



ATTRACTING, DEVELOPING AND RETAINING EFFECTIVE TEACHERS

OECD ACTIVITY

BADEN-WÜRTTEMBERG COUNTRY BACKGROUND REPORT

(English Version)

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**BADEN-
WÜRTTEMBERG**

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EXECUTIVE SUMMARY

The employment of well qualified and motivated teachers at schools in Baden-Württemberg is essential to the successful schooling of our children. The consequences arising from this basic idea are, first of all, to provide a sufficient number of teachers on the basis of the given and the forecast demand and, in the second place, to attract teachers with good quality training to our schools. This sets high expectations on young would-be teachers and consequently on the teacher training system. But in order to guarantee the required amount of schooling in shortage areas one also has to think about the recruitment of qualified teaching staff from trade and industry.

The actual situation in the field of teacher demand in Baden-Württemberg is determined by the fact that due to the increase in pupil numbers until about 2004/05 and a continued increase in retiring teachers the demand for new recruits will increase until about 2012 and then drop again. The forecast employment figures and the dates of peak employment vary in accordance with the different types of schools.

Attracting Teachers

The attractiveness of teaching is to a large extent determined by the teachers themselves. Their independence in educational matters, which allows them to treat the prescribed subject-matter in class with individual concepts and with relative flexibility with regard to timing, is a definite advantage over many other professions outside the school sector. With the planned introduction of a quota system for the allocation of periods to be taught in the different subjects and the increasing importance of school profiles, the possibilities for teachers to share their pedagogic ideas and learning concepts will become even greater. This will widen the scope for the treatment of present-day topics, of interesting research developments etc. in classes. Because of these new possibilities in organising teaching, the lessons will not only become more interesting to the pupils, but giving the lessons will also be more rewarding for the teachers.

Measures that have been initiated or implemented in order to attract young people to a teaching career in general or for specific subjects are:

- improvement of employment conditions by the Land government by means of creating 5,500 new teaching posts for the present legislative period and by the fact that all vacancies can be filled again;
- increasing the capacities at teacher training colleges, at specialised teacher training institutes (*Pädagogische Fachseminare*) and in vocational study courses;
- setting up new study courses at universities for vocational school teachers;
- creating the possibility for graduates from higher education colleges (*Fachhochschulen*) to enter the main study course as so-called "side-door entrants" in the vocational field;
- amendment of examination regulations primary and lower secondary schools (GHPO I) connected with a promotion of the so-called "small" subjects;
- abolishment of the Numerus clausus (limitation of access to university) for prospective teachers;
- participation of the Land Baden-Württemberg in the image campaign for teachers planned by the Standing Conference of Education Ministers;
- optimising information offered by the internet about teacher training, the teaching profession and teacher recruitment;
- checking the possibility of financial incentives for trainee teachers in the vocational field.

Teacher Education

In most cases prospective teachers complete a specific teacher training course (i.e. a study course aiming from the very beginning at a teaching career) subdivided into two phases (higher education studies and preparatory service).

The first phase of teacher training (higher education studies): Baden-Württemberg is the only state in the federal Republic where teachers at primary, lower secondary (*Haupt-, Realschulen*) and special schools follow their first phase of training at higher education institutes (*Pädagogische Hochschulen* - teacher training colleges) which have been established especially for that purpose. From the very beginning they follow an integrated study course which combines academic studies of the subject matter, subject-related didactics and educational science; it also includes teaching practice at schools on a block release or day release basis under the direction of teacher trainers. Students studying to become teachers at a *Gymnasium/Grammar School* or studying for senior service teaching posts at vocational schools, complete their first phase of training at a university or at a conservatory or a college of art. For the vocational sector diploma courses at universities have been established for teachers at commercial and trade schools (*Diplomhandels-, Diplomgewerbelehrer*).

In Baden-Württemberg there are 6 teacher training colleges, 9 universities, 5 conservatories and 2 colleges of art.

The second phase of teacher training (preparatory service): For all future teachers the second phase of training consists of a preparatory service linked to the different school types and organised at a teacher training institute (*Staatliches Seminar*) and at a training school. For teaching careers at primary, *Haupt-, Real-* and special schools this phase lasts 18 months, for teaching careers at *Gymnasien* and vocational schools it still has a duration of 24 months, but it will also be shortened to 18 months as of the year 2005, when the students will have to do one semester of practical training in the course of their university studies. The preparatory service is a combination of practical training at school (first in form of supervised, then independent teaching at a school) and training in educational science, subject-related didactics and instruction in legal issues relating to schools at the seminar. After having successfully passed the second state examination at the end of the preparatory service, the student teachers obtain the teaching qualification for the respective type of school together with the corresponding career prospects.

In-service and further teacher training

Institutions for in-service teacher training and its organisation: In Baden-Württemberg there are four central institutions for further teacher training, the so-called *Staatliche Akademien für Lehrerfortbildung* (Academies for in-service teacher training) Comburg-Schwäbisch Hall, Esslingen, Donaueschingen and Calw, which organise approximately 1.000 seminars per year with an average duration of 2 1/2 days. Each Academy is specialised in a certain field, Esslingen providing qualifications for vocational schools, Donaueschingen and Calw for primary schools, middle schools, grammar schools and schools for children with special needs and Comburg-Schwäbisch Hall for teachers in special functions or with special career needs such as head teachers, deputy heads, school counsellors, teachers involved in teacher training or further teacher training.

The focus of current activities lies first in supporting the great variety of structural innovations that have been brought under way recently: for example a programme to qualify 11,000 primary teachers for teaching foreign languages; programmes to support new testing procedures at schools, programmes to support the flexible entry of pupils into primary schooling, programmes to promote the use of new media in curricular and extra-curricular activities, a programme to qualify grammar school teachers for the newly introduced subject economics, programmes to encourage student-orientated classroom activities etc.. In addition to that, a number of extensive and costly e-learning training programmes in cooperation with the universities have been established to qualify teachers in subjects such as the sciences where there is a shortage of young people entering the profession.

By the end of 2003, the four Academies Calw, Comburg, Donaueschingen and Esslingen will be merged into one institution of further teacher training in order to ensure a more flexible and coordinated reaction to the needs of schools and regional education authorities. The new institution shall also put more focus on developing programmes and concepts, a greater variety of seminar organization including blended-learning and certification of external trainers. By then it will also be possible both for the new academy and the re-

gional education authorities to make use of the capacities and proficiency of the new teacher training institutes/ didactic centres (*Didaktische Zentren*) in the field of further teacher training.

Teacher recruitment

The employment requirement for teachers at schools in Baden-Württemberg is basically a recognised teaching qualification for the respective type of school or group of teachers; this requirement is indispensable for employment with civil servant status.

In the course of extensive optimisation of the teacher employment procedure, school administration in Baden-Württemberg implemented the following essential reforms in order to be able to react in a flexible way to changes on the job market for teachers and to find also teachers for vacancies in shortage areas:

- expanding the school-based job advertisement procedure to more than 1,000 teaching posts for all types of schools in regions and areas with special recruitment problems (in case of primary schools, *Hauptschulen*, *Realschulen* and *Gymnasien*, 33 % of all vacancies available in the central procedure are being advertised by the schools, in the case of special schools and vocational schools 40 %);
- increasing the share of vacancies to be filled by the procedure based on additional qualifications to 10 % of the posts available, half of which are allocated to applicants who already worked as supply teachers;
- opening the preparatory service for a teaching career at *Gymnasien* to physicists with a diploma degree and that for senior service posts at vocational schools to mathematicians and physicist with a diploma degree; ad hoc decisions about German master degrees in German, English, French and Spanish;
- direct entry of graduates from universities, colleges of higher education and vocational academies with relevant professional experience into shortage areas at vocational schools subject to subsequent qualification in educational theory and subject-related didactics;
- carrying out the employment procedures as early as possible in order to secure applicants and to provide personnel planning reliability for the schools before the start of the new school year;
- raising the number of prospective vacancies (the so-called "swing") which is added to the calculated number vacancies;
- the number of new recruits is increased by approx. 20 %, calculated on the basis of the expected extent of voluntary part-time work by some of the candidates;
- advanced employment of teachers who are to be bound to the schools (*Bindungslehrer*) in order to make sure of getting suitable applicants;
- specific survey of the places where the candidates for all types of schools seek employment;
- paying special attention to the federal labour market with the help of the procedure introduced by the Standing Conference of Education Ministers in order to attract teachers from other *Länder*;
- recruitment of Spanish teachers for the teaching of Spanish within the framework of a special agreement between Spain and Baden-Württemberg.

Professional development possibilities for teachers

The careers of teachers are usually, but not exclusively, aimed at working in a school. However, there is also the possibility to work in regional school supervisory authorities, in teacher training institutes and in-service teacher training academies or to work in the field of further training and school counselling. These positions are advertised and call for an application of those interested.

Teachers in the higher service class can only be promoted to positions linked to certain management functions such as the position of the deputy head or the headmaster. The career structure of senior service teachers offers promotion possibilities leading to the title of *Oberstudienrat/Oberstudienrätin* or to positions involving special duties namely those of the *Studiendirektor/Studiendirektorin* (teacher trainer, head of department, deputy head) or those of the *Oberstudiendirektor/Oberstudiendirektorin* (school principal). Besides promotion, outstanding teachers reaching a performance threshold are rewarded with an increase in salary.

More Autonomy for the Individual School

Teaching is the most important aspect of schooling. Therefore, the development, i.e. the improvement of teaching, is at the centre of all our efforts. In order to be able to develop quality, schools need to be given leeway for action which they obtain thanks to the introduction of educational standards. The new Educational Standards for Schools in Baden-Württemberg will be implemented in 2004. These standards will clearly define what a student must be capable of doing at the end of year 2 - 4 - 6 - 8/9 or 10 (depending on the type of school) and 12. Thus schools will know exactly what performance will be expected of their students and what they will have to be prepared for at certain points in their careers.

Two thirds of teaching time must be allocated to the compulsory core curriculum. One third is at the free disposal of the schools: schools can design their own curricula to fit the schools' profiles. The planned quota system for the allocation of periods per subject - the number of periods for a given subject will no longer be fixed for just one school year, but for a longer period of time - has the same objective: greater leeway for action with regard to the timing of teaching.

1. "Länder" context : Baden-Württemberg

Introduction

1. Baden-Württemberg lies in the south-west of Germany at the very heart of Europe, bordering France to the West, Switzerland to the South and a small part of Austria at the South-East. It has a population of 10.6 million people (01.01 2002). It is a member of the Committee of Regions of Europe and the Assembly of European regions in Brussels and of numerous other international working groups. It celebrated its 50th birthday as one of the 16 "Länder" of Germany in 2002.

2. The Southwest of Germany has always been reliant on people with progressive ideas. The lack of raw materials forced the ingenious and the intellectual to make a virtue of necessity; it was here that Gottlieb Daimler and Carl Benz invented the motor-car, Wilhelm Maybach developed the combustion engine, Robert Bosch made his mark in the world of electrical engineering, and Graf Zeppelin built his airship on the shores of Lake Constance. Today, medium-sized companies are responsible for generating half the gross domestic product and form the economic backbone of Baden-Württemberg. At the same time Baden-Württemberg is home to a number of world-famous names such as Daimler-Benz, Bosch, Porsche, Zeiss, SAP or BOSS. A workforce of over 70,000 is employed in the field of research. The "inventive spirit" is best documented by the reports of the German Patent Office: out of the 47,633 patent applications submitted in the year 1998, 10,879 come from Baden-Württemberg. The unemployment rate in general as well as the youth unemployment rate are the lowest in the whole of the Federal Republic of Germany.

3. Baden-Württemberg is more than merely the home of inventors and well-known entrepreneurs and companies. It is also known as a "Land" of philosophers and poets: Schiller and Hölderlin, Hegel and Hermann Hesse are only a few of the famous names which stand for Baden-Württemberg's cultural and intellectual traditions.

Education policy is at the core of governmental policy in Baden-Württemberg

4. The standard of education and training, research and science plays a decisive role for the welfare and future development of a region, especially when there are no natural resources. With its 9 universities - among them Heidelberg and Tübingen - , 39 higher education colleges (Fachhochschulen), 8 vocational academies, 3 major research institutes and more than 70 research centres, Baden-Württemberg has the most varied and sophisticated research and training landscape in the whole of Germany. The Land employs 65,000 professors, assistants and other staff at higher education institutions and teaching hospitals. Almost 220,000 young people study at the higher education institutions of the Land, among them 9 percent of foreign nationality.

5. Of the public funds allocated for the educational, scientific, research and cultural sector of the Land, 30% go to research institutes, especially in the higher education field, and more than 50 % go to the school sector. 112,000 teachers work at the approximately 4,100 public sector schools in the Land. Baden-Württemberg is well aware of the fact that the efficient development of human resources and knowledge is essential to the long-term development of the Land.

6. Education is the driving force behind social development and welfare and at the same time the key to personal success and a fulfilling life for every individual. This is not primarily a question of a stock of

knowledge, the accumulation of immeasurable and incoherent or isolated facts. School education is, first of all, a matter of the right didactics which serve to enhance understanding, which help to see things in their context and enable the pupils to practise essential basic attitudes.

7. Promoting a sense of responsibility, quality development, and the enhancement of knowledge and education: this is the leitmotiv on which educational policy in Baden-Württemberg is based. Some of the most important measures and reform projects are the following:

- Strengthening and improving pre-school education
- Promoting the linguistic and reading competencies especially of pupils with learning difficulties and of children and young people from migrant families
- Improving the cooperation between kindergarten and primary school
- Higher training standards for teachers in nursery and pre-school education making allowance for the higher demands made on pre-school education
- Different ways to start one's school career
- Introduction of a foreign language (English or French) in grade 1 of all the primary schools of the Land
- Increasing the number of whole-day schools and caring facilities in keeping with the demand.
- Strengthening and developing the professionalism in teacher training and in-service teacher training
- Development of education plans, core curricula and quotas for the allocation of periods among subjects on the basis of standards and improvement of the quality of teaching
- Increased leeway for action and responsibility on the part of the individual school
- Mandatory, regular and structured evaluation of schools
- Restructuring of the *Staatliche Seminare für Lehrerbildung* (teacher training institutes) into didactic centres which are to develop new didactic teaching concepts in addition to their original work in teacher training
- Establishment of teacher training centres at universities
- Amalgamation of the existing four academies into one State Academy for in-service teacher training, which will develop and offer demand-oriented concepts of further training - changing from teacher-oriented in-service training to a further education concept in keeping with the needs of the schools.

PISA and Baden-Württemberg

8. The national extension of the PISA study worked out the differences between the 16 states of the Federal Republic. Baden-Württemberg took the 2nd place and in international comparison it thus lies partly above the OECD average. Another third - national - evaluation submitted March 6, 2003, shows an even more differentiated picture: when compared internationally, young people from Baden-Württemberg, whose parents have both been born in Germany, reach standards similar to those obtained in Finland and Canada. Even children whose parents immigrated to Germany have been successfully supported in Baden-Württemberg and show a better performance than in many other states of the Federal Republic of Germany where the rate of children of foreign descent is lower. The Land allocates 675 teaching assignments to remedial measures, language courses and other measures meant to enhance integration, this corresponds to approximately € 35 million.

Reform of the structure of the administrative system in Baden-Württemberg

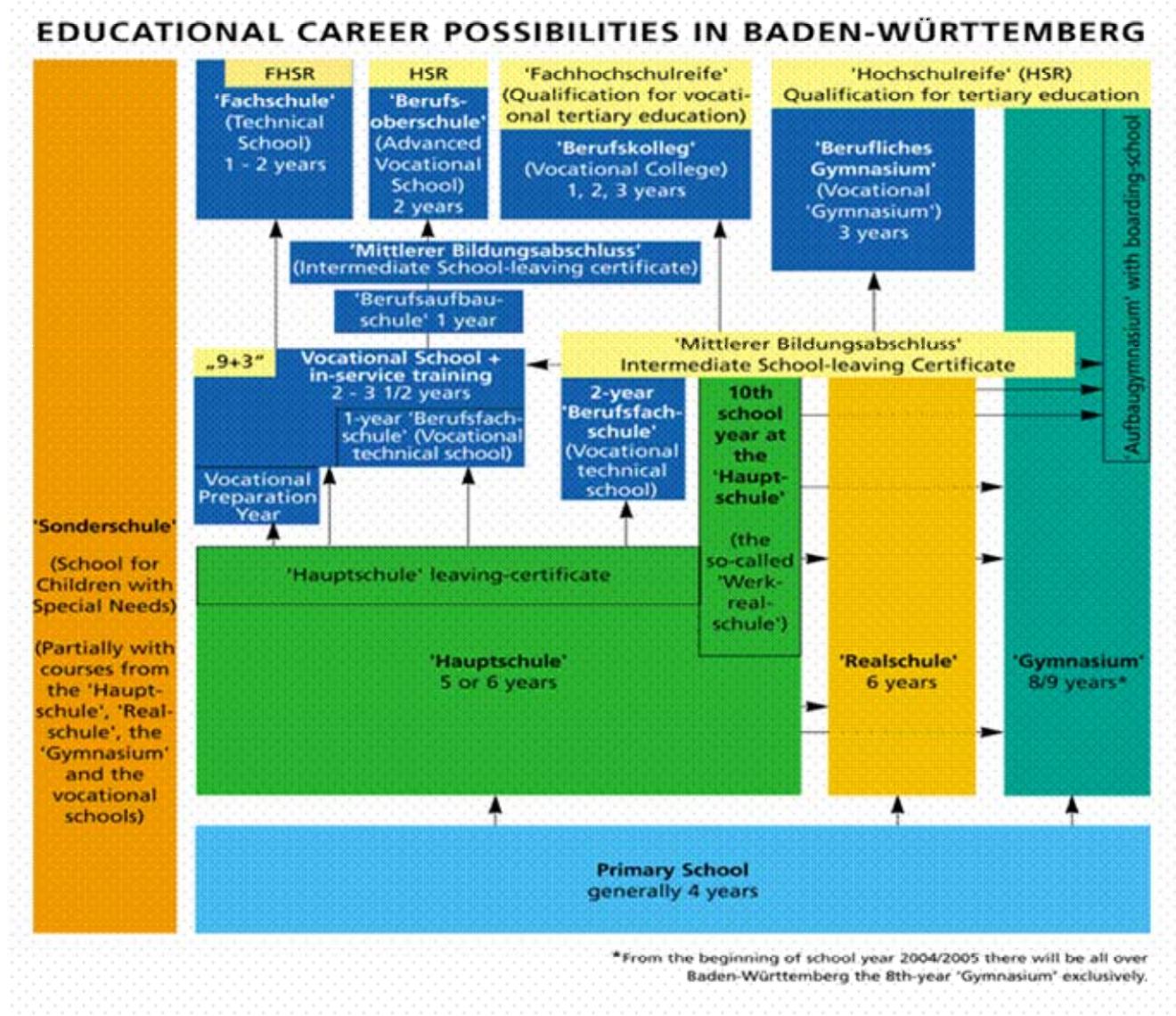
9. The government of the federal state of Baden-Württemberg has decided in favour of a far-reaching restructuring of the administrative system in the next few years. This will also have consequences for the education sector: the 4 Middle Level School Supervisory Authorities/*Oberschulämter* will be integrated into the District Governments/*Regierungspräsidien* and the 30 Local School Supervisory Authorities to the municipal governments/*Landkreise bzw. Städte*. This is to lead to synergetical effects in administrative channels. Moreover, it will strengthen the last link in the hierarchical chain in delegating more responsibility from

higher to lower levels of authority. As for the Ministry of Education, it will lose one department and several sections.

2. The School System and the Teaching Workforce

Differentiated Education in Baden-Württemberg - An overview of the educational system

10. Baden-Württemberg's differentiated system of education with its many possibilities of transferring from one type of school to another - there are no dead-end streets - offers each pupil/student a school career that is appropriate to his or her preferences and aptitudes.



11. *Grundschule* (Primary/Elementary School, Years 1 - 4): *Grundschule* is at the moment compulsory for all children who reach the age of 6 by the 30th June of the same Year; depending on the child's maturity, this deadline can be extended, school attendance can be postponed for a maximum of one year. Central to 10

new developments in Primary School is the project: "Different ways to start one's school career", which deals with the beginning and the first two years of schooling. It aims at reducing the number of children that start school later and at increasing the number of those who start school earlier by means of new didactic and methodological concepts. These goals have been accomplished to a large extent. This specific project is unique in Germany in terms of size and complexity. The *Grundschule* provides a foundation on which all other school education builds, and furthers the pupil's personal development. It is the gateway to secondary education: *Hauptschule*, *Realschule* or *Gymnasium*.

12. Transfer Report: To continue year 5 of schooling at the *Gymnasium* or *Realschule* a child needs a transfer report confirming his or her suitability for the corresponding education. This is issued by the primary school. His or her marks in German, Maths and Local and General Studies average 2.5 or better (*Realschule* 3.0) and the Class Teacher's comments have to be favourable. In 2001 approx. 33% of the pupils transferred to *Hauptschule*, 31% to *Realschule* and 34% to *Gymnasium*.

13. *Hauptschule* (Secondary Modern School): The *Hauptschule* is compulsory for all pupils who do not transfer to the *Realschule* or *Gymnasium* after Year 4 of *Grundschule*. It is a secondary school covering Years 5 to 9/or 10. The curriculum reflects the talents and preferences of these pupils and gives this type of school its own unmistakable character. The curriculum is focusing on learning for everyday life and the work environment: Pupils are introduced to working life in a number of different ways. These include visits to local companies and a Job Experience Programme and also involve close cooperation with the vocational schools. Compared to the other secondary schools, *Hauptschule* has to make the strongest effort to integrate all students and to do justice to good students and weak ones alike. The statewide reform concept "IMPULSES" aims at promoting all students and their motivation for school and learning, at increasing their personal performance and at securing their training capability. It is regarded nationwide as an excellent example of modern secondary education.

14. School-leaving certificate: Every student who completes Year 9 with the required minimum marks after a final exam receives the *Hauptschule* Pass Certificate. These exams are set centrally by the Baden-Württemberg Education Ministry. There are projects - in cooperation with partners from outside school - especially aimed at weaker students to enable them to graduate after grade 9 by means of special support measures. Good students can acquire the Intermediate School-leaving Certificate at the end of (voluntary) grade 10.

15. *Realschule* (Middle School, Years 5 to 10): In six school years the *Realschule* imparts an extended, well-rounded general education. This includes a deepened basic knowledge, the acquisition of practical skills and the ability to tackle true-to-life problems theoretically. With its educational mission, the *Realschule* lays the basis for practically-oriented vocations with higher demands on independence, responsibility and personnel management. At the same time it keeps the way open for further schooling and training possibilities - in particular vocational schooling. In all subjects and classes there is one important aim: the pupils should gain and develop methodological skills (e. g. learning techniques) and social competence (e. g. the ability to work in a team and to cooperate with others). School-leaving Certificate: Students graduate after 6 years - exams are set centrally - with an Intermediate School-leaving Certificate. They either continue schooling in the full time vocational school sector or start an apprenticeship.

16. The "*Gymnasium*" (Grammar School/High School, Years 5 - 13/12): The "*Gymnasium*" gives pupils a wide and deepened general education, leading to entrance qualifications for tertiary education. It thus fulfills the requirements both for vocational training without a degree and for managerial functions in vocations requiring a degree or diploma from an institution of higher education. Special qualities needed by pupils at the "*Gymnasium*" are curiosity and receptiveness to abstract and theoretical connections and concepts, a higher-than-average gift of concentration, tenacity and perseverance and the ability to cope with stress. Apart from this the child needs to enjoy learning, experimenting, observing, finding solutions to problems and discovering rules and regularities and to show special interest in literary and artistic topics.

17. The profiles of the "*Gymnasium*" offering general education:

- *Science Profile*

The students deepen their knowledge in the science subjects physics, chemistry and biology. Two foreign languages are compulsory.

- *Language Profile*
The students learn three foreign languages.
- *Fine Arts Profile/Physical Education Profile*
The students with corresponding inclinations are offered a wide range of possibilities in the field of music, art or physical education

18. After the restructuring of the *Gymnasium* in 2004, students in Baden-Württemberg will graduate from *Gymnasium* after only 8 school years (previously 9). This takes into account that social reality has changed and that factual knowledge acquired at school becomes obsolete more quickly than before and that therefore strategies for a lifelong learning process become important. Concentration on the essential, and a definition of reliable standards which define capabilities will secure - also in the future - a profound and encompassing general knowledge with the goal of being able to take up one's studies.

19. In this context the three final years of the *Gymnasium* have been redesigned. Structurally speaking, there is no visible differentiation any more among the major subjects German, mathematics and foreign language. Due to a consistent reduction of mandatory material to be learnt, lessons are supposed to include methods of learning and forms of working and provide an exemplary introduction to scientific questioning, methods and categories. The school-leaving examination of the *Gymnasium* - "Abitur" - takes corresponding elements into account.

20. Vocational schools: After having finished general education schools, the school-leavers are offered many possibilities of further qualification by the various schools with a vocational bias. It is the aim of these schools - either by accompanying the students or by helping them before they train for a vocation - to make them fit for a job. During or after vocational training, the young people still have the chance of gaining extra qualifications - including the general or subject-related higher education entrance qualification. Baden-Württemberg has set up a well-structured vocational school system. There are many possibilities to divide and to subdivide this system, the two main categories being: full time vocational schools on the one hand, part-time vocational schools on the other hand (the so called "Dual System" - meaning young people receive training in a company and education at a vocational school)

21. Full-time vocational schools: There is a great variety of different full-time vocational schools. The most important ones are:

- The "*Berufsfachschule*" - Technical Vocational School: Apart from the Dual System, young people can also do vocational training in all-day-schools. In this case part or the whole of the vocational training takes place under the responsibility of the school., e.g.:
 - Household and Family Care
 - Care of the Elderly
 - Watch- and Clockmakers
 - Goldsmiths
- The Vocational Preparation Year
- Vocational College: Intermediate School-leaving Certificate necessary
- Technical/Professional School
- *Vocational Gymnasium*: Students from the *Realschule* or from other types of Schools providing an Intermediate School-leaving certificate can attend this school. Within three years it leads to the "Abitur" (= university entrance qualification) such as a "standard" *Gymnasium*. Courses of study in the following sectors are offered:
 - Agricultural Science
 - Biotechnology/ Nutrition
 - Social Pedagogics
 - Technology
 - Economic Sciences

22. Part-Time Vocational schools ("Dual System"): Access to vocational training within the Dual System is - in theory - not conditional on any particular school-leaving certificate. Training in the dual system is fundamentally open to all young people. The Dual System differs from pure school education, such as is common for vocational training in many countries in two main respects:

- in the Dual System, the larger part of the learning takes place not at school, but in production facilities or service enterprises. The student is a trainee in a company or in one of the liberal professions (doctors, lawyers, architects), or in the Civil Service. He or she is released for the purposes of attending a training school; i. e. he or she is also a student at a vocational school at the same time.
- in the Dual System, there are two establishments responsible for the provision of training: the company and the vocational school. In Germany these are subject to different authorities. Federal law applies to company training, whereas the school element is the responsibility of the Laender/States. Training in the company is for 3 ½ days per week, and the part-time vocational school 1 ½ days per week. There are different organisational forms possible.

23. Schools for children with special educational needs (Sonderschule): There are two possibilities: either special needs pupils attend mainstream schools together with children without special needs or they attend special schools. The decision as to the best place is taken for each child according to a diagnosis which takes all relevant factors into consideration. The important question is: Which school cares best for the preparation of these children for life and the world of work?

Educational policy priorities

24. Teaching is the most important aspect of schooling. Therefore, the development, i.e. the improvement of teaching, is at the centre of all our efforts. In order to be able to develop quality, schools need to be given leeway for action which they obtain thanks to the introduction of educational standards. The actual reform process with regard to educational programmes focuses on these standards which guarantee a concentration on the most essential points as well as joined-up thinking integrating different subject areas, and they impart general multidisciplinary competencies.

25. The new Educational Standards for Schools in Baden-Württemberg will be implemented in 2004. These standards will clearly define what a student must be capable of doing at the end of year 2 - 6 - 8/9 or 10 (depending on the type of school) and 12. Thus schools will know exactly what performance will be expected of their students and what they will have to be prepared for at certain points in their careers. The concept of these standards combines knowledge, skills and attitudes. The new focus will be more on basic skills and basic knowledge than on specialization.

26. Two thirds of the teaching time must be allocated to the compulsory core curriculum. One third is at the free disposal of the schools: schools can design their own curricula that fit the schools' profiles. The planned quota system for the allocation of periods per subject - the number of periods for a given subject will no longer be fixed for just one school year, but for a longer period of time - has the same objective: greater leeway for action with regard to the timing of teaching. The process of implementing the forthcoming standards is designed as an open public discussion. The standards are constantly being revised and updated and can be viewed on the internet (www.bildungsstandards-bw.de); also, everyone interested is invited to write in his or her comments.

27. The STEBS project for the enhancement of the independence of vocational schools: For some years now, vocational schools in Baden-Württemberg have been making strong efforts to develop their internal structures. These activities are being systematised, expanded and consolidated in the STEBS (*Stärkung der Eigenständigkeit beruflicher Schulen*) project, in which 67 of the more than 300 vocational schools participate. Making schools more self-reliant requires to find a new balance between centralised regulations, which guarantee a high standard of education and training in the whole of the Land, and internal development processes with a tendency to sharpen individual school profiles. As a consequence, school management and teach-

ing staff have to assume greater responsibility for school affairs. This freedom of action is supposed to directly or indirectly improve the quality of teaching.

28. The STEBS project was started in May 2001. In well over 100 individual projects the participating schools develop measures suitable for enhancing their independence. In the field of human resources management, for example, they advertise their vacancies themselves and by doing so they assume responsibility for their choice of staff. There are other projects which aim at increased team building within the schools. With regard to their school profile vocational schools strongly cooperate with *Hauptschulen* (lower secondary schools) and training companies in their region. Thus, educational networks are being created and teaching contents are harmonised by those involved in training. The project schools in the field of quality management adjust quality management concepts from industry to the needs of the schools or they develop their own procedures for the evaluation of teaching.

29. The concept of the "Operationally independent school" OES (*Operativ Eigenständige Schule*): The experiences gathered in the STEBS project are subsequently merged into a consistent OES concept. This concept is based on the idea of achieving high quality standards of schools and teaching by leaving as much responsibility as possible directly with the schools themselves. The purpose of OES is to strengthen the responsibility of the individual vocational school for both the educational and the professional quality of teaching. To that end, about 15 OES project schools will elaborate an efficient system for quality management starting at the beginning of the school year 2003/04. By means of regular self-evaluation teachers will analyse and improve the quality of their schools. Self-evaluation will be concerned not only with teaching, but also with school management, external relations, student performance and customer satisfaction. A final evaluation will be carried out by an external team to objectify and - if necessary - correct the results. Voluntary certification of schools by an external institution will also be made possible. By 2010, the OES concept will be introduced in all vocational schools of Baden-Württemberg.

30. The new ministerial order concerning the *Abitur* (university entrance qualification) as well as promotions from one school grade to the next at vocational *Gymnasien* (*BGVO*) will take effect at the beginning of the school year 2003/2004. With the start of the current school year the reformed upper secondary level has been implemented at vocational *Gymnasien* - starting with the lowest grade, i.e. 11. The aim is to put more emphasis on learning the basics and to improve the skills needed to take up university studies. In this context the subjects mirroring the special profile of the school and the common core subjects German, mathematics and the foreign language hold a prominent position.

Public sector schools - private schools

31. In Baden-Württemberg the school system distinguishes between public sector schools and privately maintained schools (private schools).

32. In the case of public sector schools the Land Baden-Württemberg bears the personnel expenses for the teaching staff, the school maintaining bodies - cities and communities - finance all other expenses related to schools. These are first of all the construction and maintenance of school buildings and sports halls, the teaching and learning materials, i.e. text books, computers, machinery and sports equipment, as well as the personnel expenses for non-teaching staff (for ex. caretakers, school secretaries, social workers). For every pupil the school maintaining bodies receive a grant to cover the current costs of schooling. This financial aid is to help the school maintaining bodies to fulfil their duties with regard to an appropriate equipment of schools. The costs for the teaching staff amount to about 75 to 80% of the overall costs for schools.

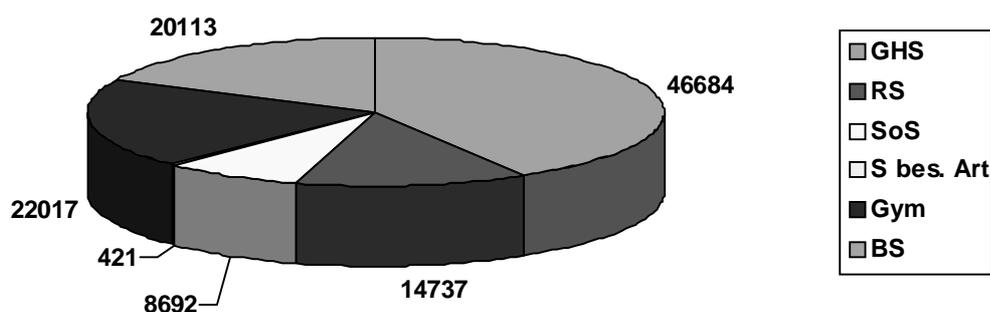
33. Private sector schools decide themselves on the employment of their teaching staff. On principle, private school teachers have to have a qualification comparable to that of the teaching staff in public sector schools, but their remuneration is in general somewhat lower than that of their counterparts at public sector schools.

34. Presently about 94 % of the pupils in general education attend a public sector school and about 6 % a privately maintained school. In the year 2001/2002, the number of private schools amounted to 441 (278 general education schools and 163 vocational schools). They were attended by 97,774 pupils (80,248 at general education schools and 17,526 at vocational schools).

The Workforce

Number of Teachers

35. In the school year 2001/02, 112,664 teachers were employed at public sector schools in Baden-Württemberg, about 7,500 of them as salaried teachers without civil service status. The distribution of the teachers among the different types of schools is as follows:



36. In the year 2001/2002, there were 4,138 public sector schools in Baden-Württemberg with a total of 1,566,888 pupils. 3,835 schools were general education schools with a student population of 1,215,289 and 303 schools were vocational schools with a student population of 351,599. The public sector schools had a teaching staff of 112,664, with 85,135 teaching positions provided for in the budget.

Distribution among the different types of schools:

1. The number of primary and *Hauptschulen* amounted to 2,675 with a student population of 660,927 taught by 46,684 teachers. The budget of the Ministry of Education included 33,737 teaching posts for this sector of schooling.
2. 428 *Realschulen* were attended by 227,654 pupils. At this type of school 14,737 teachers were employed on 11,532 teaching posts.
3. At 432 special schools 41,393 pupils with special educational needs received education and support. 6,814 teaching posts - shared among 8,692 teachers - are allocated to this type of school.

4. The 273,025 pupils at 371 public sector *Gymnasien* in the Land were taught by 22,017 teachers (17,099 posts in the budget).
5. The 303 vocational schools had a student population of 359,599 pupils (142,314 in full-time vocational schooling and 209,285 in part-time vocational schooling) for which the budget provided 15,955 teaching positions. A total of 20,113 teachers worked in this sector.

37. The following survey shows the distribution of female and male teachers to the different school types:

	male	female
Primary and lower secondary school (GHS)	14016	32668
Middle school (RS)	6756	7981
special school	2688	6004
special kinds of schools	182	239
Grammar school (Gym)	12137	9880
vocational schools (BS)	12863	7250

Working hours

38. The working time of teachers is the same as that of all other civil servants of the Land, namely 40 hours per week - from 1st September 2003 41 hours. The number of periods which teachers are required to give (*Deputat*) is fixed in an overall settlement in accordance with the various teaching careers and school types and has been determined as follows:

Teachers at primary schools	28 periods per week
Teachers at <i>Hauptschulen</i>	27 periods per week
Teachers at <i>Realschulen</i>	27 periods per week
Teachers at special schools	26 periods per week
Senior service teachers at <i>Gymnasien</i>	24 periods per week
Senior service teachers at vocational schools	24 periods per week

39. The number of periods for teachers of *Gymnasien* and vocational schools will be increased by one period to 25 periods per week as of the school year 2003/2004. Not to be changed, however: at the beginning of the school year in which teachers will reach the age of 55, their teaching load is reduced by one period per week, at 60 it is reduced by two periods. Starting in October 2003, an expert group of the Ministry of Education will work on a far-reaching and comprehensive restructuring of the working time of teachers. This will consider the situation of the individual teacher, provide more transparency and develop a modern understanding of the working time of teachers.

Teacher shortages

40. It can be said that at the moment there is no overall shortage of teachers at general education schools in Baden-Württemberg. At vocational schools the situation is not yet satisfactory, because the demand changes annually due to new training contracts that have been concluded. Such changes are due to the choices made by the students and because of the difficult recruitment situation and teacher availability bottlenecks in certain subjects.

Teachers' Labour Unions

41. In Baden-Württemberg there are numerous teachers' unions, federations and associations, the most important being the following:

- *Gewerkschaft Erziehung und Wissenschaft Baden-Württemberg*. This union is accessible to all teachers.
- *Verband Bildung und Erziehung*, Land association Baden-Württemberg, representing teachers at primary, *Haupt-, Real-* and special schools.
- *Philologenverband Baden-Württemberg* representing teachers at *Gymnasien*.
- *Realschullehrer-Verband* Baden-Württemberg representing teachers at *Realschulen*.
- *BLBS, VHL, VLW* representing teachers at vocational schools

42. A crucial topic is the working time of teachers. The teachers' union *Gewerkschaft Erziehung und Wissenschaft* calls for a re-evaluation of teachers' working hours. With a view to the study of the Baden-Württemberg audit office on the employment of teaching assignments at *Gymnasien* and the corresponding recommendations of the Land parliament, a working group has been established in the Ministry of Education which is to prepare, together with unions, federations and principal personnel committees, a trial phase for testing the possibility of determining the number of periods a teacher has to give on an annual basis instead of on a weekly basis. This trial phase will start with different schools at the beginning of the school year 2003/2004.

3. Attracting competent staff to the teaching profession

43. The employment of well qualified and motivated teachers at schools in Baden-Württemberg is essential to the successful schooling of our children. The consequences arising from this basic idea are the aim and the responsibility, first of all, to provide a sufficient number of teachers on the basis of the given and the forecast demand and, in the second place, to attract teachers with good quality training to our schools. This sets high expectations on young would-be teachers and consequently on the teacher training system. But in order to guarantee the required amount of schooling in shortage areas one also has to think about the recruitment of qualified teaching staff from trade and industry. The present chapter describes the situation in teacher supply and demand in the state of Baden-Württemberg as well as the measures which have already been introduced in order to attract well qualified teachers. Mention will also be made of existing problems which may serve as a starting point for possible solution strategies.

Demand and supply of teachers

44. The main factors determining long-term planning for teacher demand are the development of pupil numbers, the development of future vacancies, newly created posts and a future reduction of posts. In addition to that, allowance has to be made for concepts and aims of the Land government with an impact on demand, such as the further development of all-day schools, the introduction of foreign languages in primary schools, the introduction of the eight-year *Gymnasium* as well as the provision of a permanent reserve staff to cover for absent colleagues. The supply side analyses and evaluates student numbers at universities, teacher training colleges, higher education colleges (*Fachhochschulen*), and at specialised teacher training institutes (*Pädagogische Fachseminare*) which do not belong to the higher education sector, as well as the number of trainee teachers in preparatory service, and it forecasts, on the basis of average transfer rates, the number of applicants for the different types of schools, school levels and subjects.

45. The actual situation in the field of teacher demand in Baden-Württemberg is determined by the fact that due to the increase in pupil numbers until about 2004/05 and a continued increase in retirements the demand for new recruits will increase until about 2012 and then drop again. The forecast employment figures and the dates of peak employment vary in accordance with the different types of schools. The supply of teachers as calculated on the basis of the development of the figures of new applicants from higher education institutions and training institutes and the number of old applicants ready to take up teaching has to be contrasted with the demand for teachers. While the number of old applicants is known, it is the avowed aim of the state government to attract well qualified new applicants to the teaching profession.

Ways into the teaching profession

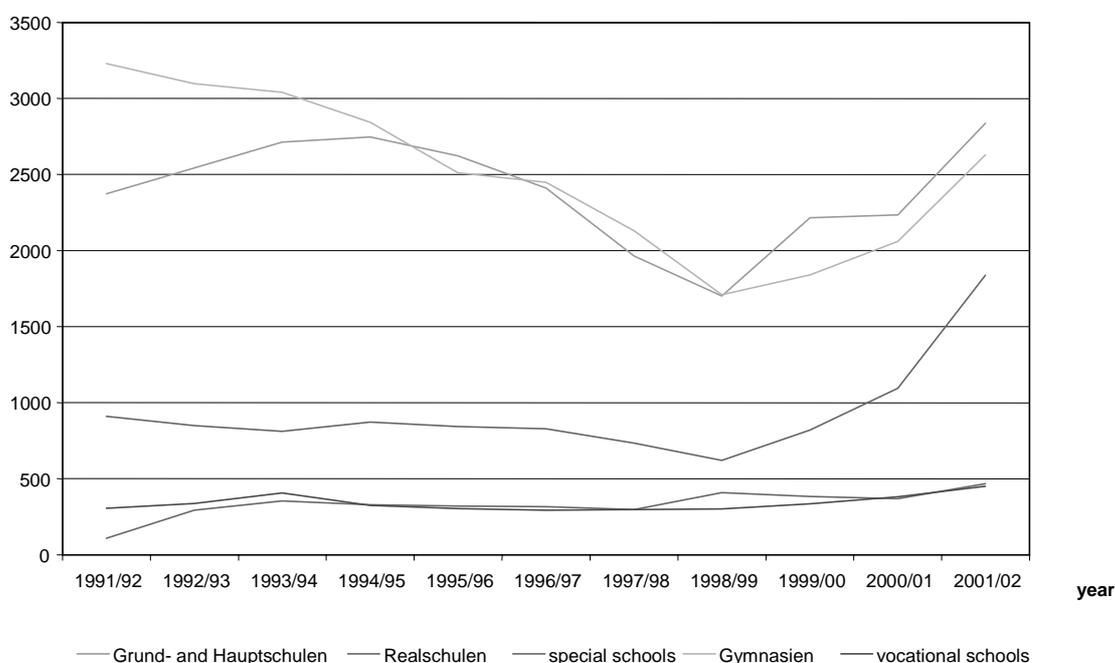
46. In Baden-Württemberg teacher training is linked to the type of school where the teachers will be working. While prospective teachers for primary schools, lower secondary schools (*Haupt-/Realschulen*) and special schools do their studies at one of the six teacher training colleges (*Pädagogische Hochschulen*), student teachers aiming at senior service positions at *Gymnasien* or vocational schools have to study at a university. After completion of their studies at the respective higher education institution they enter the preparatory service, i.e. a phase of practice-oriented teacher training, part of which is organised at a teacher training institute (*Staatliches Seminar*) and the other part at a school. An exception to this rule are the training courses for certain subject specialists and teachers of technical subjects, who do not have to complete higher education studies, instead they have to have specific vocational qualifications and relevant work experience (cf. chapter 4).

Number and composition of student teachers

47. The maximum number of trainee teachers is linked to the capacities at higher education institutions, while the actual student numbers depend on the interests of the students. Whereas the capacities of actually altogether 4,500 places for first-year students at teacher training colleges (*Pädagogische Hochschulen*) are adjusted to the employment demand of the future, there is no direct adjustment of university study places to suit the demand. Capacities at the specialised teacher training institutes (*Pädagogische Fachseminare*) are limited to a maximum of 200 training places.

48. The following table shows the development in the numbers of first-year students according to school type over the last ten years; for the vocational school sector only the teacher training study courses for teachers at commercial and trade schools (*Diplom-Handelslehrer/in, Diplom-Gewerbelehrer/in*) have been represented, whereas the relevant diploma study courses (no specific teacher training courses), which may also lead to the preparatory service and which are necessary to meet the demand, have not been taken into account. The table clearly shows that after a decrease until about 1998/99 the interest in teacher training on the whole has again a distinct upward tendency.

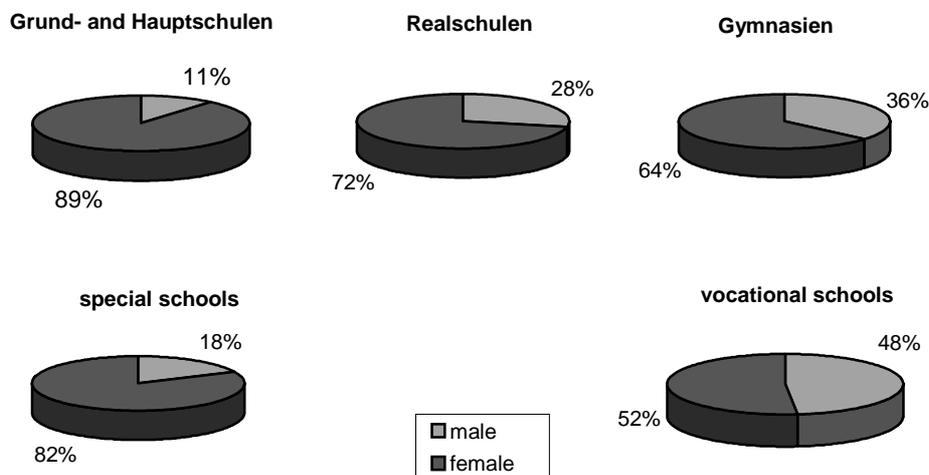
number of first-year students



Source: Statistics on student numbers at *Pädagogische Hochschulen* (figures for those on leave not included) and universities

49. With a view to the expected employment situation of the future, the calculated demand is slightly exceeded by the actual numbers of first-year students for the primary school level and for the *Gymnasium* and it is distinctly exceeded by those for *Realschulen* (middle schools), whereas in the field of special school education the numbers do not quite meet the expected demand. There is a shortage of first-year students for *Hauptschulen* (lower secondary schools) and for the vocational school system. In specific subjects there is a surplus or a deficit (mainly in sciences and the arts) in all types of schools. The introduction of foreign language teaching at all primary schools in the whole of Baden-Württemberg in the school year 2003/04 will entail a special demand for teachers of English and French at this type of school.

50. As to the composition of first-year students by sex, one can see that, on the one hand, there are great differences among the different school types and that on the other hand there is a general surplus of women so that consequently the share of male students is too small. For pedagogical reasons a more even distribution would be desirable, but special measures in order to increase the share of first-year male students have not yet been taken. In the winter semester 2001/02 the relation between male and female first-year students was the following:



Information concerning the socio-economic background of students is not available. Research on the motivation of students, i.e. concerning the reasons for taking up teacher training, are not on hand for Baden-Württemberg.

Transfer from the second state examination into teaching

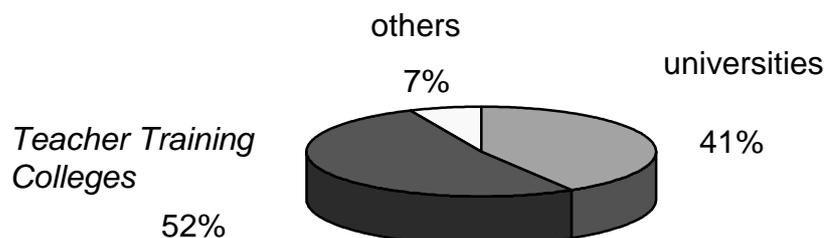
51. The percentage of trainee teachers who apply for a teaching post after having successfully passed their second state examination varies in accordance with the different types of schools between 93 % and almost 100 %. Apparently, the decision in favour of or against a teaching career is already taken in the course of teacher training. Statistically, an average drop-out rate of 40 % has to be reckoned with for the period between the first semester and application for a teaching post, and again there are certain variations in this rate according to type of school (length of study course) and external framework conditions (e.g. the situation on the labour market).

52. One problem that has to be mentioned is the fact that in vocational schooling there is not only a shortage of student teachers, but also an insufficient number of *Diplom-Gewerbelehrer/innen* and *Diplom-Handelslehrer/innen* entering preparatory service after having completed their studies. The reasons for this lack of transfer are mainly the higher salaries and better career prospects for beginners in industry. In order to reduce this effect and increase the financial competitiveness of the preparatory service, the state of Baden-Württemberg actually thinks about raising the remuneration of candidates for a teaching position in the vocational sector.

53. The average age of newly qualified teachers applying for a teaching post amounts to 29.9 years of age, the age actually depends on the varying duration of the different study courses (figures of 1999).

54. The overall recruitment figures for teachers in the different types of schools result from the actual annual demand based on the vacancies to be filled. In the school year 2001/02 the relation between the re-

cruitment of teachers having studied at a *Pädagogische Hochschule* or at a university or trained at a *Pädagogisches Fachseminar* or a similar institute presents itself as follows (new and old candidates):



Measures taken in order to attract young people to the teaching profession

55. In order to reach the aim of meeting the long-term demand for teachers, measures have to be taken to increase the number of student teachers in shortage areas to such an extent that the expected demand will be met. On the other hand, excessive student numbers in overcrowded teacher training courses or study subjects have to be reduced. This calls for greater regulation concerning capacities, also with regard to the students' priorities concerning school levels and subjects. The first steps in this direction have already been initiated.

56. Measures that have been initiated or implemented in order to attract young people to a teaching career in general or for specific subjects:

- improvement of employment conditions by the Land government by means of creating 5,500 new teaching posts for the present legislative period and by the fact that all vacancies can be filled again;
- increasing the capacities at teacher training colleges, at specialised teacher training institutes (*Pädagogische Fachseminare*) and in vocational study courses;
- setting up new study courses at universities for vocational school teachers;
- creating the possibility for graduates from higher education colleges (*Fachhochschulen*) to enter the main study course as so-called "side-door entrants" in the vocational field;
- amendment of examination regulations primary and lower secondary schools (GHPO I) connected with a promotion of the so-called "small" subjects;
- abolishment of the Numerus clausus (limitation of access to university) for prospective teachers;
- participation of the Land Baden-Württemberg in the image campaign for teachers planned by the Standing Conference of Education Ministers;
- optimising information offered by the internet about teacher training, the teaching profession and teacher recruitment;
- checking the possibility of financial incentives for trainee teachers in the vocational field.

Starting salaries, financial and non-financial benefits and working conditions of teachers

57. The starting salary of teachers with civil service status depends on the office of entry in their specific service career. These are mainly the salary brackets "A 12" and "A 13". The basis for classification into one of the twelve basic salary scales of the respective salary bracket is normally the age of 21 years. Up to the 5th grade the basic salary goes up every two years, up to the 9th grade every three years and afterwards every four years. In comparison to other professions in the public service with a similar qualification level there are no differences. Information about remuneration and salary scales in establishments which do not belong to the civil service sector, namely in privately maintained schools, is not available.

58. The financial framework conditions and the status as established civil servants are still quite attractive to entrants to the teaching profession. As has been mentioned before, the civil service has to compete with the free enterprise system as far as vocational schools are concerned. When trying to attract suitable individuals from industry to the teaching profession, the compulsory preparatory service with its low salaries for trainee teachers proves to be an obstacle to a possible change into public-sector schooling. Therefore, one thinks about introducing a special extra-pay for trainee teachers in the hope that a higher remuneration of trainee teachers will increase the financial attraction of a change into a teaching career. Evidence or research about the effects of salaries, benefits and working conditions on a student's decision to take up teaching is not available.

Measures to increase the attractiveness of the teaching profession

59. The attractiveness of the teaching profession results from a variety of factors, the most important being the attractiveness of teaching as such and the attractiveness of the framework conditions.

60. The attractiveness of teaching is to a large extent determined by the teachers themselves. Their independence in educational matters, which allows them to treat the prescribed subject-matter in class with individual concepts and with relative flexibility with regard to timing, is a definite advantage over many other professions outside the school sector. With the planned introduction of a quota system for the allocation of periods to be taught in the different subjects and the increasing importance of school profiles, the possibilities for teachers to share their pedagogic ideas and learning concepts will become even greater. This will widen the scope for the treatment of present-day topics, of interesting research developments etc. in classes. Because of these new possibilities in organising teaching, the lessons will not only become more interesting to the pupils, but giving the lessons will also be more rewarding for the teachers.

61. The main positive factors with a view to the framework conditions of the teaching profession are at the moment the good employment prospects and the flexible part-time regulations which offer teachers the possibility to reduce their normal teaching load up to 50 %, always provided that they have the necessary qualifications and comply with the requirements of the civil service law.

Recruitment of teachers from other states of the Federal Republic and from abroad

62. In order to recruit teachers the Baden-Württemberg school authorities advertise teaching positions by distributing the relevant information through the Internet, especially as part of the school-related advertisements for a position, by means of newspaper advertisements, etc. in the whole of the Federal Republic. The resolution of the Standing Conference of Education Ministers of May 10, 2001, concerning the take-over of teachers from other states of the Federal Republic, set up the prerequisites and the rules for a nation-wide labour market which means at the same time a considerable improvement of teacher mobility. On the grounds of this resolution every teacher can participate in application and selection procedures in all the Laender, a possibility the teachers with civil service status did not have before that date. Thus Baden-Württemberg is able to realise the recruitment of new teachers. Experience has shown that many teachers from other states of the Federal Republic submit their applications, and if they meet the relevant requirements they are offered employment.

63. In cooperation with the Spanish Embassy, the Ministry of Education developed a pilot project which is aimed at the recruitment of young Spanish teachers as teachers of Spanish at general education *Gymnasien* and vocational schools in Baden-Württemberg. These positions are advertised in Spain by the Spanish Ministry of Education. The Baden-Württemberg Ministry of Education takes part in the selection procedure of the teachers in Spain. The Spanish teachers are employed on the basis of a fixed-term contract. They are intro-

duced to the Baden-Württemberg school system and get the benefit of a special mentoring programme to help them with their teaching. This procedure will be carried through for the first time together with teacher recruitment in 2003.

64. Topics to be dealt with by the OECD-experts

- Image campaign for teachers: what are the experiences made in other countries, what are the determining factors for the reputation of teachers and for the public image of teachers?
- What are the essential factors determining the interest in teacher training studies, how can the numbers of first-year students be raised or lowered in accordance with actual demand? How to prevent long-term variations in excess supply of teachers / shortage of teachers?
- The pros and cons with regard to direct entrants, "side-door entrants".

4. Training, Developing and Certifying Teachers

Requirements to be met for a teaching position

65. The requirements to be met for admission to a teaching career in state schools are first of all defined by the *Land* civil service law. The German nationality or the nationality of another member country of the European Union or of another contracting state of the agreement on the European market is required. In case such a nationality is lacking, employment is only possible as a non-established member of staff, i.e. without civil service status. Pursuant to budgetary law the age limit has been fixed at 45 years. Those who are older can only obtain a position as a school teacher without civil service status. As a rule, the qualification for the teaching profession has to be proved by the 1st and 2nd state examination. In the private school sector requirements for teaching staff may differ.

Organisation of teacher training

66. In most cases prospective teachers complete a specific teacher training course (i.e. a study course aiming from the very beginning at a teaching career) subdivided into two phases (higher education studies and preparatory service). In addition there is a one-phase training course for certain subject specialists and - in the field of vocational training - technical teaching staff. Training at higher education institutes and in preparatory services is based on training and examination regulations; the responsibility for the development of these regulations lies with the Ministry of Education.

67. The admission requirement to a teacher training study course is the general higher education entrance qualification. Admission to training as a subject specialist and - in vocational training - as a technical teacher is possible without the general higher education entrance qualification.

68. The first phase of teacher training (higher education studies): Baden-Württemberg is the only state in the federal Republic where teachers at primary, lower secondary (*Haupt-, Realschulen*) and special schools follow their first phase of training at higher education institutes (*Pädagogische Hochschulen* - teacher training colleges) which have been established especially for that purpose. From the very beginning they follow an integrated study course which combines academic studies of the subject matter, subject-related didactics and educational science; it also includes teaching practice at schools on a block release or day release basis under the direction of teacher trainers.

69. Students studying to become teachers at a *Gymnasium/Grammar School* or studying for senior service teaching posts at vocational schools, complete their first phase of training at a university or at a conservatory or a college of art. For the vocational sector diploma courses at universities have been established for teachers at commercial and trade schools (*Diplomhandels-, Diplomgewerbelehrer*).

70. Besides subject-related academic studies, study courses for senior service teaching careers include educational science and one semester of practical training at a school in close connection with courses in educational theory and subject-related didactics to be taken in teacher training institutes (*Staatliche Seminare für Schulpädagogik*). The university study course for general education subjects still incorporates basic studies in ethics and philosophy, whereas vocational practice and/or work placements are required by vocational study courses. In the general education subjects the first phase is concluded with the First State Examination, whereas a diploma is awarded at the end of the vocational diploma study courses.

71. In Baden-Württemberg there are 6 teacher training colleges, 9 universities, 5 conservatories and 2 colleges of art.

72. The second phase of teacher training (preparatory service): For all future teachers the second phase of training consists of a preparatory service linked to the different school types and organised at a teacher training institute (*Staatliches Seminar*) and at a training school. For teaching careers at primary, *Haupt-*, *Real-* and special schools this phase lasts 18 months, for teaching careers at *Gymnasien* and vocational schools it still has a duration of 24 months, but it will also be shortened to 18 months as of the year 2005, when the students will have to do one semester of practical training in the course of their university studies. The preparatory service is a combination of practical training at school (first in form of supervised, then independent teaching at a school) and training in educational science, subject-related didactics and instruction in legal issues relating to schools at the seminar. After having successfully passed the second state examination at the end of the preparatory service, the student teachers obtain the teaching qualification for the respective type of school together with the corresponding career prospects.

73. Overview of the first and second phase of teacher training giving the different types of higher education institutes and length of studies for the various teaching careers:

Where do prospective teachers study and how long?

type of teaching career / study course	type of higher education	length of studies	
		standard period of studies ¹ (semester)	preparatory service (months)
teachers at primary and lower secondary schools (<i>Hauptschulen</i>)	teacher training college	6	18
European teaching career at primary and lower secondary schools	(<i>Pädagogische Hochschule</i>)	8	18
teachers at middle schools (<i>Realschulen</i>)	teacher training college	7	18
European teaching career at <i>Realschulen</i>	(<i>Pädagogische Hochschule</i>)	8	18
Teachers at <i>Gymnasien</i>			
▪ academic examination	university	10	18
▪ artistic examination ²	conservatory/college of art	13	18
senior service teaching career at vocational schools ³	university	9	18
teachers at special schools			
▪ specific training course	teacher training college	8	18
▪ postgraduate studies ^{4,5}	(<i>Pädagogische Hochschule</i>)	4	18

- 1) The standard period of study gives the number of semesters usually necessary to pass the 1st State Examination or to obtain a diploma, including the examination phase.
- 2) This is only in case subject-related academic studies are concluded at the same time as the artistic subject. If in exceptional cases a second artistic subject is studied, the standard period of studies amounts to 12 semesters.
- 3) In future, prospective teachers with a vocational subject will have to do at least 39 weeks of relevant practical work in order to be admitted to the preparatory service, and also 10 weeks of teaching practice at school; candidates with general education subjects have to have at least three months of practical work experience in a company.
- 4) For those who completed one of the other teacher training courses.
- 5) Preparatory service is only required if the candidate has not yet passed the 2nd State Examination at the end of another teaching training course.

74. The training of technical teachers and subject specialists in one training phase: In addition to specific teacher training courses there are special training courses for teachers of technical subjects and for some other subject specialists, and this kind of training is organised by training institutions and vocational seminars which do not belong to the higher education sector:

- teachers of artistic and technical subjects at general education schools (24 months),
admission requirement: leaving certificate of secondary level I (*mittlere Reife*) and successful completion of vocational training in a recognised occupation or equivalent,
- subject specialists or technical teachers at special schools (18 months),
admission requirement: "*mittlere Reife*" and successful completion of vocational training in a recognised occupation or equivalent,
- technical teachers at vocational schools, commercial and home economics orientation, (18 months),
admission requirement: successful completion of further vocational training in the commercial or home economics field either at a "*Fachschule*" or a "*Berufskolleg*" (vocational training college),
- teachers of technical subjects at vocational schools for occupations in trade and industry (12 months),
admission requirement: leaving certificate of a "*Fachschule*" together with a certificate from one of the chambers, e.g. Chamber of Industry and Commerce.

These training courses also incorporate practical elements, elements of educational science and subject-related didactics and they deal with legal issues as related to schooling; they are concluded with a final state examination. In Baden-Württemberg this type of teacher training is based in 4 specialised teacher training institutes (*Pädagogische Fachseminare*) and the 4 institutes for vocational schools.

Actual or planned modifications

75. Amendment of all training and examination regulations

At the moment the training and examination regulations for teacher training courses for all types of schools are being amended.

76. Development of teacher training institutes into didactic centres: The teacher training institutes (*Staatliche Seminare*) which until now were mainly responsible for the 2nd phase of teacher training are presently being developed into centres for didactics and teacher training (*Seminare für Didaktik und Lehrerbildung*). Their main task will still be the organisation of the preparatory service, but in addition they will cooperate in subject-related didactics at universities, in the practical training semester and in-service training of teachers. They are to give fresh impetus to the educational and didactic work at schools and to develop new ideas for the further development of the teaching culture and the schools.

77. Cooperative bachelor/master study course: Starting in 2003, a new cooperative BA / MA study course for the training of teachers at vocational schools will be established at five higher education locations in Baden-Württemberg. Colleges of higher education (*Fachhochschulen*) offering two engineering subjects will cooperate with a teacher training college (*PH*) which provides additional training in educational theory as related to vocational training and technology-related didactics. The following subjects can be studied: manufacturing mechanics, mechanical engineering, information technology, electrical engineering, computer science, coating technology, design and media technology, civil engineering. At the end of the nine semester study course a polyvalent master degree (MA in Engineering with an elective in 'vocational pedagogics') will be awarded offering the possibility to apply for a senior service teaching position at a vocational school or to work as an engineer in industry.

78. Teacher training centres: Teacher training centres are to be established at the universities in Baden-Württemberg starting 2003/2004. In future, they shall coordinate all issues relating to teacher training at universities and act as a contact for university teaching staff and students. They are to assume the following tasks: ensuring that specific study contents for prospective teachers are being offered in the different subjects, in educational science, in didactics and in the basic study course in ethics and philosophy, monitoring the

practical training semester, evaluation of the courses offered, cooperation with the didactic centres, schools, the State's Institute for school and curriculum development and quality assurance (*Landesinstitut für Erziehung und Unterricht*), with regional school supervisory authorities and the Ministry of Education, coordination of supplementary in-service and further training measures for teachers, promotion of research in subject-related didactics, in school-oriented educational theory, of research projects dealing with schools and teaching, further development of the teacher training concept, organisation and execution of examinations. The *Land* has the expectation that the establishment of the teacher training centres will result in structural improvements and that it will stress the importance of teacher training.

79. Evaluation: As part of the changes affecting the preparatory service, a comparative evaluation will be made of the present preparatory service of 24 months duration for teachers at a *Gymnasium* and the new preparatory service of 18 months duration preceded by a practical training semester. The necessary questionnaires are presently being developed and in autumn the interviews will be started; the results will be submitted in 2007.

"Side-door entrants" and direct entrants

80. In Baden-Württemberg those persons who are admitted to the preparatory service although they did not follow a higher education study course leading directly to a teaching career are called "side-door entrants". "Direct entrants" are those persons who are directly employed as teachers (without teacher training studies and without preparatory service). "Side-door entrants" do the preparatory service (*Referendariat*) and pass the 2nd state examination. Direct entrants start teaching immediately, at the same time they undergo training in educational science during the first two years of their teaching career, and at the end of this training they take an examination qualifying them for promotion to a higher level in the career structure.

81. "Side-door entrants": At the moment physicists holding a diploma (*Diplomphysiker*) are admitted to the preparatory service at (general education) *Gymnasien* provided they can furnish proof of sufficient study attainments in a second school subject. At vocational schools, and consequently also at vocational *Gymnasien* candidates with a university diploma or a master degree in two main subjects are regularly admitted to the preparatory service leading to the second state examination. This is a possibility for the recruitment of teachers in those subjects where there is no university teacher training course (e.g. food technology, agriculture, medicine, etc.). In addition, higher education graduates aiming at a teacher qualification in one of the shortage subjects at vocational schools are also employed. The shortage subjects are:

with a university diploma: business economics, mathematics, physics, chemistry,
with a master degree: German, English, French, Spanish.

Besides their diploma or master degree applicants have to furnish proof of sufficient study attainments in a second subject, which is taught at vocational schools. By successfully passing the second state examination they obtain the qualification to teach both subjects. The numbers of side entrants admitted to preparatory service at vocational schools in the years 2000-2002 are as follows: in 2000 12,9 % (74 persons), in 2001 22.7 % (97 persons), in 2002 35.9 % (121 persons).

82. Direct entrants: Direct access to teaching is an opportunity open to higher education graduates holding a diploma of an application-oriented college of higher education (*Fachhochschule, Dipl.Ing./FH*) or of a vocational academy (*Berufsakademie, Dipl.-Ing./BA*) in subjects which do not offer special teacher training courses (printing and reproduction technology, textile technology etc - this can change from year to year). Another prerequisite is work experience of several years. These teachers will be admitted to senior service positions at vocational schools.

83. In addition, graduates with a university, *Fachhochschule* or *Berufsakademie* diploma in subjects for which universities do not train a sufficient number of would-be teachers may also enter the profession as direct entrants. These subjects are data processing, printing and media technology, energy technology, car

technology, paint technology and interior design, manufacturing technology, information technology, coating technology, metal construction technology, food technology, bio-technology and communication engineering. Another prerequisite is work experience of several years.

Applicants can apply for direct access to the teaching profession, and if they can prove their suitability and study attainments in another school subject they will be directly employed as teachers. During the first two years of work when they have to teach 14.5 periods per week, they undergo pedagogical training which resembles in contents and quantity the "regular" preparatory service. At the end of this training phase they have to pass an examination qualifying them for promotion to a higher level in the career structure.

84. The numbers of direct entrants to the teaching profession at vocational schools in the years 2000-2002 were the following: in 2000 16.9 % (88 persons), in 2001 33.0 % (172 persons), in 2002 39.9 % (207 persons).

Professional development possibilities for teachers

85. Survey of the existing possibilities: The careers of teachers are usually, but not exclusively, aimed at working in a school. But there is also the possibility to work in regional school supervisory authorities, in teacher training institutes and in-service teacher training academies or to work in the field of further training and school counselling. These positions are advertised and call for an application of those interested.

86. Teachers in the higher service class can only be promoted to positions linked to certain management functions such as the position of the deputy head or the headmaster. The career structure of senior service teachers offers promotion possibilities leading to the title of *Oberstudienrat/Oberstudienrätin* or to positions involving special duties namely those of the *Studiendirektor/Studiendirektorin* (teacher trainer, head of department, deputy head) or those of the *Oberstudiendirektor/Oberstudiendirektorin* (school principal). Besides promotion, outstanding teachers reaching a performance threshold are rewarded with an increase in salary.

87. Actual or planned changes: Further training for teachers at vocational schools holding a diploma awarded by a *Fachhochschule* or *Berufsakademie*. In order to be able to assign teachers with a FH or BA diploma also to the upper secondary level of vocational schools, a three-year in-service course leading to promotion will be offered as of the year 2003, which - after further qualification in the second subject (educational theory, subject-related didactics and subject theory) - is to offer the possibility to work at *Fachschulen* for further vocational training, at *Berufskollegs* (vocational colleges) and vocational *Gymnasien*.

In-service and further teacher training

88. Institutions for in-service teacher training and its organisation: In Baden-Württemberg there are four central institutions for further teacher training, the so-called *Staatliche Akademien für Lehrerfortbildung* (Academies for in-service teacher training) Comburg-Schwäbisch Hall, Esslingen, Donaueschingen and Calw, which organise approximately 1,000 seminars per year with an average duration of 2 1/2 days. Each Academy is specialised in a certain field, Esslingen providing qualifications for vocational schools, Donaueschingen and Calw for primary schools, middle schools, grammar schools and schools for children with special needs and Comburg-Schwäbisch Hall for teachers in special functions or with special career needs such as head teachers, deputy heads, school counsellors, teachers involved in teacher training or further teacher training.

89. With the exception of the vocational schools, the academies' full capacity is used either to qualify teacher training personnel for regional or in-service training (organised by the *Oberschulämter /Schulämter* - cf. below) or for leadership or special career programmes. Consequently, there is only a minimum of seminars at the academies open to ordinary teachers - this being the case if the number of teachers involved in the

given subject is too small to allow for efficient regional or in-service training. A certain number of seminars (mostly on Fridays and Saturdays) is provided for schools that wish to start on or to enhance a school development programme by retreating with their staff on a special external seminar. Seminars are being evaluated on a regular basis.

90. In addition there are three separate institutions offering qualifications for the subjects sports, music and the arts: the *Landesinstitut für Schulsport Ludwigsburg*, the *Academy Ochsenhausen* and the *Academy Rotenfels-Bad Gaggenau*.

Regional and in-house training is organized and provided by the four *Oberschulämter* as regional education authorities for grammar school and vocational school teachers and by 30 *Staatliche Schulämter* as regional education authorities for primary schools, middle schools and schools for children with special needs.

Institution	Focus	Average Participant Capacity per Year	Partners - Cooperation
4 Academies for Further Teacher Training Comburg Esslingen Donaueschingen Calw	seminars of longer duration for <ul style="list-style-type: none"> teacher trainers of the regional level leadership programme (head teachers and other teachers with special career needs) schools enrolled in school development processes highly specialised teachers that can't be qualified efficiently on the regional level 	21.000 - 22.000	Industry and Trade etc. universities, other institutions of further qualification
4 Oberschulämter regional school supervisory authorities	mainly one-day seminars for grammar school and vocational school teachers either in the region or as in-house seminars	} 30.000 - 40.000*	Industry and Trade etc. universities, other institutions of further qualification
30 Staatliche Schulämter local school supervisory authorities	mainly half-day seminars for middle school and primary school teachers either in the region or as in-house seminars		Industry and Trade etc. universities, other institutions of further qualification

* Not including in-house training for the whole teaching staff once a year, so-called '*Pädagogische Tage*'.

91. Looking at regional or in-service training, there is a total average of about two thirds organised in such a way that the training does not involve cancellation of lessons - the situation differs, however, very much within the various types of schools. Academy training is offered throughout the year, also in vacation times excluding only the middle of the summer vacation and the Christmas vacation. According to statistics about half the lessons teachers miss because of participating in a seminar are taken over by a colleague.

Current Projects

92. The focus of current activities lies first in supporting the great variety of structural innovations that have been brought under way recently: for example a programme to qualify 11.000 primary teachers for teaching foreign languages; programmes to support new testing procedures at schools, programmes to support the flexible entry of pupils into primary schooling, programmes to promote the use of new media in cur-

ricular and extra-curricular activities, a programme to qualify grammar school teachers for the newly introduced subject economics, programmes to encourage student-orientated classroom activities etc.. In addition to that, a number of extensive and costly e-learning training programmes in cooperation with the universities have been established to qualify teachers in subjects such as for example the sciences where there is a shortage of young people entering the profession.

93. Since 1997, wide programmes for the qualification of head teachers have been set up and further developed. A programme to qualify teachers who will eventually take over management functions is starting this year. As the first years in service have been shown to be crucial for the further professional development, a pilot programme targeting novice teachers has been started in 2001. It has been developed in cooperation with the teacher training institutes (*Staatliche Seminare*), evaluation results will be available by summer 2003.

Personnel

94. External trainers are made use of in segments of qualification where such external expertise can be obtained and as far as the given resources allow it. This has been the case in qualification programmes in the IT and multimedia sector, in leadership or language qualification programmes. However, the majority of trainers in further teacher training are teachers that are qualified for this special task in academy programmes. As resources are limited and public interest naturally focuses on the need of teachers giving lessons it becomes increasingly difficult to recruit personnel for further teacher training purposes.

Recent Measures

95. Whenever suitable, academy seminars address themselves to school teams or regional teams, to promote further cooperation in teacher networks on the subject within the school or within local school networks. The *Oberschulämter* and *Staatliche Schulämter* are now held to offer schools experts in certain fields that schools can call upon to work with groups of teachers in in-house training at a time-scheme of the school's own appointment - these experts having been qualified through an academy programme - rather than pre-arranged seminars offered to schools in a catalogue. Especially the *Staatliche Schulämter* have taken this up and put into practice.

96. Pilot *Oberschulämter* and *Schulämter* have been held to encourage schools to set up their own plan for in-service teacher training for a given school year, based on the school's programme and aims and including procedures that make sure teachers multiply what they have learned both in the classroom and with their colleagues, but this is not obligatory yet.

97. By the end of 2003, the four Academies Calw, Comburg, Donaueschingen and Esslingen will be merged into one institution of further teacher training in order to ensure a more flexible and coordinated reaction to the needs of schools and regional education authorities. The new institution shall also put more focus on developing programmes and concepts, a greater variety of seminar organization including blended-learning and certification of external trainers. By then it will also be possible both for the new academy and the regional education authorities to make use of the capacities and proficiency of the new teacher training institutes/ didactic centres (*Didaktische Zentren*) in the field of further teacher training.

Topics to be dealt with by the OECD-experts

98. Continuous teacher training: Teacher training has to prepare the young teachers for a good start into working life, but it also has to provide the possibility that the teachers can participate in in-service training, in order to be prepared to take up the challenges of the school in view of new demands. It is important that those involved in the three phases of teacher training (higher education studies, preparatory service and in-service and further training) communicate with one another and that the necessary transfer of competencies between higher education institutes, teachers at school and other persons involved is not being hampered by structural limitations.

99. Qualification Plans at Schools (*Fortbildungspläne an Schulen*): Pilot schools that work on a school qualification plan have learned that it is very difficult to develop instruments and procedures to set up a qualification plan that comprises the needs set by political innovations (e.g. structural reforms), the school's needs and the needs of the individual teacher. The education authorities have difficulties to set up a school qualification budget that meets all of these needs and can be efficiently administered, either. It would be helpful to have the experts' suggestions on this.

100. Acknowledgment of Further Training Efforts (*Anreize für Lehrerfortbildung*): There are no instruments whereby you could acknowledge a teacher's efforts in further qualifications or vice versa whereby you could deal with a teacher's complete lack of effort in this area. It is true, that the vast majority of teachers are highly motivated and wish to attend training courses, but still in the way in which school qualification plans establish themselves this lack of instruments is felt. It would be helpful to have the experts' suggestions on this.

101. Incentives for Teacher Trainers (*Anreize für Lehrerfortbildner*): As far as the personnel involved is concerned, further teacher training is very much a by-product, it is no profession in its own right. Teacher resources within the *Land* are calculated and provided by parliamentary decision processing to make sure that students get the required number of lessons. There is no teacher resources budget calculated or established to provide further teacher training. There are also not enough impulses to attract and, what is even more important, to retain good teachers in this field.

5. Recruitment, selection and assignment of teachers

The teacher recruitment procedure

102. The comparison of the demand for teachers on the basis of pupil numbers, teaching contents (periods per subject) and organisational factors (e.g. maximum class size) with actual staff numbers necessitates the recruitment of qualified teaching staff, also by means of transfer, in order to make up for a shortage in teacher supply as soon as possible before the start of the new school year, in shortage areas or shortage subjects also by means of employment in the course of a school year. This task is accomplished by way of various employment procedures, such as the central procedure for the assignment of teachers, school-related job advertisements, direct employment, employment on the grounds of supplementary qualifications, employment of teachers from other states of the Federal Republic and transfer procedures. The staff representation will be involved in recruitment procedures in compliance with regulations of the Land Staff Representation Act.

Basic factors for the distribution and assignment of teachers to schools

103. Determination of vacancies to be filled: In a centralised procedure, the Ministry of Education identifies the number of vacancies in all schools which are to be filled again. This figure is composed of the number of new vacancies to be filled and newly created posts. Changes in the staff situation as a result of personnel management give rise to new vacancies. The middle level school supervisory authorities (*Oberschulämter*) are responsible for the collection of these data.

104. Manpower planning at schools: In accordance with the administrative regulation on "The autonomy of schools and the organisation of teaching", schools are required to provide, for the planning of the new school year and in an EDP-assisted procedure, reports on the actual stock of teaching periods per week and teachers and on the prospective situation at the beginning of the new school year. The dates asked for are the numbers of pupils per grade level and a list specifying the lessons and/or subject combinations of each teacher. On this basis, schools are directly allocated a certain number of teaching periods per week in order to be able to teach the compulsory part of the lessons, as well as the additional hours needed to split classes when necessary, so that they have a reliable data basis for the organisation of classes well before the start of the new school year. In addition, schools are allocated teaching periods for certain extra lessons, the teachers' reserve and educational profiles out of the pools of the lower and middle level supervisory authorities (*Staatliche Schulämter, Oberschulämter*). The overall assignment of teaching periods has to be regarded as a budget, and the individual school is directly responsible for making adequate use of it. With the beginning of the school year 2003/04, this budgetary idea, which is to strengthen the schools' autonomy, will be implemented at all schools with the exception of special schools (planned for 2004/05).

105. Objectives: Experience has shown that schools with greater autonomy develop creative approaches to and solutions for an effective and intelligent use of resources. As an example of promising developments in this field, one may mention the possibilities the schools have with regard to the formation of classes, the use of time originally earmarked for non-teaching activities for classroom teaching instead, and the concentration of courses offered. The new principle of decentralising and deregulating the administration of resources further enhances the schools' independence and thus forms the basis for sustained quality development. The shifting of responsibilities to the schools calls for increased efforts on the part of the schools. If they have a budget of hours at their disposal, schools have a tool which allows them, in view of the implementation of educational objectives, to use the available resources in such a way as to match their own ideas and for their own benefit. Concerning courses offered in addition to the compulsory subjects, one already tries to look beyond the perspective of the individual school and to use resources sparingly by means of concentrating on schools selected specially for that purpose. In future, the idea of forming networks of schools will constitute

an essential foundation for the effective use of resources, and thus of the teaching staff, in all areas of teaching.

Selection and recruitment of teachers

106. In order to guarantee an adequate supply of teachers, an assignment of teachers matching exactly the actual demand of an individual school is generally the most important aim in the employment process. Besides the main selection procedure, which serves to fill, in accordance with prescribed standards, about half of all vacancies, there is a differentiated structure of additional employment procedures. Thus, schools are granted far-reaching participation possibilities in staff recruitment and appointment by means of an advertising procedure inviting direct applications from the candidates, but also in job interviews, the involvement of head teachers and other specific employment methods. Depending on the respective provisions, the candidates can participate in the various employment procedures.

107. Registration of applicants: Every teacher with a recognised teaching qualification may apply for employment in the Baden-Württemberg school system. After having checked their acknowledgements, the responsible middle level authorities (*Oberschulämter*) register all candidates in a list of applicants. The newly qualified teachers, who did their preparatory service in Baden-Württemberg, will be directly entered into the centralised EDP procedure for teacher employment by their training institutes and thus participate automatically in the application procedure. Former applicants, whose applications were not considered the year before, will also automatically get a letter with the application forms. Applicants from other states of the Federal Republic as well as from other countries and also direct entrants without teaching qualifications will be centrally registered. Thus, a comprehensive survey of the whole potential of candidates is available and can be analysed statistically. After having been registered in the list of applicants, it is possible for the candidates to participate in all the different employment procedures.

Selection criteria for teacher employment

108. The selection of teachers to be employed in public-sector schools of the Land has to be based on article 33 paragraph 2 of the Basic Law and § 11 of the Land civil service law, which stipulate that candidates shall be selected according to their "aptitude, qualifications and record of achievements". The selection procedure is, therefore, based on the principle of choosing the best candidates for the subjects and subject areas needed in the schools, as well as on the candidates' mobility and their place on the ranking list of applicants depending on their exam notes. The main selection procedure, which will be carried out along these lines, is a standardised ranking list procedure aimed at selecting a great number of applicants in a short period of time. Vacancies that cannot be filled because of negative replies from the applicants will be assigned to the best of the available candidates in a second procedure of several months duration.

109. Regional availability of candidates: Selection for all types of schools or groups of candidates and through all the different employment procedures is regionally-based, which means that the candidates may give preference to certain employment districts, in case they are not available for the whole of Baden-Württemberg. They will then be offered employment only for those districts as indicated in their application form, which also contains the data about their qualifications, and as entered in the list of applications. These indications as to their preferred district or districts are an essential selection criterion, since the request of a candidate and his or her assignment to a specific school should be harmonised as much as possible; this also helps to avoid a greater number of refusals on the part of the candidates. The employment districts usually correspond to the rural and urban administrative districts in Baden-Württemberg.

110. Place on the ranking list of applicants: The selection criteria "aptitude, qualifications and record of achievements" are summarised in a so-called "performance figure" necessary for ranking the candidates according to their qualifications on the list of candidates. Presently, this "performance figure" is usually calculated by multiplying the average grade of the first state examination by ten and by multiplying the average grade of the second state examination by 30 and then by adding up these two figures. In the case of teachers at primary schools and *Hauptschulen*, at *Realschulen* and for certain subjects in the artistic and technical

field, the performance figure is being modified in order to compensate for widely differing grades among the various *Seminars* and in the course of years and to achieve greater justice in the selection procedure. For those candidates who have passed their examinations for primary school and *Hauptschule* in accordance with the Examination Regulations I of July 31, 1998, and with the Examination Regulations II of January 1, 2001, the first and the second state examination already carry the same weight for the calculation of the performance figure. The intention is to adjust the other examination regulations accordingly.

111. Other selection criteria: In order to be able to distribute the new teachers in such a way that the individual school really gets the teacher it most urgently needs, some other selection criteria have been introduced for:

primary schools and *Hauptschulen*:

school level for which the candidate specialised, certain shortage subjects

Realschulen:

subjects, shortage subjects

special schools:

special education subject areas

Gymnasien:

subjects, combination of subjects, main subject before minor subject

vocational schools:

subjects, combinations of subjects

subject teachers

subjects and/or subject area.

112. Exceptions to the ranking of the candidates in accordance with their performance figure are possible in case of the following special employment procedures:

- school-based advertisement of vacancies
- selection of candidates with additional qualifications
- a special procedure for cases of hardship
- employment of severely handicapped persons and others of equal status.

Special employment procedures

113. The school-based job advertisement procedure: For the employment procedure of the year 2002, the Baden-Württemberg Ministry of Education for the first time substantially increased the quotas of vacancies to be filled by means of the school-related job advertisement procedure. It will probably be possible to fill one third of the overall number of vacancies available for the central employment procedure in summer this year through this special procedure. In the 2002 employment procedure, the quota amounted to 1,000 teaching posts, for the procedure in 2003 the corresponding figure was 1,180. The school-based procedure mainly focuses on schools with certain shortage areas (inadequate applications, bottlenecks in specific subjects etc.). In addition, schools with special profiles and subject areas (bilingual schools, *Hauptschulen* with special pedagogical and social responsibilities, schools specialising in music, sports or art etc.) may continue to advertise their vacancies themselves. This advanced employment procedure will already be terminated before the central selection procedure starts at the end of May/beginning of June. The early date serves to secure the candidates for the schools, and at the same time, the positions which could not be filled can again be included in the central selection procedure, and candidates who were not given a chance may participate in the subsequent employment procedures.

114. The management of the school-based job advertisement procedure: The school submits an application for the advertisement of vacancies to the *Oberschulamt*, where the request will be examined in terms of actual demand and supply before the vacancy is advertised. The text of the advertisement will be exactly attuned to the respective school. The job advertisements of the different schools are being collected by the *Oberschulämter* and can be consulted on their respective websites. The teacher training institutes (*Staatliche Seminare*) also get lists of these advertisements to put them on their notice boards. Former candidates may

apply again, but also trainee teachers doing their preparatory service who have not yet passed the second state examination, teachers who are already employed at a public-sector school in Baden-Württemberg as well as teachers from other *Laender* of the Federal Republic. All those who are interested may directly address their application for the job to the school in question.

115. With the participation of the staff representation, the management of the school interviews the candidates and prepares a qualified recommendation which is passed on to the *Oberschulamts*. After having checked the whole procedure for its lawfulness, the *Oberschulamts* takes the final decision on the candidate to be employed in consideration of the recommendation submitted by the school.

116. Objectives: With the expansion of the school-based job advertisement procedure, the possibilities of the schools to select and recruit their own staff were largely improved in accordance with the principles aimed at the development of schools. In their job advertisements, schools indicate the profile of prospective candidates, they conduct the job interviews, and on the basis of their qualified recommendation the *Oberschulamts* takes the final decision.

117. Contrary to the anonymous selection procedure by means of the ranking list, the candidates make direct contact with the heads of a school and in the job interview they can explain their special qualifications with regard to the job advertisement. Furthermore, candidates make their own choice and are not assigned to a certain school. In case they are not offered employment, they can participate in the other employment procedures and thus keep their chances.

118. Special selection procedure for candidates with additional qualifications: Together with increased flexibility in the teacher employment process, the number of vacancies to be filled with candidates who acquired additional qualifications has been doubled. Up to 10 % of the vacancies in all types of schools may be used for this special procedure aimed at recruiting teachers with additional useful qualifications, with half of the posts being set aside for the appointment of supply teachers who cover for sick colleagues. By means of this procedure, it has been possible to employ supply teachers who already proved their abilities in the schools and, furthermore, to recruit teachers with specific pedagogical skills. Beyond the before mentioned selection criteria, school administration thus makes adequate allowance for additional qualifications.

119. Special selection procedures for cases of hardship and severely handicapped persons: Every year, a certain number of posts is allocated to this special selection procedure. The Ministry of Education is the body responsible for the selection procedure on behalf of severely handicapped persons and/or other persons having the same status. The procedure for hardship cases is being administered by a special *Oberschulamts* committee and it is mainly aimed at teachers who can put forward special social reasons, e.g. single parents etc..

120. Appointment of supply teachers: In order to be able to react to long-term absences due to illness or pregnancy, the *Oberschulamts* have at their disposal certain funds which they can use for fixed-term contracts with candidates who declared their willingness to do supply work for sick colleagues. Again, the selection process is based on the principle to choose the best candidates who show flexibility regarding the location of the schools they are assigned to.

121. Direct employment: Because of the demand for teachers, especially in the vocational field, there is the possibility of direct entry into the teaching profession for candidates who did not follow a regular teacher training course. The training areas concerned are, in particular, mechanical engineering, information technology, business informatics and electrical engineering. In addition to actual demand, a criterion for appointment is the diploma examination and work experience of several years. During their first three years of teaching, the appointed candidates pass through an additional qualification programme in didactics and educational theory.

122. Administrative conditions for admission to the teaching profession: In Baden-Württemberg, teachers appointed to an established post usually have a civil servant status provided that the personal requirements are fulfilled and the candidate has a maximum age of 45 years. In case these requirements are not met or there is no post available in the budget, employment as a salaried employee is also possible. Fixed-term employment also entails the status of a salaried teacher without civil servant status, especially in the case of supply

teachers. In special cases, teachers with fixed-term contracts may at once get the promise that employment will be continued later on, possibly even with civil servant status.

123. Working time: Newly qualified teachers with civil servant status can start teaching with the regular teaching load. The teachers may, however, make use of the various part-time possibilities on a voluntary basis. On principle, the same applies to salaried teachers, but here the teaching load is variable and will be laid down in the employment contract.

124. Recognition of teaching qualifications: The employment requirement for teachers at schools in Baden-Württemberg is basically a recognised teaching qualification for the respective type of school or group of teachers (suitability for a specific level in the career structure); this requirement is indispensable for employment with civil servant status. Successful completion of the second state examination usually involves assignment to one of the different service levels in the career structure in Baden-Württemberg. The a.m. requirement may only be dispensed with if there are not enough applicants with an appropriate qualification obtained or recognised in Baden-Württemberg. In those cases of subordinated employment teachers can be taken on as salaried employees. School administration in Baden-Württemberg is, generally, quite flexible as far as the recognition of teaching qualifications is concerned.

Optimising teacher recruitment

125. In the course of extensive optimisation of the teacher employment procedure, school administration in Baden-Württemberg implemented the following essential reforms in order to be able to react in a flexible way to changes on the job market for teachers and to find also teachers for vacancies in shortage areas:

- expanding the school-based job advertisement procedure to more than 1,000 teaching posts for all types of schools in regions and areas with special recruitment problems (in case of primary schools, *Hauptschulen*, *Realschulen* and *Gymnasien*, 33 % of all vacancies available in the central procedure are being advertised by the schools, in the case of special schools and vocational schools 40 %);
- increasing the share of vacancies to be filled by the procedure based on additional qualifications to 10 % of the posts available, half of which are allocated to applicants who already worked as supply teachers;
- opening the preparatory service for a teaching career at *Gymnasien* to physicists with a diploma degree and that for senior service posts at vocational schools to mathematicians and physicist with a diploma degree; ad hoc decisions about German master degrees in German, English, French and Spanish;
- direct entry of graduates from universities, colleges of higher education and vocational academies with relevant professional experience into shortage areas at vocational schools subject to subsequent qualification in educational theory and subject-related didactics;
- carrying out the employment procedures as early as possible in order to bind applicants and to provide personnel planning reliability for the schools before the start of the new school year;
- raising the number of prospective vacancies (the so-called "swing") which is added to the calculated number vacancies;
- the number of new recruits is increased by approx. 20 %, calculated on the basis of the expected extent of voluntary part-time work by some of the candidates;
- advanced employment of teachers who are to be bound to the schools (*Bindungslehrer*) in order to make sure of getting suitable applicants;
- specific survey of the places where the candidates for all types of schools seek employment;
- paying special attention to the federal labour market with the help of the procedure introduced by the Standing Conference of Education Ministers in order to attract teachers from other *Länder*;
- recruitment of Spanish teachers for the teaching of Spanish within the framework of a special agreement between Spain and Baden-Württemberg.

Topics to be dealt with by the OECD-experts

126. The following problem areas need special attention:

- Teacher availability bottlenecks in some subjects may arise, if the teaching qualifications of the teachers employed at a school do not fully cover the whole range of subjects on the time table.
- When calculating the demand for teachers, certain inaccuracies have to be taken into account because of the prognostic character of the data handed in by the schools; they will be adjusted by the time school starts again.
- Difficulties in teacher employment are often caused by a lack of mobility on the part of the applicants, who are mainly interested in working in an attractive conurbation, whereas the more peripheral regions (Franken, Black Forest, Ostalb) suffer from a shortage of applicants.
- Another problem is the migration into other states of the Federal Republic and also to Switzerland, especially for those school supervisory authorities situated near the border. Candidates accept such offers in order to avoid being sent into a region of Baden-Württemberg far from home.
- In the field of special schools in particular, candidates from other federal states come to Baden-Württemberg to do their preparatory service and afterwards they return home.
- As compared with other *Laender*, where the school year starts earlier, Baden-Württemberg's late start is a disadvantage, because that means that the central recruitment procedure also starts relatively late and in spite of the fact that some of the dates have already been advanced.
- In shortage subjects there is often no choice of candidates. In subjects such as physics, mathematics, Spanish etc. candidates often have to be accepted regardless of their qualifications.

Further initiatives aimed at the improvement of the recruitment procedure

127. With the aim of further optimising the recruitment of teachers, the Ministry of Education collects, coordinates and presents recommendations from all levels of school administration involved. The further development of the procedure is based on the analysis of the feedback, especially from the *Oberschulämter*. The EDP system "*Schulverwaltung am Netz*" (*SVN*), a special network connecting all the schools of the Land, is to integrate existing computerised support systems and to develop additional possibilities for computer application with regard to the handling of job applications, recruitment and transfer of teachers, also in view of online applications. In the current recruitment procedure of the year 2003, a value analysis project of the Baden-Württemberg Academy for future executives (*Führungsakademie*) is being carried out by the *Oberschulamt* of the city of Tübingen dealing with the teacher recruitment processes administered by this middle level school supervisory authority.

6. Framework conditions for the teaching workforce

Career prospects

128. For school teachers the possibilities of promotion depend on the availability of more senior positions. Only teachers coming under the senior service at *Gymnasien* and vocational schools can be promoted to a more senior position without having to assume new responsibilities (the promotion from *Studienrat/rätin* to *Oberstudienrat/rätin*). In the years 2002 and 2003, however, 30 % of the vacant posts of *Oberstudienrat/rätin* will be associated with special responsibilities at the school on a trial basis. The experiences made during the trial phase will be evaluated and then a decision as to whether this procedure will be continued and expanded will have to be taken.

129. All the other more senior positions are linked to certain functions, such as the positions of heads and deputy heads, mentor teachers and heads of departments at teacher training institutes as well as heads of departments in charge of subject coordination at *Gymnasien* and vocational schools. These positions are advertised and interested teachers have to hand in their application.

130. The appointment of a head involves the participation of the school conference and the school maintaining body. The professional performance of the candidates will be assessed on this occasion and they have to submit an analysis of class teaching together with counselling. This is followed by a job interview.

131. Teachers can also work outside schools in school supervisory authorities or school administration. This includes the function of mentor teachers who spend part of their working time in the classroom and the other part on the professional assessment and counselling of teachers on behalf of school administration. It is also possible for teachers to work in the field of teacher training at *Seminars* or *Pädagogische Hochschulen* (teacher training colleges). Other activities outside school can only be pursued if the teachers take leave of absence (cf. below).

Remuneration

132. The remuneration of teachers is regulated by federal law. The basic salary is structured in a grade system of altogether 12 grades. Moving up to the next grade depends on the remuneration seniority, hence on the length of service, and on performance. Thus, in the first five salary grades the basic salary is raised every two years, from grade 6 to grade 9 every three years and from grade 10 to grade 12 every four years. With grade 12 the final basic salary in a given salary group has been reached.

133. In 1997 federal legislature introduced so-called performance levels, which have been implemented in Baden-Württemberg since 2000. This is a performance-based financial incentive for teachers with an outstanding overall performance, and it allows them to move up to the next salary grade sooner. Each year 10 % of the teaching staff at a school can obtain such a performance-related upgrading based on the decision of heads and deputy heads. The teachers partly welcomed the introduction of the performance levels, others strongly reject it and call for a reduction of the work load instead. The reverse of the performance level is a retardation of promotion to the next salary grade in those cases, where the average performance does not come up to the required standards. This also depends on the decision of the heads and deputy heads.

Teacher assessment

134. As part of the constant development and improvement of the education system, much emphasis is placed on maintaining and developing quality in the individual school. Teachers shall be confirmed and encouraged in their pedagogical work, they shall be supported in preserving their potential and get advice as to the possibilities for improvement which may help them to fulfil their educational mission. This is why an official assessment of teachers' performance is absolutely necessary. It forms the basis for decisions in personnel matters and for the best possible employment of teachers. Other important prerequisites for the development and enhancement of a good atmosphere at schools and effective teaching and learning processes are common planning, preparation and organisation of classes, mutual visits to lessons, staff councils, conferences of groups of teachers as well as the so-called "pedagogic days" at the individual schools.

135. The performance of teachers will be officially assessed in the course of their probationary period, for specific reasons (e.g. promotions), by means of regular performance reports and in connection with the so-called "performance levels".

136. A performance report will be written every five years following the last assessment; teachers of 50 years of age and older are excepted from this rule. The performance report acknowledges the achievements and pedagogical work of a teacher and shows possibilities for improvement, if necessary. It is drawn up by the head and does not contain a mark. In addition, the headteachers talk to the teachers at their school on a regular basis in order to give advice and perhaps come to an agreement on objectives. The main topics being discussed are the quality of lessons, education and extra-curricular work, the teacher's plans with regard to further training measures, future professional development as well as the working conditions and job satisfaction. In the course of these discussions, especially capable and committed teachers can be further encouraged to take on special tasks or support services in the management of the school in order to prepare them, in keeping with efficient personnel development, for future responsibilities on more senior posts.

137. A special reason for teacher assessment may be impending decisions on promotion. An assessment will also be necessary if the performance of a teacher does not meet the required standards and the intervention of the school inspectorate is required. In case of poor performance, school administration will react, for example, with a counselling programme carried out by a mentor teacher or by imposing special requirements concerning the preparation of lessons or participation in in-service teacher training. Repeated visits to their classes and sitting-in on lessons of their colleagues shall help them to find solutions to their problems. In serious cases transfer to another school may be necessary. If the teachers in question do not cooperate, proceedings under service regulations and, in the last resort, disciplinary proceedings will be instituted.

Release from work

138. The extent of part-time employment may amount to anything between a full teaching assignment and half the normal teaching load. Part-time employment for less than half of the normal number of lessons is only permitted during maternity/paternity leave, the absolute limit being a quarter of the full teaching assignment. Part-time employment is possible for family reasons or for other reasons, the maximum duration of part-time employment for family reasons being 12 years, whereas part-time employment for other reasons can be unlimited.

139. There are special forms of part-time employment such as partial retirement and the possibility of a one-year release from work, or sabbatical. From the age of 55, severely handicapped teachers can take partial retirement. The duration of partial retirement covers the period until they retire on pension. Partial retirement is possible on a part-time basis with the teaching assignment being reduced by half or in form of a "block model", which means that in the first phase the teachers have to give the full number of periods, whereas they are completely released from work in the second phase, the remuneration being paid on a pro rata basis over

the entire term of partial retirement. In case of a one-year release from office teachers with a full teaching assignment accumulate working time which will then be compensated for by means of a release from work for the duration of one school year. The minimum term of this arrangement is four years, that means three years of full-time employment and one year of release from work with a pro rata remuneration over the entire period.

140. Part-time employment in the school year 2001/02:

	male		female	
	number	%	number	%
GHS (prim., low. sec)	1630	3,5	19018	40,8
RS (Middle School)	1185	8,0	5093	34,6
Special schools	335	3,9	3002	34,5
special type schools	32	7,6	143	34,0
Gym./Grammar Schools	2166	9,8	6286	28,6
BS./ Vocational Schools	1358	6,8	3870	19,2

141. Leave of absence may be granted for teaching in the private school sector and, in the second place, for family reasons followed by parental leave. Furthermore, there is the possibility to be granted leave of absence for a maximum of six years in case of an excessive number of job applications and for reasons of age, starting at the age of 55 until retirement. Less important are changes into schools in other countries and employment outside the public service system. For employment outside the public service, leave of absence can only be granted, if this is in the special interest of the Land, such as working for the churches, in further education institutions or in the field of youth work. Leave of absence always implies the suspension of salaries. The salary may only be continued in a few exceptional cases when granting leave of absence serves the public interest.

Number of teachers on leave of absence on Dec. 1st, 2000

	number	
	absolute	percentage
for family reasons	2258	25,53
parental leave	2035	23,01
private school sector	2654	30,01
surplus of applications	1121	12,68
teaching in other countries	271	3,06
others without pay	457	5,17
others with pay	48	0,54
total	8844	100

Retirement

142. According to the normal retirement age as laid down by the Land civil service law, teachers retire at the end of the school year following their 64th birthday. It is possible for teachers to apply for early retirement from the age of 63, always at the end of a school year. Severely handicapped teachers can apply for retirement at the end of the term following their 60th or 63rd birthday.

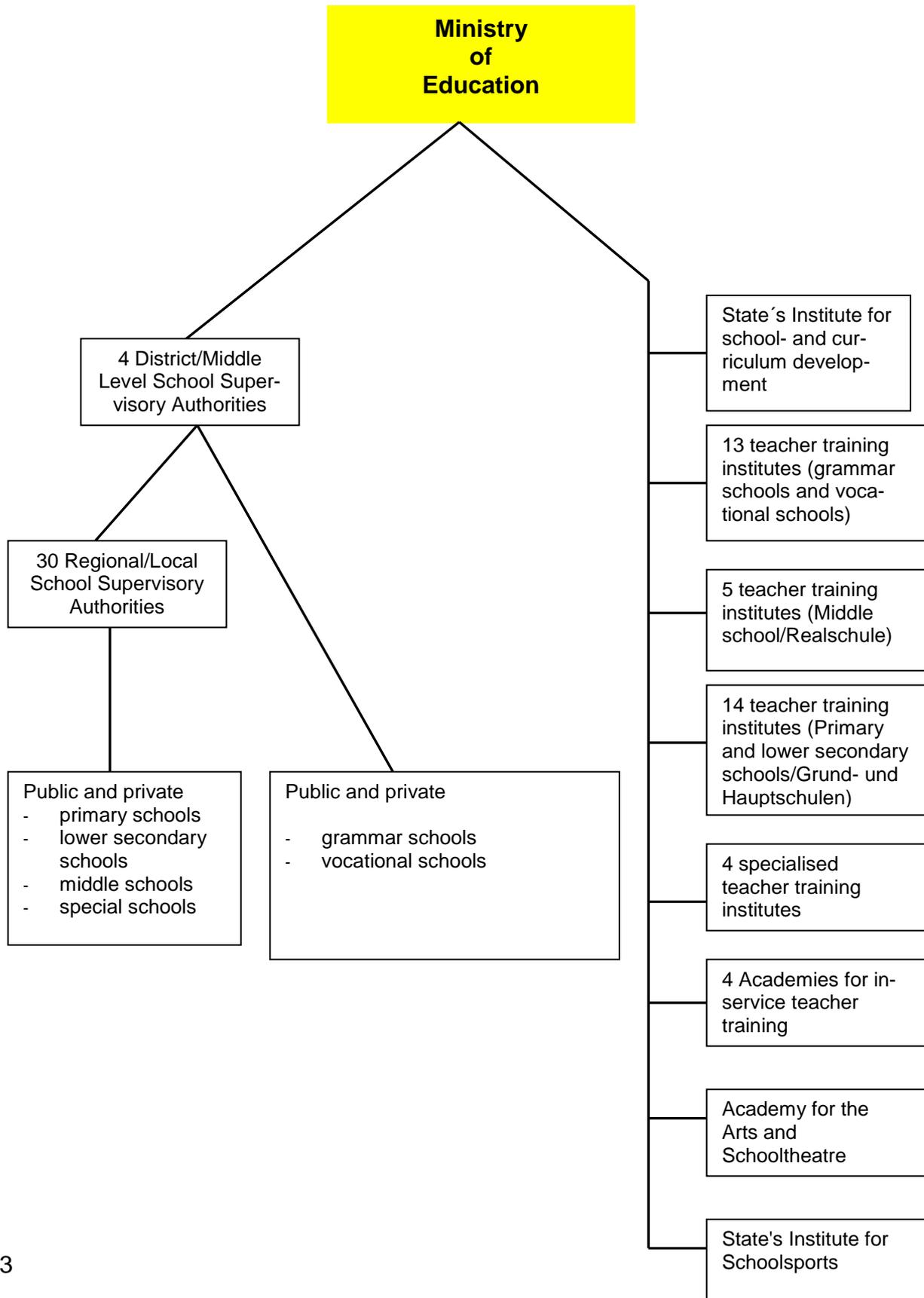
143. In the years 1998 till 2002, only 9.2 % to 16.5 % of all teachers reached the normal retirement age of 65. This corresponds with the trends in other states of the Federal Republic. The reasons for retirement of teachers who are unfit for work are psychical or physical illness or a combination of both. The following measures have been taken by the school administration in order to counter the high number of early retirements:

- The age-related reduction in working time by two periods per week, starting at the age of 60, is a relief for older teachers.
- The general terms and conditions of the law regulating the rights and duties of established civil servants, which provide for extensive possibilities with regard to part-time employment, the one-year release from work and partial retirement for severely handicapped persons, are meant to facilitate the work of teachers.
- 25 posts are currently available for teachers who can no longer teach due to illness, but who are absolutely capable of working somewhere else.
- In-service teacher training offers special courses for older teachers and with a view to pedagogical issues. Individual cases are being discussed in groups in order to help teachers to cope with pedagogically difficult situations at school and to contribute to ease the physical and psychical burden.
- The support teachers get for their educational work from the youth welfare services also is a relief for them.
- In the course of reorganising the teacher training system for *Gymnasien*, one semester of practical training has been introduced. If the student teachers have difficulties dealing with children and young people, it is possible to intervene and offer advice already at an early stage of teacher training.
- Based on federal law, the concept of limited fitness for work (also called partial fitness for work) was laid down in the Land civil service law in the year 2000. The underlying idea was that civil servants, who are no longer in good health but still able to perform at least 50 % of their working capacity, should not be retired on pension, but should be further employed within their means and with a reduction of their salary. If a teacher is capable of teaching, for example, 50% of the periods teachers are normally required to give, the teacher will be employed accordingly and his or her remuneration will be reduced. Since its introduction, the *Oberschulämter* have made use of this limited fitness for work in 134 cases (this corresponds to about 3.9 % of the total number of early retirements). An official medical certificate is required confirming the limited fitness for work and stating to what extent teaching is still possible. By means of the new regulations concerning limited fitness for work, it is now possible to continue to employ teachers in poor health, who had to be retired on pension until now, with a reduced teaching load even against their will.

144. The number of hours lost due to absenteeism is in the normal range. According to the last survey made in the 10th calendar week of the year 2002, 4.6 % of the required number of periods in compulsory subjects were lost due to illness.

ANNEX

Who is in charge of what in the Baden-Württemberg education system



The 16 "Länder" of the Federal Republic of Germany

