



A Microsoft Showcase Iskolák eredményeinek összehasonlítása nemzetközi kitekintéssel

KISS KÁROLY, DIGITÁLIS OKTATÁS ÉS
INNOVÁCIÓ, EURÓPA2000 GIMNÁZIUM

Az előadás szerkezete

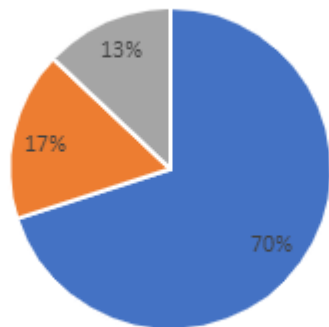
- ▶ I. A kutatás paraméterei
- ▶ II. A Microsoft Showcase iskolai program és a struktúra bemutatása
- ▶ III. Kutatási eredmények
 - ▶ A) az igazgatók szerepe és az iskolák fejlesztési lehetőségei
 - ▶ B) eszközök használata
- ▶ IV. Mit szeretnének a diákok?
 - ▶ A) az oktatás érzelmi viszonylatai – well being
 - ▶ B) az adatvezérelt, MI-vel támogatott elemzés és fejlesztési lehetőségek
- ▶ V. Javasolt irányok

Portugal
El Salvador
India
Turkey
United
Kingdom
Nigeria
Magyarország
g/ Hungary
Poland
Abu Dhabi
Australia



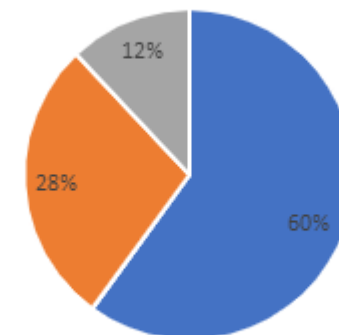
A
kutatásban
résztvevő
országok

Fenntartó típusok



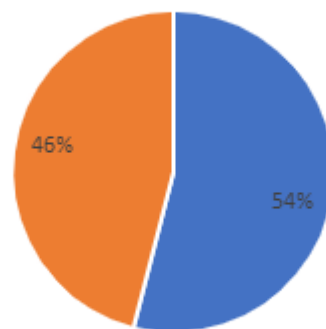
■ állami ■ magán ■ egyházi

Az iskola jelenlegi szintje



■ Showcase Iskola ■ Inkubátor iskola ■ Egyik sem

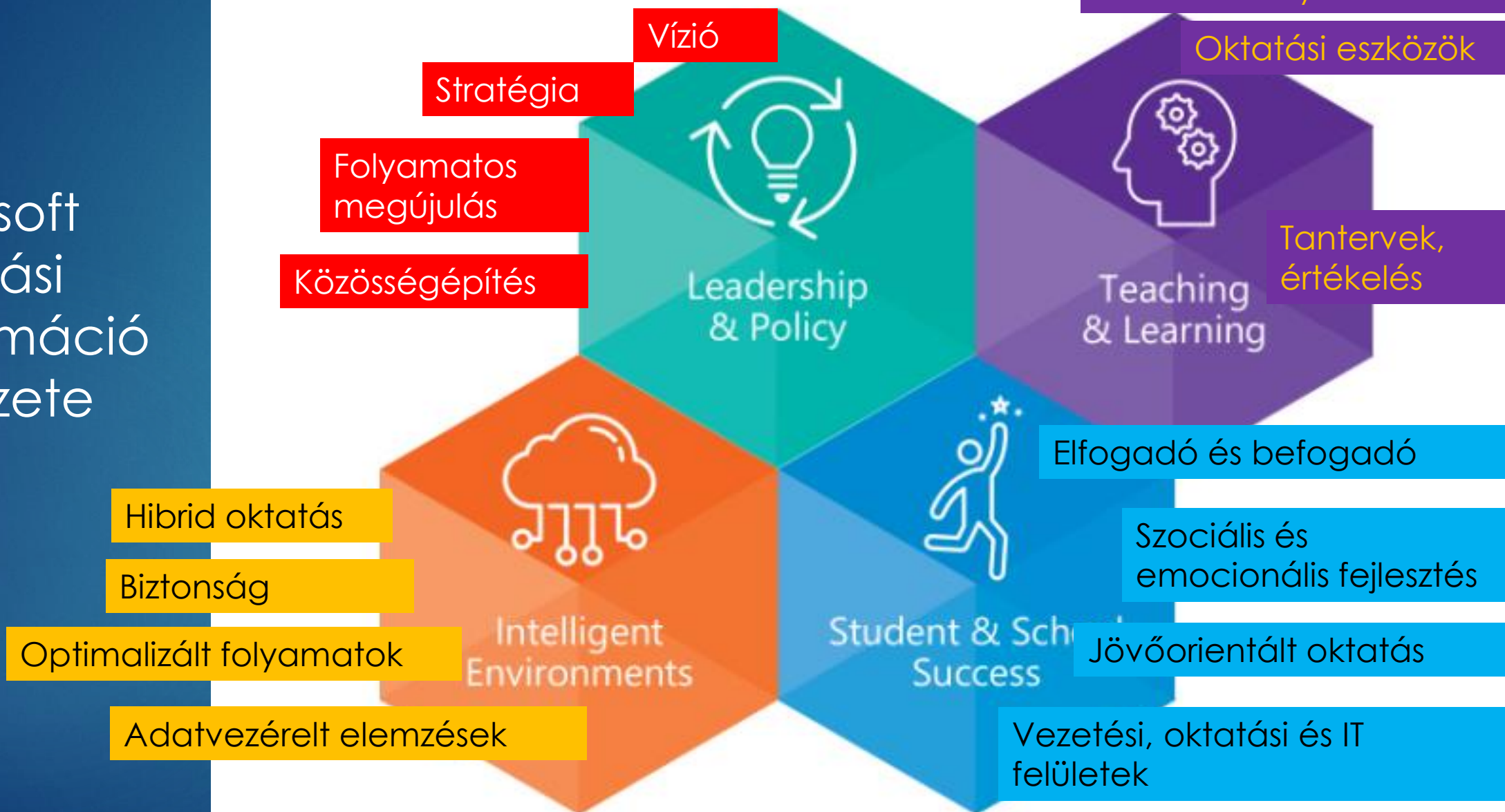
Iskolatípus



■ Gimnázium ■ Általános iskola

Az alapadatok bemutatása

Microsoft oktatási transzformáció szerkezete



ETF Supporting Resources



Leadership & Policy

- [Class of 2030 Whitepaper](#)
- [Leading Schools of 2030 Course](#)
- [Microsoft's Culture Transformation Deck](#)
- [ETF Learning Path](#)



Teaching & Learning

- [Effective Learning Environments](#)
- [From Remote to Hybrid Learning](#)
- [Connected Campus eBook](#)



Intelligent Environments

- [Framework for Safe and Successful Schools](#)
- [Effective Learning Environments](#)
- [Data and Education Transformation](#)
- [Tech Blueprint Distance Learning](#)



Student & School Success

- [Education Analytics Whitepaper](#)
- [Teaching and Learning Playbook \(UNESCO\)](#)
- [Staff of 2030 Whitepaper](#)
- [Supporting School Community Wellbeing](#)

Iskolaelemzés előzetes szempontok alapján



Showcase School Rubric



Iskola

Metric

Példakép

Haladó

Kibontakozó

Kezdeti

The school demonstrates thought-leadership in building a school-wide vision as the starting place for a holistic digital transformation using Microsoft's Education Transformation Framework

- Informed by research and potential models
- Has specific, concrete goals for the outcomes of digital transformation
- Clear and easily communicated vision shared by leaders and all stakeholders,
- Uses technology as a strategic lever where digital access is not the end goal; learning is the goal and technology is a means used to achieve that goal

Descriptors adapted from ETF

Has developed a shared vision and plan for holistic transformation that incorporates all four pillars of the ETF

Has begun the collaborative process of envisioning for holistic transformation with focus on some of the ETF pillars

Has created a vision statement driven by current practice or incremental improvement versus focused on transformation

Has not yet developed a long-term school vision for education transformation

School leader(s) foster a culture of learning and growth mindset as evidenced by their commitment to creating sustainable change in teaching and learning practices through continuous and job-embedded professional development strategies.

- Builds teacher effectiveness through intensive focus on meaningful and continuous professional learning
- Establishes mentoring, coaching, and collaboration opportunities at the school
- Empower teachers to make their own decisions and take risks to meet the needs of every student
- Drive efforts to connect with other leaders and educators locally and globally to share best practices

Descriptors adapted from ETF

Strategic and school-wide plans are in place to develop leaders and educators' capacity for transformation

Coaching and mentorship and a continuous growth cycle is in place for all teachers and leaders

Learning communities internally and externally are leveraged

Tools and learning resources are part of teachers onboarding and continuous development plans

Teachers are leaders who help shape the school's strategic plans

Professional development is planned for a select group or a specific initiative

Learning communities (internal and external) and job-embedded collaboration opportunities are established by leadership

Support for the identified tools and resources is in place

Teachers are encouraged to share their innovations with others

Some educators leverage professional development opportunities to enable education transformation

Some learning communities and opportunities for collaboration are beginning to be consistent

Tools and learning resources are identified for teachers to use in their professional learning journey

Teachers have the autonomy to innovate in their own classrooms

Professional development is mostly training when needed on specific tools

Learning communities and collaboration among teachers happen in an ad-hoc manner

Tools and learning resources are accessible for educators and leaders

Teachers can suggest new ideas

Iskolavezetés

Diákok szintje

<p>School leader(s) drive personalized learning to meet the individual student's academic, emotional, and social needs and help every student realize their full potential. Inclusion and accessibility are integral to policies and practices.</p> <ul style="list-style-type: none"> Professional development on personalized learning leveraging technology such as Office 365 for Education, Teams (Staff/Faculty/Student), OneNote, Skype, Flipgrid, and Minecraft Students are encouraged to take greater responsibility for their learning The school provides accessible technology that can meet the needs of all students <p>Descriptors adapted from ETF</p>	<p>Inclusive environments with equitable access and accessibility for all students can be observed throughout the school</p> <p>Educators master strategies to support curriculum and assessment for the real world throughout the curriculum</p> <p>Personalized learning strategies are regularly used to empower students to own their learning</p>	<p>Inclusive environments with equitable access and accessibility for most students can be observed throughout the school</p> <p>Educators are trained on strategies to support curriculum and assessment for the real world throughout much of the curriculum</p> <p>Personalized learning strategies are periodically used to empower students to own their learning</p>	<p>Inclusive environments with equitable access and accessibility for some students can be observed in some classrooms</p> <p>Educators are provided with strategies to support curriculum and assessment for the real world in some areas of the curriculum</p> <p>Personalized learning strategies are used by some teachers with few students to enable them to own their learning</p>	<p>Inclusive environments with equitable access and accessibility for students isn't readily observed in the school</p> <p>Educators are not provided with strategies to support curriculum and assessment for the real world</p> <p>Learning is not currently personalized to empower students to own their learning</p>
<p>The school demonstrates innovative use of technology, using Microsoft solutions, to drive positive impact and student success with future-ready skills</p> <p>Computational Thinking Thinking about problems strategically in all curricular areas to create solutions through abstraction, algorithms, decomposition, and pattern recognition</p> <p>Creativity and Innovation Using ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product</p> <p>Critical Thinking Integrating relevant and sufficient information to address an essential question, gathered from multiple and varied sources</p> <p>Collaboration Sharing responsibility to make substantive decisions together about the content, process, or product of the work</p> <p>Communication Producing extended or multi-modal communication Descriptors</p> <p>adapted from Jeannette Wing's work and 21CLD</p>	<p>The school is actively developing all future-ready skills for its entire student population in an age appropriate manner</p> <p>There is evidence that most students are demonstrating future-ready skills in their work on a regular basis</p>	<p>The school is actively developing specific future-ready skills for a specific group of students</p> <p>There is evidence that some students are demonstrating future-ready skills in their work on a regular basis</p>	<p>Some teachers are beginning to include some future-ready skills in their lesson plans. Students are not assessed on those skills nor are they demonstrating these skills yet</p> <p>Future-ready skills are developed outside of the core curriculum through enrichment classes to select students</p>	<p>Few teachers are beginning to look for ways to develop one or more of the future ready skills with their students</p> <p>Future-ready skills are introduced outside of the core curriculum through one-off type of events to select students</p>
<p>Data insights provide guidance for education improvements and visibility into the progress toward the digital transformation vision.</p> <ul style="list-style-type: none"> Use data to inform decisions Leaders use metrics to define and measure progress and course correct where needed Monitoring and evaluation results are shared with stakeholders for transparency, buy-in, and participation 	<p>Data is shared with all stakeholders to ensure constant alignment on direction</p> <p>Data is not only used to monitor and evaluate progress towards vision and goals, it's also used for predictions and identification of future opportunities</p>	<p>Identify data to be collected to measure progress towards the vision</p> <p>Establish a process to review the data and take actions based on insights</p>	<p>Feedback data is captured via surveys and basic tools</p> <p>Incremental improvements are sometimes made based on the feedback data</p>	<p>Vision and metrics for education transformation have not been developed</p>

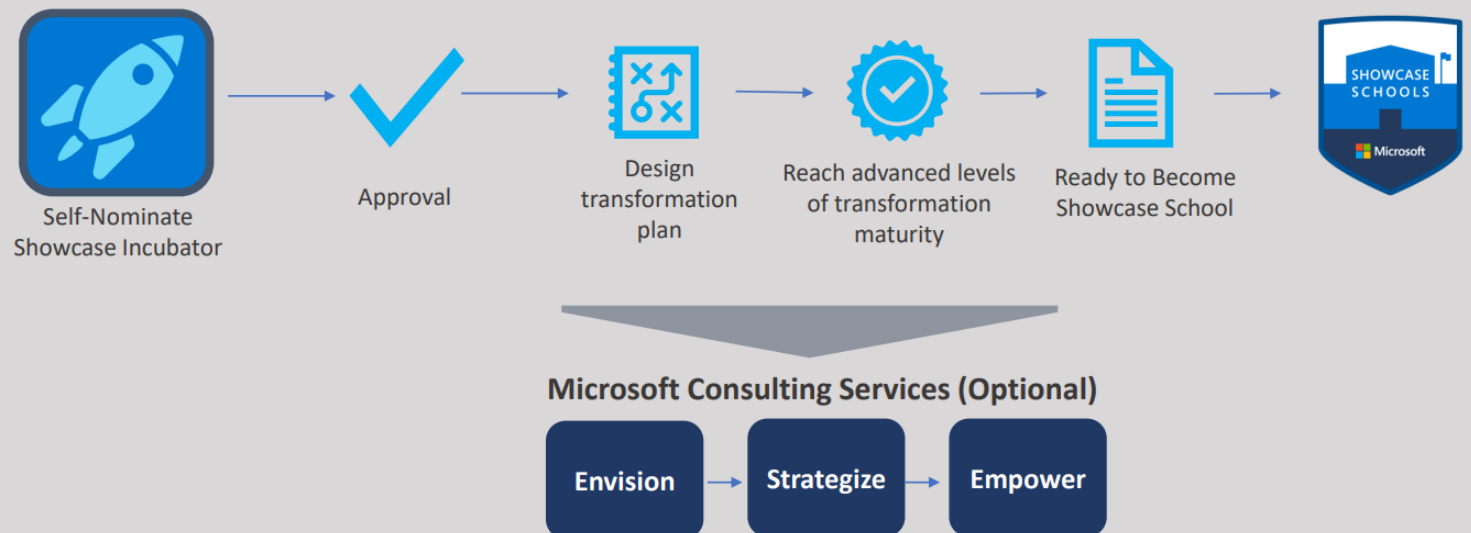
Technológia szintje

Adatok szintje

Milyen út vezet a Showcase Iskola címhez?

- ▶ Microsoft Innovatív Pedagógus
- ▶ Microsoft Innovatív Expert Pedagógus
- ▶ Microsoft Inkubátor Iskola
- ▶ Microsoft Showcase Iskola

Engagement Process



Az igazgatók szerepe az átalakulásban

Magyarország

- ▶ Elkötelezett vezető
- ▶ Irányító
- ▶ Felelős
- ▶ Tervező
- ▶ Cél meghatározása
- ▶ A végrehajtás irányait kijelöli
- ▶ Motiváló

Nemzetközi szinten

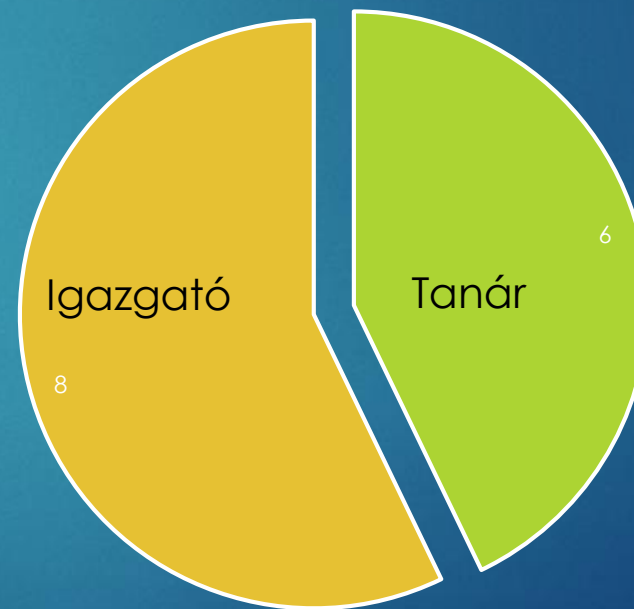
- ▶ Key role
- ▶ Leading from the front
- ▶ Motivation to staff
- ▶ FAcilitator
- ▶ Giving opportunities to explore new avenues
- ▶ Sets the vision and keeps us focused

Ki indította be a digitális transzformáció folyamatát?

Magyarországon



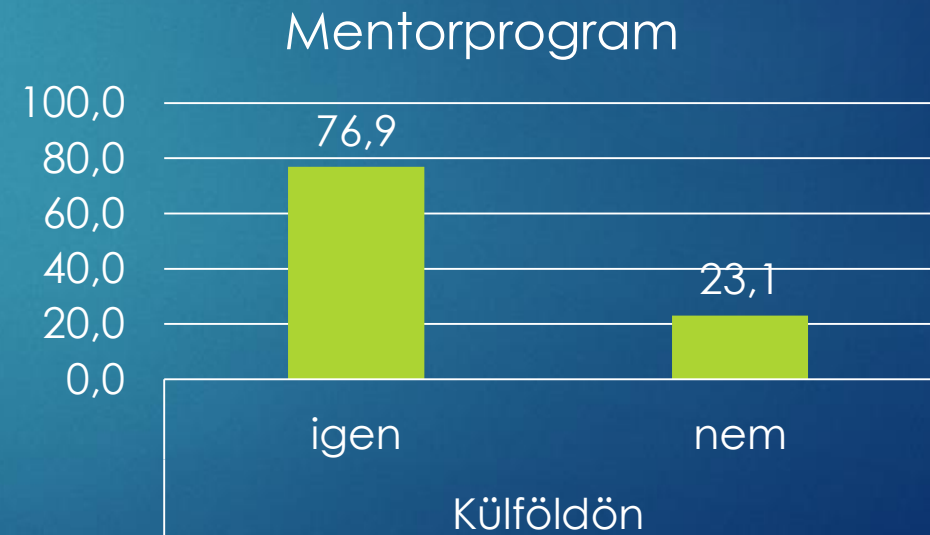
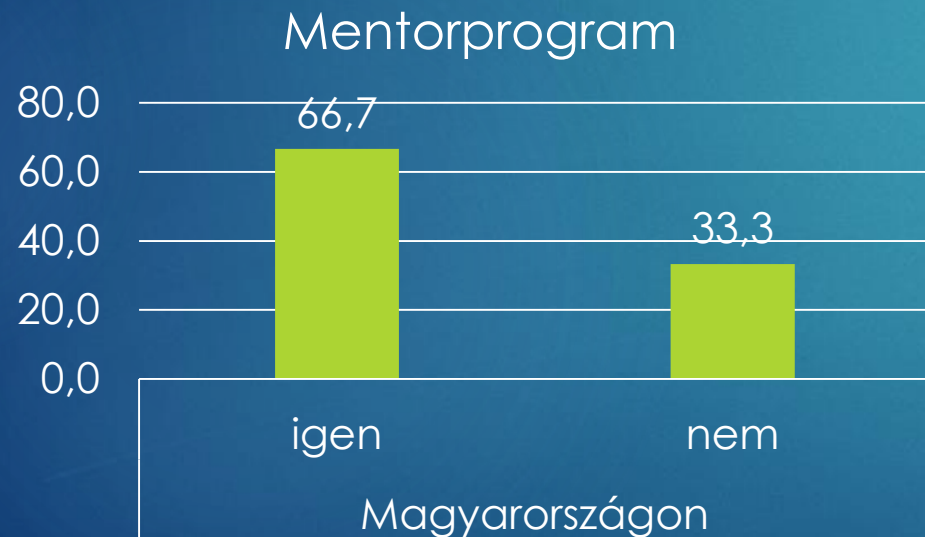
Külföldön



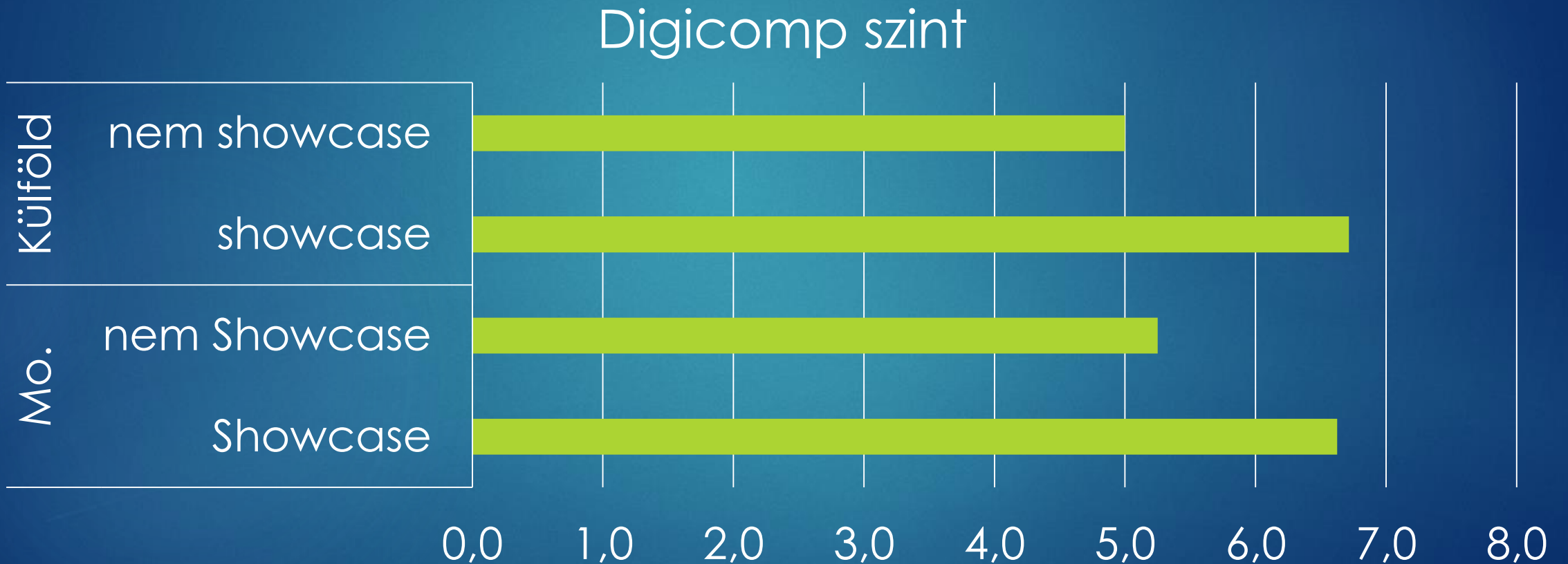
Van-e valamilyen segítő csapat az igazgató mögött?

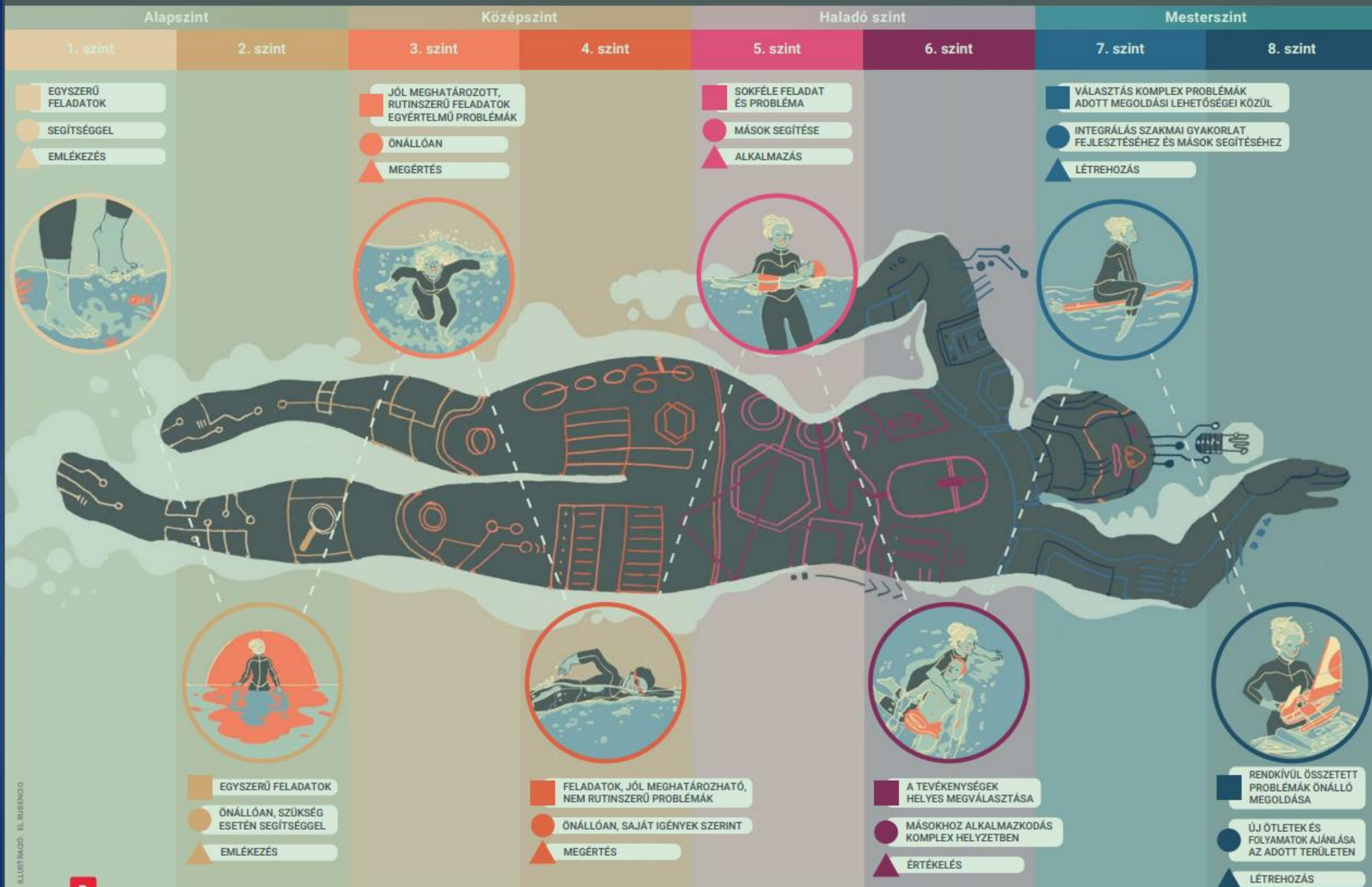
- ▶ Igen, minden iskolában

Szükséges-e mentor programot fenntartani az iskolában?

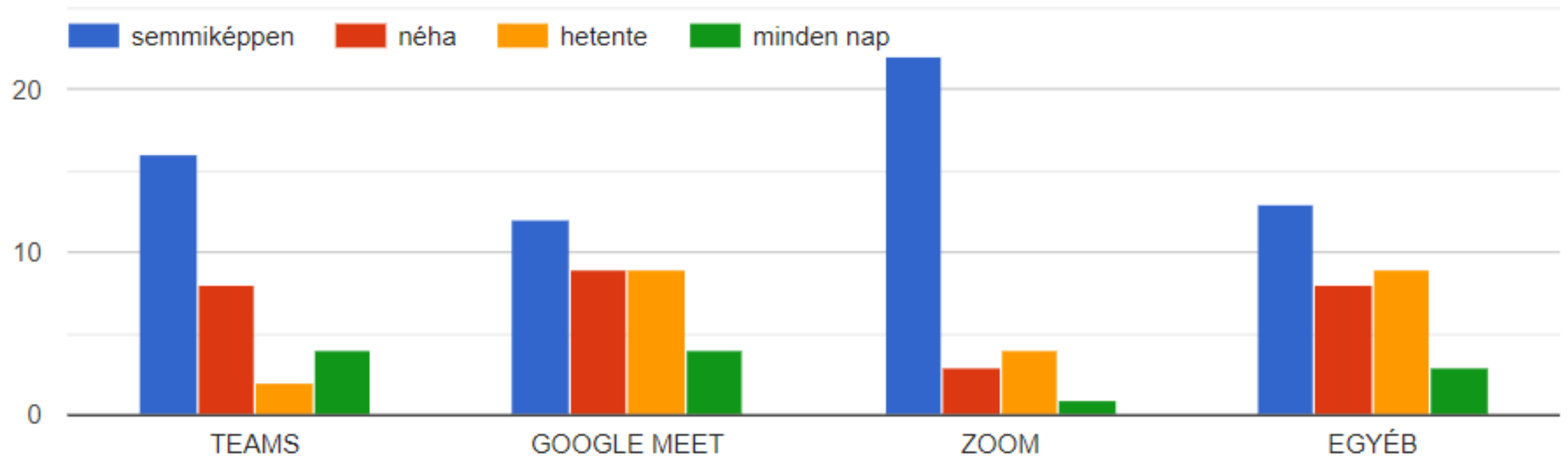


Digicomp 2.0 keretrendszerben miként értékeli intézményét?



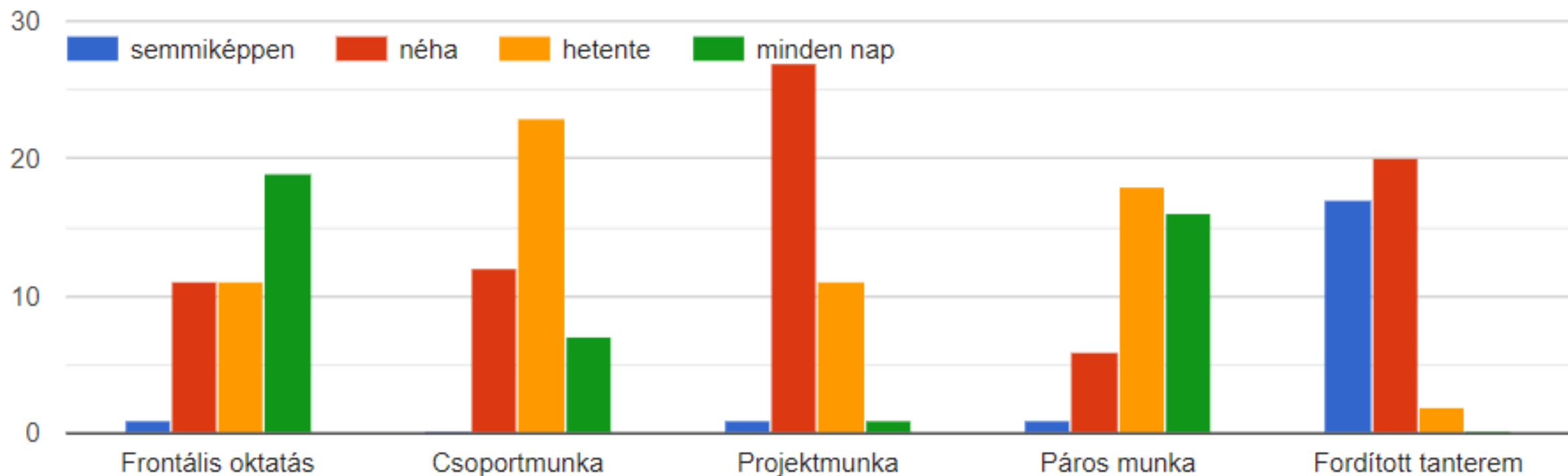


Információ-átadásra, tananyag építésre (nem showcase iskolák tanárai)

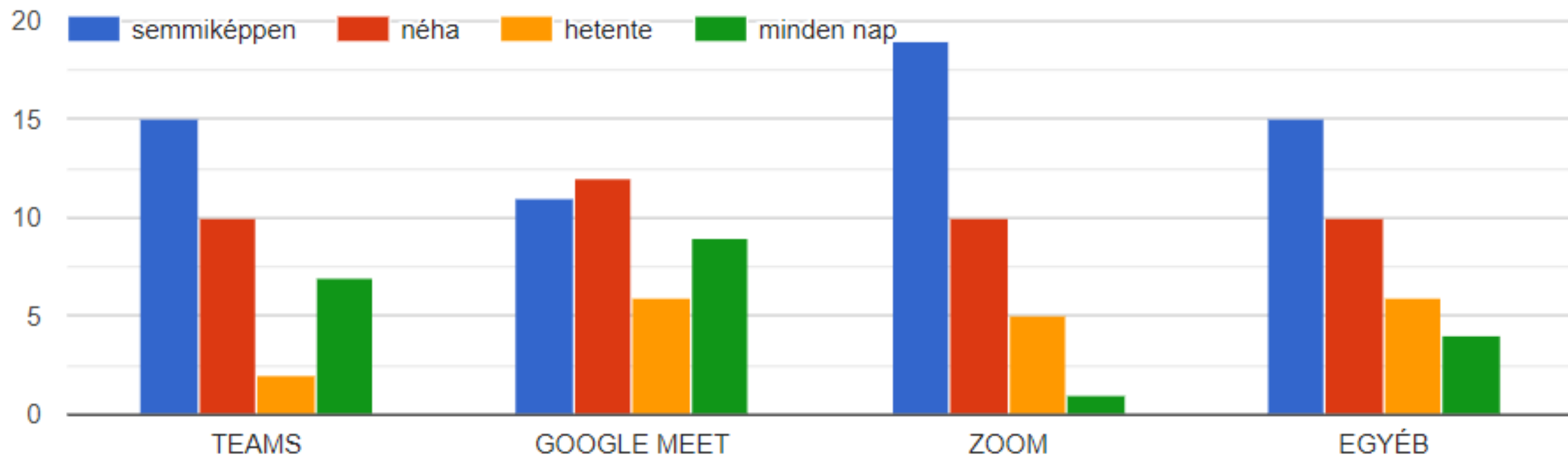


Módszertani sokszínűség

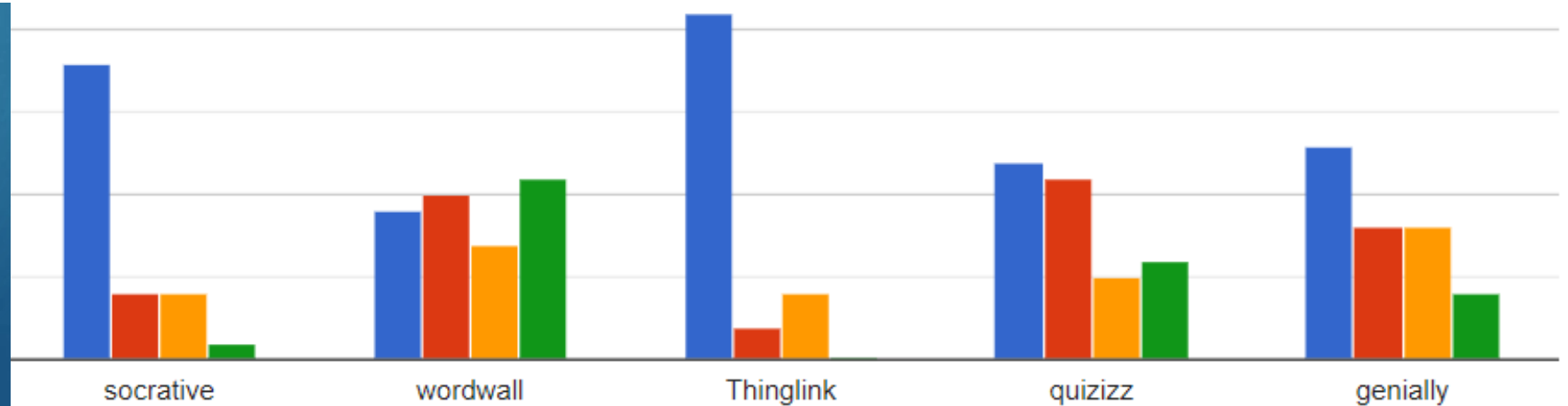
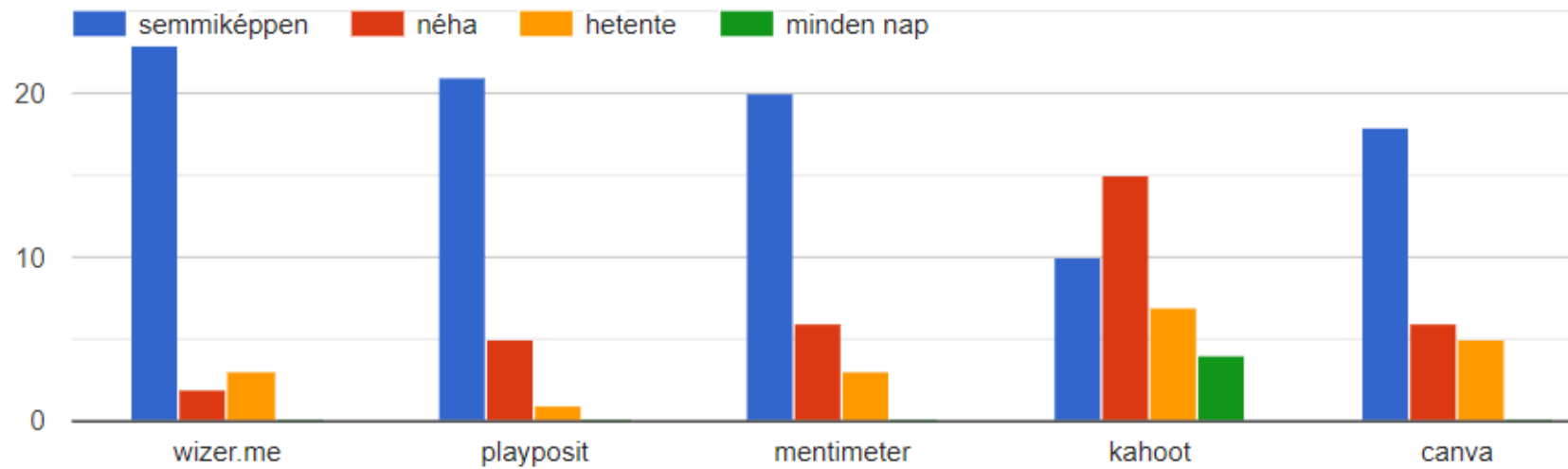
(nem showcase iskolák tanárai)



Jelenléti oktatás alatt szeretném használni az alábbi platformot kapcsolattartásra

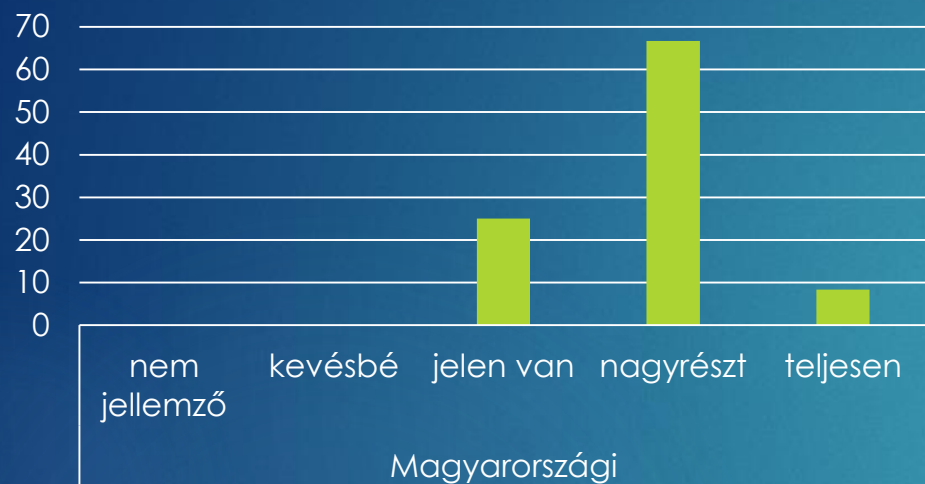


App-használat a jelenléti oktatás során (nem showcase iskolák tanárai)

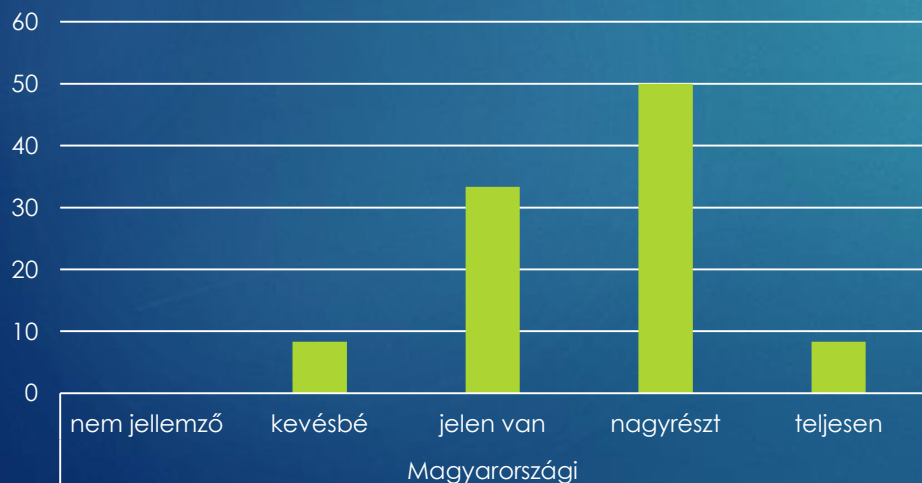


Eszközhasználat és differenciálás:

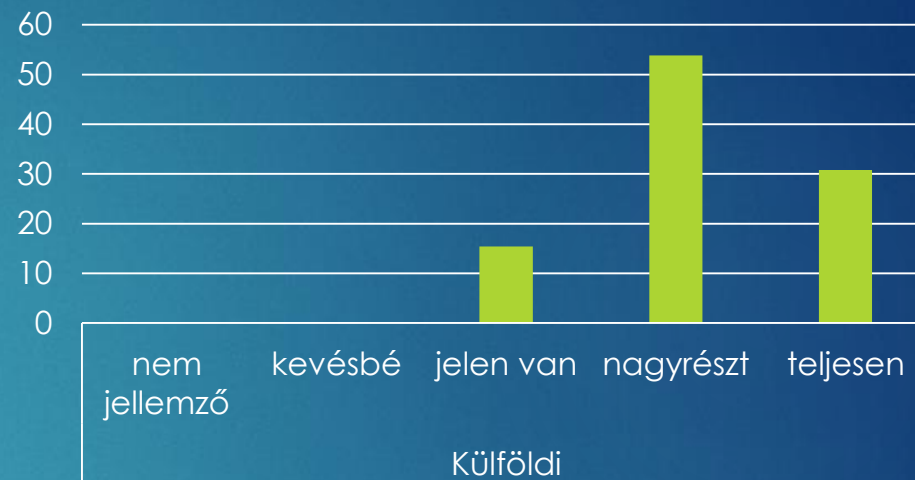
Digitális eszközhasználat az órán



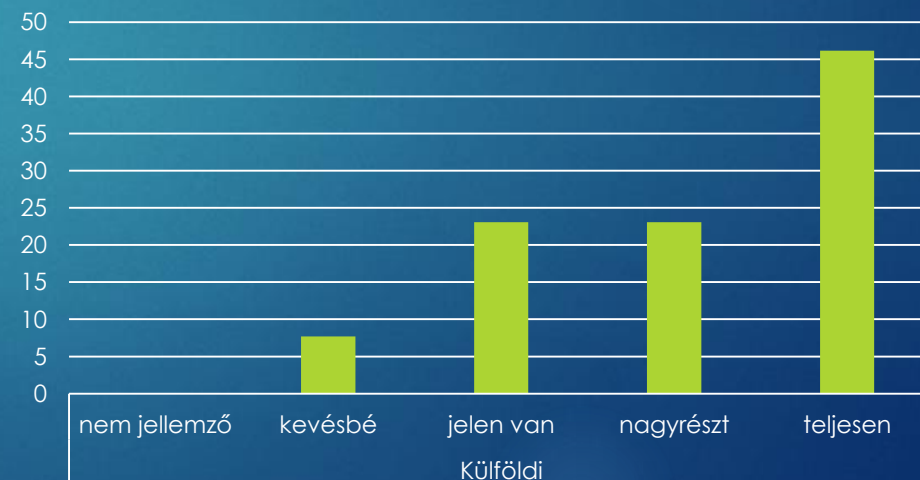
Differenciálás az órai gyakorlatban



Digitális eszközhasználat az órán



Differenciálás az órai gyakorlatban



Eszközhazsnálat, differenciálás, külső programok

► Showcase iskolák esetében

- Teljeskörű a TEAMS és Onenote használata
- Erőteljesen jelen van a differenciálás
- Egyéb programok esetlegeseek, sokszor ingyenes verzióval rendelkeznek
- Az Európa2000 Gimnáziumban jelenleg 12 teljes értékű programot használunk, integrálunk az oktatásba

► Nem showcase iskolák Magyarországon

- Teljesen véletlenszerű
- Tanárok szabadon döntenek
- Iskolákban kaotikusabb viszonyok
- A differenciálás kevésbé van jelen
- Nagyon erős tanári elutasítottság jellemzi

Teacher-student skill priority gap

Average across four countries

Literacy

Critical thinking

Numeracy

Social awareness

Communication

Self-awareness

Collaboration

Responsible decision-making

Problem solving

Civic literacy

Agency

Self-management

Ethical understanding

Intercultural understanding

Relationship skills

Creativity

Digital skills

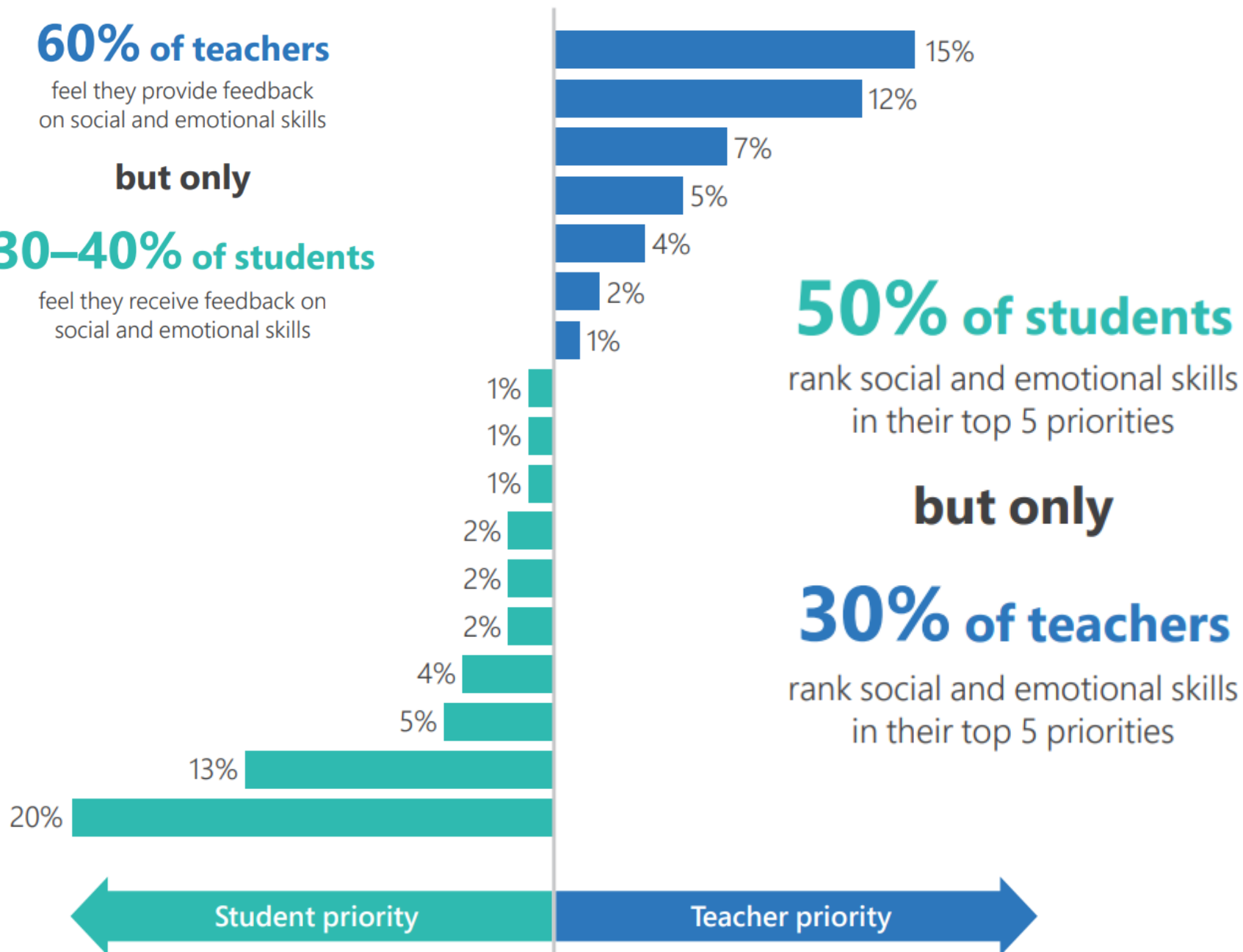
60% of teachers

feel they provide feedback
on social and emotional skills

but only

30–40% of students

feel they receive feedback
on social and emotional skills



50% of students

rank social and emotional skills
in their top 5 priorities

but only

30% of teachers

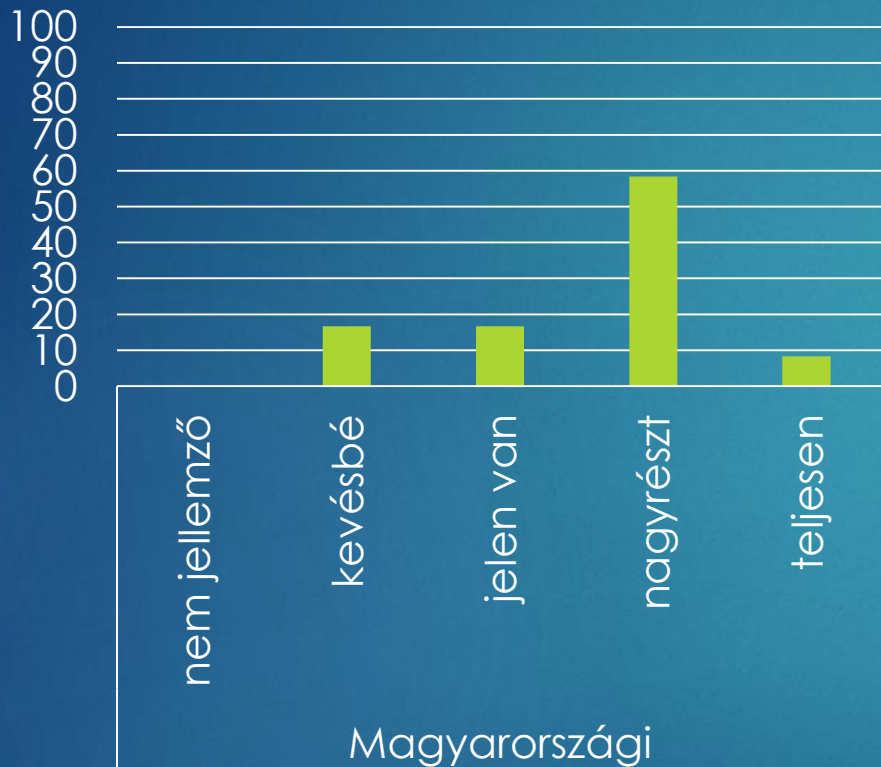
rank social and emotional skills
in their top 5 priorities

Student priority

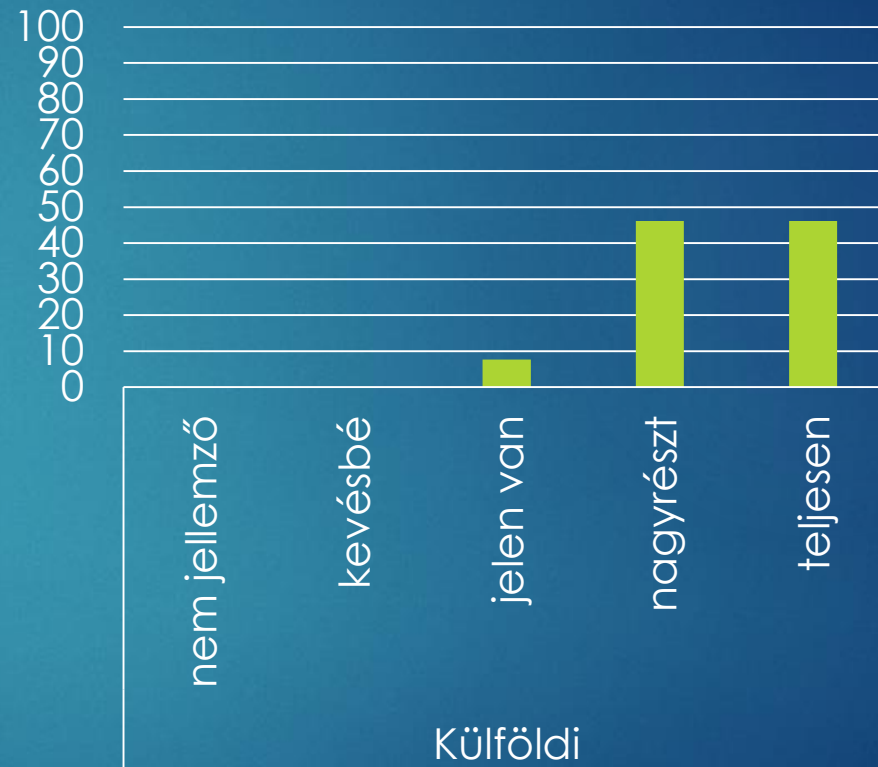
Teacher priority

Szociális, érzelmi szint az oktatásban

Érzelmi intelligencia



Érzelmi intelligencia



Az oktatás transzformációja a személyiség fejlesztése irányába mozdul el

- ▶ Érzelmi kapcsolat szakadék és anomália:
 - ▶ A kutatások azt mutatják, hogy a diákok kiemelt szerepűnek tekintik a személyes bevonódást, az érzelmi kapcsolatok kialakítását (Microsoft 2020-2022)
 - ▶ Az anomália létezik a tanár-diák kapcsolatok alapján
 - ▶ A Showcase iskolák ezirányban mozdulnak el
 - ▶ A külföldi intézmények erőteljesebben képviselik ezt az irányt

A Showcase iskolák aktivitása kimagasló a digitális transzformáció irányában

A folyamatot a változó világ kikényszeríti

A folyamat-menedzsment viszont nem egyszerű, vannak szükséges lépései

A belső erőforrásokat érdemes a külső lehetőségekkel összekapcsolni

Kezdő lépés:

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Összefoglaló értékelés

- ▶ Látható, hogy az önbevallás néha ellentmondásos megállapításokhoz vezet
- ▶ Szükség lenne egy külső értékelő rendszer/csapat kialakítására, akik az érintett iskolákat felméri és az eredményeket összevethetik egymással
- ▶ Diákok jó közérzete, lelki egyensúlya legalább olyan fontos, mint a szaktudományi ismeretek átadása
- ▶ Microsoft Learning felület külső folyamattá alakítja a tanári képzéseket (idő- és erőforrásigényes lépés)
- ▶ Az adatvezérelt gondolkodás, az MI bevonása a folyamatokba lehetővé teszi új irányok kialakítását, összemérhetővé teszi a diákok fejlődését, a tanári munka eredményességét, trendeket hozhat létre

Köszönöm a figyelmet!

Amennyiben szeretne további információkat, bekapcsolódna kutatásokba, kérem, az alábbi QR-kódot olvassa be telefonján!

- ▶ Kiss Károly,
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