

Teachers' Abilities (Skills) /Knowledge Index

<Objectives> Equip teachers with knowledge and skills for appropriate school management and promotion of characteristic teaching activities and to train teachers to be the core of individual school and community as "a teacher with continuous learning"								
<Contents> Goal for training "teachers who can continue learning" and improve overall independent abilities for solutions and management, coping systematically with problems and difficulties which individual schools confront								
constant improvement in quality and specialty through stages of education, employment and training								
Stage Quality and specialty	Stage I [education – employment] a teacher who is equipped with a basic attitude of continuous learning and meet requirements for employment by Nagoya City and Aichi Prefecture to start working	Stage II [starting rank – several years experience] only a teacher with basic attitude as a teacher but also a class teacher gaining comprehensive capability	Stage III [to ten-year training course] acquisition of teaching specialty with expanded practical ability	Stage IV [from mainstay] heightened specialty as a member of a team school or a middle leader, deepening cooperation or collaboration, and exerting propulsive force	Stage V [from veteran] playing a role with a wider perspective in both the school and community			
					1. veteran teachers	2. managerial position		
Quality of teacher	Sense of mission	complying with laws with a sense of mission as a public service teacher						
	Human relationship	having a deep understanding of human growth and a keen sense of human rights and building a trusting relationship with infants, school children, teachers, parents and guardians, and communities						
	Pedagogical Love	with the respect to communities and having great pride as a teacher, showing pedagogical love to infants and young school students						
	Teaching of subjects-fields	an attitude of self-improvement of specialized knowledge in subjects and fields, including moral education, special activities and integrated study, and the capability of independent learning						
	Well-educated	having knowledge to cope with social changes and wide-ranging cultural education with broad perspectives						
Ability of class teaching	Understanding of contents of specialized subjects	capable of preparation of teaching models based on teaching plans and performance of class teaching	capable of preparation and performance of teaching plans based on the guidelines for the course of study, considering teaching procedures	capable of setting up and the appropriate performance of learning plans in accordance with guidelines for the course of study and the managements plans and teaching policies of school	capable of conducting appropriate examinations, modification and improvement of teaching plans with overall perceptions on various learning problems of subject depending on schools and grades	ability to perform and contrive class teaching and supporting and advising, regarding teaching classes, to teachers in the school for the improvement in various issues in overall school teaching and also in a specialty subject	guiding teachers in school for the improvement in class teaching to further promote specialty and to reduce overall school problems	
	Comprehension of actual states and setting up goals (Plan 1)	capable of understanding meanings and necessities of conducting studies on learning materials which meet students' needs for understanding	capable of conducting appropriate examinations on learning materials to achieve teaching goals	capable of reconstructing learning materials and/or tools to adjust to actual situations of school children and to correct teaching plan procedures	capable of learning specialized knowledge regarding teaching plans and utilizing that knowledge to enhance teaching material study	ability to provide support and advice based on their specialized knowledge to improve teaching materials and tools	supervising the improvement of teaching materials and tools based on their specialized knowledge	
	Preparation of teaching plan and assessment plan (Plan 2)	not only learning basic and fundamental skills regarding contents, guidance, and assessments of the guidelines for the course of study, but also understanding the forms of teaching plans	deeply understanding teaching units (theme) and materials, and being able to prepare teaching unit (theme) plans with clear goals	not only relating goals to teaching contents and assessments, but also being able to prepare teaching models with clear plans and methods for assessment	ability to set up an overall plan for each teaching unit (theme) focusing on the development and learning level of school children	ability to support and advise, not only clarifying meanings of teaching plan preparation based on individual school teaching policies, but also understanding various issues of teaching in individual schools to improve teaching plans	guiding not only with clarifying meaning of preparation of teaching plans based on individual school policies, but also with comprehension of problems in individual school teaching and for the improvement of teaching plans	
	Perceptions of teaching skills and forms (Plan 3)	learning and acquiring skills of how to talk, write on a blackboard and how approach to students	learning and acquiring skills of approach (asking questions, instructions and explanations)	capable of writing on blackboards, focusing students' flow of understanding and thinking	able to develop a teaching lesson according to development and learning level of school children	not only comprehension of actual states of individual teachers regarding their class teaching, but also able to give appropriate support and advice to them for the improvement of class teaching	playing a role not only of comprehension of actual states of individual teachers, but also of guidance for the improvement of class teaching	
	Guidance and assessment during class (Do)	understanding meaning of classroom lesson for school children to acquire scholarly ability	capable of asking a question which can elicit diverse opinions from students	capable of asking proper questions with a deep understanding of the thinking flow of students	capable of performing a model workshop class for in/outside the school	ability to appropriately evaluate class lessons which each teacher performs, and to promote teachers' motivation by giving them support and advice	play a role to appropriately evaluate class lessons which each teacher performs and to motivate teachers with instructions	
	Check and Action	able to understand the importance of preparation in evaluation criteria based on goals	able to prepare evaluation criteria based on goals	able to reexamine skills and goals that teachers want students to acquire, and reconstruct evaluation criteria and teaching contents	able to improve class teaching on their own through observing multiple teachers' classroom lessons	able to set up concrete schemes regarding in-school systems for the improvement of class lessons	play a role in presenting and conducting concrete schemes regarding in-school systems for the improvement of class lessons	
	Human resources development and leadership	understanding the importance of continuous learning, attentively listening to others' advice and making efforts to improve themselves	able to consult and share points of uncertainty and troubles	able to improve practical skills through consulting and sharing points of uncertainty and troubles	able to promote environmental improvement for mutual support, sharing problems and troubles and supporting each other	able to consider the importance of training human resources, and being able to improve the environment for effective development in human resources focusing on experience of individual teachers	playing a role to promote effective development in human resources, with consideration of the importance of human resources development, according to individual teachers' experiences and characteristics	
	Cooperation as a team with co-workers	able to work collaboratively in various groups	able to work collaboratively as a member of an organization through teaching practice and volunteer activities	listening to coworkers, senior and managerial persons with modesty, and being capable to actively participate in the organization	capable of promoting a teacher group, which has the same direction for the goal, as a head teacher of a grade or a division	able to understand individual teachers' roles and capacities, to promote collaborative organization and to prepare policies for schools, families, communities related organizations and collaborative organizations	understanding individual teachers' roles and capacities, promoting collaborative systems and establishing measures for systems which collaborate with families, communities and related organizations	
	Cooperation and collaboration with parents, gradians and institutions outside school (establishment of communities with the school as the core)	understanding the importance of cooperation and collaboration with parents and guardians, and other organizations	understanding necessity to build harmonious relationship with parents and guardians, and other organizations, providing information to them	able to build harmonious relationships with parents and guardians, and communities based on cooperation and collaboration	able to prevent and solve problematic behaviors through cooperation and collaboration with various related organizations	able to establish networks to achieve cooperation and collaboration with parents and guardians, communities and various related organizations	play a role to enhance the system with establishment in a cooperative and collaborative network	
	Taking advantage of resources (human, things, events, information, time and funds)	capacity to find a countermeasure for troubles when they are involved in a diverse variety of problem-solving while they are university students	having a full understanding of necessary resources for solutions of class problems, learning how to take advantage of methods with resources	when solving problems in a class or a grade, being capable of finding necessary resources and taking advantage of various resources in/outside school, such as different types of schools and communities	determining effective resources for problems overall school and teaching activities and utilizing them	able to effectively utilize available resources which they have in/outside school to promote systems and to provide appropriate support and advice to other teachers	play a role to effectively utilize available resources which they have in/outside school, to promote systems and to provide appropriate guidance to other teachers	
	Risk managements and safety management	able to learn basic knowledge regarding school security and risk avoidance	able to learn necessary knowledge for risk management and safety management	able to adopt appropriate measures for risk management and safety management for the class	able to plan and conduct training sessions regarding risk management and safety management of the school	able to establish a cooperative system with schools, families, communities and various related organizations regarding risk management and safety management in the school, and to determine and conduct appropriate countermeasures in emergency, comprehending the management system	play a role to establish cooperative systems with schools, families, communities and various related organizations regarding risk management and safety management in the school, to determine and conduct appropriate countermeasures in emergency, to comprehend the management system and to deal with the aftermath	
	Team School: System correspondence toward problems of education at present (Information and Communication Technology, ICT, career education, human rights, social integration, Education for Sustainable Development)	able to actively learn basic knowledge and understanding of problems in education at present	able to make efforts to exert support and guidance for children regarding problems in education at present	able to have appropriate knowledge and understanding as an organization, to a certain level, regarding problems in education at present	able to plan, prepare and conduct training sessions and report meetings regarding present educational issues	able to make continuous effort to gain the latest information regarding present educational issues and to enforce systematic correspondence with the school	always being cautious about the latest information to enforce systematic correspondence with the school regarding problems in education at present	
Ability of corresponding to students	Student guidance	able to understand the importance of respecting individual characteristics and personality of students through meeting a diverse variety of children	able to provide flexible and appropriate measures, understanding diverse children through teaching practice and experiences of volunteer activities	aiming to understand that individual students act independently and being able to systematically correspond with them in accordance with student guidance policies	able to provide systematic and deliberate guidelines for students with an aim of understanding a diverse variety of children	able to provide teachers with support and advice including preventive measures along with the construction of a promotion system in enhanced cooperation with related institutions	playing a role to establish promotion systems in enhanced cooperation with related institutions, and to provide guidance to teachers, including preventive measures	
	Understanding of school children	capability to actively talk to children, learning how to provide appropriate actions with consideration to concerns of surrounding situations	understanding of the importance of attentive listening and being able to provide proper support based on educational needs of students	grasping situations regarding the class, grade and measures, being able to actively consult with coworkers, senior and managerial persons, and to provide proper support	understanding of students with consideration of guardians' thoughts and family background, being capable of instructing students to have mutual understanding between students	able to provide teachers with appropriate and concrete support and advice, where individual teachers are involved with school children on all fronts in/outside school	play a role to provide appropriate guidance for individual teachers to act properly, being involved with school children on all fronts in/outside school	
	Responding to community issue education: non-Japanese education, scientific monozukuri education (productive activities) and problem-solving education (education in Aichi)	able to acquire, based on local characteristics, knowledge and understanding in non-Japanese education, scientific monozukuri education (productive activities) and problem-solving education	able to make an effort to exert support and guidance for children regarding community issue education	able to provide correspondence, to a certain level, based on appropriate knowledge and understanding regarding community issue education	able to plan and prepare training sessions and report on meetings regarding community issue education	making continuous effort to gain the latest information regarding community issue education and being capable of sending and spreading the information to the overall school, and also to provide support and advice for teachers	play a role, making continuous effort to gain the latest information regarding community issue education, to send and spread the information to the overall school and also to guide teachers	

Ability of class teaching refers to the ability of the interpretation and development of teaching materials, deep insight regarding subjects and fields, skills of guidance, and the preparation and improvement of guidance and assessment plan. Reference : Tokyo Metropolitan Board of Education