



SUBJECT DATASHEET

The practice of mentoring

BMEGT51XX45956-56

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

The practice of mentoring

ID (subject code)

BMEGT51XX45956-56

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-year grade

Number of credits

5

Subject Coordinator

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

Educational organisational unit for the subject

Department of Technical Education

Subject website

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Language of the subject

magyar HU

Curricular role of the subject, recommended number of terms

Programme: **Mentor teacher programme**

Subject Role: **Compulsory for the specialisation**

Recommended semester: **2**

Direct prerequisites

Strong	Erős/Strong -
Weak	Gyenge/Weak -
Parallel	Párhuzamos/Parallel -
Exclusion	Kizáró/Exclusive -

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 enable students to apply the theoretical and methodological knowledge acquired during mentoring in practical situations in a conscious and flexible manner. During the course, participants carry out mentoring activities in their own institutional environment, for which they receive support, guidance, and opportunities for reflection. The main objective of the course is to strengthen a credible, developmental mentoring attitude and to emphasize experiential learning. Students become familiar with the documentation requirements of practical mentoring, the possibilities for evaluating the development of mentees, and techniques for consciously monitoring the mentoring process. The course helps students to develop their own mentoring skills in a reflective manner, beyond simply supporting their mentees. The learning process focuses on accompanying the mentee's development path, strengthening cooperation, and supporting professional dialogue.

Academic results

Knowledge

1. Knows traditional and online systems and documents related to portfolios.
2. Knows the theory and methodology of competence development.
3. Knows the system and requirements of teacher training and continuing education.
4. Is aware of the role of views that shape teaching practice and knows how they can be shaped.
5. Is familiar with the multifaceted background of choosing, leaving, and remaining in the teaching profession.
6. Is familiar with the specifics of working with teacher candidates and career starters, as well as adult education, and the professional requirements and ethical expectations of counseling.
7. Knows the methods and techniques of reflective thinking and professional analysis.
8. Knows the specific features of the organizational functioning of institutions and the impact of organizational characteristics on the work of teachers.
9. Knows the latest research and development results related to the work of teachers.
10. Has extensive professional knowledge, is familiar with the professional literature related to their field, professional journals, and alternative pedagogical approaches.

Skills

1. Able to apply teaching skills and competence development methodology in a conscious and high-quality manner.
2. Able to guide trainees in gaining experience both inside and outside the classroom.
3. Able to monitor and evaluate trainees' work in a constructive manner.
4. Able to support and assist the professional socialization of trainees.
5. Able to develop self-confidence and self-efficacy.
6. Able to demonstrate modern, good practice in the given field.
7. Able to handle pedagogical problems and conflict situations.
8. Able to provide guidance and assistance in the planning, implementation, and analytical evaluation of pedagogical situations and processes.
9. Able to support the intern's independent ideas, provide professional analysis, and realistically evaluate their implementation.
10. Able to help the trainee find their own professional development path that suits their personality.
11. Able to seek/find effective, creative answers to pedagogical problems arising in different contexts from a mentoring perspective.
12. Able to determine the intern's performance (results) based on an analysis and evaluation of regulations, facts, and situations, and to select, develop, or adapt activities, content, tools, and methods to achieve these results.
13. Able to plan, organize, and evaluate mentoring processes in collaboration with the mentee.
14. Able to create a mentoring environment that supports and encourages changes and improvements in pedagogical views and practices.
15. Considers mentoring as a learning situation and takes advantage of opportunities for mutual learning.
16. Able to develop the reflective thinking of career starters.
17. Able to assess the competencies of career starters, plan their development based on this assessment, and support it with an appropriate methodological culture.
18. Able to evaluate the professional competencies and development of trainees in a professionally sound manner that supports their development.
19. Is capable of effective professional cooperation, equal communication, and constructive problem solving with career starters and colleagues.

Attitude

1. Their attitude is accepting, supportive, and patient.
2. Their credibility is rooted in their own teaching practice and work experience.
3. They feel responsible for the continuous professional development of their intern/teacher candidate.
4. They request and accept feedback from their intern/teacher candidate and use it for their own continuous self-improvement.
5. Considers continuous self-reflection important for their own development as a mentor teacher.
6. Keeps abreast of professional literature and practical developments related to the role of mentor and support teacher and the methodology of support, and continuously trains themselves in this area.

Independence and responsibility

1. They are capable of professional self-reflection and self-correction in their decisions.
2. They are characterized by cooperation and responsibility in relation to their profession, field of expertise, and its representatives.

Teaching methodology

The course is based on experiential learning, case studies, and reflective practice. Students reflect on their own mentoring activities through structured journaling, case discussions, and group consultations. The course focuses on cooperative learning, portfolio-based documentation, and the processing of real-life mentoring situations. The focus of the teaching is on the joint interpretation of practical experiences and feedback that promotes professional development. Students bring dilemmas that arise during their mentoring practice into the training, which are then analyzed together and solution strategies are developed.

Materials supporting learning

- M. Nádas, M. (Ed.) (2010-11). A mentorfelkészítés rendszere, próbája, a mentorképzés szakterületi előkészítése, I–III. kötet. Budapest: ELTE Eötvös Kiadó.
- Sallai, É.(2015). A mentori tevékenységek tapasztalatai. In Sallai, É. (Ed.). A pedagógusok gyakornoki rendszerének fejlesztése és értékelése. Budapest: Oktatási Hivatal.
- Kőpatakiné Mészáros Mária – Mayer József (2009): Bevezetés a mentorálás módszertanába.<https://ofi.oh.gov.hu/bevezetes-mentoralas-modszertanaba>
- Lengyel Zsuzsa, Szekeresné Nádudvary Ildikó(2024): 101 jógyakorlat mentortanároknak. ELTE Kiadó, Budapest.

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

The objectives and learning outcomes set out in points 2.1 and 2.2 are achieved through active participation in the exercises (partial performance assessment).

Performance assessment methods

During the course, students' performance is assessed continuously, with a focus on development and based on multiple criteria. The practical grade is determined by the student's active participation in seminars, documentation of mentoring activities (e.g., mentoring log, development plan, reflections), and the submission of a final case study or portfolio. During performance assessment, preference is given to reflective thinking, conscious application of methods, and depth of analysis of mentoring situations. The assessment may be supplemented by self- and peer assessment, which promotes awareness of the professional development process. The aim of the course

is not only to test knowledge, but also to shape and strengthen mentoring competencies.

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

- assignment: 40
- classroom activity: 60

Percentage of exam elements within the rating

- classroom activity: 60
- assignment: 40

Conditions for obtaining a signature, validity of the signature

Participation in class and submission of assignments.

Issuing grades

Excellent	95
Very good	90-94%
Good	85-89%
Satisfactory	80-84%
Pass	51-79%
Fail	50%

Retake and late completion

Due to the nature of active participation, it cannot be replaced or corrected.

Coursework required for the completion of the subject

részvétel kontaktórákon	8
felkészülés a beadandó dolgozatra	82
Gyakorlati beszámoló készítése	60

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

1st hour: Mentoring situations and forms in educational institutions Challenges specific to different types of institutions (kindergarten, primary school, secondary school) Types of mentoring: individual, group, formal, informal The dynamics of the mentor-mentee relationship – in light of institutional roles 2nd hour: Entering the world of the mentee – getting acquainted and analyzing the situation Mapping the starting point of the mentee teacher or student Competence- and motivation-based approach Diagnostic mentoring tools (e.g., interview, questionnaire, observation sheet) Practice: Simulated mapping of the profile of a student intern/new colleague in your own institution (creating a personality card) Lesson 3: Lesson observation and feedback for the mentee – practical model Observation criteria (professional, pedagogical, communicative) Structure of feedback: strengths, opportunities, questions Different age groups of learners (preschool – play; lower grades – learning styles; secondary school – independence) Practice: Developing feedback for 3 fictional lessons/activities (preschool, lower grades, secondary school) Lesson 4: Mentoring outside the classroom – supporting informal learning situations Student observation, school social space, after-school care, extracurricular activities, school life Kindergarten play activities, schoolyard situations, secondary school projects Mentoring based on the "hidden curriculum" Practice: Analysis of a specific situation outside the classroom – how would the mentor provide feedback based on their observations? Lesson 5: Mentoring based on pedagogical planning Incorporating individual development goals into the curriculum and lesson plans Mentoring materials: observation log, preparation plans, joint planning sheet Differentiation, pedagogical management of student diversity Practice: Improving a lesson/class plan prepared by a mentee from a mentor's perspective (3 institutional levels) Lesson 6: Reflective conversation as the key to development Reflective questions, coaching-based mentoring Constructive processing of mistakes Supporting the mentee's self-evaluation Practice: Simulated conversation between mentor and mentee: reflective conversation script for kindergarten, elementary school, and high school Lesson 7: Conflict management, discussing sensitive topics in mentoring situations Typical difficult situations: lack of motivation, student group problems, pedagogical failure Assertive communication, setting boundaries Balancing empathy and professional responsibility Practice: Case study: "The mentee does not accept criticism" – examples from three different institutional levels Lesson 8: Planning institutional mentoring practices Developing a mentor plan and institutional mentoring practices Documenting mentoring – tools and examples The role of the mentor in the professional community

Additional lecturers

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