

A Study of On-the-Job Training for Kindergarten Teachers during the Education Reform Period

– Focusing on debates on Authorities, Management and Organization of Early Childhood
Education at the Institute for Educational Leadership (IFEL) –

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This paper analyzes the research group for early childhood education held during in 1950 and 1951, the Institute for Educational Leadership (IFEL) – chiefly its authorities, management and organization – and also clarifies some of the policy directions regarding the reform of early childhood education during the period of postwar education reform.

With regard to teacher training in Japan during the postwar period, a major issue was the method of ensuring that teachers had the skills necessary for school education under the new educational system. As a measure to achieve this, on-the-job training was required. From 1948 onward, the Ministry of Education began leader training as part of on-the-job training in order to ensure the new system would be understood and to make sure that teachers had an appropriate mental attitude. The course, generally called “IFEL,” was training for people who had important positions in the new system, and its objective was to train leaders in all specialist areas.

The author has planned comprehensive research into kindergarten teacher training during the period of postwar education reform, with attention being paid from this standpoint to the details of the research group into early childhood education which was held during the 5th and 6th terms of IFEL. Therefore, from the debates on reform at this research group, this paper analyzes the authorities, management and organization of early childhood education, and analyses the details thereof. Moreover, this paper clarifies what sort of new theory for early childhood education was being sort by educational experts during that period, and shows what type of authorities and organizations for early childhood education was called for, based on the new conceptions of kindergartens at that time. Furthermore, this paper also includes considerations of the problem involved in co-operation between kindergartens elementary schools, which was also an on-going problem from before the war.

Through an analysis of the matter mentioned above, the issues affecting kindergarten education and the policy direction of subsequent early childhood education during the period of postwar education reform have been clarified.