



National Report on

**ISIT: Implementation Strategies for Innovations in Teachers'
Professional Development/ISIT**

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in Hungary

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1. The Background of ISIT-project in Hungary

Kecskemét College Teacher Training Faculty entered the first international project in the field in 2006 (ADORE) looking for good school practices all over Europe. It was followed by designing and implementing an in-service teacher training course (BaCuLit), of which follow-up is an international association to promote this knowledge among PhD-students (ISIT). At the moment we are a member of European Literacy Network (EuLit). In the last decade three researchers of the college (János Steklács, Ildikó Szabó and Veronika Szinger) have been taking part actively in these international researches on literacy, disseminate the results in national and international conferences, among students and practitioners. In ADORE project they were to look for good practice examples in Hungary, János Steklács is the author of the chapter on metacognition and reading skills in ADORE-book. In BaCuLit project they implemented the curriculum October 2011 until June 2012 among 20 teachers, took part in developing the module on metacognition. Meanwhile they trained in-service teachers in courses and they incorporated the research results into pre-service teacher training courses at Kecskemét College. The three researcher translated the BaCuLit Teachers' Workbook into Hungarian helping to make the curriculum available to all teachers interested in it. Moreover, this team was asked to publish a textbook series for grades 1-8 including all the strategies and BaCuLit elements. During BaCuLit project a national expert from HIERD followed the work of Kecskemét team and reported on mainstreaming BaCuLit in Hungary.

Based on this experience and rewarding results, Kecskemét College entered ISIT project and was looking forward to develop a blended learning course in the area of literacy. Because of the previous cooperation with HIERD and due to the changes in Hungarian education project.

In the first phase of the project Information Day was organized to announce the project in all the participating countries and recruiting participants. As at moment in-service trainings could be initiated by either a pedagogical institute (controlled by HIERD) or by a tertiary institution (like Kecskemét College), the two Hungarian ISIT partners shared the task of recruiting by sending invitation letters to those bodies which work in the sphere identical with theirs. On 23 January, 2014 30 participants attended the Info-Day in Budapest, out of whom Kecskemét



College (the institution responsible for the professional outcome of the project) selected those who could take part in the course. During the selection procedure one of the criteria was to have participants from different regional areas of the country representing all the potential institutions that could implement BaCuLit in Hungary.

2. National Context

2.1 How In-Service Teacher Training is organised in Hungary?

The new Act on School Education in Hungary and the new Act on Higher Education were adopted in December 2011. They stipulate the new measures related to teachers' initial and continuous training, which will change substantially. An external evaluation system of teachers' work and a career model will be introduced. A reform in teachers' compensation will also follow. The main purpose of these changes is to raise the social prestige and the standard of teaching.

In-service teacher training is centralised in Hungary. It is centrally organised, controlled and financed. According to 2011. year CXC Act on School Education 62 § (1) paragraph in every 7 years further training is compulsory for teachers. There is a list of trainings which can be used for this purpose. According to the Order 277/1997 (XII.22.), the school principal is to make a further training plan for 5 years which the staff can and should comment on and the body running the school have to approve. In case of state schools run by Klebersberg Institution Maintenance Centre (abbr. KLIK), it is the head of the school district, not the school principals themselves, is the person who is authorised to make such a plan. The list of trainings can be altered only once a year. The list of accredited trainings is available on www.oktatas.hu/tovabbkepzes/pedakkred website, where the tuition fee for each training is published. According to the Order 277/1997 (XII.22.), a 120-hour course is compulsory in every 7 years for in-service teachers; the topic is optional but the course must be an accredited one. According to the Act on School Education, which came into effect on 1 September, 2012; teachers who were of age 52 then, are not obliged to take part in in-service training any more; teachers who were then under 52 years of age are still obliged until the age of 55. Trainings



are compulsory; if anyone who does not meet this requirement (does not take part in in-service training or does not finish the courses) because of their own failures, can be dismissed (2011. year CXC. Act on School Education, 62§ (2)).

Financing of the courses has also been modified: according to the Order 277/1997 (XII.22.) courses are free of charge for teachers working in state schools. In case of non-state schools either the teachers themselves or the running body of the school must cover the expenses. If the in-service course is a pre-condition of meeting the expectations of the professional qualification system, career model and teachers' external evaluation, the sustaining body of the school can finance the whole course.

Nowadays most in-service training courses are connected either to EU or national grants, which means they are funded from that particular grant. The pedagogical institutions/cabinets offer their already existing courses to state schools free of charge; this service is based on a need analysis of the educational institutions.

The Educational Authority (OH) supervises the list of teacher in-service courses continuously updating it via the PedAkkred online system. Registration is based on application, which means providing certain data on the course and paying an application fee. The first date and venue of an in-service training course should be announced simultaneously with the application but not later than 21 days before the first meeting. The times and venues can be reached from then only from this recording. After being registered and recorded, only the new courses (times and venues) have to be announced in advance, 21 days prior to the course.

Requirements of an in-service course being recorded:

- the organiser is authorised to have access to the course (it is given by the founder of the course through the on-line system)
- the organiser has to provide certain data via the forms on PedAkkred on-line system
- the application is to be printed and posted with the certificate on paying the fee to the Educational Authority.



The Order 277/1997 (XII.22.) 8./A § (7) paragraph states the quality assurance procedure and rules of in-service courses.

From 15 January 2010 on in-service teacher training is regarded to be a service, therefore both the founder and the organiser of such a course have to follow the rules and regulations on initiating and providing services besides the Law on Adult Education.

2.2 Quality control of CPD in Hungary

Educational Authority supervises and updates the records of in-service teacher training courses in an online system (PedAkkred). There are tools, questionnaires that are to evaluate the courses; besides the Educational Authority is authorised to visit any courses any time on spot to check whether the course follows the requirements.

The organizer of the in-service course summarises the experiences on quality insurance annually until 31 March (except for the first year), and sends to the Educational Authority these data (following the pattern in Attachment No. in the on-line form). The summary should include information on the number of the courses, participants, all relevant information that indicates participants' satisfaction.

2.3 Other aspects

Teachers' career model was introduced in 2013 in Hungary by the Order 326/2013 (VIII. 30). According to this model teachers are still obliged to take part in CPD; the main change regarding this field is that they cannot speed up their professional and financial promotion by completing 120-hour courses as they could before this order was enacted; completing these courses is a must if they do not want to be dismissed. This change is very relevant, especially regarding teachers' motivation in CPD.

The past three years education in Hungary went through fundamental and relevant changes. Teachers find it hard to follow them. The most important aspect that they have to face is the



introduction of teachers' career model, which involves a procedure to evaluate teachers by external pedagogical inspectors. The result of this procedure determines their professional promotion and income.

Teachers find it hard to see into the content of the courses offered for further training. There have been too many courses labelled new and innovative; teachers have become sceptical about them.

3. Documentation of steps taken by BaCuLit trainers in the implementation period

3.1. Trainers from HIERD

The Hungarian Institute for Educational Research and Development undertakes research and development activities aimed at enhancing the efficiency and performance of education, the school system and the sectoral governance of school education are the responsibilities of the Institute:

3.1.1 After the ISIT summer school the trainers from the HIERD had a meeting with the head of HIERD where they discussed the opportunities for implementation. He was supportive offering further meetings with potential partners. However, these meetings could not take place because of unseen changes in the system of CPD (Ambrus Dobszay).

On 5 November BaCuLit as well as ISIT and ELINET projects were introduced to group of 25 professionals of HIERD in an internal professional meeting. Furthermore, an interview was made with the person responsible for the national project on innovations and improvements in CPD on 26 November, 2015

3.1.2 The introduction of the new generation textbooks in Hungary could serve as a good opportunity to implement teaching of reading strategies at schools. The two tasks (new textbooks and teaching reading strategies) should be seen as a unit at HIERD and be connected to each other.



An international conference titled „The renewed coursebooks” was held on 12-13 November 2014, in Budapest by HIERD (László Kojanitz).

3.2 Full-time trainers from pedagogical institutes, regional teacher education centres

3.2.1 Budapest, District No. 2.

On a meeting (11.09.2014.) with school principals from district No. 2 from Budapest information was provided about the main goals of BaCuLit and ISIT so that principals could draw their staff’s attention to this training; The main goal of this meeting was to inform school principals about the project and support them in case their staff was interested in such a course. Only a few questions were raised about the project, however, the availability of information on the project was asked for.

On 11.09.2014.and 18.09.2014 in 2-hour courses were held for 35 disciplinary teachers’ teamleaders. Here they were informed about the main goals of BaCuLit and ISIT, EU 2020 strategies were discussed, and BaCuLit lesson planning frameworks and curriculum were introduced (Judit Pap).

3.2.2 Borsod-Abaúj-Zemplén county

In Borsod-Abaúj-Zemplén county all principals (both of primary and secondary schools) were sent an information letter in August, 2014 offering an in-service interactive course titled Reading is a societal task. The course was offered for secondary teachers. The aim of the course was to offer a toolkit for teachers in teaching content area literacy.

The course had six modules:

1. The changes of the definition and significance of teaching reading, Lesson Planning. (14/01/2014)
2. Metacognition and Teaching Reading Strategies. (28/10/2014)
3. Supportive Teacher-Students, Student-Student Interaction, Involving Students in the Learning Process (11/11/2014)



4. Reading Materials/Resources and Engagement (25/11/2014)
5. Reading Strategies/Diagnostic (Formative) Assessment (09/12/2014)
6. Lesson Planning/Making your own lesson plan (December, 2014 – February 2015. individual meetings)

Altogether 15 teachers participated from the county; the attendance was 100 per cent on every occasion.

On 18 October, 2014 the whole staff of a school (80 teachers) were informed about the importance of the programme; from January 2015 on the topic of teaching reading will be discussed in staff meetings with the active participation of a BaCuLit trainer.

On 18 November, 2014. november 28 teachers were informed about the topic in a meeting in Szerencs (Edit Maleczky).

3.2.3 Nógrád county

At the end of August, 2014 BaCuLit program and ISIT summer school was summarised at meeting, where the head and the staff of the county pedagogical institute were present. Here all the potential obstacles or hindering factors of CAL courses were enumerated. All in all, teachers' interest in the topic should be raised.

In September 2014, in a meeting the person responsible for in-service trainings at the institution introduced the possible ways to incorporate BaCuLit into the already existing courses; this issue was discussed. Furthermore, a possible cooperation with teacher training colleges was also discussed. An agreement was made to create a script of a 30-hour course having BaCuLit elements and being held by the BaCuLit-trainer.

A 30-hour training titled „Preparing teachers to efficiently activate learning abilities” was held for 21 teachers (16 secondary disciplinary teachers). The content of the training could be decided by the trainer, that is why BaCuLit programme could be introduced here, and certain elements of it were practically implemented. Teachers are very much interested in BaCuLit modell lessons.



Reciprocal teaching was introduced to secondary teachers in October 2014. The text that was used to model RT was about RT itself so that the participants could be familiarised with the theoretical background. Then they had to implement RT on a text from Science 6 grade textbook.

An online questionnaire was made and sent to almost 300 teachers and 150 principals (teachers were randomly selected; all principals in the county received) in November 2014. The aim of the survey was to estimate the motivation for trainings. The questions were partly about methods used by teachers, using different kinds of text in lessons; partly about the importance of literacy in teaching their disciplines (Marianna Lerch-Forgács).

3.2.1 Full-time teachers (and part-time trainers at pedagogical institutes)

3.2.1.1 Salgótarján

In September 2014, the essence of BaCuLit was introduced to the trainer's school principal and a 25-minute presentation was shown to the staff (50 teachers) in the following staff meeting.

In October 2014 BaCuLit was presented to disciplinary team leaders of primary schools. The presentation was supplemented by Hattie researches. Still in October BaCuLit was presented to principals of associate schools; the head of KLIK was also present. The feedback was very positive.

3.2.1.2 Budapest, Patrona Hungariae Catholic School Centre

On 18 August, 2014 at a meeting with the school principal and both the secondary and primary grammar deputy principals there was a discussion on competence developing methods (comprehension and science) in Patrona Primary and Secondary Grammar School.

After several meetings with head and stakeholders of in-service trainings at the Catholic Pedagogical Training Institute, on 26 November, 2014 a presentation on BaCuLit was given to Science teachers on a further training session.

On 15 October 2014, at a meeting with the head of József Öveges Teacher Association and the head of „With Full Heart Soul” Association for Kindergarten Teachers it is agreed that



BaCuLit could be presented at a conference titled „Self-development for the Sake of Developing Others”. The presentation is to be 40 minutes long and its title is „Developing Competences, Dealing with Talented Students and EU 2020 Goals” (the programme is available http://www.kpszt.hu/system/files/meghivo_2014_12_05_0.pdf).

3.2.1.3 Kőbányai Keresztury Dezső Primary School, Kőbánya Pedagogical Service Centre, Budapest

On 9 September 2014, there was a meeting with the head and the staff of the institute about the aims of CAL-courses; discussing the possibilities of mini-courses (15-hour courses) as certificates could be issued about maximum this length of courses (Erzsébet Ridovics).

3.3 Researchers, teachers from tertiary education

3.3.1.1 Eszterházy Károly Teacher Training College Comenius Faculty (Lower Primary Teacher Training)

At a meeting with the head of teachers of methodology at the main faculty in Eger in the middle of May, 2014, BaCuLit was introduced and very much appreciated. An agreement was made to introduce it to teachers of disciplinary methodology in spring 2015 in about 3-4 hours.

In April, 2014 the deputy rector of the college gave support in incorporating BaCuLit elements at a course at the college. From September on it is included in module Alternative pedagogies; college students appreciate and like this course very much.

On 11 October, 2014 the programme was introduced to head of In-Service Teacher Training Centre, who would welcome a 30-hour course.

On 27 November, 2014 at a conference BaCuLit-elements were introduced in a 15-minute presentation. After the presentation a school principal asked the trainer to introduce the programme to his staff (Zsuzsa Novakovits).

3.3.1.2 University of Kaposvár



At a meeting with the head of Adult and Special Education Department a potential CAL training course was discussed. The idea was supported. This department of the university organizes 2 or 3 in-service teacher training courses per term. The most popular ones at the moment are courses on school management and drama pedagogy. It is estimated that about 20-30 teachers from the region would be interested in such a course.

4. The discussed topics and results of the steps

The Hungarian BaCuLit Association is founded and can function within the Hungarian Reading Association (which is a legal entity in Hungary). A suggestion was made at this meeting: the HIERD should purchase the training resources and the licence fee from this body for a certain period (e.g. for a year). Having taken this step, HIERD could initiate BaCuLit in-service training courses for teachers, free of charge (at present three of the BaCuLit trainers work at HIERD, additional 4-5 people out of them work for pedagogical institutes, and 3 people teach in tertiary education). It means that these professional trainers could work in in-service courses either as employees of HIERD or as employees of pedagogical institutions. Another option to promote BaCuLit is to include its elements in the already existing courses, since the German coordinator of the project supports the national adaptation of the programme. The expertise is guaranteed by the 13 BaCuLit trainers and the Kecskemét Team. Despite all the potentials of such a training course, HIERD could not initiate any courses of this kind because more important strategic tasks.

Regarding the potential market for in-service teacher trainings on developing reading competences, there have been similar courses on the list of accredited programmes (<http://pedakkred.oh.gov.hu/PedAkkred/>). However, their accreditation validity is either over or close to it. HIERD has been very active in accrediting in-service courses in the past two years (<http://www.ofi.hu/pedagogus-tovabbkepzesek>). It should be stated that the system of CPD is under very fundamental changes. The courses offered by HIERD have very high professional standards, however, teachers are not very much helped to participate in them in the present system. At the moment a very large-scale national, EU-funded project on



reforming the Hungarian education is in progress; it would be very fruitful to accreditate a course on literacy within this project.

In October, 2014, there was a meeting with János Steklács, the dean of Kecskemét College Teacher Training Faculty on potential cooperation between HIERD and Kecskemét College.

The pedagogical aspects and methodology represented in ISIT have been incorporated into the development concept of new generation textbooks. Textbook authors have harmonised the structure of units with ISIT concepts and strategies, moreover, several exercises have been included to be done with ISIT methodology.

On information days about the textbooks and in 5-hour disciplinary trainings for teachers content area literacy as a topic was included.

Kecskemét College and its BaCuLit trainers could function as proofreaders of the new generation textbooks; they could check how much the reading strategies and content area literacy elements are transparent in the new disciplinary textbooks.

At the end of February 2015, 1500 educational advisors were trained about the new textbooks; ISIT strategies and methods were taken into account in these trainings.

The plenary session at the international conference: „The renewed coursebooks” was given by J. Steklács about the role of comprehension in effective learning. The presentation is available on HIERD website and is published in the proceedings. The lower primary session was started by Péter Gombos’s (the president of HunRa and BaCuLit-trainer) presentation on developing comprehension; it is also available on HIERD website.

A 2-hour course was given for a primary school staff based on ISIT materials (Bp. XXII. Kerületi Herman Ottó Általános Iskola. (László Kojanitz).

There are two ways of making CAL courses widely available:



- integrating certain BaCuLit elements into already existing in-service courses
- involving Klébersberg Education Institution Maintenance Centre (KLIK) so that the programme could be offered free of charge for teachers (in this case it is KLIK that covers the expenses of the programme).

The final assignment in the training including BaCuLit elements (Nógrád county) was to make a lesson plan showing how much they have learnt during the training. Disciplinary teachers did not take too much effort to change the already existing patterns. A reason for this partly could be that it was the school principal who appointed them to take part in the training, and they had no inner motivation. Still, there were few good examples of BaCuLit lesson plans. Out of the 21 teachers 8 would love to take part in a CAL course. Reciprocal teaching has become very popular among teachers. They would very much appreciate BaCuLit modell lessons including RT.

The online survey on literacy in Nógrád county was completed by cca. 50 teachers out of the 300 who received it. Only 7 out of the 150 principals answered. Altogether it means 57 teachers, 13 of whom teach in grades 1-4, 26 teach in grades 5-8, and 18 in grades 9-12. The following slide shows the ratio of the respondents' answer to the question: „How important do you consider?”



	yes	no
Teaching learning strategies	57	0
Teaching metacognitive strategies	54	3
Supportive teacher-student interaction	57	0
Student-student interaction	55	2
Teaching academic vocabulary	53	4
Formative assessment	55	2

24 respondents think the quality of teaching is absolutely, while 21 think it is very much important. They think the skills and abilities of students are more important than their family background. The capability of independent learning is hindered mainly by the lack of motivation and comprehension difficulties. Problems with the academic vocabulary is not too much relevant according to the respondents. Teaching literacy skills is a task not restricted to lower primary (grades 1-4) according to 91 % of the respondents. However, 3 principals think it the other way round. As a conclusion it is clear from the responses that respondents think all teachers should be prepared to help struggling readers, 89% of them are interested in developing disciplinary literacy. 33 out of them are interested in further information about such a training.

Two main aspects of ISIT were important and need to be emphasised: it is based on international research and offers a possible solution to a highly important problem.

A presentation was given on 27 August, 2014 in Patrona Secondary Grammar School for a staff of 45; on 28 August 2014 In Patrona Primary School for a staff of 38.



5. Obstacles, weaknesses

Teachers of lower primary section (grade 1-4) think that developing (content area) literacy is not an expectation in secondary section. Reading skills should be acquired in the lower primary section and later should be automatically applied. Secondary teachers think that incorporating development of literacy skills into their disciplinary lessons is time-consuming. Only just few of them understood that it is a means of making teaching and learning processes more efficient. It was mainly the conductive teachers who could appreciate such a course, however, they do not teach whole classes and they are not disciplinary teachers.

CAL-courses, especially BaCuLit, are not widely known. There was not enough time given and devoted to make them known among education professionals and/or teachers themselves.

Teachers are overloaded in their everyday jobs. Although they are more than motivated, it is very hard for them to make their administrative workload and professional interest in CPD meet. Offering days off to be spent in in-service training courses could be a solution. Another way to motivate teachers to part in the training could be to include the time they spent in this training into their working hours. According to 2011 year CXC. Act on School Education, 67§ (2) teachers have 22-26 contact (face-to-face) lessons per week, and they have to spend 32 hours with education-related activities weekly ordered by their principals. The suggestion is that time spent on BaCuLit training could be incorporated in the time-frame of those 32 hours teachers have to spend with school-related activities.

Another problem originates from the system of substituting teachers. According to 2011 year CXC. Act on School Education, 67§ substituting absent teachers is included in the working hours of teachers without extra payment. Taking part in an in-service training course on weekdays means on the one hand very careful planning for the school management, and on the other hand extra hours for those colleagues who replace or substitute the absent teacher s a conclusion we must state: there is a strong contradiction within the interest of the teacher and the school/institution in this question. The teacher is motivated to take part in in-service



training courses if they do not mean extra working hours for them. On the other hand, any teacher who takes in a training course in their working hours means extra workload for the rest of the staff; extra organizational procedure for the school management, and –in some cases- extra payment should be offered for those teachers who substitute.

Taking the above mentioned situation into consideration, whole-staff trainings could be the ideal solution. It would practically mean that teachers' participation in the course is included in their working hours, nobody would be burdened by substituting any colleagues.

Informing teachers about any new in-service training courses is hard and complicated. It is mainly and mostly the principals who receive loads of e-mails advertising and promoting in-service training courses daily or weekly. There is no information about the quality or the actual content of these trainings. In-service teacher training is a big potential market for those bodies, institutions that offer courses. Knowing that teachers are expected to take part in such courses, they bombard principals with their newsletter, promoting materials. As a result of this frequent invasion of mails and newsletters, it is very hard to select high quality courses. That is the reason why principals do not forward information about courses to their staff not wanting to make them disappointed about these courses.

Teachers' disappointment is a real problem as many of them have already taken part in training courses where the high ration of attendance was an expectation to meet the requirements of the project. It means that the training course was not their choice but it was an external pressure on them to take part in such courses. Moreover, there have been too many courses having been said to be innovative; teachers do not really trust any courses advertised to bring something new into their profession.

Lack of financial sources can also be seen as an obstacle. As it was stated previously in this report that only teachers in state school are entitled to have state supported/financed training courses. Any other school should cover the expenses of trainings provided they have the financial resource. However, theachers are obliged to take part in CPD. If their school cannot cover the costs of such courses, it is themselves who should do so. Is is always very hard to



convince people from any profession to cover the costs of professional development, especially if their job is not highly prestigious and paid (as it is the case with teacher's profession in Hungary).

As the system of education has been going through fundamental changes, the system of pedagogical services is also changing. It is even true for HIERD. At the time when ISIT was started, HIERD was involved in two large-scale programmes co-financed by the government and the European Structural Funds. In one of them the Institute is responsible for the establishment and development of the institutional background of professional pedagogical services. By the time the final national day was held, on 26 January 2015, a new legislative act was enacted stating that all pedagogical services will belong to Educational Authority from 1 April, 2015 on. It raises questions about the future of in-service teacher trainings as well.

As a conclusion we can state that without accreditation it is impossible to initiate a CAL course. Until the course is accredited, several workshops could be organized which could function as places of knowledge sharing. Although participants would not get points (which teachers need to collect to meet legal requirements of in-service trainings) for such workshops, they could get a certificate about their attendance. Later on if they take part in a BaCuLit course, these workshops could be accepted as fulfillment of certain percentage of the complete course. On the one hand, it would motivate them to apply for the whole course, on the other these teachers would be "infected" with BaCuLit aspects.

6. Summary of experiences / recommendations

6.1 Similarities

Accreditation is urgently necessary. An ideal way to offer wide access to this training would be if it is the state that "orders" such a training course and offers it free of charge for teachers in all kinds of schools.



A CAL-course is needed; it is a common insight of different stakeholders of education. It could be either a separate training or certain CAL-elements could be integrated into training courses.

Teachers, school principals, participants in any courses or conferences on the programme gave mainly positive feedback. It is without doubt that CAL-courses are seen as an urgent need in the profession. However, it is a bit disappointing that school principals do not consider this course as important as teachers do. On the other hand, the reason for this phenomenon could be the already mentioned invasion of newsletters on teacher training courses.

Initiating CAL-courses or especially BaCuLit-programme/course could be a success story (like trainings on cooperative learning as it is eligible in every age group and school type). The difference between CAL courses and TÁMOP 3.1.4. „B” modules (competence courses) should be clarified for teachers. The main difference that should be emphasized is that there is no need for extra “workbooks, materials” in this course as it is not about working with certain texts, but rather strategies, methods that could be embedded in the teaching and learning process.

There is huge potential in such a course. In Hungary education has been undergoing significant changes in the past years. Innovation and reforms could be really efficient if they are large-scale and one-shot. Enhancing CAL-courses/BaCuLit course would have such effect.

6.2 Differences

The dissemination activity (publications, conferences) of HIERD could be used to promote BaCuLit making the programme well-known within and outside HIERD. Promotion is highly important: taking part in a well-known, well-established programme means prestige for teachers.

The length of the training is optimal, the ratio of face-to-face and blended learning course is ideal, no fundamental changes are needed regarding the training structure. To make this



training fit into the national context of in-service teacher training all the changes, reforms undergoing at the moment should be finalized.

From the professional point of view, BaCuLit programme makes a wonderful and perfect match with the newly introduced system of educational advisors; and certainly any curriculum related development (e.g. accreditation of new textbooks, teaching materials and teacher training courses). The renewal of teachers' pedagogical support services means development of a system of support services for teachers and the aspects of teachers' evaluation by pedagogical advisors, development of a system for the education of pedagogical advisors. BaCuLit could and should stay within the training of educational advisors (as it was included in the 5-hour training courses for them according to the logbook by László Kojanitz). BaCuLit courses could be held for them before visits they make in schools. These courses could be run by the certified BaCuLit trainers.

These elements that are parts of BaCuLit-course need to be included in pre-service teacher training. Although ISIT-project focused on in-service training, the novices have to familiarized with the concepts of BaCuLit so that long-term results could be reached in improving literacy skills in schools.

Theoretical introduction was not interesting for teachers. Although BaCuLit aims to change teachers' self-concept about their profession, tiny little practical hints could help to realize this final aim. It is stated that BaCuLit is not about offering hands-on and ready-to use practical ideas; it is much more about changing teachers' perspective about the aims, goals of teaching, however, to make teachers see that these ideas do work in practice and motivate them to learn more about and investigate literacy, especially content area literacy, some practical hints could function as "attraction" to them.

Closely related to this question is the issue of pilot lessons. They would be very useful. A collection of model lessons or microteaching sessions could help teachers visualize and understand how to realise BaCuLit elements in their teaching. Initiating a mentor school or a chain of mentor schools could serve this aim.



Still emphasising the practical side of the training or the course, subject area curricula would be needed. New frameworks were developed in 2013 in Hungary referring to and including reading strategies. However, this reference is included only in the frameworks of the content area “Hungarian Literature and Grammar”; in other words mother tongue education. Teachers of all other disciplines have no guidelines about how to use these strategies in their areas. As the final aim of BaCuLit as a CAL-course is to integrate content area literacy in the whole curriculum, these elements should be added to the already existing frameworks.

Subject area workbooks are also needed matching the above mentioned frameworks. They would be teaching and learning resources promoting content area literacy with loads of exercises for students and introductory parts and explanations for teachers.

These recommendations take us to the question of subject area trainers versus literacy trainers. During the implementation phase some trainers had the impression that contents area teachers rely more on experts from their own field. They regard someone representing their discipline more authentic than someone who is majoring in an area different from theirs.

Principals and decision makers should be aimed as they do not really see the importance of CAL-courses in secondary training. There is a convention in the profession that teaching literacy is the task of year 1-4. Although the new National Curriculum (2012) and frameworks (2013) do not represent this view and literacy is spread throughout the whole curriculum, it is known from research that education is the field where changes happen very slowly. Because of this, it is important to inform principals, decision makers in conferences, workshops, seminars about the state-of-the art research results, and convince them about the legacy of literacy across the curriculum.

Some modules of BaCuLit curriculum made a big impression on those who were familiarised with its content. Authentic texts were seen the most useful parts of the training in a course organized for teachers. Teachers also had to search for texts in their content area and they found this experience very rewarding. Metacognition made the greatest impression on some other teachers. This feedback is important as it helps to adapt the training to the national needs and expectation. It shows that these are the areas where teachers (in Hungary at least) need professional support.



To meet this need of trainings Hungarian trainer team has to be set up. The first cluster of trainers are the ones who completed ISIT course (13 Level One BaCuLit trainers and 2 Level Two BaCuLit trainers). A head of trainings in Hungary should be appointed. At present it is Kecskemét College Teacher Training Faculty that is responsible for BaCuLit in Hungary. The National BaCuLit Association is founded, its head also works for Kecskemét College (Ildikó Szabó). As BaCuLit has a very high standard of quality, annual refreshing courses should be completed by its trainers. It is an aspect that was raised by trainers during the implementation period. Being very committed and highly trained professionals, they themselves find regular trainings very important.

What is the real expectation from trainers? This question was mentioned by a BaCuLit trainer. The „HOW” is not clear: how to be different from other courses, what the actual expectations from them are. Annual courses, visits to the trainings could help them to have a clear self-concept about themselves as trainers.

There is a considerable uncertainty in the field of pedagogical services. How the new pedagogical education centres will operate? Who will be responsible for in-service trainings after 31 March? These are the questions there are no answers for at the moment. It is stated that not only reforms will take place in this field: the whole system of pedagogical services will be altered and modified. It is the Educational Authority that has gained new rights and responsibilities in almost every field of education. Now it functions as a huge umbrella organization being responsible and incorporating pedagogical services as well. However, Educational Authority allocates certain tasks to so called “mentoring” institutions: schools that could share their professional experiences and promote good practices. At least it is what can be expected, although no written declaration is available about these plans or ideas at present. If so, one or two schools could be asked to function as reference schools of CAL programmes, or even BaCuLit course so that they could enhance literacy improvement among practitioners. It has to be admitted that any planning regarding the future of a course or a programme is very hard in such unstable conditions.

7. Further comments



The acronym BaCuLit sounds very strange in Hungarian. We should address the question how to make it more attractive. The word sounds like “bakelit”, a kind of plastic material in our language. Even that word sounds foreign as we do not have those sounds in native Hungarian word. On the one hand, this acronym is foreign-like, on the other it could remind those who hear it for the first time of a science-related programme. During the ISIT summer school we had a suggestion for a new brand name: SzöSzi standing for “A szövegértés szintjei” (The levels of comprehension). This acronym has a meaning on its own: blonde. It is easy to pronounce, friendly, and reduces all the tension teachers might have about a new training course.

It would be good if lower primary teachers could take up this course as well. Although it is stated that course is for secondary teachers, lower primary teachers could use its elements from an earlier age. This way a more integrative approach of content area literacy could be achieved which regards K-12 as a unit and does not restrict CAL to the secondary section. Reading difficulties and the phenomenon of struggling readers could be avoided by introducing CAL elements in grades 1-4.

Promoting the course is very important. As it was already mentioned, there is a great rivalry between in-service courses to recruit teachers. Therefore reliable and authentic sources of promotion should be found so that teachers could be convinced about the high-quality of this course.

As everyone –including trainers, teachers, principals, any other professionals- agreed that accreditation is the point of departure to start BaCuLit courses, Kecskemét College Teacher Training Faculty has applied for accreditation of 60-hour BaCuLit in-service training course in February, 2015. We do hope that the course will meet the accreditation requirements and trainings could be started no later than autumn, 2015.