

# Efforts to reduce early school leaving by renewing the in-service teacher training

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## The bases of the project

The project EFOP-3.1.2-16-2016-00001, entitled "Methodological renewal of public education to reduce early school leaving", is an intervention led by the Eszterházy Károly University Consortium is implemented in cooperation with other higher education institutions (ELTE, DE, SZTE, PTE, NYE, ME) and through the monitoring and quality assurance activities of the Education Office. The project can be interpreted as a development intervention to reduce early school leaving without qualification, whereby the members of the consortium implement developments in accordance with the call for proposals in the following areas:

- developing pedagogical methods suited to prevent drop-out, support learning and to disseminate it to those involved in primary and secondary education at national level,
- renewing the content of teacher training and in-service training to facilitate a change in pedagogical approach.



## The bases of the Complex Basic Program

The central element of the Complex Basic Program's methodology for supporting learning (teaching strategy) is differentiated development in heterogeneous groups of students. Accordingly, the mediation of the teaching and learning strategy of the Differentiated Development in Heterogeneous Learning Groups (DFHT) is a separate element within the program that involves Complex Instruction Program (KIP). The aim of the DFHT teaching strategy is to continuously increase students' existing knowledge and skills, to enable them to have positive experiences and successes, to increase their level of motivation to learn and to facilitate their independent learning. Due to the teaching and learning strategy of the Complex Basic Program, the activities needed to develop student's personality have a joint effect on class work. The program has a holistic approach, not just focusing on developing cognitive skills, and therefore its implementation takes into account the cognitive, moral, and affective components of education and teaching collectively.

## The in-service teacher training program of Complex Basic Program

- Learning support for teachers at a school using the Complex Basic Program
- Practical implementation of the teacher training



## Summary

The essential element of KAP is the Educational Program, based on teacher professional development. We also present the Differentiated Development in Heterogeneous Learning Groups (DFHT) program, which encourages students' engagement in the learning and teaching process, focusing on student collaboration.

The results are as follows:

- the scope of teachers' pedagogical strategies were broadened as the implementation of the program began to appear in their work,
- the program provided support to teachers as they use differentiated instruction in teaching heterogeneous learning groups, including status interventions (KIP),
- the importance of developing teaching and leadership competencies (providing teachers with a theoretical basis for developing their teaching and learning strategy, expanding their knowledge on differentiated development of learners, and assisting in the application of knowledge) is recognized,
- the project includes seven accredited, blended training courses focusing on teachers' pedagogical development of (the concept of the program obligatorily, the courses of DFHT being optional: two of the five subprograms: Digital, Logic, Art, Exercise and Life practice-based),
- more than one hundred methodological handbooks have been designed.

TÁMOGATÓI LOGÓK

Támogatás: ...