

ITE-VET
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Becoming a vocational teacher in Germany

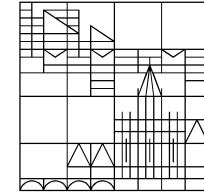
Structural and pedagogical issues

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Universität
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Becoming a vocational teacher in Germany

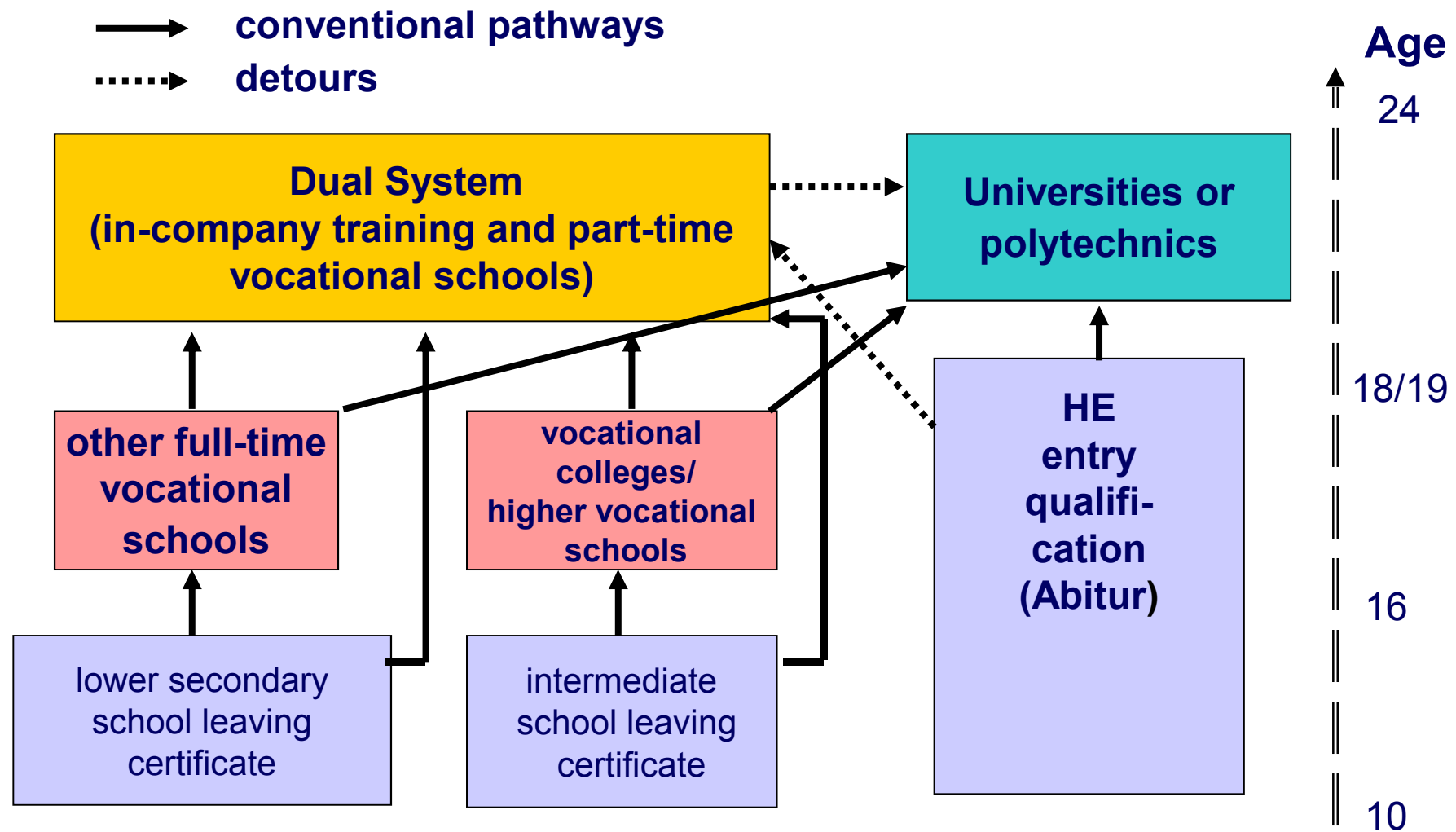
Structural and pedagogical issues

Prof. Dr. Dr. h.c. Thomas Deissinger

Erasmus Teacher Training Seminar, Kiev, May 2017

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- **The German VET context – where vocational teachers work**
- Higher Education and location of teacher training
- A typical course structure of VET teacher training
- Problems and issues



Germany's Education and VET system

VET streams in Germany

Some comparative figures	Germany	Baden-Württemberg
Apprentices in the dual system (2015)	1 337 004	189 981
Students at secondary full-time vocational schools (w/o part-time vocational schools) (2014)	1 061 953	213 685

Sources: Destatis (2015): Bildung und Kultur - Berufliche Bildung. Fachserie 11 Reihe 3;
Destatis (2015): Bildung und Kultur – Berufliche Schulen. Schuljahr 2014/2015. Fachserie 11 Reihe 2.

Some structural facts – German VET in full-time schools

- Full-time VET is not purely school-based but can include work placements
- Full-time VET is not homogeneous since federal states differ in terms of length of courses and denominations
- **There are 4 sub-systems of full-time VET:**
 - Courses leading to an educational qualification (e.g. the intermediate school qualification or Abitur – mostly Berufsfachschule and Higher Vocational School)
 - Courses leading to an occupational qualification according to the Vocational Training Act or the Craft Regulation Act (i.e. outside the dual system)
 - Courses leading to an occupational qualification according to federal state law (e.g. in child care or physiotherapy)
 - Courses leading to a nationally recognized qualification in the health sector (hospital nurses, nurses for the elderly)

Sources: Zabeck.1985; Deissinger/Smith/Pickersgill, 2006

Hochschulreife =
general university entrance
qualification

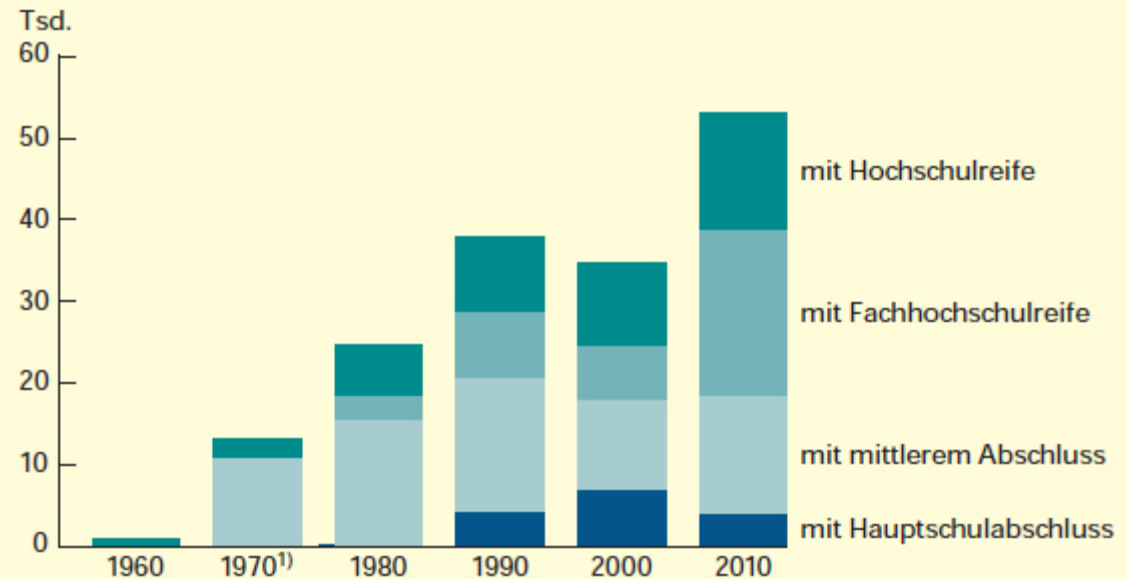
Hochschulreife =
general university entrance
qualification

Mittlerer Abschluss =
intermediate secondary school
qualification

Hauptschulabschluss = lower
secondary school qualification

S2

Entwicklung allgemeinbildender Abschlüsse an beruflichen
Schulen in Baden-Württemberg seit 1960 nach Abschlussarten

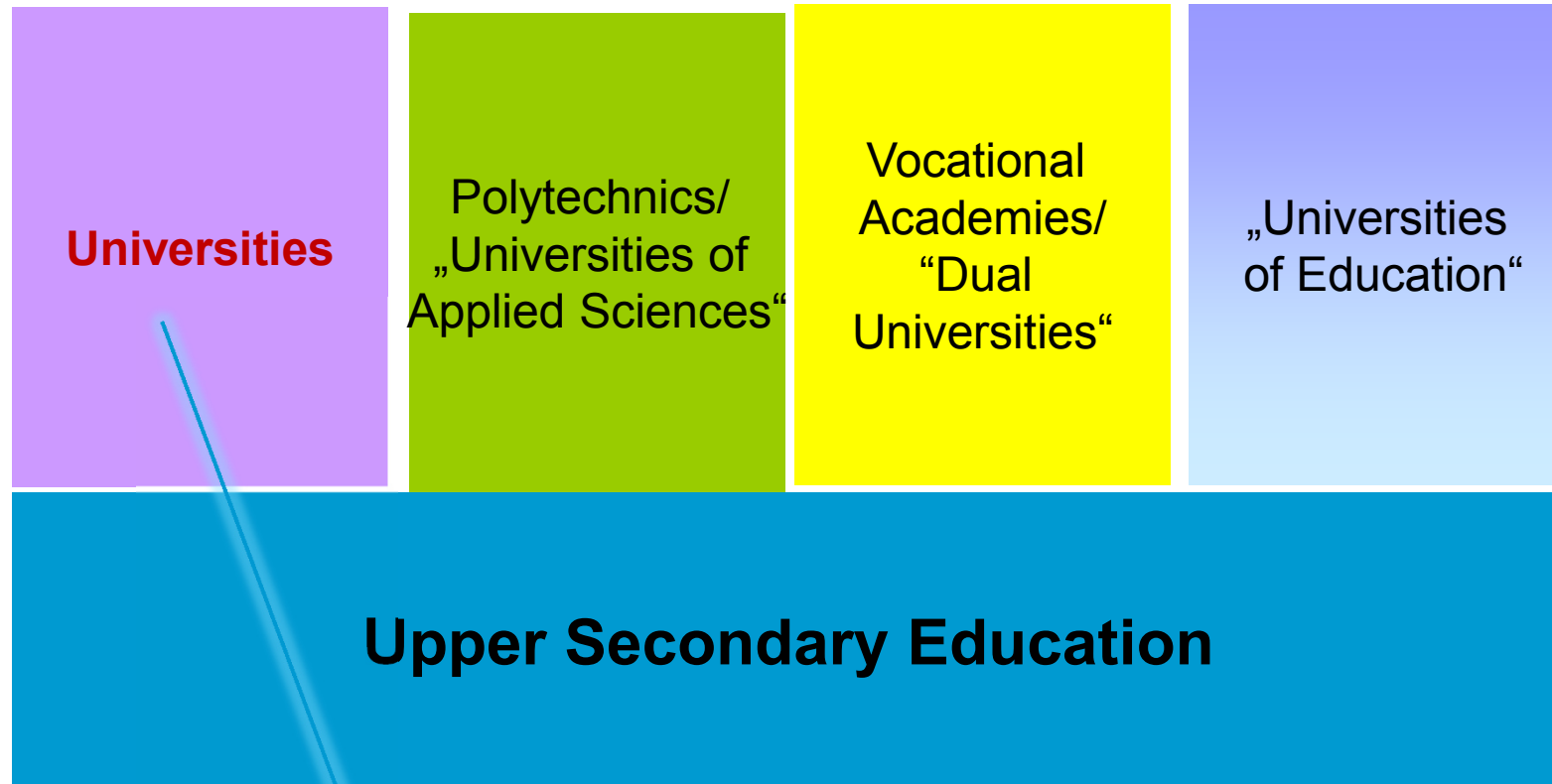


1) Ohne Angaben zu Abschlüssen mit Fachhochschulreife.
Datenquelle: Schulstatistik

The contribution of full-time VET to tertiarisation (1960-2010, Baden-Württemberg)

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Business Education / Technical Education (BSc/MSc)

Higher Education in Germany

(federal state of Baden-Württemberg)

Where do our future commercial teachers work?

- Vocational part-time schools (commercial type)
- Higher vocational schools leading to Abitur
- Vocational full-time schools (lower and middle levels)
- Specialised further training schools in the commercial sector
- Vocational preparation and foundations courses
- Basic vocational introduction classes (VAB) for refugees

Basic features of VET teachers' work

Full-time teaching hours = 25 lessons per week

3 types of teachers work in vocational schools:

- „**Scientific teachers**“ – having a Master's degree – civil servants of the respective federal state – teaching both vocational and general subjects
- „**Technical teachers**“ – people with work experience doing a teacher training course with the federal state seminars of pedagogy (e.g. Meister, technicians, engineers) – mostly not civil servants
- **Grammar school teachers** – teaching the general subjects of the curriculum, e.g. German, English, Political Studies etc.

Basic features of VET teachers' work

Full-time teaching hours = 25 lessons per week

Qualification requirements for „scientific teachers“:

- University degree (Master of Business Education)
- Proof of practical work experience in companies and school-based internships during their university course
- Teacher Training course ending with state examination after 18 months

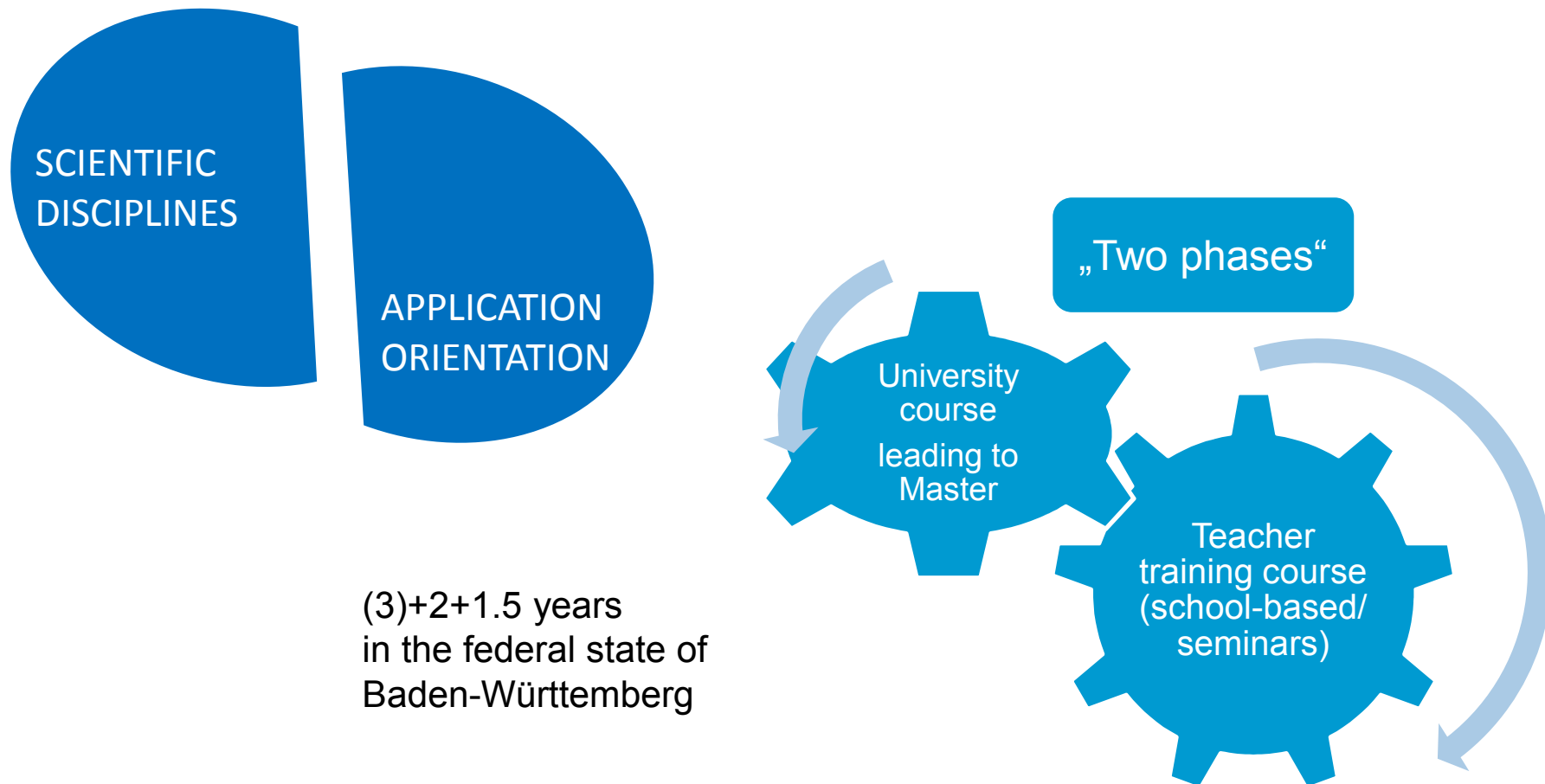
! Same salary as grammar school teachers !

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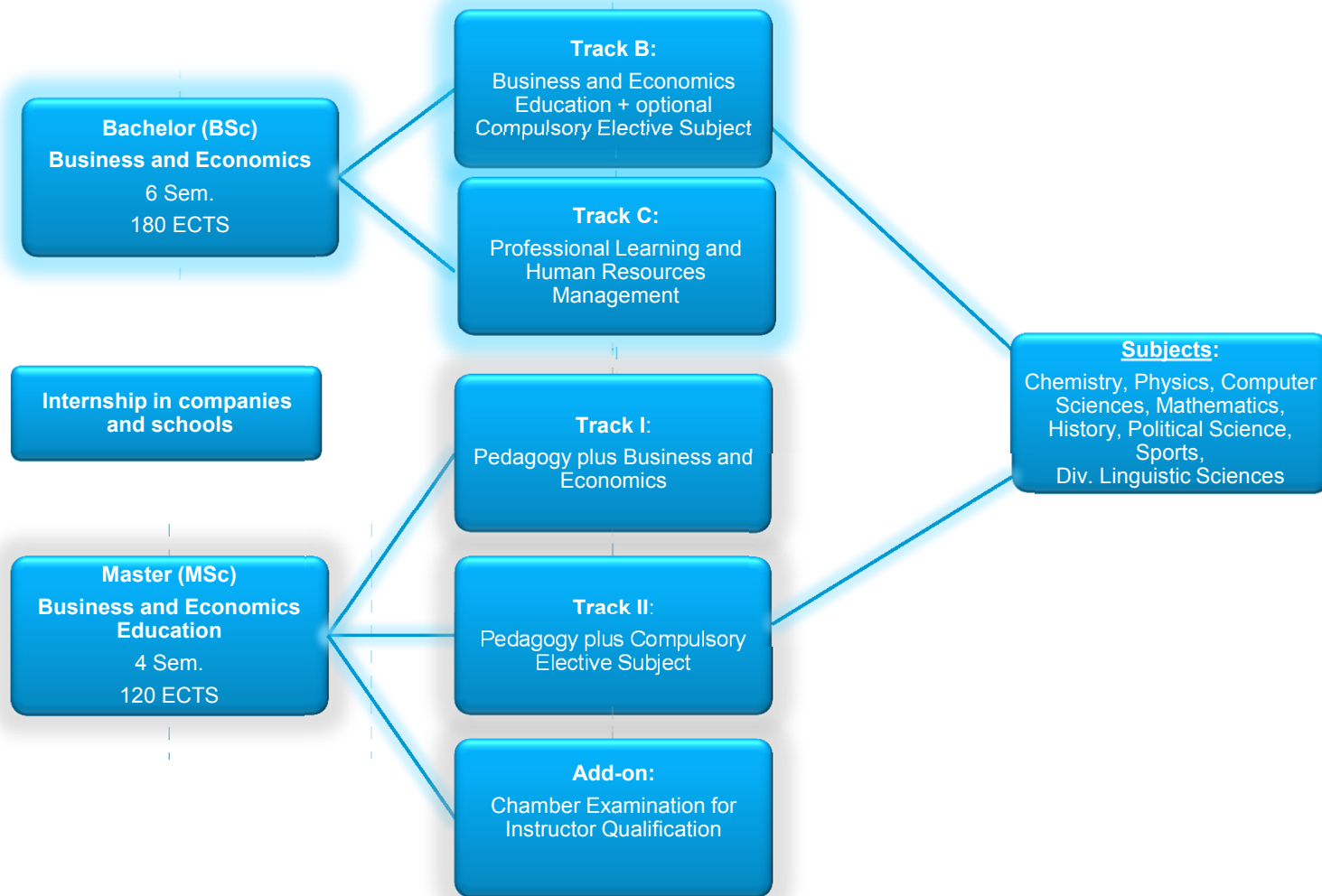
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Essential pillars of the Business and Economics Education Programme (Wirtschaftspädagogik) at the University of Konstanz

Specific combination of scientific and application-oriented courses:



Structure of the programme in Konstanz



Internship requirements for entrance to Preparatory Service

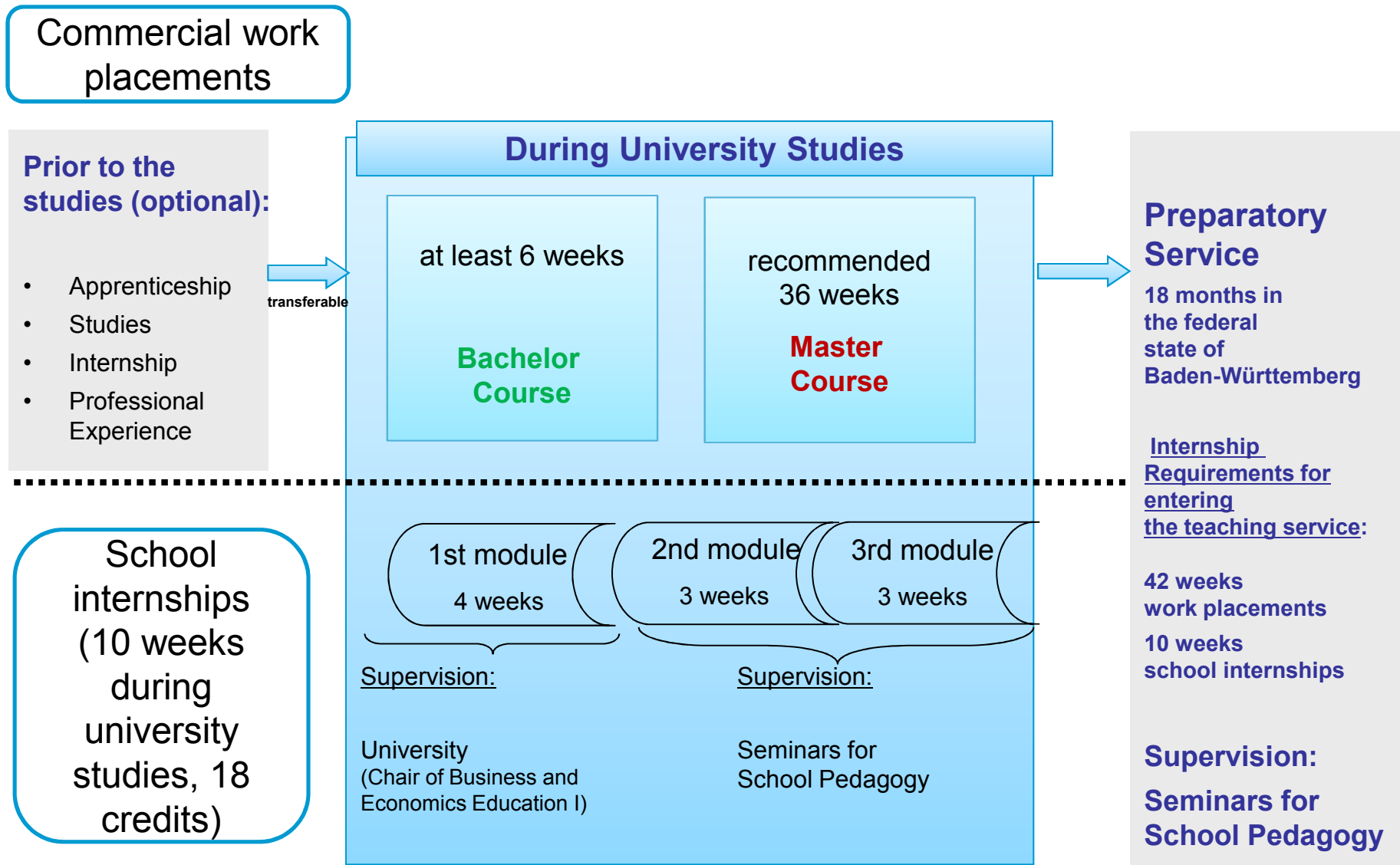


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Universities

Polytechnics/
„Universities of
Applied Sciences“

**Vocational
Academies/
“Dual
Universities“**

„Universities
of Education“

Upper Secondary Education

Higher Education in Germany

(federal state of Baden-Württemberg)

Vocational academies/dual tertiary institutions – lessons learnt so far

- Graduates are highly regarded by employers
- Students attain a good balance of academic and practical achievement
- Programmes are mostly specialised and innovative as companies are directly involved
- There is active cooperation between the academy and training companies
- Graduates can proceed to Master courses (even at universities)
- Dual tertiary institutions clearly represent a trend to “vocationalise” the academic, but also to “generalise” the vocational by putting it up to the tertiary level
- **Many of these graduates now come to our teacher training course in Konstanz!**

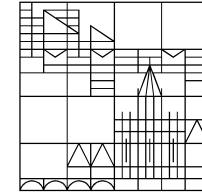
Sources: Institut für Arbeit und Qualifikation 2016; Krone 2015; Deissinger 2000

Current issues

- Students entering the Master course are more and more heterogeneous now (Uni KN, other Uni, some with Business Education Bachelor, Uni of Applied Sciences, Dual Universities)
- Graduates from Bachelor courses at Dual Universities are older, more experienced, but lack sometimes the scientific mindset of our students
- Schools not only need “standard teachers”, but those with special skills (Social Pedagogy, IT, German as a Foreign Language, Refugee classes) – universities need to react to these needs!
- Full-time VET is likely to grow with the Dual System losing importance – which makes VET in schools more expensive for the federal states
- Technical Education as a specific problem field: Here states are looking out for alternative forms of recruiting teachers, e.g. in BW: Universities of Education cooperate with Universities of Applied Sciences

Sources: Institut für Arbeit und Qualifikation 2016; Krone 2015; Deissinger 2000

Universität
Konstanz



**Thanks for
your attention!**

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