

# Modality and Promotion Policies between Schools and Communities for Education in a New Era and towards Realizing Regional Revitalization (Key Points)

## Chapter 1 Modality of Schools and Communities Capable of Corresponding to the Changing Times

(Report by the Central Education Council released on December 21, 2015)

### <Need to Realize Collaboration and Cooperation Between Schools and Communities based on Trends in Education Reform and Regional Revitalization>

- ◆ Falling educational standards in regional communities due to weakening community ties and support, increased need for improved household education, diversification and complexity of school issues;
- ◆ **Collaboration and Cooperation** between schools and communities must be strengthened when defining the direction of school education reform and trends in regional revitalization including; revising the Course of Study based on a “curriculum open to society”, promoting team schools, improving the ability and quality of teachers;
- ◆ Schools and communities must work in partnership to advance collaborative structures which aim to realize education by the whole of society from the standpoint of; fostering individuals who have the strength to survive a challenging era, building schools which are trusted by communities, and building social educational foundations.

### <Modality of Collaboration and Cooperation between Schools and Communities>

#### Transforming into “Schools in Partnership with Communities”

- Transforming into “schools in partnership with communities” that work to share targets and visions with community members and foster children in close cooperation with the community

#### Building an Educational System in which Children and Adults Learn and Grow Together

- Building an integrated and comprehensive “education system in which children and adults learn and grow together” by working to advance networks among various community organizations and groups while expanding learning by the entire community through mutual cooperation between schools, households and communities

#### Promoting Community Building with Schools at the Core

- “Promoting community building with schools at the core” which aims to build foundations for independent regional societies through advancing collaborative measures with schools at the core, and fostering human resources to lead future regional societies

## Chapter 2 Modality of Future Community Schools and Comprehensive Promotion Policies

### <Modality of a System for Future Community Schools>

#### (Basic Direction of School Management Council System for Community Schools)

- ◆ Clarifying the role of School Management Councils to include providing support for schools, advancing school-building which takes into account the characteristics and conditions of each community;
- ◆ Examining a system to secure the flexible management of including the council’s opinions for teacher appointments, while providing the functions of current School Management Councils; (approving basic policies for school management established by the school principal, giving opinions on school management and teacher appointments);
- ◆ Developing a comprehensive plan and design for school support provided by the School Management Council, creating a system which advances collaborative structures between schools and local residents;
- ◆ Creating a system which reflects the principal’s opinions when appointing committee members for the School Management Council from the standpoint of promoting displaying leadership by the school principal;
- ◆ Creating a system which enables the establishment of a single School Management Council among several schools to facilitate the smooth integration of education between unified primary and secondary schools.

#### (Review of Systematic Placement)

- ◆ School management must be implemented by the participation of parents, guardians and local residents in order to foster children with the strength to solve diverse and complex issues. The implementation of a Community School System will secure an organizational and systematic structure of collaboration between schools and communities;
- ◆ All public schools must aim to transform into Community Schools. Moreover, the systematic placement of School Management Committees must also be reviewed. While it is preferable for such measures to be advanced voluntarily by schools and local education boards, the systematic placement of Community Schools must be reviewed in order for Local Boards of Education to actively promote the establishment of Community Schools.

## <Comprehensive Promotion Policy for Community Schools>

- ◆ Towards further advancement of Community Schools, **the government must define a comprehensive policy to improve conditions of financial support and quality improvement;**
  - Expanding the scope of Community Schools to include a variety of similar systems
  - Strengthening comprehensive management functions of school organizations
  - Securing and improving the quality of personnel to serve as members of the School Management Council
  - Promoting participation of a variety of members including parents, guardians and community residents
  - Enhancing systematic and financial support upon setting up Community Schools
  - Promoting wide dissemination and awareness
- ◆ Prefectural Boards of Education: clarification of vision and promotion targets, collaborative structure with the Governor Bureau, building a prefectural-wide promotion system, enhancing teachers' training opportunities and training contents, promoting the establishment of Community Schools within prefectural schools;
- ◆ Municipal Boards of Education: clarification of vision and promotion targets, collaborative structure with the Director Bureau, promoting establishment within non-designated schools.

## Chapter 3 Enhancing Education in Regional Communities, Principles of Collaborative Structure Between Schools and Communities

### <Future Direction of Collaborative Structure Between Communities and Schools> from Providing "Support" to "Collaboration and Cooperation", from "Individual Activities" to "Integrated, Networking"

- ◆ Based on the concept of communities and schools **working in partnership to foster children and build communities, regional education must be enhanced to create sustainable regional societies;**
- ◆ Communities and schools must **collaborate and cooperate** to actively promote **"Community Cooperation Activities for Learning and Education"**, in which the entire community collaborates to support the development of children in charge of the nation's future;
- ◆ Based on conventional activities provided by school support regional headquarters and After-school Classes for Children, a new **"Community Cooperation Network for Learning and Education"** must be developed which aims to transform the system from providing "support" to **"collaboration and cooperation"**, and **"individual-based"** activities to **"integrated, networking"**;
- ◆ The **Community Cooperation Network for Learning and Education** must include the following three elements: 1)coordination functions, 2)diverse range of activities (participated by various community members) 3)sustainable activities;

Advancing the swift establishment of **Community Cooperation Network for Learning and Education** covering all elementary and junior high school districts towards promoting **Community Cooperation Activities for Learning and Education** nationwide

- ◆ The government must provide comprehensive support to **actively promote Community Cooperation Activities** for which reflect the characteristics and realities of each community and school in all municipalities and prefectures nationwide;
- ◆ **Promoting placement and strengthening functions** (establishing sustainable systems, fostering, securing and improving the quality of human resources) of **"Community Coordinators"** in charge of liaison and coordination between local residents and schools, along with **"General Coordinators"** in charge of liaison between multiple coordinators.

### <Comprehensive Promotion Policy for Community Cooperation Activities for Learning and Education >

- ◆ National government: **Advancing the implementation of policies which aim to improve systematic and financial conditions, and improve quality** in order to sustain high quality **Community Cooperation Activities for Learning and Education** nationwide;
  - Necessity of establishing a system to promote **Community Cooperation Activities for Learning and Education**, and clarifying the role and qualities required for coordinators;
  - Providing financial support to advance policies in prefectures and municipalities
  - Information sharing among prefectures, municipalities and coordinators, providing support for networking
- ◆ Prefectural Boards of Education: Clarifying vision and formulating plans, providing support for promoting activities in municipalities, advancing system within prefectural schools;
- ◆ Municipal Boards of Education: Clarifying vision and formulating plans, distribution of coordinators, and enhancing training.

## Chapter 4 Modality of Promoting Integrated and Effective Community Schools and Community Cooperation Network for Learning and Education

- ◆ Community schools and **Community Cooperation Network for Learning and Education** must work to complement and mutually enhance each other to exert synergistic effects. A system must be established corresponding to the realities of schools and communities and realizes organic linkages between both parties.

# Visualization of Model Community School System

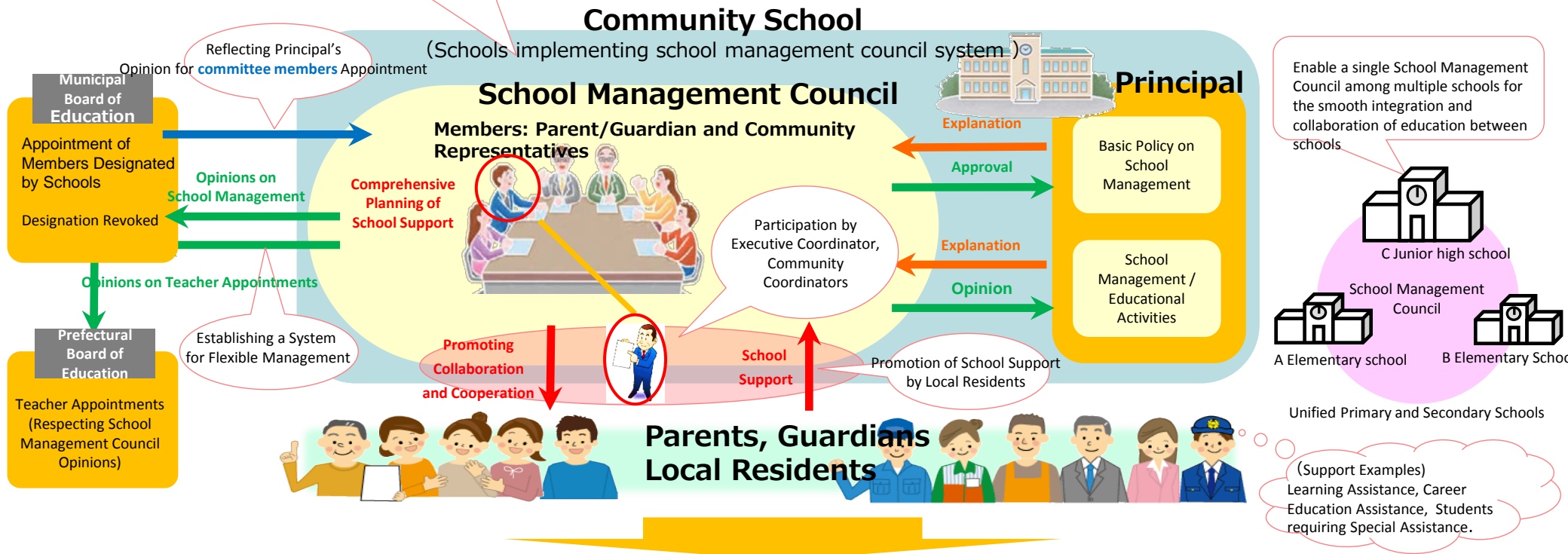
- Community Schools must solve diverse and complex issues- participation and cooperation by the community members is necessary to foster children with the skills needed to survive in the future
- In order for Community Schools to transform into schools which collaborate with the community, Community Schools must share their targets and vision with community residents in order for both parties to work together in fostering children.
- The establishment of Community Schools must further advance from the standpoint of securing an organizational and continuous collaborative system between schools and communities.

Basic Direction

- The School Management Council shall support schools and clarify its role upon advancing characteristic school-building which reflects the actual situation of communities;
- Establish a system to secure the flexible operation of teacher appointments while providing functions of current School Management Councils;
- The School Management Council must develop and design a comprehensive plan on school support and create a system to promote a collaborative structure between schools and communities;
- Create a system which reflects the school principal's opinion when appointing members of the School Management Council;
- Create a system which enables the establishment of a single School Management Council among multiple schools to facilitate smooth connections between schools such as unified primary and secondary schools.

<Revised Image>

Promoting participation of community members in school management. Clarifying roles upon advancing characteristic school-building which support schools and reflects the community's actual situation.



Institutional Placement

■ **All public schools must aim to transform into Community Schools.** Policies must be established to review the systematic placement of School Management Councils which are currently established voluntarily. Schools and Boards of Education must also consider the its establishment preferably by the voluntary will of Schools and Boards of Education, **in addition to defining the systematic placement of Boards of Education upon actively promoting the establishment of Community Schools.**

# Visualization of Expanding and Enhancing Community Schools

## Key Merits of Developing Community Schools from Similar Systems

- Developing a School Management Council System from a project-type system to a one based on law will secure an organizational and continuous collaborative structure
- Opinions of committee members who participate in school management will improve and enhance school management
- A common vision of educational activities by schools, households and the community will create subjective and active measures
- Approval of basic principles will improve awareness on the accountability towards communities, and enable school management with a friendly atmosphere which has received the community's understanding and cooperation
- Enable securing a **PDCA** cycle which serves to improve school management

## Establishing a Sustainable System for the Participation of Communities in School Management

### Community Schools (Schools Implementing a School Management Council System)

Review Current System to Create Better structure

2,389 Schools  
(as of April 1, 2015)

### ◆ Promoting Transitional Step towards Receiving Community School Designation

### Municipality-like System (○○-Type Community School)

A forum in which local residents and parents/guardians negotiate and discuss issues related to school management and educational activities\*

※A forum established based on rules set forth by Boards of Education and School Guidelines defined by Principles laid down by Local Boards of Education. The forum is not limited to requests by the school principal, but holds subjective discussions on school management and school activities (includes forums established for issues other than teacher appointments).

### ◆ Essential Measures to Lay Foundations for Establishing Collaborative and Trusting Relations Between Schools and Communities

#### School Evaluation Council

Implemented at approx. 94% of all public schools

Integral Promotion with School Management Council

#### School Councilor System

Implemented at approx. 80% of all public schools

Active Promotion of Transition to School Management Council

#### School Support Measures

Implemented at approx. 59% of all public elementary and junior high schools

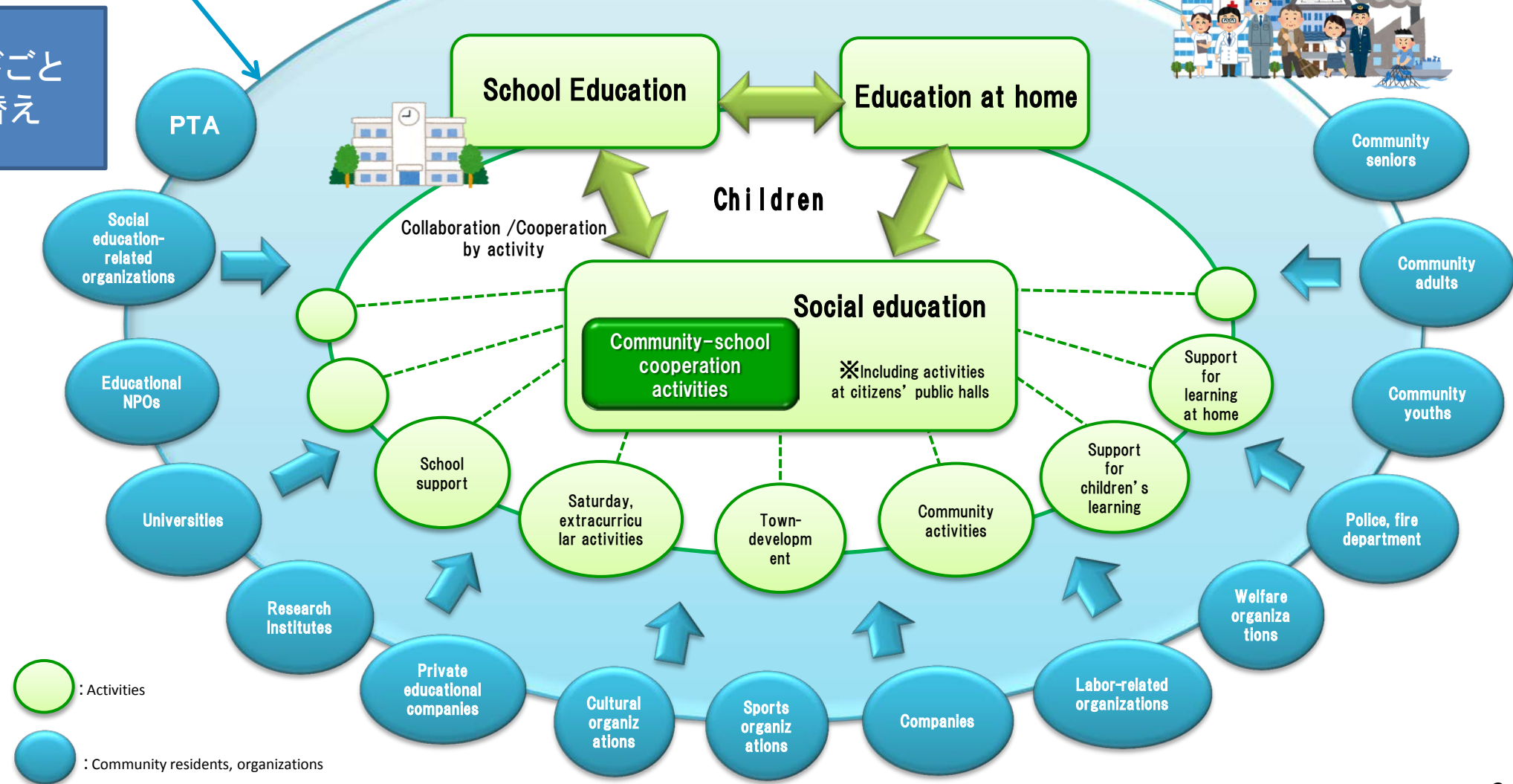
Integral Promotion with School Management Council

Effectively utilize good practices of community collaborations independently carried out by schools and boards of education  
Schools and boards of education must understand the significance and fruits of establishing Community Schools, and the importance of choosing this path

# Community-wide support for educating children (activity map)

- Community and school collaborate to decide what kind of qualities should be developed in children, who will lead the next generation.
- Improvement of educational capability of community through new ties not limited to only neighborhood groups will lead to collaboration for resolving community issues and become basis for sustainable regional communities.

★Participation of more residents from broader bases, building of “flexible networks” for sharing aims

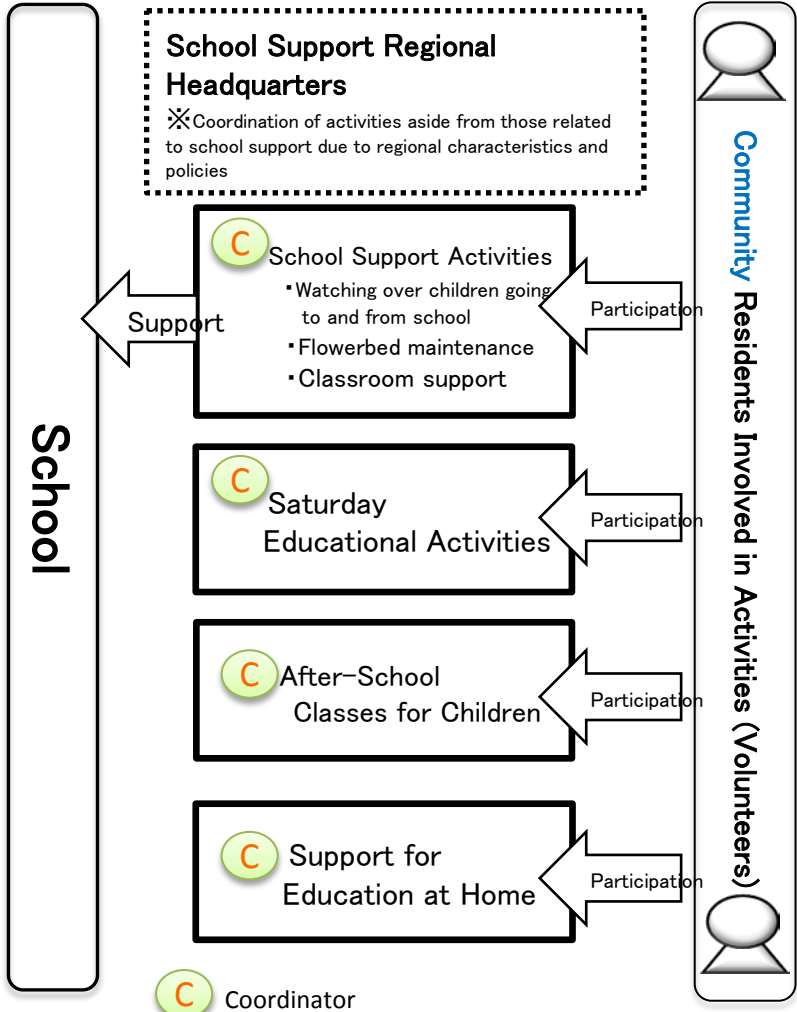


# System for collaboration/cooperation with schools in the future (Community Cooperation Network for Learning and Education)

**Current**

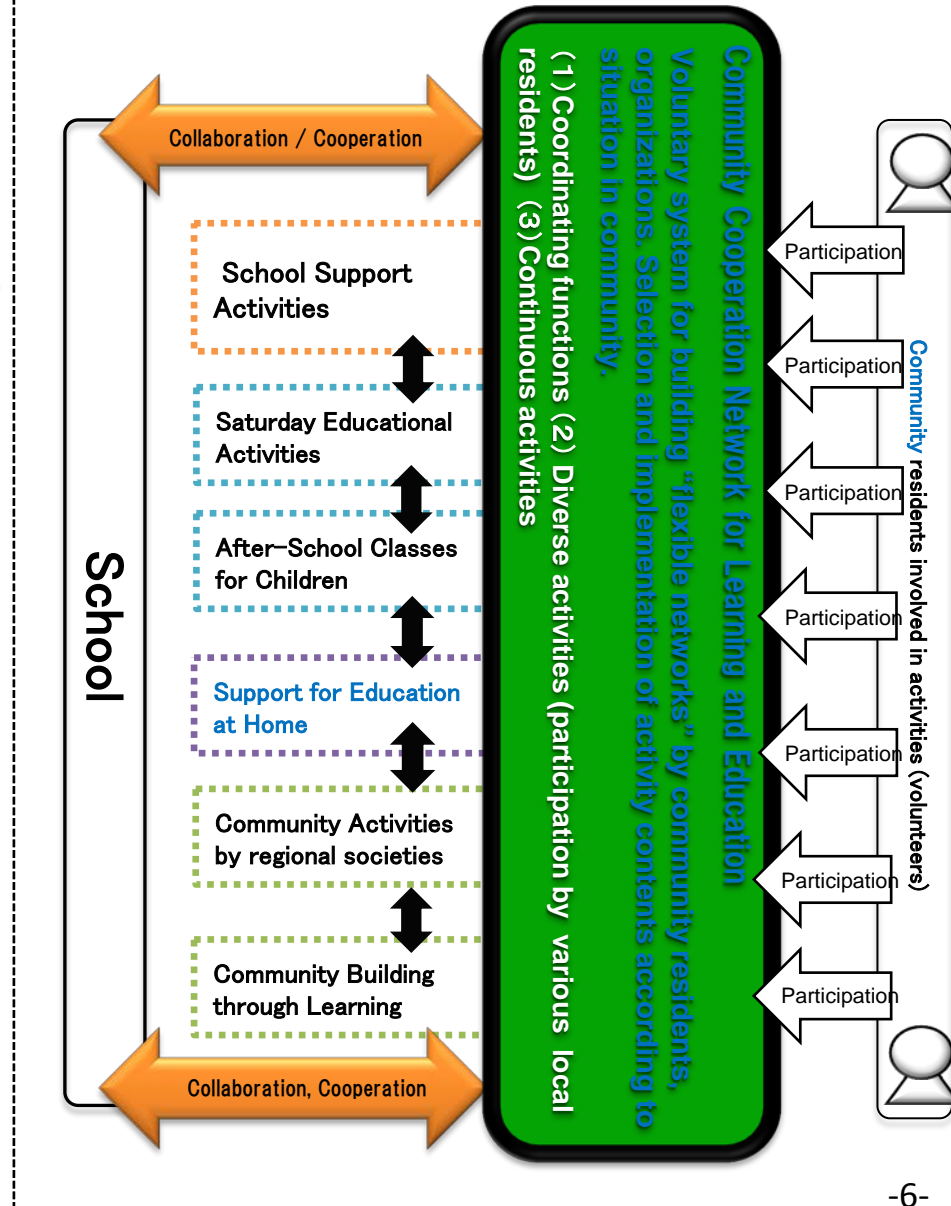
**【Issues up until now】**

- Since each activity is coordinated individually, horizontal connections are insufficient.
- Since coordination functions largely rely on a specific individual, many systems are unsustainable.



- Enhancing Coordination Functions
- Integrating and Networking of Individual Activities
- Transition from \* Support, to \* Collaboration/Cooperation.

**Future**

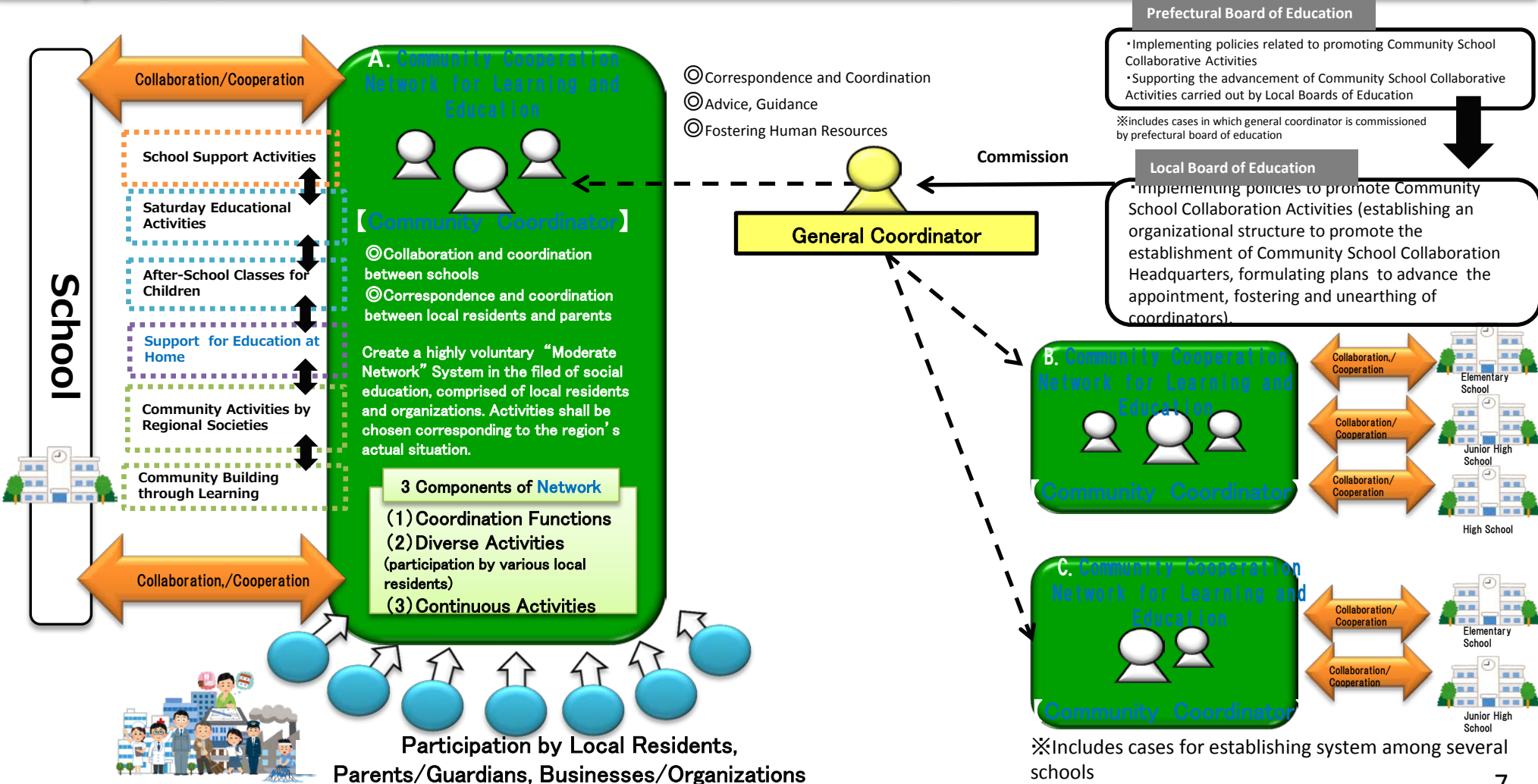


# Visualization of a System Promoting Community Cooperation Activities for Learning and Education

- Active promotion of “Community Cooperation Activities for learning and Education”: Promoting activities in which communities and schools collaborate and cooperate that foster individuals who will lead the country and society in the future.
- Establishing “Community Cooperation Network for Learning and Education” as a new system which aims towards transition from “Support” to “Collaboration/Cooperation” by enhancing individual activities and establishing integrated networking.

Basic Policy Direction

- School Support Regional Headquarters and After-School Classes for Children shall function as a base towards developing Community Cooperation Network for Learning and Education by: ①Strengthening coordination functions ②Diversifying activities by advancing participation of a diverse range of local residents; ③Transition into “Community Cooperation Network for Learning and Education” by continuous implementation of Community Cooperation Activities for learning and Education ;
- Implementing policies to promote Community Cooperation Activities for learning and Education by taking into account the characteristics of communities and schools, along with their background and actual situation
- Strengthening coordination functions which serve as the core of Community Cooperation Activities for learning and Education



# Visualization of a Promotion System for Effective Collaboration and Cooperation between Schools and Communities

— Education for a New Era Based on Partnership Building, Realizing Regional Revitalization

