

Report of “the School Health Education” from the Newsletter of “School Health” by JSSH

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<p>シリーズ 63 「健康教育をささえる」～保健主事の現場から～</p> <p>養護教諭の立場からの保健主事の職務 大阪市立茨田中学校 保健主事・指導養護教諭 宮本 幸子</p> <p>私は中学校の養護教諭と保健主事を兼務している立場です。そのため子どもの健康課題についていつも直面している立場であり、また自身が保健主事であるということを常に念頭におきその重要さを感じています。以下自分が保健主事の職務を通して感じたことを述べます。</p> <p>1. 兼務することによるメリットとデメリット 保健主事として兼務していることのメリットは子どもたちの心身の健康状態に敏感であり、意識が高いということが挙げられると思います。また、学校医や学校歯科医、学校薬剤師等との連携もしやすいということもあります。養護教諭は元々、学校や学年全体を視野に入れ仕事を進めないと上手くいかないことは多々あります。そのためいろいろな連絡</p>	<p>Series 63 “Supporting health education” – From the position of a School Health Coordinator</p> <p>The duties of a Health Coordinator from the perspective of a nursing teacher (YOGO teacher) Sachiko Miyamoto, Health Coordinator/Tutoring Staff of School Nursing, Matta Municipal Junior High School, Osaka</p> <p>My standpoint is that of a person dually appointed as a nursing teacher (YOGO teacher) and Health Coordinator of a junior high school. For this reason, I am in the direct line of the health challenges children face, and have a sense of the importance of the fact that I am a Health Coordinator. Below I will outline some of my impressions from my work duties as Health Coordinator.</p> <p>1. There are advantages and disadvantages of dual appointments One of the advantages of being a Health Coordinator is being able to see the delicate nature of the mental and physical health status of children. It also means that it is easy to maintain ties with school doctors, school dentists and school pharmacists. Duties of nursing teachers (YOGO teachers) originally</p>

や調整など保健主事の職務まで果たしていることもあります。一般的に保健主事は学校保健と学校教育全体への活動に関する調整を行うことが第一の仕事ですので、養護教諭の気づきを含め密に相互連携し、自校の学校保健活動をどのように動かしていくのか、そして教職員の理解とともに組織的に展開するにはどうすればよいのか等が問われます。非常に大切な役割です。兼務が良いか悪いかは養護教諭によってもいろいろ意見の分かれるところですし、各校の実情により違うことは承知です。

2. 養護教諭と保健主事を考える

しかしながら、どうして「保健主事という立場がどういうものなのか」や「職務は何なのか」についての理解は深まらないのでしょうか。浸透しないのでしょうか。養護教諭と保健主事の違いについては理解されているのでしょうか。(中学校の場合、進路や生活指導においてはそれぞれ主事が存在し職務内容については教職員も保護者も理解していると思います。) 学校保健に思い入れのある養護教諭が、そのメリットを生かして保

would not, in many cases, proceed well unless these took in school or school year as a whole. For this reason, there are cases when nursing teachers (YOGO teachers) complete the duties of a Health Coordinator, such as liaising and coordination. Generally, as the Health Coordinator has as their primary duty coordination relating to activities for school health and school instruction as a whole, they cooperate closely on how to proceed with school health activities for their appointed school. This includes the requirement to take account of the nursing teacher (YOGO teacher), and how best to deploy them organizationally, with the input of educators. It is an extremely important role. There are various opinions on the merits and demerits of dual appointments depending on the nursing teacher (YOGO teacher), and it is also a given that there will be differences depending on the particular circumstances of respective schools.

2. Thinking about nursing teachers (YOGO teachers) and Health Coordinators

Why then is there not a deeper understanding of “the particular standpoint of a Health Coordinator” or “a Health Coordinator’s work duties”? How can we facilitate further understanding of these as well as an understanding of the difference between nursing teachers (YOGO teachers) and Health Coordinators? (For junior high schools, there are persons in charge of career courses or lifestyle instruction, and both educators and guardians have an understanding of the content of such duties). I think that one way to address these issues is using advantages afforded by a dual appointment of a nursing

健主事を兼務することも一つの手段だと思っています。ただし、そのためには一人で勝手に突っ走るのではなく、総合的に全体をみるよう努めることが必要です。しかし、私の場合、たまに少し思い入れが強くなっているかもしれないのかな…と感じて空しくなることもあり、学校保健と学校教育全体とのバランスを振り返る時もあります。教職員にいかに受け入れられ、より良い方法で共に活動していけるかという課題はいつも感じています。それぞれ校種の違いや学校状況によって違うとは思いますが、“理解”という視点から考えると保健主事についての理解度は低いのではないのでしょうか。都道府県・市が年度当初に実施する小・中・高すべての新任教諭研修の際に、保健主事に関する内容を盛り込むことにより、今後誰が保健主事になろうと保健主事の職務理解につながる一つの方法ではないかという意見もあります。

teacher (YOGO teacher) to Health Coordinator and employing a YOGO teacher's strong affinities for school health. However, in the context of a lack of understanding, it is difficult to get cooperation and for this to happen it is important to strive to see the integrated whole rather than forging ahead on one's own. In my case, I sometimes feel that I am overly invested in my work and can be left feeling somewhat bereft. There are also times when I am prompted to reflect on the balance between school health and school instruction as a whole. Challenges of which I am constantly aware are how to be best received by educators and superior methods of working together. While I believe there are variations depending on the various school types and school circumstances, when we contemplate the perspective of “understanding,” I wonder if there is in fact a lack of understanding towards Health Coordinators. One idea to improve this situation would be to incorporate the content of Health Coordinators in the training for all newly-recruited instructors for elementary/junior high/high schools implemented at the start of each fiscal year by the prefectural and municipal authorities. It might be a way to invite a better understanding of the duties of a Health Coordinator and allow any nursing teacher (YOGO teacher) considering becoming a Health Coordinator to best fulfill their duties.

3. The importance of school health and the role of a Health Coordinator
So just how much importance is being placed on school health? Are health issues being positioned in the objectives in the running of the school? While academic ability and lifestyle instruction are of course important, the

3. 学校保健の重要性と保健主事の役割について

では、学校保健についてはどれだけ重んじられているのでしょうか。学校運営の目標に健康課題は位置づけられているのでしょうか。学力・生活指導はもちろん大事ですが、学習や運動の基本は健康です。保健主事の職務理解度が低い状況で学校保健の校内組織体制は成立しにくいと考えます。平成20年1月の中央教育審議会答申において「保健主事はすべての教職員が学校保健活動に関心を持ち、それぞれの役割を円滑に遂行できるよう指導助言する」とあります。とても意味深い内容だと思います。“すべての教職員”“学校保健活動に関心を持つ”“それぞれの役割を円滑に遂行”このいくつかのポイントに非常に大きな意味を感じます。実際、この内容が全うできれば素晴らしいことですが、なかなか現場はそうはいきません。すべての教職員に関心を持ってもらうためにはどのような働きかけをすれば良いのか、これは大きな課題です。それを左右する一番大きなポイントは、管理職が学校保健を重んじ、健康に関する危機管理意識を高める意識があるかないかということです。これによって大きな違いがあり、教職員全体の意識レベルが左右される影響があると感じています。私自身今までの経験上、それを強く感じます。危機管理意識を高めるためにも教職員の保健関係の研修会を、計画的に実施していくことが必要だと思いますが日程や時間的調整が厳しいことも課題です。少しずつ理解を求め、広げていくしかありません。そのためにも保健主事が発言する機会をきちんと確保することが大切だと思います。本校では、週に一度、「主任・主事会」が設定されており、もちろん管理職もメンバーに入っています。その場で保健主事が報告、連絡、相談し調整につなげる効果的な場となっています。組織体制を整えるためにも

foundation of learning and exercise is health. I believe that it will be difficult to formulate an in-school organizational structure for school health in the context of poor understanding of the duties of a Health Coordinator.

A January 2008 report of the Central Council for Education states “Health Coordinators will give instructional advice so that all educators take an interest in school health activities so they can seamlessly perform their various roles.” I feel that there is extreme significance in these several essential points of “all educators” having “an interest in school health activities” in order for them to “smoothly perform their various roles.” In fact, while it would be wonderful if all such objectives could be fulfilled, the reality on the ground is that this is not what is happening. What kind of approach should be taken in order to have all educators take an interest in school health? This is the major challenge. The most significant influence on this is the importance placed on school health by administrators. This translates to whether or not there is an acknowledgment of the necessity of raising the crisis management awareness relating to health. This makes a large difference, and I feel that this has an impact in dictating the level of awareness of educators as a whole. My own experience to date gives me a strong sense of this.

In order to heighten crisis management awareness, I believe it is also necessary to strategically implement training seminars relating to school health for educators. A challenge in this is the tightness of schedules and coordination of timeframes. The only option is to gradually aim for understanding and disseminate such understanding. The important factor for

このような話し合いの場への参加が必要だと思います。「保健主事と養護教諭は両輪の如く…」という表現が良く用いられます。最近では新任や若い年齢層の先生方が増えてきている中、保健主事、養護教諭の関係性は経験値も含め、どちらか経験深い方がリードし相互に上手く連携ができればいいと思います。保健主事が中心になって作成する「学校保健計画」、養護教諭が作成する「保健室経営計画」が教職員に周知されるよう、職員会議で提案する時間を確保する等も学校保健推進に効果的です。養護教諭の目線は常に学校、学年全体を見据えながら仕事をすすめています。そのため知らない間に保健主事の職務まで行っていることもあり、一度整理することも必要かもしれません。

this is scrupulously securing opportunities for Health Coordinators to communicate. We have instituted a weekly “Staff and Directors Meeting” at our school, and administrative staff also naturally attend this. This is an effective platform for Health Coordinator to report, liaise, consult and coordinate. Participation in these kinds of platforms for dialogue is needed to consolidate an organizational structure.

“The Health Coordinator and nursing teachers (YOGO teachers) are like two wheels of a bike” is an expression which is often used. With the recent increase in new appointees or teachers in younger age tiers, I hope that they will be led by persons with deep experience including the experience values from the relationship of Health Coordinators and nursing teachers (YOGO teachers) with deep experience, and that mutual ties are achieved. Securing time to plan staff meetings is effective in promotion of school health so that educators can be kept up to date on the School Health Plan drafted by the Health Coordinator and the Health Center Management Plan, drafted by nursing teachers (YOGO teachers). Nursing teachers (YOGO teachers) carry out their work with a firm eye fixed on school and school year as a whole at all times. For this reason, before they know it they may also be carrying out the duties of Health Coordinator, and it may be necessary to coordinate this initially.

4. About the School Health Coordinators Committee, Osaka City

To consolidate organizational systems, ideally Health Coordinators should maintain close ties with nursing teachers (YOGO teachers); educators

4. 大阪市学校保健主事会について

保健主事に求められることは、養護教諭との連携を密にし、また分掌関係教職員や学級担任等との連携を図り、組織体制を整えば良いのですが、保健主事は、1年～3年で交代する場合が多く、引き継ぎも課題になります。大阪市の中学校保健主事会では、8つある各ブロックに幹事を設け（毎年輪番交代）、会役員からブロック幹事へ、そこから各ブロック内の保健主事へという連絡体制を整えました。もちろん定期的に役員・幹事会も実施します。各校での校内引き継ぎ用ファイル、またブロック幹事が次の幹事に引き継ぐ幹事用ファイルを用意し活用しています。新任保健主事研修会も昨年度よりスタートし、たくさんの先生方に参加いただいています。毎回事後アンケートから感じることは「知らない」「わからない」ではなく「知りたい」「こうやってみようと思った」「具体的な実践内容も知りたい」という意見が多く、新任保健主事研修会の意義を深く感じ、よりいっそう充実させていくことが必要だと考えます。また保健主事同士がお互いに交流し意見交換できるような研修会や校種連携もできればいいと思います。

involved in duties allocation; and homeroom teachers. However, Health Coordinators are often swapped every one to three years, meaning that this will be an ongoing challenge. There is an organizational structure in place at the Junior High Schools Health Coordinators Committee for Osaka City, whereby managing officers are placed in charge of eight respective blocks as block managers, and positions are rotated annually. Block managers receive information from board officers and deliver this to Health Coordinators for respective blocks. An executives and management meeting is also of course periodically convened. A successors file is prepared and deployed for the school and block managers. A managing officer's file is also prepared and deployed for succession of duties at every school. The New Appointees School Health Coordinators Seminar also began last year, and enjoyed the participation of many teachers. In a post-seminar questionnaire survey what is striking are the many opinions saying: "I want to know more," or "this is how I thought it should be done" or "I want to know the specific details of practice", rather than "I don't know," or "I don't understand." This imparts a strong sense of the significance of the New Appointees School Health Coordinators Seminar, and I believe that it is necessary to further enrich and consolidate this activity. Seminars and school ties for health coordinator colleagues to mutually exchange and share opinions are also desirable.

5. Future expectations of Health Coordinators

The necessity of a "School Health Board" has been sought for some time. However this should not be pushed forward after the sudden intention and

5. これからの保健主事に望むこと

少し前より「学校保健委員会」の必要性が求められています。でも、いきなり「学校保健委員会をやります、やりたいです」と言ったところで進むはずもなく、苦勞されておられる先生方がたくさんいらっしゃいます。学校保健委員会はそれぞれの学校保健関係者が集まり、本当に意味のある組織活動だと思います。なんでもかんでも管理職に求めてはいけないかもしれませんが、まずは管理職に理解があるといいと思います。そして次は教職員への働きかけと PTA 組織への働きかけだと思います。地盤固めが必要なのです。本校でも教職員の校内委員会の中に「学校保健委員会運営委員会」を新たに設置しました。分掌部会がその代りを担うのではなく、管理職や各学年主任、教務主任等も含めた委員会が必要と思いました。また、私が転勤してきて驚いたことに、本校の PTA 組織に「保健」という名称がありませんでした。その必要性とともに学校保健委員会の目的について役員の方々に説明し、昨年度より1年、2年、3年それぞれ「学年保健給食委員会」という名称で発足し、学校保健委員会も開催しました。新たに委員会を作ることは厳しいですが、今までの「学年委員会」に「保健給食」という名称が加わり、その役員の方々を中心に子どもたちの健康、安全等について活動していく組織として位置づけられました。学校保健委員会当日、アドバイザーとして参加してくださった学校医、学校歯科医、学校薬剤師の専門的立場からのお話に対し、保護者の方々はもっとお話を聞きたかったとの感想もいただき、

desire for a School Health Board has been expressed, and this has been a source of anxiety for many teachers. The various stakeholders in school health gather for the School Health Board, making this an organizational undertaking with, I believe, genuine significance. While we cannot place all our expectations on administrative staff, a primary imperative is achieving the understanding of such staff. I believe this should then be followed by approaches to educators and the organs of the PTA. At this school too we have newly established a “School Health Board of Management and Steering Committee” among the other school committees. I concluded that there is a need for such a committee which includes the administrative staff or the persons responsible for respective school year, and those in charge of educational affairs, rather than leaving this in the charge of the duties allocation section.

Another thing which surprised me when I assumed my post was that there were no specifications for “health” within the organs of the PTA. Along with the need for this, the objectives of a School Health Board were explained to the various executives, and the designation of “School Year, Health and Meals Committee” was inaugurated for years 1, 2, and 3 and a School Health Board has been convened, since the previous year. While it is difficult to establish new committees, the “Health and Meals” designation was added to that of the “School Year Committee.” This addition positioned activities for the health of school children within the organizational structure of the school, around the focus of the members of this committee. In response to the specialist perspectives provided by input from the school doctors,

生徒保健委員も出席し意義のある会となりました。子どもたちが健康的な生活を実践していくためには家庭との連携がとても重要です。そのためにも日ごろから家庭に学校保健活動についての情報を伝え、子どもたちの様子や健康情報を発信し、課題を共有し、学校保健委員会が活性化できればいいと思います。

最近子どもたちの心の健康等がとても気になる課題のひとつです。兼務ではない保健主事の先生方はさらに養護教諭と連携を密にさせていただくことをお勧めします。また生活指導やスクールカウンセラー等との連携も大切にし、チーム学校として組織体制を充実していくことが必要だと思います。中学校の場合、小学校との連携は保健指導等を行うにしても、健康情報を把握して指導につなげるためにも重要であり効果的です。実施されている地域もあるかと思いますが、小中合同の学校保健委員会や地域全体の学校保健委員会も開催できればいいなと思っています。今後も私自身、養護教諭との兼務のメリットを生かしながら、PDCAサイクルに則り、学校での健康づくりをすすめていきたいと思っています。

school dentists and school pharmacists in attendance on the day of the School Health Board, feedback was received from guardians which indicated that they would like to hear more about this undertaking, making it a meaningful meeting to be attended by members of Student Health Committee.

Ties with households are vital to put into practice healthy lifestyles for children. For this it would also be desirable to routinely provide information about school health activities to households and disseminate information on the status of children and health, share challenges and that the School Health Board be activated.

Recently, the mental health of children has been an issue of extreme concern. We recommend that teachers maintain ever-closer ties with nursing teachers (YOGO teachers) who are not dual-appointed Health Coordinators. I think it is also necessary to emphasize ties with lifestyle guidance and school counsellors, among others, and to consolidate and enhance organizational structures as a collaboration of school staff named Team school. Ties with elementary schools are important for junior high schools, as students can effectively use health information from their elementary school days, and these ties can be facilitated by health instruction. While I believe there are regions which are implementing this already, I think that it would be excellent to hold a combined elementary and junior high school health board or have a school health board for regions as a whole. From now on I would like to continue recommending further promotion of health in schools in line with PDCA cycles, using the advantages of being a dual-appointed Health Coordinator and nursing teacher (YOGO teacher).

[End]