

**The Present School-Based
Responsible Management System
in Korea
and
the Development Suggestions**

Lee, Sang-kab

**Principal of Gyeongbok High School,
Seoul, Korea**

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I. Introduction

The 21C society is governed by knowledge and information, which can only be achieved through education. Thus the educational revolution is not the matter of choice but the essential in order to meet the needs of 21C.

All the nations across the world is now making nation-wide efforts to revolutionize its educational system, with the idea that the fate of a country is decided by its nation's education. The common characteristic observed in most advanced countries' educational revolution is the concentration on the structural revolution of their public education system in order to improve the international competitive power, quality of education, and the students' academic achievement.

This means that we need to establish a brand new paradigm for the educational system through active reformation and improvement in the basic structure of respective schools.

In this context, SBM(the school-based responsible management system) is the most typical program of the advanced countries' educational revolution to enhance the education's competitive power through the revolution of the public education system and the reformation of the school structure.

In general, SBM is the new paradigm of school management, which means that the respective school has the autonomy of the organization, personnel, finance and curriculum management with the educational consumers and all concerned in charge of education as the central figures, bearing the responsibility for all the results.

In order to improve the quality of education by realizing the school-based responsible management system, we must get out of the static attitude to hold fast to the present situation, and pursue the future-oriented changes. In so doing, Principals, teachers and parents as the members of the educational community must be reformed.

Now I will describe the present school-based responsible management system in Korea and then I'd like to offer a few suggestions for its

development.

II. The Present School-based Responsible Management System in Korea

In Korea, the official debate of autonomous school-based management was opened by the government in the mid 1980s. And in mid 1990s, the debate came into full scale and the concrete programs was established.

In 1995, the Minister of Education presented a report to the President that the school-based responsible management system with principals as the central figure shall be established, so that the autonomy and diversity of the elementary and secondary education might be promoted and that the educational administration might be revolutionized in keeping with the age of localization.

The central idea of the previously-mentioned system was ; The Ministry of Education and the local Offices of Education only have the function of establishing and coordinating the basic policies in order to make each school's management creative along with each school's distinctive features possible. On the other hand, Principal of each school has the discretionary authority to decide the curriculum, educational affairs, educational contents and the assessment methods.

Afterwards the civil government made it the basic keynote in management of the educational system to switch from the regulation /control-oriented school management to the autonomy/responsibility-based school management, which has been carried out by the people's government.

The most representative action related to the school-based responsible management system is the introduction of the school managing committee into all the public schools in 1996. The government's new action on the organization and management of the 7th curriculum plan which has been adopted since 1995 is the partial transfer of the government's right to each local Offices of Education or school. And the 2001 action is the introduction of the school-based accounts system with a view to the independent and on-the-spot financial management.

Hence, Korea's autonomy of the school-based management has been

steadily augmented. In order to completely establish the school-based responsible management, we must improve many other aspects such as the enhancement of the professionalism and the sense of responsibility of the main bodies of each school, enlargement of the authority to organize and manage the curriculum, right of personnel management and the intensification of the school-based self-assessment etc.

III. The Development Suggestions of the School-Based Responsible Management

The suggestions for the improvement of the problems of the school-based responsible management and the ways to develop it for the purpose of restoring its original purport are as follows ;

1. To consolidate the leadership of Principal as the main body of the school-based responsible management

The core responsible person of the school-based responsible management must be the Principal of each school. The success or failure depends on the Principal's decision.

Article 20 of the Elementary and Secondary Education Act proclamis ; Principal should integrate all the school affairs, lead and supervise the faculty and educate the students. Integrating all the school affairs means exercising control over all the administrative and financial matters provided in the statute expressively. Also leading and supervising the faculty means directing not only the public service and their attitudes, but also encouraging improvement of the organization and management of the curriculum and the teaching-learning methods.

Educating the students means cultivating the wholesome personality and enlightening the creativity through all the educational activities such as all courses of study, discretionary activities, club activities, life guidance and safety guidance.

To perform all of the above activities in managing each school, Principal must bear in mind the following points.

First, he/she should shift the school system from the bureaucratic and controlled system to the autonomous and active system, where parents and teachers can share the educational community with each other.

Second, with his/her future-oriented vision based on the righteous philosophy, he/she should make his/her purpose and direction clear in order to be sympathetic with all the educational community.

Third, he/she should accept the demands of teachers, parents and students during the decision-making stage for the democratic process.

Finally, he/she should ensure the transparency by opening all the administrative, financial, managing procedures and results and win trust from the educational community by taking the lead in all matters.

Hence, SBM can achieve its goal only when Principal manages his/her school with his/her conviction on the basis of his/her definite educational philosophy and a sense of duty.

2. To reconstruct the school-based decision-making system

The enhancement of main bodies' sense of responsibility in school-management can be realized only by all members' participation in decision-making process. Thus, each school's decision-making system must be constructed according to the democratic principle. All the members of the school, however, cannot participate equally in all school affairs in this system. Therefore the division of decision-making must be made according to the decision contents, range and the ways of participation must be differentiated. Thus, the SB decision-making system must be reconstructed in order to realize the principle of decentralized responsibility and zone of acceptance : each group such as Principal, vice-Principal, teachers and parents has its own area to decide.

3. To expand the school-based authority to organize and manage the curriculum

The curriculum is the very core of SBM as the basic plan of the education.

The curriculum educational aims, contents, methods, materials and assessment must be organized and managed according to the environment and characteristics of the school, students' level and parents' demands. Not only teachers and parents but also the residents participate in this process as the central figures or cooperators.

The final decision-maker of the curriculum, however, is the teacher, who is the main applicator of the intentional education. So SBM's success is up to teachers' management of the curriculum. The Ministry of Education or local Offices of Education cannot or need not organize the curriculum appropriate for each school all over the country. Therefore for SB authority to organize and manage the curriculum, it must be expanded for the promotion of the efficiency and appropriateness in education, enhancement of the autonomy and professionalism of teachers, pursuit of the diversity of education and the realization of student-centered education. In addition, the organization of division in school affairs should be curriculum-centered, instead of administration-centered.

4. To encourage the main bodies of the school to take a new role and a new insight

In order to make SBM successful, the enhancement of the autonomy and professionalism of each school is more important than the perfection of the system. Though the autonomy is given to each school by the educational administrative institutions, its management will be poor when it doesn't have the ability to enjoy the autonomy. Principal, teachers and parents must take a new role and be active participants.

Also Principal should encourage and enhance the professional authority of the teachers by directing the teaching-learning methods and all the curriculum management with his professional ideas. At the same time, he should provide teachers with more autonomy and responsibility over teaching than in the past.

Teachers should secure the professional authority and ability for themselves through self-training and play a role to suggest professional

ideas.

Futhermore, parents and residents should make a partnership in sharing the responsibility for the school affairs as the decision-makers.

5. To ensure the transparency and justification of the school accounts

The system of school accounts is a lubricant of SBM and can affect its success or failure.

In Korea, the 7th curriculum plan was adopted nation-wide in 2000, but the former rigid accounts system could not afford to support the autonomous management and effective teaching-learning of the schools. So the SB accounts system was introduced in 2001.

In the past, the expenses should be given in fixed items to the respective school by the local Offices of Education, and the respective school should spend on the expenses of fixed items. But now Principal has the power to organize the school budget. This SB accounts system can afford to manage the school curriculum according to the demands of students, teachers, and parents. This means that schools have the financial autonomy to determine the priority of expenses. Therefore, budgeting and expenditures must be determined by the school managing committee, PTA, teachers and students. Thus, all budgeting and closing of accounts is opened. Therefore, Principal must make every effort to ensure the transparency.

6. To activate the school management committee

The school management committee was introduced in order to enhance the autonomy of SBM and to creatively process the diversified education according to the situations and characteristics of each district. This is a system for building up 'the school community' which provides all members of the school and the residents with all fields of school affairs for discussion.

The rights of the school management committee are as follows ;

First, it has the right to participate in school management by proposing the various demands of parents, teachers and residents.

Second, the committee members have the right to discuss and advise the

important matters about school management.

Third, it has the right to ask Principal to report the reason concerning the matters at Principal's own options.

Also the school management committee must be effectively operated for SBM to succeed and Principal must bear in mind the following points.

Firstly, he/she must perform well in his/her role as the duplicate position - the representative of the school and as a member of the committee. Hence he/she must participate and discuss in an equal position with other members and accept the conclusion of the committee with modesty.

Secondly, he/she must be open-minded. If he/she wants to exercise his/her power, SBM will be in difficult situation due to the feud and conflict between each other.

Finally, he/she must create open and comfortable atmosphere and be able to accept any suggestions without any prejudice.

7. To re-establish the relationship between the educational administrative institutions and the respective schools

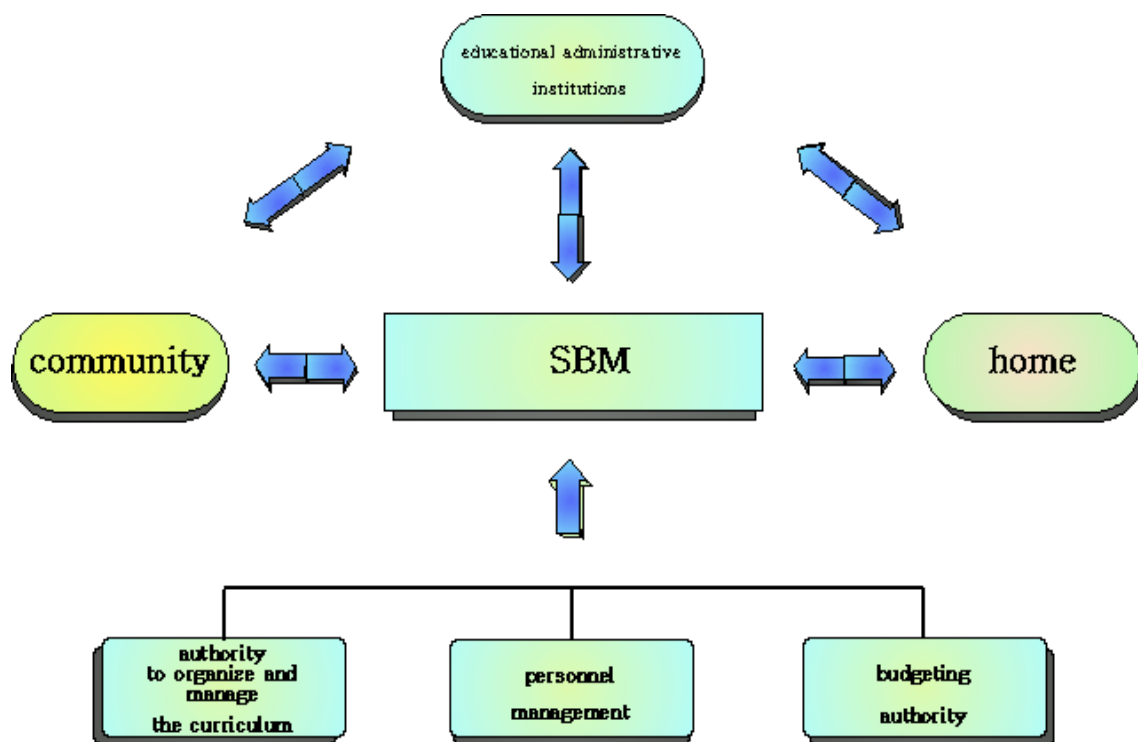
The relationship between the educational administrative institutions and the respective schools should be newly re-established for SBM to succeed. If the local Offices of Education make the suggestion for the directions of the autonomy in school management and control the minute tasks, it is contradictory to the very idea of SBM.

The Ministry of Education and the local Offices of Education have only the function of establishing, coordinating, and supporting the basic policies. If then, the respective schools will be able to determine all the details such as curriculum management, assessment, personnel and finance including concrete school affairs. Overall, the practice of direction and control by the educational administrative institutions must be eliminated, which has ignored the respective school's discretionary right which has been expressively provided in the statute.

IV. Conclusion

Some suggestions for realizing SBM were previously introduced. In order to settle SBM successfully, individual schools must secure the decision-making authority in the core areas of school education such as curriculum, personnel management and finance.

Also the organic cooperative system between educational administrative institutions, homes and community must also be established. This is the introduction of TQM(total quality management). In this system, Principal should exhibit his own leadership with the definite vision on the basis of the reliance on all the constituent school members, along with each school autonomously managing and assessing the quality of its educational services according to the expectations of the parents, resident, social responsibility and the educational expenses.



<SBM Development Model>

Another important thing is that Principal as the most responsible being, should have the open-mindedness and the future-oriented, democratic leadership, encouraging the teachers to secure their authorities with the professional knowledge and a sense of duty.

Also parents and residents should be the partners in the system of the school managing committee by freely suggesting and discussing opinions.

Finally, as the school management becomes more democratic and autonomous, there will be positive progress of development in SBM.