

Country Background Report for Korea

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Acknowledgement

The OECD has been conducting the Initial Teacher Preparation (ITP) Project for an international comparative research on teacher preparation programs around the world since last year. This report describes the current status of secondary school teacher preparation education in South Korea. South Korea will soon embark on the implementation of the “2015 Revised Education Curriculum” to brace up for a future society. This study is expected to provide significant implications for the improvement of the current ITP programs for prospective secondary-school teachers in South Korea.

A future society is often characterized by uncertainty. At Davos Forum held in Swiss in January 2016, Schwab predicted that about 5.1 million jobs would disappear by 2018 as the “Fourth Industry Revolution” is currently underway. His prediction is consistent with what futurists have argued for. In other words, most of 3D (dirty, dangerous and demeaning) jobs will be replaced by machines or robots, and then, humans will be given the following questions: how to enjoy spare time and how to respond to the future of the Earth. However, there is no agreed answer to the given question what kinds of future jobs will replace those disappearing jobs. The only possible answer might be that we can shape our future. This means that creativity will determined future competition.

Education is the only device available to improve creativity in a systematic manner. Therefore, countries around the world are scrambling to innovate their own education system to enhance creativity. The innovation of teacher training education is at the core of educational reform. The quality of education can hardly exceed the quality of teachers. In South Korea, the 2015 Revised Education Curriculum under the catchphrase of “Nurturing of Creative and Convergence-minded Human Talents” was approved last year. If the education to nurture creative convergence-minded human talents is to be effectively implemented, teachers should be equipped with the related educational expertise. As of now, there is no definitive answer to whether the current teacher preparation system meets such requirements and how to meet them. Each participatory country expects the ITP Project to offer answers to the questions.

7 countries including Japan, the US, Saudi Arabia, Netherlands, Norway, Australia, and South Korea currently participate in the ITP Project. Each participatory country will submit its own country background report. The OECD is expected to pay on-site visits and to perform diagnosis on each country’s teacher ITP system through the SWOP analysis method by topic. This country background report offers descriptions about the following topics.

- I. National Context of Initial Teacher Preparation In Korea**
- II. Attracting Candidates into ITP Programs**
- III. Selecting The Most Suitable Candidates For ITP Programs**
- IV. Equipping Prospective Teachers with What They Need To Know And Do**
- V. Ensuring Quality Delivery of ITP Programs**
- VI. Certifying and Selecting New Teachers**
- VII. Supporting Beginning Teachers**

This report is mainly focused on secondary school teacher preparation programs in South Korea.

By limiting the scope of research to secondary education, we intended to improve the quality of research under a time constraint. And we expect that most research results can also be applied to elementary-education ITP programs or that they can serve as the foundation data for improvement of elementary-education ITP programs.

Our heart-felt gratefulness goes to the National Advisory Committee (NAC) of the ITP Project, the related officials of the Ministry of Education, and the research staff of the OECD for their significant contribution to the preparation of this report. The National Advisory Committee consists of 16 members including professors of ITP institutions, incumbent principals, new teachers, teacher training-related researchers, the officials of the MOE, and conducted the review of this report twice. During the second review, the NAC members from the MOE obtain cooperation. And the OECD provided the outline and information required for preparing this report. We would like to give our deepest gratefulness to all the above-mentioned dignitaries. Thank you!

Glossaries

Assistant Teacher

teachers who instruct more than one subject to students depending on the curriculum of elementary, middle and high schools, and who also provides school life guidance to students

Certification without Additional Testing

It is to evaluate candidates' qualification based on the letters of recommendation and their academic records without additional tests.

College of Education

an academic institution to produce middle and high school teachers

Combined teacher training system

a system combining the open teacher training system with the purpose-oriented teacher training system, in which ITP programs are offered by specialized ITP institutions including colleges of education while pedagogical courses are also provided by general universities, as well as ITP courses at graduate schools of education

Competence

A set of characteristics which are individuals' innate features that contribute to an efficient and successful performance under a certain situation or task and which are combined by individuals for their successful performance

Compulsory education

a compulsory education imposed on school aged children by the Korean government and implemented under its responsibility

Cyber university

a higher education system for students who want to study remotely free from time and space constraints, and who can earn credits to achieve the same academic qualification or degree as bachelor-degree holders graduating from colleges or universities

Department of education at a university

a department of education opened at four-year universities to produce teachers, other than colleges of education

Distance education

a new alternative education system for learners both of which are remotely distant from instructors to get education through printed materials, or various educational technology media such as TV & radio broadcasting and the Internet

Educational service activities

It is to provide education to elementary, middle and high school students for free.

Essential subject content knowledge

The essential subject content knowledge refers to the content of to the concerned subject

General high school

a type of high school that provides the nationwide general education curriculum

General pedagogical knowledge

The “General Pedagogical Knowledge” consists of ‘General pedagogical theories’, ‘Knowledge for teaching profession’, and ‘Practical component’.

General pedagogical theories

It consists of education-related subjects such as educational philosophy and educational psychology.

Graduate school of education

a graduate school of education to improve expertise of elementary or secondary school teachers

Induction program

This program is designed to help initial teachers to adjust to the affairs of the school.

Knowledge for teaching profession

It consists of subjects which can improve the understanding of practical teaching affairs.

Korean Educational Development Institute

a state-funded research institution established to perform education-related research and projects

Ministry of Education (MOE)

the central administrative agency that implements and supervises human resources development policies, as well as administrative affairs relating to school education, lifelong education, and academic research

National evaluation of teacher training institutions

It is to conduct a comparative analysis on various teacher training institutions to improve their professional expertise.

National teacher recruiting examination

a national exam to recruit teachers among second-grade teacher certificate holders

New Teachers Training Programs (NTTP)

an ITP training program implemented by Gyeonggi Province’s Office of Education

Nuri curriculum

a free preschool education & childcare program for children aged three to five

Nutrition Teacher

teachers who supervise all school meal-related affairs including menu planning, selection & inspection of ingredients, hygiene · safety · work management, test eating, dietary guidance, provision of information, and inspection and guidance of kitchen staff

Open teacher training system

a system to produce teachers at various general universities without establishing specialized-purpose universities

Pedagogical content knowledge

The pedagogical content knowledge refers to the content relating to teaching methods of the concerned subject

Person with creativity and convergence abilities

human talent who are equipped with liberal arts-based imagination and science & technology-based creativity to lead a future society of knowledge and information

Practical component

It consists of the school site practice program which provides opportunities for direct participation at school fields and the educational service activity program which provides teaching opportunities at school.

Purpose-oriented teacher training system

a system to establish specialized ITP institutions with a single purpose of producing teachers (for instance, colleges of education, universities of education), being independent from the ITP system of general universities

School Counselor

teachers working at counseling rooms at local education offices or at schools, who provides character education to students through improvement of mental health and welfare

School Health Teacher

teachers who are responsible for health-related affairs at school, including health service, health education, health management & counseling, and association with local communities

School Librarian Teacher

Teachers who majored in library & information science or library science and who have certificates approved and issued by the Minister of Education in accordance with the related presidential decree, after having completed general pedagogical courses at universities

School Teacher

teachers who have certificates as school-teachers as specified in the “Elementary, and Secondary School Education Act” (preschool teachers qualified according to the “Early Childhood Education Act”) and who have certificates issued by the Minister of Education in accordance with the related presidential decree

Self-governing private high school

a type of high school that is independent from the government's high school regulations but given autonomy in selection of curriculum, faculty members, and students

Special purpose high school

a type of high school that helps students nurture expertise in specialized fields

Specialized vocational high school

a type of high school that provides specialized vocational education curricular to foster talented and professional workers in their specialized fields

Subject knowledge

The "Subject Knowledge" consists of the "Essential Subject Content Knowledge" that are related to the national common basic subjects such as mathematics and English, which would-be teachers will instruct at school, and the "Pedagogical Content Knowledge.

Subject/Non-Subject

the curricula which classify knowledge and technology that students have to learn through lessons at elementary, middle and high schools, according to various domains of study and culture

TALIS (Teacher and Learning International Survey)

It aims to providing international comparative data which are collected from international researches on teachers, education, and learning environment.

Teacher training course (General pedagogical courses at a university)

a teacher preparation course at a university for non-education majors by allowing them to acquire teaches' certificates

The college scholastic ability test

The national exam annually implemented by the Ministry of Education to select those students who are eligible to study at colleges and universities

Training teacher

teachers who provide instructions in Agriculture, Industry, Commerce, Shipping, Home Economics, Physical Education subjects and other specialized subjects, at auxiliary practice facilities at vocational high schools, technical schools and ordinary middle schools

Vocational College

Higher-education institutions designed to nurture professionals who can make contribution to the development of a national society by teaching and studying knowledge and theories in various social fields

Executive Summary

South Korea has the 6-3-3-4 school system. Although only the elementary and secondary educations are compulsory, an overwhelming majority of people have high school diplomas or higher education degrees. Within the school system, the classification of teachers in South Korea can be divided into several categories. Elementary and secondary teachers can be divided into practice teachers, school teachers etc. Another teacher classification standard in South Korea is whether they belong to either the subject or non-subject category.

In South Korea, universities have not faced difficulty attracting elite students to the ITP programs from the late 1990s until now. This trend has been driven by the introduction of an open secondary school teacher preparation system and also by a social phenomenon of preferring the teacher's stable position. As a result, the competition to become a teacher is very intense and only those with high academic records can be admitted to ITP programs.

The pathways to become a teacher differ according to school level. Elementary school ITP programs are mainly operated in 11 local national universities of education, Korea National University of Education, and department of education at a general university. Secondary school ITP programs are operated based on the compromised (or, in other words, partially open) teacher training system, and can be divided into ITP institutions for education major and ITP courses for non-education majors. The pathways to enter any ITP institutions/courses in South Korea also can be divided into four categories by admission type; the admission to a college of education, the admission to a department of education at a university, to complete general a pedagogical knowledge course during university, and to advance to a graduate school of education.

The selection criteria of the candidates for secondary school ITP programs may vary according to the pathways. First, the student recruitment system of ITP institutions for education majors are based on the current college entrance exam system divided into the non-scheduled (intermittent) exam and the scheduled exam. Recently, non-scheduled exam has been extended so as to select candidates based on their potentials and talents adequate to unique characteristics of each university or major. Also, in case of ITP institutions for non-education majors, those non-education majors ranked within the top 10% of the admission quota are allowed to apply to general teacher training courses at universities, and they can easily secure those enrolled students who have relatively high academic achievements.

To acquire the second-grade secondary school teacher certificate, a candidate should meet the certain requirements, which are mainly focused on academic achievements and teaching experiences of the candidates. Once admitted, the candidates usually take two to four-year teacher training courses. The colleges of education, department of education at universities, and teacher training courses at universities often require four years to complete, whereas graduate schools of education require more than two years (usually 5 semesters) to complete. All of the courses of the ITP institutions for both education majors and non-education majors are currently offered offline, and most of the courses except some practice courses provide lecture-style lessons. In case of secondary school teachers, the acquisition of teacher certificates through Cyber University is currently not possible.

According to the 'Teachers Certification Decree' and the 'Enforcement Regulations on Teachers Certification Decree' that specify the curriculum of ITP programs, the content of ITP programs in South Korea can be divided into 'Subject knowledge' and 'General Pedagogical Knowledge'. In the case of the subject knowledge, secondary school teachers should complete mandatory courses required by each national common basic subject, which consist of 'Essential subject content knowledge' and 'Pedagogical content knowledge (teaching methods, education evaluation, etc.)'. The general pedagogical knowledge consists of 'General pedagogical theories', 'Knowledge for teaching profession', and 'Practical component'.

In Korea, teacher training institutions and graduate school of education at a university had been

evaluated annually. The purposes of evaluating teacher training institutions are 1) to manage the quality of teacher training and 2) to provide each institution with an opportunity of self-development. In addition to these objectives, “coordination of a teacher training scale” can be another critical purpose since the number of students has dramatically decreased and there has been secondary school teacher backlog. The subject of evaluation on teacher training institutions in South Korea is the MOE and the Korean Educational Development Institute (KEDI). The MOE establishes related policies for evaluating teacher training institutions and the basic direction of the evaluation as well as implements the follow-up measures using evaluation results. The KEDI develops assessment models and indicators, establishes a detailed implementation plan of evaluation, carries out with a practical assessment and produces evaluation results.

When graduating from teacher training institutions, the second grade teacher certificate is issued. At this time, the certification is implemented through certification without additional testing by presidents of colleges with the authority delegated by the MOE. Specific methods for selecting new teachers are provided in the ‘Regulations on the National Public Education Official Candidate Recruiting Examination’. These regulations include the implementation methods for national teacher recruiting examination and the certification standards, the examination procedure and contents, and the selection criteria for final successful candidates. The examination for elementary and middle school teachers is implemented via open selection composed of a written test (1st round) a performance test, and an interview test (2nd round).

In South Korea, the induction issue of newly-selected teachers has not been relatively paid much attention. However, these days, the importance of the induction program of newly-selected teachers to encourage their passion for teaching and to adapt them to teaching profession is being emphasized. Currently, training for newly-selected teachers is variously implemented by each metropolitan or provincial office of education in a form of duty training programs among teacher training programs, and if necessary, it is commissioned to assigned unit schools.

I. NATIONAL CONTEXT OF INITIAL TEACHER PREPARATION IN KOREA

1.1 School system

In order to understand the ITP system in South Korea, it is necessary to understand its overall school system. South Korea’s school system is basically the 6-3-3-4-year system. The detailed structure of South Korea’s school system can be seen in Fig. 1. It consists of three years of preschool (Nuri curriculum), six years of elementary school, three years of middle school, another three years of high school, and two to three years of colleges or four years of university. Among them, the elementary and secondary educations are compulsory. Although the high school and higher education courses are not mandatory, an overwhelming majority of people have high school diplomas or higher education degrees. In other words, the public’s participation in education in South Korea is very high.

The high education participation of Korean people can be characterized by the buzzword called “Education Fever.” The advancement rates to middle and high schools in 2005 were recorded respectively at 99.9% and 99.7%. This shows that almost all Korean people receive at least high school education, and 80% of graduates of general high schools move on to higher education including colleges or above.

	Graduate School						
4 year	University	Industrial University	University of Education	Air & Corr. University	Cyber University	Junior College	Higher Education
3 year	High School	Air & Corr. High School			Special School		Secondary Education
3 year	Middle School	Air & Corr. Middle School					
6 year	Primary School						Primary Education
3 year	Kindergarten						Kindergarten Education

[Fig. 1] School system in Korea

1.2 Classification of teachers

The classification of teachers in South Korea can be divided into several categories (refer to Table. 1). According to Article 21, Clauses 1-2 of the “Elementary and Secondary Education Act”, teachers in South Korea are classified into preschool, elementary and secondary school teachers

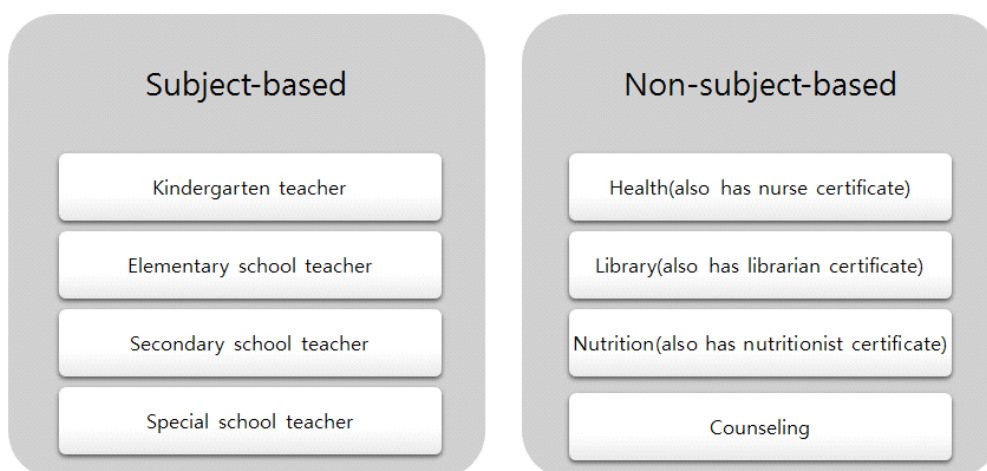
depending on school levels, and apart from them, there is special education. Elementary and secondary teachers can also be divided into training teachers, assistant teachers¹, school teachers (the first and second grade), vice principals, principals, school librarian teachers (the first and second grade), school health teachers (the first and second grade), nutrition teachers (the first and second grade), and counseling teachers (the first and second grade). Preschool teachers can be divided into assistant teachers, school teachers, vice principals and principals. Special education teachers can be divided into assistant teachers, school teachers (the first and second grade), vice principals, and principals. The detailed certifications of different kinds of teachers depending on school levels can be seen in the attachment.

<Table 1> Teacher Classification by school level and certification type

School Level	Legal ground	Article 21 of Elementary and Secondary Education Act and Article 22 of Preschool Education Act				
		Clause 1	Clause 2			
Preschool	Principal, vice principal	School teacher (1 st , 2 nd certificate)	Assistant teacher			
Elementary school	Principal, vice principal	School teacher (1 st , 2 nd certificate)	Assistant teacher	Training teacher	Librarian teacher (1 st , 2 nd certificate), Health teacher (1 st , 2 nd certificate), Nutrition teacher (1 st , 2 nd certificate), Professional counseling teacher (1 st , 2 nd certificate)	
Secondary School	Principal, vice principal	School teacher (1 st , 2 nd certificate)	Assistant teacher	Training teacher		
Special education	Principal, vice principal	Secondary	School teacher (1 st , 2 nd certificate)	Assistant teacher	Training teacher	
		Elementary				
		Preschool				

Another teacher classification standard in South Korea is whether they belong to either the subject or non-subject category. As seen in Fig. 2, teachers can be broadly divided into subject teachers and non-subject teachers. The non-subject teachers include school health teachers, school librarian teachers, nutrition teachers and counseling teachers. The non-subject teachers do not engage in the regular education curriculum. Depending on their expertise, they respectively specialize in health education (health teachers), nutrition education (nutrition teachers), librarian education (school librarian teachers), or counseling education (counseling teachers).

¹ The concerned qualification has been abolished since 1982.



[Fig. 2] Teacher certificate types by subject/non-subject-based in Korea

1.3 Overall description of ITP system

According to data relevant to the current status of ITP institutions survey by the Ministry of Education (MOE) in 2016, the number of preschool teacher preparation institutions is recorded at 186 in total, among which there are 16 national or public institutions and 170 private institutions. Elementary school ITP programs are operated based on the purpose-oriented teacher training system that include 11 local national universities of education, Korea National University of Education, and 1 department of education at a general university, all of which specialize in the preparation of elementary school teachers. Secondary school ITP programs are operated based the open teacher training system, and can be divided into ITP institutions for education major and ITP institutions for non-education majors. The ITP institutions for education major include 46 colleges of education (16 national or public education colleges and 30 private education colleges) and 15 departments of education (1 national university and 14 private universities). All in all, private universities take up a relatively larger portion. The ITP courses for non-education majors consist of teacher training courses at universities and at graduate schools of education. The training courses at universities are offered by 30 national and public universities and 122 private universities. The teacher training courses at a graduate school level are offered by 25 national and public universities and 86 private universities.

1.4 Demographic and socio-economic changes and changes in ITP system

One of the most impending social issues in South Korea is socio-economic changes resulting from demographical shifts caused by a low birthrate and an aging society and the so-called “Fourth Industrial Revolution.” South Korea’s birthrate was recorded at 1.24 persons as of 2015, and its birthrate was ranked the lowest among the OECD member countries, which was only behind Singapore. The rippling effects of a low birthrate on education can be well represented by a dwindling number of students, and therefore, the need to readjust the number of in-service teachers and the quota of teacher preparation institutions has been raised. Apart from it, there is a growing

need for education reform to respond to social needs which emerge due to rapidly changing industrial structures (Kim, 2016).

The total number of students ranging from preschool to high schools had declined from 8.677 million to 7.735 million between 2010 and 2015, and which is expected to continuously decline to less than 7 million people by 2020. Unless there is an effort to adjust the number of schools and teachers, the numbers are expected to exceed the OECD average by 1.5 to 2 folds. If the current admission quotas remain despite dwindling admission resources, the admission quota in 2018 is expected to exceed the number of high school graduates of the same year. In 2023, the college admission resources are predicted to decrease by 160,000 persons in 2023 (Park, 2014). After all, the declining number of students of school ages has raised the need to change the overall education system including the number of teachers, and admission quotas of ITP institutions and universities.

Together with dramatic demographic changes, socio-economic shifts affect the ITP system in South Korea. The ‘Fourth Industrial Revolution’ led by the artificial intelligence industry is in need of human talent equipped with various kinds of competencies, and the future school should play a critical role in nurturing human resources who have ability and knowledge that are required by the advent of a new era. In order to respond to socio-economic changes, the MOE is planning to introduce the ‘2015 Revised Education Curriculum’ for secondary education starting from 2018 (MOE, 2015). If the revised education curriculum characterized by student-participatory lessons and curriculum-based evaluations is to be successfully implemented at schools, it is necessary to restructure the current ITP institution system and the implementation of teacher preparation programs (MOE, 2015).

II. ATTRACTING CANDIDATES INTO ITP PROGRAMS

2.1 General trends in ITP candidate profiles

In South Korea, universities have not faced difficulty attracting elite students to the ITP programs from the late 1990s until now (An, 2012). This trend has been driven by the introduction of an open secondary school teacher preparation system that issues teaching certificates when candidates acquire the required credits, and also by a social phenomenon of preferring the teaching profession. After the 1997 Asian Financial Crisis, students have shown an increasing interest in the teaching profession, because it guarantees a secure employment until retirement and a stable pension, and many elite students of cities and provinces have applied to local colleges of education. The average admission competition rate to enter colleges of education is 10:1, and in case of popular subjects such as mathematics and English, the competition rate often exceeds 50:1. In case of colleges of education in Seoul metropolitan area, only those with high academic records (the first or second grade in the Korean College Scholastic Ability Test²) can be admitted. Also, in case of ITP institutions for non-education majors, those non-education majors ranked within the top 10% of the admission quota are allowed to apply to general teacher training courses at universities, and they can easily secure those enrolled students who have relatively high academic achievements.

The number of students enrolled at the secondary school ITP institutions for education-majors stood at 61,147³ people in 2015. The gender ratio was almost equal; female students accounted for an overwhelming ratio of the entire students who majored in languages and liberal arts at the ITP institutions for education-majors, while males took up a great majority of the entire students who are enrolled at departments of engineering education or arts & physical education.

<Table 2> Gender ratio of the secondary school ITP institutions for education majors by subject (Year 2015)

Class.	sub-category	Gender		
		Total	Male (%)	Female (%)
General Education	Education	8,066	2,929(36.3%)	5,137(63.7%)
Secondary Education	Languages	16,779	7,038(41.9%)	9,741(58.1%)
	Liberal arts	3,464	1,526(44.1%)	1,938(55.9%)
	Social science	7,399	4,031(54.5%)	3,368(45.5%)
	Engineering	2,172	1,608(74.0%)	564(26.0%)
	Natural science	15,860	8,755(55.2%)	7,105(44.8%)
	Arts & physical	7,407	4,928(66.5%)	2,479(33.5%)

2 Based on the Stanine method, the scores are divided into 1 to 9 grades. The 1st grade is given to those in the top 4% and the 2nd grade to those between 5-11%.

3 Exclusion of non-major institutions and special education majors

Total	61,147	30,815(50.4%)	30,332(49.6%)
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<source: Education Statistics 2015>

2.2 Public perception on teaching job/Social status of teachers in Korea

In South Korea, teachers have been highly respected due to the influence of Confucianist tradition that one must obey monarchs, teachers and parents. Albeit, such attitude and respect toward teachers have been weakened in modern days compared to the past, but teaching is still one of the most desired professions, and people's preference of the teaching profession in South Korea is relatively high. In addition to the traditionally positive perception toward the teaching profession, teachers have been guaranteed a relatively more secure tenure and stable welfare benefits since the Asian Financial Crisis during the late 1990s. Such social preference of the teaching profession can be well explained by high competition for admission of secondary school ITP institutions. Especially in recent years, females tend to prefer the teaching profession because it guarantees various welfare benefits (e.g. a secure tenure and a maternity leave for up to three years). The female preference of the teaching profession can be seen in Fig. 3. Although it may vary depending on school levels, the percentage of female teachers among the entire secondary school teachers is generally higher than that of males (Jeong, 2010).

The underside of the recent increasing interest in the teaching profession is that the traditional respect toward teachers is getting weaker and weaker. In the recent decades, the so-called "classroom collapse" phenomenon that threatens the authority of teachers is becoming a serious social issue, and in fact, there have been several violations of teachers' authority.

<Table 3> Number of secondary school teachers and percentage of female secondary school teachers

School level	No. of teachers	No. of females (%)
Middle school	110,172	75,715(68.7%)
High school	133,953	67,416(50.3%)

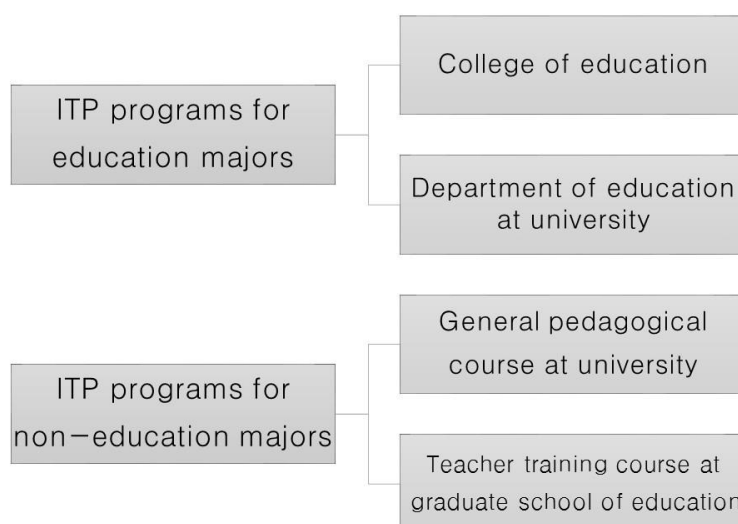
* High school: general high school, special-purpose high school, specialized vocational high school, and self-governing private high school

<source: Education Statistics 2015>

III. SELECTING THE MOST SUITABLE CANDIDATES FOR ITP PROGRAMS

3.1 Pathways to enter ITP programs

The pathways to enter ITP programs in South Korea can be divided into four types. The first one is the admission to a college of education, and the second one is the admission to a department of education at a university, both of which belong to the ITP institutions for education majors. The third is to enter a university and complete the teacher training course. The last one is to graduate from a university and advance to a graduate school of education where one can take a teacher training course. The pathways are schematized in Fig. 3.



[Fig. 3] Pathways to acquisition of teachers' certificates

As of 2016, South Korea has 61 ITP institutions for education majors (46 colleges of education and 15 departments of education at universities). In terms of ITP institutions for non-education majors, 152 universities offer teacher training courses and another 108 institutions of the kind provide teacher training courses at graduate level⁴ (MOE, 2016a). The detailed numbers of departments, colleges, universities by the type of ITP institutions can be seen in <Table 4>.

⁴ In case of graduate schools of education, those majors which had been set up and approved until 2000 can operate teacher preparation courses, while those majors which have been established and approved since 2001 are sanctioned only as reeducation courses which are not allowed to provide ITP courses. Also, these teaching preparation courses include ITP programs, sub-major courses, and degree courses. These statistics relating to graduate schools of education include all students who are enrolled at not only degree courses but also ITP courses but fail to separate those enrolled at ITP programs.

<Table 4> Current status on ITP institutions for secondary school teachers (Year 2016)

Class.		Sub-category	No. of institutions	No. of departments
ITP institutions for education-majors	College of education	National & public	16	204
		Private	30	176
		sub total	46	380
	Dept. of education at university	National & public	1	1
		Private	14	22
		sub total	15	23
	Total	National & public	17	205
		Private	44	198
		sub total	61	403
ITP institutions for non-education majors	Teacher training course at university	National & public	30	680
		Private	122	1,651
		sub total	152	2,331
	Teacher training course at graduate school of education	National & public	25	473
		Private	83	777
		sub total	108	1,250
	Total	National & public	55	1,153
		Private	205	2,428
		sub total	260	3,581
Total of secondary school ITP institutions		National & public	72	1,358
		Private	249	2,626
		sub total	321	3,984

<source : MOE, 2016, Current status of ITP institutions>

3.2 Selection Criteria

The selection criteria of secondary school ITP institutions may vary according to the pathways. First, the student recruitment of ITP institutions for education majors are based on the current college entrance system. The current college entrance system can be divided into the scheduled admission and the non-scheduled (intermittent) admission. After the government's announcement in 2008 to give universities greater autonomy in the recruitment of students, the existing system

based only on academic scores was replaced by a diversified recruitment system introducing various screening standards. Especially, the most remarkable change is that the existing scheduled college entrance system based on both CSAT (college scholastic ability test) scores and high school grades has become less important than the non-scheduled exam that selects students based on their potentials and talents adequate to unique characteristics of universities and majors (Lee, 2012; recited by Park, 2015).

The entrance exam components, allocated scores, and evaluation methods adopted by several colleges of education under the revised entrance examination system are as follows. The first screening process will be done based on document evaluation. Together with the first-round screening scores (with a scale of up to 100 points), the in-depth and oral test (60 points) and the teaching profession aptitude & personality test (40 points) in the second-round screening process will be comprehensively taken into consideration. The documents submitted for evaluation may vary depending on colleges, but they usually include school registers, recommendation letters, self-introduction letters, school introduction materials, etc. The components of the evaluation are applicants' high school curriculum scores (scholastic ability, self-directed learning attitude, interest in major subjects, intellectual curiosity, etc.) and their potentials to become creative human talent (spirit of community, educational environment, etc.).

The ITP institutions for non-education majors can be divided into general training courses at universities and teacher training courses at graduate level. In the case of general training courses, universities should abide by the relevant law that allows them to select candidates among those second-year enrolled students whose grades are ranked within the top 10%, and they evaluate the applicants' personality and aptitude levels and school grades in a comprehensive manner.

Teacher education courses at graduate schools of education can be divided into reeducation programs for in-service teachers and ITP courses. Graduate schools of education can select candidates within the total quota. They can recruit students based on their own selection criteria (e.g. college grades and interviews) with the total quota. However, applicants should obtain a bachelor's degrees in the related major departments before advancing to graduate schools of education.

IV. EQUIPPING PROSPECTIVE TEACHERS WITH WHAT THEY NEED TO KNOW AND DO

4.1 Professional requirements/standards of a teacher

The professional requirements of secondary school teachers in South Korea can be well represented by Article 21, Clause 2 of the “Elementary and Secondary Education Act” [Attachment 2]. To acquire the second-grade secondary school teacher certificate, a candidate should meet the following requirements, which are mainly focused on academic achievements and teaching experiences of the candidates.

<Table 5> Certifications for second-grade school teachers

<ol style="list-style-type: none">1. Those who have graduated from colleges of education2. Those who have earned master’s degrees from graduate schools of education or departments of education at graduates designated by the Minister of Education3. Those who have completed courses at temporary ITP institutions4. Those who have graduated from departments of education at universities5. Those who have obtained the required credits in general training courses at universities and industrial colleges6. Those with secondary school assistant teacher certificates who have more than two years of teaching experience7. Those with elementary school assistant teacher certificates who have graduated from universities8. Assistant professors at graduate schools of education or vocational colleges who have more than two years of teaching experience9. Those Industrial-academic teachers (except honorary teachers) or other instructors who meet the certification standards specified in Article 22 of the “Elementary and Secondary Education Act” and who have obtained the required credits in general training courses at universities or ITP institutions designated by school superintendents in accordance with the Presidential decree, after evaluation of recommendation letters written by appointment authority holders

Apart from the acquisition requirement of teacher certificates, the competencies required to perform the tasks as teachers are not independently legislated, and the teachers’ competency standards classified into four domains such as lessons, expertise improvement, teaching service, and public relations are implicitly specified in the education-related laws (e.g. ‘Education Basic Act’, ‘Elementary and Secondary Education Act’, ‘School Health Act’, ‘Public Education Officials Act’, and ‘Government Officials Act’).

The first teacher competency domain in relation to lessons includes evaluation of students, school life guidance, students’ autonomous activity guidance, and health promotion guidance, etc., in addition to curriculum management and lessons. The second teacher competency domain in

relation to professionalism is a continuous participation in quality improvement, R&D, trainings, etc. Third, in case of national and public school teachers, they should abide by obligations as civil servants. Lastly, teachers should make efforts to forge cooperative relations with parents and local communities (Park, et, al., 1999). In terms of these national-level standards for teachers' tasks, a majority of ITP institutions set up and implement their own task standards adequate to different types of teachers' certificates.

4.2 Types of teacher training institutions

Teacher training institutions in South Korea can be classified according to school levels. Elementary school teacher training institutions including 10 universities of education, the Korea National University of Education, and two departments of elementary education at universities are operated based on the purpose-oriented teacher training system. In contrast, secondary school ITP institutions are operated based on the combined teacher training system in which there are the ITP institutions for education majors (including colleges of education and departments of education at universities) and the ITP institutions for non-education majors (including general training courses at universities and teacher training courses at graduate schools of education). According to the current status of teacher training institutions surveyed in 2016 by the MOE, there are 16 national and public colleges of education and 30 private colleges of education in the category of secondary school ITP institutions (a total number of 46 colleges of education), and there are 15 departments of education at universities. All in all, the private universities account for a relatively higher portion of the entire ITP institutions for education majors. The total admission quota is recorded at 10,295 persons, and shows a declining tendency every year.

Among the ITP institutions for non-education majors, the number of universities that offer general training courses amounts to 152 institutions, and among them, private universities account for an overwhelming majority of 122 institutions⁵. General training courses at universities were originally created in order to address a shortage of secondary school teachers during the 1970s, and now can be taken by only those qualified students who are ranked among the top 10% of the admission quota. As of now, there are 111 graduate schools of education. These graduate schools of education not only provide training programs for in-service teachers but also offer ITP courses. The legal status of graduate schools of education is specified in Article 21 of the "Elementary and Secondary Education Act" [Attachment 2]. According to the law, they can be seen as a one of special graduate schools. At graduate schools of education, those in-service teachers who have second-grade teacher certificates are allowed to acquire first-grade teacher certificates, if they obtain MA degrees and meet the required years of teaching experience, and students who do not have teacher certificates at the time when they are admitted to graduate schools of education are given second-grade teacher certificates. (Park, Jo, 2005).

As of 2016, the total admission quotas of the ITP institutions for education majors amount to 10,284 people, among whom the colleges of education account for 9,500 people while the departments of education at universities account for 784 people (refer to <Table 6>). Because there emerges a need to readjust the demand and supply of teachers due to a dwindling number of students in recent years, the recruitment quotas of ITP institutions accordingly show a decreasing

5 120 private colleges and 1 private industrial colleges

tendency. The total admission quotas of the ITP institutions for non-education majors amount to 22,277 people, among whom the general training courses at universities account for 8,390 people, and the graduate schools of education account for 13,887 people (refer to <Table 7>).

<Table 6> Recruitment quota of ITP institutions for education majors

Class.	No. of institutions	No. of Depts.	Admission quota by year			
			2016	2015	2014	2013
College of Education	46	380	9,500 persons	9,579 persons	9,727 persons	9,780 persons
Dept. of education at university	15	23	784 persons	789 persons	804 persons	804 persons
Total	61	403	10,284 persons	10,368 persons	10,531 persons	10,584 persons

<source: 2016 status on teacher training institutions 2016 by the MOE>

<Table 7> Recruitment quota of ITP institutions for non-education majors

Class.	No. of institutions	No. of Depts.	Admission quota by year			
			2016	2015	2014	2013
General training courses at university	152	2,331	8,390 persons	8,707 persons	9,147 persons	9,770 persons
Graduate school of education*	108	1,250	13,887 persons	14,118 persons	14,342 persons	14,792 persons
Total	260	3,581	22,277 persons	22,825 persons	23,489 persons	24,562 persons

<source: 2016 status on teacher training institutions 2016 by the MOE>

* The graduate school of education is an academic institution that provides in-service teacher training courses and ITP programs. The data about admission quotas has been collected by institution and department, but among them, the quotas of students for ITP programs have not been separately estimated.

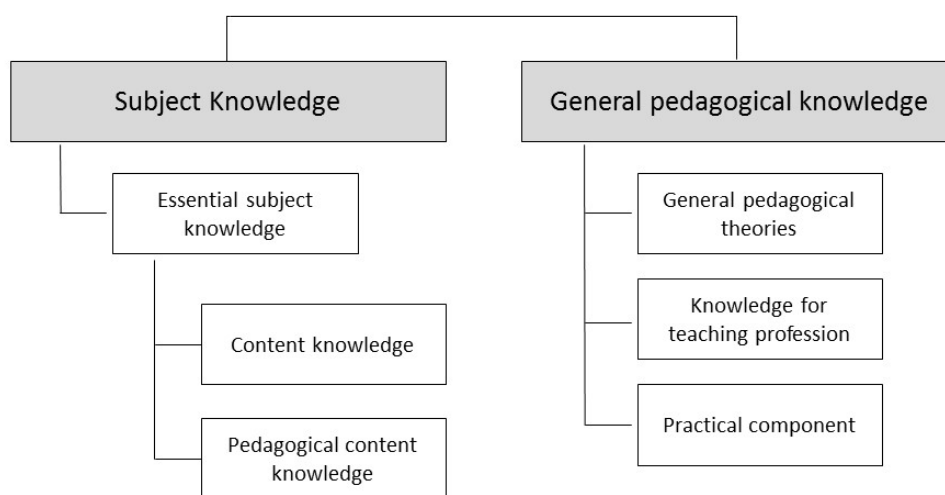
4.3 Duration and Delivery

Secondary school ITP institutions usually offer two to four-year courses. The colleges of education, department of education at universities, and teacher training courses at universities often require four years to complete, whereas graduate schools of education require more than two years

(usually 5 semesters) to complete. All of the courses of the ITP institutions for both education majors and non-education majors are currently offered offline, and most of the courses except some practice courses provide lecture-style lessons. In case of secondary school teachers, the acquisition of teacher certificates through Cyber University is currently not possible.

4.4 Content of ITP programs

According to the ‘Teachers Certification Decree’ and the ‘Enforcement Regulations on Teachers Certification Decree’ that specify the curriculum of ITP programs, the content of ITP programs in South Korea can be divided into ‘Subject Knowledge’ and ‘General Pedagogical Knowledge’. In regard to Subject Knowledge, secondary school teachers have the respective essential subject content knowledge courses by the national common basic subject. The ‘Essential Subject Content knowledge’ consists of ‘Content Knowledge’ and ‘Pedagogical Content Knowledge’ including teaching methods, education evaluation. The ‘General Pedagogical Knowledge’ consists of ‘General Pedagogical Theories’, ‘Knowledge for Teaching Profession’, and ‘Practical Component’. The content of ITP programs in South Korea in 2016 can be seen in [Fig. 4].



[Fig. 4] Structure of ITP Programs

To obtain teachers’ certificates specified in the teaching profession-related laws including the ‘Teachers Certification Decree’, candidates should obtain more than 50 credits in the subject knowledge of their majors (mandatory subjects: more than 7 subjects and 21 credits) and also more than 22 credits in the general pedagogical knowledge (12 credits in general pedagogical theories, 6 credits in knowledge for teaching profession, and 4 credits in practical component). Candidates should obtain more than 75 points out of a 100-point scale in average in the subject knowledge of their majors, and more than 80 points out of a 100-point scale in the general pedagogical knowledge. In addition, they should be qualified in more than two teaching aptitude and personality tests, and should receive more than two rounds of first aid and CPR trainings.

4.4.1 Subject Knowledge

To secure the uniformity in teachers' quality and ability, the subjects and domains required to obtain teachers' certificates for each of the national common basic subjects are notified as the "Essential Subject Content Knowledge (domain)." The mandatory subjects of the essential subject content knowledge domain consist of the "essential subject content knowledge study" and the "pedagogical knowledge study." The "Subject Knowledge" of ITP institutions consists of the essential subject knowledge domain and the pedagogical content knowledge domain.

4.4.1.1 Essential subject content knowledge

The essential subject content knowledge is specified in the "Standards for Teachers' Certification for Preschool, Elementary, Secondary and Special Education," and ITP institutions are given autonomy to decide what to teach among the designated essential subject content knowledge courses and to reflect them in the planning and operation of their respective curriculum. The dean of a college of education is given autonomy to make a decision on the composition of its own essential subject content knowledge among the designated essential subject content knowledge courses, after undergoing deliberation by the college's teacher training committee of the college. Those students who are enrolled in the colleges of education, departments of education at universities, and general training courses at universities should obtain more than 21 credits (7 subjects) in the subject knowledge to be eligible to second-grade teacher certificates without additional exams at the time of graduation, whereas those students enrolled in the graduate schools of education should obtain more than 14 credits (5 subjects).

4.4.1.2 Pedagogical content knowledge

The pedagogical content knowledge reflects the secondary school curriculum which consists of various subjects. Irrespective of whether they are education majors or non-education majors, students equally should complete the respective pedagogical content knowledge courses of their majors as seen in <Table 8>. The 'pedagogical content theory' subject addresses such topics as understanding of South Korea's secondary curricula, objectives and structure of the relevant major pedagogical content, and reality of lessons. The 'pedagogical content research and teaching methods' subject has the goals of performing the analysis of secondary school textbooks, writing lesson proposals, and devising efficient and effective teaching methods. The 'education on logical thinking and essay writing' subject is designed to help students cultivate logical thinking required by each subject. The 'other pedagogical content knowledge field' subject is to help students to study detailed and substantial theories and perform practices in the fields of teaching methods adequate to each major subject and educational process evaluation methods.

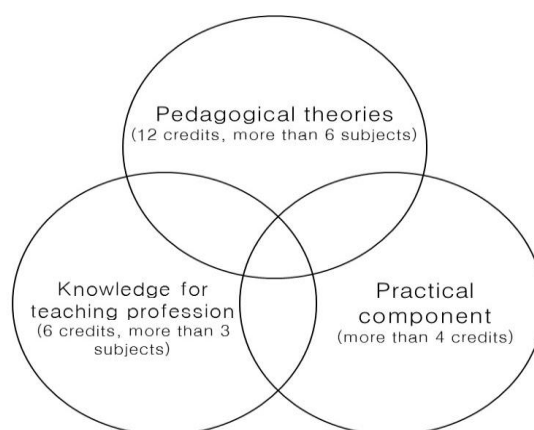
<Table 8> Structure of pedagogical content knowledge courses

Courses	Outline
Pedagogical content theory	Designed to study the overall pedagogical content education, such as historical background and goals of pedagogical content education, analysis on middle and high schools' curricula

	(focused on the substantial content of lessons)
Pedagogical content research and teaching methods	Designed for students to accumulate actual experiences in pedagogical content guidance in relation to the nature of curriculum, analysis on middle and high schools' textbooks, writing of lesson plans, and teaching methods
Education on logical thinking and essay writing	Focused on education on fundamental rules of logical thinking adequate to unique characteristics of each subject, and essay writing
Other pedagogical content knowledge fields	Designed to learn about theories and practices on teaching methods, educational processes and evaluation methods customized to unique characteristics of each subject
<source: 2016 Manual for Practical Affairs of Teachers Qualification, Teacher Welfare Training Dept. of the MOE>	

4.4.2 General pedagogical knowledge

The general pedagogical knowledge consists of the “general pedagogical theories” to convey educational knowledge, the “knowledge for teaching profession” to help understand the actual teaching affairs, and “practical component” to give students opportunities to experience school environment. It is mandatory that any candidate who wants to obtain second-grade teacher certificates earn a total of more than 22 credits in the general pedagogical knowledge. The detailed courses of the general pedagogical knowledge can be seen in [Fig. 5]. In case of general pedagogical theories, students should obtain more than 12 credits (6 subjects) among more than 10 sub-courses offered by the concerned ITP institution. The knowledge for teaching profession consists of the introduction to the study of special education, practical teaching affairs, and theories and realities of prevention of school violence, each of which is assigned more than 2 credits, and requires students to obtain more than 6 credits in total. In the case of the practical component, students should obtain more than 4 credits; more than two credits can be given to field practices at schools but 2 credits or less should be assigned to educational service activities.



[Fig. 5] Structure of general pedagogical knowledge

4.4.2.1 General Pedagogical Theories

The general pedagogical theories consist of several courses concerning the study of education including the introduction to the study of education. The general pedagogical theory courses have goals of helping students form a basic understanding about the study of education. The courses and outlines comprising the general pedagogical theories can be seen in <Table 9>. The teaching training institutions are required to offer and operate a total of 10 courses relating to the general pedagogical theories; 9 mandatory subjects are the introduction of the study of education, education philosophy & history, curriculum, educational methodology & educational technology, educational psychology, sociology of education, educational administration & educational management, and guidance and school counseling; the last optional subject should be selected from other general pedagogical theory courses including teaching & learning theories, teachers' theory, and educational laws.

<Table 9> Structure of general pedagogical theory courses

Title of subject	Outline
Introduction to the study of education	- Basic theories of the overall study of education, teachers' ethics, and especially teachers' theory
Education philosophy and history	- Philosophical foundation of education, historical foundation of education, and especially educational philosophy relating to South Korea's education history
Curriculum	- It addresses school field matters, including theories and practices of curricula, especially national curriculum and school-level curriculum.
Educational evaluation	- It places focus on theories and practices of education evaluation and evaluation methods, especially evaluation ability and evaluation techniques applicable at school.
Education methodology and educational technology	- It focuses on teaching-learning theories and practices, especially utilization of educational materials, and includes courses on software utilization.
Educational psychology	- It places focus on learners' understanding, learning & development theory, and school life guidance.
Sociology of education	- It focuses on a social function of education, especially a social structure within school.
Educational administration and educational management	- It paces great focus on educational system & organization, teacher personnel management, supervision & school administration, and classroom management.

Guidance and school counseling	- It focuses on guidance adequate to students' development stages, and counseling methods.
Other subjects related to teaching profession	- Teacher training institutions should select and offer one optional course among the sub-subjects of the study of education, and all students should complete it.

4.4.2.2 Knowledge for teaching profession

According to Article 6, Clause 1 of the “Standards for Teachers’ Certification for Preschool, Elementary, Secondary and Special Education [Attachment 2]”, the knowledge for teaching profession consists of introduction to the study of special education including talented education, practical teaching affairs, and theories and practices on prevention of school violence⁶. The knowledge for teaching profession is a general pedagogical knowledge domain that is designed to overcome the limits of general pedagogical theories that are focused on the acquisition of theories on the study of education and to help prospective teachers to form an understanding of practical teaching affairs and to cultivate the required basic competencies. The detailed courses and outlines can be seen in <Table 10>.

<Table 10> Structure of knowledge for teaching profession

Course	Outline
Introduction to the study of special education	- It helps students to understand psychological and behavioral characteristics of children with special needs, to acquire teaching methods adequate to each type of disability, and to cultivate basic qualities as teachers.
Practical teaching affairs	- It allows students to acquire knowledge and skills as teachers, including classroom operation & management, all kinds of personnel management regulations & dress code, student guidance, teachers’ ethics, and students’ culture, and it will help them understand the teaching profession.
Theories and practices on prevention of school violence	- It allows students to learn about the practical knowledge that they can implement at school, such as ‘understanding of school violence’, ‘prevention of school violence’, ‘measures against school violence’, etc.

In future, the competency of career guidance will be added to the knowledge for teaching profession, and the theories and practices on prevention of school violence will be renamed as the “prevention of school violence and understanding of students” in order to help prospective teachers to cultivate ability and knowledge as educators who can understand students in need of special care in their overall school life.

⁶ The name of the concerned subject is expected to be renamed in 2017 as “Prevention of School Violence and Understanding of Students”.

4.4.2.3 Practical component

The third element of the general pedagogical theories is the practical component. As mentioned above, the practical component consists of the teaching practicum (2 credits) and the educational service activity (2 credits), and students are required to obtain a total of 4 credits.

The teaching practicum usually gives one credit to a session of 2 weeks (80 hours) and should consist of a total of more than 4 weeks, and it is carried out at the concerned school in the following format: class observation-lesson-teaching practice. The universities of education that produce elementary school teachers provide more diversified education practice programs than secondary school teacher training institutions, which usually provide just one extended session of educational practice for 4 weeks during the first semester of the fourth year. However, given that secondary school teacher training institutions recognize the importance of the duration and methods of educational practice and are trying to improve them, some of them provide autonomous educational service practices (Yeungnam University, one unit during the second semester of the four year), or one or two weeks of field-observation practice, preparatory practices, and pre-service practices, etc. (Kongju National University, Ehwa Womans University: one week), in addition to the teaching practicum.

Also, students are required to take more than 2 credits (more than 30 hours per credit) in the educational service activity course to be qualified for certification without additional exams, which is designed to make up for a shortage of educational practice experiences.

Among secondary school teacher certificates, those who want to get certification in the national common basic subject relating to industry ⁷ should complete more than 4 weeks of the industrial site practice program, apart from the school site practice and the educational service activity.

4.4.3 Other requirements

In order to obtain the teacher certification without additional tests, candidates should receive more than two times of teaching profession aptitude and personality tests starting from 2013, and they are also obliged to complete more than two times of first aid and CPR practice sessions starting from 2016, according to the “Teachers’ Certification Decree.”

The teaching profession aptitude and personality tests are conducted by the heads of ITP institutions. Candidates will be tested in the following domains of personality traits and competencies required as educators (problem-solving ability · inquiry, judgment, independence · autonomy, creativity · application ability, psychological stability, language · communication skills, leadership, empathy · tolerance, knowledge · information, skills, voluntary services · sacrifice · cooperation, planning skills, integrity · responsibility, calling · viewpoint on teaching profession, and passion) and should qualify for the certain standards decided by the heads of ITP institutions. Those who fail to pass the test should complete alternative programs, for instance,

⁷ The national common basic subjects that require four weeks of practice at industrial sites include electricity · electronics, machines · metal, chemicals · textile, resource · environment, and construction · printing · ceramics.

in-depth interview and group counseling program, or apply for a retest.

The first aid and CPR practice course is designed to improve prospective teachers' ability to prevent safety accidents which can occur at school and to enhance safety guidance competence, and is implemented by the heads of ITP institutions in order to encourage colleges' participation.

4.5 Autonomy, flexibility, and variability of teacher education

The curriculum of ITP programs in South Korea have ambivalence, because they are managed at a national level by the central government in accordance with the related laws, and they are operated under the autonomy of colleges.

The domestic ITP institutions are given a relatively limited autonomy in their response to environmental changes in a flexible and adaptable manner (Shin, Park, 2008). The admission quotas and the minimum completion requirements for teacher certificates are determined by the central government, and each ITP institution is given a limited autonomy in terms of selection of students and composition of some of the subjects. However, the ITP institutions are guaranteed a relatively high level of autonomy in terms of the education content of each subject.

In other words, the centralized teacher training system has the advantage of fostering excellent teachers with uniform qualities irrespective of their regions, but also has its downside that each ITP institution is subject to limitation in the operation of a curriculum in reflection of its respective organizational culture and given situation.

V. ENSURING QUALITY DELIVERY OF ITP PROGRAMS

5.1 Periodic evaluation of teacher training institutions

South Korea has diverse teacher training institutions which implement teacher training programs and issue teacher certification for secondary school without additional testing by decree. They include the college of education, the department of education at a university, the teacher training course at a university, and the teacher training course at a graduate school of education. Among them, teacher training institutions and graduate schools of education at a university had been evaluated annually since teacher training institutions began to be evaluated in 1998. The 4th period evaluation has been conducted since 2015. From the 4th period, evaluation is conducted every 3 years while evaluation was conducted every 5 years under the 3rd period evaluation. The 3rd period evaluation had 4 grades, which were an “A”, “B”, “C”, and “D”. The institutions or courses which had a “C” or “D” were given an opportunity of being reevaluated so that they were able to complement their deficiencies. However, the 4th period has 5 grades which are an “A”, “B”, “C”, “D” and “E” and does not conduct reevaluation. Any institutions or courses which get an “E” will be closed down.

5.1.1 Purpose of evaluation

The purposes of evaluating teacher training institutions specified in “Basic plan of the 4th period evaluation on teacher training institutions” of the MOE are as follows. Firstly, the government will be able to manage the quality of teacher training by comprehensively assessing educational conditions, curriculum, and achievements of teacher training institutions. Secondly, the professional assessment will provide each teacher training institution with an opportunity to identify strengths and weaknesses as well as compare with other institutions so that they can be committed to self-development. Lastly, evaluation results will be released to provide would-be teachers and parents with a reliable reference for each teacher training institution. In addition to these objectives, “coordination of a teacher training scale” can be another critical purpose since the number of students has dramatically decreased and there has been secondary school teacher backlog. This intention of the MOE was first stated in 2009, the year right before the start of the 3rd period evaluation (The Ministry of Education, Science and Technology, 2009)

5.1.2 Subject of evaluation

The subject of evaluation on teacher training institutions in South Korea is the MOE and the Korean Educational Development Institute (KEDI). The MOE establishes related policies for evaluating teacher training institutions and the basic direction of the evaluation as well as implements the follow-up measures using evaluation results. The KEDI develops assessment models and indicators, establishes a detailed implementation plan of evaluation, carries out with a practical assessment and produces evaluation results. The KEDI has to closely cooperate with the MOE to reflect national education goals in the series of processes for planning, implementation, and result handling of evaluating teacher training institutions. In other words, the KEDI develops assessment models and indicators and the MOE finalizes them. The KEDI is responsible for setting the evaluation criteria, appointing the evaluation committee, implementing evaluations, and

organizing the results. The MOE approves evaluation results and announces them. The roles of the MOE and the KEDI in the 4th period evaluation are classified as the following Table 11.

<Table 11> Division of evaluation roles between the MOE and the KEDI

Ministry or Institute	Roles
MOE	<ul style="list-style-type: none"> ◦Establishes basic plans and policies to evaluate teacher training institutions ◦Establishes a basic plan to push forward with evaluations annually ◦Finalizes assessment models and indicators ◦Approves evaluation results and announces them(with the rating agency) ◦Utilizes evaluation results and implements follow-up measures
KEDI	<ul style="list-style-type: none"> ◦Establishes a detailed annual implementation plan to evaluate teacher training institutions and reports it(to the MOE) ◦Trains teacher training institutions and supports self-assessment ◦Establishes and runs evaluation committee candidates and reports selected committee members(to the MOE) ◦Trains evaluation committee members ◦Develops assessment models, indicators, and handbooks ◦Implements evaluations ◦Handles assessment-related complaints ◦Reports evaluation results and requests approval(from the MOE) ◦Writes an evaluation result report and submits it

5.2 Criteria and structure of evaluation on teacher training institutions

5.2.1. Evaluation criteria of teacher training institutions

The ITP institution evaluation content including how well ITP institutions serve their own unique purposes, how well they are operated, whether they are committed to improvement, and whether the ITP programs have been implemented in consideration of each institution's characteristics since the 4th period of each institution are structured in the forms of evaluation indexes and evaluation items (Kim, 2012). Specifically, quantitative and qualitative evaluations on all the inputs, processes, and output are carried out. They include curriculum, classes, professors, students, educational achievement, administration and finance, facilities and equipment of teacher training institutions.

The 4th period evaluation complements a number of issues of the 3rd period evaluation. The 3rd period evaluation was criticized for evaluating various types of teacher training institutions with uniform indicators. In the 4th period evaluation, teacher training institutions are divided into 6 types (college of education, teacher training course at a university, graduate school of education (nurturing function), graduate school of education (retraining function), university of education,

and vocational college) and characteristics of each type are applied. In addition, the indicators from the 3rd period evaluation, which were considered as less important or partially overlapped ones, were removed. As a result, 43 indicators in the 3rd period evaluation for colleges of education were reduced to 22 indicators in the 4th period evaluation (refer to <Table 12>)⁸. To supplement for the limitation of quantitative indicators, the 4th period evaluation introduces diverse qualitative indicators (example: development plans and implementation outcomes) to comprehensively evaluate qualitative aspects of teacher training institutions. As a result, for colleges of education, the whole indicators consist of 12 quantitative indicators, 8 qualitative indicators, and 2 mixed indicators (qualitative and quantitative elements included), which has increased proportion of qualitative indicators.

<Table 12> Evaluation standards for ITP institutions (for education majors)

Area	Entry	Conformity	Indicator	Point
1.Educational Environment (390)	1.1 Development Plan(30)	1.1.1 Suitability of Development Plan(30)	1.1.1.1 Development Plan and Implementation Outcomes	30
	1.2 Faculty(300)	1.2.1 Adequacy of Securing Full-time Faculty(210)	1.2.1.1 Rate of Securing Full-time Faculty for Subject Knowledge	70
			1.2.1.2 Rate of Securing Full-time Faculty for Curricular Knowledge	50
			1.2.1.3 Rate of Securing Full-time Faculty for Pedagogical Knowledge	60
			1.2.1.4 Pay of Part-time Instructors	30
		1.2.2 Adequacy of Full-time Faculty Activities(90)	1.2.2.1 Rate of Adequacy of Minimum Level of Research Achievement of Full-time Faculty	60
			1.2.2.2 Lecture Satisfaction	30
	1.3 Administration and Finance(60)	1.3.1 Fidelity of Administrative Support(30)	1.3.1.1 Rate of Securing Employees in Charge of Pedagogy and Adequacy of Activities	30
		1.3.2 Adequacy of Finance Operation(30)	1.3.2.1 Rate of Tuition Return (Scholarships, etc.)	30
	2. Curriculum	2.1Curriculum(100)	2.1.1 Adequacy of	2.1.1.1 Satisfying Standards of Teachers'

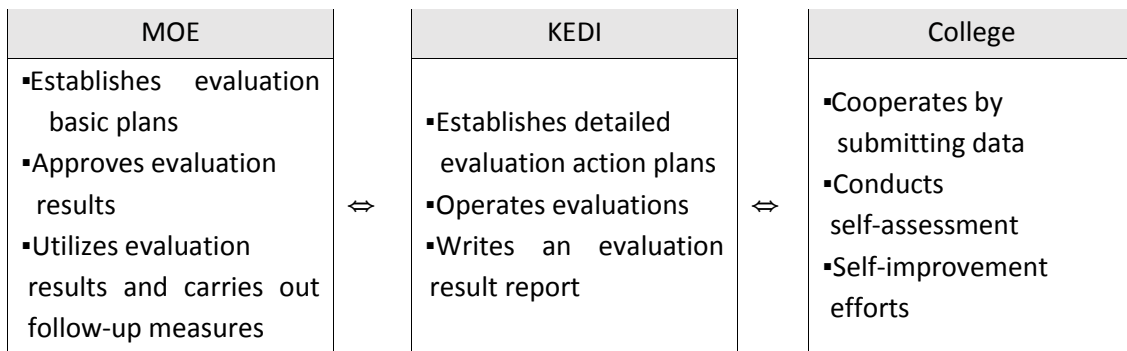
⁸ refer to the attachment about the detailed evaluation standards by ITP institution

(300)		Curriculum Organization and Operation	Certification Holders			
			2.1.1.2 Planning and Outcomes of Field Oriented Curriculum	40		
	2.2 Class(150)	2.2.1 Fidelity of class(150)	2.2.1.1 Credit Ratio of Class Led by Those Who with Subject Knowledge in Curricular Knowledge	30		
			2.2.1.2 Credit Ratio of Class Led by Those Who with Subject Knowledge in General Pedagogical Knowledge	30		
			2.2.1.4 The Number of Students in a Class	30		
			2.2.1.5 Quality Management of Class	60		
2.3 Teaching Practice(50)	2.3.1 Fidelity of Hand-on Work(50)	2.3.1.1 Achievement of Hand-on Work Guidance	50			
3. Performance (240)	3.1 Business Performance(60)	3.1.1 Performance of Retaining Student (60)	3.1.1.1 Rate of Student Dropout	30		
			3.1.1.2 Rate of Freshman Recruitment	30		
	3.2 Education performance(180)	3.2.1 Performance of Teacher Certification(50)	3.2.1.1 Teaching Ability of Would-be Teachers	50		
				3.2.2 Performance of Teacher Recruitment(80)	3.2.2.1 Rate of Teacher Recruitment	80
					3.2.3 Education Satisfaction(50)	3.2.3.1 Student Satisfaction
4.1 Specialized Training Institutions(70)	4.1.1 Specialization Indicators(70)	4.1.1.1a Achievement of Student Counseling and Career Guidance Activities	70			

The 3rd period evaluation had four grades, which were an “A” grade (excellence), a “B” grade (average), a “C” grade (inadequacy), and a “D” grade (incongruity). In addition to them, the 4th period evaluation includes an “E” grade (abolition). Each grade maintains the same interval and adopts an absolute grading system. An “A” grade is 800 or more out of 1000 points. A “B” grade is 700 or more and less than 800 points. A “C” grade is 600 or more and less than 700 points. A “D” grade is 500 or more and less than 600 points. An “E” grade is less than 500.

5.2.2 Evaluation structure of teacher training institutions

The evaluation structure of teacher training institutions consists of self-evaluations of teacher training institutions, written assessment of an independent evaluation committee, on-site visit evaluations, and satisfaction surveys of students. For self-evaluations conducted by teacher training institutions, performance achievements are written per each evaluation indicator in accordance with the evaluation handbook provided by the rating agency. Written assessment of the independent evaluation committee has the similar nature to preliminary assessment of a self-evaluation report. In other words, the fidelity and reliability of the report content will be evaluated, and the detailed checklist items will be organized during the follow-up on-site visit evaluation. For the on-site evaluations, evaluators visit teacher training institutions to check the details of the self-assessment report and produce results in accordance with the rating scale. Here, insiders are interviewed, materials kept in the institutions are looked at, facilities and equipment are checked, and satisfaction surveys are conducted. For student satisfaction, some seniors and juniors as well as students of graduate school of education in their 3rd ~ 5th semesters are asked about how much they are satisfied with educational facilities, curriculum, and instructions. An independent research professional agency is hired to call them to conduct the survey. In the 3rd period evaluation, the institutions or courses which obtained incongruity grade were reevaluated after one year but in the 4th period evaluation, administrative and financial measures are taken into account depending on the result of one-time evaluation. The process of the 4th period evaluation is as follows:



[Fig. 6] Process of the 4th Period Evaluation on Teacher Training Institutions

The 4th period evaluates all the teacher training institutions for 3 years from 2015 to 2017. For 1st ~2nd periods, evaluation was conducted annually depending on the types of teacher training institutions. For the 3rd period, all the teacher training courses at a university were evaluated. The largest university was completed first, which was followed by the second largest and the others annually. From 2010 to 2012, teacher training courses (graduate school of education included) at four-year universities were evaluated. The teacher training courses at vocational colleges were evaluated 2013 through 2014. The 4th period evaluated colleges of education and universities of education (62 universities and 206 institutions) in 2015. Education major departments (e.g.

department of education) and teacher training courses at universities (107 universities and 288 institutions) have been evaluated in 2016. Vocational colleges (126 colleges) are planning to be evaluated in 2017.

5.3 Application of evaluation result

The 3rd period evaluation which began in 2010 specified how to use evaluation results; 1) Teacher training institutions use them to establish self-improvement plans and revamp teacher training courses (department), 2) The government uses them to reconsider the quality of teacher training institutions and implement administrative and financial measures on those which have low grade of evaluations, 3) The public use them as a reference for selecting a university (Ministry of Education, Science and Technology, the KEDI, 2009: 36-41). The evaluation results were divided into 4 grades depending on each training course level (department level, teacher training course level, and college level), which were an “A” grade (excellence), a “B” grade (average), a “C” grade (inadequacy), and a “D” grade (incongruity). The MOE designated 8 colleges of education which obtained an “A” as teacher training leader colleges and supported a billion won every year for 4 years (a total of 4 billion won) from 2011. On the other hand, the institutions whose evaluation results were insufficient had to reduce the admission quota. Teacher training institutions which obtained a “C” (inadequacy) or lower had to be reevaluated after one year. The institutions which obtained a “C” (inadequacy) or lower in reevaluation had to reduce the admission quota. The institutions, which carried out self-help efforts such as reducing the number of new students on their own in accordance with the “follow-up criteria based on evaluation results”, were excluded from reassessment. The institutions with a “C” or a “D” on reevaluation had to reduce the admission quota according to the “follow-up criteria based on evaluation results”.

The proposal of the 4th period evaluation on teacher training institutions (MOE, 2015) specifies that evaluation results of teacher training institutions must be used in accordance with the following principles. The government uses them to improve the quality of teacher training institutions and reform the teacher training system. Teacher training institutions use them to identify their problems and improve themselves. Those who want to become teachers can use them as a reference for selecting a university or department. The 4th period, which has been conducted since 2015, has 5 grades which are an “A” (excellence), a “B” (average), a “C” (inadequacy), a “D” (incongruity), and an “E” (abolition). The institutions or courses which received an “E” (abolish) must be abolished. The schools which received a “C” must secure a 30% reduction in the admission quota and the schools which received a “D” must secure a 50% reduction in the number of new students.

VI. CERTIFYING AND SELECTING NEW TEACHERS

6.1 Certification requirements

Currently, South Korea's teacher certification system follows the provisions specified in 'Teachers' Certification Decree' of the Presidential decree. The teacher certification is divided into the certification without additional testing and the certification with additional testing. However, in general, when graduating from education major institutions or teacher training institutions of non-education major institutions, the certification is performed through the certification without additional testing. Although it is stated that the MOE issues teacher certificates, in accordance with the rules on the delegation and entrustment of administrative authority, since metropolitan and provincial school superintendents and presidents of colleges are commissioned to issue the certificates, certification institutions vary by types of certification. When graduating from teacher training institutions, the second grade teacher certificate is issued. At this time, the certification is implemented through certification without additional testing by presidents of colleges with the authority delegated by the MOE.

To acquire the second grade teacher certificate, as shown in <Table 13>, the minimum requirements by law should be satisfied. First, candidates should achieve more than 50 credits in the subject knowledge of their majors (mandatory subjects: more than 7 subjects and 21 credits) and also more than 22 credits in the general pedagogical knowledge (12 credits in general pedagogical theories, 6 credits in knowledge for teaching profession, and 4 credits in practical component). In addition, candidates should achieve more than 75 points out of a 100-point scale in average in the subject knowledge of their majors, and more than 80 points out of a 100-point scale in the general pedagogical knowledge. Recently, as the social demands for personality and aptitude tests on prospective teachers and social safety management are growing, on the aptitude for teaching and personality tests, the results have to show that they are eligible for teaching more than two times, and also more than two times of first aid and CPR practices are needed. Such criteria are applied to all candidates, including graduates of colleges of education, those completed teacher training courses, and graduates of temporary teacher training institutions, and to graduates of graduate schools of education, the criteria set in the notification by the Minister of Education are applied. In the case of graduates of graduate schools of education, 22 credits in general pedagogical knowledge are also required as in the case of graduates of other teacher training institutions, but graduation credits and the requirements on personality and aptitude tests differ.

<Table 13> Standards for teacher certification without additional tests

Class.	Subject knowledge (more than 50 credits)		General pedagogical knowledge (more than 22 credits)			Others
	Essential subject content knowledge	Pedagogical content knowledge	General pedagogical theories	Knowledge for teaching profession	Practical component	
Completion Standards	More than 21 credits (more than 7 subjects) * Graduate school of education: 14 credits (more than 5 subjects)	More than 8 credits (more than 3 subjects) in essential subject content knowledge	More than 12 credits (more than 6 subjects)	More than 6 credits (3 subjects)	More than 4 credits (field+ educational service activities)	- More than 2 times of eligibility judgment on the tests of aptitude for teaching profession and personality - More than 2 times of first aid and CPR practices

* Based on new students in 2016

6.2 National teacher recruiting examination

In Article 10, Chapter 4 of ‘Public Education Officials Act’, it is specified that “the recruitment of public education officials is carried out by their certification, reeducation grades, work performance, and other abilities that can be actually proved.” and “the recruitment of public education officials guarantees equal opportunities to every candidates with teacher certification who want to be recruited as a teacher.” Specific methods for selecting new teachers are provided in the ‘Regulations on the National Public Education Official Candidate Recruiting Examination’. These regulations include the implementation methods for national teacher recruiting examination and the certification standards, the examination procedure and contents, and the selection criteria for final successful candidates.

The national teacher recruiting examination for elementary and middle school teachers is implemented via open selection in accordance with the rules of Article 11 of ‘Public Education Officials Act’. Such open selection is composed of a written test, a performance test, and an interview test. To apply for an open selection, candidates must have the teacher certificate related to the applying position (including undergraduates and graduates who are scheduled to earn degrees or complete courses to be eligible for teacher certificates). Tests for new recruitment are divided into the 1st and 2nd tests, and in the 1st test, there is a written test and the 2nd test includes an interview and teaching demonstration. Both elementary and middle school teacher candidates

take the 1st written test in the form of essay and subjective type evaluation. In the 1st test, 1.5~2 times more candidates are selected, and after the 2nd test, successful candidates are chosen in the order of their score by adding all the scores they get from the 1st and 2nd tests. At this time, additional points given in the 1st test are not included in the total final scores. Performance tests are given in arts & physical education, science, and specialty subjects when necessary and an interview is given to assess aptitude, philosophy on teaching, personality, and knowledge as a teacher. Test subjects and scoring proportion are decided by test-giving institutions (each metropolitan or provincial office of education). Details are as shown in the following table.

<Table 14> Current system of teacher recruiting examination

Class.	Elementary school			Middle school		
	Subject	Score	Type	Subject	Score	Type
1st	Pedagogical essay	20	Essay	The study of education	20	Essay
	Curriculum	80	Subjective type	Major	80	Subjective type
2nd	In-depth interview on aptitude for teaching	40	Interview, demonstration	In-depth interview on aptitude for teaching	40	Interview, demonstration
	Lesson planning	10		Lesson planning	20	
	Teaching demonstration	30				
	Depths interview in English	10				
	Demonstration of teaching in English	10				

<sources: MOE>

- ※ Lesson planning: elementary school <process plan for teaching lesson >, middle school <instruction plan for teaching lesson >
- ※ Subjects and scoring of the 2nd test: this may vary by metropolitan and provincial offices of education.
- ※ Middle school arts & physical education/science/specialty subjects: Metropolitan and provincial offices of education may hold performance and experiment tests (30~40 points).

When it comes to teacher recruitment, before 1990, graduates of universities of education and

national colleges of education were preferred, and after 1990, it changed to select through open selection. Although the rate of successful candidates of the national teacher recruiting examination in 2015 significantly increased compared to 2005, between the start of recruiting via the open selection and 2013, the rate of successful candidates of the national teacher recruiting examination for secondary school teachers was less than 10%. According to the rate of successful candidates of the national teacher recruiting examination in 2015, 11.6% was secondary school teachers. The number of candidates and successful candidates of national teacher recruiting examination for secondary school teachers since 2005 is as shown in the following <Table 15>.

<Table 15> Number of candidates and successful candidates of teacher recruiting examination by year (2005-2015)

(Unit: Person, %)

Class.	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Candidates	73,205	79,272	66,672	66,993	73,445	70,956	67,509	54,017	51,401	45,323	43,913
Successful candidates	3,999	5,315	5,520	4,964	4,208	3,151	2,687	3,301	3,784	5,468	5,078
Ratio of successful candidates	5.5	6.7	8.3	7.4	5.7	4.4	4.0	6.1	7.4	12.1	11.6

<Sources: Education Statistics DB by KEDI>

VII. SUPPORTING BEGINNING TEACHERS

7.1 Structure of induction program

In South Korea, overshadowed by still high preference for teaching profession and fierce teacher recruiting competition, the induction issue of newly-selected teachers is not getting that much attention. However, these days, as the tendency that extrinsic motivations act as induction motivations of teachers is deepening (Lee, Kim, and Hong, 2012) and reports are being made on the low satisfaction of teaching profession (OECD, 2014) and the difficulties of new teachers in adapting to teaching profession, the importance of the induction program of newly-selected teachers to encourage their passion for teaching and to adapt them to teaching profession is being emphasized (OECD, 2013).

Nevertheless, even though there are legal grounds for general teacher training programs, including Article 2, Chapter 14 of ‘Education Basic Act’, Articles 38-42 of ‘Public Education Officials Act’, and Item Na, Clause 1, Article 6 of ‘Rules on Teacher Training Program’ about “Regulations on duty training programs to study educational theories and methods and to foster competency necessary for performing other educational duties”, there are no legal training rules on practical teaching task training programs for new teachers or additional rules on specific bases. Thus, currently training for newly-selected teachers is variously implemented by each metropolitan or provincial office of education in a form of duty training programs among teacher training programs, and if necessary, it is commissioned at will by unit schools. Although metropolitan and provincial offices of education carry out about 50 hours of duty training programs for most prospective new teachers, it is a little insufficient to systematically manage the quality and quantity, including teaching classes and school life guidance for new teachers after their induction.

Taking an example of the induction programs for new teachers by metropolitan and provincial offices of education, according to Kim Min-gyu, Jang Gwi-deok, and Kim Wang-Jun (2016), Gyeonggi Provincial Office of Education has implemented New Teachers Training Programs (NTTP) since 2011, an induction program for new teachers in a form of a monthly induction program during the school year. In NTTP, various induction programs are implemented to help new teachers to become experts on curriculum, teaching and learning, evaluation, and student counseling from March to December by dividing the programs into about 10 rounds (total 30 hours).

Accordingly, the MOE came up with contents that can strengthen the induction programs for new teachers in the 2016 “improvement plan for the process of training programs for teachers who leads changes in the education field”. For new teachers to adapt to the school environment stably and promptly after their induction, it is planned to expand the induction programs by phase⁹ in order to implement about 80 hours of induction programs for new teachers and to develop and distribute standardized preparation programs for new teachers.

7.2 Induction program within schools

9 (‘16) 50hours→(‘17) 65hours→(‘18) 80hours

In general, induction programs for new teachers within unit schools depend on the principal of a school. According to regions or schools, while some schools have new teachers every year, since in some areas, new teachers are seldom assigned, when it comes to the induction programs for new teachers by unit school, whether it will be implemented or not and its contents are decided according to situations by school. Nonetheless, in most unit schools, mentoring for new teachers is performed through teacher research societies, teacher clubs, consultative groups by the same grader and by subject. Such trends can be confirmed through the result of TALIS 2013. According to the result of TALIS 2013¹⁰, the rate of the participation in the mentoring programs for new teachers within unit schools was higher than the average of the entire TALIS participating countries.

¹⁰ Refer to TALIS2014 table 4.3 mentoring programs in lower secondary education

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APPENDICES

1. Requirements for teacher certification

1) Secondary School Teacher (1st Grade)*

* Only in-service teachers are eligible (Not eligible for short-term teachers)

Certification	School Teacher (1st Grade)
By school	
Secondary Education	<ol style="list-style-type: none"> 1. Those with the secondary school teacher certificate (2nd grade) who earn master's degrees from graduate schools of education or the education department of graduate schools designated by the Minister of Education, and have more than one year of teaching experiences 2. Those without any secondary school teacher certificates who earn master's degrees from graduate schools of education or the education department of graduate schools designated by the Minister of Education and then are granted the secondary school teacher certificate (2nd grade) by the Minister of Education and have more than three years of teaching experience. 3. Those with the secondary school teacher certificate (2nd grade) and more than three years of teaching experiences who receive the required reeducation. 4. Professors and associate professors at universities of education and vocational colleges with more than three years of teaching experiences

2) Secondary School Teacher (2nd Grade)

Certification	School Teacher (2nd Grade)
By school	
Secondary Education	<ol style="list-style-type: none"> 1. Those who graduate from colleges of education 2. Those who earn master degrees from graduate schools of education or the education department of graduate schools designated by the Minister of Education 3. Those who complete the courses of temporary teacher training institutions 4. Those who graduate from education departments of universities 5. Those who obtain the required credits in general training courses at

	<p>universities and industrial colleges</p> <p>6. Those with assistant teacher certificates and more than two years of teaching experiences who receive the required reeducation</p> <p>7. Those who graduate from universities with primary school assistant teacher certificates</p> <p>8. Associate professors at universities of education and vocational colleges with more than two years of teaching experiences</p> <p>9. Those Industrial-academic teachers (except honorary teachers) or other instructors who meet the certification standards specified in Article 22 and who obtain the required credits in general teacher training courses at universities or ITP institutions designated according to the Presidential decree. In those cases, the screening criteria of candidates with letters of recommendation by the appointment authority holders and the school superintendents' admission standards shall be designated according to the Presidential decree.</p>
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3) Assistant teacher/training teacher/ school counselor (1st and 2nd graders)

Certification	Assistant teacher	Training teacher	School counselor	
By school			(1 st grade)	(2 nd grade)

Secondary Education

<p>1. Those who graduate from industrial· marine· maritime and agricultural industrial departments at universities (vocational colleges excluded) designated by the Minister of Education</p> <p>2. Those who meet secondary school assistant teacher certification</p> <p>3. Those secondary school training teachers with more than five years of teaching experiences who earn degrees in relevant fields at universities, industrial colleges, and colleges of technology (only applied to bachelor's degree courses) or graduate schools</p>	<p>1. Those who graduate from vocational colleges (all kinds of schools equivalent to vocational colleges included. Hereinafter the same is applied.) and obtain the required skills of practice courses designated by the Presidential decree or graduate from the related majoring departments of high technical schools(high school for technical training) or graduate from departments relating to teacher certificates at lifelong education facilities of which education level is accepted as equivalent to vocational colleges in accordance with Clause 4, Article 31 of 'Lifelong Education Act'</p> <p>2. Those who complete arts & physical education, and other skills designated by the Presidential decree at universities (all kinds of schools equivalent to universities included) or vocational colleges</p> <p>3. Those who graduate from vocational high schools or three-year high technical schools (high school for technical training) and meet training teacher certification</p> <p>4. Those with knowledge and skills about the vocational department, the arts and music department, or the health department who meet training teacher certification</p>	<p>1. Those with teacher certificates of higher than the second grade (teacher certificates of more than the second grade in accordance with 'Early Childhood Education Act' included) and more than three years of teaching experiences who complete certification training at graduate schools of education or graduate schools designated by the Minister of Education</p> <p>2. Those with the school counselor certificate (2nd grade) and more than three years of experiences as a school counselor who receive certification trainings</p>	<p>1. Those who obtain the required credits in general training courses in departments relating to counseling and psychology at universities and industrial colleges</p> <p>2. Those who complete professional counseling training courses in departments of counseling and psychology at graduate schools of education or graduate schools designated by the Minister of Education and earn master's degrees</p> <p>3. Those with teacher certificates of more than the second grade (teacher certificates of more than the second grade in accordance with 'Early Childhood Education Act'</p>
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4) School librarian teacher/school health teacher/nutrition teacher

Certification By school	School librarian teacher		School health teacher		Nutrition teacher	
	1 st grade	2 nd grade	1 st grade	2 nd grade	1 st grade	2 nd grade
Secondary Education	<p>1. Those with the school librarian teacher (2nd grade) certificate and more than three years of experiences as a school librarian teacher who receive certification training</p> <p>2. Those with the school librarian teacher (2nd grade) certificate who major in librarian training courses at graduate schools of education or the education departme</p>	<p>1. Those who major in library & informati on science or library science and complete the required general training courses at universiti es and industrial colleges</p> <p>2. Those with teacher certificate s of higher than an assistant teacher who receive the required school librarian teacher training</p>	<p>1. Those with school health teacher (2nd) certificate and more than three years of experienc es as a school health teacher and receive certificati on training</p>	<p>1. Those who obtain the required credits in general training courses in the departme nt of nursing science at universiti es and industrial colleges and have nurse certificate s</p> <p>2. Those who obtain the required credits in general training courses in the departme nt of nursing science at vocational colleges and have nurse</p>	<p>1. Those with the nutrition teacher (2nd) certificat e and more than three years of experien ces as a nutrition teacher who receive certifica tion training</p>	<p>1. Those who earn the required credits in general training courses in departme nts relating to food science or nutrition science at universiti es and industrial colleges and have nutritionis t certificate s</p> <p>2. Those with nutritionis t certificate s who complete nutrition training courses at graduate schools of education or in the</p>

	<p>nt at graduate schools designated by the Minister of Education and obtain master's degrees and have more than one year experiences of as a school librarian teacher</p>	<p>courses</p> <p>3. Those who major in librarian training courses at graduate schools of education or in the department of education at graduate schools designated by the Minister of Education and earn master degrees</p> <p>4. Those who major in library & information science or library science at colleges of education</p>		<p>certificate s</p>		<p>departme nt of education at graduate schools designated by the Minister of Education and earn master degrees</p>
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2. Detailed Completion Standards of General Pedagogical Knowledge

[Attached Form 2] Detailed Standards for obtaining teacher certificates, including kindergarten and elementary, secondary, and special schools

[Implemented Oct. 1, 2015] [Notification No. 2015-73 of MOE, partially revised Oct. 1, 2015]

Class.	Minimum completion standards		
	School teacher (2 nd grade) and teacher(2 nd grade)	Assistant teacher	Training teacher
General pedagogical theories	<ul style="list-style-type: none"> ◦ More than 12 credits (More than 6 subjects) - Introduction to the study of education - Education philosophy and history - Curriculum - Educational evaluation - Education methodology and educational technology - Educational psychology - Sociology of education - Educational administration and educational management - Guidance and school counseling - Other pedagogical theory subjects 	<ul style="list-style-type: none"> ◦ More than 10 credits (More than 5 subjects) - Introduction to the study of education - Education philosophy and history - Curriculum - Educational evaluation - Education methodology and educational technology - Educational psychology - Sociology of education - Educational administration and educational management - Guidance and school counseling - Other pedagogical theory subjects 	<ul style="list-style-type: none"> ◦ More than 4 credits (More than 2 subjects) - Introduction to the study of education - Practice education methodology
Knowledge for teaching profession	<ul style="list-style-type: none"> ◦ More than 6 credits - Introduction to the study of special education (more than 2 credits, the domain of gifted and talented education included) - Practical teaching affairs (more than 2 credits) - Theories and practices on prevention of school violence (more than 2 credits) 		
Practical component	<ul style="list-style-type: none"> ◦ More than 4 credits - School field training (more than 2 credits) - Educational service activities 		

	(within 2 credits can be included)		
Total	Total 22 credits	Total 10 credits	Total 4 credits

※ Note

- Since 'guidance and school counseling' can be substituted for 'theories and practices on prevention of school violence', it can be accepted as knowledge for teaching profession. However, in this case, the outline program of instruction of the subject of 'guidance and school counseling' should reflect more than 50% the understanding, prevention, and countermeasures of school violence.