

Teacher Education at Tsuru University: New Development of Clinical Education and Reforms of Teacher Education.

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Motivation

Nowadays, teachers and children are tossed into the confusion by market-based educational reform. Many teachers in Japan find teaching difficult today. The problems of education to pile up ("bullying", "disorder in the classroom" and "non-school attendance") request teachers to create a new method of teaching and child-understanding. Also we researchers must look for a new pedagogy.

Theory-Model

At this point in time, we would like to emphasize that listening to the voices from children is important. And we propose that personality who can listen to the voices from children is suitable for a teacher. Of course, the excellent teachers have shown that ability, and so they were called "the excellent teachers". But we could not know clearly how to educate that ability.

Therefore we search for the "KEY" in the field of clinical education as an experiment. And we want to introduce the idea into the teacher education.

Progress report

We want to share with you some of our researches and experiments of the teacher education.

1. Main principle

We call our idea and experiment "clinical education and practice". We think that the nature of teacher's work is much like the activities of practitioner-researcher. Reflection is a way to gain knowledge about one's own doings and about the interactions that occur in the teaching-studying-learning process. At this point, clinical-based approach is important to understand the children's requests of their own heart. In this process, teachers may utilize their knowledge about clinical-based thinking skills.

The aim of clinical-based teacher education is to impart the ability to make educational decisions based on child-understanding.

Also we aim at the education of a teacher having the following high specialty.

- (1) A teacher having knowledge of clinical approach to the problem of child in a school/ in a family/ in his or her living area.
- (2) A teacher having knowledge and technology of psychological support to a child and his or her parents.
- (3) A teacher having knowledge and ability that can coordinate support resources out of

a school if necessary.

2. Some experiments

We have no university teacher training school. Therefore we decided that we cooperated with all schools in Tsuru city. Tsuru city has 8 primary schools and 3 junior high schools. Of course we have often cooperated with many schools in Tsuru. But it was not ordinary.

First of all we researched the problems what teachers in Tsuru confronted (see Takada Michitaka & Mori Hirotooshi, "An inquiry report about the teachers' recognition of school" 2002).

And then we proposed them the Case Conference concerning over each child with problems. Some of graduate students wrote it for master's thesis. We knew The Case Conference was effective to understand a child in various ways. But now we know clearly The Case Conference is effective to reflect on teachers' practices (see Tanaka Takahiko and the others, "The Introduction to Clinical education" 2002). The teacher participated with The Case Conference reflect on one's practice and make educational decisions based on child-understanding.

Secondly we send our students to all schools as assistants. Students help children to study, and become companions. Students record what happened and talk about that in the small group discussions periodically. The experiences in working with children help students obtain a deeper theoretical insight into what they have previously learned. And those experiences lead to advanced practice studies.

Summary and future plans

Our experiment is yet young. But through that experiment we could build the network of schools. We hope to build community-based teacher education system.

Also we are proud of a modest contribution to establishment of clinical education in Japan. We have published some books and reports about clinical education and clinical-based teacher education. Through those published matters we got on with various educators, practitioners and researchers. Furthermore we hope to make a detailed discussion about "clinical education and practice".