

Education of the children by the children, for the children

1. Motivation behind Research Paper

What is education for children? This is what I often feel in my daily school life. I think about if school education is really for children. I was interested in child-centered education from a child's point of view and researched it, hoping that it would be an education that children can think of for themselves. Then an American high school called High Tech High came out.

2. Introduction

High Tech High has two important features. First, it is classified as a charter school (A charter school is on the register for poor children, so operating costs come from public expenses). The class style used by High Tech High is Project-based learning (PBL). This style identifies problems, and students share their opinions with each other. The students have the opportunity to increase their individual knowledge and research topics deeply. At the end of this process, the students express their results using a problem solving approach. This differs from the Japanese education system. For example, in Japan, classes change usually once a year. Also, each class has one home room teacher. The learning content is assembled so that it fits in a year by class change. It shows that this is teacher-centered compared to PBL. As a result, the breadth of learning is narrow, research is shallow, and naturally studying becomes work and activation. It is connected to a deterioration of quantity.

Importantly, if you use PBL, it is necessary to be child-centered. Conversely, if you want to learn from a children's point of view, you need to use PBL.

3. Results and Analysis

I believe that Japan will begin to adopt the system used at High Tech High. Although it may be seen as simply copying a system from abroad, the focus should rather be on creating a new approach to education that is child-centered, putting children first. However it's very difficult to introduce PBL to Japan as a whole. So I restricted the experiment to Nara Kokusai High School.

First, I identified contemporary tasks, and changed them to the PBL style. Therefore I carried out a questionnaire. Then I found two common complaints. One is how to wear the school uniform. Here I got some questions such as, "Why must we not wear a short skirt?", "Why can't we wear our sweater on the way to school?" and "We can wear a sweater but why shouldn't we wear a vest?" For example, there was a rule that skirt length should not be long, this was when Sukeban (when female students committed delinquent behavior in junior high school and high school from 1970 to 1980 in Japan) became popular. But these days, wearing short skirts is popular so we are provided with one rule that we shouldn't wear short length skirts. In this way the rule is made from time to time. But if you use that fashion as a standard, what is treated as formal wear in terms of school rules? I think it's going to be a problem.

The question then arises as to why schools make such rules. This is because it is possible to easily lead all people in the same direction by limiting students to one

model created by the organization of the school. If an individual fails to comply with the school, it is a violation of school rules. If you violate school rules, you will be held accountable within the school. Also, following the rules means entrusting responsibility to the organizations called the school. However, once you step out into society, the individual will bear all the responsibilities themselves. Therefore, in order to make it directly related to social norms, it is recommended to remove the norms of wearing uniforms. If the old-fashioned standards are taken away, there will be no such thing as the correct answer. That way, everyone can express themselves. I don't think it's right for people to say something like that, but if that self-expression hurts someone else, you need to take responsibility for it yourself. But from there, I think people will understand the responsibility they carry and act to show it. Wearing uniforms is also part of fashion. Fashion is a way of self-expression, so it's not something that other people should control by uniform rules. However, if I were to make one rule, it would be "Don't directly hurt someone else."

Second is class style. In the classes that are currently being held, the content of learning is directly related to university entrance exams. So there is always one answer to the problem that is dealt with in class, and it must be solved by the student based on the guidance of the teacher. However, in society, there is not only one answer, and it is learning to solve questions with friends that do not know whether there is an answer. There are two things I learned. The former is easier than the latter. The learner only gives the correct answer according to the instructions of the guide. However, this is not done for the learner to understand and deepen the question. Rather, it is because it is easy for the teaching side to lead the student to the only correct answer. It is a convenient and easy way for educators. When there is

a difference between learning in this society and school, it is not learning that is directly connected to society and is useful in society.

If we are to fundamentally reform education, the current education system needs to be changed. Not everyone progresses at the same speed, and individuals are different. In the first place, there is no one in society who deepens their understanding of things or moves at the same speed when moving forward. However, in school education, the speed and depth of learning, which should be inherent in nature, are kept in step and everyone is able to shape them. However, it is not easy to change the current annual promotion system. It is inconsistent with what I said earlier, but it is unnecessary that everyone understands the same depth and spends a lot of time on work. It shows that everyone must be intelligent from the start of this educational system until now. Instead, what is needed in the future is for students not to force themselves to do what they cannot do, but to combine the strengths of others to make up for what each other lacks. This is a much more suitable learning for the future.

Then I propose to make group work the basis of education. I think this will be taken care of soon. Rather than doing what each person can do within the group and not working on what they are not good at, they learn consciously to take on challenges and make up for what each other lacks. Originally, it was the teacher who led the students to the answer in the class, but from now on, they will teach what they can teach, that is, teach each other and guide each other. By doing so, it will lead to a change from a passive mindset of doing what the teacher taught as it is to

an attitude of self-learning and an active mindset. Harmony is important, not coordination.

4. Conclusion and Future Problems

In summary, introducing High Tech High's education system into schools means making education directly connected to society. The social system continues to change due to the spread of the new coronavirus, which is currently prevalent in the world. In order to survive in an unpredictable society, it is desirable that the society within the school also changes to be more flexible. Therefore, I recommend introducing High Tech High's education system to international high schools.

However, there are two problems that are easily misunderstood. One is to take in everything that is being done overseas and push forward while ignoring the customs in Japan. Globalization is touted both in modern society and in international high schools. But what is real globalization? What is diversity? Of course it is important for students to connect with the world, and it will be a good experience. But today, the focus of the world on the word 'global' is strong, but in reality it is because of the local. But there is a fact that they are not paying attention. In extreme terms, the trend is that only globalization is good. Again, global and local should be given equal weight. I think it is important to be conscious of globalization in order to shape the society of the future. In addition, the purpose is to incorporate the system. Rather than having the simplistic notion that the development of education involves the adoption of systems from the outside world, we should use the rich imagination of children to create the future society. The purpose is to aim for education in which children play a leading role from the perspective of children. I would like to

incorporate High Tech High's high-level education while emphasizing this awareness.

5. Reflection

I believe that people build their assets by spending their lives and accumulating a lot of experiences. That's why it's so important to think from various perspectives when you're a child, to gain a lot of awareness and enrich your life. Also, don't forget the "children's eyes" even when you grow up. I want school to be a place where children can remain children. It should be an education in which children are the subject from the perspective of children.

6. Work Cited

Hiroki, Hatori. *What is high tech high, a public school in the United States? In a detailed introduction to PBL.* Japan, 2021. Print.

<https://awesome-ars-academia.net/high-tech-high/>