

GAKUCHIKA & COMPETENCY

Recently, it seems that the term "Gakuchika" has been attracting attention among university students. Today I asked one of our young teachers, Mr. Sera, about "Gakuchika."

Q:Mr. Sera, could you please tell us what "Gakuchika" means?

(Mr. Sera) "The term 'Gakuchika' was something I often heard during my time as a university student, and I used it quite frequently myself. It is an abbreviation of 'things I focused on and worked hard at during my student years.'" "Gaku" means Gakusei(student) and Chika means Chikara(work hard).

Q:Then, why is "Gakuchika" receiving so much attention?

(Mr. Sera) "'Gakuchika' is one of the very important elements for presenting and promoting yourself. The things you devoted yourself to and worked hard on during your student years certainly become useful after you enter society. That is why students challenge themselves with various activities and experiences while they are students, discovering what they can do well, what they are good at, and further developing those strengths."

Q:Ms. Sera, what kind of "Gakuchika" did you emphasize in your interview for the teacher employment examination?

(Mr. Sera) "In my case, I focused on how I could apply what I learned through my activities in the dance club to my work as a teacher. I learned many things from my experience of club activities. Above all, through creating performances together with my teammates, I learned the importance and value of cooperation and collaboration. I also learned that making continuous efforts leads to results. In addition, although it has not yet become a reality, I talked about my desire to teach students about self-expression through dance."

Now, students in the second and third grades have probably heard the word 'competency.' First-year students may be hearing this word for the first time. This term refers to "the behavioral characteristics commonly seen in people who achieve a certain level of results or performance in a particular job or role."

In other words, people who produce strong results in a given area tend to share certain characteristic behaviors. To put it simply, for example, most students who achieve good exam results share common behaviors, such as studying at home every day or positive attitude toward learning in class.

After graduating from junior high school, each of you will go on to pursue a path that you have chosen for yourself. In order to realize your desired future path, your daily studies and various efforts are extremely important.

In today's high school entrance interviews, job interviews, and civil service examinations, competencies are regarded as highly important. In the past, entrance examination interviews often focused mainly on questions about the future, such as:

"What do you want to work hard on after entering high school?"

"Which club would you like to join, and what kind of activities do you want to do?"

"You served as a student council officer in junior high school. Do you plan to do so again in high school?"

However, when responding to questions like these, it is relatively easy to say almost anything. For example:

"Yes, I want to focus mainly on my studies."

"I want to join the baseball club and become a regular player."

"I would like to run for the student council and work hard as a leader of the school."

In contrast, interviews that place importance on competencies ask questions such as:

"What activity did you put the most effort into during junior high school?"

"You served as a class representative—what achievement are you most proud of?"

"At your school, students engage in morning reading. How many books have you read since April? What did you learn through reading, and how has it influenced your studies and daily life?"

"What did you value most during daily cleaning activities? What did you learn through them, and how and in what situations have you applied what you learned?"

In these interviews, candidates are asked one related question after another, probing more deeply into their answers. In competency-based interviews, it is not possible to give vague or misleading responses.

The term "Gakuchika", which I mentioned at the beginning, actually refers to this idea of competency. I hope that all of you, by steadily and sincerely doing what you are supposed to do in your daily school life, will increase your own strengths—things you are good at, things you can work on with confidence, and areas where you can say, "You can leave this to me." I expect each of you to continue building and expanding your own points of appeal.

Principal



Yasuhiro Takashio

ALT (Assistant Language Teacher) を活用して英訳しています。
The English translations are prepared with the support of our
Assistant Language Teacher (ALT).



第2号

令和8年4月15日

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府中第八中学校



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電話 〇四二(三六四)一八八一

〈学校住所・電話番号〉
全校生徒数 698名

〈在籍生徒数〉 一学年 231名、二学年 249名、三学年 218名

★地域の方々から
ましのメッセージ
くさんいただいで
ます。