

## VI School Management

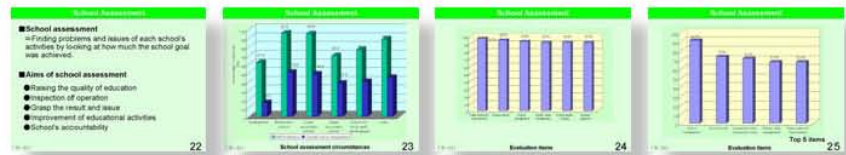
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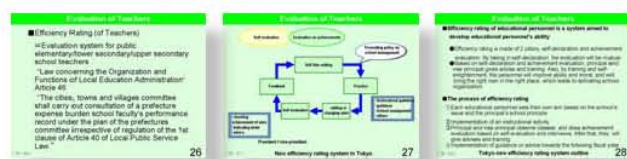
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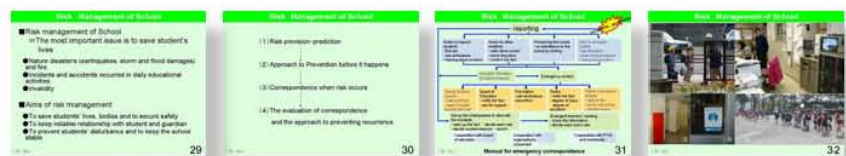
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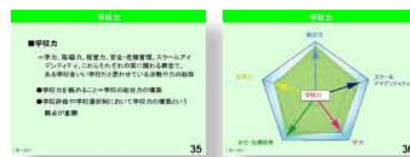
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## School Management

### ■ School Management

=a function of integrating personnel, material and cultural resources of the school to improve learning activities.

- Setting of school goals
- Curriculum design and implementation
- Organization of personnel and material conditions
- Revising educational goals by evaluating school performance

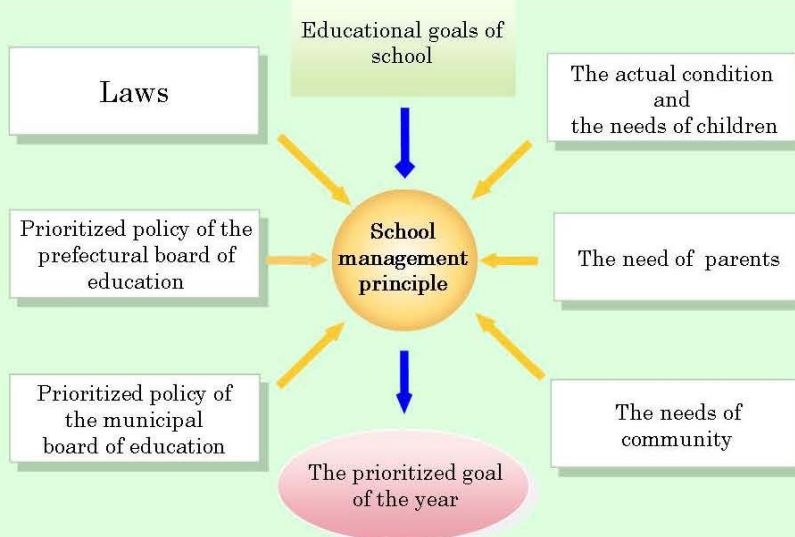
( VI-1 )

The role of school management

1

School management focuses on the importance of school stakeholders' autonomous use of creativity in management. School stakeholders make decisions about personnel and material aspects such as setting educational goals and curriculum design. They give shape to the educational goals.

## School Management



( VI-2 )

School management framework

2

Since school is public educational institute, school needs to make clear on a management policy and important goals, relating to carry out education as professional educational institution, and to make a school management plan. When doing that, school needs to care about laws, policies of board of education, actual condition of children, and needs of parents and community.

## School Management Plan

### ■ School Management Plan

= a mid and long term plan of each school based on school goals

- Setting of goals
- Setting of educational goals such as instruction, guidance, guidance for the entry to college and career development, and school management of each year.
- Concrete measures for achievement of the goals and setting of numerical targets.

(Ⅵ-3)

3

Each school sets mid-term and long-term management vision and strategy, and based on those, it makes management plans. In the plans, annual educational plan, personnel plan, and financial plan are written down besides the vision and the strategy of school management. It is crucial to revise and evaluate the current situation for school management plans.

## School Management Plan



(Ⅵ-4)

School management plan framework

4

Elements of school management plans are; individual plans such as educational plan, personnel plan, financial plan, facility plan, organization plan, and external plan, besides the vision and the strategy of school making, and a comprehensive plan. In the comprehensive plan and individual plans, school needs to be clear on the goals to be achieved, for example by setting numerical values, and to carry out management evaluation to ensure accountability.

## Educational Goals of School

### ■ Educational goals of school

=Goals which each school set to clarify what students should learn through educational activities.

### ■ Attention to decide educational goals

- Prescription of School Education Law
- Educational Goals prescribed in municipality level
- The current situation and the needs of students, parents, teachers and local communities
- The conditions of natural environment of school surrounding and historical and social background into consideration.

(Ⅵ-5)

5

educational activities.”

Educational goals of school needs to be set with consideration about actual conditions of children and school, and needs of the community. For example, there is a school that focuses on the “nurturing of the ability to learn and think by oneself” as its educational goal.

Each school needs to develop education and management based on public education goals described in laws and the course of study by the state. Educational goals set by the state are defined in the School Education Law for each type of school. Based on that, the course of study shows concrete goals to be achieved in educational activities. For example, the course of study for elementary school defines that, “each school should try to fulfill education, which develops personality of each student, by nurturing the ability of the students to learn and think by themselves and also the knowledge on basic contents, while it aims to nurture the various capacity of the students and develops distinctive and creative

## Educational Goals of School

### ■ Elementary school

**Article 17** The purpose of elementary school is to provide elementary ordinary education suited to the relevant stage of the students’ physical and mental development.

**Article 18** In elementary school education, schools should attempt to realize the next goals in order to achieve the purpose of the preceding article.

1. To develop the spirit of correct understanding, cooperation, independency and autonomy about human relationship based on the experience of social life in and out of school.
2. To leading the students to have a correct understanding about local history, and the present condition and tradition of nation, and to develop the spirit of international cooperation.
3. To develop the basic understanding and skill about food, clothing, shelter and industry which are necessary for daily life.
4. To foster the ability to understand and to use correct Japanese which is necessary in the daily life.
5. To foster the ability to understand and handle quantity relationship correctly which is necessary in the daily life.
6. To foster the ability to scientifically observe and manage the natural phenomena in daily life.
7. To develop habits necessary for healthy, safe and happy life, and to attempt to develop mind and body.
8. To develop the basic understanding and skill of music, art and literature which make life happy and rich.

(Ⅵ-6)

**Educational goals of elementary school**

6

mathematical processing, and to develop a willingness to use mathematics in everyday life.

Educational goals of elementary school are prescribed in Article 17 and 18 of the School Education Law. Also, the goals for each subject in elementary school are defined in the official Course of Study. For example, the aim of ‘Japanese language instruction is “to develop one’s ability to express and comprehend the Japanese language, and to improve the ability to communicate. This includes developing abilities to think and imagine and to have a good language sense, to increase awareness of the Japanese language and to cultivate positive attitudes and high regard for the Japanese language.” The aim of ‘Mathematics’ is “to acquire basic knowledge and skills by introducing mathematical concepts of numbers and figures as well as to develop the ability to think logically and to plan daily events. Also, the aim is to appreciate

## Educational Goals of School

### ■ Lower secondary schools

**Article 35** The purpose of lower secondary school is to provide secondary education suited to the relevant stage of their physical and mental development, based on the basic education in elementary school.

**Article 36** In lower secondary school education, schools should attempt to achieve the next goals in order to achieve the purpose of the preceding article.

1. To achieve the educational goals of elementary school and to foster the quality which is necessary as a former of state and society
2. To develop an ability of selecting a future career based on the basic knowledge and qualification of jobs necessary in a society, attitude which values labor and character.
3. To promote social activities in and out of school and to develop fair judgment by controlling the feelings.

(Ⅵ-7)

### Educational goals of lower secondary school

7

Educational goals of lower secondary schools are prescribed in Article 35 and 36 of the School Education Law. Also, the goals of each subject are stated in the Course of Study. For example, the aim of 'Japanese Language' is 'to develop one's ability to express and comprehend the Japanese language and to improve the ability to communicate. The aim is also to develop the ability to think and imagine and to have a good language sense, to increase awareness of the Japanese language and to cultivate positive attitudes and a high regard for the Japanese language.' The aim of Mathematics is 'to deepen understanding of the basic concepts, principles and rules of numbers and figures, to acquire the ability to use and

express mathematics, to enhance the ability to reason mathematically, to help appreciate mathematical perspectives and ways of seeing and thinking, and to develop an ability to apply mathematics to every day life.'

## Curriculum Management

### ■ Curriculum Management

= Systematic activity to implement, assess and improve the designed curriculum

- Development of the Curriculum
- Planning of the Curriculum
- Implementation of the Curriculum
- Assessment of the Curriculum
- Improvement of the Curriculum

(Ⅵ-8)

8

Each school organizes its curriculum. Curriculum management is the activity on development, organization, implementation, evaluation and improvement of the curriculum. Curriculum management is becoming more important than ever, because of the need to structure autonomous school management.

(The period of integrated study →Ⅳ-64 ~ 68)

## Teachers' Meeting

### ■ Teachers' meeting

=important organization for the school's decision making

- The decision of holding a teacher's meeting or not is decided by each school's establisher
- Hosted by the principal
- The goal is to support the principal's duty

(Ⅵ-9)

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Teachers' meeting is the organization that enables teachers to participate in school decision making and it is set at each school. Its institutional roles are: ① to support duties of principal, ② to form common understanding on management policy of school, ③ to create opportunities of information exchange and mutual understandings of teachers. In reality, it is considered to be an organization that makes teachers participate in school decision making.

There used to be no legal basis for a teachers' meeting. In 2003, in the revision of the enforcement regulation of the School Education Law, a teachers' meeting is defined for the first time.

## Teachers' Meeting

### ■ Enforcement Regulation of School Education Law, Article 23

- (1) Elementary school can set up a teacher's meeting so that the principal can implement his or her duties and authorities.
- (2) A principal set up a teacher's meeting

(Ⅵ-10)

Legal basis for teachers' meeting

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Up to the present, there have been arguments over whether teachers' meetings function more as a decision-making body or as a consultative body or a subsidiary board for school principals. However, with the revision of the Enforcement Regulations of the School Education Law, teachers' meetings were clarified as functioning as subsidiary boards for the principal.

Based on this perspective, teachers are likely to be less active in participating in teachers' meetings.

## Teachers' Meeting



( VI - 11 )

February 2004

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## Principal's Duties & Competence

### ■ Principal

=A principal takes charge of school affairs and supervises the school staff (School Education Law, Article 28-3)

### ■ Roles of Principal

- (1) School management
- (2) Management of teachers
- (3) Management of students
- (4) Management of school health
- (5) Management of school facilities and equipment

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A principal is stationed at each school as the person in charge of school. Duties of the principal are matters on enforcement and management of education, teachers, students, school organizational management, school facilities and equipment, and external relationships.

With the expansion of school authority, the principal is required to have the ability of setting the vision and strategy of school making, ability of management and leadership.

## Principal's Duties & Competencies

	Duty of the Board of Education	Duty of the principal
<b>System organization and curriculum</b>	<ul style="list-style-type: none"> <li>• Approving the educational instruction plan</li> <li>• Deciding holidays, length of the year and the semester</li> <li>• Extra holidays necessary for preventing infectious diseases</li> <li>• Commission of school councilor</li> <li>• Other things about school organization, curriculum, and instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing the curriculum</li> <li>• Deciding the class starting time</li> <li>• Making a class timetable</li> <li>• Doing school events such as school trips</li> <li>• Choosing supplementary readings, learning notebooks etc.</li> <li>• Deciding school administrative duties</li> <li>• Deciding class teachers, subject teachers</li> <li>• Selecting school councilors</li> </ul>
<b>students</b>	<ul style="list-style-type: none"> <li>• Enrollment administration (organizing school year book, Consulting about enrollment from other district, notification about the school enrollment date, assigning schools, compulsory school extension and exemption, fulfillment demand, school expense subsidy)</li> <li>• Children's suspension from school</li> </ul>	<ul style="list-style-type: none"> <li>• Entrance, transfer permission, drop-outs, permission for taking a temporary leave from school</li> <li>• Making guidelines</li> <li>• Making attendance book, checking attendance</li> <li>• Authorize completing curriculum and graduation</li> <li>• Presentation of diplomas</li> <li>• Disciplinary action towards students</li> <li>• Delivering the confidential report when advancing to upper secondary school</li> <li>• Suspension from school for preventing infectious diseases</li> </ul>

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**Duties of principal and the board of education**

**13**

Today, each school seeks emphasize and focus on curricular activities. Schools now have greater local discretion, and local communities are more involved in school management than before. Elevating and upgrading the qualifications required of school principals as school leaders is also a current issue. School leaders who have the capacity to manage school are needed in order to achieve educational goals of individual schools as well as to develop educational activities efficiently by considering alternative options for changes in and out of schools.

## Principal's Duties & Competencies

	Duty of the Board of Education	Duty of the principal
<b>Educational personnel</b>	<ul style="list-style-type: none"> <li>• Appointment and dismissal of school faculty and other personnel management</li> <li>• Training the educational personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Directing belonging teachers</li> <li>• Submission of opinions about personnel management</li> <li>• Selecting part-time teachers</li> <li>• Approving teachers vacations</li> <li>• Directing teachers to a business trip</li> <li>• Permission of training outside the school</li> </ul>

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**Duties of principal and the board of education**

**14**

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## Principal's Duties & Competencies

### ■ School Education Law Article 28-3

“A principal takes charge of school affairs and supervises the school staff”

### ■ Examples

- design curriculum (law)
- control expenses for travel and facility (ordinance and regulation of the board of education)
- select and employ part-time teachers (ordinance and regulation of the board of education)
- offer an opinion on personnel transfers of teaching staff (law)
- select school councilors

(Ⅵ-15)

Legal regulations of principal's duty

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Principals have the authority to design curriculum, control expenses for travel and facilities, select and employ part-time teachers, offer an opinion on personnel transfers of teaching staff, and select school councilors, etc.  
(School councilor → Ⅱ - 20)

## Appointment of Citizen as the Principal

### ■ ‘Appointment of Citizen as the Principal’

⇒ to employ a person who does not have a teaching certificate as a principal of public elementary, lower secondary and upper secondary school. For example, a person from private company becomes an “appointment of citizen as the principal.”

### ■ Its significance

- schools with curricular emphasis and autonomous school management
- appointment of personnel who has a leadership of capability for management, a flexibility of ideas and planning ability

(Ⅵ-16)

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■ Qualifications for conventional principal (enforcement regulations of Article 8 the School Education Law)

● Advanced class certificate of a teacher or first class certificate (upper secondary school and lower secondary school principals need advanced class certificates)

● More than 5 years of “education-related job” experience. It is necessary to fulfill both requirements above.

■ New regulations

Eliminate the necessity of a teaching certificate from the qualification.

The two types of cases that a citizen will be accepted as a principal without a teaching certificate are as follow:

● More than 10 years of “education-related job” experience (Article 8-2)

● “If there is a particular need for improved school management,” in addition to the above requirements, “a person that is viewed as having equivalent qualities to persons who fulfill qualifications mentioned in Article 8 can be appointed or employed as principals” (Article 9-2)

“Appointment of a citizen as the Principal” is the latter case. Appointments are made by appropriate authorities who have appointment rights.

## Appointment of Citizen as the Principal

Prefecture	People appointed	Types of appointment	Period of training
Hokkaido	2	Recommended by economic body	3 months
Miyagi	1	Recommended by economic body	3 months
Yamagata	1	Public advertisement	1 month
Fukushima	2	Public advertisement	6 months
Tokyo	5	Recommended by economic body	6 months 1 year
Saitama	4	Recommended by economic body	1 month
Kanagawa	2	Recommended by economic body	1.5 years
Gifu	2	Recommended by economic body	1 month
Mie	3	Public advertisement	1 month
Kyoto	1	Recommended by economic body	3 months
Osaka	3	Recommended by economic body	3 months
Hyogo	1	Recommended by economic body	2 weeks
Wakayama	5	Public advertisement	3 months
Nara	2	Public advertisement	1 month
Okayama	2	Public advertisement	2 months
Hiroshima	6	Recommended by economic body	2~15 days
Tokushima	3	Public advertisement	2 months
Kagawa	3	Recommended by company	1 month
Kouchi	1	Recommended by company	1 month
Fukuoka	2	Public advertisement	10 months
Yokosuka	1	Public advertisement	5 months
Kanazawa	1	Recommended by company	2 weeks
Numadu	1	Public advertisement	4 months
total	54		

( VI-17 ) The number of recruited "appointment of citizen as the principal "

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The number of persons recruited as principals under the 'Appointment of citizens as Principals' option has increased rapidly, and by April 2004, were above 50. There is a difference in the purpose and the process of employment and training for 'citizen principals' among districts. The training usually takes from 1 to 3 months. However, since many of these principals have little knowledge about education affairs, municipalities typically provide diverse types of training. For example, some municipalities offer practical training regarding current school conditions and relevant educational legislation and require newly recruited principals to visit various schools and interview principals. The purpose of

employing non-teachers under the 'Appointment of citizens as Principals' option is to utilize their leadership and management to manage ability, their capacity to generate flexible and creative ideas and plans and to use networks that they have acquired through experience in the private sector. Such training needs to be improved to become more effective in order for this alternative 'appointment of citizens as principals' option to better achieve its intended goals and objectives.

In 2005, there are 79 citizens appointed as principals, and the number seems to be increasing, also besides that 79, there are 13 principals who does not have teacher's certificate.

## School Management Duties

### ■ School administrative duties

=Assigning the duty type and the range of responsibility to the teachers to manage school duties. Diagram of allotment of educational management duties is made in most schools, but the way of division is various

### ■ Various divisions

- Education and research organization
- Administrative organization
- Class
- Grade and subject
- Guidance department
- Academic guidance department

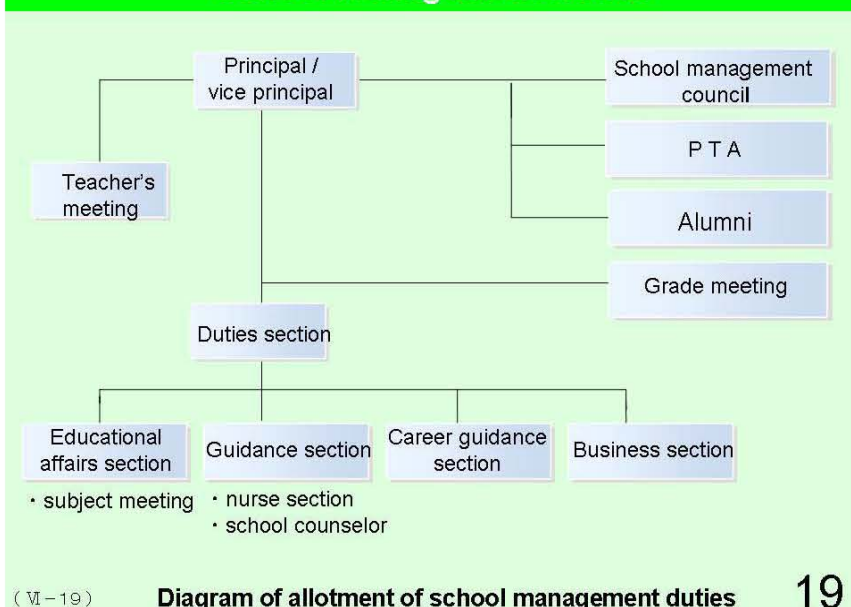
Duties of a principal are matters on educational contents, students, teachers, facilities and equipment, school finance, external relationships, and other stuffs relating to school management. School management duties are those where teachers take charge of some part of the school duties, with deciding types of duties and their responsibility, in order to deal with school duties. Based on that, each school makes an organizational diagram of school management duties.

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School administrative duties

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## School Management Duties



This is the organizational diagram of allotment of school management duties. The allotment of school management duties varies for each school, but there are not much difference. The diagram of allotment of school management duties shows the process and system of school duties, and also the process and system of decision-making. Also, it shows the cooperation system of teachers.

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## Chief-teacher System

### ■ Chief-teacher system

＝The purpose is to arrange the school administrative duty system to be appropriate for harmonious school management. It was established when the enforcement regulations of the School Education Law was amended in 1975.

### ■ Chief-teacher system in elementary school

- Chief-teacher of academic affairs
- Chief grade teacher
- Health supervisor
- chief of administrative department

### ■ Chief-teacher system in lower secondary school

- Chief-teacher of academic affairs
- Chief grade teacher
- Health supervisor
- chief of administrative department
- Guidance supervisor
- Career guidance supervisor

A chief-teacher system is the internal organization of school which is set at more than 100 years ago. The revision of Enforcement Regulation of the School Education Law in 1975 have given the legal basis for this system. The aim of the chief-teacher system is to carry out school management that coordinates guidance and management. Duties of a chief-teacher is ① to make plans for one's part, ② communication and management, and ③ to guide and assist, under the order of the principal.

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## Chief-teacher System

### Article 22.3 Chief-teacher of school affairs/grade

- ① Chief-teachers of school affairs and grade should be placed at elementary school. However, this is not a case when there is special situation
- ② Chief-teachers of school affairs and grade are chosen from regular teachers
- ③ Chief-teachers of school affairs negotiate, guide and advise about educational plans and other educational matters under supervision of a principal
- ④ Chief-teachers of grade negotiate, guide and advice about educational activities of the grade under supervision of a principal

### Article 22.4 Health supervisor

### Article 22.5 Chief of administrative department

### Article 22.6 Other chief-teachers etc.

Duties of each chief-teacher are as:

- Chief-teacher of school affairs: to negotiate educational plans, class schedules, teaching materials with teachers; to offer training and advice to related staff.
- Chief-teacher of the grades: to set management principles, plan educational activities, negotiate with and between other homeroom teachers/chief-teachers of other grades/chief-teacher of school affairs/guidance supervisor, and offer training and to provide advice to other home-room teachers.

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Laws and regulations of the chief-teacher system

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## School Assessment

### ■ School assessment

=Finding problems and issues of each school's activities by looking at how much the school goal was achieved.

### ■ Aims of school assessment

- Raising the quality of education
- Inspection of operation
- Grasp the result and issue
- Improvement of educational activities
- School's accountability

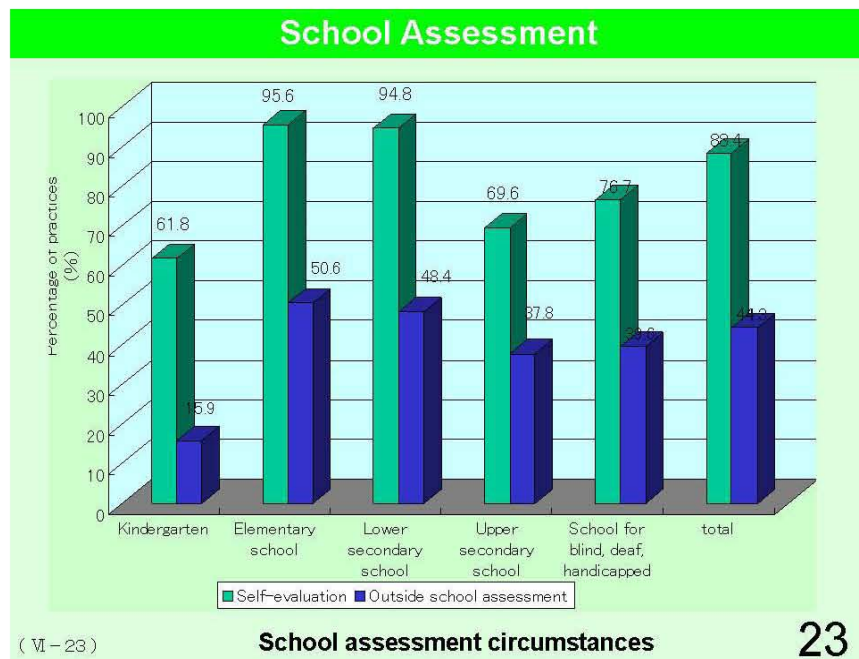
The aim of school assessment of each school is to make improvements in the next quarter or next academic year by doing self-inspection and self-evaluation of education and management during the certain quarter / academic year at the end of that duration. School assessment was defined in the criteria for establishment of school (in 2002) in the viewpoint of clarifying the responsibility of school management and in the effort of making the school public. According to that criteria, school accountability should be clarified by making the result of self-inspection / self-evaluation of school management open to public, and providing information actively.

The aims of school assessment used to be improvement of educational activities and revitalizing school. From now on, in addition to those aims, school assessment is done for accountability of

( VI-22 )

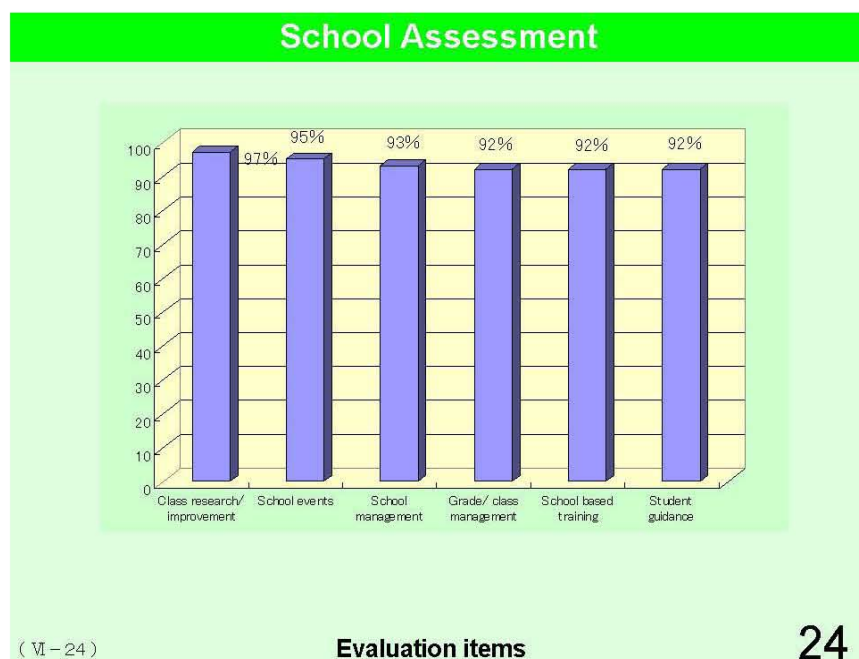
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school to guardians (parents) about the situation of school activities.



some cases in addition to their own internal assessments.

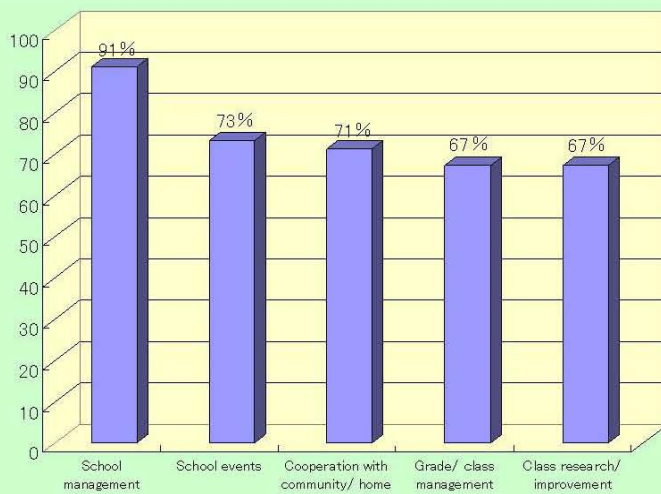
According to research undertaken by MEXT (Ministry of education, cultures, sports, science and technology ), 38,289 (88.4 %) of public schools have conducted assessments of their schools. While (a) 19,173 (44.3%) of public schools have entrusted school assessment to parents and people from their communities, (b) 61.8 % of kindergartens, 95.6 % of elementary schools, 94.8 % of lower secondary schools, and 69.6% of upper secondary schools have carried out school assessment themselves. Finally, (c) (15.9 % of kindergartens, 50.6 % of elementary schools, 48.4 % of lower secondary schools and 37.8% of upper secondary school have also assigned school assessments to outsiders, in



In conducting assessments of their schools, over 90% of schools in Japan evaluated the following items: school management, grade/class management, class research/improvement, school-based training/research, school events, and guidance. About 70% of the schools also evaluated these items (grade / class management, class research / improvement, school based training / research, school events, student guidance) in school assessments conducted by outsiders.

(Third party school evaluation Committee → II -54)

## School Assessment



Top 5 items

( VI-25 )

Evaluation items

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In conducting assessments of their schools, over 90% of schools in Japan evaluated the following items: school management, grade/class management, class research/improvement, school-based training/research, school events, and guidance. About 70% of the schools also evaluated these items (grade / class management, class research / improvement, school based training / research, school events, student guidance) in school assessments conducted by outsiders.

(Third party school evaluation Committee → II -54)

## Evaluation of Teachers

### ■ Efficiency Rating (of Teachers)

=Evaluation system for public elementary/lower secondary/upper secondary school teachers

“Law concerning the Organization and Functions of Local Education Administration” Article 46

“The cities, towns and villages committee shall carry out consultation of a prefecture expense burden school faculty's performance record under the plan of the prefectures committee irrespective of regulation of the 1st clause of Article 40 of Local Public Service Law.”

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Outline for efficiency rating

○ Types of efficiency rating : Regular, conditional, extraordinary

○ Forms of efficiency rating :

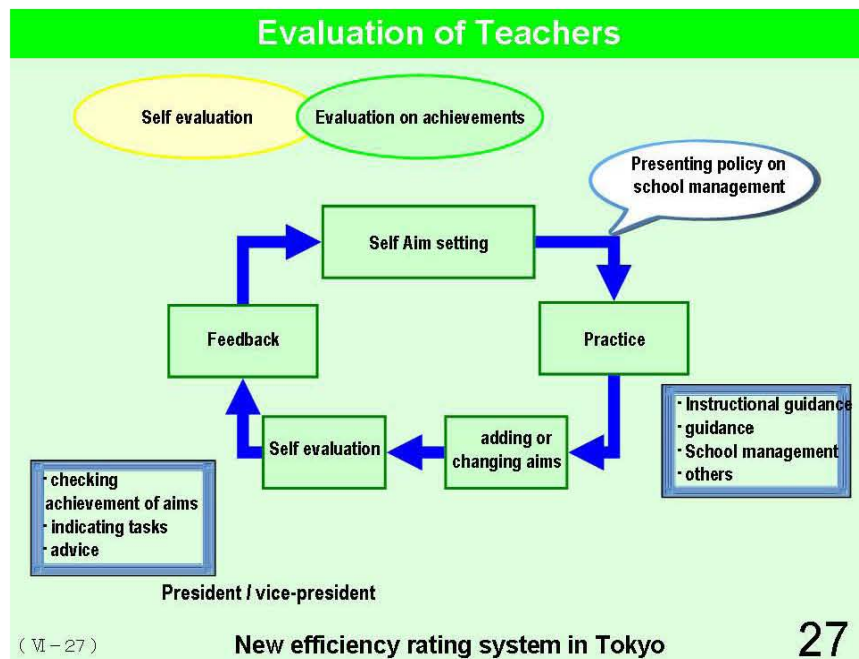
① At a local government level, the superintendents of the boards of education rate the principals

② At a school level, the principals rate the teaching and administrative staff

○ Contents of efficiency ratings :

A :Efficiency grades B : Aptitude/ personality C :Special mention D :

General comments



Today, some local government bodies have started seeking a new efficiency rating system. Especially in Tokyo, under new School management regulations were enacted in December.1999, and in 2000, the new efficiency rating system became operational.

Under the new system, individual educational personnel set their own objectives based on their principal's educational principles. They then submit their self-evaluations about their accomplishments in relation to their objectives (self-declarations). The school principals and vice-principals examine and assess individual teachers' performance and duty records by using absolute evaluation criteria, and then

use these evaluations for advising and training the teacher. The superintendents of the boards of education also conduct a relative (comparative) evaluation to be factored into recommendations for promotion.

## Evaluation of Teachers

■ **Efficiency rating of educational personnel is a system aimed to develop educational personnel's ability**

- Efficiency rating is made of 2 pillars, self-declaration and achievement evaluation. By taking in self-declaration, the evaluation will be mutual.
- Based on self-declaration and achievement evaluation, principal and vice principal gives advise and training. Also, by training and self-enlightenment, the personnel will improve ability and moral, and will bring the right man in the right place, which leads to activating school organization.

■ **The process of efficiency rating**

- ① Each educational personnel sets their own aim based on the school's issue and the principal's school principle
- ② Implementation of an instructional activity
- ③ Principal and vise-principal observe classes, and does achievement evaluation based on self-evaluation and interviews. After that, they will give advises and training.
- ④ Implementation of guidance or advice towards the following fiscal year

**Tokyo new efficiency rating system outline**

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( VI - 28 )

School management regulations in Tokyo prefectures state,

Article. 2 Efficiency ratings are conducted by self-declarations and achievement evaluations

Article. 3 Efficiency ratings must be done by all staff except for persons appointed by the superintendents of the boards of education in Tokyo.

Article. 4 Self-declarations are basically done on April 1st, October. 1st, March 31st.

(Types of achievement evaluation)

Article. 5 Types of achievement evaluations consist of a regular evaluation and a special evaluation.

## Risk Management of School

### ■ Risk management of School

= The most important issue is to save student's lives

- Nature disasters (earthquakes, storm and flood damages) and fire
- Incidents and accidents occurred in daily educational activities
- Invalidity

### ■ Aims of risk management

- To save students' lives, bodies and to secure safety
- To keep reliable relationship with student and guardian
- To prevent students' disturbance and to keep the school stable

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There are many risks of natural disasters such as earthquakes and typhoons potentially encountered by students and schools as well as other risks that may occur during school activities and school management. Therefore it is responsibility of schools to ensure the safety of their students. In order to do this, various risks must be assessed, reactions must be anticipated and training in safety management conducted.

## Risk Management of School

(1) Risk prevision・prediction



(2) Approach to Prevention before it happens



(3) Correspondence when risk occurs



(4) The evaluation of correspondence  
and the approach to preventing recurrence

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Because the number of crimes occurring at schools is increasing, MEXT published

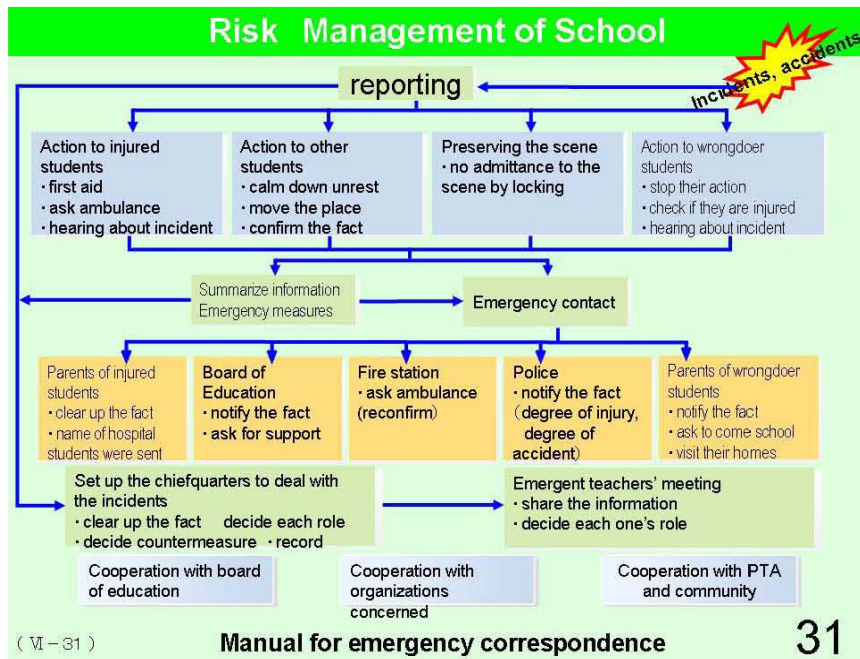
"School Safety Emergency Appeal - to secure safety of children" (January 20, 2004) As "Practical important guidelines on school safety"

【Important points on practical approaches by schools】

【Important points on practical approaches by establishers】

【Cooperation with communities】

【Cooperation with related organizations / groups within communities】



( VI - 31 )

Manual for emergency correspondence



( VI - 32 )

- ① December 2003
- ② March 2005
- ③ Hydrant and Emergency exit
- ④ Security company
- ⑤ September 2004
- (Disaster drill → IX - 12)

## System of School Choice

### ■ School Choice system

=Parents can choose whichever school they want their child to enter

### ■ Aims

- Consider child/guardian's needs
- Make educational responsibility and accountability clear
- Assessment of schools and teachers
- Promote creating schools with curricular emphasis and schools that has extension relationship between school and community

( VI-33 )

33

The Japanese School Choice system was proposed by the National Task Force for Educational Reform third report (1987) and "Promotion of Deregulation for Creative Human Development (second) " (1996) etc. MEXT (Ministry of education, culture, sports, science and technology) notified the superintendents of each prefectural board of education about the flexibility of school choice in School Districts in 1997, and requested the municipal boards of education to notify parents and local communities.

MEXT requested that:

- ① Each municipal board of education must consider parental needs
- ② Switching schools and attending schools in a different district is permitted based on parental statements

③ Each municipal board of education must distribute the information about school districts and the school choice system, and then prepare an accompanying consulting system to be made available for use by schools, parents of students and communities

## System of School Choice

### ■ Advantages

- Parents will increase their interest towards schools
- Each school will work hard by competing against each other
- Schools will encourage information release
- Schools will increase motivation to their self-reform

### ■ Disadvantages

- There will be specific schools that are popular, which leads to increasing gap between schools
- A sense of solidarity between the community and parents will be weak
- Parents and children will be confused because of the lack of choice indexes

( VI-34 )

34

School choice system was introduced to respect guardians' will to choose school for their children. When guardians have right to choose school, each school would promote education with distinctive features with more efforts. School now take efforts to gain trust from guardians by improving school through self-inspection / self-evaluation.

On the other hands, school choice system may increase gap between schools, weaken the solidarity between school and the community, and weaken public education. At the current, about 10% of public elementary / lower secondary school are introducing school choice system.

## 学校力

### ■学校力

＝学力、指導力、経営力、安全・危機管理、スクールアイデンティティ、これらそれぞれの質に関わる概念で、ある学校をいい学校だと思わせている活動や力の総体

- 学校力を高めること＝学校の総合力の構築
- 学校評価や学校選択制において学校力の構築という観点が重要

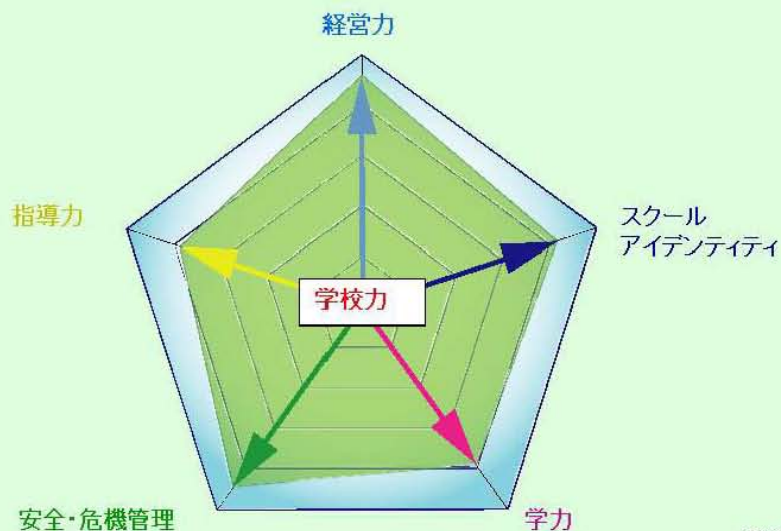
(Ⅵ-35)

35

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## 学校力



(Ⅵ-36)

36

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## 日本の学校経営改革

### ■日本の学校経営改革

- 学校の裁量権限の拡大
- 校内責任体制の確立
- 学校の経営責任
- 保護者・住民の学校参加－参加型学校経営
- 校長の権限拡大・強化

(VI-37)

37

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