Teacher Calls for Applications – "This Is How I Teach" Volumes

Since 2012, the Barankovics István Foundation has been collaborating with teachers on the topic of preparing young people for future societal roles. We regularly announce calls for applications inviting teachers to develop lesson plans, with the aim of facilitating daily classroom work and making high-quality, practical materials readily available. Our initiative arose from the recognition that the school's function of preparing students for adult roles is far less emphasized among those involved in education than its social importance would warrant. We consider it a vital objective to inspire activities that, alongside conveying knowledge, also reinforce value-based education, civic competence development, and nurturing social responsibility—thus helping lay the foundations for students' successful individual life paths, the creation of thriving communities, and the shaping of civic attitudes and culture.

Launched in the spring of 2014, the teacher-oriented "This Is How I Teach" call for applications series serves to encourage good practices. As a result, we regularly publish professional methodological volumes drawn from the best teacher submissions.

Now entering its eleventh year, the series' nine volumes span roughly 2,453 pages and feature the work of 119 practicing teachers. While the pool of contributors changes each year, some authors do return, and it is from among these that the working group for our latest youth project, *Kapaszkodó*, emerged. The *Kapaszkodó* article series examines ways to address the mental health challenges faced by young people.

From 2020 onward, across the last four application cycles—and within the broader theme of preparing young people for their societal roles—we have chosen to focus more narrowly on selected subtopics in our calls for applications and the resulting volumes.

In the fifth volume, published in 2020, the spotlight was on methodological solutions for teaching online under the constraints imposed by the Covid pandemic. That year's teacher call for applications provided a forum for educators who, despite the forced shift to remote instruction, devoted significant time and effort to developing effective practices to maintain high-quality teaching under challenging circumstances.

Our subsequent volume, published in 2022, was special in several respects. The Foundation had declared the previous year as the Margit Slachta Memorial Year. In connection with this commemorative series of events, the volume set out to promote

awareness of the politician's life's work among younger generations through educational means. Margit Slachta, the first female member of parliament, was a prominent figure in Christian feminism and in fostering women's participation in public life. By founding the first women's social training institute and engaging in wide-ranging social welfare activities, she also became a symbol of social solidarity. Her life story and accomplishments provide a fitting conduit for transmitting a variety of socially relevant values. As an added innovation, rather than issuing a general call, we invited authors who had already won previous teacher competitions to compile the supporting lesson and project plans.

Published in 2024, the eighth volume bears the subtitle *Education in the Age of Artificial Intelligence*. This choice was no coincidence: the sudden rise of AI in our daily lives is transforming teaching and learning at their core. We stand on the threshold of a new pedagogical paradigm, one that demands close consideration of both emerging opportunities and potential risks.

The 2025 edition of the series will showcase the most outstanding contributions from our 2024 autumn call for teacher applications. Carrying the subtitle *Heroes and Heroines in 21st-Century Education*, this professional methodology handbook brings together lesson and project plans that use examples of both historical and everyday heroes to contribute to the development of students' personalities, values, and sense of social responsibility. This topic has generated substantial interest among educators, and we have included work from 16 education professionals—comprising nearly 350 pages—to support classroom practitioners.

We recommend our series to all those who feel called to explore less conventional pathways in public education and, through their innovative solutions, to help foster a more creative system that more effectively develops students' competencies. As Ken Robinson pointed out in his widely acclaimed book *Creative Schools*—published in Hungary in 2018—what ultimately matters in the global economy and the labor market is not just what a person knows, but how they act upon that knowledge. Achieving the desired workforce outcomes today is no longer feasible without intensive competency development and the adoption of innovative methodological approaches.