

**Chapter 1 : In Japan's pre-schools, children must play**

*2 ECEC Facilities in Japan Kindergarten Day Care Target From age 3 to 6 From age 0 to 6 \* Children with needs for care (Eligibility determined by.*

Elementary schools have also confronted the problem of too many vacant classrooms by the decreasing number of students. In April , the school week was reduced to five days. This chapter discusses the current state of preschool and primary school education in Japan. Under the jurisdiction of the MOE, preschools teach three- to six-year-olds approximately four hours a day. Nursery schools provide full-time childcare for infants and preschoolers to the age of six whose guardians are unable to take care of them because of work, illness, or other reasons. Nursery schools began as a social welfare program for poor working mothers under the jurisdiction of the Ministry of Health and Welfare. The local government had examined eligibility and assigned nursery schools before the Amendment to the Child Welfare Law allowed parents to select nursery schools. As the number of working mothers has risen, more mothers prefer nursery schools to preschools. In recent years, the government has become interested in preschool education and childcare. The government enacted the Child Care and Family Care Leave Law, the Angel Plan , and the revised Angel Plan to provide favorable childbearing and childrearing environments for women, especially working mothers. This change in policy came after the government was alarmed by the drastically decreasing birthrate in , 1. The ever-decreasing number of newborns will reduce the number of productive workforce-aged groups, and stall economic productivity. Moreover, a smaller pool of workers will have to bear the burden of supporting social welfare for a population that is both aging and living longer. Lawmakers have realized that they have to make it easier for women to balance their careers and motherhood if they want to prevent a further decline in population. Beginning in April , all companies must provide childcare leave up to one year after birth, and shorter working hours until the child enters elementary school, at the request of any employee male or female. Under the Angel Plan , the government subsidizes childcare facilities and childrearing expenses. The conditions for childbearing and childrearing are improving. However, the demand for nursery schools for newborns is still high. In practice, not many women take long-term childcare leave from work. Local governments regulate their own Angel Plans to meet demand at the community level. Many local governments provide incentives for women to have more children. The administration waives half of the daycare tuition for the second child, and provides total daycare tuition for the third child. In , there were 5, children under the age of six in Marugame City, which had a population of 80, Fourteen public nursery schools operate for eight hours a day. Some of them provide service for Three private nursery schools operate 11 hours a day. Private nursery schools take care of infants and provide temporary emergency daycare. In addition, there are five unlicensed nursery schools. There are eight public preschools and two private preschools that thus far do not provide extended childcare service. Six percent of newborns, Approximately half of all children between the ages of 3 and 6 attend preschools while the other half go to nursery schools Marugame-shi Therefore, the children sent to preschools often have stay-at-home mothers, or working mothers whose relatives, usually a grandparent, can watch the children in the afternoon. In , the MOE allowed two-year-olds to attend preschool in special districts since many parents wanted their children to attend preschool before the age of three AS September 27, The ratio of enrollment in preschools and nursery schools has changed over the years, as more and more working mothers use nursery schools rather than preschools. Many preschools, especially private ones, are pressured to provide extended childcare hours in order to stay in business. Private preschools, approximately 60 percent of all preschools, receive less public funding than public preschools do, and have to rely primarily on tuition fees from parents. With extended childcare service, preschools are becoming more like nursery schools. Extended childcare service in preschools was recognized as a part of preschool operations in the Course of Study for Preschool, which went into effect in For example, since , Midori Preschool, which used to operate from 9: They planned to have a daycare room for children from children up to the age of two by May , responding to the request from the Setagaya Ward government in Tokyo. Approximately 30 percent of preschools 4, preschools have provided extended childcare service since YS

January 10, Preschools with longer hours do not differ greatly from nursery schools hoikuen , and it is expected that the current ministerial jurisdictions the MOE and the Ministry of Health, Labor and Welfare of two institutions will be phased out. In , the Ministry of Health, Labor and Welfare deregulated in order to transfer some daycare center facilities for the preschool, while the MOE consider doing the same for nursery schools AS October 22, The average preschool has Some classes have two teachers: Large classes promote interaction, socialization, and group consciousness among children. They generally remain in the classroom for less than five years, leaving either when they marry or when they have their first child. Recently, however, more preschool teachers have kept teaching because their earnings help the household income. Their salaries are decent, and the social prestige of being a preschool teacher is relatively high among female workers. Many female students wish to become a preschool teacher. The Course of Study for Preschool changed preschool education pedagogy from planned classroom teaching into child-centered education with minimal intervention from teachers. Children learn social skills through playing, while teachers create optimal environments for their development, and monitor their activities. Many preschool teachers were initially confused by this hands-off policy. The Course of Study for Preschool Education remains child-centered, but provides more teacher guidance. According to the Course of Study, preschool education should help children develop healthy bodies and minds while exposing them to a range of experiences. The Course of Study does not mention the cognitive and academic development of preschool children. Teachers instill an appreciation of friendship and cooperation. Children develop their creativity and sensitivity through crafts, drawing, playing music, dancing, caring for plants and animals, and making friends. Children learn about cooperation and responsibility by participating in small group han activities. Peer interaction sharpens their interpersonal skills. Teachers take a low profile, seldom scolding or punishing mischievous behavior. Teachers let children play and settle their own conflicts. The children take turns as task monitors so that every child has an opportunity to lead the class. Comparative ethnographic studies of preschools show that the Japanese preschool focuses more on teaching social skills and fostering a collective identity, unlike the American preschools, which place a premium upon individualism and independence. The Japanese preschool keeps teachers at a low profile, and lets children monitor themselves. In contrast, the American preschool establishes a dyadic relationship between a maternal type of teacher and the children Tobin et al. According to another cross-cultural survey, preschool education in the United States focuses on cognitive and academic stimulation. About 30 percent of class time is allocated to teaching academic materials in American preschools. On the other hand, only 20 percent of class time is allotted to teaching academic materials in Chinese preschools, while less than 5 percent is used in Japanese preschools Stevenson and Stigler Three percent of Japanese mothers and 28 percent of American mothers expect kindergarten to provide their children with academic experience. Japanese mothers teach their children basic reading and counting through reading books and playing with numbers at home. Most children can read the Japanese alphabet and count to ten before they enter elementary school. Most preschoolers are indulged by their parents and family members. Sakura Preschool operates from 8: The facility is closed on the second and fourth Saturdays. Children bring lunch boxes on Mondays and Thursdays, and have school lunch on Tuesdays and Fridays. The preschool has a day summer vacation and two weeks of winter and spring vacation, like public primary and secondary schools. The monthly tuition amounts to 6, yen. By comparison, a nearby private preschool costs 14, yen per month, more than twice as much as the Sakura Public Preschool. Sakura Preschool emphasizes child-centered education and learning through experience social experience education. Teachers organize students into groups of six or seven in order to build their sense of cooperation and responsibility. Ten years earlier, the pedagogy changed from teacher-centered to child-centered, following the Course of Study. Five-year-olds used to learn the Japanese alphabet and counting by studying workbooks, but now they learn the Japanese alphabet and counting indirectly, through drawing and crafting. The new methods of pedagogy perplexed some teachers, and initially the child-centered curriculum created discipline problems in the classroom. Teachers need to find the best methods of guiding children in their activities. On a sunny day in February , children came to preschool between 8: Then the children and their teachers played on the playground until In a class of 17 three-year-olds, the children practiced songs with a piano played by their teacher, and danced to music together with their teacher. Then they practiced skipping to music. The teacher

asked the children what they had done with the class of five-year-olds during a field trip to a nearby castle a few days previously. They washed their hands, and arranged several long tables and their chairs for lunch. All children put napkins over the desk, and the children in charge distributed hotdogs and milk. We will eat now. Then they played in the playground or in their classrooms until 1: The teacher took charge of the class from 1: In another class, four-year-olds sang a song and listened to stories told by their teachers. The class of five-year-olds practiced dancing for the upcoming th-year celebration of a nearby elementary school. Nursery schools tend to newborn babies, toddlers, and preschoolers to the age of six whose guardians are unable to take care of them because of work, health problems, or responsibilities to sick or elderly family members. As more mothers work outside of the home, the number of children enrolled in nursery schools has risen.

**Chapter 2 : Novak Djokovic Foundation | Believe in their dreams**

*International Journal of Early Childhood, 4, 1, , 72 The two kinds of educational facilities for early childhood in Japan are the kindergarten, established in accordance with the School Education Law, and the day nursery, based upon the Children's Welfare Law.*

Early childhood education teachers in Japan. Studying teachers in early childhood setting pp. This is a pre-proof version and not the final version. Early Childhood Education Teachers in Japan Why should American early childhood educators study the preparation and practices of teachers in Japan? But this is not the only reason, although perhaps it is the most commonly given one for studying another society as successful as Japan has been. A second reason is to get a fresh perspective on the operation of a market-oriented approach to early education. Unlike many of the European countries, where a centralized system of child care ensures a degree of uniformity across regions within each nation, the Japanese system is a mixture of private and public institutions. Public schools receive funding from the Ministry of Education, and while individual institutions are given substantial latitude in creating their own programs, the ministry actively attempts to shape curriculum to conform with current pedagogical expertise. There are also many private preschools that subsist mostly on tuition. In light of the declining birth rate, private preschools have to be responsive to families -- the customer -- in order to stay competitive. This mixed market resembles the likely future of early education in the United States, as federal and state government gets more involved in funding preschool programs, and as charter schools and private schools, funded through vouchers as well as tuition, continue to grow. But comparative analyses encourage educators to see their own practices as objects of reflection and examination. In this chapter, we examine the early childhood educator in Japan. To do so, we must consider three different systems: We will first provide an overview of those three systems, and then describe teaching as a career, including the nature of teacher education in Japan. We conclude with a discussion of the relationships between teachers and parents. Of these, the vast majority attend for two years and nearly half attend a full three years Moriue, Youchien, or preschools, are operated under the auspices of the Ministry of Education, Science, Sports and Culture. They serve children aged 3 through 5, and are intended primarily to provide social and educational stimulation rather than full time care for working parents. Accordingly, the daily program extends for five hours or less, although close to half of private preschools offer an optional extended day program Moriue, While subject to ministry oversight, many preschools are run as profit-making enterprises by private organizations or individuals. Private preschools tend to be larger, and often enroll three year olds, while public schools typically restrict enrollment either to four and five year olds, or five year olds only. In some municipalities, including the large city of Yokohama, virtually all the preschools are private. A second system, operated by the Ministry of Health, Labor and Welfare, is intended to serve children of working mothers. Hoikuen, or child-care centers, provide full day care six days a week for children aged six and younger. Hoikuen have evolved from providing custodial care emphasizing safety and cleanliness to offering educationally oriented programs similar to that of preschools Boocock, ; Shwalb et al. Educational requirements for staff are similar for preschool teachers and child-care providers. Large class size also functions to keep costs low, particularly in preschools. Throughout its years of overseeing preschool education, the ministry has periodically issued guidelines specifying program content. The earliest guidelines specified four educational areas: Although detailed descriptions of appropriate activities were provided for each area, preschool directors had considerable latitude in what they actually offered in their programs Ishigaki, During the post war period, the guidelines have covered the general areas of health and physical development, social relations, and appreciation of nature. This represents quite a contrast to earlier guidelines that emphasized learning such social competencies as "having the right attitude toward the surrounding social life and happenings" Ishigaki, , p. The extent to which a particular school adopts the ministry guidelines depends in part upon the values and philosophy of the director. Public preschools are more tied to the ministry, and directors of these institutions appear to take the guidelines seriously, whereas this is not always the case among the private preschool directors. Compared to the elementary school 5 Contemporary Perspectives in

Early Childhood Education sensei Chapter 10 system, Japanese preschools are relatively diverse in terms of philosophy, curriculum, size, and auspice Boocock, ; Holloway, Overview of Early Elementary School in Japan Elementary schools in Japan begin in first grade, when children are six years old. The vast majority of children in Japan attend public elementary schools. The Ministry of Education has a strong role in regulating policies and procedures, including instructional goals, hours of instruction, and choice of textbooks Lewis, In order to strengthen their relations with the students, teachers often remain with their students for two years instead of switching every year. The curriculum in the early elementary years contains a wide range of subjects, including math, Japanese, social studies, moral education, art, music, science, life environment studies, home economics, and physical education. The curriculum in first grade has been described by Lewis as holistic: The overall amount of time in school varies across these countries as well, with the Japanese children attending school days per year compared to in the United States. Preschool teachers are called sensei, and they are viewed as professionals. Although teachers are increasingly criticized for contemporary societal problems, their status is still relatively high in Japan, where a great deal of social value is placed on education N. The scores range between Preschool teachers and child-care providers both receive a score of Preschool 7 Contemporary Perspectives in Early Childhood Education sensei Chapter 10 teachers rank below teachers in primary school As in most countries, Japanese preschool teachers are usually young women. The vast majority The average age of preschool teachers nationwide is The average years of experience as a preschool teacher is 7. Teacher Education There are 96 colleges, junior colleges, 66 graduate schools, and 45 other centers that are approved by the government as preschool teacher training Ministry of Education, In order to be a preschool teacher, one needs to obtain one of the three types of teaching license. To be a child-care provider, one is required to have graduated from a government-approved vocational school or pass a national examination. There is some empirical evidence of the value of pre-service training at local school sites. Similarly, a comparative study by Morey and colleagues of American and Japanese pre-service teachers found that practical experience assisted the development of a reflective approach to pedagogy in both countries. Certified teachers are appointed to a position by prefectural education boards acting on the recommendation of the superintendent of education. This selection process is extremely competitive; the number of qualified graduates who sought appointments in was 4. Teacher Salary Structure Relative to American teachers, Japanese elementary and preschool teachers are paid relatively well. While there are some regional differences in pay scale, they are typically paid at a level equivalent to similarly educated peers in other fields. The salary structure for Japanese teachers offers annual increments until retirement age which are not conditioned on performance or level of responsibility. Wages in private preschools vary widely across regions and individual institutions Japanese Private Preschool Association, Some directors prefer to hire women without prior work because they are viewed as more flexible and easy to train regarding the procedures and objectives of a particular school Holloway, This preference for inexperienced teachers contributes to a low turnover rate, but constitutes a severe limitation on the ability of teachers to leave an unsatisfactory position. Characteristics of the Workday Japanese teachers are expected to work long hours, especially in child-care centers. Even in the preschools, teachers work an 8 to 10 hour day with no lunch break. The teachers are expected to be actively involved with the children at all times, including during lunch and outdoor play. They rarely talk informally with their colleagues during school hours Holloway, In child-care centers, teachers are often responsible for cleaning the classroom; after lunch, for example, teachers can be seen on hands and knees wiping down the classroom floor in preparation for spreading out the futons for nap time. The time before and after the children are at school is filled with staff meetings, 10 Contemporary Perspectives in Early Childhood Education sensei Chapter 10 paperwork, transporting the children to and from school, and preparing materials Tobin et al. In elementary schools, the pay is better and ample time is allocated during the school day for preparation and meetings, but teachers also put in long hours after school, including monitoring after-school clubs and making home visits. In-Service Training and Support of Teachers Like their counterparts in other job sectors, Japanese teachers receive extensive support and numerous training opportunities. At an informal level, young teachers tend to be mentored by older ones. Teachers in the pre-primary institutions as well as in elementary school create a supportive network, with space and time allocated for ongoing discussions and mutual support. It is

estimated that roughly half of Japanese teachers participate in these activities, and perceive them to be one of the most useful resources for their growth as a teacher Kinney, ; M. Additionally, approximately two-thirds of professional journals for teachers are produced by practising teachers, with the remaining one third written by university academics N. Some experienced teachers believe that the recent emphasis on formal training has not been as beneficial as the earlier, less formal approaches Kinney, However, the JTU has been steadily declining in membership and influence over the past fifty years. Reforming Teacher Education 12 Contemporary Perspectives in Early Childhood Education sensei Chapter 10 Increasing reports of problems in the schools, including bullying and rebelliousness against teachers, have motivated policy makers to introduce some reforms in recommendations regarding teacher education Ministry of Education, For example, in order to deal with increasing bullying at school, courses related to student guidance and counseling were added to pre-service teacher education requirements. These revisions are aimed at the elementary and junior high school levels, where school issues have been most acute. Although serious problems have not appeared at the preschool level, the government has also targeted enhanced training for teachers as an important means for improving the quality of care. In order to accommodate the increasing number of male child-care providers and to enhance the professional image of the job, the term hobo, meaning female child-care provider, was revised to the gender neutral term hoikushi in In the past, preschools have tended to offer a more enriched educational program, while child-care centers emphasized health and safety. Educational inequities therefore occur across regions, since there are regional differences in the proportion of each type of institution available for children. In order to provide equal educational opportunities, the Ministry of Education and Ministry of Health have promoted mutual collaboration and are attempting to facilitate contacts between preschool teachers and child-care providers. The government is encouraging joint training opportunities at the local level. Furthermore, they are attempting to adjust school 13 Contemporary Perspectives in Early Childhood Education sensei Chapter 10 curricula to provide common preparation for pre-service preschool teachers and child-care providers Ishigaki, ; Moriue, Pedagogy in Preschools and Elementary Schools General patterns of preschool programs Japanese preschools tend to draw from an eclectic array of theoretical models. In terms of Japanese theorists, two points of view often receive particular mention Ishigaki, He viewed children as essentially curious, energetic and inherently social; the teacher should build on these basic strengths by affording many opportunities to play with peers, by capturing spontaneous learning opportunities rather than didactic teaching, and by creating a warm, joyful environment. His reaction against the more individualistic focus of Kurahashi was shared by Masamichi Ogawa, whose books were influential in the s and 70s, and Shinichi Suzuki, whose ideas about teaching young children to play the violin and piano have become popular in the United States as well as Japan. Among Western educators, Froebel is often mentioned as an influence, although particular aspects of the theory are difficult to detect in present day programs Holloway, Some early childhood educators cite Dewey as a primary influence, drawing from his ideas on the social dimension of learning environments Lewis, While elementary schools are generally rather uniform due to central control by the Ministry of Education, there is quite a bit of variability among preschools, making it somewhat difficult to make generalizations about them. Three common types of preschools have been identified by Holloway based upon a study of 32 preschools and child-care centers. Each type of school utilizes distinctive images and metaphors to describe young children and advocates a particular approach to activities, materials, and social relations. Learning basic classroom routines is another important goal.

*(Education for All), and UNICEF uses ECD (Early Childhood Development) protecting children. In Japan, a very refined and holistic concept of "hoiku" (care and education) has been used for.*

The core of these programs is made up of classes that discuss the cognitive and physical changes that children undergo in their earliest years. Courses cover childhood nutrition, communication, and teaching children with special needs, as well as general education classes in college math, English, and natural science. These degree programs discuss the skills needed for instructing young children in a variety of subjects, such as language arts, creative arts, and math and science. Undergraduate programs in early childhood education may require experience working with children, a high school diploma, standardized test scores, letters of recommendation, and a personal statement. Most early childhood education programs require applicants to pass a background test and have necessary immunizations. Applicants to these programs typically must possess a high school diploma and pass entrance exams and a criminal background check. Associate degree programs last two years, and students must complete about 60 semester credit hours to graduate. A typical early childhood education degree program at the associate level includes courses in early child development, childhood health and nutrition, child safety, teaching and curriculum building, childhood literacy and math development, and assessing the educational progress of children. Students in some programs may be able to specialize in a specific field of child care, such as family relations or special needs education. Most programs also include classes in English, the humanities, math, science, computers, and psychology. Some schools require students to complete a capstone project prior to graduation. Internships at local preschools may also be available for students. Most students pursue associate degrees to become either preschool teachers or non-teaching child care workers. Though it is possible in some states to find work in these fields with only a high school diploma or certificate, those who wish to work as preschool teachers at a Head Start organization must possess an associate degree. These degrees typically take four years to complete and require about credit hours of work. Applicants need a high school diploma or GED certificate, as well as a clear criminal background check. Courses in topics like principles of early childhood development, educational psychology, and teaching exceptional children discuss the cognitive and social growth of young children. Classes in teaching methodology cover the instructional skills necessary for teaching math, science, language arts, health, and physical education. Teaching practicums place students in an actual classroom setting, where they practice teaching under the guidance of an experienced instructor. Depending on the program, students may need to seek out an additional credential after graduation to teach in a public school setting. Other graduates can work as special education teachers for young children. Others go on to work in child care and day care settings. These two to three-year degrees are available through education departments in a variety of colleges and universities; students complete hands-on practicum and ten to 20 courses. Some Master of Education MEd programs require applicants to have a teaching credential and teaching experience. Master of Arts MA programs are for those new to the field, and cover topics like administration in teaching, working with parents, and cognitive development. Students also complete a hands-on teaching practicum. MEd programs in early childhood education are for early childhood teachers who have some experience teaching but would like to improve their leadership skills and gain understanding in a particular instructional area, such as bilingual instruction or curriculum development. New teachers can use the MA to meet licensure requirements, while current teachers can use the MEd program to become advanced teachers, administrators, or curriculum developers. Doctoral degrees are offered by universities; prospective candidates should look for institutions with the faculty and resources that will best serve their research interests. There are two kinds of doctoral degrees available: A PhD in Education is for academics looking to publish work in education research and teach in higher education. Depending on the program, students take a total of graduate credits to fulfill their course requirements. Ultimately, graduation is contingent on finishing and defending original research in a doctoral dissertation. Examples of class titles for this type of degree include child development in the critical early years, evaluating and supporting early childhood programs, leading the future of education, and research

theory, design, and methods. Letters of recommendation and test scores for exams such as the GRE are also common requirements. The length of time it takes to complete a doctorate will vary, but students should plan on spending at least three years on their studies. View Doctoral Programs View Doctoral Programs Online Certificates in Early Childhood Education An online certificate program in early childhood education trains students in the communication, human development, and instructional skills necessary to work in preschools and other child care settings. These programs are typically available through community colleges, technical schools, university extension programs and a variety of online institutions. Early childhood education certificates can be completed in one year and require four to ten courses. Applicants need a high school diploma and a clear background check. Students learn instructional techniques, such as use of games, creative assignments, and role playing, through classes in teaching young children and curriculum development for early childhood. Classes in cultural diversity and guidance provide students with a framework for assisting children from a variety of backgrounds. Other courses discuss safety and nutrition, literacy, and infant and toddler care giving. Practicum classes put students in a child care environment in order to apply the child care and instructional techniques learned in the classroom. Some certificates can be used to meet the educational requirements for professional certifications that are available through groups like the National Childcare Association. Graduates with child care experience and an entrepreneurial spirit could use the program to expand their knowledge and start their own child care business. Upon graduating, you will have an understanding of developmentally appropriate practices, as well as techniques for behavior guidance and classroom management. The following classes are often included in an ECE degree program: Child development courses are essential for any early childhood education professional, as they help students become familiar with the ways in which children learn, process thoughts and emotions, and deal with challenges. Students learn about the necessity of being culturally sensitive to children of varying backgrounds. Early Childhood Reading and Literacy Instruction: This class focuses on strategies for teaching young children of varying ability levels how to read. Exceptional Children in the Early Childhood Setting: This course teaches students ways to challenge intellectually advanced children while also integrating them with the rest of the classroom. This course helps future educators and caregivers learn how to work with parents to help children reach their full potential. Students learn how to talk to young children about the importance of being healthy and maintaining a safe learning environment. Special education courses focus on the best ways to engage children who have special needs, developmental delays, or learning disabilities. Standards-Based Curriculum, Instruction and Assessment: The Early Childhood Learning Environment: Students learn how to create an environment where children can feel comfortable and reach their full learning potential. Find an Online Degree: Accreditation for Online Early Childhood Education Degrees Accreditation is granted to schools and degree programs that meet the standards established by independent, authoritative agencies. These agencies provide comprehensive evaluations in order to verify the quality of the curricula being offered, the qualifications of the faculty members, and the availability of research programs and student resources. Choosing an accredited degree program can help students feel confident in their education and help them meet eligibility requirements to transfer credits to other schools or apply for federal financial aid. Each state has its own rules and regulations for individuals who wish to teach or care for young children. Professional certification for early childhood educators and caregivers is a wise investment for those who wish to advance in their career, and it may also be a requirement for employment in some settings. One of the most popular forms of professional certification for this field is the Child Development Associate Credential CDA , which is offered by the Council for Professional Recognition. The CDA is available for professionals who work in preschool or infant and toddler settings, or provide family child care or home visits. Students can earn this designation by completing a certain number of hours of professional education and work experience. Another professional agency that issues certification for early childhood educators is the National Early Childhood Program Accreditation. This organization issues the Certified Childcare Professional credential to those who have a high school diploma and work experience in this field, and who have enrolled in continuing education courses. Several options for continuing education can be pursued via distance education; students can enroll in formal classes or seminars to receive credit hours. Students who plan to teach in public preschools must fulfill



state licensure requirements, which can vary widely. Most US states require public preschool instructors to pass a national examination, as well as procure continuing education units. Some of these areas require instructors to complete a teacher training program; those who have majored in early childhood education development can usually skip this requirement. Early Childhood Education Career Paths A career in early childhood education can be very rewarding, as educators play an important role in the lives of children at a time when they are learning so much and discovering who they are. The following list represents some of the career opportunities available for graduates of ECE programs: Their main responsibilities are to provide supervision and a safe place for children to play, learn, and socialize while they are away from home. Sometimes caregivers work with parents and provide collaborative care, while others act as the primary caregiver without parent involvement. Teaching is a common career choice for graduates of early childhood education programs. Preschool and kindergarten teachers provide developmentally appropriate activities and exercises to help young children learn about academic subjects and the world around them. Additional courses, such as child development or communications, be beneficial to your role in the classroom. In addition to a degree, teachers also need to obtain a state teaching license. Many people begin their career in early childhood education as a teaching assistant. Teaching assistants work under the guidance of teachers and provide valuable support for individual students or small groups of students who need extra encouragement, tutoring, or supervision. Program directors have the flexibility of working in schools or in private child care or education settings. References About the Child Development Credential. Council for Professional Recognition. Accessed March 8, National Association for the Education of Young Children. National Early Childhood Program Accreditation. US Bureau of Labor Statistics. Still have questions or feedback? Our regular business hours are Monday - Friday, 9am - 5pm PST, but we do our best to respond as quickly as possible. This website offers school details to prospective students as an informational resource. The appearance of a school listing on this website should not be interpreted as an endorsement by the school of this site.

**Chapter 4 : [Malaysia] Early Childhood Education in Malaysia: A Comparison with Japan - Projects**

*The researcher spent two months in Japan in to conduct the study. The purpose of the study was (1) to observe, videotape and describe the types of programs involved in early childhood education in Japan; kindergartens, daycare centers and special education programs for children ages 0â€•6, (2) to interview teachers and parents involved in early childhood programs both regular education.*

HOME Scientific and business meetings The Association will hold annual scientific and business meetings in Japan and in various foreign countries. Lectures focusing on international themes relating to early childhood education and memorial lectures are also presented. The purpose of this meeting is to aid practitioners in connecting theories and practice. The activities consist of dramatic play, construction play, games, play that involves large and fine motor skills, music, dance, drawing, etc. The Association also schedules plenary lectures and panel discussions. The following are examples of such activities. The role of teachers in early childhood education and networks in the world -- Hannah Polowy The University of British Columbia Considering the origin of education which fosters the development of highly active children in the 21st century. Globalization and problems of early childhood education. What should we provide for children living in the 21st century? The early childhood education seminar has been continuously organized by Dr. The seminar involves training in the practice of early childhood education and also practice in English conversation and sight-seeing. This seminar has a high reputation. The training and practice tour at the University of British Columbia, Canada has been held 29 times to date. The members visited the University of Hawaii, the University of Southern California, and the Kindergarten and Mother goose-school at Stanford University, and received training in the practices of early childhood education based on the Piaget theory. Members observed Montessori education in Italy, and practiced the Steiner education system in Germany. Meeting The research conferences are held to share and to learn diverse views on early childhood education from all over the world. There have been heated discussions among members of the Association and with invited speakers. The past conferences were held near Tokyo; however, they are now held in different locations. We welcome foreigners who visited us to see early childhood education in Japan When foreign visitors come to Japan to observe our early childhood education programs and day care centers and wish to exchange research studies, we arrange visits to kindergartens and day care centers to which our association members belong. Publication of books The Association has published books relating to international early childhood education.

**Chapter 5 : PhD in Early Childhood Education Programs in Japan**

*Early childhood education (ECE) is a branch of education concerned with teaching young children, typically from preschool through third grade. As such, Early Childhood Education programs tend to focus on the growth, development, and educational needs of children up to about age eight.*

Asian countries believe that starting off children with a strong education will lead to better outcomes when they grow older. In these countries, early childhood education is for kids ages zero to six, and then kids continue in formal education. Early childhood education is generally split up in two different stages, nursery and then kindergarten. A nursery is for children under the age of three and is comprised of small groups with many caregivers. They are discouraged from falling behind with the threat of being embarrassed by the teacher in front of their classmates. However, their uniform early childhood education curriculum is very respectable because it combines academic subjects with the development of soft skills. As the government is realizing its importance, early childhood education is becoming a greater focus in Asia. They expand upon Asian beliefs relating to early childhood education. Finland, Sweden, and Denmark all emphasize learning outside of the classroom and involving parents in the curriculum. The partnership between parents and educators is highly valued since the child-parent social interaction is so vital. Scandinavian schools allow young children to learn through interaction and experience. In Finland, formal schooling does not begin until age seven. Before this, children are not required to attend school. In Finland and Sweden every child has the right to high quality and affordable childcare. The curriculums in these three countries differ from those in Asia [15] because they include a variety of playing, self-expression, exploration, religion, and orientation with academic subjects. The overall goal of early childhood education in Scandinavian countries is to help the children gain independence as they develop. Public Schools Local, or neighborhood, public schools take any child living in the district, with no tuition. As a result, the majority of school-age children in the United States are enrolled in public schools. Classes in public schools may be larger than other type of school, and students may get less individual attention from their teachers as a result. If a child does not meet one of those standards, he or she is required to repeat the grade. So, for the most part, all children are cognitively in the same grade level. Also, government funding covers additional staff such as occupational therapists or special education specialists. These departments can identify if a child is not developing in a typical way, and can intervene quickly. Private Schools Private schools are funded by organizations or people separate from the government, such as tuition fees or religious organizations. Through classical conditioning, religious schools can reinforce certain values that parents may want their children to adopt. However, this classical conditioning may also have an adverse effect. For example, if a child had a bad experience at a Catholic school, seeing a nun or a crucifix later in life may trigger feelings of discomfort. Overall, both religious and independent private schools are able to be selective in their admissions processes, and are usually characterized by smaller class sizes and more individual attention for each student. Montessori Schools Montessori schools are a type of private school based on the theories of Italian educator Maria Montessori. Montessori classrooms are full of different stations and materials designed to be stimulating for students to encourage their motivation to learn. Students at Montessori schools are left to explore their classrooms individually, with the assumption that they will learn naturally through their own sensorimotor experiences. This flexible system removes the pressure to advance quickly that is on children in traditional schools. Younger classmates can learn from older ones, and older classmates can mature by helping their younger peers. However, because there is little traditional classroom teaching in most Montessori schools, students may receive intermittent reinforcement from their teachers, which could hinder their learning and development. Waldorf Schools Another type of non-traditional private school is the Waldorf School. Hands-on learning is enabled in Waldorf schools through curriculums full of art, gardening, dance, and other less traditional classes that supplement academic ones. In early childhood, children are exposed to letters and books, but not required to start reading until the second or third grade. Like Piaget, Waldorf theory dictates that each stage is concrete and inflexible. The teacher models these activities so that students can imitate them with minimal instruction. Activities in Waldorf schools reflect seasons,

holidays, and other rhythms that occur during the year. Another distinctive feature of Waldorf schools is that teachers move up with the students, so children are in class with the same students and teacher for the duration of their at the school. This provides children with consistent reinforcement, but narrows the amount of people to imitate and learn from. Recently, Waldorf schools have come under fire for the less traditional topics taught and lack of a strong science curriculum. *Preschool Education and Care in Japan. Early Childhood Education in China.*

**Chapter 6 : International Association of Early Childhood Education**

*These children enrolled at a pre-school in Kyoto, Japan, come from families where both parents are working. Many children spend most of their day and part of the night at this center due to their.*

Early Childhood Education Graduate Programs cover topics like developmental psychology, pedagogy, literacy, and other ways to develop and improve classroom teaching methods. They may be suitable for a current teacher, or anyone who wants to enter the education field. Graduate Early Childhood Education degree programs also aim to prepare students to pursue non-classroom roles. They teach about designing and interpreting educational research, educational policy, and other subjects to support leadership and decision-making. What Is Early Childhood Education? Early childhood education ECE is a branch of education concerned with teaching young children, typically from preschool through third grade. As such, Early Childhood Education programs tend to focus on the growth, development, and educational needs of children up to about age eight. This might include emotional development and cognitive skills, as well as motor and social skills. Students might study things like developmental psychology and the impact of culture on early childhood development. They may also take courses in teaching strategies and curriculum design while earning their early childhood education degree. First, there is your professional background. Some programs may be oriented toward active professionals, meaning they expect applicants to have a certain amount of experience in the field. You may also choose your program based on the needs in your educational community, or your current or desired professional role. Some programs may focus on a particular aspect of the field or offer several concentration areas. Finally, consider the level of education you wish to attain. Early childhood education degrees at the masters and doctorate level have different requirements, timelines and learning outcomes. Read program descriptions, requirements and course lists to see which match your interests, experience and goals. Early Childhood Education Masters Programs Early Childhood Education Masters programs are typically one to two year programs that require a bachelors degree. Some are designed for current teachers wishing to advance their understanding of early childhood education or develop administrative and leadership skills. Other programs help those new to the field develop knowledge of teaching techniques, curriculum design and learning theory. These Masters in Early Childhood Education programs may be designed with teaching certification or licensure in mind, though this varies by state and program. Masters Early Childhood Education programs typically combine classroom study with fieldwork, student teaching, or internships opportunities. In more research focused programs, students may also have the opportunity to complete a thesis. The requirements vary by school and often reflect the degree type and program goal. These might not be the only degrees you come across in your search, but they are some of the more frequently offered options. Master of Arts in Teaching M. Master of Education M. Often these programs cater to current teachers who wish to advance their career, but this varies. However these programs vary widely by school. Each of these Early Childhood Education Masters degrees may have elements in common, and vary between institutions. The real determining factor is how the school chooses to define their program. One way to decide between these options may be to pay attention to the goals of the program. Consider whether it focuses on developing classroom skills, administrative roles outside of it, or encouraging students to go on to earn a doctorate. Some Early Childhood Education Masters programs may even offer the opportunity for further specialization, such as a focus on special education, Montessori teaching or ESL. Similarities and differences between individual programs may vary, so you will want to follow up with your chosen programs for more information before deciding where to apply. Doctoral Early Childhood Education Degrees Early Childhood Education Doctoral Programs tend to focus on understanding or performing research regarding early childhood development and how young children learn. You might also study how to develop and apply strategies to help education systems succeed for this age group. PhD programs may be more academic in nature. EdD programs, on the other hand, are practitioner degrees focused on the field of early childhood education. Regardless of the degree type you choose, most programs conclude with a dissertation or independent research project. Students choose a topic to explore and seek to contribute new knowledge to the

field. PhDs students may explore a more scholastic topic. Completion times depend on enrollment and program requirements. However, typically a student may earn their Doctorate in Early Childhood Education degree in years. Requirements and program goals vary. As such you may wish to follow up with your potential schools for more information. Graduate Certificates in Early Childhood Education Those interested in learning more about early childhood education at the graduate level, but not quite ready to commit to a degree program may opt for a certificate. Graduate certificates in Early Childhood Education may be available at both the masters level great for those who hold a bachelors degree and post-masters level for those who have already earned a masters degree. These programs are typically shorter in duration than a full degree program and could give you the opportunity to study a specific topic closely. In some cases, you may be able to apply these credits toward the completion of a graduate degree program later on. Similar to Early Childhood Education degree programs, you may find a great deal of variety between certificates. They may differ between subject areas and topics, requirements, formats, and more. Graduate Program Formats for Early Childhood Education Once you have identified your preferred graduate Early Childhood Education degree level, you may find yourself choosing between several program formats. Online and on campus programs each have unique qualities and potential benefits to support your education. Attending class in a physical classroom means you might interact with your professor face to face. Not to mention you could talk and collaborate with your peers on projects and assignments. Attending a program at early childhood education schools may also grant you access to the resources and facilities on that campus. This might include things like libraries, technology labs, and other support services and social opportunities. Finally, some schools may have relationships with nearby ECE organizations. This could be helpful in securing an internship or student teaching opportunities. Contact programs to see what potential benefits and resources may be available. Early Childhood Education Online Graduate Programs Online early childhood education graduate programs are a flexible option that may help fit your education into your life. Courses may be completed from your own computer or other compatible, internet-enabled device, from wherever works for you. This may be a great option for working professionals, as often coursework can be completed when convenient as long as deadlines are met. These could include career and academic counseling services, and online library and research services like scholarly journal database access. It is important to note, that in some cases, not all components of a program may be completed online. Some may require short campus visits or student teaching and practicums at a nearby location. Hybrid options, which combine traditional classes with online learning, may also be available. Contact schools to learn more about any in person requirements while earning your online early childhood education degree. To take the first step towards earning your Early Childhood Graduate degree, explore the listings on this page. Once you are satisfied, click the links to read about each program and reach out to request information. Find a great Early Childhood Education program today!

**Chapter 7 : History of education in Japan - Wikipedia**

*A PhD in early childhood education program teaches how to design and improve educational support systems for pre-kindergarten children. Courses will initially cover topics in child development so that you may better understand students' educational needs.*

Why Early Childhood Education Now? Despite the various efforts of international organizations, aid organizations and governments from the s, primary education did not become universal. Early childhood education consequently came to be seen as a way to raise the primary school enrollment rate by the "habituating" more children in early childhood to attend school. In other words, early childhood education became the focus of attention with a view to establishing a smooth transition between early childhood education and primary school education defined as basic education in the context of international education. Malaysia, which aims to become an advanced nation by , focused on early childhood education from the late s to the early years of this decade. Much of this effort was, of course, devoted to attaining UPE. At this time, the Child Care Center Act had already been passed against the background of rising workforce participation by women since the s, and the basic infrastructure of child care had already begun to be established. Nevertheless, compared with primary education, which was becoming universal, preschool education was still not fully available. This paper provides an overall view of early childhood education in Malaysia and sheds light on its characteristics in Malaysia as a non developed country and the differences and similarities with issues in Japan. Preschool Education and the Curriculum that Considers Diversity One characteristic of Malaysia is its ethnic diversity. Its population comprises Malays as well as Chinese, Indian and indigenous peoples. The education system is organized to reflect this ethnic diversity in consideration of these ethnic groups. The aim of preschool education is to educate citizens with high-level skills and competency in a global society. Preschool education in Malaysia is positioned as the preparatory stage for primary education. As such, while preparing children for primary education, the curriculum of early childhood education promotes national unification among ethnic groups. For example, although the significance of learning English from an early age is emphasized, the ability to communicate in the official language of Malay is also given importance. At the same time, consideration is also given to the languages other than Malay that are spoken by non-Malays. Moreover, the practice of Islamic and other moral values is also important. In this respect, the preschool curriculum is organized to develop competent human resources with the dual aims of uniting the Malaysian people and promoting economic development. Sugimoto, ; Tejima, Furthermore, with the Education Act , preschool education was made a part of the national education system. Preschool education was incorporated into the compulsory education system that was introduced at this time, and has come to function as a social welfare or relief measure for children from relatively poor families who are unable to attend primary school or to attend it regularly or for children from low-income families who are primarily ethnic minorities. Wide Selection of Preschools Unifying the child care system in Japan has been a topic of discussion for some time now. In Malaysia as well, many different institutions provide early childhood education and child care. There are a number of administrative parent organizations, which manage these facilities centrally. ABIM ; and vi private sector facilities that operate early childhood education and child care services. Most preschool education facilities except day care centers are under the administration of parent organizations which are national government entities or Department of Islamic Religion in each state in each of the states. Nevertheless, privately-run facilities account for a higher percentage of enrollment. As of , out of the total population of , children five years of age or above, or 92, children, only In , the author observed a preschool class given at a primary school under the jurisdiction of the Ministry of Education. In this preschool class in the capital of Kuala Lumpur, one teacher with a staff of two one assistant and one student intern engaged for about three months , was in charge of a class of 25 students. In the interview, I was told that the class lasted from 8: Among the diverse preschools, the classes under the jurisdiction of the Ministry of Education do not charge tuition and include free school lunch as well. Many parents want to send their child to such schools, but admission is based on parental income. According to the teachers, the standard seems to be a maximum

income of 1, ringgits per month. Students who are unable to attend a preschool under the jurisdiction of Ministry of Education choose to go to a KEMAS or private kindergarten. On the other hand, there are many parents who do not consider sending their child to any institution other than private kindergarten from the outset. Teacher Education and Quality Teacher education presents many issues for less developed countries. In Malaysia, which is no exception, maintaining the high quality of preschool teachers is difficult. The number of preschool teachers in Malaysia has dramatically increased from 21, to 28, in As a result, the number of preschool children per teacher has decreased from 27 to 21 As a result, kindergarten teachers have a various educational levels and range from those who have completed elementary school to graduates of secondary education. While observing the above class, I was told that preschool teachers with bachelor degrees are rare, which suggests that the problem is serious. Public and private institutions are engaged in the formation and education of kindergarten teachers, but through separate administrative parent organizations. Even in the case of kindergartens that are public, the method and content of teacher education vary according to the particular administrative parent organization under which it operates. Furthermore, these administrative parent organizations offer their own teacher education programs and teacher development training for practicing teachers, and it will take some time before these programs are unified. Comparison of Preschool Education in Japan and Malaysia In recent years, as early childhood education and infant and child care have become the focus of much attention throughout the world, Malaysia has also implemented and expanded its preschool education. The following three areas provide particularly significant points of comparison with the system in Japan. First, the Malaysian preschool education system is tuition-free from the first stage of preschool education. Making preschool education tuition-free has been discussed in Japan, and the case of Malaysia, where it was implemented first, is instructive. Second, efforts are made to ensure a smooth transition from preschool education to compulsory education, although this context differs from that of Japan. Not only are these efforts instructive for developing countries in the context of linking preschool to basic education, but as a precursory example, they may point to possibilities of better linking preschool education to compulsory education that are now being discussed in Japan. Third, although Malay is emphasized as the official language and consideration given to ethnic diversity, English language education is given from an early age in order to educate competent citizens in a global society. This paper compares preschool education in Japan and Malaysia and sheds light on their differences and similarities, which will be the focus and direction of my future research. References Kamogawa, Akiko Early Childhood Education in Malaysia. Grant-in-Aid for Scientific Research. B Nobuko Uchida, Chief Researcher no. Rohaty Mohd Majzub , Pendidikan Prasekolah: Malaysian Education from and International Perspective: Globalization Impact on Education Malaysia ni okeru Kokusaikyoiikukankei: Preprimary Education in Asia: System and Practice of Curriculum Ajia no shugakuzen kyoiku: Research on comparative education, particularly, education in Southeast Asia. Updates in this section.



## Chapter 8 : KIDZEN | Early Childhood Education in Japan

*Education for Early Childhood The Graduate School of Education, which aims to provide more specialized academic and practical study of school education and to cultivate research ab LEARN MORE.*

Programs vary so check out a few class lists to find one that might meet your needs. To help students develop the skills and knowledge to do this, programs may offer research courses. For example, students could take some of the following classes. This may prove helpful as you conduct your dissertation, and as you pursue your career. Course offerings may differ by school. Doctorate in Early Childhood Education Dissertation Most early childhood education PhD programs require students to complete a dissertation before graduating. This may require students to conduct original educational research to address an obstacle in early childhood education. For example, students may design a new curriculum that could potentially enhance pre-K classroom performance. Then, they could test their hypothesis using their new doctoral skills and knowledge to evaluate how effective their new curriculum was. To complete this part of the degree program, students may be required to present their findings to the department faculty. Dissertations requirements vary by program. Applying to Early Childhood Education PhD Programs Since the PhD in early education program teaches advanced topics in the field, admissions requirements may ask for previous experience. Usually, programs require students to have earned a masters in early childhood education or a masters degree in a related field. In addition, programs may require students to submit a 3. Many schools may also require interviews with perspective students. The interview could be a chance for you to speak with department faculty members for the first time. Admission requirements may vary by school. Be sure to speak with potential schools for more details. Earning your PhD in early childhood education could be a lengthier process due to its curriculum and dissertation requirement. Generally, programs require students to complete 60 to 80 credit hours of classes to apply for graduation. Depending on enrollment, students could therefore potentially earn a doctorate in early childhood education in 4 years. Program length may vary by school. Early Childhood Education vs. Elementary Education Programs For many, early childhood education and elementary education programs may sound like they cover the same material. But, the programs aim to address the needs of two different student age groups. Early childhood education courses are designed to teach techniques for working with students ages 5 or younger. Elementary education, on the other hand, focuses on methods to assist students from kindergarten to 5th or 6th grade. Which one you prefer may depend on your personal lifestyle and academic research goals. Below are a few options. Please be aware the program may differ by school. These programs are conducted inside the physical classroom at set class times. This experience could be a great opportunity for students who want to jump into research earlier than their classes may schedule. Professors on campus may require student aids to help them with their own research. By being on campus, you could work alongside your professor to assist them. Teachers may be unable to attend typical class times. But with the online program, students might be able to log into their courses as their time allows. Additionally, students may have access to many of the same materials you could find on campus. For example, schools may make education research databases available to their online students. Hybrid Early Childhood Education Doctoral Programs Hybrid early childhood education doctoral programs are usually offered for students who want to the convenience of online classes but also want to conduct research on campus. While you may complete your classes online, you could also collect data, run experiments, or work with advisors at school facilities. This program may have a low commitment to being on campus, making it another great choice for current professionals. As mentioned above, early childhood education doctoral programs focus on teaching techniques that could be used in educational leadership positions. With this knowledge, you could potentially pursue some of the following careers. Also listed are their median salary. But, employers may look for advanced, graduate coursework. A PhD in early childhood education may demonstrate more in-depth knowledge of childhood development and curriculum creation. The advanced knowledge might also help you pursue a postsecondary teaching career. These positions typically require applicants to have earned a doctoral degree in their intended field. To begin your search for a perfect program, browse the list of programs on this page. This

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could provide you with important information like admissions deadlines, course descriptions, and more. It could also be a great way to get in touch with admission advisors to help you on your journey.

**Chapter 9 : Early Childhood Education Graduate Programs in Japan**

>>*Basic Data of Japan. Over the past 64 years since the end of World War II, Japan's education system has maintained two kinds of institutions for pre-school education: kindergartens and day care centers.*

Along with the introduction of Buddhism came the Chinese system of writing and its literary tradition, and Confucianism. Jesuit missionaries, who accompanied Portuguese traders, preached Christianity and opened a number of religious schools. Japanese students thus began to study Latin and Western classical music, as well as their own language. Its administrative head was called Daigaku-no-kami as head of the Tokugawa training school for shogunate bureaucrats. Tokugawa education left a valuable legacy: Samurai curricula stressed morality and included both military and literary studies. Confucian classics were memorized, and reading and reciting them were common methods of study. Arithmetic and calligraphy were also studied. Most samurai attended schools sponsored by their han domains, and by the time of the Meiji Restoration of 1868, more than 100,000 of the han had established schools. Some samurai and even commoners also attended private academies, which often specialized in particular Japanese subjects or in Western medicine, modern military science, gunnery, or Rangaku Dutch studies, as European studies were called. Education of commoners was generally practically oriented, providing basic training in reading, writing, and arithmetic, emphasizing calligraphy and use of the abacus. Much of this education was conducted in so-called temple schools terakoya, derived from earlier Buddhist schools. These schools were no longer religious institutions, nor were they, by 1868, predominantly located in temples. By the end of the Tokugawa period, there were more than 11,000 such schools, attended by 1,000,000 students. Teaching techniques included reading from various textbooks, memorizing, abacus, and repeatedly copying Chinese characters and Japanese script. Public education was provided for the Samurai, ordinary people taught the rudiments to their own children or joined together to hire a young teacher. These rates were comparable to major European nations at the time apart from Germany, which had compulsory schooling. After new leadership set Japan on a rapid course of modernization. The Meiji leaders established a public education system to help Japan catch up with the West and form a modern nation. Missions like the Iwakura mission were sent abroad to study the education systems of leading Western countries. They returned with the ideas of decentralization, local school boards, and teacher autonomy. Such ideas and ambitious initial plans, however, proved very difficult to carry out. After some trial and error, a new national education system emerged. A modern concept of childhood emerged in Japan after 1868 as part of its engagement with the West. Meiji era leaders decided the nation-state had the primary role in mobilizing individuals' and children's service of the state. The Western-style school was introduced as the agent to reach that goal. By the 1870s, schools were generating new sensibilities regarding childhood. These ideas rapidly disseminated through all social classes [5] [6] After school textbooks based on Confucian ethics were replaced by westernized texts. However, by the 1880s, after earlier intensive preoccupation with Western, particularly American educational ideas, a more authoritarian approach was imposed. Traditional Confucian and Shinto precepts were again stressed, especially those concerning the hierarchical nature of human relations, service to the new state, the pursuit of learning, and morality. These ideals, embodied in the Imperial Rescript on Education, along with highly centralized government control over education, largely guided Japanese education until 1945, when they were massively repudiated. College education was largely limited to the few imperial universities, where German influences were strong. During this period, a number of universities were founded by Christian missionaries, who also took an active role in expanding educational opportunities for women, particularly at the secondary level. After several of the private universities received official status and were granted government recognition for programs they had conducted, in many cases, since the 1870s. In the 1890s, the tradition of liberal education briefly reappeared, particularly at the kindergarten level, where the Montessori method attracted a following. In the 1900s, education was subject to strong military and nationalistic influences, under Sadao Araki. Educational reform in occupied Japan By the Japanese education system had been devastated, and with the defeat came the discredit of much prewar thought. A new wave of foreign ideas was introduced during the postwar period of military occupation. Occupation policy makers and the United States Education Mission, set up in 1946, made a

number of changes aimed at democratizing Japanese education: They replaced the prewar system of higher-secondary schools with comprehensive upper-secondary schools high schools. Curricula and textbooks were revised, the nationalistic morals course was abolished and replaced with social studies , locally elected school boards were introduced, and teachers unions established. With the abolition of the elitist higher education system and an increase in the number of higher education institutions, the opportunities for higher learning grew. Expansion was accomplished initially by granting university or junior college status to a number of technical institutes, normal schools, and advanced secondary schools. Post-occupation period[ edit ] After the restoration of full national sovereignty in , Japan immediately began to modify some of the changes in education, to reflect Japanese ideas about education and educational administration. The postwar Ministry of Education regained a great deal of power. School boards were appointed, instead of elected. A course in moral education was reinstated in modified form, despite substantial initial concern that it would lead to a renewal of heightened nationalism. The post-occupation period also witnessed a significant widening of educational opportunities. From to , the ratio of junior high school graduates who went on to high school rose considerably, from But as the expectations grew that the quality of higher education would improve, the costs of higher education also increased. In general, the s was a time of great turbulence in higher education. Late in the decade especially, universities in Japan were rocked by violent student riots that disrupted many campuses. Campus unrest was the confluence of a number of factors, including the anti- Vietnam War movement in Japan, ideological differences between various Japanese student groups, disputes over campus issues, such as discipline; student strikes, and even general dissatisfaction with the university system itself. The government responded with the University Control Law in and, in the early s, with further education reforms. Private education institutions began to receive public aid, and a nationwide standardized university entrance examination was added for the national universities. Also during this period, strong disagreement developed between the government and teachers groups. Despite the numerous educational changes that have occurred in Japan since , and especially since , the education system still reflects long-standing cultural and philosophical ideas: The meritocratic legacy of the Meiji period has endured, as has the centralized education structure. Interest remains in adapting foreign ideas and methods to Japanese traditions and in improving the system generally. There was also a belief that education was responsible for some social problems and for the general academic, behavioral, and adjustment problems of some students. There was great concern too that Japanese education be responsive to the new requirements caused by international challenges of the changing world in the twenty-first century. The proposals and potential changes of the s were so significant that some compared them to the educational changes that occurred when Japan opened to the West in the nineteenth century and to those of the occupation. Concerns of the new reform movement were captured in a series of reports issued between and by the National Council on Educational Reform , set up by Prime Minister Yasuhiro Nakasone. The final report outlined basic emphases in response to the internationalization of education, new information technologies , and the media and emphases on individuality, lifelong learning , and adjustment to social change. To explore these new directions, the council suggested that eight specific subjects be considered: These subjects reflected both educational and social aspects of the reform, in keeping with the Japanese view about the relationship of education to society. Even as debate over reform took place, the government quickly moved to begin implementing changes in most of these eight areas. These reforms have been on-going, and although most have now forgotten about the work done by the reform council in the s, the contents of many changes can be traced back to this time. But the Sengoku period finally made it clear that women had to be educated to defend the country when their husbands died[ citation needed ]. The Tale of Genji was written by a well-educated female from the Heian period and writings by women blossomed throughout Japanese history[ citation needed ]. However, Chika Kuroda was the first female bachelor of science , graduating in from Tohoku Imperial University.