

**2011 Modularization of Korea's Development Experience:  
Successful Strategy for Training  
Teachers in Korean Education**

**2012**



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in Korean Education**

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# Preface

The study of Korea's economic and social transformation offers a unique opportunity to better understand the factors that drive development. Within one generation, Korea had transformed itself from a poor agrarian society to a modern industrial nation, a feat never seen before. What makes Korea's experience so unique is that its rapid economic development was relatively broad-based, meaning that the fruits of Korea's rapid growth were shared by many. The challenge of course is unlocking the secrets behind Korea's rapid and broad-based development, which can offer invaluable insights and lessons and knowledge that can be shared with the rest of the international community.

Recognizing this, the Korean Ministry of Strategy and Finance (MOSF) and the Korea Development Institute (KDI) launched the Knowledge Sharing Program (KSP) in 2004 to share Korea's development experience and to assist its developing country partners. The body of work presented in this volume is part of a greater initiative launched in 2007 to systematically research and document Korea's development experience and to deliver standardized content as case studies. The goal of this undertaking is to offer a deeper and wider understanding of Korea's development experience with the hope that Korea's past can offer lessons for developing countries in search of sustainable and broad-based development. This is a continuation of a multi-year undertaking to study and document Korea's development experience, and it builds on the 20 case studies completed in 2010. Here, we present 40 new studies that explore various development-oriented themes such as industrialization, energy, human capital development, government administration, Information and Communication Technology (ICT), agricultural development, land development and environment.

In presenting these new studies, I would like to take this opportunity to express my gratitude to all those involved in this great undertaking. It was through their hard work and commitment that made this possible. Foremost, I would like to thank the Ministry of Strategy and Finance for their encouragement and full support of this project. I especially would like to thank the KSP Executive Committee, composed of related ministries/departments, and the various Korean research institutes, for their involvement and the invaluable role they played in bringing this project together. I would also like to thank all the former public officials and senior practitioners for lending their time and keen insights and expertise in preparation of the case studies.

Indeed, the successful completion of the case studies was made possible by the dedication of the researchers from the public sector and academia involved in conducting the studies, which I believe will go a long way in advancing knowledge on not only Korea's own development but also development in general. Lastly, I would like to express my gratitude to Professor Joon-Kyung Kim for his stewardship of this enterprise, and to his team including Professor Jin Park at the KDI School of Public Policy and Management, for their hard work and dedication in successfully managing and completing this project.

As always, the views and opinions expressed by the authors in the body of work presented here do not necessary represent those of KDI School of Public Policy and Management.

**May 2012**

**Oh-Seok Hyun**

**President**

**KDI School of Public Policy and Management**



# Prologue

Traditionally the three main components of education are the student, curriculum, and teacher. These three components do not just play their own roles but are transformed and developed through interactions between and amongst each other. Here, the teacher is the component that leads the interaction. In Korea, it is understood that the qualifications of the teacher are directly linked to the quality of education. What this means is that teachers have a responsibility to lead students in the right direction, and this is considered the main component of education in Korea.

In this vein, because the role of teachers is so important improving their qualifications and capabilities has gained more popularity. The recognition that teachers play a vital role in education is supported by the recent influx of research on teachers conducted by international organizations such as the OECD. The important role of teachers in education is universally accepted.

The qualifications and capabilities of teachers should be nurtured from the time they are selected and trained as student teachers. This can enhance their overall talents as a teacher. Korea has advantages in this regard compared to other countries. First, the qualifications of student teachers who join teacher training institutes are good. The student teachers who enter teacher training institutes score in the top 5% on the college entrance exam. These top-notch students complete their 4-years of college and become the nation's teachers. However, this is not enough to cultivate talented student teachers into excellent teachers and there is only so much the teacher training institutes can do. In other words, government policy is inevitable.

Korea has implemented numerous policy measures to foster excellent teachers. The process to lure truly talented student teachers to teacher training institutes has been strengthened. Additionally, to ensure that teachers are better qualified, the period of primary teacher training course has been extended and the secondary teacher training course system has been diversified. Moreover, the curriculum for both primary and secondary teacher training institutes was intensified to bolster training of student teachers and the teacher training institutes are being evaluated to monitor the quality of the training institutes.

The effort reflects the Korean government's idea that successful education is the driving force of national development and qualified teachers are essential for successful education. Thanks to various policies for teachers and teacher training which aim to foster excellent teachers, Korea could achieve remarkable economic, social and educational development over the past 50 years.



This report covers the history of Korean teacher training, changes in the teacher training system, governmental policies concerning teachers and teacher training, outcomes of the governmental policies and their keys to success, and various quantitative and qualitative implications that can be drawn from Korea's experience with teacher training education. This report can provide meaningful lessons to many developing countries who hope to utilize education to promote national development.



# Contents | LIST OF CHAPTERS

Prologue.....6

Summary .....14

## Chapter 1

Introduction .....21

## Chapter 2

Teacher Training System in Korea .....25

1. General Teacher Training System.....26

2. Development, Current Status, and Assignment of Primary School Teacher Training .....28

2.1 Development of the Primary School Teacher Training Institutes.....28

2.2 Major Statistic Changes in Primary School Teacher Training.....35

2.3 Current Status of the Primary School Teacher Training Institutes.....37

2.4 Challenges Facing the Primary School Teacher Training Institutes.....46

3. Development, Current Status, and Assignment of the Secondary School Teacher Training Institutes .....48

3.1 Development of the Secondary School Teacher Training Institutes.....48

3.2 Major Statistic Changes regarding Secondary School Teacher Training.....49

3.3 Current Status of the Secondary School Teacher Training Institutes.....52

3.4 Challenges Facing the Secondary School Teacher Training Institutes.....58

## Chapter 3

Governmental Policy and Supporting System for Korean Teacher Training System.....	61
1. Primary School Teacher Training .....	62
1.1 Reorganization of the Teacher Training System .....	62
1.2 Substantial Improvement in Education Training.....	64
1.3 Establishment of the “University of Education Development Strategy” to Improve the Educational Ability of Primary Teacher Training Institutes .....	69
2. Secondary Teacher Training System.....	72
2.1 Establishment and Reorganization of the Teaching Certification Course .....	72
2.2 Establishment of the Graduate School of Education (1963) .....	75
2.3 Opening of Korea National University of Education (1985).....	77



## Contents | LIST OF CHAPTERS

### Chapter 4

Evaluation of Achievement of the Korean Teacher Training System.....	81
1. Extension of the Teacher Training Period.....	82
1.1 Extension of the Primary School Teacher Training Period.....	82
1.2 Extension of the Secondary School Teacher Training Period.....	83
1.3 Achievements .....	84
2. Appointment of Teachers through the Open Competition Examination.....	84
2.1 Preferred Appointment of Graduates of the National Teacher Training Institutes .....	84
2.2 The Open Competition Examination .....	86
2.3 Achievements .....	87
3. Criteria for Teacher's License without Examination and Intensified Requirement for the Completion of the Teaching Certification Course .....	87
3.1 Criteria for Teacher's License without Examination.....	87
3.2 Reduction of the Capacity of the Teaching Certification Course and Enhancement of the Criteria for Completion of the Teaching Certification Course.....	89
3.3 Achievements .....	91
4. Execution of the Teacher Training Institute Evaluation.....	91
4.1 Purpose of the Adoption of the Teacher Training Institute Evaluation.....	91
4.2 Current State of the Teacher Training Institute Evaluation .....	92
4.3 Achievements .....	93

## Chapter 5

Implications .....	95
1. Qualitative Aspect of Teacher Training .....	96
1.1 Establishment of Regional Teacher Training Institutes to Obtain a Sufficient Number of Teacher Training Institutes .....	96
1.2 Job Security as a Means of Securing Excellent Future Teachers .....	97
1.3 Develop Various Incentives to Secure Excellent Future Teachers.....	98
2. Qualitative Aspect of Teacher’s Education.....	99
2.1 Incremental Development of Teacher’s Education .....	99
2.2 Operation of Institutes by Integrating Elementary and Secondary School Teacher Training Institutes.....	99
2.3 Reinforcement of Evaluation of Teacher Training Institute initiated by the Central Government .....	100
2.4 Formulation and Implementation of Strong Education Policy Initiated by the Central Government .....	101
References.....	102
Appendix .....	106

# Contents | LIST OF TABLES

## Chapter 2

Table 2-1 Primary and Secondary School Teacher Training System in Korea .....	27
Table 2-2 Normal School in 1946 within the Public School System.....	29
Table 2-3 Primary School Teacher Training Program at Normal School from 1945 to 1961 .....	30
Table 2-4 Normal School Curriculum and Time Assigned for a Class .....	32
Table 2-5 Primary School Teacher Training Course at University of Education from 1961 to 1978 .....	34
Table 2-6 Changes in the Number of Students and Teachers (Primary School) .....	36
Table 2-7 Appointment Rate of Primary School Teachers.....	37
Table 2-8 Admission Scheme of Each University of Education (2009) .....	38
Table 2-9 Admission Officers System and Process of Each University of Education (2012).....	40
Table 2-10 Curriculum and Credits of the Universities of Education .....	43
Table 2-11 Teaching Practice of the Universities of Education .....	45
Table 2-12 Changes in the Secondary School Teacher Training Institutes .....	49
Table 2-13 Changes in the Number of Students and Teachers (Middle School, High School) .....	50
Table 2-14 Appointment Rate of Secondary School Teachers.....	51
Table 2-15 Merits and Demerits of the Purpose-oriented System and Open System.....	52
Table 2-16 Curriculum Structure of the Teachers Colleges .....	54
Table 2-17 Subjects and Credits in the Curriculum.....	56

### Chapter 3

Table 3-1 Education Training at Each University of Education .....	64
Table 3-2 University of Education Development Strategy .....	70
Table 3-3 Prerequisite Subjects for the Teaching Certification Course .....	74
Table 3-4 Number of Universities with the Teaching Certification Course and the Annual Capacity (as of February 2011) .....	75
Table 3-5 Changes regarding the University of Education .....	76
Table 3-6 Changes regarding the University of Education .....	77
Table 3-7 Curriculum of the College 1, 2, and 3 .....	79

### Chapter 4

Table 4-1 Clauses in the Educational Public Servant Act regarding the Employment of New Teachers .....	85
Table 4-2 Criteria for Teacher's License without Examination (level-2 Primary School Regular Teacher) .....	88
Table 4-3 Criteria for Teacher's License without Examination .....	89
Table 4-4 Number of Universities and Departments with the Teaching Certification Course .....	90
Table 4-5 Capacity for the Teaching Certification Course .....	90
Table 4-6 Teacher Training Institute Evaluation .....	92

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# Summary

## 1. Overall Summary

Korea's primary school teachers are mainly trained at the National School of Education. The demand and supply of primary school teachers are appropriately matched to maintain a purpose-oriented teacher-training system. This allows for the majority of student teachers to become teachers. Over time the period of primary school teacher training was extended and currently the training is a 4-year course.

The secondary school teacher training system is open and indirect that includes various institutes such as teachers' colleges, education departments at universities, teaching training courses at undergraduate non-teachers' colleges, and graduate schools of education. Secondary school teacher training institutes were developed to offer diversified training courses, which is different from the primary school teacher training system.

The Korean government implemented various policies involving primary and secondary school teacher training institutes in order to enhance the qualifications of teachers. The government extended training courses, strengthened practicum courses and enforced measures to develop the University of Education for primary education. For secondary education, teaching training courses were established and reformed. The Graduate School of Education and Korea National University of Education, which combines primary and secondary school teacher training institutes were established.

Thanks to the Korean governmental policies for teacher training, the foundation to foster excellent teachers qualitatively and quantitatively was made. Teacher training institutes began to make efforts to foster better teachers and promising student teachers who have excellent qualifications. Furthermore, the government has started to introduce an evaluation system to monitor teacher training institutes to foster qualified teachers.



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The Korean governmental policy for teacher training and education, which has been in place since 1945, provides a number of implications to developing countries that are putting forth great efforts in education for national development. To secure the needed number of teachers, the country needs to provide an appropriate number of teacher training institutes in each region. To secure excellent student teachers, the teachers' social status should be guaranteed within society and various incentives should be given.

From the qualitative perspective, teacher training should be steadily improved and measures to integrate and operate combined teacher training institutes should be considered. Also, government-led evaluation systems on teacher training institutes should be strengthened and central government-led teacher training policies should be firmly formulated and implemented.

## 2. Process of project

This report aims to study, analyze and summarize the experiences of training teachers who provided Koreans with the education that served as the driving force of development in Korea, and provide meaningful implications to developing nations.

To achieve the goal of this report, a group of experts formed an advisory committee to determine the content of this research. The content is described as follows. In 'Chapter 1: Introduction,' the meaning and purpose of this report is provided and in 'Chapter 2: Teacher Training System in Korea,' the author summarized an analysis of various sources about the history of the teacher training system after Korea's independence in 1945 based on the respective researchers' professional insights. The author requested primary and secondary school specialists to draft 'Chapter 3: Governmental Policy and Supporting System for Korean Teacher Training System.' Researchers examined the draft and contributed the final version of 'Chapter 3'. 'Chapter 4: Evaluation of Achievement of the Korean Teacher Training System' and 'Chapter 5: Implications' are reviewed, analyzed and suggested based on the contents of 'Chapter 2' and 'Chapter 3,' along with other related research papers used as references. The research paper was revised and edited according to the recommendations of the advisory committee and 3 other experts from other organizations.

## 3. Chapter Summary

### 3.1 Introduction

Education has a long history and can be dated back to humankind's first appearance on earth. According to scholars, education is an 'intentional' increase of value for human beings through ethical means based on a whole-person's education, planning and intentional value orientation. Through this effort, human beings can harmoniously develop their knowledge, virtue, health and talent, and can maintain socially and ethically mature lives (Bum-Mo, Jung 1981; Shin-II, Kim, 2003).

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The Korean government tried to establish various policies for teacher training education after declaring independence in 1945. Before the 1980s, various policies were employed to increase the number of teachers since there were not enough at the time. After the 1980s, policies focused on teachers' qualifications rather than on increasing the number of teachers. These policy changes were a very important milestone, which is paralleled by qualitative and quantitative changes in Korean education. It is also the basis in which Korea receives its worldwide approval.

This report provides a summary about the teacher training system in order to explore successful strategies for teacher training in Korea, distinguishing between primary and secondary teacher training. This report provides a brief introduction to the successful governmental policies concerning teachers from a qualitative and quantitative perspective. Finally, this report discusses the implications of supply and demand of teachers from a quantitative aspect and the implications of increasing teachers' professionalism from a qualitative aspect. These implications can be helpful to other countries because this report explains the developmental process of teacher training in Korea. If other countries adjust and apply these implications appropriately, it could be helpful in developing their respective teacher training programs.

### 3.2 Teacher Training System in Korea

Korean primary school teachers are trained at the University of Education and secondary school teachers are trained at teachers' colleges, education departments at universities, graduate schools of education and teaching training courses at undergraduate programs at general universities. The primary education institute is a purpose-oriented system and the secondary education institute is a combined system that emphasizes the merits of a purpose-oriented system and an open system.

The teacher training institutes for primary education have transformed according to social and educational circumstances. During the period of Normal School (1945~1961), regular primary education courses were offered for only 3 months to up to a year. This was because securing primary school teachers was the urgent issue at the time. During the period of 2-year University of Education (1961~1980), the objectives were to not only secure more primary school teachers, but also to monitor their qualifications. In the period of the 4-year University of Education which began in 1981, the focus was primarily on the qualifications of teachers rather than the quantity of teachers.

Primary school teachers are mainly trained and educated at the National University of Education. Since most of the students eventually become teachers, it can be said that the supply and demand of teachers are matched appropriately, maintaining a purpose-oriented teacher training system. However, because the birth rate has been decreasing since the middle of 2000, the expectation is that the shortage in supply will lead to an over-supply of teachers.

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The universities of education utilizes various screening methods and criteria to select excellent student teachers. As of 1991 each applicant's interview scores, aptitude test scores, and personality test scores made up for 5-10% of an applicant's scores, in addition to the SAT scores and high school records. Each university can determine its own evaluation criteria. Additionally, all the education universities introduced an admission officer system to identify excellent student teachers. The curriculum of education universities is comprised of standard education courses that are divided into liberal arts, one's major and in-depth courses. Recently, practicum courses were intensified to strengthen the relationship with the field.

Secondary school teacher training institutes have been run as a 4-year course from the beginning and many other training institutes were established to flexibly meet the demands of teachers. Until 1980, the demand for teachers was always larger than the supply and many teacher training institutes were established to fill the gap. However, the current teacher training course has been maintained since 1980 and a new move to cut training resources was made.

There are various institutes for secondary school teacher training, such as teachers colleges, education department at universities, teaching training courses at undergraduate programs at general universities and graduate schools of education. The secondary school teacher training system is a combination of an open and indirect training system. The number of secondary school teachers continued to rise until 1990, but began to decrease since then.

The enrollment system of secondary school teacher training institutes has been the same with that of other universities. It is also not very different from that of primary school teacher training institutes. The curriculum at teachers colleges was also comprised of liberal arts, one's major, and subjects of teacher training. The period for the teacher practicum was 4 weeks but some colleges are trying to extend it.

### 3.3 Governmental Policy and the Support System for the Korean Teacher Training System

The Korean government has made efforts to foster qualified teachers through various policies and support systems. For primary education, the government constantly extended teacher training courses and suggested the standard of practicum for student teachers. The government also established and operated the department of education practice in local education offices and introduced an evaluation system of teacher training institutes to control the quality of the practicum. The government enforced 'measures for the development of the University of Education' to promote the education offered at primary school teacher institutes from February 2003 to December of 2006.

For secondary school teacher training institutes, the government implemented the principle of providing fair opportunities to applicants and established and reformed teacher

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training courses to build an open teacher training system. The government also established graduate schools of education to further improve upon the qualifications of secondary school teachers and to develop people who will better serve in the education field. Another Korean National University of Education, which can educate teachers more effectively than existing teacher training institutes, was also established.

### 3.4 Evaluation of the Korean Teacher Training System

The expertise of teachers was the driving force of national development in Korea. In this Chapter, four teacher training policies and their subsequent achievements are reviewed and suggest that the expertise of teachers was greatly promoted due to these policies.

First, through the constant extension of teacher training periods, the foundation to foster excellent teachers has been laid. The diversification of teacher training courses has extended the training period and made it more professional.

Second, in terms of employing teachers, the open competitive system was introduced. Thanks to the open competitive system the atmosphere of teacher training institutes improved so students were motivated to work harder and the institutes fostered better teachers and capable student teachers. The public's opinion of teachers also improved due to the open competitive system.

Third, a stricter criteria to obtain a teaching license without sitting for the examination was set, which helped produce better student teachers through the teacher training courses. The requirements for taking teaching training courses at general universities were also heightened to control the number of teachers and to enroll more qualified students for teacher training courses.

Fourth, a pilot program to evaluate teacher training institutes was put into place from 1998 to 2009 and was fully adopted as of 2010. The evaluation provided opportunities to the institutes to raise the qualifications of teachers. When the third cycle of the evaluation is finished, only the institutes that have achieved a certain level will be able to continue to perform, thereby increasing the qualifications of teachers through their rigorous training.

### 3.5 Implications

Korea focused on a comprehensive approach to teacher training since its liberation from Japanese colonial rule to the 1980s. After the 1980s, the partial approach of 'choice and focus' was emphasized. In other words, that the quantity of teachers and the quality of teachers were considered separately in teacher training in Korea. Based on Korea's teacher training experience, the following quantitative and qualitative implications can be drawn.

The first quantitative implication is to establish regional teacher training institutes to monitor the needed number of institutes. In order to produce enough trained teachers there needs to be an appropriate number of training institutes in place.

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However, simply increasing the number is not ideal. Before determining the needed number of teacher training institutes, a number of factors need to be considered, including the population trend, birth rate and changes in educational circumstances. Therefore the establishment of teacher training institutes as a regional foothold college should be considered. First, divide the nation into a few regions or areas and establish primary and secondary school teacher training institutes in each region or area. The reason for establishing regional institutions is to prevent an inefficient establishment of teacher training institutes and to promote more balanced development between regions. It is necessary to also consider establishing temporary teaching institutes, in addition to the teacher training institutes according to a region's needs.

Second, in order to lure a higher quality of student teachers, teachers need to have a recognized social status. One of the key factors in attracting qualified teachers in Korea was offering them security as government officials. In a system that guarantees teachers the status of a government official, more people will try to enter teacher training institute. Therefore, the countries that want to foster a pool of exceptionally qualified teachers should consider this as an incentive for luring the best candidates.

Third, various incentives need to be given to secure talented student teachers. Guaranteeing the status of teachers as government official is an expensive measure. In addition to this, other incentives include, lowering tuition and setting up a scholarship system for students in teacher training institutes, issuing licenses without examinations after graduating from teacher institutes, and guaranteeing a teaching position upon graduation. These are the incentive policies that were utilized in Korea.

The first qualitative implication is gradual improvement in teacher training. Differentiated policies are needed to control the period of teacher training courses and the number of teacher training institutes. The number of institutes being established needs to happen gradually after careful consideration of government funding and supply and demand. Gradual improvements are important from both the qualitative and quantitative perspectives.

Second, combining primary and secondary teacher training institutes is suggested. In Korea, they are separated. There can be advantages and disadvantages in the separated system. Having them separate can promote expertise but it comes at the cost of using the government budget efficiently and does not allow for a better response time in meeting teacher supply and demand changes. Therefore, when the priority is on flexible supply and demand of teachers and the provision of vast academic knowledge to student teachers, a combined operation of primary and secondary school teacher training is recommended.

Third, government-led evaluations on teacher training institutes are suggested to maintain a certain level of the teachers' qualifications. Through Korea's stringent evaluations many quantitative and qualitative changes are occurring. Facilities and hardware of institutes are being improved, the number of institutes is increasing, and their curriculum is changing. These changes in Korea can provide meaningful implications to other countries.

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Fourth, there is a need for strong central government-led policies concerning teachers and teacher training. Korea's centralized education system and governance gave the government the strong driving force it needed to establish and enforce politically sensitive education policies. Sometimes the centralized system bears the problem of conformity but nevertheless it is an effective measure in achieving a certain level of education under less than ideal circumstances.

2011 Modularization of Korea's Development Experience  
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# Chapter 1

## Introduction

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# Introduction

Education has a long history and can be traced back to when humankind first appeared on earth. According to education scholars, education is the ‘intentional’ increase of value for human beings through ethical means based on a person’s education, planning and intentional value orientation. Through this effort, human beings can harmoniously develop their knowledge, virtue, health and talent, and can maintain a socially and ethically mature life (Bum-Mo, Jung 1981; Shin-II, Kim, 2003).

Education, which can change human beings into individual social members of society, is comprised of interactions between the students, the curriculum and teachers. Teachers are the foremost leaders of these interactions. The sentence ‘quality of education cannot surpass that of teachers’ is an accepted truth in the field of education. Teachers have the important task and responsibility of leading students down the right path. The process of training teachers, who take on such an important role and responsibility, would have a direct influence on the quality of education and of students. When it comes to teacher training in Korea, primary and secondary school teachers have been trained at Hanseong Normal School, which is the first teacher training institute in Korea that was established in 1895. Primary school teachers have been trained according to the goal-oriented system. Secondary school teachers have been trained according to the open system. Training student teachers to become excellent and competent teachers is very important in guarantying the quality of education in Korea. Unlike other OECD countries, Korea does not have trouble recruiting excellent student teachers (OECD, 2005).

The Korean government established various policies for teacher training education after the country’s independence in 1945. Before the 1980s, various policies to increase the number of teachers were implemented because there was a scarcity of them at the time. After 1980, policies focused on enhancing the teachers’ professional abilities rather than on increasing the number of teachers. This policy shift was very important and coupled by qualitative and quantitative changes in Korea’s education. It is also the foundation of



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why Korea's education is receiving worldwide approval these days. This report provides a summary about the teacher training system in Korea to explore the successful strategies for teacher training, distinguishing between primary and secondary teacher training. This report also provides a brief introduction of the successful governmental policies from a qualitative and quantitative aspect concerning teachers. Finally, this report shows the implications of supply and demand of teachers from a quantitative aspect and about increasing teachers' professionalism from a qualitative aspect. Implications can be helpful to other countries in explaining the developmental process of teacher training in Korea. If other countries adjust and apply those implications appropriately, it will be helpful in developing their respective teacher training programs.



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## Chapter 2

### Teacher Training System in Korea

1. General Teacher Training System
2. Development, Current Status, and Assignment of Primary School Teacher Training
3. Development, Current Status, and Assignment of the Secondary School Teacher Training Institutes

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# Teacher Training System in Korea

## 1. General Teacher Training System

In Korea, primary school teachers are fostered at the University of Education, and secondary school teachers are trained at the College of Education or the education departments of a university, through the teaching training course at a university, or at a graduate school of education. While primary school teacher training institutes are operated under the purpose-oriented system, secondary teacher training institutes are operated under the combined system of the purpose-oriented system and the open system.

As it is stated below, education for primary school teachers is delivered at the University of Education, which is an independent school with a special purpose that is separated from general universities, the Department of Primary Education at Korea National University of Education, and the Department of Primary Education of the College of Education at Ewha Womans University. Meanwhile, secondary school teachers are educated under both the purpose-oriented system and the open system at the College of Education at a university, Department of Education of a university, through the teaching training course in an undergraduate program, and at graduate schools of education. In other words, the teacher training system in Korea is organized where primary school teachers are trained at the University of Education secondary school teachers are trained at the College of Education of a general university.

**Table 2-1 | Primary and Secondary School Teacher Training System in Korea**

	Primary School Teacher	Secondary School Teacher		
6	-	Graduate School of Education		
5				
4	University of Education (10 Universities throughout the country)	College of Education of a University	Department of Education of a University	Teacher training courses in the undergraduate program
3	Jeju National University Sara Campus (former Jeju National University of Education)			
2	Department of Primary Education of Korea National University of Education			
1	Department of Primary Education of the College of Education of Ewha Womans University			

The teacher training system in Korea, which is a dual system of the purpose-oriented system and the open system, is based on the Primary and Secondary Education Act. The Article 19 of the Primary and Secondary Education Act stipulates that a preschool should have a director, vice director and teachers. A primary school, junior high school, and high school should have a principal, vice principal, and teachers. In addition, according to Article 20 of the Act, the role of a teacher is “to educate students or children under the law.” Principals, directors, vice principals, vice directors, and teachers are those who are certified by the Minister of Education, according to the order of the President (Article 21 Section 1 of the Primary and Secondary Education Act). The types of teachers include a regular teacher (level 1, level 2), assistant teacher, school counselor, librarian, teacher for practical skills education, physical education teacher (level 1, level 2), and others (Article 21 and Section 2 of the Primary and Secondary Education Act).

Other institutions for teacher training include teacher training institutes established by the presidential decree (ex. temporary teacher training institutes). Some non-academic subject teachers are educated at junior colleges. Recently, some graduate schools of education grant teaching certificates to those who studied the same major in their undergraduate and graduate programs.

Under the system in which specialty education universities, such as a University of Education or College of Education at a university, teachers can be trained methodically while taking into consideration current demand for teaching staffs, and the curriculum for teacher education can be standardized. However, how to maintain quality at the universities remains a problem that needs to be tackled in the future, especially given the circumstance where the number of students is decreasing. There is no problem when the teaching occupation remains popular. But if the preference for the teaching occupation or the number

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of students decreases, there will be a limited number of student teachers, which will lead to a situation where the graduates of universities with purpose find it difficult to land a job and less qualified students enter the universities of education or colleges of education.

The term, College of Education or Teachers College, came from Ecole Normal in French and Normal School in English, and, the word “normal” here implies norms. That is, there is a premise that a College of Education fosters normative teachers. From an idealistic perspective, the premise is considered admirable but in the current post-modernism society, which is extremely capricious and where there is no distinction between the normal and abnormal, it is dubious whether the word “norm” or “normal” should be retained or not (Han, Seung-hee, 2006). However, some say that teachers college should be called Normal School since teachers are required to have higher sense of morality compared to other technical professionals.

## 2. Development, Current Status, and Assignment of Primary School Teacher Training

### 2.1 Development of the Primary School Teacher Training Institutes

The first modern educational institute, Hanseong Normal School, was established in May 1885 in order to train teachers. At the time of the Gabo Reform in 1894, one of the important projects was reforming primary education. Many primary schools were established for the project; however, the most urgent problem was employing teachers (Im, Hoo-Nam, 2003). In order to solve the teacher shortage, regulations for Hanseong Normal School were established and proclaimed in April 16, 1895 on the lunar calendar. Hanseong Normal School was established in May 1, 1895 in Seoul. When school regulations were made Japanese advisors intervened in making regulations. Therefore, Hanseong Normal School was affected by the education system of Japanese Normal School, in terms of the institution but not as an imitation of the Japanese system (Kim, Sung-Hak, 1996; Im, Hoo-Nam, 2003).

After independence in 1945, Korea was freed from Japanese colonial rule and made new education policies which were suitable for a new generation. At that time, the problem was also training and employing more teachers (The Ministry of Education, 1998). In particular, teacher training was expanded in the quantitative aspect, and its external conditions were organized between 1946 and the 1960s. Ten existing Normal Schools were reformed to primary school teacher training institutes and made a new start. The number of Normal Schools was expanded to 6 more schools in 1946, 1 more school in 1947 and 1 more school in 1951 (The Ministry of Education, 1998). In 1953, the number of Normal Schools was expanded to 18 and spread across the nation in areas such as Seoul, In-Cheon, Chun-Cheon, Cheong-Ju, Dae-Jeon, Gong-Ju, Jeon-Ju, Gun-San, Gwang-Ju, Mok-Po, Sun-Cheon, Dae-Gu, An-Dong, Bu-San, Jin-Ju and Je-Ju and so on (The Academy of Korean Studies, 1992). Junior high school graduates could also obtain a certificate of level 2 regular teachers if they completed a three-year course. In addition, teacher training institutes for temporary primary

school teachers and short-term teacher training courses were newly established, and the Department of Primary Education was established in Ewha Womans University in 1957. These are among the various policy attempts made by the government to secure teaching staff needed for completing the compulsory education.

Normal School in 1945 allowed students who graduated from primary school to enter school, and the entrance level was the same as the level of junior middle school in terms of the school system. Junior middle school graduates should be promoted to senior middle school because it was considered that Normal School courses needed to be preceded by junior high school courses (Jung, Tae-Su, 1992a). <Table 2-2> shows that Normal School in 1946 was organized into senior middle school (it is the equivalent of current high schools) in terms of the school system and enrolled students were the equivalent of current 10<sup>th</sup> to 12<sup>th</sup> graders.

**Table 2-2 | Normal School in 1946 within the Public School System**

Age	Grade (School year)				School Age
↑	↑	Graduate School	Graduate School	Graduate School	↑
24	7				..
23	6				.
22	5	Medical Great School	Great School (College or University)	Department of Teacher Training (College of Education)	17
21	4			Normal Great School	16
20	3				15
19	2				14
18	1			Department of Teacher Training (College of Education)	13
17	3			Middle School or Vocational Middle School	Senior Middle School or Senior Vocational Middle School
16	2	11			
15	1	10			
14	3	Junior Course	Junior Middle School or Junior Vocational Middle School		9
13	2				8
12	1				7

11	6	National School	6
10	5		5
9	4		4
8	3		3
7	2		2
6	1		1
5	Kindergarten		Pre-school
4			

\* Source: Tae-Su, Jung (1992b), p.436.

According to the Law of Education established in 1949, a course of study in Normal School is 3 years and Normal School allows students who finished junior high school course to enter school. The Department of Training was established in 1952 at Normal School in order to fill the lack of primary school teachers. Despite these special efforts the number of primary school teachers was still insufficient. Departments of teacher training were established at girls' high schools and nursing high schools and graduates could obtain a certificate to be an assistant teacher at a National School if they completed a teacher training and student teaching course (The Academy of Korean Studies, 1992). In addition, temporary teacher training institutes were established and operated from 1950 to 1958. The entrance qualifications of temporary primary teacher training institutes were graduates of high school and junior college or above. They could obtain a certificate of level 2 for a regular teacher of a National School if they complete a short-term curriculum for 18 weeks to 1 year.

**Table 2-3 | Primary School Teacher Training Program at Normal School from 1945 to 1961**

Courses Contents	Regular Course (1946-1963)	Lesson Course (1946-1950)	Affiliated Training Course (1952-1957)	Quick Course (1946)	Temporary primary school teacher training institute	
					1-year course	3-year course
Entrance Requirement	Completion or graduation of junior high school	Completion or graduation of junior high school	Graduation of high school	Graduation of junior high school	Graduation of high school	Graduation of junior college or above
Period of Education	3 years	1 year	1 year	3 months	1 year	18 weeks



Courses Contents	Regular Course (1946-1963)	Lesson Course (1946-1950)	Affiliated Training Course (1952-1957)	Quick Course (1946)	Temporary primary school teacher training institute	
					1-year course	3-year course
Graduation Requirement	Level 2 regular teacher of National School	Assistant teacher of National School	Level 2 regular teacher of National School	Assistant teacher of National School	Level 2 regular teacher of National School	Level 2 regular teacher of National School

\* Primary school teacher training system before the 1960s

\* Source: Jin-goo, Shim (1978), p. 26.

One of the characteristics of the primary school teacher training system before the 1960s is that ‘Normal School (it is equivalent to the level of current high schools)’ fostered primary school teachers and courses, except the regular courses, were relatively short. Courses such as affiliated training courses, quick courses, and temporary courses are three-months to one-year long, which is relatively short compared to the period for current primary school teacher training. This phenomenon was attributable to the circumstance where securing sufficient primary school teachers was an urgent task mandated by the constitution, “compulsory education should be provided free of charge for everyone.” However, in the long run, this phenomenon resulted in shortening the term of additional courses, as well as the establishment of additional courses.

In addition, Normal School stayed at the level of high school in terms of the school system and the entrance qualifications were for graduates of junior high school or above. This is why there were limitations on training more professional and excellent teachers.

When Hanseong Normal School, the first primary teacher training institute was established, the curriculum was affected by the Japanese education system. However, after independence in 1945, the school administration system was affected by the American education system. During the U.S. Military Government, from 1945 to 1948, documents related to Korean education policy (Jung, Tae-Su, 1992a, 1992b) show that the education system, regulations for Normal School, and the administration of Normal School were enforced and subject to approval by the Board of Education of the U.S. Military Government Office. In addition, when it came to teacher training, education and training of English teachers, this was conducted by American advisors, along with the retraining of the teaching method.

In 1945, the U.S. created the ‘Program of Educational Aid from America’ according to a request by the Ministry of Education of the U.S. Military Government. Through this program, the U.S. Military Government reconstructed the Korean education system and removed all detrimental customs left over from the period of Japan’s imperialism. There was

a desire to construct a democratic education system. The main contents of this aid program included a short-term dispatch of 100 Korean educators to America, an invitation for 10 American educators to come to Korea, dispatching a research group comprised of American specialists, Korean students studying at an American university, and an invitation to 100 American teachers to come and instruct teachers and students in several Normal Schools for one year (Son, In-Su, 1992). At that time, the teacher training system, as well as the overall school system, were affected by the American teacher training system, teaching and learning methods, and curriculum. The American teacher training system was appropriately applied and used in Korean.

<Table 2-4> shows that the Normal School curriculum and time assigned for a class in 1946 and 1955. We can infer the curriculum of Normal School from 1945 to 1961 by using <Table 2-4>.

When it comes to the curriculum group, there were 10 subjects in 1946, which increased to 12 subjects in 1955. In terms of general subjects, some subjects such as Korean language, social studies, science, math and foreign languages remained the same though the curriculum was changed. In addition, some subjects such as health and physical education, a practical course, arts and crafts, and music were characterized and subdivided into physical education, high school drill, a practical course, and home education, music, arts, and extracurricular activities in 1955.

When it comes to the study of education, subjects were distinguished according to school year (e.g. second or third grade) in 1946. However, there was no distinction in 1955. The subject of education taught by the Normal School curriculum were Principle of Education, History of Education, Educational Psychology, Teaching Methods, Child Psychology, School Administration, Student Teaching, and a field trip in 1946. In 1955, students could take courses on the History of Education, Educational Psychology, Principle of Education, Teaching Methods, and student teaching. In addition, only third graders could take a student teaching class in 1946. By 1955 every first, second, and third graders could take student teaching classes. The curriculum was gradually changed in order to train professional teachers who have on-site experience.

**Table 2-4 | Normal School Curriculum and Time Assigned for a Class**

subjects	The year 1946						The year 1955			
	First grade		Second grade		Third grade		Subjects	First grade	Second grade	Third grade
	required	elective	required	elective	required	elective				
Korean language	6	0	5	0	2 <sup>x</sup> 2	0	Korean language	40-175 (4-5)	105-175 (3-5)	70-175 (2-5)
Social life	5	0	5	0	2 <sup>x</sup> 3	0	Social Studies	105-175 (3-5)	105-140 (3-4)	70-105 (2-3)
Science	5	0	5	0	2 <sup>x</sup>	5		Practical morality	35(1)	35(1)

The year 1946							The year 1955				
subjects	First grade		Second grade		Third grade		Subjects	First grade	Second grade	Third grade	
	required	elective	required	elective	required	elective					
Math	3	2	3	2	2 1	2	Education and philosophy	History Education	350-420 (9-12)		
Health and Physical Education	5	0	5	0	2× 3	0					Educational psychology
Foreign language	3	3	3	3	3	3					Principle Education
Education	0	0	6	0	10	0					Teaching Method
A practical course	0	5	0	5	0	5		Student teaching	350-420 (10-12)		
Arts and Crafts	2	2	2	2	2×	2		philosophy	35-70 (1-2)		
Music	2	2	2	2	2×	2	Math	105-175 (3-5)	70-175 (2-5)	70-175 (2-5)	
Required	29		36		39		Science	105-175 (3-5)	105-140 (3-4)	70-105 (2-3)	
Elective	8		3		3		Physical Education	70-140 (2-4)	70-140 (2-4)	70-140 (2-4)	
Total	39		39		39		High school drill	70-140 (2-4)	70-140 (2-4)	70-140 (2-4)	
A. Subjects which have an "x" mark mean teaching proper subjects among the third grade curriculum. (e.g. Social life: teaching proper subjects should take 2 hours out of a total 5 hours)							A practical course and home education		70-140 (2-4)	70-140 (2-4)	70-140 (2-4)
B. Education subjects of second grade (6 hours) include Principle of Education, History of Education and Educational Psychology.							Music		70-140 (2-4)	70-140 (2-4)	70-140 (2-4)
C. Education subjects of third grade (10 hours) include Teaching Method, Child Psychology, School Administration and student teaching and field trip.							Arts		70-140 (2-4)	70-140 (2-4)	70-140 (2-4)
D. Arts and Crafts include handicrafts.							Foreign language		140-145 (4-5)	105-175 (3-5)	70-175 (2-5)
E. If certain departments choose elective class hours of 1 subject, required class hours should also be chosen.							Extracurricular activities		35-105 (1-3)	35-105 (1-3)	35-70 (1-2)
F. A practical course means Home Education for women and Agricultural Trade and Business for men.							Total		1190-1365 (34-39)	1190-1365 (34-39)	1190-1365 (34-39)
G. In terms of subjects of primary school, third graders should teach students actually at least 2 or more hours. Individual students should do student teaching at least 15 hours or more before graduating.											

\* Numbers in parenthesis ( ) in 1955 indicate average class time of every week.

\* Source: Tea-Su, Jang (1992b: 452.), the Academy of Korean Studies (1992: 828)

In addition, the distinction between required and elective subjects in 1946 disappeared in 1955 and the time assigned for a class related to each subject is also well explained. This was an indication that the curriculum was more specifically developed and a systematic curriculum that was more suitable for the Normal School as purpose-oriented school was in place. The establishment of such an education system and the specialization of education acts were the basis for promoting a junior college of Normal School.

In the 1960s, two-year junior colleges of education were founded, and resources were continuously expanded to foster primary school teachers. In 1961, 16 Normal Schools were promoted to two-year junior colleges. In addition, temporary teacher training institutes were operated to solve the shortage problem of teaching staff because the number of retired teachers increased.

**Table 2-5 |** Primary School Teacher Training Course at University of Education from 1961 to 1978

Program Requirements	University of Education (1961-1980)	Short-term Training Course in University of Education (1961-1968)	Affiliated Primary School Teacher Training Institute	
			Regular Teacher Course	Assistant Teacher Course
Entrance Requirements	Graduation of High School	Graduation of Junior College or Above	Graduation of High School	Graduation of Junior College or Above
Education Period	2 years	6 weeks	18 weeks	18 weeks
Graduation Requirements	level 2 regular teacher of primary school	level 2 regular teacher of primary school	assistant teacher of primary school	level 2 regular teacher of primary school

Primary school teacher training system before the 1980s

Source: Shim Jin-goo (1978), p29.

In April 1954, principals of the Normal School requested the establishment of two-year universities of education to the Ministry of Education. In February 1961, the agenda was approved in the cabinet meeting, and universities began to accept new students from March of the same year. As this agenda was included in No. 708 of the “Provisional Law Covering Special Cases on Education” in September 1961, and the decree of establishment of national universities was amended as No. 455 by the cabinet order in February 1962, all the Normal Schools in the country were promoted to a university of education as of March 1st 1962. Universities of Education attached to Seoul National University, Chonbuk National University, Chonnam National University, and Busan National University were established,

and the Department of Education was established at Incheon National University of Education, Cheongju National University of Education, Gongju National University of Education, Chuncheon National University of Education, and Jeju National University of Education. In March 1963, attached universities of education became independent universities, and Jinju National University of Education was newly established, laying a firm foundation of primary school teacher training. Afterwards, Gangneung National University of Education, Masan National University of Education, Jeju National University of Education were additionally founded, but Gangneung, Masan, Mokpo, Andong, and Gunsan National University of Education were converted to general universities in 1977 due to an oversupply of teaching staff. Normal School was promoted to a university of education out of the public's awareness that junior colleges should take charge of the primary school teacher training program and in order to improve the qualification of primary school teaching staff.

However, in the 1970s the universities of Education went through restructuring to tackle the issue of oversupply of teacher training resources. The government reduced the number of universities from 16 to 11 and expanded the curriculum into a four-year program, which was still valid for three years from 1981 to 1983(Park, Nam-gi, 1997). In addition, the universities of education selected new students considering the gender ratio to balance the number of female and male teachers in primary schools.

Four-year universities of education have been operational since 1981 as the two-year curriculum of the traditional junior colleges of education was expanded into four year programs. This system forms a framework for the current primary school teacher training system. Since the establishment of this system, the primary school teacher training system has operated based on the same four-year program with the secondary school teacher training system. Meanwhile, as the demand for primary school teachers soared from the late 1990s, some cities and provinces found themselves lacking primary school teachers. To tackle this issue, some secondary school teaching certificate holders were enabled to transfer to a university of education and teach at primary schools after completing the two-year course, and the capacity for new or transferred students at universities of education was expanded(Jo, Dong-seop). Currently, primary school teachers are educated at 10 national universities of education throughout the nation, Jeju National University Sara Campus, Department of Primary Education at Korea National University of Education, and the Department of Primary Education at Ewha Womans University.

## 2.2 Major Statistic Changes in Primary School Teacher Training

After the liberation from the Japanese colonial rule, the number of primary school students in Korea had increased to an all-time high of 5.75 million in 1970. Since then, it had gradually decreased and was recorded at 3.3 million as of 2010. On the other hand, the number of primary school teachers has been on the rise at approximately 176,000 as of 2010. Owing to the decrease in primary school students and an increase in the number of

primary school teachers, the number of students per teacher fell from 69.24 in 1945 to 47.52 in 1980. Furthermore, it dropped to 18.66 in 2010, showing that one teacher instructs less than 20 students.

**Table 2-6 |** Changes in the Number of Students and Teachers (Primary School)

Year	Number of Students	Number of Teachers	Number of Students per Teacher
1945	1,366,024	19,729	69.24
1950	2,658,420	47,248	56.27
1955	2,947,436	44,096	66.84
1960	3,622,685	61,605	58.81
1965	4,941,345	79,164	62.42
1970	5,749,301	101,095	56.87
1975	5,599,074	108,126	51.78
1980	5,658,002	119,064	47.52
1985	4,856,752	126,785	38.31
1990	4,868,520	136,800	35.59
1995	3,905,163	138,369	28.22
2000	4,019,991	140,000	28.71
2005	4,022,801	160,143	25.12
2010	3,299,094	176,754	18.66

Source: Ministry of Education · Korean Educational Development Institute (1997).

Traces of Korean Education in Statistics.

Ministry of Education, Science and Technology · Korean Educational Development Institute (2000~2010).  
Chronology of Educational Statistics

In Korea, primary school teachers are fostered mainly at national universities of education, and most graduates are appointed as teachers under the purpose-oriented training system.

As the early retirement scheme was introduced in schools in 1999, the number of retired teachers increased and there was an increasing demand for newly appointed teachers. Additionally, the government made an effort to reduce the number of students in one class to the level of the OECD average. Under the circumstances, the supply did not meet the demand and various temporary measures were adopted to meet the demand for primary school teachers. However, after the middle of the 1990s, there was an oversupply of teachers due to a decrease in the birth rate and the number of students. It is expected that the oversupply of teachers will continue in the future.

**Table 2-7 | Appointment Rate of Primary School Teachers**

Year	Number of Trained Teachers	Number of Appointed Teachers	Appointment Rate (%)
1963	36,024		
1970	6,218		
1980	6,347		
1990	3,284		
2000	10,339	5,590	54.07
2001	6,517	6,187	94.94
2002	5,684	7,222	127.06
2003	7,538	8,897	118.03
2004	5,894	5,941	100.80
2005	6,378	6,585	103.25
2006	6,265	4,433	70.76
2007	7,298	6,417	87.93
2008	6,516	6,062	93.03
2009	5,596	4,529	80.93

Trained teachers refer to those who obtained a certificate of level 2 regular primary school teachers.

Appointed teachers exclude preschool teachers and special education teachers and include teachers who graduated from national or public teachers colleges before 1990.

Source: Chronology of Educational Statistics (1964~2010). Internal reports of the Ministry of Education, Science and Technology

### 2.3 Current Status of the Primary School Teacher Training Institutes

Universities of education have been implementing a variety of student selection programs and criteria to select qualified student teachers. From 1991 primary school teacher training institutes examined interview scores and personality and aptitude test scores (each accounts for 5~10% of the total score) in addition to scholastic test scores and one's academic records in high school when selecting new students. Each university has autonomy in designing its appraisal programs and processes (Shin, Geuk-beom and others, 1994). Currently, each university of education selects new students through a general admission program and special admission program. Though factors of appraisal are slightly different from university to university, in general, academic records from high school and CSAT (College Scholastic Ability Test) scores account for 80~90%, and the interview scores (pass or fail), personality and aptitude test scores, and practical test scores account for the remaining 10~20% in the appraisal. In addition, universities of education select students under the principle that the ratio of female or male students should not exceed 70~75% in order to balance the gender ratio among students. They also implement special admission programs

for children as national merit scholars, children from farming and fishing villages, and students who are recommended by their respective superintendents (Jeong, Tae-beom and others, 1999).

**Table 2-8 | Admission Scheme of Each University of Education (2009)**

University of Education		General Admission					Special Admission				
		Academic Records	CSAT	Interview	Essay	Total Scores	Academic Records	CSAT	Interview	Essay	Total Scores
Gyeongin National University of Education	1st Phase	500 (50%)	500 (50%)	-	-	1,000 (100%)	200 (20%)	500 (50%)	300 (30%)	-	1,000 (100%)
	2nd Phase	200 (20%)	500 (50%)	300 (30%)	-	1,000 (100%)					
Gongju National University of Education	1st Phase	select 300% of the capacity based on the CSAT scores					400 (27%)	550 (70%)	50 (3%)	-	1,000 (100%)
	2nd Phase	400 (27%)	550 (70%)	50 (3%)	-	1,000 (100%)					
Gwangju National University of Education	1st Phase	270 (50%)	270 (50%)	-	-	540 (100%)	-	-	-	-	-
	2nd Phase	270 (45%)	270 (45%)	60 (10%)	-	600 (100%)					
Daegu National University of Education		500 (16.9%)	400 (80.3%)	100 (2.8%)	-	1,000 (100%)	500 (16.9%)	400 (80.3%)	100 (2.8%)	-	1,000 (100%)
Busan National University of Education	1st Phase	-	400 (100%)	-	-	400 (100%)	-	400 (100%)	-	-	400 (100%)
	2nd Phase	500 (21%)	400 (75%)	100 (4%)	-	1,000 (100%)	500 (21%)*	400 (75%)	100 (4%)	-	1,000 (100%)
Seoul National University of Education		320 (15%)	600 (75%)	40 (5%)	40 (5%)	1,000 (100%)	320 (15%)	600 (75%)	40 (5%)	40 (5%)	1,000 (100%)
Jeonju National University of Education		300 (30%)	600 (60%)	100 (10%)	-	1,000 (100%)	300 (30%)	600 (60%)	100 (10%)	-	1,000 (100%)



University of Education		General Admission					Special Admission				
		Academic Records	CSAT	Interview	Essay	Total Scores	Academic Records	CSAT	Interview	Essay	Total Scores
Jeju National University of Education (Group Na)	1st Phase	-	(100%)	-	-	(100%)	-	-	-	-	-
	2nd Phase	(15%)	(76.5%)	(8.5%)	-	(100%)					
Jeju National University of Education (Group Da)		-	(100%)	-	-	(100%)	-	-	-	-	-
Jinju National University of Education	1st Phase	150 (27%)	400 (73%)	-	-	550 (100%)	-	-	-	-	-
	2nd Phase	150 (25%)	400 (67%)	50 (8%)	-	600 (100%)					
Cheongju National University of Education	1st Phase	-	400 (100%)	-	-	400 (100%)	-	400 (100%)	-	-	400 (100%)
	2nd Phase	500 (50%)	400 (40%)	100 (10%)	-	1,000 (100%)	500 (50%)	400 (40%)	100 (10%)	-	1,000 (100%)
Chuncheon National University of Education	1st Phase	-	800 (100%)	-	-	800 (100%)	-	-	-	-	-
	2nd Phase	680 (16.8%)	800 (80.2%)	120 (3%)	-	1600 (100%)					
Korea National University of Education, Department of Primary Education	1st Phase	80 (22.2%)	280 (77.8%)	-	-	360 (100%)	-	-	-	-	-
	2nd Phase	80 (20%)	280 (70%)	40 (10%)	-	400 (100%)					
Ewha Womans University, College of Education, Department of Primary Education							admission for students from farming and fishing villages				
							300 (30%)	700 (70%)	-	-	1000 (100%)
		400 (40%)	600 (60%)	-	-	1,000 (100%)	admission for social contributors				
							200 (20%)	600 (60%)	200 (20%)	-	1000 (100%)
							admission for students in need of special education				
						200 (20%)	700 (70%)	100 (10%)	-	1000 (100%)	

Universities are listed in the order of Korean alphabet.

Source: 2009 admission prospectus of each University of Education.

In addition, recently, the universities are selecting students through the “admission officers system.” As of 2011, the admission officers system is implemented at Gongju National University of Education, Gwangju National University of Education, Busan National University of Education, Jeju University Sara Campus (Jeju University as a whole selects new students together), Jinju National University of Education, Cheongju National University of Education, Chuncheon National University of Education, Korea National University of Education, and Ewha Womans University. A total of 536 new students at nine universities are selected through this system.

**Table 2-9 | Admission Officers System and Process of Each University of Education (2012)**

University	Introduction of the System	Quota	Admission Process	Notes
Gyeong in	-	-	-	-
Gongju	○		screening, in-depth interview, final selection	only for talented students in the community and students recommended by the principal
Gwang ju	○	109	screening, in-depth interview, discussion, final selection	general evaluation factors are applied (student’s characteristics, student’s suitability for the admission program and the university, educational environment)
Daegu	-	-	-	-
Busan	○	184	1st Phase: screening(school records) 2nd Phase: 60% of 1st phase scores + group discussion 20% + individual interview 20% 3rd Phase: on-site appraisal (verifying all the submitted documents) 4th Phase: comprehensive evaluation	Each admission program has different quota.
Seoul	-	-	-	-
Jeonju	-	-	-	-

University	Introduction of the System	Quota	Admission Process	Notes
Jeju	○	46	<p>“future global teacher and principal” admission program-school records, in-depth interview, discussion</p> <p>“minorities and welfare recipients” admission-minimum-level score(CSAT), school records, screening process</p>	Each admission program has different quota.
Jinju	○	73	<p>1st Phase: screening process and performance appraisal (qualitative and quantitative appraisal)</p> <p>2nd Phase: in-depth interview(selecting 1.5 times the number of students to be finally selected)</p> <p>3rd Phase: document verification(on-site appraisal)</p> <p>4th Phase: comprehensive evaluation(final selection)</p>	
Cheong ju	○	9	<p>1st Phase: school records</p> <p>2nd Phase: school records + interview</p> <p>3rd Phase: final selection (CSAT minimum-level score is applied.)</p>	combined with the admission program for “talented students in the community”
Chun cheon	○	72	<p>1st Phase: school records 50% + screening process 50%</p> <p>2nd Phase: school records 25% + screening process 25% + in-depth interview 50%</p> <p>3rd Phase: final selection (CSAT minimum-level score is not applied.)</p>	“Gangwon academic talents” admission program

University	Introduction of the System	Quota	Admission Process	Notes
Korea National University of Education	○	20	1st Phase: school records 50% + screening process 50% 2nd Phase: school records 25% + screening process 25% + in-depth interview 50% 3rd Phase: final selection (CSAT minimum-level score is applied.)	
Ewha Womans University	○	23	screening process(school records), in-depth interview, practical skill test, final selection	Each evaluation factor accounts for different portion depending on each evaluation process
Total	9	536		

Universities are listed in the order of Korean alphabet.

Source: website of Korea Educational Development Institute (2011).

Under the admission officer system, universities of education select new students through rolling admission, which is different from the traditional admission programs that the universities of education have implemented. While specific admission programs and processes are different from university to university, generally, they include school records, in-depth interview, and group discussion. In particular, Busan National University of Education and Jinju National University of Education conduct an on-site visit to the relevant schools to verify applicants' documents. This is part of an effort to boost the credibility of the admission officer system and at the same time to test the qualification of the applicants.

The universities select their new students through the admission officers system with the aim of selecting students who have an aptitude for teaching students who can successfully adapt to the university. They are looking for qualified students who are expected to work as primary school teachers within the community. The system can be distinguished from the traditional admission system based on the intellectual ability test in that it examines and selects talented students who are qualified as a primary school teacher through the in-depth admission program. Plus, since the system has various types of admission programs contrary to other admission systems, primary school teacher training institutes can attract talented students in advance if their validity is verified. On the other hand, the negative perspective on the admission officers system is that it is difficult to secure both credibility and validity of the system at the same time within the short admission process.

In short, the admission officers system at universities of education need to be further expanded and the universities and government need to continue to secure both credibility and validity of the system.

As the curriculum of the university of education was reformed into a four-year program between 1981 and 1984, each university designed and implemented a curriculum in accordance with the relevant rules set by the Ministry of Education. Now, however, there are no particular restrictions for each university to design and implement its curriculum under the Article 41 and Section 44 of the Tertiary Education Act. In general, the system, organization, and subjects in a given curriculum are similar among the universities (Yoon, Jong-II and others, 1996).

The curriculum of a university of education is operated based mainly on the standard curriculum of the university of education and consists of three parts including the liberal arts courses, major courses, and advanced courses. The liberal arts courses include courses for cultivating necessary skills needed to be a teacher. The major courses are comprised of a total of 140~152 credits including a study of education, subject matter education, advanced courses, teaching practice, practical skill training, and a thesis course.

A study of education deals with understanding children, guidance, educational phenomenon and execution of primary education. Subject matter education courses deal with 10 subjects for primary education, integrated subjects, and extracurricular subjects under the principle that primary education is provided by a homeroom teacher. Practical skill training subjects include music, sports, and art subject and English class while teaching practice courses include class observation, class visit, and teaching in class which are implemented in sequence in each grade. Advanced courses were designed to help students study particular subjects in depth according to their aptitude and preferences. There are 10 subjects included in the primary education curriculum, computer class, and subjects on education.

**Table 2-10 | Curriculum and Credits of the Universities of Education**

(Unit: credit)

University of Education	Curriculum											Total
	Liberal Arts	A study of Education	Subject/ Extracurricular	Practical Skill Test	Foreign Language Practice	Advanced Course	Teaching Practice	Career Counseling	Teaching Ability Certification	Thesis	Education Service	
Gyeongin	35	20	51	12	-	21	6	-	-	P/F	P/F	145
Gongju	40	18	53	9	2	21	4	-	-	P/F	P/F	147
Gwangju	36	20	56	8	-	21	4	-	P/F	P/F	P/F	145
Daegu	44	18	52	6	-	21	4	-	-	P/F	P/F	145
Busan	31	20	44	13	-	22	4	-	-	P/F	P/F	134

University of Education	Curriculum											Total
	Liberal Arts	A study of Education	Subject/ Extracurricular	Practical Skill Test	Foreign Language Practice	Advanced Course	Teaching Practice	Career Counseling	Teaching Ability Certification	Thesis	Education Service	
Seoul	40	18	50	8	-	20	4	-	-	P/F	P/F	140
Jeonju	38	18	54	10	-	21	4	-	P/F	P/F	P/F	145
Jeju	36	18	56	12	-	24	4	P/F	-	P/F	P/F	150
Jinju	30	18	62	11	-	20	4	-	-	P/F	P/F	145
Cheongju	40	18	48	16	-	20	4	-	-	P/F	P/F	146
Chuncheon	34	19	51	12	-	21	4	-	-	P/F	P/F	141

Universities are listed in the order of Korean alphabet.

P/F refers to pass or fail.

The data was made as of August 9th 2011.

Source: Curriculum organization of the University of Education (brochure).

In brief, the curriculum of primary school teacher training institutes can be categorized into general courses such as liberal arts courses, a study of education, foreign language courses, and information literacy courses; and special courses such as subject matter education, extracurricular subjects, and advanced courses.

Teaching practice is a course where student teachers can put theories, techniques, and knowledge required for a teacher into practice in school to successfully serve their role in the future. Therefore, this course is not only a prerequisite to obtain a teaching certification but also an intersection where theory and practice meet (Kim, Nam-soon, 1999).

After the university of education system was reformed into a four-year system in the 1980s, potential primary school teachers are ordered to complete at least a four-week teaching practice at an affiliated primary school. In the 1990s, each university of education included a four-credit and eight-week teaching practice program in its curriculum and sent their students to an affiliated primary school or partner school. Since the teaching practice course is categorized into a class visit, teaching in class, and practical training, students can find it less difficult to catch up with the course and manage their schedule at school even after spending eight to nine weeks in practice. The teaching practice is conducted in various ways in accordance with the system or conditions of each university. Some universities of education implement the course once every semester for third and fourth graders while other schools implement it once a year for second, third, and fourth graders (Nam, Jeonggeol, 1998).

**Table 2-11 | Teaching Practice of the Universities of Education**

University of Education	1st Grader	2nd Grader	3rd Grader	4th Grader	Total	Notes
Gyeongin	class visit1	class visit2	teaching in class2 (nonscheduled admission 30 hours)	teaching in class, practical training5	10	nonscheduled admission: hours of class visit, class analysis, and other practice hours not included
Gongju		class visit1	teaching in class4	teaching in class, practical training4	9	
Gwangju	class visit1		class visit2, practical training2	teaching in class5, practical training2		
Deagu	class visit1	class visit2	teaching in class2, farming and fishing village2	teaching in class, practical training5	12	
Busan		class visit1	participation2	teaching in class, practical training5	8	
Seoul		observation1, participation2	teaching in class4	practical training2	9	
Jeonju	class visit1	class visit1	teaching in class1	teaching in class4	7	
Jeju		class visit2	teaching in class2	practical training2	6	
Jinju		class visit2	teaching in class1	teaching in class4	7	
Cheongju	class visit1	class visit2	teaching in class, practical training2 nonscheduled admission (60 hours)	teaching in class, practical training4	9	nonscheduled admission: practice hours not included
Chuncheon	nonscheduled admission (60 hours)	class visit2	teaching in class4	practical training4	10	nonscheduled admission: practice hours not included

University of Education	1st Grader	2nd Grader	3rd Grader	4th Grader	Total	Notes
Korea National University of Education			class visit, teaching in class <sup>3</sup>	teaching in class, practical training <sup>3</sup>	6	
Ewha Womans University			class visit, teaching in class <sup>4</sup>	teaching in class, practical training <sup>4</sup>	8	

## 2.4 Challenges Facing the Primary School Teacher Training Institutes

It is not urgent to secure sufficient resources to foster competent teaching staff that can prepare for changes in the future and prepare for competition. For this, it is necessary to establish a proper teacher training system (Kim, Kap Sung and others, 2009). To improve the quality of the system, not only the training institutes, but also the government and society as a whole should be involved. Challenges facing the institutes are as follows.

First of all, the objective of the primary school teacher training institutes is to establish theories and practices about the expertise of primary school teachers who deliver primary education. In line with this, an evaluation and certification system need to be put in place (Park, Sang-wan, 2009) of the primary school teacher training institutes to improve the quality of the primary school's teacher education and modify the training programs. After 1998, an evaluation of the institutes has been conducted but it does not serve as an official evaluation system under which the function of the training programs are modified or changed. However, in the case of the primary school teacher training institutes under the purpose-oriented system, the objective, contents, and usage of the evaluation and certification system should be reorganized in accordance with the conditions of the institutes (Park, Sang-wan, 2009).

Teacher training institutes need to expand the number of subjects with which students can learn about effective teaching methods and enhance the education methodology. In addition, they need to make efforts to invite professors who specialize in subject matter education and reduce the number of students per teacher. They also need to promote cooperation with schools when operating the teaching practice courses (Kim, Kap Sung and others, 2009).

Another challenge would be the subdivision of specific majors in the curriculum of the university of education. It is needed for the instruction of low, mid, and high graders in primary schools. This issue should be discussed in line with the new teaching qualification system. Furthermore, facilities of the training institutes should be improved, and the number of professors should be increased for the development of the institutes. It is also necessary



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to allow institutes to exchange credits with general universities through various programs in order to tackle the issue of lack of diversity and efficiency of the teacher training programs (Kim, Kap Sung and others, 2009).

Secondly, the government should clarify the knowledge and skills required for primary school teachers, suggest the criteria for qualifications, and reflect them in the training programs (Park, Sang-wan, 2009). The criteria would include the role of primary school teachers and the list of the things they should know and do. Qualifications for a teacher would include core knowledge and skills in various areas, reflective thinking, and the ability to solve problems (Park, Sang-wan, 2009).

Meanwhile, reform in the curriculum and reform in teacher training need to go hand in hand (Kim, Kap Sung and others, 2009). For example, certification for each school level and each grade (low and high graders) can be introduced. The general homeroom teacher system under which a homeroom teacher teaches all the subjects to his or her class can be replaced with the broad-field homeroom teacher system, and the homeroom teacher system for all graders can be replaced with the subject-exclusive teacher system for each grade (low, mid and high graders) (Kim, Jae-bok, 2004; Shin, Sang-myeong, 2002). This issue is about whether the focus should be placed on promoting generalists or specialists. Therefore, primary school teacher training institutes should make an effort to develop their curriculum to nurture primary school teachers to be both generalists and specialists.

There is also the opinion that the current closed purpose-oriented system should be improved to enable experts or special technicians to enter to teaching occupation (Kim, Kap Sung, 2009). However, it is impossible to reform the system into the complete open system, which does not seem to be successful. Rather, it would be appropriate to supplement and advance the current purpose-oriented training system. In fact, the open training system started as an alternative way to help fill the teacher shortage. Historically, both in Korea and in other countries, the system was not used as a tool for training teachers. Therefore, the most idealistic solution would be to increase the flexibility of supply and demand of teachers and the utilization of the workforce while maintaining the current purpose-oriented system (Jo, Dong-seop, 2004).

Lastly, students should make an effort to conduct tasks and teach students in class right after graduation during the training process. They should learn how to lead a class considering students and their learning environment and develop an ability to understand learners. They need to be able to communicate and make decisions, and control and take care of students (Kim, Do-gi, 2009). According to Lortie (1974), one of the unique characteristics of teaching is that teachers should conduct their roles and responsibilities right after graduating from college (Lortie, 2003). It is true that teacher training institutes should do their part to foster competent teachers. However, more importantly, they should figure out the difficulties facing teachers in the field and design a curriculum that can help students develop critical competencies and skills for teaching.

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## 3. Development, Current Status, and Assignment of the Secondary School Teacher Training Institutes

### 3.1 Development of the Secondary School Teacher Training Institutes

After liberation from Japanese colonial rule in 1945, teachers colleges were founded as regular institutes for secondary school teacher training. In 1946, the first teachers college was established in Seoul National University by merging Gyeongseong Teachers College and Gyeongseong Women's Teachers College. Afterwards, Gyeongbuk Teachers College and Gongju Teachers' College were reformed into four-year colleges in 1951 and 1954, respectively. Two-year colleges were also founded to foster secondary school teachers, and they were promoted to four-year colleges or general university status in 1962 when universities of education were established in the country.

In addition, the education or teaching departments were established at general universities starting from 1955. Between 1947 and 1956, a total of 12 temporary secondary school teacher training centers were established and operated. But, as they were abolished in 1958, the dual system of teachers college and the teaching and education departments were operated for secondary school teacher training.

After the 5·16 Military Coup in 1961, most of the teaching or education departments of at universities were abolished as part of the government's efforts to restructure the organization of the universities. Instead, the government designed a one-year training program and made it mandatory for potential teachers to complete the program at the teacher training center affiliated with Seoul Teachers College after graduating from college. Under the circumstances, departments of teaching at general universities were all abolished in 1962. However, they were revived in 1964 when the one-year training program was abolished. In 1967, the legal foundation was laid for graduate schools of education to foster and train student teachers, and it started to serve as another official institute for secondary school teacher training.

As demand for secondary school teachers increased, an increasing number of private teachers colleges were newly established. Ewha Womans University built the College of Education in 1951, and Sudo Women's Teachers College was established in 1954. Sudo later expanded its program and organization in 1955 and was promoted to a four-year university in 1961, which is Sejong University today. In 1956, Seoul Liberal Arts and Sciences Teachers College was founded as a two-year college and reformed into a four-year university in 1962, which is Myeongji University today. It can be said that these universities are pioneers in private teachers colleges in Korea.

Teachers colleges did not foster teachers for vocational schools initially. At that time, every graduate of vocational schools was awarded the certificate of an assistant teacher. In 1963, the department of vocational education was newly established at universities. In 1965, the system under which every graduate of vocational schools was granted a certificate of assistant teacher without undertaking the regular courses of teaching was abolished.

However, the Minister of Education designated some universities the authority to grant assistant teacher certificates to those who majored in marine affairs, engineering, fishing industry, and agriculture. They could obtain the certificate without completing the regular courses for teaching certification. In 1979, Chungnam National University established the Department of Engineering Education in the College of Engineering to foster teachers for technical schools.

While a great number of various teacher training institutes were established to meet the increasing demand for teachers before 1980, the present teacher training system took its root and an effort to reduce training resources started after the 1980s. With an increase in the number of student secondary school teachers, the number of teachers on the waiting list also increased. To solve this problem, the portion of the students who can complete the teaching training course was reduced from 30% to 10% within a department, and newly established graduate schools of education are not authorized to foster teachers.

**Table 2-12 |** Changes in the Secondary School Teacher Training Institutes

Year	Secondary School Teacher Training Institutes	
	Teachers College	Department of Education of a University
2000	41	127
2001	41	126
2002	41	127
2003	40	129
2004	40	129
2005	40	134
2006	41	154
2007	41	154
2008	41	154
2009	42	158
2010	46	165

Source: Internal data of Korea Educational Development Institute.

### 3.2 Major Statistic Changes regarding Secondary School Teacher Training

The number of junior high school students hit 80,000 in 1945 and it increased to approximately 380,000 in 1950, 530,000 in 1960, 1 million (1,013,494) in 1968, and 2 million (2,026,823) in 1975. The number of teachers has steadily been rising. In 1945, the number of students per teacher reached 68.15 since there were only 1,186 teachers in the country. The number of teachers and student teachers under training increased in accordance

with the increasing number of students since this time. However, until 1980, the number of students per teacher was recorded around 40, which was bigger than the number of students per high school teacher by 10. In 1989, the number of students per teacher decreased to less than 30(29.02), and it was less than 20 (19.61) in 2001.

The number of high school students increased from around 3,000 in 1950 to around 40,000 in 1951 by more than 12 times and soared to 123,000 in 1952. In 1983, the number of high school students exceeded 2 million, and its peak came in 1997 with 2,336,725. After 1997, the number consistently fluctuated. With the increase in the number of students, the number of high school students also increased continuously since 1950. In 1950, the number of students and teachers was almost the same since there were less students entering high school. However, as more students attend high school, the number of students per teacher also rose. After 1952 when the number of students per teacher exceeded 30(37.92), the number recorded was between the mid 20s and 40 (26.65~39.08) until 1989. In 2000, for the first time, the number of high school students per teacher went down to less than 20(18.32). As of 2010, the number marked 17.44.

**Table 2-13 | Changes in the Number of Students and Teachers  
(Middle School, High School)**

Year	Middle School			High School		
	Number of Students	Number of Teachers	Number of Students per Teacher	Number of Students	Number of Teachers	Number of Students per Teacher
1945	80,828	1,186	68.15	-	-	-
1950	380,829	9,100	41.85	3,080	2,269	1.36
1955	475,342	10,594	44.87	260,613	6,669	39.08
1960	528,593	13,053	40.50	273,434	9,627	28.40
1965	751,341	19,067	39.41	426,531	14,108	30.23
1970	1,318,808	31,207	42.26	590,382	19,854	29.74
1975	2,026,823	46,917	43.20	1,123,017	35,755	31.41
1980	2,471,997	54,858	45.06	1,696,792	50,948	33.30
1985	2,782,173	69,553	40.00	2,152,802	69,546	30.96
1990	2,275,751	89,719	25.37	2,283,806	92,683	24.64
1995	2,481,848	99,931	24.84	2,157,880	99,067	21.78
2000	1,860,539	92,589	20.09	2,071,468	104,351	19.85
2005	2,010,704	103,835	19.36	1,762,896	116,411	15.14
2010	1,974,798	108,781	18.15	2,204,223	126,423	17.44

High schools include general high schools and vocational high schools.

Source: Ministry of Education · Korea Educational Development Institute (1997). *Traces of Korean Education in Statistics*.

Ministry of Education, Science and Technology · Korea Educational Development Institute (2000~2010). *Chronology of Educational Statistics*.

Secondary school teacher training institutes include teachers colleges (College of Education) and departments of education at universities, teacher training courses at universities, and graduate schools of education. They are operated under the open and indirect system. The number of students at these institutes was steadily rising until the 1990s when the number began decreasing.

There were an increasing number of teachers who took an early retirement due to the financial crisis which hit Korea in the late 1990s. As a result, the number of appointed primary and secondary school teachers soared in the 2000s. Since then, the number has been gradually decreasing. This phenomenon is now more apparent as the school-age population is decreasing.

It is shown that there is more change in the number of appointed teachers than the number of trained teachers throughout the past years. The appointment rate was high in 2001, 2002, 2003, 2005, and 2008 when the number of appointed teachers was relatively high.

**Table 2-14 |** Appointment Rate of Secondary School Teachers

Year	Number of Trained Teachers	Number of Appointed Teachers	Appointment Rate (%)
1963	0 (8,486)		
1970	9,897 (10)		
1980	22,415		
1990	29,484		
2000	23,856	2,456	10.30
2001	23,142	7,164	30.96
2002	23,078	6,717	29.11
2003	22,255	5,467	24.57
2004	22,956	3,742	16.30
2005	21,674	4,478	20.66
2006	22,968	3,198	13.92
2007	21,799	3,665	16.81
2008	16,718	3,842	22.98
2009	17,091	2,532	14.81

Trained teachers refer to those who obtained a certificate of level 2 regular secondary school teachers in each relevant year.

The data for 1963 and 1970 are related to middle school.

Appointed teachers exclude preschool teachers and special education teachers and include teachers who graduated from national or public teachers colleges before 1990.

Source: Chronology of Educational Statistics (1964~2010). Internal reports of the Ministry of Education, Science and Technology.

### 3.3 Current Status of the Secondary School Teacher Training Institutes

Secondary school teacher training institutes are operated under the purpose-oriented system or the open system. The two systems have their pros and cons. While it is possible to control the quantity and quality of teacher training at the national level under the purpose-oriented system, direct control can lead to a standardized and closed training system. Under the open system, it is possible to nurture teachers with various skills and characteristics but it is hard to foster teachers methodically due to the lack of expertise and sense of purpose. Supporters of the open training system insist that autonomy should be allowed in the teacher training system and that teachers should be selected through competition in the appointment process. They also say that the best option would be fostering teachers in a diversified way in various institutes and selecting competitive teachers through tests. On the other hand, supporters of the purpose-oriented training system oppose the open system because there are a number of problems that arise from the diversified training system, including educational and social problems caused by the imbalance between demand and supply of teachers, difficulties in special teacher training programs, and difficulties in quantitative and qualitative control. In particular, they insist that the purpose-oriented system is more effective than the open system in attracting able and competent students. According to these supporters, more people find the teaching occupation less appealing and the academic credentials of the new students at teacher training institutes have lowered after the implementation of the teacher appointment test. These facts support their opinion that the open training system is neither favorable nor effective (Shin, Sang-myeong, 2002).

**Table 2-15 |** Merits and Demerits of the Purpose-oriented System and Open System

Classification	Merits	Demerits
Purpose-oriented System	<ul style="list-style-type: none"> <li>- Foster teachers with a sense of calling</li> <li>- Develop professional knowledge and technologies about teaching occupation</li> <li>- Control qualification of teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Impossible to foster teachers in charge of all subjects</li> <li>- Explore sciences in a closed way</li> <li>- Lack of diversity due to the standardized curriculum</li> </ul>
Open System	<ul style="list-style-type: none"> <li>- Acquire various knowledge on major courses</li> <li>- Acquire a wide range of information and perspectives</li> <li>- Improve the qualification of teachers through free competition</li> <li>- Earn a high return on investment in teacher training</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of an ethical awareness on teaching occupation</li> <li>- Inactive attitude on a study of Education</li> <li>- Lack of expertise on subjects and ability to teach and instruct students</li> </ul>

In the past Korea's teacher training system was operated under the combined system of the purpose-oriented and open system. In other words, primary school teachers were fostered under the purpose-driven system as they were educated mainly at universities of education. Secondary school teachers were fostered under the open system or the combined system as they were educated at public and private colleges of education, departments of education, and teacher training courses. This is because the government needs to control the quantity and quality of primary education to some extent since primary education is compulsory. On the other hand, the government tried to nurture teachers with diverse views and attitudes for secondary education (Jang, Tae-beom, 2002).

Secondary school teacher training institutes have selected their students in the same way as other general universities in the country. They also have implemented the similar student selection system with the primary school teacher training institutes since 1991. However, there are some criticisms on the current system that admission factors in the employment process are too complicated and that the interview is centered too much on formality. In addition, some have raised doubt on the validity of the current aptitude and personality test in assessing good teachers. Currently, secondary school teacher institutes select students under the plural and open system. This type of student selection system is considered moderate and general but it is not considered suitable in selecting able students in terms of aptitude and competency. In addition, though there is an ongoing effort to evaluate applicants' ability through interviews and aptitude and personality tests, the current system needs to be further improved (Jeong, Tae-beom, 1999).

The curriculum of the secondary school teacher training institutes is comprised of three courses, including liberal arts courses, major courses, and education courses. There is one curriculum where education courses are separated from liberal arts course and major courses, while there is another curriculum where education courses are included in liberal arts courses, and yet another curriculum where education courses are included in major courses. The most common type of curriculum is the former type where education courses are separated from liberal arts courses and major courses (Lee, Gyu-cheol, 1997).

The curriculum of the teachers colleges is operated under the Article 119 of the Tertiary Education Execution Act and the Article 12 of the Rules on Teachers' Qualification Examination. The curriculum of the colleges of education consists of liberal arts courses, major courses, and education courses. The representative curriculum structure is shown below.

**Table 2-16 | Curriculum Structure of the Teachers Colleges**

University	Liberal Arts Course	Major Course	Education(Teaching) Course			Credits Graduation Requirements	Subject Education
			Educational Theory	Educational Knowledge	Education training		
Gangwon University	26	51	14	4	4	150	major
Korea University	20	50~67	0/14	2/4	4	140	major
Busan National University	27	53	14	4	4	141	major
Seoul National University	36~37	52~53	14	4	4	130	major
Sung-kyunkwan University	25	50	15	4	4	140	major
Korea National University of Education	21	57	14	4	4	140	major

Universities are listed in the order of Koran alphabet.

Credits required for graduation includes credits for basic major subjects except advanced subjects.

0/14 in the section of Korea University refers to “Department of Education/ other divisions of education”

Source: Curriculum structure from each university (for new students entered after 2009).

In general, curriculum of the colleges of education requires students to complete about 140 credits for graduation including 20~37 credits for liberal arts courses, 50~67 credits for major courses, including subject education courses and optional courses, and credits for other selective courses (advanced major courses, double-major courses, and optional courses). In addition, it is mandatory for students to complete at least 22 credits of education courses (18 credits or more for educational theory and knowledge, 4 credits or more for education training) under the Rules on Teachers’ Qualification Examination (revised on 12.31.2007). Generally, students are required to complete most credits for liberal arts courses in their freshman year and education and major courses throughout their sophomore, junior, and senior years. Liberal arts courses help students build character as a teacher, and they are offered together with liberal arts courses in other colleges within the university. The required credits of liberal arts courses are slightly different from college to college depending on the academic field of the college. Major courses are the ones needed for developing academic research on a specialized field of science, and they include subjects



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with which students can learn professional knowledge on the relevant subject. Education courses are set up under the Rules on Teachers' Qualification Examination and operated by the Department of Education or Department of Teaching at each respective university.

Basically, teacher training courses in general universities are operated under the curriculum of the university as a whole. In these courses, students complete education or teacher training courses to become a teacher. The universities can establish an education course for teaching certification by securing the approval of the Ministry of Education, Science and Technology when the appropriate conditions, like the type of courses and number of credits (the Article 20 of the Teachers' Qualification Examination Act), are met. The Rules on Teachers' Qualification Examination stipulates the education courses required for teaching certification, and the courses are comprised of educational theory, subject of education, and education training for the most part (Ha, Byeong-gi).

Those who entered university in 2008 or before (including those who transferred to university in 2010 or before) were required to complete at least 20 credits in the three areas of educational theory, educational knowledge, and education training during the school years. Those who entered two-year colleges in 2008 or before were required to complete at least 16 credits in these areas. However, those who entered university from 2009 (including those who transferred to university in 2011 and after) should complete a total of 22 credits in the three areas to obtain the level-2 regular teacher certificate.

**Table 2-17 | Subjects and Credits in the Curriculum**

Classification		Educational Theory	Educational Knowledge	Education training	
students entered before 2008	Course		<ul style="list-style-type: none"> <li>- Introduction to Education</li> <li>- Educational Philosophy</li> <li>- Curriculum and Educational Evaluation</li> <li>- Teaching method and Educational Engineering</li> <li>- Educational Psychology</li> <li>- Educational Sociology</li> <li>- Educational Administration and Educational Management</li> <li>- Other subjects on educational theory</li> </ul>	<ul style="list-style-type: none"> <li>- Subject Matter Education</li> <li>- Research on Subject Materials and Teaching Method</li> <li>- Subject on Logic and Essay</li> <li>- Other subjects on subject matter education (not for health teachers, librarians, counselors, and nutritionists)</li> </ul>	<ul style="list-style-type: none"> <li>- Education training (practical training for health teachers and librarians)</li> </ul>
	Minimum Required Credits	University	14 credits or more (7 subjects or more)	4 credits or more (two subjects or more)	2 credits (4 weeks)
		2-year College	10 credits or more (5 subjects or more)	4 credits or more (two subjects or more)	2 credits (4 weeks)
Students entered after 2009	Minimum Criteria	<ul style="list-style-type: none"> <li>○ 14 credits or more (7 subjects or more)</li> <li>- Introduction to Education</li> <li>- Educational Philosophy and History</li> <li>- Curriculum</li> <li>- Educational evaluation</li> <li>- Teaching method and Educational Engineering</li> </ul>	<ul style="list-style-type: none"> <li>○ 4 credits or more</li> <li>- Introduction to Special Education (2 credits or more)</li> <li>※ Including the area of education for the gifted children</li> <li>- Teaching Practice (2 credits or more)</li> </ul>	<ul style="list-style-type: none"> <li>○ 4 credits or more</li> <li>- School Field Trip (2 credits or more)</li> <li>- Educational Volunteering Service(2 credits or less can be acknowledged)</li> </ul>	

Classification		Educational Theory	Educational Knowledge	Education training
Students entered after 2009	Minimum Criteria	<ul style="list-style-type: none"> <li>- Educational Psychology</li> <li>- Educational sociology</li> <li>- Educational Administration and Educational Management</li> <li>- Guidance and Counseling</li> <li>- Other subjects on educational theory</li> </ul>		
		<ul style="list-style-type: none"> <li>o 10 credits or more (5 subjects or more)</li> <li>- Introduction to Education</li> <li>- Educational Philosophy and History</li> <li>- Curriculum</li> <li>- Educational evaluation</li> <li>- Teaching method and Educational Engineering</li> <li>- Educational Psychology</li> <li>- Educational sociology</li> <li>- Educational Administration and Educational Management</li> <li>- Guidance and Counseling</li> <li>- Other subjects on educational theory</li> </ul>		

Classification			Educational Theory	Educational Knowledge	Education training
Students entered after 2009	Minimum Criteria	Teacher for Practical Skills	<ul style="list-style-type: none"> <li>○ 4 credits or more (2 subjects or more)</li> <li>- Introduction to Education</li> <li>- Theory of Practical Skill Teaching method</li> </ul>		

Source: Ministry of Education, Science and Technology (2010).

It was in the 1920s when official secondary teacher training institutes were established, including the Supplementary Education Center, Agricultural Teacher Training Center, Geography Museum Center, and Gyeongseong Imperial University. These institutes fostered teachers for secondary schools by operating programs for education training and teaching methods.

In the 1980s and 1990s the education training system was similar among universities. In particular, in the 1980s the College of Engineering Education of Chungnam National University was reformed into the College of Engineering, and the Department of Engineering Education of the College of Engineering began fostering teachers and implemented the four-week education training program. In addition, Korea National University of Education was founded and started to implement the eight-week education training program for four credits. During the same period, general universities other than teachers colleges offered the four-week program for two credits in their affiliated schools or partner schools. In general, students participated in the educational programs in either the spring or fall semester of their last year at college. Occasionally they participated in half of the program in their spring semester and another half in their fall semester (Song, Gwang-yong, 2004). Those who entered university in 2009 or after were required to complete four or more credits of education training courses.

### 3.4 Challenges Facing the Secondary School Teacher Training Institutes

While there are many problems to be solved regarding the teacher training system, the problem pointed out by a number of scholars is the one related to the curriculum of the teacher training institutes. Scholars say that Korean teacher training institutes do not foster qualified teachers though many successful students enter the institutes every year. This implies that there is a problem in the curriculum of the teacher training institutes. In other

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words, it is problematic that the quality of teachers leaving these training institutes are not up to par to the quality of those teachers when they first entered the teacher training system. The current curriculum of the teacher training institutes has an inherent problem.

Firstly, the current curriculum is not closely linked to the onsite schools. As it is focused on theory, students cannot fully learn about the current educational issues. Secondly, the current curriculum does not help students grasp an in-depth understanding of the subjects they will teach in the future. Thirdly, there is a weak linkage and uniformity among subject-field science, subject matter science, and educational knowledge in the current curriculum. Fourthly, the current education training system lacks organization as the training period is short, the connection and cooperation between the universities and schools are weak, and the training focuses too much on formality. Lastly, the educational facilities and faculty are insufficient (Hwang, Gyu-ho and others, 1999).



2011 Modularization of Korea's Development Experience  
Successful Strategy for Training Teachers  
in Korean Education

## Chapter 3

### Governmental Policy and Supporting System for Korean Teacher Training System

1. Primary School Teacher Training
2. Secondary Teacher Training System

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# Governmental Policy and Supporting System for Korean Teacher Training System

Based on the current status of the Korean teacher training system, it is analyzed that Korean teachers are “high-quality educational hopefuls (Kim, Min-jo, 2010)” and “teachers with a strong passion to teach and have a strong commitment for education, and are relatively young teachers (Kim, Kap Sung and others, 2009).” They are supported by the related governmental policies and supporting system.

In this regard, this Chapter will look into the government’s policies and supporting system for the primary and secondary teacher training system.

## 1. Primary School Teacher Training

### 1.1 Reorganization of the Teacher Training System

The primary school teacher training system of today has undergone various changes to date. As explained above, its history includes the period of Normal School, period of College of Education, and the period of the four-year university. The high school-level Normal School was established in 1951, and the Department of Primary Education was established in Ewha Womans University in 1957. In 1961, the high school-level Normal School was developed into the two-year college of education and further promoted into the four-year university throughout 1981 and 1984 (Park, Nam-gi, 1997).

During the process of development from the Normal School to the four-year university, the government intended to reform the teacher training system and foster high-caliber teachers. This Chapter will explain the establishment of the two-year college and its transformation into the four-year university.

After the liberation from Japanese colonial rule in 1945, the Normal School was launched and additionally established based on the Normal School of the late Japanese colonial rule. However, there was ongoing discussion that the Normal School should be promoted into



two-year colleges (Lee, Youn-shik, Choi, Sang-geun, Huh, Byeong-gi, 1994), and in 1962 the two-year College of Education was established for primary school teacher training.

This reformation is especially significant in that the government showed its strong will to foster better primary school teachers. This was possible due to the teachers' suggestions and research, and the government's consistent will and efforts (Song, Gwang-yong, 2006). In addition, this reformation paved the way for these institutes to be transformed into four-year universities. However, there were some limitations in that the system focused on nurturing teaching professionals rather than fostering primary school teachers, and the two-year program included a minimum-level of functions and knowledge required for the teaching occupation (Song, Gwang-yong, 2006).

Under the "Education Act" revised in 1981, two-year colleges were promoted to four-year universities (revised on February 13th 1981) throughout 1981 and 1984. After the high school-level Normal School was reorganized into the two-year college, scholars insisted that it needed to be promoted into a four-year college in order to improve the expertise of primary school teachers. The main argument for this is that there is no difference between required level of expertise for secondary school teachers and primary school teachers (Jeon, Se-gyeong, Kim, Shin-ho, Lee, Myeong-ju).

After the promotion, the official name of the school was changed from "College of Education" to "University of Education" in 1993 with the official title of the head of the organization changing from "dean" to "president" ("National School Establishment Act" revised). "Tertiary Education Act" today stipulates that the University of Education aims to nurture primary school teachers, and the curriculum period is four years.<sup>1</sup>

It is meaningful that the extension of the curriculum at the University of Education helped improve the qualifications of primary school teachers and ultimately raised the education level of Koreans. Considering that there is still a call for extension of the curriculum of the University of Education (Song, Gwang-yong, 2006), it was appropriate to promote the two-year College of Education into the four-year University of Education.

However, there was a limitation since the specific supporting system was not firmly established. At that time, the Ministry of Culture and Education designed the curriculum of the four-year University of Education in such a short period time of only four months. As a result, it failed to develop an appropriate curriculum for primary school teacher training institutes and only exacerbated the crisis of the University of Education (Park, Nam-gi, 1997). Furthermore, the Ministry did not make sufficient investments into the facilities of the University (Jeong, Seong-soo, 2008), nor did it establish the needed policies for upgrading the qualifications of teachers and attracting more teachers (Park, Nam-gi, 1997). With these problems unsolved, what the Ministry had done was merely extend the school

<sup>1</sup> "Tertiary Education Act" Article 41 ① The University of Education aims at nurturing primary school teachers. "Tertiary Education Act" Article 42 ② The curriculum period of the University of Education is four years.

years of the University of Education, which led to one of the reasons for the University of Education's poor management later down the line (Park, Nam-gi, 1997).

## 1.2 Substantial Improvement in Education Training

The Ministry of Education and Human Resources (2006) suggested that one of the major objectives is to upgrade the quality of the teacher training system, and the specific mission is to enhance the practicality of the curriculum of the teacher training system in "Ways to Improve the Teacher Training System for Better Education Level of Koreans." Education training accounts for a significant part of the curriculum of the teacher training program since it can help enhance the practicality of the curriculum. In the education training, students can apply what they have learned at institutes to onsite training and study in association with their field practice (Lee, Yoon-shik, 1994). During this process they can further develop their ability to instruct and guide students. The following sections will introduce the government's efforts to enhance the practicality of education training.

The government established the criteria for education training ranging from the training period to the number of credits and training phases (Nam, Jeong-geol, 1998). After the College of Education was promoted into the University of Education in the 1980s, the government made it mandatory for universities to implement the training program for more than five weeks in their affiliated schools. Later, in the 1990s, it made it mandatory for them to implement the four-credit program for eight weeks in their affiliated schools or partner schools. In addition, it classified the education training into class visits, teaching in class, and practical training in order to prevent disorder or confusion within the training program and any problems that can arise from the long-term training. <Table 3-1> shows the current education training system implemented in the primary school teacher training institutes as of 2011.

**Table 3-1 | Education Training at Each University of Education**

University	Education training	Credits	Period	Semester	Notes
Gyeongin	class visit I	1	1 week	1st fall semester	
	class visit II	1	2 weeks	2nd spring semester	
	subject education training	1	6 hours	3rd spring semester	Lecture(9 hours)+field training(6 hours)
	teaching training I	1	3 weeks	3rd fall semester	
	teaching training II	2	4 weeks	4th spring semester	

University	Education training	Credits	Period	Semester	Notes
	class management training	(P/F)	4 weeks	4th spring semester	
Gongju	training I (class visit)	(P/F)	1 week	2nd 1st semester	
	training II (teaching)	1	4 weeks	3rd fall semester	
	training III (comprehensive training)	2	4 weeks	4th spring semester	
	training IV (cooperative training)	1	2 weeks	1st fall semester, 4th fall semester	
Gwangju	class visit	(P/F)	1 week	1st fall semester	
	class visit to farming and fishing villages and other isolated areas	(P/F)	1 week	3rd spring semester	primary schools in farming and fishing villages and other isolated areas in Chonnam Province
	practical training	1	2 weeks	3rd fall semester	
	teaching training	3	6 weeks	4th spring semester	
	educational service training	(P/F)	-	-	
Daegu	class visit I	(P/F)	1 week	1st spring semester	
	class visit II	(P/F)	1 week	2nd fall semester	
	training at farming and fishing villages	1	2 weeks	3rd spring semester	
	teaching training I	1	2 weeks	3rd fall semester	
	teaching practice II and practical training	2	4 weeks	4th spring semester	
Busan	class visit I	(P/F)	1 week	2nd spring semester	
	class visit II	(P/F)	1 week	2nd fall semester	
	teaching training	2	4 weeks	3rd fall semester	

University	Education training	Credits	Period	Semester	Notes
	practical training	2	4 weeks	4th spring semester	
	educational service training	(P/F)	30 hours	-	
Seoul	observation training	(P/F)	1	2nd spring semester	
	participation training	1	2	2nd fall semester	
	teaching training I	1	2 weeks	3rd spring semester	
	teaching training II	1	2 weeks	3rd fall semester	
	practical training	1	2 weeks	4th spring semester	
Jeonju	class visit I	(P/F)	1 week	1st spring semester	
	class visit II	(P/F)	1 week	2nd spring semester	
	teaching training	2	4 weeks	3th fall semester	
	practical training	2	4 weeks	4th spring semester	
	educational service training	(P/F)	2 weeks	-	
Jinju	participation training	1	2 weeks	2nd fall semester	
	teaching training I	1	2 weeks	3rd spring semester	
	teaching training II	1	2 weeks	3rd fall semester	
	practical training I	1	2 weeks	4th spring semester	
Cheongju	education training I	(P/F)	1 week	1th spring semester	Education training Supporting Center (practicum.cje.ac.kr) is being operated.
	education training II	1	2 weeks	1th fall semester	
	education training III	1	2 weeks	3rd fall semester	
	education training IV	2	4 weeks	4th spring semester	
	educational service training	(P/F)	30 hours	throughout 1st-2nd year	

University	Education training	Credits	Period	Semester	Notes
	training on a rolling basis	(P/F)	80 hours	throughout the 3rd year	
Chun cheon	class visit I	(P/F)	1 week	2nd spring semester	
	class visit II	(P/F)	1 week	2nd fall semester	
	teaching training	2	4 weeks	3th fall semester	
	practical training	2	4 weeks	4th spring semester	
	volunteering service training	(P/F)	60 hours	throughout 1th-3rd year	
Jeju	class visit	1	1 week	2nd fall semester	
	teaching training I	1	3 weeks	3th spring semester	
	teaching training II	1	3 weeks	3th fall semester	
	practical training	1	2 weeks	4th spring semester	
Korea National University of Education	education training I (class visit · teaching training)	2	3 weeks	3rd fall semester	
	education training II (teaching · practical training)	2	3 weeks	4th spring semester	
Ewha Womans University	after-school education training	3		4th fall semester (recommended)	

This table was made based on the 2011 education training program of each university.

Educational service training refers to a training linked to a subject for voluntary activities. Some universities set it as a voluntary activity course while other universities include it in the educational service training program.

Source: Website of each university of education, Jeju National University College of Education, Department of Primary Education of Korea National University of Education, Department of Primary Education of Ewha Womans University.

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As it is shown in <Table 3-1>, universities implemented a four-credit training course including a class visit, teaching, and practical training for more than eight weeks, though there is a difference in the title, period, and semester among the universities. The criteria for the period, credits, and phases of the education training contributed to the substantial improvement of the education training program. This played a key role in molding the teacher training curriculum and laid the foundation for the standardization of education training of the University of Education in general.

In order to provide substantial improvements in education training, the Ministry of Education and Human Resources created education training divisions in metropolitan and provincial education offices (Ministry of Education and Human Resources, 2006). It also made it mandatory for primary school teacher training institutes to establish affiliated primary schools to conduct research and training (Article 45 and Section 1 of the Tertiary Education Act, Article 11 and Section 2 of the Rules on Teachers' Qualification Examination). However, there is a stipulation that all the students of the University of Education complete education training at one primary school. Given these circumstances, the Ministry designated some national, public or private primary schools for education training for the students (Article 45 and Section 2 of the Tertiary Education Act). While most primary school teacher training institutes form a partnership with regional primary schools for education training, some institutes have difficulties in finding partner schools for education training (Kim, Myeong-soo, 2004). There are some primary schools which are reluctant to accept students from the teacher training institutes due to difficulties in management and the psychological burden on children (Lee, Don-hee, 1998).

The Ministry was able to solve such problems by creating a division for education training at the metropolitan and provincial education office. The related rules and regulations are stipulated in the Rules on Teachers' Qualification Examination.

#### Rules on Teachers' Qualification Examination

Article 20 (with regard to the establishment of the teacher training course (revised on 4. 6. 2006))

- ⑤ The head of the teacher training institute should operate a proper curriculum befitting the social changes and changes of the time, and forge exchanges and cooperation with partner schools for education training. (newly enacted on 12. 20. 2007)
- ⑥ The Superintendent should designate and operate a division in charge of education training. (newly enacted on 12. 20. 2007)

In the Seoul Metropolitan Office of Education, the Curriculum Operation Division of the Education Policy Bureau takes charge of the tasks related to the education training program. The Division promotes and supports tasks related with observation training, teacher training, and practical training and management of the partner schools for education training.

The creation and operation of such a division contributed to building a close cooperative system between the education field and teacher training institutes. For the past years, it had been pointed out there was no real cooperation between the partner schools and teacher training institutes (Promotion Committee for Reforming the Teacher Certification System and Teacher Training System, 2004). The OECD also pointed out this was one of the weaknesses that the Korean teacher training system has (Kim, Yi-gyeong, Park, Sang-wan, Lee, Tae-sang, 2005). As the relevant division is established in education offices, teacher training institutes can lessen their administrative difficulties in handling the education training program. It is meaningful that not only teacher training institutes but also administrative organizations and partner schools make an effort to foster high-caliber primary school teachers. It is needed to further enhance the cooperative system, which provides more substantial support for the institutes.

The Ministry of Education, Science and Technology included criteria for education training in the teacher training institutes evaluation as a means of controlling the quality of the education training program. The Ministry included faithful management of the education training program (40 points) and performance of the instruction of the education training (20 points) in the teacher training institute evaluation (Ministry of Education, Science and Technology, 2009). Firstly, faithful management of the education training program is measured on how the institute secures and utilizes its partner schools. Performance of the instruction of the education training is measured on whether the university (teacher training institute) attends the meetings with the partner school, preliminary education program, onsite education program, and after-training evaluation meetings.

By monitoring the educational administration, administrative quality can be evaluated and upgraded (Park, Jong-ryeol and others, 2003). In this context, the quality or level of education training conducted by the teacher training institutes is measured, which allows for improvements in the management of the education training programs. In particular, the Ministry of Education, Science and Technology provides administrative support, financial support, or sanctions for the institutes in accordance with the evaluation results. Therefore, it is significant that the criteria suggested above serve as the quality management tool for improving education training programs.

### 1.3 Establishment of the “University of Education Development Strategy” to Improve the Educational Ability of Primary Teacher Training Institutes

From March 2003 to December 2006, the Ministry of Education, Science and Technology designed and proposed the “University of Education Development Strategy” in order to foster talented primary school teachers who can successfully adapt to the changing class environment in the 21st century knowledge-based society. The Ministry took these steps because they were in need of ① various teacher training programs in which teachers can develop teaching-learning ability required in the field ② teacher education and training

programs which can help foster teachers who can successfully adapt to the changing class environment ③ relevant facilities and equipment, such as teacher training centers to nurture talented teachers with great teaching abilities (Jeong, Seong-soo, 2008). These background factors for the “University of Education Development Strategy” imply some problems that the teacher training institutes currently have. That is, the institutes barely invest in facilities and equipment and have difficulties in nurturing qualified teachers befitting the knowledge-based society due to the poor environment for educational information. In addition, they implement a curriculum that is isolated from the school field, have a low number of professors with subject matter education specialties and field experience, and have difficulties in attracting students who aspire to be a teacher by selecting students based on CSAT scores.

The “University of Education Development Strategy” was established for a total of 11 universities of education and Korea National University of Education. Major projects for the strategy includes ① establishment of the teacher training center, ② development of the teacher training program, and ③ informatization of the educational environment. Meanwhile, specific projects are ① building and supporting modern facilities and equipment suitable for teacher training institutes, ② developing and operating a training program for teachers for the knowledge-based society, ③ securing and training talented teachers, ④ developing teacher training institutes as the center for lifelong-learning society, ⑤ selecting and educating able students aspiring to be a teacher (Jeong, Seong-soo, 2008).

**Table 3-2 | University of Education Development Strategy**

Area	Specific Projects
1. Building and supporting modern facilities and equipment suitable for teacher training institutes	1-1. Establishing a teacher training center at each university of education 1-2. Establishing a computerized campus by upgrading an educational information environment 1-3. Increasing the capacity and function of the dormitory 1-4. Expanding modern facilities for teacher training 1-5. Expanding equipment for experiments and practical training
2. Developing and operating a training program for teachers for the knowledge-based society	2-1. Consistently improving and operating the teacher training program 2-2. Improving teaching-learning method 2-3. Upgrading education training 2-4. Supporting research on subject education 2-5. Activating exchanges with other universities and building partnerships with them



Area	Specific Projects
3. Securing and training talented teachers	3-1. Dispatching a full-time professor to the school field 3-2. Utilizing excellent teachers as professors 3-3. Increasing the capacity of professors and thereby upgrading lectures and lessening the burden of professors 3-4. Expanding an opportunity for domestic and overseas training for teachers
4. Developing teacher training institutes as the center for lifelong-learning society	4-1. Eradicating physical and time barriers by creating a remote training system 4-2. Providing various training programs needed for the knowledge-based society and the era of globalization 4-3. Upgrading the operation of the University of Education 4-4. Building a cooperation and partnership with related organizations in the region
5. Selecting and education able students aspiring to be a teacher	5-1. Developing and applying teaching aptitude and personality test tools 5-2. Developing and applying various student selection programs and criteria 5-3. Devising a way to develop students' discipline

The “University of Education Development Strategy” contributed to fostering high-caliber primary school teachers in a number of ways.

Firstly, the “University of Education Development Strategy” is a policy designed to improve upon the poor physical conditions of the universities of education. One of major problems that the current primary school teacher training institutes have is poor educational conditions caused by the small and modest schools. Human and material resources in those institutes are relatively meager compared to other universities (Yoon, Hong-joo, 2005; Lee, Don-hee, 1996; Jeong, Se-gyeong and others 2001). This is because the government provides financial support for universities in proportion to their size and the number of students. Most universities of education have less than 500 new students every year, which is considerably small compared to other universities (Promoting Committee for Reforming the Teacher Certification System and Teacher Training System, 2004). Therefore, with insufficient funding from the government, the universities of education have insufficient human resources, including professors, research assistants, and administrative staff, and material resources like educational facilities. According to the data analyzing the construction state of educational facilities and supporting facilities of the universities of education before 1982, between 1983 and 1999, and after 2000, 62.6% of the buildings

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and 38.0% of the building areas were built in 1982 (Ministry of Education, Science and Technology, 2002; Jeong, Seong-soo, recited in 2008). While the conditions of primary schools were dramatically improved due to the educational environment improvement project and teaching environment advancement project, those of the universities of education still remain unchanged, hindering the nurturing of competent primary school teachers (Song, Gwang-yong and others, 2003).

Secondly, the “University of Education Development Strategy” is a policy designed to improve education programs of primary school teacher training institutes. It is pointed out that the curriculum of the teacher training institutes is not differentiated from that of other universities and does not have distinct characteristics (Jeon, Se-gyeong and others, 2001). In addition, the curriculum is not reformed in a timely manner, and teaching-learning activities are insufficient and do not correspond to the request of the school field (Jeong, Seong-soo, 2008). The “Teacher Education Program Development Project,” part of the “University of Education Development Strategy,” was designed to solve these problems. For example, professors of the primary school teacher training institutes developed education programs for teachers and applied them to the institutes throughout the country after conducting a pilot test (Jeong, Seong-soo, 2008). Considering that the program can be expanded to several teacher training institutes, professors from at least four universities jointly developed the program, and primary school teachers also participated in the development process. In this way, a newly developed program can be applied to many institutes, and the program development process itself can boost the competency of the professors in charge of teacher training.

## 2. Secondary Teacher Training System

### 2.1 Establishment and Reorganization of the Teaching Certification Course

The Ministry of Culture and Education legally confirmed the teacher training course in 1954 and approved the establishment of the course in 1955. This institutionalized the teacher training course at general universities as one of the secondary teacher training institutes. The main purpose was to attract competent graduates of general universities to the education field and facilitate the demand and supply of secondary school teachers by fostering teachers in charge of particular subjects who are not nurtured at universities of education (Committee of Publishing the 40-year History of Culture and Education, 1988). The Ministry of Culture and Education decided to establish the teacher training courses at general universities to facilitate the demand and supply of teachers, improve the qualification of teachers, provide fairer opportunity for teaching applicants, and build an open teacher training system (Kim, Young-woo, 1996).

The teacher training course was abolished in 1962 under the military regime. However, it has since been revived and still operates after the teacher training center was abolished and

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the university restructuring policy was scrapped. When establishing the course, the Ministry of Culture and Education also designed the criteria for the teaching certification. The level-2 secondary school regular teacher certificate is awarded to students who complete the teacher training course, receive a GPA of C or above in major courses, obtain 16~18 credits throughout their four years in college, complete the three-week training program in middle school or high school in their fourth year, and receive a B or above in the teacher training course (Kim, Young-woo, 1996). This system was temporarily abolished in 1962 but later revived. Since then, it has been serving as an important source of supply for secondary school teachers.

The Ministry of Culture and Education reduced the number of students who can obtain the teaching certification due to an oversupply of secondary school teachers and a number of unqualified teachers in the 1980s. From 1983, the Ministry allowed students with a GPA of B or above to complete the teacher training course within the 30% of the total number of graduates and granted the certificate to those who maintained a GPA of B or above throughout their college years among the students completed the course (Kim, Young-woo, 1996). Since 1998, each university has selected sophomores based upon aptitude and personality required for teaching and scores within the top 10% of the admission capacity in each department were granted a certificate after their completion of the teacher training course (Seo, Jeong-hwa and others, 2011). In particular, students who entered the university in 2009 and afterwards are required to maintain an average grade of 75 or above to finally get the teaching certificate. Subjects like an introduction to special education and teaching practicum were newly added to the educational knowledge course. Credits for education training were expanded to four credits. <Table 3-3> shows the prerequisite subjects for the teacher training course.

**Table 3-3 | Prerequisite Subjects for the Teaching Certification Course**

Area	Subjects (for students who entered university in 2008 and earlier)	Subjects (for students who entered university in 2009 and after)
Educational Theory	Introduction to Education Educational Philosophy Curriculum and Educational Evaluation Teaching Method and Educational Engineering Educational Psychology Educational sociology Educational Administration and Educational Management Other subjects on educational theory (14 credits or more, 7 subjects or more)	Introduction to Education Educational Philosophy Curriculum Educational Evaluation Teaching Method and Educational Engineering Educational Psychology Educational Sociology Educational Administration and Educational Management Other subjects on educational theory (14 credits or more, 7 subjects or more)
Subject Matter Education (excluding health teachers, librarians, counselors, nutritionists)	Subject matter education (4 credits or more, 2 subjects or more)	Major Subjects (8 credits or more, 3 subjects or more)
Educational Knowledge	-	Introduction to special education (2 credits or more) Teaching practicum (2 credits or more) (4 credits or more)
Education Training	Education training (2 credits or more, 4 weeks)	School field training (2 credits or more) Educational service activities (2 credits or less can be acknowledged) 4 credits or more)

Source: Ministry of Education, Science and Technology (2010).

<Table 3-4> shows the number of universities that offer the teacher training course and their annual capacity as of February 2011. There are a total of 165 universities which established the teacher training course, including 31 public universities and 134 private universities. The number of courses is decreasing year after year at both the public and private universities.

**Table 3-4 |** Number of Universities with the Teaching Certification Course and the Annual Capacity (as of February 2011)

Type of the University	Number of Schools	Annual Capacity				
		11"	10"	09"	08"	Total
Public	31	-	3,787	3,879	4,263	11,929
Private	134		11,441	11,738	12,083	35,262
Total	165		15,228	15,617	16,346	47,191

The numbers are the approved capacity of the year 2010, 2009, and 2008.

Source: Ministry of Education, Science and Technology (2011).

As it was shown, the teacher training course at general universities has played a pivotal role in fostering secondary school teachers, along with the colleges of education. In other words, the course has actively supplied teachers amid the increasing demand for secondary education. As the number of teachers who failed to pass the examination has increased, universities tried to secure competent teachers by reducing the capacity for the teacher training course and enhancing the criteria for the teaching certificate.

## 2.2 Establishment of the Graduate School of Education (1963)

Seoul National University established the first graduate school of education with an aim of nurturing talented individuals who can study educational theories and apply them to improve the qualification of secondary school teachers (Kim, Young-woo, 1996). The graduate school of education has two objectives. One is to foster high-caliber secondary school teachers and administrators of education while another is to grant level-2 regular teacher certificates to those who obtain a master's degree. Therefore, the graduate school of education served as a secondary school teacher training institute from 1965. However, its role as the teacher training institute is not significant since most students of the graduate school of education are incumbent teachers and only 15% of the students apply for the teaching certificates (Park, Deok-gyu and others, 1984).

A number of graduate schools of education has since been established when Seoul National University Graduate School of Education was first founded in 1963. Six were established in the 1960s, another 13 were established in the 1970s. As of 2011, there are a total of 136 graduate schools of education in the country. However, there are a limited number of students awarded the teaching certificate since most of the students are incumbent teachers (Lee, Youn-shik and others, 2007).

**Table 3-5 |** Changes regarding the University of Education

Year	Number of University of Education	Number of Registered Students
1985	34	10,475
1986	34	10,741
1987	35	10,887
1988	38	11,166
1989	40	11,597
1990	46	12,536
1991	47	12,443
1992	47	12,705
1993	48	13,516
1994	51	14,241
1995	58	15,364
1996	78	17,703
1997	86	22,777
1998	77	26,464
1999	79	31,801
2000	109	37,239
2001	114	42,070
2002	116	47,354
2003	120	48,580
2004	119	49,452
2005	120	50,952
2006	119	50,877
2007	119	50,009
2008	118	48,205
2009	120	46,797
2010	122	45,233

Education (culture and education) statistics chronology (1985~2010).

**Table 3-6 |** Changes regarding the University of Education

Type of the University	Number of Schools	Capacity of each Grade				
		11"	10"	09"	08"	Total
Public	22	4,230	4,307	4,356	4,354	17,247
Private	98	11,431	11,997	12,321	12,394	48,143
Total	120	15,661	16,304	16,677	16,748	65,390

Source: Ministry of Education, Science and Technology (2011).

Korea National University of Education, 11 graduate schools of education in universities of education, and graduate schools of special education were excluded.

The numbers include both training courses and reeducation courses.

Graduate school of education has contributed to teaching both theory and practice on education to professionals, increasing the expertise of school leaders such as principals and vice principals, and supplying sufficient teachers (Kim, Myeong-soo, 2004). In particular, it is highly appraised for fostering teachers for special subjects like art, sports, and music, the areas that were not taught in the college of education (Jang, Geun-joo, 2005).

### 2.3 Opening of Korea National University of Education (1985)

In April 1982, the Ministry of Culture and Education set up a basic plan for the establishment of the Korea National University of Education in order to build an organization which can foster teachers in a more efficient way than the existing teacher training institutes. It enacted the Korea National University Establishment Act in March 1984 and opened the University in March 1985. This move was out of the Ministry's intention to promote the development of education and for educational innovation. Korea University of Education was established as a public teacher training institute in charge of the education of teachers, reeducation of teachers, and educational research (Republic of Korea Gazette, 1984; Kim, Young-woo, recited in 1996).

Korea National University of Education was established due to the following reasons (Jeong, Tae-beom, 2002). Firstly, a professional organization for teacher training, teacher reeducation, and educational research was needed. Secondly, a teacher training system which can play a leading role in educational development as an innovative model for teacher education was needed. Thirdly, an elite teacher education program was needed to develop the teachers' strong sense of calling and professional ability. Fourthly, it was needed to foster subject education experts and administrators of education for the advancement of education and the democratization and specialization of education administration.

Establishment of Korea National University of Education was discussed in the "Prospects and Challenges of the Educational Development (1978~1991)" published by

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the Korea Educational Development Institute. The report suggested the establishment of a new comprehensive teacher training organization which can play a pivotal role in nurturing elite teachers and conducting research on education by combining the existing University of Education and College of Education (Korea National University of Education, 2004). In June 1981, the Economic-science Council also suggested the establishment of a national University of Education in its report titled “Analysis and Prescription for Korean Education (tentative title).” The Education Policy Bureau of the Ministry of Culture and Education set up “Research on Teacher Training System-Basic Plan for the Establishment of Seoul National University of Education.” In addition, Korea Educational Development Institute made a proposal to build a university for comprehensive teacher training in the report, “Study on Teacher Training System (1981),” which was conducted in line with the study of 1978. Responding to the recommendations, the government decided to establish a national university of education that can foster elite teachers and play a critical role in teacher education in part of its “the 5th Social and Economic 5-year Plan,” and the Ministry of Culture and Education implemented the plan.

Korea National University of Education was founded with three colleges and 19 departments in 1985. In 1992, the Department of Technology Education and the Department of Computer Education were newly established, and the Department of Music Education, the Department of Art Education, and the Department of Physical Education in the College 3 were separated into the College 4, which was newly established. In addition, Korea National University of Education Establishment Act was revised on March 6th 1990 under the 12943th presidential decree to exempt students from tuition fees and registration fees and exempt graduates from the duty of serving as a teacher (Kim, Young-woo, 1996).

Korea National University of Education set up its educational objectives under the motto that it plays a leading role in developing and distributing an exemplary model for systematic and comprehensive education in every field of study. There are four major educational objectives as follows. Firstly, it fosters competent teachers who can contribute to the realization of creating an ideal nation and mankind. Secondly, it nurtures professionals and subject education experts through in-depth research and education training. Thirdly, it promotes reeducation of incumbent teachers for their consistent development. Fourthly, it upgrades the overall level of the Korean education by establishing educational theory and conducting research on education based on the field of education.

Under the educational objectives, it also established curriculum objectives (Korea National University of Education, 2011).

*Korea National University of Education encourages students to acquire a noble personality and morality and knowledge and skills needed for one’s specialty, develop a sense of responsibility and calling in nurturing creative students who will lead our future, and foster them as responsible teachers equipped with future-oriented perspectives and*



*innovative way of thinking who can contribute to the educational and social development.*

- *To foster holistic teachers with a rational mindset and sound point of view (personality/character)*
- *To foster teachers with a sense of autonomy, responsibility, and duty (sense of duty)*
- *To foster teachers with in-depth knowledge on one's major and excellent teaching ability (specialty)*
- *To foster future-oriented and forward-looking teachers who can lead the information era in the 21st century (future-oriented)*
- *To foster qualified teachers who can actively participate in educational innovation and contribute to the educational and national development (innovation)*

<Table 3-7> shows the curriculum of the College 1, College 2, and College 3 of Korea National University which is in charge of the education of secondary school teachers.

**Table 3-7 | Curriculum of the College 1, 2, and 3**

Area			Credits required for Graduation				Notes	
			Students who entered in 2008 and earlier		Students who entered in 2009 and after			
			Major	Double Major	Major	Double Major		
Liberal Arts			21		21			
Education Course	A study of Education/Educational Theory		12		14		For those who entered the university in 2010, 「educational service I」 can be replaced with 「class visit」.	
	Educational Knowledge		0		4			
	Education training	educational field training	4		4	(2)		
		educational service I	0		completed (P)/ uncompleted (F)		When the students of the Department of Childhood Education and Department of Secondary Education complete the double-major course, they are required to also complete the education training (2).	
		educational service II	0		2			
Major Course	Subject Education	mandatory/basic	6	3	3	8		50
		elective	3	3	6			

Area	Credits required for Graduation				Notes
	Students who entered in 2008 and earlier		Students who entered in 2009 and after		
	Major	Double Major	Major	Double Major	
Subject Course	mandatory /basic	22	22	18	
	elective	26	20	30	
Selective Course	46	8	38		
Disciple Education	completed(P)/uncompleted(F)				
Total	140	150	140		

Source: Korea National University of Education (2011).

Korea National University of Education is conducting three missions: teacher education, teacher training and educational research. Specifically, it fosters teachers for preschools, primary schools, and secondary schools as a comprehensive teacher training institute conducting the function of the University of Education and College of Education at the same time. Secondly, the Teacher In-service Training Center of Korean National University of Education provides the qualification training program, general training program, and special training program for senior-level teachers in preschools, primary school, and secondary schools. Thirdly, the Graduate School of Korea National University of Education provides an education course centered on subject education, and in particular, incumbent teachers selected by the metropolitan and provincial education offices actively conduct research on the field of education.

It is acknowledged that Korea National University of Education has succeeded in serving its core mission of fostering elite teachers. On average, 55.6% of the graduates of Korea National University of Education passed the teacher qualification examination in 1998, 1999, and 2000, which is a much higher rate compared to 9.7% of the graduates of other universities. In addition, the number of graduates versus the capacity of the university is significantly high. The university has been suggesting that the operation of the teacher training system be integrated with the training system of preschool, primary school, and secondary school teachers.

### Evaluation of Achievement of the Korean Teacher Training System

1. Extension of the Teacher Training Period
2. Appointment of Teachers through the Open Competition Examination
3. Criteria for Teacher's License without Examination and Intensified Requirement for the Completion of the Teaching Certification Course
4. Execution of the Teacher Training Institute Evaluation

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# Evaluation of Achievements of the Korean Teacher Training System

After the Korean War in 1950, Korea has experienced significant changes and development through continuous and effective economic growth. Such changes were possible because of the power of education and various policies for teacher training that maximized teachers' professionalism. This report introduced some exemplary policies, including the expansion period of teacher training considering the quantitative aspect of teachers, employing teachers through an open competitive employment by intensifying the qualitative aspect of teachers, intensifying the criteria for a license without examination to obtain a teaching certificate and qualifications to take teacher training courses, and the evaluation of teacher training institutes.

## 1. Extension of the Teacher Training Period

During the Japanese colonial rule, primary school teachers were educated in two-year Normal School while secondary school teachers were educated through various short-term training programs. Afterwards, they were fostered in two-year colleges and four-year universities. The extension of the teacher training period produced a more systematic and professional teacher training system.

### 1.1 Extension of the Primary School Teacher Training Period

Currently, primary school teachers are trained in a total of 13 institutes including four-year universities of education, one private university in the Department of Elementary Education, one college of education of the national university, and the department of elementary education of Korea National University of Education. All of them are four-year universities and grant a teaching certificate to those who meet the qualifications.

Primary school teachers were not initially educated at four-year universities. As it was mentioned above, primary school teachers were trained in Hanseong Normal School, the first Normal School in Korea that was established at the end of the era of the Japanese colonial rule. They were trained in 17 Normal Schools after liberation from the Japanese and in 18 Normal Schools after 1951. After Japanese liberation, Normal Schools established temporary teacher training centers to meet the increasing demand for teachers (Ministry of Education, 1998).

The temporary teacher training centers were abolished in 1958 due to the controversy over the expertise of the primary school teacher training. The Teacher Education Council devised a way to promote Normal School to two-year colleges in 1957 by enacting the “Provisional Act on Education” (the 208th act, announced on December 1st 1961). Two-year colleges of education started to foster primary school teachers from 1962 (Jo, Dong-seop, 2007).

In 1981, the Ministry of Education revised the Educational Act (the 3,370th act, announced on February 13th 1981) as part of the “Strategy for Education Normalization and Private Tutoring Reduction” to enhance the academic level and performance of primary school teachers. In addition, it promoted all the colleges of education into four-year universities throughout 1981 and 1984 (Ministry of Education, 1998). Currently every primary school teacher is fostered through the four-year undergraduate program.

## 1.2 Extension of the Secondary School Teacher Training Period

During the Japanese colonial rule, secondary school teachers were educated in various short-term teacher training programs and they were trained in teachers colleges which were reorganized in October 1945. Private universities began nurturing secondary school teachers as the College of Education was established in Ewha Womans University in 1951.

In the 1950s, the government established the dual system where middle school teachers are trained in two-year teachers colleges and high school teachers are trained in four-year teachers colleges. Graduates of vocational colleges can serve as middle school or high school teachers without receiving professional education on teaching (Kim, Yi-gyeong, 2009). Afterwards, two-year teachers colleges were promoted into a four-year Normal School or a four-year general university in 1962 when the University of Education was launched. After 1962, every college of education was reformed into a four-year university (Ministry of Education, 1998).

Currently, colleges of education and departments of education of general universities are operating four-year programs while graduate schools of education (excluding reeducation programs) are granting the level-2 regular teacher certificate to the students after a two-and-half-year educational program.

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### 1.3 Achievements

Primary school teacher training institutes were promoted from high school-level schools to two-year colleges and to four-year universities. The government once established temporary teacher training centers to meet the increasing demand for teachers but this measure resulted in the decline in the teachers' qualifications. However, the quality of the teachers' education was upgraded as the period of primary school teacher training institutes was extended to a two-year program and later to a four-year program (Gi, Ok-do, 1993; Kim, Yi-gyeong, 2009).

## 2. Appointment of Teachers through the Open Competition Examination

There were two methods for teacher appointments. One is to appoint graduates of the national teacher training institutes as teachers of national and public schools. Another is to appoint teachers through the open competitive examination. The execution of the open competitive examination enabled competent student teachers to enter into the education field.

### 2.1 Preferred Appointment of Graduates of the National Teacher Training Institutes

After 1953, when the Educational Public Servant Act was executed, graduates of the national and public teachers colleges were appointed as teachers of the national and public schools on a preferential basis. The Educational Public Servant Act (the 285<sup>th</sup> act) stipulates that “teachers under the 11th salary class are appointed by the Minister of Culture and Education,” and the Educational Public Servant Act (the 1,463 act) revised in 1963 stipulates that “graduates of the national and public teachers colleges are appointed preferentially” in the employment of new teachers (refer to <Table 4-1>). In 1973 and afterwards, an official examination was conducted for graduates of the private teachers colleges or those who completed the teacher certification course to employ teachers. In other words, graduates of the national and public teacher training institutes were allowed to become teachers without an examination while the graduates of private teachers colleges had to go through the official competition to become a teacher, putting them at a significant disadvantage.

Since 1965, the government approved the establishment of a great number of private teachers colleges as there was an increasing demand for secondary school teachers. As a result, the secondary school teacher training system was liberalized and diversified (The Constitutional Court, 10.8.1990). However, there were still a limited number of graduates of private teachers colleges and students who completed the teacher training course were appointed as teachers of the national and public secondary schools. For example, according to the data provided by the Ministry of Culture and Education, while 23,471 graduates of the

national and public teachers colleges were appointed as teachers of the national and public secondary schools between 1985 and 1989, only a mere 2,417 graduates of the private teachers colleges and 773 students (through the special employment, no employment after 1987) who completed the teacher training course were appointed during the same period (The Constitutional Court, 10.8.1990).

**Table 4-1 |** Clauses in the Educational Public Servant Act regarding the Employment of New Teachers

Classification	Article	Notes
Enacted on 1953.4.18 the 285 <sup>th</sup> act	The Article 9 (employment of new teachers) ① Graduates of the national and public universities of education, teachers colleges or other teacher training institutes or those who have completed the programs are appointed as teachers preferentially within the ratio set by the President.	This article stipulates that graduates of the national and public universities of education, teachers colleges or other teacher training institutes or those who have completed the programs are appointed as teachers preferentially.
The 2 <sup>nd</sup> entire revision on 1963.12.5 the 1,463 act	The Article 9 (employment of new teachers) ① Graduates of the national and public universities of education, teachers colleges or other teacher training institutes or those who have completed the programs are appointed as teachers preferentially within the ratio set by the President.	
The 13 <sup>th</sup> entire revision on 1981.11.23 the 3,458 <sup>th</sup> act	The Article 11 (employment of new teachers) ① Graduates of the national and public universities of education, teachers colleges or other teacher training institutes or those who have completed the programs are appointed as teachers preferentially.	
The 16 <sup>th</sup> partly revision on 1990.12.27 the 4,268 <sup>th</sup> act	The Article 11 (employment of new teachers) ① Graduates of the national and public universities of education, teachers colleges or other teacher training institutes or those completed the programs are appointed as teachers preferentially.	The Article 1 and Section ① lost effect due to the decision made by the Constitutional Court (No. 89.89 1990.10.18)
The 17 <sup>th</sup> partly revision on 1990.12.31 the 4,304 <sup>th</sup> act	The Article 11 (employment of new teachers) ① New teachers are appointed through the open competitive examination. (revised on 1990.12.31) ② All the matters related with ① are set by the Presidential Decree. (revised on 1990.12.31)	The article was revised according to the 4304 <sup>th</sup> act of the Educational Public Servant Act on 1990.12.31.

Classification	Article	Notes
the 47 <sup>th</sup> partly revision on 011.7.25 the 10,905 <sup>th</sup> act took effect on 2011.10.26	<p>The Article 11 (employment of new teachers)</p> <p>① New teachers are appointed through the open competitive examination. (revised on 1990.12.31)</p> <p>② All the matters related with the open competitive examination stated in ① such as candidates' age and qualification, procedure and process of the examination are set by the Presidential Decree. (revised on 1994.12.31, 2004. 10.15)</p>	Since the article was revised on 1990.12.31, teachers are employed through the open competitive examination.

## 2.2 The Open Competition Examination

From the year 1991, new teachers were selected through the open competitive examination. This move was made as graduates of the private teachers colleges filed a constitutional appeal on the Article 11 Section 1 of the Educational Public Servant Act (the 3,458th act).

They said that the graduates of the private teachers colleges were discriminated against in the employment of new teachers, insisting that is against the principle of equality in the constitution. They also said that they had no choice but to work at private schools with poor working environments or give up being a teacher even though they have the same qualifications as their counterparts from the national and public teachers colleges.

In the end, the Constitutional Court ruled that the article violated the constitution under the following conclusion.

The Article 11 and Section 1 discriminated against those who qualified as teachers and want to serve as teachers of the national and public schools according to their department or type of school they graduated from without reasonable grounds. It also restricts the graduates of private teachers colleges in choosing their occupations. Therefore, it is concluded that this it is a violation of Article 11 and Section 1 and Article 15 of the constitution (No. 89.89 1990.10.8).

According to this conclusion, Article 11 and Section 1 of the Educational Public Servant Act (the 4,268 act), which was partly revised on December 27<sup>th</sup> 1990, lost its validity.

According to the decision made by the Constitutional Court, the open competitive examination for appointment of teachers has been conducted since 1991. The examination was conducted separately for graduates of teachers colleges and applicants until 1993 (Shin, Gwang-ho, 2002). Between 1991 and 1993, 70% of the new teachers were selected among graduates of national teachers colleges and 30% was selected among graduates of private teachers colleges. The complete open competitive examination was finally accomplished in 1994.



The examination has been conducted with three processes since 2009. Until 2008, there were two processes that included the written test and essay, interview and practical test. By the end of 2009 there were around 5,200 primary school teacher certificate holders and 51,000 secondary school teacher certificate holders. As they should go through the open competitive examination to become a teacher, the competition rate of the teacher appointment exam is significantly high (Jeong, Mi-gyeong and others, 2011).

## 2.3 Achievements

Employing teachers through the open competitive system contributed to improving the quality of education by creating an academic atmosphere in the teacher training institutes and selecting competent teachers (Shin, Gwang-ho, 2002). In addition, in-depth interviews which can evaluate applicants' aptitude and personality, teaching demonstration which can assess teaching-learning ability, and an essay which can assess thinking ability, writing ability and communication ability were added to the examination process to select more qualified teachers. The open competitive examination for selecting teachers also influences how the general public sees teachers and how the teachers develop their self-identity. Meanwhile, teacher training institutes came to have more interest in instructing students and improving the curriculum to increase the number of successful candidates in the teacher appointment examination while functioning as a tertiary education institute.

In Korea, being a teacher has a high valence. There is a larger number of teaching certificate holders than there is a demand for teachers, leading to the high competition rate in the teacher appointment examination. As a result, this creates other unexpected side-effects.

## 3. Criteria for Teacher's License without Examination and Intensified Requirement for the Completion of the Teaching Certification Course

Criteria for a teacher's license without examination was newly established and intensified to foster elite teachers through the teacher training institutes. In addition, the requirement for completing the teacher training course was also intensified to help balance the demand and supply of teachers and enable more competent students to complete the course.

### 3.1 Criteria for Teacher's License without Examination

Under the system for the teacher's license without examination, students are granted a teaching certificate without taking an examination if they meet the criteria set by the law. Meanwhile, under the system of the examination for a teacher's license, students who passed the examination are granted the teaching certification. In most cases, primary and secondary school teaching certificates are awarded under the system for a teacher's license

without examination. These days the criteria for the system have been intensified to improve the expertise of student teachers.

Before the Teachers' Qualification Examination Act was revised in 2008, criteria for a teacher's license without examination and the list of the prerequisite subjects were not indicated for student primary school teachers. In 2008 a prerequisite criteria for subjects and basic requirements for primary school teachers were established. <Table 4-2> shows the mandatory major subjects and education subjects needed for the level-2 primary school regular teacher certificate (Jeong, Mi-gyeong and others, 2010).

**Table 4-2 | Criteria for Teacher's License without Examination  
(level-2 Primary School Regular Teacher)**

License	Major Subjects	Subjects of Education
Primary School Regular Teacher (level 2)	<ul style="list-style-type: none"> <li>○ 50 credits or more for major subjects and subject matter education subjects</li> <li>○ Including 21 credits(7 subjects) for prerequisite subjects</li> <li>- Art, music, and physical education subjects should be included.</li> <li>- Advanced course: other than major subjects, 18 credits or more for specific major subjects should be completed.</li> </ul>	<ul style="list-style-type: none"> <li>○ 22 credits or more</li> <li>- 14 credits or more for educational theory subjects</li> <li>- 4 credits or more for educational knowledge</li> <li>- 4 credits or more for education training (a maximum of 2 credits for educational service can be included)</li> </ul>

Source: Jeong Mi-gyeong and others (2010).

Currently, the criteria for a teacher's license without examination is applied separately for students who entered the university in 2008 and earlier and those who entered the university in 2009 and after, as it is shown in <Table 4-3> (Jeong, Mi-gyeong and others, 2010). Credits for major courses increased from 42 credits to 50 credits or more. Subject matter education subjects were included in major courses, and the credits for the subjects increased to eight credits. From 2009, educational knowledge subjects were newly established as a criteria, requiring 4 credits or more. Credits for education training also increased from two credits to four credits. Before 2009, there was no requirement for students of colleges of education with regards to average grades. However, after 2009, students of the colleges of education and those who completed the teacher training courses are required to receive a 75/100 average grade point.

**Table 4-3 |** Criteria for Teacher’s License without Examination

Classification		Students who entered the University in 2008 and earlier	Students who entered the University since 2009
Major Course		42 credits or more - 14 credits or more (5 subjects) for prerequisite subjects	50 credits or more - 21 credits or more for prerequisite subjects (7 subjects) - 8 credits or more for subject matter education subjects(3 subjects)
Educational Course		20 credits or more - 14 credits or more for educational theory subjects - 4 credits or more for educational knowledge - 2 credits or more for education training	22 credits or more - 14 credits or more(7 subjects) for educational theory subjects - 4 credits or more for educational knowledge - 4 credits or more for education training
Requirement for Grade	Colleges of Education	-	75/100 or more for average grade
	Teaching Certification Course	80 or more for major course and educational course respectively	

Source: Jeong Mi-gyeong and others (2010).

### 3.2 Reduction of the Capacity of the Teaching Certification Course and Enhancement of the Criteria for Completion of the Teaching Certification Course

The teaching certification course was established for students of the general universities who aspired to be a secondary school teacher. Tertiary education institutes began nurturing secondary school teachers in 1946 when the College of Education was established at Seoul National University. The teaching certification course was adopted in 1955 in general universities to foster teachers for specific subjects which are not taught in teachers colleges. Through this system, students in general universities can obtain a teaching certificate by completing the teacher training course while completing liberal arts subjects and major subjects. The number of colleges of education and teacher training courses later expanded as demand for secondary school teachers increased.

In the 1980s, the number of student teachers trained in the institutes increased while the percentage of secondary school attendance and the teacher turnover rate decreased, leading to a decrease in demand for teachers. In line with this, the government focused its policy on reducing the capacity of colleges of education and teacher training courses. It restricted the percentage of the students who can complete the teacher training course to within 30% of the admission capacity (Kim, Yi-gyeong, 2009) until 2007 (Ministry of Education and Human Resources, 2007). However, among the students who entered the university in 2008 and afterwards, only 10% out of the admission capacity could complete the teacher training courses (Ministry of Education, Science and Technology, 2008b).

In general universities, students currently should submit an application by the end of their second year to complete the teacher training course. As the capacity for the teacher training course is only 10% of the admission capacity of each department, only some competitive students can participate in and complete the teacher training course. They can obtain a teaching certificate only if they meet the criteria and can be appointed as teachers only if they pass the teacher appointment examination.

As of now (March 2011), teacher training courses are operated in a total of 165 universities, and the total capacity for the courses is 15,228. In 2007 and 2009, more universities established the teacher training courses, but the number of departments with the teacher training courses and the capacity for the courses decreased <Table 4-4>, <Table 4-5>. This change was partly made by the reduction in the number of students for the teaching certification and measures made by the teacher training institution evaluation.

**Table 4-4 |** Number of Universities and Departments with the Teaching Certification Course

Year	Number of Universities			Number of Departments		
	National	Private	Total	National	Private	Total
2007	32	122	154	872	2,359	3,231
2009	33	125	158	878	2,279	3,157
2011	31	134	165	846	2,184	3,030

Source: Ministry of Education, Science and Technology (2008a, 2009, 2011).

**Table 4-5 |** Capacity for the Teaching Certification Course

University	2006	2007	2008	2009	2010	Total
National	6,268	6,153	4,263	3,879	3,787	24,350
Private	17,871	17,477	12,083	11,738	11,441	70,610
Total	24,139	23,630	16,346	15,617	15,228	94,960

Source: Ministry of Education, Science and Technology (2009, 2011).

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### 3.3 Achievements

The establishment of the criteria for the teacher's license without examination for primary school teachers and the enhancement of the criteria for teacher's license without examination for secondary school teachers are expected to contribute to fostering competent teachers with the right aptitude and ability. By enhancing the criteria for completing, the teacher training course has contributed to balancing the demand and supply of teachers and providing more opportunities to aspiring student teachers.

However, only students with high academic performances are provided with more opportunities to complete the teacher training course as only 10% of the capacity of each department is allowed to complete the course. Therefore, this issue needs to be considered further.

## 4. Execution of the Teacher Training Institute Evaluation

The evaluations of teacher training institutes were conducted as of 1998 in Korea. It was conducted in the form of a pilot test between 1998 and 2009 and officially implemented as of 2010. The evaluation provided an opportunity to improve the quality of the student teachers at the teacher training institutes. After the third evaluation is completed, only qualified teacher training institutes are allowed to train teachers and authorize the qualifications of the teachers.

### 4.1 Purpose of the Adoption of the Teacher Training Institute Evaluation

The need for evaluating the teacher training institutes was raised since the early 1980s (Goo, Ja-yeok and others, 2009). In the middle of the 1990s, the Presidential Committee for Educational Reform addressed this need, which prompted the Ministry of Education and the Korea Educational Development Institute to jointly set up a strategy for the teacher training institute evaluation program based on the recommendation made by the Presidential Committee for Educational Reform and the Ministry of Education (Kim, Kap Sung and others, 2008). The Ministry began conducting evaluations on teacher training institutes from colleges of education as of 1998.

The first and second evaluation were conducted in the form of a pilot test. The third evaluation, which was conducted in 2010, is considered the beginning of the actual evaluation system on teacher training institutes. The government was able to enhance the quality of the teacher training system and produce more competent teachers by adopting the teacher training institute evaluation at the national level.

## 4.2 Current State of the Teacher Training Institute Evaluation

The third evaluation (2010~2014) is currently underway after the first (1998~2002) and second teacher training institute evaluations (2003~2009) were completed as pilot tests.

In the first year of the 1st and 2nd evaluations, the evaluations were conducted on the colleges of education. It was later executed on graduate schools of education, universities of education, graduate schools of education of the universities of education, departments of education at general universities, and the teacher training courses of the general universities.

In the first evaluation, performance ratings were categorized into four levels including excellent, very good, good, and NI (Needs Improvement) for colleges of education, graduate schools of education, and affiliate organizations of universities of education. For departments of education at general universities and the teacher training courses of general universities, performance ratings were categorized into three levels including excellent, very good, and NI (Needs Improvement). In the second evaluation, however, performance ratings were categorized into excellent, very good, good, and NI (Needs Improvement) for all institutes.

**Table 4-6 | Teacher Training Institute Evaluation**

Evaluation	Year	Teacher Training Institutes
1st Evaluation	1998	Colleges of Education(40)
	1999	Graduate Schools of Education(69)
	2000	Universities of Education(11), Graduate Schools of Education of the Universities of Education(10)
	2001	Departments of Education at general Universities(30)
	2002	Teacher Training Courses at general Universities(122)
2nd Evaluation	2003	Colleges of Education(40)
	2004	Graduate Schools of Education(62)
	2005	Graduate Schools of Education(50)
	2006	Universities of Education(11)
	2007	Departments of Education at general Universities(53)
	2008	Teacher Training Courses at general Universities(76)
	2009	Teaching Training Courses at general Universities(85)
3rd Evaluation	2010	Colleges of Education(45), Universities of Education(10)

Evaluation	Year	Teacher Training Institutes
	2011	Universities with education courses or departments (Department of Education, Teacher Training Courses, Graduate School of Education)(54) Universities for reevaluation(35)
3rd Evaluation	2012 (scheduled)	Universities offering teacher training courses(59)
	2013 (scheduled)	Two-year Colleges offering teacher training courses(52)
	2014 (scheduled)	Two-year Colleges offering teacher training courses(53)

In the third evaluation, which will be conducted for five years, the evaluation will be implemented simultaneously for every education course or department within the university.

In the third evaluation, each university will be given merits or demerits according to the result of the evaluation (Ministry of Education, Science and Technology, 2010.8.27). Universities with an “A” level (800 points or more) or “very good” are allowed to adjust their admission capacity for each department, establish a special course for teacher training and a school leader training course, adjust the admission capacity of the teacher training course, adjust the admission capacity of each major in the graduate school of education, and operate the double-major system.

Those with a “B” level (700 points or more) or “good” are allowed to maintain the current system. However, those with a “C” level (600 points or more) or “NI” are forced to reduce their admission capacity for all the departments of education by 20%, the capacity of the teacher training course by 20%, and teacher training function of the graduate school by 50%. In addition, those with level “D” (less than 600 points) or “poor” are forced to reduce the admission capacity for all the departments of education by 50%, their capacity for teacher training course by 50%, and abolish the teacher training function of the graduate school of education. Universities with a level “C” or “D” should submit a self-improvement plan and receive a reevaluation within six months (In the evaluation in 2011, the 35 universities which received a level C or D in the 2010 evaluation will have to be reevaluated).

### 4.3 Achievements

The first and second evaluation enabled the teacher training institutes to conduct a self-evaluation, receive an external evaluation based on the self-evaluation result, and seek improvements in the quality of their teacher training system (Goo, Ja-yeok and others, 2009). However, in the third evaluation, poorly performing universities are encouraged to go through restructuring while universities with good performances are supported with

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administrative and financial aid (Ministry of Education, Science and Technology). There are an increasing number of teacher training institutes which have undergone a restructuring process as a result of the evaluation.

Goo Ja-yeok and others (2010) explain the achievements of the first and second teacher training institute evaluation as follows. Firstly, the evaluation offered an opportunity to inspect the quality of the teacher training system both internally and externally. Secondly, it raised the awareness on the importance of the teacher training system. Thirdly, it increased each university's financial investment and interest in improving the teacher training system. Fourthly, it raised the status and identity of the teacher training institutes and departments.

However, there were many problems with the first and second evaluations, such as the effectiveness of the utilization of the evaluation result, the instability of the evaluation system, controversies over the features, contents, and methods of the evaluation, and the overall evaluation (Goo Ja-yeok and others, 2010; Kim Yong-jin, 2010; Yim Yeon-gi, 2009). To address these issues, the third evaluation was modified to include the following characteristics (Ministry of Education, Science and Technology, 2010.8.27). Firstly, it focused more on how the institutes have been consistently implementing the programs. Secondly, it adopted a major (department)-specific evaluation program by categorizing the evaluation structure by university, teacher training course, and major (department). Thirdly, it also incorporated the evaluations of the students' teaching demonstrations to evaluate how students have developed in-class teaching abilities through the teacher training course. Fourthly, it evaluated the level of attracting teachers in major courses, subject matter education, and educational course, respectively. Fifthly, it also newly adopted a criteria to evaluate a university's financial management abilities.

The teacher training institute evaluation enabled the institutes to improve the quality of their teacher training system. In addition, it also helped enhance the quality of the teacher training system at the national level by encouraging the institutes with poor evaluation results to go through restructuring.



2011 Modularization of Korea's Development Experience  
Successful Strategy for Training Teachers  
in Korean Education

## Chapter 5

### Implications

1. Qualitative Aspect of Teacher Training
2. Qualitative Aspect of Teacher's Education

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# Implications

There is no denying that education is the driving force of a nation's development. Many advanced countries in the world underwent development through education, and Korea is no exception. In order for education to be the driving force of a country's development, we need an excellent education system. At the same time, it goes without saying that excellent teachers are needed.

Developing professionalism among teachers cannot be obtained easily. The process of nurturing, selecting, assigning and assessing teachers must be aligned so that teachers can develop a sense of professionalism. Such a process can differ according to a country's circumstances. In other words, it will depend on a country's political, social and educational approach from a comprehensive perspective or select and focused approach.

When we look at the circumstances in Korea, after its liberation, Korea focused on a comprehensive approach to train teachers. After the 1980's the country focused on a 'select and focused' approach. This report divides Korea's developmental experience of teacher training into two parts to identify their influential implications. One part is the quantitative aspect which affects the supply and demand of teachers and another part is the qualitative aspect which is focuses on increasing the professionalism of teachers. The implications for each aspect are stated below.

## 1. Qualitative Aspect of Teacher Training

### 1.1 Establishment of Regional Teacher Training Institutes to Obtain a Sufficient Number of Teacher Training Institutes

In order to provide enough teachers for schools, it is important to secure a sufficient number of teacher training institutes. But it is never advisable to increase the number of institutes haphazardly. It is important to consider the following issues: population trend,

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birth rate, and comprehensive changes in the future education environment within the country.

The birth rate in particular is very closely related to the number of teacher training institutes. As we can see in the case of Korea, starting from the 1980's the population of school age children started to decrease and in 2000 the birth rate dropped significantly with school age population falling rapidly. The drop in school age population is directly related to the decrease in demand for teachers. The implication is that there is no great need for various teacher training institutes to foster teachers. Until the 1980's, the government gave licenses to establish many teacher training institutes to satisfy the demand for an increasing number of teachers. At present, the need for such institutes has profoundly decreased.

It is not easy to maintain an appropriate number of teacher training institutes by merely forecasting the changes in demography because they are affected by a lot of variables like the economy, culture and education. But what is certain is that it is easy to increase the number of teacher training institutes but not easy to reduce them. There are difficulties to integrate and merge institutes which are licensed as teacher training institutes. Therefore, we can conclude that it is more effective to increase the number of enrollments to these institutes rather than increase the number of institutes themselves.

It is important to establish teacher training institutes as Global Initiative Universities. By dividing a country into several regions or districts, we can set up institutes to nurture elementary and middle school teachers. The reason for this approach of establishing institutes by region is because we can prevent a lot of teacher training institutes from being built in advance and at the same time it is important for ensuring balanced development among regions within the country.

It may be wise to consider establishing a separate temporary teacher training center apart from teacher training institutes in regions. Temporary teacher training centers can help cultivate teachers who are needed immediately unlike regular teacher training institutes. We can train a small number of teachers who are needed in a region or a district to be in charge of special subjects because it is more effective and efficient than regular teacher training institutes. But the teachers trained at temporary teacher training centers must be given temporary lower level qualifications. When they are officially appointed, they can obtain permanent qualifications. This would require a quality control system be in place.

## 1.2 Job Security as a Means of Securing Excellent Future Teachers

Countries around the world envy Korea's excellent teachers. As it was mentioned, the quality of education derives from the quality of teachers. What were the reasons that Korea was able to obtain these high quality teachers? The answer can be found in guaranteeing them a job. The Korea Education Society is given the same status of government officials. As a result, many students apply to become teachers and the top 5% of high school graduates apply to teacher training institutes to become teachers.

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Teachers are regarded as government officials. Although there are many obligations in being a government official, there are also a lot of benefits teachers can enjoy. First of all, their status is guaranteed. This fact is directly related to their social position. This guarantee allows them not to worry about issues like job security and concentrate on their work. The pension is another attractive feature that teachers enjoy. After their retirement, they receive a retirement pension from the government that they can enjoy into their old age. This is one of the major factors that attract excellent candidates to become teachers. Another big factor is that it is very important that this profession guarantees the retirement age. It is related to their status guarantee. Unless they commit 4 wrongdoings (sexual harassment of minors, bribes, grade tampering, violence to students), they are guaranteed retirement at the age of 62.

It can be assumed that excellent human resources are drawn into teacher training institutes because of the above merits. It is no wonder that the basic quality of Korea's teachers is very high. There are not that many professions which guarantee status, retirement at an old age, and professional stability. It is natural that many excellent talents are attracted to becoming teachers and it is important to understand that we have to give them guarantees of professional stability.

The fact that teachers are given the benefits of government officials, which serves as a driver to attract students to the profession, there is also a high possibility that they will become complacent in their profession. Therefore, it is important to continuously improve the quality of professionalism and their ability to carry out their jobs.

### 1.3 Develop Various Incentives to Secure Excellent Future Teachers

This report suggested status guarantee, the civil service system for teachers. The guarantee of status is a very strong merit to induce qualified individuals to become teachers. But this policy also has to guarantee teachers' retirement age and continuous reeducation until retirement age. A substantial amount of funding is needed to maintain teachers as government officials.

There are incentives that the Korean government provided to these future teachers besides status guarantee: first, the military service is exempted for students of the University of Education. Second, cheap tuition fees and scholarships were provided. Third, teachers' licenses were given without examinations. Fourth, upon graduating from teacher training institutes, they were appointed teachers, a prior appointment for graduates of national and public teacher training institutes.

Currently, only the third incentive still remains with the rest no longer existing. Korea succeeded in attracting excellent talents to become teachers by giving them these four incentives. Therefore, it can be suggested that it is advisable to give incentives to students to become students in the teacher training institutes to nurture excellent teachers.

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## 2. Qualitative Aspect of Teacher's Education

### 2.1 Incremental Development of Teacher's Education

The quality and period of training teachers act as important variables for encouraging excellent students to go on to teacher training institutes and to train them as excellent future teachers. If the quality of the teacher's education is low and the period is short then the access for these students to become teachers increase but the quality of the teacher's education will drop. On the other hand, if the quality of teacher's education is high and the period is long then access will decrease but the quality of teacher's education will rise. Some advanced nations are aware of these facts and have diversified teacher training institutes and increased the education period. Generally, 2 to 4 years of an education period, the equivalent to graduate school, have been extended to a maximum of 6 years.

In Korea, the increase in school aged children in the 1990's when the demand and supply of teachers was difficult to balance, kept the period of the teachers' education relatively short to satisfy the demand rapidly. After the 1980's, during the period of balanced demand and supply of teachers, the period of teachers' education increased gradually, supported by policy to reinforce the qualification of teachers.

For primary schools, as I have suggested, teachers were trained in high schools until 1961, at two year colleges by 1980, and afterwards at four year universities so that the quantity and qualification of teachers were both considered. For middle schools, professional institutions to train teachers by subject were needed so they were trained at four year universities from the beginning. But policy was formulated to diversify the teacher training institutes rather than teacher training institutes in the middle school. An effort was made to improve the quality as well as satisfy the demand in the teachers.

### 2.2 Operation of Institutes by Integrating Elementary and Secondary School Teacher Training Institutes

The curriculum in elementary and secondary schools is different. For primary schools, a teacher is in charge of all subjects whereas, in middle schools, different teachers are in charge of different students. A teacher is only in charge of one or two subjects. The difference in teaching methods brought about differences in the teacher's curriculum at institutions raising teachers for elementary and middle schools. In Korea, teachers for primary schools are trained at the University of Education, middle school teachers are trained at various teacher training institutes including the College of Education, a policy to maintain dual teacher training institutes was in place.

There are merits and demerits to operating dual teacher training institutes. In terms of advantages, teachers can be trained with a focus on professionalism by class. But as for disadvantages, because of the small teacher training institutes for primary schools, there are problems of efficiency in investing public finance, and an insufficient response to

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immediately satisfying the need for teachers to elementary and middle schools. With the low birth rate phenomenon leading to a decrease in school aged children the demand for school teachers decreased. As a result, the trained teachers found it difficult to become professional teachers. The issue of teachers from teacher training institutes not being able to become professional teachers arose. They became teachers elsewhere.

With the drop in demand for teachers, it is important to consider trained teachers for elementary and secondary schools separately. In other words, the integration of teacher training institutes for elementary and secondary schools like the Korea National University of Education may be a solution. The need for such a solution is as follows; first, by training teachers for elementary and middle schools separately, teachers will have separate licenses for elementary and middle schools. In the future, in order to prepare for a rapid decrease of teachers, it is important to integrate the teachers' license in part to reduce to number of teachers eligible for teacher training and to maintain a balance between demand and supply of teachers. At the same time, there is an increase in the need for teachers of foreign languages, music, art, and physical education, so it is important to integrate and train the teacher's professionalism.

Second, we can expect integrated teacher training institutes of elementary and secondary schools to provide more academic knowledge that is more diversified and in-depth. If these institutions are separated as they are at present, a knowledge gap can continue to limit schools. With the academic gap between elementary and middle schools, students from each teacher training institute find it difficult to increase their academic knowledge. Teachers should be equipped with diversified and in-depth knowledge to teach students. So by integrating these institutions, the depth and volume of knowledge of teachers can increase.

### 2.3 Reinforcement of Evaluation of Teacher Training Institute Initiated by the Central Government

The quality of teacher training institutes can reinforce or weaken the teachers' quality, which also affects the quality of teacher training institutes greatly. In order to induce teacher training institutes to foster excellent teachers continuously, an evaluation of teacher training institutes is needed.

In Korea, diversified quantitative and qualitative changes in training teachers can be noticed through the evaluation of teacher training institutes. First, the facility and hardware of teacher training institutes are improving. In the process of preparing for evaluations, teacher training institutes are making an effort to install facilities like classroom behavior analysis rooms, which every teacher training institute must have. Second, the number of teachers at teacher training institutes is increasing. One of the items that is given significant weight in the evaluation is an institute's ability to recruit teachers. In order to score high on this evaluation category institutes aggressively try to secure teachers. This will allow

the teachers to provide higher quality education and it has a positive effect on the teacher training institutes. Third, the curriculum of teacher training institutes is changing. As I have mentioned, the problem with the curriculum of teacher training institutes is that it does not reflect the educational context and demand of each school. In other words, the curriculum of teacher training institutes is designed in theory and context-based so there is a lack of actual knowledge which can be used directly in different level of schools. Through the evaluations, the curriculum is being improved through feedback on the merits and demerits of each institute's curriculum. As of 2011, the universities who are evaluated as excellent from the teacher training institutes' evaluations will be given subsidies after being selected a "leading College of Education for teachers' training" so that these institutes can develop upgraded curriculum for teachers' training. The evaluation of teacher training institutes can be considered a method for reinforcing the qualification of teachers in the process of curriculum change.

#### 2.4 Formulation and Implementation of Strong Education Policy Initiated by the Central Government

The Korean education system is run top-down traditionally. This system has been implemented in accordance with regional educational autonomy in the 1990's but the Ministry of Education, Science and Technology, the central educational administrative agency, has a very strong influence. The teachers' training, teachers' license, appointment, status and salary are the policy related matters which remain under the central education administrative agency's control. In this way, local education authorities or schools can have only limited influence (Kim, Yi-gyeong, 2009).

The central government was able to gain momentum to establish and implement diversified and politically sensitive policies regarding teachers and education through the central education system and governance. With a rapid increase of demand in education, in a period when many teachers were needed, qualitative expansion of teachers was achieved by increasing the number and diversifying the type of teacher training institutes. Qualitative growth of teachers was achieved through the evaluation of teacher training institutes by improving upon quality control. The issue of uniformity may arrive due to the implementation of teachers' related policies by the central government. But it has proven to be a very effective method of achieving a certain level of development in education under a very restricted circumstance and within a short period of time.

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# 1. Appointment of Teachers

## 1.1 Selection and Appointment of Teachers

Currently, new teachers of public and private primary schools and secondary schools are selected among the candidates who obtained a teaching certificate at various teacher training institutes and passed the state-run teacher employment examination and were appointed by 16 metropolitan and provincial superintendents. While the primary school and secondary school teacher employment examination are administered separately, the appointment procedure is identical. Each private school selects new teachers according to its own employment procedure, such as the open competitive employment system or by conducting interviews of teaching certificate holders.

As the quality of education begins with the training and appointment of qualified teachers, not only does the teacher training system under which qualified teachers are trained but also the selection and appointment of teachers play a crucial role in improving the quality of education.

The appointment of teachers has significance in terms of law, human resource management, and the system (Shin, Hyeon-seok, 2010). Firstly, from the legal perspective, the appointment of teachers is a comprehensive and central concept in the educational human resource administration as stipulated in the Article 2 and Clause 5 of the “Educational Public Servant Act” (9.30.2011 the 11066th act, date of enforcement 12.31.2011). The Act covers “new employment, promotion, advancement of salary grade, change of occupation, transference, serving dual positions, dispatch, demotion, leave of absence, cancelling positions, suspension of teacher’s duty, reinstatement, dismissal, and expulsion (Shin, Hyeon-seok, 2010).” Secondly, in terms of human resource management, it covers securing, training, deploying, and managing human resources responsible for school education, establishing working conditions, and administering a series of resources needed for upgrading their specialty (Shin, Hyeon-seok, 2010). Therefore, the appointment of teachers plays an important role in improving the quality of school education by deploying human resources in an efficient and effective way. Thirdly, in terms of the system, the appointment of teachers is a total system that encompasses the overall process of teacher management, including teacher training, employment, education, promotion, and retirement. This system is associated with ensuring the professionalism and responsibilities of teachers (Shin, Hyeon-seok, 2010).

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## 1.2 Changes in the Teacher Appointment System

### 1.2.1 Preferable Employment of Graduates of National and Public Teacher Training Institutes (after the liberation from the Japanese Colonial Rule~1990)

Between the liberation from the Japanese colonial rule and 1990, teaching certificate holders were automatically appointed as teachers, although there was a difference in time, level of school, and establishment. At that time, this system was adopted naturally to meet the increasing demand for new teachers (Shin, Hyeon-seok, 2010).

During this period graduates of secondary schools could become primary school teachers without undergoing additional employment requirements due to the shortage of teachers. As the College of Education was institutionalized in 1961, graduates of colleges of education were awarded the level 2 primary school regular teacher certificate and appointed as primary school teachers.

From 1981 to 1984, the College of Education was reformed into the four-year University of Education, and 11 universities of education were operated. This helped stabilize that the primary school teacher training system. Graduates of the universities of education were automatically appointed as primary school teachers. Before 1990, graduates of universities of education could advance into the teaching profession without undergoing additional appointment procedures under the Educational Public Servant Act, which allowed for preferable employment of graduates of national and public teacher training institutes. In addition, graduates of the universities of education in each region were appointed as teachers of schools in the region to provide teachers for schools in cities and farming and fishing villages without difficulty.

Before 1950 when the Public Servant Act was enacted, graduates of Normal School and teacher training centers were employed as teachers right after graduation as it was difficult to manage and control the qualifications of teachers. As the Public Servant Act (4.18.1953 the 285th act) was enacted in 1953, a legal basis for teacher appointments that took into consideration duties and responsibilities of teachers was established. In 1963 when the Public Servant Act was amended (12.5.1963 the 1463th act), graduates or those who completed national and public universities of education and Normal Schools and other teacher training institutes were appointed as teachers. The teacher employment exam was implemented only when the number of applicants exceeded the employment capacity. In March 1973, it was allowed for private secondary schools to appoint graduates of the national Normal School as teachers in order to standardize teachers in public secondary schools. In August 1973, the government implemented the “guidelines on implementation of the new teacher employment examination.” Under this system, candidates excluding graduates of universities of education and Normal School could become teachers only if they passed the teacher employment examination. In other words, this regulation made it possible to maintain a system where preference of employing graduates of national and

public Normal School was allowed and it expanded the system to the graduates of private schools. On the other hand, from 1965 the government approved the establishment of private Normal School and granted teaching certificates to the graduates, producing a large number of graduates of private Normal School who wanted to be a teacher. However, this policy resulted in restricting graduates of private Normal School from advancing into the teaching profession.

### 1.2.2 Appointment of New Teachers through the Open Selection System (1991~Present)

As of the year 1990, the primary and secondary school teacher employment system was changed. The Constitutional Court ruled that Article 11 Clause 1 of the Educational Public Servant Act, which stipulates a preference for graduates of national and public universities of Education and Normal Schools to be appointed as teachers, violated the principle of equality and the right to choose an occupation guaranteed in the constitution. Therefore, the open competitive employment system for appointing primary and secondary school teachers was implemented in full-scale as of 1991. In particular, this change made a significant impact on the appointment of secondary school teachers. As for the appointment of primary school teachers, the competition rate was relatively low since most of the primary school teachers were nurtured at national and public universities of education. As for the appointment of secondary school teachers, there was an imbalance between the demand and supply, as there were a large number of candidates with teaching certificates, including graduates of national and public Normal School, graduates of colleges of education at general universities, and those who completed the teaching certification course at general universities. As a result, the high competition rate in appointment of teachers led to fierce competition among the candidates who wanted to be a teacher.

The teacher appointment system in Korea has changed in accordance with the government's plan on teacher training and appointment, but it also changed as a response to social requests such as the call for equal rights. <Table 1> shows the changes in the teacher appointment policy.

**Table 1 |** Projected Levels of Investment Needed to Achieve NSDP, 2006-2010

	Year	Major Events and Formation of the Policy
1	1953.11.1	Decree on the Educational Public Servant (the 828th presidential decree). preferable employment of graduates of national teacher training institutes
2	1963.12.5	Educational Public Servant Act (amended as the 1463th act). the human resource management act for teachers which stipulates the preferable employment of graduates of national and public universities of education and Normal Schools

	Year	Major Events and Formation of the Policy
3	1985	Exacerbated imbalance between demand and supply of teachers due to the establishment of Korea National University of Education, expansion of Normal School, and increase in the number of students who completed the teacher training course
4	1990.10.8	The Constitutional Court ruled that the preferable appointment of graduates of national and public Normal School as teachers of public schools violated the constitution.
5	1990.12	A legal basis was established to provide 15% of additional points for graduates of Normal School in the Article 8 of the Rules on Educational Public Servant Appointment Examination.
6	1991~1993	Implementation of the Teacher Employment Examination (open competitive employment) (70% of the graduates of national universities, 30% of the graduates of private universities)
7	1995.6.8	Graduates of the Normal School who have teaching experience are not provided with additional points given to the graduates of Normal School.
8	1996.4.25	Essay test was added to the 1st writing test process.
9	1998	Abolishment of the additional points given to those who completed the military service
10	2000.12.19	Rules have changed to implement practical skill test in the 2nd test process.
11	2001.7	「Comprehensive Strategy for Development of Teaching Profession」 in preparation for the knowledge-based society in the 21st century (Ministry of Education and Human Resources Development)
12	2002.11.5	The proportion of the additional points was adjusted from 15% to 10%. (the 809th decree by the Ministry of Education and Human Resources Development)
13	2003.7.25	The Supreme Court ruled that the restriction on the application for the Teacher Employment Examination (one can apply for the exam two years after his or her retirement) was unconstitutional.
14	2003.10.29	Incheon District Court ruled that it is unconstitutional to provide additional points for graduates of Normal School.
15	2004.1.20	Enactment of the “special act on employment of graduates of national universities of education who were not appointed as teachers”
16	2004.6.28	The ruling by the National Human Rights Commission of Korea (the rule which restricts the age of the applicants under 40 violates the equal right.)
17	2004.10.15	Amendment of the Educational Public Servant Act (amended the rule on the additional points given to the graduates of universities of education and those who had secondary major)

	Year	Major Events and Formation of the Policy
18	2004.10.29	「Comprehensive Strategy for Teacher Training System Reform (draft)」 (Ministry of Education and Human Resources Development)
19	2005.5.31	Enactment of the “special act on employment of graduates of national universities of education who were not appointed as teachers”
20	2005.9	「Strategy for Reforming the Teacher Training system to Secure Quality Teachers」 (Ministry of Education and Human Resources Development)
21	2007.10.1	The two-step examination process was reformed to the three-step process, and more weight was given to essay and interview process.

Source: Shin Hyeon-seok (2010).

### 1.3 Current Teacher Appointment Procedure

Every November a superintendent in each city and province determines the employment capacity for each subject upon considering the vacancy in schools and expected increase in the number of teachers in advance. The candidates should take the Teacher Employment Examination administered by the government. The Teacher Employment Examination currently being used was reformed in 2009. While the test included only two sessions until 2008, it was reformed to have a total of three sessions, including an in-depth interview and teaching demonstration (refer to Table 2). The new system is expected to examine the candidates’ teaching ability, view on the teaching profession, and his/her personality. The previous system only focused on evaluating the candidates’ knowledge on the major subject.

The Teacher Employment Examination reformed in 2009 is comprised of the 1st process (writing test) administered in November, the 2nd process (essay) administered in December, and the 3rd process (interview and teaching demonstration). Table 2 shows the subjects and assigned scores for each subject in the Teacher Employment Examination. In the 1st process, the perfect score is 150 points including 100 points for the writing test, 20~40 points for the candidate’s GPA from college, and 5~10 points for additional points, and 200% of the employment capacity is selected. Only the candidates who passed the 1st process can go through to the 2nd process, and 150% of the employment capacity is selected here. The interview and teaching demonstration test of the 3rd process is conducted in January for those who passed the 2nd process. From 2009 to 2011, the final successful candidates are selected based upon the combined scores of the 1st, 2nd, and 3rd tests. The importance of the writing test decreased as more scores were assigned to the 2nd and 3rd process. In addition, as of 2012 the final successful candidates will be selected based upon the combined scores of the 2nd and 3rd process.

Each metropolitan and local education office organizes the examination management committee to decide and implement important matters on the Teacher Employment Examination and entrusts the writing of the examination questions and grading to the Korea Institute for Curriculum and Evaluation.



**Table 2 |** Subjects and Assigned Score for Each Subject in the Teacher Employment Examination (comparison of 2008, 2009, and 2012)

Classification	2008	2009	2012
1 <sup>st</sup> Process	writing test (100 points) - a study of Education (20 points, 4-option questions) - major (80 points, descriptive short-answer questions) GPA at College (20 points) additional points (10 points)	multiple-choice writing test (100 points) <sup>1)</sup> - a study of Education (20~30 points, 5-option questions) - major (70~80 points, 5-option questions) ※ secondary school English: listening test GPA at College (20 ~ 40 points) additional points (5 ~ 10 points)	same with 2009
	selecting 130%	selecting more than 200%	
2 <sup>nd</sup> Process	essay interview practical skill test (arts and physical education) ※ a total of 50~60 points are given by each education office	essay (100 points) - comprehensive understanding of major and ability to perform the teaching profession (subject knowledge, subject education) ※ foreign language subjects: conducted in the foreign language	
	selecting 100%	selecting more than 150%	
3 <sup>rd</sup> Process	-	in-depth interview on teaching aptitude and teaching demonstration evaluation (100 points) - in-depth interview: evaluation on aptitude, view on teaching profession, character, and knowledge - teaching demonstration: evaluation on communication skills and teaching ability ※ secondary school foreign language subject: conducted in the foreign language ※ primary school: including English arts and physical education. science: practical skill and experiment test	
	-	selecting 100%	

Classification	2008	2009	2012
Selection	combining scores in the 1 <sup>st</sup> and 2 <sup>nd</sup> process	combining scores on the 1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> process	combining scores of the 2 <sup>nd</sup> ~ 3 <sup>rd</sup> process
Characteristics	centered on the 1 <sup>st</sup> process - the 1 <sup>st</sup> process was important in selecting successful candidates (about 55% in the total score)	centered on the 2 <sup>nd</sup> and 3 <sup>rd</sup> process - less weight on the 1st process (about 30% of the total score)- more scores assigned to the 2 <sup>nd</sup> and 3 <sup>rd</sup> process	

Note: 1) Primary school teachers: subject of Education 30 points/major 70 points, secondary school teachers: subject of Education 20 points/major 80 points

2) The organization which implements the examination determines the proportion of successful candidates in the 1<sup>st</sup> and 2<sup>nd</sup> process, the scores assigned to each process, and whether all the processes will be integrated or not.

3) The organization which implements the examination should develop and utilize the evaluation index with which they can identify those disqualified as teachers.

Matters regarding the Teacher Employment Examination in 2012 will be applied in accordance with the amendment (Article 17 and Clause 3) of the Rules on Educational Public Servant Employment Examination (the 107<sup>th</sup> decree by the Ministry of Education, Science and Technology, 6.22.2011).

Source: Ministry of Education and Human Resources Development (2007.4). From the New Teacher Employment System Improvement Plan.

When there is an opening due to the maternal leave or leave of absence of a teacher, the school employs short-term teachers on a contract basis. Short-term teachers are appointed by the principal of the school and they are selected among the teaching certification holders without taking the Teacher Employment Examination. The number of short-term teachers has been increasing as students' right of choice has expanded with the reform of the curriculum. However, as short-term teachers are not permanent workers they can decrease the quality of education with their lack of commitment and unstable job status. Therefore, the teachers' union has been calling for the transition of short-term teachers into regular teachers.

### 1.3.1 Primary School Teacher Employment Examination

This section will introduce the procedure and information regarding the 2012 Primary School Teacher Employment Examination in Seoul implemented in accordance with the "rules on educational public servant employment," which was amended on June 22nd 2011.

In the 2012 Primary School Teacher Employment Examination high scores are assigned to the subject of curriculum both in the 1st and 2nd process. In the 2nd process, the scope of the examination for the curriculum subject covers the entire primary school curriculum, and it is conducted for 100 minutes in two classes, respectively (refer to Table 3).

**Table 3 |** 2012 Primary School Teacher Employment Examination in Seoul Subjects, Assigned Score for Each Subject, and Scope of the Examination in the 1<sup>st</sup> and 2<sup>nd</sup> Process of the Exam

Selection	Process	Subject	Assigned Score	Scope of the Examination	Number of Questions	Assigned Score for Each Question	Test Hour (minutes)	Type of Questions
Primary School Teacher	1 <sup>st</sup>	Education	30	whole part of the Education	50	0.6	70	5-option questions
		Curriculum	70	whole part of the primary school curriculum	50	1.4	120	5-option questions
	2 <sup>nd</sup>	Curriculum	80	whole part of the primary school curriculum	about 10	about 8	200	essay (about 400 letters)
		Subject on Teaching Profession	20	whole part of the primary school subjects on teaching profession and liberal arts	1	20	60	essay (about 1,200 letters)

The subject “Education” in the 1<sup>st</sup> process is a common subject in all teacher employment examinations. From 2012 the test time for curriculum in the 1st process will be increased from 100 minutes to 120 minutes. In the 2<sup>nd</sup> process, the test for curriculum (essay) is conducted for 100 minutes in two classes, respectively.

In the 2<sup>nd</sup> process, students should write about a 400 word or 1,200 word response for each question as stated above.

In the 2012 Primary School Teacher Employment Examination in Seoul, the 3<sup>rd</sup> process consisted of an in-depth interview, a teaching demonstration, designing a plan for teaching and a curriculum, a teaching demonstration in English, and an English interview (refer to Table 4). Finally, the successful candidates for primary school teachers are selected among the candidates with the highest combined scores of the 2<sup>nd</sup> and 3<sup>rd</sup> process (additional points given to recipients of employment support are included).

**Table 4 |** Primary School Teacher Employment Examination in Seoul Subjects and Evaluation Factors in the 3<sup>rd</sup> Process

Subject	Selection	Evaluation Factors
in-depth interview	primary and secondary school teacher	aptitude for teacher, view on teaching profession, character and knowledge
teaching demonstration	primary and secondary school teacher	communication skills as a teacher and teaching ability
teaching and curriculum plan	primary and secondary school teacher	designing a teaching plan on a certain chapter in the curriculum
teaching demonstration in English	primary school teacher	ability to teach in English
English interview		English communication skill

Research is underway on other specific matters on the 3<sup>rd</sup> process, and they will be notified when the official notification of the implementation of the examination is posted.

### 1.3.2 Secondary School Teacher Employment Examination

In the 2012, Secondary School Teacher Employment Examination in Seoul candidates should take the subject of education (40 questions, 20 points) and the major subject (40 questions, 80 points) in the 1<sup>st</sup> process. Those who passed the 1<sup>st</sup> process can take the essay test in the 2<sup>nd</sup> process, and those who passed the 2<sup>nd</sup> process can advance into the 3<sup>rd</sup> process. More scores are assigned to major subjects than subjects of education in the 1<sup>st</sup> process, and only knowledge on major subjects is evaluated on the 2<sup>nd</sup> process. Therefore, the most important factor in determining the successful candidates is one's knowledge and capability on the major subject in the Secondary School Employment Examination.

**Table 5 |** 2012 Secondary School Teacher Employment Examination Subjects, Assigned Score for Each Subject, and Scope of the Examination

Selection	Test Process	Subject	Type of Questions	Number of Questions	Test Hour (minutes)	Assigned Score	Total Score	Proportion	
								1 <sup>st</sup> Process	Subject Knowledge
Secondary School Teacher	1 <sup>st</sup> Process	Education (common)	multiple-choice (5-option questions)	40	70	0.5	20		
		major	multiple-choice (5-option questions)	40	120	1.5	80	25% ~35%	75% ~65%
						2.0			
						2.5			

Selection	Test Process	Subject	Type of Questions	Number of Questions	Test Hour (minutes)	Assigned Score	Total Score	Proportion	
								1 <sup>st</sup> Process	Subject Knowledge
	2 <sup>nd</sup> Process	major	essay ( I )	2	120	20~30	50	35%~	65%~
			essay ( II )	2	120	20~30	50	55%	45%

In the 1<sup>st</sup> process, a listening test is conducted for the English test.

In the 2<sup>nd</sup> process, a foreign language test is conducted in the relevant language.

For the disabled students, the test-taking time will be extended by 1.2~1.5 times.

In addition, the 3<sup>rd</sup> process for the in-depth interview and teaching ability evaluation was added as the teacher employment system was reformed in 2009. The 3<sup>rd</sup> process is comprised of the in-depth interview for evaluating aptitude, assessing the candidate's view on the teaching profession, evaluating the candidate's character and knowledge, and an evaluation on one's teaching ability. From 2012 the test hour for the teaching demonstration segment was extended from 10 minutes to 20 minutes. The final successful candidates for secondary school teachers will be selected among candidates with the highest combined score of the 2<sup>nd</sup> process and 3<sup>rd</sup> process (additional points given to recipients of employment support are included).

Additional points are acknowledged in the public secondary school teacher employment in Seoul (refer to Table 6). From 2009 additional points for dual and secondary majors were reduced by half, and 1.0 point was given for dual majors and 0.5 point for secondary majors. One point was given for an information processing engineer and level-1 computer literacy license while 0.5 point was given for level-1 word processor and level-2 word processor. 2.0 points were given for English-related licenses like PELT main, TOEFL (CBT, IBT), TEPS, TOEIC, PELT plus. However, the additional points given for English licenses and technology licenses awarded by the state in the field of information processing and office automation were abolished in 2010.

**Table 6 |** Changes in Additional Points in the Secondary School Teacher Employment Examination in Seoul

Classification	2008		2009		2010	
	notes	points	Notes	points	notes	points
region	graduates of universities of education or colleges of education at	2.0	Same	2.0	same	2.0
dual and secondary major	dual major	2.0	additional points halved	1.0	same	1.0
	secondary major	1.0		0.5		0.5

Classification	2008		2009		2010	
	notes	points	Notes	points	notes	points
information processing/ office automation	information processing engineer (computer system application engineer) or above	2.0	information processing engineer (computer system application engineer) or above, level 1 computer literacy	1.0	Abolished	
	information processing industrial engineer, level 1 word processor, level 1 computer literacy	1.5				
	information processing craftsman, level 2 and 3 word processor (computer literacy)	1.0	level 1 word processor, level 2 word processor (computer literacy)	0.5		
English	PELT main, TOEFL(CBT), TEPS, TOEIC	~ 2.0	PELT main TOEFL(CBT, IBT) TEPS TOEIC PELT plus TSE, additional points for PELT 2 <sup>nd</sup> step level 1 abolished	~ 2.0	Abolished	
	TSE, PELT 2 <sup>nd</sup> step level 1, PELT plus	~ 4.0				
physical education	record of winning a prize and instructing students	~ 6.0	Same	~ 6.0	same	~ 6.0

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## 1.4. Appointment of a Principal

### 1.4.1 Changes in the Principal Appointment System

Before 2006 when the open competitive employment system was operated as an example to appoint principals, new systems were added to the existing principal promotion system to address existing problems (Kim, Yi-gyeong et al, 2008).

Currently, there are two ways for teachers to become a principal of primary or secondary schools. One is the ‘promotion-based appointment system’ under which a regular teacher is promoted to vice principal and then principal. Another is the ‘open principal employment system’ under which the principal is appointed within the school through an open competition or invited from external institutes. However, a principal of a private school is appointed by the founder or executive officer of the school according to the Article 53 of the Private School Act (the 10906th act), and the promotion-based appointment system or the open principal employment system are operated for national and public schools.

The history of the changes in the principal appointment system and related laws in Korea involves the promotion-based appointment system, invited principal system, and open competitive employment system (Kim, Yi-gyeong et al, 2008).

The promotion-based appointment system is based on one’s career, work performance, education and research performance, and additional points. A teacher who wants to be appointed as a principal under this system should maintain high scores in all of the appraisal categories. Specifically, he or she should have more than 25 years of teaching experience, have an excellent score in work performance in the last two years of his/her teaching career, and accumulate scores in education (qualification training and job training) and research performance (winning an award in a research contest, obtaining a degree) and additional points. If he or she completes the 360 hour principal qualification training program and obtains a certificate, the education office appoints a principal among the list of qualified candidates.

After liberation from Japanese colonial rule and until now, principals in Korea were generally appointed under this system. The system was refined through the enactment and amendment of laws. The qualification for principals was stipulated for the first time by the Educational Public Servant Act (the 285<sup>th</sup> act), which was enacted on April 18<sup>th</sup> 1953. But there were no specific matters on the appointment of principal in the act. In addition, the Educational Public Servant Appointment Act (the 828<sup>th</sup> presidential decree) enacted on November 1, 1953 did not stipulate the specific matters concerning the appointment of principals either.

It was stipulated in the Educational Public Servant Appointment Act (3.2.1964 the 1653<sup>th</sup> presidential act) which was amended in 1964 as ‘each school should make a list of candidates for principal by evaluating work performance, careers, reeducation scores, and training scores according to the decree of the Ministry of Culture and Education (Article 4 and Clause 17).’ In addition, the Regulation on the Promotion of Educational Public

Servants (the 1863<sup>th</sup> presidential decree) enacted on July 8<sup>th</sup> 1964 laid the legal foundation for the appointment of principals based upon promotion stipulating ‘matters on appraisal of careers, work performance, reeducation and training scores and matters on designing a list of candidates to be promoted (Clause 1)’ and ‘candidates are vice-principals and those who received the certificate for principal (Clause 1, Paragraph 1, Section 1).’

In May 25<sup>th</sup> 2007, the Educational Public Servant Appointment Act (the 20068<sup>th</sup> act) was amended in large part and included work performance appraisals for vice-principals, vice-commissioners, and educational researchers (Article 3 Clause 1). In addition, the principal promotion system was improved as the score for career appraisal was reduced from 90 to 70, and the score for work performance appraisal was increased from 80 to 100.

The principal invitation system was introduced to enable schools to invite outside candidates to apply to be principals and not have to only consider candidates qualified through the principal tenure system, which allows the extension of the principal’s tenure and restricts the employment of able candidates (Go, Jeon, 2002). The principal invitation system is meaningful in that it is different from the traditional principal appointment system under which the education office assign the appointed principal to each school. The education authority enacted the new article and clearly stated it in the Educational Public Servant Act (12.29.1995 the 5065<sup>th</sup> act) in 1996. According to the article, the education office can appoint an educational public servant with the certificate of principal as principal with a maximum of four-year tenure. The principal invitation system is utilized when the incumbent principal’s tenure is expired or retired. If the school applies for the invitation of a new principal, a superintendent (or the Minister of Education and Human Resources Development for national schools) designates the school as the school that will invite the principal. Applicants will contact the school individually and the school operation committee will deliberate on the eligibility of the applicants and recommend the candidates.

However, the principal invitation system also created some side effects as years went by. Although the system increased the participation and autonomy of the members of the school, there was a great restriction on eligibility, appoint procedure, and selection of schools which will invite the system (Kim, Yi-gyeong, 2008). Only 2% of all schools invited their principals as of March 2002, and only 3% of all schools invited their principals as of September 2005. As a result, the open competitive employment systems were newly introduced to replace the invitation system.

The open competitive employment system was introduced to appoint principals for four reasons. First of all, there was awareness that the role of the principal is important in the school’s development. In addition, there was a problem in the school culture as only management-level teachers were promoted to be principals. There was also a call to improve the system under which it was hard to find an able principal equipped with the ability to handle school management and administration. Meanwhile, the traditional systems were abused by principals to extend their retirement age.



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The driving engine for the change in the school lies in teachers, but the role of the principal is critical in leading these changes in an efficient and effective way. School leadership is gaining more importance throughout the world and it is serving as a more important variable in the development of schools (OECD 2009).

Secondly, the system was adopted to improve upon the promotion culture. In general, a principal is known as the “flower of the teaching profession,” and many teachers aspire to be a principal at the end of their teaching careers. Under the circumstances, many teachers concentrate on management and administration than teaching itself to get promoted to principal. In addition, it is necessary to improve the school culture where management-level teachers are more highly appraised than regular teachers.

Thirdly, since it was difficult to secure educational managers under the current system, a new system was needed. Under the promotion-based appointment system, it was difficult to select a principal with new leadership that responded to the future society and education. As the promotion system was vertical and uniform, it was hard to explore and secure educational administrator with expertise and leadership (Noh, Jong-hee, 2000).

Lastly, a new measure to solve the problem related with principals was needed. Though various principal appointment systems were introduced to select able principals, they only focused on the appointment method itself, and some principals abused the system to extend their retirement age (Park, Sang-wan, 2004).

From 2007 to August 2010, the open competitive employment system was operated in 526 schools (internal 196, open 26, invitation 304). From September 2010, the ‘open competitive employment system’ was not used, it was only used to appoint the principal for schools where an incumbent principal was absent.

The discussion on the various principal appointment systems started with the education reform bill proposed to establish the new education system by the government in May 31st 1995. After the discussion on the adoption of the principal invitation system started in 1995, the system operated in schools as of September 1<sup>st</sup> 1996.

However, the system was not effective in selecting competent principals, and there were some principals who abused the system to extend their retirement age.

In November 2005, the Ministry of Education and Human Resources Development established the “principal invitation and open competitive employment system pilot operation plan.” It announced the “principal invitation and open competitive employment system pilot operation plan” according to the proposal of the Educational Innovation Committee in August 2006. The 1st pilot operation and 2<sup>nd</sup> pilot operation were conducted in September 2006 and March 2007, respectively. In April 2007, the system was reformed into the “principal open competitive employment system,” and the pilot operation was conducted in September 2007 under the “Teacher Policy Improvement Strategy” (11.2006). Table 7 shows the pilot operation of the open competitive employment system in each school.

**Table 7 |** Pilot Operation of the Open Competitive Employment System in Each School

(Unit: school (%))

Classification	Primary School	Middle School	High School	Total
1 <sup>st</sup> pilot operation (07.9.1)	30	14	11	55
2 <sup>nd</sup> (08.3.1)	27	18	12	57
3 <sup>rd</sup> (08.9.1)	47	18	6	71
4 <sup>th</sup> (09.3.1)	64	29	15	108
5 <sup>th</sup> (09.9.1)	54	35	12	101
6 <sup>th</sup> (10.3.1)	73	24	37	134
Total	295	138	93	526
Number of National and Public Schools	5,754	2,456	1,284	9,494
Ratio of the schools operating the open competitive employment system to the total number of national and public schools	5.1%	5.6%	7.2%	5.5%

Source: Ministry of Education, Science and Technology (10.29.2010).

As the pilot operation was conducted throughout the schools in September 2010, the number of principals appointed through the open competitive employment system increased. In particular, the number increased by six times from 11 in the 1st pilot operation to 37 in the 6th pilot operation in high schools.

In addition, the proportion of the invitation system (76%) was much higher than the internal system (21%) and open system (3%), and it was shown that 99% of the principals were appointed through the invitation system in September 2010.

**Table 8 |** Principal Appointment in Each Period and through Each Employment Type

(Unit: person (%))

Classification	Internal	Open	Invitation	Total
1 <sup>st</sup> pilot operation (07.9.1)	38 (69%)	5 (9%)	12 (22%)	55
2 <sup>nd</sup> (08.3.1)	36 (63%)	3 (5%)	18 (32%)	57
3 <sup>rd</sup> (08.9.1)	18 (25%)	2 (3%)	51 (72%)	71
4 <sup>th</sup> (09.3.1)	31 (29%)	2 (2%)	75 (69%)	108
5 <sup>th</sup> (09.9.1)	29 (29%)	3 (3%)	69 (68%)	101
6 <sup>th</sup> (10.3.1)	44 (33%)	11 (8%)	79 (59%)	134

Classification	Internal	Open	Invitation	Total
2010.9.1	4 (0.9%)	1 (0.1%)	423 (99%)	428
Total	200 (21%)	27 (3%)	727 (76%)	954

Source: Ministry of Education, Science and Technology (10.29.2010).

As a result of the 1st to 6th pilot operation, it turned out that 78% of the appointed principals were those who worked as principals or vice-principals. However, considering there were 22% of teachers, professionals, and others who were appointed as principals, the original purpose of the open competitive employment system was achieved.

**Table 9 |** Previous Position of the Appointed Principals

(Unit: person (%))

Classification	Principal	Vice-principal	Teacher	Professional	Others	Total
1 <sup>st</sup> pilot operation (07.9.1)	16 (29.1%)	26 (47.3%)	8 (14.5%)	4 (7.3%)	1 (1.8%) - professors	55
2 <sup>nd</sup> (08.3.1)	17 (29.8%)	24 (42.1%)	9 (15.8%)	7 (12.3%)	-	57
3 <sup>rd</sup> (08.9.1)	32 (45%)	24 (33.8%)	7 (9.9%)	8 (11.3%)	-	71
4 <sup>th</sup> (09.3.1)	41 (38.0%)	46 (42.6%)	12 (11.1%)	9 (8.3%)	-	108
5 <sup>th</sup> (09.9.1)	25 (24.8%)	57 (56.4%)	8 (7.9%)	11 (10.89%)	-	101
6 <sup>th</sup> (10.3.1)	41 (30.6%)	65 (48.5%)	4 (3%)	20 (14.9%)	4 (3%) - industrial circle 3, educational circle 1	134
2010.9.1	66 (15%)	333 (78%)	-	29 (7%)	-	428
Total	238	575 (60.2%)	48 (5.1%)	88 (9.2%)	5 (0.5%)	954

Source: Ministry of Education, Science and Technology (10.29.2010).

Throughout the seven operations of the principal open competitive employment system, 92% had principal certificates while 2% did not have principal certificates. Among the 2%, there were in-service vice principals, and they can complete the principal qualification training program after being appointed as a principal.

**Table 10 |** Proportion of the Appointed Principals with Principal Certificate in Each Period

(Unit: person (%))

Classification	With Principal Certificate	Without Principal Certificate	Total
1 ('07.9.1)	37 (67.2%)	18 (32.8%)	55
2 ('08.3.1)	44 (76.8%)	13 (23.2%)	57
3 ('08.9.1)	62 (87.3%)	9 (12.7%)	71
4 ('09.3.1)	90 (82.5%)	18 (17.5%)	108
5 ('09.9.1)	90 (89.1%)	11 (70.9%)	101
6 ('10.3.1)	124 (92.5%)	10 (7.5%)	134
'10.9.1	428 (100%)	-	428
Total	875 (92%)	79 (8%)	954

Source: Ministry of Education, Science and Technology (10.29.2010).

### 1.4.2 Qualifications and Tenure of the Principal

The qualifications for principal are set by the related law, and currently, principals are selected and appointed by the non-examination certification process. The Article 21 Clause 1 of the Primary and Secondary Education Act (the 11065<sup>th</sup> act) stipulates that “a principal is a person who has obtained a certificate from the Minister of Education, Science and Technology under the presidential decree.” The qualifications for principals of private schools are also set by the rules governing the qualifications of principals of the national and public schools under the Educational Public Servant Act (the Article 52 of the Private School Act).

Meanwhile, the qualifications for principals can be approved by the Teacher Qualification Deliberation Committee. Teacher qualification certification was determined by the Teacher Qualification Deliberation Committee under the Ministry of Education, Science and Technology according to the Article 21 Clause 4 of the Primary and Secondary Education Act (the 11065<sup>th</sup> act). If the committee wants to recommend the approval of the qualifications for principals, it should select among those who meet the conditions stipulated in the Rules on Teacher Qualification Certification (the 23244<sup>th</sup> presidential decree).

**Table 11 |** Criteria for Principal Qualifications and Criteria for Approval for Qualification

School	Primary and Secondary Schools
Qualifications for Principals	<ol style="list-style-type: none"> <li>1. Those with at least 3-year educational career and reeducation and a vice-principal certificate</li> <li>2. Those acknowledged by the Minister of Education, Science and Technology</li> <li>3. Those with the principal certificate for special school (primary school) Those who have worked as a dean of the University of Education or College (secondary school)</li> <li>4. Those who completed the training course for liberal arts and teaching subjects after being selected as the principal</li> </ol>
Approval for the Qualifications for Principals	<ol style="list-style-type: none"> <li>1. Those who have graduated from a university or have the equivalent academic level and are related to one of the descriptions below               <ol style="list-style-type: none"> <li>a. level 5 public servants who have at least 5-year educational careers or educational administration careers</li> <li>b. senior school supervisors or educational researchers who have at least 5-year educational careers or educational administration careers</li> <li>c. those who have at least 9-year educational careers or educational administration careers in primary schools or above</li> </ol> </li> <li>2. Those who have at least 15-year educational careers or educational administration careers in primary schools or above</li> </ol>

Source: Primary and Secondary Education Act (the 11065<sup>th</sup> act). Teacher Qualification Certification Act (the 23244<sup>th</sup> presidential decree).

In the past principals could serve until the retirement age, but they could serve double terms (four-year term) with the revision of the law in 1991 (excluding the term for invited principals). Even though a principal has four years or less until his or her retirement age, he or she can be reappointed as principal. After completing the second term as principal, he or she can serve as a senior teacher if he or she wants, and if his/her health conditions and teaching ability allows. Senior teachers have less teaching hours compared to regular teachers and provide consultation for newly employed teachers on matters related to school operations.

### 1.5 Problems in Teacher Appointment

There is a gap between the training and appointment of teachers. For primary school teachers, teacher training is not in line with the teacher appointment, leading to a shortage of teachers. Currently, the ratio of teacher training to appointments is 1:1, a very low

competition rate for selecting competent teachers. In order to solve this problem and come up with a more stable appointment measure, the government is establishing the “mid and long-term plan for demand and supply of primary school teachers.”

Contrary to the primary school teachers, the ratio of secondary school teacher training to appointments is 5:1 on average for the past four years. Although a total of 128,329 teachers were trained from 2003 to 2006, only 24,637 were appointed in public and private schools, resulting in an average 19.2% appointment rate. The government tried to reduce the capacity of the teacher training institutes and abolish or merge education departments and general departments to increase the appointment rate of secondary school teachers. It continues to suggest various strategies, including separating the role of education departments and general departments.

There are some problems in the questions and management of the current Teacher Employment Examination. First of all, critics say that the examination is insufficient in evaluating candidates' aptitude and abilities as a teacher. In addition, many candidates complain that they are only given two months notice of the examination date. There is also a controversy over the fairness of the scope of the examination, questions, and professors who write the questions. It is also difficult to fully evaluate candidates' ability and character in a short time and select teachers with high adaptability. In addition, as too many students concentrate on preparing for the Teacher Employment Examination, schools find it difficult to operate the curriculum for student teachers.

## 1.6 Challenges for the Principal Appointment and Improvement Plans

Teachers and administrators have recognized the problems and tried to change the principal appointment policy. The open competitive employment system has eased the qualifications for the principal compared to the principal invitation system. However, a majority of the appointed principals were incumbent vice-principals or principals, and there were only a small number of principals who were appointed through the open system. In other words, the open competitive employment system was a mere extension of the promotion-based appointment system. As a result, the system failed to select young and experienced principals who can contribute to the innovation and development of the school.

In addition, there is a need to improve upon the leadership of the principals. These days, the leadership qualities requested of principals are innovative leadership, teaching leadership, and moral leadership. These are needed to satisfy teachers, students, and parents. In order to nurture these traits, various training programs for principals-to-be need to be provided. A practical training curriculum for democratic school management also needs to be developed.

The following efforts are needed to further develop the principal open competitive employment system. As principals have multiple roles as educator, administrator, leader,

and role model, they should be prepared to fill these multiple roles. Currently, the principal employment system is operated under the “first selection and after training system.” However, there is a limitation in training after selecting the principals, the current system should be reformed into the appointment system centering on training and nurturing. Advanced countries also focus on selecting principals by training them at the professional institutes. It is now needed to establish the principal training program at graduate schools of education. It is needed to study and reexamine how the role of teacher, vice-principal, and educational professionals is related to the role of the principal. It would be appropriate to operate principal training programs as an Ed. D program and vice-principal training program as an Ed. M program.

Secondly, the actual power for the principal appointed through the open competitive employment system should be enhanced. The most important issue is with what authority and power the appointed principal operates the school.

**Table 12 |** Replies on the Autonomy of the School Management Given to the Principal Appointed through the Open Competitive Employment System

Classification	Non-Open Competitive Employment System	Open Competitive Employment System		
		Internal	Invitation	Open
Principal	3.44	3.23		
		3.40	3.29	3.00
Teacher	3.18	3.01		
		2.97	2.94	3.12

The perfect score is 5 points, and 5 points is for “absolutely yes” and 1 point for “absolutely no.”

The survey (Kim, Kap Sung et al, 2010) result shows that principals and teachers in schools with the non-open competitive employment system feel that autonomy given to the principal is small compared to their counterparts in schools with the open competitive employment system. Teachers and principals in schools with the open competitive employment system also feel that principals have insufficient autonomy.

**Table 13** | Replies on Whether More Authority Should be Given to Principals to Recruit Teachers

Classification	Non-Open Competitive Employment System	Open Competitive Employment System		
		Internal	Invitation	Open
Principal	2.82	3.62		
		3.72	3.63	3.50
Teacher	2.45	2.85		
		2.84	2.74	2.96

The perfect score is 5 points, and 5 points is for “absolutely yes” and 1 point for “absolutely no.”

If the principal appointed through the open competitive employment system recruits teachers and works together with them, they will show greater performance. However, schools with poor working conditions lag behind in securing competent teachers compared to those under relatively good working conditions. Therefore, allowing principals to have the authority to recruit teachers through the open competitive employment system is necessary. Overtime payment and additional research allowances for teachers to attract more qualified teachers.

Thirdly, more emphasis should be put on teaching experience and qualifications when selecting principals. Currently, there is a controversy over whether the candidates have a principal certificate or not. It is not easy to say whether it is important for candidates to have a principal certificate. However, the survey (Kim Kap Sung et al, 2010) result shows that candidates’ teaching experience should be a more important factor when selecting principals. A principal of a school is asked to have various and extensive experience as a school leader. As the role of the principal is critical in school, the principal should be selected among the principal certificate holders. Not only qualifications related to experience and official scores, but also other practical qualifications (education criteria career and experience) should be examined when appointing principals. Otherwise, those without a principal certificate can apply for the open competitive employment if the school operation committee and education office approve it.

Fourthly, it would be admirable to implement the open competitive employment system by expanding the teacher pool. One of the strengths of the Korean education system is a large number of qualified teachers. Students entering the teaching training institutes are those in the top 5% of their class, so the qualification of the student teachers is higher than those in other countries (OECD, 2005). In addition, teacher training institutes are producing around 50,000 students with primary and secondary school teacher certificates every year (Kim, Kap Sung et al, 2009).

Enhancing the qualifications of student principals is foremost. Currently, vice principals can be promoted to principals after serving three years as vice principal and completing



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a 360-hour training program. After the implementation of the principal open competitive employment system the qualifications required for prospective principals was heightened. It is also necessary to increase the number of student principals by granting the principal certificate to teachers with at least 3-years of teaching experience. The education office can then select principals in the expanded pool. Advanced countries have been already implementing such system. The experiences of the major advanced countries suggest significant lessons for Korea's principal appointment system.

## 2. Teacher Education Programs

### 2.1 Concept and Necessity of the Teacher Education

Teacher education is the reeducation activities for teachers, which have kept pace with the history of Korean education (Kim, Hye-suk et al, 2006). Teacher education was at the center of the new education movement that took place along with the advancement in democracy. At that time, the education affairs office of the U.S. military government in Korea, the Ministry of Education, and each school began implementing education programs for teachers.

Teacher education means “in-service teacher training” and “in-service teacher education,” and these terms are used interchangeably (Lee, Yoon-shik et al, 2007). There are five purposes for teacher education (OECD, 1982); improving the ability to carry out the given tasks of the organization as a whole, improving the individual teachers' ability to carry out given tasks, expanding the individual teachers' experience for promotion, increasing the professional knowledge and understanding of individual teachers, and meeting the self-development desires of teachers. In other words, the main purpose of teacher education is to meet the demand of both schools and teachers.

Efforts to improve the quality and expertise of teachers are made at the international level as well. In 1966, UNESCO and ILO announced the “recommendation on the status of teachers.” Clause 6 of the recommendation stipulates that the teaching profession should be regarded as a professional occupation. In addition, Clause 44 stipulates that the promotion of teachers should be based upon the objective evaluation of the qualifications of teachers. Greece, Northern Ireland, Switzerland, Israel, Italy, Japan, England and Wales, France, and Australia (some states) are the OECD countries which implement the compulsory education programs for new teachers. While Japan, Korea, and Australia(some states) do not link the education programs to obtaining the teacher certificate, other countries only grant the teacher certificates for teachers who fully complete the education program (OECD, 2005).

The Article 14 and Clause 2 of the Basic Education Act stipulate that teachers should exert efforts to improve their character and ability as an educator. The Educational Public Servant Act includes matters on overall teacher education, including equal opportunity of the teacher education, support for education and education materials, and an evaluation of the education and reeducation.

The concept of teacher education can be explained with various terms like in-service education, in-service education and training of teachers, staff development, professional development, and continuing education. OECD (1982) defines the in-service education as education and training programs provided for teachers and school administrators (vice principals, principals) to improve their expertise, function, and attitude.

Orlich (1989) sees in-service training as programs or activities which are planned and designed in a collaborative way by the education authority and implemented to improve skills, functions, and knowledge of teachers. To wrap up, in-service training comes in various forms of education activities or programs provided for teachers to develop their knowledge and skills and change their attitudes or views. In other words, it is a systematic and continuous process in which teachers can develop their attitude, skills, knowledge, and view on the teaching profession to successfully carry out given tasks (Song, Byeong-guk, Lee, Seon-hee, 1999).

## 2.2 The Change of Teacher Training System

The change in Korea's teacher training system is divided into 5 stages: 1) embryonic period (Liberation from Japanese rule~1952), 2) Setting foundation (1953~1960), 3) System revision (1961~1971), 4) Development (1972~1980), 5) Settling down period (1981~present) (The rest is a modification and supplement of Lee, Yunsik and others, 1993).

From the liberation from Japanese rule to the year 1952 the biggest urgency was easing the shortage of teachers and changing the mindset of teachers who were accustomed to the Japanese education style. Therefore during this period, teacher training focused mainly on the accurate usage of Korean language and moving away from Japanese educational ideology and the Japanese way of thinking, rather than studying major subjects or improving teaching methods.

The basis of obligatory teacher training was laid out in the Law of Education which was enacted on December 31, 1949(Act 86, abrogated Dec. 13, 1997).

In Chapter 74 of Law of Education it is regulated that 'teachers should always make an effort to improve their personalities and qualifications as a role model, study principles and methods of education and do their best for national education.' The teachers' obligation of self development and re-education is fundamental to this Chapter. During this period, teachers were trained not in a separate training institute but through teacher training programs like seminars. The period is characterized with an unsystematic teacher training system.

The chance to formalize teacher training came with the establishment of the 'Act for Establishment of Temporary Institute for Teacher Development and Re-training' (Presidential Decree 781, April 10, 1953). Through this Act, a legal foundation to set up a temporary training institute was laid. This period is characterized with systematic teaching seminars,

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re-education in the form of recommendations from the U.S. education ambassadors, and council-type training sessions. According to the above act, primary and secondary school teacher seminars and educational administrative seminars for principals and vice principals were operated. From September 1952 to June 1955, the U.S. educational ambassadors held training sessions three times in Korea. For the sessions, centers were established at the teachers' colleges in Seoul, Daegu, Gwangju and Busan. Advice and teaching for teachers in the field and general teacher training were the main content of the sessions. Meanwhile, under the authority of the Central Education Research Institute, various education training sessions were held with the name of various councils.

Since the enactment of the Teacher Training Act (Regulation on training for present teachers, Presidential Decree 1642) the system for teacher training was comprehensively modified. The Teacher Training Act is established to regulate rules necessary for establishing and operating of training institute of educational officials under Public Educational Officials Act. Thanks to the Act, administrative jobs regarding teacher training has become more systematic. Also, the temporary type councils or seminars, which were held when deemed necessary, were also stipulated in this Act.

From 1972 to 1980 is the period of development in teacher training. In September 1972, the Teacher Training Act (Presidential Decree 4645, February 20, 1970) was modified in full scale to the Teacher In-Service Training Center Act (Presidential Decree 6452, September 25, 1972). According to the modified act, training candidates and the range of training was set and training institute-oriented field training for teachers began.

This period can be characterized by the separation of qualification training and general training. In the existing law general training is defined as a contradictory concept of special training but in the modified Teacher Training Act (Presidential Decree 6352, September 25, 1972) training was classified with general training, which aimed at raising the liberal arts level, theories and methods of education, and licensing training that aims to give license for promotion (Article 6). The type of training was also diversified. The National Institute for Educational Research and Training, which is in charge of training of administrative and educational government officials who deal with the evaluation on education, was established in 1974. In 1980 various types of training like Saemaul Training, overseas training, and national spirit training seminars were operated.

In the period of settlement of the 1980s, the system of teacher training was stabilized, diversified and became more professional. The Teacher In-Service Training Center Act (Presidential Decree 12087, February 28, 1987) was modified to establish the Total Teacher In-Service Training Center for a more systematic training. The existing training institute was expanded to play four roles: primary and secondary training institute, educational administration training institute, and Total Teacher In-Service Training Center.

The qualification training period was shortened from 'over 40 days (240 hours) to 30 days (180 hours). The modification is now the foundation in regulating teacher training institutes and their periods. At present, the Act on Training for Teachers (Presidential

Decree 23246 October 25, 2011) regulates institutes as follows: teacher training institute, educational administration training institute, Total Teacher In-Service Training Center, and Remote Education Training Center. The training periods are regulated as follows: more than 30 days for qualification training, for first degree teachers, chief teachers, vice-principals, vice-directors, more than 50 days (360 hours) for principals and vice-principals training.

According to the Article 7 Paragraph 1 of ‘Enforcement Rule on Teacher Training (Decree of Ministry of Education and Science and Technology 122, October 26, 2011), training is given according to the training curriculum table depending on the qualifications and level of teachers. Details of the subjects, training hours, and methods of lecture are to be set by the Minister of Education, Science and Technology.

## 2.3 Present Teacher Training System

Training for teachers in the field is designed to develop the teacher’s capabilities. The training can be classified as institute-oriented (institute training), school-oriented (school training) and individual-oriented (self training).

### 2.3.1 Institute Training

Organization-centered training is an institute-oriented training for teachers in service. National training administrative organizations like the Ministry of Education, City, Provincial, Regional and District Office of Education, operate the training. The Department of Educational Administration at the National Institute of Professional Administration, City and Provincial Teacher In-Service Training Center, primary and college affiliated secondary school teacher training institutes, Total Teacher In-Service Training Center of Korea National University of Education and National Academy for Educational Administration of SNU College of Education are the training institutes. Depending on the training purpose, training can be classified as qualification training, general training, job training, special training and overseas training. The training for teachers in the field is operated through standard programs of each organization.

**Table 14 | Current Status of Teacher Training Institute 2009**

Classification	Name of Institute	Major Training Course	Date of Foundation
Central training institutes (4 organizations)	Education, science and technology training center	. Educational Officials . Training and material development	Jan.1, 2005 Separated from National Institute of Professional Administration
	Total Teacher In-Service Training Center of Korea National University of Education	. Teacher and principal qualification training . Special training . Foreign language training	Jan. 17,1986
	Total Education Training Institute at Korea National Open University	. Primary, secondary school teacher job training	May 09, 2000
	National Academy for Educational Administration of College of Education at SNU	. Teacher and principal qualification training . Educational administration leader course	Feb. 21, 1964
College affiliated Education training Institute (87)	Secondary school teacher training institute at Teachers College at Kangwon University <Refer to the attachment>	. Qualification and job training for kindergarten, primary, secondary and special school teachers	Feb.2,1964~Jul. 2007
City and Provincial Office of Education (16)	Seoul Metropolitan City Education Training Center <Refer to the attachment>	. Qualification and job training for kindergarten, primary, secondary and special school teachers	Apr. 3 1975~ Dec.4,1998
Remote Education Training Institutes (74)	Remote Education Training Institute at Chonnam National University <Refer to the attachment>	. Qualification and job training for kindergarten, primary, secondary and special school teachers	Dec. 04,2000~
Total	178 organizations		

Since qualification training is designed for obtaining new qualifications and there is a benefit of a higher salary, many teachers are interested in it and voluntarily participate in it. Along with Korea, the U.S., Northern Ireland, Switzerland and England operate qualification training to develop teachers' expertise. It is different from the training for re-certification of teachers, which is being operated in the U.S. and Israel (OECD, 2005).

The training course is classified into second and first level regular teachers' course, vice-principal and principal course, and counseling teacher and librarian teacher course. The period is more than 30 days, 180 hours. The curriculum is composed of liberal arts, major, and teaching.

General training aims to raise the knowledge level of general liberal arts, majors, jobs, and techniques. Also raising the level of understanding pedagogical theories and teaching methods is the purpose of this training. However, the financial and administrative support for this kind of training is weak so candidate teachers avoid this type of training. The rate of teachers' participation in expertise development training is high in Norway, Denmark, Sweden, Switzerland and Finland (more than 50% of teachers participated in ICT related expertise development training) but the rate is low in Italy, France, Hungary and Korea (OECD, 2005). The training period is more than 10 days and 60 hours and the curriculum is composed of majors, specialty and performance training. City and provincial teacher in-service training center, college affiliated training institutes, Department of Educational Administration at the National Institute of Professional Administration, and other designated training institutes handle general training.

Job training aims to develop the needed capabilities and talents to carry out a teacher's job. It is useful for new teachers or those who are returning after a long leave of absence to learn the necessary knowledge and information that help those teachers to quickly adapt to the education field. It is also useful for educational administration leaders as it raises the ability necessary for school management such as managing schools and student guidance. The Department of Educational Administration at National Institute of Professional Administration, City and Provincial Teacher In-Service Training Center, Total Teacher In-Service Training Center of Korea National University of Education and National Academy for Educational Administration of SNU College of Education runs job training and the training period is over 60 hours.

Special Training aims to provide a deeper understanding of education policy and ideology and to enhance the professional talents of teachers. The training is designed by the regional municipal government or national government and run by domestic or overseas training institutes. Now this training is operated in the Graduate School of Korea National University of Education.

Institute-oriented training is mainly operated during vacation to prevent absence from classes. The lecturers are usually educational professionals like professors, principals, vice-

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principals or teachers. There are about 80 institutes and similar types of training are held in various training institutes. The government invests an enormous amount of budget in programs and training operations.

### **2.3.2 School Training**

School-oriented field training is operated by each school according to their own training plans. The training can be held in the form of class research, council, research task, staff seminar, delivery class, and lecture with invited lecturers and study encouragement guidance. The curriculum is a study guide, material research, textbook lecture, liberal arts, and education theory and study encouragement guidance.

### **2.3.3 Individual-oriented Training**

Individual-oriented self training means that teachers study voluntarily to develop their own talents and to develop themselves. Graduate school, field research, subject study society, studying activity, major subject related club activity, field trip, writing, contest participation, and study encouragement are all components of individual-oriented training. It is very encouraging that financial support for a subject study society is active in creating liberal study environments for teachers.

## **2.4 Problems in Teacher Training**

Teacher training is very important for raising the teachers' ability to adapt to the field and for raising the teachers' expertise to maximize teachers' studying ability. However the following problems still arise (Kim, Jeongja 1996; Park, Jongryul 2003; Park, Hanseok 1998; Lee, Yunsik and others, 1993; Cheong, Taebeom, 2002).

First, there are not enough opportunities for training. As professionals, teachers should be able to participate in training continuously and systematically through their career. There are chances for first level teachers to have training to become vice-principals or principals but there is no systematic training opportunity for general teachers to develop expertise. Therefore, there is only one chance of training for regular teachers.

Second, the training system is weak. Various qualification training courses are not systematically organized. It should be improved to promote unique training courses and continuously redesigned to attract more active participation.

Third, the training facilities are poor. There are large size lecture rooms but small size meeting rooms for discussions or debates are scarce. There is also a lack of special training rooms (art or music room) and other rooms and facilities for performances and experiments. It is difficult to secure good lecturers due to low fees and the meager budget of training

institutes. There is not enough of a budget for small-size experiments so only lecture based trained is available.

## 2.5 Improvement Measure for Teacher Training

As mentioned above, the current training program system has various limits. There is an urgent need to improve teacher training courses by pushing the limits and addressing the requirements of the field and the times. The following are some improvement measures suggested by researchers.

First, there is a need of an overall improvement in the content and operation system of teacher training. As freedom in operating schools is expanded, the role and responsibility of school manager is increasing but training for principals and vice-principals is not meeting the requirements. In order to boost a school's managing ability, new subjects for nurturing leadership and on-the-job practicing subjects need to be created.

Each institute operates different qualification training courses in the realm of 'allocation rate of time for each subject,' which causes confusion. In order to tackle this kind of problem, standard education courses should be developed so that teachers who take same qualification training courses can at least take common training courses. Job training should also be supplemented. Teachers' job training is being done individually. Therefore some teachers do not participate in job training until retirement. In order to develop teachers and their expertise, a system that mandates teachers to take job training continuously should be introduced.

Third, the programs and operations of training institutes should be regularly assessed. The lack of quality control in city and provincial training centers, private remote training institutes, and training institutes for special fields is a significant problem. An objective evaluation index for training programs and operations should be developed and a regular evaluation should be implemented. The use of the evaluation result is also very important. If the minimal level is not met by training centers, the training institute should not be able to operate..

Fourth, acts on teacher training should be revised. The type, period, and field of teacher training, along with the time allocation, should be re-organized for teacher training to be more effective. (Son, Kyungsoo, 2005)



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