

The Teacher Training in Germany: New Ways – Old Problems



Structure of the lecture

1. Introduction
2. The teacher training in Germany
3. The reform of the teacher training in Germany
4. The curriculum of the teacher training
5. The relation between theory and practice
6. The challenge of today: inclusion
7. Closing remarks

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The 16 federal states (*Länder*) of the Federal Republic of Germany

The 16 *Länder* are largely
autonomous with regard to
cultural and educational
affairs, so that the school
system differs in the 16
Länder.



Bundesländer in Deutschland © David Liuzzo
[http://www.loreleyinfo.de/images/karten/
bundeslaender-deutschland.gif](http://www.loreleyinfo.de/images/karten/bundeslaender-deutschland.gif)

The different systems of secondary schools in the 16 federal states (*Länder*)

1. *Länder* with three or four courses of education
2. *Länder* with established two courses of education
3. *Länder* with conversion to two courses of education

https://www.bertelsmann-stiftung.de/fileadmin/files/BSt/Presse/imported/downloads/cms_bst_dms_36759_36760_2.jpg



Quelle: Bertelsmann Stiftung 2012. Darstellung von Gabriele Bellenberg.

| BertelsmannStiftung

The Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* (KMK) (*Kultusministerkonferenz*)

Tasks of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany are:

- forming a joint view to educational, higher education, research and cultural policy issues of supraregional significance
- providing representation for common objectives
- ensuring the necessary measure of commonality in educational, research and cultural issues of cross-state significance
- securing the highest achievable level of mobility for learners, students, teachers and those involved in academic research
- helping create equal living conditions across Germany
- representing and promoting the joint interests of the federal states in the field of culture

(<https://www.kmk.org/kmk/information-in-english/standing-conference.html>)

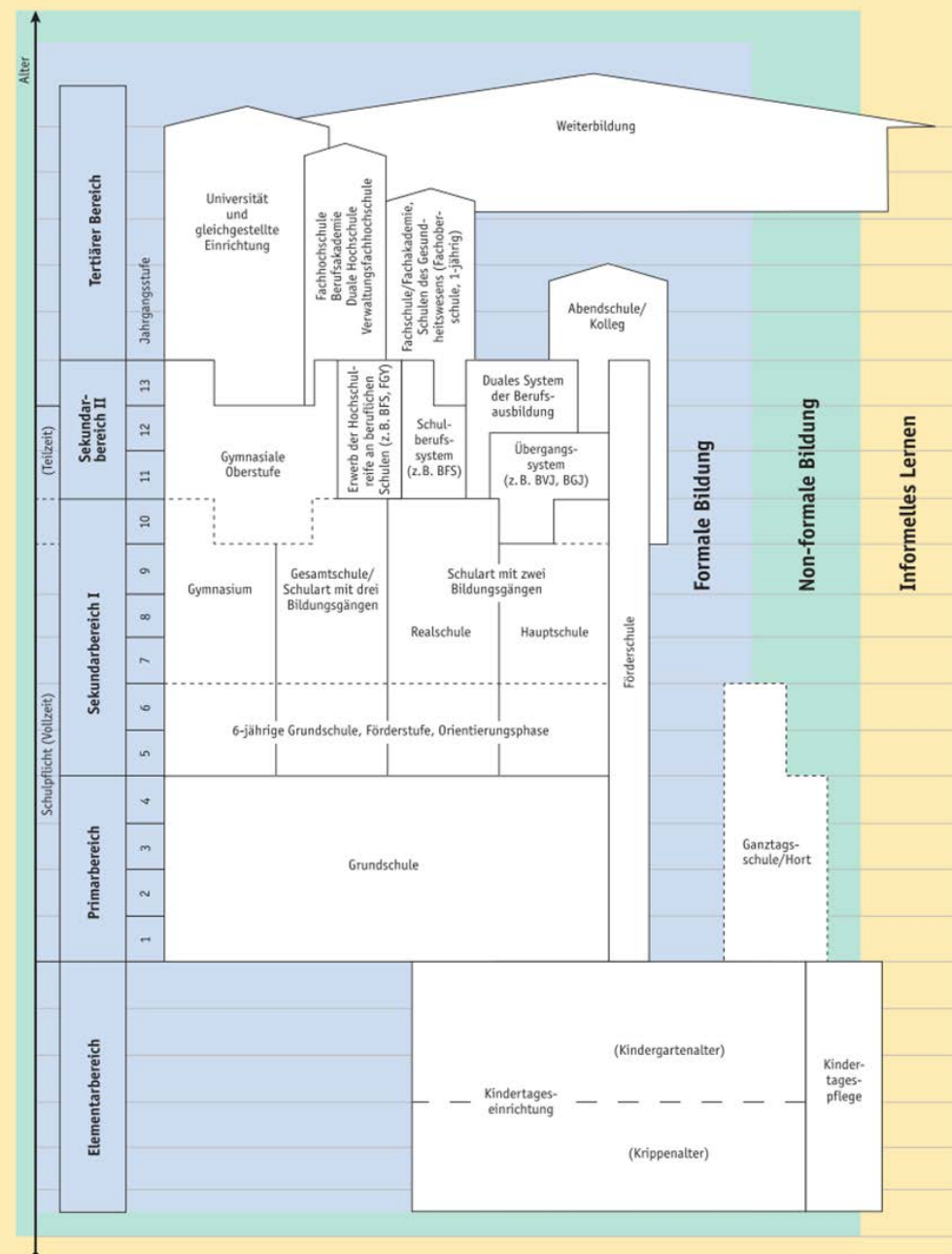
Basic Structure of the Educational System in the Federal Republic of Germany

This school system can be described as a 'mixed model' of a horizontally and vertically structured system.

Autorengruppe Bildungsberichterstattung (Hrsg.) - http://www.bildungsbericht.de/daten2012/vorspann_web2012.pdf

Pre-school education Primary educ. Secondary level I Secondary II Tertiary educ. Continuing educ.

Age: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23.....



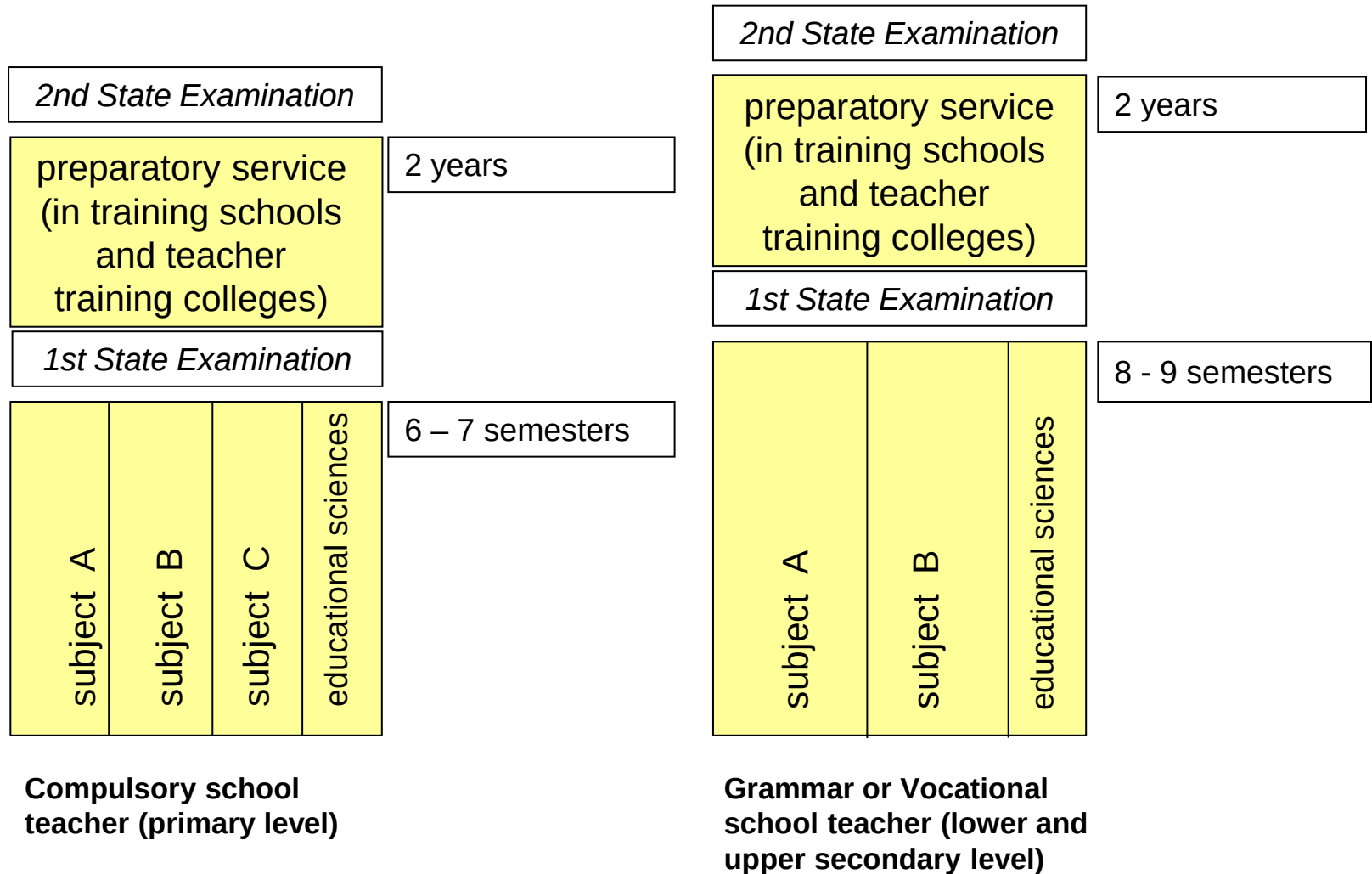
Six types of teaching careers

(in view of the large number of different designations)

<i>Type</i>	<i>Name</i>
1	Teaching careers at the <i>Grundschule</i> or primary level
2	General teaching careers at primary level and all or individual lower secondary level school types
3	Teaching careers at all or individual lower secondary level school types
4	Teaching careers for the general education subjects at upper secondary level or for the <i>Gymnasium</i>
5	Teaching careers in vocational subjects at upper secondary level or at vocational schools
6	Teaching careers in special education

The Education System in the Federal Republic of Germany 2013/14 (ed. by B. Lohmar/ Th. Eckhardt). Bonn 2015, p. 184

Former teacher training (North Rhine-Westphalia *LPO* 2003)



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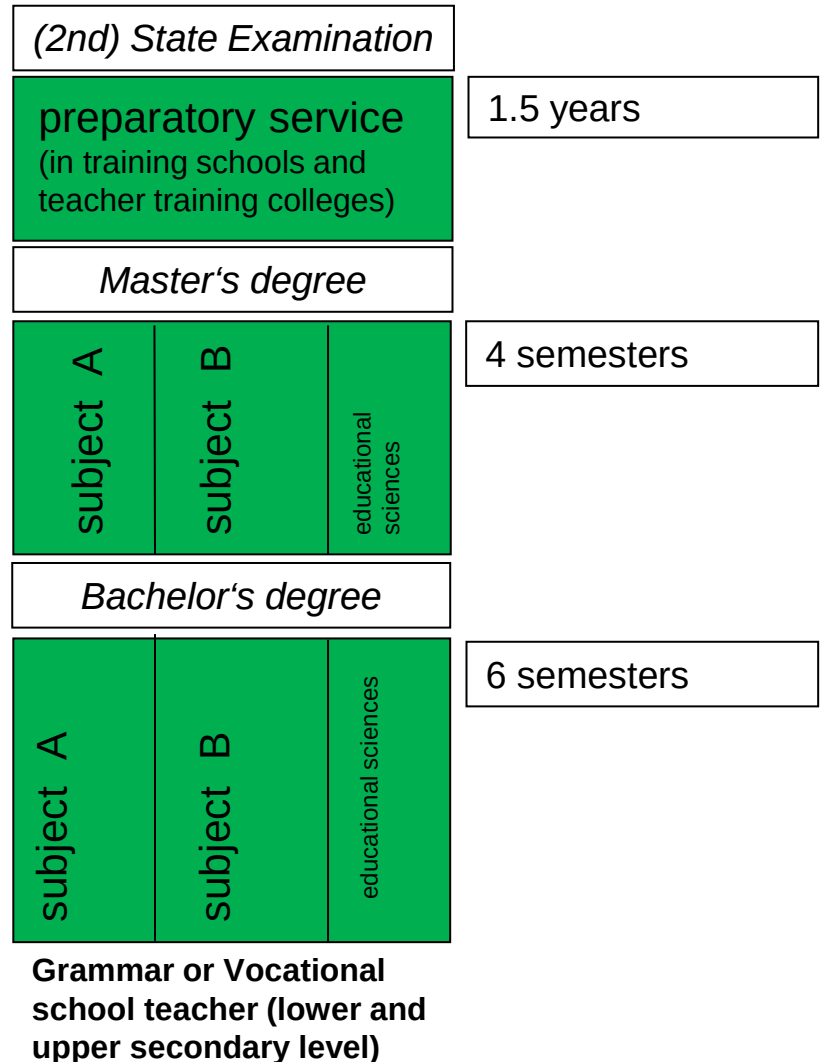
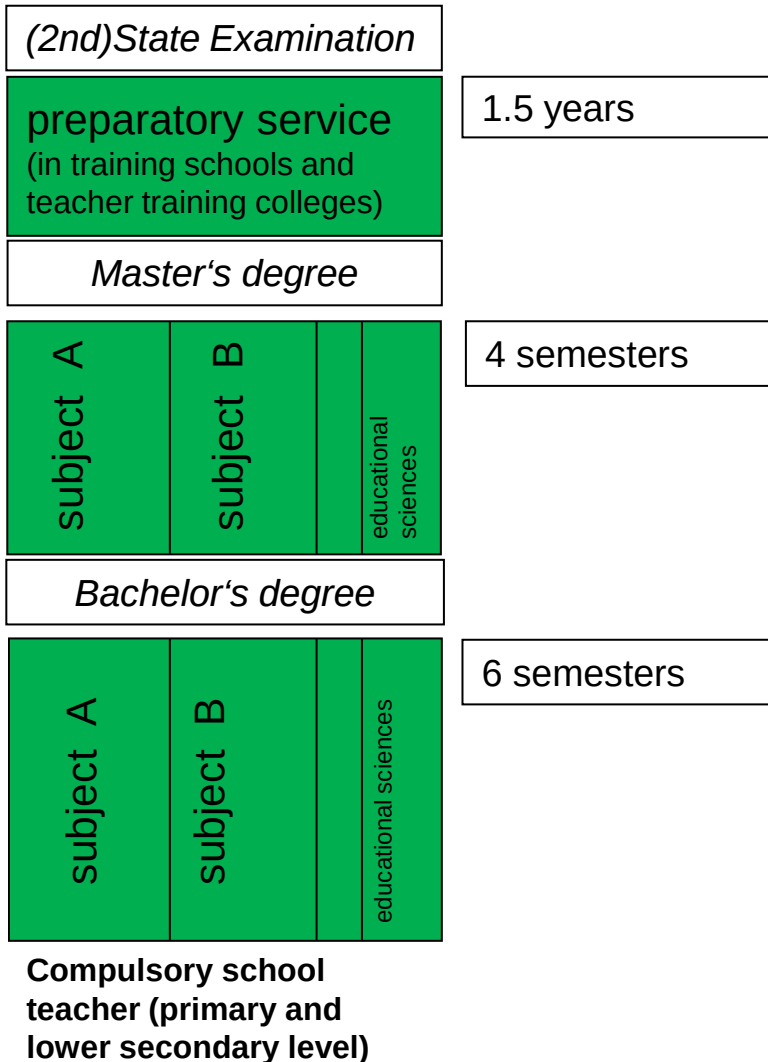
The reform of the teacher training in Germany

- Reform pressure
 - European “Bologna-Process”,
 - public dissatisfaction with the results of the international comparative assessment studies,
 - scientific recommendations (a stronger job orientation in the first phase, better coordination of the courses between the university subjects and between the relevant training institutions, a higher appreciation of the teacher education at the universities, empirical research as part of teacher training (cf. Terhart 2000))
- Implementation of the consecutive structure of Bachelor and Master in the teacher training in pilot projects and in a few *Länder*
- *But:* The elements of the previous teacher training are “not readily compatible with the stepped structure of Bachelor and Master”(Terhart 2008, 768f).
- Missing the aims of the Bologna-Reform
 - the reduction of the length of study,
 - reducing the dropout rates,
 - improving the mobility of the students,
 - the facilitations of the transition to a job (cf. Brandt 2011)

The reform of the teacher training in Germany

- Harmonization of the various teacher training courses by the KMK (decision of *Quedlinburg*, 2005)
 - integrative study of two subject areas and of the educational sciences at the Bachelor level as well as at the Master level
 - practical study in schools as early as during the Bachelor's course of study
 - no extension of existing standard periods (without practical sections)
 - differentiation of the curricula and diplomas by teaching position (KMK 2015: 182)
- **But:** New and remaining problems
 - the intentions of the reform (the multipurpose of the bachelor course, the limitation of the entrance to the master phase, the scientific character of the master course) are abandoned by the integrative study of the future teachers,
 - the intentions of more transparency, flexibility and mobility have failed due to the heterogeneous regulations and curricular specifications of the *Länder* and of the single universities,
 - the gap between the elementary school teachers and the grammar school teachers remains,
 - the problem of the absolute length of the study and preparation remains.

The teacher training of today (North Rhine-Westphalia *LABG* 2009)



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Elements of the curriculum and the institutions of the teacher training

- Studies of two or three subjects in accordance with academic disciplines
 - Studies of didactics relating the studied subjects
 - Educational sciences
 - Practical training in schools
-
- Universities
 - Teacher training colleges (*Lehrerausbildungsseminare*)
 - Schools

Problems of the curriculum of the teacher training

- Fragmentation with regard to the content taught
- Lack of links between the practical training, the studies of education and the disciplinary ones
- Scientific teaching apart from the needs of teachers
- Subordinate role of educational sciences
- Missing cooperation of the institutions of the teacher training
- Rupture between the phases of teacher education
- Heterogeneity - even perhaps arbitrariness - of the curricula at the different universities

(cf. Kotthoff/ Terhart 2013; Wigger 2004)

Reforms of the teacher training

- Strengthening the decision-making power and research skills of the "Centers for Teacher Training" (*Zentren für Lehrerbildung*) and the „Schools of Education“
- Implementation of standards for the curricula
 - KMK 2004: Standards for Teacher Training in the Educational Sciences (*Standards für die Lehrerbildung: Bildungswissenschaften*)
 - KMK 2008: Content requirements for subject-related studies and subject-related didactics in teacher training which apply to all *Länder* (*Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung*)“
 - *Gesellschaft für Fachdidaktik* 2004: Core curriculum for all subjects
 - *DGfE* 2005: Core curriculum for educational studies

(cf. KMK 2015)

Problems of the reforms of the curriculum

- There are enormous quantitative and content differences between and within the universities as well as a large distance between the standardization and the local curricular design of study, but one cannot make any statements with certainty about what kind of education is taught and what kind of education is appropriated.
- It seems to be a general tendency nowadays, that questions „how to do“ are more important than questions „what to do“ or „why is it to do“, questions of methods and of raising the efficiency have apparently replaced questions of content, of reasons and of aims of education (cf. Gruschka 2011).
- The attention to the genuine pedagogical sense and also the necessity of a systematical educational theory seem to have fallen into oblivion. In the process of the last reforms, the time and room for theories and reasoning have been contracted, although these are essential and indispensable for an education of authentic reflective professionals (cf. Wigger 2014, 2015).

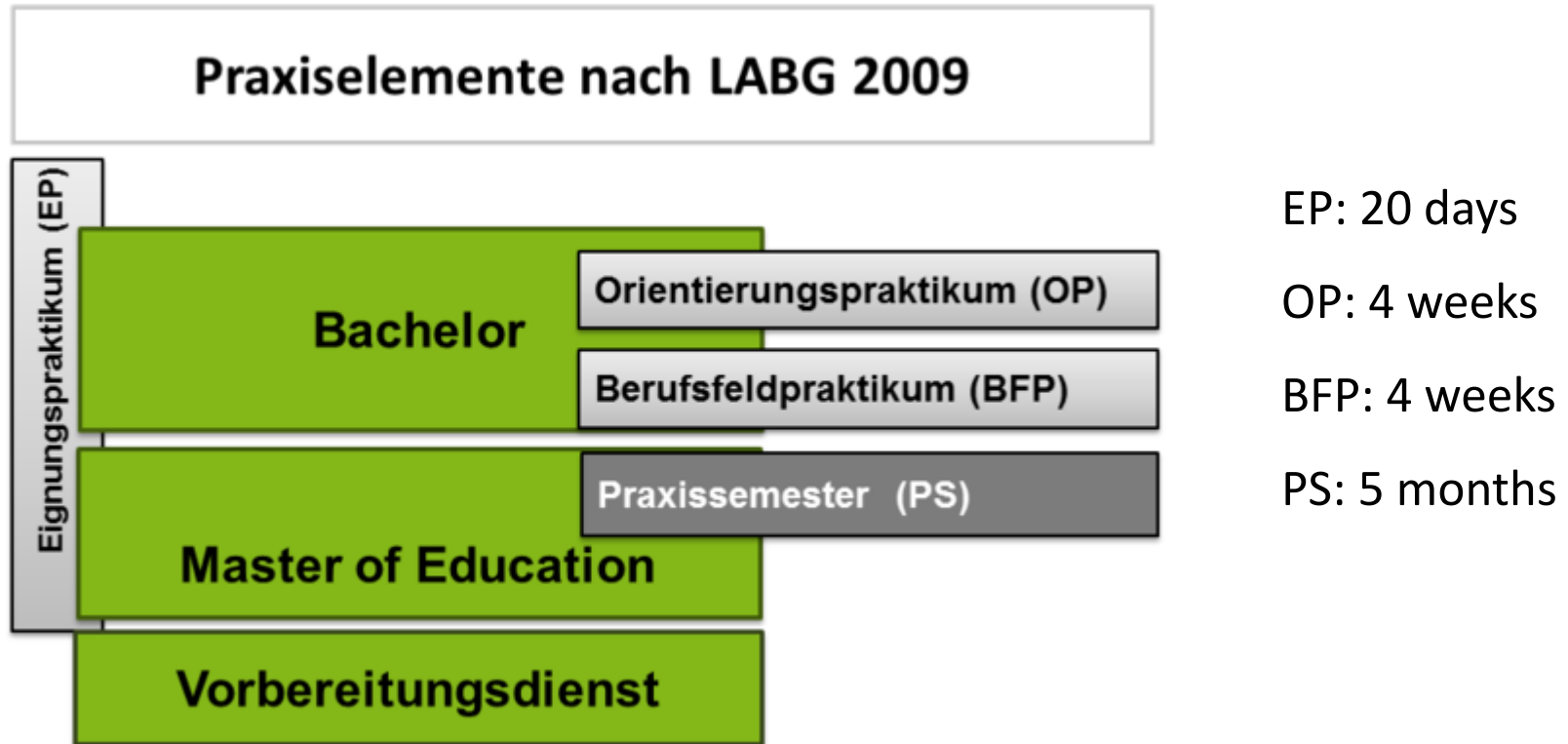
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The relation between theory and practice

- The practical experiences and the practical training are classified as substantial for the professional education.
- The kinds, the times, the durations and the locations of the practical training in the university education of teachers are very different (cf. Wigger/Ruberg 2012).
- There is a general tendency of expansion of the practical training.
- The interlocking of the first and the second phase is an essential purpose of the reform nowadays.
- A semester of practical training ("*Praxissemester*") is introduced into 4 *Länder* (Berlin, Brandenburg, Bremen, Nordrhein-Westfalen). It is integrated in the master course, universities, teacher colleges and schools are together responsible for its organization and management (see the concept of the "*Praxissemester*" at the TU Dortmund University).
- The concept of a practical semester seems to be a promising approach, but there is no scientific accompanying research on the practical training in comparison, and the problems of a common understanding of the objectives of the internship and of the criteria of a high-quality support are actually unresolved (cf. Radhoff/Ruberg 2016).

Elements of the practical training (North Rhine-Westphalia *LABG* 2009)



<http://www.dokoll.tu-dortmund.de/cms/de/praxis/praktika/labg2009/ps/index.html>

A structural model of the practical semester

TU Dortmund University

Strukturmodell Praxissemester														
Mo- dul	Wintersemester 1. Semester Master						Sommersemester 2. Semester Master							
	Okt	Nov	Dez	Jan	Feb	März	April	Mai	Juni	Juli	Aug	Sept		
						Praxissemester (ab 15. Februar)							Leistung	
						Praktischer Teil 13 LP Lernort Schule		in Koope- ration mit	Theoretischer Teil 12 LP Lernort Universität					
	BW	Vorbereitungsseminar 3 LP					ZfsL Seminar BW 1 LP		Begleitseminar 4 LP			wiss. TP-Bericht		
FD x	Vorbereitungsseminar 3 LP					ZfsL Seminar FD x 1 LP			Begleitseminar 4 LP					
FD y	Vorbereitungsseminar 3 LP					ZfsL Seminar FD y 1 LP			Begleitseminar 4 LP					
						Schulische Praxis 10 LP								
						25 LP Praxissemester								

http://www.dokoll.tu-dortmund.de/cms/Medienpool/mp-praxis/Strukturmodelle-Praxissemester-Original-neu-24_03_14.pdf

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The challenge of today: inclusion

- UN “Policy Guidelines on Inclusion in Education” (2009): the full and effective participation and inclusion of people with disabilities
- KMK: Adaptions of the agreements with a view to the requirements of inclusive education (cf. KMK/HRK 2015)
- *But:* The implementation of inclusive education seems to be too hasty, and the school-organizational and structural problems are not solved (cf. Weishaupt 2016).
- Controversies between a “weak” and a “strong” concept of inclusion (inclusion as “de-segregation” = integration of handicapped children in normal classes vs. inclusion as promotion of all children in their individuality and their special needs in every dimension of heterogeneity (cf. Hinz 2013; Hopf/ Kronauer 2016).
- North Rhine-Westphalia: *Gesetz zur Änderung des Lehrerausbildungsgesetzes* (2016): compulsory acquisition of competences of inclusive education and individual support
- TU Dortmund University: examples of the implementation of the agenda “Teacher training for a school of diversity”, and BMBF-project for inclusion oriented teacher training („*Dortmunder Profil für inklusionsorientierte Lehrer/innenbildung*“ 2016-2019)

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Closing remarks

- The structures in teacher education in Germany are diverse and non-transparent, burdened with a lot of problems and therefore for many years in a continuous process of changing.
- We all are observers and parties involved in a complicated and mutating field with many actors, contrasting opinions and interests, and a great responsibility for future generations. The further development cannot be anticipated.
- There are three aspects, I like to emphasize at the end of my presentation:
 - the hope that the improvement of teacher education and schooling is not defeated by the claim to reduce the costs,
 - the necessity of more scientific research on the effects of the reformed teacher training in comparison, and
 - the intensification of the discourses on the main purpose and the best ways of teacher education and schooling with arguments based on scientific and assured knowledge.

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Thank you very much
for your attention!