

Guidelines for Improving Operations at Schools - Aiming to Ensure that Teachers Have Time to Be with Children- (Outline)

July 2015

1. Purpose

- Guidelines, aiming to improve operations at schools, have been created by Boards of Education[A1] to ensure that teachers have time to be with children, to improve teachers' individual abilities, and to arrange their environments so that they can show their abilities, based on demands for changes such as innovations in classes appropriate for the changing times as well as some survey results such as those of the OECD Teaching and Learning International Survey (TALIS)[A2], which point out matters including the fact that teachers have become very busy.

2. Contents of the Guidelines

- Basic visions, direction for improvements, practical cases, and other matters for improving operations based on actual conditions have been organized after the actual conditions of the tasks of educational personnel were researched and understood.

(1) Survey of actual conditions of educational personnel[A3]'s tasks at schools

- Understanding educational personnel's working conditions, the conditions of their burdens, and other situations about miscellaneous[A4] tasks at schools
- Focusing on vice-principals[A5] and teachers who have many tasks for which they are the main person in charge and understanding their actual conditions in detail

<Burden ratio for each task performed by vice-principals and teachers>

- As for vice-principals and teachers, tasks for which the burden ratio^{*2} is 50% or more and those for which the involvement ratio^{*1} is 50% or more are as follows;

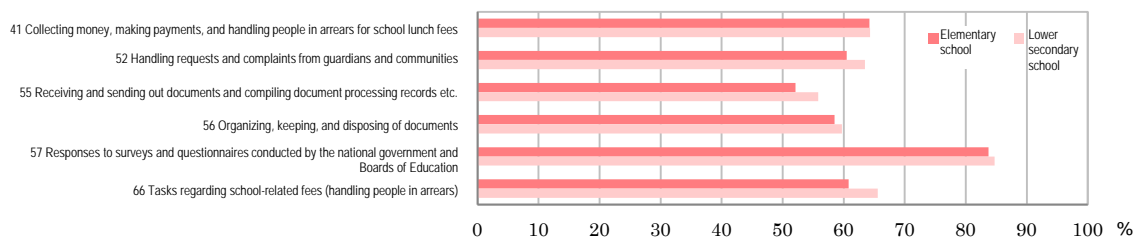


Figure 1: Burden ratios for tasks for which vice-principals' involvement ratios are 50% or more

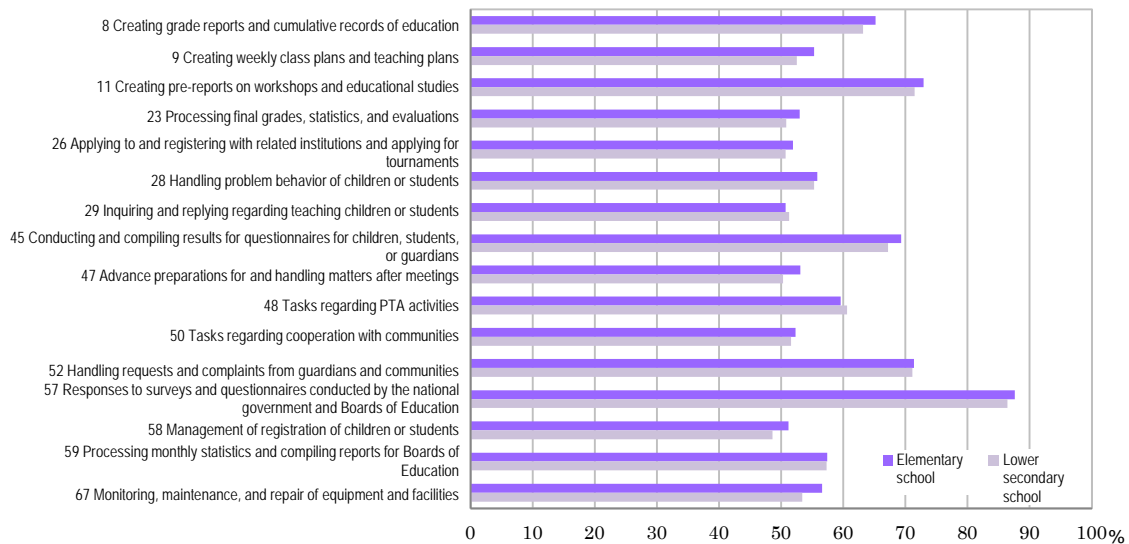


Figure 2: Burden ratios for tasks for which teachers' involvement ratios are 50% or more

*1 Involvement ratio: The **relative proportion**[A6] of the sum of the responses answering “Involved as main representative” or “Partially involved” to the number of all valid responses in relation to questions on working conditions

*2 Burden ratio: The **relative proportion**[A7] of the sum of the responses answering “It’s a burden” or “It’s sort of a burden” to the number all valid responses in relation to questions on burdens

<Measures each school is currently taking to improve their operations>

- As for tasks for which the involvement ratio and burden ratio is 50% or more for vice-principals and teachers in elementary and lower secondary schools, the details of measures to improve operations are as follows for schools that answered that they were taking measures (multiple answers accepted – the totals for some tasks exceed 100%);
- Both elementary schools and lower secondary schools are making many efforts by “introducing **information and communication technology (ICT)**”[A8] and examples of such efforts can be seen in the tasks of compiling grade reports and **cumulative records of education** [A9] and processing final grades, statistics, and evaluations. Also, examples of efforts through “work sharing with administrative staff” can be seen in tasks regarding **school lunch** [A10]es and **school-related fee** [A11]s. Examples of the “utilization of local human resources” can be seen in tasks regarding handling requests and complaints from guardians and communities. Various measures are combined and used depending on the type of task.

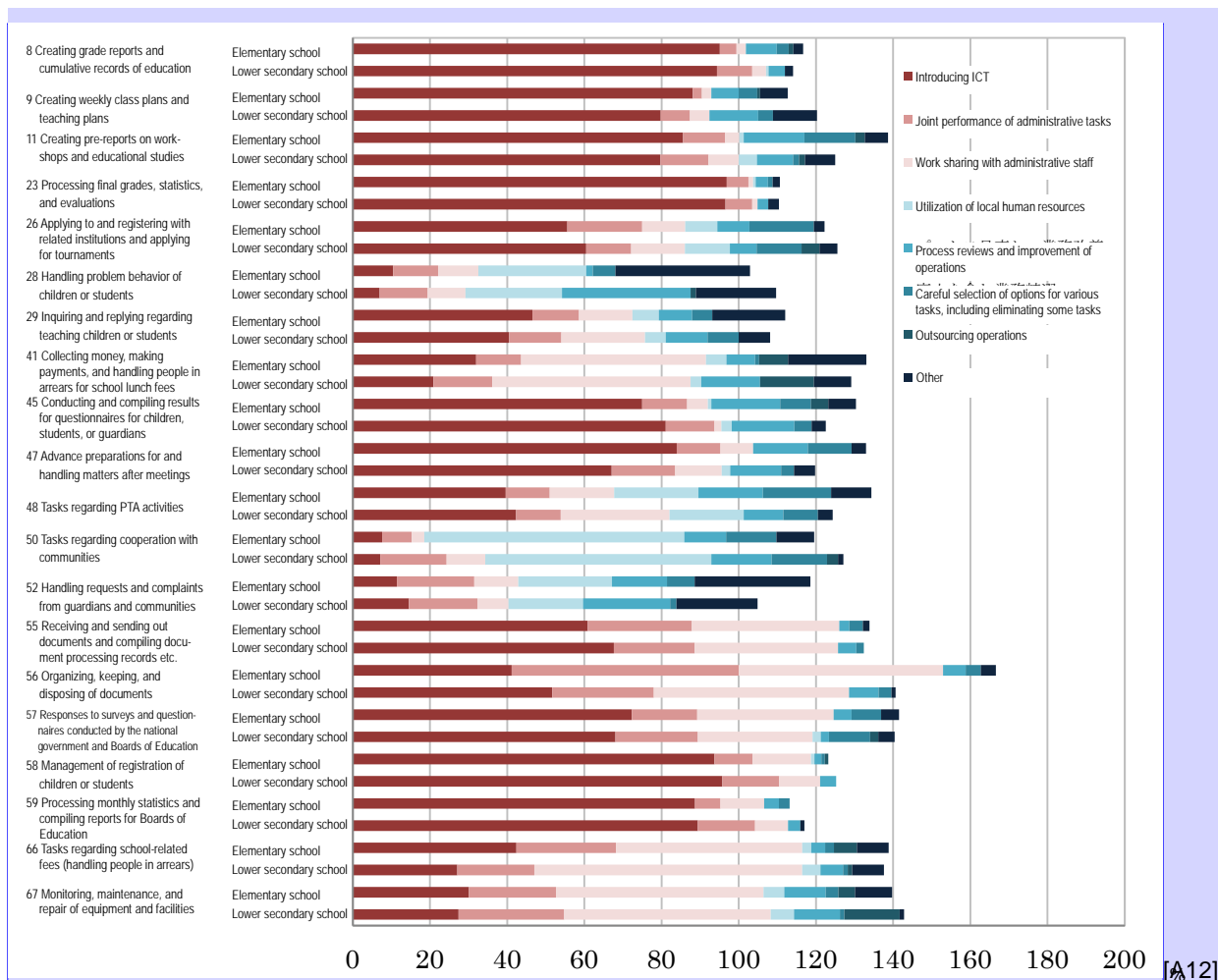


Figure 3: Efforts made for improvement of operations by each school

(Reference data) Outline of Survey of Actual Conditions of Educational Personnel

○ Time of Survey: November 2014

○ Targets of Survey

- School survey: sample of 451 schools from public elementary schools and lower secondary schools nationwide (elementary school: 250, lower secondary school: 201)
- Individual survey for educational personnel: educational personnel serving in the above sampled schools

○ Survey items

Categorized operations at schools into 71 tasks and researched the systems for performing tasks, measures for improving schools, the conditions and burdens of educational personnel, etc.

○ Response rate: 100% (school responses)

○ Number of valid responses: 9,848[A13]

(2) Basic visions for improving operations and direction for improvements

- Boards of Education clarify their basic visions, direction for improvements, and noteworthy key points from five viewpoints on support for improving operations at schools hereafter, in light of the survey results of actual conditions.

Organizational school management under principals' leadership

(●→for Boards of Education, ■→for Boards of Education and schools)

- Clarifying school management visions and making organized and flexible systems to improve operations (Sharing the visions among all educational personnel, arranging the division of duties, training in relation to changes in operations and awareness of duties, and so on)
- Conducting training to strengthen management abilities and keeping superior human resources (Appointments of principals, school management training for managerial staff, and so on)
- Promotion of the assignment and use of teacher managers (Contributing as mediators between principals and educational personnel, playing a role in uniting them, and sharing the responsibilities between vice-principals and themselves)
- Monitoring and evaluating improvements in operations, coupled with school evaluations (Establishing awareness of educational staff through monitoring evaluations of the implementation status of measures to improve operations, disseminating good practices, and so on)
- Expanding school discretion on budgets, etc. (Organizing and reviewing school management policies, the main points of school financial management, budgetary provisions created by proposals from schools, etc.)

Organizing school systems as institutions by means such as work sharing between teachers and administrative staff

- Strengthening administrative functions (Clarification of standard tasks, joint performance of administrative tasks, and so on)
- Improving school management systems (Improving support from specialists and establishing systems and an atmosphere for collaboration between educational personnel and specialists)

Establishing an environment for the optimization and computerization of school duties that allows educational personnel to work comfortably

- Optimizing school duties (Formulating a direction for the improvement of operations and the like, clarifying options that are to be carefully considered for what to do with certain tasks, defining targets for improvement, and following up)
- Computerizing school duties (Encouraging the introduction of support software for school duties)

Making systems that support schools by encouraging collaboration with communities

- Measures including utilizing systems in which local human resources participate in school management and educational activities (Encouraging the activities of School Support Regional Headquarters, the School Management Council System (Community Schools), and so on)

Being the first to organize systems for school support from Boards of Education

- Establishing systems for school support from Boards of Education (Support for solving the problem of excessive requests and the like from guardians, etc.)
- Reducing the burden of tasks regarding research documents, etc. (Adjustments of the frequency, timing, and duration of research, elimination or merging of similar research, and periodic investigations on the status of reviews of research)
- Promoting human resource management (Organizing training and the like to improve the potential of educational personnel)

[A14]

(3) Advanced practical case studies^[A15] by local governments to make efforts for improving operations

- Introducing practical case studies in which Boards of Education actively took measures to improve operations based on the results of the survey of actual conditions, the above basic visions, and the like. (18 cases, 11 topics)

(4) Measures for support to promote the improvement of operations taken by the national government

- Introducing measures taken for support to improve operations at schools by the national government