



～枕崎市教育委員会だより～

TEAMまくらざき

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巻頭言

"Familiarity"

Makurazaki City Board of Education Superintendent, Koichi Kinoshita

The new academic year began in April, and my children, too, are now in different grades and classes, with an unfamiliar environment. In such an environment, children grow significantly in the first few months. As a homeroom teacher, I always set clear goals for my students, aiming for their growth from April to next March. I also participate in school management.

From student life and learning, to academic subjects and extracurricular activities, my teaching experiences have been endless and invaluable. Each new challenge, each first experience, was a delightful surprise! Through repeated practice and gaining practical experience, I felt a deep sense of emotion and fulfillment, and became confident. Teachers are also always learning, overcoming difficulties, and building self-confidence, striving to be role models for daily life, and standing on the side of their students.

Most adults face new challenges in their work every day. Who would dare to say that they always act according to a manual? Basic skills that are not easily shaken are those that come from careful attention. Taking time to understand the situation, thinking about what to do, acting, reflecting on the results, correcting, and moving forward, these steps are repeated countless times. Each time, errors and failures are repeated. Yet, with each repetition, without becoming discouraged, what is carried out diligently eventually becomes familiar.

However, "familiarity" requires caution. "Don't be afraid to try new things" eventually turns into "don't be afraid to be familiar (don't lose the spirit of challenging yourself)". A sense of duty and flow can lead to not feeling, not thinking, and doing things without concern, potentially leading to unforeseen major failures. This isn't just about avoiding a major disaster; it's about gaining strength, accumulating wealth, and growing in oneself, by not being afraid of failure and continuing to challenge oneself.

It's important not to be "too familiar." For instance, when meeting someone for the first time, you greet them carefully. After repeated meetings and becoming familiar, the initial tension often dissipates, and the formal mannerisms become less strict. This can lead to a more comfortable and closer relationship, but it's important to remember that familiarity can also lead to a relaxed attitude and a lack of respect.

Last summer, I was dispatched to a training program that focused on leadership and practical work. I felt a sense of relief and accomplishment when the nine-and-a-half-month program ended. After that, I returned to my regular duties, feeling a sense of familiarity, but also a vague sense of unease. For the first half of April, my class did not feel right. The organization and atmosphere were not what I had envisioned. I realized that my own "familiarity" was the cause.

Similarly, I felt the same when I became familiar with my colleagues. I wondered if the relationship that felt like "familiarity" was truly what I understood it to be, and if there weren't any hidden problems. I was worried about my students' emotional well-being from December to March, and it made me feel guilty.

From this experience, I learned that it is important to always look for the good side of "familiarity." Even if I become familiar with something, I must always remember my initial intentions and continue to strive for new challenges and discoveries. I am grateful to the students who helped me learn this.

Introduction of New Board of Education City Staff



Ms. Yumi Shimizu

This is my first time working outside of City Hall, and I feel both anxious and excited. I will do my best to be helpful to everyone. Thank you for your support.



Ms. Emiko Tashiro

I have been assigned as the Student Guidance Supervisor. I will strive to work in a way that earns the trust of students and guardians. I appreciate your cooperation.



Mr. Yoshitomo Matsuda

There are many things I am not familiar with, but I hope to quickly learn the job and be of assistance to everyone. Thank you in advance.



Mr. Yoshifumi Taniue

I am new and may cause some inconvenience due to my lack of knowledge, but I will do my best to contribute. Thank you for your support.

Regarding the 2025 Edition "Makurazaki Family Education Handbook"

The 2025 edition of the "Pillars of Family Education Handbook" has been created and distributed middle of April. We are grateful that families are actively using it to enrich their students' family lives and family learning.

In Makurazaki City, we are currently promoting two initiatives: "Family Learning 40・60・90・120 activities" and "No-Media Day Control." These are designed to help children learn independently and voluntarily. We hope that each grade level will make full use of these initiatives to enrich their home life and independent learning, leading to a fulfilling daily school life. During this period, we ask for your help in reviewing daily life and improving assignments. It is also available on the website.

Makurazaki City Teachers'

Soft Volleyball Tournament

On Saturday, May 10th, nine teams of teachers from elementary, junior high, and high schools participated in a tournament held in the afternoon. With great plays and some rare ones too, it turned out to be an exciting and enjoyable event. It likely contributed greatly to fostering camaraderie within and between schools.

In the end, Kagoshima Fisheries High School put an end to Sakurayama Elementary School's three consecutive victories and claimed the championship after a long battle.

< Result >

1st Place: Kagoshima Fisheries High School

2nd Place: Sakurayama Elementary School

3rd Place: Beppu Elementary & Junior High School Joint Team. City Board of Education



Column: "Special Support Education"

In the previous issue, we informed you that an "LD, ADHD the Resorce Room" would be established at Makurazaki Elementary School.

This month, we would like to explain more about the "Regular Class Support Room."

Who uses it?

→ Children enrolled in regular classes who experience difficulties with learning, behavior, or language.

How often do they attend?

→ About once a week (the frequency is adjusted based on each child's needs).

What types of support rooms are there?

→ Currently, there are two types:

"Speech and Language Room"

"The resorce room for LD, ADHD"

Do parents have to transport their children to Makizaki Elementary School?

→ When children from outside Makizaki Elementary School attend, parents are responsible for transporting them to and from the school.

We are currently discussing ways to reduce the burden on both parents and children in the future.