



## TE\_REG Report WP2b2 - Quality in TE

# Integrative perspectives and priorities for teacher education in Marburg: cooperation, reflexivity and counseling

This report is part of the international TeReg project, which is addressing two current challenges in teacher training: firstly, the rapid development of artificial intelligence, which is expected to have a major impact on education and teaching and learning processes and is already doing so. Secondly, we are focusing on the core aspects of adequate training, which, especially in times of AI and digitalization, requires the strengthening of relationships, cooperation, consultation and a critical, constructive, reflective attitude.

The traineeship period is a special phase - it places high demands on everyone involved, but also offers unique opportunities. Teacher training is much more than just acquiring specialist knowledge and methodological skills. Teachers need a well-stocked toolbox, a broad repertoire of skills and abilities. We are less concerned with step-by-step instruction or acquisition of partial skills. Rather, professionalization calls for a constant examination of oneself, one's own convictions, values and attitudes, both on the part of the teacher trainees and the trainers. This conscious reflection is a key to professionalization and strengthens everyone's ability to act independently and competently as a teacher. In terms of lifelong learning, reflection thus becomes an indispensable tool for professionalization: it helps to sort out everyday life, overcome challenges and understand one's own actions.

### Procedure:

In order to qualitatively assess the strengths, effectiveness and development potential of our training work, we surveyed pre-service teachers (49 people, November 18, 2024), our teaching staff (35 people, January 14 and April 1, 2025) and an external team of teacher training experts (16 people, March 11, 2025) in the period from November 2024 to March 2025.

These surveys support the quality development processes within our seminar, which are implemented in jointly agreed seminar development priorities, among other aspects.

In addition to consciously maintaining our qualities in teaching and learning processes in the context of school and training, the following objectives in particular will be the focus of our seminar and training development in the coming years:

- I. Deepening cooperation and cooperative learning
- II. More structured and systematic promotion of reflexivity as part of teacher training
- III. Make consulting processes even more profound, sustainable and effective.

It became clear in the surveys of the 35 teacher trainers and the approx. 50 student teachers (=LiV) that a high degree of appreciation and the associated harmonious collegial working relationships are seen as characteristic and particularly worthy of protecting and preserving. Living the concept of equality in the sense of Jesper Juul and thus communicating and cooperating with each other on an equal footing is an important concern for us. Educating about democracy is therefore central and becomes a lived practice through transparency, participation and a focus on strengths.

#### **I. Deepening cooperation and cooperative learning**

"Maintain and strengthen respectful interaction with one another" (LiV, Nov. 2024)

"Focus on people" (teacher trainers, Jan. 2025)

"Appreciation" noted as a strength of the seminar 26 out of 32 trainers, Jan. 2025)

Our declared aim is to systematically value this strength of "mutual appreciation" as the foundation of educational work.

"Great focus on cooperative learning and group formation processes among the students";  
"Cooperation among the students is encouraged" (9 student teachers, Nov. 2024)

"Cooperation and cooperative learning"; "Intensive collegial exchange"; "Individual scope and opportunities for participation" (14 trainers, Jan. 2025)

Cooperation plays a central role at the Studienseminar - not least due to a multi-year international Comenius project from 2010-2014 on cooperative learning in teacher training.

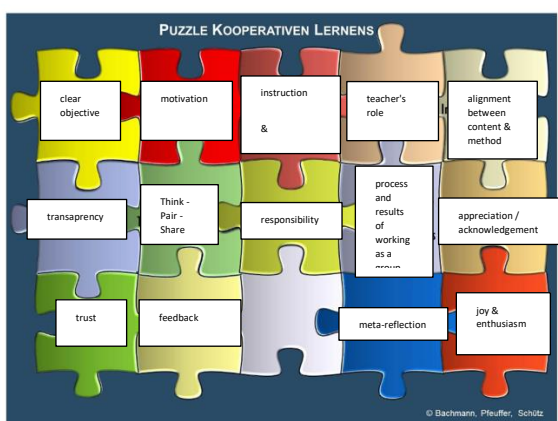
In the sense of the humanistic educational ideal of understanding a person's education as "the development of forces into a whole" (W. v. Humboldt), different ideas, forces and talents can also become a whole in cooperation with other people and more than the individual is able to implement.

We see ourselves as participants in a culture of cooperation in educational and training processes in schools and seminaries. Students can also see themselves as cooperation partners in an educational process for which teachers and students bear equal responsibility.

Cooperative forms of learning enable more complex learning experiences and processes of

competence acquisition. Teachers have the particular task of planning, accompanying, supporting and coordinating such a process. The experience of relevance, meaningfulness and self-efficacy in learning as well as enjoyment and enthusiasm for the respective content and learning paths are also fundamental factors for the motivation of learners and teachers in the context of cooperative learning processes.

In cooperation with trainers and teachers in the preparatory service and with the inclusion of relevant specialist literature on cooperative learning, a basic paper was also developed for this seminar development focus in the form of a puzzle on the core aspects of cooperative learning as well as more specific explanations.



Fundamental studies in teaching and learning research in recent years, in conjunction with other factors, emphasize the increasing importance of cooperative, metacognitive and self-reflective elements for effective and efficient learning processes. With the training course "Group processes: Self-Experience and Reflection", we offer a module designed to raise awareness of the complexity and importance of these factors and to support and strengthen them on the way to integrating them into their own teaching. To this end, we draw on elements of Adventure Based Counseling (ABC), an adventure-based, action- and experience-oriented learning concept. In small groups, students will go through individual activities on this day that present them with challenging yet solvable tasks in real-life situations. Experiencing communication and collaboration in these sometimes challenging situations, taking on responsibility and developing trust and reliability together strengthens the students both individually and as a group. As a rule, they can only master these tasks as a group. In individual and joint reflections, they look back on their solution process after completing the task, give and receive feedback and set themselves new goals. As participants, they become aware of themselves in the group process and are sensitized to the conditions for the success of effective group processes based on their own experiences. They can use the knowledge gained from their experiences to guide cooperative phases in their lessons and apply it to various professional situations regarding their own professionalization. On the day itself, they will receive various materials in paper form to support them in their reflection processes and which they can later add to their portfolio.

As this joint work and experience day has been evaluated very positively for many years, there was a need and great interest in further and new qualifications for colleagues at the Studienseminar. A two-day qualification conference will therefore be offered in August 2025, in which around 70% of our teaching staff will take part.

Collegial cohesion, trust and commitment among the trainers can certainly be greatly strengthened at such a conference.

## Fundamentals of good teaching - understanding, updating and focusing on these as part of training

"Double-decker" (5x); "LiV orientation"; "diversity of methods"; "common standards and structuring"; "transparency and criteria orientation also through the matrix" (13x; LiV Nov. 2014)

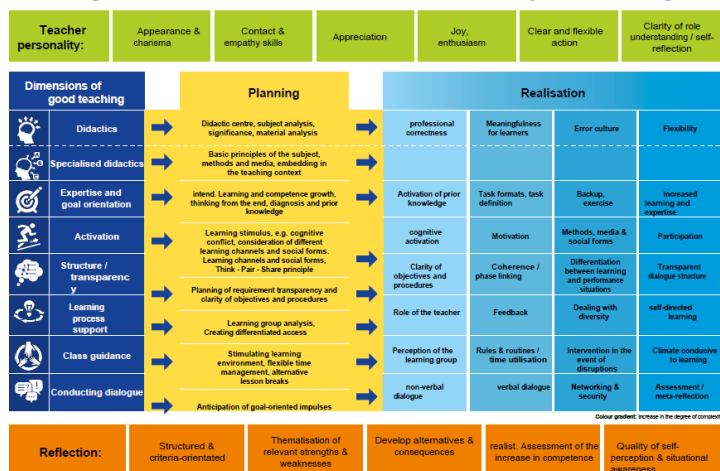
"In a close connection between theory and practice, the students are in regular contact with experienced teachers and benefit from intensive support in small groups" (trainers Jan. 2025)

"Agreement on common principles"; "Orientation towards criteria, transparency with regard to performance requirements and evaluation (matrix), "Standard papers and joint resolutions as a basis for work" (8 x trainers Jan. 2025)

In our regular evaluations (systematic feedback directly after the training events; semester evaluations and the evaluation after the second state examination), as well as in the most recent surveys, it is consistently reported that the "Matrix", our framework document for advising, assessing and evaluating teaching, is experienced as a helpful tool for transparency, criteria-based work and focus-related advice. It was developed around 15 years ago and has been further developed and revised several times in working groups and with the involvement of the teaching staff and trainees, and has been substantiated with indicators based on actual practice. In training, it is continuously used as a assessment document for developing, implementing and reflecting on criteria for good teaching.

For the "Reflection" column in the "Matrix", the desire for differentiation and concretization was repeatedly expressed. By focusing seminar development on the promotion of reflexivity, various working materials, reflection instruments and tools are currently being created within the college and, as a result, a brochure as a treasure trove for training work.

### MATRIX - Fundamentals of good teaching Counselling, assessment and evaluation at the Studienseminar für Gymnasien Marburg



Source: Office for Teacher Training (2011). On the way to competence-oriented teaching - designing teaching and learning processes. A process model to support teacher development. Marburg (2011). Making learning visible for teachers. Hünfeldten: Schneider Verlag. Heineke, Andreas (2019). Teaching quality and teacher professionalism: Diagnosis, evaluation and improvement of teaching. Gießen: Klett-Hallmeyer. Hessian Ministry of Education and Cultural Affairs (2011). Hessian Reference Framework for School Quality (HRS). Quality areas.

## II. More structured and systematic promotion of reflexivity as part of teacher training

"Intensive reflection discussions with a focus on the positive/on the 'things' that worked well → Appreciation"; "Addressing and reflecting on professional situations" (2x); "Reflection is encouraged/strengthened" (12x LiV Nov. 2024)

"Biographical - reflective work"; "Focus on a culture of reflection"; "Promotion of cognitive processes → at what point/joint did I gain/lose learners for my topic? → how does the structuring of (learning) objects affect the structure of our teaching (analytical level)?" ; "Strengthening reflective competence" (8 trainers Jan. 2025)

It is often helpful for a teacher to look at things from different perspectives and to find a balance between closeness and distance during reflection. Both ways of looking at things are essential in reflection: looking closely and taking a distanced, comprehensive view. This balance makes it possible to act confidently, thoughtfully and intuitively in the various fields of action of the teaching profession.

The brochure "Fundgrube Reflexion - Analysieren, Reflektieren, Professionalisieren" is being developed to support teachers in the preparatory service in developing their personal reflection practice. It is designed as a modular system: it contains assistance, suggestions and exercises that can be used individually and adapted to personal needs. For this work, the portfolio offers space to record reflections, file partial results and documents, make progress visible and continuously work on one's own professionalization.

The "Fundgrube" is intended to offer a selection of reflection modules that accompany the LiV step by step on their path to professional development. It is structured in such a way that it adapts to individual progress - from initial, easy-to-use elements in the introductory and first main semester to more demanding reflection tools in the examination semester.

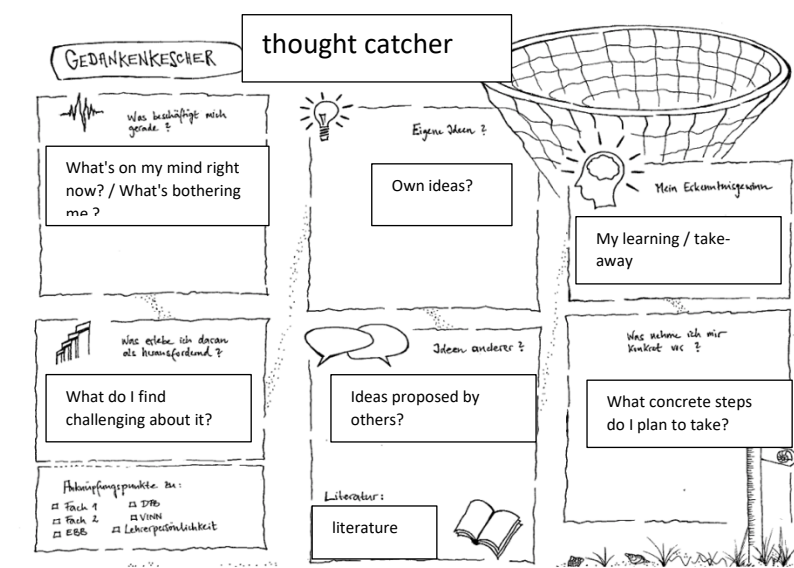
At the beginning, the focus is on low-threshold reflection impulses that can be easily integrated into everyday life. They help to structure initial observations and ask fundamental questions about one's own professional development. With increasing experience, the requirements become more complex: the modules encourage more in-depth analysis, link theory and practice more closely together and require a differentiated examination of professional options for action. They therefore offer a possible structure for the slow but continuous development of reflective competence.

The instrument of the portfolio makes it possible to document personal reflections, to collect and preserve traces of one's own work. Over time, the individual building blocks come together to form a larger whole - an individual reflection process that prepares teachers in training not only for the examinations, but also for the challenges of professional practice.

Some of the components from the brochure are briefly presented here:

### **Thought Catcher?**

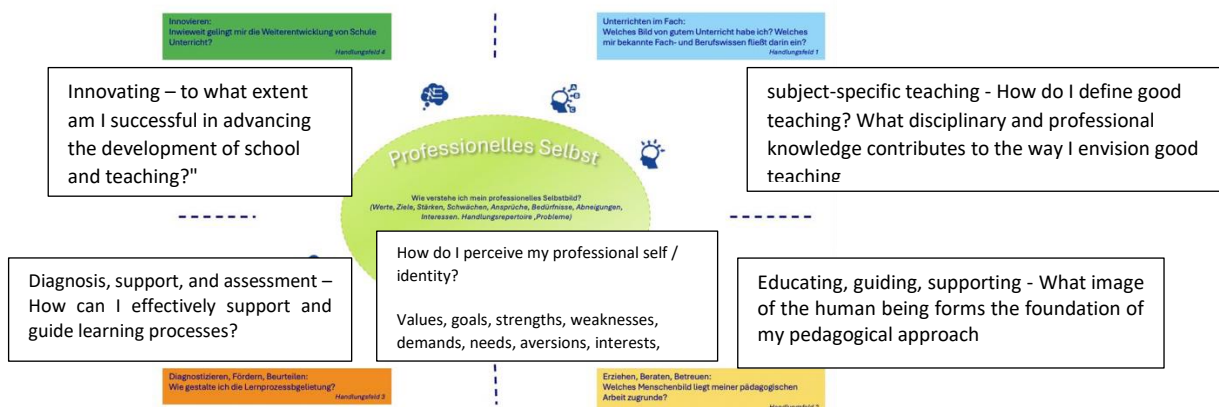
To focus on current professional concerns, to structure your own thought process and to include different perspectives, the thought catcher offers note fields in the sense of a snapshot. If necessary, insights recorded in this way can become starting points or the basis for work on professional action situations. If required, individual aspects of the thought catcher can be integrated into the learning support sheet and the Nautilus professionalization model in the same way as a modular system.



## Pedagogical compass

By balancing their own pedagogical compass, trainees have the opportunity to take a closer look at their work as teachers. At the beginning of their training, they are invited to become aware of their values, attitudes, subjective theories and convictions that shape their teaching activities by writing down key thoughts on impulse. At the beginning of each semester, the student teachers look back and develop their professional self on the basis of their experiences, share their experiences in their school group and set themselves new goals for the coming semester. In this way, they record milestones in their professional development, which become part of their personal portfolio. This creates a treasure trove from which they can later select well-documented steps in their development regarding their oral examination in the second state examination.

### Mein pädagogischer Kompass



## Learning support sheet

The student teachers fill out the learning support sheet before and after each lesson visit. Beforehand, they formulate an observation assignment on an aspect of their lesson that is currently relevant to them. During the consultation, they receive feedback on their observation assignment. Afterwards,

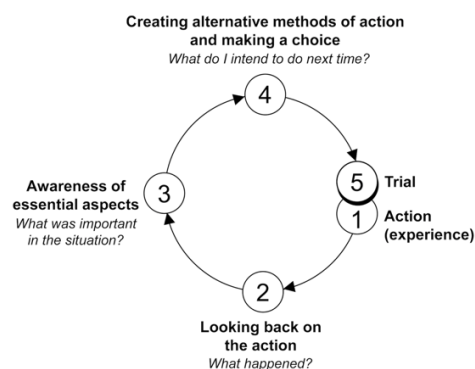
they record key findings on the sheet and share it with everyone involved in the training. Individual aspects of the learning support sheet can be integrated into the Nautilus professionalization model like a modular system.

**Lernbegleitbogen**  
LBB - kopierbare Tabelle für einen UB -

Datum: Fach: Thema der Stunde: Klasse: Modul / AV / Semester: Ausbildungskraft:	<b>Was beschäftigt mich gerade?</b> Möglicherweise etwas, das im Rahmen der Vorbereitung das Sie schon länger beschäftigt, ggf. auch in Verbindung mit ...	What's on my mind right now? / What's bothering me?	... ebenso denkbar etwas, ... ... uation (BHS)
	<b>Was her</b> What do I find challenging about it?	<b>Pädagogische Fragestellung:</b> → Beobachtungsauftrag:	pedagogical inquiry:
	<b>Eigene Ideen?</b> Falls schon vorhanden oder optional		
<b>Kernaspekte meiner Reflexion:</b> key aspects of my reflection	<b>Allgemeine Erkenntnisse:</b> Ich bin bestätigt worden in ... Ich werde weiterarbeiten an ... Ich habe erfahren, dass ... An Handlungsalternativen sehe ich ...	general take-aways	
Mit Blick auf meinen Beobachtungsauftrag wurde mir klar ...			Regarding the feedback on my observation assignment it has become evident that ...
Das nehme ich mir konkret vor:			I plan to take these concrete steps:

## ALACT model

The ALACT model is a simple and common reflection model. It can be a valuable tool for teachers to reflect on and continuously improve their own teaching practice in a structured way. With its five phases, it supports them in developing alternative courses of action and linking theory with practice. It helps them to sharpen their self-awareness and apply theoretical knowledge in a practical way. By this, the model promotes the professional development of the LiV and strengthens their ability to reflect.

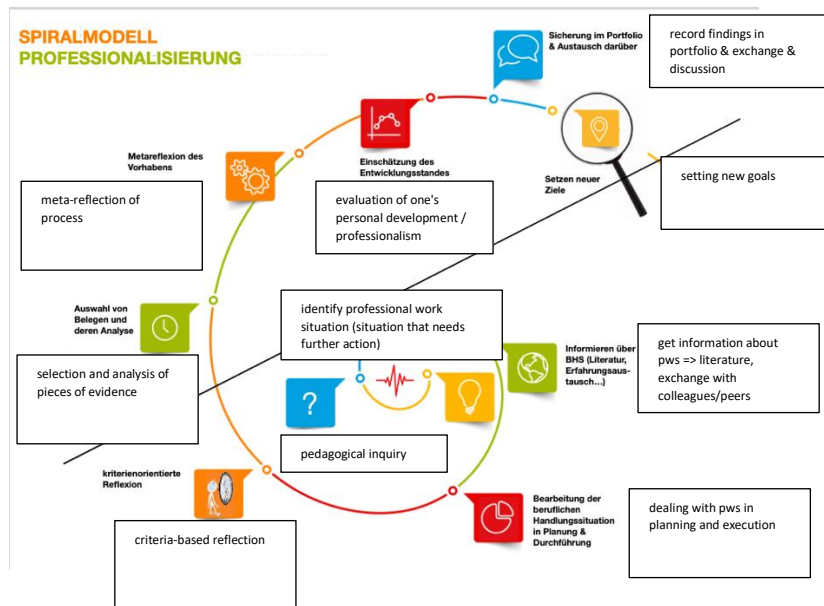


Korthagen, F. & Nuijten, E. (2022). *The power of reflection in teacher education and professional development: Strategies for in-depth teacher learning*. New York: Routledge.

## Nautilus

The Marburg professionalization model "Nautilus" is a possible way of identifying, analysing, processing and documenting professional action situations. It offers helpful impulses and a possible documentation structure for individual professionalization steps.

It is therefore suitable for the so-called portfolio work (digital or analogue) and offers an opportunity to comprehensively present your professionalization process with regard to the LiVs' exam. At the same time, only individual stages and a so-called "small nautilus" can be helpful, the relevance of which may only become clear at a later date.



## Portfolio

In teacher training, the ongoing portfolio is used to store and select teaching and learning products from the training process. The term portfolio should be understood less as a physical or digital folder, but rather as a mental construct to which the various products refer.

**Portfolio work** is linked to the overarching goal of developing professional competence. The portfolio is designed to cover all phases and serves (prospective) teachers as a tool for reflection to further develop their professional competence.

By promoting reflexivity in a targeted and systematic way, trainee teachers regularly practice in-depth, solution-oriented, criteria-based reflection on their own knowledge, actions, skills and attitude with the aim of further developing themselves as teachers. Reflection includes their own assessments and feelings in comparison with the perspectives of learners, other pre-service teachers and trainers, among others, as well as taking into account learning outcomes and specialist literature.

In the spirit of lifelong learning, teachers reflect continuously and in a differentiated manner with regard to their own knowledge, skills and personal attitude. This reflective competence is therefore related to the degree of professionalization and can be achieved at different quality levels.

"Close to the trainees, good advice and space/time for problem areas and central questions"; "In the event of difficulties, attempts are made to find joint solutions: with trainers and LiV"; "Conversations at eye level despite 'power imbalance'"; "Solution orientation/finding for 'aspects' that still need development"; "Consultations very solution-oriented" (7x); "Reinforce: promote in own style (not always just one right way, even in the visited lesson); "Strengthen self-confidence and teacher personality of LiV" (LiV Nov. 2024)



"Individual advice and support/supervision in the development processes of the trainees"; "Individual promotion and support in finding the teacher role"; "Quality of advice"; "Strengths orientation" (12 x ); Goal: more advice less assessment (10x); "Further qualification, take part in further training" (trainers, Jan. 2025)

### **III. Making advisory processes even more profound, sustainable and effective**

The third significant need for further training relates to the field of counseling, which is highly relevant to our field of work.

In addition to the countless smaller and larger advisory situations in the context of the training work and in everyday life, there are, on the one hand, the lesson debriefings, which are of great importance for the LiV with advisory and also evaluative parts, as well as the development discussions at about the halfway point of the training.

The main areas of interest of trainers in the context of guidance are currently being surveyed and evaluated and a small working group is developing a project management plan for the next 2-3 years. A working group is planned with a focus on content, work phases as part of plenary meetings, attendance at conferences by subgroups and invitations to experts.

The common goal and concern are to advise and support the LiV in their development and professionalization processes in an effective, strength-oriented and psychologically sound manner.

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**The focus-group meetings:**

	TE - Training quality	TE - AI
TE_REG Report WP2b1	General assembly of trainers at the Studienseminar 27.1.2025 - Peer focus	19.11.2024 - AI expert group
	Standing Cooperation Conference of Teacher Training Hesse 11.3.2025 - External experts	25.2.2025 - AI-Peer - FOBIZZ training
	Internal expert focus group several meetings between Oct. 2024-April 2025	
TE_REG Report WP2b2)	LiV HS I Card query Good education & vision - Peer - no attendance list	
	Plenary meeting Card query 27.1.2025-Good education & vision - Peer	
	Standing Cooperation Conference of Teacher Training Hesse 11.3.2025 - External experts	Standing Cooperation Conference of Teacher Training Hesse 11.3.2025 - External experts
	General meeting of trainers online + debate 1.4.2025	General meeting of trainers online + debate 1.4.2025