

Curriculum

For the the full study programme of Subject:	Master of Education
Country/University	Lower Saxony
In force since (date)	2007
Short description (in key words)	Verordnung über Masterabschlüsse für Lehrämter in Niedersachsen [Regulations for Master's Degree Teacher Training in Lower Saxony] (Nds.MasterVO-Lehr) (Nds.GVBl. 2007 p. 488), 1-55. (See PDF or the more comprehensive website http://www.schure.de/20411/mastervo-lehr.htm)

Regulations, MA Teacher Training, Lower Saxony

The guidelines for all schools and subjects for MA student teachers in Lower Saxony are provided in these regulations. While the BA degree does not differentiate between teacher training students and those who are studying for academic purposes, this is the first time a regulation has been passed on a national level for teacher training. The regulation will be supplemented and differentiated according to the universities' examination rules.

The Nds.MasterVO-Lehr (Regulations for MA Teacher Training in Lower Saxony) is divided into a main part (p. 2-13) and an attachment part (p. 14-55). In the main part the guidelines for the degree are given in 15 paragraphs. The first paragraphs state that the Master's degree is the requirement for practical training and therefore also a requirement for a career in teaching (§ 1). These are followed by sections divided according to school type on standard duration of study, credit points and language requirements (§ 2-6). For students training to teach at 'Realschule' the standard duration of study is six semesters for a BA degree (180 ECTS credit points have to be acquired) and two semesters for an MA degree (60 ECTS credit points have to be acquired). The requirements for students training to teach at 'Gymnasium' are higher. Although the BA degree is also six semesters (180 credit points), the MA degree is four semesters (120 credit points). The following paragraphs describe how to transfer credit points from one study course to another, study related periods spent abroad and work experiences (§ 7-9) and the different exams (§ 10-14). The paragraphs are grouped according to study course, those on work experiences for instance. The period of work experience for teacher

trainees is normally 18 weeks; however, the kind of work experience differs from school type to school type. The paragraphs on studying abroad are grouped according to subject. All modern language teachers have to spend three months abroad although they may decide on whether to do this during their BA or MA degree. Paragraph § 15 stipulates when the regulations come into effect and concludes the main part. The six attachments state the standards for educational skills (attachment 1), language requirements (attachment 4), information on vocational work experience (attachment 5), and practical exams (attachment 6). As well as attachment 2 on interdisciplinary skills, attachment 3 is especially important. Here, the most important standards are presented in a table, divided into subjects. The standards are divided into interdisciplinary standards, standards for primary school, 'Hauptschule', and special education, standards for 'Realschule' and standards for 'Gymnasium'.

For the subject of history they are again divided into five areas of competency (1. orientation and basic knowledge; 2. methodology skills; 3. model and theory building; 4. what relevance do subject specific questions, methods, theoretical approaches, and research results and contents as aspects of historical culture have on the intended career; 5. the functions and concepts of history didactics).

In Lower Saxony, political science classes are divided according to school type. Political science is only taught at primary schools, 'Realschule', 'Hauptschule', vocational schools and in special education. Therefore, only they are shown in the table (and one area for 'overlapping'). The four areas of competency here are: 1. theory and methodology; 2. politics in a multi-level system; 3. international relationships; 4. didactic foundations of political education.

At Gymnasium the subject politics and economics is taught. The areas of competency 1-3 are the same as for political science. Further areas of competency are: 4. economics; 5. political and economical interdependencies and interdisciplinary; 6 didactic foundations of political and economics education.