Summary of the "Report of the Research Study on Teacher and Staff Placement and Management to Enhance the Overall Strength of the School Organization"

1. Purpose of the research study

(1) Purpose of the research study

As well as planning and implementing educational curricula that nurture the competencies required of a new era, "schools as teams" are required to solve more complicated and diverse issues, and to ensure enough time face-to-face time for the teachers and children. The Council for Central Education and other forums have stated that in order for schools to be able to function as a team, it is essential for the principals to further demonstrate their leadership skills for the functions of management to be reinforced, and for the teaching and guidance structure of teachers and staff to be reconstructed (placement of teachers and staff, and a system of division of duties and collaboration).

In order to solve these policy problems, what is required is evidence relating to the composition of the competencies of principals who promote "the school as a team", how these competencies can be developed, how the beliefs of the principal that the school is open to change can be improved through the principal's leadership (effective leadership) and the satisfaction level of the principal with respect to his or her job (degree of job satisfaction), as well as a need for proposals aimed at reconstructing the teaching and guidance structure of teachers and staff.

Therefore, for this research study, we conducted (1) a survey (domestic research) in order to study measures to increase the level of acquisition of the competencies, sense of effective leadership, and degree of job satisfaction of the principals, and to clarify the factors influencing them, and (2) a comparative study (overseas comparative study) on the role of schools in other countries and the teaching and guidance structure of teachers and staff in order to study measures aimed at reconstructing the teaching and guidance structure of teachers and staff.

This research study is one part of the "Comprehensive Study on Pre-service Training, Placement, and In-service Training for Teachers to Foster Children's Competencies" (Representative researcher: Akihide Osugi (Director of the Department for Elementary and Secondary Education Research), research period: FY 2015 -2016)".

2. Summary of research outcomes

(1) Research study on the competencies and professional development of the principals

In the domestic research study, we developed a scale for the level of competency acquisition of principals who promote "schools as a team", a scale to rate effective leadership, and a scale for the degree of job satisfaction, and utilizing these scales, we conducted research to find the factors affecting the level of competence of the principals, sense of effective leadership and degree of job satisfaction. In addition, we analyzed the perception of the usefulness (usefulness of growth opportunities) of diverse opportunities to acquire the necessary competencies as a principal and expectations of learning at graduate school for each career stage.

The period of the survey – the "Survey on the Competencies and Professional Growth of the Principals", was from November 14, 2016 to December 9, 2016, targeting 1,795 principals throughout the country. In order to attain a reflection of the professional awareness of principals throughout all of Japan, the number of schools surveyed by prefecture was decided so as to be proportional to the ratio of elementary schools/lower secondary schools and prefecture by population. Then, after randomly choosing the first target school, we extracted target schools at regular intervals and asked the principals of the schools to cooperate with the research. The valid response number was 1,065 persons, and the valid response rate was 59.3%. The composition of the survey items was as is shown in Table 1.

Table 1 Composition of the survey items

Category	Contents of the survey	Background to the survey	Contents of the questions
(□)	Relationship between the acquired competencies (competencies acquired by the principal), and attributes and background of the principal, school organization / environment, cooperation and collaboration between schools.	Requirement of improving the competencies of principals promoting "schools as a team"	The competencies necessary for the principal, competencies which are acquired
(□)	Relationship between effective leadership (principal's belief that leadership can be demonstrated or that schools can change through leadership) and attributes and background of the principal, school organization / environment, collaboration and collaboration between schools	Since what is needed for principals to be able to lead "schools as a team" is to review the current school culture and to promote school improvement, it is necessary to have a high level of effective leadership.	Sense of effective leadership

(□)	Relationship between the degree of job satisfaction (satisfaction towards the job), and attributes and background of the principal, school organization / environment, cooperation and collaboration between schools	An increase in job satisfaction is required in order to be able to secure excellent human resources for principals.	Degree of job satisfaction
(□)	Awareness of various opportunities to acquire the necessary competencies as a principal (the usefulness of growth opportunities) and expectations for learning at graduate school for each career stage	Interest in graduate school education is rising as one of the important opportunities for improving the competencies of principals	The timing and motive for wanting to become a principal, the usefulness of growth opportunities, expectations of learning at graduate school learning for each career stage

(i) Competencies of the principals

When considering measures to enhance the competencies of principals who promote "schools as a team", it is necessary to clarify the composition of their competencies and to clarify the influencing factors. Therefore, we analyzed the variables (observable variables) that measure the competencies acquired by the principals through factor analysis, and as shown in Table 2, summarized the five elements: "educational policy implementation skills" (ability to appropriately manage schools based on educational policy trends), "ability to realize a vision" (ability to conceive and realize a vision), "ability to collaborate with assisting staff" (ability to collaborate with administrative staff, etc.), "ability to build relations of trust with outside people" (ability to collaborate with the local community and to build relations of trust) and "ability to foster a collaborative environment" (the ability to foster a cooperative, comfortable environment for teachers and staff to work).

Table 2 Elements of the level of competence acquisition

Elements	Observable variables
Educational policy implementation skills	"Knowledge of the educational measures of the national and local governments", "knowledge of education laws (including duties and service), etc.
Ability to realize a vision	"Ability to conceive a school vision", "ability to persuade others of the school vision", etc.
Ability to collaborate with assisting staff, etc.	"Ability to collaborate with administrative staff", "ability to cooperate with nursing teachers", etc.
Ability to build relations of trust with outside people	"Ability to cooperate and collaborate with the local community and parents," "ability to handle complaints from outside persons", etc.

Ability to foster a collaborative environment	"Ability to create a comfortable environment for teachers and staff", "ability to create a collaborative atmosphere inside the school"

* Questions were posed on to what extent the principals had acquired the competencies in relation to each of the observable variables using five scale points: "1. Not at all", "2. Not very much", "3. Neither yes nor no", "4. To a certain extent", and "5. Very much", and the results were analyzed using factor analysis.

Subsequently, out of the five elements, we focused on "educational policy implementation skills" and "ability to realize a vision", and in order to grasp what kind of factors were affecting these elements, we performed a multiple regression analysis using the subscale scores (average value of the scores of the observable variables included in each respective element) as explanatory variables. As shown in Table 3, the four groups: "variables relating to the principal's attributes", "variables relating to the principal's career history", "variables relating to the school's organization and environment" and "variables on school cooperation / collaboration", and a total of 22 variables were incorporated as explanatory variables.

Table 3 Explanatory variables

Variables on the attributes of the principals
Ambitions of the principal up until the early 40s (dummy variable), elementary school work (dummy variable), female principal (dummy variable), age

Variables on the background of the principals
Experience of working as a social education director (dummy variable), board of education work experience (dummy variable), years of service as a principal, years of service as the principal at the current school, learning opportunities through self-motivating clubs or academic conferences, etc. (dummy variable), knowledge from books, etc. (dummy variable), graduate school dispatch training experience (dummy variable), experience of undergoing training at the National Institute for School Teachers and Staff Development (dummy variable) and long-term trainee experience at the National Institute for School Teachers and Staff Development (dummy variable).

School organization and environmental variables
Number of classes, number of education-related mentors, number of family/local community mentors, appointment of a senior teacher (dummy variable), sense of usefulness of administrative staff, sense of usefulness in supporting an education chief

Variables relating to school cooperation and collaboration
Collaboration between schools and the local community (dummy variable), regional coordinator (dummy variable), integrated elementary and lower secondary school education (dummy variable)

Table 4 shows the results of analysis using the "educational policy implementing skills" subscale scores as explanatory variables. The four estimation models were significant at a level of 1% level. In Model 1, the variables of the "ambitions of the principal up until the early 40s" and "elementary school work" were significant at a level of 1%. In Model 2, "learning opportunities at self-motivating clubs and academic conferences, etc.", "knowledge from books, etc." were

significant at a level of 1%. In addition, the "board of education work experience" was significant at a level of 10%. In Model 3, "usefulness in supporting an education chief" was significant at a level of 5%.

Through the four analytical models, the variables of "ambitions of the principal up until the early 40s", "learning opportunities at self-motivating clubs and academic conferences, etc.", and "knowledge from books, etc." can all be confirmed to be significant at a level of 1%. (Only the conclusions are shown below.)

(i) Principal results relating to the level of competence of the principal

Regarding "educational policy implementation skills", it was found that self-evaluation tended to be higher, the more aspiring principals up until their early 40s[1] recognized learning at self-motivating clubs and academic conferences, etc. to be beneficial as a growth opportunity, or recognized knowledge from books, etc. to be beneficial as a growth opportunity.

Regarding the "ability to realize a vision", it was found that self-evaluation tended to be higher, the more aspiring principals up until their early 40s recognized learning at self-motivating clubs and academic conferences, etc. to be beneficial as a growth opportunity, or recognized knowledge from books, etc. to be beneficial as a growth opportunity.

Table 4 "Multiple Regression Analysis Results Taking "Educational Policy Implementation Skills" Subscale Scores as Explanatory Variables[2]

	Attributes		Background		Organization and environment		Cooperation and collaboration	
	Model 1		Model 2		Model 3		Model 4	
	B	Standard error	B	Standard error	B	Standard error	B	Standard error
Aspiring principals up until their early 40s	.163	.030 **	.141	.031 **	.130	.037 **	.148	.043 **
Work at an elementary school	.086	.030 **	.075	.031 *	.068	.037 +	.028	.043
Women	.070	.043	.031	.044	.034	.051	.029	.059
Age	-.001	.006	.009	.007	.006	.009	.008	.011
Experience of a social education director			.026	.051	.006	.058	.065	.077
Board of education work experience			.054	.030 +	.053	.037	.045	.044

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[1] Compared to other principals, aspiring principals up until the early 40s tend to cite as motivation for wanting to become a principal, "a sense of interest in school management from the time of being appointed chief of a division of work", "encountering an ideal school manager" or "a desire to create their own ideal school", and tended not to cite as motivation "recommended by a person in the vicinity" or "thinking someone had to take over the job".

[2] <Model 1> only inserted variables regarding the attributes of the principal. <Model 2> controlled the variables regarding the attributes of the principal and introduced variables on the background of the principal. <Model 3> controlled the variables regarding the attributes of the principal and the [variables on the background of the principal, and inserted variables on the organization / environment of the school. <Model 4> controlled the variables on the attributes of the principal, the [variables on the principal's background, the variables on the organization and environment of the school, and inserted variables on school collaboration and cooperation. The same analysis was subsequently carried out.

Variable	(1) B	(1) S.E.	(2) B	(2) S.E.	(2)	(3) B	(3) S.E.	(3)	(4) B	(4) S.E.	(4)
No. of years working as a principal			-.010	.007		-.009	.008		-.018	.010	+
No. of years working as a principal at the current school			-.006	.015		.000	.018		.012	.021	
Learning opportunities at a self-motivating club or academic conference, etc.			.115	.030	**	.118	.036	**	.127	.043	**
Knowledge from books, etc.			.159	.035	**	.155	.043	**	.155	.052	**
Graduate school dispatch training experience			-.008	.051		-.036	.059		-.011	.068	
Training experience of the National Institute for School Teachers and Staff Development			.042	.031		.057	.036		.052	.043	
Long-term trainee experience at the National Institute for School Teachers and Staff Development			.033	.039		.022	.047		.027	.057	
No. of classes						.001	.003		.002	.003	
No. of education related mentors						-.005	.003		-.005	.004	
No. of family or local resident mentors						-.004	.005		-.005	.006	
Appointment of a senior teacher						-.036	.043		-.062	.049	
Sense of usefulness of administrative staff						.037	.025		.035	.029	
Sense of usefulness in supporting the education chief						.056	.028	*	.036	.033	
Collaboration between the schools and local community									.019	.055	
Local community coordinator									.052	.048	
Integrated education between elementary and upper secondary school									.046	.045	
Capacity	3.724	.354	2.961	.417		2.831	.519		2.772	.621	
Adjusted R^2	0.036		0.082			0.081			0.073		
N	1027		978			710			545		

$**p<0.01, \ *p<0.05, \ +p<0.1$

(ii) Sense of effective leadership

For principals leading "schools as a team", it is necessary to review the previous school culture and to promote school improvement and so a high level of effective leadership is required. For this purpose, it is necessary to clarify the structure of effective leadership and to clarify the influencing factors. Therefore, we analyzed the variables (observable variables) that measure effective leadership through factor analysis, and as shown in Table 5, summarized the four elements: "local community collaboration" (confidence in being able to promote local community collaboration), "lesson improvement" (confidence in being able to improve the lessons), "student guidance" (confidence in being able to build a student guidance system), and "responses to diversity" (confidence in being able to build a system to handle diversity).

Table 5 Effective leadership elements

Elements	Observable variables
Local community collaboration	"Able to explain and understand the educational policies of the school to parents and local residents", "able to discuss with the parents and local residents the image of the children to be nurtured in the region", etc.

Lesson improvement	"Able to advance lesson improvement based on the perspective of active learning", "able to lead curriculum development", etc.
Student guidance	"Able to build an organizational structure to address student guidance issues such as bullying and school attendance refusal", "able to build an organizational structure to respond to special support education issues, etc.
Responses to diversity	"Able to build an organizational structure to improve the academic ability of children in poor families", "able to create a system that organically links staff possessing diverse expertise", etc.

* Questions were posed on to what extent the principals looked back to the day when they were appointed to their school to the present day in relation to each of the observable variables using five scale points: "1. Not at all", "2. Not very much", "3. Neither yes nor no", "4. To a certain extent", and "5. Very much", and the results were analyzed using factor analysis.

Subsequently, out of the four elements, we focused on "local community collaboration" and lesson improvement", and in order to grasp what kind of factors were affecting them, we performed a multiple regression analysis using the subscale scores (average value of the scores of the observed variables included in each factor) as explanatory variables.

(ii) Principal results relating to a sense of effective leadership

Regarding a sense of effective leadership with regard to "local community collaboration", it was found that the sense of effectiveness tended to be higher, where the principal's school was an elementary school and it was recognized that learning at self-motivating clubs and academic conferences was beneficial as a growth opportunity, where the principal's school had a school support local community headquarters or school and local community collaborative headquarters, where the school was implementing integrated elementary and lower secondary school education, the smaller the size of the school, the larger the number of family or local community mentors (spouses, parents, friends, neighbours, etc.) and the greater the sense of usefulness of support from the education chief.

Regarding a sense of effective leadership with regard to "lesson improvement", it was found that the sense of effectiveness tended to be higher, the more it was recognized by aspiring principals up until their early 40s and women that learning at self-motivating clubs and academic conferences was beneficial as a growth opportunity, it was recognized knowledge from books, etc. is useful as a growth opportunity, the greater the number of years of service as principal at the current school and the greater the sense of usefulness of support from the education chief.

(iii) Degree of job satisfaction

In order to be able to secure excellent human resources for the principal, what is needed is to improve the appeal of the job and to increase the degree of job satisfaction. For this purpose, it is necessary to clarify the composition of degree of job satisfaction and to clarify the influencing factors. Therefore, we analyzed the variables (observable variables) that measure the degree of job satisfaction through factor analysis, and as shown in Table 6, summarized the five elements: "work-related satisfaction" (satisfaction level of finding the job rewarding), "relationship satisfaction" (degree of satisfaction with regard to relationships with teachers and staff), "degree of satisfaction with the state of the school" (degree of satisfaction with the situation of the children at the school where the principal works), "degree of satisfaction with the work conditions" (degree

of satisfaction with a work life balance and treatment), and "degree of satisfaction with the relationship with administrative officials" (degree of satisfaction with the relationship with the chief of education and the board of education).

Table 6 Elements of job satisfaction

Elements	Specific items
Work-related satisfaction	"Able to demonstrate ability", "able to demonstrate independence", etc.
Relationship satisfaction	"Relationship with nursing teachers", "relationship with administrative staff", etc.
Satisfaction with the state of the school	"Calm atmosphere of the school", "growth of the children", etc.
Satisfaction with the work conditions	"Acquisition of annual paid leave", "salary / benefits", etc.
Satisfaction with the relationship with administrative officials	"Leadership of the chief of education", "support of the board of education"

* Questions were posed on the extent to which the principal was satisfied to each of the observable variables using five scale points: "1. Very dissatisfied", "2. Somewhat dissatisfied", "3. Neither yes nor no", "4. Somewhat satisfied" and "5. Very satisfied", and the results were analyzed using factor analysis.

Subsequently, out of the four factors, we focused on "relationship satisfaction" and "satisfaction with the work conditions", and in order to grasp what kind of factors were affecting them, we performed a multiple regression analysis using the subscale scores (average value of the scores of the observed variables included in each factor) as explanatory variables.

(iii) Principal results relating to degree of job satisfaction

Regarding "work-related satisfaction", it was found that the degree of satisfaction tended to be higher, the more experience of training there was for aspiring principals up until the age of 40 and women at the National Institute for School Teachers and Staff Development, the higher the sense of usefulness of support from the administrative staff, and the higher the sense of usefulness of support from the chief of education.

Regarding "satisfaction with work conditions", it was found that the degree of satisfaction tended to be higher, the more recognition there was by women of how learning at self-motivating clubs and academic conferences was an opportunity for growth, and if there was long-term trainee experience at the Institute, the higher the sense of usefulness of support from the administrative staff, and the higher the sense of usefulness of support from the chief of education.

(iv) Competencies to be learnt especially at graduate school for each career stage

Interest in graduate school education is increasing as an important opportunity for improving the competence of the principals. When considering the role that graduate school education plays in improving the competence of the principals, it is indispensable to consider the "timeliness" of

what kind of content is to be learnt at what career stage.

Therefore, 37 questions on the competencies required of principals were set, and where current teachers and staff at the three career stages of "principal", "vice-principal/deputy principal", "senior teacher/advanced skills teacher/chief teacher" were sent to a teacher education graduate school, etc. for the purpose of enhancing the competence of current and future principals, we asked them to choose five competencies to be learnt especially at graduate school for each respective career stage. The top six items for each position are summarized in Table 7.

(iv) Principal results relating to competencies to be learnt especially at graduate school by career stage
The results showed that there were differences in the competencies to be acquired at graduate school for each career stage, and in particular, there were large differences between what should be learnt at graduate school during the "senior teacher/advanced skills teacher/chief teacher" stage and what should be learnt at graduate school "before becoming vice-principal/deputy principal" and afterwards. It is thought that this is a reflection of the managerial position of the vice-principal/deputy principal which differs from the job responsibilities of the senior teacher/advanced skills teacher/chief teacher".

Table 7 Competencies to be learnt particularly at graduate school by career stage (top six items)

	1st	2nd	3rd	4th	5th	6th
Principal	Ability to conceive a school vision	Crisis management skills	Beliefs and principles concerning education based on societal changes	Ability to promote curriculum management	Decision-making	Knowledge of educational measures of the national and local governments
Vice-principal / deputy principal	Crisis management skills	Ability to conceive a school vision	Ability to guide teachers and staff	Ability to create a collaborative atmosphere inside the school	Ability to collaborate with and cooperate with the local community and parents	Ability to promote curriculum management
Senior teacher / advanced skills chief teacher / chief teacher	Expertise in the curriculum, subject teaching, student guidance, etc.	Ability to improve lessons from the perspective of active learning	Ability to promote curriculum management	Ability to guide teachers and staff	Ability to create a collaborative atmosphere inside the school	Crisis management skills

(2) Overseas comparative study of the role of schools in other countries and teaching system of teachers and staff

Conducting an overseas comparative study is one way of obtaining knowledge that is helpful in terms of reviewing the teaching system of teachers and staff, etc. In the overseas comparative

study, we aimed to conduct comparative research from the perspective of clarifying (1) the characteristics of the role of schools in Japan, (2) the characteristics of the work for which the Japanese teachers are responsible, and (3) the characteristics of the workflow when helping Japanese children (for example, the flow when a violent incident occurs) in order to "visualize" the characteristics of the teachers and staff, etc. in Japan.

Two criteria were set as the criteria when selecting the target countries of the survey. That is the scope (broad - narrow) of the school educational activities and the content of the duties (clear - ambiguous).

Ninomiya (2014)[3] presents a global school typology theory of "a memorable school" which incorporates the characteristics of "a school that focuses on the subjects" and "a school where interesting activities such as elective subjects, club activities, and special activities are available, and teachers and experts care and look after the students". This "broad – narrow" scope of the school educational activities should connect to the teaching and guidance structure of teachers and staff, etc. In addition, the method of employment in the world, including the employment of teachers and staff, is divided into a "job system" in which the duties are made clear and the salaries are linked, and a "membership system" in which workers are employed without clarification of their duties. "The clear – ambiguous" nature of the duties is likely to greatly affect the teaching system of teachers and staff, etc.

In the overseas comparative study, the teaching and guidance structure of teachers and staff, etc. was divided, based on the above standards: (1) a school system type where teachers serve multiple functions but have restricted duties (first quadrant); (2) a school system type where teachers serve limited functions and have restricted duties (second quadrant); (3) a school system type where teachers serve limited functions and have ambiguous duties (third quadrant); and (4) a school system type where teachers serve multiple functions and have ambiguous duties (fourth quadrant) (however the school system type located in the third quadrant where the teachers serve limited functions but their duties are ambiguous does not, in reality, exist). In addition, taking into consideration regional balances, we conducted a survey using the target countries of the survey of the National Institution for Education Policy Research (2013): the United States, the United Kingdom, France, Germany, China, South Korea, with the addition of Singapore as the seventh country. The standpoint of each country is shown in Figure 8.

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[3] Authored and edited by Shozo Ninomiya, "New Edition Schools around the World - From the Education System to Everyday School Scenes", Academic Journal Publication, 2014.
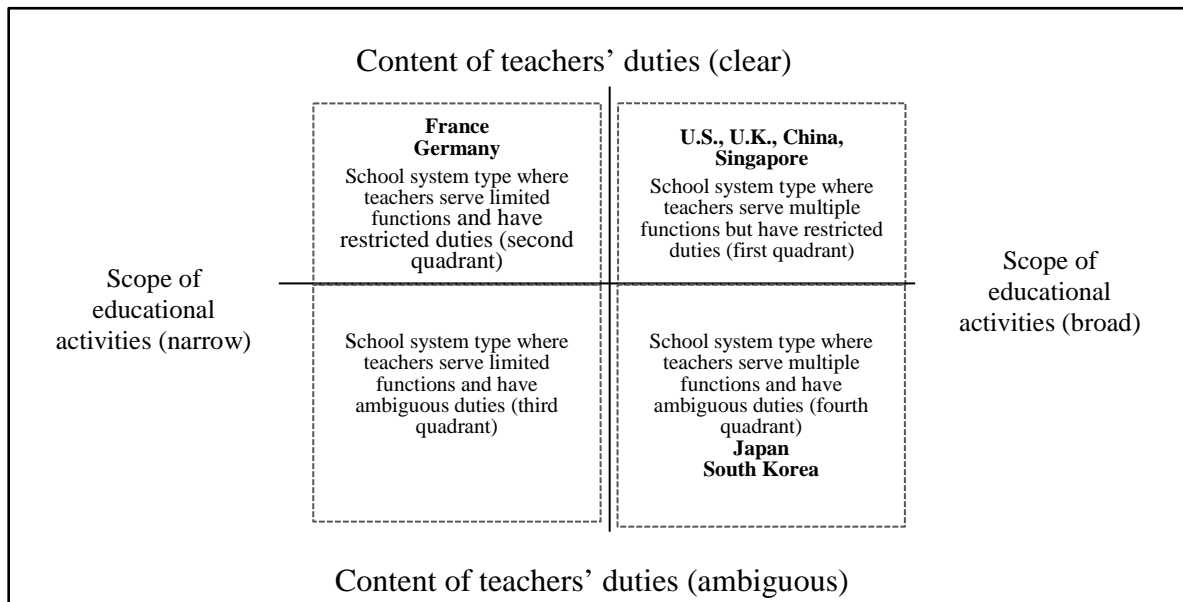
Content of teachers' duties (clear)
France **Germany** School system type where teachers serve limited functions and have restricted duties (second quadrant)	**U.S., U.K., China, Singapore** School system type where teachers serve multiple functions but have restricted duties (first quadrant)
School system type where teachers serve limited functions and have ambiguous duties (third quadrant)	School system type where teachers serve multiple functions and have ambiguous duties (fourth quadrant) **Japan** **South Korea**

Scope of educational activities (narrow) — Scope of educational activities (broad)

Content of teachers' duties (ambiguous)

Figure 8 Types of teaching and guidance structures of teachers and staff, etc. in other countries

In order to visualize the characteristics of the duties for which Japanese faculty members are responsible, we established 40 duties that are generally performed in school, and conducted a survey on whether or not they are being performed in the school, and if they are, who is in charge.

When examining the content of the duties, the content of the work of the "Survey on the Actual Work of Teachers" conducted by the Ministry of Education, Culture, Sports, Science and Technology in FY2006 was used as reference, and the categories of "work related to guidance for the students", "work related to managing the school" and "work related to responses to outside persons" were kept for the categories of work.

Out of the 40 duties, aside from the seven items that all teachers in all countries are in charge of: "checking attendance", lessons", "research of teaching materials", "experiential activities", "preparation, scoring, evaluation of exam questions", "exam supervision", and "evacuation drills, school safety guidance", the work the teachers of each respective country were or were not in charge of is shown in Table 9. The symbol ◯ shows the teacher was "in charge of the work", the symbol △ shows the teacher was "sometimes in charge of the work or some of the teachers were in charge of the work" while the symbol x shows the teacher is "not in charge of the work". Work where teachers in three or more countries chose "sometimes in charge of the work or some of the teachers were in charge of the work" or "not in charge of the work" are shown in grey.

Principal results relating to overseas comparative research on the role of schools in other countries and the teaching system of teachers and staff, etc.

The results showed that in other countries teachers are not in charge of administrative tasks such as "work related to managing the school" and "work related to responses to outside persons" for which Japanese teachers are responsible, and that more Japanese teachers are in charge of "work related to

guidance for students" than teachers in other countries. This confirms what was already pointed out in the 2nd OECD Teaching and Learning International Survey.

In Japan, it is commonplace for teachers to be in charge of "guidance and monitoring absence from school", "contacting absent children", "morning homeroom", "school lunches and nutritional guidance at lunchtime", "guidance during break times", "school cleaning guidance", "health and sanitary guidance", "counseling, psychological care", "guidance for club activities not included in the classes", which is not necessarily the case with teachers in other countries. This result backs up the suggestion that "in order to ensure Japanese teachers are less busy, it is important to lessen the need for Japanese teachers to be in charge of peripheral duties (handling of administrative work, etc.: note of the person citing the survey) as well as guidance for children such as counseling, guidance on academic paths, meal and cleaning guidance, guidance on club activities, which are taken on in addition to regular classes" as indicated in research based on further analysis of the 2nd OECD Teaching and Learning International Survey.

In Japan, there is a need in the future to consider how to categorize work, which is not a lesson but is related to school education, commonly taken on by teachers such as "guidance and monitoring absence from school", "contacting absent children", "morning homeroom", "school lunches and nutritional guidance at lunchtime", "guidance during break times", "school cleaning guidance, and "guidance for club activities not included in the classes".

France and Germany serve as informative examples for this point. In France, time is divided into three categories: "school time (temps scolaire)" where classes are conducted on the responsibility of the school, "peripheral school (temps périscolaire)" such as acceptance in the morning, lunch breaks, and acceptance and support after school, and "temps extrascolaire" on Saturday, Sunday, Wednesday afternoon, short vacations, the summer vacation, etc. In addition to "time outside of school", the relationship of "peripheral school (temps périscolaire)" with school education is also emphasized, but is not categorized as school education, and the principal person responsible is not the teacher, but social welfare and education professionals referred to as "animatour".

In Germany, all-day school is being expanded based on the results of the PISA survey in 2000, but this is also sometimes criticized from the viewpoint of social education, youth aid, and family education as "school education monopoly". Also even in Germany, there are children's activities such as social education and youth aid, which are specialized services provided by social welfare and education professionals.

As indicated from these examples in France and Germany, there is the possibility that there is a three-part theory of "school", "peripheral school", "outside of school" which differs from the two-part theory generally used in Japan of "school" and "outside of school". Although the scope of school educational activities is certainly narrow in these countries, we can see from the examples that the educational activities are likely to be substantial if the time of the "peripheral school" is included, and that social welfare / education professionals are the ones in charge during this time

The current teaching system of teachers and staff, etc. in Japan is categorized in the school system type where teachers serve multiple functions and have ambiguous duties (fourth quadrant). Certainly, there are many points that we should continue in the future as there are basic merits using the conventional way. However, in order to plan and implement a curriculum that fosters the competencies required for a new era, there is a need to reconstruct the teaching system of teachers and staff, etc. in order to resolve the complicated and diverse issues, and to ensure sufficient face-to-face time for teachers and children. In such case, Japan will be moving closer to the school system type where teachers serve multiple functions but have restricted duties (first quadrant) or the school system type where teachers serve limited functions and have restricted duties (second quadrant).

In this research study, we were able to confirm that it is possible to take measures for a school system type where teachers serve multiple functions but have restricted duties (first quadrant) such as promotion of the placement of school counselors, club activities support staff and administrative staff as well as measures aimed at a school system type where teachers serve limited functions and have restricted duties (second quadrant) in the direction of placement of social welfare and education professionals in the "peripheral school" activities incorporating the three-part theory of "school", "peripheral school" and "outside of school" as with France and Germany.

There were issues as well in this research study. When creating the list, we checked literature and websites, and then took the procedure of checking with multiple educational personnel of the relevant country and filling in the list, but the actual situation of each country is diverse, and further verification will be needed in the future.

Table 9 The role of teachers in other countries

Quadrant		I				II		IV	
Work \ Name of country		U.S.	U.K.	China	Singapore	France	Germany	Japan	South Korea
Work related to guidance for the children	Guidance and monitoring school absenteeism	×	×	×	×	×	×	△	×
	Contacting absent children	×	×	○	○	×	○	○	○
	Morning homeroom	×	○	○	×	×	×	○	○
	Ordering and administrative handling to purchase teaching materials	×	×	△	×	×	×	△	×
	Grade information management	○	×	△	○	○	○	○	○
	Preparing teaching materials (printing and preparing objects)	○	×	○	○	○	○	○	○
	Individual guidance and supplementary guidance for children with issues	○	×	○	○	○	○	○	○
	Running and preparation of experiential activities	○	×	○	○	○	○	○	○
	School lunches and nutritional guidance at lunchtime	×	×	×	×	×	×	○	○
	Guidance during break times	○	×	○	△	×	○	○	○

	School cleaning guidance	×	×	○	×	×	×	○	○
	Athletic meets, cultural festivals, etc.	○	○	○	○	×	○	○	○
	Managing and preparing athletic meets, cultural festivals, etc.	○	○	○	○	×	○	○	○
	Academic path guidance and consultation	△	○	○	○	×	○	○	○
	Health and sanitation guidance	×	×	○	○	○	○	△	○
	Guidance for students who shows problematic behavior	△	○	○	○	○	×	○	○
	Counseling, psychological care	×	×	○	○	○	×	△	×
	Guidance for club activities not included in classes	△	×	○	△	×	△	○	△
	Children and student council guidance	○	○	○	×	×	○	○	○
	Organization of classroom environment, equipment management	○	×	△	○	○	○	○	○
Work related to managing the school	School patrols and safety inspection	×	×	○	×	×	○	△	×
	Answers to surveys and statistics of national and local governments	×	×	△	×	×	○	△	×
	Receipt and storage of documents	×	×	△	×	×	○	△	×
	Preparation and execution of budget proposal	×	×	×	×	×	○	×	×
	Facility management, inspection and repair	×	×	△	×	×	×	×	×
	Collection of academic payments	×	×	○	×	×	○	△	×
	Preparation of documents related to teachers' business trip	×	×	△	×	×	○	×	×
	School public relations (websites, etc.)	×	×	△	×	×	○	○	×
	Office work related to transfer and relocation of students	×	×	○	×	×	×	△	×
Work related to responding to outside persons	Home visits	×	×	○	×	×	×	○	△
	Cooperation with regional events	○	○	△	×	○	×	△	△
	Coordination with local volunteers	×	×	△	×	×	○	△	×
	Management of managing organizations in which local residents participate	△	×	×	×	×	△	△	×

* The symbol ○ has been added to "things the teacher is in charge of", the symbol △ to "things the teacher is partially in charge of or thing only some of the teachers are in charge of" and the symbol x to "things the teachers is not in charge of". The duties for which teachers in three or more countries chose △ or x are indicated in grey. Although 40 jobs were set in all, the seven categories of "checking attendance", lessons", "research of teaching materials", "experiential activities", "preparation, scoring, evaluation of exam questions", "exam supervision", and "evacuation drills, school safety guidance" have not been listed.