

# Welcoming Message from the President

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## 1. Necessity for advanced teacher education in Japan

Advanced teacher education has been proclaimed by the Japanese Government and the Ministry of Education, Culture, Sports, Science and Technology as the basic direction of the policy for teacher education reform. Each university and faculty is independently responsible for self-transformation aiming at establishing advanced teacher education, capitalizing on its resources, experiences and strengths or specialty with support and guidance provided by the Ministry of Education, Culture, Sports, Science and Technology.

Similarly to other countries, recent issues in school education have become more complicated in Japan. The issues include active learning and teaching with the use of ICT, serious problems of bullying, increasing number of children who need special care and the difficulty of building a relationship with parents. Teachers are inevitably required to have high expertise and practical teaching ability to be able to solve these issues. Under these circumstances, there is a demand for providing post-graduate level teacher education for initial training and professional development for professional teachers, in other words, advanced teacher education.

As issues arising in school education change continuously, teachers are strongly expected to continue learning. Basic learning skills for continuing learning should be taught in teacher education but it is difficult to be provided in undergraduate level education and only post-graduate level education can meet this need.

It is similarly important for professional teachers to restudy at postgraduate courses. To solve bullying problems, improve academic achievements and establish relationships with parents and local communities, it is essential for schools to build a stronger organization. For this purpose, the important role for postgraduate research institutes is to develop leaders, including head teachers and other school management, and leaders in the fields of curriculum and educational guidance, pupil counseling, school subjects and morals.

## 2. Issues of advanced teacher education in Japan

The core institution of the advanced teacher education in Japan is the professional school for teacher education (Professional Degree Program)\*. The professional school for teacher education was first established in 2008. Its curriculum aims to integrate and interchange theory and practice, and its method of education that enables students to participate in a self-directed and collaborative manner is highly evaluated as a model for advanced teacher education. These graduate schools of education are currently established at 27 universities in Japan, including the Hyogo University of Teacher Education. In addition, similar schools are planned to be newly established at all national universities and faculties from next year. The number of the students trained in this school will increase as an increasing number of professional school for teacher education (Professional Degree Program) are established, but the percentage of such students to the entire number of students who are trained to become a teacher, is still small.

\*The professional school for teacher education (professional degree program) was introduced to strengthen the practical capacity of teachers in the graduated school of education in 2008. The conventional graduate school of education(master degree program) has a longer history and the rather focused on the academic part of pedagogy.

## 1. 日本における教員養成高度化の必要性

教員養成の高度化が教師教育改革の基本方向として、日本国・文部科学省によって打ち出されています。各教員養成大学・学部は、文部科学省の指導や支援を受けながらも、自らの有する資源、実績や強み・特色を生かした高度な教師教育の構築に向けて、あくまで主体的に自己変革を行うことが求められています。

日本でも、学校教育の課題が高度化・複雑化しています。アクティブラーニングやICT活用の授業、深刻化するいじめ問題、特別な支援を必要とする子どもたちの増加、難しくなる保護者との関係づくりなどです。必然的に、教員にはこうした課題に対処できる高度な専門性と実践的指導力が求められます。そこで、大学院レベルの養成教育と現職研修、つまり教員養成の高度化が必要となるわけです。

学校教育の課題は絶え間なく変容しますので、教員には学び続けることが強く求められます。学び続けるための基盤となる能力は養成教育で育成されなければなりません。それは学部レベルでは難しく、大学院レベルでのみ可能といえるでしょう。

すでに教職に就いている人々の大学院での学び直しも重要です。いじめ問題の解決や学力向上、保護者・地域との関係づくりには、学校の組織力を高めることが必須です。そのために、校長など学校の管理職や、教育課程・学習指導、生徒指導、各教科、道徳などの各分野のリーダーを養成することが大学院の重要な任務となります。

## 2. 日本における教員養成高度化の課題

わが国における教員養成高度化の中核機関は、教職大学院（専門職学位課程）です。教職大学院は 2008 年に創設されました。教職大学院の、理論と実践の融合・往還を意図した教育課程と学生が主体的・協働的に参加する教育方法は、教員養成高度化のモデルとして高く評価されています。現在、兵庫教育大学をはじめとした27大学に設置されており、来年度以降、すべての国立教員養成系大学・学部の新設されることとなっています。教職大学院の増設で修了者は増えますが、全体の教員養成数から見ればまだかなり少ない割合です。

文部科学省が教職大学院の拡充に大きな力を入れていきますので、将来的にはわが国の教師教育は教職大学院がメインとなって担うことになるでしょう。そこに至るためには、多くの課題をクリアしなければなりません。

理論と実践の融合・往還に一層の磨きをかけるために、教育課程の絶えざる改善が必要です。とくに、これまで修士課程で行われてきた教科教育を教職大学院の教育課程に取り込まなければならず、教職大学院の教科カリキュラムを開発することが急務です。研究力と実践力の両面を備え人々が教職大学院の担当教員としてもっとも適材であり、そうした人材の養成が教員養成系大学の博士課程に期待されています。

In the future, these professional schools for teacher education (Professional Degree Program) will be playing a main role in the field of teacher education in Japan since the Ministry of Education, Culture, Sports, Science and Technology is currently focusing on the expansion of professional school for teacher education (Professional Degree Program). Before reaching this goal, however, there are many issues that must be solved.

To further promote integration and interchange of theory and practice, continuous improvement of curriculum is required. In particular, development of curriculum for subject education for professional school for teacher education (Professional Degree Program) is urgently needed because the subject education that used to be provided in the master program must be incorporated into the curriculum of professional school for teacher education (Professional Degree Program). Most qualified teaching staff at professional school for teacher education (Professional Degree Program) should be equipped with both research skills and practical expertise and such human resource is expected to be developed in doctoral programs at universities of teacher education.

It is most important to take measures to motivate undergraduate students and professional teachers to learn at a professional school for teacher education (Professional Degree Program). In the case of professional teachers, it is necessary to increase the number of trainees accepted for learning at graduate schools and establish a system of appropriate treatment of the teachers after completing the program or effective use of them as school leaders. In the case of graduate students who took a straight course into a graduate school, exemption of employment examination for teacher and training of new teachers should be promptly applied to those students.

At the same time, conventional master degree program in education must be reformed. Master degree programs of teacher education are planned to be transferred to professional schools for teacher education (Professional Degree Program) in several stages. During the time until this transfer is completed, preliminary measures must be taken such as introducing practice teaching at schools to enhance the practical aspect of the curriculum, and creating a new course bridging and integrating specific subject courses and subject pedagogical courses.

### 3. Aim of this Symposium

Advanced teacher education is a reform that is common worldwide. In particular, European countries in which the partner universities participating in this symposium are located, have been working on advanced teacher education much earlier than Japan and have much cumulative experience.

The Hyogo University of Teacher Education is positioned to lead the university reform in Japan toward advanced teacher education. Today's symposium was planned by the Hyogo University of Teacher Education as an opportunity to work out strategies for university reform in order for universities to take the initiative in promoting advanced teacher education and find out solutions to those issues mentioned earlier while referring to the experiences and knowledge of universities in other countries which are leading the way in advanced teacher education.

In addition, I hope that this symposium will help all the participating universities find new information or effective ways to further promote advanced teacher education.

もっとも重要なことは、教職大学院への学部生と現職教員の入学意欲を高める措置を講ずることです。現職教員については、大学院派遣のための研修定員を増やすことや、修了後の処遇やスクールリーダーとしての活用法を制度化することが必要です。またストレート院生については、教員採用試験や初任者研修の免除が早急を実施されるべきです。

修士課程の改革も同時に進めなければなりません。教員養成系修士課程は段階的に教職大学院に移行することになっています。その準備として当面、教育課程の実践性を高めるために、学校実習を取り入れること、教科専門科目と教科教育法科目を架橋・融合する科目を設けることを進めなければなりません。

### 3. 本シンポジウムのねらい

教員養成の高度化は世界的に共通する改革方向です。とりわけ、今日参加いただいている協定大学の所在するヨーロッパの国々では、教員養成の高度化はわが国よりかなり先に始まり、多くの経験が蓄積されています。

兵庫教育大学は、教員養成の高度化に向けたわが国の改革をリードする立場にある大学です。本シンポジウムは、そうした本学が、教員養成高度化において先進する諸外国の大学の経験と知見を参考に、わが国において教員養成高度化を各大学が主体的に推進するための改革戦略や、上述のような諸課題の解決方策を案出する機会とするために企画したものです。

加えて、参加大学にとっても、さらなる高度化推進の知見や方策がこのシンポジウムによって得られることを願っています。