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QUALITATIVE ANALYSIS OF THE INTERNATIONAL TEACHERS' PEDAGOGICAL PERSPECTIVES IN HUNGARY

Thesis booklet

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The structure and topic of the dissertation

„Every human being is born with the power to create the most immortal experiences. He is not bound by laws. But then life forces him to always choose between two possibilities, and he always feels that there is one, always a third, the unexplored one."

(Musil: Man without qualities)

The 21st century is perhaps the era of 'unexplored third chances', where being a teacher is a real challenge. As a cultural anthropologist, apart from my experiences as a student, I certainly had and still have very different ideas about teachers and the teaching profession than student teachers or trainee teachers. I had the opportunity to teach the 'untouchable' lower caste children in India in 2011, and in 2013 I worked with volunteer teachers as part of the Artemission Foundation. Later, turning my 'strangeness' into an advantage, I conducted participant observations and interviews with early childhood teachers in Eger from 2014-15 and with English teachers at a vocational secondary school in Miskolc from 2015-16, focusing on the adaptation of lesson study (Czók, 2015, 2016). In the academic year 2016/17, I researched teachers at the Budapest Japanese School Budapest, while also trying to understand East Asian education systems and review their teacher education (Czók, 2018a, 2018b, 2019). From 2017-18, I was part of a national team on teacher education development, and in 2019 I was a visiting researcher at Seoul National University to explore the professional identity of Korean Christian teachers.

This dissertation belongs to the field of teacher research, which aims to qualitatively analyse and describe the pedagogical perspectives of international teachers teaching in Hungary by presenting the relationships between the three main themes. Under the categories of pedagogical attitudes and belief research, I explored the connections between professional identity, pedagogical activities (especially the design phase) and intercultural education. Although these areas are broad in themselves and have initiated several current trends in teacher research, I have only looked at the commonalities that show the connections between the three themes. The main research question of this dissertation is: what is the content of teachers' pedagogical perspectives on the three sub-themes and how are these perspectives reflected in the public documents of international schools?

The structure of the dissertation is based on three larger units: In the first unit, I present the theoretical background of the three sub-themes and the theoretical background of educational science, followed by descriptions of the research methods and sample selection. In the second larger unit, I provide a comprehensive overview of foreign and international schools in Hungary, focusing on the home country education system, educational programmes, operations and functions of the 8 institutions studied. In the third part, I present my research findings together with the research questions and the 3 sub-themes, concluding with summaries, methodological findings and references to further research directions.

Theoretical foundations and main concepts of research

Researching teachers is very popular around the world, but the approaches and how they are synthesized vary widely, so I began the theoretical framework of this dissertation with the outline of Hungarian and international teacher research, I have reviewed literature backward from the contemporary theories to the 1960s and compared them with turns in educational theory. I also considered these turns in education important because they provided a greater context for understanding the functioning and principles of the schools I was researching. I based my review on Németh's (2013) paper on turns in educational theory and Patricia Ashton's (2015) synthesis of teachers' beliefs research. Although there is a long tradition of teacher research in Hungary, I chose international studies for the theoretical background because of my sample and target group, and I involved the Hungarian research in terms of common intersections and trends, which was synthesised by Kálmán's (2013) study.

To summarize these research trends, the teacher beliefs and attitude research have evolved alongside the turns in educational and social science. „In the beginning" (the 1960s), it was mainly cognitive, behaviourist and personality research. Due to the dominance of the behaviourist paradigm, the study of cognitive structures, including beliefs, was relegated to the background and was defined as the central personality component or referred to as the basis of personality. In education research in the 1970s, alongside behaviourism, taxonomy, structuralism, cognitive and comparative science, the development of cybernetics and the constructivist movements turned the attention of educational researchers from research-based, theoretical approaches to the concrete study of practice, which by the 1980s had led to the concept of beliefs and the systematisation of teacher research. In this era, the focus of the studies shifted to the differences between beliefs and knowledge, and according to Kálmán (2013), it was a period of debate around the definition of beliefs and perspectives, followed by attempts to synthesise different research in the 1990s. The influence of the constructivist paradigm in the 2000s led to a focus on changing teachers' views and conceptual change (e.g. Murphy & Mason, 2006), while in international discourse, it seems that in the last decade or so, teachers' beliefs research has partly 'merged' into the broader field of professional identity research (e.g. Vermunt & Endedijk, 2011, Fives & Buelh, 2012)

The pedagogical perspective

In my literature research, I noticed two main strands that bring their own approaches and conceptualisations of what is meant by 'pedagogical approach'. One strand (mainly European) develops its terminology along the description and framing of different skills and competences (e.g. OECD TALIS, 2009), while the other strand (mainly American and Asian) concludes with pragmatist principles, i.e. the development and understanding of practical knowledge, on which it builds its terminology (e.g. Zembylas & Chubbuck, 2015; Rodgers & Scott, 2008). The above detailed picture is also nuanced by the fact that views and approaches in different languages - in this case I have mainly examined English studies - capture and contextualise pedagogical phenomena differently. In Hungarian, the two words are usually used synonymously, but the Interpretative Dictionary (Értelmező kéziszótár) distinguishes between the two terms: a view is an individual perspective and the perception or opinion formed on the basis of that view; while perspectives or approaches are the way one interprets phenomena in a broader context, how one views certain issues or phenomena in general, determined by one's worldview.[1]

To summarise these reflections in this paper, the pedagogical perspective refers to how a teacher views certain issues or phenomena in general, which are determined by their worldview, but also, as a bundle of views, encompasses a way of thinking that determines how they see their experiences and themselves in their work. (Desautels, 2014) Furthermore, viewpoint is presented as an imprint of the individual's mental constructs; (Pajares, 1992; Richardson, 2003) subjective truths, beliefs and assumptions that teachers use in the process of decision making. These views are linked to emotional factors, are stable over time, and influence how practical problems are interpreted and dealt with. (Calderhead, 1996; Mansour, 2009) It is a kind of evaluation system that also has a filtering function, influences classroom interaction and teaching practise, and can sometimes involve conflicting views (Falus, 2006)

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[1] Magyar Értelmező Kéziszótár, nézet: https://www.arcanum.com/hu/online-kiadvanyok/Lexikonok-a-magyar-nyelv-ertelmezo-szotara-1BE8B/n-40903/nezet-2-416F1 (Letöltés: 2022. április 2.)
Magyar Értelmező Kéziszótár, szemléletmód: https://www.arcanum.com/hu/online-kiadvanyok/Lexikonok-a-magyar-nyelv-ertelmezo-szotara-1BE8B/sz-4A3C0/szemlelet-4B8B8/ (Letöltés: 2022. április 2.)

Foreign or international schools

In this dissertation, I distinguish between international schools and foreign schools, the former being a narrowed category as defined by the International Schools Research (ISC Research). An international school is defined if the school delivering a curriculum to any combination of preschool, primary or secondary students, wholly or partly in English outside an English-speaking country or if a school is in a country where English is one of the official languages, it offers an English-medium curriculum other than the country's national curriculum and the school is international in its orientation.[2] In addition, in this thesis, a foreign school is understood to mean any public education institution that is registered and accredited defined in §§ 88 and 90 of the Public Education Act of 2011, which is licensed by the Minister of Education in Hungary. In addition, institutions may be organised as foreign foundations or associations and are accredited as non-nationality institutions.

The International Schools Research (ISC Research) has been researching international schools worldwide since 1994, but it is still a relatively new field, with only 2,584 schools considered international in 2000, compared to 12,853 in 2022. From the point of view of teachers, this meant that while 90,000 teachers were needed in these schools in 2000, today the number is more than half a million (557,723) These schools may belong to different organisations, missions or associations, usually providing short-term, fixed-term employment for teachers, and in many cases are model schools for language teaching or pilot places for various programmes.

The international teachers

During the contact with international schools and the research it became clear that the international teacher is an existing status for identifying teachers in these schools. Neither in Hungary nor at the international level is there a common understanding of the concept and characteristics of the international teacher. This can be explained by the fact that research on international schools itself only started in the 2000s worldwide. Therefore, I have tentatively tried to outline this diversity by using four different categories related to mother tongue, nationality or ethnic background, teacher qualifications and professional experience.

The term is generally used in English-speaking countries where the decentralisation of the education system has led to a variety of requirements for international licensees. An international teacher is an umbrella term that refers to native English-speaking teachers with teaching qualifications who carry out their teaching activities or careers in a variety of settings, usually abroad, or who teach a local minority in multicultural countries (e.g. USA, Australia). They usually teach a variety of subjects or English-as-a-foreign-language programmes. On the other hand, the term is also used for professionals who are native speakers of English but do not have a teaching qualification. Thirdly, an international teacher can be a non-native English-speaking teacher with a teaching qualification, and fourthly, the term is less frequently but occasionally used to refer to non-native English-speaking professionals who have outstanding subject knowledge and international experience but do not have a teaching qualification.

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2 https://iscresearch.com/data/

The professional identity

Sockett (1993) argues that researchers often overlook the importance of personality when collecting data because they focus on the teaching activity itself and its quality and implementation. The Hungarian literature often follows English terminology such as teacher personality (Sallai, 1996), teaching or pedagogical role (Torgyik, 2007), teacher profession (Pesti & Szivák, 2020), professional image (Rodgers & Scott, 2008), teacher professional identity (Karaolis & Philippou, 2019).

A trend has emerged along the lines of common characteristics in the definitions, which summarise the teacher's professional identity as dynamic, multifaceted, and changing from time to time; inevitably interrelated with personal identity, context-dependent (evolving in social, cultural, political and historical contexts); having sub-identities that complement each other harmoniously (also referred to as teaching roles or including the teaching role). Furthermore, professional identity includes agency; relationships with others and emotionally formed; they are characterised by the construction and reconstruction of meanings through stories; they include subject knowledge, pedagogical knowledge and methodological knowledge; individuals are active participants in its construction while also engaging in interpretive activities.

Pedagogical activities

To summarize the pedagogical activity and constrict for this research, teachers' views strongly influence their teaching (Falus et al., 1989; Pajares,1992) Views on pedagogical activity are used to filter and interpret information, frame a problem, develop action plans and guidelines. (Fives & Buelh, 2012) Pedagogical activities consist of stages: planning or design (preparation), teaching-learning (interactive stage) and evaluation (this paper focuses only on the design phase) and since teaching is a conscious and planned activity, both the teacher and the learner set goals. (Falus,2006) These chosen goals guide pedagogical activity, influencing the selection of the content, strategy, organisation, methods, and tools of education (Kotschy, 2003)

Intercultural education

In preparation for an international conference in 1992, UNESCO surveyed representatives of its Member States to examine the difference between the concepts of multiculturalism and interculturalism. Lászlóné Majzik brings to the Hungarian professional community a proposal drawn from this questionnaire survey, according to which the term „multicultural" is used in the sense of mutual coexistence and understanding between different cultures living in the same society, and the term „intercultural" is used to refer to interactions between cultures. (Majzik Lászlóné, 1995) The teacher in the process of multicultural education as an implementer and mediator, thus personal and professional development appears to a need to the accept and understands students from different backgrounds. In summary, intercultural education is used synonymously with multicultural education among Hungarian professionals; the term is mostly used in Europe, which encompasses discourse between different cultures. It is sometimes criticized or defined as a new stage in the evolution of multicultural education (Boreczky, 2004), or as a field whose main goal is to provide equal educational opportunities for students from different racial, ethnic, cultural, gender and social class groups (Banks & Banks, 2001).

Research questions

In qualitative research, we do not formulate hypotheses in advance but conduct our research along the lines of the research questions. Research questions are open-ended questions that begin with the interrogative words why, how and what. In the following structure, the research questions of the content analysis are presented by topic and the unit of analysis (Table 1).

Table 1 Thematic units of research questions and units of analysis for content analysis

Question ID	Research questions	Units of analysis
PROFESSIONAL IDENTITY		
K1	How is the teaching profession represented in the documents? What are its characteristics and content?	interview transcripts, manuals, website, standards, regulations, job advertisements, organisational and operational rules
K2	How do the characteristics of the international teacher relate to professional identity?	interview transcripts, manuals, website, standards, regulations, job advertisements, organisational and operational rules, educational programmes
K3	What kind of pedagogical activities are associated with the professional image of teachers teaching in schools abroad?	interview transcripts, manuals, website, standards, regulations, job advertisements, organisational and operational rules, educational programmes
PEDAGOGICAL ACTIVITIES (DESIGN PHASE)		
K4	What educational activities are included in the documents and how are they detailed?	interview transcripts, manuals, website, standards, regulations, job advertisements, organisational and operational rules, educational programmes
K5	Which intercultural education methods can be identified in the documents of international schools and the methodological repertoire of teachers?	interview transcripts, manuals, website, standards, regulations, job advertisements, organisational and operational rules, educational programmes, student profiles
INTERCULTURAL EDUCATION		
K6	How is the intercultural approach reflected in the documents? What are its characteristics and features? Is there a specific subject?	interview transcripts, manuals, website, standards, regulations, job advertisements, organisational and operational rules, educational programmes
K7	Which key elements of the host country's culture appear in these documents?	interview transcripts, manuals, website, standards, regulations, job advertisements, organisational and operational rules, educational programmes

In my original plan, I wanted to include all foreign and international schools in Hungary in my research, but during the data collection and contact season (2019-2021) several institutions did not participate due to capacity constraints, management and leadership changes, epidemic difficulties, and language barriers, and I failed to contact five schools within more than six months. The data collection period ran from November 2020 to March 2021. In this work, I used a naturalistic research paradigm view and followed a qualitative approach, which in this case involved individual structured interviews and content analysis of school documents and websites. For the interview questions and the content analysis criteria, I used the questions of surveys used in previous large-scale teacher research surveys in Hungary. Individual structured interviews were recorded via Zoom application and one interview was conducted via smartphone.

I analysed the public school documents using MAXQDA content analysis software and designed the measurement tools alongside the research questions. MAXQDA Analytics Pro 2020 is a content analysis software program developed by Germans, that can handle qualitative, quantitative and mixed methods research data to help organise, analyse, visualise and publish texts and other multimedia files.[3] This type of analysis is a qualitative research based on Grounded Theory.

In the analysis process, I used an inductive research strategy to gain an insight into the pedagogical approaches of the international teachers and the educational environment in which these perspectives are expressed. In the inductive analysis process, I collected and cross-referenced the different schools with the lists registered by the Education Authority[4], and then analysed public documents and websites of the schools, as well as interviews I conducted, according to specific criteria. In this way, I analysed 46 different documents (2364 pages) from 8 institutions.

Among the qualitative studies, I used the content analysis, non-reactive (non-interventionist, without consequences) methods (Sántha, 2009). When collecting the units of analysis, I used the website of the institution as a starting point, since nowadays this platform provides publicity for the school. Overall, the content analysis with MAXQDA software and this type of coding logic was well suited to the research questions and the research aim. Table 2 below shows the research and analysis process, including the main steps and sub-activities, the associated research tools and research support documents, and the sub-results of each process.

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[3] MAXQDA website: https://www.maxqda.com/what-is-maxqda
[4] In the spring of 2018, I first contacted the Vice President of the Education Authority to find out which institutions the Office considers to be foreign schools and what the basis of the accreditation procedure is. As a starting point I received a list of 25 institutions, later in 2020 I asked for an updated list and finally the latter became the basis for the sample of 22 institutions.

Table 2 Summary table of the research and analysis process

The research process, main steps, sub-activities and analysis steps	Research supporting documents and tools	Sub-results
1. 1. Literature review, research problem and goal definition	Records, international journal databases (EBSCO, ERIC)	Theoretical background and research questions of the dissertation
1.1. Collection and selection of pedagogical approaches, constrict into 3 sub-themes	Notes, Microsoft OneNote program	
2. Sample definition	Foreign school list in Hungary from the Education Authority	
3. Research question definition	notes	
4. Preparation of measuring tools	notes and drafts	
4.1. Collecting and constricting interview questions	notes and drafts	
4.2. Preparation of interview protocol	notes and drafts	interview protocol
4.3. Preparation of privacy statements	Opinion of the Research Ethics Committee	privacy statement in English and Hungarian
4.4. Finalization of measuring tools	notes and drafts	
5. Contacting the schools	list of schools	teachers' data tables
6. Data collection	Invitation letters, research introduction	sending out the survey
7. Conducting interview	interview transcripts	interview data tables
8. Collecting school documents, creating a folder system		research folder system
9. Convert school websites to pdf files	web2pdf converter	data tables for documents
10. MAXQDA content analysis	46 documents 9 research folders + 8 interview transcripts, MAXQDA Analytics Pro 2020	2 content analyzing projects (one for documents, one for interviews)
10.1. Document and interview transcripts import		
10.2. Data organisation, visualisation		
10.3. Code system import	notes and memos for the codes MAXQDA Analytics Pro 2020	Hungarian code table with English codes
10.4. Axial coding: defining main and subcategories along with research questions	main and subcategory system MAXQDA Analytics Pro 2020	code table <code name with A marks>
10.5. Encoding interview transcripts, open coding: creating codes and aliases, matching English codes	coding segments MAXQDA Analytics Pro 2020	code table <code name with NY marks>
10.6. Highlighting concepts from interview transcripts into codes	notes, MAXQDA Analytics Pro 2020	Hungarian code table with English codes)
10.7. Encoding school documents (axial and open encoding)	coding segments, MAXQDA Analytics Pro 2020	Hungarian code table with English codes
10.8. Matching categories to 3 subthemes (professional identity, pedagogical activities, interculturality)	coding segments MAXQDA Analytics Pro 2020	quotes matrixes from both projects

	preparing school profiles, and specificities along with research questions	school profiles and research question verification
10.9. Conclusions	preparing school profiles, and specificities along with research questions	school profiles and research question verification
11. Final checking	notes and drafts	Summary of research findings in the dissertation
12. Outlining future research	notes and drafts	dissertation

Sample selection and sampling strategy

There are currently 25 institutions classified as foreign schools in Hungary according to the database of the Education Authority, half of which are located in Budapest or the agglomeration, and half in larger cities with a relatively high number of foreign residents, close to national borders or where a particular nationality resides. My planned sample consisted of 22 schools, the majority of which are English or American (12), German (3) and Austrian (2). Of the 22 institutions, 14 were located in Budapest. However, out of the total population, 8 institutions agreed to participate fully in the research, of which one English (BBIS), one English-Hungarian bilingual (ISB), one Japanese (BJS), three international (AIS, ISD, Szeged IPS) and two American schools with Christian education programmes (GGIS, ICSB). Of the eight institutions, five schools are in Budapest and its surrounding area (Diósd) and three are in various cities such as Miskolc, Debrecen and Szeged. The Greater Grace International School (GGIS) has been operating in Hungary since 1991, with two other institutions (ISB, and ICSB) founded in the 1990s and the others starting after the millennium. The youngest institutions are Avalon International School and International School of Debrecen, which opened their doors in 2019.

Apart from the Japanese School in Budapest, the main language of instruction is English in all schools, three of them offer Hungarian education programmes for the Hungarian students (ISB, AIS and Szeged IPS), while in the other institutions' students learn Hungarian outside class or in club activities. Most students (330) study at the International School of Budapest (ISB), which also has the largest number of teachers (66). I found data on the number of nationalities studying in six schools, of which the ISB also has the highest number of students from the most countries (45 nationalities).

The operating logic and structure of foreign schools are completely different from the Hungarian education system, which is centralised and organised under the leadership of different school districts. International schools usually have a governing board, CEO or school management. It's followed by an academic leadership which coordinates the school's educational programmes and the teaching staff. In addition, there are advisory boards, where various educational and business experts support the management and organise teacher training. In some institutions, there are separate departments for class teachers, special education teachers, specialists (e.g., design, Latin, sociology teachers) and volunteer teachers.

In this context, it was really a pioneering effort to contact eight different schools abroad and conduct interviews with the management. I interviewed mostly female principals and directors, which is interesting because international and foreign institutions are usually run by men. Two of my interviewees were in the position of deputy director at the time of the interview. The eight directors have on average 13 years of experience in leadership positions in international schools worldwide, 15 years of teaching experience and the principal of ISB has the most professional experience (31 years). In Hungary, they have been in this position for an average of four years, the longest being the Deputy Director of the Japanese school (16 years). They have lived in Hungary for an average of ten years, with the exception of the two directors of Hungarian origin, and rarely teach here (only one American (14 years) and the Japanese (24 years) have teaching experience in Hungary).

In the dissertation, I made an overview description of the institutions, based on the literature, according to a common set of criteria:
- Criteria for school profile descriptions
- School foundation, operation, history, the host city
- School community: teaching staff, number of students, nationalities
- Tuition fees, scholarships, benefits
- Language of instruction, Hungarian language programmes and their operations

- Educational programmes, transitions between programmes, certificates obtained,
- Student and teacher profile, expectations, requirements
- School weekdays, sort of public documents
- What makes it different from other foreign schools
- Insights from the Principal or Director

I used the simple systematic sampling (Csíkos, 2009) of quantitative sampling strategies, based on the database of foreign schools provided by the Education Authority. For the content analysis of documents, I used the typical/intensive strategy of qualitative sampling selection strategies (Helfferich, 2005 cited in Sántha, 2006), which involved sampling the websites of the institutions participating in the research, the available school documents and interviews with the heads of the schools.

Table 3 Summary table of foreign/international schools researched

Name of the institution	Education programme or system	School location and year of foundation	Language of instruction	Number of teachers/ students	Number of national ities
Budapest British International School (BBIS)	English/ IB MYP / IB diploma program	Budapest, 2017	English	38 / 220	34
International School of Budapest (ISB)	English/ Hungarian/ IB diploma programme/ Cambridge programme	Budapest, 1997	English/Hunga rian	66 /330	45
Greater Grace International School (GGIS)	American, Christian	Budapest, 1991	English	47 / 195	29
International Christian School of Budapest	American, Christian	Diósd,1994	English	46 /230	18
Budapest Japanese School (BJS)	japán	Budapest, 2005	Japanese	12 /68	1
Szeged International Primary School (Szeged IPS)	IPC Programme	Szeged, 2017	English/Hunga rian	12 / 57	n.a.
International School of Debrecen (ISD)	IB World School	Debrecen, 2019	English	24 /127	n.a.
Avalon International School (AIS)	Hungarian/ Cambridge programme	Miskolc, 2019	English	13 /n.a.	12

In this dissertation, I presented the findings alongside the research questions and the 3 sub-themes, based on the methods detailed above. I began the description by analysing the characteristics of each school one by one and then concluded by summarising the context of the theme or question. In this booklet, I summarised each sub-theme by comparing it with the literature.

International teachers' perspectives on professional identity

One aspect of international teachers' views and pedagogical approaches, professional identity, was investigated through three research questions: first, to identify the content of views on professional identity and teacher profiles and characteristics from publicly available documents. Second, to explore the concept and characteristics of the international teacher, and third, to identify the links between professional identity and pedagogical activities. This summary is a careful approach that identifies common points of connection in both the available public school documents and the interviews with school leaders. According to this approach, the content and elements of professional identity include the professional image (the ideal or good teacher or an idealised teacher image), the curriculum, the type of school, methodological knowledge, the subject taught, deliberate pedagogical planning, and the principles of intercultural education. What each school emphasises varies, for example, Christian schools emphasise school type, i.e., they look for teachers who conform to the defined core values of the school community. In their image of the teacher appears more often a gifted person (teaching as a gift), which means that the pedagogical is interpreted in connection with religious values.

In other schools dedicated to a specific educational programme, the image of the teacher reflects the professional image of this educational programme and implements international standards in the Hungarian educational environment. Since the teacher's professional image is not defined by the school, a kind of learner-centred service attitude emerges, and therefore a more diverse methodological repertoire and expertise are more emphasised. The findings are consistent with those of Woolfolk Hoy and colleagues (2006), who point to the multiple influences and interrelationships that affect the formation and manifestation of teachers' views, such as teachers' personalities and experience, the diversity of the children they teach and their needs, parents' expectations, and the expectations of the school, district, community, state, and the various norms and values of the culture.

In addition to the common features of the interviews, the school documents mainly describe the teacher profile and the different educational activities and expectations, such as the learning environment, classroom work, communication, and collaboration between teachers. In the content analysis of the interviews, different educational programmes, international teachers, teaching styles, educational theories, and pedagogical beliefs were also important elements. In defining the concept, common characteristics emerged from the interviews: Professional identity includes commitment and passion, a willingness to continually improve, teamwork, relationships with people, empathy, fairness, and expertise.

The skills, audiences, and levels associated with communication have been explored throughout the research in a variety of approaches. Interestingly, on the one hand, these skills are associated with professionalism and are emphasised and considered important in the classroom, but, as Kagan (1992) noted in the 1990s, teachers are often unaware or lack the language to describe their views. During data collection, I tended to encounter the approach noted by Rimm-Kaufman and colleagues (2006) that teachers may articulate their views but do not distinguish or categorise them, and if they do, they certainly do not conform to the categories established by the researchers.

They can be thought of as concentric circles that begin with teacher-student dialogue and then expand to include the community of students, the teaching staff, the school community, the parents, the family, and, in an increasingly broad context, the rest of society. This is also interesting because international teachers do not limit themselves to the school environment but take an active role in other areas as well. Zembylas and Chubbuck (2015) pointed out in their study that school is a place where education is not a thing in itself and cannot be framed as such because it exists in a particular culture. For this reason, I also noted in the interviews that general behaviour, character, and professionalism

were discussed because school is a place where teachers can show their personality, and part of that is just professionalism.

In this context, I was also interested in what it means to be an international teacher in foreign schools, what are the characteristics of an international teacher and how they define this concept, because as I mentioned in the introduction, there is no clear definition, there are many differences between countries, types of schools and educational programmes. When analysing the interviews and the school documents, the keywords different educational programmes, internationality, type of school and intercultural education emerge. In the school documents, international teachers are not explicitly mentioned, they are generally referred to as "international teachers" and the term appears on websites and in information materials as a marketing concept. In the schools that offer more than 2 educational programmes, the international teacher appears as the teacher coordinating an international programme, regardless of nationality or mother tongue. In the interviews, intercultural education is presented together with nationality, diversity of the teaching staff and years spent in Hungary, i.e. as a stage in the development of an international career. This type of career development involves a kind of 'itinerant life', teaching on average 2-3 years in one country, and therefore the work requires flexibility, agility and commitment. However, they also often show signs of burn-out, of being 'overwhelmed' by new approaches, language or cultural differences and parental expectations. This is confirmed by the research of Savva (2013) and Williams-Gualandi (2019), who argue that teaching and working in an international context requires a different set of qualities and skills.

Erzsébet Golnhofer (2006) mentions characteristics of the school environment and culture in general, also mentioning that institutions have 'temperaments' shaped by the values, attitudes, norms and activities of the people who work in them. An example of this is the head of the International School in Debrecen, who specifically looked for a IB school because it was in line with the values and teaching profile of this programme. In the interviews, a common characteristic was that the international teacher has teaching experience in different countries and cultures, usually teaches or is trained in an international education programme, has an inclusive and open mindset, is innovative, has a high level of autonomy, has a high level of English or uses it as a native speaker and develops competences and a global character in addition to subject knowledge. In addition, there are qualities such as open-mindedness, diverse knowledge, an inclusive approach, a belief in the value of other cultures, a global character, multilingualism and connectedness that the international teacher uses to promote learning about this diverse world. Interestingly, when asked to define this term during the interviews, two of the leaders described themselves as 'teachers with international experience' and one of the leaders described himself as a 'teacher with intercultural activities'. In international Christian schools, religious values, missionary spirit and personal example are more important than internationality.

In addition to identifying these characteristics, McMullen concluded that school culture, the activities of fellow teachers, co-teaching and mentor teachers influence the expression of teachers' beliefs, and thus the school itself influences the work of teachers (McMullen et al., 2006). In the analysis of school records and interviews, lesson planning and the use of different teaching methods, classroom management and the maintenance of relationships with parents and students were found in all foreign schools. The latter becomes important in the classroom due to the international nature of the school as a service provider.

In the schools' documents, assessment, supervision, participation in meetings, curriculum development, extracurricular activities, participation in in-service training, building a good class community, and administrative and documentation activities were mentioned. However, in the interviews, professional identity is complemented by a strong student- and child-centred approach that contextualises methods, planning and goals, and self-reflection. Leadership activities were also articulated in the interviews as identity-building activities, as the interviewees became leaders after teaching for a longer period of time and thus their professional experience was enriched by these activities. Decision-making, strategy development, mentoring teachers, dealing with the school's accreditation procedures, financial and legal matters, business meetings and contact with partners all play a role in the professional identity of school leadership.

International teachers' perspectives on pedagogical activities

As I mentioned in the theoretical part of the definition of pedagogical activities, in this study I have focused only on the design phase, based on the structure outlined by Falus (2006), and in the context of professional identity it has already been partially described which activities are associated with the different teacher profiles and expectations in schools. I examined the activities by asking two questions. One was to identify the content of the pedagogical activities and the other was to identify the intercultural teaching methods among them. Based on the analysis of the interviews and the documents, common features of the content were the planning of lessons based on different teaching materials and documents and the integration of intercultural principles and methods. In addition to the common keywords in the school documents, the choice of methods and tools is reflected in all schools, thanks to the different educational programmes, school software and library services, and innovative programmes (e.g. Bring Your Own Device (BYOD) programme in the ISB).

It is interesting to note that while the selection of teaching methods and resources was still the dominant element in the documents, the key word in the interviews was the formulation of learning/teaching objectives and the planning based on them. In the interviews, the definition of the learning objective appears as a key content feature in the planning of lessons. They can be divided into two larger groups of objectives: One focuses on the concrete act of teaching, i.e. meeting the standards, the larger group of goals of educational programmes and teaching and learning to teach, fostering learners' independent, creative thinking and maintaining basic curiosity. An example of this is the lesson study in the Japanese school, where a small group of teachers plan a lesson every minute, focusing on the objectives they have set as a research problem.

In the other larger group, the principles of intercultural education are integrated into the lesson objectives. As these principles are often difficult to grasp and need to be implemented for a particular school, long discussions are often needed to apply them. In this case, the school as a learning environment is a platform where the alignment of principles and learning objectives takes place in the classroom and the teacher, acting as a facilitator, always takes into account what a particular group of learners needs. I found examples of this in the way ISB, ISD and Szeged IPS, such as discussions about complex concepts (e.g. resilience, tolerance), case studies about everyday school events (e.g. exclusion of pork in the school canteen) or discussions about different cultures and peoples in the classroom EFL.

Before I started the research, I thought that teaching methods in international schools were related to intercultural education and school type, but when I analysed the available school documents, I did not find any links between the keywords, i.e. no explicit intercultural teaching methods were mentioned in the documents and therefore no common keywords could be identified with the results of the interviews. As mentioned above, these schools are student-centred, so most of the methods in the documents are not structured from the teacher's point of view (as is the case in the Hungarian education system), but according to principles, subjects and curricula and student profiles. It is interesting to note that most of the above keywords can be found in the teacher profiles on different websites. Three keywords are found in different contexts than in the teachers' introduction: Christian schools, pupils of the schools and intention to teach. For example, the ICSB school website shows how teachers help students relate a Christian vision to the topics they are learning and how to distinguish between different interpretations and worldviews. The lessons often deal with general concepts or themes that form a basis for the Christian life.

In the analysis of the interviews, connections between the teaching methods and intercultural education and the type of school can already be seen. In general, it is found that intercultural methods are built into the programmes of some international education programmes (e.g. Cambridge and IB) and are adapted to the school by the teachers who are responsible for bringing international, comprehensive principles and methods into the school. In this situation, the teacher usually acts as a mentor who, on the one hand, tries to integrate students from very different backgrounds into the class community through various discussions. In some schools, intercultural principles and methods manifest themselves in specific ways, such as involving students in assessment as part of the development of self-directed learning, changing school meals, having students reflect on good questions, making lessons flexible, or organising international days and theme weeks for the school community. Because of the Japanese school's unique location (it shares a schoolyard with a Hungarian school), it brings other cultures closer into everyday life through "exchange lessons", shared games and activities with the

Hungarians. Turner and his colleagues have also found that teachers' sense of responsibility is an important factor in their willingness to try new teaching methods to engage students (Turner et al., 2011)

International teachers' perspectives on intercultural education

In this study, I have considered this topic with two questions in mind: First, I explored the content and characteristics of intercultural education, and second, I captured the host country's (in this case, Hungary's) knowledge of its culture, language, and people that emerge in the mindsets of international teachers. In international schools, it seems natural that interculturality is present because of the international community, environment, and educational programmes, but often the connection between the two is superficial and more difficult to implement or perceive in everyday life, although many elements are present. In some schools, intercultural principles may be promoted at the institutional or organisational level (e.g., ISB, Szeged IPS), and in others through subjects or thematic units (e.g., AIS, ISD, BBIS). From the analysis of school documents and interviews, three subjects/thematic units can be derived for the development of intercultural competences in schools: the IPC thematic units of the international primary curriculum, the Global Perspectives units of the Cambridge programme, and the Global Awareness units of the IB programme.

These subjects and thematic units also focus mainly on respect for different languages and cultures and acceptance of nationalities and ethnicities to help students become responsible, motivated adults with an international mindset, globally aware citizens who contribute to a better world, become active participants in local society, and preserve their own cultural identity and traditions. During my research, I noticed another interesting thing that can be associated with intercultural or multicultural education. First, the definitions of the two concepts differ historically and geographically. Multicultural education is a concept known primarily in the United States and the Pacific or Far East that aims to provide equal educational opportunities to students of different racial, ethnic, cultural, gender, and social classes in order to promote a society and morality that serves all for the common good. (Banks & Banks, 2001) While intercultural education is a concept used primarily in Europe that focuses on interaction and dialogue between different social groups. While multicultural refers to culture and peaceful coexistence, intercultural emphasises the dynamics of interaction and ongoing communication between people from different ethnic or cultural groups, resulting in a constant redefinition of rules, values, and interpretations (Banks, 2011; Portera, 2008).

Which variation prevails in the schools I studied depends largely on the origin and cultural background of the international teaching staff. Where the majority of teachers are from the Americas or Asia, the multicultural approach is more content-oriented (e.g., holistic view, understanding of the school environment, appreciation of the other's culture), works with more general, complex concepts, and seeks to bring them to students, focusing on the development of the individual and his or her inner world and mindset. In comparison, where teachers with a European background teach, elements of intercultural education have emerged that emphasise dialogue, objectivity, critical thinking, and reasoning, i.e., the focus is on creating a space, a dialogue, and a platform between two people rather than the individual.

On the other hand, in this context, one question in the interview asked what comes to mind when we use the term "others or minorities". While the European teachers did not name any specific groups, the American and Asian teachers gave examples from both the "domestic" (USA - Latinx, Blacks, Japan - mixed couples, Russians) and the Hungarian context (Roma, Chinese, Germans), which could also be related to the different use of the concepts of multicultural and intercultural education, as multicultural education uses the term "race" while intercultural education avoids it.The analysis of the school documents and the interviews revealed the common content characteristics of nationalities, languages and religious groups as key words. In addition, key words only appeared in the content of the school documents, such as people from different cultures and social backgrounds, ethnic groups and students with special educational needs. Global awareness (as an international thematic unit/subject) and minorities emerged in the analysis of the interviews with the leaders. Own cultural identity, ethnicities, race, refugees and people with disabilities did not appear in the interviews, but were superficially present in the preamble of the school websites and policies and in the statements that everyone can apply to the school without discrimination. Only three of the schools (BBIS, ICSB, ISB) have limited provisions for students with special educational needs or mild disabilities.

During the interviews I asked the head teachers to define the concept of intercultural education. They mentioned the following elements: teaching about many different cultures, understanding different contexts, encountering new approaches, thinking broadly about the world, discovery, community service (in Christian schools), tolerance, deeper knowledge and understanding of other people's needs, treating others with respect, understanding diversity. Williams-Gualandi (2019) points out in her research that teachers who teach in international schools should be more aware of the environment in which they teach, as it is still common for many of them to arrive without any pedagogical qualifications or intercultural training, which risks stereotyping and conflict in the classroom. On the other hand, international schools could be a good place for teachers to develop their intercultural skills or to differentiate and expand their methodological repertoire. However, others criticise that international schools are a kind of isolated community, so that international teachers are not very familiar with the culture and language of the host country (Cambridge & Thompson, 2002).

Therefore, I have examined the relationship between the foreign schools and the host country - in this case Hungary - which I have already partially mentioned with the international teachers, the educational programmes and the types of schools, and I have examined the key words and common links with Hungarian culture and people in general. In contrast to the findings of Cambridge and Thompson (2016), all the schools I studied relate to the local context and try to build a closer relationship with the host country. This manifests itself either in allowing the learning of the Hungarian language or in providing opportunities to learn about Hungarian culture and Hungarians through an extracurricular activity. In detail, the ISB has a well-developed programme and a good position in the host country, as it has bilingual education programmes and a large percentage of the teaching staff is of Hungarian origin. Interestingly, Hungarian students as well as foreign students who want to live in Hungary can participate in international programmes and are prepared and supported by the school.

On the other hand, I also found it special that, in contrast to the literature, most of the head teachers had lived in Hungary for more than 10 years (apart from the two Hungarian head teachers), spoke the Hungarian language or at least had a basic understanding of it and were considered familiar with Hungarian culture, with some of them living in mixed marriages. For this reason, they tended to compare the Hungarian education system with international programmes during the interview. All the head teachers confirmed that they had only a superficial knowledge of the Hungarian system and did not necessarily follow its changes but made efforts to cooperate. This is a specific role of the school, but in this case, they can temporarily play a mediating role and therefore it becomes important to sensitise the whole family, especially the parents. On the other hand, it also happens that in the international school business a Hungarian programme is seen as a curiosity, which is why some schools prefer to use it to distinguish themselves from other foreign schools, since in these institutions foreign young people can learn together with Hungarians and acquire a high level of language skills. Regardless of the Hungarian education system, the Hungarian teachers at these schools are considered excellent educators who "set the bar high" and are versatile with the students.

The significance of the dissertation, lessons learned and suggestions for further research

In any research, when you reach the end of a particular phase, you have to stop in order to continue with renewed vigour or to inspire someone else's research. I had the opportunity to explore a new and exciting area of research in 2020-2021 to gain insight into the perspectives of international teachers in the Hungarian context. Although many of the questions were answered, I had to apply a very different approach to the research than when I started this work. Describing pedagogical perspectives always presupposes some kind of frame of reference, i.e. from what point or feature do we start to describe the phenomena and perceptions, and where is the point where we can conclude the description, which can also be a new starting point for the next work. There are several small, isolated or expanding communities of professional educators in Hungary, and I am working to build bridges between these groups and "islands". I believe that such a connection will help them to have not only superficial, professionally difficult ideas, but a deeper, "inner" view of the culture of their schools. The research aims to initiate this exchange and dialogue by getting to know each other better. This would subsequently support the development of networks and communities of Hungarian and foreign schools,

one of the attempts I have already worked on in the Hungarian-Japanese lesson study project between 2014-2016.

Furthermore, in all three sub-themes - professional identity, pedagogical activities and intercultural education - it is possible to "drill deep" through various observations, in-depth interviews and further focus group interviews. Another basis for comparison could be the analysis of the differences between the characteristics of some foreign schools in Hungary and those in the home country, which characteristics have developed due to the host country environment or adaptation. Most of the schools also belong to different international organisations, missions or associations that have research centres. Therefore, these comparisons can provide interesting aspects for the development of teacher education. One example is ISC Research (International Schools Research), which compares the institutions in its database according to various criteria and produces rankings, case studies and development strategies. Thirdly, staying within the Hungarian borders, one can study the contact card of foreign schools and their partnerships with Hungarian schools and compare teachers' views.

In this context, I hope to contribute to Hungarian educational research and the development of teacher education in the following areas. Firstly, qualitative-descriptive research can provide a basis for the internationalisation of the Hungarian education system. In the field of teacher education, there are many opportunities for practitioners to study different international education programmes, try out adaptations, connect with international professional networks and implement and discuss methodological practises. Connecting to international networks would improve, maintain or motivate the language skills of teacher candidates and also contribute significantly to the development of professional identity and image, as well as to the expansion of the methodological repertoire. I hope that with this work I have partially succeeded in bringing the Hungarian professional community closer to the world of foreign and international schools and in showing the possibilities of cooperation and development that are available to us. One step in this process was a qualitative analysis of the pedagogical approach of international teachers.

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