

Effective Support for the Implementation of Early Childhood Education and Care Experience (ECEC) for Teachers without License of Home Economics Education (LHEE)

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Abstract

The purpose of this research is to examine effective support for the implementation of early childhood education and care experience (ECEC) for teachers without license of home economics education (LHEE). We conducted the questionnaire survey to 86 teachers with LHEE and 123 teachers without LHEE.

The results showed that the teachers without LHEE give ECEC with the help of seniors, teacher's guidebooks, and the local childcare support administrators. The teachers without LHEE needed active support from the administration such as providing the list of preschool facilities that accepted the ECEC.

In order to make the ECEC possible, the following three points are shown as effective support for teachers without LHEE.

First, the information about the ECEC needs to be shared, and teachers without LHEE should be able to access it. Internet service provision is thus necessary. Second, the cooperation between schools and childcare support administrators makes it easy for teachers without LHEE to implement the ECEC. Finally, it is important for teachers without LHEE to receive support from the Board of Education.

Key words; teacher's license, early childhood education and care experience, junior high school teacher, questionnaire survey, home economics education