

The Complex Basic Program

The strategic objective of the European Union is to enhance employment. It is closely connected to the level of education, therefore one of the five objectives of Europe 2020 is to reduce the proportion of low-educated people. The Hungarian government has undertaken in a National Reform Program aiming at implementing strategic objectives of Europe 2020 in Hungary to reduce the proportion of school leavers without completing their studies to 10 percent by the end of the decade. The Medium-term strategy against leaving school without qualification is to help its implementation, the complex objectives of which are to enhance the disadvantage-compensational and chance-creating capabilities of public education, to ensure equal access to quality education and to decrease educational inequalities. This way the up-to-date, special, target-oriented further education of teachers; the enhancement of methodological culture enabling differentiated, person-centered education in public institutions and the developing pedagogical tool-system of institutional education encouraging openness are also strategic objectives.

The Complex Basic Program is developed in accordance with the improvement of the complex pedagogical system, the retraining-, school- and organization developing concept of the system, and the contextual development of teacher training. In order to decrease school leaving without qualification the aim is to improve the quality of the educational system, enhance its efficiency and successfulness.

The Complex Basic Program is a system of theories and methods in the centre of which are the learning-supporting methods focusing on the development of students' complex personalities. The basic concepts of the program are: **adaptivity, importance of community, equity, learning support and complexity**. The Complex Basic Program is mostly based on group-level pedagogical work in which efficiency of the method is focused on differentiation.

Differentiated development in heterogeneous study groups is wished to encourage with the stimulation of supporting the learning environment. The aim is to encourage the personal involvement of students in the learning-teaching process and the development of learning activities focusing on adaptive life-practice.

The aim of the differentiated development method is to teach knowledge and socialization in heterogeneous groups successfully. When applying it, the cognitive, moral and affective components of education are equally considered important. As a result, the improvement in scholastic record, the decrease in dropout, the increase in the number of those continuing their studies in secondary schools giving GCSE final exam and managing behavior problems are expected.

Personality development and learning are supported by the following four methodical elements: the application of differentiated pedagogical procedures, the competence based development solutions focusing on students in targets and activities and the aggregation of students' creativity in the organization of students' learning.

The principles of the "Complex Basic Program" school are incorporated in the learning environment of the school by applying five school developing sub-programs to support learning:

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- 1) The aim of Digital-based sub-program is to enable students to become digital citizens of society. The concept of digital citizenship means a complex competence system, the main components of which are: technology literacy and the responsible use of ICT; participation and cooperation in net; information literacy and digital content development. Digital activities are present in every field of life, therefore it is essential for students to be capable of acquiring a constructive and responsible digital culture besides having knowledge of and being able to apply information tools.
- 2) The aim of **Exercise-based sub-program** is to integrate sensational methods and activities based on exercise and motorous learning into the educational process. The aim in the physical education field is to keep motivation connected to the physical activity of students at high level, to create need for life-long regular physical activity by applying student-centered methods and to develop the methodology of teaching physical education. These methods and activities based on exercise and motorous learning are built in the teaching process, the efficiency of learning can be improved and students' attention can be kept.
- 3) The aim of **Art-based sub-program** is to develop personality, skills, social competence and various cognitive abilities of students by making them acquainted with the tool-system of arts and organizing complex experience-gaining activities. It is an activity-based, sensational, practical method based on personal experience and individual experiences. The aim of the program is to make students acquainted with cultural heritage, contemporary art, and at the same time with the moral- and norm system of our era and society while joyful receptive and creative art activity enhances school motivation of students as well.
- 4) The aim of **Logic-based sub-program** is to integrate games, methods based on experiences into school education with the help of which thinking and learning strategies of students can develop. The core of the method is that by applying logical, strategic, situational, algorithmic, board, puzzle and other games it is achieved that learning is not only a compulsory activity, but a source of enjoyment as well, while thinking and problem solving abilities of students also develop to give a base to life-long learning.
- 5) The aim of **Life-practice based sub-program** is to found socially valuable and individually successful lifestyle by adopting community developing and self-developing behavior and activities, adequately applying direct and indirect educational methods and procedures. Specifically creation of such culture of practical lifestyle is also an aim which develops students' productivity in accordance with cultural content and the correlated tasks of lifestyle and practical knowledge. It enhances chances for disadvantaged students and helps them evolve a productive and constructive life.

In the focus of the Complex Basic Program there is the community of students, teachers and parents, and the school represents an organic part of an immediate and extended social and settlement environment. The discovery-oriented, active, acting characters create a teacher-student-school living unity, which helps participants, develop their personality and discover and understand the world.

We would like a school

- where studying and teaching are not social duties, but they are community experiences;
- where students get involved in the social-economic life of our society, where adaptive

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- relationship to their body, personality and life circumstances are possible;
- where students are aware of the responsibility felt and taken for themselves, others and the environment;
 - where students are sensitive and critical to values, learn to overcome obstacles, self-disciplined in achieving their aims and also become creative in their actions;
 - which is left by self-confident young people who are capable to prevail in the society and able to contribute to the development of the society after graduating.
 - where the beginning of the school-day is waited, not the end, by both students and teachers.

Therefore we've

- developed the conception of the Complex Basic Program;
- developed the strategy of differentiated development in heterogenous learning groups;
- developed the conception of the five sub-programs;
- developed 7 accredited teacher-training courses for in-service teachers;
- worked out 5 teacher handbooks for the subprograms;
- worked out teacher handbooks for every subject and classes to help implementation of the differentiated teaching strategies.
- built a webpage, where all important information is available about the program
- work out a Professional Supporting System (contact and online) to help teacher in implementing the program.

We've started the courses in May 2018 – the target until the end of the year is to train 6000 teachers. About 60 schools in five counties (Heves, Nógrád, Pest, Fejér, Komárom-Esztergom) begin the implementation in the school year 2018/19. We follow up and measure the results of the development strategies before, within and after the school year.

After the first pilot year - with building in the experiences of the measurements - we'll go on with the trainings to involve more schools. One of the most important goals of the project is to build the model into our university's teacher training system.

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