



EÖTVÖS LORÁND UNIVERSITY
FACULTY OF EDUCATION AND
PSYCHOLOGY

Learning initiatives for different communities – seeking success?

Orsolya Kálmán – Erika Kopp



Erasmus+

INOUT



University of
Chester



UNIVERSITY OF TARTU
viljandi culture academy



PH
Wien



UNIVERSIDAD
DE MÁLAGA



JYVÄSKYLÄN YLIOPISTO
UNIVERSITY OF JYVÄSKYLÄ

li.u LINKÖPINGS
UNIVERSITET



Europa-Universität
Flensburg

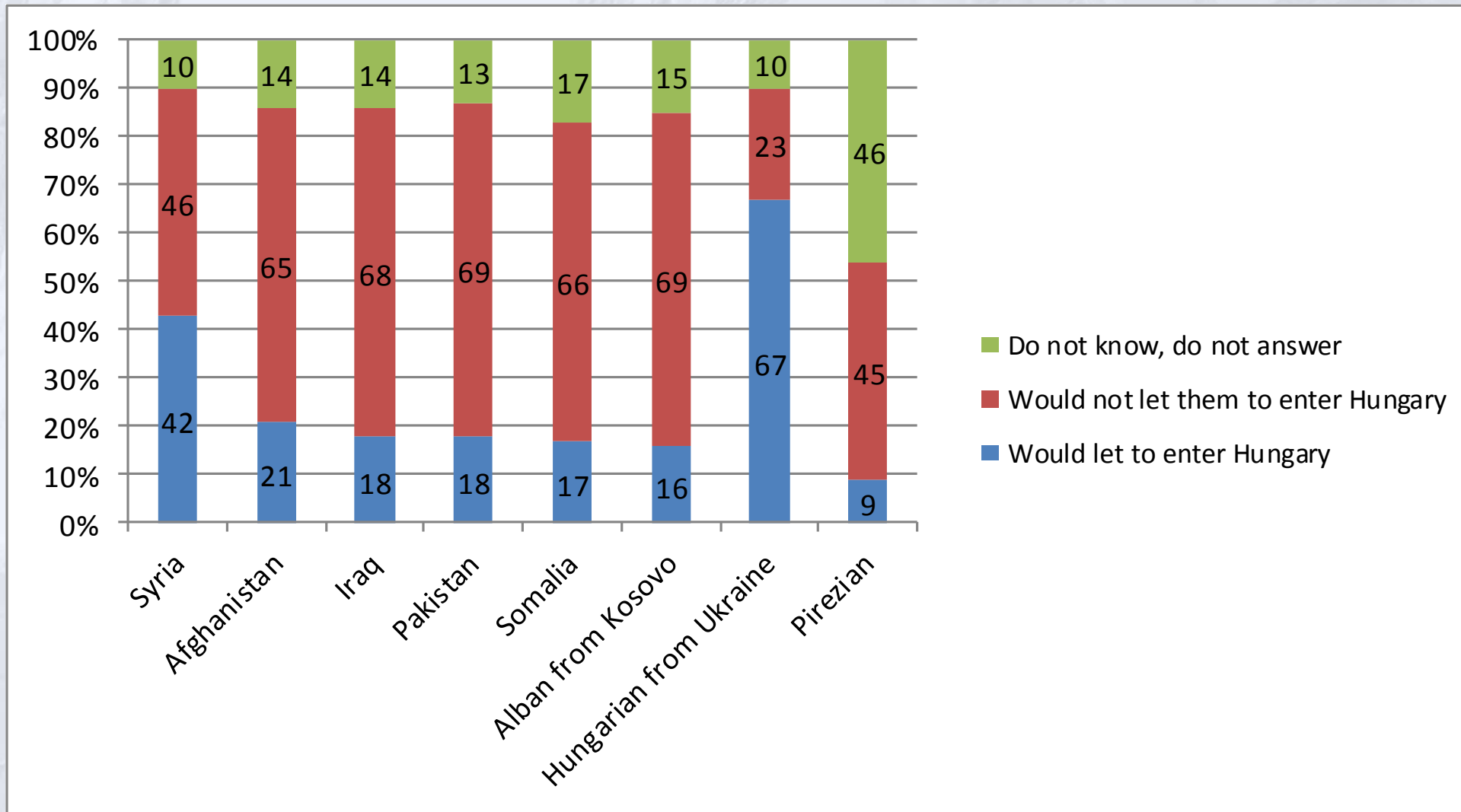
The Hungarian Society

- Hungary is not a highly multicultural society
- Strong stereotypes and prejudice
 - increase of racist prejudice
 - 'Romaphobia': negative attitudes toward romas are not dependent on socioeconomic factors
 - The categories of 'underprivileged children', students with SEN in schools are often linked to 'romaphobia'



Mindenki/Sing (Kristóf Deák)
<http://www.singshortfilm.com/>

Attitudes to nationalities (TÁRKI, 2015)

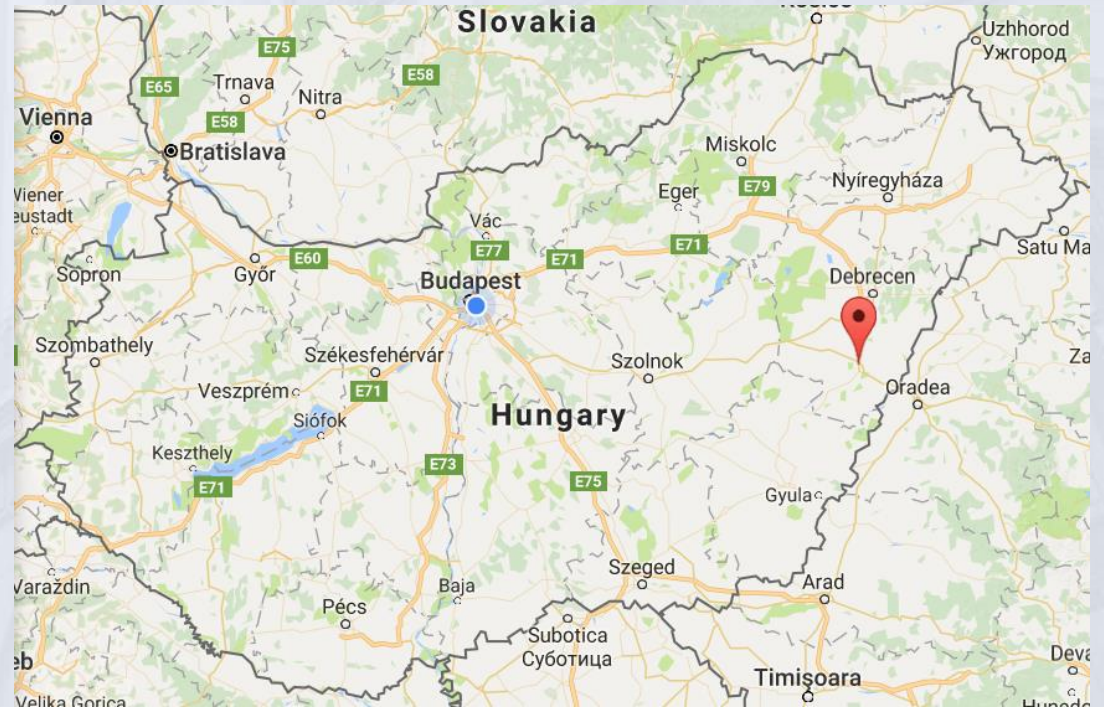


A Hungarian Initiative: Real Pearl Foundation

- Established in 1999 by Nóra Ritók
- one of the poorest area in Hungary
- in the village of Berettyóújfalu and five other locations



22. Nóra discussing problems with Mária, a mother of seven



Basic Art School

What is it?

- Extra-curricular activity
- Serve the needs of schoolchildren of different age
- Complement compulsory school education

Some facts

- Subsidised by donations and by the states
- 670 children from 23 villages
- 70% of whom are underprivileged
- 250 live in deep poverty
- Most coming from roma families
- Working with children, families, whole community



Teachers' competences



- New challenges
- European standards
- Purpose of (student) teachers' development
- (Partly) visible
- Aspects of self-evaluation and evaluation
- Initiating communication, negotiation about teachers' work

Autonomy and responsibility



Examples of Teachers' competences

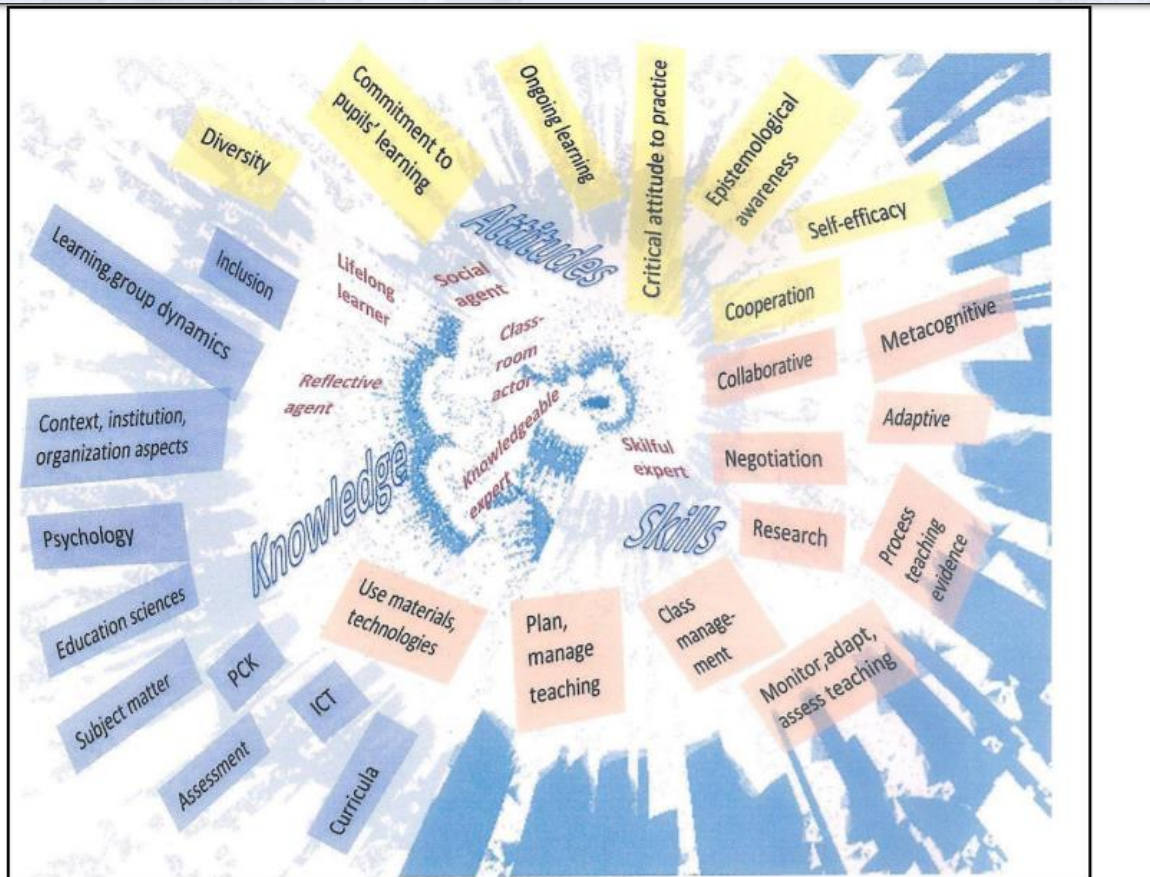


Figure 1 - Teacher competences: a fractal view (Caena & Margiotta, 2008; Paquay & Wagner, 2001)

The teacher is able to elaborate an individual development plan or a learning contract together with the pupil.

The teacher is familiar with the different types of individual plans.

The teacher is committed to build upon pupil's own learning goals.

Watching the videos and Group task

1. Please watch the two videos about the Real Pearl Foundation!

(10 minutes)

<https://www.youtube.com/watch?v=52MSYbJQMtU&feature=youtu.be>

<https://www.youtube.com/watch?v=4AmFRIWVeAU>

2.a. In groups try to identify those teacher's competences that you find important for working in a multicultural school setting!

➤ Please think also about the different components of teacher's competences!

2.b. Think about the various ways how you can learn these competences?

Sources

- Ritók, N. L. and Bodoczky, I. (2012), 'The positive influence of art activities on poor communities', International Journal of Education through Art 8: 3, pp. 329–336, doi: 10.1386/eta.8.3.329_7
- <https://www.youtube.com/watch?v=52MSYbJQMtU&feature=youtu.be>
- <https://www.youtube.com/watch?v=G-E2PYmtrq0&feature=youtu.be>
- <https://www.youtube.com/watch?v=4AmFRIWVeAU>
- European Commission (2013): Supporting teacher competence development for better learning outcomes. Education and Training. http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/teachercomp_en.pdf



EÖTVÖS LORÁND UNIVERSITY
FACULTY OF EDUCATION AND
PSYCHOLOGY

Thank you for your attention!

