

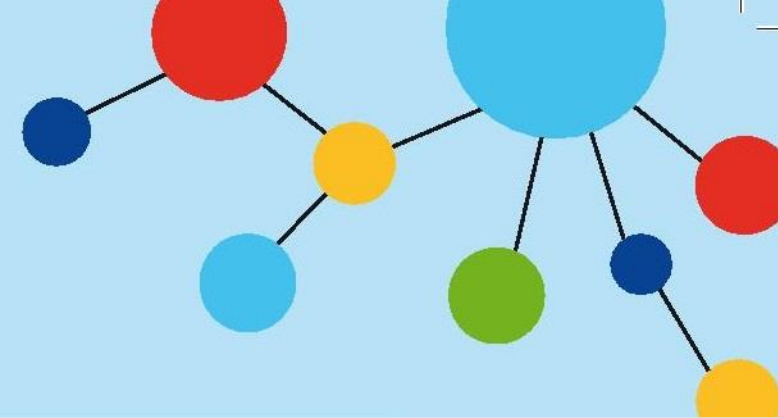
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EFFeCT Pilot process in Hungary

Lessons learned from the Hungarian pilot programmes





National background

- **CTL is a new concept**
 - TALIS survey 2008 highlighted there is higher frequency of exchange and coordination type of collaboration than of professional collaboration in Hungary
- **Educational system**
 - a constantly changing environment which does not support innovations and experiments
- **Pilot process**
 - HU pilot was built on learning community level - not on school level - existing professional practices on certain fields - test draft MF
 - Results can be measured through these learning communities
 - Results on the home school level - participants take home - could be measured only in long term
- **Common goals of piloting**
 - *Develop learning community/ies around given topics (Step by step programme - PH, ICT in education - TPF, School based community services - DIA)*
 - *Test and give feedback on collaborative learning to develop final MF*
 - *Direct influence on teachers' and indirect on the schools' learning culture*



Results

- no „Hungarian” results can be drawn up, all results should be valued considering the **specific context** (depend on the theme, the implementing agency, on the location, etc.)

Methodology

- consequences were drawn by **external evaluators** based on questionnaires, interviews, personal visits, interim reports (participants, facilitators, pilot project teams)

Criteria

- participative professionalism, deep-level collaboration, equity, holistic learning)

Key determinants

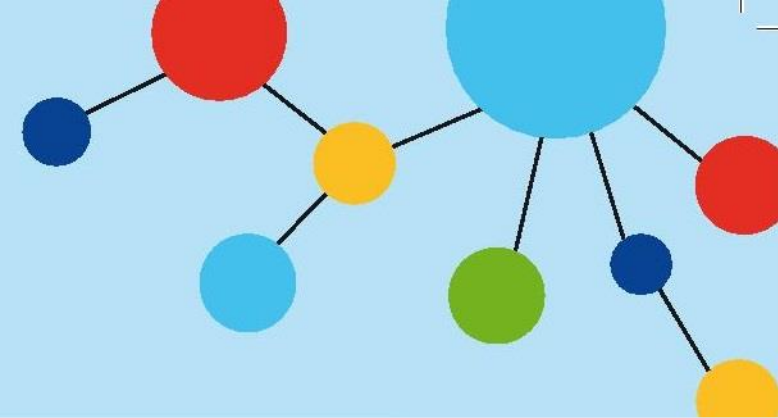
- moral purpose, ownership, reflection, flexible development process, common purpose, evaluation

Lessons learned, key messages for policy recommendations

Five points were identified together with the Irish partners, who supported the HU pilot

- *Central Control and Management* influences the opportunities of teacher learning
- *Curricular Requirements* both in teacher education and schools have an impact
- *Cultural Factors are crucial* (how much does exist the ethos of sharing or co-operating, accessibility and quality of educational support service for teachers)
- *Attitudes*
- *Knowledge*

The **contextual aspects** of teachers' learning process should not be underestimate.



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Successes:

- participants can use what they learned in the pilot in their school practice
- online surfaces for sharing support collaborative learning and interactions
- ownership and common purpose: development was experienced on the learning community level, but weak point on own school level
- creating common purpose from individual activity, motivation for learning
- common learning, common thinking
- sharing ideas
- flexibility, tolerance, support each other, openness, respect towards each other, common responsibility, team spirit

Challenges:

- negative feeling towards feedback and frequent and conscious reflections (more focus on personal vs online, public and personal reflection is problematic)
- time for informal meetings was insufficient
- all should „put in not only take out”
- moral purpose: participants were more product and process-oriented (hardly interpretable in HU)

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