SUBJECT DATASHEET

Mentoring methods II.

BMEGT51XX35602-20

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name
Mentoring methods II.

ID (subject code)   BMEGT51XX35602-20

Type of subject
contact hour

Course types and lessons

Type	Lessons
Lecture	0
Practice	8
Laboratory	0

Type of assessment
mid-year grade

Number of credits
5

Subject Coordinator

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

Educational organisational unit for the subject
Department of Technical Education

Subject website

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 deepen and systematize the participating teachers' knowledge of mentoring and to develop their practical skills that enable them to provide effective professional support to colleagues, interns, and students who are just starting their careers. During the course, students will learn about the complexity of the mentoring role, the pedagogical and psychological foundations of different types of mentoring, and methods for planning and documenting the mentoring process. Special emphasis will be placed on reflective practice, feedback techniques, formative assessment, and the importance of creating a climate of trust. The course also aims to develop students' communication, conflict management, and supportive attitudes, thereby promoting the formation of a professional mentor identity. The course is practice-oriented and builds on students' own mentoring experiences and situational exercises, providing space for awareness and development of skills.

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. Döntéseiben szakmai önreflexióra és önkorrekcióra képes.

2. Együttműködés és felelősségvállalás jellemzi szakmájával, szakterületével, illetve azok képviselőivel kapcsolatban.

Teaching methodology

During the course, students acquire the methodological basics of mentoring through reflective and cooperative learning methods. Learning is based on individual experiences, case studies, role-playing, and group work, promoting the conscious development of practical skills. Self-reflection, giving and receiving feedback, and trying out the techniques learned in simulated and real pedagogical situations play a prominent role. The course also supports the development of independent learning paths and the critical analysis of mentoring practice.

Materials supporting learning

- M. Nádasi, 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
The assessment of students' performance is multi-component, in line with the practical nature of the subject. The assessment includes an individual written assignment (e.g., mentoring plan or case study) in which students demonstrate their ability to apply the methods learned. In addition, active participation in class, attitude demonstrated in situational exercises, and the development of social and self-reflection skills are also assessed. The learning process is accompanied by formative assessment, while the course is concluded with a practical report in which students demonstrate their competencies through the processing of a specific mentoring situation.

Percentage of performance assessments, conducted during the study period, within the rating
- **assignment**: 40
- **classroom activity**: 60

Percentage of exam elements within the rating
- **assignment**: 40
- **classroom activity**: 60

Conditions for obtaining a signature, validity of the signature
Attendance at classes and completion 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

1. Reflection at a master level – supervision techniques in mentoring Competencies: Knowledge: Knows the basics of the pedagogical application of supervision. Skills: Able to participate in and facilitate deeply reflective supervision situations. Attitude: Open to continuous reflection on their own mentoring practice. Lesson plan: Objective: Students gain experience in supervision-based reflection.

Activities: · Brief introduction to the concept of supervision (individual, small groups). · Supervision case work with structured questions. · Reflection: reinterpreting the role of the mentor in a supervisory context. Assessment: Reflective writing based on the exercise. 2. Mentoring dilemmas – ethical issues in practice Competencies: Knowledge: Knows the ethical norms related to mentoring. Skills: Able to identify and interpret ethical dilemmas. Attitude: Committed to ethical and responsible mentoring. Lesson plan: Objective: Students develop their ethical sensitivity. Activities: · Study and analysis of ethical codes. · Dramatic reenactment of dilemmas. · Creation of an ethical decision tree. Assessment: Written analysis of an ethical dilemma. 3. Mentoring networks and community learning Competencies: Knowledge: Knows the advantages and forms of network learning. Skills: Able to apply forms of network mentoring. Attitude: Open to cooperation and knowledge sharing. Lesson plan: Objective: Students should be able to function in a professional network. Activities: · Creating a mentor network map. · Presenting examples of effective professional communities. · Small group program planning (mentor network event). Assessment: Submission of a development plan. 4. Advanced mentor communication – mediation and meaningful dialogue Competencies: Knowledge: Knows the basics of mediation and active listening techniques. Skills: Able to act as a mediator in conflict situations. Attitude: Characterized by empathetic, dialogue-oriented thinking. Lesson plan: Objective: Students practice conflict management communication. Activities: · Mediation role-plays. · Practicing "I" messages. · Developing feedback techniques. Assessment: Keeping a reflective journal. 5. Mentoring in a professional community – institutional culture and support Competencies: Knowledge: Understands the relationship between school organization and mentoring. Skills: Able to support mentoring at the institutional level. Attitude: Committed to strengthening the organizational embeddedness of mentoring. Lesson plan: Objective: Students will learn about the institutional aspects of mentoring. Activities: · Creating an institutional role map. · SWOT analysis: mentoring culture. · Making professional recommendations for the development of a mentoring program. Assessment: Submitting SWOT-based development recommendations. 6. Supportive mentoring to prevent career dropout – a preventive approach Competencies: Knowledge: Knows the risk factors for career dropout and preventive interventions. Skills: Able to apply preventive mentoring techniques. Attitude: Committed to supporting career starters. Lesson plan: Objective: Students develop a preventive approach to mentoring. Activities Case study (burnout, loss of motivation). Presentation of support techniques. Compilation of a mentoring "survival kit." Assessment: Submission of a plan with reflective justification. 7. Intervision and horizontal learning among mentees Competencies: Knowledge: Knows the methodology and pedagogical role of intervision. Skills: Able to facilitate intervision processes. Attitude: Open to supporting horizontal learning. Lesson plan: Objective: Students try out the intervision method. Activities: · Intervision practice with real cases. · Role reversal, structured feedback. · Summary of lessons learned. Assessment: Minutes, individual reflection. 8. Documenting one's own development as a mentor – closing event Competencies: Knowledge: Knows the forms of documenting self-reflection. Skills: Able to evaluate and present their own development. Attitude: Committed to continuous professional self-development. Lesson plan: Objective: Students reflect on their own mentoring journey. Activities: · Preparation of a portfolio or presentation. · Presentation and evaluative discussion. · Group sharing of lessons learned. Assessment: Quality of portfolio, reflective analysis.

Additional lecturers

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Approval and validity of subject requirements