

教員紹介(教育業績書)

氏名	ひらがな	職位	所属(学科等)
末岡 まゆり	すえおか まゆり	助教	専攻科保育専攻
教育理念(学生へのメッセージ)			
<p>子どもの気持ちに寄り添い、保育者中心ではなく子ども中心に保育を展開できる保育者になってほしいと思います。短大での学びを糧に、就職後も学ぶ姿勢を忘れず自らの知識や考えを磨き続けることが大切です。子どもの姿をとらえる様々な視点や保育の奥深さを短大で学び、一緒に保育の面白さを発見していきましょう！</p>			
教育の責務			
保育内容総論	総合保育技術Ⅰ・Ⅱ	保育実践特別研究Ⅰ・Ⅱ・Ⅲ・Ⅳ	
卒業研究Ⅰ・Ⅱ	保育内容演習Ⅱ (保育教材研究 a)	実習指導 (保育実習Ⅰ・教育実習指導)	
教育方法			
<p>保育現場での勤務経験を活かし、現場での経験談やエピソードを用いて授業を行うことで、保育者という仕事や子どもたちへの具体的なイメージを持って学べるようにする。また、現職保育者と連携し、動画や写真を用いて保育現場での取組等を学生に伝えていく。</p>			
他者評価			
<p>保育教諭としての経験を話すことに対し、子どもの具体的な姿や保育現場の実態について知ることができてよかったという学生からの声が聞かれた。</p> <p>実習指導に関しては、学外での実習への不安や課題に取り組む大変さを感じている学生もいたが、実習や就職に向けてとても為になる授業内容だったという声も複数あった。</p>			
学生の学修成果			
<p>子どもの姿や保育現場へのイメージを膨らませながら保育教材の制作や指導案の作成を行い、実践に生きる考え方やスキルが培われた。授業内でのグループ活動を通し、学生同士が意見交換や役割分担をしながら一つの活動に取り組む中で一人ひとりが発言する機会や協力する姿が増え、協調性や自主性が育っていた。</p>			
今後の目標(短期・長期)			
<p>短期:学生との会話や関わりを大切にし、気軽に質問したり悩みや不安を相談できたりする関係づくりを心掛ける。学生にとってより良い学びに繋がるような授業の構成、自分なりの工夫方法を構築していく。</p> <p>長期:保育学・子ども学における研究を行い、専門的な知識の研鑽に努め、保育の質の向上等の社会的還元を目指す。授業やボランティア等における現職保育者との連携体制を整えていく。</p>			
専門分野(学問分野/専攻)			
子ども学	保育学		
研究テーマ(研究領域)			
子どもの主体性	保育実践の実態		
所属学会			
特記事項なし			
学歴・学位・免許資格			
平成28年3月	長崎短期大学	保育学科 卒業	幼稚園教諭二種免許状取得、保育士資格取得
平成30年3月	長崎短期大学	専攻科保育専攻 卒業	学士(教育学)取得 幼稚園教諭一種免許状 取得
職歴			
平成28年4月	社会福祉法人 栄昭福祉会	小迎保育園勤務(インターンシップとして)	

平成30年4月	同上(平成30年度より 幼保連携型認定こども園こむかえこども園に移行)勤務(臨時職員)
令和2年 4月	同上 勤務(正規職員) (令和4年3月31日まで)
令和4年 4月	長崎短期大学 専攻科保育専攻 助教(実習指導、保育内容総論など) (現在に至る)
教育研究業績	著書、学術論文等の名称 発行所、発表雑誌等又は発表学会等
	特記事項なし
社会における活動等 (学会・研究会等の委員・役員／講演会／社会貢献／表彰／他)	
	特記事項なし

Faculty introduction(Educational achievements)

Name Sueoka Mayuri	Position Assistant professor	Affiliation (Department, etc.) Bachelor of Early childhood Education Course						
<p>Education philosophy (Message to students)</p> <p>I want students to become childcare workers who understand children’s feelings and can develop childcare centered on the child, not on the worker. It is important to continue to hone your knowledge and ideas without forgetting this attitude even after gaining employment. Let’s learn through various activities that capture the complexity of childcare, and discover the fun of childcare together!</p>								
<p>Subject in charge</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">General remarks on childcare content</td> <td style="width: 33%;">Comprehensive childcare technology I・II</td> <td style="width: 33%;">Childcare Practice Special Research I / II / III / IV</td> </tr> <tr> <td>Bachelor thesis I / II</td> <td>Childcare content exercise II (Childcare teaching material research a)</td> <td>Practical training (childcare training I, educational training guidance)</td> </tr> </table>			General remarks on childcare content	Comprehensive childcare technology I・II	Childcare Practice Special Research I / II / III / IV	Bachelor thesis I / II	Childcare content exercise II (Childcare teaching material research a)	Practical training (childcare training I, educational training guidance)
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<p>Education method</p> <p>By making use of the work experience in the field of childcare and giving lessons using the experiences and episodes in the field, it will be possible to learn with a concrete image of the work of what a childcare worker dose. In addition, in collaboration with in-service childcare workers, we will use videos and photos to inform students about their efforts at the daycare site.</p>								
<p>Evaluation by others</p> <p>In response to talking about their experiences as nursery school teachers, some students said that they were glad that they were able to learn about the specifics of children and the actual situation of nursery schools.</p> <p>With regard to practical instruction, some students felt uneasy about the practical training outside the university and found it difficult to work on their assignments, but there were also multiple comments that the class content was very useful for practical training and employment.</p>								
<p>Student achievements</p> <p>While expanding their knowledge of children and the childcare site, they created childcare teaching materials and created instruction plans, and cultivated ideas and skills that can be used in practice. Through group activities in class, students exchanged opinions and shared roles while working on group activities.</p>								
<p>Future goals (short term and long term)</p> <p>(Short-term goal)</p> <p>I value conversations and relationships with students, and try to create relationships where they can feel free to ask questions and discuss concerns and anxieties. I will create a lesson structure that will lead to better learning for students.</p> <p>(Long-term goal)</p> <p>I will conduct research in childcare and children’s studies, strive to improve specialized knowledge, and aim to give back to society by improving the quality of childcare. I will establish a system of cooperation with in-service childcare workers in classes and volunteers.</p>								
<p>Specialized field (academic field / major)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Children’s studies</td> <td style="width: 33%;">Childcare</td> <td style="width: 33%;"></td> </tr> </table>			Children’s studies	Childcare				
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Research theme (research area)	
Child independence	Actual conditions of childcare practice
Academic societies	
no special instruction	
Educational background ▪ degree ▪ license	
March 2014	Nagasaki Junior college Department of childcare graduate Obtained a kindergarten teacher type 2 license and a childcare worker qualification
March 2016	Nagasaki Junior college Advanced Course Childcare Major graduation Bachelor of Education (Pedagogy) Obtained a kindergarten teacher license
Work history	
April 2016	Social welfare corporation Eisho Welfare Association Koyori nursery school work (as an internship)
April 2018	Same as above (shifted to Komukae Children's Garden from 2018) Work (temporary staff)
April 2020	Same as above (regular staff) (until March 31, 4th year of Reiwa)
April 2022	Nagasaki Junior College, Advanced Course, Childcare Major, Assistant Professor (Practical training, general introduction to childcare content, etc.) (To the present)
Educational research achievements	
	Names of books, academic papers, etc. Publication office, publication magazine, etc. no special instruction
Activities in society (Members / Executive Committee / Executives / Social Contribution / Awards / Others)	
no special instruction	