



and cities, elevating the university social responsibilities (USR, guiding instructions and students to take part in innovation, strengthen industry-academia cooperation, etc.), offer teachers during different phases of their career actual support for diverse, autonomous, professional development.

9 Link up the professional literacy of teachers with the content of the new curricula, have the teacher qualification exams accompany the curricula outline adaptation tests, research and plan test questions, plan and organize advancement training classes for teachers already working in order to satisfy the needs of teachers for the implementation of 12-year Basic Education.

10 To raise the global and futuristic vision of potential teachers and enhance the international competitiveness of high-quality teachers, teacher education university are subsidized to to send pre-service teachers overseas for teacher traineeships, and teaching internships and participation in the International Schweitzer Program, which aims to enhance pre-service teachers' language abilities and multicultural literacy as well as promote educational exchanges between teacher education university and schools overseas.

11 Establish and maintain the operation of an “Educational Internship Information” platform, strengthen cooperation and exchanges between universities that train teachers and organizations which use education interns (secondary schools, primary schools, and preschools) and local educational administrative bodies, closely integrate teachers who direct and counsel interns with the interns themselves, incentivize the education internship bodies to become professional development schools for cooperation with universities that train teachers.

12 With the implementation of the “Development of National Languages Act,” national languages have been incorporated into the SY2022 courses in line with Curriculum Guidelines of 12-Year Basic Education. The MOE began establishing guidelines for training and hiring Hokkien, Hakka, and Indigenous language teachers as well as training teachers of national languages (Hokkien, Hakka, Indigenous languages) since SY2020. Certificates will be awarded to those who complete the training. Training courses include pre-service training, postgraduate teacher education training courses, and in-service training courses for a second specialty.

13 According to the “Bilingual 2030” policy formulated by the Executive Yuan, the “Bilingual Teacher Training Project” is organized to train teachers for bilingual instruction at elementary and secondary schools. Universities are subsidized to set up bilingual education research centers to conduct pre-service teacher training and research on pedagogy and teaching materials for the training of all-English and bilingual teachers for elementary and secondary schools. Courses for college credits are also offered to inservice

teachers to help them develop a strong skill set for bilingual education.

B Arts Education

1 Arts and Aesthetics Education

In order to meet the expectations in faculty cultivation and arts education, the MOE has established the Department of Teacher and Arts Education to be in charge of the planning and promotion of faculty cultivation and arts education affairs. The department will be the window for coordinating and integrating interdepartmental affairs and combining resources vertically and horizontally.

Cultivating students who have an “artistic cultivation and aesthetic literacy” is one of the important core elements of 12-year Basic Education and will turn Taiwan into an aesthetically competitive country. From 2014 to 2018, the MOE promoted the “First Phase Five-

year Plan for Aesthetic Education,” with the three main focuses of “strengthening the aesthetics courses and experiences of the learner,” “creating an aesthetic campus environment,” and “raising the aesthetic capabilities of education workers.” The MOE also promotes the practice and research of aesthetic education and executes plans to experience the teaching of aesthetics courses in each phase of education as well as the campus aesthetic environment conversion plan. The ministry also establishes a cooperation system between cities, counties, and central government departments, attracting private resources, cooperating between industry, officials and academics, and continuing to deepen and broaden the influence of aesthetics education in an intensive way.

From the 2019 to 2023, the “Phase Two Five-Year Plan for Aesthetic Education” was implemented with the concept of “Aesthetics is Life - Rooted in Childhood, Interdisciplinary Integration, International Connection. ” It aimed to integrate and construct a communication platform and management system for aesthetic education, strengthen the connection and

