

Study on Educational Administration to Promote the Creation of Schools that Coexist with Local Communities (Outline)

1. Purpose and Overview of the Research

(1) Purpose of the Research

The basic direction of present educational reform requires educational administrations to support “schools that coexist with local communities,” meaning that schools shall function as a base of regional activation while using the power of local communities for school management, with a principle that schools are self-governed, upon considering the opinions of local residents and guardians.

This study aimed to suggest a form of educational administration that properly supports “schools that coexist with local communities,” by collecting practical cases on community schools in Japan and overseas to form an image of the schools coexisting with communities while organizing and analyzing data and cases from other various research sources.

(2) Overview of the Research

We built the following five teams for this study, and carried out questionnaire surveys with prefectural boards of education etc., conducted interviews and so forth with education boards and schools on-site, and evaluated the results.

- 1) Domestic Cases Team: Grasped specific images of “schools that coexist with local communities” based on the survey results with schools that make advanced efforts to realize community schools, and considered how educational administration can support it.
- 2) International Cases Team: Organized the present situation and issues regarding policies including Extended Services and the School Governing Body in England, community schools in the US.
- 3) Supervisory Administration Team: Considering the size of educational administration, surveyed municipal boards of education on supervisor placement and school visits, etc. and surveyed on school organizational culture within schools.
- 4) Teacher Transfer Team: Considered how appropriate “region” (size of educational administration) should be involved from the standpoint of teacher transfers, based on results of the survey on current teacher transfers.
- 5) Social Education Team: Considered the proper support for “schools that coexist with local communities” from a social education side, based on results of the survey on allocation and utilization of social education directors and qualified persons.

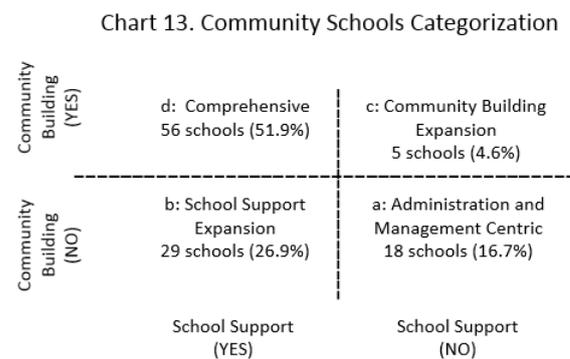
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2. Overview of the Research Results

(1) Efforts for “schools that coexist with local communities” and its future direction (Chapter 1)

1) Efforts and Structure seen in Advanced Cases of Community Schools

The role of school management committees in community schools is legally limited to school administration and management. The survey results from advanced schools (valid responses from 108 schools), however, has revealed that it actually goes beyond legal roles, and expands into school support and community building, and that more frequent meetings lead to more active school support activities. The activities of school management committees can be categorized into an “Administration and Management Centric Type,” a “School Support Expansion Type,” a “Community Building Expansion Type” and a “Comprehensive Type,” and that we can see the ultimate image of “schools that coexist with local communities” within part of the “Comprehensive Type.” We pointed out some issues, on the other hand, including securing human resources such as committee members and volunteers, maintaining activity costs and reducing burdens on teachers.



2) Support for Community Schools by Boards of Education

Boards of Education are expected to play a huge role, and actions below are done in especially advanced municipalities, which help build the sustainable systems of community schools.

- Each school carries out distinctive activities under “an allocation policy from the total school budget”
- Additional assignment of school administrative staff by the Ministry of Education, Culture, Sports, Science and Technology
- Development of educational staff and school support personnel through the training and support by local government

3) Dimensions of Local Versions of Community Schools

We analyzed activities by local municipalities on community schools which do not follow a national system (a local version of community schools) in four areas in Japan. With these activities, the role and authority defined by the national system such as approving basic policies of school management and submitting opinions on teachers assignment are not allowed, and the following dimensions were identified;

- There is a perception that current activities have achieved certain results
- Financial resources are cared by Boards of Education’s initiative, but human resource issues remain
- Each school is given discretion to manage
- Enrichment of social education can be seen as a background

4) Direction for Creating “schools that coexist with local communities”

A system of school management committees (community school) has been adopted by more municipalities since its installment in 2004, and is entering a new phase where its role as a core of local community building draws attention, in addition to its original function to improve school management, which also bring about various issues. In the future, considering flexible support based on diverse activities by schools and local communities, reviewing the ratio of school management committees per school, and considering a system framework by squarely facing the role that school management committees play for contribution to regional activation are expected.

5) Report on the On-site Interview Survey with Advanced Cases Including Community Schools (seven cases)

(2) School as a Core of Local Community—cases in the UK and the US— (Chapter 2)

In England-based research, we focused on policies of Extended Services* and School Governing Bodies in England. These policies are for guardians and local residents to participate in school management and tackle regional revitalization centered on schools, and also improvement of parenting. After sorting out their current status and issues, we organized viewpoints to promote creating “schools that coexist with local communities” from three dimensions: opportunity for stakeholders involved to discuss changes, the arrangement of the conditions to continue activities and human resource development.

* Extended Services: various activities and services provided by schools to children, guardians and local residents, while collaborating with other local organizations, before/during/after school time. Examples: sports and culture clubs, nursery care, social education and welfare services for guardians and local residents

In the US research, we sorted out the status of policies common to this study such as community schools and school facilities complexes, and reviewed their execution process and achievements, and research analyzing governance problems etc.

<Table> Measures in Japan and the UK/US (items not referred in Chapter 2 are marked with [])

	Japan	UK	US
(1) Local community is involved in school management	School management committees	School Governing Body	[School-based decision making, Local School Councils]
(2) Local community supports school management	School Support Regional Headquarters	Extended Services	[Booster Club]
(3) Delivery of comprehensive services for school-aged children centering schools as the core of local communities	After school learning support, after school classrooms	Extended Services	Full-Service Community Schools, 21st Century Community Learning Centers
(4) Base for services for local residents including adult-centered schools as the core of local communities	Facility complexes	Extended Services	Full-Service Community Schools, Combined School/Public Libraries

(3) Current Situation of Supervisory Administration by Prefectural and Municipal Boards of Education and Organizational Culture in Schools (Chapter 3)

1) Current Situation of Supervisory Administration by Boards of Education (supervisor placement and school visit, etc.)

- The number of municipal supervisors is almost proportional to the population size, and municipalities supporting community schools are relatively large. Municipalities with less supervisors often make arrangements with prefectures, such as sending supervisors for lesson studies.
- Ninety percent of municipalities conduct scheduled school visits. They may conduct additional visits if requested by schools if the number of supervisors is large, but municipalities with no supervisor tend to conduct only scheduled visits to schools without supervisors.

2) Current Situation of Supervisory Administration and Organizational Culture in Schools

<Research results of three prefectures where supervisors were allocated in prefectural office more than municipal office, and the three prefectures where supervisors were allocated in municipal office more than prefectural office.>

- In the prefectures where supervisors were allocated in prefectural office more than municipal office, there is a tendency that both prefectures and municipalities visit schools on a scheduled way. In the prefectures placing supervisors in municipalities more than prefectural office, on the other hand, prefectures conducted less scheduled visits, and some municipalities did not conduct scheduled visits at all.
- Some differences among the six prefectures were noticed regarding organizational culture in schools*, but no clear relationship was identified with the placement status of supervisors. It is assumed that schools are affected not only by how supervisors are placed, but also by how they conduct school visits.

* Organizational culture in schools: Surveyed on sharing duties/responsibility, existence of rules to open lessons to colleagues, teacher discretion, communication with colleagues, teacher diversity, respecting traditional models

(4) “Region” from the standpoint of teacher transfer (Chapter 4)

Teacher transfers with prefectural budget include transfers within a whole prefecture and transfers within a range of education offices etc. We conducted a nationwide research on the current state of transfer to analyze how a transfer range is defined and transfer ratios etc. within/out of a range. Additionally, we analyzed cases of two prefectures where education offices play a key role in the transfer and cases where multiple municipalities exercise a given authority over the teacher transfer in a form of council, and considered the proper size of educational administration from the perspective of human transfer range.

The current transfer range, as a result, turned out to be widely set in the population size of 100,000 to 300,000, while other conditions in fact are considered such as a historically formed region or a commutable distance. The proper range size is not to be decided only based on regional expansion, and should be differ according to educational challenges or geographical and social conditions in regions, and we need to continue the research in a multilateral manner. Furthermore, the human transfer range is likely to change in the future due to de-population and school consolidation.

(5) Promotion of Creating “schools that coexist with local communities” by activities of social education and the qualified persons (Chapter 5)

1) Support from Social Education Officers

- Social education officers can, for the purpose of promoting school-region collaboration, advise schools per their requests. However, there are not enough requests from school because of insufficient recognition of them by school officials. As a solution, some municipalities organize an environment for schools to easily ask for their advice, by officially assigning a supervisor role to the social education directors of education offices.

2) Utilization of Qualified Social Education Directors

- Qualified Social Education Officers (not officially assigned as a Social Education Officer but having completed the training) are able to effectively coordinate collaboration between schools and regions, and they are intentionally placed in schools in many regions.

- Their coordination is effective on three points: a) building a cooperative framework on regional human resources; b) building school environments that accept support from community; c) planning and implementing school support activities with a view to develop community, and playing different roles in coordination according to who they are (teachers, regional residents, administrative staff, etc.). More utilization of these Qualified Social Education Directors is effective to further promote creating “schools that coexist with local communities.”