

# School Outline

1 **School name** Fujimi Elementary School

**The school's emblem**

This emblem for “Fujimi” (富士見) - which comprises the stylized characters of Fujimi Elementary School – is surrounded by the shape of a sprouting bud, symbolizing the idea that we shall continue to grow.



2 **School location etc**

Address: Japan, Aichi-ken, Toyohashi-shi, Fujimi-dai, 2-Choume 1-Banchi-5

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URL: <http://www.fujimi-e.toyohashi.ed.jp/>

e-mail: [fujimi-e@toyohashi.ed.jp](mailto:fujimi-e@toyohashi.ed.jp)

Locating the school: From Toyohashi City's Ooshimizu Railway Station on the Atsumi Line, 2 kilometres to the south.

3 **The structure and scope of the school's operations**

Number of classes: 13 / Number of special needs classes: 2 / 15 classes in total

Number of staff: 1 head teacher, 1 deputy head teacher, 18 regular teachers, 1 remedial teacher, 1 full-time lecturer, 5 contract teachers, 1 administrative manager, 1 janitor, 2 school-meal operatives

31 staff members in total

Number of pupils: 214 boys and 189 girls (403 pupils in total)

## 4 Education at this school

### (1) The history of the school district

The Fujimi school district is located in the Tenpaku-Haradai area. During war-time, the school was used to house and train soldiers. The tenpaku-Haradai area, which had been devastated, was resettled from about November 1946 by settlers from Nagoya City, as per a parliamentary cabinet decision regarding the need to increase food provisions. From the latter half of the 1950s, the area experienced a period of rapid economic growth. In the Toyohashi area, too, there were changes from 1964. After being designated as a “special manufacturing and services region”, large manufacturing companies continued to find the area alluring. Subsequently, there was an urgent need to provide mass housing for the incoming workers. Work began on creating a residential area in 1975 and from 1977 onward people started moving into the area. In just a short number of years, the number of residents rose to over 2,000. To begin with, it was called Ooshimizu School District, but in 1985 the district was divided and the current school district was created, making it the 48<sup>th</sup> school district of the city. This year, we will see the 30<sup>th</sup> year of this school district in its own right.

### (2) The educational aims of Fujimi Elementary School

With the phrase “Let’s gaze upon our lives” as the driving force behind our educational activities, we aim to help to raise children with a balance of morals, knowledge, and physical well-being – children who will lively boldly in the 21<sup>st</sup> century.

We have a catch-phrase, which translates approximately as follows, and whose initial letter (Japanese phonetic symbol) of the 1st word of each phrase makes up the word “fu-ji-mi”.

character	Its sound		Japanese	English
富	FU	→	fukaku kangaeru	(to think deeply)
士	JI	→	joubu na kokoro to karada	(a healthy body and mind)
見	MI	→	mina naka yoku	(to get along well with everyone)

### (3) Management policies

Bringing together the wisdom and enthusiasm of all the staff, and while we focus on each child, we try to educate the children with a focus on “life” and we place an emphasis on mutual understanding.

- We try to instill in the children a basic understanding of right and wrong in their daily lives, and to raise them with a common awareness of and consideration toward one-another.

- We try to heighten the children's own awareness that they themselves should take responsibility in their lives and take care of themselves physically. We try to temper the children – to have them understand what kind of behavior is acceptable in daily life.
- We aim to improve lessons and class management. To that end, we work on training.
- While trying to advance classes that make good use of the special characteristics of this region, we also try to deepen the connection and cooperation between the school and the children's families and local residents.

(4) Important points, aims and things which will require great effort this year

- ✧ We want to push the idea of student-centred learning and thinking.
- We will work toward the establishment of education through which we teach “the basics”, and through which the students' ability to think, make judgments and express themselves is improved.
- Through providing experiential learning and through bettering problem solving skills, we will aim to raise children who can solve problems by themselves.
- We aim to have “reading time” each morning, during which all the staff get to spend time with the children.
- ✧ The implementation of educational activities entitled “A Life That Shines”.
- Through cultivation, raising and having the children assemble to work together, we are promoting activities in which the children get a sense of the importance of life.
- In order to raise considerate children who have the ability to judge right from wrong, we aim to perfect the moral education classes.
- Through sports activities, school club activities and playing outside, we aim to increase the children's physical strength and well-being.
- We aim to work toward the repletion of activities in which the upper grades take the lead.

- ✧ Improving our ability as education professionals
- ✧ Through research classes, in-service training and young-teacher training, we aim to improve our skills and thereby our ability to teach classes.
- ✧ To make the best of each student; to create energetic classes, we aim to improve our class management ability.
- ✧ We aim to improve the meeting places for the Swallow Cram School and Parent Swallow groups.
- ✧ We will heighten our crisis management awareness at each of our locations. We maintain strict control over notifications and keeping in contact with, and consulting people. We aim for thoroughness in our management of personal data and in our duties and ordinances.
- ✧ We promote an open school and a re-assuring and safe school environment.
- Strengthening our cooperation with all sorts of groups within the school district, we work toward preventing accidents involving the children and toward ensuring their safety.
- We work toward the betterment of our school with the school appraisal system.
- By promoting openness to the public and keeping parents, guardians and local residents informed, we strengthen the cooperation between the school and the students' households.
- We aim for the invigoration of educational activities through use of the regional education volunteer system.

# Application for Participation

Associates Schools Project (ASP) for Promoting International Education

**We create home town “Fujimi” through communication people in Fujimi area.**

Outline of the way the projects will be implemented in the institution

## **Description of the Project**

Fujimi elementary school was established 30 years ago due to the development of new housing in the district. From the beginning, the slogan "Hometown Fujimi" was used at meetings to hear the stories from the people of the school district . This school has many activities in the community. The "apple peeler tournament" is very popular and the activities of our school make it a unique school. By focusing on these events, and to promote education regarding sustainable development by learning from areas with regional (ESD), the school aims to encourage the children of Fujimi to be humanitarian in their outlook.

In order to promote and ensure ESD, as part of the curriculum, volunteer activities were introduced to develop community ties. The school created an ESD calendar that incorporates the activities of the school, to increase the interaction of parents and children, and to help us continue these practices.

The school will continue the practices based on this ESD calendar, throughout the future, to promote the region , and to nurture the emotional attachment to the local community .

## **Objectives of the Project**

In our school, we are trying to create human relationships through which students deepen their learning about their town and themselves. We do this to nurture future leaders of a sustainable society. We believe the development of the personality of the child will increase the appreciation of his or her hometown - Fujimi. Therefore, through three activities, we have set the following goals in the school.

(1) Being in touch with people in this area (activities to learn from local people)

- Visit the nursing home Saiko, to hear about traditions from the elderly at club meetings.
- Learn the characteristics of the region by listening to the stories such as those about volunteer activities and local industry.
- To become compassionate through interaction with the elderly.

(2) Volunteer activities of the Child Swallow Corps.

- Cleaning graffiti off the park, cleaning the park's facilities etc.

We hope that as children reflect upon their volunteer activities, their sense of autonomy and responsibility will grow.

(3) Activities to increase the interaction between children

- Apple Peeling tournament, athletic meeting, school play, class observations (6 times per year), trips (Summer vacation Exhibition, Art exhibitions)

Through a variety of events, activities and discussions, parents and children deepen the bonds between them, and build a better parent-child relationship .

## **Execution**

**(eg through a specially designed course, through an existing course (s) or as an extracurricular activity)**

In our school, children's learning centers on human relationship building efforts through the ESD initiative / objectives. The school considers that the deepening of the children's learning will help them to become valued members of society who think of the good of the community, and we strive to develop this way of thinking. We regard this as merely educating future leaders of a sustainable society.

Fujimi school zone is a new residential area built for employees of large companies in the high-growth period. Therefore, there are residents from all over the country. We think it's important to make a bond between the residents. For children whose parents are both working, in many cases, it is likely that they have little opportunity for conversation with their parents. To this end, by addressing the needs of the school district through a variety of activities and events, we have been able to promote the development of "Hometown consciousness" in the school. In addition, through the interaction of parents and children, relationships - which have become distant due to both parents working - are becoming closer again.

One of the events mentioned is "apple peeling tournament". We have deepened interaction between family members through practice at home, as well as deepening parent-child interaction. This "apple peeling tournament" has over the last 30 years established itself as a tradition of the school and area.

The activities of "Child Swallow Corps" began in fiscal-year 2011. It is a volunteer activity for which children think about the content on their own, to be performed on a voluntary basis. We believe that we can nurture interaction with local people, nurture autonomy, and engender a sense of responsibility through such activities.

In each grade, in order to achieve our goals, students are learning while we ensure that they have time with local people - through home-economics classes for example - and have time as a family. We created a calendar as an ESD practice plan.

- \* 1<sup>st</sup> years: Be touch with local people - activities to learn from local people. Exchanges with elderly people's club / kindergarten children.
- \* 2<sup>nd</sup> years: Let's Go ! Exploring the town.
- \* 3<sup>rd</sup> years: Fujimi Ranger Hunter. Spend time with people working in stores. Learn from farmers on the cabbage patch tour.
- \* 4<sup>th</sup> years: Visit a nursing home and hear tales and stories from guest teachers.
- \* 5<sup>th</sup> years: Rice Farming Challenge / Toyota (automobiles) Tahara plant tour.
- \* 6<sup>th</sup> years: Volunteer activities to be performed for and in the school district and school / activities with the child swallow Corps / greetings, morning exercise, painting of park benches, weeding in the schoolyard / activities to enhance parent-child interaction.
- \* All grade activities: Apple peeler tournament.

Related to school events

We encourage parents to teach their children how best to take part in the apple peeling tournament.

We run a program to encourage parents, their children and local residents to take part in activities together.

(1) An example of the 6<sup>th</sup> years' ESD calendar of activities

Curriculum areas	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb
Japanese		 <div style="border: 1px solid black; padding: 2px; display: inline-block;">Express the merits of the school</div>								 <div style="border: 1px solid black; padding: 2px; display: inline-block;">Write to express thanks to those who have helped students</div>	
Moral Education	 <div style="border: 1px solid black; padding: 2px; display: inline-block;">Let's take pride in our school</div>										
Combined Studies							 <div style="border: 1px solid black; padding: 2px; display: inline-block;">Join Child Swallow Corps</div>				
										 <div style="border: 1px solid black; padding: 2px; display: inline-block;">Listen to an explanation of volunteer activities given by local residents</div>	
Events and functions									<div style="border: 1px solid black; padding: 2px; display: inline-block;">Apple peeling tournament</div> 		<div style="border: 1px solid black; padding: 2px; display: inline-block;">Thanks-giving gathering</div> 

(2) Being in touch with people in the area / activities to learn from local people



A visit to the Saiko Elderly People's Home

The children play card games and Japanese Chess with the residents and they also give musical performances.

Gathering to hear stories from local residents

Listening to preparatory explanations about activities from local residents (usually a school-child's father)

(3) volunteer activities



Child Swallow Corps activities: clearing weeds from the children's play area.

In this scene you can see children who have been dismissed from classes at lunchtime (to do this activity)



Child Swallow Corps activities: Greeting the local residents.

On the way to school in the morning – greeting local residents

(4) Activities associated with the events.



Apple peeling tournament

The children who have practiced at home are engaged in a bout, trying hard to show what they can do.



Sports Day

Parents and guardians, along with local residents, do a tug of war game with each school year.

## **Teaching materials to be used**

Guide for elementary school career education (The Ministry of Education, 2010).

Notes of a voyage to find a dream and make it come true (Aichi Prefectural Board of Education 2012)

## **Is there any type of evaluation to examine the effects of the project on students' comprehension and attitudes?**

(Method for evaluating the students' understanding of and attitude toward the project)

The evaluation of the children's attitude to and understanding of the project is performed as follows.

\* We get an understanding of the results of the effort made by the children in various activities, after the fact, from their impressions essays and announcements.

\* We observe and evaluate the students through presentations of the results of events and-the-like, and through observing classes held as summaries of learning & activities, and through exhibits of the children's creations.

In conjunction with the evaluation as above, by performing the following, we further enhance the ESD activity.

\* Along with publishing results (for July and December for all children and parents) in the 'Hawk Page' questionnaire, we transmit it to the school trustees twice a year.

\* In order to have a curriculum that fits with the actual abilities of the children, and takes into account the regional features, we review the ESD calendar based on the fiscal year, and aim to improve the specific activities therein.

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

Date ( 日付 )

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Principal's name ( 校長名 (※ handwriting) )

Position, ( 役職 )

**Principal**

Institution name ( 学校名 )

**Fujimi Elementary School**