

# TEACHERS' PROFESSIONAL LEARNING ACTIVITIES IN HUNGARIAN SCHOOLS

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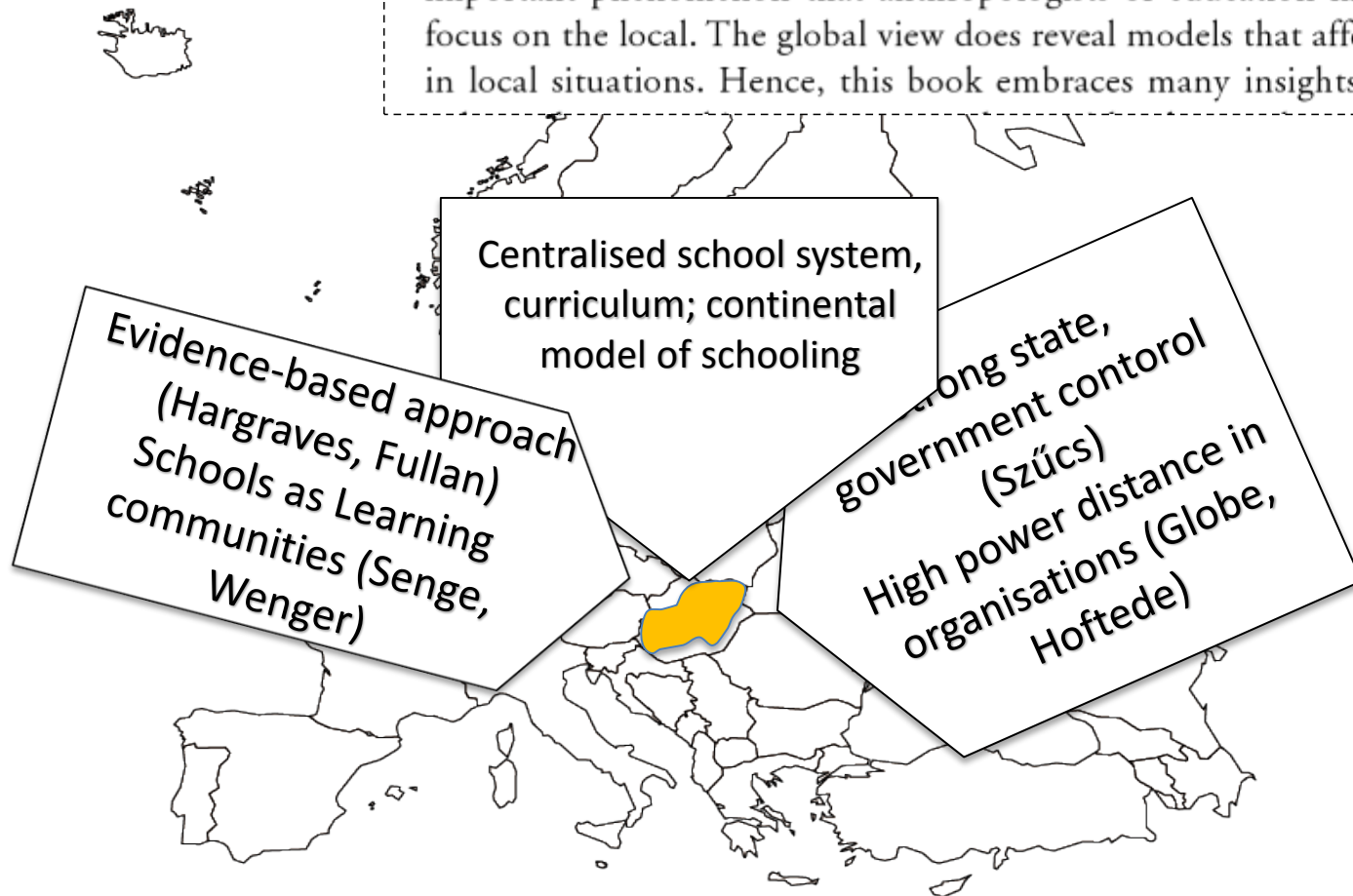
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# OUTLINE

- Research context:
  - Hungarian Educational System, recent reforms
- Theoretical background
- Framework of investigation and methodology
- Research findings:
  - Tendencies at professional learning activities
  - School culture
  - Beliefs about „good school”
  - Problem solving strategies
- Conclusion

## Anderson-Levitt:

is much less homogeneous than world culture theory might imply. We show that teachers and other local actors sometimes resist and always transform the official models they are handed. We also note that world culture theorists grossly underestimate the importance of power, sometimes mistaking coercion for voluntary adoption. Nonetheless, we recognize that, by looking at the whole world at once, world culture theorists have noticed an important phenomenon that anthropologists of education miss when we focus on the local. The global view does reveal models that affect educators in local situations. Hence, this book embraces many insights from world



# RECENT REFORMS

2010: right-wing government, new Public Education Act

Centralisation:

Reformed maintenance of schools: schools dominantly maintained by state (no financial autonomy, regional educational offices have the right to nominate school leaders)

Prescriptive curriculum, defined 90% of learning content

Increase of external evaluation:

Teacher career stages base on external evaluation

External evaluation of schools

Incoherent requirements in evaluation system:

Role of innovation and knowledge management at school level

# THEORETICAL BACKGROUND

## **Collaborative learning processes:**

School community and school-based learning process in teachers' professional development (Fullan, 1995; Hargraves & Dave 1990; Silins, Zarins, & Mulford, 2002)

Adaptation process to change at school-level (Corcoran-Goertz, 1995; Issacson-Bamburg, 1992; Louis, 2006; Silins, Zarins, & Mulford, 2002; Strain, 2000).

Role of school culture (Bonsen & others 2006; Horn & Little 2010; Fullan 2010)

## **Teachers' learning:**

Activity Theory (Engeström 1999): teachers' learning as problem solving, zones of proximal development, learning cycles

## **Teachers' continuous professional development and school development in Hungary:**

Hungarian teacher's CPD: traditional individual development activities (Talis 2009, Lannert 2010, Sági 2011, Balázs, Kocsis, & Vágó, 2011)

# SAMPLE, DATA COLLECTION, METHODOLOGY

## Qualitative research

**Research team:** Research Centre for Organisation, Teacher and Teacher Training

### Sample:

**Database:** 2013 by OFI (National Institute of Educational Development) online survey (n= 8538, representative sample) focused on general professional development activities of teachers.

**Most active teachers** 100 → **38 (August 2004)**

### First data collection:

**Learning biography** (September – October, 2014)

**Semi-structured interview:** (November – December 2014)

main focus: engaging in professional learning, enquiry and problem-solving, role of school community and leader in process.

### •Data-analysis: ( December 2014 –May 2015)

Content analysis: open coding, using code book, first analysis

### Second data collection:

Focus-group discussion (June 2015): results of content-analysis



# RESEARCH QUESTIONS

**What kind of impulses inspire teachers at individual or at school level for learning, innovating?**

**How do teachers become innovators?**

**What is the role of working environment, school in the development process?**

**Research sub-topics:**

**School culture, learning culture (Erika Kopp, Anikó Fehérvári)**

**Reflectivity and problem solving at individual and at organisational level (Judit Szivák, Ágnes Vámos)**

**Supporting professional development (Nóra Rapos)**

**Evaluation at organisational level (István Nahalka)**

**Leadership (Sándor Lénárd)**

**Innovation (Orsolya Kálmán)**

# RESULTS 1: PROFESSIONAL LEARNING ACTIVITIES

- Professional Learning: individual activities
- Role of commitment
- Perception: inspired by special personal professional problems
- Problems, they mentioned are typical (students behavior, students learning problems, inclusion)



# RESULTS 3: SCHOOL CULTURE, GOOD SCHOOL

School culture: individualised or balkanised (29)(Fullan 2010)

Malfunctions:

lack of time and space

Lack of trust

- Good practice (5): crucial role of leader

Beliefs about „good school“:

Teachers assumed discrepancy between expectations of society (Good school = effective school) and their own vision (Good school = good school climate)

# RESULTS 2.: PROBLEM-SOLVING AND REFLECTION

- Problem-solving:
  - Planned, systematic, regular problem-solving process at school level: Only few mentions
  - Individual problem-solving
  - Lack of trust by problem-solving process
- Reflection:
  - Individual, technical level
  - No progress during the professional development process

# CONCLUSIONS

- Systematic and structured mechanisms for collective learning activities are missing
- Teachers don't realize it as a problem
- Recent education policy is not consequent and clear (requirements vs. conditions)
- State intervention is needed in short term to foster the collective professional development activities

# THANK YOU FOR YOUR ATTENTION!

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