

Raising entry requirements and aligning teacher training

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 AUSTRIA

Timeline

2015 Approved/Agreed

2016 Pilot

2017 Pilot

2018 Pilot

2019 Implementation

2020 Implementation

2021 Implementation

2022 Implementation

2023 Implementation

2024 Implementation

ID number 27996

Background

The Federal Act on the new teacher training scheme (*Bundesrahmengesetz zur Einführung einer neuen Ausbildung für Pädagoginnen und Pädagogen*) came into force in July 2013, which marked the beginning of the implementation phase of the new teacher training programmes in Austria.

Objectives

Aligning the teacher study programme to the Bologna process.

Description

As of September 2019, all teachers are required to have a master degree; until then, bachelor graduates can be employed provided that they commit to completing master studies within 5 years. The new programmes for upper secondary teachers are provided by both universities and university colleges. Programmes for teacher training for vocational part-time schools in apprenticeship training are provided at university colleges. The colleges started to offer the new Bachelor of Arts (BA) and Master of Arts (MA) degree programmes in the academic year 2016/17.

Competence orientation is an important part of the curricula of the bachelor and master programmes leading to a teacher qualification. The focus of the competence orientation is on general pedagogical competence, subject-related and didactic competence, diversity and gender competence, social competence and awareness of the profession. Curriculum development is in progress, with evaluation scheduled for 2020.

The provisions for getting a teaching post for different types of prospective teachers are also in progress. Provisions have been set for lateral entrants who have:

- (a) successfully completed a relevant higher education programme and have at least 3 years of relevant professional practice. They can enrol in bachelor studies that aim to impart pedagogical and didactic content and award credits for subject-specific

- academic content;
- (b) not completed a relevant higher education programme but have a relevant master craftsperson certificate or VET college (BHS) qualification and some experience of professional practice. They need to complete a bachelor programme, with credits awarded for recognised parts of the VET already obtained. Graduates of specialist and pedagogical tertiary programmes only need to complete the induction period after proving their relevant professional practice.

2015 Approved/Agreed

2016 Pilot

2017 Pilot

2018 Pilot

2019 Implementation

In 2019, the new teacher training has been fully implemented and rolled out throughout Austria in the above-mentioned associations. Since September 2019, all teachers are required to have a master degree.

2020 Implementation

In 2020, further developments currently primarily concern the introduction of further master programmes for student specialisation and to deepen certain subject areas.

An evaluation of the teacher training, originally planned for 2020, has been delayed due to changes in the requirements for an international tendering procedure.

2021 Implementation

In 2021, an evaluation of the new teacher training, surveys of student teachers and young teachers was conducted.

2022 Implementation

In 2022, the evaluation results were not yet published. Higher education statistics show a total of 20 053 students in teacher education for the academic year 2021/22. In order to counteract the acute teacher shortage, the teaching profession is to be made more attractive for career changers. To this end, university courses for career changers were established in autumn 2022 at four university colleges of teacher education that are responsible for teacher training, which are intended to facilitate access to the teaching profession for this target group.

2023 Implementation

Since the 2022/23 academic year, the university course for lateral entry for the 2023/2024 school year has been running at four University Colleges of Teacher Education in different parts of Austria. From October 2023, the university course will be available in all federal provinces.

The requirements for entering the teaching profession laterally in a general education subject are the same for everyone - that is, regardless of whether you want to teach at a secondary school, a secondary academic school, a vocational school or a higher vocational college.

The requirements are a:

- (a) completed, professionally suitable study programme at a university or university of applied sciences comprising at least 180 ECTS credits (bachelor's level);
- (b) minimum of three years of relevant professional experience after graduation (one and a half years if there is a significant lack of teachers);

(c) positive outcome of the aptitude assessment procedure for lateral entry.

For vocational training, e.g. technical theory at 'Higher Technical Colleges' (HTL), there is still the option of being employed directly by the education department. For vocational subjects (e.g. mechatronics theory), it is not possible to apply to the certification commission for general education via the general education lateral entry programme. A special course of study (subject-relevant studies, supplementary studies) is attended at the University College of Teacher Education on a part-time basis for vocational training.

2024 Implementation

From the 2024/25 academic year, lateral entry into special needs education/inclusive education at secondary level general education or special school is also possible. The prerequisite for application is a suitably specialised degree and three years of full-time professional experience in a relevant field.

There are still no plans to allow lateral entry to the teaching profession at the primary school level: a teacher training course is a requirement for regular employment at the primary school level; this is also possible on a part-time basis.

Bodies responsible

- Federal Ministry of Education, Science and Research (BMBWF)

Target group

Education professionals

Teachers

Entities providing VET

VET providers (all kinds)

Thematic categories

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Subsystem

IVET

Further reading

[The Bologna Process and the European Higher Education Area](#)

[Information on new teacher training scheme by the Federal Ministry of Education, Science and Research \(in German only\)](#)

[Evaluation and further development of the education of teachers \[Website zur Evaluierung und Weiterentwicklung der Pädagoginnen- und Pädagogenbildung\] \(in Germany only\)](#)

[Information on opportunities for a lateral entry into the teaching profession \(in German only\)](#)

“ ... ” **Cite as**

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