Discussion in Preparation for Revision of the Course of Study in Japan: Aiming to Develop National Curricula Ensuring Accountability

Nippon Sport Science University
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Welcome to **SAPPORO, JAPAN**

**Contents of Presentation**

**Section 1:**
Showing DVD of Effective Physical Education Classes in Japanese Schools

**Section 2:**
Introducing the Course of Study issued by Ministry of Education in Japan and discussing associated problems
Criteria for selecting the effective physical education class and the purpose of developing DVD

- **Criteria for selecting the effective physical education class**
  1. Students’ formative evaluation
  2. Student behaviors through observation instrument: “momentum and climate” of learning
  3. Teachers’ behaviors through observation instrument
  4. Subjective evaluation: rational practice from standpoint of instruction theory

- **Purpose of developing DVD**
  - To train practical ability of novice teachers and pre-service teacher
  - Acquiring the image of good class leading to the development of practical ability of good class
Characteristics of School Physical Education System in Japan

• Physical Education has been consistently positioned as important school subject from the standpoint of health and fitness (1886)

• Relatively satisfactory conditions for facilities and teachers

• Centralized school education system

• Course of study has strong impact of school physical education
Background of the current course of study in physical education (1978, 1988, 1998)

- The conversion from industrial to post industrial societies; material wealth to quality of life
- Increasing the important of leisure activity and lifelong learning
- Sports as life culture
- Physical education curricula toward lifelong sport
Characteristics of the current course of study

- Change of physical education concept
- Change in objectives
- Classification of physical activities by the types of pleasure
- Change of Curricula composition
  - Elementary school
  - Junior high and senior high school
- Introducing selective programs
- Positioning theoretical contents
Ability for and Attitude towards Lifelong Sport

- Sports Skills
- Physical Fitness
- Social Attitudes in Sport Activities

Appropriate Practice of Physical Activities
activity to satisfy need • • • • • • exercise activity to satisfy desire • • • • • • sports and dance

Functional property of physical activities

- competition oriented (including combat oriented) ex. ball games, martial arts
- conquest oriented ex. gymnastics, swimming
- record achievement oriented ex. track and field, swimming
- form achievement oriented ex. Gymnastics
- expression oriented ex. dance, gymnastics

Classification of physical activities by type of pleasure
<table>
<thead>
<tr>
<th>Grade</th>
<th>Lower (1,2)</th>
<th>Middle (3,4)</th>
<th>Upper (5,6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental Physical Activities</td>
<td>70%</td>
<td>55%</td>
<td>30%</td>
</tr>
<tr>
<td>Games</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Exercise</td>
<td></td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Apparatus Gymnastics</td>
<td>15%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Track and Field</td>
<td></td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Ball Activities</td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Dance</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Scope of Activities</td>
<td>1st</td>
<td>2nd</td>
<td>3rd</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Exercise</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Apparatus Gymnastics</td>
<td>*</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track and Field</td>
<td>*</td>
<td>2</td>
<td>1or2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td>*</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ball Games</td>
<td>*</td>
<td></td>
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<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budo</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Dance</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory of Physical</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
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</tbody>
</table>
## Scope of Activities and Range of Selection in Senior High School

<table>
<thead>
<tr>
<th>Scope of Activities</th>
<th>Type of Selection</th>
<th>Range of Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise</td>
<td>requirement</td>
<td></td>
</tr>
<tr>
<td>Apparatus Gymnastics</td>
<td>intra-activity selection</td>
<td></td>
</tr>
<tr>
<td>Track and Field</td>
<td>intra-activity selection</td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td>intra-activity selection</td>
<td>3–4 activities (selection from activity groups)</td>
</tr>
<tr>
<td>Ball Games</td>
<td>2 activities from a group</td>
<td></td>
</tr>
<tr>
<td>Budo</td>
<td>1 activity from a group</td>
<td>one group</td>
</tr>
<tr>
<td>Dance</td>
<td>dance</td>
<td></td>
</tr>
<tr>
<td>Theory of Physical Education</td>
<td>requirement</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>If possible, ski, skate, wrestling etc.</td>
<td></td>
</tr>
</tbody>
</table>
Discussion in preparation for revisions of the course of study

**Accountability of school physical education**

- A decline in academic ability of Japanese students

- Criticism for the educational policies which emphases "the more relaxed education", "careful selection of the contents of learning" and "the problem-solving ability"

- Introduction of absolute evaluation and problems of obscure objectives and contents

- Polarization between physically active and inactive children

  Declining trend in students’ physical fitness
Identification of the minimum objectives and contents of learning

• The structure of objectives in physical education

- Physical ability (physical fitness + skill)
- Knowledge
- thinking and judgment
- rational and highly motivated practice
- Attitude (normative attitude in sport and class of P.E.)

continuous practice of qualitative sport life
Outcome based Curriculum of physical education

- **4-4-4 sequential principle**

<table>
<thead>
<tr>
<th>1-4 grade</th>
<th>5-7</th>
<th>8-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period of learning how to move and play</td>
<td>Period of exploring the appropriate activities</td>
<td>Period of deepening specialization</td>
</tr>
<tr>
<td>Basic activity program</td>
<td>Multi activity program</td>
<td>Selective activity program</td>
</tr>
</tbody>
</table>

- **Step back of selective activity program**

- **Emphasis on a “2-year framework” of learning contents**
Improvement in each physical activity area

- Emphasis on developing physical fitness
- Elimination of the "fundamental physical activities" area
- Overcoming of the struggle between various ball games

Ball games were divided into "invasion type", net-wall type, and fielding type.
Discussion about teaching method producing the learning outcome

• Academic ability stipulated at “School Education Law”
  (1) basic and fundamental knowledge and skill
  (2) ability to think, judge and express required to solve problems
  (3) motivation for leaning

• Overcoming antagonistic understand for development of basic fundamental knowledge and skill and development of ability for self-learning and self-thinking (Central Education Council)

• Reflecting on independent and spontaneous learning based on the idea of "pleasure centered physical education“ (Special Committee of Physical Education in Central Education Council)

• Establishing a methodology to promote learning for acquirement, application, and exploration
Toward development of the national curriculum based on evidence

- Considerable concern was paid to identify objectives and contents of learning that should be attained by students.
- Those objectives and contents were not based on actual conditions of children's learnability.
- The data is required in order to develop an acceptable national standard.
- Our research project has started to develop the data-based national standard with academic fund from Education Ministry.