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Title	学校と外部人材の協働による生徒・教師の変容に関する研究—中等教育における生徒主体の校則見直しの事例に着目して—
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Citation	
Issue Date	2026-06
Type	Thesis or Dissertation
Text version	ETD
URL	https://hdl.handle.net/10119/20621
Rights	
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Abstract

Methodology: The study focuses on the “Minna no Rule-Making Project” organized by Certified NPO Katariba, where students, teachers, and external personnel collaborate to revise school rules. Interview data were collected from six students and ten teachers across four schools and analyzed using the SCAT (Steps for Coding and Theorization) method to elucidate the transformation processes and their factors.

Results: The analysis revealed significant transformations in both students and teachers.

1. Students: Through the process of dialogue and obtaining understanding from others, students overcame learned helplessness and fostered self-efficacy. Their motivation shifted from self-interest to empathy for others' distress, leading to altruistic actions. Furthermore, acquiring perspectives from different standpoints (teachers, parents, local community) facilitated the development of collaborative thinking.
2. Teachers: Confronted with students' proactive engagement, teachers redefined their roles from "technical experts" who provide correct answers and manage order to "reflective practitioners" (Schön, 1983) who support students' exploration and adjust the environment.

Discussion: The study identified that external personnel functioned not merely as operational support but as "brokers" (Akkerman & Bakker, 2011) and "monitors" (Miyake, 1986) at the boundary between the school and society. Their intervention temporarily suspended the vertical power structure (evaluating/evaluated relationship), creating a horizontal dialogue space. In this space, teachers functioned as a true "audience" (Lundy, 2007) who listened to student voice without judgment. The realization that their voices had substantial "influence" on the school environment empowered students' agency.

Conclusion: This study demonstrates that external personnel function to fluidize rigid school relationships. The "listening relationship" built through this mediation generates a reciprocal process where students develop agency and teachers deepen their professional reflection. These findings suggest that collaboration with external personnel should be repositioned not merely as a "supportive practice" to solve school issues from the outside, but as a "mediating practice" that acts upon the internal relationship structures and role expectations within the school.

Keywords: Dialogue-based learning, Student attitude change, External personnel, SCAT analysis, Student-led school rule-revision