

# Teacher Education in Germany and the BQL-Program for Second Career Teachers (SCT) at TUD Dresden University of Technology / Saxony

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# Outline

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1. Structural Framework of Teacher Education in Germany
2. Teacher Shortage as a Structural Challenge
3. Policy Measures to Address the Shortage
4. Second Career Teacher Education
5. Empirical insights
6. Conclusion and Outlook
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# Structural Framework of Teacher Education in Germany

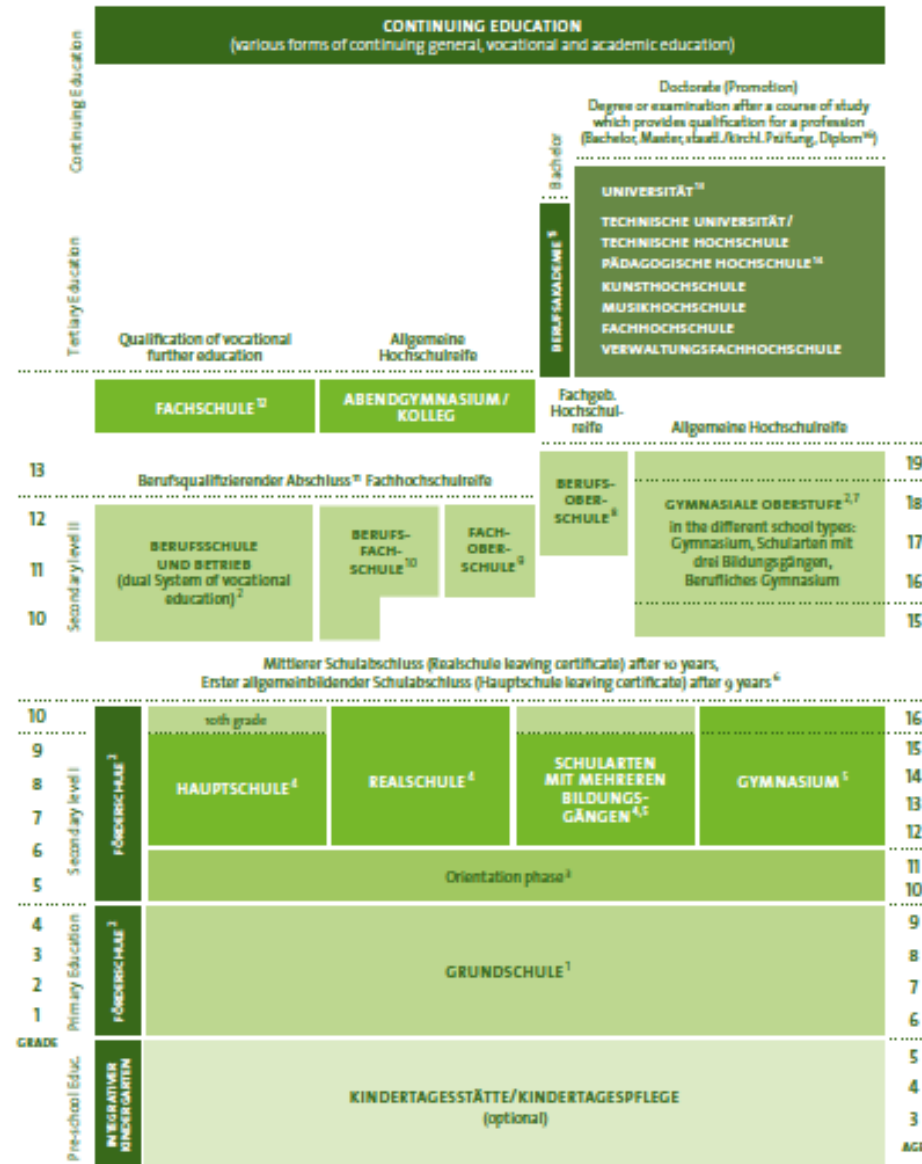
The Federal Republic of Germany consists of 16 Federal States (*Länder*), each of which has legislative and administrative authority in cultural and educational matters (cultural sovereignty, *Kulturhoheit*).

As a result, teacher education is regulated at the federal state level (*Länder*). This leads to considerable structural diversity in teacher education in Germany.

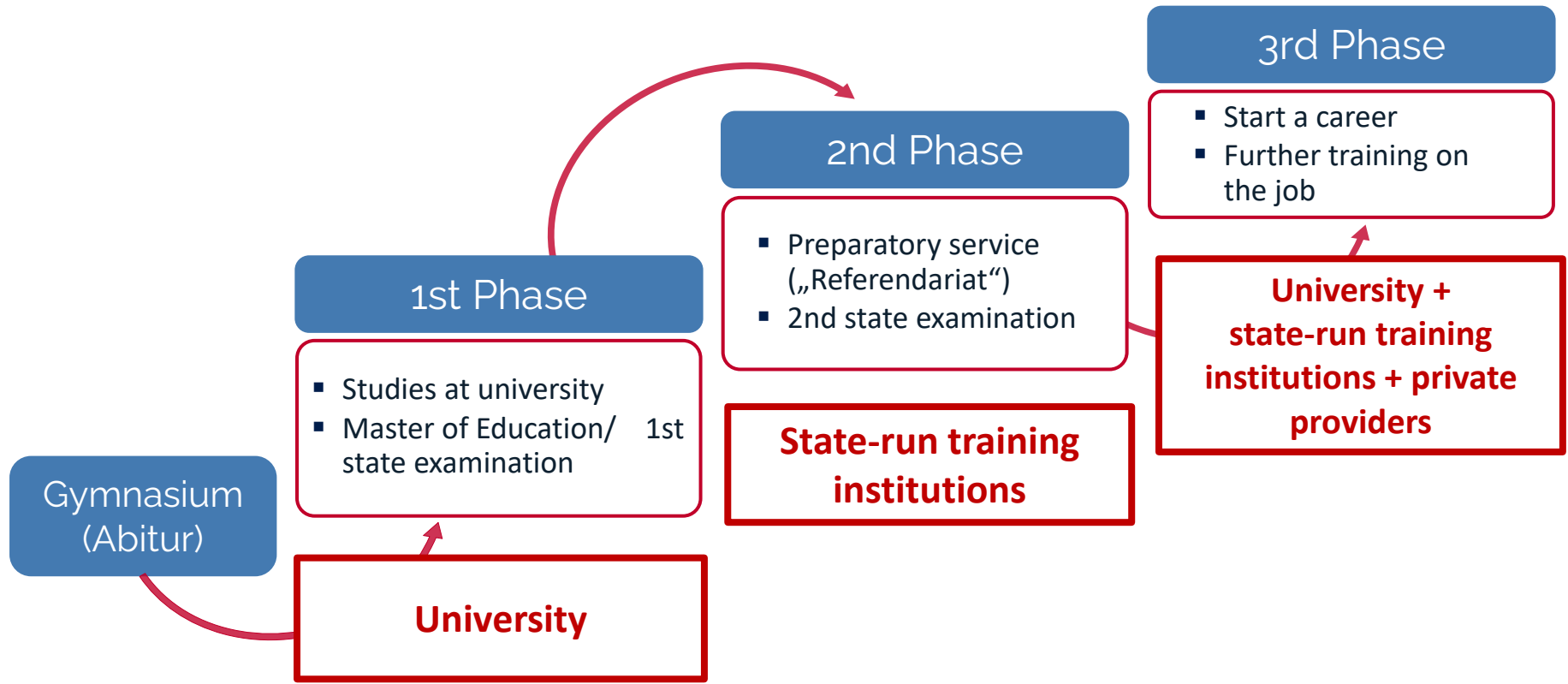


# Germany: Federal States within different School types

## Basic Structure of the Educational System in the Federal Republic of Germany

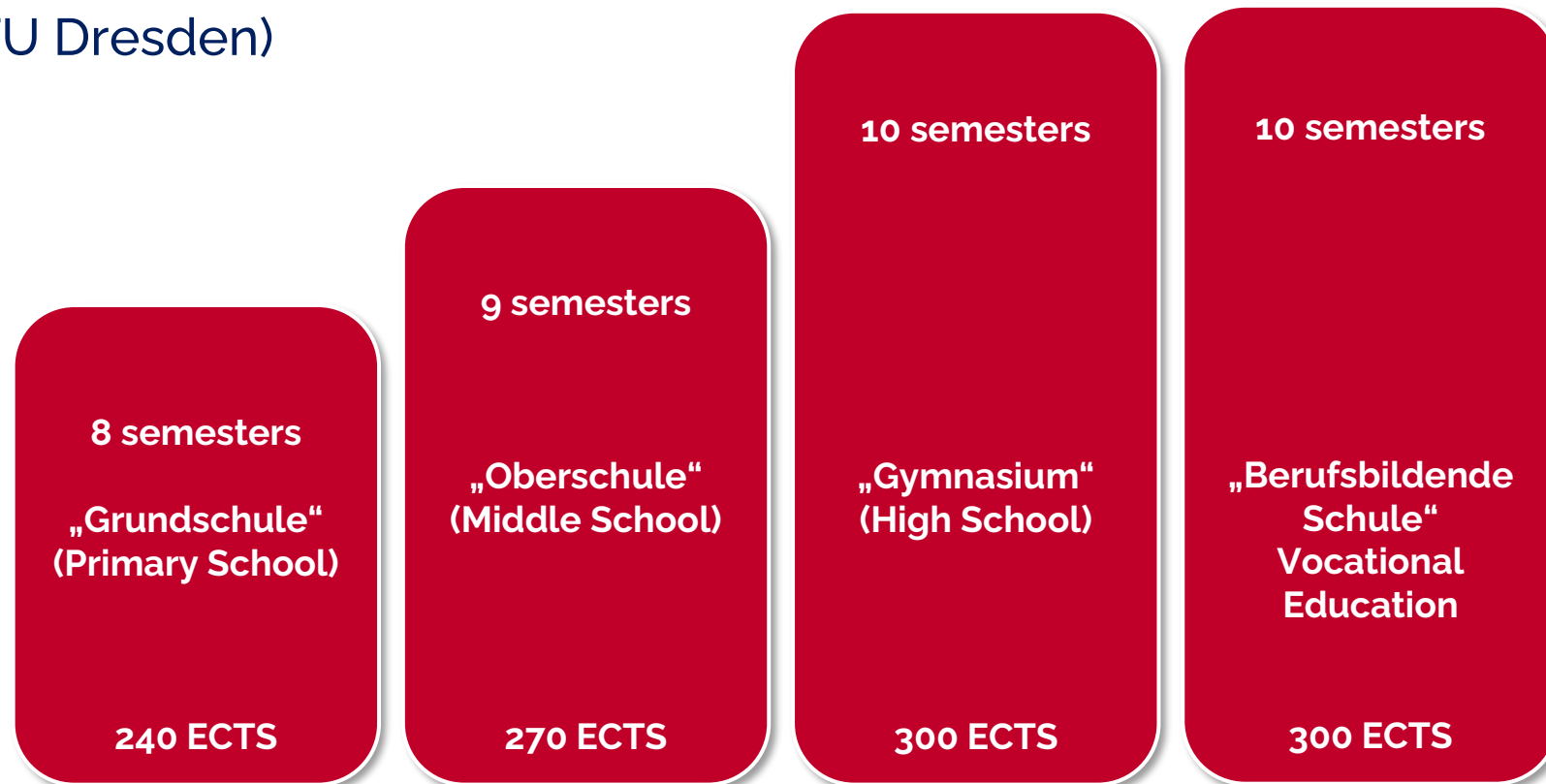


# Germany: Different Degrees of Teacher Education in different three Stages / Phases



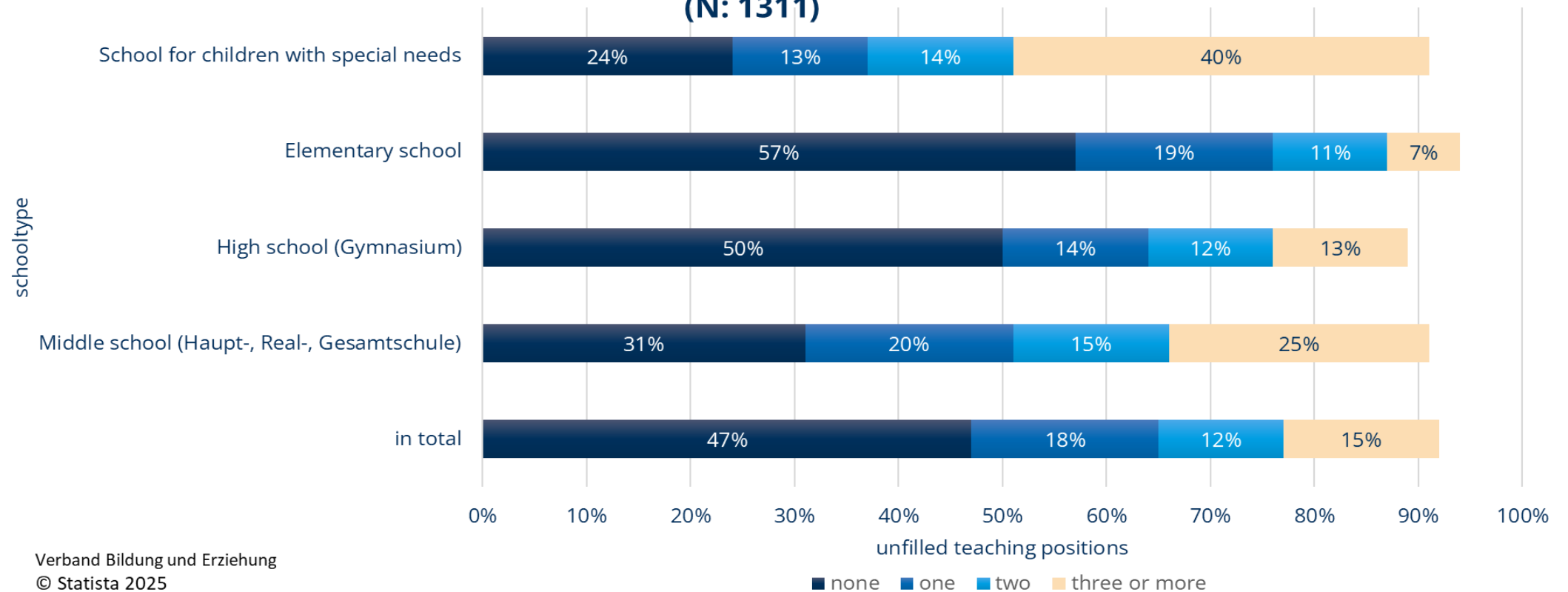
# Germany: Different School Types and different Degrees of Teacher Education

(Example: TU Dresden)



# Teacher Shortage as a Structural Challenge

**Survey of school principals on the number of unfilled teaching positions in schools by school type in Germany at the start of the 2024/2025 school year (N: 1311)**



# Reasons for Teacher Shortage

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To explain the teacher shortage, several causes have been identified:

- rising pupil numbers due to immigration
- growing demand for teachers due to longer school attendance times
- the expansion of inclusion and all-day schooling
- declining teacher numbers due to a wave of retirements
- falling numbers of new students entering teacher training programs
- high dropout rates during studies (Daschner 2025, Gehrman 2023)

# Policy Measures to Address the Shortage



For rural areas:

Saxony advertises for teachers  
(2016/2018)

“See that you gain land!”



“Land in sight.”

Becoming a teacher Saxony-  
wide.

# Policy Measures to Address the Shortage

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- Financial incentives to retain older teachers in active service
- Reintegration of retired teachers
- Increased university enrollment capacities in teacher education programs
- Improved salary structures across school types
- Scholarships for undergraduate students willing to work in rural areas for a minimum of five years
- Accelerated employment procedures for subject specialists
- Establishment of alternative pathways into the teaching profession, including structured programs for lateral entrants

# Second Career Teacher Education (SCT) in Saxony

Recruitment for public school service

Initial training (3 months)

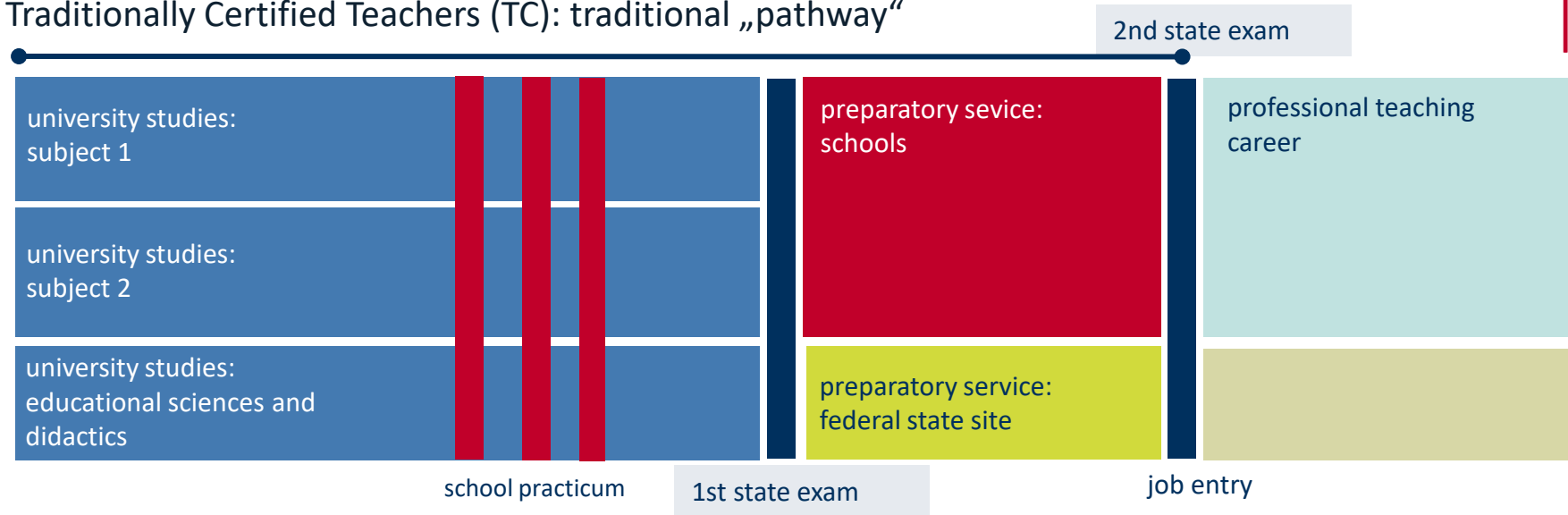
Start to work at school

Academic part time qualification at University\*

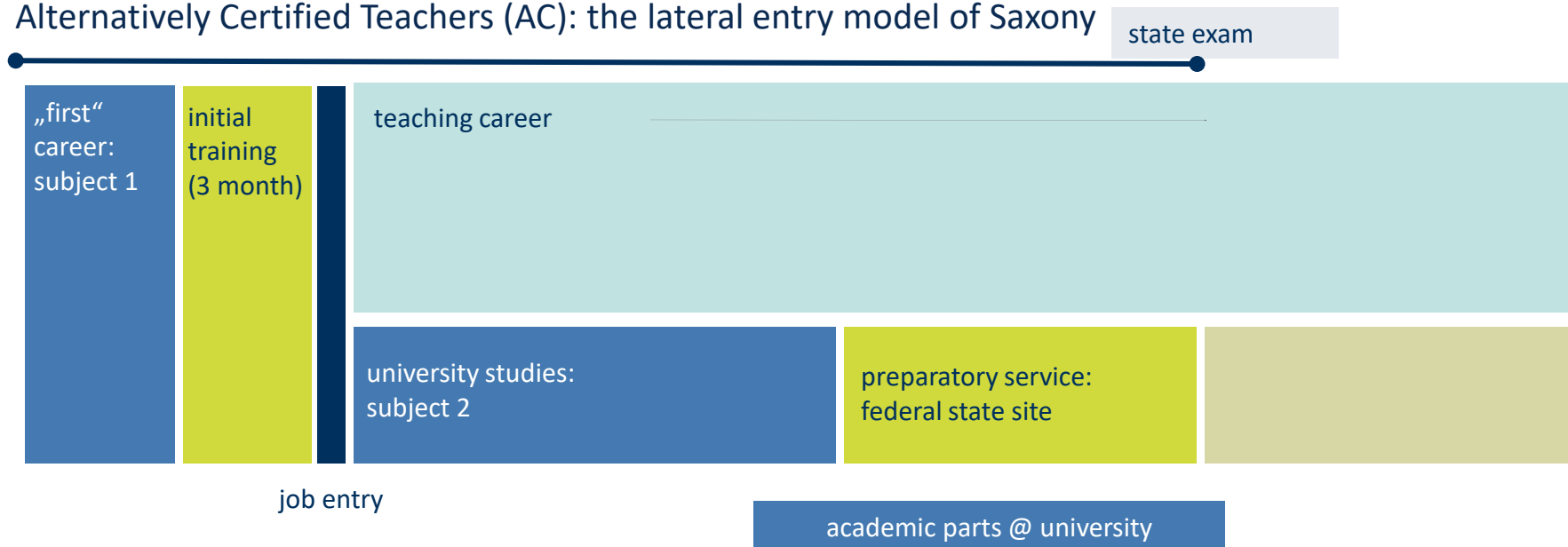
Non-academic part time qualification  
(preparatory service)\*

Possibility of equal treatment with  
teachers who have completed a full  
traditional study, if certain personal  
criteria are fulfilled

### Traditionally Certified Teachers (TC): traditional „pathway“



### Alternatively Certified Teachers (AC): the lateral entry model of Saxony



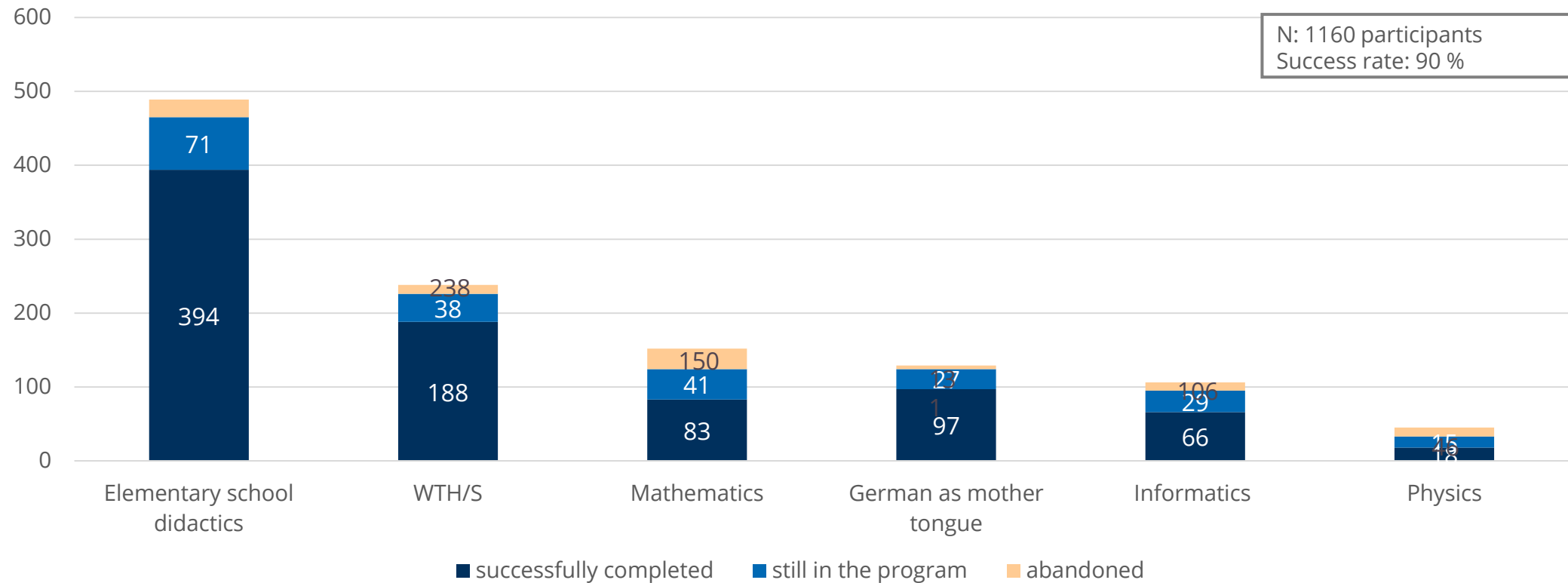
# TU Dresden: The BQL – Project (2017 – 2031)

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- Target group: SCTs in public school service with or without any approved qualification profiles for school subjects
- Part-time academic program: 2 days study at the university and 3 days school service
- Duration: at least 24 months, depending on school type and subject up to 30 months
- Regulatory basis: access, extent, curriculum and scope in credit points is set by federal ministry of education of Saxony
- Certification: transcript of records as an equivalent to 1st state exam
- Subjects: Mathematics, Physics, Informatics, German, W/T/H (Economics, Technology, Household), Primary School Didactics (Gehrmann et al. 2025)

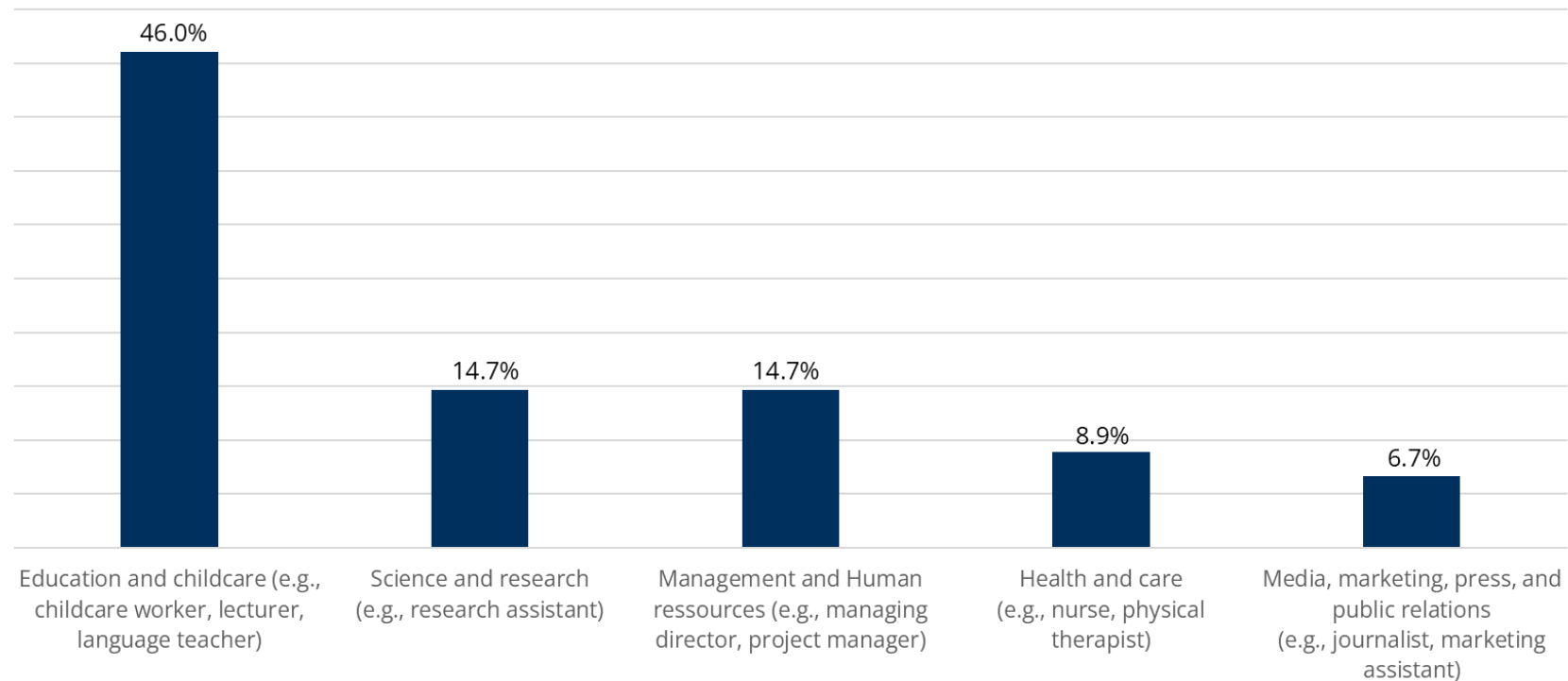
# Empirical insights

Participants of academic part time program (BQL) at TU Dresden  
(2017-2024)



# Professional biography (2023-2024)

What profession(s) did you hold before entering the teaching profession?  
(Open question, most common categories, n=163)



# Previous educational experience (2017-2024)

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80% of respondents had gained pedagogical experience before entering the teaching profession, particularly in the following areas:

- Adult education (46.5%)
- Organization and supervision of leisure activities (42.9%)
- Organizing courses or workshops (41.4%)

Around 58% have gained pedagogical experience in classroom-like contexts.

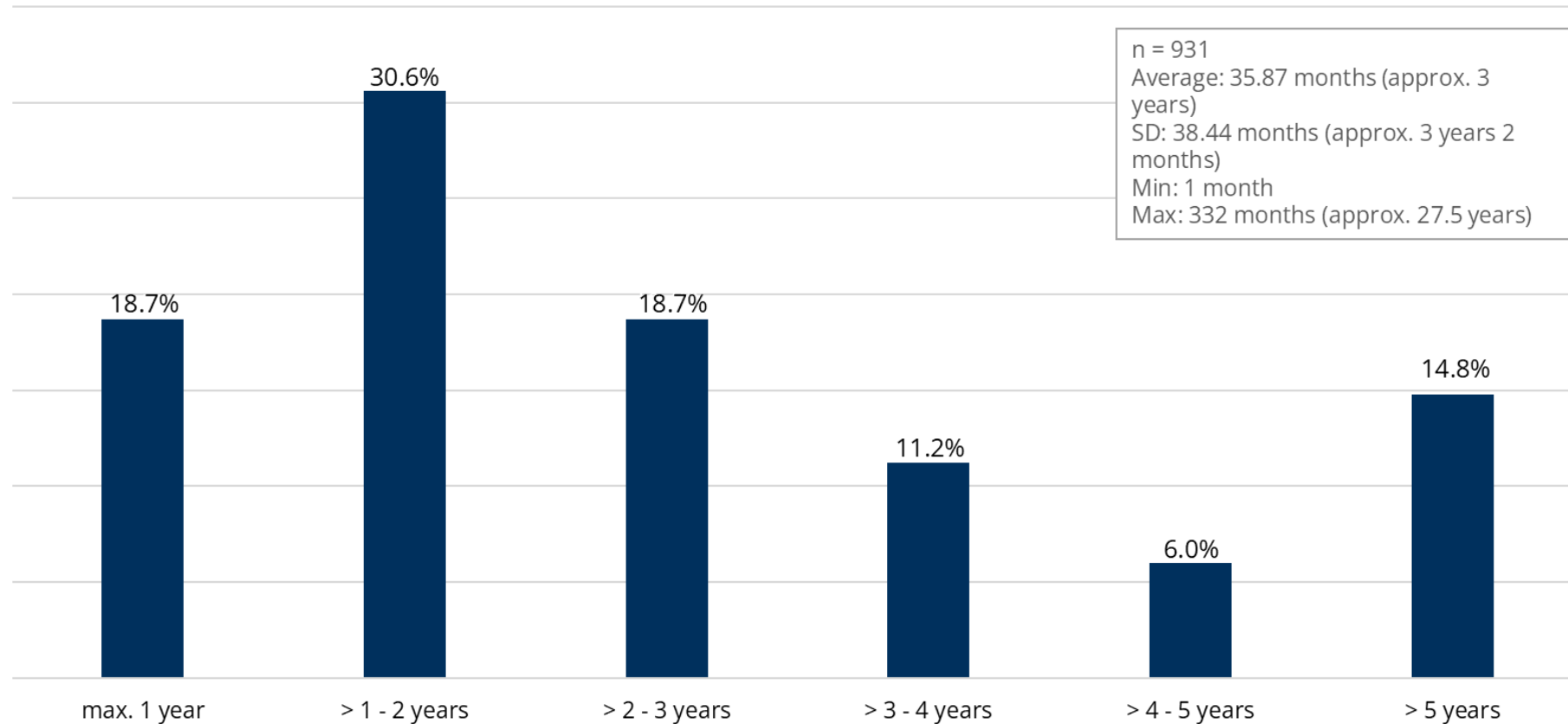
- Age group: 7 to 20 years
- Group size: 7 people and more
- Type of activity: teaching or supervising and teaching

# Career choice motives – short scale (2017-2024)

Please indicate how important the following reasons were in your decision to become a teacher. (Scale 1 = not at all important to 7 = extremely important)

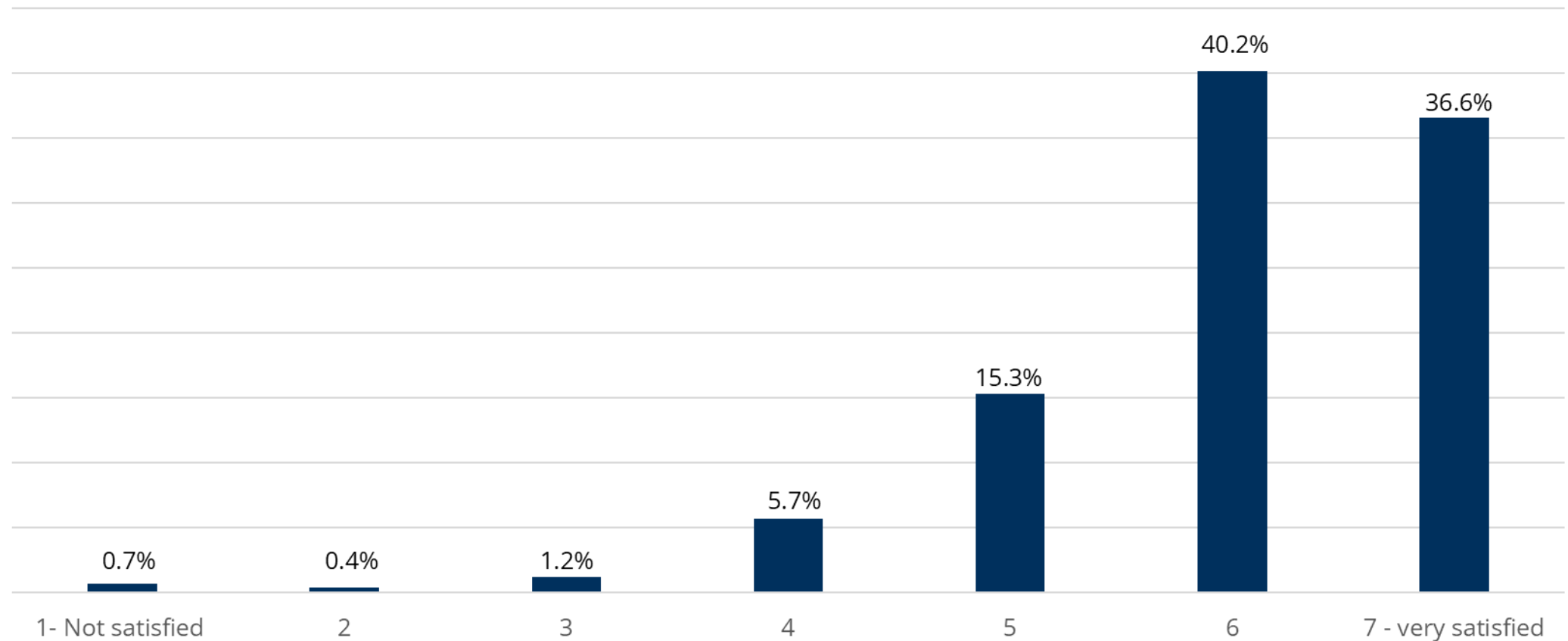
Motif	Mean	Standard deviation	n	$\alpha$
Subject-specific motivation	6.01	0.903	1023	0.842
Working with children and young people	5.75	1.091	1020	0.893
Social motivation	5.68	1.157	1017	0.764
Perceived teaching ability	5.53	0.863	993	0.801
Safety	5.41	1.268	1016	0.901
Your former teachers as role models	4.56	1.985	1014	0.723
Balancing work and family	4.47	1.523	991	0.789
Positive influence of third parties	3.48	1.730	978	0.865
Makeshift solution	1.71	1.327	1018	_*

# Duration of service in school as a teacher at the start of the BQL program (2017-2024)



# Satisfaction with career choice (2017-2024)

How satisfied are you with your decision to become a teacher ?



# Challenges

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Balancing school responsibilities with academic demands places a considerable burden on participants:

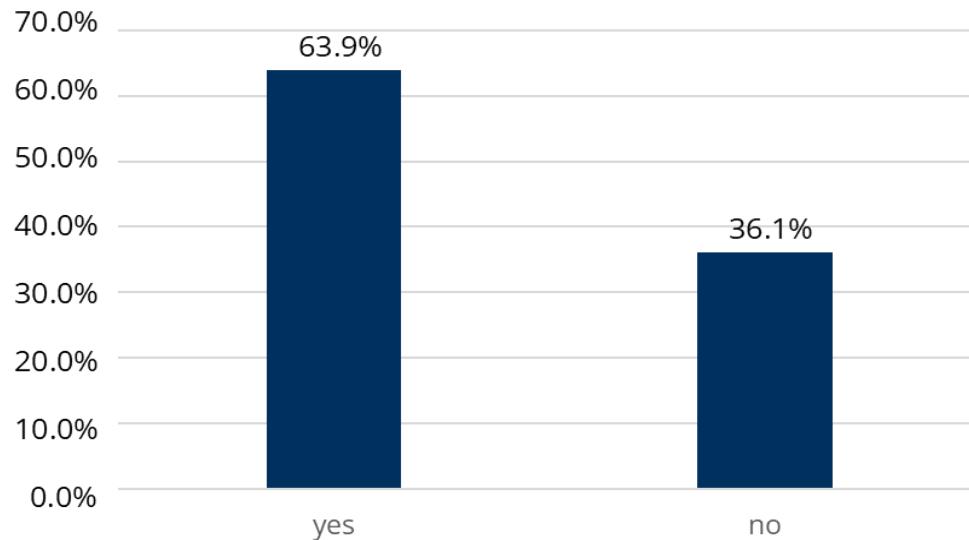
- Personalized mentoring is necessary but resource-intensive
- Integration into the school environment and the professional culture of teaching requires time and institutional support
- The long-term sustainability of the program depends on stable funding, faculty resources, and institutional commitment

# Family obligations and travel to face-to-face events (2024)

## Family obligations

Do you currently have family responsibilities in the area of care or nursing (e.g. childcare, caring for relatives?)

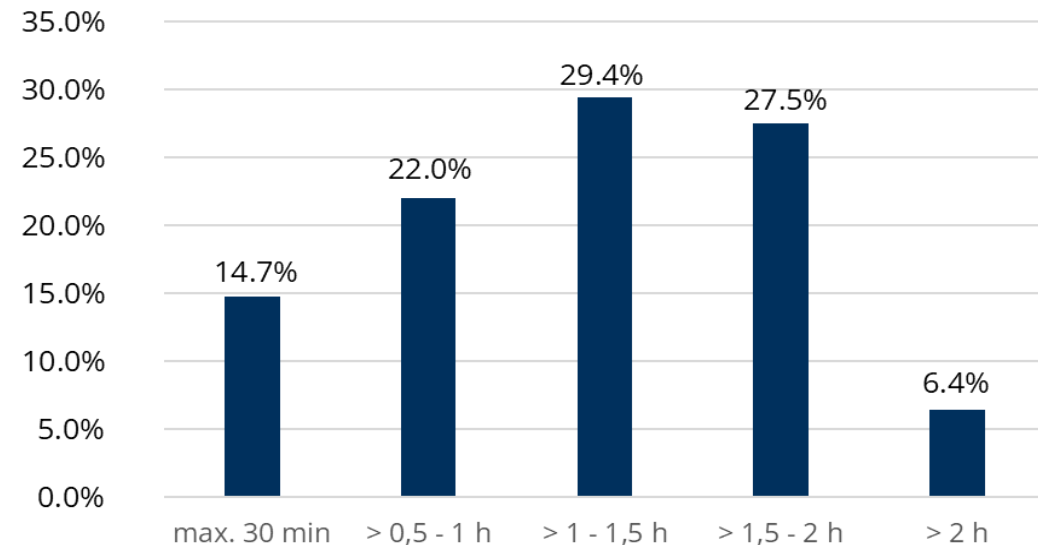
n = 108 (part of the survey only since 2024)



## Getting to the face-to-face events

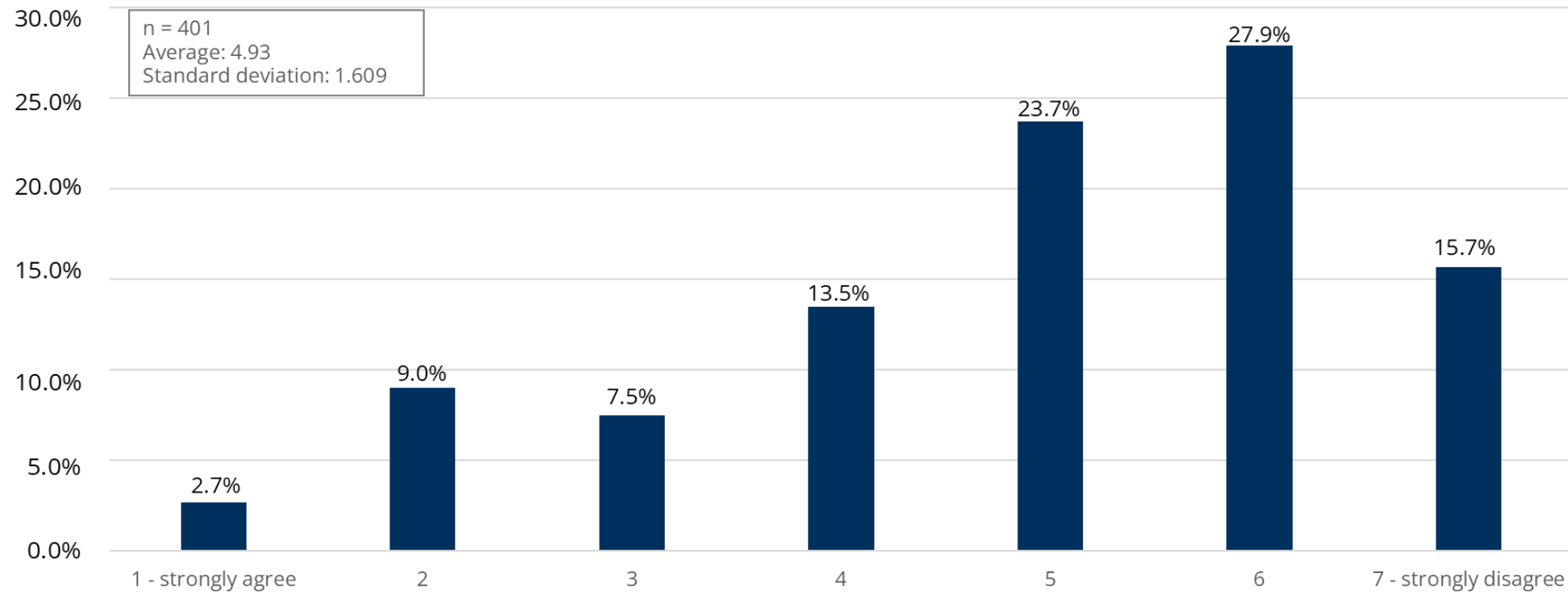
How much time do you need on average to travel to the in-person events of the BQL program?

n = 109 (part of the survey only since 2024)



# Evaluation of the program requirements (2019-2024)

“I felt overwhelmed by the demands of the program.”



# Conclusion and Outlook

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- SCTs do not exhibit increased dropout rates during or after the program
- Participants develop professional identities, teaching routines, and pedagogical convictions comparable to those of traditionally trained teachers
- School principals and mentors generally assess the contribution of lateral entrants positively
- The program does not lead to de-professionalization (Bárány et al. 2020, Gehrman & Germer 2025)

# References

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# Thank you for your attention!



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