



Curriculum Center for Teachers
Tokyo Gakugei Univ.

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Issues on “All trained, all graduate” for Teachers in Hong Kong SAR

Dr. LAI Kwok Chan
The Hong Kong Institute of Education

The Hong Kong Institute of Education (HKIEd) was established in 1994 as teacher training provider by merger of 5 colleges, where about 7,000 students of Bachelor, Master, Doctor and short-term Certificate courses are learning now. HKIEd is the top provider of elementary and kindergarten school teachers in the Hong Kong Special Administrative Region (HKSAR). On May 26 2009, HKIEd and Tokyo Gakugei University (TGU) have made an agreement for academic exchange. Dr. LAI Kwok-Chan, Director of Strategic and Academic Planning, talked about teachers and teacher education in HKSAR as follows. (Interviewer: Yasuyuki Iwata)

●How about the status quo of teachers in HKSAR?

KCLai From 1960s to 70s, many teachers without any pre-service training had been recruited due to the shortage of teachers. Then the Government had chosen the easier way to meet the demand of teachers. Additional part-time programs for teachers had been set up, instead of setting up new teacher training institutes. Post-Graduate Certificate of Education (PGCE) (also known as the Post-Graduate Diploma in Education (PGDE)) as in England has been introduced to Hong Kong. Besides those ‘Registered Teachers’ (RT) with professional teachers’ certificate (at least sub-degree level), many ‘Permitted Teachers’ (PT) without any certificate have been allowed to work. The social status of teachers and those of teacher education in Hong Kong have been influenced by the history above.

●In Japan, ‘Quality Assurance’ of teachers and teacher education is a hot issue.

KCLai In Hong Kong, we do not have any organization for teachers’ evaluation like GTC (General Teaching Council) in England. So there has been no mandatory plan for the qualification of PTs, though the needs of in-service training for PTs have been recognized for a long time. In recent years, most of PTs have become RTs through part-time PGCE programme. But, Hong Kong Government does not seem to have any long-term plan. After 1997, the slogan ‘All Trained, All Graduate’ has been set up as a goal for teachers in HKSAR within ‘foreseeable future’, but it has not been

realized until now. On the other hand, diversification of initial teacher education courses has been promoted these years, among Neo-liberalistic policies. Reforms are now in process so quickly, as seen in the competitive funding plan for tertiary institutes every 3 years.

●What is the top priority of HKIEd plan?

KCLai Since 1994, HKIEd has put a special emphasis on the upgrading of initial teacher training for Kindergarten and Elementary School teachers. However, the statuses of these teachers have not been regarded by the community as equal to those of secondary school teachers. Long-standing opinions say that to be practical is the most important factor for elementary school teachers and the ‘Bachelor’ degrees are not necessary. So HKIEd tends to be regarded by some people as lower than most of the traditional universities in Hong Kong though it is now offering primary degree programmes. The crucial issues for HKIEd are 1) to be ‘University of Education’, 2) to develop our research ability, 3) to support Hong Kong as an education hub among the broader Asia Pacific region, 4) to reform our curricula so as to promote teachers with high wisdom and practical skills.

●What is your impression about teachers and teacher education in Japan?

KCLai It is great thing for teacher education in Japan that the academic basis for teachers have been Bachelor level since 1949, just after the WWII, though the Bachelor degree can not solely ensure enough competencies for teachers. Until recently, Hong Kong and Singapore had the teacher education of primary school teachers with sub-degree level under the influence of the former British teacher training system, and there still remain some problems due to the former system. On the other hand, teachers in Japan are required to be moralistic and good in humanities besides their abilities to teach, so it is difficult to evaluate them purely on technical grounds. That is quite similar to Hong Kong, with teachers’ image among the Oriental culture.



Welcoming Visiting Professor from Sweden

Every year, the Curriculum Center for Teachers invites visiting professors from universities and institutes overseas to provide scholars and educators in Japan with learning opportunities through lectures about systems and issues related to teacher education in their own countries. This year, Dr. Oleg Popov (Umeå University) will be visiting the Center for six months from the end of June. He graciously contributed his self-introduction to this issue of CCT before his arrival.



Oleg Popov

My almost 30 years experience of working in the fields of teacher education and curriculum development started as a high school teacher of physics and mathematics in a small rural school in Siberia in 1980. I was then assistant-lecturer at my alma mater - the Pedagogical University in Blagoveshchensk, Russia. After finishing my PhD in theoretical physics at the Pedagogical University in Moscow, I went to Africa in 1989 to work as curricular adviser in physics education at the National Institute for Educational Development and as lecturer-consultant in theoretical physics at the Pedagogical University in Maputo, Mozambique. Since 1994 I have been living and working in Sweden.

During the last five years (2003-2008), I have been Deputy Head of the Department of Mathematics, Technology and Science Education at Umeå University responsible for research and research training. During this period, we developed a new field of research called Educational Work related to teachers' and teacher educators' professional activities. The Faculty of Teacher Education in Umeå was the nexus of this work. Dozens of doctoral students

enrolled for research in this field resulting in a doubling of PhD degrees at our teacher education in Umeå and raising its academic status in Sweden.

At my department I combine active research with course development activities as well as teaching at the undergraduate and graduate levels for both on-campus and distance students. My research interests lie mainly in the field of science education curriculum development and inter-cultural studies related to which I have over fifty publications. My current focus is on developing innovative methods of teaching scientific inquiry for prospective science teachers within the outdoor environment and with the use of modern computer technologies. My theoretical interests lie in the application of Cultural-Historical Activity Theory which originates in the writings of Vygotsky and his contemporaries, combined with curriculum theories in science education. In addition to several undergraduate researchers, I presently supervise four PhD students with interests in university and adult education curriculum development and the didactics of physics. Through EU-funded research and development projects in which I play an active role, our department has well established links with many European universities. My applications for external grants and funding for various research and development projects have been to the tune of a hundred thousand American dollars per annum.

I have been involved in projects related to national curriculum development and the teaching of Masters and PhD students in various countries including Namibia, Guinea-Bissau, East-Timor, Cambodia, and Laos. I have worked as a guest lecturer at the University of South Africa (UNISA) and the Federal University of Bahia (UFBA) in Brazil. Currently, I am also Coordinator of the Program: "Development of Research Culture and Capacity in Education" (DERECCA) at the Faculty of Education, Eduardo Mondlane University in Maputo, Mozambique, a program funded by the Swedish International Development Cooperation Agency (Sida). My academic work and consultancy assignments for Sida and UNICEF have taken me on various missions to over fifty countries around the world.

My private interests lie in reading ethnographic and philosophical literature, playing badminton and hiking. I speak and work in Russian, Swedish, English and Portuguese.

The 10th Anniversary of the 'Curriculum Center for Teachers'

This year the Curriculum Center for Teachers, which was established in 2000, will celebrate its 10th anniversary. We hope to make this year one upon which we can reflect now and hereafter as an important milestone.

Challenges of the Center

As a major project of the Center as a whole, we shall hold the 10th Symposium on Saturday afternoon of November 21. We plan to invite Dr. Cong-man Rao (Northeast Normal University, Mainland China), Dr. Szu-wei Yang (National Taichung University, Taiwan), Dr. Chantana Chanbanchong (Naresuan University, Thailand), and Dr. Oleg Popov (Umeå University, Sweden) to give lectures under the theme of 'Teacher Education in Japan as Viewed from Abroad'.

The Invitation Program for Visiting Professors is a system to research and exchange information constantly about such teacher education here and abroad. We invite Dr. Popov as an International Visiting Professor and Dr. Akihiko Hashimoto (National Institute for Educational Policy Research) as an Internal Visiting Professor to have open seminars, and engage in other activities. Dr. Popov will present problems and topics related to teacher education and school education reform Europe-wide and in northern Europe, whereas Dr. Hashimoto will provide an explanation of problems and topics related to Japanese school reform and school evaluation, trends and tasks of external evaluation, and so on. Based on them, information exchange is highly anticipated.

The Center also cooperates with the contract research project on the accreditation of institutions for initial teacher training.

Challenges of the Divisions

Three Divisions of the Center are slated for a project research based on the following joint studies with researchers and practitioners from home and abroad.

The Division of Curriculum Research and Development deals with 'Dynamics of Curriculum Organization between Administration, School and Community', 'Comprehensive Study of Subjects and Curriculums in School Education', 'Cross-national Research of Textbooks and Curriculums', and 'Examination of the Teacher Education Curriculum – Based on Interviews with Graduates from Tokyo Gakugei University at the time of Foundation'. The Division of Teacher Preparation Research and Development works on 'Internationalization of Teacher Education in Europe' and 'Organizations and Curriculums in Institutions for Elementary School Teacher Training'. The Division of Research and Development for In-Service Teachers challenges 'Roles of Higher Education Institutions in In-Service Training'.

The project researches in the three divisions will collect relevant book materials and conduct door-to-door and questionnaire surveys, as well as plan open seminars and workshops as needed. These plans will be put on the Center's home page, and will be presented by other means from time to time. (Hatsuo Mitsuishi)

Expectations for the Curriculum Center for Teachers

Yoshikazu Usui

Faculty of Letters, Kokushikan University
Member of the Advisory Board for the Curriculum
Center for Teachers

Raison d'être of the Center

I know well about the background of establishing the Center. As the Dean of the Faculty of Education at a local national university at the time, I was much involved in discussions about reorganization of the 'faculty of teacher education'. It was a time before national universities had become 'incorporated'. Consequently, the establishment of the Center presented high expectations of being the pivot of the entire faculty of teacher education in Japan. That very expectation has apparently not changed fundamentally even today after the 'incorporation' has taken place. Moreover, new significance has been attached to reorganization and new expectations.

Put succinctly, the *raison d'être* of the Center is to reflect the following two principles of teacher education in postwar

Japan and to become the pivot of their enhancement and development: 'Teacher education at universities' and an 'Open system of teacher education'.

Expectations

Under the new situation by which national universities are 'incorporated', the *raison d'être* described above does not change fundamentally. Rather, during the pursuit by each national university of teacher education as a corporation after being 'incorporated', the Center has been and will be able to do its intended work for enhancement and development of teacher education at all Japanese universities in a new form encompassing other 'public university corporations' and 'school corporations'.

Until now, the Center has tended to work rather as the pivot of the Japan Association of Universities of Education by distinguishing between 'faculties of teacher education in national universities' and 'other universities'. It would be appreciated if the Center could set to work at a new stage, including reexamination of that scheme. I hope that the Center will undertake to create a mechanism for new development of postwar teacher education together with the Ministry of Education, Culture, Sports, Science and Technology.

Sites Where Teachers Are Nurtured

Support system for teacher education in Kyoto City



In April 2006, the Kyoto City Board of Education founded the Division for Supporting Teacher Education. This division is in charge of promoting student volunteers, enhancing teaching practice, and supporting the United Graduate School of Professional Teacher Education by eight national and private universities, which is specific to Kyoto. It also plans and runs the Kyoto Kyoshi Juku (an intensive school for teachers). Because all operations require ties to universities, the Kyoshi Juku emphasizes a particular effort in cooperation with universities.

Based on demand from universities, the Kyoto City's educational studies course, which is a core course of Kyoshi Juku,

Takeshi Nakae

Chief of the General Affairs Department of the Kyoto City Board of Education

Member of the Advisory Board for the Curriculum Center for Teachers

was opened during fiscal 2008 at universities wishing to accept it. It sought to improve understanding of Kyoshi Juku, as well as encouraging the eagerness of students who want to be teachers, and was implemented with the name of Demae Koza (delivery session). The session was conducted in the following order: First, teachers' consultants, who had plenty of practical experience, delivered plenary lectures on 'A message to you who strive to become a teacher after yearning so long', 'The real joy of education: nurturing shining and growing children', and so on. Subsequently, students were divided into small groups and had discussions. Then, all students gathered and interacted together. The session was delivered three times in all at universities at their request, with diverse forms depending on universities such as regular classes, guidance meetings for the teacher education course, or extracurricular lectures. It attracted 2,160 students of eight universities at 24 sessions. The development research of teacher education curriculums which the Center strives to support is an area with great significance. Consequently, utilizing the research results, the Board of Education seeks to play a role as a bridge between students, who eagerly study teaching at the university, and classrooms, where the students further improve their practical teaching abilities.

Terminology of Teacher Education

Accreditation

'Accreditation' is a means to maintain or promote the quality of initial training for professions through evaluation of individual institutes (primary training providers) by a third party. It is typically based on a peer review system among professional organizations, which are expected to be distinguished from governmental authority. The United States has several organizations for accreditation of teacher education, such as National Council for Accreditation of Teacher Education (NCATE, established 1952), which

have close relations with approval systems of teachers' license courses in many states.

At the beginning of the Japan Association of Universities of Education (JAUE, established 1949), the United States' occupying forces had aimed to create a teacher education accreditation organization, although it has taken a long time for accreditation of teacher education in Japan to become unified. Establishment of the Accreditation Organization of Professional Graduate School for Education (M.Ed. course) in Japan might be a noteworthy milestone in the development of effective quality assurance of 'Teacher Education at Universities' including the B.A. level. (Yasuyuki Iwata)

Events Calendar

Saturday, November 7, 2009 (tentative)

The 8th Workshop for Practicing Teacher Education

Saturday, November 21, 2009

The 10th Symposium: Teacher Education in Japan as Viewed from Abroad
(The Commemorating Event for the 60th Anniversary of Tokyo Gakugei University)

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