

Teacher Education and Professional Development in Austria

1. Introduction

To get a better understanding of teacher education in Austria some information on the general education system of this country is essential. This offers an insight into peculiar structures that to some extent were already overcome in many other countries years ago.

A large percentage of children but not all go to kindergarten at the ages three to five. From age six to ten they attend primary school, from ten to 14 lower secondary school, and from 14 to 18/19 they go to upper secondary school. Another option is to leave school altogether at 15 after one more year of pre-vocational training. In this case they have to undergo three more years of part-time training in vocational schools combined with a vocational training (apprenticeship) at a company (dual system).

At the age of ten, children in Austria are separated to either continue their education in the Hauptschule, a comprehensive variant of lower secondary school, or in the Gymnasium (grammar school), a more academic and achievement-oriented form.

Pupils at Gymnasium can continue their education in the same school for eight more years (lower and upper secondary level) and finish it with A-levels. This diploma offer them access to all university study programs in this country. Less academic-oriented forms of upper secondary schools also offer A-levels. These institutions are mainly attended by those pupils that have left the Gymnasium after four years and pupils with high potentials that attended Hauptschule. These very popular upper secondary schools that last for five years offer programs in business, technical fields or kindergarten pedagogy do not only grant the A-level but at the same time job qualifications. There also exist separate upper secondary forms of the Gymnasium (Oberstufenrealgymnasium) that is mostly attended by former pupils of the Hauptschule in order to get their A-levels and by those dropping out of the long-term Gymnasium after four years.

Nowadays, the Austrian Gymnasium cannot be regarded as an elite institution any longer whose only objective is to prepare its pupils for successful university studies. In urban areas like Vienna or Graz up to 80 % of all pupils attend at least four years of Gymnasium, whereas in rural areas, sometimes due to a lack of a long-term-Gymnasiums with a lower secondary level, 70 % or more start with the Hauptschule and then continue their education at secondary level. In Austria it is an open secret that from grade 5 to 8 rural Hauptschulen often offer a more challenging program than the Gymnasien in larger cities. Nevertheless, the segregated school system still exists in Austria and is defended by an important number of people. In a recent survey 59 % of the Austrian population were against the abolishment of the two different school types at lower secondary level and in favor of the status quo (Die Presse 28. 04. 2004).

School is compulsory for nine years (nine grades) beginning at the age of six, with an additional three years of part-time schooling when doing an apprenticeship.

The legal base for modern education in Austria is the School Organization Act (Schulorganisationsgesetz) introduced in 1962. This act finally replaced regulations dating back to the Habsburgian Monarchy (until 1918) and the First Republic (1919-1938) (Buchberger/Seel 1999,12). It created a normative basis for schools with clearly defined rights and duties for pupils, teachers and everybody else involved. Since that time several amendments to the basic School Organization Act have been made keeping its basic structure unchanged (Friehs 2004, 28).

For decades all major legal decisions with regard to the Austrian education and training system needed a qualified majority in Parliament (two thirds of all parliamentary votes). Enacting education laws required the same procedures as constitutional laws which made them resistant to quick modifications should the government change. For years this led to stability and final consensus of all political and societal groups¹ but on the other hand also to rigidity and lacking flexibility.

¹ "Policy in Austria in general and education and training policy in particular follow a consensus model where many institutions, organisations and groups have to play important roles (e. g. as regards the development of national syllabi). This consensus model adopted reflects the political culture of Austria. Owing to the particular nature of Austrian politics, a preparliamentary space is of considerable importance. As regards teacher education in addition to the bodies mentioned above the following groups/"actors" are involved in this preparliamentary space. Churches (esp. the Roman Catholic Church because of the treaty between the Republic of Austria and the Holy See/Konkordat), various chambers (e. g. Federal chamber of economy/Bundeswirtschaftskammer, chamber of employees/Arbeiterkammer) and the Association of Industrialists/Industriellenvereinigung, the trade

Due to open discussions on a necessary restructuring of the education system in Austria in connection with disastrous results of a part of Austrian pupils in the PISA study, the qualified majority for passing school laws became history at the beginning of May 2005.

In addition to federal laws, for compulsory education there are also acts implemented by the parliaments of the nine federal states. Nevertheless, despite of the federal structure, centralism in school legislation cannot be denied. The Ministry of Education and Cultural Affairs possesses far-reaching authority and independence with regard to syllabi, textbooks as well as the structure and organization of teacher education in almost all aspects like duration of programs, structure of courses, certificates and exam regulations (Buchberger/Seel 1999, 35). Another important feature of the Austrian school system is its highly bureaucratic basis. Schools as institutions are subject to state administration with a clearly defined hierarchy and a high level of regulatory activity.

2. Pre-service training of Austrian teachers

Due to a lack of uniformity in the Austrian school system, teacher education is also very fragmented and takes place at different institutions depending on the school type and level future teachers want to work at.

2.1 Kindergarten

Education at pre-primary level (age 3-6) is mainly provided in kindergarten. Austrian law defines that education in kindergartens is not part of the school system. This implies that the education of personnel for kindergarten education is separated from teacher education and its institutions and may not be seen as a genuine part of teacher education in Austria.

union/Österreichischer Gewerkschaftsbund and its different organisations for different groups of teachers (e. g. for teachers educated at Colleges of Teacher Education, teachers educated at University), teacher associations/Lehrervereine of the different political parties, Universities (e.g. conference of rectors), institutions of initial teacher education and administration (e.g. staff of Ministries and Local Education Authorities)” (Buchberger/Seel 1999, 78; cf. Popkewitz 1993).

The education of kindergarten staff is organised at separate schools at upper secondary level (Bildungsanstalten für Kindergartenpädagogik). These nursery schools have training schools of their own (Übungskindergarten), where pupils do their teaching practice within the normal syllabus. Teaching staff at these institutions consists of two different groups. General subjects are taught by teachers who have obtained a masters degree in two subject disciplines from a university. The same applies to teachers for educational studies or psychology who need a degree in the respective subject. Methodology lessons and clinical supervision are offered by experienced kindergarten staff members. All nursery schools have to follow the national syllabus.

Nursery school lasts for five years and ends with A-level exams. Graduates can either apply for a job at a kindergarten right away or continue studies at higher education institutions.

2.2 Compulsory education

Teachers that intend to obtain a teaching certificate for elementary school (grades 1-4), Hauptschule (grades 5-8; lower secondary level), polytechnical courses (grade 9) or special education (grades 1-9) have to attend Colleges of Teacher Education (Pädagogische Akademien). They were established in 1967/68 as schools at post-secondary level for the initial education of teachers at primary school level, teachers for special education and a part of teachers at lower secondary level (Hauptschule and Polytechnische Schule). There are nine State College of Teacher Education, and another five colleges are run by the Roman Catholic Church in Austria.

The staff of Colleges of Teacher Education consists of professors of educational sciences and/or academic disciplines who have at least a masters degree, six years of teaching experience with excellent assessments and documented research results (publications).

A second group are lecturers in subject didactics who either have to hold an academic diploma of a university or a teaching certificate of a College of Teacher Education. Research activities and teaching experience of at least six years are also required. The third group

consists of teachers at training schools (Übungsschulen) that have to fulfil similar criteria for being appointed as lecturers.

Applicants who want to study at these colleges are required to have obtained qualified school leaving certificate of an upper secondary school (A-levels). Preparatory courses are offered for applicants with experience in various occupations who do not hold a school leaving certificate of an upper secondary school but may take an entrance examination (Studienberechtigungsprüfung).

Going back to a “seminaristic tradition” (“ecole normale tradition”) the programs of Colleges of Teacher Education consist of four components: educational sciences, academic studies, subject didactics and teaching practice (Buchberger/Seel 1999, 38). They offer separate programmes for prospective teachers for the four types of schools mentioned above. All four programmes have to follow a national syllabus. They last a minimum of three years (six semesters) and consist of 168 weekly units of tuition which equals around 2500 units (45 minutes each) of tuition. All students have to choose a first subject (either German, English or Mathematics) and a second subject (out of a list of another twelve school subjects).

Colleges of Teacher Education may also offer additional programs, for example in the fields of multicultural education or information and communication technology to even further qualify interested students. Studies at Colleges of Teacher Education are usually completed with a final examination (Lehramtsprüfung). After having passed this exam students are able to apply for a teaching post without being obliged to take part in another training program.

Each College of Teacher Education has a training school (Übungsschule) of its own, where students do part of their teaching practice. Many teachers at these training schools are involved in research and the development of innovative practice (e. g. new methods of teaching and learning). Teaching practice is organized in small groups, where one supervisor of the college, three co-operating teachers and around eight students form a quality circle (cf. Brenn et al. 1997; Buchberger et al. 1997).

In 2007 Pädagogische Akademien will become Pädagogische Hochschule and thus change their status from institutions of post-secondary to tertiary level. Then Austria will finally follow the same path as most of the other EU-member states and offer all teacher education –

with the exception of kindergarten teachers – at university level. Also the still existing lack of permeability among existing teacher education programmes will be overcome, as graduates from Colleges of Teacher Education will be able to continue their studies at universities.

The programs at Colleges of Teacher Education last for six semesters and students have to attend approximately 2500 units of tuition. Therefore, independent, problem- and research-oriented learning of students cannot take place in such a short time. Experts recommend either a redefinition of aims and tasks of the curricula of teacher education at compulsory level or the introduction of an induction period after having completed the program and before entering the teaching profession (cf. Buchberger/Seel 1999).

Also the fact that expectations on the different programmes seem to be too high is widely criticized. Teachers for elementary school and special education have to train for all subjects of these forms which is regarded as an obstacle against a profound academic education. A solution could be the introduction of specialization studies in two subjects taught in elementary school or a reduction of the training in all subjects in favor of a more academic approach. A more promising model seems to be a prolongation of the programs to a four-year period.

Teachers for lower secondary school (Hauptschule) are obliged to study two academic disciplines in addition to educational studies, subject didactics and teaching practice. The profoundness of this education program is also in question due to its short duration. A stronger academic orientation and a closer link with university programs are among improvement proposals.

2.3 Gymnasium and Upper secondary schools

Teacher education for teachers at the Gymnasium and upper secondary schools has taken place at universities for a very long time. It has its roots in an “academic tradition” influenced by the Humboldtian principle of “Bildung durch Wissenschaft” (“education through science”) and is still mainly focused on the study of academic disciplines.

For more than hundred years universities had only been obliged to provide the theoretical foundations in two academic subjects and pedagogy for (prospective) teachers who after completion of their studies at university had to take a state examination (“Lehramtsprüfung für Höhere Schulen”). School administration was responsible for this examination. Having passed this state examination graduates had to go in for a practical training at schools that was organized and supervised by school administration as well.

The regulations of 1971 that came into force in 1985 introduced teacher education at university as a masters program/Diplomstudium. Finally it became comparable to other branches of research-oriented fields of study and lasts for nine semesters. These programs now end with a final exam at the university and a graduation at tertiary level. Teacher education at universities takes place in a one-phase form consisting of studies in two academic subject disciplines, educational studies and studies in subject didactics. Moreover, school practice courses on a short-time basis have to be passed.

Staff for educating future teachers usually consists of two groups. Lessons in academic subject disciplines and subject didactics and in educational sciences are offered by professors and lecturers of the various subject departments. Staff of centers for school practice (Zentrum für das Schulpraktikum) are responsible for the school practice of prospective teachers. Teaching staff in teacher education is neither obliged to have experience in teaching at schools nor to hold a teaching diploma or certificate. Therefore often a lack of “practical knowledge” can be observed and only theoretical information is transmitted.

Applicants need a school leaving certificate of an upper secondary school (A-level) or have to pass the Studienberechtigungsprüfung (cf. entrance requirements of the Colleges of Teacher Education). Students in teacher education programs have to choose two academic disciplines that cover around 85 % of their study load. The remaining 15 % are dedicated to educational studies, subject didactics and school practice. Students have to prepare a diploma thesis in one of the two subject disciplines they study. This implies that they are actively involved in scientific research in one of their subjects. Because of this and the limited amount of time devoted to studies in educational sciences prospective teachers have only very limited opportunity to get involved in research on professionally relevant topics in educational sciences or subject didactics (cf. Buchberger/Gruber 1996). The curricula for teacher education at universities often convey the impression that there is some kind of “superiority”

of knowledge in academic disciplines compared to knowledge in educational sciences and professional competence. This attitude can also be observed with teacher students.

After a study period of at least nine semesters students can take a final exam and with its successful completion obtain a masters degree (Lehramt an Höheren Schulen). Nevertheless, they still have to complete an additional year as “novice teachers” at a school (Unterrichtspraktikum) before they are regarded as “full” teachers.

A big problem in teacher education at university level is the unclear structures of responsibility. Within the university four institutes and/or departments have to share responsibility for teacher education. Departments of academic disciplines hold the main responsibility for the programs. In addition departments of educational sciences have to take responsibility for educational studies and centers for school practice for the practical part of the whole program.

Subject didactic courses are regarded as part of the academic studies and offered by the respective departments. There is usually no link to the department of educational science. As a consequence rather narrowly conceived conceptions of subject didactics reduced to subject methodology prevail (cf. Seel 1998).

Moreover, study time devoted to the “professional” parts of the programs is rather restricted. This applies to educational studies as well as to school practice and subject didactics. As a supremacy of subject disciplines can be observed in teacher education, contact with topics and problems of professional relevance is very limited. Studies in the academic disciplines especially during the second part of the study programs should be much more oriented at the needs of schools and their future teachers.

2.4 Compulsory vocational education

Teachers for vocational schools (grades 10-12/13) and practical subjects in vocational schools at upper secondary level (grades 9-11/13) are educated at one of four Colleges of Vocational Teacher Education (Berufspädagogische Akademie) in Austria.

To be accepted at these colleges an applicant either needs a qualification as a master craftsman or an A-level certificate after at least thirteen years of schooling, at least two years of experience in a trade and participation in special introductory courses at in-service institutes for vocational teachers (Berufspädagogisches Institut).

All programs for the different types of teachers at vocational schools normally last two years and have to follow a national syllabus. They consist of subject studies, methodology and teaching practice and end with a final examination (Lehramtsprüfung). After successful completion of this exam students get a teaching certificate for vocational schools.

2.5 Commercial subjects in commercial schools and technical subjects in technical schools at upper secondary level

Teachers for commercial subjects in upper secondary schools (grades 9-11/13) are educated at the institutes of business education at universities. Requirements for entry are identical to those of teachers at other secondary schools. The programs take nine semesters and consist of theoretical studies in business administration, subject didactics, educational sciences and teaching practice. On successful completion of the diploma course including the preparation of a diploma thesis students receive a masters degree in business education. Employment as a fully-fledged teacher is possible only after two years of experience in a profession being of relevance to the subjects to be taught in these types of schools.

Students may submit their diploma thesis in business education or in educational sciences. The first option is much more popular, however, because it offers better opportunities for those candidates that later do not want to join the teaching force but try to get a job in private business.

Teachers for theoretical subjects in technical schools at upper secondary level (e. g. engineering or construction) have to hold university degrees in their fields of specialization which can usually be obtained after five years of study at a technical university. Professional teacher education is not available for this type of teacher. An employment as a teacher requires experience of at least two years in a relevant profession and a short introductory

course organized by the Pädagogische Institut. For teachers at secondary schools and colleges for agriculture and forestry comparable regulations apply.

2.6 Religious studies

Teachers for religious studies are either trained at the Faculties of Theology at universities or at Colleges of Religious Teacher Education. The former are qualified to teach at Gymnasien and at upper secondary institutions, the latter at compulsory level.

3. Internships

With regard to teachers at compulsory level the one-phase approach in their education implies that graduates of Colleges of Teacher Education have the status of fully-fledged teachers. A former “probationary period” was abolished by the School Organization Act in 1962, so graduates can start teaching right away.

Teachers who want to work at upper secondary levels and/or at the lower level of a Gymnasium have to finish their studies at university first. The second part of their training is organized by the Local Education Authority and consists of a period of practice at a school (“Unterrichtspraktikum”) that lasts for one school year. “Novice teachers” teach both of their subjects with a reduced teaching load but in a rather independent way. They have a supervising mentor at their side who is an experienced teacher with a special training. He/she is also the one who evaluates the novice’s performance at the end of the practical year. This time can be a very challenging and successful one, but also frustrating depending mostly on the mentor.

In addition to the teaching load young teachers are obliged to follow courses at the Pädagogischen Institut that are mostly run by experienced teachers as well. These courses are also organized by the Local Education Authorities and comprise subject related topics, as well as classes in pedagogy, school law and psychology. Only after the successful completion of this year has the novice reached the status of a “full” teacher at secondary level. The

introduction of this “Unterrichtspraktikum” as a compulsory element has restored an important influence of school administration on teacher education. On the other hand, it is a valuable opportunity for young graduates to take their first professional steps within a “protected environment”.

4. In-service Teacher Training

In Austria the in-service teacher training has not been given the importance it actually deserves yet. This view is supported by the fact that there exists an enormous imbalance between resources and funds available for initial teacher education compared to the expenditure on continuous training. In-service teacher training usually takes place at special colleges (Pädagogische Institute) and is offered by professors, experienced teacher colleagues or experts in a certain field.

In order to be able to meet the needs of teachers of all school types, in-service teacher training colleges are sub-divided into several departments corresponding to the main school types, e. g. departments for upper secondary commercial schools, upper secondary technical schools or Gymnasien. Seminars may be offered for teachers of one or several subjects or for teachers of one or several school types.

Interested teachers have to apply for acceptance in a seminar and do not have to teach during the time of their training. They can only take five days off for professional development every year. If this is enough for efficient teacher training is more than doubtful as not many courses are offered during times of vacation.

Also “further education” courses are offered. Teachers who are interested in these courses eventually receive a certificate for special tasks such as school management, intercultural education, or information and communication technology. The Pädagogische Institute also are involved in the one-year Unterrichtspraktikum of novice teachers, carry out certain research and development projects and provide support in school improvement projects (cf. Posch 1996).

Separate in-service teacher training colleges have been established for teachers of religious studies (Religionspädagogische Institute) and for teachers in the field of agriculture and forestry (Land- und forstwirtschaftliches Berufspädagogisches Institut).

Budgetary and curricula matters of Pädagogische Institute are regulated by directives and guidelines issued by the Federal Ministry of Education, Science and Culture and the respective Regional Education Board.

It is also worth mentioning that school-based in-service training has been developed increasingly all over Austria. Topics offered vary and are mostly adjusted to the immediate needs of the schools and teachers involved. School management, computer studies, classroom management or multicultural education are only a small selection of topics that have become more popular lately.

More coherent models of in-service teacher training which focus on the school as comprehensive unit of improvement (e. g. organization development) can only be observed to a limited extent (cf. Buchberger 1997). On the other hand, Austria does not have a strong tradition in team work among teachers. The attitude of being a “lonely fighter” behind closed classroom doors still dominates in Austrian schools. Pre- and in-service teacher education still lacks special programs that would help to improve the ability to cooperate within school, even though first improvements can be observed due to the challenges related to decentralisation and increased autonomy of institutional settings.

In conclusion it should be mentioned that in-service training is compulsory for all Austrian teachers. This, however, does not necessarily mean that it has to be completed at a Pädagogische Institut. A teacher can also attend seminars offered at European level or do his/her studies in a completely independent way. Only when major innovations are introduced into schools, in-service teacher training can be made compulsory at the institutes (e. g. introduction of a foreign language in elementary schools or introduction of information and communication technology at lower secondary level).

Efficiency and effectiveness of the in-service training institutes are often criticized especially by teachers at upper secondary level. Their offers often do not meet the needs of the teachers. Also the quality of the seminars sometimes leaves a lot to be desired. On the other hand, do

teachers at elementary and Hauptschul level seem to be quite satisfied with the programs, as more than 80 % of teachers of these types of schools participate on a regular basis (approximately 4.5 days per year) (cf. Buchberger 1996).

5. Conclusion

Since Austria has become a member of the European Union in 1995 education policies and education policy documents of the European Commission have had a major influence on Austrian education policies. “Although education policies of the European Commission mainly operate in an indirect way, they have strong impact on definitions of problem-spaces and rhetorics adopted in the education discourse” (Buchberger/Seel 1999; cf. Novoa 1996).

In combination with predominating neo-liberal ideologies the education discourse in Austria seems to have been dominated by the following issues: quality of human resource development including the notion of life-long learning; organizational, administrative and economic re-structuring of the education sector under the aspect of quality management; internationalization, globalization and mobility; increasing importance of new multimedia technology; and the implementation of a European Dimension into the education system.

According to Buchberger (1998; cf. Seel 2004) adopting issues and criteria defined in education policy document of the European Commission (e. g. “Teaching and learning: towards the learning society”) new approaches in Austrian teacher education might lead to the following results:

- lifelong learning by means of continuous education and training of teachers and flexible models of qualification
- restructuring of curricula and programs of teacher education by strengthening the orientation towards dynamic qualifications and flexibility
- curricula that are more compatible to European standards (adoption of the ECTS)
- solving of problems of academic as well as professional recognition of (teacher) diplomas
- development and offer of additional open distance learning programs

- improvement of vocational education and teacher training in this field
- improved implementation of multimedia
- promotion of the European dimension in education, especially with regard to a competence in three languages

Except for teachers in special education and for teachers of technical subjects at upper secondary level there is an increasing surplus of (young) teachers. At the same time the average age of Austrian teachers is over 40 years and frequent retirements may not be expected in the near future. This fact implies that many children and juveniles are taught by teachers who are members of their grandparents' generation.

Coherent measures to solve this problem have not been taken yet. But it seems more than urgent that efficient continuous education of teachers is made compulsory across all levels of education and effective support structures are introduced as soon as possible (cf. Posch 1996). Opportunities for sabbaticals for teachers opened up in 1998 should be extended in the future to reduce burn-out syndroms and broaden the horizon of members of the teaching force.

6. References

- Altrichter, H./Posch, P. (1992): Schulautonomie in Österreich. Studienverlag, Innsbruck.
- Beernaert, Y./van Dijk, H., Sander, T. (1993): The European Dimension in Teacher Education. ATEE, Brussels.
- Beck, U. (1997): Was ist Globalisierung? Suhrkamp, Frankfurt.
- Brenn, H. et al. (1997): Berufspraktische Studien. Studienverlag, Innsbruck.
- Buchberger, F. (1993): Teacher Education Models and Policies in Europe. In: G. aragoezoglou (Ed.): The Policies and Models of Teacher Training in the Council of Europe Member States. Izmir-Strasbourg (1-13)
- Buchberger, F. (1994): Teacher Education in Europe - Diversity versus Uniformity. In: Galton, M./Moon, B. (Eds.): Handbook of Teacher Training in Europe. Fulton, London (14-51)
- Buchberger, F. (1996): LehrerInnenausbildung. In: H. Pelzelmayer (Ed.): Entwicklungsgrundlagen für das österreichische Schulwesen. BMUK, Wien
- Buchberger, F. (1997): Den Qualifikationsbedarf von Schulen decken. Gutachten für das BMUK, Wien.
- Buchberger, F. (1998): Success for All? In: S. Molina (Ed.): Measures to Combat Failure at School. Zaragoza.
- Buchberger, F./Seel, H.:
- Buchberger, F. (1999): (Bildungs-) Politiken in der EU. In: H. Astleitner, H.-J. Herber. Studienverlag, Innsbruck.
- Buchberger, F./Byrne, K. (1995): Quality in Teacher Education. In: European Journal of Teacher Education (Special Issue 1/2-1995).
- Buchberger, F./Eichelberger, H./Klement, K./Mayr, J./Seel, A./Teml, H. (1997): Seminardidaktik. Studienverlag, Innsbruck.
- Buchberger, F./Greaves, A./Kallos, D./Sander, T. (1996): From the first to the second generation of European action programmes. In: T. Sander, F. Buchberger, A. Greaves, D. Kallos (Eds.): Teacher Education in Europe. Osnabrück (7-17).
- Buchberger, F./Gruber, K.-H. (1996): Teacher Education in Austria: Description and Analysis. In: T. Sander, F. Buchberger, A. Greaves, D. Kallos (Eds.): Teacher Education in Europe. Osnabrück (19-46).

- Buchberger, F./Seel, H. (1999): Teacher Education in Austria: Description, Analysis, and Perspectives. In: T. Sander, F. Buchberger, A. Greaves, D. Kallos (Ed.): Teacher Education in Europe: Evaluation and Perspectives. Osnabrück 11-42.
- Buchberger, F./Riedl, J. (Eds.) (1987a,b, 1989a, b): Lehrerbildung heute - Kommentar zum Lehrplan der Pädagogischen Akademie. Gutenberg, Linz
- Buchberger, F./Schürz, P. (1997): Europa an der Pädagogischen Akademie. Berichte aus den Instituten 1, Linz.
- Delmartino, M./Beernaert, Y. (1996): Teacher Education and the ERASMUS programme. In: T. Sander, F. Buchberger, A. Greaves, D. Kallos (Eds.): Teacher Education in Europe. Osnabrück (415-437)
- Einem, C. (1998): Weissbuch zur Hochschulbildung in Österreich. BM für Wissenschaft und Verkehr, Wien.
- Entwicklungsausschuss (1993): Qualifikation für pädagogische Berufe. BMUK, Wien.
- European Commission (1993): The European Dimension of Education. Brussels
- European Commission (1996): Teaching and Learning: Towards the Learning Society. Office for Official Publication, Luxembourg.
- Eurydice (1998): Structure of education systems. <http://www.europa.eu.int/en/comm/dg22/>
- Fried, M. (1995): Europaerfahrung im Bereich der ERASMUS Studentenmobilität. In: Heissenberger, M. (Ed.): Das ERASMUS Programm im nicht-universitären Ausbildungsbereich. Bebko, Wien.
- Friehs, B. (2004): Einführung in die Theorie der Schule. Leykam, Graz.
- Gassner, O./ Brunner, I./ Kohler-Spiegel/ S., Teiner, M. (2002): Teacher education in Austria in 2002. In: Gassner, O. (ed.). Strategies of change in teacher education. Feldkirch: PA, 15-28.
- Gassner, O./ Schratz, M. (2000): Austrian teacher education systems. In: Paiva-Campos, B. (ed.). Teacher education policies in the European Union. Lisbon: INAFOP, 127-136.
- Gruber, K.-H. (1990): Sekundarschullehrerbildung in Europa. Ein dokumentarisch-vergleichender Überblick. In: W. Lenz, C. Brünner (Ed.): Universitäre Lernkultur. Böhlau, Wien (80-95)
- Heissenberger, M. (1998): COMENIUS - Aktion 1. In: J. Leidenfrost (Ed.): Sokrates in Österreich. BMUK, Wien (40-66)
- Krainer, K./Posch, P. (1996): Lehrerfortbildung zwischen Prozessen und Produkten. Klinkhardt, Bad Heilbrunn
- Leidenfrost, J. (1998): Sokrates in Österreich. BMUK, Wien

- Mayr, E. (1994): Weitere Gedanken zur Reform der Lehramtsstudien. BMWF, Wien
- NAP (1998): Nationaler Aktionsplan für Beschäftigung. Wien
- Neave, G. (1987): Challenges Met: Trends in Teacher Education 1975-1985. Council of Europe, Strasbourg
- Neave, G. (1992): The Teaching Nation. Pergamon, Oxford
- Novoa, A. (1996): The construction of the European. In: H.Simola, T.Popkewitz (Eds.): Professionalization and Education. Helsinki University (28-51)
- OECD (1995): Education at a Glance. Paris.
- Pelzelmayr, H. (Ed.) (1996): Entwicklungsgrundlagen für das österreichische Schulwesen. BMUK, Wien.
- Popkewitz, T. (1993): Changing Patterns of Power. SUNY, New York
- Posch, P. (1996): Unterstützende Infrastruktur. In: H. Pelzelmayr (Ed.) (1996): Entwicklungsgrundlagen für das österreichische Schulwesen. BMUK, Wien.
- Posch, P./Altrichter, H. (1997): Möglichkeiten und Grenzen der Qualitätsevaluation und Qualitätsentwicklung im Schulbereich. Studienverlag, Innsbruck.
- Sander, T./ Buchberger, F./Greaves, A./Kallos, D. (Eds.) (1996): Teacher Education in Europe. Osnabrück.
- Schratz, M. (2002): Personalentwicklung als pädagogisch Führungsaufgabe. In: Erziehung und Unterricht 5-6, 722-731.
- Seel, H. (1995): Die österreichische Schule im Umbruch. In: Unser Weg 4.
- Seel, H. (1996): Die Entwicklung der österreichischen Schulverwaltung. In: BMUK (Ed.): Verwaltungsqualität – Unterrichtsqualität. Innsbruck.
- Seel, H. (1997): Entwicklungsmöglichkeiten der Sekundarstufe II. In: Persy/Tesar (Ed.): Die Zukunft der 14-19jährigen. Wien.
- Seel, H. (1997): Randbemerkungen zur Schulautonomie. In: Erziehung und Unterricht.
- Seel, H. (1998): Didaktik und Fachdidaktik. <http://www.tntee.umu.se/>
- Simola, H./Popkewitz, T. (Eds.) (1996): Professionalization and Education. Helsinki University.
- van Daele, H. (1997): Education comparee et education internationale: problemes linguistiques. In: C. Kodron et al. (1997): Vergleichende Erziehungswissenschaft. Böhlau, Köln (173-181).
- Vaniscotte, F. (1989): 70 millions d' eleves. Hatier, Paris.