

Hungary

IV. Béla Körzeti Általános Iskola és Napközi Otthonos Óvoda (IV. Béla District Primary School and Day-care Kindergarten)

The explicit aim of this learning environment is to reduce the differences among the learners while accepting very different learning styles and speeds. Four key principles and methods underpin these aims: personalization, measurement and the evaluation system, differential work adapted to individual differences, and cooperation around projects and activity-centred education. Developing the capacity for teamwork is one of the most distinctive aims and results of this learning environment. Distinctive is the prominence of three programmes. First, there is the 'Complex Instruction Programme' based on group work. This is an intercultural teaching-learning method, developed at Stanford University, to promote equal opportunity in heterogeneous classrooms. Second, there is the 'Logic Table-game' (MindLab), as developed at Yale University, promoting thinking through interactive games, during mathematics and outside main lesson time. Third, there is the 'Dialogue between Generations' programme, based on cooperation of students with parents and grandparents.

Main Focus of Innovation: LEARNERS, TEACHERS, CONTENT, RESOURCES, ORGANISATION

Other Keywords: equity

General Information

Name of the ILE: IV. Béla Körzeti Általános Iskola és Napközi Otthonos Óvoda (IV. Béla District Primary School and Day-care Kindergarten)

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Rationale

Why do you suggest that it should be included in the project? How does it respond to 21st century learning challenges?

Our ILE varies consciously from conventional approaches of current Hungarian education for the sake of giving better answers of the learning needs of pupils.

Our aim is to avoid the selection and discrimination of certain strata which is peculiar to the Hungarian school system. We believe that the learning problems and the compensation of disadvantaged pupils can be treated by changing and reshaping the whole education aspect of schools. That is why we apply our teaching methods which are appropriate for children of all social groups.

Our school and classroom reforms are for (1) pupils who are below average, for (2) underprivileged pupils and for (3) pupils who are better than average. We use methods that allow the underachievers to join other pupils by giving them the experience of success and the incentives to think creatively. Our programs create the possibilities of cognitive, meta-cognitive, socio-emotional learning and development.

We organize our activities around three programs, which help, influence and assist each other and fit heterogeneous pupil groups.

- **Complex Instruction Program** which is based on group work
- **Logic Table-game Program** which develops strategic thinking
- **Dialogue Between Generations Program** which is based on cooperation of pupils and parents, grandparents

We want the thinking of our pupils to be: bright and bold but deliberate, according to the available time period, clear and accurate, organized and integrated.

The aim of our school work is to moderate the differences among pupils and to help every pupil to reach the highest level of his capability, motivation and aims. The school supposes the differentiated development of performance accepts the variant styles and speed of learning, supports the development of colourful social contacts and the enhancement of tolerance.

The result of our programs:

- the implementation of varied and colourful curriculum which can develop different kinds of abilities, and leads to the development of cognitive and meta-cognitive skills,
- the interdependence of pupils creates a harmonized cooperation,
- in the heterogeneous classroom during group work pupils learn the norms of cooperation; the positive team spirit as the by-product of collaboration is capitalized by teachers to teach the basic behavioural rules for children.

The ILE aims not only to develop special knowledge or ability but the wide range of learning and training needs of pupils.

Our aim is to contribute to the pupils' success in classrooms and to increase the quality of school mastering by the three above mentioned programs. The school, beside preparation for special subjects and intellectual abilities, pays attention to personality development, reinforces pupils' different behaviours and self-esteem. Developing skills establishes the setting of habits.

The greatest result of our programs is the preparation of pupils for teamwork. In the centre of teamwork there is the development of communication and analytical skills, and strategic thinking.

The ILE is not based on charisma and commitment of only one or some innovative specialists but it supposes wide base which guarantees sustainability

The programs are based on the cooperation of school leadership-teachers, teachers-teachers, teachers-pupils, teachers-parents, teachers-parents-pupils, pupils-parents. The programs – to achieve results on an institutional level – suppose a high level of teacher qualification and competences.

According to the result of our measurements we can see strong correlations between the activity of the leadership and teachers, the activity and the qualification of teachers and successful learning of pupils.

Our ILE is a learning organisation which evaluates its practice formally and informally to guarantee its own continuous development.

We measure the following areas of the learning organisation:

- Classroom activities of teachers. Our main goal is to develop the teachers' professional competences in organizing group-works. Teachers have to learn their new roles in the classroom. The development of teachers needs to be controlled and evaluated by experts.
 - Cooperation among pupils.
 - Pupils' individual achievements.
 - Input and output sociometria
- Our ILE doesn't claim any extra budget from schools.

How does our program answer the learning challenge of the 21 century?

Our aim is to establish problem based learning which involves the principles of construction, interaction, cognitive and meta-cognitive systems. The aim of ILE is to encourage the constructive and correct criticism and to create self-criticism.

As in the last decades more and more skills and key competences are required from every citizen to entering the labour market, and to fulfil his commitment in both the labour market and in the private life. The main aim of our programs is to develop these basic skills and key competences. The success orientations and the sense of purposes which don't degenerate into careerism, allow children to tolerate failures, and learning from negative experiences encourage them to achieve better results.

We don't prepare our students for stable workplace but we educate them for participating in innovations, and be able to develop and adapt for the fast changing world. We apply teaching methods that make the knowledge magnetic and attractive. We want to assure for disadvantaged children to get proper education, knowledge and skills and be motivated in learning.

We put the emphasis on learning organization instead of learning centralized education, to create an efficient institute where the situations adjust to the different needs of the school members. Efficiency means the development of social and collaborative skills which involves the development of adaptability, the division of work, paying attention to each other, the enforcement of responsibility, the formation of debate skills, conflict resolution, and getting to know oneself and one's peers. Our pupils achieve top positions (1-5th) at the National Table-games Competitions.

Learning Aims / Intended Learning Outcomes of the ILE

What are the core learning aims and which knowledge, skills or attitudes are to be acquired? (These may include outcomes related to learners' social, interpersonal, or meta-cognitive development)

Our most important aims connected to pupil's skills and key competences:

- counting, understanding, reading, writing skills
- communicative, cooperative, dialogic, understanding skills
- motivation and be motivated to non-formal and informal learning (the holistic nature of learning)
- to enhance self-confidence, self-esteem, conflict resolution, narrative competences
- responsibility and tolerance
- to educate active citizens
- digital skills

- learning and problem-solving skills
- self-discipline and decision making skills

The main principles and methods for the development of the above mentioned skills and competencies:

- personalized education
- measurements, evaluation system
- differential, individual work
- cooperation, project work and activity centred education

An example for developing skills as retention, imagination, concentration, deduction, reading, in Logic Table-games Program lesson:

<i>The name of logic game</i>	<i>Development of generic skills</i>	<i>Special skills (concept understanding, deepening, math content)</i>
BLOKUS	<ul style="list-style-type: none"> - analysis, synthesis - combination skill - pondering-decision: advantage-disadvantage - brainstorming skills - sociability (it can be in pair) - divergent thinking - comparison - sorting - flexibility - new questions 	<ul style="list-style-type: none"> - territory - harmony, masking - reflections - shapes - nets, number of polimos - building solid objects - surface

Learners

Which group(s) of learners is it aiming at? Who is eligible to take part? How many learners are there? What are their ages?

The ILE covers the learning needs of every pupil in the heterogeneous classrooms, all the school population from 6 to 15.

Facilitators

Who are the teachers/facilitators? Who are the leaders? What are their professional backgrounds? What are their roles?

By the governance and assistance of the leadership (headmistress, deputy headmaster, study group leaders) all the staffs take part in the implementation of the programmes.

Every teacher of the school took part in the following teacher training programmes:

- Complex Instruction Program – It is an intercultural teaching-learning method based on cooperation which enhances the principle of equal opportunity in heterogeneous classroom (Stanford University)
- MindLab – it develops thinking by interactive games (Yale University)
- Differential learning (Didactic Workshop, Hungary)

The leader's professional background:

2007: Debrecen University: PhD
 2000: Headmistress
 1999: Budapest Technological University: Public Education Manager
 1999: Public Education Expert
 1996: Miskolc University: English teacher
 1996: Deputy Headmistress
 From 1993: District Primary School, Hejőkeresztúr
 1988: Agricultural University, Gödöllő. Teacher of Engineering
 1986-1993: Primary School, Nyékládháza
 1980-1986: Bag, „Petőfi Sándor” Agricultural Co-operative
 1975-1980: Agricultural University, Debrecen: Agricultural Qualified Engineer

Organization of the ILE

How is learning organised? How do learners and facilitators interact? What kind of pedagogy do they follow? What curriculum is used?

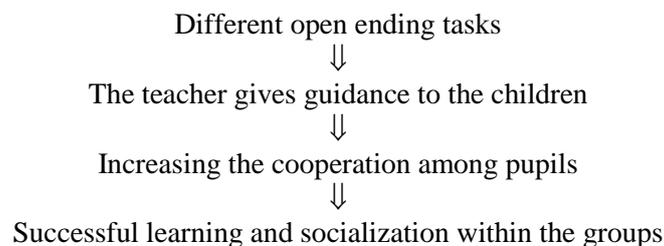
Organisation of learning:

- Complex Instruction Program within class-work, in small groups
- Logic Table-games Program during math lessons and outside compulsory lessons
- Dialogue Between Generations Program project within form-master lessons

Cooperation:

The task of the leadership (organizers) is to study literature, to fulfil the input and output measurements. Professional workshops are organized among teachers, which is mainly based on visiting each other lessons and case-discussions.

According to positive results the cooperation and learning between pupils and teachers the Programmes indicates the following learning theory:



Applied pedagogy:

Complex Instruction Program was developed by Stanford University. It is a remedial program and applied outside compulsory lessons in the USA (by Elizabeth Cohen and Rachel Lotan). This program is adapted by our school and to our conditions. As a result of the adaptation the program is applied in 45 minutes lessons, specifically in heterogeneous small groups.

Our school carries on a very similar program to MindLab program developed by Yale University. They use the program outside the lessons but we use it in the lessons as well as outside the lessons. In our school the table-games are used in compulsory math lessons.

All of the programmes are orientated to National Core Curriculum.

Learning Context

In which context does learning take place? What does the physical learning environment look like? Are community resources used to facilitate learning and how?

Our programmes are organized in compulsory lessons and students' free time.

- Complex Instruction Program: in any 45 minutes subject, in group work.
- Logic Table-games Program: in 45 minutes math lessons and in free time.
- Dialogue Between Generations Program: in 45 minutes "form-master" lessons (special lesson for a class and it is held by the class teacher), in project work.

Parents take part in school life. In exchange for this the school gives certain services which can be used not only by pupils but also their families. The Dialogue between Generations Program helps the aim above. The lessons, activities are based on cooperation of parents and children.

The aspects of cooperation with parents are:

- mutuality
- cooperation
- creativity, productivity
- giving values
- learning from each other
- protect the memories to animate and protect the habits,
- common games

The children learn from the past and from the parents and also the parents learn from the pupils (through e-learning, websites, and Internet). The process of the project:

- Every pupil prepares his family-tree indicating the jobs, hobbies, favourite free-time activities, knowledge of their relatives.
- The children discuss within groups whose relatives will be invited to show their knowledge.
- After the presentations of the members of the families children show the class their new information.
- After presentations both children and parents look for information of parents' knowledge in network.

The school signed contracts about collaboration with local civil organizations: Table-game Association, Local Government of Roma Minority, Youth Organization etc.

History of ILE

Who initiated it? For what reasons was it started and with what purpose? Have these changed since?

In 2003 the survey of OECD pointed out that our greatest deficiency is the differences among schools and the strong influence of children's background on school achievement. In Hungary the educational system is strongly selective and it doesn't narrow the social gap between students' but increase it. Because of it, in the educational process the integration takes more and more important role. The question was for the leadership: is there any educational program, method, process which gives opportunity to reduce the differences between pupils and which raises the knowledge of a heterogeneous pupil population.

Our work convinced us of the worth of reflecting upon and rethinking our school practice. Based on that our initiative goals were:

- to develop pupils thinking
- to support well-mannered behaviour
- to spend free time usefully

Later our goals has become more proper:

- to develop cognitive processes: perception, cognition, retention, imagination, thinking, attention
- to develop emotions, motivation, will
- to develop the communication and socialization among children.

Funding of the ILE

How is it funded?

The Programs don't require any extra budget except teacher trainings.

Learning Outcomes

What are the learning outcomes achieved by the ILE, including academic, social, interpersonal and meta-cognitive outcomes? How is learning assessed?

The main aims of compulsory and free time activities are to develop the cognitive skills of pupils, to spend the free time activities usefully, to strengthen the social life and sociability, the regular scaling, competition and cultivating traditions.

Inside measurements focusing on the development processes:

- The teachers' work during the lessons: For developing teachers' competencies it is necessary to control and evaluate of their classroom activity continuously.
- The measurements of pupils' achievements:
 - The measurement of cooperation of pupils in groups during lessons
 - The measurement of the achievements and class-room activities of the individual pupil.
 - Input and output sociometria measurements of pupils to define their status within the classroom.

Output measurements:

- We measure the cognitive, social, interpersonal and meta-cognitive development within all of the three programmes.
- At the national level testing of competences, our pupils show results above the average in mathematical and reading competences. For example:

In 2008 the results of the 8th graders:

Mathematical competence:

Average point of Hungarian students: 497

Average point of the students of our school: 532