February 16, 2021 (Tue)
National Institute for Educational Policy Research
International Symposium on Educational Reform 2020
“Phase 2 Symposium on Educational Innovation Taking
Advantage of the Progress of Advanced Information Technology
~ Realizing Equitable and Quality Education through the Help of ICT ~”
Part 3 (Visionary Talks) "Prospects and challenges for the realization
of equitable quality education through the help of ICT
(online)

Vision of equitable and quality education through the help of ICT

ISHII Terumasa
(Kyoto University)

Self-introduction

- My specialty is research on curriculum and instruction (research on taxonomy of educational goals) = theoretical and experimental investigation on what school should and can do (theory on educational value)
- Commitment to class activities = combination of Bloom's taxonomy and SAITO Kihaku's educational aesthetics (theory on educational art and technology)
- I want to be a town doctor and a specialist at the same time = school improvement centered on class improvement (school reform practice)

[Major books]

- ISHII Terumasa, "What is the required academic ability and learning now? The light and shadow of a competency-based curriculum," Nippon-Hyojun, 2015.
- ISHII Terumasa, "Understanding the Central Education Council Report," Nippon-Hyojun, 2017.
- **ISHII Terumasa, "Re-enhanced edition: Development of academic ability formation theory in contemporary America-curriculum design based on standards," Toshindo, 2020.**
- **ISHII Terumasa, "Deepening class creation" Minerva Shobo, 2020.**
- **ISHII Terumasa, "Future school-redesign of post-corona public education," Nippon-Hyojun, 2020.**
- Supervised by ISHII Terumasa, edited by OHTA Yoko and YAMASHITA Takashi, "10 Strategies for overcoming the 'brutal state' of junior high schools -The heart of the matter was in class reform!," Gakuji Shuppan, 2015.
- Edited by ISHII Terumasa, "Classes beyond active learning from elementary schools," Nippon-Hyojun, 2017.
- Edited by ISHII Terumasa, "Fostering "researching" teachers beyond active learning," Nippon-Hyojun, 2017.
- Edited by ISHII Terumasa, "Eight actions for improving classes," Toyokan Publishing, 2018.
- ISHII Terumasa, Kumamoto University Faculty of Education Elementary School, "Nurturing children who learn together persistently," Meiji Tosho, 2020.
- ISHII Terumasa, "What is the learning required of teachers? -Practical research for teachers' growth by teachers," Osaka Prefectural Education Center, "Guidebook for promoting in-school class practice research in high schools," 2020. (http://wwwc.osaka-c.ed.jp/category/forteacher/pdf/kounaijyugyoujissenkennkyuu_ver_3_r2.pdf)
- **Supervised by ISHII Terumasa, edited by NAGASE Takuya and AKIYAMA Takatoshi, "Online learning from zero," Meiji Tosho, 2020.**
- **Edited by ISHII Terumasa, "New textbook for elementary schools, arithmetic that has changed here," Nippon-Hyojun, 2020.**
- **ISHII Terumasa, "Education of Japan in the trend," Toyokan Publishing, 2021.**
- ISHII Terumasa, "The depth of classes with authentic learning for high schools (provisional)," Gakuji Shuppan, forthcoming book, and many others.
- Transmission of ideal school with COVID-19 (https://e-forum.educ.kyoto-u.ac.jp/)


現代アメリカにおける
学力形成論の展開
再増補版
スタンダードに基づくカリキュラムの設計
Development of theories on educational objectives and assessment in the United States: Designing standards-based curriculum
石井 英真
東信堂


Goal
Task
Structure
Art&Technology
Assessment
授業づくりの
深め方
「よい授業」をデザインするための5つのツボ
石井英真 著
ミネルヴァ書房


未来の学校
ポスト・コロナの公教育のリデザイン
教育機能や保護機能等において「大きな学校」を追求すること。公共性と公平性の実現のためにふんばること。萎縮と不信の連鎖から挑戦と信頼の連鎖へ ――
苦境に立ってきた公立学校こそ,
「眠れる獅子」の
ような可能性を
秘めている！（本書より）
――石井英真
日本標準


ゼロから学べる
オンライン
学習
石井 英真 監修
秋山 貴俊
長瀬 拓也 編著
明治図書


流行に踊る
日本の教育
石井英真
熊井将太
川地亜弥子
藤本和久
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亘理陽一
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本当に大切なことは、私たちの足元にある!
学びのSTEAM化
探究・プロジェクト型学習
スタンダード化
大学入試改革
エビデンスに基づく教育
Society5.0
改革を扇動する言葉に踊らされず、安易な批判や復古趣味に陥ることなく、
未来志向で
地に足のついた
教育のもつ
真の力を再考する!


小学校
新教科書
ここが
変わった!
算数
石井英真 編著
「主体的・対話的で深い学び」をめざす
新教科書の使い方
日本標準

How can "do not stop learning" and "save savable children first" be justified?

- From the perspective of educational equity?
  - ↑ Firstly, its appropriateness should be examined from the perspective of guaranteeing the right to learn and as an extraordinary response. The issues of constant equality and equity in school education would require investigation as relatively unique problems.
- The highlight is the conformist mentality on equality in Japan, which regards equality to mean distributing basic social materials evenly and treating everybody in the same way. It creates a situation where one regards the inequality that arises after equal treatment as self-responsible or generous unequal treatment of social, economic, and cultural inequality before equal treatment is hardly acceptable.
- It would be important to shift the view of equality from equality to equity while also paying attention to the breadth of life (capability) toward each person's well-being. However, broadly interpreting "save salvable children first" as a constant principle, calling for the idea of advancing the principle as much as possible and correcting the opened gap later could lead to neglecting the function of correcting the disparity such as irreparable disparity and division that the existence of the school system itself has. The school curriculum cannot escape from being an inequality reproduction device, but on the other hand, its existence itself corrects the widening of social disparity.

A modern relation between quality and equity (from dilemma to going back and forth)

- Re-question the composition that has spoken of "excellence" and "equality" as a dilemma. The pursuit of excellence focused on high achievement in the traditional value to solve more complex and evolving problems more quickly quantitatively. On the contrary, egalitarians focused on guaranteeing a standard-level academic ability without emphasis on achieving a high-level academic ability.
- 「Reinterpreting "equality" as "equity" allows the definition of "equality" as guaranteeing the freedom of living and breadth of life for all people, according to each person's situation. We have no choice but to question the well-being of the person and his/her quality of learning.

  It is sometimes hard to see that the pursuit of each person's freedom leads to an imbalance in sharing finite resources (basic social materials) that are the basis for pursuing freedom, meaning that pursuing the freedom of somebody (especially with invisible privilege) may reduce the other's share of resources. We must not forget to examine the scope of freedom toward the common good and redistribute and share finite resources. Besides, the respect of freedom according to each person's needs should be subject to adjustment from the viewpoint of public value. What is important in equity is the scope of society's responsibility comprising "fundamental functions that should (be judged to) be available for any member of the society (citizen)" (SAITO Junichi, "Thinking about inequality," Chikuma Shobo, 2017, page 142). It is out of the question to accept the pursuit of freedom with no limit.
- Reinterpretation of "excellence" as "quality" leads to its definition as the quality of academic ability and the depth of learning, aiming towards depth rather than shallowness, and individuation (qualitative difference and horizontal value) rather than individualization (quantitative difference and vertical value). It aims to realize understanding and authentic learning through a rich learning environment with dialogue and collaboration (Darling-Hammond, L. (translated by FUKAMI Toshitaka), "Powerful learning," Kitaoji Shobo, 2017.)

To pursue the quality of learning with ICT (i)

Are you planning to develop education based on the old-fashioned view of learning (a simultaneous group lesson with many students, behavioral, individualistic and mechanical drill learning) with implementation of state-of-the-art technology? The moderate high-tech feeling is just right. "Pedagogy first, technology second" should be realized.

Regarding the use of ICT, rather than pursuing convenience and smartness to improve work efficiency, increasing educational value requires implementation that facilitates the expansion of the opportunity to access more complex, indivisible, and noisy learning and activities, such as the real world, research and activities, making use of flattening (to authentic learning). The way to interact with more human and independent digital media is important that helps children learn from each other with computers, or children and computers learn from each other, rather than "AI teachers," with which computers teach or direct children's learning course.

To pursue the quality of learning with ICT (ii)

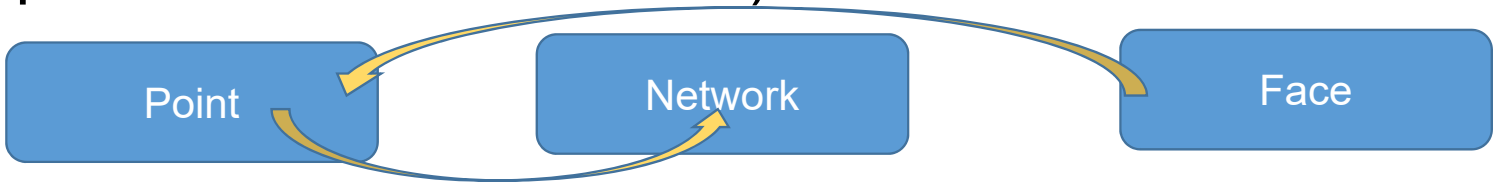
- "Digital media is far beyond machines such as electronic blackboards and tablets, making teachers' guidance and children's learning smart and convenient. Considering from the perspective of pursuing the authenticity of school learning, such as how to let children experience the reality of revolutionary changes (both potential and risk) that digital media brings to the world, society, work, lifestyle and people’s idea, could help the utilization of technology restructure the cultural, communal and public aspects of school learning, instead of the mechanization of education in efficiency, individual and privacy aspects. It is important that the school helps children learn a sophisticated way of dealing with digital media by providing them with an intelligent, cultural and public digital environment available for professionals and experts, which children do not have much chance to experience in their daily life, instead of a digital environment that is consumer social and private." (ISHII Terumasa, "How to envision a 'school of the future'- In the gap between 'large schools' and 'small schools' - ’Educational Outlook’ No. 717, 2020, page 56).

Issues surrounding "individual optimal learning"

- Individualization (quantitative difference and vertical value)/Individuation (qualitative difference and horizontal value)

  c.f. The Central Education Council report "Toward the establishment of 'Reiwa's Japanese-style school education,'" which contrasts between "individualization of teaching" and "individuation of learning," involves an additional aspect of teaching and learning, making it difficult to grasp the essential issues.

- Individual optimization of the goals/Individual optimization of the method
- Subordinate subject (made to choose)/autonomous and self-governing subject (choose/find/decide)
- Individualism (each person/point)/Public society (dialogue and collaboration by independent individuals/network)/Collectivism (all people at the same time/face)



Individualization and individuation of learning

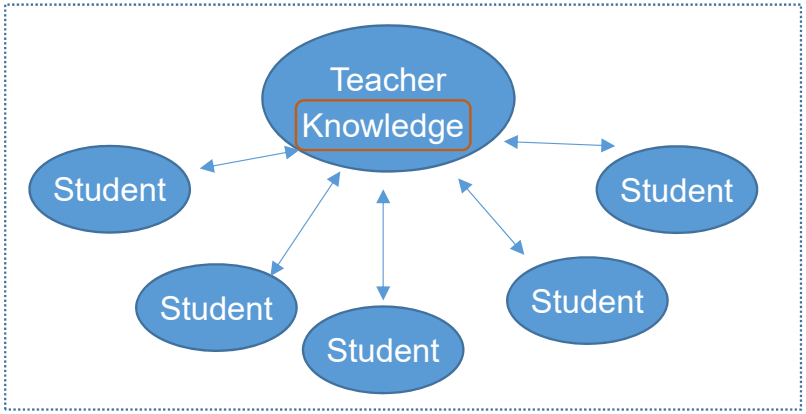
	Individualization	Individuation
Fundamental direction	Diversification according to the educational content, learning progress, and ability of promotion level "Individualization of teaching" (By optimizing the learning method according to the individuality (aptitude) of each child, we aim to firmly establish the knowledge and skills in the learning content of the subject that we want the child to master)	Diversification according to the internal needs and spontaneity of an individual "Individuation of learning" (While developing the child's interests, we help him/her deepen his/her thoughts, judgments, and awareness that fit the objectives of the subject, enhance the "power to live" that can make the most of themselves in society and foster individuality)
How to capture individual differences	The difference in learning time (quantitative difference)	Differences in interests and learning styles (qualitative difference)
Educational form/system level	Differences in the amount and level of existing content packages Class organization by ability (identity), free progress learning	Reorganization of the content itself according to the child Diverse group formation (plurality) such as a same age group and a different age group, free theme learning
Teaching-method level	Provision of individual teaching according to learning progress and learning achievement	Devising teaching methods, learning activities, and expression methods according to the child
The ideal of evaluation and curriculum	Unified scales of intelligence, academic performance, etc. (Quantitative and linear) program learning and criterion-referenced evaluation	Multi-dimensional scales of multiple intelligence and individuality (characteristics and strengths), etc. (Qualitative and multi-faceted) project learning and intrapersonal evaluation
Form of developmental learning	Acceleration (faster learning)	Enrichment (learn more broadly and deeply)

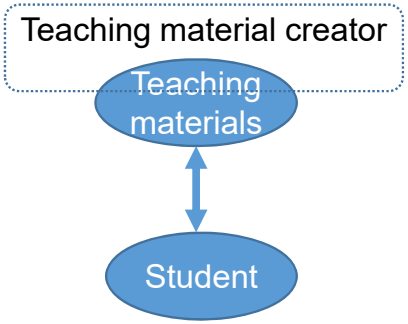
The viewpoint of one terminal for each child

- Significance as stationery that learners use in learning on a daily basis, rather than as a teaching tool that teachers use in class. Accessing the vast amount of data and connections through the terminal is the first step to becoming a subject (digital citizen) who manages his/her data with an account and expands the potential of learning and surpassing teachers. On the other hand, we must also consider the risk of exposing the child to the web society like an excessively sharp knife without any protection.
  → Importance of "self-governing" guidance (self-government of connections and tools) (a place where the management guided by teachers is progressively replaced with self-management and self-government by learners)
- It is essential that the PC usually occupies only the upper left or upper right corner on the desk, saving ample space for the stationery other than the PC. The frequency of centering the PC on the desk varies depending on the grade at school, subject, area, etc. (It is important to be able to switch the stationery according to the situation). Writing with a touch pen on a tablet can be helpful for input, but a notebook is useful for hand-drawing what one hears. Conversely, typing is suitable for creating documents with cohesive sentences (not necessarily spelled). The developmental meaning of "calligraphy" is also questioned.
- Colorful and good-looking projects are easy to organize and look authentic. It may be easier to guide from utilization to mastering, leading from papier mâché to the examination of the content and pursuit of quality.
  → Success as an activity does not mean success as learning. The importance of the teachers watching each child learn and grow through the activity and adults involved with children and watching them.
- The possibility of separating individuals from existing groups and connections and reconnecting relationships.

To promote structural transformation of lessons by using one terminal for each child

- Structure of one-way simultaneous group lessons and homework (both individualistic and self-help) in Japan, especially in secondary education, both inside and outside the school





- The introduction of ICT can strengthen the "bundle of one-to-one relationships between a teacher and learners" (the structure of cormorant fishing) in the classroom (strengthening one-to-one desk-to-desk teaching). Conversely, it can make learning solitary (improve the efficiency of mechanical drill learning) or unravel the cormorant fishing structure to encourage mutual learning and strengthen the classroom relationship (elaborated lessons, collaborative projects, and promotion of cooperation of individual work). One-to-one teaching (a learner comes close to the teacher) rather than desk-to-desk teaching (the teacher moves around).
- The danger of idealizing one-to-one, extended individual teaching.

Viewpoint of mastering the teaching material packages

- AI drills are just drills. Even if students have the academic ability at the level of "knowing/being able to do," the level of the academic ability that "understanding" or even "being able to use" cannot be guaranteed. It may motivate children of poor academic ability to learn by game-like motivation, and may lead to an increase in the amount of learning including home learning (c.f. the 100-square calculation and "invisible academic ability" theory). However, there is a limit to the motivation driven by the confidence of "being able to do," especially as they get older. The motivation for learning does not mature or continue without questioning the content of learning and the relevance. And just as the performance of a basketball player does not improve with just a drill without a game, mastering the content is not guaranteed without pursuing the quality of learning the subject.
- The various PBL programs that support exploratory learning do not deepen their exploration simply by providing each program as an event, and students who are enthusiastic at first become accustomed to it and their motivation goes down. The leadership of a coaching-like unreciprocated teacher is important in creating the curriculum from the learning of the students while staying close to the learning history and pointing outside the field of view, such as deepening the point project as a line story. In addition to the content of the program, building a relationship with tutors outside the school and a collaborative relationship with interested parties who are struggling with real problems in the real world relativizes the school values and prepares the opportunity of the experience to grow one step further (c.f. confirmation of de-elitism, the origin of exploratory learning).

Table. Examples of tasks corresponding to the qualitative level of academic ability and learning, and how to use appropriate teaching tools and media

	How to use teaching tools and media	Japanese	Social science	Math	Science	English
Level of "knowing/being able to do"	Workbook and drill handouts Tablet for individually optimized learning by AI	Read and write kanji. Answer to what the demonstrative in the sentence indicates.	Answer historical people's names and events. Read the topographic map.	Answer the name of the figure. Solve the calculation problem.	Answer chemical symbols such as oxygen and carbon dioxide. Read the scale on the instrument.	Read and write words. Learn grammatical elements. Make a standard exchange.
Level of "understanding"	Textbooks, blackboards and notebooks, whiteboards and worksheets Electronic teaching material packages, electronic blackboards, tablets as notebooks, whiteboards and worksheets	Read the relationships between paragraphs and subjects in an article. Imagine the feelings of the characters in the story from the description of the text.	Explain why there are so many orchards in an alluvial fan. Anticipate what kind of problems occurs if the legislative, administrative, and judicial powers are not separated.	Illustrate the interrelationships of parallelograms, trapezoids, rhombuses, etc. Solve the applicable subject of the Pythagorean theorem and explain how to solve it.	Predict what happens to the flame when you put a burning candle in the air collecting bottle and explain the changes happening there with a picture.	Understand and translate the content in the text of the textbook. Have a simple conversation using standard expressions in the set scene.
Level of "being able to use"	Tablet as a tool for collecting, analyzing, expressing, and communicating information on historical materials, documents, authentic things, people and literatures	Read and compare sentences with different opinions on a particular problem, and based on them, summarize own thoughts in an article. Then, discuss it with each other in a group.	Create a historical newspaper that introduces the background and various views on a historical event and comments on their significance. Pretend to be a hamburger shop manager, and think about where to opening the shop in front of the station, then put it together in a plan.	Based on the winning amount of year-end jumbo lottery tickets of a particular year and the number of winnings per 10 million lottery tickets, calculate the expected value of the winning amount of this lottery. Create problems progressively by changing the textbook problems' conditions and summarize the process and results of the study in a math newspaper.	Suppose you're trying to make a fire with a stove of an eighteen-liter drum to make a barbecue in the class, but it doesn't keep burning well. Consider the reason and propose what to do to keep it burning.	Read a set of English sentences to grasp the points, write opinions about them in English, and discuss them with classmates. Hold a recital on a scene of a foreign film sharing the roles in a group.

* If it is possible to achieve the same function, use the more primitive teaching tools and think about it.
It would be important for technology-based innovation not only to improve the efficiency of existing work and make life smarter but also to improve the quality of learning by linking with the expertise of the subject and link with social activities for flattening and democratization.

Table. Framework that captures the overall picture of the elements of qualities and abilities that the school fosters (Source: ISHII Terumasa, "What is the required academic ability and learning now? The light and shadow of a competency-based curriculum," Nippon-Hyojun, 2015.)

		Elements of qualities and abilities (pillars of goals)			
Hierarchy level of ability/learning activities (curriculum structure)		Knowledge	Skills		Affection (interest, motivation, attitude, personality traits)
			Cognitive skills	Social skills	
Learning within the framework of the subject, etc.	**Acquisition and retention of knowledge (knowing/being able to do)**	**Factual knowledge and skills (individual skills)**	Memory and recollection, mechanical execution and automation	Learning from each other, and joint establishment of knowledge	Self-efficacy by achievement
	Understanding the significance of knowledge and sophistication (understanding)	**Conceptual knowledge and strategies (complex processes)**	Interpretation, association, structuring, comparison/classification, inductive/deductive reasoning		Spontaneous motivation in line with the value of the content, and interest and motivation in the subject
	Meaningful use and creation of knowledge (being able to use)	A complex of domain-specific knowledge centered on **perspectives and ideas (principles and generalizations, methodologies)**	**Intellectual problem solving, decision making, proof /experiment/investigation including hypothetical reasoning, creation of knowledge and new products** (critical thinking and creative thinking are deeply involved)	**Project-based dialogue (communication) and collaboration**	Spontaneous motivation and subject view/subject learning view (intellectual tendency/attitude) in line with the social relevance of activities
Learning in which learners decide and reconstruct the framework of learning itself	**Autonomous task setting and exploration (metacognitive system)**	Thought/view, world view and self-image	**Autonomous task setting, continuous exploration, information collection/processing, self-evaluation**		**Spontaneous motivation rooted in one's thoughts and motivation for life (urgency), the formation of aspirations and career consciousness,**
	Self-governing organization and reconstruction of social relations (action system)	Awareness of people-to-people relationships, communities and cultures to which they belong, and methodologies for community management and autonomy	Involvement/participation in solving life problems, planning events/plans, and solving social problems	**Human relationships and interaction (teamwork), rules and division of labor, leadership and management, conflict handling and consensus building, voluntary organization and reconstruction of learning places and communities**	**Establishment of social motivation, moral values and position rooted in social responsibility and ethical awareness**

* **Bold parts are goal elements that the curriculum should clearly state and focus on at each level of ability/learning activities.**

* **Each school should specify the contents of cognitive and social skills and use them as reference materials when shown in the Course of Study, etc. The emotional domain should be subject to formative assessment and curriculum assessment rather than evaluation.**

Viewpoint to re-question the commonplace of the school that became visible during the school closure period: Difference between "small schools" and "large schools"

- ICT utilization, merit promotion, individually optimized learning, and work style reforms tend to lead to "school streamlining." The all-embracing school system is a problem, but it is necessary to determine what the school should not throw away (school as a place of life, guarantee of learning that leads to growth).
- "Online learning" is regarded as an extension problem of "remote learning functions" between "class" and "self-study." There are options such as flexible learning time at school (drill-like study can be done more like a private school rather than class) and home-supported self-study (while connecting with friends, school, and society online). It is to secure learning time for children who were "immersed in class" (simultaneous group lessons and homework) both inside and outside the school due to the idea of self-study class and class self-study and could not afford to focus on one problem (learn from the idea of materialization of credits in university).
- The reduction of the number of credits and the emerging idea of "half-school day system" require verification of whether the former "five-day workweek system" has provided children with more allowance and consideration of the ideal school. It is conceivable to set up flex time outside of class at the high school stage to increase learning time. However, it may merely lead to more studying unless it is on the premise of “big merit promotion“ system (the comprehensive and challenging task approach). We foster the "independent seminars" (individuated, enriched, and university-like) rather than "self-study rooms" (individualized, accelerated, and private school-like).

Toward authentic and inclusive learning

- Assuming that the common task of writing a novel's book review is to grasp the novel's outline and focus on the content and style of the novel to analyze them. While standardizing the concept and the task, the school may let the children freely choose the individual knowledge and skills to handle and the learning style and may devise a way to individuate learning. For example, the thickness, difficulty, and vocabulary of the target book may differ depending on the children. The learning may not take place in the same space or follow the same style. One may work alone, in pairs, in groups, or jump out of the classroom as one may not necessarily learn at the desk. Instead, the authentic task is to copy the connections and spaces of life outside the school, workplaces, and civil activities. It is possible to call in places, relationships and rules different from those of the school-disciplined simultaneous group lessons. My recommendation is to design a learning system like that.
- Children may be working together on games (matches or major learning tasks) in skill subjects such as physical education and art, integrated learning, extracurricular activities, or club activities. It would be natural to leave the game as necessary or learn on one’s own, learn mutually in pairs or groups, work on drills (the practice of individual skills) at one's own pace and level, and then return back to the game. Sharing major goals at the unit level in the form of a project centered on significant issues that can be tried and errored over a slightly extended period would produce individuated learning with a higher degree of freedom and natural collaboration like an independent seminar.
- It is useful to utilize portfolios and individually optimized learning applications when continuously monitoring and supporting the acquisition status of individual knowledge and skills for each person beyond the unit. In small group teaching, there is a limit with the model where teachers provide extended teaching mainly to ensure the establishment of the basics. Instead, it would be effective to promote ensuring more children's basics by designing a unit centered on major project-like issues and questions and organizing experiences to work together and think through them. As for during the flexible time, it would be effective to let children learn from each other or flexibly utilize external human resources such as student volunteers.

Table. Learning and curriculum vision that goes beyond the binominal opposition of social promotion and merit promotion (cooperation of intellectual education and individuation of virtue education)

Traditional simultaneous group lesson (conformity)	Authentic and inclusive learning (individuality and collaboration)	Individualized free learning (self-help)
Emphasizing the social promotion, attendance-based credit acquisition.	To make the social promotion (attendance-based credit acquisition) more flexible and position the merit promotion (achievement-based credit acquisition) from the viewpoint of guaranteeing the right to learn.	Centralization to merit promotion, achievement-based credit acquisition.
Standardization of learning (commonality in standardization) Egalitarian simultaneous group learning, where everyone learns the same content in the same way. Sharing and standardization of targets.	Individuation and cooperation of learning (multi-dimensional individuality) Individuation of teaching that respects individuality while sharing the same place and learning tasks (differentiation). Sharing and individuation of targets.	Individualization of learning (learning aptitude in standardization) Class formation by ability and free progress learning that does not necessarily share the place. Individualization and ordering of targets.
A systematic curriculum of simultaneous group learning and knowledge content. The binding of grades and the standardization of treatment. Rigid regulation of the curriculum.	A spiral curriculum of project learning and concepts. It is also possible to learn the same concept on an enrichment basis in different grades. Qualitative flexibility of the curriculum.	A linear series of program learning and action targets. The non-grade system is linked only to acceleration. Quantitative deregulation of the curriculum.
You can't learn if you can't teach. Unilateral teaching due to lack of patience and trust to the children would discourage learning on their own and diminish the motivation. The school has problems with treating gifted students (spillover problem) and drop-outs.	Classes are an introduction to learning. The root of the stumbling in learning is stumbling in the understanding of the meaning. The objective of the class is to teach to fill the gap. Understanding enables problem-solving and thinking by oneself.	It tends to have the premise of the ability of self-learning. Presenting materials fitting to the child satisfies gifted children and solves the spillover problem, but the gap widens between successful and unsuccessful children.
A collectivist relationship where peer pressure standardizes everybody and does not respect each individual. It is easy to connect with managerialism and antiforeignism. A dedicated servant-like teacher who has a management role in class management and dance and counseling. Closed nature of school. Bloated school and closed nature of the school culture (educationalism).	A communal relationship that includes heterogeneity and a communal space where the irreplaceable nature of each person is respected. It can lead to democracy and social solidarity. Respect for the professionalism of teachers as specialists involved in human growth centered on learning guidance. A school open to social participation and solidarity. School simplification and human education.	A homogeneous and functional relationship with a space that is ordered on a unified scale. It is easy to connect with competitiveism and social division. Tutor-like teachers in learning guidance. Substitution to AI or outsourcing to the private sector. School streamlining and smart education.