

Educating School Leaders in Japan: Framework and Achievements

Yasuhiro, Owaki
Professor, Osaka Kyoiku University
Coordinator, the Research Group 2

Chapter 1 Framework and Development of School Leader Education

1. The need for school leader education

(1) The task of training school leaders

At present, education policy is being reformed to create “trusted schools which are embedded in the community”, and the quantitative variation and qualitative changes of education professionals will determine the success of the reform. The Osaka Prefecture Education Committee surveyed the demand among teachers to be promoted to managerial positions, and reached to the conclusion that in five years’ time, there would be a considerable increase in the number of school principals and head teachers in their thirties (Asahi Shimbun Morning Edition, 5/1/2007).

An examination of school staff shows that with the mass retirement of the “baby boomer” generation and the mass employment of newcomers to the profession, the so-called “wine glass” age distribution is changing rapidly into a “two-humped camel” configuration. This is the cause of major changes in school personnel deployment and role allotment, meaning that there is a strong possibility that schools will have insufficient human resources, in particular an insufficient number of “school leaders” who are able to shape their school and motivate other staff members to enrich their teaching skills and materials. This problem is most acute in the Tokyo and Osaka regions, and it is essential that the training of “school leaders” be planned for the mid- and long-term and implemented.

Apart from local education committee school management initiatives, universities of education and graduate schools all over the country are devising a wide range of programs for educating school leaders. One of these ventures is special school leader courses run by the universities. Diverse forms of cooperation between the local education committee and the teaching system in each university have produced courses of varying content, structure, methods, scale, and length. Another such initiative is the implementation of school leader courses in graduate schools. New educational graduate schools have been established to nurture mid-level leaders and new education professionals. Furthermore, pre-existing graduate schools have set up courses in school leader education.

The present paper will discuss the special characteristics and the background of school leader education, and will then report on the practical school leader education initiatives taken by a particular evening class graduate school.

(2) The concept of school leader

School leader is now a widely used term, which should be clarified before going into detail. It has been used particularly since the 1990s to replace older terms such as “school manager” or “educational manager”.

In the English-speaking world, policies promoting autonomous school management, such as the School-Based Management Policy (SBM) in the US and the Local Management of Schools (LMS) policy in the UK, are being implemented. Basic concepts such as School Leader, School Leadership, and Education Leadership have been devised in light of a revision of the traditional roles of principals and vice-principals in bringing about the implementation of these policies. However, as links between education administration and school management are strong in these two countries, and many functions are shared, these concepts are also used to encompass school superintendents and supervisors in addition to principals and vice-principals.

These changes have reached Japan, where there is a slight confusion between three definitions of the concept of school leader: a narrow definition, a wide definition and an extremely wide definition. Under the narrow definition, the concept of school leader is limited to the principal and head teacher, the wide definition counts senior staff members and office managers as professional personnel at the core of school policy shaping, and the extremely wide definition goes even further and includes school superintendents and supervisors.

The Central Education Council Report “About the Future of Education Personnel Training and the Licensing System” (11/7/2006) proposed Educational Graduate Schools, adding that it is essential to nurture “...school leaders with superior practical and applied skills and secure theoretical training. These leaders are essential if education staff are to be able to take a leading role in schools and in the community.” School leaders are defined as “education professionals, including future school managers, who are expected to take a leading role, a central role, in the educational organization, both at school and community levels” = “core mid-ranking education professionals”. It is worth noting that the Central Education Council Report definition is different to that referred to by academics in the field, and encompasses “education professionals who are organizational leaders” as well as “education professionals who are educational leaders” and even “education professionals who are future leaders”.

In this paper, the wide definition of “school leader” as referred to by academics will be used. This includes school management and mid-level leaders. The reason for this is twofold: the first is to dispel the harsh legalistic definition of the term school management, and the second is inextricably linked to the organizational concept and actual reality of school policy in Japan, and to the concept of school leader education. In other words, this is a concept according to which i) autonomous school management roles are devolved to school leaders, ii) school policy centers around mid-ranking leaders responsible for essential school management, iii) a substantial layer of school leaders well versed in both organizational theory and skills is cultivated, above which

the principal and head teacher will receive specialized training.

(3) The drive behind school leader education

The roles and functions of school leaders are becoming ever more important in this age of educational reform, and interest and demand for school leader education is rising among education policy formulators, university staff, and school leaders themselves. The underlying reasons for this are the development of the school autonomy policy, the imminent shortage of school managers, and social pressure brought about by the specialization of postgraduate university courses.

First, in terms of policy, school autonomy is becoming a reality, and there is a growing demand for school planning based on the school's vision and management strategy, and for open school planning which encourages input from parents, guardians, and the local community. For school leaders to undertake autonomous school planning, it is essential that they possess a wide range of skills, including legal management and problem solving abilities, in addition to. In other words, the biggest challenge is to nurture "school leadership" capabilities, meaning the ability to formulate a school vision, select an implementation strategy, and undertake school planning, and instill accountability.

Second, in terms of educational staffing policies, the mass employment of newly appointed teachers means a shortage in the number of principals and head teachers, so guaranteeing sufficient numbers of them and ensuring their appropriate up-skilling have become a matter of urgency. Schools are reducing in size, staff quotas are decreasing, and teaching staff are getting older, leading to a considerable age imbalance. The awkward "wine glass" age distribution, under which there is an oversupply of older teachers and an extreme shortage of young and mid-level teachers, impairs the educational capabilities of the school and makes it difficult for teachers to pass on their knowledge to the next generation.

In addition, since 2007 the "baby boomer" generation have been retiring en masse, giving rise to the difficult problem of a severe lack of school leaders and managers. Even if all the members of a particular age group were to become managers there would still be a shortage, but the number of people hoping to become managers has decreased considerably. Therefore, the crucial issue for management staff policy is to ensure sufficient numbers.

Third, educational universities and undergraduate courses have set school leader education as an important core theme. Under the diversification and specialization of universities, an enhancement of teacher education has been suggested as a mid-term target and mid-term plan, as has the establishment of postgraduate schools specializing in the training of school leaders.

Improving and enriching graduate school teacher education would ensure courses fill to capacity, and would contribute to the revitalization of regional education and schools. Hence, postgraduate school leader education would revitalize university education, and therefore is a task which should be given priority as tactic to ensure the

survival of universities.

The interest in school leader education lies at a place where the demands of education policy, school workplace, and university management converge. This is essential and has limitless possibilities.

2. The Diversity of School Leader Education

(1) Workshops for Principals and Head Teachers

It is not an exaggeration to say that until now, school leaders received on-site OJT in the form of work experience and observation of school management methods. Practical management skill based on experience and instinct is compatible with normal “peacetime” school management methods and school culture, and relies heavily on the emotional aspect of motivating people. However, in this case, school leadership ability is very dependent on individual skills, and is constrained by the particular work experience and particular workplace of the individual, meaning that each individual has his or her own unique style and this makes it difficult to provide real leadership.

Principals and head teachers almost never receive training run by their local Education Committee or Education Center before they are appointed. After their appointment they participate in a workshop for a few days, giving between 10 and 20 hours’ training, and then from their second year onwards they take short courses. Courses usually concentrate on one modular theme, making them insufficiently systematic, and their duration is limited. The most common teaching method is still lectures, but movement is seen towards the adoption of practical reports, case studies, and workshops, etc., which will lead to the development of school leadership skills. In recent years such management training courses have been reviewed and reforms are in the offing, with the aim of expanding them, making them more systematic, more diverse, increasing options, and meeting the diverse needs of their participants.

In addition, the Ministry of Education and Science is promoting “School Organizational Management Workshops”, and these have been launched in some prefectures as mid-level leader training courses.

Open courses held in universities and graduate schools usually involve from one to ten sessions. Some are short, concentrated sessions, and others may be multiple sessions per week or month if the course is intensive. Universities usually organize these courses in conjunction with the local education committee, and the tendency is for the emphasis to be given to practical aspects of the material.

(2) School leader education in graduate schools

Graduate school formal programs are designed as specialist courses focusing on school leader education. They have a quota of approximately ten students, and there is a move away from traditional theoretical and analytical content towards a more practical and hands-on approach. Teaching methods used in these courses include case studies, action research and the writing of a master’s thesis based on practical research. The consistency and continuity provided by the two-year

curriculum are a unique feature of graduate school education.

The graduate schools of teacher education, a type of professional graduate school, have galvanized their status as providers of professional education, and aim to develop school leadership skills. The courses can be described as follows:

- i) The courses nurture two types of human resources: school leaders able to fulfill their roles immediately, and the school leaders of the future.
- ii) The standard is a two-year postgraduate course, giving at least 45 credits (over 10 credits of practical work).
- iii) The curriculum combines theory and practice, with a considerable component of case studies and fieldwork.
- iv) Teaching staff are both academics and practitioners, the latter constituting at least 40% of the staff.
- v) Collaboration with local schools is mandatory to ensure adequate practical training.

Another point to be noted is the shift towards professional education in school leader education in pre-existing graduate schools.

Diagram 1 Distribution of School Leader Education (omitted)

Diagram 1 shows the above-mentioned three types of school leader education, the x-axis representing the scale of the schools, from small scale to large scale, and the y-axis representing the systematicness, continuity vs. modularity, and the span. From the diagram, one can see that these courses are essentially different from traditional management training and formal graduate school education. Graduate schools were formed on the bedrock of the theory and systematic nature of scholarship, and the balance between theory and practice was an important issue even where practicality and a hands-on approach were given prominence. Furthermore, systematic and consistent study is a basic and essential dimension. The major issues, which will continue to influence the future of universities of education and graduate schools, are the mix of the practical and the theoretical, and how to select a curriculum and teaching methods which will shape a “learning process”.

3. School Leader Education in Graduate Schools

There are twenty-five graduate schools of teacher education in Japan, with a total capacity of 830 students (capacity reduced by 10 since the beginning). Nineteen were established in 2008, five in 2009 and one in 2010. Of these, nineteen are in state universities and six are in private universities.

Prior to this, many graduate courses were established within pre-existing graduate schools. Examples are “Education Organizational Management” in the graduate school of Okayama University (2004), “School Leader Course” (2005) and “School Management” (2007) in the graduate school of the Hyogo University of Teacher Education, “School Management” (2005) in the graduate school of Chiba University, “School Leadership” (2006) in the graduate school of Tsukuba University, and “School Leader Course” (2007) in the graduate school of Osaka Kyoiku University. Others

include “School Improvement” (1996) in the graduate school of Kyushu University, “School Improvement Course” in the graduate school of Naruto University of Education, “School Development Policy Course” (2006) in the graduate school of Tokyo University, and similar ones in other institutions such as the graduate school of Hiroshima University. Of these, Okayama University, Hyogo University of Teacher Education, Naruto University of Education have been restructured as graduate schools of teacher education, and the others are pursuing school leader education as outlined in this paper.

In 1996 Osaka Kyoiku University launched a practical school education course for qualified teachers at its evening course graduate school, this being its entry into school leader education. From 2007 the university established its graduate school of teacher education, making its “School Leader Course” one of three courses designed to enhance and give priority to teacher education. A review of the significance of graduate school-based school leader education will now follow, using this particular course as a practical example.

Chapter 2 School Leader Education in Graduate School Evening Courses

1. Working during the day and studying in the evening

As evening descends, Tennoji Campus comes to life. When the lessons are about to begin, undergraduate students and much older working teachers file into the classrooms. After leaving the hustle and bustle of school, the few minutes it takes to walk from the main gate to the classroom give the teachers a chance to switch from the practical and adaptive mentality they need during the day to a theoretical, more analytical approach. This is Japan’s only evening class graduate school, and its job is to further knowledge attained at an evening undergraduate course in education. Its formal name is the Osaka Kyoiku University Graduate School Educational Research Division, Practical School Education Course, usually known as the Graduate School Evening Course. There are just under 400 undergraduates and just over 60 graduate students. 26 full-time professors, 3 concurrent professors and 6 part-time teachers who take care of these students. Full-time professors are experts in education and psychology, as well as their own more specific areas of research, so it is like a mini “faculty of education”.

The Graduate School Evening Course in practical school education was established in 1996 as a follow-on for the evening undergraduate school, as a “learning space” for working teachers, and has welcomed a large number of students. Subsequently, the Second Faculty drew up plans for reform aimed at improving and enriching teacher education, and from 2007 introduced a system of three courses under which school planning, lesson planning, and teacher training would be taught both theoretically and practically under the ethos of a “Teacher Training Community”. What had previously been a single course with a single major had now diversified into three

courses: A, School Leader Course (SLC), B, Mentor Teacher Course (MTC), and C, Fresh Teacher Course (FTC) which also accepts specially selected fresh teachers. The admission process is the same for all three courses, and the final decision as to which course will be taken is made in April based on the wishes of the student and the view of their future career outlined in the application forms. Additional academic staff members were assigned to the courses, and the student intake was increased from twenty to thirty. This restructuring was to preempt the graduate school of teacher education system within the framework of an existing graduate school. The successes of the Graduate School Evening Course have given the university a unique presence in this field (1).

During the sixteen years since its establishment, just under 400 students (complement of 382 students) have enrolled, of whom more than 300 have graduated successfully. Since graduating, the teachers have gone on to work as teachers, school nurses, heads of school management committees, teacher trainers, principals, head teachers, and university lecturers in primary and secondary schools, special schools, and universities all over the Kansai region. The workplaces, jobs, ages, seniority, careers, and career paths of the graduates are extremely diverse. A priority of the Graduate School Evening Course is to have these diverse graduates take part in a “learning forum”, thus creating a positive cycle of learning and passing on knowledge.

2. The development of a multi-field multi-choice curriculum

The new curriculum of the post-reform graduate school inherited its predecessor’s multi-field, multi-choice ethos, combining it with new specialized courses. The curriculum comprises compulsory school-wide basic subjects (4 credits), compulsory course specific courses (6 credits), optional subjects (16 credits), special research tasks (4 credits to be selected from a range of options), totaling 30 credits, plus a master’s thesis (see Diagram 1). The curriculum is based on a combination of i) school wide compulsory subjects (to create a shared base) + ii) separate subjects for each course (learning in cohort groups) + iii) specialized theme study (with an advisor). This incorporates separate coursework into the traditional free-choice model, creating a weave between the horizontal elements of i) and ii) and the vertical elements of iii).

The compulsory and optional courses, with their preset number of credits, are divided according to teaching methods and not subject content, using a pyramid structure of theory, case study, project, and internship. Many new subjects have been introduced (see Diagram 2). The reasons for this are to distinguish between research awareness and reflective practice, and then to create a link between them, and also to enable working teachers to make the essential switch between teaching and learning. A bridge between theory and practice, and a fusion of theory and practice are seen as fundamental in graduate schools of teacher education, and overall the teaching is a collaboration between researchers and practitioners. However, the Graduate School Evening Course strives to create a dialogue/exchange between theory and practice through different educational content, methods, forms, and paths. Simply put,

university teachers develop their content centered around an “internal dialogue” between theory and practice, they create the relevant epistemology and teaching methods, the working teachers are led by this and become aware of the distinction between theory and practice, and share their knowledge and experience (2).

3. Studying in a “Professional Learning Community”

The Graduate School Evening Course is based on the concept of a professional learning community (PLC) in which great importance is attached to the participants learning from each other and raising each other’s level. This ethos centers around i) exchange of theoretical and practical knowledge, ii) cooperation between diverse students learning from each other, iii) cooperation between education researchers and practitioners, and iv) an affiliation between the university and the local education committee. In other words, it can be said that a PLC is a time and space in which educational practitioners and researchers cooperate, grapple with educational phenomena and educational tasks, and it is also a cooperative cultural operation which aims to facilitate these activities. The most important point is the process, based on this ethos, in which the students and teachers create this “learning space”. Through this cooperative learning, each and every student (who is a working teacher) can re-examine education and cultivate a new enthusiasm for innovation going ahead into the future. If this happens, then the Graduate School Evening Course has succeeded in its mission (3).

Since its establishment, the Graduate School Evening Course has won the affections of working teachers as a “learning space”, as each and every participant starts from his or her own study themes and aspirations, and continues on from there. Applicants are selected based on a research proposal, a short essay, an interview, and a questionnaire, and apart from the fact that there is no foreign language exam, no preferential treatment is given to them because of their status as working teachers. All working teacher applicants are required to surmount the hurdle of an entrance examination.

Furthermore, the Osaka Prefecture Education Committee program to send working teachers to graduate school (up to 50 people) was abolished in 2004 (not applicable to the Graduate School Evening Course), and at present no teachers are studying at daytime graduate schools. In 2007 the Prefecture Education Committee introduced grants of ¥100,000 as a study support mechanism but these were abolished the following year. On this backdrop, the university has devised support mechanisms for working teachers, such as exemptions from enrolment fees, references for teachers in affiliated schools, and discounts of 50% on tuition fees for employees wishing to continue their studies in a graduate school environment (specially selected fresh teacher students).

Publicity is essential for recruiting a sufficient number of candidates of the right caliber. Since 2008 the Graduate School Evening Course has held numerous public lessons and open days every year. Other initiatives include the printing and

distribution of brochures, advertisements in education related magazines, the establishment of a website which is updated regularly, etc. In particular, recommendations from past and present students bring in many new applicants. As a result, the number of applicants exceeds the number of places in the Graduate School Evening Course by 20-30%, and the courses are always nearly full. The tough course and regular entrance examination mean that this enrolment rate is miraculous and has surprised many people linked to educational graduate schools and universities (Enrolment Situation).

However, with schools becoming ever busier places, enrolment numbers may be adversely affected if appropriate mental and academic supports are not put in place.

A breakdown of entrants each year (approximately 30 people) shows that they are extremely diverse in terms of school type, subject, age, experience, seniority, and career. They are extremely eager to learn under tough conditions, and they are generally of very high academic ability. The school is organized as a learning group enabling this diverse group to connect, mix, and cooperate at subject level, at supervisor level, and at master's thesis advisor level, and it is essential that it create a positive cycle of learning. Post-enrolment gatherings, presentations of thesis content, mid-term presentations, presentations on thesis submission, research seminars, and lectures, are all excellent opportunities for exchange and are very important. Regular lessons, compulsory courses, and course-specific group work and collaborative learning are also opportunities for this diverse group to meet, exchange ideas, and cooperate.

4. A dialogue between theory and practice

The Graduate School Evening Course evolved from a pre-existing educational graduate school, but it has a strong practical bent and attaches great importance to a dialogue between theory and practice. This is of particular importance in course-specific subjects for the students, whose affinity with their schools is deep (4). All courses are divided according to theory, method, case study, project work, internship, and content, method/form, and each aspect is tackled from the dual perspective of theory and practice.

The master's thesis is the culmination of the course, and great importance is attached to themes and methods which link the theoretical with the practical with the aim of producing "practical research". It is here that the basic philosophy and academic policy pertaining to the dialogue between theory and practice should be elucidated (5).

Theoretical knowledge involves the explanation of phenomena, and the knowledge of foreseen logical propositions and research methods. It pursues the analytical and the universal and is formed based on the universality of the expertise of the research group. On the other hand, practical knowledge is knowledge based on the practitioner organizing and categorizing his or her own experiences. It also includes implicit knowledge of instincts and practical tips. It pursues the practical and the concrete, is prescribed by the specific social context and has a specific color deriving from the individual and from the specific work environment of the student. Therefore,

the theoretical and the practical are essentially different, and it is not easy to achieve a real fusion and bridge between them.

The School Leader Course gives an overview of, and creates a link between theory, policy and practice of school planning. The theoretical base of practice is discussed, and great importance is attached to the study of the organizational framework for practice analysis. While theoretical and analytical approaches are kept to the fore, practical and decisive approaches are given relative importance in order to avoid falling into the trap of giving too much predominance to practical experience and work-related sensibilities,

For their “practical research” master’s thesis, the students each select a theme, target population and methodology, and work on their thesis during the entire two-year duration of the course. The production of the thesis and special advice given by the supervisor are a major focus. The main points of the thesis supervision policy are as follows.

The major task for the first year of the course is to attain basic knowledge in theoretical research. When undertaking the thesis, the study of education practice analytical theory – basic concepts, analysis framework, research methodology (at least two of these) is effective in cultivating critical thinking. Neglect of this basic study would mean an inability to generalize one’s problem awareness derived from education practice and work experience when selecting a research theme. Work experience and opinions would stand to the fore, and it would be difficult to achieve a vertical grasp of issues and delve into them.

The second point is the ability to deepen one’s knowledge and problem awareness attained through work experience and to examine these educational problems deeply and from a wide perspective. This cannot be done within a short period of time, therefore it is important to give training in analytical thought in seminar discussions and in discussions between students and academic staff. Students in the school are diverse in terms of age groups and careers so supervision must be individually tailored to meet the needs of each student, but theoretical and analytical thought must be cultivated to enable each student to engage in a theoretical and practical “dialogue” based on his or her own professional experience.

The third point to be conveyed is that the master’s thesis must be seen as a “trinity” of research theme, target population, and methodology, and that the logical structure must be consistent. These two years of working during the day and studying during the evening require a great deal of patience and persistent research. This demands careful selection of all-important preliminary research related to the research theme, setting an area of study, methodology, keywords, and a careful survey of related literature by prominent researchers.

The fourth point, which is particularly important, is to realize that one must learn about research methodology and different approaches to research from the related literature which has been selected. It is important to take note of the research themes, target populations, methodologies, to notice the structure of the research

reports, how the writers move from the tasks to the conclusions. These points should be taken down to increase the student's awareness of problems, grasp the links between methodology and research subjects, and deduce their significance and limitations. These basic tasks enable the student to relativize his or her own position and develop individual perspectives and methodologies which will help him or her delve into the research theme. Prominent researchers in the relevant field should be visited and interviewed, opinions and observations should be discussed and exchanged, giving the student an opportunity to deepen and enhance the research.

It is difficult to predict how long it will take to complete a thesis and a student can often become overwhelmed. Therefore the supervisor must support the student constantly and give timely advice and suggestions. It takes a great deal of mental, conceptual, emotional and physical strength, coupled with determination and patience to complete a master's thesis over the course of the two years. Discussions and exchange with one's peers, who are also undertaking practical research, are a great support.

If a "dialogue" between the theoretical and the practical can be established based on the above, the working teacher should be able to massively widen his or her activities as a "research practitioner" and as a "reflective practitioner".

5. School leader education program

Five students enrolled for the School Leader Course in 2007, and enrolment numbers for each of the following years were 5, 2, 2, 4, and 4 respectively, giving an average of 3.4 students per year. If the 3 students enrolled in 2005 and the 3 enrolled in 2006 are included, the average is virtually unchanged at 3.3 students per year. The breakdown for each year is different, but most of the students are frontline people such as principals, head teachers, and mid-level leaders, etc. Around 40% of them participated in the Osaka University and Osaka Prefectural/Municipal Education Committee joint projects "School Leader Forum" (SLF) and "School Leader Seminar" (SLS) and decided to further their studies in order to become fully-fledged education professionals. Frontline personnel such as principals and head teachers decided to further their education in order to learn about the theory, policy, and practice of school planning. This school has a presence which is different to that of graduate schools of teacher education which target mid-level education professionals.

The School Leader Course resources are limited; it has one full-time professor and three part-time teachers. Intake is small because of the need to supervise master's theses, but the aim is to have the maximum educational effect.

The following are the points of highest priority for the School Leader Course. First, a broad examination of school planning theory, policy, and practice, and a deep understanding of the school workplace. Second, an understanding of what policies and strategies a school leader needs in order to take school planning forward in this period of school reform. Third, "knowledge creation" based on cooperation between academic staff, working teachers, and policy makers, to deepen understanding of problems and

how to solve them. This is extremely difficult; the main problem is how to link the practicalities of working in a school with university study.

The Graduate School Evening Course aims to deepen the students' learning through a spiral-like method of study, repeatedly reading, summarizing, and discussing essays and documents, engaging in group work, and giving progress reports. This process is both intensive and complex, and is different for each individual student. The preparation of a master's thesis is a culmination of this process, leading up to which the supervisor must prepare a number of milestones, which overlap with the following "deliverables" (6).

i) A report should be drawn up outlining each day's achievements. "Osaka School Planning" annual reports, published by Osaka Kyoiku University School Leader Project (also "Collection of Essays on Practical Education" published by Practical School Education Studies), ii) Master's theses should be collected and produced in book form. Annual "School Education Reports", published by Osaka Kyoiku University Education Management Research Group, iii) Research carried out after graduation from the graduate school should be published. Attempts should be made to have material published in peer-reviewed academic publications. "School Leader Research" published annually by School Leader Research Group, iv) Graduates should aim to write books and academic papers to be disseminated nationwide.

It is important that students do not study the theory, policy, and practice of school leadership only while in the graduate school. After graduating they should continue their activities in research groups and conferences. The present writer believes that these activities will help to cultivate a generation of "new school leaders".

6. School leadership into the future

Finally, an examination of the basic policy of working teachers studying to become school leaders shows the following (7).

(1) School leaders study in a "teachers' educational community" to collaboratively enhance their abilities, attain leadership skills and interpersonal skills.

(2) Students produce a master's thesis after study designed to link the theoretical with the practical.

(3) Each student will be active in his or her own school as a "future leader".

(4) After graduation, the students will be active as "research practitioners" and "reflective practitioners".

It is hoped that graduates will be active in the frontline of education, and we have made great efforts to create the necessary "learning opportunities" for this to happen. The "School Leader Research Group", set up to enable past students to further their research together, is a focus for this. We hope that this will encourage them to continue their studies as "research practitioners" in conferences and research groups all over the country. Some graduates are already doing this, and new school leaders are

beginning to come to the fore. This writer is convinced that study in the Graduate School Evening Course “teachers’ educational community” is extremely significant.

Observers of the Graduate School Evening Course have noted that the atmosphere is bright and cheerful and that the teachers are open and encourage frank discussions. The Graduate School Evening Course is a “democratic study space”, and further effort is required to ensure that it may continue to evolve as a study space in which school leaders can widen their horizons and thrash out problems. Finally, I would like to express my admiration for the teachers who wish to further their education for two years in the graduate school despite the tough conditions.

School Leader Course Ethos and Character

1. A “learning space” for school leaders, 2. Dialogue between school planning theory and practice, 3. Cultivate the knowledge necessary for school leadership, 4. School leader collaborative study, 5. Collaboration between the university, the local education committee, and local schools.

(Note)

Chapter 1 is based on “The Creation of School Leader Education in Graduate Schools” by Yasuhiro Owaki published in “A New Year and School Management Reform” edited by Hiromichi Kojima, Gakubunsha 2007. Chapter 2 is based on the sections relevant to school leader practical education in “Revised Plans for Practical School Education” (7/2005, 10/2005) published by the Osaka Kyoiku University Second Academic Forum.

Author Profile Owaki, Yasuhiro Professor, Faculty of Education, Osaka Kyoiku University.

Specialist in teacher education in the Faculty of School Management Studies. Carries out comprehensive research into the theory, policy and practice of school management, and school leader education. Established the School Leader Project, and developed the initiative to nurture school leaders and support schools through a collaboration between universities and education committees. Chairman of the Japanese Association for the Study of Educational Administration and of The Japan Society for Educational System and Organization. Edited “Evaluation Empowers Schools” (Gyosei), “Collaborating on School Evaluation”, and “Creating Lessons to Change Schools” (Gakuji Shuppan).