The Development of the Professional Autonomy of Teachers in Post Communistic Hungary

Ray Derricott

ABSTRACT

The research reported in this paper originated in 1993 when four years after the political changes in Central and Eastern Europe, a group of educationalists met to consider the effects of the changes on educational policy and practice. The report of this conference, published by NESA (Network Educational Science Amsterdam) reported the then contemporary positions of schools and teachers in Czechoslovakia (now the Czech Republic) Poland, and Hungary. The questions raised by macro-political change were the basis of the research. Would the demise of communism mean the weakening of central government control of the school curriculum? Would this change result in more decisions about curricula being made at local or school level? If curricular change was imminent, where would the centre of power lie - with heads or principals and/or with teachers? How would teachers cope with any ensuing freedom? How could professional autonomy develop? Were teachers ready for the changes? Is it possible to identify innovative teachers? How is the process of change best handled?

The paper cannot deal with all these fundamental questions but it does chronicle the efforts of the group of teachers from Budapest and district in coping with the management of change. After an initial meeting with the teachers where some ways forward and some research scales that might be used were suggested by Cogan (USA) and Derricott (UK) the development of the project was taken over by the teachers. The 'experts' from the west acted then as consultants. The project became essentially teacher-centred.

The paper contains excerpts from the scales developed and how these were used. The case-study also demonstrates that many of the fundamental questions on the management and implementation of innovation can be translated from an English setting to a Hungarian setting. The scales used do not seem to suffer from what is called 'back-translation' - in this case from English to Hungarian and back to English. This leaves the writer with the belief that the methodology used in this case study is capable of being transferred to other cultural settings. It is with this hope that this paper is written.

The idea of this study was first mooted at a conference organised in Amsterdam by the Network Educational Science Amsterdam (NESA) project in October 1992. At that conference educators and researchers presented their findings of work made possible by a grant from the TEMPUS programme of the European Union, which was subsidised by money from the Dutch government. The theme taken by the Amsterdam conference was educational changes after the fall of communism in central and eastern Europe. Reports were presented to the conference on the situations in Czechoslovakia, (now the part of the country called the Czech Republic), Hungary and Poland. The proceedings of this conference were subsequently published. (Karsten and Majoor, 1994)

In their introduction to the three case studies of the countries under focus Karsten and Majoor remind us about the need to take into consideration the historical contexts from which communism emerged and finally was rejected. They also indicate that the people of Western Europe often expressed some feelings of guilt in redrawing, once again, the political map of the centre and the east of the continent. It is argued that the changes at the end of the 1980s could not simply be taken as a victory of capitalism over communism. Both capitalist and communist states are not monoliths. In each of these systems of social and political control there are often subtle variations within and between countries that claim to be operating under the same banner. This would mean that society in the Czech Republic, Hungary and Poland could be expected to display differences in the pace of social, political, economic and educational reform. Karsten and Majoor remind us (p.16) that there is no particular model for the transition from a closed society to a more open one. Even to see the events after 1989 as a period of transition assumes that we know where these societies are heading and often assume that the direction in which they appear to be travelling is desirable. To try to explain the events in Central and Eastern Europe post 1989 by using a model of political change would leave oneself open to being simplistic. The events accompanying these dramatic are too complex.

Donald Schon, in his influential work–*Beyond the Stable State* (1971), provided some models that might be applied to change in society. According to Schon, societal

change, or diffusion of innovation as he put it, can be interpreted according to a number of models. One of these appears to be appropriate here. Schon is interested in the diffusion of ideas and practices from a centre to the periphery and in this case, what he calls the proliferation of secondary centres. In providing examples to back up his theory of diffusion Schon uses the spread of communism although, of course, he was too early to apply the model to its demise. Schon claims that early in the twentieth century communism developed a clear political message and a system of diffusion based on the establishment of international cells. He sees the diffusion of communism as part of a centre–periphery model in which the centre, in this case the Soviet Union, encouraged the proliferation of secondary centres, which might be communist parties in other nations. The centre retained responsibility for training and management of the members of the national cells. The control of the centre over the cells was maintained by financial inducements, or their withdrawal and the use of military strength, which acted both as a threat, and part of a protection system against possible opposition from outside the communist world. As Schon puts it:

The system had special features. Its message was one of economic, social and political revolution, and revolution was its strategy of diffusion...

The dissemination of revolutionary doctrine mingled with a struggle for national hegemony. (Schon, 1971,p.84)

These ideas can be seen to be readily applicable to the development of Soviet imperialism but can they begin to throw light on the events in central and eastern Europe in the 1990s?

Schon explores what happens when the proliferation of secondary centres begins to fail. According to his analysis, failure begins when the secondary centres, that is in the terms being used here, independent countries who were members of the eastern European communist bloc, become disconnected from the centre, that is the former Soviet Union. According to Schon this disconnection occurs when the centre begins to lose control because the network becomes too complex and the demands placed on the centre for a rapid response to any economic, social or political situation cannot be

maintained. The demands on the resources of the centre in terms of finance, technology and communication become too great to be sustainable and the network of controls begins to disintegrate. In addition, even under strict communistic control, many of the countries of the eastern bloc remained separate nation states with their own histories and cultures.

These countries will have maintained their own ambitions and as a reaction against rigid central control will have encouraged, or at least turned a blind eye to regional diversity.

Turbulence at a global, or at least a European regional level, will also have had its effects. Members of the countries of east and central Europe will have been aware of the cooling off of the Cold War and the development of a powerful economic and potentially political European Union. The attraction of this essentially market driven and capitalistic movement will have appealed to significant groups in the nations of central and eastern Europe as the grip of the Soviet Union was loosened. Some groups wished to reclaim their European roots. There is evidence that this was the case in Hungary where since the end of the eighteenth century there were aspirations to move Hungary from the periphery of European culture to the centre. (Cogan and Derricott, 1998) The ambitions of the Czech Republic, Hungary and Poland to join the European Union is further evidence of what might be called the "Europeanisation" of central and eastern Europe as is the envisaged expansion eastwards of the North Atlantic Treaty Organisation (NATO) to include not only the three countries mentioned here already but also Bulgaria, Romania and Slovenia and even former members of the Soviet Union.

Against this large backcloth of economic, political and social change the questions for a teacher educator are: What effects do all these changes have upon the education systems in the countries of east and central Europe?

What effects do the effects of the loosening of central control of curriculum have upon the management of change within the school systems?

What effects do the changes have on the development of teacher professional autonomy?

What challenges to these changes pose for the initial and in-service education of teachers?

What methodology was available that could begin to address some of these huge questions?

After much preliminary discussion we began by presenting an outline of a feasibility study at an international conference in Prague in September 1993. The theme of the conference was Education in Europe: an International Task. (Cogan and Derricott, NESA, 1993). The feasibility study was included in a paper entitled "New Curricula: a challenge for innovatory teachers in Poland, Hungary and the Czech Republic". The study was well received, particularly from teachers in the three named countries. However, as all educational researchers know, funds are needed to support the proposed work. After much negotiation, funds could only be found in Hungary, for work with Hungarian teachers. We are grateful to the Soros Foundation for financial support and to Hungarian colleague Peter Szebenji who did all the local arrangements from his base in Budapest. The study here therefore focused on Hungary and Hungarian teachers. We still remain convinced that the study is repeatable in other central and eastern European countries and probably in much wider contexts.

Work on the project began early in 1994 with a two-day seminar and workshop that was held at the Institute of Education in Budapest. Much of the discussion was in English but, where necessary, interpretation was available. The result of these deliberations was that the focus of the project should be on the identification of innovatory teachers and a study of development of their professional autonomy. This was highly pertinent in Hungary because work on the development of a National Core Curriculum was underway and there was an atmosphere of impending change which would result in providing local autonomy and individual freedom to teachers within a national agreed framework.

The first methodological problem we faced was how to identify innovatory teachers and how to assess their opinions, attitudes and values towards the political change that was perhaps best described as post-communistic. Cogan and Derricott at

the 1993 Prague Conference had drawn up a series of instruments designed to measure attitudes to curricular change and the management of change. An example of one of these scales is included in Table 1.

Table 1

Perception of Innovation: Self-rating scale

As a teacher aiming to bring about curricular change within your school, assess the importance of the items in the following pages using a six-point scale:

In column A rate your own actual self-rating on the items using scale:

6 = Having full competence and 1 = Having no competence at all

In column B rate what you consider to be the ideal rating on the same items of an innovative teacher using scale:

6 = Very important and 1 = Not at all important

Column A: Actual Self-Rating		Column B: The Ideal Rating		
Items				
1	Ability to communicate new ideas to colleagues			
2	Willingness to take risks in trying out new methods of teaching and new curricular materials			
3	Ability to suspend judgements about an innovation before arriving at a decision to adopt it			
4	Ability to work co-operatively with colleagues			
5	Ability to provide support for colleagues less confident or less willing than yourself to consider new ideas			
6	Tact in approaching colleagues for co-operation			
7	Awareness of status and influence within a school of different individuals and groups			

Column A: Actual Self–Rating	Column B: The Ideal Rating		
Items			
8	Ability to raise the awareness of colleagues about issues of gender, culture and ethnicity and disability		
9	Ability to provide specialist subject knowledge when it is required		
10	Recognition of effective sources of subject knowledge		
11	Awareness of the views of school leaders about innovation		
12	Awareness of local/regional and national sensitives in relation to innovation		
13	Awareness of the burdens that can be placed on colleagues who become involved in innovation		
14	Ability to manage your own time and that of colleagues in relation to innovation		
15	Awareness of the support for innovation within an organisation		
16	Awareness of the constraints placed upon colleagues when working on an innovation		
17	Ability to assess the financial and human resource implication of an innovation		
18	Knowledge of the current state of research affecting an innovation		
19	Competence in developing appropriate planning documents needed to support an innovation		
20	Competence in building a curriculum		
21	Competence in developing assessment procedures in relation to an innovation		
22	Sensitivity to the need to communicate with parents about innovation		

	Column A: Actual Self-Rating	Column B: The Ideal Rating	
	Items		
23	Sensitivity to the views of different community groups about innovation		
24	Ability to prioritise targets in relation to innovation		
25	Ability to generate record-keeping procedures in relation to the innovation		
26	Readiness to recognise the importance of teamwork in implementing innovation		
27	Ability to recognise in-service training needs with respect to implementing innovation		
28	Ability to diagnose the training needs of colleagues		
29	Ability to provide training and advice on training to colleagues who are faced with innovation		
30	Knowledge of local/national training networks which can be utilised by yourself and colleagues		
31	Ability to plan, implement and evaluate staff conferences on innovation		
32	Ability to lead workshops which prepare colleagues for innovation		
33	Ability to critically assess curricular materials		
34	Ability to write reports on innovation which communicate effectively to management and other decision-makers		
35	Ability to make changes happen		

The whole range of suggested scales and accompanying questionnaire are in the possession of the author. The example in Table 1 is a self-rating scale with an opportunity for individuals to react to what they believed to be their own position and what they thought might be an ideal response to each of the items. The validity of such scales is difficult to assess. It was suggested that self-rating responses should be checked by classroom observations. The latter is always sensitive and controversial and prone to be misunderstood. It was decided to go ahead with the scales and to shelve the idea about observation. Like many educational researchers before us we failed to grasp the nettle of classroom observation particularly for what could only be a pilot study.

The second methodological problem faced by the researchers was that of language and cultural values. All researchers bring to their research the baggage that they have gathered through their own professional socialisation and differing experiences. How far were these scales drawn up by an American and an Englishman transferable to the Hungarian language and culture? The scales were embedded in the culture and influences of North America and Northwest Europe. They have built into them assumptions and taken-for-granteds of the USA and the UK about educational structures and systems, about schools and their management and about teachers, their training, roles and expectations.

The original questionnaire asked all respondents to give some personal and professional background; they were asked about their qualifications and levels of at which these had been achieved. They were asked about the length of their professional experience and the levels of their appointments. The questionnaire also asked for opinions about the school curriculum, on how it was managed and how they thought it might be managed. One section asked respondents to make judgements about the potential effects of political change on education and the curriculum. This section is outlined in Table 2.

Table 2

Perceptions of teachers of the relationship between government policy, politics and educational practice

To what extent do you agree with the following statements?

Strongly agree = SA

Agree = A

Uncertain = U

Disagree = D

Strongly disagree = SDA

(Please tick appropriate box)

		A	SA	U	D	SDA
1	Education should be seen as an instrument for meeting the needs of social development					
2	Education should be structured to provide the best possible training for manpower in the interests of the national economy					
3	Education performance and development should be matched to the current need of the economy					
4	Education is not only a matter of producing employable skills for the national economy					
5	Education should train people for life and action in society					
6	Education should train people to develop their own character					
7	Education should train people to make use of their own abilities					
8	Education has the responsibility of preparing people to live in happiness, freedom and responsibility					
9	Education has the responsibility of preparing people for making good use not only of their work time but their leisure time					

		A	SA	U	D	SDA
10	Education should balance social and economic goals					
11	Education should balance social and economic goals and individual's development as a human being					
12	Education must help in the democratisation of social relations					
13	Education must help in enabling social structure to function effectively					
14	Political change should lead to change in the educational system upon which it is based					
15	Political change should lead to change in the educational structure					
16	Political change should lead to change in the practices used to appoint teachers					
17	Political change should lead to change in the ways teachers are trained					
18	Political change should lead to a change in the ways teachers are promoted					
19	Political change should lead to change in the methods of designing and constructing the curriculum					
20	Political change should lead to change in the structure and content of the curriculum					
21	Political change should lead to change in the style of teaching instruction					
22	Political change should result in an individual school having more control over the content of the curriculum					
23	Political change should result in individual teachers having more control over how they teach					

After the first Budapest workshop the whole bank of research instruments was left with the group of Hungarian teachers who had the task of adjusting, editing and creating items and scales on the same theme which from their experience would prove to be meaningful to teachers in their own system. This difficult task was attacked with professionality and thoroughness. The outcomes of their efforts moved the project forward substantially and produced materials that could be used by a sample of Hungarian teachers.

The Hungarian teachers drew up a set of guidelines that explained and introduced the scales to potential respondents. The guidelines were entitled:

Assessment tools for uncovering and identifying innovatory behaviour.

An introduction to the resources pack. (Pavlik, 1996)

The lists of contents of this pack indicate its thoroughness. This is included in Table 3.

Table 3

List of contents of the resources pack prepared by the Hungarian teacher/ researches for guidance for participating colleagues

	Introduction	• A definition of innovation • Background to the project and the reasons for setting it up
	Project objectives	
	Introduction to the innovatory teaching behaviour resources pack	• The role and contribution of colleagues • Description of the work
	Guide to the use of the resources pack	• Reference literature • Preparing a situational report • Questionnaire D: background variation questionnaire • Questionnaire A: self-rating questionnaires and associated material

		• Classroom analysis: practical search for innovative teachers • Questionnaires B1 and B2: self-assessment questionnaires and associated analysis • Questionnaire C: schedule of difficulties encountered and useful aids
	Future initiatives	

The resource pack begins with a statement that explains the contemporary Hungarian situation.

'The education law enacted in Hungary in 1985 introduced professional autonomy for schools and provided legal guarantees for this.' As a lead up to these legal guarantees and as an outcome of them, innovatory procedures were emphasised in educational institutions. The majority of schools sought and indeed still seek self-determination appropriate to local circumstances and demands; they are in charge of their own image and devise their own teaching programmes. Educational innovation is now a pre-condition of the very existence and survival of a school. In 1998 educational establishments will have to validate and introduce locally based curricula. These local curricula are embedded into the pedagogical programme. Only teaching staff members with the ability to analyse school life and their own work, gifted with self-control, and able to create a suitable working atmosphere and obtain and work up the information required for this regeneration will be capable of creating their own pedagogical policies. This represents a massive challenge for Hungarian teachers and the system responsible for their training.

At this stage the project was taken over by the teachers from Budapest in Hungary. Under the direction of Peter Szebenyi the group formulated the following objectives for the work: –

(A) Creating analytical tools to explore the interrelation between the professional autonomy of the school and internal innovative procedures, both as an aid for school self-rating and to support the decision-making processes of school governing bodies.

(**B**) Analysing what kind of working conditions are demanded by innovative teaching practice and teaching policy in schools and how the lack of certain conditions is detrimental to these activities.

(**C**) Creating and developing courses (with some help from specialists from abroad) to train educators to manage internal innovative procedures in schools and to write local curricula and policies.

(**D**) Inducting teachers to use the national information system which contains a national bank of innovative practice and use it in their own work.

These objectives moved the project from a research project to one that had development aims and implications for the training of teachers.

The first two of these objectives required the development of research tools for exploring innovative teaching behaviour. With Cogan, Szebenyi and Derricott acting as consultants a team of ten teachers, led by Mrs. Oskar Pavlik, began the task of translating and adapting the original scales suggested by Cogan and Derricott. This phase of the project was long and painstaking. Between January 1994 and December 1995 two questionnaires were drafted and the effectiveness, reliability and usefulness of their content were assessed against test criteria. The Teacher Self-Rating Scale was piloted with a sample of 151 teachers of 10 to 14 year olds from the city of Budapest. The structured sample included senior teachers, junior teachers, teachers of humanities, sciences and vocational skills corresponding to the proportions of each category in the city. It was hypothesized that analysis would throw up some significant differences. The responses of the sample were analysed using a SPSS programme. The two scales being used are referred in the text as Questionnaires A and D. Tables 4 and 5 contain a sample of items from each of these scales. A Hungarian and an English version of both are in the possession of the author.

Table 4 : Questionnaire A

        Self assessment Questionnaire

Responsiveness to innovation : Self-rating scale

A

You are asked to rate the statements on innovation below in order of importance.

Please use the scale shown here; it covers the range of personal opinion from complete agreement (very important) to rejection (not important).

Please put the appropriate number in column A.

Not important	more or less not important	partly important	Important	very important
1	2	3	4	5

B

For each of the statements below you are asked to describe your capability or skill.

Please use the scale shown here; it can be used to express your personal opinion, as described above, but in the light of new information.

Please put the appropriate number in column B.

I am not competent / Skilled in this	I have some competence / skill in this area	I am competent/ skilled in this	I have good competence / skill in this area	My competence/ skill is very thorough
1	2	3	4	5

1	Capable of putting new ideas across to colleagues		
2	Able to test new teaching methods and new curricula in practice		
3	Impartial (not judging innovation until I have personal knowledge of it)		
4	Able to co-operate with colleagues		
5	Able to help colleagues who are less risk-taking or less receptive to new ideas		

6	Able to communicate tactfully with colleagues to establish co-operation		
7	Able to recognise the position and influence that individuals and groups have within a school		
8	Able to suggest professional literature (material) so that colleagues can have more understanding when dealing with children from different ethnic backgrounds or socio-culltural groups or with children of differing abilities		
9	Capable of offering different approaches to the subject being taught		
10	Knowledgeable about the scientific sources of the subject		
11	Understands the school management's views on innovation		
12	Understands the difficulties burdening colleagues involved in innovation		
13	Able to make good use of own time and time of colleagues involved in innovation		
14	Able to foster innovation within the school, as an organisation		
15	Able to make colleagues taking part in innovation aware of difficulties		
16	Able to evaluate the material and human resources required for innovation		
17	Capable of following research aimed at promoting innovation		
18	Skilled in developing and drafting materials and projects aimed at assisting innovation		
19	Competent in local curriculum preparation		
20	Able to introduce parents to the concept of innovation		
21	Sensitive to the opinions of different groups in the community on innovation		
22	Able to define basic objects in relation to innovation		
23	Able to draft and develop effective procedures for innovation		

24	Capable of recognising the importance of team work in implementing innovation		
25	Able to recognise the need for internal continuing development to implement innovation		
26	Capable of gauging colleagues' continuing development needs		
27	Capable of arranging for continuing development to promote innovation		
28	Familiar with local and national continuing development opportunities of use to self and colleagues		
29	Able to plan innovative group work, take part in implementing it and evaluate it		
30	Able to conduct workplace-based tuition for innovation		
31	Able to conduct innovative workplace tuition		
32	Capable of critical analysis of curriculum content		
33	Capable of preparing analytical studies about innovation		
34	Capable of carrying out any required amendments		

Table 5 : Lesson Analysis

Self-rating schedule

In this questionnaire, what has just happened in the classroom has to be assessed and given a numerical rating.

1	I felt that during the lesson I was	Very relaxed	1 2 3 4 5 6 7	very tense
2	During the lesson I was	Very self-assured	1 2 3 4 5 6 7	very uncertain
3	In this lesson I was	Quite varied	1 2 3 4 5 6 7	quite boring
4	I had with the pupils	a lot of patience	1 2 3 4 5 6 7	very little patience
5	During this lesion my sense of humour was	Good	1 2 3 4 5 6 7	poor

6	During the lesson I spoke to the pupils	very quietly	1 2 3 4 5 6 7	very loudly
7	During the lesson I explained the points	very well	1 2 3 4 5 6 7	very badly
8	During the lesson I used needless expressions	frequently	1 2 3 4 5 6 7	never
9	During the lesson my subject knowledge was	of great importance	1 2 3 4 5 6 7	of no importance
10	In this lesson the way I guided the pupils was	very inflexible	1 2 3 4 5 6 7	very free
11	During the course of the lesson I helped the pupils	too much	1 2 3 4 5 6 7	not at all
12	In the course of the lesson I praised the pupils' work 'with good fine words'	always	1 2 3 4 5 6 7	never
13	I feel that giving credit during a lesson is	very important	1 2 3 4 5 6 7	not important at all
14	In the course of the lesson I spoke to the pupils in such a way that I did not look at them	always	1 2 3 4 5 6 7	never
15	I consider the length of time allocated for questions and answers is	very important	1 2 3 4 5 6 7	totally unimportant
16	During the lesson I ensure that the pupils have	a lot of independence	1 2 3 4 5 6 7	very little independence
17	In the lesson I give my attention primarily to the	active pupils	1 2 3 4 5 6 7	passive pupils
18	In the lesson my contact with the children is	very good	1 2 3 4 5 6 7	very poor

19	In my opinion, having several pupils speaking all at the same time was	very disturbing	1 2 3 4 5 6 7	not disturbing at all
20	The independent study capabilities of the children in this class were	very good	1 2 3 4 5 6 7	very poor
21	In the class, the pupils discussed what they had been taught, and I find this	very important	1 2 3 4 5 6 7	not important at all
22	During the lesson the pupils asked me questions	constantly	1 2 3 4 5 6 7	Never
23	Having pupils ask questions not related to the topic being taught was, I feel	an important point	1 2 3 4 5 6 7	not essential at all
24	In the lesson the pupils generally reached conclusions which were.	completely correct	1 2 3 4 5 6 7	totally wrong

Please circle the number which best reflects your opinion of the lesson. If the lesson was video taped, fill in the assessment sheet again, after thinking over the points you awarded.

From the pilot sample of 151 teachers a group of 50 was selected who represented the most innovative as measured by the scales. This group was given two further scales. One scale (Questionnaire B) measured attitudes to innovation and the other (Questionnaire C) assessed their perceptions about conditions, which they saw as being detrimental to innovation. The responses of this group were subjected to computer analysis.

To further test the reliability of the scales interviews were held with educators and teachers and many of these were asked to judge a lesson or lessons they had recently undertaken by using the self-assessment schedule to give some comparable structure to their responses. The assumption was that there would be a positive correlation between an individual's score on the scales exploring innovation and their self-assessment of their own teaching performance. All of the data were then made available
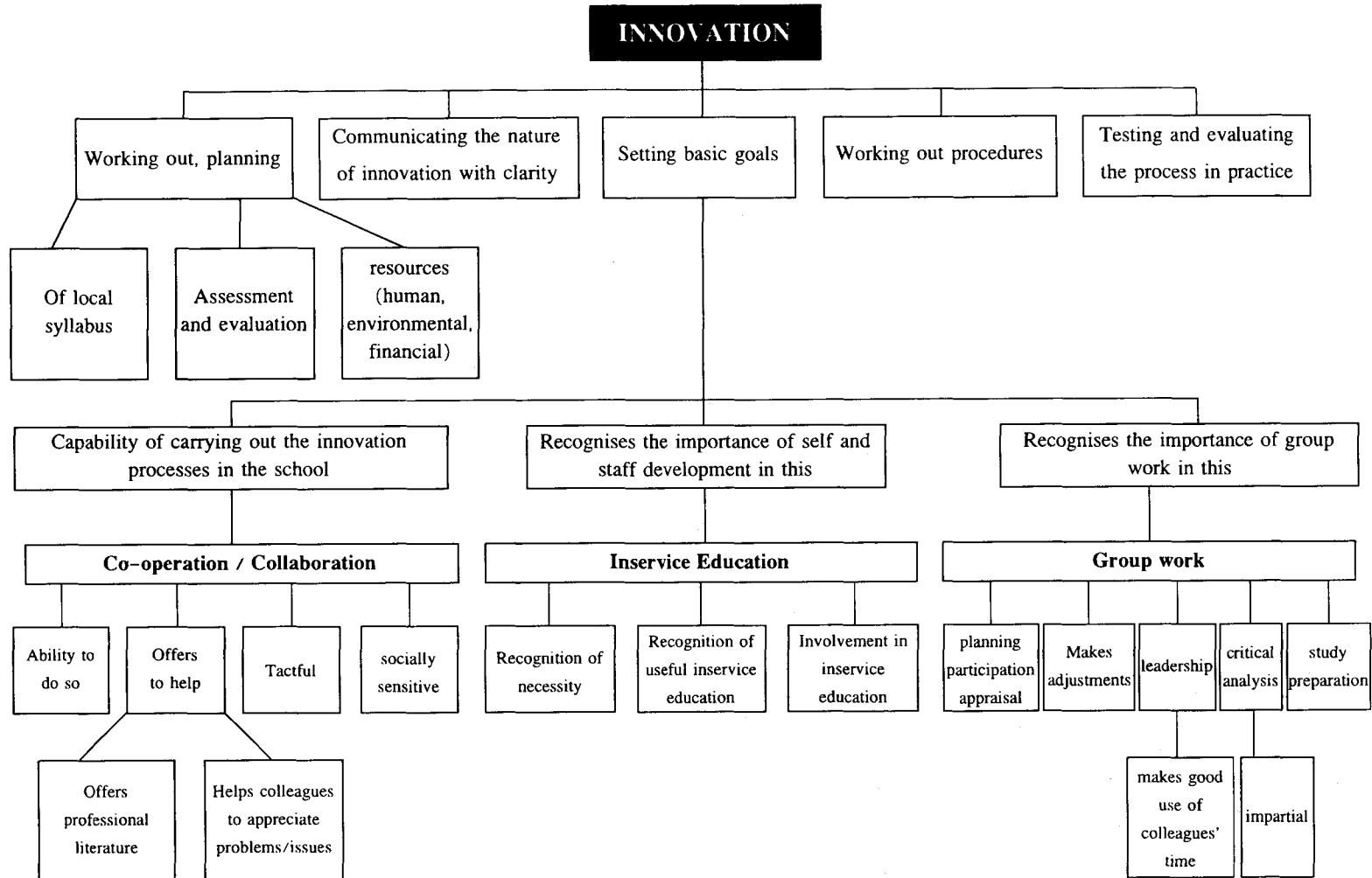
to a small group of experienced Hungarian researchers who were asked to draw the significant points from the responses and suggest any changes to the scales used in the pilot study with a view of using any revisions in the final version of the resource pack for more general use. Some of the comments, perceptions and analysis of the group of experts is now given below.

Table 4 is clearly based on Table 1 (above) and a self-rating perception of the nature of innovation. The Hungarian teachers having experimented with different scales and trying the original suggestion from Cogan and Derricott to use a six- point scale opted to use a traditional five-point scale. The scale descriptors were also adjusted to meet the understandings of the Hungarian group. The translation of the Hungarian phrase to describe category 2 in this scale does not convey a clear meaning. The phrase "more or less important" is probably best translated as 'not very important '. It is the judgement of the author that the descriptors of a teacher's capability or skill are a considerable improvement on the original suggestion from Cogan and Derricott. In general, the judgement is that the scales translate effectively between English and Hungarian but as usual in studies of this nature, it is difficult to assess the problem presented of meanings because of the effects of back-translation. By the latter is meant the problems of lost meaning when translating from English to Hungarian and then back to English. This problem is discussed in Cogan and Derricott (1998) when analysing the results of a nine- nation research study.

Earlier in the paper reference was made to the avoidance of collecting analytic data from direct classroom observation. The Hungarian workers appreciated this problem. The way they tackled this problem was not ideal but it was practical and pragmatic. Table 5 shows their approach. Using a well described seven-point scale they devised a self-assessment instrument, which gave teachers a structure within to reflect on their lessons and teaching methods. This proved to be acceptable to the teachers and was a source of a wealth of data about teaching and about teachers' perceptions of innovatory practice.

Finally the Hungarian experts devised their own model of the innovatory process. The writer has no access to the Hungarian literature on innovation and change

Table 6 : A model of the process of educational innovation

INNOVATION

- Working out, planning
  - Of local syllabus
  - Assessment and evaluation
  - resources (human, environmental, financial)
- Communicating the nature of innovation with clarity
- Setting basic goals
- Working out procedures
- Testing and evaluating the process in practice

- Capability of carrying out the innovation processes in the school
  - **Co-operation / Collaboration**
    - Ability to do so
    - Offers to help
      - Offers professional literature
      - Helps colleagues to appreciate problems/issues
    - Tactful
    - socially sensitive

- Recognises the importance of self and staff development in this
  - **Inservice Education**
    - Recognition of necessity
    - Recognition of useful inservice education
    - Involvement in inservice education

- Recognises the importance of group work in this
  - **Group work**
    - planning participation appraisal
    - Makes adjustments
    - leadership
      - makes good use of colleagues' time
      - impartial
    - critical analysis
    - study preparation

in educational practice and cannot judge how far the model produced is devised from that literature. However, the links with the work of Fullan, (1992 and 1993) Fullan and Hargreaves, (1992) and Elliott (1998) are clear. Table 6 outlines the model of innovation produced by the Hungarian group.

Table 6 represents the outcome of many months of study and professional development. To their credit this group of Hungarian teachers demonstrate their ability to relate theory from the management of change with their daily practice in schools and classrooms. For this group of teachers the understanding of the process of the implementation of innovation is at a high level.

The teachers are clearly able to work within the framework of the developed Hungarian National Curriculum while at the same time developing their own professional autonomy. The process in which they were involved displays an understanding and sensitivity of working alongside colleagues in staff development without imposing the often-misunderstood technique of direct classroom observation. The self-rating scale illustrated in Table 5 encourages teachers to reflect on their own practice without the potential threat of being observed by a colleague.

The study illustrates that powerful theoretical ideas about innovation can successfully cross barriers of language and professional culture. The paper is offered as a challenge to teachers working within their own cultures or working trans-nationally to repeat the process and adapt the scales to their own language and educational situations.

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