



Curriculum Center for Teachers  
Tokyo Gakugei Univ.

Creative Curricula & Teaching  
Newsletter

English Edition  
No. 11 July 2014

## Inaugural Address as Director of the CCT

Midori Otake (Professor, Comprehensive Educational Science Division)

I am Midori Otake, appointed as Director of the CCT. I hope for our continued success together. Because my specialty is home economics education, I would like to introduce the history of home economics in place of my inaugural address today.

During the Edo period, *terakoya* (private elementary schools) were developed to teach "reading, writing, and arithmetic". Nevertheless, only boys studied there. Girls learned reading, writing, and arithmetic through learning sewing under sewing mistresses.

In the Meiji era, the Education System Order was promulgated, establishing an educational system for all citizens. Nonetheless, because it was education centered on reading, writing, and arithmetic, most girls were still visiting sewing mistresses as before. The attendance rate at girls' schools was exceedingly low. Therefore, the government introduced "handicrafts" to increase the school attendance rate of girls. Girls' high schools, many of which were established at the time, emphasized English language education, but textbooks such as "Western sewing" and "Western handicraft" were used there. In ordinary elementary schools, which were introduced into compulsory education by the promulgation of the 1879 Education Order, the educational contents were distinguished between boys and girls by homemaking and sewing education, which was the root of home economics. As salient examples, "sewing" became compulsory for girls and "domestic economy" was taught to them instead of "economics".

Under the new educational system created after World War II, home economics came into existence to ease the burden of household formation and maintenance in a democratic society. Social studies were taught to ease construction of that democratic society. In lower secondary schools, home economics was started as an elective subject for technical and vocational courses. In upper secondary schools, it was set up as domestic arts: one of five elective subjects for vocational courses (along with agriculture, industry, commerce, and fishery). However, because it was elective, the registration rate was low; home economics teachers strongly urged that it be made compulsory for girls to increase the number of students.

In 1957, under technological competition between the United States and the Soviet Union, the Central



Council for Education came up with the "Measures for Promotion of Science and Technology Education." Technical and vocational courses in lower secondary schools (including domestic arts) were to be abolished and industrial arts courses were to be newly established. However, home economics teachers strongly urged the continuation of home economics. As a result, it was to be started as "industrial arts and homemaking" (course for girls and course for boys). Concurrently, in upper secondary schools, importance started to be assigned to mathematics, science, and vocational education, and home economics, making them, in principle, compulsory for girls.

In efforts undertaken to construct a gender-equal society since the International Women's Year of 1975, the United Nations proposed the "International Convention on the Elimination of All Forms of Racial Discrimination" in 1980. Japan was in contravention of the treaty in terms of the following three points: nationality law, employment-related law, and curriculum (gender distinction in studying home economics). The government ratified the treaty after revising those terms and chose to make home economics compulsory for both boys and girls in 1985. In fact, this year marks the 20th year since 1994, the year compulsory coeducation of home economics was implemented.

As just described, it is not an exaggeration to say that home economics education is the history of girls' education. It has therefore been a subject that has been buffeted by government policies and social conditions. I would like to take this opportunity of this appointment as Director of the CCT to examine curricula again from such a perspective.

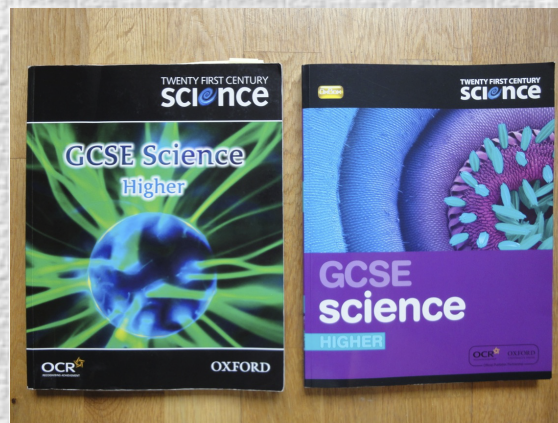
# Changes in “Science” Textbooks in England

Mariko Kaneko (Associate Professor, Curriculum Center for Teacher)

The 2011 Great East Japan Earthquake and nuclear disaster was more than enough to make us realize that we were already living in a risk society. In a society that cannot agree over the definitions of risk, for individuals to avoid risk in a meaningful way, they have no choice but to carefully study and judge for themselves diverse pieces of “knowledge” from a variety of sources and rely only on those whose scientific foundations make sense to them. This does, however, place a tremendous burden on people living in such a society.

Because of this fact, the very reason for “learning” will come into question in contexts not seen in the past. In schools, it is necessary for teachers to pass on to students the foundations for the knowledge that will enable them not only to deal with future anxieties and uncertainties, but with the realities of the present society. Once we become aware of this potential inherent in school “learning”, it becomes a question of what knowledge we should generate, convey, and teach.

With the problem described above, to consider the question of how education contents are selected and transformed in society in a comparative sociology perspective, I analyzed recent changes in the curriculum in England by focusing on the Twenty First Century Science (abbreviated below as “21CS”) course suite textbook for the GCSE Science qualification, a requirement for the final two years (Key Stage 4) of compulsory education in England. The first edition of Twenty First Century Science GCSE Science Higher was published in 2006. This text re-examines the purpose of science in secondary education. One of its stated aims was to provide a basis for “scientific literacy ... for all young people,” and it proved to be one of the most challenging science courses in the history of education in England. However, if we look at the second edition of this text, which was published in 2011, we see that major changes have been made regarding a number of issues. Among the many changes, the most striking differences for this author was the deletion of two principles repeatedly invoked in the first edition, namely the “precautionary principle (that is, take steps to minimize the risks associated with specific human actions when no one knows how serious they are)” and “ALARA”, or “as low as reasonably achievable” (the concept of ALARA was first proposed in a recommendation by the International Commission on Radiological Protection (ICRP) in 1977 as a basic philosophy for radiation protection. In accordance with the basic principle that “All exposures shall be kept as low as reasonably achievable, economic and social factors being taken into account,” it seeks to limit exposure to radiation.) (Kaneko, M. “Karikyuramu no syakaigaku josetsu: Ingurando niokeru saiensu no yokasho ni chumoku shite



The 2006 edition (left) and the 2011 edition (right) of Twenty First Century Science GCSE Science

(Introduction to Sociology of Curriculum: A Sociological Exploration of a GCSE Science Textbook in England”). The Journal of Child Study, Vol. 19 (2013), pp.145-159. Harvest-sha.) (in Japanese).

Why were the precautionary principle and ALARA deleted? Why did the changes in the textbooks occur? Why did the same society that produced 21CS, an unprecedented course suite, allow a move that can be considered to have “set back” 21CS? These questions remain unanswered. This is all the more reason to treat the task that lies ahead as falling under the scope of the sociology of curricula. By “the task,” I mean gathering and using data to shed light on the processes by which, amidst webs of social interactions, these texts came about, were accepted, criticized, and subjected to change, and the micro-politics operating in the background. Such investigations will help to identify and characterize modes of knowledge transmission in modern society and bring to light the politics that control them.

To clarify the answers to these questions, the author took research leave from September 2012 and visited King’s College London to conduct an interview research of more than 20 people, including the producers and authors of the textbooks, people involved in science education, school teachers, and guardians. They accepted a request for the interview research from a stranger. One interviewee even introduced the next interviewee saying, “You would be better off asking this question to that person.” Thanks to them, I was able to conduct the research in a snowball manner. I express my appreciation for having been given the time to devote myself to research in London. In addition, when recalling each face of the people who cooperated, I strengthened my determination that I must dispatch the research results in both Japan and England.

## Considering What is Needed for Teacher Education

Etsuroh Tetsuya, Member of the CCT Steering Committee (Professor, Arts and Sports Science Division)

In the "Construction of a Support System to Advance Teacher Education through Cooperation between Universities: Teacher Education Renaissance/ HATO Project", the author has been involved in the "Project to Support Educational Environments" and the "Project on Education in Remote Area and Small-scale Schools" since 2012.

The Project to Support Educational Environments is aimed at "constructing a support model integrating kindergartens, nurseries, elementary schools, and junior high schools in regions with educational difficulties by realizing learning with a comprehensive educational approach". I am working with university teachers in fields I have never encountered. The viewpoints of teachers who explore the same problems from different approaches are all new to me. To be more specific, we established the School Support Office in Sumida Ward Sakuratsutsumi Junior High School and appointed a researcher, Hiroshi Kashihara, as a key person to conduct surveys of actual conditions, progress support for class teaching, after-school activity "Off School", and research support for teachers. We also asked about 20 students to be involved in progress support for class teaching and learning support. I heard a student who attended the elementary teacher education program and who is participating in the challenge saying with a sound of awareness, "It will become an awkward situation if we do not teach properly (such as disciplines of learning) during elementary school." It exceeded our expectations that a student attending the elementary teacher education program was realized at a site of a junior high school with problems. Although practical training of the elementary school teacher education takes place in elementary schools, I feel that actual experience in schools of the next level of education is also needed.

In the Project on Education in Remote Area and Small-scale Schools, I learned that about 40% of schools in Hokkaido are either located in remote areas or are small in scale. In September 2013, I visited Shimohororo

Elementary School, 40 min by car from Kushiro city center, to observe the educational guidance in a combined class of more than one grade. It was the first time to see the teaching style that is peculiar to combined classes, indirect instructions and direct instructions, where a teacher teaches children in two different grades at a time. I was impressed by the attitude of children who were learning independently as if they covered things that their teacher was unable to keep an eye on. At a study meeting in March of the following year, I heard specific reports from eight students about actual practical training in remote area schools for about a week, which was conducted in the form of combination with the lecture "Actual Practical Training in Remote Area Schools I" before the formal practical training (teaching practice) of third-year students. Students were apparently able to acquire a sense of mission that "I am going to be a teacher."

The population will decrease in Japan. The difference in population between urban and rural areas will continue to expand. The closing and consolidation of schools in rural areas might have reached its limits. The term "educational inequality" has become prevalent in Japanese society. "In a classroom, there are two mountains, children with academic excellence and those with problems. A teacher inevitably gives lessons appropriate to children who are in between. Both children with academic excellence and those with problems lose interest in the class. The environment makes them feel like disturbing the class." Such a narrative crosses my mind. I cannot help thinking that the method of different level instructions can be applied to schools with educational difficulties.

As described above, suggestions have been made in the HATO Project on what is needed for future teacher education. However, there are limitations that must be acknowledged as well. When adding to what is needed, we must cut something instead. It is difficult to determine what to cut.

### Terminology of Teacher Education 14

## Teacher Employment Rate

The Ministry of Education, Culture, Sports, Science and Technology releases two figures related to the teacher employment rate of "Universities and Faculties for Teacher Education" in Japan (see Issue No. 1). One is based on the "School Basic Survey" conducted annually on May 1. This is the ratio of those who were in regular employment as teachers and those who became part-time lecturers under working conditions of 30 hours or more per week and a period of less than one year among the previous year's graduates. Another is the survey of faculties for teacher education which is conducted on September 30 every year. This ratio includes regular employees and all kind of part-time lecturers. Naturally the latter ratio becomes higher. This is the ratio that many universities and faculties for teacher education use as their numerical goals to present to the outside world. In addition, the teacher employment rates released by municipal and private universities mutually differ, some include not only teachers but also others as "education-related professionals".

Many sincere teacher educators are reluctant to encourage students to seek jobs as unstable, non-regular employees from the perspective of career support for students. However, matters have gone beyond their control in recent trends by which universities assign importance to the efficiency of their management.

(Yasuyuki Iwata)



## Overview of the Ongoing Research Project

In the third sector (the division for Teacher Training research), we have been working on a project entitled "University and Teacher Training: Present status, problems, and prospects" in cooperation with four joint researchers from within and outside our university since the latter half of FY 2013.

Teacher training in Japan is provided by the appointing authority of teachers. The teacher training programs are considerably rich by international standards in terms of both quality and quantity. Several university teachers are directly involved in teacher training. Moreover, the expectations for universities as "resources" of teacher training are great. However, to date, the involvement of universities in public teacher training is often being conducted on an "independent basis" that university teachers are involved in as individuals. Based on awareness of the problem, this project was undertaken to learn the concrete involvement of universities in teacher training as organizations from advanced efforts home and abroad. To date, we have held a study meeting roughly once every two months. We also plan to have an on-site study meeting in September, one purpose of which is to make an inspection of the effort for the school improvement support mainly made by regional academic societies. I am also working on a study of the reorganization trends of teacher training with emphasis on universities in Germany as a research project by JSPS Grant-in-Aid. Through these projects, I want to present ideas for the improvement of in-service teacher training.

(Kenji Maehara)



## Sites Where Teachers Are Nurtured No. 13

### < Importance of Research of Educational Practice Based on Schools >

Prof. Toru Mori,  
Department of Professional Development of Teachers,  
Graduate School of Education, University of Fukui

Because I have been asked to introduce the Department of Professional Development of Teachers, Graduate School of Education, University of Fukui, I would like to give you a brief summary. First, in the paper ("Research into Educational Practice and the Reform of Teacher Education at the University of Fukui: Historical Steps Taken and Reflection on Reforms since the 1980s and Establishment of Graduate School of Professional Development of Teachers". The Japanese Journal of Educational Research, Vol. 80, No. 4, December 2013.) (in Japanese), the author described the history of the university and graduate school reform from 1985, the year the author arrived at University of Fukui, and introduced the fact that the history leads "inevitably" to the present Graduate School of Teacher Education. Particularly, I think that the "Course of School-Reform" (Quota: eight students), which has been held at the existing graduate school since 2001, was the start of graduate school reform based on schools. The trial and error conducted there formed the basis for the establishment of the Graduate School of Teacher Education in 2008. At the time, it was a course based on affiliated schools and medical-related vocational schools. I recall that we visited the schools, talked about classes, and had passionate conversations about the actual situation of children and students. In medical-related vocational schools, the hours of clinical practice are significantly greater than those of teaching practice. What kind of practical training should students receive

with students? How should the practical training place importance on two-way communication? It was recognized that medical sites have problems similar to those of schools.

The Graduate School of Teacher Education was established in 2008 and expanded its quota to 30 students. As described, we believe that trial and error and the basis of the "Course of School-Reform", which we had been working on by the time, have enabled the continuation, further development, and formation of the Graduate School of Teacher Education. At present, we have about 30 base and cooperative schools. The base schools are fundamentally continuing, but the cooperative schools are often newly joined. That is true because schools with an in-service graduate student who is dispatched by Fukui Prefecture Education Board become cooperative schools. Currently we have 30 staff members (including full-time, specially appointed, and part-time). After organizing multiple teams, they go to schools in mutual collaboration. What we think is important here is that the visit is not only for one graduate student. "Based on schools" represents the feeling that we want to think together about a connection to teachers of the entire school and problems of the school (lesson study, student guidance, etc.) using the one graduate student as a "connection". We university people are sometimes unwelcome when visiting educational sites. That is true because they resist "instructions" offered with a "condescending attitude". What we must always bear in mind is the relationship of learning from each other and the relationship based on equality. The relationship between theory and practice is the same. It is not the case that theory comes first and practice follows as its application. Theory is born from the very practice and is reconstructed. We always wish to be a graduate school that thinks together about problems of schools through the "school based method", building a relationship of trust based on which researchers and practitioners continuously learn from each other.

### 2014 Fiscal Year Event Calendar

- ◆ **Saturday, November 22, 2014**  
Workshop for Practicing Teacher Education
- ◆ **Sunday, November 30, 2014**  
Open Symposium: The 15th Future Curriculum of School and Teacher Education: School after the Great East Japan Earthquake

### List of 2013 Publications of the Curriculum Center for Teachers

- ◆ Curriculum Center for Teachers Annual Research Report, No. 13.  
Thinking about Teacher Education in a Transitional Period of Social and School Reform (Report on the 2013 Open Symposium)
  - ◆ Report of International Comparative Research Project on the Connection of Teacher Education to Employment
  - ◆ Teacher Education and Globalization (Report on the 2013 Workshop)  
Preparatory Project Report on the Development of a Validation Tool for Effectiveness of Teacher Training
  - ◆ Collection of Materials Related to Teacher Employment in China
- \*Remaining copies of the publications are available. Please contact the address below.

### Staff of Curriculum Center for Teachers

Director OTAKE, Midori  
(Professor, Home Economics Education)  
Center Researchers  
[Division of Curriculum Research and Development]  
KANEKO, Mariko  
(Associate professor, Educational Sociology)  
[Division of Teacher Preparation Research and Development]  
IWATA, Yasuyuki  
(Professor, Historical Studies on Teacher Training)  
UESUGI, Yoshimi  
(Associate Professor, Media Education)  
[Division of Research and Development for In-Service Teachers]  
MAEHARA, Kenji  
(Professor, Educational Administration)

The CCT is produced by the Curriculum Center for Teachers, Tokyo Gakugei University.  
Editor: Kenji Maehara  
Designer: Tsukasa Aoyama and Emi Oura  
(Aoyama Lab., Calligraphy and Arts, Tokyo Gakugei University)  
Curriculum Center for Teachers, Tokyo Gakugei University  
4-1-1 Nukui-kitamachi Koganei, Tokyo 184-8501 Japan  
Tel: 81-42-329-7776 Fax: 81-42-329-7786  
Email: [curric@u-gakugei.ac.jp](mailto:curric@u-gakugei.ac.jp)  
Website: <http://www.u-gakugei.ac.jp/~curric/english/index.html>