Introduction

In Taiwan, most researches about Korea still focus on economy, diplomacy, international policies, and so on. Educative study is scant in Taiwan, even little in how to cultivate the special education teachers. In the general education, Korea students has perfect performance in Programme for International Student Assessment (PISA). According to the literatures, successful teacher education is one of the main factors.

In Korea, the teacher education system is centralization and strict. Most courses of teacher education are ordered by the government. According to the Korean Ministry of Education, Science and Technology (KMEST, 2009), the courses of cultivate teacher are stipulated. For example, no matter what kinds and what stages courses of the teacher education, all pre-serviced students have to take the basic educational courses which include 3 fields, the first field is theory of education, the subjects such as introduction to education, educational philosophy, history of education, educational psychology, educational administration, principles of teaching, and so on (above 14 credits, 7 subjects). The 2nd category is introduction of special education (include gifted education, above 4 credits), and the 3rd is teaching practicum (at least 4 credits). The total credits are at least 22. The special education teachers are also embraced the regulation. Except general education courses, the pre-serviced special education must take common special education theory courses and each stage prescriptible courses (at least 80 credits).

Not only developing well in general education, Korean special education also perform very well. In 1994, Korea built the Institute for Special Education. It is a national organization for researching special education, in-serviced teacher training, developing curriculum and teaching materials. In 2008, the government issued the Act on Special Education for Disabled Persons, etc. In the Act, we can recognize that the persons subject to special education, whose ages are from the three years old to 17 years old, and shall have the right to receive compulsory education. And the Act also regulates the duty of state and local self-government, selection and school placement of persons subject to special education (includes education support for disabled infant, duty of guardian, etc), higher education and life-long education, and son on. The Act reveals the protection and the respect to the persons with disabilities.

The Act on Special Education for Disabled Persons, etc selects the persons subject to special education includes visual impairment, hearing impairment, mental retardation, physical handicapped, emotional disturbance behavior disorder, autistic disorder, communication disorder, learning disabilities, healthy impairment, developmental delay and other disabilities determined by the President Decree. Korea government also issued many acts to protect the educational and occupational rights of the people with disabilities. It is the first reason researching the topic. From the lawful point,
the right of the people with disabilities in Korea is complete. And according to the results of analyzing literatures, the Korea Ministry of Education, Science and Technology designs the courses about special education teacher cultivating rigorously to ensure the quality of special education teachers.

In Taiwan, The Special Education Act is one of the most important Acts for the students with disabilities or giftedness. Persons with disabilities fall into the below categories, including intellectual disabilities, visual impairments, hearing impairments, speech/language disorders, physical impairments, health impairments, emotional/behavioral disorders, learning disabilities, multiple disabilities, autism, developmental delays, and other disabilities. Beside the disabilities, the Act also includes the giftedness and talented. To sum up, The Special Education Act includes 13 categories special education students. In the Act, practices of special education fall into the 4 phases, preschool, civil education, senior high school, and higher education, but preschool and higher education are not compulsory education. The Act also stipulates the practice of special education, gifted education and special education support system. The Act also mention all governments should availably the special education budget to extent which is no less than 4.5% of yearly educational budget in the central government and no less than 5% in the local government.

Taiwan will restructure the Ministry of Education (TMOE) in 2012, TMOE will set the Department of Teacher Education to promote the quality of all pre-served and in-served teachers. On the above description, we can affirm that teacher education develop very well in Korea. The researchers want compare the similarities and differences between the two countries, and further can learn the advantages then improve the teacher education each other.

In Taiwan, the National Taichung University of Education (NTCU) has a research team to explore the worldwide teacher education for reaching the goal of promoting pre-serviced and in-serviced teachers education, such as Singapore, Canada, USA, UK, Germany, French, and so on. One purpose of the team is researching the Korean teacher education experience to promote the quality of special education teacher Taiwan. The first researcher is a member of the teacher education research team and an associate professor in the department of special education, NTCU. The NTCU is a university to cultivate elementary and kindergarten teachers, includes elementary special education teachers. Therefore, the purposes of the study were described below:

1. Explore the similarities and differences of the curriculum for educating elementary special education between Taiwan and Korea.
2. Explore the available process of special education teacher certification between Taiwan and Korea.
3. Afford some suggestions for educating the elementary school special education teacher in Taiwan.

Methods

In the study, the researchers use document and literatures analysis method and comparative education method. The content analysis includes official documents, laws and decrees, and so on. In the research, the data resources come from the Korea government official website, the conference paper.

According to the George Bereday (1964), the comparative education includes “area study” and “comparative study”, and includes four stages, “description”, “interpretation”, “juxtaposition” and “comparison”. In the research, at first the researchers use “description”, “interpretation”, than use “juxtaposition” and “comparison” to compare the two countries. At last, suggestions are made according the results of the comparison.
Results

The brief history and the present situation of cultivating special education teachers in Taiwan

Compare Taiwan and Korea, both of the two countries built their first teacher school in 1895. At first, educating special education teacher in the two countries was not included in the regular teacher education system. In Taiwan, the first blind school was built in 1889. The first special education teacher was a missionary. Before 1950s, there is no formal system to educate the special education teachers.

The former cultivate special teacher system began in 1950s. The primary system is short-term cultivation. In 1966, Junior teacher colleges designed the short-term courses for educating special education teachers for blind, and in 1970, the short-term courses for mental retardation, the short-term courses approximately 20 credits. From 1970 to 1980, the elementary school special education teachers were educated by the program in Junior teachers colleges.

In 1975, the special education teachers were cultivated by the universities. The first Department of Special Education was set in the Changhua Normal University, the graduates could be the middle school and elementary school special education teachers. In 1987, all junior teachers colleges upgraded and renamed the Teachers colleges. The duty of the Teachers colleges is to cultivating elementary school teachers, of course, the special education teachers are also educated in Teachers colleges. In recent 5 years, Teacher colleges renamed University of Education. Nowadays, the Universities of Education are responsible for educating elementary special education teachers, and the National Normal Universities take charge of educating high school and middle school special education teachers.
In Taiwan, the division of special education in TMOE is responsible for designing cultivating special education courses. TMOE has the regulation on the course of cultivating special education teachers. An undergraduate student takes courses at least 40 credits in educational theory courses, special education specialization, general courses, and 6 months teaching practicum. Students want to get the bachelor degree, besides the 40 credits, they have to take at least 128 credits on undergraduate classes. The 40 credits fields and the titles of the regular courses are below:

1. **Educational theory courses**
   At least 10 credits, including (1) the education theory, such as educational psychology, education philosophy, sociology of education, and instruction to education. (2) the education method, such as principles of teaching, classroom management, curriculum developmental and design, practice and principles of guidance, teaching media and practice, testing and evaluation in education.

2. **Special education specialization courses**
   At least 30 credits. In Taiwan, special education teachers are divided into teaching disable students and teaching gifted students. Required courses are 16 credits, introduction to special education, the evaluation for children for children with special needs, instructional design for children with special needs, instructional materials and methods for students with disabilities, practicum in special education. Electives courses are also divided into disabled education courses and gifted education courses.

   Elective courses in disable education courses, such as behavior modification, parent-teacher cooperation and family support, language development and correction, resource room management, information technology in special education, special education administration and law, the study in physiology, social work, case study, and etc.

   Elective courses in gifted education courses, such as guidance for the gifted students, leadership education, independence study and guide for the gifted students, and so on.

3. **General courses**
   Students take general courses and accord to the regulation in every university.

4. **Six month teaching practicum**
   According to the TMOE, a student has to have six month teaching practicum. Duration the 6 month, the students need to stay in a special class all day long to observe the special students, to help the formal class teacher, learn to teach, learn to guide the students, and to do the official duty. The six-month practice also divides into disable education practicum and gifted education practicum.

**The available process of special education teacher certification in Taiwan**

In Taiwan, if a pre-served student wants to obtain the elementary school special education teacher certification, he has to pass the national examination after 6 month teaching practicum. There are two varieties teacher certifications, disabilities and giftedness. Afterwards, the student can attend the teacher screening test held by the local government, and then to be a formal teacher in any public school. The certification is valid forever. If a pre-served student has passed the national examination, but the student didn’t attend any teacher screening test and then be a formal teacher, after 10 years, the teacher certification will be invalid. There is no teacher career ladder system in Taiwan now. The in-served teachers are stipulated to attend the continuing education at least 18 hours every year.
The brief history and the present situation of cultivating special education teachers in Korea

The first regular system of the cultivating special education teacher in Korea is mentoring. To trace back to 1989, the first special education teacher is a missionary, her name is R. S. Hall. She taught a blindness girl and had grand effect on the girl’s learning. After a period of time, the girl became a teaching assistant for R. S. Hall. When the girl finished her studying in Pyongyang school for the visually impaired, she went abroad studying in Japan for 3 years. After going back to Korea again, she served as a teacher at Pyongyang school for the visually impaired. The blindness girl was the first special education teacher in Korea.

From 1961, the foster style is mentoring short-term cultivate system. During 1960s period, some schools for visually and hearing impaired trained the superior students to be the special education teachers. A three-year program of the courses was instituted for blindness and hearing impaired students. A one-year of the courses was instituted for general high school students. After 1964, the High school program was instituted, then disband the three-year and one-year program.

Korea started to foster special education teacher through university since 1961 in Korea Social Work College (now, Daegu University) was instituted four-years program for cultivating special education teachers. But at that time, a student finished two-year program can serve as a special education teacher. In 1970s, more and more universities set the department of special education. In 1978, the elementary school special education program was founded at the department of special education in Social Work College. Then the program transfers to the Department of elementary school special education. Recent 10 years, the amounts of special education teachers increase quickly. Nowadays, how to evaluate the quality of special education teachers is a challenge.

In the central government, according to the Korean literatures and websites, Korea Ministry of Education, Science and Technology(KMEST) sets up the “Faculty Policy Division” to be responsible for the teacher education. The Korean teachers have high socioeconomic status, and it is an important reason to attract high qualitative students to enter the universities of teacher education. According to the regulation (KMEST, 2009), a student has to take courses in general education, special education specialization, each stage perscriptible courses. Besides the regulation, students also to take the general courses in every university, then he will get the certification. The fields and the titles of the regular courses are below:

1. Education theory courses
   (1) At least 14 credits in education theory. The subjects and credits are like the description above. (2) At least 4 credits in education specialization, the courses including introduction to special education. (3) At least 4 credits in teaching practicum.

2. Special education specialization courses
   The fields courses are common for all special education teachers, contain middle and high school, elementary school, and kindergarten special education teachers. The field courses include, instruction to the special education, integrated
education for disabilities, diagnosis and evaluation for disabilities, special education technology, education for visually impaired, education for hearing impaired, education for physical disabilities, education for intellectual disabilities, education for sever disabilities, education for emotional disorders, education for autism, education for communication disorders, education for learning disabilities, education foe healthy impaired.

3. Each stage prescriptible courses
According to the stipulation. There are 5 perscriptable stages courses, kindergarten, elementary school, middle and high school (4 categories). In the stage of elementary school, such as moral education of elementary school, music education of elementary school, art education of elementary school, social education of elementary school, mathematics education of elementary school, science education of elementary school, physical education of elementary school and so on.

The available process of special education teacher certification in Korea
After graduating from the university of education, normal university or university with the cultivating teacher courses, a student can get the special education teacher certification.
In Korea, the career ladder of special education teachers are divided into five levels, including assistant teacher, the 2nd level teacher, the 1st level teacher, vice principal, principle. Graduate from University of Education and Normal University, a student obtains the 2nd teacher certification. If a 2nd level teacher wants to promote, he will fulfill the prescriptible teaching experience and taking courses.

The Compare between Taiwan and Korea

The similarities between Taiwan and Korea

I. The National central government issues the Act to promote and protect the rights for the people with disabilities
Between Taiwan and Korea, the central government issues the national act to statement the rights of the people with disabilities. The categories of disabilities almost the same, both of the acts contain intellectual disabilities, visual impairments, hearing impairments, speech/language disorders, physical impairments, health impairments, emotional/behavioral disorders, learning disabilities, autism, developmental delays, and other disabilities. Taiwan’s Act adds the multiple disabilities and gifted/talented students are contained in the Act of special education. The Korean Act emphasizes the duty of guardian and education support for disable infant which are the characteristics of the Act.

II. The history and background of teacher education development are similar
The missionaries are the key-point people in the special education development, and in the begging, the blindness students are taught by the missionaries. Besides mentoring period, the developmentally sequential stages are short-term system, then the formal teacher education system. Korea is earlier than Taiwan in the universitization system. Korea started at 1961, but Taiwan started at 1975.
The differences between Taiwan and Korea

I. The organization is in charge of the teacher education

KMEST sets a division to be responsible for the teacher education, all affairs about teacher education are included in it. Maybe it is an important reason that teacher education develop well in Korea. Even the national trend of teacher education approaches comprehensive universitization, the Korean teacher education is still specialization. TMOE now doesn’t have dedicated organization to be in charge of the teacher education on general and special teacher education. Korean experience will good for Taiwan.

II. The pre-serviced coursers—Taiwanese courses are flexible, Korean courses are fixed and centralized

In Taiwan, the structure of per-serviced courses for cultivating special education teacher includes education theory courses, special education specialization courses, general courses. the minimize credits are 40, containing 16 required credits and at least electives 24 credits. Usually in Taiwan, a student can have the qualification to attend the national examination to obtain the teacher certification, he at least takes 148 credits. Taiwanese department of special education has more space to design the curriculum and develop the characters.

Korean per-served courses embrace education theory courses, special education specialization courses, each stage prescriptible courses, and general courses. The KMEST also regulates the least credits are 80. In the elementary stage, students has to take the elementary-school general education courses. Compare to Taiwan, Korean department of special education has less space in selective courses.

Analysis the Taiwanese courses, a student may short of the ability on teaching elementary-school general courses, such as nature, science, music, art, and etc. In Taiwan, approximately 85% students are placed in the inclusive school. It is really a challenge for the pre-serviced students.

In Korea, the prescriptible courses contain the general education curriculum, the training model maybe results in the pre-serviced students have more ability to promote the inclusion. Compared to Taiwan, Korean courses are more fixed and centralized.

III. Obtain teacher certification and teacher career ladder

Taiwanese certifications are available after a pre-served student passes the national examination, then the student can attend the screening test hold by the local government and to be the formal teacher in public school. In Taiwan, no teacher career ladder system. If a teachers have formal positions at public school, their teacher certifications are valid forever.

Korean teacher certifications are classified into 5 categories which are early childhood, elementary, general middle and high school, special school and occupational high school. The teacher career ladder system is a kind of push power to encourage teachers to promote by themselves.

Compare to Korea, acquiring Taiwanese teacher certification is more difficult, the continuing education is requested less, and no teacher career ladder in Taiwan. In many Asia countries, teacher career ladder is tendency, maybe Taiwan can refer to the experiences in other countries, including Korea.
Suggestions

According to the results of comparison, the researchers provide the suggestions below:

I. The TMOE can refer to KMEST to set up the dedicated organization

To be responsible for the teacher education, and carry out the relative teacher education studies, the dedicated organization and continued studies may create the high quality of teachers in Taiwan. Korean experience is full of value.

II. Refer to the Korean pre-serviced courses

Even though that Korean pre-serviced courses are fixed and centralized, but confirm that elementary school special education pre-serviced students qualify to be the inclusive teachers and possess the content knowledge and pedagogical content knowledge about elementary school. Taiwan can refer to the Korean courses spirits and adjust the elementary-school special education courses.

III. Refer to the spirit of Korean teacher career and ladder, encourage teachers’ continuing education

In Korea, the teacher career and ladder system are strict and clear, and offer an obvious goal and content for all teachers. Taiwanese teachers are short of them. In the future, maybe Taiwan can set up the relative system to encourage teachers studying long life.