

Bifocal Teaching

Since time immemorial, the 3H's (Head = Intelligence, Heart = Mind, Health = Health) plus the 4th H (Hands = Technology) have been emphasized as the abilities that schools should nurture in children.

In the case of the COVID-19 pandemic, schools were closed to protect the health of children, leaving the other areas of intelligence, heart and technology behind. After the prolonged closure of schools due to this government policy, the urgent question was what to do with the " Head = Intelligence " aspect to recover and eliminate the delays in education and gaps in academic achievement.

Surprisingly little attention has been paid to the fact that COVID-19 has not only affected health, life and intellectual development, but has also had a serious impact on the development of minds and social skills. People were told that the best way to combat the pandemic was to keep away from people, to keep a social distance of two metres, not to shout, not to talk, and to wear a mask.

However, school is portrayed as a community of learning, where social relationships between people are at the heart of emotional education, and where children develop the ability to work together to learn, support and improve each other. The relationship between teacher and child was also based on skin-ship. In particular, the traditional strengths and characteristics of school education in Japan have been the emphasis on class (group) building and the development of lessons supported by and based on groups of children learning from each other.

The essential role of a school is to bring teachers and children closer together so that they can learn from each other. The pandemic has been a blow to this role of the school.

How can we teach children to be physically two metres apart, but psychologically united? This is a very difficult problem to solve.

The school is about to reopen. Please wait a while.