

AUSTRIA

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I. The education system

A. General information about the education system and its legal framework

Principles and general objectives of education

For the principles and general objectives of education, the diagram of the education system and current reforms in secondary and tertiary education see the full version of the country report at the ITT website (<http://www.itt-history.eu>) and the Eurydice database: Eurybase – The information database on education systems in Europe (<http://www.eurydice.org>)

General objectives and laws concerning teacher education and training

Austrian University Act 2002 (BGBl. I No. 120/2002, as amended by BGBl. I No. 21/2004)
Academy Studies Act (1999) (<http://www.rpi.at/astg.htm>)
Fachhochschule Studies Act (1993) (BGBl. No. 340/1993, as amended by BGBl. I No. 110/2003)
University Accreditation Act (1999) (BGBl. I No.168/1999, as amended by the Federal Law BGBl. I No. 54/2000)

Laws and regulations concerning initial training for history teachers

Since 2002 new curricula have been in existence at universities.¹

Structure of the education system

The education system is:
comprehensive until student age of 10 years
selective from student age of 10 years
compulsory full-time education up to student age of 15 years
school-leaving age: student age of 18 (general schools) or 19 (vocational schools) years

Population by educational standard

Population aged between 25 and 54 years by highest educational standard (school leaving or graduation) in percentage:²

	Male	Female	Total
below secondary II [ISCED 2]	16%	28%	22%
secondary II [ISCED 3]	60%	52%	56%
post-secondary, non-tertiary [ISCED 4]	7%	8%	7%

¹ Beschluss der Lehramtsstudienkommission der Geistes- und Kulturwissenschaftlichen Fakultät der Universität Wien vom 14. November 2001. Genehmigt durch das BMBWK am 27. Mai 2002, GZ 52.353/21 – VII/D/2/2002. Veröffentlichung im Mitteilungsblatt der Universität Wien am 26. Juni 2002, XXXII. Stück, Nr. 321.

² Source: <http://www.oecd.org/dataoecd/52/41/33668656.xls>. Retrieved 28 March 2006.

tertiary I [SCED 5A/6]	8%	6%	7%
tertiary II [ISCED 5B]	9%	6%	7%

B. Statistical data

Teachers, students, history students, trainee teachers, trainee history teachers, teacher trainers

*Pupils*³

Pupils in	Male	Female	Total
Lower secondary general education	249 923	241 980	491 903
Upper secondary general education	31 176	41 793	72 696
Upper secondary vocational education	174 468	135 695	310 163

• Ratio of upper secondary graduates to total population at typical age of graduation

	Male	Female	Total
Ratio of upper secondary graduates to total population at typical age of graduation	35.9	50.1	43

*Students*⁴

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	104 818	113 312	218 130

• Students per institution

Institution/ ISCED	Male	Female	Total
Universities ⁵	90 324	103 068	193 392
Pedagogical academies	1 802	2 345	4 147
Other: <i>Fachhochschulen</i>	12 692	7 899	20 591

• New students in 2002/03

Institution/ ISCED	Male	Female	Total
Universities	13 419	17 001	30 720
Pedagogical academies	460	1 883	2 243
Other: <i>Fachhochschulen</i>	4 298	2 825	7 123

• Students graduating in 2002/03 per institution

Institution/ ISCED	Male	Female	Total
Universities	8 815	9 479	18 294
Pedagogical academies	na	na	na
Other: <i>Fachhochschulen</i>	1 819	839	2 658

³ Source: http://www.bmbwk.gv.at/medienpool/10342/stat_tb_2003_dt.pdf. Retrieved 28 March 2006.

⁴ Source: http://www.bmbwk.gv.at/universitaeten/stats/Statistiken_zum_oesterr11205.xml. Retrieved 28 March 2006.

⁵ Including Universities of Arts

Number of trainee teachers⁶

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	14 231	24 836	39 067

• Trainee teachers per institution

	Male	Female	Total
Universities ⁷	11 371	14 056	25 427
Pedagogical academies	2 860	10 780	13 640

• New trainee teachers in 2002/03

	Male	Female	Total
Universities ⁸	1 571	2 083	3 654
Pedagogical academies	460	1 883	2 343

• Trainee teachers graduating in 2002/03 per institution⁹

	Male	Female	Total
Universities ¹⁰	252	728	980
Pedagogical academies	na	na	na

History students¹¹

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	2 290	2 049	4 339

• History students per institution

	Male	Female	Total
Universities	2 290	2 049	4 339

• New history students in 2002/03

	Male	Female	Total
Universities	308	290	598

• History students graduating in 2002/03 per institution¹²

	Male	Female	Total
Universities	95	101	196

⁶ Source: http://www.bmbwk.gv.at/medienpool/8668/liste_univ_02w.pdf. Retrieved 28 March 2006.
http://www.bmbwk.gv.at/medienpool/8670/liste_udk_02w.pdf. Retrieved 28 March 2006.

⁷ Including Universities of Arts. Data separate for the Universities of Arts: male 475, female 1.409, total 1 884.

⁸ Including Universities of Arts. Data separate for the Universities of Arts: male 120, female 249, total 369.

⁹ Source: http://www.bmbwk.gv.at/medienpool/11197/liste_univ_03w.pdf. Retrieved 28 March 2006.

¹⁰ Including Universities of Arts. Data separate for the Universities of Arts: male 35, female 115, total 150.

¹¹ Source: http://www.bmbwk.gv.at/medienpool/8668/liste_univ_02w.pdf. Retrieved 28 March 2006.

¹² Source: http://www.bmbwk.gv.at/medienpool/11197/liste_univ_03w.pdf. Retrieved 28 March 2006.

*Trainee history teachers*¹³

	Male	Female	Total
Post secondary education and above (=ISCED 4, 5 and 6)	984	1 164	2 148

• Trainee history teachers in state, non-state (private) and church institutions

Institution/ ISCED	State			Non-state			Church		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Universities	984	1 164	2 148	–	–	–	–	–	–
Pedagogical academies	na	na	na	na	na	na	na	na	na

• New trainee history teachers in 2002/03 per institution

Institution/ ISCED	Male	Female	Total
Universities	117	145	262
Pedagogical academies	na	na	na

• Trainee history teachers graduating in 2002/03 per institution

Institution/ ISCED	Male	Female	Total
Universities	38	65	103
Pedagogical academies	na	na	na

Teacher trainers in general and history teacher trainers

• Number of teacher trainers

No data available.

• Number of history teacher trainers

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)	38	20	58

• History teacher trainers in state, non-state (private) and church institutions

Institution/ ISCED	State			Non-state			Church		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Universities	23	14	37	–	–	–	–	–	–
Pedagogical academies	9	4	13	0	1	1	6	1	7

¹³ No data for pedagogical academies included. Source: http://www.bmbwk.gv.at/medienpool/8668/liste_univ_02w.pdf. Retrieved 28 March 2006.

Teachers in general and history teachers¹⁴

School level	Number of teachers	Number of history teachers
Primary	33 590	
Lower secondary ¹⁵	41 367	
Upper secondary general ¹⁶	19 690	
Upper secondary vocational	20 733	

• Number of teachers in school

School level	Male	Female
Primary	4 009	29 881
Lower secondary ¹⁷	12 871	28 496
Upper secondary general ¹⁸	8 048	11 642
Upper secondary vocational	10 412	10 341

• Number of history teachers in school

Data not available

Financing

Data not available.

Feminisation¹⁹

During the last five years there has been an increase in female students. Female students at universities now total 52.9% of the student population. At pedagogical academies there has been no increase during the last five years.

II. Initial training

A. Training institutions

Institutions involved in ITT

Institution	For which school level
Universities	ISCED 2, 3
Pedagogical academies	ISCED 2

¹⁴ Source: http://www.bmbwk.gv.at/medienpool/10342/stat_tb_2003_dt.pdf. Retrieved 28 March 2006.

¹⁵ Data include only *Hauptschule* (secondary school), *Sonderschule* (special school), *Polytechnische Schule*.

¹⁶ Normally teachers in the *AHS* (grammar school) work in lower and upper secondary level.

¹⁷ Data include only *Hauptschule*, *Sonderschule*, *Polytechnische Schule*.

¹⁸ Normally teachers in the *AHS* work in lower and upper secondary classes.

¹⁹ Source: http://www.bmbwk.gv.at/medienpool/8668/liste_univ_02w.pdf. Retrieved 28 March 2006.

Main purposes of institutions

Institution	Purpose
Universities	For education of researchers and teachers of (ISCED 2,3) lower secondary (<i>Gymnasium</i>) and upper secondary (<i>Gymnasium</i> and higher vocational) schools
Pedagogical academies	For education of teachers of (ISCED 1,2) primary schools, and lower secondary schools (<i>Hauptschule</i>)

Faculties in charge of ITT

Institution	Faculties
Universities	Catholic theology, Protestant theology, computer sciences, historical-cultural sciences, philological-cultural sciences, philosophy and educational sciences, mathematics, physics, chemistry, earth sciences (geography and astronomy), life sciences, centre of sports sciences and university sports (University of Vienna)
Universities of arts	Department for music education, department for artistic education

TT institutions are required to meet legal standards set by

Universities: legal standards set by the state (including government) and the training institutions themselves

Pedagogical academies: legal standards set by the state (including government) and the training institutions themselves

Number of training institutions

providing a training programme for initial teacher training (general)

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities/ ISCED 5A	5	–	5
Universities of arts/ ISCED 5A	5	–	5
Pedagogical academies ²⁰	8	6 (6)	14 (6)

providing a training programme for initial training of history teachers

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities /ISCED 5	5	–	–
Pedagogical academies	8	6 (6)	14 (6)

²⁰ As a result of the academy studies act (1999) academies will change 2007 to state colleges of education. (<http://www.bmbwk.gv.at/universitaeten/recht/gesetze/hsg05/hsg05.xml> Retrieved September 20, 2006.)

The minister announced that the number of colleges will be reduced. Therefore as a first step the Pedagogical Academies of Lower Austria (Baden) and Burgenland (Eisenstadt), the Pedagogical Institute of Lower Austria and the Federal Institute for Social Pedagogy combined to form a network. Source: http://www.bmbwk.gv.at/schulen/bw/leb/Paedagogische_Akademien1564.xml. Retrieved 28 March 2006. <http://www.rpi.at/astg.htm>. Retrieved 28 March 2006.

B. The structure of ITT: model/qualification/institution/graduation

Initial training of history teachers as a subject of secondary or tertiary education

History teaching is studied (and taught) at:

Universities/ISCED 5A: in combination with each teaching subject

Pedagogical academies:

1) There are three fixed combinations possible: English and history, German and history, mathematics and history

2) Further education courses: only one subject (e.g. history)

The structure of ITT is:

At universities: concurrent

At pedagogical academies: concurrent

Length of studies/training

• Form of graduation and allocation of years for ITT of history teachers

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG training
Lower secondary schools – pedagogical academies	free access	written oral	3	<i>Diplom-pädagoge</i> ²¹	Yes: compulsory, but students may choose whether they write it for history or for one of the other subjects of their studies	–
Lower secondary schools – universities	free access, fees (possibility of scholarships) ²²	written oral	4.5	M.A.		1 year
Upper secondary general schools		written oral	4.5	M.A.		1 year
Upper secondary vocational schools		written oral	4.5	M.A.		1 year

Form of graduation and allocation of years for teaching EDC/civic education in secondary general schools

EDC is part of the curriculum for history teaching. See above.

Standards for ITT

• Professional profile

There is a professional profile for ITT at universities and pedagogical academies in Austria. The professional profile is important for the implementation and planning of curricula.

As the demands on the teaching profession have increased enormously over the past years, both in terms of content and didactics, the professional profile aims at developing content-related and didactic competencies. In particular it aims at fostering self-reflexive, social, communicative and organisational competencies and teamwork skills. In view of the current developments in schools and society, it seems particularly important to strengthen future teachers' cooperation and teamwork skills.

²¹ A BA is expected for 2007. An MA is planned.

²² A total fee of €363.36 per semester. Source: <http://studentpoint.univie.ac.at/index.php?id=588>. Retrieved 28 March 2006.

The professional profile of history teachers (Austria) as recommended by the University of Vienna²³

Principles:

History teachers should: be highly flexible and self-organised and have a high level of personal responsibility; be able to critically select information, to co-operate, and to handle conflicts constructively; be aware of the necessity of continual further training and improvement of their competencies ...

ITT aims at developing academic and didactic competencies together with the development of self-reflecting, social, communicative, and organisational competencies ...

General didactic qualifications:

As far as the organisation of classroom teaching is concerned, history teachers should be able to create a variety of dynamic learning structures which foster pupils' self-determination and self-organisation. Besides, they should be able to: present information in an easily comprehensible way, making use of the relevant media available; create a stimulating learning environment that is rich in content and will produce a lasting effect; monitor, foster, direct, analyse, and evaluate processes of learning, communication, and work; identify and assess pupils' learning capacity and development potential; try to create a good balance between pupils' self-reflection and their self-esteem; critically evaluate and assess all (teaching) concepts that are suggested to them; take a constructive position regarding the circumstances of their actions; reflect upon their own actions on a theoretical basis.

As regards co-operation with their colleagues, history teachers should be able to: work in an interdisciplinary setting; offer professional support and advice to their colleagues; direct working processes in the teaching team; develop school profiles; examine and assess their own development ...

Subject competencies include:

thinking in historical categories; a wide general knowledge as well as a profound specialised knowledge of history, taking into account all cultural, political, social, economic, and other aspects which foster the understanding of different cultures, both past and present; the ability to encourage critical and communicative learning processes that raise pupils' political awareness and take into account various theories and findings of political, social, and cultural studies; abilities and skills in applying methods and techniques of historical theory that correspond to the latest findings of historical research; a readiness to engage in the permanent development of specialised didactic competencies with regard to current debates on history didactics; flexibility in applying the acquired knowledge, methods, and competencies of the subject or field; an analytical, systematic, and reflective application of relevant subject knowledge and skills, and a critical approach to historical sources, the findings of historical studies, and current information; the ability to synthesise and present the findings of historical research; the competence to develop and foster a multi-perspective perception of historical situations and processes: raising pupils' awareness of the manifold causes of historical events and the broad range of potential interpretations; and the systematic practice of synchronic and diachronic ways of perception; interdisciplinary thinking and work styles; the ability to facilitate an understanding of the interrelation between cultural, political, economic, social, and ecological developments; a choice of contents that is oriented towards the present and takes into account pupils' situation and everyday experience: the ability to link knowledge of local history with overall historical developments; choosing and handling topics in a critical, problem-oriented way designed to foster pupils' sense of identity; intercultural thinking and acting: e.g., developing a differentiated perception of the past by discussing the 'other' that is

²³. University of Vienna (2000) Lehramtsstudienkommission, Qualifikationsprofil für Absolventinnen und Absolventen des Lehramtsstudiums 'Geschichte und Sozialkunde' (Sekundarstufe I und II), Vienna, October 2000, pp. 2

different in both space and time; an understanding of the historical development of foreign cultures; self-reflection: acting out, and maintaining a certain distance towards, one's role in the teaching situation; handling (institutional) power in a transparent way; dealing with conflicts constructively; recognising pupils' emotions in a differentiated way, separating them from one's own emotional reactions, and handling the emotional dimension of teaching in a sensitive and creative way; social and communicative competence: process-oriented thinking and work styles; developing and implementing experience-based learning processes; the ability to initiate, foster, direct, monitor, analyse, and reflect upon learning processes; planning and preparation: a basic knowledge of the theories of learning and developmental psychology and of the didactic appropriateness of specific media, especially regarding the critical application of information technologies; wide-ranging experience in the use of all currently relevant techniques and media; the knowledge and creative realisation of curricular provisions; organisational analysis: the necessary analytical competence to adequately assess opportunities of co-operation within the organisation with colleagues, superiors, and parents; the ability to plan and implement interdisciplinary or international forms co-operation, projects, and partnerships.

Professional areas:

The vocational training for history teachers at the university provides the authority to teach the respective subjects in schools at the lower and upper secondary levels of education (ISCED 2 and ISCED 3) for example the *Gymnasium*).

Moreover, graduates work in the fields of adult education, further education, exhibitions, museums, insurance and media (including cultural journalism, science journalism, public relations, international culture and education exchange, marketing).

- Certification system (qualified teacher status)

There is a process of certification after finishing studies of history teaching (e.g. qualified teacher status).

The certification for university graduates (teachers for lower and upper secondary and vocational schools) requires one year of practical training under supervision in school, and parallel courses (in law, organisation, didactics, subject didactics, medical and psychological care) in a state institution, plus a written appraisal by the headmaster of the school (in consultation with the adviser) (postgraduate year).

- Low-qualified history teachers

In lower secondary schools (*Hauptschule*) some teachers are allowed to teach subjects they are not particularly qualified for if there is special need by a local school. This may also apply to history teaching.

- Core curriculum

There is no common/core curriculum for all institutions of initial training for history teachers in Austria.

- General guidelines for the conception of ITT

General guidelines for the conception of ITT come from the Ministry of Education.²⁴

- Coordination of curricula

The curricula of different types of institutions are not coordinated. The curricula of the same type of institutions are also not coordinated.

²⁴ Source: <http://www.bmbwk.gv.at/schulen/lehr/lb/AStG-Akademien9741.xml>. Retrieved 28 March 2006.

Training at universities

- Curriculum

The current curriculum dates from 2002 (year of implementation).

Aims:

The Austrian system has two mechanisms governing university courses and subjects. The Austrian University Study Act (1997) and the University Act (2002)²⁵ provide the general framework for university courses in a particular subject and are binding for all Austrian universities. For history and social studies and education for democratic citizenship this regulation includes the following clause: ‘Courses are to be selected bearing in mind the future professional didactic and interdisciplinary demands on the graduates’. Within this framework each university develops its own *Studienplan* (plan of studies, i.e. a syllabus). This syllabus contains more concrete formulations about aims, as well as provisions concerning the content and internal structure of the course. The current syllabus at the University of Vienna includes the following clause: ‘The second phase of the course of studies is dedicated to expanding and deepening specialist historical knowledge and skills as well as to the development of didactic and professional skills.’ The didactic part of the curriculum pursues the following aims: ‘It is the aim of the didactic training of students of history and social studies and education for democratic citizenship to further relations with the practice of teaching history in secondary education, to introduce students to the theoretical and practical foundations of their subject, to enable them to reflect on the various decision levels in the teaching of history (choice of topic, preparation, planning, classroom management, evaluation), to provide opportunities for classroom experience over and beyond the *Schulpraktikum*, thereby introducing them to the basic problems of their subject – in short to contribute to the development of the students’ didactic competence necessary for the exercise of their future profession. In the interest of the professional development of future teachers of history and social studies the classes in didactics are to occupy a central coordinating and integrative role in the pursuit of this aim.’ All classes included in the didactics curriculum are interdisciplinary. There is a progression from Didactics Seminar 1 to the *Schulpraktikum* to Didactics Seminar 2. The first didactics seminar must have been completed before the *Schulpraktikum*.

Moreover, ITT at the University of Vienna emphasises the interdisciplinary exchange between history theory and history didactics, as well as the interdependence of history theory, history didactics and political education. History teachers should deal critically with social questions, particularly colonial, national, racial, sexist and other discriminating views within history and society. They should be conscious of their responsibility as regards their findings (in the areas of science, didactics and political education), and the consequences in actual social discussions.

The specific qualification profile regarding the educational aims of pedagogical training and postgraduate practical training includes the following competencies:

The ability and the willingness to deal with gender aspects (to be conscious of gender-specific patterns of education and socialising structures, and to overcome thinking in gender stereotypes); the ability and willingness to think and research scientifically; the ability and willingness to use theory-guided, methodical planning, action and evaluation in pedagogical-

²⁵ http://www.bmbwk.gv.at/medienpool/8019/8019_ug02_engl.pdf,
<http://www.ris.bka.gv.at/bgb/48/1997>, UniSTG. Retrieved September 2006.

didactical situations; the ability and willingness to adopt a professional and educational attitude towards learners (students) and to work in a team with other teachers; the ability and willingness to deal critically with the structures of the (national and international) education system and the socio-political consequences; the ability and willingness to accept the challenges of the profession through a professional sense of social structures, self-determination and creativity.

- The aims of IT for history teachers

The aims of IT for history teachers can be found on the following page:

<http://mitteilungsblatt.univie.ac.at/CIC/BASIS/mtbl/user/all/DDW?W%3Ddatum++%3D+%2726.06.2002%27%26M%3D10%26K%3D1759%26R%3DY%26U%3D1>.

- The content of initial training for history teachers

The content of IT for history teachers can be found on the following page:

<http://mitteilungsblatt.univie.ac.at/CIC/BASIS/mtbl/user/all/DDW?W%3Ddatum++%3D+%2726.06.2002%27%26M%3D10%26K%3D1759%26R%3DY%26U%3D1>.

Coursework of history teacher training²⁶

Institution/ ISCED	History courses	General pedagogic/ didactics courses	Subject didactics courses	Practical training	Other
University of Vienna	42%	17%	25%	9%	7%

These courses are: partly coordinated (for 39%).

Content and training in history courses

- Percentage of general history courses in the curriculum which are structured²⁷

Chronologically	36%
Thematically	44%
Other	20% ²⁸

– Ratio of local, regional, national, European and world history in history courses²⁹

Local history	2%
Regional history	2%
National history	19%
European history	52%
World history	25%

– Ratio of political, social, economic and cultural history courses³⁰

Political history	40%
Social history	17%

²⁶ Source: <http://www.univie.ac.at/Wirtschaftsgeschichte/FDGeschichte/StudienplanNeu.html>. Retrieved 28 March 2006.

²⁷ This is only an estimation.

²⁸ Spatially oriented.

²⁹ Estimated, based on *Vorlesungsverzeichnis für WS 2003*. Source: <http://data.univie.ac.at/vlvz?kapitel=704&semester=W2003>. Retrieved 28 March 2006.

³⁰ Estimated, based on *Vorlesungsverzeichnis für WS 2003*. Source: <http://data.univie.ac.at/vlvz?kapitel=704&semester=W2003>. Retrieved 28 March 2006.

Economic history	10%
Cultural history	33%

Content of EDC as part of the curriculum

The following topics are explicitly emphasised in training

A lot: legal system and jurisprudence, political systems, civics/civil and political rights, international law, conflict resolution and conflict management

Not at all: human rights education, civic education, peace education, global education, citizenship education, intercultural education

Training of history competencies:

– In the history courses, the following approaches are

Very important: problem-oriented, multicultural

Important: teaching by example, multi-perspective

Not used at all: bilingual

Content of subject didactics courses and training of competencies

The following professional competencies are explicitly emphasised in training:

A lot: textbook analysis, analysis of curricula, planning and organising lessons, teaching through directive structure, interactive teaching, organising project work, use of media, use of information technology, training of teamwork, training of key qualifications, interdisciplinary cooperation, multicultural aspects, conflict resolution and conflict management.

Trainee history teachers are trained to implement the results of new historical research into classroom teaching. They are also trained to use research methodology in the classroom.

Content of general didactics courses and training of competencies

The following courses are part of the curriculum: theories of education, theories of teaching, theories of didactics, developmental psychology, learning psychology, professional development, organisational development of school, planning and organising lessons, teaching through directive structure, interactive teaching (e.g. pupil-centred learning; process-oriented forms of learning and teaching), organising project work, use of media, use of information technology, interdisciplinary cooperation.

Content of practical training and training of competencies

During universities studies, trainee history teachers must attend three courses with a total of 165 hours. These courses are *Schulpraktika* and include a phase of supervision.

Institutional links between universities and other institutions to carry out practical training during university studies

There are institutional links (forms of cooperation) between universities and other institutions to carry out practical training during university studies. There is institutional cooperation between universities and the *Institut für die schulpraktische Ausbildung* (ISA). Functions of the ISA include: organisation and completion of education in the fields of scientific and practical pre-professional training; training of the trainers; and scientific research.³¹

³¹ Link to the *Institut für die schulpraktische Ausbildung*: <http://isa.univie.ac.at/>. Retrieved 28 March 2006. New name: *Forschungseinheit LehrerInnenbildung und Professionalisierungsforschung* (FeLP) – Link: <http://institut.erz.univie.ac.at/home/fe7/> Retrieved 21 October 2006.

Training at pedagogical academies

- Curriculum

The current curriculum dates from 2006 (year of implementation).

- Aims of IT for history teachers

Obtain knowledge of theoretical historic concepts and methods, ability to use social science methods for a better understanding of the historical and political world, ability to work from a theoretical and practical base of historical consciousness, with emphasis on social change, ability to connect theory and research (teacher and students), practical experience of content selection, independent conduct and evaluation of courses/lessons.

- The content of initial training for history teachers includes³²

A common review of ongoing history (Austria – Europe – outside Europe), philosophical models of history in their socioeconomic contexts, political history of ideas (problems), emphasis on everyday mentality and gender history, aspects of comparative history of culture and religion, emphasis on regional history (development, tradition)

- Coursework in history teacher training

Institution/ ISCED	History courses	General pedagogic/ didactics courses	Subject didactics courses	Practical training	Other
Pedagogical Academy (Vienna)	10%	10%	4%	47%	29%

These courses are: always separated.

– The general history courses in the curriculum are:

Chronologically structured	46%
Thematically structured	44%
Other	10%

– The ratio of local, regional, national, European and world history in history courses³³

Local history	7%
Regional history	5.7%
National history	31.5%
European history	34.3%
World history	28.5%

The ratio of political, social, economic and cultural history in history courses

Political history	26.8%
Social history	30.5%
Economic history	15.9%
Cultural history	26.8%

³² Source: <http://www1.pabw.at/ausbildung/studienplan-2005-2008/hauptschule/fachdidaktiken3/geschichte-und-sozialkunde>. Retrieved 28 March 2006.

³³ View <http://ects.pabw.at/fachdetail?language=en&fachID=23> for details. Retrieved March 28, 2006.

Content of EDC as part of the curriculum

2 courses (seminar), 1 hour/week; structure: lectures, discussions, text analysis

Content: idea of democracy and policy, Austria – EU, media analysis, critical application of sources, materials, use of information systems, sources, acquisition of competency for practice in school, current political topics, school in the sphere of influence of politics and society, system of law, jurisprudence, political systems, civics/civil and political rights, human rights education, civic education, peace education, global education, citizenship education, intercultural education, international law, conflict resolution and conflict management

Competencies trained in history courses

– In the history courses, the following approaches are

Trained a lot: problem-oriented, teaching by example, multi-perspective, multicultural

Not trained at all: bilingual

– Historical methods not used in general courses include:

quantitative analysis, statistics

Training of history didactics/methodology³⁴

The following professional competencies are explicitly emphasised in training:

textbook analysis, analysis of curricula, planning and organising lessons, teaching through directive structure, interactive teaching, organising project work, use of media, use of information technology, teamwork, training of key qualifications, interdisciplinary cooperation, multicultural aspects, conflict resolution and conflict management.

Trainee history teachers in pedagogical academies are trained to implement the results of new historical research in classroom teaching. They are also trained to use research methodology in the classroom.

– Courses of subject (history) didactics

There are six courses (seminar): each 1 hour/week

Aims: Introduction to subject/curriculum/lesson planning, contemporary history as an important dimension of history, detailed orientation on specific approaches to history teaching, knowledge of specific methods: narrated history, history and film, history as a part of literature for children and adolescents, literature as a historic source, specialised methods, methods of evaluation, newspapers as a source (assessment, use) of information, new media (possibilities of use)

Content: History, ancillary science (chronology: consciousness of history, time experience)

Teaching history (planning and preparation), teaching aids and media for history, textbook analysis, institutionalisation of contemporary history teaching, working with historical sources, teaching in museums, working with contemporary witnesses, knowledge of specific methods: narrated history, history and film, history as a part of literature for children and adolescents, literature as a historic source, working with historic maps and images, self-determined methods of learning, role playing in history, newspapers, new media in history, methods of evaluation

³⁴ Sources: <http://ects.pabw.at/vadetail?vaID=387>. <http://ects.pabw.at/vadetail?vaID=392>. <http://ects.pabw.at/vadetail?vaID=396>. <http://ects.pabw.at/vadetail?vaID=401>. <http://ects.pabw.at/vadetail?vaID=408>. All retrieved 28 March 2006.

- Educational sciences, general didactics, pedagogy³⁵

The following courses are part of the curriculum: theories of education, theories of teaching, theories of didactics, developmental psychology, learning psychology, professional development, organisational development of school, planning and organising lessons, teaching through directive structure, interactive teaching (e.g. pupil-centred learning; process-oriented forms of learning and teaching) , organising project work, use of media, use of information technology, interdisciplinary cooperation

Courses in educational sciences/general didactics/pedagogy: 4 seminars, 1 lecture, 1 hour/week

Aims: Orientation to the educational function of school in Austria, knowledge, mindset and attitudes for acting in school, theories and patterns as a basis for observing, planning, shaping, reflecting and evaluating lessons , school as a field of occupation

Content: Orientation to the educational function of school in Austria, educational theories, teaching mindset, teaching and learning, structures of teaching, observing, planning, shaping, reflecting, evaluating lessons , grading, teaching principles, didactic principles and patterns, patterns of integration and differentiation, school quality, school reforms, school development

- Practical training during universities studies

Courses of practical training during university studies:

4 courses: practice (Erstfach), totalling 6 hours; 4 courses: didactic reflections, totalling 6 hours; 4 courses: reflection on human science; totalling 4 hours

Aims: Knowledge of and competency in teaching, planning and dealing with teaching, understanding the teacher's mindset, using a professional approach

Content: Beginning with concrete school processes, students are introduced to teaching basics, in-depth insights, categories, patterns and methods of analysing teaching. Learning competencies.

– Institutional links between universities and other institutions to carry out practical training during university studies

There are institutional links (forms of cooperation) between universities and other institutions to carry out practical training during university studies. These links include cooperation with advisory teachers provided by the *Institut für Schulpraktische Ausbildung* (new name: *Institut für Bildungswissenschaft, LehrerInnenbildung und Professionalisierungsforschung*).

Postgraduate initial training (PG-ITT) for history teachers³⁶

In Austria, there is obligatory postgraduate initial training for history teachers working in lower secondary and upper secondary schools.

Graduates of pedagogical academies need no PG-ITT.

- Structure of PG-ITT

Structure and length of postgraduate initial training for history teachers (PG-ITT): secondary school and courses organised by pedagogical institutes. PG-ITT lasts for one year.

³⁵ Source: <http://www1.pabw.at/ausbildung/studienplan-2004-2007/hauptschule/humanwissenschaften/#Unterrichtswissenschaft>. Retrieved 28 March 2006.

³⁶Source: http://www.univie.ac.at/Wirtschaftsgeschichte/FDGeschichte/AusbildungLehramt_Unterrichtspraktikum.html. Retrieved 28 March 2006.

- Institutions involved in PG-ITT for history teachers
Secondary schools: for admission to school levels ISCED 2 and ISCED 3
Pedagogical institutes: for admission to school levels ISCED 2 and ISCED 3

- Number of institutions for PG-ITT
There are nine pedagogical institutes.³⁷

- Core curriculum for PG-ITT
Yes, there is a common/core curriculum for PG-ITT for all institutions involved.

– General guidelines for PG-ITT
General guidelines for the conception of PG-ITT come from:
Ministry of Education

- The curriculum of PG-ITT for history teachers³⁸
The current PG-ITT curriculum dates from 2004 (year of implementation). The new elements of this PG-ITT curriculum are: the portfolio and the project thesis. The aim: The trainee (*Unterrichtspraktikant*) must be prepared for planning, completing and evaluating lessons as well as for the result assessment.

The postgraduate initial training curriculum for history teachers (PG-ITT)

Aims: The main aim is to develop a competent teacher who is able to encourage talented students. The trainees should be role models for pupils and active members of the democratic society.

The trainees acquire competence (professional, personal and social), critical and constructive instruction in the use of new technologies, knowledge and experience in multi-disciplinary teaching, knowledge and experience motivating, influencing and educating pupils with various methods, an introduction to the structure of the Austrian school system, school administration and legal foundation, the trainees learn and reflect on the planning, evaluation and teaching as such (classroom management).

Structure: Introductory course (16 hours), school law (8 hours/lecture), general didactics (4 hours/lecture), school education (4 hours/lecture), main course (120 hours), school law (12 hours/seminar), general didactics (10 hours/lecture and 16 hours/seminar), subject didactics (60 hours/seminar – 30 hours per subject), school education (22 hours/seminar)

Examination: School law and school education: oral examinations

ECTS: (136 hours) – portfolio (9 EC), project work (3 EC)

- Coursework in the PG-ITT programme for history teachers consists of ³⁹

Institution/ ISCED	History courses	General pedagogic/ didactics courses	Subject didactics courses	Practical training	Other
Pedagogical institutes	–	22%	44.1%	–	33.8%

³⁷ Source: http://www.bmbwk.gv.at/schulen/bw/lfbw/links_pi.xml. Retrieved 28 March 2006.

³⁸ Source: <http://www.bmbwk.gv.at/schulen/lehrdr/gesetze/upg.xml>; Verordnung: Lehrplan des Lehrganges für Unterrichtspraktikanten, BGBl.Nr. 444/1988 (<http://www.ris.bka.gv.at/bgbl/>); http://www.pi-wien.at/studien/studienplaene/pistupl_Upraktikum_f%FCr_Absolventen_AHS_L.pdf. Retrieved 28 March 2006.

³⁹ Source: http://www.pi-wien.at/studien/studienplaene/pistupl_Upraktikum_f%FCr_Absolventen_AHS_L.pdf. Retrieved 28 March 2006.

Secondary schools	–	–	–	50%	50% ⁴⁰
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– Coordination of courses in PG-ITT

Academic courses, general pedagogies, subject didactics, practical training in PG-ITT for history teachers are always separated.

– Extent of practical training

Two hours per week per semester are spent on practical training during postgraduate training for historians. The practical training takes place in schools.

• Induction

There is an obligatory form of induction for newly employed history teachers. It is a part of the PG-ITT.

Introduction course (16 hours): school law (8 hours/lecture), general didactics (4 hours/lecture), school education (4 hours/lecture).

Minority and gender issues, multicultural aspects

• Minority issues

The topic is not included in the ITT curriculum but is discussed in the subject didactics courses.

• Gender issues

During the whole period of studies at universities, approx. 2.5% of time is given to gender issues in history. During the whole period of studies at pedagogical academies, approx. 5% of time is given to gender issues in history.

• Multicultural aspects

The ITT curriculum of universities is not designed to prepare trainee teachers for teaching history in the context of a multicultural society. The topic is not included in the ITT curriculum but is discussed in the subject didactics courses.

The ITT curriculum of pedagogical academies intends students to take part in a course outside Austria to encourage and strengthen their understanding and tolerance for foreign cultures.

*Professional competencies*⁴¹

The following professional competencies are explicitly emphasised in training

	history courses		general didactics		subject didactics		practical training	
	u	p.a.	u.	p.a.	u	p.a.	u	p.a
Capacity to think in historical categories and to relate information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity to relate current events or information to historical processes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity for critical analysis and synthesis of historical information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to comment, annotate or edit historical sources and documents correctly according to the critical canons of history	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

⁴⁰ Teaching observation: lessons of the advisory teacher

⁴¹ Source: <http://www.univie.ac.at/Wirtschaftsgeschichte/FDGeschichte/StudienplanNeu.html>; http://www.pi-wien.at/studien/studienplaene/pistupl_Upraktikum_f%FCr_Absolventen_AHS_L.pdf; <http://www.univie.ac.at/Wirtschaftsgeschichte/FDGeschichte/GeschichteFD.html>. All retrieved March 28, 2006.

Ability to organise complex historical information in coherent form	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research skill in history	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity for applying historical knowledge in practice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Critical and self-critical abilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and organising lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reflection and self-evaluation of the training course/ the lesson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Monitoring/social dynamics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of media	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of information technology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of key qualifications (social and communicative skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interdisciplinary cooperation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Scale of professional training⁴²

	Univ.	Ped. A.
Training of teamwork (e.g. group work of students; team teaching)	10%	5%
Training of key qualifications (self-reflection, social and communication skills, organisational skills)	10%	10%
Training of Interdisciplinary cooperation	5%	5%
Training for planning and organising lessons	20%	20%
Training for teaching through directive structure	5%	5%
Training for interactive teaching (e.g. group work)	10%	10%
Training for organising project work	5%	10%
Training for the use of feed back in classroom	5%	5%
Training for reflection and self evaluation of courses	5%	10%
Training for monitoring/social dynamics	5%	5%
Training for use of media	10%	10%
Training for use of information technology	10%	5%

• Information technology and e-learning⁴³

	Univ.	Ped. A.
During ITT studies, the percentage of ITT students who have access to computers is	100%	100%
During ITT studies, the percentage of ITT students who have access to the Internet is	80%	100%
Percentage of ITT training laboratories equipped with computers	80%	
Percentage of institutions/faculties/departments of history equipped with a content management system		
Percentage of institutions/faculties/departments of history equipped with a learning management system		
There is technical support for the use of information technology at the following percentage of teacher training institutions	50%	50%
There is didactical support for the use of information technology at the following percentage of teacher training institutions	80%	80%
Other (please specify)		

⁴² Estimate

⁴³ Estimate

During the whole period of studies at university approx. 7% of time is spent in training for use of new media/information technology.

Form and content of courses: e.g. new media in history and subject didactics. (SS 2005: 3 courses), 4 hours. The courses are team orientated (2 or 3 lecturers)

Aims: online-offline media, e-learning, analysing new media, didactics of new media, teaching with new media, teaching notebook classes, critical use of new media

Content: web research, technological tools, didactics, legal framework, media analysis, planning and evaluation of lessons, classroom management

During the whole period of studies at pedagogical academy approx. 10% of time is spent in training for use of new media/information technology. Training of new media is standard or asked for 90% of the courses.

Evaluation of ITT courses

- Official evaluation of training courses by the training institutions

There is an official evaluation of training courses by the training institution for⁴⁴ history courses, general didactics courses, subject didactics courses. It takes the form of a standardised evaluation.

- Informal evaluation of their courses by the trainers

There is an informal evaluation of their courses by the trainers for history courses, subject didactics courses, practical training. It takes the form of verbal feed back.

C. The Students

Training of key-competencies

- History teacher training emphasises these key competencies:

Institution/ ISCED	academic qualification	didactic qualification	psychological qualification	juridical/institutional qualification	other qualification
Universities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pedagogical Academies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- Kind of learning environment in which training of these key competencies takes place:

	academic qualification		didactic qualification		psychological qualification		juridical qualification		other qualification	
	u	p.a.	u	p.a.	u	p.a.	u	p.a.	u	p.a.
Individual studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁴⁴ It takes place about every 2 years. Source: <http://www.univie.ac.at/evaluation/>. Retrieved 28 March 2006.

Participation of students in planning and organisation

University: Trainee history teachers are involved in the planning and organisation of subject didactics courses and practical training. Students must organise themselves in the subject didactics courses in groups of 4.

Pedagogical Academy: Small groups, on average 10 students for history guarantee a permanent exchange of information between trainers and trainees.

International mobility

In Austria, there are no ITT programmes for universities explicitly designed to foster the international dimension of teacher education.

Pedagogical academies have contact with teacher training institutions across Europe, USA and Israel (about 40 bilateral contracts Pedagogical Academy Vienna) and take part in international programmes like Socrates Erasmus (teacher mobility).⁴⁵

D. Trainers

The trainers

• Professional groups involved in ITT for history teachers:

Historians, advisory teachers in schools and/or universities⁴⁶, psychologists, pedagogues, didacticians, political scientists, sociologists, economists.

– Coordination of these groups

These groups are coordinated.

Forms of cooperation: At the university of Vienna, the Institute for Social and Economic History (Prof. A. Ecker) organises the necessary subject didactics courses for all history institutes. Prof. Ecker has set up a group of advisory teachers who work together with historians and didacticians. There is a plan to transfer the coordination of this group to a new subject didactics centre in the future.

– Interdisciplinary cooperation between these groups

There is interdisciplinary cooperation between these groups at universities. Historians, didacticians and advisory teachers cooperate in subject didactics courses. Pedagogues, didacticians and advisory teachers cooperate in school practice. Political scientists and didacticians cooperate in civic education courses.

Kind of cooperation:

At university: coordinated by the curriculum, in academic training, in practical training, in didactic/pedagogic training. In the introductory course for history, a subject didactician and one or two advisory teachers give an introduction to the subject and civic education, speak about job opportunities, and work together to acquaint students with methods and didactic theories.

Practical training: In phase 1, there are plans in the curriculum for interdisciplinary cooperation. Students obtain an introduction to teacher observation and to evaluating, designing and executing lessons. They complete parts of a lesson, and are supervised by pedagogues, didacticians and advisory teachers.

⁴⁵ <http://www1.pabw.at/internationales/eu-projekte>

⁴⁶ The advisory teachers work in schools and have a contract with the university (per semester) and take part in subject didactics courses. In the pedagogical academies the advisory teachers work in the “Übungshauptschule”.

- Average percentage of working time devoted by teacher trainers to the training of trainee teachers

Institution/ ISCED	Historians	Advisory teachers	Psychologists	Pedagogues	Didacticians	Other
Universities	15-20%	5-50%	5-10%	20-100%	40-100%	5-20%
Pedagogical academies	100%	5%	100%	100%	100%	

Structure of personnel in training courses

The training courses are run entirely by teams of university teachers and advisory teachers.

E. Training of teacher trainers

In-service training

There is the possibility of in-service training for teacher trainers at universities.

The costs of the in-service training are covered by the teacher training institutions. The training at university includes improvement and training in self-reflection, improvement of competency in planning and design of courses, training in directing the learning process, training of organisational skills, training in different forms of examinations, forms of evaluation, process oriented forms of learning, e-learning.

The course organised by the Department for Personnel Development consists of six modules. The topics are job profile, directing learning processes, planning and design of courses, examinations, gender aspects in teaching, and organisational skills. There is a follow-up programme in which participants may reflect and discuss their experiences.

The Project Centre for Teaching and New Media supports individual initiatives for teaching and learning with new media. The centre organises courses for e-learning, and provides technical and didactic support for working with electronic media.

Specific training

There is specific training for teacher trainers of history at universities. Training exists for university teachers (academic courses), for didacticians/pedagogues, for advisory teachers and for psychologists.

(For more information see ITT website (<http://www.itt-history.eu>).

The training of trainers

- The trainers are trained by

Historians are trained by historians, psychologists, didacticians, in-service-training.

Advisory teachers are trained by historians, didacticians, external trainers, in-service training.

Psychologists are trained by psychologists, didacticians, external trainers, in-service training.

Educationalists are trained by psychologists, educationalists, didacticians, external trainers, in-service training.

- Place of training for the trainers

Internal personnel development for historians, advisory teachers, didacticians, pedagogues, psychologists

External personnel development for historians, advisory teachers, didacticians, pedagogues, psychologists

- Internal personnel development is normally done by

Historians, didacticians, psychologists, professional trainers

- External personnel development is normally done by Experts from other institutions, experts from training institutions, Balint groups, in-service training

- International mobility of history teacher trainers
History teacher trainers at university are not encouraged to participate in international research or exchange programmes. History teacher trainers at pedagogical academies are encouraged to participate in international research or exchange programmes. The Pedagogical Academy in Vienna has a cooperation and exchange programme with Beit Berl (Israel).

III. History teaching in primary and secondary schools

A. The subject

Basic information about history as a subject in secondary school education (student ages 10-18/19):

- History as a school subject

School level	Full name of the subject
ISCED 1 – primary school	Not a separate subject
ISCED 2 – lower secondary general school	History and social studies
ISCED 2 – lower secondary vocational school	–
ISCED 3 – upper secondary general	History and social studies (age 14 – 16) History and civic education (age 16 – 18) ⁴⁷
ISCED 3 – upper secondary vocational school	History and civics ⁴⁸ History and cultural studies ⁴⁹

- Separate subject

Is history a separate subject?

School level	Separate subject	Name of the comprehensive subject	Percentage of history in the comprehensive subject
ISCED 1 – primary school			
ISCED 2 – lower secondary general school	yes		
ISCED 2 – lower secondary vocational			
ISCED 3 – upper secondary general	yes		
ISCED 3 – upper secondary vocational school	yes		

⁴⁷ Since 2001/2.

⁴⁸ For the technical branch (HTL).

⁴⁹ For the economical branch.

• Number of history lessons

Number of lessons per grade each week and school type:

Grade (age)	Primary	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational ⁵⁰
1 (6-7)					
2 (7-8)					
3 (8-9)					
4 (9-10)					
5 (10-11)					
6 (11-12)		2 lessons - each 50 min ⁵¹			
7 (12-13)					
8 (13-14)					
9 (14-15)			1 lesson - 50 min ⁵²		2/0/0 lessons - each 50 min
10 (15-16)				2 lessons/ each 50 min ⁵³	0
11 (16-17)					0/2/0 – 50 min
12 (17-18)					-/2/2 – 50 min
13 (18-19)					-/2/2 – 50 min

• History curriculum in school

– Aims and content of the subject in lower secondary general school⁵⁴

Aims: Insight into the history of Europe, the world, and with respect to Austrian history; the ability to enable the pupils to reflect upon their own identity; insight into the plurality of political models and institutions; historical consciousness; the insight that economic, social, political and cultural phenomena are products of historical evolution; insight into the reasons for historical events and their varieties of interpretation; the ability to develop a multi-perspective point of view for critical political awareness; the ability to develop, increase and consolidate historical knowledge and the methodological skills required to select and deal critically with historical information; the ability to acquire, receive and assess information; the ability to develop positions and to respect those of others so as to be able to engage in dialogue.

Content:

Year 6 (11 – 12): Overview of the history of mankind from the beginning to the end of the Middle Ages: man and nature; human life in different communities and cultures, with consideration of everyday life and gender attitudes; working life, division of labour, different economic systems (e.g. from natural production to the evolution of the market economy); the evolution of different political systems and types of political participation; examples of social and military conflicts, their sources and solutions; the evolution of world views, including magic, myths and religious ideas (evolution of Christianity in Antiquity and Middle Ages, Islam); frontiers and areas – colonisation and integration of the Austrian area, art and culture as a product of an epoch.

⁵⁰ Different depending on school type: lower economic schools/ higher economic schools/ higher technical schools.

⁵¹ Schools may choose between a maximum and a minimum in accordance with their individual school profile.

⁵² Since 2003/4.

⁵³ Optional subject: history and social studies, civic education and law (Rechtsskunde) (2 x 2 lessons) pupils can choose to take part in year 10 and 12, or 11 and 12.

⁵⁴ The curriculum differentiates between a core part (*Kernbereich*) (65%) and an additional enlargement part (*Erweiterungsbereich*) (35%).

Year 7 (12 – 13): Beginning of modern times to the end of the First World War: new perspectives at the beginning of modern times; the European expansion in the age of imperialism; reforms and revolutions as a response to the deficits of churches and governments (e.g. French Revolution); economics and society (e.g. working, leisure, gender); the evolution of modern states –absolutism, constitutional government, early parliamentary states; Napoleon and the European ruling system; human rights and the problems of being accepted; a comparison of history and society: America and Asia; liberalism, nationalism, socialism; problems of the multi-ethnic Habsburg monarchy; war and peacekeeping efforts up to World War I, art and culture as an expression of an epoch.

Year 8 (13 – 14): Contemporary history: changes in economy and society; democracy vs. dictatorship (e.g. Fascism, Nazism, Communism); Nazism (ideology, propaganda, the mobilisation of youth, persecution because of race, the organisation of mass murder, resistance); the development and crisis of democracy in Austria; World War II and international policy after 1945 – the Cold War until 1989, United Nations; comparison of different political and social systems (USA and Soviet Union); disintegration of colonial empires and the end of European hegemony, north – south conflict; the Second Republic in Austria – political system, economical and social development; European integration.

– Aims and content of the subject in upper secondary general school

Aims: insight into basic structures and changes in world history and European history as well as actual trends; reference is made to Austrian history, actuality and political structure; a global insight into history; insight into different cultural values and respect for foreign cultures; the ability to overcome prejudice, racism and stereotypes; the ability to critically analyse social, cultural, economic and political structures, and courses of events, and to recognise the connections between politics and interests and the reasons, differences and functions of religions and ideologies. The pupils should learn to articulate their social positions and interests; democratic competence as well as methodological, social and subject competence.

Content:

Year 9 (14 – 15): From the Greeks and Romans to the end of the Middle Ages: political organisation, social evolution, economy and culture in the Mediterranean area; interaction of religion, culture, state and politics in European and non-European centres of power; expansion, migration and their socio-cultural effects; the evolution of law in the area of conflict between governance and communal life (forms and types of political participation, comparison of types of democracy; social classes; the changing status of men and women, development of territorial states) .

Year 10 (15 – 16): From the beginning of modern times to World War I: socioeconomic, intellectual and cultural changes in early modern times; the social, political and economic dynamics in modern states and systems of alliances; absolutism, parliamentarianism and the centre-dominated nation state; colonialism and imperialism and their consequences; the age of revolutions; the idea of enlightenment; human rights; modern constitutions and participation; social, political and economic changes from the nineteenth century to 1918 (e.g. nationalism, liberalism); patterns of history and historic myths for historic legitimation.

Year 11 (16 – 17): Essential processes of transformation in the twentieth and twenty-first century and basic structures of politics: collective peace keeping policy after 1918 and its collapse; democratic, authoritarian and totalitarian system of states and their ideologies; the system of National Socialism and the Holocaust; the bipolar world 1945–1990; social, ecological, political and cultural disparities and the design and development of sustainable solutions; the changes in different economic systems, processes of integration and collapse; emancipation and social movements and cross currents after 1945; politics in everyday life:

types and basic values of democracy and human rights, political participation, decision making processes, conflict solutions.

Year 12 (17 – 18): Austria as a part of European and global change in the twentieth and twenty-first century: The political and legal system in Austria and the European Union, as well as in international comparison; European integration and globalisation – chances and problems; the role of the media in politics, economy, culture and society; major patterns of international conflicts, new concepts for international security (UN, OSCE, WTO).

- Aims and content of the subject in upper secondary vocational school (For a summary of this school curriculum see the ITT website <http://www.itt-history.eu>)

– The ratio of local/regional, national, European and world history in the school curriculum for the whole period of compulsory lessons/history courses⁵⁵

Local history	4%
Regional history	1%
National history	30%
European history	45%
World history	20%

Local history: e.g. Vienna in the Middle Ages; social, cultural, economic changes

Regional history: the creation of the Austrian *Länder* (provinces)

National, European and world history: see school curriculum.

– The ratio of political, social, economic and cultural history in the school curriculum for the whole period of compulsory lessons/history courses

Political history	40%
Social history	20%
Economic history	20%
Cultural history ⁵⁶	20%

- The relation between history and other (school) subjects

In the school curricula interdisciplinary work is proposed. The following subjects specifically include historic topics in their curricula:

Religious education (Catholic): information about world religions (Judaism, Christianity, Islam, Buddhism), Reformation and Counter-Reformation, colonisation, imperialism, decolonisation, globalisation, north – south conflict, ideologies, religion and war, Fascism, resistance, the Holocaust, migration, prejudices and stereotypes, minorities.

Ethics⁵⁷: information about the world religions (Judaism, Christianity, Islam, Buddhism); globalisation, north – south conflict, ideologies, religion, Fascism, resistance, the Holocaust, migration, prejudices and stereotypes, participation, minorities

Geography: the industrial revolution and its consequences, world economic crises, reasons, solutions, imperialism and the social, economic and cultural consequences in the colonies, the developing world, globalisation, economic systems, world trade (organisations), unification of Europe, unifications on other continents (NAFTA)

⁵⁵ Teachers are partly (35%) free to organise programme-centred learning. They make their personal choice out of a wide range of possibilities provided by the curriculum. Data based on estimation.

⁵⁶ In Austria not strictly history of fine arts but also includes many aspects of everyday life.

⁵⁷ An experiment in school autonomy in a part of lower and upper secondary general schools, pupils can choose between religion and ethics.

– The teaching of history as a subject

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
History is taught as a single subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History is taught in a fixed combination (e.g. geography)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History is taught as an integrated subject (e.g. history and social studies)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
History is taught under the umbrella of a broader subject (e.g. social studies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Form and structure of the combination, integration or type of broader subject:

History and social studies (lower secondary schools)

History and social studies (upper secondary general schools, 14 – 16)

History and civic education (16 – 18)

– Subjects taught at school

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
Geography	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human rights education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethics ⁵⁸	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Comparison: school curriculum vs. ITT⁵⁹

There have been important changes during the last ten years within the field of history teaching in Austria.

Changes within the field of history teaching in lower secondary schools (ISCED 2): the new curriculum came into effect in 2000/01; it distinguishes between a core and an additional part. Schools are free to choose between a maximum and a minimum number of lessons per week according to the hours in their individual school profile. The curriculum is thematically oriented.

Changes for upper secondary schools: In 2001/02, the subject was renamed history and civic education for the years 11 and 12. A new history curriculum was introduced without transition in 2002/2003. In 2003/04, the number of lessons in year 9 was reduced from two to one. In 2004/05, a new curriculum, intended to continue Curriculum 99, was introduced, beginning in year 9.

⁵⁸ Ad Ethics: an experiment in a small number of schools (mostly with multiethnic pupil population)

⁵⁹ Source: curriculum 99 (http://www.univie.ac.at/wirtschaftsgeschichte/fd_geschichte/Materialien_lehrplaene.html). Retrieved 28 March 2006. Beschluss des Nationalrates v. 7.6.2001: Rundschreiben des BMBWK Nr.42/2001; BGBl II: v. 13.6.2003 Nr.283; BGBl. Nr. 277/2004 v. 8. Juli 2004 (http://www.univie.ac.at/wirtschaftsgeschichte/fd_geschichte/Materialien_lehrplaene.html). Retrieved 28 March 2006.

A new curriculum for upper secondary vocational schools (HTL) was also introduced in 1998. These changes in history teaching directly affected the ITT. For example, the curriculum for 2002 was renamed history, social studies and civic education. A course in civic education is now obligatory.

B. History teachers in schools

Socio-economic situation of history teachers

- Job opportunities

In 2002, graduates had to wait one year before they could get a job as a history teacher. Most of the graduates got jobs after the *Unterrichtspraktikum* (PG-ITT), but not as history teachers. However, they could teach their second subjects or they took care of pupils in schools in the afternoon.

The chances of graduates from pedagogical academies are determined by their ranking in a waiting list and social circumstances.

- Salaries

In 2002, the salary of a full-time secondary school teacher was above the average income of all wage-earners.

- Future developments

The number of available jobs will decrease significantly. The number of pupils will decrease each year by about 13% until 2010, and the new regulations on retirement will also affect the number of jobs available.

- Age of employment/retirement

– Age at which history teachers normally get hired in primary and secondary schools:

School/ ISCED	Female	Male
ISCED 2 (<i>Hauptschule</i>)	21	21
ISCED 3 (AHS/BHS)	24	24

– Age at which history teachers normally retire from teaching in primary and secondary schools:

School/ ISCED	Female	male
ISCED 2 (<i>Hauptschule</i>)	55	60 (step by step to 65 until 2017)
ISCED 3 (AHS/BHS)	60	60 (step by step to 65 until 2017)

- Salaries/age

Average salaries of history teachers in euros per level of qualification:

School/ ISCED	< 30 years	50 > years
ISCED 2 (<i>Hauptschule</i>)	1 680	3 175
ISCED 3 (AHS/BHS)	2 015	3 860

- Relation between school and university

Institutional links and forms of cooperation:

Contract between institutions: Pedagogical academies have their own training schools.

Contract between an institution and an individual (lecturer, advisory teacher): There are contracts between the university and individual teachers.

- Status of the profession history and history teaching in society

– Ranking of studies

Arts, humanities and theology	9
Social sciences	5
Educational sciences	6
Juridical sciences	2
Natural sciences	8
Mathematics and computer related sciences	4
Medical sciences	1
Engineering and architecture	7
Other (please specify)	3

Reputation of history teaching on a scale from 0 (worst) to 10 (best): 6

Reputation of history on a scale from 0 (worst) to 10 (best): 7