

A Critical Look at Teacher Shortages in Germany

Reasons

- Education policy: the number of study places is too small
- Study programs distract students from becoming teachers when the content is too diverse and not meaningful
- Reproach: too many part-time teachers
- Society level: leisure time orientation – more free time, less responsibility



Ideas for improvement

- Ed. policy should be aware of parameters like dropout rates (30-40% of students will not become teachers)
- Teacher autonomy motivates
- Recruitment of additional staff
- Schools need to establish a good atmosphere, enable cooperation, and support
- Reduction of lessons: increases the quality of teaching and helps to remain healthy (i.e., 24 instead of 28)
- Flexible workload: helps to reconcile family and school responsibilities – schools are family-friendly workplaces



New perspectives on TS



- When students/teachers realise that this profession does not fit their talents, it is better to start anew than to become poor teachers, risk one's health, etc.
- How can professionalism be developed through teacher training?
- Open/establish new ways to become teachers
- When students change their plans and decide not to finish teacher training, it is not a catastrophe – they will invest their knowledge in their new careers, so society will profit anyhow
- Better than complaining: focus on positive aspects like the already existing high standards of teacher training in Germany

Future tasks

- New research perspective: stayers, movers, leavers – What makes them stay?
- Open different ways to become teachers, i.e., side entrants

References

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