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## Social Characteristics of the Teaching Profession and Teacher Evaluation

Curriculum Center for Teachers,  
Tokyo Gakugei University Mariko Kaneko

In 2010, we published “Sociology of Teacher Evaluation”, written and edited by KARIYA Takehiko and KANEKO Mariko, from Iwanami Shoten. It presents investigation and analyses of the reform process of the teacher evaluation system in Miyazaki Prefecture. The reform process of the teacher evaluation is an attempt to evaluate the teaching profession externally—a profession which is considered to be complex, diverse, and sensitive, with its achievements themselves being difficult to see in the short term. For that reason, the introduction of a teacher evaluation system prompts resistance from teachers, then it brings light to the core of the activity called education.

To begin with, the teaching profession has been burdened with fundamentally ambivalent social characteristics because of an incessant tug of war between “experiential knowledge accumulated by teachers during the experience of teaching” and “changing social demands”. The former, based on experience of educational practice and school organization, is knowledge that has been generated historically and culturally in the workplaces called schools and which is passed on among teacher groups. The latter encompasses the requests and expectations that people put upon schools and teachers in accordance with changing times. The tug of war by those two forces can be recognized not only in the logic of the teachers’ side, which accepts the reform, but also in the logic of the side that carries the reform forward.

In the process of the introduction of the teacher evaluation system in Miyazaki Prefecture, these logics of the reform side and the teachers’ side were conflicting, complicatedly tangled, and mutually influential. We attempted to bring light to people’s logics for the teaching profession and the changing processes of their logics by scrutinizing the system reform “process”.

We showed that experienced teachers are conscious of different evaluation viewpoints from diverse others. They adjust and accept it on a daily basis, choosing their own actions according to time and circumstances. For that reason, they implicitly see through it at the level of daily knowledge acquired in teaching experience; the so-called “correct evalu-

ation” is fictional and does not exist substantively. If that is true, then the more the reform side tries to substantiate the “correct evaluation” by improving evaluation techniques and the accuracy, the more doubts arise among teachers against the reliability and validity of evaluations (Chapter 7). At the same time, even if evaluation results are presented to teachers as one-dimensional and

general information, issues of power and coordination are multiply inherent behind the side to evaluate (Chapter 4). Confronting that reality, Miyazaki Prefecture went back on its policy that evaluation results are reflected on transfers and salaries of teachers. Now it tries instead to make use of the conflicts with teachers’ side over the evaluation as opportunities for communication between administrators and teachers.

Based on above-mentioned findings, the side to evaluate and the side to be evaluated should conduct evaluations with awareness of the reality that the teacher evaluation is an adjustment issue of the different eyes of diverse others. The reform side should at least be extremely cautious about using evaluation results with such a nature for the result-oriented purposes. On the other hand, teachers should accept evaluation results not as absolute but as one mode reflecting eyes from diverse others, and only continue to adjust various evaluation viewpoints on their own initiatives to the last. Such a present situation which is originated from social characteristics of the teaching profession guarantees multiple functions and possibilities of schools.

When the teacher evaluation system seems to bring discord to such adjustment processes by teachers themselves, teachers should voice their feelings of resistance. We need to develop communicative organizations and environments in school and administration system, in which teachers can raise their voices.



# Introducing a Visiting Professor from Hong Kong

The Hong Kong Institute of Education Dr. Yip Chi Wing

The Curriculum Center for Teachers is going to invite Dr. Yip Chi Wing from the Hong Kong Institute of Education as an International Visiting Professor during fiscal year 2010. He will hold the position for six months from January 2011. Prior to his arrival, we asked Dr. Yip to introduce his research history.

A bit different from the educational background of most of the previous visiting scholars in the Curriculum Center for Teachers at TGU; my formal academic training is in the fields of Cognitive Science and Language. After completing my PhD in Cognitive Psychology and Psycholinguistics 10 years ago at the Chinese University of Hong Kong (with graduate training at the Max-Planck-Institute for Psycholinguistics, the Netherlands), I started my academic career as an experimental psychologist; and currently I am an Associate Professor at the Hong Kong Institute of Education.

During the past ten years, I have been working on different research projects on the broad area of Cognitive Science: an interdisciplinary field consists of Psychology, Philosophy, Education, Computer Sciences, Linguistics, Anthropology, etc. The core of this area is to investigate how our mind works. After joining the Hong Kong Institute of Education, I start to teach to pre-service teachers and in-service teachers and work on projects in the Educational area; which seriously intrigue my recent research interest in this area.

One of my two recent research projects in the educational area is concerned about the educational psychology. This line of research projects include the examination of study strategies of students and the relation with the academic performance; the cross-cultural perspective on students' motivation; and the effects of the continuous changing of socio-economicsituation on education policy. Our research



team has already accomplished some work with several interesting findings, which was published in several international journal papers. The other project is about the reading-related project. Our research team is intending to examine the factors on reading/learning English to the young at-risk kids (kindergarten kids around 5+ years old). These two lines of research are collaborated with different universities over the world (Pennsylvania State University, USA; Beijing Normal University, China and Texas A&M University).

In addition to the educational projects, I am always interested in the underlying mechanism of spoken language processing, language comprehension in Chinese, English, and other languages. I approach this line of research from different methodologies: by conducting experiments, computer simulations and measuring ERPs. These language projects are mainly collaborated with scholars in different regions of the world (Pennsylvania State University, USA; Peking University; Beijing Normal University; Chinese University of Hong Kong; Max-Planck-Institute for Psycholinguistics, the Netherlands; and University of Maastricht, the Netherlands).

Other than the academic aspect, my usual personal interests lie in reading, travelling; and enjoying delicious food (like Sashimi and Sushi). Now, I have a new and challenging personal interest: that is learning Japanese.

Finally, it is my honor to be invited as the visiting scholar to the Curriculum Center for Teachers at TGU next year. I hope that we can work together to make something different and I am looking forward to walking around the beautiful campus of Tokyo Gakugei University and the vicinity of Koganei!



The Hong Kong Institute of Education

We plan to have lectures presented by Dr. Yip. For more information, please see p.4.

# School as a “Learning Developing Community”

## The Division of Research and Development for In-Service Teachers

The Division of Research and Development for In-Service Teachers started two joint study projects this year: the “preparation project to develop examination tools for the effectiveness of teacher training”, and the “modern reorganizing project for supporting professional growth of teachers”. The latter is intended for the improvement of qualifications and abilities of teachers from more comprehensive and theoretical perspectives. It will be done with careful regard to the deliberation process of the “comprehensive improvement policies of qualifications and abilities of teachers throughout the life of the teaching profession” submitted for the Central Council of Education in summer 2010. We regard fiscal year 2010 as a sort of a warm-up period and make a full-fledged start of joint studies in 2011.

In October 2010, I took part in two international symposiums organized by the Northeast Normal University in Chang Chun, Jilin Province, China. One was a discussion of the specialization of the teaching profession and teacher education (organized by the Institute of Teacher Education). The other was related to school improvement and professional growth of school principals (organized by the School of Education Science). Although I presented a report at each symposium, I would like to introduce here a topic from the latter one.

I reported on the development of managerial ability, a quality which principals in Japan now strongly require. Be that as it may, Chinese, Canadian, and American researchers participated in the symposium. Each report that they made was interesting because they introduced and examined practices with similar directional movements using different expressions. They can be summarized as “school-based growth of teacher groups” and “school



improvement”. The points are as follows: instead of an individual teacher improving a school by struggling like a “superman”, making a “school” work as a unit; on that basis, then acquiring resources in various senses by cooperating with public administration and universities; and then leveraging those resources as learning performance of students. In one report, such a school is designated as a Learning Developing Community (LDC). It probably denotes a community in which both teachers and students continue to learn and grow.

It was also very interesting that the situation of the in-service training introduced by the report on the LDC project made me feel a very similar atmosphere to that of a training program in which I have been involved since last year. It was the training program for private schools to “enhance school organizational power”. Using such knowledge for the joint studies in the Center, I would like to work on international research exchange and information transmission in the future. (Kenji Maehara)

## Expectations for the Curriculum Center for Teachers

**Masayuki Takaoka**

**Principal, Chiba Prefectural Chiba Senior and Junior High School**

**Member of the Advisory Board for the Curriculum Center for Teachers**

Entering upon an era of mass retirement and mass employment of teachers, readjusting the training curricula for newly employed teachers is becoming an important issue in the Tokyo Metropolitan area.

Last year, I had the opportunity to serve as a lecturer in the Graduate School of Education at Chiba University on Saturday evenings because I was the chief of the Guidance Division of the Chiba Board of Education. Along with graduate students and international students, in-service teachers were present who took the course after school events even though they had a long way to travel from the southern tip of the Boso Peninsula. What I felt, when I served as a lecturer, was the in-service teachers’ serious attitude about the course. They tried to some-

how find a way to solve problems of which they were acutely aware through on-the-job training. As training opportunities for such in-service teachers, Chiba Prefecture offers long-term training programs and on-site training in companies.

For the internship for beginning teachers stipulated in the Article 23 of the Special Act for Education Personnel, each prefecture is elaborating and developing curricula. The existing internship for beginning teachers requires 25 days of out-of-school training and 300 hours of in-service training. In Chiba Prefecture, it is going to be implemented with a decrease to 20 days and 240 hours, respectively, from the fiscal year of 2011. Instead, follow-up training will be implemented for teachers in their second and third years of service. A kind of training is intended by which teachers set out research themes based on their own task-consciousness and by which teachers share research results by presenting them to each other. It also aims to involve principals with rich teaching experience in advising how each teacher sets out research themes for confronting problems.

I expect that the Curriculum Center for Teachers will continue to function flexibly as the headquarters of curriculum development to solve a wide range of problems that educational sites must confront, such as teacher education and training.



# Sites Where Teachers Are Nurtured

Center for Educational Research and Development, University of the Ryukyus  
Minoru Kobayashi



"Practice School" at an elementary school

The University of the Ryukyus project entitled "Development of a model for improving educational practical skills with practiseschools" was selected as the FY 2008 "Program for Promoting High-Quality University Education" (with three-year duration). Here we

describe the project content and introduce some challenges for teacher education at the university.

The University of the Ryukyus trains teachers not only for the purpose of having good teaching ability for subjects, we also aim to train teachers to possess "comprehensive competence". The effort centers on the ability to create something personally and includes the following abilities: to find and explore tasks, to communicate, to think and judge, to create, to address public relations, and to solve problems. Nonetheless, up to date, we have seen only few

scenes to teach and train by combining these abilities in teacher-training courses in Japan other than teaching practice. Consequently, this time we set up a "practice school" (hereinafter designated as "PS") in the university by students' ideas and focused on training for the above-mentioned comprehensive competence. The PS consists of the following two stages. The first is the stage for planning, programming, and negotiating. No elementary and secondary school pupils are involved here. Meetings and negotiations for setting up an attractive PS are conducted only by university students. At school sites, there are scenes in which teachers are with children and in which they are on their own, such as staff meetings with grades and teachers' meetings. This stage mainly imagines the latter scene and tries to enhance the collegiality and cooperation necessary for teachers. University teachers evaluate them by looking at how things are going.

The second stage is the scene in which students actually teach elementary and secondary school pupils attending the PS. One PS is planned and run by about 20 students: 10 seniors and 10 freshmen. In this project, students must take the course twice, basically in their first and fourth years at university. At both stages, we give them feedback each time. Evaluation criteria are differentiated according to grades and scenarios. We repeat self-evaluations and evaluations by others, students and university teachers, based on these prescribed evaluation criteria. By repeating these evaluations and adjustments, we aim to train teachers with higher-quality comprehensive competence.

## Terminology of Teacher Education

### Practical Seminar for Teaching Profession

In 2008, the Ordinance for Enforcement of the Education Personnel Certification Act was revised and the new subject was introduced. It is aimed at reviewing prescribed learning for teacher education at universities and identifying the level of students' achievement in their knowledge and practical skills. From the 2010 matriculates, two credits are newly assigned as compulsory in "subjects related to teaching". In addition, the introduction of items such as "rishu karte (course registration chart)" has been encouraged for students to manage their course registration history while in university. Although that subject is separately set out for the licenses of "teachers", "Nursing teachers", and "Nutrition teachers". However, students are required common content in the case of obtaining multiple

"teacher" such as to get elementary and junior high school teacher licenses together.

The subject is a byproduct of the Teachers' License Renewal System. When the Central Council of Education was considering a system to update the license every certain number of years from a perspective of "ensuring teachers' eligibility", the following comment was raised: "A system to judge the eligibility is also needed at the time of approving the license at universities". For that reason, the subject was newly set up as a meaning of quality assurance at the 'exits'. Subsequently, the license update system was implemented by taking a different approach of what aims at "renewal", and the word of "eligibility" disappeared from the purpose of the "Practical Seminar for Teaching Profession". Consequently, it produced the unintended result that differences from existing subjects related to teaching are difficult to see. (Yasuyuki Iwata)

## Events Calendar

**Lecture** Thursday, January 20, 2011  
**Teacher Training and Practicum of the Hong Kong Institute of Education (HKIED)**  
Dr. Yip Chi Wing

**Mini-Symposium** Tuesday, February 15, 2011  
**Talking about the Improvement of the Practicum**

**Lecture** Friday, March 11, 2011  
**Role of Schoolteachers in the Initial Teacher Education: From the Examples of the HKIED**  
Dr. Yip Chi Wing

\* All the events are held from 3:00pm to 5:00pm at the Curriculum Center for Teachers.

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