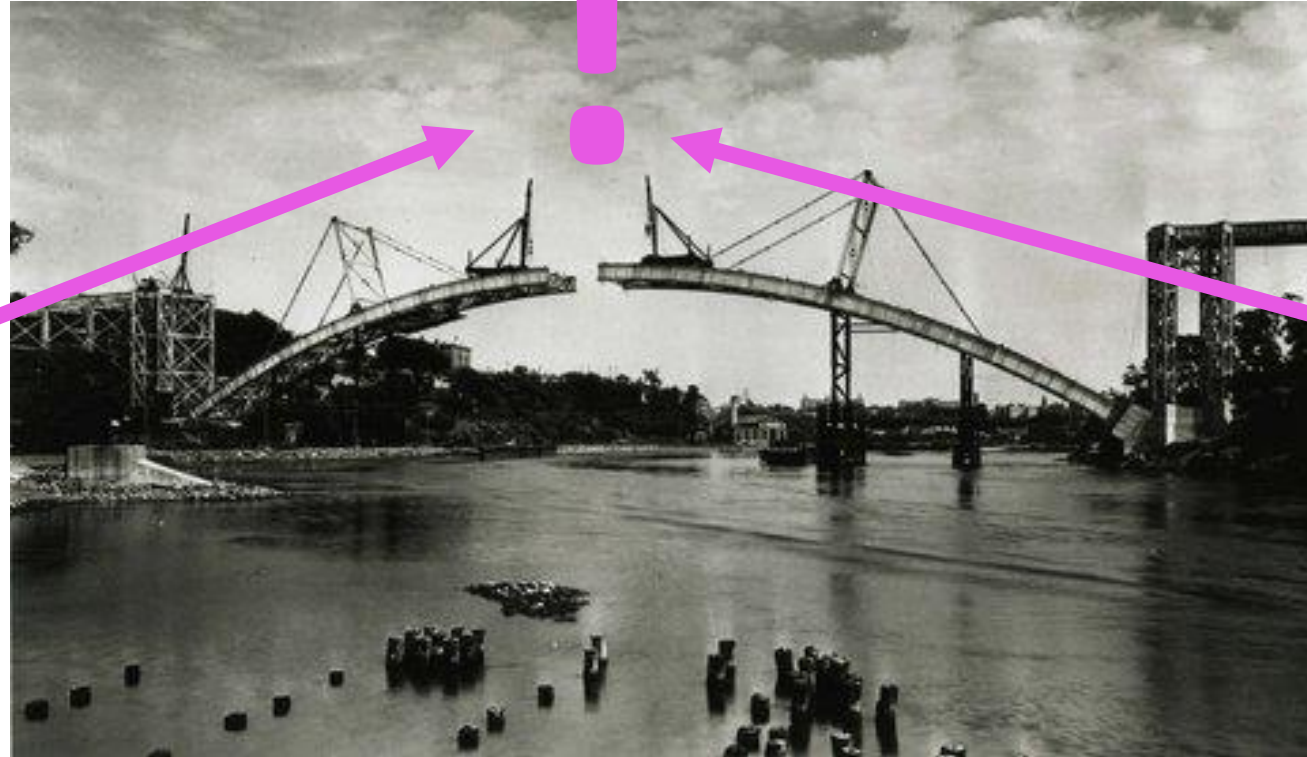


Setting the Scene

Highly qualified teachers with long experience in their countries of origin, comparable qualifications, language competencies in Arabic, Dari, Farsi, Pashtu etc.



High demands for teachers in subjects such as maths, physics, chemistry, PE, etc.
Classrooms with high numbers of children with migration background.

<https://cityroom.blogs.nytimes.com/2011/12/12/75-years-old-and-showing-its-age/>

Basics of Educational Studies for Internationally Trained Teachers

...is a certificate course located at the Postgraduate Centre/University of Vienna in cooperation with the Department of Education and the Centre for Teacher Education

...aims at qualifying former teachers to work in their profession

...is supported by the AMS – participants keep their „Mindestsicherung“

...is also strongly connected to the Viennese School Board – theory will be combined with practice in Viennese secondary and high schools (10 ECTS)

→ 30 ECTS need to be studied in 2 semesters

Group of interest

Persons who used to be teachers in their home countries and who have

- Teaching experience in secondary education (students from 10 to 18)
- A Bachelor-Degree in a subject which is taught in Austrian schools
- Full official recognition of the degree in Austria via ENIC NARIC (<https://wissenschaft.bmwf.wg.at/bmwf/studium/academic-mobility/enic-naric-austria/>)
- Certified German proficiency level: B2.2, documented evidence required

Important: Only persons from Vienna, Niederösterreich or Burgenland can participate in the course!

Application Documents & Associated Challenges

Proof of qualifications...

- Curriculum Vitae with photo
- Letter of motivation – Email and mobile phone number required!
- Proof of teaching experience in secondary education in your home country, in Austria or in other countries
- Certificate of bachelor degree
- Full official recognition of your bachelor degree in Austria via ENIC NARIC
- Certified German proficiency level: B2.2, documented evidence via ÖSD required
- Legal Status: Asylum or subsidiary protection (evidence via copy of passport or asylum decision)

Why do teachers need further training in Austria?

Basics of Educational Studies

Subject 1

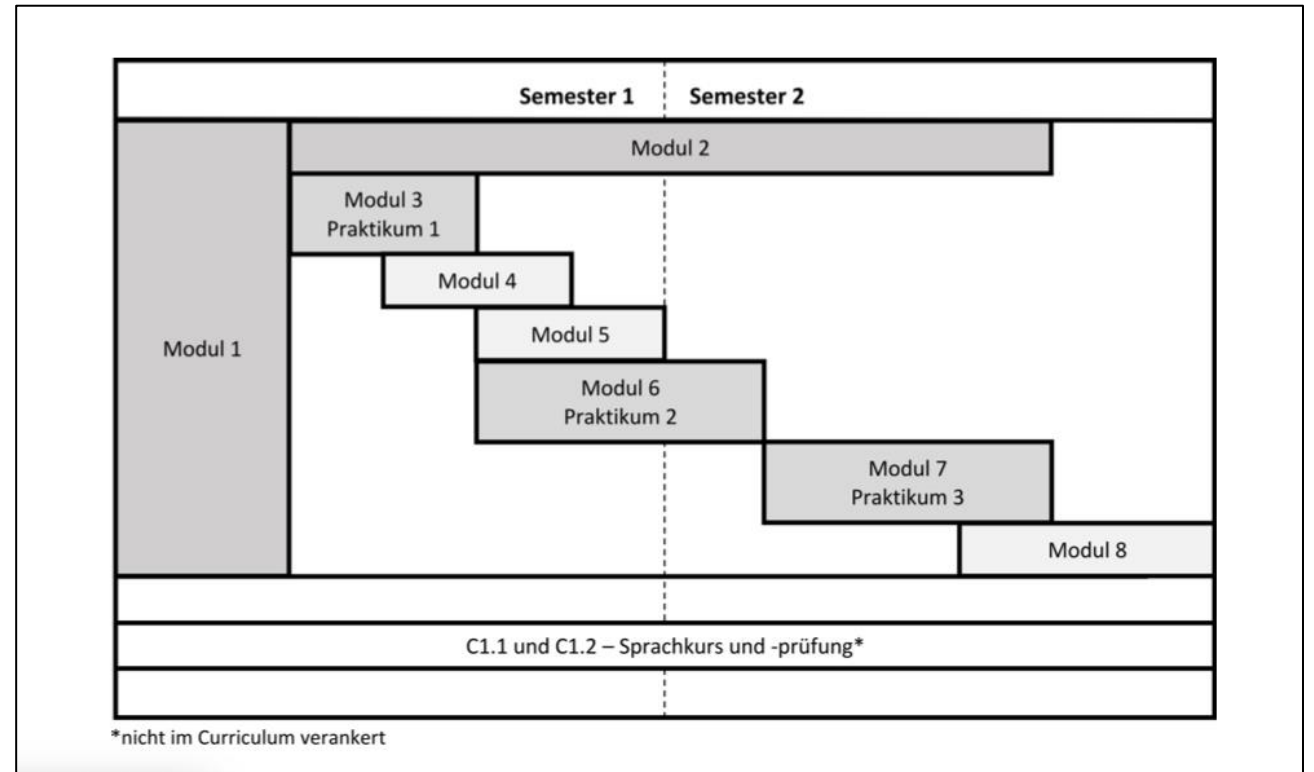
Subject knowledge
Instruction

Subject 2

Subject knowledge
Instruction

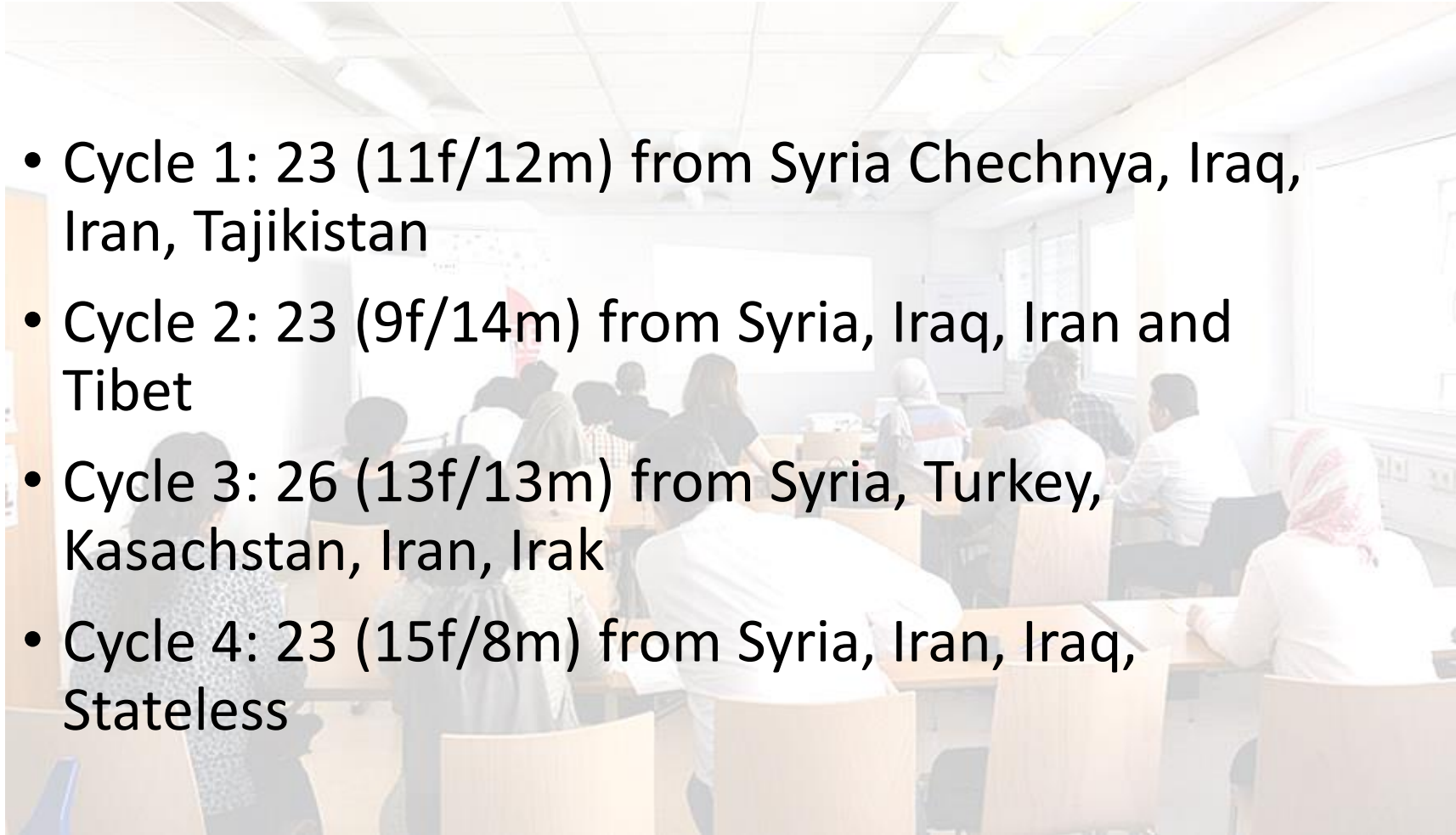
Information on modules and layout

Modulbezeichnung
Modul 1: Einführung und allgemeine bildungswissenschaftliche Grundlagen
Modul 2: Bildung und Entwicklung
Modul 3: Unterricht inklusive Orientierungspraktikum
Modul 4: Voraussetzungen, Verläufe und Folgen des Unterrichts
Modul 5: Inklusive Pädagogik und Vielfalt
Modul 6: Schulforschung und Unterrichtspraxis
Modul 7: Vertiefung Inklusive Schule und Vielfalt
Modul 8: Abschlussreflexion



Participants

- Cycle 1: 23 (11f/12m) from Syria Chechnya, Iraq, Iran, Tajikistan
- Cycle 2: 23 (9f/14m) from Syria, Iraq, Iran and Tibet
- Cycle 3: 26 (13f/13m) from Syria, Turkey, Kasachstan, Iran, Irak
- Cycle 4: 23 (15f/8m) from Syria, Iran, Iraq, Stateless



Navigating & Balancing

- Funding
- Different Stakeholders
- Participatory (Research)(Ethics) Elements
- Political hurdles, opportunities, and dead ends
- Media coverage
- Identity as academic (activist)

Resources and contact

- Kremsner, G., Proyer, M., & Biewer, G. (2020). *Inklusion von Lehrkräften nach der Flucht: Über universitäre Ausbildung zum beruflichen Wiedereinstieg* (p. 240). Verlag Julius Klinkhardt.
- Proyer, M., Pellech, C., Obermayr, T., Kremsner, G., & Schmölz, A. (2022). 'First and foremost, we are teachers, not refugees': Requalification measures for internationally trained teachers affected by forced migration. *European Educational Research Journal*, 21(2), 278-292.

Assoc Prof Michelle Proyer

michelle.proyer@univie.ac.at