

# Science of Educational Administration and Finance (Yr. 2005)

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Administration and Management of School:  
Reform and Theory (6)

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# Context of Lecture



## 10. New Liberalism Educational Reform/School Reform

- 10–1. Case of High School Reform in Tokyo
- 10–2. Educational Special Zone: Regulatory Reform and diversification
- 10–3. Characteristics of “New Liberalism” School Reform

## 11. Effective School

- 11–1. What Is an Effective School? (1)
- 11–2. Definition of “Effective School”
- 11–3. Characteristics of “Effective School” (1)
- 11–4. Criticism Against Research on “Effective School”
- 11–5. “Distinctive School” or “Effective School”

# 10—1. Case of High School Reform in Tokyo

- **Scrap and build of Tokyo Metropolitan high schools**  
208 full-time prefectural high schools→180 schools (68 scrapped, 40 built)  
103 evening high schools→55 schools (63 scrapped, 15 built)
- **“New type of high schools”**  
schools with focus on counseling for students to try for colleges, challenge schools, encourage schools, commercial high schools for proceeding to colleges, science and technology high schools  
“Plan for promoting the reform of metropolitan high schools”, “Plan for the implementation” (1997, 1999) “New plan for the implementation” (2002)

# 10—2. Educational Special Zone: Regulatory Reform and Diversification

- Structural Reform Special District Law (Dec.,2002)  
Regulatory reform (“from the public to the private sector”)  
“Full-fledged promotion of decentralization based on initiatives by local autonomous bodies”
- Examples of “educational special zone”  
Teaching of English in primary schools  
Schools with educational continuity from primary through early secondary levels  
Curriculum design free from official curriculum guidelines  
Recruitment of educators not bearing the teacher’s license  
School installation/management by business corporations, nonprofit-organizational companies

# 10—3. Characteristics of “New Liberalism” School Reform

- Reduction of public education and privatization of educational services
  - Differentiation/hierarchization within public education
  - Introduction of competitive principles among schools
  - Education board—school relationship
- Change from “bureaucratic control” to “control by appraisal”
- Enhancement of top-down control within schools
  - Introduction of performance/merit principles to regular teaching class
  - Introduction of the private-sector way of management (NPM)
- } = “New Liberalism”  
Educational reform/School reform

From:

Shindo, Hyo, *New Liberalism Educational Reform by Metropolis of Tokyo and Its Background*

Horio, Teruhisa, & Kojima, Yoshitaka, ed., *New Liberalism Educational Reform in Regions*: Eidell Research Institute, 2004

# 11 – 1. What Is an Effective School? (1)

	College-Graduate Father (%)	Cultural Echelon (%)	Attending Cram School (%)	National Language Average Score (point)	Standard Deviation	Arithmetic Average Score (points)	Standard Deviation	Number of Respondents
Primary School D	48.6 (1)	54.5 (1)	36.0 (7)	74.7 (4)	13.6	65.9 (8)	17.9	72
Primary School E	25.0 (7)	38.0 (5)	13.9 (14)	79.9 (1)	12.8	80.1 (1)	9.8	76
Primary School F	24.2 (8)	33.3 (7)	30.8 (8)	67.7 (8)	16.5	66.2 (7)	21.6	69
Primary School G	20.0 (12)	22.4 (14)	17.0 (12)	63.2 (12)	23.7	48.4 (14)	24.8	61
Overall	29.0	33.1	29.4					921

University of Tokyo "Kansai Survey", Shimizu, Kokichi, *Nurture Academic Competence*: Iwanami Shinsho, 2005, p.69, Figure2-6

# 11 – 1. What Is an Effective School? (2)

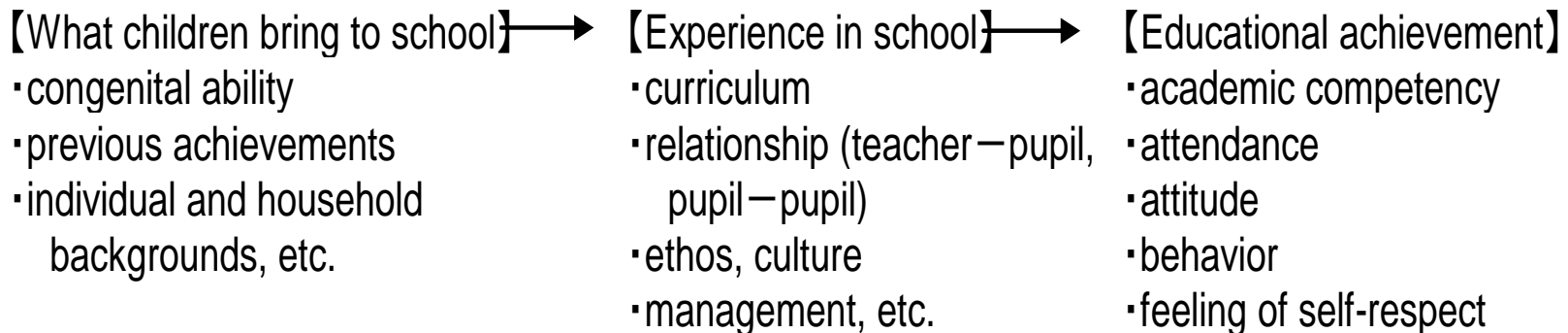
	Overall	College-Graduate Father		Cultural Echelon			Attending Cram School	
		College Graduate	Non-College Graduate	Upper Class	Middle Class	Lower Class	Attending Cram School	Not Attending Cram School
Primary School D	67.0	69.3	65.6	68.9	66.6	56.5	69.3	65.6
Primary School E	80.9	81.3	78.6	82.7	82.3	77.0	85.7	80.1
Primary School F	67.0	77.5	70.8	71.0	72.3	67.2	71.9	66.2
Primary School G	47.4	51.3	47.9	52.1	41.2	51.3	60.8	48.4

University of Tokyo "Kansai Survey", Shimizu, Kokichi, *Nurture Academic Competence*: Iwanami Shinsho, 2005, p.125

# 11—2. Definition of “Effective School”

- “The school which has overcome the achievement gaps caused by race and echelon”

(Nabeshima, Yoshiro, *Effective School*, Kaiho Publishing Co., 2003, p.17)





# 11—3. Characteristics of “Effective School” (1)

System to ensure basic scholastic ability in Primary School E

- Making of a learning group who can say, "I don't get it", when not getting it
- Organic link between classes and studies at home
- Flexible guidance structure and diversified class patterns
- Through understanding of the reality of academic ability
- Extra catch-up lessons to put content of learning in place
- Promotion of comprehensive leanings to inspire motivations

Shimizu, Kokichi, *Nurture Academic Competence*:  
Iwanami Shinsho, 2005

# 11 — 3. Characteristics of “Effective School” (2)

- Principal’s leadership
- Sharing of vision and objective
- School environment to promote learning
- Dedication to teaching and learning
- Teaching method abundant in sense of purpose
- High expectation on children
- Aggressive evaluation
- Monitoring of learning progress
- Respect for rights and duties of children
- Favorable relationship with households

# 11 — 4. Criticism Against Research on “Effective School”

- From political/philosophical points of view  
government’s exonerated from administrative responsibilities  
result of defending/driving managerialism, numerical target, strict accountability system
- From methodological points of view  
bias to quantitative research, correlation? causal relationship?
- From theoretical points of view  
problem of an input—output model, presentment of common knowledge?

# 11 — 5. “Distinctive School” or “Effective School”

【Educational System】

【School Management  
Control】

【School Reform】

Decentralization

Leadership

"Distinctive School"

Market-Orientation

NMP

"Effectual School"

Easing of Regulations

Managerialism