

ABSTRACT

A Study on Improvement of the Teacher Recruitment System

Chung, Mi-kyung

Kim, Jung-won

Ryoo, Josh Sung-Chang

Park, In-sim

Moon, Chan-soo

In a knowledge-based society where education serves as the national competitiveness, securing excellent teachers is critical for assuring the quality of teachers. Under the circumstances, there is a growing call for change in the teacher training and recruitment system as more attention has been focused on the establishment of various policies for teachers, education system which can nurture able teachers, and recruitment of competent teachers.

Currently, the country is producing around 5,200 elementary school teachers and 51,000 teaching certificate holders annually(as of the end of 2009). They have to pass the Educational Public Servant Recruitment Examination(Teacher Recruitment Examination) to become a teacher of a national or public school. However, competition in the recruitment examination is fierce as the annual capacity for new teachers is low compared to the number of teaching certificate holders. Therefore, students preparing for the teacher recruitment examination have considerable burden and stress and put much time and money in preparing for and taking the exam. In addition, factors like the types of the examination

questions undermine the normalization of the teacher training.

However, the most serious problem is that the existing teacher recruiting system is not appropriate for the comprehensive assessment of aspiring teachers' teaching expertise, view of education, sense of responsibility, commitment, and personality. The most idealistic teacher training and recruitment system would be educating would-be teachers in teacher training institutes with capabilities required for a teacher and selecting new teachers utilizing a proper assessment tool.

In this vein, this study aims at identifying expertise and skills needed for a new teacher, enabling teacher training institutes to educate students with them, and finding a way to improve the teacher training system.

Strategies for improvement of the teacher training system were designed through the following process. First, we outlined the current teacher recruitment system and analyzed the problems the system have. Additionally, we identified the expertise and capabilities required for a new teacher and draw implications from the teacher recruitment practices of major countries in the world including Finland, US, France, and Japan. We also conducted a survey on professors in charge of teacher education, educational professionals, and in-service teachers to analyze their requests for the teacher recruitment system. At last, we suggested strategies for improvement of teacher recruitment system, alignment of relevant laws, and support for metropolitan and local education offices, teacher training institutes, and students of teacher training institutes. This study only includes strategies for improvement of the public primary and secondary school teacher recruitment system under the current requirement criteria for teachers and position and ranking system among teachers as it could not deal with everything from requirement criteria for teachers, qualification and promotion system, and study on teachers' duty and

function.

Based on the research result, we suggested both short-term strategies and mid and long-term strategies for improvement of the teacher recruitment system.

The short-term strategies focus on solving the current problems while minimizing the confusion the schools or related people may suffer from. They suggest evaluating new teachers' knowledge and teaching ability through the recruitment examination and supplementing the existing teacher recruitment system to assess other core capabilities required for teachers. To be specific, they are about easing the students' burden of preparing for and taking the exam and reducing difficulties in execution of the recruitment examination including setting questions, grading, and implementing an interview process by streamlining the examination process. They also include assessing would-be teachers' capabilities and university grades in teacher recruitment to promote the normalization of teacher training and evaluating their portfolios during the college life to examine their knowledge. Through the short-term strategies, we proposed to ask universities to implement various evaluation schemes such as teaching ability evaluation and leadership and communication skills evaluation. In addition, we proposed that students' portfolios be examined as reference in the interview process of the teacher recruitment examination as few teacher training institutes are evaluate portfolios when selecting new teachers. In the future, universities can utilize portfolios as a means to enhance students' capabilities, and it will become possible for universities to select some new students with portfolios. We examined the legal validity of the short-term strategies and suggested the revision and improvement of the related laws.

It seems that the number of new teachers recruited every year will not decrease as there will be a continuing effort for reducing the number of

students per teacher to the level of the average of OECD countries to improve the quality of education. In addition, the competition rate in teacher recruitment is expected to become less fiercer with decrease in the number of students trained in teacher training institutes. In consideration of such expected changes, we came up with some long-term strategies.

Major mid and long-term strategies are as follows. As it seems impossible to assess every core capability when recruiting a new teacher, aspiring teachers' core capability assessment should be conducted throughout when recruiting students of the teacher training institutes, in teacher training course, and when recruiting new teachers. In other words, the strategies proposed teacher training institutes to select students through the admission officer system which aims to recruit talented students appropriated for being a teacher and design and operate curriculum focusing on developing students' capabilities as a teacher. In addition, they include the normalization of the teacher training curriculum, encouragement of various activities of students at college, and portfolio evaluation which aims at examining would-be teachers' hidden competencies. They also suggested that portfolios include professors' comments on students' performance as would-be teachers. They also suggested that those who passed the state-run certification examinations such as Korean language test, Korean history understanding test, and English proficiency test and those who completed the double major course are granted with additional points in the teacher recruitment test, and that is included in the non-examination criteria for teacher certification in the long run. They include the establishment of the teaching ability certification system within the teacher training institutes and regional teaching evaluation centers to advance the quality of the teacher ability evaluation system. The mid and long-term strategies also suggested the dual system in teacher recruitment. To be specific, teachers

specially selected by metropolitan and local education offices are selected under the teacher recruitment officer system while other teachers are employed by official teacher recruitment examination. According to the proposal, teacher recruitment system can be divided into one for selecting new teachers and another for selecting experienced teachers. While homeroom teachers and subject-specific teachers are recruited under the different recruitment system in elementary schools, middle school teachers and high school teachers are recruited through the different recruitment system. For the long-term plan, it was proposed to establish a national new teacher training institute (tentative name) which will take charge of teacher recruitment and job training.

This study suggested the following measures to put the improvement strategies stated above into practice at levels of the central government, metropolitan and local education office, teacher training institute, and students.

Above all, the central government should develop criteria for teacher qualification considering concrete and specific requirements and skills needed for being a teacher. It should improve the non-examination criteria for teacher certification and subjects related with the non-examination criteria for teacher certification. It also should establish a mid and long-term plan for the demand and supply of teachers and come up with measures to secure stable finance needed for recruitment of national and public school teachers. Lastly, it should align and improve relevant laws and regulations.

Meanwhile, metropolitan and local education offices should find a way to select teachers pursuant to the characteristics of each region and implement the teacher recruitment examination focusing on the validity of the teacher recruitment system.

Teacher training institutes should develop the curriculum designed based on

the core capabilities required for a new teacher and additional criteria for teacher qualification which can be set by the heads of the teacher training institutes. They also need to conduct a research on organization and utilization of portfolios to advance the capabilities of students. In addition, they should make efforts to reduce the number of teachers trained in the institutes and improve classes and evaluation methods. Lastly, they should conduct an evaluation in a fair manner and make descriptive comments on students' performance in the evaluation while trying to use the comparative evaluation scheme.

Last but not least, students aspiring to be a teacher should be fully aware of the jobs given to a teacher and what capabilities and skills they need to acquire to successfully carry out the given jobs as a teacher. They are required to think widely and go through a broad range of experiences to become a competent teacher in the future, according to the study.

Keywords: new teacher competencies, teacher recruitment system,
teacher recruitment examination, portfolios