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Guest Editor

Aniko Fehervari

Eotvos Lorand University, Budapest (Hungary)

Editorial Correspondence

HERJ PO Box 17., H-4010 Debrecen, Hungary

E-mail: herj@lib.unideb.hu

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Table of Contents

Thematic Article

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Introduction

***Aniko Fehervari*[1]**

Thematic studies are arranged around teachers' views, believes, perception. The findings of three Hungarian, one Polish and one Austrian research are presented. The studies are methodologically diverse characterize by the usage of empirical and theoretical, quantitative and qualitative methods are used.

Most of the thematic studies are related to the joint research of a research group[2] of Eotvos Lorand University Institute of Education, which sought to explore the learning and practice of innovative teachers. The topic is current because both international, national research and student assessments prove the relationship between school efficiency and teacher work. For this reason, national education policies pay pivotal attention to the recruitment of teachers, to the curriculum renewal of teacher education, to attracting more teachers, to the support of beginning teachers and to the continuing professional training of those already in the work. In all three areas - during teacher education, starting their profession and already on their career - several educational policy interventions have occurred in Hungary after 2011. In teacher education, the structure and the curriculum were renewed, and the teaching aptitude test was also introduced. The Klebelsberg scholarship was created to attract young people to the teaching career. The time of practical training and the professional support of beginning teachers were also increased. The teacher career pathway was introduced, the purpose of which is to provide a predictable, uniform qualification system. The authors show the practice of teachers in this changing educational policy environment. They do this not from the point of view of the individual, but that of the school as an organization.

The underlying research of studies is basically based on qualitative elements. The teacher sample of the exploratory research is based on a large-scale teacher survey. As

[1] Eotvos Lorand University, Budapest (Hungary), Email address: fehervari.aniko@ppk.elte.hu, ORCID: 0000-0003-4477-7682

[2] Research leader: Agnes Vamos

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the essential purpose of the research was to explore the main features of innovative, knowledge-sharing teachers with continuing professional development (CDP), these aspects appeared in sample selection as well. Based on the large-sample teacher database (8581 people), we created an indicator that measures innovation, learning and knowledge- sharing activity. When constructing this indicator, we used 51 items from the blocks of questionnaire (learning: 18 items, innovation: 12 items, knowledge sharing: 11 items). It was based on this indicator that we ranked the teachers and selected the first 100 people, to carry out structured interviews out of which 37 were willing to respond. In addition, we used a career path narrative and focus group discussions as research methods. Besides qualitative analyses, the database of teacher survey was also used.

Judit Szivak, Eva Verderber and Agnes Vamos's study focuses on reflective thinking and problem solving. The paper takes account the most important theoretical models and examines which models are more related to the Hungarian teacher's practice. The authors stated that the elements of horizontal learning are present in the life of the organizations, but these are not associated on a systemic level in order to support teachers' reflective problem solving.

Aniko Fehervari, Erika Kopp and Sandor Lenard's study shows how the respondents approach the idea of the school as an organization. Within this, the authors examine what teachers think about the ideal school, how they view the role of school leader, organizational socialization and culture. The findings highlight that an ideal school is principally determined by the school climate. Authors tried to identify patterns from the intertwining of culture and socialization. Within the responses of our teachers active in training programs and innovations, a personal, community-based patterns dominated, the determining organizational framework of which is the professional work community.

Kalman Orsolya and Nora Rapos's study describes the innovation practice and the characteristics of the continuing professional development of the respondents. The paper explores the motivations that influence the teaching and the willingness to innovate teachers and it does so by highlighting not only from the teacher, the individual, but also from point of view of the school and the organization. Their findings emphasise that teachers do not experience systemic and planned support for their individual professional development, but they do perceive some support in gaining new knowledge, sharing practical knowledge, imposing expectations, and providing resources for learning. Individual innovations are closely related to professional learning, especially trainings but little interconnectivity between individual and institutional innovative practices have been found.

Maria Szymańska's study also deals with reflection. Judit Szivak, Eva Verderber and Agnes Vamos analyze the teachers'practice, Szymańska's study is basically a theoretical approach. She stresses the role of reflection in the integral development of a teacher

seen from personalism perspective. The analysis explores the biological, psychological, social, cultural, and spiritual layers of these perspectives. The author highlights that the reflection cannot be neglected in constructing educational curricula oriented towards the human integral development.

Vasileios Symeonidis's study shows on macro-level the reform of Austrian teacher education. The author analyses the motives of reform, the phases of development, the challenges of implementation. The actors and their interests are presented in the reform, and how these actors and interests have influenced the implementation of the reform. The paper is an educational policy approach, the definition of the teacher's profession is an important aspect, and what the core competencies characterize the teacher's profession, how these appear in teacher education in the continuum of teachers' professional development. The author highlights that the reform proves a dynamic response to international and European trends in teacher education, providing new system thinking for teacher professionalism in Austria.

The thematic studies are in-depths analyses, giving a snapshot of how teachers think about their own continuing professional development, their practice, their attitudes, views on learning, teaching, and school.

Thematic Article

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Reflective Problem-solving of Learning Teachers

Judit Szivak[3], Eva Verderber[4] & Agnes Vamos[5]

Abstract

The aim of this current study is to understand reflective problem solving of teachers who are active in learning. Teachers' continuing professional development cannot be separated from reflective practice and problem solving, neither in individual, nor in organizational level. In this research 37 teachers were chosen from the database of the Hungarian Institute for Educational Research and Development, who are active in trainings and participating in developments and innovations. Teachers' beliefs and perceptions had been looked at through their professional career narratives, semi-structured interviews and focus group discussions. The results of the study indicate that teachers' reflection is based on problems. Whereas teachers interpreted problems as the lack of professional competencies, which is becoming one of the barriers of reflective dialogue of the community. Moreover we identified organizational and personal barriers of deeper strategic reflection. In conclusion, the elements of horizontal learning are present in the life of the organizations, but these are not associated on a systemic level in order to support teachers' reflective problem solving.

Keywords: learner teachers, reflective thinking, problem solving

[3] Eotvos Lorand University, Budapest (Hungary), Email address: szivak.judit@ppk.elte.hu, ORCID: 0000-0002-7112-5201

[4] Eotvos Lorand University, Budapest (Hungary), Email address: verderber.eva@ppk.elte.hu, ORCID: 0000-0001-9543-129X

[5] Eotvos Lorand University, Budapest (Hungary), Email address: agnes.vamos@ppk.elte.hu, ORCID: 0000-0002-9587-1583

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Introduction

On the foundation of the Organisation, Teacher and Teacher Education Research Group[6] a research team consisting of ELTE teachers and one doctoral student was organised in 2015[7] at the Institute of Education of Eotvos Lorand University, Faculty of Education and Psychology, with the aim of exploring teachers' beliefs about learning. Among many topics that the research team is working on, this paper focuses on the results in relation to teachers' reflective problem-solving. Regarding all the subtopics the general aim of the research was to investigate teachers' thinking about learning, knowledge sharing and the related beliefs about the role of their teacher-colleagues' and that of the organization they work in. Understanding the features that inspire individual teachers to learn and cooperate in professional terms as well as those characteristics that aggravate this process was a specific goal. It was a scientific objective to explore and describe the beliefs and perceptions of teachers who are active in learning in relation to their own learning and to organizational learning. A further scientific aim was to interpret Hargreaves and Fullan's (2012) model of professional capital in the school in the context of Hungarian public education. The specific objective according to the topic of this paper: to explore certain characteristics of reflective thinking, getting to know what types of problems teachers face and how the monitored actors of the Hungarian public education think about solving these problems. Furthermore, it was also an aim to compare the results of an analysis carried out with an internationally well-known and a Hungarian reflective model as well as with Hargreaves and Fullan's model.

Context and research problem of the study

Teachers' continuous professional development in Hungarian public education is enhanced by many in-service teacher trainings made obligatory by professional policy, developments and innovations in the schools are inspired by different Hungarian and international tenders. According to a representative research[8] conducted in 2014 teachers, benefit from these possibilities in different ways; there are those who continuously look for solutions to improve their competencies, who read, attend conferences and take part in school developments, or in the lack of these, run developments themselves. The rationale behind the choice of the research topic in this study is that it is not known what drives these teachers' learning, and how it actually

[6] http://www.ppk.elte.hu/en/otte

[7] Nationally funded project (TAMOP 4.1.2.B.2-13/1-2013-007) within the framework of 'Renewal of Teacher Training' project. Members of the group: Aniko Fehervari associate professor with habilitation, Orsolya Kalman assistant professor, Erika Kopp assistant professor, Sandor Lenard associate professor with habilitation, Istvan Nahalka associate professor, Nora Rapos associate professor with habilitation, Judit Szivak associate professor with habilitation, Agnes Vamos professor, Eva Verderber PhD student.

[8] The Hungarian Institute for Educational Research and Development (HIERD) generated a representative sample of 8571 teachers with an online data collection in the academic year 2013/2014. This represents the 7.78% of the Hungarian teaching population. The sample of 37 participants constitutes 1,036% of the population of HIERD database.

takes place. How do they perceive their own role, that of their colleagues and that of the organization and its functioning in the learning process, and who or what do they identify as supporting and aggravating features?

Researching reflective thinking and problem-solving

Dewey (1933) is considered to be one of the most determining figures of researching teachers' reflectivity. He and then Schon presumed that reflection is a way of thinking which serves problem-solving and comprehends the skill that enables us to choose reasonably in a given situation among the most appropriate solutions and bear the responsibility of it (Schon, 1983). With the spreading of the research related to the reflective approach, reflection was already perceived as a cognitive strategy that supports teachers' learning (Wilson, 2008), the expansion of professional efficiency (Grimmett, MacKinnon, Erickson & Riecken, 1990; Johnston and Badley, 1996) and the social aspects of reflection (Evans, 1998). It was articulated already in the 1990's that for the adaptive modification of the "behaviour", the culture of an organisation, a systematic, organizational level reflection is needed (Garvin, 1993). Since the 2000's, a number of research works in relation to the connection between the behaviour of learning organisation and reflection have been undertaken (Loughran, 2006, Marzano et al., 2012; Hargreaves & Fullan, 2012; Hilden and Tikkamäki, 2016).

Relation to the problem

The description of the cyclic process of reflective thinking is associated with Dewey (1933), Eby and Kijawa (1994), Pugach and Johnson (1990) and Schon (1983). The base is always the problem, the problem situation. In a school context, the cultural characteristics of a given community play a significant role in what they consider to be a problem and how they address it (Child and Kieser, 1993; Grosse and Simpson, 2008). Where success and failure is overtly communicated, there is reflection, where there is no reflection failure is defined as a problem (Whitley, 1992. cited by Juhaszne Kler, 2011). The teacher learns what is considered to be problem in the organisation where their socialization happens (Lave and Wenger, 1991; Doczi-Vamos, Vamos and Rapos, 2016). The relation to problems and mistakes is learned just like problem-solving. This also implies that the problems of beginners and of those with more experience may differ and that the presence and role of reflection may vary in level and quality.

The reflective process of problem handling

The complexity of the process of problem handling ranges from the simple spontaneously solved problems to the more complex ones to be solved in convergent or divergent ways. Problem solving can be divided to five steps: (1) recognising and identifying the problem, (2) designing the alternative ways of reaching the desired state, (3) decision about the suitable alternative, (4) actions serving to reach the desired state, and (5) drawing the conclusions and further steps. Within the reflective problem-solving process this cyclicity, that is to say the dialogue between the situation and the person

reflecting plays a significant role. By evoking previous cases, they either succeed to find routine solutions in their professional repertoire or they find new ways of solving the problem relying on past experience. After systematically testing the methods of solutions, if the pattern proves to be adequate it builds into the routine schemes. During the evaluation of the method of solution, the analysis of the success of application and of the consequences takes place. It can be stated according to the quality of these factors whether or not learning actually occurred (Dewey, 1933; Schon, 1983).

The interpretation framework of the research

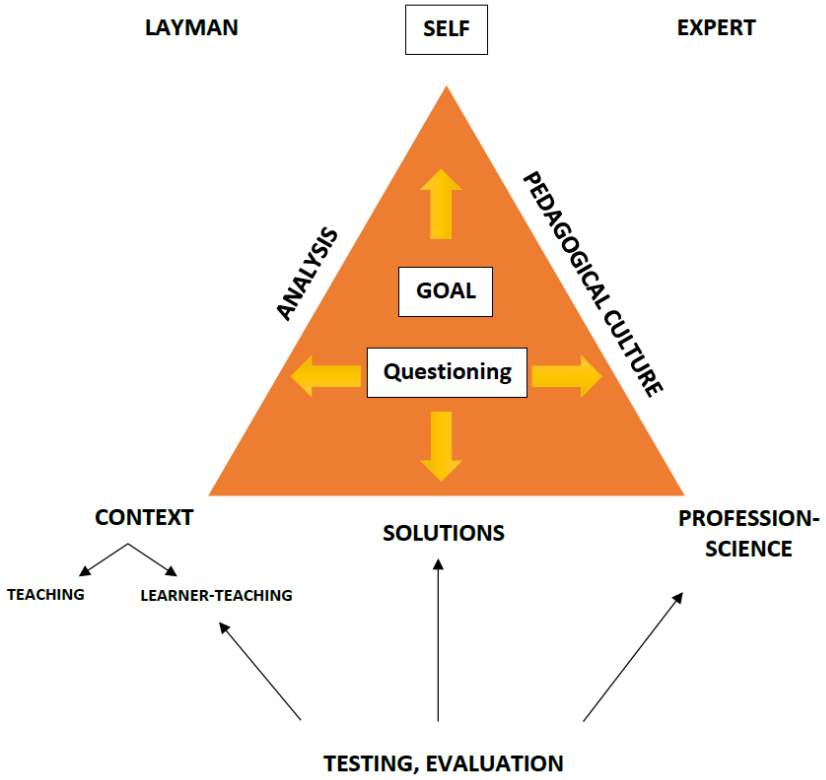
The model of the levels of reflection

Taggart and Wilson (2005) identified three levels of reflection. (1) Technical level: only the description of the problem happens without analysis and interpretation; the application of similar experiences and the incorporation of old schemes. The aim is to solve the difficulties quickly and practically (previously: Van Manen, 1977; Grimmett et al. 1990). (2) Contextual level: analysis embedded into pedagogical situation happens, through the consideration of the content and the circumstances, decision to solve the problem by searching for alternative ways. The reflective cycle is complete. (3) Dialectical (critical) level: In the resolution of an issue, the deliberation of ethical and societal components takes place. The aim is to make a decision of moral content with the critical and introspective exploration of the beliefs influencing the behaviour of the actors and the societal context.

Strategic model

In Szivak's strategic model (2014) it is not the problem, but the "self" which stands in the centre. According to this model, self-understanding and self-efficacy are determining in the relation to the solution of the problem (Ghaye, 2011). The individual perception and judgement of the problem situation depend on the person's values, beliefs, experiences, preparedness and goals. In the case of a teacher these components are in interaction with the organisational culture they work in (Figure 1.).

Figure 1: The strategic model of reflection (Szivak, 2014, 17.)



Hargreaves & Fullan's professional capital of the school model

In our research, we adapted the three elements of Hargreaves & Fullan's (2012) professional capital model to the two above described model of reflectivity. According to the professional capital model, the efficiency of the schools is the joint development of three forms of capital (human, social and decisional): the development process is supported by human capital from the side of the qualities of individuals, decisional capital from the aspect of reflectivity, evaluation, interpretation, whereas social capital from collective knowledge sharing.

Description of the research

Sample and methods

There were 37 teachers who, according to their answers encoded in a database of a so called National Representative Online Teacher Research (NROTR), showed highly positive values in the actions related to innovation, learning and knowledge sharing.

During the creation of this indicator first we identified the questions in the questionnaire of the aforementioned research, which carried information in relation to the three particular aspects (learning: 18 items, innovation: 12 items, knowledge sharing: 11 items). Using these data we constituted weighted averages, then by normalizing the data received in relation to innovation, learning and knowledge sharing,

we obtained a value for each of the three character-dimensions of the given teacher. As the next step, we assigned a point to each teacher in a three-dimension coordinate system and we calculated the length of the locus vector connecting the point to the origin. Based on this indicator we ranked the teachers of the HIERD research sample. Due to the low level of propensity to take part in the research we could build a sample of 37 teachers[9] out of those who inclined to take part and were on top of the list of 100. Further elements of the list represented such low values that it was doubtful if they could meet the inclusion requirements of our research, so we stopped at a sample of 37 teachers. The sample did not need to be representative.

Through making personal contact with them we first asked for narratives about their professional careers, then with prepared interviewers we conducted interviews with them. We sent them the first raw results of the research and invited them for a group interview to discuss the issues raised. By incorporating the results of this latter stage we asked for personal written comments from the participants to the paper supplemented with questions still open for the research group.

Group interview: we organized and video recorded a meeting led by a facilitator with 8-10 participants about research results previously sent to them together with questions assembled by the research team.

Big data statistical analysis: in order to have a national overview we analysed the NROTR database (N=8571), which served as the source of our sample (N=37). Our goal was not the statistical comparison of the two samples, but the examination of how the results received from the 37 respondents indicate the specificities of the given sample; whether they are similar or different from the population they are derived from. Our goal was to present some particularities of teachers' thinking and beliefs and encourage further research in the field.

Methodological elements related to the topic of the study

Narrative: in the life-course narratives we analysed the starting point, aim, content and level of reflection along categories of analysis connected to research questions (Table 1.).

[9] 25 people of the sample teach in primary school, 1 person in vocational technical school, 2 people in vocational school, 9 people in high school. There was institutional overlap in two cases among the teachers: 31 women, 6 men. Average years spent in the profession: 28.3 (range: 20). According to the type of settlement: 10 people work in Budapest/capital city, 5 people in a regional centre, 20 people in a town, 2 people in a village (5 people did not answer this question).

Table 1. Code categories of the open-ended questions focusing on reflection in the narratives and interviews

Subject of analysis	Research questions	Categories of analysis
Starting point of reflection	Does analytic behaviour stem from a problem situation?	Problem situation Cognitive strategy Problem Problem related to education Problem related to teaching Problem related to the professional functioning of the institution Problem related to the teacher
Aim of reflection	Does it serve the development of individual or organisational functioning?	Tool of leadership Tool of obtaining information Shaping of thinking Condition of common learning and of the learning management processes of the organisation
Content of reflection	To what extent does reflection concern the dimensions of teaching-education and knowledge sharing-knowledge acquisition?	Teaching success Teaching problems Educational success Educational problems Forms of knowledge sharing, knowledge acquisition Place of knowledge sharing, knowledge acquisition
Levels of reflection	On which level does reflection appear based on the three models?	The model of the levels of reflection: technical level contextual level dialectical level Strategic model: level of individual description, interpretation level of learning level of common learning Professional capital model human capital decisional capital social capital

In order to analyse the problems, the following main categories were generated: nature of the problem, actors, solution process and the result of problem-solving. A teacher could mention more elements hence the number of categories is higher than the number of respondents. For recalling and describing memorable problems directed questions were applied in the questionnaire. In the narratives, we examined the problems of the beginner and experienced teachers as well as the supporting and obstructive circumstances and actors. In the NROTR database the types of problems and the method of solving them were enquired and we compared them to the results from our sample.

The interview: from the total number of 19 questions 4 were related to reflection. The questions were related to the common analysis of the efficiency of pedagogical work and the support of the school management in the analysis, and to the reflectivity of regular professional meetings, pedagogical questions, problems and discussions. In connection with problems, we asked for the description of a memorable one.

Main questions of researching reflective problem-solving

- What are the most important professional problems of teachers, what kind of problem-solving do they apply (source, content)?
- What kind of problems do teachers see regarding their professional career? Who and what supported or hindered them in solving the problems?
- What characterises teachers' beliefs about reflection, on what level do they apply it, what are their reflective strategies like, and respectively what do they think of their colleagues' cooperation and organisational support in relation to problem-solving?

Results

Starting point and content of reflection

Respondents mainly reflect related to problem situations. The majority indicated problems related to learning (N=19), while those related to education (N=12) and professional functioning (N=10) were mentioned less. In the majority of cases reflection is induced by only one problem (N=52). Reflections of pedagogical success were scarcely mentioned (N=15). The number of failures (N=42) in solving pedagogical problems is higher than the number of successes (N=15).

Problem areas and the content of reflection

The memorable problems (descending order): student integration, learning/assessment, student behaviour, relationship with the parents, problems related child protection, school functioning, school development, teaching management. Problems also may have overlapped (e.g. student integration and child protection). In the National Representative Online Teacher Research 19.1%-34.2% of teachers indicated teaching-based problems (evaluation, classroom management, development of competencies related to subjects, individualised development, curriculum/planning) (Figure 2.). This is a lower percentage than what we found in our research of 37 participants, where the problems related to education and teaching was 90%. The proportion of the problems specifically linked to education is 38%.

Figure 2: Problem areas as identified by teachers (Source: HIERD 2013/14 database; N=8571)

From the problems indicated in the questionnaires, the majority are successfully solved. As the reason for success, respondents emphasise their individual struggles, typically in a retrospective way after several years/decades. In the majority of these cases the solution is individual or comes from within the school, there are some cases mentioned where help came from outside the institution (e.g. network for protection of children, parent). The reasons for failures mentioned were mainly tied to external factors (e.g. maintainer, another school, parent), and they emphasised that although they were not successful, many colleagues worked hard on the solution (e.g. professional community, faculty, class teachers, the teachers themselves).

Problems of beginner and experienced teachers, supporting-hindering factors

With the analysis of narratives (N=37) we were looking for differences in how respondents think about their problems in the beginning of their career and later when

they are more experienced. Retrospectively they think that the causes of the problems in the beginning were their unpreparedness, and the deficiencies of teacher training (Kalman, Rapos, Kopp & Szivak, 2016; Pesti, Nagy & Rapos, 2017) exaggerated "professional illusions", unrestricted enthusiasm and big ideas. Many of them found employment in the school where they had studied, which may imply a kind of closed cultural context. It meant protection for them. As supporters, they mentioned their ex-teachers becoming colleagues, their first headmasters and in-service teacher trainings. In case of problems some significant ex-teachers or parents also proved to be helpful from the aspect of practice and of teacher's identity and mission. For those who get into a new school, entry into the profession is full of storm and stress, as well as latter years. These teachers seek and undertake new situations. Hindering factors mentioned by them were headmasters, unfriendly and mistrustful circumstances, colleagues' professional jealousy, furthermore the constant scepticism in their own professional competencies, the problems of domestic mentoring (see international outlook: Vamos, 2010a; Vamos, 2010b).

Beginners' problems: individual differences between students, social disadvantage, students' motivation, handling students' behaviour. The majority of teachers were struggling with behaviour problems of one or a few students and were more active in solving their social problems.

According to the narratives, behaviour management remains the most frequent problem for teachers in their more experienced years as well. At this time of their career, students' social problems are interpreted as societal problems projected into the school. Since "illusions" are lost, they turn to learning for becoming more competent. They undertake development, most of which focuses on their own practice. They are the ones, who are more sensitive to classroom and school-level problems (question of staff, merger of schools, curriculum innovation, school enrolment).

Features of reflection given to the problem

Reflection is explicitly and implicitly present in this continuous professional development. In the NROTR database 58.8% of the respondents indicated that their competency of professional self-reflection is of good quality, 17% of them are in full possession of this competency, 18% possess it to some extent and 0.8% indicated that they do not have it at all (5.4% did not know or did not answer).

Based on the model of Taggart & Wilson

In 41 cases of the total sample of 37 participants the content elements of the answers concerned the *technical level* of the Taggart & Wilson model, that is to say they concentrate on activities that are successful in the short term. Reflection to the *contextual level* could be interpretable in 31 cases, and to the *dialectical level* in 10 cases.

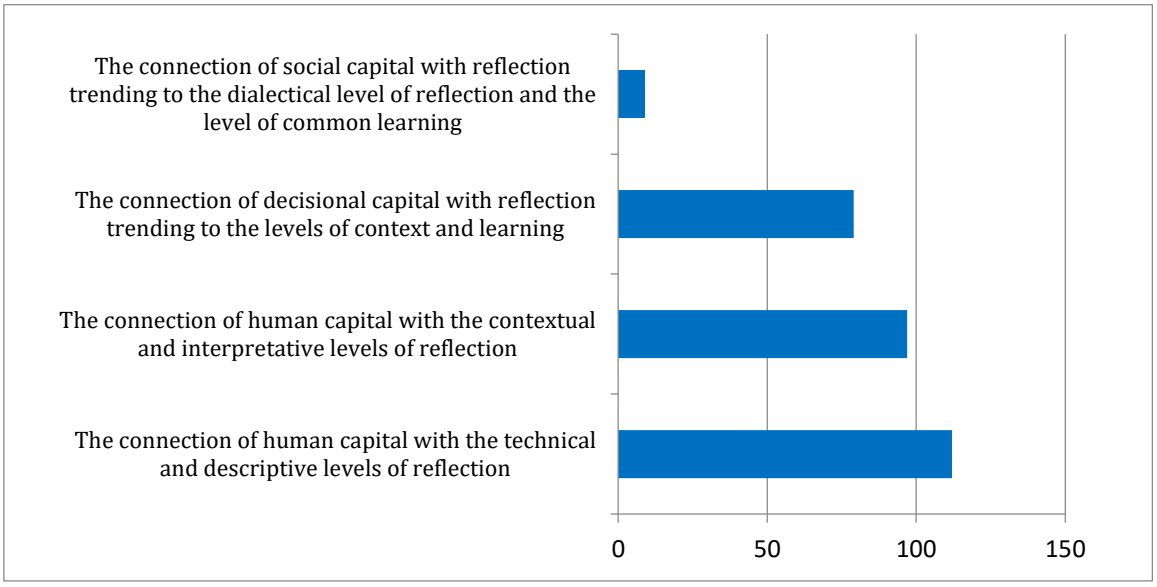
Based on Szivak's strategic model

We coded 112 answers in relation to the strategic model, out of which 40 were in relation to the contextual level. Within this set, 21 focused on teaching, 13 on the students, and 6 on students' learning. Within the categories of context, aims and solutions, the lowest number teachers reflected on students' learning and the highest number did so on their own teaching. Major differences could be marked in the number of teachers reflecting on scientific, theoretical knowledge (N=7) and on the knowledge of the narrow professional community (N=21).

Based on the model of Hargreaves & Fullan

We found the highest occurrence of connections between human capital and the technical level of reflection, and the lowest one between social capital and the dialectical level of reflection (Figure 3.)

Figure 3. Number of reflections in the relationship of the levels and the elements of professional capital theory (N=37)



Interpretation, evaluation of the results of the research

General understanding of the results of the research

We found that teachers who are active and committed to learning are sensitive to problems and make efforts to tackle them. In the course of this, reflection points to the technical solutions first, which, with the lack of experience or with not much of it, can be attempts, later, the trust of relying on their own experience, but it can also be sticking into their own experience. We could not reveal how learning (stable and adaptive change) happens in the case of technical level-reflection. In-service teacher trainings and informal inner school talks, formal classroom visits motivate some to analyse the context. As most of the problems are solved by the teachers themselves, the reflective dialogues with colleagues are rare. Self-reflection could be seen in the case of problems

concerning several students, classes and schools. This seems to strengthen the position of the strategic "self". As these self-reflections also feed developments and innovation, we presume, but could not access how much it inspires learning.

In our opinion, the lack or shallowness of individual problem-solving and reflection is connected to identifying problems with mistakes, errors that should be hidden and kept in secret, it is contrived and interpreted as the instability of their professionalism. A common explanation is that Hungarian public education expects the complete and accountable possession of competencies. We consider the discovery as a result of our research that this approach is dominant at the majority of those teachers who are open to learning. Moreover, they learn it in school that problems are especially characteristic of beginners with no experience. Teachers working at the institution for ages are the holders of knowledge, new colleagues "should orient themselves" to their practice in terms of defining the problem, solving it and in decision making. They learn that when it is about solving a problem they should rely on informal relationships and should fend accountability and decisions to higher positions because expertise is there. The focus group meeting reinforced that mistakes are taboos in the school, the pretence of trouble-free functioning is part of self-positioning and of institutional competition; nevertheless we could not reveal what elements of school culture and functioning maintain them.

Reflective problem-solving along the three models

Our analysis springs from Fullan & Hargreaves's Professional capital model (1992), which we complemented with two authentic models of reflectivity. The connection of the different perspectives opens the door to the visualization of complex correspondences in connection with reflective processes as well as with the effect-mechanisms of individual and organisational learning.

Table 2. The matrix of the reflective models and the professional capital model

Professional capital model	Human capital		Decisional capital	Social capital
Levels of reflection	Technical level	Contextual level		Dialectical level
Strategic model of reflection	Description	Interpretation	„Learning"	Common learning

At the technical level of analysis the teachers' processes of examination lack deeper understanding and stick to the descriptive level, where their own activities, feelings are in the focus of their reflection in their individualistic thinking. The teachers pay attention to themselves, do not change perspectives, do not look at the actions with the other's eye, and do not regard them in context. Due to this, they do not organise their professional learning and the growth of their human capital in a conscious and reflective way, therefore their connection to other capitals is not efficient. The envisagement of goals in the pedagogical process does appear; we also encoded the highest number of answers to this element in the narratives; however, as for the examined group of

teachers, the real exploration of problems and causes does not characterise this goal setting. The teacher focuses on determining pedagogical goals in vain, since if he or she does not strive for understanding the reasons for reaching or not reaching these goals, possible learning points do not ensure professional learning and the growth of human capital.

The level of analysis trending towards understanding the context cannot only be assigned to the development of human, but that of decisional capital, as well as it can be connected to the category of learning in the strategic model of reflection. Within this relation, the emphasis shifts to exploring connections in students' and teachers' reflections. The sample was less characterised by the idea that the teachers keep their own preconceptions in mind, reflect on them, assign the applied solutions to long-term pedagogical aims, with focus on the consequences, as well as the appointment of the directions of development of their own professional knowledge and practical experiences, finding new ways in fighting problems with the help of which they are able to change the basic pattern of their teaching.

Social capital appears as being part of a community, as a personal social network which infers knowledge sharing, or as it appears in the strategic model, common learning and its reflection. The effect of common learning and dialectic analysis appearing in the narratives on the development of social capital are present sporadically, thus, the teachers' reflections along these categories come in to action the least. Nevertheless, these deeper level reflections would give possibility to start on their journey of becoming a learning organisation, of creating those organisational frameworks which the institution's professional capital could be attached to. The process of the emergence of professional learning communities, the support of knowledge sharing or each other's professional development is therefore a less reflected area within the circle of the teachers under investigation.

We interpret the phenomena revealed as the perception of each teacher in relation to their schools' culture and climate in correlation with the beliefs about the own identity, continuous professional development and about the relationship between the colleagues and the school. With this research, we did not find the element of the professional capital model which states that problems are natural parts of life and every profession, and solving them and the solution itself is a new resource illustrative of the teachers working in the Hungarian public education and active in learning.

We identified two factors as barriers of deeper strategic reflection. (1) Organisational barrier: policy trending to motivate teachers to learning appears to be engagement and expectation to which teachers can get support. In our interpretation, this has bearing on the development of human capital and teachers do not see or not many of them see its individual and community expedience. They do not see themselves to be interested in sharing problem-solving and reflection. (2) Personal barrier: the constant lack of organised and formal improvement of the reflective competency seems to be a barrier

(to a different extent) to the development of decisional capital even in the case of those who are more committed to and active in learning and self-development. Of course, the two factors, organisational and individual, are interrelated. Only a few of the respondents declared to gain knowledge from others during organisational level knowledge sharing. That is to say, elements of horizontal learning are present in the life of the organisation, but these are not associated on a systemic level and developed together in order to create professional learning communities instead of an island-type of functioning.

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Thematic Article

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Innovative Teachers in Hungarian Schools

Aniko Fehervari[10], Erika Kopp[11] & Sandor Lenard[12]

Abstract

The Hungarian educational system has been changed rapidly in the last decade, which has fundamentally transformed the status and position of teachers as well. The study attempts to explore how innovative, knowledge-intensive teachers perceive their own organizational environment based on their opinion regarding three main areas: image of an ideal school, organizational socialization and culture as well as leadership. The research was basically based on qualitative elements: structured interviews, career path narrative and focus group discussions. Besides qualitative analyses, the large-scaled teacher survey was also used. Many of these teachers formulate a concept of a good school in general on the basis of a performance aspect and emphasize the role of school climate. Within this, however, the opinions are highly segmented. There are several factors in school climate (teacher-teacher relationship, teacher-student relationship, teacher-parent relationship, school leadership, common values and norms). Based on the analysis, three socialization patterns were identified, which are distinguished by the level of support, formalization and the role of the newcomer. We've compared the above with organizational culture elements appearing covertly in the responses.

Keywords: teacher, organizational culture, school climate, socialization

10 Eotvos Lorand University, Budapest, (Hungary), Email address: fehervari.aniko@ppk.elte.hu, ORCID: 0000-0003-4477-7682

11 Eotvos Lorand University, Budapest, (Hungary), Email address: kopp.erika@ppk.elte.hu, ORCID: 0000-0001-6558-5351

12 Eotvos Lorand University, Budapest, (Hungary), Email address:: lenard.sandor@ppk.elte.hu, ORCID: 0000-0001-5172-2159

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Introduction

There is a growing expectation toward the teachers to regularly renew their practice and to share their acquired knowledge or renewed practice with their colleagues. However, studies concerning these factors have revealed that numerous factors within the institution may support or hinder innovative ambitions and the quality of knowledge sharing within the organization. Taking these considerations into account and exploring the aspects of teachers who are actively innovating their practice and sharing their knowledge, our research group believes it is worth discovering which organizational levels they perceive, which stimulate and which inhibit these activities.

To be able to interpret these processes it is important to bear in mind that traditionally, in Hungary, innovation based on central reforms (top down) has greater significance than innovation based on teachers' initiative. Studies on the nature of innovation, however, show that reforms are really successful if they are based on local initiatives, responding to local needs, but supported by educational policy. (e.g. Schmoker 2004; Creemers Kyriakidēs 2012; Towsend 2007; Halasz 2011; OECD 2013) In order to increase teachers' innovation activity, however, a supportive organizational environment is needed, which encourages its members to innovate and, secondly, within the organization, to share the new knowledge and innovative practices that will be developed, thus helping the professional development of all members of the organization. In the field of knowledge sharing, it is therefore important to examine the organizational culture of institutions that are stimulated by direct or indirect means of knowledge sharing. Without the knowledge of these characteristics and the conscious development efforts taking into account the culture typical of the organizations, the linkage between professional development and knowledge sharing becomes mere formality (Heargraves, Fullan 2012) and hence the concept itself is eroded.

In this paper three features are examined: the image of the ideal school formulated by the teachers, the organizational culture and socialization of their institution, and the role of school leader. We study how innovative teachers perceive their organizational environment.

Context

The Hungarian educational system has been changed rapidly in the last decade, which has fundamentally transformed the status and position of teachers as well. These changes can be summarized in the following points: (1) The state took over the operation of the majority of schools. (2) Parallel to this the radical transformation of the National Core Curriculum and the new curriculum defined by the state covers 90% of the learning content in education. (3) Teacher's career path and teacher appraisal has been introduced, which dramatically increased the role of external assessment of schools and the role of individual teacher evaluation in the whole evaluation process. All these reforms markedly reduced the professional autonomy of the teachers. This

process obviously has an impact on the institutional environment of innovations and has a reduced scope for innovation of individual teachers. It is important to note that our research was conducted in parallel with this education policy changes, which had a significant influence on the results of our study.

Numerous studies point to the fact that besides the globally identical characteristics of educational research and reform aspirations, the local context and the dimension of the given country or region add specific elements to the development and research results that can not be ignored during interpretation and analysis. (Anderson-Levitt, 2003) There are a number of examples in Hungarian management research (e.g. Bakacsi-Takacs 1998, Bakacsi 2008) for the social context of the culture of the given organization. These studies show that Hungarian organizations are generally characterized by great power distance, low focus on future, performance and human orientation, avoidance of insecurity and strong group collectivism. In order to interpret the value dimension of organizational culture, it is also worth taking into account the results of international comparative value assessments, which point out that the values of Hungarian society are characterized by strong individualism, closed value choices and significant lack of trust (Giczi, Sik 2009). In the accountability discourse, the voices that call attention to the influence of the social environment of the education system, including confidence as a factor (Harris, Caldwell, Longmuir, 2013), are getting continuously stronger.

Theory of organizational culture and climate

For the interpretation of the results we rely on a different theory of organizational culture and climate. Climate or culture? Teddlie and Schoen (2008) examined how these two concepts appear in the international literature. They have come to the conclusion that there is no real difference in using the term climate or culture, it only points to the difference between research traditions and research communities. In the field of tools and methods, climate research is more quantitative, while cultural research can be examined by qualitative methods.

The concept of school culture is heavily influenced by the organization's theory of culture definitions, which are the most frequently cited source of Schein (1986), who interprets organizational culture as a pattern of fundamental assumptions, which the organization learns in the process of solving internal and external problems and which the members of the organization find acceptable, valid and functional for similar problems. In the use of this concept, the primary function of organizational culture is to develop adaptivity, thus forming the culture is interpreted as a learning process. We have chosen Schein's approach as one of the theoretical frameworks for research on organizational culture, since the views of Schein's student culture and student organization have generally inspired the concepts and practices of educational studies and developments regarding school organization, including educational developments in Hungary. In addition to Schein's theory, the theory of organizational culture was

strongly influenced by theories that examine the effects of the society surrounding the organization on the organizational culture.

During this research, teachers' professionalism is interpreted according to the theory of professional capital by Hargreaves and Fullan (2012). The authors consider teachers' professionalism as a determining condition for increasing the effectiveness of school education, the theoretical framework for which is described based on the professional capital model. The professional culture of schools is interpreted as a determining element of the operation of professional capital and at the same time as its condition. From the point of view of operating capital types the following culture types are differentiated:

Non-cooperative organizational culture:

1. Individualist culture: the activities of the teachers working in the institution are separate, isolated from each other, the cooperation is sporadic and random, and the teachers receive feedback about their work from their colleagues at formal evaluation events.

The following factors may contribute to the development of individual professional forms of operation:

- spatial separation (e.g. separate buildings);
- relationships focusing on evaluation instead of professional support (cooperation as a result means control);
- excessive professional expectations: unclear and limitless expectations from teachers who face increasingly complex problems;
- time constraints, overload: there is no time nor energy to cooperate.

2. Collaborative culture: formal and informal forms of cooperation exist between teachers in the institution. Different types can be identified:

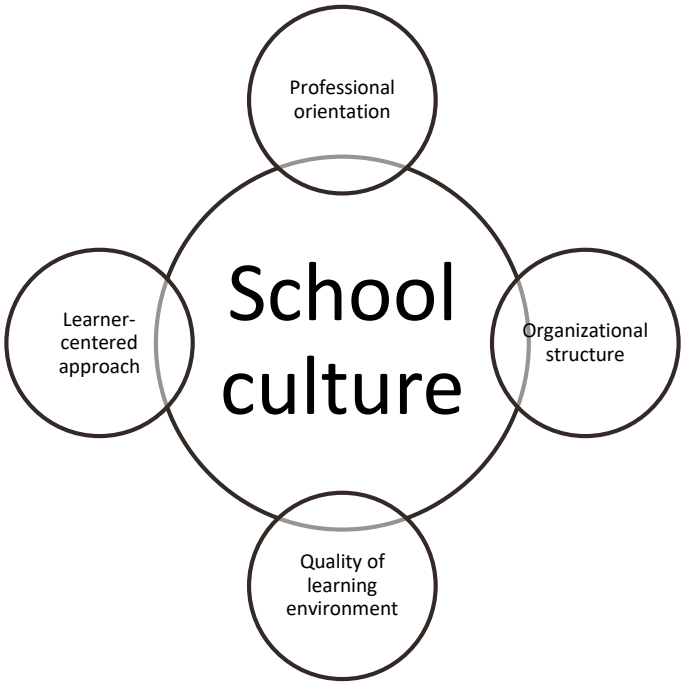
- Balkanization: small groups within the institution have close cooperation, but groups are separated and competing with each other, for example, for resources, time and goals to be pursued.
- Bureaucratic collegiality (Contrieved collegiality): in the institution there are formal elements of cooperation, joint learning, and knowledge sharing (e.g. joint planning, mentoring, teaching in pairs), but there is a lack of confidential and accepting atmosphere as a basis of the above.
- Professional learning communities: there are relatively stable professional groups in the institution for joint professional learning and development.
- Professional networks: a close, structured form of cooperation between the institutions is developed to share knowledge, share good practices and develop the institutions.

School climate is the starting point of another branch of international literature, different theories identified several relevant climate dimensions in the school (Arter, 1987; Cohen et al., 2009; Santiago, 2002; Thapa et al., 2013), these are:

- the physical and emotional security of the school;
- interpersonal relationship network within the school;
- partnerships with non-school actors and other schools;
- the pedagogical environment of teaching and learning, the quality of pedagogical practices and opportunities;
- the objective, norm and value system;
- the various evaluation aspects of pedagogical work;
- the forms, characteristics, ways of sharing professional knowledge and content with each other;
- the complex process of school development;
- the structural and material environment of schools.

Teddy and Schoen, after analyzing differences between the concept of school climate and culture, have undertaken to synthesize the concept of school culture (Figure 1). They have determined four dimensions for describing the school culture: the professionalism of teachers (their knowledge, views and approaches); the organizational structure (school management, governance, network); the quality of the learning environment; learner-centered approach (parent involvement and student support services based on learner's individual interest and abilities).

Figure 1: The dimensions of school culture (Teddlie and Schoen, 2008)



)

Following that, Teddlie and Schoen matched the school culture dimension with the components of school effectiveness. Several success models were also taken as a basis (Hopkins, 1994; Stoll and Fink, 1996; Teddlie and Reynolds, 2000) and they have come to the conclusion that school culture is the most determining success factor.

The impact of leadership roles and competences on the organization

The effectiveness of organizations depends to a great extent on the quality of leadership, such as organization of work, nature of external relations and professional career opportunities of individuals. One possible model of organizations, a model of competing values, developed by Quinn et al. (Quinn, 1996) based on experience. The purpose of its development was to create an approach that can be used to evaluate the effectiveness of organizations in a complex way. However, the model did not result from the observation and analysis of some operating organizations, but came from the systemization of criteria and techniques used by organizational specialists, evaluators and researchers that these experts used to use when evaluating the performance of organizations. This model depicts the organization and its leader in four major areas.

(1) Stability and control have a determining role in the model of inner processes, which uses well-organized information system and good communication as its tools. The roles in the system are well defined, the basic requirement for individuals and departments is to follow and comply with established rules. Generally, bottom-up initiatives, innovations benefit the least from this model as the management of the organization, and its members are less likely to take risks.
(2) The Rational Goal model is designed for high productivity, economical operation, using design and goal-setting as tools. In this model, individual goals are guided by organizational goals. Leadership is strong and determined, goals and tasks are clear for everyone. High performance is a requirement set and honored by a well-coordinated leadership.
(3) The Human Relations model places great emphasis on flexible operation and internal relationships. During the organization's operation, cohesion and morality function as a tool that is most conducive to the result, the development of human resources. The leader is supporting in this model (facilitator) and is a mentor. In the role of the former, it nourishes and supports common efforts, builds cohesion, organizes teamwork and manages interpersonal conflicts. In such an atmosphere knowledge sharing works well, members are open to internal training and innovations from colleagues.
(4) Flexibility, action and proactive thinking have great significance in the Open System model, with the help of which the organization gets resources and external support. Such a school adapts well to changing external conditions, monitors changes, tries to go ahead of the changes, its operation is characterized by innovation and flexibility. Members of such an organization have a bigger playing field and more freedom, but this is accompanied by insecurity, constraint

on taking risks and responsibilities. The leader is brave and creative and takes initiatives.

Organizational socialization

We have assumed that a good indicator can be for learning processes in the organization how respondents perceive the socialization processes in their own organization. The question was: what would you suggest to a newcomer to the school, what to do and what not to do to fit into your organization? To analyze the findings we used the three main approaches of organizational socialization:

- Left to itself: This approach do not show planned, organized activities supporting integration from the institution. Integration is interpreted as a newcomer's task, but it is the only way to get it started: for example, get help from more experienced colleagues if you do not know something.
- Tradition-focused: The second approach focuses on the activities in support for the new entrants within an organized framework (such as mentoring, observing classes, case discussions), but these are limited to the passive acceptance and adoption of the organization's operating procedures and rules, they target adaptation. (Kardos 2001)
- Interaction-focused: The third approach includes those activities in which both the newcomers and the institution are active participants in the organizational socialization. Organized forms of support appear, in which the newcomer is not the task of passive inclusion, but is expected to provide new impulses, perspectives and suggestions for the school's operation (Korte-Linn 2013, Naranjo-Valencia 2011)

Research questions, method, sample

The research was basically based on qualitative elements. The teacher sample of the exploratory research is based on a large-scaled teacher database (Sagi 2015). As the essential purpose of the research was to be explored the main features of innovative, knowledge-sharing teachers with continues professional development, these aspects appeared in sample selection as well. Based on the teacher database (8581 people), we created an indicator that measures innovation, learning and knowledge- sharing activity. When constructing this indicator, we used 51 items from the blocks of questionnaire (learning: 18 items, innovation: 12 items, knowledge sharing: 11 items). It was based on this indicator that we ranked the teachers and selected the first 100 people, to carry out structured interviews out of which 37 were willing to respond. In addition, we used a career path narrative and focus group discussions as research methods. Besides qualitative analyses, the database of teacher survey was also used.

The study aimed at exploring the following research questions:

1. According to teachers participating in continuing professional development and taking initiative in development and innovation, what is the difference between a good school and a bad school?
2. According to innovative teachers, what approach is suitable for describing a good school?
3. What forms and contents of organizational socialization can be identified?
4. Based on the forms of organizational socialization, which organizational culture images are drawn from the interviews? What are the desirable and undesirable behaviors, views, and values to be followed in the given organization according to the respondent?
5. What is the ideal school leader like, according to the respondents?
6. How does the leader influence the innovative teachers and the whole school as an organization?

Prior to the data analysis, based on the literature review, we have identified the categories that may appear in the texts. We treated the idea units appearing in each interview as analytical units, analyzing the individual interviews separately, as a result of the sampling process. We then examined the texts with open coding, identifying the elements in open coding for the subjects studied (ideal school, school culture, school climate, organizational socialization, transformation of organization, organization management), forming descriptive categories within them. Then, comparing the descriptive codes with the interpretative codes based on the literary interpretative categories, we created secondary interpretative codes, based on which we attempted to determine patterns. In doing so we removed a few interpretive codes, since the test material was not suitable to provide information in this area (e.g. learning network)

Findings

Organizational socialization and organizational culture perceived by teachers

Impressions on organizational culture were deduced from the question analyzing organizational socialization. The answers given to culture can be classified into the following main groups:

Individualized: In the response elements that can be categorized into this group, during organizational socialization or in the institution in general what is emphasized is solely the work of the teacher, there is no professional community that would provide support.

> *"When I arrived as a new colleague, I tried to choose a friend, a mentor, based on my initial feelings, who helped a lot. Somebody, who I thought would help me in my work. You have to map the situation in the school. It's good if a colleague is trying to pick someone with whom they may become more personal."*

> *"Well ... it's hard, because we have so much work that we literally can not talk, because if I have eight hours, I will always be on the run. You have five minutes, you go to the restroom and that's where you really talk." (I 13)*

Private-group-collective: The role of these groups appears in the responses, but only to emphasize the importance of personal relationships. Integration into groups is not organized around the organization and implementation of work processes and activities, but is assigned to informal, partly leisure activities outside professional activities.

> *"On the other hand, to colleagues of any age, I would advise them to use every social occasion when there is an extracurricular activity at school because they can actually meet with colleagues on these free occasions to talk about professional and other issues in a more friendly atmosphere." (I 22)*

Professional–small-group–collective: the type of organizational learning culture in which small, relatively separate groups work. This group is usually a work community. Answers categorized to this group will include a formal framework for knowledge sharing such as mentoring in the community, observing classes, and professional discussions. From the answers, it seems that there is a different formalization of the above in each institution: there are places where it is integrated organically into the work of teachers, but in other responses it only appears as an optional activity involving the participants on a different level.

> *„Be a member of the work community. In our school there are professional work communities since the beginning. It is non-mandatory to be a member, but I think if someone comes from elsewhere or has some affiliation with some part of the work activity, then it's not a big problem if there is a forum where people interested in similar topics can sometimes convene, officially, and of course semi-officially." (I 26)*

Professional learning community: in some of the interviews a group-based learning process is organized in a professional community, their organizational framework is generally the work community, but in some cases it goes beyond this and is aimed at the development of the whole organization. These responses also show the need for continuous renewal of the organization.

> *"The other is that there are a lot of programs in the school that go beyond teaching time, community events, bat derby, various kinds of talent days where, when someone comes to us and has not yet been integrated into the school life in any form, here they may become members of communities that present them as new challenges. So I also recommend the afternoon programs to those who come to us because they can then figure out what else can be done here. (...) And it's a good to take part because you can see it right away, it's relatively fast to find out what's going on in the school." (I 26)*

Based on the interviews, we have attempted to outline socialization patterns that show the typical forms of relationships between organizational socialization and organizational culture, but it can be seen that they are not distinct from each other. The following patterns were identified from the responses:

- *Cold, distrustful:* Expect the person entering the institution to be the only one who accommodates. They will receive support up to the level of access to documents. Conscious support in responses is not perceptible or formal. The responses that can be identified here are referring to a toxic organizational culture: newcomers are expected: not to rely on anyone, not to "gossip", accept that they know less, get to know (independently) the rules and habits of the organization and adapt to them.
- *Individualized:* in this case, too, there is certain formalized support for newcomers, but it mainly refers to rules, obligations and routines. They expect independence and adaptation.
- *Personalized, community-related:* emphasizes the personal aspects of adaptation to the teaching staff, to the community: the newcomer's task is to socialize, participate in non-professional events, to be open and tolerant. The organization is also encouraging this by organizing non-professional community occasions, with an open and friendly reception, and providing emotional support. This also basically indicates socialization aimed at imitation: the newcomer is supposed to fit into the community.
- *Professional small-group collective:* the closed framework is usually the work community. Formal organizational forms of socialization appear in this group: mentoring, organized observing classes, themed professional discussions. Socialization, however, is also aimed at imitation here: the emphasis is on the integration of the already established patterns and schemes.
- *Interaction, innovation and joint learning*: In general, it also supports socialization at the level of working communities, but the newcomer's task here is to shift from imitation to innovation, interaction, mutual knowledge sharing activities.

In the answers, most of the groups formed were personal and professional small-group.

Taken together, the formalization of organizational socialization in organizations differs considerably. The way teachers who are more active participants of continuing professional development and innovations see organizational socialization: the factors that hinder knowledge sharing within the organization include many elements (e.g. fragmentation of facilities, time allocated to these activities, autonomy), which are the conditions of knowledge sharing activities due to which they move to the direction of formal collegiality and these activities become a mandatory prize, becoming a task to be documented in the institutional documentation (Fullan, Hargreaves 2012).

In regards to this factor, it is worth pointing out the question of trust again as the criterion of collaborative organizational culture (Harris, Caldwell, Longmuir, 2013, Fullan, Hargreaves 2012). According to the people in the sample, the lack of trust in many cases poisons the relationship between those working in the institution, and this phenomenon is not only characterized by a clearly perceived organizational culture: it

also appears in interviews – sometimes strange to the tone of the text – or a receptive, family-centered organizational culture.

Response elements for the leader

The management's attitude

In the literature on leadership, two management attitudes are distinctly distinguished, the manager and the leader. The former is characterized by creative problem solving, activity within the framework of a given system, keeping affairs and people moving, as well as related techniques, the "doing" attitudes. The latter is characterized by discovering opportunities, creating a new paradigm, thinking about transforming the system, and supporting affairs and people in a way that leads to higher performance, in other words, it may be described as a kind of "service". Our research revealed that most of the interviewed innovative teachers highlight the importance of the manager's attitude and the role of the attitude in creating a comfortable physical environment, in applying successfully in tenders as well as the immediate handling of everyday administrative issues and problems encountered. According to the respondents in the present world, it is essential for an ideal leader to have managerial competencies.

> *"At some level, it is also important for the school principal for to be a manager type and to know how to carry the school on their back and to know how to maintain partner relationships" (I.12)*

> *"A person who is a highly foresighted manager who can estimate processes well enough to take the school in the direction it needs to go." (I.7)*

The image of a leader with long-term plans and a clear pedagogical vision, a leader, rarely appears in the description of an ideal leader, although it is often stated that the scope of school management and the head of the institution are fairly limited within the current regulatory framework.

> *"The school principal chose to became an operational manager, he was a good manager in the past and he had high intellectual capacity and a school-forming personality." (I.26)*

> *"I believe a good school principal has a general idea or a vision about the institution, what kind of institution they want to build." (I.28)*

Two other important conclusions can be deduced from the answers: on the one hand, among the expectations of the ideal leader a leader's vision and their long-term pedagogical concept barely appear, and on the other hand, the expectations of organizational development, organizational learning and conscious support and motivation of their individual professional development do not appear at all in the interviews.

The leader's personality and its impact

Most of the respondents describe the ideal leader as one who governs democratically, has autonomy and decision-making competence, in their human relationships are open and empathic. Significant deviations were based on the size of the organization, that is, in the case of small schools, the person who knew everybody by name and solved the conflicts personally was idealized, while in the case of larger schools ideal leaders are team-player task-sharing executives. Among the expectations of the management, however, the knowledge content related to the management and coordination of the organization appeared in a limited manner. Instead of innovation and bearing or starting conflicts, people expect of the management to be predictable and generate a peaceful atmosphere. This impact system points to an interesting phenomenon. Teachers seem to want to apply the following principle to their own organization: after "closing the door" they operate as islands, doing what they want, somewhat independent of what is happening in the education system, in the society, in the world. This expectation puts the school principle in a particularly difficult situation in domestic circumstances.

In one of the questions, we asked the interviewees to give an example when the school principle influenced the colleagues and the whole school as an organization. As expected, each interviewed teacher reported that a principle has a serious impact on the organization and leaves a mark on it. The more charismatic the leader, the stronger and longer the effect is. Despite all the circumstances, the principle and the head of the institution still have great prestige among the teachers. One of the main reasons for this may be that in most cases the leaders of the school grow out of the staff, with a close human and professional background, and most leaders have some specific idea of what they want to change, or what they would like to disseminate among the teaching staff.

The leadership features of successful initiatives and innovations

Three significant trends can be drawn from the answers to the questions.

- *Commitment:* One of the important elements was the clear commitment and determination of the leader to a particularly important issue:
- *Consistency:* It is clearly visible than in cases when the school principle is professionally committed to a pedagogical approach or a socially valuable issue, that serves as a role model, an alignment point to the members of the organization and is capable of sustaining development and organizational renewal. This is accompanied by a consistent, predictable behavior of the principle.
- *Sustainability:* The third and perhaps the most important element is innovation which can be integrated into the structure of the organization, on the system level of the organization, in other words, if it can remain in the focus even after the one-time implementation, after the closing of the tender bidding cycle and continues to receive continuous support. In this case, the development can

survive the initiator and can continue to develop after the change of management in the institution.

The leadership background of institutional development and innovation

In the interviews, several respondents also argued that changes, developments and innovations can often not be sustained in the longer term, and often deteriorate in the organization. These three distinctive elements may be in the background:

- *Short-term planning:* After a change in management, usually new goals get to the forefront, and the rapidly changing educational policy environment does not provide teachers enough time for the introduced methodological innovations to induce change in the mindset and the consistent conversion of classroom practice. The above practice has been further aggravated by recent modifications in the powers of school principles.
- *Lack of preparation:* It can be considered as a further barrier to the organizational embedding of the developments that the leader and management do not have enough time to prepare the introduction of the innovation, involve the colleagues in a substantial way, and support the step-by-step change of teachers' approach.
- *Lack of gradual change:* During organizational development and change management, it is well-established that individuals involved in the process are only gradually becoming active participants in the change. Organizational innovation and development require the leadership to consciously observe that the members of the organization advance at different stages and at a different pace, while at each stage different issues are at the focus of the stakeholder's attention and, accordingly, are able to become more involved in different activities at different stages, otherwise they need support. (Creemers, 2001).

Trainings

In our research we also wanted to reveal how and to what extent is the centrality of learning, organized knowledge sharing and internal training present in the given organizations. From the responses it seems clear what is considered to be extremely important for successful training:

- the subject of internal training, as they are considered successful if the training is organized around an actual issue in the given school (e.g. motivation, non-discipline, learning organization, good practices in a given school environment, etc.) and tries to reflect on it.
- the trainer should be an authentic person who is at home in the school environment,
- the relevant new knowledge and interactive methods the participants should acquire by continuous learning from each other,
- provide possibility to try out the learnt material in practice,

- the trainer should create an atmosphere where they can learn to know each other's thoughts, critical thinking, self-reflection, thus creating an opportunity for an attitude shift.
- the training should work as a true professional / learner community.

When talking about knowledge transfer within schools and between schools, it is an important factor what the knowledge sharing culture within individual organizations is, as it basically determines the willingness of individuals and organizations to share knowledge on an exterior, macro-level. In other words, schools with a high level of internal trust and cooperation can function as knowledge-intensive or learning organizations where community-based practices are developed and work and where knowledge sharing is a natural part of everyday practice, they are more willing to share their knowledge and good practices with the outside world. In the study, we examined whether there are any recurring professional meetings where educational topics, questions are discussed. The responses revealed that spontaneous corridor discussions and frequent formal work community meetings, staff excursions were the most common instances.

The need for external knowledge (e.g. practices applied by teachers from schools, expectations of the world of work, etc.) is drastically increasing in an education system where most schools work as a learning organization. However, where schools routinely perform tasks confirming to the central requirements, where the focus is on the successful "transfer" of the centrally-defined "curriculum", there is much less need for knowledge than where open learning situations are common, and where organizing adaptive learning is based on the pupils' needs, where teachers guide the learning process with open tasks introduced to the lessons.

The image of an "ideal school"

Our first question aimed at discovering what distinguishes a good school from a bad one. Based on the respondents' opinions, five approaches have been defined (see Figure 2), which, beyond their presentation, are illustrated by a few interview excerpts.

Performance-focused approach. According to this approach, the good school is the one in which the institution performs well in external evaluations and rankings, so their school-leaving exam results and entrance exam results are good. In addition, the results of the National Assessment of Basic Competencies also appear in several interviews, as well as the results of county and nationwide study competitions and language exams.

> *"There are statistics that indicate that the schools from which many students are admitted to the university or which have many OKTV winners are better. They are usually referred to as better schools." (I. 26)*

> *"Because this is the decisive trend I am currently experiencing, what results have been achieved on the National Assessment of Basic Competencies." (I 19)*

Selective approach. A good school will be confirmed due external circumstances which the institution has or has not any impact on. For example, when a school is better than the other due to the differences in the type of settlement type. In addition, the reference to the territorial difference carries a reference to a latent socio-cultural difference, such as the student composition. According to selective approach the school that seeks out to attract children with a better social background and abilities is better than a school which cannot or will not seek children like this.

> *"A school is better if you are in the position to select among the children. If it is in the position to say "I will not admit you" and provide you with whatever reason." (I. 34)*

> *"The material aspect, the socio-cultural background of the students, the equipment, and the geographical location, are now largely important. It is a fact that today it is easier to solve the Budapest-X distance, but if a parent receives such a training, institution in Pest, and they live in Pest, then they will be more likely to enroll their children there than in the country." (I. 36)*

Learner-centered (partial adaptive) approach. Adaptivity is limited, but it does appear in statements such as individual treatment or development of individual abilities. Teacher behavior adapted to learner needs (competence, autonomy, relationship) can be found in interaction, instruction and classroom organization (Lenard-Rapos, 2004). In the interviews, what mostly appears is the instructional activity serving to meet student competence needs: individualized support, consideration of differences between children.

> *"We work according to a personal development plan and try to elicit what the child knows." (I. 19)*

Specialist approach. In this case, the emphasis is on the high level of expertise, in other words, a good school is the one where teachers have excellent skills. It is important that the teacher is mentioned here as an individual and not as a member of the organization or the staff.

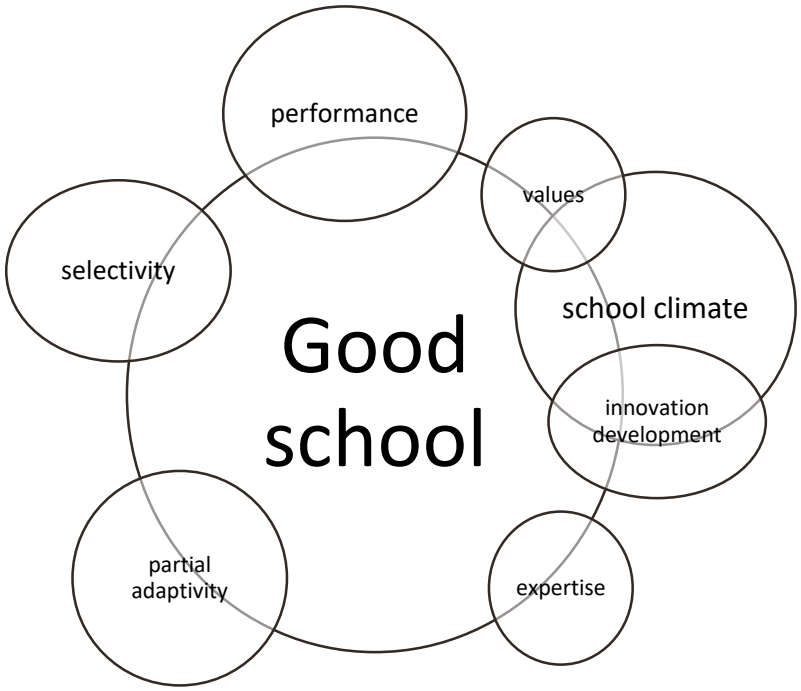
> *"Actually, I would prioritize the professional level. Where the teachers are highly educated, and though I certainly do not consider this a rule, but I believe the professional level will be higher where the teachers are more skilled." (I. 3)*

School climate approach. This is a recurring aspect in most opinions, which shows additional internal structure, depending on what the respondent wishes to emphasize. There are factors in which they only appear on their own, but there are also some who have issued an integrated respondent's opinion.

a) Common values and norms: In several interviews, children's love and acceptance were also a recurring element, but the image of a child-centered school was actually depicted in only one interview.

b) School development: Innovation has appeared in many ways in interviews, partly as a professional, content renewal, partly in the development of services offered by the school and partly in the field of physical and infrastructural development.
c) Relationships and collaboration between teachers: In the interviews the emphasis was mainly on relations, the cooperation appeared only once. The nature of social relationships is the essence of the community, but the use of a professional indicator is rare, but rather an emotional approach.
d) Teacher-student relationships: Instead of a commonly accepted rule and norm system, the judgment of the teacher-student relationship was based on emotional grounds. In most cases, the loving atmosphere is put into the focus as the most important aspect of a good school. In addition, in some interviews, the teacher as an exemplar also appears.
e) Teacher-parent-student relationships: This approach is very similar to the previous one, only to the extent that the students' parents appear as part of the school community.
f) Management: It has also been argued above that most of the respondents use the term "community" rather than "organization" when referring to the school. Thinking in terms of an organization however invokes the importance of school management. School principle appears as a designator and implementer of organizational goals (goal-oriented leadership) but also as the person responsible for the human resources of the school (relationship-oriented leadership) (Quinn et al, 1996). Apart from the above the school principle appears as a charismatic person. There is also an opinion that the director will shape, form and influence the school atmosphere.

Figure 2: Responder patterns for the elements of a good school (The magnitude of the circles indicates the size of the response.)



In the next phase of the research, interviewees could respond to the results of the research, including what they think is a bad school. According to the received teachers' opinions, the characteristics of a bad school can best be attributed to the school climate. The school, where neither the teacher nor the student feels good, is a bad school. In addition, it has also appeared in some opinions that this can often be linked to the teachers' and students' low levels of motivation. In a bad school, the teacher and the student both experience the learning teaching process as a pressure.

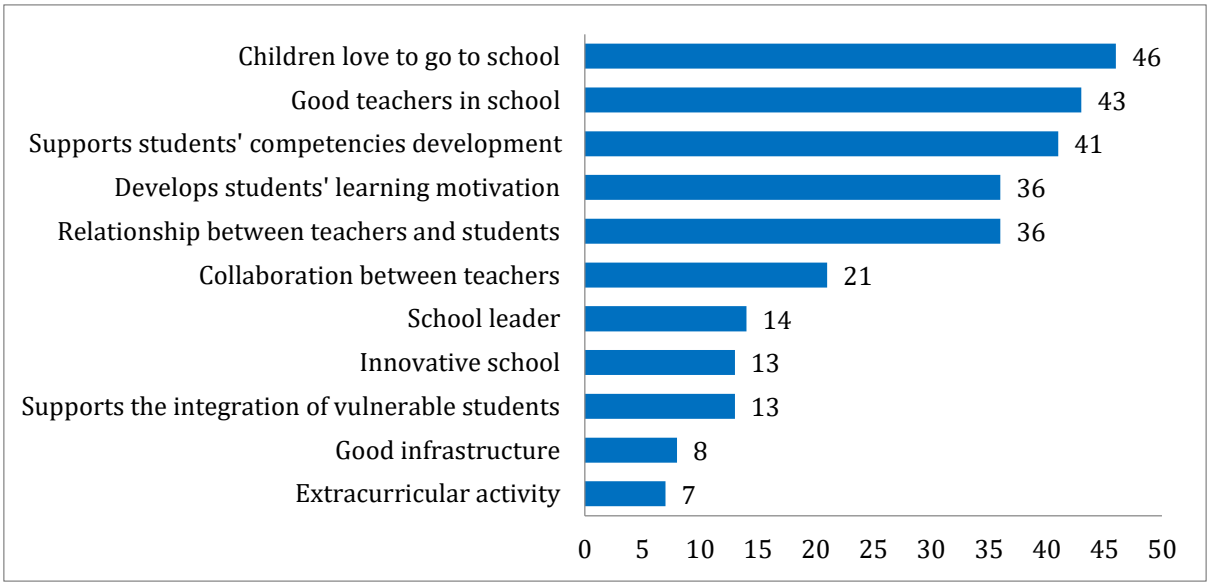
Respondents rarely describe complex aspects of a good school along multiple dimensions. Overall, only three of the four dimensions appeared in the interview texts. Their common feature is the connection between the performance-oriented and the school climate approach. It is also typical that performance orientation usually does not appear on one, but more indicators. However, the respondents' opinions differ as to which characteristic of the school climate should be emphasized. There is an opinion according to which the school as an organization and as a place of innovation appears, while in others the emphasis is on teacher-student relations.

Comparative data

There is a questionnaire in the teacher's database[13] (Sagi 2015) for interviewing our interviewees, which makes it possible to make a comparison relevant to our topic (Figure 3). This question series examined the three factors that teachers consider the best indicators of quality and effectiveness of the pedagogical work in the school. The quantitative data show a similar picture to the qualitative data: teachers say that the effectiveness is best seen by how much students like to go to school, how well qualified teachers are working in the institution, and how much the institution supports the development of the student's competences. The teacher-student relationship is also an important performance indicator for teachers. Only every fifth teachers values the importance of professional cooperation, with a much lower proportion of those who have voted for leadership or innovation.

[13]The survey was realized within the second phase of the framework of TAMOP project "21st century public education" (development, coordination), (TAMOP-3.1.1-11/1–2012-0001). The data collection took place in 2013. Research leader: Matild Sagi, Hungarian Institute for Educational Research and Development

Figure 3: The teachers' opinions of the most important factors in the efficiency, % N = 8573



Source: OFI Teacher Database, 2013

According to quantitative data, teachers also highlight certain aspects of school climate in the definition of a good school. Two of these factors include: whether students like to go to the institution and what the relationship between teachers and students is like. Besides, as the interviews reveal, the level of expertise and professionalism are also important aspects.

Summary

The study attempts to explore how innovative, knowledge-intensive teachers perceive their own organizational environment based on their opinion regarding three main areas: image of an ideal school, organizational socialization and culture as well as leadership. Many of these teachers formulate a concept of a good school in general on the basis of a performance aspect and emphasize the role of school climate. Within this, however, the opinions are highly segmented. There are several factors in school climate (teacher-teacher relationship, teacher-student relationship, teacher-parent relationship, school leadership, common values and norms). Typically, approaches are one-dimensional. All the dimensions in Teddy and Schoen's school culture model appeared in the teacher's opinions, but with a different emphasis. The quality of the learning environment was almost undetectable in the responses, while professional orientation and learner-centeredness were much more visible. The fourth dimension of the model, the organizational structure, is ambivalent, because Teddlie and Schoen emphasize the role of school leadership, while the interviewed teachers are less interested in this aspect and interpret it as teacher-teacher relationships. Based on the analysis, three socialization patterns were identified, which are distinguished by the level of support, formalization and the role of the newcomer. We've compared the above with organizational culture elements appearing covertly in the responses. Finally, we tried to identify patterns from the intertwining of culture and socialization. Within the

responses of our teachers active in training programs and innovations, a personal, community-based form dominated, the determining organizational framework of which is the professional work community.

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Thematic Article

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Teachers' Experiences and Perceptions about Professional Development and their Innovative Practices

Orsolya Kalman[14] & Nora Rapos[15]

Abstract

This study is part of a research project focusing on Hungarian innovative teachers' learning and working in their own school. Our aim is to understand the factors and context that influence teachers' learning and openness to innovation within their organisation and throughout their career. A further goal of the study is to identify the motivational drivers of teachers for learning and innovating. Topics such as the themes, time factor and support of professional development, as well as the themes and spreading of innovative activities were analyzed. Our results show that teachers do not experience systemic and planned support for their individual professional development but they do perceive some support in gaining new knowledge, sharing practical knowledge, imposing expectations, and providing resources for learning. Individual innovations are closely related to professional learning, especially trainings but little interconnectivity between individual and institutional innovative practices have been found. The strongest and most innovative practices are tied to methodological-content innovations of subject or classroom practices and to curriculum development.

Keywords: teachers, teacher learning, educational innovation, continuous professional development, organizational support, theory of professional capital

[14] Eotvos Lorand University, Budapest,(Hungary). Email address: kalman.orsolya@ppk.elte.hu, ORCID: 0000-0002-4392-5324

[15] Eotvos Lorand University, Budapest,(Hungary). Email address: rapos.nora@ppk.elte.hu, ORCID: 0000-0003-3610-3522

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Introduction

This study is part of a large-scale Hungarian research project16. In this framework teachers' perceptions about their career path and innovative practices, how they relate to their own practice, to their colleagues and to the culture of their organisation, in the context of the organisation has been studied. Thirty-seven innovative teachers were selected from the Hungarian large-scale research with the aim to understand the factors that influence teachers' learning and openness to innovation within their organisation and throughout their career. The theoretical framework is based on the professional capital theory of Hargreaves and Fullan (2012), interpreted as the unity of collective responsibility and individual autonomy on the one hand, and evidence-based research and individual decisions on the other. In this sense the effectiveness of public education does not solely depend on the development of individual teachers' competences but also on the ways they use their own resources and decisional capital at school.

The more specific aim of this study is to describe some of the motivational characteristics of teacher learning in the context of professional development/learning and innovation. For that matter, teachers' perceptions on the support they receive throughout their professional development and its role in their personal professional development is explored as well as the perceptions and experiences of innovative teachers on innovation and innovative practices are interpreted.

Research question

Literature on professional development/learning suggests that at the heart of sustainable development of education systems is teachers' professional development, in the models of which the interdependency of individual, organisational and system elements are emphasised (Hargreaves et al., 2010). Eurydice's Key data on… (2013) suggests that the role of CPD is increasing on the level of system regulation, training development and organisational expectations. It has become obvious that teachers' continuous professional development is an indispensable condition of the development of the education sector. With this said, it has been proved that individual and organisational learning forms show variations in patterns of effectiveness (Caena, 2011). Convincing examples can be found in the international literature on the application of professional development standards and the identification of facilitating factors at different levels (Jaquith et al. 2010) the exploration of characteristics of effective development (Desimone, 2002). In addition, a new perspective has recently come in the forefront of research: teachers' motivation in the interpretation of their learning process. In the focus of the newly aroused interest, reinforced by new knowledge on teachers' learning, topics such as teachers' goals (Buttler 2007, 2012), expectations and values about teaching (Watt and Richardson 2008a, 2008b), psychological and self-determination (Eyal and Roth 2011,) and professional responsibility (Lauermann and

Karabenick 2011, 2013, 2014) are examined (cf. Lauermann 2017). On the basis of this literature, it is not sufficient to know the potential pool of teacher competences, or to provide external support for professional learning and motivation, but it is also important that we understand teachers' motivation as they also constitute a part of professional success. Research studies show that teachers' motivational factors are related to:

- the psychological well-being, burn-out and workplace satisfaction;
- teachers' active role in their professional development;
- the implementation of new, possibly innovative teaching practices;
- students' motivation (cf: Lauermann 2017)

In the light of the above, the characteristics and motives of the individual interpretations of innovative teachers of the sample on their professional development and a deeper understanding of the innovations they have experienced have become the focus of the current research.

Theoretical framework

Two seemingly independent topics are linked to pedagogic innovation in the current study: professional development/learning and innovation. Having seen the conceptual differences of learning and innovation (in more detail Rapos at el 2011), we consider that an important link between the two is that innovation does not happen without learning.

Research studies on professional development

The conception of professional development can be interpreted from various point of views, in our theoretical framework we identify to main questions: the individual learning paths on the one hand, and the various ways of supporting these learning paths on the other.

The variety of learning paths

Although teacher research have highlighted the multifaceted nature of professional knowledge (Schon, 1983; Shulman 1987), it has only come to the forefront recently in the area of professional development and supporting professional development. The paradigm shift was preceded by critics – using the concepts of the time – on the fragmentation of in-service training, the lack of coherence, distance from real classroom situations and teachers' problems (Ball and Cohen, 1999; Collinson and Ono, 2001; Fullan and Hargreaves, 1996; Villegas -Reimers, 2003). Today a variety of the learning paths of teachers is acknowledged in the interpretation and practice of professional development as opposed to the unity of learning paths:

- learning interpreted as a process embedded in practice;
- recognition of multifaceted learning opportunities;
- in-built informal learning opportunities in the process - validation;
- building on prior learning or problem;
- interpretation of individual interests, motivations and emotions in the learning process;
- recognition of the significance of tacit knowledge (individual tales, cases, teachers' voice) in professional knowledge reinforced the acceptance of the role of reflectivity in professional development and the spread of the forms of practice-based knowledge sharing;
- the understanding of the inner structures of competence development evolving differently along individual learning paths gave way to the conscious development of these competences

When studying professional development, it needs to be emphasized that while teachers take part in professional training and development in most of the countries, these can only be effective if embedded in education policy concepts and the resulting supporting environment (Villegas-Reimers,2003; Cordingley et al., 2005).

Model experiments

Model-descriptions in international literature provide a good starting point to the conceptualisation of continuous professional development, to reflect on the dilemmas described in the chapters above and relate to the systematic approach at the educational policy level [micro-meso-macro levels] (eg. Kennedy 2005.; Sachs, 2007). For the purposes of this study the interpretation of Sachs (2007) is decisive, as it can simultaneously present the viewpoint of the various stakeholders/actors in continuous professional development and that of the system. Sachs connects his models to four metaphors: retool, remodelling, revitalising and re-imagining (Table 1). According to Sach, the most domineering forms in international context are retool and remodelling.

Table 1: CPD-grid based on Sachs

	Retool	**Remodeling**	**Revitalizing**	**Re-imagining**
Driver/trigger	Accountability and Control by government	Compliance with govt change agenda	Professional renewal	Professional reinvention
Purpose	Upgrading of skills	Modify existing practices	Rethink and renew practices	Transformative practices
Conception of CPD	Transmission	Transmission	Transitional	Transformative
View of teaching	Teacher as technician	Teacher as craft worker	Teacher as reflective learner	Autonomous professional
Responsibility	System	School/district	Individual teacher	Teachers
Focus	Professional Development	Professional Development	Professional Learning	Professional Learning
Learning Processes	Passive recipient of knowledge	Uncritical consumer	Collaboration	Mutual engagement and knowledge creation
Approaches	One off seminars, outside expert	Programs devised by an external expert over an extended time	Collaborative learning circles, networks, action research	Practitioner inquiry or action research, inquiry as stance

Professional Outcomes	Improved teaching skills	Updated discipline knowledge or pedagogical skills	New approaches to pedagogy and learning	Production of new knowledge
Type of professionalism	Controlled	Compliant	Collaborative	Activist

Source: (Sachs, 2007, pp. 18-19.) The model of re-imagining is of special interest for the purpose of the current research, as in this model innovation is a characteristic form of professional development.

Cooperation and autonomy as possible forms of support

A decisive question in the research on continuous professional development was to determine the extent of cooperation in a profession that is built on individual decision-making. According to the most important literature of continuous professional development (Schon, 1990; Hargreaves, 2000; Korthagen, 2004; McKenzie, 2005; Kennedy, 2005), cooperation is one of the basic pre-conditions of professional development. Little (1990) argues that cooperation in itself is not necessarily enough, therefore a differentiation is to be made: 1) story-telling and exchange of thoughts in loose work relationship with colleagues, exchange of experience on an occasional basis; 2) asking assistance or support in a rather unilateral process; 3) exchange of materials, ideas, that is, sharing; 4) joint work, with shared responsibility, visions and interdependence, closer relationship.

Autonomy is not considered a positive thing among teachers, and it is often acknowledged at the interpretation of autonomy. (Rosenholtz, 1989, cited in Clement andVandenberghe, 2000, p. 7.) Hargreaves (1993, cited in Clement and Vandenberghe, 2000, pp. 6-7.) distances himself from the approach that regard autonomy as a deficiency and discerns three dimensions of the concept of autonomy: 1) constrained autonomy is when teachers would be willing to work together but administrative/organisational environment impedes that; 2) strategic individualism, when teachers "withdraw in their classroom" because of high expectations and pressure; 3) elective individualism based on intrinsic motivation and has the most connection with professional development.

Cooperation and autonomy thus can be drivers or obstacles of professional development. In the analysis of causes the organisation and the system environment come to focus. (Clement and Vandenberghe, 2000). Based on that, Clement and Vandenberghe (2000) identified typical professional development paths with autonomy and cooperation embedded in the system as a focus.

Innovation research studies

In today's knowledge-based and knowledge-intensive societies innovation is seen as the engine of effectiveness, development and learning, in which a learner-centred approach and the learning capacity of the education system are of key importance. According to Fullan (2008) innovation is a process in which a new idea, program, activity, procedure or structure is put into practice in order to change that practice. There is a growing emphasis on the process of innovation, rather than on the products created (Halasz and Horvath, 2017). For the purposes of this research, the following characteristics of education innovation are accepted (Shapiro et al., 2007; Halasz and Horvath, 2017):

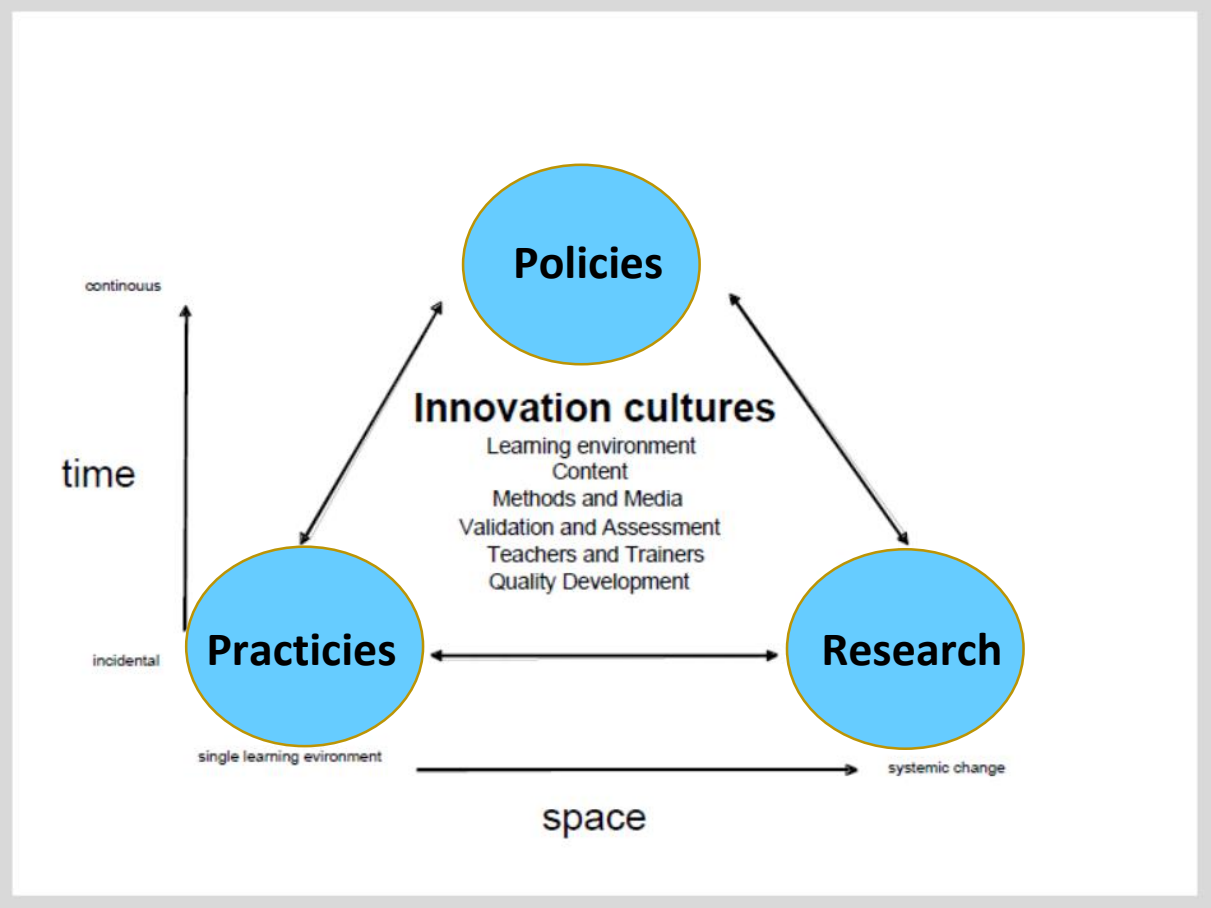
- the innovation is a novelty for the concrete organisation, but not necessarily for those introducing it, or for those outside the organisational context
- innovation is more than routine-like change
- innovation that appears primarily in a multi-actor, interactive environment
- innovation that yields (measurable) results and benefits
- innovation that has public impact

From the above, probably the most problematic one is the interpretation of the results and impact of innovation. Firstly, innovation is tied to a specific context (classroom, school, education system, etc.) and thus the characteristics are not easily discernible. Second, innovation, similarly to change, is not a closed process. Long-term changes and the survival of the innovation is what really measuring its impact. Kraler and Schratz (2012) differentiates best practice from next practice in the interpretation of the impacts of innovation. In their interpretation, with best practices we are trying to achieve more by intensifying efforts, meaning that the practice is not radically changed.

Next practice, on the other hand, opens up novel ways of dealing with challenges changing fundamentally the basic characteristics and patterns of teaching. New patterns appear through critical events or interventions that open space to the perspective of next practice on the one hand, and cause uncertainty and instability at the beginning, on the other hand, since old practices have not been functioning well any more, while new practices have not been stabilised yet. From the perspective of long-run effectiveness, next practices are more promising, but it is difficult to foresee what will become effective practice in the future.

In the area of education innovative cultures are emerging in the cooperation of key actors, are spreading in time and space and involve several aspects of learning and teaching (see Figure 1). The survival of innovative cultures is fostered by the cooperation and knowledge sharing of actors of the so-called triple helix model. The interaction takes place among the following three main actors: 1) universities and research institutes creating the knowledge, 2) practice applying knowledge and 3) the government that create the legislative framework (Etzkowitz, 2008 cited in NOIR, 2011). Innovations spread in time and space: from accidental innovation to continuous innovative practice, from one learning environment, from the level of the organisation, from inter-institutional innovations to system-level innovations. Innovative practice and culture is a complex system evolving in these three dimensions, integrating the various aspects of learning and teaching, such as principles, learning environment, content and methodology (Shapiro et al., 2007).

Figure 1: Characteristics of successful innovation (Shapiro et al., 2007, pp. 8.)



Teachers in innovative learning environments

Teachers are key actors of school innovations. Just as school systems are forming in the conflict of aiming at stability and the changes and innovations, teachers' adaptive expertise based on the harmonisation of routine and innovative activities is considered the most effective way (Bransford et al., 2005, pp. 49. cited in Falus 2006, 122–23.). Innovativeness is therefore a necessary but not sufficient condition of teachers' adaptive expertise.

Teachers' positive perception of innovative practices can be fostered in various ways: a) relative advantage, the degree to which innovation is perceived as better than the actual situation; 2) compatibility: the degree to which the new practice is perceived as being consistent with existing values, past experiences and the needs of teachers; 3) relatively small-scale of complexity: understanding and applying innovation does not cause difficulty; 4) triability; 5) observability (Rodgers, 2003 cited in Vanderlinde and Braak, 2011). Teachers's negative perception and evaluation is primarily tied to the implementation of innovation, where they can perceive the possibility of failure: (1) doubting the characteristics of the given innovation; (2) insufficient school conditions; (3) uncertainty as regards the competencies of their student or (4)their own competencies (Konings et al., 2007). Innovative interventions and practices are strongly

influenced by teachers' perceptions (Konings et al., 2007), motivations (Lauermann, 2017); thus the role of collaborative and supportive learning professional communities is becoming more important. Bakkenes et al. (2010) studying the innovative practices and learning of Dutch teachers found that workplaces and learning environment where structured cooperation (such as group projects or peer coaching) took place, contributed more to higher level learning of teachers (eg. experimenting) and to the results (e.g. positive emotions) than that of informal co-operations. This in turn enhanced participatory design or action research.

Description of research

Research questions

1. What are the specificities of the different phases of professional career?
2. What actors support the teachers' professional development and how?
3. What characterises teachers' individual innovations, innovations at the level of the organisation and the relation between the two? To what areas innovations are tied to, how do they emerge, form and spread?

Sample and methods of the research group

37 innovative teachers were asked in structured interviews and personal professional accounts (narratives) on their professional practice, selected from an online national representative questionnaire conducted in 2015 (8571 people). It is especially important for the current research that innovative teachers, based on previously defined criteria, were selected from the representative study: they regularly learn new things, pay attention to their professional development (18 items about their learning), renew their practices, initiate innovations (12 items about innovation), and share their knowledge and experiences with others (11 items about knowledge sharing).

From the 37 teachers 17 worked in primary schools, 1 in a VET school, 2 in secondary vocational schools, and 8 teachers in grammer school. In our sample there were 28 female and 5 male teachers, 4 participants didn't answer to that question. The average teaching experience was 28.3 years.

Open coding was used for content analysis: main categories were formed based on interviews that were finalised after several checking. The majority of the answers contained information relevant belonging to several categories, or partly contained such information, thus the numbers can only indicate the focuses.

Results

Professional development

The topic of professional development is only briefly outlined here in order to help the interpretation of support connected to professional development. Respondent teachers were asked to think in the following categories: (Table 2)

Table 2: Categories belonging to the key notions of CPD

Characteristics of professional development	**Description**
Topic to which development is related	1) subject knowledge; 2) pedagogic situation; 3)management, organisation, planning and evaluation of the teaching-learning process; 4) administration; 5) cooperation, professional discourse
Time	1) stage of career path to which professional development is related to; 2) the length of the process; 3) forms of support
Reason	1) deficit-based approach; 2) need for community of practice obligation; 3) reflection in personal career
Support	Description
Supporting actors and connections	1) head of institute; 2) other colleagues – work teams; 3) external experts; 4) leading authorities; 5) professional organisations – workshops; 6) themselves
Form of support	1) support in sharing practical knowledge; 2) support in resources; 3) support creating expectation; 4) support yielding knowledge
Result/impact of support	1) new knowledge; 2) community resources; 3) independence

Theme and form with which teachers relate development

Professional development can be arranged around five main categories: 1. topics directly connected to subject knowledge and practice; 2. to general pedagogic questions, in connection with role acquisition; 3. to the methodology of planning, organising and managing; 4) to collaboration and professional discourse; 5) and to administrative activities. It was a crucial element in the evaluation of CPD if the novice teacher judged the professional community where he/she arrived as one where peer learning and the need and practice of knowledge sharing, was a crucial element. This meant that the organisation was acting as an agent, since in these organisations knowledge sharing, informal learning is considered important in later phases as well.

The time factor

In the sample 27 respondents had 25 year or more professional experience, six had more than 15 years, and 2 respondents did not answer, adding to 29.6 year of professional practice in average. Significant development and support linked to that were reported in connection with two periods: the initial phase and the phase beyond 15 years of teaching. In the intensive induction phase learning had many formal elements of induction and there was a strong focus on the so-called professional dimension and less attention was paid to personal and social factors, that otherwise have been emphasized in the initial phase recently (European Commission, 2010b; ETUCE, 2008). The role of formal training was emphasised in the mid-career period,

often related to filling an existing gap, outside the organisation, although with a few mentioning. The strengthening of the role of cooperation, where the social dimension of support can be detected, is clearly associated with later phases of the professional career.

There are many theories that can provide an explanation to the causes of the less intensive period. According to psychological and identity theory models (cf. Erikson, 1996), establishing strong bonds is a crucial cohesion-creating factor, which means that following the crisis of the induction phase, the individual might long for the feeling of professional stabilisation. On the other hand, sociological data can serve as an explanation, as the proportion of women exceed 70% (cf. Statistical Yearbook of Hungary, 2013: 147-149) and this is the period to start a family and have children. Thirdly, a technocratic further training system that focuses on filling existing gaps is not motivating enough to facilitate conscious learning processes (see Sachs, 2007). This professional career path curve is in contradiction with theories that regard the phase after induction as one of the most active periods. According to the current research, teachers in Hungary are most satisfied with their professional preparedness and competences in their forties.

Reasons behind professional development and relating support

The national context that requires teachers to take part in CPD activities in every seven years is almost non-existent among the reasons mentioned, while the presence of personal causes is more accentuated among the respondents. Within that, the focus on the gaps in preparedness is the most important. These gaps are caused by external factors: integration as a requirement, the arrival of "problematic kids", deficiency in professional knowledge – has not been taught – deficiencies in methodological knowledge, insufficient communication; ihat is, dimensions of Sachs' retooling and revitalising models can be identified (Sachs, 2007).

Another argument found in the explanations is the need for taking part in professional discourses, the wish to be part of the communities of practice. It is often the case that these interpretations include other elements as well (eg. starting from a deficiency), but the most decisive of all is the need of belonging to the professional community.

The least emphasised reason, but loaded with emotions in the answers was reflection on the individual career path and facing with what has been achieved. Another characteristic of these answers is opening the personal space and the interpretation of the support of new actors in professional development.

Supporting actors and relations in the context of professional development and the forms of support

The support for professional development is associated with six groups of actors in the thinking of the teachers asked: the head of the institute; colleagues and work teams;

external experts; leading authorities; professional organisations and workshops; themselves. The head of the institute is mentioned in three typical roles. First, as supporter to newly arrived colleagues looking for social-professional support. Second, as someone assigning tasks and creating new situations and challenges to the colleagues. Thirdly, the provider of resources, time and space. In the relation with the head of the institute the teacher is not initiating but accepting support. No need or intent for real dialogue, negotiating along individual and institutional interests has been revealed in the interviews.

The relation with external experts and leading authorities is rather formal, in the context of formal trainings and professional events. On the other hand, dialogue and common actions are mentioned in connection with higher education internship places.

Professional service-providers are rarely regarded as supporters. Work teams and professional organisations are mentioned that offer room for regular joint activities and discussions. These are typically interpretations of concrete pedagogical situations, the process of teaching and learning, that is, they are focused on the support of the sharing of practical knowledge (cf. re-modelling, Sachs, 2007).

In sum, the picture of a supported teacher has been outlined where the micro-meso and macro levels are not easily discernible, nor the connectivity of the individual and organisation levels, or the intention and opportunity to initiate professional dialogue associated with taking responsibility for one's professional development.

Teachers' individual innovations and the innovations of the institute

Individual and institutional innovative practices have been analysed separately in the interviews from the aspect of the scope, initiation and spreading of innovation. In the analysis we have built upon the interpretation of the respondents with the described activity in focus, thus some areas of innovation might overlap. Many content-wise similarities can be found among the innovative practices at the level of the teachers and the institutes, nonetheless some areas only appear at one level or the other (eg. product innovation), and the distribution of accents and frequencies differ: the development of the learning environment and tools are strongest at the institutional level, while bonding with colleagues, communication and organisational development in general is not present at this level. Another characteristic is, that while it is difficult to identify teachers' individual innovation paths, different types of institutional innovations have their specific ways of spreading. In table 2 the main areas of individual and institutional innovations are prioritised on the basis of their frequency, also along the main spreading paths of the latter ones.

Table 3: Areas and spreading of innovative practices of individual teachers and institutions

Teachers' individual innovations	**Types of institutional innovations and the characteristics of their spreading**
Development and renewal of extra-curricular activities	Development of the learning environment and tools – top-down development and intervention
Methodological or content development connected to a subject or class	Development and renewal of extra-curricular activities -– bottom-up, local initiative
Professional support of colleagues, in-house training	Methodological and content development connected to a subject or class – adaptation
Collegiality and communication	Curriculum development – bottom-up, local initiative
Curriculum development	Professional development of the teaching staff – in-house training, further training
Quality management, area of school effectiveness	Quality management, area of school effectiveness – institutionalisation
Talent nurturing, remedial education	Participation in research
Product innovation	
Improvement of the school environment	

Innovative practices can vary widely in their complexities, so it is important to consider these differences as related to various innovative areas. While methodological and content developments connected to classroom practice, or curriculum developments are radical, intense and complex innovations, the development of extra-curricular activities can be both innovative and routine-like just as well as the development of the learning environment and tool development. The practices of professional support for the colleagues, teachers' professional development, quality management, competence assessment, collegiality and communication are – apart from a few cases – less innovative, often not more than knowledge sharing and completion of new tasks.

Individual professional innovations of teachers are manifold covering many areas, although teachers usually mention innovations belonging to one area, and the complexity and scaffolding of innovative activities are rare. (cf. Shapiro et al., 2007). Among the individual innovations that had the largest individual impact the most frequent ones were the development and renewal of extra-curricular activities among the teachers, followed by methodological and content developments, and then professional support and in-house training for colleagues, and the area of collegiality. The latter one refers to the "spread" of innovativeness, rather than to a well-defined development and innovative activity. All personal impacts and innovations are associated with positive experiences, except the area of competence assessment connected with quality management and school effectiveness. In this area, teachers reported numerous negative experiences. These are novelties at the institutional level that appear as external, compulsory expectations and arouse the strong opposition of the teachers.

Little has been revealed from the interviews about the different paths of teachers' personal innovations, probably largely due to the fact that teachers do not consciously plan the spread of innovation. The most typical way is that upon the initiative of a

teacher, or with the appearance of a special role, a new activity is introduced at the level of the institution and is integrated in the everyday practice. Teachers usually identify their personal learning experiences, and within that, training experiences as a trigger of their personal initiative. For maintaining the new innovation, institutions often apply for external funding in the form of call for proposals/tenders. New innovations are often initiated upon the principal's request indicating that teachers are not strongly involved in decision-making. While teachers' innovations start from their own initiatives, the role of school-level, collegial cooperation is more frequent in the maintenance of these practices.

Institutional level innovations show a less colourful picture but are more complex than individual innovations, as individual components are cumulative and their initiation is a more conscious process. The renewal is strongly tied to the reflection of the given context: it reacts to and is embedded in local needs and challenges. The goal-setting of institutional innovations are more informed and characteristically the support of children's development and learning are the most important goals, that is, start from the reflection of the given situation rather than from teachers' individual learning. In teachers' individual innovations and their impact the most frequent activities were the professional support of colleagues, strengthening collegiality; there was no explicit mention of organisational development, cooperation, new forms of learning from each other. However, professional development of the teaching staff is mentioned as an area that receives institutional support, new in its content but not in the form of learning.

It is important to note that in case of institutional innovations the area of innovation and the characteristic spreading of the innovation in question have strong connectivity. Three of the most frequent and typical innovations and their spreading are shown below. In the area of the development of learning environments and tools, the smart board, the use of laptops and modern laboratories were mentioned by the teachers as the most outstanding innovations. These innovations typically belong to top-down national developments, implemented in the frame of grants. The development of the framework is accompanied with the support of further training for teachers. It is important to note that along technological developments, teachers mention further innovations, and as the results of innovations children's development and motivation are often explicitly named.

Innovations belonging to the category of extracurricular activities and curriculum developments are the ones that mainly sprang from local needs and institutional ideas and are typically bottom-up initiatives. The most common characteristic of the various innovations in this field – such as transition programs between kindergarten-school, lower and upper elementary school, day of talent, exchange programme, establishment of new sections – is probably the adaptive reaction to problems and thus the creation of real individual innovations. Methodological and content developments connected to subjects or lessons are important at the level of the institution as well; the characteristic feature here is the strong and conscious connection to the support of students'

development and learning, exceeding the level of introducing a new method and often connected to the development of the learning environment as well. However, in most cases these are adaptions, and teachers rarely become active agents or inventors of the innovative practice.

Opposite to our hypotheses, the interconnections between teachers' personal innovations and institutional innovations are relatively rare. There can be many causes: in some cases teachers do not consider their innovation important enough to raise at the institutional level, but it is also probable that individual innovations lack conscious planning and reaction to local needs and changes. In addition, there is no sign of interconnected, systematic innovations in the interviews.

Conclusion

Our qualitative study is one of the first studies in Hungary that highlights the main characteristics of, as well as problems and issues about teachers' professional development and innovative practice but for generalizing these results further studies will be needed. So far, the following main findings are made related to the research questions.

1. What are the specificities of each stages of the professional career?

Two stages that are more emphasised/sensitive are discernible based on the analysis of individual career paths: the stages from year 0-3 and approximately from year 15. This differentiation necessitates the elaboration of a supporting system tied to the given stages and to the specificities of professional development.

Personal responsibility and commitment to student learning have a primary role in learning motivations. However, the way through which this preparation takes place is fundamentally based on the filling of existing gaps in preparedness. In case of career paths, where the organisation plays an active and supporting role at the beginning of the career, this will become decisive in launching a progressive development.

The spectrum of learning outcomes in teachers' interpretation is wider than what is acknowledged by the national in-service training system supporting professional development.

2. What are the supporting factors (persons, groups, situations, challenges) that are decisive in the course of individual professional development? To what extent are these tied to stages of the career path or to critical incidents?

Supporting actors are functionally separated in teachers' thinking, but there are overlaps between these functions among the group of actors (Table 3).

Table 4. Actors providing support and the forms of support

Forms of support	Actor providing support	Activity of teacher
guidance in professional issues (e.g. training, meeting)	Principal	Passive
	external experts, leading authorities	Passive
	teachers of higher education internship places, workshops	Passive
	professional service providers	Active
support in the solution of a concrete pedagogic problem (e.g. discussions, dialogue)	work teams	Active
	professional organisations, eg. Associations	Active
setting a challenge	Principal	Passive
providing resource	Principal	Passive
providing community	work teams	Active
empowered by independence	Principal	Active

Built upon the forms of support, providing actors, goals and outcomes of support four supporting patterns have emerged. These are the following:

1. Support that results in new knowledge: the supporter contributes to the support of professional knowledge with new knowledge and content. It is often connected to the understanding and familiarisation with new methods and practices, but the phase of interpretation and application is not present. It can appear in many forms, but mostly in the form of trainings, and sometimes in the form of discussions and meetings. This type is limited in time. Associated feelings: joy, pride.
2. Support that share practical knowledge: common activity aimed at solving problems detected in the course of practice. Characteristically a dialogue among colleagues without subordination, the inclusion of "higher" expertise is not included. It yields immediate results, with direct connection to the original problem. It is a long-term, process-embedded type of support. From the organisational point of view, it creates space to the interconnectivity of individual and organisational goals. Associated feelings: security, good experience of thinking together.
3. Support imposing expectation: characteristic form of support in the boss-subordinate relation. Expectations that mean challenge for the teacher, although support is not always provided. The teacher is often left alone in this situation and therefore does not feel the support element. Associated feelings: relief associated with the accomplishment of the task, pride.
4. Support by the provision of resources: there is a unique form of role interpretation behind this type of support. The employer provides the opportunity for professional development in the possession of the necessary resources. Teachers are the recipients of these resources, and thus not taking charge of their own development. Associated feelings: gratitude.

The systemic, planned appearance of these types of supports in the individual professional development are not mentioned by the respondents, it is missing from their thinking. Also in many forms of support the teachers felt themselves in a passive role.

3. What are the characteristics of individual and institutional innovations and their relations? To what areas these innovative practices are tied to, how do they start, form and spread?

Individual innovations are closely related to individual professional learning, especially with trainings. In addition, according to respondents, innovative practice springs from the assignment of a new task or upon the principal's request rather than from group or individual initiatives. When judging institutional innovations, on the other hand, teachers often emphasise that they sprang from local needs and challenges, and are reflective, adaptive answers. In these cases the decision capital are more accentuated but there is no information on the basis of data if a large circle of teachers or a narrow circle of leaders were involved in the decision-making.

On the basis of the interviews, the innovative teachers feel that their individual innovations have influence on their institution, or at least their colleagues and they associate their innovations with mostly positive experiences. The spread and impact of teachers' innovative practices, on the other hand, do not show mature and well-defined patterns that poses several challenges in connection with the spreading, embeddedness and sustainability of these innovations. There is little interconnectivity between individual and institutional innovative practices, also there is no scaffolding. Despite the lack of strong connections, there are many similarities between the main innovation areas of individual and institutional innovative practices.

Individual and institutional innovations showed large variation in content and large diversity in the level of their complexity. The extent to which they meet the main criteria of innovation is to be considered as well: although they are new from the institutional point of view, but it is often difficult to interpret the difference from routines and the effectiveness of innovation. The strongest and most innovative practices are tied to methodological-content innovations of subject or classroom practices and to curriculum development. Least innovative practices are connected to collegiality, communication and professional development of work teams. In the latter case the knowledge-sharing and the content of practices are new, but the ways of knowledge sharing and the forms of joint learning are not.

The area of organisational development is not very innovative; it was not mentioned among institutional innovations at all. The differences in the strength of innovative practices show that teachers think in a continuum when interpreting their own and the institutional practices: from the smaller innovations of learning and knowledge sharing through new institutional tasks to the complex innovative practices. It could be worth to study them together, as radical innovations, "next practices" usually surface in learning organisations with smaller or larger innovations, amidst strong knowledge sharing activities. (cf: Kraler and Schratz, 2012, Halasz and Horvath, 2016).

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Reflection in the Integral Development of a Teacher. A Pedagogical Perspective

***Maria Szymańska*[17]**

Abstract

The aim of the study is to elicit the role of reflection in the integral development of a teacher seen from personalism perspective. The goal of the integral development is to achieve the complete unity of the teacher on the way of the integral upbringing, where the introception of values plays a great role. The research has the theoretical dimension, although it refers to the necessity of conducting the qualitative research in this field. The author uses the analysis as the core research method that draws the meaning of such methods as action research and the techniques of reflection that on one hand can foster the integral development of the teacher, on the other hand can be useful also in auto-ethnographical, biographical research. Concluding, the reflection can not be neglected in constructing educational curricula oriented towards the human integral development.

Keywords: teacher, reflection, integral development, value, biographical research

[17] Jesuit University Ignatianum in Krakow, (Poland), Email address: mariaszymanska59@gmail.com, ORCID: 0000-0001-5244-5966

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Introduction

Most of the research studies focus on the theoretical and practical aspects of teacher development in the personal and professional domain. However, rarely the research is conducted in the area of teacher integral development seen from pedagogical perspective that takes into account its crucial factor - reflection. Both aspects need to be elaborated, especially in the contemporary challenges that the teacher education is to face up. These aspects converge with each other, so it's difficult to treat them separately. Such a kind of approach to the teacher education seems to be valid, so it requires coping with. Overview of this subject literature does no appear sufficient enough, so it can be worthy to present some samples of theoretical analysis justifying the validity of this thematic field. Although many changes within constructing the new curricula for teacher education and student education appear, they do not, in fact, pay attention to the increase in both educational subjects development. The question that comes to mind is – Why? The answer is not explicit and easy because of many complicated factors which affect the interior and exterior of education. One of them is to regard this question seriously not only from theoretical, but practical point of view which demands from educational policy workers openness even for revolutionary changes. Having analyzed many trends and tendencies in teacher education through ages in different perspectives of sciences that have built the fundamentals for education such as biology, medicine, philosophy, psychology, sociology etc., the author of this article decides to deal with the aspects of integral development of a person indicating the meaning of teacher integral development and the reflection affecting its positive trajectory. The analysis of these aspects can provide some basic suggestions of how to overcome some obstacles blocking the true educational development both of teachers and students. The basic theory that the subject matter is grounded is the theory of the human integral development by Stefan Kunowski, the great Polish pedagogue. The human integral development is achieved on the way of integral upbringing of a person, where the phenomenon of value introception performs a huge role. However, the author of this article is going to focus mainly on the key aspects of the integral development of a person – teacher and the reflection enhancing this development. Of course, they need to be elaborated in the area of theoretical and practical domains. The method used for presenting the core idea of the research is analysis referring partly to the qualitative research (action research) conducted by the author.

The integral development of a person – the gate to the teacher integral development

To depict the matters tied with the teacher integral development, it is a need to refer to the integral development of a person with outlining the reflection aspect. The whole idea of the topic is rooted in the personalism what implies the necessity to show understanding the notion of "person". Thus, in the perspective of personalism the notion "person" is seen is as a unity, whose individual acts of doing reveal the integrity of intellect, emotions, and will. These acts have a lot in common with experiences of

interior and exterior life of a person who is unique, who is featured with subjectivity (Rynio, 2004 p. 33), and ability to come into relationships with others. Through these relationships the person shows own dignity what distinguishes the human from other living creatures. What is more, the person also features with the morality and moral experience (Wierzbicki, 2016) and is able to designate the values according to the system and hierarchy that he/she beliefs and rationally can justify them, in the reference to self and nearby environment (Adamski, 2005). As a consequence the person should behave in a reasonable and wise way respecting the truth, justice, freedom, love, equality, solidarity, tolerance, etc., what indicates the need for deepening the conscience and consciousness fostering the human integral development, in which the integral development has a great contribution.

In this light, the author of the article is going to present the understanding the integral development from pedagogical point of view. S. Kunowski built his theory of the human integral development drawing own results of research from sciences covering anthropology, psychology, biology, sociology, and theology. For him, the human development is a complex, complicated process that lasts the whole life. The trajectory of this process tends to be evolutional, although there are some cases of sudden revolutionary cases, as well. He underlines the functions of such factors as generous, environmental, and spiritual one in the integral human development. This development responses to the particular development of layers constructing a person. Among them there are: the biological, psychological, sociological, cultural, and spiritual one. These layers have own potentials that need to be actualized. According to the author, they are not only tightly connected with each other, but they converge in a reciprocal relation between themselves (Kunowski, 2000), what will be shown in the analysis of them. Hence, as far as the biological layer development is concerned, it is necessary to expose the role of temperament that "*can be named as a natural character inherited from his/her parents, and first ancestors. Temperament means a specific, stable, complicated, individual quality of the human being unit, who can react without intelligence participation according to own temperamental type to each sense of unpleasantness and pleasure*" (Szymańska, 2017a). Apart from that, one should accent the development of organism, particularly the nerve system, the development of intellect and speech that enables appropriate communication, learning etc. In the context of the article, the communication with self, others, God and the world seems very crucial. The high quality of the communication is tied with the dialogue which has the internal and external dimension shaped by the reflective usage of words. Drawing attention to the words seen as "he transmitters of messages" can help to understand and interpret the events, experiences etc. in a divergent perspective enabling the beneficial, personal and social transaction. M. Szymańska claims (2017b): *"The transaction based on words understood both as transmitters of values, or values themselves should motivate the parents, teachers, caregivers for paying stronger attention to texts read by young readers"* (Szymańska, 2017b p.54.). Words touch the intellect, emotions, morality, cultural sensitivity, and the spirituality. They contain the hidden power to change the world, so the exposure of the

ideas that can be enlightened should appear after reflecting on them, particularly that they have an impact on imagination. In this case, it is worth emphasizing the meaning of moral imagination for moral development of a person (Szymańska, 2017a), what can not be neglected by educators and teachers who sometimes ignore the true nature of this fact, what is admitted by the post – graduate students of education training who continue their education also working with the author of this article. The author conducts action research on implementing the idea of the project design within the social aspects of children education. After lecturing on teacher ethics with these students, she has a good start for showing the ethical and axiological perspective for deploying it into praxis which refers to the social values and symbols present in the fairy tales. The students reflect on their experience and share their reflection with each other. They obtain a new view on the analyzed material and understand the meaning of the words seen as transmitters of symbols and values which can transform the approach to life. In this light, the maturity of biological development often associated with the organism growth, shows other important aspects to be valued. This brief analysis of the development of biological sphere implies to deal with the psychological sphere. S. Kunowski stresses that its development starts at the age of seven, when the child usually shows the mature school readiness. This layer development depicts the mental progress that is reflected for example in: dialectics, logics, methodology –scientific thinking where the natural activity of curiosity is observable. It results in elaborating the interests, looking for the truth, ability to discern the good from bad, true information from false one etc. (Kunowski, 2000). Hence, this can help forming the mature conscience that has impact on appropriate development of individuality. Individuality according to the author *"is a complex system of human being's features, dispositions, and mental tendencies that need to be formed and developed"* (Szymańska, 2017a pp. 35-36.). As an developmental activity form of the psychological layer it is aligned with the specific type of personality (Kunowski, 2000). The formation of individuality and personality has influence on the social layer development, where moral character is formed by ethics, hard work, strong will, self –organization and self-discipline to response to own vocation. It also fosters human integrity with self and environment, responsibility for performing the social roles on micro- and macro scale. It is connected with achieving the moral autonomy which "is connected with the person's skills of creating social interactions based on mutual respect between people, equality, and justice" Szymańska, 2014), what reveals the person in the acts of true love while serving others. It reveals the moral personality of a person. Darcia Narvarez and Daniel K. Lapsley claim (2009 p. 246.): *"the moral personality is to be understood in terms of the accessibility of moral schemas foe social information processing. A moral person, a person who has a moral character or identity, is one for whom moral constructs are chronically (moral chronicity), where accessibility and availability are dimensions of individual differences"*. These authors indicate its features: understanding moral categories as the key – ones that "would be online, vigilant, easily primed, easily activated, for discerning the meaning of events, for noticing the moral dimensions of experience and, once activated, to dispose one to interpret events in light of one's moral commitments."; feelings of moral explicit purity,

true, reasonable decisions that the person takes with "conviction, with respect to social judgment"; clear "on the spot" recognition of moral decisions, although "there is no reason to think that automaticity is evident in every domain of decision making except the moral domain"; habits of moral character. These features of moral personality need deep self –understanding, the mature attitude to hierarchy and systems of values, high – quality moral imagination, moral reflective practice of realizing the goals that indicate the moral identity. Moral identity is assumed to posses "a public and private aspect. Privately, moral identity is a cognitive representation of the moral self that reflects the degree to which moral traits are central to one's self-concept. Publicly, moral identity can be projected symbolically in the form of actions –in –the –world, or alternatively, the degree to which the traits are reflected in one's public actions. The private aspect of moral identity is labeled Internalization; the public aspect is labeled Symbolization". Therefore, we can not say about moral person without moral identity. We can not say that the teacher is moral if he or she does not achieve moral personality and moral identity which points at maturity of both the biological and psychological layer development, as well. What is more, we can imply that moral identity of a person builds moral identity of a community. Moral teachers build mature moral ethos for themselves and their students. They do not avoid difficult questions and difficult answers having in mind their students' goodness. They always try to acts morally, regardless of where they are. They deepen and probe the students' cognitive and critical attitude. They find time for reflection oriented towards own and others' development. They are honest, responsible, and aware of complicated problems which their students can face up. They try to become their leaders and masters on the educative path leading them to the moral autonomy and independence, what requires the high awareness and axiological consciousness. It is connected with forming the cultural identity on post – conventional level that demands cultivating the "high culture" approach to life. It helps building an educative dialogue fostering the creative personal and social attitudes to others, what is the object of the cultural layer development. This development is rooted also in culture, and cultural environment respecting traditions. In the analyzed aspect, among many definitions of culture it is worth mentioning one which define the culture as all the human's outcomes of interior and exterior. According to John Paul's the II words, the culture reflects human in acts of creation, being, at the same time created by it. This definition finds a wide justification in the scientific analysis made by Jeromy Bruner (2010). Culture can also be perceived as the result of spiritual hard work that gives the sense to human' existence, that enhances the quality of interpersonal communication and collaboration. It awakes reflection upon the goals of building communities that should bring goodness to any member of them (Jan Paweł II, 1979). Furthermore, culture can be defined as a life style enabling people to discover the beauty of their own vocation in the responsible service to others (Suchodolski, 1937)., so it "ought to be strongly stressed in the process of educating new generations" (Szymańska, 2017c p. 148.). One can not discuss the thematic aspects of culture without the axiological reference to the beauty seen as the highest aesthetic value that makes the cultural layer development more dynamic. The process of cultural layer development is strongly

aligned with the process of creativity that opens the human to the "high culture". This process, as S. Kunowski (2000) writes, starts with the "cultural quake", when the man discloses something that moves the intellect and heart very deeply. He notices the beauty, truth, or goodness that he has not experienced so far. His impression awakes and deepens his sensitivity. It's a sort of the special enlightment that takes place in his mind and heart. It rises the inspiration for taking the different adequate activities. Intellectual and emotional involvement leads him to search the ways how to solve the problems appearing in front of him. The man starts conceptualizing the action plan in order to fulfill dreams hidden so far. The second stage of this process means a wander of his spirit to "the culture motherland", what needs wisdom and moral personality while choosing appropriate solutions. The educator's or teacher help and support seem indispensible here, as the students are to go further to get the spiritual motherland, already mentioned. This third stage of creativity process looks a bit fanatic. The man seems to accept only such an area of concepts that suits him without any criticism. Any opposite points of view are rejected. This stage requires a lot patience and reasonability from educators and teachers, who should assist their students in their activities. M. Szymańska says (2017c p. 212.): "Showing a good exemplar of culture activity needs reference to values acknowledged in their structure as universal, objective ones. This forms a way to cultural educational dialogue being on the fourth stage of process covering the mature attitude to any cultural trends, tendencies". The development of cultural layer inevitably drives the man to the development of spiritual layer. Spirituality according to S. Kunowski (2000), is reasonable, able to make moral judgment, creative, respecting freedom in the scope of choices between good and bad, taking responsibility for self and others; open for metaphysical sense of existence, Absolute and God. The development of the spiritual layer means that the person has achieved the unity of own humanity. The man is open for Transcendence and tries to realize the calling that hears in his heart. The fate bringing unexpected events and situations becomes the positive challenge regardless of the fact that the person can suffer because of them, or feel enjoyment caused by them. Here, the religious faith finds its justification and pushes the person to the sainthood. Nevertheless, the development of this layer awakes the willingness for meditation and contemplation which are tied up with the reflection that will be shown further.

The human integral development as a process lasting the whole life, according to S. Kunowski (2000) is affected by the human integral upbringing. The development of each layer depends to some extent on the functioning of the dynamisms of upbringing that match with each of them. They are parallel to each other: Thus, the biological layer is affected by the upbringing dynamism – bios; the psychological layer – by logos; the social layer – by ethos; the cultural layer – by agos, and the spiritual layer – by Fate. These dynamisms requires to be brought up. If they do not function appropriately, the process of human integral development can go into regression or degression. The phenomenon that influences the processes of the integral development and integral upbringing means introception of values that accompany them from the beginning to

end. In brief, S. Kunowski (2003) states that so called rough values becomes actual thanks to „transformer" which induces a concrete action that results in shaping the person's activity. The entire of this relation, action, causes and effects is named by him as introception of values. Krystyna Chałas (2016) understands it as the process of acquisition of foreign aims, in which the values exist as own; are directed towards interior. According to M. Szymańska (2017d), it can be described as a complex, transformative-transactional process, in which the affirmation of values takes place within the structures of personality and is revealed in acts of doing that show off the grade of maturity of this personality. The process of introception of values can run in positive and negative direction, so the moral responsibility of educators for designing the curricula and conducting honest research upon their implementation appears very crucial. The trajectory of the educational processes should cover the process of introception of values,what implies the need to provide the teachers, first of all, with the high quality of diagnostic competences including the skills of conducting suitable research, particularly the action research. The diagnosis imposes also the development of teachers' meta-diagnosis skills rooted in the meta-knowledge, auto –reflection upon analyzed matters, and the implementation of meta-strategies enhancing the quality of practical skills necessary in this area. It should induce the need of auto – formation that is followed by the process of formation oriented towards building a new quality of own identity. Another crucial aspect that should be considered is the holistic, dynamic perspective of the perception of the person as integrated unity.

Summing up, the integral development of a man that takes place through personalization and socialization grounded in the cultural and spiritual space can become the valid object for reflection for teachers, educators, and students, as well. In the light of the analysis made so far, the statement that the integral development of a person can be understood as a gate to the integral development of a teacher seems justified.

The role of reflection in the teacher integral development

The teacher integral development analysis shown above is tied up with the necessity to focus on one of the key factors having a strong impact on trajectory of the processes of integral development and integral upbringing. This factor is called reflection. It can be understood as an inner process that enables the educators, teachers, and students to make progress in any areas of life. One can claim that the more mature reflection is "manufactured" the more mature integral development has the opportunity to run smoothly. Thus, the reflection needs to be analyzed on the purpose of this analysis. Among many definitions it is necessary to refer to some of them. John Dewey (1933 p.9.) describes reflection as *"the active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends"*. David Boud, Rosemary Koegh, and David Walker (1985 p. 19.) define reflection as "*a generic term for those intellectual and affective activities in*

which individuals engage to explore their experiences in order to lead to new understandings and appreciation". Joy Amulya (2011) writes: *"Reflection is an active process of witnessing one's own experience in order to take a closer look at it, sometimes to direct attention to it briefly, but often to explore it in greater depth. This can be done in the midst of an activity or as an activity in itself. The key to reflection is learning how to take perspective on one's own actions and experience—in other words, to examine that experience rather than just living it"*. Reflection is aligned with time and experience that provides the informal and formal knowledge. The experience gives a new different perspective to the perception of problems, etc. It embraces the whole person: her/ his emotions, feelings, beliefs, intellect, will, motives, interests, etc. in a very individual way. Its benefits come from the individual ability of learning that has an impact of the quality of outcomes coming from the reflection on concrete issue/ piece of the knowledge obtained through it (Schon, 1991). Considering this fact and the integral development issue seen mainly from pedagogical perspective, M. Szymańska suggests such definition:

> *"Reflection is the inner, active, dynamic process covering the whole integrated (biologically, psychologically, socially, culturally, and spiritually) person revealing its quality in a particular act of doing that arises from concrete experience taking place in a concrete period of time, and the knowledge obtained either consciously or un – consciously that needs to be formed in order to achieve the personal and social growth. It is determined anthropologically, morally, axiologically, and psychologically" (Szymańska, 2017a p. 130.).*

In this context the reflective practice appears as a must. Joseph A. Raelin (2002) claims that reflective practice is "*the practice of periodically stepping back to ponder the meaning of what recently transpired to ourselves and to others in our immediate environment. It illuminates what the self and others have experienced, providing a basis for future action"*. The quality of the reflective practice that embraces all the developmental layers seems to have an impact on human personal and professional life, so in consequence on both teacher's and students' varied domains of life, especially when it "tends to probe to a deeper level than trial – and – error experience. It typically is concerned with forms of learning that seek to inquire about the most fundamental assumptions and premises behind our practices. It is thinking about our thinking" *(*Szymańska, 2017a). Practical implementation of the solutions that have been improved thanks to reflection results in forming the higher quality reflective skills. That is why, it is a necessity to work on them in terms of reflection – by action, reflection – in action , and reflection on action *(*Szymańska, 2017a) what can provide a qualitative reflective training. Such training should pay attention to the high moral standards in private and institutional dimensions. It demands constructing the reflective training programme that enhances the high interdisciplinary and intradisciplinary qualities of educators. According to Christopher Day (2001 p.2.), reflective training *"involves the participant in a critique for practice, the values which are implicit in that practice, the personal, social, institutional and broad policy contexts in which practice take place, and the implications of these for improvement of that practice"*. He emphasizes that *"Without routinely engaging in reflective practice, it is*

unlikely that we will be able to understand the effects of our motivations, prejudices, and aspirations upon the ways in which we create, manage, receive, sift, and evaluate knowledge; and as importantly, the ways in which we are influencing the lives, directions, and achievements of those whom we nurture and teach" (Day, 1999 p.229.). Here, the educators and teachers face up challenges in the aspect of their and their students' human integral development. Reflective practice cannot be torn away from reality. It can not neglect biological development in the area of bringing up temperament, mastering speech, developing communicative learning skills as the outcomes of it. Paying attention to words treating them as transmitters of values hidden in the contents requires professional approach to teaching which can be defined as art. Moreover, reflection on mental development, curiosity in any aspect of educational space, regardless of the scientific, humanistic, or artistic field forces the teacher to develop their divergent, reflective, critical, and creative thinking *(*Szymańska, 2017a) in order to provide the students with the high quality of teaching and upbringing. Next, reflection on moral character that is fundamental for building good relationships with self, others, world, and God becomes an object of responsibility for creating the personal and social environment fulfilled with love, justice, peace, tolerance, freedom, and first of all – the sense of dignity. Furthermore, the cultural development induces the necessity to take care about the process of creativity aimed at forming the creative personality, able to make good choices, decisions, able to interact with outcomes of high culture and participate in a fruitful, beneficial transaction that indicates the spiritual needs. Spirituality brings freedom from something to something what is valuable, precious to achieve. Therefore, the development of spiritual layer should find its place in mastering reflective practice without and fears, and the attitude of withdrawal, or avoidance. Paul Avallone (1989 p. 53) claims: *"Education must deal with the entire man. The harmonious development of all man's faculties is the purpose of the educative process. Education, therefore, must deal not only with the physical, emotional, intellectual and moral aspects of man's life. The spiritual must also be taken into account, for man is a being endowed with spiritual qualities"*. These words should be the object for reflection and reflective practice that is oriented towards building the mature moral approach to the integral development and upbringing revealing the moral reflective practitioner.

All in all, the reflection performs a crucial role in the teacher integral development what cannot be marginalized while designing the courses for educating the future teachers. The reflection:

- fosters the development of biological, psychological, social, cultural, and spiritual layer or structure of personality;
- fosters the processes of the human integral upbringing and development seen in the educative perspective;
- supports the formation and the auto-formation processes;
- influences the trajectory of the introception processes;
- has an impact on developing the reflective practitioner's abilities and skills

- makes the teacher more sensitive to self, others, the world, and God;
- deepens axiological consciousness that results in building more mature and responsible approach to life, etc.

As far as the role of reflection in the teacher integral development is concerned, it is worth mentioning some techniques useful for its conducting. M. Szymańska proposes particularly the following ones: journal of reflection, reflective journal, metaphorical-reflective story building, reflective story boarding, reflective poem constructing, reflective – digressive essay. These techniques outlined briefly in the book *Transformative creativity in teacher formation. A pedagogical approach (*Szymańska, 2017a) are aimed at freeing the narration, experiencing the value of it, enabling the existence of true, valuable, transactional-transformative relationship between people and environment. The key point is to understand self in a deeper and more complex way that can help building the better life, the Civilization of love and peace. The implementation of these techniques demands time and changing the priorities of education which mainly is effective standards oriented.

Conclusions

The analysis of the concept of teacher integral development covering the development of the biological, psychological, social, cultural, and spiritual layers in the relation with integral upbringing that underlines the meaning of the value introception, and with the reflection seen as the inner, deep process indicates the necessity to have the closer look at the teacher education. The techniques of reflection used particularly in the qualitative research foster enhancing the quality of education which struggle with many dilemmas concerning the standardized effects and the creative development of a person who needs time to fulfill the vocation , to realize own potential individuality that is to serve also the others. The thematic aspects shown in the way presented above still demands solutions, and perception from diverse points of view. The teacher education “calls” for teacher formation that runs parallelly to integral upbringing trajectory with one difference that it starts deeply inside the person, in the spiritual layer. The art of education can be reflected in the processes of formation. The techniques of reflection can stimulate them, provide enjoyment to those who are willing to deploy them into own reflective practice. What is more, they can be a good source of reflective scientific research of the ways deepening the human development in the educational domain.

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The Struggle to Reform Teacher Education in Austria

***Vasileios Symeonidis*[18]**

Abstract

Across Europe, governments are increasingly reforming teacher education in an effort to improve education and raise student performance. Since 2009, Austria initiated a nationwide reform to restructure teacher education towards a competence-oriented model, in order to overcome the traditional separation in the teaching workforce and foster cooperation between universities and university colleges of teacher education. This paper aims to explore the process of developing the "Teacher Education New" (PädagogInnenbildung Neu) reform in Austria from the perspective of policy actors involved in the process. Therefore, semi-structured interviews with national policy experts representing different stakeholder groups were conducted and analysed using the method of qualitative content analysis. Findings present the reform motives, development phases and challenges of developing the reform. The reform was a political effort to monitor teacher education and the final outcome was the result of struggles between competing political ideologies and the diverse interests of teacher education stakeholders.

Keywords: teacher education reform, PädagogInnenbildung Neu, policy experts, Austria

[18] University of Innsbruck (Austria), Email address: Vasileios.Symeonidis@uibk.ac.at, ORCID: 0000-0002-3173-3560

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Introduction

The ongoing and growing effort to reform teacher education globally is the result of evidence suggesting that the most important factor in improving student performance is the quality of teacher labour force (Barber & Mourshed, 2007; OECD, 2005). Governments, international organisations and stakeholder groups envisage to raise school achievements via teacher education, which has become the core of educational policymaking in many countries worldwide (Trippestad, Swennen & Werler, 2017). With similar goals in mind, the European Union (EU) has often raised the issue of quality in teacher education through several policy initiatives that suggest member states to improve teacher education in a lifelong learning perspective (European Council, 2007, 2009, 2014).

In their work, Trippestad, Swennen and Werler (2017) identify three waves of teacher education reform. The first two waves were nationally oriented and dealt with building teacher professionalism, while the present third wave is global and relates to standardisation. In the context of this third wave, teacher education is increasingly influenced by the results of international student assessments, comparisons of educational expenditures, and what Sahlberg (2016, p. 128) calls the Global Education Reform Movement, characterised by the aspects of competition, choice prescribed curricula, standardised testing and privatisation. As a result, a reduction of formal teacher autonomy is observed by shift of control and power from local to a more global level (Tatto, 2007), while teacher education institutions worldwide seem to struggle with government efforts to monitor and control teachers' preparation (Trippestad, Swennen & Werler, 2017).

In Europe, the urge to reform teacher education is often influenced by various mechanisms of Europeanisation, such as the Bologna process, the European Qualifications Framework, financial incentives, stakeholder pressure, and other transnational processes (Symeonidis, 2018). Although teacher education systems in Europe are rooted in national histories and conditions (Kotthoff & Denk, 2007), global developments and European trends create a need for countries to comply with international standards. It is within this context that this paper examines the latest teacher education reform in Austria, which started in 2009 following the pressure of international student assessment results (e.g. TIMSS, PIRLS, and particularly PISA) and the education strategies of the EU (Kraler, Reich & Märk, 2012, p. 128).

Before the so called "Teacher Education New" (PädagogInnenbildung Neu), teacher education in Austria was highly diversified. More than eight different types of initial teacher education (ITE) were bound to different types of schools, organised at separate institutions, at different levels of the education system, following different rationales, and rooted in different traditions (Buchberger & Seel, 1999, p. 14). These differences had several implications related to the salary and status of teachers, as well as the governance of teacher education. The 2009 reform radically reshaped teacher education

in Austria and led to new expectations for teacher education providers. Lifelong learning and competence-orientation became essential elements of the new teacher education system, while the Bologna structure was implemented.

This paper aims to explore how the Teacher Education New reform developed in Austria, considering the perspective of different policy actors involved in the development and implementation process. In conceptualising teacher education reform, the paper adopts the definition proposed by Trippestad, Swennen and Werler (2017, p. 2): "a reform – in contrast to a revolution – has a double meaning of both maintaining and improving social institutions. Reforms change and improve institutions in line with ideology or aims". At first, the methodology of the study is described, followed by a brief contextualisation regarding the Austrian policy and reform culture. Afterwards, analysis of data provides information about the reform motives, development phases and challenges of developing the reform. The paper concludes with some critical considerations.

Methods

This study adopted a qualitative research strategy and a case study design. Considering the study's aim to explore the process of reforming teacher education in Austria, the main unit of analysis is the Teacher Education New reform. Although the reform restructured teacher education across all levels of education, this study focused on the level of secondary education, which included most changes. With regard to the type of the case study, this is better defined by a combination of what Merriam (1998) identifies as "descriptive" and "heuristic" case study. On one hand the case study aims to provide a rich and thick description of the teacher education reform under study, and on the other hand, it tries to extend the reader's experience by bringing new knowledge about the reform.

An important source of case study information is the interview (ibid.). As a methodological tool interviews can reveal factors which influenced political actors during a decision making process. The present study employed semi-structured expert interviews with policy makers and academics in Austria. In contrast to biographical interviews, expert interviews imply that "the interviewees are of less interest as a (whole) person than their capacities as experts for a certain field of activity" (Flick, 2009, p. 165). In this sense, experts are included in this study not as single cases but as key agents representing a group. Experts are, thus, defined as those persons "who are particularly competent as authorities on a certain matter of facts" (Beeke, as cited in Flick, 2009, p. 165). Interviewees were selected according to a generic purposive-sampling approach, defined as a way to strategically sample participants who are relevant to the posed research objectives (Bryman, 2012).

Specifically, research participants, hereafter named National Policy Experts (NPE), included representatives of official government bodies, or academics who had a

consultancy function to these government bodies. In Austria, 10 national policy experts were interviewed, including from: the Ministry of Education; the Quality Assurance Council for teacher education; the Federal Institute for Educational Research, Innovation and Development of the Austrian School System; the Center for Learning Schools; the academic secondary school teachers' section of the civil servants' union; and different universities. Interviews were transcribed verbatim and mailed back to research participants for final approval. Anonymity of the participants is ensured for ethical reasons. To complement interview data, document review of official policy documents and relevant studies was also employed.

With regard to data analysis, qualitative content analysis was the method employed to scan the interview transcripts with categories guided by theory (Mayring, 2014). Considering the research aim, initial categories were developed and applied deductively to the interview data. Thus, analysis was driven by the researcher's analytic interest and focused on some aspects of the data, rather than the data overall. The initial categories were revised within the research process, while reading of transcripts allowed for new themes to emerge inductively. Data are clustered in this way to describe the motives, development phases and challenges of developing the reform.

Austrian policy and reform culture: Setting the scene

Austria is a federal state consisting of nine provinces (Länder) with distinct historical identities. Over the course of history, Austria changed from a large, multi-ethnic and centrally regulated empire to a small democratic country, characterised by centralised thinking in national policymaking (Schratz, 2012). The strong tensions between federal decision-making and the political influence of provinces lead often to compromises, which make some scholars refer to Austria as "the most centralized federal state – or the most federal centralized state" (ibid., p. 96), depending on the perspective one wants to adopt.

The bureaucratic heritage of the monarchy that fosters centralisation and hierarchy is also strongly reflected on educational policymaking in Austria (Seel, 2010; Schratz, 2012). The legal base for modern education laws dates back to the parliamentary decision of 1962, which stipulates that school laws should be treated as constitutional laws, thus requiring a two-third majority to pass laws that affect schools. This decision, stemming from the fear of "ideological domination" (Devos & Schratz, 2012, p. 129), presupposes consensus among the leading political parties of the country, namely the Social Democrats (SPÖ) and the Christian Democrats (ÖVP). In addition, the federal structure of the state means that supplementary acts for compulsory education have to be made by the parliaments of the federal states (Landtage). The result of such a political culture is "that national changes of any magnitude come about slowly, if at all" (Schratz, 2012, p. 96).

General legislation on school organisation and implementation of school education is provided by federal laws, including for example statutory regulations related to teachers' employment conditions and ITE. With regard to teacher education, decisions about the structure and organisation of ITE are taken in most aspects (e.g. institutional structure, duration of programmes, exam regulations, certificates) by the parliament and government. Two different ministries used to be responsible for the different types of teacher education. The Ministry of Education was responsible for ITE at University Colleges of Teacher Education (*Pädagogische Hochschule*, PH), regulating the structure, aims, subjects and content of teacher education programmes. The Ministry of Science was responsible for ITE at universities, although federal laws guarantee academic freedom of teaching at universities.

Until the Teacher Education New came into force, teachers were educated differently depending on the school type. Teachers of primary schools and lower secondary general schools (*Neue Mittelschule,* NMS), who were employed by the provinces, received their teacher education at PHs. Teachers of secondary academic schools (*Allgemeinbildende hohere Schule*, AHS), who were employed by the federal state, were educated by universities.

The way towards the "Teacher Education New" reform

The years from 2000 to 2010 entailed significant changes to the teacher education landscape of Austria, marked by the implementation of the Bologna process and the initiation of the Teacher Education New reform. Following the results of the first PISA tests in 2003, the overall trust in the quality of the Austrian education system was disrupted, but it did not immediately lead to radical changes (Schratz, 2012). The pressure for political action, combined with wide media coverage of the topic, increased and the Ministry of Education established the so called "future committee" (*Zukunftskommission*), in order to identify strategies and proposals for the reform of the Austrian education system. The committee published a report with recommendations, including the professionalisation of teaching through defining standards and reforming the system of teacher professional development (Haider et al., 2003).

The 2002 University Act and the 2005 Higher Education Act regulated teacher education for universities and PHs respectively, upholding the separate roles of the institutions. At the time of upgrading the pedagogical academies to university colleges with the 2005 act, an intensive discussion took place in terms of integrating the pedagogical academies to the universities (Interview, AT_NPE-6). However, the political decision that prevailed was to keep the institutions separate. Some interviewees identify as reason behind this development the complex governance structure of ITE, which is regulated by two different ministries (Interview, AT_NPE-5, AT_NPE-6). Historically, the great coalition between the two popular parties implied that the Ministry of Education is allocated to the SPO and the Ministry of Science to the OVP. The often conflicting political agenda of

the two parties is mirrored to the struggles of reforming teacher education, as will be detailed below.

Following the 2008 elections, resulting in a great coalition led by the socialist party, the reform project Teacher Education New was launched on the basis of a government agreement reached for the period 2008-2013. In an effort to overcome the political blockage of reforming school education, the reform of teacher education seemed an appropriate first step in improving the modest performance of students, as identified by international assessment studies. "A teacher education reform did not require the 2/3 majority in the parliament, and it could have significant implications on student performance" (Interview, AT_NPE-1). The reform seeks to enhance the academic and practical training of future teachers, creating a common teacher education scheme for secondary school teachers. According to the official website of the ministry, the goals of the reform were:

- a revaluation in terms of content and further academisation of the teaching profession;
- a competence based education that ensures the scientific and professional qualifications of the graduates; and
- the harmonisation of education at PHs and universities with the intention of extensive cooperation during the implementation. (BMBWF, 2018a)

This nationwide reform of teacher education which "includes the education and training of all people, involved in educational professions, and takes account of the social developments and conditions of the 21st century" (BMBWF, 2018b), has been implemented since 2015/2016 for new primary school teachers, and since 2016/2017 for new secondary school teachers. The competence orientation of the new teacher education is described as follows:

> *With the new competence-based teacher education, the professional and research qualification of all teachers is ensured for the best possible school use. The Teacher Education New is embedded in a professionally oriented overall concept. The aim is to guarantee a high-quality academic education with scientifically based theory and practice, which follows the recommendations of national and international education experts and fulfils the requirements of an internationally competitive education both pedagogically and professionally. (BMBWF, 2018b)*

The new "internationally competitive" model of teacher education is structured according to Bologna in Bachelor studies of eight semesters and Master studies of two to four semesters, and is organised jointly by universities and PHs (ibid.). Although the reform maintains the institutional division between PHs and universities, it creates the obligation for them to collaborate, particularly to provide Master degree programmes (BGBl. I, Nr. 124/2013, § 38 (2c)). To enhance the collaboration between PHs and universities, four regional clusters were developed throughout the country: Cluster South-East (Burgenland, Styria, Carinthia), Cluster North-East (Vienna, Lower Austria),

Cluster Middle (Upper Austria, Salzburg), and Cluster West (Tyrol, Voralberg). The following sections will give a closer look to the motives, development phases and challenges of developing the reform.

Reform motives

The Teacher Education New reform was an attempt to unify ITE at the level of lower secondary education and thus abolish the "strange division" between the ITE providers (Interview, AT_NPE-7). This development was perceived differently by interviewees of this study. Some considered the reform as "an integration in terms of the curriculum, but not on the level of institutions" (Interview, AT_NPE-6), arguing that the reform should have instead integrated PHs to the universities in a more radical way, similarly to what happened in other European countries, such as Germany, which used to have a similar organisational structure for teacher education (Interview, AT_NPE-5). Others interpreted the focus shift from reforming the institutions towards reforming ITE programmes and structures as a "pattern change" that boosted the development and implementation of the reform (Interview, AT_NPE-1), helping to move away the "more of the same logic" (e.g. integrating the institutions) that prevailed and hindered previous reform efforts (ibid.).

Apart from differences with regard to training, the division among teachers of lower secondary education had also broader implications for the salary and the status of teachers. According to an interviewee:

> *Having two categories of teachers, one coming from the university, earning more salary and having higher prestige, and the other coming from the PHs, doing more pedagogy and having less subject knowledge, was absurd. There was a certain consciousness about it, that this has to change. And we had talked about it for decades that this has to change and finally it happened. (Interview, AT_NPE-7)*

A common teacher education scheme was, thus, intended to reduce the differences between teachers working for federal and those working for provincial schools. The reform envisaged to raise the status of teachers of provincial schools, educated at PHs, relative to the highly qualified teachers of federal schools, educated at universities, and in this way increase teachers' mobility between the different school types (Nusche et al., 2016). Following the reform, the new education of teachers is orientated towards age groups rather than different school types, which means that all newly recruited teachers working in lower secondary education will have the same qualifications. This is further complemented by the introduction of a new teacher service code (*Dienstrecht*) in 2013 that is being implemented on a voluntary basis since 2015 and will be mandatory for all teachers by September 2020, aiming to harmonise the employment conditions and salary of secondary school teachers.

Moreover, it was considered important to upgrade the degrees of both teacher types and implement the Bologna architecture at university teacher education (Interview,

AT_NPE-1). The new common teacher education scheme is currently structured according to Bologna into Bachelor and Master degrees. According to an interviewee, "Bologna offered the institutional platform to align qualifications, something that was not possible to happen with previous policy efforts" (ibid.).

Some interviewees also saw the reform as an effort of the ruling socialist party to achieve the political goal of a comprehensive school in lower secondary education (Interview, AT_NPE-6, AT_NPE-9). In 2008, the NMS was introduced as an alternative to early school tracking, and it has since become the new standard school for lower secondary education. Although the initial aim of the NMS project was to create a comprehensive school for all pupils aged between 10 and 14 years old, a political compromise within the government coalition allowed the lower academic secondary school to exist as a parallel track to the NMS and AHS were only invited to adopt the new school model on a project basis (Bruneforth et al., 2015, p. 32). Nevertheless, the idea of a common comprehensive school implied the need for a common teacher education scheme that would cater for preparing teachers to teach students coming from diverse socio-economic backgrounds (Interview, AT_NPE-10).

Development phases

Teacher Education New was developed in four phases over a period of four years (2009-2013) and both the Ministry of Education and the Ministry of Science were involved. The first phase (2009-2010) included the work of the expert group led by Peter Härtel, which resulted in the report *Teacher Education New: The future of the teaching profession*, published in March 2010. The specific report provided the core thinking for developing and implementing the reform, and included suggestions with regard to:

- Principles and criteria for a new teacher education;
- Core competences for teachers, job profiles, and professional careers;
- The curriculum architecture based on a three-phased model of teacher education, including selection criteria to ITE;
- The continuum of teachers' professional development;
- Suggestions for implementation based on regional teacher education clusters;
- Guidelines for science and research in the context of teacher education; and
- Conditions for the implementation of the reform. (BMUKK/BMWF, 2010a)

Several of the report's suggestions reference European policies and initiatives, as well as international trends in teacher education. The report of the Härtel group was further discussed with interest groups and stakeholders in approximately 50 round table discussions (Schmied, 2012, p. 18), resulting in written statements that were considered in a second complementary report, published in September 2010. Complementary topics included suggestions regarding: (a) the training model and entrance in the teaching profession; (b) structuring the induction phase; and (c) the organisational model and organisational development of the institutions (BMUKK/BMWF, 2010b).

The second phase (2010) included country-wide stakeholder conferences that took place between November and December 2010 in Linz, Vienna, Graz and Innsbruck, bringing together approximately 269 representatives of ITE providers (e.g. universities, PHs, early childhood education providers, and providers of social pedagogy) (Schmied, 2012, p. 19). In addition, representatives of school authorities, social partners, teacher unions and the industry were invited to join those conferences, which had a consultative and steering function (Interview, AT_NPE-3).

The third phase (2011) included the work of a preparation group led by Andreas Schnider. Considering the recommendations of the Härtel group and the results of the stakeholder conferences, the preparation group offered concrete suggestions on how the reform could be implemented. In this respect, recommendations were made to both federal ministries with regard to:

- The structure of teacher education for teachers of the age groups 0-19 years old;
- Key features of curricula, including ECTS allocated for different courses;
- Requirements for the institutions materialising the Teacher Education New;
- The establishment of a development council (*Entwicklungsrat*) for supporting and monitoring the implementation of the reform; and
- Needs for immediate actions with regard to legal arrangements and institutional capacities. (BMUKK/BMWF, 2011)

The preparation group structured the teacher education curricula for all types of compulsory school teachers according to Bologna and defined the number of ECTS that should be allocated to subject disciplines, subject methodology, pedagogy and school practice. Overall, the guidelines of the preparation group pointed towards a common teacher education scheme for secondary school teachers with four years Bachelor studies, an induction phase and Master studies parallel to teachers' professional career. For this, teacher education providers had to adjust accordingly both in terms of creating the necessary institutional structures and of improving the human resources capacity, which was considerably different between universities and PHs.

The first steps of implementation started already in October 2011, when the Ministry of Education launched three reform packages to further upgrade the PHs and bring them on an equal footing with universities (Schnider, 2012). The reform packages were related to human resources development, particularly strengthening the research competences of personnel, new study offers for Master programmes, and accompanying measures for quality assurance (Schmied, 2012).

The fourth phase (2012-2013) of the reform included the establishment and the work of the development council which meant to guide, support and further develop the implementation process (BMUKK/BMWF, 2011). The development council was established for ten years and the members were appointed for a five-year term. Two members were nominated from the Ministry of Education and two from the Ministry of

Science. "What is special about this group is that the members were always from both ministries and this is one of the reasons that made the project successful. It doesn't happen so often that these two ministries work together so close and for such a long period" (Interview, AT_NPE-3).

As an outcome of the four phases, a federal law for the introduction of a new teacher education was regulated in 2013 (BGBl. I, Nr. 124/2013), amending the 2005 Higher Education Act, the 2002 University Act and the Higher Education Quality Assurance Act. The new federal law provided the legal framework for the implementation of the reform which started in 2016/2017 for the new secondary school teachers. It is worth noting here, that the new law restructured the development council and renamed it as Quality Assurance Council (*Qualitätssicherungsrat*, QSR) for teacher education, increasing the members of the council to six representatives.

From 2013 onwards, it is the role of the QSR to assist and monitor the implementation of the reform. Although officially the QSR does not provide accreditation, it needs to evaluate all teacher education curricula and approve them, in order for the institutions to receive financial resources from the ministries (Interview, AT_NPE-6). In addition, members of the QSR travel to the different cluster regions, supporting the cooperation between universities and PHs and trying to resolve any issues that might occur (Interview, AT_NPE-5). With the annual report to the parliament, the QSR provides recommendations for further supporting the implementation process (ibid.).

Challenges of developing the reform

Although the political will to undertake the reform was strong, several challenges arose during the development process. As previously mentioned, a central issue for education policy makers in Austria was whether teacher education should be taking place at the PHs or at the universities, and consequently whether the pedagogical or the subject education part is of greater importance (Tochterle, 2012).

According to an interviewee, behind those dilemmas there was a power game originating from two reasons. On one hand, universities and PHs were governed by different ministries, administered by different political parties, which did not want to hand over their respective authorities (Interview, AT_NPE-5, AT_NPE-6). On the other hand, the Ministry of Education wanted to avoid the integration of the PHs to universities, which would have meant greater academic freedom and therefore less influence by the ministry (Interview, AT_NPE-7). This would have also meant that the strong subject orientation of universities could overshadow the strong professional and practice oriented approach of the PHs. "We didn't want the logic of the university to dominate, but rather we tried to combine the best sides of both institutions" (Interview, AT_NPE-3).

It should also be noted here that PHs help the Ministry of Education to steer the budget for teachers' professional development, which is not allocated directly to provincial

school authorities, and in this capacity, the PHs are acting as a way for the Ministry of Education "to respond to federalist tendencies" (Interview, AT_NPE-10). Letting go off the PHs could mean that the Ministry of Education has less chances to counterbalance the influence of the provinces on certain school types. Besides the provinces also influence developments in the PHs and efforts to change the structures of organising teacher education are often resisted by provincial governments (Interview, AT_NPE-7).

In 2012, when the work of the preparation group was completed, it was yet not clear if universities and PHs will merge or whether a new institutional structure will appear. One interviewee mentioned that "the Ministry of Education wanted teacher education to be completely allocated to the PHs and some members of the QSR supported this. They said that PHs are more practice oriented and with educational sensitivity, while universities tend to focus on subject knowledge and research" (Interview, AT_NPE-7). Similar views were expressed by some university rectors who thought that teacher education should be better placed at PHs: "at that time the University of Vienna had a rector who was in favour of letting teacher education go to the PHs, arguing that the university is the place for excellence of research" (ibid.). However, it soon became clear that it is against the interest of universities to let go of a substantial proportion of their students, because this would imply a significant loss of financial resources.

Through different institutional platforms, the universities envisaged to make their contribution to teacher education visible to the public and to policy makers. In 2011, a conference of Austrian universities published a position paper for the Teacher Education New reform, arguing that: (1) the universities see teacher education for secondary school teachers as their primary responsibility in the context of the new reform; (2) the universities consider an obligatory Master degree essential in view of the growing scientific and professional challenges of teachers; and (3) the universities are open for organisational developments that can lead to better quality and organisational improvement of university teacher education (Mettinger, 2012, pp. 17-20). Similarly, the University Platform for Teacher Education published in 2012 the book *Best Spirit: Best Practice, Teacher Education at the Austrian Universities*, which brought together articles from various university providers, emphasising the fact that "universities have a clear commitment to teacher education" (*Universitäre Plattform fur LehrerInnenbildung*, 2012).

It was also after 2010 that the idea of establishing new institutional structures within universities, such as School of Education or teacher education centres, became popular in Austria. Originating from the United States, the School of Education model was meant to give a distinct institutional structure for organising the professional and pedagogical components of teacher education and promote research in the field. Already in 2006, the Ministry of Education launched some initiatives to foster the School of Education model, such as organising a study visit with all PH rectors to the City College of New York (Interview, AT_NPE-2).

In 2012, the University of Innsbruck became the first Austrian university to establish a School of Education with an independent faculty structure and later on other universities followed by installing the School of Education model, integrated though within already existing faculties. It was also in the Western region of Austria, that the idea of creating a pedagogical university in Voralberg, upgrading the existing PH in the province, was developed (Stemer, 2012), but was not implemented due to political hindrances (Interview, AT_NPE-4).

Eventually the idea of keeping the universities and PHs as separate institutions prevailed, and the 2013 law created the obligation for PHs to cooperate with universities. "New studies to obtain a teaching qualification in secondary education (general education) can only be offered in cooperation with one (or more) universities and/or foreign higher education institutions" (BGBl. I, Nr. 124/2013, § 38 (2c)). Some interviewees interpreted this as cooperation on unequal terms, because the law obliged the PHs to cooperate with universities, and not the other way around. "The initial idea was that they have to cooperate, but cooperation means in both directions. If the law says the PHs have to cooperate and the universities do not have to, then they are not equal partners" (Interview, AT_NPE-3).

However, other respondents interpreted the specific legal arrangement as appropriate, arguing that the cooperation was based on the idea of academic quality, in which the universities had the advantage, since the PHs could only provide Bachelor degrees (Interview, AT_NPE-4, AT_NPE-5). According to an interviewee, "the hypothesis behind the idea of cooperation was that both institutions have principally the same level of quality. But this is not the case, because you have different working environments, and if we do not raise the level of the PHs to the level of the universities in research and so on, then this will not work" (Interview, AT_NPE-4).

Another interviewee contends that "the collaboration of these institutions with different histories, old universities which have high prestige and then the PHs which are fighting for the status, is complicated. This is an issue and in different clusters you have to deal with that and negotiate some standards" (Interview, AT_NPE-6). Adding to imbalances in terms of status and research capacity, interviewees identified significant differences in organisational structures, working arrangements for the employees, and most importantly the lack of autonomy for the PHs (Interview, AT_NPE-6, AT_NPE-7).

Finally, several interviewees referred to the reform as a "top-down process" that was politically impregnated. "It was really a top-down process and in my view there wasn't even much pressure from the bottom that something has to be changed" (Interview, AT_NPE-6). For some respondents this was seen positively in the Austrian context, because it actually led to changes in the system, while for others such an approach implied little room for stakeholder influence.

According to the respondents supporting the first view, the top-down approach had the advantage of softening tensions among the stakeholders involved, for example by defining concretely the amount of credits that should be allocated to subjects, subject methodology and pedagogical preparation in ITE programmes (ibid.). On the contrary, some interviewees mentioned that the voices of teacher unions and teacher educators were not adequately heard (Interview, AT_NPE-4, AT_NPE-9). Despite the discussion rounds and the stakeholder conferences during the development of the reform, a representative from the teacher union argued that:

> *The principles of social partnership have been violated by the federal government and our views were not heard. There were some so called stakeholder conferences, probably to calm down some spirits, but they were not at all relevant for the final decisions. The government already had clear goals and strategies and was not interested on counter arguments. This means that we were only here to react. If we were explicitly invited to develop a common model, it would now look different. (Interview, AT_NPE-9)*

However, the fragmentation among the different teacher union sections and the absence of a professional teacher community were seen by some respondents as additional impediments to the reform (Interview, AT_NPE-4, NPE-10). "The AHS teacher union representing the Gymnasium teachers did not want to see a separation in the teacher education of lower- and upper-secondary teachers, because they saw it as a threat to the academic school type that they represent" (Interview, AT_NPE-10). Similarly, some of the teachers were reluctant towards the reform: "the more privileged teachers coming from the university were afraid of losing something, such as salary or image; and for me it was very important to stop this" (Interview, AT_NPE-1).

Conclusions

During the past ten years, Austria shifted from a two track teacher education system based on school types towards a common teacher education scheme for secondary school teachers. The political resistance to change, which traditionally characterised the system, was bended in 2009, following external pressures from international student assessments and European developments. The new system introduced the idea of the teacher education continuum, adopted the Bologna architecture, promoted competence-oriented curricula and strengthened quality assurance.

Developed as a top-down process, the Teacher Education New was evidently an effort of governments to influence and monitor teacher education. Analysis of how the reform developed reveals that it was the outcome of struggles between competing political ideologies, power relations, and the diverse interests of teacher education stakeholders. As Trippestad, Swennen and Werler (2017 p. 5) argue, teacher education reforms do not happen "in an orderly and peaceful way", because "they are grounded in historical, economic and social struggles between competing ideas, values and disciplines."

However, such struggles can also prove as productive transformative forces and this is the potential of cooperation between teacher education institutions in Austria.

This paper focused on the process of developing the reform, but the implementation has already started since 2016. Future studies could explore how the reform is actually implemented in the different regional clusters and what is the impact of collaboration between universities and PHs on the delivery of ITE programmes. It would also be essential to examine the reform from the perspective of teacher educators, who are called to enact the different policies in practice.

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The Role of Learning in Political Change

Tamas Kozma [19]

Abstract

'Learning'--as the author defines it--is an act of a community, be it only a group of people or the whole society. It is an unavoidable element of meeting the new challenges and solving societal problems. To understand this essential function of learning, the author suggests a new model of learning. This model connects the challenges of the community from outside with its problem-solving abilities and capacities inside. The new information, knowledges and competencies necessary for problem solving would then be the 'curricula' that have to be learned by the community while it meets the new challenge and solve the emerging problems. (See also Begun 1993, Pelling 2003, Cutter 2008.) The 2015 migration / refugee wave in Hungary is briefly described to illustrate the suggested model of community learning.

Keywords: community learning, problem-solving, European refugees, Central Europe

[19] University of Debrecen, Debrecen (Hungary), Email address: kozmat@ella.hu, ORICD: 0000-0002-6971-8104

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Introduction

In the present paper, we argue for a new understanding of the concept 'learning'. First we take 'learning' as a social and political activity; in other words, we view the learners as social and political actors in their learning processes. Second, we approach the communities of learners as spatial networks (regions and cities). And third, we introduce a model of community learning. The main idea is that learning and transformation go hand-in-hand; that the transformation processes are by definition learning situations; and that the transformation of a society or a region could not happen without their populations and communities, who learn.

Learning as a Social and Political Activity

Learning as a Social Activity

In general educational discourse, 'learning' concepts relate to the 'learner' as an individual or to a group of individuals who 'learn'.

The concept of 'learning' suggests--in manifested or hidden forms--that the learner is an individual, and that learners are a group of individuals who are exercising the same activity (that is, 'learning'). In various ways of learning—e.g. school learning, distance learning, e-learning, online learning, blended learning and the like--the focus is on the individual, the learner who learns. This is also true for most of the 'learning theories'. They concentrate on the individual who learns, examining the individual behaviour that changes in the course of the learning, and interpreting the learning process in various contexts (behavioural change, neuroscience processes, information exchange, organisational and or system processes etc.). It is also true that the word 'learning' has so many meanings that there is hardly any context in education where 'learning' is an unambiguous concept. But in most of the discourses the concept of learning relates to the learner who learns, that is, to an individual.

As we all know, however, the learner does not exist without a 'teacher' or without something to learn. Although we understand the learning process as an individual act, it is not really so. The learner is not an individual in himself / herself; rather, the learner always exists in a relationship with the teacher or in relation to something that has to be learnt. In this sense, learning is not an individual act but a process of mutual acts. The concept of learning as a mutual act leads to a more complex understanding of learning: learning not as an individual act, but an act performed in social contexts. Learning, rather than being an individual act, is a social act, an act performed by the human as a social being. Consequently, we could also call 'learning' a social process that always occurs in societal contexts.

The multiple meaning and miscellaneous use of 'learning' reflect its use outside the educational arena. 'Learning' has become an essential concept of such social theories as 'socialisation', 'social learning' and 'community learning'. Applied to social processes,

social change and social development, *learning has become a powerful concept in social science* (e.g. Jarvis 2006, Jarvis 2007).

Socialisation theories (e.g. Erikson, Cooley, Mead) deal with the dynamism between the person and his / her community – the processes by which the individual becomes a member of given communities, while his/herself emerges from the community as an individual. *Learning provides the dynamism for these mutual processes*. A person becomes a member of a community by learning the institutions, the forms of behaviours, and the values, norms and sanctions. And *vice versa*: the community develops its own culture by accepting the new member and learning his/her elements of culture. In earlier theories of socialisation, learning was always emphasized as an essential element of the socialization process.

It is an idea common to the various social learning theories (Bandura 1977). According to them, learning is not simply a cognitive process; nor is it a behaviour change. Rather, learning always happens in a social context, since all the elements of the process (cognitive, behavioural, modelling, reinforcement etc.) occur in interpersonal settings. Social learning theories have developed through the integration of individual learning theories, becoming a core of social psychology.

'Community learning'--in its traditional and modern senses--combines community with learning (Wenger 2006). In the older sense, going back to the progressive education of the 1930s in the United States, community learning means simply learning in a given community. The stress here is on the given community--a neighbourhood, a habitat, a village or a town—rather than on the class or school. Instead of being an analytical concept, community learning is understood in this context as a concept of educational development, or a new type of educational system. It takes the community as a training field for students, applying, intentionally or unintentionally, the idea of learning to a social context. Community learning in the newer sense is used not only as learning outside school, but also as adult learning within the community. Community learning in this wider sense is a social activity that includes all members of a community, regardless of age, sex, status and occupation. Being a member of the given community means, therefore, taking part in the lifewide and lifelong learning that is occurring in the community.

To sum up: the concept of learning refers not only to school, education and psychology. It can also be understood in a much wider sense as the main element of all socialisation processes. Learning in its various forms--intended and spontaneous, autonomous and directed, lifelong and lifewide--is the underlying and essential process of all societal activities. As we use the word today, *'learning' is an essential activity of human life*; it is an activity that keeps society alive even as the generations pass.

Learning as a Political Concept

The flexible use of the word 'learning' and its loosely defined meaning have given rise to its use in the political arena.

The political understanding and usage of 'learning' relates to its use in the discourses of the economics of education in the late 1950s and early 1960s as well as in the sociological debates on social structure, social mobility and education in the 1960s and 1970s. Economists and sociologists usually did not apply the concept 'learning'. Instead, they regularly used 'education', as the names of those disciplines also suggest. However, 'education', as they applied the term, was also loosely defined in the discourses – loosely enough to cover the activities of students, teachers and politicians. In other words, 'education' stood both for teaching and learning, if we accept the arguments of the economists and sociologists of education that education is, ultimately, for children, students and the new labour force (which provides a reason for dealing with it as an economic and social phenomenon).

One thing was characteristic of the early use of the terms 'education' and 'learning'. 'Education', even when loosely defined, referred to a top-down approach (e.g. teaching), while 'learning', in accordance with its core meaning, referred to a bottom-up approach. The difference between the use of education (teaching) and learning--a top-down vs bottom-up approach--made it possible to apply the concept of learning to earlier and former political statements and documents on education.

The political interest shown by the transnational organisations in education is linked with its rapid expansion. Such 'expansion' is usually understood as expansion on both the supply and the demand sides. It is still an open question as to whether growth originated on the demand side or on the supply side. In any case, the expansion of demand and supply resulted in a new situation. The system grew in all of its sectors. Where formal education (school and higher education) levels were raised, the level of non-formal education (that is, adult education, learning and training) increased too. Indeed, there seems to have been an almost endless spiral of demand and supply in education and learning, whereby the growth of formal and non-formal structures and organisations contributed to the expansion of education and learning. Those who have received more education would like to have even more, and are ready to go even further.

In an era of educational expansion, learning receives new dimensions. The activities that we called 'learning' now go beyond the formal organisations; they influence non-formal settings too (workplaces, cultural institutions, leisure time activities). They also go beyond special age cohorts. As UNESCO documents (see below) began to call them in the early 1970s, learning activities have become 'lifelong'.

A prior signal of the changes in the realm of organised education and educational research was made by Latin American philosophers and educators as early as 1970. Freire, having been influenced by Marxist theory, turned to the 'oppressed', emphasizing

the political role of education in the social liberation process (Freire 1970). Meanwhile, Illich pointed out that institutionalised education may well not be the perfect tool for political liberation; on the contrary, schools can be a means for social oppression (Illich 1971). He suggested the 'deschooling' of society and argued that organised teaching should be replaced by autonomous learning.

Freire and Illich were only the harbingers of a shift from education (institutionalised teaching) to learning (an autonomous and liberal act). The idea--if not the term--of 'lifelong learning' emerged from a UNESCO publication known as the Faure Commission Report (Faure 1972). It became a milestone marking both an essential shift in term usage and a political change (Tuijnman, Bostrom 2002). Earlier documents had generally used the term 'education' to describe a top-down and mostly government-directed vision of schooling. The Faure Report, however, replaced this notion with a bottom-up approach. Although the report related primarily to the realms of schooling, education and training, it also carried a major political message, namely the need *to democratise institutionalised schooling and learning.*

The conceptualisation of learning as an autonomous and liberal decision of the individual (and its community) may be regarded as a major step forward towards establishing political democracy and human freedom. In the course of subsequent decades, what had been merely a 'prophecy' became a philosophy exerting a pervasive influence on current political ideas about school and higher education. Indeed, the ideas now form part of a 'political correctness' in educational policy discourses.

The shift from 'education' to 'learning' that accompanied political democratisation and the democratisation of the education systems (systems of learning, as Tuijnman would rightly say) did not reach the Central European region, including Hungary, until the political transition of 1988--1992. Educational policy discourses under the totalitarian regimes of the Eastern Bloc countries preferred to use the term 'education', reflecting the top-down party politics of the system. 'Character formation', as it was called, and the creation of 'Socialist man' stood at the centre of education philosophies. Such ideologists as Freire and Illich were denounced and their works prohibited, while the World Education Crisis (Coombs 1968) was portrayed as an educational crisis afflicting the 'capitalist world'. The Faure Report was translated into Hungarian, but copies were disseminated only to a limited readership under the title "Let's Learn How to Live!" 'Permanent education'--not lifelong learning--happened to be closer to party ideology, since it expressed the communist intention to shape the human character in perpetuity (amid various settings: in schools, workplaces, cultural settings and during leisure activities). It was only after the political changes of 1989-90 that 'learning', as opposed to education (the intended and organised formation of the human character), received greater emphasis in the Central European region.

The Dimensions of Learning

The Faure Report was, it seems, the first time, in the international setting, that 'learning' was used in place of 'education' (at least in the report's rather unusual title: *"Learning to be"*). The Faure Report still talks about 'education', but does so in a wider sense, one that addresses the new dimensions of learning. In this wider sense, the Faure Report identifies four new dimensions: 'horizontal integration' (in the sense of 'lifewide learning'); 'vertical integration' (what we call today 'lifelong learning'); democratization (new social groups coming into the education systems); and the 'learning society' (by which it meant the restructuring of the systems of education). *With this philosophy, the Faure Report positioned itself at the boundary of two worlds.* In the old world, 'education'--that is, its structures, organisations, providers and maintainers--was at the centre. In the new one, learners became the main focus. This development is one of the unforeseen outcomes of the massification and democratisation of education.

Revolutionary as it was, this significant shift tended to be ignored until the publication of the report of the Delors Commission, "Learning: the Treasure Within". Noting that "formal education systems tend to emphasize the acquisition of knowledge to the detriment of other types of learning" (Delors et al 1996, 37), this latter report proposed several new dimensions of learning. These dimensions were referred to as the four 'pillars' (learning to know, learning to do, learning to live together, and learning to be). Idealistic as they may sound, the four pillars have nevertheless provided a structure for various new philosophies of learning, symbolising the *victory of the 'learning' approach over the 'education' approach.*

The Spatial Frames of Learning

The Learning Region Movement

One way to reconcile the idealism of the Delors Report with realities was to interpret the notions contained in the report as philosophies and policies of socio-economic developments. From this perspective, a major question was the contribution of learning to the socio-economic development of a given organisation or territorial structure. As an OECD (1996) document stressed, learning is an essential tool for personal development, social cohesion and economic growth. The statement is not new; what is new is the phraseology. Economists of education had been stressing the essential connection between education and economic development for decades. The OECD document (ibid) connects learning with economic development, showing how individuals and their activities are major sources of development. The question arose as to whether investment in 'human resources' might well be a feasible development policy alternative to traditional investment policies.

During the last two decades, various cases have been studied to give reliable answers to this essential dilemma (Benke 2007). Various territorial units and their development policies have been analysed to show similarities and differences, in the hope of obtaining

generally applicable answers. The target population and the spatial frames of a feasible alternative policy varied from the regions to the cities to the communities. Though it seemed as though they might create a chain (regions embracing cities and their areas, communities creating cities and / or regions), they turned out to be fashions of the time. Indeed, by the 1990s, regions had emerged as the most important frame for case studies, while communities emerged in the debates on learning regions as their possible democratic alternatives. Finally, cities--as the densities of social and economic innovations--are now generally viewed as the focal points of innovation networks.

From Regions to Communities: A democratic turn

The 'Learning region' emerged, in the early 1990s, as one of the most powerful development strategies. The idea and concept were drawn partly from the new understanding of learning and partly from the shift from the neo-liberal philosophy of globalisation to a new approach of localisation. In this new approach, innovations and inventions, rather than knowledge and skills, provide the power for development, while the globalisation of the economy has to be made complete by means of the local forces of growth.

The above approaches attempted to link regional development with the study of innovation, and introduced the concept of learning regions. They searched for an alternative to the view that related enterprises to the market alone. In regional approaches *the dominant factor of economic development was the social environment of enterprises.* As a result, a new concept of economic and social development evolved. Governments and regional policy gained a more significant role again, whereby the meaning of 'learning regions' gradually shifted from regional geography to political economy.

A democratic turn happened in the learning region movement during the early 2000s. There was a major shift from 'learning regions' to 'learning communities'; that is to say, the important factor was no longer the size and density of the innovation networks but rather the political dynamism that transforms a territorial unit into a 'learning community'. A learning community arises, not as a consequence of the networking of learning industries and learning organisations at the highest levels, but rather in the form of collaborative learning and action – the social learning processes underway within existing organisations (be they small-size or large-scale organisations). It is not the connection with global marketplaces but local market forces that provide real opportunities for cooperation and competition (in the original rather than the neo-liberal sense). Instead of the 'new managerialism' that might take place in large-scale learning regions, a bottom-up administration is necessary for the emergence of a learning region. The learning region of that type--the learning region as it was suggested by the democratic stream of the movement--must be based on collaborative actions. Collaborative actions create the necessary social environment for lifelong learning within the learning regions.

While the learning region movement did not spend much time locating the forces that would transform a region into a learning one, the 'learning community' specialists (and also its activists) identified the political activities of the inhabitants of a specific territorial unit as the leading force for creating 'learning communities'. The learning region experts did not clarify the driving forces; rather, they usually referred to the socio-economic factors which somehow automatically develop networks of learning and innovation. Alternatively, they referred to globalized organization, which, by means of its effects on regional processes, force the emergence of those networks. The development of learning regions is spontaneous, meaning that outside (political) powers do not interfere; if something does interfere, it is one of the socio-economic factors themselves. The role of the expert in this development is to observe, describe and analyse – the classical approaches of a scholar who stands outside of the processes (see Rutter, Boekema ibid).

The vision of a 'learning community', meanwhile, is about how to create 'community learning'. This vision focuses on political processes and political powers. The emphasis shifts from the existing networks of learning and innovation to political will, a factor that can dynamise the learning processes and institutions as well as existing creativities, thereby organising the networks within the communities (even in small-scale habitats). The role of the expert in this concept is not only to observe, but also to proactively research and seek involvement. His/her ambition is less scientific and more political (more often, this role may move from one to the other). The emergence of a learning community is not a socio-economic process that occurs in isolation. Rather, it forms a historical development with shifts, tensions, actors, powers, crises and advances (or setbacks).

It sounds as a drama, though the reality is less dramatic. A community needs local forces for developing its networks of learning and creativity; those local forces, in turn, need political power and leadership. Communities with local governments are able to create their local networks of learning and creativity--but only in places where a certain density of these networks already exist. The density and intensity of information and learning, reinforcement and feedback, together with organised political force (governance), is traditionally called a 'city'.

The Emergence of the 'Learning Cities'

Thus the 'learning city' initiative is a necessary compromise between the interpretations of the 'learning region' and the activist approach of the 'learning community'. The 'learning city' is a territorial unit which has both the necessary networks and impacts of a 'learning region' and the necessary power and political dynamism of a community. The 'learning city' is the operationalisation of the 'learning community' vision with the potential to become a reality.

To sum up: Learning regions, communities and cities are not only elements of a logical chain that creates the spatial frames for learning activities. They are also links in the chain of modern history rendering multidimensional learning a reality.

Community Learning: A Model

The 'Learning Community' Model

'Learning'--as defined above--is an act of a community, be it only a group of people or the whole society. Learning, as we suggest here, is an unavoidable element of meeting the new challenges and solving societal problems. To understand this essential function of learning a new model of learning has to be created. The new model of learning connects the challenges the community from the outside with its problem-solving abilities and capacities. The new information, knowledges and competencies necessary for problem solving are the 'curricula' that have to be learned while meeting the new challenge and solving the emerging problems. (See also the models of Begun 1993, Pelling 2003, Cutter 2008.) According to this rationale, the model of community learning that we suggest here consists of the following steps:

- A new challenge hits the community – one that is considered to be an obstacle or a risk for all members of the community or for a majority of them. The challenge becomes evident for everybody. It becomes clear that the challenge has to be met, and it has to be met together.
- The leading figures of the community formulate the problem caused by the new challenge. During the process, alternatives may emerge, and it can also happen that alternative definitions of the problem compete with each other. Traditional solutions with traditional knowledge and competencies (based on historical experiences) are suggested against unusual solutions which would require new knowledge and information coming from outside of the community.
- A competition may arise in terms of defining the problem, suggesting solutions and turn them into community objectives. This competition creates tensions within the community, which must choose among various options. The challenge that hit the community causes organisational problems. In the end, a group with its leaders emerge, and they create the objectives for actions.
- If the group--with its new objectives, knowledge and competencies--fails, then they disappear from community life. The community forgets them; it may also happen, that the community stagnates. Indeed, the community may become embroiled in this fight and may be destroyed. If a new group wins, then the new knowledge, information and competencies, necessary for solving the problem will be integrated into the traditions of the community.
- In the end, the community learns the new information, knowledge and competencies that have proved to be necessary for meeting the challenge and

> solving the problem. It is a process of transformation. The community--with experiences of successful problem solving and of gathering up-to-date information, knowledge and competencies, and under the leadership of those who successfully met the challenge-- transforms from its former condition into its future self.

Learning contributes in an essential fashion to such transformation. It is unavoidable during the whole process. It starts with the realisation of the challenge and it accompanies the formulation of the problem. New knowledge and competencies have to be learned in the search for possible solutions and the drafting of community objectives. Learning is embedded in all the steps of community problem solving. We may call it a problem solving model; we may also call it a model of community learning.

Escape to Europe: A Case Study

Let us apply our suggested model of community learning to one of the greatest current challenges faced by society – the major migration flows. Following the suggested steps of the model, we can outline the learning elements of the process. Let us use the case of Hungary (here we follow Simonovits & Bernath 2016).

- During the summer of 2015, migration / refugee pressures grew day to day at the Hungarian border. First the local inhabitants became aware of these pressures, and then the local / regional (county) authorities. It took weeks for people to realise that the challenge would hit not only local and regional communities, but also society as a whole. The challenges of this major wave of migration / escape became truly evident when the asylum seekers reached the capital, Budapest, and 'occupied' its railway stations.
- A debate started about the meaning of this wave of migration / escape. Are the migrants / refugees really asylum seekers or are they merely seeking a better life? Where are they coming from--and could they really pose a risk to domestic security and public health? Three alternatives emerged from the debate. The one considered the migration / escape process as a risk that could be minimised through the effective use of the police force, barbed-wire fences and the like. The second one emphasized the humanitarian tragedies caused by the migration / escape, and the need for humanitarian assistance. The third invisible one – lurking behind the two visible opinion groups – seeked to profit from the migration / refugee flows by trafficking people from the entry points to the western border of the country and onward travel to other EU states (mostly to Germany)
- Later (2016) the first group prevailed over the other two groups. The first opinion—which viewed the migrants / refugees as a threat to the social, economic and political order--was supported by those who are directly affected by the migrations flows. This opinion has been adopted by the local / regional

authorities as well as by the government. (The second opinion was represented, more or less, by NGOs, and the third one by semi-legal and illegal business forces.) Police forces were mobilized, transit stations established and wire fences erected at the southern border. However, a certain shift among the groups could also be observed. It seemed as if the first group which underlined the dangers posed by migration / escape would stepped back giving way to the second group (migration / escape as a humanitarian disaster). The political struggle for defining the problem is still going on in Hungary (2017).

What all the groups (including the migrants / refugees) needed was more information, knowledge and competencies. The government needed more information about the real dangers of the migration /refugee flows (physical as well as health and security) and more competencies concerning how to protect the state border. The NGOs needed more information about the real needs of the migrants / refugees as well as competencies how to gather assistance and give support. The migration / refugee groups were in great need of information and competencies: to know more about the countries where they were heading and to organise themselves better in line with EU administrative rules and conditions (not to mention European cultures which might be foreign to, or even unacceptable for, some of them).

Lesson to Learn

At the end of the present migration / escape wave, Europe will, no doubt, be different from its previous state. Europe needs millions of new people to maintain its social security and health care systems and to enhance its demographic profile. On the other hand, many of the migrants / refugees are young males or families with many children. Will they be the future population of a young Europe? They might be. But only if both parties--the migrants / refugees and the 'indigenous' European population--learn much more about themselves; much more than we currently know about each other.

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Questions of the Validation of Previously Acquired Knowledge in the European Union

***Marta Miklosi*[20]**

Presented: European Conference on Educational Research 2017

Proposal information

In my poster presentation I would like to survey the topic of the validation of previously acquired knowledge. This topic is of high importance to deal with because the enforcement of learning achievements gained in informal environment can contribute to the increase of both employability and mobility, and they can mean the decrease of unemployment and the increase of economic competitiveness in the long run.

My research questions are the following: How does the question of the validation of previously acquired knowledge appear inthe documents of the Eurpoean Union and on the level of the individual states? What are the most important functions of validation, what kind of aims does the validation procedure serve? What kind of circumstances influence the development of the individual national validation systems?

Preliminary knowledge appeared first in the theory of teaching and learning as a necessary condition, then another function of preliminary knowledge survey opposed to this came to the foreground, the knowledge surplus detecting function. As the knowledge of the students can derive from several sources out of school, it can happen more and more often that they already possess part of the knowledge at the beginning of their studies which the teaching process aims at. There can be considerable overlaps between preliminary and achievable knowledge (Csapo 2006).

Different social, economic, political and ideological factors play a role in the development and maintenance of the systems assuring the validation of preliminary knowledge beyond the principles of rational educational organization. According to this, the validation of preliminary knowledge is not the denomination of a single unified

[20] University of Debrecen, Debrecen (Hungary), Email address: takacs-miklosi.marta@arts.unideb.hu, ORCID: 0000-0002-8162-563X

process, but a collective term of several, more or less similar educational, pedagogical evaluation activities.

Several different concepts have been spread about preliminary knowledge. Their abbreviations identify the suitable systems as logos. I am going to survey the most widespread ones, which are the following: APL – Accreditation of Prior Learning; APEL – Accreditation of Prior Experiential Learning; APFL – Accreditation of Prior Formal Learning; PLA – Prior Learning Assessment; PLAR – Prior Learning Assessment and Recognition; RNFIL - Recognition of Non-formal and Informal Learning.

As years passed, the notion system of the procedure discussed was going through continuous changes, by this time the expression 'recognition' lost its ruling position against 'validation' mainly in the European Union policy because CEDEFOP had already formulated the guiding principles of the validation of non-formal and informal learning in 2009. This row was supplemented by another notion, the definition of learning achievement, which shows what the student has acquired, taken up from the things taught for him/her and which he/she can show at the completion of the learning activity.

The different organizations and committees of the European Union have formulated several recommendations in connection with life-long learning, adult education, informal and non-formal learning. In one of the recommendations of one of the workteams of the European Union in 2003 the problem of preliminary knowledge appears as the validation of formal and informal learning. The recognition of formal and informal learning had already been mentioned by the Copenhagen Declaration in 2002, and in the Maastricht Resolution in 2004 it appeared in the first place in the list of priorities closely connected to the question of interoperability among professional training systems and to the claim to accept the common references and principles. The strategy named Rethinking Education launched in 2012 encourages the member states in the reform of the educational systems. Over and above the respect for the subsidiary principle the member states are expected to take the necessary steps to validate the results of formal and informal learning achievements by the year 2018 at the latest.

Methods

As the antecedents of the research it is important to mention that I have participated in the state financed project entitled 'Adult age knowledge correction commitment and autonomous learning', which aimed at the exploitation of the background notion of informal and autonomous learning, my task was to examine the possibilities of the validation of preliminary knowledge.

While researching the professional literature related to this subject matter I started processing the European documents, result of forums, European Commission, Council of

Europe and CEDEFOP resolutions. I went through several primary sources and original documents, and paid special emphasis to European Qualifications Framework.

Today we can get a rich picture of the processes going on on the level of the member states of the Union as well from different sources. Undoubtedly, among them the most important one is the follow-up program which has been working with the support of the European Committee since 2005.

This poster presentation concentrates first of all on the level of the Union and less on what happens in the member states striving for the analysis of the European trends. I try to follow here the development of the community policy and the realization of this policy using the European Union documents but keeping in mind that the most important thing is what happens to this policy on the level of the member states. Keeping in mind also that the success of the community policies basically depends on how seriously the member states take it, to what extent there is an inner drive to accept these policies. The framworks of this study do not make it possible to present the processes going on on the level of the member states. I emphasize only some cases as an illustartion to demonstrate that the processes going on in one part of the states are by far ahead than the ones on the level of the Union,

After processing the international and the European documents I have come to the comparison and the collation of the results of national and international special literature. I have paid particularly great attention to the processing of the sources of the Hungarian adult education processes, besides the most important books, studies, periodical articles.

The material presented in my poster presentation can be useful for other European states as well because validation, the recognition of preliminary knowledge, plays an important part in every European Union state.

Conclusions

After the brief account of the European Union documents, recommendations, decrees, I deal with the question in details which functions of validation appear besides the display of learning achievements. The validation of preliminary knowledge contributes to the customization of organized trainings and besides this it supports the concept of life-long learning from the point of view of education. Validation can be interpreted not only on the level of the individual and the employer, the appearance of knowledge, competence acquired within informal frameworks can have significant returns on the economic, educational, social and psychological levels as well.

I survey what influences the development of the national validation systems, what has a decisive effect concerning the validation of preliminary knowledge. I examine in each country to what extent the overestimation of preliminary knowledge is determined by the evaluation and learning culture of the given state, the appearance of credit

accumulation and transfer mechanisms, modularization and what kind of differences appear in connection with general and professional trainings.

I reveal what kind of characteristic features can be observed in connection with the validation of non-formal and informal learning in the countries of the European Union because several differences can be disclosed in this respect between the older states and the new ones which joined after 2004. Finally, I compare how far the individual countries got to in the development of their validation systems. The states operating a developed national system for several years adjust their validation systems to the changes originating from the reforms of the qualification sytems, in other states the national systems have been organized in the recent years.Consequently, big differences can be discovered concerning the question between the member states, which I deal with in details in my poster presentation as well.

Keywords: validation, previously acquired knowledge, preliminary knowledge, European Union

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The Hungarian School Reform-Committee Actors of the Educational Policy (1958-1960)

***Lajos Somogyvari*[21]**

Presented: European Conference on Educational Research 2017

Proposal information

Perhaps the most important revision and transition of the socialist school-systems started in 1958 followed the soviet rule model. We do know the processes of legislation, discourses of different stakeholders and interest groups, documents from the fields of pedagogy, labour and the party, but one question always emerged: Who were the decision-makers? My paper aims to outline the characteristics of the actors, involved in the preparation of the educational policy. From 1958 to 1960, a so-called School Reform-Committee existed in Hungary (other socialist countries had similar initiatives, see: Rudman, 1959) to made the main principles of the reform, translated the political will to the whole society, first of all, realizing the tasks of the teachers. We have two lists of the names in the Hungarian National Archive, from December 1958 and July 1959.

After the revolution of 1956, role of the youngsters and teachers was an important one to the ideology and party leaders: some of them revolted against the communist system, some of them emigrated (together with writers, academics, journalist etc.) thus resulted broaden anti-intellectual feeling in those time around the country. The possible question was the reform of the school-system, the working education or polytechnics, which might connected the students to the life of physical, agricultural workers, orientated them in the social labour-market. Leaders of the Hungarian Socialist Workers' Party (Magyar Szocialista Munkaspart, shortly MSZMP) chose some intellectuals to made the proposals and prepare the legislation process and the transition. We have not known yet the aspects of selection, mechanism of making the committee, we only know the representatives of the upcoming reform, which shows the probable intentions of the communist party.

[21] University of Pannonia, Veszprem (Hungary), Email address: somogyvari.lajos@mftk.uni-pannon.hu, ORCID: 0000-0002-3352-7197

Altogether 64 names appeared in the two lists, there were changes in the first list (cuts) and between the lists – only the latter one became public. That was the final version, those who announced the reform in the daily journals in September 1960 – since then only the profession had known about the existence of the committee. Most of the names figured with titles and functions, which suggests the interest groups behind the actors: the party-leaders (dominantly the dimension of ideology), the labour market (ministries), the education sciences (Academy and universities), practicing teachers (schools) and local authorities. We can't separate these groups transparently, because in the communist system every position linked to the need of political loyalty (by the system of nomenklatura), furthermore the roles and positions always changed and mixed, there were people with multiple titles etc.

My main assumptions are the following:

1. With collecting biographical data we can feature different types of formal and non-formal connections between the members – in the level of profession, sciences and politics.
2. There were two main aspects in these networks: the member's past in the worker's movement, communist party and the political, professional, academics position in the late 1950's – these related each other a certain extent.
3. Different forms of careers can be described, with same or similar patterns in the ways of professional lives. We can test the hypothesis of new-intellectual after 1945 (with the origin of workers and/or farmers) in this limited group.
4. From the biographies the duality of continuity and discontinuity emerged: in the two forms of Hungarian communism (the Rakosi -, and the Kadar-Era) sometimes the same people were in position, although Kadar tried to take distance from the Stalinist model, signed by Rakosi. Some forms of the traditional qualifications and knowledge appreciated in the committee, too (e. g. the doctorates of liberal arts, acquired before 1945, see: Karady, 2008).

Methods

The analysis based upon the methods of prosopography (Stone, 1971). First of all, I made a database from the biographical facts of the committee members – different sources can be used in this context: pedagogical and other lexicons, obituaries, memoirs, characteristics made by the party, reports, different types of year-books, almanacs etc. I try to avoid the evaluation of the given person – although the seemingly objective lexicons and databases sometimes do this – and collect only the facts, like the date of birth, family, qualifications, positions, connection with the party, memberships, and activities. The data showed us shortages in time (like imprisonment in the Soviet Union), different accents of biographies – we can compare and complete these notes from different sources.

A so called collective biography constituted at the end (Cowman, 2012; Keats-Rohan, 2007), with common background characteristics of the policy-makers in a definite period of time and group. Different types of educational politicians can be outline (see Bourdieu's Homo Academicus): from the representatives of the socialist industry to the intellectual elites of the socialist education sciences. There is always a risk to oversimplify these models; at this point we reach the problem of methodological individualism vs. collectivism (Uhden, 2001). To escape from this situation and counterweight the power of common characteristics, I try to present the dynamics of biography with the introduction of the central actor's biographies (like Gyula Kallai, who's carrier was parallel to Janos Kadar, leader of the party), and the changes between the two lists and positions.

Members of the School Reform-Committee were the faceless actors of the decision making. From the texts and documents we can move to the persons, which may issue the refiguration of the history (Geertz, 1980, Kover, 2014). Some notes will be always keep in mind: the historical personalities are cultural constructions too: think about the selection of the data, patterns of the career and so on, even in a lexicon. The other is the reductionism a person to the politics, science, position or other fields of their life and historical time. Reflecting our researcher position and the possibility of multiple meanings can help us in these cases.

Conclusions

The published proposals were mostly anonymous (only one journal named the members), which suggested the resolution as a collective understanding of a unified political body. The contemporary reader could not differentiate the people, interest groups and discourses behind the declaration – subscriber of the second list (Pal Ilku, a former major-general in the Hungarian Army) classified the whole process as top secret, because the last decision belongs to the party. After the publication (4 September, 1960), the committee was soon forgot, although a lot of members were in important positions in the 1960's, and 1970's – one reason to that is the failing of the reform in 1965.

Further questions lead to the central actors of the reform – at this point we can only presume who made the final decisions – subscribers and presenters of the documents, leaders, who made opinions about the principles etc. We should analyse the whole corpus of the preparation to describe the mechanism of the educational politics exactly, forming the legislation and the work of schools. Perhaps the main finding of the study is the exploration of the hidden network, which produced the discourses of the profession and the education sciences, shaped the public opinion – as a matter of fact, the whole communication about schooling in Hungary. The committee had got representative and professional functions too, the party leadership aimed to involve every important sphere connected with the education – the question is that the politics took their words into account, or not.

Keywords: history of education, school-reform committee, socialist pedagogy, prosopography, collective biography

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The Impact of International Student Mobility on Higher Education Institutions in Hungary. Institutional Practices, Policies, and Approaches

***Georgina Kasza*[22]**

Emerging Researchers' Group (for presentation at Emerging Researchers' Conference)

Proposal information

The social and economic changes have increasingly shaped the higher education system in the last decades. Therefore, it is not surprising that the internationalization (global networking, mobility, and collaboration) has become one of the most significant trends in higher education (Santiago at al. 2008).

The paper shows the research on internationalization of higher education in Hungary as part of my doctoral research project, which is supported by New National Excellence Scholarship. The aim of this study is to examine how international and national initiatives, programs concerning internationalization can influence the policies and practices on the institutional level. The internationalization of higher education is a complex phenomenon, that is difficult to grasp at the system level, but it could be well-documented on the institutional level (Qiang 2003). The paper focuses on the impact of international student mobility initiatives, programs on higher education institutions.

In the last decades, the European integration and the Bologna process gave the framework in which the Hungarian higher education institutions can define their strategic goals and internationalizing activities. In 2013 the Hungarian government launched a new national initiative to enhance inbound student mobility and support higher education institutions. The Stipendium Hungaricum Program aims at strengthening inbound international student (diploma and credit) mobility from outside EU, mainly from Asian and African countries. The other main goal of this program is to support higher education institutions to integrate international students, to develop the international learning environment and other internationalization activities (Kasza

[22]Eotvos Lorand University, Budapest (Hungary), Email address: georginakasza@gmail.com, ORCID: 0000-0001-9126-7605

2017). Besides, in 2016 the Campus Mundi Program was set up (co-financed by EU and the Hungarian government), the aim of which is to enhance outbound student and staff mobility, and to support the internationalization activities on the national and institutional level. These initiatives have resulted in considerable changes in the strategy of higher education institutions, the teaching and learning activities, and student services. Following these changes, it is important to study how these programs have influenced the higher education institutions.

According to some authors, there are more institutional approaches which respond to questions on how higher education institutions consider internationalization, how to react to international processes (Knight-de Wit 1995, Qiang 2003). Based on the literature published from the beginning of the 2000s, four approaches of internationalization (activity-based, process-oriented or organizational, cultural or ethical, competency-based approaches) can be defined, though they contain more overlapping elements but still represent well-described categories (Qiang 2003). The study used the key elements of these institutional approaches.

The study also applied the definition of comprehensive internationalization that is described by Hudzik (Hudzik 2011, Hudzik – McCarthy 2012). "Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise." Thus this definition facilitates analysis of a range of internationalization regarding articulated institutional commitment, administrative structure and staff, curriculum, co-curriculum and learning outcomes, faculty policies and practices, student mobility, collaboration and partnerships (Hudzik 2011, Hudzik – McCarthy 2012).

Methods

The study used both quantitative and qualitative research method. For data collection, the study applied four major research methods: secondary analysis of statistical and administrative datasets, documentary analysis (Bowen 2009), online questionnaire and semi-structured interviews.

In the first phase of the research, the secondary analysis of statistical and administrative databases had been conducted. The analyzes helped to compare the higher education institutions and identify the sample. The following datasets had been analyzed in the frame of the research project: the dataset of Higher Education Information System in Hungary; and Tempus Public Foundation Mobility Databases (Erasmus, Erasmus +, Campus Mundi, Stipendium Hungaricum). These datasets contain the data of all higher education institutions in Hungary. This secondary analysis gave a snapshot of that how many international students had studied at each higher education institutions, at what levels and what study fields.

In the second phase of the study, the document analysis focused on how the different approaches about internationalization can be grasped through the interpretation of phenomena, how it is influenced on the institutional level, and what kind of institutional areas are affected by international student mobility. The document analysis included Hungarian institutional strategic documents (institutional development plans, strategies, internationalization strategies), management and regulatory documents, and other related documents (grant proposals, curriculums, e.g.). In this phase, the research focused on three higher education institutions selected by quantitative data analysis.
In the third phase, the focus had shifted to the individual level. The data collection focused on the experiences of students and university staff of selected three institutions. Semi-structured interviews had been conducted with 2-4 persons per institutional unit (staff responsible for international affairs, international managers, coordinators, teaching professionals and international students).

Conclusions

The study argues that the increasing student mobility has a significant impact on the strategies and activities (especially on curriculum, learning and teaching activities) of higher education institutions. The paper describes the tendencies of international student mobility regarding the national initiatives and presents their impact on the institutional level. Based on the above data, the study focused on the key issues on internationalization of higher education such as the impact of student mobility on the institutional level.
Comparing the institutional approaches helps to understand the differences between institutions in their activities and processes. This paper provides the causes of the fact that some higher education institutions are involved proactively in the internationalization process. It is important to understand what are the differences and commonalities in the internationalization practices between higher education institutions. The paper gives insights into the implementation of related national policies, the impact of these policies on the institutions' strategies and activities and the factors that affect these processes.

Keywords: comprehensive internationalization, student mobility, institutional approaches

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Book Review

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Klara Kovacs (ed) (2016): Value-creating Physical Education. Studies on the Role of Sport and Physical Education in the Life of the Youth in the Carpathian Basin. Debrecen, Debrecen University Press.

Reviewed by Daniel Szabo[23]

Klara Kováacs, a senior researcher in the Centre for Higher Education and Development Hungary (CHERD-H) at the University of Debrecen published a highly-diversified volume in 2016. 'Value-creating Physical Education - Studies on the role of sport and Physical Education in the life of the youth in the Carpathian Basin' which draw the attention to the function between sports and Physical Education with the fields of social, pedagogical, economic and political sciences. One major aspect has been evaluated which states that the Hungarian population fall behind the European average regarding Physical Education. Physical inactivity plays a significant role in the prevention of the diseases in the nation's population. Furthermore, the publication evaluates the general issues in the Hungarian education for physical development. In addition, studies can be read from the areas of Transylvania, Transcarpathia, Upper Hungary and Vojvodina.

The sporting habits of the youth in the Carpathian Basin are presented in the publication 'Educational research in the 21st Century'. Regarding its structure, the first part can be divided into three main chapters. The first chapter evaluates the current issues of sport and Physical Education both inside and outside schools. The second chapter highlights the value-creation and value exchange role of sport and Physical Education. Lastly, the final chapter presents the current situation of sport and Physical Education in the Carpathian basin. Among the researches of the major Hungarian universities, studies can be found by cross-border researchers.

The first chapter emphasises the current issues of sport and Physical Education. The publication presents the main issues of Physical Education in schools, thus the major pros and cons of the outside school physical training. The first two studies cover topics such as segregation of Physical Education from the perspective of the teachers and their subject, as well as pupils' views on Physical Education in the North Great Plain region. The authors find that Physical Education does not belong to the most favoured subjects,

[23] University of Debrecen, Debrecen (Hungary), Email address: sz.danii90@gmail.com

therefore the research itself is built up around this thesis. According to Hamar, Karsai and Soos, the greatest issue is that status and awareness of the subject does not meet the minimum requirements in order to build up a higher quality education. In addition, PE teachers are represented on a moderate level in mental hygiene education in which pedagogical deficiency can play a crucial role. In the study, the researchers were investigating the status of the subject in correlation with other subjects, thus physical-teachers' status in correlation with the rest of the teaching colleagues. PE teachers claim that their situation is worse in comparison with the rest of the teachers from other fields. The transition between the mandatory P.E. classes and sport activity after school is still not adequate. The most important tasks include restoring the rank of the subject as the health and fitness indicators of the growing Y generation are extremely bad. In addition, the great IT and computing development provides a favourable basis for the development of the locally embedded human type, known as 'homo sedens' (Hamar et al. 2010).

The second survey deals with the popularity of everyday Physical Education and looks at the students' perspective of the same situation as the previous researchers found in the aspect of the teachers. According to the results, 95% of the students (N=1074) enjoys P.E. classes, however, a significant difference can be seen between the two sex. Based on this, it can be stated that the situation of physical education teachers is a more serious problem than the attitude of students toward P E classes. Indeed, it is worth dealing with the position of teachers within the school. According to Fintor's research, the role and motivational effect of the PE teachers is particularly, critically important. The editor's work is praised by the fact that the researches have been constructed logically. The data from the previous survey is a great pleasure for an expert, however, it also raises an extremely important question: who will teach our children a subject that is so popular among the youth that even it can determine their lives in the future? Balogh-Kiss, with the support of Rétsági, Báthory and Ekler, investigates the issue of the education of P E teachers. How could the training of the professionals be improved, who will help to increase the quality of Physical Education, thus eliminate the emerging stereotypes of Physical Education and PE teachers, which would be important for value creation as it is mentioned in the book's title? Robert Orosz and Péeter Jonas (2016) slightly abandoned the Physical Education of the school, putting sport in a broader context, contemplating sport talent development. Due to the characteristics of the different generations, different pedagogical and psychological approaches are needed in the co-work. The role of PE teachers and coaches in post-school training or sporting circles comes to spotlight in this situation where a totally different relationship can be established with students/ athletes rather than being in a strict school environment. Personality traits and abilities can be guided and developed, which is not offered by the framework of P.E. lessons. The first chapter of the book summarises impeccably the main theses, problems and tasks that can support the development of a contemporary body culture. It contains topics which may be uncomfortable for certain professionals (appreciation of P.E. teachers),

however, it is important to talk about them as the solution is in the hands of those who are currently working on these issues.

The second chapter is titled ’The value creation and transfer role of Physical Education and sport‘ which includes six studies. At the beginning of their essay, Bodnar and Perenyi (2016) emphasise the decisive role of the value network around school Physical Education, which is the most evident concerning how students experience, what they are doing during the activity, what kind of opinion will they have on the sport, thus the given form of activity represents any value for them or not. The paper seeks the answer to these questions through the use of social theoretical theories and the results of domestic and international researches. The study’s findings show that the joy of movement is the most decisive driving force for Physical Education and sport. A major problem is that students cannot identify with those universal values that are important for adults, which are delivered by the teachers during the classes. The values in the youth do not match with the requirements of the school framework, and that has been acknowledged by the teachers as well. At the end of the study, a solution has been outlined, which, David, P. (2005) made in his work ’Human Rights in Youth Sport.’ According to the publication, there is a need for change in the perspective which is approached in the issue from the direction of the children's rights which is already adopted at international level. "It is not the need, but the consideration of the children's best interest and the right to provide them the disposition over their own bodies. From this point of view, the pleasure of movement would be easier to incorporate into the pedagogical canon. "

This chapter’s findings present the surveys on prestige and acceptance of Physical Education. From these results, the importance of the topic is clearly visible for the researchers, in addition, the topic is in the centre of the attention among the many issues which are necessary to be solved. Further studies in the chapter cover issues such as the teaching methods of university Physical Education teachers, the fair play concept among young people in the Carpathian Basin, or the health behaviour of adolescents depending on the sport and the family structure. Nagy, Fintor and Borbely (2016) reveal that university teachers do not teach according to predetermined curriculum, but are given free hands during the delivery of the education. This serves the best interest for the students, in order to be able to adapt to the modern needs of students and to pass on the knowledge that matches their own qualification profile. The study by Gabriella Hideg (2016) focuses on the definition of fair play. Fair play has now merged with the spirit of sport. The research tries to present how young people in the Carpathian Basin think about what ‘neat play’ means, how they react to different competitive situations where fair play is most needed. This research excellently summarises the value-creating and transferring capacity of sport. The results revealed that the fair play concept was positively assessed by students and adapted to these norms during competitive situations. In the research of Nagy and Kovacs (2016), adolescents' health behaviour is put into the spotlight. The objective was to examine the correlation between family

background and sport in the direction of risky behaviour which leads to bad habits (alcohol consumption, drugs and smoking). The study concluded that the sport overall does not affect, but it can have an impact on reducing the likelihood of trying, while the impact of social background factors was noticeably perceptible to the results.

The third, final chapter of the book summarises the situation of Physical Education and sport in the Carpathian Basin. In the third part, the editor of the book selected researches on the sporting habits of young people in Central Europe. In the first paper, the editor herself undertakes primary research on the factors determining the sport of the students in the most recognised higher educational institutions in the North Great Plain region and institutes beyond the Hungarian border. In the research, Hungarian students attending the mentioned institutions participated both from domestic and neighbouring regions (N = 2017). The results present that the proportion of the students who do workouts regularly is very low with only one weekly exercise. During the joint analysis of the individual and social impacts on sports, significant inequalities were identified regarding gender and financial background. These differences are mainly observed in Transylvania and Partium, Hungary and Transcarpathia where men are overrepresented in respect of sport, thus the dependence on financial opportunities is more perceptible. At the same time, subjective factors linked to lifestyle such as motivation for sports or sports leisure can overcome these disadvantages, and eliminate gender and financial differences (except for Transcarpathians). Then, in the survey of Kozma, Szabo and Huncsik (2016), sporting habits were compared among the youth in Budapest between 2004 and 2014. Researchers present that over the years the popularity of sport has increased proportionally. Unfortunately, students in Budapest are in a much better position in all respects than most of the aforementioned students. It is important to point out that the authors show perfectly the development of the sporting habits of young people in Budapest, as the tables show how the health conscious behaviour of the metropolitan students has evolved more and more.

In the rest of this chapter, cross-border territories are highlighted. Sporting habits of the youth in Vojvodina and adults in South Slovakia are presented. Based on the results, it can be seen that the sporting habits of Vojvodina students show rather negative tendencies. Research is based on the concept of hipochinezie, which can be observed as a general social phenomenon and is associated with a sedentary lifestyle. Based on the evaluation of the results, the students evaluate Physical Education positively; however, students do not spend enough time to be recognised in the healthy category. On the other hand, the health-awareness of the adults from South-Slovakia is much more remarkable. Respondents were adult, middle-aged men, who feel healthier and physically more advanced. Men play mostly ball games and are more willing to spend time with recreational sports than women. It is also important to consider the fact that the survey was conducted with independent and self-sustained adults. However, it can be stated the connection between the two researches, that if young people do not

develop their willingness and their commitment to physical activity, the change in lifestyle will be much more difficult to reach in adulthood.

The last chapter is framing the main topics of the book as it deals with the prestige situation of Physical Education and sport in the Sub-Carpathian Hungarian secondary schools. The results of the research show that P E teachers are appreciated by students and students are happy to attend classes. It is true that the Ukrainian public education significantly differs from the structure of the Hungarian public education but it is a good starting point that PE teachers are popular among students both in the Ukrainian and in the Hungarian system.

The ultimate goal of Klara Kovács was to raise Physical Education as a value to a higher level with this volume. During the studies, it is visible that the development of body culture is on a good way, however, many issues are arising, which is pointed out clearly in the book. It can also be noted that the sporting attitudes and habits of the young people living in the Carpathian Basin are largely affected by the country's economic and political situation. It encapsulates comprehensive, coherent problems related to Physical Education that define our contemporary Physical Education. The selection and the edition of the chapters follow a clear pattern. A non-professional reader can easily capture the book-mediated issues and positives. Of course, we can regard it as a missing volume, as no volume has been circulating these topics so comprehensively. In my opinion, this book can provide great help in getting the issues outlined by the researchers, thus to reach out for the people who can help raise the prestige of Physical Education to a higher level.

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Bendikova, E. (2017): Theory of Health, Movement and Lifestyle of Human Beings. Debrecen: Debrecen University.

Reviewed by Anetta Muller[24], Zsuzsa Nagy[25] & Attila Lengyel[26]

Theory of health, Movement and lifestyle of human was published as a collection of studies by Debrecen University Press in 2017. The author of this work is Dr. Elena Bendikova, Ph.D., a faculty professor at the Institute of Physical Education at the University of Bekes. The book is an output of the grant research task under the project: VEGA 1/0242/17 („Physical Activity as Prevention of the Functional Musculoskeletal Disorders in Secondary School Students").

The timeliness of the book lies in the fact that it focuses on human health and movement. Man's technical achievements have been a result of development to make his life easier and more comfortable. The XXI century has brought never-hoped technical advances, new technical solutions, an unlimited flow of information and an enviable quality of life and comfort for many people. However, in addition to the positive effects of motorization and urbanization, we also face serious problems such as physical inactivity, a sedentary lifestyle, which can lead to musculoskeletal deformations, cardiovascular disease, obesity, etc. More and more people realize that it is not only earthly goods that have a price. The most expensive and most valuable asset to gain and retain is health.

One of the most important messages of the book is that physical activity and sport in the urbanized, civilized and advanced world has become, from a pastime of a few, a necessity for many. Hence, if we want to keep our health, regular exercise is one of the most important prerequisites to it. Not only in Slovakia, where the book was written, but in more and more countries, there is growing awareness that free time is a very

[24] University of Debrecen, Debrecen (Hungary), Email address: muller.anetta@econ.unideb.hu, ORCID: 0000-0002-9164-8050
[25] University of Debrecen, Debrecen (Hungary), Email address: nagizsuzsa@gmail.com, ORCID: 0000-0002-2065-0567
[26] John von Neumann University, Kecskemet (Hungary), Email address: lengyel.attila@gk.uni-neumann.hu, ORCID: 0000-0003-3108-6188

important and valuable part of life. The goal of spending leisure time is increasingly seen as an opportunity for improving the quality of life, preventive action and joy.

The message of the book can help the reader to this end, be it a specialist in the topic or simply a layperson interested in the subject. There is vast literature and specialised books dealing with regular exercise and the positive health effects of sports or the role of sport in lifestyle. This book analyses and interprets the threefold unity of health, movement and lifestyle, factors that play an important role in health protection, reflecting on their complexities. The book provides theoretical and practical knowledge of health, sport and prevention topics that can help shape a healthy lifestyle or preventive approach.

The book consists of 8 chapters. In the Foreword (Preface), the author gives a brief glimpse into the main content elements of the book and its context. It draws attention to the fact that movement is part of human existence, that is, it is a basic necessity that accompanies all our life. It also underlines the fact that ancient Greeks considered exercise to be important as kalocagathy was based on the idea of the unity of body and soul.

In Chapter 1 (Characteristics of Primary terms), the author of the book defines the most important concepts that make it easy for the reader to understand and utilise the book. In an alphabetical order from anamnesis to the weakening of internal organs, it presents the meanings of interesting concepts such as disability, overweight, handicap, motivation, immunity, physical performance, rehabilitation, risk factor, and sensitive period of development. In addition to the concepts, the "sensitive period of development of movement-kills" also describes the so-called recommended or suggested age ranges of development of various physical and coordination skills. Considering sensitive periods is an important guiding principle for all professionals who are engaged in the development of children's movement (nursing teacher, teacher, teacher, special educator, physiotherapist, trainer, etc.).

Chapter 2 (Developmental periods of Human Life) describes the concept and the periods of ontogenesis. These stages of development (from the New-born period to the period of old age) are presented along physical condition movement and social and psychological development. In this chapter, one can read the detailed explanations of the structure of personality and health. The definition of personality, temperament, and the theoretical foundations of these are presented. The oldest personality psychology theories are presented. It deals with Jung's personality typology, extroverted and introverted personality traits and the well-known melancholic, choleric, phlegmatic and sanguine division. This chapter reflects on researches that report the positive effects of regular sports. These studies have shown that the inactive lifestyle is twice or more times as likely to be a risk factor for cardiovascular disease as it is in the case of those who do regular exercise. It also reports on a study that found a significant correlation between the frequency of stress and the incidence of myocardial infarction. It also demonstrated

that depression positively correlates with coronary artery atherosclerosis and sudden coronary death. These researches are a good basis to justify the concept of "motion medication" which claims that regular physical activity is one of the simplest and most cost-effective prevention methods.

The third major chapter (Health) includes the conceptual definition of health, its historical review, the review of health promotion documents and complex health models that help us understand and approach health in a holistic way. It ranges from the WHO Health Definition of 1946 to the concepts of authors such as Dubos, Parson, Zikmund, Seedhouse, Lewiski, Dunovsky, Kovac, or the holistic health theory of Nordenfelt. Following the theoretical approach and conceptual clarification, it presents the results of researches that prove the effects of health-damaging or protective factors. The author draws attention to the fact that we can find a relationship between lifestyle factors and lifestyle disease. Among the health-damaging behaviours, smoking, unhealthy eating habits, alcoholism, stress, obesity and hypokinesia are mentioned and it is pointed out that there is evidence that they are risk factors for cardiovascular problems, cancerous diseases, diabetes, mental illnesses and injuries. In a tabular form it presents the most frequent causes of deaths in EU-27. Interestingly, Slovakia has less favourable indicators for cardiovascular diseases than Hungary. However, with regard to various types of cancer or respiratory disease Hungary's data is worse. A lengthy section deals with documents about health promotion. In this section one can read about international conferences, declarations, meetings, and policies and strategies related to health promotion. The health and lifestyle subchapter highlights the dominant elements of the quality of life (QOL). The author notes that life satisfaction during adolescent age is strongly influenced by life experience and relationships, especially by family relationships as well as health status.

In this chapter, physical activity and recreational activities are also mentioned that play an important role in maintaining health. It analyses Slovak and other international literature recommendations that prescribe the quantity and quality of the daily recommended motion activity for different age groups (intensity of movement). These orienting values can help us to establish our daily need for exercise and make it part of our way of life. The motivation for it is also given by the author, as she lists the health benefits of physical activity. Then the chapter elaborates on leisure and recreational activities) their role and significance in the preservation of health.

The chapter on health and regimen deals with the role and significance of nutrition. It explains that obesity and overweight is a growing problem worldwide; affecting not only the adult population but the prevalence among children is also increasing. It draws attention to the fact that 22 million children in the EU are overweight. More than 5 million are obese and it is getting worse: a yearly increase by 400,000 cases is expected. In the fight against obesity, according to international literature, only the Swedes showed themselves to be able to reduce obesity among the general population (exercise with incentive programs and nutrition with increased fruit and vegetable intake). The

Health and biorhythms subchapter presents the various time periods of the day and the activity levels of our body and organs. A diagram illustrates the 10 biological clocks of body organs in the jin-jang system. In the Health and addictive substances subchapter it describes the terminology of addiction and then deals with the health effects of drugs, alcohol and smoking and their symptomatic signs.

Chapter 4 (Physical activity, adaptation of organism and lifestyle disease) describes the effects of regular physical activity on the cardiovascular, respiratory, musculoskeletal, hormonal and nervous systems. It also deals with the reaction and adaptation of the body to sport load. The Weakening of the musculoskeletal system subsection presents the development of the bone system with the spine and vertebrae and the correct posture is depicted. It describes the most common deformities of the spine and presents its characteristics. This is very important information and knowledge in the prevention of the development of various deformities. The Cardiovascular weakening section details cardiovascular diseases, myocardial infarction, ischemic heart disease, among others and names the inactive lifestyle as a major risk factor. The Metabolic weakening subchapter draws attention to metabolic disorders, among which obesity and type 1 and type 2 diabetes are very common in Hungary. The role of regular physical activity is decisive in the prevention of both diseases. Among the diseases that are the result of the weakening of the respiratory system, asthma and rhinitis allergica deserves special attention because the prevalence of them among children is increasing. The Nervous and mental weakening sub-chapter describes the most commonly occurring illnesses such as drug addiction, gambling, workaholism, anorexia nervosa, bulimia. Exercise programs play a crucial role in the therapy of these conditions.

In Chapter 5 (Substance, Formation and Importance of Movement Programme), the author details the primary types and principles of exercises and also exercises for physical weakness and disease prevention. Physical Education (HPE) is a process of special and complex content in health care. Its tasks are to regulate physical scope, to reduce weakness, furthermore, to improve health and overall functioning. They are an essential part of HPE's specific content and physical components for people with health impairments. The positive physiological effects of the exercises can be achieved when they become part of a lifelong process of developing muscle and movement. It highlights that didactic aspects (regularity, efficiency, permanence, accuracy and rationality, order of the individual exercises) have to be respected. It details releasing exercises, stretching exercises, strengthening exercises focusing on the importance and principles of them. There are sections about the Number of repetitions and Tempo and rhythm during exercises. The Loading in teaching exercise section also talks about proper execution. Through images, it presents the basic positions during exercise and emphasizes the importance of respiration during exercise. The WHO recommendations of physical activity program and its concept subsection describe the recommended frequency specifying at least three times a week (20 mins) or a maximum of 5 occasions per week

(30 minutes lower loading intensity). In both cases, it recommends at least 2 strength training sessions aimed at developing strength.

In order to achieve the effectiveness of training the specific zones in which exercise can be carried out are the following: the fat burning zone where the intensity of the exercise is at 60-70% of VO2max and is 30 to 60 minutes long. It is a medium-intensity load that has a positive effect on the energy output of the cardiovascular and respiratory systems as well as fat reserves. The next zone is a higher intensity load, with a 10 to 30-minute duration of intensity greater than 70-80% of VO2max, which particularly affects aerobic performance. The ability to persist, improves the lung's capacity to deliver oxygen to the blood and remove CO2 from the blood. This zone is capable of further enhancing the performance and functional capacity of the activity. In the most intense zone, the intensity is high and reaches 80-90% and VO2max is at least 5 to 10 minutes. The author presents Basal metabolic rate calculations for men and women. The complexity of energy use and intensity increases the efficiency of exercise.

Chapter 6 (Psychohygiene of Health)defines the concept of mental hygiene. It sets out its general purposes which are mental balance, mental health and a healthy lifestyle, at all stages of life. Mental hygiene focuses on the possibilities of self-regulation. It is aimed at individuality and active conversion of its environment. The emphasis is on the psychological balance (regulation, self-education, thinking hygiene, ideas, attention etc.). Conflict and stress cannot be avoided in life, but it is important to create methods (mindfulness, yoga, physical activities, etc.) with the help of which it can be managed or avoided. The balance between personality and the environment for mental health is very important. Mental health is a state in which mental processes are optimally managed. It reflects the external reality correctly and responds promptly to every suggestion and ensures satisfaction in one's work. Mental health is a fundamental value of life. WHO (2002) defines mental health as a state of human well-being, in which one is able to cope with stress, is able to work, and productively contribute to the society in which one lives. In the first subchapter of the chapter stressors are described by the author. Generally, there are several categories of stressors depending on the mechanism of action: physical, chemical, biological and stressors disrupting cardiovascular and metabolic homeostasis. In the next subsection the causes are explained, the symptoms of fatigue are listed and their measurement methods are presented in a table. As a solution, it provides guidance to active and passive regeneration. The detailed description of the tasks can be used as an aid. In the Education towards health and prevention subchapter, the professional and purposeful development tasks of education and the internal and external conditions of balanced development and positive socialization are presented. Education is proactive action, personality development, a current and historical phenomenon that changes with the development of society in the light of the goals and needs of society.

In Chapter 7 (Educational Diagnostics), pedagogical diagnostics are discussed by presenting and analysing the types of available diagnostics. Diagnostics is a scientific

endeavour that deals with methods of detecting health (diseases and symptoms). This includes knowledge of observation and observation, examination methods (medical diagnostics), the examination of symptoms (semiotics) and the specifics and process of diagnosis (diagnosis methods). In the first subsection, the methodology of measuring somatic indicators such as BMI (Body Mass Index), WHR (Waist to Hip Ratio) and Measuring thickness of skinfolds (SF) is dealt with. It provides detailed information required for the application of all methods and assists the presentation of the last SF method with images. These measurements can be used by all PE teachers and one can use the table to categorize the data. The next subchapter describes the use and necessity of diagnostics of the musculoskeletal system and it recommends working with doctors (professionals) or physiotherapists during the diagnosis. When assessing posture, attention should be paid to the variety of symptoms of posture and breathing that may indicate surgical or structural malfunctions. In the next subchapter the functional tests of the cardiovascular system are followed by measurement of pulse frequency. There is a direct connection between pulse frequency (PF) speed and load intensity. Therefore, according to the PF values, the load can be gradually increased by the practitioner during the various training units.

FIRST AID and Traumatology is the last chapter (Chapter 8). The author categorizes the injuries. These are the order of care and the manner and availability of the call for help. The chapter presents details of both the injured and the assisting person as well as a description of the laws on the failure to provide assistance (Article 177 (1) of the Criminal Code, Section 11 (12) of the Act on Health Care).

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Ibolya Revak Markoczi & Zoltan Toth (2018): The Agricultural Courses Approach from Problem-based Learning. Debrecen: University of Debrecen.

Reviewed by Edina Malmos[27]

The authors of this book are Ibolya Revak Markoczi and Zoltan Toth. Ibolya Revak Markoczi is a docent of the University of Debrecen and she is the head of the Biology Professional Methodology Department of the University. Her research topic is the problem-solving from elementary school to higher education. Zoltan Toth is a retired docent of the University of Debrecen and he is the head of the Chemistry Professional Methodology Department of the University.

The aim of the present book is to provide an approach from a new perspective of the agricultural courses of the University. They would like to propose a problem-based teaching and learning process instead of the traditional education in the agricultural sector. With this, they would like to make the higher education didactics more diverse and increase the added value of the higher education.

The book has eight chapters. Each chapter has the same structure. The authors begin with a theoretical introduction based on extensive literature. Later, they explain the most important definitions of the problem-based teaching and learning and they also give us some specific methodological examples to help the process of understanding. These examples are from Biology or Chemistry fields, so the educators and university students can easily adapt them. Finally, there are some tasks at the end of each chapter to help understand and use the new problem-based methods in practice lesson, seminar lesson, what is more in lecture lesson too.

The first chapter is the basis of the entire book. Here, we can read about the most important definitions and researches to increase efficiency the courses of the higher education. It is necessary to read this chapter, to easily understand the following methodological definitions. In this chapter, we can also read about the essence of the constructive learning, learning strategies, learning disadvantages, conceptual development and change. In addition, we can read about the problems of the

[27] University of Debrecen, Debrecen (Hungary), Email address: edina.malmos22@gmail.com, ORCID: 0000-0002-4873-0833

misconceptions. The authors paid special attention to the specificity of the agricultural courses, the difficulties of learning agrarian subjects and the traditional teaching methods. They also give us a summary of how to use the constructive teaching and learning methods in agrarian subjects, what are the advantages and the disadvantages of this method.

In the second chapter, we can find the problem-centred methods of teaching and learning. Here is a summary of the most important concepts and researches related to problem-solving.

In the third chapter, we can read how to transform a traditional lecture lesson to problem-based, and how we can make it more interactive with a little change. The problem-based lecture can easily implement with little energy investment, however, its efficiency is much greater than a traditional higher educational course.

In the simplest way to give a problem-centred lesson, the teacher tells the students a central problem in the topic at the beginning of the lesson, and try to speak about the new information around this problem. If it is a real lecture lesson with dozens of students in a big hall, the professor can give the answer to the problem at the end of the lesson. But if she/he can ask the students, she/he can make a formative evaluation at the same time.

In the next section, you can learn about the Mazur-method. This chapter is one of the most important elements of this book. The method was developed by Eric Mazur in the 1970's who is a physics professor at the Harvard University. His aim of this method was to increase the understanding of the Physics courses and reduce students' differences in understanding. The method combines traditional frontal education as well as problem-based and cooperative learning elements. It also offers the opportunity to develop digital competencies. The Mazur-method is one of the few higher educational training modernization methods that students and professors also accept. Use of this method has been widespread in natural sciences, but we also have examples of applying at IT and English courses.

The book also provides examples of the validity of cooperative and collaborative learning and teaching in the field of agricultural courses. The advantage of these methods is that they also develop communication and collaborative skills among students.

The last three chapters of the book, the authors present three ways to approach the problem-based learning. With these, we can follow the macro-structure of problem-solving and we can solve the problem in several ways while we can develop a number of competencies of the students.

One such method is modelling which enables us to make students learn more effectively. With modelling method our students thinking more analytical, they are able to

concentrate on details, and they also can analyse the part-whole interaction. We can use several kinds of methods, like structure model, function model or theoretical model depending on the curriculum, the level of training, and the abilities of the students.

Another method is project-based learning, which is a complex learning strategy. With project-based learning, we use different methods to achieve the goals of the project. We can use individual work, group work and cooperative teamwork too. In this chapter, we can also find student's self-, and co- evaluation questionnaire to measure the project's impact which is developed by Ibolya Revak Markoczi. The project is usually designed for a longer period of time, covering a whole semester. Projects applied in the field of agricultural education are mainly called home projects. Their goal is not only to acquire professional knowledge but also to diversify students' personality. By applying the project method, we can develop skills that will make our students capable to build their agricultural career in the future.

The third method is the inquiry-based learning (IBL) is becoming more and more popular at school, at all levels and in every area. The essence of inquiry-based learning is that students participate in the planning, development and evaluation of the projects and activities. IBL aim is to develop and foster inquiring minds and attitudes that are vital for students to face and manage an uncertain future. In this method, students are planning an experiment, performing data and source analysis, making hypothesis, and they also evaluate their results.

The logical structure of these three methods is similar to the macrostructure of problem-solving, so these methods also can develop the problem-solving competence.

The book is recommended for professors and lecturers of agricultural who want to make their methodological palette more varied. The topic is current because universities are paying more attention to develop their added-value. Besides this, the methods presented in this book can help improve the quality of education, which is also very important for competence measurement planning in higher education.

Book Review

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Eszter Berenyi et al. (2015): Failures and Solutions. Disadvantages at School, Dropout, Problem Management. Budapest: Hungarian Institute for Educational Research and Development.

Reviewed by Balazs Horich[28]

The edited collection of studies published in 2015 within the framework of the TAMOP project, identification number 3.1.1-11/1-2012-0001, implemented between 2008 and 2015 under the European Union development project entitled '21st Century School Education (Development and Coordination). 2nd Phase' fits well with one of the main directions of national and international education research to assess the school performance of disadvantaged students. The authors of the studies are mainly researchers of the Hungarian Institute for Educational Research and Development, the majority of which also have experience in teaching at higher education institutions.

The volume is divided into two main parts. After a short introduction, there are five studies in the first part which provide an insight into the education of disadvantaged students. The opening study of the volume deals with the regional differences in the proportion of disadvantaged students. The following three studies are related to the "Further training of educators within integration programs" panel research, for which the questionnaire survey took place in 2006, in 2008 (financed by suliNova NPO) and in 2014. Large sample questionnaire survey involved partly primary school managers, partly primary school educators. The fifth study, by Eszter Berenyi, presents the main results of a qualitative research involving 19 vocational school managers (the title of the study is 'Analyses mapping domestic practises'). In the second part of the volume, we can read seven country reports which present the main characteristics of the educational system of the given country in a unified approach, with a special focus on school leaving and educational policy measures to tackle the issue. The collection of studies ends in a paper summarising the country reports. In what follows I shall shortly summarise the studies in the volume.

Tamas Hives, in his paper entitled 'Regional aspects of a disadvantaged situation', presents the regional differences in the proportions of disadvantaged students as well as

[28] University of Debrecen, Debrecen (Hungary), Email address: horichb@gmail.com, ORCID: 0000-0003-0940-0513

regional differences regarding their academic advancement. In his study, the author takes into account the 2013 modification of the legislative definition of disadvantaged and multiply disadvantaged. He based his analysis on KIR-STAT (Statistical data of institutions of public education). In general, the proportion of disadvantaged and multiply disadvantaged students is high in those areas that are 'poorer, detached and peripheral', in other words: it is the highest in the eastern, northeastern counties, as well as in counties around the central river Tisza and the southwest river Drava. It also examines the risk factors of early school leaving (mature age, grade repetitions, absenteeism). Grade repetitions are higher in the northeast-southwestern axis of the country, mature age is present in an island pattern (e.g. in Nograd and Tolna counties), and absenteeism is particularly prominent in the northeastern counties. In the final chapter of the study, the author uses eight social and educational statistics indicators to identify risk areas located in a bulk: the risk in this lies in the fact that the population can only "catch up" through significant spatial migration, which in the medium term predicts permanent segregation of these regions.

The following two studies in the volume investigate what the educators' approach to school failure, selection and integrated education is. Aniko Fehervari's study (Change in the way disadvantaged students are educated, 2006-2014) points out that the number of segregated schools has slightly increased in the eight years between 2006 and 2014, as has the teacher shortage in schools with a more adverse student composition. The majority of the educators are proponents of grouping according to skills and abilities, which also implicitly means acceptance of selection based on social groups and therefore in many cases based on ethnicity. The latter, of course, is openly admitted only by a few, namely only one out of ten educators believes ethnically separated classes have benefits only. At the same time, the higher the proportion of disadvantaged and/or Roma students is, the more optimal the educators consider the homogeneous classes grouped according to skills and abilities. As for the student failures, the data refer to the phenomenon that educators emphasise the responsibility of the parents and the family more and the role of the school less when one comes to schools with disadvantaged pupils. This attitude of blaming the others can also be seen in the fact that the educators value more the compensating effect of appropriate nursery institutions and well-equipped schools. An important lesson of the study is that teachers' attitudes do not change easily: the author observed that educator training aimed to change the teachers' attitudes have only a transitional and minor effect. Krisztian Szell (Segregation and compensating for the disadvantage – teachers' attitudes) differentiates four types of attitudes with a multi-variable statistical analytical procedure. According to those who "emphasise the role of the family" (18%) the schools have far fewer opportunities to compensate for the adversities than the family. Twice as many teachers (38%) believe the exact opposite, they are grouped under the label "emphasising the role of the school". The 'disillusioned' (15%) underestimate the role of all factors (school, family, the relationship between school and family), while the "hopefuls" (30%) overestimate all aspects as important with regards to compensating the disadvantage. In the group of

teachers who emphasise the role of the family those who think homogeneous schools or classes are ideal are overrepresented, while the number of those who support heterogeneous study groups is relatively higher among those who value the role of the school (but at the same time the majority idealises homogeneous classes). Disillusioned educators, i.e. those who do not believe in the realistic chances of the disadvantage compensation, are more likely to be teachers of elementary schools with disadvantageous pupil composition, mostly in small settlements.

Aranka Varga starts her study entitled Dropout or inclusion by clarifying the concept of inclusion, emphasising that the main point and the focus of the inclusion are in the inclusive environment. She analysed primary schools which took part in the research along the lines of six aspects of inclusiveness: space and material environment, diversity of assessment, preparation level of the implementers, institutional pedagogical services, cooperation and partnership, continuous renewal. Along the aspect of success in further education (taking into account the socio-economic status of students), four groups were formed between schools: the author distinguished successful, progressive, falling behind and unsuccessful schools. According to the results, within the successful schools, the proportion of schools in which the teachers are less prone to explaining student failure with personal or family factors is higher. There is a stable, well-prepared, self-developing and cooperating teaching staff, whereas the institution has a wider and more intensive partner network. It is important however to note that the institutions labelled as progressive, falling behind and unsuccessful differ less from each other based on the given aspects.

Eszter Berenyi: Failure routines or looking for the solution–problem narratives in vocational training is the title of the study which has analysed interviews with institution managers whose schools are most affected by school leaving. Vocational education without the school leaving exam has been seriously challenged, according to the school managers: low prestige of education, poor knowledge and skills of enrolling students, majority of students are disadvantaged, students are unmotivated and changes in the legal environment make schools' and learners' life more difficult (e.g. conditions of career change, career orientation, lack of non-educating staff). Although it is reported that the school leaving ratio at the vocational schools is very high, according to the interviews, the numbers are difficult to follow in schools, so understanding and perceiving the problem is largely perceptual. The reasons for the school leaving were almost everywhere the same: dropouts, absenteeism, academic results, but the institutional answers to the academic outcomes differed from each other. The author distinguishes between two patterns of logic: instrumental and expressive logic. The former is hierarchical, authoritative, and result-oriented; the latter can be defined as caring-supporting, equitable and diverse pedagogical thinking. In the case of the schools involved in the research, the elements of the instrumental and expressive action logic can be detected in a similar ratio, which is a warning in the sense that the former is more likely to lead to greater efficiency in the formation of higher social strata.

The studies in the second part of the volume introduce the educational systems and characteristics regarding school leaving of seven countries. The editors tried to introduce at least one country from the Mediterranean (France [Gabriella Kallai], Portugal [Anna Imre]), Scandinavia (Denmark [Gyorgy Martonfi]), Western Europe (the Netherlands [Zoltan Gyorgyi–Anna Imre] Central Europe (Austria [Gabor Tomasz]) and the Baltic region (Estonia [Gabor Tomasz], Lithuania [Agnes Orsolya Kurucz]). Krisztina Mihalyi wrote a summary about country reports with the title 'The main lessons of country reports'. Based on the practice of the countries surveyed, it is necessary to highlight remedial measures for preventing early school leaving (e.g. early childhood education, career orientation, early signaling system, individual follow-up), support for the transition from lower to upper middle class, the development of a comprehensive school model, flexible learning paths or handling disadvantaged areas as priority school districts. As the author herself points out, the fight against school leaving has received more attention in Hungary, too, but for the time being there is more yet to be done than there is success to be demonstrated.

HERJ Thematic Issues

2018

Vol. 8 (2018) No. 2: *Physical Education and Sport in Secondary and Higher Education* (Klara Kovacs & Ferdinando Cereda)
Vol. 8 (2018) No. 1: *In memoriam Jaap Dronkers* (Peter Robert & Katinka Bacskai)

2017

Vol. 7 (2017) Supplement 2: *Protestant Identity and Community Learning. The Effects of Reformation on Education Today* (Gabriella Pusztai & Tamas Kozma)
Vol. 7 (2017) No. 4: *Different Areas of Students' Problems Towards Understanding and Overcoming* (Marzanna Farnicka)
Vol. 7 (2017) No. 3: *Music Education* (Mihaly Duffek & Timea Szucs)
Vol. 7 (2017) No. 2: *Mastery Motivation: Measures and Results across Cultures and Ages* (Krisztian Jozsa, George A. Morgan & Hua-Fang Liao)
Vol. 7 (2017) No. 1: *Higher Education Cooperation in Central Europe* (Gergely Kovats, Matyas Szabo & Pusa Nastase)

2016

Vol. 6 (2016) No. 4: *Education in Korea: Some Aspects* (Kiseob Chung & Eszter Varga)
Vol. 6 (2016) No. 3: *In Memoriam Wolfgang Mitter* (Tamas Kozma & Ildiko Olah)
Vol. 6 (2016) No. 2: *Education and Transition in East-Central Europe* (Gyongyver Pataki)
Vol. 6 (2016) No. 1: *Higher Education Internationalization and Economic-Political Transitions* (Kata Orosz & Laura Perna)

2015

Vol. 5 (2015) No. 4: *National Defence Education and Military Training* (Katalin Hajdicsne Varga)
Vol. 5 (2015) No. 3: *Teacher Education in Finland* (Attila Gal)
Vol. 5 (2015) No. 2: *Learning Opportunities for Students with SEN in the Mainstream Education System* (Ildiko Peto)
Vol. 5 (2015) No. 1: *Interdisciplinary Investigation of Social Competence* (Aniko Zsolnai)

2014

Vol. 4 (2014) No. 4: *The History of Non-Western Education* (Katalin Keri)