

VIII Teacher's Qualifications, Training, and Appointment

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1 Teachers' Professionalism and Qualifications

Teacher's Professionalism and Qualification

- 1. Professionalism of Teacher
 - Teacher is a profession or a semi-profession based on teaching and subject and possession of teaching is addition area of enhancing their understanding
 - Characteristics of teaching ability
 - Professionalism: Intellectual ability, personal ability, subject knowledge, ability to understand children, and ability to understand the world
 - To strengthen professionalism of teacher
 - Teacher's ability to qualify for teacher
 - Improvement in professionalism and teaching research
 - Specialization of teaching
 - Enrichment of teacher
 - Improvement of teacher's ability through evaluation
 - Learning by evaluation

Teacher's Professionalism and Qualification

- 2. Issuing certificate problem sets
 - Special certificate
 - Ordinary certificate
 - Teacher's ability to qualify for teacher
 - Improvement in professionalism and teaching research
 - Specialization of teaching
 - Enrichment of teacher
 - Improvement of teacher's ability through evaluation
 - Learning by evaluation

Teacher's Professionalism and Qualification

- 3. Teacher's ability to qualify for teacher
 - Teacher is a profession or a semi-profession based on teaching and subject and possession of teaching is addition area of enhancing their understanding
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Teacher's Professionalism and Qualification

- 4. Teacher's ability to qualify for teacher
 - Teacher is a profession or a semi-profession based on teaching and subject and possession of teaching is addition area of enhancing their understanding
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 - Improvement in professionalism and teaching research
 - Specialization of teaching
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 - Learning by evaluation

2 Pre-service Training of Teachers

Pre-service Training of Teacher

- Principles of pre-service training of teacher
 - Pre-service training of teacher at university
 - Open system
- 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

Subject	Required credits
General Education	12
Education	12
Teaching Practice	12
Research	12
Professional Education	12
Other	12
Total	60

Pre-service Training of Teacher

Subject	Required credits
General Education	12
Education	12
Teaching Practice	12
Research	12
Professional Education	12
Other	12
Total	60

The status of teacher's employment

The number of graduates from 1999 to 2009 is shown in the bar chart. The number of graduates is generally increasing over time, with a peak in 2009.

Teaching practice (junior secondary school)

Four photos showing teaching practice in junior secondary schools.

3 Equivalency Examination for Teacher Qualifications

<p>■ Site</p> <ul style="list-style-type: none"> • To examine if candidates have adequate computational ability and skills to meet the needs of an existing facility, taking into account the existing and proposed specificities in the location for the new expansion <p>■ Infrastructure for energy and the environment</p> <ul style="list-style-type: none"> • Describing the type of infrastructure available, the nature of the infrastructure, the type of infrastructure to be constructed and the evaluation of the impact of the expansion <p>■ Cost of the expansion</p> <ul style="list-style-type: none"> • Evaluating the specificities of location for existing activities • Determining the specificities of location for major expansion activities • Evaluating the specificities of location for activities for general education <p>■ Other</p> <ul style="list-style-type: none"> • Methods and/or processes mentioned in the assessment, scientific policy and practice 	<p>■ Requirements for testing specification</p> <ul style="list-style-type: none"> • Describing requirements for the expansion for the sector of elementary education • Describing requirements for the expansion for the sector of secondary education • Describing requirements for the expansion for the sector of tertiary education <p>■ Number of people attending the expansion</p> <ul style="list-style-type: none"> • Describing the number of people attending the expansion for the sector of elementary education • Describing the number of people attending the expansion for the sector of secondary education • Describing the number of people attending the expansion for the sector of tertiary education <p>■ The number of people joining the final examination in 2004</p> <table border="1"> <tr> <td>Elementary school</td> <td>100 people</td> </tr> <tr> <td>Secondary school</td> <td>30 people</td> </tr> <tr> <td>Tertiary school</td> <td>30 people</td> </tr> </table> <p>■ Other</p> <ul style="list-style-type: none"> • Describing the number of people attending the expansion for the sector of tertiary education 	Elementary school	100 people	Secondary school	30 people	Tertiary school	30 people	<p>■ Final examination</p> <table border="1"> <tr> <td>Final examination</td> <td>100 people</td> </tr> <tr> <td>Final examination</td> <td>30 people</td> </tr> <tr> <td>Final examination</td> <td>30 people</td> </tr> </table> <p>■ Final examination</p> <ul style="list-style-type: none"> • Describing the number of people attending the expansion for the sector of tertiary education <p>■ Final examination</p> <ul style="list-style-type: none"> • Describing the number of people attending the expansion for the sector of tertiary education <p>■ Final examination</p> <ul style="list-style-type: none"> • Describing the number of people attending the expansion for the sector of tertiary education 	Final examination	100 people	Final examination	30 people	Final examination	30 people
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Final examination	30 people													

4 Personnel of Teachers

[illegible]

5 In-service Training

[illegible]

6 In-service Training within one's own School

[illegible]

7 Training of School-leaders

Training of School Leader	Training of School Leader	Training of School Leader
<p>■ School leader</p> <ul style="list-style-type: none"> ● Principal, vice-principal (senior assistant) ● Principal, vice-principal, head of department, head of administrative department, school-type leader (city leader) ● Principal, vice-principal, head of department, head of administrative department, school-type leader, supervisor, superintendent (school system) <p>■ Aims of training of school leader</p> <ul style="list-style-type: none"> ▷ To change a principal as from an educational specialist to a manager of educational enterprise ▷ To train management and leadership ability ▷ To raise the managerial ability of school management 	<p>■ Content of training</p> <ul style="list-style-type: none"> ● Understanding curriculum design and action management ● Understanding management and organization ● Understanding financial management ● Ability to lead a department or project ● Ability to analyze situation and make decision ● Understanding management of personnel ● Understanding management of facilities ● Understanding management of education <p>■ Areas of training</p> <ul style="list-style-type: none"> ● Training of planning ● Training of organizing ● Training of leading ● Training of controlling 	 <p>Training for new principals (elementary schools)</p>

8 Teachers' Salaries

9 Punishment for Teachers

[illegible]

10 Nurturing of Young Teachers

- 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 skills
 - 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 graduation
 - In-service training by mentor teacher, outside school training at training center and welfare facility
 - Deposition of mentor teacher
 - Status of 1st year teacher
 - During 1st year is conditional employment

11 Nurturing of Middle Teachers

Training of Mobile Teachers

(Teacher Education Institution)

- Training of teacher with 10 years of teaching experience
 - Aims of developing mobile teacher
 - Training essential skills of teaching with strong personal skills
 - Training of teaching skills related to active role in class
 - Training experienced on family activity as a model
 - Training of research skill
- Objective of training of teacher with 10 years of experience
 - Training by the institutions to develop a teacher to enhance educational quality of teacher on responding to individual activity with 10 years of teaching experience
- Method of training of teacher with 10 years of experience
 - Training with self study method activities such as in-classroom observation
 - Doing training based on years based on the field site policy or principal
- Change in the concept of teacher's training
 - Training based on evaluation

12 Nurturing of Principals and Role of Graduate School

Training of Principal and the Role of Graduate School

- Change in the ideal concept of principal
 - From administrator of school to manager of educational organization
 - Educational specialist + management specialist
- Principal as high level specialist
 - 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 boards of education

Teacher's Professionalism and Qualification

■ 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

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1

Teachers teach children using educational contents that are based on educational values derived from science, art and culture that have been created and compiled through human life experiences, and that are based on the developmental level of children.

Children select future jobs by learning from and mastering these educational contents and then utilizing the associated skills to help direct their own lives. The professionalism of teachers depends upon a deep understanding of both educational contents and children, including the ability to use and develop educational activities through teaching. Japan prefers diversity rather than uniformity in teachers, considering the fact that teachers need to have a practical

capacity for providing guidance, an appropriate personality as well as specialty skills as seen from an international point of view.

At the present, inadequate capacities of teachers to provide appropriate guidance has emerged as a problem, and that has forced a change in the concept of the status and skill requirements of teachers. Also, policies are being adopted to increase teaching guidance skills by reformulating and clarifying the system of evaluating teachers, such as through personnel reports.

An emerging educational feature of Japan is demonstrated by its promotion of the concept that teachers guidance and teaching skills should also be reflected in their own professional development as teachers. In order to improve professionalism, training of teachers is conducted at universities. Teachers require certificates to become teachers meeting national standards. There is also an accompanying training system to maintain and improve professionalism. There are various policies to improve professionalism. Among others these include introducing teachers' evaluations through personnel reports, and improving teachers' professional capacity through the introduction of training programs for teachers who have accumulated 10 years of teaching experience.

Teacher's Professionalism and Qualification

■ Normal certificate (nation wide)

■ Special certificate

■ Extraordinary certificate

● Law for Licensing Educational Personnel

Article 3 Teachers must hold the appropriate certificate given by this law.

2 Instructors need certification corresponding to the certificate which each school teacher has.

Article 4 Certificates comprise normal certificates, special certificates and extraordinary certificates.

2 Normal certificates are certificates that corresponded to each kind of school (except six year secondary schools).

3 Special certificates are certificates that correspond to each kind of school (except six year secondary schools and kindergartens).

4 Extraordinary certificates are certificates for associate teachers of each kind of school and associate school nurses.

Article 5 Normal certificates are given to persons who have standard qualifications. The persons must also have credits in the nurse teacher training organization of the university that the Ministry of Education specifies, or must pass the educational staff requirements.

2 Special licenses are given to persons who pass the educational staff requirements. However, they are not given to persons who fall under one of the preceding clauses.

5 Only when persons who usually have a license cannot be employed, temporary certificates are given to persons who pass the educational staff requirements and who don't come under one of other clauses.

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Types of teacher's certificate

2

For teachers' certificates, there are normal certificates, special certificates and extraordinary certificates. Normal certificates include various types of specialized certificates (basic qualification: master's degree), 1st-type certificates (basic qualification: bachelor's degree), and 2nd-type certificates (basic qualification: associate's degree). Extraordinary certificates are valid for 3 years or 5 years.

The special certificate system is a system to provide special certificates to civilians who do not have teachers' certificates but who wish to teach and have superb knowledge, experience and technical skills in certain fields. It requires a special education personnel examination that is conducted by the prefectural boards of education that appoint such people as teachers. This system was introduced in 1988 with the

revision of the law for licensing educational personnel. Through 2004, there have been only 113 cases of training for special certificates. Previously, nobody could become a part-time teacher without a teachers' certificate, but this regulation was also abolished.

Extraordinary certificates are given to persons who pass the educational personnel examination only in situations when persons with teachers' certificates are not available to be appointed.

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 blind, upper secondary (scientific therapy, music), schools for deaf, upper secondary (hairdressing, special arts and crafts), schools for blind, deaf and other handicapped (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

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Special Certificates

3

Following is an explanation regarding the status of special part-time teachers.

Subjects which special part-time teachers can teach are the following:

Elementary schools: parts of all subjects, club activities

Lower and upper secondary schools: portions of individual subjects, parts of the period of integrated study and moral education

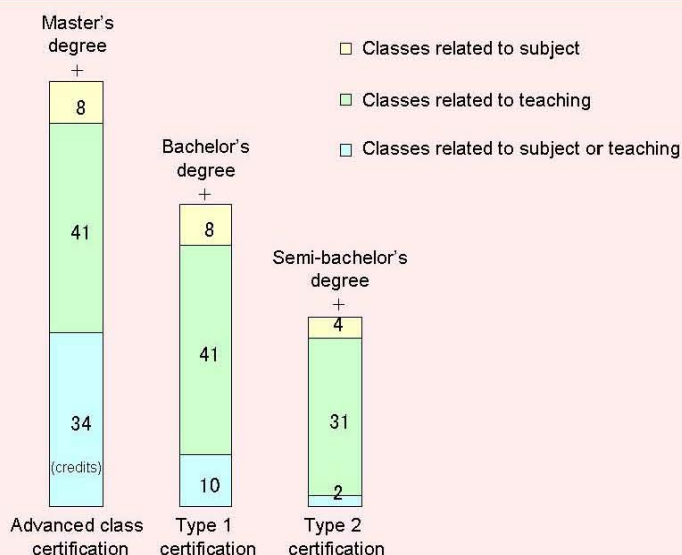
Schools of special education: part of individual subjects, club activities (elementary schools), parts of the period of integrated study and moral education.

There are 20,392 special part-time teachers in 2003; 8,249 at elementary schools, 3,324 at lower secondary

schools, and 8,589 at upper secondary schools.

The regular jobs of the special part-time teachers are as follows. Elementary schools: instructors of Japanese drums, carpenters at sawmills, instructor of courses at cultural centers. Lower secondary schools: OA instructors, sports instructors, instructors of tea ceremonies / flower arrangements, Noh instructors. Upper secondary schools: NPO staff, staff of welfare facilities, nurses, chief chefs at hotels. Schools of special education: doctors, pharmacists, scientific therapists

Teacher's Professionalism and Qualification



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The kinds of normal certificates

4

There are 3 types of teachers' certificates: advanced class certification that is given to those who have completed master's degrees and taken advanced instruction, type 1 certification that is given to those who have completed necessary units at 4-year universities (bachelor's degrees), and type 2 certification that is given to those who have completed necessary units at junior colleges (associates' degree)

In order to obtain the advanced class certification, it is necessary to complete 34 units of classes on specialized subjects, 41 units of classes on teaching, and 8 units of classes on specialized subjects or teaching. For

the type 1 certification, the numbers of units are 10 units, 41 units, and 8 units, and for the type 2 certification, they are 2 units, 31 units, and 4 units, respectively.

Pre-service Training of Teacher

■ Principles of pre-service training of teacher

- Pre-service training of teacher at university
- Open system

■ Curriculum focused on training practical teaching ability

■ Curriculum focused on teaching subject

■ Pre-service training linked to teacher's appointment and training

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5

Before the WW2, pre-service training of teachers was conducted at normal schools. After the WW2, the pre-service training system has changed and is now conducted at universities. In order to be an open system, universities are permitted to have courses of pre-service training of teachers approved by the minister of education, culture, sports, science and technology, even if the primary goals of the universities are not directed at teacher's training.

This change was made because it came to be recognized that teaching required a high level of professionalism and that university education would be suitable for achieving this purpose.

Nowadays, pre-service teacher training is conducted using curriculums

focused on building the basics of practical teaching abilities. The practical ability to teach is not only the ability to impart knowledge, but also involves the ability to guide and teach children through the ability to understand, communicate and relate to children through teaching and regular guidance. The pre-service training of teachers also focuses on teaching classes designed to nurture practical teaching abilities.

Pre-service teacher training is considered to be a part of the normal teacher's training process, designed to link up the appointment of current teachers with training.

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 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 kindergarten	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		

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Required credits 1

6

In terms of courses, pre-service teacher training in Japan occurs at 461 universities, 398 colleges, 214 graduate schools, and involves 69 majors at accredited universities. (as of 1998)

The course subjects required to receive conferment of a license comprise specialized subjects at individual universities comprise:

Curriculums about a subject
Curriculums about the teaching profession

- Curriculums regarding the teaching profession are mainly as follows:

- Curriculums concerning the meaning of the teaching profession

- Curriculums concerning basic educational theories

- Curriculums concerning school curriculums and instruction methods

- Curriculums concerning student guidance, educational consultation, career

guidance, etc.

- Seminars

- Teaching practice

Curriculums concerning subjects or the teaching profession

Curriculums concerning special education

Curriculums concerning protective care

Curriculums concerning protective care or the teaching profession

Curriculums concerning nutritional education

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 subject	Class related to teaching	Class related to subject or teaching	Class related to special education
Teachers of school for blind, school for deaf, and school for handicapped other than blind and deaf	Special certification	to have master's degree and to have regular teaching certification of elementary, lower and upper secondary school or kindergarten	34	41	8	47
	Type 1	to have bachelor's degree and to have regular teaching certification of elementary, lower and upper secondary school or kindergarten	10	41	8	23
	Type 2	to have regular teaching certification of elementary, lower and upper secondary school or kindergarten	2	31	4	13

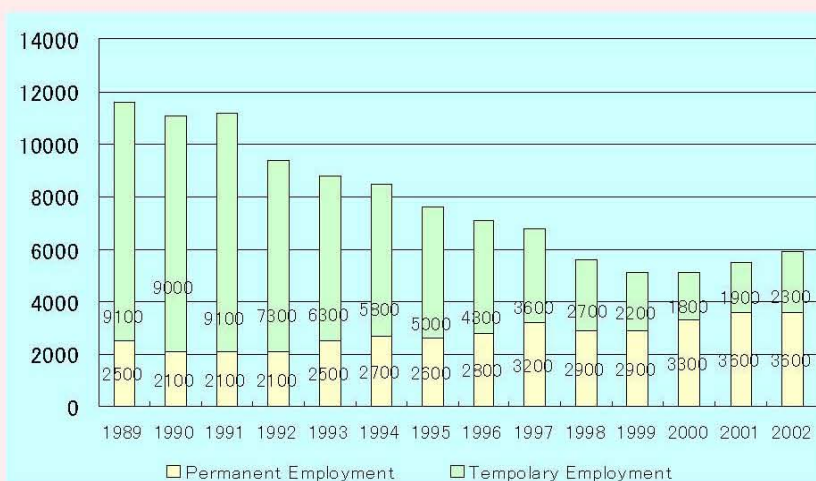
For teachers' certification for school of special education, in addition to the basic qualification of teachers, it is necessary to also take classes on special education: 47 units for advanced class certification, 23 for type 1 certification and 13 for type 2 certification.

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Required credits 2

7

Pre-service Training of Teacher



The entrance positions for pre-service training courses for teachers at universities have declined to about 5,000 people annually over three years, from 1998 to 2000. These trends reflect a decline in the employment demand for new teachers along with declining birth rates. However, today, the annual level of employment of new teachers is increasing because of the improved standards of teacher deployment in the prefectural boards and an increase in teachers retiring from public schools. However, there are emerging problems such as the issue of "paper" teachers and the evolving mix in ages among teachers at individual schools.

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The status of teachers' employment

8

Pre-service Training of Teacher



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Teaching practice (lower secondary school)

9

considering the importance of deepening the understanding of teachers regarding the dignity of individuals as well as of social solidarity.” (Law on special cases of the law on licensing educational staff, relating to the normal certification of teachers for elementary and lower secondary schools)

- ① Orientation (principle's speech), May 2005 ② Meeting with a home-room teacher, May 2005
 ③ Class visit (social studies, 1st grade), June 2005 ④ Class visit (music, 2nd grade), June 2005
 ⑤ Class visit (physical education, 1st grade), June 2005 ⑥ Class visit (drawing and handcraft, 2nd grade, June 2005)

In pre-service training of teachers, training practice is an important component designed to develop basic and practical teaching skills. Practical teacher training has been improved by the extension of the training requirements. Currently, 5 units of practical training are required for elementary schools, 5 units for lower secondary schools, 3 units for upper secondary schools and 5 units for schools for special education. Also, in 1998, it became obligatory to undergo an “experience of caring” (7 days) to obtain a normal teachers' certification for elementary and lower secondary schools. The aim of this special experience aim “to improve the quality of teachers working for schools of compulsory education, and to better fulfil compulsory education,

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

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10

The equivalency examination for teacher qualification is the examination to obtain teachers in fields where pre-service training at universities is not sufficient.

For elementary schools, the type 2 certification of teachers is given. For upper secondary schools, subjects of the examinations are nursing, information, welfare, judo, Japanese fencing, information technology, architecture, interior, design, information science, and accounting, and the type 1 certification of teachers for the respective subject is given to those who pass the examination. For schools of special education, there are self-reliance activities (education for visually handicapped), self-reliance activities (education for hearing handicapped), self-reliance activities (education for physically handicapped), and self-reliance activities (education for

verbally handicapped), and the type 1 certification on the relative subject is given to the ones who pass the examination.

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)

Outline of Equivalency Examination for elementary school teachers' qualification system 1

(VIII-11)

11

(nursing training = education for deaf and physically handicapped).

In order to qualify as a teacher in Japan, it is basically necessary to attain credits in prescribed subjects at universities. Under the revision of the certification law in 1964, examination of teachers' qualifications was instituted as a requirement for teachers excluding specific subjects of a technical nature in upper secondary schools (judo, kendo, circulation practice). The 1973 revised certification law attempted to broaden the base of selection of teachers in an evolving educational society by extending the qualification requirement to include elementary school teachers, upper secondary school teachers (nursing, judo, kendo, interior, circulation practice, architecture and design) and special school teachers

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.

Outline of Equivalency Examination for elementary school teachers' qualification system 2

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12

The equivalency examination for qualification of teachers for elementary schools has 3 stages. In the first examination, there are questions regarding educational / cultural subjects, educational guidance for subjects, basic subject contents, and subjects on general teaching. The second examination consists of questions on advanced matters subjects and practical examination, and the final examination concerns matters pertaining to the practice of teaching.

There were 169 people who passed the equivalency examination for qualification of teachers for elementary schools in 2004, and only 1 in 11.8 applicants passed the examination.

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

(VIII - 13)

13

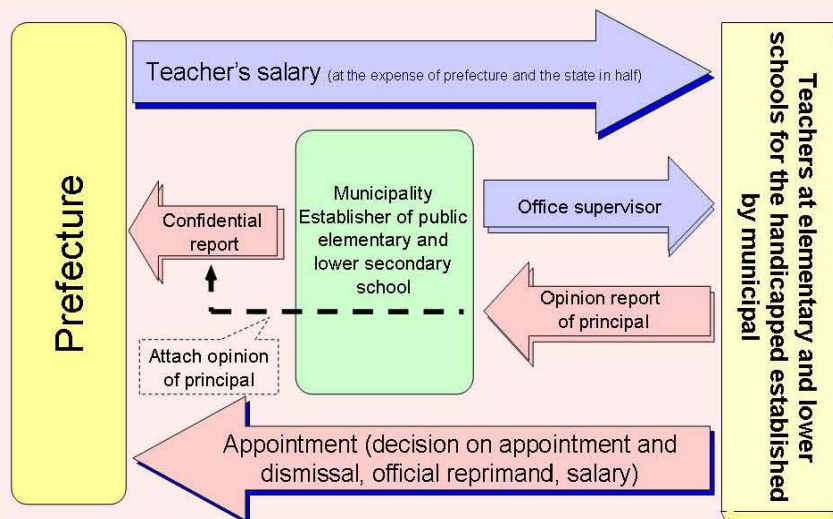
Appointment is a generic term for employment and promotion. As in the case of general administrative officers, teachers must be appointed based on their exam scores, work records and other abilities. However, the way teachers' examinations are administered is different from that for general administrative officers. Teachers' examinations are not competitive but selective (Article 13 Clause 1, Law for the Special Regulations Concerning Educational Public Service). Selection is made by judging achievements, experience, humanity, practical skills and experience and physical strength on the basis of specific standards.

In public schools, aside from schools attached to specific universities, the superintendents of the boards of education make the selection of teachers. In schools

attached to universities, the presidents of the universities handle this appointment task. In national universities, excluding schools attached to universities, the Minister of MEXT handles appointments. (Article 13 Clause 1, Law for the Special Regulations Concerning Educational Public Service)

The examination for employment of teachers is designed to assess the ability, will and commitment to the mission as a teacher of individual candidates through written, oral and practical examinations. For the first year of teaching, prospective teachers are employed on a conditional basis, and during that period they undertake training for 1st year teachers.

Appointment of Teacher



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The system of teaching staff by prefectural funds

14

The personnel and financial aspects of educational staff are supported by prefectural funds, covering such aspects as appointment (employment, promotion), demotion, and dismissal, for example. The system of management by establisher for management of public schools established by municipalities does not include the right of deciding on personnel s. Prefectural / appointed city boards of education exercise such personnel rights. The reasons for this situation are the fact that these boards of education fund half of the teachers' salaries, and by handling disposition of teachers they are better able to better and more broadly arrange needed personnel exchanges.

However, since it is individual school principals who observes teachers on a daily basis, and know their performance more intimately, opinions of the principals

are respected in decision-making on personnel affairs. (Law on local educational administration, article 38)

Currently, from the perspective of decentralization, there is a widespread view that municipal boards of education should have greater rights in handling educational personnel affairs that are supported by the prefectural funds.

In-service Training

■ In-service training (research)

- Education and research
- Research of teaching material

■ In-service training system

- Law for the special regulations concerning educational public servants
- 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

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15

The training of teachers and teaching research are necessary in order to prepare such educational activities as classes and guidance, to solve problems and tasks in the process of carrying out classes and guidance, and to be aware of evolving changes in education and then to reflect these changes in educational activities. A Japanese word for training "kensyu" is derived by adding "syuyo" (cultivation of the mind) and "kenkyu" (research). Cultivation of the mind means to deepen the awareness of individuals as teachers, to inculcate responsibility towards guardians of children and society, and to fulfil vocational and social responsibilities. Since the aim of education is to teach knowledge and

techniques to children depending on their levels of development, it is necessary to undertake research on teaching materials as well as research on children.

Therefore, undertaking training is considered as a part of teaching duties as defined in the law on special cases of public servants who are educators.

Training should basically be carried out independently. However, given limitations and constraints, and because of the need for consistency in educational administration of schools, opportunities such as in-service training are provided within schools, administration training as well as advanced ("dispatch") training in university and graduate schools. Training based on educational evaluations has also been introduced recently.

In-service Training



- ① Prefectural education training center
- ② Municipal institute of education
- ③ Prefectural natural museum
- ④ Teacher training center (an independent administrative institution)

(VIII - 16)

Institutions for teacher training

16

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

(VIII - 17)

Types and systems of In-service training

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For training conducted by boards of education and teachers' training centers, there are both basic types of training such as training depending on teaching experience (length of teaching) and teaching ability, and special trainings such as training on subjects and training corresponding to educational tasks. The forms of training are classroom type training such as through lectures and practice, and discussion type training where teachers submit educational tasks and exchange opinions about them. In central training, teachers are provided lodging over a longer term training that spans around 3 weeks. While training involving lodging may be conducted by the boards of education, it typically involves short-term training.

Boards of education conduct training on their own as well as support the secondment and dispatch of teachers to universities and private companies. Recently, the sabbatical system has been introduced that facilitates study by teachers at graduate schools.

In-service Training

■ Law for the Special Regulations Concerning Educational Public Servants

Article 21 educational officers should study and improve their character to achieve the optimum potential of their own occupations.

Article 22 educational officers must be given the chance to receive training.

2 teachers can receive training at places separate from their working places through approval if there is no problem for their classes.

3 according to rules decided by persons who have the right to appoint and dismiss, educational officers can receive training for long periods while keeping their jobs.

Article 23 the authorities to appoint and dismiss teachers in public schools must give practical training to teachers that is necessary to achieve teaching standards for one year from the date the teachers are first employed.(initial training for new teachers)

Article 24 the authorities to appoint and dismiss teachers in public schools must give "refresher training" to teachers who have held their teaching jobs for 10 years in order to improve their abilities as teachers.

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Laws concerning the in-service training for teachers

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In-service Training



Off-campus training

(Ⅷ-19)

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① Initial training for new elementary school principles, "About school management (seminar)", November 2004

② Training for teachers with ten years teaching experience in elementary schools, "About student guidance (lecture)", October 2004

③ In-service training on subjects for elementary and secondary school teachers, "Development of teaching materials and teacher's skills to teach Art (work-shop)", November 2004

In-service Training



In-service training on subjects (outside the school)

(Ⅷ-20)

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① In-service training on subjects for elementary and secondary school teachers, "To begin appreciation regarding things at hand (work-shop)", November 2004 ; teachers are conveying their impressions and opinions about students' works.

② Special training for elementary and lower secondary school teachers, "English conversation", February 2004

In-service Training



In-service training: teachers of elementary, lower and upper secondary schools, and schools for handicapped other than blind and deaf November 2004

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As there are few opportunities for teachers from different educational levels to engage in discussions with each other, through municipal level training opportunities are provided for teachers from various educational levels (elementary, lower secondary, upper secondary and special schools) to participate in training together.

In-service Training



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- ① Initial training for new elementary school teachers, "training for educational information", October 2004
- ② Training for teachers with ten years experience in lower secondary schools, "About student guidance (discussion)", October 2004
- ③ Training for teachers with ten years experience in lower secondary schools, "About special activities (discussion)", October 2004
- ④ Training for teachers with ten years experience in elementary schools, "About student guidance (lecture)", October 2004

In-service Training within School

■ Aims of in-service training within one's own school

- 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 in-service training within one's own school

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

■ Management of in-service training within one's own school

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

(VIII - 23)

23

In-service training is the tradition and culture of Japanese schools that has been conducted for long time.

The aims of in-service training are to cultivate awareness and commitment of individuals to their mission as teachers, to improve teaching abilities of teachers, to deal with children and student issues, to solve educational tasks at schools, to adjust teaching practices and management to correspond to new educational reforms, and to implement research as appointed by boards of education.

In-service training is incorporated into school management plans. Training committees are established as an institutions for sharing of school duties and where where individual

responsibilities are made clear. When carrying out in-service training, the roles and leadership of the head of such training / research is an important element. It is necessary to place and adequate number of capable people in such committee positions in order to ensure that the development of training programs actually happens.

For in-service training, it is a basic tradition that teachers should arrange such training independently. There is some concern that in-service training arranged by teachers independently does not occur very frequently, although it is recognized that it is good to conduct in-service training as an organization.

In-service Training within School



(VIII - 24)

The chart of the concept of In-service training within one's own school

24

Under in-service training within schools, the research theme generally focuses on improvements in policies regarding educational practices within the whole school, consistent with with the school educational goals for the year. Specifically, such training helps to explore and to provide solutions to such aspects as educational guidance, subjects for student instruction, and improvements based on evaluations.

In-service Training within School

■ In-service training within 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 in-service training within school

- Class research
- Mutual observation of classes
- Criticizing classes

■ Training based on evaluation

(VIII - 25)

25

training management.

Planning, enforcing and managing in-service training within schools is conducted through the training committee institution. The training committee promotes the in-service training as its core management task. Since the in-service training is a part of school management plan, principles of management and education propounded by the school principal should be reflected. The teacher appointed as head of training leads the training committee, and promotes in-services training.

The school head of training needs to have leadership skills to organize and implement school training plans based on the goals of the school principal. The organization and leadership ability of the head of training is critical in in-service

In-service Training within School



(VIII - 26)

Research workshop on instruction

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- ① Demonstration class (Arithmetic "square measure"), 5th grade, June 2004
- ② Presentation of research, June 2004

In-service Training within School



(VIII - 27)

Support training

November 2004

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Japanese "Reading" (elementary school support training = guidance director comes to school on demand): 4 elementary school teachers, 1 lower secondary school teacher, 1 guidance director (prefectural training center)

In-service Training within School



(VIII - 28)

November 2003

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Workshop on class instruction, 4th grade

Training of School Leader

■ 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

(VIII - 29)

29

implement such management tasks. This requirement necessitates changes in the training of school leaders that is differs from the past.

Normally, school leaders comprise teachers who hold management positions at schools such as principals, vice-principals, various committee heads, and heads of affairs. When viewed in narrow sense, school leaders are limited to principals and vice-principals, while in a wider sense, guidance directors and superintendents of education may be included. The central education committee defines a school leader in general terms, including leading teachers, but does not indicate specific positions such as those of principals and vice-principals.

The role and leadership of a principal is very important in promoting school independence and autonomy through autonomous school management. Currently in Japan there is a new concept of an ideal type of a principal. A principal is now expected to have the ability to manage and educational business requiring management and leaderships, whereas previously a principal was viewed as an educational specialist. Under legislation providing for a school management council, principals are not only not only expected to understand the legal aspects of the law but also to manage the council. Since this type of ability was not required previously, an adjustment is required by principals to be able to take on and

Training of School Leader

■ 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

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Case of training content

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applied to schools.

The contents of training provided to school leaders are the matters relating to management as shown in the accompanying slide. Under past training of principals, these aspects were not systematically covered. Changes in the roles of principals during the last decade have been accompanied by changes in the contents of training since different abilities are now needed for principals.

Since an objective of the training is to nurture the ability to manage and handle problem-solving, case studies represent a very important form of training that provides analysis of management techniques in other school situations that provide lessons for problem solving within one's own school. Also, training at private companies provides a good opportunity to study management principles that can be

Training of School Leader



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Training for new principals (elementary school)

November 2004

31

Training for new principals of elementary schools (school-leader's training): organizational management practice

Teacher's Salary

■ Law 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

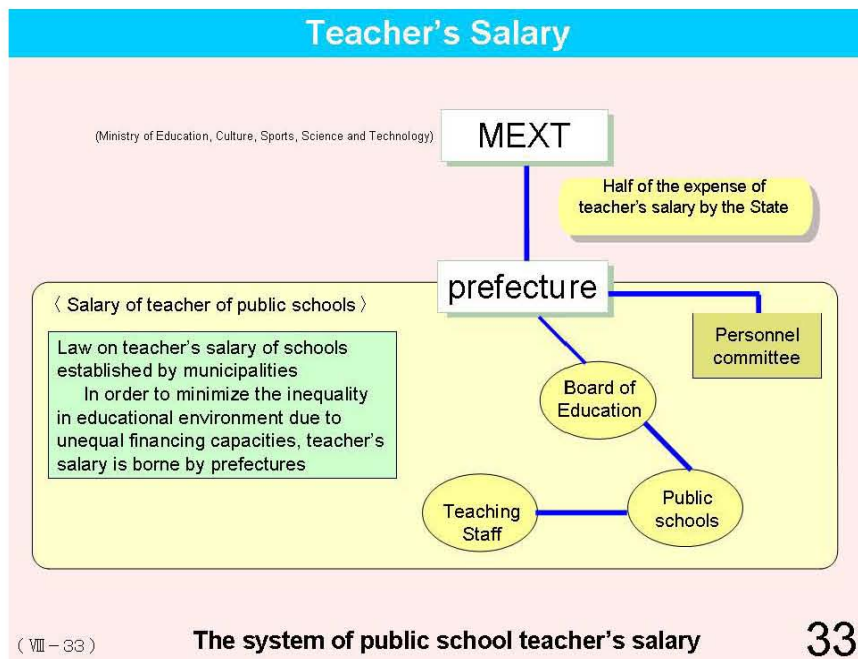
(VIII - 32)

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Teachers' salaries have been discussed from the perspective of the treatment of teachers based on teachers' evaluations, and the compulsory education expenses provided under the state liability system.

With regards to the former, previously salary levels among teachers of the same age were similar, even though some teachers handled work situations with higher degrees of difficulty and complexity, or did a superior job. However, the former seniority-based salary system for teachers has been changing to an alternative system in which teachers' salaries are decided based on individual abilities and achievements.

With regards to the latter, the issue of compulsory educational expenses under the state liability system is more controversial. The report of the central education committee in October 2005, "Creating compulsory education for the new era", proposed to preserve the current system of compulsory educational expenses under the state liability framework, but without including teachers' salaries as a part of general finances. The central government has indicated that it will allocate all 850 billion yen for lower secondary schools as a part of general finances. This results in a substantial change from the current system where the state is responsible for only half of the teachers' salaries complemented by prefectural level funds, and is being done as a part of the "Trinity reform" that is undergoing in Japan.



Since municipalities establish and manage municipal schools, it is a basic principle that municipalities pay for the salaries of the school staff. However, in order for the financial capabilities of municipalities to be balanced across municipalities in order to prevent the existence of educational gaps from arising between municipalities, and at the same time to ensure that nationwide academic standards are maintained and improved, it is important that school staff be properly assigned. The financial burden of individual prefectures under this school staff system is determined by such personnel assignments.

This system implies that all prefectures pay a salary for school staff within a fixed salary range. Compulsory

educational expenses under the State liability system imply that the state pays one-half of teacher salary costs while the prefectures handle the balance.

Teacher's Salary

	Types	Contents (national standard)	Base laws
Salary related to the State	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

(VIII - 34)

Teachers' salaries and allowances 1

34

Salary is the general term that includes wages, family allowances, adjustment allowances, housing allowances, commuting allowances, industrial education allowances, special allowances, extra work allowances, term end allowances and studying allowances.

The state has decided to pay for half of teachers' salaries. (Law on national treasury on expenditure of compulsory education) This system "aims to ensure the adequate access and quality of education for all Japanese nationals under the principle of free compulsory education, and therefore to provide equal educational opportunities and to improve the quality and standard of education." (Law on national treasury on expenditure of compulsory education, Article 1) This is the subsidy, and ways to use it are clearly defined. Since the administration of state subsidies would

limit the independence of local governments, and since it contradicts the policy of decentralization that is promoted through current administration reforms, there is growing support to abolish the current system and to shift teachers' salaries to be paid from general finances. The report of the central education committee, "Creating compulsory education for the new era" (October, 2005) recommends that the current system be retained, but the policy of the central government currently differs from this recommendation.

Teacher's Salary

	Types	Contents (national standards)	Base laws
Salary paid by the State	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 an 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	* 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

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Teachers' salaries and allowances 2

35

Salary is the general term that includes wages, family allowances, adjustment allowances, housing allowances, commuting allowances, industrial education allowances, special allowances, extra work allowances, term end allowances and studying allowances.

The state has decided to pay for half of teachers' salaries. (Law on national treasury on expenditure of compulsory education) This system "aims to ensure the adequate access and quality of education for all Japanese nationals under the principle of free compulsory education, and therefore to provide equal educational opportunities and to improve the quality and standard of education." (Law on national treasury

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Punishment for Teacher

■ 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

(VIII - 36)

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The purpose of the threat of dismissal is to help to ensure that teachers perform their official duties efficiently and that school management is conducted appropriately. The purpose of disciplinary action is to maintain official relationships through punishment.

The national civil service law (Art. 78, 82) and Local civil service law (Article.28, 29) provide the legal basis for dismissals of and for disciplinary actions against educational personnel.

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

(VIII - 37)

Reasons and contents of punishments

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Teacher related punishments comprise dismissal, demotion, layoff and pay reductions. Teachers may face dismissal for reasons such as their poor track records, mental and physical problems, and lack of appropriate qualifications. In punishments involving disciplinary actions, there are warnings, pay reductions, suspension from work, and dismissals. Punishments that affect teachers' positions/status are due to illegal actions, dereliction of duty, default of duty and delinquency.

If there are any objections to punishments given, teachers can appeal to personnel committees.

Punishment for Teacher

Prefecture	Date	Types of dismissal punishment				Total	Reasons
		Demotion	Dismissal	Suspension Prosecuted	Others Pay reduction		
Gunma	2003. 2. 3			1		1	Prostitution of children
Chiba	2002. 12. 22		1			1	End of the 8-year suspension period due to disease
Tokyo	2002. 4. 1				14	14	Going to a foreign country with family
Tokyo	2002. 4. 1				3	3	Leave of absense for research
Tokyo	2002. 4. 5				1	1	Leave of absense for research
Tokyo	2002. 4. 10				1	1	Dispatch for international exchange fund
Tokyo	2002. 4. 17		1			1	Absense due to private reason
Tokyo	2002. 7. 15				2	2	Dispatch for Japan Overseas Cooperation Volunteers
Tokyo	2002. 7. 16				3	3	Dispatch for Japan Overseas Cooperation Volunteers
Tokyo	2002. 7. 17				1	1	Dispatch for Japan Overseas Cooperation Volunteers
Tokyo	2002. 7. 18				3	3	Dispatch for Japan Overseas Cooperation Volunteers
Tokyo	2002. 10. 3		1			1	Absense without notification
Tokyo	2002. 10. 18				1	1	Leave of absense for research
Tokyo	2003. 3. 18			1		1	Violation of Law on Children's Welfare
Kanagawa	2002. 4. 1				20	20	Leave of absense for research
Kanagawa	2002. 5. 30		1			1	Poor working results
Kanagawa	2002. 12. 27			1		1	Act of obscenity
Kanagawa	2003. 2. 7		1			1	Poor working results

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Examples of punishment through dismissal 1

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Punishment for Teacher

Prefecture	Date	Types of dismissal punishment					Total	Reasons
		Demotion	Dismissal	Suspension Prosecuted	Others	Pay reduction		
Toyama	2002. 4. 1				1		1	Going to a foreign country with family
Shizuoka	2002. 4. 27			1			1	Theft
Shizuoka	2002. 9. 1				1		1	Leave of absense for research
Mie	2002. 10. 1			1			1	Professional negligency resulted in death
Mie	2003. 2. 7		1				1	Poor working result
Kyoto	2002. 10. 23		1				1	Absense without notification for long period of time
Kyoto	2003. 3. 31		1				1	Poor working result
Osaka	2002. 4. 1				42		42	Leave of absense for research
Osaka	2002. 8. 1						1	Poor working result
Osaka	2002. 8. 29				1		1	Leave of absense for research
Osaka	2002. 9. 1				4		4	Leave of absense for research
Hyogo	2002. 4. 1				3		3	Going to a foreign country with family
Hyogo	2002. 4. 1				13		13	Leave of absense for research
Hyogo	2002. 7. 20				2		2	Leave of absense for research
Hyogo	2002. 8. 28				1		1	Leave of absense for research
Hyogo	2002. 9. 1				1		1	Leave of absense for research
Wakayama	2002. 11. 11			1			1	Intimidation using internet
Shimane	2003. 2. 28			1			1	Act of obscenity

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Examples of punishment through dismissal 2

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Punishment for Teacher

Prefectures / cities	Date	Types of dismissal punishment					Total	Reasons
		Demotion	Dismissal	Suspension Prosecuted	Others	Pay reduction		
Okayama	2002. 4. 1				3		3	Leave of absense for research
Tokushima	2002. 8. 19		1				1	Absense without notification
Miyazaki	2002. 12. 26			1			1	Violation of compulsory help in accident
Okinawa	2002. 9. 1				3		3	Leave of absense for research
Okinawa	2003. 11. 25			1			1	Accident resulted in injury or death due to driving under the influence
Sapporo	2002. 8. 27		1				1	Lack of appropriation
Chiba	2002. 8. 30	1					1	Collision accident due to driving under the influence
Yokohama	2002. 4. 1				13		13	Leave of absense for research
Osaka	2003. 3. 13	1					1	Physical / mental disease
Total		3	10	9	137	0	159	

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Examples of punishment through dismissal 3

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Training of Younger Teacher

■ 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

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are trained both within and outside of their schools for 60 days. Also, the status of 1st-year teachers is that of conditioned employment. Capacity development for 1st-year teachers cannot be achieved in a single year, and take approximately 3 years. During this period of time, the role of in-service training within schools and the leadership provided by principals is critical in nurturing young teachers' development.

Young teachers, especially 1st-year teachers have various worries, difficulties and issues at school. Capacity development is needed for young teachers to become independent teachers. The first school for young teachers to be assigned to is called a "second school", and this illustrates how important the first school to which a teacher is assigned to is.

Previously, 1st-year teachers needed to do the same work as teachers with 10 years of teaching experience. They also were treated as independent teachers. However, since 1st-year teachers do not have sufficient teaching ability and experience, training for 1st-year teachers was implemented. In such training, 1st-year teachers

Training of Middle Teacher

■ 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

42

their individual capacities. Such training is based on evaluations of teachers performance and skills, which represents a change in the style of training compared to the past. In formulating training tasks and training plans for individual teachers, other teachers also participate in training and in the process of providing guidance and assistance.

Expectations regarding middle school teaching options have expanded following the development of the program for autonomous school management. These expectations concern management staff, leadership positions in sub organizations and guidance teachers. Middle schools need to provide an environment where school tasks can be carried out and problems solved through improved school management.

Middle school leadership is divided into management-type leaders and specialist-type leaders.

The training of teachers with 10 years of teaching experience has been systematized. Such training is authorized by the relevant authorities in order to improve the qualifications and abilities of teachers with 10 years of teaching experience, corresponding to

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 specialist

- 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

43

The current school management reforms in Japan have changed the concept of an ideal principal, from that of an administrator of a school to a manager of an educational business, or a specialist of management in addition to a specialist of education. In order to manage an educational business effectively, a principal needs to set a vision and a strategy of school development. To do that, it is necessary to have broad views and deep insights not only with reference to education but also to society as a whole. A principal also needs to have professional knowledge and technical skills in implementing school management plans and conducting school evaluations.

There are limits provided by experience, on the job training, and administrative training in the development of educational knowledge and technical skills. Consequently, graduate schools play important roles in upgrading the knowledge and skills of principals as do joint training provided by universities and boards of education. There are expanding opportunities to upgrade the skills of principals through the establishment of graduate schools for school leaders. This kind of graduate school has been established at the Universities of Okayama and Chiba. The university of Tsukuba is also preparing to set up a major in "school leadership development" during 2006.