

## FY2014 Super Global High School Conceptual Outline

<b>Validity</b>	<b>Japanese</b>	Osaka Furitsu Kitano Koto Gakko				, <b>Prefecture</b>	Osaka
<b>2014-2018</b>	• <b>School Name</b>	Osaka Prefectural Kitano Senior High School					
<b>f Eligible Curriculum</b>	<b>„ Number of Eligible Students</b>					<b>... School Scale</b>	
	1 <sup>st</sup> Yr.	2 <sup>nd</sup> Yr.	3 <sup>rd</sup> Yr.	4 <sup>th</sup> Yr.	Total	Humanities & Sciences Curriculum: 479 students General Education Curriculum: 484 students Total: 963 students	
Humanities & Sciences Curriculum	160	40	40		240		
With plans to implement school-wide beginning in FY2015							
<b>† Research &amp; Development Concept Name</b>	“Learning with Asia: Building a Country to Make Dreams Come True”						
<b>‡ Research &amp; Development Outline</b>	<p>By implementing the below research, we will carry out development of an educational program to produce global leaders.</p> <ul style="list-style-type: none"> <li>• Research to know about developing into a modern nation in Southeast Asia and make recommendations domestically</li> <li>• Research regarding the acquisition and implementation of research techniques including fieldwork, statistical analysis etc.</li> <li>• Research to develop English communication skills at the “super high school student level”</li> <li>• Research regarding the efficacy of overseas training</li> </ul>						
<b>Research &amp; Development etc.</b>	<b>-1 Overview</b>	<p><b>(1) Objective &amp; Goals</b> &lt;Objective&gt;To nurture persons who are cultivated by a global outlook and time-honored education, who possess great humanity and knowledge, who have a grasp of domestic and international affairs and understand how they affect each other in a global society, and who can step up and take action in order to solve such issues and realize ideals.</p> <p>&lt;Goals&gt;In order to develop these global leaders, we have developed our educational program according to the following viewpoints:</p> <ul style="list-style-type: none"> <li>• To encourage an enterprising mind among the young generation to work on a global scale through study abroad, social contributions, and business.</li> <li>• To learn about country-building abroad and put it to use in Japan, in efforts to nurture the points of view and skills used in mutual learning and problem-solving.</li> </ul> <p><b>(2) Analysis of the Current Situation and Research &amp; Development Hypothesis</b></p> <p>&lt;Analysis of Current Situation&gt;</p> <ul style="list-style-type: none"> <li>• A substantial, foundational scholastic ability reflected in students’ matriculation records and strong desire to continue their higher education</li> <li>• Collaboration with universities that has led to a collection of varied research-based lessons throughout the years</li> <li>• Achievements through the English skill acquisition program adopted both on- and off-campus, as well as internationally</li> <li>• Identification of sub-par speech expression ability scores from TOEFL iBT complete test results</li> </ul> <p>&lt;Issues&gt;Though the achievements reflected in • , , , and f each effected results in student progress, it has also been determined that there is a problematic lack of learning opportunities to develop proactive speech skills. It is necessary to take action to improve overall practical applications of knowledge and skills.</p> <p>&lt;Hypothesis&gt;• Based on students’ current abilities and the efficacy of the school’s measures, we can further improve students’ overall capabilities by implementing a new educational program. , With the development of a new practical, research-based educational program and its enforcement, students will become able to share an awareness of issues with internationally diverse individuals, acquire abilities to think and make proposals on a global scale, and become truly global talents.</p> <p><b>(3) Propagation of Results</b></p> <ul style="list-style-type: none"> <li>• Hold school-sponsored international conferences to announce research and development accomplishments. Deepen learning through debate.</li> <li>• Announce research activities at the Osaka Prefectural GLSH (Global Leaders High Schools)-sponsored presentations at Kyoto University Campus Guide and other joint events between the 10 appointed GLSH.</li> <li>• Announce research results in English and Japanese to a global audience via the school’s official web site.</li> <li>• Enact presentations open to the public, including local elementary and middle schools, neighbor families etc.</li> <li>• Participate in and make suggestions at departmental meetings at Panasonic and other international corporations</li> </ul>					

	-2 Project Studies	<p><b>(1) Project Studies</b>  The educational program examining the rapidly-growing countries of Southeast Asia from cross-cultural, economic, and historical approaches, and fostering persons who can use the research results to also help build a better Japan.</p> <ul style="list-style-type: none"> <li>• Cross-Cultural Approach: “Comparing Japanese and International Advertising” Uses domestic and international advertising expression (design and slogans) as a jumping-off point for conducting research and investigation, and making proposals to companies from a cross-cultural perspective.</li> <li>, Economic Approach 1: “Considering Expansion of Japanese Companies into Southeast Asia” Surveys and researches the reality facing corporations expanding into Southeast Asian markets, revealing the difference between the results expected and the results actually obtained. A comparative survey of corporations achieving success in expansion and those facing difficulties; the elements necessary to success are summarized and presented to companies.</li> <li>f Economic Approach 2: “Investigating the Export of Japanese Disaster Prevention Technology to Southeast Asia” Japan and Southeast Asia share a proneness to natural disasters. Types of disasters vary from country to country, however, as do the necessary prevention measures. This research looks at specific examples of Japanese companies exporting advanced disaster prevention technologies to Southeast Asia, examines the issues and possibilities facing other companies expanding into Southeast Asian markets, and presents its findings to such companies.</li> <li>” Historical Approach: “Investigating the Past, Present, and Future of Japan and International Relations through the Perspective of Labor Migration” Examines immigration issues as a result of the migration of labor, which has played an important role in country-building in Southeast Asia. Combining this with research of examples of Japanese immigrating to foreign locations such as Hawaii and Brazil and becoming involved in local country-building, researchers propose possible future country-building strategies for use in Japan.</li> </ul> <p><b>(2) Implementation Methods and Verification Assessment</b>  &lt;&lt;Implementation Methods&gt;&gt; Stages 1, 2, and 3 established as necessary.</p> <p><b>[Stage 1 (1<sup>st</sup> Academic Year) ]</b>  Students acquire basic knowledge about the research topics, information-gathering skills, and presentation skills necessary to full-fledged research tasks while enrolled in courses such as “Comprehensive English” and “International Information,” as well as special Saturday Lessons like “SGH Basic Project Study Course.”</p> <p><b>[Stage 2 (2<sup>nd</sup> Academic Year) ]</b>  A research group is selected for the Project Study courses and subjects. Students use special activities such as Saturday Lessons to conduct research from the 4 approaches above, and it plays a central role in propagating initiatives throughout the school. Long vacations are also taken advantage of in order to conduct field work, etc., overseas.</p> <p><b>[Stage 3 (3<sup>rd</sup> Academic Year) ]</b>  At the beginning of the year, students announce the results from and reflect on their 2 years of Project Studies in a Saturday Lesson research presentation; this also serves as an opportunity to collaborate with 1<sup>st</sup> and 2<sup>nd</sup> year students. In the lessons “English Expression” and “English Seminar C,” students read economics essays and current events related to their Project Studies and compile an English report based on social issues, which are used as future reference materials at the school.</p> <p>&lt;&lt;Verification Assessment&gt;&gt;Every year, a survey and a “verification of student growth” – based on portfolios and pedagogic methods – are performed. Based on the data acquired, evaluations are conducted by persons including university professors and entrepreneurs.</p> <p><b>(3) Necessary Exceptions, Special Treatment etc. Relating to the Educational Curriculum</b>  Nothing in particular</p>
	-3 Other	<p><b>(1) Research and development themes, implementation methods, and verification assessments aside from those of the Project Studies...</b>Nothing in particular</p> <p><b>(2) Necessary educational courses, exceptions, etc., not related to Project Studies...</b>Nothing in particular</p> <p><b>(3) Initiatives and implementation methods related to extracurricular activities and learning environment maintenance for the Global Leaders program:</b></p> <ul style="list-style-type: none"> <li>• Mutual short-term exchange programs and Internet meetings with Kentwood High School in the U.S.</li> <li>, Exchange and joint research with Taipei First Girls High School and Jianguo High School in Taiwan.</li> </ul> <p><b>(4) Initiatives as host school (if applicable)...</b>None</p>
% Other Special Notes		Being the first year the school is designated a SGH, FY2014 has a small number of eligible students. Starting next year, however, we plan to sequentially expand the Humanities & Sciences and General Curriculum to all school students. Furthermore, we intend to implement the Osaka Prefectural Board of Education’s SET (Super English Teacher) program beginning in FY2016.

Japanese	Osaka Furitsu Kitano Koto Gakko	Validity	2014-2018
School Name	Osaka Prefectural Kitano Senior High School		

## FY2014 Super Global High School - Goal-Setting Sheet

1. Setting goals to be reached in this concept plan (Outcomes)								
	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	Goal (FY2016)
a	Number of students voluntarily participating in social contribution, self-improvement etc. activities							
	SGH-Eligible Students:							80
	Other Students:		78					150
Goal-setting reasoning: Continue expanding the number of eligible students annually by recommending the program								
b	Number of students voluntarily studying or researching abroad							
	SGH-Eligible Students:							40
	Other Students:		75	103				150
Goal-setting reasoning: Continue expanding annually while respecting students' wishes								
c	Percentage of students wanting to study abroad or work in internationally-minded fields in the future							
	SGH-Eligible Students:		%	%	%	%	%	100%
	Other Students:		%	94%	%	%	%	100%
Goal-setting reasoning: There is a need to develop mentality among all students								
d	Number of students presented with an award from public organizations or who have received an award at a domestic or international competition with a high degree of public service in global social/business topics							
	SGH-Eligible Students:							20
	Other Students:		51					100
Goal-setting reasoning: Take advantage of as many opportunities as possible to expand annually								
e	Percentage of students with CEFR B1-B2 level proficiency in English (comprehensive abilities of the 4 language skills) at time of graduation							
	SGH-Eligible Students:		%	%	%	%	%	70%
	Other Students:		17%	36%	%	%	%	70%
Goal-setting reasoning: Improve ability while incorporating TOEFL tests into traditional teaching methods								
f	(Other initiative-related goals for this concept plan)							
	SGH-Eligible Students:							
	Other Students:							
Goal-setting reasoning:								

1' Goals to be verified beginning in the 4 <sup>th</sup> year of designation								
	FY2012	FY2013	FY2017	FY2018	FY2019	FY2020	FY2021	Goal (FY2019)
Percentage of students matriculating into universities placing emphasis on globalization								
a	SGH-Eligible Students:		%	%	%	%	%	60%
	Other Students:	39.8%	44.4%	%	%	%	%	50%
Goal-setting reasoning: Aiming to increase the percentage of students matriculating to universities, and the number matriculating to universities placing an emphasis on globalization								
Students matriculating into overseas universities								
b	SGH-Eligible Students:							20
	Other Students:	1	0					10
Goal-setting reasoning: Encourage direct matriculation to guide students' limitless possibilities								
Percentage of students whose choice of major in university was influenced by SGH Project Studies								
c	SGH-Eligible Students:		%	%	%	%	%	100%
	Other Students:	—	—	%	%	%	%	80%
Goal-setting reasoning: Aiming to flesh out curriculum to positively influence all students								
Alumni who study or research abroad during their university career								
d	SGH-Eligible Students:							80
	Other Students:	—	—					30
Goal-setting reasoning: Continuing to guide students to complete international exchange through overseas research during their high school career								

2. Activity indicators as a school to nurture global leaders (Output)								
	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	Goal (FY 2016)
a	Number of persons participating in Project Studies internationally							
	0	0						40
	Goal-setting reasoning: Applicable to approx. 40 students annually							
b	Number of persons participating in Project Studies domestically							
	0	0						40
	Goal-setting reasoning: Increase numbers by making connections to other Project Studies							
c	Number of international universities and high schools collaborating on Project Studies							
	0	3						10
	Goal-setting reasoning: Continue breaking into new frontiers each year, and improve on existing projects							
d	Total number of times university teaching staff and other external persons such as students have taken part in Project Studies (number of persons x number of times)							
	0	20						150
	Goal-setting reasoning: Expand participation based on research topics							
e	Total number of times external persons from companies and international institutions who have taken part in Project Studies (number of persons x number of times)							
	0	3						30
	Goal-setting reasoning: Expand participation based on research topics							
f	Number of participants in domestic or international competitions with a high degree of public service in global social/business topics							
	0	0						40
	Goal-setting reasoning: Continue to expand annually while increasing student motivation							
g	Number of accepted returning/foreign students (including foreign exchange students)							
	0	0						10
	Goal-setting reasoning: Prepare for and continue accepting students							
h	Number of times participating in research presentations as a leader school							
	0	0						10
	Goal-setting reasoning: Plan to improve upon a balance of quality and quantity							
i	Foreign language information on website <small>TM</small> Available <small>r</small> Partially available <small>I</small> Unavailable							
	<small>r</small>	<small>r</small>						<small>TM</small>
	Goal-setting reasoning: Plans to update more frequently and improve on content							
j								
	Goal-setting reasoning:							

<Survey Summary>

1. Regarding the student-focused survey

	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018
Total number of students	965	963	0	0	0	0	0
SGH-eligible students							
Other students							