Advancing Teacher-Education, based on

Research – Relevance – Responsibility

1. Strengthening the importance of the                                 of teachers for the future of our society
   In a rapidly changing world, education holds a fundamental significance for our ability to overcome both societal and individual challenges, now and in the future.
   Professional teachers carry a heavy societal responsibility as they are tasked with enabling the next generation to recognize diversity, promote active participation, decrease inequality, and become technologically proficient members of society. At the Tübingen School of Education, we prepare future teachers for the complex sphere of activities, which requires a targeted and well-organized approach, incorporating a diversity of integrative and culturally specific tasks.

2. Conducting research on an international level and promoting knowledge transfer
   At the University of Tübingen, we organize and conduct research relevant to teacher education, school and learning processes, as well as build networks with the wealth of existing expertise at our disposal.
   Using the research from Tübingen in the field of educational science and pedagogical content knowledge, we support the systematic cooperation of research in these areas as well as an interdisciplinary research culture among teaching-related fields. Our goal is research relevant to teacher education, school, and learning processes, visible on a national and international level. In order to achieve this, we utilize a network of research methods, which includes empirical-quantitative, empirical-qualitative, theory-based, historical, and international-comparative approaches. Based on the findings from empirical and theoretical research, we can contribute to solutions for application- and profession-related issues, as well as to basic research in the areas of teacher education, school, and learning processes.

3. Providing versatile path and tailored support for junior academics in the various fields of educational research
   We fully support our students and junior academics in their educational development and offer an opportunity to take part in the process of innovative and sustainable development of research in teacher education, school, and learning processes.
   For this reason, the Tübingen School of Education has developed a fully differentiated training and development program for junior academics. In order to promote early career and to be able to offer prospective researchers an attractive, well-based support program for an increasingly self-sufficient research profile, we have been in close cooperation with the University’s graduate school, the network for qualitative research and teaching methods at the Faculty of Sciences and Social Sciences, and the research networks LEAD (Learning, Education, Achievement and Life Course Development).

4. Connecting scientific research and practical experiences of pre-service and in-service teachers
   We fully support our students and junior academics based on relevant findings, in every field. Our aspiration is to satisfy the special requirements of teacher education programs and the teaching profession itself. In view of upper secondary school (Gymnasium) education and vocational training as well as to bring about a systematic conversion of perspectives from areas of content knowledge, pedagogical knowledge, and pedagogical content knowledge.
   We initiate and support diverse types of practical experience – reflected in scientifically based and innovative classroom settings. In doing so, we work closely with the Governmental Institute for Teacher Training in Tübingen, but also alongside schools from the region. In regards to the professional development of teachers, we work towards establishing a scientific structure of further education for teachers through research projects and developmental measures. We intensively pursue the further development of an international network for teacher educators, whose mission is to enable sustained international exchange and cooperation of pre-service teachers, and contributes to the internationalization of research, study, and teaching at the University of Tübingen.

5. Supporting the development of professional competences and a nuanced scientific judgement
   Prospective teachers acquire high-level content knowledge, pedagogical knowledge, and pedagogical content knowledge.
   This knowledge constitutes the prerequisite for the mastery of professional competences, which enable them to perform the wide-ranging tasks of the teaching profession. Furthermore, the mission of the Tübingen School of Education is to enable prospective teachers to gain a targeted and reflective skills, based on subject-specific expertise. We support the acquisition of a critically reflective ability to deal with uncertainty and ambivalence in the educational practice. In their teacher education programs, our students are empowered to scientifically analyze academic and societal discourses, common value orientations, and educational processes, as well as to assess arguments based on their content. We consider all of these skills as an essential basis for the ability to reach the subject-specific and general pedagogical objectives of high-quality teaching and to reduce inequality in society and in the classroom.

6. Guiding and supporting pre-service teachers, both systematically and individually
   We offer a comprehensive and differentiated array of consulting services. Students receive need-based support throughout their teacher education program as well as the opportunity to obtain feedback within a research-based program of professional advising services to support their individual professionalization processes. We encourage our students’ personal transitions and provide support for important decisions in the course of their studies.

   We are confident that our project for the future will offer our students significant opportunities for their future professional activity and to contribute to high-quality research in teacher education, school, and learning processes. For this purpose, the university administration has set up a tight cooperation network, consisting of more than 25 disciplines and institutions of higher education, including the Hector Research Institute of Education Science and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz-Institute for Knowledge Media Research, the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Child Development, the Institute of Education, the Governmental Institute for Teacher Training in Tübingen, and the Leibniz-Institute of Education.