

education staff with the main responsibility for young children, more than 2/3 of Hoikusho (day care center) teacher training courses approved by the Ministry of Health, Welfare and Labor are only 2-year courses. Less than 20% of Yochien (kindergarten) teachers have a bachelor's degree.

#### *2-2. In-service training and professional development*

Opportunities to participate in in-service training and professional development are uneven between public and private settings. The teachers in private settings have limited access to in-service training. Their pay, status and retaining years are lower than that of public teachers. It differs from regions to regions, too. About four times as many children are enrolled in private Yochien as are enrolled in public Yochien. The numbers of children enrolled in private and public Hoikusho are all most the same but the number enrollment of public Hoikusho is decreasing.

#### *2-3. Work record and its pattern*

The pattern of work record of early childhood care and education professionals in Japan is very simple and teachers do not continue their work, for example more than 50% of private Yochien teachers have less than 5 years' experience. With poor working hierarchy, teachers can not image their career ladder.

#### *2-4. Public acceptance*

Communities have more and more needs and expectations. After the revisions of the guidelines for Hoikusho and Yochien in 21st century, supporting families not only the children's families who attend the institutions but also supporting all the families living in the districts also become professionals' responsibility. Engaging parents, families, and communities has been facilitated these days.

#### *2-5. Ethical practice*

There are rigid codes of ethics for early childhood care and education professionals in Japan. It is widely recognized and accepted that teachers play a big part in ensuring that everything in the best interest of a child. Under the Child Abuse Prevention Law enacted in 2000, preschool teachers are seen as one of the professionals who can most likely detect abuse and save children.

#### *2-6. Marketability*

Market has been monopolized but recently, many part-time workers of special fields, such as music teachers and physical trainers are employed in the fields. Collaboration is important but we should team teach and not leave all responsibilities to other professionals. More elderly volunteers are enrolled these days, too.

Examining the present conditions of early childhood care and education teachers in Japan, more emphasis should be on the professionalization of the field is needed as many of the teachers only have low levels of initial trainings, low pay, low status, and poor working conditions.

### **3. Critical issues in early childhood education in Japan**

#### *3-1. Improving staff training*

Japanese society expected early childhood settings to provide services for (a) Care, (b) Education, and (c) Family support (to take the roles of a social worker, a counselor, and a family supporter). It seems

impossible to accept all of these expectations for the teachers who have only been trained in 2-year junior college or 3-year training schools. According to my on going research in which I interviews teacher trainers of early childhood at 2-year junior colleges and teachers training courses, most of the teachers feel that it impossible to train teaches in 2 years. Moreover, it has been pointed out that those who graduated from 2-year junior college and 3 years special training courses lacked practical teaching experience.

### *3-2. Integration of Care and Education*

As we have diverse system of Hoikusho (Child Care) and Yochien (kindergarten) since after WW2, there have been serious arguments on the needs of integration of care and education. From 2005, the Japanese government newly started integrated institutions named Kodomo-en (35 of them in 2005), and planning to promote to construct more integrated institutions.

### *3-3. Early childhood education and elementary school transition*

The government started to prepare for the next revision of Yochien Guideline and the transition programs are in being promoted.

### *3-4. Engaging parents, families, and communities*

Projects on child rearing support, family education, parents' education and family involvement in early childhood care and education settings have started. The early childhood care and education guidelines now include child rearing support and related services as part of a teacher's responsibility. Some nation wide campaigns are taking place.

### *3-5. Creating everyday habits and the basis of learning*

One of the trends in early childhood care and education practice in Japan is to create living habits. The national campaign of "early to bed, early to rise and eat breakfast" started in 2006. Education of food and nutrition, health promotion & fitness, are also in the focus of the field. Early education on literacy is also one of the trends in the practice.

## **4. What we have to do for the field professionalization**

### *4-1. Shape the professional frameworks*

It is important not to accepting automatically all that is required from society, elementary school teachers, and parents but requests should be coordinated and examined, so that the decision would reflect the best interest of the child. In order to promote professionalism in the early childhood care and education in Japan, systematization and institutionalization are needed in the field. During the professionalization process, global standards should not be forced too much, but decisions in the early childhood care and education practice should be scientifically based on evidence. Our field is hard to evaluate or systematize as we work with very different children from very different cultural context and family background but it does not mean that our practice is seat-of-the-pants approach.

### *4-2. Reaffirm the play as the fundamentals for the practice*

For our field's improvement, it is needed to state play as the fundamentals of the early childhood care and education. Because of the busy and bad working conditions, many early childhood care and education settings in Japan employ special teachers like music teachers, sports trainers, marching instructors, swimming

teachers, and so on. According to Yoshida et al. (2006), about 60% of preschools hire part-time special exercise instructors, and early childhood educators tend to consider it as special activities and just leave all practice and decision-making to the instructor during that certain period. The research made it clear that the early childhood care and education institutions where free play was offered instead of events-oriented practice, children achieved higher scores in the nation-wide examination of motor ability. Japanese early childhood care and education practice tends to plan a lot of special events such as sports festivals and recitals. It might be attractive for parents to see the result of learning but constituted learning does not foster children's creativity and imaginativeness. We have to make the public to share the understandings that children as whole and play as the fundamental learning and bases of leaning concepts we learn through our whole life. The process of learning through play is much more important than the result of learning at this stage.

#### 4-3. Construct the lifelong learning system for the teachers

Renewal of the teaching license and the in-service training of teachers in general have become big issues in Japan. A working group on the issue was formed as an advisory council of the government in 2005.

The current governmental-oriented evaluation systems and in-service training systems in early childhood education in Japan are something borrowed from the elementary school level. Early childhood care and educational professionals should not be excluded from the context of current arguments on teachers' professionalization.

## 5. Conclusion

I would agree with many other experts in the field that the professionalization of early childhood care and education in Japan is a crucial and urgent issue. More research is needed, especially on examining the norms of professionalization, the clarification of professional mission, professional theoretical knowledge, practical (clinical) knowledge, assessment, and public acceptance among others. Learning from cross-national trends in the field, we have to assume social responsibility to explain about our professionalism.

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資料 1. 「保育士の専門職化の課題に関する検討」に係わる資料

資料 1 - 1.

Ⅲ. 研究成果の刊行物の一つ Sachiko Kitano (2006) “The future of early childhood care and education in Japan: The promotion of professionalism” PECERA(環太平洋乳幼児教育学会) PECERA 2006 Seventh Conference: Early Childhood Education for Social Competency and Global Citizenship 2006 114-118 頁 (依頼論文). の報告時の提示資料。

**The future of early childhood care and education in Japan:**  
The promotion of professionalism

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1

**1. Introduction**  
Now is the Chance!?

- an ageing population
- a declining fertility rate (1.25 in 2005)
- a smaller labor force
- an increased burden upon the next generation

↓

- a lot of measures introduced by government
- more than 1 trillion yen for the countermeasures
- Kodomo-En (Integrated institution) started

2

**Chaotic situation of ECC&E field**

Images of ECC&E teachers:

3

**Introduction**

2. the present conditions of ECC&E in Japan
3. the current issues associated with the professionalization of ECC&E in Japan
4. recommendations and suggestions for the future.

4

**2. The present condition of ECC&E in Japan**

Catalogue of characteristics that distinguish the professions from other groups

- 1) Highly specialized and advanced education
- 2) A special code of conduct (“ethics”)
- 3) Altruism / public service
- 4) Rigorous competency test, examinations, licensing
- 5) High social prestige
- 6) High economic rewards
- 7) Occupational career pattern or ladder
- 8) Monopolization of market in services
- 9) Autonomy

McClelland, 1997

**2.1 Preparation of ECC&E professionals**

Institution Type	Count	Percentage
Public training school	9	2%
Private training school	86	18%
2-year college	120	26%
4-year college/university	254	54%

April 2005

## 2.1 Preparation of ECC&E professionals

Educational background of Yochien teachers %

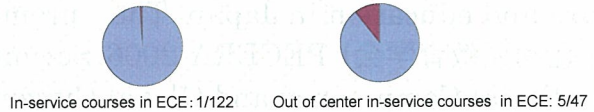
	Graduate school	4-year univ.	2-year college	Other
Total	0.8	16.2	80.1	2.7
National	11	73.6	14.5	0.9
Public	0.6	19.9	78	1.4
Private	0.9	15	81	3.2

Data from the Ministry of Education (2004) 7

## 2.2 In-service training and professional development

- Limited access to in-service training.

Example: Hiroshima Prefectural Education Center (2003)

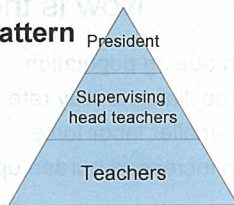


- The teachers in private settings have more limited access to in-service training.

8

## 2.3 Work record and its pattern

Very simple  
Very short



Number of Hoikusho teacher in age groups. %

	-24	25-29	30-39	40-49	50-59	60-	age ave.
Hoikushi / Total	23.2	19.7	20.9	27.1	8.3	0.6	34.9
Public / Total	6.2	8.4	11	18.8	5.4	0.1	37.9
Private / Total	17.0	11.5	9.9	8.4	2.9	0.5	31.9

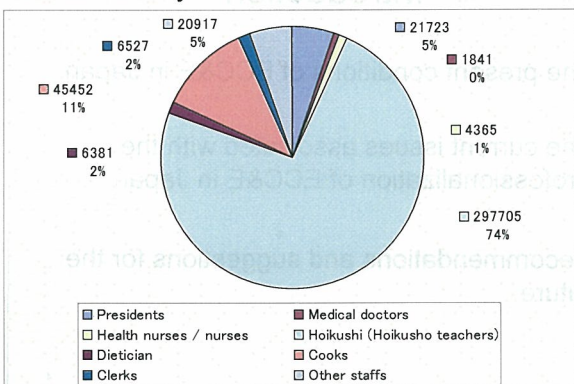
Data from Ministry of Health, Labour and Welfare (2001)

## Years of continuous employment of Yochien Teachers

区分	less than 5	5~9	10~14	15~19	20~24	25~29	30~34	35~39	more than 40	average
Total	46.4	19.5	8.7	5.1	4.8	6.5	5.3	2.4	1.4	10.5
National	9.4	18.2	18.9	19.8	11.9	13.5	6.9	1.3	—	16.5
Public	21.5	12.1	10.7	7.4	9.4	17.1	16.1	5.3	0.3	18.1
Private	53.2	21.4	8.1	4.4	3.5	3.6	2.4	1.6	1.7	8.4
President	9.1	6.7	5.5	5.8	9.4	13.9	21.5	16.3	11.8	26.9
Vice-President	8.2	7.3	9.6	10.0	12.5	19.7	19.7	7.7	5.2	23.7
Teacher	51.8	21.5	9.1	4.9	4.0	5.1	2.9	0.6	0.1	8.2
Public / Teacher	21.9	14.5	13.2	8.8	10.8	17.7	11.3	1.8	0.0	16.4
Private / Teacher	59.0	23.2	8.0	3.9	2.3	2.2	0.9	0.3	0.1	6.2

Data from the Ministry of Education (2004)

## 2-6. Marketability



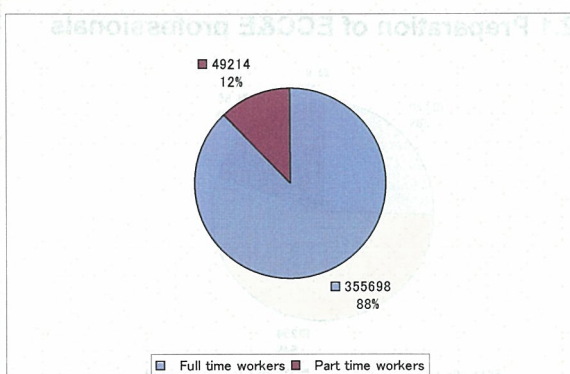
Professionals working in Hoikusho (2004) 11

## The economical condition of Early Childhood Teachers; comparing with other professionals

	Basic salary paid by a month
Medical Doctor	788,000
Nurse	315,200
Dietician	228,600
Hoikushi	219,700
Care Manager	267,400
Lawyer	905,500
Yochien Teacher	221,900
High School Teacher	450,300
University Professor	682,100
keypuncher	217,200
Department Store Clerk	243,600
Cook	256,700

Professionals working with Hoikushi in Hoikusho

Data from Ministry of Health, Labour and Welfare (2005) 12



Full time / part time workers in Hoikusho (2004)

## The present condition of ECC&E in Japan

- Preparation: ○ ×
- In-service training : ×
- Work record and its pattern : ×
- Public acceptance : ○
- Ethical practice : ○
- Marketability : ○ ×

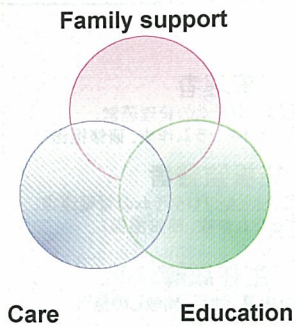
ECC&E teachers in Japan :

sub-professional !?

14

### 3. Critical issues in ECC&E in Japan

- 3-1. Improving staff training
- 3-2. Integration of Care and Education
- 3-3. Early childhood education and elementary school transition
- 3-4. Engaging parents, families, and communities
- 3-5. Creating everyday habits and the basis of learning



15

### 4. What we have to do for the field professionalization

#### 4-1. Shape the professional frameworks

requirements from society, elementary school teachers, and parents

accepting automatically ? !



coordinate and examine,

the best interest of the child



Role of the ECC&E Professionals

16

### 4. What we have to do for the field professionalization

- 4-2. Reaffirm the play as the fundamentals for the practice
- 4-3. Construct the lifelong learning system for the teachers

17

### 5. Conclusion

the professionalization of ECC&E is a crucial and urgent issue

Cf. from other professions in human service in Japan, we are left behind

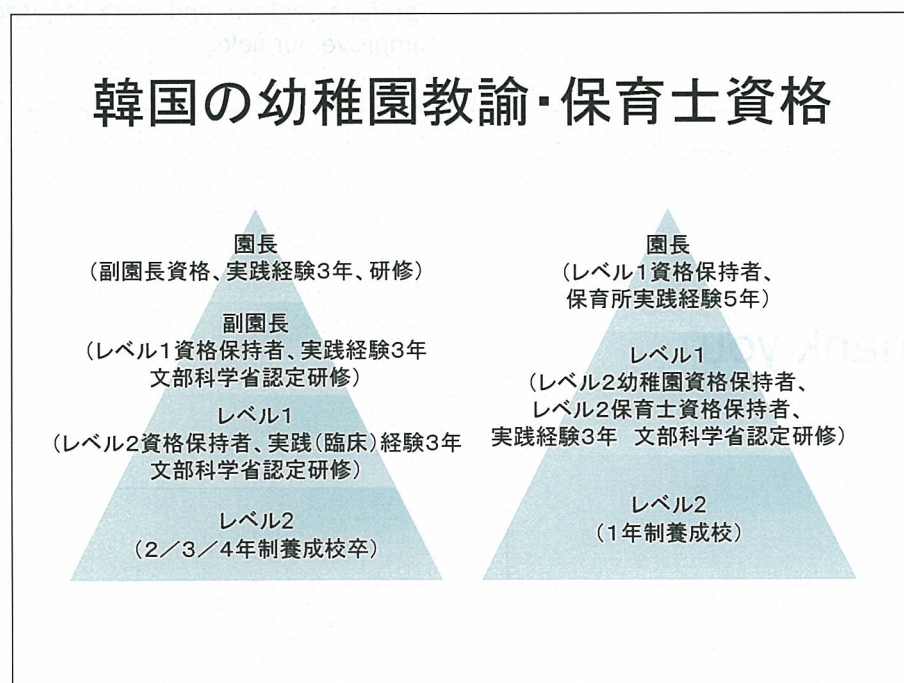
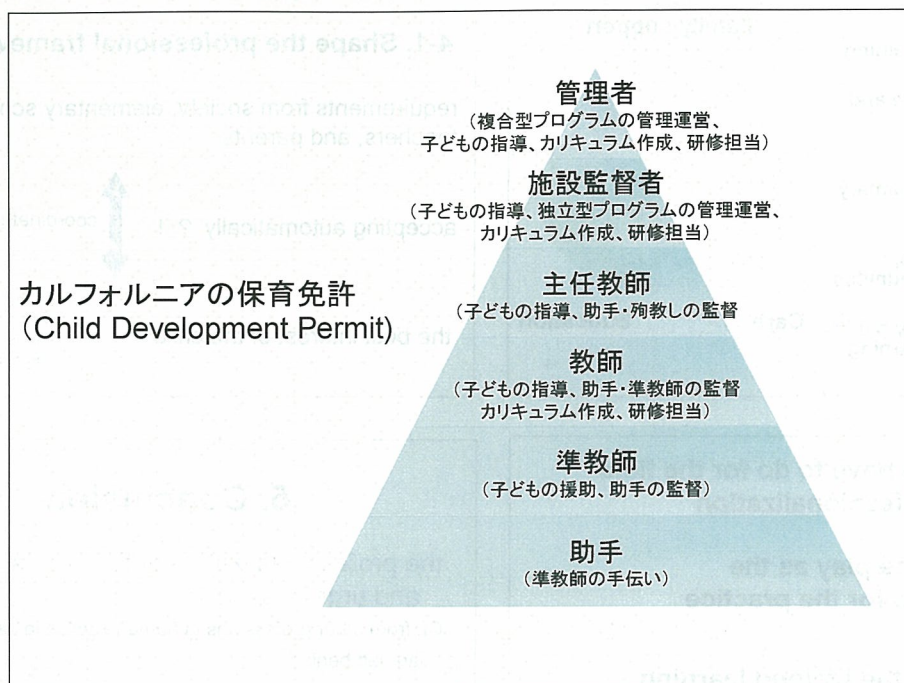
Let us **share** information, **assume** social responsibility to explain about our professionalism, and **work together** to improve our field.

18

Thank you

19

資料 1 - 2. 現職教育システムの例





資料 2. 「保育の質の向上をめぐる近年の国際動向に関する調査」に係わる資料

資料 2 - 1.

表 C-2)-1. 保育従事専門職とその対象年齢

国・地域名	資格種別対象児年齢													
	0	1	2	3	4	5	6	7	8	9	10	11	12	100
アイルランド														
イタリア														
韓国														
メキシコ														
オランダ														
ノルウェー														
ポルトガル														
スウェーデン														
英国														
アメリカ														
オーストラリア														
オーストリア														
ベルギー (FR)				2.5										
ベルギー (FL)				2.5										
カナダ														
チェコ														
デンマーク														100
フィンランド														
フランス														
ドイツ														
ハンガリー														

参考 : OECD (2006)

資料3. 「養成課程の年数、資格、シラバスに関する分析」に係わる資料

資料3-1.

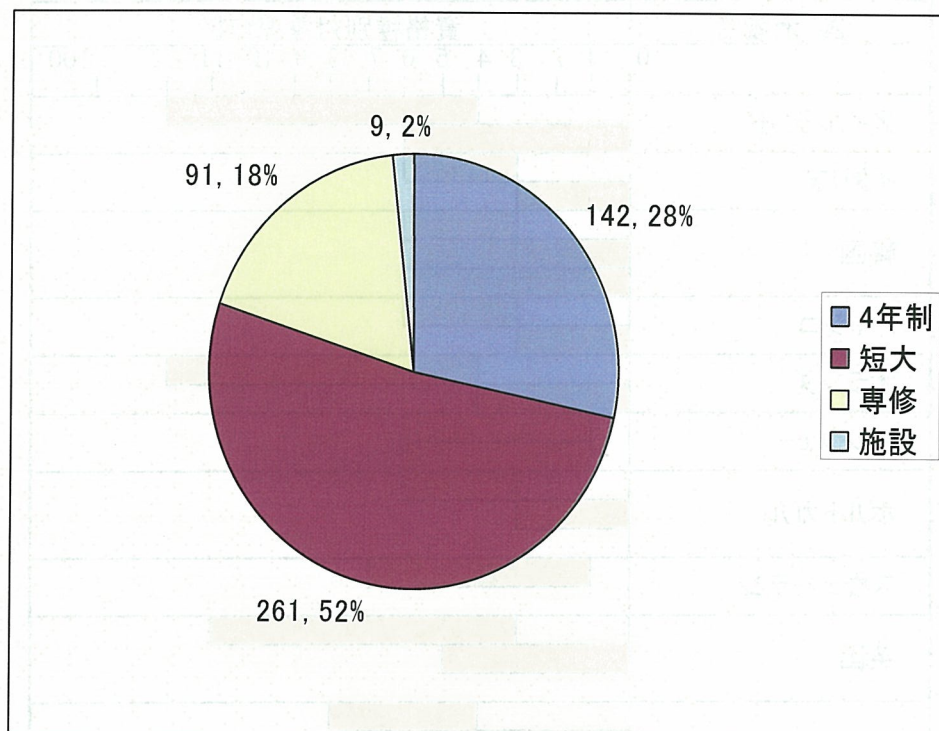


図 C-3)-1: 養成コースの年数

資料 3 - 2 .

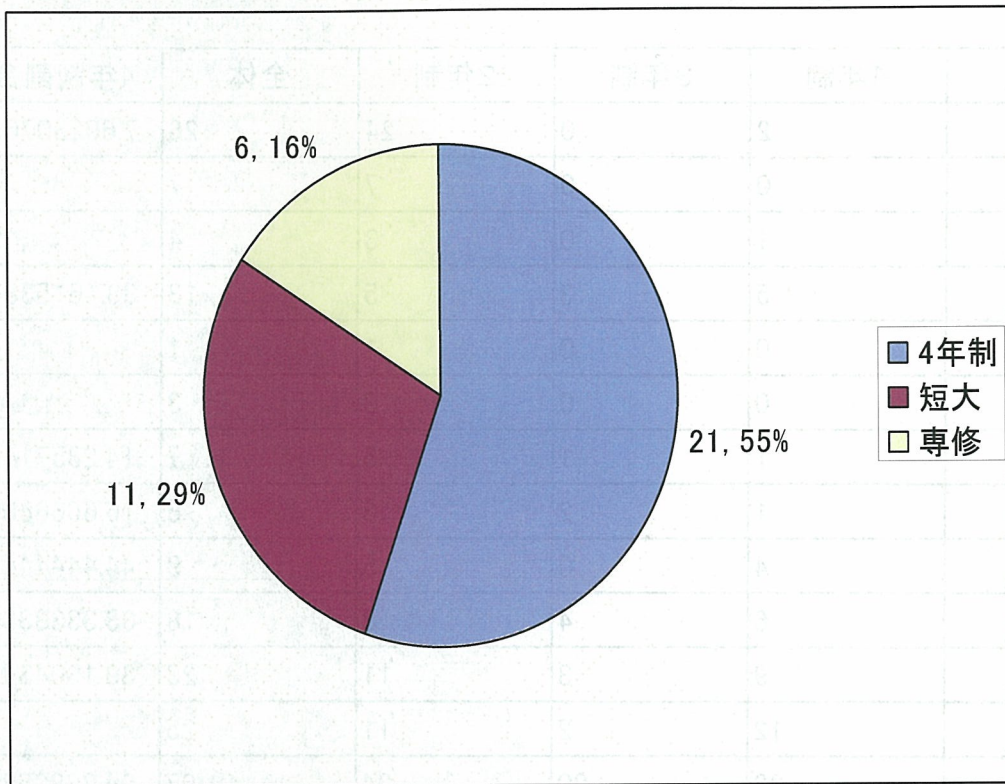


図 C-3)-2:平成 18 年 3 月指定養成コースの種類

資料 3-3.

表 C-3)-1. 養成課程の年数と同一都道府県内の 4 年制コースの割合

	4年制	3年制	2年制	全体	4年制割合
北海道	2	0	24	26	7.692307692
青森県	0	0	7	7	0
岩手県	1	0	3	4	25
宮城県	5	3	5	13	38.46153846
秋田県	0	0	1	1	0
山形県	0	0	3	3	0
福島県	1	1	5	7	14.28571429
茨城県	1	2	3	6	16.66666667
栃木県	4	0	5	9	44.44444444
群馬県	6	4	8	18	33.33333333
埼玉県	9	3	11	23	39.13043478
千葉県	12	2	11	25	48
東京都	23	20	24	67	34.32835821
神奈川県	4	2	11	17	23.52941176
新潟県	2	2	6	10	20
富山県	1	0	4	5	20
石川県	0	1	3	4	0
福井県	0	0	1	1	0
山梨県	2	0	2	4	50
長野県	0	2	8	10	0
岐阜県	4	1	5	10	40
静岡県	3	0	4	7	42.85714286
愛知県	12	3	17	32	37.5

	4年制	3年制	2年制	全体	4年制割合
三重県	1	0	3	4	25
滋賀県	1	0	3	4	25
京都府	5	0	12	17	29.41176471
大阪府	8	4	26	38	21.05263158
兵庫県	13	5	15	33	39.39393939
奈良県	4	1	5	10	40
岡山県	6	1	10	17	35.29411765
島根県	1	0	2	3	33.33333333
広島県	5	0	6	11	45.45454545
和歌山県	0	0	1	1	0
鳥取県	1	0	2	3	33.33333333
山口県	2	0	5	7	28.57142857
徳島県	3	0	2	5	60
香川県	3	1	3	7	42.85714286
愛媛県	0	0	8	8	0
高知県	0	0	1	1	0
福岡県	7	0	18	25	28
佐賀県	0	0	4	4	0
長崎県	3	0	3	6	50
熊本県	2	0	2	4	50
大分県	0	0	4	4	0
宮崎県	1	0	3	4	25
鹿児島県	2	0	3	5	40
沖縄県	0	0	4	4	0

\*なお、ホームページデータ 540 コースを対象に調べたが、ホームページデータのない島根県では、島根大学が4年制養成を実施しているため、それを加えているので、コースの総和は541となっている。

資料 3-4.

表 C-3)-2. 養成課程における取得可能な資格・免許等の状況

資格種類・数	4年制	3年制	2年制	分類不可	アクセス不可	全体	全体／540の%	4年制／540の%
保	1	2	21	0	0	24	4.444444	0.18519
保・幼	9	21	95	1	0	126	23.33333	1.66667
保・幼・小	8	1	4	0	0	13	2.407407	1.48148
保・幼・○	11	7	60	0	0	78	14.44444	2.03704
保・幼・○・○	8	9	42	0	0	59	10.92593	1.48148
保・幼・○・○・○	6	1	23	0	0	30	5.555556	1.11111
保・幼・小・○	6	1	2	0	0	9	1.666667	1.11111
保・幼・小・○・○	10	0	3	0	0	13	2.407407	1.85185
保・幼・小・○・○・○	8	0	2	0	0	10	1.851852	1.48148
保・○～	34	7	35	0	0	76	14.07407	6.2963
保・小・○～	5	0	0	0	0	5	0.925926	0.92593
保・幼・○・○・○～	18	5	24	0	0	47	8.703704	3.33333
保・幼・小・○・○・○・○～	35	4	2	0	0	41	7.592593	6.48148
記載なし	0	0	3	5	0	8	1.481481	0
アクセス不	0	0	0	0	1	1	0.185185	0

資料 3-5.

表 C-3)-3. 養成コース年数別シラバス分析

科目	4年制	3年制	2年制	計
臨床・カウンセリング	121	40	218	379
保育所・幼稚園・小学校の提携	2	0	0	2
家庭支援、子育て支援	90	9	62	161
				542

表 C-3)-4. 臨床・カウンセリング関連科目

科目名	設置コース数
臨床心理学	165
教育相談	82
カウンセリング	39
カウンセリング論	22
カウンセリング概論	19
保育相談	14
保育臨床相談	13
教育相談(カウンセリングを含む)	12
教育相談論	10
臨床心理学演習	10
カウンセリング演習	9
臨床心理学Ⅰ	9
幼児理解と教育相談	8
臨床心理学Ⅱ	8
発達臨床心理学	7
保育カウンセリング	7
教育相談の研究	6
発達相談	5
保育相談の基礎	5
幼児臨床心理学	5
臨床心理学概論	5
カウンセリング入門	4
児童臨床心理学	4
保育臨床心理学	4
幼児教育相談	4
幼児理解・保育相談	4
カウンセリング基礎	3
カウンセリング理論	3
ファミリーカウンセリング	3



学校カウンセリング	3
教育相談学実習	3
教育臨床学演習Ⅰ	3
教育臨床学演習Ⅱ	3
心理療法	3
保育臨床	3
幼児理解及び教育相談	3
臨床発達心理学	3
カウンセリングⅠ	2
カウンセリングの基礎	2
カウンセリングの方法	2
こどものカウンセリング	2
育児相談	2
育児相談演習	2
教育・育児相談	2
教育相談基礎論	2
教育相談研究	2
教育相談事例研究	2
教育臨床	2
子育てカウンセリング	2
児童臨床心理学Ⅰ	2
相談・援助の心理学	2
乳幼児心理学	2
保育・教育相談	2
保育相談概論	2
保育相談論（カウンセリングを含む）	2
保育臨床学	2
保育臨床学演習	2
保健カウンセリング	2
幼児の理解と教育相談	2
幼児理解の理論及び方法（教育相談を含む）	2
臨床心理	2

臨床心理学実習	2
臨床相談	2
カウンセリングⅡ	1
カウンセリングⅢ	1
カウンセリングA	1
カウンセリングと面接演習	1
カウンセリングの理論	1
カウンセリングマインド研究	1
カウンセリングマインド論Ⅰ	1
カウンセリングマインド論Ⅱ	1
カウンセリング演習Ⅰ	1
カウンセリング演習Ⅱ	1
カウンセリング基礎演習	1
カウンセリング基礎演習Ⅰ	1
カウンセリング基礎演習Ⅱ	1
カウンセリング技術	1
カウンセリング研究	1
カウンセリング研修	1
カウンセリング実習	1
カウンセリング実習Ⅰ	1
カウンセリング実習Ⅱ	1
カウンセリング総論	1
カウンセリング発展演習	1
カウンセリング論（含心理テスト）	1
カウンセリング論Ⅰ	1
カウンセリング論Ⅱ	1
ケースワーク論	1
こどもの発達相談	1
こども相談演習	1
ソーシャルケースワークの実際	1
育てるカウンセリング	1
育児支援	1
学校カウンセリングⅠ	1

学校カウンセリングⅡ	1
学校カウンセリング演習	1
基礎カウンセリング	1
教育カウンセリング	1
教育カウンセリング（幼児理解を含む）	1
教育心理学（カウンセリングを含む）	1
教育相談（カウンセリング含）	1
教育相談（カウンセリング含む）	1
教育相談（カウンセリング論）	1
教育相談（幼児理解を含む）	1
教育相談（幼稚園）	1
教育相談・カウンセリング	1
教育相談Ⅰ（生徒指導と教育相談）	1
教育相談Ⅱ（進路指導と教育相談）	1
教育相談とカウンセリング	1
教育相談の基礎	1
教育相談の理論・方法（カウンセリングを含む）	1
教育相談の理論と方法	1
教育相談の理論及び方法	1
教育相談演習	1
教育相談特講	1
教育相談法	1
教育相談論A	1
教育相談論B	1
教育臨床心理学	1
健康相談活動の理論及び方法	1
子ども、家庭ソーシャルワーク論	1
子どもカウンセリング論	1
子どもソーシャルワーク	1
子どものケースマネジメント	1
子どもの心理臨床	1
子どもの理解と発達相談	1

子どもの臨床教育心理学	1
子ども理解とカウンセリング	1
子ども理解と発達相談	1
子ども臨床心理学Ⅰ	1
子ども臨床心理学Ⅱ	1
子ども臨床心理学演習	1
子育て支援	1
子育て支援のカウンセリング	1
子育て実践観察研究a	1
子育て実践観察研究b	1
子育て相談	1
子育て相談（カウンセリングを含む）	1
子育て相談の技術	1
児童ソーシャルワーク演習	1
児童ソーシャルワーク論	1
児童とカウンセリング	1
児童生活相談	1
児童相談の理論と方法	1
児童相談演習	1
児童臨床心理学Ⅱ	1
実践カウンセリング	1
社会福祉援助技術演習（子育て相談）	1
小児臨床心理学	1
心理臨床論AⅠ	1
心理臨床論AⅡ	1
心理臨床論B	1
心理臨床論C	1
親子カウンセリング論	1
成長相談	1
相談・援助の心理学Ⅰ	1
相談援助技術論	1
相談支援法	1