Career Related and Vocational Education in Japanese High Schools

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Presenter:

Atsushi Okabe (Ph.D.)
(1967-)

Education

1986-1990
Otaru University of Commerce (Bachelor of Commerce)

1999-2001
Graduate School of Education, Hokkaido University
(Master of Arts in Education)

2001-2011
Graduate School of Education, Hokkaido University
(Doctor of Philosophy)
Work

1990-1996
Hokkaido Shikaoi Senior High School
-Grade 10-12, 160 students, rural area-
(English Teacher, Homeroom Teacher, International Program..)

1996-1998
Medicine Hat High School
-Grade 9-12, 1000 students, urban area-
(Japanese Teacher – Exchange Program)

1998-2012
Hokkaido Sapporo Teine Senior High School
-Grade 10-12, 1200 students, urban area-
(English Teacher, Homeroom Teacher, Career Education..)
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Purpose of this presentation</td>
</tr>
<tr>
<td>2</td>
<td>High School System of Japan Historical Overview, Courses, Curriculum,</td>
</tr>
<tr>
<td>3</td>
<td>Problem of Japanese High School Education</td>
</tr>
<tr>
<td>4</td>
<td>High School Education Reform in Japan</td>
</tr>
<tr>
<td>5</td>
<td>Career Education in Japanese High School Case Studies</td>
</tr>
<tr>
<td>6</td>
<td>STW Programs in High School Education in Alberta Findings from Presenter’s Research</td>
</tr>
<tr>
<td>7</td>
<td>Consolidation &amp; Discussion What do we need for high school reform?</td>
</tr>
</tbody>
</table>
The Purpose of this presentation

To discuss the meaning of high school education

Episode:
conversation between high school teachers
1. Introduction

School Education Act (1947, 2007)

The purpose of senior high school to provide academic and vocational education on the basis of junior high school education.
2. High School System of Japan

Historical Overview
Before 1944

tracking system
2. High School System of Japan

Historical Overview
After 1945
single track
2. High School System of Japan

- Kindergartens
- Elementary Schools
- Colleges of Technology
- Advanced Courses
- Miscellaneous Schools
- Specialized Training College General Courses
- Specialized Training College Upper Secondary Courses
- Part-time Correspondence
- Advanced Courses
- Upper Secondary Schools
- Universities
- Specialized Training College Specialized Courses
- Lower Secondary Schools
- Part-time Correspondence
- Advanced Courses
- Secondary Schools (Lower Div.)
- Secondary Schools (Upper Div.)
- Correspondence Courses
- Graduate Schools
- Advanced Courses
2. High School System of Japan

Courses
Policy on differentiation of high school education (1960s)
Comprehensive → high school for specific purpose
(general, technical, commercial, agriculture…….)

- hierarchy lasted from former era
  high schools with tradition from Edo era
- business needed generic skill
  generic skills = not specific
2. High School System of Japan

High School Enrolment Rate

- General: 72%
- Technical: 8%
- Commercial: 7%
- Comprehensive: 5%
- Others: 3%
- Agricultural: 3%

Home Economics
Nurse
Social Welfare
Fisherie
Info Tech
2. High School System of Japan

Curriculum

General Course

Core Subject (89 credits)
- Japanese
- World History
- Contemporary Society
- Mathematics
- Science
- English
- Physical Education
- Health Education
- Information
- Home Economics
- Comprehensive School Hour

Arts (4 credits)
- Fine Arts
- Calligraphy
- Music
- Craft
2. High School System of Japan

Curriculum
Vocational Course
Technical High School
Department of Electric

<table>
<thead>
<tr>
<th>Core Subject (52 credits)</th>
<th>Vocational Subject (37 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese</td>
<td>Basic Technology</td>
</tr>
<tr>
<td>World History</td>
<td>Electric Practice</td>
</tr>
<tr>
<td>Contemporary Society</td>
<td>Electric Design</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Basic Electric</td>
</tr>
<tr>
<td>Science</td>
<td>Electric Device</td>
</tr>
<tr>
<td>English</td>
<td>Electric Technology</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Software Technology</td>
</tr>
<tr>
<td>Health Education</td>
<td></td>
</tr>
<tr>
<td>Information</td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td></td>
</tr>
<tr>
<td>Comprehensive School Hour</td>
<td></td>
</tr>
</tbody>
</table>
2. High School System of Japan

Curriculum

Comprehensive Course

Core Subject (52 credits)
- Japanese
- World History
- Contemporary Society
- Mathematics
- Science
- English
- Physical Education
- Health Education
- Information
- Home Economics
- Enterprise and Human Being
- Project Study
- Comprehensive School Hour

Selective Subject 1 (14 credits)
* Information System
* International Business
* Language Communication
* Art and Culture
* Science
* Social and Economics
* Field (Keiretsu)

Selective Subject 2 (20 credits)
** Academic, Art, Language
3. Problem of Japanese High School

Problem

Differentiation (1957-) + Entrance Examination (1963-)

→ hierarchy of Japanese high school

Students are eliminated by the result of entrance examination
3. Problem of Japanese High School

Previous Research on Japanese High School Education

Sasaki (1979)

The purpose of high school (duality: academic + vocational) → not observed in general course
Comprehensive High School is one of the ideal systems

*How comprehensive high school provide both academic and vocational to all students
3. Problem of Japanese High School

Previous Research on Japanese High School Education

Inui (1990)

Employment policy of Japanese business → Unified Meritocracy
   Skills to pass the entrance exam
      = abstract and flexible skills
   “To enter a good high school and good university lead to utopia” - competitive situation

After the late 1980’s
   Employment policy changed
   → competitive situation in a limited range

*What do we need to get out of Unified Meritocracy?
4. High School Education Reform

1984 National Council on Educational Reform
   Excessive Competition on Entrance Exam
      → creating mental problem on students
      → Differentiation Policy (individuality)

1991 Central council on Education
   Creating Comprehensive High School
      (academic + vocational)
      → 1994 Comprehensive High School established
4. High School Education Reform

1995 Japan Business Federation
New Employment System
   Life-long employment
   → • long-time employment
       • highly professional
       • flexible employment

Worker Dispatching
Part-time Worker (*Free-ter*)
Young age unemployment rate
4. High School Education Reform

1999 Central Council on Education
Proposed “Career Education”
to develop students’ career awareness
and work ethics

Controversy on Career Education

Honda (2005)

Career Education
→ including emotional side
neglecting social inequality
4. High School Education Reform

Controversy on Career Education

Komikawa (2008)

Career Education
→ adapting students to the standard of labour market without thinking of employer’s attitude toward young age employment

Career Education
→ possibility to change academic only high school education and give opportunity for students to think of their future
4. High School Education Reform

2011 Special Committee on Career and Vocational Education in the Central Council on Education Proposed a new definition of “Career Education”

Career-(related) Education
to urge students’ career development toward occupational and social independence, through developing fundamental skill and attitude

Vocational Education
to develop students’ knowledge, skill, attitude required for a specific job.
5. Career Education in Japanese High School

Case: Sapporo Teine High School
- founded 1978
- population 960 students
- general course 98% university bound
- 2005 career education started
  → guidance department

Comprehensive School Hour (Compulsory, no grade)
- 45 minutes a week

Problem solving
Experiencing real world
To know the difference of learning style
between high school and university
5. Career Education in Japanese High School

Case: Sapporo Teine High School

Problem Solving Learning

Choose the area from education, economics, culture, medical, technology, environment and decide the specific topic and research, discuss, presentation

Grade 10

Teamwork
Presentation
Problem solving
5. Career Education in Japanese High School

Case: Sapporo Teine High School

Workshop

Grade 10

Lecture from business people and workshop
Example: salesperson of real estate
why I chose this job
how I contribute to the society

Group discussion & presentation
→ what is the ideal house
5. Career Education in Japanese High School

Case: Sapporo Teine High School

**Internship (field trip)**

Before 2011: grade 11  
After 2011: grade 10

Every grade 10 student goes out of the school and experience real world of work (320 students → 70 companies)

how people act in a society through communication with adults  
→ presentation of their experience
5. Career Education in Japanese High School

Case: Sapporo Teine High School

Collaboration program with universities

Grade 11

Every grade 11 student chooses the seminar which has a specific topic and discusses and makes a presentation on the problem given by a lecturer.

4 days program

problem solving presentation

to experience learning style in university
5. Career Education in Japanese High School

Case: Sapporo Teine High School

Results of Teine High school program

Career choice on their own decision
not by the deviation of the entrance exam
not as the object of keeping high school status

To notice importance of communication
with other students
with adults in every field of work
5. Career Education in Japanese High School

Case: Sapporo Teine High School

Decline of Teine High school program

2011 Problem solving Study in grade 10 abolished
workshop abolishes

Discussion of teachers

- teachers are aware of the importance of Career Education
- but
to take care of career education beside regular class is too much
it doesn’t make sense to the students who take entrance exam
→should emphasis on the drill and repetition on the entrance exam
5. Career Education in Japanese High School

Problem and its meaning

Career education can connect academic education to the world of work

Career education can realize independent career choice

Career education is a burden for teachers

Teachers can’t find the connection between career education and university entrance
6. School to Work Programs in Alberta

Historical Overview

1984 Review of Secondary Education
  initial stage for career preparation
1985 Secondary Education in Alberta
  CALM - compulsory
  - health education + career development
1989 Practical Arts Review
  Practical Arts → Career and Technology Studies
  +Dual diploma → single diploma
1990 Work Experience
1991 Registered Apprenticeship Program
  → Off Campus Education
6. School to Work Programs in Alberta

Historical Overview

1992  Conference Board of Canada
      Employability Skills Profile
      academic /personal management /
      teamwork

1996  Creating Independent and Interdependent
      Learners: Business and Education Working
      Together

      Framework for Enhancing Business Involvement in
      Education
Controversy on STW Program

Taylor (1998)

Employability Skills Profile
→ the interests of employers = the interest of all citizens

Teachers use portfolio for the needs of students rather than the needs of employer

6. School to Work Programs in Alberta
6. School to Work Programs in Alberta

Career and Life Management (CALM)

Compulsory for every high school students
Well-Being + Employability
    Personal Choice
    Resource Choice
    Career and Life Choice
        job shadowing, portfolio

Teacher = relater
Student centred
6. School to Work Programs in Alberta

Career and Life Management (CALM)

Well-being + Employability → employer-driven (Taylor, 1998)
= career preparation

However

in the classroom
Teacher: relater = students centred
Employability + well being → citizenship education
6. School to Work Programs in Alberta

Career and Technology Studies (CTS)

Theory + Practice
Elective Course but about 70% taking CTS
3 levels
  introductory = Personal Use
  intermediate = Career awareness
  advanced = Preparation for work
Module based
2 Competencies = basic + career-specific
  → generic skills
6. School to Work Programs in Alberta

Career and Technology Studies (CTS)

Theory + Practice
→ contextual learning
Integration between Academic and Vocational

Career Specific and Basic

78% students are taking CTS
6. School to Work Programs in Alberta

Off Campus Education

Work Experience and Registered Apprenticeship Program

Work Experience: Career Exploration
Registered Apprenticeship: Journeyperson

Link between academic, CTS and Off Campus
 → theory and practice
6. School to Work Programs in Alberta

Off Campus Education

Work Experience and Registered Apprenticeship Program

Work Experience
→ part-time job

Registered Apprenticeship
→ high school diploma is required
to be a journeyperson
motivation to learn academics
- extrinsic
diploma
- intrinsic
real world experience
→ the link between theory and practice
7. Consolidation

Findings from my 10 years of Research

1. Duality of the purpose of high school education comprehensive → integration of theory and practice

2. Generic skill and Specific skill in Vocational Education vocational education for all students

3. Employability with educational point of view double-sided: employer driven + democratic learning

4. Flexible Tracking system feasible reform → sustainability
Thanks

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Mr. Jorge Sousa
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