the Blind).
January 1880	Renamed "Kun-mou-in" (Educational Institution for the Blind). Two blind students entered in February, and an additional 5 blind students and 2 deaf students entered in June.
May 1884	Renamed "Kun-mou-a-in" (Educational Institution for the Blind, Deaf and Dumb).
May 1891	Moved to Sashigaya, Koishikawa in Tokyo.
April 1910	Renamed Tokyo School for the Deaf and Dumb.
February 1946	Moved to its current location, Kounodai in Ichikawa City.
April 1950	Renamed the National Education School for the Deaf affiliated with Tokyo University of Education.
April 1951	Became part of the Department of Education, Tokyo University of Education.
April 1978	Renamed the School for the Deaf, University of Tsukuba.
April 2004	Renamed the School for the Deaf, University of Tsukuba (National University Corporation).
April 2007	Renamed the School for Special Needs Education School for the Deaf.

Overview, mission and educational objective

As a Laboratory School of University of Tsukuba, we have a history of 52 years serving as a special school which takes care of students with intellectual disabilities. There are four divisions from preschool (kindergarten) to high school.

With the “Three Centers of Future Education” scheme of the Education Bureau of the Laboratory Schools as the mainstay of school administration, we are increasing our educational power and committing ourselves to education and research center for the mentally challenged under the slogans of “Linkage,” “Improvement,” and “Release.”

What Special Needs Education School for the Mentally Challenged is Aiming for



〈Educational policy〉

By prizing the wishes and feelings of individual children and aiming to cultivate them into independent members of society and participants in culture, we strive to help them increase their expression of development and potential.

〈Educational goals〉

- ① Acquire capabilities to move toward independent living (“daily life,” “work,” “leisure”),
- ② Acquire capabilities to integrate the necessary knowledge and skills for enriching their lives and finding better solutions, and
- ③ Acquire capabilities to participate in various activities together with other people.



Otsuka-sai Festival
Performance on the
stage Elementary school

Otsuka-sai Festival
Performance on the
stage Junior high
school



Educational activities and features

● Education around “living”

The school life for children is planned and developed around a lifestyle which respects living experience for each generation. The classes for each division mainly involve lessons for daily life, lessons for playing, life unit learning and production learning. This is a learning method in which children obtain knowledge, skills and routines while working repeatedly on realistic issues with living with their friends.

● Education curriculum for the mentally challenged ~“What,” “when” and “how” to teach~

For years, educational activities have been planned based on the “courses of study” and the “collective of educational contents,” which was investigated starting around 1985. To respond to diverse and severe impairments, we started to prepare “individual educational support plans” to develop educational programs for individual children, and have investigated curricula that quickly respond to the special needs education of the era.



From collective of educational contents to table of learning contents, Publication of results

● The school as a center of the community

While the Support Department is serving as a center of special needs education in the region, the Preschool holds open schoolyard days called “Nikoniko hiroba.” On holidays, school facilities are open to “playground for kids” activities, “soccerschool,” “Japanese drum club” and “music club” held by NPOs and organizations of people with disabilities. Toshinkai, which is an organization established by parents of alumni, holds “Classes for Alumni” every month and carries out various projects such as management of the “Kobo Wakagiri” workshop and set up of group homes. The school works with Toshinkai and is located as a center in the community.



Nikoniko hiroba
(Preschool yard open to
the public)

Working scene at
the “Kobo Wakagiri”
workshop



Approach to the three centers of future education

● Leading education center

〈School Research〉

Since 2013, we have been investigating a consistent curriculum for mentally challenged children under the theme of “the essence of a special needs education curriculum.” We are designing classes by using the “table of learning contents,” which focuses on the “formation of relations and participation in groups” as well as six other goals, and “education plans,” which were prepared by thoroughly investigating a process model of class designing. Every term, a demonstration lesson is given in every class. The entire school is endeavoring to increase educational power by studying class designs and accumulating knowledge.



Selling products made by student group at a bazaar

〈Research on community support〉

The Support Department is providing counseling and support services mainly to kindergartens, nursery schools, and elementary and junior high schools in Bunkyo District as well as training cooperation and consultations for improving classes and educational power.

〈Research and development of teaching materials and tools〉

Under the leadership of the R&D team for teaching materials and tools, we are accumulating, organizing and exhibiting various self-made teaching materials and tools and dispatching messages of inclusive education.

〈Research on very early stage support〉

To meet the Midterm Goals of University of Tsukuba, we are continuing research on very-early educational support jointly with the Special Needs Education Research Center of the University and the Preschool division.

〈Research on information exchange and joint learning〉

Looking toward the formation of the inclusive education system, we are engaging in information exchange and joint learning activities with ordinary schools and researching conditions for setting and expanding “diverse learning fields” in the inclusive society.



Educational materials



Activities between parents and children at the very early stage

● Teacher education center

We convene Education and Research Council of Intellectual Disabilities every February and publish research proceedings as well as offer practical training for obtaining certificate for teachers in special school (mental disability) and for nursing practice for obtaining certificates for elementary/junior high school as follows:

- Accept class visits for people who are related to special support education throughout Japan
- Childcare worker training (class observation, lecture, practices and practical training)
- Support research in undergraduate and graduate schools
- Support training and research for long-term interns at the Special Needs Education Research Center
- Give lectures as instructors at universities (teaching method, practices, teachers' theory)
- Conduct “Laboratory School Practical Training” as a certificate update class
- Send instructors to public lectures of University of Tsukuba
- Send teachers to schools throughout Japan and educational committees for advice, training and seminars

● International education center

In our school, we have accepted overseas teacher training through the foreign dignitaries and JICA throughout the year. In 2014 the trainees of Afghanistan and Africa visited the school. And, school students were exchanges with them through dance, music, and physical education. Then, in 2015, along with a professor of Indonesia University of Education, how to proceed in the “lesson study meeting” theme was discussed. In addition, we, accepted the Mongolian special education training from JICA.



Exchange information with JICA Mongolian trainees

Brief history

April 1908	Established Supplementary Elementary Class at Tokyo Higher Normal School.
September 1952	Restructured after setting Special Education Department the year before.
April 1960	Approved as a school for the disabled with the classes in laboratory elementary school and junior high school.
April 1962	Established the high school division.
April 1963	Established the preschool division to organize a complete educational system.
August 1964	Moved to Kasuga, Bunkyo-ku after completion of new school buildings.
April 1978	Became Special Needs Education School for the Mentally Challenged, University of Tsukuba because Tokyo University of Education was closed.
April 2009	Renamed Special Needs Education Schools under the revised School Education Law.
November 2010	Celebration of the 50th Anniversary of Foundation.



Overview, mission and educational objective

Working on educational research activities that aim to cultivate human resources aimed at the better development of education for the physically challenged

Our goal is to provide pre-schoolers and students with physical disabilities quality education which meets the special needs of each child according to his/her personalities and actual condition. We also have a mission to contribute to the world and help enrich and develop these kinds of special educational systems by reporting the results of our research as a laboratory school of University of Tsukuba.

Educational activities and features

Pioneer of education for the physically challenged ~Preparing for participation in society~

● Guidance, meeting the educational needs of individual pre-schoolers and students

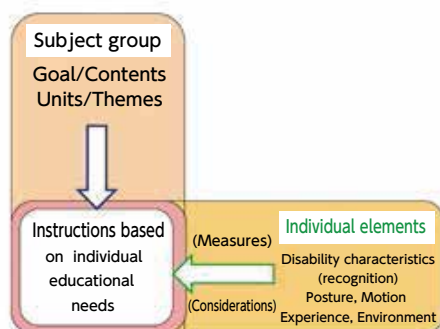
1. Use of Individual Education Plan (IEP)

We clarify the actual condition of each child or student and prepare a separate education plan, make the goals of self-support activities (“jiritsu-katsudo”), means and points to consider for every class, and share the direction of guidance for individual children and students among the teachers involved.

2. Individual education plans and syllabus planning

Individual education plans are the basis for ensuring coordination among teachers and building consistent education. Each teacher plans, performs and assesses lessons based on the individual education plans, scrutinizing the goals and content of his/her charged subject.

L-shaped structure of lessons



● Integrated learning class for active social participation

In the third and fourth grades, integrated learning is given focusing on activities for examining familiar objects by using the five senses to help students learn the basics of researching. In the fifth and sixth grades, students engage in activities for perceiving “work”, “future” and “understanding of disabilities” to increase their powers of expression.

In the junior high school, integrated learning mainly consists of group activities to cultivate relations with other people and activities outside of school to spread their sphere of action. Students are to

become conscious of the help and time they need and acquire the abilities to make plans act based on their perception and cooperativeness.

In the high school, students engage in activities entitled “The way to live in today’s society.” With their social participation after graduation in mind, they collect necessary information, experience activities, verify their actions, and decide their future careers.

It also helps students improve the ability to transmit information.



Study activities using the five senses



Academic presentations (KBS news)



“Integrated study classes” of junior high schoolers



“Career study” of high schoolers

● Original subjects

The high school has two original subjects. “Investigation of society and expression” is a subject established to cultivate the power of making statements, which most of our students have trouble doing. In “Working life and future,” students think about their own roles in their working lives and their relation with other people by studying concrete works and are to acquire power to act.

● Challenging sport competitions, music activity and various licensing examinations

Every year, many of our junior-high and high school students are medalists in the Tokyo Sports Festival for the Disabled; (track and field) and many have been selected to compete in national and international competitions.

High school students are engaged in music activity energetically, they perform instrumental music and in a chorus in various events.

We are also encouraging our pupils and students to take licensing examinations (English Proficiency Test, Kanji Test, Practical Mathematics Proficiency Test, etc.) Success in such exams is encouraging to the students.



Athletic meets for the physically challenged



Recital in collaboration with Tokyo University of Arts

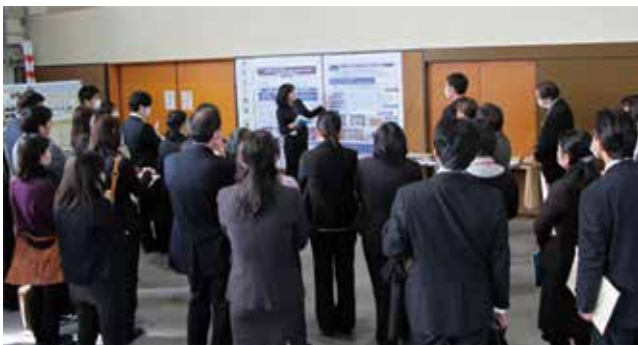
● Education for children living in a medical facility

In addition to the main school building, another building has been established next to Seishi-Ryogoen (medical care facility for handicapped children), which is located in the nearby National Rehabilitation Center for Children with Disabilities. We are providing education to the children living in the facility. Most of the children have multiple disabilities, and over 70% of them have severe disabilities. The children's current conditions as well as their level of disability are varied. Therefore, cooperation with medical and welfare staff is indispensable. Furthermore, support after leaving the facility is also provided.

Approach to the three centers of future education

● Practical research to lead education for the physically challenged

Our missions are to thoroughly investigate appropriate education for the physically challenged (including multiple disabilities) based on the characteristics of their disabilities, and publicize information of pioneer tests. The result of research is also reflected in revision of the government course guidelines. Every year, we hold the "Practical Research Council of Education for the Physically Challenged" and issue Research Proceedings.



● Training programs to respond to diverse needs

As a Laboratory School of University of Tsukuba, we are involved in various programs of the University. By using our profound experience in experimental studies on self-support activities ("Jiritsu-katsudo"), we are holding various original programs, such as "seminars for practical application of "Jiritsu-katsudo," lecture classes and training courses.



◆ Teacher Training

We accept trainee teachers, students who want to practice nursing, undergraduate students and graduate students and help them undertake graduate studies and practical research and studies for their Master's thesis, etc.



Reception for trainee teachers

◆ Cooperation to university programs of various kinds.

We accept in-service teachers from the Special Needs Education Center, offering six extension courses of University of Tsukuba, assisting with extension courses for teaching certificate renewal and teachers' certificate update program, holding laboratory school seminars (3 seminars), and accepting trainees from overseas.

● International exchange which extends a student's perspective globally

We entered into an international exchange agreement with Sae Rom School in South Korea.

Representatives from the students visit South Korea, and we also hold exchange lessons on the Internet, etc. We have also started exchange activities with the National Hemei Experimental School and National Nantou Special School in Taiwan.

We have established an "English room" and working on the development of international communication ability. We also have yearly exchange activities with foreign trainee teachers and foreign trainees.



The visit to South Korea



Visiting National Hemei Experimental School in Taiwan



The exchange activities with African trainees



English room

Brief history

September 1952	In response to a request (proposition) from the on-site treatment center, (Seishi Ryogo-en) of the Japanese Society for Disabled Children, 2 instructors appointed by Affiliated Elementary School, Tokyo University of Education began providing educational programs to children attending the Seishi Ryogo-en.
April 1954	Established a special education class for physically disabled children at Affiliated Elementary School, Tokyo University of Education.
April 1958	Founded Affiliated Special Education School, Tokyo University of Education.
April 1960	Renamed as Affiliated Special Education School at Kirigaoka, Department of Education, Tokyo University of Education.
April 1962	Established classes for day pupils.
April 1973	Renamed as Kirigaoka School for the Physically Challenged, Tokyo University of Education.
April 1978	Renamed as Kirigaoka School for the Physically Challenged, University of Tsukuba.
April 2004	Became Kirigaoka School for the Physically Challenged, University of Tsukuba (National University Corporation).
April 2007	Renamed Special Needs Education School for the Physically Challenged, University of Tsukuba.

Overview, mission and educational objective

The Special Needs Education School for Children with Autism was established as a Laboratory School of University of Tsukuba in 2004 to provide pre-school and elementary school education to mentally challenged children with autism. We also teach them the necessary knowledge and skills to compensate for their disability based in part on the experiences of its predecessor, the National Kurihama School for Children with Disabilities.

Approximately 50 children are studying at the school, and each of them has different conditions of the disorder, developmental stage and characteristics. With the educational goal of “nurturing the merits and potential of each child and cultivating the foundation for independence and social participation,” we are providing appropriate guidance to individual children, who are mutually different, in order to maximize their possibilities.

Educational activities and features

● Education at preschool

The preschool lays importance on helping children to build a relationship of mutual trust with other persons by providing a secured environment and considering the conditions of the disorder and development of each child. We aim to cultivate independence via activities that mainly consist of playing, improve communication skills, and make children learn the basic behaviors in daily life.

In practice, we set the contents according to the actual conditions of each child, provide guidance related to communication and sociability such as ways of handling objects and dealing with other persons, and use teaching materials and tools to cultivate basic perception and help children to study individual topic. Children also experience a variety of things through group activities such as morning meetings, end-of-school meetings, condition-setting plays (exercises, play using materials, and music activities), “nobi-nobi (relaxing)” time (to guide independent activities), “nakayoshi (getting along)” time (to guide social life) and grouping activities.

Through such activities, we are trying to cultivate self-confidence in the children by providing an appropriate means of communication to each child so that he or she can gain a sense of achievement and the satisfaction of being able to communicate their feelings and thoughts with teachers and friends. We are also trying to keep such self-confidence that they “can understand” and “can do,” and to manifest their interest and such feeling that they “want to do.”



Preschool exchange activities “Making Chipped ice”

● Elementary school education

In the elementary school, we are providing educational activities that meet the conditions and characteristics of each pupil with the following four goals:

- ① Cultivate healthy and regular habits to help harmonize the development of the mind and body
- ② Expand relations with familiar adults and friends and cultivate appropriate communication skills
- ③ Help pupils acquire basic knowledge and skills through various experiential learning activities, and cultivate abilities to value thinking and feeling and to express their thoughts and feelings, and
- ④ Cultivate attitudes to help children find favorite things and strong points and to positively take part in things.

The curriculum consists of instruction about life, social and leisure activities, subjects for school for mentally challenged and independent activities. Especially, we teach children Japanese language, math and independent activity as “individual project learning.” We have free time to encourage children to do individual activities in a group which is composed of younger and older students considering their abilities and problems.



Elementary school activities “Workplace experience at convenience”

● Education at the dormitory

There are six children who are staying at dormitory at the school, because their homes which too far from the school. By keeping in close contact with classroom teachers and parents, instruction is also provided at the dormitory aiming to establish basic life habits and cultivate good human relationships in order to help their home and community life after leaving the dormitory. Birthday parties, Christmas parties, etc., are also held to help the children enjoy their life in the dormitory.



Festival at dormitory "Sumo wrestler appears"

Approach to the three centers of future education

● As a leading education center for autism

Since being assigned as a research development school by Ministry of Education, Culture, Sports, Science and Technology in 2004, we have been working on research and development of the "educational curriculum for autism." Every February, we present the research results of integrated primary and secondary educational curriculum at the Research Conference of Practical Educational for Autism.

Since 2013, all faculty members have been engaged in research activities and lesson improvements under the theme of "Education of independent activities for mentally challenged children with autism - lessons to nurture children who feel, think and act." The results acquired so far on teaching methods and materials for children with autism are summarized in a book entitled "Important Points about Autism Education You Can Use from Tomorrow."

Since the 2013 academic year, we have conducted research on "Educational methods for developing abilities of expression in autistic children". We focused on each child's strengths and potential, examined effective educational methods for developing abilities of expression, discussed the children's backgrounds in terms of setting educational goals, and suggested concrete educational methods.

In 2015, we arranged a previous action.

We wrestled as a problem by the review of the curriculum that passed from development for ten years and we set "Making classes that each children surely grow up" as a theme.

Aiming to examine educational contents and methods suitable for children at our school, we conducted research on how to construct lessons in each department.

● As a teacher education center

Every year about 400-teachers from all parts of Japan attend our open school and research council on practical education for autistic children. In addition, roughly 800 in-service and other teachers visit our school every year to observe our classes. In 2015, we hosted approximately 100 teachers, administrators and university researchers from 11 countries includ-

ing Afganistan, Mongolia, Indonesia and China.

We are also actively assisting teachers to prepare to the teachers' certificate update program of University of Tsukuba and extension courses approved under the Education Personnel Certification Act to contribute to the training of in-service teachers throughout Japan and improve the quality of teachers.

We also accept students from University of Tsukuba and national universities in Kanagawa Prefecture to practice teaching, provide the nursing experience, etc.

Since 2014, open seminars on various topics have been designed following our university's research policies. These seminars will be maintained and developed in the future. Furthermore, since 2013, seminars designed for teachers at special needs schools and in special needs classes have been held on a trial basis. These seminars have the goal of developing our original training programs for in-service teachers.



Commemorative photo at Ningbo Damin School

● As an international education center

In 2009, we began an exchange program with Ningbo Damin School (a special needs school for children with learning disabilities) in Zhejiang China; we signed a sister school agreement in 2011. In 2013 and 2014, staff from our school visited Ningbo Damin School. Staff members gave presentations on our educational practices and exchanged opinions and ideas with staff from Ningbo Damin. Moreover in 2013, we began another exchange program with Ren'ai School in Suzhou Industrial Park (a special needs school for children with learning disabilities) in Suzhou China, signing a sister school agreement in 2014. In the future, we intend to advance information exchange and contribute to development of education for children with autism in Japan and China and improve professional practice for teachers in this area.

Brief history

September 1973	Established National Kurihama School for Children with Disabilities (Opened as a school for severe or overlap handicapped children).
April 2004	Became Kurihama School for Children with Autism, University of Tsukuba (National University Corporation) as a school for children with autism with disabilities.
April 2007	Renamed Special Needs Education School for Children with Autism.

The Center for Counseling and Developmental Support Services is researching issues associated with today's psychological and disability science as well as education or training for students who will be involved for future educational activities, services to the education at the Laboratory Schools and contribute to society through counseling. There are two educational counseling divisions. One is for students of the Laboratory Schools and the other is for residents of the local community. The Laboratory School division aims to give counseling to children with support needs, and the local community division aims to provide services for children and adults with support needs. As of the academic year 2015, there are 4 staff members, 16 full-time counselors and 57 part-time counselors.

In the academic year 2015, there were about 550 sessions at the Laboratory School division and about 1,800 sessions at the local community division. The table below shows the categories of each session at the center.

1. Center for Counseling and Development Support Services of University of Tsukuba to support the Laboratory Schools

We provide direct support or educational counseling services for students, their parents, and teachers at our 11 Laboratory Schools for those with learning problems, behavioral problems, school refusal, developmental disorder or any other problems. In order to build a framework of well-developed support systems for children with support needs at Laboratory Schools, we have the following services:

(1) Support for school-counselors at the Laboratory Schools ~Assisting the support system of the Laboratory Schools~

In 2011, a school-counselor was assigned at each of the 11 Laboratory Schools of the university. A liaison committee of school-counselors was formulated thereafter to provide consultations and support, depending on the needs of each Laboratory School.

(2) Enhancing the Committee of Promoting Special Support Education ~Helping teachers to improve their counseling skills~

The Committee for Promoting Special Support Education consists of special support education coordinators at all the Laboratory Schools. The Committee supervises methods for supporting the students of the Laboratory Schools.

(3) Itinerant consultation and screening tests

~Helping teachers to improve their assessment skills~

Itinerant consultation: Collaborating with graduate school of Comprehensive Human Sciences, we provide itinerant consultation mainly for children with special support needs. The information we gain from educational consultation is shared with the pupil guidance and educational counseling department of each school.

Screening: The center conducts "School Life Support Test" using its research results to support students' special needs. Staff members participate in meetings about student counseling and guidance, and conduct interviews with teachers. Based on the test results, we offer advice and guidance to students.

(4) Providing "psychology classes" at the Laboratory Schools~To support the "emotional" education of students~

Psychology and disability science classes are given by faculty members of the Center and the School of Lifespan Developmental Sciences, University of Tsukuba, to high school students of the Laboratory Schools of the University, including special needs education schools.

Table: Number of requests for consultation to the local community division in fiscal 2015.

	Mental Issues	Developmental Issues	Total
School refusal	12(79)	15(94)	27(173)
Bullying	2(10)		2(10)
Delinquency/discipline	3(33)	1(1)	4(34)
Underachievement		43(426)	43(426)
Carrer/aptitude		9(56)	9(56)
Developmental problem	1(3)	40(222)	41(225)
Rehabilitation from functional disorder		6(23)	6(23)
Behavior/emotion	13(120)	44(228)	57(348)
Interpersonal issue	7(81)	24(79)	31(160)
Other	3(28)	83(348)	86(376)
Total	41(354)	265(1,477)	306(1,831)

Note: The values are the number of requests for consultation and those within brackets denote the number of interviews.

2. Community Activities ~As a Center of Educational Counseling~

(1) Japan's only site for fitting Irlen glasses ~Correcting the vision of children with developmental disabilities~

In 1983, a school psychologist, Helen Irlen reported that there are children who can improve their vision with colored lenses. It is called Scotopic Sensitivity Syndrome (or Irlen Syndrome). Today, it is common practice that some people gain vision by cutting specific wavelengths by colored-lenses. Especially it is effective for those who are sensitive to visual perception. In Britain and some states in the U.S., there is financial aid for the cost of colored-lenses, screening or fitting.

The center is the only counseling organization in Japan where counselors with certificate of Irlen screening or diagnosis conduct screenings for Irlen Syndrome or fittings of Irlen lenses. Each year, around 30 people visit the center from all over Japan, and their visual problems have been mitigated. Adjusting their visual perception tends to mitigate the sense of hearing.



Reception of counseling center



Annual orientation of the year

(2) Guidance for children with developmental disabilities ~Social skills training~

Children with developmental disabilities have difficulties obtaining certain skills which are considered to be acquired naturally in daily life such as interpersonal communication and group participation skills. In order to address these problems, we offer social skills training for elementary school students to adults, if appropriate. We provide the opportunity

for them to experience conversations and group learning which they cannot experience easily in their daily routine. There are also parent-training, discussion sessions or seminars for their parents.



Play room

(3) Lectures ~Supporting the educational counseling system of the community~

The faculty and part-time counselors give lectures and workshops, held by nearby municipal governments and related conferences to support the counseling systems in the community. This year, a lecture open to the public is scheduled for teachers, specialists involved in educational consultation and students.

- Study meeting of coordinators of special support education in Bunkyo ward
- Fifth-year training at special needs education schools in Ibaraki Prefecture
- Japanese Organization of School Psychologists (preparation for psychological assessment)



Private counseling room

Overview, mission and educational objective

The Special Needs Education Research Center (SNERC) engages in studies on special needs education, and offers training course for in-service teachers in cooperation with various organizations in University of Tsukuba, that is, the Division of Disability Sciences in the Faculty of Human Sciences which is the largest research organization for disability sciences in Japan, the Education Bureau of the Laboratory schools, and five special needs education laboratory schools, namely the Special Needs Education School for the Visually Impaired, the Deaf, the Mentally Challenged, the Physically Challenged, and the Children with Autism.

Activities and features

The Center focuses on educational research and provision of teacher training programs in collaboration with related organization, and provide seminars on up to date issues, an extension lecture for obtaining the licenses of special needs education, in-service teacher training, and international education support. The following projects are deployed in order to accomplish the mission of the Center.

● Research and development (Leading Education Center)

The Center is actively engaged in researches planned by the Center and executed in corporation with five special needs laboratory schools and other related organization. The results of research are published in Center's bulletin "Special Needs Education Research," which is distributed to organizations involved with special needs education.

Since 2012, the Center has been engaged in developing educational materials and methods that match the characteristics of each disability in cooperation with five special needs laboratory schools. The results will be organized into a database on the web that will contribute to special needs education and research activities in all parts of Japan. Japanese version of the database has been published in 2016 (<http://www.human.tsukuba.ac.jp/snerc/kdb/index.html>). The English version of database publishing is in preparation.

● Teacher training (Center for teacher training) Extension courses approved by Education Personnel Certification Act

In collaboration with five special needs laboratory schools and Division of Disability Sciences, we contribute to increase the number of certificate holders of special needs education and enhance their expertise by providing comprehensive high quality lectures required for first-class and second-class

certifications for teaching in special needs education schools.

In the courses, highly specialized and practical lectures are given on all kinds of disabilities by utilizing the special features of University of Tsukuba. For trainees with visual or hearing impairment, Braille transcription of textbooks and providing lectures on PC display are available to secure information transmission. The courses are highly valued by persons engaged in special needs education in all parts of Japan.

● In-service teacher training

The training programs for teachers are geared toward trainees who have been sent by the education boards of their respective prefectures etc., and they are designed to nurture teachers who are highly specialized in instruction methods and coordination for special needs education.

Trainees can participate in the seminars at the SNERC, visit five laboratory special needs schools, take lectures at our school and SNERC in addition to getting practical training at preferred laboratory school for special needs. Trainees can learn about overall special needs education for disabilities outside of their major field.



● International education support (Center for International Education)

The Center has provided support for special needs education in developing countries, and accepted and trained in-service teachers from various countries. The education methods and the results of research accumulated in the five special needs laboratory schools are adapted to the educational situation in each country and affected to that countries.

Together with the Japan International Cooperation Agency (JICA), the five special needs laboratory schools, the Division of Disability Sciences, and the Center for Research on International Cooperation in Educational Development of University of Tsukuba, the Center has been involved with the "Special needs education project in South America (2009-2011)" and "Special needs education teacher training project in Bolivia (2010-2012)." From 2013 to 2014, the Center are carrying out a training project for teachers in Africa to help "design lesson for challenged children." Trainees from Kenya, Malawi, Rwanda and other African countries are working on a practical training program, which mainly consists of practicing and exercising at special needs laboratory schools. and





the lectures of professors of the Disability Sciences. In 2014, practical educational training will be given at the Special Needs Education School for the Physically Challenged for trainees who are engaged in education for the physically challenged in their own countries.

● Understanding, enlightenment, and exchange programs

[Seminars hosted by University of Tsukuba's Special Needs Education Research Center]

Since FY 2013, we have been compiling an Educational Materials and Teaching Methods Database with the aim of disseminating educational materials and teaching methods that have been accumulated at University of Tsukuba's five Special Needs Education Laboratory Schools. We have recently been holding seminars that focus on these educational materials and tools as well as teaching methods. The main themes include the following: the potential for utilization of Information and Communication Technology (ICT) and engineering technologies to benefit special needs education; how we should in future develop the Educational Materials and Teaching Methods Database that we have been compiling at the Center; and the presentation of examples of practical utilization of the educational materials, tools and teaching methods contained in the database. Every year, numerous faculty members attend these seminars, as well as other people connected to the University who are also engaged in special needs education. They take part in active debates, demonstrating their keen interest in these themes. We will continue to disseminate information in the future that covers the latest themes.

[10th Anniversary Symposium]

In 2014, University of Tsukuba's Special Needs Education Research Center (SNERC) celebrated the 10th anniversary of its founding. The University's Vice-President gave a congratulatory address, and the President of the National Institute of Special Needs Education, Japan, a related organization, delivered a lecture. The past Directors of SNERC held a symposium and other activities. The participants included past in-service teacher training program trainees and members/persons associated with the Board of Education. This broad range of participants made the 10th Anniversary Symposium an excellent opportunity to think about the future direction of the Center.



Priority policy

Priority policies of the Special Needs Education Research Center

[Research]

1) Enhancement of the Educational Materials and Teaching Methods Database, mainly in cooperation with University of Tsukuba's Special Needs Education Laboratory Schools and the Division of Disability Sciences.

2) Evaluation of the effects of in-service teacher training program and revisions to the program, based on results obtained by the needs surveyed during the training program in special needs education.

3) The setting-up and improvement of an international education support program by evaluating findings obtained in the in-service teacher training programs and the results of past international cooperative activities in education.

[Cooperation with the society]

1) Cooperate with the five special needs laboratory schools, and the Division of Disability Sciences, etc. to provide training to in-service teachers dispatched from prefectural boards of education,

2) Cooperate with the five special needs laboratory schools, the Division of Disability Sciences, and Education Bureau of the Laboratory Schools, etc. to provide extension courses approved by Education Personnel Certification Act in order to improve the specialization of teachers engaged in special needs education in Japan, and

3) Build cooperation between the five special needs laboratory schools and the Division of Disability Sciences, etc. to hold research seminar for prefectural teachers and provide the latest information on special needs education.

Brief history

April 2004	Established Special Needs Educational Research Center Professor Sawa Saito named as the first director of the Center
April 2005	Staff consisting of 3 university faculty members and 5 teachers Started training program for in-service teachers Started extension courses approved by Education Personnel Certification Act
2009	Started the international education support project (accommodated trainees from Vietnam) English name changed to Special Needs Education Research Center
2012	Started the Educational Materials and Teaching Methods Database project
2014	10th Anniversary Symposium
2016	Publishing the database of teaching materials, instruction methods of special needs education(Japanese version)

Overview, mission and educational objective

Educating Japanese acupuncture and physical therapy (*Riryo*) instructors in career curriculum at Special Needs Education School for the Visually Impaired

—Unique mission to support visually impaired to gain occupational independency—

Under Education Personnel Certification Act and Ordinance for Enforcement of the Education Personnel Certification Act, our school is the sole teacher training organization for Japanese acupuncture and physical therapy.

“Japanese acupuncture and physical therapy (*Riryo*)” is the generic title for the oriental approach to therapies like acupuncture, moxibustion, anma (Japanese traditional massage), massage and shiat-su, and they are traditionally considered to be jobs for the visually impaired. We have revised the system since March of 1903, and there are many teachers who graduated from the School to help people who are visually impaired to become independent in their careers.

Our educational objectives are to nurture teachers who have abilities, knowledge and educational techniques about Japanese acupuncture and physical therapy.



Acupuncture

Educational activities and features

● One and All —Entrance for specialist—

This is the only school for teachers of Japanese acupuncture and physical therapy. 90% of our students are visually impaired and almost all of them graduate from the School to become teachers. Because their work places are special needs education schools for the visually impaired throughout Japan, our curricula form the basis for *Riryo* education.

● Qualification upon applying

Graduates of high schools (including prospective graduates), and to have obtained three practitioner licenses of anma-massage, acupuncture and moxibustion.

● Subjects for teacher training program

Specialized subjects, subjects related to special needs education and occupational subjects related to teachers.

● Obtaining certificates

Teacher's Certificate for the Visually Impaired - Type 1 (*Riryo*) is granted at graduation. (This certificate is applicable to any school which offers Japanese acupuncture and physical therapy classes including vocational colleges of acupuncture and moxibustion therapy.)

● Job opportunities

The majority of graduates gain employment as teachers in the *Riryo* Section of the Advanced Vocational Course affiliated with the Senior High School in the School for the Visually Impaired. Several graduates become teachers of the vocational colleges of acupuncture and moxibustion, or at one of the National Visual Impairment Centers. Some continue their research as clinical majors at our school, or at the Division of Disability Sciences, Comprehensive Human Science and Special Education at University of Tsukuba. The employment rate is nearly 100%.

● Postgraduate clinical training

We conduct postgraduate clinical training at *Riryo* Clinic (clinic for acupuncture and moxibustion therapy) which is designed for students of clinical majors and *Riryo* trainees.

- Students of clinical majors conduct research by providing treatment based on their research themes. There are also graduates who gain employment in schools for the visually impaired, or universities with departments of acupuncture and moxibustion therapy.

- The *Riryo* trainees system was established in 1989 for postgraduate education for those who have li-



Clinic

censes of acupuncture and moxibustion therapy. After graduating, many of them open their own clinic.

● **Only One –Unique therapeutic technique and theory–**

Based on the “University of Tsukuba Method” medical theory, we provide educational and clinical services. This therapeutic technique is based on anatomy and physiology which is focused on rationality and logic, and this doesn’t require special abilities or transcendent senses. These are also the therapeutic technique and theory that can be utilized to people with or without visual disability.

Also, we encourage students to obtain the skills for Chinese-style medical treatment and meridian treatment which are currently conducted in Japan.



Practical Training

● **One for All –Supporting human health–**

We have started a clinic where the general public can receive treatment by instructors and students. Everyone who is in charge of treatments has a national license, and conducts educational, basic, and clinical research.

Most of the patients have muscle- or joint-related symptoms such as back pain, stiff shoulders, shoulder pain and knee pain that is serious, chronic, or rare. There are patients from nearby areas as well as neighboring prefectures.

We hold the “Refresh with Oriental Medicine!” open seminar to instruct the public on the basics of healthcare and massage therapies.

Approach to the three centers of future education

● **As a leading education center**

• In order to improve the quality of teachers, we hold public seminars for physical therapy teachers of schools for the visually impaired by applying for a public project of the Ministry of Education, Culture, Sports, Science and Technology.

● **As a teacher education center**

- A certification course is offered to “physical therapy teachers of school of the visually impaired”
- Accepting in-service teachers in Japan
- Since 2009, we have been offering the teacher’s certificate update program.

● **As an international education center**

- We accept exchange students from neighboring countries in Asia. There are students who are being nurtured as new leaders who aim to build a system for special needs education and career independency for visually impaired.

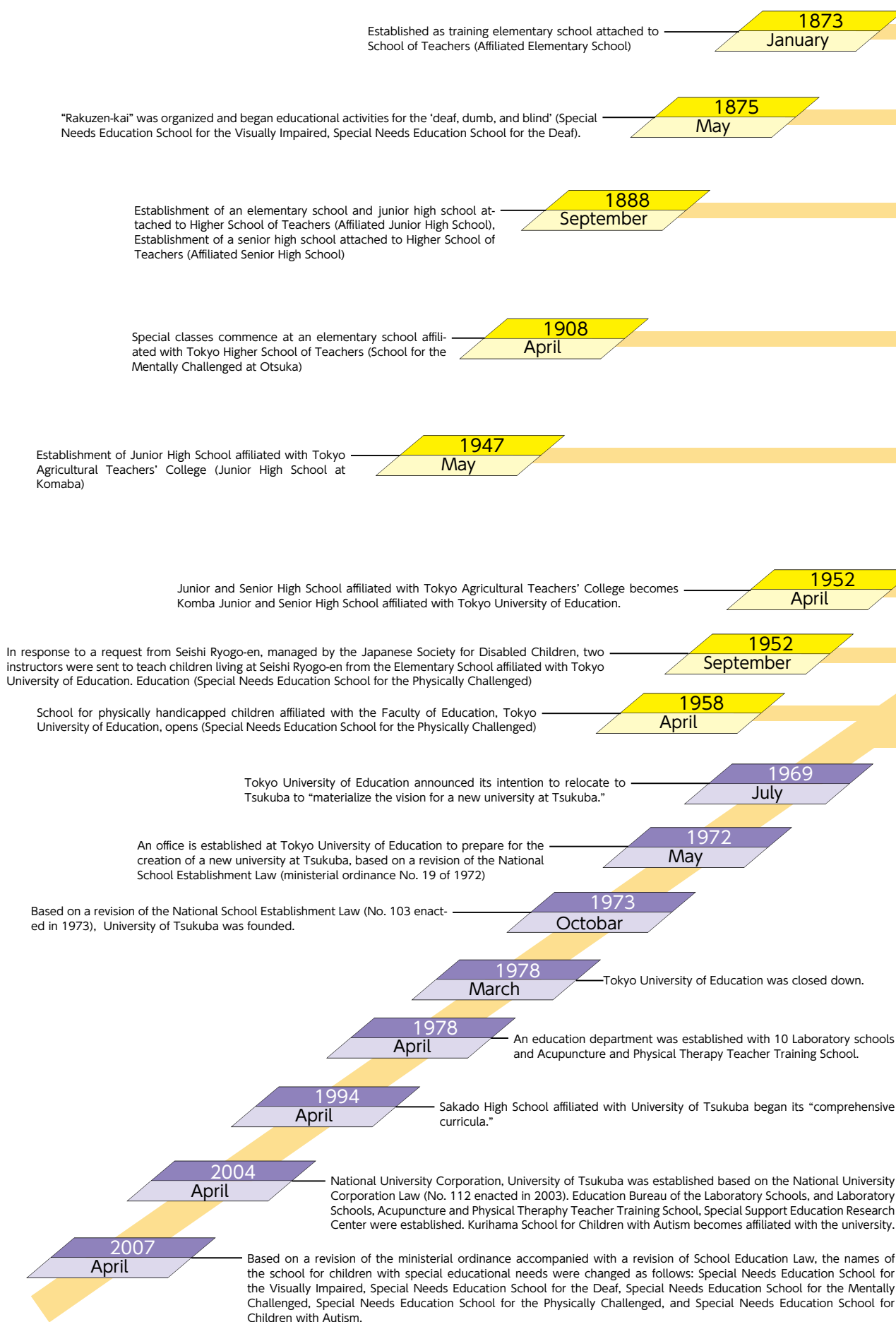


Public seminar, “Refresh with Oriental Medicine!”

Brief history

March 1903	Founded as a teacher training course for blind and deaf education at Tokyo Blind and Deaf School.
April 1909	Tokyo Blind and Deaf School was split up, and Tokyo Blind School was established.
November 1910	Renamed to Teaching Department, Tokyo Blind School.
August 1923	Renamed as the Kou-type Acupuncture and Massage Program, Teaching Department, Tokyo Blind School.
May 1949	Through post-war educational system reform, the school became the National Education School for the Blind.
April 1950	Became affiliated with Tokyo University of Education, and was renamed the National Education School for the Blind, Tokyo University of Education.
April 1951	Re-organized into the Blind Education Section of the Special Teacher Training Section of the Department of Education, Tokyo University of Education.
April 1969	Re-organized as Acupuncture and Physical Therapy Teacher Training School, Department of Education, Tokyo University of Education.
April 1978	Renamed to Acupuncture and Physical Therapy Teacher Training School, University of Tsukuba, and was made into a center.
April 2004	Renamed to Acupuncture and Physical Therapy Teacher Training School, University of Tsukuba (National University Corporation).
October 2013	110th anniversary of the original founding.

History



Founded as School of Teachers at the site of the old Shoei School.

1872
September

School of Teachers changed to Tokyo School of Teachers.

1873
August

Tokyo school of teachers changed to Higher School of Teachers.

1886
April

Higher School of Teachers changed to Tokyo
Higher School of Teachers.

1902
March

1903
March

Establishment of the teachers' training course (now Acupuncture and Physical Therapy Teacher Training School) at the Tokyo School for the Blind and Dumb (now Special Needs Education School for the Visually Impaired)

Tokyo University of Literature and
Science founded. The Higher School of
Teachers became affiliated with Tokyo
University of Literature and Science.

1929
April

1946
April

Establishment of Sakado Business School and Sakado Women's Business School through the association of Sakado township; The cities of Ooya, Suguro, Miyoshino, Trurugashima, and Nissai, Iruma county; and Saitama Prefecture (Senior High School at Sakado)

1949
May

Under the new National School Establishment Law (No. 150 enacted in 1949), Tokyo University of Literature and Science, Tokyo Higher School of Teachers, and Tokyo Agricultural Teachers College and Tokyo School of Physical Education were consolidated to form Tokyo University of Education. The new university's faculty consisted of the five colleges of literature, education, science, agriculture, and physical education.

1950
April

Establishment of Senior High School, affiliated with Tokyo Agricultural Teachers' College (Senior High School at Komaba). Tokyo School for the Blind and Dumb becomes the National Education School for the Blind, affiliated with Tokyo University of Education (Special Needs Education School for the Visually Impaired, Acupuncture and Physical Therapy Teacher Training School) and National Education School for the Deaf affiliated with Tokyo University of Education (Special Needs Education School for the Deaf)

1953
August

Sakado Business School and Sakado Women's Business School become a national high school named Sakado Senior High School, affiliated with Tokyo University of Education

1960
April

Otsuka School for Individuals with Learning Disabilities (Otsuka School for the Mentally Challenged), based on special classes at an affiliated elementary school and junior high school, opens in association with Tokyo University of Education

Schedules for Open Research Conferences and Publication List of Laboratory Schools, University of Tsukuba

■Schedules for Open Research Conferences of the Laboratory Schools, University of Tsukuba 2016

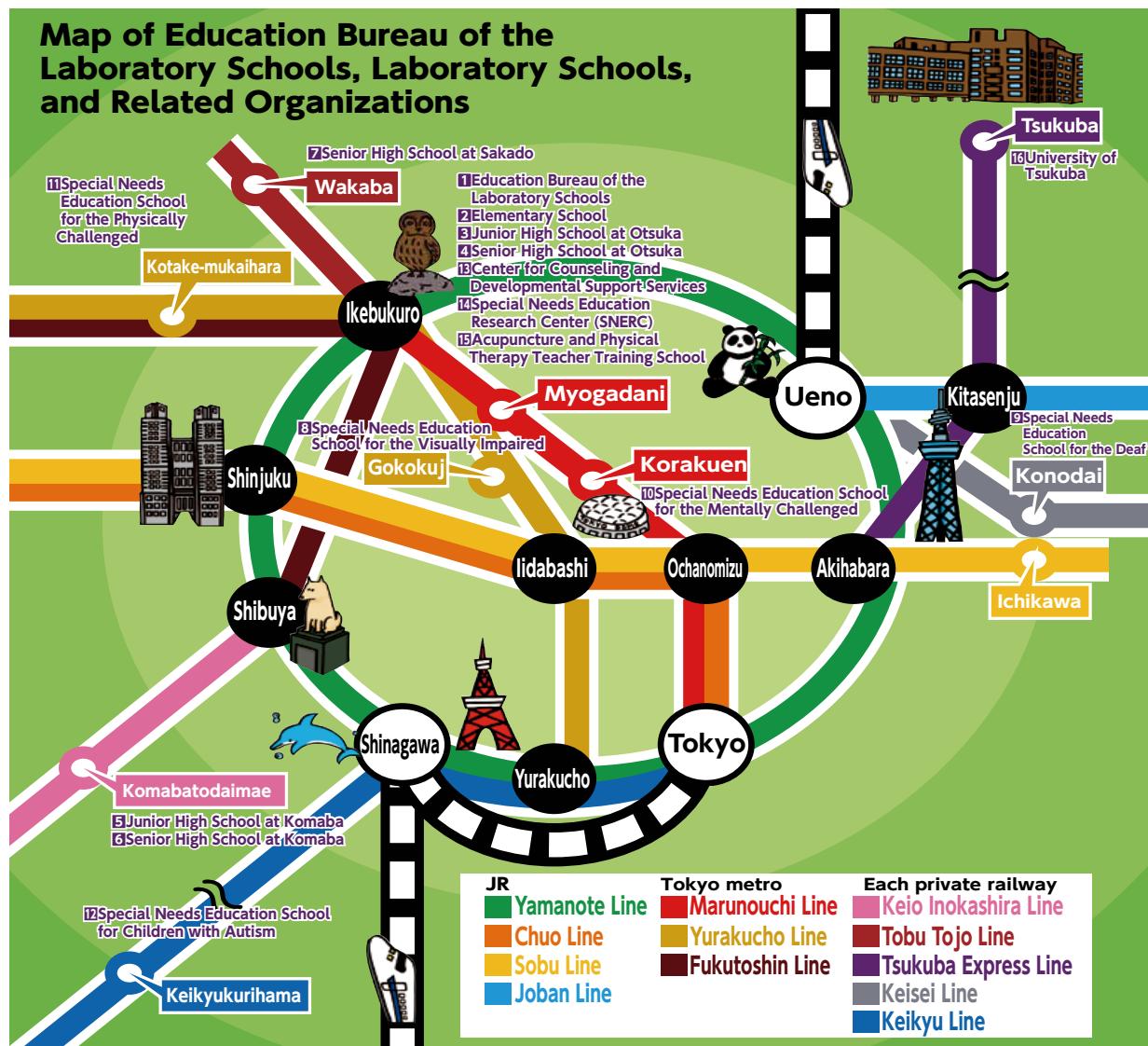
School Name	Research Conference	Scheduled Date
Elementary School	Open House and Open Research Conference	Friday 10 to Saturday 11 June 2016
	Open House and Training Sessions for Primary Education	Thursday 9 to Friday 10 February 2017
Junior High School at Otsuka	Research Conference	Saturday 12 November 2016
Senior High School at Otsuka	Education Research Conference	Saturday 3 December 2016
	SGH Activities Report Meeting	Saturday 4 February 2017
Junior High and Senior High School at Komaba	Education Research Conference	Saturday 19 November 2016
Senior High School at Sakado	SGH Research Conference and Integrated Course Research Conference	Friday 17 to Saturday 18 February 2017
	Acupuncture and Physical Therapy Research Seminar	Friday 7 October 2016
Special Needs Education School for the Visually Impaired	Research Council of Visual Impairment Education	Saturday 18 February 2017
	National Deaf Education Conference (Affiliated School Conference)	Thursday 13 to Friday 14 October 2016
Special Needs Education School for the Deaf	Seminar for Teachers of Deaf Education (joint hosting the Ministry of Education, Culture, Sports, Science and Technology, and University of Tsukuba)	Wednesday 16 to Friday 18 November 2016
	Public Workshop of Early Stage Education for Deaf	Friday 17 February 2017
	Research Report Meeting for schools affiliated with University of Tsukuba (Faculty of Human Science and Special Needs Education School for the Deaf)	March 2017 (planned)
Special Needs Education School for the Mentally Challenged	Education and Research Council of Intellectual Disabilities	Friday 10 February 2017
Special Needs Education School for the Physically Challenged	Seminar for Independent Activity	Friday 29 to Saturday 30 July 2016
	Practical Research Council of Education for the Physically Challenged	Thursday 2 to Friday 3 February 2017
Special Needs Education School for Children with Autism	Conference of Practical Research of Educational for Autism	Friday 9 December 2016
Special Needs Education Research Center (SNERC)	Seminar Series of SNERC	Saturday 3 December 2016 (planned)
	Seminar Series of SNERC	Monday 27 March 2017
Education Bureau of the Laboratory Schools	Open Seminar for Teachers, Open Research Conference of Laboratory School	Saturday 25 February 2017

※ Please check the details of schedules on our website.

■2015 Publication List

School Name	Publications
Elementary School	Catalogue, Education Research, "Education for Originality-classes to Recognize Each Identity," Commemorative Booklet for the 140th Anniversary
Junior High School at Otsuka	Catalogue, Report, Guidance Plans, Research Proceedings, Research Material (Research for Educational Degree Program), Integrated Study Research, Research Conference Release Guideline, Toinkai Member List, "30 Collections for Recitation," "Basic Techniques and Implementation of Educational Guidance for Studying Teachers", "Learning in Elective Subjects," "School Trips and Field Trips"
Senior High School at Otsuka	Catalogue, School Prospectus, Newsletter, Research Proceedings, International Exchange The Report by SGH Program delegation to the Asia Pacific Young Leaders Summit, The Report by SGH Program delegation to the International Symposium in Korea, The Report by SGH Program delegation to the Future Global Leaders Program at University of British Columbia, The Report by SGH Program on the Exchange Program between Japan and China, The Report by SGH Program on the Short Term Exchange Program between Tsukuba Senior High School and Hwa Chong Institution
Junior High and Senior High School at Komaba	Catalogue, School Prospectus, Bulletin of Junior & Senior High School at Komaba, University of Tsukuba, Report of Educational Research Conference, Report of Tsukukoma Akademeia (regional contribution project), Report on Research and Development in Super Science High School (SSH) (the fourth year), Report on SSH Exchange Program in Taiwan, Abstracts of Presentations in SSH Exchange Program in Taiwan, SSH Report on Research in the Mathematics Department, SSH Collection of Students' Mathematical Papers, "Café Bollweck" (SSH Collection of Mathematical Papers by Mathematics Club Students), SSH Mathematics Special Seminar Text, Report of Field Research in Minamata (SSH Seminar "Consider Japan through Minamata"), Materials for "SSH Mathematics Teachers' Workshop in Tokushima"
Senior High School at Sakado	Catalogue, School Prospectus, Research Proceedings, Integrated Course Research Conference Documents, Field Work in Science Lesson, Report of Social Contribution Project in University of Tsukuba "Tsukusaka Community Food Education Project," Report of the Innovative Education Program at University of Tsukuba ("Human Resources Development in High School, University, and Graduate School in Collaboration with International Cooperation Schools, and International Internship to Achieve the Purpose and Development of Teaching Practice Program"), Collection of Photos and Essays of Off-campus Learning for Second Graders in the 2013 academic year
Special Needs Education School for the Visually Impaired	Catalogue, School Prospectus, Counseling and Support Brochure, Child-Rearing Classes Brochure, Supporter Book, Research Proceedings, Visual Impaired Education Booklet, Special Subject Brochure, Research Result Report of Special Needs Education, Regional Project Report on Inclusive Education System Construction Model, Report on Teaching Methods Utilizing Assistive Equipment and Other Teaching Materials
Special Needs Education School for the Deaf	Catalogue, Research Proceedings, School Prospectus Brochure, Brochure of Toddler Education Counseling, Special Subject Brochure, Bulletin of Special Needs Education School of the Deaf, University of Tsukuba, "Hearing Impairment" booklet
Special Needs Education School for the Mentally Challenged	Catalogue, School Prospectus Brochure, 60th Research Proceedings: "Practical Examination of Curriculum Operating Processes," The Support Department Research Proceedings
Special Needs Education School for the Physically Challenged	Challenged Catalogue, School Prospectus, Report on Research Results (Bulletin), Project for Advancing Research on Special Needs Education, 2014/2015, MEXT
Special Needs Education School for Children with Autism	Catalogue, School Prospectus Brochure, Practical Research Bulletin, Collection of Open Class Teaching Plans and Presentation Materials, Research Council on Practical Education for Autistic Children, "Important Points of Education for Autistic Children" - Practical Research over 6 Years on Learning from Children, School Report "KIRA-KIRA", Local PR Brochure "NOBI-NOBI"
Education Bureau of the Laboratory Schools	Data of the Education Bureau of the Laboratory Schools, PR Brochure, "Paulownia," Booklet on the Theory of Education, Research Conference of Tsukuba Laboratory Schools, Report of the Committee for Promoting International Education of the Laboratory Schools of University of Tsukuba.
Special Needs Education Research Center (SNERC)	Research of Special Needs Education at University of Tsukuba, Brochure of SNERC, SNERC Report
Acupuncture and Physical Therapy Teacher Training School	School Overview, Paralympic Sports for the Visually Impaired, Discovering and Training Blind Athletes, Support for Paralympic Athletes with Acupuncture Massage

Map of Education Bureau of the Laboratory Schools, Laboratory Schools, and Related Organizations



Dr. Shin-itiro Tomonaga

Dr. Shin-itiro Tomonaga is born in 1906. He specializes in the research of particle physics in Tokyo University of Literature and Science and Tokyo University of Education which are predecessors to our school. In difficult times during the war and after the way, he analyzes the interaction of lights and electron by stating super-many-time theory and renormalization theories.

In 1965, he is awarded a Nobel Physics Prize with these theories.

Dr. Tomonaga also served as a president of Tokyo University of Education and a chair at Research Institute for Optics. The researchers who follow Dr. Tomonaga develop the research in physics in a large way, and it leads to University of Tsukuba.



Laboratory Elementary School

Mr. Jigoro Kano

Mr. Jigoro Kano is born in 1860. After studying at Tokyo Imperial University, he establishes Kodokan Judo. He serves as a president of the Higher School of Teachers and Tokyo Higher School of Teachers for 23 years from 1893 to 1920. He enriches Japanese school education, develops physical education and sports and encourages Olympic movement while innovation education by implementing education for exchange students. There is a statue of him in Senshun-en (Bunkyo District), and for his 150th anniversary of his birth, another statue is built in University of Tsukuba (Tsukuba District).



Senshun-en (Otsuka, Bunkyo-ku)



The books above mention the results of Education Bureau and affiliated schools of University of Tsukuba.

IMAGINE THE FUTURE.



2016 - 2017
Outline of the Education Bureau of the Laboratory Schools

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