

Effective Administrative Support for the Implementation of Early Childhood Education and Care (ECEC) Experience : Findings the Questionnaire Survey to Junior High School Home Economics Teachers

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Abstract

The Current Course of Study has made early childhood education and care (ECEC) experience compulsory in junior high schools. However, there are many problems in the implementation of ECEC experience. Some education boards examined effective support system for encouraging the implementation. The aim of this study is to find the contents of support which home economics teachers need to implement ECEC experience, and to examine whether administrative support matches teachers' needs.

We conducted a questionnaire survey to junior high school home economics teachers. Teachers were divided into an operating group and a non-operating group based on whether or not ECEC experience was implemented.

Both groups wished to collaborate with their colleagues, head of school, parents, nursery teachers, and kindergarten teachers. Some education boards' support matched with teachers' needs. Workshops that most of education boards adopted as the content of support were not met with the teachers' expectations.

Key words; Early Childhood Education and Care Experience, junior high school teacher, questionnaire survey, home economics education