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Teacher education at the University of Salzburg

- The University of Salzburg has over 18.000 students and offers 30 bachelor, 39 master, 2 diploma and 10 doctoral studies. As a comprehensive university with four faculties – natural sciences, cultural and societal sciences, law and theology – it is also closely involved in teacher education and has been training teachers (about 3000 students each year) for higher schools for decades.

Teachers as personalities – socialised on the basis of science and international experience

- The university has set up the mission to educate teachers as personalities that educate themselves through science, life experience, international internships and development of their own professionalism.
- To understand what we learn – to teach, what we understand!

Individualization

- A specific strength of the University of Salzburg in teacher education are outstanding study conditions in well-equipped laboratories and libraries
- Individual talents are discovered and promoted
- Strong connections are built with professors and lecturers accompanying the whole development and counselling at specific career steps in professional biographies

Studying at the local library



University: A „third space“

- The university defines itself as a “third space“:
First space=course room at university
Second space=classroom in school
Third space: connection between first and second space
- Spaces of discussion are provided, where exchange and reflection on experiences in teaching, research and practice among teachers, scientists, students, schools and the public are possible.
- This can happen in workshops, colloquia, fireside chats, discussion chats, laboratories for pupils and many other formats.

Our strengths: Range of subjects and research

- The complete range of subjects of the secondary level including subject didactics courses for the secondary level
- • A large range of additional studies (diploma studies, third subjects among other)
- • A subject-specific education in partnership with the specialized departments of the university
- Problem- and research-based studies that focus on the profession and its fields of application. Researchers analyse conditions and relationships of effects and possibilities of development of instruction and intervention through research and teaching

Our challenges

- A common concept of teacher education which is shared by the different departments
- The role of „Fachdidaktik“ (content-oriented pedagogical knowledge) has been clarified
- Enrolment conditions have been validated
- Competences of students of teacher training are defined, but not yet assessed

Transformation of knowledge

- Teacher education means transformation of knowledge from declarative to procedural as well as conditional types
- The university considers itself as a place of dialogue and analysis of different cultures between the sciences themselves and the nationally characterized cultures of education and the profession itself.
- Research as a social practice facilitates the dialogue between natural and societal sciences

Excellent teacher education is based on different sources of knowledge – without Content Knowledge (Fachwissenschaft) it's not possible



School of Education (founded in 2012)

- The School of Education is the institution responsible for teacher education at the university and consists of the specialised subsections:
 - Didaktik der Naturwissenschaften
 - Bildungswissenschaften und Schulpraxis
 - Didaktik der Kultur- und Gesellschaftswissenschaften

Organisational structures



School of Education

- The School of Education is at the centre of developing teacher education in terms of
- *organisation, curricula and quality*
- *advice and promotion of teachers*
- *research*
- *Internationalization*

in close working relationship with the different departments involved in teacher education

Relationships

- The SoE connects the „FOUR“ pillars – Content Knowledge (CK), Content Pedagogical Knowledge (CPK), Pedagogical Knowledge (PK) and practice at schools – and offers a new home within the university for teacher students.
- Instruction, research, development of schools, pre-service- as well as in-service-training for teachers and further academic qualification of graduates are interconnected: there are relationships on multiple levels, in specific thematic programmes, graduate colleges, intra- and interinstitutional cooperation and international partnerships

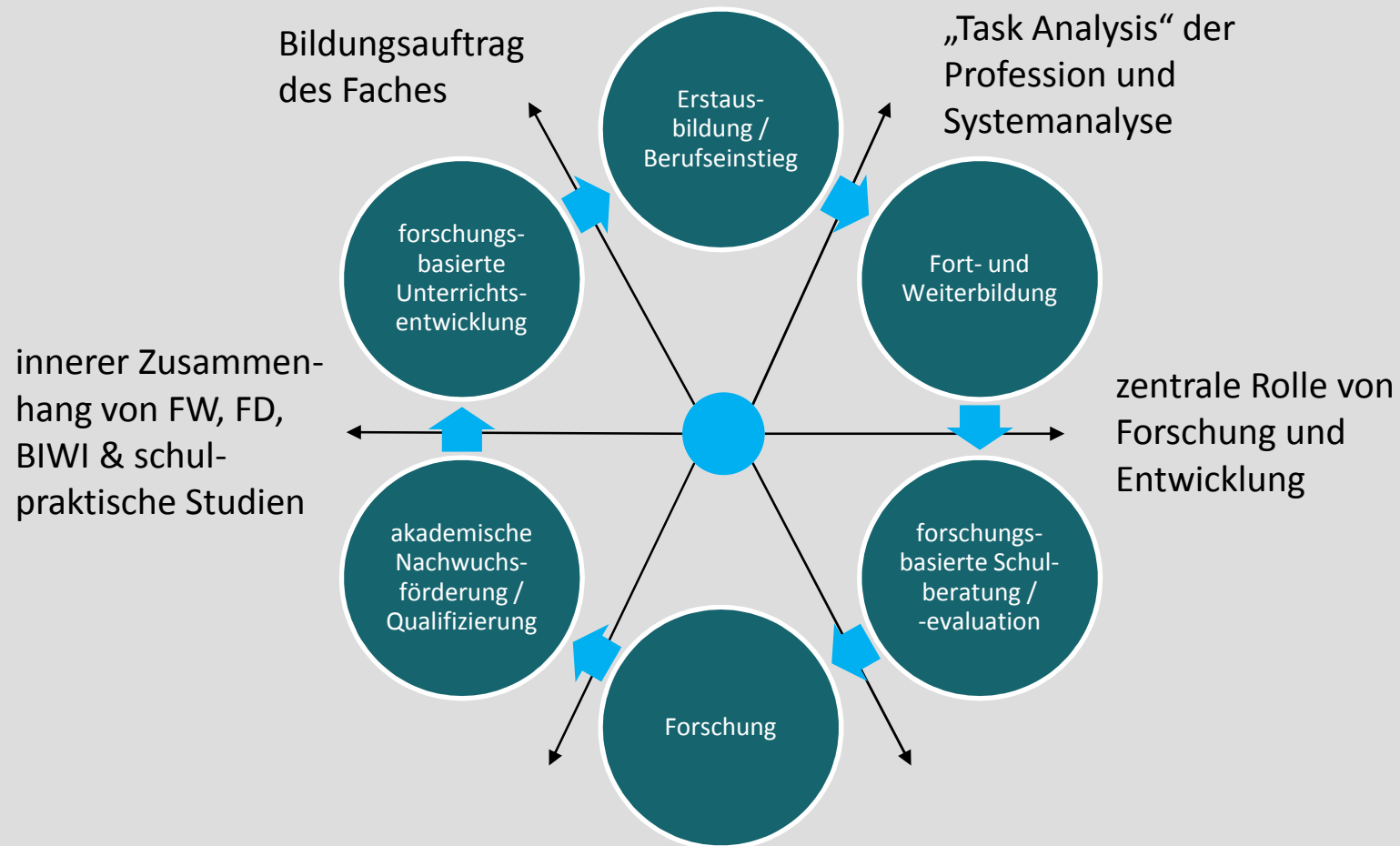
Links



Promotion of young researchers at the School of Education:

- Research at the SOE focuses on research about teacher education, about Content Pedagogical Knowledge, school research, educational governance
- The doctoral degree “Interfakultäres Doktoratsstudium PädagogInnenbildung” (Subject Didactics and Educational Sciences) is available after finishing the master’s degree and is the entry into a scientific career
- The specialized doctoral degree Teacher’s Training is embedded in an internationally oriented graduate program with research partners in Germany and Switzerland
- Regular workshops on research methods
- A book series and many other opportunities to publish together with colleagues from the university in international research groups

Circle model for linkages among modules of teacher education



In-service education

In-service education offers:

- Summer school – once a year in September with over 50 workshops a week
- Theory and Practice Days, where teachers meet researchers at university to set up design-based research projects at schools
- A university course of studies „Elementarpädagogik“
- A university course of studies „Mentoring for Novice Teachers“

Cooperation between university and school

- **This cooperation offers:**
- 11 selected schools at secondary level are close partners for research and evaluation programmes for schools
- In special thematic modules students provide individual support for pupils at the cooperating school

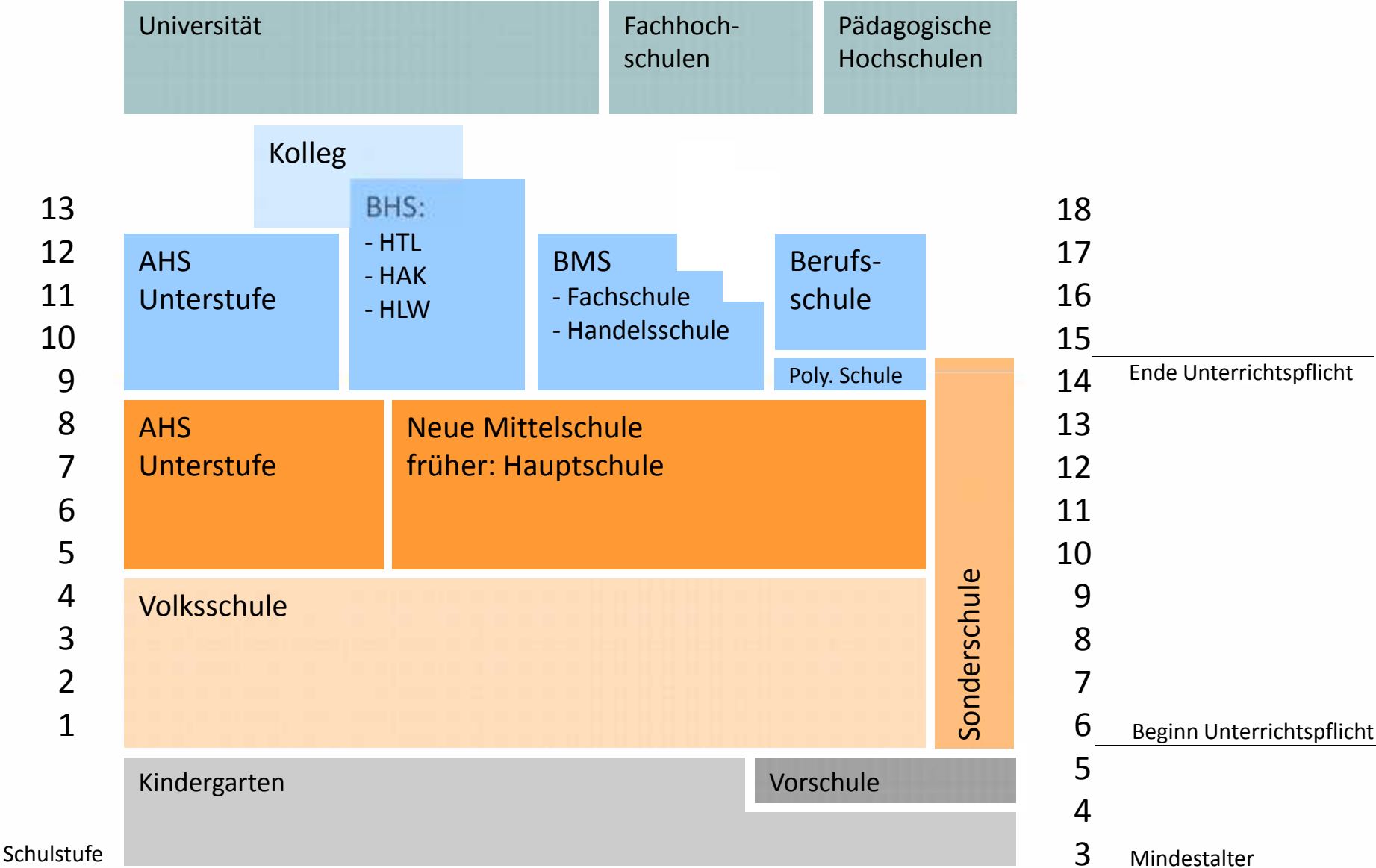
Internationalization

- Studying abroad at world renowned partner universities and the option to complete the school practice abroad and to obtain the necessary certificates there

To lay eggs is not really enough today



Schulsystem in Österreich



Teacher training in Austria

- Traditionally fragmented according to the Austrian school system
- „Pflichtschule“ (age group 6-10) : role model pedagogical expert
„Höhere Schule“ (age group 11-18) :) role model content expert
- Training in elementary education is not yet established at universities
- Unique commitment : teacher education should be located at universities or at least university colleges and is an academic profession

Teacher training in Austria

- **Teacher education is divided:**
 - Teacher education for primary schools, only at university colleges
 - Teacher education for secondary schools : NMS, AHS, B(M)HS, Polytechnische Schulen und Sonderschulen, only in cooperation of universities and university colleges

Teacher training in Austria

- 4 leading universities (Innsbruck, Salzburg, Wien, Graz)
- 2 smaller universities, offering only some of the subjects (Klagenfurt and Linz)
- 6 universities of arts
- 14 university colleges (4 church-based colleges)

Cooperations are required and forced, but there is a different schedule of responsibilities (2 ministeries)

- No master plan of future development of teacher education; will the institutions be connected or not ...

The reform of teacher education (2009-)

- **A central project of the government**
- **Teacher education is considered the key field of improvement of schools**
- 3 expert groups have developed reform plans
- The reform plan has become law on July 11 , 2013
- The implementation starts now, on October 3 , 2016

Qualitätssicherungsrat

<http://www.qsr.or.at/>



Der QSR

Aktuelles

Informationen und Materialien

Kontakt

Presse

- > QSR-Mitglieder
- > Aufgaben des QSR
- > Geschäftsordnung
- > Beschlüsse
- > QSR-Geschäftsstelle

Der „Qualitätssicherungsrat für Pädagoginnen- und Pädagogenbildung“

wurde auf der gesetzlichen Grundlage des Bundesrahmengesetzes zur Einführung einer neuen Ausbildung für Pädagoginnen und Pädagogen am 3. Juli 2013 eingerichtet. Seine konstituierende Sitzung fand am 30. Juli 2013 statt.

Der Qualitätssicherungsrat (QSR) wurde zur externen Qualitätssicherung im Sinne einer qualitäts- und bedarfsorientierten, wissenschaftlichen Begleitung der Entwicklung der Lehramtsstudien eingerichtet. Seine Mitglieder sind in Ausübung ihrer Funktion unabhängig und an keine Weisungen gebunden. Der QSR wird in seiner Arbeit durch eine Geschäftsstelle unterstützt.

Suchen nach:

ok

Council of quality management

Aufgaben:

- Ensuring the quality of the reform during the process of implementation
- Research based advice for curricula and staff development at the local universities
- Organisational structures of Schools of Education

Report for the national government:

[http://www.qsr.or.at/dokumente/1875-20150520-162837-QSR Bericht an den Nationalrat Beschluss vom 26032015.pdf](http://www.qsr.or.at/dokumente/1875-20150520-162837-QSR_Bericht_an_den_Nationalrat_Beschluss_vom_26032015.pdf)

Teacher education requires a concept of „BILDUNG“

- Required competencies for teachers in a society that changes rapidly
- Research-based Content Knowledge
- Understanding research-based thinking and acting
- Reflection and action in school development
- Awareness about belonging to the teacher profession and commitment to the ethic standards of working as a teacher
- Personal habits and resources

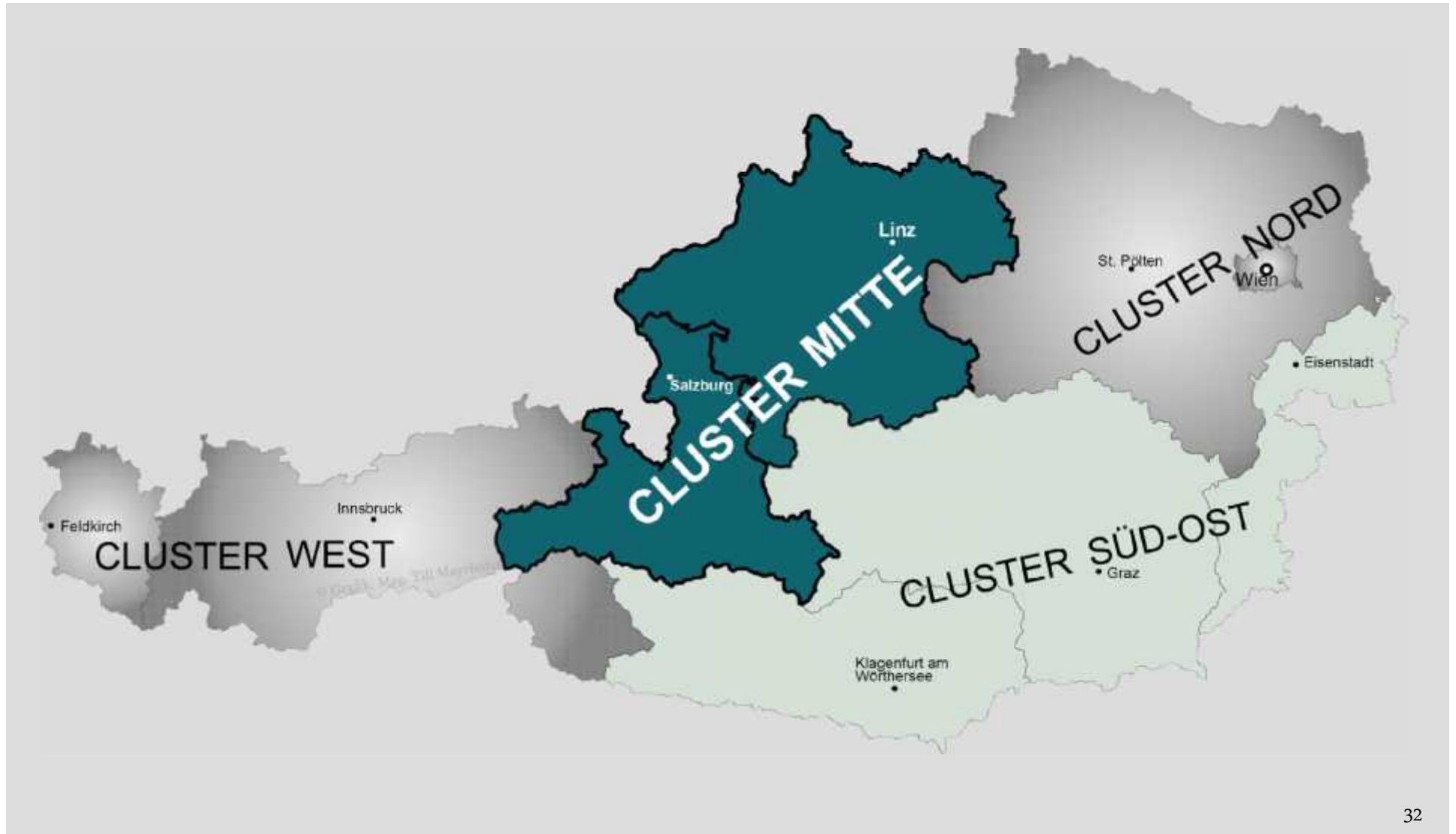
Cooperation „Cluster Mitte“

- 4 areas (cluster) in Austria
- University of Salzburg cooperates with:
 - Anton Bruckner Privatuniversität
 - Johannes Kepler Universität Linz
 - Katholische Privatuniversität Linz
 - Pädagogische Hochschule Oberösterreich
 - Pädagogische Hochschule Salzburg
 - Paris Lodron Universität Salzburg
 - Private Pädagogische Hochschule der Diözese Linz
 - Kirchliche Pädagogische Hochschule Edith Stein
 - Universität Mozarteum Salzburg
 - Universität für künstlerische und industrielle Gestaltung Linz

New studies „Cluster Mitte“

- Teacher education studies for teaching at all secondary schools (eliminating the further division)
- Pupils (aged 10 till 18/19) will be taught by commonly- trained students
- One curriculum for teacher education for secondary schools
- The LLL-concept is not yet applied to teachers (pre-service, in-service ...) , covering all steps of a profession career
- A concept, theory and model of competences that will be defined, measured and developed
- Obligatory cooperations in staff development between the institutions that share one curriculum and offer one study programme

Verbund Cluster Mitte



Verbund Cluster Mitte

Diplomstudium Lehramt	Mag.	
Berufsberechtigung AHS und BMHS		
Unterrichtspraktikum	(Eine Klasse pro Fach) bis inkl. Schuljahr 2018/19 möglich, dann Bestimmungen über Induktionsphase.	
Bei Umstieg im Einzelfall prüfen.		
Bachelor Universität Salzburg	B.Ed.univ.	M.Ed.univ.
Praxis in AHS und BMHS		
Berufsberechtigung AHS und BMHS		
Induktionsphase lt. Dienstrechtsnovelle 27.12.2013		
Bachelor „Cluster Mitte“	B.Ed.	M.Ed.
Praxis in allen Schulen der Sekundarstufe (Allgemeinbildung)		
Berufsberechtigung Sekundarstufe (Allgemeinbildung)		
Induktionsphase lt. Dienstrechtsnovelle 27.12.2013		

Teacher education studies at a glance

- **Primarstufe:** BA-Studium verlängert (240 ECTS), verpflichtendes MA-Studium (90 ECTS), Induktionsphase (1. Dienstjahr)
- **Sekundarstufe:** BA-Studium verlängert (240 ECTS), verpflichtendes MA-Studium (120 ECTS) mit Praktikum, Induktionsphase (1. Dienstjahr)
- Das Lehramtsstudium ist **ein Kombinationsstudium** und setzt sich mindestens aus **zwei Studienfächern oder einem Studienfach** und der **Spezialisierung „Inklusive Pädagogik“** zusammen.

Lehramtsstudium im Überblick

BACHELORSTUDIUM

Allgemeine bildungswissenschaftliche Grundlagen (ABG)	40 ECTS
ABG	30 ECTS
Praktika	10 ECTS
Fachwissenschaft und Fachdidaktik 1 (FW/FD 1)	97 ECTS
FW/FD 1	88 ECTS
FD-Begleitung der Praktika	6 ECTS
Bachelorarbeit	3 ECTS
Fachwissenschaft und Fachdidaktik 2 (FW/FD 2)	97 ECTS
FW/FD 2	88 ECTS
FD-Begleitung der Praktika	6 ECTS
Bachelorarbeit	3 ECTS
Freies Wahlfach	6 ECTS

Induction period – first year of teaching

- Local government - Responsible for the employment
- University is responsible for the backing-seminars during induction and for the training of mentors
- Instruction development as a main issue – professional teaching at the intersection point between practice and research

Offered subjects in „Cluster Mitte“

- Bewegung und Sport (BS)
- Bildnerische Erziehung (BE)
- Biologie und Umweltkunde (BU)
- Chemie (CH)
- Deutsch (D)
- Englisch (E)
- Ernährung und Haushalt (EH)
- Französisch (FR)
- Geographie und Wirtschaft (GW)
- Gestaltung - Unterrichtsfach Technisches Werken (TW)
- Geschichte und Sozialkunde / Politische Bildung (GSPB)
- Griechisch (GR)
- Informatik und Informatikmanagement (II)
- Italienisch (IT)
- Katholische Religion (KR)
- Latein (L)
- Mathematik (M)
- Musikerziehung (ME)
- Physik (PH)
- Psychologie und Philosophie (PP)
- Russisch (RU)
- Spanisch (SP)
- Textiles Gestalten (TG)
- Spezialisierung Inklusive Pädagogik (IP)
- Berufsgrundbildung Management (nur für PTS)
- Berufsgrundbildung Technik (nur für PTS)
- Instrumentalmusikerziehung (nur mit ME)
- Spezialisierung Schule und Religion (nur mit KR)

The new enrolment

- **Consists of two obligatory parts:**
- **Online Self-Assessment: Career counseling for teachers: CCT)**
Online Test (has to be passed at the university:
www.zulassunglehramt.at
- **Tested preconditions:**
 - kognitive prerequisites
 - Social skills
 - Behaviour concerning health and recreation
 - Language skills in German
 - Observing and handling emotions
 - Creativity
 - Big Five-dimensions of personality

Future challenges

- **The emergence of teacher education landscapes across the federal states**
- **Cooperation and competition**
- **Ressources and their distribution (due to which indicators ?)**
- **Evidence about having accomplished the goals – f.e. teacher competencies (how to measure ?)**
- **The lack of an Austrian master plan of the future of teacher education in Austria**

What do we plan here ?

- Fostering research in teacher education (we have started a DSP-colleg about teacher competencies)
- Fostering relationships in CK, CPK and PK to publish together (we have started a series of books at renowned press WAXMANN)
- Establishing a laboratory for pupils that involves many subjects
- Working together with selected schools as models of schooling development
- Internationalisation at all levels

Studying, discussing, livingin Salzburg

