

## Introduction of Institution: Hyogo University of Teacher Education



The national Hyogo University of Teacher Education was founded 37 years ago as a new concept education university with the mission of educating and training educators for graduate schools. Since then, the university has continuously evolved by refining its curricula and composition of specialties and courses in order to cope with the changing school needs and problems, and education policy. It has been a role leader in teacher education in Japan. It has also been reconfirmed that our university is a "facility for the re-education and training of incumbent teachers."

As a university that specializes in the education and training of teachers, in addition to departments that educate new teachers, we have Japan's largest professional degree program (graduate school of teacher education) and master's program, and we also have a doctorate program. We have a diversified student body made up of incumbent teachers studying as graduate students, undergraduates and new graduate students striving to become teachers and psychology specialists, and graduate students who have working experience, and they are creating an enriching campus atmosphere.

### **Faculty of School Education (Kindergarten and Elementary School Teacher Training Program)**

The Faculty of School Education trains kindergarten and elementary school teachers to have superior instruction abilities in all subjects and fields that are based on a rich humanitarian background and a high degree of specialization. In order to have the students gain comprehensive skills as kindergarten and elementary school teachers in addition to a basic knowledge about a wide range of topics, we have placed an emphasis on the harmony and consistency of the overall four-year education curriculum. We have included fieldwork (teaching practice) to the curriculum for all classes from freshmen to seniors. Through this fieldwork we have made a concurrent education curriculum in which the results of the liberal arts courses, teaching profession courses, educational practice and reflection courses, and specialized subjects courses are all integrated and interrelated.

Because problems in education in recent years have become more complicated and diversified, schools and boards of education require that students who are becoming teachers have "a minimum of the required qualifications as teachers." To that end, our university has created a comprehensive instruction structure by developing a "teacher training standard" that shows a specific teacher model that must be achieved.

In addition, the 2013 graduates of our university achieved an employment rate of 88.3 percent as teachers at elementary schools and kindergartens which is extremely high even on a national level. The overall employment rate, including graduates who were employed by private companies and became civil servants, was a high 97.2 percent. Because of the great desire that our students have to become teachers and because of the enthusiastic instruction of our teachers, our students have been able to achieve a top class employment rate as teachers for over ten years. We are also making efforts to create an ideal learning environment for students to independently study by making a Career Development Center and distributed learning commons.

### **Graduate School of Education (Master's Program, Professional Degree Program)**

The Graduate School of Education is "Japan's biggest teacher training graduate school" that emphasizes cooperation with schools in order to combine theory and practice in graduate school studies. This school is made up of the Master's Program (three majors) and the Professional Degree Program (Graduate School of Teacher Education) (one major). Both programs mainly train elementary and secondary school teachers to have advanced education and research skills.

## 大学紹介：兵庫教育大学

国立大学法人兵庫教育大学は、大学院における教員の養成と研修をミッションとする新構想の教育大学として、37年前に創設されました。以来、学校現場のニーズや課題、教育政策などの変化に応じて、絶えずカリキュラムや専攻・コースの構成に改良を加えて進化し、我が国の教師教育の先導モデルとなってきました。また本学は、我が国の「大学院における現職教員の再教育・研修拠点」であることが改めて確認されています。

教員養成・研修の専門大学として、新人教員養成を行う学部に加えて、教員養成分野では最大規模の専門職学位課程（教職大学院）と修士課程を有し、さらには博士課程を擁しています。現職教員の大学院生と、教員や心理専門職を目指す、学部生、学部新卒の大学院生、社会人経験のある大学院生など多様な人材が集まり交流することにより、豊かな学びが生まれています。

### 学校教育学部（初等教育教員養成課程）

学校教育学部は、豊かな人間性と深い専門性に支えられ、かつ、全教科・領域にわたる優れた指導能力を備えた初等教育教員を養成しています。広い学問領域にわたる基礎知識のうえに、初等教育教員としての総合的な能力を得させることを目的として、4年間を通して教育課程全体の調和と整合性に配慮しています。1年次から4年次の4年間にわたる実地教育（教育実習）を開設し、各年次の実地教育の履修を通して、教養科目群、教職キャリア科目群、教育実践・リフレクション科目群、専修専門科目群の諸成果が統合化・協働化されるようにコンカレント型の教育課程を編成しています。

近年の教育問題の複雑・多様化を受け、教育現場や教育委員会からは、新たに教員となる学生が「教員として最小限必要な資質能力」を確実に身につけることが求められています。そのため、本学では、養成すべき教師像を具体的に示した「教員養成スタンダード」を開発し、全体的な指導体制を整えています。

また、本学の平成25年度卒業者の教員・保育士への就職率は88.3%と全国的に見ても非常に高く、民間企業・公務員等への就職者を加えた全体の就職率も97.2%と高ものとなっています。学生の教員・保育士就職への高い意欲と教職員の熱意ある指導により、10年以上にわたり全国トップクラスの教員・保育士就職率を維持しています。また、教職キャリア開発センターや分散型ラーニングコモンズなど学生が自主的・主体的に学べる環境整備にも努めています。

### 大学院学校教育研究科（修士課程・専門職学位課程）

大学院学校教育研究科は、大学院教育において理論と実践の融合を図るため、学校現場との連携を重視した取り組みを行う「全国最大規模の教員養成系大学院」です。修士課程（3専攻）と専門職学位課程〔教職大学院〕（1専攻）で構成され、それぞれの目的に沿って、主に初等中等教育の高度な教育・研究能力を有する教員を養成しています。

### <Master's Program>

Through the combination of education theory and practice, this program trains teachers to have basic human skills and education skills by promoting advanced education research rooted in the school needs and practical applications in order to create practical education studies.

Because of the more complicated educational issues that reflect the rapid change in social structure and diversification of values, the major educational research subjects are clearly identified in each major and course. In addition to improving the basic contents of educational theory and instruction of subjects, we have made it possible to cope with interdisciplinary and comprehensive research.

#### **Human Development in the Master's Program**

- Teachers who understand education as a "relationship with children," and who are capable of solving problems cooperatively from diversified standpoints.
- Child-raising support coordinators who can create a hopeful future with children based on child education theory and practice.
- Psychology specialists who can comprehensively support children's development and teachers anxieties in schools.
- Special support education supervisors who can provide support that is specialized and comprehensive for children with special needs.
- Experts in developing classes with a background based on profound knowledge of subjects and specialization.

### <Professional Degree Program (Professional School of Teacher Education)>

This program trains incumbent teachers to become school leaders who have the indispensable and certain knowledge of instruction theory and superior implementation and application skills, and who, as teachers, can play the role of leaders in local communities and schools.

This program also trains students who have acquired the qualities and abilities to become teachers as undergraduates to become invaluable new teachers to assist in making new schools with more practical instruction and implementation abilities.

#### **Human Development in the Professional Degree Program**

- Top leaders who have advanced management skills and who can help make new schools and educational administration.
- Mid-level leaders who are capable of playing leading roles in schools through actual teaching of classes and student instruction.
- New teachers who are capable of becoming important members in creating new schools and who have practical instruction and implementation skills.

### **The Joint Graduate School in the Sciences of School Education (Doctoral Program)**

The Joint Graduate School in the Sciences of School Education will be celebrating its twentieth anniversary in 2015. It has established the study of school education based on practice as an original field of study. Advanced and specialized research concerning school education practices have been conducted, and this program has produced many researchers and specialists who are capable of independent research and practice in the fields of school education practices and subject education practices. It is the only program in Japan that issues doctorates in school education studies.

### < 修士課程 >

教育の理論と実践の融合により、教育実践学の構築を目指して教育現場のニーズと実践性に根ざした高度な教育研究を推進して、人間力と教育力を兼ね備えた教員を養成しています。

社会構造の急激な変化や価値観の多様化を反映した教育課題の複雑化が進行する中、各専攻・コースにおける主な教育研究課題を明示して、教育理論や教科指導の基礎的内容を充実させると同時に学際的、総合的な研究にも対応できるようにしています。

#### 修士課程の人材養成

- ・“子どもとのかかわり”から教育を捉え、多様な観点から協働的に問題解決が出来る教員
- ・幼年教育の理論と実践に基づき、子どもと共に希望ある未来を作る子育て支援コーディネーター
- ・教育現場における子どもの発達や教員の悩みを、総合的に支援できる心理専門職
- ・障害のある児童に対し、専門的・総合的な支援を行える特別支援教育スーパーバイザー
- ・教科に対する深い知識と専門性を背景に、授業作りを行うエキスパート

### < 専門職学位課程（教職大学院） >

現職教員を対象に、地域や学校における指導的役割を果たし得る教員等として不可欠な確かな指導理論と優れた実践力・応用力を備えたスクールリーダーを養成しています。

また、学部段階で教員としての資質能力を修得した者の中から、さらにより実践的な指導力・展開力を備え、新しい学校づくりの有力な一員となり得る新人教員を養成しています。

#### 専門職学位課程（教職大学院）の人材養成

- ・高度な経営力を備え、新しい学校と教育行政をつくるトップリーダー
- ・授業実践や生徒指導において、学校現場で指導的役割を果たし得るミドルリーダー
- ・より実践的な指導力・展開力を備え、新しい学校づくりの有力な一員となり得る新人教員

### 大学院連合学校教育学研究科（博士課程）

連合学校教育学研究科は、平成 27 年度で 20 周年を迎えました。実践に根ざした学校教育学を独自の学問分野として確立し、学校教育実践に関する高度で専門的な研究を行い、学校教育実践学及び教科教育実践学の分野において、自立して研究・実践できる研究者及び専門職研究者を多く輩出しています。また、日本で唯一「博士（学校教育学）」の学位を授与しています。