



Federal Ministry
of Education
and Research

Interim results of the 'Qualitätsoffensive Lehrerbildung'

Initial findings from research and practice



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Foreword

In today's rapidly changing world Germany needs excellently trained teachers which are equipped to teach a diverse range of students at a very high quality. As to guarantee the continuous improvement of German teacher education in times of change, the Federal Government and the *Länder* have launched a joint programme, the *Qualitäts-offensive Lehrerbildung*, which at its core aims at enhancing the quality and attractiveness of teacher training. Until 2023 the Federal Ministry of Education and Research (BMBF) is awarding a total of up to 500 million euros to support these goals.

Social change, scientific developments and rapid technological progress confront teachers as much as teacher training and continuous professional development with numerous new challenges, which also change their daily professional practice. These changing professional requirements are reflected in the programme's overall foci for action as well as at the level of the individual projects. For example, more than half of the funded projects have implemented special student support services and coaching offers for their teaching programmes. Over 80 percent of the projects focus on the further development of their teacher training courses and curricula especially regarding issues of heterogeneity and inclusion. In addition to this it seems important to note that all measures within the programme are research-oriented and data-based. In this way, teacher training is becoming a highly attractive partner for collaborations across other departments and faculties and indeed an institutional asset for the university as a whole.

The programme has already responded to new issues, which became apparent in the course of the first funding phase. In 2018, it has thus launched two additional funding strands, which focus on digitisation in teacher training and teachers for vocational schools respectively.

Since 2015, 49 projects at 59 universities and universities of education have worked towards the successful implementation of the *Qualitätsoffensive Lehrerbildung*. About every second teacher educating institution at university level in Germany is participating in the programme. Remarkably, since its start the programme has already had a significant impact on the higher education institutions involved. Above all this can be illustrated with an increased networking activity and collaboration efforts, now also reaching beyond the regional level. These efforts have been supported by the BMBF and the Project Management Agency of the German Aerospace Center (DLR Projekt-träger) by means of hosting numerous conferences and workshops and editing various publications.

It is also impressive to see how the projects have reflected upon and shaped the transfer of the project results to all phases of teacher training. This creates a sound basis for the lasting impact of the programme among the diverse teacher educating institutions involved. Above all, the *Qualitätsoffensive Lehrerbildung* has revealed a previously unknown dynamic inherent to these vital change processes in German teacher training.

The Federal Ministry of Education and Research







The *Qualitätsoffensive Lehrerbildung* – news, achievements and new challenges

A discussion with Cornelia Gräsel, Co-Chair of the Selection Committee; Bernd Engler, President of the University of Tübingen; Ilka Parchmann, Vice-President of Teaching, Academic Communication and Continuous Professional Development at Kiel University; and Iris Winkler, Vice-President of Learning and Teaching at Friedrich Schiller University Jena (FSU Jena)

The joint programme of the Federal Government and the *Länder*, the *Qualitätsoffensive Lehrerbildung*, has been in progress since 2015. From the Selection Committee's perspective, what were the greatest overarching challenges the universities had to take on?

Gräsel: There were two main challenges. Firstly, the universities had to develop an overall concept that would integrate all aspects of teacher education at a university and would then achieve demonstrable improvements in teacher education. Different universities take very different approaches to the ongoing development of the quality of teacher education.

Depending on the discipline – educational sciences, subject didactics or subject disciplines – there are different concepts of quality and therefore different ideas as to what the *Qualitätsoffensive Lehrerbildung* can achieve. This poses the challenge of developing an overall concept for teacher education and integrating it into the institution as a whole. No university or university of education has the sole task of developing the quality of teacher education. They have many other tasks and challenges as well – and all of these efforts must be integrated. There are restrictions and controversies around resources, for instance. Tackling these and integrating the many



different perspectives was a huge challenge. Secondly, each application had to provide a data-based description of the starting point, clearly setting out what the standard of teacher education is and what it should be, that is: 'Where do we want to begin, and what are the strengths and weaknesses of this institution?'

The *Qualitätsoffensive Lehrerbildung* required the university to develop and pursue a comprehensive strategy and not just focus on individual projects. One of the important quality criteria in selecting institutions for funding was that they have an established governance structure. This requirement was made clearly visible by various criteria. It was important that the structure of teacher education be embedded in the structure of the university as a whole.

And what was the situation for the individual university locations?

Winkler: At the University of Jena, the *Qualitätsoffensive Lehrerbildung* was seen as an occasion for stakeholders from a seemingly homogeneous field – teacher education – to put their heads together at their own institution too. The programme's objective is to further develop the model for teacher education at universities, with the involvement of as many stakeholders as possible. This prompted us to bring them all to the table, and it was a big challenge. When we succeed in doing this, it benefits all the areas involved – not just the teacher education model.

‘Those who have been qualified by a good teacher education provide a higher quality of teaching in their schools.’

Engler: The *Qualitätsoffensive Lehrerbildung* has provided impetus for reform and, in addition, boosted the motivation of all the stakeholders. However, the programme's real added value for all of us was the acknowledgement of the importance of teacher education that came with the funding from the Federal Ministry of Education and Research. In Tübingen, we realised that we had been operating in a very particularist, overly diversified way. With the *Qualitätsoffensive Lehrerbildung*, we had to develop a coherent overall concept and create corresponding structures that were appropriate for our own university. We had to systematically work towards an understanding of which direction we wanted to go in, what we sought to achieve in this field generally, and what overall concept we should be following. The first thing we realised at the overall university level was that policymakers attached great importance to this issue, which enhanced the status of teacher education hugely. This in turn placed a demand on the university as a whole, with all of its structures. In addition to addressing new areas of research and providing impetus for competition, the greatest challenges therefore stemmed from the consequences of this upgrade.

Parchmann: With the *Qualitätsoffensive Lehrerbildung*, the overarching collaboration in Kiel has become a strategic undertaking. Another positive change that I see is that subject areas which previously weren't heavily involved in research and the strategic development of teacher education are now reporting that they notice that a joint movement is under way and feel that they can contribute something to it. They are now part of this strategic endeavour. The *Qualitäts-offensive Lehrerbildung* has made people look at teacher education as research-based and as a process of quality development – and as beneficial to the university's profile. Just initiating this discussion has been a great success. And this in turn is important for sustainability: setting something in motion that won't stop when the project comes to an end.

Gräsel: Right from the start, one of the aims of the *Qualitätsoffensive Lehrerbildung* was to increase the visibility of teacher education at the universities. This visibility is conceptual on the one hand, but it is also guaranteed via external funding. That's a very important contribution to the recognition of the researchers who educate teachers in the specific fields of study.

What visible developments can be identified at this interim point that are having an effect both at the universities and externally?

Parchmann: One huge benefit is being kept aware of what's happening at other locations. I've come to appreciate immensely that we can now look beyond the borders of our own *Land* and see what is possible and what we can do differently. I came away from the last congress in Berlin, for example, with a lot of new ideas. That kind of exchange was lacking before. This is an extremely important outcome of the *Qualitäts-offensive Lehrerbildung*. I think we need structures or mechanisms to ensure that this dialogue continues nationwide after the programme has finished. Teacher education is a joint task: we need to further improve our network and work together even more effectively. I think this has been very valuable over the last two years. It's important to maintain this drive towards collaborative learning and self-development. This is at least as important as the financial support or academic recognition at one's own university.

Winkler: That's a valuable point. We could integrate exchange formats for this purpose into existing structures, for example at conferences of the subject didactics association, the Gesellschaft für Fachdidaktik (GFD). I could imagine adding a half-day to the beginning or end of each GFD conference for networking and dialogue. Taking a regional view has shaped the political perspective on teacher education – this regional perspective which is confined to a single *Land* within Germany or a single institution. The *Qualitätsoffensive Lehrerbildung* has broken this open. It has created transregional formats and the opportunity to learn from one another.

Engler: The ambition of the *Qualitätsoffensive Lehrerbildung* leads to a difference in quality. A nationwide competition places the focus on precisely this kind of network, on networks that go beyond the regional or institutional level. And the announcement of the forums for this year's congress sends a clear stimulus: 'With this programme, we want to strengthen communication.' This communication unleashes creativity. Creativity is a result of stimuli that I absorb and react to – and of the stimuli that I can contribute and which resonate with others. It's a reciprocal process. This is exactly where we see the added value that has logically grown out of the joint initiative of the Federal Government and the *Länder*.

Profile of Cornelia Gräsel

- MA in Education (main subject), Psychology and History of Art (subsidiary subjects) from Ludwig-Maximilians-Universität München (LMU Munich)
- Doctorate and habilitation from LMU Munich
- Academic Director at the IPN – Leibniz Institute for Science and Mathematics Education at Kiel University; Deputy Head of the Didactics of Chemistry Department
- Professor of Education and Vice-Dean of the Faculty for Empirical Human Sciences at Saarland University
- Professor of Teaching, Learning and Classroom Research and Vice-President for International Relations and Diversity at the University of Wuppertal
- Chair of the Institute of Education Research at the School of Education
- Trustee of the German Institute for International Educational Research, Member of the Advisory Council for the joint commission of the Federal Government and the *Länder* for 'Monitoring the Performance of the German Education System in an International Comparison', and Member of the Scientific Commission of Lower Saxony

Gräsel: In the past, decisions about how to structure teacher education in the different *Länder* tended to be made out of conviction. These include, for example, decisions about the timing of the practical phases, how long they should last and how many credits should be allotted to the various modules. The *Qualitätsoffensive Lehrerbildung* sends an important message here. It strives to take a research- and evidence-based approach and to be able to prove, through corresponding studies, whether certain changes have led to positive developments or have failed.



It's worth remembering that those who have been qualified by a good teacher education provide a higher quality of teaching in their schools. In other words, it's crucial for quality to remember that the chain continues to schools and pupils.

Winkler: The request for proposals for the *Qualitäts-offensive Lehrerbildung* established principles which need to be verified. Who says, actually, that more teaching practice makes teacher education better? Or who says that cooperation and links between disciplines and subject didactics – that is, integration and inter-connection – are always better than systemisation? We conducted research into cooperation between disciplines and subject didactics – something we have been practising for a long time – which threw up lots of unanswered questions about accepted ways of doing things. It's possible we will need to revise the principles in the request for proposals again in a few years.

Engler: In the future, it will also be necessary to carry out a strength-weakness analysis to look into these questions and identify new fields of action. Even the second phase of funding won't bring the process to conclusion. On the contrary, I think we're only just coming to understand what options, questions and challenges we're confronting. There was an awareness of these before, but they weren't explored in a process of critical reflection. They weren't transported into the policymaking arena or dealt with in a system of discourse, like that of a university. Furthermore, they weren't considered from a nationwide or even regional perspective. So, we've taken a decisive step which would have been inconceivable before.

Have any innovations in the programme to date particularly impressed you?

Engler: A clear difference that I've noticed is that people from other disciplines, such as psychology or IT, have come and said: 'The teacher training departments are doing really interesting things. I want to get involved.' The research capability in the areas of teacher education is now weighted and perceived in a completely different way. There's a clear shift towards people pushing to be allowed to take part.

Winkler: In the discussion about the Excellence Strategy, teacher education is emphasised as an institutional strength. This would have been impossible without the funding and prominence afforded by the project. And when the issue of transferring top-level research to society is discussed, teacher education is suddenly being mentioned. Top researchers are realising that prospective teachers are the ones who will share their academic insights with society. This view of teachers and teacher education is something which would scarcely have been possible if the *Qualitäts-offensive Lehrerbildung* hadn't coincided with the Excellence Strategy.

Profile of Ilka Parchmann

- Degree in Teaching Chemistry and Biology at Grammar Schools
- Doctorate from the Carl von Ossietzky University of Oldenburg and habilitation from Kiel University
- Professor of Chemistry Didactics at the IPN – Leibniz Institute for Science and Mathematics Education at Kiel University, Head of the Didactics of Chemistry Department
- Vice-President of Teaching, Academic Communication and Continuous Professional Development at Kiel University



Gräsel: The *Qualitätsoffensive Lehrerbildung* is already contributing to this with its strong research orientation and its project structure, that is, the projects at the individual universities. Right from the start, one of the aims of the *Qualitätsoffensive Lehrerbildung* was to increase the visibility of teacher education at the universities. On the one hand, this visibility is conceptual, of course. On the other, a university can only achieve visibility if it combines its teaching with research. The *Qualitätsoffensive Lehrerbildung* is making a major, extremely important contribution here by visibly awarding external funding for teacher education. In these resources for their respective subject areas, both teacher educators and researchers who educate teachers have found recognition.

Parchmann: Then there's the collaborative learning involving lots of people who haven't worked together in that way before. The joint modules are great fun because they give you the opportunity to learn again yourself. You don't just keep doing what you've always done. Suddenly, I'm back in a lecture hall, learning new things from educational research which I take to my next seminar and reflect upon didactically with my students. And a chemistry colleague sitting next to me at this seminar says, 'I never thought about whether that should be shown this way or that way in a diagram.' Everyone learns together – it's fantastic. These interfaces are important for high-quality teacher education.

Which obstacles still stand in the way of the positive developments in the *Qualitätsoffensive Lehrerbildung*?

Parchmann: One such obstacle is the external policies that counteract these developments. At the moment, I see a lot of frustration among people who are contributing very successfully to this process of improving the structure of teacher education at universities. There are more and more people coming into schools who've never experienced a university teacher education programme because they've entered the profession laterally via a conversion course. I'm not criticising people who do this, but rather the fact that they're being channelled into the system by a route that bypasses the university. We need to keep working at it and find other mechanisms. From the moment we're brought into to the process, a great deal can be done for every



Profile of Iris Winkler

- Degree in German and History from the University of Bamberg
- Doctorate and habilitation from the Faculty of Arts, Friedrich Schiller University Jena (FSU Jena)
- Professor of Literature and Media Didactics at the Carl von Ossietzky University of Oldenburg
- Director of the Chair of German Subject Didactics at FSU Jena
- Vice-President of Learning and Teaching at FSU Jena

one involved. We're proactive and are also developing models such as preparation and orientation concepts. The fact people can enter teaching via alternative routes isn't a problem. It can be a great advantage for schools when people with experience in another profession enter teaching, and not just those who go from school to university and back to school. But they, too, need to complete programmes which satisfy the criteria and standards of academic, professional teacher education. Otherwise, everything that's being put in place by the *Qualitätsoffensive Lehrerbildung* will be undermined.

Winkler: It's important to note that the *Länder* have different capabilities. I come from a relatively poor *Land*. When the funding ends, it will be impossible to maintain everything we're now setting up at the same level as with the funding. The different situations in the *Länder* also have an impact on how cooperation with the second and third phases can succeed in the long run. Some of the ideas in our application for the second phase of funding are difficult to implement. Teachers

aren't being given leave, because the authorities say: 'We haven't got enough teachers. Providing instruction in the classrooms takes priority.' These constraints work against an academic orientation and the ideas that go into our applications. In the long term, the Federal Government should take measures to reconcile this.

Engler: One of the problems for us is that school competes with our academic positions, which are mostly insecure. After two years, school offers clear career prospects with a permanent contract. And the university? People would rather have a secure secondary-school teaching position than be a doctoral candidate with a part-time job. That's our problem when it comes to recruiting junior staff – not that there's any lack of interesting research questions. The competition in this field is tough.

Looking ahead

What quality-related developments did the Selection Committee identify during the interim assessment process?

Gräsel: We found that the different disciplines had been incorporated with varying degrees of success in the first selection round. This will remain a key task in the second phase of funding and will surely take on even greater importance for some universities, because the various subject areas need to converge more closely.

There is also the question of how the local project teams themselves can now sharpen their focus on transferring their findings to the second phase of teacher education and to advanced training. This is in part a policymaking responsibility, of course, but not exclusively. Every university has contacts with external teacher education programmes, with centres for the study of teaching practices in schools and with vocational training organisations – these all need to be integrated and not left behind. The proposals showed this to be another important task.

When I read the results to date, I also noticed that more attention should be paid to what the prospective teach-

ers actually learn, for example in the new models and in the newly developed teaching formats and curricula. Research should move further away from subjective evaluations and towards research questions that can be tackled empirically. We need to ask: What skills are prospective teachers actually gaining? Do we have any indication that they learn more under certain conditions than under others? This could be investigated through several comparative studies. More consideration should also be given to the examination types. We're developing lots of new curricula and teaching formats. However, we aren't yet seeing a commensurate development in examination formats. This begs the question of how curricular achievements can be linked with examinations in practice. A challenge for the second phase of funding will be to systematically address this issue of measuring competencies and designing examinations and, here as well, to develop and test new models.

Are there developments that are already demonstrating the efficacy of the *Qualitätssoffensive Lehrerbildung*?

Parchmann: To constantly optimise education processes, money also needs to be invested in the research and empirical monitoring of measures. This insight has led to research-based developments in the teacher education subject areas. In addition, however, we are being incorporated into other programmes, such as teaching and transfer projects run by the Clusters of Excellence. We can also do much more to highlight the potential that teacher education holds for teaching overall. Close collaboration facilitates entirely new intersections – for example, in questions of digitisation, in dialogue between representatives of psychology, education, IT, subject didactics and the subject matter areas. This creates a breeding ground for new ideas. It also does away with the question of whether teacher education really has to be part of a scientific, academic institution – and I think that's really important.

Engler: Issues relating to teacher education, educational sciences and didactics are now viewed in their own right, and this has happened in conjunction with departments which previously would have seen teacher education as a secondary part of their profile.

That is the new standard of quality and we must maintain it. In my opinion, even if there is no long-term funding, there must be fresh impetus for research on a regular basis. However, without the *Qualitätsoffensive Lehrerbildung*, there wouldn't have been this readiness to undertake significant measures to establish a new integrative structure. In Tübingen, for example, the task at hand was to completely reorganise twelve professorships and eight non-professorial roles, lecturing positions, with the corresponding teaching load. Only when we heard that the Federal Ministry of Education and Research was prepared to provide funding for this was it possible to initiate a structural discussion at the university – such as strengthening educational sciences in the curricula if the university was prepared to take the necessary steps in subject didactics.

Profile of Bernd Engler

- Degree in English, German and Philosophy from the University of Freiburg and the University of Kent in Canterbury, UK
- Doctorate and habilitation from the University of Freiburg
- Heisenberg grant from the German Research Foundation
- Professor of American Literature and Intellectual History at the University of Tübingen
- Research stays and/or visiting professorships at the University of Massachusetts, Amherst, the University of Sussex, UK, and the University of North Carolina, Chapel Hill
- President of the University of Tübingen



Winkler: Even before the *Qualitätsoffensive Lehrerbildung*, the 'Jena Model' for teacher education proved successful in subsidy programmes. University managers – and others – saw it as something which was considered established. The *Qualitätsoffensive Lehrerbildung* has made it clear that this is a dynamic field where we cannot stand still: we must keep taking the next steps.

Engler: That's one of the reasons why it was important to have a second phase of funding. I think that phasing the programme out after five years would have curbed the dynamism substantially.

In terms of quality, how are the aims for the second phase of funding at your university different? How are you focusing on changing the profile of teacher education with these?

Winkler: The research-based focus has become much stronger in the course of the programme. That is good and heightens our acceptance at the university. With the approval for the second round of funding, we can say: 'We are further developing teacher education in a research-based fashion.' In our view, something has changed in the collaboration with the disciplines as well. At the start, a few departments which were already convinced by the project had to be brought on board. Now, for the second round, involvement is much more diversified and there is a greater acceptance that the disciplines also have a part to play in teacher education.

Gräsel: We need to keep working on further expanding the research basis and constantly asking: What makes you think that things should be done in one way and not another? What are your reasons? We should also become even bolder and say: 'You're better placed to discuss teacher education issues when you know something about it instead of just having personal convictions.'

The universities have set themselves the task of providing high-quality teacher education, in the same way as they do with medicine if they offer it. Universities – not just those who are taking part, but preferably all of them – should be able to say: 'If we offer teacher education, we have a duty to society to deliver high-quality education for this important profession.'

Guest article



The actual state of affairs regarding the comparability and mutual approval of teacher-education-related credits and teacher qualifications to improve the mobility of teacher students and teachers

Teacher education is of paramount importance for the quality development of classroom teaching (and learning) and for broader school development. In this context, the Federal Government and the *Länder* are sending an important signal by expanding their cooperation with the *Qualitätsoffensive Lehrerbildung*, particularly in the field of teacher education at universities.

Given the broad scientific spectre which is available to the different teacher education programmes and the related course options, teacher students should be able to embrace this range when planning their studies. This sometimes requires students to change their place of study. The *Länder* have therefore come to far-reaching stipulations to guarantee the mutual approval of those qualifications that have been earned in different places of study. This noticeably improves the mobility of teacher students throughout Germany.

With the *Regelungen und Verfahren zur Erhöhung der Mobilität und Qualität von Lehrkräften*, the so-called mobility resolution, in 2013 the *Länder* also committed themselves to enable teacher education students who have successfully completed a teaching degree in compliance with the requirements of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* (KMK) equal access to initial teacher education for the type of school to which their qualification relates. This goes beyond the formal approval of qualifications and applies regardless of the *Land* in which the teaching degree was awarded. Furthermore, those who have completed teaching practice for a teaching position which conforms to the agreements of the KMK are equally qualified to apply for a corresponding position in any *Land*.

At the KMK, the *Länder* agreed to report on how mobility is ensured and to publish the results. The annual reports show that the agreements have markedly reduced the limitations on mobility. Overall, the number of cases requiring a further review remains low. This is a good sign.



The *Qualitätsoffensive Lehrerbildung* run by the Federal Government and the *Länder* also tackles major challenges in day-to-day school life, such as diversity and inclusion or the use of digital media, and defines key development areas in this respect. For the further development of universities and to ensure that our schools have a sufficient supply of well-trained teachers it is thus extremely important that the *Qualitätsoffensive Lehrerbildung* strengthens both the visibility and position of teacher education at universities.

A handwritten signature in blue ink, reading 'Helmut Holter'.

Helmut Holter
Minister of Education,
Youth and Sport in the Free State of Thuringia
President of the KMK 2018

Interim results of the programme evaluation



In March 2016, after an open bidding process, Ramboll Management Consulting (RMC) and its evaluation partner, Professor Herbert Altrichter of the Linz School of Education at Johannes Kepler University Linz, were commissioned to carry out the programme evaluation. The purpose of the evaluation is to assess the impact of the *Qualitätsoffensive Lehrerbildung* on the structures, processes, content and quality of teacher education and to support the programme's implementation. Information is to be provided already during the course of the programme so that process-accompanying adjustments can be made. In March 2018, shortly before the half-time of the evaluation period, the preliminary results for all six fields of action in the *Qualitätsoffensive Lehrerbildung* were summarised in an interim report (www.ramboll.de/media/rde/2018_qlb_zwischenbericht).

Methodological approach

By the time of the interim report, a broad pool of data had been generated for the evaluation to draw upon. The evaluation pursues a multi-method approach in order to gain a comprehensive understanding of the effect of the funding programme. In autumn 2016, 40 interviews were conducted with experts from the education and science ministries of the *Länder*, from educational prac-

tice and from the academic sphere for the purpose of situating the *Qualitätsoffensive Lehrerbildung* within their overall funding activities. On the project level, findings from the content analysis of central project documents are accompanied by extensive data gathered in the first online survey, in October 2016, on the objectives and implementation of the funded projects. The survey design systematically incorporated suggestions from the projects. In the framework of 16 case studies, discussions were conducted in summer 2017 with persons from diverse areas of activity and responsibility in order to gain a deeper understanding of the implementation and effect of the programme in the various locations. Four regional workshops on the conception of quality assurance involving all of the projects, as well as participation in congresses and conferences, afforded further insights.

The following presents the evaluation's central preliminary findings on the effect of the *Qualitätsoffensive Lehrerbildung* in two selected fields of action: **'Profiling and optimisation of teacher education structures'** and **'Improving practical relevance'**. For the other fields of action, please refer to the interim report.

Evaluation implementation status and data sources

49 project descriptions
(58 strength-weakness analyses)

Interim reports from 49 projects
(1st AR beg. 2015, 2nd AR beg. 2016)

Monitoring with background data
(online survey of 49 projects)

Expert interviews with different stakeholders
from the funding context (W1: 40 interviews,
W2: 40 interviews)

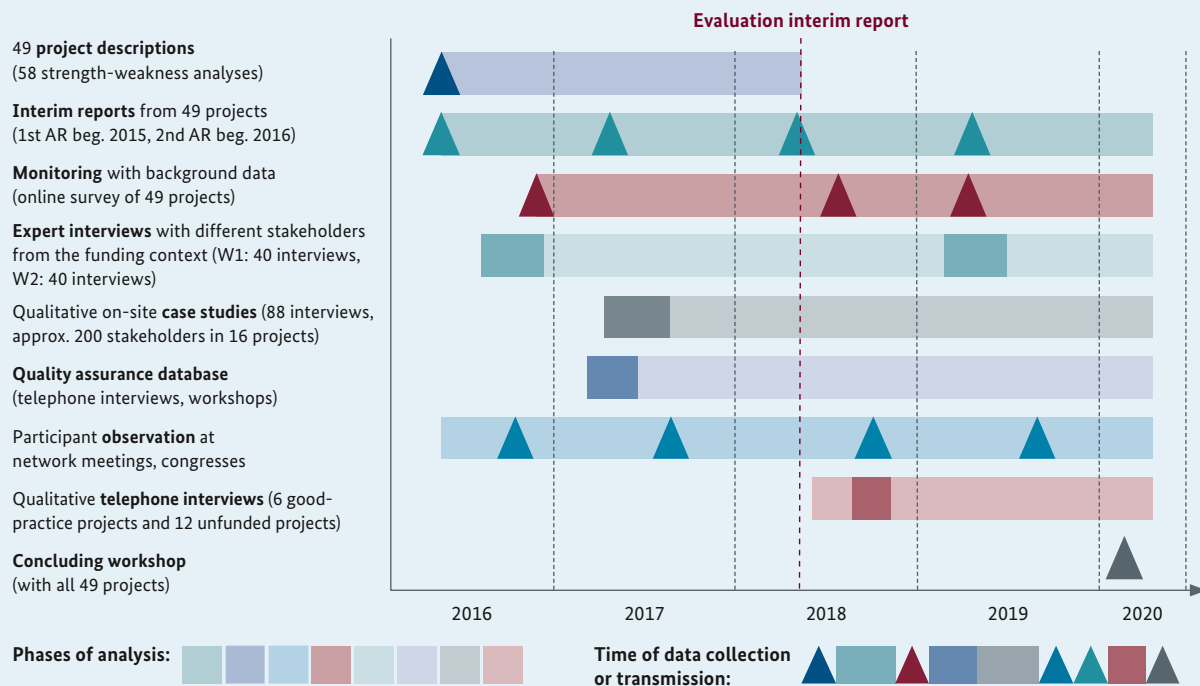
Qualitative on-site case studies (88 interviews,
approx. 200 stakeholders in 16 projects)

Quality assurance database
(telephone interviews, workshops)

Participant observation at
network meetings, congresses

Qualitative telephone interviews (6 good-
practice projects and 12 unfunded projects)

Concluding workshop
(with all 49 projects)



Source: Ramboll Management Consulting

Initial effects

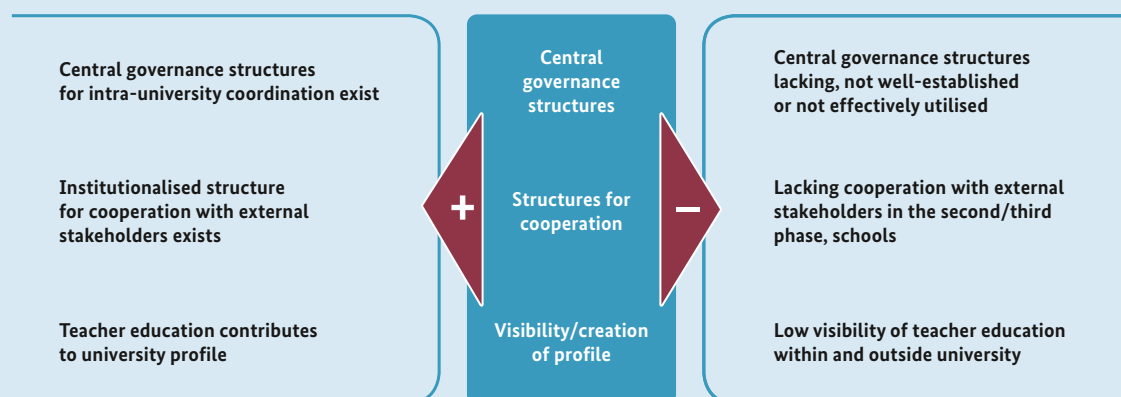
Efficient structures adapted to the specific conditions of the given university form the basis for **sustainable changes** and **custom-designed knowledge transfer** in all functional areas of teacher education. Achieving sustained, systematic improvement of these structures and processes, with effects on the designated fields of action, therefore assumes a central role in the *Qualitäts-offensive Lehrerbildung*. With the mandatory involvement of the university management and the respective science ministry at federal level, important **structuring elements** were built into the **application process**. A further precondition of the application process was a strength-weakness analysis which prompted the universities to critically reflect on their particular conditions when planning their project.

Despite differences in content, all of the funded projects implement measures for establishing structures and optimising processes. The analysis of the data shows multiple effects. The measures aim above all to **optimise cross-structures** (centres for teacher education or Schools of Education), to **create structures for cooperation with the second and third phases** of teacher education and to **contribute to the profile** of the university. Accordingly, the projects work on their identified weaknesses: in the strength-weakness analysis, the majority of projects indicated that while cross-structures exist (strength), these have not been solidified or are not put to use effectively (weakness). Universities that had no cross-structures in place prior

to applying were prompted or forced by the funding programme to establish them. The optimisation of cross-structures aims, for example, at **extending the scope of their tasks and opportunities for action** as well as to **create key functions** that are well-connected with the university management. In general, the focus of the funding programme causes many participating universities to examine and adapt the structure of their constituent bodies.

Most projects also saw a need for improvement at their institutions with respect to the **practical relevance** of teacher education. Almost all of the funded projects are implementing measures to **close the theory-practice gap in their teaching**. The second-most prevalent category is measures to **better connect the different phases of teacher education**. The online survey collected information on existing cooperation structures with schools, seminars and other non-university learning environments. This data was used to assess the extent to which work in this field of action is accompanied by structural changes. Cooperation with the second phase of teacher education was named most frequently in this regard. Here, too, projects are geared to optimising and stabilising existing forms of cooperation and the necessary structures. When it comes to establishing new structures, on the other hand, caution prevails due to the fear of the great amount of time required.

Strengths and weaknesses with a view to structures and profile of teacher education



Source: Ramboll Management Consulting

Cooperation between the teacher education phases is made more difficult when the governance of the three phases of teacher education is not associated with a single ministry:

'In our case, the ministries are run by different political parties. You cannot bring the phases together if the ministries do not work together even though there is an inter-ministerial working group.' (Project 44, group interview with external partners, case study)

The *Qualitätsoffensive Lehrerbildung* is also impacting on the **visibility and standing of teacher education within the university**. An influential positioning of teacher education within the organisational structure of the university and its close connection with the university management strengthen both the interests of the teacher education programmes in the context of the faculties and the creative capacity of the cross-structure. Exemplarily one project reports:

'Since [the cross-structure] has been able to introduce competencies into the statute that influence structures, staffing and appointments, we've noticed that the faculties have started to listen closely. In the past, functional positions in the area of teacher education were assigned quite arbitrarily. Now the director has a say and can make sure the positions are assigned to candidates from the respective disciplinary background.' (Project 47, group interview with project management/coordination, case study)

Experts also pointed out this effect in interviews. As a result of the *Qualitätsoffensive Lehrerbildung*, they reported that teacher education is now accorded greater respect in everyday university life. It is anchored in the university mission and strategy, they said, and due to the strengthened role of research in the area of teacher education, is increasingly perceived as an attractive research field.

Overall, the evaluation concludes that the structure provided by the *Qualitätsoffensive Lehrerbildung* must be understood as an **unprecedented opportunity for optimising the governance of teacher education**. The projects, according to their respective starting situation and the general conditions, make use of the impetus from the funding. In their governance structures, they have distributed direct responsibilities for process control, structural development and academic management

with varying degrees of clarity. This can be interpreted as an indication of how explicitly the optimisation of governance has been taken on as a project perspective.

Next steps

Although the results presented in this report are based in the analysis of an extensive data set, it has to be emphasised that they have preliminary character.

In the second half of the evaluation period, from 2018 to 2020, the impact of the funding programme must be increasingly assessed with regard to its sustainability and transfer. The evaluation design will be continued with the mix of methods presented above: changes in the context of the funding programme will be examined by means of ongoing document analyses and participant observation at events. For late summer 2018 and spring 2019, two further online surveys are planned which will focus more strongly on transfer and stabilisation. Beyond this, telephone interviews will be conducted with six projects to more exactly account for challenges and necessary conditions for success. Projects will be chosen which have presented themselves in the case studies as especially stimulating implementation examples. A telephone survey of twelve universities that were not successful in the funding competition will seek to provide information on whether the competition also leads to changes at universities which have not received any funding.

Notes on the further programme design

Alongside the programme impact in the various fields of action, the interim report of the programme evaluation identified impulses for the further development of funding activities. The report made specific administrative recommendations.

It also identified those topic areas which thus far have been insufficiently addressed from the perspective of the projects. Aside from particular requirements for vocational education teaching (*Berufliches Lehramt*) and models for quality development in the case of teacher shortages or lateral career entry, these topics are internationalisation and digitisation in teacher education. In response to these recommendations, the decision has been taken to make digitisation and teacher education for vocational schools the focuses of two additional funding strands (see www.gwk-bonn.de/themen/foerderung-von-hochschulen/qualitaetsoffensive-lehrerbildung).

New and established programme support offerings



The programme management of the *Qualitätsoffensive Lehrerbildung* is the joint responsibility of the Federal Ministry of Education and Research (BMBF) and the commissioned DLR Project Management Agency (DLR-PT). Among other functions, the DLR-PT accompanies the application and funding process. In this capacity, it advises the applicant party and organises assessments; authorises, administers and supervises funding; and supports projects in securing and disseminating their results. The DLR-PT informs the BMBF and the *Länder* about the ongoing programme processes and provides expert assistance.

Since 2017, the support of programme-specific public relations work has grown in importance. The programme management provided by the DLR-PT supports cross-project exchange between the universities which receive funding. Programme congresses are held biannually for the broad professional public. In the years between these congresses, project network conferences with the direct cooperation partners (e.g. schools and teacher education institutions) take place. In both formats, the projects play an active role in shaping the content and participate as central stakeholders in realising the events. The goal of this exchange with representatives from the academic world, professional practice and educational policymaking is to identify effective approaches, initiate the transfer of results and stimulate collaboration between projects. In this way, synergies are utilised and joint developments initiated, the effects of which are intended to extend beyond the programme.

The DLR-PT also collaborates closely with the projects to develop subject-specific workshops on topics relevant to the fields of action of the *Qualitätsoffensive Lehrerbildung*. The programme workshops thus far have been devoted to the topics: 'What does success mean? Prospects of programme evaluation'; 'The use of videos in teacher education'; 'Cross-linking disciplines, subject didactics and educational sciences'; 'Inclusion and heterogeneity as a subject in teacher education – theories, concepts and methods'; and 'Practical orientation in teacher education – innovations and findings in the *Qualitätsoffensive Lehrerbildung*'. These workshops are designed to set cooperation in motion between the programme stakeholders around issues that pose particular challenges in teacher education. They have proven successful, with the universities themselves taking the initiative in organising follow-up workshops, estab-



lishing working groups and collaborating on publications. The DLR-PT has offered workshops on programme-specific administrative questions and public relations work which have met with an enthusiastic reception by the projects. In the future, further workshops will be realised in close coordination between the hosting university, the BMBF and the DLR-PT. The DLR-PT programme management maintains a close dialogue with the projects concerning the thematic design of these events.

The public relations work for the *Qualitätsoffensive Lehrerbildung* has been expanded with the aim of further disseminating the experience, effective practices and results of the programme and further promoting exchange between the projects, the professional public and all teacher education stakeholders.

The website www.qualitaetsoffensive-lehrer-bildung.de continues to offer a central platform for the publication of important information on the programme, projects and programme support. In the ongoing expansion of the programme's public relations work, however, the website has been redesigned, with an increased focus on the central fields of action of the *Qualitätsoffensive Lehrerbildung* and on the many activities and results of the projects.

The DLR-PT programme management has opened up a new communication channel with a newsletter on the *Qualitätsoffensive Lehrerbildung*. The newsletter appears approximately every two months and reaches broad parts of the professional public beyond the programme, including from the second and third phases of teacher education. Each newsletter has a particular thematic focus. Feature articles by prominent education and science journalists, academics and professional stakeholders from schools and universities comment on the respective topic from a perspective outside of the programme. Selected projects present stages of their work and interim results. They offer examples of the solution approaches implemented by their location in addressing specific teacher education challenges.

In 2018, in cooperation with the projects, the first professional publication was issued on the subject 'Perspektiven für eine gelingende Inklusion – Beiträge der "Qualitätsoffensive Lehrerbildung" für Forschung und Praxis'. An accompanying booklet is now in press which brings together all of the products developed in the programme thus far for the field of action 'Advancement of teacher education with regard to requirements of heterogeneity and inclusion'. This structure – a professional publication and an accompanying booklet – is to be maintained for further thematic focuses. The corresponding pair of publications on the subject 'Improving the practical relevance of teacher education' is now in the editing stage. The target group is stakeholders from the theory and practice of teacher education and from the areas of policy and administration.

Project location map



Brief overview of the projects

Baden-Württemberg		
Heidelberg University	Verbundvorhaben heiEDUCATION Gemeinsam besser! Exzellente Lehrerbildung in Heidelberg, Teilvorhaben Universität	qualitaetsoffensive-lehrerbildung.de/heieducation
University of Freiburg	Verbundvorhaben Freiburger Lehramtskooperation in Forschung und Lehre [FL] ² – Kohärenz und Professionsorientierung, Teilvorhaben Universität (FL2_FR_Lehramtskoop)	qualitaetsoffensive-lehrerbildung.de/fl2_fr_lehramtskoop
University of Tübingen	Research – Relevance – Responsibility. Exzellenz in der Lehrerbildung – Etablierung innovativer Strukturen an der Tübingen School of Education (TüSE)	qualitaetsoffensive-lehrerbildung.de/tuese
University of Education Freiburg	Verbundvorhaben Freiburger Lehramtskooperation in Forschung und Lehre [FL] ² – Kohärenz und Professionsorientierung, Teilvorhaben Pädagogische Hochschule (FL2_FR_Lehramtskoop)	qualitaetsoffensive-lehrerbildung.de/fl2_fr_lehramtskoop
Heidelberg University of Education	Verbundvorhaben heiEDUCATION Gemeinsam besser! Exzellente Lehrerbildung in Heidelberg, Teilvorhaben Pädagogische Hochschule	qualitaetsoffensive-lehrerbildung.de/heieducation
Ludwigsburg University of Education	Verbundvorhaben: Lehrerbildung PLUS – Professionsorientierte Weiterentwicklung der Lehrerbildung in der Region Stuttgart – Aufbau einer Professional School of Education (PSE), Teilvorhaben Pädagogische Hochschule Ludwigsburg	qualitaetsoffensive-lehrerbildung.de/plus
Stuttgart State Academy of Art and Design	Verbundvorhaben: Lehrerbildung PLUS – Professionsorientierte Weiterentwicklung der Lehrerbildung in der Region Stuttgart – Aufbau einer Professional School of Education (PSE), Teilvorhaben Staatliche Akademie der Bildenden Künste Stuttgart	qualitaetsoffensive-lehrerbildung.de/plus
State University of Music and Performing Arts Stuttgart	Verbundvorhaben: Lehrerbildung PLUS – Professionsorientierte Weiterentwicklung der Lehrerbildung in der Region Stuttgart – Aufbau einer Professional School of Education (PSE), Teilvorhaben Staatliche Hochschule für Musik und Darstellende Kunst Stuttgart	qualitaetsoffensive-lehrerbildung.de/plus
University of Hohenheim	Verbundvorhaben: Lehrerbildung PLUS – Professionsorientierte Weiterentwicklung der Lehrerbildung in der Region Stuttgart – Aufbau einer Professional School of Education (PSE), Teilvorhaben Universität Hohenheim	qualitaetsoffensive-lehrerbildung.de/plus
University of Konstanz	Grenzen überwinden – Lernkulturen vernetzen. Für eine neue Kultur der Lehrerinnen- und Lehrerbildung (edu4)	qualitaetsoffensive-lehrerbildung.de/edu4
University of Stuttgart	Lehrerbildung an berufsbildenden Schulen (LEBUS)	qualitaetsoffensive-lehrerbildung.de/lebus
University of Stuttgart	Verbundvorhaben: Lehrerbildung PLUS – Professionsorientierte Weiterentwicklung der Lehrerbildung in der Region Stuttgart – Aufbau einer Professional School of Education (PSE), Teilvorhaben Universität Stuttgart	qualitaetsoffensive-lehrerbildung.de/plus

Bavaria		
Technical University of Munich	Teach@TUM: Kompetenzorientierte und evidenzbasierte MINT-Lehrerbildung	qualitaetsoffensive-lehrerbildung.de/teach@tum
Ludwig-Maximilians-Universität München	Wissenschaftsbasierter Berufsfeldbezug durch adaptiv unterstützte Vernetzung (Lehrerbildung_LMU)	qualitaetsoffensive-lehrerbildung.de/lehrerbildung@lmu
University of Bamberg	Wegweisende Lehrerbildung – Entwicklung reflexiver Kommunikationsprozesse (WegE)	qualitaetsoffensive-lehrerbildung.de/wege
University of Augsburg	Förderung der Lehrerprofessionalität im Umgang mit Heterogenität (LeHet)	qualitaetsoffensive-lehrerbildung.de/lehet
University of Bayreuth	Fachliche & kulturelle Diversität in Schule & Universität (Diversitaet_Bayreuth)	qualitaetsoffensive-lehrerbildung.de/diversitaet_bayreuth
University of Passau	Strategien zur Kompetenzentwicklung: Innovative Lehr- und Beratungskonzepte in der Lehrerbildung (SKILL). Ein interfakultäres Einzelvorhaben der Universität Passau zur Lehr- und Strukturentwicklung	qualitaetsoffensive-lehrerbildung.de/skill
University of Regensburg	KOLEG: Kooperative Lehrerbildung gestalten	qualitaetsoffensive-lehrerbildung.de/koleg
Berlin		
Freie Universität Berlin	Know how to teach. Grundlegende Handlungskompetenzen für eine adaptive Unterrichtspraxis im Studium erwerben (K2teach)	qualitaetsoffensive-lehrerbildung.de/k2teach
Humboldt-Universität zu Berlin	Fachdidaktische Qualifizierung Inklusion angehender Lehrkräfte an der Humboldt-Universität zu Berlin (FDQI-HU)	qualitaetsoffensive-lehrerbildung.de/fdqi-hu
Technische Universität Berlin	TUB Teaching – Innovativer Einstieg, Professions- und Forschungsorientierung im berufsbezogenen Lehramtsstudium	qualitaetsoffensive-lehrerbildung.de/tub-teaching
Brandenburg		
University of Potsdam	Professionalisierung – Schulpraktische Studien – Inklusion: Potsdamer Modell der Lehrerbildung (PSI-Potsdam)	qualitaetsoffensive-lehrerbildung.de/psi-potsdam
Bremen		
University Bremen	Schnittstellen gestalten: Das Zukunftskonzept für die Lehrerbildung an der Universität Bremen	qualitaetsoffensive-lehrerbildung.de/schnittstellen

Hamburg		
Universität Hamburg	Professionelles Lehrerhandeln zur Förderung fachlichen Lernens unter sich verändernden gesellschaftlichen Bedingungen (ProfaLe)	qualitaetsoffensive-lehrerbildung.de/profale
Hesse		
Goethe University Frankfurt	Lehrerbildung vernetzt entwickeln (LEVEL) – Kompetenzentwicklung im Lehramt durch die systematische Analyse von Unterrichtssituationen in fächer- und phasenübergreifenden Kooperationen	qualitaetsoffensive-lehrerbildung.de/level
Justus Liebig University Giessen	Gießener Offensive Lehrerbildung (GOL) – Bildungsbeteiligung, Reflexivität, Vernetzung: Auf die Lehrkraft kommt es an – Auf die Uni kommt es an	qualitaetsoffensive-lehrerbildung.de/gol
University of Marburg	ProPraxis: Gymnasiale Lehrerbildung in Marburg – professionell, praktisch, gut	qualitaetsoffensive-lehrerbildung.de/propraxis
Technische Universität Darmstadt	MINTplus: systematischer und vernetzter Kompetenzaufbau in der Lehrerbildung	qualitaetsoffensive-lehrerbildung.de/mintplus
University of Kassel	Professionalisierung durch Vernetzung – PRONET	qualitaetsoffensive-lehrerbildung.de/pronet
Mecklenburg-West Pomerania		
Neubrandenburg University of Applied Sciences	Verbundvorhaben: LEHREN in M-V (LEHRer*innenbildung reformierEN in M-V), Teilvorhaben Hochschule Neubrandenburg – University of Applied Sciences	qualitaetsoffensive-lehrerbildung.de/lehren
University of Greifswald	Verbundvorhaben: LEHREN in M-V (LEHRer*innenbildung reformierEN in M-V), Teilvorhaben Ernst-Moritz-Arndt-Universität Greifswald	qualitaetsoffensive-lehrerbildung.de/lehren
Rostock University of Music and Drama	Verbundvorhaben: LEHREN in M-V (LEHRer*innenbildung reformierEN in M-V), Teilvorhaben Hochschule für Musik und Theater Rostock	qualitaetsoffensive-lehrerbildung.de/lehren
Rostock University	Verbundvorhaben: LEHREN in M-V (LEHRer*innenbildung reformierEN in M-V), Teilvorhaben Universität Rostock	qualitaetsoffensive-lehrerbildung.de/lehren

Lower Saxony		
Carl von Ossietzky University of Oldenburg	Biographieorientierte und Phasenübergreifende Lehrerbildung in Oldenburg plus (OLE+)	qualitaetsoffensive-lehrerbildung.de/ole_plus
University of Göttingen	Schlözer Programm Lehrerbildung (SPL)	qualitaetsoffensive-lehrerbildung.de/spl
Leibniz University Hannover	Theoria cum praxi. Förderung von Reflektierter Handlungsfähigkeit als Leibniz-Prinzip der Lehrerbildung	qualitaetsoffensive-lehrerbildung.de/leibniz-prinzip
Leibniz University Hannover	PLanC: Verbundvorhaben Perspektive Lehramt als neue Chance, Teilvorhaben Universität Hannover	qualitaetsoffensive-lehrerbildung.de/plan_c
Leuphana University of Lüneburg	Theorie-Praxis-Vernetzung in der Lehrerbildung in den Handlungsfeldern „Heterogenität und Inklusion“, „Kompetenzorientierte Unterrichtsgestaltung“ und „Professionsbezogene Unterstützungsangebote im Studium“ (ZZL-Netzwerk)	qualitaetsoffensive-lehrerbildung.de/zzl-netzwerk
Technical University of Braunschweig	TU4Teachers: Lehrerbildung an der TU Braunschweig	qualitaetsoffensive-lehrerbildung.de/tu4teachers
Osnabrück University	PlanC: Verbundvorhaben Perspektive Lehramt als neue Chance, Teilvorhaben Universität Osnabrück	qualitaetsoffensive-lehrerbildung.de/plan_c
University of Vechta	BRIDGES – Brücken bauen, Zusammenarbeit initiieren und gestalten	qualitaetsoffensive-lehrerbildung.de/bridges
North Rhine-Westphalia		
University of Wuppertal	Kohärenz in der Lehrerbildung (KoLBI)	qualitaetsoffensive-lehrerbildung.de/kolbi
German Sport University Cologne	Schulsport 2020: Konzepte und Lehr-/Lernwerkzeuge zur Weiterentwicklung der Sportlehrer/innenbildung vor dem Hintergrund zentraler gesellschaftlicher Herausforderungen	qualitaetsoffensive-lehrerbildung.de/schulfachsport2020
RWTH Aachen University	Gemeinsam verschieden sein – Lehrerbildung an der RWTH Aachen (LeBiAC)	qualitaetsoffensive-lehrerbildung.de/lebiac
TU Dortmund University	Dortmunder Profil für inklusionsorientierte Lehrer/innenbildung (DoProfil)	qualitaetsoffensive-lehrerbildung.de/doprofil
Bielefeld University	<i>Biprofessional</i> – Bielefelder Lehrerbildung: praxisorientiert – forschungsbasiert – inklusionssensibel	qualitaetsoffensive-lehrerbildung.de/biprofessional
University of Duisburg-Essen	„Professionalisierung für Vielfalt (ProViel) – dynamisch, reflexiv, evidenzbasiert“	qualitaetsoffensive-lehrerbildung.de/proviel
University of Cologne	Heterogenität und Inklusion gestalten – Zukunftsstrategie Lehrer*innenbildung Köln (ZuS)	qualitaetsoffensive-lehrerbildung.de/zus
University of Münster	Dealing with Diversity. Kompetenter Umgang mit Heterogenität durch reflektierte Praxiserfahrung (WWU-QLB)	qualitaetsoffensive-lehrerbildung.de/wwu-qlb

Rhineland-Palatinate		
University of Koblenz · Landau	Modulare Schulpraxiseinbindung als Ausgangspunkt zur individuellen Kompetenzentwicklung (MoSAiK)	qualitaetsoffensive-lehrerbildung.de/mosaik
Johannes Gutenberg University of Mainz	Das Lehr-Lern-Forschungslabor – Ort zukunftsorientierter Kooperation in der Lehramtsausbildung (LLFD)	qualitaetsoffensive-lehrerbildung.de/llfd
Technische Universität Kaiserslautern	Unified Education: Medienbildung entlang der Lehrerbildungskette (U.EDU)	qualitaetsoffensive-lehrerbildung.de/uedu
Saarland		
Saarland University	Verbundvorhaben: Optimierung der saarländischen Lehrer/-innenausbildung: Förderung des Umgangs mit Heterogenität und Individualisierung im Unterricht, Teilvorhaben Universität des Saarlandes (SaLUT)	qualitaetsoffensive-lehrerbildung.de/salut
University of Music Saar	Verbundvorhaben: Optimierung der saarländischen Lehrer/-innenausbildung: Förderung des Umgangs mit Heterogenität und Individualisierung im Unterricht, Teilvorhaben Hochschule für Musik Saar (SaLUT)	qualitaetsoffensive-lehrerbildung.de/salut
Saxony		
Technische Universität Dresden	Synergetische Lehrerbildung im exzellenten Rahmen	qualitaetsoffensive-lehrerbildung.de/tud-sylber
Saxony-Anhalt		
Martin Luther University Halle-Wittenberg	Kasuistische Lehrerbildung für den inklusiven Unterricht (KALEI)	qualitaetsoffensive-lehrerbildung.de/kalei
Schleswig-Holstein		
Kiel University	Lehrkräftebildung mit den Schwerpunkten Stärkung des Professionswissens, der Theorie-Praxis-Verknüpfung, Inklusion, Diagnostik, Recruiting (LeaP-at-CAU)	qualitaetsoffensive-lehrerbildung.de/leap-at-cau
Thuringia		
Friedrich Schiller University Jena	Professionalisierung von Anfang an im Jenaer Modell der Lehrerbildung (ProfJL) – durch curriculare, wissenschaftliche und institutionelle Reform von Studien- und Fortbildungsangeboten (ProfJL)	qualitaetsoffensive-lehrerbildung.de/profjl
University of Erfurt	Identität, Immersion und Inklusion. Eine integrierte Initiative zur nachhaltigen Qualitätsentwicklung der Erfurter Lehrerbildung (QUALITEACH)	qualitaetsoffensive-lehrerbildung.de/qualiteach

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