

School Outline

1. Name of Institution : Toyohashi Municipal Tobu Junior High School

2. Address : 1-2 Imure Kita 4 cho-me,
Toyohashi ,Aichi JAPAN 440-8034
Tel : 0532-63-1355

<http://www.toubu-j.toyohashi.ed.jp>

Email : toubu-j@toyohashi.ed.jp

Direction : The bus stop Iwata Danchi-mae is
near the school



3. School size

Number of classes : Regular classes 22, Special Education classes 3
Total 25 classes

Number of teachers : Principal 1, Vice-principal 1, School nurses 2,
Part-time teachers 4 , Clerical employees 2 , Custodian 1 Total 55

4. School Information

(1) An outline of the school division and the history of Tobu JHS

Tobu JHS is located in the east part of Toyohashi city. Tobu JHS was separated from Toyooka JHS in 1982, and established as the eighteenth junior high school in Toyohashi. At that time, the facilities were brand-new, and the school buildings were very white.

The teachers paid attention to their determination. They did educational activities with thoughts “We will do it for the students’ independent and voluntary action, not tie the students to many trivial rules.”

This thought has not changed since then. All the teachers and the students unite and do the school activities with the watchword “Our spirits make Tobu JHS!”

Our school district is composed of three elementary school divisions-Imure, Iwanishi and Tsutsujigaoka. In 2014, there are 819 students (1st graders=267, 2nd graders=280, 3rd graders=272, special education students=18) Tobu JHS is the biggest school in Toyohashi. It is thirty-three years old, and the new tradition of Tobu JHS has been built day by day.

(2) The Educational Aims of the School

We foster students who are well-balanced in intelligence, virtue and health as below,

- Students who study voluntarily
- Students who are humane toward others
- Students who are strong in heart and body



(3) Management Policy

- To educate students in good order and with a lot of humanity.
 - a. We prepare good learning environments to encourage students' learning ability and ambition.
 - b. We promote activities in which students work together to enhance their solidarity.
 - c. We raise the students' willingness to work for other people through volunteer activities (including volunteer works outside of the school).
- The securing of academic ability and raising the teachers' capability
 - a. We always try to improve our school lessons to encourage the joy of understanding.
 - b. We support the students warmly and individually. We also try to enrich their study at home.
 - c. We attend many research activities to improve our teaching skills.
- We have opened up our school and made it better
 - a. We release our school information to the students' home and people in the school division.
 - b. To make our school in the school district to support us to make the school more attractive.

(4) The Important Target for Effort in the Current Year

- Studying program
 - a. We make the learning environment calm, and try to create comprehensible lessons.
 - b. All of the teachers study to be better able to carry out better teaching methods.
 - c. We attempt to make the students more motivated through proper teaching and evaluation.
 - d. We arrange suitable exercises or homework according to the students' individuality and ability.
- School activities
 - a. We enrich class-management because class management is a base of all educational activities.
 - b. We encourage "self-direction" among the students through the school activities in which they can feel a sense of achievement.
- Student guidance
 - a. We raise considerate and moderate students through our strict and warm guidance.
 - b. We raise students who can make good human relationships through our appropriate advice.
 - c. We develop the students' individuality and cultivate their mind through a lot of school activities — such as school events, student council activities, moral education, club activities and so on.
 - d. We pay attention to the students refusing to attend school with the thought "School is a fun and safe place."
- Health and safety education
 - a. We raise students who can control and protect themselves. For that purpose, we hold school health committee meeting and fire drills accordingly.
 - b. We prevent the students from having traffic accidents by teaching the Road Traffic Law well.

Application for Participation

Associated Schools Project (APS) for promoting International Education

1 Description of the Project

(1) School information

Tobu Junior High School is located in the eastern part of Toyohashi. The opposite side of Toyohashi is Kosai city in Shizuoka prefecture and the boundary between two cities is the Kosai mountain rang. Because there are a lot of extensive factories such as automobiles and electricity in Kosai, many of the parents work there across the prefecture. Our school is in a new residential area which has yet a short history, so we have planned partnerships within the community.

We have over 800 students at Tobu Junior High School with around 40 foreign students. It is the largest JHS in Toyohashi. Because of the many social, moral and family issues with our students, we need to introduce methods to solve problem behavior in our students and immediately foster ethical conduct in their life.

(2) Ideal characteristics

- a willingness to learn independently (knowledge)
- richness of spirit and high moral values
- physical health and wellbeing

We set “Ideal characteristics” as described above and the fostering behavior of ‘morals’ as the immediate problem to be solved. We also set specific virtues as follows,

- Students who respect different ideas and other people’s opinions, and work on things on their own.
- Students who find their way in school life and set goals, and have dreams toward their future.

We need ESD ‘Education for Sustainable Development’ in order to come off our Ideal students, so we confirmed these goals as pillars of our school education.

2 Objectives of the Project

We had many welfare facilities built during the postwar revival such as Wakakusa Ikuseien, and also prefectural special education schools. On the other hand, there have been many residential developments in recent years.

Within our school and local community, we target high moral ethics of our students as part of the ESD program. We hope to improve our students and our school. Therefore the staff of our school focus on the following objective.

Through exchanges that value contact with handicapped persons or exchanges with the area, the concern and understanding of other is raised. Moreover, the students will consider one’s self in a group entity, and could be come as a member in a group.

This aim was then put into practice mainly in the case of welfare exchange and with the cooperation of elementary schools, a junior high school, and the area.

3 Education

These actions shown below are existing actions, but we want to develop them with viewpoints from ESD.

(1) School Sports Day at Toyohashi Special Needs School

In our school area, there is Toyohashi Special Needs School. We have kept an exchange activities program with the students there for 30 years.

The brass band from our school has played at the opening of its school sports day in May for several years.

Many students at Toyohashi Special Needs School move by wheelchair. But they can move their arms and legs to dance to the music. Many parents watch their children with smiles.



At present, only the brass band joins to the event, but in the future we would like the student council also participate in this event .

(2) Welfare Education Program (Association with handicapped or elderly people)

The seventh graders have two meetings with the students for Toyohashi School for Handicapped Children during the year. They are held in June and November.

The first aim of this activity is to let the students to think about what they can do for handicapped people. We feel this makes the students more independent and raises their communication skills. The first meeting is held at Tobu JHS. Active preparation and participation by Tobu JHS students is the aim of this first meeting.



Each class of our school has some executive committees. They are leaders that plan what they should do.

This year they planned some games such as pet bottle bowling, a self-introduction game and Nandemo-basket game. They all are the games which they can play together. All of Tobu's seventh graders actively prepared for this meeting.



Many handicapped students have some

difficulties moving from place to place. So the students from Tobu helped them. The meeting is held in a congenial atmosphere. The teachers from Toyohashi School for Handicapped Children responded that. “Our students are limited in their sphere of activities. Today they look so happy.” “Our student’s parents also think these meetings are good.”

The second meeting is held in November. At the time, some students visit Toyohashi School for Handicapped Children while others visit welfare facilities such as homes for elderly or handicapped, day service centers and so on. The aim of this activity are listed below.

1. To improve consciousness of welfare.
2. To broaden their outlook for future careers.
3. To learn how to care or support for the elderly or handicapped.
4. To improve their communication skills.

Our welfare education program has had good results.

(3) Activities of regional alliances between elementary schools, Junior high school, and the community (Activities of cooperate with region, elementary school and junior high school)

A. TNP(TOUBU No.1 meeting)

To create a safe and pleasant environment for students and our community, we started to hold “Greeting Summit (campaigns)’ regularly from 10years ago. Junior high school and primary school students worked on greetings to fellow students on arriving at school. This “Greeting Summit” developed to TNP(TOUBU No.1 Project). TPT, several positions for of people in our community such as parents, student’ member, commissioned welfare volunteers, and students were hold meetings to



discuss plans to make more pleasant and a safe environment. For example, we talk over plans to make encourage traffic safety, healthy growth for children, and a clean environment.

TPT meetings also decided to hold activities to make our region cleaner. Many students and volunteers from our community cleaned public facilities such as Miyuki Park, Imure Park, and Sato Parks in early autumn mornings.

B “*Fureai*” festival (festival for good rapport between students and local community)

This is the event to connect with local community and to open our school. It is held at Toyohashi cultural center in August.

It is managed based on the proposal of TNP meeting. That’s how we develop our position with ESD.



AM: interaction between local community between not only our school but also 3 elementary schools. Usual years, students operate *kendama*, *otedama*, and PET bottle bowling as an old time playing. They're popular and children enjoyed playing and their parents smiled to see their kids.

PM: Concert is held at the hall. Chorus, Japanese drums, brass band are presented by our students, elementary students, users of

welfare institution.

This year, chorus is held with hand sign. JHS students have learned hand sign before, so we felt concern for welfare was increased.

Type of materials to be used

“Notebook for Career Education” Aichi prefectural Board of Education

“Class Management Programs by group experience” Books Culture Shigeo Kawamura

“Guidance for Junior High School Career Education” The Ministry of Education

“Career Education to create future and connect future and oneself” **National Institute for Educational Policy Research**

“Case Study for Career practical experiences” **National Institute for Educational Policy Research**

In our school, we have many students with moral, social and family issues. Their attitude is not always favorable but we accept them with a receptive mind. We are trying to make good relationships between not only teachers and students, but also between students and, students and the community. To further good relationships we hold several activities for the student's council. A leadership workshop is one such activity. We believe our efforts will be effective for good future development of children.

Based on long time experiences, we evaluate students understanding and attitude of ESD in the following.

- Examining the progress of students through activities and exchange of views and their summary.
- To have the local people and parents who participated in activities to evaluate the quality of students participation of the activity.
- We evaluate students remarks and the level of reparation for activities.

To further improve ESD, we inform parents, all local community members and school officials of questionnaire result conducted at the each year.

to parents and local people which we conducted every end of the year.

On behalf of instruction, I apply for participation in the UNESCO Associated Schools Project and give the assurance that this institution will make an active contribution to be the Project, as outlined above, for minimum period of two years. At the end of every year, I shall submit a report of the Project to the National Coordinator of my country.

Date 30/Jun./2014

Principal's name:

Position: Principal

Institutions name: Toyohashi TOBU Junior High School