

7 Home Economics Teacher Training in Higher Education of Japan

7-1 Becoming a Teacher in Japan

In Japan, to become a kindergarten, elementary, lower and upper secondary schools teacher in public educational system, a person must have the relevant teaching certificates as provided for by the Educational Personnel Certification Law and other statutes concerned. And those who have passed educational personnel examinations conducted by prefectural boards of education, or designated municipal boards of education, can be employed to teach at a school that has a vacancy. The examination is composed of written tests, interviews, skill tests, thesis examinations and aptitude tests, etc. Likewise at private schools, applicants are selected through public offer and the original examinations are given to them. In other private schools they utilize the results of teacher aptitude tests given by the Private School Association in each prefecture. In some cases, private schools approach and ask a specific university to recommend an applicant and conduct an interview to decide on employment. A person who wishes to obtain a teacher certificate must be a graduate from a university or junior college, which set the courses authorized by the Ministry of Education, Culture, Sports, Science and Technology, and must acquire a specific number of credits provided by the Educational Personnel Certification Law.

7-2 The Changes of Teacher Training System

Before 1945, it was necessary to graduate from a teacher's college and pass an examination to obtain a teacher's certificate. In 1949, the law of the teacher's certificate was enforced and the system has changed. Under the new law, a person's attitude and ability are assessed and evaluated in regards to becoming a teacher. Before that time, only a few teacher training colleges authorized by the Ministry of Education existed, but at present, general universities are able to provide teacher training courses for those who wished to acquire teacher certificates. To maintain a certain standard of teacher training, the Minister of Education examine the curricula, faculty members' qualifications and organizations of all universities and colleges offering teacher training.

Authorized universities and their departments arranged courses and subjects by

changing the name of the Faculty of Liberal Arts to the Faculty of Education. From the universities reformation in 1999, most Faculties of Education had been reorganized and renamed the Faculty of Cultural Education, Human Science, Regional Education and so on. Under these departments, home economics teachers are trained.

7-3 Authorized Universities for Teaching Certificates in Home Economics Education

Table 1 below indicates the number of authorized universities granting Home Economics certificates.

Table 1 The Number of Authorized Universities for Home Economics Certificate

		Special Courses for Lower & Upper Secondary School	1 st class for Lower & Upper Secondary School	2 nd class for Lower Secondary School
University & College	National		50	
	Prefectural or Municipal		8	
	Private		53	
Jr. College	Prefectural or Municipal			5
	Private			45
Graduate School	National	53		
	Prefectural or Municipal	6		
	Private	34		
	Total	93	111	50

As table 1 shows, a Bachelor's degree graduate is given a first-class certificate for lower and upper secondary school, and those who graduate from a Junior college are given the basic qualification of the second-class certificate. A Master's degree graduate is given the basic qualification of the advanced certificates for lower and upper secondary school. Of all universities and colleges, there are 111 first-class institutions, 50 second-class institutions and 91 institutions offering the advanced home economics certificates.

7-3-1 Universities and Faculties of Education for Training Home Economics Teachers

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Universities and faculties for training home economics teachers mainly consist of teacher training courses and home economics courses. Some teacher training or departments are organized according to each prefecture and have tried to meet the demands of each elementary school, lower and upper secondary school. Therefore, home economic courses are organized in all the universities and faculties of education. Since the Guideline for the Official Requirements for the Establishment of a University (1991) indicated, the name of the course has changed from the traditional name of Home Economics to Human Development, Science in Daily Life, Life and Health Sciences and so on.

7-3-2 Departments of Home Economics for Training Teacher

Under the Educational Personnel Certification Law (1949), home economics teacher certificates could be acquired from 10 universities with Home Economics department, 5 "*Bunkaseigakubu*" or Literature and Home Economics, and 5 Liberal Arts departments related to home economics. Since the 1990s, a reorganization of departments been taking place and the name of departments have become diversified. Home Economics courses primarily focus on training specialists in Food and Nutrition or Clothing and Design, so home economic teacher training is optional. As a result, the number of staff in the field of education is insufficient compared to the number of staff in the field of Food, Clothing and the other specialty.

7-3-3 Junior Colleges of Home Economics for Training Teacher

Junior colleges have trained home economics teachers in Home Economics, Food and Clothing courses since their beginnings. Now, the names of the departments have become diversified such as Human Development, "*Seikatsuka* (Life Science), "*Seikatsubunkaka*" (Life Culture), "*Hukusyokubunkaka*" (Furnishings Culture), "*Syokuseikatsubunkaka*" (Dietary Culture) and so on.

7-3-4 Graduate Schools of Home Economics for Training Teacher

Graduate courses were added to the teacher training courses in 1966. The first home economics graduate course was offered at Tokyo Gakugei University (Tokyo University of Liberal Arts) in 1968. At present, all national universities of education and faculties of education have Master's courses for teacher training. Moreover, in 1996, two separate groups of universities amalgamated to create doctoral courses: one set based their courses on the Tokyo Gakugei University courses, and the other based theirs on Hyogo University of Education. They established graduate courses for the

study of education majoring in home economics. However, the prescribed number of students is restricted because a graduate is not necessarily able to get a job. In the case of the Tokyo Gakugei University, the number of the registered students is only 1 or 2. In addition, doctoral courses are not directly connected to teacher training.

Under these conditions concerning entrance examinations, there are three types of students who try to take graduate courses. One such student type is the regular examinee that takes the entrance exam soon after he/she graduates from university. The second type is those who are employed individuals, who are not teachers, or those who graduated from university more than two years before. The third one is currently employed teachers. Most graduate courses used different entrance examinations. For example, employed people and current teachers are exempted from a specific examination subject.

Moreover, the three ways of entering school for a current teacher is for expanding their opportunities. One of the ways is that he/she is admitted to study for two years with pay. The second one is that, although he/she is admitted to study for the first year with pay, they must complete their graduate school courses while working at his/her school of the employment in the following year. They complete that course by attending night school, and using weekends and summer vacation. These graduate students begin studying by using the long-term training system by the Board of Education. In 1997, Educational Personnel Training Council suggested this system style to be part of the re-education of current teachers. Current teachers who enrolled by using this system can get advanced elementary school certificates and/or the advanced certificates of home economics for lower and upper secondary school during their term of employment if they complete all the necessary courses and earn the required number of credits. On the other hand, there are some current teachers not using this system. They earn credits by finishing the courses at night school, weekends and the summer vacation and etc, and working as usual from the beginning to end of their graduate school term. Graduate schools have a system of day and night courses to enable current teachers to use those ways of study. These measures are effective in motivating teachers to develop their skills and meet the demand from their educational administration that requires them to have advanced certificates. Although most current home economics teachers who entered graduate courses are experienced teachers, the enrolment number was small because of their sexual handicap as a woman.

Since 2008, division of professional practice in education was established in graduate school of education. Education in the professional graduate school of education focuses on a fusion of theory and practice and aims to cultivate the mind-

frame required of professionals active in the field of education. After 2 years schooling and acquisition of more than 45 credits, the master's degree (professional) is conferred. The number of certificated schools are in 18 National Universities and 7 Private Universities by 2009.

7-3-5 Training for Home Economics Teachers except for Teaching at a University

a. Earning credits by correspondence course

One is to obtain teacher certificates by taking credits through correspondence courses. University correspondence courses were established by the School Education Law in 1947 and admitted as a regular course of university study in 1952. It is a system that makes it possible for people to study while keeping employment. There is only one university which conducts correspondence courses to obtain the home economics certificate, and it requires the prerequisite of holding teacher certificates in other subjects.

b. The system of courses approved by the Educational Personnel Certification Law

Another way to obtain teacher certificates is to take the certification-law approved course for teachers held at the boards of education in each prefecture. This approved course aims at letting teachers at elementary, lower and upper secondary school with a second-class teacher certificate to upgrade to a first grade certificate. This course is mainly held during summer vacation, and universities provide the location and instructors.

c. Training program for current teachers

The system of advanced teacher certificates was established in 1988. It is necessary to have a Master's degree to obtain this certificate. In 1997, the Educational Personnel Training Council proposed a new training system that actively utilizes a Master's course to reeducate teachers. If a teacher taking advantage of this system enters a graduate school and completes a Master's course, the teacher can take an advanced certificate for elementary school or advanced certificate of home economics for lower and upper secondary school.

7-4 Kinds of Teacher Certificates, Basic Qualification and Required Credits

Certification requirements vary with each school level. Teacher certificates for kindergartens and elementary schools are available for all subjects, while those for lower and upper secondary schools are available for specified subject areas. Teacher certificates are divided into regular, temporary and special certificates, and regular

certificates are subdivided into advanced, first-class and second-class certificates. There is no different treatment among those who hold other certificates. But advanced certificates tend to become a prerequisite qualification for principals and vice-principals. Kinds of certificates and basic qualification for each kind of school and required minimum number of credits are shown in Table 2.

Table 2 Kinds of Teaching Certificate and Basic Qualification and Required Credit

The 1 st section		The 2 nd section	The 3 rd section		
Required Qualification		Prerequisites	Minimum Credit Requirement at University		
			<A> Specialized Subjects	 Teaching Subjects	<A> or
Kinds of Certificate					
Lower Secondary School Teacher	Advanced Certificate	Master's Degree	20	31	32
	1st class Certificate	Bachelor's Degree	20	31	8
	2nd class Certificate	Quasi-Bachelor's Degree Provided by School Education Law Article 69-2-7	10	21	4
Upper Secondary School Teacher	Advanced Certificate	Master's Degree	20	23	40
	1st class Certificate	Bachelor's Degree	20	23	16

For both lower and upper secondary schools, people who try to obtain the first-class certificate in home economics education are required to have a Bachelor's degree. In addition to this they must have 20 credits in specialized subjects, 31 credits in teaching subjects, and 32 credits in specialized subjects or teaching subjects for lower secondary school teacher qualifications; and has to have 20 credits, 31 credits, and 8 credits for each to obtain upper secondary school teacher qualifications. The teaching subjects include 4 credits in student counseling and guidance, 2 credits in cross curriculum seminar and 4 credits in practice teaching. People who try to obtain the advanced certificate are required to have a Master's degree as a basic qualification, i.e. he/she is required to finish the Master's course. To obtain the first class certificate of home economics, these offerings are included as subjects related to home economics and the teaching profession.

7-5 Subjects which are Required to Obtain a Home Economics Certificate

Universities which have authorized courses for a first class degree have to set up the subjects which are necessary to obtain the certificate. The subjects that are based on the Teacher Certificate Law are shown in Table 3.

Each university exerts its originality on the names and contents of the subjects according to the academic improvements of a branch of learning and contemporary issues. When the subject name is different from the name which is designated by the law of the teacher certificates, it is clearly described in such as the student curriculum guidebook. Table 4 is an example of how to obtain the first-class certificate in home economics for lower secondary school.

Table 3 Subjects related to the curriculum and required to obtain the regular certificate of Home Economics.

Lower Secondary school teacher	Upper Secondary school teacher
<ul style="list-style-type: none"> • Family Resource Management (including Family Relations and Household Economics) • Textiles and Clothing (including clothes making) • Food Science (including Dietetics, sitology, and Food Preparation) • Housing Science • Science of Child development (including practice) 	<ul style="list-style-type: none"> • Family Resource Management (including Family Relation and Household Economics) • Textiles and Clothing (including clothes making) • Food Science (including g Dietetics, sitology, and Food Preparation) • Housing Science (including drafting and design) • Science of Child development (including practice and home care) • Home appliances, home equipment, information technology

7-6 Subject and Number of Credits for Acquiring Teaching Methods and Techniques

To become a home economics teacher it is required to acquire not only professional knowledge and skill about home economics, but also a professional ability to teach. In each of 4-section lectures: the meaning of teaching, basic theory of education, curriculum guidance, student counseling and guidance, that each university offers, students must earn the required number of credits for the following subjects. The subjects are: educational philosophy, history of education, physical and mental development of infant, pupil and student, social, institutional and administrative background of education, curriculum, teaching techniques in each subjects, moral education, and extra-curricula activities, teaching devices and methods, the theory and

method of guidance concerning the school life and course selection, the theory and method of school counseling and so on.

**Table 4 Set up Major Subjects and Number of Credits
(in case of Fukuoka University of Education 2011)**

	Subject	Number of credit			Subject	Number of credit		
		Compulsory	Option			Compulsory	Option	
Home management	Home management (including family relation and economics)	2		Food science	Food and nutrition	2		
	Philosophy of home economics				2	Food education basics		2
	Family relations	2			Cookery science	2		
	Consumer education				2	Health and nutrition		2
	Family economics				2	Food and food science		2
	Family and gender				2	Practical lecture of eating habit (including food, nutrition, food science and cookery)	2	
						<u>Experiments of food education</u>		
			Cookery practice	1		1		
Clothing science	Practice of clothing construction		1	Housing and living design	Housing and living science (including drafting)	2		
	Clothing care and management	2			Dwelling environment	2		
	Textiles and clothing (including clothes making)	2			House planning and living design		2	
	Clothing materials and hygiene	2			House planning and living design		2	
	Clothing comfort		2	<u>Living environment measure experiment</u>	1			
	<u>Clothing science and dyeing</u>	1		Science of child development	Principles of nursery care and education	2		
	Clothing environment		2		Child development, care and education	2		
Fashion kraft		2	Child welfare and family services			2		
Seminar of home economics		2		Child care environment		2		
<p>Gothic shows compulsory subject by teacher's certificate Law At least one among three subjects with underline has to be learned</p>				Domestic electricity mechanism and data processing	Domestic engineering (including domestic electricity, mechanism and data processing)*	2		
					* Certificate for upper secondary school (Home Economics)			
					Lifestyle informatics	2		
					Welfare engineering		2	

Also, 4 credits of practice teaching and 5 credits in the graduation thesis or completion research are compulsory. As for each subject's teaching techniques,

students need to get credits about the teaching subjects opened by each course. In the home economics course, subjects such as home economics education, teaching material analysis of home economics is offered. In those subjects, the lecture and seminar on the history of home economics, comparison study with foreign countries, home economics class management, teaching devices and methods, development of teaching materials, analysis of the course of study and textbooks and classroom work analysis related home economics are held.

7-7 Practice Teaching

Practice teaching originated in 1873 when a teacher's college established an affiliated elementary school, and their students had to practice how to teach. In their first curriculum, the system was set for practice teaching in the senior year of college, and took a lot of time as a final exercise in educational training. At present, students who try to obtain a first-class lower secondary school teaching certificate must practice-teach for 4 weeks and get 4 credits (in some case 5 credits including the pre- and after- lessons), and for 3 weeks and 3 credits for the first-class upper secondary school teaching certificate.

Universities can decide the year to start practice-teaching, so each university can set the practicum in the own curriculum in different years. Universities try to motivate their students to become teachers by starting the practicum from their first year, while other universities set up many kinds of practice-like experiences, basic, main and sub certificates, research practices and participant observation of classes. Students take the practice lessons in advance and also preview and prepare for teaching materials.

The Educational Personnel Certification Law has been revised, and practice teaching such as nursing-care became obligatory for students enrolled after 1998 in order to obtain the regular certificates for elementary and lower secondary schools. According to that revision, students have become compelled to do more than 7 days of practice teaching at schools for children with visually- and hearing- challenges, or schools for physically-challenged children or social welfare institution and the like.

7-8 Devices for University Entrance Examination

Each university attempts to accept well-qualified students as efficient home economics teachers. All national, and some public and private, universities use the results from the University Testing Center Examination (UTCE). Each university can specify subjects for examination among the subjects the UTCE offers, and each department of the university shows the subject to the candidate by the "list of the

entrance requirements” (application guidebook).

In addition to the UTCE, each university puts their candidates to individual achievement tests, and the contents of these tests are announced by “list of the entrance requirements”. “Admission Policy” sometimes informs the list to the candidates. For example, some universities of home economics announce their policy as follows:

We give you the knowledge and the skills that you need to become a home economics teacher in both lower and upper secondary schools, and develop your attitude and capability to find and solve your own life assignment.

We offer the recommendation entrance examination and regular selection of the individual achievement test to all candidates. In the recommendation exams, we examine the candidates’ qualifications and intention to become a home economics teacher by conducting a written short-thesis exam and personal interview. In the regular achievement test, we examine the basic knowledge of home economics. We are looking for candidates who understand home economics well, are interested in life concerns, and are eager to be a home economics teacher in the future.

7-9 Contemporary Issues

7-9-1 About the Flexibility of the Certification System

On February 21st, 2002, the Central Education Council discussed “What the teaching certification system should be from now”, and reported on the generalization and flexibility of the system, possibility of updating the certificates, and special certificates. The idea of generalization and flexibility of the system is to change the present certificates system described as follows: school division, subject division and the rank of certificate acquired.

The idea of generalizing the teaching certificates is to change the present separated school system into the general system. The flexibility of the system is to take exceptional measures, special part-time lectural system, admission of skilled and capable teachers with no certificate, and permission for upper-grade certificate holders to teach at lower grade schools. The schools who wish to utilize this system need to inform the prefectural board of education. If this report is realized in the future, it may affect home economics teacher training in some way.

Prior to this report, acquiring several teacher certificates in university was encouraged as a method of increase the chance for employment. Each university encouraged students who were going to take an elementary school teacher certificate to take a lower secondary school teacher (home economics) certificate as well, and students whose major is home economics in lower secondary schools to take an upper

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secondary school (home economics) certificate or certificates of other subjects. Each university gives consideration for such students to take the required credits for other grade levels and subject certificates. On the other hand, they are anxious about the decline in the level of basic knowledge and skill to become a home economics teacher because they can't concentrate on studying home economics alone.

7-9-2 Problems of Children Having No Basic Skills and Abilities for Daily Life

At present, students are deprived of the opportunity to acquire necessary knowledge and skills because of the conveniences in the daily life, thus making the teaching of home economics difficult for the students. In 2002, a new curriculum was enforced and the home economics class-time was decreased in both lower and upper secondary schools. The content and style of the newly created general study hour is very similar to home economics, and there is anxiety about the threat it has to the originality of home economics as a subject.

Considering social situations like this, the Japan Association of Home Economics Educational held a consciousness survey of life for pupils and students throughout Japan, taking 3 years (since 2001) to examine what and how to teach in home economics and to try to construct a new curriculum for the future. That survey results would definitely be a reflection on the teacher-training curriculum.

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