

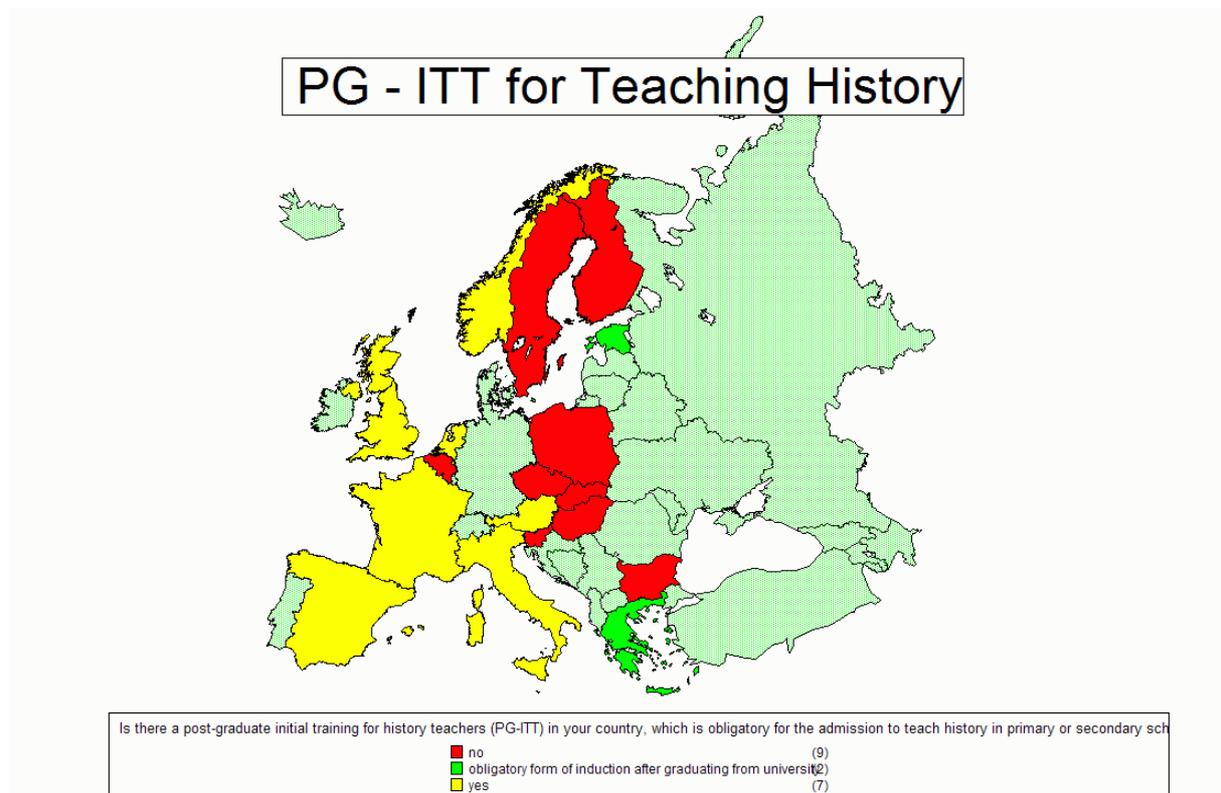
Postgraduate Initial Teacher Training

Introduction

The study “Initial training for history teachers: structures and standards in 13 member states of the Council of Europe”

⁴⁵ is an innovative measure for obtaining comparable information about the training of history teachers in Europe and paves the way for more intensive investigation. One of the essential aspects of this training is the organisation and design of the vital transition from academic studies to professional practice. On conclusion of the technical and theory-driven teacher training⁴⁶, which is accompanied in the countries under review by varying amounts of teaching practice, the entry into the profession is an important moment. Further development as a teacher depends significantly on whether the theoretical knowledge is put into practice without advice and feedback or with the assistance of teachers who are experienced but might not be conversant with the latest academic and pedagogical standards, or whether it is incorporated in a postgraduate course conducted by specialists and practitioners. This problem is treated in different ways in the various countries of Europe.

The existence of postgraduate training



Map H: PG-ITT for Teaching History

⁴⁵ Alois Ecker (Ed.) (2003) Initial training for history teachers: structures and standards in 13 member states of the Council of Europe, Council of Europe Publishing, Strasbourg

⁴⁶ Alois Ecker Prozeßorientierte Geschichtsdidaktik, Neue Wege in der Ausbildung für GeschichtslehrerInnen an der Universität, Wien. Zum Theor-Praxis-Verhältnis der universitären Lehrerausbildung, http://wirtges.univie.ac.at/FD_GD1.html#TheoriePraxis

The map⁴⁷ reveals that postgraduate training exists in seven of the countries studied (Spain, France, Netherlands, United Kingdom, Norway, Italy and Austria) but not in nine countries (Finland, Sweden, Belgium, Poland, Czech Republic, Slovakia, Slovenia, Hungary and Bulgaria). The details differ from country to country, however. In Austria there are two ways of training as a history teacher. Graduates of “Pädagogische Akademien” (now: “Hochschulen”) [teacher training colleges] wishing to obtain a qualification for lower secondary education (ISCED 2) do not need a postgraduate qualification because of the large amount of teaching practice during their teacher training. Students graduating from a university are qualified to teach in both lower and higher secondary education (ISCED 2 and ISCED 3) and are eligible for postgraduate initial teacher training (PG-ITT). In the Netherlands postgraduate training has been included since 2003 in the master’s degree⁴⁸, reflecting the adaptation of the Dutch education system to the Bologna process⁴⁹. There is no postgraduate training in Estonia and Greece but students are required to take an introductory course after graduation.

Duration

The duration of postgraduate training ranges from one year (Netherlands, Norway, Austria) to two years (Italy, Spain⁵⁰). The United Kingdom forms an exception: until 2003 PG-ITT lasted 36 weeks, equivalent to around one year, but according to new regulations the training is now a minimum of 24 weeks, with previous teaching experience also being taken into account.⁵¹

47 http://homepage.univie.ac.at/guenter.katzler/grafiken/B7.1%20Post-graduate%20ITT_v2.zip

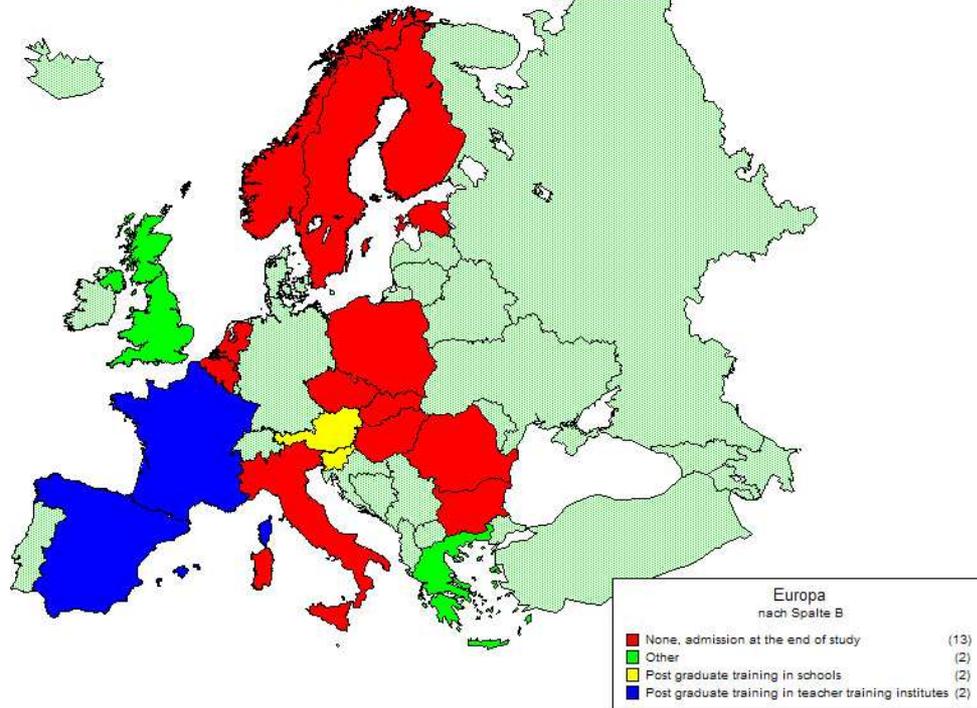
48 NL: B.7.1.: note 2

49 <http://www.euregio.org/publications/studium/Bachelor-Master.NL.htm>

50 SP: B.6.1: The 2002 Organic Act on the Quality of Education (LOCE)

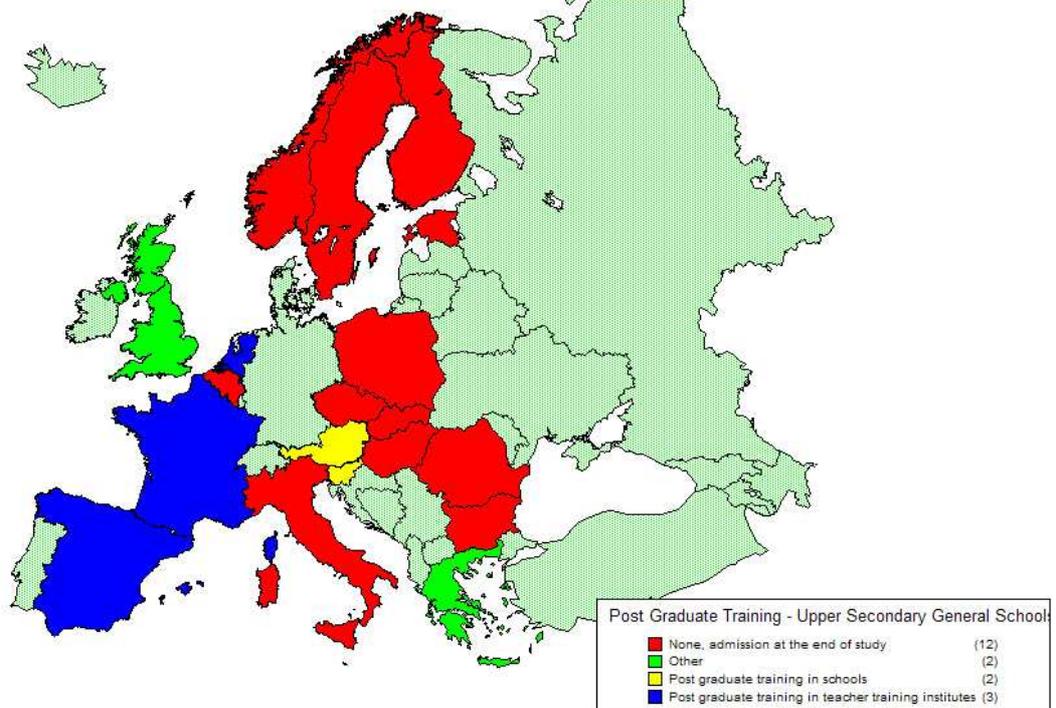
51 GB: B.7.2.: note

Post Graduate Training - Lower Secondary Schools



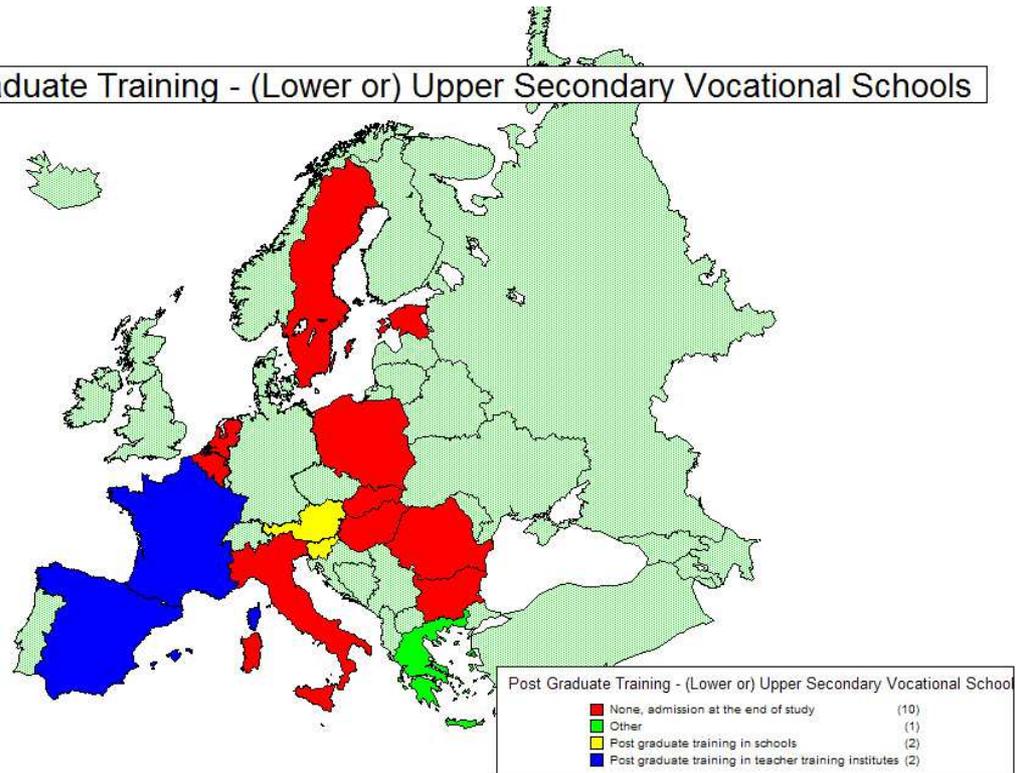
Map I: Post Graduate Training – Lower Secondary Schools

Post Graduate Training - Upper Secondary General Schools



Map J: Post Graduate Training – Upper Secondary General Schools

Post Graduate Training - (Lower or) Upper Secondary Vocational Schools



Map K: Post Graduate Training – (Lower or) Upper Secondary Vocational Schools

Training location

Whereas postgraduate training in Italy (SSIS)⁵², the Netherlands, Norway and Spain takes place at a university, the United Kingdom and Austria have chosen a different approach. Both of these countries have on-the-job training in schools combined with course modules at teacher training colleges (Austria) or through various providers including non-state ones (United Kingdom). In Austria this training can take place at both general and vocational higher education institutes.

Form

In all seven countries with PG-ITT, practical experience in schools is the main focus (at least 90 per cent), and only in the Netherlands (5 per cent) and Norway (10 per cent) does micro-teaching play a role. In Italy, subject teacher training (analysis, planning and simulation of lessons) takes place in mini-labs (approx. 20 per cent of the curriculum per subject [SSIS Bolzano]).⁵³

⁵² <http://www.unibz.it/education/ssis/index.html?LanguageID=DE>

⁵³ http://www.unibz.it/web4archiv/objects/pdf/faculty_education/ssis_regolamento_2005-2006.pdf, S.

Final examinations

In Italy there is an examination for every module in the two-year course together with a final report on the teaching practice, which also forms part of the final examination.⁵⁴ In Austria there are examinations in the modules on school legislation and school education.⁵⁵

⁵⁴ I:B. 7.7 http://www.unibz.it/web4archiv/objects/pdf/faculty_education/ssis_regolamento_2005-2006.pdf,
S. 4

⁵⁵ A: B.7.7