



Super Global High School 2015-2019

TOKYO GAKUGEI UNIVERSITY INTERNATIONAL SECONDARY SCHOOL

To develop the ability to cooperate, interact,
and set in action a plan
towards realizing a multicultural society

Three hypotheses of our SGH Research and Development

- Hypothesis I: To conceptualize the pillars of project studies and focus project consciousness – develop "International Education" and improve the quality of project studies by constructing a systematic program
- Hypothesis II: To strengthen collaboration with external institutions in project studies and their evaluation
- Hypothesis III: To formulate criteria and methods to evaluate global competency

To conceptualize the pillars of project studies and focus project consciousness – develop "International Education" and improve the quality of project studies by constructing a systematic program

To strengthen collaboration with external institutions in project studies and their evaluation

To formulate criteria and methods to evaluate global competency

Three “abilities” that the SGH program aims for

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).

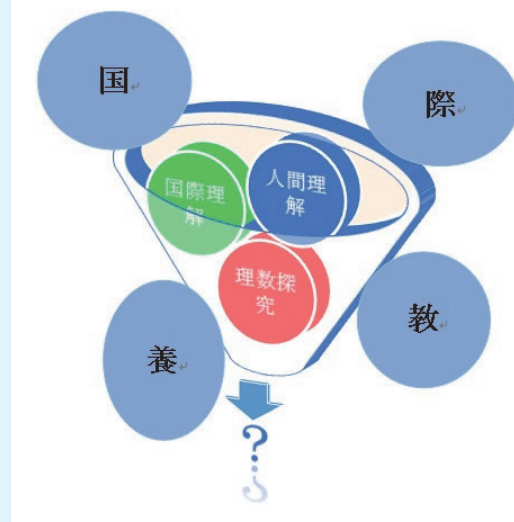
Through the 6-year secondary education, our students will get and extend these abilities by engaging in the SGH activities centered on their project studies.



Curriculum

"International Education" at our school is a learning field designed to "develop the ability to live in harmony/coexist in international society". "International Education" has subjects entrusted to classes such as "Information" (former 3-year course), "LE (Learning in English)" (former 3-year course), "Second foreign language" (latter 3-year course), and "GI (Global Issues)" (latter 3-year course), while including subjects (time) we manage on grade-wide and school wide levels, such as "Understanding of humans (Moral)" (former 3-year course) and "Personal Project" (4th grade). We aim to help each student to enrich their mind and improve their academic ability by linking these subjects and time as well as connecting with other classes.

To achieve this goal, we have changed our previous framework to position the 4th grade "Personal Project" as the culmination of "International Education" in the former 3-year course and also set "International Education" in the former 3-year course as the time of acquiring the skills to complete the "Personal Project". We have reinforced the relation with ATL skills in IB, in particular, to have learning contents in place so that students can learn with awareness of linkage between subjects. In addition, we have changed "International 5" (5th grade) previously conducted as exploration activities in a seminar style and "International 6" (6th grade) in which students set contemporary challenges individually and prepared a paper of proposals for society for "Project Studies I" and "Project Studies II," respectively, so that they can engage in exploration activities between January and December. This change provides continuity between "Personal Project," "Project Studies I," and "Project Studies II", and ensures continued exploration activities, allowing us to offer systematic education from the 1st to the 6th grade. Moreover, we can expect that conducting "Personal Project," "Project Studies I," and "Project Studies II" in the same period of time enables students to continue exploration activities regardless of grade and observe their exploration challenges set autonomously more closely from a more diversified perspective.



Domestic Exchange/Dispatch Program

■ Joint Education Program at Tokyo University of Foreign Studies

A total of 11 students of our school attended the "Joint Education Program" at Tokyo University of Foreign Studies, which established collaborative ties with us this year.

Courses attended: "Introduction of foreign language education as a science," "Britain and Europe since 1945: A History of a Troubled Relationship /Interactivity and receptive process of intelligence exchange between Japan and France," "Dynamic Asia I: Diversifying Views on Peace and Conflict," "Dynamic Asia II: How do we think about the politics of South East Asia," and "Postcolonialism and Modern Japan"

■ Exchange program with Kansai University Senior High School

As the designated SGHs, we exchanged mutual information on our activities and other matters to develop the project studies of both schools. Through communications among students, we aimed to deepen understanding of the project studies and build a network of the same generation with the same problem consciousness.

■ Global Discussion 2015

This was a discussion among students from the social standpoint of learning focusing on economics in the current globalism; our students talked with international students of Nagoya University about what kind of abilities we need in order to participate actively in the future global society.

■ On-site learning of Japan Overseas Cooperation Volunteers at Komagane Training Center

Aiming to learn how to join volunteer activities in developing countries and deepen understanding of international cooperation, our students, who had the project study subject related to aid to developing countries, stayed at the facility for 2 nights to experience the training of Japan Overseas Cooperation Volunteers.



Overseas Exchange/Dispatch Program

■ UCL Grand Challenge Seminar

Taking advantage of the program aiming at developing leadership of Japanese and English high school/university students who will play important roles in the future international society, our students joined the seminar to deepen the knowledge of social issues University College London (UCL) has engaged in, and to improve their own project studies through intercultural communication.

■ SGH Overseas Exchange Field Work in the Philippines

"SGH Overseas Exchange Field Work in the Philippines" was designed for students who applied for the "ISS Challenge", the SGH program and engaged in project studies to conduct on-site research for deepening and verifying their project studies. At the same time, we took this opportunity to encourage the students to make their project studies internationally acceptable by looking at how people in the Philippines live and think from diversified and practical perspectives and having opportunities to share project studies through visiting the Philippine Normal University, our partner university, the Asian Development Bank, and people and locations supported by local NGO groups.

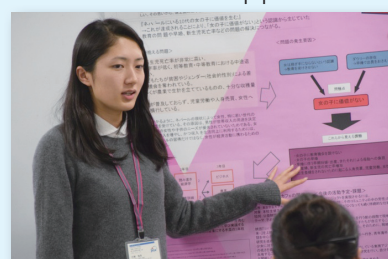
Project studies

The following are the three major themes for our SGH project-based learning. Along with the major themes, students 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 concrete 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.



* **ISS Challenge** * The "ISS Challenge" of our school aims at encouraging our students' individual or group project studies. We not only support our students' project studies but also evaluate their studies' process and achievements to honor excellent study projects. The ISS Challenge is also a part of the process to select a delegate of outside school presentation. Many of our students who engage in SGH project studies enter the ISS Challenge competition.

Evaluation

We evaluated plan documents and articles of the SGH ISS Challenge project studies based on the following criteria. We prepared a rubric for each evaluation criterion, and several teachers reviewed them.

Plan documents of project studies

Evaluation items	
Criterion A	Objective of project studies
Criterion B	Prior studies
Criterion C	Validity of method of project studies
Criterion D	Feasibility
Criterion E	Validity of contents of project studies

Plan articles of project studies

Evaluation items	
Criterion A	Points of argument are coherent.
Criterion B	Significance of the project study is clearly and adequately set out in the introduction.
Criterion C	Study method is proper and study contents are substantial.
Criterion D	Observation is proper and analysis is appropriate and clear.
Criterion E	Conclusion is logical and persuasive.
Criterion F	Student deepened understanding of the subject through the study.
Criterion G	The paper is well presented and uses correct terminology.

<Contact>

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Please visit our school homepage and Facebook page for overview and information on our SGH activities.

● **School homepage: about SGH activities**

<http://www.iss.oizumi.u-gakugei.ac.jp/education/sgh.html>

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