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# Individual Guidance After School Japanese Edition

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Resources in Education

Transition from School to Work in Selected  
Countries

Publications

Shadow Education and Social Inequalities in Japan

Japanese Education Today

Japanese Lessons

Citizenship, Europe and Change

Encyclopedia of Special Education, Volume 2

Handbook of Asian Education

Newsletter, East Asian Art and Archaeology

Encyclopedia of Special Education

Japanese Children Abroad

School Attendance and Problematic School

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International Handbook of Career Guidance  
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**DEREK  
NICOLE**

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**Resources in  
Education**  
Taylor &

Francis  
This handbook  
offers a  
comprehensiv  
e review on  
career  
guidance, with  
an emphasis  
on the applied

aspects of  
guidance  
together with  
research  
methods and  
perspectives.  
It features  
contributions  
from more

<p>than 30 leading authorities in the field from Asia, Africa, America, Australasia and Europe and draws upon a wide range of career guidance paradigms and theoretical perspectives. This handbook covers such subjects as educational and vocational guidance in a social context, theoretical foundations, educational and vocational guidance in practice, specific target groups,</p>	<p>testing and assessment, and evaluation. <i>Transition from School to Work in Selected Countries</i> Multilingual Matters Benjamin dismantles Americans' preconceived notions of the Japanese education system "Gail R. Benjamin reaches beyond predictable images of authoritarian Japanese educators and automaton schoolchildren to show the advantages and</p>	<p>disadvantages of a system remarkably different from the American one..."—The New York Times Book Review Americans regard the Japanese educational system and the lives of Japanese children with a mixture of awe and indignance. We respect a system that produces higher literacy rates and superior math skills, but we reject the excesses of a system that leaves children with</p>
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little free time and few outlets for creativity and self-expression. In *Japanese Lessons*, Gail R. Benjamin recounts her experiences as a American parent with two children in a Japanese elementary school. An anthropologist, Benjamin successfully weaves the roles of observer and parent, illuminating the strengths of the Japanese system and suggesting ways in which Americans might learn

from it. With an anthropologist's keen eye, Benjamin takes us through a full year in a Japanese public elementary school, bringing us into the classroom with its comforting structure, lively participation, varied teaching styles, and non-authoritarian teachers. We follow the children on class trips and Sports Days and through the rigors of

summer vacation homework. We share the experiences of her young son and daughter as they react to Japanese schools, friends, and teachers. Through Benjamin we learn what it means to be a mother in Japan--how minute details, such as the way mothers prepare lunches for children, reflect cultural understandings of family and education. *Publications* Cambridge University

Press  
This collection, written by Japanese and foreign scholars, represents an inclusive cross-section of the most important work in key areas of this field. Topics include: \* the impact of Japanese education and training on Japan's economy and culture \* the Japanese influence on the "East Asian approach" to education, in comparison with the educational

systems of Korea, Taiwan, Singapore and Hong Kong \* Japan's promotion of "learning organizations" and "Knowledge workers" for the Information Age.  
**Shadow Education and Social Inequalities in Japan**  
Springer Science & Business Media  
How to explain juvenile delinquent behaviour in the Japan of the nineties?  
"Juvenile Delinquency

in Japan" for the first time looks comprehensively into the phenomenon.  
Japanese Education Today BRILL  
This book argues that 'the generation gap' in Japan is something more than young people resisting the adult social order before entering and conforming to that order. Rather, it signifies something more fundamental: the emergence of a new Japan, which may be

quite different from the Japan of postwar decades. It argues that while young people in Japan in their teens, twenties and early thirties are not engaged in overt social or political resistance, they are turning against the existing Japanese social order, whose legitimacy has been undermined by the past decade of economic downturn. The book shows how young

people in Japan are thinking about their bodies and identities, their social relationships, and their employment and parenting, in new and generationally contextual ways, that may help to create a future Japan quite different from Japan of the recent past.

### **Japanese Lessons**

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[link.springer.com](http://link.springer.com).

[Citizenship, Europe and Change](#) SAGE

This is a wide-ranging selection of 130 readings in Japanese law. The essays, extracted from previously published books and articles, cover subjects including historical context, the civil law tradition, the legal services industry, dispute resolution, constitutional law, contracts, torts, criminal law, family

law, employment law, corporate law, and economic regulation. This unique collection of readings is accompanied by the texts of the Japanese constitution and other basic laws.

**Encyclopedia of Special Education, Volume 2**

Springer Society, Schools, and Progress in Japan introduces the reader to some of the major features of national education in Japan, with emphasis on

the role of schools in society and in promoting progress. The principles of national education are discussed, along with the contribution of education to economic development. Comprised of eight chapters, this book begins with a historical background on Japanese education from early times to about 1950. The next chapter explains the establishment of statutory principles of national

education in Japan in a historical and socio-political context, and examines the problems connected with the aims of national education which have been under the influence of statutory provisions and various other factors in Japanese society. The question of controlling national education in Japan is then considered, paying particular attention to the machinery for policy formation in

national education; the systems of educational administration both at the central and local levels; and the dispute arising from the centralization of the control of national education. The book concludes by assessing future prospects for Japanese education, including planning, implementing, and financing educational reform. This monograph will be of interest to students,

teachers, sociologists, school administrators, and educational policymakers. *Handbook of Asian Education* Springer Nature The best scholarship on the development of contemporary Japan This collection presents well over 100 scholarly articles on modern Japanese society, written by leading scholars in the field. These selections

have been drawn from the most distinguished scholarly journals as well as from journals that are less well known among specialists; and the articles represent the best and most important scholarship on their particular topic. An understanding of the present through the lens of the past The field of modern Japan studies has grown steadily as Westerners have recognized



the importance of Japan as a leading world economic force and an emerging regional power. The post-1945 economic success of the Japanese has, however, been achieved in the context of that nation's history, social structure, educational enterprise and political environment. It is impossible to understand the postwar economic miracle without an appreciation of these

elements. Japan's economic emergence has brought about and in some cases, exacerbated already existing tensions, and these tensions have, in turn, had a significant impact on Japanese economic life. The series is designed to give readers a basic understanding of modern Japan-its institutions and its people-as we stand on the threshold of a new century, often referred

to as the Pacific Century. **Newsletter, East Asian Art and Archaeology** Springer This book will be of vital interest to scholars in comparative psychology, the histories of Russian psychology and American psychology, to pastoral psychologists, and humanistic psychologists. The book sheds light on the differences between American and Russian mentality, and

therefore may be of interest to social psychologists and political scientists and analysts. In this book twelve eminent psychologists discuss the changes in Russian psychology since Carl Rogers' seminal visit to the USSR in 1986. In the process they evaluate the effect of American methods of psychotherapy on Russian therapies in view of the differences between American and

Russian mentalities. They discuss the roles of Russian academic, cultural, and literary traditions as well as Russian Orthodoxy in shaping those emerging therapies.

**Encyclopedia of Special Education**

Routledge  
"A collection of policy papers."--T.p.  
*Japanese Children Abroad*  
Multilingual Matters  
"An upbeat chronicle of [Clavel's] children's school

experiences in Hong Kong, Shanghai, and Tokyo...[offering] advice about vetting schools and enriching children's education."

—Kirkus Reviews "An intriguing volume on the differences in global education."

—Library Journal A must-read firsthand exploration of why Asian students are outpacing their American counterparts and how to help our children excel in today's competitive

world. When Teru Clavel had young children, she watched her friends and fellow parents vie for spots in elite New York City schools. Instead of losing herself in the intensive applications and interview process, Teru and her family moved to Asia, embarking on a decade-long journey through the public schools of Hong Kong, Shanghai, and Tokyo. These schools were low-tech and bare-bones, with teachers

who demanded obedience and order. In Hong Kong, her children's school was nicknamed The Prison for its foreboding facilities, yet her three-year-old loved his teachers and his nightly homework. In Tokyo, the students were responsible for school chores, like preparing and serving school lunches. Yet Teru was amazed to discover that her children thrived in these academically competitive

cultures; they learned to be independent, self-confident, resilient, and, above all, they developed a deep love of learning. When the family returned to the States, the true culture shock came when the top schools could no longer keep up with her children. Written with warmth and humor, *World Class* is a compelling story about how to inspire children to thrive academically. "Studded with lists of useful

tips about choosing schools and hiring tutors, for parents who must advocate for their children and supplement gaps in their educations” (Publishers Weekly) and an insightful guide to set your children on a path towards lifelong success.

**School Attendance and Problematic School Absenteeism in Youth** NYU

Press  
Doing Fieldwork in Japan taps the

expertise of North American and European specialists on the practicalities of conducting long-term research in the social sciences and cultural studies. In lively first-person accounts, they discuss their successes and failures doing fieldwork across rural and urban Japan in a wide range of settings: among religious pilgrims and adolescent consumers; on factory

assembly lines and in high schools and wholesale seafood markets; with bureaucrats in charge of defense, foreign aid, and social welfare policy; inside radical political movements; among adherents of "New Religions"; inside a prosecutor's office and the JET Program for foreign English teachers; with journalists in the NHK newsroom; while researching race,

<p>ethnicity, and migration; and amidst fans and consumers of contemporary popular culture.</p> <p>Contributors: David M. Arase, Theodore C. Bestor, Victoria Lyon Bestor, Mary C. Brinton, John Creighton Campbell, Samuel Coleman, Suzanne Culter, Andrew Gordon, Helen Hardacre, Joy Hendry, David T. Johnson, Ellis S. Krauss, David L. McConnell, Ian Reader, Glenda S.</p>	<p>Roberts, Joshua Hotaka Roth, Robert J. Smith, Sheila A. Smith, Patricia G. Steinhoff, Merry Isaacs White, Christine R. Yano.</p> <p><u>Japan's School Curriculum for the 2020s</u> John Wiley &amp; Sons The Handbook of International Counseling is an effort to bring together the current practices, values, attitudes and beliefs about counseling from countries around the globe. The editors have</p>	<p>selected leading experts in the field of counseling in a wide and culturally representative group of countries hroughout the world. This book will be the first volume that undertakes such an ambitious goal in the field of counseling.</p> <p><b>Bibliography on Racism, 1972-1975</b> Elsevier The Japanese education system has attracted increasing attention over the past 20 years, largely</p>
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due to the belief that it has been central to Japan's economic growth. Many have felt, however that the system is stunted by an inability, or perhaps even on an incapacity, to change. This study challenges these contentions. It examines the reform policies implemented by Prime Minister Nakasone during the 1980s and argues that, not only has the system

changed considerably as a result of Nakasone's work, but that it continues to do so. It analyses the key areas of the education reform debate, in particular internationalism, government control of education, increased liberalization and various social problems, and considers the degree to which response to them have been successful. This book will be of great

interest to all those interested in the Japanese educational system.

### **Juvenile Delinquency in Japan**

University of Hawaii Press  
This book examines the interplay between multicultural groups, including the majority Japanese, in the Japanese school system and will help us to understand changes occurring in contemporary Japanese society as a whole.  
The

<p><u>Educational System in Japan</u> Multilingual Matters A set of essays critically assessing aspects of the state's involvement in caring in modern societies, with particular reference to Britain, Japan, the United States, Australia and New Zealand. Paul Close is also the editor of "Family and Economy in Modern Society". <i>Education and Training in Japan</i> John Wiley &amp; Sons</p>	<p>Comprehensive and authoritative, this Handbook provides a nuanced description and analysis of educational systems, practices, and policies in Asian countries and explains and interprets these practices from cultural, social, historical, and economic perspectives. Using a culture-based framework, the volume is organized in five sections, each devoted to educational practices in</p>	<p>one civilization in Asia: Sinic, Japanese, Islamic, Buddhist, and Hindu. Culture and culture identities essentially are civilization identities; the major differences among civilizations are rooted in their different cultures. This framework offers a novel approach to capturing the essence of the diverse educational systems and practices in Asia. Uniquely combining description and</p>
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interpretation of educational practices in Asia, this Handbook is a must-have resource for education researchers and graduate students in international and comparative education, globalization and education, multicultural education, sociocultural foundations of education, and Asian studies, and for educational administrators and education policy makers.

**Comprehensive Teacher**

**Induction**  
Frontiers  
Media SA  
The only comprehensive reference devoted to special education The highly acclaimed Encyclopedia of Special Education addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field. This completely updated and comprehensive A-Z

reference includes about 200 new entries, with increased attention given to those topics that have grown in importance since the publication of the third edition, such as technology, service delivery policies, international issues, neuropsychology, and RTI. The latest editions of assessment instruments frequently administered in special education settings are discussed.



<p>Only encyclopedia or comprehensive reference devoted to special education Edited and written by leading researchers and scholars in the field New edition includes over 200 more entries than previous edition, with increased attention given to those topics that have grown in importance since the publication of the third edition—such as technology, service</p>	<p>delivery policies, international issues, neuropsychology, and Response to Intervention, Positive Behavioral Interventions and Supports (PBIS), Autism and Applied Behavior Analysis Entries will be updated to cover the latest editions of the assessment instruments frequently administered in special education settings Includes an international list of authors and</p>	<p>descriptions of special education in 35 countries Includes technology and legal updates to reflect a rapidly changing environment Comprehensive and thoroughly up to date, this is the essential, A-Z compilation of authoritative information on the education of those with special needs. <i>Vocational Division Bulletin</i> Routledge This volume addresses personalisation, a key</p>
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education policy in England and a key issue identified by the OECD for the schools of the future. The central questions addressed are: Which are the main theoretical perspectives on personalisation? Which are the policy strategies in different contexts? Which ingredients and theories of personalisation as legitimated knowledge from abroad are locally adopted and adapted in different countries? What are the meanings and purposes of personalisation? Why does it come paradoxically to be implemented by teachers through grouping by ability? Which alliances between the public and the private sectors are proposed? Leading scholars in the comparative education field as well as scholars committed to understanding the design and substance of education processes and politics, such as Michael Fullan, Chris Watkins, Michael Peters, Michael Fielding, Giorgio Chiosso, Ruth Deakin Crick, Ferran Ferrer, and Baocun Liu, engage with personalisation from a plurality of theoretical frameworks and in relation to many national contexts. The volume, prefaced by Mark Ginsburg, presents two

main perspectives which are simultaneously at work. In the first, personalisation is assessed as a recent and global education policy, in line with the current restructuring reforms of State administration worldwide. In the second perspective, personalisation is assumed to be not only a matter of recent education policy regarding school clients and their choices, but

foremost a pedagogical theory, a reassembly of old and new pedagogical approaches under new reform discourses. The volume edited by Monica Mincu offers a remarkable map of the theoretical understandings which inform different educational politics and school practices. Personalisation tends to legitimising forms of autonomy and a flexible educational relationship

and thus its connection to standardisation represents a salient issue of this work. Luciano Benadusi, University of Rome Moving from teaching/learning theories to theoretical, critical, historical and religious arguments about schooling and its reforms, the various contributions provide impressive insights into the possibilities and limits of personalisation for school innovation.

The reader is engaged in a dialogue about the specifics of personalization as a reform focus and the historical, social and comparative complexities in which such efforts are bound.  
Thomas S. Popkewitz,

University of Wisconsin-Madison The volume represents a significant opportunity to engage with the possibilities of personalized/individualized learning environments. It is our duty to provide our children with

such positive learning contexts, and over the last thirty years we have focused considerable effort on this area in Japan.  
Koji Kato,  
President of the Japanese Society of Education for Individual Development