ABSTRACT
                Those who have studied the future of South Korea
project that education will be the critical driving force in
realizing future advances. This study focuses on teacher education
and, by building on previous research on alternative futures, seeks
to explore a number of issues. The issues are examined in seven
chapters: (1) Humanizing future citizens; (2) Teacher education and
teacher characteristics for building humanized future citizens; (3)
Perceptions concerning policies for future teacher education; (4)
Policy tasks for realization of humanization for education; (5)
Policy strategies for humanistic campus-based pre-service education;
(6) Retraining strategies for in-service teachers; and (7)
Conclusion. A 49-item reference list is included. (DB)

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Interface
Between Education
and State Policy:
Redesigning Teacher Education Policies
in the Context of a Preferable Future

REPUBLIC OF KOREA

Hong-Kyoo Byun • Chong-Keun Bae
Yong-Duck Paik • Tai Bom Chung

UNESCO REGIONAL OFFICE
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PREFACE

The APEID Interdisciplinary Meeting on Education within the Context of Alternative Futures (Bangkok, 2 – 8 November 1983) had recommended that the countries participating in it should be approached for making studies, in the context of futures, on interface of education with four areas, namely, communication; employment and leisure; state policy; and technology. The brief outline of such studies had been established jointly at the aforesaid Meeting. A fifth area was added on the recommendation of the Ninth Regional Consultation Meeting on APEID (Bangkok, March 1984) under the title 'education and urban development'.

Consequently, Unesco approached the participants of the Meeting to indicate their interest in undertaking interface studies as recommended.

The studies were then commissioned during 1984 and were conducted by interdisciplinary teams: two in Australia, two in India, one in Japan, one in Malaysia and one in the Republic of Korea. These seven studies are published in a series entitled "Education and Polity".

Grateful acknowledgement is made to the four authors of this study, and to the institutions which extended co-operation in the preparation of the study.

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CONTENTS

INTRODUCTION

According to the latest blueprint on long-range national development targeted to the year 2000 worked by the Korea Development Institute (KDI) (1985), a government-sponsored think tank, the image of future Korea is depicted as a free, democratic and stable society and an affluent and vigorous nation featuring social justice, along with balanced development among regions and various sectors. The report is tentative, and will be finalized later. The projection is greatly modified from the 1977 long-term economic and social development outlook. It is a well-conceived blueprint for the twenty-first century so that the Korean people will be able to play a major role in leading world civilization during the century. The major emphasis is placed on the need for political development for the course of democracy via peaceful transfer of government power. But this is based on the premise that economic progress is instrumental to the realization of an advanced country in all fields including defence, politics, society and culture.

Specifically the KDI projected that by the year 2000, the Republic of Korea will pass the 5,000 dollars per capita GNP, turn into a creditor country from a debt-ridden one, rank among the 15 largest economies in the world and become the tenth largest trading country. The living standards of the Korean people are seen to reach the present level of Spain or Italy, with average life expectancy prolonged to 72. The middle class will be substantially expanded and various social security benefits drastically increased. It also outlined six categories of basic tasks to be achieved before the nation can translate those rosy prospects into reality. They include: (1) developing socio-political systems and settling of a basic political and economic order; (2) fostering the abilities of Korean society and establishing a value system; (3) expanding the economic base for national development; (4) promoting welfare and regional development; (5) strengthening international co-operation and expanding the base for international activities; and (6) guaranteeing national security and national integration.

In relation to education, the report highlighted that the current educational system will be overhauled. More accent will be put on special education for the gifted. All the educational materials will be reformed to adjust to the forthcoming open society, urban society, and technology society. The government will carry out compulsory education in the junior high school level. The KDI valued the Korean's will to learn, survive adverse situations and improve their living envirc ... nt. Thus, the KDI considered education to be the key driving force in realizing the future advances in Korea.

Education is usually understood as a future-oriented activity since it first influences people who run the political, social and cultural, and all other sectors of a society through training, and then shapes the kind of society of their era. Sometimes education is also required to be actively and directly involved in shaping the future through its influence on the changes in political, economic, social and scientific and technological trends and directions. In this sense, education becomes a causative variable in the developmental process of various societal sectors leading to the future.

This study topic, "A Study of Redesigning Teacher Education Policies for Building Humanized Citizens in the Context of Preferable Future Korea", refers to particular Korean situations which were analysed through the previous study on alternative futures, and pursues the following issues:

1. An exploration of major characteristics of and educational directions for humanized future citizens;

2. An exploration of directions of teacher education and teacher characteristics for the future;

3. A survey of perceptions concerning future teachers among different groups of education personnel;

4. An examination of policy tasks for the realization of humanization in education;

5. The exploration of policy strategies for humanistic campus-based pre-service education;

6. The pursuance of retraining strategies for in-service teachers from a lifelong and humanistic perspective.

The study has been undertaken through the procedures of review and analysis of existing materials available, a survey on perceptions concerning future teachers among different groups of education personnel using the Likert 7-point scale, and discussion among multi-disciplinary groups of professionals in order to develop policy strategies to complete the various study contents mentioned above.

HUMANIZING FUTURE CITIZENS

Characteristics of humanized citizens

The "humanized citizens" as agreed by this research team, are ideal persons basically founded on humanism and humanistic education and consequently expected to develop their unique and characteristic qualities and skills. As the future of Korea, as well as that of other societies, cannot be forecast in clear and definite terms, the humanized citizens as a whole are to become self-actualizing persons (KEDI, 1983) or intelligent persons in order to cope especially with the information explosion and rapid changes of the future. According to KEDI's report, the concept of self-actualization refers to the actualization of one's potentials, capacities, and talents and self-actualizing persons are fully functioning ones.

Through a careful exploration procedure, KEDI (1983) specifically proposed to build 'self-actualizing persons' for the future with the following eight principal characteristics, from which the educational humanization is to be realized. The person should be autonomous; intellectual; moral; democratic; creative; international; healthy; and learned.

When considering the competences of such citizens who need help for effective and enjoyable living in the future, it is possible to make a good model of competence classification. Although the term 'competence' is usually recognized as a typical behaviouristic term to measure specific educational outcomes, it seems possible to use it in a humanistic approach to education. The model includes three inter-related basic areas of competence; the organizational, interpersonal, intrapersonal and these are based on the self, the other, and the world.

The organizational competence arises from the reality that people are going to have to live, work, and be effective in organizations or institutions of one kind or another that are formed by

'people'. Unlike the traditional trend of student training performed under an assumption that they will be spent in isolated institutions or organizations in the future, the systemic competence for humanized citizens must include worldly competence like identifying a new career direction, finding and succeeding in a job, gaining new qualifications, and so on. It also includes the political sensitivity like knowledge of systems and contexts, understanding how organizations or institutions work, how to make the system work for them instead of against them, how to initiate, produce, and consolidate changes in an organization. Through practical experiences in relation to the complexities of systems, organizations or institutions, at school, at home, or in the community, students will be ready to begin to acquire the skills and knowledge related to issues of collaboration, team-building, leadership, conflict, power, and authority.

The interpersonal competence, on the other hand, is primarily needed to cope with the direction of interdependence among people and among societies or communities of the future. Unless they make good relationships and work effectively with and through others, they are unable to survive the dangerous, frustrating and alienated situations of the future societies and to achieve continuing safety and welfare. The area of competence includes skills and knowledge for effective human relationships, group membership, group leadership, comparison and collaboration, interpersonal communication, and the capacity of intimacy. As the fourth 'R', this competence is already recognized as the critical condition to bring about education for the humanized or self-actualizing citizens. It is common that even though people have many skills and much sensitivity in this area, the training and experience in traditional hierarchical organizations and institutions doesn't fit them well for the interdependent modes of future citizens who will work under the assumption that the goal of helping relationships is to strenghten them.

The intrapersonal competence is primarily directed toward achieving the interdependent or social self, not the isolated, independent self of the traditional approach. This area includes self-knowledge, self-awareness, cognitive-emotional balance, inner-congruence and integrity, clarity of personal values, and ethical consistency. It is increasingly recognized that the quality of this intrapersonal competence is to a large extent functioning on the quality of interpersonal competence. It is not merely qualities that are considered

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useful by the industrial and commercial interests of society, but also the entire range of human capacities, joys and sensibilities.

Major educational directions for the future. It may be said that all education springs from some image of the future. If the image of the future held by a society is grossly inaccurate, its educational system will betray its students. This is why preparation for the future has always been a primary objective for education. The education for students so far has been easy because it could concentrate on learning precisely defined skills and the acquisition of subject matter which derived from a concept of a stable and predictable future. But this is no longer the case because we are living in the midst of a rapid change and profound revolution which is not certain and predictable. Moreover, education for the humanized citizen with the above characteristics cannot prepare for the future in the traditional fashion. Several innovative trends in education are agreed by the study team as follows.

A key direction of future education must be oriented toward how to cope with the danger of dehumanization resulting from rapid changes and revolutions. This situation requires that education must be planned and undertaken from the *humanistic bases*. Peccei (1981), President of the Club of Rome, recently proposed the three fundamental tasks of man for his survival from dangerous problems confronting him in the future. These tasks are (1) human reformation based on new humanism; (2) political-structural innovation in managerial capabilities of social and human systems; and (3) adoption of a set of global policies or strategies for enhancing human benefits through unity among nations from their voluntary participation. In relation to human reformation, most scholars and professionals in and out of this country who are concerned with the future have also insisted that humanism and humanistic education must be the basis. For several decades most of the educational planning and approaches in Korea have been on behaviouristic thinking and it has been assumed that student learning is possible through manipulation of stimuli or consequences. This approach to learning has proved to be effective when goals or objectives are clearly and behaviourally defined. This way of closed-system thinking works fine when the future is certain and the curriculum goals are primarily subject matter-oriented. It is hardly adequate for the uncertain future. The future requires open-system thinking and humanistic education

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which emphasizes values and the effect on processes, human problems, and human conditions. Education must concentrate on the growth and development of persons rather than of content and subject matter. So the educational system that hopes to prepare adaptable future citizens must also base its planning and practices on humanistic approaches to the nature and function of individuals.

It is a definite characteristic of humanistic education that more attention is placed on the *human condition* than on subject matter. Understanding human beings and their interactions with each other is an absolute necessity in preparing for the future. The courses to help students understand the nature of human beings and their interactions are to be emphasized and expected to become an integral part of the growth of all students from nursery school on. Thus, it is hoped that even the youngest children can grasp the fundamental principles of human growth and interaction if given the chance. The social sciences such as psychology, sociology, anthropology, and political sciences are expected to greatly contribute to this end. Humanistic psychology, especially can give valuable suggestions and contributions to carrying out humanistic education. It is also important to pay more attention to the contexts of human change. The future requires that we look at contexts such as social forces, environmental factors, and interpersonal influences rather than at individual intention, for the roots of human behaviour and choice.

The education for the future is also to be directed toward coping with the trend of *human or social interdependence.* People in the future cannot survive any longer with a traditionally isolated or independent view in human life and education. The more complex and technological the world becomes, the more each one is dependent upon thousands of persons whom he does not know and has never ever seen. It is urged that people recognize that they are not separate individuals but ultimately part of one another, with deep roots that intertwine and come from the same source, and that they are social beings by nature as well as by nurture. The increasingly interrelated future society can only be counted on to pull their own weight and look out for their fellows. This trend must be expanded to include the concept of world citizenship since a variety of today's problems in political, economic, demographic, food resource, military, and communication aspects cannot remain limited only to a particular area or region, but arise as those of the whole world. In

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this perspective a heavy emphasis is to be placed on effective human interrelationships as the most important goal of education. This goal is learned from personal experience, from opportunities to relate to others in successful ways, and from co-operation rather than competition. Because of this urgency, Peccei is insistent on calling the course of 'Human Relations' as the fourth R(relationship) added to the traditional 3Rs. He also insists that empathic understanding, respect, and genuineness are three crucial conditions of these human relations.

Another important direction of future education is that it be *process-oriented*. In the future the quantity of information will be so diverse that it will be impossible to define essential things or subject matters to cope with future life. Only the process aspects will meet the criterion of being essential to prepare students adequately for the world they will inherit. One of the most crucial skills derived from this sense is what we call 'learning how to learn', which must overshadow past emphasis on the teaching and accumulation of facts. In the same sense the focus must be placed on the search for new questions, not on the answers they know. Education which is unable to predict the knowledge or behaviour demanded by the future will have to concentrate on producing persons able to solve problems that cannot presently be foreseen. Effective problem solving is dependent upon a creative process which is not tied to any particular subject and which is best learned from confronting real problems, not artificial ones. In problem-solving, process takes precedence over subject matter.

Future society also requires an emphasis on *value-oriented education* as a basis for choices. Since society will move into a culturally pluralistic world, it asks people to have a highly developed capability in choosing and thus a framework of values will be required as a basis for choice to maintain stability and to stay on track toward worthwhile goals. People cannot but behave according, more often, to their internal guidelines than to external facts. As modern perceptual psychologists have insisted, it is needed to accept that human behaviour represents only a symptom, whereas an adequate understanding of human beings requires understanding of the causes of behaviour that lie in the inner lives of individuals. To deal effectively with human behaviour, it is necessary to make some change in the causes of behaviour. To this end, future education is requested to

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emphasize student values, student perceptions, self-concepts, feelings of identification, and the like. And thus education is expected to foster the ability to make highly worthwhile judgements and decisions. In this sense, affective education is accepted as a necessity for meaningful learning since significant learning is always accompanied by some degree of emotion which is an indicator of the importance of an event to the person.

As was raised in the previous paper, the future is inevitably confronted with the necessity for *life-long education* in order not only to catch up with rapid changes and information explosions, but also to ensure increased educational opportunities for all. The idea of education completed at any given age or within any finite period is not functional for the world into which students are moving. Opportunities for learning must be provided at any time in a student's life when problems arise for which there are no immediate solutions and when the access to primary education is hampered for any reason. Education for the future must be lifelong under pressure. The trend toward lifelong learning is now occurring in Korea mainly to prepare for a second or third career and to keep people updated on new developments that affect their personal and social goals. Such social education as civil college programmes, housewives' class programmes, educational programme for the aged, adult education programmes, and a variety of others under the support of public or private groups, bring together people with common needs to solve common problems. When the movement toward lifelong education prevails, there will no longer be an important reason for completing any part of education during any particular time period. Nor will there be a need to require mature young people to attend school for any given number of hours or to complete any given curriculum. Taking note of these trends, educational reform must focus on the goal of creating a learning society through which people can move in and out of educational programmes throughout their lives. Another key strategy needed is to encourage students to assume responsibility for their own learning and to become self-directed, lifelong learners. The ultimate goal of education is to shift to the individual the burden of pursuing his own education for survival.

Education for the future will have to increasingly become *personal and individual.* Technological and scientific advances of the future will make humans more dependent upon others. This

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interdependent society will require education for personal fulfilment of its citizens for its continuing safety and welfare. The more that people succeed in providing them with satisfaction of their basic needs, the more persons are freed to seek the achievement of personal goals and aspirations. In order to help students achieve these personal needs, education must become increasingly personal and individual. It is crucial to recognize that human uniqueness is a characteristic of the species and cannot be ignored. It must be dealt with. Fortunately, there is a trend to seek personal uniqueness or identity through various self-awareness movements or self-improvement programmes at school levels. Traditionally, Korean education has been trying to teach students as though they are all alike and tried to homogenize and organize them in one kind of group or another for administrativ expedience. It is now urged to accept the uniqueness and consequent incommensurability of persons. What we call human excellence cannot be explained without categorizing people according to their characteristic or unique contributions to the society. The future for which we must prepare students, therefore necessitates personal, and individual learning programmes.

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Chapter Two

TEACHER EDUCATION AND TEACHER CHARACTERISTICS
FOR BUILDING HUMANIZED FUTURE CITIZENS

Directions of teacher education

In consideration of a changed future society and of changed educational directions, teacher education should particularly be innovative and reformed to produce capable teachers, responsible for educating humanized citizens and then for building a preferable future society. This is why various efforts are made to derive suggestions or implications for teacher education programmes from future studies. It is in the present situation that education practices and institutions have usually been criticized for their lack of attention to the needs of tomorrow's learners. But at the same time they have been given credit for having the greatest potential of any institution to become viable agents of social change. When education is to produce individuals who can cope well with a rapidly and continuously changing society, and teach the content designed to fit students into that society, teacher education programmes should primarily be concerned with the preparation of educational professionals who anticipate a wider context for the application of skills, knowledge, attitudes, and values they have learned. For training those teachers, it is a most important principle that it should keep abreast of the educational directions as a whole.

A most important assumption for teacher education for the future is to be designed in the context of lifelong perspective. In terms of change of the role and attitude of teachers, three points appear to be important to be realized. First, teachers must understand the concept of lifelong education and its implications for school objectives, instructional processes, evaluation procedures, relationship between school education and non-school learning, and

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so forth. Second, teachers themselves should become lifelong learners and set a good example to the youngsters in their charge. Third, they should abandon their traditional role and become animators of the learner process, co-ordinators of learning activities, and co-learners among their pupils and peers. For all this a new design for teacher education needs to be evolved and tried out in various situations in order to arrive at strategies that would develop in the teacher the desired understanding, attitudes and skills.

From an analysis of the literature dealing with the development of teacher education programmes and the associated criticisms, it is learned that the teacher education for the future is to be based on changed goals. It was the finding that teacher education programmes have been involved in socializing teacher education students into the profession and in perpetuating the status quo; that their typical sequence of elements has remained unchanged as subject matter, pedagogy, practice teaching; that their fundamental goals have also remained unchanged; and that the profession has studied itself, has been studied by those outside the profession, and has been severely criticized by scholars, researchers, and the general public. This indicates that there is a fundamental contradiction between current goals of teacher education and those of teacher education in the future.

As is shown in Table 1, Tafel (1984) has generated contrasting assumptions regarding traditional and futuristic teacher education in order to help teacher educators and institutions envision what education might become and work toward making related activities a reality. From those futuristic assumptions, it was possible to obtain valuable guidelines for providing curricula and designs or models for teacher education; for examining the philosophic base upon which their programmes rest; for examining the power structure of teacher education institutions and questioning the fear of change inherent in policy and programme decisions; and examining the continuing validity of the three components of the traditional model (knowledge, pedagogy, and clinical practice) from the standpoint of moving into the twenty-first century.

The above comparison indicates at least three important points. First, the rapidity of expanding knowledge base demands that teachers will never be able to be experts on everything. Therefore, preparation programmes need to emphasize how learners gain access

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Table 1. Contrasting assumptions regarding teacher education

Traditional assumptions	Futuristic assumptions
Content oriented; subject-centred curriculum.	Person-centred curriculum: focus on relationships. Subject matter available on data bank systems.
'Vaccination theory'; a dose of everything for everyone.	Students involved in structuring programmes and experiences. Early identification of strengths and weaknesses; growth and enrichment emphasis.
Convergence (sameness).	Divergence (experience to be offered will involve selection and choice).
Authority in bureaucratic structure, position-based.	Authority is knowledge-based; students are participants in governing institution and programmes which are viable, flexible, and responsive to individual and societal needs.
Transmission of existing cultural values.	Exploration of alternative value systems existing in the present and possibilities for the future.
D⟋ ⋅ ⟋ard communication pattern.	Two-way, transactional communication.
Either/or orientation; students exposed to one philosophy, theory or school or thought.	Both/and orientation; students presented with eclectic approach to both knowledge and theory, encouraged to go beyond the professor/facilitator's boundaries; explore new territory.
Power orientation; 'my students' are assigned grades.	Non-possessive, non-judgemental environment; power rests with each individual.
Training orientation – trainers pass on information to 'trainees'.	Education orientation – each person in the process seeking his/her own information.
Competitive environment.	Collegial, co-operative environment; students learning with and from one another.

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Table 1. Contrasting assumptions regarding teacher education (cont'd)

Traditional assumptions	Futuristic assumptions
Segmented curriculum and course work.	Integration of interdisciplinary courses; emphasis on connection.
Conforming, emphasis on 'right' answers and approaches.	Freeing emphasis on multiple answers and approaches.
Liberal arts work separated from education sequence.	Integration, complementary and reciprocal relationship between all fields of knowledge.
'Finished products'.	Unfinished, growing persons who are professionals still in the procees of becoming educators.
Vocational training for earning a living.	Educational experiences part of the lifelong learning process.
Methods, static planning procedures.	Repertoire of strategies developed which are applicable to a variety of contexts and settings.
Credentialing goal.	No credentialing goal.
School based.	Life based; many contexts for learning are experienced.
Mass production mentality.	Emphasis on the person within the process.
Givens, solutions.	Everything in flux; uncertainties, problems.
Sequential.	Topical.
Learning about the philosophies and theories of others.	Developing a philosophy of one's own.
Answering questions.	Questioning.

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to information, how they use information, and how they create new knowledge. Second, since contexts for teaching and learning are expanding at a tremendous rate, the pedagogical function must be responsive to these challenges overcoming current short-sighted and narrow pre-service teacher preparation for life. Third, there must be enough chance to explore alternative methods. The existing model for teacher education is sought to provide standardized programmes which tend to treat students alike and to give them the same doses of course work and field experience.

From the review of various other sources and studies available, it is found that there are also some trends of teacher education; (a) the demand for expertise in basic new skills and subject areas, especially in technical fields; (b) widening opportunities for teachers in non-school settings; (c) projected changes in pupil/teacher ratio and the size and qualifications of the teacher education pool; and (d) the impact of information technology on the transmission of knowledge. Each of these will give rise to future developments. It is noticed that these trends and others together represent a complex network of interrelationships.

Characteristics and competences of professional teachers of the future

It has usually been believed that it is possible to differentiate between really good and poor teachers, not by 'teaching techniques', but by their humaneness. In fact, teaching techniques cannot exist separately from teachers' humaneness. The reason why the latter is being more valued than the former is that teaching is not a mere application of systems or techniques. This indicates that the human relations component is most crucial and that the teacher who is responsible for humanized future citizens must first of all become a humanized and humanistic teacher.

In terms of the humanistic teacher, personality characteristics are mostly emphasized. The three fundamental characteristics among them are: (1) genuineness; (2) respect for children as human beings; and (3) empathetic understanding of students, which were previously raised as conditions for good human relations. A humanistic teacher should be able to understand children from an internal frame of reference through placing himself in their situation. He also

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needs to be one who accepts and respects children as human beings without judging, criticizing, mocking or despising them. Finally a humanistic teacher should be able to realize what he really experiences and to frankly express himself as to what he thinks and feels. Teachers who are not equipped with these conditions are said to be dehumanized ones. A competent future teacher should be equipped with and be able to provide children with the minimal level of acceptability in these characteristics. Patterson also provided evidence that teachers who were rated high in these characteristics had stimulated more achievements of student learning than those who were not. In short, humanistic teachers are those who are able to deal with children with affection and without threatening. It is believed that these characteristics are fostered through effective training programmes.

Hahn (1984), also from a fairly humanistic perspective, insisted on three major characteristics and related six types of ideal features Korean teachers should develop for the new age. The three characteristics are insight, excellence, and creativeness. As an initiator of new history of Korea, the teacher is requested to have a transparent insight which should be demonstrated through becoming a man with profound knowledge in human history and becoming a model in life. He is also asked to have excellence in ability and in personality which is demonstrated through acting as an intelligent person and as an inquirer for life. To have creativeness in conducting research and dealing with students is the third requirement for teachers which is demonstrated through becoming a pioneer in cultural development and in educational activities and through service to society and for the welfare of mankind.

From the various ideas of general education or of an educated person, which has a similar sense to a self-actualized person or a humanized citizen, many researchers have tried to draw characteristics or competences of teachers for the twenty-first century. For instance, Boyer and Levine (1981) have delineated what they think should be the six common core areas of a liberal arts education: (1) shared use of symbols; (2) shared membership in groups and institutions; (3) shared activities of consumption and production; (4) shared relationships with nature; (5) shared sense of time, present, and the future; and (6) shared values and beliefs. Smith (1979)

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posits a three-dimensional model of education; knowledge acquisition, vocational preparation, and developing civilized persons. Especially, the aim and task of the third dimension, developing civilized persons, is to prepare those who have the self-knowledge, the self-control, the sense of responsibility and the ideals and concerns that make it possible for them to live in a civilized society committed to the realization of freedom and justice. He proposes that the vehicle for attaining this dimension is the in-depth study of the humanities — literature, art, languages, philosophy, history, religion, and science as human achievements.

In any standpoints for teacher education in the twenty-first century, it is possible to make a three-dimensional model which is composed of academic, instructional, and developmental interpersonal understandings. The first refers to the content of teaching, the second refers to the process of teaching, and the third refers to the understanding of self and others in the teaching/learning interaction. In short, academic understanding or competence is the *what* of teaching, instructional understanding is the *how*, and developmental and interpersonal understanding pursues answers to the important *why* questions of human learning and development.

Academic understanding

1. Loving learning and deriving satisfaction from the intellectual pursuits;
2. Expressing oneself effectively both orally and in writing;
3. Reading well and widely;
4. Excelling in at least one specific content area;
5. Being aware of current events and their background;
6. Having an informed acquaintance with the mathematical and experimental methods of the physical and biological sciences.

Instructional understanding

1. Diagnosing students' learning level;
2. Diagnosing students' learning styles;
3. Using a variety of instructional strategies;
4. Using learning resources effectively;
5. Working effectively with individuals and small and large student groups;

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6. Understanding organizational culture and how to work effectively within it.

Developmental and interpersonal understanding

1. Understanding concepts of human ego, moral, and conceptual development;
2. Having a realistic and healthy self-concept;
3. Understanding one's own strengths and weaknesses and setting growth goals;
4. Expressing one's feelings and ideas in a caring way;
5. Seeing people and things from multiple perspectives;
6. Relating effectively to a wide variety of people.

Implications of these characteristics for training programmes

Developmental and interpersonal competence. Based on these characteristics it is possible for the teacher preparation programme to derive various suggestions and implications for fostering and supporting development of the above qualities. The fact that a good teacher is made, not by the teaching technique, but by the humaneness of the teacher himself, suggests that the emphasis solely on techniques of teaching subject matter in today's teacher training practices is inappropriately directed. It is crucial for teachers to be equipped with the knowledge of subject matter and the techniques to teach them, but this is not enough for achieving the maximal and all-round development of students. In addition, training of theories and skills in human relations and other developments in the affective domain is to be given particular priority for the future. In this sense and particularly for training teachers with genuine, empathic, and respectful attitudes, and for fostering other characteristics described above; the domain of developmental understanding or interpersonal knowledge and competences of teachers is needed to be most crucial and to be expanded in the future teacher training programmes. Teacher education institutions should aim at encouraging and enabling intentional developmental change in students throughout life. In fact, an explicit goal of teacher education should be to raise students' maturity and development in personality, conceptuality, ego, and moral domains. Higher stages of maturity include the ability to understand more points of view, the ability for greater perspective taking, more complex thinking and problem solving.

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Developmental and interpersonal domains of competence in Korea has been the area overlooked and neglected in teacher education programmes. An effective way to foster this domain would be to encourage teacher education students to take a major part of the responsibility for formulating career goals and planning their academic programme to meet these goals. The modelling technique of developmental behaviour by the college staff is also an essential component of fostering the developmental competences of students. Faculty should plan course-work to foster independent enquiry and include self-directed projects as learning options.

Course-work in career planning and in theories of human development would be crucially important in promoting the developmental competence domain. Theories and practices of human relations should be highlighted and discussed in class and field situations in the most intensive way. When considering possible guidelines to this end, first of all, teacher education students or in-service teachers are asked to have a strong and systematic theoretical preparation in psychology, especially in humanistic or interpersonal psychology and then to become a teacher as well as a psychologist. It is also required to have an atmosphere which fosters the belief in or attitude to humanism and the appropriate self-concept, which is attained only through training teachers who are able to actualize themselves and their students.

In terms of the experiential aspect of the interpersonal domain in teacher education, teachers are urged to have intensive encounter group experiences not only as group members but also as group leaders. For achieving maximal effectiveness in these group experiences, it is required to have opportunities to participate in various seminars in order to consider and evaluate experiences in relation to teacher education content, to preliminary practices in the experimental classrooms, and to personality development closely connected to senses, beliefs and attitudes, and to integrate these experiences into one total experience.

Academic competence. The education for the humanized citizens which emphasizes the development of persons rather than the subject matter, the human interdependence rather than human isolation, and the process rather than the content, essentially can achieve its maximal effectiveness not through applying 'scientific methods' for teaching the facts, but through achieving humaneness

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of teachers or their humanistic interrelationships with students. From the widely accepted belief that the humanities cannot be taught, it is easily recognized that the humanized persons cannot be developed through the traditional way of emphasis on teaching the facts or the rational subject matter.

The school has often been blamed for its inadequacy of teaching or even for its harmfulness to child development. Information, facts, knowledge and skills are all important and even indispensable to the study of and the teaching of the humanities or of humanized citizens. The teaching of the latter is different from that of the former. Preparation for teaching the latter must be more difficult than the former because it is no longer enough to *know* a great deal. It requires that one must also *be* a great deal. And thus students are to be better, deeper, wiser human beings and then to communicate the fullness of their humaneness to their class (Jarrett, 1973).

The dimension of academic competence or understanding is said to refer to the content or knowledge area and has been emphasized as the main domain of teaching, not only in teacher education but also in general education. But in any teacher education programmes, it needs to foster a love of learning in each student. A person who seeks a teaching position and is not related to the advancement of learning is probably not going to be the kind of model for students that is desired. But it is not immediately apparent how to promote and enhance the love of learning. One possible suggestion is to encourage students to set learning goals in areas that interest them and allow them to follow through on these goals. Approaches to make students *dislike* learning would include an emphasis on requirements not of their own choosing, keeping the learning level low on Blooms's taxonomy, and emphasizing achievement of grades above achievement of learning. The aspect of satisfaction from intellectual pursuits implies the satisfaction from realization of goal seeking. To the extent that education students are not encouraged to set learning goals, they should not be expected to attain satisfaction from learning. Requiring student choices at various points in the programme planning process should encourage student goal-setting and at least provide an impetus of self-directed learning.

Excellence in expression and reading refers to basic skills of communication which, like most skills, need to have practices under

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the expert critiques in order to develop to high levels. Courses should be reviewed to assure that communication skills are required and excellence in reading, writing, and speaking is reinforced through practice and evaluation. In addition, specific courses in language, speech, literature, and composition should be required for every student. In relation to human relations, this communication skill or practice should be considered as one very crucial area to be mastered.

It is also suggested that each teacher education student should have one or more content areas in which he or she achieves a depth of understanding and competence. This would argue for a programme of academic concentration. But there is a strong request for teachers to have a minimum level of understanding in the academic domain. In addition, a mini-concentration of three to four courses, some of them at advanced levels, should also be required of each student. This mini-concentration should be selected from the areas of psychology, sociology, anthropology, or philosophy, the four fields considered to be the foundations of the discipline of education (Hawsam, et al. 1976) or of humanistic education (Comb, 1981).

Instructional competence. Instructional competence and understanding is the most professional domain, from a traditional sense of teacher education. It usually includes competences of diagnosis, preparation, instruction, student management, use of teaching aids, and evaluation. Especially the teacher education programme for the future should introduce co-operative learning methodologies into its instructional design in order to raise its effectiveness. When teacher education students are encouraged, or required, to work on their own and to compete with their peers for grades, one should not be surprised if they employ similar approaches with their future students. Of course, learning styles need to be taken into account, but some facility in utilizing shared learning approaches would be desirable for all future teachers.

The future teachers are to be equipped with instructional technology more skillfully than today's teachers. One most noticeable trend in instructional technology is expected to occur with respect to techniques for the analysis of classroom interactions between teachers and students which will help future teachers learn to establish and maintain constructive classroom environments. There should also be an emphasis on instructional technology including the use of videotapes or other equipment invented by scientific technologies of the information era.   18

For developing instructional understanding or competence, many humanistic educators insist the importance of student teaching experience. Patterson (1973) asserts the need of a preliminary student teaching experience or laboratory experience which is composed of three stages and their substages. The three stages are observation, choices of an internal frame of reference, and participation in nstruction. This emphasis suggests the necessity for early field experiences of future teachers. After these preliminary experiences, the actual student teaching phase is to be followed by innovative and expanded procedures. An important goal to attain through student teaching is school experience and professional culture. Identification of poor field performance in student teaching is another essential aspect of the development of instructional competence. Cooperating or supervising teachers should also be carefully selected from those who are trained in methods of student teaching guidance and evaluation. Periodical conferences are asked to be held with students and their field and college supervisors to reinforce effective teaching behaviour and to identify and plan for the remediation of problem areas.

In terms of organizational culture, it has been possible to identify various aspects of school culture and they have suggested the ways of countering some of the culture's debilitating effects. Discussion of school culture and assessment of cultural forces at work within the schools and the university should be a part of the preparation programme of every education student.

If teacher education students should be characterized by professional excellence in academic, instructional and developmental and interpersonal understanding or competences, the teacher education programme should be organized in such a way as to require and support continued growth of teacher education students in all three areas. Such a focus implicitly enlarges the perception of teacher education from pre-service education alone to one important phase of lifelong learning that should continue well into the new century.

Chapter Three

PERCEPTIONS CONCERNING POLICIES FOR
FUTURE TEACHER EDUCATION

Procedure

The preparation of future teachers who require new qualities for building humanized future citizens calls for a great deal of innovation and reformation in current academic-imparting teacher education practices and systems. In considering teacher education policies, many issues must be dealt with. Educators are debating a wide range of issues in teacher education including financial support, teacher supply and demand, knowledge b..se for a professional culture, sexism, quality control, evaluation of graduates and collaboration. In 1976, the American Association of Colleges for Teacher Education (AACTE) adopted 18 position statements of the Association (Pomeroy, 1976). They covered the broad and general issues related to teacher education policies to be used for diagnosing present and future teacher education policies.

In order to find how different groups of Korean people, closely related to teaching perceived these statements, a small survey was conducted to examine the desirability of 17 of the 18 position statements. The last statement concerned with AACTE as an association was deleted. The four participating groups were 130 senior students in the pre-service programme and 42 teacher educators of Chonbuk National University, and 145 in-service teachers and 48 school administrators in Jeonbug Provincial Board of Education. For the Korean situation, several statements among the 17 positions were partly modified and all were rewritten in future tense. Respondents were asked to rate the desirability of each of the 17 statements on a 7-point Likert scale (highly undesirable; somewhat undesirable; undesirable; neither undesirable nor desirable; somewhat desirable; desirable; and highly desirable).

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Two questions were posed with respect to the desirability of the 17 statements. First, which position statements were rated highest by all respondents? Second, how did the four groups differ in rating the degree of desirability of each position? The first question was considered by comparing the mean rating by the total population for each of the 17 positions, while the second question was studied using analysis of variance with ratings for each position statement as dependent variables. The 17 position statements used for the survey and its summary data for these questions are shown in Figure 1 and Table 2.

Analysis

'n terms of the first question, the highest mean rating by all respondents was Position Statement No. 2, financial support. The next two highest ratings were Position Statement 3, supply and demand; and 1, teaching as a profession. All education personnel except teacher educators place their highest rating on financial support and they all paid special attention to the current surplus preparation of teachers in Korea and to the professionalism of their life-long career.

The lowest rated position was No. 6 which was concerned with sexual discrimination in the world of teaching profession. The next two statements rated lowest were Positions 12 and 13, and suggest that Korean education personnel are not much concerned with the national accreditation system for all teacher preparation institutions and also with evaluation of their graduates for maintaining quality control of the programmes. The importance of national accreditation was also rated low in case of American people (Senter and Houston, 1981).

From this survey, it is clear that Korean education personnel tend increasingly to emphasize their teaching job as a real profession and to expect it to continue improving and developing for the future.

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17 POSITION STATEMENTS

Position 1 — *Teaching as profession.* Teacher education should be viewed as the training arm of the profession.

Position 2 — *Financial support.* Teacher education programmes must be adequately and reasonably supported and should receive their fair share of income from higher education institutions.

Position 3 — *Supply and demand.* The number of people in teacher education should be primarily determined by teacher supply and demand data, not by need of specific educational personnel at a given time.

Position 4 — *Professional culture.* There must be a concerted and vigorous effort among education professionals to expand professional culture as the fundamental girdle of teacher education programmes.

Position 5 — *Multiculturalism.* All teacher education programmes should provide students with conceptual structures for teaching and learning which cut across community and religious boundaries and all teacher education students are needed to study and experience in some depth at least one of the local, regional or national subcultures.

Position 6 — *Sexism.* All teacher education programmes should commit themselves to the goal of eliminating sexism within their programmes and the profession as a whole.

Position 7 — *Professional literacy.* Teacher education programmes ought to provide opportunities for teacher education students and in-service teachers to become knowledgeable about important educational and socio-political issues, and capable of interacting effectively with concerned citizens in the consideration and resolution of such issues.

Position 8 – *Campus-based and field-oriented pre-service*. Pre-service teacher education programmes should be operated in a campus-based and field-oriented way and the reforms in professional preparation, therefore, should be initiated at the college and university.

Position 9 – *Length and restriction of pre-service*. The length of teacher education must be at least four years and the claims of teacher educators regarding what can be accomplished in a teacher education programme within a four-year frame should be explicit and realistic within the context of the colleges and the attendant restrictions imposed by these settings.

Position 10 – *School-based in-service collaborating with colleges*. In-service education is most effective when its focus is in the schools and when it is the product of collaborative planning and implementation involving colleges and schools.

Position 11 – *Continuing edu. ation*. Continuing education programmes should be provided as the supplementary or extension programme of in-service education. While in-service education is 'employment oriented' and should be primarily school-based and designed to meet specific instructional and social needs of particular schools, continuing education should be primarily campus based and field oriented and designed to provide teachers with opportunities to prepare them for high levels of diagnostic, prescriptive and leadership activities for a variety of school, community and social conditions.

Position 12 – *National accreditation*. The national accreditation for all teacher preparation institutions is needed in order to ensure a minimum level of programme acceptability and a single national, non-governmental agency should perform this function.

Position 13 – *Evaluation of graduates*. The evaluation of higher education graduates should be the most effective means to judge the quality of teacher education programmes, and thus better procedures for making such judgements must be developed.

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Position 14 — *Collaborative pre-service education.* Teacher educators and teachers, with collaboration, should be involved in the evaluation and improvements of procedures for pre-service admission, retention and certification for the teaching profession.

Position 15 — *Collaborative in-service and continuing education.* While teacher educators and teachers should share responsibility for the planning, conduct, and evaluation of the lifelong continuing development of all school personnel, in-service education should be the product of collaboration among schools, institutions of higher education, and local communities.

Position 16 — *Linkages of education personnel and organizations.* At the local, provincial, and national levels, those who prepare and retrain all school personnel and those organizations which are concerned with school personnel preparation should be linked together.

Position 17 — *Professional development of teacher educators.* Professors of teacher education should commit themselves for lifelong professional development made possible through sabbaticals, exchanges with school personnel, research, and participation in a variety of professional workshops, seminars or other institutes.

Table 2. Summary data of desirability ratings

Position statements	Students	Teachers	Administration	Profession	Group total	Rank	F—ratio
1. Teaching as profession	6.61	6.13	6.33	6.24	6.35	3	3.308
2. Financial support	6.80	6.49	6.47	6.00	6.54	1	4.643*
3. Supply and demand	6.74	6.30	6.23	6.37	6.47	2	3.355
4. Professional culture	6.18	5.92	6.00	5.58	5.94	9	1.480
5. Multiculturalism	5.92	5.62	6.00	5.79	5.80	10	1.244
6. Sexism	5.47	5.07	5.33	4.97	5.23	17	1.012
7. Professional literacy	5.87	5.25	5.73	5.18	5.53	14	3.752
8. Campus-based pre-service	5.73	5.41	5.87	5.59	5.61	12	1.115
9. Length of pre-service	5.39	5.66	5.80	5.39	5.55	13	1.734
10. School-based in-service	6.31	6.05	6.43	5.61	6.14	4	3.927*
11. Continuing education	6.42	5.72	6.39	5.79	6.07	6.5	8.377*
12. National accreditation	5.58	5.00	5.70	4.79	5.27	16	4.680*
13. Evaluation of graduates	4.98	5.51	5.86	5.00	5.28	15	4.307*
14. Collaborative pre-service	5.78	5.94	5.80	5.09	5.71	11	3.307
15. Collaborative in-service	6.21	5.90	6.20	5.24	5.96	8	6.933*
16. Linkages	6.30	5.97	6.37	5.42	6.07	6.5	6.915*
17. Teacher educators	6.48	5.79	6.23	5.97	6.12	5	6.106*
Total	6.05	5.75	6.04	5.53			

* Significant at p < .01

POLICY TASKS FOR
REALIZATION OF HUMANIZATION FOR EDUCATION

Major dehumanization tendencies in education

A dangerous trend anticipated in the highly industrialized future is that of dehumanization. Even though industrialization today has already brought a tremendous contribution to the enhancement of human welfare, to the extent that there is no parallel in history as far as material aspects are concerned, it has gradually been blamed for changing modern men to a "lonely crowd", "alienated beings", or "organization men". Since this undesirable trend is expected to continue and deepen by the twenty-first century, there is a serious worry about losing the humaneness of people. In fact, the dehumanization trend resulting from industrialization or modernization is connected to organized living and the most frequent phenomena are those of human alienation, not only from oneself, but also from others, from society, and even from nature; of restraint, coercion and control of individuals by organizations; of imbalance in opportunities for living caused by various inequalities; and most fundamentally, of sufferings and miseries from hunger, poverty and disease (Kim, 1980).

It is also anticipated that the knowledge and skills required to control human behaviour are highly developed in parallel with the development of behaviour science. But as is the case of natural sciences this control may bring entirely different outcomes dependent upon the aims or goals for which the knowledge and techniques are utilized. Moreover, scientific study of human behaviour cannot be interpreted as that psychological and social behaviour dealt with by the scientific principles of physical and biological phenomena. In fact, the scientific approach to human behaviour is an effort to find some types of regularity in human behaviour from empirical data which are recognized or interpreted with objectivity and it should be developed by organized knowledge through the logic of the theme

system (Lee, 1979). It is dangerous to try to understand and control human behaviour only through mechanistic principles or laws because it denies the existence of sole human ethics.

The complexity and plurality of society and the confusion of social ethics and value systems inherited from the trends of industrialization, urbanization, and society, and from the conflicts of political trials and the resulting collapse of existing value systems are anticipated to enlarge the existing confusion of value systems more than ever before. This phenomenon or perspective seems to reorganize and habituate ethics both in individual and in social dimensions of life. Accompanying this confusion of value systems, various psychopathological phenomena, such as social maladjustment and crimes, are seen to be on the increase. Moreover, the anticipated lower quality of teaching, worsening of educational conditions, and insufficiency of investment for education are expected to aggravate these value confusions.

Specific educational circumstances, deepening the dehumanization trend are: lowering of quality in education because of the lack of improvements in educational conditions; and insufficient investment in education; together with the inappropriateness and insufficiency in educational content and teaching techniques to cope with the coming industrialized society. Another most serious trend deepening dehumanization in education will arise from that of knowledge-imparting education in school. This trend results from the emphasis on passing college and university entrance examinations.

Key policy tasks for humanization in education

Realization of the whole man. In order to survive the serious, dehumanization tendencies in education, various political decisions are needed. KEDI (1983) proposed to perform the tasks through two major ways — realization of the whole man; and cultivation of nationality. This proposal was made at the request of the government for the year 2000. In relation to the realization of the whole man, which is usually included in the concept of humanization, facilitation of "student-as-prime object in school management" is requested to be fostered. The logic is that the school can only justify its existence by helping students learn the school board exists for the school; and the Ministry of Education for the board. But the problem is that there are many cases where this logic is ignored or

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reversed, and it is all too common to find situations where students are being adjusted to the school rather than the school to students. This kind of reversion between ends and means in school management, should be changed to the original direction. Moreover, since the school is now an inappropriate place for student living; not only physically but also psychologically, it should provide its welfare facilities up to the comfortable level for average adult living and should be managed under the principle of achievement motivation rather than external means of authority, coercion, obedience or threat.

The guidance and counselling system and strategy to develop student capabilities should be strengthened. It should be recognized that students are at the stage of experiencing serious identity crises and psychological conflicts more than ever before. For this reason it is crucial to identify their problems and agonies, to analyse their characteristics systematically, and to vitalize guidance and counselling activities in order to solve them. But this must also be accompanied by strong support through improved personnel, organization, administration and facilities. As is mentioned earlier, modern human problems primarily originate from alienation and from a lack of genuine human relations. The increasing atmosphere of competition in schools, the excessive expansion of school size, the excessive density of classrooms, overloaded teachers, and the lack of techniques for developing human relations are interfering with the mutual understanding and humanistic interpersonal contacts between students and teachers and among students themselves. School education should place more emphasis on the improvement of competence for human relations than ever before.

Korean schools, as is the case in other societies, have been dominated by an assumption that learning is the process of dynamic interaction between the whole organism, the learner, and the environment as a whole. The narrow and knowledge-preponderant education directed from this assumption should be flexibly integrated into a system based on student needs; and in addition to the cognitive or knowledge domain, a variety of learning experiences should also be provided and imposed on students in order to develop desirable and harmonious human characteristics and behaviour. To realize favourable and diverse learning environments in another aspect, the school is urged to perform individualized education on the basis of individual differences of students. Currently schools are directed toward a uniform education in all activities based on what is called "average

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students" rather than allowing for individualization. All efforts should be made to not only accept individual differences of students by broadening the variety of choices in school activities but also to provide a flexible grade promotion system through adapting beyond-grade and retaining-grade systems, for developing a variety of programmes, and for strengthening the system of individualized counselling and guidance. Furthermore, the introduction of an evaluation system for the whole man is also crucially requested. In spite of the emphasis on education for the whole man in today's schools, there is a tendency that it remains only as a slogan without any real progress.

Cultivation of nationality. The establishment of a sound national image of the ideal Korean is an important task for enhancing national pride, but there has been no such national image for people to identify with from early childhood. It should be urged to systematically study ways how to establish such a national image, not only through finding the traits permeated in the personality of individual Koreans but also through positive and sound collective traits. Efforts should be made to assist people to identify themselves with such an image. It is also recommended to move towards open-ended moral education. Traditional moral education has been carried out on a "virtue-centred base" and so there is a limitation in fostering voluntary judgements and the consciousness of participation on the side of the actor himself. Moral education in the 2000s, therefore, should become more open-ended and student-centred. The moral consciousness in the closed-system is inappropriate for training people who are to live in a future international era which is far different from that of a feudalistic age which has tended to foster living within the boundary of one's own moral beliefs and to interfere with co-existence with those who have different moral beliefs from his own.

KEDI (1983) recommended a study and development of appropriate techniques to evaluate the outcomes of nationality education. Today's education for nationality cultivation is being undertaken through spiritual education composed of dimensions of national, social, and individual ethics, but there are no clear and accurate data or guidelines to clearly evaluate current nationality education in terms of distribution rate in these three dimensions of ethics and of conditions thought to be most desirable. Another difficulty in carrying out nationality education is that there is no consistent direction and content and thus this operation is desultory because the writing,

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editing, and publishing of materials, texts and guidebooks have progressed without sufficient co-operation or co-ordination among organizations or agencies. This is why a systematic analysis and evaluation on these issues is to be carried out.

Since nationality education is seen as a means for developing the spiritual foundation and moral consciousness that increase the sense of commitment to the national cause and social solidarity, its primary goal is develop a lucid outlook of the nation; the vision of the future p... le of ..ociety. Spiritual education, as a means of nationality education, should place its emphasis on experiential learning rather than knowledge-imparting concerns and on in-depth studies of an ideological base on Korean culture and its factors (KEDI, 1979). Furthermore, nationality education should be connected with the formation of a vigorous sense of national identity, of a strong spirit of national unity and integration, and then of a strong foundation for the national unification of the Korean peninsula. It must also be connected to education for international citizenship.

Chapter Five

POLICY STRATEGIES FOR
HUMANISTIC CAMPUS-BASED PRE-SERVICE EDUCATION

Fostering campus-based pre-service education

In the world of occupations, it is certain that professionalism is never achieved in the absence of a strong validated knowledge and skills base for practice, and rigorous preparation for service. This principle should be tied together with the fates of teacher education and the teaching profession. To realize humanistic education or build humanized future citizens, teacher education needs to become a mature profession and display the characteristics commonly associated with professions more than ever before. Teacher educa-tion in Korea is currently treated as an academic discipline and not as a professional preparation unit.

In order to perform teacher education, as professional prepara-tion, for training competent teachers with the characteristics discuss-ed previously as those necessary for building humanized citizens, the campus-based pre-service education should be strongly founded. There are, however, some arguments about adopting campus-based pre-service teacher education. Unfortunately the present system of teacher preparation has lost the confidence and respect of much of the public, many of the in-service teachers, and some of the profes-sors of education. To improve this, alternative methods or models of preparing teachers are being considered such as apprenticeship training, teacher centres, or field-based teacher education. In spite of the various advantages of these programmes, it is recognized that the college campus is the most feasible site on which to establish a truly professional teacher preparation system. Hawsam and others (1976) have already identified some of the advantages of campus-based teacher preparation. The campus is a scholarly environment; provides opportunities for liberal learning; has resources for speciali-zation in the disciplines; is a place easily accessible to social and behavioural sciences and the humanities which undergird the profes-sion; has the privilege to foster academic freedom; and is a rich

cultural environment. In addition, the necessary facilities, personnel, and administrative structure are already provided. Therefore, it is desirable that pre-service teacher education remains and is enhanced at the college campus, but all efforts should be made to overcome present deficiencies and then to become more professionalized for training teachers of humanized citizens. A critical precondition for this campus-based pre-service education is that its programmes should be field-oriented rather than academic discipline-oriented and thus allow thorough practical experiences as in other professions. More-over, it is also urged to carry out pre-service education under a strong collaboration between in-service teachers and teacher educators for the evaluation and improvement of procedures for pre-service admis-sion, retention, and certification for the profession of teaching.

Pre-service teacher education in Korea has relied on a campus-based, four-year system, the only exception being a procedure of obtaining certificates through passing a teacher qualification examin-ation held by the Ministry of Education. Until 1985, some portion of primary school teachers were trained at junior-college level teachers' colleges. Since 1984, all teacher education students, whether they are in primary or secondary teachers institutions, are required to complete at least four years of training at the college level. This major reformation achievement in teacher training was undertaken to enhance the teaching profession. KEDI (1983) recom-mended, for the same purpose, making a new system of certification for higher ranking positions of "head teacher", differentiating it from the administrator's system such as the principal and the assist-ant to principal. This new effort to enhance school culture through placing priority in instructional skills, is designed to achieve its goal through encouraging head teachers to devote themselves purely to professional duties such as supervision within the school, counsel-ling, action research, and orientation of new teachers. They are all to be trained in a special programme at the teacher education campus.

Enhancing autonomy in preparing teaching professionals

To become a recognized profession, pre-service teacher educa-tion in Korea should be directed toward a training programme similar to those of medicine, dentistry and law. Korean education personnel placed strong emphasis on teacher education being a genuine profes-sion by rating it highly (rank 3) on Position Statement 1: Teaching

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as a profession (Table 2). This suggests that they are eager for their career to be improved as a genuine profession. As professional schools of medicine, dentistry, or law are charged with the responsibility of preparing capable practitioners for their respective professions, teacher education programmes should be provided with various professional conditions to prepare competent practitioners to educate young children. From that base, teacher education is expected to serve as the preparation and development arm of the teaching profession. Most importantly there should be a guarantee of more autonomous preparation. This is the case with other professional schools which have much greater autonomy in their own governance, budgeting, staffing and faculty reward system, and prescribing the total preparation programmes of their practitioners.

For the development of professional schools, teacher education calls for significant changes in autonomy in the delegation of authority and responsibility. In reality, schools of teacher education have little authority over the preparation of school-teachers. Governance of education is primarily controlled by the Ministry of Education in a centralization system and at some points it is disorganized and fragmented with other agencies and groups exerting significant influence. One way to improve this weakness is to change the relationship between schoolteachers and teacher preparation programmes. If schools of education are to be responsible for and responsive to the profession, it is necessary to ensure the involvement of professional practitioners in the preparation system by creating various forms of practitioner involvement such as commission or practices boards at national and provincial level composed largely of schoolteachers. All aspects of teacher preparation programmes would become the responsibility of the commission or board. The Korean Federation of Education Associations should also play an important role.

The faculty reward system for schools or teacher education should be reformed to achieve enhanced autonomy. Teacher preparation programmes experience inequality as a result of inadequate staffing policies and have become ineffective. The opportunities to establish extensive clinical studies for quality practitioner preparation are limited. The faculty reward system is also based as for academic disciplines where research, publications, and practicums are more emphasized than the professional requirements to develop practitioner skills. The future schools of teacher education must have authority

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to establish staffing practices and procedures suitable for a practitioner programme. Staffing decisions should be consistent with efforts to achieve objectives and meet responsibilities. Therefore, regulations establishing faculty/student ratios, course load, class size, and other matters must be controlled by the schools of education. The faculty reward system must be separated from that of the institution's academic disciplines. The staff member's ability to develop practitioner knowledge, skills, and abilities should function as the criterion of the reward system. Only instructors who are themselves outstanding teachers should teach in these schools. The authority to establish and administer the policies, procedures, and criteria for rewarding the faculty should belong to the schools of education.

Changes of the funding system are also needed for enhancing the autonomy of teacher education schools as education suffers from an inadequate funding structure. The current funding system places emphasis on quantity instead of quality. The allocation of money for teacher education is being made on the principle of equal distribution but tends to be lowest on the campus. A recommended alternative is programme budgeting which can provide a greater opportunity for schools of education to develop high quality preparation than does the present process. It allows funding to be based on identified programme needs rather than a student head count or equal distribution. It can be utilized in controlling the number of teachers prepared and as a system to meet the needs of society and the profession.

A serious psychological factor to be eliminated is the inferior perception that education personnel have of themselves and their profession. It is a general tendency that they do not see themselves as true professionals, nor do they view teaching as a valid profession. Consequently they are content to accept the low funding for their profession, poor preparation of programmes, and control of their profession by others. In order to improve this status, the government has already tried to adopt various strategies (MOE, 1984). Externally, it is planned to raise teacher salaries or rewards exceptionally. The creation of incentives for qualified students to enter teacher preparation programmes and to continue on into teaching is necessary through advocating scholarships or loan-based support. The seriousness of financial difficulty among students and other education personnel is seen in the survey (Position No. 2). Internally, it is required that strong consideration be given to; (a) raising the entrance

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requirements; (b) awarding grades that make real distinctions in levels of performance; and (c) drastically improving existing standards. The strategy of the government to reduce teaching loads is also helpful for enhancing the professional pride of teachers and teacher education students.

Identifying a body of professional knowledge

The problem of the absence of a universally accepted body of knowledgeable practitioners should also be seriously considered. In spite of the large store of information relative to professional education, teacher education programmes in Korea are not systematically teaching that knowledge to teacher education students, mainly because of the traditional tendency of knowledge-imparting or knowledge indoctrination practices in the teacher education schools. Without a recognized knowledge base and the repertoire of behaviour and skills essential for teacher preparation, it is impossible to have goals and objectives common to all professional programmes and thus each preparation unit is left to its own devices when defining essential practitioner knowledge, skills, and abilities. This makes it difficult to accredit or evaluate outcomes of professional training and push for the appraisal of programmes according to their course offerings, admission requirements, library holdings, faculty-student ratio, faculty research and publication activities, facilities and equipment, faculty degrees, public school experience, faculty teaching load, and so on.

The nature of a profession is the possession of knowledge, skills, and ability needed to provide a professional level of service to society. School teaching can be a profession only when all teachers have the necessary basic knowledge, skills, and abilities to successfully practice the teaching profession and when teacher preparation programmes are transmitting that knowledge base to trainees. This is why it is crucial to identify a body of professional knowledge and skills from the large amount of research data concerning effective teaching for building humanized citizens. An agency like the Association of Colleges of Teacher Education or Teaching Profession Department of the Korean Federation of Education Associations is needed; to take the responsibility to identify it. The identified body of knowledge and skills of teachers of humanized citizens must be accepted through unanimous agreement within the profession as

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essential for professional practitioners and form the common elements of every teacher preparation programme. Based on this body of knowledge, the individual evaluation of each applicant's pedagogical knowledge must become a part of the certification process. By completing a preparation programme it can no longer be assumed that one has the necessary knowledge, skills, and ability to teach. The campus-based pre-service teacher preparation programmes are recognized as the most effective ones in transmitting a specific body of professional knowledge and skills.

From the survey conducted for this study, it was found that Korean education personnel pay as much attention to the expansion of professional culture as the knowledge base for the full enjoyment of their professional status. This was evidenced by the rating on Position Statement No. 4(Table 2). It was ranked ninth by 5.94 group total mean. Of course this professional culture is to be fostered through interactions with the professional literacy examined by Position Statement No. 7 and with other elements such as professional autonomy, professional studies component, and research and development systems in the teacher education schools.

Expanding pre-service education

Although the appropriate pedagogical knowledge, skills, and abilities of teachers are identified, they cannot be satisfactorily prepared by education students who have insufficient practice in the professional studies components in the programme. Current pre-service teacher education in Korea places a lower weight on the component and then allocates a lower level of credit hours to it. For all teacher education students at four-year colleges, at least 20 credit hours of professional studies component are currently requested regardless of their programmes whether in teachers college or in the programme provided by non-teachers' college, which is equivalent to one seventh (15 per cent) of their whole credits (140 credits) required for college graduation. Moreover, there are no programmes to adjust the credits to enable trainees to gain specialized qualifications — like guidance and counselling or learning disabilities — during the pre-service period. For this reason schools of education are unable to demonstrate the advantage of technology in their teacher preparation courses. The educational methods utilized by teacher education schools should represent the most up-to-date and effective

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strategies known. There is a tendency for schools to adjust instruction and standards to the student's level. The strategies in the supervision of student teaching are not effective since education students are judged by course instructors without programme-wide evaluation. The supervision of student teaching is also inadequate and ineffective since it is done largely under the control of in-service teachers who are unprepared to train teachers. And thus current teacher education programmes at Korean campuses are outdated and ineffective.

To enhance autonomous and professional teacher preparation for humanized citizens, it is necessary to reconsider the length of the current four-year framework and to design extended preparation programmes requiring a minimum of five years of study where a year or six months of expanded student teaching or internship is guaranteed priority. This is already recommended in other countries (Howsam, 1982; Watts, 1982a). Even if teacher education schools achieve some of the attributes of true professional schools, there is no guarantee they will prepare better professional teachers unless they also move into extended periods of preparation. Of course, increasing the time factor is meaningless unless the rigor of selection and preparation are also dramatically improved and increased. Reforms of the current four-year framework are already suggested in the opinion survey in this study as is identified in the response to Position Statement 9 (Table 2). The response to the position of "necessity of at least four years of preparation" indicates clearly the desirability of an expanded period for preparation. Since persons admitted are to be carefully screened in a mature profession, admission to the school should be rigorously determined on the basis of demonstrated academic competence, an aptitude for teaching, the number of students to be prepared and even space in the clinical practices. By limiting enrolment, the schools are much more likely to enact rigorous admissions policies and to select more capable students for the profession. This procedure can surely contribute to the reduction of the current oversupply of teachers which also seriously concerns Korean education personnel in the survey (Rank 2 on Statement No. 3, Supply and demand — Table 2). During the extended period of student teaching or internship, teacher education students are to have intensive clinical teaching practice, at rigorously selected sites, assisted by cooperative teachers, and with professors as mentors, demonstrators, and evaluators.

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The length of their professional studies component should be sufficient to achieve the programme objectives and fulfil instructional needs. To justify this expansion, the identification of a professional body of knowledge and skills is a prerequisite and specific programme objectives should be provided based on this identification. Once those objectives have been defined, instructional needs can prescribe a more definite time requirement. The model recommends first, a design beginning with instruction in the theoretical foundations of education. Then professional skills, techniques, and strategies are taught and demonstrated by those preparing the schoolteachers. Next, teacher education students are required to practice their professional skills in a variety of instructional settings under close observation and supervision, first in simulation and later in actual teaching situations. Finally, additional refinement of those professional skills is required before qualification. As in the other professions, continuous efforts for upgrading practitioner knowledge and skills are to be achieved through various retraining programmes. Of course, there must be administrative and financial improvement and support if these objectives are to be achieved.

Need for an adequate research and development system

In order to prepare competent teachers for building humanized future citizens, it is also crucial to have an effective research and development system which is almost ignored in current programmes at teacher education schools for both secondary teachers and primary teachers. In fact, teachers education programmes have been performed primarily according to regulations and guidelines provided by the Ministry of Education, and in other cases to expert opinion, group consensus, or common sense instead of empirical knowledge evidenced by adequate research activities. But in other professions, there is a strong trend to rely on a scientific foundation for the preparation of their practitioners and thus to improve the quality of their service to society. Various research activities are currently being conducted in relation to the teaching profession, but the problem is that those activities are ineffective or inadequate due largely to the educator's lack of empirical knowledge, their confinement in narrow or less practical topics, the tendency for them to be conducted by individual faculty under their personal interests, insufficiency of funds and resources, and poor qualities of their design, procedures and outcomes. When considering those of future teachers to train humanized citizens, the conditions are worse.

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In view of these conditions, a major change in the research and development system is expected and a favourable trend to utilize research data is urged. The potential for research and development to improve teacher education programmes has not been realized. Depending upon unco-ordinated, individual research efforts is an ineffective and undesirable method because they are not sufficient for the task at hand, even though these activities have some merit and need encouragement. Thus, some forms of co-operative research and development efforts among preparation programmes or educational research institutes are necessary. Possible arrangements can be provided by making linkages among institutes or education institutions, through integration of several smaller institutions into a large one, or through their involvement in specialized areas or the areas exclusively from other research units (KEDI, 1983). These kinds of co-operative research and development have the advantage of collecting data systematically, of exchanging information and ideas with other research and development units through functional communication, of analysing the results of significant research, of conducting large research and development projects, and of disseminating the results of their activities (Watts, 1982c). On the other hand, teacher education programmes should utilize proven research data. The privilege to operate independent or unique teacher education programmes should be allowed. Future teacher education must place a strong emphasis on discovering and using empirical knowledge in order to train teachers to be as capable as possible for the era since the development of humanized future citizens greatly depends on how well the research and development system is organized in campus-based education programmes.

It is clear that this issue of the research and development system is closely related to obtaining valuable data or suggestions for necessary elements surveyed for professional teacher education. Such statements as teaching as a profession (No. 1), professional culture (No. 4), campus-based and length of pre-service education (No. 8 and No. 9), national accreditation (No. 12) and evaluation of graduates (No. 13) are all to be relied on it if they could achieve their maximal progresses or development (Table 2).

Improvement of admission standards

In any profession, it is common that new trainees are selected on the basis of their potential to successfully conduct their duties

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and responsibilities in their respective professions. Therefore, great care should be given to the selection process.

Traditionally teacher trainees were selected from the superior group, particularly in academic ability, and supported not only financially but by social and psychological privileges. Unfortunately, this practice has almost disappeared except for the exemption from tuition fees for those who attend the national teachers' college and colleges of education. Thus, present admission standards are lowered and provide little assurance that only capable trainees are being admitted to pre-service programmes. The criteria for admission usually includes the score of the Examination of Academic Ability for College Entrance (EAACE), grade point average (GPA) at senior high school, personal interviews, and letters of recommendation in special cases. The EAACE score is actually the determining factor by weightage, but regrettably, scores are generally so low that the potential of education students admitted is generally questioned. The GPA's rate of influence on admission to college is around 4 per cent of the total. Consequently, current admission criteria for teacher education schools are inadequate since they are largely determined only by the students' rank in academic abilities ordered among candidates applying for admission to the schools.

The failure to establish admission criteria and procedures results in the admission of nearly everyone who is ranked within the permitted enrolment quotas by MOE for admission to individual schools in the case of teachers' colleges and to individual departments in case of colleges of education. It is recognized that the quality of teacher trainees has more to do with the quality of teaching than any other factor. If colleges are to continue preparing school teachers, then schools of teacher education must identify, establish, and enforce measures to ensure that those who are admitted to pre-service teacher preparation programmes have the necessary ability and potential to develop into effective classroom teachers. The government is concerned with the fact that too many ineffective teachers have been admitted to teacher education programmes, were graduated, and are presently employed. This same trend will be continued in the future unless there is some improvement in setting admission standards. As a new strategy, a new teachers' college, the Korea University of Teachers was established in 1985 under a national foundation. This university aims to perform the function of a pilot school to innovate and reform the teacher education system as a whole (MOE, 1984).

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In any case, admission criteria must be identified which provide reasonable confidence that those who meet them have the necessary abilities and potential to become effective teacher practitioners. If humanistic teachers are to be prepared, they require additional abilities and potential. The problem of selective admission is not only knowing which criteria to employ but how to require schools of education to be selective in admitting teacher trainees into their preparation programmes. From this perspective the most effective methods of stimulating schools of education to establish and enforce selective admission standards is to make the quality in teacher education programmes consistent with the best interest of the institutions. It should be recognized that this can be accomplished by establishing reasonable enrolment quotas and making schools of education responsible for their graduates. The school of education would be permitted to admit only a limited number of students based on their necessary abilities and potential to become teachers and would be funded according to the financial requirements of the school. The quota established for each school would be based on the demands of the profession. Assuming responsibility is part of being a profession. Graduates of pre-service teacher education programmes should be carefully evaluated by the assessments board before being certified to teach and the school should not retain those who do not meet standards established by the board. From the survey conducted for this study as is seen in Table 2, Korean education personnel pay much attention to the quality of teachers according to their rating on Position Statement No. 13 with 5.28 of total group mean, even though this rating is comparatively low among all 17 statements (rank 15). It would be a serious problem if the schools of teacher preparation continue to attract students with limited academic ability because of their low admission standards.

The improvement of admission standards to teacher education schools can contribute to the solution of the present teacher oversupply problem which is very high and serious.

Effective accreditation and certification systems

It is common in any profession that new practitioners are successfully provided the necessary knowledge, skills and abilities for service in that particular profession and that this process is done through programme accreditation and of certification. These two

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systems are intended to accomplish two basic objectives. One is to assure education students that those permitted to practice the profession are competent and the other is to protect qualified practitioners from competition with unqualified individuals.

Since accreditation is primarily to ensure that the approved programmes are capable of preparing competent practitioners, it tends to emphasize minimal standards and quality assurance. Usually it is accepted as desirable that a single national, non-governmental agency takes that function. The programme accreditation of teacher education in Korea has not really evolved. Only an institutional evaluation of colleges and universities in general has been done from 1973 in two areas: the institutions and the disciplines. As a part of this evaluation, teacher education colleges have been evaluated by the government (until 1981) or by the Korean Council for University Education (from 1982) (KCUE, 1983). This cannot be said to be the accreditation system for teacher education programmes or schools. Therefore, there is in reality no accreditation for teacher preparation in spite of the felt necessity by education personnel as was evidenced in the survey. The Position Statement No. 12 was ranked low (rank 16th) when compared with other positions but all education personnel indicated its urgency by rating 5.27 in group total mean (Table 2).

Accreditation of teacher education programmes as well as other higher education programmes is optional. The National Council for Accreditation of Teacher Education (NCATE), the national accreditation agency in the United States, has confronted many difficulties in performing its function. According to Christensen (1980), of the 1,367 institutions with teacher preparation programmes, only 545 were accredited by NCATE as of March 1980, but graduates of the other 822 non-accredited programmes entered the profession. There are many reasons why NCATE has failed to involve all preparation programmes in the accreditation system. The major reasons are NCATE's own weaknesses and a lack of co-operation among member institutions and schools. It is noted that lack of accreditation does not necessarily mean that a programme is of inferior quality; but it raises questions concerning a programme's quality and certainly leaves the door open for programmes with inadequate staff, resources, and facilities to engage in teacher preparation.

The present teacher certification system in Korea is based on the completion of specified courses and credit hours set by MOE

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regulations. Since certification is intended to assure that each individual entering a profession and permitted to practice has the necessary practitioner knowledge, skills, and abilities, certification requirements usually include the completion of an approved programme of study, the evaluation of each applicant's professional ability through tests and interview, or through examining previous experiences and career in special cases. It is strange that unlike many other professions the teacher applicant's ability is not required to be evaluated or demonstrated in any way as a prerequisite to teacher certification. Even the course requirements are not well defined or based on research evidence, and emphasis is placed on course titles rather than programme content or processes rather than outcomes.

The certification of a teacher of humanized future citizens can no longer be based only on the completion of a group of college courses. To ensure that professional knowledge, skills, and abilities have been acquired, a competence evaluation should be conducted independent of the preparing institution. Even though this assessment is very difficult, it could consist of evaluations performed by professional educators who observed the candidate in the field, interviews by professionals, and standardized test evaluations. This process is necessary to assure the public that those who are allowed to teach indeed possess the knowledge and skills of the teaching profession. Therefore, to improve the certifying process, the following changes are urged. First, professional assessment boards must be established at the provincial base, independently of schools of teacher education and of provincial boards of education, to establish criteria and procedures for obtaining certification. Second, the graduates from the approved programme by the national accreditation agency should be eligible to apply for certification. Third, schools of teacher education must be given the responsibility for the professional preparation of their trainees as was mentioned earlier.

Accreditation should also ensure that an approved programme is governed by the profession, has necessary staff, curriculum, facilities, admission and attention policies, and utilizes research and development information to transmit that professional culture. Certification should assure that each applicant approved for certification possesses that professional culture. To be effective, programme accreditation by its national agency must be mandatory rather than a matter of choice.

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Accreditation and certification are the vitality of a profession. These processes should ensure quality among preparation programmes and the professional competence of each practitioner. For the teaching profession in Korea, accreditation and certification are not accomplishing either of these objectives. Their present policies, standards, and processes for the teaching profession do not guarantee the programme quality and practitioner competence. Until major changes and improvements are instituted, teaching cannot claim to be a viable profession. This means critical tasks for preparing competent future teachers of humanized citizens.

RETRAINING STRATEGIES FOR IN-SERVICE TEACHERS

Current status and problems

In-service teacher education programmes for both primary and secondary teachers are being undertaken in three ways: centre-based, school-based, and individual-based. The first two are major programmes. The centre-based in-service education is designed and implemented by teacher education schools or by various centres provided by the provincial board of education or Central Institute of Teacher Education under plans of their own or at the request of the Ministry of Education. School-based in-service teacher education is being done by individual schools under their own planning. There is a type of in-service education carried out by individual teachers for their own professional growth through attending advanced level schools or through their own independent study. The in-service education programmes are classified as general, special and advanced-level certificate. Programmes range from one or two hours, or one or two days, to six months. Typical of the in-service education institutions, are the in-service education centres attached to 11 teachers colleges and 16 national colleges of education. The education for obtaining advanced-level certificate is carried out according to the standard curriculum developed by MOE in 1982, while the curriculum for general or special in-service education is usually decided by the institutions which run the education programme under the instruction or guidelines of provincial boards of education or the MOE.

There are many immediate and future problems that require solutions. According to the study held by Ro and Hahn (1982) of KEDI, it is indicated that teachers tend to regard the in-service education programme as a means only for promotion rather than for their own professional growth. Due to this wrong perception, school-based in-service education seems to be inactive and superficial. In terms of curriculum or content provided for in-service education, it is a serious problem that there are overlaps not only between pre-

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service and in-service education programmes but also among the kinds of in-service programmes. Furthermore, it is also often pointed out that the content of in-service education is limited to meeting the educational needs of the actual community or classrooms. The inappropriate management of in-service education programmes is another problem. Many in-service education programmes rely mainly on lecture-dominated methods, and large class sizes. They are held in inappropriate seasons, and the length of training is an additional limit to their effectiveness. To these problems, the lack of equipment and facilities accelerates the ineffectiveness of in-service education. All equipment and facilities used for the programmes belong to the pre-service teacher education schools where the in-service education programmes are run. Furthermore, a crucial psychological problem is the lack of incentives to participate in in-service education programmes. The completion of in-service education programmes at campuses or centres is given little recognition when counting the required points for promotion or the award of the advanced-level certificate. Worse, results of school-based programmes or individual-based education completed by independent student study are not reflected at all. Programmes for training school administrators and supervisory staff, as a form of in-service education, are even less systematically organized and offered than those for other in-service education. These problems must surely be factors that interfere with the will to participate in in-service education programmes.

The problems and inappropriate status discussed above should first be solved and improved, and then supplementary strategies are to be provided for effective training of professional teachers of humanized future teachers.

Introducing lifelong and humanistic retraining of teachers

In recognizing the concept that learning is a lifelong process and that information is growing in geometric proportion to rapid social changes, the high quality of in-service teacher education is vital. The primary purposes of in-service education are school programme development and personal development. Merely adding in-service education to the already existing complex and heavy load of teachers would be counter-productive. In-service education, therefore, should posit its role as an integral part of the functions of teaching.

It is true that in-service education has not been paid much attention, being dealt with only as a secondary task to follow

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pre-service education. A strong trend is taking place in the teaching profession, which emphasizes the importance of in-service education from the increasing necessity of the lifelong professional development of teachers, especially of future teachers of humanized citizens. This kind of development was stimulated as an international trend to functionally integrate the process of in-service education into that of pre-service education. This movement was especially initiated by the Organization for Economic Co-operation and Development (OECD) and the United Nations Educational, Scientific and Cultural Organization (Unesco).

In 1974, OECD convened an international conference on "Policies of Teachers" in relation to the new roles of teachers and to innovation in teacher education An important recommendation raised by the conference was that teacher education should be understood as an integrated and consistent process. The concept of pre-service education for only one time should be changed to that of lifelong and continuing education.

The Unesco recommendations on "the changing roles of teachers and their influences on pre-service and in-service education" adopted in 1975 at the 35th International Conference on Education, which were provided in the same context as that of OECD in 1974, proposed three major points. First, since the changes of society and education necessarily bring changes in teachers' roles, the traditionally fi concept of education should be replaced by requesting the development of new concepts. This request is that teacher candidates need to be prepared for the teaching profession under the careful consideration of these changes and their continuing professional growth within the lifelong education framework. Second, in addition to the necessity for coping with ever changing roles, both pre-service and in-service education, from a view of consistent process, is necessary to be carried out continuously and step by step to provide effective professional growth of teachers as persons engaged in a profession. Third, in order to achieve these objectives, a new strategy for teacher education is inevitably to be provided, including the education for teacher educators. Thus, continuing education becomes an inevitable component in the teacher education process and it is emphasized that all educational personnel are asked to have continuing education within a certain period of time. Moreover, in-service education programmes should also be designed under the humanistic perspective for achieving humanized teachers of humanized citizens

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and the methods utilized for continuing education are requested to be carried out as flexibly as possible in accordance with the needs of teachers and of the community for adjusting diversification of the disciplines and increase of knowledge.

In Korea, it is fortunate that attention and efforts are being increased currently for achieving the goal of lifelong education, especially in in-service education. As was found out through the survey summarized in Table 2, education personnel responded with relatively high ranks to the statements of school-based in-service teacher education and continuing education (No. 10 and No. 11) and of collaborative in-service and continuing education (No. 15) including teacher educators development (No. 17). In terms of school-based in-service education, they ranked four among 17 statements, and 6.5 on continuing education. In-service education is to be considered separately from continuing education. Their concerns are as follows: in-service education should be primarily employment-oriented and be conducted on the basis of schools collaborating with colleges and local communities in order to meet specific instructional and social needs of particular schools; continuing education, on the other hand, should be needed as a supplementing and expanding programme and as a campus-based and field-oriented model under the collaboration between teachers and teacher educators.

Characteristics and practicability of lifelong teacher education

In general, lifelong education is understood as "a process of accomplishing personal, social, and professional development throughout the life-span of individuals in order to enhance the quality of life of both individuals and their collectives (Dave, 1976, p. 34)". In detail, it is conceptualized as an integration of education not only vertically but also horizontally and as linking education and life. In addition, since lifelong education could not be effective without the presence of appropriate skills and dispositions of the people who were to be the users of the system, *educability* is needed as the means of lifelong education, along with the necessary *motives, values,* and *attitudes* (Dave, 1973). A lifelong education system that can effectively implement these principies is characterized by five concepts: totality, integration, flexibility, democratization, and self-fulfilment. In order to achieve this goal, it should cover the entire lifespan of the individual including all levels of education, should be inter-related and inter-connected, should imply a dynamic approach

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to education, and should make it possible for people of differing patterns of intellectual development, interest and motivation to benefit from education. The values of this kind of lifelong education are thus humanistic, involving concepts like renewal of the spirit of man, human happiness, peace and freedom, and equality and democracy. When humanistic education is conceptualized from the view of a consistent process, it is clear that any retraining process on the job can particularly demonstrate that characteristic. However, the values of lifelong education have to recognize the importance of efficacy. What is required is a humanizing of the forces of science and technology, so that they enrich human life rather than govern or threaten.

When considering the practicability of this lifelong education from existing educational systems, there are several possibilities to assure the feasibility of lifelong education. First, lifelong education is now understood to be feasible from the clear evidences that adults not only *can* learn, but also actually *do* learn, even in old age. Second, lifelong education is also now being recognized to be feasible from the evidence that the skill and the will are not only preconditions for lifelong education but also outcomes that will be realized if lifelong education is established. This means that the preconditions for lifelong education will be created as results of movements towards the adoption of lifelong education. Third, today's availability of complex systems of communication, typically the mass media, assure the feasibility of lifelong education by allowing learning in many places, from many sources at many times, through ready transfer or distribution of information by stimulating goalsetting, feedback and evaluation of outcomes, through allowing the use of informal learning processes and sources of information, and through permitting contact with geographically remote sources of learning.

Since learning takes place throughout life as a lifelong process, the system through which this learning occurs is not confined to the formal education system which refers to the structured set of organized educational institutions, but also non-formal education which refers to less highly organized educational activities outside the formal system. The lifelong learning, furthermore, recognizes that lifelong learning is possible through an informal system which involves the whole system of learning through day-to-day experiences in an unstructured, spontaneous manner. Lifelong education aims

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at aiding, guiding, systematizing and accelerating the process of life-long learning, in order to improve its efficiency, to increase its extent, to provide it with goals and purposes, and to make it more capable to meet the needs of the individual (Dave, 1976). But it is clear that lifelong education is more closely related to in-service and continuing education than pre-service education.

From this goal of lifelong education, several crucial implications can be derived in relation to the ways in which schools demonstrate their functions. First of all, by the introduction of lifelong educa-tion, the school needs to become an agency in which the foundation for lifelong education is laid and to equip students with the attitudes and interests, motives and abilities necessary for carrying on a life-long systematic learning. When schools take this role, they should modify their curriculum under the four assumptions: (1) all adults need an effective core education to be equipped with knowledge and skills needed for a life-time of learning; (2) schools have to offer multiple learning opportunities and have to be closely linked to learning systems lying outside them; (3) schools need to offer oppor-tunities for multiple education experiences; and (4) all people must have equitable access to learning facilities (Delker, 1974). In relation to more direct classroom practice, lifelong education needs to shift its emphases from transmission of fixed knowledge to the imparting of fundamental skills – above all, learning to learn. This shift is demonstrated by less emphasis on specialization, more emphasis on communication skills including mass media, and more emphasis on individualized learning, more individual contacts between teachers and students, and more individual and group work through various activities.

These changing roles and concepts of education and schools sug-gest implications for the role of teachers in the classroom and the kinds of skills they should possess. The goals of lifelong education probably cannot be achieved without teachers who possess the neces-sary attitudes, knowledge and skills. But it is very difficult to modify the present teacher education curriculum, instructional procedures, and practice teaching programmes of pre-service teacher preparation, towards this perspective of lifelong education. Similar investigations in the area of in-service and continuing teacher education is also needed. The content of in-service and continuing teacher education, its time requirement, techniques to be used, and the overall strategies to be adopted for involving all teachers are important problems of research and development.

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Fostering school-based in-service education

Since the OECD's recommendation at the international conference on "Policies for Teachers" for continuing education of teachers in 1974, and Unesco's recommendations of 1975 provided from the same context of OECD's recommendation of the previous year, the necessity for in-service teacher education has been recognized worldwide and efforts to implement it have been increasingly made. Especially the Centre for Educational Research and Innovation (CERI) of OECD made an intensive effort to develop innovative models for in-service teacher education at the compulsory education level.

School-based in-service education has been closely related to the movement of school-based curriculum development since the 1960s. This has developed from a basic assumption that schools are the centre of curriculum development and that the key role of the teacher is to improve the curriculum. To this it is added that specific instructional and social needs of particular schools should be met through education at the school. From these assumptions, it becomes clear that school-based in-service education could be very effective when its focus lies in the schools and when it is the product of collaborative planning and implementation involving colleges and schools. In actual school-based in-service teacher education, the following major premises may be operated: (1) teachers should be involved in the identification and articulation of their own training needs; (2) growth experiences for teachers should be individualized; and (3) the single school is the largest and most appropriate unit for educational change.

From several case studies carried out by two of this research team and reported to the Unesco Regional Office for Education in Asia and the Pacific in 1982 and 1984 (refer to *In-service primary education in Asia,* and *Research to improve teaching-learning practices* and related papers submitted), several advantages were found which support the establishment of school-based in-service education.

1. School-based in-service programmes are more likely to influence teacher attitudes than college-based programmes;

2. School-based in-service teacher education programmes tend to have greater success in accomplishing their objectives than do college programmes because of active teacher participation in planning and performing programmes, because of differentiated training

experiences for different teachers, because of their placing active roles of teacher, because of their emphasizing demonstrations, supervized trials, and feedback, and because of mutual assistance among teachers;

3. School-based in-service programmes are strongly effective because of their emphasizing self-instruction of teachers;

4. School-based in-service programmes are likely to give teachers more benefits than single-shot programmes that are not part of a general staff development plan; or that pre-plan their goals and activities because of their linkage to a general effort of the school and because the teachers choose their own goals and activities.

As was shown in the 1982 report, various school-based in-service education programmes are being operated under the assumption that teachers are able to develop most of their professional quality in the schools in which they work, when they can apply their ideas and skills to actual school situations and can modify these ideas and skills appropriately to actual situations. The major types of school-based education are demonstration teaching and related conference, delivering education of course contents or lecture contents received at special opportunities of learning, demonstrations of individual-based study results, special lectures by experts, or supervised trials. According to Ro and Hahn's (1982) study, the method of demonstration teaching and related conference is most frequently used as a means of school-based in-service education in Korea. The contents or subjects dealt with through this education are revealed to range from the area of general education to that of professional study component and to in-depth major areas. But in general, programmes of school-based in-service education are unstructured and ineffective since they are being conducted solely under the plan or schedule of a particular school and without any collaboration with other agencies or institutions. The worst point is the fact that no benefit is given to obtaining an advanced-level certificate. Nevertheless, it is true that the door has already been opened to use existing school-based education programmes as desirable school-based in-service education models.

Policy directions for humanistic future in-service education

In order to enhance its effectiveness of humanistic in-service education for the future, it is possible to indicate several important

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policy directions. As was pointed out earlier, they must be based on some preliminary and basic assumptions for in-service education. One of them is that all in-service education programmes should be planned and provided from the perspective of lifelong professional development of teachers. It is another basic assumption that the in-service education should seek school-based programmes for achieving their maximal effectivenesses. The fact that the general framework of the programmes should be based on an assumption to build humanized citizens is the most fundamental and comprehensive assumption to cover all education programmes.

One of the crucial suggestions is to provide policies to expand opportunities for participating in in-service education programmes. It was Ro and Hahn's finding that there are many regulations or procedures to restrict such participation. Providing enough opportunities for in-service education is a strategy of humanizing the programmes. It is urged to utilize the Korea Correspondence and Air College (KCAC), the existing ten open colleges, or 32 graduate schools of education (Ro and Hahn, 1982; Cho, 1984) as a means to allow teachers to study for the advanced-level certificate. The KCAC is a very desirable institution to be utilized as a major institution for the in-service education of elementary teachers and also as a supplementary education institution for secondary teachers since a very low financial load is requested of participants and infinite room is available. As an innovative policy task for higher education of the new age, the recently established open colleges could possibly be utilized as the new institutions of in-service education for all school level teachers. The graduate schools may become the effective institutions of in-service education, especially for secondary teachers seeking promotion, and for the M.A. degree even though tuition fees must be paid. By providing appropriate financial assistance programmes from the government or boards of education, this strategy of expanding in-service education opportunities can achieve its brilliant effectiveness.

It is recommended to train humanistic in-service co-ordinators who are most responsible for upgrading the professional experiences of in-service teachers for their education at campuses or centres. In helping teachers become personally excited with and involved in in-service education programmes, it must be desirable to design a strategy in such a way that in-service education co-ordinators can use alternative, personalized, and individualized in-service approaches

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based on the unique learning styles of their teachers. Although humanism has acquired many meanings, an in-service education co-ordinator can "humanize" in-service programmes by providing individual and personal options for teachers dependent upon their learning styles. The role of the humanistic in-service education co-ordinator is to assist each teacher in selecting an in-service approach that best fits and satisfies his personal and professional needs. An individualized in-service education process can be rewarding and effective when teachers begin at their level of sophistication, using their own learning styles and needs, and create new meanings not only for themselves but for their school leaders and others with whom they interact. There may be various types of typologies for in-service education, differentiating among educational goals and means upon which each typology is based.

The recommendation of a teacher tutor system was still an important policy task to adopt (Ro and Hahn, 1982). Teacher tutors are needed to train those who are expected to play the key role for the in-service education within a particular school. Those who have outstanding ability in theory and teaching techniques are recruited as candidates for teacher tutor posts, are intensively trained for the job for an appropriate period of time, and then are placed to the position to play pioneer roles for clinical supervisory work in real school situations. Since the number of supervisory staff is currently so limited, teachers working at schools have rare opportunities to benefit from supervisory help by experts. Teacher tutors may do these supervisory duties, not only in their schools, but also in their counties or districts. The system of head teacher which is being considered by MOE needs to be instituted for the teacher tutor concept. The head teacher or teacher tutor, as a supervisory teacher, can be utilized as the lecturer or practitioner in various in-service education activities or as a mobile teacher who visits and helps teachers in other schools.

Introducing the system of "probationary period" for a new teacher is another possible and important point to consider for adoption. This is recommended by KEDI (1983) and is also being seriously considered for adoption by the government. The prime aim of this system lies in examining qualities or abilities of graduates from education schools as professional teachers. This is done through experiencing professional culture and activities in the real school

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situations and also through deepening various professional experiences there during the period. The appointment is conditional for a one-year period and after successfully performing tasks and practices of the period, the graduates are given the status of a regular appointment. The system also aims to provide the opportunity for self-evaluation of their professional beliefs and potential as teachers. From the view of in-service education at a particular school level, the probationary system can assist the participants in accomplishing these valuable objectives and can give a worthwhile and needed orientation to the teaching profession. For their successful experiences and growth during the period, they must be supported during this period by teachers responsible for their guidance, school principals and district or provincial boards of education.

From the suggestions of Cho's (1984), KEDI's (1983) and Ro and Hahn's (1982) study, the following policy directions and tasks are additionally recommended:

1. It is crucial to create an incentive climate for in-service education placing emphasis on professional growth of teachers rather than on being certified for advanced-level certificates.

2. As an innovative task, it may be considered to develop a new kind of humanistic in-service education model which integrates the qualifying programmes with the general programmes through constructing the standard curriculum which emphasizes humanistic and futuristic lifelong perspectives and where in-service education requires teachers to take credit-based courses.

3. Individual-based in-service education, carried out by the teachers' independent study, should be more encouraged through positive and financial assistance and supports from the government or the provincial boards of education and through providing an appropriate merit system.

4. In-service education for school administrators and supervisory staff needs strengthening to help the professional but humanistic growth of in-service teachers.

5. Special attention is needed in order to develop functional continuing education programmes, with a different perspective from in-service education and from the perspectives of its unique function. The design should be campus-based but field-oriented, with a high

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level of diagnostic, prescriptive and leadership activities for a variety of school, community and social conditions; and foster collaborative efforts between teacher educators and teachers in planning, conducting and evaluating teachers' lifelong development.

Chapter Seven

CONCLUSION

Education should be an agent of social change when it is posited on future-oriented direction. In performing this changed task of education self-actualizing humanized citizens, the teachers are called on to be equipped with newly qualified competences. The first and the most crucial request to them is that they themselves become humanized or humanistic persons.

Both from the survey conducted by this study and from a review of the literature, it is clear that Korean education personnel are much concerned with educational development and improvement in the future, especially related to teacher education. One of the aspects most emphasized by them in teacher education is that their teaching job be a real profession. Teacher education is, therefore, to be proceeded with as a training arm of this profession as in the case of other professions like medicine, dentistry or law which have a specific professional culture. In pre-service education, campus-based education programmes are recommended under the assurance of quality by effective accreditation and certification standards and evaluation procedures. Under these campus-based programmes, the professionalism of teacher education can be highly guaranteed for educating humanized future citizens.

In-service and continuing education is imperative in the future because of the urgent necessity for teachers' lifelong development for the era. These two types of retraining should be developed and improved to enable them to achieve the maximal performance of their function. In-service education needs to be oriented toward the school-based models to meet the instructional and social needs of the particular school and community. Continuing education is a campus-based model for preparing teachers, with high levels of diagnostic, prescriptive and leadership activities, for conditions in the school, community and society.

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In short, teacher education for the future Korea is to be re-designed in order to increase the effectiveness of education in achieving the goal of its excellence and to play its vital roles in the realization of human potential and in the achievement of a maximal national development. To build humanized future citizens, a continued striving for excellence in education is imperative and this goal of excellence can be achieved through the improvement of the quality of teaching and the teaching profession, and teacher training institutions. For the improvement of teaching, the redesigning of a comprehensive national policy for teacher education is a crucial and essential foundation for the development of effective teacher education programmes. This study was attempted to achieve this redesigning objective.

It is also important to realize that redesigning teacher education policy should be provided a high priority on the global perspective in education generally and in teacher education specifically from the recognition of increasing interdependence among nations and among cultures. Furthermore, there is an additional condition to consider in the redesigning process. That is, the redesign of current teacher education for the future should be prepared through a partnership effort involving all who have a stake in the educational process. Not only the government at both the executive and legislative levels, but also the teacher education schools, the schools, the teaching profession and the public should all be involved. The flexibility and adaptability to the needs and realities of the country or the society in re-designing teacher education is dependent upon the degree of meeting these conditions.

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5. Educational technology with stress on mass media and low-cost instructional materials;

6. Professional support services and training of educational personnel;

7. Co-operative studies and innovative projects of research and research-based experimentation related to educational development.

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