

Visit to Hungarian School

Les raisons :

J'ai choisi de visiter un lycée professionnel en Hongrie à Budapest pour différentes raisons.

Tout d'abord, je me suis intéressée à de nombreuses pratiques pédagogiques, quand j'étais enseignante : création d'une classe sans évaluation chiffrée, pédagogie inversée, travail en îlots, développement du numérique, démarche de projet, co-animation... J'ai d'ailleurs visité différents établissements dont le CLEPT à Grenoble.

Cette curiosité intellectuelle n'était certes pas pour reproduire des activités avec des élèves mais pour les transposer éventuellement en fonction des impératifs.

Je voulais donc savoir si, en Hongrie, des pratiques pédagogiques particulières étaient mises en œuvre, afin de favoriser la réussite de chaque élève. Je m'interrogeais aussi sur le mode d'évaluation des élèves (notes / compétences) et sur la façon dont le parcours professionnel était construit.

I. Presentation

Students

They have got 520 students from the grades 9-14. 9-12 years (age 14/18) to the final exam then the profession grades. From the 520 students they have 130 students who are adults and study only the profession in the evening classes.. They have to work two days in a company.

At what time take place evening classes ? Anybody helps them to find their internship?

The evening classes are on Tuesday and Thursday from 16.00 to 20.00 in this school A teacher helps them.

The students are difficult family. And the families don't come to school anytimes.

More girls. 70 per cent.

In a very few cases, the students can go in an other school. But the school prefers to keep the students.

The staff and the teachers :

In the office there is the director and a secretary. The director has 3 deputy directors (one is responsible for the general things, one is responsible for the profession things, one is responsible for the outside practices. Outside practice : the students have to go to companies to work after the 10th and 11th years summer for 4 weeks. The students who are in the profession grade they go to companies every week for two days.

If you want to be a director you must have a special diploma. It's two years of the university.

The deputy doesn't need but usually they have.

The deputy has to teach 6 lessons and the director has to teach 4 lessons. So they have got a contact with the students.

A normal teacher has got 22 to 26 lessons (45 minutes).

44 teachers are in the establishment

Can you choose your teachers? Who estimates them? Can you send back a teacher?

In Hungary every school director can chose the teachers. The teacher sends her application, CV, diplomas, having a talk to the director, maybe having a lesson and then the director decides.

The director can have a new teacher if there is a need for her.

There is a new estimation system in Hungary for 4 years. The teachers have to write a portfolio and then a committee comes to see the lesson and evaluate it. In the teachers career there are 4 levels.

When you start to being a teacher you are an apprentice. Then after 2 years you take an exam

(portfolio, etc_ and becomes Teacher 1 level. After 8 years Teacher 2. After teacher 2 if you have extra diploma you can become a master teacher. After master teacher you can be a research teacher but you need a phd degree for it.

The committee cannot say that you are a bad teacher. So no one can send away a teacher, only if he drinks, or hits students, or other problems.

If you can't to recruit a professor, you can hire for short moment somebody who has no diploma ?
(It is made in France) No

The classteacher gets those absents (if a student is ill / he writes the certificate...). They have a prime

The company

The students are always in the same company (unless they meet a difficult). The company gives a note (1/2/3/4/5. And five is the best). What happens if the note is bad ? They never get bad marks. But if the student did not go to the company then he fails. In the companies there is always a person who is responsible to work, to teach the students.

The note of the company is it in the note of the profession's subject ? Yes, they write the marks into their electronical register and certificate.

Final exam is at the age of 18 when the pupils are here in at school for 4 years.

The finally exams : the tests are the same and in the morning same Time Same Tests.

The students chose (and not the parents) a middle level or a higher level.

It's important to study later if they want to go to the university (to become a doctor). Concerning 5 subjects, they are not obliged to choose every time the same level.

They have to have final exam from Hungarian, Maths, History, foreign language (in this school it is English or German) and from the profession subject. The students can learn trade or tourism profession. Logistics, it's after the final exam.

In France, the examinations have coefficients. English has a low coefficient with regard to the professional training. For example, English has a coefficient 2 and the professional training has a coefficient 14. And here ? Do you have coefficients ? They do not have. The students cannot choose what to study. The ministry tells what to teach and study in each year of the secondary school and profession years. The students have to pass from all subjects, they have to get 2 or 3 or 4 or 5. If he gets 1 from a subject he can have an exam in August and if he passes , it is ok, if not, he has to repeat the whole year.

After the 4 years, the final exam, they can stay in this school for one or two more years and study the profession on a higher level. They have to take an exam then. (Trade for one year / tourism and logistics for two years)

Rooms

3 computers rooms. Every classroom projector (September)

II. Subjects :

My principal subjects are

The evaluation. It is a big question for us. We wonder if we have to keep notes or estimate by skills.

My questions :

How do you do ? Have you many controls? Do all the students of a group even carry out the duty at the same moment? Do you note by skills ?

They evaluate the students all the year. They get marks for the tests, oral tests and big tests. They get marks from every subject. The marks are from 5 to 1. 1 is the worst and 5 is the best. In the midterm report they get marks from every subjects. They also get mark for their behavior and diligence. They get reports, certificates at midterm and the end of the term. Midterm is in January. End of the term is 15th june. The midterm report is only a sheet of paper, but the end of the term they get a certificate. They do not evaluate the skills. But in Hungary in the elementary school in the first class they do.

The orientation. This year we had a reform asking for a more important work of the teachers and the direction.

My questions:

How do you organize the orientation? Have you a guidance counselor? Is it the work especially of the class teacher? It is the work of all teachers ?

They do not have this because of the education system. The students choose with the help of the family the orientation and there is special establishment (in class 8 for the 14 yearold students) where they can go and get help. But they do not do this in at school. After a final exam they think “ you are an adult, you choose everything”

The students have to work in a company while the summer (after grades 10and 11) .
Anybody helps them to find their internship? Can they make an internship abroad?

There is teacher who keeps the touch with the companies, but sometimes the students find their own companies where they want to work in the summer.

Other subjects

The life of the pupils in the establishment.

My questions :

Do they make clubs? Do they make citizenship actions?

They do not have clubs. But before the students come to this school to study in class 9, the school organize a camp for them to get to know each other and the teachers.

They have sports days, in the afternoon they can do sport here.

Cityenship actions. There is a law in Hungary that everybody who takes the final exam, before that they have to spent 50 hours to do something good for the community. For example he can go to a hospital to read stories to the kids, or to clean the streets, or help in a museum. They do it for free. They do not get money for it and they have to do it in their free time.

Hungarian

I had wanted to see Hungarian'lesson because I find that in France we do not enough take time to insist on the oral. In a lesson, I was not able to see. You work especially the writing, the reading or you also give a place important to the oral ? Or it is not a priority ?

Oral practices so speaking is important but they are too many students in a class. The teacher can't talk everyone

English

What is the level of the pupils in English when they have their final examination for the greater part?

B1

Selon la proviseure adjointe, les bons resultants s'expliquent aussi par le fait qu'ils achètent des manuels anglais et non pas des manuels hongrois pour apprendre l'anglais.

Other

If you had the right to make anything, that you would make to improve the school?

Less lessons for the students. They have got 35 lessons in week.

What surprised you in the French school? There Is no school on Wednesday (for the primary school). They have got a long day.

Conclusion :

Il s'agissait de mon premier échange professionnel à l'étranger. Certaines de mes questions n'ont pas été jugées pertinentes par mon interlocutrice, notamment sur le rôle des parents dans l'orientation des élèves, sur l'évaluation par compétences. Cela m'a amenée donc à réfléchir : je l'interrogeais par rapport à ma façon de penser le système éducatif et je devais essayer d'avoir un regard différent.

Mes observations m'ont amenée à être surprise par deux éléments :

L'importance de l'anglais dans la formation des élèves, importance reconnue par les enseignants, la direction, comme par les lycéens. Pour eux, l'apprentissage de cette langue est une priorité.

« L'autonomie » des étudiants : ils mangent, boivent en classe, envoient des SMS, regardent des vidéos. Je me suis rappelé que des professeurs de mon établissement avaient été surpris en Finlande car les élèves pouvaient sortir de cours facilement. Cependant, quand j'ai fait part de cette remarque à la proviseure adjointe de l'établissement, elle m'a signalé que les élèves n'avaient pas le droit de faire cela. Cela m'a d'autant plus surprise que les élèves l'avaient fait dans différents cours (sciences, anglais, allemand...)

Par contre, cela m'a interrogé sur la complexité de réaliser un échange entre deux pays. Je me demandais donc comment les enseignants et les élèves pouvaient percevoir le fait d'aller dans un établissement où les élèves avaient moins de droits, de libertés. Pourraient-ils penser qu'ils étaient trop laxistes ? L'accueil des élèves d'un établissement partenaire ne doit-il pas être pensé de manière à ne pas donner une image qui puisse être considérée comme dévalorisante ?

Cela m'a interrogé aussi sur le fait que nous demandons à nos élèves d'être silencieux, de ne pas se déplacer sans permission, mais ce comportement est-il positif pour leur éducation, pour l'acquisition de compétences. Certains ne s'ennuient-ils pas en cours de manière constante ?