A Study of Teacher Training Systems in the Educational Committees of Prefectures and Ordinance-designated Cities of Japan

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Abstract

The purpose of this study is to inspect the conditions of teacher training and to analyze the situation of the training systems run by the educational committees of prefectures and ordinance-designated cities in Japan, and its accordance with research of educational issues and the research into the training system created by The National Federation of Educational Research Institutes. With the increase of new teachers, the establishment of appropriate training systems for teachers has become more important.

The first conclusion of this study, is that training based on the degree of teaching experience is well established in practice, and is in accordance with laws which regulate first-year and eleventh-year teachers’ training programs. However, a small part of the training for teachers who have more than twenty years’ experience needs to be improved. Furthermore, in half the educational committees in prefectures and ordinance-designated cities in Japan, the training for teachers with two or three years experience, is inadequate.

On the other hand, it is obvious that the prefectural boards of education have made efforts to improve the system for renewing teachers’ certification. A very positive improvement achieved in Iwate Prefecture is worthy of note.

The second of conclusion of this study, is that the training for principals and vice-principals is well established in all parts of Japan. However, improvements to the training systems for senior teachers who are expected to become administrative staff or mentors in the schools, is needed because of the paucity of training opportunities. However the training systems for curriculum coordinators have been improved. On the other hand, training systems for head teachers, who deal with guidance, counseling or other issues, are inadequate.

The third of conclusion of this study, is that the systems for sending supervisors to schools and open training curriculums on Saturdays are well established and meet the needs of teachers in most parts of Japan.

I hope this report will make a positive a contribution to the improvement of teacher training systems in the educational committees in Japan.