Learning Organization
3 ECTS

Purpose of course

The aim of the course is to interpret, analyse and arrange social and economic professional processes which shape the roles and the functions of teachers in the ever-changing public education system. Furthermore, students will learn about the specialities of continuous professional development specific to the teaching career, about the related international and national systems of expectations and control as well as the necessary planning methods, tools and options required to plan and to present their own studies and professional development. A further aim is to support the students in learning and understanding the relationships of school development on micro- (local) and macro-level (system-wide, European, global), and within the education policy context in which school development is taking place.

Required reading

- Canea, F. (2013): Teacher CPD policies: balancing needs and provision at the level of individual teachers, schools and of education systems. In: Policies on teachers' continuing professional development (CPD): balancing provision with the needs of individual teachers, schools and education systems. Report of a Peer Learning Activity in Vienna, Austria 2 - 6 June 2013. http://ec.europa.eu/education/policy/strategic-framework/archive/documents/teacher-cpd_en.pdf .

- Cheng, E. C. K. (2015). Knowledge Management for School Development. In E. C. K. Cheng, Knowledge Management for School Education (o. 11–23). Singapore: Springer Singapore. http://link.springer.com/10.1007/978-981-287-233-3_2

- Fullan, M. (1993): Change Forces: Probing the Depths of Educational Reform. Routlegde, London és New York.

- Goodwin, A. L. (2010). Globalization and the preparation of quality teachers: rethinking knowledge domains for teaching. Teaching Education, 21(1), 19–32. https://doi.org/10.1080/10476210903466901

- Mourshed, M., Chijioke, Ch. és Barber, M. (2010): How the world's most improved school systems keep getting better. McKinsey&Company, h. n. [URL: http://www.mckinsey.com/clientservice/Social_Sector/our_practices/Education/Knowledge_Highlights/How%20School%20Systems%20Get%20Better.aspx]

Knowledge

- Has knowledge of the latest results of research in education science and its neighbouring fields as well as of relevant pedagogical innovations, is able to analyse and interpret them critically.
- Has deep knowledge of scientific theories of learning, strategies and methods of learning and methods of supporting learning and teaching, has

an understanding of the role of various learning spaces and environments in lifelong learning as well as learning in all areas of life and culture.

- Understands developmental trends of professional policies and knows about the innovative national and world tendencies of developing educational systems, understands the connections and ways of controlling the operation of service systems in his/her professional field and neighbouring sectors.
- Has knowledge of the structure- and content-related requirements of the legal and professional documents defining his/her agency, is informed about the competences related to his/her profession, and the possible expectations towards an employee.

Attitude:

- Aims to implement expansive professional cooperation, is open to enter problematic situations reflectively and is able to judge them professionally.
- Has professionally established critical approach and is committed to professional analysis based on values and knowledge.
- Is committed to lifelong learning, aims to continuously follow issues related to his/her profession, therefore is especially open to get to know new professional results, to use them in his/her work and to evaluate them.
- Accepts that continuous professional development means intentional planning and implementation of studies for teachers, in which he/she pursues a harmonic relationship of individual and organizational viewpoints.

Skills:

- Applies interdisciplinary models and is able to analyse a given problem from different perspectives, which enables a realistic interpretation of the situation with effective alternative solutions.
- Is able to evaluate and assess documents defining his/her profession and to compile documents at an organizational level.
- Is able to compare research results with pedagogical practice.
- Is able to formulate practical implementation proposals.
- Is able to prepare professional materials according to independently chosen aspcredits, to present and analyse research results with objectivity, to write shorter professional texts independently.
- Is able to analyse the organizational operation of an institution with criticism, considering the potentials and limitations.
- Is able to create age-appropriate educational conditions based on his/her knowledge of characteristics of learning, and to support individual ways of learning.
- Is able to support learning at the organisation by purposefully planning of his/her pedagogical activity.
- Is able to purposefully utilize the opportunities of learning from each other and from the results of professional dialogues during his/her professional work, takes part in knowledge sharing, regularly evaluates and supports the professional development of his/her collegues.

Autonomy-responsibility:

- Takes the proactive role in making phenomena understood and encouraging responsible thinking, applies a scientific-professional viewpoint in his/her decisions and actions.
- Makes individual decisions based on professional opinions, and prioritizes delivering opinion and taking action based on research.
- Is a reliable professional partner in various professional collaborations, is able to both lead and follow effectively in cooperation.
- Takes responsibility for his/her communication and for improving it continuously.
- Takes responsibility for supporting the development of his/her colleagues and professional community, as well as for enhancing the recognition, development and improvement of education science.