



Tying School and Home Together

CJSS Newsletter

Canterbury Japanese Supplementary School

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END OF THE FIRST HALF OF 2018



Term 2 has ended. The first half of the year has gone so quickly. Today we delivered the “Ayumi” to the students. Formally speaking, it is an “evaluation” based on the reports from the previous term. It is very difficult to create an evaluation at a weekly supplementary school. Our

staff are always concerned about whether or not the evaluations are good enough. However it is our responsibility to give an evaluation, even if classes are only once a week, as praising students for their good points and highlighting the problems to encourage improvement is vital for growth. I said it during the closing ceremony as well, but the teachers are writing a heartfelt “Ayumi.” Perhaps there will be a lot of cases of “Good medicine tastes bitter,” and there will be tasks / goals for next term. We thought of each and every students, and put together our expectations for next term. We would be very grateful if parents read through the “Ayumi” with their children as a mediator. From today it is 3 weeks of Spring break. I’ll be very happy if you kept that in mind during your holiday.

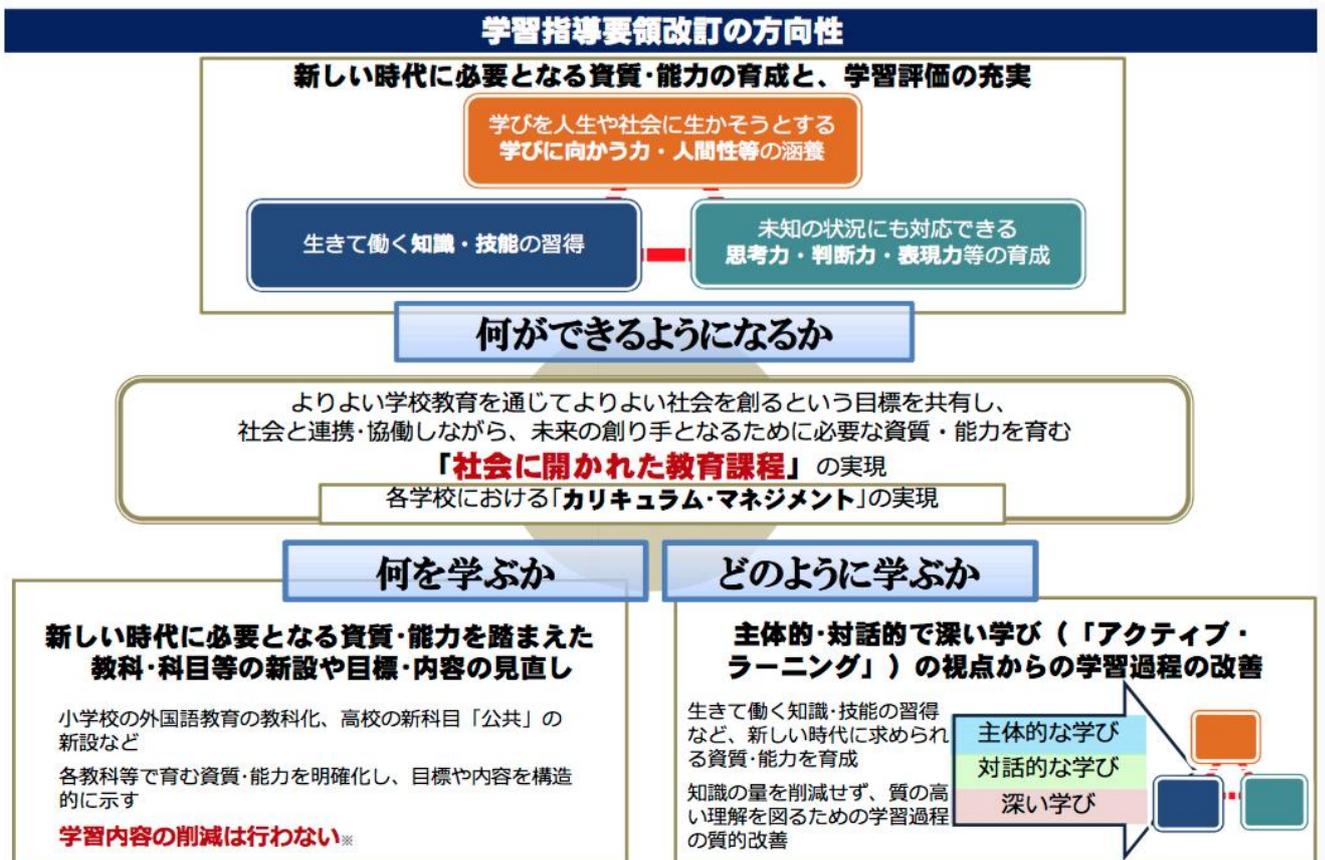


The parental committee made Moon-Viewing Dango for the children. They prepared for it in advance in order to make them in time for the end of the 2nd period. They were delicious. Thank you all very much.

「Curriculum Guidelines」 (Curriculum standards set by the Ministry of Education)

This shows the criteria of subject content for Japanese kindergarten, primary, intermediate, and high school. It is reviewed approximately every 10 years in accordance with the state of society. This time, the new course of study guidelines for primary schools will be fully implemented from 2020. Transitional measures to accompany this are currently in progress. “Active learning” at the bottom right of the chart is similar to the New Zealand teaching method of “Learning Together.”

The previous course of study guidelines focused on “What teachers teach,” but in this new course, the focus is on “What children can do.”



※高校教育については、些末な事実に基づく知識の増記が大学入学選抜で問われることが課題になっており、そうした点を克服するため、重要用語の整理等を含めた高大接続改革を進める。