

4. Education in Aichi Prefecture 愛知県の教育

Fundamental Principles 基本理念

Based on the fundamental concepts of “improving oneself” and “contributing to society,” the Aichi Prefectural Board of Education promotes education that fosters rich humanity through encouraging students to take pride in the cultural climate of Aichi, learn independently and deeply with global perspective, and to value life, individuality, and diversity. Public education in Aichi also promotes key competencies for life that is balanced with knowledge, morals, and health.

「自らを高めること」と「社会の担い手となること」を基本とし、ふるさとあいちの文化・風土に誇りを持ち、世界的視野で主体的に深く学び、かけがえのない生命や自分らしさ、多様な人々の存在を尊重する豊かな人間性と「知・徳・体」にわたる生きる力を育む、あいちの教育を進めます。

5. School Education 学校教育

1. Japanese School System 日本の学校制度

The modern school system in Japan was inaugurated in 1872. Up until the Second World War, there were several different tracks students could follow within the school system; however, after the war, as is shown in Chart 4, a single-track system called "the 6-3-3-4 system" (this being the number of years for each school level) was introduced to establish equal educational opportunities. Recently, this system has seen diversification, harking back to a diversified-track system.

日本の近代学校制度は 1872 年の学制発布に始まる。第二次世界大戦までは、複線的な制度が採用されていたが、戦後は、図 4 に見られるような 6-3-3-4 制と呼ばれる単線的な制度が、教育の機会均等の理念の実現を目指して導入された。しかし、最近になって再び制度の多様化が図られている。

Chart 4: Japanese School System

図 4: 日本の教育制度

2. School Education in Aichi Prefecture 愛知県の学校教育

(1) Pre-school Education 幼児教育

As facilities available for pre-school children, kindergartens, nursery schools, and certified childcare facilities provide education and childcare.

Kindergartens, as educational facilities, are under the jurisdiction of the Ministry of Education, Culture, Sports, Science & Technology. Any child between the ages of three and five may enter kindergarten; thus, a child may attend kindergarten for two or three years. The purpose of kindergarten, as it lays the foundation for further education, is to care for young children, provide an appropriate environment for their healthy growth, and aid in the development of young minds and bodies, cultivating the basis for personality development.

Nursery schools are available for infants and children up to the age of five who require care. Certified childcare facilities integrally provide education and childcare. The Aichi Prefectural Government offers counseling services related to nursery schools and certified childcare facilities through the Parenting Assistance Division of the Bureau of Public Welfare.

就学前の子供の通う施設として、幼稚園・保育所・認定こども園等があり、教育・保育を行っている。

教育施設としての幼稚園は、文部科学省の管轄下におかれている。幼稚園は、学校教育の始まりとして3歳児から就学前の幼児が入園でき、2年又は3年の課程がある。幼稚園は義務教育及びその後の教育の基礎を培うものとして、幼児を保育し、幼児の健やかな成長のために適当な環境を与えて、その心身の発達を助長することを目的とし、人格形成の基礎を培っている。

また、保育所は、就学前の保育を必要とする乳幼児が入園でき、認定こども園は、教育・保育を一体的に行っている。

保育所・認定こども園については、愛知県では、福祉局子育て支援課が相談窓口となっている。



Kindergarten children enjoying a train game
電車ごっこを楽しむ園児

(2) Compulsory Education 義務教育

Elementary School: Parents with children who reach the age of six are required by law to have them attend elementary school for six years. Elementary school is intended to provide general elementary education, suited to the level of students' mental and physical development.

Lower Secondary School: Parents with children who complete the elementary school curriculum are required by law to have them attend lower secondary school for three years. Building upon the education received in elementary school, lower secondary school aims to provide children with general secondary education suited to the level of their physical and mental development.

Compulsory Education School: Compulsory education for nine years from elementary school to lower secondary school is provided within an integrated school system.

小学校: 6歳に達した子供は全て、保護者が6年間の小学校教育を受けさせることが義務付けられている。心身の発達に応じた初等普通教育を行っている。

中学校: 小学校の課程を修了した全ての子供は、保護者がさらに3年間の中学校教育を受けさせることが義務付けられている。小学校における教育の基礎の上に心身の発達に応じた中等普通教育を行っている。

義務教育学校: 小学校から中学校までの9年間の義務教育を一貫して行っている。



Classroom at an elementary school
小学校の授業風景



Elementary and lower secondary school children involved in farming as part of exchange activities for the integrated learning period
小・中学校交流の農業体験(総合的な学習の時間)

(3) Upper Secondary Education 高等学校教育

In Aichi, about 99% of lower secondary school graduates continue to upper secondary schools. There are three different systems offered by upper secondary schools: a full-time course, a part-time course, and a correspondence course. The full-time course requires three years for completion while the other two courses require more than three years to complete. The upper secondary level consists of two types of schools: general and vocational. Both build upon the education received in lower secondary school and suit the mental and physical development of their students. There are schools that focus on such areas as agriculture, technical and commercial education, fisheries, home economics, nursing, welfare, art, music, sports science, intercultural studies, international inquiry and science and mathematics. These schools are continually updating their courses and creating new ones in an effort to keep pace with the changes occurring in the industrial world as well as the development of science and technology. There are also comprehensive schools where students can choose both general and vocational courses, while some general schools offer courses which allow students to receive vocational training.

愛知県では、中学校卒業者の約 99%が高等学校へ進学する。高等学校には全日制、定時制、通信制の 3 課程があり、全日制は 3 年、定時制、通信制は 3 年以上の修業年限が必要である。中学校における教育の基礎の上に、心身の発達に応じて、普通教育及び専門教育を行っている。専門教育を行う学科として、県内には農業、工業、商業、水産、家庭、看護、福祉、美術、音楽、スポーツ科学、国際教養、国際探究、理数などの各学科があり、科学技術の進展や産業社会の変化に対応しつつ、学科の新設、改編を進めている。また、普通科と専門学科の長所を併せ持つ総合学科や、普通科で専門科目を学ぶことができるコースの設置も進めている。



Vocational course
専門学科の授業風景



High school club activity
高等学校の部活動風景

After regular classes have finished, high school students participate in a wide range of club activities, from sports to the arts.

高等学校の生徒たちは、授業が終了したあと、運動部や文化部の活動に励んでおり、その成果を定期的に発表している。

(4) Special Needs Education 特別支援教育

Special needs education schools, special needs classes in elementary and lower secondary schools, and resource rooms for students with disabilities support such students' independence and active participation in society by extending their capabilities as well as relieving or overcoming difficulties in improving their living and learning environments through appropriate guidance and help suited to each student's needs. Special educational support is also given to students with disabilities who require special assistance in regular classes in elementary and lower secondary schools.

The Aichi Prefectural Board of Education focuses on efforts to further enhance special needs education programs. Such efforts include first-hand classroom experience for prospective students and their guardians in the prefectural special needs education schools, fostering better understanding of students with disabilities and thoughtfulness among all people through programs that promote interaction between ordinary schools and schools for students with disabilities. Career education has also been implemented throughout elementary, lower secondary, and upper secondary schools in the interest of achieving independence and social participation.

障害のある子供たちに対しては、自立や社会参加に向けた主体的な取組を支援するため、特別支援学校並びに小・中学校の特別支援学級及び通級指導教室において、その一人一人の教育的ニーズを把握し、持てる力を高め、生活や学習上の困難を改善又は克服するために適切な指導及び必要な支援を行っている。また、小学校や中学校等の通常の学級に在籍する教育上特別な支援を必要とする児童生徒の教育的支援にも努めている。

特に愛知県では、障害のある子供及びその保護者を主たる対象とした県立特別支援学校体験入学、障害のある子供に対する正しい理解とお互いの思いやりの気持ちを育てる交流及び共同学習の推進、自立と社会参加に向けた小学部、中学部から高等部までの一貫したキャリア教育の推進等を行い、特別支援教育の一層の充実に努めている。



Independent activity class at a school for students with visual impairments
盲学校における自立活動の授業



Metalworking class at an upper secondary school for students with mental disabilities
高等特別支援学校における工業科の授業



Vocational education class using personal computers at a school for students with physical disabilities
肢体不自由特別支援学校におけるパソコンを使った授業



Class in a sickroom at a special needs education school for students with health impairments
病弱特別支援学校による病室での授業

(5) Night junior high school 夜間中学

Aichi Prefectural night junior high schools provide basic Japanese language classes and compulsory education refresher courses for those who have passed the age of compulsory education (15 years old) but have not completed that education either in Japan or overseas, or finished junior high school without receiving adequate education due to various reasons including non-attendance. (The night junior high school opened in Toyohashi City in April 2025, and is scheduled to open in Toyota City, Komaki City, and Ichinomiya City in April 2026.)

義務教育の年齢(満 15 歳)を超えた人で、日本または海外で義務教育を修了していない人、または不登校など様々な事情によって十分な教育を受けられないまま中学校を卒業した人を対象として、日本語の基礎指導や義務教育段階の学び直しに対応する夜間中学を設置する。(2025 年 4 月には豊橋市、2026 年 4 月には豊田市・小牧市・一宮市に開校。)

(6) School Health and School Lunch Programs 学校保健と学校給食

Health and Safety: Developing healthy minds and bodies is one of the principal goals of school education. Pursuant to this, health education emphasizes the teaching of health habits and attitudes essential for healthy and safe lives. At the same time, health and safety management is conducted at school in the form of health check-ups, school environmental hygiene inspections, and safety inspections of school equipment.

School Lunches: Delicious and nutritionally balanced meals that include local produce are offered in school. School lunches are an effective tool for Shokuiku (food and nutrition education) in that they help children gain an understanding of food and good table manners, as well as fostering social skills.

保健・安全: 心身ともに健康な児童生徒を育成することは、学校教育の基本的な目標の一つである。このため、学校では、健康教育重視の観点から、児童生徒が健康で安全な生活を営むために必要な習慣や態度を養う保健教育及び安全教育を行うとともに、健康診断、環境衛生検査、施設設備の安全点検等により、適切な保健管理及び安全管理を行っている。

給食: 学校給食は、地場産物も取り入れながら、おいしくて栄養バランスが優れた献立が工夫されている。また、食に関する知識や習慣を身に付けたり、食を通して豊かな人間関係を育んだりする食育の生きた教材としても重要な役割を担っている。



Shokuiku (food and nutrition education) at school lunch time

給食の時間の食育

(7) Teachers 教員

In order to be able to prepare students for living in a rapidly changing society, and to become contributors to the creation of a sustainable society, teachers must be committed to continue learning themselves. They must respond to changing times and think of themselves as high-level specialists, expanding their capabilities and improving on their skills over the course of their lives.

The Aichi Prefectural Government offers systematic and effective training programs to help teachers further enhance their teaching skills, and capabilities. The programs, tailored for teachers at each stage of their careers, from new teachers to experienced teachers, to managerial staff, are conducted primarily at the Aichi Prefectural Education Center.

社会の急激な変化に対応し、持続可能な社会づくりの担い手として生き抜くことができる子供たちを育成するためには、教員自身が常に学び続ける姿勢をもち、自律的かつ主体的な研修に努め、高度専門職としての自覚の下に、生涯にわたって身に付けるべき資質・能力を高めていくことが必要である。

愛知県では、優れた教員の養成、指導技術及び資質・能力の一層の向上を図るため、初任者から中堅者、管理職まで、教職員のキャリアステージに応じた体系的かつ効果的な研修を、愛知県総合教育センターを中心に実施している。



Aichi Prefectural Education Center
愛知県総合教育センター

The Aichi Prefectural Education Center not only coordinates the training of teaching staff but also undertakes education-related research and consultations to enhance the prefecture's education.

In addition, a database of education-related literature and other information has been created and made available to schools and teachers to help improve education research and teaching ability.

本県教育の充実を図るため、愛知県総合教育センターでは教員研修以外にも、教育に関する調査研究、教育相談などの業務を行っている。

また、教育研究の充実と教員の指導力の向上に向けて、教育文献などの教育情報のデータベースを構築し、学校や教員へ提供している。