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IBB Institut für Bildungsmanagement und Bildungsökonomie

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Achievements and Challenges of Teacher Education:
Results from a cross-national Study in the German speaking
countries (Germany, Austria and Switzerland)

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What to expect?

I. **Input:**

Study on “The Future of Teacher Training in Research and Practice”

1. Target of the Study
2. Method
3. Results – Focus on the “Third Phase”
4. Recommendations

II. **Discussion:**

Effects and further thinking

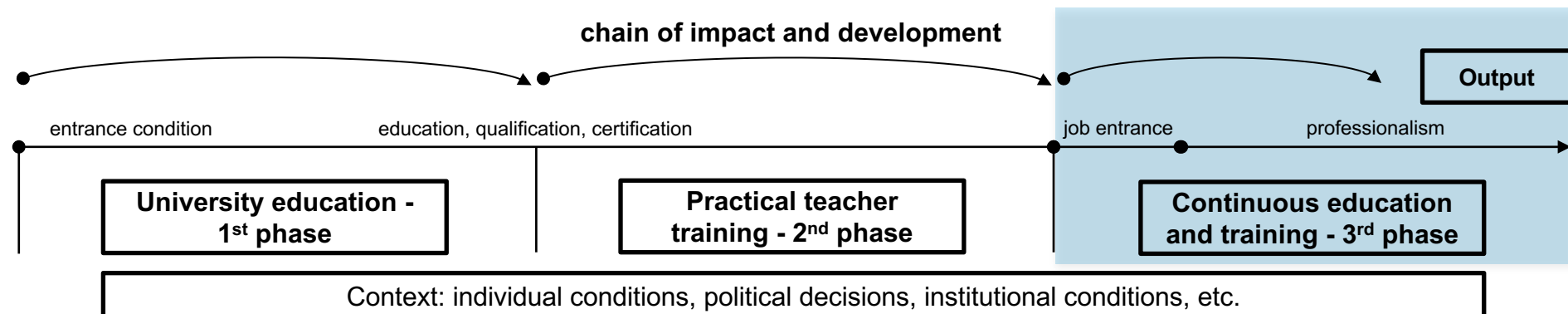
Target of the Study

Basic research question:

"How can we shape the future of teacher education and training, especially with regards to (new) social challenges, and what future content and formats should be implemented?"

Systematic overview of the current state of teacher education in all three phases of teacher training in Germany, Austria and Switzerland

→ *lifelong learning*



Method

1. Literature and data research
2. Expert survey (online survey, n = 260)
3. Expert interviews (in-depth interviews with selected experts)

Key questions for the expert survey

- What are the greatest achievements in teacher training over the last 10 years? (research / practice)
- Which aspects (topics, content, formats, etc.) need to be optimized in the future or are not being addressed at the moment? (research / practice)

Results – *big picture*

Everything is different – everything is equal

Common features of Germany, Austria and Switzerland:

- Same linguistic space
- Similar federal and cantonal structures

Common features of teacher education:

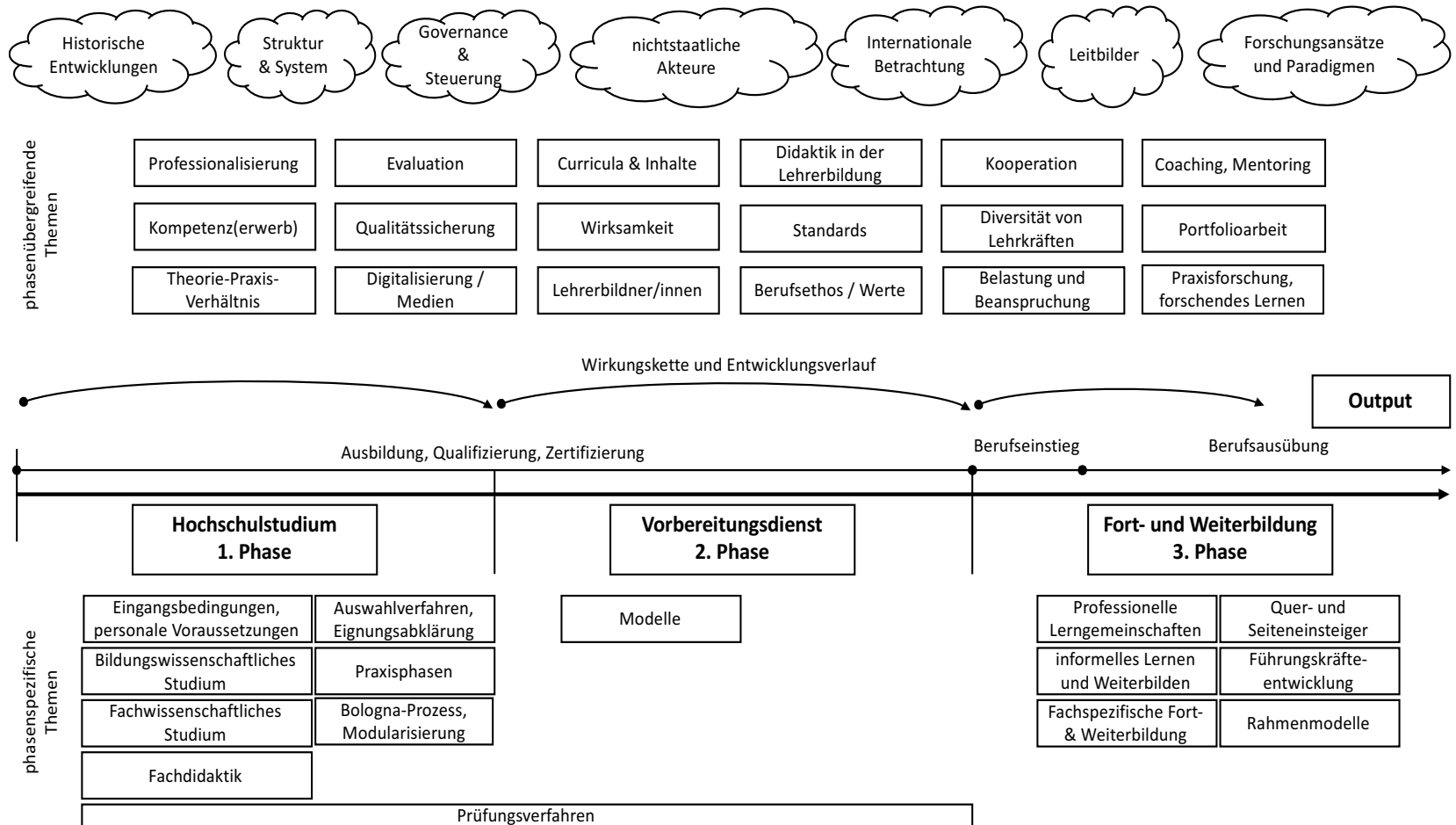
- Competence / standard orientation
- large variety of actors

BUT Differences in teacher education:

- 3 phases in GER - 2 phase in AT and the CH
- Trends: science orientation in AT and CH - Practice orientation in GER

Results

Overview about topics in teacher education



Results

Focus on "3rd phase" – Continuous Teacher Education and Training: General achievements in the last 10 years

- The "discovery" of the "3rd phase" as a research object
- Fundamentally increased importance of teacher education in the public, in the education administration and in science
- Launch of empirical research on teacher educators and effective training offers with focus on:
 - Classroom, leadership and school development
 - Training of mentors (CH) & Multipliers
 - School internal teacher training & Collegial classroom visits
- Consideration of (new) formats:
 - Online-based training
 - Coaching as part of continuous education and training

Results

Focus on "3rd phase" – Continuous Teacher Education and Training: Challenges

General challenges for research and practice:

- Current topics:
 - Inclusion
 - Heterogeneity / Migration,
 - Diversity in teacher profession
 - Leadership
 - Lifelong Learning and
 - professional ethos
- Linking between theory and practice
- Strengthening a sense of values for teachers

Results

Focus on "3rd phase" – Continuous Teacher Education and Training: Challenges

Specific challenges for research:

- Lack of fundamental and systematic research on the 3rd phase of teacher training

Specific challenges for the practice:

- Anchoring continuous teacher education at universities
- Developing effective teacher trainings and linking them to HR management structures
- Developing competencies and developing standards for continuous teacher education and training

Suggestions for further research

- 1. Intensification and extension of topics:** inclusion, heterogeneity / migration, leadership, diversity in teacher training, lifelong learning, values, norms and professional ethos, etc.
- 2. Organization:** Cooperation between existing networks and other training institutes
- 3. Development of spiral curricula of teacher training:** Definition of training content for each phase of teacher education and standards of the teaching profession
- 4. Development of a an academic coherent concept of teacher training:**
 - Development
 - Implementation
 - Evaluation

→ **Impact on the school of the future**

II. Discussion

1. How do you as experts evaluate the recommendations regarding the support of teachers and to the schools of the future?
2. Do you think all relevant topics are covered?
3. What are the requirements for a successful implementation of the recommendations?

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Thank you very much for your input and time!

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