

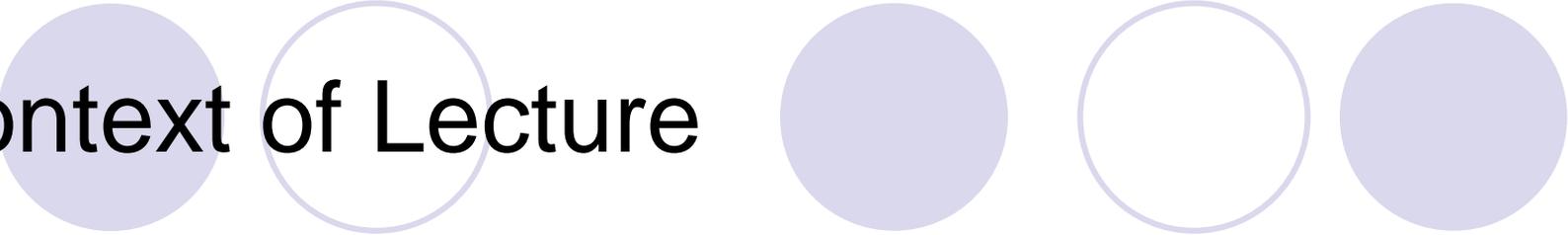
Science of Educational Administration and Finance (Yr. 2005)

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Administration and Management of School:
Reform and Theory (4)

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Context of Lecture



6. School Self-Evaluation and Governance of School

- 6–1. From “Reflection” to Self-Evaluation by School
- 6–2. Philosophy/Purpose of School Self-Evaluation
- 6–3. Status Quo (Issues) on School Self-Evaluation
- 6–4. Patterns of School Evaluation

7. Philosophy and Reality of Teacher Evaluation

- 7–1. From “Performance Review” to New Appraisal of Teacher
- 7–2. Philosophy/Purpose of New Appraisal of Teacher
- 7–3. Framework of New Appraisal of Teacher
- 7–4. Are Philosophy/Purpose being Attained?
- 7–5. Difficulties in Teacher Evaluation

6—1. From “Reflection” to Self-Evaluation by School

- Not enough improvements in educational activities and school operations ⇒ Introduction of management cycle (PDCA) to school operations
- Introduction of a new public-administrative management (NPM) = philosophy/method of business management
 - To share organizational purpose/ goal
 - To motivate constituent members to realize organizational purpose/goal
 - To reform school management organization
- Closed to guardians and regional society
⇒ Emphasis on “accountability” (to disclose issues/goals/plans and results of their evaluation)

6—2. Philosophy/Purpose of School Self-Evaluation

- To advance educational standard
- To realize school's purpose/goal

Article 4 of High School Installation Standards

A high school, in order to advance its educational level and realize its purpose, should strive to make an inspection and evaluation by itself regarding its educational activities and other school operational situations, and to disclose the results thereof. 2 Upon the inspection and evaluation stated in the preceding clause, appropriate items should be set up in line with the same clause's theme.

Paragraph 2 of Article 4 A high school should positively provide guardians with the information regarding its educational activities and other school operational situations.

✳️ The similar provisions are stipulated in Elementary School Installation Standards, Junior High School Installation Standards, which have been put in force since 2002.

6—3. Status Quo (Issues) on School Self-Evaluation

- “I’ve become all the busier.”

drawing up/filling in evaluation list, having questionnaire for pupils/guardians in place, etc.

- “I just don’t quite understand how to relate appraisals to improvements.”

“evaluation for the sake of evaluation”, evaluation by pupils, result of standard academic competence test, class composition by the learning level/supplementary class/open class/status (frequency) of practicing reading activity, effect and limit of numerical goal/numerical evaluation, etc.

- “The more I take it seriously, the more I feel like asking for troubles.”

leading to easygoing school ranking, anxiety about performance-based/ competition-driven principles, etc.

6—4. Patterns of School Evaluation

- Self-evaluation by school
- External evaluation of school (third-party evaluation)
- Discussion: Give your thought to the relationship among NPM, governance models of school (Refer to 4—6: competitive market model, agency empowerment model, regional empowerment model, quality control model) and school evaluation.

7—1. From “Performance Review” to New Appraisal of Teacher

- Structure is not in place to reward motivation and effort of teachers.

“Implementation of treatments tailored to motivation and capability of teachers” in MEXT “*Structural Reform of Education*” (July, 2003)

Reform on public servant system (strengthening capability/performance principles, salary-system reform starting from 2006)

- Not instrumental to enhance the qualifications and abilities of teachers

Cf. Introduction of induction course for those with 10-year experience, specialist personnel graduate school, study on teacher’s license renewal system

- Deterioration in social confidence in teachers

Cf. Problems with teachers who are “lacking in leadership” or “ill-qualified”

MEXT Minister Kawamura: “By a strict adoption of the teacher appraisal, lights shall be thrown on competent teachers, and which is to be reflected on their treatments. A scheme shall be reinforced not to let problem teachers stand on platforms,” in “*Reform Plan for Compulsory Education*” (Aug., 2004),

7—2. Philosophy/Purpose of New Appraisal of Teacher

- To enhance motivations/qualifications/abilities of teachers
- To enrich educational activities and others
- To vitalize school
- To contribute to development/learning of children/pupils

E.g. the final report by Nagano Prefecture's study committee on the teacher appraisal (Apr. 2005)
“Appraisal of teachers which leads to enhancing the qualifications and abilities of teachers, advancing educational capabilities of the school, and contributing to growth/development of children/pupils

7—3. Framework of New Appraisal of Teacher

- Self-assessment/-appraisal of objective
(management by objective)
- Performance/ability evaluation by the principal
(managerial position)
- Utilization of evaluation results
 - cultivation of human resources
 - personnel management
 - reflection on treatments such as salary

7—4. Are Philosophy/Purpose being Attained?

- Teachers' motivation to try harder gets enhanced with the personnel appraisal system.
 - Affirmative: 8.9% of teachers, 32.2% of principals
 - Negative: 74.8% teachers, 24.5% principals
- The personnel appraisal system is instrumental in advancing professional competence (functional growth).
 - Affirmative: 9.4% teachers, 38.1% principals
 - Negative: 73.5% teachers, 20.7% principals
- The personnel appraisal system helps improve school management.
 - Affirmative: 12.5% teachers, 62.3% principals
 - Negative: 69.6% teachers, 9.2% principals

“Questionnaire survey on ‘Making an Open School’, etc. targeting teachers and principals of Tokyo Metropolitan public schools (conducted by Toyokazu Urano Professor, University of Tokyo, Dec., 2001 – Jan., 2002,,)

7—4. Are Philosophy/Purpose being Attained?

(continued)

- “Useful” in enhancing motivation/qualification/ability, enriching educational activities and others, and vitalizing the school: 13.3% of faculty members, 33.5% of principals
- Performance appraisal is a “pertinent means”: 8.1% faculty members, 27.4% principals
- Ability rating is a “pertinent means”: 11.2% faculty members, 39.1% principals
Principals themselves “cannot evaluate, or, should not evaluate”:
47.9% on performance appraisal
43.2% on ability rating
- From Osaka Prefectural Education Board, “Summary of Trial Execution of ‘System for Evaluation/Cultivation of Faculty Members’ ” (Mar., 2004)

Discussion: Why is an appraisal of teachers difficult?

7—5. Difficulties in Teacher Evaluation

- Evaluation's objectivity, fairness, consent
evaluation criteria, assessor's ability, disclosure of result to the party hereto,
petition of objection---
- Limit of motivation by the merit system
Refer to Information 7

- Difficulties in appraisals derived from essentiality of educational activities (uncertainty, long-term nature, cooperative work---)

Akita Prefectural Education Board, "Outline of Questionnaire Survey Results Regarding New Evaluation System for Teachers" (Nov., 2004)

"As a means for evaluation, private enterprises have introduced a method of management by objective. What do you think about introducing this method to schools matching to their characteristics?"

---"Effective from viewpoint of cultivating human resource": assistant principals/ schoolteachers/ teachers of schools for the handicapped; 5.0% in primary schools, 6.0% in junior high schools, 8.3% in high schools, 9.2% in schools for special education

"Cumbersome method, and not suitable to schools": assistant principals/ schoolteachers/ teachers of schools for the handicapped; 59.3% in primary schools, 61.2% in junior high schools, 54.6% in high schools, 42.5% in schools for special education

- Breach of autonomy/protest to increased supervision