

REFORMING THE SYSTEM OF TEACHER CONTINUING PROFESSIONAL DEVELOPMENT – SHARING FIRST EXPERIENCES (2025)

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Abstract

The primary goal of writing our study is to examine and present the domestic and international teacher training system and, on this basis, to reinforce the importance of teachers' continuous professional development. First, we provide a historical overview of the functioning teacher training, supplemented with research results. In the second chapter of our article, we discuss the government decree that has dominated the Hungarian continuing education system for a quarter of a century, the shortcomings of the system, and the continuing education needs of the teaching community. In the final part of our work, we will address the transformation of teacher training in Hungary in 2025. First, we will present the legal framework, then briefly introduce the structure and goals of the system and report the first experiences of Pázmány Péter Catholic University as a partner institution involved in the implementation of further training.

Keywords: teacher continuing professional development, public education, teacher training, teacher career

Introduction

One of the foundations of any country's economy is the establishment of a well-functioning education system and the preparedness of those working within it to provide formal education to younger generations. Teachers with appropriate qualifications form an important cornerstone of how schools operate. Teachers' knowledge, professional competence and motivation significantly determine the effectiveness and efficiency of education in a country (Halász, 1999). In our changing world, the continuing professional development of teachers is becoming increasingly important. On the one hand, the students entering schools are becoming increasingly diverse, arriving with varying levels of preparation and motivation; which supersedes traditional teaching roles and models, meaning that continuous development and adaptation are expected of teachers to a great extent. In addition, they must keep pace with the technological developments and the challenges of globalisation; as it is the teacher's task to prepare students to embrace and navigate these changes. As the economy transforms, including labour market demands, the younger generation must also be prepared for successful employment (Halász, 1999). Overall, however, for teachers to effectively prepare students for a successful career launch, there is no alternative to lifelong learning, a key component of which is participation in further training.

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1. The importance and functioning of teacher training at national and international levels

Continuous professional development for teachers is receiving increasing attention worldwide (Day–Sachs, 2004). Teacher training lays the foundations for teachers to develop the fundamental knowledge and skills inherent in teaching, but it cannot provide them with comprehensive knowledge of every aspect of the teaching profession (AL–Weher–Abu–Jaber, 2007; Richards, 2015; Skinner, 2005). Unfortunately, teacher training cannot provide everything that teachers actually need to know and apply in their school work, and this requires them to continue learning throughout their careers. Furthermore, educational philosophy and the context in which they must teach constantly change. These diversities and rapid changes can lead to teachers’ professional knowledge and skills becoming outdated, necessitating constant updating (Sayed–Badroodien, 2018, pp. 3–13; Scales et al., 2011). Teachers’ preparedness and participation in high-quality professional development courses are also important factors in students’ learning performance (Supovitz, 2001; Yoon et al., 2007). According to Supovitz’s (2001) model, higher-quality teaching is the result of outstanding professional development, as the practical application of new knowledge acquired by teachers has a positive impact on students’ comprehension and learning processes. The OECD’s TALIS 2024 survey also highlights the importance of teachers’ continuous professional development. Teacher training courses and less formal (self-directed) learning activities are not only found in some form in every country, but teacher participation is also strikingly high everywhere: OECD 96%, Hungary 91%. On average, just over half of teachers (55%) – but 73% in Hungary – believe that professional development activities have had a positive impact on their teaching practice (Bozsik–Nagy, 2025).

However, in order for teachers to be able to participate in professional development on an ongoing basis, school leaders must ensure that support is available and that the conditions are in place to enable staff to learn, develop and improve their performance (Bubb–Earley, 2007; Guskey, 2000).

Lifelong learning, which is a series of learning activities that can take place anywhere for anyone, is not only aimed at enabling people to acquire new knowledge and skills, but also at integrating them into society and making them part of social transformation (Jarvis, 2009; Demiralay–Karadeniz, 2008; Demirel, 2009). As the future demands daily adaptation to change and the acquisition of new knowledge, teachers play a key role in ensuring that the importance of lifelong learning is reflected in students’ attitudes (Harangi, 2011). The principle of lifelong learning has long been a cornerstone of the European Union’s education policy (Borbélyová–Pataki Tóthová, 2023). A 2021 study involving 205 teachers also confirmed that it is important for teachers to keep their expertise up to date and that they are willing to participate in training courses from which they can incorporate new knowledge into their daily work. The study also noted that, unfortunately, enthusiasm for participating in further training tends to decline with age (Bognár–Szilárd–Kálmán, 2024).

Current international practice in teacher training essentially distinguishes between two types of training: the training in the traditional sense, where teachers can attend subject-specific courses designed to refresh and update their existing professional knowledge and skills; and so-called additional programmes, which may

lead to the acquisition of new skills and, ultimately even a new qualification (Mihály, 2005).

Abroad, the system of teacher training – which may be compulsory – was first established in 1910 for Greek secondary school teachers, and then in 1922, also in Greece, for teachers in primary schools. In this respect, Hungary lags behind, having only introduced such a system through a government decree in 1997 (Mihály, 2005). The publication titled *Key Topics in Education in Europe* (2004) provides an excellent overview of the teacher training systems in other European Union countries. Every country has a teacher training program, in which participation is regulated by law or employment contracts. Participation is compulsory in sixteen European countries, whilst in the others it is voluntary. The most common system is one in which teachers are required to devote a certain amount of time to training, but may also participate in further training on a voluntary basis. Countries reward participation in further training in different ways. In the Netherlands, it is generally accepted that continuous professional development is a professional duty for teachers. In Finland, Sweden and the United Kingdom, participation in further training is more closely linked to the conditions for professional advancement. Trainings organised during work hours cause substitution problems, whilst training outside work hours may negatively affect participation rates. In some countries, such as Finland and the United Kingdom, the majority of training courses are generally held before or immediately after the start of the school year. The duration of trainings also vary. In the Netherlands, 10% of annual working hours must be spent on professional development courses, which means that teachers here spend the most time in further training within Europe. In Germany, teacher training is not compulsory, but teachers regard participation in programmes organised by teacher training institutions as a natural part of their professional development. In some federal states, these include residential institutions where teachers can acquire new knowledge and methods over varying periods of time. In the United Kingdom, 42 hours of compulsory training is required annually, but since 2001 there has also been a maximum six-week ‘creative leave’ for teachers working in schools with challenging conditions, with the aim of allowing experienced teachers to engage in self-development.

According to the results of the OECD’s TALIS 2018 survey, 94% of teachers in OECD countries took part in some form of professional development within a year. At the same time, 90% of school principals in OECD countries participated in some form of professional development over the past year, which represents a high participation rate. Lithuania is particularly at the forefront, with the highest proportion of teachers taking part in professional development. In this country, participation in professional development is also very significant for the purposes of retaining employment and career progression. Looking at the types of training, courses and seminars are the most popular among teachers internationally. 80% of training participants believe that the content of the training is useful in their teaching practice. As for future demands, teachers would like to have access to more training opportunities in the areas of ICT skills, teaching methods used in multicultural environments, and teaching methods for students with special educational needs (Balázs-Vadász, 2019).

The first Hungarian ministerial decree regulating the further training of teachers was issued in 1906. The aim of the further training courses was to inform colleagues about new ideas, events, achievements and endeavours, that is, about progress and to encourage staff at public schools to engage in effective work through these influences. In 1912, the first European institution dedicated to the regular and

continuous further training of teachers was established in Budapest under the name of Capital City Pedagogical Seminar (Weszely, 1912). After 1945, the first wave of the reorganisation of further teacher training took place. At that time, due to political changes, retraining and ideological re-education were at the heart of further training. From 1947, psychological content was given increasing prominence in further training programmes, and by 1949, they had moved away from professional issues. In the 1950s, a centralised continuing education system was established, which was replaced by a decentralised approach in the 1960s. As a result of decentralisation, local continuing education initiatives and county and district courses began to proliferate. Over time, however, it was realised that a coordinating body was needed, and so county cabinets were established. The best-known form of continuing professional development offered by the county cabinets was the complex practical seminar introduced in the 1970s. This combined ideological, pedagogical-psychological, subject-specific and methodological knowledge, whilst striving to organically link theory and practice through individualised learning (Gönczöl, 2011). It was during this period that the regular further training of educational leaders – principals and subject supervisors – also began in an independent form (Halász, 1994). In 1985, the state relinquished central control and direct supervision of classroom processes. Instead of training cabinets, county pedagogical institutes began to organise further training for teachers. They became the most important domestic centres for pedagogical professional services. According to a 1986 study, training for teachers during this period took various forms. For example, there were so-called intensive training courses organised by higher education institutions, as well as nationally and county-organised courses; various forms of leadership trainings, professional conferences and experience exchanges were available; and it was possible to participate in pedagogical experiments and research both individually and in groups (Bognár, 1986). Gönczöl and Szebenyi (1987) also highlighted a number of problems during this period. Despite the variety of training programmes, only 48% of secondary school teachers and 44% of primary school teachers in active service took part regularly in further training. In the case of nursery school teachers, however, this proportion was only 15%. More than 40% of continuing professional development took the form of courses, and the proportion of one-time lectures was significant. Participation in research and development, however, was low. The many different institutions offering continuing professional development operated in an uncoordinated manner. There was no guarantee that programmes running under the same title actually provided equivalent knowledge. Furthermore, the domestic continuing professional development system did not provide any support for those starting their careers. As early as the 1980s, ideas for modernising teachers' continuing professional development were formulated. These sought to eliminate the ad-hoc nature of continuing professional development content. The aim was to develop the training provision on the basis of specialist knowledge and facts, so that it would be in harmony with both the objective needs of public education and the personal needs of teachers. However, with the closure of the National Institute of Education, these plans were left without a representative (Gönczöl 2011). In the early 1990s, the National Institute of Public Education was responsible for coordinating further training and introducing quality assurance procedures into the system. Based on the opinions of foreign experts, the 1996 Public Education Act sought to place the teacher further training system on a new footing. Thus, the 1996 Public Education Act stipulated that teachers must participate in further training at least once every seven years, and that the employment of any

teacher who, through their own fault, failed to participate in further training or did not successfully complete their studies would be terminated from their employment. Those who successfully completed their studies, however, began to receive financial recognition for their continuing professional development (Gönczöl, 2011). It was only after all this that the 1997 government decree regulating continuing professional development could be drafted, which shaped continuing professional development for teachers in Hungary for many decades.

2. The legal framework of the 'old' system of further teacher training and a presentation of the research findings that motivated and supported the change

As can be seen, the legal framework for teacher further training has always served a dual purpose: on the one hand, it sought to ensure the continuous professional renewal of teachers; on the other hand, as a legal norm, it functioned as a tool within the educational policy toolkit in the service of quality management. Over the decades, pedagogical expectations, methodological paradigms, digital technologies and the social environment have changed significantly, so the training system should also adapt to these changes.

Government Decree No. 277/1997 (XII.22.) on further teacher training, the teacher qualification examination, and the allowances and benefits for participants in training provided a stable framework for a quarter of a century, but over time it became complicated and, in part, outdated. Since its publication, the decree has been amended a total of 36 times, and the range of options for fulfilling the requirement to attend at least 120 teaching hours as part of one or more continuing education courses every seven years has expanded significantly during this period. When the legislation was first published, this requirement could be met by:

- a second or further degree obtained through further undergraduate or postgraduate study at a college or university level following the acquisition of the higher education qualification and vocational qualification required for the post;
- in the case of teachers of theoretical vocational subjects, preparatory vocational subjects, and teachers providing practical training, a first teaching qualification in addition to the relevant vocational qualification and professional competence, or
- the acquisition of a higher-level vocational qualification listed in the National Training Register that supports educational and teaching work, and
- teachers educating and teaching in the language of a national or ethnic minority in the country where that language is spoken, teachers teaching in the target language in bilingual school education in the country where that language is spoken, language teachers providing language training in the country where the foreign language is spoken,
- teachers involved in pre-school and school education for national and ethnic minorities in the home country in further training related to the teaching of cultural studies, and
- participation in further training organised on the basis of international agreements.

In contrast, immediately prior to the repeal of the legislation, the obligation could already be fulfilled:

a) by obtaining any of the following documents relating to further professional qualifications or certifications:

- a certificate confirming the passing of the teacher's professional examination or an equivalent examination,
- an additional certificate obtainable through a training programme providing a higher level of higher education, corresponding to the higher education qualification and vocational qualification required for the post,
- in the case of holding a higher education qualification and professional qualification entitling the holder to fill the post, an additional certificate attesting to a higher education level required for performing managerial duties, or a certificate obtained through specialist further training, in the case of a teaching qualification, a further certificate attesting to the fulfilment of the requirements for the field of study in accordance with the training and exit requirements,
- the qualifications and professional qualifications specified in Sections 8–22 and Annex 2 of Government Decree 401/2023 (30 August) on the implementation of Act LII of 2023 on the new career path for teachers
- which develop a teacher's professional competence, abilities and skills or lay the foundations for the acquisition of new teaching qualifications, a document certifying the completion of a course of study aimed at acquiring partial knowledge in accordance with Section 42(2) of Act CCIV of 2011 on National Higher Education, resulting in at least thirty credit points,
- a document certifying participation in complex development projects, implemented in cooperation with the teaching staff and measurable in terms of student achievement,
- a document certifying the completion of the European Computer Driving Licence: ECDL START or ECDL Select, which serves to promote digital literacy and enables the full utilisation of the benefits offered by information technology tools,
- a document certifying language proficiency at a minimum of level B1, in accordance with the government decree on state-recognized language examinations certifying foreign language proficiency and the recognition in Hungary of language examination certificates issued abroad certifying foreign language proficiency,
- a document certifying completion of further training accredited by the Minister responsible for culture, as well as a diploma certifying completion of courses or specialist further training in the cultural field conducted by a higher education institution

b) by participating in the following further training courses

- teachers teaching in the target language in bilingual school education in the country where the target language is spoken, teachers teaching a foreign language in the country where that language is spoken, in language preparation,

- teachers involved in ethnic minority nursery education, school education and boarding school education in the country where the ethnic minority language is spoken, as well as in language training at foreign institutions teaching in the languages of ethnic minorities and fostering their cultures, and in further training related to the teaching of ethnic studies and country studies,
- language training for teachers and educators teaching in Hebrew in Israel, as well as further training related to the teaching of folk culture and country studies,
- in further training announced under the Council of Europe's Pestalozzi Programme, the Council of Europe's European Centre for Modern Languages Programme, the European Union's Lifelong Learning Programme, and organised on the basis of bilateral intergovernmental work plans

c) up to a quarter it may also be achieved by the following means

- participation in a scholarship programme supporting public education research,
- by participating as a professional mentor in trainee preparation,
- unorganised activities aimed at enhancing professional competence and developing skills (hereinafter: self-training), which may take the form of observing the experiences of others (class observation) or testing and demonstrating working methods, procedures, techniques and approaches in one's own practice (demonstration lesson),
- participation in non-accredited training lasting fewer than thirty contact hours, provided that the training period is at least five hours,
- participation in specialist consultancy provided to the relevant teaching staff or teaching community as part of consultancy activities organised at the request of the public education institution, provided that the analytical and evaluative activities are carried out with the participation of the teachers concerned.

The very fact that there is a centrally defined, regulated system of continuing professional development, backed by funding, is of great importance. Continuing professional development adds value for both the school and the individual, as it serves as a tool for professional growth and development. For a long time, an important element of the teacher continuing professional development system was the professional examination, as well as the subject-specific training leading up to it, which subsequently also meant a pay rise for teachers. In an increasing number of institutions, in-house continuing professional development was organised for all or part of the teaching staff. In the case of in-school training, teachers undertake the programme together and acquire the same knowledge, so they can consult with one another and discuss the results and successes achieved as a result of the training. Most of the training courses were interactive and, alongside the theoretical foundation, there was ample scope for practical application; in other words, participants were able to put what they had learnt into practice during the courses. A positive aspect of the system was that the duration could be chosen; the 30-hour courses were popular and the training system was flexible.

The shortcomings of the system are highlighted by the fact that individual and organisational interests could not always be reconciled. Schools drew up a

continuing professional development programme every five years, which was implemented through annual enrolment plans. At the same time, individuals were required to complete the 120-hour continuing professional development requirement over a period of seven years. It was quite difficult to synchronise the five- and seven-year planning cycles. A further complicating factor was that some of the advertised training courses did not go ahead due to a lack of sufficient numbers, so in these situations too, the plans had to be revised. It was also problematic that leadership training was organically integrated into the continuing professional development system, yet there were hardly any leadership further training courses. Finally, there were significant differences in quality between individual further training courses, and it was not assessed whether the content acquired there could ultimately be put to use in everyday practice (OFI 2009, Last accessed: 19 December 2025).

It is worth reviewing teachers' continuing professional development needs and attitudes in the light of some research findings.

In a study conducted in 2003 at the request of the Teacher Training Methodology and Information Center school principals indicated that the most useful topics for developing further training content would be differentiated teaching methods, managing children with special needs, catching up, cooperation with parents, and managing conflicts between students. In 2001/2002, one-third of teaching staff, and in 2002/2003, one-quarter of teaching staff, took part in some form of further training. Schools where more teachers participated in these trainings achieved better results in terms of students' progression to further education (Liskó, 2004).

In later years, in 2013 and 2014, small-scale studies (involving approximately 80–100 participants) were also conducted on the existing in-service teacher training system. Most teachers prefer to take part in subject-specific, practical, methodological and psychological training. They are most pleased when the skills acquired during training contribute to their daily work within a short period of time, yielding almost immediate benefits (Nagy, 2015).

The 2014 TELEMACHUS study highlighted that nursery teachers are able to devote the most time to further training, and that the majority (38%) favour face-to-face training, 27% would be happy to participate in distance learning using e-learning materials, 20% would prefer some form of correspondence course. 14% of teachers would like a paper-based distance learning format. Kindergarten, primary and secondary school teachers would mostly like to take part in courses on environmental education, health education and talent development. Among teachers working in combined schools, further training courses on talent development are the most popular, followed by those on learning and teaching, and finally those covering health education and mental health (Márkus, 2015). A 2021 study, mentioned earlier, further reinforces the expectations already articulated in the early 2000s. Teachers are most keen on further training aimed at the development of students with special educational needs (SEN), and those struggling with integration, behavioural and learning difficulties (IBLD), as they encounter an increasing number of such students in their work and wish to learn alternative, modern teaching methods to enrich their lessons. Interest in further training courses on mastering digital technologies has also increased as a result of COVID-19. There is a high demand for further training in foreign languages and for courses that focus on the teacher as a person (Bognár-Szilárd-Kálmán, 2024).

All these factors together have laid the foundation for the teacher training system to undergo development and transformation in 2025. The only question is to what extent this could be a further development that preserved the advantages of the previous system and not a step backward.

3. Presentation of the legislation governing the new type of teacher training system, and sharing of the initial experiences of Pázmány Péter Catholic University

In their research examining relevant academic studies in the field of teacher continuing professional development, Merino et al. (2025) concluded that the implementation of a professional development programme focusing on scientifically and socially relevant topics requires a strategic combination of pedagogical innovation, expert collaboration, technological integration and a research-oriented approach. These elements prepare teachers to face contemporary challenges and position them as agents of change both within their academic disciplines and within their communities. These ideas, together with those described in the previous chapters, have laid the foundations for the reform of the Hungarian teacher training system in 2025 as follows:

Government Decree No. 419/2024 (23 December) on the system of continuing professional development for teachers – which came into effect on 1 January 2025 – can be seen as a significant reform initiative that breaks with previous traditions in several aspects. At the same time, it fits more closely into the system established by Act LII of 2023 on the new career path for teachers and its implementing regulation – Government Decree No. 401/2023 (30 August). On the one hand, it shortens the seven-year cycle to a five-year period – thereby aligning the duration of the five-year in-service training programme drawn up by the head of the institution with the duration of the training cycle, as stipulated in the previous legislation. On the other hand, it breaks with the practice of defining the quantitative requirements for further training in terms of teaching hours and introduces the concept of credits, which is more in line with the terminology used in current training legislation. At the same time, it defines that one credit is equivalent to sixty minutes of study time, which includes the time required to cover the syllabus, meet the requirements, complete assignments, and study, as well as the time taken to sit an exam or complete an essay. Accordingly, a total of one hundred and twenty credits must be completed in the relevant training programmes over five years. The regulation defines two types of training:

So-called content-refresher training courses contribute to the renewal and supplementation of the knowledge and skills acquired in training related to the teacher's specific professional qualification. These are designated for the teacher by the principal of the relevant institution. Only the National University of Public Service (NKE), or an institution involved in the programme through its cooperation, is authorised to organise them, and the relevant professional requirements are laid down in the regulation itself.

The so-called optional training courses serve to expand and develop the knowledge and skills necessary for the teacher's educational work. Teachers may select these themselves from among the courses announced by the Educational Authority. The Educational Authority, or the institution it involves, is authorised to organise these. When assessing the quality of the available training courses, the

opinion of the Teacher Further Training Accreditation Board is also sought. The optional further training courses may be redeemed

a) by obtaining the following documents:

- a certificate confirming the passing of the teacher's professional examination or the professional examination for specialist psychologists,
- a certificate qualifying the holder to hold a teaching position, as set out in Sections 8–22 and Annex 2 of Government Decree 401/2023 (VIII. 30.) on the implementation of Act LII of 2023 on the new career paths of teachers, and in an institution governed by the ministerial decree on the operation of specialised educational service institutions,
- new professional qualifications obtained through specialist further training entitling the holder to hold a teaching position,
- in the case of existing teaching qualifications, a document certifying the fulfilment of the compulsory general knowledge (learning) requirements in accordance with the training and output requirements,
- a document certifying the completion of further training relevant to the specialist area of the person providing specialist advice, or further training as a subject coordinator relevant to their specialty,
- a certificate issued confirming completion of the public education principal training programme under the new teacher further training system.

b) By participating in the following training courses:

- teachers teaching in the target language in bilingual school education in the country where the target language is spoken, and teachers teaching a foreign language in language training in the country where the language is spoken,
- in the case of teachers involved in ethnic minority nursery education, school education and boarding school education, in the country where the ethnic minority's language is spoken, as well as in language training at foreign institutions teaching in the languages of ethnic minorities and fostering their cultures, and country studies, or, where such further training is organised in Hungary under an international agreement, by participating in it,
- participation in further training announced under the Council of Europe's Pestalozzi Programme, the Council of Europe's European Centre for Modern Languages Programme, the European Union's Lifelong Learning Programme, and organised on the basis of bilateral intergovernmental work plans,
- in the case of teachers of foreign languages, by participating in language training in the country where the language is spoken, or, where such further training is organised in Hungary on the basis of an international agreement, by participating in that training.

Religious education training constitutes a special type of training, organised by the established church for its religious instructors and teachers. The established church in question is authorised to organise these.

During the five-year cycle, teachers must obtain 60 credits by completing content-refresher training and a further 60 credits through optional further training – in the case of teachers with multiple specialties, these are distributed proportionally across the subjects they teach. Exceptions to this rule include special needs teachers, conductors, developmental teachers, nursery or school psychologists, teachers

working exclusively in primary art schools or educational support services, and teachers at vocational secondary schools who only teach vocational subjects, who fulfill their entire requirement through optional further training.

The new system promotes a direct link between training and the relevant issues of the subject taught and pedagogical practice, as well as the objectives and learning environment of the school in question, by focusing more strictly on subject areas and standardising the content of content-based and refresher training; we have also addressed this need on the part of teachers in our present work. A relatively recent finding on this topic is the 2017 report by the Learning Policy Institute, which further reinforces the view that teachers' professional development is effective when it is not an isolated event, but a continuous, practical and collaborative learning process directly linked to everyday school life and student learning (Darling-Hammond-Hyler-Gardner, 2017.)

At the same time, several serious risks of the new system are already apparent at the time of its introduction. One of the biggest is the quasi-monopoly of training, which can lead to a particularly disadvantageous outcome both from a financing perspective – by eliminating market competition – and from a content perspective – by introducing strong quantitative and content control of training. Another notable shortcoming is the lack of precise recording of financing, as the mechanism for reimbursing training institutions for the training provided free of charge in the new system is unclear. The elimination of market competition and the uncertain financing mechanism may lead to a serious reduction in the service quality of training in the long term, as well as to their “overpricing”. Among the risks, it is also important to highlight the rapid pace of the system's introduction, as the legislature – given the scale of such a transformation – has set extremely short deadlines for both the period open to possible comments and social debate, as well as the transition period from the promulgation of the law to the introduction of the new system.

The presentation given by Mr. László Kisfaludy, on 10 May 2025 at the National Association of Public Education Experts confirms the launch of 105 content-refresher training courses from 1 September 2025 as part of a new type of in-service teacher training. On the Educational Authority's website, 104 of these are currently listed as available for enrolment and completion. Kisfaludy notes that around 50 of these programmes are new, and the range is set to be continuously expanded based on teachers' needs. Most of the new continuing professional development programmes are worth 30 credits; there are programmes requiring physical attendance, e-learning/distance learning, online attendance, and programmes combining physical and online attendance (blended) for content renewal. In addition to these, the Educational Authority's register lists 633 optional training courses for teachers. Using the results of research assessing teachers' needs for further training, three optional courses can now be found in the problem area of SEN and students with integration, learning, and behavioral difficulties, just as this type of further training needs were identified in Hungary in 2003 and 2021. (Liskó, 2004; Balácsi-Vadász, 2019; Bognár-Szilárd-Kálmán, 2024). According to the first public results available on the NKE website, by autumn 2025, a thousand teachers had already taken part in the new type of teacher further training; on a scale of one to five, they rated their satisfaction with the operation of the new system at 4.77, and 97% of participants would recommend the training to their colleagues. The training courses appear to fill a gap and are considered valuable; their practical focus is clear, and this is something they wish to strengthen further in the future (NKE website).

The government organises these content-renewal training courses with the involvement of 15 higher education partner institutions. One of the partner institutions of the National University of Public Service is the Pázmány Péter Catholic University, which has significant experience in organizing similar sui generis continuing education programs; among other things, it participated in the transformation of the social leadership training system and organized training in its pilot phase (Hajdu-Tóth, 2023).

The new system was launched in early October 2025 with 576 teachers to be trained, 18 content-renewal courses, 37 training groups and a teaching team of twenty members. Of the 18 courses, four are for nursery teachers, five are aimed at primary school teachers, and the rest offer further training opportunities to various subject teachers. The courses are tuition-free and include full board, and teachers are also eligible for travel expenses. A significant proportion of the teachers attending the further training courses come from educational institutions in or around the capital, but accommodation is provided for those travelling from further away. By the time of writing this article – December 2025 – fourteen out of thirty-seven groups had launched and the satisfaction indicators further reinforce the satisfaction results published by NKE. These content-renewal training courses also appear to confirm the integration of the results of earlier needs assessments conducted among teachers. The need to address the teacher as a person is excellently met by the professional supervision sessions for nursery and primary school teachers, and there are, of course, courses designed to develop teachers' digital skills as well. A significant proportion of the training consists of courses on teaching and learning methodology, which develop teachers' existing skills in a practice-oriented manner, for which there is also considerable demand. Training courses that refresh content and reinforce the inclusion of elements of Hungarian culture in teaching are also very popular; these further training courses are not new in the sense that such an approach to shape teachers' attitudes has been important in further training from the very beginning.

Summary

Overall, it can be said that the continuing professional development of teachers is a topic of particular importance both nationally and internationally, as the preparedness and competence of teachers are key in the lives of the younger generation and, in the long term, for the proper functioning of a country. Both the old and new systems of teacher training in Hungary have placed great emphasis on ensuring the continuity and cyclical nature of further training. It was clear that the continuing education system, which had been operating for a significant period of time under Government Decree 277/1997. (XII.22.), was transformed based on well-founded criticisms, teacher demands and research results, but at the same time, the new system did not provide answers to all problems and, moreover, introduced new risk factors and questionable conceptual elements. A transparent, professional renewal-oriented and, last but not least, well-organized, easily accessible continuing education system also plays a significant role in retaining professionals working in public education. Nothing underscores the importance of this more than the fact that, although the number of applicants for teacher training has begun to rise in recent years, this growth is not evenly distributed. (Birher-Hajdu-Janó, 2025). We hope that, by taking into account the experiences, results and risk factors, we will be able to develop a system for this socially important issue that will bring the quality and efficiency of the domestic education system closer to international trends.

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A PEDAGÓGUS-TOVÁBBKÉPZÉSI RENDSZER ÁTALAKÍTÁSA – AZ ELSŐ TAPASZTALATOK MEGOSZTÁSA (2025)

JANÓ EVELIN – HAJDU GÁBOR

Tanulmányunk megírásának elsődleges célja a hazai és nemzetközi pedagógus-továbbképzési rendszer vizsgálata, bemutatása és ennek alapján annak megerősítése, hogy mennyire fontos a pedagógusok folyamatos szakmai fejlődésének biztosítása. Elsőként egy kutatási eredményekkel alátámasztott történeti áttekintést adunk a pedagógusok továbbképzésének működéséről. Értekezésünk második fejezetében a hazai továbbképzési rendszert negyedszázadon át uraló kormányrendeletet és a rendszer hiányosságait, valamint a pedagógustársadalom továbbképzési igényeit taglaljuk. Munkánk utolsó részében a magyarországi pedagógus-továbbképzés 2025-ben történt átalakításával foglalkozunk. Először a jogszabályi kereteket ismertetjük, majd röviden bemutatjuk a rendszer felépítését és céljait, illetve beszámolunk a Pázmány Péter Katolikus Egyetem – mint a továbbképzések megvalósításába bekapcsolódó egyik partnerintézmény – első tapasztalatairól is.

Kulcsszavak: pedagógus-továbbképzés, köznevelés, tanárképzés, pedagógus életpálya