



GÖTEBORGS UNIVERSITET

# **Induction into teaching.**

**A comparison of policies, processes and outcomes  
in Sweden and Germany.**

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## Abstract

Titel: Introduktionsperioden för lärare. En jämförelse av strategier, processer och resultat i Sverige och Tyskland.

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This study compares the novice teacher induction period schemes of Sweden and the federal state of Hesse in Germany and subsequently discusses the results from a sociocultural perspective. In line with this purpose, the study investigates how the two schemes are compared to each other with respect to (1) the frameworks that guide the induction, (2) the processes involved, and (3) the outcomes reported. The data was collected from policy documents, other steering documents and research studies in the field. They were subjected to a content analysis around the thematic areas in line with the research questions. The results show that the differences in the frameworks directly have implications for the embedded processes. Both steer the quality of the outcomes of the respective scheme. After coding the data concerning the processes and outcomes, several subthemes were chosen to group the data. Concerning the processes these are 1) entrance requirements and placement process, 2) course of the induction period and aims and objectives, follow-up and assessment as well as 4) support and relationships. The data collected from research studies was organised in three subthemes after an initial coding: 1) outcomes in relation to the pressure and stress experienced by novice teachers, 2) outcomes in relation to communicative and context related processes and finally 3) outcomes in relation to structural framework conditions. These results are discussed in line with previous research and under a sociocultural perspective and implications are offered for induction practice and further research.

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# 1 Introduction

The need for highly qualified teacher who stay on a long-term basis in the profession is growing, not only in countries like Germany and Sweden but internationally. Aside from the rising teacher shortage, the experienced loss of quality triggered by *PISA shocks* provokes regular flare-ups of discussions on necessary reforms of both country's teacher education programmes. High quality teachers and school education are considered to play a crucial role for society and prosperity in both countries and therefore incite political intervention (e.g., Wermke, 2011, Doil & Pietzner, 2022, Åstrand, 2023, Fransson et al., 2018 on the “mega-narrative for education systems” (p. 244)). While scientific studies on novice teacher induction periods are less common than studies focusing on other parts of the teacher education in both countries (e.g., Peitz & Harrings, 2021b, Doil & Pietzner, 2022, Abs & Anderson-Park, 2020), the public debate is often heated. In Germany, it traditionally focuses on individual and subjective negative experiences and a great number of experience-based advice literature (Peitz & Harrings, 2021b). There is less public debate on the content or outcomes of the Swedish novice teacher induction period, and a google search comes up mainly with articles on the problem that too few novice teachers undergo it. In terms of scientific research, Hallsén (2013) identified four central categories of Swedish research in relation to teacher education: “teacher education’s relation to the teaching profession and student perceptions of their education, the content of teacher education, the governance and reform of teacher education and the history of teacher education” (in Åstrand, 2023, p. 79).

Taking into consideration the interest in novice teacher induction periods in both the public and the scientific sphere, combined with the challenges schools, teachers and education systems experiencing, the current study has a high relevance. Teacher education programmes and novice teacher induction periods are designed, implemented and evaluated depend on sociocultural and political traditions as well as on what is considered good education and good teaching in the respective country. Applying a comparative approach, the present study includes data sources in different languages. This fact and the differences between the two teacher education systems of Sweden and Hesse (and Germany in general) produce a considerable amount of different technical terms. Even though these terms partly are defined by different underlying concepts, research studies tend to apply one common term to cover similar phenomena. An example from this study are the target groups for the novice teacher induction period, respectively *newly examined teachers* in Sweden and *teacher trainees* in Hesse. To increase the text’s readability, the present study report follows scientific custom and refers to both groups with the term *novice teacher*. The Swedish novice teachers are already certified and accredited teachers while their German counterparts did not complete all *phases* of their teacher education yet and will only receive their accreditation after the successful completion of the induction period and the final second state exam.

Mentoring is present in the Swedish teacher induction since 2001 (cf. Morberg, 2012, Lindgren, 2007), but a proper, then compulsory, novice teacher induction period (*introduktionsperiod*)

was only introduced in connection with the reform of teacher education in 2011. At this moment, a separate accreditation for teachers delivered by the National Agency for Education (*Skolverket*) after the successfully completed induction period was introduced. Based on mainly administrative and financial arguments, the compulsory character of the induction period was abandoned only three years later in 2014 (Fransson et al., 2018, Utbildningsutskottets betänkande 2013/14:UbU17). In contrast, the novice teacher induction period has been part of Hessian, and German, teacher education for a very long time and is intrinsically linked to teachers being civil servants (see chapter 6.1.1). For the purpose of better readability, the present study uses again the common term of *novice teacher induction period* to describe both the induction period in Sweden and the second phase of Hessian<sup>1</sup> teacher education. The Eurydice report from 2018 on teaching careers in Europe defines the term as “[...] a structured support phase provided either for teachers new to the profession or for prospective teachers. During this phase they carry out wholly or partially the tasks incumbent on experienced teachers and are remunerated for their work. Induction has important formative and supportive components; it usually includes additional training as well as personalised help and advice (p. 51).”

The state of Hesse in the Federal Republic of Germany and Sweden were chosen as examples for the comparison of two very different approaches in order to gain more understanding of structural factors influencing the outcomes of novice teacher induction programmes in general and give indications for future research on and development of quality of professionalisation.

## 2 Purpose and research questions

The purpose of this study is to analyse the novice teacher induction period schemes of Sweden and the federal state of Hesse in Germany and subsequently discuss the results from a sociocultural perspective.

Three research questions guided the reading of the materials and the data collection:

- 1) How do the two novice teacher induction period schemes compare to each other in respect to their respective frameworks based on policy documents?
- 2) How do the two novice teacher induction period schemes compare to each other in respect to the encompassed processes described in different kinds of steering documents?

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<sup>1</sup> There are several different terms used in the different federal states of Germany. In case of Hesse, the term *Vorbereitungsdienst* (preparation service) is used in the conceptual documents, but to particularly describe the induction period for *Gymnasium*-teachers the alternative term of *Referendariat* is equally applicable. The latter is also the term widely used in colloquial language.

- 3) How do the two novice teacher induction period schemes compare to each other in respect to the reported outcomes in research literature?

### **3 Literature review**

The research on novice teacher induction periods in Europe received a boost around the year 2010/2011 when the European Commission and the OECD published studies and recommendations on training programmes for new teachers, pointing out the importance of good quality programmes and the desultoriness and lacking coherence of most of the existing programmes (European Commission 2010, OECD 2011). In the period from 2013 to 2018 very few research on aspects of teacher induction periods in Sweden and Germany was published. Concerning the research into the German induction periods, there is a higher research interest again since 2019. Due to several bigger reforms of the states' novice teacher induction period schemes, mainly recent research and literature is used to source data in the present study.

The major focus of the research on German teacher education still lies on the university-based part, but a recent anthology covering a wide range of different research focuses is Peitz and Haring (2021a). There are a few compilations on the differences and commonalities of the frameworks and programmes of the different federal states (Wermke, 2011, Kunz & Uhl, 2021, Abs & Anderson-Park, 2020). Both Merzyn (2021) and Schubarth and Speck (2021) focus on strengths and weaknesses of the German schemes, while Bernholt et al. (2023) present an extensive literature review focusing on existing research and desiderata to investigate. Additionally, Wermke (2011) compares the German commonalities to the then still compulsory Swedish programme. The research covering the impact of induction periods was mainly published during the last five years and mainly consists of survey-based case studies, while experimental studies are lacking (cf. the literature review in Abs & Anderson-Park, 2020). In 2018, Gerlach (2018) still pointed out the research desiderata on the impacts of the novice teacher education, while Abs and Anderson-Parks (2020) analysis shows a small progress in trying to close this gap from 2018 onwards. Several recent studies focus on different aspects and processes creating stress for the novice teacher and thereby jeopardizing the intended outcomes of the induction period (e.g., Dietrich & Faller, 2021, Horstmeyer, 2021, Reese-Schnitker, 2021). The impact of relationships and support structures are another field of research that recently received more attention (e.g., Richter & Richter, 2021, Kärner et al., 2021).

Similar research conditions apply to the existing literature on the novice teacher induction period in Sweden. Though frequent studies on the effect of mentoring are conducted, there is very few research focusing on the induction period scheme giving indications on implied and realised results. Fransson et al. (2018) compare the novice teachers induction period schemes in Sweden, Australia and Scotland focusing on the "human elements" and discussing the respective focus on content related and pragmatic knowledge. Although Åstrand (2023) primarily focuses on the initial teacher education, he also discusses teaching as a profession and professional development and offers some insights which can be applied to novice teacher

induction as well. An example for the long-standing interest in the processes and effects of mentoring is Lindgren (2007). After the obligatory scheme was discarded, studies on e.g., mentoring were still conducted, but only very few concerning other aspects of the novice teacher induction period.

## 4 Theoretical perspective

The results presented in this study show that novice teacher induction period schemes are closely linked to the cultural environments around them. On one hand, these cultural traditions can be found on the macro-level, like a state's traditions in teacher education, sovereignty over education and the status of teachers and schools. On the other hand, they can be found on the micro-level of individual schools, teacher education sites and even teams of teachers and individual mentors. Additionally, the results show the prominent place communication takes in the implementation of novice teacher induction periods. Säljö (2022) calls this the “situated interaction between teacher and student” (p.111). These two are key concepts of the sociocultural perspective and therefore this theory was chosen to interpret the study's results.

The sociocultural theory, originating from Lev Vygotsky's work, concentrates on the concept that development never happens isolated but are closely linked to the culture they happen in and the particular tools the latter uses to mediate learning. In contrast to the behaviouristic and constructivist theories, Vygotsky asserts that higher cognitive processes needed a medium/instruments to be developed. He divided those in intellectual and physical instruments but most of the later advocates of the sociocultural theory argue that they are closely linked and should be considered one whole. Most physical instruments include intellectual instruments (e.g., language, ciphers, letter) to be used and the other way around. Theory and practices are going hand in hand in people's development and work. One needs to know the theory, *how* things work, to be able to apply the tools and to execute one's professional tasks (Lundgren et.al, 2020). A particular position in the group of mediators is given to language as a means of communication and to develop into *thinking beings*. Language is considered having a double mediator function inside one person and between persons to “form our thinking” (Lundgren et.al, 2020, 279). Another term, the sociocultural theory uses is *appropriation*<sup>2</sup>. It describes how one gets to know something new, starts copying it and eventually mastering it independently and being able to transfer and apply it in new situations. Only when communication between people happens, knowledge and experiences become available for learning (Säljö, 2022).

Vygotsky emphasized the importance of guidance and support through a more experienced peer for the success of learning/development processes. The latter are considered happening constantly and make it possible to continue learning things that are close to what already has been learnt/appropriated. Vygotsky developed the concept of “zones of proximal development” which describe the areas where learning can happen successfully. These are areas that persons are not knowledgeable about yet, e.g., tasks they can't execute by themselves yet, but which

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<sup>2</sup> Cf. Säljö, 2022, 103: Table showing the different stages of appropriation on two examples.

can be mastered with the support of a teacher/more experienced peer. Later, Wood, Bruner and Ross developed the term *scaffolding* to describe and define this support further (Säljö, 2022). Nevertheless, if the gap between the existing knowledge and the matter to learn is too wide, the learning process will fail, even with support given (Lundgren et.al, 2020).

Apart from these well-known concepts, Murphy (2022) points out the following additional concepts in her study on science teacher education: dramatic collisions as learning opportunities and preconditions for the development of the ability of reflection, the interaction of the novice teachers' ideal practice in their mind with the actual executed practice in reality, and the novice teachers' imitation, in the sense of observation and emulation, of more experienced teachers as a part of the learning process. Even though she is concentrating particularly on science teachers, some of her interpretations and conclusions can be transferred and applied to the focus of the present study. Both Murphy (2022) and Säljö (2022) emphasise, that development is seen as a continuous process in the sociocultural theory. In case of teachers and their professionalisation it starts with the beginning of their university studies and only finishes when they retire.

Newman and Latifi (2021) are very critical about the use of Vygotsky's theories and terminology due to several factors. One of the factors they take up, and that is also important to the present study, is, that most researchers read Vygotsky in a translated version. Concepts and terms are intrinsically linked to the language and cultural tradition they are coming from. The transfer and application of Vygotsky's concepts to the Swedish and German context as done in this study, can be seen critically through Newman and Latifi's (2021) eyes. Further, they point to the different amount of importance given to the different concepts by different researchers and raise the issue of the questionable authorship of some. Acknowledging this, the present study applies the concepts attributed to Vygotsky consciously in their common Western/English-speaking interpretation. They might not correspond entirely with Vygotsky's intended interpretation, but they still constitute a valid tool for the data analysis in this present study due to the tacit agreement on a particular way to read and interpret them.

## 5 Method

### 5.1 Research strategy and method

This study is designed as a comparative case study focusing on the novice teacher induction period schemes of the federal state of Hesse in Germany and Sweden. Choosing the strategy of case study followed the reading of Denscombe (2018). He described a *case* as a "naturally occurring phenomenon" (p. 85) which existed before the study and will exist afterwards. Novice teacher induction period schemes have a clear "identity" (p. 85), and every scheme can be studied on its own, while, at the same time, being part of the bigger "category" (p. 86) of novice teacher induction schemes and sharing common characteristics with others in this category. The present study focuses on in-depth results and aims at exploring and describing the complexity of the two schemes: how they compare in relation to framework, processes and outcomes,



taking into consideration the different backgrounds and underlying characteristics. Denscombe (2018) points out that case studies rather look at the “case as a whole” and how the different elements interact and influence the whole (p. 88). This study of novice teacher induction period schemes is designed with Denscombe’s (2018) purposes for case studies in mind: it focuses on exploration and covers two of Denscombe’s listed purposes: a description (of framework, processes and relations) and a comparison (cf. p. 89). Denscombe (2018) describes the limitations of case studies concerning how representative and transferable the data from just one case is. Taking into consideration that this is a small-scale study, the results of this study must be judged on the extend of transferability to other cases (cf. p. 95). The reading of earlier studies on comparisons between novice teacher induction period schemes (cf. e.g., Fransson et.al. 2018, European Commission 2010 and 2018) show that most of the schemes are set up following similar general parameters. These differ from each other in how they impact the practical design, implementation and outcomes due to the different cultural, educational and legal traditions of the country/state they were developed for. Nevertheless, the results of this study are transferable to other schemes sharing similar traditions and underlying assumptions and leading to similar conclusions (cf. Denscombe, 2018, p. 95-96, p. 422).

A content analysis of different groups of documents which include policy documents, guidelines, programmes descriptions and research literature is used as method to collect the data for this study. The material chosen for the data collection was searched for information and facts it contains under the premisses that words and sentences describe concrete tangible phenomena. Denscombe (2018) compares the content analysis approach to qualitative data in this sense as “positivistic” (p. 400). In general, it is possible to identify certain *hidden* messages through the focus on how and what was written through content analysis. This approach is limited towards complex and implicit meaning, but in the present case study, this is of lesser importance. As described above, the data was then categorized assuming it transports information with in a neutral descriptive meaning (cf. Denscombe, 2018, p. 402-403). Taking into consideration the purpose of this study and the research questions, a content analysis was judged the best approach to collect data. Nevertheless, Denscombe (2018) describes limitations which the researcher bore in mind: the finds are difficult to generalise, and they risk to lift the presented information out of its context.

## 5.2 Material selection

The study is a content analysis of different groups of documents which include policy documents, guidelines, programmes descriptions and research literature. All documents from the two first named groups were found on the official websites of the relevant governmental authorities which the researcher considered trustworthy and reliable for the respective data they were intended to provide. The programmes descriptions of the seminar-based part of the Hessian novice teacher induction period scheme were found on the public part of the respective seminar website and therefore also deemed a reliable sources for the information on the processes of the Hessian scheme. Intending to find reliable and relevant data sources for the last group of documents, research studies, the following keywords were used in different

combinations in German, Swedish and English (where possible): *teacher induction, novice teacher, induction period, Referendariat, Sweden, Germany*. The search was executed on Google, GU's supersök, ERIC and ResearchGate. In a next step, the found articles' reference lists were searched for further interesting literature and only peer-reviewed articles were selected. Taking into consideration the limited extend of the present study, only studies reporting on the most prominent outcomes were included after an initial broader reading. The same reasoning led to the exclusion of older research and in-depth descriptions of individual outcomes. Due to a lack of time, a small number of studies found shortly before the deadline for the present study and concerning the German induction period scheme, had to be excluded without further investigation into their relevance. On two occasions during the research, personal conversations between the researcher and a teacher in Hesse, Sabine Hauptmann (*Oberstudienrätin*), who is a regular mentor for novice teachers, took place. These conversations helped the researcher to get a better insight into the implementation of the school-based part of the induction period. As described above, there are no steering documents, usually not even on the individual school level, which lead and frame this part. Nevertheless, it was later decided to exclude data on the actual implementation in schools in both Hesse and Sweden due to the lack of reliable and transferable data.

In Germany, the 16 federal states are sovereigns over matters of education and culture. While there exist agreements between all federal states on basic requirements (Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland [KMK], 2012), the school systems and teacher education, including the novice teacher induction period, presents considerable differences (e.g., Wermke, 2011, Doil & Pietzner, 2022, Kunz & Uhl, 2021). Therefore, the choice was made to focus on the scheme of one particular federal state when resourcing material on the framework and processes in place. The choice fell on the federal state of Hesse and was based on the pragmatism that a choice had to be made and that the researcher has personal contacts to teachers working as mentors within novice teacher induction in Hesse. In contrast to Sweden, the school education system in Germany is very diverse and heterogeneous, not only between different federal states but also within states. Different educational programmes start from grade five or seven and the orientations of teacher education follow this programme division. The conceptual documents used for the data collection on the Hessian case differ regarding standards and content for the different teacher specialisations. Consequently, a choice had to be made and fell on the respective scheme for *Gymnasium*-teachers, as their accreditation is the widest in terms of teaching Grades and educational programmes. Meanwhile, the Swedish school system and teacher education is based on a common educational structure (cf. Åstrand, 2023, p. 83). Legal documents concerning the teacher induction period do not differentiate between teachers for the different Grades or basic and secondary education but specify only certain particularities concerning preschool teachers. Therefore, the data, used for the description of the Swedish induction period scheme applies for teachers qualified to teach in basic schools (*grundskola*, Grades 1-9) as well as in secondary schools (*gymnasium*, Grades 1-3).

Concerning the Swedish scheme, the most detailed information on and description of the processes that constitute the induction period scheme is found in the National Agency for

Education's support material (Skolverket, 2015). This material offers a résumé of the legal framework but aims to explain in a more practical manner which content and processes are intended. Even though this material is not legally binding, it is used as an additional data source in section 6.2. The policy documents that were used for both states are the respective School Acts and the Act/Ordonnances on teacher education. In the Swedish case, the responsible authority released non-binding guidelines which were groups together with the legal documents.

While the access to the policy documents that describe both the framework and general processes of the Hessian novice teacher induction period was easy through the authorities' websites, there are very few public documents concerning processes linked to the seminar-based part. Different study seminars give free access to different kinds of documents but especially materials concerning the actual study programme, its content, aims and objectives, the relationship between novice teachers and expert practitioners as well as the assessments are usually not accessible by the public. If there are documents, like the structure model (see appendix 1), module schedule or module descriptions like in the case of the study seminar in Marburg, then they generally have a very limited information worth due to e.g., their briefness or because of their incongruence with each other. A very similar problem is encountered in the non-existence of data on how certain processes are realized in the training schools. The only documents which might be able to cover this desideratum are the novice teachers' very own documentations which they have to keep updated throughout the whole induction period. Concerning the Swedish novice teacher induction period, the individual plans which the schools' principal is responsible to write could be used as data. In both cases, including this data would have meant a considerable amount of extra work and was therefore excluded.

The research literature was selected in relation to its relevance to the third research question on the outcomes of the novice teacher induction period schemes. Another aspect for the selection was to be able to present the results in a balanced way and not having the results concerning one of the states dominating over the other. The individual research studies are presented in the literature review in chapter 3 of this study.

Concerning the literature on the theoretical perspective, it was chosen to both work with more general, describing course books as well as two research study articles. One of the later presenting a critical stance on the sociocultural theory applied during teacher education and the other one outlining the usefulness of the sociocultural theory for designing both science education and the education of science teachers.

### **5.3 Data analysis**

Denscombe (2018) describes five steps of data analysis in table form and the following paragraphs explain the present study's approach in relation to point 2 "Initial exploration of data" and point 3 "Analysis of data" (p. 344).

The present study dissects the novice teacher induction period schemes into three thematic parts: their *legal frameworks*, the *embedded processes* and the *main outcomes*, and then analyses the data for the two states separately. Taking the comparative character of this study into account, there were two possible structures for organise the found data. The present structure, placing the themes in the foreground and the states only on the second level, offers several advantages compared to organising the data in themes under each state. In this way, the overarching themes (framework, processes, outcomes) appear more clearly and function as a neutral and comparable guiding structure for the novice teacher induction period schemes. As outlined in the introduction, Hesse's and Sweden's novice teacher induction period schemes are very different from one another and this theme-based structure helps to organise the data in a comparative way. It does not only break down both schemes in common parts, but it also facilitates the reading of the study due to the data for each theme being presented in neighbouring sections. Last but not least, the reader who is only interested in the data concerning one of the two states, can easily reach an overall view by reading only the related subsections of the respective state.

Due to the rather limited amount of data concerning the framework-theme, it was not organised under several subthemes. Conversely, section 6.2 on the processes and section 6.3 on the outcomes of the novice teacher induction period schemes organise the data according to several subthemes. The material used in section 6.2 includes both policy documents as well as guiding material and programme descriptions. Its reading led to the identification of three phases which were then used as subthemes to organise the data. These are: *entrance requirements and placement process*, *course of the induction period and aims and objectives* and finally *follow up and assessment*. *Support and relationships* was chosen as an additional subtheme as processes in this theme run across the above described phases. Integrating the individual processes into the other subsections would not be adequate and diminish their visibility as an important group of processes. The data analysed in section 6.3 on the outcomes of novice teacher induction period schemes originates from research literature (empiric studies, literature reviews, etc.). After a first reading and listing of the different reported outcomes, the latter were grouped into three subthemes to organise the data in the section: *the pressure and stress experienced by novice teachers*, *communicative and context related processes* as well as *structural framework conditions*. This separation might not be the only possible one but was considered suitable for the found data and appropriate with having in mind that it had to fit the data related to the two different schemes of Hesse and Sweden.

## 6 Results

The collected data is presented under three themes which correspond to the three research questions described in chapter 2. Starting with a description of the frameworks for each of the two novice teacher induction periods in Hesse and Sweden, section 6.1 covers the respective decision-making bodies and purpose of each scheme based on policy documents. This is followed by section 6.2 covering the wide range of processes that comprise the induction

periods in relation to e.g., technicalities like extent and entrance requirements, but also the structure, the actors involved as well as the stated aims and objectives and the assessment. The policy documents concerning the novice teacher induction period schemes in the federal state of Hesse and in Sweden constitute the basis all stakeholders must related to in terms of framework and development and execution of processes. They guide and limit the actual design and implementation of the induction period schemes by detailing certain aspects and frameworks while not – or only very briefly – outlining and structuring others. Steering guidelines and realised programme designs, were used as complementary data sources to the policy documents to analyse additional aspects and processes.

The third and last section of this chapter, 6.3, focuses on the outcomes of the states' inductions periods as they are reported in research. Research literature (e.g., empirical studies, literature reviews), account for the main data. The data is collected a narrative literature review and will focus on the reported outcomes of induction periods. Very often, the studies relevant to the purpose of this present study are based on small scale evaluation or extensive literature review. Nevertheless, a small number of research uses empirical data from large scale studies and allow us to report the findings as relatively generalizable.

## **6.1 The legal frameworks for novice teacher induction periods**

Legal frameworks have their foundations in not just a country's legal but also in its cultural tradition. Sweden's and Germany's education sectors, including teacher education, are organised in very distinct ways.

### **6.1.1 Hesse, Germany**

Responsibility for the setting of the framework for teacher education in general, novice teacher induction in particular, and teachers' live long learning throughout their career lies with the Hessian Ministry of Education and Cultural Affairs (*Kultusministerium des Landes Hessen*). The legal framework for the configuration and implementation of the novice teacher induction period is laid down in the Hessian Teacher Training Act (Hessisches Lehrkräftebildungsgesetz [HLbG], 2011) and the Ordinance on the implementation of the Hessian Teacher Training Act (Verordnung zur Durchführung des Hessischen Lehrkräftebildungsgesetzes [HLbGDV], 2011). Further, the Hessian School Act (Hessisches Schulgesetz [HSchG], 2023) regulates the legal status of teachers (§86), includes a framework as evaluation tool for school quality (including the desired quality of teachers) and mandates the cooperation between the actors of the novice teacher induction period (§92). Due to a wide range of problems based on the federalism in the sector of education<sup>3</sup>, certain basic conditions were agreed on by the Standing Conference of the

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<sup>3</sup> These problems concern both school students who want to start studying in another federal state than the one they got their secondary school degree in and teacher students who want to switch universities from one federal state to the other or carry out their induction period in another federal state than the one where they passed the first state exam.

Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK, 2012) and these serve as a basis for the current frameworks laid down in the federal states (cf. HLbG, 2011 §1 for Hesse).

The purpose of the induction period is stated in HLbG (2011) §35 as to “enable the [novice] teacher to execute the educational mandate [*Bildungs- und Erziehungsauftrag*] of the school and the particular tasks related to the programmes, school types and educational levels” the novice teacher’s education and training is aimed at. More detailed aims and objectives are outlined in §41(1-2) of the HLbGDV (2011):

- (1) The training should enable the teacher trainee [*Lehrkraft im Vorbereitungsdienst, LiV*] 1. to teach, 2. to educate, advise and mentor and 3. to diagnose, promote and assess the learning status and learning progress of students with different learning backgrounds. It should also enable the teacher trainee to participate in the development processes of the school and to continuously develop their own skills.
- (2) During the training, the knowledge, skills and abilities acquired during the course of study in specialist sciences, subject didactics and educational sciences should be deepened and expanded in close relation to the lessons given so that the competencies specified in §1(2-3) of the Hessian Teacher Training Act become visible in the actions of the teacher trainee. [...].

The existing framework drafted by HLbG (2011) and HLbGDV (2011) describes the different responsibilities of all actors concerned with the implementation and quality control of the induction period as well as the mandated dual character of it. An important characteristic of the teacher induction period in Hesse, and in all other federal states of Germany, is that it is not only located in a school environment but that it includes an additional compulsory seminar-based part. This results in a greater number of institutions being providers of teacher education (HLbG, 2011, §3, §39). Responsible for the implementation of the induction period is the Hessian Teacher Academy (*Hessische Lehrkräfteakademie*) who also develops the core curriculum. Both, core curriculum and the study programme need to be approved by the Ministry of Education and Cultural Affairs. Subsequently, the Teacher Academy delegates the actual execution to their regional dependences, the study seminars (*Studienseminare*). Nevertheless, it keeps the overall responsibility through its mandate to approve the workplans and schedules study seminars develop (HLbG, 2011, §7). The latter's mission is to “impart practically oriented professionalism” (HLbG, 2011, §4). Acting as “partners” in the induction period, the training schools (*Ausbildungsschulen*) are responsible for the practical in-service training. They are allocated to the different study seminars by the Hessian Teacher Academy (HLbG, 2011, §39). In section 6.2, the processes related to all these institutions will be looked at.

Finally, this current section explores the stipulated compulsory cooperation and evaluation of all institutions providing parts of teacher education. Cooperation is not only required separately for the different phases (university studies or induction period) but across them and therefore between all the different above named institutional providers including the School board of the state of Hesse (*Hessisches Schulamt*) (HLbG, 2011, §6). Likewise, all institutions being part of teacher education have the legal obligation to regularly evaluate the quality and success they deliver based on the above cited common standards for teacher education of the Standing

Conference of the Ministries of Cultural Affairs (KMK, 2012) and the Hessian reference framework for school quality. In addition to this internal evaluation duty, the Hessian Ministry of Education and Cultural Affairs can induce external evaluations (HLbG, 2011, §5).

To understand the framework and design of the Hessian (and German) framework for teacher induction, it is important to take into the particularities of school structure and teacher status into account. The vast majority of schools are state-run, and most teachers traditionally have the particular employment status of a *Beamte* (HSchG, 2023 §86(1)). This term can be translated as *civil servant* and this very particular status comes with many privileges but also with considerable restrictions concerning the freedom of personal and professional choices.<sup>4</sup> Novice teachers are *Beamte auf Widerruf* (meaning *for the time being*, HLbG §36(4)) during the duration of their induction period and therefore have to fulfil the requirements outlined in the Hessian Civil Servants Act (Hessisches Beamtengesetz [HBG], 2013, §7(1), exceptions: §18).

### 6.1.2 Sweden

A brief framework for the Swedish teacher induction period is laid out in the Ordinance (2011:326) on qualification and accreditation for teachers and preschool teachers (Förordning (2011:326) om behörighet och legitimation för lärare och förskollärare [Ordinance on qualification] chapter 5. Both, public and private schools must comply to this legislation. The National Agency of Education's regulation on the induction period for teachers and preschool teachers (Skolverkets föreskrifter om introduktionsperiod för lärare och förskollärare [SKOLFVS] 2014:44) expatiate in particular on the induction period's purpose, design and the roles of mentors and the school's principal. While §1 (Ordinance on qualification, 2011) states the right of the novice teacher to get support from an accredited and experienced teacher as his/her mentor, §2 describes the school principal's obligation to assure the drafting of a plan for the induction period. I will come back to the processes related to this plan in chapter 6.2. There is no mention of any kind concerning standardized evaluation, internal or external, of the induction period as such in the steering documents.

Teacher education in Sweden is considered to be complete after the conclusion of the teaching oriented university studies and the successful passing of the final exam. This means, that novice teachers can be hired on a regular long-term contract as soon as they have received their approbation through the National Agency of Education. Due to this, there is no mention of any kind of cooperation between the schools and the universities as actors in teacher training. The National School Act 2010:800 (Skollag 2010:800 [Skollag]) states in §22a that every school

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<sup>4</sup> For a brief description of the differences between (federal) civil servants and public employees, see: <https://www.bmi.bund.de/EN/topics/administrative-reform/federal-public-service/federal-public-service-node.html>. The German website has more details on the different aspects of the Beamte-status: <https://www.bmi.bund.de/DE/themen/oeffentlicher-dienst/beamtinnen-und-beamte/beamtinnen-und-beamte-node.html>. The Hessisches Beamtengesetz (HBG) regulates the status of civil servants in the state of Hesse: <https://www.rv.hessenrecht.hessen.de/bshe/document/jlr-BGHE2013V7IVZ>

operator is legally obligated to arrange an induction period if he hires a teacher who has not been subjected to one yet. This applies only to teachers who have a completed professional education (*behörighetsgivande examen*) and are hired to teach the subjects, Grades and school forms which correspond to their professional education. As a logical consequence, the paragraph states, that the induction period is to be carried out focusing as much as possible on the teacher's professional orientation. SKOLFS (2014) §3 states the purpose of the novice teacher induction period as “1) to give professional, personal and social support to the teacher [...] on his/her workplace, 2) to stimulate the teacher's [...] professional development, 3) to contribute to create a safe and developing work environment and 4) to develop the teachers [...] understanding for the school [...] as a workplace and its role in society.”

The conditions for the Swedish teacher education in general, and for the novice teacher training during the induction period in particular, are very different from their Hessian counterparts. Laws and regulations concerning schools and teacher education are made on the national level while schools are either run by the municipalities or privately. Especially in bigger cities, there is a large amount of privately run schools which can either be part of bigger businesses with several dozens of schools or be single schools run by smaller foundations and associations. Teachers (including novice teachers) are therefore public or private employees without a particular professional responsibility towards the state that would exceed the compliance to laws. Teachers are free to decide which positions they apply to, and schools are free to decide whom of the candidates they want to hire.

## **6.2 The processes outlined in the steering documents**

### **6.2.1 Hesse, Germany**

The data in this section was mainly collected from the Hessian Teacher Education Act and the programme documents from the study seminar in Marburg. When relevant, more detailed policy data was sourced from HLbGDV (2011). §29-§47 of HLbGDV (2011) detail the regulations and processes of the induction period outlined in HLbG (2011).

#### **Entrance requirements and placement process**

Being an integral and compulsory part of teacher education, the induction period presupposes the successful completion of university-based teacher education and having successfully passed a first state exam. The novice teacher induction period is considered the second phase of teacher education and is completed by passing a second state exam. To be able to start the induction period, the novice teachers apply for a placement at the Hessian Teacher Academy after they passed the first state exam. After having been accepted, they are assigned to one of the study seminars (HLbG, 2011, §36). Novice teachers don't have a legal right to receive a placement in case of a shortage of either placements or financial resources. Should this occur, HLbG (2011) §37 defines an allocation key which is to be followed whenever there are too many applicants for too few placements. The novice teachers are expected to be able to draw on the knowledge



and competences acquired through the completed university studies to be able to successfully complete the induction period (HLbG, 2011, §3).

### **Course of the induction period and aims and objectives**

In the case of Hesse, the novice teacher induction period is fixed to 21 months of full-time training, allowing some limited exceptions. HLbG (2011) §38 states that the training schools are obliged to reserve at least 1,5 days per week for the novice teacher to take part in the seminar-based activities. Further, the number of hours during which the novice teachers have to observe more experienced teachers, have to teach independently and how many of these are taught in presence of the mentor are stated in the programme structure (cf. structure model Marburg). Here we find a major difference to the Swedish induction period, as not only the Hessian but all German induction period schemes have a dual character. One part is seminar-based with seven modules (with compulsory assessment) and two non-assessed courses which run throughout the whole induction period (HLbG, 2011, §38). This seminar-based education aims at linking theoretical and practical elements and is intended to ensure the “comparability, equivalence and verifiability of the core competences and standards (HLbG, 2011 §38(2)), implying and accepting the impossibility to reach these benchmarks in the school-based part of the induction period.

Timewise, the induction period is divided in three phases (HLbG, 2011, §38): a three-month introduction phase during which the novice teachers are mainly observing other experienced teachers, have the time to search for mentors and follow the introductory classes at the study seminar. Then follows a 12-month period of the so-called main terms (*Hauptsemester*) and finally the six months of the so-called examination term, including one seminar-based module and the second state exam. The amount of weekly lesson units the novice teachers have to observe and teach is fixed as follows: 10 lesson units observation and tutored teaching during the introduction period and two units throughout the other 18 months, 10-12 units independently prepare and conducted lessons throughout the main induction period and examination semester of which 2-4 units are shadowed by the mentor (cf. structure model Marburg). These shadowed lesson units were introduced as compulsory element so recently as November 2022. The German term is *Doppelsteckung* and while the mentoring tasks have to be handled in the mentors’ and novice teachers’ lesson-free time, the number of hours of shadowing is compensated by lowering the mentor's own teaching time.<sup>5</sup> Even though it is the mentor who is shadowing the novice teacher according to the relevant steering document (cf. footnote 6), schools often delegate this lesson shadowing to an experienced teacher who is not a mentor, as the focus is on the development of the novice teachers’ general professionalism and not on subject methodology. The operational procedures in the school context vary in content and design from one school to the other and even from one mentor to the other. There are no public guidelines available, and this element of the novice teacher induction period scheme is very much governed by a school's culture and individual teachers' self-conceptions and professional identities (personal conversation).

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<sup>5</sup> See the summarizing document edited by the Hessian Teacher Academy used by the study seminar of Bad Vilbel: <https://sts-gym-badvilbel.bildung.hessen.de/modul/doppelsteckung.pdf>.

HLbG (2011) §1(2) describes the basic competences that every teacher has to master to be able to do his/her job right (and to keep on developing). They include scientific knowledge on the teachers' school subject, knowledge of educational science, teaching methodology linked to the taught subject as well as personal and social competences. Additionally, the broad aim is to deliver both a theoretical basis and knowledge about research in fields that are relevant for "teaching and education" (*Unterricht und Erziehung*). The novice teachers are supposed to learn how to use the scientific methods in the right way and aimed at classroom practice (HLbG, 2011, §4(1)). Further, HLbG (2011) §3(2) states, as mentioned above, that the induction period content is required to rest on the theoretical knowledge from the first phase (i.e., the university-based teacher education) and link the theoretical and practical elements. Only then, the novice teacher is considered to be able to reach the professional standard and to execute all relevant tasks of a teacher. A last objective of the Hessian novice teacher induction scheme is the development of the ability for self-reflection and reflection in general (on the professional task and the role as a teacher).

### **Follow up and assessment**

The follow up and assessment largely consist of three elements: the novice teachers' documentation that they have to write throughout the whole induction period, the communication with their mentor and 14 of the 16 lesson visits executed by the expert practitioner. These 14 lesson visits are linked to the seminar modules while the last two are part of the second state exam. The latter being very competitive and comprehensive, it also includes an oral exam and the report written by the school's principal on the novice teachers' professional and personal personalities based on observations of the novice teacher lessons and relationship with colleagues. All modules of the seminar-based part need to be passed before the novice teacher can register for the second state exam (HLbG, 2011 §39, §44-45, §47-48, §50). There are no public steering documents available that concern the quality control of these processes, especially in regard to the school-based part.

### **Support and relationships**

Due to the dual character of the induction period, the novice teachers are part of two separated support networks. At the study seminar they are assigned to an expert practitioner, who runs the methodology courses and is responsible for the assessment of the examined lesson visits. This relationship is very ambiguous as the expert practitioners are supposed to support the novice teachers with his professionalisation process, but on the other hand, they assess and grade the novice teachers. Therefore, it is also a highly hierarchical relationship. Expert practitioners are teachers with outstanding professional experience but who do not necessarily have a more in-depth theoretical knowledge than any other teacher. In the training schools, the novice teachers have two mentors (one per teaching subject) who don't have an official examining function and should act more like experienced peers. None of the policy documents used as a data source for this study foresees a compulsory mentoring training and the students choose themselves their mentors during the first three months of the induction period. Just as the community of the teachers in a school, peers (other novice teachers) are not mentioned in the policy documents.

## 6.2.2 Sweden

### **Entrance requirements and placement process**

Due to the novice teacher induction period not being a compulsory part of teacher education, but rather an in-service training, the novice teacher applies for open teaching positions in the same way as other teachers with longer experiences. The only requirement is to be *behörig* (having a teacher's exam) and having a work contract that covers a longer period than 30 days (Skollag, 2011, chap. 2, §22). It is implied that the skills and competences acquired during the university-based teacher education form a sufficient base to work independently as a teacher (SKOLFS, 2014, §5, Skollag, 2010, §22a). Every novice teacher has the right to ask to undergo an induction period.

### **Course of the induction period and aims and objectives**

The duration of the Swedish novice teacher induction period is fixed to minimum one school year at full time employment but can be performed in periods or part-time depending on the employment conditions of the novice teacher (Ordinance on qualification, 2011, chap. 5, §3, SKOLFS, 2014, §4). There are no other institutions involved than the school and the idea behind the duration of one year is, that the novice teacher will experience at least once all tasks related to being a teacher (SKOLFS, 2014, §5, §7). Although the regulations in Skolverket (2015) §13 state that the novice teachers and the mentors have to be provided with the necessary support to execute the induction period, this is kept very vague and there are no minimum or maximum number of hours fixed the novice teachers are expected to teach (apart from their full-time work contract). The novice teacher-mentor meetings constitute the heart of the induction period and are considered the main arena for the novice teachers' conscious development through reflection and discussion. Skolverket (2015) recommends four thematic areas as possible content apart from the more hands-on reflection and discussion about teaching methods, classroom management, etc. (cf. p. 18-19). To come to an individually designed induction period, all individual knowledge, experiences and skills novice teachers bring with them from the university studies must be taken into consideration when drafting the individual planning by the school's principal. This plan contains the areas of development for the novice teacher and is drafted with the input of both the mentor and the novice teacher (SKOLFS, 2014, §6).

The aims and objectives of the Swedish novice teacher induction period scheme are much more detailed (SKOLFS, 2014, §7) than their Hessian counterparts. During the induction period, the novice teacher should be given the opportunity to exercise as many tasks related to the teacher profession as possible: 1) methods for planning and carrying out teaching, student development meetings, assessment and its documentation, as well as individual development plans and grading and 2) questions about interaction with students, leadership and cooperation with students, colleagues, teachers and parents. Skolverket (2015) summarizes these as "communicative abilities" which include methodical, leadership and relationship skills. The focus on these interpersonal skills and abilities becomes apparent in the used categories: "professional support", "professional ethics", "personal and social development" and

“stimulation of professional development” (p. 9-11). Central processes to be gone through during an induction period cover the development of communication skills mainly related to the students, the development of a confident ethical practice, the development of a professional identity through opportunities for discussion and reflection together with the integration into the school's social community with its very own norms and values. The novice teachers are expected to contribute to the development of the school and its activities by reflecting on and evaluating with an inward and an outward focus. To help the novice teachers and mentors to structure and fill their time of discussion and reflection, the National Agency for Education has included recommendations that cover the topics “meeting the child and student”, “leadership”, “cooperation”, “ownership of his/her own learning and professional development” and “assessment and grading” (Skolverket 2015, p. 18-20).

### **Follow up and assessment**

There is no external evaluation or assessment foreseen but the individual plan for a novice teachers induction period is meant to have the double function. On a first level, it shall be used as a tool for self-reflection giving the novice teachers the opportunity to “systematically plan, follow up and evaluate the induction period” from their perspective (SKOLFS, 2014, §13). On the second level, the plan is meant to serve as well as a documentation of the individual content that should be included in the induction period (SKOLFS, 2014, §14). An important part in this continuous process is the self-reflection and the reflection on his/her environment by the novice teacher. These are considered to enable the novice teacher to see and use mistakes as opportunities for development (Skolverket, 2015). At the end of the induction period should stand a final evaluation of the induction period as a whole in relation to both the received support and the undergone professional development (Skolverket, 2015). During the time when the induction period still was compulsory to receive an approbation (2011-2014), there was a strong focus on the assessment of the novice teachers' aptitude (*lämplighet*) for the profession. This aspect has been disregarded in summer 2014 together with the compulsory the novice teacher induction period (Skolinspektionen, 2014).

### **Support and relationships**

The school's principal is responsible for assigning experienced and qualified mentors to the novice teachers whose professional qualification are supposed to match as much as possible (Ordonnance on qualification, 2011, chap.5, §1, SKOLFS, 2014, §9). Further, as mentioned above, the principal has to provide the mentors with the necessary conditions and support for the latter to be able to execute the task (SKOLFS 2014, §10). Concerning the mentors, the policy documents are brief, but there is a more detailed description in the National Agency for Education's guidelines (Skolverket, 2015, p. 14-15). Similar to the Hessian regulations, there is no mentioning of having undergone a mentor education to fulfil this role. It is described that they should offer individualized support and regularly follow the novice teachers' work (SKOLFS, 2014, §11). Skolverket (2015) states that mentoring happens between “two adult professionals” with no hierarchical gradient to be found in classic teacher-student relationships (p. 14). Interesting is also the mention that one of the mentor's tasks is “to create a permissive discussion climate characterized both by humour and distance” (Skolverket, 2015, p. 15).

### 6.3 The main outcomes of the induction periods in Germany and Sweden

The data presented in this section was collected from research literature, both empiric studies and literature reviews. As pointed out in the present study's literature review, the research on outcomes is mainly concentrated on phenomenological studies, what limits the range of reportable outcomes. Due to the available literature, this section presents data on outcomes reported for novice teacher induction period schemes of different German federal states, and not just the Hessian. First, there are too few studies which focus on the scheme and implemented programme in the federal state of Hesse. Second, all German novice teacher induction period schemes share the same general characteristics based on KMK (2012). This leads to the fact that many of the outcomes reported are transferable from one federal state to the other. It is up to future field research to broaden the data source and research for the outcomes of specific particularities in Hesse, like the only recently introduced compulsory *Doppelsteckung* (Nov. 2022, the mentor shadowing a small number of the novice teacher's lessons).

#### 6.3.1 Germany

The novice teacher induction period is generally attributed a high impact on the quality of teachers. As a result, most novice teachers describe it as the most stressful part of their education, culminating with the second state exam. It is often perceived as the *last part of the long way* to teacher accreditation which must be *survived*. Apart from this personal perception, the particular dual concept of the German induction period offers the opportunity to link theoretical, pedagogical and methodological knowledge with the development of competences in practical teaching (Peitz & Harrings 2021b).

#### **Outcomes in relation to the pressure and stress experienced by novice teachers**

The German teacher induction programmes have a built-in ambivalence due to the role of the mentors: on the one hand, mentors exert a supporting role concerning the learning and development process of the novice teachers they supervise. On the other hand, their assessment is integrated into the school principals report, which constitutes an important component of the second state exam (Kärner et al., 2021). Wermke (2011) pointed out that the teacher education state exams are highly competitive and comprehensive and thus constitute an enormous stress factor for novice teachers. The empirical study and analysis presented by Kärner et al. (2021) supports earlier research results that only relationships which are experienced as characterised by trust, transparency and fairness as well as presenting a low level of ambivalence can eventually be used as resources to cope with stress and pressure experienced during the induction period. In the opposite case the relationships constitute an additional factor of stress for the novice teachers. Another factor creating stress for novice teachers and deteriorating their state of mental health is the general workload (e.g., Doil & Pietzner, 2022, Schubarth & Speck, 2021). Most novice teachers starting their induction periods are not prepared for the workload that they are expected to shoulder, both in school and related to the study seminar. This high stress experience is often referred to as *practice shock* and rather well researched (cf. literature review in Abs & Anderson-Park, 2020). Unfortunately, further research has shown that

undergoing this practice shock in the beginning of the induction period does not lead to an easier start into the first position assignment after the second state exam. Dicke et al. (2016) have found evidence for a *double practice shock* in a large, quasi-experimental study (quoted from Abs & Anderson-Park, 2020). A detailed research overview on a wide variety of factors that create stressful experiences for novice teachers can be found in Horstmeyer (2021).

### **Outcomes in relation to communicative and context related processes**

Kärner et al. (2021) were able to develop an instrument to measure facets of novice teacher-mentor relationships in relation to the above-mentioned characteristics of transparency, fairness, trust and ambivalence. With the help of this instrument, they were able to establish, that the level of ambivalence in the novice teacher-mentor relationship directly influences the experience of stress and how content novice teachers feel with the relationship itself and the (professional and personal) support received. The German induction period scheme creates a high level of ambivalence in this relationship. While mentors often only have a sort of mediatory assessment function (it's the school's principal who writes the report on the novice teacher), the clear hierarchical gradient towards the novice teacher leads to an experienced assessment function. Similar to Kärner et al. (2021), Gerlach (2022) points to the authority and power gradient as a central and structural factor for this process. He refers to previous research that shows the risk for novice teachers to merely reproduce certain teaching models that are presented by the mentor during feedback sessions or in particular by the expert practitioners during seminar-based training and during the examined lesson visits.

Another aspect for the grade of successful professionalisation as an outcome of the diverse communicative processes is how the novice teachers integrate or reject received feedback and input (Gerlach, 2022, based on empirical data from Gerlach, 2020 and Košinár, 2014, 2018). Gerlach (2022) reaches the conclusion that transparent communication about expectations, rolls and needs is imperative to a good and successful novice teacher-expert practitioner relationship and confirms the factors Kärner et al (2021) found concerning the novice teacher-mentor relationship. Merzyn (2021) analyses the strengths and weaknesses related to the different institutional actors and identifies the novice teachers' relations to both mentors and expert practitioners together with the central function of the reflection process. Only by developing a strong ability to reflect the own and others' teaching activity as well as different role-conceptions, the novice teachers can achieve the highest level of professionalism. An interesting point of view on this is presented in Dietrich and Faller (2021). They depart from the assumption that the institutional structures offer everything for the novice teachers to achieve a full professionalisation. Problematic is the lack of a particular education culture inside the study seminars. Contradicting the claim of providing education that helps develop the novice teachers' reflection abilities, a process described as “seamless socialisation into handed down patterns” (p. 90) takes place. Due to this, the possibilities offered by the institutional structures cannot be fully used and therefore the intended professionalisation cannot be maximised.

### **Outcomes in relation to structural framework conditions**

Schubarth and Speck (2021) present the results of a large-scale study on the novice teacher induction period in the federal state of Brandenburg from 2004-2006. The large number of actors involved in the induction periods leads to a fragmentation due to a lacking overall approach and communication, e.g., between the study seminars and the training schools. Another factor is the “marginalisation of teacher education in schools”, referring to a too loose and undefined localisation of teacher education in the training schools (p. 252). A similar consequence on a higher level is pointed out by Doil & Pietzner (2022) and concerns the fragmentation of teacher education nationwide and the non-recognition of study credits and diplomas between different federal states. “[I]n many cases the learning process is hampered by a lack of communication between the different actors in teacher education (p. 14).”

### **6.3.2 Sweden**

#### **Outcomes in relation to the pressure and stress experienced by novice teachers**

In 2014, the Swedish Schools Inspectorate (*Skolinspektionen*) published a report on the novice teacher induction service. It concludes that the induction period can be an important tool to reduce stress and pressure novice teachers experience when they start working. The Inspectorate acknowledged its importance for teachers' physical and mental health and for fighting against teacher attrition. A similar reasoning concerning the explanation of novice teachers' feeling of being overwhelmed by the workload and the responsibilities can be found in the National Board for Education's guidelines (Skolverket, 2015), Karlberg and Bezzina (2022) as well as in the OECD report from 2015 (OECD, 2015).

Lindgren (2007) summarizes her empirical research from the previous year writing: “Changing from being a student to being a professional teacher means considerable adjustment. Novice teachers face unpredictable situations, particularly as they are likely to be regularly judged and evaluated (p. 241).” She does not refer to evaluation relevant to an examination as her research covered a small-scale independent mentoring programme of one particular commune in Sweden. The mention of “being judged and evaluated” refers to an informal judgement and assessment by the mentor (and other colleagues) without reporting obligations. Even though this has an informal character, it places a considerable amount of pressure on the novice teachers who want to show that they are inexperienced, but yet skilled teachers.

#### **Outcomes in relation to communicative and context related processes**

Most of the studies analysed show an important focus on communicative and context related processes. Fransson et al. (2018) points out that the outcomes of the induction period are strongly dependant on the novice teachers, mentors and school principals being aware of how much the Swedish emphasis on contextual professionalism in teacher education positions their working relationships and professional development. If not communicated between the different actors, this can have a negative impact on the induction period's outcomes. “The fact that the Swedish National Agency for Education has developed additional guidelines and checklists for principals when assessing NQTs [newly qualified teachers] supports this claim (p. 261).”

Another study which emphasised the importance of processes related to communication is Lindgren (2006). The purpose the study was to “explore whether having a mentor in the previous year had been useful in terms of professional development (Lindgren, 2006).” Her findings correspond with other more recent studies (e.g., Karlberg & Bezzinas, 2022). A vast majority of the novice teachers she interviewed were satisfied with the support received, which points towards a healthy and trustful relationship between them and their mentors with a low level of ambivalence. The teachers in the study expressed the opinion that the mentoring had made them better teachers/practitioners. Though novice teachers felt their understanding of the complexity which characterizes teaching grew throughout the induction period and they were reflecting on the importance of relationship quality for their development, Lindgren's data shows that the novice teachers' awareness of the importance of reflection itself was minimal. This indicates that the method of reflecting, whose importance is also emphasised during university education, is adapted without questioning its impact or if it is relevant (Lindgren, 2006). Åstrand (2023) on the other hand, focuses on the impact of all the actors being individuals with different priorities, capacities, approaches and motivations. This collides with “[...] the standard procedure in education [being] collective, and these types of differences can cause difficult dynamics in interaction, exchange and receptiveness (p. 107).”

Similar conclusions are drawn in Morberg's (2012) study, presenting local independent mentoring programmes which were created on the background of the Swedish standards for teacher education. The empirical data indicates that the participating novice teachers are more confident about the knowledge and the skills they already possess than the average novice teacher, which confirms Lindgren's finding from six years earlier. All the participants in the programme took the initiative to take part in a mentoring process. The study does not produce evidence on if the novice teachers were already confident enough about their skills to take comfort in searching for a mentor, or if it was the mentoring that made them more confident. Nevertheless, the author assumes the latter, also due to general research on the effects of mentoring. Subsequently, Morberg (2012) draws the conclusion, that this decentralised mentoring programmes are better equipped to steer the factors and relevant content related to the individual novice teacher as well as the school environment than the then more centralised public programme. Both, novice teachers and mentors judge the quality of the outcomes higher than in other more structured programmes. Another outcome Morberg (2012) is describing critically shows similarities with Lindgren's study from 2006. She starts her reasoning with saying that it is beneficial for novice teachers to get feedback from more experienced colleagues. This feedback often consists of the mentors' own opinions and perceptions on what kind of teaching or which methods are suitable in one or the other situation. Standing by itself, this is still not a very problematic issue, but the novice teachers often do not reflect or critically review the given feedback but instead simply accept it as proven experience. This can result in the novice teachers not being able to make use of all the development possibilities that could be reached.

### **Outcomes in relation to structural framework conditions**



Although attesting a high overall quality to the then compulsory induction period, the Swedish Schools Inspectorate report (2014) points to the great variation of quality between different schools and mentors. Therefore, they recommend to the authorities to set up a detailed and thoughtfully designed uniform programme to guarantee the equality of the induction periods' outcomes for all novice teachers. Åstrand (2023) argues that the high rate of top-down reforms which characterise the education sector adds to the complexity of teacher education as well as frameworks and programmes. This leads subsequently towards a low trust into the latter and unreliable outcomes. Reaching a similar conclusion, Karlberg and Bezzina (2022) refer to a statement from an OECD's report:

The OECD (2015) report [...] highlighted that the political and cultural context in which school leaders and teachers are working in is one where the levels of job satisfaction and motivation are low. The report went on to highlight the need for enhanced co-ordination and collaboration between teacher education institutions, municipalities and schools so that continuous professional development better met the learning needs of teachers (p. 638).

In their opinion, the level of negativity created through the particular framework conditions has to be addressed and the relationship and collaboration between the different institutions strengthened to be able to “develop a collaborative model for addressing professional learning (Karlberg & Bezzina, 2022, p. 638).” Fransson et al. (2018) points to the fact that the Swedish authority responsible for the design and implementation of the novice teacher induction period, the National Board for Education, has a considerable wider variety of tasks and responsibilities than her equivalent institutions in other countries. They conclude that this can lead to discarding parts of the framework or processes, which raise the workload and complexity, faster. As an example, they name the compulsory induction period after it had been in place only three years. The results Karlberg and Bezzina (2022) found in their data analysis show that most novice teachers are satisfied with the support they receive through mentors. Nevertheless, a majority of the respondents expressed a need for further development in the areas of special education, the use of technology in the classroom, handling behavioural concerns in the class and conflict resolution. Other mentioned areas were how to provide migrant children with a quality education and how to support particularly gifted children. These are all areas that are difficult to cover sufficiently through only school-based induction, as they also require a considerable amount of theoretical knowledge. This input is traditionally linked to seminar-based education and not part of the Swedish induction period. In general, the study results show that especially teachers with short experience in teaching rate informal discussions a lot higher than the benefits from reading research studies or professional literature. This shows that especially less experienced teachers seem to consider direct collegial support based on practical and local experiences more relevant to their professional development.

## **7 Discussion**

Many of the central processes that constitute induction periods are based on the novice teacher's relationship with different persons and stakeholders and their interaction. Based on this, novice

teachers develop their professional identity in the same way as Vygotsky's theory suggests that development depends on interaction with people and the tools that the culture provides to help form their own view of the world (Säljö, 2022, Murphy, 2022). Teacher induction period schemes are often designed in a way that corresponds with the central ideas and recommendations of the sociocultural development theory, originally developed by Vygotsky. First and foremost, each of the programmes is influenced by the political, cultural and social traditions of the state that it was designed by (cf. Murphy, 2022). The detailed descriptions of both novice teacher induction period schemes of Hesse and Sweden in relation to their frameworks, the embedded processes and reported outcomes form the basis for the discussion in this chapter (cf. Denscombe, 2018, p. 342 on characteristics of content analysis).

On the framework level, the state of Hesse, seems to have a very well organized and standardized system with clearly stated control mechanisms (HLbG 2011, HLbGVB, 2011, KMK, 2012). Nevertheless, when it comes to the implementation, the uniformity is no longer given. It decreases through the study seminars down to being nearly inexistent in the training schools (European Commission, 2010 and 2018, OECD, 2011). Sweden on the other hand, has less extensive policies and structures in place (Skollag, 2010, Ordonnance on qualification, 2011, SKOLFS, 2014). It is important to take into consideration that the novice teacher induction period in Sweden is non-compulsory to complete teacher education and that the scheme only includes school-based training. The grade of detailing in the steering documents mirrors the general attitude towards education (Wermke, 2011). In Hesse, the focus lies on structure and content, a more paradigmatic approach, also concerning aims and objectives – formulated in the way of knowledge. On the other hand, the Swedish steering documents point out more clearly the context related facets, e.g., the role and tasks of mentors and describe the aims and objectives in the way of skills and competences (cf. Fransson et. al. (2018) on the different use of words in steering documents to interpret how much they lean into one or the other parameters direction).

When taking a look at the aims and objectives, the ones in documents related to the Swedish novice teacher induction period scheme are much more detailed (SKOLFS, 2014) than their Hessian counterparts. The National Board for Education (Skolverket, 2015) summarizes them as “communicative abilities” which include methodical, leadership and relationship skills. The focus on these interpersonal skills and abilities becomes apparent in the used categories to give a more detailed picture: “professional support”, “professional ethics”, “personal and social development” and “stimulation of professional development” (p. 9-11). Even though relational aspects are present in the purpose of the induction period in Hesse, it follows the traditional primarily perception of a teacher as a facilitator of knowledge. The stronger focus of Hesse on paradigmatic knowledge can be distinguished from the context-oriented conception in Sweden (cf. Fransson et al., 2018).

Induction periods constitute a transfer from what the novice teachers can do on their own (based on the competences acquired through the university studies) towards what they cannot do yet.

In this sense it corresponds with Vygotsky's concepts of "zones of proximal development".<sup>6</sup> During this transfer phase, the novice teachers receive different kinds of support to help them to develop into high-quality teachers and members of a profession. This support is on one hand institutional, the (training) schools the novice teacher is working at and in the Hessian case the study seminars with their more theoretical modules. On the other hand, this support is offered by persons and is therefore very individual, e.g., the mentor, expert practitioner and peers/other novice teachers. Wood, Bruner and Ross have developed the concept of scaffolding, which describes the support given to the learners in their zone of proximal development (Säljö, 2022), and which can be applied to the support structure in novice teacher induction period schemes. Both, the Hessian and the Swedish induction period schemes presume that the novice teacher has theoretical knowledge he can build on from his university studies. Particularly the institutional support provided in the Hessian scheme can be seen as step-by-step support or scaffolding. The seminar-based part can be seen as an intermediate step towards the practical training as it focuses on the practical application of theoretical knowledge. Vygotsky's view on development as a sort of natural condition of the human being, something that is happening at every moment (Säljö, 2022, Lundberg, 2020) corresponds with the idea behind induction periods to offer novice teachers constant opportunities to develop further in their professionalisation and throughout their whole career.

The structural processes differ from one country to the other and are due to the differences in the frameworks outlined in policy and other steering documents described above. Nevertheless, novice teachers experience many similar challenges in both countries (cf. section 6.3). The quality differences that become apparent on the implementation level contradict the claim of an equal teacher education and leads to very unequal professionalisation opportunities (e.g., Horstmeyer, 2021, Dietrich & Faller, 2021, Schubart & Speck, 2021, Lindberg, 2007, Åstrand, 2023). In this case it becomes obvious that not one person can go through the same development process as another or reach the exact same development status, as Vygotsky outlined moment (Säljö, 2022, Lundberg, 2020). In the research used in the present study, this is often linked to shortcomings in the development of critical reflection abilities. Dietrich and Faller (2021), Lindberg (2007) and others describe, that the transmission of traditional patterns of education and role perception through the mentor often happens unconscious and that on the other side, the novice teacher does not make the extra effort to critically reflect on what he learns. Murphy (2022) and Säljö (2022) describe how Vygotsky saw the copying or imitating process as an important part of the learning process. Dietrich and Faller (2021) use the term "*bruchlose Einsozialisierung*" into existing traditions which can be understood in the sense of Vygotskian enculturation of the novice teachers during the induction periods as both schools and the teacher profession as such can be seen as micro-cultures.

In both the Hessian/ German and the Swedish context one outcome is often named as central: the stress and overload the novice teachers experience. Despite the very different design of both schemes, the outcomes which are elaborated in the research studies are very much common for

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<sup>6</sup> Cf. Newman and Latifi's (2021) reservations on the authorship of Vygotsky concerning the concept of "zones of proximal development".

both. A detailed and well-written concept for novice teacher induction periods cannot guarantee to fully meet the intended outcomes. The realised outcomes are dependent on many factors which lie outside the reach of conceptual documents. Up to a certain point can concepts regulate among other things content, methods or recommend certain approaches and mindsets. Nevertheless, teacher induction happens in a context with many variables and therefore it is impossible, which lowers the predictability of particular generalizable outcomes. Murphy (2022) describes Vygotsky's concept of "dramatic collision" (p. 169):

[It] describes an inner tension causing a change in interest, motive or emotion and leads to change in behaviour. For Vygotsky, a dramatic collision must be experienced for the development of higher-order thinking, such as reflection. [...] The idea is that they manage these situations (which can be negative) and use them as learning opportunities. Much deep learning comes from dramatic collisions that lead to self-examination (p. 169-170).

Dietrich and Faller (2021) agree with Murphy on the importance of crisis situations as possible learning opportunities, but they point out that the experiencing and dealing with crisis seems to have become an end in itself in the German context: : "professionalisation as process of crisis management" (p. 84) and subsequently hindering development and learning.

## 8 Conclusions

The two novice teacher induction schemes are different from each other in terms of frameworks, background, conception of teachers as professionals and the profession as such as well as how much research has been done. When it comes to the schemes processes, we can find similarities, especially when it concerns the school-based activity. Especially in Germany, where the novice teacher induction period has a very long tradition and is a compulsory part of the teacher education, the public and recently also scientific interest is high. Like in Sweden, accredited, well-educated teachers are becoming scarcer and discussions about reforms and its legitimate persistence arise in waves.

The sociocultural perspective on novice teacher induction periods makes it possible to think this period not only from an abstract professional point of view, but from a developmental one with its framework, processes and outcomes closely intertwined. To put it differently, the whole is more than the sum of its parts. I have established that the novice teacher induction period schemes show many of the features that characterise education organised along the lines of the sociocultural development theory. This understanding can be used to further develop and maybe reform the schemes through using and reinforcing these elements, and the most important, to make it coherent! Induction practice could be further improved by streamlining all factors applying sociocultural theory.

Keeping in mind that this is a mere bachelor thesis, much more research focusing on the links and causalities between the induction period schemes, their forms of realisation and the outcomes should be conducted. One field is the effect of personal character, role perception and

reflection on professionalism with quasi-experimental design. Another area of interest could be the novice teachers' documentations, or the plans schools use to welcome and implement teacher training.

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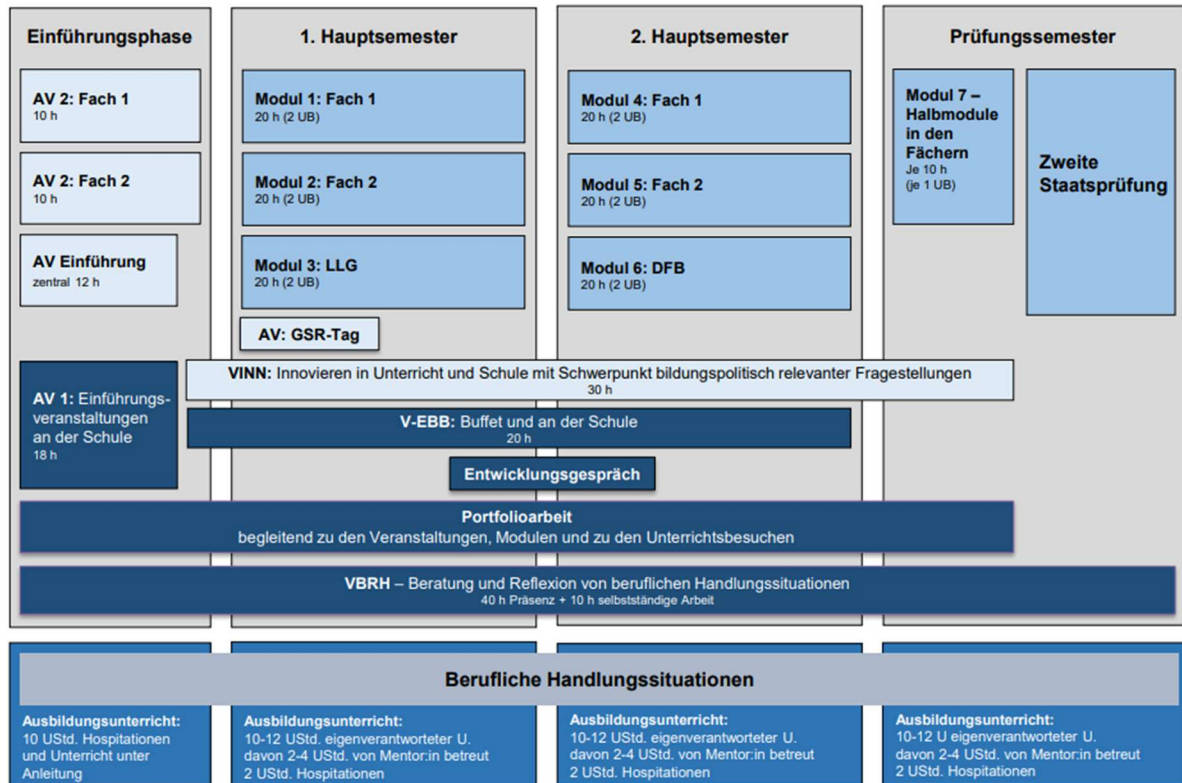


# Appendices

## Appendix 1: Structure model study seminar Marburg

Hessische Lehrkräfteakademie

### Strukturmodell - Studienseminar für Gymnasien in Marburg



Stand 2022-12-01

## Appendix 2: Doppelsteckung

Hessische Lehrkräfteakademie  
Studienseminar für Gymnasien Bad Vilbel  
Doppelsteckung von LiV und Mentor\*innen



### 1. Rechtsgrundlage

Aus einer "Kann-" ist eine "Muss-Bestimmung" geworden. Alle zum und nach dem 1.11.2022 eingestellten LiV sind nach HLbG 2-4 Unterrichtsstunden in Doppelsteckung einzusetzen, die den Mentor\*innen 1:1 als Unterrichtseinsatz anzurechnen ist (Aussage des HKM in einer Dienstbesprechung, Erlass in Vorbereitung). Doppelsteckung ist als **Regelunterricht** vorzusehen und nicht abwechselnd durch Anwesenheit mal der LiV, mal des\*r Mentor\*in.

Genau heißt es in der HLbGDV § 43:

(3) Der Ausbildungsunterricht umfasst (...) in beiden Hauptsemestern und im Prüfungssemester je zehn bis zwölf Wochenstunden **eigenverantworteter** Unterricht. Die Hospitationen betragen in jedem Semester mindestens zwei Wochenstunden. (...) Gegenüber der Seminarleitung hat jede Lehrkraft im Vorbereitungsdienst einen Nachweis über die Durchführung der Hospitationen sowie des angeleiteten und eigenverantworteten Unterrichts durch die Vorlage eines Stundenplans zu erbringen. Der eigenverantwortete Unterricht nach Satz 1 Nr. 2 wird mindestens zwei bis zu vier Unterrichtsstunden durch eine Mentorin oder einen Mentor **betreut**, die oder der in diesem Unterricht anwesend ist. (...)

(4) Im Einvernehmen mit der Lehrkraft im Vorbereitungsdienst und der Leiterin oder dem Leiter der Ausbildungsschule kann die Leiterin oder der Leiter des Studienseminars eine von Abs.3 abweichende Regelung treffen, sofern pädagogische oder schulische Gründe dies erfordern und keine Beeinträchtigung der Ausbildung zu erwarten ist.

= in Ausnahmefällen kann eine Doppelsteckung auch entfallen

(5) Sofern an der Ausbildungsschule keine den Ausbildungsbelangen entsprechenden Einsatzmöglichkeiten gegeben sind oder besonders schwierige Ausbildungsbedingungen vorliegen oder aus sonstigen zwingenden Gründen die Anwesenheit einer zusätzlichen Lehrkraft geboten ist, kann eine von Abs.3 abweichende Regelung getroffen werden. Darüber entscheidet die Leiterin oder der Leiter des Studienseminars im Einvernehmen mit der Schulleiterin oder dem Schulleiter.

= in Ausnahmefällen kann eine Doppelsteckung auch in höherem Umfang erfolgen

### 2. Leitlinien bei der Umsetzung

2.1 Die Doppelsteckung erfolgt in einer Lerngruppe, die die LiV eigenverantwortet unterrichtet, und nicht in einer Lerngruppe der Mentor\*in.

2.2 Der Umfang der Doppelsteckung beträgt mindestens zwei UStd / Halbjahr.

2.3 Die Doppelsteckung kann zeitgleich in beiden Fächern (z.B. je eine Stunde pro Fach) oder z.B. für zwei Stunden nur in einem Fach erfolgen. Wenn möglich erfolgt sie dann im nächsten Halbjahr im anderen Fach.

2.4 Es besteht kein Anspruch auf eine Doppelsteckung in der Sek2.

2.5 Bis 01.12./01.06. können LiV Kolleg\*innen als mögliche „Mentor\*in in Doppelsteckung“ vorschlagen. Die Vorschläge werden von der Schulleitung geprüft. Es besteht kein Anspruch auf eine Doppelsteckung mit den vorgeschlagenen Mentor\*innen.

2.6 In begründeten Einzelfällen kann im Einvernehmen mit den Beteiligten auf Antrag bei der Seminarleitung die Doppelsteckung durch eine Lehrkraft ohne die Lehrbefähigung im Fach erfolgen, die dann Feedback zu allgemeinpädagogischen Aspekten gibt.

2.7 Nur wenn auch das nicht möglich ist, kann eine Doppelsteckung entfallen. Die Entscheidung hierüber trifft die Leitung des Studienseminars.<sup>1</sup>

2.8 Mentor\*in ist nach HLbGDV §43 jede von der Schulleitung doppelt gesteckte Lehrkraft. LiV können bei Bedarf eine weitere Lehrkraft als Mentor\*in wählen. Die Schulleitung entscheidet über die Zuweisung der Mentor\*innenentlastung.

### 3. Was bedeutet „Betreuung“?

Durch die Doppelsteckung erhält die LiV von den Mentor\*innen kontinuierlich Feedback zu ihrer Arbeit in den Handlungsfeldern "Unterrichten", "Erziehen", „Diagnostizieren“ und „Querschnittsthemen“). Das Feedback kann in die Portfolioarbeit einfließen. Das Studienseminar ...

- beteiligt die in Doppelsteckung mit den LiV eingesetzten Mentor\*innen in den Gesprächen nach den UB unter der Leitfrage: "Zu welchen Aspekten sollten LiV in der Doppelsteckung Feedback erhalten?" und
- stellt den LiV und Mentor\*innen eine **Handreichung für Feedback** und eine Übersicht über **Kernpraktiken in den Handlungsfeldern** zur Verfügung.

<sup>1</sup> Nach Aussage des HKM besteht hier eine besondere Dokumentationspflicht über die Begründung der Abweichung

von der Regel. Im Falle einer Klage müssen die Gründe sehr genau dargelegt werden. Es handelt sich hier um Einzelfallentscheidungen.

### Handreichung für Feedback in der Doppelsteckung (für LiV)

In der Doppelsteckung kommt Ihren Mentor\*innen eine besondere Rolle zu:

#### HLbGDV § 43

In der Doppelsteckung erteilen die LiV eigenverantworteten Unterricht und werden dabei von den Mentor\*innen betreut, die im Unterricht anwesend sind.

Ein Unterricht in abwechselnder Verantwortung oder Teamteaching sind gesetzlich nicht vorgesehen!

### **Wie können Sie diese Betreuung wirksam gestalten?**

#### 1. Klärung der Leistungsanforderung

Aus Sicht des Studienseminars ist es sinnvoll, dass Sie mit Ihren Mentor\*innen klären, welche Leistungsanforderungen an Sie gerichtet werden.

Dies kann

- auf der Grundlage von Materialien aus den Modulsitzungen und
- auf der Grundlage der Übersicht über Kernpraktiken in den Handlungsfeldern (siehe Anlage)

erfolgen.

Eine Feedback zu Ihrer Unterrichtsplanung der LiV durch die Sie in Doppelsteckung betreuende Mentor\*innen erfolgt im Idealfall nach der Klärung der Leistungsanforderung.

Die Doppelsteckung eröffnet die Chance, die Phase II „Die Unterrichtsbeobachtung“ des Lesson-Study-Zyklus in der Ausbildung zu stärken: Ihr Blick

„wird ... hin zu den Lernenden gelenkt ... Die detaillierte Beobachtung soll dazu beitragen, Details wahrzunehmen, die einer unterrichtenden Lehrkraft in der Regel verborgen bleiben (...), [um] zunehmend die Lernstrategien von Schülerinnen und Schülern ... [zu] antizipieren, [zu] erkennen und [zu] reflektieren.“<sup>2</sup>

<sup>2</sup> Klopsch, Lesson Study – Unterrichtsentwicklung durch gemeinsame Beobachtung ..., in: Seminar 3/2022, 107, 105.



#### 2. Feedback von Fachpersonen

Als LiV holen Sie sich bei Mentor\*innen gezielt „explizite Feedbacks von Fachpersonen“<sup>3</sup> ein.

Wirksames Feedback erfolgt

- gestützt auf Beobachtungen und Belege zum Lernen der Schüler\*innen,
- indem Sie über die Lernwirkung Ihres Handelns sprechen,
- mit dem Ziel „Praktiken“<sup>4</sup> zu verbessern.

Klären Sie in einem Gespräch mit der Schulleitung, welche Funktion Ihr\*e Mentor\*in bei der Erstellung des SL-Gutachtens haben wird.

„Die .. Falle beim Feedback ist das Urteil über den anderen Menschen. Feedback von Peers und Fachpersonen macht dann am meisten Sinn, wenn sich alle Beteiligten gemeinsam fragen: Wie können wir die Bildungswirkung bei den Kindern und Jugendlichen erhöhen?“<sup>5</sup>

<sup>3</sup> vgl. hierzu Fraefel, Praktiken professioneller Lehrpersonen, Bern 2020, 54f.

<sup>4</sup> Ebd. 54.

<sup>5</sup> Ebd.