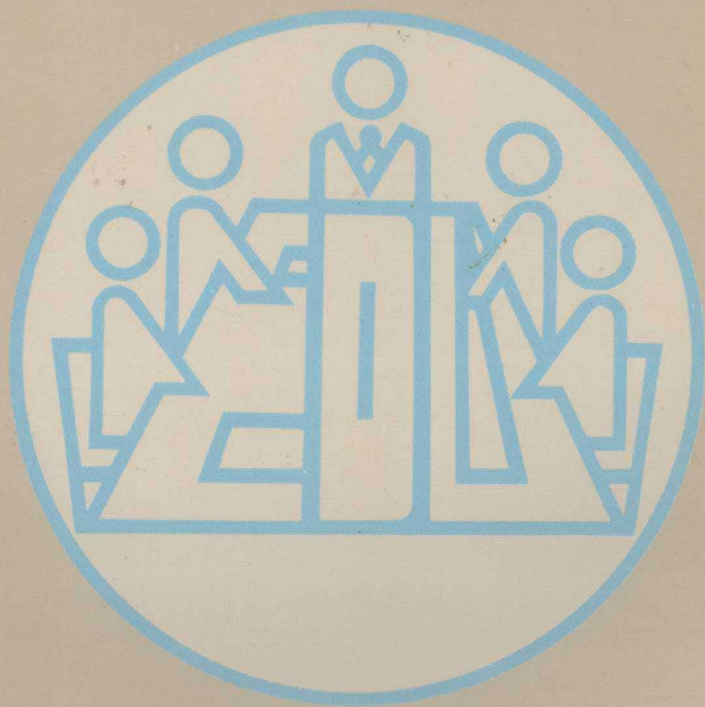


師苑教育叢書 75

國際比較師範教育 學術研討會論文集 (上)

中華民國比較教育學會 主編
中華民國師範教育學會



師大書苑發行

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序

中華民國比較教育學會和師範教育學會聯合舉辦「國際比較師範教育學術研討會」，於民國八十年十二月十三日至十六日在台北市國立台灣師範大學國際會議廳隆重舉行，與會之國內外學者達二百多位，在會中宣讀之論文共有二十四篇，堪稱教育界一大盛會。

此次會議之召開，有其不尋常的原因。中華民國比較教育學會曾多次申請加入世界比較教育學會，由於中共為該會執行委員之一，在不允許一個國家有兩個相同名稱代表組織之限制下，始終未能如願。直到前（一九九〇）年歐洲比較教育學會在馬德里舉行會議，世界比較教育學會總部循例在各分區比較教育學會舉行大會時召集執行委員會，討論會員入會申請案，我國比較教育學會入會申請案，再一次被提出討論。由於我國代表在事前已經充份與各國代表溝通，故終能獲得通過，成為世界比較教育學會之正式成員，同時膺選為執行委員。為了感謝各國代表的支持，我們決定以加強國際學術交流活動來表達我們的謝意，這一次會議就是在此項動機下的具體行動。

應邀參加此次會議之國際人士，包括英、美、德、法、日、及南非等六國之比較教育或師範教育方面之專家。其中包括現任世界比較教育學會會長和副秘書長，前任會長，歐洲比較教育學會前任會長，美國密歇根州立大學師範教育研究中心主任，南非文化教育部次長，

以及英、美、德國的權威學者或師範教育研究計畫的主持人。我國與會人士亦包括各師範院校長及比較教育與師範教育兩領域之學者專家。在這一次會議中，不但就各國比較教育之理論、制度，以及最近之改革，有充份討論，對於各國比較教育之設施和面臨之問題，亦有深入之探討與比較。我們深信，由於此次會議之舉辦，今後我國比較教育與師範教育之學者們在參加國際相關學術機構之活動方面必定更為活躍。

此次會議之能夠順利如期舉辦，首先我們要感謝比較教育學會和師範教育學會全體理監事的支持。同時，由於教育部中教司吳司長清基的支助和教育部的經費支援，減輕了我們最大的困難，更由於各師範校院長的協助，使會後外賓能到全省各地參觀遊覽並分赴各師院講演，不僅擴大了此次會議的影響，同時也給外賓們對我們國家留下極深刻的印象。此外，兩個學會的秘書處人員，包括秘書長黃政傑教授與潘慧玲教授、副秘書長張建成教授與楊思偉教授、以及熱心義工張德銳教授、黃鴻文教授、陳秀英教授、何慧玲教授、游進年講師、李信講師、洪仁進講師等不眠不休，倍極辛勞；師大書苑白文正先生慨允出版論文專集，在此一併誌謝。

中華民國比較教育學會理事長 葉學志
中華民國師範教育學會理事長 顏秉璵 謹識

中華民國八十一年十二月四日

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Teacher Education in Germany: Trends and Perspectives

Wolfgang Mitter

1. Teacher and their position in society in a period of change

"The school is worth precisely what the teacher is worth and for this reason an improvement in teacher education is a first step in any education reform." These were the words of the German educationist Friedrich Adolph Diesterweg in 1865 ①. Such a proposition, and no doubt numerous others, may appear as platitudes to the superficial observer. But it is obvious that they clarify a problem which has not, up to the present time, been given enough consideration in international educational comparison.

This paper will be focussed on teacher education in Germany. Needless to add that this concentration should not be understood as an attempt to neglect the European and, moreover, the global range of teacher education. Nevertheless it seems legitimate to make this

concentration, since there are special problems which are relevant to Germany in particular.

When referring to Germany, we have to consider at first the history of a country which has been divided and re-unified in this century. In this context it must be added that, apart from the Nazi totalitarianism, Germany has never been a centralised State. The Grundgesetz (Basic Law) of the Federal Republic of Germany has distinctly confirmed its federal character which is entirely manifested by the Kulturhoheit (cultural responsibility) of the Laender (states). Therefore all the legal provisions for length, curricula and examinations in teacher education are the Laender's responsibility. However, as the result of socioeconomic, cultural and political foundations and processes, federal autonomy has to compete with the widespread conviction of the need for unity and equivalence in substantial matters. This basic fact legitimates, in my mind, the concentration of this paper on teacher education in Germany (as a whole).②

The partition between 1945 and 1989/90, however, was based upon separation resulting from the establishment and existence of two contrasting socioeconomic and political-ideological systems. The development since October 3, 1990 (the day of re-unification) has been marked by the "accession" of East Germany to the Federal Republic including the inclusion of the (re-) established Laender in the federal structure.

One might take for granted that, in school systems where reforms have been conceived and implemented, the adequate inclusion of

teachers in innovative procedures play a decisive role. The same expectation encompasses teacher education. International comparison shows us, however, that in most countries the involvement of teachers appears to be weakest link in the chain of measures to put theoretical plans and political declarations into legal regulations and, moreover, into everyday practice.

Teachers have to translate educational reforms into the reality of the school. Equally, of course, to implement this "translation" the teacher needs a student who is ready to co-operate in realising reforms. It is also up to the parents and the local communities to participate in sustaining the reforms since they are quite capable of breaking or blocking them. The recent development in West Germany has revealed considerable progress in participatory networks. Nevertheless, the teacher is the keystone in educational innovation. ③

Now, the question arises of how fast school systems are concerned and in a position to encourage teachers to participate. One fundamental justification for such an ability is, of course, an appropriate initial and in-service training which this paper will deal with. The other justification is determined by the conditions of service provided by those responsible for the functioning of the education system. In this paper explicit attention will not be given to this second justification, which does not mean, however, that it can or should be disregarded.

If it seems that not enough has been done about involving teachers in political and educational practice, this does not mean that education and its contiguous social sciences are not aware of the problem. There is

no shortage of theoretical studies. Rather the oversight is in the translation of these studies into the reality of training and the school—which reflects the general situation among educational theory, political decision making and school practice.

The first section of this paper is devoted to considerations which appear to be fundamental to the teacher's position in contemporary society from an international perspective and are applicable to Germany in an exemplary way. They are focussed on a conceptual analysis and they are, as will become clear, of immediate relevance to decision making and everyday practice. The focus is set on the parameters of the teacher's position which come to the fore during teacher education, since they define the objectives of the training curriculum.

The significance of this correlation between the teacher's position in society and the objectives set for teacher education is explained as follows: unless we agree what parameters are set for the teacher's position in a particular socio-political situation at a particular moment in time, then from the beginning we run the danger of building up our analysis on false suppositions and thus arriving at erroneous conclusions – a danger which commonly brings international comparison into disrepute. Parameters are predominantly determined by the responsible politicians and are evident in legal regulations at different levels: from laws of general importance to instructions explaining procedures at the grassroots level. Beyond this, however, there are in every society explicit and latent expectations of characteristics which the teacher should

exhibit and possess, at least in the performance of his/her professional duties. Thus, the teacher's position in society – and the corresponding goals assigned to teacher education – are very closely bound up with the picture that society has of its teachers.

After these introductory remarks about the teacher's position in society and the objectives of teacher education, let us now turn our attention to the individual goal aspects, such as:

- the economic aspect which indicates the teacher's income within a given structure of income distribution;
- the social aspect which explains the status of a teacher;
- the formal/legal aspect which defines the teacher's position within the administrative structure and affects the amount of his/her free- dom (or restraint) within the political order;
- the professional aspect (in the narrow sense of this term) which describes the teacher's everyday activities;
- the socio-educational aspect which determines his/her place in the education system, as reflecting dominant expectations in a given society.

The economic aspect

Comparative studies of teacher's salaries have brought to light a remarkable scale of differences between countries both in Western and Eastern Europe. ④Of Course, the incomes and traditional grants cannot be regarded in isolation as indicators of the value a society puts on its teachers. On the other hand, it would be equally erroneous to neglect this

factor in estimating the worth of the teacher within the income structure of the given society as a whole.

It is the income which, as a rule, lays the ground for the teacher's way of life, as expressed by his ability to afford, housing, clothing, opportunities for buying books and visiting theatres and cinemas, etc., and thus exerting a significant influence upon his well-being and social status. Income expectations, moreover, play a remarkable role in youngsters' vocational choices, which explains why in many countries teacher trainers, politicians, school administrators and parents complain about the effects of "negative selection" in training institutions and among school staffs. If such appraisals prove to be true, they necessarily affect organisational and curricular strategies both in teacher education and school practice.

The history of teachers' remuneration in Germany was characterised by a significant diversity which was rooted in the duality between academic and non-academic teachers. In the Federal Republic since the end of the sixties the gap has been considerably narrowed, in connection with a general up-grading of the salaries. Today West German teachers can certainly be allocated to the upper scales in European comparison. This observation must not be regarded in an isolated way, of course, but related to the general income structure which is comparatively high.

The social aspect

The influence which material income exercises on the teacher's position can be extended to social status as a whole. Among its components, social origins and sex play an important role. The feminisation of the teaching profession, in particular at the primary level, has contributed to changes in the picture of the teacher in the society concerns; of course, the correlation between the feminisation of the teaching profession and the overall women's status, as specified by cultural and religious traditions, must be taken into special consideration. One has to pay particular attention to the change which has taken place in the social origins of the bulk of primary school-teachers who used to be peasants' sons and are now middle-class women. In this connection one must not overlook, however, that the feminisation of the teaching profession, in many cases, has not been supported by any adequate social upgrading of women in terms of prestige and career expectations. In particular, females are still significantly underrepresented among headteachers, let alone among university professors.

Mentioning the latter issue leads directly to the fundamental question concerning the identity of the teaching profession as a whole. Leaving the special case of teachers in the higher education system outside our deliberations, one can ask this question: is there a common awareness of belonging to one professional and social group among kindergarten, primary and secondary school-teachers? While the current trend suggests a reply in the affirmative, it reveals, at the same time, a process which has started only two or three decades ago. Up to then most

secondary school-teachers felt affiliated more to university professors than to their colleagues in primary or non-academic secondary schools. The title of "professor", still being used in Bavaria and Baden-Wuerttemberg for highly reputed and "experienced" teachers of academic secondary schools, lends support to this historical identification issue.

Looking for the historical roots of this phenomenon, we have to take into account the duality of the teaching profession as the second element of a three-tier structure, the first of which contains the education system, while the third is represented by the system of teacher education. ⑤ It traces back to the aforementioned duality between academic and non-academic teachers. In West Germany the training of primary school-teachers was transferred to universities or, at least, to Paedagogische Hochschulen (teachers colleges) at university level. Nonetheless, a certain- though moderated-kind of duality has been maintained with regard, above all, to the length of studies and the rank of diploma awarded as a pre-condition for the graduate's allocation to a certain rank in the civil service or employment hierarchy. This observation can be exemplified by the present situation in Eastern Germany where the integration process is complicated by the fact that primary school-teachers, contrary to their colleagues in Western Germany, have only completed an education, which can be ranked at the upper secondary or, at the best, post-secondary level. It seems important that this diversification must not be simplistically subsumed in the formal/legal aspect, but has to be seen in the wider dimension of