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Teacher Education in Switzerland

Introduction

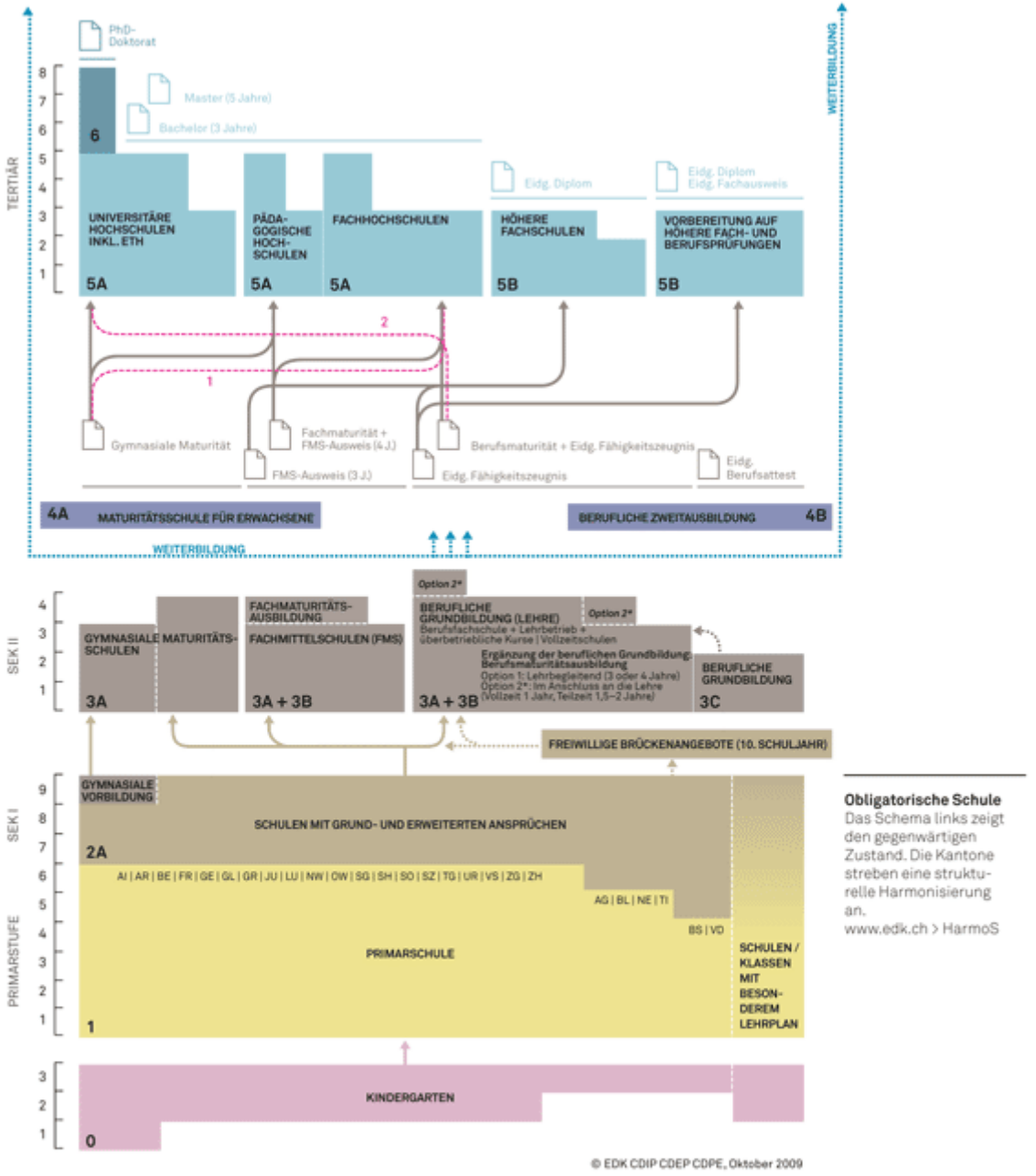
The goal of teacher education must be to make future teachers experts in utilizing a variety of instructional choices and strategies that facilitate learning. As qualified educators the graduates of universities of teacher education are capable of delivering relevant content based on efficient learning and teaching processes that take place in an atmosphere conducive to learning. The Swiss universities of teacher education are therefore charged with inducting future teachers into the educational system who are proficient in their subject matter's content, are familiar with pedagogical content knowledge and are personally competent so they are able to successfully manage the challenging tasks ahead of them.

How to instruct future teachers in aspects of subject matter, knowledge of pedagogy and teaching methods, professional knowledge for teaching and learning as a balanced triangle which always is based on the relative portions of scientific subject matter knowledge, theory-based reflective knowledge and rule-governed practical knowledge. This is the focus of the current debate in Switzerland on teacher education and teacher career placement.

1. The Swiss National Educational System - and Teacher Education

The schematic illustrates the Swiss educational system in a simplified form. Reference is made to the ISCED (International Standard Classification of Education). ISCED attributes each educational level with an internationally defined code (ISCED 0 to ISCED 6), which allows for international comparisons.

DAS BILDUNGSSYSTEM SCHWEIZ



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- ISCED 6
- ISCED 5A + 5B
- ISCED 4A + 4B
- ISCED 3A–C
- ISCED 2A
- ISCED 1
- ISCED 0

Abschluss

Passerelle 1: Gymnasiale Maturität ▯ FH (Berufspraktikum)
Passerelle 2 : Berufsmaturität ▯ Universitäre Hochschule (Ergänzungsprüfung)

Anzahl Jahre

In Switzerland, responsibility for education from pre-school to the tertiary stage (universities and higher vocational education) lies with the state. The main responsibility lies with the 26 cantons, while that for post-compulsory public education (gymnasiums, vocational schools and universities) rests with both the cantons and the Confederation. The cantons and municipalities finance more than 80% of public spending on education, 87% in the year 2005. There is no Ministry of Education on the federal level.

a) Pre-school and mandatory education

Most (95%) of all pupils are educated in public kindergartens and complete compulsory education at a public school in their residential community. 5% attend a private school. Public schools fulfill an important integrative function in that children with different social, linguistic and cultural backgrounds all attend the same school. The PISA education study's results do however confirm the high social selectivity of the Swiss educational system.

The responsibility for schools lies with the cantons, which also see to their funding. The communities provide for pre-school and compulsory education. This allows for adaptable and decentralized, yet hardly generalizable educational solutions.

All cantons provide for one to two years of free pre-school education (Kindergarten, école enfantine, scuola dell' infanzia), in Canton Ticino it is three years. Children attend compulsory schooling after their completed sixth year of age. Compulsory schooling lasts nine years. An expansion of this compulsory schooling to pre-school has been planned in the Harmos reform project. Primary school comprises the first six years of schooling (exceptions: see illustration). During the ensuing lower secondary school (grades 7 – 9) the pupils are educated in achievement groups in all or some of the subjects.

Pupils are taught in either German, French, Italian or Romansh, depending on language region. Traditionally, learning languages has played an important role in Switzerland. During compulsory schooling all pupils are taught at least two other languages next to the one used in their region of Switzerland. Usually, this means another national language and English.

The federalist and decentralized organization with regard to pre-school and compulsory schooling allows for educational solutions that reflect the cultural differences in this multilingual country characterized by regionally differentiated school traditions. While there are country-wide requirements for important areas (minimum age for compulsory education, duration of compulsory school attendance). These requirements are to be amended based on revised legislation in the next few years.

b) Post-secondary education

Post-compulsory education (upper secondary and tertiary levels) is for the most part based on intercantonal or federal decrees. The cantons regulate examinations and manage the schools. The only exceptions are the two Federal Institutes of Technology in Zurich (ETHZ) and Lausanne (EPFL), which are run by the Confederation.

About 90% of all Swiss obtain an upper secondary school diploma at the age of 18 or 19 years, 60% obtain a vocational diploma. These degrees allow young adults to either enter the job market, continue their education at a professional college, or – if they have obtained a baccalaureate degree – enroll in a university. Nation-wide recognition of diplomas is assured, ensuring national and international mobility.

c) Professional colleges (Höhere Fachschulen)

Professional college degree programs allow professionals to deepen their general education or acquire managerial or organisational skills so that they can pursue a further career. The educational content is mostly devoted to specific professional aspects. Enrollment is usually after completion of a vocation or upper secondary schooling. As of 1995 many professional colleges were converted to universities of applied sciences (Fachhochschulen).

d) Private schools in Switzerland

The Swiss Constitution stipulates that primary school education is to be regulated by the state. The cantons therefore oversee all education during compulsory schooling. Parents who wish to have their children privately schooled can do so by accessing a network of private schools. There are hundreds of schools on primary, lower and upper secondary level to choose from. Often these are religious schools or are based on the models of Steiner, Montessori or others, or are simply commercial alternatives to public schools. Currently, about 2.3% of all children on the primary school level, 5.4% of lower secondary pupils and 11% of all upper secondary pupils are enrolled in private schools. The Swiss Conference of Cantonal Education Ministers (EDK) has ruled that the Swiss Constitution clearly guarantees any individual the right to found a private school. These schools are subject to cantonal regulations (e.g. registration, oversight, recognition of the awarded qualifications). Private schools only rarely receive any public funding.

e) Adult education

Adult education comprises the organization of courses for adults as well as the institutions and individuals who plan and implement such courses. Adult education is equivalent to continuing education. In Switzerland, most continuing education courses are offered by private, not public institutions. This is also true for professional development, although to a lesser extent. There is no legal right to further education in Switzerland. The educational sector and the field of continuing education in particular are not uniformly structured. The responsibilities and legal framework rather reflect diversified approaches. There is no national policy on continuing education.

f) Universities of Applied Sciences and Universities of Teacher Education

The universities of applied sciences (UAS) were established in 1996 by federal law. They prepare students for challenging professions that require scientific or artistic proficiency and the mastery of the requisite methodologies. Universities of applied sciences also carry out applied research, provide continuing education opportunities and services for small- and mid-sized enterprises (fourfold legal mandate). Compared with universities, UAS are more oriented towards practical aspects. UAS educational programs lead to diplomas or Bachelor's and Master's degrees. At the continuing education level, UAS students can obtain qualifications such as the Master of Advanced Studies (MAS) and the Executive Master of Business

Administration (EMBA), but are not able to enroll in doctoral programs leading to a PhD. Studies usually take three to four years.

Up to a few years ago teacher education was linked to upper secondary schooling, as far as pre-school and primary school teaching was concerned. In contrast, gymnasium-teachers were required to enroll in universities for both subject-specific and pedagogy studies. In 1995, the Swiss Conference of Cantonal Education Ministers (EDK) decided that teacher education for all school levels was to take place on the tertiary level. Since then, numerous universities of teacher education (Pädagogische Hochschulen) were founded, mostly for pre-school and primary school teachers, but also for lower secondary school teachers. (basic educational requirements).
The newly founded institutions on the tertiary level offer both vocational and pedagogy studies for lower secondary school student teachers (advanced educational requirements) and for upper secondary school student teachers.

Not all universities of teacher education offer the same academic programs and specializations, of which there are several, such as: pre-school, primary, lower secondary and gymnasiums, special needs education, speech and language therapy and psychomotor therapy.

Summary

The educational system in Switzerland is organized into five sectors, as is the case for other European countries as well – elementary, primary, lower and upper secondary as well as tertiary and continuing education. Furthermore, there is an extensive network of private schools.

The lower secondary school level dramatically illustrates the broad diversity of the cantonal school systems. Pupils' choice of a future career finds its first critical juncture when they transfer from the primary to the lower secondary school level. Another defining moment is completion of compulsory schooling, a further one is completion of upper secondary schooling.

In recent years, the educational system in Switzerland, in particular the tertiary sector, has gone through a series of reforms. The Swiss Confederation is based on the concept of federalism. This has an impact on the educational system, being the primary cause for its diversity. Up to this day, the Swiss Constitution does not require a uniform system of education, which is why it is so decentralized. Responsibility for education rests with the cantons. Only a few important sectors are regulated by the federal government. There is no federal Ministry of Education. Because of the diverse cultural backgrounds and the myriad levels of responsibility found in the 26 cantons, coordination efforts are of paramount importance. The Swiss Conference of Cantonal Education Ministers (EDK) is charged with the various coordination efforts.

2. Coping with Bologna

The universities of teacher education have fully implemented the Bologna reforms. The undergraduate teacher's education program lasts six semesters. The B.A. in Education is fully accredited in all of Switzerland, regardless of which university one has graduated from. Currently teachers are sought after as there is a lack of pedagogues country-wide. This represents a paradigm shift: it used to be that one would have to decide to be a teacher at age 16 in order to enroll, these days it is at

19 – 20 years of age. This means that the profile of student teachers has changed. This is especially true for kindergarten teachers, who now need a baccalaureate (completion of a gymnasium) or a diploma from a trade or technical gymnasium.)Diplommittelschule II)
An M.A. is usually necessary to teach lower secondary school classes; these degrees are also awarded by universities of teacher education. Those wishing to teach upper secondary school classes study the subject matter at a university and take vocational and pedagogical courses at a university of teacher education.

3. The Impact of the Bologna Process on National Teacher Education

The B.A. in education curricula are rigidly designed. They still contain too many lectures and allow for too little academic mobility. Because most student teachers have to work it is next to impossible for them to complete their studies in the required timeframe (six semesters for the B.A., ten for the M.A.). The Bologna declaration has not only imposed rigid guidelines for the duration of studies, the place of study and the curricula but has also led to a tightened selection of students based on their financial situation. The Swiss teacher education system has therefore become more rigid due to Bologna than it used to be.

3.1. Teacher Education: Current Challenges and Trends in Switzerland

Four aspects are of note:

- The danger of renewed regionalisation has announced itself in recent times. There are tendencies to regard universities of teacher education as pertaining to a particular canton rather than allowing for them to fit under an intercantonal roof. This in effect would mean a return to the older, outdated seminary type of education where each canton was proud of its own type of teacher education.

- The allegation that universities of teacher education are actually pseudo-academic institutions is still being raised. Opponents of raising the academic bar for teacher education maintain that graduates are bookish and lack practical experience, that kindergarten teachers do not require tertiary education but that a secondary level would suffice, and that Bologna's intensified focus on academic curricula will result an overly theoretical education with too little practical training.

- The allegations of overly theoretical teacher education programs that lack practical relevance are still being raised even though universities of teacher education engage in an intensive discourse on the relation of theory to practice. There is an active effort to productively balance theoretical and reflective knowledge, vocational knowledge and theory-based practical knowledge.

- The allegation that universities of teacher education invest too many funds in research and thereby neglect teacher education hardly holds water due to the fourfold legal mandate universities of teacher education comply with. Nevertheless, the allegation continues to be raised.

3.2. Solving Problems: Dilemmas, Inconsistencies, Solutions

a) The current debate on the theory-practice relationship

The education and training of apprentices in Germany illustrates that emphasizing one aspect of the educational balance results in lopsidedness. Due to the two-phased approach in Germany which is a consequence of program structure, it is

virtually impossible to broach the issue of the theory-practice relationship with educational courses (Combe, Helsper 1996).

The single-phased approach of the universities of teacher education is more optimized with regard to this relationship. Educators of teaching practice should demonstrate to student teachers that the difficult balance of theory and practical aspects is a permanent and worthwhile subject of conversation and that it would not be permissible to focus absolutely on either subject matter, vocational knowledge or personal knowledge while ignoring the other two topics.

Student teachers should use reflective knowledge appropriate to the situation at hand wisely, taking the personal disposition of the participants into account when solving practical problems. They should learn that absolute positions (theory here, practice there) will prove fruitless. They should experience that the alleged “technology deficit” of pedagogy and its management are the distinguishing characteristic of the teaching profession. In pedagogical situations it is crucial to act professionally, with an appropriate balance of theoretical, practical and personal knowledge. Student teachers are to be educated in theory-guided and practical phases with assured tools of the trade with regards to knowledge and capability (pedagogy, pedagogical methods). This should allow future teachers to master classroom situations as experts in utilizing a variety of instructional choices ans strategies that stimulate learning.

Accordingly, experience and reflection are reciprocally related to each other within the cycle of “understanding, planning, implementing and evaluating”. This is expressed in characteristic activities:

- understanding and acquiring the fundamentals of learning and teaching,
- using these fundamentals appropriately and practicing them,
- observing, analysing and interpreting,
- reflecting alternatives to planning and courses of action,
- implementing new approaches

b) the debate on the professionalization of teacher education
The focus on the logic behind a chosen course of action in pedagogy is an attempt to develop a concept of pedagogic professionalism beyond listing characteristics (Schmidt 2008). A profession is more than an organized activity based on an occupation, which could be viewed as a step towards forming a profession. The concept of a profession becomes clearer when one charts the transition from work to occupation to profession on the dimensions of knowledge and social implications. A profession is based on theoretical knowledge. It also seeks to explain. Problems are not only solved by those within a profession, but also explained using non-case-specific reasons for the problem. A set of ethical guidelines (ethos) increases the status of a member of a profession. This functional concept can serve as the basis by which to formulate typical characteristics of a profession. One can use them as criteria to assess whether or not an occupational activity is to be characterized as professional or to substantiate how far an occupation is removed from being a profession as an ideal type.

Typical characteristics of professions are: skills based on scientific knowledge, specific skills applied in practice, specialisation and independent professionalism,

central values, professional culture and professional expertise, social accountability and integration into society, social institution outside of government, authority to practice in any individual case derives from the client, factual, independent decision-making, government licensing based on qualifications, exclusive nature based on a monopoly, high status, professional independence, codes of conduct or ethics, professional associations control the work of the profession, registry or membership so that only those individuals so licensed are recognized, practitioners are characterized by a commitment to competence. Universities of teacher education must demonstrate that these criteria apply to the teaching profession.

3.3. Job Satisfaction, Job Retention, Reasons to Quit: an example

Teaching is extraordinarily multi-faceted. The growing demands placed on teachers are to be fulfilled not only in schools but increasingly outside the institution. The complex requirements lead to teachers being faced with role conflicts. Unresolved role expectations cause stressful situations for teachers. Continuing strain, stress, burn-out or resignation can limit job satisfaction – this is the common wisdom – which than leads to resignations and teacher turnover.

The conclusion is that the teaching occupation is a satisfying and at the same time stressful full-time job that is insufficiently appreciated. This is the result of several studies, of which a few are mentioned as follows:

One of the first references to stress experience on the teaching job was a five-stage scale developed by (Scheuch, Leipnitz, Schreinicke & Rudow 1978, cf Rudow 1990a, 2), which lists ten stressors:

1.	lack of discipline of individual pupils	156 points
2.	not following instructions	147 points
3.	noisy classroom during teaching	143 points
4.	slow learners	112 points
5.	noisy pupils during breaks	111 points
6.	classroom visitors	93 points
7.	difficulties with particular classes	90 points
8.	substituting for another teacher	84 points
9.	pupils standing around	78 points
10.	pupils speaking without permission	67 points

In all of the interviews on the subject[1] teachers complain of increasingly stressful situations. They feel overburdened or that they have reached their limit. Many aspects of teaching are to be considered stressful. These findings could lead to the conclusion that job *dis*satisfaction would be so prevalent among teachers that many of them would regret ever having chosen the profession. However, several studies, including the most recent one by Rolff et al. (Die Zeit 12/96, S. 35) indicate that the overwhelming majority of teachers are satisfied with their occupation and would choose it again. How are findings to be interpreted that show that teachers are heavily affected by workplace stress and yet display job satisfaction at the same time?

[1] Vgl. Merz 1979, Cloetta & Hedinger 1981, Thoma 1986, Rheinberg & Minsel 1987, Wulk 1988, Dubs 1989, Elsinghorst et al. 1989, Hirsch et al. 1990, Stöckli 1992, Pieren 1993, Schärer 1993.

It was only a few years ago that Canton Aargau had to hire a slew of teachers from outside the canton and even outside the country in order to fulfill the demand by public schools in short order. This precarious situation – in 1992 about 220 teachers from abroad were hired - was in part caused by the high turnover of teachers who had quit their jobs. By the end of the school year 1990 / 1991 528 teachers had decided to leave their job. This high turnover rate underscores the importance of being aware of the causes of teacher job dissatisfaction and satisfaction.

All of the teachers leaving their positions by the end of July 1994 were surveyed in written form as to their reasons for leaving service and as to their job satisfaction. A control group of teachers who had remained on the job was also surveyed. The questionnaires were supplemented by telephone interviews with twenty representatives of each group. The Department of Education of Canton Aargau was particularly interested in reasons cited for leaving the job that were connected to the then current occupational situation of teachers. The intention was to use the survey results as the basis for future reforms.

Teachers leaving their job are on the whole more satisfied and less affected by stress than those staying on the job. If the number of those teachers entering retirement is subtracted from the total, only 26% quit in order to leave the teaching job permanently. 22% found another teaching position in Canton Aargau, 13.9 % in another canton. 26.9% wanted to take up teaching after a pause. Of the reasons cited for resigning the teaching position, personal motives dominated with 40%. Over one fifth was satisfied with their position but felt attracted and challenged by a new position. These types of resignations had little to do with the perception of the occupational situation. Only 15% of all resigning teachers wanted to leave a stressful or unsatisfying position. These reasons given for resignations can hardly be influenced by educational policies. Even so, many teachers mentioned they felt overburdened by the demands placed on them by parents and society, as well as issues with too large class sizes and unmotivated and behaviorally challenged pupils. Others mentioned lessening of status, lack of part-time positions or lack of cooperation by their colleagues. Important reasons for resignations also included career-motivated decisions. For over 40% of those who resigned their posts, the perception that their occupation was a good career basis but not enough to sustain them over the length of their entire career played a very important or decisive role in leaving the job. It is apparent that female teachers plan to teach for only a few years. Many resignations were also tendered by those seeking continuing education in the teaching profession.

The hypothesis – often mentioned in recent times – that job dissatisfaction is especially prevalent among teachers can thus be debunked. Quite the opposite is the case: over three quarters of those surveyed indicated high job satisfaction. 80% would choose teaching again. Paradoxically, this percentage is even higher among those leaving their position. The commonly voiced opinion that only content teachers stay at their posts is thereby refuted. Does this signify that only those dissatisfied remain in their jobs?

Teacher satisfaction is at its highest in the classroom. It diminishes as the occupational tasks become more removed from actual teaching. The survey showed that teaching-related aspects contributed most to job satisfaction: the freedom to schedule their workload themselves, the opportunity to apply their personal skills in

an optimal manner, the pedagogical and didactical latitude, working with children and the opportunity of holding a responsible position.

The telephone interviews revealed that many teachers were fearful that the current amount of rules and regulations would in the future further limit their amount of latitude. Satisfaction with general job-related conditions and institutional aspects of those related to relations formed on the job is less pronounced, and hardly decisive for developing job dissatisfaction. Most of the comments relating to dissatisfaction of those leaving their jobs indicated the future direction of educational reforms, the diminishing status, the lack of part-time opportunities, the contested success of teaching activities and poor cooperation among colleagues. Those teachers staying on felt more positively about the cooperation and the general atmosphere at their institution. They also had a more positive attitude as regards the success of educational and teaching activities. There are many reasons for teacher job dissatisfaction. They do not arise primarily in the pedagogical field, but rather from issues revolving around dealing with parents, colleagues and the school officials.

Teachers who tend to be dissatisfied are more interested in job-related security and more independence than in issues deriving from education or teaching. Different types of dissatisfaction can be grouped around one's assessment of educational policies: whilst one group feels teaching-related developments are too rapid and interfere with continuous, smooth and concentrated work, others complain that educational policies are unduly conservative and that school officials are not doing enough. A third group fears a loss of pedagogical latitude from an increase in rules and regulations affecting their work. Others complain about the negative consequences of rapid societal changes: a substantial rise in their job-related responsibilities, antisocial and behaviorally challenged pupils, difficult parents.

It is not in dispute, however, that schools must be open vis-à-vis societal change, although this results in unrest and hectic activities, which in turn leads to demanding or even straining situations for teachers. Despite high job satisfaction, the surveyed Aargau teachers felt quite stressed. The strongest stressors were complicated, problem-laden children, antisocial behavior, noise and unrest in the classroom. More strain is due to additional administrative work not related to teaching. Many teachers complained about demands placed on them by parents, school officials, colleagues and society. It is these burdens that are relevant for resignations, combined with issues revolving around time management and psychological issues. The perception of high job stress does not however reduce job satisfaction for most teachers nor does it lead to the intention of quitting the job. The currently increasing reports on teacher frustration, bitterness, fatigue and burn-out clearly lack credence. Satisfied teachers are neither overburdened nor unchallenged, remain healthy (or are at least satisfied with their health) and don't fret about limited advancement opportunities. If teaching children is a satisfying activity, if the atmosphere among colleagues is collegial and teachers are convinced that their occupation is one of responsibility, then the conditions for job satisfaction are met. What causes dissatisfaction is then not by any means perceived to be a reason for resigning one's job.

Planning educational policy measures to improve the occupational situation and to reduce resignations based only on the enumerated reasons for resignation is possible, but only up to a point. The findings do however contain valuable information on how to preserve and improve job satisfaction and how dissatisfaction and stress

can be mitigated. Complaints about high stress levels must be taken seriously, even if they do not impact job satisfaction as much as was previously assumed. This is especially true for those few stressors that are relevant as reasons for resignations: the time spent on administrative and organizational tasks should be lessened.

Teachers should be able to allocate less of their resources to organisational and administrative tasks. The teacher's latitude in occupational matters should be maintained. This is directly connected to more autonomy for the individual school in question. Team development amongst teachers and individual opportunities for continuing education are to be supported as is professional mobility.

4. Recent Research on Teacher Education in Switzerland (cf SKBF 2010)

a) In 2008 Alois Buholzer and Sandra Zulliger (Zulliger, Buholzer 2010) surveyed the graduates of the University of Teacher Education of Central Switzerland in Lucerne. The university opened its doors in 2003. All university graduates were invited to fill out written questionnaires on these topics: what motivated them to train as teachers? What was the job market like? How ready were graduates to teach? What was the quality of their education? Participants were also asked what the relevance the various elements of their training and education had for them and how they assessed their quality in hindsight.
A total of 133 graduates responded which amounts to 54.3% of the 245 surveyed persons. Based on the answers, 81% of the respondents had obtained a baccalaureate, mostly from gymnasiums with a curriculum focusing on learning languages.

Most graduates remained in Central Switzerland; half worked for Canton Lucerne and another third for a further central Swiss canton. The respondents indicate they are generally satisfied with the work in their occupation, women appeared significantly more content than their male counterparts. Primary school teachers indicated more often that they would cooperate with their colleagues than lower secondary school teachers. Women appear to be more cooperative than men. When responding to the query regarding the most useful part of their education, graduates mostly indicated the focus on teaching in practice.

a) Between 2006 und 2010 Horst Biedermann and Fritz Oser carried out an international comparison of the quality of teacher education in the Swiss-German part of the country (Oser et al. 2010).
TEDS-M (Teacher Education and Development Study in Mathematics) is a cross-national comparative empirical study of teacher education by the IEA (International Association for the Evaluation of Educational Achievement). It examines the effectiveness of primary and secondary mathematics teacher education. Basically, TED-M examines how well student mathematics teachers are prepared to teach.

The study awards the education of Swiss-German mathematics teachers good grades. In the international comparison, the student teachers were highly competent in mathematics and in math pedagogy. This finding applies to both future primary and lower secondary school teachers. The study also indicates that educational psychology rarely treats important aspects compared to other countries. Another finding was that practical experience is given a lot of emphasis, but that Swiss-German student teachers are rarely given sole responsibility for a class over a longer period of time. In the dimension of attitude, the constructive perspective is more

heavily represented than the transmission-oriented perspective of teaching and learning mathematical content. One can therefore assume that the future teachers intend to base their learning approach on comprehension- and independence-oriented learning processes. The authors suggest that this indicates the generally high quality of teacher education in Switzerland.

5. Conclusion

The pedagogic occupation is basically suited to be considered a profession, based on its occupational character and orientation towards a logic of pedagogical action (Schmidt 2008). The path leading to a concept of pedagogic professionalism has been charted. One must now elaborate which typical characteristics constitute educational professionalism.

Typical paradoxes in the teaching occupation stem from the interactions with people, processes that that pedagogues can endure and bring into balance.

The professionalism of pedagogic actions is based on the competencies of interaction and communication. These competencies are meant to assure the afore-mentioned endurance and equilibrating. So that one needs not to address the issue of whether teachers are “born or made”, these processes must be understood to be both teachable and learnable procedures that enable reflection and recursive improvement of teaching in practice.

The typical characteristics of a professional pedagogue are to be found in his or her actions in complex, interactive situations in a profession-client relationship that lie beyond instrumental market interests and references to any particular realm of every day life experience but are rather oriented towards universalistic precepts of a „higher-order universal solidarity“. (Combe, Helsper 1996, p. 528).

To be able to impart the necessary knowledge, the corresponding skills and competencies to achieve this goal – therein lies the goal of educating teachers in Switzerland.

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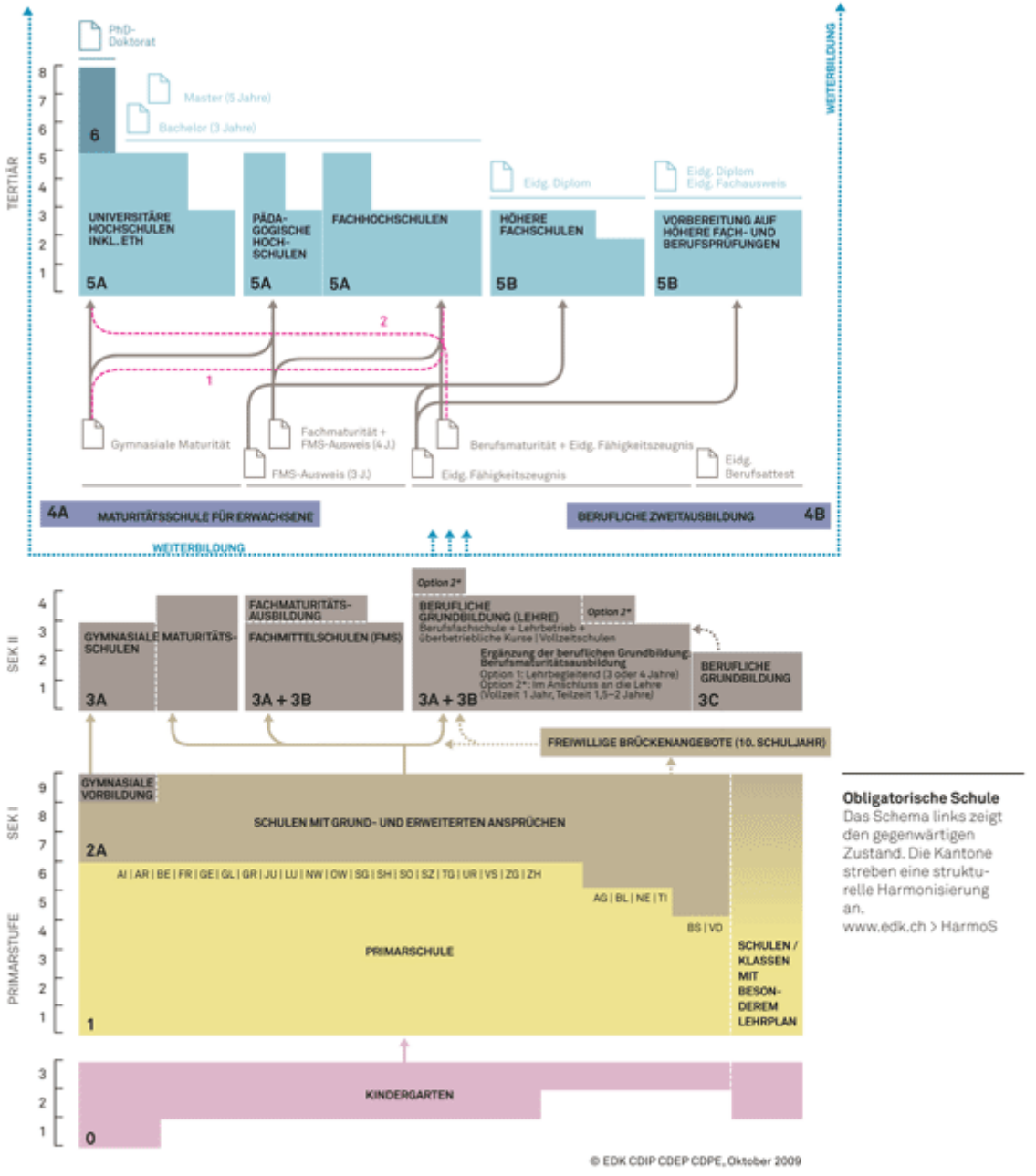

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