

To Parents and Guardians

News (Notice for Parents and Guardians)

Messages

>News

>Up Coming Events

>Surveys

※Please visit our Japanese website to view the actual pages.

Topics

>Our Fee

>Information on Infection

>Notes from Us

※Please visit our Japanese website to view the actual pages.

Schedule

>New updates

※Please visit our Japanese website to view the actual pages.

Facility Director's Diary

>Please take a read

※Please visit our Japanese website to view the actual pages.

Submission Forms

※Please visit our Japanese website to view the actual pages.

Requests

We have a requests and complaints counter to take parents and guardians' requests and complaints. You can always talk to your teachers directly however, if anything uneasy, you can always come to the counter below. We will do our best to take and solve your requests and concerns according to a certain rules.

Requests and Complaints Counter 1

Please come to this counter when difficult to talk directly to the teacher. In this counter, supervised by our principal, the necessary teachers will be communicated to solve problems. At the same time, in general, all requests will be documented and reported into a third-party committee. However, if the requester requests not to report to the third-party committee, then that will also be counted.

>Person in charge of solving requests and complaints: Facility Director. Heiji Fujimori

>Person to take requests and complaints: Vice-Principal, Toshihiko Nakayama

Complaints Counter 2

If anything uneasy to talk directly to ECEC Center or not coming to the end even when talked many times, you can always contact below third-party committee members.

>Third-party committee members: Mieko Asami and Yurie Suzuki

*If anything related to personal information or requested not to publicly open the requests or complaints, we will publish the contents in our monthly topic on our website as well as reporting into our end-year business report so we will commit in enhancing our ECEC Center.

About Personal Information

We follow and are dedicated to go along with Personal Information Protection Law. To those who have questions or wish to revise, delete or suspend from us using your personal information, please contact us below.

ECEC Center Shinjuku Seiga

Facility Director Heiji Fujimori

TEL: +81 3 3954 4190

Email: s.seiga@song.ocn.ne.jp

Social Welfare Corporation Seiga

Chief Director: Yoshi Fujimori

To Those Looking for an ECEC Center

Making the Right Choice

About Us	
Location	2-10-20 Shimo-Ochiai, Shinjuku, Tokyo, Japan
Established	April 2007
Site Area	782.44 m ²
Total Floor Area	1558.05 m ²
Building Structure	Reinforced Concrete, From Basement to 4 th Floor
Setting Body	Social Welfare Corporation Seiga
Management Entity	Social Welfare Corporation Seiga
Entity Representative	Chief Director: Yoshi Fujimori
Facility Director	Heiji Fujimori
TEL	03-3954-4190
FAX	03-3954-4192
Website	http://shinjuku-seiga.hoikuen.to
E-mail	s.seiga@song.ocn.ne.jp
Hoiku Time	8 Hours Childcare hours could differ depending on parents and guardians working hours.
Open Hours	Normal Hours AM 7:30 to PM 6:30 (11 hours) Extended Hours PM 6:30 to PM 8:30 (2 hours)
Capacity	171 Children Those who are on Maternity leave and Childcare leave may reserve in advance.

Age	0	1	2	3	4	5	Total
Capacity	21	30	30	30	30	30	171
Actual	18	30	30	32	31	28	169

Teacher	40 Teachers Depending on how many children are in
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	the class, the number of teachers may vary.
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Facility Director	Vice Facility Director	Office Manager	Teacher		
			Teacher	Temporary Childcare Teacher	Temporary Teacher
1	1	1	28	2	A few

Nurse	Nutritionist	Cook	Janitor	Commissioned Doctor (Internal Medicine, Dentistry)	Development Consultant
1	2	2	2	2	A few

Commissioned Doctor (Internal Medicine)	Ushiyama Hospital 4-11-5 Takadanobaba, Shinjuku Tokyo, Japan TEL: 5386-3167
Commissioned Doctor (Dentistry)	Hirase Dental Clinic 3-17-30 Shimo-Ochiai Shinjuku Tokyo Japan TEL: 5988-7660

Our Philosophy

‘Coexistence and Contribution’

1. Coexistence

Accepting others and living in harmony, every child should recognize his or her existence lies in the environment where it is vital that they seek and learn about their counterparts in a deep manner. Also to participate in building a better society.

2. Contribution

Through various experiences, children learn and absorb wisdom and knowledge so they also enjoy having a set goal to live in harmony and contribute.

Our Policy

‘Growing Children’s Independency’

1. Guarantee Hoiku where children can act independently. (Fostering life)
2. Guarantee Hoiku where children can play spontaneously. (Fostering self-reliance)
3. Guarantee Hoiku where children can be themselves. (Fostering individuality)
4. Guarantee Hoiku where children can feel the necessity to mingle with others. (Fostering sociability)

Our Aim

‘Children Who Can Be Themselves, Ambitious and Thoughtful’

1. Children who can find their own topics and turn them into action.(Act independently)
2. Children who can decide what they want to do on their own. (Ambitious)
3. Children who can value self-efficacy. (Self-esteem)
4. Children who can feel joy when others are feeling joy. (Empathy)

Our Pedagogy

‘MimamoruECEC Fujimori method’

1. Mixed-age group
2. Children centric
3. Enabling children to select
4. Interaction between children
5. Teachers’ team-work

Conceptual Diagram				
ECEC Center Operating Policy	New Hoiku approach considering a declining population as well as a future scholastic ability.			
Our Philosophy	Coexistence and Contribution			
Key Terms	Independence	Spontaneity	Individuality	Relationship

Our Policy	Guarantee Hoiku where children's can act independently.	Guarantee Hoiku where children can play spontaneous.	Guarantee Hoiku where children are cared one by one.	Guarantee Hoiku where children feel the necessity to mingle with others.
Scenes	Life	Play	One by one	Others
Our Aim	Children Who Can Be Themselves, Ambitious and Thoughtful			
Fostering	Fostering life	Fostering self-reliance	Fostering individuality	Fostering sociability
Children	Children who can find their own topics and put them into action. (Act independently)	Children who can decide what they want to do on their own. (Ambitious)	Children who can values self-efficacy. (Self-esteem)	Children who can feel joy when others are feeling joy. (Empathy)
Expressions	Independently	Ambitious	Be yourself	Be kind
Our Pedagogy	MimamoruECEC Fujimori method			
Hoiku	<ol style="list-style-type: none"> 1. Mixed-age group 2. Children centric 3. Enabling children to select 4. Interaction between children 5. Teachers' team-work 			

Where Our Hoiku is Heading

A Differences-Making-Community approach is created through fostering together. From a group that negates an individual, to a group that encourages an individual. From teachers initiated Hoiku to children initiated Hoiku. (Though those Hoiku include well proven scientific approaches.)

From the Facility Director

A recent revision of 'The Child Welfare Act' allows parents to choose which ECEC Center their children will attend. It is natural that parents will choose what is best for their children. In our ECEC Center, we acknowledge every child's rights and we provide Hoiku accordingly. In other words, we allow children to see the difference between children and encourage them to mutually understand this. To parents and guardians, it is for them to understand other people's sense of values and different ways to live. We hope you are aware of these concepts and then come to us.

English Curriculum

>Available on the Japanese website. Please refer to 'Childcare Curriculum (English)'.

Admission

If parents match any of the below and no other family members are able to care for the child, then they are eligible to enter our ECEC Center.

- Working outside
- Operating a self-owned business
- Doing homework
- Seeking job (1 month)
- When ill (in the hospital or undergoing treatment)
- When giving birth (the month in which childbirth is expected and two months prior and after that month. (5 months in total)
- Those with a disability certificate (From 1st to 4th grade)
- Those who are nursing family members
- Children with no parents
- When recovering from disaster such as fire, wind, flood and earthquake etc.

How to Apply for a Site Visit?

When selecting an ECEC Center, we recommend you to do a site visit during the day time. In order to book your site visit, please contact us through an email below.

We will explain our philosophy of how we strategize our Hoiku approach while we guide you through our facility.

Email

s.seiga@song.ocn.ne.jp

Access

2-10-20 Shimoochiai Shinjuku
Tokyo 161-0033
ECEC Center Shinjuku Seiga

Care and Education**Our Aim**

All children to live happy today and foster on a good foundation so they can generate a desirable future.

Providing Comprehensive Hoiku Where 'Care' and 'Education' Become One

Specifically, 'care' which supports like family at home and 'education' which covers the 5 fields represented in Japan Nursery School Childcare Guidelines.

1. Care: A relaxed environment where enough care has been provided so children can fulfill their needs, stabilize emotions and retain life.
2. Education-Health: Learn basic customs and attitudes that are necessary in life such as health and safety.
3. Education-Relationship: Through interaction with people, children will learn how to trust and love others and to value the rights of each person. Children can also learn autonomy, cooperativeness and morality.
4. Education-Environment: We will help children develop their interests in nature and society and also, help enrich their mind and ability to think.
5. Education-Language: Through life, children will grow their interests in language and by enjoying talking and listening, they can develop their language skills.
6. Education-Expressions: Through various experiences, children can foster rich sensitivity and a spark of creativity.

All of the above comes in only when the 'Comprehensive Hoiku' is provided. Every child is considered unique and every child is at its own developmental stage. Moreover, it is also important to set the environment where children can associate themselves independently and with motivation.

A New Hoiku Style for the 21st Century.

Awarded 'Good Design Award' in 2005.

Awarded for a design for a new Hoiku style which focuses on human relationships.

Contents

Relationships between children among multi-age, children and adults and adults and adults within a community.

Our Pedagogy

Pedagogy for Comprehensive Hoiku

Three Developmental Stages

In Japan, classes are usually divided into 6 stages depending on the age. However, in our ECEC Center, we only divide our classes into three stages.

0-1 Year Old Class

In this developmental stage, it is vital that we take an extra focus on good care where a relaxing environment is set for children so they can grow spontaneity. (0 to 1 year old may mix according to their developmental progress)

2 Years Old Class

In this developmental stage, the environment must guarantee children become active developing their ego. This is why the 2 years old classroom is set independently.

3-5 Years Old Class

In this developmental stage, children become active in initiating spontaneous activities and also rapidly develop relationships between peers. For this reason, a group activity accompanied by sociality which leads to children developing mutual relationship becomes significant. We also provide children enough opportunities to select to cater to the differences of children in various developmental stages, interests (sentiments) and proficiency levels. (cognition, skill sets)

Value Life Cycle

Three important elements in life are said to be 'play', 'meal' and 'nap'. In our ECEC Center, every class has an independent space for each element. This guarantees the rhythm for each individual which then leads to a sense of security, gratification,

fulfillment and spontaneous activities. It is also important to note that all elements are set in a relaxing and familiar environment.

Experiences Among Multi-Age Group

Based on age, our ECEC Center divides into three main stages. 0-1 year old class, 2 years old class and 3-5 years old class. The 5 years old children have an opportunity to help Hoiku 2 years old and under, once every week.

Spontaneous Play and Independent Activities

Our ECEC Center provides so called a 'zone area' where children can select which zone area they want to play in every time. This will lead children to play spontaneously and with high motivation since they are the ones choosing.

Utilizing Parks in the Neighborhood and Picture Books

We raise children's awareness in nature by visiting parks in neighborhood. We also broaden children's awareness in social circumstances by utilizing picture books and picture-card shows.

Education Through Meals

We consider 'meal' is not just to help children attain fundamental habits and to store necessary nutrition and energy but to inherit food culture and wisdom.

Besides, through cooking classes, children have an opportunity to develop and extend their interests to the outer world. We provide a children-size kitchen and teach how to cook as well as where all the food is coming from.

To children, having a 'meal' is not just developing their mind and body but also it influences emotion. In early childhood, children move actively hence they require more nutrition compared to adults.

So in our ECEC Center, counting on all of the above, we value 'meal' is an important part of our Hoiku pedagogy. We help children build a good foundation on meal habits and food culture for their future.

In 2002, our ECEC Center achieved 'The Tokyo Governor Award for Nutrition Improvement'.

Link Even After Graduation

Our ECEC Center has started to welcome those who graduated from our center to come back and experience Hoiku. Being a child welfare facility capable of affecting local

and household changes relatively quicker, we believe it is part of our duty to share and link what we have attained to elementary and junior high schools.

We Are Open to Our Community

Children grow up not just at home and in centers like our ECEC Center but also they are watched after by a community. We also train volunteers and ask volunteers to support Hoiku children.

Daily Routine

Time	Start and End	0,1,2 years old	3,4,5 years old
7:30	Open and start entrance	Brief health inspection Morning Hoiku	Brief health inspection Morning Hoiku
8:30			
9:30	End entrance		
10:00		Morning snack Hoiku on themes	Hoiku on themes
11:00		Lunch	
11:30		Nap	
12:00			Lunch
12:30			Nap
13:00			
14:30		Changing clothes	Changing clothes
15:00		Afternoon snack	Afternoon snack
15:30		Start preparing dismissal	Start preparing dismissal
16:00	Start dismissal	Evening Hoiku	Evening Hoiku
17:00			
18:30	Extended Hoiku		
20:30	End dismissal		

Our Service

Handicapped Children Hoiku

Our ECEC Center accepts two handicapped children after an examining meeting and advice given by a specialized agency and if we believe coming to our center will help them.

Extended Hoiku

Our ECEC Center offers extended Hoiku between 18:30 to 20:30. If children's ages are above 1 year old, you are eligible for a one hour extension (fee liable).

Temporary Hoiku

Those who live in Shinjuku-ward are eligible using this service. Children must be above 6 months old. You can use the service up to 5 times /month. Maximum capacity is 10 children and open hours are between 8:30 to 17:00. You need to book in advance.

Link to Community

Our ECEC Center is committed to community work including supporting families with small children. We listen to childcare problems as well as the passing and giving out of information on how to raise children.

Property Layout


Please see the Japanese website.

To Industry Related People

Giving Tree

~Hoiku Environment Research Center~

Giving Tree is a consultation firm which provides support on layout designs, internal environmental designs in the facilities as well as support on an early childhood education approach namely “Mimamoru Fujimori method”. We research and analyze on general social requirements and help establish strong operating system within facilities based on environmental set ups.

Name	Giving Tree Co., Inc.
Address	4-9-11 Takadanobaba, Shinjuku, Tokyo, Japan
TEL	03-3954-4190
FAX	03-3954-4192
Aim	<ol style="list-style-type: none">1. Consultation on child welfare facilities which includes building designs, environmental designs, MimamoruECEC Fujimori method, facilities, furniture, plaything, teaching materials and publications.2. Any other relates to above.
Business Contents	<ol style="list-style-type: none">1. Supporting and planning concepts on social welfare facilities (ECEC Center).2. Campaign/lead on world standard daycare environment and MimamoruECEC Fujimori method.3. Planning on facilities, furniture, teaching materials and publications.4. Sharing information on ECEC Centers.5. Any other related to enhancing Hoiku environments.
	

Visitors

Those interested in visiting us, please contact Nakayama either by Email or by phone.

Email: s.seiga@song.ocn.ne.jp

TEL: +81 3 3954 4190

Professor Fujimori's Books

Books are available in English.

English Book 1

>Title: Hoiku (Japanese Childcare Method)

>Author: Heiji Fujimori

>Published: J-Cast

English Book 2

>Title: 0,1,2 years old Hoiku

>Author: Heiji Fujimori

>Published: Gakken

Those who want to purchase books above, please contact,
Nakayama (s.seiga@song.ocn.ne.jp)

Professor Fujimori's Eyes

Global Education, a Revolution in Hoiku

Nowadays in Japan, there is a swinging movement in education sector. This was observed around the globe since 1970's. Particularly those developed countries in Europe, they lead the revolutionary act. I believe there are 2 reasons.

1. Declining birth rate in developed countries

When the country faces declining birth rate, the interaction between children alters. In this natural world, children do not born in a group like we used to back in ancient times where a group as a whole looked after a newborn baby. Hence, the strength that could be developed if with the group does not exist. Besides, with that environment, adult had less time to look after each child however, as the recent society is becoming more nuclear-type family, adult is spending enough time on each child where in some cases it

seems too much. Here, it begins excessive meddling. When adult controls and commands children, it could take away their self-motivation, creativity, judgment and ability to think. This brings children less chance to develop their own will. The excessive meddling creates parents-dependence young people who are less capable standing on their own.

2. What is required for our future children

Another big change we can foresee is what is required for our future children. Once testing the memory of how much one remembered was an important aspect for learning. Moreover, this became a standard in identifying whether or not one is smart. However, as the machines develop and computers appeal, just remembering a broad range of knowledge is becoming increasingly useless.

Japanese Education and Hoiku Revolution

Therefore, it is almost must that the education was needed to change. However, while the education was changing globally, Japan remained the same. When Japan has put forward “pressure-free education” and “integrated learning” as new education system, though they are now being reviewed. Recently, the influence is becoming evident among children, hence, forced to change. There are many incidents with children such as “not in education employment or training”. In this circumstance, it is not correct to say it is children’s fault or parents’ fault. While people are blaming each other, thus, Japanese education was left far behind.

Professor Manabu Sato from graduate school in the University of Tokyo advocates, “the silent revolution in the class room is about to spread widely. I have witnessed this change for last 20 years all over the world and I can say only a few countries in east Asia (China, North Korea, South Korea, Japan, Taiwan, Hong Kong and Singapore) are the only ones left conducting “the group learning”. Moreover, people have expected Japan to lead the change however, despite this expectation, Singapore, South Korea and China are leading the change. In the end, the only countries left could be North Korea and Japan. The early childhood education has been delivered having “the group learning model” as a centered model. Approaches like “all at once in the group learning” and others like divided by the age group, there must be a school building which has a corridor and class rooms lined up and teachers teach one way sided are part of only one scene in a particular country at a particular period.

Development Towards Self-Reliance

One of the themes for young ones is “self-resilience”. It only happens if they are treated thoroughly not by thrown outside. Children can start feeling they are the main subject hence, their interests and desires are fulfilled and by having a strong sense of acceptance they begun to express to others what they want to do. It is vital we receive those messages and be responsive to children. Then, they begun to feel live and content about life willing to share with people thus, “autonomy” will be built establishing self-control. And what comes next is by knowing the pain of other people, they commit to make other people happy generating the ability to support other people. It is important to do Hoiku ensuring environment where children can further develop.

New Hoiku

The keyword for creating the new Hoiku is to “escape from undifferentiated Hoiku”, so the decent development for children is guaranteed. In order to transmit knowledge and to form a successful group or a disciplined group, teachers must change from teacher centric Hoiku. From now on, the goal is to establish “collaborative learning” among children’s group therefore, it is essential to provide environment where children can act independently, where children can play spontaneously, where children’s individual uniqueness are the main focus and where interaction between children are facilitated.

1) Independent Activities (Life Scene)

Children who said to be independent are those who can find tasks themselves and act spontaneously as oppose to being forced to do or someone does on behalf. Hence, they need to interrelate with an environment. And in this environment, it just does not mean a space but people (teachers, teams, multi-age, districts), objects (shifting from play equipment that formulates children’s move to children choosing how to move) and space (outdoor space, zones in the room). In this environment, it is vital we re-look into curriculum which is designed to neglect development and personality of individuals but change to Hoiku where children can select and decide freely and attain necessary development progress.

2) Spontaneous Activities (Learning Spot)

Ensure rooms are set as a ‘playing-museum’ so children can play spontaneous and act independently. Children will become participatory rather than passive, hence, teachers reset their minds to ‘Hoiku where children play spontaneous’ from ‘Hoiku where children being taught’. So the teacher may become a ‘facilitator’ rather than

the teacher. It is not exactly teaching but pulling out and facilitating. Converting from providing everything for children to carefully recognizing individuality and cuddle close with it, so it becomes 'MimamoruECEC Fujimori method'.

3) Individuality

When changing from one-sided education to children centric education, at the same time, the thinking of 'what should be given' is changed to 'what would be received', hence, an idea towards 'equality' will also change. A shift from everyone giving the same things to everyone receiving the same things. For this, we need to understand 'inclusion' approach. This is one step forward from 'integration' approach.

4) Ability to interact with people

A way to think about 'group' will change. Industrial society where big factories were mainly aimed at efficiency, hence, 'all at once' education was important, now changing to recognizing individuality, living in harmony under co-variant circumstances, we believe cooperative learning is effective.

ECEC Center and Kindergarten

By looking at themes among raising children, there is a children's group in ECEC Center and Kindergarten which functions as the vital base for children to enhance interactive skills and acquire self-reliance. If the country recognizes this as the realistic outcome, it will be the time when these facilities become 'just needed' to 'truly needed' facilities. We need to stare at the age and move ahead so we can alternate and provide the necessary Hoiku style for children living today.

Links

Seiga-no-Mori ECEC	http://seiganomori.hoikuen.to/
Seiga Nursery School	http://www.seiga.ed.jp/
Kuninobu Architectural Design	http://blogs.dion.ne.jp/kuninobuarchi/
Giving Tree	http://www.givingtree.jp/
Caguya Co., LTD.	http://www.caguya.co.jp/