

In-service teacher training program : A Comparative study between Egypt and Japan

Ahmed S. Maklad

AL-ASHER MEN RAMADAN EXP. LANG. INSTITUTE, EGYPT

Abstract : In this paper, the in-service teacher training programs in both of Egypt and Japan are presented. A lesson study is playing an important and effective part at improvement of teaching skills at Japanese schools based training. Workshops and practical trainings appear strongly at different levels of Egyptian training program.

Application of lesson study strategy is a need to develop teaching skills in Egyptian schools. Teachers should be skilful at using IT in education to be exciting and realistic.

Keywords: Training, home training, workshop, TDC: Technological Development Center, IT: Information Technology

Definition:

Training:

Means the process of learning the skills that you need to do a job.

In-service teacher training in Egypt:

The structure of in-service teacher training is as in figure (1):

It is divided into two types:



An Egyptian group during training in Japan

First: teacher missions overseas:

(To prepare teacher for leadership)

The trainees are chosen through a series of interviews and tests. The chosen teachers are sent to one of developed countries like U.S.A, Japan, U.K, France, Canada and Germany. Duration of that short term overseas training is usually between 80~120 days, or 18 months in case of Japan by cooperation with the Japanese government. That training is aimed at keeping in touch with the newest trends at teaching techniques and teaching materials.

Second: teacher home training

That section of training has 4 levels of training:

1- Training at national level includes:

_ **Mubark Teacher Training Institute:**

That institution contains training halls and labs for each subject, 3D Science museum, curriculums multimedia making labs, theater, and hotel that can serve up to 2000 trainees. Teachers from all over Egypt gather and stay there for training according to the introduced subject. The trainers are Egyptian universities professors, experts, and sometimes foreign universities professors

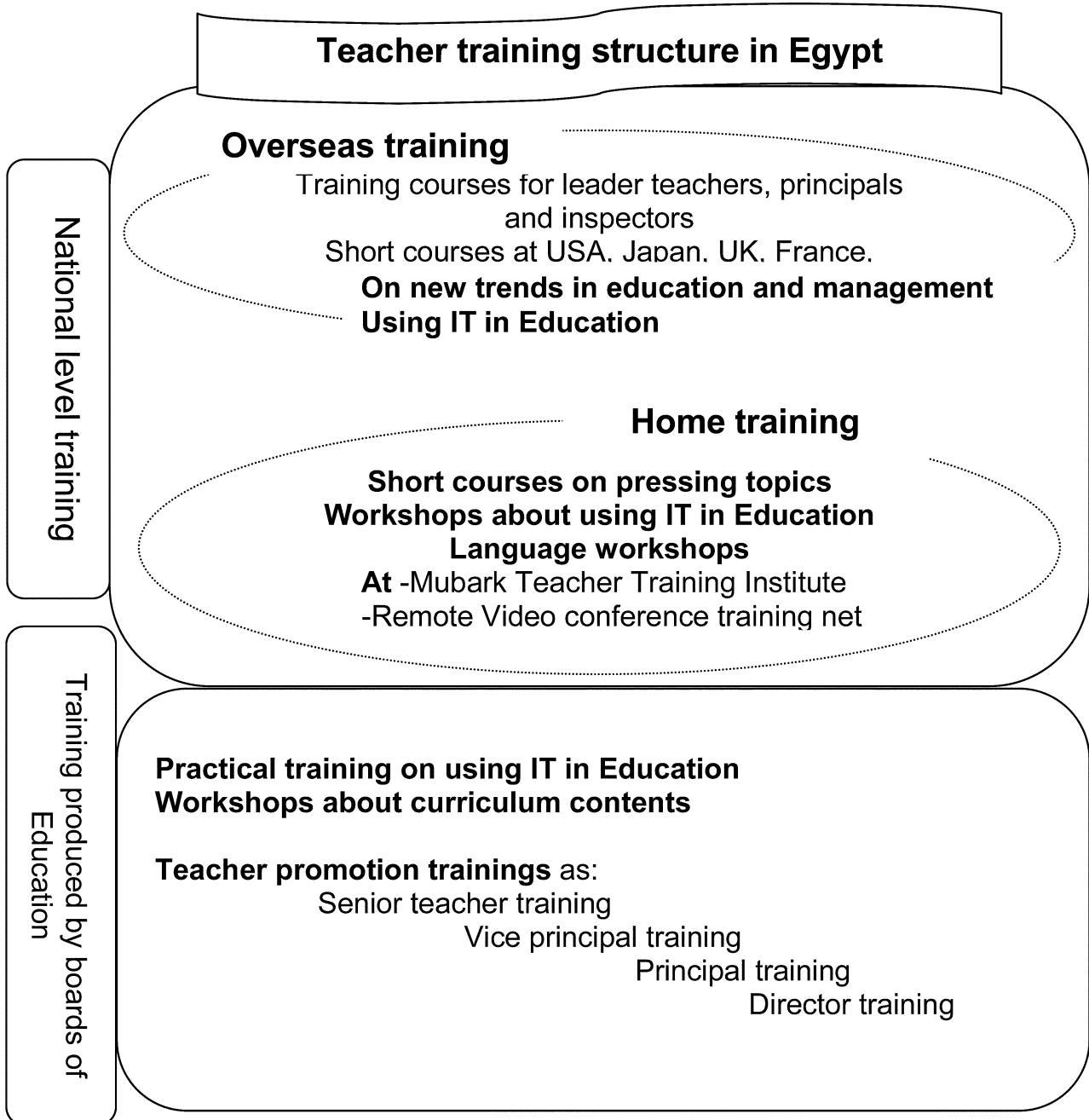


Figure (1) teacher training structure-Egypt

in cooperation with ministry of Education.

Teachers learn there through doing experiments, workshops, brainstorming and everything is practically. That institute is used to move the information from ministry of Education directly to schools teachers.

- **Remote Video conference training net:** that net covers all parts of Egypt to facilitate training for teachers at their own cites and communication between all of them at the same time and connection with ministry of education.



A Japanese educational group after visiting that institute

At governorate level:

Every governorate has its technician offices training programs for different subjects.

These technician offices are held once a month



A workshop was implemented about the reformed Mathematics book

At educational zone level:

Every educational zone has a training unit organizing its training programs

These programs are divided into:

- ICT training.
- Curriculum content training.

First: ICT training:

That training is held to improve teacher's use of technology and let learning more interesting and effective for students.

Training authority:

Ministry of Education with cooperation of the international bank, Microsoft Company and INTEL Company

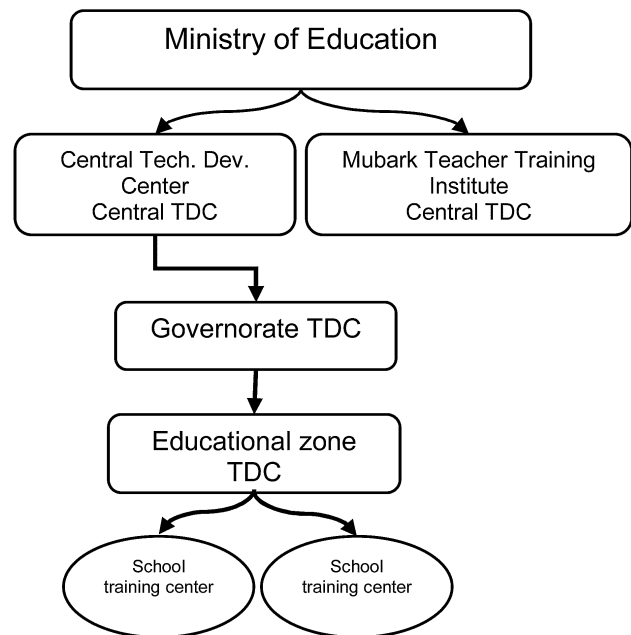
Type of training: practically

Training subject:

- Computer literacy
- Using computer as a teaching aid
- Training to obtain the ICDL certificate from the UNISCO
- Designing e-lessons in a multimedia form
- Special training about computer programming for leader teachers

Place of training:

Training centers designed at one or two schools in each town.



Structure of Educational ICT training centers in Egypt

Duration:

ICT training is held during the whole year (Schooling time and holydays). Duration of each program defers from a program to another.

Notice:

All teachers are involved at such kinds of ICT training according to there level of computing.

Second: Curriculum content training

The Educational zone training unit arranges training programs about curriculum content in cooperation with subject inspectors and teachers who were trained abroad.

Subject of that training is:

- New teaching techniques
- New teaching materials
- New contents of the curriculum
- Using technology at teaching

At School level:

–At school level, teachers of every subject have to hold a workshop at least once a week aimed at lessons of that week. That training has same subject as educational zone as well.

– Inspectors should visit school once a week, attend classes with other teachers of same subject, and give comments about that class and how to develop it.

– Sometimes, university professors come and hold classes for teaching improvement.



Prof. Hattori Katsunori, NUE-Japan introducing lesson study technique at an Egyptian school through team teaching method. Other teachers were watching.

Title was: Fibonacci numbers with real teaching materials

After that class, open discussion was held about that lesson.

In-service teacher training in Japan:

That training can be divided into three types based on its relation with teachers:

- 1 – training conducted by the government
- 2 – Training conducted independently outside school during working time.
- 3 – Voluntary training held outside working hours (research form).

First: The governmental organized training:

The Japanese government provides financial support for training each prefecture. Subject of that training is

- teacher leaders
- address pressing issues about school education
- new contents of a subject when education reforms are implemented
- training for the first and the tenth year of hire

Place of training:

Prefecture educational centers and other educational centers

Second: School based in-service training:

It represents the central role of developing teaching skills. The lesson study plays a very important part at training.



An international group at Tokushima prefecture general educational center-Japan

It is divided into three stages of work:

- **preparation**
- **actual class**
- **review sessions** “kyozai kenkyu in Japanese language”

In preparation stage:

Teacher selects and collects all materials and information needed to his lesson. He reforms his class according to the needs of his lesson then he writes all of these into a lesson plan.

He prepared all of these in cooperation with other teacher.

At presenting the actual class:

It is presented according to the obtained lesson plan.

Many people attend that class such as

- other teachers of same school
- sometimes, experts or university professors
- supervisors from the board of education
- sometimes, teachers of other schools

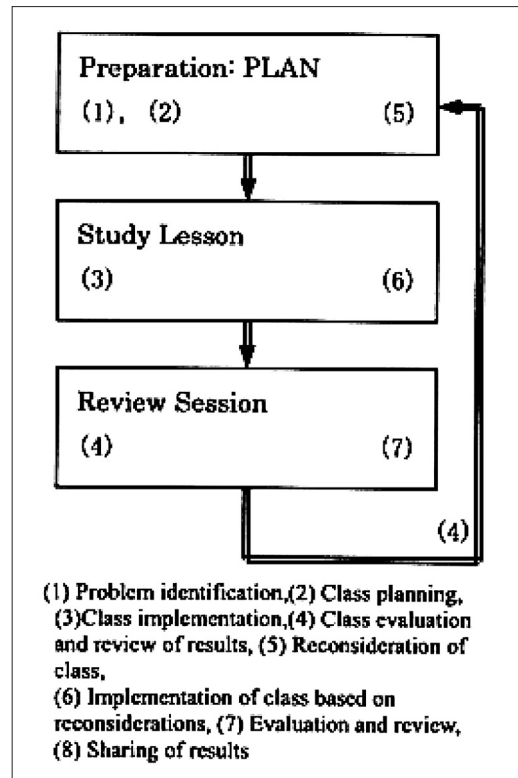


A study lesson class at watajima elementary School, Tokushima – Japan(2007)



A review session at watajima elementary School, Tokushima-Japan

A review session is held for all observers who attended that class to evaluate the whole class activities and put suggestions to develop it in the future
 In such way, not only the teacher who did the class develops his teaching skills but all observer teachers as well.



A flowchart of lesson study strategy

Teacher Training Structure		1st yr.	5th yr.	10th yr.	15th yr.	20th yr.	25th yr.	30th yr.	35th yr.
National level training	Leadership training	<p>Core Training Courses for Educators For leader teachers for principals and vice-principals</p> <p>Seminars on giving guidance to students on courses after graduation, seminars for teachers of new industrial technologies</p> <p>Overseas delegations of teachers Short-term overseas delegations</p> <p>Overseas training for young teachers Japan-U.S. exchange programs Delegations of young teachers to the U.S.</p>							
		Seminars on pressing topics		Training for teachers promoting the use of information technologies in education, training sessions on education to prevent AIDS and drug abuse					
Training implemented by boards of education of prefectures, designated cities, and core cities		New hire training		10th year training					
				5th year training		20th year training			
		<p>Training for student guidance supervisors</p> <p>Training for new head teacher of instruction</p> <p>Vice-principal training</p> <p>Principal training</p> <p>Long-term external training at a private company</p> <p>Specialized training in subject teaching, student guidance (held by education centers)</p> <p>In addition to these, voluntary training sessions are also held at municipal board of education facilities and in schools.</p>							

Teacher Training Structure in Japan.

Third: Voluntary training and work time training programs:

That kind of training doesn't receive any financial support for example:

- Participating at a wide research meeting with other schools
- Observing well-prepared classes at other schools
- Attending national conferences about education
- Sharing workshops at boards or universities of education. I attended one of these workshops at NUE for junior high school teacher

Conclusions

- ❖ Using lesson study in a school based teacher training is very effective at development of teaching skills and teaching materials.
- ❖ Lesson study strategy is applicable at other countries also.
- ❖ Teacher training in Egypt in the national level is very effective at passing information, and new teaching techniques, from ministry of education to school teachers in a short time.
- ❖ Using well trained teachers as trainers of other teachers about using the IT at teaching is very helpful at developing their skills of teaching both.

Acknowledgements

- ☞ This study couldn't have been performed without the generous support of the Japanese ministry of education (MONBUKAGAKUSHO), and the Egyptian ministry of education.
- ☞ Prof. Hattori Katsunori for his generous support at all levels.
- ☞ All friends who helped me from both countries

References

1. Work experience as a teacher trainer in Egypt at both of mathematics teaching and using IT in education scales
2. Visiting Japanese schools during application of lesson study at many schools at Tokushima and Kagawa prefectures—Japan
3. Japanese lesson study in Mathematics, Masami Isoda& Max Stephens, world Scientific, ISBN-13978-981-270-544-0(pbk).
4. <http://www.mext.go.jp>
5. <http://elearning.moe.gov.eg/portal/index.html>

要 約

本稿では、エジプトと日本における現職教員研修について述べる。授業研究は日本の校内研修における指導方法スキルの重要で効果的な方法として取り上げられている。そしてこの授業研究の方法の応用は、エジプトの学校における指導方法スキルの開発のために必要なものである。そして活気に満ちた実際的な教育展開のためには IT 活用に熟達すべきである。

(訳：教員教育国際センター)