



SUBJECT DATASHEET

Teacher competencies and their development

BMEGT51XX92321-42

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Teacher competencies and their development

ID (subject code)

BMEGT51XX92321-42

Type of subject

contact hour

Course types and lessons

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

Type of assessment

exam grade

Number of credits

5

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
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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: 580466/11/2025registration number. Valid from: 2025.06.25.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The aim of the course is to make teachers aware of and systematise the framework of teaching competences and enable them to interpret their own professional practice within this context. Students will learn about domestic and international competence models, their theoretical foundations and possible methods of competence development. The course places particular emphasis on the development of teacher competencies related to supporting student development, planning and evaluating the learning-teaching process, and professional collaboration. The aim of the course is to promote professional development based on self-reflection, supporting participants in planning their individual learning paths. During the course, students will become able to recognize their own strengths and areas for development, create targeted professional self-development plans, and measure and document their results.

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 taught through lectures, but it also uses a variety of methods to encourage active participation and practical application. The methods used include case studies, analysis of institutional examples, structured discussions, and self-reflection exercises. Interactive elements in the lectures, such as question- and problem-based approaches, help students interpret what they have learned by reflecting on their own school practice. The learning process is supported by templates, planning aids, and checklists that help structure the mentoring work. The training also provides opportunities to try out planning and organizational techniques through simulation exercises.

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>
- Falus Iván - Szűcs Ida (2022): A didaktika kézikönyve. Akadémiai kiadó. Budapest
- 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 course is assessed by a written exam, during which students must demonstrate their knowledge of the system of teaching competencies, their ability to identify opportunities for development, and their ability to link the theoretical models and practical applications discussed during the course. The exam questions include explanations of concepts, analysis of relationships, and competence-based interpretation of pedagogical situations. The aim of the exam is not only to reproduce knowledge, but also to demonstrate an understanding and ability to apply it. During the semester, a shorter self-reflection writing assignment may be given as an optional extra, which can serve as feedback for exam preparation but does not count towards the grade. Analytical thinking, a systematic approach, and the soundness of practical applications are emphasized in the assessment.

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

- class activity: 40
- exam: 60

Percentage of exam elements within the rating

- Exam: 60

Conditions for obtaining a signature, validity of the signature

Active attendance at classes and passing the exam.

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 vizsgára	82
Folyamatos Önreflexió 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

Lesson 1: The role of teachers in the 21st century – global and domestic expectations The changing role of teachers: facilitators, reflective professionals, digital mentors In light of OECD, European Union, and domestic expectations 21st-century skills (4Cs: critical thinking, creativity, communication, collaboration) Lesson 2: The system of teacher competencies – theoretical foundations and domestic regulations The 8-level system of teacher competencies (National Core Curriculum, Government Decree 326/2013) Supporting learning in different learning environments Competence development as continuous professional self-development Lesson 3: The role of reflective thinking in the teaching profession Reflective journaling and methods of professional self-reflection The role of reflection in mentoring Analysis of examples, practical application Lesson 4: Developing digital teaching competencies Digital teaching tools: methods, platforms, applications Digital citizenship and ethical issues Mentoring support in the digital space: learning environments, blended learning Lesson 5: Intercultural and inclusive education competencies Different student backgrounds: social, cultural, and linguistic diversity Supporting sensitivity and acceptance at the mentoring level Examples of adaptive mentoring practices Lesson 6: Developing cooperation and communication skills Assertive communication, active listening, giving feedback Conflict management in the role of teacher and mentor Workshop: processing specific situations Lesson 7: Career socialization and mental health support Challenges for career starters – stress management, burnout prevention The role of the mentor in creating psychological safety Supporting the mentee in self-awareness and resilience Lesson 8: Individual development paths – creating a development plan Mapping one's own competencies (self-assessment, SWOT analysis) Developing individual development plans for mentors and mentees Closing session: sharing experiences, joint reflection

Additional lecturers

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