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1. What is the biggest issue in teacher education in Japan?

The biggest issue in teacher education in Japan is education of leader teachers. We would like to explain this from three points of view, elite managers, mid-level leaders and elite rookies.

(1) Educating highly capable elite managers

All of school education is determined by the capabilities of managers. These capabilities cannot be improved just by having teachers gain experience. Programs are necessary to help managers improve their capabilities. In Japan, we have established school management courses in graduate schools of teacher education (within master's programs for teachers) for this. However, because the number of graduate schools of teacher education will increase in the future, the biggest problem is securing instructors for these school management courses. In addition, securing instructors with practical experience, such as administrative veterans who previously worked on boards of education and former school principals, and assuring the quality of their instruction are also issues.

(2) Educating teachers to become highly capable mid-level leaders

We have reached a point at which many older teachers are retiring, so that the percentage of young teachers at public schools is high. This has led to a distortion in the age balance of teachers. One of the major problems is the training of teachers to become mid-level leaders who can assist managing teachers and instruct new teachers. In Japan, we have established practical class teaching and student counseling courses at graduate schools of teacher education for this issue. However, the number of actual teachers who are expected to be mid-level leaders at public schools is insufficient. In addition, because they are already responsible for core work at their schools, the biggest problem is that they do not have the time to attend graduate schools of teacher education. Another problem is that the budget for training teachers at graduate schools of teacher education in Japan is small.

(3) Educating teachers to become highly capable elite rookies (new teachers)

One of the biggest problems in education is teaching new teachers who can immediately teach classes and do other required work. There are two paths in teacher education in Japan: In the first, teachers with experience go to graduate schools of teacher education, and in the second undergraduates graduate and go directly to graduate schools of teacher education. Both have their intents and goals. The problem is making innovations and improving the curriculum and practical instruction for undergraduates who come directly to graduate school. Japan's graduate schools of teacher education are all utilizing their regional characteristics and making innovations to educate highly capable elite rookies (new teachers).

2. What are you prioritizing to assure the quality of teachers?

The key phrase in the curricula in Japan's graduate schools of teacher education is "a combination of and exchange between theory and practice." Assurance of the quality of teachers is something that the children assess. The things learned in common classes and specialized classes at graduate schools of teacher education will bear fruit in training at schools. This is the result of "a combination of and exchange between theory and practice." Improving these capabilities will assure the quality of teachers. Japan's graduate schools of teacher education are making this the highest priority.

1. 日本の教師教育における最大の課題は何ですか。

我が国の教師教育における最大の課題は、リーダー教員の養成です。スーパー管理職、ミドルリーダー、スーパールーキーの3点から述べます。

(1) 力量高いスーパー管理職の養成

学校教育のすべては管理職の力量によって決まります。この力量は、教員の経験を積み上げるだけで形成されるものではありません。管理職の力量を高めるためのプログラムが必要です。我が国では、教職大学院（教職修士の課程）において学校経営に関するコースを設け、取組を進めています。しかし、今後増加することが決まっている教職大学院において、学校経営コースの指導スタッフの確保が大きな課題となっています。また、教育委員会等の行政経験者や校長経験者などの実務家教員の確保とその指導力の質保証も課題です。

(2) 力量高いミドルリーダーとなる教員の養成

教員の大量退職の時代を迎え、公立学校における若手教員の占める割合が高くなり、教員の年齢構成がいびつになっています。管理職を補佐し、新人教員を指導できるミドルリーダーとなる教員の養成が大きな課題です。我が国では、教職大学院において授業実践や生徒指導に関するコースを設け、取組を進めています。しかし、公立学校においては、ミドルリーダーとなることを期待される教員の実数が少ないのです。そのうえ、それぞれの学校の中核となる職務を与えられているので、教職大学院派遣がかなわないことが大きな課題となっています。また、教職大学院派遣にかかる我が国の研修定数の予算が少ないことも課題です。

(3) 力量高いスーパールーキー（新人教員）の養成

教育現場において「即戦力」となる新人教員の養成が大きな課題です。我が国の教員養成は、教育現場の経験を積んでから教職大学院に学ぶ制度と、学部から教職大学院に学ぶ制度があります。それぞれに教員養成の意図・目的があります。学部から進学してくる院生のためのカリキュラムや実習指導のあり方のさらなる工夫・改善が課題です。我が国の教職大学院は、それぞれの地域の特色を生かし、工夫を凝らして力量高いスーパールーキー（新人教員）の養成に取り組んでいます。

2. 教員の質を保証するために優先的に取り組んでいることは何ですか。

我が国の教職大学院におけるカリキュラムのキーワードは、「理論と実践の融合・往還」です。教員の質の保証は、子どもによって評価されます。教職大学院における共通科目や専門科目で学んだことが、学校における実習において結実します。それは「理論と実践の融合・往還」の結果です。この力量を高めることが、教員の質を保証することになります。我が国の教職大学院では、このことを最優先に取り組んでいます。

3. 兵庫教育大学では、現職教員を対象とした就業後の教育（継続的能力開発：CPD）課程を設けていますか。また、一方で教育委員会と連携することによって現職教員のCPDに貢献していますか。

本学では、現職教員を対象とした就業後の教育（継続的能力開発：CPD）課程を設けていません。ただ、兵庫県教育委員会と連携して、新任の管理職（校長、教頭）、指導主事を対象とした継続的能力開発（CPD）の研修を実施している。

3. Does Hyogo University of Teacher Education have a curriculum in which current teachers can continue their education after starting to work (Continuing Professional Development (CPD))? Also, are you working with boards of education to contribute to the CPD of current teachers?

Our university does not have a curriculum for current teachers to continue their education after starting to work (Continuing Professional Development (CPD)). However, we are working with the Hyogo Prefecture Board of Education to provide CPD courses for new managers (principals and vice principals) and supervisors.

In the future, we will examine the results of these courses and consider recognizing them for professional school of teacher education credits by focusing on their ability to assure quality.

4. Please describe Hyogo University of Teacher Education's master's program and professional degree program. How are they related to teacher qualification certification?

Our master's program has 200 students in a class, and our professional degree program has 100 students in a class. Both programs can lead to specialized certificates. The biggest difference is that the master's program does not have any practical training, whereas the professional degree program (professional school of teacher education) requires ten credits in practical training. This is because the aforementioned "a combination of and exchange between theory and practice" is placed at the center of our professional degree program (professional school of teacher education) in order to assure the quality of the teachers we educate. However, we are considering including practical training for students of the master's program who came to graduate school directly from college. This is a major point in transitioning from the master's program to the professional degree program (professional school of teacher education). Please refer to our university's leaflet for details.

5. Have the special class instructors for each subject received teaching ability training for teachers? If they have, please tell us the specific steps. If they have not, do instructors who have specialized subject knowledge and instructors who have specialized teaching knowledge work together?

Japan's teachers of subject education can be roughly divided into teachers who specialize in subjects and teachers who specialize in subject education. For example, teachers in social studies subject education at our university are teachers who specialize in the subjects of economy, politics, history, geography and philosophy, and teachers who specialized in subject teaching for social studies education (teachers of social studies education). Social studies education teachers include teachers who specialize in geography education and history education, and teachers who specialize in social studies class configuration theory.

Teachers who specialize in subjects do not receive teaching ability training for teachers (social studies education method). Teachers who specialize in subjects are specialists in the various social sciences that are the foundation that make up social studies, and indicate many things with regard to class teaching contents for social studies. Social studies education teachers work together with these subject specialist teachers to create class contents for social studies. Social studies education teachers are in charge of instruction methods for social studies. For example, when making a history class, they will learn about the latest history research results from subject specialist teachers (in this case history teachers) to make their class. This is the same for all subjects.

In Japan, transitioning the specialized course fields of the master's programs to the professional degree programs (professional schools of teacher education) is an urgent issue. Our university has started studies into this problem.

今後は、ここで得られた成果を教職大学院の単位として認定することについて、その質保証を視点に研究を進めたいと考えています。

4. 兵庫教育大学の修士課程及び専門職学位課程について述べてください。それらの課程は、教員資格認定とどのような関係にありますか。

本学の修士課程は、1 学年 200 名、専門職学位課程（教職大学院）は 1 学年 100 名の定員です。それぞれの課程で、専修免許状の教員資格が得られます。最も大きな違いは、修士課程には実習がなく、専門職学位課程（教職大学院）には 10 単位の実習があることである。これは先に述べた「理論と実践の融合・往還」を専門職学位課程（教職大学院）で育てる教員の質保証の中核にしているからです。ただ、修士課程に学ぶストレートの院生（学部卒院生）には、実習を履修させる研究を進めています。このことは、修士課程が専門職学位課程（教職大学院）に移行する大きなポイントとなります。詳細は本学のリーフレットをご覧ください。

5. 各科目の専門教科指導教員は、教師向けの教授能力育成を受けているのでしょうか。受けているのであれば、具体的にどのような手順を経ているのか教えてください。受けていないのであれば、科目の専門知識がある教員と教授法の専門知識がある教員が互いに連携することはあるのでしょうか。

我が国の教科教育分野の教員は、教科専門の教員と教科教育の教員に大別されます。例えば、本学の社会系教科教育分野の教員は、経済学、政治学、歴史学、地理学、哲学の教科専門の教員と、社会科教育の教科教育の教員（社会科教育の教員）で構成されています。社会科教育の教員には、地理教育や歴史教育を専門とする教員と、社会科授業構成論を専門とする教員がいます。

教科専門の教員は、教師向けの教授能力育成（社会科教育法）の訓練を受けていません。社会科を構成する基盤となる社会諸科学の専門家である教科専門の教員は、社会科の授業内容について多くの示唆を与えてくれます。社会科教育の教員は、これらの教科専門の教員と連携して、社会科の授業内容を創ります。社会科の指導法については、社会科教育の教員が担当します。例えば、歴史の授業を創るときには、最新の歴史学の研究成果を教科専門の教員（ここでは歴史学の教員）から学び授業を構成することになります。このことは他の教科も同様です。

我が国では、修士課程の教科教育分野の専門職学位課程（教職大学院）への移行が喫緊の課題です。本学では、そのための研究を始めたところです。