

January 29, 2018, 16:30 – 18:00 CICE Seminar Room (IDEC 6F), Hiroshima University.
CICE Open Seminar 203rd

Progress and Challenges in Implementing Policies of School Management and Evaluation in Japan

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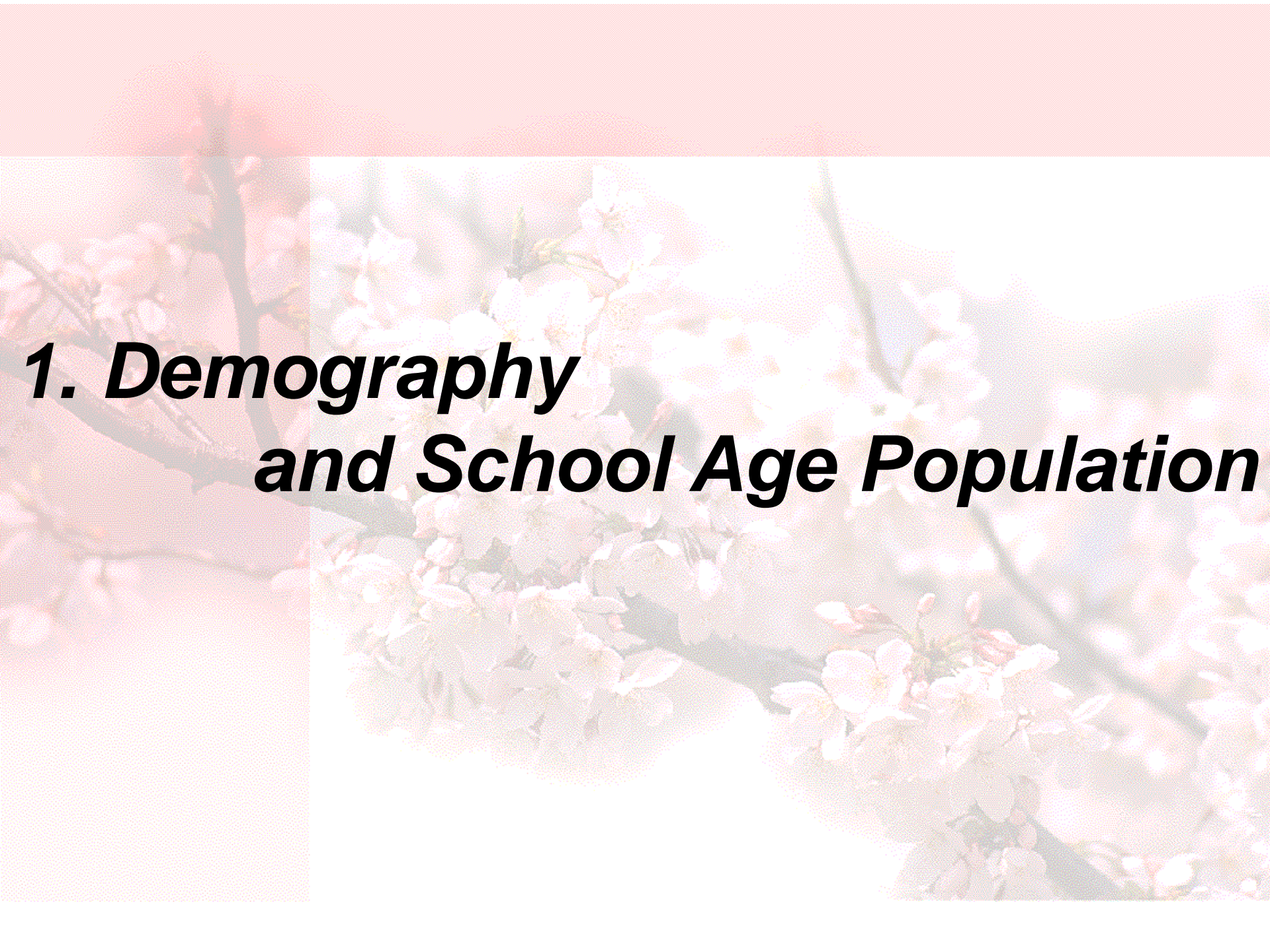
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- 2. Outline of the School Management Policy*
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- 4. Seven Factors Obstructing Successful
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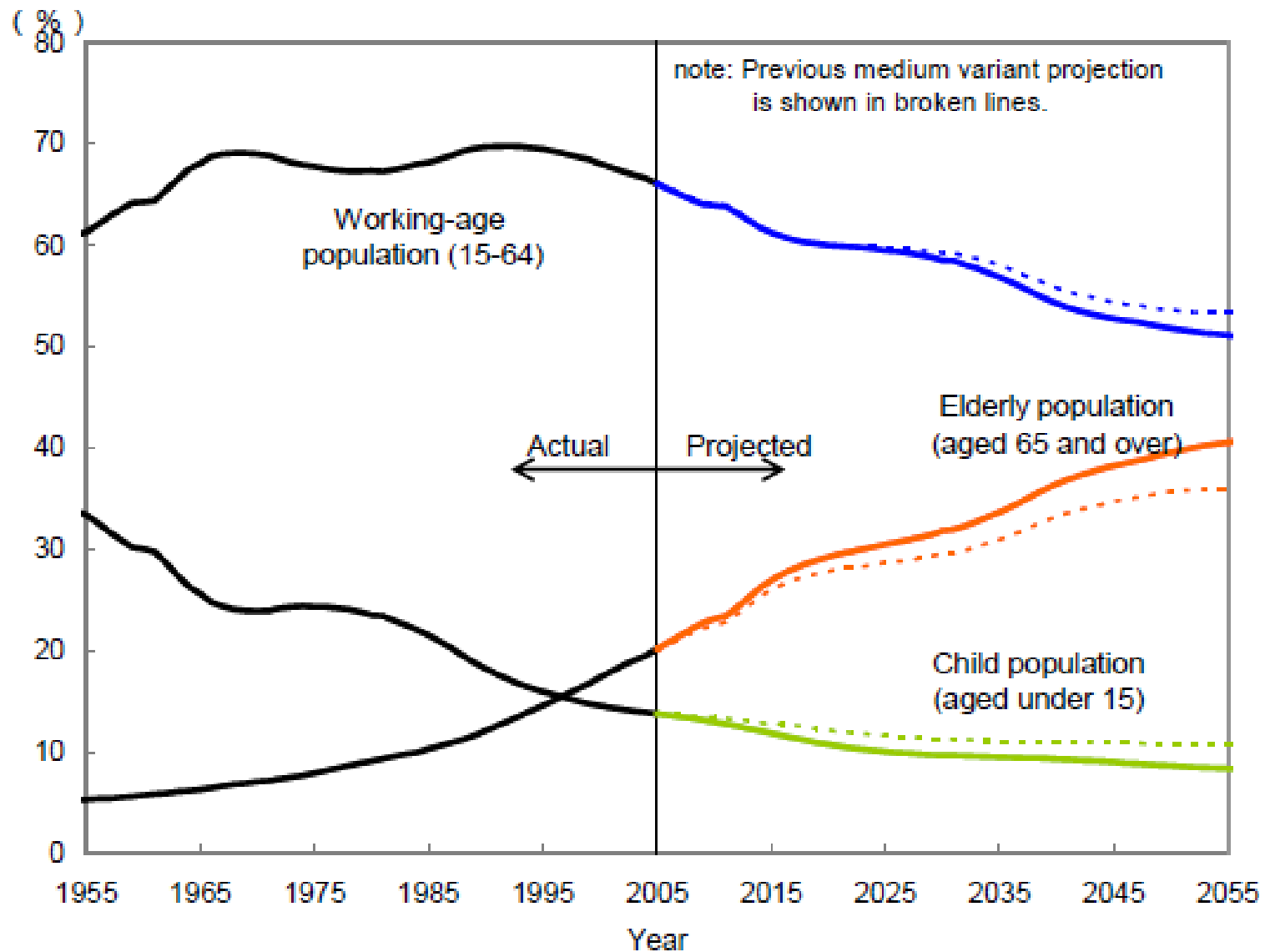
Goals of today:

To understand the outline of the policy of school management and school evaluation, and to discuss about the reality of those policies, with emphasis on the school evaluation.



1. Demography and School Age Population

The proportion of major three age groups



Source: National Institute of Population and Social Security Research

The background of the slide features a soft-focus photograph of cherry blossoms in shades of pink and white. The blossoms are in various stages of bloom, with some showing distinct petals and stamens. The overall tone is gentle and spring-like.

2. Outline of the School Management Policy

Stereotypical trends in the post-war school management policy

<u>1945-</u>	seeking era toward “democratic school management”
<u>1956-</u>	establishing era of “systematic school management” ... in the midst of the <i>Rapid Economic Growth</i>
<u>1971-</u>	diversification era of an “expanded school management” ... problems spurted in reaction to the economic growth
<u>1984-</u>	take-off era with an “autonomous school management” ... <i>National Council on Educational Reform</i> established
<u>1998-</u>	well developed era in a decentralized environment ... 2004; <i>Act on the Organization and Operation of Local Educational Administration</i> , Revised

reference: Takeaki Nakadome. 1984. *Sengo Gakko Keiei no Kiseki to Kadai*. and some other books.

Example of a recent reform: “Community School” policy (2004-)

Community School

= a school with a school management council

- running a school with participation of local community

School Management Council

= “an organization that discuss about school management”

Revised “Act on the Organization and

Operation of Local Educational Administration” 2004

Council’s power

- 1) comment on school management*
- 2) comment on school personnel matters*
- 3) approve important school plans*



The first school management council: “Gotanno Elementary School Council” in Adachi city, Tokyo (2004-)

11 members:

- three from the local community,
- three parents,
- four school staff and
- one person from the administration.



(cont.)

The first school management council: “Gotanno Elementary School Council” in Adachi city, Tokyo (2004-)

accomplished:

- 1) implementation of “power learning” for arithmetic, Japanese character reading and writing for 15 minutes each morning,*
- 2) development of a campaign to “greet people,” extending out to the wider community; and*
- 3) classes on Saturdays run by local volunteers on computers and Japanese checkers, etc.*



(cont.)

Shift in the role of School Council

- “creating schools with the local community” -

School councils will:

- Gather **assistance** for the school from the local community,
- Gather **support** for the school **activities** from the local community,



memo

memo

The background of the slide features a close-up photograph of cherry blossoms in various stages of bloom, with soft pink petals and dark branches. A semi-transparent pink rectangular overlay covers the left side of the image, and a solid pink horizontal bar is at the top. The title text is centered over the blossoms.

3. Outline of the School Evaluation Policy

S
K
I
P

Pre-history
- Implemented
from USA after
WW2. (ca 1950)



Tokyo Educators Tell How Girls Travel for 2 Hours,
Study in Unheated Rooms, to Get Their Education
Japanese Schoolrooms Are Occupied
14 Hours Daily, Students in 3 Shifts



Understanding of education is expressed by four delegates from Japan, attending N. E. A. Left to right: Kameo Ohta, Kikuo Kurematsu, Ota and Ichiro Takeda.

DOUGLAS BROS

disorder, enthusiasm, no qualifications and are as a lot less than there are said to be a Tokyo, Japan, there

Four delegates to the National Association, who at the University Club, admitted that postwar at like Boston, must deal new education problems. "It is not really as said Kameo Ohta, official of the army school-

aria "which make life" bright and rich," as Mr. Ohta puts it, the Japanese "gives to girl students "only to read, clothing, housing and indolence." It is even the elementary teacher's job to teach in the young Japanese "training in habits needed for a good, safe and happy life," and to witness to the word "Three R's" of American. The young class of "three R's" must learn in class to "improve and dispose of natural phenomena and with in every-day life in a sensible manner."

By the time the teacher is a

even difficult to give space for a rest for each. And not at all possible for all to make each day."

English is one of the most popular classroom subjects now, says Miss Kurematsu. Some of the interest in the language, she suggests, came from out of class meetings with American G.I.s.

"And at this time we thought it was to be a problem to settle whether our girls would use English and things and wear the hair straighter length," she added. "When some also wanted to wear skirts in the hair and have per-

← **Evaluative Criteria** ↑
Japanese delegates

S
K
I
P

Legislation process of the school evaluation system (1)

Standard for Elementary School Establishment
(ministerial ordinance, March 29, 2002)

(self evaluation)

▪ article 2

- 1 Elementary schools are expected **to monitor and evaluate their educational activities and other school management activities** to improve school management, raise their educational levels, and accomplish their purpose, and also expected **to disclose the results of the monitoring and evaluation** to the public.
- 2 To accomplish the said monitoring and evaluation, **schools shall set such evaluation items** that are compatible with the said conditions.

Legislation process of the school evaluation system (2)

School Education Law (June 27,2007)

▪ article 42

Based on the regulations stipulated by the Minister of Education, Culture, Sports and Scientific Technology, elementary **schools shall endeavor to improve the level of their education by carrying out evaluations of the conditions of their educational activities and other school management activities**; then in accordance with the results, **implement** necessary measures to improve school management.

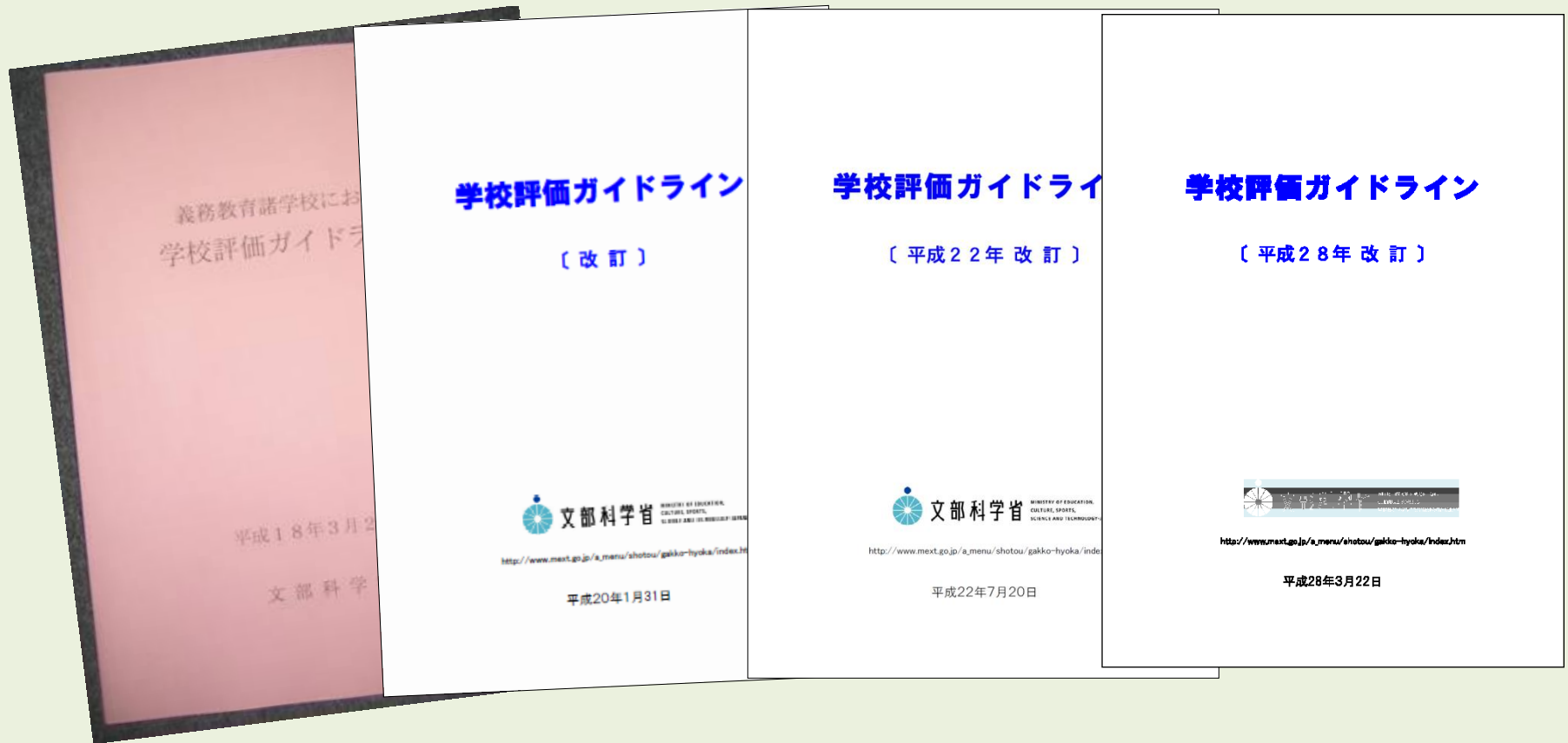
Purpose of school evaluation

- (1) school improvement through evaluation of achievement of the school goal/plan
- (2) assuring accountability partnership with parents, guardians and community residents



Quality Assurance of Education

Distribution of *The School Evaluation Guidelines*



Versions of
2006 Mar., 2008 Jan., 2010 Jul. and 2016 Mar.

The Three-Tier Model in *The School Evaluation Guidelines*

(1) Self-evaluation

- Under the leadership of the principal, done by all school staffs.
- **School Goals, School Plans and other plans are to be referred.**

(2) Evaluation by persons related to the school

- Consists of guardians, PTA members, School Council members, community members, people concerned with articulated schools, etc.
- Evaluation done based on the results of self-evaluation

(3) Third-party evaluation

- Consists of experts not directly connected to the subject school, etc.
- Objective, specialized evaluation

Extracted from:
School Evaluation Guidelines , March 2016.

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The background of the slide features a soft-focus image of pink cherry blossoms. The flowers are in various stages of bloom, with some showing five distinct petals and yellow centers. The branches are dark and thin, creating a delicate pattern against the light background. The overall color palette is a mix of soft pinks, whites, and light greens, giving it a gentle and natural feel.

4. Seven Factors Obstructing Successful Implementation of the School Evaluation

0) “School evaluation” *not* “successfully implemented” ???

- Q: “To what extent was the self-evaluation useful to both systematically and continuously improve educational activities or other school operations?”

answers	2006	2008	2011	2014
a. extremely effective	-	-	16.3%	20.3%
b. effective to some extent	-	-	79.3%	74.1%
c. not very effective	-	-	2.1%	2.4%
d. not effective at all	-	-	2.3%	3.0%
e. don't know	-	-	0.1%	0.1%

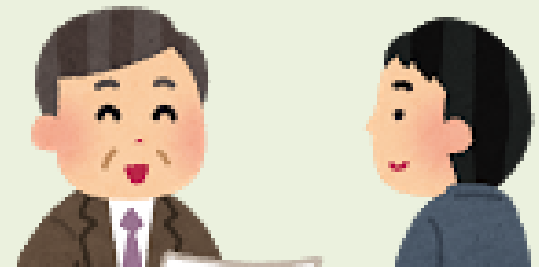
1) The correct meaning of the word “evaluation” is not well known

- The Japanese word for “evaluate” bares the meaning of “praise”. Oftenly, “to evaluate” means “to praise”.

- “School evaluation” won’t be meaning a formative tool for school improvement.

*I evaluate you.
(hyoka-suru)*

Thank you !



*Thanks to IRASUTOYA
<http://www.irasutoya.com/>*

2) School evaluation not linked to the school's goal

- Goals are, in **most** schools, too abstractive as “be brave and strong and true.”
- Too many sets of “good words” resembling to the “school’s goal” such as “school slogan”, “teacher’s ideal”, “student’s ideal” and so on.

*be brave and
strong and true*



Thanks to Matsumoto City / Mito City

(cont.)

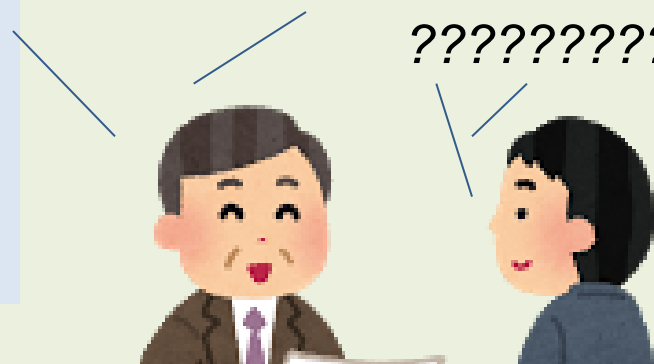
2) School evaluation not linked to the school's goal

- When schools plan the self-evaluation, they cannot link it to the school goals, or whatever goals;

...unless goals are “S.M.A.R.T.”
(**S**pecific, **M**easurable,
Achievable, **R**ealistic, and
Time-limited),

*How STRONG?
How BRAVE and
How TRUE ?*

??????????

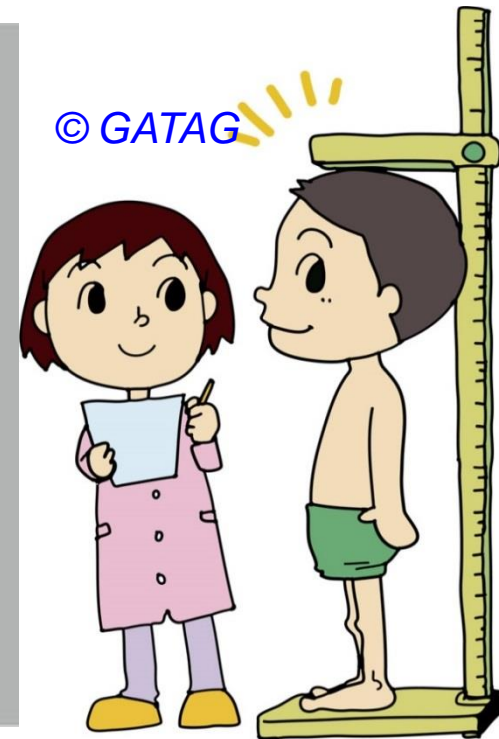
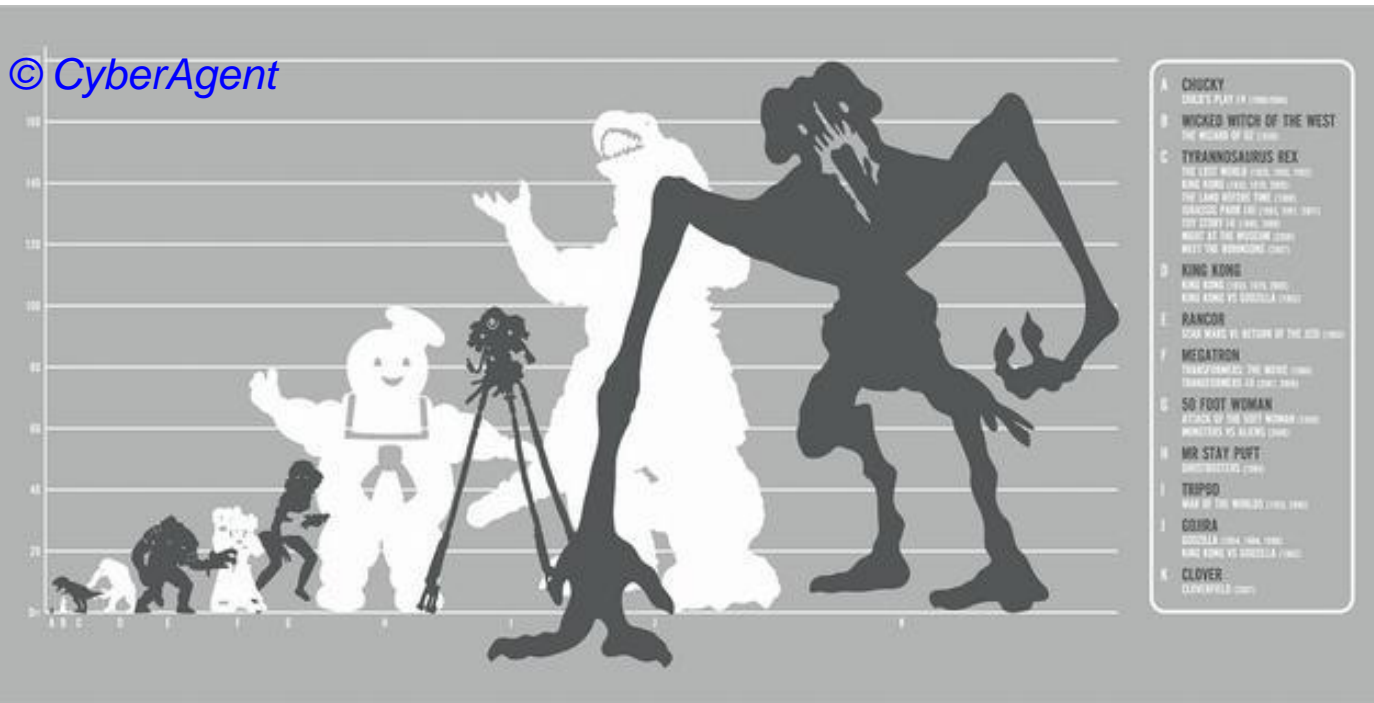


3) Poor indicators for evaluation

- Principals struggle to set convincing indicators to measure performance of their activities
- At many schools, indicators will come from regional test scores, questionnaire surveys and counting cases by teacher. They are expected to be as numerical as possible.

3) Poor indicators for evaluation

- © CyberAgent



“effort indicators” and “performance indicators” often get confused

4) Evaluation results not utilized for school improvement

- Many principals are not sure of how they can utilize evaluation results to improve the school.
- Many would answer they will:
 - A) put the results on school's web site,**
 - B) share results among teachers and w/ parents**
 - C) discuss about the results.**

[Survey of 2014 by MEXT]



UTILIZED?? Really???

5) Absence of good evaluators or coordinators

- Basically, no full-time staffs are assigned for school evaluation.
- As for the self-evaluation, it is left to principal and teachers' hands.
- They are, in most cases, not well trained or prepared to evaluate schools.



(cont.)

5) Absence of good evaluators or coordinators (*then, who ?*)

- a. PTA headquarters member (67.5%)
- b. School council member (61.2%)
- c. Residents' association member (40.0%)
- d. Social welfare facility or organization member (31.9%)
- e. Former school council member (31.3%)
- h. People of experience or academics (13.9%).....



6) Lack of courses for school evaluation

- In colleges for **pre-service** and in local authorities for **in-service** courses, it is rare to see properly furnished programs for school evaluation.
- At most, they will be one hour lecture on "school evaluation" or "school management".



7) Poor funding

- Problems raised above arise from, or result in, the lack of an appropriate budget for school evaluation.
- Schools and local authorities are not able to hire evaluators, coordinators, mentors or assistants to lead or assist in school evaluation.
- Costs for evaluation is scarcely cared in the school policy-making process.



The background of the slide is a soft-focus photograph of cherry blossoms. The flowers are a pale pink color with visible yellow stamens. They are clustered along dark, thin branches. The lighting is bright and diffused, creating a gentle, ethereal atmosphere. The overall color palette is dominated by soft pinks, whites, and muted greys from the branches and background.

5. Conclusion

memo

The background of the slide features a close-up photograph of cherry blossoms in full bloom. The flowers are a pale pink color with visible yellow stamens. The image is partially covered by a semi-transparent pink overlay on the left side and a solid pink horizontal bar at the top. The text "Open Discussion" is centered over the floral image.

Open Discussion

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