

"Index Examples to Confirm Attainment Goals and Goals Attained Upon Teaching Practice" and "4 Strengths"

Items that Need to be Included	Attainment Goals	4 Strengths that Constitute Education Practice Ability	Index Examples to Confirm Goals Attained	Abilities that Come After the "4 Strengths"	Individual Goal Setting
1) Items related to sense of mission/responsibility, educational passion, etc.	○The individual has a sense of mission and passion for education and it is evident that he/she is willing to always learn from children and grow together with them.	Student guidance ability	○Can the individual treat children fairly and with a sense of responsibility and instruct them with the consciousness of growing together with them?	Communication ability	
		Management ability		Professional career management ability	
	○The individual has strong moral values and a strong sense of the norm as well as having a strong will to stand up against difficulties and can accomplish his/her own duties.	Management ability	○Is the individual assuming the stance of trying to voluntarily and actively fulfill his/her responsibilities based on the basic understanding of a teacher's mission and duties? ○Does the individual recognize his/her own issues and is assuming the stance of always learning to solve those issues through efforts such as brainstorming, etc.?	Professional career management ability	
		Management ability		Professional career management ability	
○The individual can put children's growth, safety, and health ahead of everything else and can take actions appropriately.	Management ability	○Can the individual always pay attention to the growth, safety, and health management of the children and come up with specific educational activities?	Class/grade management ability School management ability		
2) Items related to social nature and interpersonal relationship ability	○The individual can speak/take actions appropriately in response to goals and situations based on his/her awareness of official responsibilities and obligations as a teacher.	Management ability	○Does the individual know the basics of being a member of society such as greetings, personal appearance, language, response to other teachers, attitude toward parents, etc.?	Self-management ability	●
		Management ability		Intern cooperative ability	
	○The individual is aware that he/she is a member or the organization and can execute duties by working together with other teachers.	Coordinating ability	○Can the individual listen to comments and advices from other teachers and execute his/her own duties while obtaining understanding and cooperation?	Intern cooperative ability	●
		Management ability		Educational personnel partnering ability School management ability	●
	○The individual can build good human relationships with parents and relevant people in the community.	Coordinating ability	○Can the individual engage in school operation management with a cooperative and flexible attitude as a member of the school organization without becoming self-righteous? ○Can the individual listen to comments/requests from parents and relevant people in the community and address issues through partnership/cooperation?	Educational personnel partnering ability School management ability	●
		Coordinating ability		Collaborator/partnering institution understanding ability Parent/community partnering ability	●
3) Items related to understanding infants/children/students, school management, etc.	○The individual can treat children with a fair and receptive attitude and can engage in rich personal exchanges.	Student guidance ability	○Can the individual treat children in a friendly way by casually talking to them and also lending an ear to their problems? ○Can the individual accept comments from children with sincerity, understand their physical conditions, personalities, early developmental history, etc., and treat them with a fair and receptive attitude?	Communication ability	
		Student guidance ability		Child understanding ability Actual lifestyle understanding ability Lifestyle guidance ability	● ●
	○The individual can understand issues involved with children's development and their mental/physical conditions and can offer appropriate guidance.	Student guidance ability	○Is the individual willing to catch new issues and changes in children resulting from changes in social circumstances and of the times? ○Can the individual prepare a class management plan by understanding children's characteristics and their mental/physical conditions and is assuming the stance of trying to create a class based on those factors?	Actual lifestyle understanding ability	●
		Management ability		Lifestyle guidance ability Class/grade management ability	
4) Items related to leadership skills regarding subjects, child-care particulars, etc.	○The individual has acquired basic items (knowledge/skills regarding subjects, etc.) of educational guidance such as understanding of textbook contents, etc.	Educational guidance ability	○Can the individual voluntarily study the teaching materials on his/her own and utilize the findings to prepare an educational guidance plan? ○Does the individual fully understand the textbook contents and can he/she come up with easy-to-understand lessons based on the textbooks while also being able to answer children's questions accurately?	Class designing ability	
				Class practice ability	
	○The individual has acquired basic powers of expression for running a class such as writing on the blackboard, way of speaking, facial expression, etc.	Educational guidance ability	○Can the individual conduct class by maintaining the attention of students while being able to exert basic class techniques (writing on the blackboard, asking questions, exhibiting accurate language, etc.) as he/she also utilizes the response from the children?	Learning situation understanding ability	●
				Class practice ability	
○The individual can creatively utilize lesson plans, learning styles, etc. that comply with children's response and situation of how learning has taken root.	Educational guidance ability	○Can the individual creatively use teaching methods which aim to firmly fix basic academic skills such as teaching students basic knowledge and skills by repeating him/herself over again, presenting information on the blackboard or as materials in a comprehensible way, etc.?	Class analyzing/reflecting ability	●	
			Class designing ability		

From "How Teacher Training/License System Should be in the Future (report)" by the Central Education Council (2006)