

Report on International Conference

1. Title:
International Research Conference for International Collaborative Research Project on Comparative Study on Current Conditions and Perspective of Program Designs and Quality Assurance System for University-based Teacher Education in East Asia (Short Title: International Collaborative Research Conference on Quality Assurance in Teacher Education in East Asia)
2. Date and Time: Tuesday, February 14, 2012, 9:00–18:00
3. Venue: Shinagawa GOOS, 1F, Garden City Shinagawa, Tokyo
4. Attendees: Total: 43
Participants:
Overseas: 12
Northeast Normal University, East China Normal University, Nanjing Normal University, National Taiwan Normal University, Kongju National University
Domestic: 12
Hokkaido University of Education, Aichi University of Education, Osaka Kyoiku University, Fukuoka University of Education, Tokyo Gakugei University
Observers:
Observers: 9
Graduate Students: 10
5. Agenda Items for Sessions 2 and 3:
 - a. Selection and finalization of the membership of each Research Group in the international collaborative research project (see doc. 3)
 - b. Development of research promotion policies for each Research Group in the international collaborative research project

Notes:

1. The three Research Groups (RG) are as follows:
 - RG1: Research Group on Program Design and Quality Assurance in Education for General Teachers at Primary and Secondary Schools
 - RG2: Research Group on Program Design and Quality Assurance in Education for Educational Leaders, Such as Principals and Supervisors
 - RG3: Research Group on Program Design and Quality Assurance in Education

for Teacher Educators in Charge of General Teacher Education and Educational Leadership Education at Universities

2. Each RG shall have one Coordinator, and the Coordinator shall be selected from among the members from Japanese universities. The Coordinator shall be the leader of each RG and perform administrative work for the RG. An RG's Core Members are the main member from each university, and they shall be the contact person for their university's involvement in the RG.

6. Summary of Discussions at Session 3:

Outline and core approach of each RG

a. Tasks of RG1

(Spokesperson: Yasuyuki Iwata, Associate Professor, Tokyo Gakugei University)

Coordinator: Yasuyuki Iwata, Associate Professor, Tokyo Gakugei University

Outline and Core Approach:

- (1) Core Members will drive the RG at the time of its launch. There are currently nine core members. Working Groups will be set up for individual tasks.
- (2) RG1 will start with issues related to actual education practice (not with education systems).

Reference: Three slides by Yasuyuki Iwata included in materials distributed on the day of the conference

b. Tasks of RG2

(Spokesperson: Yoshimi Tanaka, Executive Director (Vice-President), Tokyo Gakugei University)

Coordinator: Yasuhiro Owaki, Professor, Osaka Kyoiku University

Outline and Core Approach:

- RG2 will look at the issue of the quality assurance of principals, including school leaders.
- Japan does not have a strong awareness of the need to train principals. School leaders (educators in charge of the core aspects of school development) under the principal are trained through evening programs at graduate schools and professional graduate schools for teacher education. The curriculums at Japan's 25 professional graduate schools for teacher education are entirely different so it would be meaningful for them to exchange information.
- RG2 will discuss the issues faced by the four regions of East Asia (China, Taiwan, Korea, and Japan) related to school leaders.

Key Points of Discussion:

- In Korea, there are set qualifications for principals, and principals are evaluated for their work performance and research record.
- Taiwan's system for principals is similar to that of Korea, and mainland has an

appointive system.

- In Korea, the legislative process is clear, but it is not necessarily the case that detailed legal provisions would lead directly to quality assurance for principals.

c. Tasks of RG3

(Spokesperson: Yoshimi Tanaka, Executive Director (Vice-President), Tokyo Gakugei University)

Coordinator: Yoshimi Tanaka, Executive Director (Vice-President), Tokyo Gakugei University

Outline and Core Approach:

- Those involved in teacher education in the four regions of East Asia (China, Taiwan, Korea, and Japan) hold PhDs, but comparatively few of them have studied teacher education. The common pattern is for them to be academics in their field of expertise or in education or educational psychology who become university faculty members and then come to be in charge of teacher training though on-the-job training.
- In principle, there are no special programs or courses for teacher educators although courses for training teacher educators are starting to be developed in a few of the regions now.

Key Points of Discussion:

- Quality assurance for mentors in charge of training student teachers at primary and secondary schools must also be discussed.