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Managing inclusion and diversity in the classroom

Country case – Hungary

Hungarian Rectors' Conference (HRC)

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Teaching in socially and academically diverse classroom



Complex Instruction Program

(Komplex Instrukciós Program - KIP)



The method is developed by Dr. Emese K. Nagy from the University of Miskolc (emese.nagy@uni-miskolc.hu)

- based on the method developed at Stanford University, first used in Hejőkeresztúr

Complex Instruction Program

Principles of Cooperation

- You have the right to ask for help
- You have the obligation to help if your fellow asks you
- Help others but do not do the work for them
- Finish your task all the time
- Clean up after your work
- Fulfil your role in the group



- Students with various knowledge backgrounds and levels can study together
- Key element: cooperation
- Carefully guided groupwork
 - Principles of cooperation and rotating roles
 - Open-ended tasks
 - Various skills are needed
 - Finishing with an individual task relying on the group task

The tasks are...

The tasks are open-ended.

Why?

Because in Complex Instruction Program the more the students talk and work together, the more they learn.

Open ended tasks are good to this requirement.

- The tasks require the mobilization of a wide range of abilities and intelligence, in the solution of which the different and significantly different prior knowledge of the students can play a role.
- This has a significantly smaller effect on the discrimination of students, spontaneous and direct discrimination.

The tasks are open-ended

- Open-ended tasks and differentiated individual tasks help students to overcome disadvantages, create a chance for equal access to knowledge, and ultimately promote individual mobility.
- The program supports both students who are lagging behind in learning as well as talented students and ensures the chance of effective knowledge acquisition.
- The tasks include the acquisition of effective learning techniques and the development of reading comprehension.

Observing classrooms

- Students work in **small groups**, using **cooperative norms** and **group roles**.
- Teacher – committed to providing opportunities for all students to succeed; worked with Complex Instruction Program

As you can see...

- Notice the interaction among the five 7th graders.
- What can we see?
- They are working together.



As you can see again...

- Comment on the following:

Body language

Rates of interaction

Quality of the interaction



Evelin's classroom



As you can see...

- Notice the interaction among the five 4th graders.
- What can we see?
- They are working together except one pupil.



Features of equitable classrooms...

- all students have access to **quality curriculum**
- **intellectually challenging tasks**
- **equal status interaction** with their peers with the teachers and the texts of school
- Responsibility for students' own work, mutual trust, a positive attitude and willingness to help are inherent in good teamwork. During joint work, the children learn empathy, tolerance, cooperation, conflict management, communication, and the ability to compromise, while their debate culture and organizational skills improve.

The success of the KIP network

- Today: nearly 200 primary and secondary schools use the method (KIP)
- Grassroots initiative
- KIP is taught at teacher training universities.
- It requires a lot of time, energy, and creativity from the teachers, esp. at the beginning.
Student performance-reward comes in about 2 years.

Thank you for your attention!

