

令和6年度以降 学科到達目標(評価指標) 専門的能力【幼児保育学科】

Academic Achievement Goals (evaluation indicators) Specialized Abilities, from 2024 academic year [Department of Early Childhood Education and Care]

\* You cannot skip levels in your evaluation. If you have not reached "Level 1," your evaluation will be "Below Level 1."

\* For level evaluation, you must have achieved all the relevant requirements.

Competency		Typical learning goals of the Department 【Qualities and abilities as a childcare worker】	Benchmark Level1	Milestone Level2	Milestone Level3	Capstone Level4 and above
I (Attitude and Intentionality)	【Professional qualities of early childhood educators】	Students have a love and passion for education. [Love and passion for education]	<input type="checkbox"/> I understand the importance of recognizing children's strengths and potential and respecting each individual.	<input type="checkbox"/> I am able to recognize children's potential and interact with them in an empathetic and accepting manner, trying to find their strengths.	<input type="checkbox"/> I accept children with empathy and acceptance, and strive to build a relationship of trust with them.	<input type="checkbox"/> I am able to accept children with empathy and acceptance, noticing their strengths and growth, and build a relationship of trust with them.
		Students will understand relevant laws and regulations and be able to carry out childcare activities in compliance with them. [Compliance with laws and regulations]	<input type="checkbox"/> I comply with laws and regulations in my social life. <input type="checkbox"/> I know that there are laws and regulations related to education and childcare.	<input type="checkbox"/> I understand the professional ethics and laws that I must follow as a childcare worker.	<input type="checkbox"/> I can provide education and childcare with high ethical standards and in compliance with laws and regulations.	<input type="checkbox"/> I will be able to continue to provide education and childcare that has high ethical standards and complies with laws and regulations.
		Students have the desire to grow and continue to learn. [Ambition and eagerness to learn]	<input type="checkbox"/> I am motivated to learn in order to acquire the qualities and abilities necessary for a childcare worker.	<input type="checkbox"/> In order to acquire the qualities and abilities necessary to be a childcare worker, I study on my own and consult with my seniors, teachers, and friends.	<input type="checkbox"/> I can utilize the qualities and abilities I have acquired in practical situations, identify personal issues from the results, and take steps to improve them.	<input type="checkbox"/> I can continually engage in practice and research that meets my own personal challenges, such as participating in external training sessions and study groups.
II (Knowledge and Understanding)	【Understanding, Guiding, and Supporting Children】	Students understand the importance of understanding children's characteristics and personalities and acquire the techniques to do so. [Understanding Children]	<input type="checkbox"/> I understand the importance of understanding children in education and childcare.	<input type="checkbox"/> I am motivated to understand the diversity of children and develop my own understanding of children. <input type="checkbox"/> I have accurate knowledge about development.	<input type="checkbox"/> I can understand children from multiple perspectives. <input type="checkbox"/> I can grasp the individual developmental situation.	<input type="checkbox"/> I can understand children by comprehensively understanding the history of instruction, information shared between staff, information from home, etc. <input type="checkbox"/> I can predict children's development and continually review my understanding of children by comparing it with actual conditions.
		Students will be able to provide guidance and assistance tailored to individuals and groups based on an understanding of children. [Guidance and assistance tailored to individuals and groups]	<input type="checkbox"/> I understand the importance of providing guidance and assistance that is tailored to individuals and groups, based on an understanding of children.	<input type="checkbox"/> I have correct knowledge regarding the development of individual and group relationships.	<input type="checkbox"/> I can grasp the relationship between individuals and groups based on an understanding of children, and provide guidance and assistance that is appropriate for both individuals and groups.	<input type="checkbox"/> I can look at groups at multiple levels, such as close-knit groups and the entire class, and provide the necessary guidance and support by grasping the relationship between the individual and the group in a comprehensive manner.
		Students will be able to understand and support children with special needs. [Special Needs Education]	<input type="checkbox"/> I know that there are children in kindergartens, daycare centers, etc. who require special consideration.	<input type="checkbox"/> I have acquired basic knowledge and skills for children who require special support.	<input type="checkbox"/> I can understand the characteristics of disabilities of children who require special support and understand reasonable accommodations that meet the educational needs of each child.	<input type="checkbox"/> I can create individual support plans and teaching plans according to the characteristics of the disabilities of children who require special support, and respond in a planned and organized manner.
III (Skills and Expression)	【Implement and Evaluate Childcare Practices】	Students will be able to create childcare plans based on the principles and content of the three guidelines. [Conceptual Ability]	<input type="checkbox"/> I am aware of the philosophy and content of the guidelines.	<input type="checkbox"/> I can imagine the environment and childcare development based on the guidelines.	<input type="checkbox"/> I fully understand (about 80%) the principles and content of the guidelines and can develop appropriate short-term teaching plans that are in line with children's development.	<input type="checkbox"/> I can develop appropriate long-term teaching plans based on the principles and content of the guidelines and the kindergarten's curriculum.
		Students will be able to use childcare techniques to provide childcare that is suited to the actual circumstances of children. [Development Ability]	<input type="checkbox"/> I am aware that there are childcare techniques that form the basis of childcare (hand games, reading aloud, piano accompaniment to children's songs, paper puppet shows, panel theater, creative play, etc.). <input type="checkbox"/> I understand the importance of creating an environment and interacting with children according to their actual circumstances.	<input type="checkbox"/> I have acquired a wide range of childcare techniques that form the basis of childcare (hand games, reading aloud, piano accompaniment to children's songs, paper puppet shows, panel theater, creative play, etc.). <input type="checkbox"/> I have acquired the basic teaching skills necessary for creating an environment and interacting with children.	<input type="checkbox"/> I can practice childcare techniques (hand games, reading aloud, piano accompaniment to children's songs, paper puppet shows, panel theater, creative play, etc.) in front of children at any time. <input type="checkbox"/> I can create an environment that makes use of basic teaching skills and interact with children.	<input type="checkbox"/> I can practice a variety of childcare techniques (hand games, reading aloud, piano accompaniment to children's songs, paper puppet shows, panel theater, creative play, etc.) while coming up with ways to make them enjoyable for children. <input type="checkbox"/> I can create an environment and interact with children according to their actual circumstances.
		Students can appropriately evaluate childcare and improve their plans. [Evaluation skills]	<input type="checkbox"/> I understand the importance of keeping records and how to do it. <input type="checkbox"/> I understand the significance of evaluating childcare and how to do it.	<input type="checkbox"/> I can keep records in an appropriate manner about the class and the children's behavior, the involvement of childcare workers, etc. <input type="checkbox"/> I can evaluate childcare by reflecting on the children's activity status and my own teaching process based on records, etc.	<input type="checkbox"/> I can notice areas for improvement through the evaluation of childcare and continuously improve my teaching plans and childcare.	<input type="checkbox"/> In addition to evaluating childcare after practice, I can also focus on researching teaching materials and teaching methods and continuously improve childcare through the synergistic effect of the two.
IV (Action, experience, and consultation)	【Collaboration and Partnership Skills】	Students will understand the organization of the kindergarten, participate in its management, and be able to carry out their duties. [Understanding and participating in the organization]	<input type="checkbox"/> I understand the organization and division of duties (allocation of responsibilities) of a typical kindergarten, and the role and job content of a homeroom teacher.	<input type="checkbox"/> I am willing to carry out the duties assigned to me.	<input type="checkbox"/> I am aware of my role as a member of the organization and am able to carry out the duties assigned to me.	<input type="checkbox"/> I am strongly aware of my role as a member of the organization and am able to reliably carry out my duties while reporting, contacting and consulting.

		<p>Students will be able to prevent and detect crises early, and respond quickly when they do detect a crisis. [Crisis management]</p>	<p><input type="checkbox"/> I know the importance of preventing illness, infectious diseases, allergies, etc., and responding appropriately when they occur. <input type="checkbox"/> I know the importance of preventing crises both inside and outside the nursery and responding appropriately when they occur.</p>	<p><input type="checkbox"/> I have the knowledge and skills necessary to deal with illness, infectious diseases, allergies, etc. <input type="checkbox"/> I have the knowledge and skills necessary to deal with crises both inside and outside the nursery.</p>	<p><input type="checkbox"/> I can respond while following instructions when illness, infectious diseases, allergies, etc. occur. <input type="checkbox"/> I can respond while following instructions when a crisis occurs.</p>	<p><input type="checkbox"/> I can respond appropriately when illness, infectious diseases, allergies, etc. occur. <input type="checkbox"/> I can respond appropriately when a crisis occurs both inside and outside the nursery, by grasping the situation and issuing accurate instructions.</p>
		<p>Students will be able to proactively engage with parents and the community and work together to address issues. [Parent-community collaboration, child-rearing support]</p>	<p><input type="checkbox"/> I understand the importance of "co-education" in cooperation and collaboration with parents and the community.</p>	<p><input type="checkbox"/> I know what types of institutions and professions are available to partner with in education and childcare. <input type="checkbox"/> I am able to communicate to parents about their children's daily lives and play.</p>	<p><input type="checkbox"/> I know what to keep in mind when collaborating with parents and relevant local organizations. <input type="checkbox"/> I have learned how to receptively listen to parents' thoughts.</p>	<p><input type="checkbox"/> I am able to build relationships of trust with parents, relevant local organizations, and nearby schools (nursery schools, kindergartens, primary schools, junior high schools, and high schools) and work in cooperation and collaboration to provide education and childcare. <input type="checkbox"/> I am able to build good relationships through the exchange of information about parents and children, and create an atmosphere where it is easy to consult.</p>