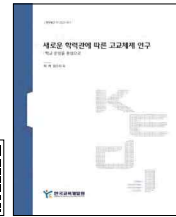


Research on the High School System along with a New Academic Background Viewpoint

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Purpose of Research

- There is a need to respond to the changing social perspective on individuals' academic achievements. This research establishes a new perspective on academic achievement, departing from the grades-oriented concept toward the one emphasizing holistic growth. Based on the concept, this research suggests ways to change the education system to ensure a shift in the purpose of school education, curriculum, and school management.

Major Findings

A new concept of academic achievement

- Conducting a Delphi survey of experts, new perspectives on ideal personhood and the purpose of high school education in accordance with the new perspective of academic achievements were explored. More detailed strategies on vision and purpose, school management, teachers, curriculum, assessment, and facilities were analyzed, and tasks for each stakeholder on the national, regional, and school level were identified.
- Learner agency was identified as the principal value that cuts across the new perspective on personhood, purpose of education, and corresponding strategies. To achieve a balance between individual and community, basic competencies were identified as prerequisite.

Current high school administration system

- Cases of high schools that are implementing education in accordance with the new perspective on academic achievements were observed. The cases showed following characteristics: participation of the school members in vision-setting; comprehensive and wholesale effort by the school management to

achieve the vision; democratic decision-making structure in which members of the school have a say even as the principal shows decisive leadership; integration of the image of the ideal learner into the curriculum; sharing of school vision by teachers and active parental participation; management of the school system in accordance with the set vision and purpose.

Proposals for a new high school system based on the new perspective of academic achievement

- Based on the theoretical study, Delphi survey, and case studies, the following are proposed along five major areas.
- General System: ① Restructure the high school system from school diversification to education diversification; ② prepare a foundation for the future of education through student-centered system restructuring.
- School Management: ① Implement participatory school management to develop school vision and strategies appropriate for each school context; ② foster organizational culture as a learning community; ③ enhance cooperation with neighboring schools and local infrastructure.
- School Members: ① Teachers as implementing agents of the new perspective of academic achievement; ② students who recognize and practice the new perspective of academic achievement; ③ parents who trust the school and the teachers and participate in school management; ④ local community and off-school resources that support student development.
- Curriculum and Assessment: ① Give greater autonomy for schools to determine and administer the education curriculum; ② achieve balance between subject-specific activities and extra-curricular

activities (e.g. creative on-site activities); ③ afford greater autonomy for teachers based on their subject expertise; ④ practice customized assessment with focus on student development.

- School Space: ① Ensure participatory operation as well as participatory design of school space; ② designate space for student-led activities (Student Zone); ③ create Complex Learning Centers; ④ reorganize teachers' space to foster a learning community.

