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The Evolution of Teacher Education and Professional Development in Japan: Education as a Craft

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ABSTRACT. This study examines Japan's teacher professional development model, emphasizing teaching as a "craft" and its integration within an extensive in-service education system. It highlights the postwar evolution of teacher training in Japan, where universities play a pivotal role in preparing educators through an integrated system. The research explores assumptions about in-service education, detailing programs such as internal professional development, government-sponsored initiatives, and teacher-led networks. Unique to Japan is the peer-based model fostering collaboration among colleagues, enhancing "craft knowledge" through reflective practice and continuous training. This approach intertwines past professional practices with present applications, preparing for future teaching needs. The historical influence of the postwar American occupation shaped Japan's distinctive teacher education model, combining in-service and graduate-level programs to develop specialized competencies. The study also addresses critical issues, including teachers' intensified working hours, limited autonomy, and the stress linked to ongoing professional development. It underscores how teaching as a craft deeply embeds itself in Japanese teachers' lives, particularly at the elementary level, and identifies six themes influencing their development. Through a descriptive and analytical methodology supported by historical documents, empirical studies, and existing literature, the paper presents a comprehensive overview of Japan's professional development strategies, offering insights into its educational culture. These strategies, based on collaboration and reflective practice, serve as a valuable model for academic communities in Lebanon and the Arab world, highlighting the integration of traditional teaching concepts with modern professional training.

Keywords: *Collaborative Practices, Continuous Improvement, Experiential Learning, Japanese Education, Professional Development.*

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INTRODUCTION

Japan's distinctive framework for professional development in teaching is deeply rooted in the concept of education as a craft. This educational philosophy emphasizes continuous growth and refinement and draws parallels between teaching and traditional craft practices. Throughout Japan's postwar educational landscape, in-service teachers' professional development opportunities have been remarkably developed. The emphasis on peer-based cooperation, reflective practice, and the transfer of "craft knowledge" embodies Japan's unique educational spirit.

This exploration of Japan's educational landscape sheds light on the historical background of teacher education and reveals the limited role universities have played in teacher preparation. Instead, the focus was on in-service education, in which teachers engage in continuous learning

and collaborative practices to improve their craft. The transition from formal university training to experiential, peer-based learning underscores Japan's dedication to developing practical skills and continuous improvement in the teaching profession.

Furthermore, this research outlines the range of professional development programs available to Japanese teachers and highlights the importance of internal development, government-sponsored initiatives, and teacher-led networks. The deeply rooted concept of teaching as a craft encourages teachers to adopt reflective practice and draw on past experiences to continuously improve their teaching methodologies. This comprehensive exploration delves into a critical analysis of the numerous challenges facing Japanese teachers, such as intensified employment and limited autonomy. At the same time, it underscores their enduring dedication and commitment to upholding high-quality education standards.

In essence, this analysis review emphasizes Japan's outstanding approach to teacher professional development, highlighting the cultural and pedagogical spirit deeply rooted in the concept of teaching as a craft. Through a commitment to continuous learning, collaboration, and the sustainability of craft knowledge, Japanese teachers embody a dedication to excellence. Such commitment fosters a teaching culture in Japan that constantly strives for improvement and steadfastly supports the pursuit of quality education.

The evolution of Japan's educational landscape, from a historical reliance on experiential peer-driven learning to the current focus on continuous improvement and collaborative teaching practices, embodies an enduring commitment to the craft of teaching. This commitment not only reflects a distinctive approach to professional development but also summarizes a broader cultural dedication to excellence and mastery in education. As Japan continues to navigate the ever-evolving educational landscape, the spirit of teaching as a craft remains at its core, guiding teachers toward continuous growth and the pursuit of educational excellence.

RESULT AND DISCUSSION

Historical Preface

General Douglas MacArthur began to organize his power in Japan, leaving no room for doubt as to his status as the new de facto ruler of Tokyo. He first started by establishing the following leadership positions: 1) The headquarters of the Supreme Commander for Allied Powers, GHQ-SCAP, is where he executes his political leadership. 2) The Headquarters of the Occupation Forces in the Far East, General Headquarters, Far East Commission, GHQ-FEC. The purpose behind its establishment was to organize military forces in the Far East in general and their deployment in Japan to impose an occupation in particular. The headquarters of the Supreme Commander for the Allied Powers was given foremost importance for being the actual organizer of the implementation of the occupation policies and the planning of the parts, which were not covered by American orders and directives. (Finn, 1992).

The General Headquarters was organized into several sections, as follows: 1) The Economic and Scientific Section is entitled to manage all scientific, financial, and industrial affairs. 2) The Civil Information and Education Section deals with monitoring general information such as newspapers, the radio, the cinema, the theater, education, religion, and the fine arts. 3) The Natural Resources Section is responsible for managing affairs related to agriculture, forestry, fishing, and mining. 4) The Welfare and Public Health Section is concerned with public health, especially in terms of managing and preventing the spread of epidemics. 5) The Legal Section is entitled to manage the cases of the Ministry of Justice in terms of courts, laws, judges, and so forth. 6) The Civil Communications Section supervises the rehabilitation of the services provided by the post, the

telegraph, and the radio. 7) The Statistics Section is responsible for collecting, editing, and preparing statistical data and related reports. 8) The intelligence section is entitled to manage internal security affairs. 9) The Civilian Intelligence Section is concerned with ensuring the compliance of the Japanese government with orders issued by the Supreme Commander. 10) The Diplomatic Section is entitled to manage Japan's relations with other countries. 11) The Government Department is responsible for supervising the internal structure of the Japanese government and managing affairs related to the National Diet (Japan's national legislature) and the political parties in general ("O.J.P.P.," 1946, p. 15).

With these divisions in place, the occupation of Japan became a purely American undertaking in style and direction (1993 Hilgenberg), especially since all the occupation forces were American, except the presence of the Australian Army, which is a small-scale force affiliated with the British Commonwealth (Wood, 1998) and placed under the direct command of the Supreme Commander (O.J.P.P., 1946, pp. 89–94). These forces were estimated at two hundred thousand soldiers, a number prone to increasing or decreasing considering the existing circumstances (Willoughby & Chamberlain, 1954). It is of note that the Soviet Union refused to participate in any forces placed under American command, while China apologized for not participating because it needed all its military forces deployed internally to manage the existing unstable situation in the country (F.R.U.S., 1950, pp. 853–854). In all cases, these large armed forces never took part in any military operations inside Japan but rather assumed the role of deterrent forces, ready to engage in any emergent hostilities.

The initial post-surrender U.S. policy of September 6, 1945, founded by the U.S. Departments of State, War, and Navy and sent to Commander MacArthur, clearly communicated the mandatory suspension of all members of the Imperial Command, the General Staff, the commanders of the Army and Navy, as well as nationalist leaders and members of military organizations. It also commanded that all persons who were active advocates of militarism and extreme nationalism be removed from public office and any other high positions related to both the private and public sectors. Within the same scope, U.S. policy directed that all institutions and associations that advocate aggressive nationalism or call for the militarization of society be dissolved and banned, the education system be purified of military and nationalist ideas and practices, including paramilitary training, and all advocates of fanaticism be removed from positions of supervision and education (O.J.P.P., 1945, pp. 88–89).

The Japanese Empire was implicitly regarded as a state, Shinto *Kokka Shinto,* although the imperial legislation provided for the separation of religion and state, as it was influenced by the conservative German School of Monarchic Constitutional Law (Pittau, 1967, p. 157).

In early 1946, an American academic mission of twenty-seven education experts arrived in the country to bring about a radical change in the Japanese educational system. In April 1946, the mission submitted its report to General Headquarters, in which it justified the need for a change in the Japanese educational system and presented several recommendations, the most important of which are: 1) Abolishing the education system in Japan based on the rule of 6-5-3 and establishing a new system based on the rule of 6-3-3-4. 2) Abolishing the tradition of prostrating the Emperor's picture displayed in schools. 3) Appointing educational administrations from within the educational structure. 4) Developing the Japanese language by introducing Latin characters. 5) Encourage scientific competition among students. 6) Giving females full access to all levels of education at schools. 7) Incorporating social activities into the curriculum. 8) Put an end to the

centralization of schools. 9) Shifting the education curriculum from indoctrination to the acquisition of knowledge through the interactive participation of students.

The most prominent axis was the amendment of the old 6-5-3 educational curriculum, starting with six years in the primary education stage, followed by five years in the secondary stage, and another three years in university education, to a more modern one of 6-3-3. In this amended curriculum, the primary stage extends over six years like the old 6-5-3 curriculum, while the second educational stage is divided into a three-year preparatory stage, followed by another three-year secondary stage, and a four-year university stage. This amendment aims to transform the educational system into a lever and a curriculum for implementing the scientific standards of cooperative education and teaching the social sciences subjects to introduce the Japanese people to the rest of the world's peoples and their diversified cultures and civilizations.

In return, the U.S. Department of State prepared a study to amend the Japanese education system, in which it stressed the necessity for the primary goal of education to build a democratic nation by preparing the Japanese socially to adhere to the responsibilities of freedom, consolidate the concept of individual freedom, develop an independent personality while respecting the rights of others, teach the sanctity of commitments in all forms of human relations, whether between individuals or nations and finally emphasize that the Japanese themselves should modify their educational system in light of these concepts first, for the sake of their country as well as for world peace.

In 1947, based on the recommendations put forward by the American Mission for Education brought in by the American occupation administration, Japan underwent radical school reforms, which led to the establishment of a new educational system that combined Western fancy and Japanese heritage. Teacher training conducted in ordinary schools before the war was replaced by university education, with an emphasis on liberal arts education (Hidaka, 1956). The so-called Open Certificate System was created, under which colleges and universities could participate in teacher education without the direct control of the Ministry of Education (MOE). Under this revised system, certification requirements were minimal.

The Japanese Parliament adopted the project for the development of education in Japan and referred it to the government, which issued on March 29, 1947, the Basic Education Law based on the recommendations of the report issued by the American Academic Mission and the directives of the study conducted by the U.S. Department of State. The amendments were represented in the following salient points: 1) Anyone who calls for the overthrow of Japan's new constitution after its entry into force is denied the right to teach. 2) Distributing the authority to supervise education among committees, which are elected by the governorates and municipal councils. 3) Education at all levels becomes co-educational. 4) Enrolling in universities after sitting for competitive examinations in the last year of secondary school. 4) Providing free and compulsory education at the primary and middle stages, schools for disabled people, deaf, and dumb. 5) Replacing the existing 6-5-3 education system with the 6-3-3-4 one.

According to this law, the Ministry of Education announced in the same year the endorsement of the curriculum, a plan based on several standards that define guidelines for teaching subjects in terms of content and methods. It was also decided to prepare a study plan based on the teachers' initiatives, and teacher training became embedded in the universities' syllabi and was no longer the responsibility of the specialized vocational schools, which followed a curriculum of their own, independently of higher education institutions.

Education reforms introduced in the late forties came under scrutiny, and numerous ones were changed by the conservative government. Thus, the Ministry of Education assumed broad control over teachers and teacher education. Since then, the Ministry of Education has repeatedly sought recommendations from its advisory boards, the Central Board of Education, and the Council for Teacher Education (Young, 2009). These advisory boards recommended in-service education for teachers, internships for beginning teachers, teacher colleges, and certification reforms. These reforms were not conducted until the 1970s of the twentieth century.

An initiative to increase teachers' salaries led to the endorsement of supportive legislative action in 1974; graduate schools were established; and in-service education for public school teachers was introduced (Takakura, 1993).

A one-year training program was set up for public school teachers. In this period, school reforms included reforming certification standards, raising certification requirements, and classifying them into three levels: elementary, standard, and advanced. Another change in the certification system was an increase in the number of professional studies required for all types of certifications (Kimura, 2007). This is done by focusing on student orientation, classroom management, and information technology.

Teaching is a Craft" in the Sense of an Elite-Profession in Japan

The formulation of educational knowledge is "knowledge of pedagogical content," which is "a special combination of content and education that is uniquely the prerogative of teachers and their own form of professional understanding." This knowledge stems from a variety of professional experiences based on classroom practices. Craft knowledge is a practical and experiential ability that teachers build to deal with evolving events in the classroom. Teaching as a craft involves reflective practice, and mastery of this form of teaching is rooted in the reflection process on the profession, considered an art, and is derived from practitioners' understanding of the various teaching situations they face.

The current model of professional development in Japan consists of formal teaching preparation leading to the initial certificate, and it also includes numerous opportunities for in-service education and graduate studies to enhance specialized competencies. Professional development in Japan is characterized by a form of formal teacher preparation that does not provide a solid basis for student teachers. In contrast, opportunities for in-service professional development for teachers are abundant throughout their careers (AHN, 2022). The Japanese professional development model evolved from government policy and independent teacher initiatives. Japanese teachers need to be well-prepared to maintain and enhance quality standards.

Learn, Design, and Teach Knowledge

In the realm of in-service education in Japan, several assumptions form the foundation for effective teaching. These assumptions emphasize the significance of peer participation and planning, portraying teaching as an ongoing, collaborative, and optimized process. This article explores the various facets of in-service education in Japan, shedding light on government-sponsored programs, out-of-service initiatives, compulsory training programs, internal professional development within schools, and voluntary teacher networks.

Table 1. Explores the various facets of in-service education in Japan

Category	Aspect	Description
Assumptions Underlying In-Service Education	Peer Participation as a Cornerstone	Emphasizes the importance of teachers' active involvement in school activities, fostering collaboration and shared responsibility.
	Critical Role of Peer Planning	Highlights the significance of collaborative efforts in designing educational strategies for comprehensive teaching approaches.
	Teaching as an Ongoing, Collaborative Process	Defines teaching as a continuous, adaptive, and collaborative process aimed at fostering dynamic and evolving educational practices.
Components of In-Service Education	Government-Sponsored Programs	Programs conducted through national and provincial centers, supporting teachers' professional growth and fostering peer interaction.
	Out-of-Service Programs by Teachers' Associations	Subject-specific programs organized by teachers' associations, promoting expertise sharing and rotating among schools.
	General Compulsory Training Program	Integrates mentor-supervised boarding, lectures, workshops, and retreats for the comprehensive development of public school teachers.
	Internal Professional Development	Involves school-based initiatives like study promotion committees, encouraging annual study plans and a reflective teaching culture.
	Voluntary Teacher Networks	Independent teacher associations that advance teaching through conferences, workshops, and publications outside government control.

Vocational Training as a Basis for Preparing Japanese Teachers

The role of teaching as a craft is deeply ingrained in the lives of Japanese educators. This article delves into the multifaceted dimensions of vocational training and its impact on the professional development of primary teachers in Japan. It highlights six common themes that significantly influence the cultivation of teaching as a craft: examining critical events, the importance of a supportive environment, networking with peers, in-service education, evolving roles, and the mentorship of senior colleagues.

Table 2. Professional development of primary teachers in Japan

Category	Theme	Description
Common Themes in the Lives of Japanese Teachers	Assuming Evolving Roles	Teachers transition between schools throughout their careers, fostering diverse skill sets and a holistic understanding of the profession.
	Critical Events and Professional Development	Individual experiences serve as catalysts for growth, enhancing confidence and refining teaching skills.

	Guidance from Senior Colleagues	Mentorship by experienced educators provides valuable insights and wisdom to junior teachers.
	In-Service Education	Structured programs offer continuous learning opportunities, ensuring educators stay updated on evolving pedagogical approaches.
	Networking Beyond School Borders	Engaging with educators from different institutions enriches perspectives and promotes the exchange of effective teaching methods.
	Supportive Environment	Collaboration with experienced colleagues fosters a nurturing atmosphere that supports novice teachers in sharing knowledge and best practices.
Challenges in Japanese Professional Development	Intensification of Teacher Workload	Collaborative school management and in-service education add to teachers' workload, posing significant challenges.
	Lack of Documentation and Synthesis	Absence of structured documentation and reflective synthesis limits the evaluation and refinement of teaching practices.
	Limited Autonomy Due to Standardized Curriculum	A highly standardized national curriculum constrains teachers' autonomy, impeding the development of professionalism.
	University-School Disconnection	Limited involvement of universities in teacher preparation creates a gap in aligning graduates' capabilities with professional demands.

While the Japanese perspective on teaching as a craft is rich and deeply embedded in professional development, challenges persist. Bridging the gap between universities and schools, addressing curriculum standardization, managing workload intensification, and fostering documentation and synthesis are critical tasks for both Japanese teachers and reformers. Overcoming these challenges will contribute to the continued evolution and excellence of the teaching profession in Japan.

Harmony in Pedagogy: Navigating the Japanese Model of Teacher Preparation and the Personal Odyssey of Educational Excellence

Embarking on an exploration of vocational training and the nuanced dimensions of teaching as a craft in the Japanese context, it is a journey that evokes profound subjective reflections. To my eyes, the Japanese model of teacher preparation represents a harmonious symphony of experiential learning, collaborative practices, and an unyielding commitment to the continuous refinement of professional skills.

The six common themes unearthed—critical events, a supportive environment, networking, in-service education, evolving roles, and guidance from senior colleagues—resonate with a

personal connection. These themes, akin to pillars, not only support the individual growth of educators but also weave a tapestry that strengthens the collective spirit of the teaching community.

Yet challenges persist, casting shadows that beckon the need for perpetual reform and adaptability. The disconnect between universities and schools, the tethering effect of a standardized curriculum on autonomy, the heightened workload that teachers bear, and the void left by the absence of comprehensive documentation and synthesis all strike chords of recognition for improvement.

Subjectively, it is crucial to recognize that the evolution of teaching as a craft is a deeply personal and ever-unfolding journey. The Japanese perspective offers a canvas painted with diverse experiences and practices, a mosaic that imparts profound lessons to educators globally. The challenge, as I see it, is not just to acknowledge the strengths of this model but to passionately engage in collaborative efforts and research-driven initiatives that address its inherent limitations.

As we navigate the intricate terrain of teacher preparation and professional development, my inspiration is drawn from Japanese commitment to mentorship, collaborative learning, and a culture of continuous improvement. By subjectively embracing a dynamic and reflective approach to teaching, educators worldwide can actively contribute to a transformative and impactful educational landscape. The subjective journey toward excellence in teaching is not a destination but an ongoing, introspective expedition—a shared odyssey where personal insights and collaborative endeavors synergize to authentically enhance the craft of education for both learners and educators.

Deciphering Insights: An Analytical Expedition into Educational Realms

What is the concept of teaching as a craft in Japan, and how is knowledge acquired and embedded in the lives of teachers teaching? What are the assumptions and components of the Japanese professional development model? What are the critical issues that constrain Japanese professional development?

Japan considers teaching a craft that involves practical knowledge based on experience and reflective practice. The knowledge of educational content is a unique combination of content and pedagogy, which belongs to teachers. Teaching mastery is rooted in thinking about work and is considered an art. Teachers build craft knowledge to deal with evolving events in the classroom, and this knowledge is derived from practitioners' understanding of the various teaching situations they encounter.

The Japanese professional development model involves formal teacher preparation leading to initial certification, in-service education, and graduate-level education to enhance specialized competencies. In-service education includes internal professional development, government-sponsored programs in national in-service education centers and provincial and municipal education centers, a mandatory one-year training program for public school teachers, external in-service programs organized by teachers' associations in different subject areas, and voluntary networks initiated by teachers and designed to promote teaching.

The assumptions underpinning Japan's professional development model include the importance of peer participation, collaboration, and planning in the teaching process. In-service education is critical to teacher development, along with networking with teachers from other schools and senior colleagues. Japanese teachers also need a supportive environment to maintain and promote quality standards.

Critical issues hinder Japanese professional development. Teachers collaborate only with collaborative school management, with in-service education and teacher-to-teacher communication adding another dimension to their work. Japanese teachers also have limited autonomy due to the highly standardized national curriculum, which contributes to their lack of professionalism. Teacher development is grounded in the shared spirit, which states that skills, knowledge, and experience are transferred from senior colleagues to beginning teachers.

The concept of "education as a craft" in Japan embodies an integrated approach to teaching and learning, rooted in rigor, dedication, and continuous refinement. This philosophy aligns with the craft practices seen in traditional Japanese handicrafts, with an emphasis on developing expertise and art in education.

At its core, this philosophy emphasizes the importance of teacher training and professional development in the Japanese educational system. To develop their pedagogical skills, teachers undergo rigorous preparation, often including apprenticeships and counseling. Continuous training and collaboration through peer learning communities contribute to continuous improvement in teaching methods.

Japanese teachers are characterized by their high accuracy in lesson planning and execution. They design lessons meticulously, with a focus on devising customized learning materials and methodologies that meet the diverse needs of individual students. This reflects the craft vigilance inherent in their approach to education (Badawi, 2023, 2024b, 2024a).

The centerpiece of this philosophy is Japan's cultural reverence for mastery. Teachers, just like skilled craftsmen, strive to master their teaching subjects and pedagogical techniques. This pursuit of perfection involves the continuous improvement and adaptation of teaching strategies to ensure the delivery of high-quality education.

Moreover, the Japanese educational landscape strikes a balance between group learning environments and personalized instruction. With enhanced collaboration and group dynamics, teachers skillfully adapt their teaching styles to accommodate students' diverse learning steps and styles, fostering an environment conducive to individual learning.

This spirit integrates both tradition and innovation. Japanese education coordinates traditional teaching methodologies with innovative methods, highlighting teachers' ingenuity in blending time-tested practices with modern developments. This subtle fusion preserves the essence of tradition while embracing the dynamism of contemporary teaching methods.

The cultural influence of *shokunin*, or craftsmanship, permeates the educational philosophy in Japan. Just as craftsmen pride themselves on their work and strive for perfection, teachers in Japan show dedication, passion, and unwavering commitment to their profession. This cultural spirit instills a sense of purpose and excellence in education.

This educational philosophy reflects a sociocultural context that values discipline, rigor, and continuous improvement, which aligns with Japan's broader societal principles of excellence, harmony, and lifelong learning. Furthermore, focusing on individual learning within a group setting addresses the diverse needs of students while fostering an intense sense of community and collaboration.

The concept of "education as a craft" in Japan summarizes a comprehensive and rigorous approach to teaching and learning, embodying precision, dedication, and commitment to mastery. It is a spirit deeply rooted in tradition but adapted to modern educational dynamics, reflecting Japan's cultural values and societal aspirations.

In Japan, the concept of "education as a craft" is deeply ingrained in their philosophy and educational practices. This approach emphasizes rigor, dedication, and continuous improvement in teaching and learning, comparing education to a craft that requires skill, experience, and artistry. Although I am currently unable to access the existing archives, I can still provide insights based on historical and mainstream educational practices in Japan until my last update in January 2022.

Table 3. Education Philosophy in Japan

Aspect	Description
Commitment to Mastery	Japanese culture values skill mastery, reflected in education as teachers continuously refine their curriculum and techniques to deliver quality education.
Cultural Influence	Rooted in the philosophy of "shokunin" (craftsmanship), teachers exhibit dedication, passion, and a commitment to perfection in their profession.
Focus on Individual Learning	While promoting group learning, teachers adapt their methods to cater to students' diverse needs, accommodating various learning styles and paces.
Integrating Tradition and Innovation	Teachers balance traditional methods with innovative approaches, blending proven practices with modern developments to enhance education quality.
Lesson Planning and Implementation	Teachers meticulously plan lessons to create engaging, tailored materials and methodologies that address students' individual learning requirements.
Teacher Training and Professional Development	Teacher training emphasizes rigorous preparation, including apprenticeships, with a focus on continuous development through peer learning and practice.

CONCLUSION

Japan's education system emphasizes the concept of teaching as a craft, deeply rooted in Pedagogical Content Knowledge (PCK), which integrates content knowledge and pedagogical expertise. PCK enables teachers to adapt to evolving classroom dynamics through practical and reflective practices. In Japan, this approach involves understanding four core elements: education, subject content, student characteristics, and the learning environment. These elements interact to form pedagogical structures that enhance teaching effectiveness by focusing on essential aspects while minimizing redundant efforts. Teachers are expected to align their knowledge with curriculum standards, cultural values, and student needs, fostering an integrated and dynamic teaching process. The Japanese professional development model underscores formal teacher preparation, in-service education, and graduate-level training to cultivate specialized competencies. Programs range from internal professional development and government-sponsored initiatives to collaborative networks and peer-driven learning experiences.

Despite its strengths, Japan's professional development model faces challenges, including teachers' heavy workloads, limited autonomy, and a rigid national curriculum, which can hinder professionalism. Teachers develop craft knowledge through six interconnected themes: role assumption, critical events, in-service education, peer networking, mentorship, and supportive environments. This study also highlights the postwar evolution of teacher education in Japan, shaped by historical milestones, educational reforms, and professional cultures. While Japan's innovative strategies in teacher learning offer valuable insights for global education systems, economic constraints, reform pressures, and human rights considerations remain critical challenges. By drawing on historical narratives and empirical studies, this research provides a comprehensive

understanding of Japan's educational landscape, offering guidance for policymakers, researchers, and educators aiming to enhance teacher education and professional growth.

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