



SUBJECT DATASHEET

Professional Practice in Educational Institutions

BMEGT51XX43406-39

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Professional Practice in Educational Institutions

ID (subject code)

BMEGT51XX43406-39

Type of subject

contact hour

Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	0
Practice	8
Laboratory	0

Type of assessment

mid-term
grade

Number of credits

5

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
dr. Kattein-Pornói Rita	assistant professor	kattein-pornoi.rita@gtk.bme.h

Educational organisational unit for the subject

Department of Technical Education

Subject website

<https://edu.gtk.bme.hu>

Language of the subject

magyar - HU

Curricular role of the subject, recommended number of terms

Programme: **Mentor teacher programme**
Subject Role: **Compulsory**
Recommended semester: **1**

Direct prerequisites

<i>Strong</i>	nincs/no
<i>Weak</i>	nincs/no
<i>Parallel</i>	nincs/no
<i>Exclusion</i>	nincs/no

Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580466/11/2025 registration number. Valid from: 2025.06.25.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The aim of the course is to provide students with a comprehensive understanding—within a real institutional environment—of the theoretical foundations acquired in their academic training. This includes insights into the functioning of educational institutions (kindergartens, primary and secondary schools), the professional roles of teachers and their effectiveness, as well as the administrative and managerial tasks involved. Based on both theoretical knowledge and practical experience, the course seeks to foster a complex perspective that recognizes the teacher not only as an educator and caregiver, but also as an organizational, administrative, and community actor.

Academic results

Knowledge

1. .

Skills

1. Role Identification and role perception: the student will be able to recognize and apply the various teaching roles (educator, caregiver, administrator, mentor) in practice
2. Versatile collaboration: the student will learn how to collaborate effectively with various stakeholders (students, parents, colleagues, school leadership) to achieve the institution's goals
3. Problem-solving skills: the student will apply different pedagogical tools and solutions to effectively address emerging situations and challenges

Attitude

1. 1. Open and curious about the real functioning of educational institutions
2. 2. Committed to the development of children and the pedagogical profession
3. 3. Receptive to collaboration, accepts organizational rules and culture
4. 4. Reflects on their own experiences in a critical yet constructive manner

Independence and responsibility

1. Able to perform tasks independently in an institutional environment (administrative, communication, organizational duties)
2. Recognizes their role and responsibility in the educational process and in relationships with students and colleagues.
3. Able to handle confidential information responsibly (educational records, child protection cases).
4. Open and receptive to absorbing new knowledge gained during the practice.

Teaching methodology

Lectures, Use of IT Tools and Techniques

Materials supporting learning

- 2011. évi CXCV. törvény a nemzeti köznevelésről
- 20/2012. (VIII. 31.) EMMI rendelet a nevelési-oktatási intézmények működéséről és a köznevelési intézmények névhasználatáról
- A képzés első félévéhez tartozó elméleti tantárgyak szakirodalma
- A gyakorló hely pedagógiai programja, szervezeti és működési szabályzata, házirendje

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

Evaluation of the Learning Outcomes Defined in Point 2.2 Throughout the Year. Evaluation of Subject Knowledge, Skills, Attitudes, as well as Competencies Related to Independence and Responsibility

Performance assessment methods

Performance evaluation during the exam period: mid-term grade

Percentage of performance assessments, conducted during the study period, within the rating

- Partial assessment: completion of in-class assignments: 30
- Partial assessment: preparation of a thematic home paper: 70

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

Issuing grades

Excellent	91
Very good	87-90
Good	75-86
Satisfactory	62-74
Pass	50-61
Fail	0-49

Retake and late completion

The mid-term grade is awarded in accordance with the requirements set forth in the current Academic and Examination Regulations, and can be made up upon payment of the fees specified in the Tuition and Benefits Regulations

Coursework required for the completion of the subject

Gyakorlati órákon való 70 %-os részvétel (TVSZ 105. § (4) bek.

8

tematikus házi dolgozat beadás: a tantárgyi tudás, képesség, attitűd, valamint az önállóság és felelősség típusú kompetenciaelemek értékelése 142

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 02.06.2025.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

- 1 To achieve the learning outcomes defined in point 2.2, the subject consists of the following thematic blocks:
- 2 Institution visit and organizational mapping: the type of institution, its sponsor, and organizational structure; overview of the institution's operational regulations (SZMSZ), pedagogical program, and internal rules; consultation with the institution's principal
- 3 Observing different teachers' lessons/sessions; from the perspective of the roles of the teacher/preschool teacher, class teacher, special education teacher, and professional community leader; the teacher's collaboration with parents and other professionals.
- 4 Public administration and educational management practice: reviewing educational records (KRÉTA system); communication with higher levels of administration
- 5 Institutional environment and partnership relations: cooperation with civil organizations, cultural institutions; relationships with other institutions and partner organizations
- 6 Organizational functioning and effectiveness: institutional strategy and teacher performance evaluation; student success, satisfaction surveys, institutional self-assessment; best practices, innovations, and development goals
- 7 Reflection, experience sharing: group reflection session, sharing of reflections and experiences

Additional lecturers

Approval and validity of subject requirements