

Teacher and Arts Education



A Teacher's Professional Training

The Teacher Education Law is formulated in order to train and educate qualified teachers for schools at the senior high level and below. For preschools, the goal is to augment the supply of teachers and enhance their professional expertise. The teacher education system consists of diversified training and selection methods. Potential candidates are recruited from teacher-training institutions and programs and colleges/universities that offer a teacher-training curriculum. These teacher training programs recruit qualified students at the undergraduate, masters, and doctoral levels. Eligible candidates must complete a curriculum that covers general courses, area of specialization courses, and professional education courses, after which they

must attend a six-month practical education training; following that, if they pass the teacher qualification examinations, they will receive their official certification. Only candidates who have obtained this certification are eligible to participate in screenings held by local governments for teaching positions at secondary schools, primary schools, and preschools.

Key policies and future plans:

- 1 Beginning February 1, 2018, qualification examinations are to take place prior to practical education training. A number of qualified students are selected via exams before they hone their teaching and educational skills in practical education training.
- 2 On Nov. 16, 2018, the MOE amended and promulgated the “Republic of China Directions Regarding Teachers’ Professionalism: Stages of Pre-service Teacher Education and Criteria Governing

Pre-service Teacher Education Programs,” which applies to pre-service teachers since 2019 and students who choose pre-service training courses. It aims to establish a learner-centered training system that respects diversity, social care, and a global view and is in response to the “Curriculum Guidelines of 12-Year Basic Education” and the “ECEC Curriculum Framework.” The directions center on the idea of professionalization in teacher education so as to raise the quality of teachers, aided by the publication of books about teaching in any discipline and integrated with evaluation of teacher education and verification of teacher qualifications.

- 3 According to the “Operation Directions Governing MOE Subsidies for Universities that Offer Teacher Training Programs to Vigorously Undertake Quality Teacher Education and to Develop Specialized Teacher Training Projects,” the MOE continues to encourage teacher education universities to vigorously advance teacher training and teacher professionalism and develop teaching characteristics with the school at their center and establish quality teacher training models.
- 4 The MOE established a “National Pre-Service and In-Service Teacher Integrated Database” and set up a mechanism to evaluate the supply and demand of teachers to adjust the number of teachers it trains and ensure teacher’s quality and appropriate quantity.
- 5 In order to entice talented people to enter the teaching profession and simultaneously stabilize the number of professional quality teachers in remote and special areas, the MOE will continue to plan the training of government-funded students and issue teacher training scholarships and study funding.

- 6 The MOE implements an evaluation system for university and college instructor training to ensure the quality of teacher-training courses provided by universities and that teachers adhere to the “Republic of China Guidelines Regarding Teachers’ Professionalism: Stages of Pre-service Teacher Education and Criteria Governing Pre-service Teacher Education Programs,” Curriculum Guidelines of 12-Year Basic Education, and the “ECEC Curriculum Framework.”
- 7 The Teachers’ Act was amended and promulgated on June 30, 2020, providing a legal basis for teachers’ professional development and in-service further training mechanisms. The incentives for teachers’ professional development are clearly defined in the act in order to strengthen their career development, encourage them to continue learning, enhance their teaching quality, and protect the students’ rights to education.
- 8 Promote the professional development support system for teachers, integrate various teacher professional development programs and resources from the MOE, provide a single window for flexible and autonomous subsidies to county and city governments, and extend the traditional mission of universities in an endeavor to develop solutions for economic, social, and environmental problems in counties

