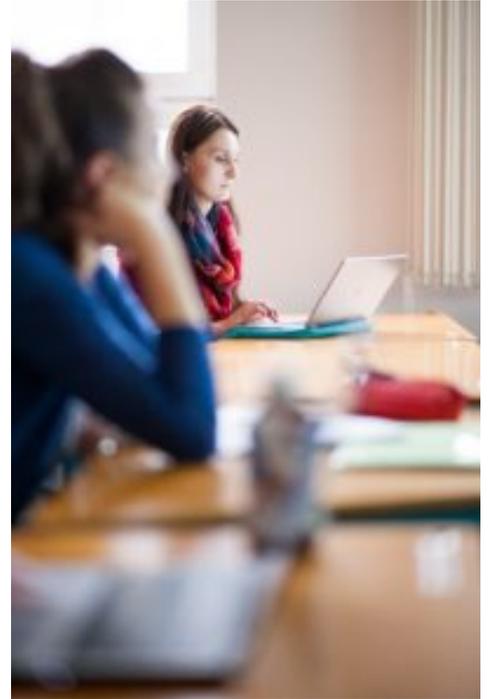


# MA Programme Graduate Profile



## MA Programme Graduate Profile: Teaching

This programme provides graduates with full qualification for teaching. It also makes them **eligible for working in institutions arranging extracurricular** (e.g. leisure) activities. Their professional actions draw on acquired knowledge and skills from their teaching specialisations (Maths, Physics, History, ...) and also acquired **didactic, educational and psychological knowledge and skills from the field** the students gain during shared basic courses. The students also undergo thorough practical training, which constitutes an integral part of this programme. Study of teaching therefore provides the students with knowledge and skills based on didactic and psychological disciplines and recent research findings, as well as with the ability to reflect on their own practice and gain experience at schools of appropriate type and phase of education. Furthermore, they are able to reflect upon their work as teachers and are given opportunity to develop attitudes towards themselves, their pupils and their profession.

## **As a result, the graduates have a range of competencies:**

- They are prepared to support each pupil's development and follow professional teacher ethics.
- They are equipped with well-structured knowledge and skills within their teaching specialisations.
- They have knowledge and skills necessary to mediate topics in a way that is both factually correct and comprehensible for pupils.
- They have general didactic knowledge beyond their teaching specialisation, especially regarding class management and learning support.
- They employ the knowledge of general learning, psychological and other characteristics of contemporary pupil population and have a differentiated awareness of its specific learning needs and options.
- They manifest expert didactic thinking by evaluating a teacher's behaviour with regard to the required fulfilment of educational goals (e.g. competencies) based on an analysis of sample teaching situations.
- They are able to communicate with pupils and their parents as well as their colleagues and other partners at school.
- They make use of options and techniques of self-reflection (e.g. introspection) in order to know themselves.
- They plan and realise their own personal and professional development with regard to needs of school and their own professional interests; they undergo further education and maintain general cultural and social knowledge.
- They are prepared for cooperation within or outside school, share information with parents and other partners at school, and contribute to school's development.