

Promotion of School-Community Partnerships



文部科学省

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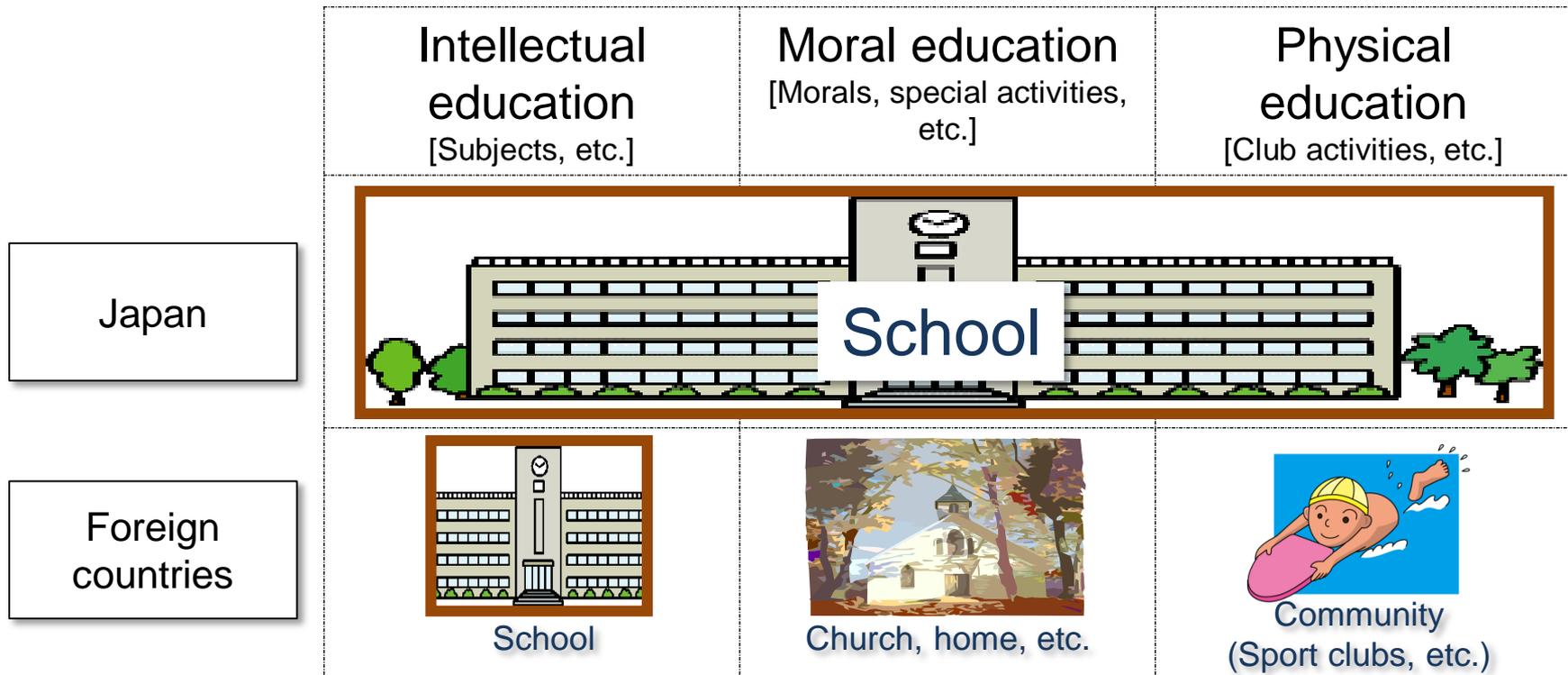
Ministry of Education, Culture, Sports, Science and Technology

International Comparison of the State of “Schools” (1)

The state of “school” in Japan and “school” in foreign countries differs considerably.

→ In contrast to the work of teachers in foreign countries which is specialized mainly in lessons, the main work of teachers in Japan is integrally conducting subject teaching, student guidance and coaching of club activities.

→ Japanese schools are the core of local society and vital for the stimulation of the local community.



* Physical education: While Club activities are mainly conducted in school in Japan, China and South Korea, they are conducted in school and the community in the USA and UK, and mainly in the community in Germany, Italy and Scandinavia.

Curriculum Philosophy Moving Forward

Realization of a “**Curriculum Open to Society**”

- (1) **Broadly incorporate conditions in society and the world into perspectives**, have the goal of creating a better society through better school education, and **share that goal with society through the curriculum**.
- (2) **Use the curriculum to clarify and develop the qualities and skill required for** the children who will build society of the future **to face and be involved in society and the world, and to open the way for their own lives**.
- (3) When implementing the curriculum, **utilize the personal and physical resources in the region, coordinate with social education** utilizing time after school and Saturdays, etc., and **share and coordinate aims with society** without closing off school education within schools.

New National Curriculum Standards

Fostering competencies necessary for the new era and enhancing learning evaluations

Cultivation of **motivation to learn, and humanity** so that one strives to apply learning to life and society

Acquisition of the **knowledge and skills** that can be utilized in real life context

Developing the **abilities to think, make judgement, and express oneself** to be able to respond to unprecedented situations

What can be achieved

By sharing the goal of bringing about a better society through improved school education, we will realize **“curriculum that are open to society,”** that develop the competencies of students to become creators of the future in conjunction with society

Realization of **“curriculum management”** at each school

What to learn

Introducing new subjects and subject subdivisions, and reviewing objectives and content based on the qualities and abilities necessary for the new era

Adopt foreign language education as a subject at elementary schools and introduce a new subject “Public (tentative translation)” at high schools

Clarify the qualities and abilities to be developed in each subject and show the goals and content in a structured manner

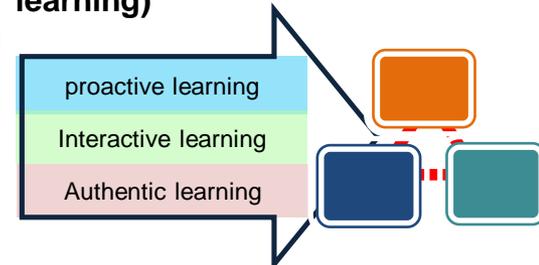
The learning content will not be reduced*

How to learn

Improving the learning process from the perspective of proactive, interactive, and authentic learning (active learning)

Develop the qualities and abilities needed for the new era, including acquisition of the knowledge and skills necessary to live and work

Improve the quality of the learning process to achieve quality understanding without reducing the amount of knowledge



*With regard to high school education, comprehensive reforms to build connections between high schools and universities will be carried out in order to overcome the current system for selecting university entrants, which involves the simple memorizing of trivial knowledge.

Relationships in School-Community Partnerships

Efforts to support the growth of the children who bear the future by sharing the image of children the community and school want to develop and the vision of the ideal education with parents and the community, coordinating and cooperating with each other as partners to achieve these goals.

School



Teachers

Principal



School staff in charge of regional collaboration



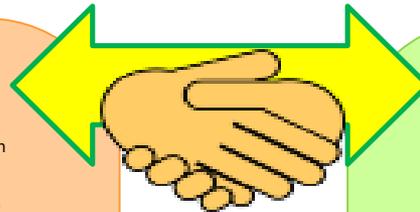
School Management Council

Sharing the image of children to develop and the vision of ideal education

Members: Parents, **Community Coordinators**, community residents, etc.



Discussion on school operation and **support required for such operation**, etc. (Article 47-6 of the Act on the Organization and Operation of Local Educational Administration)



Community Cooperation Activities for Learning and Education

Community Cooperation Activities

Fostering local HR, learning local area, joint disaster prevention training, study/club activities support, landscape maintenance, watching over school routes, etc.

○ **Extracurricular activities**
Learning, sports activities, etc. on Saturdays, holidays

○ **Experiential activities**
Community service, nature experience, workplace experience, etc.

Community

Community Cooperation Networks for Learning and Education



Community Coordinators

Role of CC linking community and school

- Sharing information between local residents and school
- Advice to local residents, etc.



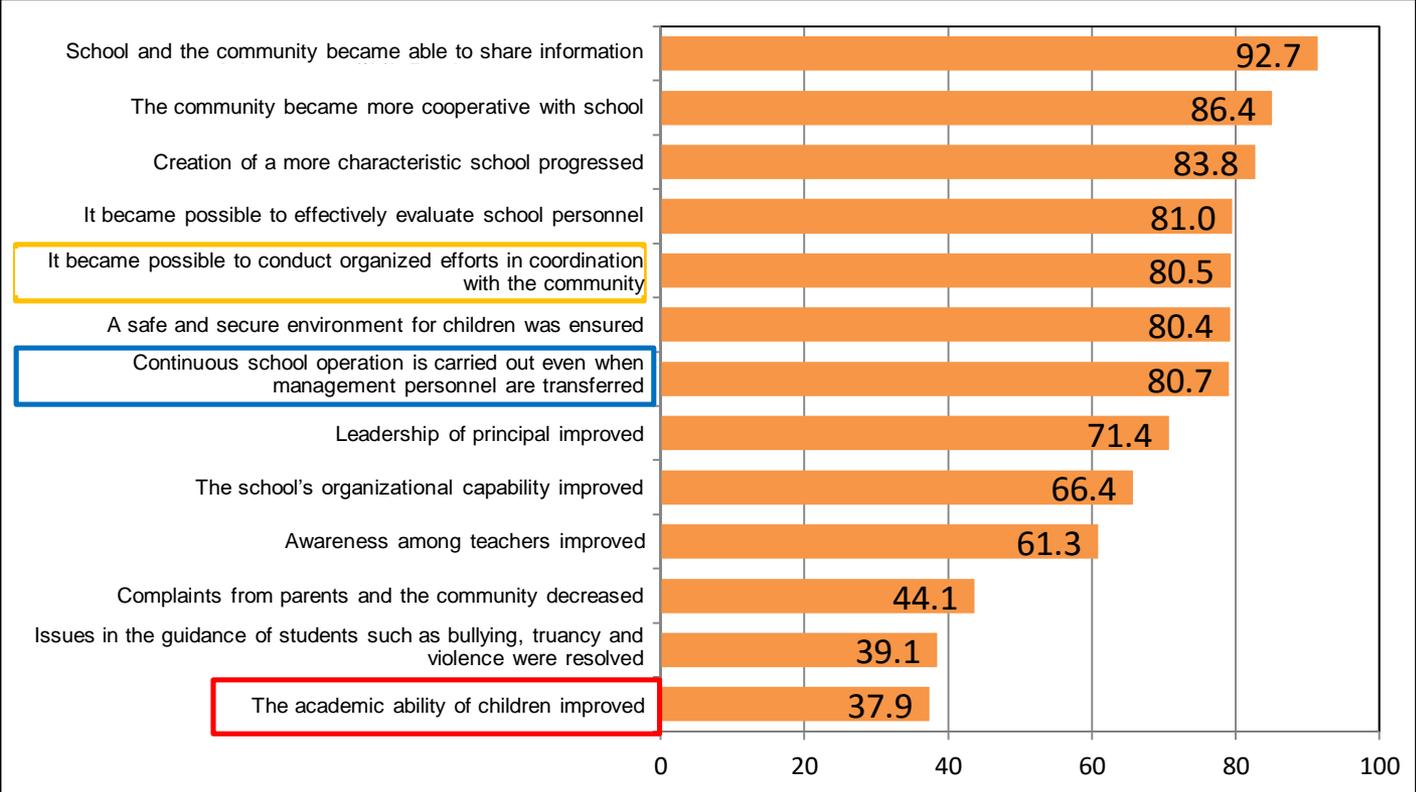
Effects of Efforts in School-Community Partnerships — Based on Principal’s Awareness of Results—

Working as one by school, home and the community with **sharing “goals” and “vision”** of how to raise children in the community and what to achieve through the implementation of the School Management Council and discussion shows various effects related to school operation such as **improvement of children’s academic ability**, **solving issues in student guidance** and **changing awareness of teachers and making improvements in operations**.

Effect on children

Effect on school (teachers)

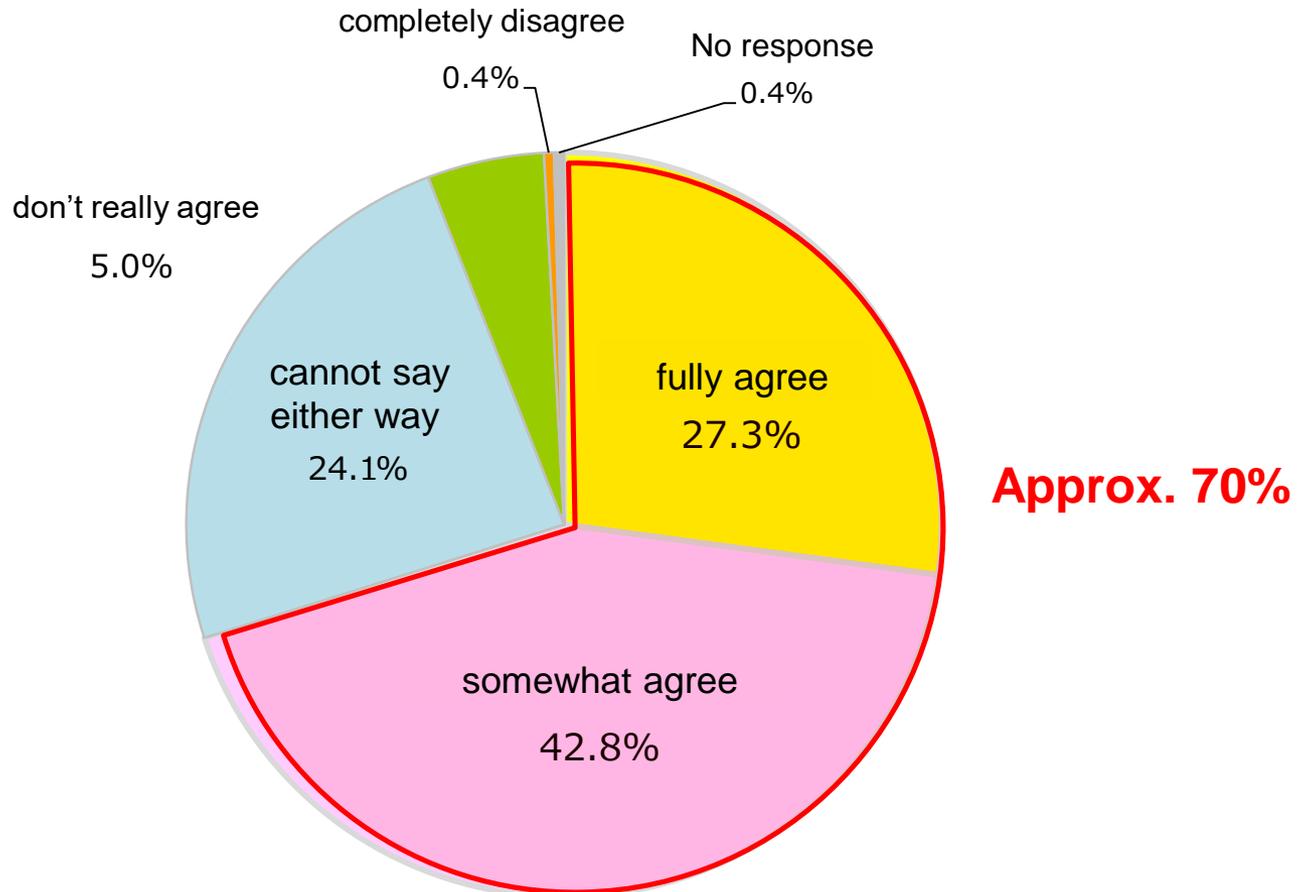
Effect on the community (residents)



* Responses by principals of community schools
 * Sum of “Very good match” and “Somewhat good match”

Effect of School-Community Partnerships (Effect on School (Teachers))

Teachers could give more attention to lessons and student guidance due to local residents supporting school



("FY2015 Survey on the State of Implementation of Community Cooperation Activities for Learning and Education"
National Institute for Educational Policy Research, Ministry of Education, Culture, Sports, Science and Technology.
The results of the survey of schools is shown above.)

Introduction of Community Schools (School Management Council System)

(Implemented in all public elementary and junior high schools in Yamaguchi prefecture by April 1, 2016)

(1) Enabled **participation in school management** by parents and local residents

Unit-based training (lesson research)

7-8 people (a unit) including School Management Council members observed lessons by young teachers. This method enabled teachers and parents/local residents to **seriously discuss lesson improvements**, leading to mutual understanding transcending viewpoints, improvement of teachers lesson capabilities, and improvement of the academic ability of children and students.



In lesson workshops after school, a School Management Council member also provides opinions as a member of the unit

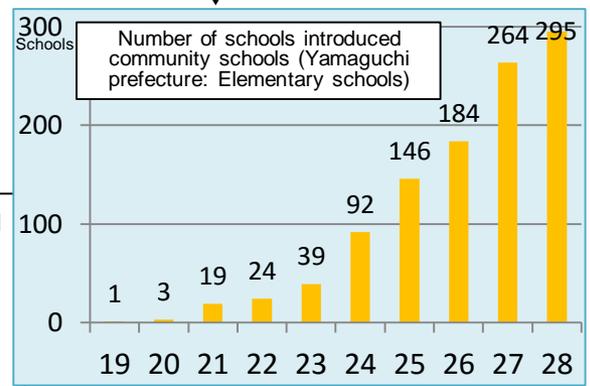
Changes in school/teachers

- Increase in the number of lesson observers **such as parents and local residents**
- Enables effective lessons to be conducted by utilizing **local characteristics** and **personal and physical resources**
- Increase momentum toward lesson improvements **throughout the entire school (as a team)**

Improvement of teachers' ability to conduct lessons

Awareness among teaching staff improved

61.3%



(2) The number of **visitors to the school increased** significantly (Parents, local residents, etc.)

Changes in children

Heightened sense of self-esteem

- Increase in opportunities to **give presentations in front of people**
- Increase in opportunities to **actively and cooperatively** engage in efforts with people in a variety of positions
- Increase in opportunities to enjoy a **sense of achievement**

Improvement of academic ability

- Learning in a **relaxed environment**
- **Establishment of learning habits** through collaboration between homes and after-school classes for children

Nationwide survey of academic ability and the state of learning

The average correct response rate for “**Japanese Language B**” improved significantly

(3) **Efforts through coordination and cooperation** by schools and the community improved, and the potential of educational activities expanded significantly

(Case study) Ojison-juku (Shimonoseki City Oji Elementary)

Workshops are held for those who wish to attend within the school after class every Wednesday. Children are taught one-on-one about problems they have trouble with by **community volunteers**.



Many grade 3-6 students participate every time

Children's impressions

- I began to think **studying is fun** because I participated in Ojison-juku and was taught by people in the community.
- **I am happy my knowledge has increased** because I have heard a variety of things talking with people in the community.

Content related to **the ability to utilize** knowledge and skills, etc. **in a variety of situations in the actual life** and the **ability to evaluate and improve** by formulating and implementing concepts for solving a variety of problems

Japanese Language B

Example of School-Community Partnerships Contributing to Curriculum Management (Masuda City Toyokawa Elementary School, Shimane Prefecture)

- The direction of raising children is shared as a whole community through School-Community Partnerships centered on the Community Coordinator. Activities are coordinated and also contribute to curriculum management.
- The community's education capability increases toward the realization of an "curriculum open to society" providing a "Circulation of learning" where adults and children learn from each other

(1) Cooperation and coordination in School Operation Council and Community Council

School Management Council

Members: Principal, teaching staff, **Community Coordinator**, public halls, day care centers, PTA, residents' association representatives, etc.

People recommended by the Community Council are appointed as members of the School Management Council



The school's education goals, research efforts within school and the state of children are shared

Community Council

Members: Public halls, combined residents' association, social welfare council, child welfare volunteers, day care centers, elementary schools, junior high schools, PTAs, **Community Coordinators**, etc.

<Role of Community Coordinators>

- **Connecting children's school lives with real life in the community** → Children's participation in the community → Development of citizens
- **Contribution to school's curriculum management**



(2) Implementation of lessons

Some lessons conducted based on local characteristics and circumstances are **implemented in coordination with local residents**. Teaching plans and objectives are shared with local residents in advance, and local residents also participate in lessons. Local residents also ask children questions based on the teaching plan.

(3) Reflection

After lessons are conducted, **local residents** centered on members of the school management council **also participate in research discussion on lessons**.



<Example of Curriculum Management>

- (1) In a unit where children grow crops in class, the process from growing soybeans to making tofu that is difficult for a teacher to handle alone is carried out with the cooperation of local residents.
- (2) After the lesson, tofu-making activities were also continued in years after the goal was achieved, but this was continued by switching to activities in the public hall based on discussion between the school, the **Community Coordinator** and the public hall. The **Community Coordinator** coordinated the activity, enabling the switch to a method that is beneficial for both the school and the community, leading to improvement of children's learning.

Discussion on the Division of Roles of School and Teachers

- ✓ Discussion of the clarification and adjustment of tasks performed by school teachers in the national government's council to realize student well-being and reduce teacher workload

◆ Approach to the state of typical tasks handled by schools and teachers until now (interim report by the Central Council for Education in December 2017)

Tasks that parties other than school should basically handle	School tasks but tasks that don't necessarily need to be handled by teachers	Tasks that are teachers' tasks but of which workload can be reduced
<p>(1) Responses related to traveling to and from school</p> <p>(2) Patrols after school and at night, responses when students are taken into custody by the police</p> <p>(3) Collection and management of school related fees</p> <p>(4) Liaison and Coordination with community volunteers</p>	<p>(5) Responses to surveys and statistics, etc. (Administrative staff, etc.)</p> <p>(6) Responses during children and students' break times (Rotation, community volunteers, etc.)</p> <p>(7) School cleaning (Rotation, community volunteers, etc.)</p> <p>(8) Club activities (club activity coaches, etc.)</p>	<p>(9) Handling of school lunches (Coordination with homeroom teachers and nutrition teachers, etc.)</p> <p>(10) Lesson preparation (Participation of support staff in auxiliary tasks)</p> <p>(11) Learning evaluation and grading (Participation of support staff in auxiliary tasks)</p> <p>(12) Preparation and operation of school events (Coordination with administrative staff, partial outsourcing, etc.)</p> <p>(13) Career guidance (Coordination and cooperation, etc. with administrative staff and outside personnel)</p> <p>(14) Responses to children, students and households requiring support (Coordination and cooperation, etc. with specialized staff)</p>