



Development of the New Idea About Textbooks for Pupils in Inclusive Education Settings in Japan

Sanagi,T., Narukawa,Y., Ohta,M., Kitajima,Y., Miyadera,C.

Chiba University (Japan)

sanagi@faculty.chiba-u.jp

Abstract

The authorized textbooks are used in all primary and secondary schools in Japan. The ministry of Education, Culture, Sports, Science and Technology (MEXT) authorized the textbooks about every ten years, though minor revised textbook issued almost every year, since the national curriculum revised. This system has especially contributed to keeping the appropriate level of compulsory education constant in Japan. In the case of children with disabilities, there are also the textbooks published by MEXT directly. All special schools can choose the authorized textbooks or MEXT published textbooks. These two kind of textbook must have contents under the National Curriculum. The National Curriculum in Japan is strictly to be referred in all schools. There are also suitable version for special schools. Among them, special school for children with mental retardation have many special feature.

In the idea of inclusive education, it is required to include diversity of children's special educational needs into the curriculum. However, since present textbook system has not designed on the latest philosophy of inclusive education, new theory for developing both authorized and direct published textbooks is required.

In this study, preliminary research was carried out for the developing suitable textbook for inclusive education.

First, we analyzed the present textbooks in Japan. As a result, some points were clarified that textbook should be improved to provide for inclusive education settings. Second, an investigation with questionnaire about the usage of textbooks for inclusive education was conducted. About 100 teachers were joined that research.

The following results were indicated;

There were tendency that teachers wanted to have information on what should be presented for each pupil with special educational needs in mainstream classroom and advice on group work settings when their diversity on pupils' ability is very large.