

# SUMMARY

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## TEACHER TRAINING – THE BOLOGNA PROCESS

András Németh: Historical Establishment of Hungarian Secondary School Teacher Training, and the Teaching Profession in the 19th and 20th Century. The institutionalization of Hungarian secondary school teacher training was characterized by the so-called 'dual system'. In parallel with the formation of modern European Nations there was also the development of a profession or 'craft' – for secondary school and elementary school teachers – which created two different types of pedagogical knowledge. The professionalization of teaching professions and a dual system of teacher training showed similar traits. This process occurred under the influence of national traditions but additionally took on board Central European tendencies. The professional 'socialization' of teachers for different types of school was also differentiated on the basis of the same sort of rationale. The institutionalization of various types of school was characterized by there being a separation of management and organization of state schools, an elite system and mass education. This talk, one concentrating on the type of elite schools (secondary school) and teachers, will analyse what established secondary school teachers' training was like – and it will also look at a new type of teachers' profession; I will be focusing on this complex process and analysing the events of the 19th and early 20th centuries.

Péter Tibor Nagy: Unified Teacher Training – a Diversified Profession. There are three separate traditions of teacher training in Central Europe – one for teachers who will teach in the 1st-4th years of elementary school, one for 'bürgerschule' teachers and teachers of the 5-8th classes of elementary school, and also one for secondary school teachers. In the 2000s, there has been a unification of the two latter groups, something supported partly by the "Bologna process ideology". The study – on different empirical bases – covers the first and second group of teachers (in every cohort); and these resemble each other more than they do the third group (in social background, social circumstances, attitudes etc.) Yet a decision to unify the training of the second and third groups does go against social trends.

Mária Nagy: Teacher Training and the Bologna Process. The two issues – of teacher training and of the Bologna process, respectively – operate separately, though are not independent of each other. The Bologna process is marked by declarations of European education policy-makers, by national legal regulations, things that are monitored by national and European information agencies. Teacher training, however, is a set of more complex national processes, which are embedded in cultural traditions had by diverse national education systems, in different demographic and economic tendencies, while all are driven by different national/institutional interests. The author of this article endeavours to describe some of the changes that the Bologna process has introduced in teacher training (structural changes, changes in student mobility, diversities within Bologna policies in

national systems) and also tries to interpret some of the ‘messages’ of Bologna relating to teacher training (what standardization, learning outcomes and transparency actually means, and how ‘relevant knowledge’ is to be understood in this field). The author concludes that the Bologna process is a kind of common challenge for national education systems – and for different sectors of higher education as well. It is an opportunity to re-define special education fields (teacher training amongst them) within the context of mass higher education, and to find creative solutions connecting with new needs inherent in a changing educational world.

György Hunyady: *Points of Debate in Teacher Education in Hungary: Differing Evaluations.* The points of debate within teacher training in the Bologna system have led to differing evaluations. The radical reform concept put forward by the Ministry of Education and the markedly opposing opinions of Eötvös Loránd University clashed with each other in 2003, when the Hungarian model of teacher training within the Bologna system was born. In the course of the development of the Hungarian model, professional and organizational conflicts were resolved via compromise decisions; however, the resulting – and profound – changes brought about new tensions. This study points to the 5 main features (teacher training only at the master level, integrating professional and pedagogical knowledge, dual qualifications, the importance of empirical competence and organizational emphasis, volume and selection) of the model that has had its introductory phase in 2009; while it also presents the main objections against them, and lists and discusses the arguments in favour of revision. The history of the reform is, at the present time, too short and as yet unsettled for us to be able to draw final, empirical conclusions in relation to its direction and achievements. One thing is certain, however: the radical changes brought about in public and higher-level education make restoration of the form of teacher education present before the Bologna process impossible.

László Brezsnayánszky: *The Established Order of Teacher Master Programs, and Its First Representatives.* This study examines the premises had by the new system of teacher training in Hungary, the major components of the draft and the debates that have taken place among interest groups in the areas dealing with training during the planning period. It argues that compromise might be achieved on several points regarding the structures and framework of such training. On the basis of this – in the form of regulatory and requirement documentation – a promising but not yet final training model has come into being. A testing of the system of the commencing teacher’s masters’ program – like the whole of the masters’ program – could only take place in the first years of realization of the program. From next term onwards, students receiving their BA/BSc diplomas in the first cycle of the Bologna process will also be actors within the system. The study, by presenting data, will illustrate the composition of students entering the system as well as look at the distribution of applications among training institutions.

Géza Sáska: *Hungary: The Educational and Political Culture of Creating a Unified Teacher Training System During the Bologna Reform Process.* The culture of teacher training for mass education and for secondary schools is completely different in terms of the type and content of a school’s curriculum. The teacher training system for academic secondary schools has applied several science-based disciplines at the university level. The merit and value of school subjects has come precisely from this scientific approach. In contrast, the value of college-level teacher training for mass education has focused on the

“needs of the pupil”, which was further helped by the use of psychology. In the Bologna reform process, the anti-scientific, pedagogical-psychological professional lobby group, supported by ministerial policy, saw that the college-level teacher training values and structures were incorporated into the university, master level system – albeit amid opposition by representatives of traditional science. In the name of mass education, this anti-elite group claimed an overwhelming victory – and this created a new culture of public education within the context of organizational transformation. Upon being trained in the newly-created system, teachers are now gradually replacing their fellow teachers, i.e. those who handle traditional science-based subjects. This progress will be analyzed step by step in this paper.

Iván Falus: *An Analysis of Recent Changes in Hungarian Teacher Education from a European Perspective*. According to the author the EU document “Conclusions of the Council and of the Representatives of the Governments of Member States, meeting within the Council on 15 November, for improving the quality of teacher education” correctly sums up the European tendencies and requirements in relation to TE. The article analyses the main points of the document (qualification from a higher education institution, a suitable balance being arrived at between research-based studies and teaching practices, effective early career support, adequate mentoring support throughout one’s career, high quality training in school management and leadership, coherent relationships amongst initial, induction and in-service teacher education, partnerships between schools and teacher education institutions, the acquisition of the abilities necessary for effective teaching, mobility programs relating to teachers, teacher educators and student teachers, and making the teaching profession a more attractive career choice). The Hungarian situation and new developments paint a controversial picture: for example, Hungarian teachers study for eleven semesters to get their qualification, though their induction is not dealt with properly; the coherency between ITE and CPD, mentoring and partnerships can be improved, management training is at a high level, and competences are well defined – yet their effect on the teacher education process brings forth many questions.

Beáta Kotschy: *New Elements of the Hungarian Teacher Education System*. The structural and content reform of teacher education – and especially the new one-semester-long practical training, its content elements and conditions of realization – are investigated. A detailed description of mentors’ roles and the necessity of mentor-training is given, and the benefits and difficulties of the new forms of cooperation between schools and teacher training institutions are presented. Some basic and stable elements of reform are additionally emphasized (a change for which might place at risk the whole system). Also, some professionally disputable elements will be brought to light.