

## The Purpose of the International Symposium

In Japan, the type of human resources needed in school education is changing in tandem with globalization, informatization, the dwindling birthrate and the aging of society, and other rapid social changes. Problems in school education have also become increasingly sophisticated and diverse. Therefore, a report by MEXT (the Ministry of Education, Culture, Sports, Science and Technology's) cooperator committee on implementation of near-term improvement measures for strengthening teachers' capabilities, which is titled "reform and enhancement in teacher training in master's and doctoral courses," states that, "teachers of the future will need to be engaged in problem exploring activities by themselves, gain the practical instruction ability to present a new form of learning, and acquire such capabilities as the leadership ability to flexibly deal with new, sophisticated and diverse issues from a wide perspective; the management capacity to address difficult problems in an organization with the cooperation of colleagues; and the communication ability to smoothly cooperate with local communities."

Advanced teacher training, designed to respond to complicated and sophisticated school education issues, would cover a broad range of areas from new teacher training to the development of top leaders, including the chairs of boards of education. It is required not only to have new teachers acquire deep expertise and the practical instruction ability but also to enhance management officials' capability to nurture leadership and management capacities. To achieve this, training in master's and doctoral courses as well as in-service training need to be strengthened.

Although the system of the professional schools for teacher education (Professional Degree Program) was introduced in 2008, MEXT has evaluated in its various reports the mechanism as useful in improving teachers' capabilities needed at all teacher career stages. In the future, we will need to not only continue practical studies to realizing the integration and interaction of theory and practice, but also to consider fulfilling new needs, such as special needs education, instruction methods using ICT and cooperation between schools and local communities. Giving credits for board of education-collaborated training programs, and other such ideas, will also need to be considered.

One of the problems over professional schools of teacher education is how to include measures to foster knowledge and practical abilities needed to design classes that reflect the viewpoint of compiling educational materials based on comprehension of unique value of each subject, in the curriculum centering on the underlying methodology of education and classes, after getting an overview of each subject.

Meanwhile, the existing master's course is also required to be more practical. To have teachers acquire deep expertise in the process of training them, knowledge about technical issues as well as the research capacity are of course necessary. In addition, it is also essential to work out a curriculum that includes training programs leading to the development of practical abilities, and realizes collaboration with subject education, which is linked to school education. The existing master's courses should also be developed into professional schools of teacher education in stages.

Sharing these perceptions, Hyogo University of Teacher Education is making various efforts. Those efforts are intended to make more practical teacher training curricula that can respond to the advancement of teacher training, to expand the professional schools for teacher education (Professional Degree Program) system and to shift master's course programs to professional schools of teacher education.

The international symposium's purpose is discussing what type of measures would be ideal in realizing more advanced teacher training, taking into account those trends and perceptions. The symposium is also aimed at seeking the future picture of teachers colleges by inviting exceptional experts from universities with which our university has concluded international exchange agreements.

## 国際シンポジウム開催の趣旨

我が国では、グローバル化や情報化、少子高齢化など社会の急激な変化に伴い、学校教育において求められる人材像が変化しているとともに、学校現場の抱える課題も複雑化・多様化している。このため、「大学院段階の教員養成の改革と充実等について」と題された文部科学省の教員の資質能力向上に係る当面の改善方策の実施に向けた協力者会議報告書において、「これからの教員は、課題探究的な活動を自ら体験し、新たな学びを展開できる実践的指導力を修得するとともに、複雑かつ多様な新たな課題に、幅広い視野に立って柔軟に対応できる指導力、同僚と協働して、組織として困難な課題に対応できるマネジメント力、地域との連携等を円滑に行うためのコミュニケーション力等を身につける必要がある」と提言されている。

学校教育の課題が高度化・複雑化することに対応する教員養成の高度化が対象とするのは、新人教員養成から教育長をはじめとするトップリーダーの育成まで広範囲にわたる。新人教員に高度な専門性と実践的指導力を育成することはもちろん、管理職のリーダーシップやマネジメントに関する力量形成の高度化も同時に求められているのである。そのためには、大学院レベルの養成教育と現職研修を強化する必要がある。

教職大学院は 2008 年に創設されたが、教職のキャリア・ステージ全てにわたって教員の資質能力の向上を図る上で有用であると文部科学省の各種報告書において評価されてきている。理論と実践の融合・往還を図る実践的研究を継続することはもちろん、特別支援教育やICTを用いた指導法、学校・地域連携など新しいニーズを取り入れること、教育委員会と連携した研修を単位化することなども今後視野に入れる必要がある。

教職大学院の課題の一つは、各教科を俯瞰し、通底する教育方法論や授業論等を中核とした教育課程に、教科毎の固有の価値を理解し、教材化の視点を反映した授業づくりを構想する知見と実践力を培うことのできるものをいかに持ち込むかである。

一方で、既存の修士課程の実践化も求められている。教員養成における高度な専門性の形成には、専門的な内容に関わる知識やリサーチ能力だけでなく、学校教育との接続性をもつ教科教育と連携したり、実践力の育成につながる実習を取り込んだりするカリキュラムの編成が必須となるだろう。

こうした認識を共有して、兵庫教育大学でも教員養成の高度化に対応する教員養成カリキュラムの実践化、教職大学院の拡充、修士課程の教職大学院への段階的移行を志向した様々な取り組みを行っている。

このような動向と認識をふまえて、教員養成の高度化を図る上で今後どのような対応が望ましいのかについて協議し、教員養成大学の未来形を模索するために、本学の国際交流協定大学の碩学を招待して国際シンポジウムを開催するものである。