

真の公平性 ~この学校で いつも感じています~



QさんHさんママ
人権参観日後の
お手紙より

先日の人権参観日の後、ベトナム出身のQさんHさんのママから、お手紙をいただきました。

Dear Ikeda Sensei,

I would like to share some feedback on the "Human Rights" lesson that I attended last week. It was a very meaningful lesson, and the water art performance was especially moving. I was deeply touched by his story, and it also made me reflect on how I can adjust my approach to raising my children.

This is my comment: If possible, could you please translate in Japanese and send to [redacted] sensei.

I was surprised to realize that I myself did not fully understand the difference between the two concepts of equality (平等) and equity (公平). Through participating in this lesson, I had the opportunity to gain a deeper understanding of them and to reflect on their meanings.

I was especially happy to see that the children were encouraged to think about these important ideas at such a young age. I believe that building students' character and moral values on foundations such as equality and equity will help them develop empathy for others and contribute to a better society.

Although true equity is very difficult to achieve in many places I have lived before, I really feel it here, and I am always grateful for that. I hope my child can grow up in a humane and equitable environment, regardless of where we come from."

Honestly, I truly feel this sense of equity through all the support I have received from the school, and especially through your empathy and understanding.

I often imagine how difficult it would have been to get through the past four years without your encouragement and support for [redacted] and [redacted].

For [redacted]'s class, I missed the beginning of the lesson, so I did not fully understand it. I only saw that the students were working on matching cards with different facial expressions.

「ウォーターアートパフォーマンスは感動的でした。」
 「彼のお話は…子育てについて…改めて考えるきっかけになりました。」
 「参観授業では私自身、平等と公平について完全に理解していなかったと気づきました。」

私はこの学校で、真の公平性を本当に感じる事ができています。
これまで住んでいた多くの場所で、それは難しいことでした。
本当に感謝しています。



**私の子どもが、出身地に関係なく、
 人間的で公平な環境で育つことを願っています。**

「他県に住むベトナム人の男の子が、いじめに遭っても支援が受けられなかったと聞きました。」
 「ほかのベトナム人コミュニティでも、多くの親が、仕事と子どもの文化適応を両立させながらいじめを心配しています。」

**私たちがこの学校で受けているようなサポートを、
 すべての外国人家庭が受けられるわけではないんだと、気づきました。**

**私のこのメッセージが ほかの外国籍の子どもたちを支援し、
 保護者や先生方を励ますための一つの例になれば 幸いです。**

(先生方の、日ごろのサポートに感謝しておられました。いつも、ありがとうございます。)

I would be happy if my feedback is helpful, and please feel free to share it with other teachers.

I also have one more matter I would like to share.

I once heard about a Vietnamese boy around [redacted] age in Fukuoka whose mother, also an international student, struggled to get support when her child was bullied at school. Because of language barriers and the lack of English-speaking teachers, she could not receive help from the school or the local authorities.

Through that experience, I realized that not all foreign families have access to the kind of support we receive here. This made me especially grateful for your guidance and for keeping me informed about how I can support [redacted] and [redacted] at home.

I also see similar concerns shared within the Vietnamese community in Japan, where many parents worry about bullying while balancing long working hours and helping their children adapt to a new culture.

From my perspective, it may be helpful to share with other teachers the experience of supporting foreign children's integration into Japanese school life.

When [redacted] and [redacted] first arrived, they did not know any Japanese at all, but through continuous support and cooperation, we have seen steady progress and positive growth.

As I have mentioned before, you are one of the people closest to them at school, and I truly appreciate your guidance and communication.

If possible, I hope our experience can be shared as one example to support other foreign children and encourage both parents and teachers, even if it cannot be applied in every case.

If there is anything I can share, please count on me.

ドキドキ Max ~想像以上なんです!~



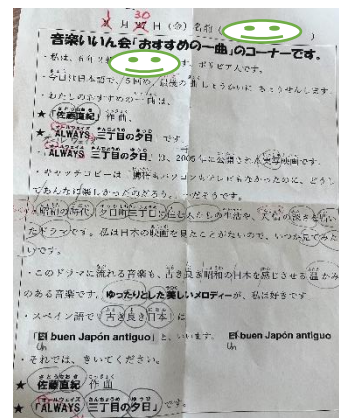
最後の委員会放送、やり切りました!

「ほんと? 私、本当に全部間違えなかった?」…放送を終えた後、
 何度も何度も、そう確かめて、天にも昇る上機嫌でした。



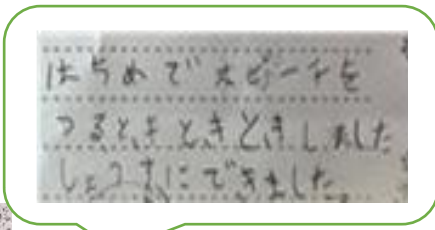
5年生~初めての掃除の反省会の司会!

漢字も多くて、難しくて。6年生が言っていた言葉を思い出して…
 自信がなくてネズミみたいな小さい声で「よかったこと」を言いました。

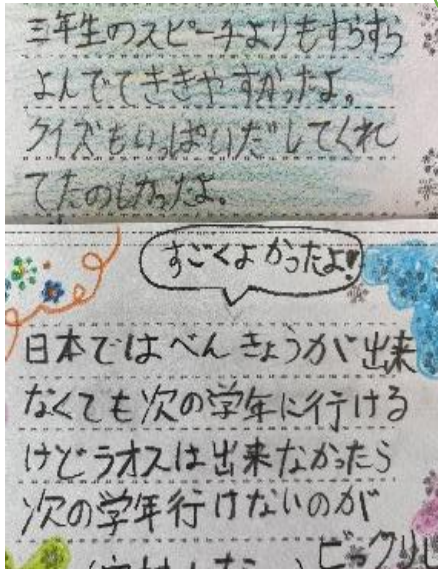




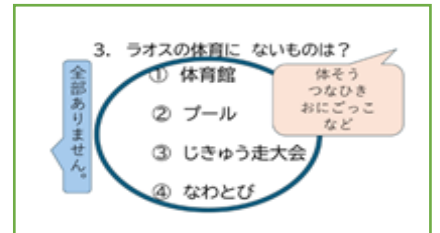
学級でスピーチしました！ ～4年 AL さん・5年 HA さん～



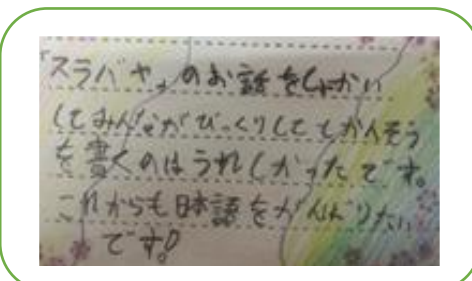
←本人の感想です。本文のまま
読んだり書いたり、まだまだ勉強
中のALさんですが、発表原稿を
作文し、たくさん読んで練習しまし
た。このスピーチは、大きな経験に
なりました。



AY さん「ラオスの学校」

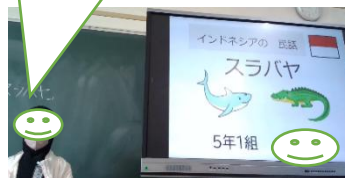
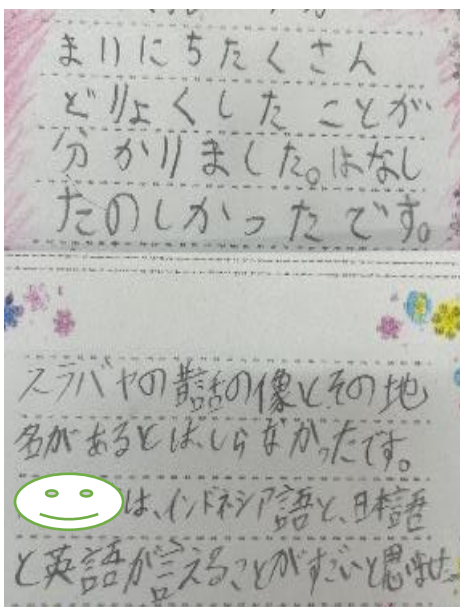


↑ 友達からの感想



↓ 友達からの感想

↑ 本人の感想



HA さん「インドネシア民話 スラバヤ」

むかしむかし、
インドネシアのあるところに、
サメとワニがいました。

サメの名前はスラ、
ワニの名前はバヤといいます。

←この日本語フレーズを「インドネシア語」と
「英語」でHAさんに言ってもらいました。
クラスは感嘆のため息・・・。
「日本語ができない」のではなく、
「日本語もインドネシア語も英語も話せる」
のだと、改めて感じたようです。