Academic and career guidance as well as psychological support is provided by both educational institutions and the institutions of the pedagogical assistance service in close cooperation with one another. Pedagogical assistance service institutions support teachers in kindergartens, schools and dormitories as well as parents who contact them. The support provided by the pedagogical assistance service includes a wide range of activities:

- special education counselling,
- early intervention,
- education and care,
- developmental education,
- speech therapy,
- conductive pedagogical development
- adapted physical education,
- kindergarten and school psychological service,
- assessing learning abilities,
- academic and career guidance,
- pedagogical advice.

Academic and Career Guidance

In Hungarian general education schools provide academic and career guidance for pupils as extracurricular activity. In schools, at all school levels and in all school types, one of the teachers is responsible for academic and career guidance. This teacher’s weekly working time is made up of teaching and academic/career guidance.

In pedagogical service assistance institutions, academic and career guidance is provided by psychologists and counsellors with the following qualifications:

- **psychologist**: psychologist specialising in counselling, psychologist specialising in kindergarten or school psychology;
- **counsellor**: either a university level teaching qualification, or a college level teaching qualification with a postgraduate qualification in student counselling.

Specialists employed full-time (40 hours/week) in pedagogical assistance service institutions spend 21 hours a week on the assessment and guidance of children and pupils. In the rest of the time they prepare for their meetings, prepare expert opinions and are on duty to ensure access to services throughout opening hours.
School Psychologists, Speech Therapists and Parenting Advice

In schools and kindergartens, all teachers are responsible for monitoring the personal development of children/pupils, identifying their individual problems and support them. Some schools also employ specialists, e.g. school psychologists or social pedagogues. In the pedagogical assistance service institutions these tasks are undertaken by specialists.

Specialists working in schools or kindergartens have to meet the following qualification requirements:

- **Kindergarten and school psychologists**: a degree in psychology and teaching as kindergarten teacher, special education teacher, primary school teacher, or secondary school teacher, a psychology degree with specialisation in counselling and school psychology, a psychology degree and a postgraduate qualification in school psychology or counselling.
- **Developmental teachers**: (1) any teaching degree (kindergarten teacher, primary school teacher, secondary school teacher, social pedagogue) with a qualification obtained in postgraduate specialisation for screening children, pupils with integration, learning and behavioural difficulties, and for holding individual and group sessions for them, or (2) teacher of special education or special education teacher specialized in oligophrenic pedagogy, or (3) teacher of special education or therapist specialized in the pedagogy of students with learning difficulties, or speech therapy, or psycho-pedagogy (4) special education teacher in the specialization of student with learning difficulties, or speech therapy, or psycho-pedagogy.
- **Social pedagogues**: a (BA) degree in social pedagogy.
- **Speech therapists**: (1) special education teacher specialising in speech therapy or therapist; (2) special education teacher in the specialisation of speech therapy; (3) teacher of special pedagogy and specialist teacher; (4) special education teacher with a degree or teacher of special education and special education teacher; (5) teacher of special education specialized in speech therapy or therapist; (6) special education teacher in the specialization of speech therapy.

School and kindergarten psychologists employed full-time (40 hours/week) spend 22 hours a week on the individual and small-group assessment of children/pupils as well as consultation and guidance. In addition, they spend 10 hours a week preparing for and organising and preparing these activities. In the rest of their working time they undertake the necessary documentation and administration, process information required for their work and engage in continuous professional development. If needed, the weekly time spent with children/pupils in direct psychological sessions may be rearranged across weeks.

Specialists working in pedagogical assistance service institutions have to meet the following qualification requirements:

1. **Parenting advice**:

   - Developmental teacher: (1) any teaching degree, with a qualification obtained in postgraduate specialisation for screening children, pupils with integration, learning and behavioural difficulties, and for holding individual and group sessions for them, (2) special education teacher with the specialisation in students with learning difficulties, or speech therapy, or psycho-pedagogy;
   - special education teacher: special education teacher with the specialisation in students with learning difficulties, or speech therapy, or psycho-pedagogy;
• psychologist: (1) clinical psychologist specialised in child psychology; (2) psychologist specialising in counselling; (3) psychologist specialising (in kindergarten or school) education psychology; (4) clinical psychologist and psychologist specialising in (adult) mental hygiene;

1. **Speech therapy**: speech therapist (teacher of special education specialising in speech therapy or special education teacher with specialisation in speech therapy).

2. **School and kindergarten psychology**: (1) psychologist, (2) psychologist specialising (in kindergarten or school) education psychology, (3) psychologist specialising in counselling.

3. **Talent Management**: coordinator of talent fostering (psychologist specialising [in kindergarten or school] education psychology or psychologist specialising in counselling with the degree of a teacher with specialisation of talent development).

Teachers at the institutions of pedagogical assistance service employed full-time (40 hours/week) spend 21 hours a week on the individual and small-group assessment of children/pupils as well as consultation and guidance. In the rest of their working time they undertake the necessary examinations for the preparation of the expert opinion, as well as the tasks related to preparing direct sessions, the reconciliation of opinions prepared within the frame of examinations, the preparation of expert opinions, and they provide continuous task fulfilment, and travel to children and pupils.

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