

From SGH Associate to the designated SGH

Our school was one of the 2014 Super Global High School (SGH) Associates and has been a designated SGH since 2015. Experience as an SGH Associate instead of designated SGH at the time of application in 2014 gave us many benefits such as getting enough time to reconsider future activities of our school while referring to a variety of activities of other designated SGHs. Fortunately, the activities as an SGH Associate led to our students' independent-minded movement with an aim to become the next designated SGH. Our students worked very hard to engage in the activities hoping that our school would become the most suitable to be Super Global. Their spontaneous submission of their study subjects symbolizes their enthusiasm and some of them have been continued as 2015 project studies. More and more students have studied abroad at their own initiative every year since we became an SGH Associate. Our students have applied to and joined spontaneously and continuously some international activities including One Young World Summit in 2013 (Johannesburg, South Africa), in 2014 (Dublin, Ireland) and in 2015 (Bangkok, Thailand), and a variety of international volunteer seminars. In addition, every year about 20 students study abroad for one year when they are in the latter 3-year course. Thanks to our students' hard work for the activities before and during the period as an SGH Associate in 2014 and their achievements, our school has been promoted to be a 2015 designated SGH

Three "abilities" that the SGH program aims for

Name of SGH Research and Development Concept "Development of organizing ability, communication ability, and ability to get things done supporting realization of Multicultural Society"

The three abilities, "organizing ability", "communication ability", and "ability to get things done" which we are seeking through the SGH program constitute part of our educational goals and an ideal model of student that we have held for 9 years since our school was founded. Based on the knowhow fostered for a long time through the education for returned students at the predecessor of our school and IB education, we have been engaging in developing more advanced and fulfilling "ability suited to global society". Presently, we have about 40% of students who have returned from abroad and foreign students, and 60% who have received education only in Japan. However, they are not usually conscious of the difference in their educational background. They have a variety of nationalities and speak different mother tongues, but we think because diversity is a part of their daily lives, they are able to experience the "multicultural society" naturally and have the ability necessary to survive it.

The following are the details of "organizing ability", "communication ability", and "ability to get things done" that we are fostering through the SGH program:

"Organizing ability" – the ability to take the lead in organizing people, knowledge and technology

and change things for problem-solving

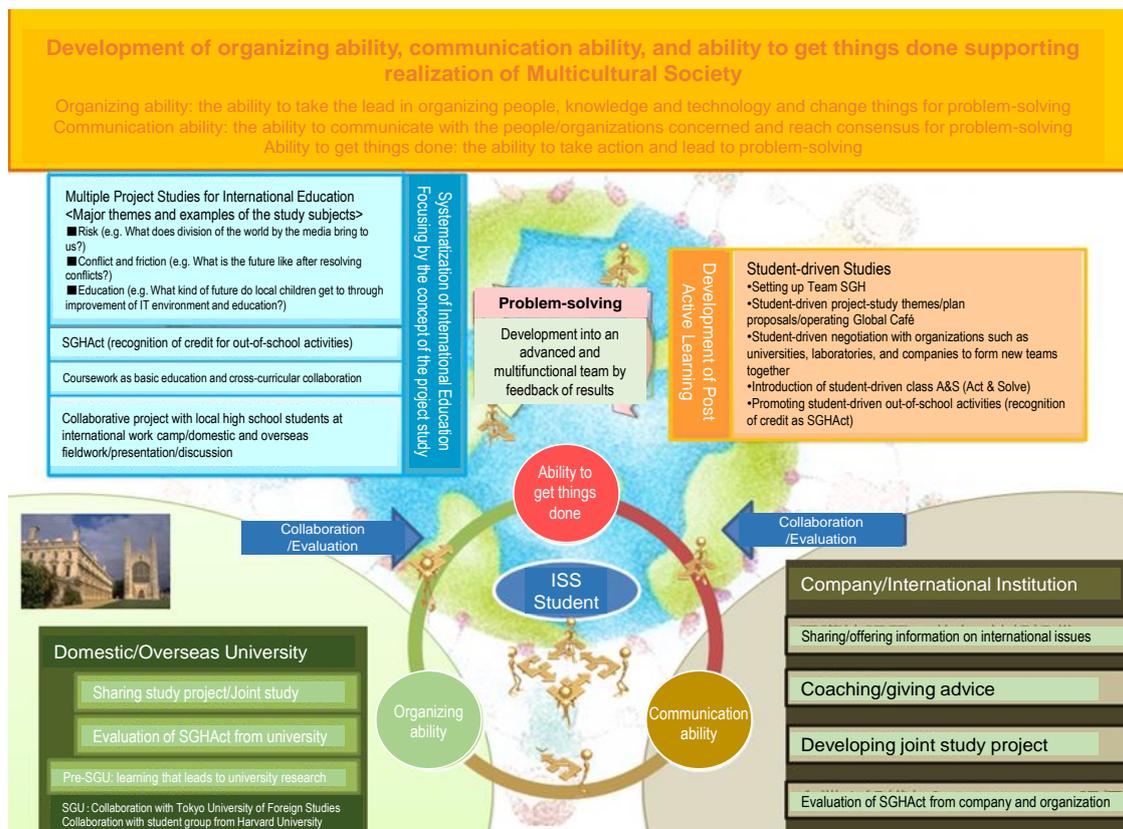
“Communication ability” – the ability to communicate with the people/organizations concerned and reach consensus for problem-solving

“Ability to get things done” – the ability to take action and lead to problem-solving

These abilities are related to the basic attitudes of our school and at the same time, they are essential abilities to share the global society with other people who have different cultural backgrounds. The abilities are connected with three pillars of “Abilities and capabilities to be developed” which form the foundation of the new courses of study, and are related to the three categories of OECD’s key competencies (1. Competency to use interactively social, cultural, and technological tools, 2. Competency to build human relationships among various social groups, 3. Competency to act autonomously).

Through the latter 3-year course (or 6-year secondary education), our students will get and extend these abilities by engaging in the SGH activities centered on their project studies.

Image of SGH program and themes of our students’ project studies



The following are the three major themes for our SGH project-based learning. These major themes were also set based on the researches autonomously done by our students when our

school was an SGH Associate. This means the themes themselves are “our students’ awareness”. Along with the major themes, they autonomously set the study subjects concerning the present and future issues of international society.

Risk: There is no society without risk. In addition, new risks might be generated in the future. Although we can’t eradicate them, through the project study we will discuss how to grasp and control risk and create a stronger and more flexible society against the risks.

Conflict and friction: We can’t live with other people without conflict or friction. The disputes and confrontations that have happened on Earth are good examples. However, if we overcome those conflicts and frictions, we may have a better future. Through the project study, we will discuss the way to create a new peaceful society beyond conflicts and frictions.

Education: Education is the common solution for many issues that have happened all over the world. However, there are still many countries and regions with poor educational systems. Moreover, the present education system needs to be improved. Through the theme of education, we will discuss how to build a society in which we can co-exist with our fellows worldwide as much as possible.