

# A Comparative Study on the Practical Teaching Experience and Reconstruction of Teacher Culture in Japan and Italy

Akira KAWAMURA\* Nobuyuki KUREBAYASHI\*\* Tetsuya HASEGAWA\*\*\*

## Abstract

This paper examines the types of new teachers Japan and Italy are attempting to train using quantitative investigation data from students who would like to become kindergarten, primary or secondary school teachers and have practical teaching experience.

From this comparative survey, some important findings have been drawn. In Japan, the experience of practical teaching is linked to the development of the abilities and attitudes required of a teacher. This appears to contribute to the reproduction of the ethos of teachers built from the views and abilities that an existing workplace possesses. On the other hand, in Italy, the links between the practical training experience of teachers and the abilities and attitudes they have developed are not as clear as they are in Japan.

However, the Italian efforts identified so far suggest that the country is trying to restructure the current culture of teachers from outside the context of universities in a global society. It can be assumed that, together with practical skills, Italy is attempting to foster academic abilities and attitudes and to promote reflective thought and action, which lie at the heart of a framework of key competencies.

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\* Researcher at the Research Institute for Education, Kansai University of International Studies

\*\* Professor, Faculty of Education, Tokoha University

\*\*\* Associate Professor, Faculty of Education, Gifu University

## 1. Introduction

Currently, in Japan, a training curriculum centred on practical teaching experience is being steadily put into place. In response to the recommendations of the Advisory Panel on National Teacher Training Universities and Faculties report on the future of national teacher training universities and faculties (November 2001), teacher training universities and faculties have worked to reinforce learning through teacher training courses centred on practical teaching experience. Thus, the teaching practice period has been extended and the guidance support systems around it have been strengthened. Further, under the new teacher training curriculum that will be implemented for students entering university in the 2019 academic year onwards, internships are being included as part of the practical teaching experience approach, and teaching experience in schools will be emphasised further.

Life-course research on Japanese teachers has shown that practical teaching experience represents not only preparatory education preceding employment but also holds profound significance in terms of building teachers' capabilities throughout their professional lives (e.g., Yamazaki, 2002; Kawamura et al., 2019). From this perspective, it has become necessary to develop a more comprehensive understanding of the practice of reform of the teacher training curriculum centred on teachers, not merely as a reform to enhance programmes for making students into teachers, but rather as a reform to create new teachers (or to change teachers) as well as a reform to create a new culture or ethos of teachers.

However, regarding the type of teachers that practical teaching experience will develop, most research has been based on practical interest that presupposes the direction of the current teacher education reforms, namely, the acquisition of practical skills and the improvement of practical teaching programmes to that end (e.g., Yonezawa, 2010; Furukawa, 2012; Sasaki, 2015). Consequently, there is little research that analyses practical teaching experience from a perspective that asks what type of teachers will a programme that increases experience in the field produce and what type of teacher culture will thus be constructed.

Therefore, this paper will analyse the experiences of students participating in practical teaching experiences from the perspective of the culture of teachers, working towards an interpretation of reform of teaching practices as an educational reform.

Furthermore, to clarify the relationship between practical teaching experience and teacher education reform, this paper will examine not only the case of Japan but also that of Italy as a comparative example. Unlike the United States, the United Kingdom, Germany, France, Finland and other countries that are often studied in this context in Japan, Italy is currently in an on-going process of implementing its teacher training system at the level of a master degree, pushing forward reforms of teaching practice programmes to improve the practical skills of teachers. The Italian programme is similar to that of Japan in that it seeks to reform teacher training, such as training new teachers for the future by increasing the level of expertise in the teaching profession and requiring teachers to have practical skills. This paper will compare the Italian approach with that of Japan; by doing so, it will present a contrast to the Japanese approach and offer an objective perspective on the type of teachers who will be trained in the future and the teachers' culture that will be constructed as a result. This paper will use questionnaire survey data from aspiring student teachers in Japan and Italy and, through a comparison of their experiences and awareness of practical teaching experiences, will discuss the type of teachers these programmes will develop.

## **2. Teacher Training Systems in Japan and Italy**

### **2.1 Japan' s Training System for Primary and Lower Secondary School Teachers**

Since the late 1940s, training at the bachelor's level for primary and lower secondary school teachers in Japan has been based on an open system<sup>1</sup>, conducted at teacher training universities, faculties and other universities offering teacher training courses. The training period is generally four years, during which three to four weeks of practical teaching experience takes place in the third or fourth year.

It is typical that student teachers go to school every weekday during the practice teaching period. Each day, they arrive at school and practice being teachers for the duration of the day. In particular, they receive lectures from the principal or a teacher at the school, observe lessons, conduct lessons, provide learning support to pupils and practice class management. At the end of the day, they write a practice journal, reflect on the day and prepare for the next day.

In addition to the four-week training period, some universities have incorporated a variety of practical activities, producing a curriculum that accumulates practical training over a long period of time. Further, in addition to obtaining a primary school teaching licence, many students participate in practical teaching opportunities at multiple schools of different types to obtain other licences, such as lower secondary school teaching licences and licences of the School for Special Needs Education.

Furthermore, in recent years, an emphasis has been placed on gaining experience *in situ*, i.e., within schools. Accordingly, in addition to their practical teaching experience, students are encouraged to build practical experience from their first year of study onwards by attending a school once per week, through an internship or something similar, so as to provide learning support to pupils.

### **2.2 Italy' s Training System for Primary and Lower Secondary School Teachers**

Until the late 1990s, training for primary school teachers in Italy was not at the university level (Kawamura, 2015). In the late 1990s, the training of kindergarten and primary school teachers was integrated into a four-year bachelor's degree-level teacher training course. In the early 2010s, teacher training became a five-year master's degree-level course. Teacher training for kindergarten and primary school teachers is currently known as the Scienze della Formazione Primaria (SFP). As described above, the level of expertise required of the teaching profession is advancing rapidly.

Practical teaching-related activities are conducted from the second to the fifth years of study<sup>2</sup>. The practical teaching time is 600 hours, which is a long period relative to other EU countries, with an emphasis placed on specialised practical training. The teaching practice time allotted for kindergartens and primary schools is 300 hours each, with half of said hours devoted to reflection for each. Students observe lessons, conduct classes and produce training reports.

The student teachers are supported by university professors and coordinating tutors. The latter are permanent kindergarten or primary school teachers selected by the Ministry of Education and serving part-time at the university. They provide support in connecting the trainee with the school, guidance and evaluation of the practice teaching itself and support in writing practice reports.

Regarding the training of lower secondary school teachers, until the late 1990s, prospective teachers were able to become teachers if they graduated from university and passed a selection examination (Kawamura, 2015). Reforms were made in the late 1990s and prospective lower secondary school teachers were

subsequently required to study general content for five years followed by taking a two-year training course called the Scuole di Specializzazione all’Insegnamento Secondario (SISS). SISS was abolished in 2010, and in the early 2010s, a one-year teacher training course called the Tirocinio Formativo Attivo (TFA) was established as a transitional measure for teacher training reform in secondary schools. Under TFA, the practice teaching time is 475 hours, of which 75 hours are devoted to the practice of teaching children who require special support. The content of the training is similar to that of the SFP, and students conduct their training under the supervision of a coordinating tutor<sup>3</sup>.

### 3. Survey Overview

Table 1 Survey and Sample Overview

	Japan survey		Italy survey	
			SFP	TFA
The survey period	from November 2016 to February 2017		May 2016	May 2015
Number of responses to questionnaires	681 (three national and five private universities)		187 (one national university)	122
Distribution / collection method	Left to the judgment of the universities		Distributed / collected during practice teaching reflection	
Number of people who responded and who fit the particular categories	Applicants for kindergarten or primary school teachers	Applicants for lower or higher secondary school teachers	Applicants for kindergarten or primary school teachers	Applicants for lower or higher secondary school teachers
	276	88	185	118

An outline of the questionnaire survey conducted is shown in Table 1. In Italy, the training of kindergarten and primary school teachers is combined into a single course, and the same applies to the training of lower and upper secondary school teachers. Therefore, in order to make a comparison with Japan, Japanese students were divided into two groups: those who responded that they wished to work at a kindergarten or primary school after graduation and those who responded that they wished to work at a lower or upper secondary school after graduation. The samples in both countries were taken from students in the final stages of teacher training: fourth year students in Japan, fifth year students aiming to be kindergarten or primary school teachers in Italy (below, ‘prospective kindergarten and primary teachers’) and students aiming to be lower or upper secondary school teachers who have almost completed the TFA (below, ‘prospective secondary school teachers’).

Japanese researchers and Italian collaborators jointly examined the contents of the survey questions. Although some of the questions were set to apply to a particular country, most questions were common to the questionnaires for both countries.

### 4. Comparison of Practice Teaching Experience

First, we will examine the form of the practical teaching experience. In terms of the number of schools, the prospective kindergarten and primary teachers conducted practical experience at an average of 2.7 schools in Japan and 6.0 in Italy; thus, Italian students experienced more in-school training than Japanese students<sup>4</sup>. However, the prospective secondary school teachers conducted practice at an average of 2.2 schools in Japan and 1.7 in Italy; in this case, Japanese students experienced more in-school training than the Italian students.

In Japan, the total time spent in class for the practical experience was under 30 hours for 90% of both prospective kindergarten and primary school teachers as well as secondary school teachers. By contrast, in Italy, the total class time indicated by the most respondents (54.6% of prospective kindergarten and primary school teachers and 43.2% of prospective secondary school teachers) was over 100 hours. Thus, in Italy, students gain more experience and engage more in improving their teaching skills than their Japanese counterparts.

The proportion of prospective kindergarten and primary teachers who experienced activities related to school management, such as staff meetings, in-school training, after-school learning support, classroom management and school event assistance, was 98.7% in Japan and 83.2% in Italy. The figures for prospective secondary school teachers were 94.3% in Japan and 66.7% in Italy<sup>5</sup>. Therefore, although practice teaching involves more time in classes in Italy, student teachers are more active in terms of school management in Japan.

Next, we will examine the overall content of practical teaching experience. Table 2 sets out the types of communication conducted during teaching experience, and Table 3 shows the types of activities experienced. For communication, both prospective kindergarten and primary school teachers as well as prospective secondary school teachers in Japan had more communication with teachers, pupils and guardians at the field training school than their Italian counterparts. Communication with the field training teachers and pupils was particularly high, with both showing an average of 2.8 points on a three-point scale. The only area in which Italian students scored higher than the Japanese students was the communication of prospective secondary school teachers with professors at their universities. Their levels of communication with field training teachers, pupils and guardians were dramatically lower than the Japanese students, with the only item exceeding two points being prospective kindergarten and primary teachers' communication with children outside class hours. Even the communication with children outside class hours was significantly lower than in Japan, and the value for prospective secondary school teachers at 1.25 was far lower than that in Japan.

In terms of the types of activities experienced during practical teaching (see Table 3), Japanese students participate in activities almost identical to that of homeroom teachers. In Italy, however, there is a greater emphasis on activities relating to teaching classes: drafting teaching plans before class, documenting the implemented class process and performing surveys and research. Moreover, Japan places importance on the entirety of the practical teaching session, such as making specific goals or plans for the field training and the keeping a field training diary, whereas Italy places emphasis on the production of scientific reports on the progress of classes and educational benefits.

Table 2 Communication during teaching practice

	Applicants for kindergarten or primary school teachers		Applicants for lower or higher secondary school teachers	
	Japan	Italy	Japan	Italy
qq3A. Talked with field training teacher	2.83	> 1.71	2.77	> 1.80
Jqq3B / Iqq3C. Talked with university professors	1.34	1.22	1.14	< 1.37
qq3E. Communicated (e.g., during play) with the children outside of class	2.91	> 2.31	2.61	> 1.25
qq3F. Had opportunities to meet the children's guardians	1.25	> 0.99	0.93	> 0.59
Jqq3M / Iqq3N. Supported or gave advice to the children about their troubles or attitude about life	1.81	1.82	1.78	1.77

Note 1: Values are average values based on 'very necessary' (3 points), 'somewhat necessary' (2 points), 'not very necessary' (1 point) and 'not necessary at all' (0 points).

Note 2: Places that were found to have a significant difference at the 5% level from a t-test are connected by an inequality sign.

Table 3 Activities experienced during teaching practice

	Applicants for kindergarten or primary school teachers		Applicants for lower or higher secondary school teachers	
	Japan	Italy	Japan	Italy
Jqq3C / Iqq3D. Wrote teaching plans before class	2.75	< 2.87	2.59	> 2.27
qq3G. Kept a field training diary	2.97	> 2.66	2.92	> 2.23
qq3H. Wrote down the implemented class process, such as in a field training plan or report outside of the field training diary	1.95	< 2.86	1.82	2.08
qq3I. Participated in staff meetings	1.53	1.62	1.22	< 1.53
qq3J. Performed surveys or research by using or implementing questionnaires or interviews	0.45	< 0.79	0.53	0.69
Jqq3K / Iqq3L. Made specific goals or plans when doing field training	2.36	> 1.58	2.29	> 1.92
Jqq3L / Iqq3M. Had the same role as a homeroom teacher	1.88	> 1.57	2.09	1.88

Note 1: Values are average values based on 'very necessary' (3 points), 'somewhat necessary' (2 points), 'not very necessary' (1 point) and 'not necessary at all' (0 points).

Note 2: Places that were found to have a significant difference at the 5% level from a t-test are connected by an inequality sign.

## 5. Comparison of Skills and Attitudes Acquired during Practical Teaching Experience

### 5.1 Levels of Ability and Attitudes Acquired during Practical Teaching Experience

Next, we will compare Japan and Italy with respect to the levels of the abilities and attitudes acquired through teaching practice. These include the following: ability to practice education, ability to resolve and respond to problems, ability to think theoretically and critically, perspective on society, understanding of study at university and desire and confidence to become a teacher. These are all compound variables of the related questions shown in Table 4.

As shown in Table 5, among prospective kindergarten and primary school teachers, Italian students generally indicated having acquired a variety of skills and attitudes through their experience of practical

teaching, relative to Japanese students. The difference between the two countries among prospective secondary school teachers was less pronounced, with Italian students evaluated as having acquired a greater ‘ability to practice education’ than Japanese students. Conversely, Japanese students are evaluated as having acquired a greater ‘understanding of study at university’ than Italian students.

Since teacher training at national teacher training universities and faculties in Japan is conducted in a set training course of the compulsory education stages of primary and lower secondary school, it is under the control of the government and there is a greater degree of homogeneity among the students trained. It may be assumed that the entry of these students into the teaching profession contributes to maintaining and reproducing a similar culture among teachers. In Italy, by contrast, the systems for training kindergarten and primary teachers and secondary school teachers are different; consequently, there appears to be a clear difference between the two. The results in Table 5 may be understood as reflecting these differences in teacher training systems<sup>6</sup>.

Table 4 Abilities and attitudes acquired during teaching practice (compound variables)

Ability to practice education	“JQ6A / IQ5A. Ability to understand children” “JQ6B / IQ5B. Curriculum teaching ability (activities, class, laboratory guidance, etc.)” “JQ6C / IQ5C. Ability to deal with guardians” “JQ6D / IQ5D. Ability to advise/help children with their troubles or attitude towards life” “JQ6E / IQ5E. Ability to manage classes” “JQ6F / IQ5F. Behavior and attitude as a teacher”: The total points (the point of each item is between 0 points to 3 points.)
Ability to resolve/respond to problems	“JQ6K / IQ5K. Ability to resolve problems” “JQ6O / IQ5O. Ability to respond flexibly to events and situations”: The total points (the point of each item is between 0 points to 3 points.)
Ability to think theoretically/critically	“JQ6H / IQ5H. Ability to perform surveys and research related to classes and classrooms” “JQ6I / IQ5I. Ability to reflect on implementation” “JQ6J / IQ5J. Ability to think about problems theoretically” “JQ6L / IQ5L. Ability to think critically about things”: The total points (the point of each item is between 0 points to 3 points.)
Perspective on society	“Q6M / IQ5M. Be interested in Japanese/Italian society” “JQ6N / IQ5N. Be interested in the world” “JQ9E / IQ8E. My perspective on society was broadened”(the point of each item is between 0 points to 3 points.)
Understanding of study at university	“JQ9A / IQ8A. What I learned in university classes helped” “JQ9B / IQ8B. My desire to study at university increased after field training” “JQ9D / IQ8D. I deepened my understanding of the theory which I studied at university”: The total points (the point of each item is between 0 points to 3 points.)
Desire and confidence to become a teacher	“JQ9G / IQ8G. My desire to become a teacher increased” “JQ9H / IQ8H. My confidence in becoming teacher grew”: The total points (the point of each item is between 0 points to 3 points.)

Table 5 Abilities and attitudes acquired during practice teaching (t-test)

	Applicants for kindergarten or primary school teachers		Applicants for lower or higher secondary school teachers	
	Japan	Italy	Japan	Italy
Ability to practice education	10.16	< 11.95	10.26	< 11.56
Ability to resolve/respond to problems	3.95	< 4.20	4.09	4.02
Ability to think theoretically/critically	7.30	< 8.63	7.85	7.99
Perspective on society	4.30	< 5.54	4.56	4.78
Understanding of study at university	6.17	> 5.66	6.36	> 4.85
Desire and confidence to become a teacher	4.41	< 5.22	4.46	4.70

Note 1: The value is the average of each synthetic variable.

Note 2: Places that were found to have a significant difference at the 5% level from a t-test are connected by an inequality sign.

## 5.2 Factors Determining the Abilities and Attitudes Acquired during Teaching Practice

To further clarify the relationship between the level of abilities and attitudes acquired during practical teaching experience, a comparison between Japan and Italy was made using a multiple regression analysis for each country. Table 4 includes the items set as dependent variables and Table 6 includes the items set as independent variables.

Table 6 Independent variables used in the analysis

Independent variable	
Male (dummy variable)	Male = 1, Female = 0
Applicants for kindergarten or primary school teachers (dummy variable)	Students who apply for kindergarten or primary school teachers after graduation = 1, Other students = 0
Experience in field training	
Total number of field training schools	Total number of field training schools where students have practiced teaching
School management activities	Had an opportunity to engage in school management activities = 1, Had no opportunity = 0
Activities that help grow as teachers	Had the opportunity to participate in activities that help grow as a teachers = 1, Had no opportunity = 0
Preparation time for a 1 hr. class	Average time spent preparing for a 1 hr. class (minutes)
Hours for reflecting on 1 day of field training	Average time spent reflecting on 1 day of field training (minutes)
Simulated experience of the work of the teacher	"JQ3C / IQ3D. Wrote teaching plans before class"" JQ3F / IQ3G. Kept a field training diary."" JQ3K / IQ3L. Made specific goals or plans when doing field training"" JQ3L / IQ3M. Had the same role as a homeroom teachers": The total points (the point of each item is between 0 points to 3 points.)
Contact with children	"JQ3D / IQ3E. Communicated (e.g., during play) with the children outside of class"" JQ3M / IQ3N. Supported or gave advice to the children about their troubles or attitude towards life": The total points (the point of each item is between 0 points to 3 points.)
Contact with field training teacher	"JQ3A / IQ3A. Talked with field training teacher"" JQ3H / IQ3I. Participated in staff meetings": The total points (the point of each item is between 0 points to 3 points.)
Analysis of educational practice	"JQ3G / IQ3H. Wrote down the implemented class process such as in a field training plan or report outside of the field training diary"" JQ3I / IQ3J. Performed surveys or research by using or implementing questionnaires or interviews": The total points (the point of each item is between 0 points to 3 points.)
Contact outside the school	"JQ3B / IQ3C. Talked with university professors"" JQ3E / IQ3F. Had opportunities to meet the children's guardians": The total points (the point of each item is between 0 points to 3 points.)

Table 7 Factors determining the abilities and attitudes acquired during practice teaching (Japan)

	Ability to practice education		Ability to resolve/respond to problems		Ability to think theoretically/critically		Perspective on society		Understanding of study at university		Desire and confidence to become a teacher	
	B	$\beta$	B	$\beta$	B	$\beta$	B	$\beta$	B	$\beta$	B	$\beta$
Male (dummy)	0.218	0.050	0.191	0.097 *	0.395	0.103 **	0.093	0.023	-0.050	-0.014	0.256	0.078 *
Applicants for kindergarten or primary school teachers (dummy)	-0.021	-0.005	-0.036	-0.018	-0.371	-0.096 *	-0.348	-0.087 *	0.008	0.002	0.873	0.265 ***
Total number of field training schools	-0.149	-0.085 *	-0.048	-0.060	-0.134	-0.086 *	0.033	0.020	-0.017	-0.011	-0.061	-0.046
School management activities	-0.627	-0.052	-0.176	-0.032	-0.251	-0.024 *	-0.535	-0.049	0.118	0.012	0.202	0.022
Activities that help grow as teachers	0.181	0.030	0.037	0.014	0.060	0.011	-0.574	-0.103 **	0.322	0.063	0.258	0.056
Preparation time for a 1 hr. class	-0.001	-0.037	0.000	-0.007	0.000	0.002	0.000	-0.009	0.002	0.094 *	0.000	-0.026
Hours for reflecting on 1 day of field training	-0.002	-0.065	0.000	-0.014	-0.001	-0.024	-0.003	-0.076	-0.002	-0.074	-0.002	-0.071
Simulated experience of the work of the teacher	0.305	0.194 ***	0.104	0.147 **	0.253	0.183 ***	0.149	0.104 *	0.180	0.137 **	0.217	0.185 ***
Contact with children	0.519	0.228 ***	0.173	0.169 ***	0.085	0.042	0.266	0.127 **	0.090	0.047	0.181	0.106 **
Contact with field training teacher	0.078	0.044	0.064	0.080	0.120	0.076	0.110	0.068	0.110	0.074	0.016	0.012
Analysis of educational practice	0.141	0.090 *	0.053	0.074	0.259	0.187 ***	0.225	0.156 ***	0.141	0.106 *	0.072	0.061
Contact outside the school	0.285	0.167 ***	0.040	0.052	0.012	0.008	0.256	0.165 **	0.168	0.117 **	0.119	0.093 *
F value	15.729 ***		7.297 ***		8.251 ***		8.749 ***		6.923 ***		14.294 ***	
Adjusted R2	0.220		0.108		0.122		0.130		0.103		0.204	
N	626		624		626		621		622		623	

Note: Method: Enter, \*\*\*:  $p < .001$ , \*\*:  $p < .01$ , \*:  $p < .05$

As shown in Table 7, in Japan, the development of practical abilities and attitudes required in schools, such as the ability to practice education, the ability to resolve and respond to problems and the desire and confidence to become a teacher, seems to be strongly associated with simulated experiences of teaching work and contact with pupils. Further, the development of skills and attitudes that ‘relativize’ the school workplace, such as the ability to think theoretically and critically, a perspective on society and an understanding of study at university were associated not only with simulated experiences of teaching work but also with the analysis of practical teaching experience and contact outside of the school. Thus, it can be seen that in Japan, all the experiences in practical teaching are linked to developing the various qualities and abilities required of teachers.

As shown in Table 8, in Italy, the development of practical educational skills required in the classroom is associated with contact with the field training teachers, the analysis of educational practice and contact outside the school. In addition, the development of the ability to resolve and respond to problems and the ability to think theoretically and critically are associated with simulated experiences of teaching work and contact with teachers at the field training school. In Italy, the relationship between the development of abilities and attitudes during the experience of practice teaching are not as clear as in Japan. In particular, it appears that the simulated experiences of teaching and contact with pupils are not necessarily linked to the development of practical abilities and attitudes.

Table 8 Factors determining the abilities and attitudes acquired during practical teaching (Italy)

	Ability to practice education		Ability to resolve/respond to problems		Ability to think theoretically/critically		Perspective on society		Understanding of study at university		Desire and confidence to become a teacher	
	B	$\beta$	B	$\beta$	B	$\beta$	B	$\beta$	B	$\beta$	B	$\beta$
Male (dummy)	0.458	0.062	0.211	0.064	-0.019	-0.003	0.329	0.056	-0.406	-0.068	-0.146	-0.038
Applicants for kindergarten or primary school teachers (dummy)	-0.517	-0.105	-0.155	-0.071	0.294	0.073	-0.438	-0.112	0.234	0.059	0.026	0.010
Total number of field training schools	0.108	0.113	0.064	0.149	0.012	0.015	0.188	0.247 *	0.111	0.143	0.103	0.206 *
School management activities	0.802	0.144 *	0.074	0.030	0.448	0.097	0.550	0.124 *	0.662	0.147 *	0.439	0.152 *
Activities that help grow as teachers	-0.270	-0.056	0.092	0.043	0.026	0.006	0.210	0.055	0.289	0.074	-0.137	-0.055
Preparation time for a 1 hr. class	-0.001	-0.040	0.000	-0.012	-0.002	-0.083	0.000	0.008	0.000	-0.006	0.000	0.016
Hours for reflecting on 1 day of field training	0.001	0.022	0.000	-0.017	0.004	0.101	0.001	0.021	-0.004	-0.093	-0.004	-0.133 **
Simulated experience of the work of the teacher	0.094	0.071	0.102	0.172 **	0.159	0.145 *	0.067	0.063	-0.008	-0.008	0.030	0.043
Contact with children	0.150	0.080	0.082	0.098	0.068	0.044	0.167	0.112	0.060	0.040	0.065	0.067
Contact with field training teacher	0.435	0.189 **	0.126	0.123 *	0.304	0.161 **	0.060	0.033	0.145	0.077	0.115	0.097
Analysis of educational practice	0.311	0.144 *	-0.007	-0.007	0.193	0.109	0.205	0.120	-0.013	-0.007	0.000	0.000
Contact outside the school	0.379	0.163 **	0.060	0.058	0.158	0.082	-0.019	-0.010	0.305	0.162 **	0.117	0.097
F value	5.434	***	2.706	**	5.137	***	3.840	***	4.725	***	4.034	***
Adjusted R2	0.154		0.066		0.145		0.105		0.134		0.112	
N	293		293		293		292		291		291	

Note: Method: Enter, \*\*\*:  $p < .001$ , \*\*:  $p < .01$ , \*:  $p < .05$

## 6. Conclusion

The results of the survey analysis given in this study demonstrate that practical teaching experience in Japan requires participation in a wide variety of activities covering the entirety of a teacher's tasks rather than just classes. Moreover, this study shows that practice teaching, as well as the learning tasks involved in said practice, have come to be regarded as a unified whole. Italy, however, conducts practical teaching that focuses on experience conducting lessons, aiming to improve teaching skills. This trend in Italy is more pronounced among the teaching practice of prospective secondary school teachers. Moreover, in practical teaching for prospective kindergarten and primary teachers, efforts are also made to have students 'relativize' the classes they have taught, for example, by documenting the classes.

These differences are also connected to the differences in the types of communication performed during practice teaching. Japanese students actively communicate not only with the teachers at the field training school but also with the pupils outside of class hours. This is because the role of a teacher is connected to all parts of the pupils' school life. In other words, practical teaching can be thought of as contributing to the formation of a culture of '*Shidō*'<sup>7</sup> (Sakai, 1999), in which teachers treat everything related to the children as '*Shidō*' and assign it an educational meaning and teach, guide and support them in various aspects. However, the fact that teachers possess this culture of '*Shidō*' can lead to an increased workload for teachers. It seems that the foundation of such a culture is formed through experiences of practical teaching. Conversely, in Italy, less focus is placed on this mode of communication. Moreover, in comparison to Japan, there is a greater emphasis placed on teaching through communication with one's university professors and coordinating tutors. The above differences in the practical teaching experience between the two countries are consistent with differences in the expected role of teachers in schools.

In Japan, the experience of practical teaching is linked to the development of the abilities and attitudes required of a teacher. This appears to contribute to the reproduction of a culture of teachers built from the views and abilities that an existing workplace possesses. Motivation from simulated experience and contact

with pupils through practical teaching opportunities is likely to lead to the development of abilities and attitudes and self-confidence towards the teaching profession. At the stage when a student has finished their practical teaching, or when they have graduated from university, their readiness to start teaching is evident.

In Italy, which is reforming its practical teaching programme, at a stage where the first graduates since the reform began have emerged, the links between their practical training experience and the abilities and attitudes they have developed are not as clear as they are in Japan. There was not necessarily a direct connection between working enthusiastically during the practical teaching and developing abilities and attitudes; moreover, the impact of simulated experience and contact with pupils was limited. This implies that a certain distance exists between learning in a practical teaching environment and the teacher culture adapted to in the classroom. Difficulties associated with reform are likely in evidence here, and it appears that there is a challenge in identifying how to improve the quality of teaching practice.

However, the Italian efforts identified so far suggest that the country is trying to restructure the present teacher culture from outside the context of universities in a global society. Namely, the emphasis is placed on relativizing the classroom and educational practice. It can be assumed that, together with practical skills, Italy is attempting to foster academic abilities and attitudes and to further reflective thought and action, which lie at the heart of a framework of key competencies. Through universities and teacher training courses, Italy is training teachers who have acquired the abilities that are needed in a global society. From the changes being implemented to the existing teacher culture through the quality of teaching education provided, we can see that Italy is moving to develop a teacher culture that meets the needs of the present.

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## Notes

- 1 An open system is a system in which any university, whether national, public or private, can offer a teacher training course, as long as it satisfies specific standards.
- 2 The following paper details the training of primary and lower secondary school teachers in Italy: Kawamura, A., Kurebayashi, N., Hasegawa, T., Mosca, S. and Corino E. (2018). “The Reality of the Teaching Practice System in Italy: A Research Report on a Japanese–Italian Comparative Study on Teacher Training.” *Kansai kokusai daigaku kyōiku sōgō kenkyū sōsho*, 11, 67–92. (Published in Japanese)
- 3 Following this study, in 2018, a three-year course called the *Formazione Iniziale e Tirocinio (FIT)* was established. As a result, a total of eight years, five at university and three on the FIT, are now required to become a lower secondary school teacher.
- 4 A difference was defined as a significant difference in the results of a t-test at the 5% level. The same applies for the following comparison of the means.
- 5 A difference was defined as a significant difference in the results of a chi-squared test at the 5% level.
- 6 Indeed, a comparison of the abilities and attitudes acquired during practice teaching shows that in Japan, there is a limited difference between prospective kindergarten and primary school teachers and prospective secondary school teachers, whereas there was a clear difference between the two in Italy.
- 7 ‘*Shidō*’ means to teach and guide somebody.

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## 抄 録

本論文の目的は、日本とイタリアの教職志望学生を対象とした質問紙調査データを用い、教育実習に関する彼らの経験と意識を国際比較することを通して、どのような教師を養成しようとしているのかを考察することである。

比較調査研究から、次の重要な点が明らかになった。日本では、教育実習の経験が教師として必要な力量と態度の形成に結びついており、既存の現場が有している価値観や力量といった教師文化の再生産に貢献しているようである。

その一方で、新たな教育実習プログラム改革を行っているイタリアの場合、改革が開始され初めての修了生がでた第一段階では、教育実習の経験と教師の力量・態度の形成の関連は日本ほど明確ではなかった。教育実習に熱心に取り組むことが力量と態度の形成と必ずしも直線的に結びついておらず、模擬的な体験や子どもとの関わりの影響は限定的であった。

だが、これまで確認してきたイタリアの取り組みからは、グローバル社会のなかで大学という学校現場の外から現在の教師文化の再構造化を行おうとする姿がよみとれる。つまり、学校現場や実践を相対化することに力点が置かれるようになっている。実践的指導力とともに、アカデミックな力や態度であり、キー・コンピテンシーの枠組みの中心にある、思慮深い思考や態度を育成しようとしていると推察される。