

What are the qualities that should be nurtured in children by the end of early childhood?

How 5-year-olds behave in their third semester in January

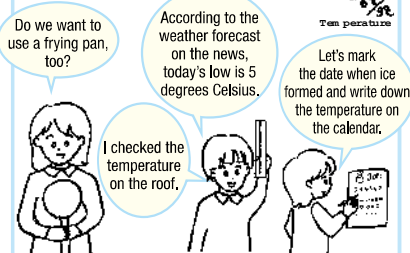
How do we make ice?



The next day...



After experimenting with ice for several days...



Children grow significantly in early childhood, physically and emotionally. They are still young but start to acquire the qualities that should be nurtured by the end of early childhood (refer to pages 8-9) in the period before they start elementary school. How do they show those qualities in their actual life at preschool?

Let's see how the 5-year-olds in January from the column on the left displayed the qualities that should be nurtured by the end of early childhood.

Qualities observed in the children in the column on the left:

Qualities that should be nurtured in children by the end of early childhood
(refer to pages 8-9)

● Connections to social life

As they wondered if there was a relationship between temperature and ice forming based on the weather forecast on TV, they started to check and record the temperature on the calendar at preschool, notice the changes in temperature, and inform the other children.

● Budding thinking ability

Because of their interest in ice, they carried out many ice-making experiments with their peers. While doing so, they learned the properties of ice and further expanded their interest to places and containers where water freezes easily, as well as conditions for forming ice, such as temperature. They also learned to think from different perspectives while exchanging views with their peers and gaining exposure to different ways of thinking.

● A relationship with nature/respect for life

The children had the opportunity to learn about the properties of ice by seeing and touching it first-hand and experiencing its coldness, wonder, and fun. This also helped cultivate curiosity and inquisitiveness as their desire to make ice generated an interest in conditions such as temperature.

● Communication in words

Things related to ice became a common topic of the children's conversation. They expressed their questions, discoveries, and thoughts to one another with words, and the whole class shared information and learned.

As described above, children develop an inquiring mind and motivation to answer questions independently through the experience of working toward a solution, experimenting, and sharing thoughts with their peers during play and in their daily life. Experiences in early childhood help children acquire and understand knowledge backed by real experience as well as form the basis for children's lifestyle and studies at elementary school and beyond.

Preparation before elementary school

(What to expect before enrollment in elementary school)

Mid-October

You will receive a School Entry Health Checkup Form and School Selection Form.

Undergo the school entry health checkup at the school, date, and time written on the School Entry Health Checkup Notification mailed to each home between late October and the end of November. Confirm these details on the notification.

Late October – November

The child will undergo a school entry health checkup.

In principle, each child is placed in a school in the school district of his/her residence. However, Minato City has introduced a school selection system that allows children to choose a school in another school district if they wish. Select a school after gaining a sufficient understanding of each school's characteristics and educational content by referring to the educational policies and other details printed in each school's introductory pamphlet, as well as information from school open days.

Early November

You are required to submit the school selection form.

Late November

Application results are announced. Schools that implement a lottery conduct their lottery (early December).

Some schools may not be able to accept children who wish to attend from outside the school district due to factors such as an increased population within the school district.

January

After your child's school has been confirmed, you will receive a school attendance notice.

Families who have decided to enroll their child in a national or private elementary school should promptly submit the admission (acceptance) letter from the school to the School Affairs Section of the Board of Education.

February

Participate in the school information session.

Finally, it is time to start elementary school. Prepare school supplies in advance.

April

Enroll in elementary school

Support for children requiring special accommodations

Q&A We respond to your concerns about entering elementary school.

Q | How do preschools support children leading up to elementary school?

Preschools ascertain children's individual characteristics and understand the structure of the preschool environment and support content so that children can be comfortable with their friends in class.

The period of enrollment in elementary school is also important in the sense of reassessing individual development. Preschools strive to augment children's good points and talents rather than focus only on their challenges.

In addition, preschools periodically revise support content and are flexible in their support, with an understanding of children's dislikes and what they do not want, so that children gain confidence and motivation.

Preschools systematically incorporate play in which children think and cooperate with their friends according to children's actual circumstances. They help children learn to regulate their own emotions and realize their friends' good points, and classrooms are managed so that children respect one another and all children can enjoy preschool life.

Q | I'm worried about my child entering elementary school.

Please speak to the Minato City Education for Children with Special Needs Subsection[A1.1] if you would like to consider what elementary school and support is right for your child, such as if you have concerns about your child's behavior or development, or if your child has a disability.

An enrollment consultant will hold an interview with you to consider the right support and environment for your child.

Of course, parents should not hesitate to discuss any concerns or matters on which they would like advice with their child's preschool teacher.

The City distributes an "Enrollment Support Sheet" to all preschools in the City with 5-year-olds attending every December. The sheet is given through the preschool to anyone who would like one.

The "Enrollment Support Sheet" communicates any concerns about your child after their enrollment in elementary school to that school in advance, aiding parents and elementary schools in considering how to create a better educational environment for children.

Such sheets can also be used.

When determining which elementary school your child will attend, it is good to proceed in coordination with their preschool to find an educational environment where necessary, effective support and accommodations are possible to help your child be independent, from the viewpoint of what type of support your child needs.

Q | Tell me about enrollment for foreign children.

At the beginning of October, information on enrollment application procedures are sent to children with foreign nationality who wish to enroll in public elementary schools. Please bring documents verifying you and your child's address, names, birthdates, and nationality, such as your residence cards and passports, to the School Affairs Section to undertake the procedures after this information arrives.

What is the Enrollment Support Sheet?

- The Enrollment Support Sheet aims for a shared understanding of your child and their communication style between the preschool, parents/guardians, and elementary school, regardless of whether or not special needs education is deemed necessary. It allows children to enjoy elementary school life with peace of mind.
- Filling out the Enrollment Support Sheet has the important significance of communicating the thoughts of parents/guardians. Taking this perspective leads to self-efficacy and a sense of security for parents/guardians.
- When filling out the Enrollment Support Sheet, give sufficient consideration to writing a concise account of your child's current expressive behavior to convey their development accurately, without enumerating only difficulties, and without conjecture.
- If parents/guardians and preschools have a different perception of the child, they review their thoughts with each other. However, it is fine to submit the sheet even if differences are not resolved.
- Depending on the case, the sheet can also be written in cooperation with a specialist, such as a special needs advisor.

The form is titled "就学支援シート" (Enrollment Support Sheet). It is divided into two main sections: "保護者記入欄" (Parent/Guardian Input) and "学校側記入欄" (School Side Input). The "保護者記入欄" section includes checkboxes for various support needs, such as "学習上の支援" (Academic support), "生活上の支援" (Life support), and "情緒・行動上の支援" (Emotional/Behavioral support). The "学校側記入欄" section includes checkboxes for various support needs, such as "学習上の支援" (Academic support), "生活上の支援" (Life support), and "情緒・行動上の支援" (Emotional/Behavioral support). Below these sections is a table for recording enrollment information, including fields for "お名前" (Name), "性別" (Gender), "入学年度" (Enrollment year), "学年" (Grade), "入学月日" (Enrollment date), "住所" (Address), "電話番号" (Phone number), and "入学理由" (Reason for enrollment).

Special needs education in Minato City

Minato City works to create an environment where children learn together in order to achieve an inclusive society, and we provide support according to factors such as the characteristics and degree of disability, and developmental status.

We aim to strengthen individual abilities and characteristics to the fullest extent in kindergartens, nursery schools, elementary schools, and junior high schools, and to enhance consultation and support systems so that children can grow and develop.

● Special needs classes: a place for education with special accommodations

These classes are organized with fewer children, with the standard being eight children per class. Teaching materials and teaching tools are devised in a variety of ways to offer learning that suits students' mental and physical development and disability status. Time is also provided for independent activities to help with independence in daily life, and participation in group and social life.

There are two types of special needs classes: a special needs class for children with intellectual disabilities, for students suspected to have delayed intellectual development, and a special needs class for autistic children and children with emotional disorders, for students who do not demonstrate delays in intellectual development but who have difficulty learning in groups.

● Resource rooms for children with hearing and speech disorders: instruction regarding speech and hearing

In these resource rooms, students normally study at the school they attend, but they travel to a resource room for children with hearing and speech disorders (at Onarimon Gakuen, Onarimon Elementary and Junior High Schools) at set dates and times only. These students receive instruction on study content according to individual disability status and needs. Supplementary studies are not provided.

● Special support room: instruction according to status of disability, etc.

In special support rooms, students requiring special support regarding developmental disabilities such as autism, ADHD, and learning disabilities, and regarding studies and group activities, learn skills to be independent, such as social skills and behavior regulation. Supplementary studies are not provided.

Itinerant teachers travel from a base school in the city to the schools children attend, determining how students are adapting to the surrounding environment and class and offering instruction according to individual goals.

● Special needs assistants (SNAs): support for children experiencing difficulties

Special needs assistants are dispatched to provide individualized support in study scenarios and school life at elementary and junior high schools. They support students in coordination with their class teachers.

● Support for physical and safety accommodations: support from classroom assistants

Classroom assistants provide support in everyday life for students attending special needs classes for children with intellectual disabilities, or special needs classes for autistic children and children with emotional disorders. They are also dispatched at the discretion of the school for students attending kindergarten or regular classes who have physical disabilities or require accommodations from a safety standpoint.

● Support for children who need constant medical care: support from school nurses

School nurses provide support for students who need constant medical care to make their school life easier. They also offer support to expand what children can do on their own while they spend time at school.

Chapter 3

Consultation and support for when you need help

When you are distressed, anxious, or concerned about your child's development, behavior and such, we recommend that you consult an expert for support. Many specialists are available for consultation. We would like to help solve any problematic situations at home.

