

Teacher Education and Japan's Current Higher Education Reform

Oldenburg, 20th May 2016
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TALIS 2013 Results

AN INTERNATIONAL PERSPECTIVE
ON TEACHING AND LEARNING



Japanese teachers work longest hours among OECD members

Jiji

The Japan Times, 27th June 2014

Japanese teachers work an average of 53.9 hours per week, the highest figure among the OECD's 34 member countries.

The figure for Japan was well above the average of 38.3 hours among OECD members, according to the Teaching and Learning International Survey, which Japan participated in for the first time.

The time spent by Japanese teachers on administrative work totaled 5.5 hours per week on average, longer than the OECD average of 2.9 hours. Time spent on extracurricular activities, such as coaching student clubs, came to 7.7 hours in Japan, compared with 2.1 for the OECD overall.

However, the hours spent teaching and preparing for classes are almost the same in Japan and the other countries surveyed.

The OECD survey also showed that the proportion of teachers who participate in professional development programs outside school is low in Japan. More than 80 percent of teachers said they can't take part in such programs due to their heavy workload.

The survey collects internationally comparable data on the learning environment and the working conditions for teachers, focusing on lower secondary education.

Self-efficacy low

In terms of encouraging students' active participation in learning, teachers' self-efficacy is low in Japan compared to other participating countries. More than 90 per cent of Japanese teachers surveyed for TALIS replied that student active learning is important in terms of individual "views on teaching and learning".

According to the JTU survey on teachers' motivations (November 2010 – January 2011), conducted with the cooperation of the International Economy and Work Research Institute, teachers acknowledged that they can "not afford to deal individually and closely with students because of time restriction", or "not having enough time to study teaching materials and prepare for classes".

At the same time, they recognise the importance of children's active learning. Teachers are aware of the gap between the reality of the education system and children's need for individual support, and this affects their sense of self-efficacy. Teaching conditions should be improved by having more teachers and smaller class sizes, JTU says.

Outline

1. the teacher education system in Japan

1.1. the prewar system

1.2. the postwar system

2. innovations in teacher education

2.1. standardization:

teacher education programs

2.2. professionalization:

professional schools for teacher education

3. innovations in teacher education within higher education reform

teacher education system

- prewar system: closed system
attend (advanced) **normal schools**
(free tuition, scholarships, dormitory life)
- postwar system: open system
acquire certificates at **higher education institutions**
(according to Education Personnel Certification Act)

Changes of Education Personnel Certification Act

1949 issued

1988 amendment (violence): change of pupils
pupil guidance, special activities, didactics

1998 amendment (preparation): change of teachers
introduction to the teaching profession

2007 amendment (competence): change of social requirement
teacher certificates renewal system

Teacher Training and Certification System in the Future (2006)

1. improvement of quality **standards** in teacher education programs: practical seminar for the teaching profession
2. establishment of new graduate schools exclusively for the teaching **profession**
3. introduction of a teaching certificate renewal system

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*2007 ministerial ordinance

foundation of professional schools for teacher education

*2008 implementing regulation

practical seminar for the teaching profession

Future Status of National Universities and Faculties of Education (2001)

“lack of practical curricula in teacher education courses”

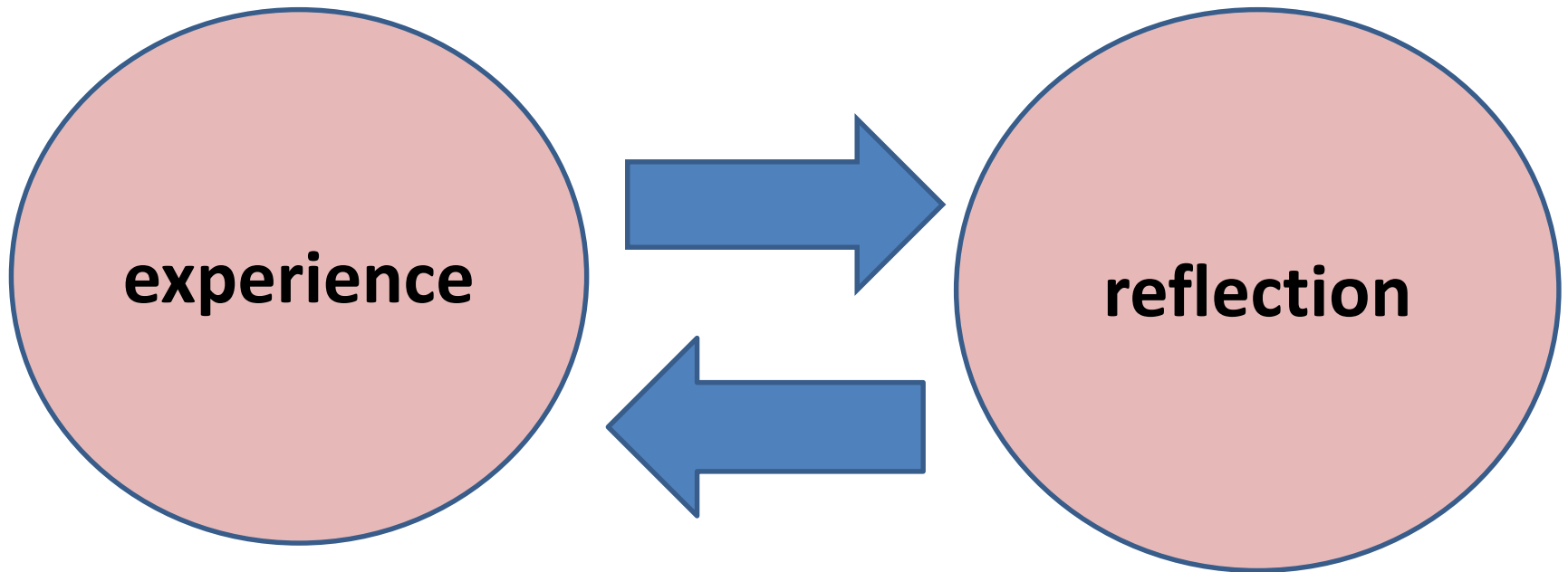
Model-Core Curriculum Project

(Japan Association of Universities of Education, 2004)

recommendation of a curriculum based on “core subjects for teacher education”

“core subjects for teacher education” proposed by J.A.U.E. (2004)

core subjects for teacher education



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From Mie to the World

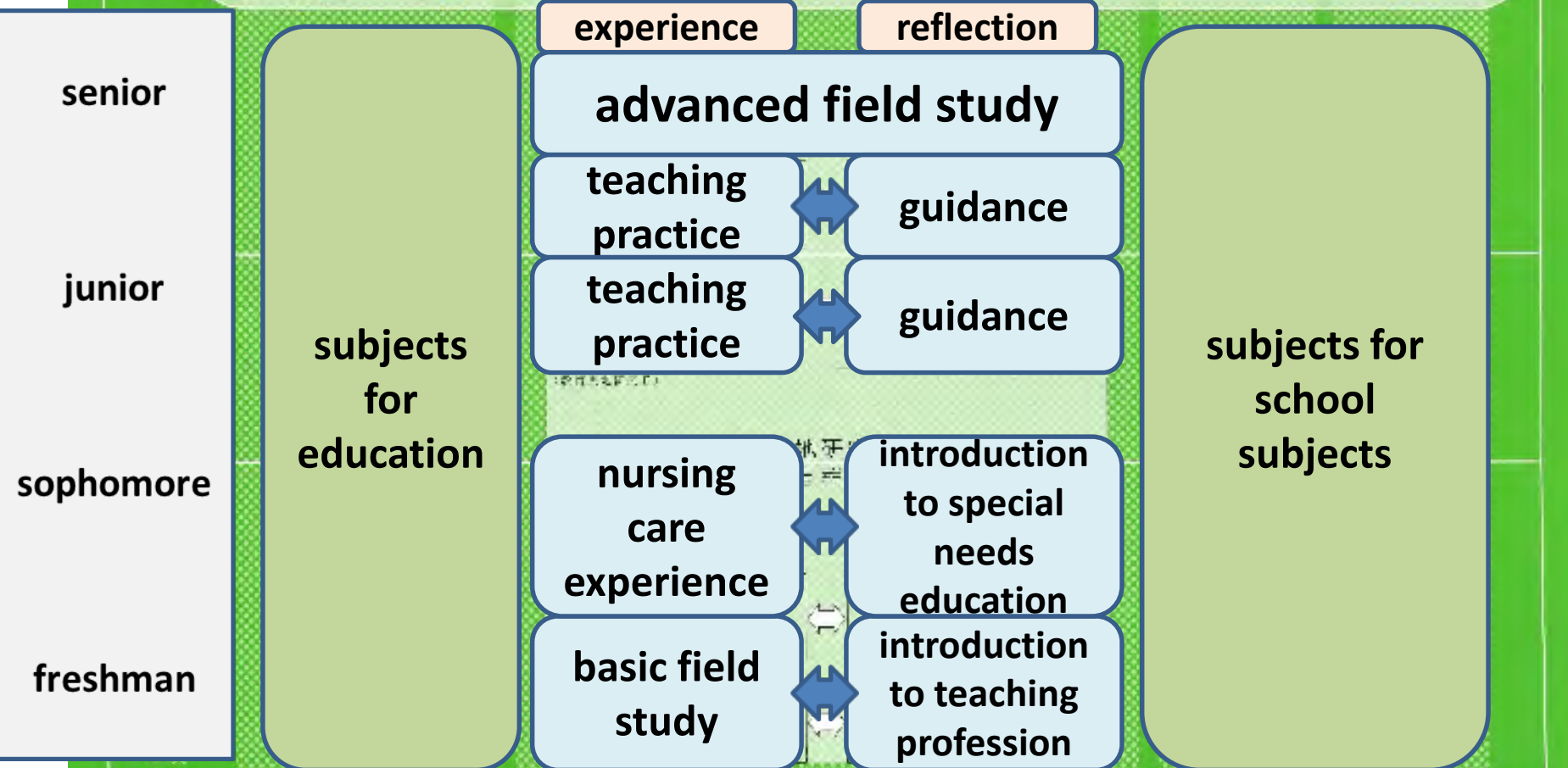
curriculum based on “core subjects for teacher education” (Mie)

三重大学教育学部カリキュラム構造
2012



core subjects for teacher education

practical seminar for the teaching profession



practical seminar for the teaching profession (2010-)

standard criteria

1. a sense of mission, a sense of responsibility, a passion for education
2. social and interpersonal skills
3. understanding children and pupils, classroom management
4. instruction of school subjects

professional schools for teacher education (2008-)

- professional degree course
- aim: education of school leaders with excellent practical ability
- target: current teachers, graduates qualified as teachers
- teaching staff: more than 40% with practical career at educational fields about 20 years
- course: a minimum of 45 credits
(without master's thesis)

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August 2015:

27 institutions

874 students

(390 current teachers, 484 graduates qualified as teachers)

*98.4% of capacity

Innovations within higher education reform

Overhaul of Organization and Overall of National University Corporations (MEXT, 2015)



Submission on revised mission statements (2013)

Measures to Strengthen the Functions of National Universities

1. increase of teaching staff with careers in the educational fields
2. change of curriculum toward emphasis on practice
3. stress on educating primary school teachers
4. stress on professional schools for teacher education at the graduate level
5. abolition of the courses lacking emphasis on teacher training

Innovations within higher education reform

standardization

revision of teacher education program

ongoing: certificates awarded by Minister of Education

professionalization

professional schools for teacher education

ongoing: teacher education beyond the bachelor's level

competitive funding

consequence:

weakening teachers' academic diversity ?