

Current Conditions and Perspectives of Quality Assurance Systems for Teacher Educator Education at University of Education in East Asia

**Yoshimi TANAKA
(Coordinator of RG3)**

I. Introduction

This presentation for the 7th International Symposium of ICUE held on November 3 to 4, 2012 in Tokyo, is prepared in order to survey a few parts of the current conditions and perspectives of the quality assurance systems for teacher educator education and training at teacher education's providers in East Asian areas, that is a kind of education and training mainly at universities of education, normal universities or some higher institutes like them, for the future and present faculty members who take charge of both of general teacher and educational leadership education at these universities.

This is made up for two parts as follows:

- Part 1: Issues of framework for problems about the current conditions and perspectives of the quality assurance systems for teacher educator education and training at universities in East Asian areas.
- Part 2: Challenges to the quality assurance systems for teacher educator education and training at each university which each member of the RG3 belong to.

At the end of July in this year, we, as coordinators of the Research Group #3, asked the members of RG3 some help for gathering the data and information about Part 2 of the presentation, for examples, the degree policies and some outcome criteria, doctoral programs, data of students and their employments of the graduate school of teacher education, the standards or/and qualifications and contents of employment test for teacher educators, and the programs for faculty development, some kinds of professors' contest and so on.

The members of East China Normal University, Osaka University of Education, and Tokyo Gakugei University sent us the useful and meaningful documentations about the topics. Thank you for your cooperation. We tried to construct the contents of this presentation, reflected these documentations.

II. Issues of Framework for Problems about Teacher Educators Education at Universities

II –1 What current conditions of this topic are there at universities in East Asia?

It is reasonable to suppose that the concept of teacher educator education itself is still unfamiliar to professors of universities of education or normal universities in East Asia, and only a few professors of these teacher education's providers identify themselves as a teacher educator as well as a academic researcher. Such condition may be really one of the most serious problems about teacher educator education at universities.

Because, most of the present professors working as teacher educators at universities were trained through such doctoral programs which were not concerned with teacher education absolutely, but concerned on training academicians of each discipline deeply. It seems that this kind of personal history strongly and continuously influenced the professors' thoughts about teacher education at universities, being apt to lead to those kinds of tendency that the programs of teacher education at undergraduate as well as graduate level would excessively emphasize on each branch of academic knowledge, and neglect their duties to train the higher professionalism such as practical and applicable competencies for elementary and secondary school education. In this context, the professional developments of professors as a teacher educator are actually left the matter to their un-intentional on the job training at universities and in their attached schools.

Given that these tendencies are recognized, it is appropriate to say that there is room for improving the quality assurance systems for teacher educator education at universities.

II –2 Who are teacher educators?

In this Project, "teacher educator" is defined the persons whose main job is to teach university students some courses in university-based teacher education programs, including in the teachers who coach and direct student teachers in elementary and secondary schools attached with universities that provide some kinds of teacher education programs.

II – 3 What stages are there in the developmental process of teacher educator?

It is assumed there are three stages in the professional developmental process of teacher educators, and there must be the challenges along these stages mentioned below for the quality assurance systems in education of teacher educators at each university in each East Asian area.

- 3-1 The first is the pre-service stage, where a future teacher educator is enrolled and study in a certain doctoral program.
- 3-2 The second is the employment test stage, where a person honored with doctoral degree is checked her/his personal history, motivation to teacher education, and abilities to educate and to study and so on.
- 3-3 The last is the in-service stage, where a teaching staff as a lecturer, assistant or associate professor is developed by some faculty development activities and through experiences that she/he directs university students and teaches them some courses in a kind of teacher education programs.

III. Challenges to Quality Assurance Systems for Teacher Educator Education at Each University

III – 1 A Case of East China Normal University' Challenges

It is well-known that East China Normal University founded in 1951 is one of the Chinese key universities under the direct auspices of the Ministry of Education, and ECNU represents a research-oriented comprehensive university with an outstanding feature of teacher education.

The documentation that tried to describe on ECNU's challenges to quality assurance system for teacher educator education and training, covered all three stages in the professional developmental process of teacher educators.

According to the documentation, it seems worth while to notice that ECNU has been managing the strict plan and tightened inspection system for doctoral programs in order to educate the qualified teaching staffs for universities in future. One of the most important reforms for doctoral programs is the length of study period which lasts four to six years, instead of the former three years, under the special guidance of the supervisor and the collective instructions by the doctoral supervisors' teams. Another important reform is to introduce the new mechanism of monitoring, evaluating and eliminating students into the doctoral programs, which consists of a sequence of tests

and lessons, for examples, annual assessments at the end of every semester, test of document reading ability at the end of the first semester, test of opening report at the beginning of the third semester, and more than one or two academic original papers publishing as the first author and so on. The unqualified Ph.D. students should be ruled out according to the new plan as a guarantee for the high level and quality education.

All of these references, however, are restricted about ECNU's quality assurance systems for educating general teaching staffs for universities in future. The documentation has no data or information about its particular system for teacher educator education and training. We look forward to getting such information in the discussion of this session.

III—2 A Case of Osaka Kyoiku University' Challenges

Osaka Kyoiku University is one of the oldest Japanese teacher education providers having the longest history originally dated back to the foundation in 1874. Its documentation sent to us, focused on the Faculty Development activities in A.Y. 2011 for teacher education programs at this university.

It suggests that the FD activities of Osaka Kyoiku University are consisted of four pillars which the Committee for the Promotion of FD Projects manages.

The first pillar is the students' evaluating classes of teacher education programs in every semester. The result indicated that the classes of the master's programs have many problems to solve more than of the undergraduate programs.

The second pillar is the graduates' evaluating curricula for teacher education at the end of every academic year. The result indicated that most of the graduates satisfied the curricula for teacher education.

The third pillar is the lectures and forums planed by the Committee which discussed about the educational policies for teacher education and so on.

The last pillar is so-called open lectures and classes that any teaching staffs who wanted to attend to observe could attend freely. But, we could not find the description about them in any pages of the documentation. We look forward to getting such information in the discussion of this session, too.

III—3 A Case of Tokyo Gakugei University's Challenges

Tokyo Gakugei University is also one of the oldest Japanese teacher education providers having the longest history originally dated back to the foundation in 1873.

TGU announced the establishment of new type of the doctoral program at the United Graduate School of Education, devoted to contributing toward the systematic

advancement of the interdisciplinary sciences associated with the teaching profession, and preparing mainly teacher educators for Japanese university-based teacher education, in A.Y.1996, till when every national university with a faculty devoted to teacher education could have a graduate school of education at the master's level.

It signified the beginning of the doctoral program leading to the Ph.D. Degree for teacher educator education as well as for the researches of teacher education in the Japanese system of university based teacher education.

The doctoral program at the United Graduate School of Education, Tokyo Gakugei University is composed of nine divisions: (a) language and culture education, (b) human and social science education, (c) mathematics and natural science education, (d) art education, (e) health and sports education, (f) human life and technology education, (g) structure of education, (h) educational method, and (i) education and science for individuals with special needs.

As of A.Y. 2011, one hundred and twenty-three students had pursued their studies at the doctoral program, including thirty-four currently employed teachers and eighteen foreign students, with the support of two hundreds and seventy-six professors from four universities, that is Tokyo Gakugei, Saitama, Chiba, and Yokohama National Universities. During its sixteen years from 1996 to 2011, two hundreds and seven students were honored with Ph. D. Degrees, and one hundred and ninety-three of them obtained the positions as teacher educators or as teacher education experts at universities, colleges, and research facilities.

It was pointed out in the previous part of this paper that most of the present professors working as teacher educators at universities were trained through the programs that were not concerned with teacher education but concentrated on training academicians of each discipline. It seems that this kind of personal history deeply influenced the professors' thoughts about teacher education at universities, leading to those tendencies that "graduate schools for teacher education would excessively emphasize on each branch of knowledge and neglect their duties to train the higher professionalism such as practical and applicable competencies for school education".

Hence, it should be important for university-based teacher education in Japan to enlarge the purposeful education and training of teacher educators in the doctoral programs at graduate schools and exchange their experiences with those at the existing graduate schools. We have high expectation of the doctoral program at the United Graduate School of Education, Tokyo Gakugei University.