

Outline of Measures for Comprehensively Improving the Quality and Ability of Teachers throughout their Career

Current Situation and Issues

- ◆ As the model of human resource development is changing amid rapid progress of society and globalization, teachers must acquire skills needed to respond to new learning styles including developing students' ability to think, make decisions and express ideas to help foster students with a "Zest for life" to survive in the 21st century.
- ◆ Newly assigned teachers have difficulties due to the diversification and complexity of school education issues. Teachers' practical teaching skills must, therefore, be improved while still in the training phase.

Direction of Reform

Advance comprehensive reform throughout a teacher's career by promoting collaboration and cooperation between boards of education and universities to train teachers who can support new kinds of learning, establish a system to support teachers willing to continue learning (**Establish "Modality of Continuing Professional Development"**).

Direction of Teacher Training Reform: professionals who achieve advanced specialized skills by adopting master's-level education through teacher training.

Direction of Teaching Certificate System Reform:

Creation of a General Teaching Certificate, Basic Teaching Certificate, and Specialized Teaching Certificate (tentative name)

General Teaching Certificate:	Standard certificate showing the teacher's ability to explore, while having practical teaching abilities capable of developing new learning and communication skills. Generally requires completion of a one-to-two-year master's-level course in addition to a four-year undergraduate course.
Basic Teaching Certificate:	Certificate showing basic knowledge and skills necessary for teaching. Requires completion of a bachelor's-level course.
Specialized Teaching Certificate:	Certificate showing a high level of expertise in a specific field (i.e. school management, student instruction , and course instruction).

* It is assumed those who have a Basic Teaching Certificate will acquire a General Teaching Certificate in either one of the following periods: (i) prior to employment, (ii) upon completion of the master's level course achieved in collaboration with induction training after employment, or (iii) upon the completion of a master's-level course within a certain period after employment.

- ◆ Promoting the **appointment** of a variety of talented human resources
- ◆ Consideration to alleviate students' financial burden through reducing or waiving tuition and enrollment fees, utilizing scholarship loans
- ◆ Further review and discussion of Teaching Certificate Renewal System in the detailed design stage
- ◆ Detailed design stage will consider the characteristics of the type of school and grade level. It will also consider the type of ownership and operation, whether the school is a national, **public**, or private.

Short-Term Measures for Improvement – Higher-Level Training through Collaboration and Cooperation among Boards of Education, Schools, and Universities –

Towards improving master's level teaching education, the government will gradually promote efforts to improve the quantity and quality of master's-level courses, and help advance collaboration and cooperation among boards of education, schools and universities. Major efforts will be incorporated into the Basic Plan for the Promotion of Education.

Training Phase

(Faculty level)

- ◆ Improve curriculum through enhancing hands-on experiences at school, improve teachers' practical teaching abilities related to student **instruction** (i.e. how to handle school bullying)
- ◆ Reform quality assurance through implementing strict requirements for course approval

(Master's level)

- ◆ Improve and expand graduate school system for teachers, and advance introduction in all prefectures. (Current status: 815 persons at 25 universities (20 prefectures))
- ◆ Improve education research by gathering good practices and developing know-how related to student **instruction** (i.e. how to handle school bullying)
- ◆ Simplify **standards** for establishing new graduate schools
- ◆ Review status of specialized certificates (Advance making certain practical subjects compulsory, etc.)
- ◆ Promote practical educational research such as learning science.
- ◆ Promote flexible, diverse collaboration between universities.

Employment Phase

- ◆ Improve recruiting methods, evaluate learning status at university.

Induction Phase for New Teachers

- ◆ Provide advanced-level training through collaboration and cooperation between boards of education and universities.
- ◆ Build a system that supports newly qualified teachers for several years.

Collaboration and cooperation among boards of education, schools, and universities

Currently Employed Teachers Phase / Management Phase

(Currently employed teachers phase)

- ◆ Promote training for currently employed teachers through collaboration and cooperation between boards of education and universities.

(Management phase)

- ◆ Promote systematization of developing management skills to achieve high quality management.

Response to Globalization

- ◆ Encourage students wanting to become teachers to study abroad.

Enhance Expertise in Special Needs Education

- ◆ Improve the acquisition rate of certificates for teachers of schools for special needs education through various efforts **by** encouraging **teachers** to take recognized courses under the Educational Personnel Certification Law.

Matters to be considered towards Supporting and Improving Schools to Become Attractive Workplaces

- ◆ Review and improve treatment of teachers including **salaries and job assignments to hire superior teachers**.
- ◆ Advance support for: implementing projects to support pioneering efforts, promote graduate education among teachers, improve the capacity of training programs to promote further effective teacher training including induction training, effectively utilize such training programs.