



# **SUBJECT DATASHEET**

**Practical training in educational institutions II.**

**BMEGT51XX52726-68**

# I. SUBJECT DESCRIPTION

## 1. SUBJECT DATA

### Subject name

Practical training in educational institutions II.

### ID (subject code)

BMEGT51XX52726-68

### 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>         |
|---------------------|---------------------|--------------------------------|
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### 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

#### Direct prerequisites

|                  |                       |
|------------------|-----------------------|
| <i>Strong</i>    | Erős/Strong -         |
| <i>Weak</i>      | Gyenge/Weak -         |
| <i>Parallel</i>  | Párhuzamos/Parallel - |
| <i>Exclusion</i> | 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 for students to consciously apply, interpret, and develop the theoretical and methodological knowledge they have acquired during their training in their own educational practice. The course focuses on reflective pedagogical practice, during which participants carry out targeted professional activities in an institutional setting, such as mentoring, lesson observation, feedback, or teamwork. The aim of the practice is to enable students to interpret, plan, document, and evaluate their professional roles in a situation-specific manner. The course supports the conscious observation, interpretation, and development of pedagogical work and promotes the development of mentoring competencies at the institutional level. A key objective is the processing, sharing, and reflection of experiences through individual and community learning processes. The course is closely linked to other theory-based courses and deepens the practical application of the knowledge acquired there.

### 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 önkorrekcióna 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**

- Hunyady György (2023): Oktatás és szociálpszichológia - személyes áttekintés fél évszázadról
- Gondolat Kiadói Kör, Kozma Tamás (2022): Innováció és tanulás
- Gondolat Kiadói Kör, Falus Iván-Zagyváné Szűcs Ida (2022): A didaktika kézikönyve. Akadémiai 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 concludes with a practical grade, which is determined by the instructor based on the student's documented performance during the institutional internship and a reflective report. Students must submit a written portfolio containing a detailed description of the activities carried out (e.g., observations, mentoring situations, collaborations), their objectives, pedagogical context, and their own reflections and professional lessons learned. The assessment criteria are: professional performance of practical tasks, application of theoretical knowledge, depth of reflective thinking, and coherence and credibility of documentation. Active participation in lessons and engagement in professional dialogue are also part of the assessment. The aim of the course is not only to complete practical tasks, but also to strengthen a conscious, development-oriented pedagogical presence.

#### 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

Active participation in class and completion of the assignment.

#### 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

Lesson 1: Structure and types of institutions in the Hungarian public education system Legal, structural, and professional framework of public education (National Education Act, National Core Curriculum, framework curricula) Types of institutions: kindergarten, elementary school, high school, technical high school, vocational high school Maintainers, actors, maintenance models (state, church, foundation) Practice: Creating an institutional map: "The educational institution system in my region Lesson 2: The institution's pedagogical documents and operating rules Pedagogical program, organizational and operating rules, house rules Work plan, subject distribution, timetable, staff community Actors in institutional decision-making Practice: Analysis of the pedagogical program – goals and values in kindergarten and school Lesson 3: The role, rights, and duties of teachers in public education Job description, competencies, professional expectations Professional autonomy and responsibility Teacher career system, certification Practice: Situation analysis: "What can and cannot a teacher do?" – processing specific institutional situations Lesson 4: Students' rights, obligations, and support systems Social sensitivity, disadvantage compensation, child protection aspects Special educational needs, BTMN, integration School support systems: special needs teacher, school psychologist Practice: Case study: "What does the school do if a student is multiply disadvantaged?" Lesson 5: The functioning of the teaching staff and professional working groups Institutional culture, cooperation, professional learning communities Working group work, development projects, innovation The situation of career starters and mentor teachers Practical exercise: Group planning: developing a work community project idea (digital development, differentiation, healthy lifestyle, etc.) Lesson 6: Extracurricular educational activities in institutions After-school clubs, study groups, school programs, camps, community building Student council, parent community, school events Specific approaches of church/alternative providers Practical exercise: Planning the school year calendar – extracurricular educational programs Lesson 7: Digital challenges and opportunities in public education Developing digital competencies in the National Core Curriculum Use of tools, digital teaching materials, blended learning Digital divide, student access issues Practice: Outline of an institutional digital development plan based on an institution you are familiar with Lesson 8: Reflection and portfolio – evaluation of practical experiences Analysis of institutional practices observed/experienced Evaluation of personal development Preparation for the final portfolio or report

### Additional lecturers

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### Approval and validity of subject requirements