



Action Plan (English) 2025 Invitation Programme for Japanese Teachers to China

ACTION PLAN (Promotion of International Understanding Education)

Goal: Cultivating Creators of a Democratic Society

To cultivate "creators of a democratic society" who can collaborate with diverse others.

Background: Inclusion of Diversity

The number of foreign national children is increasing due to "internal globalization." Addressing "children with diverse personalities, characteristics, and backgrounds" and realizing "Inclusion of Diversity (Equity)" is an urgent issue.

Short Term (Within 2025)

Utilize lectures for children and English caravans to foster momentum for "initiatives that promote dialogue and consensus with diverse others." Additionally, conduct cascade training for teachers on the Chinese education learned from the dispatch program.

In OJT training, utilize Generative AI as a "tool for deepening international understanding" to establish foundational skills for teachers to deal with diverse information and prejudice. Also, hold regular meetings to discuss countermeasures for difficult cases arising from different cultures.

Medium Term (3 Years)

Review the curriculum from a "cross-curricular perspective" and position the "Period for Integrated Studies" as the core of inquiry-based learning in international understanding education. Review the annual teaching plan to establish new units related to international understanding.

Regularly plan and implement "World Friends Day" to establish opportunities for dialogue and consensus building. Pilot the "integrated enhancement of collaborative learning" by utilizing Generative AI for "English conversation" and "opinion summarizing."

Long Term (5-10 Years)

Realize a sister school partnership with a Chinese elementary school (in 5 years). Establish online and in-person exchange using digital learning platforms to practice "collaborative learning."

Coordinate international exchange between neighboring elementary and junior high schools, leading "intercultural collaboration activities" throughout the region. Build a "foundation for realizing a symbiotic society" by disseminating the school's initiatives as a promoter of international understanding education.

Learnings from the Field: Two Compasses Illuminating the Future

Flexible Attitude Required for Coexistence with AI Technology

Through experiences like the autonomous driving test ride in Beijing Development Area, I strongly felt the reality that AI is an indispensable part of daily life. In this era of technological proliferation, a flexible attitude that allows teachers to master AI and deepen learning alongside children is essential.

Cultural Understanding Fostered by Dialogue with People

Through "once-in-a-lifetime" dialogues with people passionate about education, I was convinced that, especially in an era of globalization, cherishing each other's culture and traditions is the foundation for deepening international understanding.

Observation Sites and Key Learnings

Beijing First Experimental School

Characterized by its overwhelming scale and changes in campus format based on the "Learning Community." The clear design of assessment in inquiry-based learning using learning task design tools was an extremely important insight.

Nankai University Affiliated Elementary School

An "open school" actively engaged in international understanding education, focusing on music and traditional culture education. The universal stance of educators to "cherish and nurture each individual" was strongly felt.

Beijing Yuetan Middle School

Has educated students in Japanese as the first foreign language since 1972. The achievement of rapidly developing high proficiency in just a few years demands a fundamental review of the state of foreign language education in Japan.

Chinese Ministry of Education Visit

Understood the clear vision of cultivating students as a national policy. Felt the nation's determination to bear education with the total effort of the people through the correction of educational disparities and clarification of "family responsibility".

Action Plan : Accepting and Supporting Chinese National Students

This document outlines the action plan for supporting Chinese national students at Bunkyo Gakuin University Girls' Junior and Senior High School.

(1) Goals and Objectives

- ① **Student Recruitment Challenge Response** : Address the difficulty in student recruitment due to the declining birthrate and aim to secure a stable number of applicants.
- ② **Response to Educational Demand** : Meet the educational demand of Chinese national children in Bunkyo Ward, Tokyo, targeting prospective students from "3S1K" schools.
- ③ **Establishment of Study and Daily Life** : Ensure students settle into their daily lives and studies within 90 days of enrollment, creating an environment where they can attend school with peace of mind.
- ④ **Japanese Proficiency Improvement Goal** : Aim for students to reach Japanese proficiency level B2 (for subject learning) by the second year of high school, contributing to the promotion of international education.

(2) Background and Educational Demand

- ① **Popularity of Bunkyo Ward, Tokyo** : Bunkyo Ward is a popular relocation destination for foreign families due to its high educational standards and good living environment.
- ② **Role of "3S1K"** : Seishi Elementary, Sendagi Elementary, Showa Elementary, and Kubomachi Elementary (3S1K) in the ward are popular elementary schools among Chinese parents.
- ③ **Academic Aspirations of Chinese National Children** : Chinese parents and children tend to aspire to enroll in so-called "elite preparatory schools".
- ④ **Need for Enhanced Support** : Given the above, the school is required to establish an acceptance system and enhance educational support for Chinese national children.

Major Strategies and Implementation Points

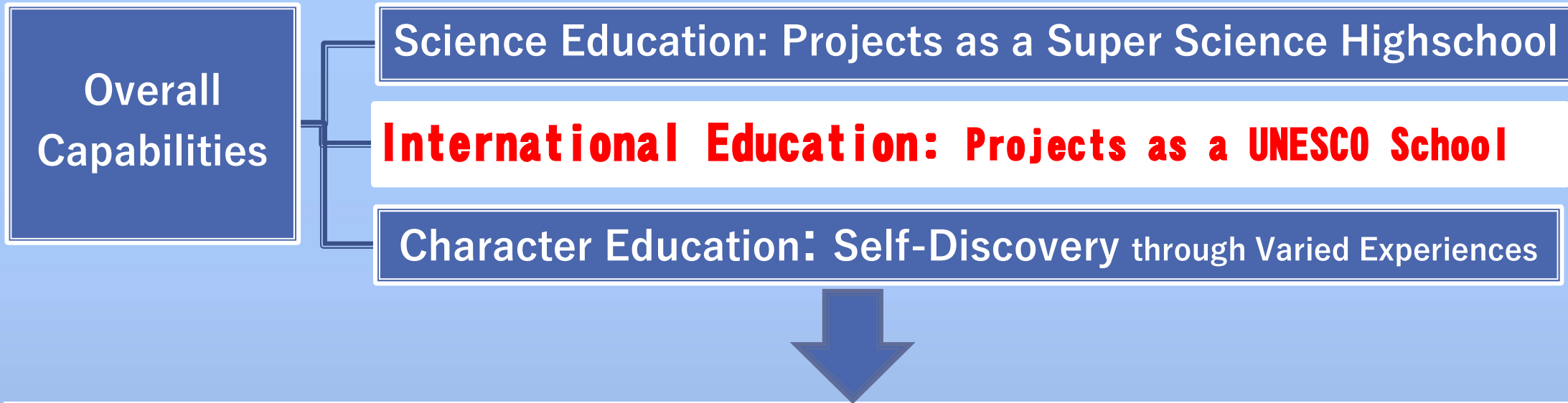
(3) Public Relations and Selection Measures

- ① **Multilingual PR Strategy** : Effectively increase recognition among the target demographic through a dedicated Chinese-language website and SNS utilization.
- ② **Fair Selection System** : Achieve fair selection of diverse applicants by establishing a foreign national quota and adjusting the Japanese language burden.
- ③ **Parent Support Measures** : Reduce parental anxiety and boost the intention to apply through an application guide written in both Chinese and Japanese and individual consultation sessions.

(4) Acceptance System and Learning Support

- ① **Pre-Enrollment Japanese Preparation** : Students will acquire the basics of school-life Japanese and subject-specific Japanese through an online Japanese prep course.
- ② **Individualized Education Plan (IEP)** : Provide effective Japanese language instruction using pull-out and push-in methods based on JSL assessment.
- ③ **Support Staff Employment** : Secure personnel proficient in both Japanese and Chinese communication (support through a mentor system).
- ④ **Initial Adaptation Support** : Support adaptation during the first 90 days after enrollment through a buddy system and life orientation.
- ⑤ **Academic Improvement and Parent Collaboration** : Promote academic improvement using ICT and after-school learning studios, and strengthen parent collaboration through cultural events.

Making Future Global Leaders Equipped with the Overall Capabilities to Learn and Act Proactively.



iming for Integrated International Education to Make Future Global Leaders

- ① **Expnasion & Consolidation of In-person and Online International Exchange**
⇒ Synergetic Effects with the Annual Plan for Global Activities
- ② **Current Focus: Asia** ⇒ Expansion of Partner Countries and Tri-lateral Exchange
- ③ **Content of Exchange** ⇒ Culture · STEM Inquiry · Cross Curriculum · SDGs
- ④ **Hosting International Delegations** (In collaboration with other schools)

Making Future Global Leaders

Equipped with the Overall Capabilities to Learn and Act Proactively.



1. Daily Activities in Classrooms

- China Week (Report from the last visit by slides and videos)/ News from Asian countries and the world
- Online Exchange with China and other Asian Countries
Contents : Culture/Scientific research/SDGs/ Discussion over the same material

2. Events by Grades

- Lectures and discussion with partners from the world including China and other Asian countries (Introduction of each country, cultural experiences, discussion over SDGs)

3. School Events

- Keynote Address by globally active lecturer
- Interpersonal Exchange by visiting and hosting
(In collaboration with other schools in the area)

CHINESE GOVERNMENT PROGRAM TO INVITE JAPANESE EDUCATORS: RETURNING LEARNING TO STUDENTS

- 【Background】 Lack of confidence in English and insufficient opportunities for international exchange. Although the number of foreign residents is increasing even in Miki City, Hyogo Prefecture, contact with students is limited.
- 【Challenge】 A tendency for many students to seek employment locally. More than just English proficiency, an attitude of collaboration with diverse individuals is required.
- 【Objective】 To cultivate awareness of multicultural coexistence and an international perspective through Inquiry-Based Learning (IBL) + international exchange. To foster the consciousness of viewing multicultural coexistence as a "personal matter" by interacting with students from China through a high school-university partnership program.

Pre-Program Learning (PPL)

【Design】 Cross-curricular learning integrating English and Comprehensive Inquiry Time. Rubrics are presented in advance.

- ① **Photo Language:** Deepen understanding through a gallery walk, utilizing "authentic" photographs taken in China.
- ② **Jigsaw Reading:** Reading English self-introductions written by international students from China and English texts on Chinese culture and history.
- ③ **Inquiry into Questions:** Researching "Why?" questions using tablet devices in research groups, followed by the creation and presentation of an inquiry sheet.

Dialogue Session (Roundtable)

Inviting five international students from China attending the university. Directly asking the authentic "Why?" questions generated during PPL in a dialogue format. Supplementarily utilizing Japanese to minimize language barriers.



Post-Program Learning (PoPL)

Students collaborate in groups on the learning gained during PPL and the Dialogue Session, and present their findings in English.

Experience and Explore
(Visceral Inquiry)

FY 2026 ANNUAL PLAN (INTERCULTURAL EXCHANGE WITH NON-ENGLISH SPEAKING REGIONS)

1st Semester

May: Indonesia
June: Nepal
July: China
● High School-University Partnership Lecture:
"Intercultural Communication and Stereotypes"

2nd Semester

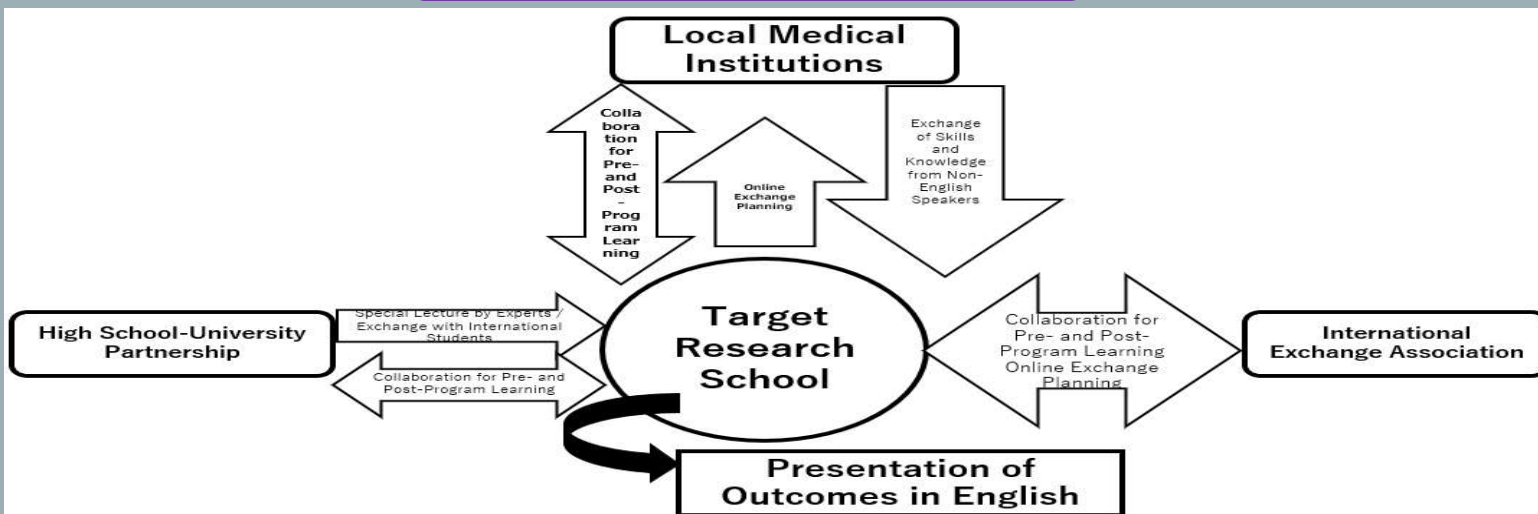
September: South Korea (Online)
October: Myanmar
November: Vietnam
December: Brazil
● International Exchange Lecture:
"Minorities and a Multicultural Coexistence Society"



3rd Semester

January: Learning Outcome Presentation Session (Group Presentation in English)
@ Comprehensive Inquiry Time

Overall Structure (Flowchart)



Local Collaboration
International Exchange
Festival 2025
Dialogue Session
×
Online



To apply what I learned from the China dispatch program to future educational activities

【Current situation】

International understanding education is concentrated in specific subjects or fields.

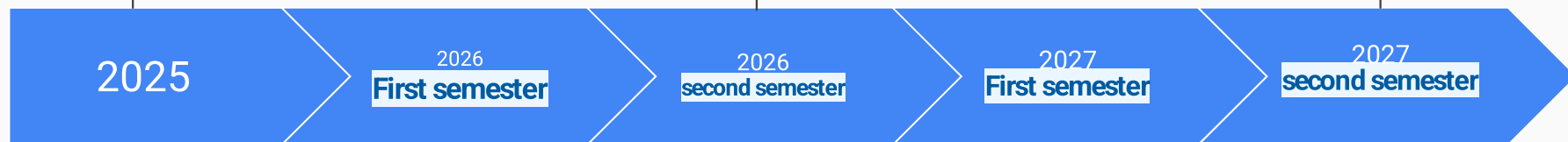
【Goal】

I want to implement international understanding education using 'living teaching materials' that go beyond just textbook knowledge.

- I will summarize the dispatch program.
- I will give a report on the in-school training.
- I will give a presentation on the program at the prefectural training session.
- I will conduct a social studies lesson on the continent of Asia.

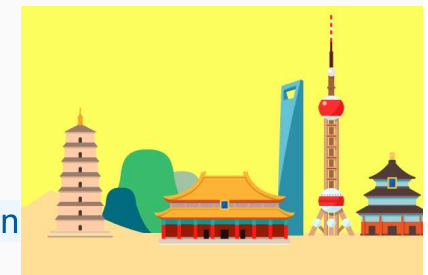
- I will plan and conduct online exchange classes with China.
- I will interact with participants of the 2026 program.
- I will organize the system for teaching Japanese to students with foreign roots within the school.

- I will report on activities starting from 2025.



- I will present a practical report at the Chiba City Education Research Association.
- I will conduct a social studies (geography) class on investigating the local community.
- I will present a practical report at the Graduate School of Teacher Education.
- I will work on establishing a support system for Japanese language instruction for students with foreign roots within the school.

- I will plan and conduct online exchange classes with China.
- I will organize the system for teaching Japanese to students with foreign roots within the school.



Learning from the China Invitation Program

The China Invitation Program provided three core insights into the important mission of cultivating human resources who can focus on global changes.

[Mutual Understanding]

Through direct interaction with Chinese people, I was able to experience a spirit of mutual respect that transcends race and nationality, dispelling any negative feelings I had. I was reminded that meeting people in person and sharing memories is more important than anything else for mutual understanding.

[Historical Background]

The definition of education has changed over time, and I gained the profound insight that cultivating perspectives from both the past and the future is important for developing talent who will thrive in the future.

[Educational Significance]

The Education Department confirmed the importance of physical education and inclusive education from both top-level and field perspectives, reaffirming common challenges and the significance of education in Japan from a global perspective.



Organizing an action plan

SHORT TERM PLAN

We provide international understanding education to our students. We introduce overseas countries, including China, with the theme of the importance of seeing things with your own eyes. We place emphasis on the perspective of career education, and tell them that there are jobs that focus on the world, such as ACCU and JICA.

MEDIUM TERM PLAN

In order to promote the spread of international understanding education throughout the school, we will hold a report meeting for teachers at our school. We will also conduct visiting lectures for other schools and those who wish to participate in international cooperation. We will find schools that can become school ties or sister schools and promote exchanges.

LONG TERM PLAN

I will be able to manage long-term exchanges with partner schools. I will also expand the range of countries I visit overseas, compare education in at least four countries other than Japan and China, and prepare to consider and communicate the merits of Japanese education.



3-Year Roadmap: Phased Approach (Students)



Year 1: [Knowing and Questioning]

🎯 Goal: Bias Removal and Interest Stimulation

“This isn't the China we know!”—providing this surprise to make people aware of their biased information.

📖 Modern China as Seen Through

Chinese Animation and Drama

“The Legend of Hei” and “The Grandmaster of Demonic Cultivation” and other works share commonalities with Japanese anime, depicting Chinese urban landscapes (hyper-IT society).

Separate “China in politics and news” from “China in youth culture” to foster a sense of familiarity.

📰 Workshop on Reading Between the Lines of News

Comparing Japanese news with information from Chinese social media (such as Weibo) and examining how the same events are reported.

Understanding how hate and prejudice are formed on social media. (Media literacy)



Practical Application: JICA Tsukuba Study Visit
Adopt a broad perspective encompassing not only “China” but also “the world.”



Year 2: [Connecting and Talking]

🎯 Goal: Online Exchange and Development of Teachers' Practical Skills
Leverage connections made during visits to China to conduct online interactions where you can see each other's faces.

📺 Real China Online

Online exchange with Chinese high school students (or university students learning Japanese). Start with common entertainment topics like “favorite anime,” “fandom activities,” and “games (like Genshin Impact).”

Create connections as individuals—like “Mr./Ms. [Name], who loves anime”—rather than as the symbol “Chinese person.”



Cultural experiences such as the school event “Spring Festival”
Students with foreign roots serve as leaders in cultural experiences.

Having students with foreign roots take on the role of teacher boosts their self-esteem while eliminating class hierarchies.



Practical Application:
JICA Tsukuba Outreach Program
Invite former JICA Overseas Cooperation Volunteers to share their experiences in the field and how they overcame hardships.



Year 3: [Co-Creating and Supporting]

🎯 Goal: Student-led activities and their integration into the school culture
Students themselves consider how to shape their school for multicultural coexistence.

🔍 Inquiry: “Transforming Nakaminato into a Multicultural Community”
inquiry-based learning project exploring the theme: “How can we create classrooms and communities where everyone—students with foreign roots and Japanese students alike—feels comfortable?”

Creating school maps with foreign language labels, developing communication manuals using translation apps, and other output activities

🎬 Japan-China Joint Online Art Project
Collaborate with exchange partners to create videos introducing each other's schools and short dramas, then present them at the cultural festival.

Develop connections between individuals into collaborative group memberships



Practical Application: Local Events
Presenting initiatives to the community fosters student pride in knowing, “Our school is actively contributing to the community.”

Action Plan (Faculty and Staff)

In the classroom at Nakaminato High School Knowing 'them'

“Information Sharing That Goes Beyond the Surface”

Classroom teachers of students with foreign roots and school social workers serve as instructors. Rather than discussing generalities, the entire faculty shares the challenges (“language, family environment, future paths”) currently faced by students with foreign roots at our school.

Before addressing “prejudice toward various countries,” we must resolve our lack of understanding toward the students right in front of us.

Collaboration with external parties

“Easy Japanese Workshop”

Utilizing JICE training. Conducting workshops on rewriting communication for students and parents with foreign roots into easy-to-understand Japanese (Easy Japanese), thereby eliminating teachers' apprehension about “language barriers.”

Online Exchange Facilitation Training In comprehensive inquiry-based lessons, teachers from other grade levels participate alongside peers to build sustainable connections with overseas schools. This training covers handling issues during online exchanges and techniques for initiating conversation topics.

To ensure actions are sustained, do not neglect sharing and training.

Career Path Assurance and Multicultural Career Education

Learn specialized knowledge about visa issues unique to students with foreign roots, as well as barriers to higher education and employment. Collaborate with JICA and local NPOs to invite role models (foreigners working in Japan) after graduation.

Learning that attending vocational schools or universities opens advantageous pathways to obtaining work visas, and connecting this knowledge to future career paths.

Please do

Utilizing JICA and ACCU's “Teacher Overseas Training” Programs

Utilizing JICA and ACCU's “Teacher Overseas Training” Programs

Action Plan1 Updating Educator's perspective

Initiatives in Beijing's education

Defining the Vision Beijing is aiming to provide education grounded in the latest educational theories.

Methodology Sharing The school has teachers trained in the latest educational theories, and the sharing of these theories is being promoted internally.

Experimental efforts toward a goal Large-scale educational “experiments” are being carried out.

Action I: Staff Training

Introduction to Beijing's Goals

To train a large pool of people who have both innovative ideas and proven experience.

Analysis of the Theory and Direction Implemented by Beijing

PBL (Project-based Learning) Emphasis on problem-solving learning and its appropriate assessment

Personalization Focusing on both individual and collaborative learning.

Promoting a Well-Rounded Development (Mind, Morality, and Body) Emphasizing the correlation between physical fitness/athletic ability and academic performance.

Focus on the business link Highlighting the idea that "Market value means being required by others."

Desired Transformation of the Staff Group

Update of the Educational Philosophy based on the Latest Educational Theories

Expected Educational Outcomes (Students)

Proactiveness , Independence, Inquisitiveness , Establishing Deep Understanding, Problem-Solving Skills, Logical Thinking

By introducing the advanced aspect of the education that Beijing is aiming for, lead to a review of individual faculty and staff members' educational philosophies and teaching methods.

Action Plan2 Deepening Japan-China Cultural Exchange through School-to-School Exchanges

Exchanges Held During This Visit to China Gained insight into how the other side views one's nation.

Online Exchange between High School Students

Connecting and interacting with calligraphy club students via real-time online communication.

Reaction by Japanese students impressed by the Japanese language proficiency of the Chinese high school students.

Reaction by Chinese students Amazed that high school students in Japan study calligraphy by using Chinese classics as their models.

Action 2 : Cultural Exchange by HS students

Japan It is highly valued in Japanese high school calligraphy education to study Chinese classics.

China For Chinese high schoolers who are interested in Japanese culture, the entry point is familiar pop culture, like anime and Vocaloid, which resonates with their Japanese peers.

Both sides can introduce their cultures by tailoring the content to match the other's interests.

Expected Educational outcomes

High school students from both Japan and China can learn about positive evaluations of their own culture from abroad, gaining an opportunity to re-examine their culture.

Through exchanges with high school students from the partner country, they can deepen their cross-cultural understanding and build the foundation for friendly relations.

China Invitation Program

Experiences and lessons
learned in China

Practices based on educational goals, historical background, and modernized education

China is promoting quality education, measures to reduce double income, and rectifying disparities through "high-quality education" and "comprehensive human resource development." Efforts are also underway to narrow disparities between rural and urban areas in order to ensure equal educational opportunities. It has been found that providing a better learning environment and enabling young people who will be responsible for China's future to acquire diverse skills through their studies will enable them to immediately contribute to society. In particular, the average age of teachers at Beijing No. 1 Experimental School is 27.7 years old, and the school recruits and hires new graduates who have the energy, curiosity, and fresh minds to teach. I was impressed by the high degree of freedom that the school has to implement its own policies and management methods regarding human resource development.

In Japan, efforts are being made to foster independence and creativity, the GIGA School Initiative, inquiry-based learning, and support for students who are absent from school. These efforts provide students with diverse needs with opportunities to find their own path and develop their individual talents. Furthermore, Japanese education places emphasis on acquiring skills needed in a global society, and aims to improve intercultural understanding and communication skills. However, I feel that there are still many issues to be addressed when it comes to language. I feel that it is essential to reform the curriculum to improve language skills and to introduce programs to enhance practical communication skills. One of the strengths of Japanese education is its emphasis on ethics and cooperation, but after visiting the school, I felt that in order to respond to the rapidly changing social situation, it is also essential to have an education that cultivates flexible thinking and problem-solving skills.

Although the Chinese and Japanese education systems each have their own characteristics and challenges, by learning from and complementing each other, it is possible to create a better educational environment, and we have gained insights into how to provide rich learning experiences.



Future initiatives



Through this training program, I learned that the educational challenges facing China and Japan are similar. I believe that it is precisely because the approaches to the challenges we face are similar that we need to deepen mutual understanding and continue to interact.

① For children (integrated learning period, music, arts and crafts, home economics)

- Classes to stimulate interest in China (in conjunction with Multicultural Week)
- Introducing the schools and students visited
- Activities using Chinese language and characters (greetings, songs, etc.)
(Popular songs performed at Yuetan Junior High School in Japanese and Chinese)
- Chinese cultural experience (trying on Hanfu, musical instruments (yangqin, pipa, erhu, etc.))
- Making fans using Chinese lacquer learned at Nankai Elementary School
- Deepening understanding of Japanese and Chinese food cultures and cooking practices

- Online exchange with a Chinese elementary school
- Introducing the school and events
- Working together to create a better school

② For teachers

- Sharing what was learned in the program
- Conducting on-campus and off-campus training sessions
(Introduction to the Chinese government's invitation program, and information on Chinese culture and education)
- Workshops
(Chinese cultural experiences (hanfu, musical instruments, food))

③ Teacher-to-teacher exchanges

- Maintaining mutual contact
- Continuing communication with Chinese teachers via email and social media

④ For the local community

- Hold a report session
- Create opportunities for local residents to learn about education in China
- Consider the importance of multilateral collaboration

⑤ Myself

- Scheduling for exchanges
- Contacting teachers who exchanged contact information at the social gathering
- Studying Chinese for Japanese language instruction
- Interacting with parents of Chinese nationality or with Chinese roots
- Coordinating school visits



Action Plan

Background, objectives, schedule, etc.

Background

①Our school has seen an increase in students with foreign backgrounds. ②The number of students who are absent from school is also rising, due to various reasons such as family environment, learning difficulties, and interpersonal relationships.

Purpose

①By understanding the educational situation in China, we aim to create a more comfortable environment for everyone.②We plan to utilize support methods learned from China to assist students who are not attending school.

Schedule

①During this fiscal year, we will conduct classes for students and training for teachers.
②We will also work on improving the consultation room environment (three-year plan).

Action Plan

Specific initiatives and implementation methods



I Teach students in class
Convey what was learned in China
Think about what is necessary for international understanding and international cooperation



II Teacher Training
Sharing what was learned in China
Thinking of concrete support methods together with all staff



III Environmental Maintenance
Creating an environment that makes it easier for truant students to attend school (such as purchasing pianos, guitars, table tennis tables, sewing machines, etc.)

Framework & Overview

BACKGROUND

Observed the rapid digitalization of education and AI integration in China. Recognized a significant gap between these advanced initiatives and the current challenges in Japanese schools, such as delayed DX and heavy teacher workloads.

OBJECTIVE

To implement "proactive, interactive, and deep learning" using ICT insights gained from the visit. The goal is to enhance cross-cultural acceptance and improve the overall quality of education and internationalization of the school.

TIMELINE

- **Phase 1 (0–3 Months):** Reporting, lesson planning, and ICT environment check.
- **Phase 2 (4–12 Months):** Pilot lessons, external collaboration, and review.
- **Phase 3 (Next Year+):** Full implementation and establishing exchange programs.

METHOD

Adopt a "small start" approach rather than top-down mandates. Begin with personal classroom practices to demonstrate tangible student growth, thereby gradually engaging colleagues and spreading the method school-wide.

Specific Action Plan

APPLICATION

Qualitative Shift via ICT

Introduce personalized learning support inspired by Chinese AI cases. Design lessons that stimulate students' inquiry using technology, while strictly adhering to the national curriculum guidelines.

INTERNATIONAL ED.

Understanding via Experience

Create teaching materials based on primary information from the visit to dispel stereotypes. Utilize online tools to connect classrooms, creating opportunities for students to deepen mutual understanding.

DISSEMINATION

Organizational Feedback

Share findings at staff meetings to encourage mindset reform. Disseminate knowledge widely through local education boards and research groups to contribute to regional educational improvement.

SUSTAINABILITY

Network Development

Maintain the human network built during the program and continuously monitor Chinese education trends. Aim to build a sustainable platform for educational exchange beyond a one-time visit.

Promoting "intercultural collaborative activities" at the elementary and junior high school levels

Hiroshima Prefecture has been implementing the "Learning Transformation Action Plan" since fiscal year 2014, and the third measure is the promotion of intercultural collaborative activities. However, it is difficult to say that "intercultural collaborative activities" are being actively promoted in the local government.

This visit made me strongly realize the significance of students and teachers engaging in cross-cultural exchanges with teachers from Asian countries. Aiming for 10 years from now, we will develop an action plan to promote "intercultural collaborative activities" at the elementary and junior high school levels.

〈Five-year action plan〉

C A T	2026	2027	2028	2029	2030
Effort ①	Participating in the program as a host school		Spreading the idea to other schools through meetings of principals and vice principals		
Effort ②		Action to establish sister school relationship with Chinese school		Regular online exchanges with sister schools	

current situation

- Only interactions with native ALTs, lack of "intercultural collaborative activities"
- There are no sister schools and there are not enough opportunities for regular exchanges.

Our goal in 5 years

- As a host school for the ACCU-sponsored Asian Teachers' Invitation Program, students and teachers will interact with teachers from Asian countries.
- Establish sister school exchange programs in Asian countries and regularly hold online exchanges between students and teachers.

Our goal in t10 years

Intercultural collaborative activities are actively carried out not only at the school where the student is affiliated, but also at each school, and each year more than 100 students at the elementary and junior high school level guide foreigners to local areas and tourist spots, and participate in global camps.

"Learning with Real Experience" and "Learning Assessment"

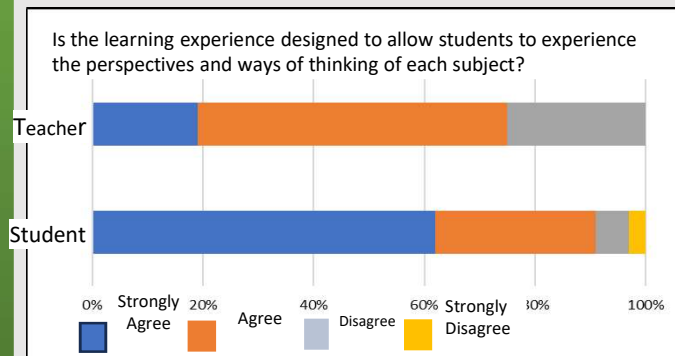
Current issues and background

The reason for not achieving 'deep learning' is thought to be a lack of 'learning' that involves real experience.

The cross-disciplinary lesson planning for "learning with real experience" at China's First Experimental School was extremely helpful. My school also aims for "deep learning," but ends up focusing on "independent" and "dialogical" learning. I will develop teaching materials that allow students to gain a deeper understanding of the perspectives and ways of thinking of each subject, and plan an action plan for a lesson system that will lead to "deep learning." At the same time, I was able to hear about specific assessment methods for "collaborative learning" during the "learning assessment" session at the First Experimental School, which I found extremely helpful. I will also plan an action plan for implementing my school's own unique assessment of "collaborative learning."

Root cause analysis

- This suggests a lack of understanding on the part of teachers about "learning," which allows them to gain a real understanding of the perspectives and ways of thinking of each subject, and a lack of research into teaching materials.
- The assessment of each subject is not appropriate and does not lead to "learning."



School Evaluation Survey
(2025 Edition)

- **Creating lessons with choice and output further emphasizing collaborative learning**
- **Appropriately assessing three perspectives creating rubrics**

current situation

- Research is being conducted into "free-paced learning within a unit" in order to enhance "individually optimal learning," but "collaborative learning" is rarely carried out and "isolated learning" is occurring.
- Students are evaluated based on end-of-unit tests, which are conducted by a company, and on their work in class, but test scores have a significant impact on their grades, and the evaluation of work is left to the discretion of the homeroom teacher.

Our goal in 2 years

- We value the enhancement of "individually optimal learning," but rather than being bound by "free-paced learning within a unit," we incorporate the perspective of special needs education and create lessons that each child can choose. We also position "collaborative learning" as "collaboration" and incorporate educational activities that emphasize output.
- Have a common understanding of how subject tests should be tailored to students' learning. In line with this, we will create rubrics to assess the three aspects of "subject grades," "independent learning," and "collaboration."

Our goal in 5 years

- We will hold an "open study group" to the entire prefecture to publicize the lesson model of each school, which aims to promote "individually optimized learning" and "collaborative learning" in an integrated manner. In addition, we will launch a "lesson creation study group" with volunteers from principals' associations or local governments, and create a movement to spread "lesson creation with real experience"
- The Head of Academic Affairs will lead the establishment of an evaluation committee, which will use the PDCA cycle to ensure that the "learning evaluation" does not fluctuate from year to year, and will establish the "ideal evaluation method" within the school. In addition, we will continue to make recommendations on the "ideal evaluation method" at open research meetings.

Through participation in the China Invitation Program



Promotion of international understanding education

Purpose
Deepen mutual understanding between Japan and China through international understanding education.

Background
The cooling of the relationship between Japan and China.
The percentage of people who feel close to China is low.

A match	Short-term plan	Medium-term plan	A long-term plan
For children	Participate in the China Invitation Program and create a PowerPoint that introduces what you have learned, the state of the visiting school, the differences between Japan and China, and the advantages of each. Use it to teach children at work.	Re-create with content tailored to the actual situation of children in lower, middle and upper grades. In the Japanese language of the 4th year of elementary school, "Japanese and Western in life", Chinese food, clothing and housing, and in the 5th year Japanese language "The origin of kanji", a class will be held to introduce the differences between Japanese and Chinese kanji.	Launch an exchange program that connects the schools you work for and the schools you visit in China online, introduce each other's cultures and schools, and give each other quizzes.
For teachers	We will conduct a report training to introduce exploratory learning conducted in educational facilities in China and the First Experimental School in Beijing, and ICT equipment that can be used in the educational field, such as voice input and AI technology created by iFLYTEK.	As the number of children coming to Japan from China is increasing, it plays a role in connecting homeroom teachers, children, and parents. Support children and parents to get used to Japan, such as responding together when problems occur.	The number of children coming to Japan from China is increasing not only at work but also at any school in Osaka. Therefore, Chuo Ward and other wards will also conduct training to deepen understanding of China and contribute to the development of mutual understanding.
For myself	My impression of China changed greatly before and after I visited China. I absorbed a lot of things that I couldn't get from news and SNS. There was something I didn't know unless I went. Continue to catch information about China.	I realized that being able to understand and speak the language of that country is important in carrying out international exchange. So, I learned Chinese and was able to have a simple conversation.	Deepen learning about children's countries with roots such as China, Korea and Vietnam. Learn about culture and language. Give back what you have learned to other teachers, staff and children. Continue to be involved in international understanding education.

Learning from the Program

Advanced Learning Environment

At Beijing No.1 Experimental School and Yuetan Middle School, the facilities supporting diverse learning and the structured foreign language education were well developed. These learning environments effectively promoted students' autonomy and motivation.

International Awareness and Diverse Perspectives

The students we met had a highly international outlook and showed strong interest and positive attitudes toward Japan. Through direct interaction, we were able to encounter perspectives that were far more flexible and nuanced than those often portrayed in the media.

Balancing Competition and Joyful Learning

Although there is strong competition surrounding entrance examinations, the classroom atmosphere was bright and collaborative. Rather than learning solely “for grades,” a culture of growing through cooperation was firmly established, allowing competition and enjoyment to coexist.

Connection Between History and Education

Seeing historical sites helped me recognize that education is deeply connected to history and culture. This experience reminded me that understanding context is central to true international education.

Action Plan

Period	Policy	Actions
Short-term	Sharing	Holding an In-school Reporting Session Sharing Experiences and Presenting Videos During Classes
Mid-term	Establishing a System for Ongoing Exchange	Invitation to the English Presentation Contest Hosted by Our School Joint Development of Inquiry Themes Utilizing Our School's SSH Features Exchange Learning through Cultural Introductions in English Classes
Long-term	Advancing School-to-School Collaboration	Establishment of Teacher Networks Implementation of Joint English Classes Continuous Exchange and Partnership with Similar Integrated Junior & Senior High Schools



[Theme] Promoting Mutual Recognition and Collaborative Learning through Education for International Understanding

【Background】 At our school, more than ten percent of the students have foreign roots, and many newly enrolled students are still developing their Japanese language skills. Although we have established an annual human rights education plan that includes initiatives for the education of foreign students and for promoting international understanding, most of these activities are linked to specific subjects. As a result, even though students with foreign backgrounds share the same classrooms, true mutual understanding has not yet been achieved. Through the recent program, I realized that the more I learned about China, the more I became aware of how little I knew about both Japanese and Chinese education and history. This experience deepened my desire to “learn more about my own country and others.” I strongly felt that human interaction and learning about others are the driving forces behind the desire to learn, and that mutual understanding is the key to building a peaceful and sustainable society. In Japanese schools as well, the number of students with foreign roots continues to grow. This made me recognize the importance of educators developing a global perspective and promoting education that fosters mutual understanding.

【Purpose】 To foster a community that respects each student’s cultural background and values differences and individual strengths. To encourage teachers and staff to learn about diversity and international perspectives, deepening their understanding of students with foreign roots from a global point of view. Through education for international understanding, to enable both students and teachers to realize learning that transforms differences into strengths.

【Action Plan and Timeline】

the second semester

Report and share experiences from the China dispatch program through in-school and external training sessions. To share insights gained from the visit to China, such as its education system, school facilities, culture, and history, and to hold training sessions within and outside the school to enhance teachers' understanding of China.

the third semester

Introduce foreign cultures, languages, and cuisines.

Share practices and initiatives related to education for students with foreign backgrounds.

Students attending Japanese language classes will take the lead in creating videos that showcase their learning experiences, the challenges they face in learning Japanese, and introduce aspects of their home countries, such as schools and food culture. Share the initiatives for foreign student education in each grade and reflect on the challenges identified.

from the next school year

Collaborate with educators both in Japan and abroad.

Review and revise the annual instructional plan for foreign student education

Based on the challenges identified in foreign student education in the previous school year, create an annual instructional plan focused on “interaction” that aligns with the realities of the school and each grade, enabling students to learn about Japanese and world cultures in a context that is relevant to their daily lives.

Elementary School 'Integrated Study Time' Inquiry-Based Learning Intercultural Understanding Action Plan

By making use of the visit to China, we will review the curriculum of our school's integrated studies period and incorporate activities such as cross-cultural exchange to foster the development of individuals who can succeed in international society.



Unit Title:

"Connecting with the World: Understanding, Sharing, and Taking Action Across Cultures — 'Let's Learn About and Connect with China' (10–15 hours)"

Unit Objectives

■ Knowledge and Understanding

- Become aware that there are diverse cultures, lifestyles, and values in the world.
- Understand that intercultural understanding contributes to building a peaceful society.

■ Thinking, Judgment, and Expression

- Organize and compare information about different cultures to form your own ideas.
- Devise ways to communicate to yourself and others the importance of intercultural understanding.

■ Interest, Motivation, and Attitude

- Foster an interest in and respect for people from different cultures.
- Develop an attitude of acting with consideration for both oneself and others.

Learning Objectives:

- Recognize the diversity of life, culture, and history in China, and understand the similarities and differences with Japan. Formulate questions about China independently, research, compare, summarize your thoughts, and share them.
- Develop interest in and respect for the people of China, and cultivate an attitude of acknowledging cultural differences.

Learning Style:

Inquiry-based learning process (Setting tasks → Gathering information → Summarizing → Sharing → Reflecting)

Grades 3–6 Intercultural Understanding (Chinese Culture) Spiral Curriculum

Grade 3

First Encounters – Interest & Curiosity

Enjoyably experience Chinese culture and develop interest and familiarity with it. Notice the differences and similarities with Japan.

Grade 4

Broaden understanding through comparison (daily life and community)

Notice the diversity in Chinese life, geography, and events. Deepen understanding through comparisons with Japan.

Grade 5

Explore the reasons and understand the cultural background (deepen understanding)

Consider the 'history, geography, climate, and society' behind Chinese culture in an interconnected way. Establish a form of inquiry where you create your own questions, gather information, and summarize your findings.

Grade 6

Towards Multicultural Coexistence and International Understanding (Values and Practices)

Understanding China's diversity – ethnic groups, languages, and regional differences
The relationship between Japan and China (exchange, trade, tourism, historical connections)
The lives of people of Chinese descent living in Japan (multicultural coexistence)
Considering regions that are easy for foreigners to live in.

Common skills to be emphasized across grades

Unit Plan (5th & 6th Grade)

	Information gathering	Organizing thoughts	Expression
Grade 3	Write down what you noticed from looking at photos, books, and videos.	Notice the similarities and differences	Make a short introduction card with pictures or text
Grade 4	Compare using multiple sources	Think about the reason	Use comparative graphs and charts
Grade 5	Be aware of reliability and background	Consider the background and connections	Use ICT to create research reports and slides.
Grade 6	Handling information from a multifaceted and social perspective	Lead to problem solving	Make social announcements (to other schools and communities).

Time	Exploration Stage	Activities
1	Setting the task	Introduction to Chinese culture, creating questions about China
2	Planning	Deciding on the Chinese topic to investigate and creating a research (learning) plan
3–5(2)	Information gathering	Research and study about China using books, videos, ICT, and interviews
6–7	Organization and Comparison	Comparison with Japan: Organizing China's diversity
8–10	Summary	Creating posters, slides, and videos
11–12	Transmission	China Culture Festival Presentation
13	Reflection	Summary of Learning & Action Plan

GOALS

○ Returning knowledge to the local community and improving educational quality

Leveraging the experience gained from my visit to China, I will work hard to resolve issues facing the educational field in Kagoshima Prefecture.

○ Promoting AI technology and international understanding education

I will introduce AI-based education and promote international understanding education in order to cultivate future talent.

○ Promoting cultural exchange and understanding of diversity

I will deepen my students' understanding of diversity through cultural exchange.

Short-Term Plan (Within 1 Year)

○ Sharing Knowledge with Faculty

Introduce AI grading technology and strategies to reduce educational disparities. Share Chinese educational philosophies to deepen understanding.

○ Pilot Introduction of AI Technology

Utilize speech recognition and automated grading tools to evaluate pronunciation. Support English speaking practice.

○ Promotion of International Understanding Education

Incorporate Chinese educational philosophies and cultural experiences into lessons to foster cross-cultural understanding.

Mid-Term Plan (Within 2-3 Years)

○ Faculty Training

Plan and conduct teacher training on AI education and international education to enhance professional expertise.

○ Development of AI-Based Evaluation Methods

Develop learning assessment methods using AI technology to improve the quality of education.

○ Promotion of Sister School Exchange

Consider sister school exchanges with schools in China and motivate cultural understanding through online interactions.

Long-Term Plan (Within 2-3 Years)

○ Utilization of AI in Remote and Island Areas

Summarize the outcomes of AI-based education in remote and island areas of Kagoshima Prefecture and share them nationwide.

○ Educational Exchange with Asian Countries

Conduct educational exchanges with China and other Asian countries to build a model for international understanding education.

What I found important in this programme is to

① Upgrade Learning Environment

Beijing Navigation School adapted its teaching methods to suit the needs of students. This was made possible with their state-of-the-art facilities for in-pair/group learning, self-study, experiments, outdoor learning experiences, creative science projects, and performance. These were also of great use for inquiry-based education.

Use AI for Teachers

iFLYTEK, a Chinese AI giant is developing cutting-edge technology that can automatically assess students' writing with high accuracy. This has already been in use in many Chinese schools, allowing teachers to focus on preparing high-quality lessons and other higher priorities.

Write our New Chapter

Despite the dark shadow of history hanging over the two countries, the new generation in China has a more neutral view of Japan. The counterpart in Japan should also try to know more about them from various angles through face-to-face communication and collaboration.

Learn their Tough Mind

Surprisingly, Chinese students study for nearly half of the day at school. Though the Double Reduction Policy, which aims to reduce the burden of homework and cram schools became effective, their desire for success remains strong! It is true that competition should not be the only driver to study, but the abilities they developed as a result of it are unparalleled.

My Impact Actionplan



Short-term Goal

By the end of this academic year, I will share my experiences & perspectives with 1st-year students & teachers. I will also plan to have **online sessions** with a Chinese school in my English lessons or in my homeroom class.

Mid-term Goal

Over the next few years, I will plan to invite Chinese schools to our online "**International Conference**" in March. By sharing the impact & results of each other's projects or research online, we will explore the possibilities of solving pressing social issues, which will, in turn, add oil to our actions for sustainable development.



Long-term Goal

After several years of relationship building, the creation of 5-7 days **short exchange programme** can further strengthen our ties. Students and teachers will visit each other every 2 years and experience many both inside and outside schools. Ultimately, becoming **sister schools** is in sight.

My school is aiming to be a MEXT Super Science High School and **teachers' collaboration** will boost 2 schools' teaching & learning.



Geography class

I am a teacher of Geography.

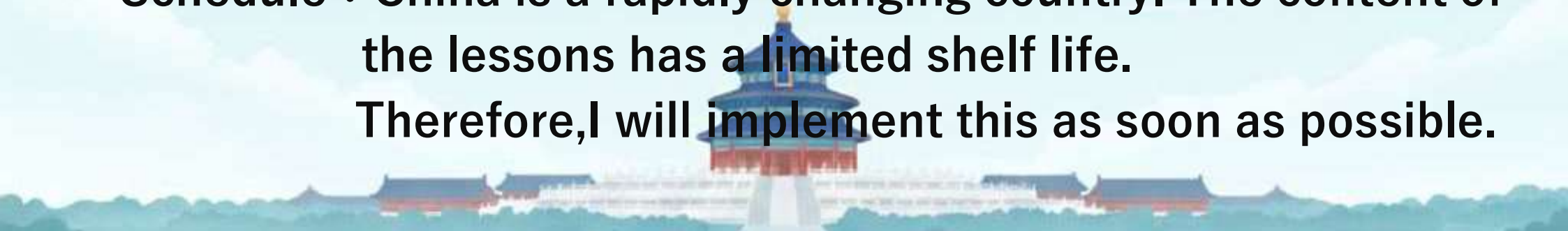
I plan to share my experiences and observations from China with my students through my Geography class.

To keep the students engaged, I'll structure the classes in a quiz format using videos and photos.

Aims : To dispel students' prejudice against China.

Schedule : China is a rapidly changing country. The content of the lessons has a limited shelf life.

Therefore, I will implement this as soon as possible.



MUN Club

**I currently serve as the advisor for the Model United Nations (MUN) Club.
I would like to hold an Online Model UN with Yuetan Middle School.**

- 【Rules】**
- Language : Chinese , Japanese
 - Agenda : Pros and Cons of AI in Military Use
 - Format : Specialized Committee Format

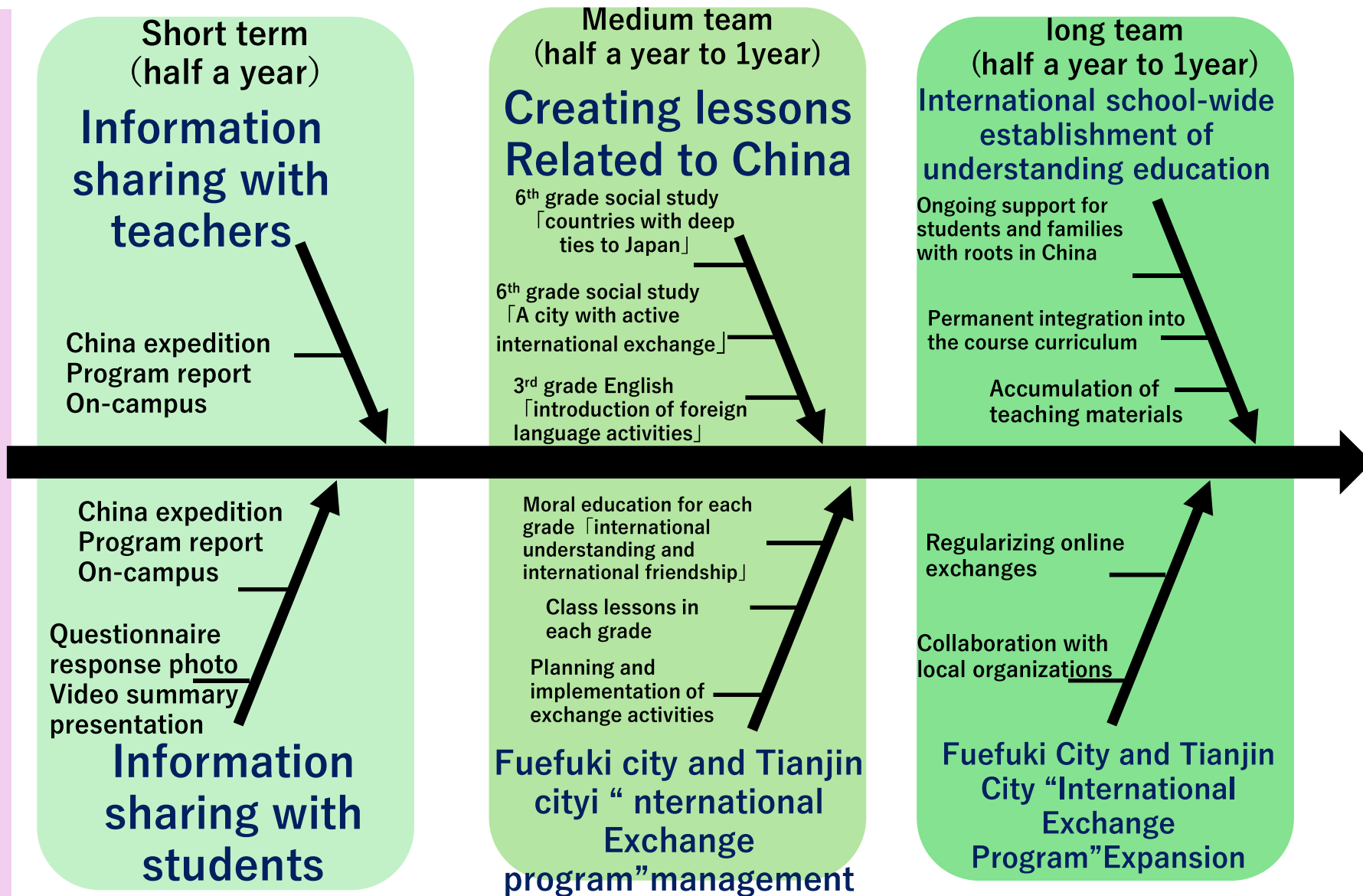
Aims : (For China)Improving Japanese skills.

**(For Japan)Gaining the perspective of a permanent member of the
Security Council.**

Schedule: 2026



Experiences and lessons learned through
the Chinese education training



LEARNING GAINED FROM THE CHINESE EDUCATORS INVITATION PROGRAM

◆ LEARNING FROM DIFFERENCES IN EDUCATIONAL PHILOSOPHY

- China: Education aims to develop individuals who contribute to society, emphasizing virtue, intellect, physical fitness, aesthetics, and labor. Families, schools, and communities work closely together as one.
- Japan: Education places importance on respect for the individual and the cultivation of a well-rounded personality.

→ **Understanding the historical and cultural background behind these differences is the starting point for true international understanding.**

◆ THE VALUE OF INTERNATIONAL UNDERSTANDING AND EXCHANGE

- “Meeting face-to-face” helps eliminate prejudice and accelerates mutual understanding.
- Students demonstrate strong communication skills and actively participate in exchanges.

→ **International exchange provides experience-based learning and requires a sustainable structure.**

◆ STUDENTS’ LEARNING ATTITUDES AND CULTURAL BACKGROUNDS

- China: A highly competitive environment fosters strong motivation and enthusiasm for foreign-language learning.
- Japan: Strength lies in diverse learning styles and personalized learning.

→ **Understanding these “differences in learning culture” helps strengthen Japan’s approach to autonomous learning.**

◆ THE POWER OF LEARNING ROOTED IN HISTORY AND CULTURE

- Experiencing world heritage and cultural heritage sites leads to deep understanding through real, firsthand encounters.
- By seeing another culture, we can also re-examine our own and rediscover what makes Japan unique.

→ **“Encounters with the authentic” provide learning that goes beyond what textbooks can offer.**

ACTION PLAN

SHORT TERM (1 YEAR)

〈Phase: Knowing & Sharing〉

Hold in-school briefing sessions for teachers and students

View 360-degree camera footage using VR goggles

Begin “low-burden exchange” through video letters and pen-pal activities

MID TERM (2–3 YEARS)

〈Phase: Connecting & Establishing〉

Regularize online exchanges with partner schools in China

Clearly position “Intercultural Understanding / International Exchange” within the annual curriculum

Develop cross-curricular programs for multicultural coexistence and global understanding

LONG TERM (4–5 YEARS AND BEYOND)

〈Phase: Expanding & Developing〉

Establish formal sister-school relationships and implement in-person exchanges

Develop a school-wide model for international understanding and inquiry-based learning (research presentations, open lessons)

Promote continuous professional learning for teachers (overseas training, participation in international networks)

Chinese Faculty Invitation Program Action Plan 2025

[Learning]

- The power of China's advanced technological development!
- Advanced and bold educational practices!
- Incredible culture and history

[Target audience]

- School students
- Teachers and staff
- The general public

[Methods]

- Reporting Session
- Classroom Practice
- Materials Development

Short-term plans (after returning home)	Mid-term Plan (Until FY2025)	Long-Term Plan (2026)
<ul style="list-style-type: none">• Report on the China missionHold a briefing session. (for staff and students)	<ul style="list-style-type: none">• Teaching Material DevelopmentCreate card-style teaching materials with the theme. "China in Everyday Life" that highlight the connection between Okinawa and China.	<ul style="list-style-type: none">• Conduct an international understanding education lesson using the cards.

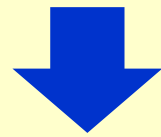
Deepening
Understanding of
China.

Understanding the
Cultural
Connections
Between the Two
Countries.

Learning and Action Plan from the “Basic Education Delegation to China”

Pre-Visit Image

–Cram-based education –Excessive pressure from major entrance –Low interest in Japan



School Visits

By Local Teachers

- Physics teachers incorporate many experiments connected to daily life.
- Math teachers offer mixed-age, theme-based inquiry seminars that students can freely choose.
- Administrators create opportunities for students to engage with academic fields at a specialized level through Comprehensive Practical Activities (inquiry learning).
- Japanese-language teachers provide additional opportunities for students interested in Japan to use Japanese outside language class (e.g., music).

The desire to nurture students' curiosity and interests
is the same in both China and Japan.

Goal

Japan and China will collaborate to create learning experiences that excite students.

Action Plan

Short –Term (until 2026.3)

Mid –Term (until 2028.3)

Long –Term (from 2028.3)

Lesson Study

- Lesson observations
- Exchange of teaching materials and lesson plans
- Curriculum discussions

- Joint development and implementation
- Sharing of foundational inquiry–skills curriculum and materials

- Comparative research using the same lesson plans
- Co–authored presentations at international conferences
- National–level proposals for curriculum and materials

Student Exchange

- Exchange among students studying Chinese as a second foreign language (Online/Video exchanges)

- School visits by interested students
- Joint presentations or collaborative research in inquiry activities

- Whole–school exchange programs
- Integration of exchange into second foreign language curriculum

Others

- School design study visits (for mixed–age learning environments)

- Expanding teacher exchange (lessons inquiry programs, school management, future planning)

- Implementation and institutionalization of joint events (virtual–space exchanges, joint teacher training, etc.)