

Schoolcases EuroPBS

country Hungary

Name school Babits Mihály Gimnázium

Author PBS team



VU University
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Windesheim

ESN
European
School
Network



Lifelong
Learning
Programme

Schoolcases EuroPBS

Description of the implementation of PBS

Introduction

Context of the school

- Country: Hungary
- City: Budapest
- Neighbourhood: District 4. Újpest, suburb of the capital city

What does the school look like?!

- Vision of the school

As stated in the school pedagogical programme our school focuses to prepare students for higher education with good academic results. Beside this the school wants to provide students with all the necessary skills, focusing on all kinds of aspects: teaching traditional values, educating students in every way. To achieve all these aims, the school offers a wide choice of extra-curricular activities.

Our students are selected by entrance exams. However, during their 8 years of studies they change considerably concerning their interests, motivations, attitudes, therefore efficient classroom management is essential.

- Organization of the school (organogram)

School management: the principal, 2 assistant principals, leaders of subject team teachers (6 teachers in the year 2012/2013), 1 assistant teacher for the students' board, 1 president teacher for staff council

20 class teachers (homeroom teachers), 1 librarian teacher and the other subject teachers

1 education management executive, 1 school secretary, other assistant workers (the caretaker, canteen staff, cleaning staff etc. In Hungary they are employed by other organizations, so the principal is not the employer for them.)

- Characteristics of the teacher : 43 teachers (2012/2013 school year)
 - Mean age
45,45 years
 - Number of years of experience
20,04 years
 - Female / male
31/12
- Characteristics of the student population: 542 students, 296 girls, 246 boys(2012/2013 school year)
 - Ages
10-18 years
 - Social economic status
mainly middle class, but no data at school (because of personal rights)
 - Levels / grades
8- grade and 4-grade classes
- What is the support system for students with special needs
 - What is the support they receive: special developing/assisting lessons and activities provided for SEN students by special needs education official experts after compulsory normal lessons, special surveys, advice to teachers and parents. The school has had a psychologist since September 2011. She is available once a

week, giving advice to teachers, parents, having special activities for students with behavioral problems.

- Who provides the support: Special needs education official experts at the local special pedagogical institute. Teachers can send students with their parents there to receive special assistance and advice if students show behavioral problems and other study problems. Moreover, one special needs education official comes to our school once a week to have special lessons.

- Support structure

A pedagogical institute with special needs education experts in the district to provide primary and secondary school students in the district.

A rehabilitation committee states to what extent students can be integrated in mainstream education and what kind of special assistance they should receive. A psychologist visits schools once a week.

A physically handicapped student was admitted to our school in 2012. The local government constructed ramps and other construction alterations to provide assistance in this field.

1. Motivation and expectations of PBS

- Why did your school want to start with PBS? What was the motivation?

- Teachers

To test and implement PBS in our school together with other member schools of the European School Network and with pedagogical and methodological guidance and assistance of Amsterdam and Tampere University. Beside cooperation in ESN our school decided to deepen contacts with other schools from abroad, to exchange good practices and experiences, to acquire new approaches, new methods. To have a modern, open school with good academic results and also with socially skilled students. To enhance all aspects of school, to improve the ability of finding appropriate responses to new challenges in all fields and to prepare students successfully.

- Parents

To learn about PBS, to get to know new methodological approaches to children/youth upbringing, to have strong teachers-parents connections, to have a safe and supportive school climate, to have a good school which provides students with good academic results and social skills. To receive help to solve and prevent behavioral problems.

- Students

To test and implement PBS in cooperation with other ESN schools, to have a good, modern school with supportive atmosphere. To improve teacher-student relationship and to have strong connections among students. To exchange ideas about problems, try to tackle them by working together with all the participants of the school.

- What were the expectations of the school before they started?

- Teachers

Stronger cooperation among all the participants of the school, concentrating on the same values. Stronger connections among teachers, therefore more effective and successful influence on students.

Exchanging ideas, opinions and good practices, receiving help from university experts, from other schools, from colleagues to solve and prevent behavioral problems, to have effective classroom management.

Learning new methods and approaches to deal and prevent students' behavioral problems.

To preserve or enhance students' good academic performance.

To enhance teachers' and students' motivation, self-esteem, self-efficacy.

To have a similar approach to various aspects of school life.

To have a good school with supportive, encouraging atmosphere with more motivated teachers and students.

- Parents

A good school with supportive, encouraging environment. Successful education with good academic results and providing students with all the necessary skills. Good contacts and cooperation.

- Students

A good school culture, stronger connections among students, good relationship with teachers. Discussions of problems, solving them in good cooperation. Learning about other schools' good practices, exchanging ideas. Have an open, modern school with good atmosphere.

2. Implementation process

- Initial phase

- How did you Inform all stakeholders in the school

We informed all the stakeholders after the Amsterdam kick-off conference via personal conversations, staff meetings, meetings with students' representatives, on the school website, on E-register, in the school magazine, on teachers-parents meeting, in the lessons, on the school radio.

- Installing PBS team (size, who were involved)
8 members

the coordinator of the European School Network, an English teacher, the president teacher for the staff council, the librarian teacher, 2 leaders of subject team teachers(Hungarian grammar and literature; History and Geography), a Maths-Physics teacher, a Chemistry-Biology teacher who is also the orienteering trainer
- Training of the PBS team

March 2011, April 2012, November 2012 by a coach from Amsterdam University
- Planning the starting phase

Collecting data from teachers and students about the problems, needs, risky spots.

Decision on shared values, start with universal: all school settings.

Completing questionnaires, having interviews and meetings, acquiring the elements of PBS by PBS team members, establishing action plan with example interventions.
- Starting phase tier 1
 - Training of the teacher team

On the teachers' meeting, discussion of the PBS principles, developing common positive approach. Discussion of shared values, expectations, pilot interventions. A mentor teacher from the PBS team members to assist each teacher, especially class (homeroom) teachers.
 - Establishing values

On the basis of the collected data (from teachers and students' representatives) about the problems and needs our chosen values: Be responsible! Be good-mannered! Be respectful! Be tolerant! (In Hungarian: FITT😊)

- Expectation matrix

Establishing clear expectations based on shared values.

Concentrating on risky spots and defining the expected behavior concerning the values: classroom, bathroom, cafeteria, gym and the changing rooms.

- Behavior lessons

All the classes: the expected behavior is taught, discussed and practised.

Form teachers have 4 lessons on the first day of the school year. During these lessons they discuss the school rules according to the school code. During the school year each form teacher has one lesson per week to concentrate on various education aims. On the basis of the shared values all the classes discuss and have clear rules and clear consequences.

Various methods are used according to the students' age:

- younger students: roleplay, creating posters, see the dropbox: Shared values, Drama activities, drama club

-senior students: workshops, theatre performances, drama activities, film adaptation, see the dropbox: Film adaptation of a poem about human relations; Drama activities, club

- Adaptation physical environment

Establishing nice, tidy and encouraging environment. According to our school's pedagogical programme one of the main aims is to focus on teaching the right attitude to the environment. Common efforts (teachers, students, parents, all workers): exhibitions, painting and decorating classrooms, inspiring quotations everywhere; posters about school rules and common values put in different parts of the school building.

In case of students' inappropriate behavior the classroom is closed after lessons and they have to clean it.

Interventions in rest rooms and gym changing rooms.

11th grade students are on duty in cafeteria.

A new intervention in the school year 2012-2013: the Student Board organizes a competition among classes: Which classroom is the cleanest?

A new intervention is introduced in the school year 2012-2013: serving tea in the hall on Santa Claus Day and on the last school day before Christmas organized by management and technical workers together a surprise with the aim to create a nice environment.

- Systematic use of data

Data collection and analysis:

- data of students' academic results, attendance, being late, reward notes, disciplinary notes, see the Dropbox Assessment and evaluation system and Assessment of students' behavior and attitude to work

- data about mobile phone usage during lessons, see the Dropbox Mobile phone usage during lessons

- data about greetings, see the Dropbox Greeting Day

- data about problematic behavior in gym changing rooms

- data about learning methods, see the Dropbox Questionnaire of learning methods

- data about students' social relations and values, see the Dropbox Students social relations and values

- Tier 2 interventions

- Data collected

- Behaviour problems during lessons, warning notes

- Intervention that was done
 - Special meetings for teachers who teach in the class
 - Special meetings with parents
 - Continuous contact between the form teacher and the parents
 - Special attention to the student
 - Special discussions with the students in the class, special help from teachers and students in the class
 - Help from the school psychologist
- Evaluation
 - Discussions, meetings and check if there is reduction in behavioral problems
- Pilot phase
 - Description of Pilot interventions
 - On the basis of data analysis and conclusions pilot interventions have been introduced on tier 1:
 - Greeting Day to teach and practise good manners, to focus on polite behavior, see the Dropbox Greeting Day
 - Competition of Punctuality to teach expected behavior and focus on improving punctuality data, students' being punctual for the lessons, see the dropbox Competition of Punctuality
 - Establishing a rule about the consequences of mobile usage during the lessons to reduce attention problems and raise students' concentration level, see the Dropbox Mobile phones usage during lessons
 - Continuously updated E-register to establish fast and good contacts with parents, to register school data, to make all the school data, events, information accessible, see the Dropbox Updated E-register. The E-register was introduced for pilot in the school year 2010-2011, it turned out to be effective and successful, the latest intervention in November 2012.: parents can register to teachers-parents meetings. The parents and the teachers are satisfied with the

interventions and with the continuous progress with the E-register according to their responses.

-Continuously updated school website to raise information about the school to enhance connections and cooperation among all the participants of the school, to attract more students to apply to our school, to improve cooperation with other local schools etc. Parents are especially satisfied with an intervention introduced in summer freshers' camp: news, pictures, videos are put on the website, so parents can follow their children's programme. It is very important for them because young children for the 5th grade are just 10 years old leaving their home for the freshers' camp for 5 days with their new form teacher. See the Dropbox Updated School Website and visit our website www.babits.hu

-Creating Facebook Group for the school to enhance connections and cooperation, to involve more students, parents and former students in school programs. We are very proud that several former students assist in organizing various school programs, see the Dropbox Creating Facebook group and visit Babits Mihály Gimnázium on Facebook

-Organizing a wide range of extra-curricular activities (clubs, charity programs, concerts), camps (freshers' camp, survival camp, bicycle camp, canoeing etc.) to provide opportunities for teaching various skills and developing students' personalities, to strengthen connections, to create better school community, for team-building. See the Dropbox Camps, extra-curricular programs, see the Dropbox Test about the skills and attitudes

-Using theatre and musical performances to teach and practise good behavior and positive approach on the basis of shared values to create better school culture. The Man of La Mancha was rehearsed during the whole school year every Friday and performed on stage by many students in our school, it was a great success. See the Dropbox Theatre and musical performances

-Survey about students' social relations and value preferences in class to find out about their motivations, trends, if they have problems, see the Dropbox Students' social relations

-Drama activities (for example Babits Day performances) and a drama club called Beanbag organized by former students as Friday afternoon club to practise social skills, to provide an opportunity to communicate with each other about their problems, exchange experience, play, see the Dropbox Drama activities

-A special successful school application organized by one teacher winning a special contact with a theatre who come to our school in the school year 2012-2013, and the actors perform plays and have discussions for students on the current topics eg. tolerance, family life, youth problems etc.

-Posters about me to improve students' self-awareness, self-esteem, to teach tolerance, see the Dropbox Posters about me

-Questionnaire of learning methods in one class to assist students with their studies, to improve their motivation and academic achievement, see the Dropbox

-Special attention to gym changing rooms on the bases of the collected data about problems. Distributing the rules to each class teacher on the first school day, discussion of the rules and the expected behavior in each class.

-Special attention to rest rooms on the bases of data about problems, special check by caretaker at 11o'clock. Two restrooms were renovated in 2012, and the school is planning to renovate all of them to establish nice environment to prevent behavioral problems. Special notes and posters about right behavior.

-School special reward system with traditional rewards and special rewards based on students preferences (eg.cruising on the Danube, pizza eating, theatre tickets, icecream etc.) to strengthen positive attitude, to reward students'outstanding achievements, see the Dropbox Reward system

-Teachers' more attention, focus on positive feedback, motivating students in various ways, see the Dropbox 100 Ways of Praising a Child

Evaluation phase

Evaluation of data, discussion of the interventions, checking the progress, results, drawing conclusions.

3. Role and tasks of the PBS team

- Meetings (frequency, agenda)

Meetings once or twice a month, special meetings at the beginning of the school year to establish an action plan. After the PBS team training in November 2012 meetings are held every Wednesday in the lunch break. Agenda: discussing interventions, conclusions, results, plans, exchanging ideas about different behavioral problems, inspiring each other.

- Roles and functions within the team: coordinator, data analyst, logbook keeper,

3 members responsible for communication with the stakeholders, a member creating fun and good atmosphere, an IT expert

- Communication with stakeholders (how did you do that, communication channels): continuous personal meetings with the management, meetings with staff, parents, students' board, E-register, school website, school magazine, school radio
- PR: school website, school magazine, school radio, posters, staff meetings, teachers-parents meetings, students' board

4. Specific cultural aspects of PBS in our school

It is not as common in Hungary to collect data about problems in schools and to implement data analysis to introduce interventions as in other education systems. Traditionally data are used to assess students' academic performance, attendance, being late.

It is not so common for teachers who are not so young and teach other subjects than English to use the English language fluently and bravely. In Hungary there are not so many films with subtitles(they are dubbed), and situations that promote the use of

English as in other countries. Therefore the trainings for PBS members and the interviews were a bit difficult for the coaches and for the PBS team members as well.

It is not usual to use video technique and record events during lessons or trainings, meetings.

It is not so common for teachers to visit each others' lessons because of time and work pressure.

Teachers have very little time for meetings, discussions, especially in our school because of the numerous lessons and extra programs. However, most teachers in our school are happy and enthusiastic to organize various extra programs for students in their free time, although these programs are not financed for the teachers. It is unique even in Hungary for secondary schools to have so many school programs, our teachers are very dedicated and committed.

Our school has a good quality education in simple or modest technical conditions, with very little support for teachers.

Constant changes in the country concerning education, the school system, exams and people's life in general that causes a lot of uncertainty.

5. What were the roadblocks in the PBS process according to

Teachers

Limited time, teachers' workload, constant changes concerning the education system, laws.

Financial, budget difficulties.

- Students

For senior students limited time because of the workload, constant changes in education system, unexpectedly changing laws concerning application conditions to higher education.

- Parents

Limited time for meetings and discussions with teachers, family life difficulties, stressful lifestyle.

6. What were the benefits of the PBS process? According to

- teachers

Learning new methodological approaches, concentrating on the shared values, more cooperation, more positive attitude, more focus on factors of successful teaching, on positive feedback, on rewards. Evidence about our successes, results, right attitudes.

- PBS team members

Strong cooperation, exchanging ideas, acquiring and implementing PBS approach, learning new methods to solve and to prevent behavior problems, learning effective attitude to influence school culture positively, raising self-esteem and motivation. Evidence about our successes, results, right attitudes.

- parents

Stronger cooperation with teachers, safe and inspiring school climate, learning new ideas to solve and prevent behavioral problems.

- students

Common concentration on shared values, good school culture, more cooperation with teachers and students, colourful school life with plenty of school programs.

7. Conclusions (overview of results)

Enhancing supportive cooperation of all school participants: staff, management, students, parents. Concentration on shared values and the implementation of PBS principles have led to more common approach to handling behavioral problems and new challenges. The PBS team members' attitude and their closer relationship and work have influenced the whole staff and the whole school in a positive, inspiring way. The awareness of PBS approach and the more cooperative work has created more supportive and more positive school climate in spite of the numerous changes and all the uncertain conditions which have affected the school during these years. Due to continuously updated E-register, school website, creating Babits group on Facebook the connections with parents, former students and the surrounding have improved considerably. More creative and effective ways of solving and preventing behavioral

problems, responding to new challenges with new ideas and practical interventions. New positive attitude towards problem solving and preventing problems especially among PBS team members and affecting all the participants of the school in an inspiring way. Considerable decrease in discipline problems, see mobile usage during lessons, competition of punctuality, Greeting Day success and good results. Teachers' more focus on teaching social skills and encouraging positive behavior, more focus on rewards, positive feedback, motivation. Students' more active and effective involvement in organizing school programs, reacting to problems.

8. Plans for the future

The PBS team members would like to continue working according to PBS principles with the aim to involve all the staff in the future better and better and to have a good school culture. We are willing to continue PBS approach to handling and preventing behavior problems. We want to consciously concentrate on cooperation, reward system, positive feedback. With this attitude we would like to have an appropriate attitude to constant changes and have good, encouraging atmosphere in our school.