



 **Bundesministerium**
Bildung, Wissenschaft
und Forschung

Language-teacher professionalisation in Austria

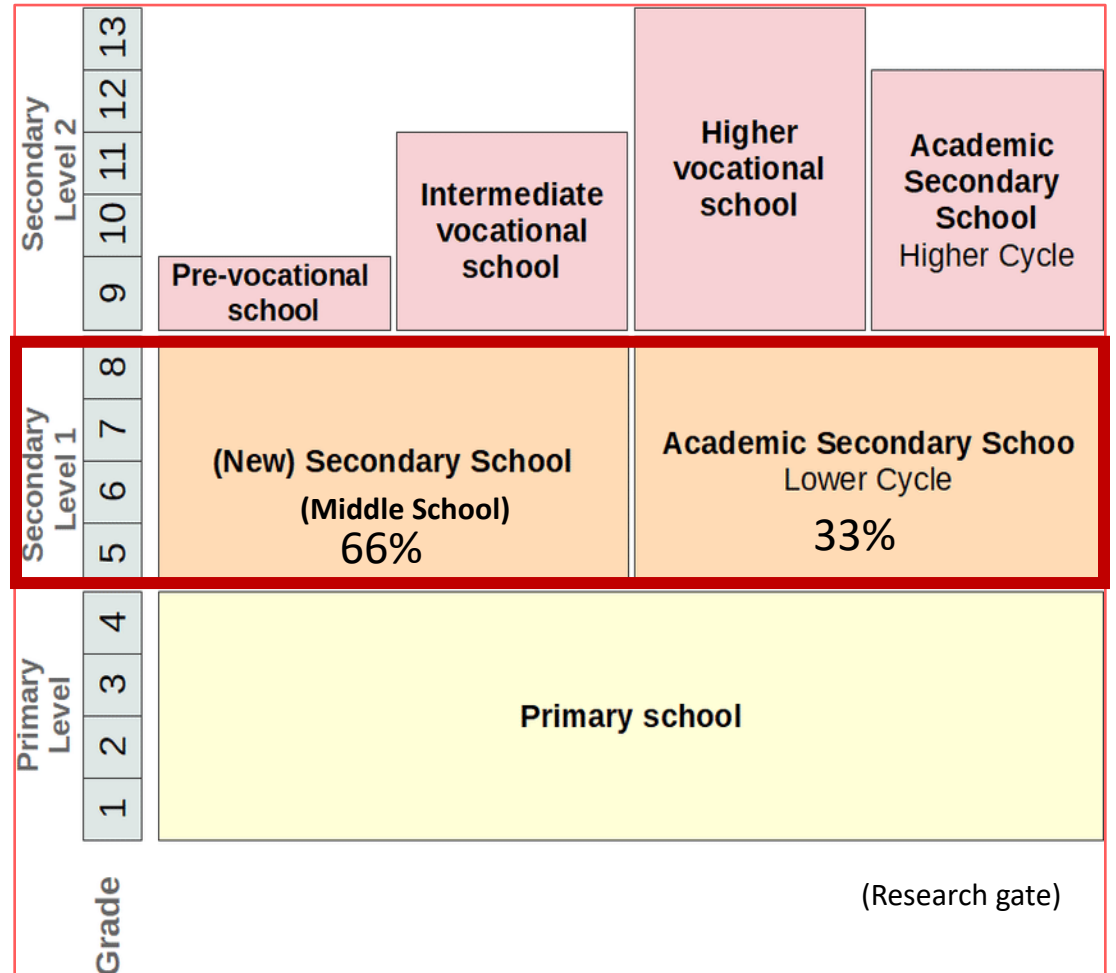
Language teachers and student teachers
in compulsory education

Topics

- Professionalisation path
- Competences required (institutions, national language programmes)
- Issues middle school teachers are confronted with
- Transversal factors (wellbeing, motivation, beliefs and expectations)

Austrian school system

- Non-comprehensive system
- Early selection (age: 10), tracking in lower secondary education
- Languages taught: English, French, Italian, Spanish, Russian, Latin, Ancient Greek, ...
- 1, 2 or 3 foreign languages depending on the school type (in most cases only 1 foreign language – English, 2. at ISCED 2 at academic secondary schools, 3. only at ISCED 3)



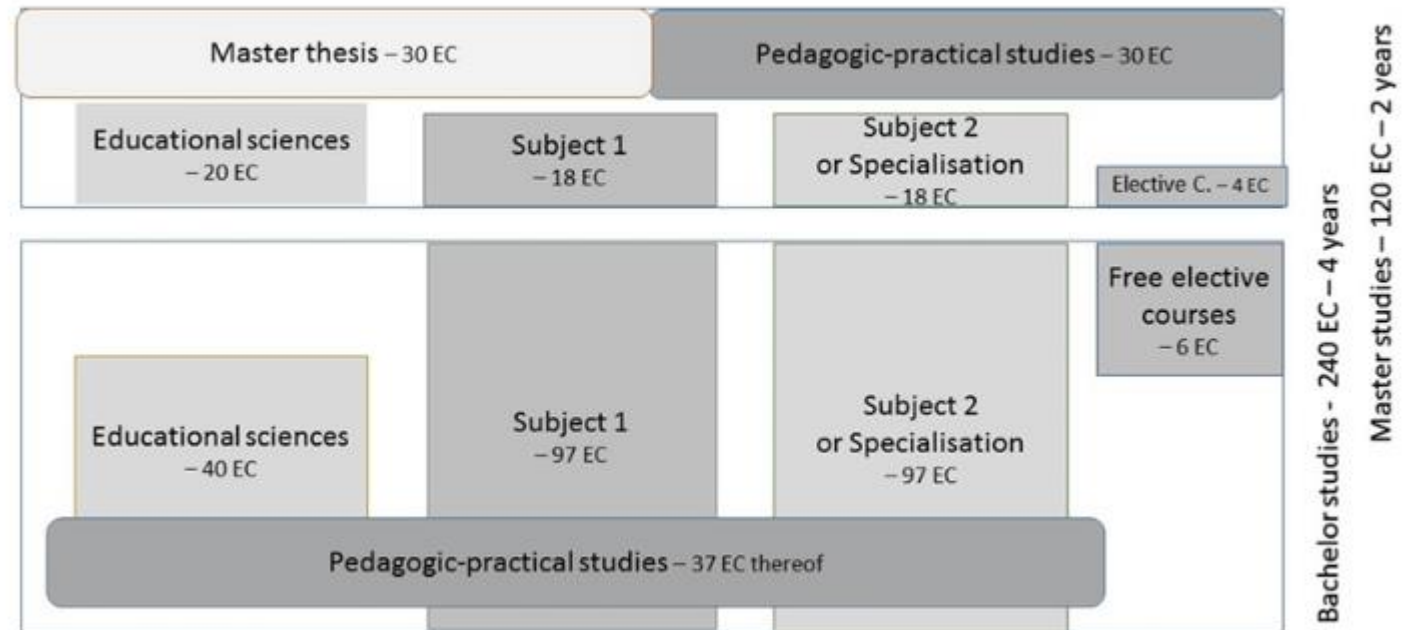
Teacher training institutions

- 27 colleges and universities where teacher training is available
- Teacher training for the secondary level: 4 Teacher Training College+University **alliances**
- Intermediate vocational schools, primary schools: only in Teacher Training Colleges

Professionalisation path for teaching in secondary level schools

- 4 (3) years Bachelor (240 ECTS)
- Academically oriented schools (AHS), higher vocational schools (BHS), middle schools (MS): Master 2 years, 120 ECTS
- Master's degree compulsory in order to get a permanent position
- 1 year teaching practice (counted as internship in Master's programme)

Education of student teachers in the region Central-Austria



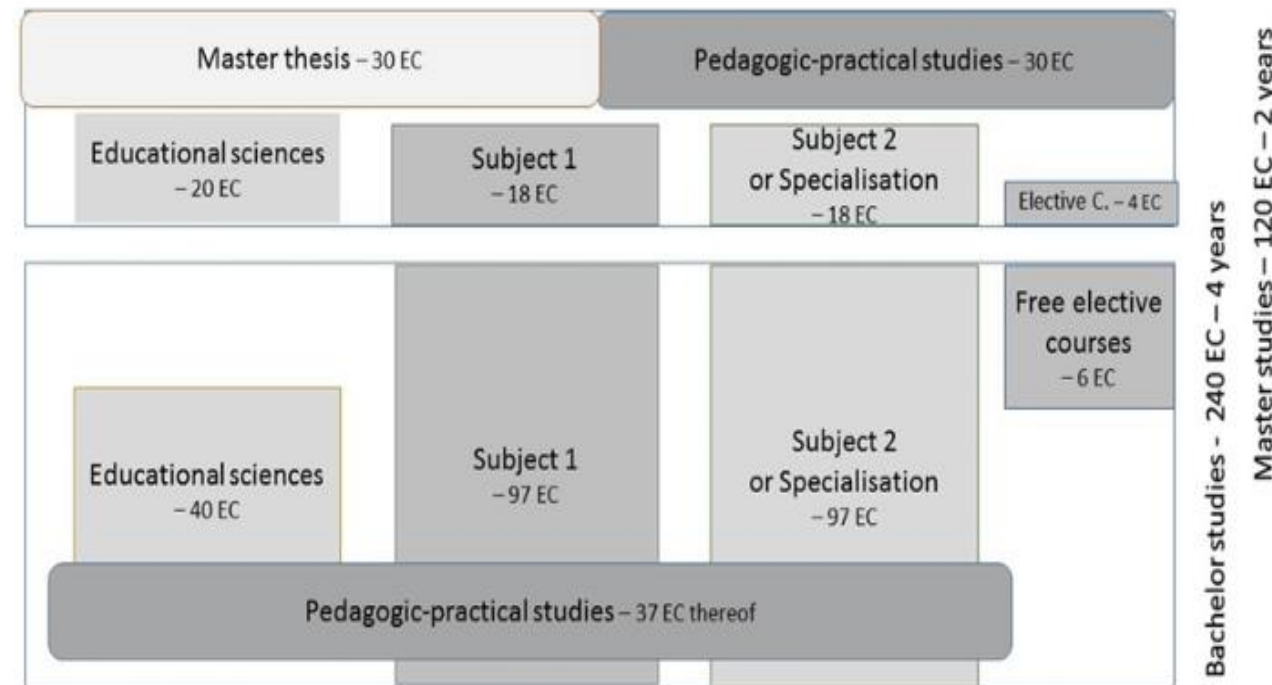
Structure of teacher education in Central Austria

Research gate, Josef Strobl

Secondary level language teachers - competences

- 2 subjects or 1 subject and specialization (for instance, inclusion or religion)
- **Language competence, specialised didactics, linguistics, cultural studies, literary studies**
- In addition: general educational basics and teaching practice hours

Education of student teachers in the region Central-Austria



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Issues

- Teacher shortage: not enough fully qualified teachers, 33% of schools “feel” affected, career changers without pedagogical experience/qualification employed at schools
- No preparation for teaching in multilingual contexts (focus on teachers of “non-linguistic“ subjects)
- Interest in learning languages goes back (CoE Recommendation, 2022)
- Collaboration at the workplace; quality assurance
- Cooperative teacher development (reflective practices, action research methods...)
- In service training/ teacher development not compulsory
- “Overload” of pedagogical reforms

Transversal factors – teacher well-being

Sarah J. Mercer – University of Graz,
Dept. of English
„Positive (Language) Education“

- Teacher and student well-being!
(Studies on self-concept, self-esteem, professional pride, teacher motivation)
- Psychological factors of school life
→ centre of interest!



- “The Global Citizenship and Multilingual Competences (GCMC) toolkit is an Erasmus+ project [...]. The aim is to provide online teacher development resources for secondary teachers of all subjects about how to integrate **global citizenship goals** and **multilingual pedagogies** into their practices in a sustainable way.”
<https://gcmc.global>

References

- <https://www.bmbwf.gv.at/Themen/schule/fpp/ausb/pbneu.html>
- <https://www.derstandard.at/story/3000000212463/start-der-reform-zur-lehrerausbildung-wird-um-ein-jahr-verschoben>
- <https://studieren.univie.ac.at/studienangebot/lehramtsstudien/englisch-unterrichtsfach/>
- <https://www.derstandard.at/story/3000000198624/ein-drittel-der-jugendlichen-von-lehrermangel-betroffen>
- [A new Council of Europe Recommendation on the importance of plurilingual and intercultural education for democratic culture \(2022\)](#)
- [Language didactics at Univ. of Graz, Dept. of English](#)

Vielen Dank für eure Aufmerksamkeit!
Gunther Abuja & Anna Gazdik

We are happy to answer questions – also over coffee and tea!