

Issues and Outlook for Teacher Education at Hyogo University of Teacher Education

I would like to share the teacher education at Hyogo University of Teacher Education centered on the issues of initiatives taken concerning teacher education and the tasks and outlook for teacher education within the framework of the professional degree program (professional school of teacher education) for the basis of symposium discussion today.

1 Teacher Education Initiatives at Hyogo University of Teacher Education

Our university educates teachers at the undergraduate, masters and professional degree program (professional school of teacher education) levels. Each level has sent many new teachers to educational facilities who have gone on to become core members of their schools. The professional degree program (professional school of teacher education) is made up of four courses: The School Management Course, the Practical Class Development Course, the Practical Student Instruction Development Course, and the Special Elementary School Teacher Education Course. We are educating teachers from the point of view of, "a combination of and exchange between theory and practice."

The School Management Course educates future elite managers, and managing supervisors in education administration. We have produced many highly capable managers who are working throughout Japan. Under the slogan, "Optimizing classes together with school faculty," the Practical Class Development Course trains elite leaders (mid-level leaders and elite rookies) who will be involved in class creation. The Practical Student Instruction Development Course educates elite leaders (middle leaders and elite rookies) for morals education and career education, centering on student instruction. Both the Practical Class Development and Practical Student Instruction Development Courses have educated teachers who have become central figures in school education and supervisors. The Special Elementary School Teacher Education Course educates elite rookies (highly capable new teachers), and graduates are teaching throughout Japan.

In addition, starting next year we will place an emphasis on educating elite leaders for education administration positions and global education positions.

2 The Tasks and Outlook for Teacher Education at Hyogo University of Teacher Education

The biggest task at our university in teacher education is educating highly capable teachers. In other words, educating highly capable school leaders. We will focus our efforts on educating teachers who can put children at the forefront when discussing classes and when discussing student counseling. To that end, a major issue is transitioning the master's course to the professional degree program (professional school of teacher education). Transitioning the specialized course field of the master's program to the professional degree program (professional school of teacher education) will be an especially important issue for the educating of teachers who can discuss classes and have the ability to teach them effectively. This is because other than management level teachers, most teachers spend the greater parts of their days with children. This is why it is said, "Classes are the best way to counsel students."

In order to educate teachers, we must also assure the abilities of the instructors who will be teaching the undergraduate and graduate students. Our university is planning to educate the educators of our professional degree program (professional school of teacher education) at our joint graduate school (doctorate program). If we can create a cycle in which school teachers go to professional degree programs (professional schools of teacher education), then go back to schools, then go to joint graduate schools (doctorate programs), then finally back to schools as teachers and teachers at professional degree programs (professional schools of teacher education), then we will be able to have university level teachers who have the abilities of both researchers and practical teachers ("a combination of and exchange between theory and practice").

兵庫教育大学の教員養成の課題と展望

兵庫教育大学の教員養成について、これまでの教員養成の取組、教員養成の課題と展望の2点について、専門職学位課程（教職大学院）を中心に述べ、シンポジウムの討議の下地にしたい。

1 兵庫教育大学の教員養成の取組

本学では、学部、修士課程・専門職学位課程（教職大学院）で教員養成を行っている。それぞれが教育現場に多くの新任教員と学校の中核的な教員を輩出している。専門職学位課程（教職大学院）では、学校経営コース、授業実践開発コース、生徒指導実践開発コース、小学校教員養成特別コースの四つのコースを設けて、「理論と実践の融合・往還」を視点に教員養成を行っている。

学校経営コースでは、将来のスーパー管理職、教育行政の管理主事の養成を行っている。全国各地で多くの力量高い管理職が生まれている。授業実践開発コースでは、「授業を極める。学校現場とともに」を合い言葉に、授業づくりのスーパーリーダー（ミドルリーダー、スーパールーキー）を養成している。生徒指導実践開発コースでは、生徒指導を中核に道徳教育やキャリア教育のスーパーリーダー（ミドルリーダー、スーパールーキー）を養成している。授業実践開発、生徒指導実践開発の両コースからは、学校教育の中心的な存在となる教員が育つとともに、指導主事も誕生している。小学校教員養成特別コースでは、スーパールーキー（力量高い新任教員）を養成し、修了生は全国各地で活躍している。

加えて、来年度からは教育行政職やグローバル教育のスーパーリーダーの養成に力を入れることになっている。

2 兵庫教育大学の教員養成の課題と展望

本学の教員養成の最大の課題は、力量高い教員の輩出である。すなわち、力量高いスクールリーダーの養成である。子どもを中核において、授業が語れる教員、生徒指導が語れる教員の養成に意を注いでいく。そのためには、修士課程の専門職学位課程（教職大学院）の移行が大きな課題となっている。とりわけ、修士課程の教科専門分野の専門職学位課程（教職大学院）への移行は、授業が語れる教員、授業力のある教員の養成にとって、避けて通れない喫緊の課題である。なぜなら、管理職を除くほとんどの教員は、一日の大半を子どもと授業で過ごすからである。「授業は最大の生徒指導である」と言われる所以である。

教員養成には、学生や院生を指導する教員の力量も担保しておかなければならない。本学では、専門職学位課程（教職大学院）の指導教員を連合大学院（博士課程）で養成することを展望している。[教育現場の教員→専門職学位課程（教職大学院）→教育現場の教員→連合大学院（博士課程）→教育現場の教員・専門職学位課程（教職大学院）の教員]のサイクルが成り立てば、研究者と実務家の両方の力量（「理論と実践の融合・往還」）を備えた大学教員が生まれることになる。