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Teacher Education

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巻頭言：ケンブリッジ大学教育学科 1990—回顧

望月重信*

筆者は1990年4月ケンブリッジ大学教育学科のデヴィットハーグリーブス (Hargreaves, D.) のもとで visiting scholar としてリサーチする機会を得た。彼の研究室を初めて訪ねて交わした会話をいまでも鮮やかに記憶している。事前に私の研究テーマを述べていたので首尾よく話が出来た。話を終えてしばらく沈黙があったが隣に座っていた若手研究者の紹介があった。ジョンファーロング (Furlong, J.) である。ハーグリーブスはおもむろに述べた。私たちはテーマを変えたと。そして1980年代初頭から始まって80年代末、1990年代にわたるイギリス教師教育の現状と今後の動きについて DES、HMI、Partnership、Professionalism、Vocationalism 等々の jargon を入れて間断ない話が続いた。正直のところ殆ど理解できなかつた。今、回顧するにイギリスの教育社会学の形成は教師の専門的養成と結びつくことと関連があること (Karabel and Halsey “Power and Ideology and Education、1977)、カリキュラムと教授学的関心に注目する教育社会学にもっと関心を持つべきだったと反省している。

そして1980年代初頭から大学の教育学研究科の内部に置かれていた教育社会学のための機会は減少した。80年代末までに教育社会学は教員養成課程や現職の継続的専門的研修課程から實際上、姿を消した。背景にサッチャー (Thatcher, M.) の政治的偏見言説があったという—there is no such thing as society— (Young, M. F. D.

The Curriculum of the Future、1998)。実際、1990年代英国政府は教師教育と大学とのつながりを弱化させる試みを始めた。社会学者たちが政策決定という場から距離を置かされたのである。また、ILEA はハーグリーブスを中等教育カリキュラム研究の委員会の議長に任命した。彼が ILEA のカリキュラム政策遂行の立役者だったことから専門的関心と政治的利害、地方と国家との関係性から生じる葛藤は筆者には知る由もない。

ハーグリーブスは教室の『逸脱』研究を教師の立場から研究した (Hester, S. K. /Mellor, F. J, -DEVIANCE IN CLASSROOM, RKP-1975) 著作がある。また INTERPERSONAL RELATIONS AND EDUCATION (1972) は教室のなかの教師と生徒との日常的経験を知覚と役割論のフレームワークで論じた著作であるが学校に基礎を置く教員養成に繋がる教師と行政・管理職を対象とした実際的作品である。

先にハーグリーブスとファーロングがテーマを変えたと述べた。新しい教育社会学の流れ (象徴的相互作用論とスティグマ論、現象学的社会学) の延長線上に彼らを位置づけていた筆者は彼らが「知的転向」をしたと決めつけられない。ここではこれ以上論究できないがハーグリーブスは私に教育学科の PGCE コースを履修するよう要請したことは「理論研究」を進める配慮があったのではないかと思われるのである。

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本誌 FORUM (Vol. 3, No. 1) で高野和子教授はこう述べている。「学卒後課程 PGCA 入学者数が学部課程を逆転するのは 1980 年であり以後、一貫して PGCE が増加していた (後略)」という指摘である。ケンブリッジ大学教育学科の PGCE 履修生との交流で多くは Bed 修了の学生であったし教職専門の学習に強い意欲のある学生たちであったことをいまでも記憶している。PGCE を修了して academic な称号を獲得することに誇りをもっていたのである。PGCE のシラバス内容を読めば「professional」な内容に特化した課程である。学卒後でも PGCE が修士課程コースと明言できないと言われるが Open University の MA コース課程に依拠した内容である。教育行政、学校経営、教室研究、国家と教育、ジェンダー、人種問題、多言語主義、機会平等政策、コード理論等々である。

ジェフウィッティ (Whitty, G.) は「4 章・新しい時代に向けた教師の専門職性の再編・高野和子訳」(堀尾輝久・久富義之監訳、教育改革の社会学—市場、公教育、シティズンシップ—2004 所収) のなかで政府が 21 世紀に必要と思われるものに見合うように教師を『再専門職化』(re-professionalise) しようとして教師改革を試みる主張を紹介している一方で (政府が) 教職を「脱専門職化」(deprofessionalise) しようとしているという批判を紹介している。PGCE プログラムと「再・脱の専門職化」の問題はわが国の養成教育でも無関係ではない。

教育学科で過ごした 1 年間を回顧して英国政府が教師教育と大学とのつながりを弱めようとする時代の真只中であって、CATE の設置 (1984)、QTS 推進 (1990)、OFSTED の査察 (1992) がありそして TTA (1994) の設立が見られた。なかでも SCITT 政策の企図は (メジャー政権でも積極的に推進)、専門職のアイデンティティに関わるものである。つまり実務的な学習かアカデミックな学習かといった二分法の陥穽からいかに脱却するか、Partnership の問題が伏在している。

1990 年からの 1 年間の筆者のリサーチは、1990 年代の教師教育改革期の始まりの時期であった。それが 21 世紀の教師教育を占うものであったという展望はもてなかった。手許に筆者のお気に入りのハーグリーブスの著作がある。その本のなかでこう述べている。原文のまま記してみたい。教師教育改革期の今、これをあらためてどう読むか。

「Civil servants naturally tend in some matters (not all, of course) to have a relatively conservative view, for they have responsibility for continuities that have to be maintained in spite of minister and government and they know from experience that reforms are easy to implement in theory but in practice demand a long-term attention to difficult detail which is easily overlooked by reformers.」(THE CHALLENGE FOR THE COMPREHENSIVE SCHOOL—Culture, Curriculum and Community—pp. 215-216, RKP 1982)

ABSTRACT

My Research at the University of Cambridge, Department of Education 1990—A Memoir

MOCHIZUKI Shigenobu*

In 1990, I was permitted to do research at the University of Cambridge, Department of Education. The supervisors were David Hargreaves and John Furlong. I was interested in the new sociology of education in the 1970 's. They were researching curriculum construction and classroom research in the 1970' s and 1980's. By the end of the 1980's sociology of education had virtually disappeared from the initial training and further professional development of teachers. There was every reason to believe that they quitted their work and got started on teacher development. In reality, Hargreaves was appointed the chairman of ILEA committee. Professor Kazuko Takano in this FORUM (Vol.3,No.1) says PGCE is not a Masters course but PGCE in Department of Education seemed to me rather academic. There remained a soft combination of practical pedagogic subjects and multi-disciplinary educational theory.

Some policies were designed to reduce the role of Universities in teacher education. But the possibilities of the implementation of linking between university- based educational research and improving educational practice must be investigated.

*Professor of Education Emeritus, Meiji Gakuin University

Teacher Training in England – In the Context of Japan

TAKANO Kazuko*

This paper outlines the state of teacher training in England in 2016 and notes some points that should be understood when we compare England and Japan. The routes adopted to attain the Qualified Teacher Status (QTS) have diversified with time in England. There are teacher training courses in Higher Education Institutions (HEI), School-Centred Initial Teacher Training (SCITT), School Direct, Teach First and others. As diversification among the providers of teacher training increased, a consortium of schools and consultancies started providing training courses along with HEIs. The combination of training routes and providers is complicated, and the training itself is rather fragmented. The overall presence of HEIs has declined in recent years, while training programmes at schools are growing in number. There are three points to note. First, the number of teacher training places needed per year is officially calculated in England using the TSM (Teacher Supply Model). There is a drain of QTS holders to schools abroad, and inflow of teachers trained overseas to England. Second, the structure of teacher training courses in England is different from that in Japan. The dominant teacher training course pattern, a 3 or 4 year concurrent course that was followed in England until 1970s, has been replaced by a consecutive pattern, a 3 year degree course

along with 1 year of teacher training. This change prepared for the expansion of the role schools came to play in teacher training. Third, the Post Graduate Certificate in Education (PGCE) is not a Masters course although it is 'post graduate'. Therefore, caution must be exercised while citing the PGCE, in the event of any discussion about 'upgrading' teacher training in the Japanese context.

*Meiji University, Professor of Education

Educational Reform and Teacher Education & Training in Russia

SAWANO Yukiko*

It is often the case in any country that reform of teacher education and training tends to lag the general educational reform. Since the end of Soviet era, major reform on education has been conducted in Russia to meet the great changes in politics, economy and society. During the Perestroika (restructuring) period led by the General Secretary of the Communist Party of U.S.S.R. Mikhail Gorbachev in the latter half of the 1980s, bottom up educational reform movement occurred in the USSR which shed light on the existence of innovative teachers throughout the country. However, after the collapse of USSR in 1991, newly independent Russia faced severe economic recession which affected the working condition of school teachers. Among other things, improvement of teachers' salary became the top priority of educational reform in Russia. It was only after 2010 that the average amount of teachers' salary became sufficient, and teaching profession became attractive for young people. Thus since 2013, it has become the priority of educational reform to modernize teacher's professional knowledge and skill by changing the curriculum and system of teacher education and training. In this paper, the author tries to find out how the Russian school teachers have faced the rapid change and reform of education. First the portrait of Russian teachers is described using the data of OECD Teaching and Learning International Survey (TALIS). Secondly, an analysis is made on how the problems and issues concerning teachers were recognized in the process of educational reform in Russia in the past three decades. Lastly, recent direction of the President Putin's reform of teacher education and training to improve the professional quality of teachers in Russia is described.

*University of Sacred Heart, Professor of Education

Teacher Education Innovation in Japan

— Graduate School of Teacher Education, University of Yamagata—

EMA Fumiaki*

This paper discusses how to enhance teachers' professional capabilities and qualifications referring to the practical problems faced by teacher education at the University of Yamagata. in Japan; (a) smaller needs in teacher recruitment owing to demographical decrease in the number of children, (b) the large scale of both the retirement of experienced teachers and recruitment of new

staff which results in an unbalance of age-cohorts within the teaching profession, and (c) new demands for teaching to address the swift transition of conventional societies to knowledge-based societies. As one way of solving the issues caused from these forces, the new type of Teaching Graduate School has been institutionalized. The basic idea of this advanced courses for teaching profession is synthesizing practical skills and programmes with a theoretical understanding of pedagogy and theories in education by way of collaboration between schools and university. Theoretical hypothesis of the idea lies in what we call D. A. Shon's paradigm of Reflection. At Yamagata, the new curriculum for the master degree courses has been developed in line with such viewpoints. In my course, where students will be required to critically understand the Teaching Records, students may acquire the basic skills and understandings of Reflection. The present author explains what procedures have been developed practically in my courses.

*University of Yamagata, Professor of Education

Teacher Education for the Special Needs Education in Japan

-- Frameworks and Issues for the Professional Development--

MURAYAMA Taku*

This paper aims at the frameworks and issues of the teacher education for the special needs education (SNE) in Japan. For these purpose, three topics are focused. The first is the systematic analysis in teacher education for SNE. We have a system of the teachers' certification, but practically, SNE them.but they have been expected to have the abilities and talents for the curriculum development for the specific disabilities (intellectual disabilities, physical handicaps, and so on), making the individualized education plans, teaching "Jiritsu Katsudo",the special area of teaching like the rehabilitation, and maki teachers are not obliged. The second is about the professionalism for SNE. SNE teachers do not have professional standards, to have the SNE teachers' licence, and about one-third of teachers' don't have ng the partnership inside and outside their schools. Moreover the related psychology and physiology are required and the knowledge about the disabilities in the social context. ICF suggests the environmental factors for the disabilities and handicaps, the social or societal understanding of the disabilities and handicaps are becoming increasingly significant. The third is the role of the SNE teachers in the age of the inclusive education. In their original principles, SNE are practiced not only in the special educational schools and classes, but in the regular classes. All teachers are required to meet their students' special educational needs inside the regular classes. Teacher education also meets the needs of the teachers and schools. In a TALIS survey by the OECD, Japanese teachers and principals showed their recognition of the lack of their staff for meeting their students' special educational needs and their school based support systems. Special Educational Needs Coordinator (SENCo) and the other job categories (e.g. School Social Workers) also receive attention.

*Tokyo Gakugei University, Associate Professor of Special Education

Isaku Nishimura and UK

— His self-study, Morris, Tomimoto & Leach, and architectural design —

HIRASWA Nobuyasu*

The Bunka Gakuin, which was established in the Surugadai district of Tokyo's Kanda Ward in April 1921 as a small-scale institution for the secondary education of young women, was among the so-called "new schools" founded during the Taishō period. It was a private school particularly known for some of its unusual features. Its educational practices, which were part of the main stream of the so-called "new education" movement, were at the same time in the vanguard of the so-called Taishō free education movement and especially of "free education" in the realm of the arts. Bunka Gakuin is a front-runner of "modernism" among Japanese schools in the Taishō period and early Shōwa period. Teaching staff of the school included some of Japan's most competent and well-known artists and scholars in those days. The Bunka Gakuin was not dependent on the government's Regulation on Higher Women's Schools (*Kōtō Jogakkōrei*). Isaku Nishimura (1884-1963), who provided the funding for the school's founding, became its first director (*Kōchō*). As the headmaster, Nishimura had resisted the Japanese militarism and ultra-nationalism even during the Asia Pacific War. Nishimura, who styled himself a "free thinker," continued to have liberal thinking. He was greatly influenced by American culture. At the same time, he was inspired by English culture and thought. He admired William Morris (1834-1896) and empathized with the Arts and Crafts Movement.

Nishimura invited Kenkichi Tomimoto and his friend Bernard Howell Leach (1887-1979) into his house at Shingu and associated with them as a potter. They were admirers of Morris. As a designer, Nishimura liked the architectonic of the English cottage. The present article takes a British view of Nishimura's life and gives a look at some aspects of his thought and activities.

*Jobu University, Professor of History of Education

Empire Japan and the East Asia teacher training college

— Development of Manchuguo Shidou University —

HANAI Miwa*

This research is an attempt to clarify the relationship between Empire Japan and East Asian Teacher Training University through the development of Manchuguo Shidou University. Manchuguo Shidou University accepted the knowledge of modern Japanese education, modelled on the Japanese higher education school in educational policy, educational system, curriculum, teacher, educational method. The majority of the teachers of the university are Japanese, and all classes were conducted in Japanese. Education of 'Kenkoku spirit' and 'NichiMan Ittoku Issin' education was thoroughly

carried out at the university in order to train the Manchuguo 'master's teacher' while emphasizing the educational policy of 'practical attitude'. For this reason, the students' university education was "one aspect of militaristic rule". However, on the other hand, because there was a learning environment as the best educational institution, students of university students had another important aspect to learn a lot of knowledge there. In this thesis, from both sides, I revealed the development process of the studying university from the story of the memory of the educational experience at the time.

*Waseda University, Adjunct Lecturer in Social History

編集後記

本号は、2016年度後期研究総会の主題であった「教師教育」で発言された方々から論考を寄せていただき、会員から投稿された論考を合わせて編集しました。研究総会で発言してくださった高益民教授（北京師範大学）からはご多忙が理由で論考を頂戴できなかったことは残念でしたが、巻頭言の問題提起と合わせて、現下進んでいる教師教育の再編成を視野に含め、方々のご発言を味読していただければ、編集に関わった委員一同感謝に堪えない。

平沢信康会員の論文は、2015年度の研究打茶話会でお話しくくださった報告を基にして執筆された。紙幅に予め制約があるために、執筆に際してご苦勞があったことと思います。編集委員会の求めに応じて原稿の調整をしてくださったことに謝意を表します。

花井みわ会員の論考も、2015年度の研究茶話会で発表なされた研究調査報告をさらに発展させてまとめられたものです。珍しい資料も掲載されていて、分野を異にする方々にとっても一読に値します。花井会員が発表なされた研究茶話会では、志々田文明教授（早稲田大学）も発言しておられた。主題は「建国大学」でした。多くの方たちには耳慣れない言葉ですが、建国大学は旧満州国が設営した満州国官僚養成を目的とした教育機関でした。日本人、満州人、朝鮮人、モンゴル人その他の民族的に多彩な教育機関でした。五族協和というイデーのもとに置かれていた高等教育機関でしたが、その実態がどのようなものであったかを語る報告が志々田教授のお話でした。花井会員の報告と合わせ、日本がその植民地で行った教育政策を史実に即して話してくださった報告であっただけに、志々田論文を掲載できなかったことを心残りに思います。

本誌は会員と非会員の別を設けずに、ひろく発言の機会を供しています。関心を寄せていただける皆様の寄稿を歓迎いたします。

編集委員 鈴木慎一