



Guiding questions for the mapping of the national/regional context of TE

→ Comments from consortium (can be integrated into your answers)

Working definition of ‘Teacher Education’ (TE):

The term ‘teacher education’ is defined as an **umbrella term** which covers all of the three following phases of TE. However, in the context of ConnEcTEd, we will **concentrate on the first two phases** only.

(a) Initial Teacher Education: A more theoretically orientated education/training phase for future teachers, which is often based at universities and/or universities of education and is usually leading to an academic degree (e.g. State Exam, B.A., M.Ed. etc.).

→ Master as pre-phase of TE?!

(b) Teacher Induction (TI): A more practical education/training phase, which is often based at schools and accompanied by seminars and which could, but does not necessarily, lead to a second teaching degree.

→ Induction - Part of teacher training or part of professional life??

(c) Professional Life: The professional life of practicing teachers in schools, which also includes Teacher Professional Development (TPD).

→ is professional life part of the TE system at all? Most of you say yes.

Please note: Please answer each of the following question in **short descriptive statements**

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<p>1. Governance and organisation of TE</p> <p>a. How would you characterize the governance and organisation of your TE system: e. g. national - regional/federal, centralised - decentralised etc.? Please add other descriptive categories that appear relevant in your context.</p> <p>b. Do national and/or regional frameworks and/or standards for TE and/or for teachers' competences exist (by whom are they composed, authorized, enforced?)</p> <p>c. What TE programs/profiles are differentiated between in your TE system, by <i>what criteria</i> (e. g.) <i>school type/level/focus...</i>?</p> <p>d. Do students in TE programs for primary and secondary education (i.e. ISCED levels 1, 2 and 3) usually study one, two or three subjects (and/or other options)?</p> <p>e. Which academic degrees are recommended/required for entering the second school-based induction phase of TE (B.A., M.Ed., State Exams)?</p> <p>f. What are the conditions for starting work at school? How is the entry into the profession organised? Is there an induction phase into the profession and (how) is it certified after its successful completion (e.g. licensing, state exam, etc.)?</p>	□
<p>2. Selection of TE students and recruitment/employment of teachers</p> <p>a. According to which criteria are students selected for university based TE in your country (e. g. grade point average, aptitude tests, interviews)?</p> <p>b. When are teacher ed. students considered as "fully qualified" to teach (directly after their last university degree or after a subsequent induction/probation phase)?</p> <p>c. Who are Newly Qualified Teachers (NQTs) finally selected and hired by? Is it a national/regional or municipal selection process or are NQTs selected directly by each individual school or is it a combination of both?</p> <p>d. Are teachers employed as civil servants, government employees, employees of local school boards or of individual schools?</p>	□

<p>3. Phases/Stages of TE</p> <p>a. Which phases/stages does your national TE consist of, e. g.</p> <ul style="list-style-type: none"> • pre-service/initial TE (university-based) • induction phase (seminar- or school-based) • professional practice (including professional development)? <p>b. Which terms are used to describe these phases/stages?</p> <p>c. Which function(s) does each phase fulfil?</p> <p>d. How long does each phase you identified above usually take?</p> <p>e. Which requirements do teachers need to meet in each phase?</p> <p>f. Are there different models for different categories of teachers (for example: primary, lower or upper secondary)?</p> <p>g. Do you characterize your TE systems as being concurrent, consecutive, or both?</p>	<input type="checkbox"/>
<p>4. Institutions/Actors in TE</p> <p>a. Which institutions/actors are involved in each phase/stage in your national TE?</p> <p>b. Which function does each institution/actor fulfil?</p>	<input type="checkbox"/>
<p>5. Teachers' professional knowledge</p> <p>a. Which domains of teachers' professional knowledge can be differentiated in your initial TE (e. g. content knowledge - CK, pedagogical knowledge - PK, pedagogical content knowledge - PCK)?</p> <p>b. What is the respective curricular weight of these domains (e. g. in ECTS) for different types of TE (e. g. primary vs. secondary)?</p> <p>c. Where and how are these domains 'located' in your TE programs (e. g. in which phase and in which institution? Who is the main actor?)?</p>	<input type="checkbox"/>
<p>6. Teaching Practice</p> <p>a. What does "practice", "teaching practice", "practical phase" etc. mean in the context of your national pre-service/initial (university-based) TE?</p> <p>b. What is the curricular weight of this "practice"? When during the ITT does this "practice" take place?</p> <p>c. What is the function of these practice elements? What are the goals/ learning outcomes of various practice elements?</p>	<input type="checkbox"/>
<p>7. Additional information you find relevant. Please comment.</p> <p>→</p>	<input type="checkbox"/>