

Abstract: To be a teacher is a high-risk job in Germany. The risks which teachers for RE (religious education) have to deal with are caused by system faults but also by ineffective coping strategies. This dissertation deals with three 'blind spots' in the supervisory discourse: (1) 'supervision and school' are more or less ignored by research in supervision the same way as (2) 'supervision and religion'. This leads to point (3): There are hardly any transcripts of supervisory processes, which make detailed research possible. Chapter I introduces the reader to three parts of the research: teachers' everyday life, supervision and religion (theology). Chapter II explains the advice system of supervision and the concept of the author. Chapter III to XII show parts of the transcripts of a supervisory process (15 meetings) with a theologian/teacher for RE and reflect the systemic effects of religion in this process and in the professional life of the supervisee. The following topics have been treated: 'origin and effectiveness of god-constructs and family-creeds'; 'religious redundancies'; 'religious field competence'; 'constructive and destructive capacity of religion'; 'narrative theology in supervision'; 'possibilities and limits of systemic supervision'; 'Jesus as a systems analyst'. A comparison of this case with present sociological studies of religion will show that teachers for RE can be accompanied and supported effectively with supervision.