

# Advancing Teacher-Education, based on Research – Relevance – Responsibility

## 1

### **Strengthening awareness of the importance 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 focus on preparing emerging teachers for this 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 fields 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 wide spectrum 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 paths and tailored support for junior academics in the various fields of educational research**

We consider the systematic and individual support of junior academics in various fields of educational research essential, for the purpose 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 synergy and to be able to offer prospective researchers an attractive, need-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 Economics and Social Sciences, and the research network LEAD (Learning, Educational Achievement and Life Course Development).

## 4

### **Connecting scientific research and practical experiences of pre-service and in-service teachers**

We fully support an academic and nuanced debate, backed by 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 convergence 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. With regard 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 education, create attractive and sustainable international exchange structures for pre-service teachers, and contribute 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 competencies, 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 develop nuanced judgement and reflection skills, based on subject-specific expertise. We support the acquisition of a critically reflected 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, current 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-backed program of professional advising sessions to support their individual professionalization processes. We encourage our students' personal transitions and provide support for important decisions in the course of their studies.

## 7

### **Creating a network for the best possible education of future teachers.**

We aim to provide our prospective teachers with optimal educational opportunities for their future professional activity and to contribute to high-quality research on 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 Sciences and Psychology, the Institute of Education, the LEAD Graduate School and Research Network, the Leibniz Institute (Knowledge Media Research Center), the International Center for Ethics in the Sciences and Humanities, the Center for Gender and Diversity Research, the Governmental Institute for Teacher Training, the Regional Council (Regierungspräsidium) of Tübingen, other areas of school administration as well as a multitude of schools in the region.

The central committee of the network within the Tübingen School of Education is the School Board, in which representatives of all disciplines of teacher education, those from the aforementioned institutions, as well as students and doctoral candidates discuss and develop topics central to teacher education in Tübingen. Our Advisory Board collaborates closely with external experts from school administration, charity foundations, scientific disciplines and the private economy. Our aspiration is to utilize the existing strengths and expertise in order to achieve a common goal – the systematic and sustainable improvement of Tübingen's teacher education system – and furthermore to contribute to a mutual enrichment and improvement in quality of the professional fields and actors related to the teacher education system.