

Professional Development in Hungary

interpreted as seen by Monika Reti

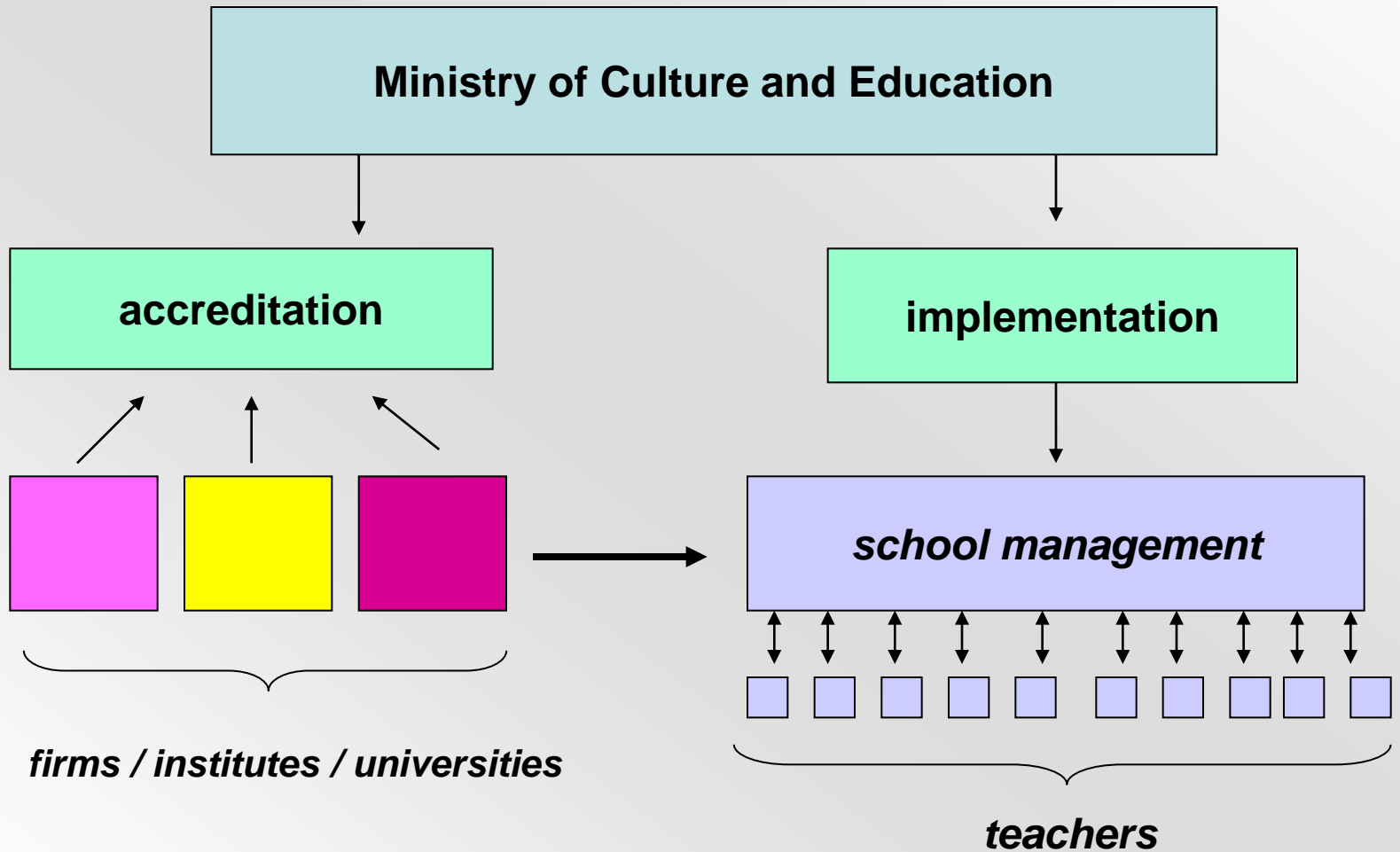


Aspects given by a different point of view:

- Who is in charge of PD?
- Who are important stakeholders?
- How is PD organised?
- Are there systematic approaches to PD?
- How does PD support the use of IBST in science instruction?
- What are the main problems that have to be tackled in science instruction?

GAPS

Who is in charge of PD?



firms / institutes / universities

teachers

PLURALISM

lack of advise, no guarantee

Important stakeholders

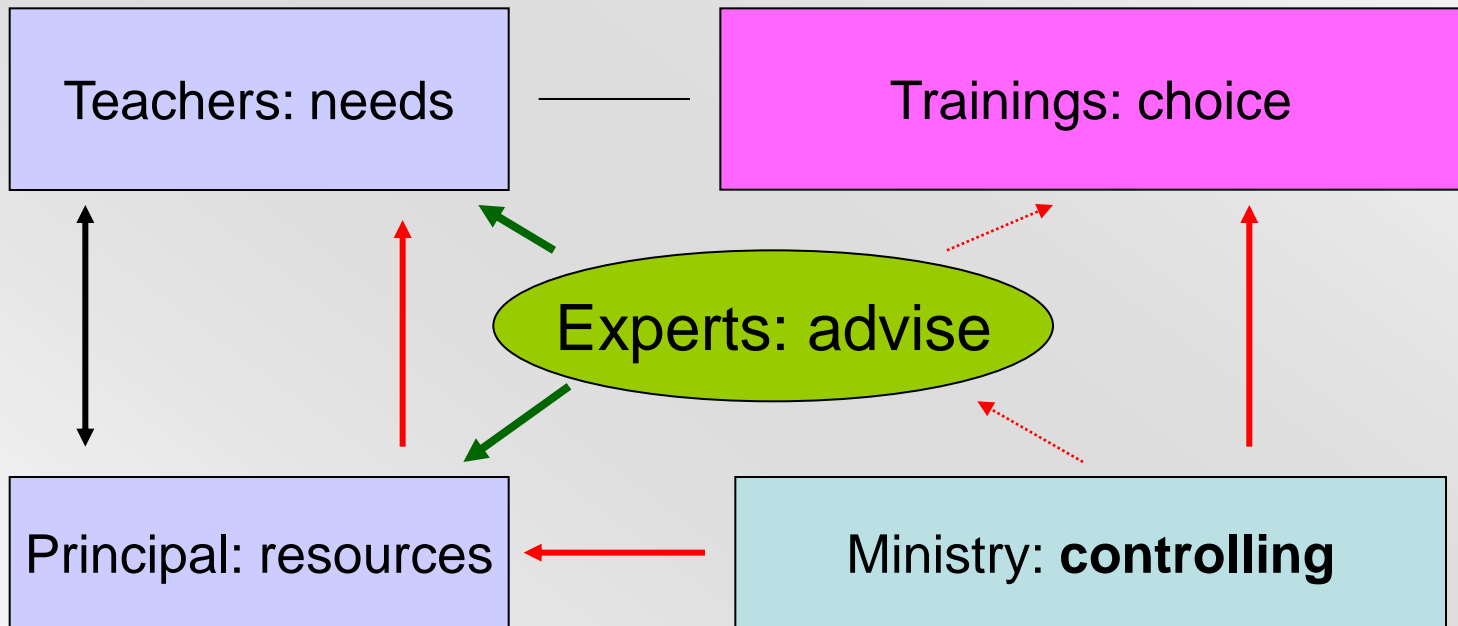
- Official boards
 - Training Companies
 - Publishers
 - Universities, professionals
 - School management
 - Teacher
-
- *universities lost their positions*
 - *counter-interested stakeholders*
 - *no real coordination*
 - *schools are abandoned*

How is PD organised?

- compulsory but can be attended on a voluntary basis too
- 120 hours every 7 year *with exceptions:* new degree, PhD, age
- single courses >> sets of aligned courses
- with individual teachers or groups from the same school
- *expensive*
- *lots of administration*
- *students/lessons left?*
- *two-month salary system*
- *any degree is fine for PD?*
- *PhD – enough for good?*
- *self-organisation → accidental results/portfolio*
- *influenced by different interests*

Systematic approaches to PD?

Coordinated pluralism



? *Universities? Experts? Portfolio?*

How does PD support the use of IBST in science instruction?

- No tradition of IBST
- Problems → current reform movement
- No official criteria for IBST or proposed methodology
- No IBST-related PD course



Main problems in science instruction

- Output: school-leaving exams
 - Experiments (Physics, Chemistry): cramming
 - Projects (Biology) same sample projects worked out all over again
- Failure-management instead of success-orientated approach
- Lack of coordination, supervision, networking between schools and teachers

Main problems in PD

- Too few science teachers to be expected – WHOM TO TRAIN
- Aged science teachers → not compulsory!
- Methodology as a field recently renewed
- Need for coordination and controlling (standards)
- No proper financial background (normative support regardless school type/ needs/ real costs)
- Expensive accreditation, bureaucratic universities
- For-profit activity
- Different systems of teacher trainings, different content, background → diverse needs but lack of systematic development

Age pyramids of Hungarian science teachers compared with whole population

