

Research Report on Job Content Clarification, Personnel Management and Resource Development of Administrative Staff in Compulsory Education Schools (Outline)

1. Purpose and Overview of the Research

(1) Purpose of the Research

Having complicated and diverse issues to cope with today, school organizational operations have been discussed at the Central Council for Education, and one of the discussion points was reviewing role assignment etc. of teachers and school administrative staff. Since the review of role assignments etc. was mentioned by the Central Council for Education in “Local Educational Administration in Future (report)” in 1998, each Board of Education in Japan has been working on the review. Looking at their status, however, some Boards of Education are working on redefining the roles of school administrative staff (hereafter Group A) and others are not (Group B). This research, with this background, aimed to clarify the current status of redefining school administrative staff roles and the difference between Group A (Boards of Education working on redefinition), and Group B (Boards of Education not working on redefinition).

(2) Overview of the Research

We conducted a questionnaire survey titled “Survey on Job Content Clarification, Personnel Management and Human Resource Development of Administrative Staff in Compulsory Education Schools” with 67 Boards of Education in prefectures and ordinance-designated cities between October and November 2014 (valid answer: 64 Boards of Education, valid collection rate: 95.5%). We prepared three options to choose regarding redefinition of the school administrative staff role; 1: Already executing, 2: Considering execution and 3: Not executing, categorized Boards of Education which answered 1 or 2 as Group A (Boards of Education working on redefinition) and those answered 3 as Group B (Boards of Education not working on redefinition), and then conducted a chi-square test and a Fisher's exact test.

[Research Period: FY 2013-2014, Surveys and studies for the improvement of school teacher and administrator training. Project Leader: OSUGI Akihide, Director, Department for Elementary and Secondary Education Research]

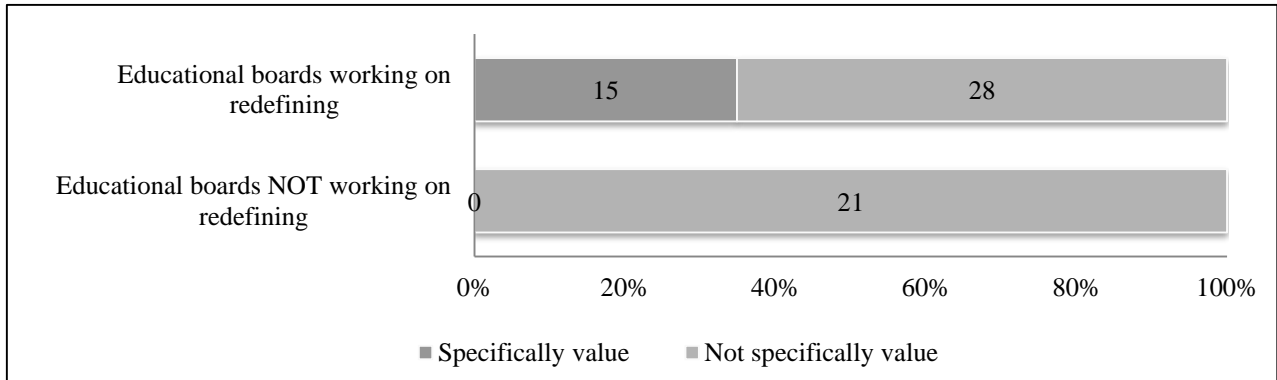
2. Overview of the Research Results

(1) Differences between Boards of Education that are working on redefining and those that are not working, regarding quality and competency expected from School Administrative Staff, Personnel Management and Human Resource Development

It has turned out that Group A (Boards of Education working on redefinition), compared to Group B (Boards of Education not working on redefinition), expect more advanced skills such as the “Ability to achieve jobs based on school educational goals and curriculum” from school administrative staff, and

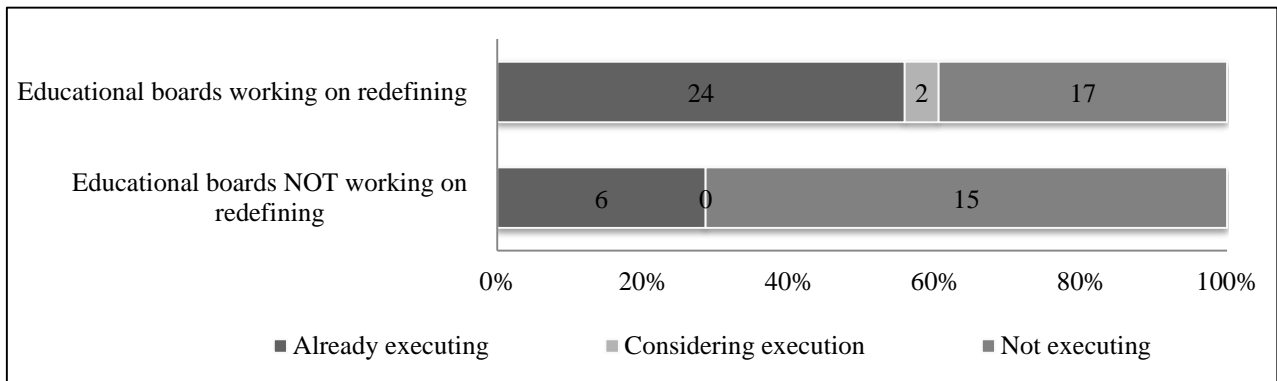
executes personnel management like “transfer competent staff to municipalities or specific schools and have them experience being school administrative leaders in the future,” and Group B does not execute Human Resource Development enough, such as “establishing a training system according to job experience.”

[The number of Boards of Education that specifically value ability to achieve jobs based on school educational goals and curriculum, among quality and competency expected from school administrative staff]



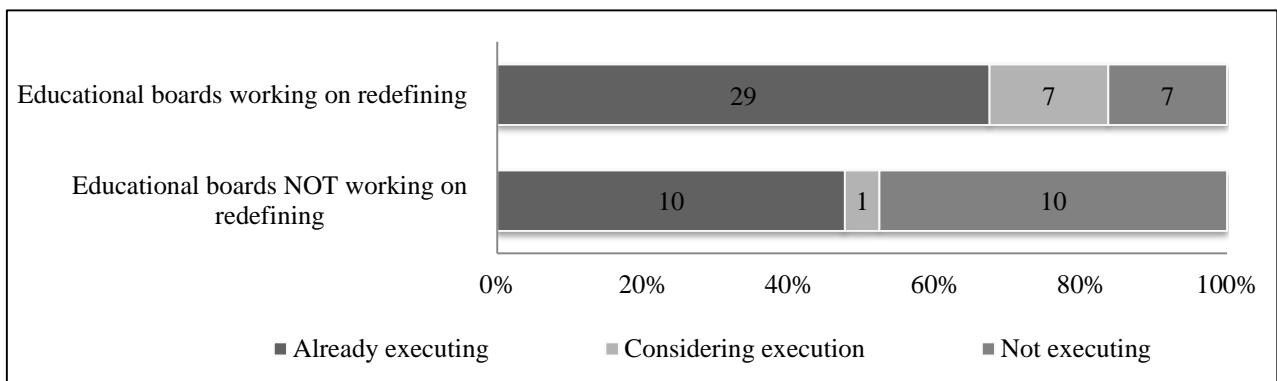
p=0.001

[The number of Boards of Education that try Personnel Management of transferring competent staff to municipalities or specific schools and have them experience being school administrative leaders in the future]



p=0.046

[The number of Boards of Education that try Human Resource Development of establishing a training system according to job experience]



p=0.022

(2) Differences between the present and the future regarding quality and competency expected by Boards of Education

Among quality and competency that Boards of Education expect from school administrative staff, the quality and competency which they give great importance to shall widely differ between the present and the future; more advanced skills are expected from future staff, such as “Intellect to find and resolve issues observing a whole school.” In addition, Group A (Boards of Education working on redefinition) gives higher values than Group B (Boards of Education not working on redefinition) to “Ability to contemplate own experiences and continue lifelong learning,” and “Ability to achieve results as a team within a section or with partner organizations.”

[Quality and Competency: currently valued vs. to be more valued in future]

	Quality and Competency Currently Valued	Quality and Competency to be more Valued in Future
No.1	Accurate and swift paperwork preparation	Intellect to find and resolve issues observing a whole school
No.2	Motive and a sense of responsibility as school administrative staff	Ability to negotiate and collaborate with Boards of Education, guardians and regions
No.3	Knowledge on personnel management, payroll and welfare	Ability to achieve results as a team within a section or with partner organizations
No.4	Communication with colleagues and students in a school	Ability to achieve jobs based on school educational goals and curriculum
No.5	Knowledge on budget use	Knowledge of risk management

(3) Perception of the current situation regarding Job Content Clarification, Personnel Management and Human Resource Development of school administrative staff

Not a few Boards of Education recognize many problems with their current approach to job content clarification, personnel management and human resource development of school administrative staff. The perception contrasts sharply with the outcome of positive evaluations on current assigning and training of school administrative staff obtained from our research last year.

[Perception of the current situation regarding Job Content Clarification, Personnel Management and Human Resource Development of school administrative staff]

