

New Reform Plan At MUE :

- Strengthening elementary school education course.
They will abolish life-long education course and incorporate environmental education,
information science education ,education for international understanding and counseling.
- More practical teacher training in cooperation with local boards of education
- Building a system that will contribute to teacher education and in-service training in wider region
In cooperation with other national universities in neighboring prefectures, this system will serve wider area over one prefecture.

Teacher Education in Japan (Contents)

1 Historical overview of Teacher Education in Japan

2 Current State of Teacher Education in Japan

a) **Current State of Teacher Training**

b) **Current State of In-Service Teacher Training in Japan**

c) **Current State of Attached Schools**

3 History of Miyagi University of Education (MUE)

4 Teacher-training and In-service Training in MUE

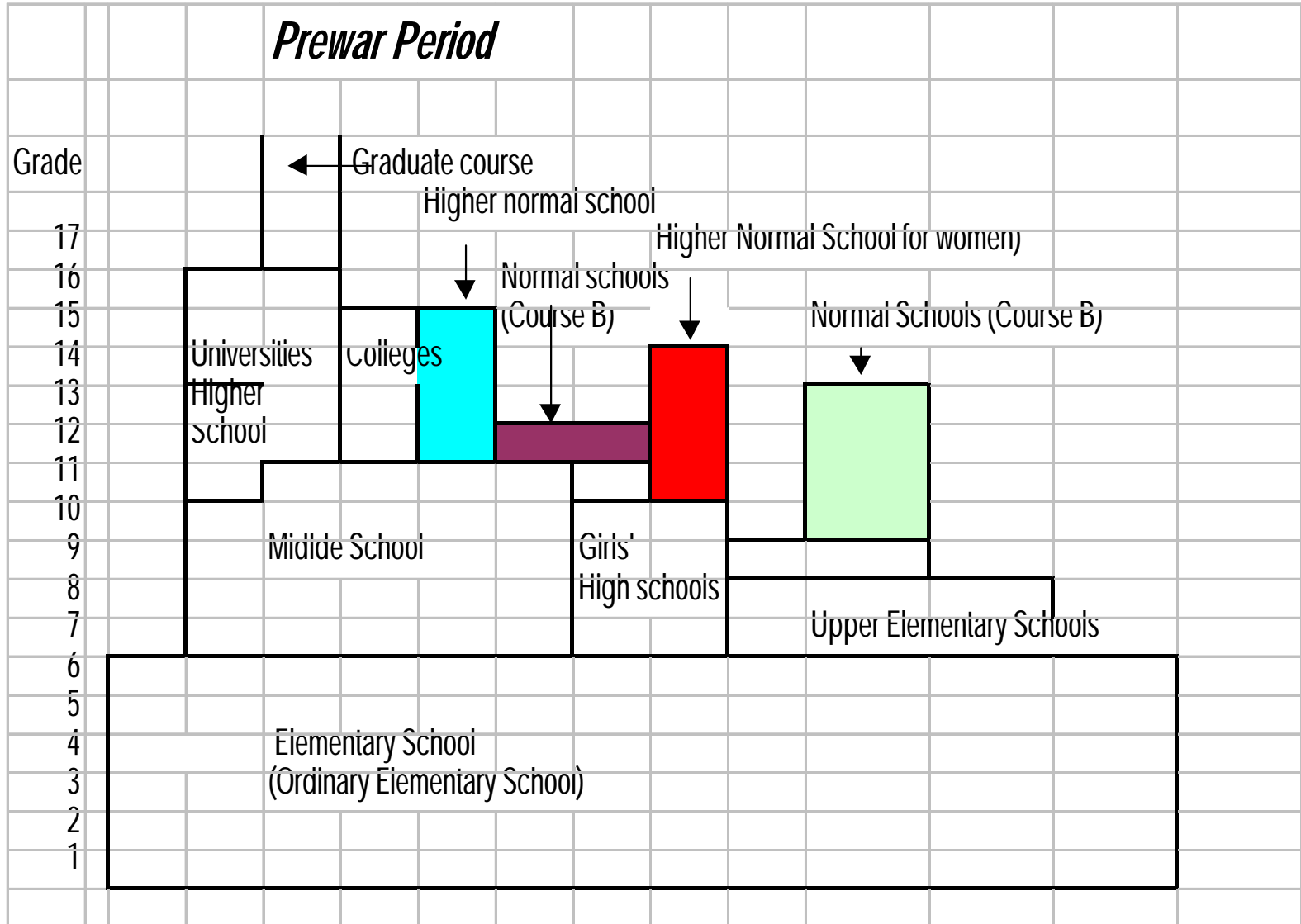
5 Trends of Teacher Education Reform

Historical Overview of Teacher Education in Japan (1)

Before the second world war

- **The normal schools** were only authorized teacher production institutions and specialized in teacher training.
- The teachers that graduated from the normal schools took the leading role in teaching at school because there were significant number of uncertified teachers called 'substitute teachers'. (The number of teachers from the normal schools were less than 20% of all the teachers at the elementary schools.)

Teacher Education Schools (1)



Features of Normal Schools

- (1) Applicants were recommended by regional administrators.
- (2) Students were not allowed to choose subjects of study according to their taste
- (3) Every graduate had an obligation to be a teacher.
- (4) Graduates from normal schools were expected to teach students rigid and uniform Lessons.

The Japanese educational system was firmly controlled by the central government, from the establishment of schools, curriculums and textbooks to staff qualifications and training and so on. The basic aim of any development was the standardization of everything

Historical Overview of Teaching Education in Japan(2)

Postwar 1: The period from 1949 to early part of 1960s

- 1) **Decentralization:** A large portion of authority of the Ministry of Education was transferred to local boards of education
- 2) **“Open system”:** Requirements for a teacher’s certificate
 - Even students who do not major in education can get teacher’s license if they have required credits on pedagogy and teaching practice
 - Academic-oriented or research-oriented education was more appreciated than giving practical teacher training.

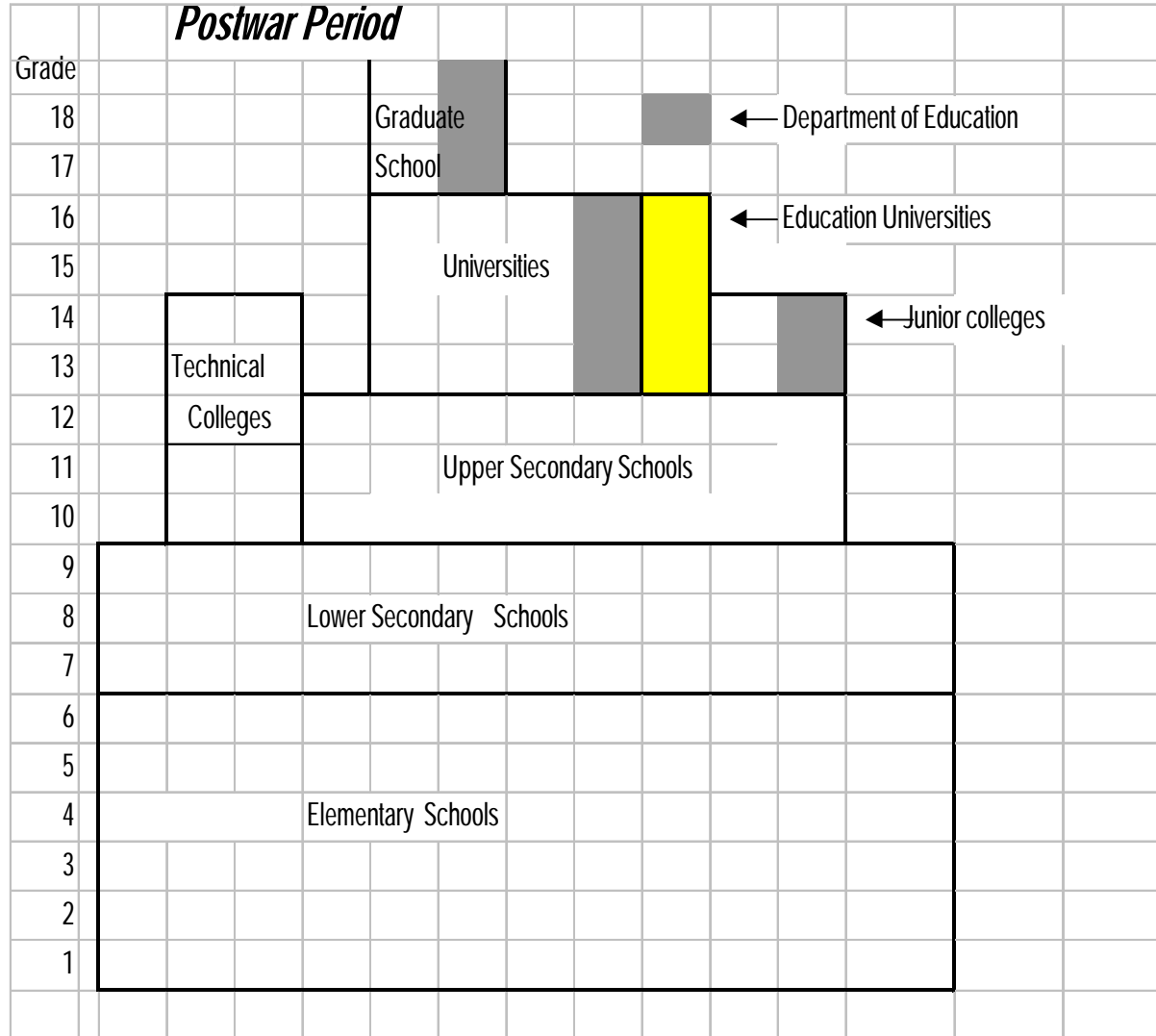
Teacher's license (1)

Units Required to Quality for a Teacher's License

(a first-class ordinary license to teach mathematics at junior high school)

- The fundamental qualification: Bachelor's degree from university or college
- Required specialist subjects ---- 40 units
- Required professional subjects --- 19 units including teaching practice

Teacher Education Schools (2)



Historical Overview of Teaching Education in Japan (3)

1965 and up to present: **Paradoxical policies** have been implemented

- The importance of specialized and practical training in teacher education has been drawing much attention since 1960s but ‘Open system’ principal has remained.
- The first master’s courses of teaching training were established in 1968.
- Three new universities were set up to introduce in-service teacher training in graduate courses in 1978
- Non-teacher training courses have been added in the teacher training institutions because the fall in number of children has led to shrinking of employment opportunities for school teachers since 1990s

»

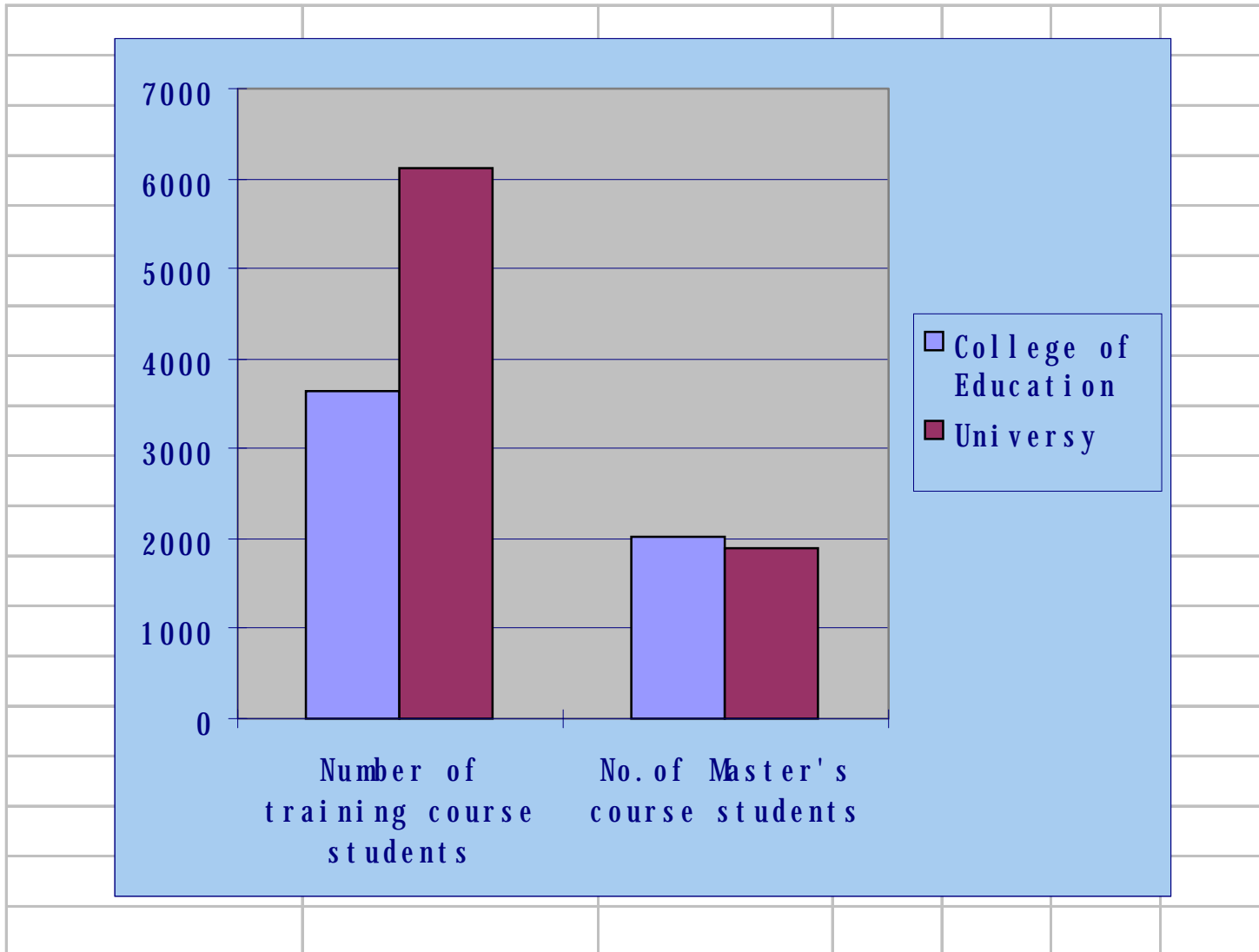
Number of Schools and Students (Four-year Universities/colleges)

(Year: 2000)			
Types of School	Number of School	Number of Students	{Major in education}
National	99	624082	
Public	72	107198	
Private	478	20008743	
Total	649	2740023	{137615} 5.6%

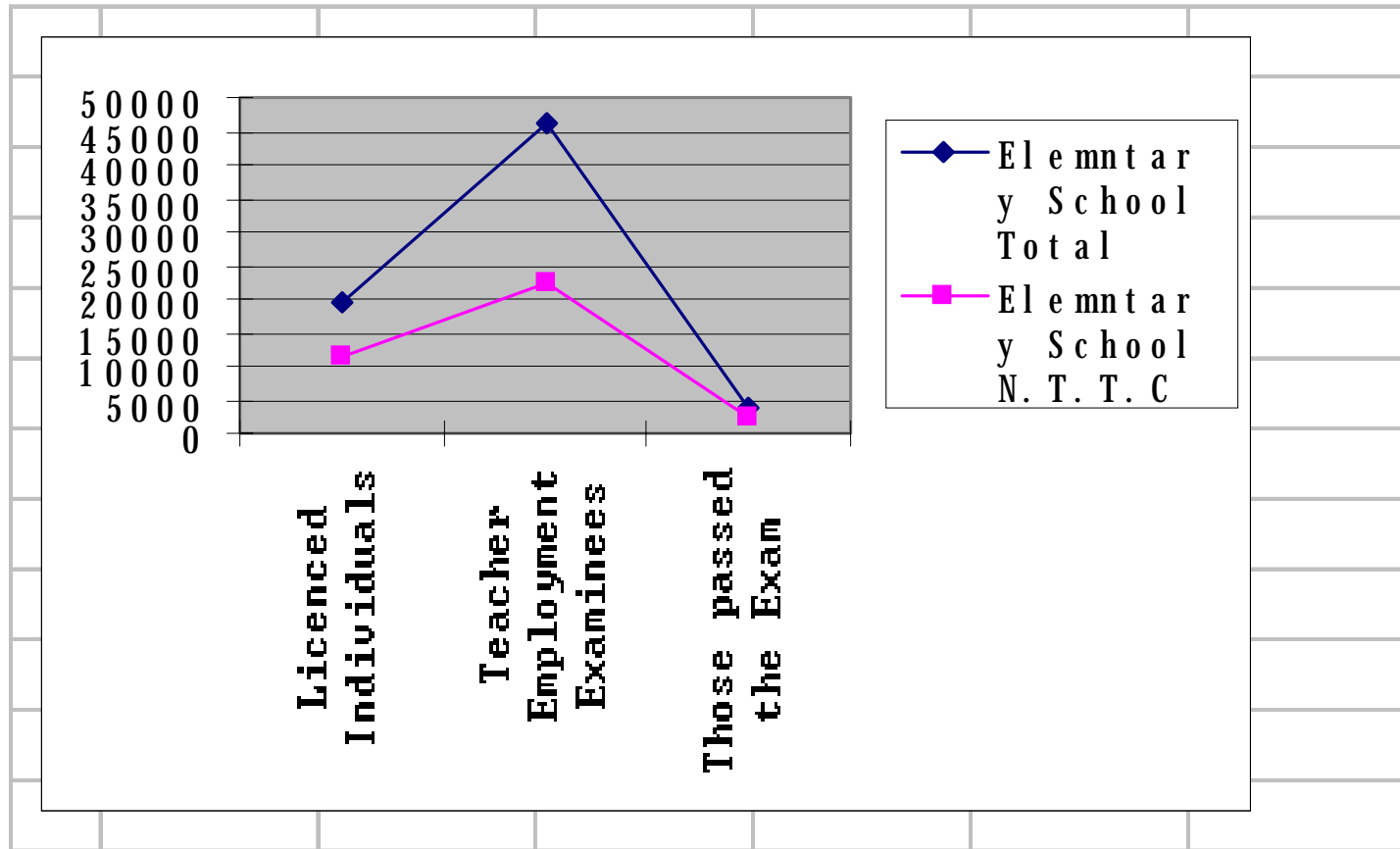
Number of Schools and Students of Two year Junior Colleges

	(Year:2000)				
	Types of School	Number of Schools	Number of Students	{Major in education}	
	National	20	7772		
	Public	55	21061		
	Private	497	298847		
	Total	572	327680	{60227} 18.9%	

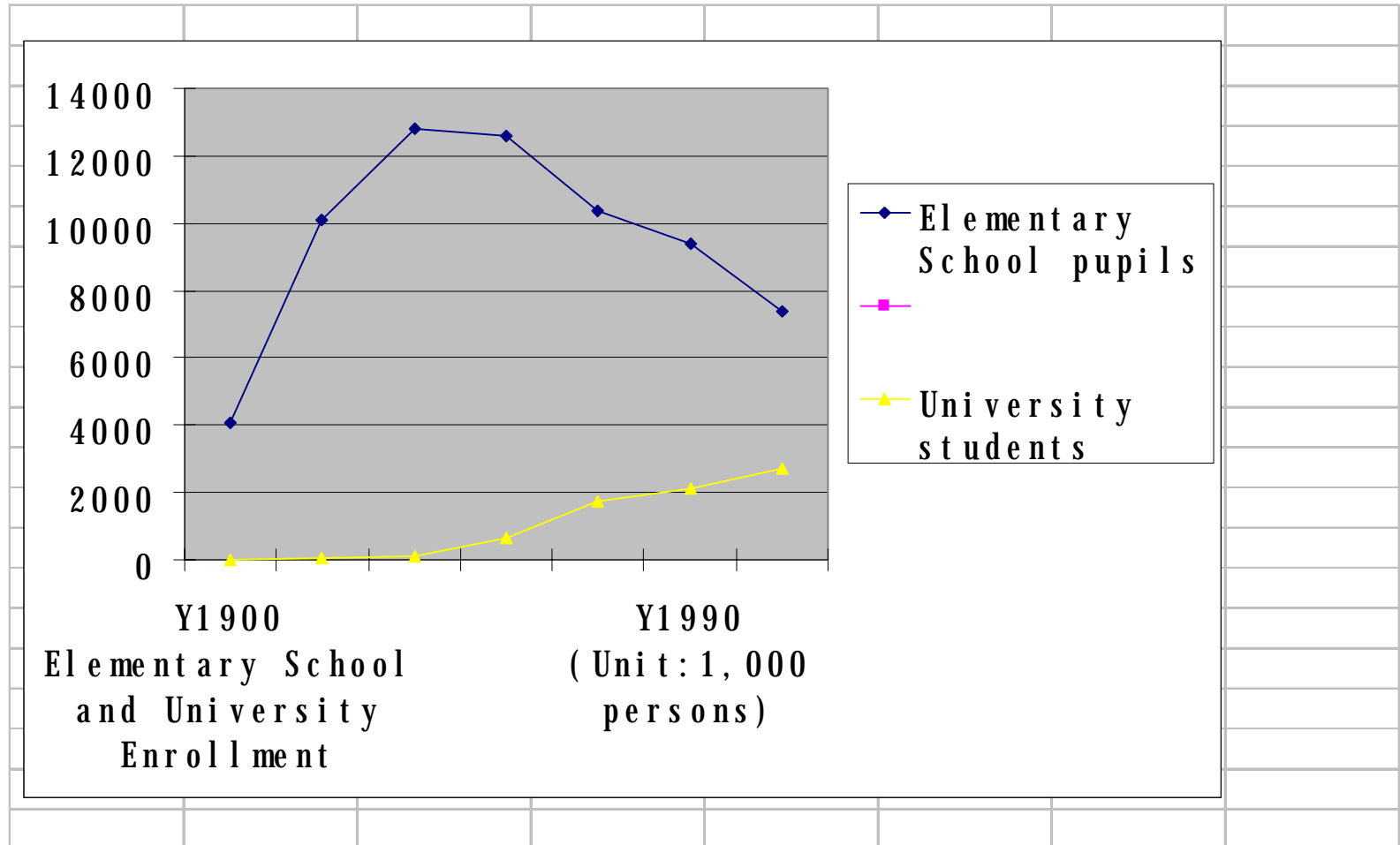
Number of Students at National Teacher Education Institutions



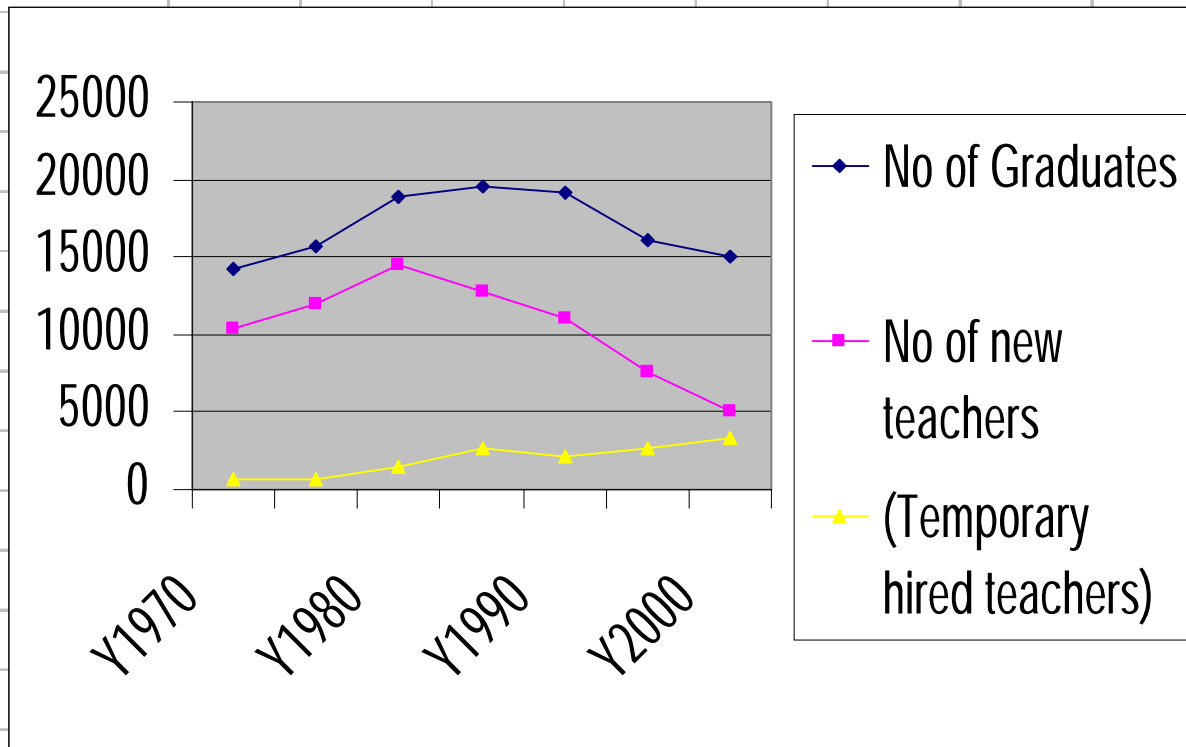
Recent Figures of Teaching License/Employment (Elementary school)



Number of Students (Elementary schools and Universities)



Number of Newly Employed Teachers



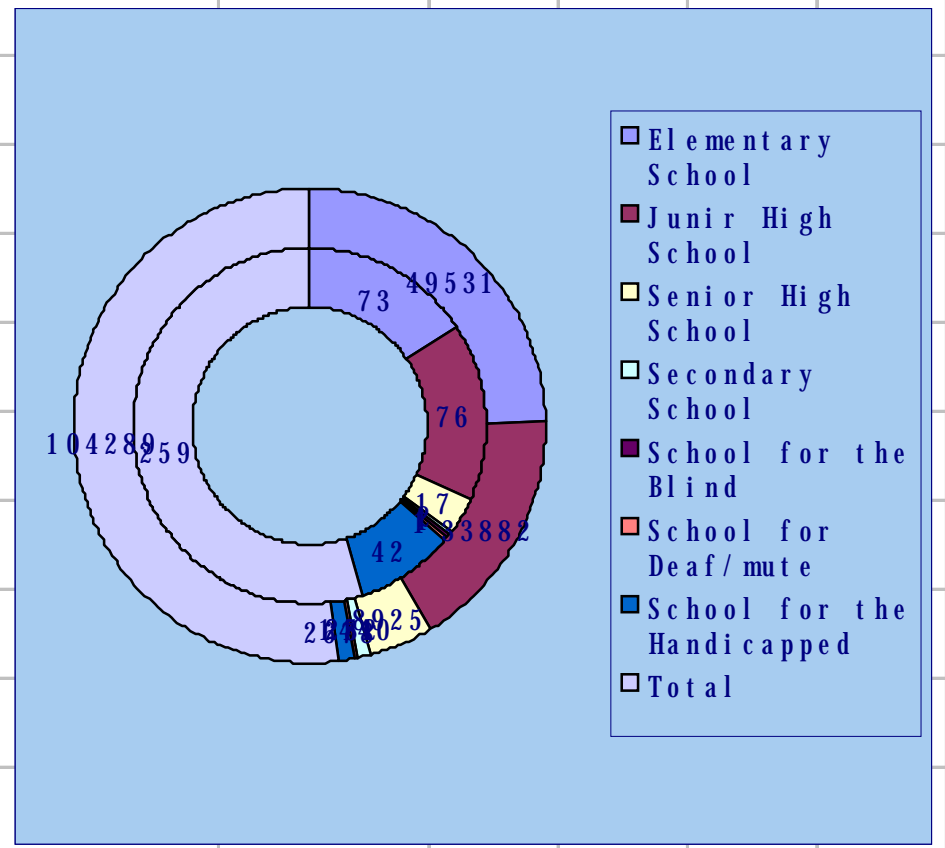
Current State of In-Service Training

- (1) Training appointed by authorities: New teacher training, training for teachers with 5 years experience, etc.
- (2) Training at university: Master's courses in graduate schools (Graduates from this course can get a-higher-level teaching license) ; Only 30 percent of students that are enrolling in these courses are from incumbent school teachers

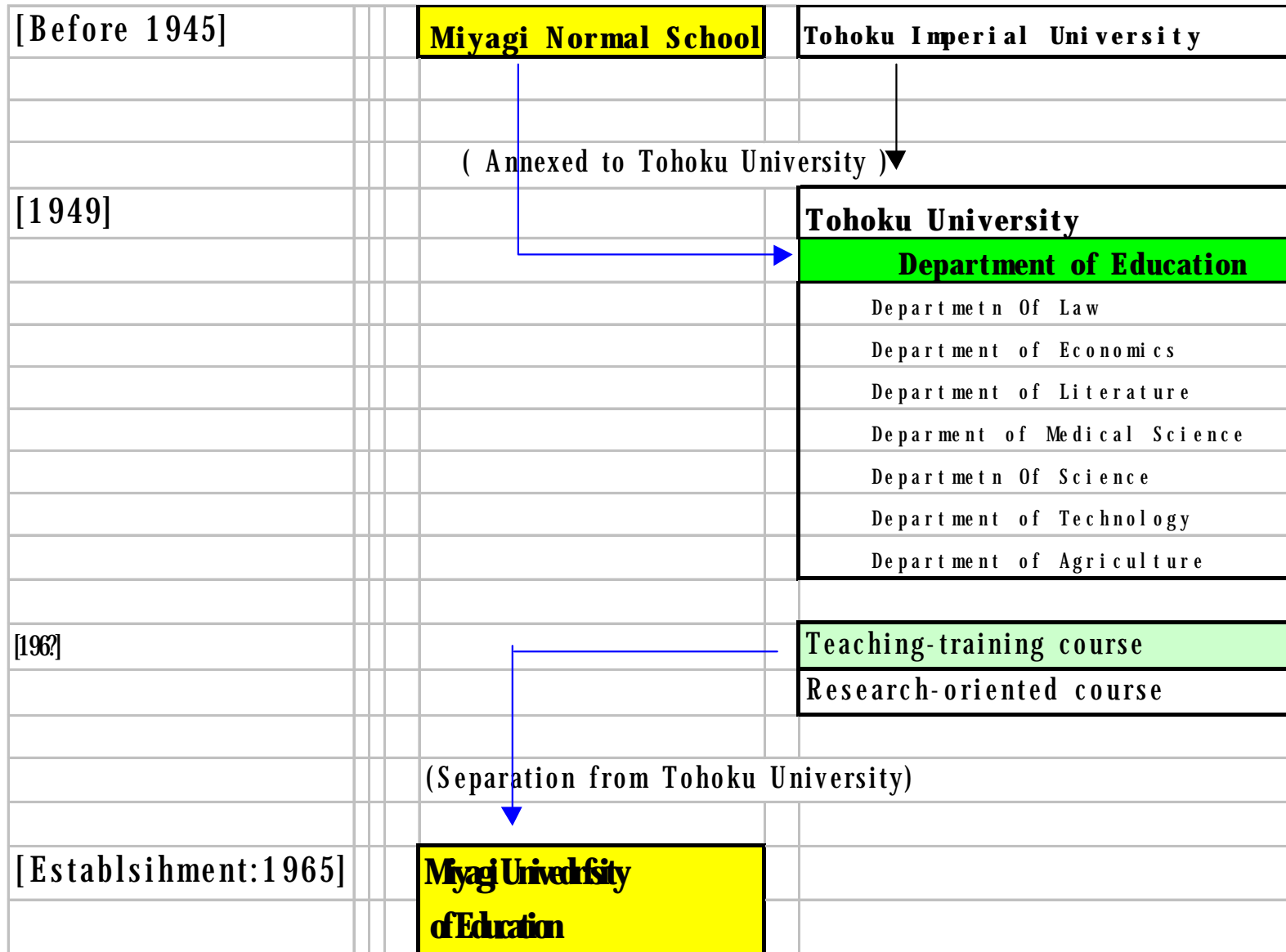
The government Education Council is now studying a system where teachers have a working experience in the community, working as a shop clerk, a sales person at private companies.

Number of Attached Schools and Students

Type	No.of schools	No. of Students	No. of Teachers
Kinder Garden	49	7300	304
Elementary School	73	49531	1790
Junir High School	76	33882	1669
Senior High School	17	8925	588
Secondary School	2	1440	83
School for the Blind	1	252	103
School for Deaf/mute	1	281	98
School for the Handicapped	42	2678	1208
Total	259	104289	5843



Establishment of Miyagi University of Education



Why was the teacher training course separated from Tohoku University ?

1. The department of Education at Tohoku University could not work well in teacher production.
 - Tohoku University was an academic-oriented institution and it did not have much interest in producing teachers for local area.
 - The trial and efforts by some people who sought to carry out ideal combination of the research and the training aspects of education was not successful due to a bias towards the capacity of students from the department of education. (Example; Students of education department wishing to become science teacher were given opportunities of studying in Science Department with the students majoring in science.)
2. The Ministry of Education tried to change its teacher-training policy from the open system type to a more systematic education.

Teacher training course in MUE

Teacher Training Course (12 Divisions): Early Childhood Education, School Education,

This course has been adapted for making it possible for students to get both Elementary and Junior High school Teaching Licenses, or Elementary and Kindergarten Licenses. The purpose of this course is to train teachers who can consider the complete school education from a broader point of view by encouraging them to acquire flexible and practical leadership qualities.

Special Education Course (3 Divisions) :

Education for the Blind: the only such course in Eastern Japan, Education for the Physically or Mentally Handicapped & Education for the Deaf: the only such course in the northern part of Japan.

Research Division of Education (Two-year Master's Courses): Three Departments, 12 Majors

School Education; School Education & Environmental Education, Education of Handicapped

Children

About 30% of the students in this course are incumbent teachers. (There is night time course for the second year.)