



Inclusion4Schools

The CSA's first summer/winter school (M30)

Event Report

Milestone 9

YOU SHOULD START THE CHANGE!

4Cs - Critical, communicative, creative and community-building pedagogical exercises - in service teacher training to support individual and collective professional development

27-29 April 2023, Esztergom, Hungary



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Related WP number and name	WP4: Evaluation & Exchange of Transformative Practices
Related Task Number and Title	Task 4.1
Partner Responsible	Wesley
Event Title	You should start the change! 4Cs - Critical, communicative, creative and community-building pedagogical practices: in service teacher training to support individual and collective professional development
Main authors= Event Leader	Éva Thun, PhD Ágnes Kakasi Fruzsina Márta Tóth
Contributors	Zsuzsanna Hanna Biró, Klára Gulyás, Kacsakő Association (Anita Nagy and Borbála Takács), Richárd Lakatos, Csilla Mitró, Erzsébet Molnár, Flórián Sipos, Tamás Tóth
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_v01		Éva Thun	Fruzsina Márta Tóth Ágnes Kakasi	first draft
_final		Zsuzsanna Hanna Biró		minor corrections



INDÍTSD TE A VÁLTOZÁST!

4K Képzés -
Kritikai, kommunikációs, kreatív és közösségfejlesztő pedagógiai gyakorlatok az egyéni és közös önfejlesztés támogatására

2023. április 27-29.
Esztergom, Bellevue Hotel

Várólista

Témáink:
Kritikai gondolkodás
Kommunikáció
Kreativitás
Közösségfejlesztés

A részvétel ingyenes!
A képzés ideje alatt teljes ellátást biztosítunk.

Regisztráció
2023. március 31-ig

1 Scope of the Event

Professional development and forms of competence in teaching are usually described as mastery of skills and procedures related to new methodologies and methods, problem solving, critical reflection, innovation, etc.

Within a 3-day event it is advisable to select only a few – but essential - focuses which may then inspire the participants to continue with self-development.

A sense of belonging and a feeling of fulfilment are at the core of teacher engagement, hence community building and exchanging experiences are of paramount importance.

Confidence and empowerment help foster a positive professional culture.

Therefore, the teacher development training has been designed to give an introduction and provide exposure to such learning experiences and innovative methods which help master and practise such competencies which contribute to teachers who work in schools with a diversity of challenges, in disadvantaged, interethnic and intercultural, or difficult socio-economic environments.

The selected competencies were as follows:

Critical thinking: critical thinking can be described as the ability to think reflectively and independently. It involves the use of reasoning skills and active participation in debate and decision-making.

Communication: communication skills are essential when working with others. In addition to the content of what is communicated, skills such as volume, clarity, empathy, respect and understanding of non-verbal cues play an important role.

Creativity: from a pedagogical point of view, creativity is a physical, emotional and cognitive as well as an iterative and generative human capacity. It is therefore present in all new value-creating activities in which curiosity, ingenuity and resourcefulness play a role.

Community building: because of the unique diversity of communities, positive and lasting results can only be guaranteed if community members apply clear 'rules of engagement' in the process of community change. The autonomy, adaptability and personal integrity of community members play a major role in enabling them to define their own change agenda and at the same time to manage the situation where the process of change is given greater emphasis.

2 Presentation of the Event

This 3-day teacher training workshop was set out to provide an interactive, practical and cooperative learning experience, where participants were encouraged to share their knowledge in a spirit of collegial support. To move away from the traditional framework of teacher training sessions, which are mostly lecture-based in Hungary, we engaged in an approach similar to experience-based pedagogy: through the types of activities that we ourselves used during the programme. Teachers were presented with alternative methods of teaching techniques. Our hope was, when going through these - perhaps unfamiliar - ways of learning, that teachers would recognize their value and they would adapt them to their own teaching practices. One of our primary objectives was to bring a focus on the need of developing the skill of creative thinking - both for teachers and students.

Many of the topics and activities addressed issues related to an understanding of education as a complex, multidimensional concept, where the intersectionality of layers results in different realities in terms of structural, municipal, institutional, and individual specificities. In order to act as an active agent of one's own

environment, it is inevitable that one is aware of the underlying influences that often shape a single class or a concrete classroom activity. Another primary factor in coming up with the conceptual framework of the event was the aim of creating a democratic, non-hierarchical site where the importance of peer-learning supersedes titles, privileges, and authority. The heavy use of group work, and the reliance on participants' own input in connecting activities one after the other during the sessions not only encouraged active involvement in the process, but also suggested that all participants' input, opinions, and suggestions are equally valued, and they are of primary importance in terms of the outcomes of everyone's learning process. In other words, we wanted to encourage everyone present to think of themselves as agents and shapers of their own and each other's learning. For example, the thesis statements in the debate workshop were not pre-written, instead, they were drafted based on the mentimeter task where all participants were asked to share their views on pressing issues related to education in Hungary. Or, in the resilient schools' session, participants engaged in a creative poster making activity about different aspects of education, and the final, single poster product was created through the cohesion of the three group posters.

Lecture-based, frontal knowledge sharing happened the least during our 3-day programme, and this was a highly conscious choice on our part: we asked all presenters to prepare activities rather than slides. The concept of 4Cs - an important element of the title of the training - was to be internalised by an inductive learning experience rather than by passively absorbing relevant information.

Programme:

27 April 2023	Arrival, registration, dinner
28 April 2023	
07:00–09:00	Breakfast
09.00–09.20	Welcome Presentation of the programme (Dr. Éva Thun) Presentation of the Inclusion4Schools project (Dr. Zsuzsanna Hanna Biró)
09.20–9.55	Icebreaker Let's get acquainted! We count on everyone's participation. (Dr. Zsuzsanna Hanna Biró)
09.55–10:30	What have we have brought? What are we anticipating to receive? (Dr. Zsuzsanna Hanna Biró)

10:30–11.00	Coffee break
11.00–12.30	COMMUNICATION - BLOCK 1 (Fruzsina Márta Tóth) How to argue? Developing the culture of debate.
12.30–14.00	Lunch break
14.00–16.00	CRITICAL THINKING - BLOCK 1 (Dr. Éva Thun) Using critical thinking - pedagogical case studies and problem-solving role-play.
16.00–16.30	Coffee break
16.30–18:00	CREATIVITY - BLOCK 1 (Invited speakers/facilitators: Borbála Takács and Anita Nagy, Kacsakő Association) Exercises to develop intercultural competences at school.
18:00-	Dinner, free time
20:00	Freedom Writers' Diary (2007) film
29 April 2023	
07:00–09:00	Breakfast
09:00–10:30	CREATIVITY - BLOCK 2 (Invited speakers/facilitators: Erzsébet Molnár and Csilla Mitró, Petőfi Sándor Primary School, Taktakenéz) Experience-based pedagogical innovation – film club as a site of learning.
10:30–11:00	Coffee break
11:00–12:30	CRITICAL THINKING - BLOCK 2 (Invited speaker/facilitator: Dr. Klára Gulyás, University of Tokaj-Hegyalja, Sárospatak) How can schools become resilient? Individual and institutional advocacy.
12.30–13:30	Lunch break
13.30–15:00	COMMUNICATION - BLOCK 2 (Dr. Éva Thun) Teachers' identities and the role of agency.
15.00–15:30	Evaluation, closing

2.1 Outcomes of the Event

Since this 3-day teacher development training was conceptualised in such a way that collaboration, sharing, brainstorming, debate, role-playing, etc. were in the focus, such activities which evolve during the process of carrying out tasks targeting specific goals, the knowledge and competence content of the activities were contributed by the participants. Therefore, the outcomes could be only partially predicted and cannot be measured in the traditional sense. The outcomes can be identified in terms of knowledge, comprehension, application, analysis, synthesis and evaluation.

Knowledge: new concepts, theories and facts were discussed as topics of the activities.

Comprehension: understanding, interpreting, comparing, contrasting and explaining facts and opinions formed the basis of debates and discussions.

Application: Applying knowledge and skills to new situations and to solve problems were required and successfully achieved (critical thinking).

Analysis: Identifying the organizational structure of schools and identifying the parts, relationships and principles were introduced (resilient schools).

Synthesis: Integrating ideas into a solution, proposing action plans, formulating new approaches and methodologies were discussed in the creativity sections.

Evaluation: Judging the quality of something based on its adequacy, value and logic was practised (in situational role play).

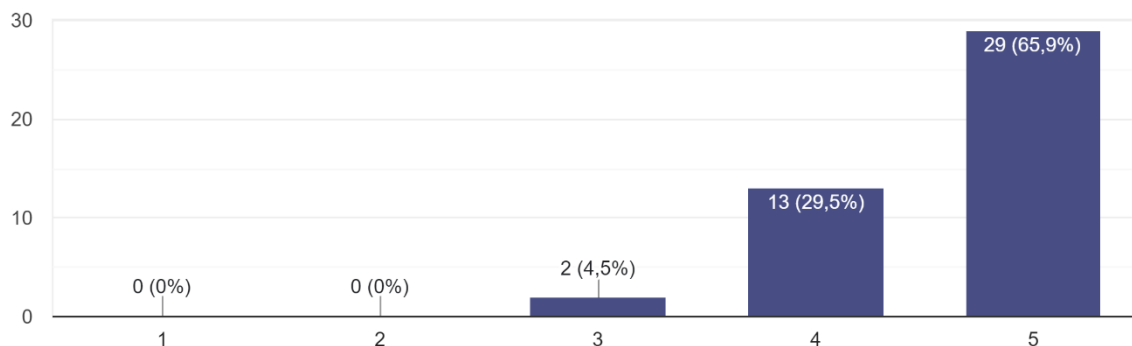
2.2 Results of the Event

50 participants from 32 institutions joined the training from all over Hungary. These institutions include primary schools, secondary schools, civil society organizations, as well as higher education institutions.

As of the writing of this report, 44 out of 50 participants have filled out the evaluation form sent out after the event. According to these preliminary results, the participants rated the training as follows on the scale of 1 to 5:

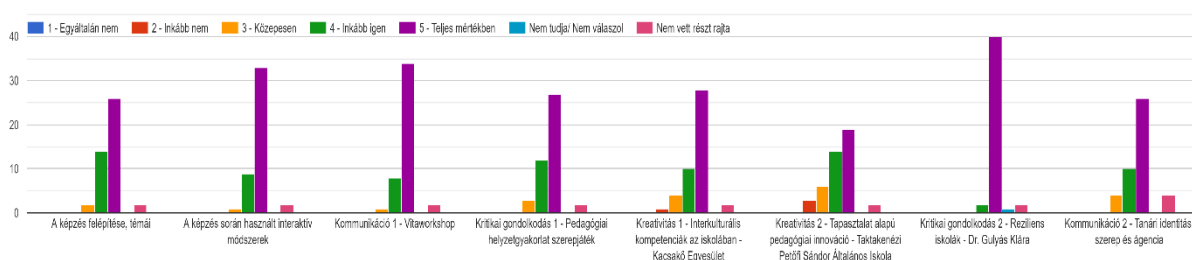
Összességében mennyire vagy elégedett a képzéssel?

44 válasz



All blocks were evaluated separately as well on a scale of 1 to 5. Every module had at least a 4.1 rating out of 5, the highest being 4.9.

Kérjük, hogy egy 5-ös skálán értékelj, hogy mennyire voltál elégedett a képzés alábbi, szakmai elemeivel



97.8% of participants said that they would participate in a similar training in the future and 89.5% would recommend it to a colleague.

When answering the open questions 27 participants mentioned at least one method or activity that they will be able to integrate into their own work. The most mentioned elements are as follows:

- Introduction/Ice breaker games
- Debate exercises
- Case study-role play
- The use of Mentimeter
- Film club

The overall feedback was very positive, many participants have expressed interest in joining future activities within the project.

One participant, Anett Rusznák, a primary school teacher in Nyíregyháza and a PhD student at the University of Debrecen will join the next training session as a facilitator.

2.3 Notes on Presenters

Zsuzsanna Hanna Biró - Project Coordinator of Inclusion4Schools, Head of Department of Educational at John Wesley Theological College.

Graduated in German Studies (2000) and General and Applied Linguistics (2005), she received her PhD in Education (2013). She organized the Hungarian Sign Language Program Office and became its director for some years. An important element of her academic career is the comparative analysis of scientific and professional journals (in 2009), and analysis of the history of educational science. She was the leader of a project to produce a “map of Hungarian educational research”. In “A Culturally Composite Elites, Regime Changes and Social Crises in Multi-Ethnic and Multi-Confessional Eastern Europe (The Carpathian Basin and the Baltics in Comparison 1900-1950)” FP7 Research she gained experience in coordinating the work of international researchers. Since 2008 she is the member of the editorial board of the quarterly of *Educatio*, an academic journal which focuses on the society questions of education. As head of the Wesley Department of Educational Sciences (since 2018), she focused its activity on studying the pedagogy of the disadvantaged. She launched monthly events called “PedLabor” on actual questions in the educational system, a community-building workshop and liberal forum to discuss educational issues. (www.inclusion4schools.eu)

Fruzsina Mária Tóth - Junior Researcher at Inclusion4Schools.

She studied Sociology, Social Policy and European Studies in Hungary (Eötvös Loránd University, Budapest), Germany (Humboldt Universität zu Berlin, George-August-Universität Göttingen) and the Netherlands (University of Groningen). Prior to joining the Inclusion4Schools project, Fruzsina spent two years in Vienna, Austria gaining professional experience at international institutions. At the EU Fundamental Rights Agency (FRA) she worked on several EU-wide surveys and policy research projects, such as the FRA Fundamental Rights Survey, the Roma Survey 2020, and the annual Fundamental Rights Report. (www.inclusion4schools.eu)

Éva Thun - WP4 Leader of Inclusion4Schools, lecturer at the Department of Education at John Wesley Theological College

She is a part-time lecturer at the Department of Education John Wesley Theological College (WJLF), Budapest, Hungary; formerly professor at the Institute of Education University of Pannonia, Hungary. She has published works (in Hungarian and English)

on issues of gender, multiculturalism and social and cultural equality in public and higher education. She holds a PhD in Education Science, an MA in Gender Studies, and an MEd in English and Russian languages. In 2010, she has contributed to the Eurydice Thematic Study on Gender and Education, and most recently to the analysis of the implementation of equal opportunity policies in education in Hungary, by applying interdisciplinary social science approaches (Gender-related challenges in European education systems European Institute for Gender Equality – EIGE/2016/OPER/08, national expert). She is a long-time advocate of introducing feminist theory and Gender Studies into the academia in Hungary. Her current research focus is the effect of the presence or absence of women educators' gender awareness on the construction of their professional identities. (www.inclusion4schools.eu)

Kacsakő Association - Anita Nagy, Borbála Takács

Our informal group of young people was formed in Budapest in 2018 when we started a project called Kacsakő Experience Camp. We - psychologists, sociologists, sport coaches, and intercultural educators of disadvantaged children - are making our dream come true by organizing activities with an inclusive approach. We provide opportunities for children with different socio-economic backgrounds to meet and gain shared experiences. We contribute to the development of their social and emotional skills, we help them become more tolerant and open to different points of views, while we support them to form a diverse and inclusive community. Our activities and summer camps are free of charge. Our participants are 9-14 years old children who come from state care institutions, Roma segregations and from segregated schools, and also children who come from majority, non-Roma, privileged families. (<https://kacsakoegyesulet.hu/#en>)

Erzsébet Molnár and **Csilla Mitró** – head teacher and teacher at Petőfi Sándor Elementary School in Taktakenéz

Erzsébet Molnár has been teaching at the Petőfi Sándor Primary School in Taktakenéz since 1983. She started as a teacher of mathematics and physics, later applied to the Kossuth Lajos University of Debrecen to study computer science and graduated in 1998. In 2001 she successfully applied for the post of head teacher of the school. In order to be able to perform her managerial work to a high standard, she applied to the Budapest University of Technology for a degree in management studies in the same year, which she successfully completed in 2003. As a lifelong learner, she is constantly training herself. She believes that continuous learning is a necessity for all educators and a duty as a head of an institution.

Csilla Mitró is a qualified master teacher. She has been working at Petőfi Sándor Primary School in Taktakenéz since 2002. In the institution she is the head teacher of a small class of a merged special needs class, and she also leads individual and group-

based pedagogical “rehabilitation” and development sessions. The basic pillars of her pedagogical beliefs are: promoting and supporting children’s development, providing a solid foundation, experiential learning, full acceptance, the use of modern working methods, adaptive teaching, conscious planning and self-reflection. In recent years, in addition to her work in special needs education, she has had the opportunity to try her hand at various activities in the institution, such as leading a working group on methodological adaptation, conducting measurements and attitude tests, talent management, active participation in pedagogical innovations and projects, mentoring, camp management, and leading career guidance sessions. Currently, as head of the ILMT (Support for the Prevention of Early School Leaving) micro-group, she is mainly working in the field of institutional and organisational development. She finds self-training important. In the past and at present, she has always felt the need for further development and professional renewal.

Klára Gulyás - Department of Education, Tokaj-Hegyalja University

Nominee for the Aranypánt Prize 2023 (the award aims to showcase people who have earned recognition in their communities through their professions and who also live their daily lives as self-identified Roma.). She works as a lecturer at the Comenius Institute of Educational Sciences of Tokaj-Hegyalja University. Her career, dedication and professional humility are exemplary. She is the kind of educator who goes beyond education and tries to give something back to her community in every possible way. She wrote her PhD thesis on the educational integration and inclusion of Roma in Hungary in 2021, she is an educational organiser for the UCCU Roma Informal Education Foundation and teaches, among other subjects, Multi- and Intercultural Education. (www.unithe.hu)

2.4 Venue and Technical Organisation

The in-service teacher training was held in a small, historical town north of Budapest, called Esztergom, in Hotel Bellevue. The venue was selected after careful consideration: we wanted to make sure that all the activities of the training take place in one location, so that no time or energy is lost by commuting from venue to venue. We have asked quotes from various hotels and facilities to find a suitable, affordable and cost-effective solution. We were looking for a place that would have enough room and reliable infrastructure to host a training space for 50 people, so the venue had to have a well-separated conference room. Also, we were looking for a venue which would allow participants to socialize outside of the training hours. The venue also had a spa section that was open for the participants in the evenings after the closing of the day’s programme. The conference room was a quite large hall that could be well separated for presentations where people would mainly sit and listen and for more workshop-like group activities where participants could rearrange the room to

sit in circles for short projects and discussions, as most activities were mainly group discussion-based. When workstations were needed, the tables were placed in the back of the room. During the presentations, we made use of the large projector provided by the hotel. The sound was a bit limited as there were no separate speakers installed in the room. The internet connection was fast and stable, and besides ppt presentations, we also made use of digital technology applications during two of the blocks of the programme. We exhibited visuals of the project (roll-up, posters of the programme, GDPR information sheet) in the room, as well as in the hallway that led to the room. The hotel is situated outside of the town of Esztergom, with limited access to public transport from the train station - the only disadvantage of the place. The coffee breaks were held in the same conference room, offering fruit juice, soft drinks, coffee, tea, and fruit plates throughout the event. Buffet-style lunch and dinner were served in the restaurant of the hotel. We provided shared accommodation for the participants: two person single-bed rooms with a bathroom, with the option of providing the name of a preferred roommate in advance. The conference room had its own terrace, which was a favourite hangout spot of the participants during the breaks.

Overall, the hotel with all its facilities, friendly and helpful staff, the opportunity to separate ourselves from the rest of the hotel's guests during our training time - which allowed us undisturbed workspace, the reliable technical parameters of the conference room proved to be a good choice, considering the competing offers we had considered. As a consequence of the positive feedback from the participants about the venue, we have decided to continue our collaboration and our second training will also be held in the same venue.

2.5 Impact

Please provide the impact and also the methodology of how it was assessed.

The impact of the event can be assessed in numbers in three ways: (1) number of direct email correspondence with school, (2) the number of viewers of the information on the event on the Inclusion4Schools project's webpage and its Hungarian Facebook page, (3) the number of applicants.

Number of direct email correspondence with schools	118
Number of viewers of the information on the event on the Inclusion4Schools project's webpage	2681 https://inclusion4schools.eu/hu/hirek/inditsd-te-a-valtozast-4k-tavaszi-iskola-pedagogusoknak/
Number of viewers of the information on the event on the Inclusion4Schools project's Hungarian Facebook page	12111 https://www.facebook.com/events/244126554629025/?ref=newsfeed
Number of applicants	75 (a waiting list was introduced)
Number of participants	50

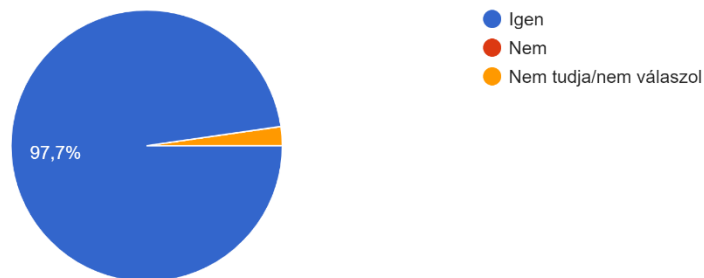
Additionally, the data from the evaluation form filled in by the participants after the event reflects the impact of the training event. The evaluation form contains both quantifiable and qualitative data.

Some of the data are already given in section 2.2 Results of the Event.

Further significant indicators:

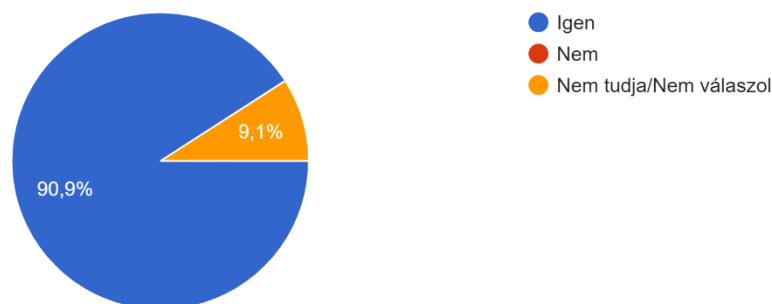
Would you participate in similar training in the future? (Blue: yes, red: no, orange: do not know or no answer)

A jövőben részt vennél hasonló képzésen?
44 válasz



Would you recommend this training to your colleagues? (Blue: yes, red: no, orange: do not know or no answer)

Ajánlanád a képzést kollégáidnak?
44 válasz



2.6 Media Coverage

The event was disseminated through e-mail lists and on social media. According to Facebook analytics 12111 people have been reached through targeted posts.

We have prepared a short video of this event, which was disseminated through social media and online media channels.