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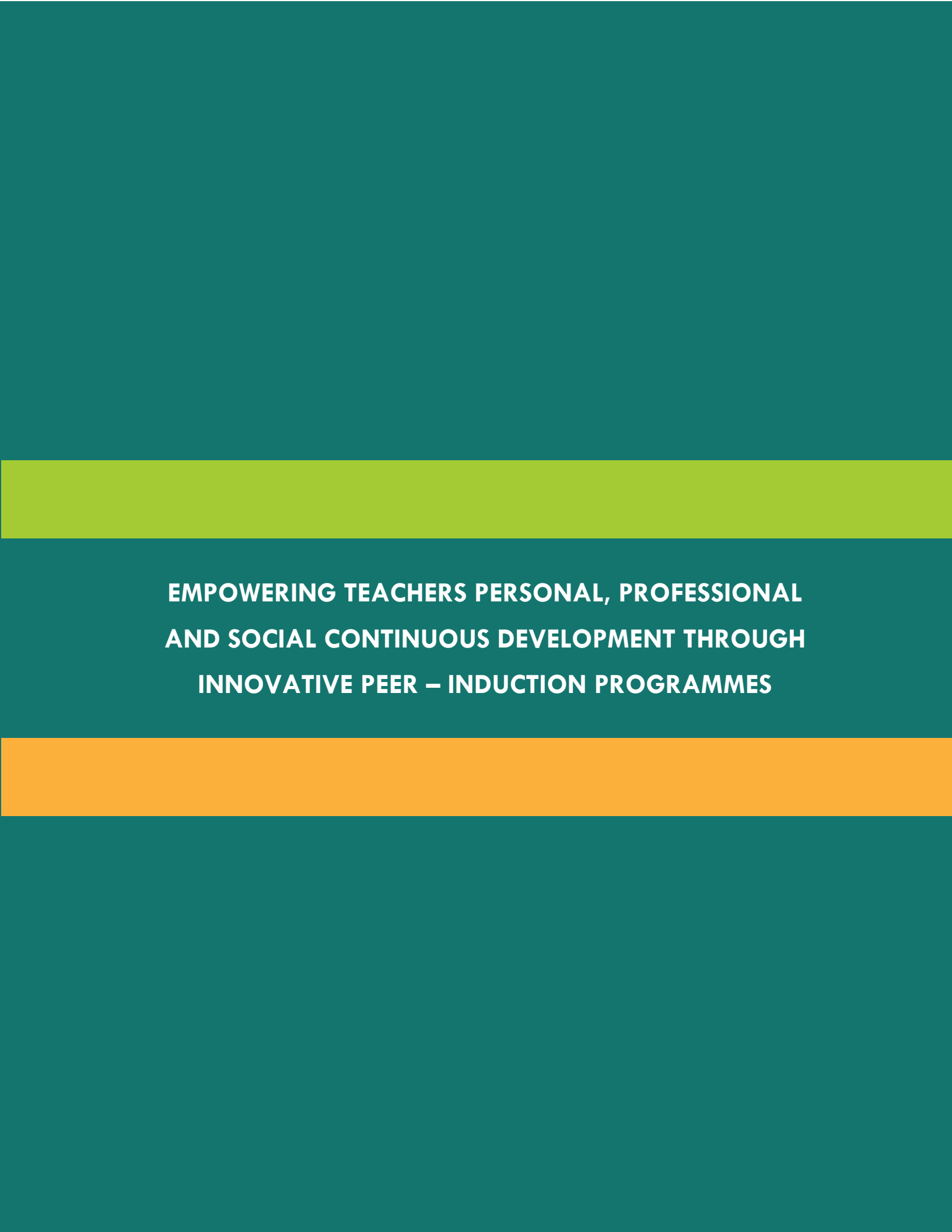


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**EMPOWERING TEACHERS PERSONAL, PROFESSIONAL
AND SOCIAL CONTINUOUS DEVELOPMENT THROUGH
INNOVATIVE PEER – INDUCTION PROGRAMMES**



National report – Germany

Introduction

This document describes the current situations in Germany regarding the teacher's profession. The document is divided into 3 main sections. The first section provides an overview of the national context and the main actors together with the teachers' initial training, continuous professional development and various induction programs, formal and non-formal. The second section focuses on the teacher needs and motivations regarding their career development. This section includes information about teacher job perception and satisfaction, training and induction programmes and mentoring. The third section describes the main features of formal induction and mentoring programmes. Finally there is an annex where all the information about the survey and the interviews are provided.

Two main research were involved from the FAU-ILI Dr Aristidis Protopsaltis and Ms Antonia Schorer.

In order to reach the different target groups of the survey, experienced teachers (with more than 20 years of experience and over 45 years old), teachers at the beginning of their career (with up to 5 years of experience and not older than 35 years) and head teachers, and to encourage their participation, different approaches were followed.

To facilitate participation on a nationwide basis, the surveys were implemented and distributed online. Emails were sent to the teachers affiliated with the institute through the various projects over the years. The survey was also disseminated via the Institute's social media channels (Facebook and twitter). Participation was also promoted on Twitter under the hashtag #Twitterleherzimmer, a well-known and widely used hashtag among online-connected teachers. Furthermore, a total of 93 school headmasters in Germany were contacted by email and 30 school authorities. Finally, the survey was briefly published on a forum for teachers (<https://www.lehrerforen.de>) with a total of over 25,000 members. However, we had to delete the post in the forum because of the Ministry of Bavarian Education (Kultusministerium).

Head teachers and school authorities were informed about the LOOP project and asked to act as multipliers by forwarding the surveys to the schools in their school association and to request participation. The beginning and experienced teachers, however, were also addressed directly via social media channels (e.g. Twitter) and online networking platforms for teachers (e.g. forums).

It has proved challenging that the target group of teachers is difficult to reach and convince to participate. These groups are often confronted with a large number of surveys and the benefits of participation may be difficult to convey at first glance. In this context and due to the high level of interest in the questionnaires and the associated high number of questions and time required to complete them, a high drop-out rate was observed.



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All the interviews but one were conducted face to face outside the school settings. The other interview was conducted online via Skype.



Executive Summary Germany

Teacher Training in Germany

Teacher training in Germany comprises several training phases for all teaching posts: studies, preparatory service and in-service training for teachers in the school service.

The Standing Conference of the Ministers of Education and Cultural Affairs (KMK) has defined key points for the mutual recognition of qualifications in teacher training courses. Applicants who have completed a teaching degree in accordance with the requirements of the KMK receive - regardless of the federal state in which the degree was obtained - equal access to the preparatory service for the type of teaching profession corresponding to their degree. Nevertheless, due to the different types of schools and teacher training courses in the federal states, it can be an advantage if the study and preparatory service are completed in the federal state in which a later position in the school service is sought. This should be taken into account when choosing a university.

Entry requirements

In principle, the general higher education entrance qualification or an entrance qualification recognized as equivalent is required. For certain subject combinations and courses, the subject-specific university entrance qualification is sufficient. There is also an aptitude test for the subjects of art, music and sport, as well as some of the newer foreign languages.

For the teaching post at vocational schools, evidence of a relevant subject-specific activity of at least one year up to commencement of the preparatory service must be provided. Completion of relevant vocational training is proof of specialist activity.

You can obtain more detailed information from the respective universities.

Personal requirements

The most important prerequisites for this job are: You should be able to explain well, enjoy dealing with young people, be resilient and have assertiveness.

Many universities offer support with aptitude assessment before and during your studies.

Lateral entry into the preparatory service

Depending on the need for recruitment, graduates of certain, mostly technical and scientific degree programs can be granted access to the preparatory service for a teaching post - especially at vocational schools. The responsible ministries of the federal states can provide information on this.

School types



The structure of the teaching posts corresponds mostly to the structure of the school system according to school type / school type in the individual countries (e.g. elementary and secondary schools, middle or secondary schools, grammar schools, vocational schools and special schools).

Primary schools (primary level)

The course takes place at universities or universities of teacher education (Baden-Württemberg only).

Realschulen, Hauptschulen, Mittelschulen (lower secondary level)

The course takes place at universities or colleges of education (only Baden-Württemberg), for musical and artistic subjects also at art and music colleges. In some cases, the training takes place across all school types or school levels (e.g. for the teaching post at elementary, secondary and secondary schools and the corresponding grades of comprehensive schools.)

Gymnasiums (upper secondary level)

The study takes place at universities, for the artistic subjects also at universities for music or fine arts. In most federal states, teacher training is based on the type of school and provides training for all year classes.

Vocational / vocational schools, vocational colleges

In the vocational school system, there is a variety of school types, some of which have different names in the federal states: vocational school, vocational school, vocational school, technical school, technical academy, technical college, vocational college, college, technical grammar school and vocational high school; these in turn are divided into a large number of courses within the various professional fields. The course takes place at universities or colleges of education (Baden-Württemberg only), sometimes in cooperation with universities of applied sciences.

The task of the teachers at these schools is to provide in-depth and extended general education in connection with the future profession as well as the knowledge and skills that are required for these professions. While the latter is predominantly the task of the teachers for specialist practice and the specialist teachers who belong to the higher service, there is access to a nine- to ten-semester course for a teaching position at vocational schools, a one-year practical in-company training for the first-mentioned activity and - depending on the federal state - a 12 to 24 month preparatory service.

Special schools, special education

As a rule, this is an undergraduate course of at least eight semesters, which is offered in most federal states. The course is offered at universities or universities of teacher education (Baden-Württemberg only). In addition, in some countries an additional or postgraduate course is possible after the training for a general teaching post.

At special schools, children and young people with special needs are taught intellectual development, hearing, seeing, learning and language or those who are impaired in their mental, physical and motor or social and emotional development. The educational and psychological demands on teachers in these schools are very high.



In most countries, children with disabilities can be educated in general schools - with special needs support. Prospective special education teachers should therefore be prepared to support children with disabilities later in general education schools in cooperation with the teachers who teach there and to advise teachers in these schools.

Subject teacher

In addition to the standard teacher training through university studies and preparatory work, there are special training courses for specialist teachers without university studies. Currently only Baden-Württemberg, Bavaria, Hesse and North Rhine-Westphalia offer such trainings.

Career prospects for teachers - an overview

Teachers are needed in many federal states - that is the result of almost all forecasts of teacher needs in the coming years. But despite the forecasts, the following applies: There is no automatic or blanket job guarantee for high school graduates who are now starting their teaching degree and who will apply for employment in five to eight years. This is mainly due to the fact that the need for teachers depends on the federal state, the type of school and the combination of subjects.

Training of teachers at all types of schools is regulated by Land legislation. The relevant statutory provisions include laws (R110–119) and regulations for teacher training, Studienordnungen (study regulations) for teacher training courses, Prüfungsordnungen (examination regulations) for the Erste Staatsprüfung (First State Examination) or for Bachelor's and Master's examinations, Ausbildungsordnungen (training regulations) for the Vorbereitungsdienst (preparatory service) and examination regulations for the (Second) State Examination. Responsibility for teacher training rests with the Ministries of Education and Cultural Affairs and Ministries of Science of the federal states which regulate training through study regulations or training regulations and examination regulations or corresponding statutory provisions. The First and the Second State Examination are conducted by the state examination authorities or boards of the federal states. In Bachelor's and Master's study courses which provide the qualifications required for admission to the preparatory service, the state responsibility for content requirements in teacher training is ensured through the involvement of a representative of the highest Land education authority for the school system in the accreditation procedure; any accreditation of individual study courses requires the approval of this representative.

Teacher training is basically divided into two stages, a course of higher education including periods of practical training and practical training in a school setting. Teacher training courses are offered at universities, Technische Hochschulen / Technische Universitäten, Pädagogische Hochschulen (colleges of education) and colleges of art and music. Practical teacher training in the form of a Vorbereitungsdienst (preparatory service) takes place in teacher training institutes (Studienseminare) or comparable institutions and training schools.

The share of practical training in schools in higher education courses has been substantially increased in recent years. For study courses at universities, in all federal states institutions (e.g. centres for teacher training) have been established in order to coordinate teacher training between the faculties and guarantee an adequate relationship to teaching practice.



The conclusion of a degree course at an institution of higher education, enabling access to preparatory service, is the first state examination or a Master of Education. In the majority of federal states in the meantime the consecutive structure of study with Bachelor and Master's degrees (BA/MA) has also been introduced in teacher training. Study courses which provide for Bachelor and Master's structures in teacher training are accepted in all federal states and their degrees are recognised if they meet the following requirements:

- ▶ integrative study at universities or equivalent higher education institutions of at least two subject areas and of the educational sciences at the Bachelor level as well as at the Master level (the federal states are at liberty to specify exceptions in the subject areas art and music as well as in the vocational subject areas) in adherence to the common content requirements
- ▶ 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

Master's courses of study conveying the educational prerequisites for a teaching position have a specific teaching-related profile that is established in the course of the accreditation procedure in accordance with the specifications of the Accreditation Council (Akkreditierungsrat) and is to be displayed in the Diploma Supplement. The degree designations for Bachelor's and Master's study courses conveying the educational requirements for teaching positions are:

- ▶ Bachelor of Education (B.Ed.)
- ▶ Master of Education (M.Ed.)

The accreditation procedure particularly involves monitoring the compliance with subject-specific requirements in teacher training valid for all federal states as well as with federal states federal states -specific specifications concerning the content and structure. The subjectspecific requirements valid for all federal states embrace the "Standards for teacher training: Educational sciences ('Standards für die Lehrerbildung: Bildungswissenschaften') and the "Content requirements for subject-related studies and subject-related didactics in teacher training which apply to all federal states" ('Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung').

The decision as to whether teacher training study programmes are concluded with the state examination or follow the graduated structure of higher education studies lies with the federal states. In federal states which have a consecutive study structure for teacher training, the Master's degree replaces the First State Examination as a rule. The (Second) State Examination must, however, be taken after the preparatory service. Regardless of how the study is organised, the study courses have been modularised and provided with a credit point system.

Entry to the profession

Following successful completion of their Vorbereitungsdienst (preparatory service) newly-qualified teachers can apply for permanent employment at public-sector schools. Depending on the Land, the application should be sent to the Ministry of Education and Cultural Affairs or to the school supervisory authority responsible. A decision on recruitment is taken centrally on the basis of job vacancies and according to the criteria of aptitude, qualifications and record of achievement. In some federal states, some of the positions are also advertised with the profile of a



particular school in mind and the respective school takes part in selecting the applicants. In such cases, the applications are sometimes to be sent directly to the respective school, however, the appointment is not made by the school itself but by the Ministry of Education and Cultural Affairs or by the school authority that reports to it. Successful applicants are usually appointed as civil servants on probation. During the probationary period, which for teachers, as a rule, has a duration of 2.5 years (higher service) or three years (senior service), and which under certain circumstances may be reduced or extended (up to five years at the most), a teacher's aptitude and performance are monitored with regard to his future appointment as a permanent civil servant. Salaried teachers have a six-month probationary period. In two federal states (Berlin and Sachsen) teachers are only recruited as salaried employees.

All graduates of preparatory service in a teaching career meeting the requirements of the Standing Conference's agreements is to be given equal professional access to the type of teaching career corresponding to their degree.

Induction

The organisation of the induction period for newly qualified teachers has been a central topic of the Gemischte Kommission Lehrerbildung of the Standing Conference of the Ministers of Education and Cultural Affairs. According to the recommendations the expert commission made in 1999, the provisions for the deployment of young teaching staff are to aim at a gradual development of professional competence. Furthermore, a system of support for the induction period for newly qualified teachers is to be established, including measures of in-service training particularly adjusted to the needs of newly qualified teachers. In the majority of federal states, concepts are currently being developed or have been put into practice for the organisation of the induction period. In the case of didactical and methodical problems, especially newly qualified teachers have the option to ask training staff from teacher training institutes or institutions for in-service teacher training for advice.

Formal and non-formal mentoring programmes and practices for teachers' peer-support

Training is usually provided in courses taken alongside full-time employment with a total duration of 115 hours. Participation in these courses as a means of preparing for the instructor aptitude examination is not, however, compulsory. Professional and pedagogical skills include the ability to plan, implement and control vocational training unaided in the following fields of action:

- ▶ Assess vocational training requirements and plan training
- ▶ Prepare training and participate in trainee recruitment
- ▶ Conduct training and
- ▶ Conclude training

How the national framework can evolve to integrate formal teachers' induction programmes and mentoring programmes.

In primary and secondary, education school supervisory authorities exercise Fachaufsicht (academic supervision), Rechtsaufsicht (legal supervision) and Dienstaufsicht (staff supervision) within the school system. Special educational support and academic evaluation is provided in school pilot projects carried out by the school supervisory authorities and the institutes for school development (Landesinstitute für Schulentwicklung) of the



federal states. Accompanying research examines the effectiveness of the reform measures and the framework that should be created if they are to be successfully implemented.

The introduction of new curricula is often preceded by a test phase. In some federal states, for example, teachers are surveyed in order to establish whether the new guidelines have proved successful or require amendment. By providing advice and assistance and recommending changes in schools and by reporting to higher-ranking education authorities, the school supervisory authorities and institutes for school development are to make a contribution to the evaluation and further development of the school system. In almost all federal states, schools are evaluated by external quality or evaluation agencies and inspection procedures. In the federal states where there are legal provisions for external evaluation, as a rule, responsibility lies with the school supervisory authorities.

In several federal states, responsibility lies with the institutes for school development. The vocational education and training committees and the Land committees shall, within the framework of their duties, work towards a continuous improvement of the quality of vocational education and training.

In June 2004 the Standing Conference of the Ministers of Education and Cultural Affairs of the federal states set up the Institute for Educational Quality Improvement (Institut zur Qualitätsentwicklung im Bildungswesen – IQB) at the Humboldt University in Berlin. Since then, the IQB has been entrusted with the supervision of the operationalisation of the educational standards, the coordination of the development of corresponding standard-oriented tasks and the review of their achievement. The so called IQB Educational Trends study (formerly: IQB federal states Comparison Study) check the extent to which the competence requirements set out in the educational standards have been achieved on primary level and lower secondary level in the individual federal states before completion of the relevant educational stage. This makes a key 235 contribution to the implementation of the Standing Conference’s comprehensive strategy for educational monitoring. More detailed information on the educational standards and the comprehensive strategy of the Standing Conference for educational monitoring can be found in the description of measures for quality assurance in the school sector below.

As part of the joint task “assessment of the performance of the German educational system in international comparison” in October 2010 the Standing Conference and the BMBF set up the Center for International Large Scale Assessment (Zentrum für Internationale Vergleichsstudien – ZIB). A network formed by the Technical University of Munich (TUM), the German Institute for International Educational Research (Deutsches Institut für Internationale Pädagogische Forschung – DIPF), and the Leibniz Institute for Science and Mathematics Education (Leibniz-Institut für die Pädagogik der Naturwissenschaften und Mathematik – IPN), the ZIB is responsible for implementing PISA studies in Germany, including drafting national reports. Other tasks of the ZIB are ensuring and coordinating continuous participation in international academic committees on educational comparative studies, research and the promotion of up-and-coming academics in the field of empirical educational research and the preparation of syntheses that bring together research work and process these for education administration and practice. In addition, the data records from national and international school performance studies are archived and documented as well as provided for re- and secondary analysis in the Research Data Centre (Forschungsdatenzentrum – FDZ) at the IBQ.



In general, it is to contribute to securing the educational monitoring in an international comparison which is jointly funded by the Federation and the federal states, and to increasing the extent and presence of German educational research in the context of international educational comparative studies. In addition, research results are to be made available within the scope of the task spectrum.

Teacher needs and motivations of their career

A total of 41 people started the survey in Germany, whereby only 30 people actually provided information with only 15 of them completing the questionnaires. There were 9 school leaders who took part in the survey of which 3 answered the questionnaire completely. Among the experienced teachers, 15 took part in the questionnaire and 7 of them answered all the questions. Among the teachers initiating their careers, 6 persons took part and 5 of them finished the survey completely.

In all three survey groups, the female gender was overrepresented (head teachers 67%, experienced teachers 60%, trainee teachers 100%).

Among the school leaders, the age range was nearly half with 44% between 46 and 55 years (22% between 36 and 45 years and 33% between 56 and 65 years). This age group was also more strongly represented among experienced teachers, with 73%, and only 13% each were younger or older. Among early career teachers, all survey participants were in the age range of 26 to 35 years.

The majority (89%) of school leaders reported that they have over 20 years of teaching experience as a teacher, and 67% have between 6 and 19 years of experience as a school leader.

Among experienced teachers, just over half also had more than 20 years of professional experience (7% had 1 to 5 years, 40% 6 to 19 years). All teachers initiating their careers had between 1 and 6 years of teaching experience.

The experienced teachers comprised 27% from the primary education sector, 33% from the secondary school level and 34% from the higher secondary school level.

Perception, Satisfaction & Motivation

Teachers at the beginning of their careers and experienced teachers were asked for their perceptions of the opportunities that the teaching profession offers. In order to assess the perceptions, satisfaction and motivation of beginning and experienced teachers, the following areas were collected in the questionnaires: Empowerment to do the job, motivation about the job, commitment to the job, integration and support by peers, happiness with the career, opportunity to diversify the teaching career options, and mentor opportunities for teachers initiating their careers.

The majority of the teachers surveyed feel able to do their job in principle. Among experienced teachers, the total agreement was 100 % and also beginning teachers also tended to rate this area positively although 20% of them also disagreed. A contrasting picture emerged in the evaluation of motivation. Here the trainee teachers agreed, while among the experienced teachers the area of existing motivation was also contradicted by 8% and 15% neither agreed nor disagreed. In terms of commitment to their own work, a large proportion of experienced teachers agreed, only a small proportion of 8% neither agreed nor disagreed. Among trainee teachers, 80%



affirmed their commitment to their work, while 20% indicated no positive or negative direction. Most of the experienced teachers interviewed feel integrated in their daily work and supported by their colleagues, even when they have to make difficult decisions, but there are also a few who disagree with this statement. Among early career teachers, 60% also rated this area positively, but 20% did not know and another 20% neither agreed nor disagreed. When asked how they view the future and whether they are happy with their overall career and work as a teacher, a large proportion of experienced respondents agreed, although this statement was also disagreed with by a proportion of respondents (23% disagree). For teachers who are currently at the beginning of their careers, the picture was not consistent, as each category of totally disagree to totally agree was rated at 20% each. The majority of experienced teachers respondents would like to have the opportunity to diversify their career by taking on roles other than teaching, with only a small proportion of 8% totally disagree. Among early career teachers, 80% also rated this area positively, but 20% neither agreed nor disagreed. Among experienced teachers, a large proportion would like to have the opportunity to become a mentor for teachers starting their careers at a later stage. However, there is also a group of experienced teachers who cannot imagine this (8% each disagree and totally disagree). Among the new teachers, 80% also rated this area positively, but 20% neither agreed nor disagreed.

Overall, the surveyed areas are evaluated positively by the new and experienced teachers, although there are some differences between the surveyed groups.

Initial Teacher Training

School leaders, beginning teachers and experienced teachers were asked to assess their initial teacher training and how much it has prepared them well for their work in the following areas: Didactical-pedagogical level (e.g. class management, differentiation of learning styles, etc), in-depth the content of the school subject(s), bureaucratic / administrative level (e.g. class management administrative procedures, legislation and legal aspects related to the teaching profession, etc), emotional level (e.g. self-esteem, self-confidence, etc.) and the social/cultural level (e.g. relationship with colleagues, rules of conduct, etc.).

- On the didactic-pedagogical level, a large proportion of the interviewed head teachers and experienced teachers felt that they had not been adequately prepared in their initial training. Among the trainee teachers, the picture was mixed: a large proportion felt insufficiently qualified, while the same proportion felt well prepared.
- With regard to the in-depth content of the school subject(s), the majority of the interviewed school leaders considered themselves to be well trained. Among experienced teachers, this section was assessed more negatively, as half felt well prepared, but 30% disagreed. The evaluation of the beginning teachers was generally better. Most of the participants thought they were sufficiently qualified.
- The bureaucratic/administrative level was rated as not enough covered by the school leaders, however a majority neither agreed nor disagreed. The experienced teachers also rated the addressing in training as inadequate and this trend can also be seen among the trainee teachers.
- A large proportion of the school leaders also rated the area as not sufficiently addressed in relation to the emotional level, however 17% of respondents felt that they were properly informed in their initial training.



A similar distribution was found among the experienced teachers. This rather negative assessment can also be seen among the trainee teachers, however, in this group neither agree nor disagree was most strongly represented with 80 %.

- With regard to addressing social/cultural levels in initial training, school leaders also rated this area as not adequately addressed (17% totally disagree, 50% disagree), however 17% of respondents felt sufficiently informed and a further 17% neither agreed nor disagreed. In the case of experienced teachers, participants also felt underprepared. Only a small proportion of 10% totally agreed that there was enough preparation on this topic. This rather negative assessment can also be seen among the beginning teachers, although in this group neither agree nor disagree was strongly represented with 40%. However, 20% of the respondents in the group of future teachers felt well prepared in the social and cultural areas.



Section 1 National context in Germany

Section 1.1 The teachers' career in Germany: an overview.

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In addition to the standard teacher training through university studies and preparatory work, there are special training courses for specialist teachers without university studies. Currently only Baden-Württemberg, Bavaria, Hesse and North Rhine-Westphalia offer such trainings.

Career prospects for teachers - an overview

Teachers are needed in many federal states - that is the result of almost all forecasts of teacher needs in the coming years. But despite the forecasts, the following applies: There is no automatic or blanket job guarantee for high school graduates who are now starting their teaching degree and who will apply for employment in five to eight years. This is mainly due to the fact that the need for teachers depends on the federal state, the type of school and the combination of subjects.

Section 1.2 Main actors

Organisation of the Education System and of Its Structure

The education system in the Federal Republic of Germany is divided into:

- ▶ early childhood education
- ▶ primary education
- ▶ secondary education
- ▶ tertiary education
- ▶ continuing education

Early childhood education and care

Early childhood education and care is provided by institutions catering for children until the age of six at which they usually start school. Children of school age who have not yet attained a sufficient level of development to attend a school have a further option in some federal states, namely Schulkindergärten, Vorklassen and Grundschulförderklassen. These institutions are either assigned to the early childhood or the primary sector according to the particular Land. Attendance is usually voluntary, although in most of the federal states in question the authorities are entitled to make it compulsory.

Compulsory education

As a rule, general compulsory schooling begins for all children in the Federal Republic of Germany in the year in which they reach the age of six and involves nine years of full-time schooling (ten years in Berlin, Brandenburg, Bremen and Thüringen; in Nordrhein-Westfalen, the duration of full-time compulsory education is nine years for the Gymnasium, and ten years for other general education schools). Those 25 young people who do not attend a



full-time general education school or vocational school at upper secondary level once they have completed their period of compulsory general schooling must still attend part-time schooling (compulsory Berufsschule attendance – Berufsschulpflicht). This usually lasts three years, according to the duration of training in an anerkannter Ausbildungsberuf (recognised occupation requiring formal training). For pupils who do not attend a general education school at upper secondary level or enter training, some federal states have regulations under which pupils are required to remain in full-time education and attend some sort of vocational school.

Children and young people with disabilities are also required to attend school and complete their compulsory education. On the basis of their sonderpädagogischer Förderbedarf (special educational needs), they are either taught in mainstream schools together with non-handicapped pupils, or in sonderpädagogische Bildungseinrichtungen (special schools). In recent years, based on a changed understanding of disability and the principles of participation and accessibility, the responsibility of general schools for all children and young people with and without disabilities has been emphasised.

Compulsory schooling involves regular attendance of lessons and other compulsory school events. Both pupils and parents are responsible for seeing that this obligation is met and training companies are also responsible for ensuring that their trainees fulfil their obligation to attend vocational school. The school head checks on attendance records and can, if necessary, enforce attendance through various measures against the pupil, parents or the training company.

For children of school age, the child and youth welfare sector offers before-school and after-school care options, as well as full-day school offers.

Primary education

As a rule, in the year in which children reach the age of six, they are obliged to attend primary school. All pupils in Germany enter the Grundschule which covers grades 1 to 4. In Berlin and Brandenburg, the Grundschule covers grades 1 to 6. For pupils with sonderpädagogischer Förderbedarf (special educational needs), additionally a range of sonderpädagogische Bildungseinrichtungen (special schools) exists (e.g. Förderschulen, Förderzentren, Schulen mit sonderpädagogischem Förderschwerpunkt, Sonderpädagogische Bildungs- und Beratungszentren).

Transition from primary to secondary education

The transition from the Grundschule (primary school) to one of the different lower secondary school types where pupils remain at least until the completion of their full-time compulsory education is dealt with differently depending on Land legislation. The vote of the school which the pupil is leaving is taken as a basis for the decision or as guidance in the decision regarding the pupil's future school career. This is accompanied by detailed consultations with parents. The final decision is taken either by the parents or the school or school supervisory authority. For certain school types, it is dependent on pupils demonstrating a certain level of ability and/or on the capacity available in the desired school.

Secondary education

Following the primary school stage at which all children attend mixed-ability classes (grades 1 to 4, in Berlin and Brandenburg grades 1 to 6) the structure of the secondary school system (grades 5/7 to 12/13) in the federal



states is characterised by division into three educational paths with their respective leaving certificates and qualifications for which different school types are responsible, either as school types offering one course of education or as school types offering more than one course of education. At school types offering one course of education all teaching is channelled to a specific qualification. These have traditionally been the Hauptschule, Realschule and Gymnasium. Schularten mit mehreren Bildungsgängen (schools offering more than one type of course of education) bring two or three courses of education under one umbrella. In most of the federal states they have meanwhile led to the abolition of the Hauptschule and Realschule. For pupils with sonderpädagogischer Förderbedarf (special educational needs), additionally various types of sonderpädagogische Bildungseinrichtungen (special schools), have been set up within the organisational framework of general and vocational education (e.g. Förderschulen, Förderzentren, Schulen mit sonderpädagogischem Förderschwerpunkt, Sonderpädagogische Bildungs- und Beratungszentren).

Once pupils have completed compulsory schooling – generally when they reach the age of 15 – they move into upper secondary education. The type of school entered depends on the qualifications and entitlements obtained at the end of lower secondary education. The range of courses on offer includes full-time general education and vocational schools, as well as vocational education and training within the duales System (dual system). The majority of the federal states offer the following general education and vocational schools, with some forms specific to individual federal states: General education schools:

- ▶ Gymnasium
- ▶ Schularten mit drei Bildungsgängen and gymnasiale Oberstufe

Vocational schools:

- ▶ Berufsschule
- ▶ Berufsfachschule
- ▶ Fachoberschule
- ▶ Berufsoberschule
- ▶ Berufliches Gymnasium

Tertiary education

The tertiary sector encompasses institutions of higher education and other establishments that offer study courses qualifying for entry into a profession to students who have completed the upper secondary level and obtained a higher education entrance qualification. The Federal Republic of Germany has the following types of higher education institutions:

- ▶ Universitäten, Technische Hochschulen/Technische Universitäten, Pädagogische Hochschulen, Theologische Hochschulen
- ▶ Kunsthochschulen and Musikhochschulen (colleges of art and music)
- ▶ Fachhochschulen



Additionally there are a number of special higher education institutions which only admit certain groups, e.g. higher education institutions of the Federal Armed Forces and Verwaltungsfachhochschulen, and are not considered below.

Continuing education

Continuing education and further learning are becoming increasingly important with the present demographic development. In terms of lifelong learning, institutionalised continuing vocational training addresses the further development of individual qualifications as well as individual reorientation relative to the qualification. The development, recognition and certification of competences will become more and more important in future, as will new, non-formal learning. Continuing education encompasses the general, vocational, academic and socio-political domains in equal measure. Their interactions are on the increase, particularly in view of the development and transfer of competences in the sense of lifelong further learning. In response to the vast range of demands made on continuing education, a differentiated structure has been developed. Continuing education is offered by municipal institutions, in particular Volkshochschulen, as well as by private institutions, church institutions, the trade unions, the various chambers of industry and commerce, political parties and associations, companies and public authorities, family education centres, academies, Fachschulen, institutions of higher education and distance learning institutions. Radio and television companies also provide continuing education programmes.

Educational legislation and administration of the education system are primarily the responsibility of the federal states. This particularly applies to the 41 school system, higher education and the adult education/continuing education sector.

Where the Federation has responsibility for education, science and research, within the Federal Government this responsibility lies primarily with the FEDERAL MINISTRY OF EDUCATION AND RESEARCH (Bundesministerium für Bildung und Forschung – BMBF). The FEDERAL MINISTRY FOR FAMILY AFFAIRS, SENIOR CITIZENS, WOMEN AND YOUTH (Bundesministerium für Familie, Senioren, Frauen und Jugend – BMFSFJ) is responsible for early childhood education and care in day-care centres and in child-minding services.

Consultations between Federation and federal states take place in the Bundesrat, the Joint Science Conference (Gemeinsame Wissenschaftskonferenz – GWK), the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz – KMK) and the Science Council (Wissenschaftsrat). The Federal Ministry of Education and Research is organised in one Central Directorate-General and seven further Directorates-General:

- ▶ Directorate-General 1: Policy Issues; Strategy; Digital Transformation
- ▶ Directorate-General 2: European and International Cooperation in Education and Research
- ▶ Directorate-General 3: Vocational Training; Lifelong Learning
- ▶ Directorate-General 4: Science System
- ▶ Directorate-General 5: Key Technologies – Research for Innovation 40
- ▶ Directorate-General 6: Life Sciences – Research for Health
- ▶ Directorate-General 7: Provision for the Future – Basic and Sustainability Research



The Ministries of Education, Cultural Affairs and the Ministries of Science in the federal states (which have different titles in the various federal states) in their capacity as highest authorities of a Land are responsible for education, science and culture. Their scope of responsibilities generally includes schools, higher education, research, libraries, archives, adult education, arts and culture in general, relations between the state and religious or ideological communities, (known as Kultusangelegenheiten), the preservation of monuments and sites and, in some federal states, also sport as well as child and youth welfare.

Continuing education is offered by municipal institutions, in particular Volkshochschulen, as well as by private institutions, church institutions, the trade unions, the various chambers of industry and commerce, political parties and associations, companies and public authorities, family education centres, academies, Fachschulen, institutions of higher education and distance learning institutions. Radio and television companies also provide continuing education programmes.

Pre-school institutions

Overall responsibility for pre-school establishments at local level lies with the youth welfare offices, the responsibility for the organisation of specific educational work in day-care centres for children (Kindertageseinrichtungen) lies with the maintaining bodies.

School administration

Public-sector schools are, for the most part, state/local authority schools maintained jointly by the Land and the Kommunen (local authorities) or administrative districts. The cost of the teaching staff is borne by the Land and other staff or material costs are borne by the local authority. The local authorities or administrative districts, which are responsible for the establishment and maintenance of schools and supply them with financing, are described as Schulträger, or school maintaining bodies.

In-company vocational training institutions

At the local level, the self-administrative organisations of the economy (chambers of industry and commerce, chambers of handicraft, chambers of agriculture, chambers representing the liberal professions) are responsible for consulting and supervising in-company vocational training and for intermediate and final examinations in accordance with legislation.

The basic entry requirement for teacher training courses is the Hochschulreife (higher education entrance qualification), which is acquired after attending school for 12 or 13 years and passing the Abitur examination. The higher education entrance qualification can also be attained in other ways in specific cases, e.g. by adults who successfully complete a course of evening classes, or, in certain cases, following the successful completion of a non-university course of training in the tertiary sector. A pass in the Erste Staatsprüfung (First State Examination) or a similar higher education examination or, depending on the type of teaching career, a Master's degree examination, is the requirement for admission to the Vorbereitungsdienst (preparatory service). It even constitutes entitlement to admission. The Erste Staatsprüfung (First State Examination) forms the leaving qualification of a higher education course of study and, like the Master of Education, on principle provides entitlement to doctoral studies. Details are regulated by the universities in their doctoral regulations (Promotionsordnungen).



Curriculum, level of specialisation, learning outcomes

The various careers for which teachers are trained correspond to the levels and types of school in the federal states. In view of the resulting large number of different designations for teaching careers, the following six types of teaching careers can be distinguished for reasons of clarity:

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

Section 1.3 Teachers initial training

Training of teachers at all types of schools is regulated by Land legislation. The relevant statutory provisions include laws (R110–119) and regulations for teacher training, Studienordnungen (study regulations) for teacher training courses, Prüfungsordnungen (examination regulations) for the Erste Staatsprüfung (First State Examination) or for Bachelor's and Master's examinations, Ausbildungsordnungen (training regulations) for the Vorbereitungsdienst (preparatory service) and examination regulations for the (Second) State Examination. Responsibility for teacher training rests with the Ministries of Education and Cultural Affairs and Ministries of Science of the federal states which regulate training through study regulations or training regulations and examination regulations or corresponding statutory provisions. The First and the Second State Examination are conducted by the state examination authorities or boards of the federal states. In Bachelor's and Master's study courses which provide the qualifications required for admission to the preparatory service, the state responsibility for content requirements in teacher training is ensured through the involvement of a representative of the highest Land education authority for the school system in the accreditation procedure; any accreditation of individual study courses requires the approval of this representative.

Teacher training is basically divided into two stages, a course of higher education including periods of practical training and practical training in a school setting. Teacher training courses are offered at universities, Technische Hochschulen / Technische Universitäten, Pädagogische Hochschulen (colleges of education) and colleges of art and music. Practical teacher training in the form of a Vorbereitungsdienst (preparatory service) takes place in teacher training institutes (Studienseminare) or comparable institutions and training schools.

The share of practical training in schools in higher education courses has been substantially increased in recent years. For study courses at universities, in all federal states institutions (e.g. centres for teacher training) have been established in order to coordinate teacher training between the faculties and guarantee an adequate relationship to teaching practice.



The conclusion of a degree course at an institution of higher education, enabling access to preparatory service, is the first state examination or a Master of Education. In the majority of federal states in the meantime the consecutive structure of study with Bachelor and Master's degrees (BA/MA) has also been introduced in teacher training. Study courses which provide for Bachelor and Master's structures in teacher training are accepted in all federal states and their degrees are recognised if they meet the following requirements:

- ▶ integrative study at universities or equivalent higher education institutions of at least two subject areas and of the educational sciences at the Bachelor level as well as at the Master level (the federal states are at liberty to specify exceptions in the subject areas art and music as well as in the vocational subject areas) in adherence to the common content requirements
- ▶ 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

Master's courses of study conveying the educational prerequisites for a teaching position have a specific teaching-related profile that is established in the course of the accreditation procedure in accordance with the specifications of the Accreditation Council (Akkreditierungsrat) and is to be displayed in the Diploma Supplement. The degree designations for Bachelor's and Master's study courses conveying the educational requirements for teaching positions are:

- ▶ Bachelor of Education (B.Ed.)
- ▶ Master of Education (M.Ed.)

The accreditation procedure particularly involves monitoring the compliance with subject-specific requirements in teacher training valid for all federal states as well as with federal states -specific specifications concerning the content and structure. The subjectspecific requirements valid for all federal states embrace the "Standards for teacher training: Educational sciences ('Standards für die Lehrerbildung: Bildungswissenschaften') and the "Content requirements for subject-related studies and subject-related didactics in teacher training which apply to all federal states" ('Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung').

The decision as to whether teacher training study programmes are concluded with the state examination or follow the graduated structure of higher education studies lies with the federal states. In federal states which have a consecutive study structure for teacher training, the Master's degree replaces the First State Examination as a rule. The (Second) State Examination must, however, be taken after the preparatory service. Regardless of how the study is organised, the study courses have been modularised and provided with a credit point system.

Section 1.4 Continuous teachers training opportunities for teachers' induction and career diversification

First stage of teacher training: Studies at a higher education institution



The characteristic elements of the courses for the six types of teaching career are described below in generalised form. The details are laid down by the federal states in Studienordnungen (study regulations), Ausbildungsordnungen (training regulations) and Prüfungsordnungen (examination regulations) or corresponding legal provisions. These include in particular provisions on the following:

- ▶ subjects/subject areas and combinations that may be chosen for the respective teaching career
- ▶ the scope and content of the course of study in the individual subjects/subject areas, including subjects relating to educational sciences and subject-related didactics
- ▶ the type of certificates required for admission to examinations, the type and scope of individual parts of the examinations and assessment procedures

Teaching career type 1: Teaching careers at the Grundschule / primary level

Training for this type of teaching career consists of a course of study lasting at least seven semesters, which devotes particular attention to educational science and practical teaching components. The degree requirements total at least 210 credits as specified in the European Credit Transfer System (ECTS). The course of study covers the following:

- ▶ Educational sciences, primary school pedagogy and primary school didactics. The basic pedagogical and didactic qualifications in the subject areas dealing with heterogeneity and inclusion as well as the fundamentals of assessment practice play a particularly important role in this regard.
- ▶ Subject-related and subject-didactic course contents from the subjects German and mathematics, as well as an additional subject or area of learning for the primary school or primary level. One of these subjects or areas of learning is studied as a major subject. The further subject or area of learning may be replaced by a special pedagogical focus.
- ▶ Practical experience at schools, that should begin in the first study semesters wherever possible. • A paper demonstrating the ability for independent scientific work.

The course of study concludes with a corresponding higher education qualification or the Erste Staatsprüfung (First State Examination).

Teaching career type 2: General teaching careers at primary level and all or individual lower secondary level school types

Training for this type of teaching career consists of a course of study lasting at least seven semesters. The degree requirements total at least 210 credits as specified in the European Credit Transfer System (ECTS). The course of study covers the following:

- ▶ Educational sciences and practical training in schools. To this end particular importance attaches to educational and didactic basic qualifications in the areas dealing with heterogeneity and inclusion, and fundamental support diagnostics.
- ▶ Studies and didactics relating to at least two subjects; the ratio of these subjects to the educational sciences should be approximately 2:1.
- ▶ A paper demonstrating the ability for independent scientific work. Depending on the special requirements for the individual teaching careers the relevant Land law may require one learning area or two subjects



instead of one of the above two subjects. The course of study concludes with a corresponding higher education qualification or the Erste Staatsprüfung (First State Examination). Teaching career type 3: Teaching careers at all or individual lower secondary level school types Training for this type of teaching career consists of a course of study lasting at least seven semesters. The degree requirements total at least 210 credits as specified in the European Credit Transfer System (ECTS). The course of study covers the following:

- ▶ Educational sciences and practical training in schools. To this end particular importance attaches to educational and didactic basic qualifications in the areas dealing with heterogeneity and inclusion, and fundamental support diagnostics.
- ▶ Studies and didactics relating to at least two subjects; the ratio of these subjects to the educational sciences should be approximately 2:1.
- ▶ A paper demonstrating the ability for independent scientific work. 199 Depending on the special requirements for the individual teaching careers the relevant Land law may require one learning area or two subjects instead of one of the above two subjects. The course of study concludes with a corresponding higher education qualification or the Erste Staatsprüfung (First State Examination).

Teaching career type 4: Teaching careers for the general education subjects at upper secondary level or for the Gymnasium

The Regelstudienzeit (standard period of study) for a study course for this type of teaching comprises a minimum of six semesters in a Bachelor's study course and a minimum of two semesters in a Master's study course. It comprises 10 semesters in total including periods of practical training in schools and is rated with 300 credits under the European Credit Transfer System (ECTS). The standard period of study for teacher training courses ending with the Erste Staatsprüfung (First State Examination) comprises a minimum of 9 and a maximum of 10 semesters and amounts to a volume of at least 270 ECTS credits. The course of study covers the following:

- ▶ Educational sciences and practical training in schools. To this end particular importance attaches to educational and didactic basic qualifications in the areas dealing with heterogeneity and inclusion, and fundamental support diagnostics.
- ▶ In-depth studies and didactics relating to two subjects comprising at least 180 ECTS credits divided more or less equally between both subjects.
- ▶ A paper demonstrating the ability for independent scientific work. The course of study concludes with a corresponding Master's degree or the Erste Staatsprüfung (First State Examination).

Teaching career type 5: Teaching careers in vocational subjects at upper secondary level or at vocational schools

The Regelstudienzeit (standard period of study) for a study course for this type of teaching comprises a minimum of six semesters in a Bachelor's study course and a minimum of two semesters in a Master's study course. It comprises 10 semesters in total including periods of practical training in schools and corresponds to 300 credits under the European Credit Transfer System (ECTS). The standard period of study for teacher training courses ending with the Erste Staatsprüfung (First State Examination) comprises 9 semesters and amounts to a volume of



at least 270 ECTS credits. A practical activity relating to the vocational subject area is also required lasting 12 months in principle. The course of study covers the following:

- ▶ Educational sciences focusing on vocational or business education, subject related didactics for the vocational subject area and the second teaching subject, and practical training in schools amounting to 90 ECTS credits. To this end particular importance attaches to educational and didactic basic qualifications in the areas dealing with heterogeneity and inclusion, and fundamental support diagnostics.
- ▶ Subject-related studies within the vocational subject area (first subject) and subject-related studies for the teaching subject (second subject) totalling 180 ECTS credits.
- ▶ Bachelor's thesis and Master's thesis totalling 30 ECTS credits. Instead of the teaching subject a second vocational subject area or a subject area relating to special education may be chosen. The second subject can be an affine subject or an affine field in exceptional cases. The course of study concludes with a corresponding Master of Education degree or the Erste Staatsprüfung (First State Examination). The following subject areas can be chosen for study: business and administration, metals technology, electrical engineering, construction engineering, wood engineering, textile technology and design, laboratory technology/process technology, media technology, colour technology, interior design and surface technology, health and personal hygiene, dietetics and domestic science, agriculture, youth and community work, nursing, automotive engineering, information technology. The federal states may admit other vocational subject areas.

Teaching career type 6: Teaching careers in special education

Courses for the teaching career in special education at universities and equivalent higher education institutions are to be structured such that they meet the requirements of the special needs education of pupils at all school types and foster the ability to act professionally in both specialist and educational terms. Qualification as a special education teacher can be obtained either by passing the (Second) State Examination after obtaining a related higher education qualification, or by passing the First State Examination, and also through an additional course of study after qualifying for a different type of teaching career. In some federal states the two forms of training exist side by side or as alternatives. The course of study covers the following:

- ▶ Educational sciences and practical training in schools, including in the subject areas relating to special education. To this end particular importance attaches to educational and didactic basic qualifications in the areas dealing with heterogeneity and inclusion, and fundamental support diagnostics.
- ▶ Subject-related studies and didactics in at least one teaching area or area of learning.
- ▶ Study of special education; this should amount to around 120 ECTS credits.
- ▶ A paper demonstrating the ability for independent scientific work.

The ratio of subject-related studies to that of the educational sciences should be approximately 2:1.

The Regelstudienzeit (standard period of study) for a study course comprises a minimum of eight semesters and is rated with 240 credits under the European Credit Transfer System (ECTS). The course of study concludes with a corresponding higher education qualification or the Erste Staatsprüfung (First State Examination). Study of special education incorporates discipline-specific and cross-discipline components taking into account aspects of joint



education of pupils with and without 201 Sonderpädagogischer Förderbedarf (special educational needs). The disciplinespecific components include the following special educational focuses:

- ▶ education for the blind
- ▶ education for the deaf
- ▶ education for the mentally handicapped
- ▶ education for the physically disabled
- ▶ education for children with learning difficulties
- ▶ education for those with speech defects
- ▶ emotional and social development

The federal states can also approve other subject areas.

Second stage of teacher training: Preparatory service

For all teaching careers, studies at a university or equivalent institution of higher education are followed by the Vorbereitungsdienst (preparatory service) as the second stage of teacher training. It can last between 12 and 24 months. Preparatory service aims to provide practical training in schools building on subject-related science, subject-related didactics and educational science competences. It develops the competences laid down in the “Standards for teacher training: Educational sciences” (“Standards für die Lehrerbildung: Bildungswissenschaften”) for teachers. Training in the preparatory service takes place in different training formats at schools, teacher training colleges or similar establishments. It covers theoretical instruction, testing in lessons and theory-based reflection. The following formats shape training in the preparatory service:

- ▶ introductory seminars
- ▶ sitting in on lessons
- ▶ accompanied teaching
- ▶ independent teaching
- ▶ training in seminar events

The federal states may also credit relevant work placements abroad during the preparatory service, or after completing the first stage of teacher training to the duration of preparatory service. However, at least half of the preparatory service must be completed in Germany.

All applicants who have completed a teacher training course in accordance with the specifications of the Standing Conference should be allowed equal access to the preparatory service for the type of teacher training that corresponds to their qualification. This applies irrespective of the Land in which the degree was acquired. Depending on regulations under Land law up to 60 ECTS credits from the preparatory service can be credited to a Master’s degree.

Teacher educators

In the preparatory service teachers receive pedagogical and subject-related didactics training at teacher-training colleges. The federal states are responsible for the organisation of these colleges. The head of a teacher-training college is, as a rule, appointed by the Ministry of Education and Cultural Affairs and reports directly to it. Training



at the teacher-training colleges is in the hands of teachers (lecturers/heads of department) with special scientific and practical expertise, who are given time off from their own lessons to teach at the colleges, or are seconded to a teacher training college full-time for a limited period. Teachers at schools who are particularly highly skilled both professionally and methodologically are responsible for training trainee teachers in schools; the trainee teachers are assigned to these teaching staff for training. The teachers involved in the preparatory service undergo continual in-service training.

Alternative training pathways

If there is an irrefutable need for specific teaching careers or disciplines in the federal states, and this cannot be met by teachers with formal teacher training, lateral entrants may be employed in order to meet short-term demands. The measures to employ lateral entrants are largely oriented by the latest versions of the standards adopted by the Standing Conference and the agreements on teacher training common to all federal states. In December 2013 the Standing Conference agreed inter alia the following minimum requirements for the qualification of lateral entrants:

- ▶ university Master's degree or equivalent higher education qualification from which at least two teaching-related subjects can be derived
- ▶ completion of the Vorbereitungsdienst (preparatory service) or a comparable training which also ensures basic educational competences through a (second) state examination or an equivalent state-certified qualification

By agreeing joint guidelines and requirements for lateral entrants, the Standing Conference has also facilitated the mobility of lateral entrants who later move to a different Land.

Although mentoring-programmes are still rarely implemented in German schools, the demand to make use of standardized mentoring programmes in a school setting is growing. Though, there is a number of "hidden" or informal mentoring processes that can be observed in this setting, for example between new and established teachers with the goal to facilitate the transition into the teaching profession. Furthermore, there are federal states that offer teacher training with focus on mentoring for example in Saxony.

Mentors are teachers who assist new teachers in their school practice and thus make an important contribution to teacher training. Mentors are effective both in the practical training phases at Saxon schools during the teacher training course and in the preparatory service. Mentors for newcomers support them in their (daily) work in schools.

The training concept for mentors (this also includes teachers who could become mentors in the future) provides for the following offers:

- ▶ Area 1 - Being a mentor - Introductory course - compulsory
- ▶ Area 2 - advice and support - compulsory
- ▶ Area 3 - class observation - compulsory
- ▶ Area 4 - Didactic offers - compulsory
- ▶ Area 5 - Additional offers - Compulsory elective



In the offers of area 1, the participants are made aware of their tasks in support, supervision, assessment and innovation on the basis of the KMK standards for teacher training. In the courses in areas 2 and 3, there is an in-depth look at the topics of “advice and support” and “class observation”. Subject and vocational didactic offers in area 4 enable skills to be expanded with regard to subject-specific and subject-related didactic aspects. In addition, there are additional offers on selected educational or psychological topics in area 5.

After participating in the advanced training courses in areas 1 to 4, the LaSuB will issue a certificate upon request. The offers in the various areas do not necessarily have to be documented in chronological order and participation in selected areas without a certificate is also possible.

For example there is a [GEW Berlin program](#), in which retired teachers accompany the career changers - as a voluntary commitment.

Section 1.5 Formal and non-formal induction programmes and practices

Entry to the profession

Following successful completion of their Vorbereitungsdienst (preparatory service) newly-qualified teachers can apply for permanent employment at public-sector schools. Depending on the Land, the application should be sent to the Ministry of Education and Cultural Affairs or to the school supervisory authority responsible. A decision on recruitment is taken centrally on the basis of job vacancies and according to the criteria of aptitude, qualifications and record of achievement. In some federal states, some of the positions are also advertised with the profile of a particular school in mind and the respective school takes part in selecting the applicants. In such cases, the applications are sometimes to be sent directly to the respective school, however, the appointment is not made by the school itself but by the Ministry of Education and Cultural Affairs or by the school authority that reports to it. Successful applicants are usually appointed as civil servants on probation. During the probationary period, which for teachers, as a rule, has a duration of 2.5 years (higher service) or three years (senior service), and which under certain circumstances may be reduced or extended (up to five years at the most), a teacher's aptitude and performance are monitored with regard to his future appointment as a permanent civil servant. Salaried teachers have a six-month probationary period. In two federal states (Berlin and Sachsen) teachers are only recruited as salaried employees.

All graduates of preparatory service in a teaching career meeting the requirements of the Standing Conference's agreements is to be given equal professional access to the type of teaching career corresponding to their degree.

Induction

The organisation of the induction period for newly qualified teachers has been a central topic of the Gemischte Kommission Lehrerbildung of the Standing Conference of the Ministers of Education and Cultural Affairs. According to the recommendations the expert commission made in 1999, the provisions for the deployment of young teaching staff are to aim at a gradual development of professional competence. Furthermore, a system of support for the induction period for newly qualified teachers is to be established, including measures of in-service



training particularly adjusted to the needs of newly qualified teachers. In the majority of federal states, concepts are currently being developed or have been put into practice for the organisation of the induction period. In the case of didactical and methodical problems, especially newly qualified teachers have the option to ask training staff from teacher training institutes or institutions for in-service teacher training for advice.

Section 1.6 Formal and non-formal mentoring programmes and practices for teachers' peer-support

Training is usually provided in courses taken alongside full-time employment with a total duration of 115 hours. Participation in these courses as a means of preparing for the instructor aptitude examination is not, however, compulsory. Professional and pedagogical skills include the ability to plan, implement and control vocational training unaided in the following fields of action:

- ▶ Assess vocational training requirements and plan training
- ▶ Prepare training and participate in trainee recruitment
- ▶ Conduct training and
- ▶ Conclude training

Section 1.7 How the national framework can evolve to integrate formal teachers' induction programmes and mentoring programmes.

In primary and secondary, education school supervisory authorities exercise *Fachaufsicht* (academic supervision), *Rechtsaufsicht* (legal supervision) and *Dienstaufsicht* (staff supervision) within the school system. Special educational support and academic evaluation is provided in school pilot projects carried out by the school supervisory authorities and the institutes for school development (*Landesinstitute für Schulentwicklung*) of the federal states. Accompanying research examines the effectiveness of the reform measures and the framework that should be created if they are to be successfully implemented.

The introduction of new curricula is often preceded by a test phase. In some federal states, for example, teachers are surveyed in order to establish whether the new guidelines have proved successful or require amendment. By providing advice and assistance and recommending changes in schools and by reporting to higher-ranking education authorities, the school supervisory authorities and institutes for school development are to make a contribution to the evaluation and further development of the school system. In almost all federal states, schools are evaluated by external quality or evaluation agencies and inspection procedures. In the federal states where there are legal provisions for external evaluation, as a rule, responsibility lies with the school supervisory authorities.

In several federal states, responsibility lies with the institutes for school development. The vocational education and training committees and the Land committees shall, within the framework of their duties, work towards a continuous improvement of the quality of vocational education and training.



In June 2004 the Standing Conference of the Ministers of Education and Cultural Affairs of the federal states set up the Institute for Educational Quality Improvement (Institut zur Qualitätsentwicklung im Bildungswesen – IQB) at the Humboldt University in Berlin. Since then, the IQB has been entrusted with the supervision of the operationalisation of the educational standards, the coordination of the development of corresponding standard-oriented tasks and the review of their achievement. The so called IQB Educational Trends study (formerly: IQB federal states Comparison Study) check the extent to which the competence requirements set out in the educational standards have been achieved on primary level and lower secondary level in the individual federal states before completion of the relevant educational stage. This makes a key 235 contribution to the implementation of the Standing Conference’s comprehensive strategy for educational monitoring. More detailed information on the educational standards and the comprehensive strategy of the Standing Conference for educational monitoring can be found in the description of measures for quality assurance in the school sector below.

As part of the joint task “assessment of the performance of the German educational system in international comparison” in October 2010 the Standing Conference and the BMBF set up the Center for International Large Scale Assessment (Zentrum für Internationale Vergleichsstudien – ZIB). A network formed by the Technical University of Munich (TUM), the German Institute for International Educational Research (Deutsches Institut für Internationale Pädagogische Forschung – DIPF), and the Leibniz Institute for Science and Mathematics Education (Leibniz-Institut für die Pädagogik der Naturwissenschaften und Mathematik – IPN), the ZIB is responsible for implementing PISA studies in Germany, including drafting national reports. Other tasks of the ZIB are ensuring and coordinating continuous participation in international academic committees on educational comparative studies, research and the promotion of up-and-coming academics in the field of empirical educational research and the preparation of syntheses that bring together research work and process these for education administration and practice. In addition, the data records from national and international school performance studies are archived and documented as well as provided for re- and secondary analysis in the Research Data Centre (Forschungsdatenzentrum – FDZ) at the IBQ.

In general, it is to contribute to securing the educational monitoring in an international comparison which is jointly funded by the Federation and the federal states, and to increasing the extent and presence of German educational research in the context of international educational comparative studies. In addition, research results are to be made available within the scope of the task spectrum.



Section 2 Teacher needs and motivations of their career

A total of 41 people started the survey in Germany, whereby only 30 people actually provided information with only 15 of them completing the questionnaires. There were 9 school leaders who took part in the survey of which 3 answered the questionnaire completely. Among the experienced teachers, 15 took part in the questionnaire and 7 of them answered all the questions. Among the teachers initiating their careers, 6 persons took part and 5 of them finished the survey completely.

In all three survey groups, the female gender was overrepresented (head teachers 67%, experienced teachers 60%, trainee teachers 100%).

Among the school leaders, the age range was nearly half with 44% between 46 and 55 years (22% between 36 and 45 years and 33% between 56 and 65 years). This age group was also more strongly represented among experienced teachers, with 73%, and only 13% each were younger or older. Among early career teachers, all survey participants were in the age range of 26 to 35 years.

The majority (89%) of school leaders reported that they have over 20 years of teaching experience as a teacher, and 67% have between 6 and 19 years of experience as a school leader.

Among experienced teachers, just over half also had more than 20 years of professional experience (7% had 1 to 5 years, 40% 6 to 19 years). All teachers initiating their careers had between 1 and 6 years of teaching experience.

The experienced teachers comprised 27% from the primary education sector, 33% from the secondary school level and 34% from the higher secondary school level.

Section 2.1 Perception, Satisfaction & Motivation

Teachers at the beginning of their careers and experienced teachers were asked for their perceptions of the opportunities that the teaching profession offers. In order to assess the perceptions, satisfaction and motivation of beginning and experienced teachers, the following areas were collected in the questionnaires: Empowerment to do the job, motivation about the job, commitment to the job, integration and support by peers, happiness with the career, opportunity to diversify the teaching career options, and mentor opportunities for teachers initiating their careers.

The majority of the teachers surveyed feel able to do their job in principle. Among experienced teachers, the total agreement was 100 % and also beginning teachers also tended to rate this area positively although 20% of them also disagreed. A contrasting picture emerged in the evaluation of motivation. Here the trainee teachers agreed, while among the experienced teachers the area of existing motivation was also contradicted by 8% and 15% neither agreed nor disagreed. In terms of commitment to their own work, a large proportion of experienced teachers agreed, only a small proportion of 8% neither agreed nor disagreed. Among trainee teachers, 80% affirmed their commitment to their work, while 20% indicated no positive or negative direction. Most of the experienced teachers interviewed feel integrated in their daily work and supported by their colleagues, even when they have to make difficult decisions, but there are also a few who disagree with this statement. Among early



career teachers, 60% also rated this area positively, but 20% did not know and another 20% neither agreed nor disagreed. When asked how they view the future and whether they are happy with their overall career and work as a teacher, a large proportion of experienced respondents agreed, although this statement was also disagreed with by a proportion of respondents (23% disagree). For teachers who are currently at the beginning of their careers, the picture was not consistent, as each category of totally disagree to totally agree was rated at 20% each. The majority of experienced teachers respondents would like to have the opportunity to diversify their career by taking on roles other than teaching, with only a small proportion of 8% totally disagree. Among early career teachers, 80% also rated this area positively, but 20% neither agreed nor disagreed. Among experienced teachers, a large proportion would like to have the opportunity to become a mentor for teachers starting their careers at a later stage. However, there is also a group of experienced teachers who cannot imagine this (8% each disagree and totally disagree). Among the new teachers, 80% also rated this area positively, but 20% neither agreed nor disagreed.

Overall, the surveyed areas are evaluated positively by the new and experienced teachers, although there are some differences between the surveyed groups.

Section 2.2 Initial Teacher Training

School leaders, beginning teachers and experienced teachers were asked to assess their initial teacher training and how much it has prepared them well for their work in the following areas: Didactical-pedagogical level (e.g. class management, differentiation of learning styles, etc), in-depth the content of the school subject(s), bureaucratic / administrative level (e.g. class management administrative procedures, legislation and legal aspects related to the teaching profession, etc), emotional level (e.g. self-esteem, self-confidence, etc.) and the social/cultural level (e.g. relationship with colleagues, rules of conduct, etc.).

- On the didactic-pedagogical level, a large proportion of the interviewed head teachers and experienced teachers felt that they had not been adequately prepared in their initial training. Among the trainee teachers, the picture was mixed: a large proportion felt insufficiently qualified, while the same proportion felt well prepared.
- With regard to the in-depth content of the school subject(s), the majority of the interviewed school leaders considered themselves to be well trained. Among experienced teachers, this section was assessed more negatively, as half felt well prepared, but 30% disagreed. The evaluation of the beginning teachers was generally better. Most of the participants thought they were sufficiently qualified.
- The bureaucratic/administrative level was rated as not enough covered by the school leaders, however a majority neither agreed nor disagreed. The experienced teachers also rated the addressing in training as inadequate and this trend can also be seen among the trainee teachers.
- A large proportion of the school leaders also rated the area as not sufficiently addressed in relation to the emotional level, however 17% of respondents felt that they were properly informed in their initial training. A similar distribution was found among the experienced teachers. This rather negative assessment can



also be seen among the trainee teachers, however, in this group neither agree nor disagree was most strongly represented with 80 %.

- With regard to addressing social/cultural levels in initial training, school leaders also rated this area as not adequately addressed (17% totally disagree, 50% disagree), however 17% of respondents felt sufficiently informed and a further 17% neither agreed nor disagreed. In the case of experienced teachers, participants also felt underprepared. Only a small proportion of 10% totally agreed that there was enough preparation on this topic. This rather negative assessment can also be seen among the beginning teachers, although in this group neither agree nor disagree was strongly represented with 40%. However, 20% of the respondents in the group of future teachers felt well prepared in the social and cultural areas.

In summary, it can be seen that all participant groups see themselves as insufficiently prepared in the different areas through their initial teacher training, even if the various areas are assessed differently. In principle, the teachers at the beginning of their careers paint a more positive picture compared to the experienced teachers and school leaders. This could possibly be due to the proximity to their own training and the lack of or limited teaching practice.

In addition to the areas already mentioned, the survey participants in all three groups were also asked to describe which key competences were not taught to them during their initial training, but which would have been important for their first teaching activities. The school leaders for example mentioned that only professional competences were taught during their university study and that pedagogical skills were of secondary importance. However, the preparation in terms of subject matter and content was rated as very positive. The cultural and social aspects could only be taken into account during the referendariat. Administrative issues and legal topics were only dealt with marginally. The experienced teachers for example describe the inadequate thematisation of class management and too little practice. The university training did not prepare them for dealing with pupils, especially those with high support needs. University pedagogy was reported to be unrealistic with regard to the existence of intrinsically motivated pupils who are willing to learn. The pedagogical and didactic tools must be acquired through trial and error or knowledge from experienced colleagues. Dealing with authorities, such as the youth welfare office, the role of the teacher in the school (in distinction to colleagues, supervisors and administration) and society (society's expectations and role model for the teacher), or conducting conversations and dealing with parents were also mentioned as examples of missing but necessary topics in teacher training. The respondents of the teachers at the beginning of their career for example described the weak thematisation of school law and class leader activities. Especially the balance between administrative and socially relevant topics was considered desirable at this point.

Subsequently, the respondents were asked to describe the first years of their teaching career in terms of the existence of a formal in-service training programme to promote their introduction to the teaching profession, focusing on the following areas: didactic-pedagogical knowledge and skills, actualisation and/or deepening of content knowledge in school subjects, bureaucratic/administrative skills, emotional skills and social/cultural skills. In addition, the survey asked whether informal support was received from experienced teachers in the early stages of their careers and whether the schools in which they had worked in the first years of their careers had an



induction programme in which experienced teachers supported the beginners. And whether they would have benefited from participating in a formal induction programme with mentor support and whether participating in an induction programme with mentor support would have improved their professional performance and social/cultural integration in the school.

- In the survey group of school leaders, access to a formal in-service training programme with regard to didactic-pedagogical knowledge and skills was denied and affirmed in equal proportions and a similar picture was also visible among experienced teachers. For trainee teachers, this area was largely (40%) not applicable. For the group of people who were able to rate these aspects, the distribution was also similar, with 20% agreeing and disagreeing respectively.
- With regard to the actualisation and/or deepening of content knowledge, the assessment of the school leaders was also rather negative, while 17% agreed about access to formal education in this area. Experienced teachers also largely disagreed with gaining knowledge, but 30% indicated that they had received formal induction programmes on this topic. Among beginning teachers, who were able to value these aspects disagreed with access in a major proportion.
- The area of bureaucratic/administrative skills was also negatively scored by school leaders, while 17% approved of access to formal education in this area. Experienced teachers also mostly disagreed in terms of access, with only 10% stating that they received formal induction programmes on this topic. For beginning teachers, who could give an evaluation on these aspects totally disagreed with access in the area of bureaucratic/administrative skills.
- Access to a formal continuing training programme in the area of emotional skills was denied by most of the participating school leaders, however 33% confirmed that these areas were addressed in a formal context. The group of experienced teachers also indicated that these topics were not formally offered. The other half neither agreed nor disagreed, or stated that they could not evaluate this area. The group of participants from the trainee teacher group who could provide information on this area also replied negatively to formal access.
- The area of social/cultural competences was rated differently by the head teachers. While half disagreed, 33% confirmed these areas. A similar trend is evident among experienced teachers and the trainee teacher participants who were able to provide information on this area both disagreed and agreed with formal access to the same extent.
- Regarding school leaders, the majority of respondents indicated that they received informal support from experienced teachers in the early stages of their career. This assessment was even stronger among experienced teachers. However, 10% of the participants in this group also denied this statement. The trainee teachers who were able to evaluate this area also emphasised the existence of informal support from experienced teachers.
- With regard to the existence of induction programmes in the schools where the respondents worked, the school leaders and trainee teachers emphasised the absence of such programmes, while the experienced teachers also tended to deny the existence of such programmes, but some defined them as being present.



- The school heads and experienced teachers affirmed that they had appreciated having participated in a formal induction programme with the support of mentors. Among the trainee teachers, this appreciation is equally affirmed and denied.
- Whether participation in an induction programme with the support of a mentor would have improved professional performance and social/cultural integration in the school is assessed differently by the groups surveyed. While the school headmasters fully agree, the beginning and experienced teachers expressed different views.

With regard to the formal or informal induction measures, for example, the interviewed school leaders pointed out that there were no induction measures, all information was exchanged among colleagues and support was provided by the supervising teacher, who was available every day to give advice and support. Similar points were mentioned by the experienced teachers: Supervising teacher, materials from other colleagues, informal discussions in the teachers' room. But also assigning a mentor for each subject who imparts knowledge on everyday didactics was mentioned.

With regard to the effective induction measures offered, the experienced teachers emphasised, for example, class participation, class management, organisation of the day, structuring of lessons, planning of the sequence, direct contact, concrete material for lessons and teaching sequences, division of labour in creating and adapting teaching materials and methods, best practices, class management, mentoring principle and Professional-didactic exchange. Beginning teachers especially mentioned the processes in the school, application of the school curricula and exchange with experienced colleagues.

Regarding how the practical aspects of teaching were acquired, the interviewed head teachers emphasised that in the first years they learned mainly through their own experiences, through trial and error, and in particular the feedback from the students was helpful. But also through observation by the supervising teacher, asking questions and learning by doing. Similar aspects are reported by the experienced teachers, who, however, also mention the help provided by the internet (Twitter, Youtube, publications...). Teachers at the beginning of their careers also report trial and error, reflection and conversations with experienced teachers.

Section 2.3 Induction Programmes

During the survey, respondents were given the opportunity to select the definition of "induction" that was most appropriate for them. The definition that was chosen by far the most was: "Induction is a professional development program that incorporates mentoring and is designed to offer "support, guidance, and orientation for beginning teachers during the transition into their first teaching job"

In principle, school leaders, experienced and beginning teachers agree that formal induction programmes are necessary to motivate teachers at the beginning level and for the reinforcement of competences on the job.



The length of time for a formal induction programme was most frequently given as 2 school years by all three groups of respondents. A large proportion also stated that 1 to 2 hours a week should be allocated for this.

A teacher induction programme needs to draw on several types of practices and activities. The following aspects were considered particularly important by school leaders in this area: Supporting classes of experienced teachers of the same subject(s); Regular 1:1 sessions with a mentor to discuss observed teaching and regular group meetings with beginning teachers to share experiences and practices. For the experienced teachers, support from classes of experienced teachers of the same subject(s) were of particular importance. But also assisting in the classes of an experienced teacher of the same subject and regular group meetings with beginning teachers to share experiences and practices were rated as particularly important. For beginning teachers, the regular group meetings are considered essential, but also the integration into a network of teachers.

With regard to which examples should be included in the didactic-pedagogical area of an induction programme, the three survey groups rate the following areas as particularly important: For the school headmasters, the main focus is on student's evaluation; Strategies to improve and keep alive students' motivation; Strategies to engage less participative students; Preparing appealing educational resources, exercises, and other support materials; Dealing with students lacking discipline in the classroom; Dealing with problematic behavior students and Dealing with students with special learning needs and/or disabilities. For the experienced teachers it is about Student's evaluation, Strategies to engage less participative students; Preparing appealing educational resources, exercises, and other support materials; Dealing with students lacking discipline in the classroom and Dealing with problematic behavior students. And for teachers at the beginning of their careers the focus is on Student's evaluation; Student's evaluation: continuous learning assessment; Strategies to improve and keep alive students' motivation; Strategies to engage less participative students; Preparing appealing educational resources, exercises, and other support materials and Dealing with students with special learning needs and/or disabilities.

Another topic that, according to the respondents, should be included as part of an induction programme in the didactic-pedagogical field is the health of teachers.

Participants were asked to rate examples that should be included in the subject matter to be taught. The surveyed school leaders particularly emphasised adopting useful material from other subject areas; identifying and promoting competencies associated with key learning outcomes; and adapting the content of the subject being taught to student readiness. Experienced teachers also focused on identifying and promoting competencies related to key learning outcomes and adapting the content of the subject taught to student readiness. ; but also on updating knowledge with the most recent advances in subject content. Finally, the future teachers mainly mentioned updating knowledge with the most recent advances in the content of the school subject(s) they are teaching.

Considering the subject areas of other topics that should be part of an induction programme, the school leaders added addressing new media and exercises to the areas in which one has not been trained. Experienced teachers also mentioned the planning of multidimensional sequences with integration of different subjects and the didactics of the subject. For early career teachers, reacting to different pupils, free learning and learning spaces were mentioned.



In terms of examples to be included in the area of bureaucracy and administration, the school leaders and experienced teachers mainly emphasised the administrative procedures of the class management and the (legal) duties and rights. For the trainee teachers, the administrative procedures of class management were particularly relevant.

The issues that should be addressed in relation to the emotional domain were highlighted by the participating school leaders as dealing with fears and insecurities related to student misbehaviour, dealing with fears related to interacting with family members and dealing with fears and insecurities related to working with peers and school leaders. The experienced teachers focused mainly on dealing with fears and insecurities related to student misbehaviour. This contrasted with the evaluation of the new teachers, who mainly focused on self-confidence and work-life balance. Another area in the emotional domain that should be part of an induction programme was described by experienced teachers as dealing with lack of appreciation, affirmation and falsely expected gratitude from students or parents.

In the social and cultural area, in the view of the school leaders, knowledge of the school's code of conduct, interaction with peers, parents and pupils, as well as dealing with pupils from different cultural backgrounds should be mentioned above all. Among experienced teachers, knowledge of the school's code of conduct, interaction with peers and students, and interaction with students from different cultural backgrounds were also most important. In contrast, the trainee teachers mentioned the ability to act according to the values and principles of the teaching profession and interaction with students as most relevant. In addition, international interaction was added by the experienced teachers.

Section 2.4 Mentoring

During the survey, respondents were given the opportunity to select the definition of "mentoring" that was most appropriate for them. The definition that was chosen by far the most was: "Mentorship is a relationship between two colleagues, in which one colleague supports the skill and knowledge development of another, providing guidance to that individual based on his or her own experiences and understanding of best practices".

With regard to the perception about the relevance of the key features of a formal induction programme for teachers initiating their careers the participating teachers and School leaders agreed, that a formal induction programme shall rely on peer-mentor activities with experienced teachers.

Also, all participants interviewed agreed that experienced teachers should be given the opportunity to become mentors for their colleagues who are at the beginning of their careers.



With regard to the evaluation of whether an experienced teacher should become a full-time mentor or a balance should be created between working time and time for mentoring activities, the participating teachers had different opinions. For the majority of the interviewed headmasters, there should be a balance between teaching time and time for mentoring, but the mentor should spend about 50% of his/her time on mentoring activities. For the experienced teachers, about 25% of their time should be spent on the mentoring tasks. And for beginning teachers, there should be a balance between teaching time and mentoring time, but the mentor should spend about 75% of their time for their mentoring.

The question of whether the mentor should necessarily be an experienced teacher from the same school or school association was answered in the affirmative by most participants.

Concerning the desired profile of a mentor, the following skills and competences were rated as particularly important by the school leaders: Domain of didactical-pedagogical strategies and practices; Professional experience in teaching and learning fields; willingness to invest the necessary time to support mentees; High interest in being mentor and supporting mentees; value lifelong learning and continuous professional development, and the ability to actively listen and communicate effectively. Also the ability to establish a trustful and friendly relationship, to share experience and expertise, to respect different perspectives and positioning, to provide concrete and constructive feedback, capacity to provide concrete feedback, to overcome challenges and solve problems, to work in a team and embrace collaborative cooperation and to create a friendly and encouraging environment were highlighted.

Similar ratings were seen among the experienced teachers: Domain of didactical-pedagogical strategies and practices, professional experience in teaching and learning fields, willingness to invest the necessary time to support mentees, high interest in being mentor and supporting mentees and value lifelong learning and continuous professional development. But also the ability to actively listen and communicate effectively with me, to establish a trustful and friendly relationship with me, to share experience and expertise, to provide concrete and constructive feedback, the capacity to provide concrete feedback and to work in a team and embrace collaborative cooperation.

For teachers at the beginning of their careers, the following areas were of particular importance: Knowledge about the teaching subject in which provides mentoring, willingness to invest the necessary time to support mentees, high interest in being mentor and supporting mentees and value lifelong learning and continuous professional development. But also the ability to actively listen and communicate effectively with me, to establish a trustful and friendly relationship with me, to share experience and expertise, to respect different perspectives and positioning, to encourage me to take risks and have initiative, to provide concrete and constructive feedback and to work in a team and embrace collaborative cooperation.

Other skills and competences that a mentor should possess with regard to the desired profile of a mentor that were mentioned by the group of interviewed headmasters were humour and a love of children. Among the



experienced teachers, knowledge of human nature and a change of perspective were added, and among the prospective teachers, empathy.

As part of the survey, the participants were asked to select from a given list of experiences and competencies those that they considered most important for a mentor. Among the head teachers, the following areas were mentioned most frequently: Knowledge about the teaching subject in which provides mentoring, domain of didactical-pedagogical strategies and practices, high interest in being mentor and supporting mentees and the ability to provide concrete and constructive feedback and to create a friendly and encouraging environment. Similar ratings were evident among the experienced teachers: Domain of didactical-pedagogical strategies and practices, professional experience in teaching and learning fields, willingness to invest the necessary time to support mentees and the ability to create a friendly and encouraging environment. And among trainee teachers, the following fields were selected more frequently: High interest in being mentor and supporting mentees and the Ability to actively listen and communicate effectively and to provide concrete and constructive feedback.

More than half of the experienced teachers surveyed said that they had not had the opportunity to mentor a new colleague so far in their professional lives. And 86% emphasised that they had never received any formal or non-formal training to become a mentor. In terms of whether respondents, as experienced teachers, would feel able to mentor a new teacher during an induction programme, 43% said they would but required training. In terms of what would motivate most to be a mentor, the possibility of sharing knowledge and experience with teachers initiating their careers was mentioned above all. But also independently of other motivations, the same amount stated, that they would only become a mentor if a decrease in the total working time per week was offered.

If the experienced teachers had the opportunity to mentor new teachers in their school and attend formal mentor training, the following knowledge and skills areas would be important to prepare for the role of mentor and should therefore be present in mentor training: Definition and characterization, process and principles of mentoring (relationship), understanding the role and relevance of mentors in schools, access to strategies and tools to be used for effective mentoring relationships and to documents and supports to be used during a mentoring process, Instruments for observing classes and the type of feedback used by mentors, the understanding of the needs and specificities of working with beginning teachers and the preparation of a plan for developing work as a mentor.

Section 2.5 Induction Programmes at the School (applicable to school leaders)

The headmasters who responded to the survey indicated in the majority that induction programmes based on mentoring activities to support the professional development of new/younger teachers exist in the school they represent.



As an example, it was described, for instance, that experienced colleagues are supported by a more experienced teacher, as in the traineeship, and can be approached with questions. But also, the existence of weekly team meetings supports this. In addition, the training officer offers a pedagogical-didactic support programme, while the training teachers take care of the guidance in the actual lessons.

Whether the school represented by the responding headmasters would, in their opinion, benefit from induction programmes based on mentoring activities to support the professional development of new/younger teachers was (potentially) affirmed by all participants. The main reasons confirmed were the increase of the quality of the education and learning provided by the school and the promotion of the knowledge about the activities taking place in the school and their impact on the school's results.



Section 3 Main features of formal induction and mentoring programmes

Section 3.1 Induction Programmes

Regarding the question of whether they had participated in a non-formal or formal induction programme as part of their training, all interviewees responded that had taken part in the normal preparatory service in the primary and secondary school sector after her studies. In Germany there is an official induction period after the initial studies called “Referendariat” where the Newly Qualified Teachers (NQT) do not have their own classes during this first year, but they have a supervising teacher in the internship and accompanying him/her in the classroom for 8 hours. The programme last for one and a half years but in some state can last to up to two years and it is an official induction programme that all NQT have to complete. Usually the NQTs are working on two subjects and on different classes (years) to gain as much experience as possible.

During this time a relationship between the NQT and the more experience colleague is formed and it was mentioned positively that the contact and th relationship is long lasting. During the second year of the induction programme the NQTs are moving towards the direct management of a class, but with only a small number of hours, as seminar days continued to take place. During this time, there is no longer a supervising teacher available. However, if the supervising teacher is good the the induction experience is very good and the whole experience is well worth it and for this reason the selection of the supervising teacher is very important.

Section 3.2 Mentoring

With regard to whether experience has already been gained in the area of mentoring, participants described that there is methoring taking place in the German schools but in an informal manner and voluntier basis. The allocation of mentoring is carried out by the school organisation, usually by the school director and the subject leaders but very often it develops over time depending on personal relationships between the teachers and especially between NQTs and more experience teachers.

Good evaluations lead to being considered as a mentor teacher. However, it is not enough to make oneself available for this task. The limited number of hours in schools can mean that you are not assigned a teacher in training. There are willing teachers who would like to take on this task but are not assigned trainee teachers. The mentoring tends to be less prepared, and it is in one's own interest.

The attractiveness of the profession would increase by being a mentor. However, a very experience secondary education headmaster argued that being 100% mentor migh not be the ideal sitation because it might disconnect the metnor from the normal teaching duties and experiences but he mentioned that 50% possitions migh be more



attractive and effective because it will give the experienced teachers enough time for mentoring but at the same time carry out their normal duties and be involved in day to day teaching.

Furthermore, the interviewed teachers clarify that they do not consider it useful to do mentoring full time, as a lot of it comes from practice and if they only do mentoring eventually they will be disconnected from their practice and their colleagues. Additionally, the interviewees mentioned that very often personal relationships between NQTs and more experienced teachers are formed when sharing common areas and those relationships are leading to informal mentoring interactions especially between teachers on similar subject matters.

By being a full time mentor the interviewees believe that one would be distanced from the everyday life of a teacher quickly, and it is important that the mentor is a person who also takes over class leadership. Maybe it would make sense to spend an hour every day on this, so there would be 5 hours in the week. In this way, a mutual exchange is possible and a cooperative relationship can be achieved.

Being a mentor requires building confidential and trustworthy relationships with the NQTs and creating an atmosphere that enables constructive criticism and discussions on ideas, learning materials and strategies.

Regarding the important qualities for a mentor, the interviewees revealed that these are to get involved, to have fun, to be open to experimentation and to be reflective. But also to take the lead and be transparent, for example in the sense of assessment.

For mentoring, 5 hours a week is considered helpful. In the first six months, the prospective teacher should only observe, and then gradually expand the tasks. Mentoring should also be present in the second year.

Although 5 hours would be desirable, realistically only 2 to 3 hours are perhaps feasible, but the current 1 hour is not enough.



Section 4 Overview of good practices identified in Germany

In Germany, one good practice was identified in addition to the Referendariat already described in this report. The formal programme "Lehr:werkstatt" is implemented by University and teacher education center since 2011 at regional/national level. The concept of the Lehr:werkstatt brings together pre service teachers with an experienced teacher over the course of a school year. The tandems formed through matching are supported and further trained by a variety of university support services, consisting of block phases, study-related phases, competence workshops and individual learning journeys. For one school year, a pre service teacher (Secondary school: Gymnasium or Realschule) and a teacher work together in tandem. During this Lehr:werkstatt year, these tandems are supported and trained through a variety of university offers. Pre service teachers benefit from early practical experience, teachers receive new impulses, and pupils receive more intensive support. The initiative involves student teachers and teachers, and includes 5 Universities, and participating schools and pupils. The aims for the pre service teachers are to take an active role in the classroom and gain experience from the very beginning, to have a realistic insight into the future professional field and to have the opportunity to test their aptitude as well as theoretical knowledge. The experienced teachers are given the opportunity to experience new methods and the pupils also benefit, for example, from more individual support. According to this, the focus includes the induction of new teachers into the teaching profession.

Table of practices

| N. | Name | Induction or Mentoring (use I or M) | Description (including, entity implementing, geographical coverage, year of release/ongoing/year of competition, Key objectives, in what consists the practice, key actors involved and target groups. Include also the source of information) – MAXIMUM LENGTH OF 12 -15 LINES EACH |
|----|----------------|-------------------------------------|--|
| 1 | Lehr:werkstatt | I | <ul style="list-style-type: none"> • For one school year, a student teacher (Secondary school: Gymnasium or Realschule) and a teacher work together in tandem. During this Lehr:werkstatt year, these tandems are supported and trained through a variety of university offers. • Location/ geographical coverage: Regional/ national level (Erlangen-Nürnberg, Würzburg, Passau, Augsburg, Tübingen) • Year of release/starting: 2011 • Key objectives: Students benefit from early practical experience, teachers receive new impulses, and pupils receive more intensive support. • Key actors involved: 5 Universities, student teachers, teachers, participating schools and pupils • Target groups: Student teachers, teachers • Sources: https://lehrwerkstatt.org |

Table 1: Good practices identified in Germany



Section 5 Conclusions and recommendations

Teacher training in Germany comprises several training phases for all teaching posts: studies, preparatory service and in-service training for teachers in the school service. The Standing Conference of the Ministers of Education and Cultural Affairs (KMK) has defined key points for the mutual recognition of qualifications in teacher training courses. Applicants who have completed a teaching degree under the requirements of the KMK receive - regardless of the federal state in which the degree was obtained - equal access to the preparatory service for the type of teaching profession corresponding to their degree. Nevertheless, due to the different types of schools and teacher training courses in the federal states, it can be an advantage if the study and preparatory service are completed in the federal state in which a later position in the school service is sought.

Training of teachers at all types of schools is regulated by Land legislation. The responsibility for teacher training rests with the Ministries of Education and Cultural Affairs and Ministries of Science of the federal states that regulate training through study regulations or training regulations and examination regulations or corresponding statutory provisions. The First and the Second State Examinations are conducted by the state examination authorities or boards of the federal states. The teacher training is divided into two stages, a course of higher education including periods of practical training and practical training in a school setting. Teacher training courses are offered at universities, and colleges of art and music. Practical teacher training in the form of a preparatory service takes place in teacher training institutes or comparable institutions and training schools. The share of practical training in schools in higher education courses has substantially increased in recent years. For study courses at universities, in all federal states institutions (e.g. centres for teacher training) have been established to coordinate teacher training between the faculties and guarantee an adequate relationship to teaching practice. Additionally, the organisation of the induction period for newly qualified teachers has been a central topic of the Standing Conference of the Ministers of Education and Cultural Affairs. According to the recommendations made in 1999 by the expert commission, the provisions for the deployment of young teaching staff are to aim at a gradual development of professional competence. Furthermore, a system of support for the induction period for newly qualified teachers is to be established, including measures of in-service training particularly adjusted to the needs of newly qualified teachers. In the majority of federal states, concepts are currently being developed or have been put into practice for the organisation of the induction period. In the case of didactical and methodical problems, especially newly qualified teachers have the option to ask training staff from teacher training institutes or institutions for in-service teacher training for advice. Nowadays, in primary and secondary, education school supervisory authorities exercise academic supervision, legal supervision and staff supervision within the school system. Special educational support and academic evaluation are provided in school pilot projects carried out by the school supervisory authorities and the institutes for school development of the federal states. Accompanying research examines the effectiveness of the reform measures and the framework that should be created if they are to be successfully implemented. The introduction of new curricula is often preceded by a test phase. In some federal states, for example, teachers are surveyed to establish whether the new guidelines have proved successful or require amendment. By providing advice and assistance and recommending changes in schools and by reporting to higher-ranking education authorities, the school supervisory authorities and institutes for school development are to contribute to the evaluation and further development of the school system. In almost all federal states, schools are evaluated by external quality or evaluation agencies and inspection procedures.



The current research has shown that new German teachers need support in class management, teaching methods and a way of sharing experiences and knowledge on specific subjects with others. However a big constrain for supporting the new teachers the lack of time from experienced teachers due to their workload.

With regards to mentoring and to whether experience has already been gained in the area of mentoring, participants described that there is methoring taking place in the German schools but in an informal manner and voluntier basis. The allocation of mentoring is carried out by the school organisation, usually by the school director and the subject leaders but very often it develops over time depending on personal relationships between the teachers and especially between NQTs and more experience teachers.

Good evaluations lead to being considered as a mentor teacher. However, it is not enough to make oneself available for this task. The limited number of hours in schools can mean that you are not assigned a teacher in training. There are willing teachers who would like to take on this task but are not assigned trainee teachers. The mentoring tends to be less prepared, and it is in one's own interest.

The attractiveness of the profession would increase by being a mentor. However, a very experience secondary education headmaster argued that being 100% mentor migh not be the ideal sitation because it might disconnect the metnor from the normal teaching duties and experiences but he mentioned that 50% positions migh be more attractive and effctive because will give the experience teachers enough time for mentoring but at the same time curry out their normal duties and be involved in day to day teaching.

Furthermore, the interviewed teachers clarified that they do not consider it useful to do mentoring full time, as a lot of it comes from practice and if they only do mentoring eventually will be disconnected from their practice and their collegues. Additonally, the interviewees mentioned that very ofter personal relationships between NQTs and more experience teachers are formed when sharing common areas and those relationships are leading to informal mentoring interactions especially between teachers on similar subject matters.

By being a full time mentor the interviewees believe that one would be distanced from the everyday life of a teacher quickly, and it is important that the mentor is a person who also takes over class leadership. Maybe it would make sense to spend an hour every day on this, so there would be 5 hours in the week. In this way, a mutual exchange is possible and a cooperative relationship can be achieved.

Being a mentor requires building confidential and trastworthy relationships with the NQTs and creating an atmoshphere that enables constructive criticism and discussions on ideas, learning materials and strategies

Regarding the important qualities for a mentor, the interviewes revealed that these are are to get involved, to have fun, to be open to experimentation and to be reflective. But also to take the lead and be transparent, for example in the sense of assessment.

For mentoring, 5 hours a week is considered helpful. In the first six months, the prospective teacher should only observe, and then gradually expand the tasks. Mentoring should also be present in the second year.

Although 5 hours would be desirable, realistically only 2 to 3 hours are perhaps feasible, but the current 1 hour is not sufficient.

Annex 1

The following annexes include the charts of the three surveys.

1. Survey to school leaders

1.1. Initial Teacher Training

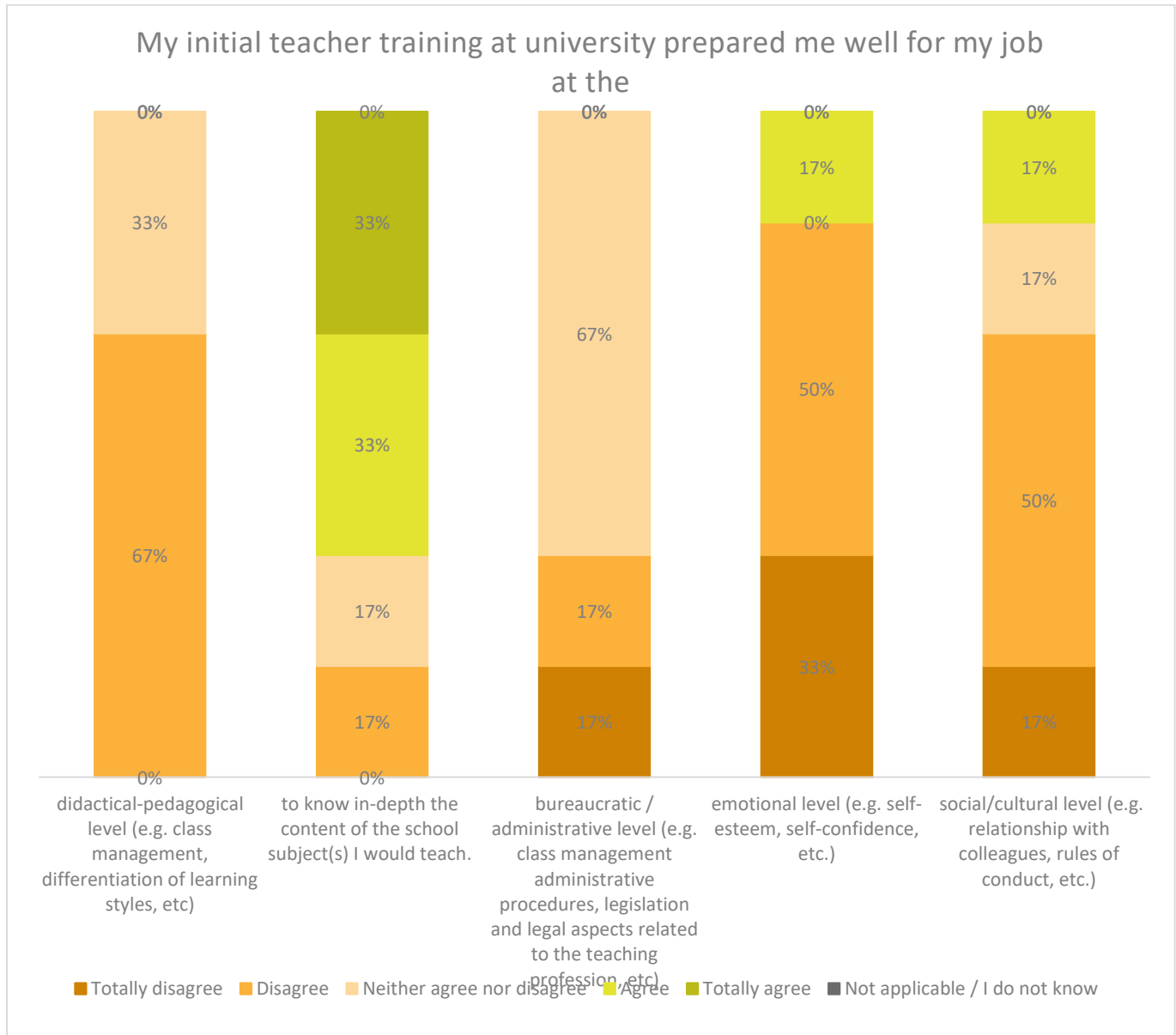


Chart 1: My initial teacher training at the university prepared me well for my job



Support received in the initial years of the career

■ Totally disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Totally agree
 ■ Not applicable / I do not know

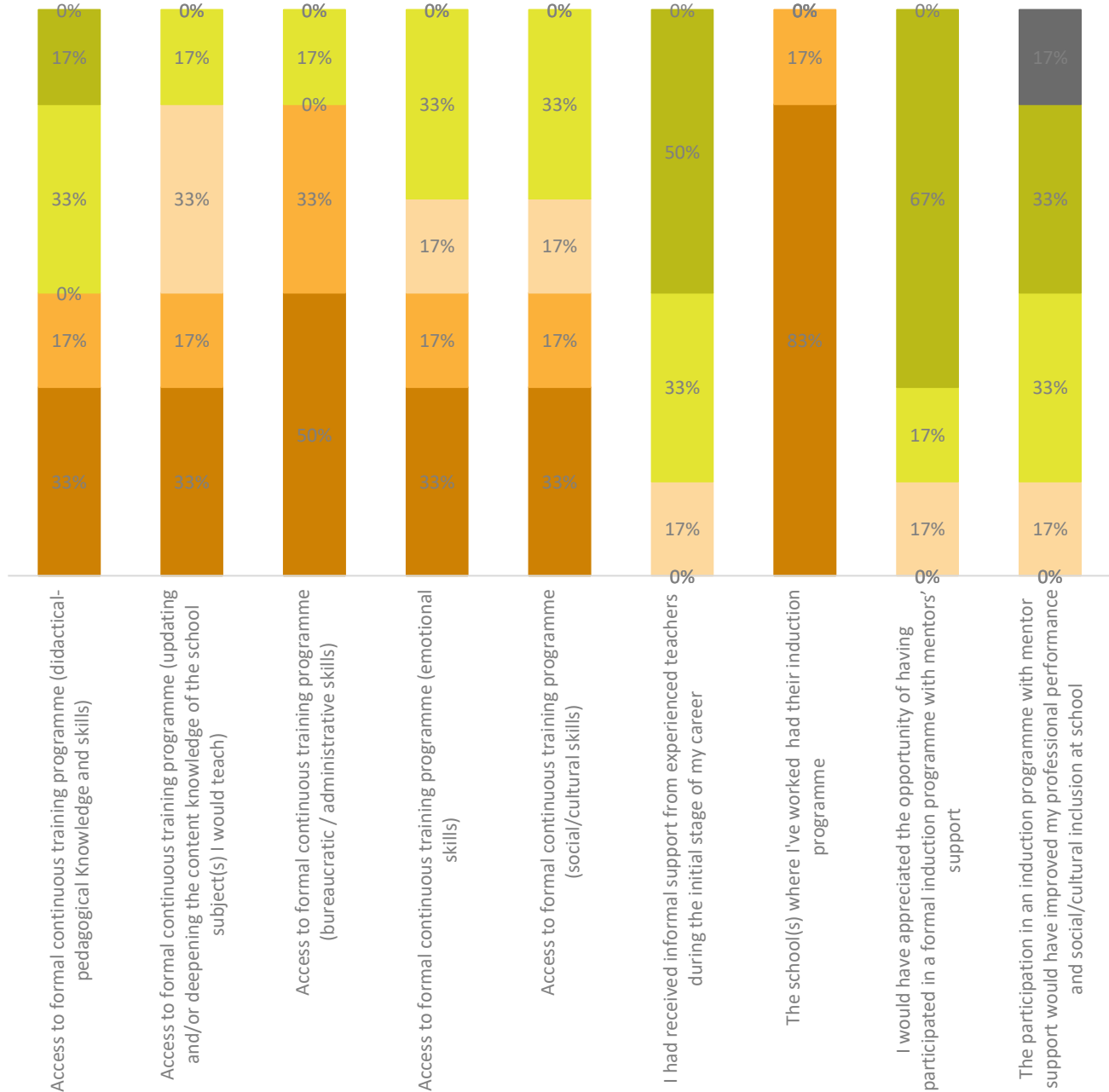


Chart 2: Support receive in the initial years of the career



1.2. Induction Programmes

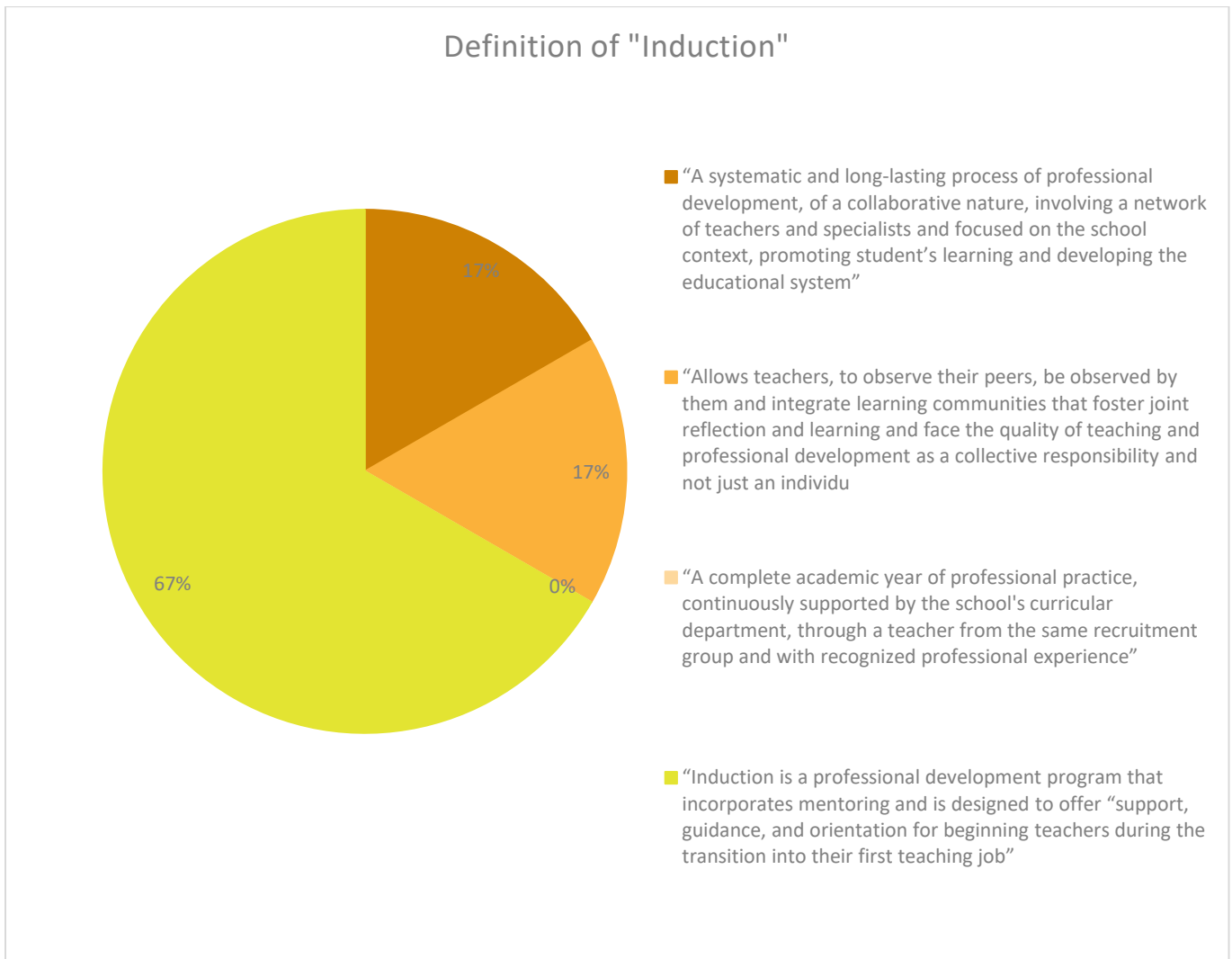


Chart 3: Definition of "Induction"

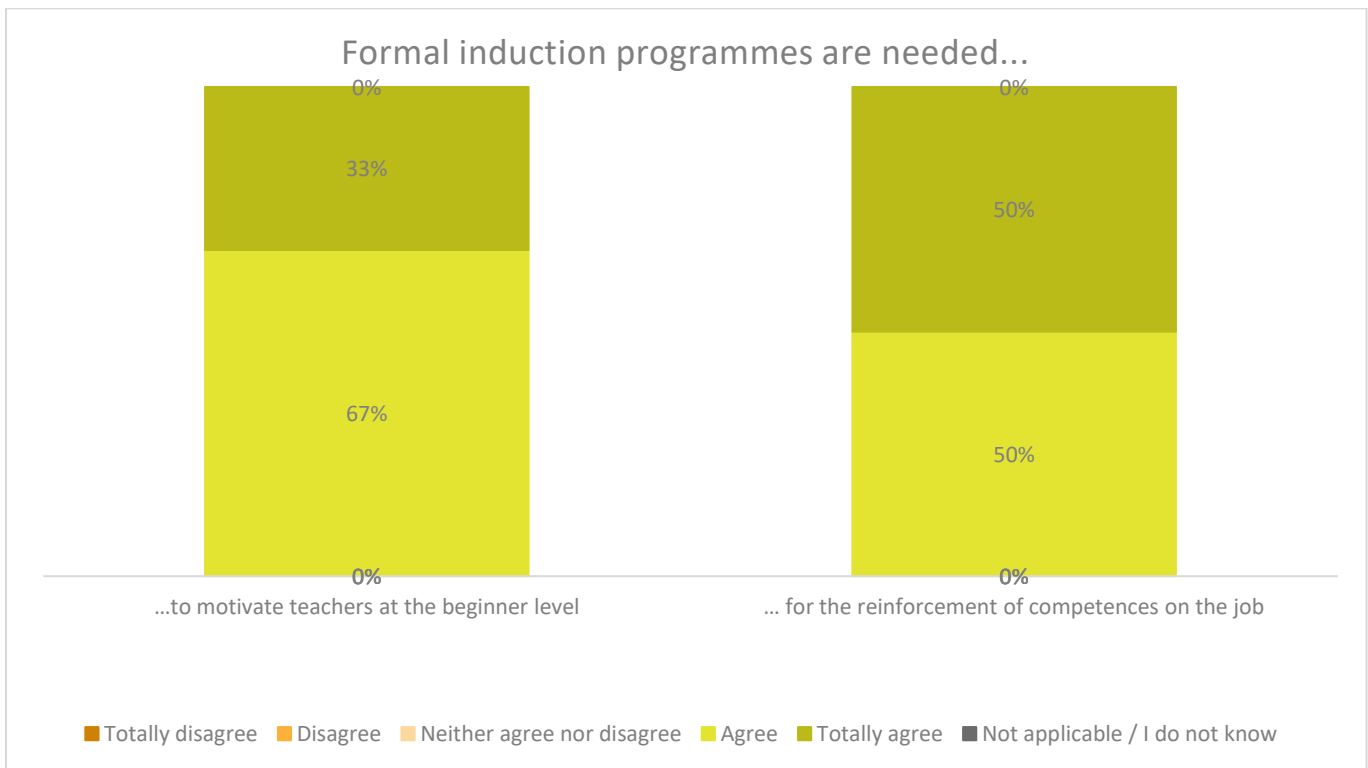


Chart 4: Formal induction programmes are needed

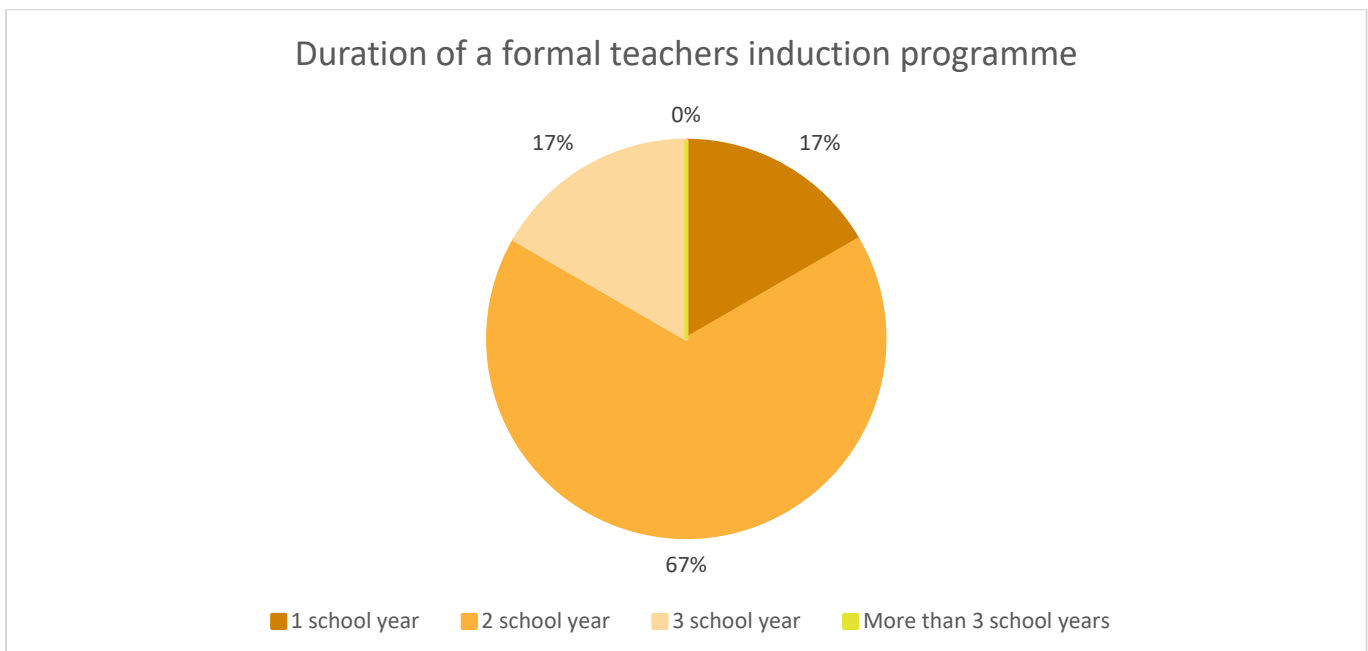


Chart 5: Duration of a formal teachers induction programme

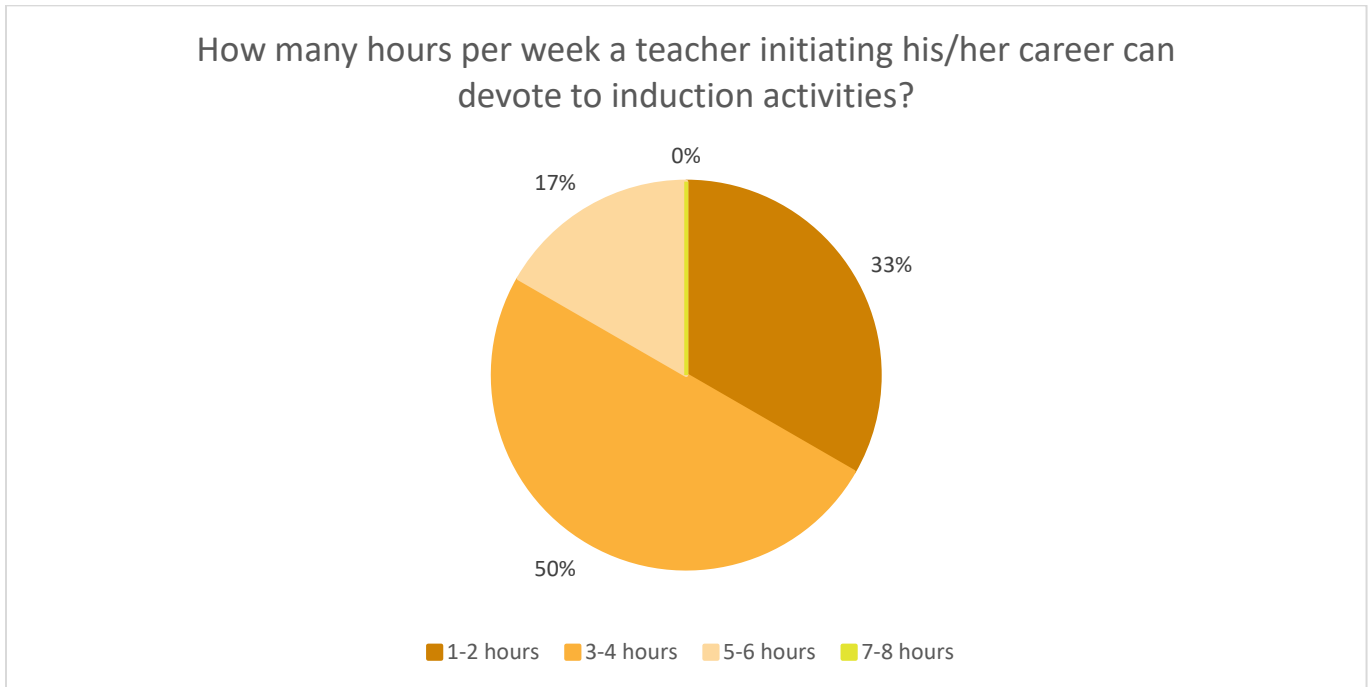


Chart 6: How many hours per week a teacher initiating his/her career can devote to induction activities



Types of practices and activities that a formal induction programme can have

■ Totally disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Totally agree
 ■ Not applicable / I do not know

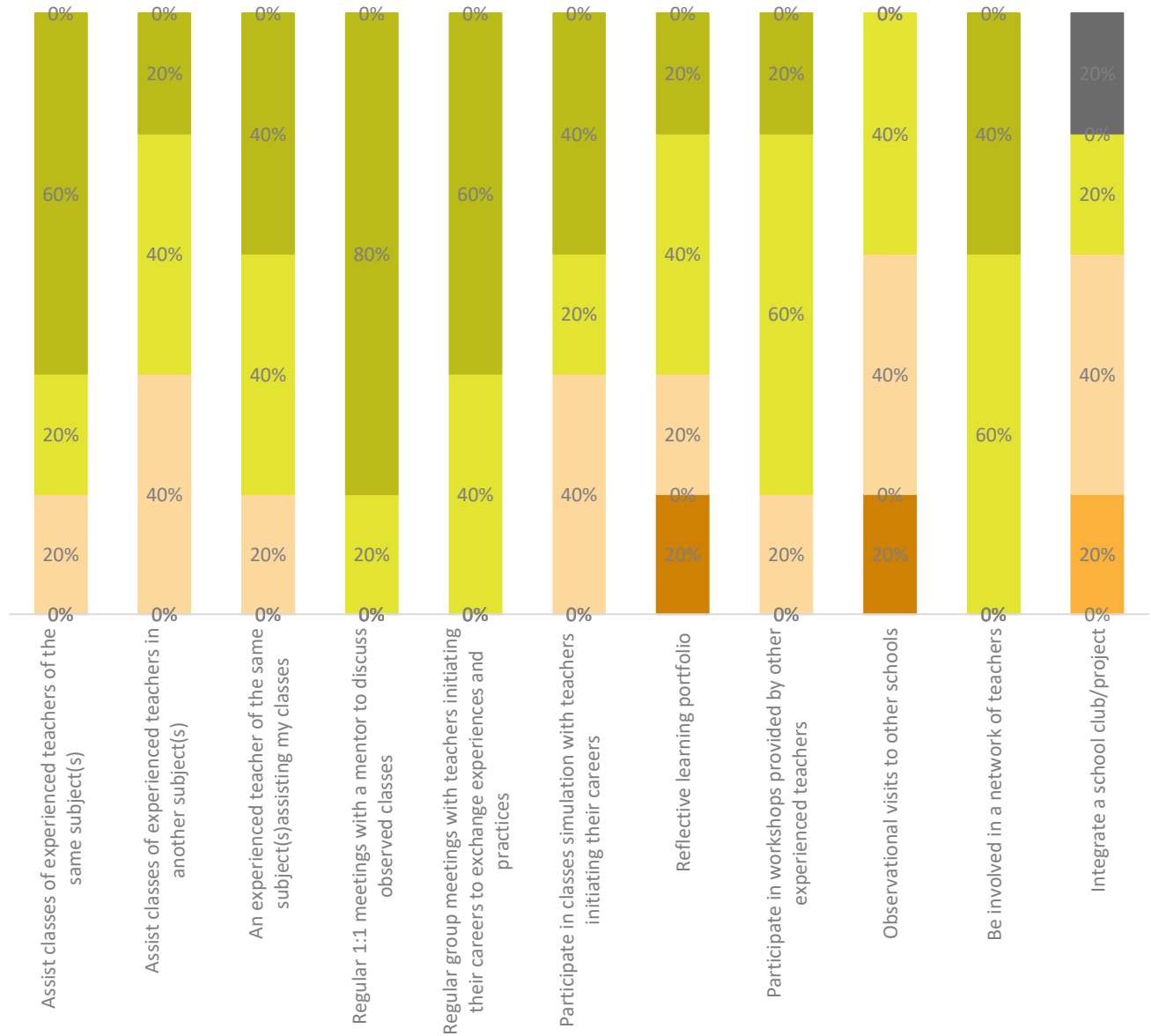


Chart 7: Types of practices and activities that a formal induction programme can have



Formal induction programme: didactical-pedagogical related topics

■ Totally disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Totally agree
 ■ Not applicable / I do not know

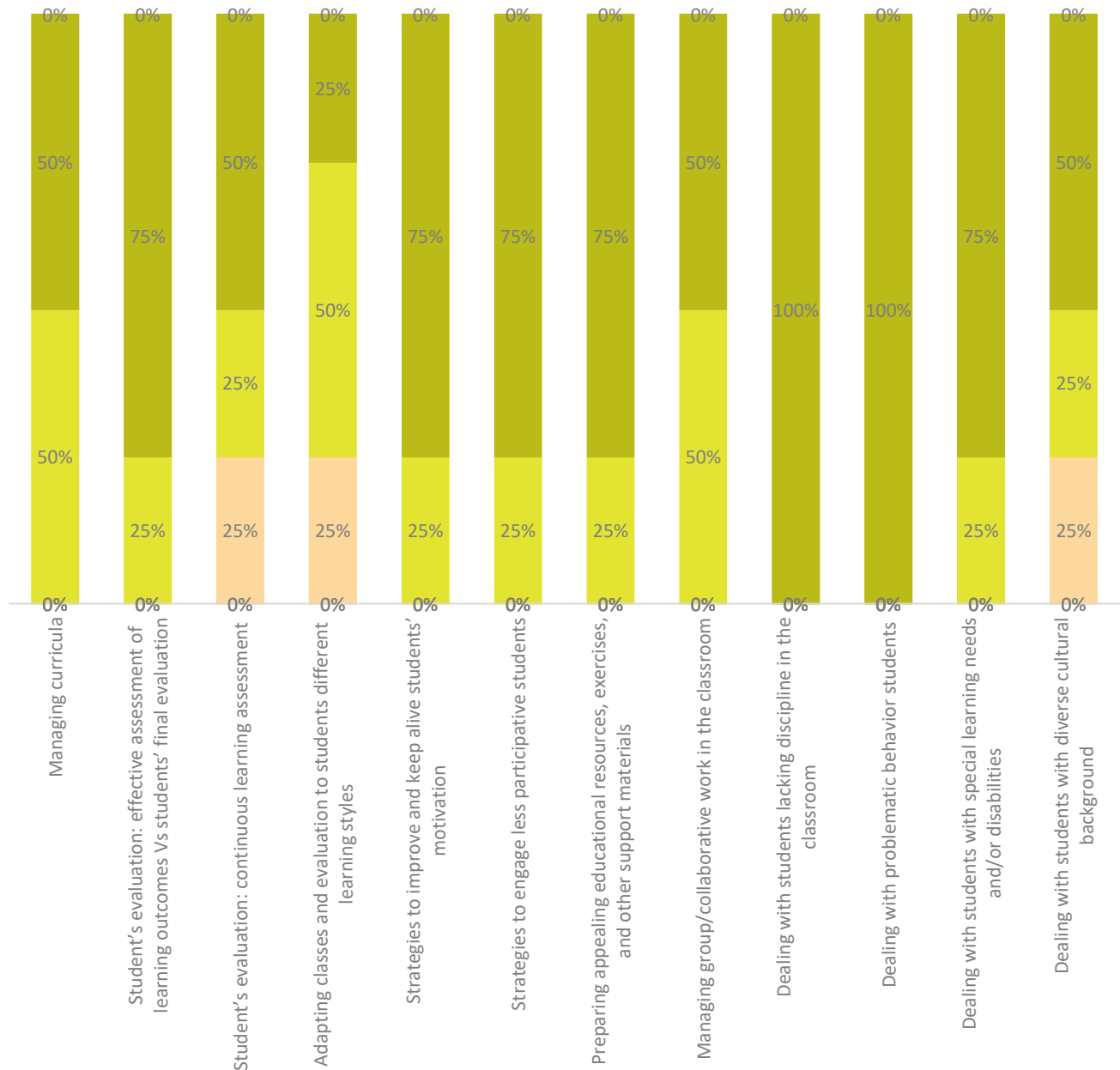


Chart 8: Formal induction programmes: didactical-pedagogical related topics

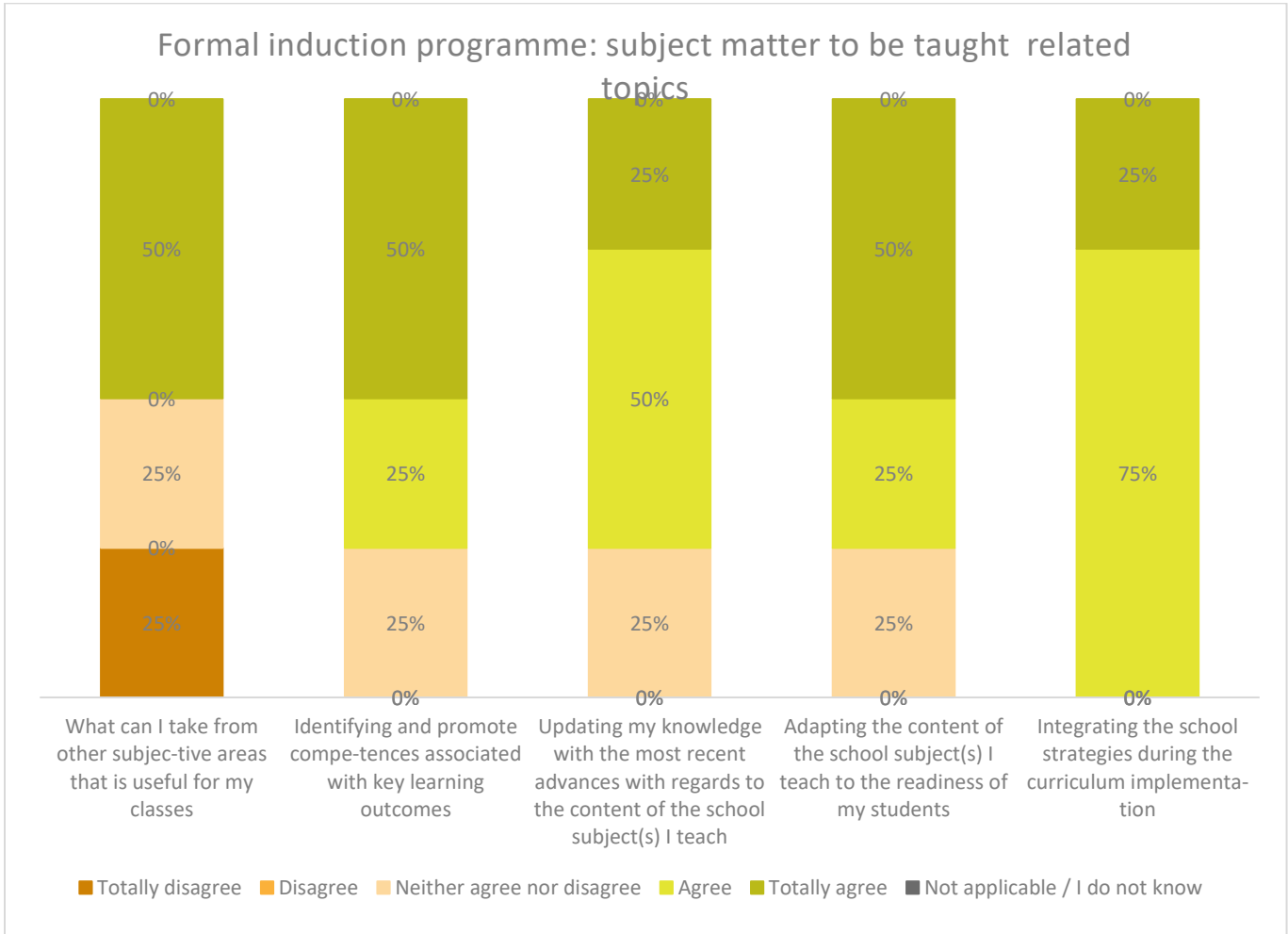


Chart 9: Formal induction programme: subject matter to be taught related topics

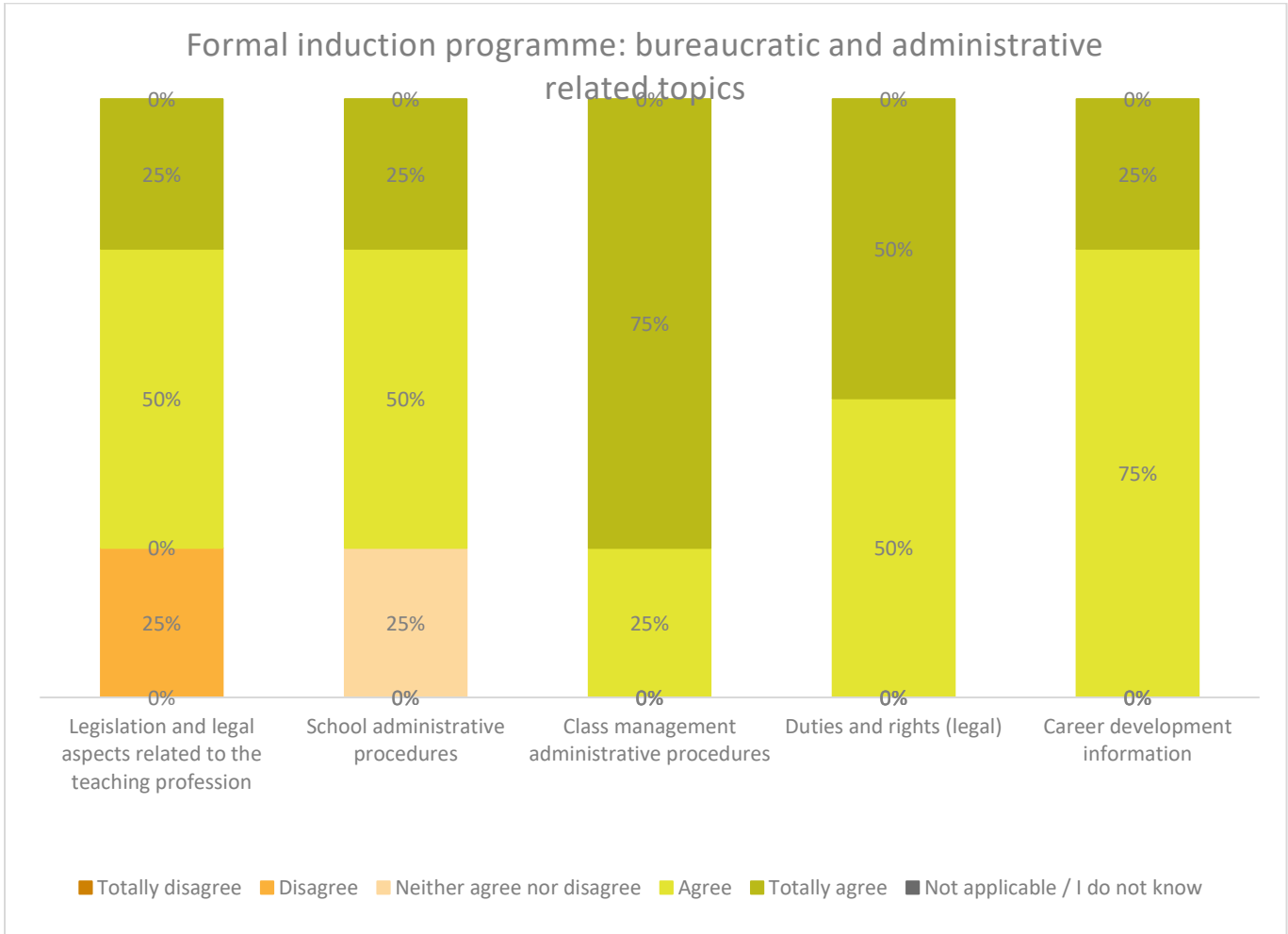


Chart 10: Formal induction programme: bureaucratic and administrative related topics

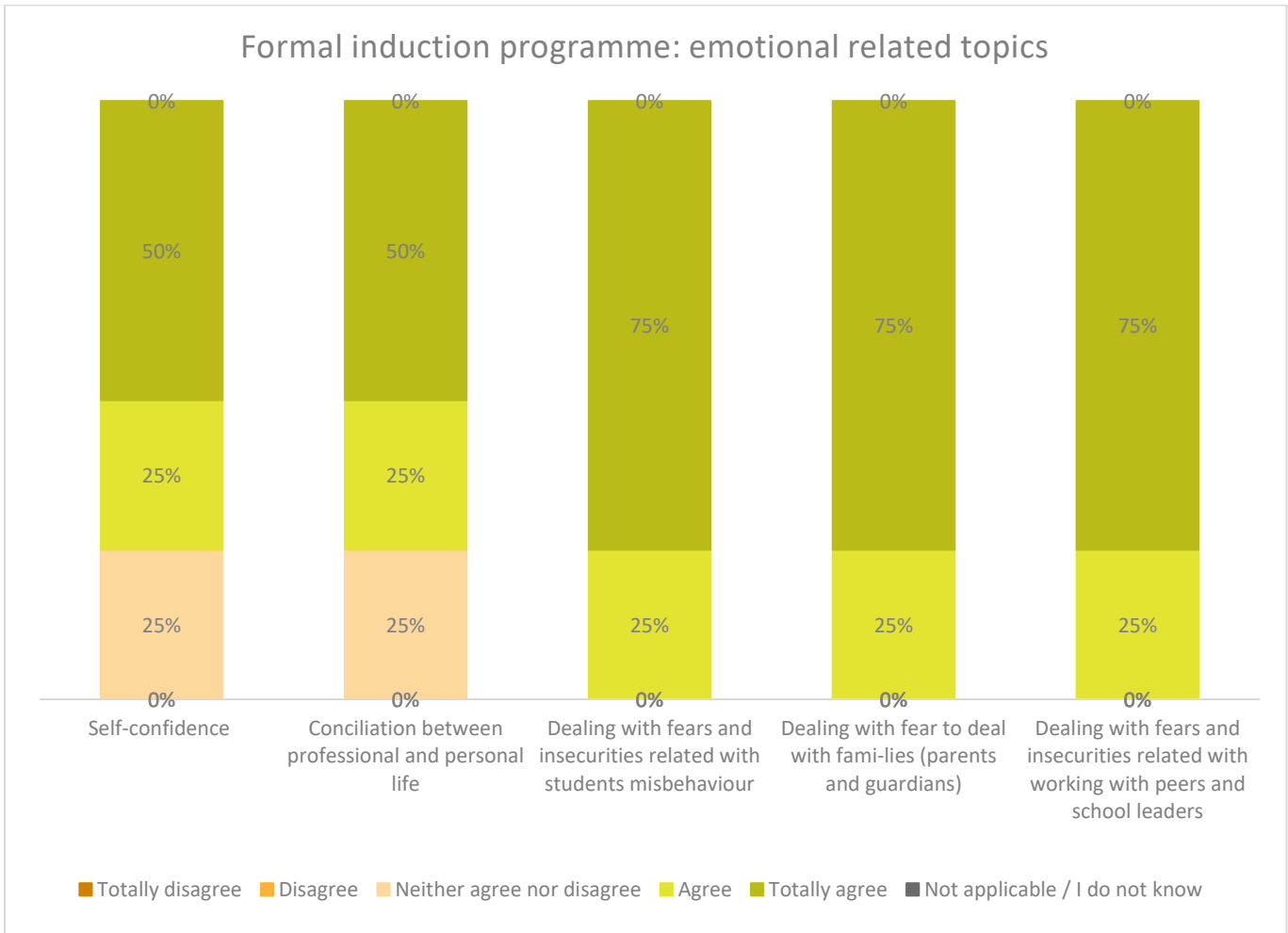


Chart 11: Formal induction programme: emotional related topics

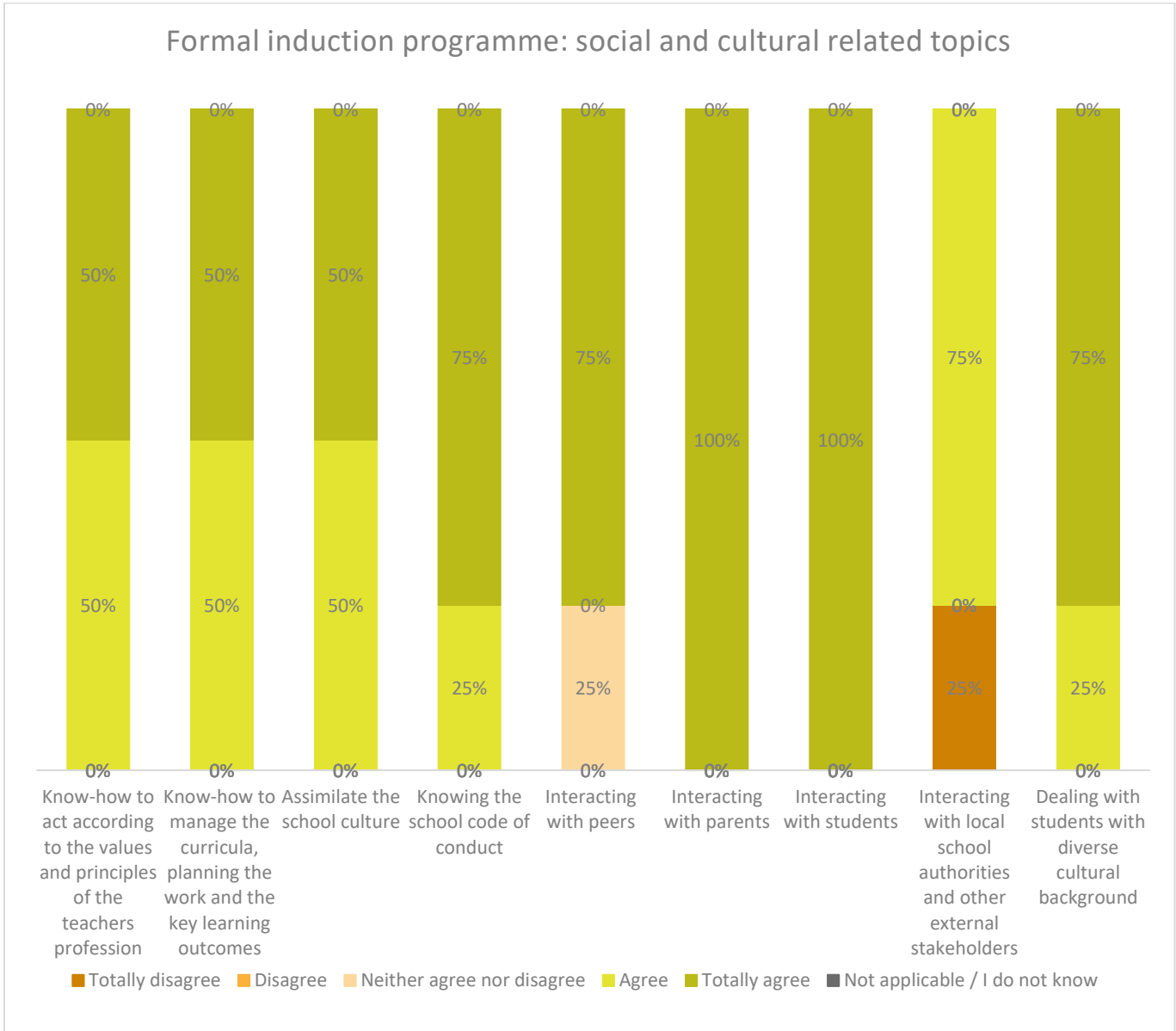


Chart 12: Formal induction programme: social and cultural related topics



1.3. Mentoring

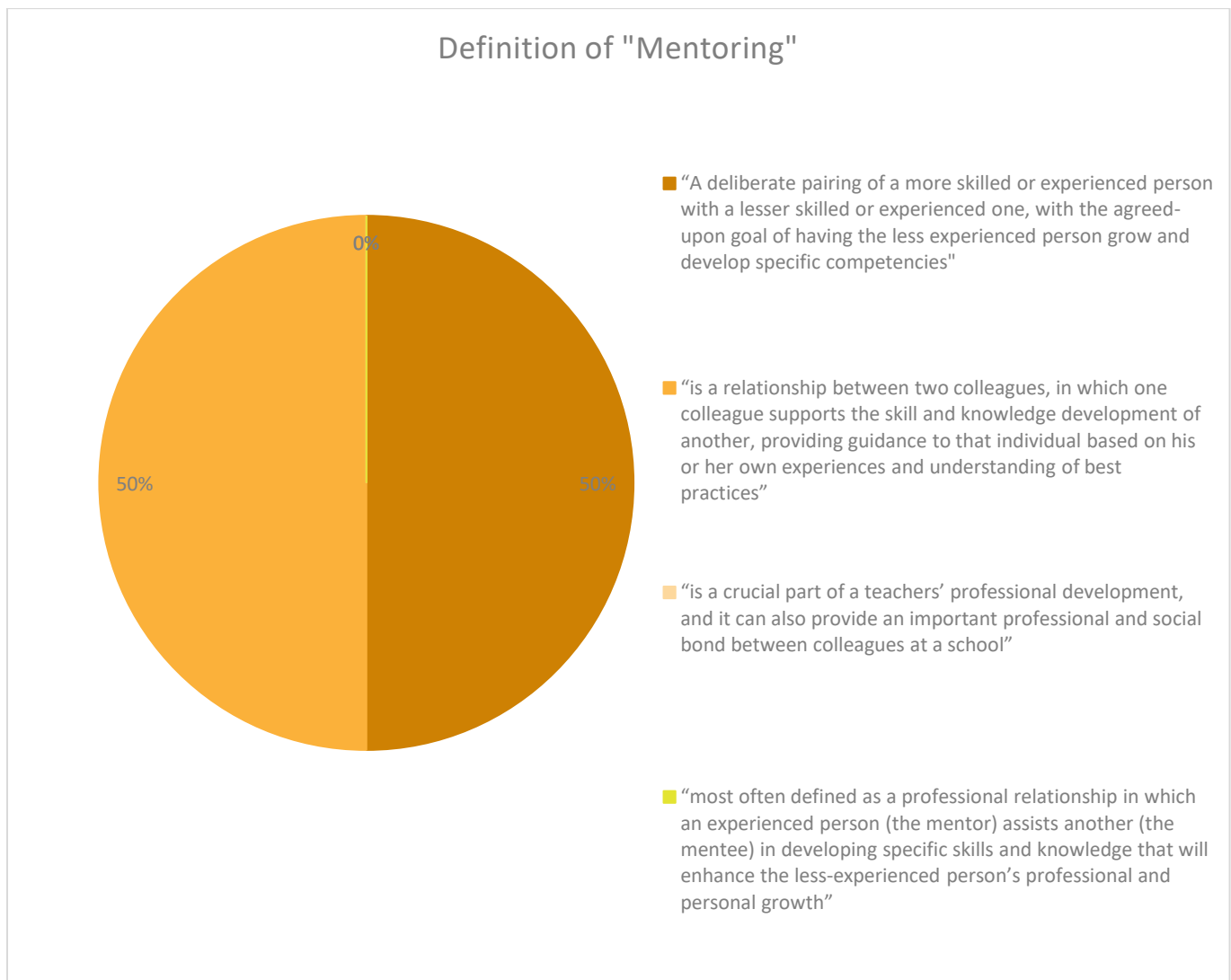


Chart 13: Definition of "Mentoring"



Relevance of mentoring for formal teachers induction programme

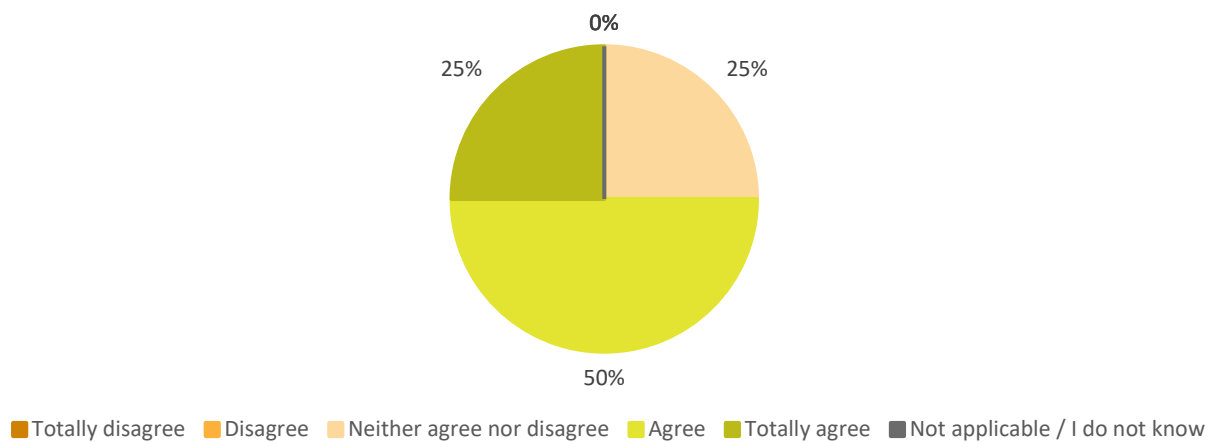


Chart 14: Relevance of mentoring for formal teachers' induction programmes

The teaching career should provide experienced teachers the opportunity to become mentors

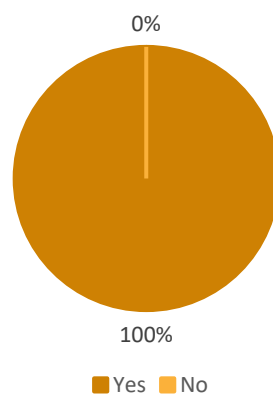


Chart 15: The teaching career should provide experienced teachers the opportunity to become mentors



Should an experienced teacher become a full-time mentor

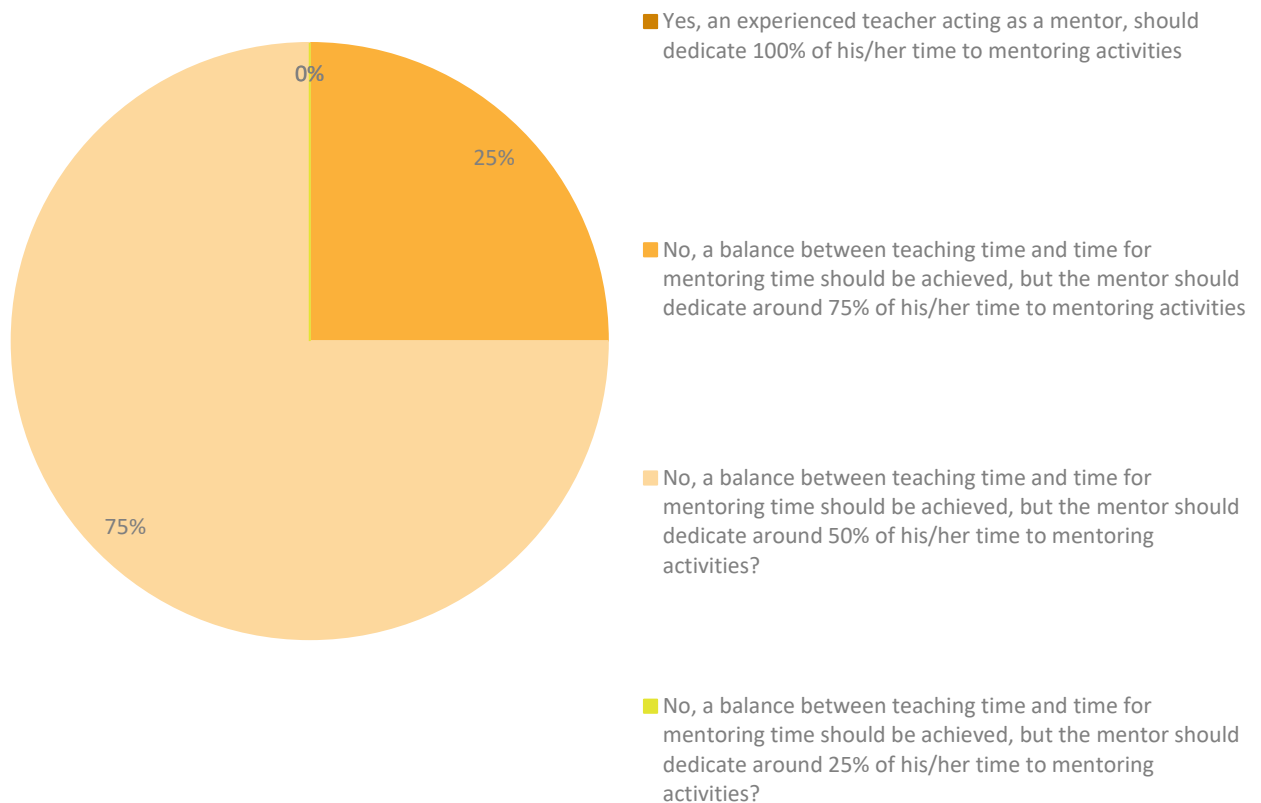


Chart 16: Should an experienced teacher become a full-time mentor?



Should the mentor be an experienced teacher of the same school or school cluster?

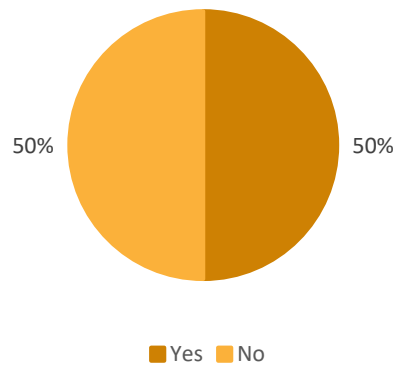


Chart 17: Should the mentor be an experienced teacher of the same school or school cluster?



Desired profile of a mentor (part I)

Legend: ■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

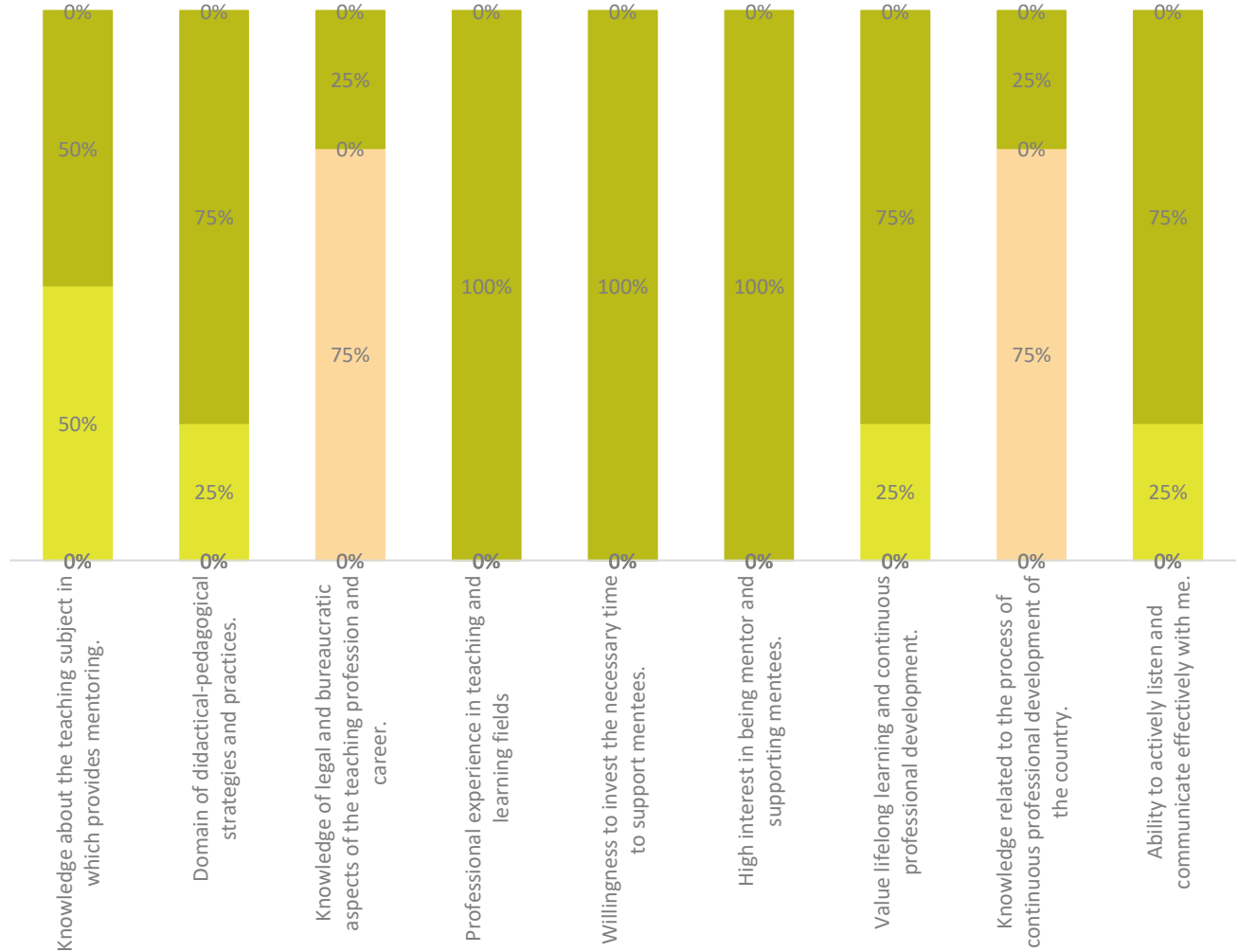


Chart 18: Desired profile of a mentor (part I)

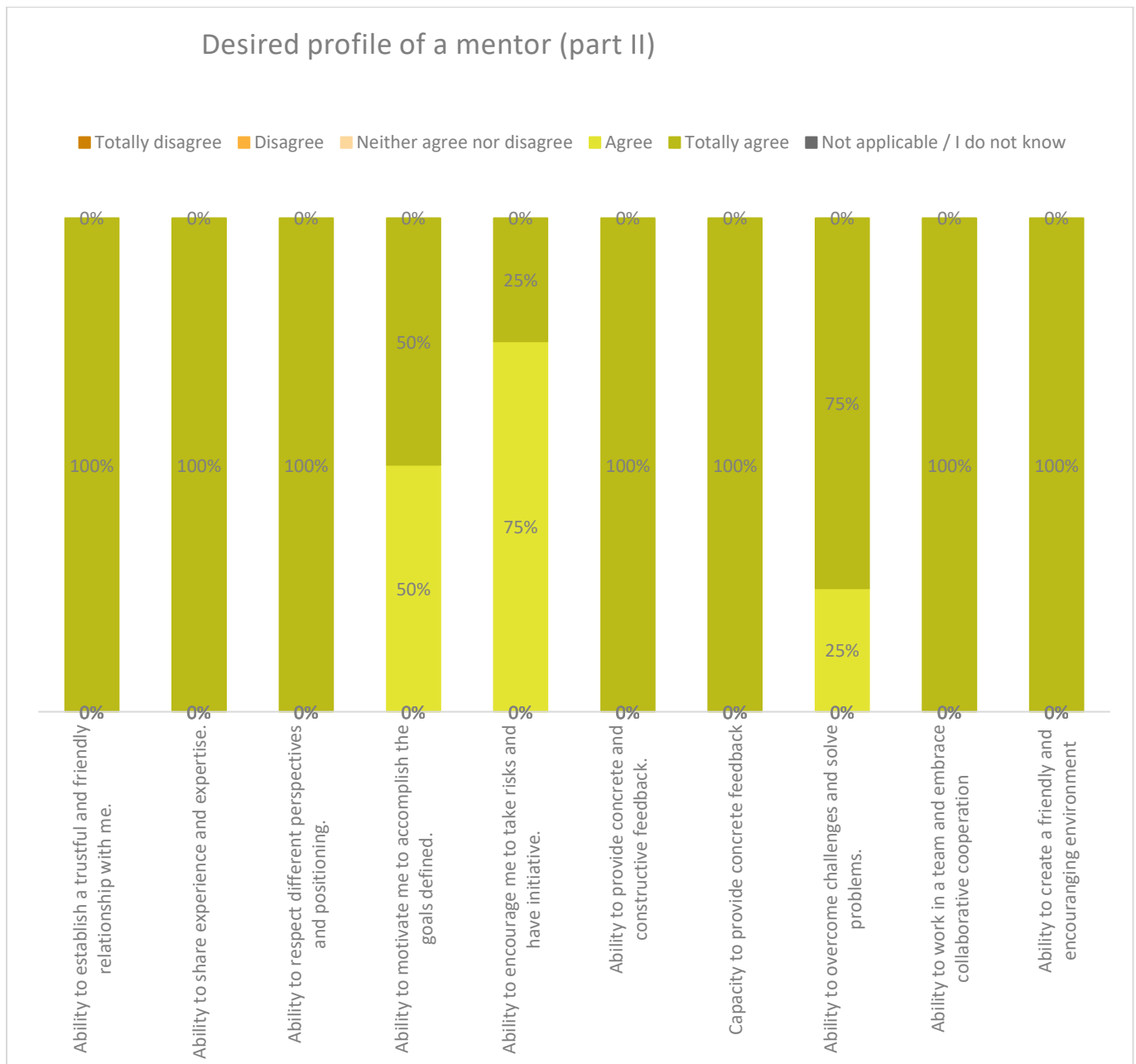


Chart 19: Desired profile of a mentor (part II)

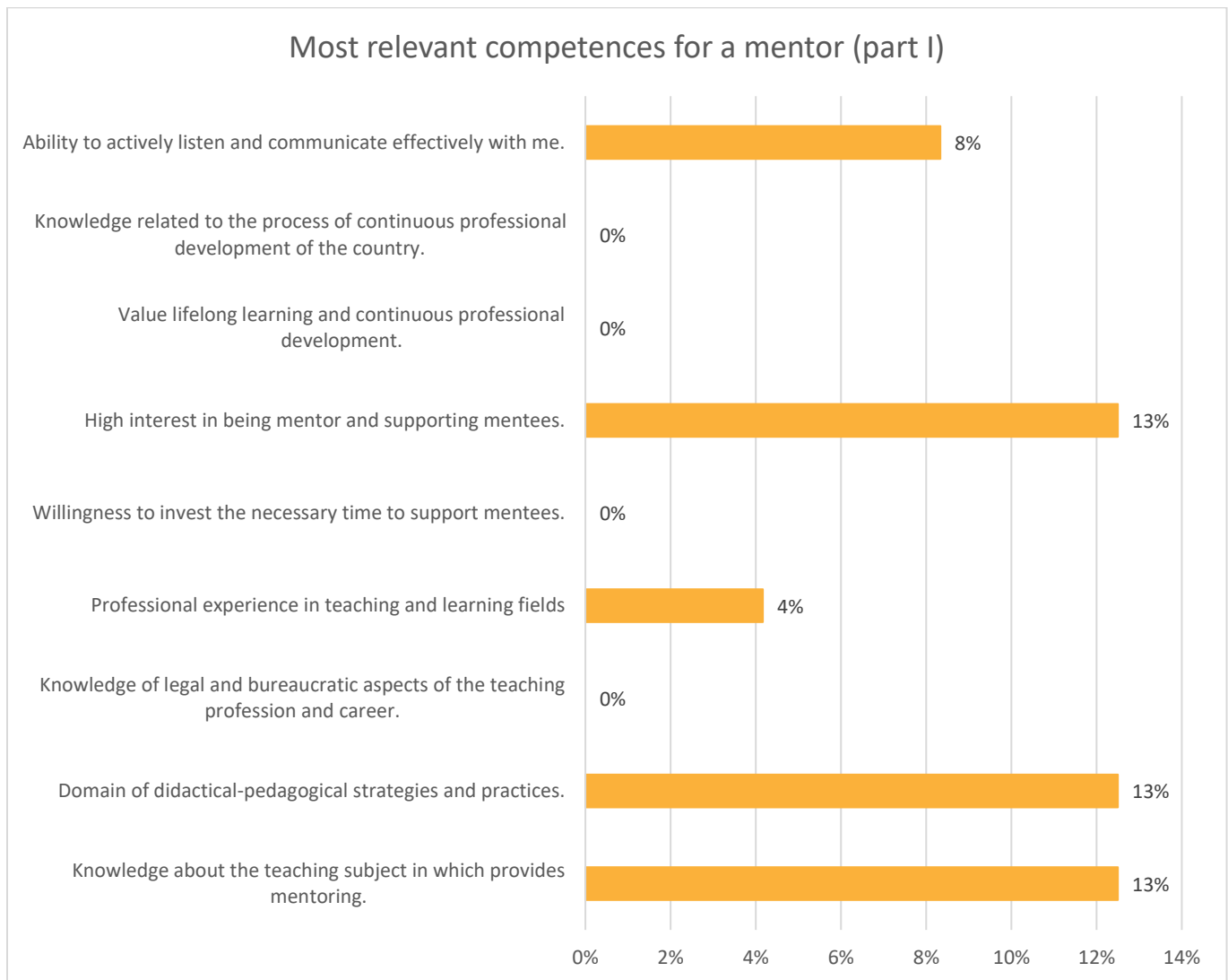


Chart 20: Most relevant competences of a mentor (part I)



Most relevant competences for a mentor (part II)

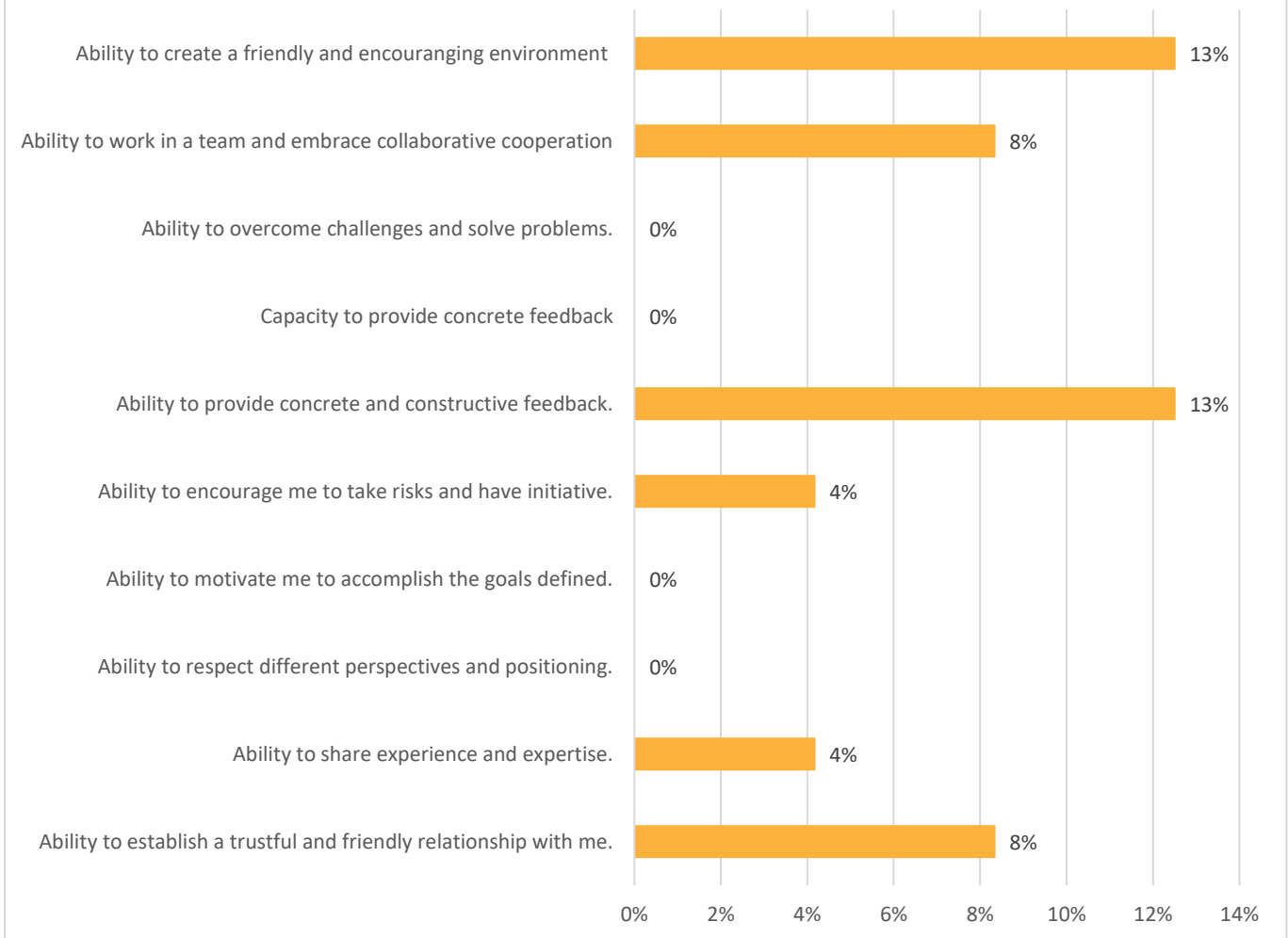


Chart 21: Most relevant competences of a mentor (part II)



1.4. Induction Programmes at the School

Does your school has/had an induction programme

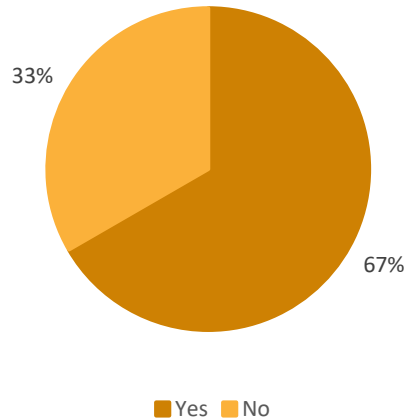


Chart 22: Does your school has/had an induction programme?

Would your school benefit from having induction programmes based on mentoring activities

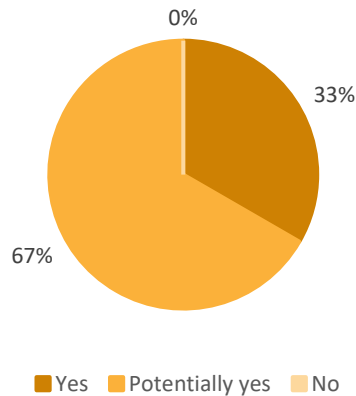


Chart 23: Would your school benefit from having induction programmes based on mentoring activities?



Desired profile of a mentor (part I)

■ Totally disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Totally agree
 ■ Not applicable / I do not know

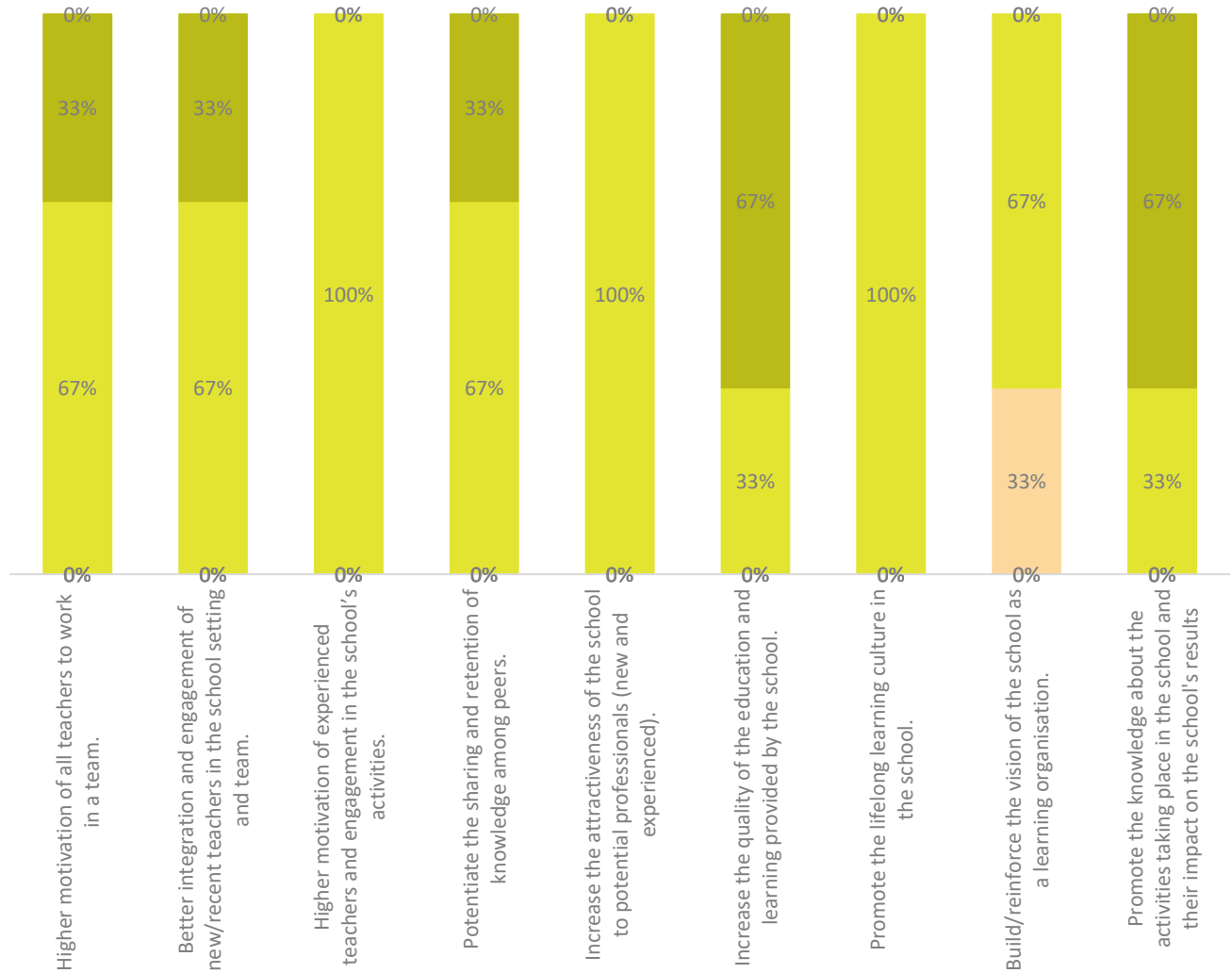


Chart 24: Desired profile of a mentor



2. Survey to experienced teachers

2.1. Perception, Satisfaction & Motivation

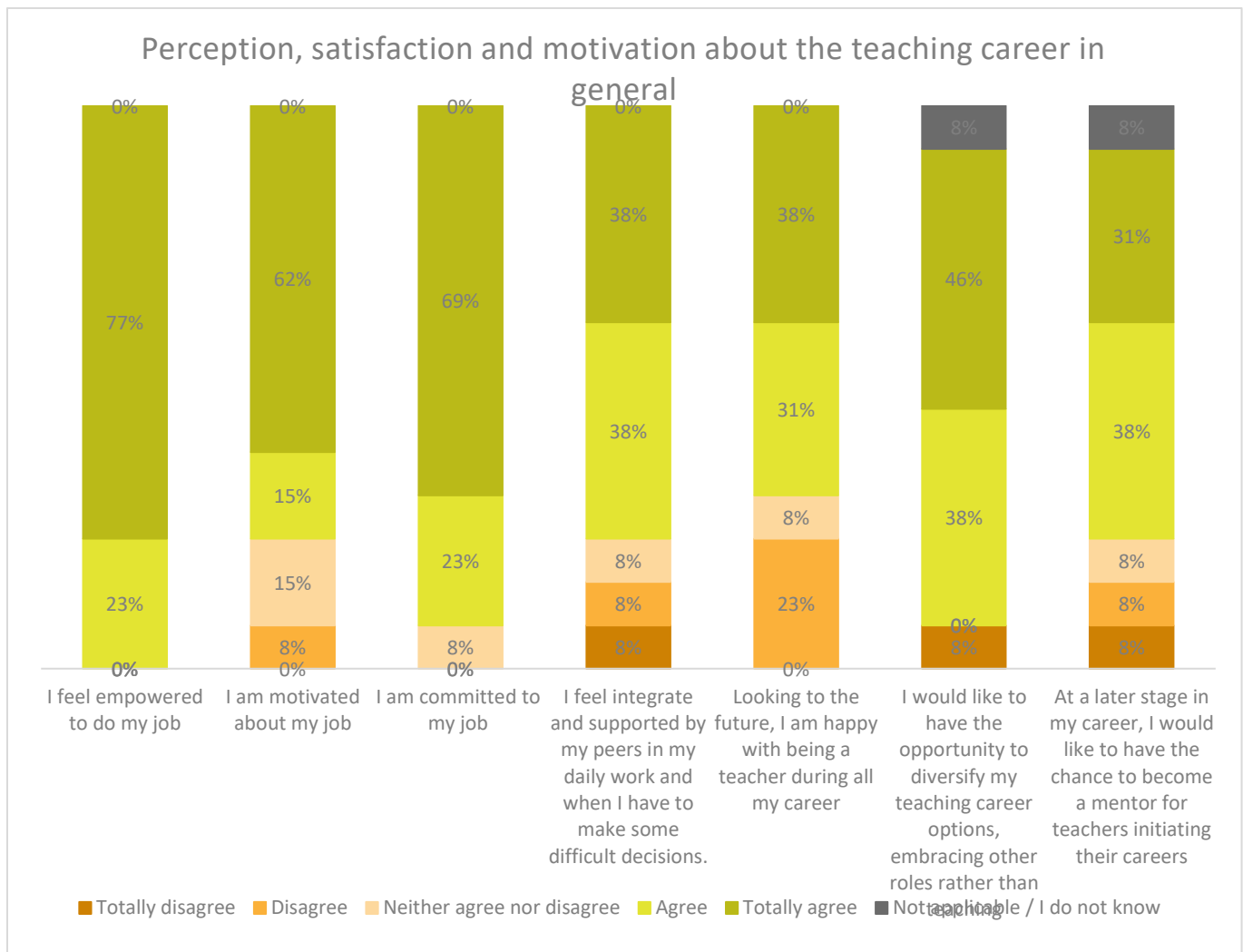


Chart 25 : Perception, satisfaction and motivation about the teaching career in general



2.2. Initial Teacher Training

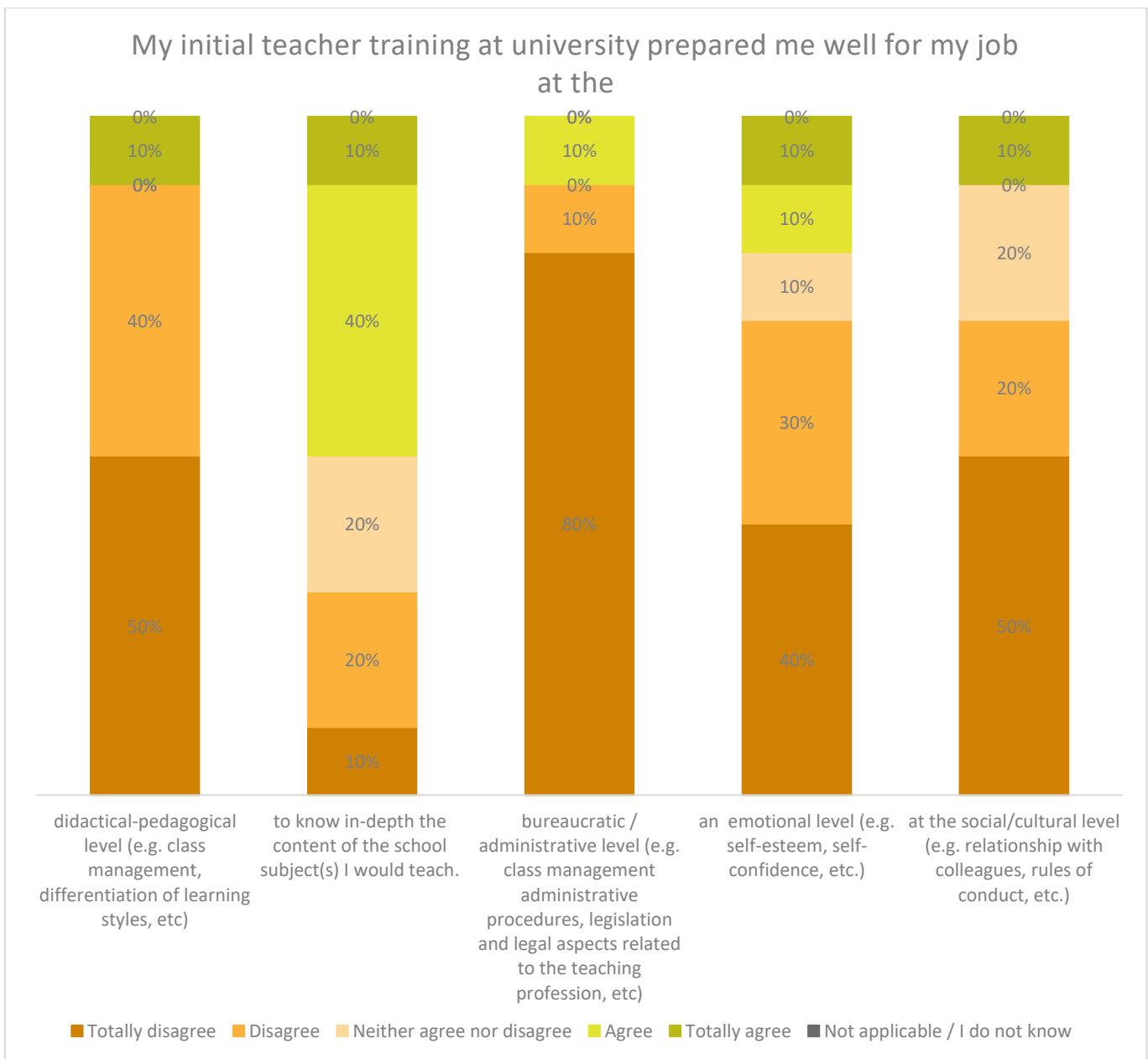


Chart 26: My initial teacher training at the university prepared me well for my job



Support received in the initial years of the career

Legend: ■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

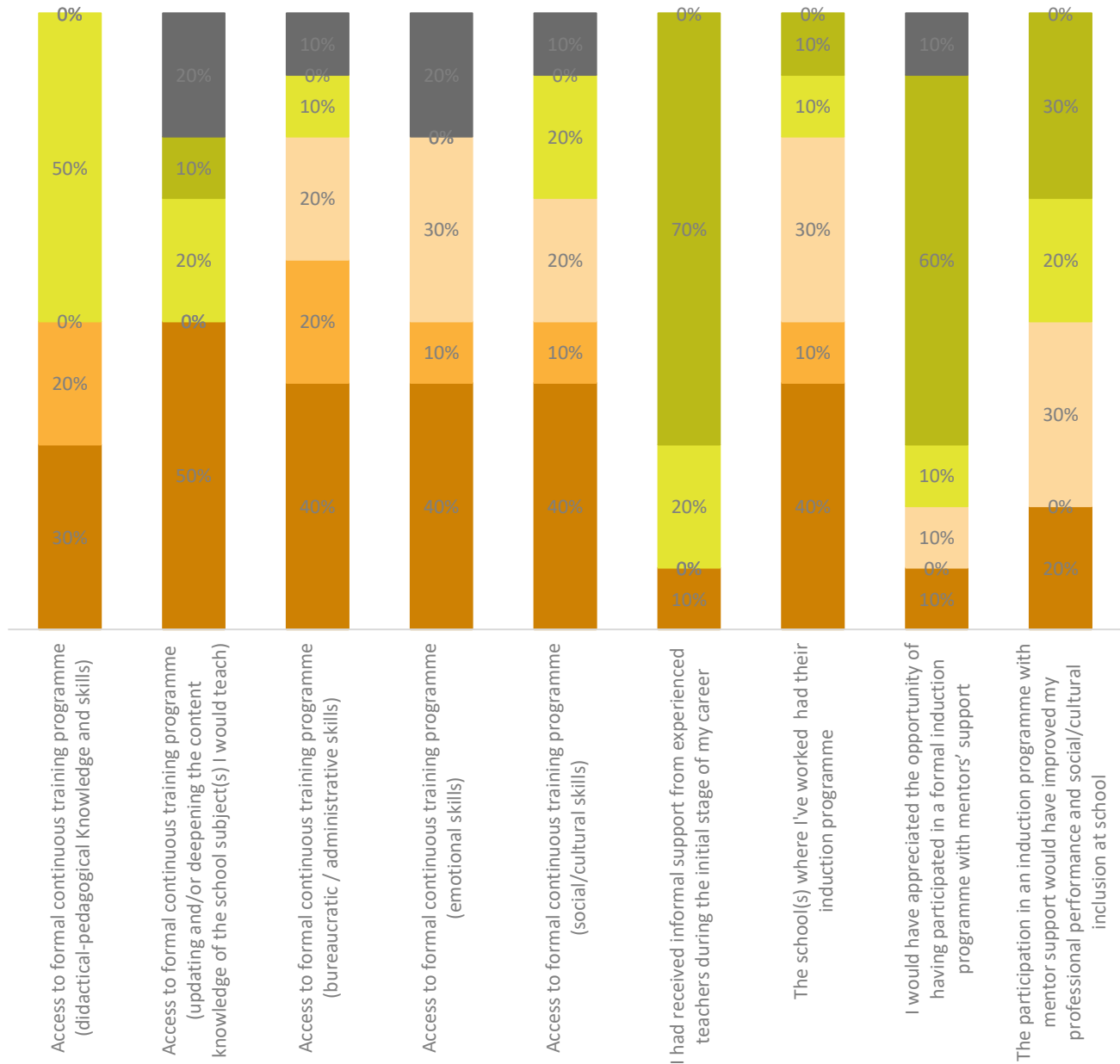


Chart 27: Support received in the initial years of the career



2.3. Induction Programmes

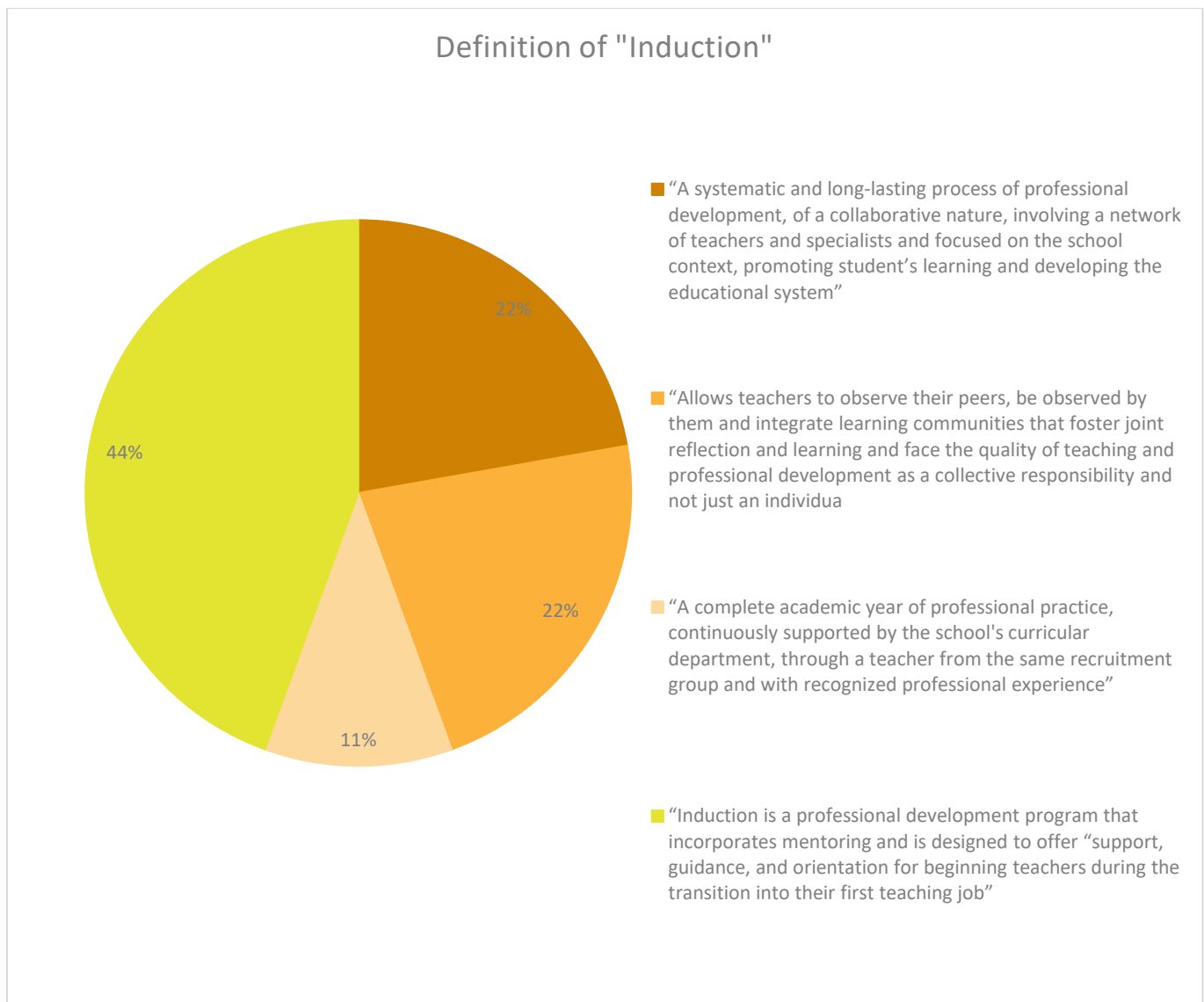


Chart 28: Definition of "Induction"

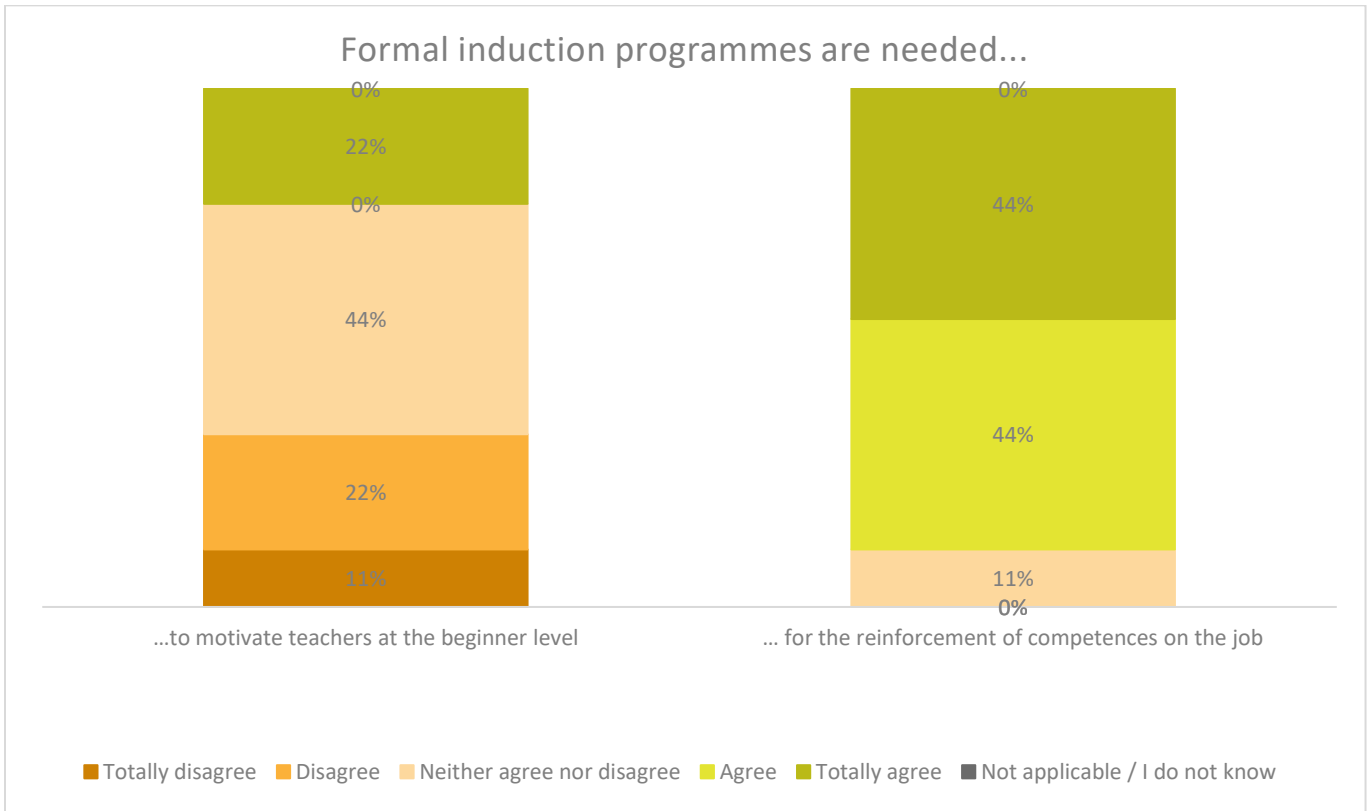


Chart 29: Formal induction programmes are needed

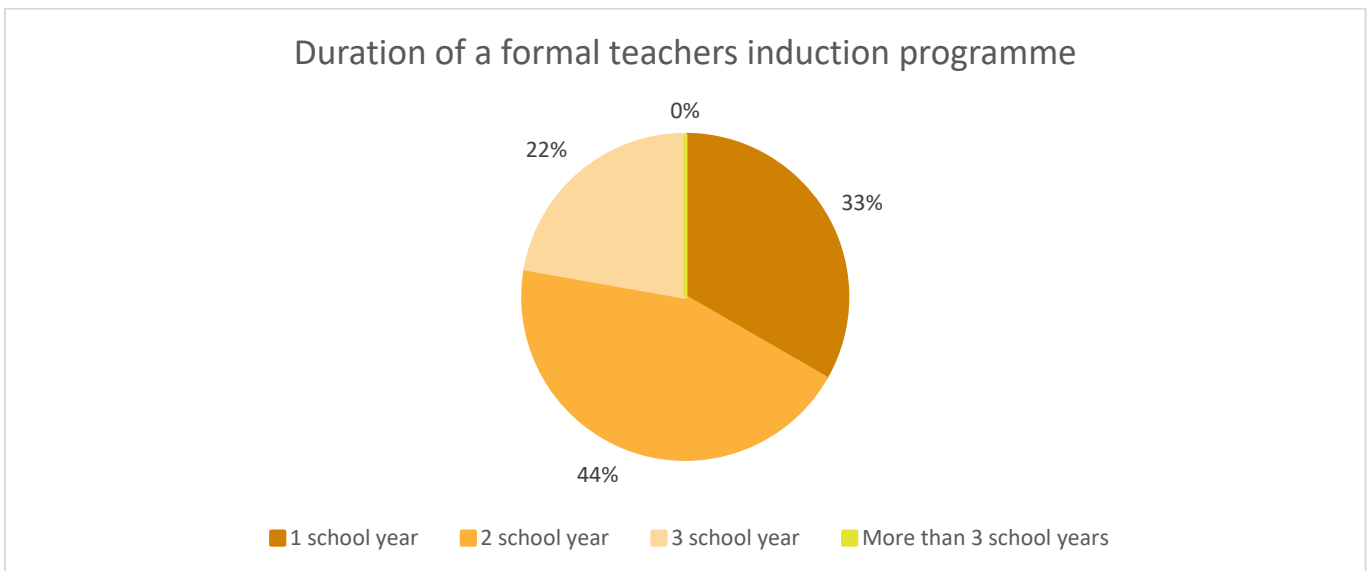


Chart 30: Duration of a formal teachers induction programme



How many hours per week a teacher initiating his/her career can devote to induction activities?

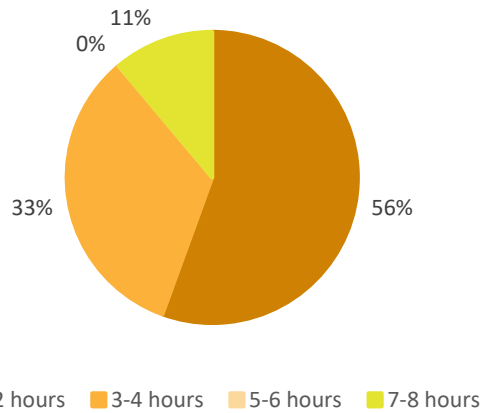


Chart 31: How many hours per week a teacher initiating his/her career can devote to induction activities



Types of practices and activities that a formal induction programme can have

■ Totally disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Totally agree
 ■ Not applicable / I do not know

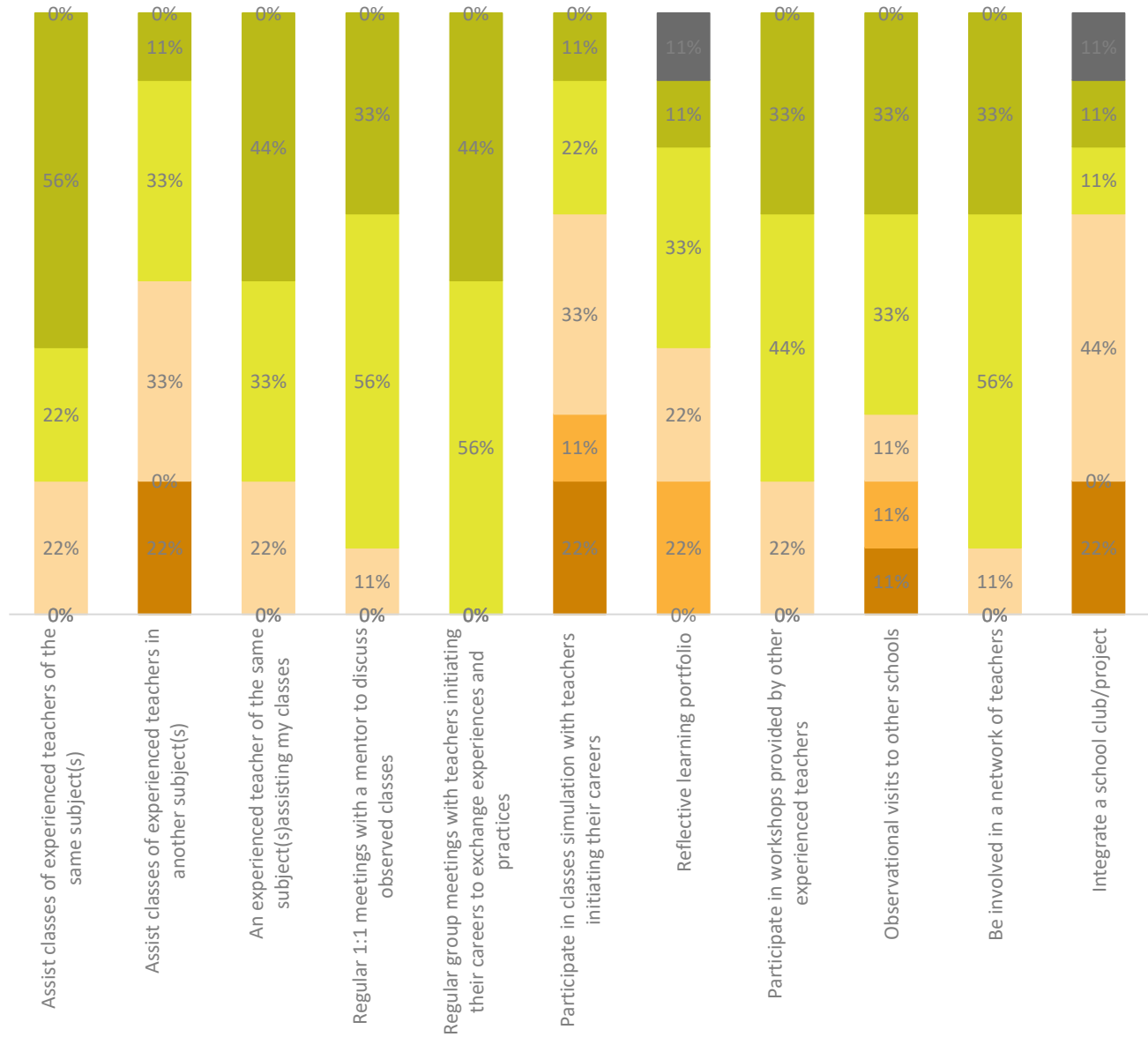


Chart 32: Types of practices and activities that a formal induction programme can have



Formal induction programme: didactical-pedagogical related topics

■ Totally disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Totally agree
 ■ Not applicable / I do not know

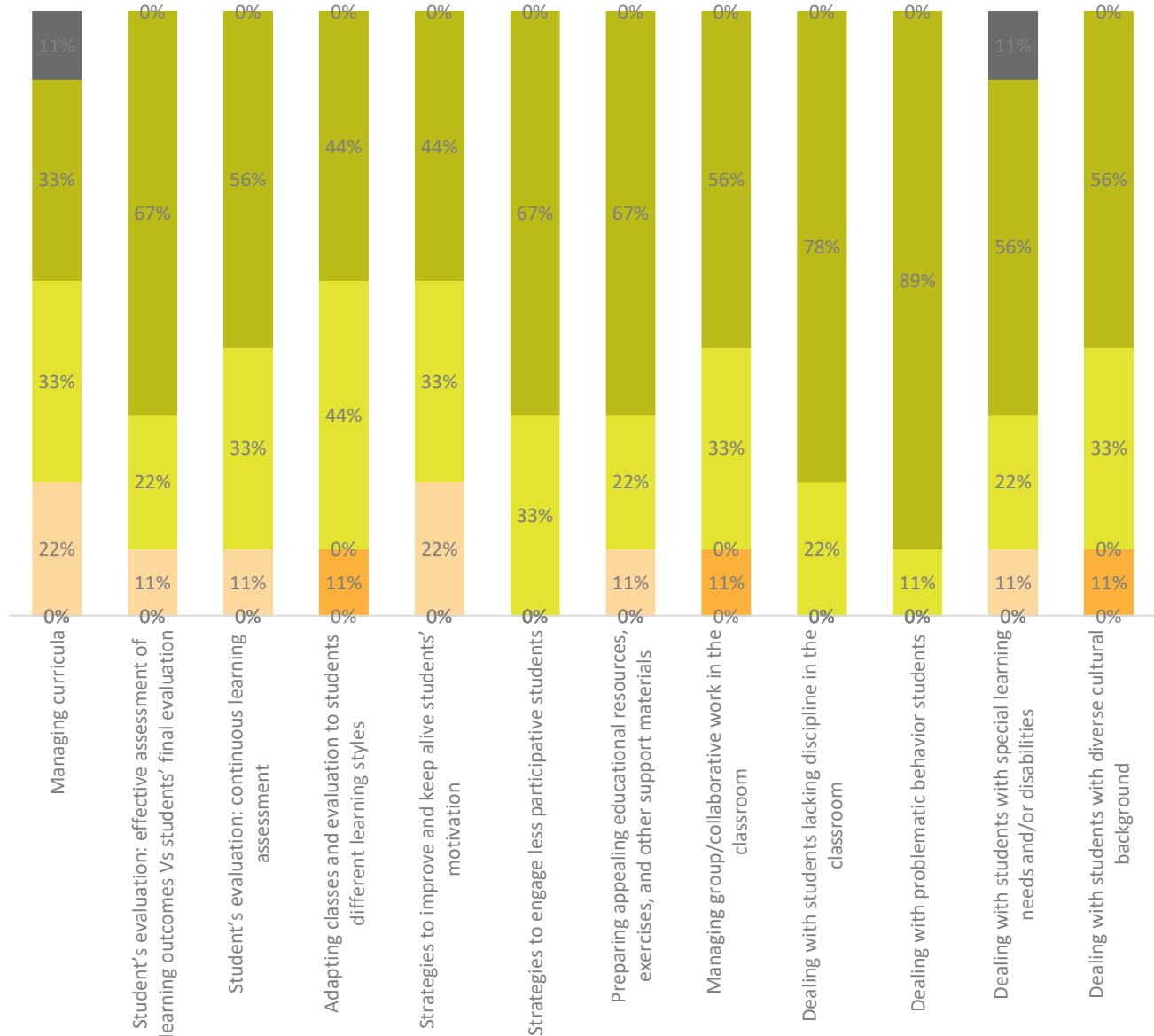


Chart 33: Formal induction programmes: didactical-pedagogical related topics

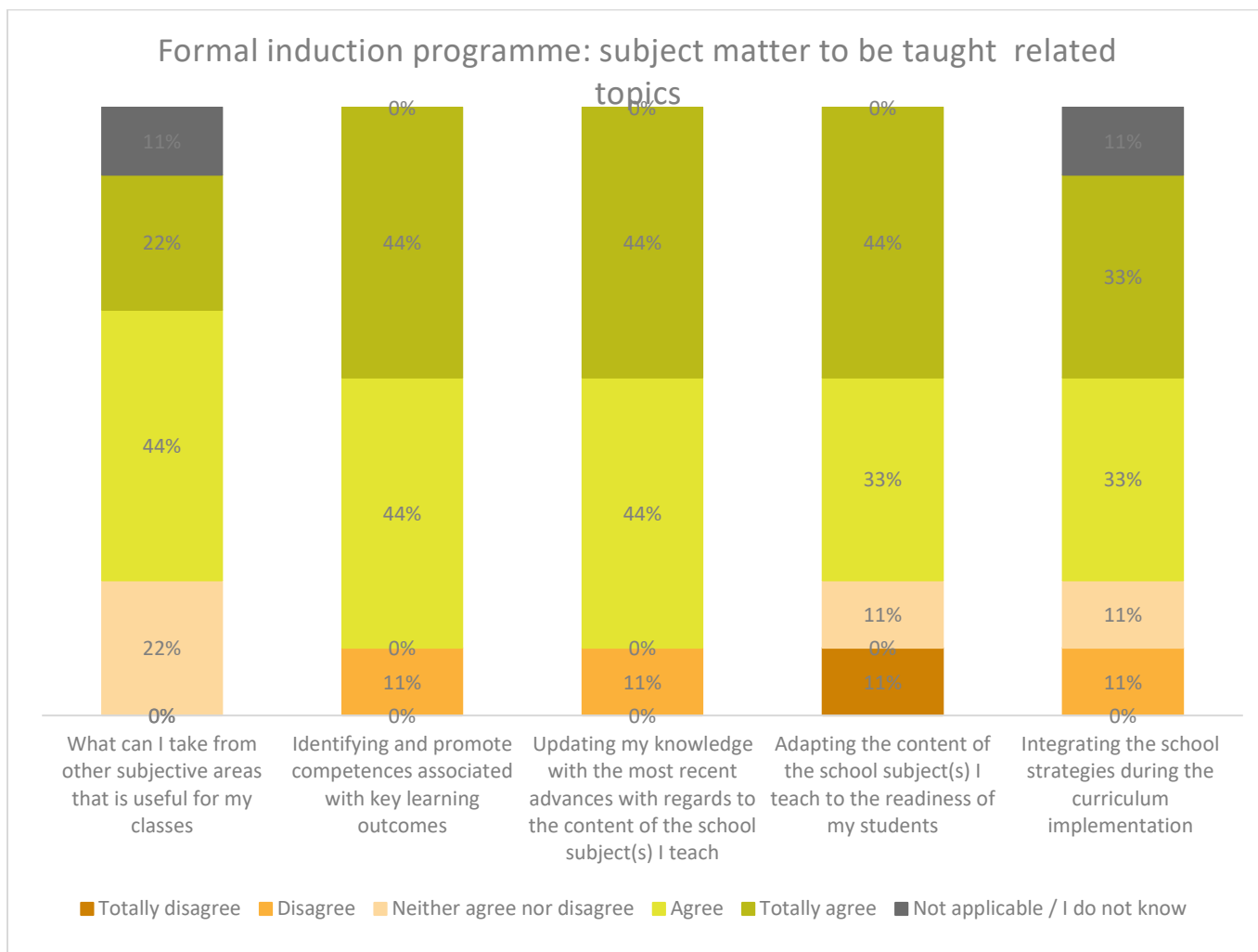


Chart 34: Formal induction programme: subject matter to be taught related topics

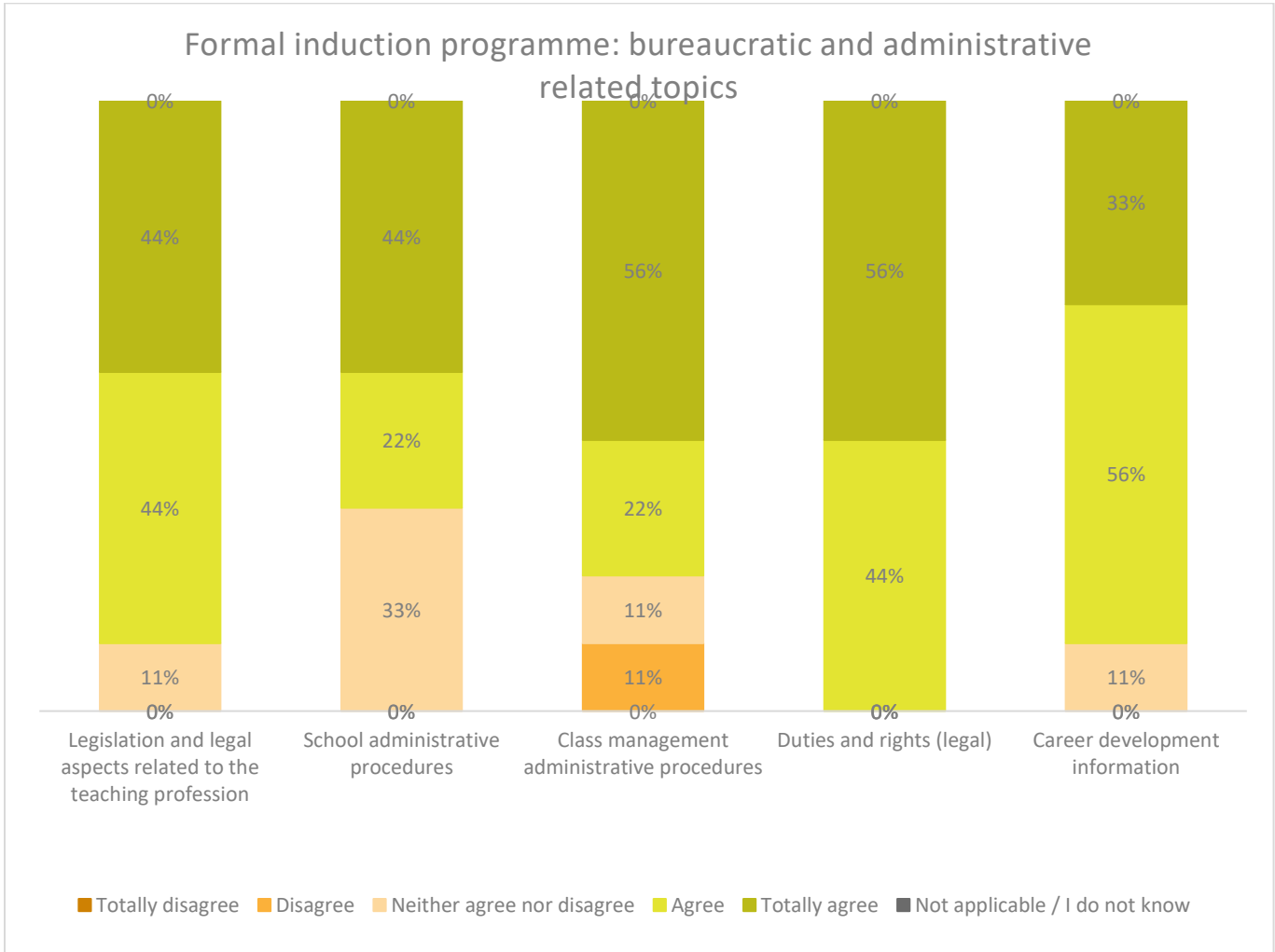


Chart 35: Formal induction programme: bureaucratic and administrative related topics

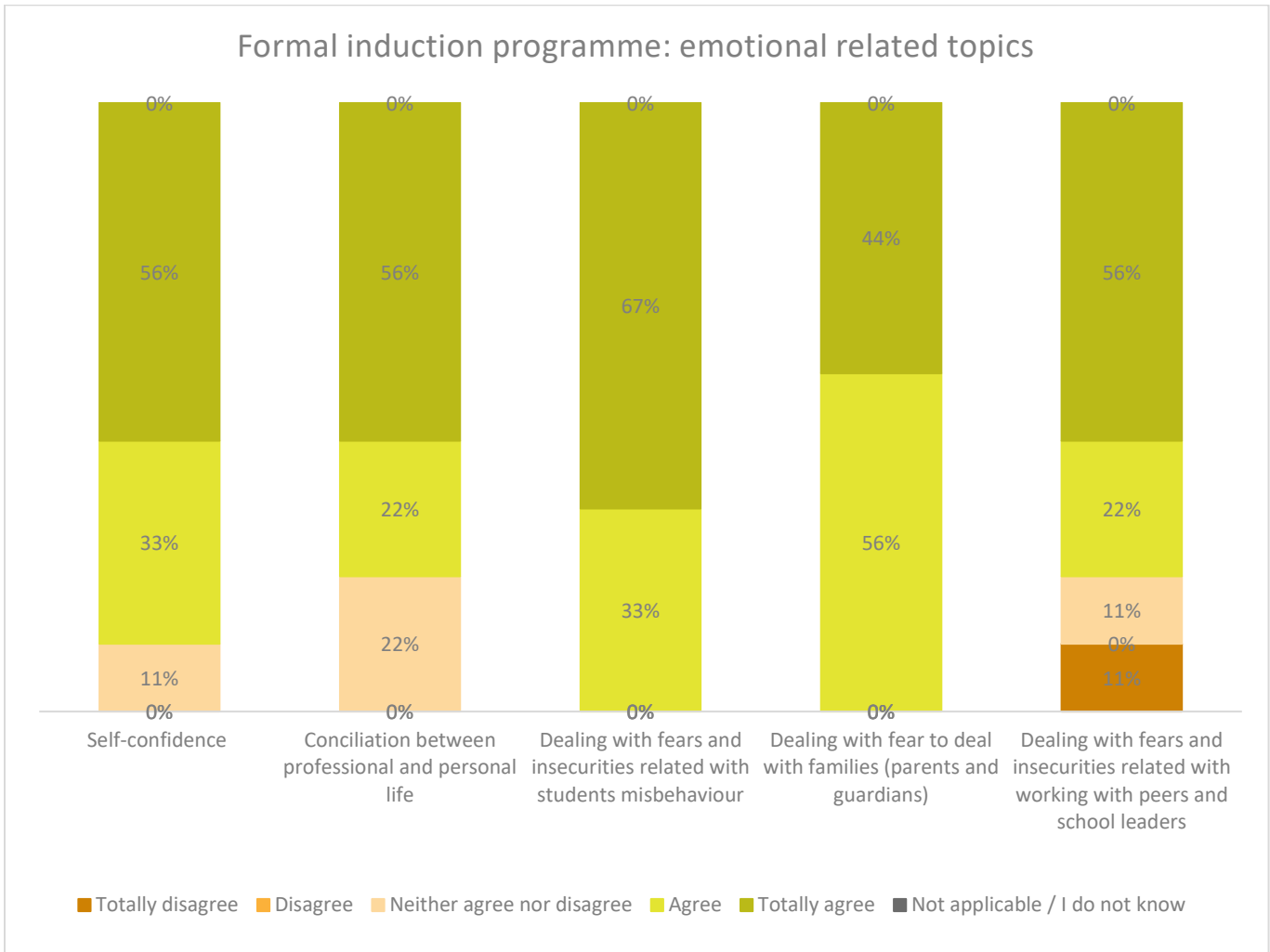


Chart 36: Formal induction programme: emotional related topics



Formal induction programme: social and cultural related topics

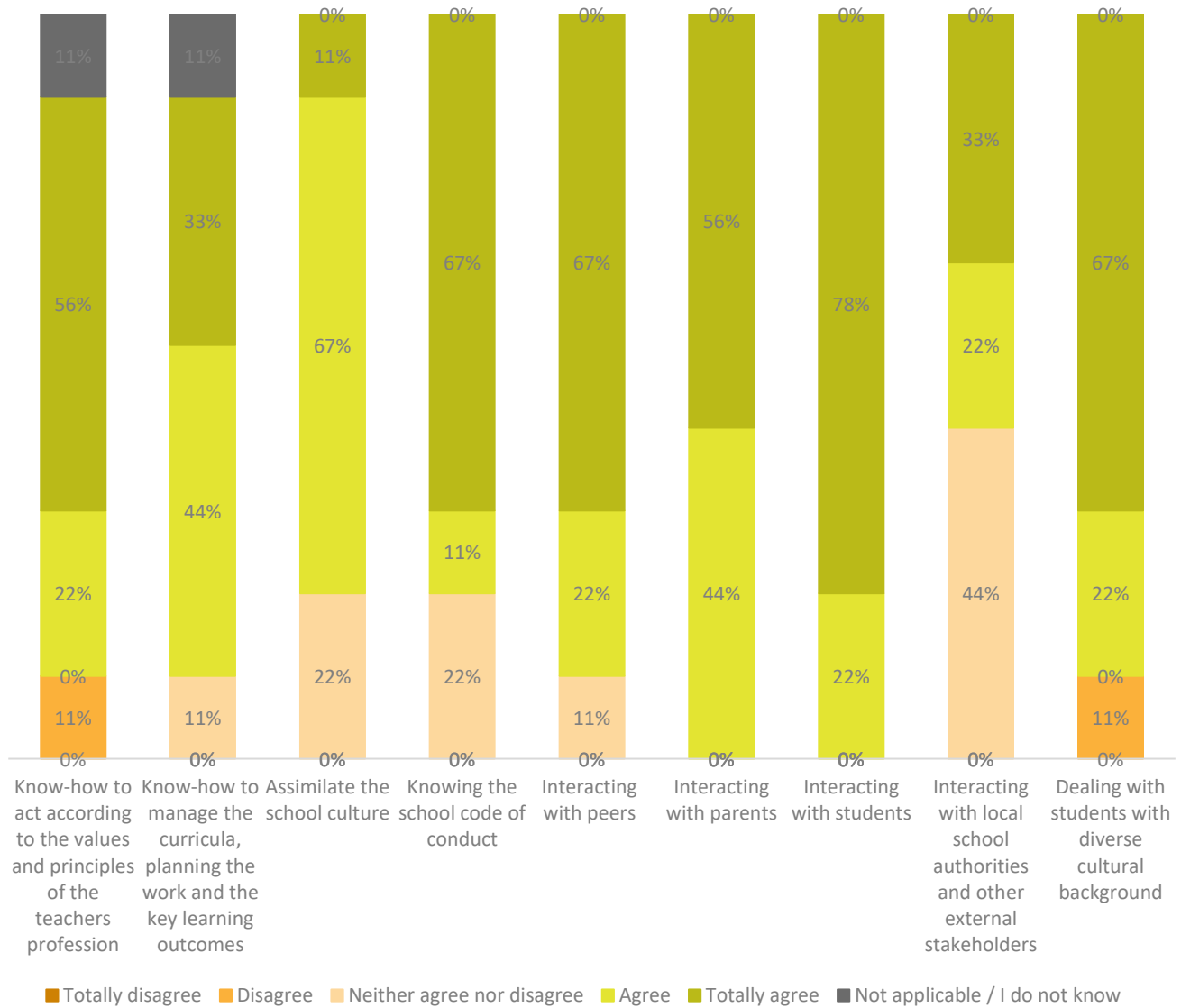


Chart 37: Formal induction programme: social and cultural related topics



2.4. Mentoring

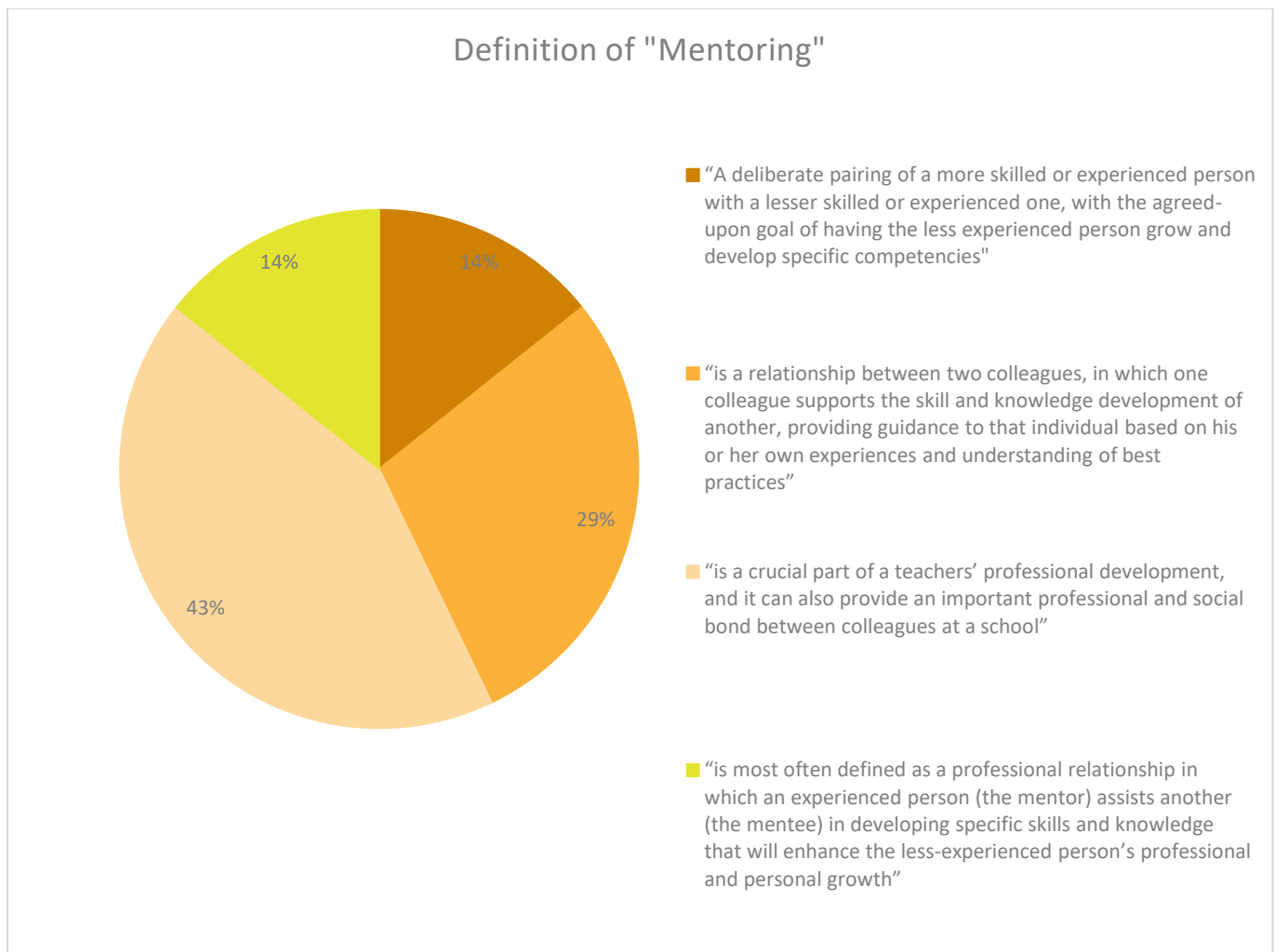


Chart 38: Definition of "Mentoring"



Relevance of mentoring for formal teachers induction programme

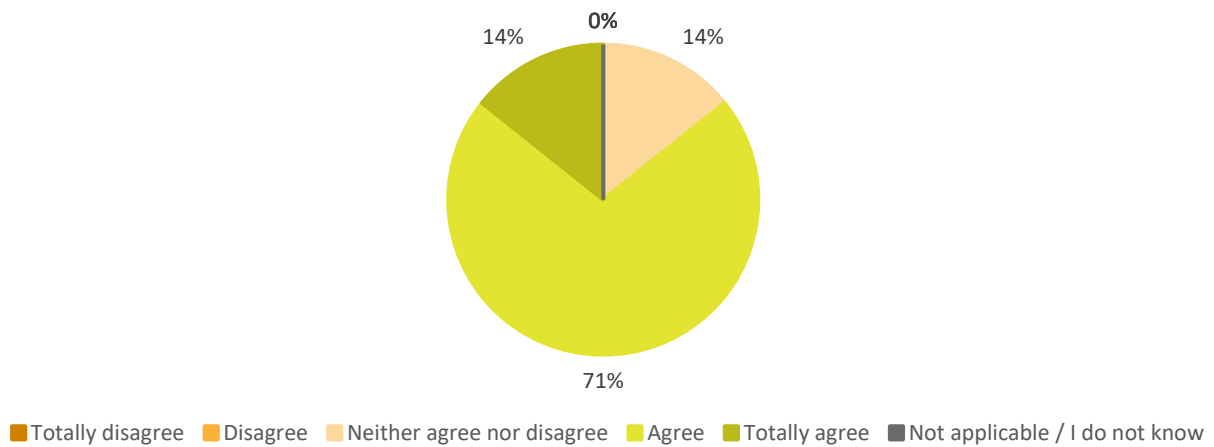


Chart 39: Relevance of mentoring for formal teachers' induction programmes

The teaching career should provide experienced teachers the opportunity to become mentors

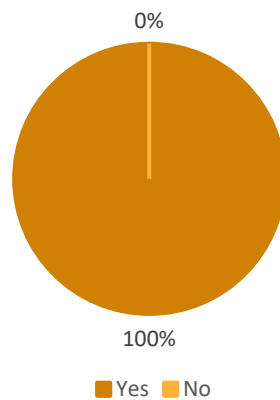


Chart 40: The teaching career should provide experienced teachers the opportunity to become mentors



Should the mentor be an experienced teacher of the same school or school cluster?

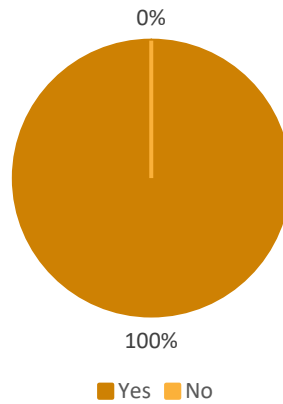


Chart 41: Should an experienced teacher become a full-time mentor?

Should an experienced teacher become a full-time mentor

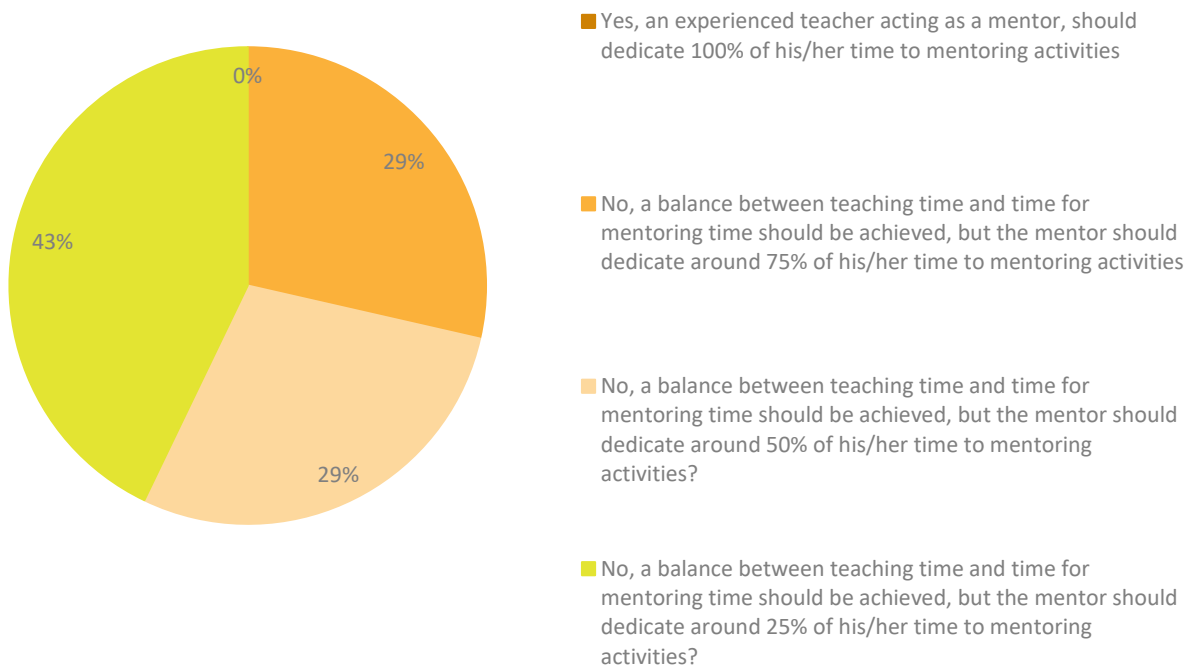


Chart 42: Should the mentor be an experienced teacher of the same school or school cluster?



Desired profile of a mentor (part I)

Legend: ■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

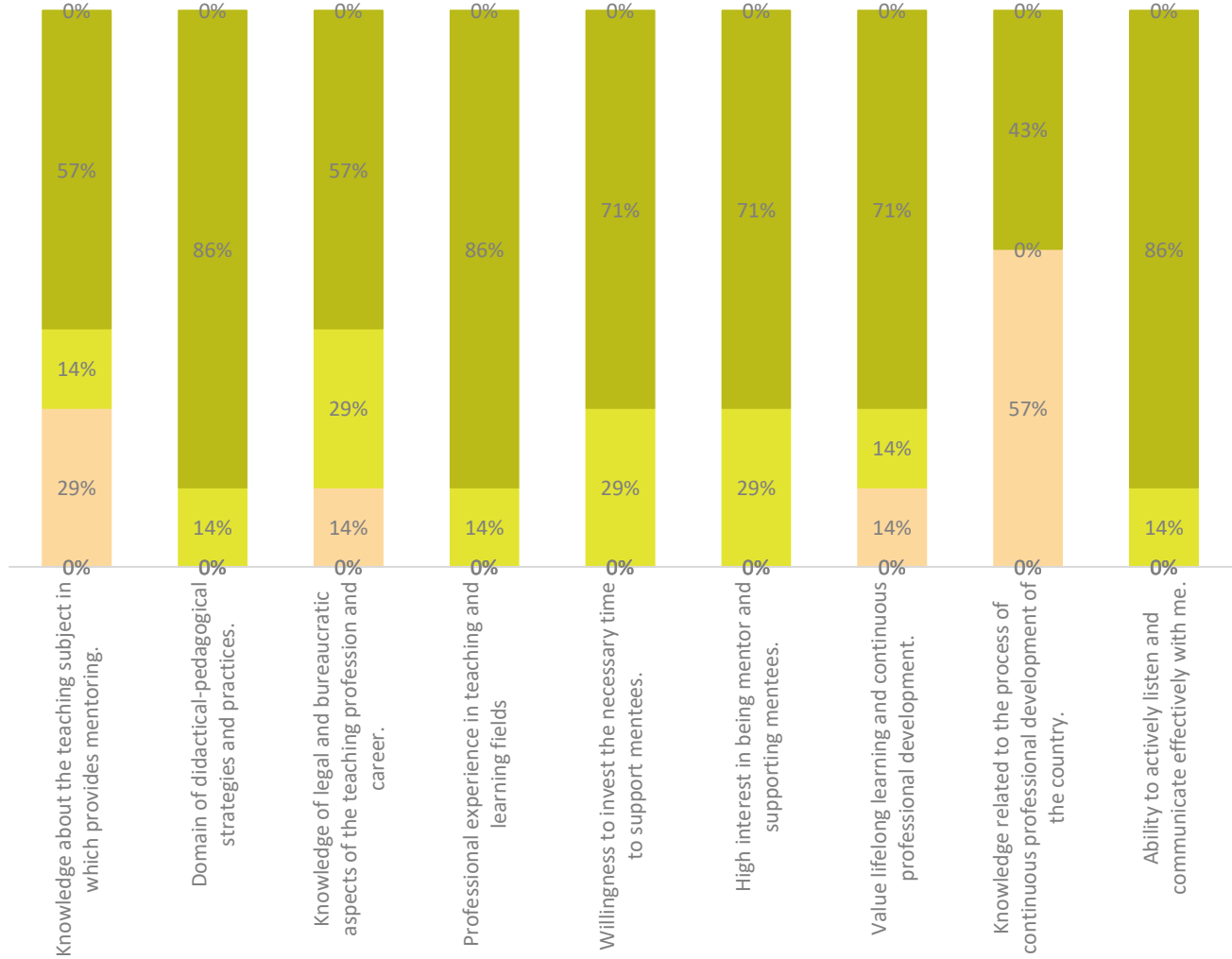


Chart 43: Desired profile of a mentor (part I)



Desired profile of a mentor (part II)

■ Totally disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Totally agree
 ■ Not applicable / I do not know

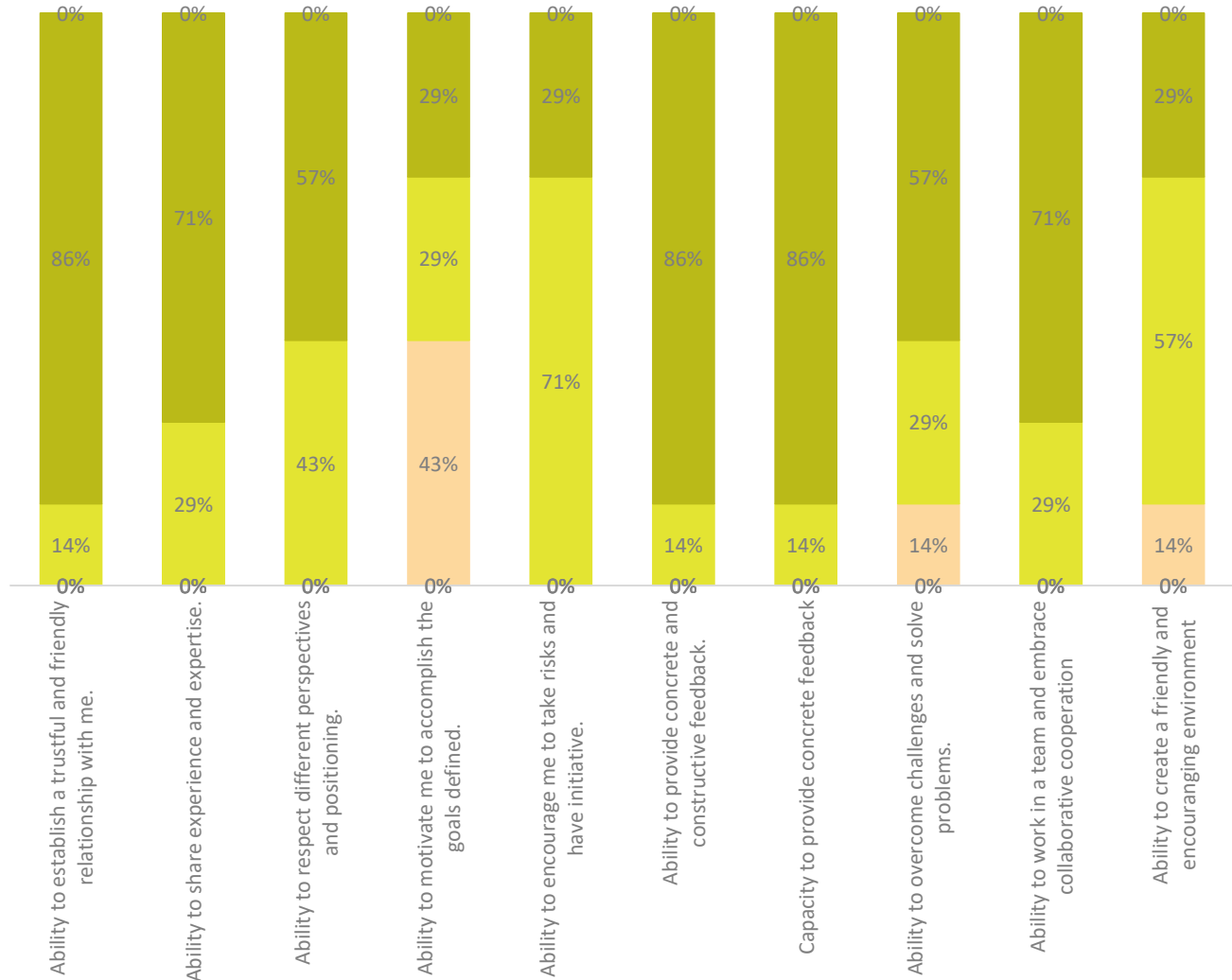


Chart 44: Desired profile of a mentor (part II)

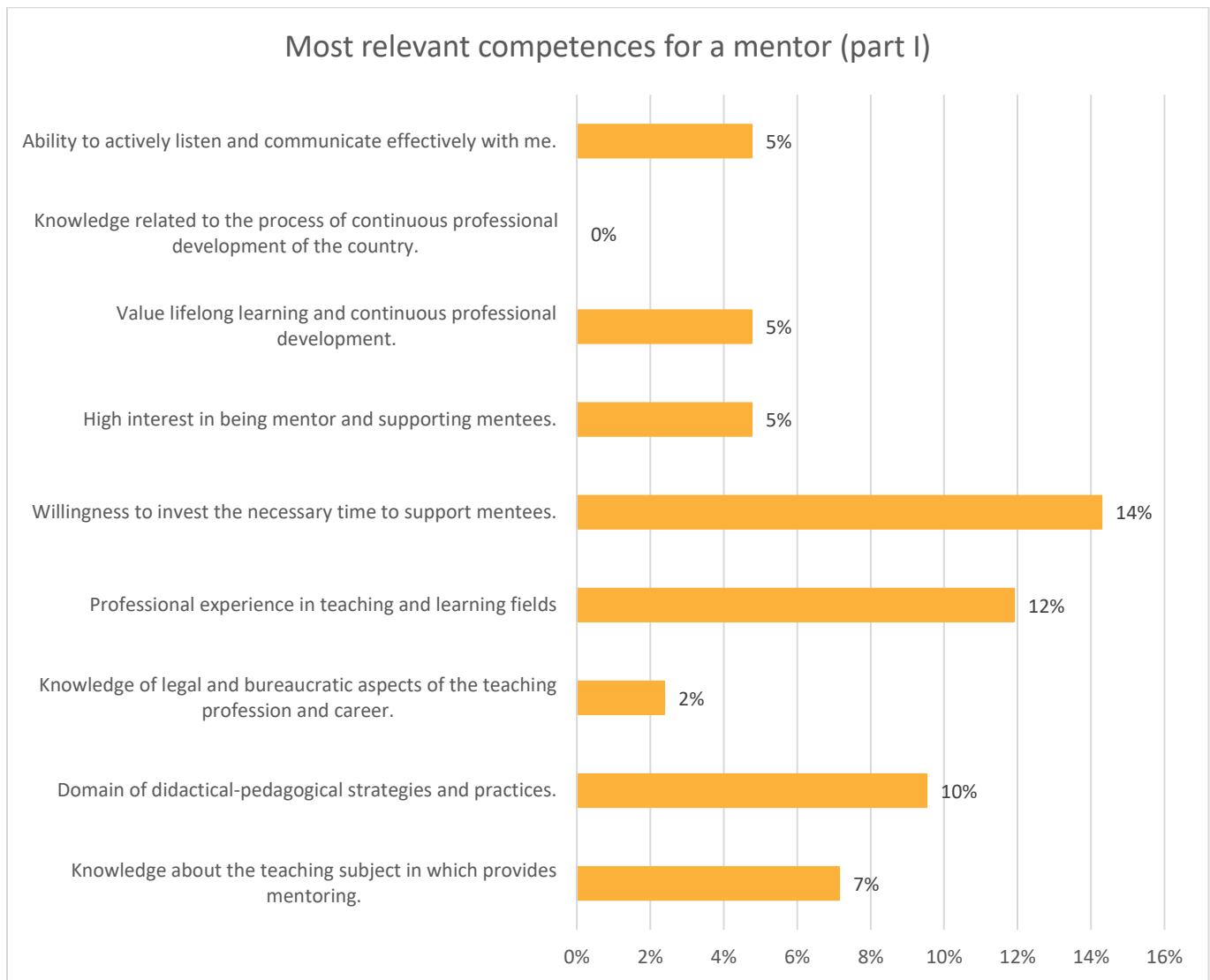


Chart 45: Most relevant competences of a mentor (part I)

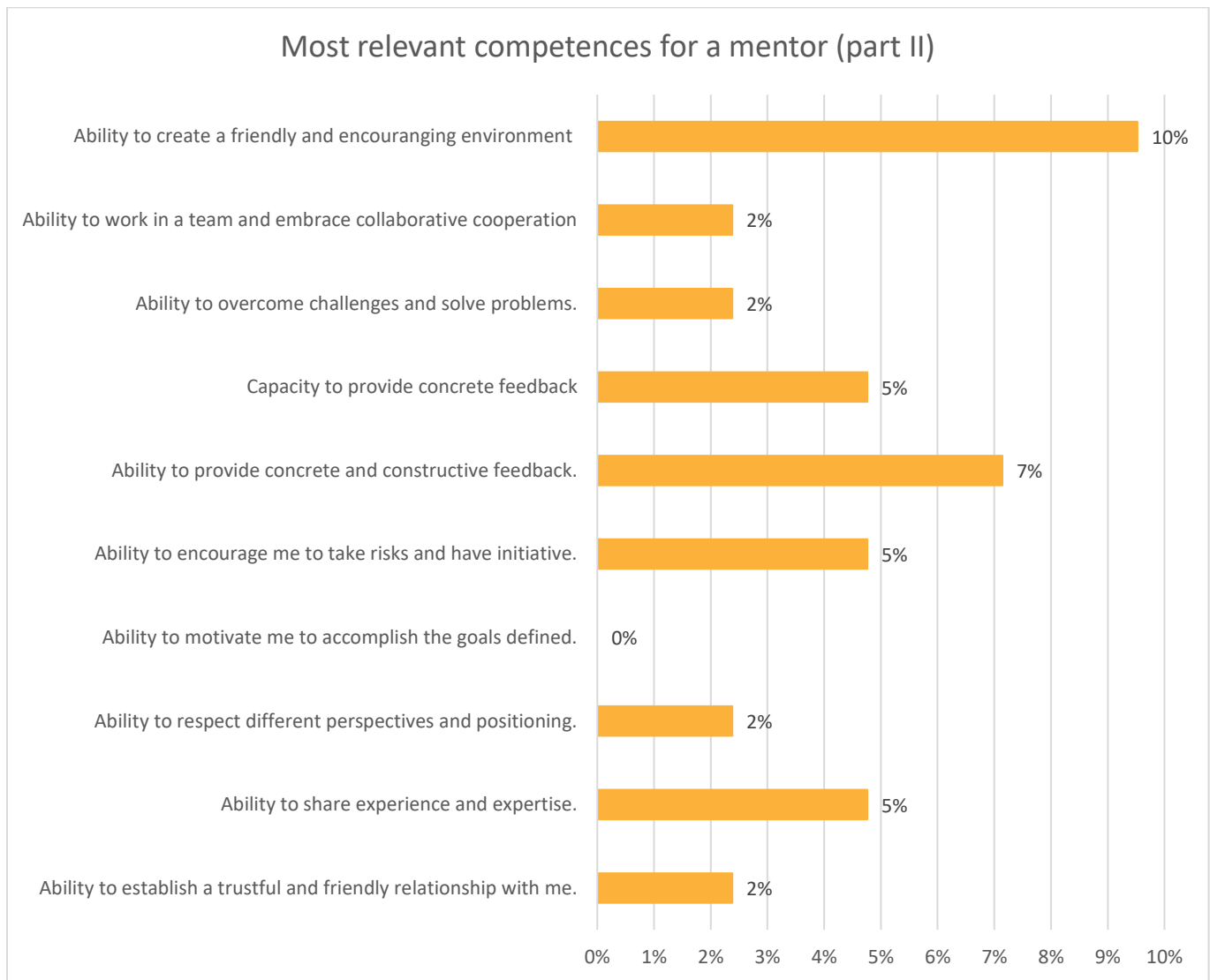


Chart 46: Most relevant competences of a mentor (part II)



During your professional life, I had the opportunity to be a mentor to a new colleague

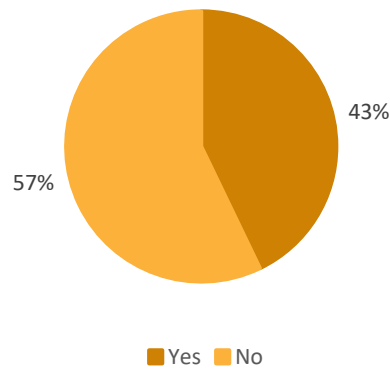


Chart 47: During my professional life, I had the opportunity to be a mentor to a new colleague

Did you ever benefit from formal or non-formal training to be a mentor

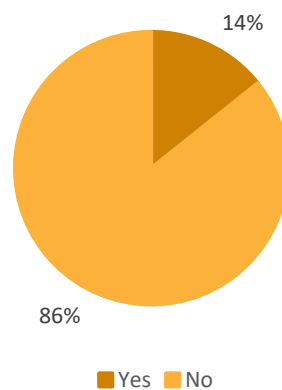


Chart 48: Did you ever benefit from formal or non-formal training to be a mentor?



As an experienced teacher, do you feel capable of mentoring a new teacher during an induction programme

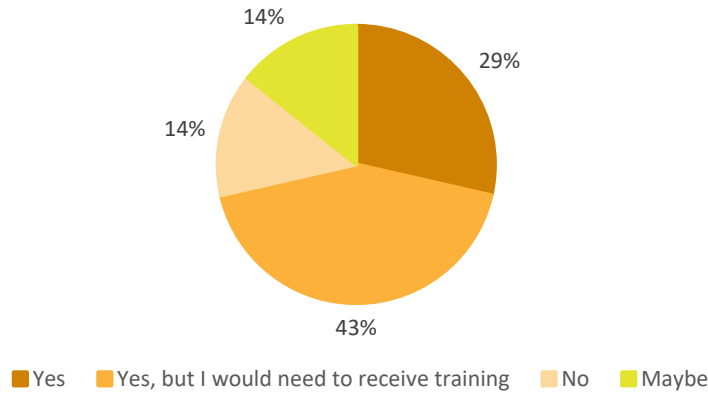


Chart 49: As an experienced teacher, do you feel capable of mentoring a new teacher during an induction programme

Motivation to be a mentor

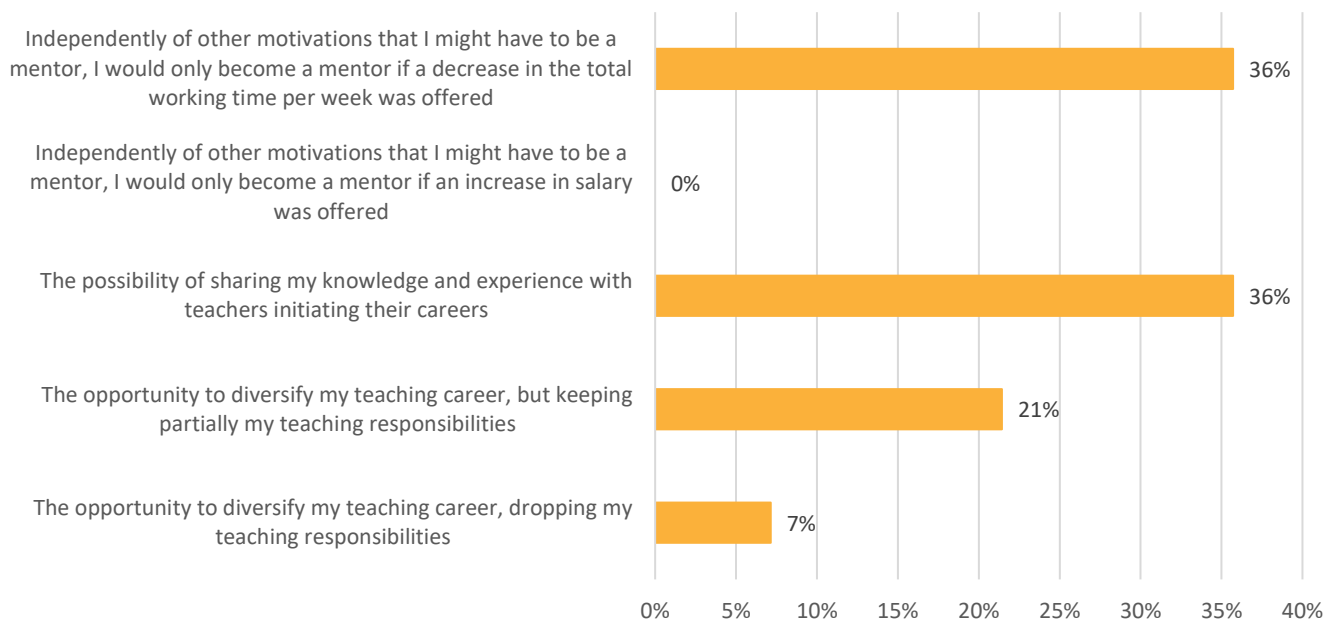


Chart 50: Motivation to be a mentor



What should be included in a training course for mentors (Part I)

Legend: ■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

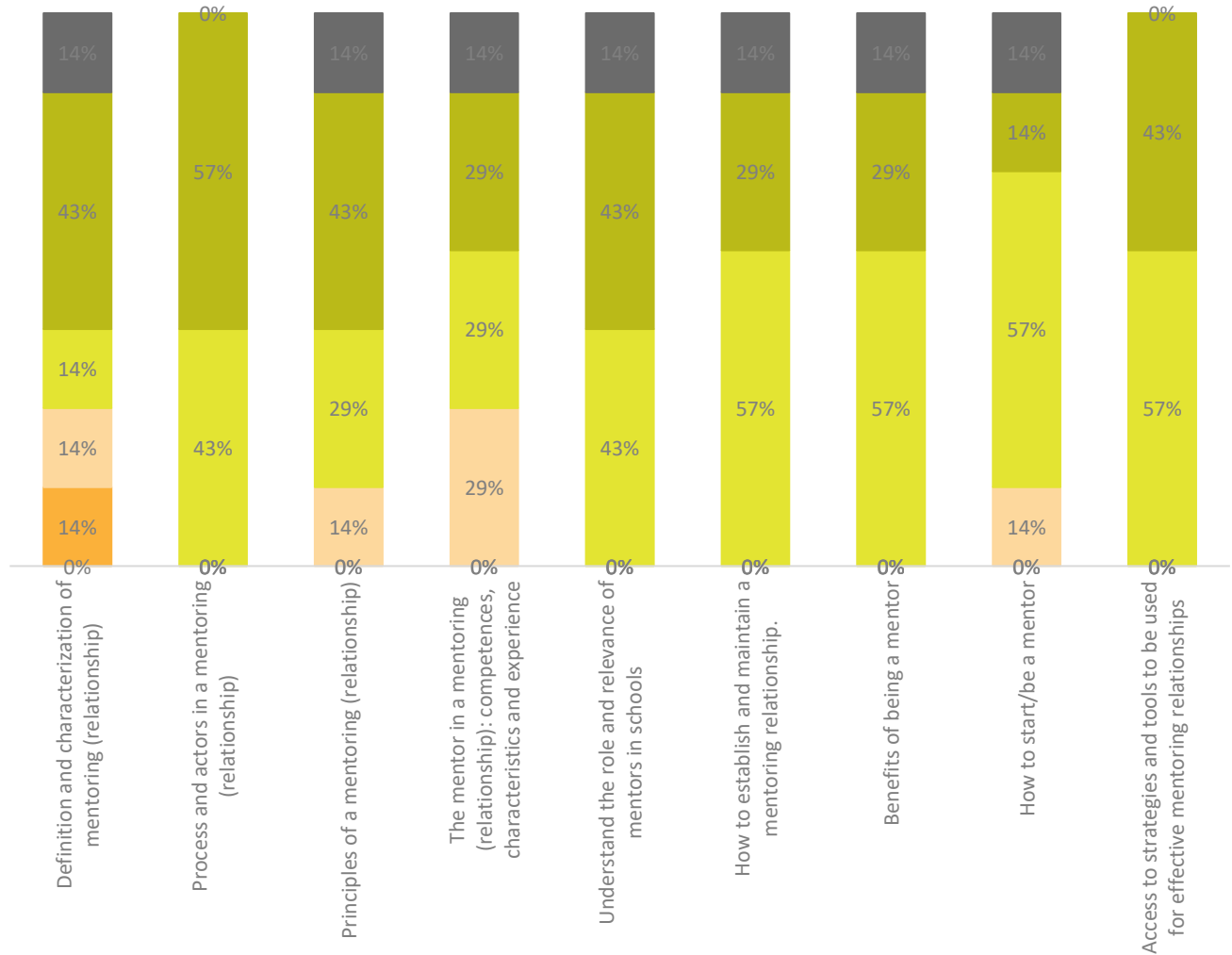


Chart 51: What should be included in a training course for mentors (Part 1)



What should be included in a training course for mentors (Part I)

■ Totally disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Totally agree
 ■ Not applicable / I do not know

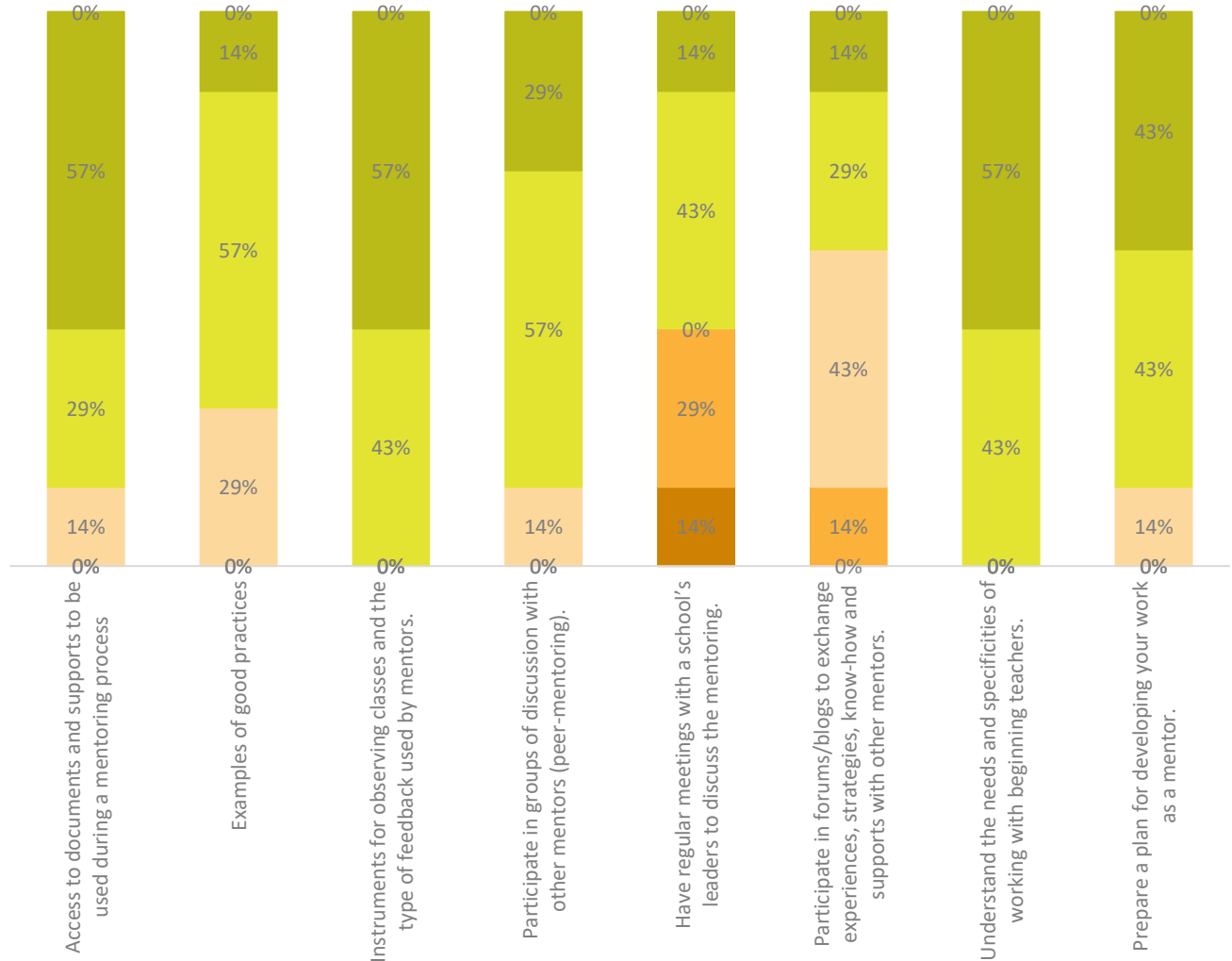


Chart 52: What should be included in a training course for mentors (Part 2)



3. Survey to teachers on the beginning of their career

3.1. Perception, Satisfaction & Motivation

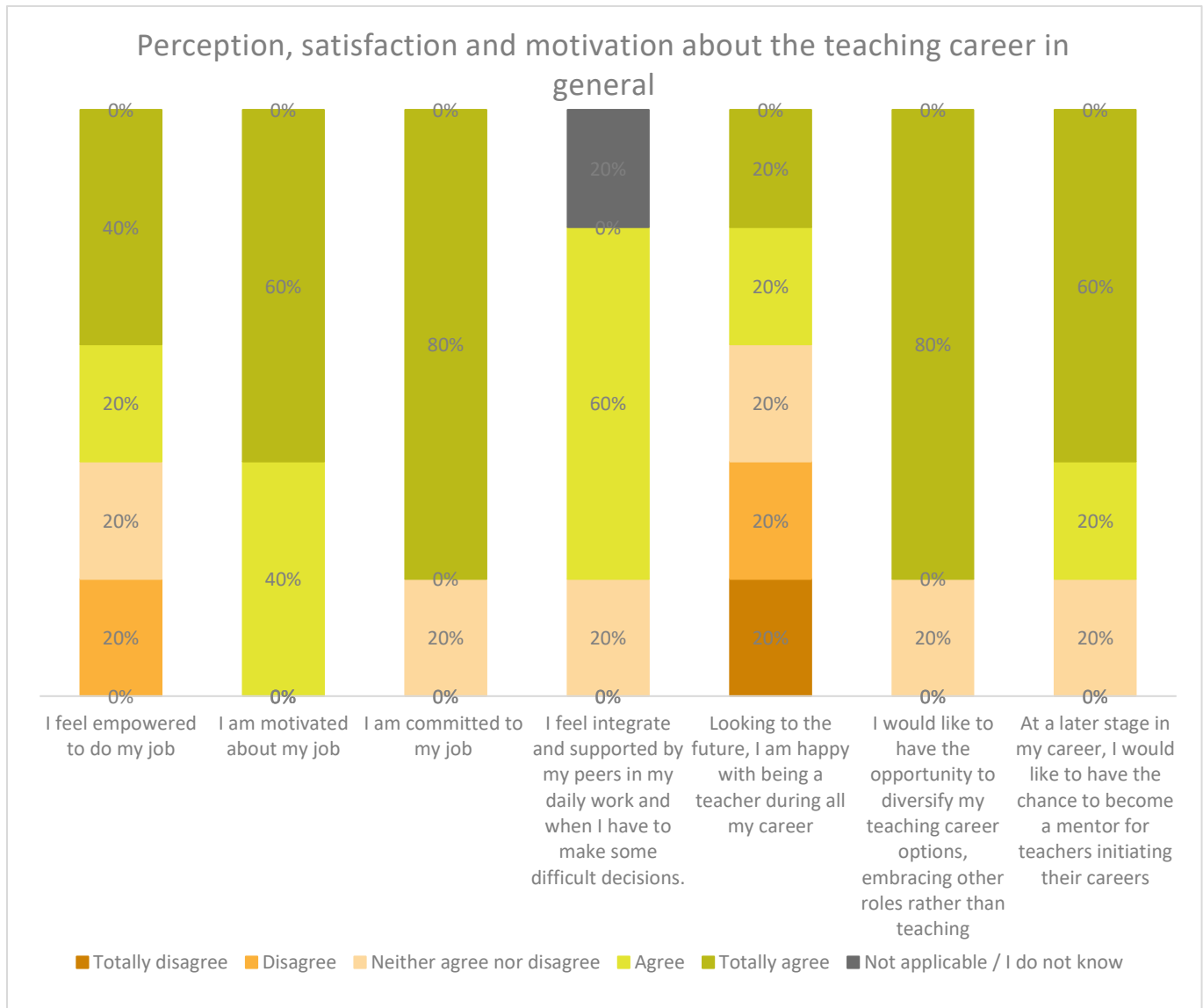


Chart 53 : Perception, satisfaction and motivation about the teaching career in general



3.2. Initial Teacher Training

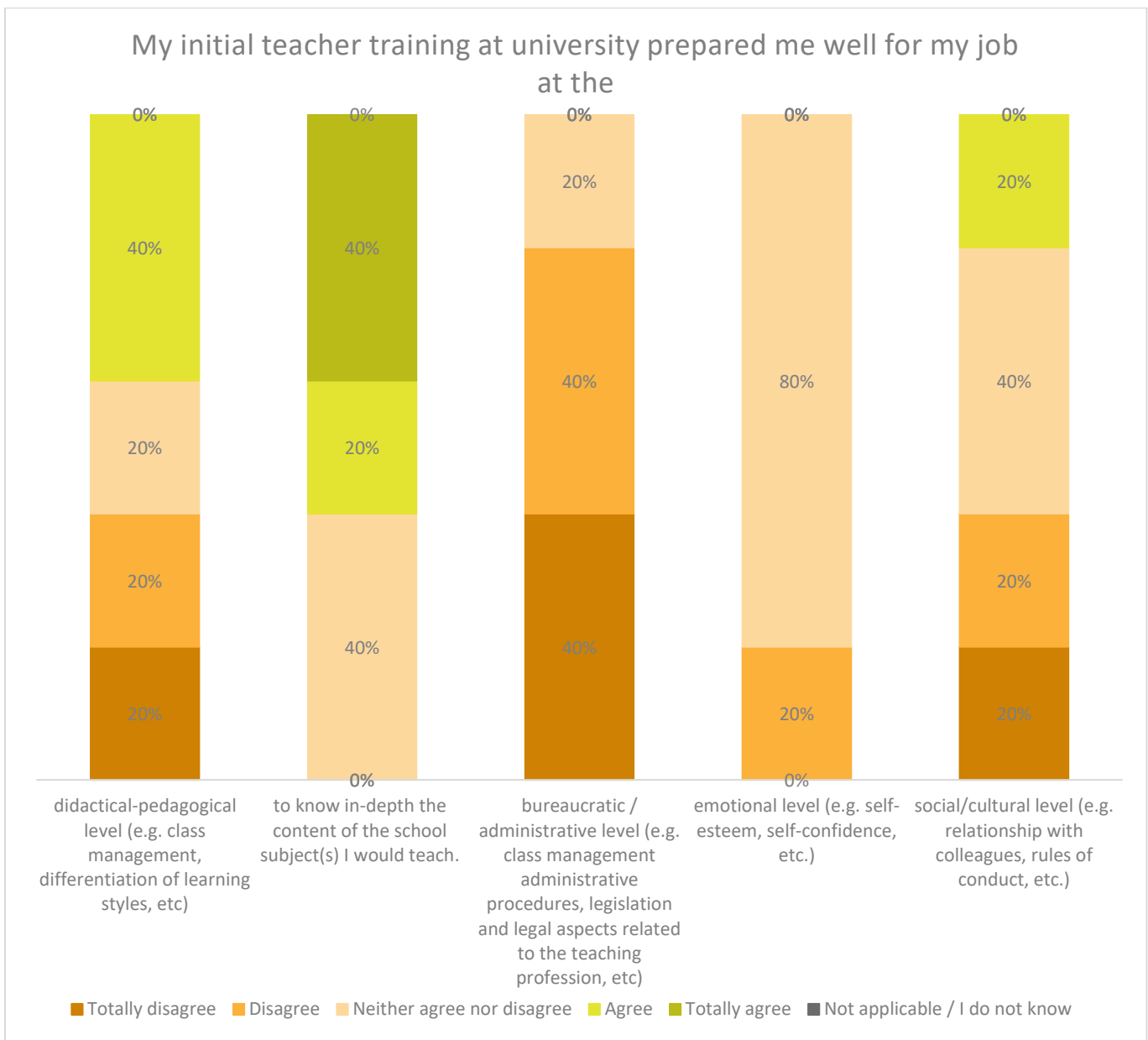


Chart 54: My initial teacher training at the university prepared me well for my job



Support received in the initial years of the career

■ Totally disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Totally agree
 ■ Not applicable / I do not know

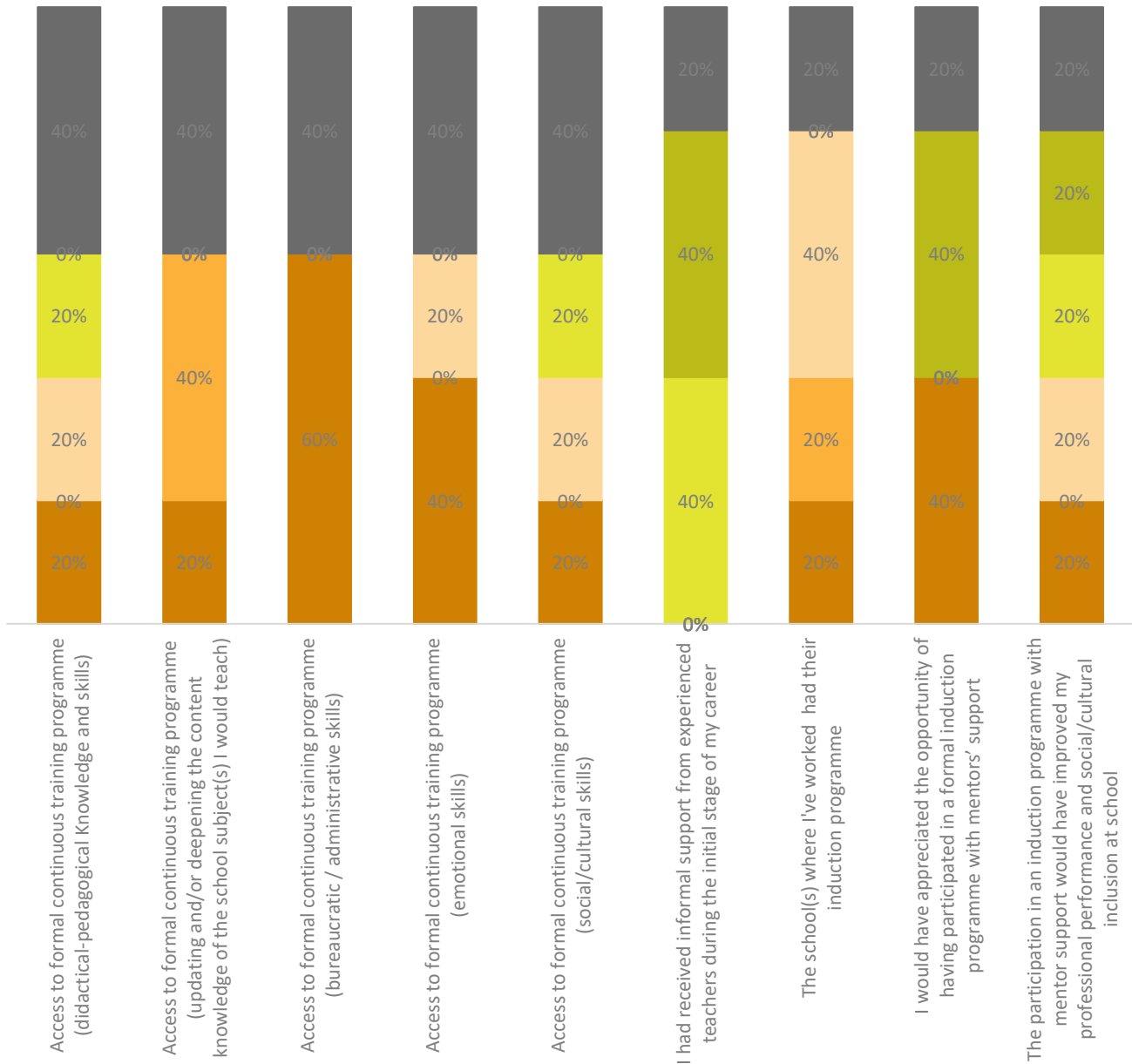


Chart 55: Support receive in the initial years of the career



3.3. Induction Programmes

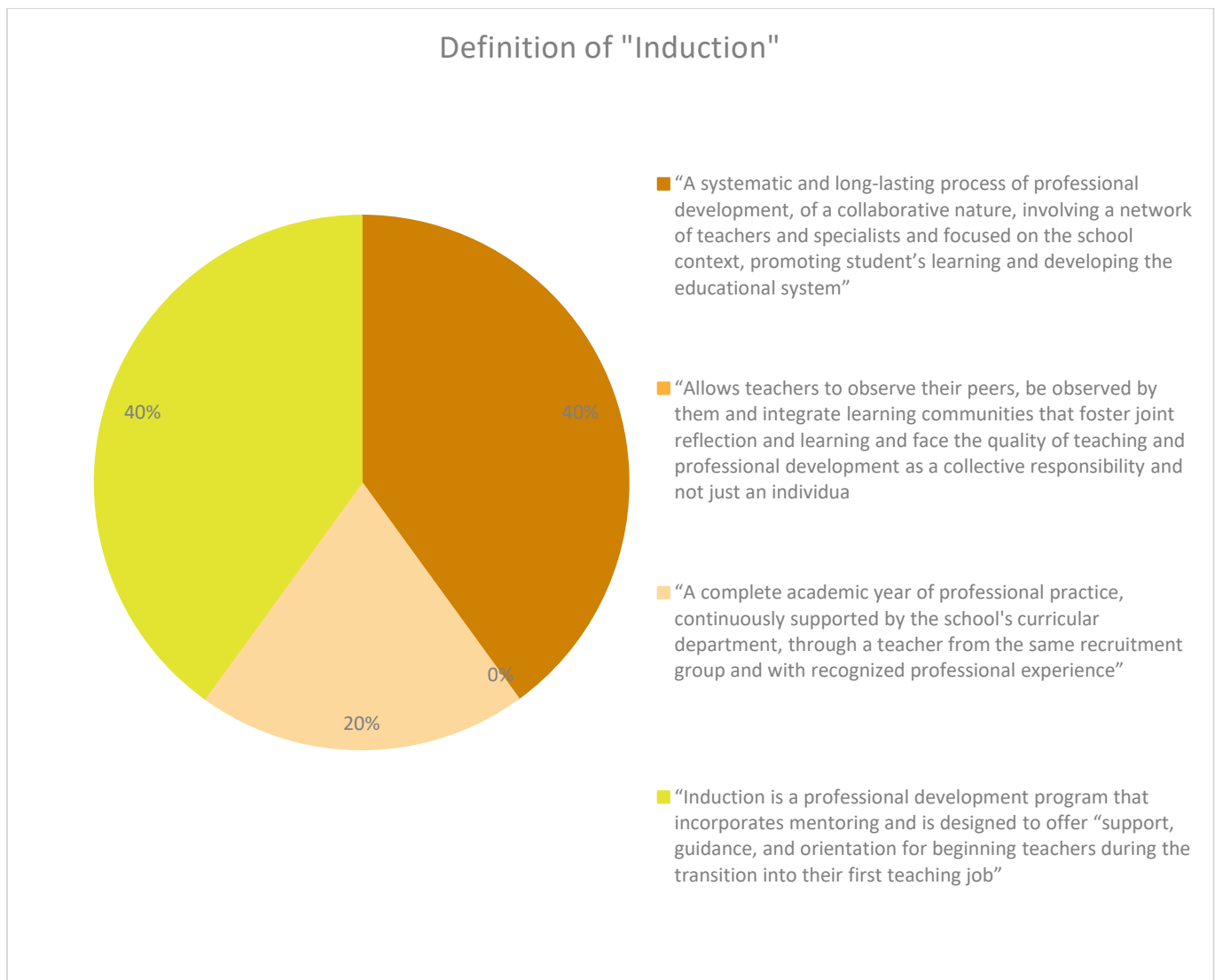


Chart 56: Definition of "Induction"

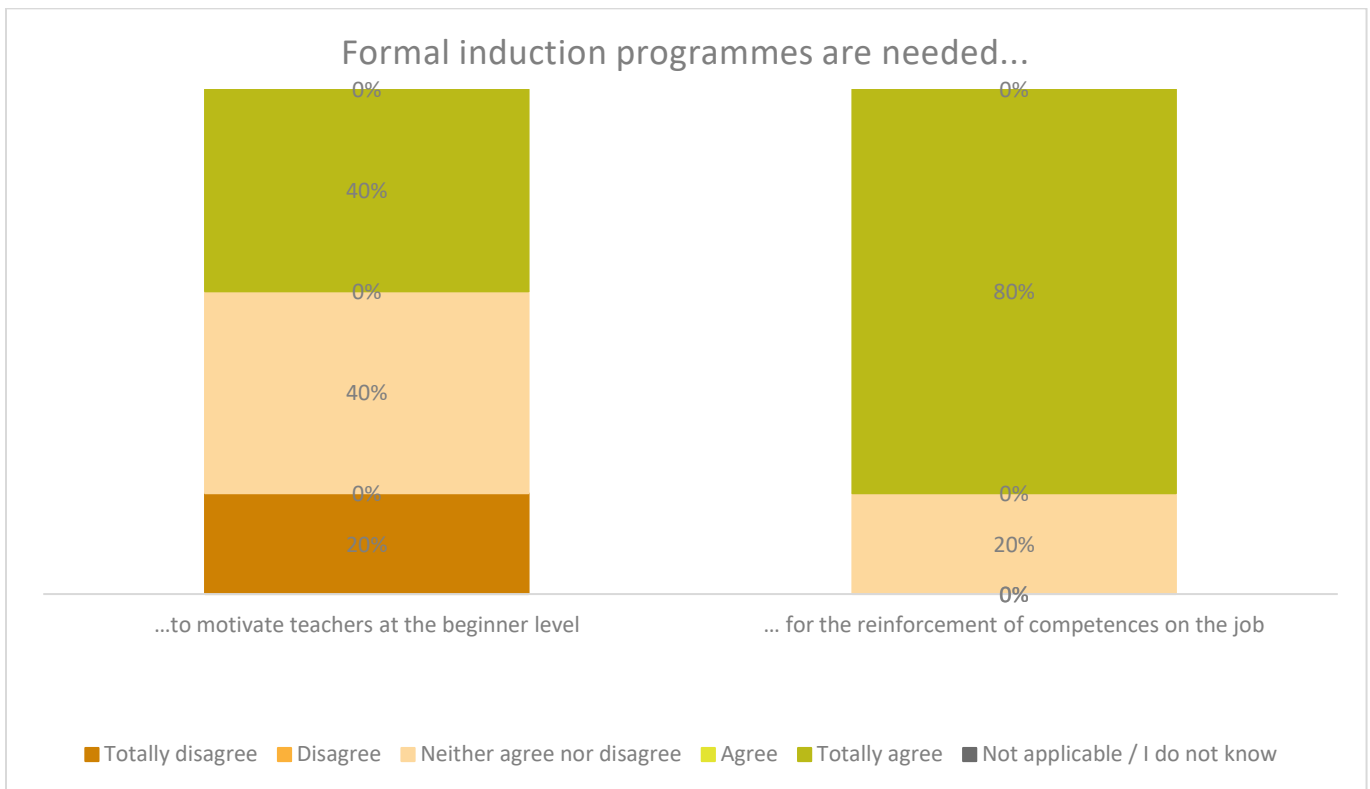


Chart 57: Formal induction programmes are needed

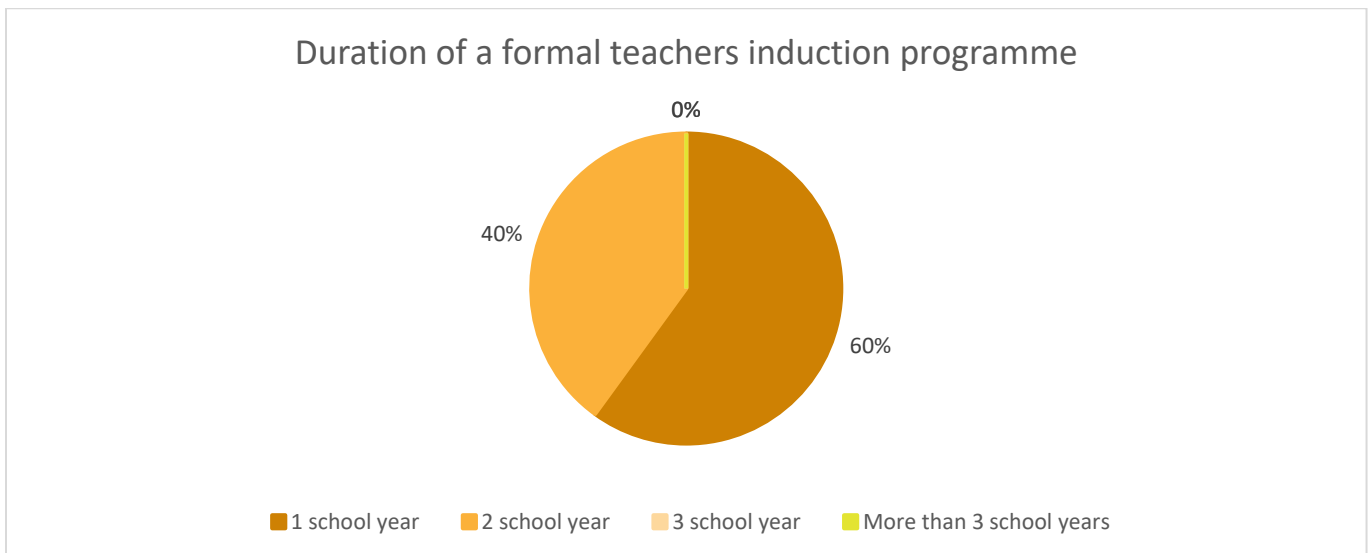


Chart 58: Duration of a formal teachers induction programme



How many hours per week a teacher initiating his/her career can devote to induction activities?

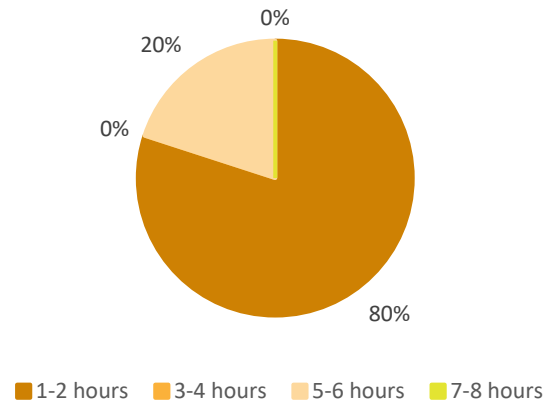


Chart 59: How many hours per week a teacher initiating his/her career can devote to induction activities



Types of practices and activities that a formal induction programme can have

Legend: ■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

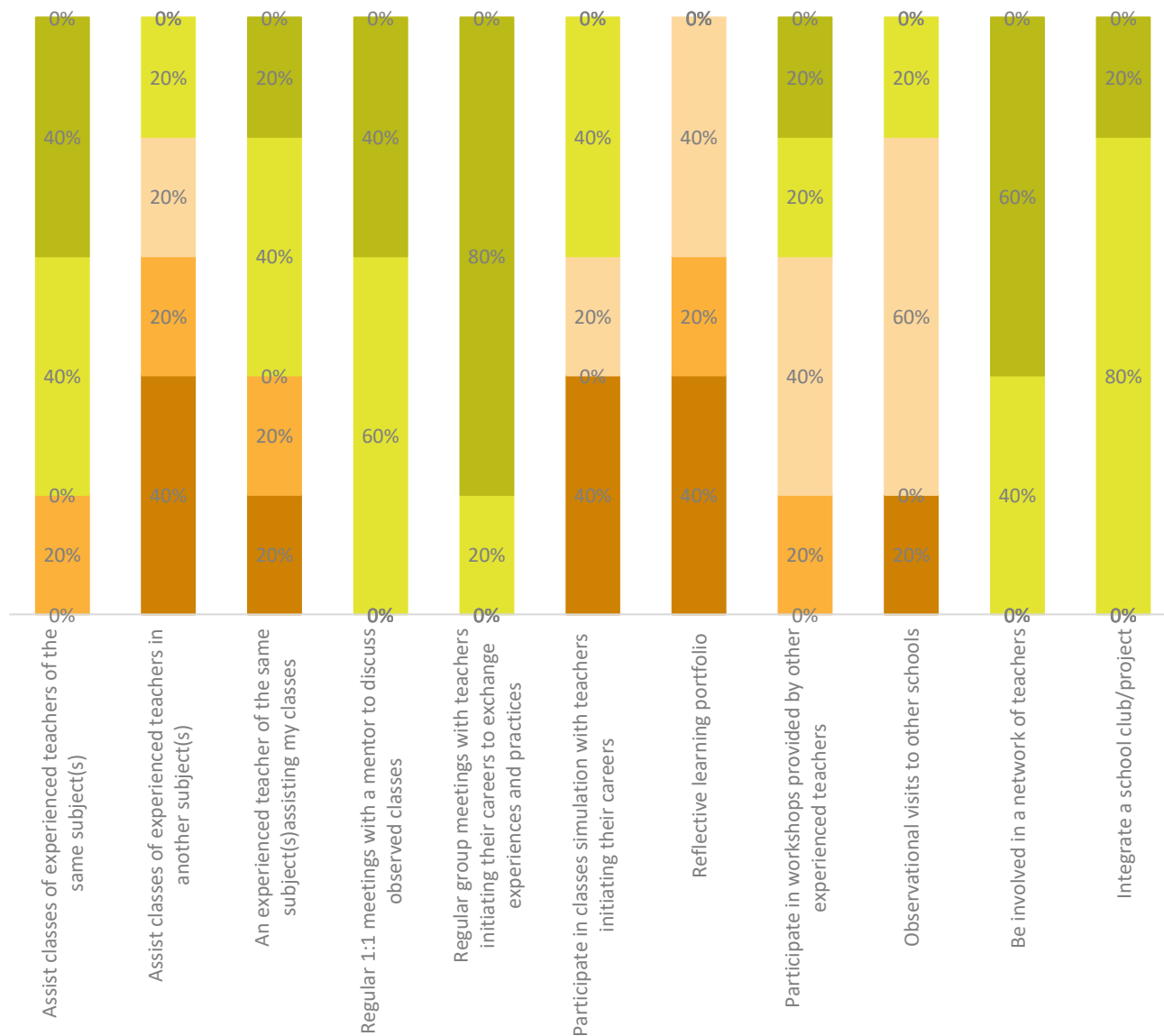


Chart 60: Types of practices and activities that a formal induction programme can have



Formal induction programme: didactical-pedagogical related topics

■ Totally disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Totally agree
 ■ Not applicable / I do not know

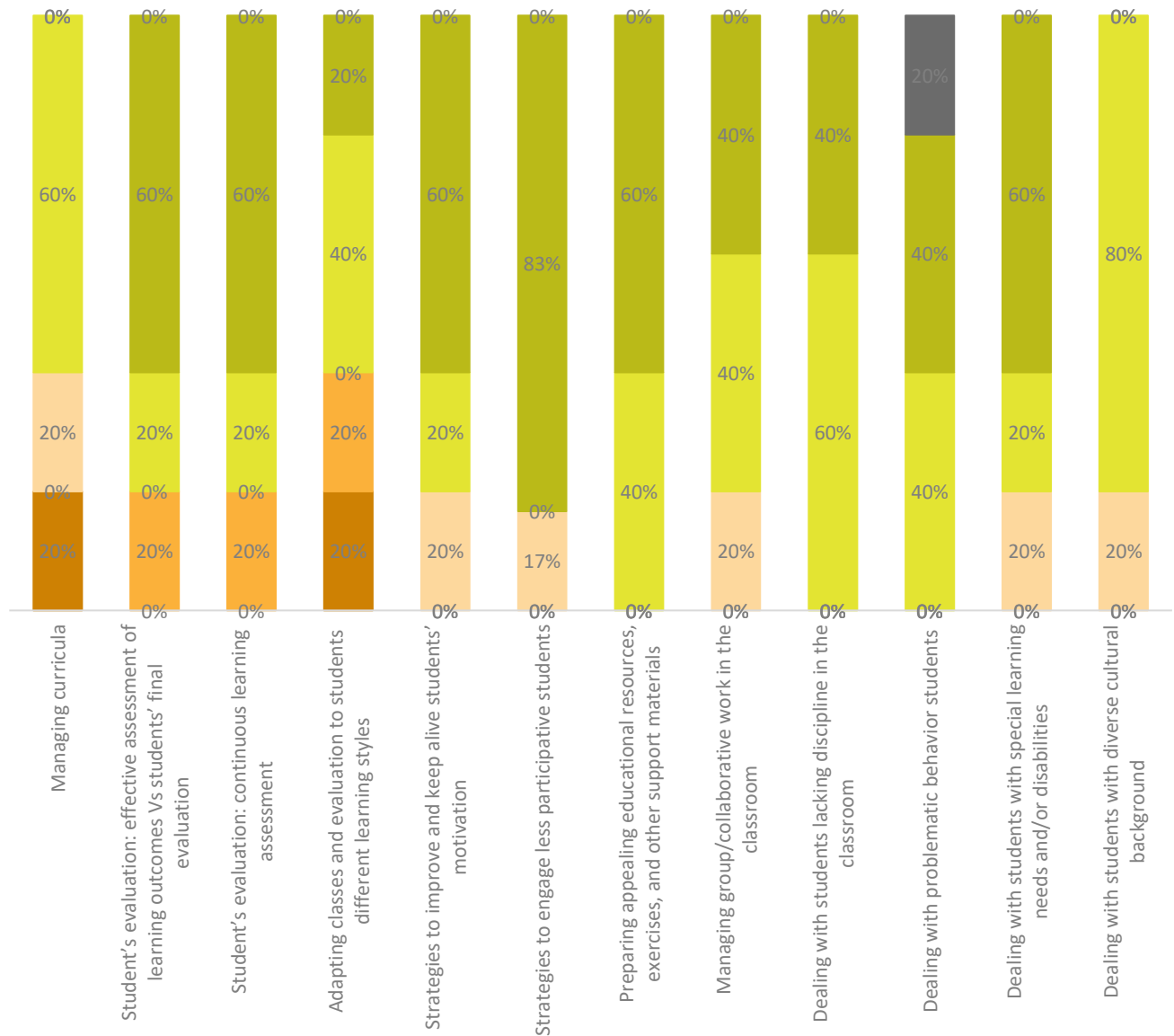


Chart 61: Formal induction programmes: didactical-pedagogical related topics

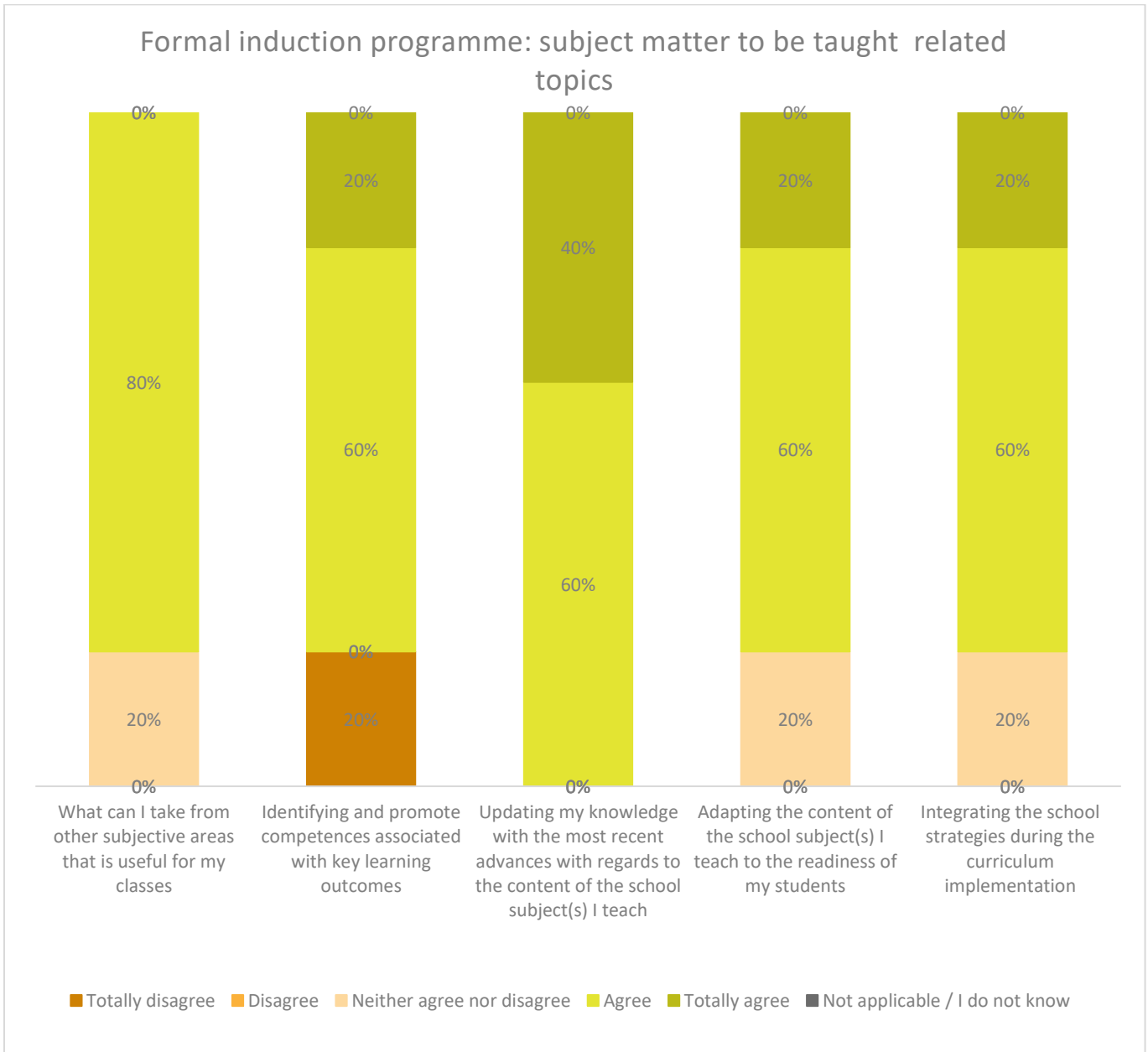


Chart 62: Formal induction programme: subject matter to be taught related topics

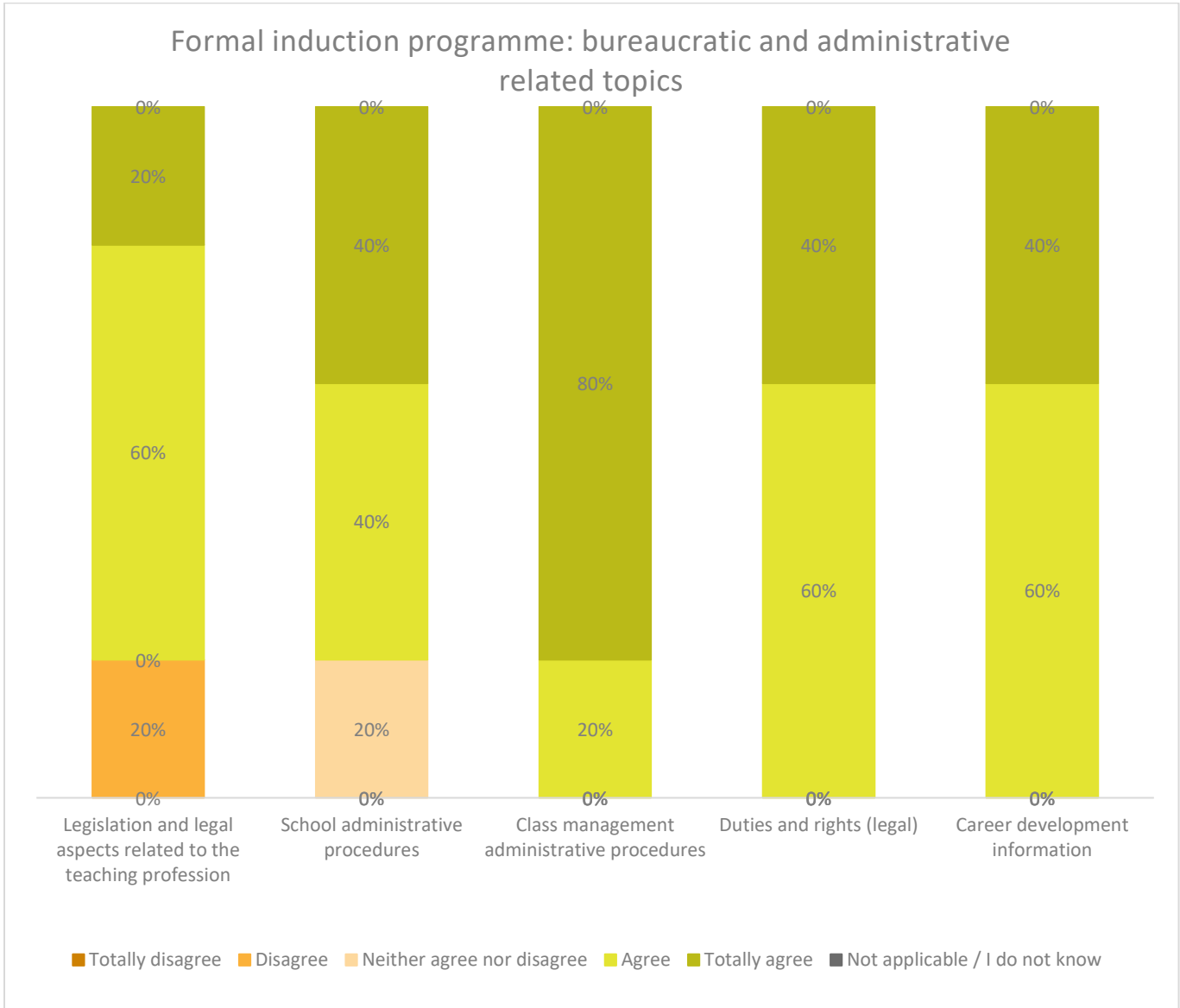


Chart 63: Formal induction programme: bureaucratic and administrative related topics

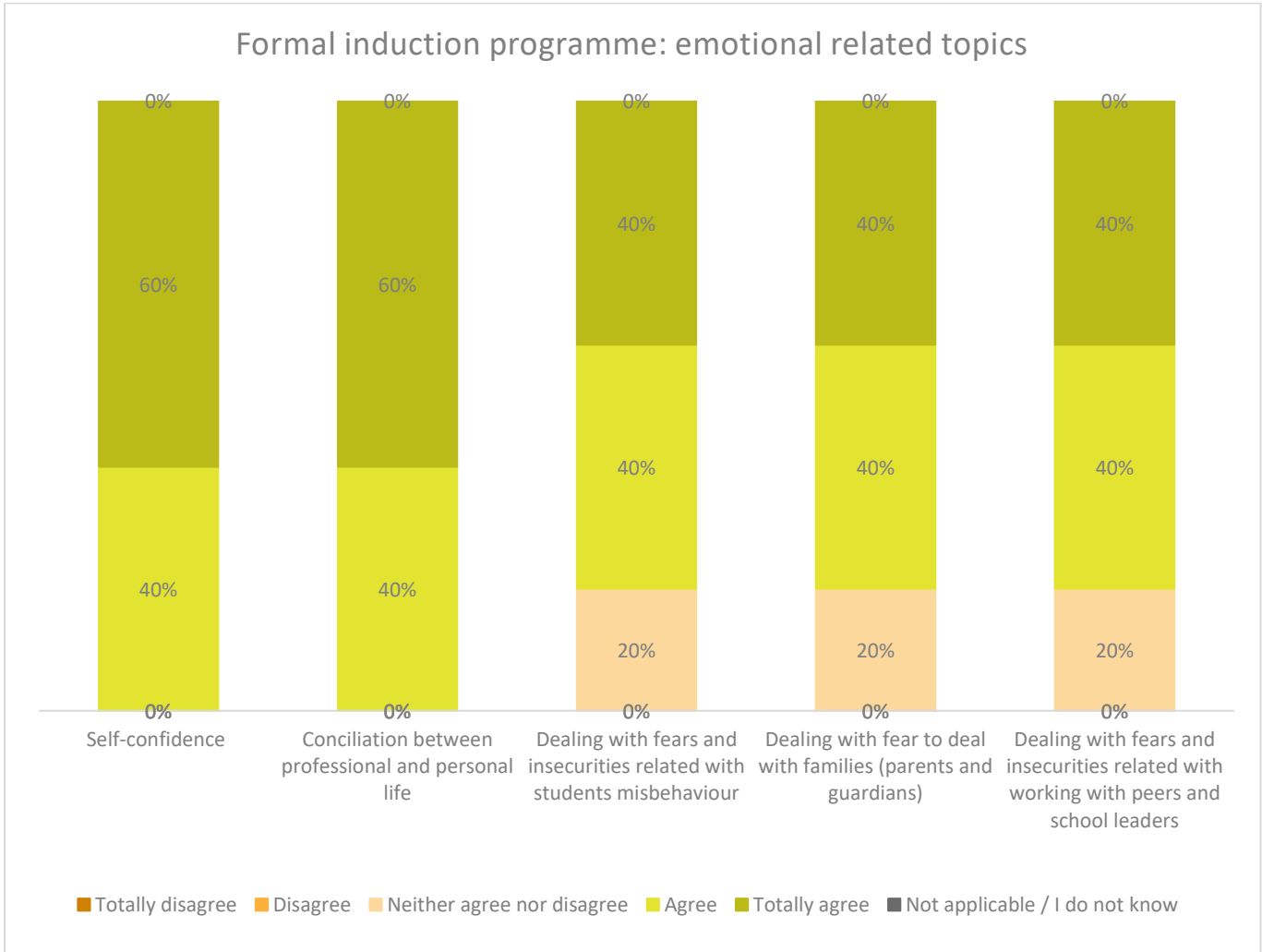


Chart 64: Formal induction programme: emotional related topics



Formal induction programme: social and cultural related topics

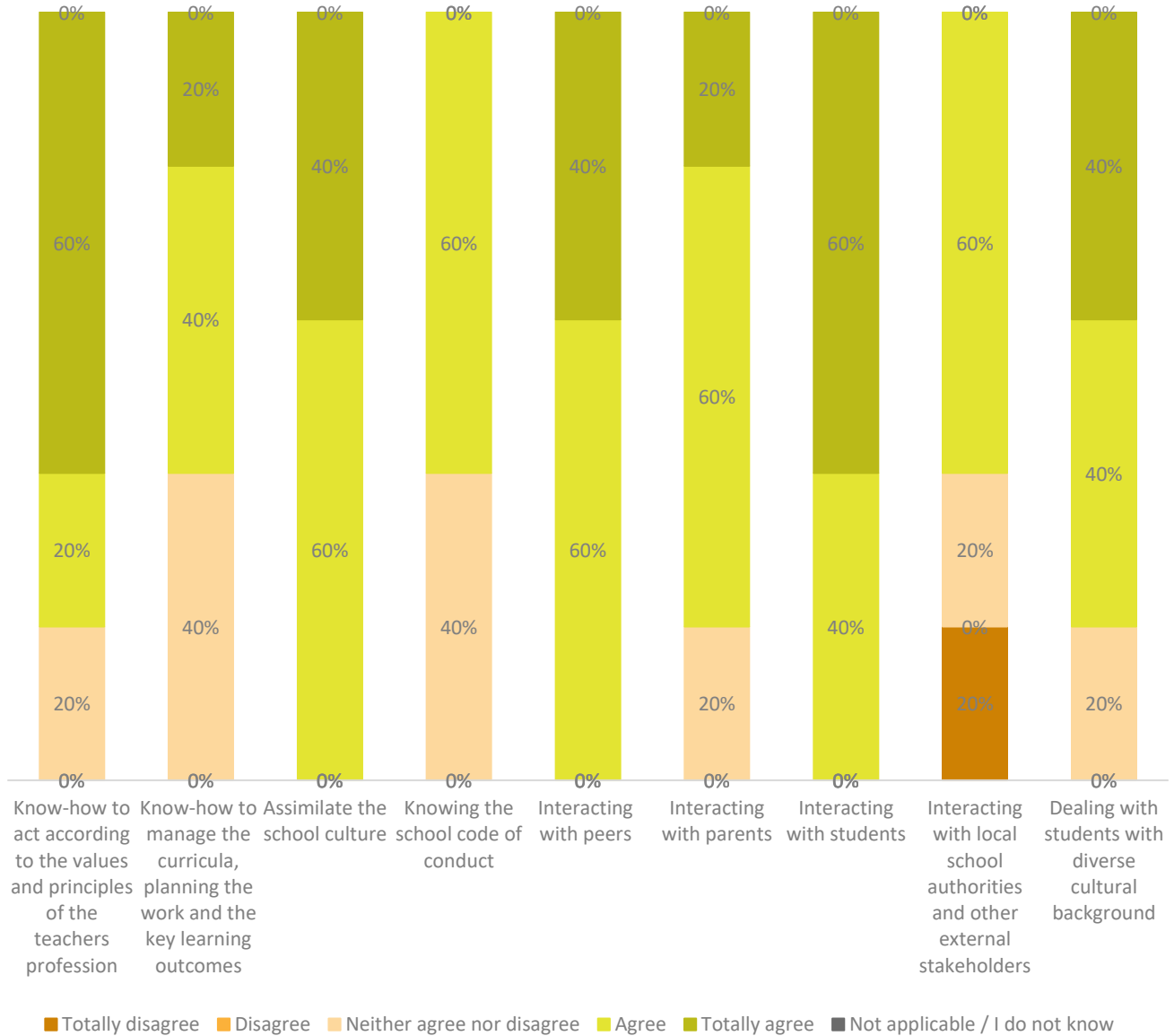


Chart 65: Formal induction programme: social and cultural related topics



3.4. Mentoring

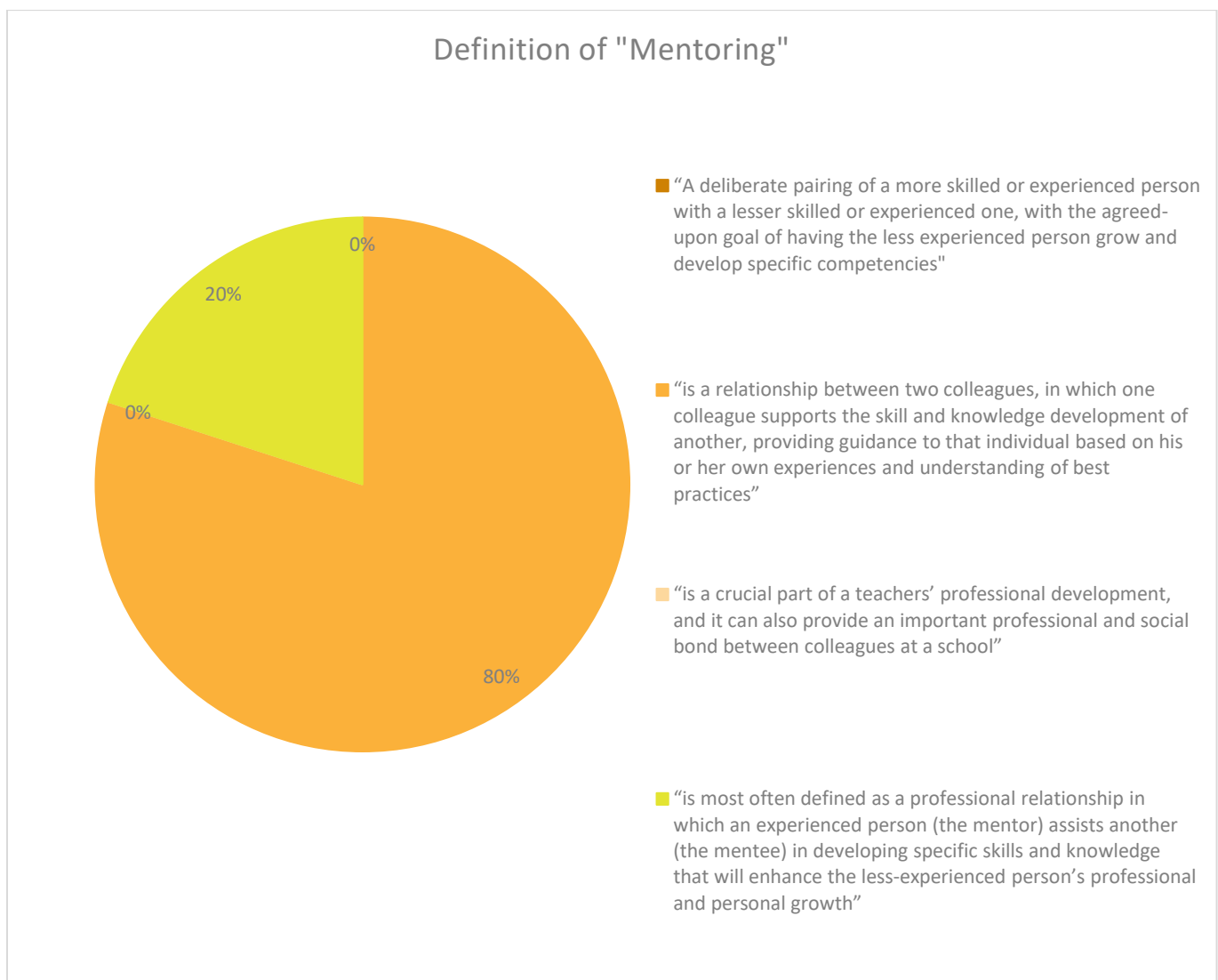


Chart 66: Definition of "Mentoring"



Relevance of mentoring for formal teachers induction programme

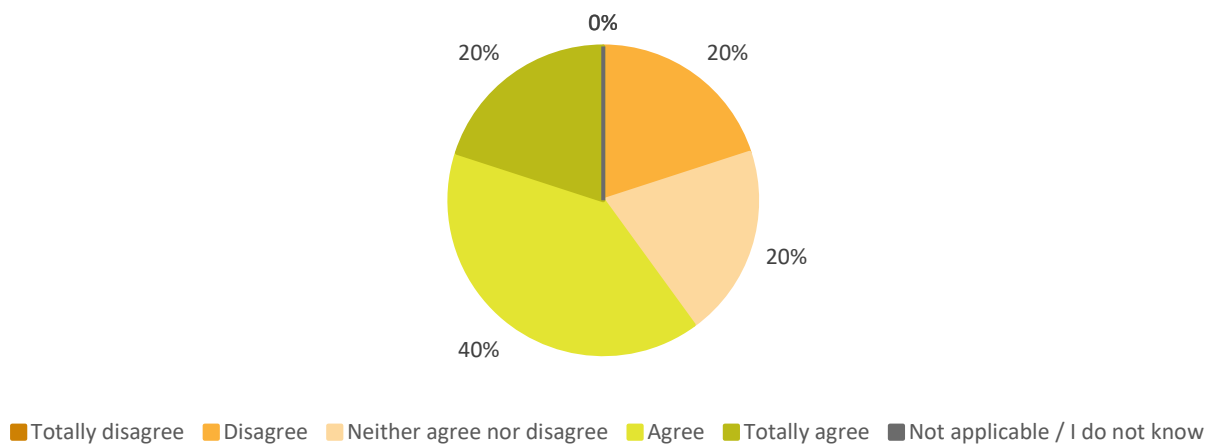


Chart 67: Relevance of mentoring for formal teachers' induction programmes

The teaching career should provide experienced teachers the opportunity to become mentors

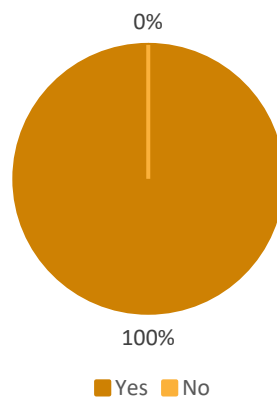


Chart 68: The teaching career should provide experienced teachers the opportunity to become mentors



Should an experienced teacher become a full-time mentor

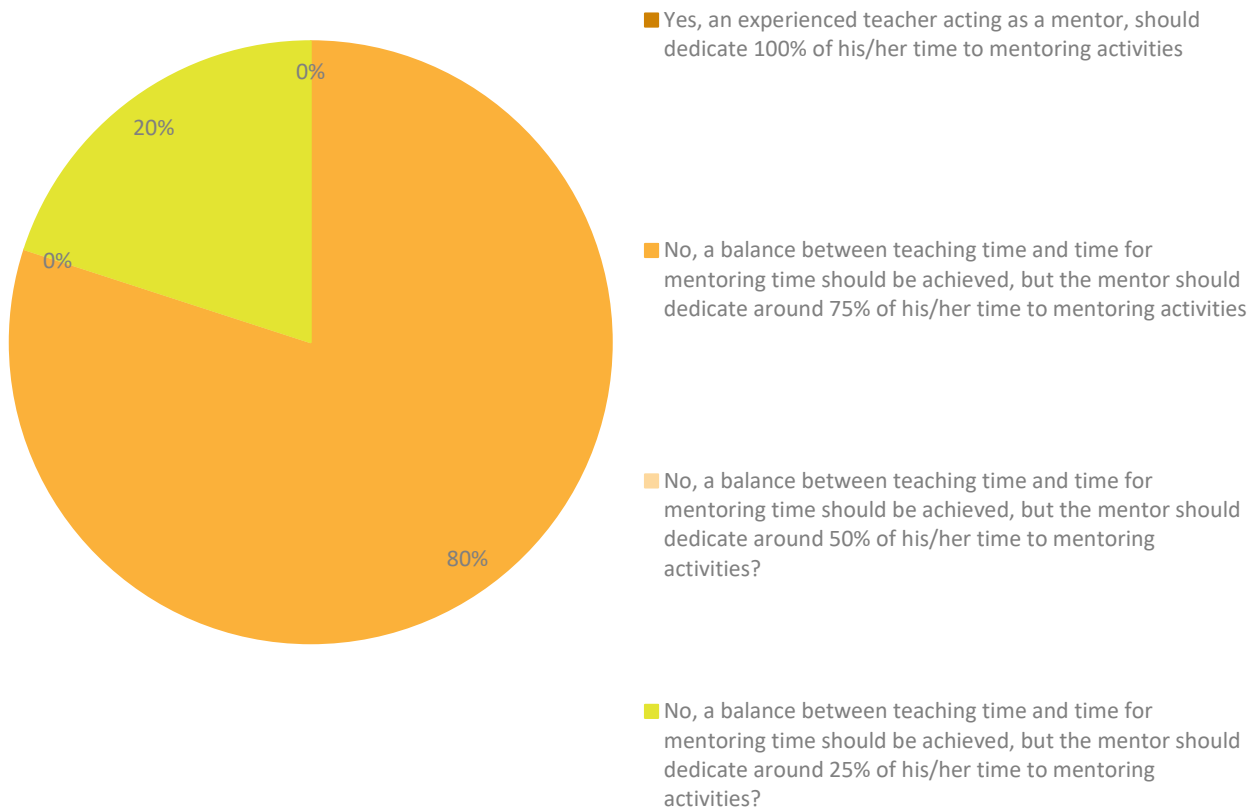


Chart 69: Should an experienced teacher become a full-time mentor?



Should the mentor be an experienced teacher of the same school or school cluster?

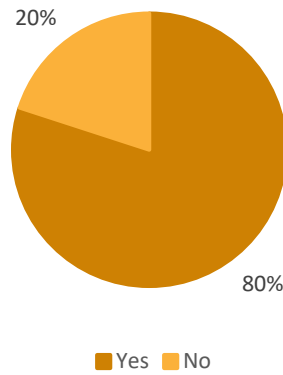


Chart 70: Should the mentor be an experienced teacher of the same school or school cluster?



Desired profile of a mentor (part I)

Legend: ■ Totally disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Totally agree ■ Not applicable / I do not know

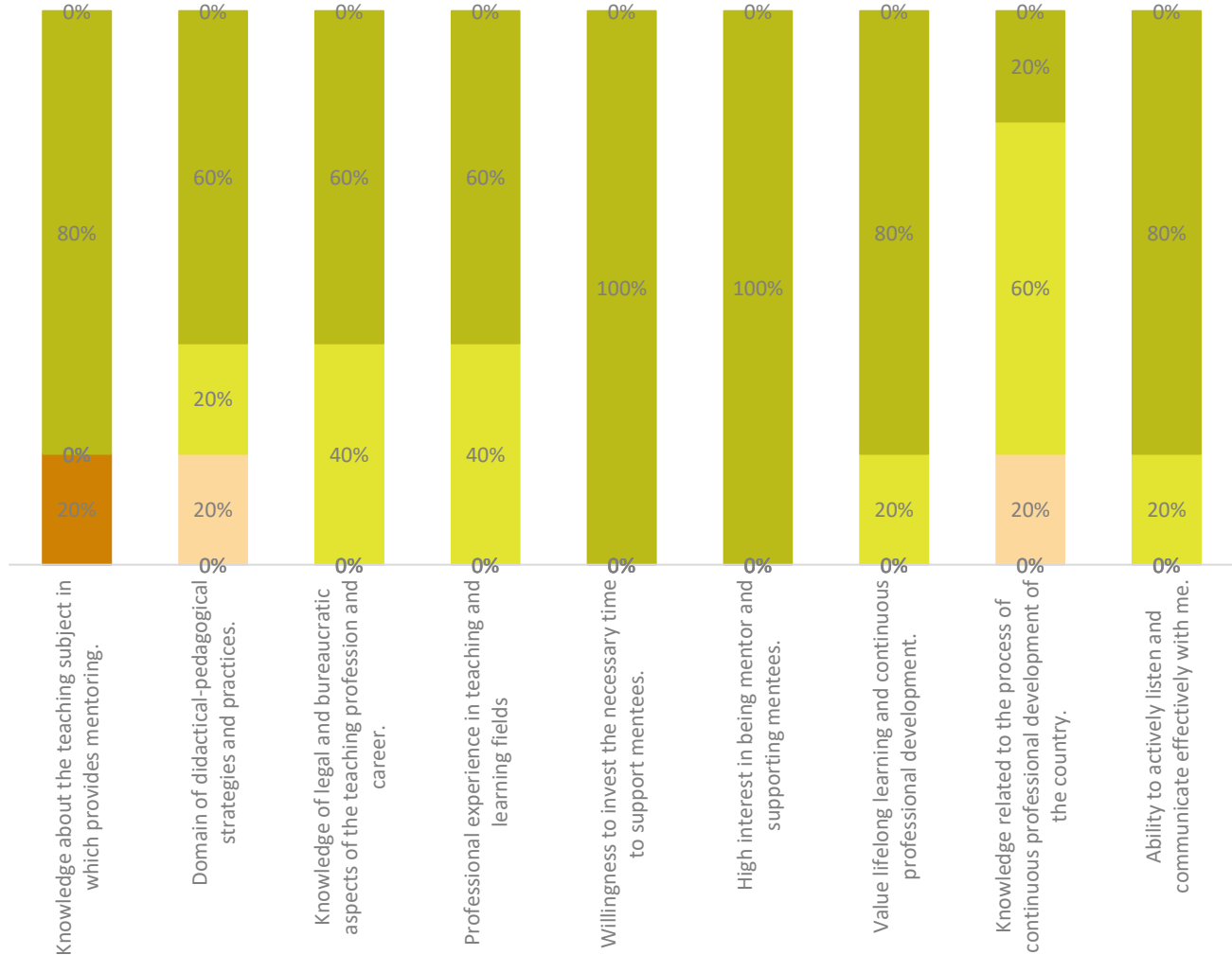


Chart 71: Desired profile of a mentor (part I)



Desired profile of a mentor (part II)

■ Totally disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Totally agree
 ■ Not applicable / I do not know

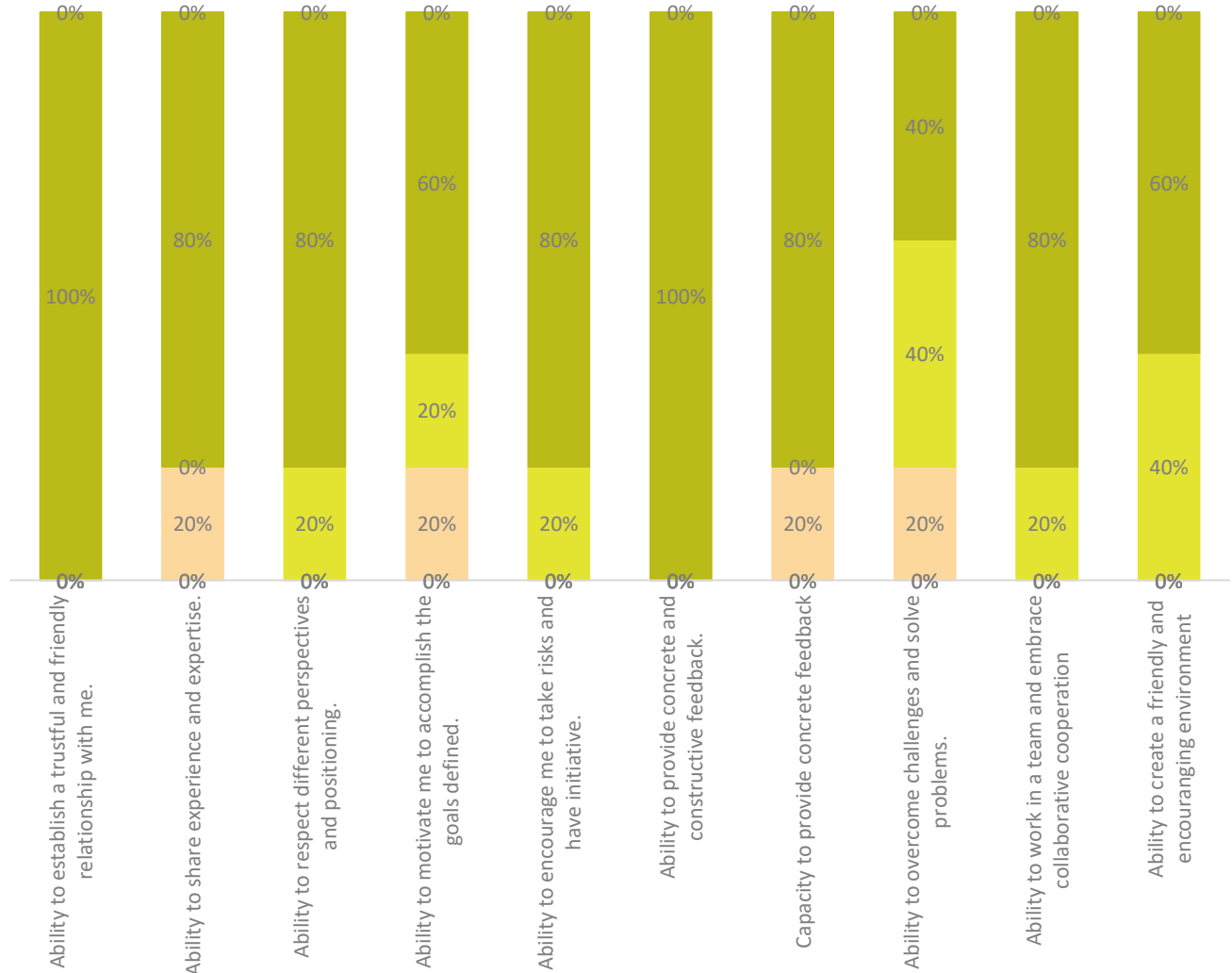


Chart 72: Desired profile of a mentor (part II)

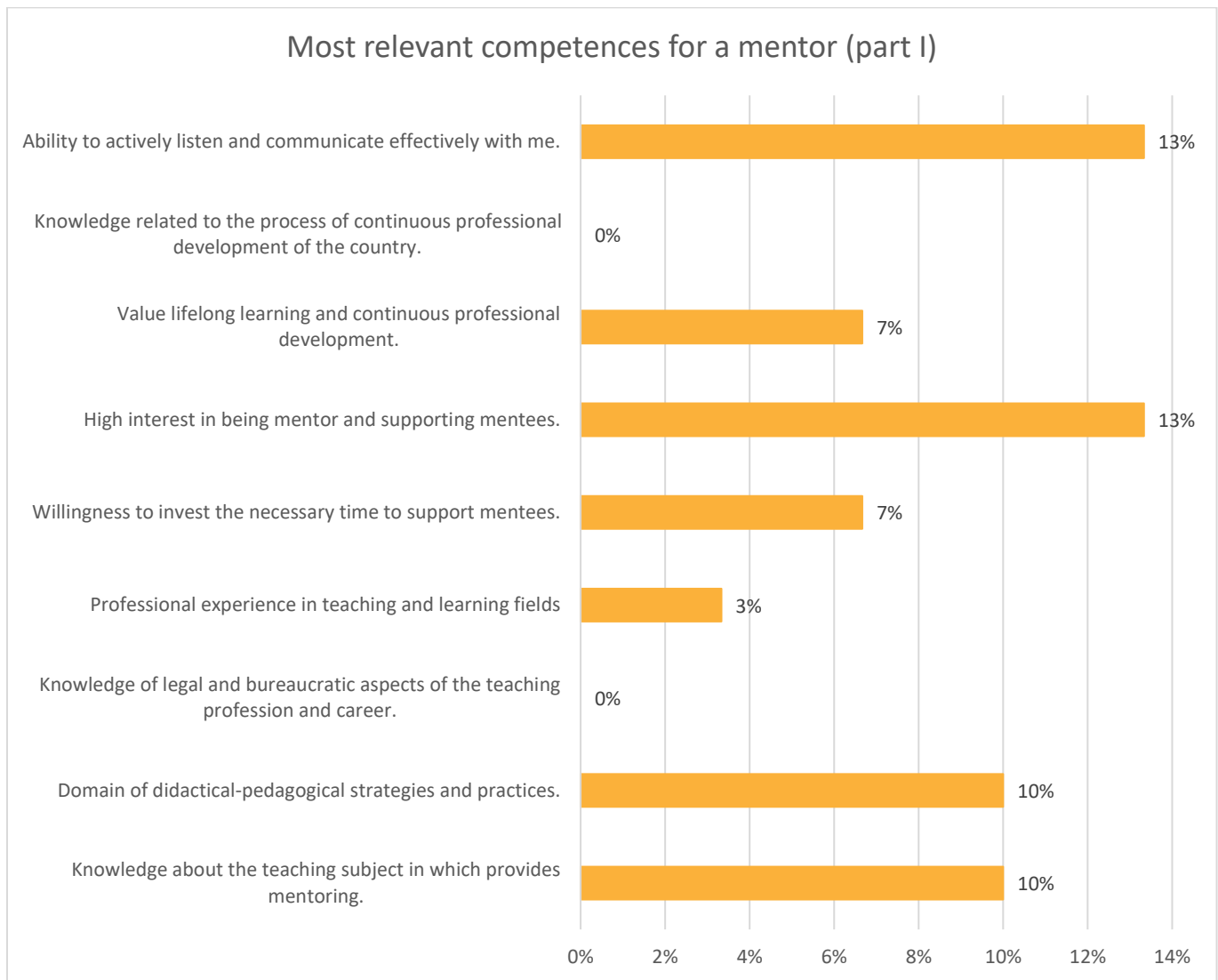


Chart 73: Most relevant competences of a mentor (part I)



Most relevant competences for a mentor (part II)

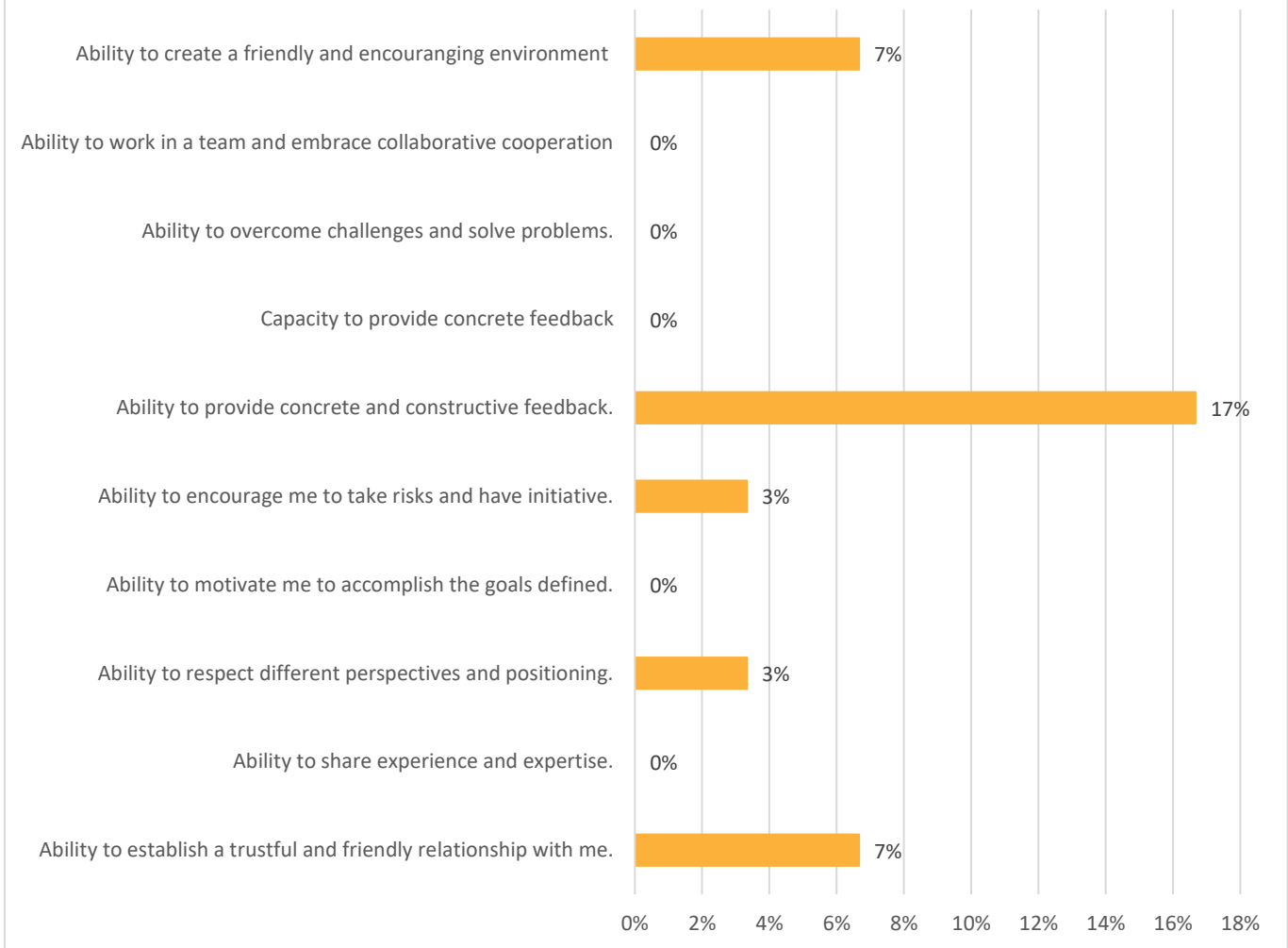


Chart 74: Most relevant competences of a mentor (part II)



Annex 2

1. Summary of the interviews

Five interviews were conducted in Germany. Three (3) with primary education teachers, one with a secondary education teacher and one with a head master of technical secondary education school.

All interviewees were very positive about the mentoring process in general underlying the importance of the relationships formed between new teachers and their more experience colleagues. Three of those teachers were very experienced and had served as mentors valuing very highly the importance of the “job” and the positive outcome of the experience.

However, all teachers mentioned that it is time consuming and doing it on top of their normal duties add a lot of workload and does not allow for a detailed and thorough interaction.

School directors

2.1 Reflecting on supporting new teachers for the teacher career today: What are their main needs, challenges they need to face?

- What kind of support does your school provides to new teachers?

The main needs are to catch up with the life style of students and meet their expectations regarding their practice and their current needs. It seems that they need better communication skills and class management skills.

The school provides support for the Referendariat by offering teachers that support the NQT for a year.

- How they can be more closely and successfully supported?

By allowing more time for interaction and feedback.

2.2 Reflecting on mentors’ role/vocation: Should an experienced teacher become a full-time mentor or a balance between working time and time for mentorting?

No, because very often the mentoring depends on personal relationships and therefore the person responsible might not be the right person for everybody and the new teacher might prefer to go to another teacher that has a more personal or friendly relationship.



2.3 Thinking in the school you represent: How would the school/or cluster, their professionals and students benefit from having an induction programme addressed to new teachers? Please explain your point of view.

- What challenges do you preview a mentor will need to overcome and why? Please explain your point of view.
- What can motivate an experienced teacher to become a mentor?

The existing Referendariat system is sufficient just maybe allow more time for the interaction by reducing the duties, if possible, of the contact person.

2.4 Having the opportunity to integrate an induction programme based on mentoring in your school or cluster:

In your perspective what does a school needs to have to integrate this practice?

Which conditions do you think the school already has to proceed with this integration (in terms of space, schedule of the teachers, etc)?

What do you and your teachers need to do to proceed with this integration?

The existing Referendariat system is sufficient.

2.5 Concerning the training of experienced teachers to be a mentor: In your opinion, this training should be promoted at the local, regional or national level?

- Which organisations should promote and offer this training?

Mainly regional and city educational departments because they know better the needs of the schools.

2.6 Most of the teachers surveyed agree that an induction programme should be for one year and the mentoring 1h/2h or 3h/4h per week. What is your opinion on this?

One to two year, 4 days per week as it is currently, is sufficient.

3.2 Are you interested in involving the school you represent in the piloting test?¹

¹ **Note: if the person answered «yes» in the survey please «confirm»; if he/she didn't participate in the survey you should ask if he/she wants to be involved.**



No, because reaching retirement. However, we need permission to from the local educational authorities and sometimes it does not worth the effort.

Experience Teachers

2.1 Getting back to the initial years of your teaching career: Did you benefit from any non-formal or formal induction programme? In case of yes, can you please share the experience (strengthens, weakness)?

We interviewed mainly experience teachers and all of them had two follow 2 years induction programme called Referendariat.

2.2 Have you got any experience in mentoring other teachers? In case you have, can you share some of your practices/initiatives?

All experience teachers had experience with “mentoring” as part of the Referendariat. The process was mainly about meeting with the new teachers and being the contact person. Mainly it was about attending the lessons and offering feedback. Most of the teachers knew their subjects and they needed practical advice about class management, how to deal with difficult students and in some cases guidance about the materials and the resources.

2.3 Reflecting on supporting new teachers for the teacher career today: What are their main needs and challenges?

What are the elements that make it most difficult to support new teachers?

The main difficulty that the new teachers have is to manage the class. Most of them are very competent in their subject but the class management is a lot more than knowing your subject. It is challenging for them to discipline the students and make them listen. Furthermore, introducing to the schools culture and way of doing things is also something that they need.

The lack of time is the biggest problem for supporting the new teachers. Part of the process requires both teachers to talk about the lesson and there is no enough time because both need to move on to the next lesson or class. Therefore, the feedback talk is postponed and often might seem disconnected from the practice since it takes place a lot later from the actual lesson. So having enough time to talk straight after the lesson is important.

2.4 Being able and wanting to be a mentor do you think your career will be more attractive? Why?



All teachers said no, because there is no such path. They did it because it was more or less “compulsory”, since the head master either ask them to do it or appointed them.

2.5 Reflecting on mentors’ role/vocation: Should an experienced teacher become a full-time mentor or a balance between working time and time for mentorting?

What would motivate you to become a mentor?

It would have helped to either be a full time position or at least half post, so there is more time for mentoring and effective interactions.

What challenges do you preview to a mentor will need to overcome and why?

Time constrains, establishing confidence in short time.

Which are the most important characteristics a mentor should have? Please explain your point of view.

Being trust worthy, have empathy and being able to provide constructive criticism.

2.6 Most of the teachers surveyed agree that an induction programme should be for one year and the mentoring 1h/2h or 3h/4h per week. What is your opinion on this?

One to two year, 4 days per week as it is currently, is sufficient. It is up to the mentor to decide how closely he/she would like to follow the new teachers.

3.2 Are you interested in involving the school you represent in the piloting test?

All teachers answered that it is not their decision and management and local authorities are responsible for such commitment.

Annex 3

1. Short description of the good practices Lehr:werkstatt

| SHORT DESCRIPTION GOOD PRACTICE DESCRIPTION | |
|--|--|
| Title of the good practice: | Lehr:werkstatt |
| Type of entity implementing <i>(Public school, Private school, Center of training of teachers/schools, High-Education institutes or Universities, Teachers career management centers, Ministry of Education or Other (please specify))</i> | University, teacher education center |
| Location /geographical coverage: <i>(School level, Local level, Oregional level, National level, European Level, Other (please specify); In the case, the focus is a school, community or region, please specify).</i> | Regional/ national level (Erlangen-Nürnberg, Würzburg, Passau, Augsburg, Tübingen) |
| Year of release/starting <i>(month/year)</i> | 2011 |
| Still ongoing? <i>(In case the practice still ongoing, please put "Yes". In the case was completed, please indicate the last year of implementation).</i> | Yes |
| Key objectives | Students benefit from early practical experience, teachers receive new impulses, and pupils receive more intensive support. |
| Brief description of good practice | For one school year, a student teacher (Secondary school: Gymnasium or Realschule) and a teacher work together in tandem. During this Lehr:werkstatt year, these tandems are supported and trained through a variety of university offers. |
| Key actors involved | 5 Universities, student teachers, teachers, participating schools and pupils |
| Target group(s) | Student teachers, teachers |
| Sources <i>(website, links, documents)</i> | https://lehrwerkstatt.org |



Annex 4

1. Summary of the focus groups

There were no focus groups taking place at ILI due to the unavailability of teachers.



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