



TECHNISCHE
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2024 Annual Report of the Center for Teacher Education and Educational Research (ZLSB)



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Dear readers,

2024 was a year with clear contours for the Center for Teacher Education and Educational Research (ZLSB). Not a year of grand gestures - but one in which developments were consolidated, foundations were laid and which in many ways points to what is to come: the twentieth anniversary of the ZLSB next year.

This year, the topic of digitalization was once again the subject of lively debate. The „AI in Schools & Universities“ series not only sparked discussion, but also set things in motion: ideas, controversies and even irritations. How does teaching change when AI-supported systems think for themselves? Who makes decisions when algorithms make suggestions? The fact that the Pedagogical AI Lab was awarded the Teaching Award of the Association of Friends and Sponsors of TU Dresden for its formats is both recognition and an incentive. It shows that the questions were not only posed, but also productively addressed.

Action was also taken where there was a shortage. In 2024, the Second-Career Qualification of Teachers (BQL) exceeded the mark of 1,000 successfully qualified people for lateral entry into the teaching profession in Dresden. This remarkable figure indicates the reservoir for career changers in the school system. Many of these people bring experience from other professional fields, perspectives beyond the traditional educational path. This is precisely the potential that is increasingly being recognized. The extension of the program until 2031 at the end of 2024 and its inclusion in the hearing of the Saxon State Parliament in May underline its importance: the practice is convincing. The BQL program is an example of how institutional learning and biographical diversity can be reconciled - a model that not only responds to gaps, but also opens up new paths.

This year, ZLSB research deliberately sought further proximity to school practice. The pilot project „Flexible teaching in multifunctional classrooms“ has shown that architecture, inclusion and didactics do not have to remain separate disciplines. When considered together, they can open up new pedagogical spaces - literally. In close cooperation with local schools, rooms were redesigned, materials adapted and formats rethought. The result is a field of experimentation that does not aim for effect, but for experience, with an open outcome, but with clear aspirations.

The TUD Teacher Academy 2024 is a new format that specifically introduces scientific findings into the third phase of teacher training.

Continuing and further education, based on university research - this is not a matter of course. But at a time when schools are facing profound changes - such as diversity, digitalization or ecological issues - this is exactly what is

needed. The academy sees itself as a platform that pools expertise, develops formats and builds bridges between theory and practice, between university and classroom. Initial feedback shows this: The interest is great, the need real, the cooperations viable.

We have also broadened our European perspective: Participation in the „European Teacher Academy“ brings Saxon perspectives into exchange with partners from other countries - and at the same time allows us to learn how education for sustainable development is conceived and implemented elsewhere. Workshops, network meetings and joint projects show that teacher education has long been a European reality - if you let it be. Saxon content is combined with a European perspective from Belgium, Greece, Ireland, Croatia, Austria, Portugal, Sweden and Cyprus. What emerges from the dialog are not just comparisons, but concrete curricular connections.

Not everything is visible in annual reviews. A lot happens on a small scale: conversations, appointments, corrections. But this is often the core of what makes a good institution. 2024 was a year of concentrated work. Not a loud roar, but a well-placed chord. What remains is the feeling of having worked on the right issues - and with the right people.

In 2025, the ZLSB will be twenty years old. We are not just celebrating a number, but an attitude: open, connecting, researching, ready to act. Thank you for joining us on this journey.

Prof. Dr. Axel Gehrmann
Managing Director of the ZLSB



Photo: Lassig

Report from the Head Office

Ministerial visit to the ZLSB

On April 22, the Saxon State Minister for Science, Culture and Tourism, Sebastian Gemkow, and Saxon State Minister for Education and Cultural Affairs, Christian Piwarz, visited the TUD to gain more detailed information about teacher training. They were welcomed by the Rector of the TUD, Prof. Ursula Staudinger, the Vice-Rector for Education, Prof. Michael Kobel, and the Managing Director of the ZLSB, Prof. Axel Gehrman. The developments in teacher training, current challenges and future prospects were discussed in intensive talks. The focus was on topics such as the continuous improvement of academic success, the funding of the ZLSB and further training opportunities for teachers. The Rector and the Director of the ZLSB emphasized the importance of university teacher training for society and the central role of the ZLSB in terms of the quality and success of teacher training at the TUD.

The guests then had the opportunity to visit the Teaching and Learning Space for Inclusion at the ZLSB, which offers state-of-the-art teaching methods and materials to promote inclusive education. Tina Czaja and Dr. Frank Beier presented the room's supporting technology and gave an outlook on a transfer project in which a comparable classroom is to be designed and researched at a Dresden school.

At the „Market of Opportunities - Teacher Training“ in the foyer of the Biology building, various structural



Photo: Steffen Schreiber

units of the ZLSB and colleagues presented of the supporting faculties presented their offers and projects for teacher training as well as their cooperation with schools. The focus was also on the topics of digitalization in the education sector, the operation and further development of school logins, support for success in the teaching profession and the lateral entry program program BQL.

Cooperation in Upper Lusatia (Oberlausitz): DZA and IZB

In Upper Lusatia, the first steps were taken towards a cooperation between the German Center for Astrophysics (DZA) at the TUD and the Future Education Initiative (IZB). The aim of this collaboration is to strengthen

The two Saxon State Ministers Sebastian Gemkow (5th from left) and Christian Piwarz (6th from left), Photo: Schreiber



Photo: Steffen Schreiber

teacher training in rural areas and develop innovative educational offers. By pooling resources and expertise, schools in the region in particular should benefit from new teaching and learning formats. This initiative is an important step towards counteracting the shortage of teachers in rural areas and sustainably improving the quality of education.

New Board of Trustees at the ZLSB

The inaugural meeting of the ZLSB Board of Trustees took place on November 8. This committee, consisting of representatives from the university, school practice and education administration, has the task of advising and supporting the strategic direction of the ZLSB. Central topics such as the further development of teacher training courses, the promotion of research projects and the intensification of cooperation with schools were discussed at the meeting.

Project Lehramt4YOU: Cooperation with TU Freiberg

One example of innovative approaches in teacher training is the „Lehramt4YOU“ (Teacher Training for you) project, a cooperation between the TU Bergakademie

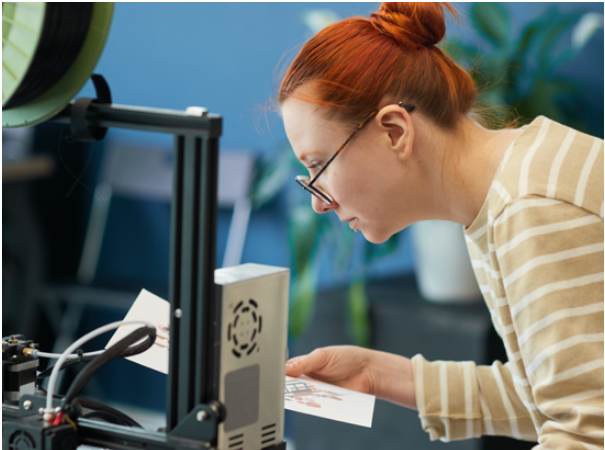


Photo: PantherMedia / SeventyFour

Freiberg and the TUD. This program enables graduates of STEM degree courses to enter the teaching profession at secondary schools directly. The teaching-optimized degree courses, such as the Bachelor of Science in Applied Sciences and Applied Computer Science, comprehensively meet the technical requirements for entry into the teaching profession.

Students gain teaching experience during their studies and can start their preparatory service directly after graduation. This program helps to counteract the shortage of teachers in Saxony and offers students attractive career prospects in the region.

Volunteer project day „Pinke Hände“ (Pink Hands)

On June 19, ZLSB employees joined forces with the „Pinke Hände“ association to clean up Dresden's old town. Seven teams swarmed out from Pirnaischer Platz to clear the streets of cigarette butts. In total, around 53,000 stubs were collected. This impressive campaign sensitized passers-by to environmental problems and is in line with the principle of education for sustainable development (ESD). The collected garbage is being turned into a work of art by the „Pinke Hände“ association, which highlights the problem of improper cigarette disposal.



Photo: Pinke Hände

Expansion of international relations: Australia and Andijan

In 2024, the ZLSB further expanded its international relations and decided to cooperate with educational institutions in Melbourne (Australia) and Andijan (Uzbekistan). These partnerships aim to promote the exchange of students and teachers, initiate joint research projects and exchange best practices in teacher training

General Manager

Juliane Sichler

➤ [Management of the ZLSB](#)

Academic Affairs Office for Teacher Training



Photo: Steffen Schreiber

Great interest in teacher training at UNI LIVE 2024

At the university information day „UNI LIVE 2024“, interest in the TUD's teacher training courses was overwhelming. The ZLSB information stand at the information market in the Dülfersaal was very well attended. Many prospective students got a first overview of possible routes into the teaching profession. The staff of the Academic Affairs Office for Teacher Training, the teachers seconded to the university and the two student councils for general education schools and vocational education had their hands full for six hours answering the many questions.

The lecture taking place at the same time in the morning „How do I become a teacher? The teacher training course at the TUD“ attracted a large audience. Lecture hall 3 in the TUD's HSZ with its 600 seats was completely full. Student advisor Berit Schubert from the Academic Affairs Office for Teacher Training was delighted with the response.



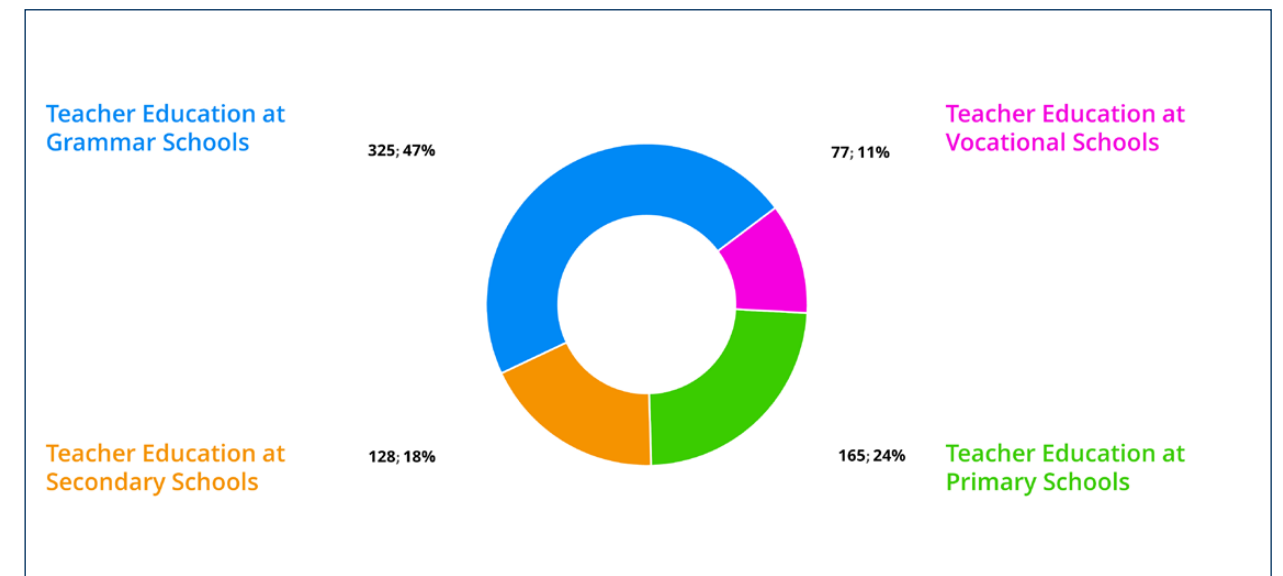
Photo: Steffen Schreiber

For all those who were unable to come to Dresden due to traffic disruptions, the Academic Affairs Office for Teacher Training offered an online lecture followed by a chat in the afternoon. Berit Schubert was also present here: „The online event was also very well received. We are very pleased that so many young people are interested in the teaching profession.“ Many other stakeholders in teacher training at the TUD were also very involved in the diverse UNI LIVE program. We would like to thank everyone involved and the many guests!

DaZ as an extension subject/teaching profession in the TUD's further education program for student teachers

In the extension subject German as a Second Language, 30 further education places are offered per academic year for teacher training students of all subjects and school types.

The advanced training in German as a Second Language (DaZ) enables student teachers and teachers already working in the teaching profession of all teaching qualifications (elementary school, secondary school, grammar school, vocational school) and school subjects to teach the subject DaZ at schools and other educational institutions in Germany and abroad. In addition, the DaZextension course prepares participants for teaching in heterogeneous, multilingual learning groups at school and thus helps to ensure that newly immigrated children and young people with little or no knowledge of German can participate better in lessons and, in the long term, have the same opportunities in the areas of education and training as their classmates.



1st semester students in WS 2023/24 in the teacher training courses, (as of 01.12.2024, TUD university statistics) © ZLSB

They will acquire skills and competencies for a language-sensitive design of your subject lessons and, as a potential multiplier, they will be a contact partner for the implementation of consistent language education.

Teacher training repeats largest student group at TUD

In the winter semester 2024/25, 3,885 of the 26,843 students across the university are enrolled in the four teacher training courses. This means that all teacher training students together make up approx. 14.5% of all TUD students. 695 teacher training students were enrolled in the first semester out of 6,519 university-wide. These almost 11% of TUD first-year students are distributed as follows across the teaching degree programs: The teaching degree program for grammar schools has the most new students with 325, followed by the teaching degree program for elementary school with 165 and the teaching degree program for secondary schools with 128. 77 new students were welcomed to the teaching degree program for vocational schools in their first semester.

The most studied subjects and specializations

The most studied subject across all courses and all semesters is German, with a total of 1,309 students enrolled. This is followed by History with over 700 students and English and Mathematics with over 660 students. The most frequently chosen subjects are Health and Nursing with 217 students and Social Pedagogy with 150 students.

Academic Affairs Office for Teacher Training welcomes almost 700 student teachers to the TUD

At the start of the 2024/25 winter semester 695 new students enrolled in the four teacher training courses at the TUD. Of the newly enrolled, 165 students opted for the elementary school teaching degree. 128 students

enrolled for the Teaching degree for secondary schools, 325 students for the grammar school teaching degree and 77 for the teaching degree for vocational schools. While the study capacities for the teaching degree at elementary school and the teaching degree at grammar schools is exhausted, the TUD could accept additional students for the teaching degree at secondary schools and the teaching degree at vocational schools.

Across all semesters, around 4,000 of the 29,000 students at TUD are studying on a teacher training course, which corresponds to a proportion of around 14%. This makes teacher training students the largest student group at the university.

Over 700 first-year students took part in the introductory event held by the Academic Affairs Office for Teacher Training in the Audimax at the start of the semester. They received a wealth of information from the the Academic Affairs Office for Teacher Training.

The students were warmly welcomed by Professor Wustmann (Dean of the Faculty of Education) and Professor Gehrmann (Managing Director of the ZLSB). In order to make it easier for first-semester students to start their studies, the Academic Affairs Office for Teacher Training once again offered tutorials this year, which focused on orientation on campus and getting to know contact persons and communities.

The orientation tutorials were supplemented by digital tutorials on timetabling, in which experienced tutors supported first-year students in putting together their individual study plans and advised them on other aspects of study organization. Around 500 students took advantage of the tutorials and rated them as an important and helpful way to start their studies.

Certificate award ceremony for teaching graduates

The certificate award ceremony for all teaching graduates from general education schools (elementary school, secondary schools and grammar schools) was once again organized by the Faculty Students Council for General Education in the summer semester 2024. On July 26, 2024, 161 of the graduates and over 800 guests were present in the Audimax of the Hörsaalzentrum.

The certificates were presented to great applause by the Minister of Education, Mr. Christian Piwarz, together with an employee of the State Office for Schools and Education. Through various speeches, the graduates and their guests were able to reminisce once again and finally the graduates were congratulated once again with motivating words by Dr. Franziska Röber and released into their preparatory service, the next stage of their lives. The singer Vanessa Hahn provided an emotional accompaniment to the event with her singing and musical accompaniment. In addition, the Saxon Teachers' Association was once again able to award the examination prize to the best final thesis chosen by a jury. We would like to thank all our supporters and are already looking forward to the next ceremony!



Ceremonial presentation of certificates © FSR ABS

Academic success in the teaching profession

Supervision of all practical school studies (SPS) in the Academic Affairs Office for Teacher Training combined

In the course of their university education, student teachers must complete various internships in accordance with the Lehramtsprüfungsordnung I [Teacher Education Examination Regulations I] (§ 7, para. 2). However, while the responsibility for the semester- accompanying practical school studies (SPÜ) and the block internship B lies with the the Academic Affairs Office for Teacher Training at the ZLSB, the block internship A was previously supervised by Joachim Gerhardt at the Faculty of Education.

Mr. Gerhardt took his well-deserved retirement at the end of May. From July 1, 2024, the ZLSB took over the supervision of the Blockpraktikum A [Internship]. If you



Photo: Steffen Schreiber

have any questions regarding all upcoming students can contact the internship coordinator in the Academic Affairs Office for Teacher Training for advice on internships relevant to the teacher training course. Maria Hunziger and Manuela Wehner are pleased to now be able to offer all student teachers even more comprehensive advice, be it by telephone, in person during office hours or in writing via the contact form.

TEACHERMANIA 2024: An inspiring meeting place for the teachers of the future

On June 6, the inner courtyard at Weberplatz was transformed into a vibrant meeting place for prospective teachers - the 3rd TEACHERMANIA took place. Under the motto „Professional Teachers“, the event offered a varied program of workshops, information stands and entertainment. The event was organized by the ZLSB. Prof. Axel Gehrmann, Managing Director of the ZLSB, expressed his satisfaction: „As in previous years, we are delighted with the lively interest and the many great conversations about the future of the teaching profession.“

In workshops on the topics of embodiment, all-day programmes, civic education and reflecting on one's own teaching practice, students were able to explore the professionalization of teachers and try out their skills in the open workshops. For example, they tested their pedagogical and didactic skills in a challenging course or learned about the professional use of artificial intelligence in education in a pedagogical AI lab. The open media workshop provided practical insights into



Photo: Steffen Schreiber



TEACHERMANIA – das Lehramtsfestival © Steffen Schreiber

media didactics and educational technology and in the elementary school learning and research workshop, students were able to try out pupil-activating teaching materials and exchange ideas with experts.

An innovation compared to previous years was the large „School Dating“ school contact fair, at which 55 schools from all over Saxony were represented. This provided an excellent opportunity to make personal contacts and get to know potential places of work. In addition, an advisor bar provided valuable information on teacher training, internships, preparatory service and civil service.

The highlight of the event was the education lounge,



Photo: Steffen Schreiber

where visitors were able to exchange ideas with Minister of State Christian Piwarz. There were lively discussions on a wide range of topics in the field of teacher training.

The stage program included a panel discussion on the topic of „Teacher training - studies vs. reality“ as well as concerts by „Deep in Moon“ and „Seventh Floor“



Photo: Steffen Schreiber

For three years, TEACHERMANIA has offered a special platform for the exchange, networking and further training of (prospective) teachers. With its extensive program and the positive feedback from participants, the event was a complete success and is creating anticipation for next year's event.

Head of the Academic Affairs Office for Teacher Training

Anja Schanze

➤ [More information on studying teacher education](#)

Research and Transfer



Poto: AdobeStock / ijeab

Secondary school teacher as a dream job or emergency solution?

Recruiting students for the secondary school teaching profession has been a challenge for years. At the German Educational Research Association Congress 2024, ZLSB researchers presented findings on the study choices of secondary school teaching students.

The shortage of teachers in Germany does not affect all types of school to the same extent. Secondary schools (Realschule or Mittelschule) in Saxony, for example, have significantly greater problems in recruiting junior teachers than grammar schools. This also applies to lower secondary school types in other federal states, such as Realschule or Mittelschule. At the same time, it is sometimes difficult to recruit enough students for the teaching profession at these types of school. The focus was therefore on the decision to study for or against the teaching profession at non-grammar school secondary schools of a symposium at the Congress of

the German Educational Research Association (GERA) Congress on March 12 in Halle/Saale, in which the ZLSB participated. Professional researchers from Bamberg, Trier, Cottbus and Dresden presented their findings on the question of which motives speak for or against the teaching profession at non-grammar school secondary schools when students choose a teacher training course. Together with specialist colleagues from numerous federal states, we discussed which strategies could be successful in recruiting teachers for these types of schools and which target groups should be addressed first and foremost.

Own school experiences influence the choice of school

The results of the ZLSB's annual student entry surveys in the TUD's teacher training programs show that the decision to become a secondary school teacher often goes hand in hand with having attended this type of school as a student. The findings of qualitative interview studies by the researchers from Bamberg, Trier and Cottbus confirmed the importance of biographical experiences for the choice of school type by student teachers. At the same time, around a third of students at the TUD choose to teach at secondary schools every year, even though they would have preferred to teach at elementary or grammar schools. Here, the secondary school teaching degree is a stopgap solution against the backdrop of admission restrictions and a shortage of places. This circumstance corresponds with a particularly high attrition rate in the secondary school teaching profession, which is partly due to students switching to the prefect teaching profession.



Photo: K.J. Lassig

Challenges and perspectives for the design of training for secondary school teachers

The design of training courses for teachers at non-grammar school secondary schools can take different directions, depending on which of the two student groups is being considered. If students choose the secondary school teaching profession because they are aiming for a career profile specific to this type of school, partly due to biographical experiences, then there is much to be said for a curriculum specifically designed for this teaching profession, which gives more space to socio-educational elements, for example, and reduces the scope of specialist studies. If students only aspire to the secondary school teaching profession if they have not been offered a place on the preferred course of study for the grammar school teaching profession, then it is questionable whether separate courses of study for grammar school and non- grammar school secondary school teaching professions are necessary and sensible at all. For the recruitment of students for the secondary school teaching profession, people who have not gone through the traditional school pathway of elementary and grammar school seem to be a promising target group in any case.

Education and Cultural Affairs, Christian Piwarz, and Ralf Berger, the President of the State Office for Schools and Education, was informed about current prospects for meeting the demand for teachers and the state government's education policy priorities. This was followed by an opportunity to talk to the Minister.

Professor Axel Gehrmann, Director of the Center for Teacher Education and Educational Research (ZLSB), welcomed the attendees on behalf of the university management. At the event, the school principals were able to inform themselves at numerous stands about the TUD's diverse activities in teacher training and about the TUD's offers for students. In particular, the ZLSB Liaison Office for Teacher Education and the School Contact Point, the Academic Affairs Office for Teacher Training with its activities to increase student success, the program for Second-Career Qualification of Teachers (BQL) and the newly founded Teacher Academy for university teacher training were presented. Visitors were also able to find out about the CeTi Cluster of Excellence's school offerings, the digital learning map of Saxony for extracurricular learning locations and the Schullogin identity management system for Saxon schools.

The event showed how the TUD supports the efforts of the Ministry of Education and Cultural Affairs to further develop teacher training, to secure the supply of teachers, especially in rural areas, and to digitize Saxon schools and bring the content of university research into schools.

TUD teacher training presents itself at the principals' meeting

On March 26, the annual official consultation of the Minister of Education and Cultural Affairs with the principals of the city of Dresden and the district of Sächsische Schweiz-Osterzgebirge took place on the premises of the TUD. About 400 school principals accepted the invitation to the Heinz-Schönfeld lecture hall at the TUD, where they were welcomed by the Minister of

Research Associate
Oda Schlünz

Photo: Steffen Schreiber





Photo: AdobeStock / Bull Run

Cross-national project supports budding educational researchers

The direct recruitment of scientific offspring from teacher training offers great opportunities for educational research. This is because this group is at the interface between different areas of research and can contribute to the targeted dissemination and implementation of scientific findings in schools. However, (prospective) teachers who are in the transition to a doctorate face major challenges.

This is because teacher training is inherently transdisciplinary and multi-paradigmatic, and targeted advisory situations are required, especially on the threshold to doctoral studies, in order to develop an expanded theological, methodological and methodological understanding. This is where the interdisciplinary project „WiNaLehramt“ (Early-Career Researchers in Teacher Education), which is aimed at student teachers and young teachers, comes in.



Photo: AdobeStock / weedeign

The aims of this program, which was developed jointly by the universities of Tübingen, Dresden, Münster and Hanover, are:

- to spark interest in academic research
- to create motivating incentives for further scientific qualification in (empirical) educational research
- to facilitate the transition from the profession-specific teacher training program to the research-oriented doctoral phase
- to promote networking with stakeholders from the scientific community at various locations

The ZLSB was looking for project participants for the project period from the summer semester 2024 to the winter semester 2024/25. In particular, advanced Master's or State Examination students from the teaching profession as well as graduates of teaching degree courses who are already in preparatory or teaching service or are seconded teachers or lecturers in the university service were able to apply. Applications were submitted via the Leibniz School of Education at the University of Hanover.

Research Associate

Dr. Frank Beier

➤ [Project Website „WiNaLehramt“](#)

Surveys/quality assurance

First results of the survey on starting a teaching degree are available

At the beginning of the winter semester 2024/25, as every year, a survey of first-year students in the teaching profession took place. The students were asked about their career choice motives, their educational biography and other topics. The survey, which was conducted digitally for the first time, was completed by 343 first-year students (50% of first-year teachers).

One focus this year was on the prerequisites with which students enter the teacher training program.

Previous pedagogical and subject-related experience of student teachers

This shows that a good two-thirds of those surveyed had already gained experience in pedagogical fields before beginning their teacher training. A third of these students only took on supervisory tasks in this pedagogical work. More than half reported having both supervised and taught. The majority of first-year students with previous pedagogical experience (78%) worked with children between the ages of 7 and 12 and most worked with larger groups of more than six people (74%). As far as the target group is concerned, the previous pedagogical experience is therefore quite similar to the intended profession as a teacher.



Photo: Crispin-Iven Mokry

Students studying to become vocational school teachers were also asked about their previous experience in the vocational subject(s) they were studying. Just under a third of first-semester students studying to become teachers at vocational schools start their studies without any relevant experience in the professional field. Those who have professional experience in the subject area have predominantly completed training in the professional field (38%) or attended a vocational grammar school with a corresponding profile (21%).

Diverse educational paths and backgrounds of student teachers

For some, the course they started in 2024 is not their first university experience. Around 18 percent of all student teachers surveyed were already enrolled on a degree course before starting their current course. Some (4%) had previously studied another teacher training course. The majority were enrolled on a specialist course. Only just under 2 percent of first-semester students had already obtained a university degree before beginning their teacher training course.

Overall, prospective secondary school teachers are significantly less likely to start their teacher training course with previous teaching experience (56%) compared to students on other teaching degree courses. They are also less likely to have previous study experience (7%).

Prospective secondary school teachers also differ from students on other teacher training courses in terms of their family background. They are significantly less likely to come from families in which at least one parent has a university degree (19%). In the teaching degree course for grammar schools, the proportion of students with academic parents is more than twice as high (43%).

Desired course of study, choice of subject and future plans

Over 90 percent of the first-year students surveyed were able to enrol in the teaching profession for their preferred type of school. Only the teaching profession at secondary schools is the desired teaching profession for only two thirds of enrolled students. With regard to the subjects studied, the majority of respondents (83%) are also satisfied with their enrollment. The most popular desired subjects that are not achieved are English, biology, music and art. Frequently chosen alternatives are subjects that do not require admission, such as mathematics and physics.

At over 80 percent, the proportion of first-semester students from Saxony among all first-semester students in the teaching profession is still slightly higher than before the pandemic. Well over half of those surveyed plan to stay in Saxony after their studies. Only 5 percent firmly intend to move to another federal state to pursue their career. The hope that many of the first-year students will contribute to meeting the demand for teachers in Saxony in a few years' time is therefore not unfounded.

Quality assurance in teacher training

Anna Schwalbe

➤ [Further information on research in the field of teacher training](#)

Survey on overlap-free studying goes online

The teacher training program is one of the most demanding degree programs in terms of planning, as it includes courses in two subjects or disciplines, educational sciences and supplementary studies. At the TUD, students can choose from over 300 different combinations of teaching subjects and subject areas, which in the past often led to overlapping of courses.

To counteract this problem, the time slot model for teacher training courses was introduced for the winter semester 2023/2024 in accordance with the Senate resolution of April 12 2023. This system enables the participating faculties to plan courses for student teachers effectively and avoid overlaps. It was developed by Prof. Alexander Kreuzer, Professor of Mathematics at the University of Hamburg, in collaboration with the Academic Affairs Office for Teacher Training at the ZLSB.



Photo: Adobe Stock / New Africa

After a semester of implementation and timetabling with the time slot model, the ZLSB would now like to gather students' experiences. In particular, those responsible are interested in whether there have been any overlaps between courses when planning the 2024 summer semester.

Student teachers who have experienced overlaps are asked to take part in a survey and document their experiences. This is not only intended to provide support in resolving planning conflicts, but also to collect concrete information in order to evaluate the time slot model and adapt it if necessary.

The survey can be accessed via the following link: <https://tud.link/h7qp32>

Academic Affairs Office for Teacher Training

Findings on the perception of stress among participants in lateral entry training presented at AEPF conference

From September 10 to 12, 2024, the annual conference of the Working Group for Empirical Pedagogical Research (AEPF) took place in Osnabrück under the motto „Transfer of knowledge between educational research, educational practice and teacher training“. The ZLSB was represented by Anna Noémie Verheggen and Holger Sachse, who presented current empirical results from the research accompanying the BQL program (Second-Career Qualification of Teachers).

The presentation focused on the participants' subjective perception of stress and its connection to various aspects of the program evaluation. Several hypotheses on the influencing factors were examined, such as whether older participants feel less stress due to their greater life and work experience and whether women are more stressed due to family obligations. It was also assumed that previous pedagogical experience and a longer career in the teaching profession reduce the perception of stress, as such experience could help to reduce the double burden of working as a teacher and participating in the program at the same time.

However, the results were surprising in some respects: neither gender nor age, length of service at school or previous teaching experience had a significant influence on the perception of stress. Instead, a lack of prior knowledge in courses, a workload that contradicted expectations and the assessment of the compatibility of the program with family obligations proved to be the strongest predictors of subjective overload. Participants who rate the relevance of the course content for their future career as low, as well as those who report difficulties with academic work, also show a higher level of stress. This suggests that it is primarily the immediate demands of the program itself that influence the perception of excessive demands.

Overall, the conference was a good opportunity not only to share our own research results, but also to gain new impetus from the broad field of empirical educational research. In particular, the exchange with experts from other locations and the insights into innovative methodological approaches provided valuable suggestions for further work in the context of the accompanying research for the BQL program.

Team leader research and transfer
Dr. Rolf Puderbach

Teacher Academy



Foto: AdobeStock / fizkes, ZLSB

TUD Teacher Academy strengthens university training courses for teachers

TUD scientists from various disciplines have been offering further training for teaching staff for a long time. With the establishment of a Teacher Academy, the TUD's activities in teacher training are now to be intensified.

The Teacher Academy bundles offers from numerous professorships and institutions of the TUD under one roof, supports the scientists in the implementation of further training events and arranges the appropriate experts for further training requests.

The new facility, which is being created at the ZLSB, will make it easier for scientists to realize further training offers. The academy offers support in organizing and running events. „We give lecturers a helping hand and take work off their hands so that they can focus on the content and didactics of the training. Our services range from coordinating registration and booking rooms to issuing certificates of attendance. We also support lecturers in evaluating the training courses“, explains Damaris Schabel, who has set up the Teacher Academy's service point in recent months.

Expand and make visible a wide range of further training opportunities for teachers

The academy helps to make the numerous existing training courses offered by TUD members more visible.

The facility is also intended to help generate additional offers. On the Teacher Academy website, all courses offered by TUD lecturers are presented wherever possible, from subject-specific courses to further training in educational science and school pedagogy to cross-cutting school topics such as digitalization, inclusion or education for sustainable development.

In addition to a training program consisting of analog and digital events, there will be a wide range of offers for internal school training courses, where TUD lecturers will visit individual schools and work with the entire teaching staff or parts of the teaching staff.

„The offerings on the Teacher Academy website are already colourful and diverse,“ emphasizes Dr. Volker Kreß, who is supporting the development of the Teacher Academy as a teacher in the university service. „However, it is still under construction and will continue to grow in the coming months.“

Complementing rather than competing: The TUD's Teacher Academy as a scientific enrichment of further education

It is important to those responsible that the TUD Teachers Academy is not a competitor or alternative to state teacher training, which is coordinated by the State Office for Schools and Education (LaSuB). „We are in close contact with the LaSuB and the Ministry of Education and Cultural Affairs. As a rule, our courses are also listed in the state training catalog. In this way, we want to reach as many teachers as possible with

science-based university training courses and help to meet the needs of teachers in Saxony", says Damaris Schabel. The TUD's training courses offer teachers first-hand access to research results and a link to current scientific discourse. This distinguishes them from training courses offered by most other providers.

Bundling and visibility is not only important with regard to teachers as the recipients of the courses. Lecturers also benefit from the fact that their commitment to the lifelong learning of teachers becomes more visible to the university public and a central location is created for teacher training, which has so far been a niche topic in everyday university life.

The Teacher Academy has great potential as a place for networking with other trainers: from the exchange of experience and the cooperative development of innovative training formats to joint quality development and impact research. „Many colleagues from a wide range of disciplines have signaled their interest in networking and collaboration. We are looking forward to this," says Prof. Axel Gehrman, who is responsible for the Teacher Academy as Managing Director of the ZLSB."

Research Associate

Damaris Schabel

➤ [Further information on the Teacher Academy](#)

Teacher training as a task of the university? Interview study with TUD professors presented

The ZLSB took part in this year's conference of the Working Group for Empirical Pedagogical Research (AEPP) with a contribution on teacher training as a university task. Damaris Schabel, who is responsible for teacher



Photo: N. Verheggen

training at the ZLSB, presented the concept and offerings of the TUD's Teacher Academy and presented the initial results of a qualitative interview study on the motivations, convictions and experiences of university teachers with regard to teacher training. The study is part of Ms. Schabel's doctoral project and accompanies the establishment and development of the Teacher Academy.

The presentation was followed by a lively discussion from the interested audience. Among other things, questions were raised about the (original) tasks of universities, the recognition of professors' commitment to further education (keyword: relevance to teaching) and the opportunities for female academics to use their research results to shape the connection to school practice.

Research Associate

Damaris Schabel



Photo: AdobeStock / Drazen

Liaison Office for Teacher Education



Photo: Steffen Schreiber

Student teachers and young researchers from teacher training

DIAlogisch! - the exchange format for vocational schools - entered its second round on May 27. Three different areas of vocational education were already represented at last year's event: the Professorship of Health and Care, the Professorship of Social Pedagogy and the Professorship of Vocational Education.



Photo: Steffen Schreiber

As the title suggests, a lot has been done again. DISCUSSED, INFORMED and EXCHANGED. After an opening speech in which Professor Abele outlined some important points on the professionalization of teachers at vocational schools, nine students of the teaching profession for vocational schools and young researchers from TUD gave the almost 40 participating teachers and school principals insights into their State Examination theses and research work.

Topics included, among others:

- current research results, e.g. from the areas of reading academic texts and managing fever in children, but also
- models for lesson planning and handling with heterogeneity, and
- practical teaching impulses, for example in the area of new media and the use of VR headsets and social media in the classroom, and finally
- visions and impulses for future learning scenarios.

Possible applications and consequences for practice were then discussed together. In an exchange round, the participants, who had traveled from all over Saxony, had the opportunity to continue thinking about impulses from the contributions and to develop further ideas for good vocational training. It was interesting that a central question emerged at all three themed tables, which was discussed from the specialist perspectives: How is it possible to initiate, support and sustainably develop change processes in schools?



Photo: Steffen Schreiber

In addition to the lively exchange on theory and practice, the event also offered plenty of space for networking between teachers, TUD staff and students.

We would like to thank all presenters, all participants, the student assistants involved and the staff of the LaSuB training center, Dresden site, department of vocational schools, who kindly welcomed us to their premises.

School symposium Physics@School at the TUD - Insights into innovative physics teaching by teachers from regional schools

At the „Physics@School“ school symposium, student teachers received practical impulses from physics lessons for their future teaching activities from experienced teachers from the Saxon regions. The event on June 11 was all about teaching physics at schools in rural areas.

After an activating opening lecture, experienced teachers gave a brief insight into the region around the school location and then presented their school. The focus was then on physics lessons at the participating schools, from which innovative practical examples were presented, discussed and in some cases also tried out.



Photo: Helge Hartenhauer

Through the school symposium, the students got to know regional schools that offer internships in rural areas as attractive places to work.

The event also enabled the direct encounters between students and teachers who act as mentors for interns at the respective schools. In addition to providing practical impulses, the aim was also to encourage students to do an internship in rural areas.

The symposium took place as a joint event of the Liaison Office for Teacher Education, the Dresden

Integrated Center for Applied Physics and Photonic Materials (IAPP) and the Chair of Didactics of Physics at the TUD in the Recknagel Building.

Innovation@School - Shaping schools, daring change

At the sixth digital school symposium on 27.11.2024, „Perspektive Land“ (German Children and Youth Foundation) and the Liaison Office for Teacher Education at the TUD's ZLSB are breaking new ground and will focus on the topic of (small and large) innovations and change processes at schools in Saxony. Which innovations are already being implemented by schools in Saxony? What does it take to initiate change processes? How can I anchor new approaches (from idea to implementation) and actively shape schools?

Starting with a keynote speech by Ms. Ute Wunderlich (Managing Director of SCHKOLA) on the topic of „Change can be contagious - shaping change processes in schools“, committed teachers and stakeholders from schools throughout Saxony will then provide insights into their (school) practice.



Logo: © Das Schulsymposium + Perspektive Land

Practical ideas from the Mittelherwigsdorf elementary school, the Questenberg Meißen elementary school and the Freie Alternativschule Weißwasser will be included. Three secondary schools will also be presenting their innovative ideas and change processes: Martin-Luther- Gymnasium Hartha, Oberschule Elstra and Jenaplanschule Markersbach. In addition to the presentations, there will be plenty of time to discuss ideas, ask questions and perhaps make contact with a school for an internship or preparatory service.

Research Associate

Oda Schlünz

➤ [Further information on the Liaison Office for Teacher Education](#)

Teaching and Learning Space for Inclusion Transfer



Foto: Steffen Schreiber

Flexible teaching in multifunctional classrooms: pilot project tests innovative approaches for inclusive classrooms

Better integration of pupils with special needs: How does a classroom at an elementary school need to be designed to accommodate different teaching contexts, subjects and work phases and at the same time enable personalized learning? This is what the model project „Teaching and Learning Space for Inclusion Transfer (LLR Transfer)“ is investigating.

The model project „Teaching and Learning Space for Inclusion“ has been running at the ZLSB since 2019. In collaboration with teachers, current findings and concepts from educational research were implemented to develop a multifunctional classroom with modern didactic materials. The result is a room that enables alternative table constellations, offers places of retreat, makes versatile use of assistive technology and provides inclusive materials for testing. For example: multiple presentation surfaces for a better view from anywhere, a sound column and a class set of wireless headphones, LED table lamps as an alternative messaging system and „emotional monster cards“ to make it easier for children to talk about their emotions.

In seminars and training courses in the Teaching and Learning Space for Inclusion, student teachers and teaching staff explore the question of how the alternative concept of the classroom can be used to better adapt the teaching setting to individual needs and how the joint teaching of learners with and without special

educational needs can be organized in the best possible way.

From the end of June 2024 until the end of December 2026, the Ministry of Education and Cultural Affairs is funding the pilot project „Teaching and Learning Space for Inclusion Transfer (LLR Transfer)“. In the project, which aims to further promote inclusion in schools, the ZLSB's multifunctional classroom concept is being transferred to the 117th elementary school in Dresden supervised by Tina Czaja and Dr. Frank Beier from the TUD in collaboration with school management and teaching staff.

The aim is to develop a classroom at the elementary school that meets both the different requirements of educational work and the individual learning needs. Digital media, for example, should be considered for this purpose. At the same time, a place should be created where all children feel comfortable and can get involved. How can learning content be conveyed acoustically and visually in the best possible way? What requirements must a classroom fulfill in order to enable social exchange processes and individual retreats, despite holistic teaching offerings? The room concept, which is being implemented in cooperation with the Dresden City Schools Department, is also intended to provide answers to these questions.

What happens with the results?

Part of the project is also to identify aspects of design that are beneficial and those that hinder. In line with the participatory research approach, design principles for an inclusive classroom will be developed together with the school management, teachers and the



Photo: ZLSB

students themselves developed design principles for an inclusive classroom and evaluated them with the help of a complex video study. The Ministry of Education and Cultural Affairs will use this to develop a handout for teachers that identifies the spatial potential for the inclusive education of learners with and without special educational needs.

The progress of the project is communicated transparently on an ongoing basis through quarterly update dates. These can be found on the project website. In addition to the pilot project, work also continued in the Inclusion Teaching and Learning Space at the university. The space serves as a project area for innovative approaches to the inclusion of all people in the educational context. It grows with new technical approaches, scientific findings and, above all, with its users. New needs are constantly emerging from user evaluations, or it can be shown that existing approaches need to be reconsidered. We successfully tackled this task in 2024 with the help of special funds for inclusion (€9,700) and gender funds from the federal and state government's Women Professors Program III (€10,000). Alternative seating that encourages movement was purchased, a third screen was installed as an extended presentation area and new retreat rooms were designed. In addition, three student assistants were employed during the year and gender coaching was purchased in VR.

Focus on mathematics: Successful workshops to promote inclusion in the teaching-learning process

The sixth calendar week of 2024 was dedicated to mathematics in the Teaching and Learning Space for Inclusion. On February 5, the Teaching and Learning Space for Inclusion opened its doors to the participants of the in-service qualification for teachers in mathematics.

As part of a didactics seminar on planning and designing teaching and learning processes in math lessons, they were given an insight into aspects of inclusion-sensitive teaching. In a workshop, Frank Beier and Tina Czaja presented the available materials for inclusive mathematics lessons and focused on the diverse professional needs of the learners. The workshop was characterized by a lively exchange in which not only

theoretical concepts were discussed, but also concrete solutions were developed. The participants made intensive use of the opportunity to view and try out the available materials and discuss their added value for their own lessons.

On February 6, the inclusion team offered the following as part of the 5th teacher training course on dealing with heterogeneity and inclusion in mathematics lessons offered a workshop entitled "Inclusive (mathematics) teaching in the Teaching and Learning Space for Inclusion". Participants were given an introduction to the spatial concept of diversity theory and were familiarized with innovative approaches to promoting an inclusive learning environment in math lessons.



Photo: Kerstin Koch

The event, which was attended by 18 interested teachers, was a complete success. Through interactive sessions and practical examples, participants were encouraged to reflect on the importance of diversity and inclusion in education and to explore new ways of creating a supportive teaching and learning environment. A central focus was on the differentiated design of teaching and learning materials and the use of digital diagnostic tools for adaptive teaching.

The participants had the opportunity to try out different formats for substantial and open-ended tasks and to discuss their inclusive potential in group discussions. Overall, the practice-oriented approaches and intensive discussions contributed to the participants leaving the workshop with new insights and an expanded toolkit for promoting inclusion in mathematics lessons.

Research Associate

Tina Czaja

➤ [Further information on the Teaching and Learning Space for Inclusion](#)

Teaching



Photo: AdobeStock / Fenny

Focus on sustainability: TUD strengthens ESD network with important networking event

The TUD set an example for sustainability and hosted an important networking event on ESD (Education for Sustainable Development) on February 1, 2024. The invitation was aimed at anyone who is interested in ESD or is already active in this area. The aim of the event was to make existing approaches and initiatives visible, network multipliers and jointly identify potential for the long-term integration of ESD at the TUD.

Under the organization of Maria Kondratjuk (Professor of Organizational Development in Education), Rachel Bowden (ESD consultant at the ZLSB) and Teresa Ruckelshauß (Project Coordinator Nalele:LevelUP), a forum was created to discuss the future of ESD at the TUD and to plan concrete steps for a more sustainable education.

The approximately 70 participants, including representatives from various faculties, institutions and student groups, experienced a morning full of exchange and information. After an input round in which the various university departments and projects introduced themselves, the participants made contacts for future collaborations in the form of a „search and offer“ forum - in combination with a lunch snack. The event also marked the start of TUD's involvement as a model center in the project „Nalele:LevelUP - Strengthening the anchoring of ESD at universities“, which is funded by the Federal Ministry of Education and Research (BMBF) and supported by the Vice Rectorates for Education and University Culture.

The networking event took place at an exciting time for ESD at the TUD. With the publication of the university's sustainability strategy and the integration of sustainability into the teaching strategy, innovative formats and ideas are increasingly being introduced. The focus is now on structurally anchoring ESD in order to make existing offers visible and strengthen synergies between the stakeholders. Teacher training is particularly important here, as ESD has been enshrined in the Saxon Schools Act. The ZLSB has been committed to ESD for years and coordinates the associated state initiative in order to mainstream the topic in teacher training.

ESD consultant

Dr. Rachel Bowden

➤ [Further information on the state ESD initiative](#)



Photo: Ante Beslic

Sustainable mentor qualification:
Successful MentoS conference

The core task of the school teachers seconded to the university (LiH) at the Saxon centers for teacher education is participation in the state qualification of mentors. For the first time since 2019, a MentoS conference was held at the TUD in March of this year. This was prepared in cooperation with the ZLB of Chemnitz University of Technology and finally held on March 20, 2024. MentoS is embedded in a building block concept of the Saxon mentor qualification. Module one is entitled „Being a mentor“ (from which the short title MentoS is derived) and is intended to address mentors' understanding of their role. The LiH defined a content-related frame of reference for the conference, which was designed as an advanced training course: the autonomy-promoting motivational style. This is considered to be well researched and should provide a theoretical basis for reflecting on the participating mentors' individual understanding of their role.

The basic conceptual idea of the MentoS conference was to create a sustainable learning environment: short inputs lay the foundation for the action-oriented work in the two workshop slots. The workshops should also be designed to be cognitively activating - in line with the pedagogical double deck. Cognitive activation was the cross-cutting theme of MentoS in 2024. In future, a different current, overarching didactic or educational science topic that is relevant to teachers will be integrated into the qualification every year.

All LiH of the ZLSB and the ZLB were active with workshops or as part of the conference organization. Johannes Köhler moderated a panel discussion in which a „mentorship between control and autonomy“ was reflected on from the perspective of an experienced mentor, two former mentees and a representative of the first phase.

The conference was attended by around 75 teachers. Even though only 25 of them took part in the evaluation, their response was overwhelmingly positive. Above all, the concept of the MentoS training (short keynotes, the content of which was to be deepened/practiced/reflected on in the workshops) met with far more approval than rejection. This should encourage us to continue on our chosen path.

School teacher seconded to the university
Dr. Volker Krefß

➤ [Further information on the mentor qualification](#)

Learning while gardening - the new
educational school garden in the
Botanical Garden makes it possible

On May 8, 2024, just in time for the start of the growing season, the new educational school garden was opened on the topic of „Education for Sustainable Development“ was opened with a small ceremony in the Botanic Garden and thus made accessible to future users and the public.



Photo: Wanda Herzog

The reason for the new concept was the new teacher training course in biology at the TUD, which started at the end of 2023. The new teaching school garden offers students and future teachers of these and cooperating degree courses (geography and subject didactics as well as the vocational field of nutrition and home economics) as well as school classes a versatile place for projects and courses.

After a two-year redesign phase, the former crop department has been given a new look over an area of around 400 square meters: the result is a rectangular garden area, fenced in with picket fences and reminiscent of a classic cottage garden. In the four equally sized beds created by the crossroads, students can gain practical experience in the cultivation of annual crops - from the planning of sustainable cultivation to growing, regular care and harvesting. In addition to a small greenhouse, gardening work tables and compost bins, the equipment also includes benches for outdoor lessons.

The new educational school garden is a place for teaching and learning, for experiencing and experiencing horticultural and biological relationships and for pausing and marveling. It is well worth a visit.

School teacher seconded to the university
Ines Röhrborn

Ambivalent traces of Soviet history
in Dresden - students explore „lost
places“

In the summer semester of 2024, 20 student teachers from the TUD embarked on an exciting interdisciplinary journey of discovery to little-known places of Soviet history in Dresden as part of the project seminar "Lost Places? (Post-)Soviet Memory in Dresden". Under the guidance of Dr. Marina Scharlaj (Institute for Slavic Studies) and Ulrike Lang (university teacher of Russian), they explored former Soviet military sites and their significance for the city's collective memory.



Photo: Ulrike Lang

The students explored questions of local history, cultural studies and didactics by developing, testing and reflecting on their own teaching formats for extracurricular places of learning in groups. They devoted themselves to the Soviet garrison cemetery in the north of Dresden and the memorial on Olbrichtplatz as well as the former Königsbrück barracks site and Soviet detention cellars in the Bautzner Straße memorial. Cooperation with local institutions such as the Frankenberg grammar school and the Denk Mal Fort e.V. association enabled the participants to gain practical experience for their future teaching careers.

The focus was particularly on the questions of what place these „lost places“ occupy in the urban landscape today and what new meanings are attributed to them. The students dealt intensively with different forms of remembrance and discussed their role both in the local context of Saxon historical culture and in the global context of the Russian war of aggression in Ukraine.

School teacher seconded to the university
Ulrike Lang

Values education - an intercultural
exchange

How can schools succeed in bringing students to an open and reflective exchange, perhaps even an argumentative dispute about value orientations and their pre-concepts? How can an objective and constructive exchange about normative dissent in schools succeed, which is then also carried into our society? How do we argue about normative attitudes?

There is no doubt that the social relevance of these questions can hardly be underestimated and that they already have a place in specialist discourses as well as in the public sphere in Germany. But what is the situation in Japan, a country that already cooperates intensively with Germany at university level? The ZLSB can already look back on a long history of cooperation with Japanese universities. In February and March, we received another visit from Dr. Kana Hamatani from Chuo University in Tokyo.

Based on her dissertation on the history of the conflict and cooperation between the subject area of religious education and the subject of ethics and philosophy, she is currently conducting research together with Prof. Dr. Mathias Proske from the University of Cologne and Dr. Roland W. Henke from Bonn on values education with the inclusion of diversity and heterogeneity. The wide range of offers put together by the ZLSB gave Dr. Hamatani a diverse impression of the situation in Saxony.

The 12th elementary school in Cotta opened up its ethics lessons to a third-grade class on the relationship between ethics and religion, while the Weixdorf secondary school provided an insight into how seventh-grade pupils discuss Mahatma Gandhi's philosophy of non-violence. The impressions gained at school were then always an impulse to open up the discussion about value orientation and the teaching of values at school.

This discussion with Dr. Hamatani also deepened on the university side: for example, we were able to enter into a discourse with Prof. Dr. Markus Tiedemann, a leading philosophy didactician in Germany with the Chair of Didactics of Philosophy at the TUD, on the necessity and forms of ethical education in schools and universities. In addition, university teachers discussed questions of value orientation not only in ethics and philosophy lessons, but also in other subject areas and in schools in general in an open discussion format. It was particularly interesting for all participants to gain a contrasting view of Japan

School teacher formerly seconded to the university
Stefanie Pagel

Second-Career Qualification of Teachers for the Saxon school service (BQL)



Photo: Aelxander Klippstein

„Walk and Talk“ - Actors in the in-service qualification of teachers out and about in the Dresdner Heide

An inspiring and successful BQL team walk through the picturesque Dresdner Heide took place on May 29. Under the motto „Walk and Talk“, more than 30 participants from the Second-Career Qualification of Teachers program (BQL) were out and about. The team through one of Germany's largest urban forests included professors, lecturers, researchers and BQL administration staff.

The informal nature of the walk provided an ideal opportunity to review the successes of the BQL program away from the daily work routine on campus and to develop ideas for the future together. The participants took the opportunity to exchange ideas and network.

Current projects were discussed in an active manner, experiences were shared and innovative approaches for further cooperation were discussed.



Photo: Dr Peggy Germer

A particular highlight of the four-hour excursion was exploring the didactic potential of the forest as an extracurricular place of learning. With digital support from the „Actionbound“ app, teams of five had to solve tricky tasks interactively and creatively. The scavenger hunt with the cell phone encouraged audio recordings of the sounds of the forest, photos of certain natural phenomena, video recordings of favorite places, but also discussions about the moss on the trees. The teams „Las Chicas“ and „Speedy Gonzales“ won the game, which was initiated as a competition, with 300 points.

The walk led through the middle of the forest along the Prießnitz to the idyllic Hofewiese, where the group ended the day with a cozy get-together with cold drinks and classic snacks. The BQL team walk through the Dresdner Heide was therefore not only an opportunity to enjoy the beauty of nature „on foot“, but also to „talk“ and expand the collaboration. The BQL team is looking forward to future joint activities and the resulting synergies.

Project coordination BQL

Dr. Peggy Germer

➤ [Further information on the Second-Career Qualification of Teachers](#)

53rd meeting of the Committee on Schools and Education on the subject of „Lateral entrants at schools in Saxony“

On May 31, a public hearing on lateral entry took place in the plenary hall of the Saxon state parliament at the request of the CDU, Alliance/Greens and SPD parliamentary groups. Invited experts came from the Saxon schools, the ZLSB of the TUD, the Center for Teacher Education and School Research (ZLS) of the University of Leipzig and the teachers' associations.



Photo: ZLSB

The agenda for the 53rd meeting of the Committee on Schools and Education included a motion to the Saxon state government on the topic of lateral entry at Saxon schools submitted by the government factions. Among other things, the motion focused on questions regarding the development of lateral entry for individual school types and locations of the State Office for Schools and Education (LaSuB) since the 2018/2019 school year. Other topics of interest included the recruitment of new participants, their use of subjects and success rates after completing the university qualification. Prof. Dr. Axel Gehrmann, who was invited as an expert on behalf of the TUD, referred in his speech to the high pass rate of more than 90% of participants in the in-service qualification of teachers at the TUD.

Since 2017, more than 1,000 lateral entrants have completed the scientific post-qualification for the subjects of secondary school (physics, computer science, German, mathematics, WTH/S) and elementary school. He emphasized that almost 80% of the continuing education participants could draw on their previous professional experience as Master's, Bachelor's or Master's degree holders in non-teaching professions and thus underlined the high potential of „career changers“ with an academic background for the teaching profession. The high level of stress caused by full-time work with 26 to 27 hours of teaching at the start of the career and the long period after a three-month training period were controversially discussed.

The project manager argued that it often takes several years before lateral entrants take this professionalization step. The project manager argued that it often takes several years before lateral entrants take this professionalization step. The representatives of other institutions and associations confirmed that lateral entry in Saxony is a successful model. They also emphasized that sustainable mentoring systems are particularly important for beginning teachers. The committee meeting ended with a round of questions, during which all parliamentary groups were able to address their concerns to the experts.

Project coordination BQL

Dr. Peggy Germer

➤ [Video of the committee meeting to watch](#)

First part-time ethics certificate course for elementary school teachers in Saxony launched at TUD

The first certificate course in ethics for elementary school teachers will enter the pilot round in October 2024 for one and a half years with 30 participants. It will be supported professionally and organizationally by the Institute of Philosophy as part of the in-service qualification of teachers at the TUD's ZLSB.

On October 7, the kick-off of the first in-service certificate course for 30 elementary school teachers took place at the TUD under the moderation of Ms. Ci-mander (school teacher seconded to university at the ZLSB). This innovative course, designed by the Chair of Didactics of Philosophy and Ethics at the TUD under the direction of Prof. Dr. Markus Tiedemann, is aimed at teachers who want to focus more on the subject of ethics at elementary school in the future.

Participants from all over Saxony came together to embark on a joint journey as part of a professional development course. The focus was not only on professional content, but also on personal exchange and the development of a network of committed ethics teachers.



Photo: Dr. Peggy Germer

The start of the course not only provided space for organizational details, but also allowed participants to get to know each other for the first time. The BQL.Digital team from the TUD's ZLSB and the personal support of Dr. Germer (Project coordination BQL) created a constructive and welcoming atmosphere.

Practical ethics lessons: introduction to central curriculum topics

A special part of the kick-off program was the introduction by Anna Karakaj. She is a qualified elementary school teacher of ethics and provided the participants with in-depth insights into the elementary school ethics curriculum as well as the central focus of the course. In doing so, Ms. Karakaj focuses on a practice-oriented design of ethics lessons and emphasizes the relevance of age-appropriate teaching of complex ethical topics. In an introductory presentation, she outlined key content such as justice, responsibility and recognizing moral dilemmas - topics that are comprehensively deepened and methodically worked through in the first module in particular. This introduction offered the participants a valuable outlook on the challenging and multi-layered topics that will shape the rest of the course.

Diversity as an opportunity - Joint launch of forward-looking ethics training

In addition to the theoretical and practical content, getting to know each other personally played a central role. It quickly became apparent that the group of teachers brought with them an enormous range of experience and expertise. A digital survey at the start of the course revealed that the professional experience of the participants varied greatly: Some looked back on over five years of teaching experience in ethics, while others had no previous experience of teaching ethics. This diversity was seen as a great opportunity by the organizers of the course, as the different perspectives and backgrounds of the teachers enable an enriching exchange and promote learning from one another.

The teachers themselves were enthusiastic about the opportunity to receive further training in such an important area as ethics teaching. The kick-off of the ethics certificate course was therefore an important step towards future-oriented ethics training. Over the coming months, teachers taking part in this course will undergo training to expand their professional and pedagogical skills, with the aim of raising the level of ethical education for elementary school children. The kick-off has shown that the way is paved for this - and that everyone involved is highly motivated to go down this path together. The first day ended with the feeling that a committed and future-oriented community of teachers is emerging here who want to further develop ethics teaching with passion and expertise. The exciting start promises an equally exciting further course.

Senior student ass. in the ethics certificate course
Lynn Philipp

Cross-institutional exchange on lateral entry into the teaching profession in Saxony

Since 2017, Saxony has been practicing a unique variant of lateral entry into the teaching profession, in which people without a teaching degree are employed in the teaching profession and can gain additional qualifications while working. There are no models and experiences from other federal states to fall back on, so that empirical research, data-supported monitoring and evidence-based evaluation are of particular importance.

In order to bring together and discuss the existing findings and derive implications for the design of lateral entry in Saxony, the first symposium on lateral entry in Saxony took place on 9 December - initiated by the ZLSB - under the title "Evidence-based design of lateral entry". Representatives from the Saxon State Ministry of Education and Cultural Affairs (SMK), the State Office for Schools and Education (LaSuB) and universities in Dresden, Leipzig and Chemnitz involved in the qualification of lateral entrants were invited. A total of around 50 participants accepted the invitation.

During the symposium, representatives from various institutions presented data and empirical findings on lateral entry in Saxony. For example recruitment figures from previous years and the results of survey studies on participants' perceptions of the part-time qualification were presented. In addition, qualitative interview studies offered deeper insights into the challenges of lateral entry and shed light on both the question of



Photo: Panthermedia, ZLSB

the appropriate academic-practical relationship in the context of the qualification and how lateral entrants deal with the complex demands of starting a career. These findings were supplemented by content-related insights, including the structure of the three-month introductory training course that lateral entrants attend at the beginning of their work as teachers and the „gap-filling“ procedure, in which lateral entrants can re-study individual modules that they need for a school subject recognition based on their university degree.

Those present agreed that the cross-institutional exchange should be continued and intensified in the coming year in order to further develop lateral entry in Saxony in line with demand.

Team leader research and transfer
Dr. Rolf Puderbach

[➤ Further information on the lateral entry symposium](#)

DICLUS - A project for people with disabilities and chronic illnesses in teacher education

DICLUS is a portmanteau word made up of „digitalization“ and „inclusion“. It is also a concept idea of the in-service qualification of elementary school teachers at the TUD's ZLSB. The project culminates in the implementation of digital courses on inclusive didactics in teacher education with transfer for schools. To this end, the primary school team of the Second-Career Qualification of Teachers program (BQL GS) received generous funding from the SMWK for 2024 as part of the special funds for inclusion.

In order to enable the step from integrative to inclusive learning, there were sub-projects in the run-up to the DICLUS project at Saxon universities, such as the „QuaBIS“ project as part of the „Praxis Digitalis“ series, in which twelve people at the TUD and the University of Leipzig completed a qualification as education and inclusion officers. At the same time, the Teaching and Learning Space for Inclusion at the TUD's ZLSB can be mentioned, which deals in depth with the planning, implementation and evaluation of inclusive teaching and learning arrangements.



Photo: Adobe Stock / Kien

Digitization of the teaching-learning workshop

The Second-Career Qualification team for elementary school teachers then focuses on inclusive teaching-learning designs, including the digitalization of the teaching-learning work environment. For barrier-free digital practice, the learning environment must be adapted by the learner. This multimodal approach can be used not only to promote learning engagement, but also to support the delivery, processing, and presentation of information and learning outcomes. In this spirit, the first hybrid workshop days were successfully held in January 2023, combining analog and digital learning opportunities within open learning environments.

Based on this, the teaching-learning workshop is now being digitized in a multi-stage process. With the help of a 360° camera, the physical space is transferred into digital form so that visitors can also walk through the workshop from home. The learning materials on site are didactically prepared and filmed. Together with supplementary explanations, this gives users a good overview of the available materials and how they can use them in different learning settings. Overall, this improves accessibility with the help of digital technology. This is another piece of the puzzle for inclusive teaching in the lateral entry program for teachers.

Photo: Malte Krone



In order to support the design, provision and use of inclusive learning environments, lecturers were first sensitized to inclusion. On October 17 and 18 2024, the BQL primary school team traveled to Jena. The aim was to gain new impetus for more inclusive and digitally supported teaching practice through observation and further training.

Work shadowing at the Jenaplan School Jena

On the first day, the group visited the Jenaplan School, a school that lives both inclusion and digitalization in its everyday school life. The school is characterized by its alternative structure of teaching: Instead of traditional year groups and fixed 45-minute units, the school works with mixed-age core groups that are taught in open learning situations. This flexible structure enables individual learning and working rhythms and creates space for independent work, cooperation and a strong sense of community. The visit to the primary school was particularly informative for the primary school team. The cross-grade lessons and project-based learning were fascinating. In addition to new digital whiteboards, which are exciting for pupils and teachers alike, the elementary school team experienced the inclusive integration of a blind child into a new class. One teacher at the school described it aptly: „It's very exciting, as the class feeling and all the other children benefit just as much as the individual child.“

Anti-bias training at the Kindersprachbrücke Jena e.V.

On the second day, the anti-bias training of Kindersprachbrücke Jena e.V. [Children's Language Bridge Jena] was on the agenda. The aim was to further develop our pedagogical attitude and our skills in the area of prejudice-conscious education. The anti-bias approach, which served as the theoretical basis, aims to actively reduce discrimination and prejudice in educational practice. The content of the training included the theoretical background to the anti-bias approach and prejudice-conscious education, reflection and work on a professional pedagogical attitude, especially in dealing with different target groups such as pupils, parents and staff, as well as approaches for barrier-free communication through simple language in the classroom and in working with parents. New perspectives and valuable insights for teaching practice were gained through intensive discussions. The digitalization of the learning workshop, the creation and inclusion of inclusive teaching and learning materials in teaching and the continuous further training of the BQL GS lecturer team in inclusion-related topics contribute to the sustainable promotion of participation for all.

Subject coordinator BQL GS

Alexander Klippstein

Photo: Steffen Schreiber



BQL teaching supported by BQL.Digital



Photo: Steffen Schreiber

The BQL.Digital team is responsible for the further development of digital teaching and learning opportunities for the second-career qualification of teachers staff at the TUD. These efforts have resulted in a variety of self-study modules, workshops and support measures that benefit both participants and lecturers in the BQL program in their digital challenges. As an independent structural unit within BQL at TUD, BQL.Digital offers comprehensive support for lateral entrants in the field of digital education.

The educational AI lab

On June 6, the TUD opened its doors for the third TEACHERMANIA, the big teaching festival, which this year had the motto „Professional Teachers“. From 1 to 9 p.m., the inner courtyard at Weberplatz was transformed into a vibrant center for prospective and experienced teachers.

A comprehensive program awaited the visitors: In addition to a large school contact fair, the event offered a variety of workshops that provided valuable insights and practical tips for the teaching profession. Interested parties were able to find out all about the teaching profession at the advisor bar. In the lounge, they had the opportunity to talk to Minister of State Christian Piwarz.

In the pedagogical AI lab, which was organized by the BQL elementary schoolteam and the Chair of Primary Education/Mathematics with the support of BQL.Digital, participants were able to learn the most important basics of artificial intelligence in education, try out current AI tools and critically question developments in order to be able to act professionally in the future.

The educational AI lab consisted of different stations covering the three areas of AI knowledge, AI practice and AI ethics. These were used to acquire knowledge on the topic of AI in society and schools. An interactive guide served as a connecting element between the individual stations, guiding participants through the various stations and providing them with a „customizable docket“ with all the stations and reflection questions so that they could reflect on their own learning path.

The individual stations of the AI lab are presented below:

AI knowledge

The „AI knowledge“ area served to build up a basic understanding of current terms and background information on the topic of AI in society and schools. Participants in the AI lab were able to obtain information and exchange ideas in the following areas:

In the digital writing discussion (Claudia Hottas, lecturer at BQL elementary school), participants were able to discuss the question „What regulations are necessary to be able to use AI in educational practice?“. They were able to use the new EU law on artificial intelligence as a guide. This is the first attempt to regulate guiding legislation with regard to the use of AI in various areas of society.

In the „AI practice“ area, participants were able to freely try out various AI chatbots. The team from the Chair of Primary Education/Mathematics (Prof. Sebastian Schorcht, Julian Kriegel and student assistant Leonie Schlenkrich) presented two offers from primary school mathematics didactics on prompting for mathematics

and on the topic of moderating math problems with AI agents ready. On the one hand, the mathematical performance of AI chatbots could be examined using various prompting techniques. On the other hand, there was the opportunity to explore how so-called „AI agents“ can modify and improve mathematical tasks for use in the classroom.

Another area of application for AI is the recognition and translation of language, which can be used, for example, to support multilingual parenting. In the AI lab, the Vasco translator was presented as an example for door-to-door conversations in a school context, development discussions and photo translations of diagnostic tools (Claudia Hottas, BQL elementary school lecturer). Teachers can use the device to communicate effectively with parents who speak little or no German to talk about their children's learning development.

AI ethics

In the „AI ethics“ section, participants were able to examine various aspects of artificial intelligence in terms of their ethical implications. An interactive pinboard encouraged a discussion on the pros and cons of AI (Susan Böttcher, former lecturer at BQL elementary school). Theses on the possibilities and limitations of artificial intelligence were clustered and then discussed. This offer was inspired by impulses from Nele Hirsch's eBildungslabor. In the discourse timeline on AI (Dr. Melanie Wohlfahrt, lecturer at BQL elementary school), various aspects of AI over the last five years were examined. From the spirit of innovation to ecological and social problems and ethical issues, several articles were presented and invited discussion.

At the end of the year, the pedagogical AI lab BQL elementary school the Teaching Award 2024 by the GFF of TU Dresden e.V. for an offer in teacher training. According to Prof. Kober from the GFF, the funding is intended to recognize the creative and sustainable concept as well as a special commitment in the context of the second-career qualification of teachers and in undergraduate teacher training.

Subject coordinator BQL GS and Research Associates BQL.Digital

Alexander Klippstein, Dagmar Oertel, Christin Nenner

➤ Further information on the AI lab

Retrospective on digital transformation - BQL at the „Digital transformation for schools and teacher training“ conference in Potsdam

On October 1, Dr. Melanie Wohlfahrt, Aurica Borszik, Christin Nenner and Dr. Anja Mede-Schelenz offered the symposium „On digital transformation in the BQL project in Saxony: perspectives on higher education teaching, teacher training and schools“ at the „Digital transformation for schools and teacher training“ conference of the learning:digital competence network.



Foto: BQL.Digital

Ms. Borszik (BQL elementary school, German department) moderated the symposium and began by focusing on the special features of Second-Career Qualification of Teachers (BQL for short) in Saxony. From this introduction and the characterization of the BQL participants, the heterogeneity of these and the necessary flexibilization of the teaching- learning formats emerged in particular. Finally, Ms. Borszik presented the composition of the symposium from three contributions:

- digitalization of teacher training: Insights into BQL.Digital
- hybrid learning environments in teacher training: Example of the workshop days format
- professionalization of teaching staff in the field of AI: Presentation of the AI laboratory and a course

Digitization of teacher training: Insights into BQL.Digital - Presentation of an institutionalized support structure for in-service teacher training

After the transition, Ms Nenner (BQL. Digital) reported on the BQL.Digital team and its support services in the area of digitalization-related education. The focus was on teaching and learning offers developed and implemented together with BQL lecturers, for example for the creation of explanatory videos, podcasts in schools and AI in German lessons. The formats of the hybrid workshop days and the learning opportunities on AI

presented later in the symposium were also supported by BQL.Digital. Ms Nenner also pointed out that the heterogeneity and high workload of the BQL participants meant that flexibility in terms of time by transforming them into asynchronous, flexibly usable self-study modules played a major role.

Hybrid learning environments in teacher training: Using the example of the workshop days format - presentation of the hybrid design of the teaching- learning format university learning workshop

Dr. Wohlfahrt (BQL Primary School, Department of Educational Science) then presented the concept of hybrid workshop days, which gained in importance due to the 2020 pandemic. She explained how the flexibilization of teaching and learning opportunities enabled participants to learn in a self- determined way and create their own learning spaces. The challenge for lecturers was to create analogous learning spaces, digital and hybrid courses of the same quality. The BQL team was awarded the 2023 Prize for Diversity-Sensitive University Teaching for this innovative approach.

Professionalization of teachers in the field of class: presentation of the class laboratory and a course - class as a learning object in the process of professionalization of teachers in lateral entry

In the third part of the symposium, Dr. Mede-Schelenz (BQL - Primary School, Teaching Department) addressed the professionalization of teachers in the field of artificial intelligence. She reported on the first workshops and seminars that took place in 2023 and emphasized the need to develop corresponding formats for skills development through explorative learning scenarios. The discussion about artificial intelligence in education is seen as a field of research and development in which it is particularly important to work with the heterogeneous learning backgrounds of participants. For these outstanding approaches in this area, the BQL team was awarded the Teaching Award of the Association of Friends and Sponsors of TU Dresden.

Finally, Ms. Borszik moderated a thesis discussion with the audience, in which various aspects of the digital transformation and its challenges and opportunities were discussed. Overall, the symposium was able to trace the digital transformation of the BQL project on various levels:

via support structures that adapt to current needs and are necessary to accompany lecturers and participants in the transformation process, innovative teaching concepts that respond to the changing needs of participants and create adapted learning settings as well as learning content that picks up on current developments and focuses on the development of participants' skills.

The symposium showed how the project is able to adapt to the changed teaching and learning conditions and how digital transformation can succeed in the university context.

Research Associates BQL

Dagmar Oertel, Christin Nenner, Aurica Borszik & Dr. Melanie Wohlfahrt

Scientific project team members BQL GS

Aurica Borszik, Dr. Melanie Wohlfahrt, Dr. Anja Mede-Schelenz

➤ Further information on the pedagogical AI lab

Inspiring start to the „AI in schools & universities“ event series

Starting in November, stakeholders from the BQL and Schullogin [School Login] projects invited participants to discuss artificial intelligence in schools and universities. The aim was to discuss specific effects on the school and university sectors and to give participants the opportunity to take an in-depth look at the opportunities and challenges of AI in education.



Photo: BQL Deutsch

The series of events was initiated by Stephanie Richter (BQL German), Dr. Anja Mede-Schelenz (BQL elementary school), Dagmar Oertel (BQL.Digital) and Fritz Hoffmann (Schullogin). In November 2023, the team was awarded the Teaching Award of the GAssociation of Friends and Sponsors of TU Dresden. for their workshop series „How artificial intelligence could positively change the school of tomorrow - opportunities, challenges, risks“. This gave rise to the desire continue actively pursuing the topic of AI into schools and universities.

This gave rise to the idea of organizing a series of events to facilitate exchange and networking on the topic.

Together, they explored which aspects are particularly important from a media education perspective in order to reflect on school education against the backdrop of AI development and to integrate AI into everyday school life. Dr. Christine Dallmann began by pointing out that digitalization should be understood as a technical and social process that results in a culture of digitality that needs to be developed. In a next step, she outlined the central lines of the education policy strategy and concept since 2016, when the KMK strategy for education in the digital world was created. The speaker described the school development process towards a culture of digitality on two levels: On the one hand, AI plays a role as an object of teaching and learning processes and is used in these processes; on the other hand, AI is also relevant in the work and communication culture. Participants also gained valuable insights into the „KI-Assistent KAI“ application, which provides teachers in Saxony with free and data protection-compliant access to text and image generating AI via Schulogin, the state portal for digital services for Saxon schools.

Dr. Christine Dallmann and Julia Scharsisch used the AI assistant KAI to generate five provocative theses on the use of artificial intelligence in schools. These were to open the discussion with the organizing team and the audience.

Questions from the audience focused in particular on the focus on the following aspects in particular:

- What role does educational (in)equity play in the context of AI in (school) education?

- At what age should the use of AI be included in the (school) education be integrated?
- What changes in the role of teachers result from the integration of AI in school teaching and learning processes?
- How are teachers professionalized with regard to the integration of AI in teaching and learning processes? What needs exist in this regard in the various phases of teacher training?
- What alternative examination formats are required as part of the increased integration of AI in educational processes?

Lecturers, teachers, lateral entrants and student teachers had a lively exchange with the speaker on these questions. Following the successful kick-off, the organizing team is all the more looking forward to the next events in the series, in which innovative approaches to the integration of AI in education will be discussed.

Research Associates BQL

Stephanie Richter (BQL German), Dagmar Oertel (BQL.Digital), Dr. Anja Mede-Schelenz (BQL GS), Fritz Hoffmann (Schulogin)

- [Further information on the event series „Artificial intelligence in schools and universities“](#)

- [The workshop series „Artificial intelligence in German lessons“](#)

The organization team of the event series, photo: BQL German



International



Foto: Unsplash/Kyle Glenn

Teacher Academies

From March 21 to 24, the ZLSB hosted a congress on Education for Sustainable Development (ESD) for the second time. In total, over 50 international guests, student teachers, school teachers and teacher trainers from 12 European countries came to Dresden to explore various aspects of this important topic in a wide range of interactive workshops, simulation games and discussions. The three-day face-to-face event was part of a hybrid course that also included three webinars and self-learning activities. The focus was on digitality, entrepreneurship, decolonization and serious games.

Pedagogical approaches that the participants were able to apply and reflect on included collaborative learning in virtual environments, entrepreneurial simulations,

transformative learning through games and educational museum activities at extracurricular learning locations. „The international composition of the interdisciplinary group provided an inspiring atmosphere,“ says Dr. Rachel Bowden, ESD officer at the ZLSB. Together with Maria Richter-Babekoff, she also coordinates the Teacher Academy Project - Teaching Sustainability (TAP-TS) at the ZLSB. In collaboration with 10 other consortium partners, formats for encounters and intensive collaboration are being developed here, including in the form of active learning events, which are intended to anchor the idea of sustainability in the education system.

Various aspects of sustainability and education were examined in working groups. The working group on entrepreneurship dealt with the positive mindset that goes hand in hand with the entrepreneurial spirit. This enables young people to overcome disadvantages, mistakes and problems in life. They learn to overcome challenges, be decisive and take responsibility for their behavior and activities.

While the digitalization working group dealt with the fundamental ecological, social and economic changes brought about by advancing digitalization, the Decolonization working group dealt with the connection between climate change and exploitative and capitalist/colonial ideologies from Europe. In the Games &



Foto: BQL Deutsch



Foto: Steffen Schreiber

Simulations working group, participants were shown the potential of games as an educational tool. The project provides a tool for disaster prevention, resilience and skills transfer.

In the form of museum visits, participants also had the opportunity to learn about the out-of-school learning approach to strengthening students' sustainability skills. The event concluded with the INTERACT course, which aims to raise awareness of culture, the influence of cultural imprinting on behavior and to equip teachers with the intercultural competence that is indispensable for dealing with diversity in the classroom and on the schoolyard, with student families and among the school staff today.

According to the evaluation team, the format was a complete success: „The participants found the event to be well balanced between theoretical & practical parts and the workshops were uniform without being too similar“. They also praised the fact that many of the activities were designed in such a way that participants were able to network and get to know each other. In their feedback, the guests particularly emphasized the high practical relevance of the activities and their added value for lively, motivating lessons. „We now hope to see the approaches of Education for a Sustainable Future reflected in European teaching practice,“ concludes Rachel Bowden.

TAP-TS Project coordinator
Dr. Rachel Bowden

➤ [Further information on the TAP-TS project](#)

Sustainability beyond borders: TAP- TS Autumn Academy unites European players in teacher education

The third and final TAP-TS Summer School took place as an autumn academy from September 27 to October 1 under the motto „Beyond borders: Whole school approaches to sustainability education for secondary level educators“. The event brought together secondary school teachers, head teachers and multipliers and teacher training stakeholders from all over Europe to discuss Education for Sustainable Development „beyond borders“ from the perspective of the Whole School Approach.

This approach to education for sustainable development was highlighted using the example of the Friedrich-Schiller- Gymnasium Pirna (FSGP) using a self-developed mosaic principle. Other interdisciplinary pedagogical approaches were discussed in other innovative workshops.



Photo: Jake Weldon

The Autumn Academy took place at Friedrich-Schiller-Gymnasium Pirna, the host of the five-day preparatory event. As a partner school in the TAP-TS consortium, the grammar school headed by Dr. Kristian Raum plays a leading role in the development of holistic school concepts. The school, which is located near the Czech-German border, is known as a bilingual school and is committed to democratic, anti-racist and sustainable education.



Photo: Jake Weldon

In addition to the events at the school, workshops were also held at extracurricular learning locations. Activities were carried out in the region that offered practical experience in sustainability education and insights into this ecologically and culturally unique border region.

The participants critically examined various TAP-TS learning and teaching materials in different teaching contexts. In addition to interactive workshops and reflection rounds on whole-school approaches, there were also

workshops on sustainability education and decolonization, entrepreneurial education, digitality and serious games. The program of the TAP-TS Autumn Academy included the following workshops, which were based on the five of the seven Learning Teaching Packages (LTP) developed in the TAP-TS project:

- „Whole School Approach at FSG: a mosaic“:
- „From Colonialism to Code. Decolonizing perspectives on the relationship between sustainability and digitality“:
- „Language beyond borders: Multilingual education and sustainability“
- „Places Of Learning And Resources (POLAR)“
- „Building climate crisis resilience through serious games“
- „Critical media education: dealing with climate disinformation“
- „Sustainable entrepreneurship education“

The LTPs are available for download as free Open Educational Resources on the Moodle platform TAP-TS.

TAP-TS Project coordinator
Dr. Rachel Bowden

➤ [Further information on the TAP-TS project](#)

➤ [Project website](#)

Photo: Steffen Schreiber



SPARKLES FOR SCHOOLS - a look at the ZLSB's first Late Summer School

From September 21 to 26, the first Late Summer School SPARKLES took place at TUD's ZLSB. The event was aimed at educators, teachers and student teachers from all over the world and offered a platform to explore forward- looking educational approaches that promote sustainable learning and cultural diversity.

SPARKLES stands for:

- Sustainability-focused
- Pedagogy for Transformation
- Advancing Wellbeing
- Resources for Resilience
- Knowledge Sharing
- Learning Empowerment
- Eco-friendly Practices
- Social Responsibility



Photo: Ante Beslic

The title reflects the core of the event: the focus was on education for sustainable development, well-being and the promotion of resilience in the school environment.

Prof. Dr. Axel Gehrmann, Managing Director of the ZLSB, praised the event as “a step towards a more sustainable and fairer educational practice“. For him, the Late Summer School was “a valuable opportunity to try out innovative teaching approaches and strengthen international cooperation.“

Program highlights and interactive learning experiences

Participants from Indonesia, Israel, Kazakhstan, Mozambique, Uganda and Uzbekistan experienced a variety of workshops, simulations and discussions designed



Photo: Ante Beslic

to develop practical skills. These activities included, for example, the Carlowitz simulation game, in which participants took on the roles of foresters and timber consumers to simulate real-life decisions on the use of resources. This combined sustainable thinking and economic action.

There were also special workshops on innovative teaching methods, such as the creation of explanatory videos in digital lessons and self-organized learning culture. These provided teachers and students with valuable suggestions for lesson design and the promotion of creativity and self- efficacy in the classroom.

„The interactive formats and practical exercises not only provided the participants with theoretical training, but also gave them concrete tools for everyday teaching,“ emphasized Prof. Gehrmann. He emphasized how crucial it is to anchor such practical approaches in teacher training.

Learning through practice

A particular highlight were the school visits in Dresden, where the international guests had the opportunity to experience teaching in Saxon schools and to talk about different education systems and everyday school life. The guests were able to talk to school management, teachers and pupils.



Photo: Ante Beslic



Photo: Ante Beslic

Another important part of the Late Summer School program was a visit to the German „Hygiene Museum“, which was explored by the participants as an extracurricular place of learning. Here, the participants were given an insight into the interactive museum and the possibilities of integrating extracurricular learning into the classroom. The exhibition offered a diverse platform for experiencing current topics such as health, body awareness and social responsibility.

Intercultural exchange and global perspectives

In addition to the specialist content, intercultural exchange played a central role. In workshops such as „Intercultural Competence in Teaching (INTERACT)“, participants were encouraged to reflect on their own cultural background and understand the importance of intercultural competence in education. This fostered a deeper understanding of the challenges and opportunities that arise from cultural diversity in the classroom.

The panel discussion on „The school as a place for personal growth and well-being“ also provided space to share good practices from different countries and discuss how schools can become places of well-being and resilience.

A transnational learning experience

The SPARKLES - Late Summer School 2024 was a transnational experience that not only offered practical educational content, but also space for reflection and exchange across national borders.

Particularly noteworthy is the promotion of sustainable thinking and intercultural sensitivity, which equipped the participants with important tools for the future.

The positive feedback from the participants and the in-depth international networking indicate that the SPARKLES FOR SCHOOLS Late Summer School was a complete success. „The Summer School showed how much we can learn from each other when we pull together,“ concludes Prof. Gehrmann.

IMPRESS

Maria Richter-Babekoff

➤ Further information on the IMPRESS project



Photo: Ante Beslic

Four months of learning, teaching and living in Ngabang, Borneo

Ägidius is studying history and mathematics to become a secondary school teacher and traveled to Ngabang, Indonesia, for four months to experience everyday life at Universitas St. Agustinus Hippo at first hand.

Living on an island with 30°C in the shade and surrounded by palm trees and evergreen plants. What sounds like a dream became my reality for a few months. I was one of two students to spend the summer semester of 2024 in Ngabang, a village-like town in the west of Borneo.

Beforehand, it is difficult to get a real picture of a world that is so different to what you are used to in Germany. However, the location of the university, the orientation of the program and, above all, the people living there made me feel like I was part of everyday life and a part of life there.



Photo: Ägidius H.

Warmth, traditions and culinary discoveries - arriving in Ngabang

We were welcomed and looked after as soon as we arrived. Particularly in the first few days, we were always accompanied by someone from the university, we were shown special places, such as the Equator Monument in Pontianak, and we were familiarized with the local eating habits.

However, it became clear time and time again that this friendliness and welcome would shape the entire time. On the very first weekend after our arrival in Ngabang, students took us to see a beautiful piece of nature in the form of a waterfall and then to visit a student's village of origin, where a harvest festival was being held that day.

In our experience, harvest festivals are very characteristic of the culture of the Dayak, the tribe that shapes the culture, at least at this time of year. In addition to dances, silat performances (Indonesian martial arts) and ceremonies, these festivals are characterized

above all by a general sense of cohesion and time spent together. Whenever we visited such a village, we were invited into all the local houses and surprised with interesting conversations, positive emotions and traditional food.



Photo: Ägidius H.

The region's diet is generally based on rice. In the self-image of the people there, for example, you only ate a meal if it contained rice. This was prepared in various forms, with my personal favorites being sticky rice prepared in bamboo leaves or tuak, a rice wine prepared by most households themselves. But you can also find rice everywhere. However, you can also find foods that are exotic to us, such as snake, if you actively look for them. In general, however, you should be aware that a vegetarian diet is not widespread in the region and it is therefore difficult to follow it there.

Language, learning and cultural exchange

In addition to food and meetings, the program itself consisted primarily of three cornerstones: lessons in the Indonesian official and artistic language, life at the university, and visiting and teaching at a local high school, each under the premise of cultural exchange.

„Bahasa Indonesia, or Bahasa for short, is the official language of Indonesia. It is an artificial language and is learned by the majority of the population - especially on Borneo - as a second language alongside the mother tongue. In the region visited, there are dozens of languages, which are also to be understood as independent languages and not as dialects of a language and sometimes differ significantly between neighboring villages. According to Wikipedia, there are over 700 indigenous languages in Indo-Nesia itself, which underlines the importance of Bahasa as a unifying element and for general communication. The people usually tried to talk to us in English, but their language skills were often insufficient. As a result, we were able to see, how communication became easier and easier as our language skills improved and we were increasingly able to do without technical aids such as translator apps. In the lessons held by a university lecturer, we were able to obtain a certificate corresponding to A1 level.



Photo: Ägidius H.

The lessons themselves should be less strict than they are in Germany. For us, our language teacher, who was also responsible for our exchange in general, was more approachable on a friendly level, as were other lecturers. And this also seems to be the case at least at the university between local students and lecturers, at least in comparison to Western countries.

University life, community and teaching experiences

In addition to teaching, cultural events were also held more frequently at the university: local singing competitions, the celebration of the birthday of the University or a kind of open day for surrounding high schools and their students are just a few examples. As a result, the university was perceived less as a place to work and more as a place to live and get together. This probably also applies to the hall of residence close to the university where we were accommodated. From the welcoming hugs, communal dinners and conversations, we felt completely at ease there and part of the community.

The opportunity to teach at a nearby high school was also particularly exciting for me. Above all, the

appreciation of my own person and teaching ideas was clearly noticeable. The assigned teacher always tried to support me, even though communication was sometimes difficult except with the English teachers. However, as the university provided English-speaking students for support, it was possible to overcome language barriers in the organization and teaching.

Pupils and school classes in Indonesia are sometimes very different from school classes in Germany. For example, classes can have up to 40 students, and even though I did not have this challenge in my classes, the students I taught were also more shy in Germany and less used to working individually. This factor meant that I had to adapt my personal teaching style, which will certainly help me to approach classes more individually in the future. I was particularly helped by the student, who was actually only supposed to act as a translator, but whose contributions and comments were very helpful for me and the dynamic was almost like team teaching.

We were also very welcome at the school outside of the classroom and had the opportunity to take part in school ceremonies, celebration days, report cards and teacher training.

Apart from these official parts, it was simply impressive to live in a different culture, to participate and to meet people who will hopefully remain friends worlds away. As much as Borneo and Indonesia seem like a clichéd dream at first glance, living there doesn't necessarily mean just lying on the beach in the sun. It means getting involved in a life that is different and yet impressive and beautiful.

IMPRESS scholarship holder

Ägidius H.

➤ Further experience abroad



Photo: Ägidius H.



Photo: Dr. Peggy Germer

„Down Under“ - ZLSB teacher training stakeholders visit Australian universities and schools in Victoria

As part of the internationalization strategy „TU Dresden - Connected to the World“, ZLSB stakeholders travelled to South Australia (Victoria) for a week in March 2024.

Meetings were held with teachers and researchers from eight educational institutions with the aim of expanding the network of schools for the mobility of student teachers and the project to intensify comparative teacher education research on alternative routes into the teaching profession.

A few years ago, the Australian government predicted that there would be a shortage of around 4,100 secondary school teachers in Australia by 2025. It is therefore necessary to introduce countermeasures at an early stage and establish alternative routes into the teaching profession.



Photo: Dr. Peggy Germer

On our trip through South Australia, we got to know different programs and players at educational institutions: The University of Melbourne, RMIT- University, University „La Trobe“, Victorian Institute of Teaching (VIT), Australian Catholic University Melbourne, Kew High School in Melbourne and Secondary College in Lorne as well as at the Federation University in Ballarat.

Lateral entry and teacher training - insights from the University of Melbourne

One of the most important lateral entry programs takes place at the University of Melbourne in the world's southernmost metropolis. The University of Melbourne is representative of a large number of educational institutions we visited that deal with alternative pathways. Here we followed up on research contacts with Dr. Merryn Dawborn-Gundlach, who reported to us last year at the ZLSB on the shortage of teachers in Australia.

The façade of Victoria's oldest university and the second oldest on the entire continent (founded in 1853) reads „Wominjeka“ in blue letters (see image 1). They mean „Welcome“ in the Woiwurung language of the Aboriginals. „Wominjeka“ is part of the welcoming ceremony for guests entering the land of the Wurundjeri people. The Wurundjeri Aboriginals have lived near Melbourne for around 40,000 years.

We received extensive information about the integration of learning modules on „First Nation Peoples“, „Wellbeing“ and „Engaging Assessing Learners“ into the two-year lateral entry training there from Prof. Jim Waterston (Dean) and staff from the Melbourne Graduate School of Education. Here lateral entrants are at school four days a week and have one day for additional qualifications at the university. They often attend online courses after their regular working hours at school, which are part of their training.



Photo: Dr. Peggy Germer

Second-career qualification of teachers at Kew High School in Melbourne

Natalie Lysenko, who we visited at her placement school (Kew High School), is also being trained at the University of Melbourne. She originally worked as an architect and began her shortened two-year teaching degree as a lateral entrant at the age of 46. Even though she will earn less than in her first job, she talks enthusiastically about her experiences with her students, but also about the high level of satisfaction at her training school.

There is a strong sense of community here and „Well-being“ is one of the most important pillars of the school culture, Julie Ryan, who currently supervises the newcomer, told us. There are 1100 pupils at Kew High School, including 55 from abroad. Students with special needs, affectionately known here as „SWAN“ - students with additional needs - have their own support and learning plans for each day. The school has its own language center, a wellbeing center and, for example, a large exhibition hall for art projects. TUD students are very welcome as interns, emphasized Julie Ryan.

We are fascinated by the open spaces, which are almost glass, but also the „classroom routines“.

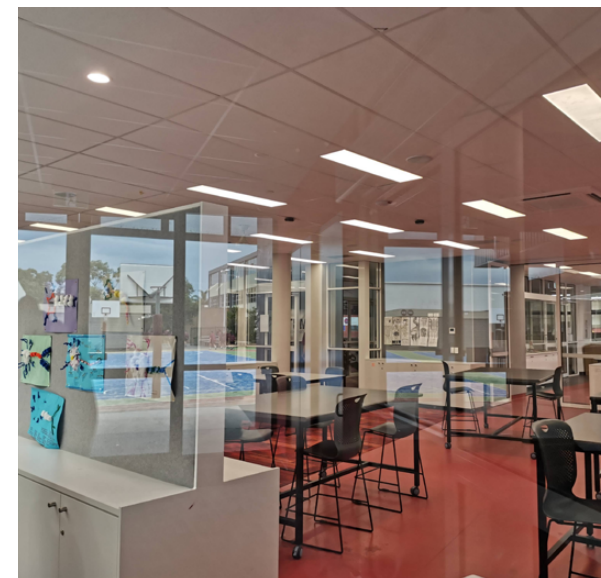


Photo: Dr. Peggy Germer

Innovative learning at Lorne Secondary College on the Australian coast

The second school we encountered was Lorne Secondary College, founded in 1879 - within sight of the unique surfing coast. This school is an institution with pre-school, primary and secondary school classes. The school architecture follows an open, light-flooded room concept and all school furniture is easily movable, depending on the teaching situation, class or body size.

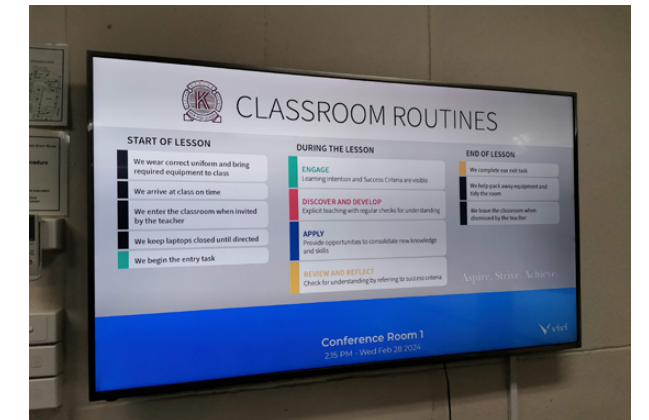


Photo: Dr. Peggy Germer

The students learn in groups of three to twenty students, some of whom are in different year groups. They are very connected to the coastal town of Lorne („Think global - be local!“) and TUD interns are also very welcome here, according to head teacher Carly Stafford. However, the rents (and prices of houses and apartments) in the area are very high.

We were particularly impressed by the high level of practical relevance that we experienced during our visit. For example, some of the students were involved in the creation of golf clubs, the printing of automobile exhibits from 3D printers or dissecting food, while another part of the classroom dealt with yoga as part of the school's wellbeing concept.

The three stops on the educational trip described above were enriching in every respect.

This is an educational experience and enables connections for mobility and research alike. The ZLSB is looking forward to a return visit by researchers from Melbourne University as part of upcoming events.

The educational trip was co-financed by the EXU funding program for internationalization.

Project coordination BQL

Dr. Peggy Germer



Photo: Ante Beslic

Student teachers from the USA visit the ZLSB

As part of the Goethe-Institut's Summer Academy Global Teaching and Learning, a group of 22 American student teachers visited the ZLSB for a day. The gathering strengthened international exchange and reflection on modern teaching and learning methods. The day began with a warm welcome at the TUD, followed by a brief introduction of the participants and the program. The first workshop of the day focused on reflective practice in English teaching. Participants gained valuable insights into innovative methods and techniques to make English teaching more effective and engaging. After lunch together, a workshop was offered on the topic of „Teaching German in a migrant society“. In this seminar, challenges and strategies for dealing with linguistic and cultural diversity in the classroom were discussed.



Photo: Ante Beslic

This was followed by group discussions on the central focus areas of the ZLSB's work. The students had the opportunity to find out about the various aspects of teacher training and research and to exchange ideas. They were guided through various stations of the ZLSB in small groups.

A tour of the Academic Affairs Office premises gave the participants an insight into the service structure for student teachers. The various support services and administrative processes were explained here.



Photo: Ante Beslic

A special item on the program was a visit to the Teaching and Learning Space for Inclusion, where various stations were presented on the topics of digital support in everyday school life, alternative paths into the teaching profession and opportunities and possibilities for lesson design and room use in relation to inclusion.

The third station included a round of talks about the general structure of the ZLSB, teacher training, education for sustainable development (ESD), internationalization and practical relevance.

A joint dinner in the new town of Dresden invited the participants to continue their exchange and brought the evening to a relaxed close. The ZLSB was delighted with the visit and hopes that the participants will be able to take new insights and ideas back to the USA.

Public Relations

Ante Beslic

Digitalization

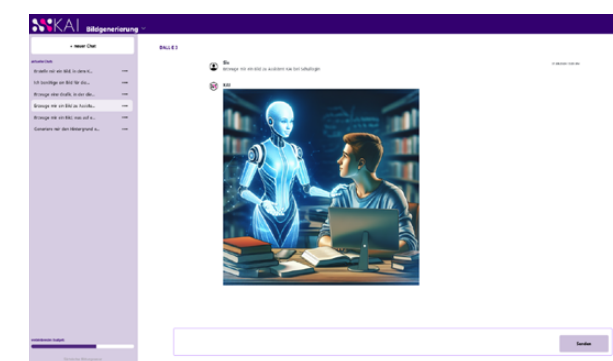


Photo: Adobestock / Suelzengenappel

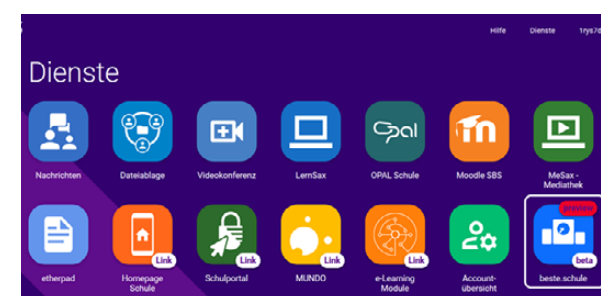
Schullogin

The Schullogin [School Login] team is pleased about the strong increase in the use of Schullogin in 2024. This shows that the Schullogin identity management system is becoming firmly established among more and more teachers and learners at schools in Saxony. In particular, the good promotion of Schullogin - also outside Saxony - as well as the expansion of the available services to include new offerings contribute significantly to this. While in recent years the connection of individual services in coordination with the service providers and in this context tied up a lot of resources on both sides - both at Schullogin and at the respective service to be connected - the focus in 2024, following the successful pilot with the beste.schule service (a digital grade and class book) in 2023, was on connecting further services to Schullogin via VIDIS (<https://www.vidis.schule/>). VIDIS is a cross-state DigitalPakt project of the FWU - the Media Institute of the federal states - and aims to simplify the connection of new services to the respective state-specific identity management system for schools (in Saxony, this is Schullogin) through preliminary

checks and standardized federal requirements. In 2024, the connections of HubbS (a hub for vocational schools, <https://hubbs.schule/>), Meta- Videoportal (a search platform for teaching videos, <https://unterrichtsvideos.net/metaportal/>) and DiLeWe (Digital Learning Worlds, eLearning modules of the Free State of Saxony, <https://module-sachsen.dilewe.de/>) were prepared for this purpose.



© Schullogin



The service overview of Schullogin with beste.schule
© Schullogin

The Saxon AI tool „Assistant KAI“ has been available to teachers at Schullogin since summer 2024. In addition to a chat mode, „KAI Assistant“ also offers an image generation mode that can be used to generate graphics for individualized worksheets or other teaching materials can be created. In future, an assistant mode will also facilitate the creation of lesson plans and templates.

In addition, the extensive documentation of Schullogin (<https://docs.schullogin.de/>), the good availability of support (support@schullogin.de) and the intensive

promotion of Schullogin beyond Saxony have contributed significantly to the fact that existing users were able to communicate their questions, wishes and problems to interested parties receiving information about Schullogin. The Schullogin team offered introductory and in-depth training on Schullogin for teachers in Saxony at regular intervals throughout 2024 and was also represented at several internal training events such as pedagogical days (e.g. at Dresden Klotzsche grammar school, Dresden Pieschen grammar school and Dresden International University).

Networking and training for digital school development with Schullogin

In addition to conducting such teacher training courses, the promotion of Schullogin within and outside of Saxony as well as the exchange with relevant stakeholders is an integral part of the work of the Schul- login team.

Examples of events within Saxony include the annual Safer Internet Day organized by the Dresden Police Department (in February at Wilsdruff High School), the School Computer Science Day (in March at Leipzig University) and the Autumn Academy for Digitalization and Media Education organized by the State Office for Schools and Education (in November in Chemnitz).

In addition to the primary target group of teachers, the Schullogin team also came into contact with Saxon school principals, school district administrators and school authorities and was able to promote Schullogin, for example, at a meeting of school principals with Minister of State Christian Piwarz (in Dresden in March) and a conference of the Saxon Association of Towns and Municipalities (SSG) (in Dresden in September), as well as discussing specific questions, goals and challenges with these groups of people.

Networking and an exchange of experience took place beyond the state of Saxony, particularly in the context of several VIDIS state workshops, the “digital transformation” conference organized by the bundes lernen: digital and the status conference on the Digital Pact for Schools. In this respect, these training, application and networking events are proving to be a central cornerstone for the continuous further development and improvement of Schullogin.

Numerous events are already planned for 2025, such as the annual conference of Saxony's teacher training program for Safer Internet Day in Dresden in February.

Further development of school logistics in law, security and responsibilities

A lot has also happened at Schullogin in 2024 in legal and administrative terms. In close cooperation with Department 32 of the State Ministry of Education and Cultural Affairs, the extinguishing concept, the privacy policy and the terms of use have been created and revised and will come into force shortly in order to ensure

a higher level of data security and data economy. An extensive security test (penetration test) and a freedom of access test in fall 2024 will also make an important contribution to security, accessibility and data protection at Schullogin. At the turn of the year 2024/25, there was also a change in responsibility for Schullogin. Since January, it is no longer Department 32 in the SMK, but Department 53 at the State Office for Schools and Education (under the direction of Martin Arndt) and the Schullogin team is looking forward to a continued close and profitable collaboration.

Saxon school database

The Saxon School Database (SSDB) project continues the cooperation between the Saxon State Ministry of Education and Cultural Affairs (SMK) and the TUD, which began with the development of the prototype of the database in 1999. The Saxon School Database, which is anchored at the SMK, records all publicly and privately run schools in Saxony and thus enables those searching to find a suitable school. For this purpose, the respective school information on staffing, teaching and learning opportunities, school life, support services, school programs, cooperations and much more can be accessed via the database.

Since May 2024, the digital team at the ZLSB has been supporting the SSDB, particularly in the area of application consulting for Saxon schools and other enquirers. As part of this, the public is informed about the possibilities and functions of the school database and given targeted support in researching schools. Schools as users receive advice and support in maintaining their school data. In this context, the SSDB project also helps to ensure that the database is continuously completed and kept up to date.

Project coordinator

Sindy Riebeck

- [Home page Schullogin](#)
- [Further information on the Schullogin project](#)
- [Digitalization in teacher training and schools](#)

Publications



Foto: PantherMedia / stokkete

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