

QUALITY IMPROVEMENT OF HUNGARIAN TEACHER EDUCATION

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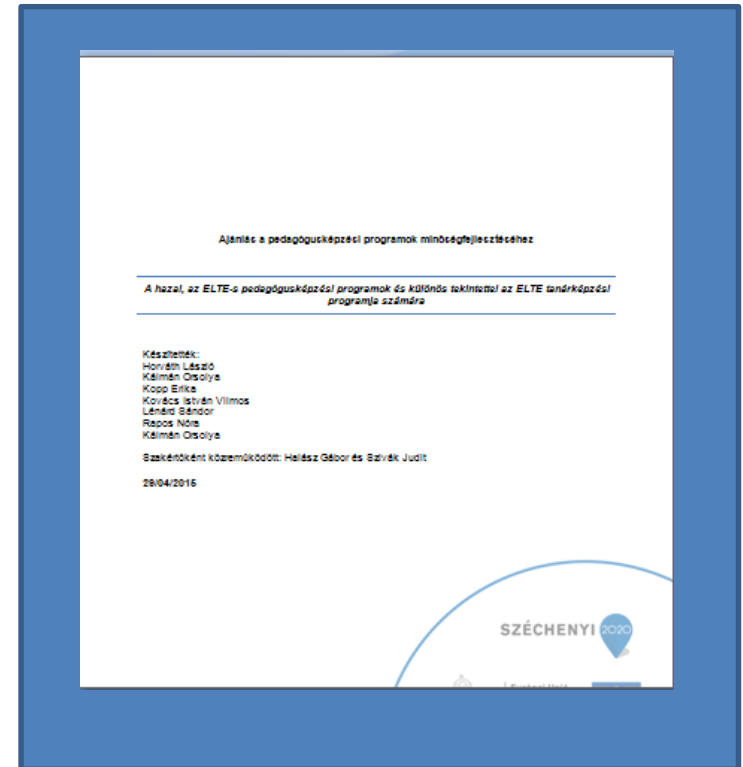
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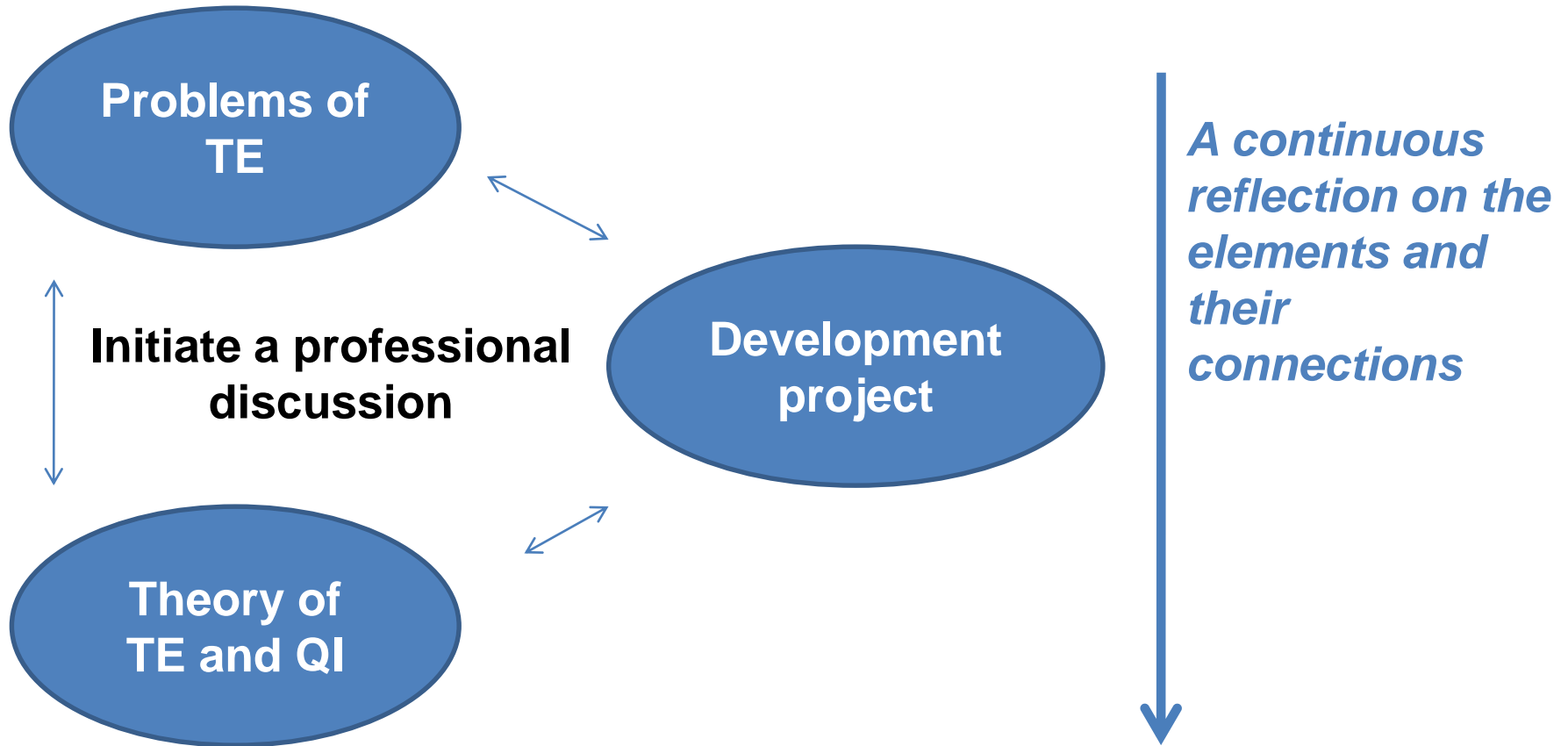
THE OUTLINE OF THE PRESENTATION

- **The framework of the quality improvement of TE**
 - The problem of the quality of TE
 - The Hungarian HE and the specific institutional context
 - Goals of the development
- **The development of the proposal for QI of TE programmes in Hungary**
 - Steps of the developmental process
 - The proposal
 - Main questions, results, changes of the development



THE PROBLEM OF THE QUALITY OF TE

HUNGARIAN CONTEXT



THE HUNGARIAN CONTEXT OF TEACHER EDUCATION AND QUALITY IMPROVEMENT

	Hungarian higher education	Institutional context
From the perspective of QA	<ul style="list-style-type: none"> -Accreditation of the HE institution in every 5 years - The evaluation is built on the main elements of ESG - regular statistical surveys about graduated students 	<ul style="list-style-type: none"> - QA Unit at the university level: focus on controlling from PDCA -Faculty: focus on learning and teaching, training programme, involvement of teachers and students
From the perspective of secondary TE	<ul style="list-style-type: none"> -Teacher competencies as quality requirements (15/2006, amendment in 2013) - several changes in TE curriculum (e. g. length, structure, practice) -New organizational unit: Centre of TE (CCIV. /2011 Act) 	<ul style="list-style-type: none"> - competency-based and reflective approach -Different professional cultures of the different TE fields -Centre of TE: professional and administrative coordination - No systematic data collection on the development of STs' competencies -leading role in Hungarian TE development

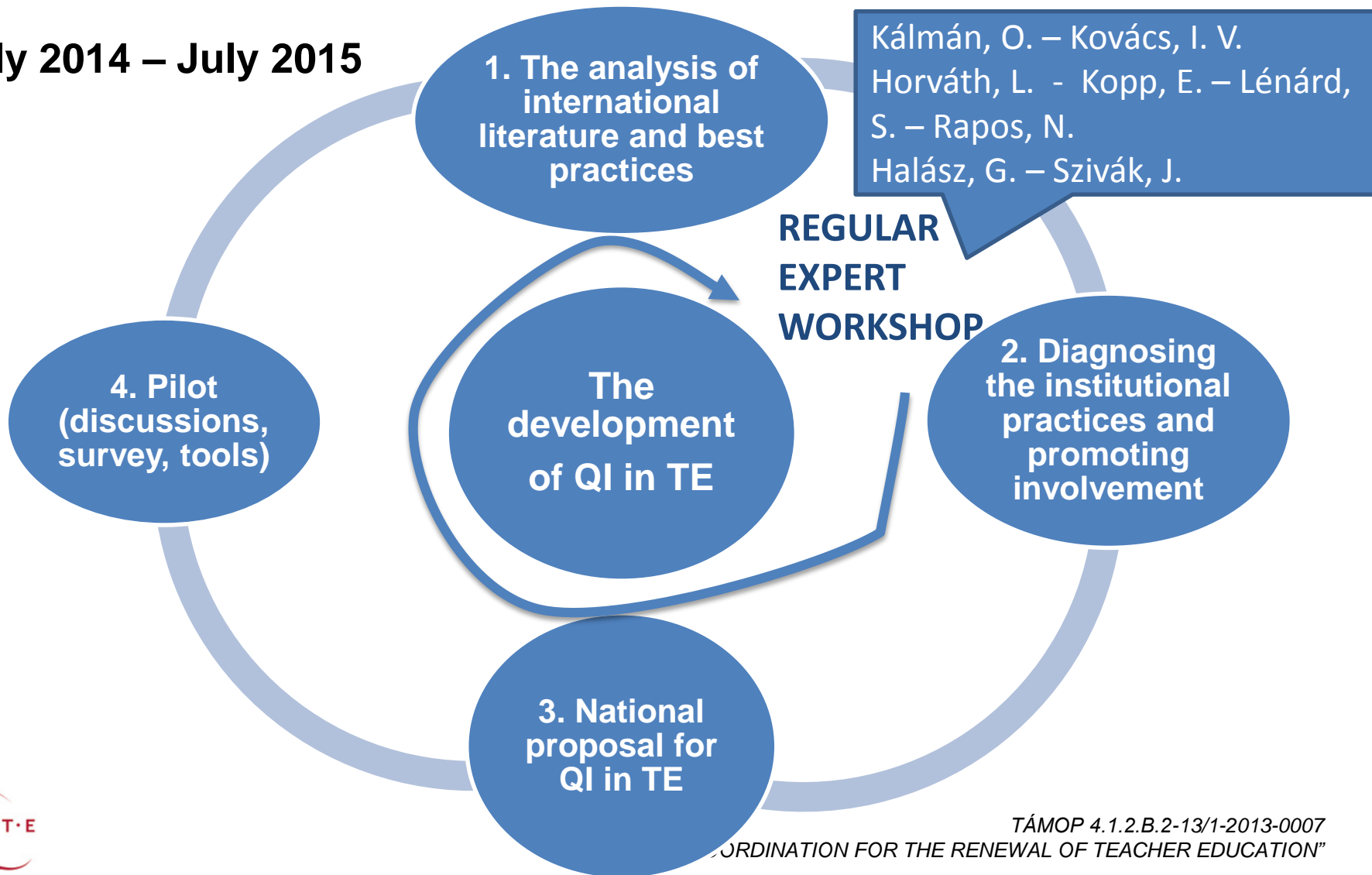
THE GOALS OF THE DEVELOPMENT OF QUALITY IMPROVEMENT IN TE

THE PROPOSAL FOR QI OF TE

- **Strengthen the systematic and evidence informed discussion about the quality of TE**
 - a coherent framework is needed in the intersection of QI and TE
 - the involvement of the relevant stakeholders
- **A QI guideline focusing on the programme**
 - as opposed to the organization
 - as a complex and flexible system
- **Enhance the learning capabilities**
 - the development as a learning process
 - supporting the professional learning communities of TE with the help of a flexible and reflective system of QI

THE PROCESS OF DEVELOPMENT: THE MAIN STEPS

July 2014 – July 2015



THE BEGINNING IN THE EXPERT WORKSHOPS

KEY QUESTIONS AND ISSUES

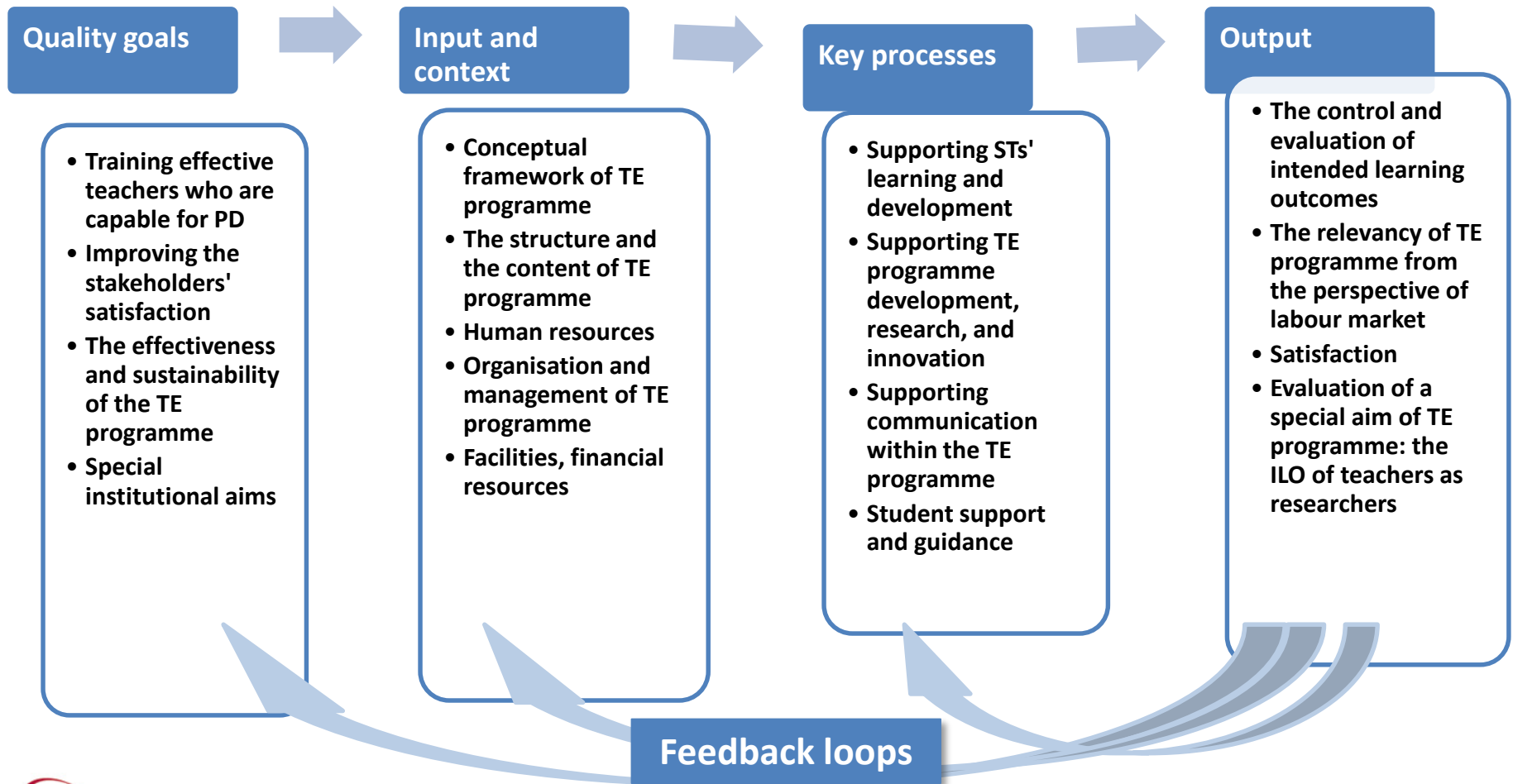
- **Learning each others' terminologies, building a common understanding of the basic conception**
 - reflection – PDCA
 - programme
- **Focus on TE generally or secondary teacher education**
 - the organizational context, curriculum ↔ developing teachers' competences as the aims of ITE in the context of professional development
- **Simple, coherent and flexible QI guideline focusing on TE**
 - adoption – **adaptation** – new



1. THE INPUT OF THE INTERNATIONAL LITERATURE AND PRACTICES

- **The various interpretation of quality of TE and the specific national contexts** (Harford – Hudson – Niemi, 2012)
 - evaluating the outcomes of TE programmes has strengthened (Feuer et al, 2013)
 - Learning outcomes of programmes
 - Approaches to TE: effective, reflective, enquiry based, transformative (Menter et al, 2010)
- **The quality culture** (Ehlers, 2009, 359.) as a holistic approach
 - *'it is focusing on change instead of control, development rather than assurance and innovation more than standards compliance'*
- **The alignment of the goals of TE programme and the approach to evaluation** (Hénard, 2010; Feuer et al, 2013)
- **influences of particular guidelines of TE programmes**
 - specific elements of the Irish criteria and guidelines of ITE, 2011
 - the emphasis of curriculum design and the indicator system, Commonwealth of Learning, 2007

THE QI SYSTEM OF THE PROPOSAL



4. THE RESULTS OF THE PILOT

- **Discussion and experts' feedbacks at the national level**
 - highly elaborated proposal as an advantage and disadvantage

Strengths	Problematic
Answering relevant issues in the Hungarian context	The role and professional knowledge of the Centre of TE
Added implementation and indicators	Procedures of QI of TE
Focus on TE programme, collaboration between the participants	Focus on secondary TE

- **Survey about the QI of TE at the institutional level**
 - respondents (n=18) were satisfied more with the quality indicators of goals and key processes than with the ones of input and output/feedback loops
- **Tools for evaluating STs' development and the ITE programme**
 - The reconstruction of students' feedback questionnaire
 - focus on STs' learning and perceived support of the ITE programme
 - The development of tools for evaluating progress in teachers' competences and sharing them among teacher educators



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