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## Specialised middle school or Baccalaureate school - which track into Universities of Teacher Education?

In the past 20 years, the Swiss educational system has undergone a lot of structural changes - especially on upper secondary and tertiary level. Because involved in both levels, these changes also affected teacher education and training, which currently takes place in Universities of Teacher Education (UTE) at tertiary level. But the question about the 'right way' to train future teachers still remains a debated one, especially because there are different - but functionally equivalent - educational tracks on upper secondary level that lead into teacher education (primary and pre-primary education).

On one hand there is the 'specialised middle school' (Fachmittelschule), that, since 2004, offers an 'occupational field' and a 'specialised Baccalaureate' in 'education'. It has to stand its ground against the Baccalaureate school (Gymnasium) with the traditional Baccalaureate (especially the with MAR 1995 newly introduced artistic profiles) as a well-known and well-established track into teacher training at tertiary level.

Up to date, there is no empirical research that investigates and compares these two tracks leading into tertiary level teacher education. Only little is known about the specialised middle school itself and its position, profile and 'quality' (in the sense of 'characteristic') as a preparation for UTE.

The dissertation project aims to close this gap and to analyse the profile and characteristics of the 'specialised middle school (occupational field & specialised Baccalaureate in 'education') in comparison with the Baccalaureate school (artistic profiles music, visual arts, and pedagogy/psychology/philosophy) as an educational track into UTE. How do these two tracks differ in educational objectives, knowledge forms, audience, actor relations, teaching methods and educational concepts?

To analyse the profile of the specialised middle school (orientation 'education') I refer to the theory of the sociology of conventions, a pragmatic and transdisciplinary institutional approach. Conventions are culturally established principles of orientation and action (orders of worth and justification) on the basis of which actors evaluate and coordinate in social situations, and evaluate the 'quality' or 'worth' of persons, objects and actions. However these conventions are contradictory. In order to come to an agreement, compromises between different orders of worth are made.

For the dissertation project, a multiple case study in different Swiss cantons is planned. The study will refer to divers data on the level of institutions, organisations and interactions: documents, field observations and interviews with experts, headmasters, teachers and students of both educational tracks.

In the presentation, first results and preliminary hypotheses of the dissertation project will be presented and discussed. First analyses show major cantonal variations concerning the role and importance of the specialised middle school (orientation 'education') as a track into UTE as well as concerning its practical orientation. Further, there is also evidence that the profile and perception of the specialised middle school varies between the French and the German part of Switzerland. First exploratory interviews show that even though functionally equivalent concerning access to UTE, there seem to be different educational objectives, functions of knowledge and learning as well as perceptions of a 'good' student.

### Keywords

Upper secondary education; teacher education; specialised middle school; Baccalaureate school; Universities of Teacher Education; sociology of conventions

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