

シンガポールの教員養成

— 日本との比較 —

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Teacher Education in Singapore

— A Comparison with Japan —

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「世の中で何か問題が生じたとき決まって学校がそして教員が槍玉に挙げられる」Eggleston (1992)。マスコミの論調は世界各国こうした点では軌を一にしている。日本では最近中学生による凶悪な犯罪が続いた。学校は教員は何をしているという声が各方面から聞こえる。

シンガポールでも急速な経済発展とともに様々な問題を抱え教育改革が行われてきた。シンガポールはイギリスの植民地であった歴史的経緯から教育制度もイギリスの影響が色濃く残っている。シンガポールは東洋と西洋の文化を折衷している点、先進工業国という点で日本にとって興味深い国である。急速に変化して行く世界に教員はどのように対処したらよいのか、本研究は1994年に行ったイギリスの教員養成研究調

査の上に行ったものである。

日本でも教員養成の制度的変化が起きている。実習期間も2週間から4週間になろうとしている。シンガポールでは大学と現場の学校との綿密な協力関係を築き実習生の教育を丁寧に行う制度を確立している。これはほぼイギリスの制度と同じである。実習期間も日本よりは遙かに長い10週間である。日本の場合、教育学部もしくは教育大学を別として大学の側が学校まで出かけて学生の実習状態を指導教官と話し合うケースは希である。これではおざなりと評されても仕方がない。本格的に教員を養成するためには、実習期間のみならず大学と実習校との緊密な協力が是非必要であろうと考える。

Introduction

Two consecutive murders recently committed by teenagers in schools in Japan have alarmed the general public. The following passage by Eggleston (1992) reports similar cases in Britain, indicating what would be public reaction to such incidents:

A correspondent in a British national newspaper in 1990 held teachers responsible for an alleged increase in 'motiveless murders'. He commented, 'schools have long failed to teach the values of restraint and concern for others.'

* 比較教育

Indeed to be a teacher is a tough business. As Eggleston (ibid) aptly put it:

To be a teacher is like living a life dedicated to mission impossible. To begin to satisfy complex demands loaded on to teachers by governments, parents, employers, children and society at large is unthinkable.

Teachers are often the butt of criticism followed by a number of suggestions or advice to the effect that teacher education needs improvement. Indeed not only teacher education but also education in general should always be in need of improvement and reappraisal. Then how can any teacher, faced with such a barrage of advice, exhortation and criticism, continue with 'mission impossible' and attain the real achievements of teaching ?

Each country has its own way of teacher training which has developed with — in its own historical context. With this in mind of such training, comparison becomes a risky attempt as Michael Sadler (1900) put it:

In studying foreign systems of education we should not forget that the things outside the schools matter even more than the things inside the schools, and govern and interpret the things inside. We cannot wander at pleasure among the educational systems of the world, like a child strolling through a garden, and pick off a flower from one bush and some leaves from another, and then expect that if we stick what we have gathered into the soil at home, we shall have a living plant. A national system of Education is a living thing, the outcome of forgotten struggles and difficulties, and 'of battles long ago'.

With Sadler's warnings in mind, this paper seeks to describe the nature of teacher education in Singapore.

Rationale for the study

The key machinery for implementing education is normally teachers. How teachers are trained or educated affects the direction and quality of education of the country. Teacher education has been the focus of much discussion and attention not only in Japan but also in the U.K for the past decade. The way education is conducted, however, differs between these two countries. The quality and quantity of education in the two countries are different enough to mention. Based upon the research on the differences made by Hino (1994), this paper attempts to clarify the differences between Japan and Singapore, hoping to gain insight from the Singaporean experience of teacher

education.

Singapore has based its educational foundation upon the British cultural legacy. Meanwhile it undeniably belongs to the Oriental culture zone. An assumption arises that Singapore must have struggled to integrate Western culture with its Oriental background in terms of the implementation of a multi-yet recently cultural education. On the other hand, Japan is far from a multi-cultural society when compared with Singapore. Japan has been faced with an unprecedented number of people from other countries coming into the country, while a larger number of Japanese are traveling overseas as businessmen or tourists. 'Internationalization' demands that Japan reconstruct itself to adapt the changing world. In this context Japan is gradually evolving into a multi-racial society. There should be, therefore, a lesson for the Japanese audience to learn from the efforts made by Singapore in their teacher education.

Research questions

What is the process for becoming a teacher in Singapore ? Who plays key roles in the university and the training schools in educating student teachers ? How is the training conducted, and how long is the period of training ? How does Singapore's training differ from that in the U.K. and Japan ? The paper will focus on these question and their answers.

Previous research (Hino, 1994) regarding teacher training of PGCE (Post Graduate Secondary Education) students in Oxfordshire in the U.K. should help to clarify some aspects of the nature of teacher education in Singapore and shed light on the similarities and differences found in the U.K., Singapore and Japan.

Literature Review

Teacher certification

Singapore

In 1973 the Institute of Education (IE) was established. Ever since, initial teacher training has included a one year post-graduate diploma in education (PGDE) programme for intending secondary school teachers, and a two year certificate in education (Cert.Ed.) programme for entrants with GCE 'A' level qualifications intending to teach mainly in primary schools. Two more changes have since been instituted. Firstly, in

1984 a separate College of Physical Education was established; and secondly, in 1990 a PGDE primary route was introduced.

Japan

Teachers' certificates in Japan are awarded by prefectural Boards of Education after completion of certain credits at universities and colleges. These are classified according to the kind of school and level to be taught, and each certificate is also classified as a regular certificate (**menkyojo**) or a tentative certificate (**kari menkyojo**). The regular certificate is further classified as a first-level or a second-level certificate. The first level regular certificate for primary-school and junior-high school teachers, and the second level of senior-high school teachers, require a bachelor's degree; the first level certificate for senior high school teachers requires a master's degree.

All state universities as well as private ones in Japan are tightly controlled by the Ministry of Education. Here is one example that can be considered representative of the legal requirements placed on schools and those desiring employment as a teacher. **Table 1** shows how many credits and how much training are required in order to gain a post at various levels.

Table 1 Practice teaching and credits in a state university

	Required credits									Optional credits		
	Cr	Ob		Pr.P.st		T.Pr		Pst.P.st		Cr	T.Pr	
		Dn	Yr	Tms	Yr	Ws	Yr	Ds	Yr		Ws	Yr
Primary School	5	3	2	8	3	4	3	2	3	2	2	4
Junior High School	5	3	2	8	3	4	3	2	3	2	2	4

*Cr:credits,Ob:observation,Pr.P.st:Pre-practice study,T.Pr:Teaching practice,Pst.P.st:Post-practice study,Dn:duration(days),Yr:year,Tms:times, Ws:weeks,Ds:days

Fukui State University of Education

Initial Teacher Training

Singapore

School-based teacher training in Singapore includes a total of **20–24** teaching periods per week for 10 weeks. STs (Student teachers) are trained under collaboration of the

university and the training school, namely by the CT (cooperating teacher), and NIE(National Institute of Education) supervisor. Cooperating teachers are appointed from among experienced members of the staff to help and guide the ST in their professional development. The NIE Supervisor is the official representative of the Institute who assumes responsibility for the supervision of student teachers and serves as the liaison officer between the NIE and the school personnel through lesson observation visits to the student teacher.

The CT's responsibilities include:

- 1 Induction of student teachers (ST) into the school establishment and culture by the principal/vice – principal on the former's first visit to the school.
- 2 Introduction of the ST to the staff and students of the school, and provision of work space in the staff room.
- 3 Arrangement of Teaching Timetables to provide a total of **20 – 24** teaching periods per week.
- 4 Arrangements for ST to observe their Cooperating Teacher and other experienced teachers teaching and managing classes during the initial period of the Practicum.
- 5 Observation by Cooperating Teacher of ST's classroom teaching performance.
(Recommended number of formal observations: a total of 3 for the two/three CS subjects altogether, spread over **5 weeks** of the Practicum period.)

Likewise the responsibilities of the NIE supervisor are:

- 1 Conduct a Pre – Practicum Conference with the supervisees to
 - a. clarify ST's expectations,
 - b. discuss matters pertaining to lesson observation arrangements and procedures,
 - c. discuss the supervisees' teaching timetables.
- 2 Negotiate with the schools on behalf of the ST for / modifications and improvements (if necessary) to the teaching timetables according to the guidelines provided.
- 3 Liaise on behalf of NIE with school administrators and cooperating teachers. It is most important that NIE supervisors meet the Principal on the first school visit to discuss matters pertaining to the practicum and supervision visit procedure. A debriefing and courtesy visit is to be made at the end of the practicum.
- 4 Follow the 'standard practices' of practicum supervision:
 - a. Visit the ST in school to observe his/her performance in classroom teaching/management;
 - b. Conduct the supervision cycle of the pre – observation conference, lesson observation, and post – observation conference;
 - c. Provide the supervisee with a completed formative APT form for each lesson

observed;

- d. Discuss the progress of the ST with cooperating teachers and school principal/vice – principal.

5 Write a final summary Report of each ST's TP performance after consulting with the schools.

The ST's role during the Practicum is two-fold:

- 1 As a **LEARNER**, studying the teaching-learning process in practice in the classroom, using the skills and knowledge acquired through NIE's courses;
- 2 As a CO-TEACHER, sharing with the CT the responsibility for pupil learning in the assigned classes.

Through the Practicum, student teachers are expected to:

- 1 Acquire beginning teaching competence – Basically all student teachers are expected to demonstrate that they possess the knowledge, skills, and attributes required to fulfill the role of the teacher and execute various tasks in the classroom. These include i) planning, ii) developing the lesson, iii) communicating with pupils, iv) managing pupils & classrooms, and v) monitoring and evaluating pupils' learning.
- 2 Achieve professional growth – Student teachers are expected to adopt a professional attitude to their work. This involves constant self-evaluation of their performance, cultivating a desire to learn and improve, and their skills development of a service ethic in their work. Attitudes of on-going professional development are essential to the student teachers' professional growth, not only during the practicum but also throughout their teaching careers.

Japan

Many universities in Japan offer courses for teaching careers, not to mention colleges of education or universities of education. Since the Open System started after the Second World War, teacher education has not been monopolized by colleges of education (Shihan gakkou). Those seeking teaching careers are expected to meet the legal requirement of a school based training or practicum for 2 weeks. In fact, the Diet has on their agenda a bill to extend the training period to 4 weeks. Regarding the length of the practicum, Kyoushoku Kenshu (a monthly magazine for those seeking a teaching career) (1989) maintained that the practicum should be extended to 8 weeks and that practicum should be divided into 2 blocks, the first period to begin at the initial stage of the third year in university, and the second at the end of the 4th year. It also stressed the importance of measures such as the students maintaining constant communication

with the training school during their training year.

The common procedure for student teachers to accomplish school-based teacher training in Japan is as follows:

- 1) Obtain credits for a teaching career course by the end of the third year in university
- 2) Seek a school for teaching practice and negotiate with the school head teacher or deputy head by themselves. (80% of the students find the training school by themselves; the rest depend on the network their university has.) (Hino, 1994)
- 3) Attend preliminary seminars or orientation conducted by the university for 1 day.
- 4) Communicate with the school to obtain information as to when to start their training.
- 5) Start the training.
- 6) Perform a demonstration teaching for one class toward the end of the training period. The Head teacher, deputy head, department head and many other subject teachers normally observe this class.
- 7) Have their supervisor at the school write an evaluation of their performance.
- 8) Submit their teaching record to the university office, which finalises the teaching career course.

The number of hours each student teacher actually teaches during the training period depends on the school. According to the data acquired in 1993, the average pattern was a total of 4 days of classroom observation and 6 days actual teaching during the 2 weeks (Hino, 1994). Most of the period was spent observing other teachers' classes and working on the daily routine such as taking roll in the class assigned by the school each morning.

It should be noted that of the 89 student teachers' responses to the questionnaire no cases of university supervisors visiting the schools were reported (Hino, 1994). Virtually no collaboration between the university and the training school exists as far as non-education colleges or universities are concerned.

Research methodology

Interviews

The research method used was mainly interviews which were semi-structured and meant to be a pilot interviews. Follow-up questionnaires, data collection and analysis

will continue after this preliminary research. Literature review started in 1997 when communication by e-mail started with scholars in Singapore. Due to relatively few resources and literature concerning Singapore education available in Japan, the above preliminary research conducted on Singapore as described in literature review was based upon the information gained from the INTERNET as well as direct communication with researchers in Singapore through e-mail. A visit to Singapore for 5 days in 1997 facilitated access to better literature on Singapore education. In addition interviews with those in academia provided realistic views and useful information on teacher training in Singapore.

Interviews were conducted with the following scholars:

- 1)a lecturer, Nanyang Technological University, National Institute of Education(NIE)
- 2)a professor, Nanyang Technological University, NIE
- 3)a lecturer, Nanyang Technological University, NIE.
- 4)a senior lecturer, Singapore Association for Applied Linguistics
- 5)a school teacher, (CT)
- 6)manager of Language Teaching Institute
- 7)a primary school teacher, ST in 1996.

Interview arrangements were made by Dr.Christine Han, a lecturer of Nanyang Technological University, National Institute of Education.

Research Findings

Interviews with educators

Dr.Kam explained that “Recruitment” and “Retention” are key words to describe the challenges teacher education has faced in Singapore. The government has recognised the needs and importance of recruiting excellent teachers. The most effective and quickest way to achieve that goal was to increase the pay for the teachers. This financial policy worked well enough to attract top graduates from universities. In this respect, says Dr.Kam, Singapore has been successful in implementing the intended education policy concerning teacher education.

The problem is, however, whether those teachers stay in their profession after 5 years. Dr.Kam continues:

Those high-flyers are proud that they are better paid than their peers who have got a job in the private sector, namely business enterprises. The alumni often keep in touch with each other after leaving university, exchanging information regarding their work and financial standings. Thus teachers find that their peers working in the business sectors become better paid after 5 years of employment. Teachers are paid by the government. This means their rise in salary is constant but only at the same rate every year while their friends in private sectors enjoy a much quicker raise in salary. As a result in 5 years the teachers' salary turns out to be much lower than their peers who are employed in the business sector.

After finding that the size of their salary has diminished when compared to their peers, teachers tend to leave the profession for the business sector which readily welcomes such a well-trained, excellent staff. Dr.Kam laments, saying, "Our problems are not recruitment of excellent teachers but retention of them."

The general direction of teacher education reform in Singapore, according to Dr.Sharpe, is opposite to that of the U.K. where the government is seeking to remove teacher training from the university to the schools. Dr.Sharpe assumed that it was because teacher training conducted at schools had been satisfactory and that more emphasis should be placed on the theoretical aspect of teacher training. Dr.Kam argues that the whole trend of teacher training is not inclined forward a theoretical and knowledge oriented camp so much as Dr.Sharpe expressed. Dr.Kam observed from the academic perspective of a researcher that the view held by Dr.Sharpe could be reasonable.

Conclusions

Singapore and Japan are similar to each other in that both have adopted the principle of competition in the sphere of education. Entrance examinations have become rigorous. Therefore preparation for these exams forces children to study hard all through their primary and secondary school days. Cram school (Juku) or extracurricular preparatory schools in Japan have been prosperous in all corners of the country. Similarly in Singapore such cram schools help children better prepare for their exams. In such situations the role of the teacher tends to be that of a knowledge transmitter or trainer. If education has to be defined as something to draw worth out of a student, teachers in both countries are less fortunate since they cannot afford to spend enough

time to listen to each individual child and nurture their potential. Instead they are driven to shepherd students to cram facts and figures within a limited time. Keeping this in mind, it is important to note that statistics indicate a sharp increase of school violence in recent years in Japan. The same is true in the U.K. Likewise in Singapore an increasing number of truants is seen on the streets, even at night. Unfortunately teachers in Singapore are too busy to care about these pupils.

In Japan it has been proposed that teacher training period be increased from 2 weeks to 4 weeks. This is regarded as a reflection of the increasing number of inadequate teachers in primary, junior high and senior high schools. The Ministry of Education has been driven to review the quality and quantity of teacher training by social pressure that teachers should be better trained. It is not yet well known in Japan that initial teacher training in Europe, the USA, Australia, New Zealand and Singapore far surpasses that of Japan. In the U.K 3 terms (1 year) of school based training is a requirement for the prospective teachers for secondary school.

Here then lies a fundamental question regarding teacher education, and it has been a classical question. Are good teachers trained or born ? One group stresses a longer training period with the idea that teachers are to be trained, while the other does not see much meaning in the length of training as good teachers are born rather than trained. As Dr. Michael Kaser put it: "What is the point of practice teachers at school for longer than 1 month ? If you stay at school for 1 month you will know what a teacher's job is about. There is little you will learn after that." (At St. Antony's College, Oxford 1993) Dr. Eric Anderson, head of Eton says:

"as long as someone has the right qualities, a good knowledge of the subject, enthusiasm and the ability to put it over — formal teacher training can often be dispensed with."

The Guardian Education 'Unqualified Successes' p.8 January 11, 1994

Peter Lapping, head of Sherborne put it:

"Teaching is an art, not a science. Many good teachers have never been trained, and highly trained teachers are not necessarily good. We find that even trained teachers say practice is the best part of a PGCE course." *ibid.*

Singapore's 10 weeks school based training indicates that it stands in between the two contrastive camps; 1) good teachers are born not trained, and 2) good teachers can be

trained. A significant difference between Singapore and Japan lies in the fact that in Singapore there is a close collaboration between the university and the training school, while in Japan there is virtually no collaboration or coordination between the university and the training school except for a few teaching colleges or universities of education. In this respect Singapore has provided a better-coordinated system for the students to prepare for a better start as teachers.

It is of course a truism that there is no clear-cut answer to any question in education, as the questions ultimately concern what is the essence of man. However, it is possible to learn what efforts have been implemented to provide better conditions for the hopeful students to achieve their goal. It is possible to examine what shortcomings have emerged from the previous experiences of one country and the different experimentations attempted by other countries and learn from them. Yet we need to bear in mind at the same time the limitations of comparing different systems of education as Sadler warned in 1900.

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