



SUBJECT DATASHEET

Teacher in the organization of an educational institution

BMEGT51XX73178-35

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

Teacher in the organization of an educational institution

ID (subject code)

BMEGT51XX73178-35

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

Name

Position

Contact details

dr. Szandi-Varga Péter university assistant professor szandi-varga.peter@gtk.bme.hu

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

Strong nincs

Weak nincs

Parallel nincs

Exclusion nincs

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 student should acquire knowledge about the rights, obligations, roles, and professional activities of teachers, as well as their role within the teaching staff. They should become familiar with both traditional teacher roles and those adapted to change, and understand the significance of teacher competencies and personality in the system of institutional collaboration. They should gain an overview of the organization of institutional tasks and become familiar with the forms of cooperation between teachers and the institution. They should learn about new procedures, methods, and techniques that support teachers' work. The student should develop skills in planning the educational process and understand the legal and pedagogical background of grading and assessment.

Academic results

Knowledge

1. Understands the roles and professional activities of teachers.
2. Understands the planning of pedagogical processes.
3. Understands the forms of collaboration between teachers and the institution.
4. Understands the legal and pedagogical framework of the educational process
5. Knows the Code of Ethics for Teachers

Skills

1. Organize their own pedagogical activities based on the institution's pedagogical program
2. Acquire and apply new procedures and techniques in practice
3. They are able to cooperate with colleagues and institutional partners in accordance with professional standards and the expectations of the Teachers' Code of Ethics

Attitude

1. Collaborates with instructors and fellow students in the process of expanding knowledge.
2. Is open to recognizing, accepting, and authentically conveying key professional and technological developments and innovations in their field of specialization, especially those relevant to public education.
3. Demonstrates openness to changes in the teacher's role resulting from content and methodological transformations.
4. Becomes more open and proactive toward pedagogical innovation.
5. Demonstrates greater cooperation in teacher-student and teacher-teacher relationships.

Independence and responsibility

1. Developing a teacher's own individuality

Teaching methodology

Lectures, Use of IT Tools and Techniques

Materials supporting learning

- Sipos Imre: A pedagógus a nevelési-oktatási intézmény szerveztében, BME GTK Műszaki Pedagógia Tanszék hallgatói segédanyag, Budapest 2022
- 2011. évi CXC. törvény a nemzeti köznevelésről
- 2023. évi LII. törvény a pedagógusok új életpályájáról
- 401/2023. (VIII. 30.) Korm. rendelet a pedagógusok új életpályájáról szóló 2023. évi LII. törvény végrehajtásáról
- 20/2012. (VIII. 31.) EMMI rendelet a nevelési-oktatási intézmények működéséről és a köznevelési intézmények névhasználatáról
- Oktatási Hivatal honlapja
- Pedagógus Etikai Kódex

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: Oral Exam

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

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 examination is conducted in accordance with the provisions of the current Study and Examination Regulations, and may be retaken upon payment of the fees specified in the Fees and Grants Regulations

Coursework required for the completion of the subject

Részvétel a kontakt tanórákon	8
Felkészülés a vizsgára, kijelölt tananyag önálló elsajátítása	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 1. The rights and obligations of teachers, their roles and professional activities: the teaching staff, the professional working community, and other job roles in public education institutions.
- 3 2. Teacher roles: changes in teacher roles, the traditional teacher role, teacher roles adapted to change, the teacher as a creative subject teacher, and teacher competencies.
- 4 3. The personality of the teacher and their role in the process of developing public education: the organizational role of the teacher, cooperation, the impact of the implementation of the teacher career advancement system on teacher roles, and teacher ethics.
- 5 4. Planning of pedagogical processes: the requirements of planning, the stages of pedagogical work, the National Core Curriculum, framework curricula, the pedagogical and educational program, local curricula, the organization of the school year and the teaching year, the annual work plan, and the organizational tasks related to the school year.

Additional lecturers

Approval and validity of subject requirements