

## **Lifelong, extra-occupational learning as a competence requirement for elementary school teachers.**

### **An exploratory study of teacher's learning behavior as well as understanding the conception of contemporary, educationally effective general studies.**

**Short title:** *Lifelong, extra-occupational learning of general studies teachers*

One of the most important tasks in the teaching profession is the maintenance and continuous development of professional competence through lifelong, extra-occupational learning to be able to successfully master the complex demands of the educational profession (keyword: *innovate*; KMK 2004/2019; Kunter et al. 2011). Extra-occupational learning can take place in a continuum from more formal to more reflective informal forms of learning. Furthermore, knowledge is considered a central component of professional teaching competence (Baumert/Kunter 2011). Pedagogical content knowledge (PCK) is the primary focus of the present study. The multiple perspectives of general studies impose requirements on the professional general studies teacher that are just as demanding and complex as general studies and its didactics itself. In the context of their extra-occupational learning, the general studies teacher has the task of learning about current developments and research findings in general studies and using them for the planning, implementation and reflection of their teaching.

However, there are no empirical studies on the specific learning behaviors of general studies teachers. Therefore, the aims of this study are the exploration and description of the learning forms used by teachers in the context of their professional learning as well as their understanding of the conception of contemporary, educationally effective general studies (PCK in general studies) by means of a standardized questionnaire survey.

## **References.**

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