

## **The Education System in the Federal Republic of Germany 2010/2011**

**A description of the responsibilities, structures and  
developments in education policy for the exchange of information in Europe**

**- EXCERPT -**



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## 9. TEACHERS AND EDUCATION STAFF

### 9.1. Initial Education for Teachers Working in Early Childhood and School Education

#### Initial education for pedagogic staff in early childhood education and care

Pedagogic staff in the German early childhood sector do not have the training and status of teachers. The pedagogic staff in the early childhood sector consists mainly of *Erzieher/Erzieherinnen* [state-recognised youth or child-care workers].

#### Initial education for teachers

Training of teachers at all types of schools is regulated by Land legislation. The relevant statutory provisions include laws [R88, R90, R92, R95, R99, R101, R104, R111, R120] 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 of the Länder which regulate training through study regulations and examination regulations. The First and the Second State Examination are conducted by the state examination authorities or boards of the Länder. 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. A compilation of the statutory requirements of all Länder for teacher training is available on the website of the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* - KMK] [www.kmk.org].

#### Institutions, level and models of training

##### Early childhood education and care

As a rule, pedagogic staff in early childhood education and care are trained at *Fachschulen* for youth and community work that, according to the International Standard Classification of Education [ISCED], are assigned to the tertiary level. Over recent years, the number of courses of study leading to a first degree and further courses of study for pedagogic staff has increased. Particularly at the levels of administration, management and counselling in the elementary sector, further courses of study are available to qualified pedagogic staff in cooperation between *Fachschulen* and *Fachhochschulen*.

Some of the staff [especially those in senior positions] have a degree from a *Fachhochschule* as *Sozialpädagogen* [youth and community workers]. This training either comprises a three-year course of study at a higher education institution and one year of practical training or a four-year course of study with two *Praxissemester* [integrated semesters of work experience].

Auxiliary staff, especially nursery assistants [*Kinderpflegerinnen*], are employed in the elementary sector alongside pedagogic staff [*pädagogische Fachkräfte*] and graduate youth and community workers. In most Länder, these staff attend a two-year training course at *Berufsfachschulen*, full-time vocational schools.

## Teachers

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

Through the teacher training reform, the share of practical training in schools in higher education courses has been substantially increased in recent years. Practical training in schools and comparable subject-related parts of the course can be credited to the practical pedagogic training. For study courses at universities, in all Länder 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.

## Admission requirements

### Early childhood education and care

For pedagogic staff in early childhood education and care, the admission requirement for training is a *Mittlerer Schulabschluss* and either a relevant vocational training qualification which took at least two years to acquire or two years of experience in a relevant occupation, thus the complete training period for pedagogic staff [*pädagogische Fachkräfte*] is four to five years.

## Teachers

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 [cf. chapter 8.5.], 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. In the area of vocational teacher training, a *Diplom* examination can replace the First State Examination or an equivalent degree.

## Curriculum, level of specialisation, learning outcomes

The various careers for which teachers are trained correspond to the levels and types of school in the Länder. 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 <i>Grundschule</i> 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 <i>Gymnasium</i>
Type 5	Teaching careers in vocational subjects at upper secondary level or at vocational schools
Type 6	Teaching careers in special education

In recent years the framework agreements of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder on the training and examination for the six types of teaching careers have been adapted to the new training structures in the higher education sector. The amended versions take account of the resolutions of the Standing Conference on the mutual recognition of Bachelor's and Master's degrees providing the educational basis for a teaching post. Regardless of how the study is organised, the study courses have been modularised and provided with a credit point system.

In all Länder training is divided into studies at a university or equivalent institution of higher education including periods of practical training and practical pedagogic training [*Vorbereitungsdienst*]. The preparatory service concludes with the Second State Examination; a pass in this examination confers the teaching qualification. The two stages of training must be closely related in terms of education and instruction provided, and must take account of the specific requirements of each type of teaching career. The training is guided by the Standards for Teacher Training: Educational Sciences [*Standards für die Lehrerbildung: Bildungswissenschaften*] and the common content requirements for subject-related studies and subject-related didactics in teacher training which apply to all Länder [*Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung*].

The Standards for Teacher Training: Educational Sciences adopted by the Standing Conference in 2004 define the requirements to be met by teaching staff and refer to the education and training objectives formulated in the Education Acts of the Länder. The requirements are generated by the competences aimed for, which are subdivided into four areas:

- Teaching
- Education
- Assessment
- Innovation

According to the content requirements for subject-related studies and subject-related didactics in teacher training which apply to all Länder, which were adopted by the

Standing Conference in 2008, on completing their course teacher training students should have

- compatible subject-related knowledge,
- subject-related cognitive and working methods,
- compatible subject-related teaching methods.

The preparatory service [*Vorbereitungsdienst*] provides future teachers with the ability to:

- plan and structure subject-related learning,
- deal with complex teaching situations,
- promote sustainable learning,
- manage subject-specific performance assessment.

### **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 Länder in *Studienordnungen* [study regulations], *Ausbildungsordnungen* [training regulations] and *Prüfungsordnungen* [examination regulations]. 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* or 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:

- basic educational science, subject-related studies and subject-related didactics, and practical training periods in schools, in the first semesters of study already wherever possible.
- Study of an elective or specialised subject as well as primary school didactics. Alternatively, future primary school teachers may study either areas of learning or one or several subjects if subject-related elements of didactics are incorporated into their course. Subject options and specialisations vary from Land to Land. The subject-related study provides an overview of the subject and then concentrates on specific areas. In all Länder the following subjects or areas of learning can be chosen for study: German, mathematics; art, music, sport, *Sachunterricht* [applied science and/or social studies at primary level]. The Länder can approve other subjects, particularly foreign

languages. German and mathematics, as well as musical subjects, have a special position in many Länder and this is reflected in certain (minimum) study requirements.

- 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.
- 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.
- 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 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.
- In-depth studies and didactics relating to two subjects comprising at least 180 ECTS credits divided equally between both subjects.
- 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 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 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 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.
- Subject-related studies within the vocational subject area and subject-related studies for the second teaching subject totalling 180 ECTS credits.
- A paper demonstrating the ability for independent scientific work.

Instead of the second teaching subject a second vocational subject area or a subject area relating to special education may be chosen.

The course of study concludes with a corresponding Master's 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, tex-

tile 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 Länder may admit other vocational subject areas.

### **Teaching career type 6: Teaching careers in special education**

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 the Länder 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.
- 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 *Sonderpädagogischer Förderbedarf* [special educational needs]. The discipline-specific 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 Länder 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 pro-

vide practical teaching in schools building on the academic training. With the particular emphasis depending on the Land and the type of teaching career, it involves sitting in on lessons, guided and independent teaching at training schools and studies in educational theory and subject-related didactics at teacher training institutes [*Studienseminare*] which reappraise and consolidate experience gained through practical training.

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 Länder are responsible for the organisation of these colleges. The head of a teacher-training college is 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 particularly experienced teachers [lecturers/heads of department], 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.

### **Qualifications, evaluation and certificates**

Regardless of whether the study course is organised in the tiered system or concludes with the *Erste Staatsprüfung* [First State Examination], the courses of study are modularised and provided with a credit point system in accordance with the European Credit Transfer System. The examinations are in general performed as an accompaniment to the courses of study. Credits which are acquired at *Fachhochschulen* as part of an accredited Bachelor's or Master's study course can be credited as part of the credit requirements in all teacher training courses. The details are regulated by *Studienordnungen* and *Prüfungsordnungen* [study and examination regulations]. The successful completion of a teacher training course conveying the educational prerequisites for teaching positions entitles the holder of the degree to be accepted into the *Vorbereitungsdienst* [state preparatory service].

It is the task of the state examination boards, which are subordinate to the ministries responsible for the school system, to hold the First State Examination. Bachelor's and Master's degree examinations are higher education examinations. In Bachelor's and Master's study courses, which confer the qualification 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 curricula requires the approval of this representative.

The preparatory service concludes with the [Second] State Examination. This is the prerequisite for permanent employment in a teaching career, but does not guarantee a teaching position. It has to be taken before a state examination board or a state examination commission and usually consists of four parts:

- a major written paper relating to educational theory, pedagogic psychology or the didactics of one of the subjects studied;
- a practical teaching examination involving demonstration lessons in the chosen subjects;
- an examination on basic questions of educational theory, educational and civil service legislation and school administration and occasionally on sociological aspects of school education;
- an examination on didactic and methodological issues in the subjects studied.

Following the [Second] State Examination there is no legal entitlement to employment in teaching. An appointment to a permanent post is made within an application procedure according to the criteria of aptitude, qualifications and record of achievement and on the basis of current vacancies. In some Länder, the vacancies are advertised with a relevant requirement profile by the schools themselves. Teachers who are not taken on can apply for temporary posts such as providing cover for teachers on maternity/paternity leave or sick leave [see also chapter 9.2].

### **Alternative training pathways**

Although all Länder agree that the recruitment of applicants with formal teaching qualification is to be given priority, the employment of higher education graduates without formal teacher training is deemed necessary in order to meet short-term demands in understaffed subjects [in 2009 5.9 per cent of all newly recruited teachers in the public school sector had no formal teacher training]. The individual Länder provide for different and in some cases limited regulations oriented on their own particular demand. The measures include direct employment [predominantly in the vocational school system] either with or without accompanying pedagogical training, or the admission of higher education graduates with *Diplom* and *Magister* degrees to the *Vorbereitungsdienst* [preparatory service]. The certificates which can be obtained in the course of accompanying qualification measures, as well as the professional status of the persons who obtain them, vary from Land to Land. For the time being, they are valid in the Land in which they were obtained.

In June 2009 the Länder agreed to exchange experiences on the qualifications for lateral entrants to the teaching profession and to take into account quality standards in the corresponding qualification programmes.

## **9.2. Conditions of Service for Teachers Working in Early Childhood and School Education**

### **Pedagogic staff in early childhood education and care**

The staff of pre-school establishments are employed by the respective maintaining bodies [local authorities, churches and privately-maintained bodies], and paid in accordance with rates negotiated under collective agreements.

### **Teachers**

The legal position of teachers with civil servant status at public-sector schools is regulated by the civil service legislation of the Länder [R28-43], which so far had been guided

by the provisions of the Civil Servants Framework Act [*Beamtenrechtsrahmengesetz*]. The federalism reform of 2006 [Federalism reform I] transferred responsibility for careers, remuneration and pensions of civil servants [e.g. teachers, professors and junior professors] to the Länder. Most of the Länder have now made use of their legislative competence. Provisions on the salaries and old-age pensions received by teachers are contained in the civil servants' remuneration acts [*Beamtenbesoldungsgesetze* - R44-59] and civil servants' pensions acts [*Beamtenversorgungsgesetze*] of the Länder and also, for the time being, to a lesser extent in the Federal Remuneration Act [*Bundesbesoldungsgesetz*] and the Federal Pensions Act [*Beamtenversorgungsgesetz* - R8]. Due to Federalism reform I, the Federation obtained the legislative power to regulate the status-related rights and obligations of the local authorities and of the Länder on a uniform basis. Accordingly, the Civil Servants Framework Act has been replaced by a Civil Servants Status Act [*Beamtenstatusgesetz* - R9] which has entered into force in April 2009. The Civil Servants Status Act contains, among others, provisions on the cross-Länder secondment or transfer of civil servants.

The legal position of salaried teachers corresponds to general employment law as well as provisions under the collective wage agreement.

The Federation and the Länder can pass their own regulations for their area through ordinances in order to guarantee performance levels, awards and allowances. Individual aspects of the terms and conditions of employment of teachers [e.g. compulsory hours and release from duties] and career matters [recruitment, transfer, secondment and promotion] are regulated at Land level through ordinances or administrative regulations issued by the Ministers of Education and Cultural Affairs. A list of regulations of the Länder is available on the website of the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* - KMK] [[www.kmk.org](http://www.kmk.org)].

### Planning policy

In the years to come it will probably not be possible to meet the demand for the recruitment of teaching staff. This is mostly due to the fact that there will be a large number of retirements from schools compared to an insufficient number of students entering study courses leading to a teaching qualification.

In 2003, the Standing Conference of the Ministers of Education and Culture published a study on teacher demand and teacher supply in the Federal Republic of Germany [*Lehrereinstellungsbedarf und -angebot in der Bundesrepublik Deutschland*], which combines an assessment of the demand for teachers with an advance calculation of students completing the *Zweite Staatsprüfung* [Second State Examination] for the various types of teaching career. In this way, on the one hand concrete statements on options for meeting the emerging demand for teachers shall be formulated, and on the other hand, advice concerning the chances of employment is offered to those with an higher education entrance qualification and to students at universities. The model calculation applies to the years 2002 to 2015. Since then, the Länder have adopted a wide range of measures to cover the demand for teachers, which varies according to subjects and the type of school. These measures include:

- advertising campaigns for entry to the *Vorbereitungsdienst* [preparatory service] and offers of employment for those who have completed preparatory service

- further training for teachers in order to provide teaching in subjects where the demand for teachers is particularly high
- additional periods of access to the preparatory service
- measures for increasing the geographical mobility of teachers
- measures for the recruitment of higher education graduates without formal teacher training
- optimisation of employment procedures
- increase of the capacities of teacher training institutes
- provision of wider access to the preparatory service for higher education graduates with *Diplom* and *Magister* degrees

However in some teaching careers, in specific subjects, courses of education and in certain regions there continues to be a need for additional teaching staff. In June 2009 the Länder adopted joint guidelines to cover teacher requirements in order to ensure sufficient teaching staff which also provide for the required study places and the necessary capacities in the preparatory service. The measures agreed include, among others,

- the development of a model calculation of teacher demand and teacher supply in the Federal Republic of Germany [*Lehrereinstellungsbedarf und -angebot in der Bundesrepublik Deutschland*] for the years 2010 to 2020, which is to be updated every two years or so,
- measures to ensure the required capacities for teacher-training study places and the preparatory service,
- exchange of information between the Länder on the likely development of teaching staff requirements and on measures to cover these.

### **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 Länder, 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 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 three Länder [Berlin, Mecklenburg-Vorpommern and Sachsen,] teachers are only recruited as salaried employees.

## Induction

The organisation of the induction period for newly qualified teachers has been a central topic of the *Gemischte Kommission Lehrerbildung*. 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 Länder, 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 [cf. chapter 9.1.] or institutions for in-service teacher training for advice.

## Professional status

Teachers at public-sector schools in the Länder in western Germany are usually civil servants who are employed by the Länder. According to the career structures for civil servants, teachers are classified as belonging to either the higher service [*gehobener Dienst*] or the senior service [*höherer Dienst*]. According to the entry status of the respective teaching careers, teachers at *Grundschulen* and *Hauptschulen* as well as at *Realschulen* come under the higher service and teachers at *Gymnasien* and vocational schools under the senior service. For teachers at *Förderschulen*, regulations vary between the Länder. Once a teacher has proved his suitability and aptitude in the probationary period [two and a half to three years depending on the career structure], he or she is appointed as a permanent civil servant.

The majority of teachers in the Länder of eastern Germany – with the exception of Brandenburg – currently hold the status of salaried employees. Those teachers who had obtained their teaching qualification in the German Democratic Republic [GDR], though, could be employed as civil servants as well on the basis of the *Einigungsvertrag* [Unification Treaty – R2] and Land regulations. The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder reached an agreement in May 1995 on the Recognition of Teacher Training Courses in the former GDR and their Assignment to Conventional Career Paths [*Vereinbarung über die Anerkennung und Zuordnung der Lehrerausbildungsgänge der ehemaligen DDR zu herkömmlichen Laufbahnen*] in order to clarify the salary groups of teachers who received their training in the GDR. The agreement has helped to ensure that regulations were drawn up in most of the Länder in eastern Germany under which teaching staff may obtain civil servant status and be integrated into the salary structure of the Länder in western Germany.

Teachers in the Länder of western Germany can be taken on as salaried employees on the basis of fixed-term or open-ended employment contracts as well. This form of employment may be used in order to provide replacement for teaching staff who are on leave or sick and in cases where the requirements for civil servant status are not met.

## Replacement measures

Faced with the need to provide cover for absent teachers, the head teacher first of all can rely on existing teaching staff. According to the general civil service regulations in effect, teachers are under obligation to temporarily perform extra work for which ini-

tially no financial compensation is awarded. If the number of periods teachers are required to spend in class is exceeded by more than three periods per month, extra work compensation may be granted. Extra work compensation for the single lesson is regulated for civil servants by the Federation.

Long term absences, such as maternity leave or sick leave of several months, may be covered by the appointment of teachers on a temporary contract. Another measure of providing cover for absent teachers can be the temporary merging of classes or courses, which is possible, however, in special cases only. The regulations for the duration of this measure vary between the Länder.

### Supporting measures for teachers

If problems arise in relationships with colleagues or pupils, all teachers can turn to the head teacher. In the case of difficulties with other colleagues, teachers can turn to the staff council responsible for the school. In the case of a conflict with pupils, besides consulting the head teacher, teachers can call in the parents' council [*Elternbeirat*] or the lower-level school supervisory authorities [*Schulrat, Schulamtsdirektor*]. This last option also exists if problems with colleagues cannot be solved on the level of the school. In the case of difficulties with colleagues or pupils that result from personality disorder or in the case of burn-out, the school psychologist can be consulted.

### Salaries

The federalism reform of 2006 [Federalism reform I] transferred responsibility for the remuneration of civil servants [e.g. teachers, professors and junior professors] to the Länder. Most of the Länder have now made use of their legislative competence. Provisions on the salaries received by teachers are contained in the civil servants' remuneration acts [*Beamtenbesoldungsgesetze* - R46-R61] of the Länder and also, for the time being, to a lesser extent in the Federal Remuneration Act [*Bundesbesoldungsgesetz* - R7].

For the remuneration of teachers with salaried employee status, until 2006 the provisions of the *Bundes-Angestelltentarifvertrag* [Federal Employees' Collective Agreement - BAT] applied for the Länder in western Germany and the *Bundes-Angestelltentarifvertrag-Ost* applied for the Länder in eastern Germany. The remuneration of salaried teachers followed the remuneration of the teacher with civil servant status. In November 2006, the Collective Agreement for the Public Sector of the Länder [TV-L] entered into force. In all Länder, except Hessen, the teachers have been transferred from the salary groups of the BAT [*Bundes-Angestelltentarifvertrag* - Federal Employees' Collective Agreement] and of the BAT-Ost to the remuneration groups of the TV-L, the classification system remaining unchanged for the time being.

As civil servants, teachers are classified - depending on their training - under the higher or senior service. Following their studies and the *Vorbereitungsdienst* [preparatory service], teachers are usually placed on scales A 12 or A 13. Taking some of the teaching careers described in chapter 9.1. as a basis, the general allocation of salary groups and possibilities of promotion are outlined below:

- Teachers at *Grundschulen* A 12
- Teachers at *Hauptschulen* A 12
- Teachers at *Realschulen* A 13

- Teachers at *Förderschulen* A 13
- Teachers at *Gymnasien, Studienrat* A 13 [plus post allowance]  
with scope for promotion to *Oberstudienrat* A 14  
or *Studiendirektor* A 15
- Teachers at vocational schools, *Studienrat* A 13 [plus post allowance]  
with scope for promotion to *Oberstudienrat* A 14  
or *Studiendirektor* A 15

There are teachers in some Länder who are not trained for a particular type of school but for a certain school level [primary, lower secondary and upper secondary]. These teachers are as a rule allocated to the salary groups as follows:

- Teachers holding a primary level teaching certificate A 12
- Teachers holding a teaching certificate for the  
lower secondary level Starting A 12  
On promotion A 13
- Teachers holding a teaching certificate for the  
upper secondary level, *Studienrat* A 13 [plus post allowance]  
with scope for promotion to *Oberstudienrat* A 14  
or *Studiendirektor* A 15

Since the 2006 federalism reform [Federalism reform I], the Länder are responsible for the classification of teachers at public schools as civil servants. The salaries of some teaching careers were already regulated in accordance with Land legislation [e.g. teaching careers in special education and the salary groups of head teachers at comprehensive schools] before Federalism reform I. Likewise, the classification of teachers with a teaching qualification under the law of the former German Democratic Republic [GDR] was already governed by Land legislation before the 2006 reform.

The remuneration received by teachers with civil servant status consists of a basic salary, family allowance and other allowances. The basic salary depends on the salary group and the salary grade, of which there are 12. At the time that the teacher becomes a civil servant, salary grading is based on the age of the teacher, with his training period also being taken into account. When a teacher first becomes a civil servant, he usually starts out on grade 3-5, moving up to the next salary grade after two years initially, and then every three to four years. The teachers' performance, as well as seniority, is to be considered before promoting them to the next salary grade. The highest salary grade, depending on the pay seniority set at the time of a teacher becoming a civil servant, will be reached between the ages of 50 and 55.

The family allowance varies according to the salary group and the family circumstances of the civil servant. Level 1 relates to the family situation of the civil servant, while levels 2 and above relate to the number of children he or she has.

Allowances may be provided for certain extra responsibilities, such as service on committees or staff bodies.

The remuneration may also include a so-called annual special payment, the amount of which Federation and Länder are free to determine for their respective sectors. The special payment is paid either per month or per year. Depending on the Land, in 2009

the special payment amounts to between 30 and 65 per cent of one month's basic salary, or a fixed amount of between Euro 500 and Euro 1,500. In some Länder the annual special payment has been abolished; in others it has been incorporated into the basic salary. In addition to the annual special payment, a special payment can be made for each child.

Tax is deducted from civil servants' gross salaries but, unlike for salaried employees, no social security contributions [pension, health and unemployment insurance] are deducted. Pension and unemployment insurance deductions do not apply because of teachers' civil servant status, under which they are entitled to retirement benefits. Health insurance contributions vary from case to case because civil servants usually have private health insurance, charges for which are not standard. It is up to the individual civil servant to decide whether they wish to take out health insurance; this supplements the assistance scheme provided by the employer for the civil servant in order to provide appropriate insurance in the event of illness.

The remuneration received by teachers with civil servant status is regularly adjusted by law to keep pace with the general economic and financial situation, taking into account the degree of responsibility associated with the duties of a civil servant. These adjustments correspond largely to the pay settlements for workers and salaried employees in the public sector.

As an illustration there follows a calculation of entry-level salary, salary after 15 years of professional experience and final salary of a teacher as a national average by education sector. The calculation is based on the legally or contractually agreed annual salaries of all teachers at public-sector schools. It includes allowances and special payments. The examples assume that the teachers have no children and are unmarried and that they are thus not entitled to a family allowance or to special payments for children.

#### **Teacher at a *Grundschule***

- a) The *Grundschule* teacher receives the starting salary. His gross annual salary in the year 2008 is Euro 37,187.
- b) The *Grundschule* teacher has 15 years of professional experience. His gross annual salary in the year 2008 is Euro 46,295.
- c) The *Grundschule* teacher receives the maximum salary. His gross annual salary in the year 2008 is Euro 49,991.

#### **Teacher at lower secondary level**

- a) The teacher at lower secondary level receives the starting salary. His gross annual salary in the year 2008 is Euro 41,015.
- b) The teacher at lower secondary level has 15 years of professional experience. His gross annual salary in the year 2008 is Euro 50,544.
- c) The teacher at lower secondary level receives the maximum salary. His gross annual salary in the year 2008 is Euro 56,327.

#### **Teacher at upper secondary level**

- a) The teacher at upper secondary level receives the starting salary. His gross annual salary in the year 2008 is Euro 44,191.

- b) The teacher at upper secondary level has 15 years of experience. His gross annual salary in the year 2008 is Euro 54,369.
- c) The teacher at upper secondary level receives the maximum salary. His gross annual salary in the year 2008 is Euro 62,265.

## Working time and holidays

### Working Hours

The working hours of teachers comprise lessons and other responsibilities which teaching involves and which are very time-consuming and require considerable effort [e.g. preparing and reviewing lessons, marking pupils' work, attending meetings and organising and taking part in school trips and parents' evenings].

The number of periods which teachers are required to spend in class varies from one type of school to another as well as from Land to Land. A period is generally 45 minutes long. The following figures for the 2009/2010 school year serve as an example and are confined to types of school to be found in the majority of Länder:

• <i>Grundschule:</i>	27 to 29	periods per week
• <i>Hauptschule:</i>	26 to 28	periods per week
• <i>Realschule:</i>	24 to 28	periods per week
• <i>Gymnasium:</i>	22.2 to 27	periods per week
• <i>Gesamtschule:</i>	22.3 to 28	periods per week
• <i>Förderschule:</i>	25 to 32	periods per week
• Vocational schools:	22.2 to 31	periods per week

In addition, the number of periods which teachers are required to give varies according to the type of school and also varies according to teaching qualifications and the subjects taught [e.g. the number of periods is higher for artistic/cultural and practical subjects]. Teachers are also entitled to have the number of periods reduced for performing certain duties [such as administrative work in the case of head teachers and their deputies]. In addition, the number of periods is also reduced for members of staff carrying out special tasks [e.g. teacher training, preparation of timetables and stand-in schedules, running of libraries for teachers and pupils and involvement in the work of pupils' representative bodies as a pupils' council advisor] as well as an age-related reduction of one to two periods a week from the age of 55 at the earliest. Faced with cuts in the public budget which permit only limited recruitment of newly qualified teachers, almost all Länder in western Germany have raised the number of periods teachers are required to give, and lowered the number of periods that can be reduced for performing certain duties.

Because of the current fluctuations in the overall number of pupils, the increasing shortage of public spending, the rising average age of teaching staff, and the new tasks schools are required to perform, e.g. the further development of all-day supervision, some Länder have established planning groups which are to discuss alternative concepts for the regulation of teachers' working time. Several Länder have by now introduced special models for teachers' working time [working time accounts, model of anticipated teaching periods] which are to adjust the working time of teachers flexibly to the fluctuations in pupil numbers: For some years, teachers will have to teach one additional pe-

riod. At a later date, the number of periods they are required to teach will be reduced by one period for the same duration of time.

## Holidays

Entitlement to leave for teachers with civil servant status is based on general civil service regulations. Annual leave is taken during the school holidays. Periods of holiday which extend beyond leave entitlement are used for in-service training, for preparing and reviewing lessons, for other professional duties such as organisational preparations for the new school year and for compensation for extra work during teaching time extending beyond the standard working time in civil service. For salaried teachers, the corresponding regulations under collective agreements on wages apply.

## Promotion, advancement

Before a change in the status as civil servant takes place, for example a promotion, the professional performance of the teacher is assessed. In some Länder, teachers are assessed not only before a change in the civil servant status takes place but at regular intervals. The Ministers of Education and Cultural Affairs have issued appraisal guidelines for assessing teachers at public-sector schools. The guidelines lay down who is responsible for teachers' appraisals, state the reasons for them and when they should be carried out and specify the form such appraisals should take and what is done with them. Under these guidelines, an appraisal must cite the basis for assessment [e.g. talk with the teacher concerned, performance report by head teacher, visit to lesson] and the assessment criteria [knowledge of subject, teaching record, professional conduct]. Apart from an overall verdict on the teacher's performance up to that point, the assessment usually ends with proposals on his future career. Due to absence of legal provision, the professional performance of teachers who are employed as salaried employees is not regularly assessed.

The only relevant criteria for promotion are aptitude, qualifications and record of achievement, and not length of service. Under Section 25 of the Civil Servants' Remuneration Act [*Bundesbesoldungsgesetz - R7*], senior positions may be established only in such cases where the functions associated with them are of tangibly greater value than those of the lower salary group. This means that nobody can be promoted to a higher scale or salary group without a change in his responsibilities or position.

Additionally, teachers may apply for the post of head teacher or, provided the teacher has the required aptitude, qualifications and record of achievement, be employed as a member of staff responsible for supervision of schools [see chapters 10.1. and 10.2.].

## Transfers

A teacher with civil servant status may be transferred to another school if he or she applies to do so or if there are good professional reasons for a transfer. Teachers may be transferred without their consent only in cases where the new school is answerable to the same authority as the old one and the new position belongs to the same or an equivalent career structure as the present post and attracts the same final basic salary. Good professional reasons for a transfer may be deemed to exist when schools have amalgamated or the number of teaching positions has been reduced owing to declining school rolls. The reason may also be directly connected to the teacher, such as his/her being

considered suitable for other duties. A transfer will always be the consequence where it is the only way to bring a teacher's duties into line with his position. The responsibilities of a civil servant towards his employer mean that the teacher must accept a transfer even if it does not accord with his wishes. However, the school supervisory authority is required to consider significant personal circumstances which may make a transfer unreasonable [e.g. advanced age or poor health].

Teachers with civil service status who wish to work at a school in another Land within the Federal Republic require the consent of the Ministry of Education and Cultural Affairs responsible for their old school and that of the receiving Land. In an agreement adopted in May 2001, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder laid down two procedures for the *Transfer of Teachers between Länder*. This agreement is aimed, amongst other things, at increasing the mobility of teachers in Germany: on the one hand, teachers can now participate at any time in the application procedure in another Land. As part of the exchange procedure that was already in existence before the agreement of May 2001 teachers can also apply for a position in a different Land. With this procedure, each Land takes on only as many teachers from other Länder as teaching posts become vacant through transfers of teaching staff to other Länder. The main, but not exclusive, purpose of such exchanges is to allow families to live together. The exchange of teachers takes place at the beginning of the school year and, in exceptional cases, at the beginning of the second half of the school year. This is intended to give pupils continuity of teaching. The mutual recognition of teacher training in the individual Länder was last regulated in 1999 by resolutions of the Standing Conference of the Ministers of Education and Cultural Affairs. The agreement concerning the mutual recognition of teaching qualifications that, prior to the unification of the two German states, were acquired in accordance with the law of the German Democratic Republic [GDR], was revised.

Salaried teachers are not bound by the regulations named; the contractually agreed notice periods apply for them if they wish to change to the education authority of another Land.

### **Dismissal**

A teacher with civil servant status can only be dismissed – unless he or she demands his own resignation – under extraordinary circumstances:

- if he loses his German citizenship or citizenship of another member state of the European Community;
- if he refuses to swear the oath of office prescribed by law or to take a vow prescribed in its place;
- if through the verdict of a German court of law in a criminal case he has been sentenced to a specific term of imprisonment.

Disciplinary proceedings can also result in dismissal. Dismissal is possible during the probationary period if a teacher does not prove himself or if he commits a deed which, if committed by a permanent civil servant, would result in disciplinary measures as part of formal disciplinary proceedings.

Salaried teachers can terminate their working relationship under observance of the contractually agreed notice periods. Their contract of employment can also be terminated

by the employer for reasons that lie within the individual themselves or that result from their behaviour, as well as for other reasons; the notice periods also have to be observed in such a case. The length of the notice period is proportional to the length of service.

### **Retirement and pensions**

Teachers retire at the end of the school year or the term [half year] preceding or following their 65th birthday. It is possible for teachers to apply for early retirement without proving that they are unfit for work from age 63 onwards or – for the severely disabled – from age 60 onwards.

Provision for teachers with civil servant status and for their surviving dependents has hitherto been governed by the Civil Servants' Pensions Act [*Beamtenversorgungsgesetz* – R8] which applied to all civil servants. The federalism reform adopted in 2006 [Federalism reform I], transferred responsibility for the pensions of Land civil servants, which includes most teachers, to the Länder. However, the provisions of the Federal Pensions Act still apply in the majority of the Länder at the present moment in time. The Länder are expected to adopt their own rules in this area in the years ahead. Generally in 2009 the following rules still apply to pensions for Land civil servants:

Any civil servant who has worked for at least five years is entitled to a pension. However, there is no minimum service requirement in cases where the teacher was prevented from carrying out his duties, for instance through illness. The pension is calculated on the basis of the basic salary, the family allowance and the pensionable allowances which the civil servant was receiving at the end of his service. The pension amounts to 1.8 per cent of eligible earnings for each year of service which is counted towards superannuation, ranging from a minimum of 35 per cent up to a maximum of 71.75 per cent of pensionable pay.

The retirement pension of salaried teachers is regulated in the sixth book of the Social Security Code [*Sozialgesetzbuch, SGB VI*]. It corresponds to the amount of the pension contributions made and the length of time over which they were paid. In addition to the old-age pension, salaried teachers receive an additional pension that, until the end of 2000, was in line with the basic principles of civil service law and that is also paid by the Länder for their salaried employees. From 2001 onwards, a new retirement pension system was introduced for salaried teachers that is in line with private sector models.

### **9.3. Continuing Professional Development for Teachers Working in Early Childhood and School Education**

#### **Pedagogic staff in early childhood education and care**

Pedagogic staff are also offered numerous further and continuing education possibilities to allow them to broaden their vocational competence, respond to new demands in the workplace, upgrade their qualifications and specialise.

Within the scope of the Qualification Initiative for Germany "Getting ahead through education" [*Aufstieg durch Bildung*], the Federal Government in the spring of 2008 has launched an initiative for the continuing training of 80,000 *Erzieherinnen* and *Erzieher* [state recognised youth or child-care workers] and day-care personnel. Following an amendment of the Upgrading Training Assistance Act [*Aufstiegsfortbildungsförder-*

ungsgesetz], since July 2009 upgrading training as an *Erzieherin* and *Erzieher* may be promoted nationwide. The Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* – BMBF] has, moreover, in conjunction with the Robert Bosch Foundation [*Robert Bosch Stiftung*] and in collaboration with the German Youth Institute [*Deutsches Jugendinstitut*], launched a further training initiative for early childhood pedagogic staff [*Weiterbildungsinitiative Frühpädagogische Fachkräfte* – WIFF]. The initiative develops qualification approaches and training materials for the further and continuing education of pedagogic staff in day-care centres for children. The Action Programme Day Care for Children [*Aktionsprogramm Kindertagespflege*] strives to attract more day-care personnel, significantly improve the quality of care and boost the overall image of the profession. These initiatives reinforces the various measures taken by the Länder which aim to improve the training of pedagogical staff inter alia by offering additional continuing training courses.

## **Teachers**

### Organisational aspects

#### **Specific legislative framework**

The goals of in-service teacher training have been laid down by most Länder in their laws [R88, R90, R92, R95, R99, R101, R104, R111, R120] and regulations for teacher training or school legislation [R85, R87, R89, R91, R93, R96, R98, R100, R102–103, R105, R107, R113, R115–117]. Other details about organisations which provide in-service teacher training and about applications, admission and release from teaching duties for attendance of courses are regulated by directives. Some Länder have also formulated the fundamental aims and tasks of in-service teacher training in directives or publications and not in legal provisions. The duty of teachers to undergo in-service training is expressly laid down in all Länder by law or ordinance, whilst it is the duty of the employers [usually the Ministries of Education and Cultural Affairs] to ensure that suitable training programmes are provided.

#### **Responsibility for in-service training**

In-service training – like initial training – is the responsibility of the Länder. In each of the Länder the Ministry of Education and Cultural Affairs is responsible for in-service teacher training because it is the highest school supervisory authority and usually the employer of teachers.

#### **Types of institutions**

State-run in-service teacher training is organised in the Länder at central, regional and local level. In-service training can also take place within schools or in the form of guided private study.

In order to organise in-service teacher training at central locations, all Länder have established state-run in-service training institutes which for the most part are subordinate to the Ministries of Education and Cultural Affairs as dependent Länder institutions. Central in-service training institutions [a specific Land can have several such institutions] have various names such as state academy [*staatliche Akademie*] or academic institute for in-service teacher training [*wissenschaftliches Institut für Lehrerfortbildung*].

In-service teacher training at regional level is conducted differently in each Land by the institutes for in-service teacher training and their branches and by middle- and lower-level school supervisory authorities.

The *Schulämter* [lower-level school supervisory authorities] are usually responsible for the organisation of in-service training at local level.

In-service teacher training within schools is carried out by schools for their own teaching staff or some members of their teaching staff.

In so far as the institutes are responsible for in-service training throughout the Land, there is no need to define areas of responsibility. Otherwise, there is usually coordination between the organisers of central and regional in-service training courses, for example, in the form of regular meetings or conferences. In-service training courses are thus conducted through cooperation between the parties concerned.

In-service training within schools is essentially organised by individual schools, although assistance with its preparation, execution and subsequent evaluation is available in some Länder from in-service training institutions and advisers from school supervisory authorities. In some Länder the Ministry of Education and Cultural Affairs is informed of the content and dates of courses held within schools and in other Länder in-service training sessions within schools are offered by the central institutes of the Länder in cooperation with the school supervisory authorities.

Training courses are also offered by churches and non-public bodies [e.g. foreign cultural institutions and associations which bring together school and industry]. In some Länder these bodies must be recognised by the school supervisory authorities. Universities and higher education institutions of equal status have set up courses of further studies [with a final examination] and supplementary and further training courses for teachers. The institute directory in the Appendix contains an overview of establishments in the Länder offering in-service teacher training and further training courses.

### **Admission requirements**

The entry criteria for in-service teacher training courses are shown on the relevant course programme which is published regularly by the Ministry of Education and Cultural Affairs concerned, by in-service training institutions or other organisers of in-service teacher training. The courses are usually offered at central, regional or local level for specific target groups [for example, teachers at specific school types or levels, teachers with teaching qualifications in certain subjects or teachers from a specific region].

Every teacher who fulfils the formal admission criteria is entitled to attend the in-service training courses if attendance will be of benefit to him in his teaching duties and if teaching commitments do not prevent him from attending. Where appropriate, teachers are released from their teaching commitments on full pay in order to attend in-service training courses. The procedures for making an application, being released from teaching duties and receiving permission to attend the course differ from Land to Land. If in-service training sessions are to be held in lesson time an application for release from duties must be made in all Länder. Release from teaching duties is usually granted by the head teacher or the relevant school supervisory authority.

In some cases teachers apply directly to the organiser of in-service training and in other cases applications are made through official channels, i.e. through the head teacher and the school supervisory authority. The procedure for selecting teachers also varies from Land to Land; in some cases the school supervisory authority selects participants [sometimes with the involvement of the staff council]. If the school supervisory authority selects candidates itself, they automatically release them from their teaching duties. In some Länder the organiser [for example, the central in-service training institution] may make the selection according to an approved list of criteria.

### **Curriculum, duration of studies, specialisation**

In-service training serves to maintain and extend the professional competence of teachers. It helps teachers to meet the current requirements of their teaching career and to fulfil the educational mission of their school. Attendance of in-service training courses serves to deepen and extend the knowledge and skills in the fields of educational theory, psychology, didactics and subject-related studies which the teacher requires as part of his job. Great importance is attached to in-service training for teachers at *Förderschulen* [special schools], especially in connection with the integration of the disabled in mainstream schools.

The range of subjects covered by in-service training is extremely broad. Course content can relate to school subjects, types of school or educational and teaching goals. The subject matter includes topics relating to general and school pedagogy, sessions on subject-related didactics and studies, courses dealing with key current issues [e.g. intercultural learning or new technologies] and introductions to new curricula. Many measures for in-service training serve to improve the close link between the elementary sector and the *Grundschule* [primary school] and are aimed at an early school entrance. In central in-service training in particular, many courses are aimed at head teachers, counselling teachers, heads of department at teacher training institutes and school supervisory officials. In some Länder the main target group of central in-service training are the subject advisers who themselves organise and hold in-service training courses for teaching staff.

With regard to the further development of this sector, the *Gemischte Kommission Lehrerbildung* has formulated the following principles which reflect the problems related to the realisation and organisation of in-service teacher training measures:

- Institutionalised in-service teacher training is regarded as only one part of a general and continuous “learning on the job”. The measures should aim to give the impetus to realise further learning on the job individually or within a group of colleagues as a natural element of one’s professional practice.
- The intensification of in-service training should not lead to the cancellation of more lessons. From the point of view of the commission, it can therefore be demanded of teaching staff to participate in in-service training courses when they have no teaching commitments.
- In addition, it seems particularly important to overcome the selective and individual character of in-service teacher training in order to influence the level of classroom activity more broadly.
- As far as the question of voluntary or obligatory participation in in-service training is concerned, from the point of view of the commission it is of central significance to per-

ceive the participation in measures for in-service training not as an individual decision but as a contribution to the development of the individual school and part of the development of teaching staff within the individual school.

In the joint declaration Support and Demand – a challenge to education policy, parents, schools, and teachers [*Fördern und Fordern – eine Herausforderung für Bildungspolitik, Eltern, Schule und Lehrkräfte*] by the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz – KMK*] and the teachers' unions and other unions in the field of education from October 2006, the necessity of a systematic provision of in-service training for teachers based on the current reform process was emphasized. In-service training for teachers should be further developed, in particular with respect to the approach to heterogeneity, an improvement of the ability to diagnose and a specific support for individual pupils. As part of various projects, the Institute for Educational Progress [*Institut zur Qualitätsentwicklung im Bildungswesen – IQB*] has provided in-service training concepts and materials for the development of teaching practice, in particular in the fields reading, geometry, and stochastics.

### **Further training for teachers**

In-service teacher training should not be confused with further training, the aim of which is to enable teachers to teach another subject or to teach in an additional special field. Further training also offers an opportunity to acquire qualifications for another teaching career. Many further training courses also serve to prepare teachers for special responsibilities [for example, work as a counselling teacher].

Further training usually extends over a longer period and includes various courses of several hours per week and, where necessary, additional intensive courses. For the length of the course participants are released from their teaching duties or from several of their weekly teaching commitments provided that the school supervisory authority recognises the need for the further training course concerned.

Courses are conducted by higher education institutions or in-service training institutions. The Ministries of Education and Cultural Affairs regulate admission, the number of hours, certificates and final examinations.

### **Methods**

In-service training courses usually take place in the form of seminars. There are also study groups, conferences, study trips and colloquia. In-service training is also available as distance learning courses.

In-service training within schools usually takes place in the afternoons or evenings. However, full-day courses which last from half a day to several days per school year are also held. Regional courses can be offered as a one-day session or as a series of full-day or afternoon and evening sessions once or several times a week. In-service training courses at central locations usually last two and a half to five days.

### **Evaluations, certifications**

Teachers attending in-service training courses are not usually appraised. However, certificates which are then placed on personnel files are awarded in some Länder for certain in-service training courses.

Attendance of courses for in-service training for teachers has no impact on the appraisal or pay of teachers. However, it can have an indirect effect in that regular attendance of in-service training courses is viewed positively in applications for senior posts [such as head teacher].

Courses for further teacher training, especially if they have taken the form of higher education, culminate in a supplementary examination [*Erweiterungsprüfung*] to the *Erste Staatsprüfung* [First State Examination] which is held by the state examination boards. Below this level there are further training courses which lead to a teaching permit, meaning permission to teach a certain subject or at a certain type of school.

#### Incentives for participation in CPD activities

In-service teacher training – and to an even greater extent further training for teachers – opens up new career prospects in some cases, such as the opportunity of teaching a new subject, a new post and possibly promotion. However, there is no change in the status of the teacher, who is already a member of the teaching profession after all. Applicants for a teaching post are free to improve their chances of employment by embarking on another university course and taking a supplementary examination.

### **9.4. Initial Education for Academic Staff in Higher Education**

#### **Teaching staff at institutions of higher education and *Berufsakademien***

Full-time scientific and creative arts staff at institutions of higher education consist mainly of the following groups:

- professors and junior professors  
[*Hochschullehrer*]
- scientific and creative arts staff  
[*wissenschaftliche/künstlerische Mitarbeiter*];
- teaching staff for special tasks  
[*Lehrkräfte für besondere Aufgaben*].

Professors and junior professors perform the duties relating to science, the arts, research, teaching and continuing education which are incumbent upon their higher education institution independently in their respective subject areas in accordance with their own specific employment status. Scientific and creative arts staff are responsible for academic services. These include teaching students specialised knowledge and practical skills and instructing them in the use of scientific methods. In particular cases, scientific and creative arts staff can also be entrusted with the independent performing of tasks in research and teaching.

If teaching serves mainly to communicate practical skills and knowledge, teaching staff for special tasks can be entrusted with this. Teaching staff at *BERUFSAKADEMIEN* include both part-time and full-time staff. In accordance with the *Berufsakademie* laws at Land level, part-time teaching staff at *Berufsakademien* should be recruited from higher education institutions, schools, industry, the liberal professions, social services and administration.

## **Access to profession, appointment**

The employment requirements for professors at institutions of higher education are as follows:

- a degree from an institution of higher education,
- teaching ability ,
- particular aptitude for academic work which is usually demonstrated by the quality of a *Promotion* [doctorate] or a particular aptitude for work in the creative arts,

and depending on the requirements of the post

- additional academic achievements or additional achievements in the creative arts,
- particular achievements in the application or development of academic or scientific knowledge and methods from several years of professional experience.

Employment requirements for junior professors [JUNIORPROFESSOREN] basically are:

- a degree from an institution of higher education
- teaching ability
- particular aptitude for academic work which is usually demonstrated by the exceptional quality of a doctorate

If the candidate has been employed as a member of scientific staff before or after the doctorate, the phases of doctorate and employment taken together should not exceed six years, in the subject area of medicine nine years.

The employment requirement for WISSENSCHAFTLICHE MITARBEITER is, in principle, a degree from an institution of higher education.

LEHRKRÄFTE FÜR BESONDERE AUFGABEN do not have to meet professorial qualifications for recruitment.

Full-time staff at the state-run *Berufsakademien* in Thüringen and Sachsen must meet the same requirements as those appointed as professors at *Fachhochschulen*. Full-time teaching staff must give at least 40 per cent of the instruction. If teaching offers serve mainly to communicate practical skills and knowledge, teaching staff for special tasks can be entrusted with this.

## **9.5. Conditions of Service for Academic Staff Working in Higher Education**

### **Professional status**

As part of the process of increasing the autonomy of institutions of higher education, the responsibility for appointing Professors as civil servants with limited or unlimited tenure has in several Länder been transferred from the ministries responsible for science to the institutions of higher education. Professors can, however, also be taken on as employees.

Two-stage employment is planned for junior professors that shall not exceed a maximum of six years. In accordance with the regulations specific to the respective Land, the



and the continuance in office at the institution in case the professor is offered a chair by another higher education institution [*Bleibeverhandlungen*]. The additional payment can also be awarded for special performances in research, teaching, art, continuing education and the promotion of up-and-coming academics, as well as according to participation in the institution's self-administration [variable salary]. The allocation of the posts of the professors to salary groups W 2 und W 3 is regulated by Land legislation. If they have proved themselves in higher education teaching, from the date of the first extension of their limited appointment as civil servants junior professors receive a non-pensionable monthly allowance of Euro 260.

### **Working time and holidays**

The teaching commitments of academic staff vary. The extent of teaching commitments of full-time academic staff is expressed in units [*Lehrveranstaltungsstunden*]. Each unit stands for at least 45 minutes per week for the period when lectures are held during the semester.

Under a resolution adopted by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder [*Kultusministerkonferenz - KMK*] of June 2003, teaching commitments at universities and higher education institutions of equal status are as follows:

- eight units for professors,
- four units for junior professors at the first stage of employment,
- four to six units for junior professors at the second stage of employment,
- four units at most for scientific staff [*wissenschaftliche Mitarbeiter*] employed as civil servants for a limited period,
- eight units at most for scientific staff employed as civil servants
- 12 to 16 units for teaching staff for special tasks [*Lehrkräfte für besondere Aufgaben*].

Professors at *Fachhochschulen* are generally expected to teach 18 units a week. Provision is made for deviations in these teaching commitments for professors at *Kunsthochschulen* in accordance with legislation at Land level.

If certain functions and responsibilities are taken on, teaching commitments can be reduced, for example, if managerial functions are performed within the higher education institution or research and development work is undertaken at a *Fachhochschule*. Furthermore, a temporary reduction of the teaching hours of individual teachers is possible if their teaching commitments during this period are fulfilled by other teachers.

The extent of teaching commitments at *Berufsakademien* is regulated by ordinances or administrative regulations issued by the ministries responsible for science and research in the relevant Länder.

### **Promotion and advancement**

Professorships are generally advertised internationally. Applicants who meet the employment requirements for a professorship may be appointed to a chair. The organisation of the appointment procedure is regulated in the Länder laws governing higher education. The final decision on the appointment of an applicant is incumbent on the Minister of Science or the head of the higher education institutions depending on the Land.

## **Retirement and pensions**

Professors with the status of civil servants are retired on reaching the retirement age. More details on the retirement of civil servants may be found in chapter 9.2.

### **9.6. Continuing Professional Development for Academic Staff Working in Higher Education**

Professors and junior professors as well as scientific and creative arts staff can be granted sabbaticals at certain intervals, usually for the length of a semester, for purposes of research and further training. In addition, the teaching commitments of professors are allocated in such a way that they are still left with sufficient time for research, for gaining scientific and academic knowledge and for the further development of teaching and study on academic foundations. In this respect in-service training for staff in the higher education sector is a component of their professional tasks.

Some higher education institutions offer in-service training courses in the field of didactics in higher education for teaching staff, attendance of which is voluntary.

### **9.7. Initial Education for Teachers and Trainers Working in Adult Education and Training**

Most of the legislation in the Länder governing continuing education stipulates the qualification requirements demanded of the teaching staff. According to a resolution adopted by the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* - KMK] in 1970, members of administrative and teaching staff at institutions of continuing education are supposed to have a higher education degree. Assistant tutors must have acquired a higher education degree, a further qualification in a profession [*Fachschulabschluss*] or a vocational training qualification plus several years of practical experience.

### **9.8. Conditions of Service for Teachers and Trainers Working in Adult Education and Training**

According to a joint recommendation of the Standing Conference of the Ministers of Education and Cultural Affairs [*Kultusministerkonferenz* - KMK] and the *Deutscher Städtetag* [Association of German Cities] of 1981, institutions of continuing education generally are to employ full-time tutors.

### **9.9. Continuing Professional Development for Teachers and Trainers Working in Adult Education and Training**

The professional further training of tutors in the field of continuing education takes place within the scope of the responsibility of the Länder for continuing education. In addition, the Federal Ministry of Education and Research [*Bundesministerium für Bildung und Forschung* - BMBF] promotes various projects for the improvement of academic and pedagogical competence of tutors in the field of continuing education.