

Instructional and Assessments Strategies in the 21st Century Classroom: The Importance of Communal Support in Primary/Elementary Education in the UK and Japan

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Abstract

The aim of this paper is to examine the assessment practices of a private elementary school in Japan and a comprehensive primary school in the UK. It will then go on to explore any connections that may be found between assessment practices and student motivation. By adopting a comparative approach and investigating expertise of educational leaders in both the UK and Japan, it is the hope of this paper to discover and define universal practices that may be useful in a wide variety of educational settings. This study is based on a thorough review of contemporary literature, as well as an interview with two educational leaders; a Headmaster from the UK and a senior member of a private Japanese elementary school. The qualitative data collected from these interviews underwent thematic analysis and findings were triangulated with the existing literature in this field. The study highlighted the importance of support in the classroom, whether that comes from the educators, parents/guardians, or the students' classmates; the study shows that this communal support improves the effectiveness of the learning environment as well as the cognitive development of the children.

Keywords: 21st Century, Strategies, development