



Curriculum Center for Teachers  
Tokyo Gakugei Univ.

Creative Curricula & Teaching  
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## Inaugural Address as the Director of the Center Shedding light on new educational research

Director, Curriculum Center for Teachers, Tokyo Gakugei University **Kensho Takeshi, Ph.D.**

I am Kensho Takeshi, inaugurated as the Director of the Center this year. I thank you in advance for your help.

My original specialty is music education research. However, I recall that my association with curriculum studies began through which I took some of the courses in Curriculum & Instruction and Educational Policy Studies as compulsory subjects for subject pedagogy when studying in the doctoral degree program at the University of Illinois at Urbana-Champaign in the U.S. There I learned various forms of curricula and the problem of qualitative evaluation. I am currently teaching curriculum theory in music education at the university, making use of what I learned at the time.

In addition, within Tokyo Gakugei University, I was involved in research of "Significance and Method of Elementary School Subjects" as the person in charge. It was a Special Project for Research and Development by the Organization for Educational Research and Practice. Subsequently I have learned teaching practice and the relation with the University in relation to curricula in a practical manner, concurrently holding the post of the principal of the attached Oizumi Elementary School. Other than that, I have some international experience, which also leads me to having many expectations related to curriculum studies.

The Center is a research facility established in April 2000. This year marks its 12th. It purposes to promote research on teacher education and teacher training curricula in a multi-dimensional, comprehensive manner and to provide information about the results to institutions and people involved in teacher training throughout Japan. I believe that the Center bears a high social responsibility. Fortunately, five excellent researchers are routinely allocated as full-time teachers. Moreover, an internal visiting scholar and an international visiting scholar are routinely allocated, and

research has been conducted in cooperation with full-time teachers of the Center and joint researchers and cooperative schools assigned for each research theme based on the Center's joint research guidelines. I feel very encouraged in that the germination of new research is apparent.



I am personally interested in the following three points with regard to this year's action policy. The first point is to find a way to share and advance research activities mutually, based on which all teachers principally came to take part in the society for the attached schools from this year. To be more specific, it is to have research consultations about characteristics and problems of practical research in four regions with the attached schools. The second point is to advance comparative research of teacher training programs in the East Asia region (China, Korea, Taiwan, and others). I have made personal visits to Northeast Normal University several times for comparative research in music education and have also visited China, Korea, and Taiwan almost every year. Therefore, I expect that research will make more progress this time in a technical sense. The third point is, in relation to activities in the University, to consider activities related to the Office of Promoting for Teachers and the Project on Quality Assurance for Teacher Education. This is one of the challenges involving reconstruction of teacher training curricula in the University. Therefore, I would like to watch the development of discussions carefully.

# Problems in Teacher Training after the Great East Japan Earthquake

Yoshitaka Sasaki Morioka University

Member of the Advisory Board for the Curriculum Center for Teachers

A year after the Great East Japan Earthquake and resulting massive tsunami (3/11), the affected areas in Iwate prefecture remain mired in an unprecedented crisis, with 4,671 dead, 1,249 missing, and 42,515 living in temporary housing as of March 9, 2012. If the removal of debris does not make progress from now, then there will be no redevelopment of the areas and no safe and secure life for the residents. Nonetheless, in Iwate prefecture only 8.7% of rubble has been disposed of.

Under the circumstances, Morioka University has continued to work through various problems in the teacher-training course, even involving the classes themselves, from the day of the earthquake disaster. In the wake of the earthquake disaster, the university fell into the worst situation in the confusion of infrastructure. Because of inefficiency of the emergency contact system, grasping the confirmation of student safety and the extent of damage had to be dealt with by a small number of people. Subsequently, problems of mental health care and educational support for as many as over 200 disaster-affected students emerged. Along with continuing mental health care, the university continues to provide educational counseling, including study continuation and future course change associated with the economic burden of disaster-affected students.

Classes, which are a "lifeline" for students, started two weeks behind schedule. The Student Affairs Office played a central role in securing time and adjusting classrooms to secure the number of class hours and to guarantee the syllabus for each subject. Formal classes were restored in the most part, by which teachers gave classes and supplementary lectures after partially revising the teaching contents.

Each prefectural board of education was unable to grasp the extent of damage to teaching practice schools fully and spent a substantial amount of time to grasp the situation, including confirmation of student teachers' safety and the damage of their parents' home where they were going to stay during teaching practice. The difficulty in grasping the situation and the importance of systems to grasp the situation were recognized anew.

Schools located in coastal areas from Iwate to Miyagi and Fukushima prefectures suffered catastrophic damage. Many schools located inland also became unable to undertake teaching practice because of the breakdown of facilities and equipment. Nevertheless, with the understanding of the Iwate prefectural board of education and the neighboring Morioka city and Takizawa village boards of education, all student teachers who planned to do teaching practice were able to make it, by which schools initially planned to undertake teaching practice and cooperating schools accepted students who were unable to conduct teaching practice in their old schools and others.

As a teacher-training university, the Teacher Education Center presented the policy of "three major reforms and two improvements" this year as a way out of various problems. In addition to enriching



Photographs of Takata Senior High School, Iwate

classes in subjects related to education studies, uplifting consciousness of students wanting to become teachers, devising guidance before and after teaching practice, and promoting learning support activities to acquire practical teaching abilities is one example.

Specifically, with a view to the Department of the Childhood Education and other departments with many students who want to become teachers and to students in the Faculty of Nutritional Science who aspire to becoming diet and nutrition teachers, the university reviewed previous projects and presented a reform plan with three points: 1) systematic projects from freshmen to senior years; 2) seminars for students wanting to become teachers; and 3) mock examinations and data and information provision according to the future course. Furthermore, to respond to the needs of a greater number of students, the university has made fundamental improvements in two points: disclosure of the concrete content of the special course for preparation for teacher employment exams; and a reservation system of educational counseling and guidance.

Last year, 109 students (new and former graduates) passed teacher employment exams. To exceed the last year's record, with the motto of "accomplishing all students' future courses," the university is currently developing projects, including a device of class forms in subjects related to education studies and to the improvement of practical teaching abilities in learning support activities, as important points in teacher training in elementary and junior high schools and kindergartens.

More than a year has passed since the great disaster, and the affected areas are moving forward gradually to restoration and rehabilitation, from support to coexistence and co-prosperity. The university, as a university located in the affected area, has been having numerous problems that must be examined after the earthquake disaster this time. They include reconstruction of various projects in teacher training, roles for the region and how restoration of education should be undertaken, and regional volunteer activities and recognition of credit, in addition to further enrichment of classes in subjects related to education studies.

Finally, I would like to express my heartfelt gratitude for the great support extended from universities and students throughout Japan.

# For Networking among Teacher Education Centers

Yasuyuki Iwata Curriculum Center for Teachers, Tokyo Gakugei University



The Second Division of the Center has been seeking a place for cooperation and collaboration with centers related to teacher education in Japan and overseas in various forms.

In a report of the Central Council for Education released in July 2006, the establishment of the “Pre-service Teacher Education Curriculum Committee” was recommended for all universities with approved courses to create a system by which a university as a whole takes responsibility for the management of teacher-training courses. In response to this, each university (mainly those other than teacher-training universities) is becoming active to expand the existing, or to establish, so-called ‘teacher-training course centers’ (TTCs) and ‘teacher education centers’ (TECs). These kinds of centers have two major pillars of service in a broad sense: curriculum management of subjects related to teacher-training courses (including on-site cooperation through teaching practice and others) within the university; and career support for students wanting to become teachers (e.g. provision of employment information). In addition, a substantial number of universities add services to respond to teacher in-services, including the Teaching License Renewal Programs, which was introduced into the fiscal year of 2009. As a matter of course, being involved in the teacher education practice and doing the study of teacher education which underpin the practice are also important services for the centers.

However, because the origin of each university and the position of teacher education in the university are varied, TTCs and TECs have different staff personnel, management and decision making systems, and actual services, and therefore have instability. Moreover, they have not yet created a place with horizontal connection like education practice centers (in teacher-training universities) and higher education centers and admission centers (mainly in large-scale general Universities).

For that reason, the Second Division launched the “Project of Organizational Management for Teacher-training Courses” in the fiscal year of 2011. Along with grasping actual management and problems of the centers, the Division started examining, on that basis, how practice and research exchanges should be, and held a workshop on November 23. At the moment, the Center itself is not involving itself directly in the development of teacher-training curricula in the university. However, because many things can be learned from activities of the teacher education-related centers that are active all over Japan, the center is considering whether it is able to play a role of coordinator for cooperation.

Turning its attention overseas, establishing centers for the study of teacher education is noticeable among normal universities in China, particularly after entering into the 21st century. In addition to the Academy for Research in Teacher Education of Northeast Normal University (Changchun) introduced into the Newsletter No. 8, centers of Beijing Normal University, East China Normal University (Shanghai), and others show vigorous movements. Because the characteristics different from teacher education-related centers in Japan, many universities have organizations similar to “teacher education majors” at graduate schools, which deserve future attention.

#### Related links:

Center for Teacher Education at Beijing Normal University  
<http://www.bnu.edu.cn/cter/>

International Center of Teacher Education, East-China Normal University (Shanghai)

<http://www.ictce.ecnu.edu.cn/>

Academy for Research in Teacher Education, Northeast Normal University (Changchun)

<http://arte.nenu.edu.cn/>

## Expectations for the Curriculum Center for Teachers

Kazuko Takano

Meiji University

Member of the Advisory Board  
 for the Curriculum Center for Teachers

Since its founding, the Curriculum Center for Teachers has been energetically engaged in research activities and information dissemination, and has thereby become a reliable entity both domestically and internationally as an important and information-intensive base for the study of teacher education in Japan. I have heard that many of those who intend to study teacher education and training in Japan begin by inquiring at the Center. I myself have been supported by the plentiful data and reports which the Center has produced and made open to the public on its homepage.

Then what I would like to ask the Center is to create a database of actual “teacher education curricula” and “teacher education programs” in Japan. The Center has the experience to gather documents of teacher-training in universities with approved programs,

including handbooks for students. I wonder if the Center could accumulate such data continuously through gathering information released on the web. In this case, what content is written on the homepage is not the only matter of importance. For example, where the syllabus of subjects related to education studies is available to browse — whether from the university’s top page to “Information Disclosure > Syllabus”, or to “Campus Life > Syllabus”, or to “Faculties & Graduate Schools > Qualification Acquisition > Syllabus”? — is also important information today when teacher training must be considered in the context of comprehensive university education.

There must be problems to be addressed in relation to the copyrights. However, if the data are accumulated as digital data and become searchable, they can be indispensable data for future historians to discuss and to study teacher training empirically. This type of activity cannot be guaranteed continuity by an individual or a group with research funding. Doing it by individual universities or institutions cannot attract wide range of users. That is what national joint-use facilities can most contribute to. The number of accesses to the database will provide an important evidence for the *raison d’être* of the Center. I have great hopes in the Center to be a base for gathering, compiling and disseminating information on teacher education and training.



## Sites Where Teachers Are Nurtured

Minoru Numao

Secretariat, Northern Area School Education Office,  
Yokohama City Board of Education

Member of the Advisory Board for the Curriculum Center  
for Teachers



In Yokohama city, the mass retirement and mass hiring of teachers is continuing. Consequently the teachers with fewer than five years' experience since appointment have come to account for nearly 30% of all teachers. The early development of inexperienced teachers is a pressing issue. The Board of Education is promoting the Yokohama-type beginning teachers' development training for which the development term is three years after appointment, while schools are developing human-

resources by the "Mentor Team", which has been organized since 2006. In the training according to the career stage, such as training for management and senior teachers or training for the tenth and the fifth year training, they have created a system in which individual roles in managing the "Mentor Team" are clarified and teachers in any career stage can be involved in human resources development in an organized manner. Additionally, they aim that all teachers involved in the development of inexperienced teachers can advance their own careers individually. School Education Offices established in four regions in 2010 conduct a "class visit" for all classrooms when supervisors make a scheduled visit to a school, and are engaged in school support to improve school management and to advance the class power and the teachers' competency, centering around classes. Each School Education Office has a Jugyo Kaizen Shien Center (Class Improvement Support Center), which is also designated as Hama Up, to provide educational information, give advice on making classes, and to run courses for making classes. The courses for making classes are a 90-minute course which mostly starts at 18:30 and which is taken by many inexperienced teachers. More than 130 supervisors are associated with the courses as lectures and held 184 courses last year. Making their vectors meet, the Board of Education and schools hope to demonstrate that "teachers are developed on site." With regard to the "Mentor Team" promoted by Yokohama city, I would be grateful if you could take a look at "Kyoshi-ryoku" kojo no kagi — "Mentor Team" ga kyoshi o sodateru, gakko o kaeru! (in Japanese.)

### Terminology of Teacher Education

Article 66-6

Appended Table 1 of the Article 5 of the Teaching Personnel Certification Act stipulates the requirements to obtain a teaching certificate in Japan, such as "subjects related to school subjects", "subjects related to education studies", and "subjects related to school subjects or education studies". For the first class certificate (undergraduate level), a total of 59 credits of those subjects are necessary to meet the requirement. In addition, "subjects specified by the Ordinance of the Ministry of Education, Culture, Sports, Science and Technology as subjects for

which are particularly necessary" are stipulated in a "Remarks" column of the Appended Table 1. They are specified in the Article 66-6 of the "Miscellaneous Rules" of the Ordinance for Enforcement of the Teachers License Act. When the Act was revised in 1998, two credits each of "foreign language communication" and "operation of information devices" were designated as the subjects, in addition to the previous two credits each of "the Japanese Constitution" and "physical education"; now they are eight credits in total. For teacher-training universities, this means that 67 credits of undergraduate courses have been designated, which engenders reduction in the independence of making curricula to a greater extent. (Yasuyuki Iwata)

## Events Calendar

**Saturday, November 3, 2012**

Workshop for Practicing Teacher Education  
(Jointly hosted by the 7th International Symposium  
on the Teacher Training in East Asia)

**Saturday, December 1, 2012**

The 13th Annual Symposium "The future curriculum  
of school and teacher education"

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