



**Ministerium für Bildung, Jugend und Sport**

**Training,  
employment and career support of teachers  
in the state of Brandenburg**

**Report to the OECD as Part of the  
National Background Report**

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# Land Brandenburg



# Länder der Bundesrepublik Deutschland



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## 1. NATIONAL CONTEXT

### Frame conditions and priorities of education policy

1. The school system in the state of Brandenburg is presently facing two major problems which are historically unprecedented. On the one hand a dramatic decline in the number of pupils will result in the fact that a few years from now, in some regions secondary schools will exist only in the major cities and nearly half of all secondary school will have be closed down. The number of pupils will drop by almost one half: from 470,000 in school year 1996/1997 to roughly 240,000 in school year 2010/2011. The consequence of this slump poses an enormous challenge for the work situation of teachers. In order to face it, the state government has worked out the so-called “Schulressourcenkonzept”, a plan to reduce the number of presently 23,394 established posts to 16,400 by 2010/2011. In the light of the decline in pupils this means an improvement of the pupil-teacher-relation from presently 15,75 to 14,79.

2. On the other hand the second challenge lies in setting a new course for the school system in the light of international comparative studies, especially PISA. The great number of measures recently introduced in education policy can be headed under the slogan of changing from input control to output control. This report sums up numerous examples of the new course and of how to improve quality of teaching and of school. The control models to be developed aim at increasing the school’s autonomy while simultaneously setting standards and controlling the school’s output externally. The external examination of standards is carried out by means of centrally set tests and examinations, some of which have already been introduced (grade 2, grade10, centrally set Abitur, comparative tests with sample questions in grade 5 and 8).

### Demographic trends

3. In the forecast period until 2020 the population in the state of Brandenburg will be slightly on the decrease (by 182,000 or seven percent). This is the result of an ever-increasing decline in the birth-rate which is not covered by growth due to migration and therefore the population trend is more and more characterised by the natural factor.

4. In the state of Brandenburg there are great regional differences in the population trend and disparities between integrated areas and outer developing spheres will increase even more. While the population around Berlin will grow continuously until 2020 and will have crossed the border of one million towards the beginning of the new decade, the population decline in the outer developing spheres will persist.

5. Despite rising expectancy of life and birth rates, excess mortality is sharply increasing and of great influence for the future population numbers. In the future there will be enormous structural changes in the age grouping of the population. The low birth rate and increasing numbers of people of old age will also increase the average age of Brandenburg’s population

### Economy and job market

6. In the period under review, the economic development in the state of Brandenburg is characterised by the following baselines:

- In the years 2001 and 2002, economic growth toned down world-wide and especially in the European Community. In 2002 the changed rate for Brandenburg’s real gross domestic product was - 0,2%.
- As in the previous years the industry was able to maintain its growth rate. However, due to the world-wide cyclical slackening, growth in sales amounted only to modest 0,9%. Without the crisis in the aviation industry it had at least maintained the tempo of the previous year (4%).

- Constant shrinkage of the construction industry over the past years has continued in the last quarters, with residential construction bearing most of the pressure.
- As in the last years, the crafts suffered a decrease in turnover in 2002. Yet, in the second term the downward trend flattened slightly on an average of all crafts.
- The long-standing upswing in tourism came to a halt. In 2002, the number of summer visitors and overnight stays dropped in comparison to the previous summer half-year.
- The annual balance for 2002 of the promotion of companies is satisfactory: 2,081 applications compared to 1,598 registrations in the previous year.
- The export trade of the state receded continuously in 2002. The overall loss of the first eleven months amounted to 3,4 % - the main cause of which were cut in exports of the aircraft building industry.
- The number of employed persons in the state of Brandenburg dropped further in 2002 (-2,3%). All in all, 1,02 million people were gainfully employed. While the processing industry was able to maintain its level of employment, construction layoffs continued. The high unemployment in Brandenburg is still one of the state's biggest economic and social problems. The unemployment figures of February 2003 are clearly above the year-before levels. With a total of 271,738 unemployed, 18,888 persons more than in the corresponding month of the previous year were without job. The unemployment rate on the basis of wage and salary earners was 21,8%.

### **Expenditure on education**

7. All government expenditure for education financing with a total value of € 1,224,8 billion in 2003 is listed in the budget of the state of Brandenburg, particularly in the budget of the Ministry for Education, Youth and Sports.

Not included are the costs for the training of teachers at the University of Potsdam which are provided for in the budget of the Ministry for Science, Research and Cultural Affairs. On the other hand, the budget of the Ministry for Education, Youth and Sports also includes promotion of sports. Apart from schools the Ministry's budget covers child day care (care of infants, preschool children and school children outside school), professional training and advanced training and adult secondary education. Expenditure for 2003 comprises personnel expenses of € 960,7 million, material expenses of € 257,6 million, and investments of € 6,6 million.

### **Public perception of schools and teachers**

Measures to promote appreciation of school, teachers and education in society; improving the teacher image

8. The state of Brandenburg has taken several measures to improve public appreciation of education in schools and the teacher image.

### **Reichwein-Prize**

9. In 2001 the "Adolf-Reichwein-Prize" was awarded for the first time to honour and promote leading projects in schools and the field of social education. The award, endowed with € 15,000 and presented bi-annually, is meant to direct the public's eye to projects that illustrate commitment and professional work of initiatives in schools and the field of social education. The winners are chosen by an independent jury. The prize is offered by the "Foundation Big Orphanage in Potsdam" ("Stiftung Großes Waisenhaus zu Potsdam") and the Ministry for Education, Youth and Sports.

Ceremonial procedures when appointing and retiring teachers

10. Due to the initiative of Education Minister Reiche, teachers are appointed and pensioned off in an appropriate setting since 2001. In a ceremony the parting teachers receive a document of thanks from Minister Reiche for their service which is handed over by the school's representative. There are successful examples of retiring ceremonies which took place on the margin of a town council, thus enhancing the public appreciation of the teachers' services.

## **Joint trips to Education Fairs**

11. In the beginning of 2001, 400 teachers from the state of Brandenburg boarded an excursion train to attend the Education Fair in Hanover. The day was spent with animated discussions resulting in a sense of community and intensive professional exchange among the colleagues and the accompanying Minister. The teachers highly appreciated the visit of the fair. The media covered the trip under the headline “teachers inquire about the latest teaching methods and material”. The fair attendance was used for advanced training in terms of activities and information. The trip is to be repeated.

## **Various advertising measures for the recruitment of young teachers at all four teacher-training colleges**

12. Every year the four teacher-training colleges carry out various advertising measures. Annual activities during the open day (“Tag der offenen Tür”) in Neuruppin, Cottbus, Potsdam and Bernau enable high-school graduates to sit in on seminars. Furthermore regular information events organised by the University of Potsdam and also by the teacher-training colleges in cooperation with the labour offices provide high-school graduates with special counselling. In Addition, the teacher-training colleges are in close contact with the local press and TV stations and each is represented in the worldwide web with an own homepage.

## **“lehrer-werden.de” (becoming-a-teacher.de”) – Project of Berlin-Brandenburg**

13. Both of the public relations departments within the educational administration in Berlin and Brandenburg have worked out an internet portal which advertises the teaching profession and comprises a bundle of information on how teacher-training is taken up and organised in the region. The internet portal was opened on November 11, 2002 by Berlin’s Senator Böger and Minister Reiche during a press conference. Within only two weeks more than 70,000 times access to the website was registered.

## **Schulstraße beim Brandenburgtag (“Train of schools” during the Brandenburg Day)**

14. During the festivities of the Brandenburg Day on September 7, 2002 fifty projects of schools and school students were presented under the motto “workshop future” (“Werkstatt Zukunft”). These 50 projects had been chosen from a contest. They were to convey an image of school which goes beyond mere teaching and presented creative and socially engaged teachers and school students with a lot of initiative. The contestants were judged in four categories and the winners were awarded roughly € 5,000. The presentation of school projects will be repeated during the Brandenburg Day at the beginning of September 2003, though in a modified version.

## **Teacher-Image campaign**

15. The Standing Conference of Ministers of Education and Cultural Affairs is preparing a nationwide advertising campaign with the aim of promoting the image and reputation of the teaching profession in the public. Models for this campaign are similar campaigns which have been run for example in Great Britain. Apart from participating in this nationwide campaign, the state of Brandenburg will continue the campaign on a state-wide level with the special aim of encouraging students to take up teacher-training.

## 2. SCHOOL SYSTEM AND TEACHING WORKFORCE

### Structure of the schools of Brandenburg and trends of development

16.

School type	level	grades
Elementary school	primary level	1–6
Comprehensive school - can also include -	lower secondary level (I) upper secondary level (II)	7-10 11-13
Intermediate school ( <i>Realschule</i> )	lower secondary level (I)	7-10
<i>Gymnasium</i> (General Education Secondary School) comprising	secondary levels I +II	7–13
Vocational school	upper secondary level (II)	11–13

### Courses of education and types of schools

#### *Primary level*

17. In Berlin and the state of Brandenburg, the primary level comprises grades 1 – 6. Due to the ever growing complexity of children’s lives, the tasks of the elementary school have also become increasingly demanding and complex:

- Elementary school provides room for basic education.
- Elementary school is a meeting place for organising and initiating teaching and learning processes of great educational and social value.
- Elementary school work is child-oriented
- Elementary school is a school for all children

18. A period of six years provides ample time to further children’s individual development, social behaviour, their aesthetical and practical skills and, subsequently, to decide on their future educational career.

19. A number of reforms in the field of primary education have been installed to increase children’s educational opportunities:

#### *Early school start*

20. Children of the same age may differ decisively in their individual development; for some children an early school start may therefore be a suitable way of promoting their education. From school year 2005/06 on, attendance at elementary school by August 1 is compulsory for all children attaining their sixth birthday by September 30 of that year.

A new regulation extends the deadline to children who will turn six in the time after December 31 but not later than August 1 of the following year.

#### *Flexible initial phase*

21. The state of Brandenburg undertook the two-year school experiment FLEX in order to react to the different capabilities and skills among the children just starting school. The main emphasis was put



on individual time of attendance, the principle of mixed age groups or Years (*Jahrgangsmischung*) and on target group-oriented support of slow and fast learning children. The aim of FLEX is to take on **all children** on schedule and avoid postponing school attendance.

*Expected level of qualifications for grade 6*

22. The testing of an **expected level of qualifications for grade 6** is another new emphasis in the field of primary education. Concrete formulations of certain expected qualifications aim at strengthening the qualitative lay out of elementary schools and in particular their capability of granting a smooth transition to the lower secondary level. The expected qualifications, developed by the Brandenburg State Institute for Education Theory (*Pädagogisches Landesinstitut*), are an important instrument for the lay out of curricula and allow comparison of basic requirements in the subjects German, mathematics and English upon entering the lower secondary level of Intermediate School (*Realschule*), Comprehensive School (*Gesamtschule*) or *Gymnasium*.

*Comparative tests (Vergleichsarbeiten)*

23. The introduction of comparative tests in the subjects German and mathematics sets a new standard for quality improvement of teaching in the primary level. With the beginning of school year 2001/02, all elementary schools have to hold one of the written tests in the second term of grade 5 as a comparative test. The specific tasks as well as the marking criteria are laid down in advance by the school and apply for all participating grades of the Year (*Jahrgangsstufe*). From each class, four tests are picked at random and proof corrected by another teacher. Schools that have less than three classes of the same Year have to develop and hold the test with another elementary school. Comparative tests will also be introduced in grade 3.

*Small elementary school (Kleine Grundschule)*

24. As the birth rate has been declining extraordinarily after the reunification so-called small elementary schools – comparable to village schools – were developed in 1999. Their main objective is to grant sufficient provision of general education in all the regions and to contribute to the quality development of schools in the state of Brandenburg.

*Ability differentiation in grades 5 and 6*

25. Part of the so-called *Bildungsoffensive* of the state of Brandenburg was to introduce ability differentiation in grades 5 and 6 with regard to interest and abilities of the pupils. It started in school year 2001/02 for grade 5 and was extended to grade 6 from 2002/03.

*Performance-oriented class units (Leistungsprofilklassen)*

26. Apart from the possibility of skipping one grade, highly motivated pupils with excellent performance may also participate - from grade 5-10 in a permanent core group - in an eight-year course of education at the end of which they take the final *Abitur* examination for general higher education entrance (*Allgemeine Hochschulreife*). *Leistungsprofilklassen* were introduced in school year 2001/02.

*Curricula for elementary schools*

27. Presently, there is a “joint project” of the states of Brandenburg Berlin, Bremen and Mecklenburg-Vorpommern under way to evaluate Brandenburg’s curricula for the primary level. The groups for the curricula for German, English, French, geography, history, political science, Polish, Art, mathematics, music, biology, physics, general knowledge, sports, economic/vocational/technical science (*Wirtschaft/Arbeit/Technik*) started work in September 2002. Implementation of the new subject curricula is planned for school year 2004/05.

### *Lower secondary level (secondary level I)*

28. Upon completing elementary school, parents choose at what kind of school their children continue their education in the lower secondary level - covering grades 7–10 – and offering three courses of education which lead to different leaving certificates:

#### **Course of education for extended basic school leaving certificate (erweiterte Berufsbildungsreife / EBR)**

- **basic school leaving certificate** can be obtained at the end of grade 9
- **extended basic school leaving certificate** obtained at the end of grade 10.

#### **Course of education for the “*Fachoberschulreife (FOR)*” entitling pupils to proceed to further vocational or academic education.**

- ***Fachoberschulreife* leaving certificate** can be obtained with the relevant qualification level after grade 10

#### **Course of education in grades 7 – 10 which entitles pupils to proceed to general higher education entrance qualification (*Allgemeine Hochschulreife* or *Abitur*)**

- **Access to the “*gymnasiale Oberstufe*”** (grades 11-13) is only possible with the relevant qualification after grade 10

### *The integrative school type Comprehensive School (Gesamtschule)*

29. Comprehensive schools offer all types of courses of education and are therefore suited for all children. Pupils attending comprehensive school without upper secondary level can change to a school with *gymnasiale Oberstufe* after grade 10 if they have acquired the relevant qualification.

The objectives of the different courses of education and school types (intermediate school and *Gymnasium*) are bundled in the comprehensive school (also called “integrated school”).

By offering all types of courses of education, early commitment to one course of education can be avoided – an advantage for those pupils who are “late developers”.

In comprehensive school, different qualifications, the whole range of individual talents and interests as well as different types of learning behaviour are especially taken into consideration:

30. Apart from common lessons in core groups (*im Klassenverband*), there are lessons in mixed ability groups, where pupils are grouped according to their level of ability (*leistungsdifferenziert*): in the basic course (*Grundkurs* or *G-Kurs*) pupils are more supported, the extended course (*Erweiterungskurs* or *E-Kurs*) is more demanding.

The differentiation into ability groups starts in the second term of grade 7 in mathematics and first foreign language and the number of differentiated subjects is gradually extended: in grade 8 or at latest in grade 9 German, from grade 9 on one subject in natural science is included.

31. The different learning interests and abilities of juveniles are reflected in a wide range of offers in compulsory-optional subjects among which pupils can choose. Pupils with a particular interest in natural sciences for instance, may choose the *Wahlpflichtfach* ‘Natural Sciences’ in grade 7. There are other possibilities of combination for other fields of interest in languages or politics/economics.

### *Gymnasium*

32. Here, the course of education is aimed at acquiring the general higher education entrance certificate at the end of grade 13. This is why requirements in learning and performance in the lower secondary level of the *Gymnasium* are clearly oriented towards learning in the *gymnasiale Oberstufe* or upper secondary level.

Common lessons in core groups are the typical form of teaching in the lower secondary level. A second foreign language at the end of grade 7 is compulsory. There is one *Wahlpflichtfach* to increase the number of subjects.

### *Intermediate School (Realschule)*

33. The requirements in learning and performance are oriented towards acquiring the leaving certificate for access to higher academic or vocational education (*Fachoberschulreife/ FOR*). Intermediate school is addressed to those pupils who plan to take up qualified vocational training after grade 10. Pupils with excellent achievement can continue their schooling and transfer to a *gymnasiale Oberstufe* after grade 10.

All grades are taught in common lessons in core groups and there are no courses with ability grouping. Individual interests in learning are covered by one optional-compulsory subject from grade 7 onwards.

**In the light of the PISA outcome educational reforms have been extended to include the lower secondary level.**

### *Comparative tests*

34. Since school year 2001/02 all general education schools with lower secondary level are obliged to carry out one written test in the second term of grade 8 as a **comparative test** as is done in grade 5 of elementary school. The specific tasks as well as the marking criteria are laid down in advance by the school and apply for all the participating grades of the Year. From each class, four tests are picked at random and proof corrected by another teacher. Those schools that have less than three classes of the same Year have to develop and hold a comparative test with another school with the same course of education.

35. With the beginning of school year 2002/03, new curricula were introduced for all schools with lower secondary level setting out essential knowledge obligatory for each subject.

### *Post-Grade 10 examinations*

36. In the summer of 2003 all pupils in grade 10 of comprehensive schools, intermediate schools and *Gymnasium* will take examinations in at least four subjects. The marks for the relevant subjects will be included in the overall marks of the pupil's annual school report at a ratio of 40:60. They take written examinations in German and mathematics and can choose among several, centrally developed questions and problems. There will be an oral examination in English and in an optional subject.

### *Pilot scheme "Reduced School Attendance 6:6"*

37. From school year 2003/04 on highly motivated and able pupils can take the school-leaving exam *Abitur* after grade 12. The pilot scheme will be run at 21 selected *Gymnasien* and comprehensive schools with upper secondary level. The reducing by one Year starts upon the transition from regular elementary school into grade 7 and leads to the *Abitur* in six years.

*"Network future. School + Working World for the state of Brandenburg"*  
(„Netzwerk Zukunft. Schule + Wirtschaft für Brandenburg“)

38. The newly founded **"Network Future. School + Working World for Brandenburg"** provides pupils with comprehensive practical experience and knowledge from the professional and working world. 'Network future' promotes close cooperation between schools and the working world and is based on an agreement between the Chambers of Industry and Commerce in Cottbus, Frankfurt/Oder and Potsdam, the craft guilds (*Handwerkskammern*) Cottbus, Frankfurt/Oder and Potsdam, the Corporation of Enterprise Associations (*Vereinigung der Unternehmensverbände e. V.*) of Berlin and Brandenburg, the Conference of the Rectors of the state of Brandenburg (*Landesrektorenkonferenz*), the German Trade-Unions Congress (*Deutscher Gewerkschaftsbund*), section Berlin-Brandenburg, the regional labor office Berlin-Brandenburg, (*Landesarbeitsamt Berlin-Brandenburg*) and the Ministry for Education, Youth and Sports of the state of Brandenburg. Part of the agreement comprises an action plan in which annual controls and continuation of common activities are established.

### *All-Day Schools (Ganztagsschulen)*

39. In all-day schools pupils spend 8 (or 7) actual hours at school on three (or four) days a week (the decision is up to the school according to its program). Classroom teaching and related activities form a coherently structured, integrated educational whole:

- supplements related to instruction (for instance theme-oriented plans and projects)
- *Schülerarbeitsstunden* (students work independently two hours per week on class related or other projects) / homework instruction
- support in various fields of interest and talent
- leisure-time activities

Comprehensive schools are provided additional working hours of teachers for the realisation of these offers. Pupils are given lunch at all of the all-day schools of which there are presently 89 in the state of Brandenburg.

### *Upper secondary level*

40. At the end of the lower secondary level pupils can continue their general and vocational education in upper secondary level of a vocational school (*Oberstufenzentrum/OSZ*), a comprehensive school or *Gymnasium*.

#### *Vocational school type Oberstufenzentrum*

41. The *Oberstufenzentrum* is a school concentrating on all courses of general education on the upper secondary level as well as on vocational education and occupational qualification.

The combination of part-time and full-time vocational courses with courses for general education leading either to the extended basic school leaving certificate, the *Fachoberschulreife* or the *Abitur* permits the integration of vocational and general education training, thus putting the principle of equality of vocation and education into practice.

#### *Gymnasiale Oberstufe*

42. The *gymnasiale Oberstufe* comprises the last three years in the course of education for obtaining general higher education entrance qualification. By successfully completing the *gymnasiale Oberstufe* and after passing the *Abitur* examination the graduates may take up studies at all universities and Universities of Applied Sciences (*Fachhochschulen*) throughout Germany. There is no subject-restricted *Abitur* in the state of Brandenburg.

The *gymnasiale Oberstufe* exists at the *Gymnasium*, comprehensive school and vocational school. Courses of education are run along identical guidelines, independent of the type of school offering these courses and the final examinations have the same value. However, the subjects offered may differ from school to school. The upper secondary level at *Oberstufenzentren* for example, focuses on vocational subjects (social and technical science and economy). In the *gymnasiale Oberstufe* there are compulsory and optional subjects. Compulsory subjects are German, mathematics and two foreign languages; in the subject category Arts students may choose among fine arts, music and performing arts and in the category Natural Sciences among biology, chemistry and physics. Individual subject courses are adopted by each individual school according to the school's facilities.

During the first year - grade 11 or 'introductory phase' - pupils become familiar with the required level of achievement and working methods. The second and third year is called qualification phase. The marks pupils obtain at the end of each of the four semesters are added and determine whether they have "qualified" for general higher education entrance. At the end of the *gymnasiale Oberstufe* pupils finally have to take the *Abitur* examination in four subjects of their choice.

## *Current educational reforms in secondary level II*

### Centrally set Abitur (*Zentralabitur*)

43. **The *Zentralabitur* will be introduced in school year 2004/05.** For that purpose teachers will be provided with “obligatory curricular standards” (*verbindliche curriculare Vorgaben*) for the ten subjects of the *Zentralabitur* in the qualification phase of the *gymnasiale Oberstufe* in school year 2002/03. Additionally schools will be given examples of questions and problems for each of the ten written examination subjects in order to “test” requirements for the *Abitur* with the intent of comparable standards and under standardised conditions. The assignment of tasks in the *Zentralabitur* puts into concrete terms the standardised examination requirements for the *Abitur* (*Einheitliche Prüfungsanforderungen Abitur / EPA*), laid down by the Standing Conference of Ministers for Education and Cultural Affairs. Evaluation standards and feedback of state-wide results shall enable the schools to contribute to comparable requirements in performance and to continuous quality development.

### Frame curricula

44. **New frame curricula will be introduced for all subjects of the *gymnasiale Oberstufe*** in school year 2005/06. Preliminary analyses of existing curricula start in 2003 and basic principles as well as a step-by-step plan for the development of frame curricula will be worked out. After analyses of existing curricula and evaluation plans, frame curricula will be worked out with the participation of teachers and universities. As in the case of new frame curricula for the lower secondary level, the transformation of existing curricula into frame curricula includes broad discussion of various drafts.

### ***Pupils who require special education***

#### *Special education*

45. The school law in the state of Brandenburg stipulates that integrated or combined teaching of handicapped and non-handicapped children be given priority. Therefore, if parents wish combined teaching for their disabled child, facilities of the school should be looked into to see if requirements for combined teaching can be arranged. This means that pupils with major disabilities are not from the outset excluded from combined teaching.

46. The state of Brandenburg ventured a great leap in reforms – virtually from nought to hundred – by turning towards combined teaching immediately after reunification and the reorganisation of the *Land* with virtually no beforehand model experiments or experiences in this field. From 1992 -1997 this reform process was scientifically accompanied in elementary schools and the results of the accompanying research were published by several authors in 1997 in the report “Behinderte sind doch Kinder wie wir!” (“After all the disabled are children like us!”)

47. In the GDR physically disabled children were mostly taught in supra-regional special schools with affiliated boarding home. Children with learning difficulties attended so-called schools for backward children (*Hilfsschulen*) and children with so-called mental impairments or severe multiple handicaps were considered “incapable of school education” and therefore not subject to the educational system; they were taken care of in institutions or hospitals and later on also in day care centers for the mentally disabled (*Tagesstätten für geistig Behinderte*)

48. New ways opened up in the educational system after the reunification. Many years of experience in combined teaching in the old *Länder* have been incorporated in the educational programs of the state of Brandenburg. Contrary to these, however, the initiative for combined teaching in the state of Brandenburg came from individual teachers rather than from the parents.

*Special support for educationally disadvantaged children (bildungsbenachteiligte Kinder)*

49. Since December 2001 there exists a new **program in dealing with pupils objecting to school** (*Konzept zum Umgang mit Schulverweigerern*) which strengthens the teachers' capacity to act appropriately in dealing with truant pupils. The schools work out educational programs which allow for clearly structured agreements, joint efforts and action. Schools will be supported by circular notes containing information, advice and suggestions on this problematic and difficult topic.

50. Integral part of the program is the support and **reintegration of objecting children** in specially chosen schools. Objecting and "school-tired" children are specifically supported in small groups in 10 schools at the lower secondary level. The objective is to reintroduce them to regular learning and working - individually and in the group. Social appreciation, confirmation of personal strength, working on weak points and the help from the individual himself and the group are the project's main aspects. Some of these projects are run in cooperation with child welfare maintaining authorities (*Jugendhilfe*).

51. Such projects in the form of cooperation between schools and *Jugendhilfe* are yet another building block in supporting educationally disadvantaged children. One cooperation project of *Jugendhilfe* and school is called **School for Life** (*Schule des Lebens*) which was called into being in 1996. The project constitutes an appropriate offer for the education and care of clearly truant pupils by stabilising their position in the community, helping them conclude compulsory schooling and acquiring the necessary competences for obtaining the basic school leaving certificate and by thus preparing them for a professional career in the future.

52. Moreover there are a number of projects and measures under way which aim at improving professional orientation and learning. Some of these projects focus on facilitating transition from school to work life for pupils who are completing general special school (*allgemeine Förderschule*).

53. The project "**Productive Learning**" (*"Produktives Lernen"*) running at 7 to 8 schools of lower secondary level, is directed at pupils who are at risk of dropping out or failing completion of school. Three days a week these pupils study at different places of work (workshops, institutions etc.) on the basis of individualised teaching plans and syllabuses. The remaining two days are spent on planning practice-oriented learning and evaluation as well as on subject-related classroom teaching. The practice-oriented approach enables pupils to complete their education. "Productive learning" contributes considerably to a well-reflected choice of occupation and to stabilizing transition from school to professional training.

*Schools following a special program*

54. Schools following a special program (in accordance with § 8, Art. 4 of the school law of the state of Brandenburg) are

- comprehensive schools with *gymnasiale Oberstufe* with emphasis on sports in Cottbus, Potsdam, Frankfurt/Oder and Luckenwalde
- *Gymnasien* with emphasis on mathematics/natural sciences in Cottbus and Frankfurt/Oder
- The *Niedersorbisches Gymnasium* in Cottbus (a *gymnasium* for the ethnic minority of the Sorbs (=Wends) promoting the Sorbian language and cultural identity)

55. These schools have special admission requirements and there is also the possibility of dormitory accommodation for the children. If parents are interested in one of these schools they can contact the relevant state school office of the municipality or administrative county.

**Improving and Securing Quality/Evaluation**

56. New ways of developing and securing quality in schools are also being discussed and tested in the state of Brandenburg.

57. With regard to shifting competences and responsibilities to the schools (see section 4.4.1 CBR) and under the headword “School Program” the school law of the state of Brandenburg (BbgSchulG) states in §7, Independence of the Schools, Art. 2:

“The schools determine educational goals and main focus of their work with the intention of fitting these together in a school program for securing and developing the quality of the school’s work. They regularly examine attainment of the educational goals and realisation of main focus of work agreed upon (internal evaluation) and may call for assistance by a third party. They participate in check-ups instigated by the school authorities (external evaluation). They (...) discuss educational goals and the school’s program with the state school department.”

58. The realisation of these stipulations is presently being tested in the pilot scheme “Independent Schools and School Supervisory Board” (“*Selbstständige Schulen und Schulaufsicht*” (*SeSuS*)) of 13 schools under responsibility of two state schools offices.

Within the framework of counsel and support for the state schools offices and the schools (*Beratungs- und Unterstützungssystem / BUSS*) school development consultants and evaluation consultants will support schools in the process of development and internal evaluation.

59. In order to strengthen autonomy of schools several schools are presently selected which have applied for participating in the “model plan of strengthening independence of schools” (*Modellplan “Stärkung der Selbstständigkeit von Schulen” (MoSeS)*). Aim of this model plan is to test how the quality of the school’s work and its attractiveness for pupils as a place to learn and to live in can be increased by giving schools more power of decision with regard to personnel authority, personnel and non-cash resources, economic efficiency and the school’s constitution.

Quality securing measures with regard to school relevant quality management (see section 4.4.1 CBR) are to be found in the first go of a school relevant system of feedback and of developing internal and general comparability and standards by comparative tests and systematic evaluation of results from centrally set examinations.

60. Since school year 2001/02, comparative tests in German and mathematics are held in grades 5 and 8. Questions and problems and requirements as well as criteria for assessment and marking of the tests are laid down by teachers in subject related conferences - usually across all schools. The aim is a reflected and coordinated procedure of performance evaluation according to subject and contents related criteria. In this way standards are laid out and cooperation of teachers is encouraged.

Central examinations – that is written examinations, the tasks and criteria for assessment of which have been developed and set by a central body – will be held after grade 10 in German and mathematics from school year 2002/03 on, and for ten subjects of written *Abitur* examinations from school year 2004/05 on. The examination results – in anonymous form – will be analyzed state-wide; among other things the results will be compared with ‘previously set marks’ (*Vornoten*) and used by the school as reference data for internal evaluation. It is also planned to draw up reports on the outcome of the examinations and *Abitur* as a balance of strong and weak performance including internal targets to discuss the reports with the state school authority.

61. Moreover the state of Brandenburg has initiated comprehensive measures to look into proficiency and effectiveness of work at school.

62. Apart from participating in other national and international assessment studies Brandenburg also carried out a study of the quality of teaching mathematics in schools (*Qualitätsuntersuchung an Schulen zum Unterricht in Mathematik QuaSUM*) in 1999 in grades 5 and 9 which not only represented performance in mathematics but also included contextual factors of the pupils with regard to school and instruction (*QuaSUM I*). The schools were then provided with the actual results of the participating classes and courses together with anticipation terms and the pupils’ attitude towards the subject as relevant contextual factors. Two other studies followed with regard to how the schools analyzed and digested the provided results: the first – *QuaSUM 2* – investigates the reception and evaluation of the results by the head teacher and *QuaSum* teachers for mathematics. Another one –

*QuaSum 3* – depicts six case studies, resulting from panel discussions in *Gymnasien* in the state of Brandenburg, which describe how these six schools experienced the *QuaSUM* project and which impetus they received with regard to the schools development. (The reports of the *QuaSUM* studies can be obtained on request from the MBS (Ministry for Education, Youth and Sports) or, soon, via internet on the server for education in the state of Brandenburg.)

### Teaching workforce

63. In the year 2002 a total of 26,284 teachers with an average age of 46,62 years were employed at the state-run schools of which 6,005 (22,8) are male and 20,279 (77,2%) female.

Distribution of teachers in the different types of school is as follows:

- Elementary School	- 28%
- Comprehensive School	- 28%
- Intermediate School	- 5%
- General Education Secondary School (Gymnasium)	- 17%
- Special School	- 10%
- Vocational school type <i>Oberstufenzentrum</i>	- 11%

The proportion of female and male teachers is shown in Annex 1.

### Representation of teachers' interests

64. According to the right of participation stipulated in the school law of the state of Brandenburg so-called advisory councils (*Schulbeiräte*) - to be set up on district and state level - enable teachers to participate in the organisation of school-life according to democratic principles. The councils serve the members' exchange of information and experiences and the discussion of basic problems related to school - on district level with the state school office, senior mayor or state council (*Landrat*), on state level with the Ministry for Education, Youth and Sports. The councils may take position on the authority's plans, raise queries and submit own proposals. The advisory councils consist of representatives of pupils, parents and teachers, the chairperson of the Commission for Education (*Bildungsausschuss*) on district or state level and of the Council for Sorb Affairs (*Rat für sorbische(wendische) Angelegenheiten*). On state level the advisory council also includes representatives from local head organisations, from the Protestant and Catholic Church, the German Federation of Labour, the craft guilds, the Chamber of Industry and Commerce, the employers' association and the state committee of youth welfare (*Landesjugendhilfeausschuss*).

65. In accordance with the law on staff association (*Personalvertretungsgesetz*) of the state of Brandenburg, representation of teachers' interests is taken on by so-called staff councils – which are to be set up with the state school offices. They are given a hand in all personnel, organisational, social and other internal affairs by the chief of the state school offices.

In addition, the schools in the state of Brandenburg are to set up so-called teacher councils (*Lehrerräte*). The teacher councils are to be heard by the staff council of the state school offices in all matters concerning the teachers and requiring participation of the staff council. Furthermore, the teacher councils participate in personnel and organisational matters before the head teacher carries out the corresponding decisions - if the head teacher has authority to decide over these matters, unless these matters are subject to the participation of special school conferences. Up to the present, teacher councils had nearly no way of participating in personnel matters because these were handled exclusively by the state school offices.

66. Last year the state of Brandenburg started to place part of the tasks of the superior officers into the hands of the head teachers, for example granting special leave or day release. In the future the superiors of the head teachers of a limited number of schools will supply them with further tasks so that these are at that point also responsible for personnel-related decisions such as employment,



discharge and cautioning of teachers. Simultaneously, the participation of teacher councils plays a more important role.

### 3. RECRUITMENT OF QUALIFIED YOUNG TEACHERS

#### Social and political challenges

67. In the state of Brandenburg the teaching profession is a profession with future. Brandenburg promotes education – and needs young teachers, curious and ready to meet the daily challenges of school life; who are interested in a varied job and who enjoy imparting knowledge to children and young people and raising them to independent personalities. Interested people find tips and further information on teacher-training under [www.lehrer-werden.de](http://www.lehrer-werden.de)

68. Nationwide the schools are on the brim of a generation shift and in the near future there will be a high demand of young teachers. Chances of employment are good in nearly all types of school. With education once again in the public eye, the reputation of teaching is gaining.

69. In addition Brandenburg wants to promote the quality of education. Therefore, Brandenburg has initiated large-scale reforms for the improvement of the school system and teaching.

70. Here, the reform of teacher-training will play an important role. In the future, teacher-training shall be shorter, more practice-oriented and attractive. The future teachers shall be able to pass part of the examinations already during university study.

71. The teacher image is changing and has to change. The teacher's role will be more that of moderator and guide than of imparting and entertaining instructor. A look at other, successful education systems in Europe and the world shows that image and role of the teacher have changed. The necessary requirements are laid down during university training and accompanying professional training.

#### State, trends and influential factors for the recruitment of teachers and professional entrance

72. Each year, the Ministry for Education, Youth and Sports places 450 training vacancies at disposal for the second phase of teacher-training, (*Vorbereitungsdienst*). Qualification requirements depend on the principles of teacher-training as described in chapter 4.

73. Since 1996 – because of the shortage of applicants qualified for the teaching profession (*Lehramtsbefähigung*) - also so-called *Seiteneinsteiger* (graduates or professionals from other study sides) are admitted in the *Vorbereitungsdienst* in Brandenburg, mainly for the vocational field.

74. When the teacher-training law (BbgLeBiG) came into effect in 1999, the basis was laid for the following two variants of training of *Seiteneinsteiger*:

1. Participation in the *Vorbereitungsdienst* parallel to professional practice (*berufsbegleitende Teilnahme am Vorbereitungsdienst*)

75. In accordance with §18 (3) of the teacher-training law, teaching staff without *Lehramtsbefähigung* employed by the school in order to cover the demand of teachers may participate in the *Vorbereitungsdienst* with the aim of taking the Second State Examination for teachers at Vocational Schools under the following condition: they must have completed a university training which allows for the assignment of at least two school subjects and their university examination has to be acknowledged as First State Examination. And they must complete two years of teaching practice before they are employed in the *Vorbereitungsdienst* for another two years.

76. After two years of teaching practice and with the consent of the state school office these teachers may apply for the permission of participation in the *Vorbereitungsdienst* parallel to professional practice with the corresponding authority, the *Landesprüfungsamt für Lehrämter*. If the application is approved, the two-year-training is presently run by the *Studienseminar* in Cottbus.

77. Up to the present the training is organised after classes and in modules because the actual demand in lessons does not allow for granting release.

78. Another way of organising the training at the teacher-training college (*Studienseminar*) each Friday was soon dismissed as it meant shifting of classes which posed considerable problems for the schools and teachers.

79. The training is oriented towards general didactics, educational theory, psychology, school law and didactics of the subject and also includes supervisory elements. The supervisor (*Seminarleiter*) attends classes of the teachers and counsels them.

80. At the end of the training and after having taken and passed the Second State Examination these teachers qualify for the teaching profession for vocational schools. The qualification may be reduced by up to 12 months if the teacher can furnish proof of more teaching hours and dependent on performance.

### 3. Employment in the *Vorbereitungsdienst*

81. In accordance with § 18 (4) BbgLeBig the Ministry for Education, Youth and Sports can also grant admission to the *Vorbereitungsdienst* to cover the need of teaching supply provided the applicants have completed university training and their examination is acknowledged as First State Examination with one subject or subject field corresponding to a school subject or vocational subject field in the state of Brandenburg and contents and quality of their university study enable professional training in another subject during the *Vorbereitungsdienst*.

During the *Vorbereitungsdienst* a complementary course in social education or social vocational education is obligatory which is presently offered within the framework of the model experiment of the *Bund-Länder-Kommission (BLK)* "Qualifying *Seiteneinsteiger* with university training for the teaching profession for vocational schools in the second phase of teacher-training including the development of a plan for innovating training and career advancement of teachers for vocational schools.

82. Since June 17, 2002 a second group of 18 *Seiteneinsteiger* are preparing themselves to take the Second State Examination by participating in a complementary course especially worked out for them and lasting over 400 hours parallel to the regular practice-oriented training.

83. Brandenburg is carrying out the BLK -model plan in cooperation with the state of Mecklenburg-Vorpommern. The cooperation has so far been successful and will hopefully come to a likewise successful conclusion.

In order to meet the rising demand of qualified teachers, experiences with the qualification of *Seiteneinsteiger* from 1996 on and the outcome of the PISA study are presently analysed. Alterations of the statutory basis shall advance the process.

84. After successful completion of the *Vorbereitungsdienst* the young teachers can apply for employment in the schools of the state of Brandenburg. Presently however, the state of Brandenburg can employ only a limited number of young teachers, mostly for a fixed time and on part-time basis.

85. Due to the drop in pupils and the age structure of teachers employment of teachers on the considerable scale of 1,000 per school year will be possible only from 2010 on.

## Political measures

86. Apart from the measures of recruiting interested students for the teaching profession as described in chapter 3, further special measures are not planned.

## 4. EDUCATING, DEVELOPING AND CERTIFYING TEACHERS

87. The university education of teachers consists of two phases: university studies which are completed with an exit exam, the First State Examination (*“Erste Staatsprüfung”*) and a second phase of practically oriented direct student teaching (*“Vorbereitungsdienst”*). After successful completion of the second phase which lasts over a period of two years, the students have to pass the Second State Examination (*“Zweite Staatsprüfung”*) and will then have acquired the qualifications for a teaching profession (*“Lehramt”*) and employment as teachers in the state of Brandenburg.

88. On the basis of the law for teacher-training and examinations and for further education of teachers in the state of Brandenburg (BbgLeBiG) of June 25, 1999 there is the choice among the following teaching professions:

- Teachers trained for the lower secondary level and the primary level of middle and elementary schools - *Sekundarstufe I & Primarstufe* - (LSIP)
- Teachers trained for the upper secondary level of the Gymnasium
- Teachers trained for vocational schools (*Berufsschulen*)
- Teachers trained for special education schools (*Sonderschulen*)

89. Presently, the University of Potsdam does not offer university study programs for vocational schools or for special education schools in Brandenburg - the latter teaching profession only possible with additional academic studies (*Aufbaustudium*). However, on the basis of the inter-state agreements (*Ländervereinbarung*) from September 02, 1999, the University of Potsdam is preparing a further education program (*Weiterbildungsangebot*) for teachers of the state of Brandenburg with the Berlin Humboldt University.

### University study at the University of Potsdam

90. Among the cornerstones of the structure-and development plan of the University of Potsdam, set up on June 28, 2002, teacher-training is described as one of the university's *profile areas*. Teacher-training programs are presently only offered at the University of Potsdam where they have an established reputation

91. One of the University's characteristics is explicit appreciation of practice-oriented studies and interconnection of theoretical and practical proportions. Practical courses at school from the beginning of the first phase on are indispensable and guarantee that teaching practice is experienced and scientifically reflected. At the same time, future teachers get acquainted with scientific and didactic evaluation and research.

92. For the quality of teacher-training it is important that curricula are developed with regard to subject knowledge, didactics of the subject and general education and are oriented closely towards the professional surrounding of the teacher. Accordingly, the University of Potsdam has decided to develop core curricula which shall provide the necessary basis for the work of future teachers and supply them with contents that are closely related to the teaching profession.

93. The University of Potsdam offers several courses of study for the teaching profession or *Lehramt* (LA), each of which specifically applies to the various school types and school levels: teachers trained for the lower and upper secondary level - *Sekundarstufe I & II* - of the gymnasium (LG) and for the lower secondary level and the primary level of middle and elementary schools -

*Sekundarstufe I & Primarstufe - (LSIP)*. In the course of studies for the lower secondary and primary level, the primary level may be chosen as the main focus.

94. University studies for the various teaching professions (*LA*) are structured as follows:

	<i>LA</i> for the lower secondary and the primary level (LSIP a total of 154 hours or Semesterwochenstunden <i>SWS</i> over 8 semesters)		<i>LA</i> for gymnasium (LG a total of 164 hours <i>SWS</i> over 9 semesters)
		Primary level	
subject (areas)	58 <i>SWS</i>	58 <i>SWS</i>	78 <i>SWS</i>
subject (areas)	50 <i>SWS</i>	25 <i>SWS</i>	58 <i>SWS</i>
subject (areas)		25 <i>SWS</i>	
general education studies as required part of university study (28 <i>SWS</i> )			
- education	11** <i>SWS</i> + 1 <i>SWS</i> school law	11** <i>SWS</i> + 1 <i>SWS</i> school law	11** <i>SWS</i> + 1 <i>SWS</i> school law
- psychology	11 <i>SWS</i>	11 <i>SWS</i>	11 <i>SWS</i>
- social science	4** <i>SWS</i>	4** <i>SWS</i>	4** <i>SWS</i>
specific studies of initial teaching and didactics for the primary level or school	18 <i>SWS</i>	18 <i>SWS</i>	

\*\* An additional course of 1 *SWS* in school administration either in education or social science studies required.

95. The main subjects or subject areas may be combined in numerous ways, however, there are a few restrictions due to certain characteristics of the specific teaching profession or the subjects and which are stated in the examination regulations for the teaching profession: history and political science as well as Russian and Polish cannot be combined.

In the course of studies for the lower secondary and primary level (LSIP) in primary and secondary schools (*allgemeinbildende Schulen*) - except vocational schools the subjects mathematics and computer science cannot be combined.

96. Up to the present, Potsdam has organised its university studies for the teaching profession across the faculties and without institutional incorporation.

97. If the primary level is chosen as the main focus in the course of studies for the lower secondary and primary level (LSIP) in all schools except for vocational schools (*allgemeinbildenden Schulen*), German or mathematics has to be one of the main subjects.

98. Presently, the University of Potsdam offers classes of 78, 58 or 50 *SWS* for the following subjects:

- technical and economic theory (*Arbeitslehre*)
- *Arbeitslehre* / technics
- biology
- German
- English
- geography

- French
- history
- computer science
- Italian (presently as expansion subject)
- Latin
- arts (not for the teaching profession for the gymnasium)
- mathematics
- music
- physics
- political science
- Polish
- Russian
- Spanish
- sports

99. Classes of 25 SWS for the following subjects:

- German
- mathematics
- music
- general knowledge
- sports

100. Classes of 25 SWS for the following subject areas (*Lernbereiche*)

- Subject area natural sciences (as a subject of 58 SWS, either biology, chemistry, physics or technical and economic science (*Arbeitslehre*) is obligatory)
- Subject area social sciences (*Gesellschaftslehre*) (as a subject of 58 SWS either history, political science or geography is obligatory)
- Subject area fine arts (*musisch-ästhetischer Lernbereich*) (as a subject of 58 SWS either arts, music or sports is obligatory)

101. University studies at the University of Potsdam are completed with the First State Examination (*Erste Staatsprüfung*)

In order to take up studies at the university, students must have graduated from high school or submit a certificate of the same value.

### **Direct student teaching (*Vorbereitungsdienst*)**

102. On the basis of previously acquired competences during university study, the goal of student teaching is to prepare future teachers for the teaching profession in such a manner that they may carry out their work in a responsible and independent way. Direct student teaching and reflection thereof in accompanying seminars are the main components of this practically oriented phase over a period of two years. It can be reduced up to twelve months if the students can prove earlier, additional work experience not included in university studies

103. The accompanying seminars of direct student teaching take place at state teacher- training colleges (*Staatliches Studienseminar, STS*).

The location of the *Studienseminare* was chosen as to provide sufficient supply of the corresponding school type or required school levels in the vicinity.

1. For the teaching profession (*Lehramt, LA*) for the lower secondary level (*Sek.I*); for all levels of the *Sek.I* and/or the primary level; for the primary level; for the lower secondary level and the primary level of *allgemeinbildende Schule, LSIP*

STS Bernau

- for the training areas in the north and the east of the state of Berlin/Brandenburg

(BB) from Oranienburg to Beeskow and in the west from Kyritz to Luckenwalde.

- |  |   |   |
|--|---|---|
| Training location  |   |   |
| Brandenburg a. d. Havel  | - | for the western training area from Kyritz to Luckenwalde  |
| 2. For the teaching profession for the upper secondary level; for all levels of the lower and upper secondary level; for the teaching profession for the <i>gymnasium (LG)</i> |   |   |
| STS Potsdam  | - | for the western training area from Kyritz to Luckenwalde  |
| STS Neuruppin  | - | for the northern area from Perleberg to Prenzlau  |
| STS Cottbus  | - | for the southern training area from Luckau to Burg  |
| 3. For the teaching profession for the upper secondary level ( <i>Sek. II</i> ) (vocational branch); for the teaching profession for vocational schools                        |   |   |
| STS Potsdam  | - | for the training area of all comprehensive schools with higher secondary and vocational graduation programs ( <i>Oberstufenzentren, (OSZ)</i> in the north and the west of the state of Brandenburg |
| STS Cottbus  | - | for the training area of all OSZ in the south and the east of the state of Brandenburg  |

104. During the phase of student teaching, all general subjects (*allgemeinbildende Fächer*) included in the examination regulations for the teaching profession except Italian, philosophy and education can be chosen.

105. As vocational subject areas may presently be chosen: metal technics, economy and administration, electro technics, construction engineering, nutrition and home economics.

106. Since 2000, future teachers may enrol twice a year at all teacher- training colleges (STS). Still, not all vacancies are filled as some are returned and because the application rate is generally low.

107. For the first time since 1999, the number of students who have taken up teacher-training programs at the University of Potsdam has slightly increased. One reason for this may be intensified promotion for the teaching profession by the ministry for education, youth and sports (MBJS) at the study guidance centres of unemployment offices, at schools and at the study guidance centre of the University of Potsdam.

### **Reform of the teacher-training**

108. At the beginning of 2002, a panel of experts with representatives from the ministries MBJS (education, youth and sports), MWFK (science, research and culture), the University of Potsdam, the state examination board for the teaching profession (*Landesprüfungsamt für die Lehrämter*), the teacher-training colleges (STS), the state institute for education theory (*pädagogisches Landesinstitut*), the supervisory board for schools (*Schulaufsicht*), and from schools was appointed by the minister for education, youth and sports to work out recommendations for the future organisation of teacher education and training in the state of Brandenburg. These recommendations are also to serve as a basis for future negotiations with the state of Berlin about the possibility of a joint teacher-training program. One of the advisors of the panel was a representative from the Berlin *Senatsverwaltung für Bildung, Jugend und Sport* (equivalent of ministry for education, youth and sports).

109. In several meetings, the panel decided on the foremost important documents for the organisation of teacher-training (particularly the closing statement of the commission on teacher-training appointed by the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz* or *KMK*), the statement of the commission on teacher-training in Hamburg, and recommendations of the Science council (*Wissenschaftsrat*) on teacher-training. Plans of the Universities of Bochum and Greifswald were as well included as plans of the state of Berlin to introduce bachelor and master study programs in the area of teacher-training plus further materials. The panel also took into account opinions of the University of Potsdam, of schools and teacher-training colleges.

110. The panel submitted its recommendations in view of the aforesaid materials, documents and opinions, drew conclusions and indicated how to translate these into action.

111. The proper authorities for education and science (*Bildungs- und Wissenschaftsverwaltung*) are presently examining possible consequences of the panel's recommendations for legal regulations (with regard to salary and career classification) in Brandenburg and all of Germany, for agreements and recommendations of the *Kultusministerkonferenz*, and possible financial consequences for the state of Brandenburg and which measures Brandenburg has to take in order to put the panel's recommendations into practice.

112. With regard to the future structure of teacher-training in Brandenburg, the panel dealt with the introduction of bachelor and master study programs. However, the experts think it advisable to concentrate on those recommendations referring to the curricular and institutional development of teacher-training first and to evaluate the experiences and results of recently introduced bachelor and master study programs of other states in Germany at a later time.

113. The panel considers university studies in which the teaching-oriented and scientific basis of the relevant subjects is combined with reflection of practical classroom experience the most reasonable way to overcome the much complained lack of practice of teacher-training and to enable the graduates to take up teaching swiftly and in a responsible and independent way. On the basis of existing structures, the panel's recommendations aim at this goal by preparing especially curricular reforms which will have to be secured on an institutional basis and which will lead to closer interrelation of the two phases of teacher-training as well as enable certain students to reduce the second phase of direct student teaching (*Vorbereitungsdienst*).

1. The reform aims at the education and training of teachers for schools in Brandenburg who
  - are qualified for two subjects (or one subject, two subject areas)
  - are sufficiently qualified with regard to teaching methods
  - have knowledge of the organisational principles in the schools and actively participate therein
  - realise and carry out the teaching profession as part of a public contract
  - refresh and develop their acquired knowledge and skills in education continuation programs
2. The aim of teacher-training is to provide future teachers with necessary qualifications to carry out their work in a competent and professional manner by means of university studies with regard to subject knowledge, didactics of the subjects, general education and practical courses at school. The courses of study shall be organised in the form of modules allowing for close interrelationship as regards contents.
3. With the contribution of representatives from schools and administrations, the University of Potsdam and the teacher-training colleges (*Studienseminare*) work out core curricula which will form the basis of the two phases of teacher-training, university study and student

teaching. These core curricula take into account the qualification requirements of the teaching profession as well as sciences' basic contents and methods.

4. The contents of academic studies are broken into modules. Modules are interrelated areas of studies, oriented towards the required skills and competences of the teacher and put the core curricula in concrete terms. Modules shall be developed by the university and the teacher-training colleges and well-suited to each other.
  - the aim of modules is the conception of the contents of academic studies – with regard to subject knowledge, didactics of the subject(s) and general education - from the point of view of the teacher's field of work
  - they increase the number of survey study courses in the major subjects.
  - modules can be assigned to all phases of the teacher-training
  - they enable a better interconnection of the two phases
  - they take into account the different qualifications of applicants who enter teacher-training programs sideways (“*Seiteneinsteiger*”)
5. The share of practical components (practical experience and classroom observation) during the first phase - which has so far been attained on the basis of the Potsdam model for teacher-training - shall be further increased. Practical components shall also be broken into modules.
6. Academic studies pursued in modules shall be certified and taken into account for the overall certification requirements (Proofs of performance, *Leistungsnachweise*).
7. In January 2003, the University of Potsdam plans to establish a center for teacher education and training which shall – within the legal scope – decide on the essentials of teacher-education and training on its own competence. The center carries out coordinating functions during the university study and secures cooperation with other institutions for teacher-training.
8. There will be further, intensive discussion of introducing one-phase teacher-training program as the forward-looking model of teacher-training.

### **Career advancement of teaching staff**

114. Lifelong learning is a must for teachers in order to keep up with topical trends and changes in our society and convey these to students in a modern form of teaching and meet the requirements of the new teacher image.

115. **Government in-service training** (*Staatliche Fortbildung*) offered by or by order of the state of Brandenburg aims at enlarging competences acquired during teacher-training and professional practice. Contrary to teacher-training, the intent of in-service training programs does not lie in obtaining teaching qualifications or a qualifying certificate for the teaching profession (*Lehrbefähigung* or *Lehramtsbefähigung*).

In-service training programs for teaching staff can be offered and implemented on a central, regional or school-internal basis.

116. Responsible authority for **fundamentals with regard to contents and organisation** (*Grundsatzangelegenheiten*) of government continuation programs is the Ministry for education, youth and sports. The concrete planning, implementation and evaluation of continuation programs is always up to the subsidiary institutions and bodies of the portfolio to which these were assigned.

117. Part of the reform of continuation programs for teaching staff was to place responsibility for these into the hands of the lower, accessory education authorities (*untere Schulbehörden*) as of January 1, 2002.



118. As of January 1, 2002 each of the six state school departments in Brandenburg has established a supervisory domain (*Schulaufsichtsbereich*) "Continuation of education for teaching staff".

119. In the past, several systems of support have successively been established, among which were  
a) coordinators for the immediate support of accessory education authorities (*untere Schulbehörden*) in coordinating, consulting and organisational matters (coordinators for school sport, road safety training, the project "Tolerantes Brandenburg", health care and anti-drug training, practical courses of school students in firms or companies (*Schülerbetriebspraktika*), environment training and school gardens);

b) moderators (*Moderatoren*) for career advancement and consulting who were assisted by the state institute for education theory (*Pädagogisches Landesinstitut*) and/or the center for media-oriented educational theory (*Medienpädagogisches Institut*).

120. From August 1, 2002 on, these two different systems were merged and assigned to the state school departments.

121. Furthermore, the schools themselves were assigned right of disposal of funds for continuation of education programs.

These funds may be granted from the school year 2002/2003 on – in conformity with the state's budget. Interest and capability on the part of the school with regard to organisational and administrative issues for the realisation of such programs (organisation of goal-oriented, internal planning processes, budget competence) are prerequisite for the participation of the school as acting agent. Only then the goal will be attained to strengthen autonomy and to provide for educational progress of the school.

122. Internal in-service training enables schools to plan, organise and carry out courses independently, courses which promote cooperative learning of parts or the whole of the teaching staff. It facilitates discussion of educational, didactic, subject-relevant and organisational issues concerning the school and teaching. Over the past years, there has been an increasing demand of internal continuation of education programs.

123. These programs - focussing on selected themes and consisting of continuation of education and consultation - can be arranged by the schools according to their individual needs. Continuation programs and consulting shall increasingly support the school in developing an overall school profile or program.

124. The public employees or servants are bound by law - § 45 state law for public servants (*Landesbeamtengesetz*) and § 15 career regulations for public servants (*Laufbahnverordnung*) – to refresh their professional knowledge regularly by means of participation in in-service training programs organised by the employer as well as training of one's own account.

125. The Brandenburg school law takes up this commitment, first and foremost appealing to the teachers' professional image of themselves which should self-evidently imply regular updating of knowledge and skills.

The attendance figures of state in-service training programs suggest that the majority of teachers in Brandenburg have tried to meet the commitment for regular continuation of education.

## **5. RECRUITING, SELECTING AND ASSIGNING TEACHERS**

### **Social and political challenges**

126. Recruiting, selecting and assigning teachers in the state of Brandenburg is characterised by demographic changes that took place after the reunification and may be typical for other "new" states (*neue Bundesländer*) as well. A fall in the birth rate and increasing migration of parts of the population

– in particular the younger population – into the *neue Bundesländer* resulted in a historically unprecedented decline of school students and, consequently, a decrease in demand for teachers. In comparison with the demands of 1991, the number of school students will be less than the half, once the low birth rate generation will have commenced secondary education while the demand for teachers will have dropped to two thirds.

This development has grave consequences for the acquisition, employment and working conditions of the teachers.

### **State, trends and influential factors for recruiting and assigning teachers**

127. In Brandenburg, as in all other states of Germany, teachers are employed according to the demands of the school after they have successfully completed the second phase of their training and passed the Second State Examination. Criteria for their employment are qualification, performance and aptitude. The proper authorities for the employment of teachers are the six state school departments of Brandenburg who decide autonomously on the employment of teachers. The acquisition of a new generation of teachers in Brandenburg is quite a difficult task as the numbers of students who enrol in a teacher-training program at university as well as the numbers of students who are in the second phase of their training are too low to meet the annual demand of about 650 new teachers in the long term.

128. One explanation may be that teachers in the state of Brandenburg are mostly employed on a part time basis, therefore rendering it quite unattractive for potential applicants while the “old” states of Germany, having an opposite demand of teachers, usually employ these on a fulltime basis, whereas – due to the problematic picture in the teaching sector - teachers in Brandenburg enter office on a part-time basis and are offered full employment only in the long term. However, this does not apply for applicants with vocational or special education training; teachers who are qualified for these areas are normally employed on full time.

### **Political measures**

129. In the years until 2010 (which is considered a turning point for the present problems in the teaching sector, because of the retirement of a great proportion of older age groups and of flanking measures such as financial incentives for early retirement, for example compensations, part-time work for older age groups), the state of Brandenburg will only be able to employ a minimum of young teachers. And yet, in the vocational field and certain specific subjects there is already a lack of qualified junior teachers. Therefore, high-school graduates are increasingly encouraged to choose a teaching profession as there will be a steady demand for teachers in a couple of years when they will have completed their training.

## **6. RETAINING EFFECTIVE TEACHERS**

### **Working conditions of teachers in the state of Brandenburg**

130. About half of the teachers in the state of Brandenburg were taken on as public servants, of which the half in turn as part-time public servants. Due to peculiarities of the reunification (decline of pupils), the part time form of public service is not considered unconstitutional in the state of Brandenburg – contrary to judicial judgements in the old states of Germany.

131. Up to now, job offers from Berlin and other, old *Bundesländer* (states) have been the reason for a high fluctuation among younger teachers. Apart from the different employment rate of schools in Brandenburg, caused by the decline of the birth-rate after the reunification, there are also differences with regard to salary classification and payment of the teachers in the new *Bundesländer* compared to the old *Bundesländer* including Berlin. Although these differences only have a slight effect on the net income of the employed teachers of about 3 %, this amounts to 8% of the net income of teachers who are appointed public servants. These differences, however, remain a strong motive for younger

teachers who can choose among different places of employment because they are not (yet) bound to a fixed location by family ties. Yet, as far as general working conditions in the school are concerned, Brandenburg has the average conditions of federal Germany as regards size of classes and the amount of teaching obligation, if not better ones. For example, the student/teacher ratio is clearly more favorable than in the old states.

132. The fact that, compared with West-German standards, quite a few of the mostly older schools in Brandenburg are ill-equipped and in need of repair is deplored by teachers and students alike. On the other hand, there is an ever growing number of schools which have been built or renovated and do meet modern standards.

133. The problems of undervaluation of teaching qualifications that have been acquired under the law of the former German Democratic Republic – resulting in inferior salary classification in spite of equal qualification – are principally solved. Still, Brandenburg faces certain problems arising from specific regulations of salary classification in Berlin. There it is possible to upgrade teachers with two subjects for the lower secondary level when they enter office whereas this is - by virtue of federal law – not possible in Brandenburg. This is by no means discriminatory assessment of qualifications attained in the state of Brandenburg; rather it reflects still existing inconsistencies in the federal regulations for teacher salary classification although the different degrees of teaching qualifications are mutually acknowledged and accepted. Furthermore, the state's budget funds do presently not allow for promotions of lower secondary teachers even within the legal frame.

134. With regard to the question as how teachers perceive their work situation personally, on a subjective basis, there are some quite negative findings (Schaarschmidt-Studie) which seem to imply that the questioned teachers consider the teaching profession highly burdensome. According to this study, the proportion of teachers with a low ranking of professional satisfaction and a similar high ranking of subjectively perceived stress is considerably higher than in other states or, for that matter, other fields of work. It seems quite difficult to assess the phenomenon of subjective perception, let alone the necessary consequences to be drawn from such findings – as there is obviously an equally negative perception of stress at work despite significant differences in objectively measurable parameters such as for instance student/teacher-ratio.

135. It seems not entirely out of the question that with demands on teachers having changed decisively after the reunification, a part of them has developed a low professional self-esteem as a teacher, because students and parents seem to object to “old” teachers. The state of Brandenburg is trying to counteract accordingly by providing diversified training and development programs for education continuation of teachers.

### **Retirement of teachers**

136. As the state of Brandenburg was one of the “new” states and started to appoint teachers as civil servants only towards the end of 1994, teachers are consequently less eligible for a pension; therefore, at the moment early retirement plays only a secondary role. Furthermore the trend is absorbed by frequent use of old-age part-time, mostly by employed teachers but increasingly also with civil servants.

### **Part-time work, granting of leave and exemption**

137. Contrary to the “old states”, where teachers can be granted part-time or leave upon application, the state of Brandenburg rarely makes use of these possibilities because since 1990 nearly all employees had to be employed on a part-time basis in accordance with the so-called Brandenburg part-time employment model - later called employee security (Beschäftigungssicherung). Additionally, the creation of application-free part-time employment in 1998 in the state law for civil servants provides a legal instrument that does not exclude teachers from being appointed civil servants (so-called *Einstellungsteilzeit*) which is claimed by two thirds of the usual number of employees and can be raised according to the local demand for a fixed time. Up to now more than 7,000 formerly

part-time employed teachers have made use of this possibility of being appointed part-time civil servants for the time being. Because of changed demands the legal regulations for civil servant part-time are to be modified and in the future teachers for special schools and for the vocational fields shall be employed on a full-time basis whereas teachers for the remaining careers shall remain employed on the basis of *Einstellungsteilzeit*. Comparable employees shall be treated accordingly.

### **Salary, retirement pay, salary classification**

138. Generally, the salary classification for teachers in the state of Brandenburg corresponds to that of other German states, as stipulated by national law. However, due to special regulations in the national salary scale, the pay level for teachers who qualified for the teaching profession under the law of the former German Democratic Republic is classified according to state law. On the basis of these state regulations, teachers for the primary level below a certain age are classified into salary group A 11 while all teachers for the other levels – with a very few exceptions - are classified into salary groups A 12 and A 13.

139. Professional organisations and trade unions have repeatedly criticised that while the national salary scale allows for promoting up to 40% of the lower secondary level teachers into salary group A 13, the state of Brandenburg has so far not made use of this regulation. Another reason for lower personnel expenses in comparison to the old *Bundesländer* lies in the fact that Brandenburg's schools are not as well equipped with internal possibilities for promotion (*Beförderungsfunktionen*) of teachers taking on additional functions that are not related to teaching, for instance working in the school's library etc. Still, for the majority of teachers salary classification corresponds to that of their western colleagues although it has to be emphasized that due to still existing differences in the size of salary payments – *BAT-Ost* and *BAT-West* – teachers in the state of Brandenburg have a lower income despite the same salary classification.

### **Total hours of work**

140. Compulsory hours of work for teachers in the state of Brandenburg are regulated as follows:

- Teachers for elementary school and the primary level of comprehensive schools teach 28 hours per week
- Teachers for the lower secondary level and for special schools teach 16 hours per week
- Teachers for the upper secondary level 'nominally' teach 26 hours per week. However, as for each of these teachers one hour is deducted and allotted to teachers saddled with additional work in the upper secondary level, they teach an average of 25 hours.

Reduction is granted for age groups over 60 years of age.

141. Up to school year 2001/02 teachers over 55 years of age were granted a reduction of one hour. However, this option was withdrawn at the beginning of school year 2002/03 as teachers are now eligible to working age part-time if they choose to cut down working hours with increasing age. The received payment for age part-time amounts to roughly net 81% of the previous income while the workload is cut by half. This regulation is valid nationwide and utilized largely by older teachers. In school year 2002/03 about 10% of all teachers work age part-time.

142. Working time regulations – according to the pay scale for employees (*Bundesangestelltentarif-Ost / BAT-O*) also valid for employees – stipulate that teachers have the same total hours of work per year as other employees in public employment (in the state of Brandenburg presently an average of 40 hours per week) which amounts to a total of 1,760 hours per year.

### **Political measures**

143. The demographic situation in Brandenburg and the resulting conditions only allow for the part-time employment of a large part of teachers and there will be no alternatives over the next three years. From 2004 on, the state government plans measures to reduce establishment on the basis of the

so-called *Schulressourcenkonzept* for which round 122 million Euro are put at disposal over the next seven years. These funds will be employed to create a cutback in personnel which is acceptable in social or socio-economic respect by paying compensations and encouraging voluntary part-time employment or suspension from office, thus creating full employment for the remaining teachers already from 2007 on, while these measures are still under way. The overall goal is to create working conditions for teachers in Brandenburg that compare to those of other states and will thus slacken the exodus of teachers.

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## Annex

1 – Schuldatenerhebungen seit 1992/93 – Lehrkräfte (ohne nebenberuflich beschäftigte) nach Schulformen, Schuljahren und Durchschnittsalter  
(School data collections since 1992/93 – Teachers (except side-line employees) in relation to school type, school year and average age)

2 - Schuldatenerhebungen 2002 – Lehrkräfte nach Schulformen und Geschlecht  
(school data collection 2002 – teachers in relation to school type and gender)

**Teachers (except side-line employees) in relation to school types, School Years and Average Age  
(Schools supported by the state)**

Database: School data collections since 1992/93

School Type	School Year 1992/93		School Year 1993/94		School Year 1994/95		School Year 1995/96		School Year 1996/97	
	Teachers	Average Age	Teachers	Average Age	Teachers	Average Age	Teachers	Average Age	Teachers	Average Age
	1	2	3	4	5	6	7	8	9	10
Elementary School	10.804	42,11	10.194	42,78	9.806	43,99	9.661	44,78	9.414	45,53
Comprehensive School	8.927	40,97	8.668	41,55	8.655	42,48	8.526	43,17	8.325	43,78
Grammar School	3.419	40,80	3.527	41,37	3.988	41,90	4.248	42,40	4.304	43,13
Intermediate School	1.505	40,86	1.409	41,72	1.413	42,66	1.453	43,36	1.422	44,10
Special School	2.944	41,84	2.892	42,42	2.846	43,58	2.804	44,35	2.730	44,96
Vocational School	2.642	44,09	2.310	44,55	2.376	45,08	2.511	45,35	2.620	45,66
Secondary Education	146	45,50	73	46,32	66	45,86	71	46,03	68	45,88
<b>Total</b>	<b>30.387</b>	<b>41,73</b>	<b>29.073</b>	<b>42,30</b>	<b>29.150</b>	<b>43,24</b>	<b>29.274</b>	<b>43,91</b>	<b>28.883</b>	<b>44,55</b>

School Type	School Year 1997/98		School Year 1998/99		School Year 1999/00		School Year 2000/01		School Year 2001/02	
	Teachers	Average Age	Teachers	Average Age	Teachers	Average Age	Teachers	Average Age	Teachers	Average Age
	11	12	13	14	15	16	17	18	19	20
Elementary School	8.960	45,91	8.650	46,24	8.323	46,38	7.908	46,83	7.444	47,49
Comprehensive School	8.151	44,27	8.041	44,61	7.915	44,98	7.684	45,48	7.374	46,23
Grammar School	4.380	43,77	4.406	44,12	4.467	44,38	4.500	44,85	4.575	45,26
Intermediate School	1.382	44,64	1.385	45,13	1.384	45,32	1.378	45,78	1.406	46,38
Special School	2.712	45,44	2.695	45,72	2.645	46,03	2.602	46,21	2.572	46,74
Vocational School	2.704	45,99	2.780	46,27	2.852	46,58	2.862	46,97	2.843	47,49
Secondary Education	66	46,73	67	47,06	67	47,18	70	47,47	70	48,73
<b>Total</b>	<b>28.355</b>	<b>45,01</b>	<b>28.024</b>	<b>45,34</b>	<b>27.653</b>	<b>45,59</b>	<b>27.004</b>	<b>46,02</b>	<b>26.284</b>	<b>46,62</b>

Teachers in relation to school type and gender (graph for table 10.60)

