
TEACHER EDUCATION IN BAVARIA – PHASE 2

WHAT TO DO IN THE CLASSROOM, WHEN, HOW AND WHY

WHAT ARE YOU IN FOR TODAY?

- The legal framework
- Acting within the framework
- The reality on the ground:
 - Challenges for pre-service teachers in the classroom
 - Challenges for the teacher trainer when training pre-service teachers

THE LEGAL FRAMEWORK

- Legal documents:
 - Bavarian Law for Teacher Education
 - LPO I + II
 - ZALG
 - ASG
- Summary:
 - **Education Schedule for Pre-Service-Teachers in Bavaria**

THE LEGAL FRAMEWORK

- **Duration: 2 school years**
- **Areas of education and training**
 - Civics
 - School laws and regulations
 - Pedagogy and psychology
 - **Subject teaching** (two 'main' subjects)

PART I: SHOWING THEM THE ROPES

- **Classroom observation**

- The teaching trainer
- Pre- and post-teaching discussions
- The teaching trainees
 - Teaching 'attempts' in beginner, intermediate and advanced classes (minimum number in total: 3)
 - Pre- and post-teaching discussions and feedback talks

PART I: SHOWING THEM THE ROPES

- **Gaining teaching experience and growing as a teacher**
 - Trainees take over one year group/half a year group and start teaching
 - The 'visits': regular visits by the teacher trainer during classes and ensuing feedback talks
 - Regular meetings and sessions

PART I: SHOWING THEM THE ROPES

- **The sessions:** overarching topics
 - School as a public institution
 - English language teaching (in Bavaria): the curriculum
 - Matching what you know with the 'reality on the ground'
 - Planning a lesson
 - Fundamental teaching principles, methods and didactical thinking
 - The digital transformation
 - Assessing and testing
 - How to assess student-performance
 - How to design tests and exams
 - How to correct and mark tests and exams

SOME FURTHER ISSUES AND TOPICS COVERED IN THE SESSIONS

- Classroom management and teacher language
- Elicitation
- Error correction and feedback techniques
- How to introduce vocab, how to work on vocab etc.
- How to teach grammar?
- Exploiting materials
- Etc.

TESTING AND EVALUATING THE TRAINEES

- **Teaching exams** (choice between two subjects)
 - 3 teaching exams in total over the course of two years
 - Parts of the teaching exams:
 - Draft (one day prior to exam)
 - Lesson
 - Grade and feedback

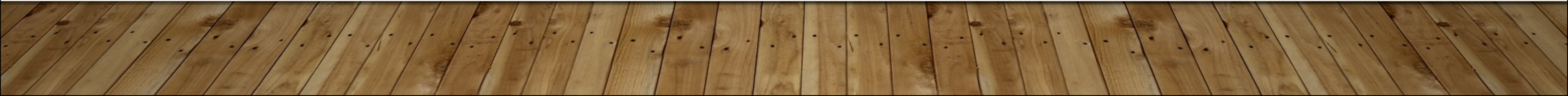
PART II: APPLYING WHAT YOU HAVE LEARNED

- **The 'placement' schools**
 - One school year, one or two schools
 - Several classes, two mentors
 - One written paper (to complete within five months)
 - One teaching exam
- **Keeping in touch**
 - Several meetings with the trainers
 - Reports
 - Sessions
 - Feedback talks
 - Communication online

PART III: ROUNDING OFF PHASE 2, PREPARING FOR PHASE 3

- **'Homecoming'**
 - Trainees teach decreased number of lessons under increased control from the trainer
 - The sessions:
 - The 'Abitur'/A-Level Exams and how to prepare students properly
 - The ideas behind English language teaching revisited
 - The professional teacher – a job and a life-long learning experience
 - One last teaching exam
 - Oral exam: didactics; methodology; etc.
 - The report: final assessment

FROM THEORY TO PRACTICE – KEY CHALLENGES FOR PRE-SERVICE TEACHERS



DIDACTICS, PEDAGOGY AND THE ENGLISH LANGUAGE

- Simplifying without being simplistic – how to break things down for students
 - Comprehension – Identification – Preparation
- The 'ideal' classroom vs. the 'real' classroom (planning paradox)
- 'Kicking old habits' – it is going to work for you because it worked for me
- Selling the product: methodology, questioning, instructions, lesson plans and objectives
- Being professional, being proficient: English in a classroom context and beyond
- Tech comfy vs. tech savvy: 'the Digital' and English language teaching

AN INTENSE AND INTENSIVE EXPERIENCE

- Lesson planning is always time-consuming
- Designing and marking papers is time-consuming
- Year groups can be very demanding
- Trainers, parents and headmasters can be very demanding

SOME CIRCLES TO SQUARE FOR THE TRAINER

- The 'ideal' lesson vs. the individual teacher
- 'Post-method era' vs. the text-book paradigm
- Learning vs. acquiring a foreign language

THE TEACHING PROFESSION

If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's profession."

Donald D. Quinn

THANKS FOR YOUR ATTENTION!

AND NOW OVER TO YOU