

**This question is central to the "Quality Dialogue on Teacher Education in "**

How are the challenges of combining "subject-specific" and "teacher-specific" requirements addressed?  
e.g., expectations of faculty, expectations of students, structural possibilities for studying multiple subjects simultaneously?

What is the role of teacher education in the context of system accreditation—particularly with regard to universities that do not have many teacher education students?

What about the ongoing evaluation of a teacher education model if the institution itself undergoes system accreditation after the teacher education programs have been accredited? How is it ensured that the system-accredited programs also evaluate their models and not just the individual programs internally?

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State requirements for teacher education are usually changed in parallel with accreditation. This means they are not yet finalized when the model must be submitted. How does the Council address this issue?

Why was the term "teacher education" chosen?

The level of regulation for teacher education programs appears to be very high. New "requirements" are constantly being added. However, a curriculum has only limited "space."  
What recommendations are there for incorporating new requirements visibly into the curriculum (as a cross-cutting dimension? explicitly as a module? – e.g., inclusion)? There are areas of tension here.

**Inclusion of different status groups**

Students in particular

What were the biggest problems during the transition from state examinations to B.Ed. / M.Ed. exams?

**What are the particular challenges involved in accrediting teacher education programs?**

How many non-teacher-training (partial) degree programs can be included in the bundles for (re-) in the bundles? Where is the limit (in terms of content)?

The long period of time it takes for all bundles to "pass through" the private-law procedure. At the Council, the model and a bundle must be uploaded to ELIAS to initiate this procedure. This is very time-consuming.

How are students' needs—particularly with regard to the feasibility of the program—reconciled with the complexity of teacher education, and how can students' needs be given adequate consideration in the accreditation process?

What exactly does the "hybrid model" entail for large clusters? How many people make up the core group?

There is a shortage of teachers everywhere, yet our universities treat teacher education programs as a playground for individualists. How will the Council succeed in validating the various flimsy justifications universities offer for any exceptions in their models?

With such lengthy procedures, might the Council's reviewers lose sight of the model considerations from some time ago?

As a quality-conscious university member, how can one obtain more support from the Council in complying with applicable regulations? How does the Council intend to reduce the sometimes extremely high exam workload in the LA as well?

The work of a teacher requires a certain attitude, both toward the subject being taught and toward the learners, as well as toward the concepts of education and upbringing. As important as this attitude is for a democratic and humanistic shaping of institutional practice, it is difficult to foster or even assess in theoretical training. How does the guide address this problem?

To what extent will aspects of teacher education be taken into account in the planned evaluation of the MRVO, both in program and system accreditation? Should adjustments be made here?