

**A Study on Professional Training at Tamagawa
University Graduate School for Teacher Training:**
**Regarding the organic relationship between *in-school practice* and *lectures* as
places for reflection between lessons**

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I Background

Practical training at the Graduate School for Teacher Training is aimed at further enhancing and developing educational training at the undergraduate level and improving the students' practical leadership skills, and *in-school practice* constitutes 10 credits or more. That *in-school practice* forms the core of the Graduate School for Teacher Training's curriculum highlights the necessity that it functions with that purpose in mind.

In-school practice is a place for trainee teachers to integrate theory and practice and to “convert from educational practice to practical research/clinical experience” (Sato, 2015). Although not limited to only teacher training, there are three relationships between theory and practice in professional education: *putting theory into practice*, *theorizing practice* and *theory in practice*. The reforms made to teacher training mainly build on the relationships between theory and practice, through reflection and contemplation of *theory in practice*. What this means is that *in-school practice* corrects knowledge that trainees have already acquired and creates new knowledge, by trainees reflecting on what they have experienced through the practice. It can therefore be stated that it is this integration of theory and practice that leads to the improvement of lessons. These same points have been made by Imai (2017) and Mori (2019).

According to Shimizu (2017), teachers' expertise is improved not by the rationality of their technique but by the practice of reflecting on their actions, and thus in school training it is necessary to enhance their reflection. School training is not only about how the teacher trainees prepare in advance, but also about how they reflect on the lessons after the experience. This indicates the importance of guaranteeing places and opportunities for teacher trainees to reflect on what they experienced in their training.

Additionally, Moriyama (2017) stated that in order for theory to be effective in realizing practical tasks in teacher training that aims to alternate between theory and practice, it is necessary that the theory gives trainees a sense that it is not just raising awareness of problems but also providing solutions to the problems, and that it is necessary to actively promote organic relationships between the lectures and practical work at graduate schools.

The more that the importance of *in-school practice* in graduate schools for teacher training is pointed out, the more important it is that graduate schools understand the results and problems with their training, including how the training is implemented, the curriculum and guidance system at the graduate school, the situation at the school where the training is being conducted, and the relationship with the Board of Education, and that this understanding leads to improvements. This point has been reported on by the Japan Graduate School for Teacher Training Association (Hyogo University of Teacher Training) as well as by the Association for Lesson Improvement and the FD Review Committee (University of Fukui) in the *Questionnaire on Teachers and Practical Teacher Training at Graduate Schools for Teacher Training* (2014, *Project to Promote and Lead University Reform*, a survey/study on the practical training models used at graduate schools for teacher training). The questionnaire in the report looked at school training and case studies of school training in the real world to investigate how school training is carried out, how it links to other lessons, and what support

systems are in place for the university teachers that support it. The results provide valuable feedback that contributes to the improvement of graduate schools for the teaching profession, and is useful for building an understanding of the overall situation.

II Aim and Viewpoint of this Study

At Tamagawa University Graduate School for Teacher Training, *in-school practice* has been added to *practical teacher training A, B, C, D*, and six subjects are offered in *school practice research, school practice internship* and *subject content research A, B, C, D* (details of which will be described later). In terms of the training, the graduate school is working to improve the specialized professional teacher training, by receiving feedback from the principals of the host schools and the participating staff at training meetings that are held every year at the schools concerned.

It is under these circumstances that the graduate school has newly established junior high school and high school courses in addition to the elementary school courses that have run from 2016 to the present. At the same time that *professional teacher training* © was started in junior high schools, the graduate school created a *reflection sheet* so as to encourage trainees to reflect upon their experiences, and by guiding trainees to keep a weekly record, they could use two days during the period to reflect on their time at the university. Furthermore, in 2019, the graduate school made improvements so as to encourage trainees to reflect on their experiences at the university every Thursday.

While I was involved in practical training at the graduate school for teacher training, I became interested in how the experience in specialized training and the theory taught in lectures at the university were connected by the students, whether they were learned in a reflective manner, and whether they led to improvements in practice. My primary job is that I am responsible for *improving the state and talent of teachers*, and since lectures were established on Thursdays so that students would attend the university to reflect on their training, and because reflection on the in-school training is important, I thought that *in-school practice* could enhance the integration of theory and practice if trainees associated *lectures* as being a place for reflection during their training period. I asked those students who took the *lectures*, and who took one day out of their training period as time for reflection at the university, what kind of changes and effects it had had, and I worked on its implementation with the hope of showing that it is a possible way to *actively promote an organic relationship between lectures and practice*, as has been pointed out by Moriyama (2017).

III Professional Teacher Training at Tamagawa University Graduate School for Teacher Training

1. Training Purpose and Outline

(1) Training Purpose (Quoted from *Professional Teacher Training* Basic Program)

Purpose of *Professional Teacher Training*

Professional teacher training at Tamagawa University Graduate School for Teacher Training provides students the opportunity to comprehensively experience and consider, in theory and practice, school management, class management, curriculum/teaching methods, student guid-

ance, and other educational activities offered by schools as a whole. Therefore, depending on whether or not the students have teaching experience at school,

1. for students who are currently employed as teachers, they will experience experimentally and empirically solutions to problems they face on-site at school
2. for students who have no teaching experience, such as recent graduates, they will clarify for themselves their own issues through practical training with a focus on *class making*.

The purpose in each case is to cultivate the trainee's ability to proactively tackle issues that they face at school.

(2) The Position of Professional Teacher Training

At this graduate school for teacher training, ten credits in professional teacher training are compulsory.

2. Outline of the Training

With regards to the in-school practical training, for the elementary school teacher (vocational) program there are *Professional Teacher Training A* (10 credits) and *Professional Teacher Training B* (two credits); for the junior high school teacher (vocational) program and high school teacher (vocational) program, in addition to *Professional Teacher Training C* (10 credits) and *Professional Teacher Training D* (2 credits), there are lectures on six subjects, *In-school Practical Research*, *School Practice Internship*, *Subject Content Study A*, *Subject Content Study B*, *Subject Content Study C*, and *Subject Content Study D* (12 credits). (*Professional Teacher Training B* (two credits) and *Professional Teacher Training D* (two credits) are subjects for current practicing teachers who are not exempt from attaining 10 practical in-school training credits)

Professional Teacher Training A (C) (10 credits) will be held at public elementary schools (or public junior or senior high schools) for ten consecutive weeks, and there is a one-week long internship at a public junior high school (or elementary school). In the *Professional Teacher Training B (D)* (two credits) for currently practicing teachers, practical training will be carried out at collaborating schools in the fall semester of the first year.

From 2016, but *Professional Teacher Training (C)* began in 2016, and the junior high school course and high school course were added in that order. At the same time, a reflection sheet was created to encourage trainees to reflect on the course, students were instructed to fill it out every week, and two days during the period were given for reflection at the university.

From 2019, the university made it such that students would reflect on the course every Thursday. On the elementary school course students continue to practice this for ten consecutive weeks, but for the junior high school and high school course, students practice this for three weeks and for seven weeks each time lasting half a day.

3. Guidance for Trainees

(1) Guidance System

Full-time faculty members of the Graduate School for Teacher Training ensure the standard of education and training for each student. They are in charge of the practical training

and continue to teach individually.

Researchers and faculty members, as well as practical training teachers with an abundance of practical experience as school teachers, are individually assigned to each student, depending on the specific issues and themes of their training at the school, to support their practical training activities, and the university has established a team-teaching system in which practical training faculty members and researcher faculty members are paired up.

The full-time faculty members discuss and consider the guidance that they give to students at monthly discussions, based on a common teaching philosophy and on specific teaching principles and methods. This is known as the *Practical Review Committee* and it plays a leading role in the management and operation of this graduate school of teacher training.

(2) How we collaborate and carry out practical training with collaborating schools

Before the start of the training, the teacher who is in charge of the training at the university sets up a *communication meeting* with the principal of the collaborating school, the practical training instructor, and other teachers so as to go over the entirety of the training.

(3) Evaluation Methods such as Recognition of Credits

The evaluation of the students' grades is based on the evaluation of the five areas in *Viewpoints for Evaluating Professional Teacher Training* from the collaborating schools, consultation with the collaborating schools, and "practical training records" and *practical training reports* handed in by the trainees. In particular, the teachers in charge of the practical training from this university, the principal of the collaborating school, and the teachers in charge of the practical training will discuss in the consultation with the collaborating school with the trainees whether they were able to achieve their training goals, whether they were able to practice enough of the content, and in addition reflect on the content of the evaluation consultation itself. This provides an opportunity for students to look back on their own training.

IV Practical Method

For the surveys that were referred to, I decided to check the descriptions and survey results for the *lectures* during the training period, from *Survey on Teachers and In-School Training at Graduate Schools for Professional Teacher Training* (2014), and I decided to check the description of the review during the training period from the materials related to the training guidance (2015, 2016, 2017, 2018), and the minutes of the training conference held at the graduate school (for the five years of 2014, 2015, 2016, 2017, 2018, not 2019 due to the coronavirus infection).

To verify the results, I interviewed the vocational trainees. The number of subjects was nine, and this was broken down into two people who had taken practical training in 2019, and seven people who had taken practical training in 2020.

V From the Survey on Teachers and In-School Training at Graduate Schools for Professional Teacher Training

This survey and report consist of three parts: the first part is a questionnaire, the second part is a description of the questionnaire, and the third part is an example of in-school training. The outline of each is as follows:

This first part consists of discussions on the survey's aim, content, method, results and conclusions, and on in-school training. The aim of the survey is *to investigate how in-school training is carried out, how it is linked with other classes, and how the support system for the university teachers who take part in the system is in place. By presenting the results, I aim to contribute to the improvement of all graduate schools for teacher training.* This survey consists of two major surveys: One is a questionnaire about in-school training, and the other is a case-study of the in-school training that is actually being carried out.

The questionnaire consists of six groups of questions: ① the relationship between the in-school training (or internship) for undergraduate students and their other lesson subjects, ② the in-school training conditions for experienced teachers and graduate students, ③ the relationship between the collaborating school, one of the institutions implementing in-school training, and the graduate school for teacher training, ④ the employment status of the practical teachers and researcher teachers who are responsible for the in-school training, ⑤ the curriculum, FD, and inter-university cooperation that is supporting the in-school training, and ⑥ any future growth or expansion of the graduate school for teacher training.

Participating in this questionnaire, there were a total of 45 universities, including national (20 universities) and private universities (25 universities), where there are graduate schools for teacher training established or scheduled to be established. It was distributed by email, and the responses were submitted wither by email or postal mail. Case studies were conducted at five universities. The survey was conducted by a member of the FD of the Graduate Association for the Teacher Profession or a member of the Class Improvement Committee.

The second part is organized into 20 items that are descriptive of the questionnaire. Specifically, ranging from 1. *how does the undergraduate/graduate students' training relate to their other classes*, up to 20. *have the universities that have graduate schools for teacher training reformed or improved their practical training courses.*

The in-school training case studies in part 3 were conducted at five universities, and arranged according to theme. Above is the outline of this survey and report.

This time I picked some references from the *results and discussion* part of the report, specifically from the survey results with undergraduate and graduate students. Specifically, in part 1 of the questionnaire, in question item 2, *curriculum centered around in-school training*:

- With regard to learning before and after in-school training, nearly half of the 41 universities that responded to the survey carry out learning before and after lessons. In contrast, almost half conduct learning before and after outside of class. It is preferable that in the future there are improvement measures to stably secure opportunities for the trainees to reflect on their practical work.
- On the other hand, nearly 70% of universities provide lessons for trainees to learn during the practical training and summarize the practical training. [Omitted] However, in many universities, graduate school classes are not offered during the in-school training period, and it would seem that any connection with the in-school training during the practical training period is often left to the discretion of the teaching staff.
- Furthermore, when comparing the universities that have already established in-school training courses with those that plan to establish them, it is generally the universities that

plan to establish them that are planning class activities that are connected to in-school training. It appears that they have made improvements by making reference to the efforts of universities at which they have already been established.

- Next, in the free description of part 2 of the questionnaire, question item 1, *school training (or internships) for undergraduate students*, what are (a) the relationships between lessons and in school training that deepen the trainee's understanding of the content of the subjects, (b) the relationships between the lessons and in-school training that deepen the students' knowledge of curriculum guidelines and the variety of reports, (c) the relationships between the lessons and in-school training that deepens the students' knowledge of educational trends and issues of public education, (d) the relationships between lessons and in-school training that reflect the learning history of the trainees and affirm their professional growth, and (e) the lessons related to in-school training that deepen the way that the teachers continue to learn and train in the school.

Based on the free descriptions relating to a–e:

- The basis of the training is a *school report project* in which the students join a school that is collaborating in the research (training school) and work as a team with in-service graduate students and the training school teachers to solve in-school problems. Afterwards, the assignments given in the practical training will be reflected on by the trainees at the university. This time for reflection is treated as a lesson subject.
- During the training period, the trainees receive guidance from their graduate school advisor who makes visits to the training school.

Next, question item 2. *What are the challenges faced by undergraduates and graduates in in-school training (or internships)?*

- One description regarding the supplementation of regular classes stated that the trainee's in-school training meant that they could not attend lectures (it is difficult to secure that degree of supplementary class time, as they are unable to attend regular lessons during the training).

From these descriptions, it can be stated that the trainees' reflection during the training period is basically centered on face-to-face instruction with their academic advisor who visits every week, and that many universities are conducting lessons during the training period that summarize the training. We can regard the assignment of a day during the training period as a reflection (lecture) at the university a future challenge, with many questions remain such as how to interpret and position the reflection time, how to connect the content of the lecture to be offered with the trainees' experience during the training, whether the content of the lecture to be offered should be generalized, or whether to give some flexibility in anticipation of what expected issues should arise. It can be seen that at the time that this survey was conducted, there was no mention of assigning a day during the training period to serve as a time for reflection (lecture) at the university.

VI Practical Results

1. Regarding the Reflection

It was in 2019 that this graduate school began to assign one day to the trainees to reflect on their in-school training. As is shown in the practical training outline III (2), junior high school and high school courses were added, one and then the other, from 2016, and *Professional Teacher Training (C)* was started in the junior high schools. At this time, in order to encourage the trainees to reflect on what they were learning, a *reflection sheet* was created, in which the trainees could make weekly entries, and it was set so that trainees would have two days during the period to reflect on their training at the university. The two-day reflection during the training period mainly consists of the trainees reflecting generally on the tasks that they carried out during their practical training, and includes interviews with instructors in charge, and examination of specific teaching plans. In addition to this intermediary guidance, general guidance, pre-training guidance and post-training guidance are also provided to the students a total of nine times.

Basic Plan for Professional Teacher Training (2016)

Practical Training at Public Elementary School		
Pre-training Guidance	9hours	May 26th, July 7th, September 23rd
Practice	10weeks	October 3rd–December 9th
Practical Research	6hours	October 26th and November 16th (conducted at university)
Post-training Guidance	3hours	December 14th
Internship Training at Public Junior High School		
Pre-training Guidance	3hours	December 14th
Practice	1week	January 16th–January 20th
Post-training Guidance	6hours	February 1st

(Including discussions for research projects for the next academic year)

In addition to the above, practical guidance will be given on the following four occasions (100 minutes each time): on ① June 2nd, ② June 9th, ③ June 30th, and ④ July 15th.

What follows () is the basic plan from 2019 for professional teacher training that takes into account the encouraging of trainees' reflection to reflect on their training at the university every Thursday.

Basic Plan for Professional Teacher Training (2019)

Practical Training at Public Elementary School		
Pre-training Guidance	16 hours	April 4th, May 23rd, July 4th, September 19th
Practice	10 weeks	September 30th–December 7th ※Excluding Thursdays during the period.
Reflection	40 hours	Held 10 times at the university, every Thursday from October 3rd to December 5th.
Post-training Guidance	4 hours	December 11th
Internship Training at Public Junior High School		
Pre-training Guidance	4 hours	December 11th
Practice	1 week	January 20th–January 24th
Post-training Guidance	4 hours	January 29th

(Including discussions for research projects for the next academic year)

In addition to the above, practical guidance will be given on the following 4 occasions (100 minutes each time): on ① June 6th, ② June 20th, ③ June 27th, and ④ July 18th.

※Practical guidance will be six hours each time, including pre-class preparation and post-class review.

(Reference) Basic Plan for Professional Teacher training before 2016 improvements (2014)

Practical Training at Public Elementary School		
Pre-training Guidance	9hours	May 14th, July 2nd, September 16th
Practice	10weeks	September 28th–December 4th
Practical Research	6hours	(During practical training, at Japanese Studies on October 28th)
Post-training Guidance	3hours	December 9th
Internship Training at Public Junior High School		
Pre-training Guidance	3hours	December 9th
Practice	1week	January 18th–22nd
Post-training Guidance	6hours	January 27th

(Including discussions for research projects for the next academic year)

In addition to the above, practical guidance will be given on the following five occasions (100 minutes each time): on ① May 28th, ② June 4th, ③ June 4th, and ④ July 9th, ⑤ July 16th.

2. Regarding the Lectures Conducted

A lecture on *improving the state and talent of teachers*, one of the compulsory subjects, is being held at the omnibus during period 1.2 on Thursdays. This year, lectures were held twice, at the beginning and end of the same period, for current practicing teachers and undergraduates and graduate students. My main job was to be responsible for the current practicing teachers in the first half and undergraduates and graduate students in the second half. I was responsible for nine students in the second half, two SM in the 2nd year, and seven SM in the 1st year. The seven first year students consisted of two on the junior high school course and five on the elementary school course. The vocational training period began in the latter half of September, and some of the students had already attended a training school as volunteers before that. In the role, I was responsible for the omnibus eight times in the latter half of the course, and a total of 15 times. The outline of the class is as follows:

Based on the evolution of teaching theory, we will consider the ideal ways for teachers to conduct themselves in a variety of aspects. We will consider the difficult abilities that are required of professional teachers, and the abilities that are required in light of current trends in educational reform. In addition, we will clarify the specializations required of teachers and the associated issues from the viewpoint of teacher evaluation, and create a career plan by which students can improve their own skills and abilities. Students will clarify their thoughts, whilst handling specific cases, and take into consideration relevant laws and regulations, reports, Board of Education development indicators, and the ways in which they are required to interact with students. In order for students to improve their communication skills throughout the period of study, we request that they actively participate in the lessons, and adopt various lesson formats, including discussions, presentations, role-plays, etc. (※The course will include a combination of distance learning and face-to-face lessons.)

The outline of the syllabus is as follows:

1	Views of the Teaching Profession and Views of the Teacher (1) 【Group Discussion / Lecture】 (M)
2	Views of the Teaching Profession and Views of the Teacher (2) 【Lecture / Group Discussion】 (M)
3	Universal Education and the Views of the Teacher 【Presentation / Lecture】 (M)
4	Specialization within the Teaching Profession 【Lecture / Presentation】 (M)
5	The Future of Teaching 【Lecture / Presentation】 (M)
6	The Challenge of Skills and Abilities and their Overcoming 【Practice】 (M)
7	The Challenge of Skills and Abilities and their Overcoming 【Presentation / Lecture】 (M)
8	Improving one's Skills 【Discussion / Announcement】 (Kasahara)
9	Teacher Training Program (1) 【Lecture / Group Discussion】 (Kasahara)

10	Teacher Training Program (2) 【Case Study / Group Discussion】 (Kasahara)
11	Teacher Training Program (3) 【Case Study / Group Discussion】 (Kasahara)
12	Teacher Training Program (4) 【Case Study / Group Discussion】 (Kasahara)
13	Communication Skills for Teachers (1) 【Practice】 (Kasahara)
14	Communication Skills for Teachers (2) 【Practice】 (Kasahara)
15	Teacher Development / Future Plan 【Lecture / Group Discussion / Presentation】 (Kasahara)

This time, based on the syllabus, I decided to use “Good Teachers for All Classrooms” (written by L. Darling-Hammond & J Baratz-Snowden). I thought that it would be effective as representing a viewpoint that would reflect the trainees’ experiences during the training. In the first class, the whole story was presented in lecture format. Group discussions were held using the above as teaching materials, over two to five lessons. Each time, I read the relevant part in advance, organized questions and viewpoints that I wanted to look at more deeply, divided the trainees into groups to exchange opinions, and shared any questions or viewpoints that they might have. At that time, SM2 students were used as facilitators to serve as pillars for group discussions and to help them proceed smoothly. The groups presented their discussions, and sharing with one another, deepened their understanding of what they had read.

3. Results of Listening to the Trainees

The trainee’s opinions obtained from their interviews are displayed below. First are the SM1 students, who are those that are engaged in specialized training in the current year. There were seven SM1 students taking the course, but the opinions of six are shown since one was unable to attend.

The practical teacher training gave me time to think about what kind of teacher I wanted to become. Whilst attending the lectures on *Improving the State and Talent of Teachers*, I was able to clarify for myself through discussions with my peers what is most required of teachers. Then, I was able to look back at myself, with reference to the other teachers at the training site, and engage in the training with points of reference and knowing what points that I should improve. (SM1, Trainee A)

I could understand my own problems more clearly. The guidance and advice that I received from the teachers every week at the training school were in most cases relevant to what I had learned in the lectures. For example, they often read through the course of study and educational standards shown in the literature and took care to ensure that lessons did not deviate. By linking our reflection during the training to the literature, I was able to understand more and more my own motivation.

(SM1, Trainee B)

I was able to share the questions I had about the specialized training and the tasks that were set, and received answers. My problems became clearer by putting the theory into practice and treating it as a problem-solving task, and it became clear to me that how I teach in the future is important. As such I was able to use the guidance to improve on my efforts in the practical training.

(SM1, Trainee C)

I felt as though I was not connecting very well the theory to my teaching practice. There were points that I could sympathize with as a teacher and in terms of my abilities, but it was hard for me to understand or imagine how to put the content of the teaching materials into practice. I think that it would be good if we could have had discussions with a narrower theme, so as to connect the training tasks with the teaching materials. (SM1, Trainee D)

By having time away from the school during the training period to touch on the theory, I was able to look back objectively on the training and think about the classes and children from a broader perspective. Since I was more knowledgeable about the reactions of the children, it was easier for me to imagine how discussions in the class would go, and the practical training enabled me to think from the perspective of a teacher. At the same time, as I was able to check the background of anticipated problems in the training and how to respond from a professional perspective, I was able to make use of the reflection periods the following day in practice and improve from it.

(SM1, Trainee E)

The course reminded me that everything that I am doing at the school is meaningful. Being able to look back on the week at the lecture motivated me to achieve my goals.

(SM1, Trainee F)

Next the opinions of a M2 student is shown. The M2 students have already completed their training last year, but since the lectures on Thursdays have been implemented since last year (2019), I consider this to be sufficiently relevant, and show the contents of one of the interviews.

During the training last year, I had a class on Thursday, in which I would study and practice class design, and practice school concealing techniques. In the class on lesson design and practice, I was able to learn every lesson about how to approach a teaching plan and teaching materials, and how to approach students. I was able to present my lesson plans for the unit that had been entrusted to me during the training and listen to a variety of opinions from the teacher and other SM students. This meant that I could feel confident about my lessons during the training. After the class at the training school, I was able to return to the university and reflect on how it went with everyone, and it was a chance to compare theory to practice.

Having that time to return from the practical training to the university once per week was

not only valuable in terms of being able to study in the university class, but it was also valuable for me to meet with my peers, seniors, and current teachers at the university to discuss my practical training. It is possible that what I was learning at university could not be fully utilized in the practical training or made the most of, without that opportunity to take it from the university back into the field. I did not feel as though I was just going to class or to college for its own sake. I was always thinking about how I can make use of the class in my practical training and how I can make it relevant for the students, and I maintained the attitude throughout that I was there to learn from a variety of people.

(SM2, Trainee G)

VII Considerations and the Future

A Clarification of the Role of Reflection

I believe that reflection is important after *in-school practice*, but in addition, by assigning the lecture as a place where students could reflect on their training period, the *in-school practice* was made into a tool for enhancing the integration of theory and practice. As a result of interviewing students (in the vocational training and lectures) as to what kind of changes and effects actually they had, it became clear that by appointing one day during the training period for reflection at the university, and by the students attending a lecture, it is possible to *actively promote organic relationships between lectures and exercises*, as pointed out by Moriyama (2017).

In one sense, it is natural for the lectures given during the training period to make their way into the training in some way. Thus, even if it is not regarded intentionally to serve as a time for reflection, it would likely have such content and function. However, the difference would be whether or not the students are aware of this, and this would reflect in the strength of their willingness to make the best use of the lectures, and whether or not it would lead to improved results. As trainee G in SM2 said, “I am always thinking about how I can make use of the class in my practical training and how I can make it relevant for the students.” Thus, it is important for the trainees themselves to be clearly aware of the *theory and practice*, so that by reflecting on what they have experienced during their *in-school training* in the lectures, it will correct the knowledge that they have already acquired, generate new knowledge, and lead to class improvement. For this reason, it is likely that if the lectures given during the training period are clearly indicated as being a place for reflection, they will be more effective.

In that scenario, it will be necessary to make the students aware of the fact, to organize a review of the frequency of reflection sessions in total, and an examination of the lecture content.

With regard to this, trainee D in SM1 said, “I felt as though I was not connecting very well the theory to my teaching practice. There were points that I could sympathize with as a teacher and in terms of my abilities, but it was hard for me to understand or imagine how to put the content of the teaching materials into practice.” Their point is that there needs to be an appropriate selection of teaching materials that are used for reflection, such that they elicit an

understanding of the issues, so that trainees will think in relation to the theory, and such that will lead to their improvement.

The content of the lectures is also important. Trainee G in SM2 speaks with regard to this in relation to the previous year in their interview, when they mentioned they would *study and practice class design* and *practice school concealing techniques* in lectures. As for the current year's trainees, many of the SM1 trainees who were attending lectures full-time chose the *study and practice of lesson design* as in the case of the previous year. I also interviewed them about the *study and practice of lesson design*. The results are shown below:

(SM1 Trainee D)

"Since in the lectures on *the study and practice of lesson design* was themed on lessons of various subjects, I was able to make connections to things I was doing in my actual lessons in the practical training. In addition to learning specialized knowledge for each subject, it was also useful because I learned basic rules for lesson design, such as speaking style, having a board writing plan, providing simultaneous group teaching and support to individuals, and evaluation criteria."

(SM1 Trainee B)

"At each lectures on *the study and practice of lesson design*, we held a lesson review meeting, in which we were able to go more deeply into lesson improvement. By looking at and taking a variety of actual lessons, rather than just reflecting on my own in my head, I was able to grasp what to improve upon."

(SM1 Trainee A)

"During every period I was able to discuss lessons with the various lesson practitioner, and was able to learn which were the best. Because I could consider the lessons for myself, I was able to find ways to make improvements that I wouldn't have otherwise noticed."

The students all remark on the effectiveness of reflecting on their lesson practice. The biggest problem in practical training is addressing *how to make a lesson*, and the focus of study in vocational practical training is only *class practice*. The weekly visits that the trainees receive provide them with guidance on their lessons, and enable them to discuss issues and worries throughout the practical training. In some cases, it may not be possible for the trainers to visit the classes due to the timetable. For this reason, the trainees felt that the lectures for reflecting on their lesson practice held on days during the training were *useful* (the words of Trainee D in SM1).

VIII Conclusion

This study looked at the teacher training at a graduate school for teacher training, and I conducted a detailed examination of cases, with the aim of improving practical leadership of trainees at the university based on the integration of theory and practice at the so-called training stage.

Today, in teacher training, the *relationship between theory and practice* is highlighted for reform.

To integrate theory and practice, it is important to first clarify the character of theory and its function.

A big clue is the view of German teacher and education researcher, H. K. Beckmann.

According to the theory of Beckman (1971), educational behavior has two important functions: an *instrumental function* and a *critical function*.

The theory's instrumental function provides a scholarly basis for a teacher's duties, suggesting categories and fact-awareness as the basis for its proper realization. The theory's critical function allows for teachers to examine and re-question their own practices from some distance. The two functions are not intended to be separate, but two aspects of the same thing.

If we therefore consider the character and function of theory as that which directs practice, the relationship between theory and practice will then be further defined by *research* and *inquiry*. The acquisition of the theory of education behavior, especially the instrumental theory, becomes more effective when the recognition acquisition process is followed by an exploratory method. In this case, the empirical research method becomes particularly important. The theory must go even further and give a sense of solution, and for that, the theory gives rise to a practical model which proceeds on to a structural inquiry of the scene in which practice takes place. Ultimately it must be materialized to the point of being tried in practice.

In the future, I would like to continue to make the connection between practice in vocational training to theory in university lectures, so that trainees can learn in a reflective manner, and strive for improvement.

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