

# Keynote Speech [ 1 ]

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基調講演 (1)

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文部科学省

## Strategies to Advance the Level of Japan's Teacher Education

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文部科学省

## 日本の教員養成の高度化戦略

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兵庫教育大学 国際シンポジウム

文部科学省 高等教育局  
大学振興課 教員養成企画室  
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### The Present Situation Facing Japanese Education

Recent trends

- The number of students of high school age or younger has been decreasing as the birthrate declines.  
The population of babies less than 12 months old ... about 1 million  
The population of 18-year-olds ... about 1.2 million  
The population of 40-year-olds ... about 2 million ↑ Halved
- As the number of students of high school age or younger declines, many schools have been merged or closed as well.
- Meanwhile, the number of newly recruited teachers has slightly increased, as a result of efforts to alleviate a teacher shortage caused by the current retirement of many veteran teachers in their 50s.

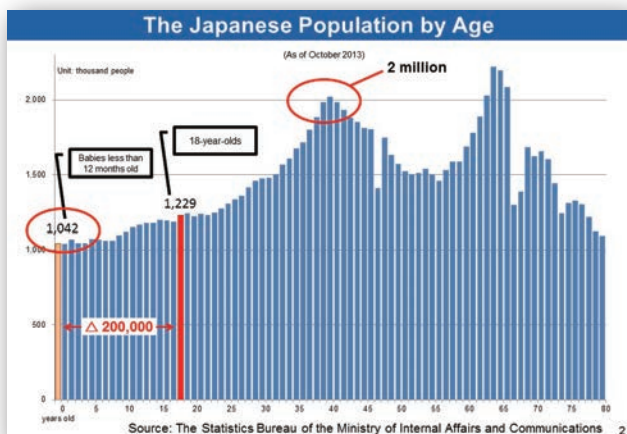
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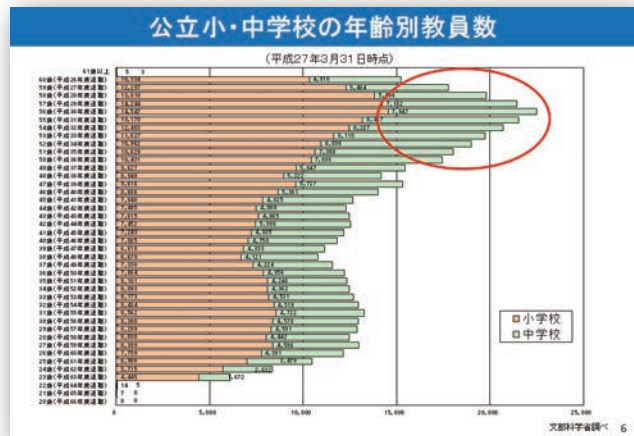
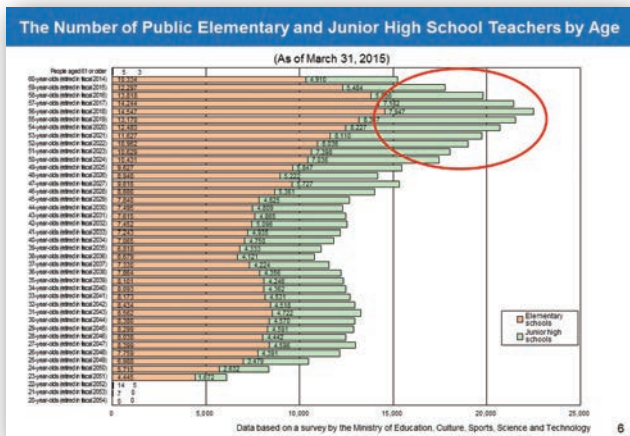
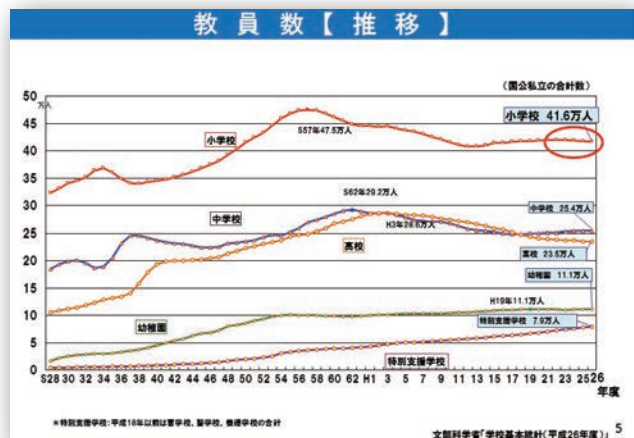
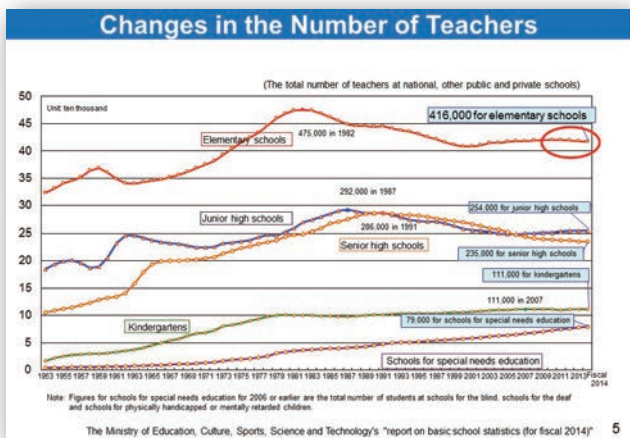
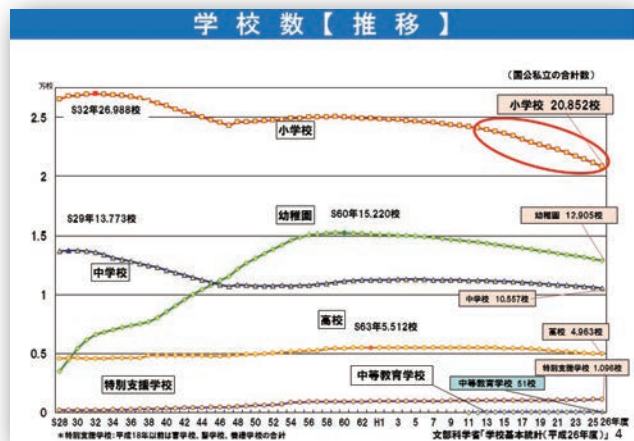
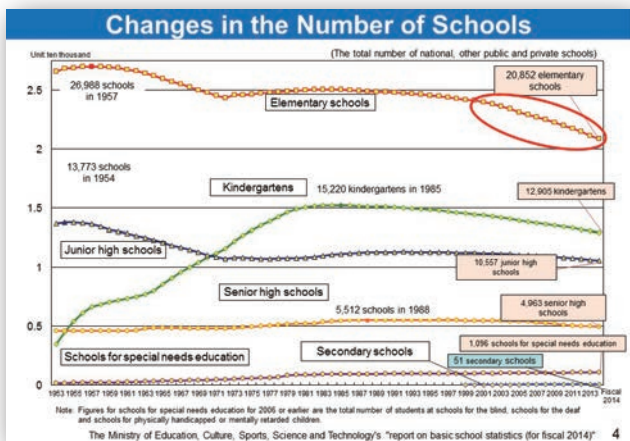
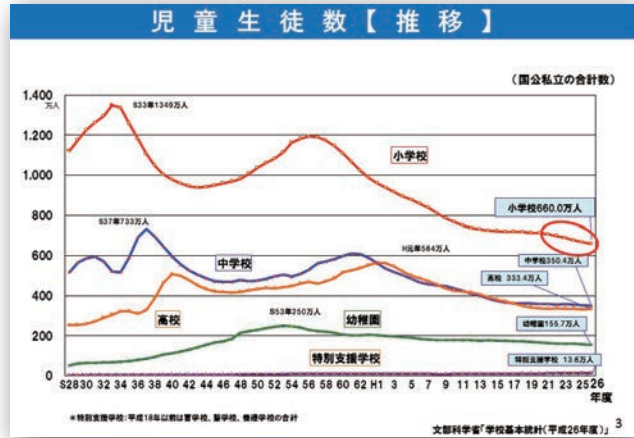
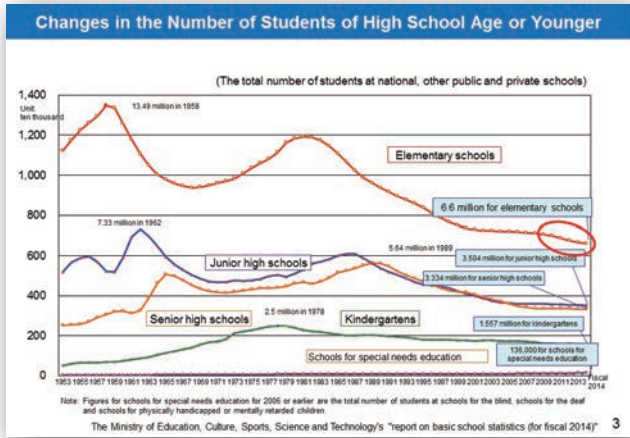
### 日本の教育の現状

最近の傾向

- 少子化に伴い、児童生徒数は減少している。  
0歳人口・・・約100万人  
18歳人口・・・約120万人 ↑ 半減  
40歳人口・・・約200万人
- 児童生徒数の減少に伴い、学校の統廃合も進んでいる。
- 一方で、50歳代のベテランの教員が大量退職する時期を迎えており、それを補うため、教員採用数は微増。

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## Japan's Systems to Train Teachers (1)

### Teacher education at universities

- Universities have introduced teacher training courses, exploiting their own unique characteristics.
- Teacher education programs are available not only at teacher training colleges and faculties that concentrate on teacher training but also at other general faculties (= open system).
- As a core of teacher education policies, national teacher training colleges and faculties have been set up in almost all prefectures nationwide; there currently are 44 faculties at 44 universities (including 11 colleges that are known as "kyoiku daigaku" or "gakugei daigaku" [university of education]). The total new student quota of such teacher training courses is more than 10,000.
- Those who have earned required credits at teacher training courses at universities are given teaching licenses by each prefecture's board of education. (Teaching licenses are given to about 100,000 people each year. A total of about 30,000 people newly become teachers annually)
- Around 70% of those who have graduated from national teacher training colleges and faculties are still hired as teachers, but the ratio of teachers who graduated from such schools to all teachers has been on the decline.

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## 日本の教員養成の仕組み①

### 大学における教員養成

- 大学がそれぞれの特徴を發揮しつつ教職課程を設置。
- 教員養成を専門に行う教員養成大学・学部に加え、一般学部においても養成が可能(=開放制)。
- 教員養成の中核である国立の教員養成大学・学部は、ほぼすべての県に設置。44大学44学部(うち単科大学「〇〇教育(学芸)大学」は11)。教員養成課程の入学定員の合計は約1万人強。
- 大学の教職課程で必要な単位を修得した者に対して、都道府県教育委員会が教員免許状を授与。(授与者数は年間約10万人。教員就職者総数は、年間約3万人。)
- 国立の教員養成大学・学部の卒業生の教員就職率は、約70%を維持しているが、教員就職者全体に占めるシェアは低下傾向。

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## Japan's Systems to Train Teachers (2)

### Graduate schools for teacher education

- These schools aim to develop teachers who have higher levels of qualifications and abilities.
  - There are two types of graduate school of its kind: master's courses focusing on academic knowledge and capabilities, and professional degree courses that put emphasis on practical skills (graduate schools of teacher education).
- Those master's courses have been set up within 43 national universities. The total new student quota of such courses is about 3,000. The teacher employment rate for those who have completed those courses is 55%. Such a course was introduced in Hyogo University of Teacher Education in 1980, which means the university's program has a history of more than three decades.
  - Graduate schools of teacher education have been set up within 27 universities. The total new student quota of such schools is about 900. The teacher employment rate for those who have graduated from those schools is 94%. It is a relatively new system introduced in 2007, and such a graduate school was set up in Hyogo University of Teacher Education for the first time in Japan (in 2008).

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## 日本の教員養成の仕組み②

### 教員養成系の大学院

- より高度な資質能力を備えた教員を養成することを目的とする。
  - 学問的知識・能力を重視する修士課程と、実践を重視する専門職学位課程(教職大学院)の二種類がある。
- 修士課程は43の国立大学に設置。入学定員の合計は約3,000人。修了者の教員就職率は55%。兵庫教育大学には1980年から設置されており、長い歴史がある。
  - 教職大学院は27の大学に設置。入学定員の合計は約900人。修了者の教員就職率は94%。2007年に創設された新しい制度で、兵庫教育大学には全国で初めて設置された(2008年)。

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## Japan's Systems to Train Teachers (3)

### Characteristics of graduate schools of teacher education

- Requirements for completion: Two years of study are generally required for graduation as in other master's courses. Although students are not required to write master's theses for graduation, they are obligated to earn 10 or more credits through teaching practice at school or elsewhere.
- Curricula and methods: Systematic lesson subjects that are based on interactions between theory and practice are offered through case studies and fieldwork.
- Teacher organizations: It is obliged that highly professional instructors who have experience of teaching at school account for at least 40% of all full-time teachers.

Practical abilities are now deemed as especially important, and the number of graduate schools of teacher education is rising against such a backdrop. The number of this type of school is expected to increase by 18 in fiscal 2016, with the total number reaching 45, which means nearly all prefectures will host such schools by the end of the fiscal year (the total new student quota of such schools expected to reach about 1,000).

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## 日本の教員養成の仕組み③

### 教職大学院の特徴

- 修了要件: 修士課程と同様、標準修業年限は2年間。修士論文の作成を修了要件としていない一方、学校等での実習を10単位以上行うことを義務づけている。
- 教育課程・方法: 事例研究・フィールドワーク等を導入し、理論と実践の往還による体系的な授業科目を設定している。
- 教員組織: 学校現場での指導経験のある実務家教員を、必要な専任教員数の4割以上置くことを義務づけている。

実践力が重視される中、教職大学院は増加中。2016年度には18増えて合計45となり、ほぼ全県をカバー(入学定員は約1,000名となる予定)。

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## The Present Situation Facing Teacher Education at Universities

The present situation facing national teacher training colleges and faculties (as of fiscal 2015)

Faculty	New student quota		Total
	Teacher training course	New course	
Number of universities 44 (11 of them are colleges)	10,971	3,419	14,390

Note: New courses refer to programs introduced in fiscal 1987 or later to develop personnel who are to work in other professional areas than teaching, as well as human resources with a good education and the ability to think flexibly. Such courses were set up as part of the reorganization of some teacher education courses, as the teacher employment rate declines.

Graduate school (master's course)			
Number of universities	Number of graduate courses	Number of departments	New student quota
43	43	142	3,180

### Graduate school of teacher education (professional degree course)

Category	Number of universities that host this type of graduate school	New student quota
Public university	21	718
Private university	6	170
Total	27	888

Eighteen national universities will newly set up graduate schools of teacher education in fiscal 2016, and the total number of national and private universities that host such graduate schools is expected to rise from 27 to 45.

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## 大学における教員養成の現状

### 国立の教員養成系大学・学部の現状(平成27年度)

学部	入学定員		合計
	教員養成課程	新課程	
大学数 4 (うち単科大学1)	10,971	3,419	14,390

注) 新課程: 教員就職率の低下に伴い、昭和62年度から教員養成課程の一部を、教員以外の職業分野の人材や高い教養と柔軟な思考力を身につけた人材を養成することを目的とした課程として改組したもの。

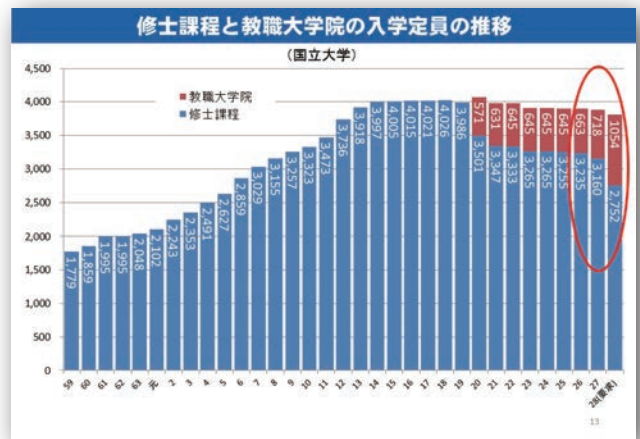
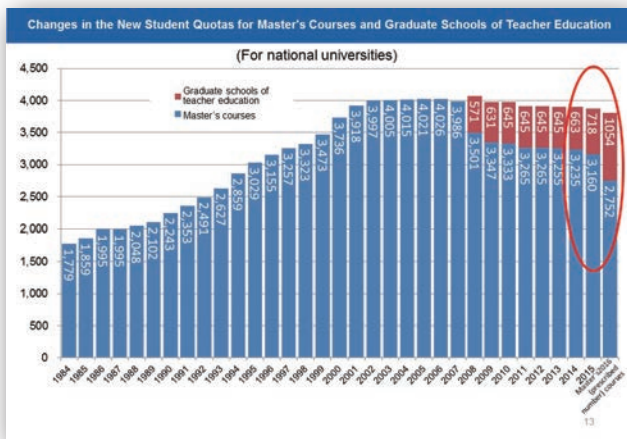
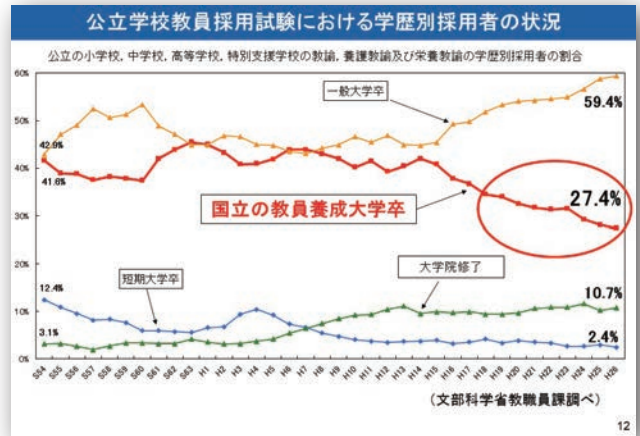
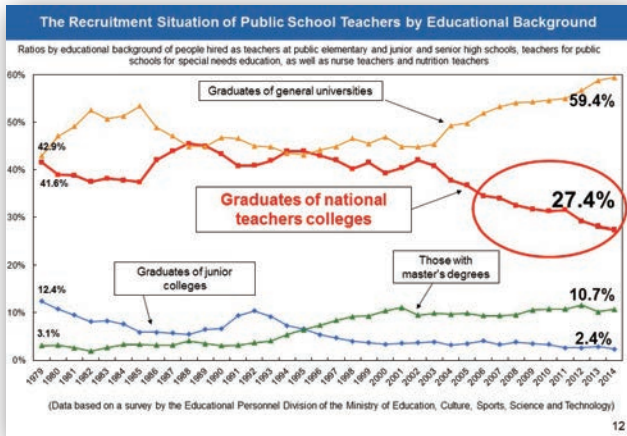
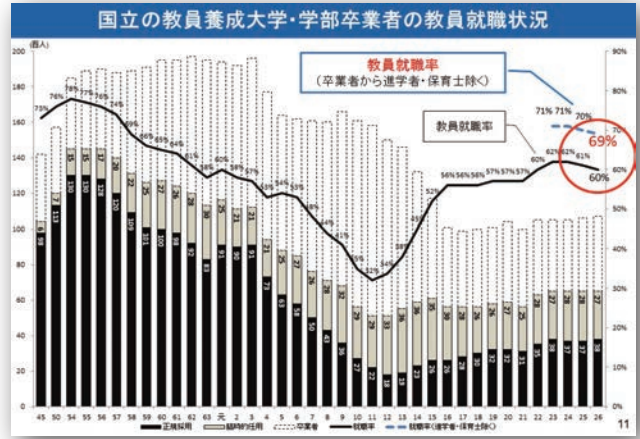
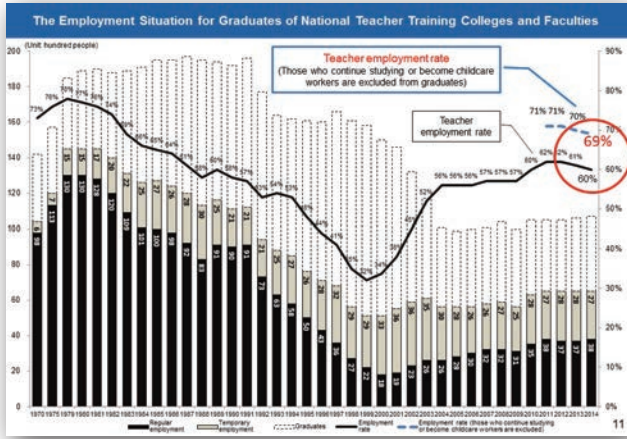
大学院(修士課程)			
大学数	研究科数	専攻数	入学定員
43	43	142	3,180

### 教職大学院(専門職学位課程)

区分	設置大学数	入学定員
国立	21	718
私立	6	170
合計	27	888

教職大学院を設置する大学は、平成28年度には国立が18増えて、国私立合計で27→45になる予定。

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### Efforts to Realize More Advanced Teacher Education

- In the revision process of the next curriculum guidelines to be implemented from fiscal 2020, special priority is to be put on topics such as developing abilities to voluntarily identify and solve problems in a society where it is becoming increasingly difficult for people to predict changes that could occur in the future.
- It is also important to establish "teamwork school management," in which teachers work together with not only their colleagues but also school counselors, school librarians, club instructors and other various parties.
- As the ratio of new teachers who have graduated from national teachers colleges to all newly hired teachers has been declining, a breakaway from conventional teacher education and developing unprecedented strategies are essential.
- Today, teacher education programs are offered based on the open system, so it is also important for universities and faculties specialized in teacher training to clarify exceptional characteristics unique to them.

All teachers colleges are currently considering strategies to realize more advanced teacher education that can better respond to new types of issues.

### 教員養成の高度化に向けた動き

- 2020年度から施行予定の次期学習指導要領の改訂では、特に、将来の変化を予測することが困難な社会において、自ら課題を発見し、解決できる力の育成等が重視される方向。
- 教員が、教員のみならず、スクールカウンセラー、学校司書、部活動指導員等、多様な主体と協働する「チーム学校」の構築も必要。
- 国立の教員養成大学卒業者の教員就職者に占めるシェアの低下を受け、従来型の教員養成から脱却し、新たな挑戦が不可欠。
- 開放制により教員養成が行われている中で、教員養成に特化した大学・学部ならではの存在意義を示すことも必要。

各教員養成大学が、新たな課題に対応した教員養成の高度化に向け、戦略を検討中

### Strategies that Teachers Colleges May Adopt to Advance the Level of Teacher Education

- Replace current lecture-type programs at universities with active learning programs containing factors that allow students to study in an independent and cooperative manner.  
(Universities first need to change by themselves to realize more advanced teacher education)
- Raise the number of university teachers who have experience of teaching at school, and introduce new curricula containing many practical activities, such as teaching practice at school.
- Provide students at teachers colleges with more opportunities to temporary work at schools by offering long-term internship programs and volunteer activities.
- Make graduate schools of teacher education (1) responsible for training programs led by education boards, develop (2) curricula to directly help students settle problems at school in the future, and offer many (3) learning programs on advanced school management that focus on candidates for management positions.

In general, it is believed that the way of learning should be changed and more priority should be placed on the capability to apply knowledge, the ability to put into practice what one has learned, and management and problem-solving capabilities.

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### 教員養成の高度化に向けた教員養成大学の戦略イメージ

- 大学自身の授業を、講義形式から、主体的・協動的な学びの要素を含んだ、アクティブ・ラーニング型の授業に転換する  
(教員養成の高度化のためには、まず大学自らが変わる！)
- 学校現場での指導経験のある大学教員を増やし、学校現場での実習など実践的な活動を多く採り入れたカリキュラムに転換する
- 教員養成大学で学ぶ学生に、長期間のインターンシップやボランティア活動として学校現場を実際に経験させる機会を増やす
- 教職大学院が、①教育委員会の研修機能を担う、②学校現場の課題の解決に直結するカリキュラムに改善する、③管理職候補者に焦点を当てた高度な学校マネジメントに係る学修を充実する 等

総じて、学び方そのものの転換、応用力、実践力、マネジメント力、課題解決力等の重視へ！

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### Conclusions



"Mazu Kai yori Hajime yo"  
(Whoever makes a proposal  
should start it first)

Nothing will begin unless  
respective related officials  
do something by themselves  
(self-reform).

Thank you !

I, myself, has visited schools  
to engage in "career  
education."



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### おわりに



「まず隗(カイ)より始めよ」。  
まずは、関係者一人一人が、  
自分で実際に動くこと(=自己変革)から始まる。

Thank you !

私自身も、実際に学校に  
出向き、「キャリア教育」を  
実践しています！



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