

Coming to the fore – teacher education at Humboldt-University

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Overview

- Teacher Training in Germany
- Teacher Education Programme in Berlin
- Challenges for Teachers in Berlin
- Challenges for the Reform of Teacher Education
 - A Research-Based Approach to the Practical Term
 - Connecting Subject Science, Didactics and Education
 - Promoting Young Researchers in Didactics and Teacher Education

Teacher Training in Germany

Initial Phase at University or College of Music/Arts

- 4-5 years (4 years: primary, lower secondary school; 4-5 years: special education; 5 years: upper secondary school)
- Study of at least two subjects
- Study of educational theory and psychology, sometimes additional subjects (e. g. sociology)
- Some practical work at school (mostly time slots of 2-6 weeks)
- University Degree: Master of Education (equivalent to First State Exam)
 - No qualification to teach at state schools yet
 - Focus: scientific qualification in subject areas

Teacher Training in Germany

Phase of Practical Training at School (Referendariat)

- 1 year (primary, lower secondary school, special education) to 2 years (upper secondary school)
- Practical work at school, advised by a mentor teacher
- Accompanying teacher seminars offered by experienced teachers (general education, subject didactics)
- Beginning teachers are paid a salary during this phase
- Final Exam: Second State Exam
 - Entails a written thesis, oral exams and practical teaching examinations
 - Qualification to teach at state schools

Types of Teaching Degrees offered at HU

1. Übergreifendes Lehramt Grundschule/Sek. I –
Teacher for elementary and lower secondary schools, grades 1-10
2. Lehrer an Haupt- und Realschulen –
Middle school teacher, grades 7-10
3. Gymnasiallehrer/Studienrat –
High school teacher, grades 7-12
4. Gymnasiallehrer/Studienrat (Wirtschaftspädagogik) -
Teacher for vocational schools (Business and Economics Education), grades 10-13
5. Sonderschullehrer –
Special education teacher, grades 1-10

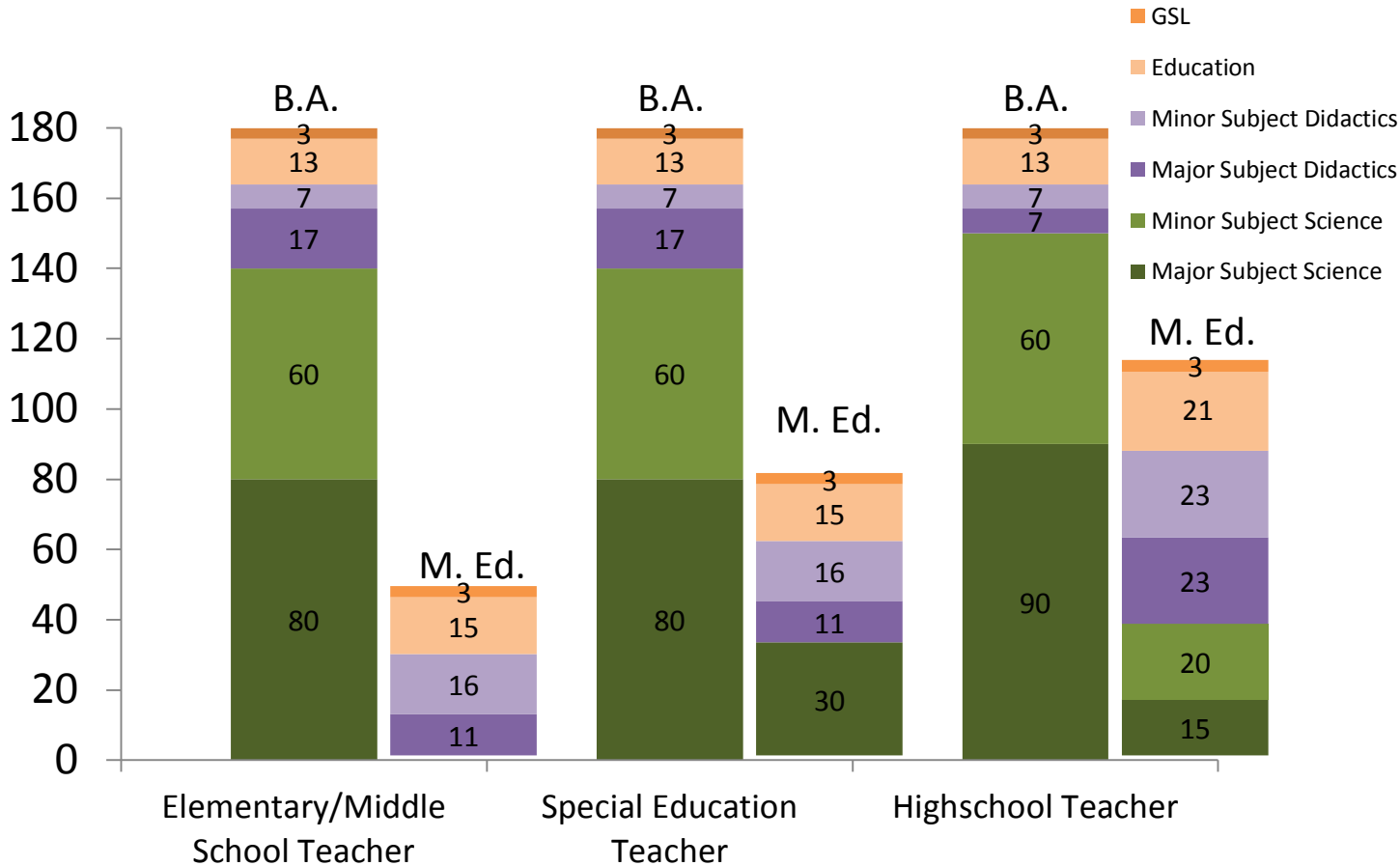
Current Teacher Education Programme in Berlin



Semester	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Elementary teacher/ Middle school teacher (grades 7-10) Teacher in special education	B. A. / B. Sc. („poly-valent“) 180 cp → 80 cp major subject → 60 cp minor subject → 40 cp professional sciences (education, didactics, German as a second language)						M. Ed. 60 cp („Small Master“)	Practical Training at School		Second State Exam				
							M. Ed. 90 cp („Small Master“)	Practical Training at School						
High school teacher (grades 7-13)	B. A. / B. Sc. („poly-valent“) 180 cp → 90 cp major subject → 60 cp minor subject → 30 cp professional sciences (education, didactics, German as a second language)						M. Ed 120 cp („Big Master“)			Practical Training at School				



Current Teacher Education Programme in Berlin



Teacher Education Programme in Berlin

(to be implemented in 2014/15)



Semester	1	2	3	4	5	6	7	8	9	10	11	12	13	
Elementary teacher	B. A. / B. Sc. 180 cp → Elementary German & maths → 3rd minor subject (can be special ed.) → General education, GSL						M. Ed. (grades 1-6) 120 cp				Supervised teaching practice			S E C O N D S T A T E E X A M
Secondary teacher (prob. with different strands: lower secondary/ upper secondary/ special ed.)	B. A. / B. Sc. 180 cp → 90 cp major subject → 60 cp minor subject → 30 cp professional sciences (education, didactics, German as a second language)						M. Ed (grades 7-13) → 15 cp major subject → 20 cp minor subject → 68 cp professional sciences (education, didactics, German as a second language) → 5 cp optional → 15 cp thesis				Supervised teaching practice			

Challenges for Teachers in Berlin

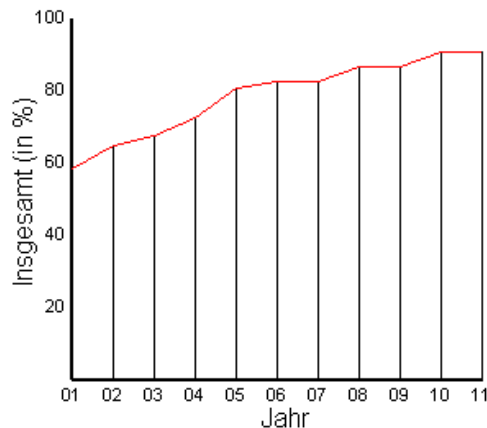
Challenges for teachers in Berlin – by numbers

651 Public schools in Berlin

321.590 Pupils in Berlin

32,2 % of children with German as second language
(district Mitte: 70,3% / district Pankow: 9,1%)

23,1 % from families with a low socio-economic status
(district Mitte: 40,4% / district Pankow: 7,4%)



**Rapid changes in pupils' compositions
and in other frameworks ...**

Percentage of students speaking German as a second language
at Ernst-Abbe-Oberschule, Berlin Neukölln

Challenges for Teachers in Berlin

Challenges for teachers – school reform in Berlin

2004	New school law
2005/6	Elementary schools converted into „all-day schools“
2006	School programs mandatory for all schools in Berlin/

What does this mean for teacher education?

→ *No simple recipes for best practice, no one-fits-all solutions, little applicable scientific knowledge*

→ *Teachers need to be competent in developing, evaluating, reflecting and continuously improving their instructional practice*

→ **Teachers in Berlin are faced with ongoing fundamental and complex changes to teaching, learning and school organization**

Challenges for Teacher Education

- Improving connections between research & practice
 - Research-based approach with a focus on school development or instructional development for the practical term
- Improving connections between the different subjects of teacher education
 - Academic council of subject science and subject didactics
- Improving career options for young researchers in subject didactics
 - Fast-track Ph.D. programme for students of the Master of Education

Practical Term – ‚Praxissemester‘

- 2. or 3. semester of the M. Ed. (4 months)

Main goals:

- Student teaching in both subjects
 - lesson planning
 - teaching
 - reflection on teaching experience
- Instructional research project / school development project
 - focus can be in subject didactics, education or GSL
 - systematic data-driven research project
 - linking theory and practice
 - might be foundation for Master's thesis

Tandem Teaching

⇒ Connecting subject science and subject didactics on a shared meta level

Tandem Research

⇒ Tandem research on subject specific questions, theories and methods on a shared meta level

Transfer into Schools

⇒ Offerings for learners and teachers
(student societies and school partnerships)



HU-Award for excellent subject teaching in teacher education

⇒ Transfer in discussion forums organised by PSE

Fast-Track Ph.D. Programme

- Challenge: glaring lack of young researchers in educational and didactics research
- Reason: lack of research-oriented education in teaching, lack of substantive training in didactics, education, psychology and sociology
- Solutions: particularly talented students acquire MEd and PhD in four years, by passing through a structured research-oriented training
- Target: strengthening the HU profile of educational research and the quality of managerial staff in the educational administration