

LEARNING TO GO TO SCHOOL IN JAPAN

THE
TRANSITION
FROM
HOME
TO
PRESCHOOL
LIFE



Lois Peak

Learning To Go To School In Japan

Thomas P. Rohlen, Gerald K. LeTendre



Learning To Go To School In Japan:

Learning to Go to School in Japan Lois Katherine Peak, 1989 *Learning to Go to School in Japan* Lois Peak, 2023-11-15

Japanese two year olds are indulged dependent and undisciplined toddlers but by the age of six they have become obedient self reliant and cooperative students When Lois Peak traveled to Japan in search of the magical childrearing technique behind this transformation she discovered that the answer lies not in the family but in the preschool where teachers gently train their pupils in proper group behavior Using case studies drawn from two contrasting schools Peak documents the important early stages of socialization in Japanese culture Contrary to popular perceptions Japanese preschools are play centered environments that pay little attention to academic preparation It is here that Japanese children learn their first lessons in group life The primary goal of these cheerful even boisterous settings is not to teach academic facts of learning readiness skills but to inculcate behavior and attitudes appropriate to life in public social situations Peak compares the behavior considered permissible at home with that required of children at preschool and argues that the teacher is expected to be the primary agent in the child s transition Step by step she brings the socialization process to life through a skillful combination of classroom observations interviews with mothers and teachers transcripts of classroom events and quotations from Japanese professional literature Japanese two year olds are indulged dependent and undisciplined toddlers but by the age of six they have become obedient self reliant and cooperative students When Lois Peak traveled to Japan in search of the magical childrearing technique behind

Learning to Go to School in Japan Lois Peak, 1991 Part one Family socialization of school related behavior Part two The world of the Japanese preschool Part three Entering preschool Part four Adjustment problems

Manabi and Japanese Schooling Masamichi Ueno, Yasunori Kashiwagi, Kayo Fujii, Tomoya Saito, Taku Murayama, 2020-03-05 Manabi and Japanese Schooling Beyond Learning in the Era of Globalisation considers the theory and practices behind the Japanese concept of Manabi particularly as the progressive concept of learning in the globalised world It seeks to provide educational visions of Manabi as an alternative concept of learning in the era of post globalisation The authors derive different perspectives in Manabi from Eastern philosophy clarifying and comparing with learning and Bildung to give alternative educational discourses It considers the idea of Confucius and Taoism and studies the practice of minna characterising it as a cooperative and peaceful problem solving method Addressing the trend of learnification and its contribution to educational reform it explores the impacts conflicts and difficulties of introducing learner centred education into East Asian educational settings as well as the potential of Manabi as an effective tool for all types of learning Expertly written and researched this book includes a foreword by Gert Biesta and is a valuable resource for researchers academics and postgraduate students in the field of educational philosophy educational theory and Eastern philosophy

How the Japanese Learn to Work R. P. Dore, Mari Sako, 2012-10-02 Japan is regarded as a world leader in the field of education and training for improved economic performance Yet success in Japan is often achieved by going against what is regarded as

ideal practice elsewhere This book offers the most comprehensive review available in English of the many facets of Japanese vocational education and training Covering the system from primary education through to in job training offered by companies this book provides a detailed study of current practice giving equal emphasis to formal training in explicitly vocational courses and informal training in factories shops and offices The authors analyse the difference between substantive person changing training and mere ability labelling They raise important questions such as To what extent does the need to package skills to provide convenient qualifications distort the actual training given How efficient is it to rely on professional trainers to certify the acquisition of skills rather than run separate testing systems The authors reveal how in Japanese companies employees are strongly motivated by pride in the successful execution of their jobs and that much company training is carried out by colleagues

Onward, 1912 **Japan's School Curriculum for the 2020s** Akito Okada, Sam Bamkin, 2022-07-02 Chapter 7 is available open access under a Creative Commons Attribution 4.0 International License via link.springer.com

Japan's High Schools Thomas P. Rohlen, University of California, Berkeley. Center for Japanese Studies, 1983-08-16 Offering a treatment of schools as moral communities the author calls for new culturally sensitive definitions of moral and creative goals in children's education He uses education as the entering wedge for a good understanding of Japanese society in general

Global Action for School Libraries Barbara Schultz-Jones, Dianne Oberg, 2022-10-03 This book focuses on inquiry based teaching one of the five vital aspects of the instructional work of school librarians identified in the second edition of the IFLA School Library Guidelines 2015 Effective implementation of inquiry based teaching and learning requires a consistent instructional approach based on a model of inquiry that is built upon foundations of research and best practice The book explains the importance and significance of inquiry as a process of learning outlines the research underpinning this process of learning describes ways in which models of inquiry have been developed provides recommendations for implementing the use of such models and demonstrates how the other core instructional activities of school librarians such as literacy and reading promotion media and information literacy instruction technology integration and professional development of teachers can be integrated into inquiry Inquiry based learning is part of learning to be a learner a lifelong pursuit involving finding and using information Inquiry develops the skills and understandings that learners need in new information environments whether that be as students in post secondary institutions as producers and creators in workplaces or as citizens in communities Through inquiry based teaching school librarians help students to build the essential skills and understandings needed for dealing with complex learning challenges including analysis critical thinking and problem solving In this book special attention is given to the development of students' metacognitive abilities which are essential to their becoming life long and life wide learners

Constructing, Reconstructing and Reclaiming Learner Identities Ellen Preston Motohashi, 2025-08-20 This book focuses on the experiences of 1.5 generation Filipinos in Japan charting their life histories and educational experiences in both the

Philippines and Japan Against a background of transnational migrations between both countries and varying levels of Japanese as a Second Language and educational support for immigrant non Japanese speaking children in Japanese schools the author uses a narrative life history approach to consider how the participants use their educational histories and learner identities as intangible resources upon which they drew to overcome the structural and cultural differences in the teaching learning environments they encountered in Japanese schools The book ends by recounting the participants regained sense of confidence as learners upon entering university where they reclaim their learner identities as active participants in the classroom with several receiving awards for academic excellence Handbook of Asian Education Yong Zhao, Jing Lei, Guofang Li, Ming Fang He, Kaori Okano, Nagwa Megahed, David Gamage, Hema Ramanathan, 2010-11-30 Comprehensive and authoritative this Handbook provides a nuanced description and analysis of educational systems practices and policies in Asian countries and explains and interprets these practices from cultural social historical and economic perspectives Using a culture based framework the volume is organized in five sections each devoted to educational practices in one civilization in Asia Sinic Japanese Islamic Buddhist and Hindu Culture and culture identities essentially are civilization identities the major differences among civilizations are rooted in their different cultures This framework offers a novel approach to capturing the essence of the diverse educational systems and practices in Asia Uniquely combining description and interpretation of educational practices in Asia this Handbook is a must have resource for education researchers and graduate students in international and comparative education globalization and education multicultural education sociocultural foundations of education and Asian studies and for educational administrators and education policy makers **Teaching and Learning in Japan** Thomas P. Rohlen, Gerald K. LeTendre, 1998 Includes bibliographical references and index How Successful Schools Are More than Effective Christopher Day, David Gurr, 2024-07-25 Arising from new research of members of the International Successful School Principalship Project this book presents cases of school and leadership success from across 12 countries It provides critically informed writing informed by ecological systems theory which questions the uncritical application of single lens adjectival leadership models challenges critical theorists views of teachers and leaders as necessarily compliant with so called neoliberal policy agendas In their place the chapters provide compelling evidence not only of who successful leaders are and what they do but how they do it as they meet and manage the challenges of building and sustaining success in uncertain times in a range of cultures and social contexts In these schools principals assert their broad educational values professional identities agency and resilience drawing upon a range of strategies technical and human relating qualities and skills in building and sustaining success for all Whilst they acknowledge the influence of cultural policy and community contexts they are not oppressed by these The chapters provide a brief description of country and school contexts the life and work of the principal their leadership strategies and how they contribute to teacher wellbeing and teaching quality leadership development in others pedagogical leadership cultures of trust and community engagement There is also

consideration of how school leaders manage tensions and dilemmas how success differs from effectiveness and the characteristics and qualities of leaders that lead to success It is a book which will stimulate school leaders and aspiring school leaders to consider more deeply their own work and its directions For researchers and system leaders it provides multi level multiple perspective case studies as part of the largest international educational leadership project ever undertaken It is a must read rich timely professionally connected book Strong Performers and Successful Reformers in Education Lessons from PISA for Japan OECD,2012-02-29 This report presents examples that might be useful for Japan from other countries with consistently high performing education systems Nonformal Education and Civil Society in Japan Kaori H. Okano,2015-09-16 Nonformal Education and Civil Society in Japan critically examines an aspect of education that has received little attention to date intentional teaching and learning activities that occur outside formal schooling In the last two decades nonformal education has rapidly increased in extent and significance This is because individual needs for education have become so diverse and rapidly changing that formal education alone is unable to satisfy them Increasingly diverse demands on education resulted from a combination of transnational migration heightened human rights awareness the aging population and competition in the globalised labour market Some in the private sector saw this situation as a business opportunity Others in the civil society volunteered to assist the vulnerable The rise in nonformal education has also been facilitated by national policy developments since the 1990s Drawing on case studies this book illuminates a diverse range of nonformal education activities and suggests that the nature of the relationship between nonformal education and mainstream schooling has changed Not only have the two sectors become more interdependent but the formal education sector increasingly acknowledges nonformal education s important and necessary roles These changes signal a significant departure from the past in the overall functioning of Japanese education The case studies include neighbourhood homework clubs for migrant children community based literacy classes after school care programs sport clubs alternative schools for long term absent students schools for foreigners training in intercultural competence at universities and corporations k minkan community halls and lifelong learning for the seniors This book will appeal to both scholars of Japanese Studies Asian Studies and those of comparative education and sociology anthropology of education 180 Days Social-Emotional Learning for Third Grade Kristin Kemp,2021-08-02 This social and emotional learning SEL workbook for third grade students provides daily activities to learn about emotions actions relationships and decision making 180 Days Social Emotional Learning for Third Grade Uses daily activities to promote students self awareness analyze relationships discover diverse perspectives and apply what they have learned Builds student s confidence in self reflection and growth through the use of fiction and nonfiction texts Makes at home learning whole class instruction or small group support quick and easy Connections will be made to the CASEL competencies mindfulness and key affective education initiatives Parents appreciate the teacher approved activity books that keep their child engaged and learning Great for homeschooling to reinforce learning

at school and build connections between home and school Teachers rely on the daily practice workbooks to save them valuable time The ready to implement activities are perfect to introduce SEL topics for discussion Motivation to Learn Multiple Languages in Japan Chika Takahashi,2022-11-22 This book provides rare insights into motivation among extremely successful learners of English and languages other than English LOTE through the analysis of a longitudinal study and the examination of the factors involved in becoming multilingual in a non multilingual environment Based on sixteen interview sessions conducted over the course of nine years while the learners progressed from high school to the world of work this book offers the story of how two learners persist in English LOTE learning The study illuminates the long term processes through which the interviewees develop ideal English LOTE selves in an environment where multilingualism is not emphasized and where both English and LOTE can still be described as foreign languages Educators and researchers will learn from this study which stretches our understanding of motivation beyond the recent theorizing of L2 motivation and contributes to the limited research in long term motivational trajectories and LOTE learning motivation which is particularly scarce in non European contexts The book will be of interest not only to readers in Japan but also to those in other contexts as it offers an example of successful learners who go beyond the pragmatic and instrumentalist view of language learning to hold a more holistic view thus revealing the factors which can sustain multiple language learning even in foreign language contexts *Education and Social Justice in Japan* Kaori H. Okano,2020-12-09 This book is an up to date critical examination of schooling in Japan by an expert in this field It focuses on developments in the last two decades with a particular interest in social justice Japan has experienced slow economic growth changed employment practices population decline an aging society and an increasingly multi ethnic population resulting from migration It has faced a call to respond to the rhetoric of globalization and to concerns in childhood poverty in the perceived affluence In education we have seen developments responding to these challenges in national and local educational policies as well as in school level practices What are the most significant developments in schooling of the last two decades Why have these developments emerged and how will they affect youth and society as a whole How can we best interpret social justice implications of these developments in terms of both distributive justice and the politics of difference To what extent have the shifts advanced the interests of disadvantaged groups This book shows that compared to three decades ago the system of education increasingly acknowledges the need to address student diversity of all kinds and delivers options that are more varied and flexible But interest in social justice in education has tended to centre on the distribution of education who gets how much of schooling with fewer questions raised about the content of schooling that continues to advantage the already advantaged Written in a highly accessible style and aimed at scholars and students in the fields of comparative education sociology of education and Japanese studies this book illuminates changing policies and cumulative adjustments in the daily practice of schooling as well as how various groups in society make sense of these changes Language Learning Motivation in Japan Matthew T. Apple,Dexter Da Silva,Terry

Fellner,2013-10-01 This book synthesises current theory and research on L2 motivation in the EFL Japanese context carried out by internationally recognized researchers and upcoming researcher educators working in various educational contexts in Japan Topics covered include the issues of cultural identity demotivation language communities positive psychology possible L2 selves and internationalisation within a key EFL context The studies in the book utilise a wide variety of research methodologies aiming to narrow the gap between theory and practice and examine L2 motivation in primary secondary and tertiary education This volume will be of interest to research teacher professionals who are currently engaged in active ESL EFL practice EFL educators researchers and teacher trainers both inside and outside Japan who are interested in research on L2 motivation in general and within the Japanese context in particular as well as graduate and postgraduate researchers

Congressional Record United States. Congress,1967 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States 1789 1824 the Register of Debates in Congress 1824 1837 and the Congressional Globe 1833 1873

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