

Field VII Teacher's Qualification - Training - Appointment

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(JAPANESE EDUCATIONAL SYSTEM & PRACTICE PART 2)

- 1 Teacher's Professionalism and Qualification
- 2 Pre-service Training of Teacher
- 3 Equivalency Examination for Teacher's Qualification
- 4 Appointment of Teacher
- 5 Renewal System of Teachers' Certification
- 6 In-service Training
- 7 In-service Training within School
- 8 Training of School Leader
- 9 Teacher's Salary
- 10 Punishment for Teacher
- 11 Training of Principal and the Role of Graduate School

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■ Professionalism of Teacher

- Teaching is a profession or semi-profession based upon teaching of subject and provision of teaching to children aimed at enhancing their understanding
- Elements of teaching ability
 - professional knowledge, instructional ability, research ability, ability to understand children, self-realization as a teacher, team ability

■ To strengthen professionalism of teacher

- Teacher's certificate as qualification for teacher
- Improvement in professionalism and training / research
- Systematization of training

■ Evaluation of teacher

- Improvement of teacher's ability through evaluation
- Training by evaluation

Teacher's Professionalism and Qualification

■ Law for licensing educational personnel

Article 1 This law aims for setting standards on educational personnel certification, and planning to maintain and improve resources of such personnel.

■ Types of teacher's certificate



Teacher's Professionalism and Qualification

School Types	Subjects and others
Kindergarten	—
Elementary School	—
Lower Secondary School	Japanese Language, Social Studies, Mathematics, Science, Music, Art, Health and Physical Education, Health, Technology, Home Economics, Vocation, Vocational Guidance, Vocational Training, Foreign Languages (English, German, etc.), Religion
Higher Secondary School (without Second Class Certificate)	Japanese Language, Geography and History, Civics, Mathematics, Science, Music, Art, Industrial Arts, Calligraphy, Health and Physical Education, Health, Nursing, Nursing Practice, Home Economics, Information, Information Practice, Agriculture, Agricultural Practice, Technology, Engineering, Engineering Training, Commerce, Commercial Training, Fishery, Fishery Training, Welfare, Welfare Training, Merchant Marine, Merchant Marine Training, Vocational Guidance, Foreign Languages (English, German, etc.) Religion

Type	Area
Special Needs School	The visually impaired, the hearing impaired, the intellectually impaired, the physically impaired, health impaired

Types of Normal Certificate and subjects which a teacher with normal certificate can teach

Teacher's Professionalism and Qualification

■ Participation of civilians in school education

Participation of civilians, who have knowledge, experience and technical skills in various fields, in school education is significant in making schools more open to the public. This also diversifies and revitalizes school education. For this purpose, the system of special certificate and the system of special part-time teacher were introduced

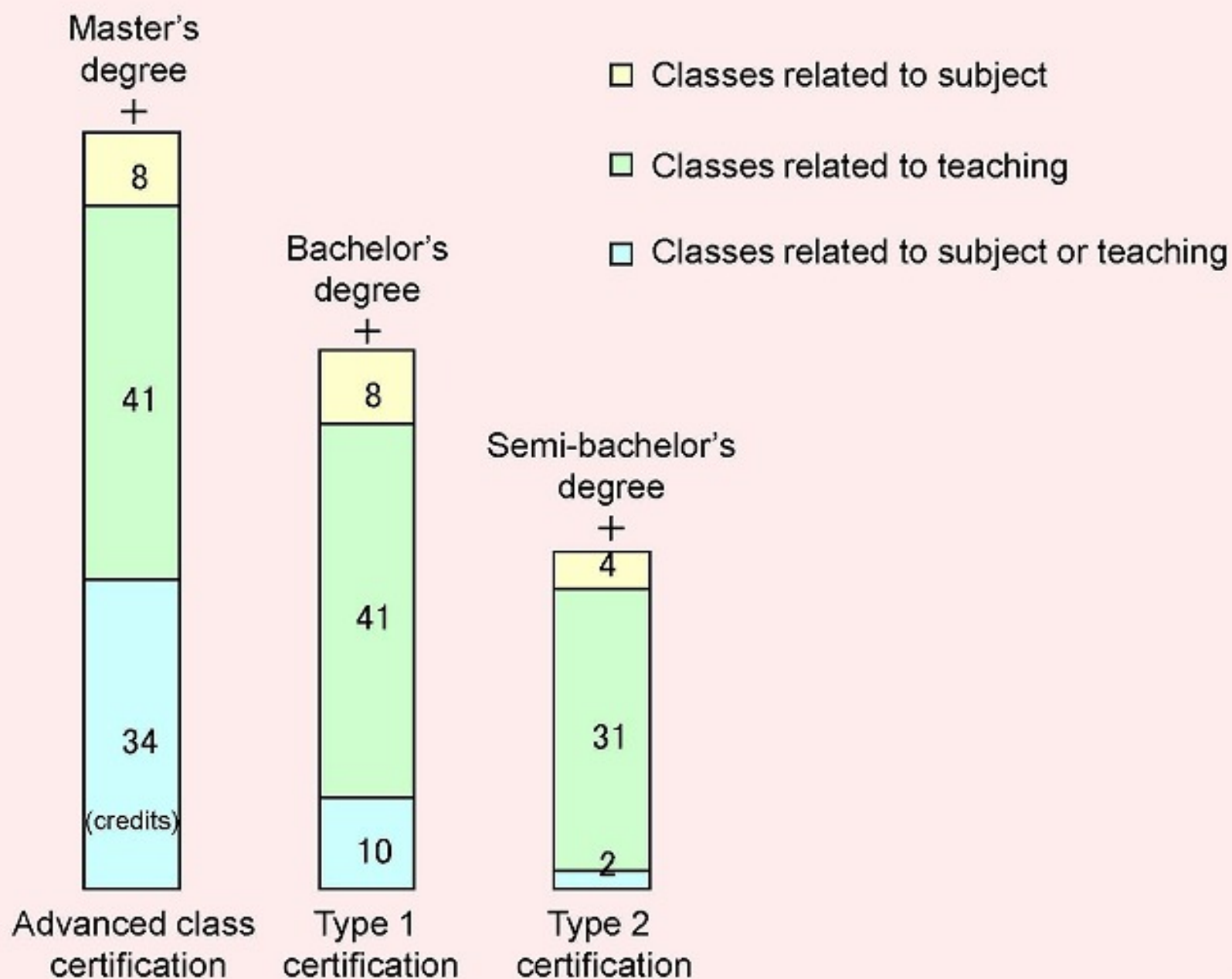
■ Subjects that can be taught by civilians

- Elementary / lower secondary schools ...all subjects
- Upper secondary schools ...individual subjects, part of subject areas (judo, Japanese fencing, information technology, architecture, interior, design, information science, accounting)
- Special education schools ...schools for the visually impaired, upper secondary (scientific therapy, music), schools for aurally impaired, upper secondary (hairdressing, special arts and crafts), schools for the visually, aurally, intellectually, and physically impaired, etc. (independent activities)

■ System of special part-time teacher

- Special part-time teachers take charge of parts of subject areas, and civilians without teachers' certificates can be appointed through notification by prefectural boards of education. Previously, they needed to have teachers' certificates

Teacher's Professionalism and Qualification



- **Principles of pre-service training of teacher**
 - Pre-service training of teacher at university
 - Open system of giving certificates
- **Curriculum focused on training practical teaching ability**
- **Curriculum focused on teaching subject**
- **Pre-service training linked to teacher's appointment and training**

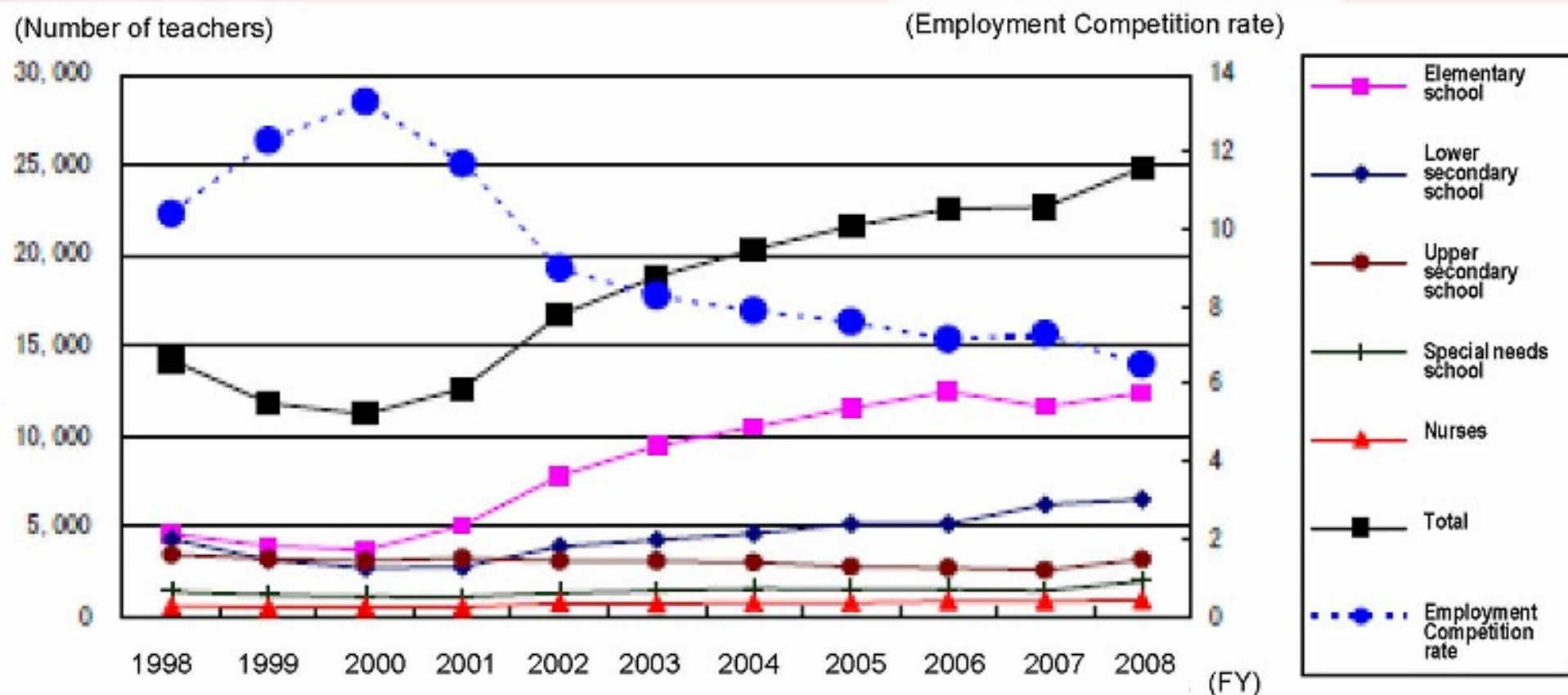
Pre-service Training of Teacher

1st column		2nd column	3rd column			
Type of qualificaiton, certification		Basic qualificatin	Minimum required credits at university			
			Class related to subject	Class related to teaching	Class related to subject or teaching	Class related to special education
Teachers of elementary school	Special	To have master's degree	8	41	34	
	Type 1	To have bachelor's degree	8	41	10	
	Type 2	To have semi-bachelor's degree defined in the Article 69, 2-7, of the School Education Law	4	31	2	
Teachers of lower secondary school	Special	To have master's degree	20	31	32	
	Type 1	To have bachelor's degree	20	31	8	
	Type 2	To have semi-bachelor's degree defined in the Article 69, 2-7, of the School Education Law	10	21	4	
Teachers of higher secondary school	Special	To have master's degree	20	23	40	
	Type 1	To have bachelor's degree	20	23	16	
Teachers of kindargarten	Special	To have master's degree	6	35	34	
	Type 1	To have bachelor's degree	6	35	10	
	Type 2	To have semi-bachelor's degree defined in the Article 69, 2-7, of the School Education Law	4	27		

Pre-service Training of Teacher

1st column		2nd column	3rd column
Type of qualification, certification		Basic qualification	Minimum required credits at university
			Class related to special needs education
Teachers of special needs school	Special certification	To have master's degree and to have regular teaching certification of elementary, lower and upper secondary school or kindergarten	50
	Type 1	To have bachelor's degree and to have regular teaching certification of elementary, lower and upper secondary school or kindergarten	26
	Type 2	To have regular teaching certification of elementary, lower and upper secondary school or kindergarten	16

Pre-service Training of Teacher



Number of employment of new teacher and employment competition rate

Pre-service Training of Teacher



Equivalency Examination for Teacher Qualification

■ Aim

- To ascertain if individuals have adequate qualification and ability to teach in fields where pre-service training at university is not enough, and to grant normal certification to those who pass the examination

■ Institutions to carry out the examination

- Depending on the types of normal certification, the minister of education, culture, sports, science and technology, or universities carry out the examination at the request of the minister

■ Types of the examination

- Equivalency for qualification of teacher for elementary schools
- Equivalency for qualification of teacher for upper secondary schools
- Equivalency for qualification of teacher for schools for special education

■ Method of examination

- Written, oral or practical examination on personality, academic ability and practice

Equivalency Examination for Teacher's Qualification

■ Requirement for taking examination

- Equivalency examination for qualification for teacher of elementary schools
 - (1) Persons who attended university (or college) for more than 2 years, and have more than 62 credits; graduates from colleges of technology; or persons who have equivalent qualifications to the persons mentioned before.
 - (2) Persons who are 20 years old or older and have adequate qualifications to enter university
- Equivalency examinations for qualifications for teachers of upper secondary schools
 - (1) Persons have graduated from university (except for junior college)
 - (2) Persons who are 22 years old or more and have adequate qualifications to enter university

■ The number of people passing the final examination in 2004.

▪ Elementary school :	169	people	(11.8	times)
▪ Special education :	51	people	(6.5	times)
▪ Upper secondary school :	24	people	(14.7	times)

Equivalency Examination for Teacher's Qualification

■ First examination

- (1) Foundation of teaching (multiple choice by hand writing) Special questions about foundation of teaching such as educational theory, educational psychology, special activities, guidance and etc.
- (2) All subjects in elementary school (multiple choice by hand writing) the method of instruction for each subject in elementary school and contents of standard subjects.
- (3) General cultural studies (multiple choice by hand writing)
 - * Those who have exemption qualifications are exempt from. questions about the humanities, social science, natural science and foreign language (English)

■ Second examination (In the case of elementary school qualification)

- Concerning specific subjects (hand writing)
Special questions about each subject in elementary school
(choose 1 subject from 9 subjects to take an exam)

- Practical

music, art, gymnastics

- * From the 3 subjects above, choose 2 subjects which are taken first examination

■ Final examination

- Special questions about the practice of teaching for elementary school teachers.

Appointment of Teacher

■ Those who have the authority to appoint teachers

- The prefectural board of education.

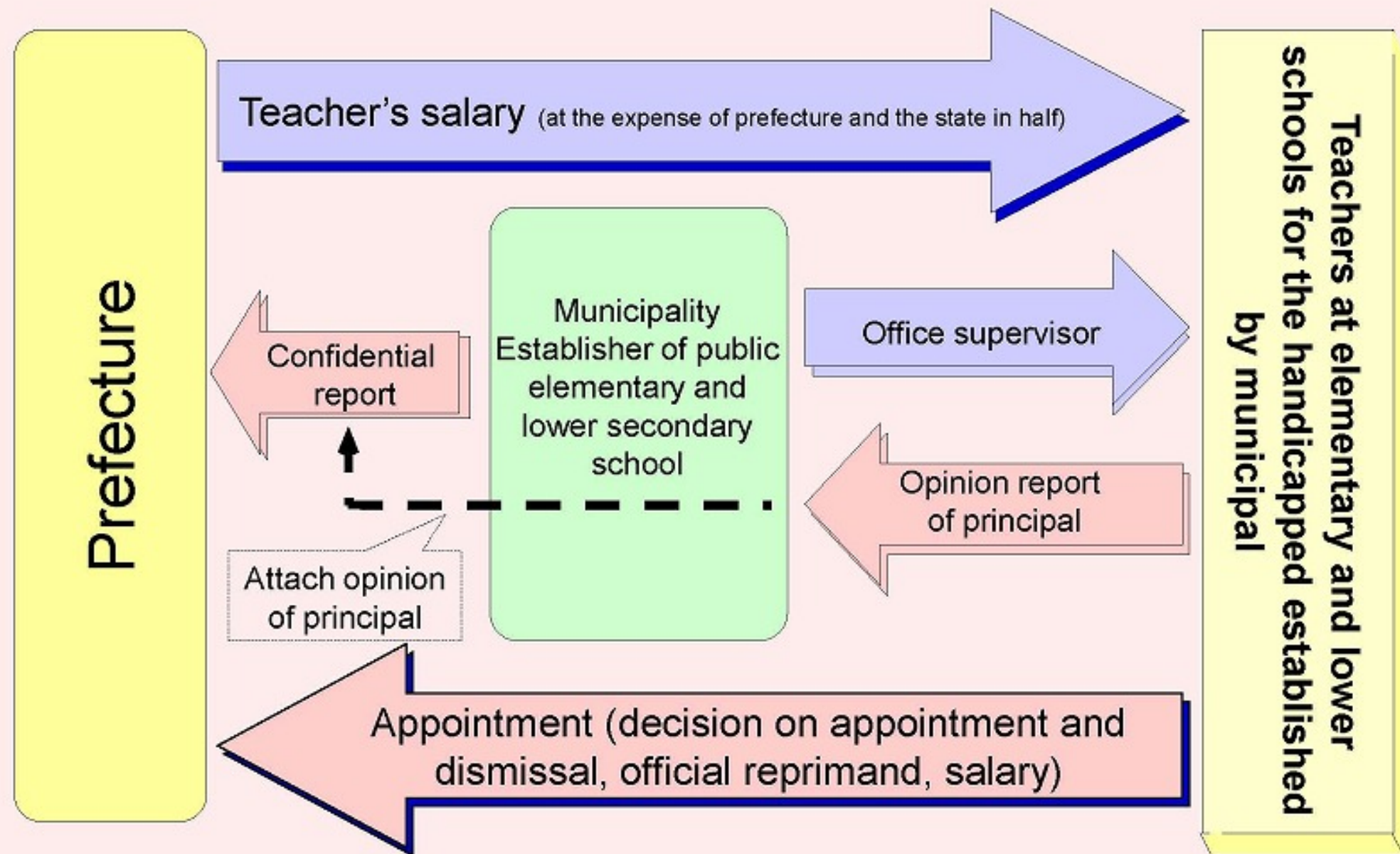
■ Appointment of teacher

- Appointment
- Promotion
- Selection

■ Employment of teacher

- Examination for employment of teacher
- Training for 1st year teacher
- Employment with condition

Appointment of Teacher



Renewal System of Teachers' Certificate

■ Introduction of renewal system of teachers' certificate

A renewal system of teachers' certificate has been introduced since April 2009, which prescribes that the certificate is valid for 10 years and is to be renewed by meeting given requirements.

■ Purpose of renewal system of teachers' certificate

By acquiring the latest information and skills periodically in order to maintain the qualifications and abilities necessary for a teacher, teachers can feel confident and proud, and win respect and trust from society .

■ Requirement for renewal

Taking 30 hour set courses for renewal given at universities and other institutions during 2 years prior to the expiration date.

■ In-service training (research)

- Education and research
- Research of teaching material

■ In-service training system

- Special Law for Public Education Workers
- Systematization of training

■ Varieties of training

- Independent training
- In-service training within individual schools
- Administrative training
- Training by civil education bodies
- Dispatch secondment to university and graduate school

■ Evaluation of teacher

- Improvement of qualification and ability through evaluation
- Training by evaluation

In-service Training



■ Basic training

- Training depending on experience as a teacher
- Training depending on ability of teacher

■ Special training

- Training on subjects
- Training corresponding to educational issues

■ Training support

- Administrative training, long-term training
- Dispatch training
- Sabbatical system to study at graduate school

In-service Training

■ Fundamental Law of Education

Article 9

Teachers of the schools prescribed by law shall endeavor to fulfill their duties, while being deeply conscious of their noble mission and continuously devoting themselves to research and self-cultivation.

- (2) Considering the importance of the mission and duties of the teachers set forth in the preceding paragraph, the status of teachers shall be respected, their fair and appropriate treatment ensured, and measures shall be taken to improve their education and training.

■ Special Law for Public Education Workers

Article 21

In order to perform their duties, public education workers must constantly make an effort to study and train.

- (2) The supervisory board for public school teachers should design plans regarding facilities to be used for the training, the way to promote teacher training, etc., and should make an effort to implement them.

Article 22

Opportunities must be given to public education workers to undergo training.

- (2) As long as it does not interfere with their classroom lessons, teachers can get approval from their supervisor to undergo training at a facility separate from their workplace.
- (3) Public education workers, at the direction of the teacher supervisory board, may take long-term training while maintaining their current position.

In-service Training

■ Training for 1st year teachers

Article 23

The supervisory board for public elementary school teachers must provide applicable teachers, etc. (excluding those designated by government directive) with practical training for necessary items related to the execution of their duties for a period of 1 year from the date of their employment (training for new teachers).

- (2) The supervisory board for public school teachers shall appoint a guidance teacher for new teachers who are taking their initial training from among the assistant principal, vice-principal, senior teachers (excluding dietitians/nutritionists and nurses, and senior teachers who are in charge of management), advanced skill teachers, teachers, or temporary instructors.
- (3) The guidance teacher shall provide new teachers with guidance and advice about the things that are necessary for them to execute their teaching duties.

■ Training for teachers with 10 years of experience

Article 24

For teachers who have been employed for 10 years (including periods they may have been employed at non-public schools), the supervisory board for public elementary school teachers must administer, within a certain period after the 10th year has been attained (or in special cases, the number of years designated by the supervisory board for public school teachers with 10 years as a base), training for matters that are deemed to be necessary to enhance the abilities of the teachers, etc., in line with their individual abilities, aptitude, and so on.

- (2) Before administering 10-year training, the supervisory board for public school teachers shall evaluate the individual abilities, aptitude, etc., of the person(s) undertaking the training and, based on the results, prepare a plan for 10-year training for each applicable person.
- (3) The method for calculating the employment period designated in Clause 1, and the period and other items necessary for administering the 10-year training are designated by government directive.

■ Leave of absence for taking training at a university graduate school

Article 26

If any of the following items apply, senior teachers, advanced skill teachers, regular teachers, nurses, dietitians/nutritionists or temporary instructors (hereinafter, senior teachers, etc.) who are teaching at public elementary schools, etc., may obtain permission from the supervisory board for public school teachers to take a leave of absence (hereinafter, "leave of absence for graduate studies") from the elementary school (in units of 1 year, not to exceed 3 years) in order to enter a graduate program at a college or university (excluding junior colleges), or a similar program in a technical school, or an equivalent program in the graduate school of a foreign university (referred to in the following Clause and in Article 28, Clause 2 as "graduate school program, etc.").

Article 27

Senior teachers, etc., who are taking a leave of absence for graduate studies, may maintain their position as a local public servant but cannot undertake the duties of same.

- (2) No salary or other remuneration shall be paid during the leave of absence for graduate studies.

■ Training for 1st year teacher

● Aims of developing younger teacher's ability

- Training practical ability to teach
- Building basis of teaching style
- Building basis of research style
- Raising awareness and sense of mission as teacher

● Aims of training for 1st year teacher

- To train the practical ability of teaching
- To acquire broad knowledge

● Means of training for 1st year teacher

- Practical training necessary for work during 1 year since employment (60 days a year)
- In-service training by mentor teacher, outside school training at training centre and welfare facility
- Disposition of mentor teacher
- Status of 1st year teacher
- During 1st year is conditioned employment

■ Training of teacher with 10 years of teaching experience

- Aims of developing middle teacher
 - Training practical ability of teaching with strong individual skills
 - Building of teaching style adequate for one's status
 - Raising awareness and training ability as middle
 - Building of research skill
- Objective of training of teacher with 10 years of experience
 - Training by the authorities to appoint, in order to improve qualification and ability of teacher corresponding to individual ability with 10 years of teaching experience
- Method of training of teacher with 10 years of experience
 - Training within and outside one's school for 40 days in one year
 - Setting training tasks and plans based on the lead and advice of principal
- Change in the concept of teacher's training
 - Training based on evaluation

In-service Training



(1)



(2)



(3)

(4)

Off-campus training

In-service Training



In-service Training



In-service Training



School-based in-service Training

■ Aims of school-based in-service training

- Dealing with issues in the process of managing educational planning (curriculum)
- Dealing with educational issues of school
- Improving teaching ability and instructional ability of teacher

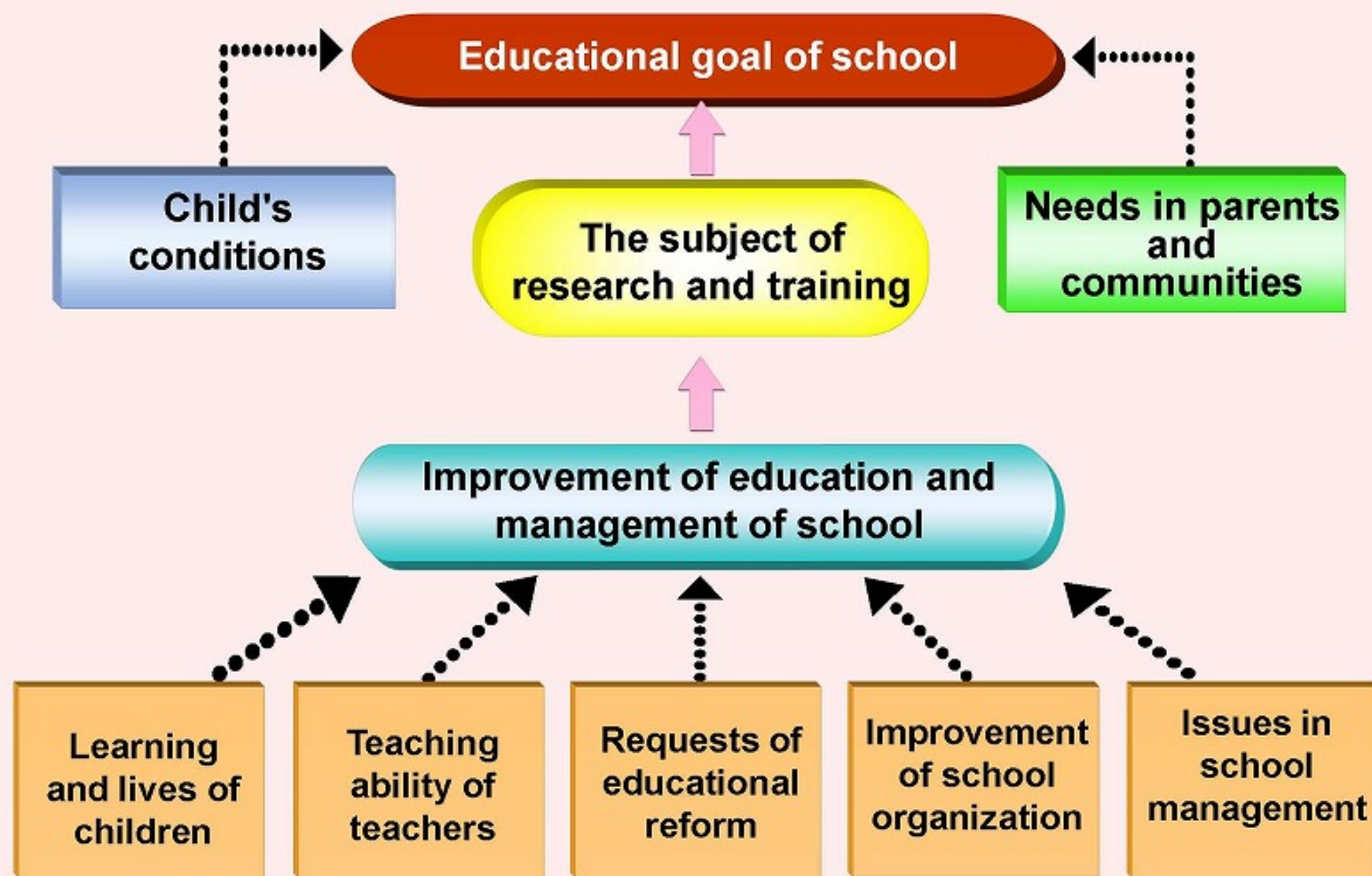
■ Methods of school-based in-service training

- Class research
- Research consultation / discussion
- Observation visits to other schools, private companies

■ Management of school-based in-service training

- Training committee
- Heads of training / research
- Evaluation of training

School-based in-service Training



School-based in-service Training

■ School-based in-service training as Japanese school culture

- Improvement of teacher's instructional ability
- Training of younger teacher
- Solving educational issues of school
- Improvement of school empowerment

■ Features of school-based in-service training

- Lesson study
- Mutual observation of classes
- Criticizing classes

■ Training based on evaluation

School-based in-service Training



School-based in-service Training



School-based in-service Training



■ School leader

- Principal, vice-principal (narrow sense)
- Principal, vice-principal, head of department, head of administrative department, specialist-type leader (wide sense)
- Principal, vice-principal, head of department, head of administrative department, specialist-type leader, supervisor, superintendent (widest sense)

■ Aims of training of school leader

- To change a principal as from an educational specialist to a manager of educational enterprise
- To train management and leadership ability
- To train the integrated ability for school management

■ Content of training

- Contemporary educational thought and school management
- Formation of vision and strategy of school management
- School management plan
- Curriculum management
- Staff management
- Security and risk management of school
- Finance and administrative affairs of school
- School evaluation
- Organizational theory of school
- Development of local community relationship
- Law and administration of education

■ Forms of training

- Lecture
- Practice
- Role playing
- Case study
- Training at private company

■ Establishment of Professional School for Teachers

The “Professional School for Teachers” system was newly introduced in 2003, which provides such education as to bridge theory and practice with the specific purpose of fostering highly specialized professionals. The professional school for teachers is established specifically to foster teachers as highly specialized professionals to improve and enrich the fostering training for teachers.

■ Purpose of Professional School for Teachers

- (1) To train new teachers who have acquired the qualifications and abilities of undergraduate study, so that they gain more practical teaching and creative abilities and can be a part of building a new school.
- (2) To train currently in-service teachers to be school leaders (core mid-career teachers) with solid teaching theory and excellent practical and application skills which are necessary to play a leading role in the community and school.

Training of School Leader



■ Laws on teacher's salary

- Compulsory educational expenses under the state liability system
- The system of teaching staff by prefectural funds
- Salary special-measures law (amount of teaching profession adjustments)
- The talented-people search law (preferential treatment of teacher salary)
- The industrial education allowance law

Teacher's Salary

(Ministry of Education, Culture, Sports, Science and Technology)

MEXT

One-third of the expense of teacher's salary by the State

Prefecture

< Salary of teacher of public schools >

Law on teacher's salary of schools established by municipalities

In order to minimize the inequality in educational environment due to unequal financing capacities, teacher's salary is borne by prefectures

Personnel committee

Board of Education

Teaching Staff

Public schools

Teacher's Salary

	Types	Contents (national standard)	Base laws
	Salary	Provide according to the list of salary	Special Law on Education public servant Article 13
	Adjustment in salary	Provide the fixed amount range of provision	Same as above
	Adjustment cost of teaching	Provide 4% of the monthly salary	Special law on salaries of education workers for public compulsory education school
	Special salary for teachers of school of compulsory education	It sets for regulations.	Special law on securing educational personnel in compulsory education school to improve its quality
	Salaries for technical education	It sets for regulations.	Law on teachers' salaries at public upper secondary school for industrial education
		Provide to teachers at upper secondary school of industrial education, with more than 1/2 hours are on practice	Same as above

Teacher's Salary

Types		Contents (national standards)	Base laws
	Salary for part-time correspondence education	It sets for regulations.	Law on Promoting Part-time Education at Upper Secondary School and Correspondence Education
	Salary for working at school in remote area	Provide the amount according to the degree of remoteness within the range of 25% of the monthly salary (including adjustment amount of teaching) Range of provision Teachers working at schools in remote areas	Law on Promoting Education in Remote Areas
	Salary for special works	<ul style="list-style-type: none"> emergency work under school control (3000-6400yen / day) going on the school trip (1700yen / day) guidance on out-of-school sports events (1700yen / day) guidance on club activities (1200yen/day) work related to entrance examination (900yen / day) 	Regulations of the National Personnel Authority
	Salary for educational duties, guidance	Provide 200 yen per day when a teacher is appointed as head of department and does that job	Same as above
	Salaries for taking charge of students of more than 1 grade	Provide 290 yen (2 classes) or 350 yen (3 classes) when a teacher takes charge of the class formed by students of more than 1 grade	Same as above

■ Dismissal

= Punishments given to persons who aren't suitable for teaching (such as people who have mental or physical troubles, who have poor working habit and achievement, and who lack qualification) in order to secure improved management efficiency

■ Disciplinary action

= Punishments given by the authorities to appointment to those who violate teachers' service obligation, in order to secure discipline and order in working relationship

■ Status and disciplinary action

--> Violation of moral responsibilities by teacher = disciplinary action

--> Punishment through disadvantageous change in teachers' status when they are unable to fulfil responsibility = status disposition

Punishment for Teacher

■ Disciplinary actions

- Contents of punishment
 - Warning ▪ Pay reduction ▪ Suspension from work ▪ Dismissal
- Reasons for punishment (Local civil service law Art.29.1)
 - Illegal action ▪ Dereliction of duty, default of duty
 - Delinquency
- Punishment = the authorities to appoint

■ Dismissal

- Contents of punishment (Local civil service law Art.27.2)
 - Dismissal ▪ Demotion ▪ Layoff ▪ Pay reduction
- Reasons for dismissal, demotion (Local civil service law Art.28.1)
 - When working records aren't good
 - Not being able to work because of mental or physical problems
 - Other cases where the person lacks appropriate qualifications necessary for their educational jobs
 - Reorganization of staff or quorums, or cases that occur because of reduced educational budget

Training of Principal and the Role of Graduate School

■ Change in the ideal concept of principal

- From administrator of school to manager of educational expertise
- Educational specialist + management specialist

■ Principal as high level professional

- Comprehensive ability for school management
- Management and leadership ability
- School Leadership

■ Training at graduate school

- Establishment of graduate school for school leader
- Joint training by university and board of education

Composition(1)

Part 1

I Outline of Japanese School System

41 slides

- 1 The School System in Japan
- 2 Pre-School Education
- 3 Elementary Schools
- 4 Lower Secondary Schools
- 5 Six-year Secondary Schools
- 6 Upper Secondary Schools
- 7 Colleges of Technology
- 8 University System (Colleges, Graduate Schools)
- 9 Schools for Special Needs Education
- 10 Specialized Training Colleges and Miscellaneous Schools
- 11 Modernization of Japan and the Public Education System

II Japanese Educational Administration & Finance

84 slides

- 1 The System of Law
- 2 Basic Act on Education
- 3 Reform Movements in Educational Administration (1)
- 4 Reform Movements in Educational Administration (2)
- 5 The Board of Education
- 6 Ministry of Education, Culture, Sports, Science and Technology (MEXT)
- 7 Guidance Administration by MEXT
- 8 Educational Finance and Responsibility Structure
- 9 Schools Covered by the School Education Law
- 10 Establishment and Management of Schools
- 11 Criteria for School Facilities and Class Size
- 12 Enrollment and Non-Attendance
- 13 Self-Evaluation / Third Party Evaluations
- 14 Disclosure of Educational Information
- 15 School Councilor System
- 16 Textbooks and Supplementary Materials
- 17 Disciplinary Action Against Children and Students
- 18 Specially Supported Education System
- 19 Students of the Permitted Enrollment System
- 20 Education of Children in Isolated Areas
- 21 Evening Lower Secondary School

III Japanese Social Education

43 slides

- 1 Social Education Facilities 1 (Citizen's Public Halls)
- 2 Social Education Facilities 2 (Libraries)
- 3 Social Education Facilities 3 (Museums)
- 4 Supervisors for Social Education
- 5 Children's Natural Houses & Public Houses for Youths
- 6 Social Educational Organizations
- 7 Social Correspondence Education
- 8 Social Physical Education & Life-long Sports
- 9 Cultural Centers (Private Profit Social Education Businesses)

Composition(2)

Part 2

IV Organization & Implementation of Curriculum

74 slides

- (1) Outline
- 1 Total Structure of Curriculum
- 2 Process of Curriculum Development
- (2) Organization of Curriculums
- 3 Educational Objectives and Curriculum
- 4 Curriculums and Courses of Study
- (3) Implementation of Curriculums
- 5 Organization of Units and Study Materials
- 6 Lesson Plans
- 7 Evaluation of Study
- 8 Class and Curriculum Evaluations
- 9 Forms of Guidance
- (4) Examples of Curriculum Activities
- 10 Subjects in Elementary Schools
- 11 Moral Education
- 12 English Activities
- 13 The Period of Integrated Study
- 14 Special Activities 1 (Class Activities)
- 15 Special Activities 2 (Students Council)
- 16 Special Activities 3 (Club Activities)
- 17 Special Activities 4 (School Events)
- 18 Club Activities

V Classroom Management & Guidance

43 slides

- 1 Classroom Management Plans
- 2 Class Objectives
- 3 Class Activities, Group Activities, Day Duty
- 4 "Class Newsletters"
- 5 Group Activities for Children of Differing Ages
- 6 Non-attendance at School (Absenteeism)
- 7 Measures for Dealing with Non-attendance at school
- 8 Visits to Children's Homes
- 9 The School Counselor and the Counselor of Education for Sound Mental Development
- 10 Teacher Guidance Meetings
- 11 Class Fees

VI School Management

46 slides

- 1 School Management
- 2 Aims and objectives of Public Education
- 3 Objectives of Compulsory Education
- 4 School Management Plan
- 5 Educational Goals of School
- 6 Curriculum Management
- 7 Teachers' Meeting
- 8 Principal's Duty & Competence
- 9 Principal from Private Sector
- 10 School Management Duty
- 11 Head of Department System
- 12 Duty of Assistant Principal, Senior Teacher, and Advanced Skill Teacher
- 13 School Evaluation
- 14 School Evaluation System
- 15 Community School
- 16 Evaluation of Teacher
- 17 Risk Management of School
- 18 System of School Choice
- 19 School Empowerment
- 20 School Management Reform in Japan

Composition(3)

Part 2

VII Cooperation between School and Local Community

77 slides

- 1 PTA
- 2 Visits to Children's Homes
- 3 Open Class Days
- 4 Parent-Teacher Meetings
- 5 Report Cards
- 6 Communication Notebooks between Teachers and Parents
- 7 School Newsletters, Grade Newsletters, Class Newsletters
- 8 School Home Pages
- 9 Networking system
- 10 Human Resources of Communities
- 11 Local Community Office Supporting School
- 12 Work Experiences
- 13 Community Learning
- 14 School Councilor System
- 15 School Administrative Council
- 16 Opening Schools to the Public
- 17 School Complex Facilities
- 18 Kodomo-kai (Children's Gathering)
- 19 Local Education Liaison Councils
- 20 110 Homes for Children
- 21 Educational Costs Paid by Parents

VIII Teacher's Qualifications • Training

45 slides

- 1 Teacher's Professionalism and Qualification
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Composition(4)

Part 3

IX Japanese School life & Culture

• School Events 15 slides	• The Typical Day of a Teacher 13 slides	• The Typical Day of a Student 15 slides	• Japanese School Life 29 slides	
1 (Items List)	16 (Items list)	29 (Items List)	44 (Items List)	58 Notice 1
2 Entrance Ceremony	17 Morning meeting	30 Going to School in a group	45 Greeting	59 Notice 2
3 Opening Ceremony	18 Preparation for Class	31 Morning Meeting	46 Collective Discipline	60 Notice 3
4 Morning Assembly	19 Teaching Classes	32 Class-based activities	47 Name, Name Card	61 Nurse's Office
5 School Excursion	20 Skills to Teach	33 Before Class	48 Preparing & Clearing up	62 Co-education
6 Sports Day 1	21 Recesses	34 Class Hour	49 School Lunch Bag	63 Health Education
7 Sports Day 2	22 School Lunch 1	35 Recesses 1	50 Recording	64 Students' Preferences
8 Marathon Race	23 School Lunch 2	36 Recesses 2	51 Indoor Shoes	65 Uniform
9 Overnight Trip with Outdoor Study	24 Cleaning Time	37 Recesses 3	52 Lunch Time	66 School Emblem, School Song
10 School Trip	25 Meeting before going back home	38 Playing	53 Cooperative Work for School Lunch	67 Testimonial
11 Medical Check-up	26 Teachers' Room	39 Before & After Lunch	54 School Lunch Menu	68 National Flag, Clock
12 Disaster Drill	27 Teacher's Desk in Class	40 Teachers' Room	55 Cooperative Work for Cleaning	69 Memorial for Graduation
13 Music Festival	28 Instructions to Students	41 Meeting before going home	56 Places for Cleaning	70 Assistant English Teacher
14 Closing Ceremony		42 Getting out of School	57 Keeping Animals, Growing Plants	71 Notice 4
15 Graduation Ceremony		43 After School		72 Teachers' Study

About the use of teaching materials

○ The background of teaching-materials development

In order to promote and sustain elementary secondary education within a developing country, preparation of educational management, educational system, social education teacher training, and other aspects, become requisites. Japan has accumulated much educational experience which can provide useful information for a developing country in contrast to the dominant flow of information that derives from educational cooperation among advanced nations. The interest regarding the Japanese educational model, which differs from European and American models, is very high in developing countries. However, Japan has not adequately responded to such needs until recently. It is useful to maintain and reconstruct the information about Japan's educational experience, and to prepare materials that can be shared with developing countries.

○ The purpose and budget of teaching-materials development work

After fully understanding the features of the educational situation of a partner country, and the needs which the educational staff of a developing country have, educational cooperation enterprises need to be considered, including how to transmit information on Japan's educational experience. The form of educational cooperation activities varies, including provision of training in Japan, dispatch of training to the spot, and training through local educational personnel. The method of this particular activity is to edit effective teaching materials for use in all types of educational cooperation, and to construct information databases about teaching-materials development and teaching methods. The Ministry of Education, Culture, Sports, Science and Technology recognizes its utility and supplies the budget as 「Project to Organize Information on Educational Experiences from Japan ~Focusing on Educational Management and Teachers' Training」 (the cooperation building project system for international cooperation in educational development promoted by MEXT).

○ The kind, form, whereabouts and the language of teaching materials

	HP of CRICED	Organization related to JICA	Japan Foundation	University foreign student center	Language
Teaching materials	PDF file	Slide collection CD	Slide collection CD	Slide collection CD	Japanese and English
Manual of teaching materials	PDF file	Manual	Manual	Manual	Japanese and English
Index	PDF file	—	—	—	Japanese and English
Training module	PDF file	—	—	—	Japanese and English

Request about teaching-materials use

CRICED has the copyright of these teaching materials, and it is prohibited to edit or reproduce these materials without notice of approval, including publishing photographs, figures, tables, and descriptions. And, when using these teaching materials except in the context of training under the auspices of international educational cooperation for a developing country, contacting and obtaining consent from CRICED beforehand about the purpose of use and the usage is required.

The method for preparing a training module

This set of teaching materials consists of 509 slides covering 113 topics within nine domains, comprising outlines, charts, photographs and text. Provisionally, if one slide is explained in 1 minute, the full explanation and coverage of the entire set of teaching materials takes 509 minutes, or 8 hours or more.

In fact, the time required to cover a slide and to perform a presentation should be based on the the purpose and target of training. The set or slides that specify the purpose, object, etc. of the training is called a training module.

In CRICED, because various training modules are exhibited on HP, please refer to this set of slides and create an individualized training module from the PDF file on the CD and HP slide collections.

- How to create a training module from the CD slide collection
 - i. The file of the CD slide collection is moved to one's own personal computer.
 - ii. The new screen of the software for presentations is opened.
 - iii. Insertion → file to a slide → the original form is saved. Slide which saves → slide is chosen. (If it does not, choose "the original form is saved", because color scheme of the background, the character and line may change, so please be careful)
- Acrobat is required to create a training module from the PDF file of HP.

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