



20TH OECD-JAPAN SEMINAR

School-Community Partnerships

Pierre Gouédard
Analyst

Tokyo Centre, JAPAN
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Outline of the talk

- What is a school-community partnership?
- How does Japan shape school-community partnership?
- Policy options for building efficient school-community partnerships in Japan



WHAT IS A SCHOOL- COMMUNITY PARTNERSHIP?



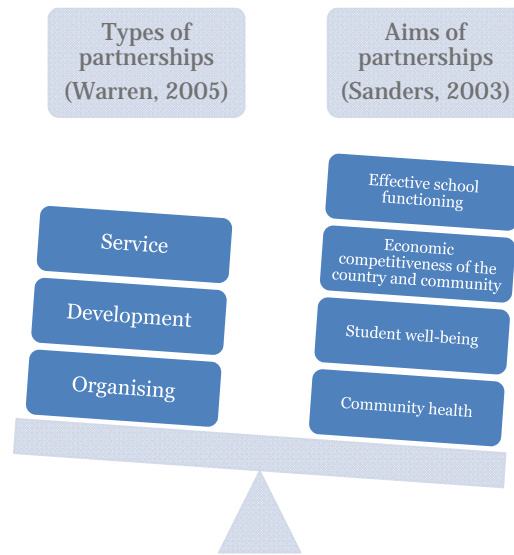
What is a school-community partnership?

“Connections between schools and community individuals, organisations, and institutions within or beyond the geographic boundaries of neighbourhoods”

Sanders and Galindo (2014)



A proposed taxonomy of these partnerships, based on the literature



What school-community partnerships can offer to communities for what outcomes?

• A way to reflect the uniqueness of the context.

• To adapt to the wide range of distinct communities.

All the more important in an ageing society.

	Revitalisation	Rewarding	...
Community learning programmes	●	●	●
Mentoring		●	
Participation in school board			●
Integrated service school	●	●	●

Geller, Zuckerman and Seidel (2016)

Caldarella et al. (2010)

Land (2002)

TNS Social Research (2014)



What school-community partnerships can offer to students, for what outcomes?

Activity	Higher academic achievement	Reducing dropouts	Reducing risky behaviours	Enhance behavioural skills	
Extracurricular activities	●	●	●		Feldman and Matjasko, 2005
Contextual learning programmes	●				
Supplementary academic support	●				its.
Mentoring	●				Pierce 2007)
Participation in school board	●				d (2002)

- But a need for quality for these programmes to bear effects
- Linking learning to the curriculum even strengthens the gains

Celio, Durlak and Dymnicki (2011)



Take away message on school-community partnerships:

Mixed evidence on higher academic achievement...

... But a demonstrated influence on reducing risky behaviours and fostering non-cognitive skills.



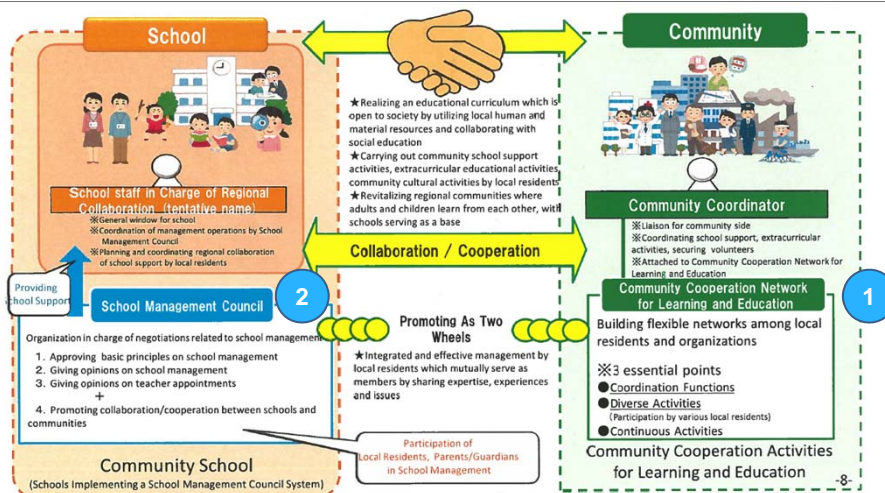
Developing school-community partnerships leads to safer and more conducive to learning environments for students with disadvantaged backgrounds.



THE JAPANESE MODEL OF SCHOOL-COMMUNITY PARTNERSHIP



How does Japan define school-community partnership?



Source: MEXT's material

Team Gakkou initiative: introducing specialist staff in schools



How does Japan define school-community partnership? (cont'd)

With ambitious objectives:

- Promoting a curriculum open to society,
- Assisting students to learn actively,
- Strengthening both schools and communities through effective partnerships,
- Creating a hub for multiple services and activities.

But also as an answer to modern challenges:

- Maintaining the holistic approach to children's education with support from the community,
- Promoting community regeneration so that partnerships help build social and economic infrastructure in the community,
- Reducing work-loads and responsibilities for teachers and schools through partnerships that leverage greater engagement from parents and the community,
- Providing after-school resources for low-income students and families.



BUILDING EFFICIENT SCHOOL-COMMUNITY PARTNERSHIPS IN JAPAN



What could curb the potential of school-community partnerships in Japan?

1. Capacity of teachers and school leaders

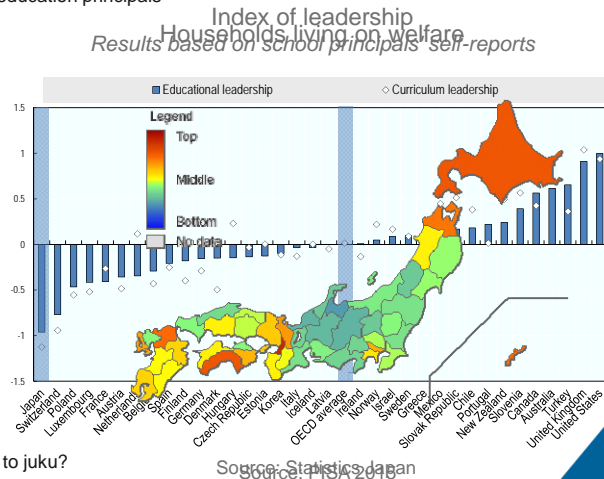
- Lack of Leadership: needed to shape the partnership and engage teachers,
- High turnover rate: 3 years for primary and lower secondary education principals
- Teacher workload: the highest among OECD countries

2. Complexity of the model

- Objectives are numerous, and ambitious
- Risk of reform fatigue for school staff

3. Heterogeneity across the territory

- Quality of partnerships in deprived areas?
- Rise in special needs education?
- Can school-community partnerships represent an alternative to juku?



Building

Careful to ensure that the holistic model of Japanese education is maintained without resorting to a model of work that promotes unbalanced allocation of staff.

Community partnerships

Education by enhancing partnerships

- Providing equal opportunities to all students is key.
- The inclusiveness of the holistic education needs to be ensured.

- Japan is part of Education 2030, needs also to target Leadership 2030.
- An effective school leader is one who supports its staff in developing their professional skills as collaborators.

- Review management practices to alleviate teachers' workload and invest in leadership.
- Focus partnerships with local communities on supporting the introduction of the new curriculum.
- Consider establishing specific structures to address increased inequalities that could result in...

- School-community partnerships can be really diverse...
- But the literature shows that they are the most important for students' outcomes when aligned with the curriculum.



ありがとうございます

Arigato Gozaimasu



What are the strategic policies to promote effective school-community partnerships?

1. *Revisiting school governance: empowering boards*
 - *Clarify roles between school boards and school leaders, while fostering collaborative practices.*
 - *Reflect context uniqueness.*
2. *Building capacity for teachers and leaders*
 - *Train teachers to interact with the community,*
 - *Develop and reward the leadership of school principals to engage in collaboration with communities and inspire teachers,*
 - *Limit staff turnover to sustain partnership.*
3. *Mobilising funds: ensuring sustainability of funding*
 - *Design long-term commitments and adequate incentives.*
 - *Monitor the equal access of funding among different communities.*
4. *Monitoring: delivering quality*
 - *Define clear objectives for the partnership.*
 - *Assess the quality of the partnership and design improving mechanisms.*
5. *Addressing the issue of equity*
 - *Provide equal opportunities to students (by targeting deprived areas for instance).*
 - *Design equalisation mechanisms to reduce inequalities across communities.*