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1. Introduction

The purpose of this research is to investigate how we can tackle the issues of gender and sexual orientation in the teacher education program at the graduate level on the bases of what we have done concerning career development and education for teachers. It would be necessary, first of all, to explain the background of this study.

The Central Council for Education in Japan suggested in its 2012 report that the teachers should continue learning and updating their abilities according to their career stages and the colleges of education were expected to respond to this issue. To discuss a “teacher who continues to learn” throughout his/her life, we needed to consider the viewpoints on the notion of occupation or vocation and on that of “life career,” as shown by Super (1980), that is, a career that consists of various life roles.

At that time, most of the programs in the graduate schools in Education focused on the development of teaching skills in a narrow sense assuming that the students have acquired career-related abilities, such as self-understanding, communication skills and so on. Recently, however, it has been considered that we need to develop professional skills and human and basic abilities.

In this context, our graduate school has also developed and implemented career education throughout the curriculum, from the perspective of life career (Kawasaki, Yoshimura, Nakai, 2015, 2017), but we are now beginning to recognize another aspect which is comparatively new but cannot be ignored in teacher education: Diversity. Actually, even in the government's documents concerning career education, diversities in gender, age, individuality and values have been mentioned (Central Council for Education 2011, for example). It is, therefore,

imperative for us to deal with issues of diversity in teacher education programs for the inclusive society.

Thus, we will survey our present program called “Career Development & Education for Teachers” briefly and re-examine the program so that it would include the issues of diversity. Then, we will discuss the implementation process and the results of a new program with its modified assessment scales, focusing on the gender and sexuality which would be comparatively easier for us to approach in our context.

2. Re-examining Career Education Model

In our previous study, we developed a model for career development in the graduate program (Fig.1). The competency areas were structured by the abilities of career education and vocational education from the viewpoints of “Individual Development” and “Relational Development” (development of interpersonal relationship). “Self-understanding and Management” ability is considered to be an aspect closer to “Individual Development”, and the ability of “Building Human and Social Relationships” is considered to be closer to “Relational Development”. “Problem

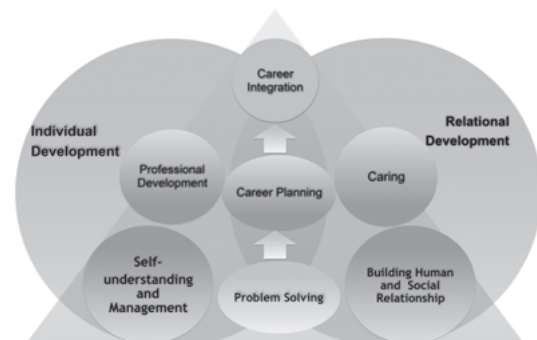


Figure 1 Previous Career Education Model of Career Development in Teacher Education (Kawasaki, Yoshimura, Nakai, 2015)

Solving” and “Career Planning” are positioned at the center, since both are used to deal with various kind of issues concerning “Individual and Relational Developments”.

Additionally, in a teacher training program in graduate and undergraduate schools, the students acquire “Professional Development” skills, that is, various abilities related to work and profession, and “Caring,” the ability to support the growth and development of others, especially of students. Moreover, the competencies to integrate and re-integrate are necessary, and therefore, they were set as “Carrier Integration” on the top. These competency areas were developed as being interrelated and were considered to advance spirally.

Based on this model, we formulated and practiced a career development program in our graduate curriculum. As a result of the practice, educational effects were observed for competencies, such as “Self-understanding and Management” and “Problem Solving.” (Kawasaki, T., Yoshimura, M. and Nakai, T., 2017)

However, at the time of graduation, it was clarified that our program was not very effective in developing skills, such as “Building Human and Social Relationship,” “Professional Development,” “Caring,” and “Career Planning.” The development and retainment of these skills remained a challenge for us.

To modify our program, we re-examined the government’s documents concerning Career & Vocational education. One of them was a document of Central Council for Education (2011), which referred to four competency areas that can and should be nurtured by career education: “Building Human and Social Relationship”, “Self-understanding and Management”, “Problem Solving” and “Career Planning”. These four areas were adopted in our above-mentioned model but if we looked at the explanations concerning each area in the document, we could find the following description on “Building Human and Social Relationship”:

In a modern society where values have been more and more diversified, human resources with diverse backgrounds in gender, age, individuality, and values are playing important roles, and it is necessary to have the ability to appreciate and collaborate with various others.

The importance of understanding and appreciating diversity in gender, age, individuality, and values is shown here. Thus far, in career education at the graduate level of teacher education, these perspectives have rarely been dealt with, even though they are indispensable for an inclusive society. Specifically, issues of gender, including sexuality would be a prerequisite for decision-making, one of the basic abilities in career development.

Thus, we decided that we would reconsider the program, focusing on “gender” that was mentioned first among the diverse attributes in the description.

Figure 2 shows our re-examined career education model. In this new model, we set up the ability domain of “Building Human and Social Relationships and Diversity Understanding” and “Life Practice and Caring” to add the abilities of Building Social Relationships and Life practice and Caring (practices of caring in their daily life), based on understanding diversity.

3. Practice of “Teacher’s Career Development and Education”

Based on the new conceptual model, one of the graduate courses, which was called “Teacher’s career development and education” was reviewed. Since 2016, this class had been held regularly, the first half of which focused on the teachers’ career development and the second half on the career education methods.

This class was held as an essential three-day intensive program for the first-year students at the beginning of April, followed by a three-day

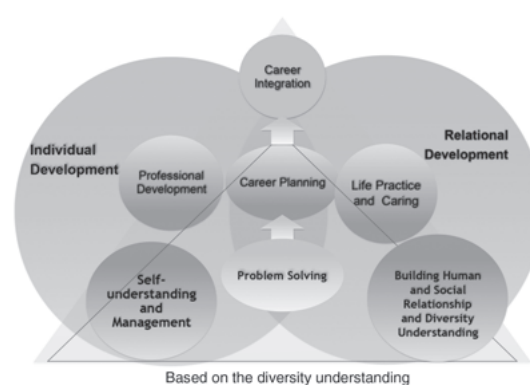


Figure 2 New Career Education Model of Career Development in Teacher Education, emphasizing on the perspective of understanding diversity

program in September. The course had two objectives: the students were to (1) Look back on their careers from the perspective of life career and understand their teacher's development process before drawing their career prospects and (2) understand the purpose and content of career education and know how to connect their career development knowledge to their own educational practices.

We decided to introduce gender and sexual content in the first half of the course related to career development in April. Table 1 shows the content in April for the first half of the course. From the 1st to the 3rd sessions, they looked at "career" from the perspective of life career. After that, in the 4th and 5th sessions, a special lecturer was invited and the students considered the career development of teachers from the perspectives of gender and sexuality. Next, from the 6th to the 8th sessions, based on the understanding of diversity, they thought about "life as a teacher" from the viewpoint of life career. Specifically, they expanded their thoughts on future career development while learning about the challenges that they encountered at each life stage and about how to deal with them.

4. Evaluation of an Educational Practice

4.1. Transition of the ability about career

To measure the educational effects, we developed a questionnaire on career development, including the perspective of diversity (Table 2). These are the categories of the evaluation scales. There are seven major categories, each of which contains 7 sub-categories (scales). Thus, we have 49 categories scales in all.

The survey was conducted twice in April and twice in September, in 2017. There were 27 participants but the number of respondents varied according to the date of conducting the survey. They were asked to choose on a 5-point scale from "Strongly agree" to "Strongly disagree."

Figure 3 shows the transition of average values for each ability area. The average value rose significantly in the first half (first quarter), including the content of diversity. After that, in the latter half of September, although the average value decreased once, all categories except career planning rose again and improved, compared with the program's beginning.

4.2. Qualitative transformation co-occurrence network

Moreover, the participants were asked to write their impression on the classes concerning gender and sexuality. We did a quantitative text analysis

Table 1 The content of the lessons held in the first half of April

title	contents
1)Guidance	Understanding your career (Understanding life career concept and career development)
2)Review of careers	Review of roles, skills, characteristics, experiences, etc.
3)Self-introduction	Self-introduction based on career review (presentation)
4) Understanding of teachers' career development	Teachers' career development (problems) Examination of issues in each aspect of the teaching profession (discussion)
5) Diversity of teachers	Perspective of diversity of teachers
6) Diversity of children	Perspective of diversity of children
7) Teachers' career development	Teacher' career prospects (presentation)
8) Teachers' career development	Group work exercises based on career prospects

Table 2 Evaluation scales

Self-understanding and Management	1	I like myself.
	8	I have confidence in myself.
	15	I enjoy life every day.
	22	I try to think about my interests and concerns
	29	I am aware of the strengths that I should develop
	36	I believe it is important to review one's academic and career choices
	43	I can think about how work as a teacher matches my own interests and abilities
Building Human and Social Relationships and Diversity Understanding	2	I respect harmony and rules with others.
	9	I try to be honest with others.
	16	I value relationships with others.
	23	I respect the rights of others
	30	I think there should be no discrimination based on gender, nationality, disability, etc.
	37	I can communicate with others in different environments
Problem Solving	44	I realize that there are people with various backgrounds around me.
	3	When I come across difficult situations, I can immediately identify the problem.
	10	I can envision a variety of possibilities arising from important decisions.
	17	I can collect as much information as possible to identify better solutions.
	24	I would like to talk about my career plans with people around me
	31	I know about various jobs related to teaching
	38	I know about the problems that the teachers confront and how to solve them
Career Planning	45	I would like to find opportunities for practical teaching experience to clarify my choice of vocation.
	4	I am preparing for my future life.
	11	I am making some plans for my future life.
	18	I have a vision regarding my work and life, in the future.
	25	I know what work teachers are required to do.
	32	I know the pathway to becoming (or future pathway as) a teacher.
	39	I know methods of learning and training as a teacher.
Professional Development	46	I have my own notion of what an ideal teacher would be
	5	I want to know what kinds of work would help me to use my abilities and individual traits.
	12	I want to know about the work of people around me and how they pursue it.
	19	I want to pay constant attention to the current affairs in the society and use them in my teaching.
	26	I want to raise my teaching ability through self-reflection, evaluation, and improvement.
	33	I want to work enthusiastically toward being a "good teacher" who does "good teaching."
	40	I understand what kinds of qualities and abilities I should develop
Life Practice and Caring	47	I know what I should do to grow as a teacher
	6	I want to be helpful to others.
	13	I want to work on volunteer activities.
	20	I like to take care of my children.
	27	We strive for a sustainable (environmentally friendly) life
	34	I want to participate in volunteer activities related to education
	41	I know how to manage stress
Career Integration	48	I can manage my money systematically.
	7	I believe that a variety of experiences related to work and everyday life will be useful in the future.
	14	I believe it is important for work to be in balance with family, community life, etc.
	21	I am designing a balanced life plan, considering life at home, in the community, and in the workplace.
	28	I believe that experience in the home and community is useful in the course of work as a teacher.
	35	I am thinking about how I will live after retiring from the teaching profession.
	42	I hope to apply my experience as a teacher to serve the society at large.
49	It is necessary to alter and revise one's career plan flexibly and in line with conditions.	

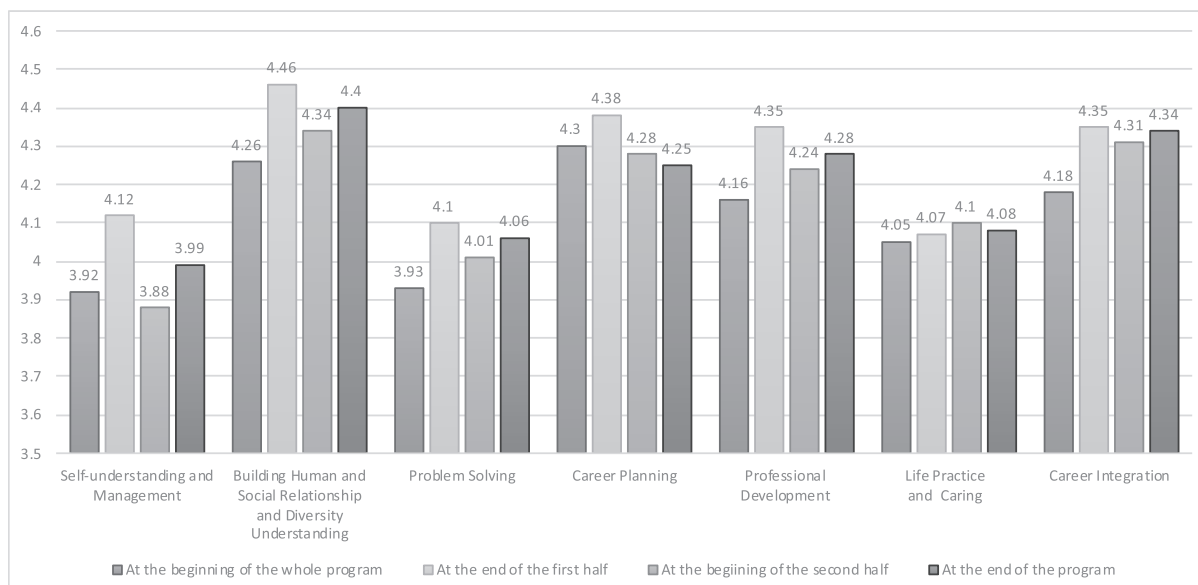


Figure 3 Changes of students' career skills (Averages of teachers' self-evaluation on 5-point scales)

of the students' reflections with KH Coder, which enabled us to extract typical descriptions in their qualitative data. Figure 4 shows the co-occurrence network: a network diagram that shows the words with similar appearance patterns, i.e., with high degrees of co-occurrence, connected by lines (edges) (Higuchi 2016). The size of each circle represents the frequency of the word and the lines show the strength of co-occurrence of the words.

Based on the frequently appeared words connected one another in the figure, we can extract following sentences as typical answers of the students:

- (1) It is important for teachers to raise awareness. It would be similar to the policy of creating an atmosphere to talk about anything easily and respond to anyone; this would apply to gender minority children and to the others.
- (2) In my opinion, it is indispensable to understand and accept people to live in the diversified society. Considering that I am to be a teacher, listening to Ms. Kurashima's story has made me realize that it would be important to view children appropriately and to create an environment where they can talk about anything in the classroom.

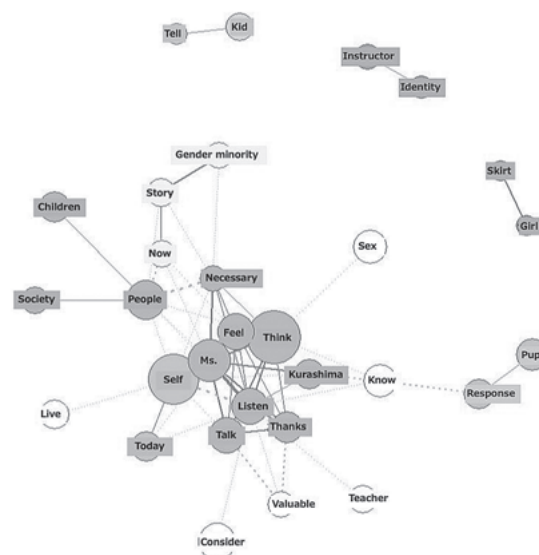


Figure 4 Co-occurrence network: the words with similar appearance patterns (N32, E65, D.131)*

- (3) In my opinion, the issue of gender identity disorder cannot be solved only by supporting the children; it could lead to instances of bullying.
- (4) Listening to Ms. Kurashima's story, I thought that it would be necessary for the children to have someone who accepts them as they were. The story about her past made me feel that our prejudice concerning "boys/girls" and the history that we have inherited disabled them from accepting themselves as they were.

The underlined words represent those which appeared frequently in the students' descriptions. These descriptions may coincide with the categories: "Career Planning/Integration" for (1), "Self-understanding and Management" for (2), "Professional Development" for (3) and "Building Human and Social Relationships and Diversity Understanding" as for (4) respectively.

5. Conclusion

From these results, a certain educational effect was confirmed by the career education practices based on the new model. First, introducing a viewpoint of diversity in Career education program could be an effective way to promote students' competences of career development (particularly in the ability of problem solving). Second, it is necessary to introduce career education models and scales from a viewpoint of diversity, particularly concerning "gender and sexuality" in this research, which has been expected to be included in the teachers' education programs.

As a future direction, it would be necessary to introduce the perspective of diversity in career education not only in universities but also at other levels of formal education. Additionally, this study did not investigate how these abilities and attitudes would change after classes; thus, we might need to have a follow-up study to know if these effects would be life-long.

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Note

* "N", "E" and "D" in the parenthesis represent the number of words (N: nodes), co-occurrences (E: edges) and the number of edges that are

actually drawn divided by the number of edges that could exist (D: density), respectively.

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