



# Policy, Management and Implementation of Teacher Practicums in Japan

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*“Who dares to teach must never cease to learn”.*

*(John Cotton Dana)*



# Outline



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1. Policy RYAN
2. Management RYAN
3. Implementation MATSUI

*of Teacher Practicums in Japan*

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# 1. Policy

Teacher Certification policy is set at the national level by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). The major requirement is that individuals wishing to become teachers require a license in order to enter the profession. Licenses are awarded to those that attain sufficient credits in prescribed subjects at universities.

## LICENSE SYSTEM

There are three types of 'licenses' (certificates) issued to teachers:

(a) Normal certificates – valid for 10 years

(i) Advanced Certification - Master degree

(ii) Type 1 Certification: Bachelor degree

(iii) Type 2 Certification : Associate diploma (adjunct teachers & school nurses)

(b) Special Certificate – persons with superb knowledge, experience or technical skills in certain fields. (e.g., sports, art, technology, etc)

(c) Extraordinary certificate – valid for 3 to 5 years (extended to those when individuals with a teacher's certificate are unavailable)

# 1. Policy

The credit requirements for practical experience within 4-year Initial Teacher Education (ITE) programmes are set at the national level by the Ministry of Education, Culture, Sports, Science and Technology (MEXT).

*Aim: to develop basic and practical teaching skills*

Elementary School: 5 ‘units’ (i.e. weeks)

Junior High School: 5 ‘units’ (i.e. weeks)

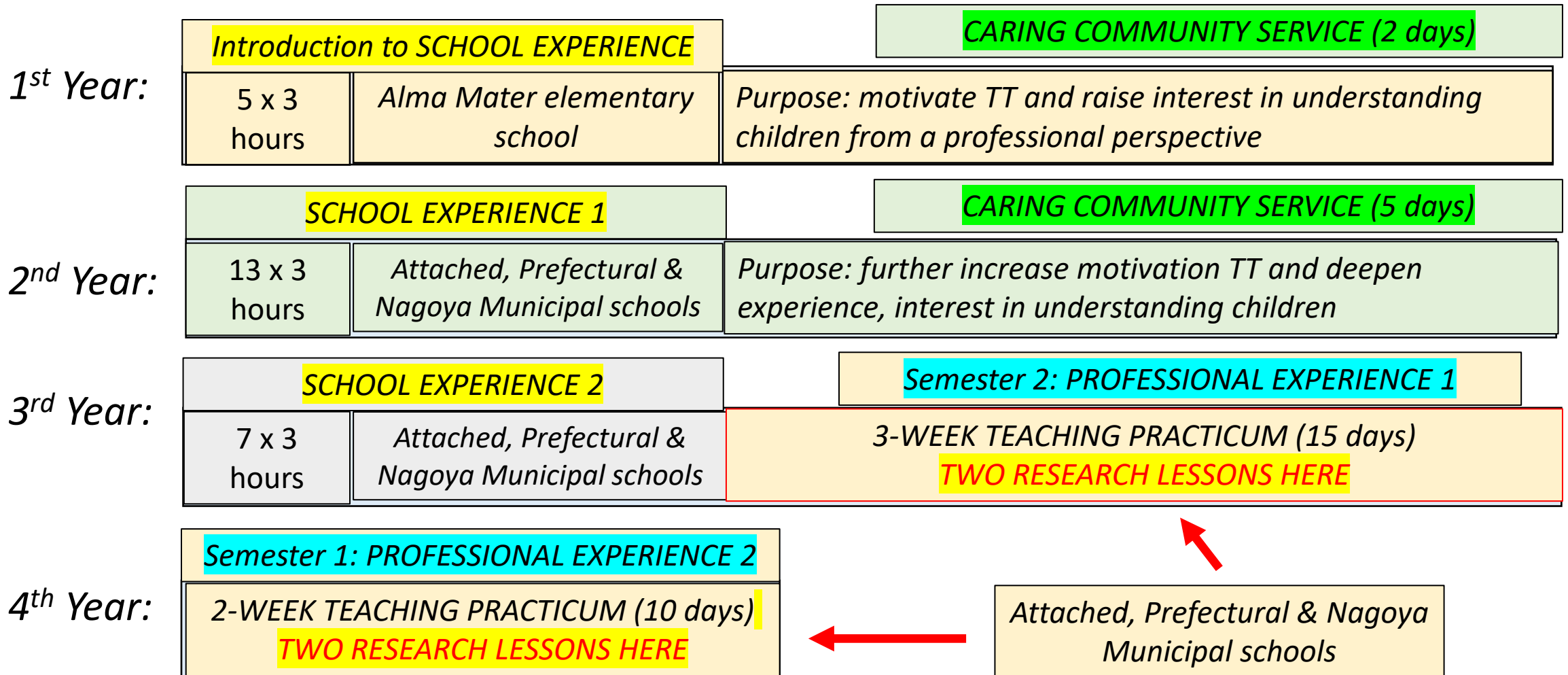
High School: 3 ‘units’ (i.e. weeks)

Special Education: 5 ‘units’ (i.e. weeks)

ADDITIONALLY: Obligatory 7 days of “experience of caring” for those pursuing elementary and junior high school teacher certificates.

# 2. Management Practical experiences & the curriculum<sup>5</sup>

## SCHOOL EXPERIENCE & PROFESSIONAL EXPERIENCE & CARING COMMUNITY SERVICE



## 2. Management

### ***CARING COMMUNITY SERVICE***

In the first year, students in the teacher training course (excluding the special needs school-teacher training course) have a two-day experience at the attached special needs school, and in the second year, a five-day experience at a social welfare facility in the prefecture.

1. AUE Special support school (750)
2. Public special needs schools in the prefecture (86)
3. Social welfare facilities in the prefecture
  - Special nursing home for the elderly (138)
  - Nursing homes for the elderly (42)
  - Day Service Centers for the Elderly (134)
  - Child development support centers (43)
  - Support facilities for the disabled (156)
  - Children's orphanages (40)
  - Residential support facilities for handicapped children (20)
  - Maternal and child living support facilities (31)
  - Infant Home (12)
  - Nursing homes (186)

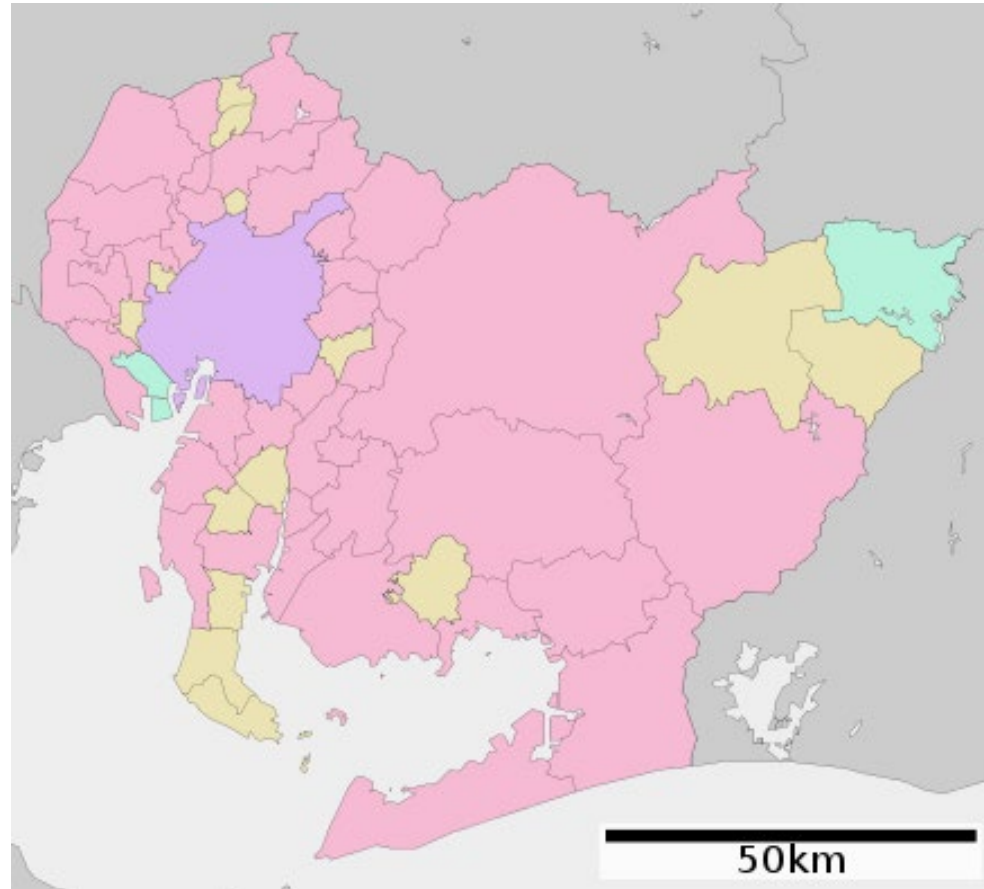
# 2. Management

## *PROFESSIONAL EXPERIENCE*

**Step 1.** The university asks the trainees which of the three types of schools they wish to attend for teaching practicum: Nagoya municipality schools, Aichi Prefectural schools, Aichi University of Education Attached schools.

Nagoya  
City  
Town

Village



AICHI Prefecture, Japan.



## 2. Management

**Step 2.** The university selects the number of trainees that our attached schools can handle. If there is an excess of students that wish to go to our attached schools but cannot, we then re-confirm with the students their wishes and at the same time call for some to reconsider and go to Nagoya or Aichi prefectural schools.

**Step 3.** Once the number is decided upon for each jurisdiction, the university sends a request to Nagoya Municipal Board of Education and the Aichi Prefectural Board of Education to ask for X number of places in the respective jurisdictions for student-teacher places.

**Step 4.** Each BOE manages the next step differently, but basically each has a school rotation system in place. The Aichi Prefectural BOE, is actually a cooperative comprised of 6 regional BOEs, each of which is comprised of town/city BOEs. When a request goes from AUE to the AP BOE, it 'filters' down to the BOE with jurisdiction in the teacher-trainee's hometown or to one as close as possible. The respective BOE forwards the requests to individual schools.



# 2. Management

**Aichi University of Education Attached schools** (6 of the 7 utilized in October 2021 = 224 Student-Teachers)

Nagoya Elementary School (71)	Nagoya Junior High School (37)	High School (9)
Okazaki Elementary School (63)	Okazaki Junior High School (32)	Kindergarten (12)

**Aichi Prefectural Board of Education schools**

1. Owari Board of Education (174 STs at 139 schools)
2. Kaifu Board of Education (38 STs at 27 schools)
3. Chita Board of Education (46 STs at 39 schools)
4. West Mikawa Board of Education (173 STs at 121 schools)
5. East Mikawa Board of Education (51 STs at 42 schools)
6. Shinshiro Board of Education (1 ST at 1 school)

**Nagoya Municipal Board of Education schools** (61 STs at 29 schools)

**Special Needs Schools** (32 STs at 18 schools)

**Kindergarten** (14 STs at 11 schools)

**814 students at 433 schools**

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# 3. Implementation

## Aims of Teaching Practicum (Nagoya Junior High school, 2008)

Through specific practical experiences of observation, participation, and practice in schools, we make student-teachers acquire basic ideas, skills, and attitudes in all aspects of education, and make them develop the qualities of educators who can engage in conscientious and responsible educational activities.

## What we have student-teachers do is

- to observe students and to understand the students' personality.
- to make teaching plans for their major subject lessons and moral education lessons, and then teach them.
- to learn about the types and roles of teachers in school affairs, and to experience actual daily working conditions of teachers.
- to learn how to write the documents and to submit them on time.

# 3. Implementation

## Aims of Teaching Practicum (Nagoya Junior High school, 2008)

Through specific practical experiences of observation, participation, and practice in schools, we assist student-teachers to acquire basic ideas, skills, and attitudes in all aspects of education, and help them develop the qualities of educators who can engage in conscientious and responsible educational activities.

## What is required of student- and mentor-teachers

[student-teachers]

- to behave and act like a responsible member of society
- to maximize quality contact with children
- ✂ We never question their qualities as teachers before the practicum. They gradually acquire them through practical training.

[mentor-teachers: Homeroom Teacher & Subject Supervisor]

- to give many opportunities for case studies
- to conduct discussions while eliciting student-teachers' opinions

What I say to student-teachers:

*“Always check to see how the child responds to your words. This can only be confirmed during practice.”*

*“When you learn new theories at university after this practicum, always think 'How would the students react? You should observe the students carefully in order to be able to do that.’”*

# 3. Implementation

## Schedule for Teaching Practicum (As for Nagoya Junior High School)

### Briefing Sessions (3 weeks before)

- (1) Lecture: how to observe classes and students (from the teacher in charge of Teaching Practicum at JHS)
- (2) Classroom Observation
- (3) Prior Meeting with Subject Supervisors & Homeroom Teachers

### 3-WEEK TEACHING PRACTICUM

#### WEEK 1

- (1) Lectures on School Affairs
- (2) Observation
- (3) Participation

#### WEEK 2

- (1) Observation
- (2) Participation
- (3) Practice
- (4) RESEARCH LESSON 1 (Moral Education)

#### WEEK 3

- (1) Observation
- (2) Participation
- (3) Practice
- (4) RESEARCH LESSON 2 (Major Field Lesson e.g., English, Science)
- (5) Reflection Lectures

# 3. Implementation

## Schedule for Teaching Practicum (As for Nagoya Junior High School)

### Briefing Sessions (3 weeks before)

#### (1) Lecture: how to observe classes and students (from the teacher in charge of Teaching Practicum at JHS)

- Confirm the goals and teaching/instruction process of the class through the lesson plan
- Instruct student-teachers to record the mentor-teacher's speech and actions in the class
- Instruct them to record the students' responses and behavior to the mentor-teacher's utterance.
- Others (confirm the aims and some attentions of the practicum, etc)

#### (2) Classroom Observation

- Student-teachers keep a record of their observations.

#### (3) Prior Meeting with Subject Supervisors & Homeroom Teachers

##### [with Subject Supervisors]

- Discuss the meaning of the utterances and the students' behavior in the class
- Check key considerations when constructing a class/lesson
- Decide on the schedule and content of classes student-teachers conduct

##### [with Homeroom Teachers]

- Check the classroom management policy and work as a homeroom teacher
- Check names of students in the class
- Decide on the schedule and content of the moral education class.

# 3. Implementation

## Schedule for Teaching Practicum (As for Nagoya Junior High School)

<b>3-WEEK TEACHING PRACTICUM</b>	<p>WEEK 1</p> <p>(1) Lectures on School Affairs (2) Observation (3) Participation</p>
	<p>WEEK 2</p> <p>(1) Observation (2) Participation (3) Practice (4) RESEARCH LESSON 1 (Moral Education)</p>
	<p>WEEK 3</p> <p>(1) Observation (2) Participation (3) Practice (4) RESEARCH LESSON 2 (Major Field Lesson e.g., English, Science) (5) Reflection Lectures</p>

<b>OBSERVATION</b>	Extensive and detailed note-taking & reporting to mentor-teacher
<b>PARTICIPATION</b>	Teaching assistant / one-to-one 'between-the-desks' guidance
<b>PRACTICE</b>	Sole control of lesson
<b>RESEARCH LESSON</b>	The last "PRACTICE" that multiple teachers observe

# 3. Implementation

## Typical day in the life of a Student-teacher on practicum

- 8:00	Attendance	Go to the classroom and ventilate. Meet and greet students.
8:20 -	Staff Meeting (at teacher's room)	Confirm the schedule. Decide on the roles and responsibilities of Morning Homeroom.
8:30 - 8:45	Morning Homeroom	Check students' attendance and make health observations. Inform students of the schedule. Give a lecture.
8:55 - 9:45	1 <sup>st</sup> period [ex. Observation at 2B class]	[During class] Observation / Participation / Practice [During recess] Help prepare materials and teaching tools. Help organize handouts and submissions.
9:55 - 10:45	2 <sup>nd</sup> period [ex. study of teaching materials]	
10:55 - 11:45	3 <sup>rd</sup> period [ex. Participation at 2A class]	
11:45 - 12:10	Lunch	Watch and help with the preparation activities. Eat lunch with students. Help with cleanup activity.
12:10 - 12:25	Recess	Interact with children to understand their strengths and characteristics. Observe children's relationships. Check safety of students.
12:30 - 13:20	4 <sup>th</sup> period [ex. Observation at 2D class]	[During class] Observation / Participation / Practice [During recess] Help prepare materials and teaching tools. Help organize handouts and submissions.
13:30 - 14:20	5 <sup>th</sup> period [ex. Participation at 2C class]	
14:30 - 15:20	6 <sup>th</sup> period [ex. Compiling the records]	
15:20 - 15:40	Cleaning	Clean up with students.
15:40 - 16:00	Afternoon Homeroom	Make health observation. Reflect on the day's activities and talk about what was good about the students' behavior. Check the schedule for the next day.
16:00 - 16:15	Dismissal	Greet students. See them off from the school gate.
16:25 - 16:55	Meeting with Homeroom teacher	Reflect on the classroom activities. Check the schedule for the next day and beyond.
16:55 - 18:15	Reflection, study of teaching materials, etc.	
18:15 - 18:45	Meeting with Subject Supervisor	Discuss classes/lessons in detail. Check the schedule for the next day and beyond.
18:45 - 19:00	Leaving	Hand in daily journal to Homeroom Teacher and leave school (Some practice teaching the class/lesson)



# 3. Implementation

## Typical day in the life of mentor-teacher

- 8:00	Attendance	Observe the health of student-teachers.
8:20 -	Staff Meeting (at teacher's room)	Confirm the schedule with student-teachers. Decide on the roles and responsibilities of Morning Homeroom.
8:30 - 8:45	Morning Homeroom	Observe student-teachers' behaviors.
8:55 - 9:45	1 <sup>st</sup> period	
9:55 - 10:45	2 <sup>nd</sup> period	
10:55 - 11:45	3 <sup>rd</sup> period	
11:45 - 12:10	Lunch	
12:10 - 12:25	Recess	
12:30 - 13:20	4 <sup>th</sup> period	
13:30 - 14:20	5 <sup>th</sup> period	
14:30 - 15:20	6 <sup>th</sup> period	
15:20 - 15:40	Cleaning	
15:40 - 16:00	Afternoon Homeroom	
16:00 - 16:15	Dismissal	
16:25 - 16:55	Meeting with student-teachers (Homeroom)	Reflect on the classroom activities with student-teachers. Check the schedule for the next day and beyond.
16:55 - 18:15	Staff Meeting	
18:15 - 18:45	Meeting with student-teachers (Subject)	Discuss classes/lessons in detail. Check the schedule for the next day and beyond.
18:45 -	Staff Meeting, Preparation for the next day	(Observe the student-teacher's practice and give him/her advice )

# 3. Implementation

## Specific activities of Student-Teachers – Week 1 –

### (1) Lectures on School Affairs

- **The following teachers** will explain their roles in order to draw attention to the overall structure of school education and the school management system.

**Principal, Vice principal, Head of the instruction department, Head teacher in charge of student guidance, Head of the department of study and training, Head teacher in charge of career guidance, etc.**

### (2) Observation: **Understanding the structure of the class and the reality of student learning**

- Learn **the structure of the supervisor's class/lesson** and understand the meaning of that structure:

**Types of activities, Order of the activities, Time spent on each activity, Teacher's speech/utterance in activities**

- Observe the classes/lessons of their class to understand the reality of the students (e.g., their strong/weak fields)

### (3) Participation: **Experience teaching in some parts of the class/lesson**

- Give “Between-the-desk Guidance”
- Conduct part of the class in place of the supervisor

# 3. Implementation

## Specific activities of Student-Teachers – Week 2 –

### (1) Observation: Understanding the importance of teacher's speech/utterance

- Record teachers' speech/utterance (Wording, Voice Volume, Intonation, Speed, Board Writing, etc)
- Observe the students' responses to the teachers' speech/utterance (facial expressions, Movements, etc)

### (2) Participation: Experience teaching in the rest of the class/lesson. Practice what they have learned through observation

- Give "Between-the-desk Guidance"
- Conduct part of the class in place of the supervisor

I had student-teachers practice and conduct *all the parts of the class/lesson* before their "Practice" lessons started.

### (3) Practice / (4) Research Lesson 1 (Moral Education)

- Teach the class/lesson
- Discuss **the following points** after class/lesson

"Whether the objectives were achieved or not."

"Whether the structure of the class/lesson was appropriate to achieve the objectives"

"Whether each instruction was appropriate for students"

# 3. Implementation

## Specific activities of Student-Teachers – Week 3 –

(1) Observation: Learning from the “Practice” of their peer student-teachers at the school

- Observe the “Practice” lessons of their peers and critically review them

(2) Participation

- Give “Between-the-desk Guidance” and develop teaching skills

(3) Practice / (4) Research Lesson 2 (Major Subject Lesson)

- Teach the class/lesson
- Discuss the following points after class/lesson

“Whether the objectives were achieved or not.”

“Whether the structure of the class/lesson was appropriate to achieve the objectives”

“Whether each instruction and activity was appropriate for students”

# 3. Implementation

## Specific activities of Student-Teachers – Week 3 and after–

### (5) Reflection Lectures

From the teacher in charge of Teaching Practicum:

Review the entire Teaching Practicum

From Homeroom Teacher and Subject Supervisor:

Identify improvements and challenges.

○ Submitted Documents: student-teachers submit the practicum folio to the Homeroom Teacher within a week of the end of the practicum.

Get comments on reflections

(Homeroom Teachers comment on their reflections in a positive way.)

(For student-teachers with low ratings, Homeroom Teachers inform them again of the points they need to work on.)

# 3. Implementation

## Assessment and evaluators

Evaluation Items	Main Evaluation Points	Evaluators
Student Guidance ( A – D )  C: <b>cannot</b> do something - <b>Pass</b> D: <b>not try</b> to do something - <b>Fail</b>	Observation and understanding of students ( A – C ) <hr/> Skills ( A – C ) <hr/> Attitude ( A – C )	Homeroom Teacher
Teaching Guidance ( A – D )	Competence in subject ( A – C ) <hr/> Skills ( A – C ) <hr/> Attitude ( A – C )	Subject Supervisor
Attitude toward Teaching Practicum ( A – D )	Awareness as a student-teacher ( A – C ) <hr/> Enthusiasm for the teaching profession ( A – C ) <hr/> Practical ability ( A – C ) <hr/> Contents of Submissions ( A – C )	Homeroom Teacher & Subject Supervisor

# 3. Implementation

## What I focused on as a mentor-teacher is

- to expose student-teachers to actual schooling through hands-on experience
  - It is not just about teaching subjects, but it is about managing a classroom and a school.
- to give student-teachers the experience of teaching and guiding students.
  - It means that they will be interacting with students as a teacher, not as a university student.
- to give student-teachers the experience of managing the whole class/lesson on their own.
  - I believe that the experience gives them confidence.

With the attitude of nurturing our future colleagues, we accept and guide student-teachers in Japan.





# *THANK YOU WATCHING & LISTENING*

Any questions, feel free to send email to

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*“Education is not the filling of a pail, but the lighting of a fire”.*

*(William Butler Yates)*