Quality Assurances of Pre-service Teacher Education by Universities in East Asian Region: Issues and Points of Arguments (RG1/3)

The 9th Int'l Symposium on Teacher Education in East Asia
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Professor, Deputy President, Tokyo Gakugei Univ. JAPAN
Outline 概要

1. Issues on 'East Asian' Image of Teachers and Their Pre-service Education
2. The 'Quality Assurance' of Teachers and Universities' Autonomy: Power Balances among East Asian Region
3. Issues for Setting up the Collaborative Research on 'Quality Assurances of Teacher Education in East Asian Universities'
4. Issues on Teacher Education Providers and Teacher Educators among East Asian Region
1. ISSUES ON 'EAST ASIAN' IMAGE OF TEACHERS AND THEIR PRE-SERVICE EDUCATION

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Oriental Image of Teachers
東亜的教師像
教師
きょうし
교사

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Oriental Image of Teachers
東亞的教師像

1) Teachers as ‘professionals’
   - with professional skills to teach
   - should be academically trained

2) Teachers as ‘life models’ for younger people (Confucianism)
   - with humanities and good behaviors
   - should be totally developed
‘Marketization’ of Education

‘East-Asian’ style of students’ achievement (as in Shanghai, HK, Japan and Korea at PISA2012)

1) High competition at entrance exam (from secondary to tertiary education)
2) ‘Juku’ (tutorial / cram schools) companies are selling service for preparation among large cities in East Asia
School and Teacher Education System among East Asian Areas

1) Single track (6-3-3-4) school system is basically the same.
   Primary School (小学): 6 yrs
   Junior Secondary School (初中): 3 yrs
   Senior Secondary School (高中): 3 yrs
   University (大学): 4 yrs

2) Pre-service TE programme are basically provided parallel to BA courses. [TE at/by universities]
Degree & Profession

[Parallel]
popular among Asian/Oriental areas

BA coursework

[Vertical]
popular among European/Occidental areas

TE programme

BA coursework

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### University and Normal College (Hayhoe, 2002)

<table>
<thead>
<tr>
<th>University</th>
<th>Normal College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>Practice</td>
</tr>
<tr>
<td>Specialized disciplines of knowledge</td>
<td>Integrated learning areas</td>
</tr>
<tr>
<td>Value neutral approaches to knowledge</td>
<td>Morally directive approaches to knowledge</td>
</tr>
<tr>
<td>A relatively impersonal environment</td>
<td>A nurturing environment with strong mentorship ties between teachers &amp; students</td>
</tr>
<tr>
<td>The liberal pursuit of all questions/intellectual curiosity</td>
<td>Action oriented &amp; field based knowledge</td>
</tr>
<tr>
<td>Academic freedom &amp; autonomy</td>
<td>State control &amp; professional accountability</td>
</tr>
<tr>
<td>An orientation to deep level understanding &amp; long term change</td>
<td>A craft orientation towards high standards of practice</td>
</tr>
</tbody>
</table>
University Models

Oriental (Chinese)

• Pre-modern ‘Shuyuan’ (書院) where young people make total development – both academic and human

• Suitable for development of ‘East Asian’ image of teachers e.g. ‘Normal Universities’

Occidental (European)

• Divided into ‘Faculties’ and ‘Departments’: where specialized researches and educations are made

• Suitable for teachers with specialized skills and competencies ≡ teachers as professionals
Japan’s Dilemma

‘Teacher Education at/by Universities’

‘Occidental’ Model of University (professional)

Needs for ‘East Asian’ Image of Teachers (humanities)

Conflicts & Mismatches

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2. THE ‘QUALITY ASSURANCE’ OF TEACHERS AND UNIVERSITIES’ AUTONOMY: POWER BALANCES AMONG EAST ASIAN REGION
Quality Assurance for TE

Conflicts

Academic freedom
(Universities)

Needs for Nation-wide Quality Control
(Government)

Balances for Making Pre-service TE Better

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# Teachers' Works of 2 Aspects

<table>
<thead>
<tr>
<th>'Non-Manual' (Professional)</th>
<th>'Manual' (Technical)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Categorized and Related with its Backgrounds (as 'competencies')</td>
<td>Appearance</td>
</tr>
<tr>
<td>Competency Framework</td>
<td>Shown as</td>
</tr>
<tr>
<td>Various and Not-easily Fixed Property</td>
<td>Visible and Easily Fixed</td>
</tr>
<tr>
<td>Independent Professionals with Autonomy</td>
<td>Teachers' Image</td>
</tr>
<tr>
<td>At Universities (with academic wisdom)</td>
<td>Initial (pre-service) Training</td>
</tr>
</tbody>
</table>
Types of Quality Controls for Prospective Teachers by Government

(A) Nation-wide exam for teachers’ certificate (as in Taiwan, Mainland China) 教師資格考試

(B) Quantity Control of Pre-service TE Programme (as in Mainland China, HK & Korea) 教師教育総量抑制

(C) Periodical Evaluation for Institutes with TE Programme (as in Korea, with sanction) 教師教育機関評価
Ironical Phenomena

(A) Nation-wide examination for teachers’ certificate (in Mainland China/Taiwan) are producing many ‘manual-oriented’ new teachers.

(B) Quantity control by government has been deadening universities’ autonomies.

(C) Periodical evaluation against universities with TE programme (in Korea) is also discouraging universities’ autonomies and variations of prospective teachers.
In Japanese Case

No nation-wide quantity/quality control for universities with TE programme.

Though each university with TE programme has responsible for quality assurances of new license holders, most of them are paid less respect from outside.

Due to the ‘Open System for TE’ of Japanese-style
### 'Open System' in East Asia

<table>
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<tr>
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<td>Other Univ./ Institutes with TE course</td>
<td>Other Univ. with TE course (Secondary TE only)</td>
<td>Institute with Centre for TE</td>
<td>Other Universities with TE Programme</td>
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</tbody>
</table>

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### 'Open System' in China & Japan

#### 中日的「開放制」

<table>
<thead>
<tr>
<th>China, M.L.</th>
<th>FY 2010</th>
<th>Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Primary = 小学) 482,851</td>
<td>Graduates as Newly Recruited Teachers (新規採用卒業生)</td>
<td>(Primary = 小学校) 12,284</td>
</tr>
<tr>
<td>(Junior Secondary = 初級中学) 276,418</td>
<td></td>
<td>(Junior Secondary = 中学校) 6,807</td>
</tr>
<tr>
<td>2,358 (大学本科・専科)</td>
<td>Number of Institutes (BA &amp; 2-3 yrs)</td>
<td>1,100 (大学・短期大学)</td>
</tr>
<tr>
<td>699 (30%)</td>
<td>Institutes with Teacher Education Course</td>
<td>855 (78%)</td>
</tr>
<tr>
<td>212 (師範院校)</td>
<td>Institutes Oriented to Teacher Education</td>
<td>48 (教員養成系学部)</td>
</tr>
</tbody>
</table>

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Some Disadvantages with ‘Open System’ in Japan

1) Over production of license holders

2) Difficulties for curriculum management (especially for practicum at schools in large city areas)

3) Difficulties for setting up nation-wide quality assurances system

Less dignity with license holders and universities with TE courses
3. ISSUES FOR SETTING UP THE COLLABORATIVE RESEARCH ON 'QUALITY ASSURANCES OF TEACHER EDUCATION IN EAST ASIAN UNIVERSITIES'

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Common Understanding (1):
Similarities Among East Asian Area

1) Oriental Image of Teachers
(東亜的教師像)

2) Marketization of Education – Identity Crisis of School Teachers
(教育市場化)

3) TE Programme Provided Parallel or Simultaneous with Undergraduate Courses
(學士課程・教師資格課程)

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Common Understanding (2): Uniqueness in Each Area

1) The Way of Quality Assurances of TE (教師教育質保証的方法)
2) Positions of Institutes Focused for TE as Major TE Providers in Each Area (教育系大学的地位)
3) Relationship between Government & Universities (政府-大学関係)
Power Balance among Education Sectors in Japan

- Local Board of Education (for employment, practicum arrangement, personnel, etc.)
- Control by Central Government
- Universities with TE courses

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### Practicum Arrangement of Seoul & Tokyo

<table>
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<tr>
<th>SEOUL</th>
<th>TOKYO</th>
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<tbody>
<tr>
<td>1) Attached schools 2) Neighbour schools 3) Schools where student teachers have graduated</td>
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<tr>
<td>School for practicum (teaching practice)</td>
<td></td>
</tr>
<tr>
<td>According to central governments' quantity control</td>
<td>Screening of student teachers</td>
</tr>
<tr>
<td></td>
<td>Depends on each university's guidance</td>
</tr>
<tr>
<td>Strong</td>
<td>Effects of central government</td>
</tr>
<tr>
<td></td>
<td>Relatively weak</td>
</tr>
<tr>
<td>none</td>
<td>Effects of local government</td>
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<td></td>
<td>Strong</td>
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# Requirement of Teaching Practice /Practicum in East Asian Areas

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<th>Area</th>
<th>Requirement of Teaching Practice for Primary School Teachers</th>
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<tr>
<td>Japan</td>
<td>3 weeks (120 hours) Teaching Personnel Certification Act</td>
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</table>
| Mainland China | 18 weeks  
|              | (10 weeks) TE Curricula Standard by MOE (School of Primary Education, CNU) |
| Korea        | 10 weeks Seoul National University of Education              |
| Taiwan       | 1 semester (6 months) Teacher Training Act                   |
| HK           | 9+ weeks The Hong Kong Institute of Education               |
Difficulties/Challenges for Collaborative Research about TE

1) Teacher Education as Domestic Matter (国内的課題)


3) Universities of Education & Normal Universities with Less Experiences on International Collaborative Research (教育系大學間國際共同研究的困難)
Can English be the best language for international collaborative research for TE among East-Asian areas?

Future needs of multilingual TE researchers – at least two among Chinese Mandarin, Korean and Japanese
4. ISSUES ON TEACHER EDUCATION PROVIDERS AND TEACHER EDUCATORS AMONG EAST ASIAN REGION

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## Present ICUE Members

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Teachers’ Tasks at Primary Schools

A) Classroom teachers basically teach all the subjects at primary schools – as in Korea & Japan (学級担任制)

B) Classes at primary schools are usually provided by each specialized teachers – as in Mainland China (教科担任制)
New Requirements for Teachers

Before ‘Teaching’ subjects to students,
to lead students’ behavior well,
to solve ‘Ijime’ problems in classrooms,
to give advices for students’ mental problem,
to raise students’ motivation to learn,
etc.
- needs more ‘non-manual’ competencies than ‘manual’ skills
New Requirements for Teacher Educators

Not only to have enough knowledge on practices (classes, subject matters, student behaviors, guidance, etc.)

But also to analyze the practices - its backgrounds, conditions etc. to make it possible and effective

Collaboration between ‘Practitioner Educators’ and traditional teacher educators
End

非常感謝

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