

# 学長メッセージ

Message from the President



学長 飯田 慎司  
President IIDA Shinji

大学の基本的な目標は、豊かな知を創造し、教育実践力にあふれた教員を、学部と大学院において養成することです。これは、平成25年12月に文部科学省より公表されました「大学のミッション」で掲げたものでもあります。教育は国の根幹を成すものであり、その教育に携わる有為な教員を養成することが大学の最も重要な使命です。大学がこの使命を、自信と誇りをもって果たすことができるように、大学の運営と経営にあたります。

まず、学部から大学院に至る教育を段階的・階層的に整序して、その質を高めるべく、体系的に再構築した学位授与方針（ディプロマ・ポリシー）、教育課程編成・実施の方針（カリキュラム・ポリシー）及び入学者受け入れ方針（アドミッション・ポリシー）のもと、学部・大学院の教育を行い、恒常的にその評価・改善を実施します。正課外活動である、「英語習得院」での英語会話能力の向上、及び「地域志向型学生ボランティア活動認定システム」による、学校や保護者、地域と協働して活動することができる資質・能力の向上を図ります。

研究においては、「教育総合研究所」を中核として、九州内の教育委員会や他大学、本学附属学校などと連携し、教育力向上に資する研究プロジェクトを推進します。例えば、文部科学省より調査研究事業の委託を受け、教員育成指標のモデルを開発するとともに、「九州地区教員養成・研修研究協議会」を立ち上げ、沖縄を含め、九州全域の各県と各政令市の教育委員会、教育センター、並びに各大学教育学部の教員からなる委員に現職教員の研修の在り方に関してご議論いただきました。この協議会の実績や関係者の要望を踏まえ、九州・沖縄の19の国公立大学と各県、政令市等12の教育委員会が参画し、小学校、中学校、高等学校などの教員研修について情報提供や共有を行い、教員研修の効果的・効率的な実施に向けて研修プログラムなどを開発する「九州教員研修支援ネットワーク」を立ち上げ、九州全体の教育力の向上に資するよう取り組みを行っています。

今後、教員と事務職員の教職協働により、これらの教育・研究活動及び社会貢献・国際交流の分野で、教員養成大学としての揺るぎない地位を築きます。

UTEF's basic objectives at both undergraduate and graduate schools are to develop intelligence and to foster educators with excellent teaching skills. These objectives are the same as the ones outlined in the UTEF Mission released in December 2013. Education is the foundation of a country, and UTEF's most important task is to foster competent educators. We will administer and manage UTEF such that we can accomplish this mission with pride and confidence.

In order to arrange a stepwise education program from the undergraduate to graduate level and enhance the quality of such education, we will systematically reconstruct our diploma policy, curriculum policy, and admission policy for both levels, and we will constantly evaluate and improve these policies. We will also organize extra-curricular activities to expand students' abilities; specifically, we have established the English Learning Institute to provide students an opportunity to improve their English language skills, and instituted the community-rooted Student Volunteering Accreditation System to enhance students' capacities and talents for engaging in collaborative activities with schools, parents/guardians, and the local community.

In the field of research, we, along with the Boards of Education in the Kyushu region, other universities, and our affiliated schools, promote research projects that facilitate the improvement of educational capabilities, with the "Institute for Advanced Studies in Education" as the hub of such activities. For example, we received a Grant-in-Aid for Scientific Research from the Ministry of Education, Culture, Sports, Science and Technology, and we developed a model of teacher training indicators. Additionally, we held the "Conference for the Development and Training of Teachers in the Kyushu Region" to discuss how training for existing teachers should be conducted, with members drawn from the Boards of Education of all prefectures and designated cities in Kyushu and also Okinawa, educational centers, and teaching staff of the departments of education from all universities. Based on the success of this conference and at the request of participants, the 12 Boards of Education of designated cities and prefectures, and the 19 public and private universities across Kyushu and Okinawa planned and carried out the dissemination of information about teacher training in elementary, middle, and high schools. This led to the establishment of the "Kyushu Teacher Development Support Network," which develops teacher training programs focused on efficient and effective practice, contributing to the improvement of educational capabilities across Kyushu.

Looking ahead, we will build a solid position as a university of teacher education for educational and research activities in the areas of social contribution and international exchange, thanks to the cooperation of teachers and administrative staff.

# 基本理念・基本目標

Basic Philosophy and Objectives

## 基本理念

福岡教育大学は、教育に関する教育・研究を総合的に行う九州地区の拠点大学として、学生に豊かな教養と深い専門的知識技能を獲得させることによって、知的発達と人間的成長を促し、もって有為な教育者を養成するとともに、地域及び我が国の文化の発展に寄与することを目指す。また、東アジ

ア諸国をはじめ、世界の教育機関との教育・学術交流を通して国際化を図る。

これらの理念は、教育面、研究面、社会貢献面において目標を定め、それぞれの目標を具体化し、実行することによって達成する。

## 基本目標

### 豊かな知を創造し、力のある教員を育てる —九州の教員養成拠点大学—

福岡教育大学は、有為な教育者の養成を目的に掲げ、今日までその達成に鋭意努めてきた。そして、先に国とともに行った「ミッションの再定義」において、義務教育諸学校に関する教員養成機能における広域の拠点的作用を目指すことを基本的な目標とし、実践型教員養成機能への質的転換を図り、我が国の学校教員の質の向上に貢献することを宣言した。この使命と責任を果たすため、第3期中期目標期間においては、以下のような目に見えるかたちでの改革を実行し、国民及び地域社会からの一層の期待に応える。

教育における取組では、これまで進めてきた学部改組と大学院改革の方向性を一層確実にする。すなわち、学部は入学定員の移動の上に、初等・中等・特別支援教育教員養成課程における「課程」としての教育を充実させ、大学院は教員養成大学における大学院としての性格を明確にし、我が国最先端の卓越した大学院を目指したものに創り変える。具体的には、学部では、義務教育段階の教員養成を確実に担う「教職教育院」の教育実施体制を強化し、学習指導要領改訂を見据えて教員養成カリキュラムと教養教育を抜本的に見直す。社会が教員の在るべき姿として本学卒業生に求める資質・能力を「福教大ブランド」として明確化し、新たに定める入学者受入方針（アドミッション・ポリシー）に即した入試に転換する。大学院では、修士課程の縮減とコース再編並びに教職大学院の入学定員増を行い、近隣の大学と連携して教職大学院の拡充を行い、いじめの根絶、知識・技能の活用を促す新しい学習指導や教育課程の編成等に関する卓越した知見と教育計画を開発する大学院を目指す。また、英語が話せる小学校教員の養成と現職教員の研修、協定校留学、海外短期語学研修事業を行うため、本学独自に設けた「英語習得院」による教育体制を強化する。さらに、学生ボランティア活動の充実と附属学校での教育実習の改善により、教員志望の学生の意欲や自信を幅広く醸成し、教育総合インターンシップ実習に繋げる仕組みを構築する。これらにより、本学卒業生における教員就職率の格段の向上に徹底して取り組む。併せて附属学校教員を含む現職教員の大学院就学、特に教職大学院

への就学を強力に推進するため、附属学校に大学院のサテライト教室を整備する。附属学校では、大学との連携を一層強化し、義務教育段階でのグローバル化やインクルーシブ教育、小中一貫教育、情報化に対応する先進的取組を重点化して行うとともに、安全・安心の修学環境整備の下、ゆとりのある学校生活を創造し、公立学校の真のモデルとなりうる教育実施体制を実現する。

研究における取組では、大学全体の研究としては、「教育総合研究所」において、国及び地域の教育力向上に資する研究プロジェクトを強力に推進する。大学教員個人の研究については、外部資金の活用を基本とするよう改めるとともに、教育研究費を本学のミッションの実現に向けた戦略的な配分方式に転換する。加えて、不正防止に係る研究倫理教育を充実し、研究水準の向上を図るため、紀要等における査読システムを導入する。

社会貢献と国際交流における取組では、学生のボランティア活動の推奨と併せて本学版COC事業（地（知）の拠点整備事業）を地域の教育委員会との連携協力の下に実行する。また、海外協定校との国際交流実績を踏まえ、安全の確保に配慮しながらアジアやヨーロッパにおける海外協定校を増やす。留学生の派遣においては、留学により身に付く内容を研修プログラムとして策定し、学内外に公表し、派遣学生の増大を図る。

学内運営における取組では、これからのあるべき教員配置についての中長期的な移行方策を立案して実行するとともに、教員組織を大括り化し、教育機能の集中化と再配置を進める。採用や昇任に係る大学教員人事は当該講座が発議する方式を改め、理事や部局長を加えた教員人事委員会で行い、ミッションの実現に尽力する教職員の人事考課を一層公正かつ適切に実施する。これらを始め、学長のリーダーシップを発揮する体制を強化する。

以上の取組により、九州の教員養成拠点大学としての強みと特色を強化する。（第3期中期目標前文より）

## Basic Philosophy

University of Teacher Education Fukuoka, serving as a center in the Kyushu area as an educational research facility, aims to develop intelligence and growth while training competent educators by providing our students with rich training and profound technical knowledge and skills. We aim to contribute to the development of culture in the local and national communities while internationalizing students

through educational and academic exchanges with educational organizations around the world, especially East Asian countries.

Our university will implement these philosophies by setting concrete goals in terms of education, research and contributions to local communities, and by successfully executing each to achieve these goals.

## Basic Objectives

### Developing intelligence, training competent educators – A community-rooted center of teacher training in Kyushu –

UTEF has so far steadfastly pursued its objective of training competent educators. It recently redefined its mission in step with government reforms. Its new mission is to serve as a regional hub for the training of teachers involved in compulsory education, execute a qualitative shift toward practice-oriented teacher training programs, and thereby contribute to enhancing the quality of school teaching in Japan. In order to fulfill its mission and responsibilities, UTEF will implement the following concrete reforms as part of the third mid-term objectives' period, and increase efforts to meet the expectations of the local community and the public.

The first set of reforms concerns the curriculum. UTEF has already made progress in terms of restructuring its undergraduate school and reforming the graduate school. Going forward, these reforms will be given a more specific direction. Following the rearrangement of student quotas, the undergraduate school will fulfill its role of providing training programs for elementary-school teachers, secondary-school teachers, and special-needs-education teachers, while the graduate school will further clarify its role within UTEF and reconstruct itself with a view to transform it into the most advanced and sophisticated graduate school in Japan. More specifically, at an undergraduate level, we will strengthen the teacher training framework of the Teacher Education Institute in order to steadfastly train teachers in the field of compulsory education, and we will radically reform the teacher training curriculum and teacher training in anticipation of a change in the government's curriculum guidelines. Furthermore, we will clearly specify and enshrine as part of the UTEF brand, the talents and skills that UTEF graduates should be equipped with in order to match society's expectations toward them, and we will restructure the entrance examination around our new admission policy. At a graduate level, we will condense the master's program, rearrange course content, increase the student quota for the Graduate School of Education, and expand the Graduate School of Education in collaboration with neighboring universities. We also aim to develop an education plan and to produce outstanding findings concerning novel teaching methods and curricula that will help eliminate bullying and leverage knowledge and skills. The educational framework of UTEF's English Learning Institute will also be upgraded to better train English-fluent elementary-school teachers, improve the skills of existing teachers, facilitate school exchanges, and organize short-term overseas language training programs. In addition to the above, we will enrich students' voluntary activities and improve student teaching (practical teaching experiences) in the attached schools in order to broadly foster motivation and self-confidence among students who aspire to be teachers, and we will construct a system that connects such students to the Comprehensive Internship Program and Practicum in Education. Through these initiatives, we will make a thorough effort to substantially improve the employment rate of UTEF graduates. At the same time, we will establish satellite classes of the graduate school in the

attached schools as part of a concerted effort to promote the admission of existing schoolteachers, including those in the attached schools, to the graduate school and the Graduate School of Education in particular. The attached schools will strengthen their ties with UTEF, and they will implement compulsory education prioritizing teaching about globalization and inclusivity, ensuring consistency between elementary and secondary-level education, and informationalization. They will also foster a comfortable school life in a safe learning environment, and achieve a teaching system that can be a true model for public schools.

With regard to research, the research efforts of the university as a whole will be spearheaded by the Institute for Advanced Studies in Education. The Institute will powerfully promote research projects that contribute to the enhancement of teaching capacity at a national and local level. Individual research projects of the teaching staff will also be revised. Such projects will now primarily utilize external funding. Moreover, we will switch to a strategic distribution method of Educational and Research Expenses with a view to achieving UTEF's mission. We will also enhance research ethics education concerning fraud prevention, and introduce a review system in the bulletin with a view to improving research standards.

In terms of our efforts to contribute to society and facilitate international exchanges, in addition to promoting students' voluntary activities, we will implement UTEF's own Center of Community (COC) project in collaboration with local education committees. In addition, building on our track record in international exchanges with affiliated overseas schools, we will increase the number of affiliated schools across Asia and Europe while being mindful of securing safety. We will outline in our overseas training program the specific content that students are expected to master from study abroad, publicize such content internally and externally, and endeavor to increase the number of students participating in study-abroad programs.

In terms of UTEF's internal administration, we will formulate and execute a medium- to long-term transition policy for achieving the necessary deployments of teaching staff, significantly consolidate the teaching organization, and pursue the streamlining and reallocation of educational functions. Regarding matters related to the recruitment or promotion of teachers, we will amend the method for submitting motions on such matters by the relevant departments. These matters will now be discussed at a teaching personnel committee, whose membership includes executive directors and section heads, and personnel performance ratings of teachers who strive to achieve UTEF's mission will be implemented in a fairer and more appropriate manner. In tandem with these measures, we will strengthen the system for enabling the president to exert his leadership.

The above initiatives are intended to reinforce UTEF's role as a community-rooted center for teacher training in Kyushu (from the preamble to the third mid-term plan).



## 国立大学のミッションの再定義

日本社会が直面する諸課題に対して大学が社会を変革するエンジンとしての役割を果たすため、平成24年6月に文部科学省において「大学改革実行プラン」が策定され、大学機能の再構築とそのガバナンスの充実・強化という大学改革の方向性が示されました。ミッションの再定義は、この改革プロセスにおいて各大学・学部がその設置目的を明確化し、公的機関としての存在意義を明らかにすることです。本学は社会が求める人材像を踏まえ、義務教育諸学校の教員養成を行う大学で

あることを明確にして、文部科学省との協議の上に進めてきました。

平成25年12月に本学のミッション（強み・特色・社会的役割）が社会に公表され、今後、本学のミッションを踏まえ、教員養成の拠点大学として社会からの期待に沿うべく、ガバナンス改革を始めとした教育研究機能の強化のための改革に取り組み、実践力のある質の高い教員を養成していきます。

## 本学のミッション（「強みや特色、社会的な役割」より抜粋）（平成25年12月文部科学省公表）

福岡教育大学の教員養成分野は、教育委員会等との連携強化により、義務教育諸学校に関する教員養成機能における広域の拠点的作用を目指すことを基本的な目標とし、実践型教員養成機能への質的転換を図り、我が国の学校教員の質の向上に貢献する。このため、大学運営においては特に以下の二点について取り組む。

- i 実践的指導力の育成・強化を図るため、現在約20%の学校現場での指導経験のある大学教員を第3期中期目標期間末までに30%を確保するとともに、併せてすべての教員が実務を経験したり、教育行政に関与するなど学校現場に通じた大学教員となるよう第2期中期目標期間に改革を行う。
- ii 大学に教育委員会の幹部職員や公立の連携協力校の長等が構成員となる常設の教員養成の質向上に関する諮問会議を設置し、学部や大学院のカリキュラムの検証、養成する人材像、現職教員の再教育の在り方などについて定期的に実質的な意見交換を行い、教員養成に対する社会的要請を受けとめて、その質の向上を図る。

学士課程教育では、附属学校や公立の連携協力校等を積極的に活用するなど、実践的な能力を育成しつつ、平成25年度から着手したカリキュラム改訂に基づいて、教科及び教職に関する各授業科目を有機的に結びつけた体系的な教育課程によって義務教育諸学校の教員を養成する。第2期中期目標期間に改革を行い、九州の教員養成機能の拠点的作用を担う。

なお、卒業者に占める教員就職率（臨時的任用を含む）について、現状は71%であるが、将来の教員採用需要見通しを踏まえ、第2期中期目標期間において、教員になるための資質能力を有する者を的確に選抜する入試改革と学生の進路に関する希望に応える教育改革を行い、第3期中期目標期間中は85%を確保する。

併せて共生社会教育課程、環境教育課程及び芸術課程については、第3期中期目標期間末までに規模の縮小ととも

に社会的要請を踏まえた抜本的な見直しを図る。

教職大学院では、福岡県教育委員会等との連携・協働により、学部修了者を対象として、より実践的な指導力・展開力を備え、新しい学校づくりの有力な一員となり得る新人教員の養成を行う。また現職教員を対象として、地域や学校における指導的役割を果たし得る教員等として不可欠な確かな指導的理論と優れた実践力・応用力を備えたスクールリーダーを養成する。このため実務家教員と研究者教員のチーム・ティーチングによる授業を拡充したり、院生相互のチームワークの中で相互研鑽を積む本学方式の充実を図ることにより、学校での実習科目をさらに充実させるなどして、理論と実践を架橋した教育の充実を図る。

なお、修了者（現職教員を除く）の教員就職率は、現状は93%であるが、第2期中期目標期間における改革を行い、第3期中期目標期間中は100%を確保する。

修士課程では、これからの我が国の学校教育において必要となる教科指導力の在り方を踏まえ、従来の教科教育に関する領域を再構築して、実践的課題解決に資するコースと研究指導体制を整備することにより、九州の拠点大学として、高度専門職業人としての教員を養成する。

なお、修了者（現職教員を除く）の教員就職率は、現状は64%であるが、第2期中期目標期間において、学部4年生からの大学院授業科目の一部履修を可能にする制度を導入するなどの改革を行い、第3期中期目標期間中は85%を確保する。

教員養成を行う九州の拠点大学として、プロジェクト型の柔軟な組織体制の下、今日的な教育課題や人権問題、融合領域の課題等に関する研究を推進し、その成果を広く発信する。

また、附属学校等と協働して学校における実践的課題解決に資する研究活動を行うとともに、免許状更新講習の実施、教育委員会等が行う現職教員研修のプログラム開発、校外研修への組織的な参画により、我が国の教員の資質能力向上に寄与するなど、積極的に社会貢献活動を行う。

## Redefining the Mission of National Universities

The Ministry of Education, Culture, Sports Science and Technology (MEXT) formulated the National University Reform Plan in June 2012 to carry out the role as a catalyst to transform society in order to challenge the issues that Japan faces, and to enhance the direction of university reform which is to restructure the function of universities and to strengthen the overall governance. In this reform process, redefining the mission is achieved by exchanging views with

MEXT with each university to clarify their purposes as public educational institutions.

Our mission (strengths, characteristics and social roles) was announced in December 2013. From this day forward, we have enhanced our teaching and researching functions, starting with Governance Reform, to train high quality teachers with practical skills to live up to social expectations as a major university for teacher training.

### Our Mission (Excerpt from strengths, characteristics and social roles) (December 2013, publication of MEXT)

Our training program is intended to responsibly fulfill an important role as a central university involved in teacher training for schools that focus on compulsory education. And we emphasize a practical training program to contribute to the improvement of the quality of teachers. Therefore, we especially focus on the following two points:

- 1) We intend to raise the percentage of teachers who have on-site teaching experience from 20% to 30% by the end of the third midterm objectives' period in order to strengthen practical leadership. Also, we do our best to support teachers with on-site experience, as well as to become more well-versed in the area of education by the second midterm objectives' period.
- 2) The advisory board, consisting of senior teachers and principals in cooperating schools, endeavors to establish and improve the quality of teacher training. There will be an exchange of views about the curriculum from each department and graduate school, in conjunction with ideas regarding human resources, and information on how to retrain teachers according to societal norms and expectations.

The undergraduate program not only cultivates practical ability by actively involving the attached schools and cooperating schools, but also trains students to be teachers using a systematic curriculum which is linked to all education-related courses, based on the curriculum reform we implemented in 2013. We will continue to work on educational reform during the second midterm objectives' period to take responsibility as a major university for teacher training in Kyushu.

Although the employment rate is currently 71%, we plan to increase this to 85% during the third midterm objectives' period by reforming the entrance exam in order to make it suitable for those becoming teachers and to continue to reform the educational system to meet students' needs in the future.

We are also in the process of restructuring the programs of Coexistence Education as well as Environment Education and Arts, and plan to revise them drastically to better conform to

societal needs and desires.

At the graduate-school level, we train students to be aspiring teachers who will become active members in their new schools with practical teaching and methodology by cooperating with the Fukuoka Prefectural Board of Education. In relation to training for professional teachers, we foster school leaders who have practical skills and abilities, which are required in order to be role models as teachers in society and schools. Substantial improvement, from theory to practice, should be made by completing the general core subjects with team-teaching by professional teachers and researchers, and by enhancing each other through this teamwork.

The employment rate of graduates (professional teachers excluded) is 93%, and we endeavor to raise this to 100% during the third midterm objectives' period through the educational reform proposals of the second midterm objectives' period.

The master's program is designed to foster highly sophisticated teachers. As a major education university in Kyushu, we regularly review and reform our educational curriculum by maintaining courses and leadership activities for practical solutions.

The employment rate of graduates (professional teachers excluded) is 64%, and we endeavor to raise this to 85% during the third midterm objectives' period through educational reform, such as enabling fourth-year university students to take part in courses in the graduate program.

As a major university for teacher training in Kyushu, we promote research based on today's educational challenges, human rights and related issues, and we widely transmit the results under a flexible project-style manner of organization.

We promote research activities which solve practical issues by cooperating with the attached schools. At the same time, we contribute to society and improve teachers' abilities by providing a program to renew licenses, developing programs for professional teachers in conjunction with boards of education, and actively participating in outside training.

# 第3期中期目標・中期計画における重点的取組

Important Initiatives of the 3rd Mid-term Objectives and Plans

第3期中期目標・中期計画においては、本学のミッションである「実践型教員養成機能への質的転換」による「教員就職率の向上」を目指して、「戦略性が高く意欲的な目標・計画」を中心に取組を実施します。

## 「戦略性が高く、意欲的な目標・計画」とは

第3期中期目標・中期計画（平成28～令和3年度に実施）において、特に法人が自ら機能強化に向けた特色のある活動や高い目標を積極的に掲げて実施することを目指すもので、次の趣旨を踏まえて申請し、国立大学法人評価委員会で認定されたものです。

- 法人の機能強化に向けて先駆的・先導的に取り組むもの
- 取組の重要性を踏まえ、高い数値目標を掲げて取り組むもの
- 法人の機能強化に向けて法人の強み・特色を一層明確にするため、重点的な資源の再配分を行い、具体的かつ高い達成目標を掲げて取り組むもの

## 福岡教育大学の「戦略性が高く、意欲的な目標・計画」の概要

学校現場で役立つ高い実践力を備えた教員を養成する体制を強化し、教員就職率を向上させます

（中期目標1・中期計画1、中期計画2、中期計画3）

- 全国初の新指導体制「教職教育院」を中核とした教育と学生指導により、初等・中等・特別支援の各学校種に応じた教育課程による実践的な教育を徹底し、学校現場での体験・実習を拡充します。
- 各課程の育成目標に応じた継続的な教育課程の再編や教員養成カリキュラムの開発拠点を形成し、今日的な教育課題に対応できる実践的指導力を有する教員を養成し、学士課程、修士課程で教員就職率90%、教職大学院では教員就職率100%の実現を目指します。

学生ボランティア活動の推進により、学校現場で高い実践力を発揮する教員を養成します

（中期目標3・中期計画6）

- 教員の資質や教育実践力を身に付けるために、学生ボランティア活動を教育の一環として位置づけます。ボランティア活動においては、参加学生の自己評価に加えて、受け入れ組織による評価のもと、ボランティア活動の評価を行い、サポーター、チーフ、リーダーの認定を行っています。
- 今後その全校化が指向されるコミュニティ・スクールにおいて保護者や地域と協働して運用することができる資質・能力を育成する本学独自の学生ボランティア活動認定システムを導入し、学生を支援します。

教育委員会等と連携し、九州の教育力の向上に貢献する研究を推進します

（中期目標5・中期計画9）

- 平成24年度に設置した「教育総合研究所」において、今後は我が国の喫緊の教育課題である「教育の質や学力の向上」、「教員養成教育の在り方の刷新」、「いじめ防止・根絶など学校現場の期待と課題解決」などの先導的で卓越した研究プロジェクトを教育委員会や他大学と共同して実施します。
- その成果を九州地区をはじめとする全国の義務教育関係者に還元するとともに、カリキュラム改訂における授業科目や教育プログラムに反映します。

英語コミュニケーション能力を身に付けた小学校教員を養成します

（中期目標8・中期計画14）

- 「英語習得院」における英語コミュニケーション能力向上のためのプログラムや、習得した英語コミュニケーション能力に磨きをかけ、それを生かすための海外研修や留学事業を充実し、アジアや欧米の教育事情の理解、比較を推進し、グローバルな視点や指導力の習得の機会を充実させます。
- 現職の義務教育諸学校教員の英語力向上のための研修事業により、これからの学校現場で求められる英語でのコミュニケーション能力を確実に習得させ、その成果を社会に通用するサーティフィケート発行の形で認定します。

During the Third Midterm Objectives and Plans, we will aim to fulfill UTEF's mission, namely, to improve the employment rate of our graduates by implementing a qualitative shift toward practice-oriented teacher training programs. To achieve this purpose, we will focus our efforts around our Strategic and Ambitious Midterm Objectives and Plans.

## “Strategic and Ambitious Midterm Objectives and Plans”

Strategic and Ambitious Midterm Objectives and Plans is a working plan for the six-year-long third midterm period that is submitted to and approved by the National University Corporation Evaluation Committee. The Strategic and Ambitious Midterm Objectives and Plans specifies the national university corporation's key activities and ambitious objectives for enhancing its functions. They comprise three types of commitment:

- A commitment to innovative and pioneering initiatives aimed at enhancing the university corporation's function
- A commitment to achieving ambitious numerical targets reflecting the priorities of the initiatives
- A commitment to reallocating key resources and setting specific and ambitious targets with a view to further clarifying the university corporation's strengths and characteristics and thereby enhancing its functions.

## Outline of UTEF's “Strategic and Ambitious Midterm Objectives and Plans”

We will increase the employment rate of our graduates by strengthening the system for fostering educators who are equipped with practical skills to play useful roles in school settings.

(Midterm objective 1, midterm plan 1; midterm plan 2; midterm plan 3)

- Focusing in particular on the Teacher Education Institute, the first of its kind in Japan, we will teach and provide student guidance with a view to embedding practice-oriented teacher training programs that are geared to the needs of elementary, secondary, and special-needs schools. We will also expand opportunities for practical teaching in school settings.
- We will construct a platform for developing teacher training curricula and for continually reorganizing training programs in accordance with the educational goals of the respective programs. We will train educators with the practical leadership skills necessary to deal with contemporary educational issues. In this way, we will aim to achieve a 90% employment rate among graduates and master's graduates, and a 100% employment rate for graduates of the Graduate School of Education.

We will promote students' voluntary activities in order to foster educators who will demonstrate practical competence in school settings.

(Midterm objective 3, midterm plan 6)

- We will position students' voluntary activities as part of their education to help them master the qualities and practical skills they will need as teachers. The students' voluntary activities are evaluated by the host organizations, in addition to being self-evaluated by the students themselves. The students are then certified as supporters, chiefs, or leaders.
- We will support students' activities by introducing our own Student Volunteering Accreditation System. This system will help equip students with the qualities and skills they will need to work together with parents/guardians and local communities in community schools, which all schools are due to become eventually.

Working with boards of education, we will promote research that will contribute to enhancing teaching capacity across Kyushu.

(Midterm objective 5, midterm plan 9)

- The Institute for Advanced Studies in Education, established in 2012, will work collaboratively with boards of education and other universities on pioneering and outstanding research. Such research will concern urgent educational issues that Japan must face, including enhancing the quality of education and scholarship, new approaches to teacher training, and expectations toward educational settings regarding the prevention and eradication of bullying, and solutions to such issues.
- Research outcomes will be shared with parties involved in compulsory education in Kyushu and the nation as a whole, and they will be reflected in the lesson modules and teaching programs outlined in curriculum reforms.

We will train elementary school teachers with English-communication proficiency.

(Midterm objective 8, midterm plan 14)

- We will enrich the English Learning Institute's programs for improving English communication proficiency and the overseas training and exchange programs for utilizing and brushing up existing English communication proficiency. We will also promote understanding of and comparisons between Asia and the West concerning the actualities of teaching, and provide better opportunities to master global perspectives and leadership skills.
- We will implement a training program for improving the English proficiencies of teachers currently employed in compulsory education. Teachers who are part of this program will steadily master the English communication proficiency they will need in future educational settings, and we will accredit their learning outcomes in the form of certificates that will be recognized by society.