

THE COHERENT INDIVIDUAL TEACHING PRACTICE IN THE SHORT CYCLE MA TEACHER TRAINING

**Information for students admitted in 2023 and part of 2022, mentors, partner institutions and academics**

Information leaflet for students studying at a training site in Budapest

The information leaflet is partly based on previous concepts.

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# Location, objectives and conditions of the practice

## The place of teaching practices in the short cycle teacher training (= RTAK)

Students in the short cycle Master's programme in Teacher Education study for 2, 3 or 4 semesters in a single subject. The courses combine the preparation for a career as a primary and secondary school teacher. The training is completed by a coherent individual teaching practice, where this type of practice is included in the model curriculum. A summary of the practices to be undertaken in the RTAK courses is given in Table 1.

*Table 1: Types of practices in RTAK*

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of training**  | **Who is this practice for?** | **Subject teaching****Practice** | **Related to individual****school practice** |
| 2 semester, non-teaching master's degree | For students admitted in 2022  | 2 credits2nd semester | 18 credits2nd semester |
| 2 semesters, based on a non-teaching Master's degree, also available in OTAKin specialisations | For students admitted from 2023 | 2 credits2nd semester | 8 credits2nd semester |
| 2 semesters, based on a non-teaching Master's degree, not available in OTAKin specialisations | For students admitted from 2023 | - | 18 credits2nd semester |
| 4 semester-year, non-teaching Master's degree (natural science - environmental science) | For students admitted from 2023 | 4 credits3rd semester | 18 creditsSemester 4 |
| 2 semester teacher training | For students admitted from 2022 | - | - |
| 2 semester leveller | For students admitted from 2022 | 3 credits2nd semester | - |
| 2 semesters, based on a bachelor's degree, with appropriate input | For students admitted from 2023 | 2 credits2nd semester | 8 credits2nd semester |
| 3 semesters, based on a bachelor's degree, partly with appropriate input | For students admitted from 2023 | 2 credits2nd semester | 8 credits3rd semester |
| 4 semesters, based on a bachelor's degree | For students admitted in 2023 | 6 credits3rd semester | 18 creditsSemester 4 |
| 3 semesters, based on other teacher qualifications (some majors) | For students admitted from 2023 | 2 credits3rd semester | - |
| 4 semester, primary school teacher qualification (some majors) | For students admitted from 2022 | 2 credits3rd semester | 18 creditsSemester 4 |
| 4 semesters, for a further teacher qualification based on teacher training qualifications | For students admitted from 2022 | 3 creditsSemester 4 | - |
| shortened from 4 semesters to 2 semesters, leading to a further teacher qualification(natural science-environmental sciencemajor) | For students admitted from 2023 | 3 credits4th (2nd) semester | - |

The primary location for subject-based teaching practices is one of ELTE's training institutions, while the primary location for individual school-based practices is an external partner institution. The institutions responsible for the degree programme are the professional supervisors and subject supervisors of the subject-related teaching practice, while the Teacher Training Centre (TKK) is the supervisor of the individual school practice.

## Objectives of the practice

The aim of the individual teaching practice is for the students to learn and master the complex teaching-learning tasks of the teacher in the given teaching profession, to solve, document, (self-) reflectively interpret and evaluate the tasks given and undertaken in the institution. The following are part of a coherent individual teaching practice: teaching and learning activities related to the teaching of the subject and outside the teaching of the subject; learning about the school as an organisation and its support systems, active participation in them, experiencing the forms of mutual learning and innovation in the community.

## Conditions for the practice

A strong prerequisite for the coherent individual teaching practice is that the student has successfully completed all the compulsory courses in the semester(s) preceding the practice, with the exception of the elective courses and the courses that are in the same semester as the coherent individual teaching practice according to the model curriculum. Only a student who has fulfilled all the study obligations described above may start the individual work practice.

# General principles of practice

The organisers and facilitators of the individual practice in a school context shall carry out their activities on the basis of general principles that contribute to the achievement of the objectives of the practice and support the professional development of the student.

## General principles

* + - The candidate will be supported by a mentor, but will now have full professional responsibility,

primarily in a non-practising school environment.

* + - The coherent individual teaching practice introduces students to a complex system of pedagogical roles and activities that should support the formation of their own identity as a teacher.
		- The coherent individual teaching practice - in a supported framework - gives the student the opportunity to take individual responsibility, to make professional decisions and to develop independent activities.
		- During the practice, the student will participate in activities that build on his/her development and are adapted to his/her individual professional development needs, which requires clarification of the student's prior knowledge and development goals (for example, the portfolio to be prepared during the training and the assessment of the subject teaching practice).
		- The practice provides an opportunity to understand the professional beliefs of the partner institution,

to understand how this is operationalised.

* + - The learning path followed by the student in the context of the individual teaching practice and the activities that underpin it are adapted, in consultation with the mentor, to the specificities of the school and the learning group, the student's development plan and the intended learning outcomes.
		- The requirements for the subject-based teaching practice and the individual teaching practice are different, both must be completed separately even if they are in the same semester. The two types of practicums must be documented and evaluated separately.
		- In the context of the individual teaching practice, the student is supported by the school and the mentor in getting to know the students and groups of students, in understanding pedagogical phenomena, in making observations and investigations to inform the teaching-learning process.
		- Professional communities play an important role in supporting the student's learning

(students, parents, teachers and other organisations).

* + - Reflection is an important element of learning, so the activities on the practice are accompanied by reflection support discussions with the mentor and the school's professional community and environment.
		- It also provides an opportunity to gain insight and knowledge of innovative processes in public education and vocational training institutions.
		- During the practice, the trainee teacher collects and documents his/her experiences and builds his/her portfolio.

## The study group taught by the student

The following are the professional expectations in connection with the group of students taught by the trainee:

* + - The student must do his/her work practice with a group of students in an educational or training establishment. The subject-related part of the practice may be carried out in another educational institution, such as a language school or higher education institution, only if the teaching cannot be carried out in a general or vocational education and training institution. But even in this case, it is still necessary to carry out extra-curricular school activities in the teacher training institution designated by the Teacher Training Centre for 40-50% of the contact hours to be devoted to the practice.
		- Preferably, teach the same group(s) of students in the student's process of practice in grades 5-12.
		- The student may not carry out his/her practice in a group of pupils to which he/she has a contract of employment or employment relationship in the educational or vocational training establishment.
		- Preferably, the student should do the teaching practice in the mentor's study group.
		- If the student is not in the mentor's study group, this is only eligible if the mentor is able to attend the student's classes.

If the methodology teachers recommend to the Teacher Training Centre in advance the practice of students, the above criteria should also be taken into account.

# Apply for the practice

## Choosing a training venue

The location of the individual teaching practice is an external partner institution of ELTE, which can be either in Budapest or in the countryside. The Teacher Training Centre is constantly expanding and updating the list of ELTE partner schools published on the TKK website:

The Teacher Training Centre's task is to place students in a training site that meets the professional expectations of ELTE and to ensure that the professional conditions are met. The TKK consults with the management of the training site and the mentors invited to the training site on the professional and financial conditions and the details of the contract, and also seeks the approval of the methodology teachers for the choice of school and the recruitment of mentors when assigning students.

## Registration in Neptun

Students must apply on a Neptun application form for a coherent individual teaching practice starting in the following semester. The application form can be found under Administration > Applications in Neptun.

*When applying for the practice, you should take the following into account:*

* + - You can apply for a coherent individual teaching practice only by filling in the Neptun application form. Students in passive status can also complete the Neptun application form if they have already declared their passive status in Neptun.
		- You can only apply for a coherent individual teaching practice starting in the following semester using the Neptun application. The Teacher Training Centre makes the Neptun application available to students each semester.
		- In the Comment field of the Neptun application, the student can indicate the name of the ELTE partner institution where the student would like to do his/her practice. More than one institution can be indicated. If the student chooses a school from the list of ELTE partner institutions, no admission letter is required.
		- The student may also choose not to indicate a partner school in the Neptun application and to indicate his/her place of residence or the area (Budapest district, county, rural municipality) where he/she would like to do his/her practice. In this case, the Teacher Training Centre will look for a practice for you.
		- The student may also indicate a practice location in the Neptun application that is not yet a partner institution of ELTE, in which case he/she must attach an admission declaration to the Neptun application.

The admission form for a practice site that is not an ELTE partner institution can be downloaded from the website of the Teacher Training Centre: https://tkk.elte.hu/osszefuggo\_egyeni\_iskolai\_gyakorlat\_22

The student is required to submit an individual Neptun application to the Teacher Training Centre in addition to the application for the coherent individual practice only in the cases specified below:

* + - If the student wishes to do part of the individual teaching practice abroad in a non-Hungarian practice venue supported by an ELTE scholarship. The conditions for this are described in point 8 of this document. However, in this case, the number of hours and the types of activities described in the prospectus must still be carried out during the practice.

In small numbers and in specialised teaching courses where the teaching practice can only be carried out in specific locations, the head teacher of the subject area may consult with the students in advance about their planned practice and send this proposal to the Teacher Training Centre.

# Time frame for the practice

In the Master's degree in teaching, the individual teaching practice is required in the last semester of the course. The duration of the practice varies according to the type of training and between full-time and part-time courses (Table 2). The number of contact hours given in the table represents the total number of hours of school activities without individual preparation, the individual preparation time is not included in the number of hours to be indicated on the certificate.

The coherent individual teaching practice is accompanied by specialised and pedagogical-psychological seminars, which have their own number of contact hours and must be taken and completed by co-recording during the semester of the practice. Accompanying seminars, the time spent on the preparation of the thesis and the portfolio are not included in the activities to be certified during the practice.

During the practicum, students will carry out cognitive and individual development pathway identification activities, as well as subject-specific and non-subject-specific activities. The share of subject-related activities in the practice is at least 50% and no more than 60% of the total number of certified hours. The share of non-subject-related activities related to student cognition and identification of individual development pathways, as well as non-subject-related activities, is at least 40% and no more than 50% of the total number of certified hours in a semester.

The total duration of the practice, the total number of hours to be completed in the practice and the number of subject hours/activities per week differ between different types of training and between full-time and part-time versions of the same training (Table 2and 3). Students are encouraged to try 1-2 hours in a different class(es) from their own.

*Table 2: Time frame for the coherent individual teaching practice in the full-time Master's degree in teaching*

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| **FULL-TIME TRAINING PROGRAMMES** |
| **Type of training (requirements for admission)** | **Who is the training for?** | **Number of contact hours to be verified during the practice** | **Practice****weeks needed to complete****number** | **Average number of subject-specific lessons per week** | **Number of subject -specific hours per semester** | **Proportion of subject-area activities** | **Proportion of the non****subject-specific and cognitive activities** |
| 2 semester, non-teaching master's degree | Students admitted in 2022 | 180-240 hours | 9-10 weeks | 2-5 hours per week | 20-50 hours | 50-60% | 40-50% |
| 2 semesters, noteacher trainingmaster's degree, also in majors where OTAKis available | Students admitted from 2023onwards | 120-160 hours | 6-7 weeks | 3-5 hours per week | 18-30 hours | 50-60% | 40-50% |
| 2 semesters, non-teachingbased on a master's degree, also in majors where OTAKis NOT available | Students admitted from 2023 onwards | 180-240 hours | 9-10 weeks | 2-5 hours per week | 20-50 hours | 50-60% | 40-50% |
| 4 semesters, non-teachingmaster's degreebased on(natural sciences-environmentalmajor) | Students admitted from 2023 onwards | 180-240 hours | 9-10 weeks | 2-5 hours per week | 20-50 hours | 50-60% | 40-50% |
| 2 semesters,BA studiesbased on,with appropriate input | Students admitted from 2023 onwards | 120-160 hours | 6-7 weeks | 3-5 hours per week | 18-30 hours | 50-60% | 40-50% |
| 3 semesters,based on BA studies, with partly appropriateinput | Students admitted from 2023 onwards | 120-160 hours | 6-7 weeks | 3-5 hours per week | 18-30 hours | 50-60% | 40-50% |
| 4 semesters,based on primary teachers’ training some courses) | Students admitted from 2022 | 180-240 hours | 9-10 weeks | 2-5 hours per week | 20-50 hours | 50-60% | 40-50% |

*Table 3: Time frame for the coherent individual teaching practice in the part-time Master's degree in teaching*

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| **CORRESPONDENCE COURSES** |
| **Type of training (requirements for admission)** | **Who is the training for?** | **Number of contact hours to be verified during the practice** | **Practice****weeks needed to complete****number** | **Average number of subject-specific lessons per week** | **Number of subject -specific hours per semester** |  **Proportion of subject-area activities** | **Proportion of the non****subject-specific and cognitive activities** |
| 2 semester, non-teaching master's degree | For tudents admitted in 2022 | 90-120 hours | 4-5 weeks | 3-5 hours per week | 15-25 hours | 50-60% | 40-50% |
| 2 semesters, noteacher trainingmaster's degree, also in majors where OTAKis available | For students admitted from 2023 | 90-120 hours | 4-5 weeks | 3-5 hours per week | 15-25 hours | 50-60% | 40-50% |
| 2 semesters, non-teachingbased on a master's degree, also in majors where OTAKis NOT available | For students admitted from 2023 | 90-120 hours | 4-5 weeks | 3-5 hours per week | 15-25 hours | 50-60% | 40-50% |
| 4 semesters, non-teachingmaster's degreebased on(natural sciences-environmentalmajor) | For students admitted from 2023 | 90-120 hours | 4-5 weeks | 3-5 hours per week | 15-25 hours | 50-60% | 40-50% |
| 2 semesters,BA studiesbased on,with appropriate input | For students admitted from 2023 | 90-120 hours | 4-5 weeks | 3-5 hours per week | 15-25 hours | 50-60% | 40-50% |
| 3 semesters,based on BA studies, with partly appropriateinput | For students admitted from 2023 | 90-120 hours | 4-5 weeks | 3-5 hours per week | 15-25 hours | 50-60% | 40-50% |
| 4 semesters, based on a bachelor's degree | For students admitted from 2022 | 90-120 hours | 4-5 weeks | 3-5 hours per week | 15-25 hours | 50-60% | 40-50% |
| 4 semesters,based on primary teachers’ training some courses) | For students admitted from 2022 | 90-120 hours | 4-5 weeks | 3-5 hours per week | 15-25 hours | 50-60% | 40-50% |

The practice must be carried out weekly for the prescribed period. Students may be absent from school activities as part of the practice only in duly justified cases and with a medical certificate. A justified absence must also be made up for if the required period of practical training cannot be justified without it. The duration of the practice shall be in accordance with the academic year of the educational and vocational training establishments and may include the beginning and end of the academic year and the examination period.

# Student activities on the practice

## Types of student activities

The types of student activities and the minimum and maximum number of hours to be spent on the practice are presented in the tables at 4 and 6. The minimum number of hours for each activity indicated in the table must be completed, but it is not sufficient to complete the minimum number of hours for each activity to be considered as a minimum for the completion of the practice.

The student and the mentor decide together which group of activities should be given more emphasis, which of the activities the student should do more than the minimum, taking into account the specificities of the student, the school and the pupils. In the second half of the practice, you will become more and more independent.

*Table 4: Types of student activities in full-time Master's degree in teaching (RTAK) with a minimum of 180 contact hours of individual teaching practices*

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| **FULL-TIME training programmes****MINIMUM 180 CONTACT HOURS, MAXIMUM 240 CONTACT HOURS, 9-10 WEEKS** |
| **Student's activities on the practice (without individual preparation)** | **Weekly average minimum-****hours** | **Half-yearly****minimum-****hours** | **Weekly average maximum-****hours** | **Half-yearly****maximum-****hours** |
| **Cognition and identification of individual development paths** |
| Getting to know the school, students and teachers |  | 6 |  | 10 |
| Preparation and monitoring of the individual development plan |  | 6 |  | 10 |
| Consultation with the mentor about the school, the students, the teaching and the individual development plan |  | 4 |  | 8 |
| Consultation with other teachers in the school |  | 2 |  | 4 |
| **Total cognition and individual development path****activities related to the identification of** |  | **minimum****18 hours** |  | **maximum****32 hours** |
| **Subject-specific activities** |
| Observing a subject-specific classes, sessions |  | 16 |  | 20 |
| Teaching the subject classes | 2 | 20 | 5 | 50 |
| Extra-curricular school activities related to the subject(organising specialised workshops, remedial classes, talent management, projects, theme weeks, competitions, etc.) |  | 14 |  | 16 |
| Professional consultation with the mentor (planning, analysis,evaluation, etc.) | 3 | 30 | 4 | 44 |
| Specialist consultation with the specialist working group for furtherwith members |  | 10 |  | 14 |
| **Total subject-related activity** |  | **minimum****90 hours** |  | **maximum****144 hours** |
| **Non-curricular school and extra-curricular activities** |
| Observing non-subject-specific lessons, school activitiesfor teachers, teacher trainees (attendance of classes, other specialised classes, activities) |  | 6 |  | 10 |
| Organisation of leisure activities, participation in programmes (schooland extracurricular activities) |  | 10 |  | 20 |
| Participation in class teacher deputy and youth protectionactivities, we also recommend a class teacher lesson in one of the student groups |  | 6 |  | 10 |
| Substitution, on-call duties, childcare, day care |  | 8 |  | 10 |
| Cooperation with the family, professional working groups, thesupport and assistance systems |  | 6 |  | 8 |
| Consultation with the mentor on non-subject and extracurricularactivities (planning, analysis, evaluation) | 1 | 12 | 2 | 20 |
| Consultation with other teachers in the school |  | 6 |  | 10 |
| **Total non-specialist activity** |  | **minimum****54 hours** |  | **maximum****88 hours** |

*Table 5: Types of student activities in full-time RTAK (Master's degree in teaching )with a minimum of 120 contact hours of individual teaching practice*

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| **FULL-TIME PROGRAMMES****MINIMUM 120 CONTACT HOURS, MAXIMUM 160 CONTACT HOURS, 6-7 WEEKS** |
| **Student's activities on the practice (without individual preparation)** | **Weekly****average minimum number of hours** | **Minimum number of hours per semester** | **Weekly****average maximum number of hours** | **Half-yearly maximum number of hours** |
| **Cognition and identification of individual development paths** |
| Getting to know the school, students and teachers |  | 5 |  | 8 |
| Preparing and following an individual development plan |  | 4 |  | 8 |
| Consultation with the mentor about the school, the students, the teaching, the individual development plan |  | 5 |  | 8 |
| Consultation with other teachers in the school |  | 2 |  | 4 |
| **Total cognition and individual development path activities related to the identification of** |  | **minimum****16 hours** |  | **maximum****28 hours** |
| **Subject-specific activities** |
| Observations of subject-specific classes, sessions |  | 10 |  | 14 |
| Teaching the subject | 3 | 18 | 5 | 30 |
| Extra-curricular school activities related to the subject (organising specialised workshops, remedial classes, talent management, projects, theme weeks, competitions, etc.) |  | 8 |  | 14 |
| Professional consultation with the mentor (planning, analysis,evaluation, etc.)  | 3 | 20 | 4 | 28 |
| Specialist consultation with members of the specialist working group  |  | 4 |  | 10 |
| **Total subject activity** |  | **minimum****60 hours** |  | **maximum****96 hours** |
| **Non-curricular school and extra-curricular activities** |
| Observing non-subject lessons, school activitiesfor teachers, teacher candidates (attendance of classes, other specialised classes, activities) |  | 4 |  | 8 |
| Organisation of leisure activities, participation in programmes (schooland extracurricular activities) |  | 5 |  | 8 |
| Participation in class teacher deputy and youth protectionactivities, we also recommend teaching a homeroom class in one of the student groups |  | 4 |  | 7 |
| Substitution, on-call duties, childcare, day care |  | 5 |  | 7 |
| Cooperation with the family, professional working groups, and with support and assistance systems |  | 3 |  | 4 |
| Consultation with the mentor on non-subject and extracurricular activities (planning, analysis, evaluation) | 1,5 | 9 | 2 | 14 |
| Consultation with other teachers in the school |  | 2 |  | 4 |
| **Total non-specialist activity** |  | **minimum****32 hours** |  | **maximum****52 hours** |

*Table 6: Types of student activities in the correspondence course RTAK (Master's degree in teaching )with a minimum of 90 contact hours of individual teaching practice*

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| **CORRESPONDENCE COURSES****MINIMUM 90 CONTACT HOURS, MAXIMUM 120 CONTACT HOURS, 4-5 WEEKS** |
| **Student's activities on the practice (without individual preparation)** | **Weekly****average minimum number of hours** | **Minimum number of hours per semester** | **Weekly****average maximum number of hours** | **Half-yearly maximum number of hours** |
| **Cognition and identification of individual development paths** |
| Getting to know the school, students and teachers |  | 4 |  | 6 |
| Preparation and monitoring of the individual development plan |  | 3 |  | 5 |
| Consultation with the mentor about the school, the students, the teaching, the individual development plan |  | 4 |  | 6 |
| Consultation with other teachers in the school |  | 1 |  | 3 |
| **Total cognition and individual development path****activities related to the identification of** |  | **minimum****12 hours** |  | **maximum****20 hours** |
| **Subject-specific activities** |
| Observing subject-specific classes, sessions |  | 8 |  | 12 |
| Teaching the subject | 3 | 15 | 5 | 25 |
| Extra-curricular school activities related to the subject (organising specialised workshops, remedial classes), talent management, projects, theme weeks, competitions, etc.) |  | 6 |  | 8 |
| Professional consultation with the mentor (planning, analysis,evaluation, etc.) | 3 | 14 | 4 | 20 |
| Specialist consultation with members of specialist working groups |  | 2 |  | 7 |
| **Total subject-specific activity** |  | **minimum****45 hours** |  | **maximum****72 hours** |
| **Non-curricular school and extra-curricular activities** |
| Observing non-subject lessons, school activitiesfor teachers, teacher candidates (attendance of classes, other specialised classes, activities) |  | 3 |  | 6 |
| Organisation of leisure activities, participation in programmes (schooland extracurricular activities) |  | 4 |  | 6 |
| Participation in class teacher deputy and youth protection activities, we suggest giving a homeroom class in one of our own student groupsalso to keep |  | 3 |  | 6 |
| Substitution, on-call duties, childcare, day care |  | 4 |  | 6 |
| Cooperation with the family, professional working groups, and support and assistance systems |  | 2 |  | 3 |
| Consultation with the mentor on non-subject and extracurricular activities (planning, analysis, evaluation) | 1 | 6 | 2 | 10 |
| Consultation with other teachers in the school |  | 2 |  | 3 |
| **Total non-specialist activity** |  | **minimum****24 hours** |  | **minimum****40 hours** |

## Completing and uploading the certificate form

Details of the student's activities during the practice must be provided on the certificate form available on the TKK website. The completed certificate form must be uploaded by the student to the MOOC in pdf format by the deadline specified by the TKK. The certificate form is filled in jointly by the student and the mentor and is validated at the end by the mentor via the Client Portal. It is recommended to keep the certificate form electronically throughout the semester to make it easier to complete at the end of the semester. Depending on the amount of activity, additional rows can be added to the spreadsheet. (When converting the document to a pdf for validation, you will need to click on the Options button on the Save As page and select the button for the full workbook.)

If the certificate form is required to be completed and uploaded to the MOOC before the end of the practice due to the completion of the course, please also indicate the subject and non-subject activities for the whole semester. If an activity is added to the certificate that the student will complete after the certificate has been submitted, it should be marked with an asterisk in the column following the number of hours on the certificate.

# The student's tasks during the practice

In the context of the individual teaching practice, students carry out the cognitive, subject and non-subject activities specified in Tables 5-6 for the prescribed number of hours, as well as the documentation, reflection and administrative tasks related to the practice.

## Main tasks for students:

* + - Enrolment of the practice and the courses accompanying the practice in Neptun (According to the Decision of the Council for Teacher Education and Teacher Training No.43/2021.VII. 2. 2. students can also take the courses accompanying the individual teaching practice online.)
		- Check and, if necessary, update your own contact details in Neptun.
		- Clarify with the mentor the ethical and behavioural rules to be applied during the practice and ensure that they are respected.
		- Getting to know the school programme, school life, students, teachers, etc., getting involved in school life.
		- Familiarisation with the documents that define the school's functioning (e.g. pedagogical programme, house rules).
		- Analysing your own competences, planning and monitoring your development, preparing an individual development plan.
		- Participation in in-service and extra-curricular visits and meetings.
		- Design, delivery and reflective analysis of lessons and activities.
		- Planning, carrying out and reflective analysis of non-subject activities.
		- Continuous and professional documentation of the activities carried out on the practice.
		- Uploading the sign-in sheet and the minutes of the tutorial to the MOOC after the tutorial (in a pdf file validated by the mentor in the Client Portal).
		- Uploading the evaluation form and the certificate form to the MOOC (in a pdf file validated by the mentor in the Client Portal).

Among the cognitive activities, it is particularly important for the student to analyse his/her own professional competences, as this will enable him/her to plan his/her professional development and monitor it during the practice. The student should endeavour to get to know the pupils in as varied an environment as possible and to be involved in as many of the activities of the institution and the life of the school as possible.

The purpose of the subject-specific observations is primarily to observe and jointly analyse the work of the mentor or the consultant on the basis of the given aspects, but it is also desirable to visit other teachers' classes to expand the student's methodological toolbox. While teaching the subject, the student should teach at least one group during the practice and spend at least 50% but no more than 60% of his/her time in school on activities related to the subject. It is important that the student should try out different teaching methods and use a variety of teaching tools adapted to his/her personality and the specificities of the pupils. The students should also have experience of teaching groups of learners of different ages.

The student also attends non-subject lessons, mainly to gain experience of the groups of students being taught in different teaching situations. It is also compulsory to learn about the work of class teachers, but this is often not separate from the students' leisure activities. They should seek to gain as wide a range of experience as possible in both classroom and leisure activities, particularly in areas where the school has strengths. The student should document the experience gained during the practice in a professional manner and on an ongoing basis throughout the practice.

## The demonstration lesson/demonstration activity

The student is required to give 1 demonstration lesson/demonstration activity in the context of the individual teaching practice. Students in Hungarian may choose to teach either Hungarian language or literature, but they must teach both subjects in the practical in the proportion specified in the Framework Curriculum for the year group taught.

An notification sheet for the demonstration class/demonstration must be uploaded to the MOOC at least 10 working days in advance. Minutes of the demonstration class/demonstration must be taken and uploaded to the MOOC no later than the deadline for submission of the certificate form. The registration form and the minutes can be downloaded from the TC website: https://tkk.elte.hu/osszefuggo\_egyeni\_iskolai\_gyakorlat\_22

Teacher trainers are keen to see as many tutorials as possible, but due to the large number of students, this is not possible for all students. The Teacher Training Centre records the dates and locations of tutorials in the MOOC based on the notification sheets, and this is seen not only by students and mentors, but also by the subject methodology tutors. If a visit is planned by the lecturers, it is agreed with the school in advance. Even if no university lecturer will be attending the tutorial/demonstration, it is recommended that this occasion is highlighted by inviting several colleagues from the school to the event, a representative of the school management or the professional working group is present, and the student can invite a friend. The tutorial/demonstration is a festive occasion for the student to show where he or she is in the process of becoming a teacher. The demonstration class/demonstration does not therefore need to be marked with a mark, only a written evaluation in the minutes.

# The role of partner institutions and teachers supporting the practice, tasks

## Tasks and opportunities for partner institutions

The primary task of the partner institution hosting the practice is to provide an open and supportive environment for the student to carry out the practice. The institution should give the student the opportunity to learn about the place and role of the partner institution in the public education or training system and in the local community. Support the student in familiarising him/herself with the institution's pedagogical programme and local curriculum. It describes the structure of the institution, the work of the professional working groups and the professional working groups appropriate to the student's field of study and gives the student the opportunity to become involved in the work of the working groups.

Throughout the practice, the teachers and staff of the institution will help the student to integrate into school life and to observe and try out different educational activities. They support the student's individual initiatives and encourage and strengthen the student's commitment to the teaching profession.

The ELTE Teacher Training Centre concludes a partner school contract with the partner institutions and a cooperation agreement with the institution's maintainer. The mentors and consultant teachers who support the practice are contracted and remunerated every six months.

For partner institutions, ELTE offers a range of professional opportunities. The partner institution can become part of ELTE's network of partner schools, learning from other institutions' good practice and sharing its own results. The name of the institution will be published on the ELTE TC website, so that more students can choose the institution as a practice. Partner institutions can also have the opportunity to collaborate with the ERC and teacher trainers in various professional projects. Teachers from partner institutions will be invited to participate in specialised and non-specialised teacher workshops, where they can learn and share new research results and methodologies and take part in mentoring programmes. The JRC will provide a partner school board for the school building. ELTE relies on the professional expertise of the partner institutions to improve the quality of practices. ELTE awards the most outstanding teachers from the partner institutions with teacher training prizes and diplomas. As a result of the practices, the partner institutions will be able to recruit young teachers and enrich their methodological toolbox.

## The role and responsibilities of the mentor

In the context of an individual teaching practice, the student is supported by a mentor at all times. The mentor is primarily responsible for the student's professional support, but the whole institution should provide a supportive environment for the student's development. The mentor is qualified in the same subject as the teacher candidate and teaches the subject in the institution in grades 5 to 12. In all cases, mentors may be appointed with the agreement of the school management (headmaster and head of department).

*Professional expectations of the mentor:*

* + - a teaching qualification or a research teacher qualification;
		- a university or master's degree in teaching in the same subject as the student's mentored subject
		- mentoring/mentoring qualifications would be an advantage;
		- at least 5 years of teaching experience in a field related to the student's mentored specialisation;
		- at least 3 years' experience as a class teacher;
		- the mentor continues to teach the mentored course in the year of the practice;
		- participation in information sessions and professional training organised by the university.

Any of these professional requirements may be waived only if justified by the inadequacy of the mentor or school in the teaching discipline and approved by the lead methodological teacher of the teaching discipline.

*The mentor's tasks:*

* + - Agree with the student on the form and content of the practice. Discusses with the student at the beginning of the practice the ethical and behavioural rules necessary for the pedagogical work.
		- Support the student in getting to know the school, the working community, the students and himself/herself.
		- Support the student in setting up and following an individual development plan and in

preparing other documents.

* + - Help the student to become involved in school life and to get to know the social and professional environment of the school.
		- Familiarise the student with the documents governing the school's operation (e.g.

pedagogical programme, house rules).

* + - Provide the student with the local curriculum of the subject taught, the annual syllabus and the textbooks and other teaching materials related to the subject.
		- Observation visits provide an opportunity to observe and jointly analyse your own classroom work.
		- Support students in planning, organising and preparing for subject and non-subject activities.
		- Helps students to gain as much experience as possible in class and in leisure activities.
		- Participate as an observer in the activities carried out by the student. Provide the student with the opportunity for gradual professional autonomy.
		- Following the student's subject and non-subject activities, the teacher engages in constructive discussions with the student, highlighting the student's strengths and areas for improvement. Encourage and foster the student to critically reflect on his/her own work, to use innovative tools and methods, to apply the principles of learning-centred education, and to use formative assessment to support the student's development.
		- Encourage cooperation between students when several students are working together.
		- Provide continuous feedback to the student on his/her work during the practice.
		- If you experience a serious problem during the practice, you should report it to the student, the head of the institution and the Teacher Training Centre.
		- Help the students fill in the certificate form.
		- At the end of the semester, the student's work is assessed by a text and a single summative (five-level) term mark, which applies to both the student's subject and non-subject activities.
		- At the end of the practice, you will validate the completed certificate and the scorecard.
		- Collaborate with the Teacher Training Centre and the university lecturers who organise the practice.
		- Participates in university workshops related to the practice and has the opportunity to

in professional programmes, in the quality development process of teacher education.

# The Erasmus+ programme opportunities

The student must submit an individual Neptun application for a planned Erasmus+ practice to the Teacher Training Centre. You can apply to participate in the Erasmus+ Part-Training programme during the period specified by ELTE. Erasmus+ practices are open all year round, but it is important that students apply at least 3 months before the start of their practice.

There are various ways of doing part of a coherent individual teaching practice abroad, but this is only possible if both the practice and the mentor supporting the practice meet the professional criteria and the practice abroad is supported by the lead methodology teacher of the relevant subject.

The maximum duration of a single individual teaching practice in a teacher training course is two months in total for a Master's degree in teaching. The subject-related part of the practice may be carried out in a practice venue abroad.

The student may carry out the parts of the individual teaching practice that cannot be completed or not completed at the training site abroad, the non-subject-related activities at the training site in Hungary organised by the Teacher Training Centre. The University cannot provide remuneration to the mentor in case of completion of the practice abroad. For further details, please contact the Teacher Training Centre at gyakorlat@tkk.elte.hu or in person during office hours.

# The ‘Let’s Teach for Hungary’ programme taken into account as part of the teaching practice

The Let’s Teach for Hungary programme is only open to students within a 3 or 4 semester Master's degree course in teaching. Students in the 3-semester course must complete the preparatory course in the first semester, and students in the 4-semester course must complete the preparatory course in the 1st or 2nd semester. The number of hours of activity that can be counted as part of the compulsory non-subject-related activity in the context of the individual work practice depends on the type of training and the minimum number of hours.

In any type of Master's degree course (RTAK), mentoring activity in TM can be counted if the student has completed the preparatory course in his/her previous studies prior to the RTAK and has mentored for at least one semester prior to the RTAK, which has not been counted in the coherent individual teaching practice in any previous studies.

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| --- | --- | --- | --- | --- |
| **Type of training** | **Work schedule** | **Non-specialist****minimum number of hours of activity** | **TM Programme****hourly allowance** | **Non-specialist reduced hours of activity** |
| 3 or 4 semestersRTAK | full time | 54 | 24 | 30 |
| 3 or 4 semestersRTAK | full-time | 32 | 14 | 18 |
| 3 or 4 semestersRTAK | correspondent | 24 | 11 | 13 |

The conditions listed below must be met for mentor students to receive credit. They must complete the reduced number of hours of non-subject-related activities in such a way that they must complete some of each type of activity in the school where the individual teaching practice is linked.

*The conditions for taking into account the activities carried out in the Let's Teach for Hungary Programme:*

* + - Credit for the practical activity can be given at the earliest in the semester following the mentoring.
		- It is also possible to count the mentoring towards the practice activity if the mentoring did not take place in the semester before the practice but in an earlier semester.
		- The mentoring student has carried out his/her mentoring activities in the semester on which the credit is based according to the rules of the programme, has completed the required number of mentoring hours for the semester, has fully documented his/her mentoring activities on the programme website, the mentoring reports have been accepted by both the school coordinator and the TM course instructor, and the mentoring accompanying TM course has been successfully completed.
		- The Teacher Training Centre will issue a certificate to the mentor student confirming that the conditions have been met.
		- If the mentor student wishes to take advantage of the crediting option, he/she must indicate this on the certificate form for the related individual teaching practice and upload the certificate issued by the TKK to the MOOC together with the certificate form.

# Organisation of the practice

In Budapest, the practice is organised by the Teacher Training Centre, in coordination with the faculties in charge of the subject and the institutes in charge of the specialisations, in Szombathely by the Berzsenyi Dániel Teacher Training Centre. Students can apply for each practice in the first half of the semester before the practice on the Neptun application form belonging to the TKK/BDPK. The number of trainees and the proportion of majors is shared by the TKK with the faculty in charge of the subject, and in the case of a major, with the faculty in charge of the major, and is also agreed with the BDPK in Szombathely. The faculties plan the number of accompanying seminars on this basis. The TKK and the BDPK organise the practice in advance in the semester preceding the practice, coordinate with the partner institutions and prepare the contract. At the beginning of the semester of the practice, the students register for the practice course and the accompanying seminars in Neptun. The TKK and the BDPK organise the practice on the basis of the same professional principles, the BDPK may deviate from the description in the implementation of the organisation due to differences in student numbers, course structure, teaching and partner school capacity. In the case of teacher training courses in which the training may take place at a location other than a school, the organisation may deviate from the regulations in agreement with the TKK and the BDPK.

# Deadlines and documents

For information on the current tasks and deadlines for the related individual teaching practices, please visit the TKK website. The documents to be filled in for the practical training can also be downloaded from the CPC website: https://tkk.elte.hu/osszefuggo\_egyeni\_iskolai\_gyakorlat\_22

*Documents to be uploaded by the student:*

* + - Notification sheet for a demonstration lesson or demonstration.
		- Minutes of the demonstration lesson or demonstration workshop.
		- A certificate of the student activities carried out during the practice.
		- The evaluation form for the practice.

In Budapest, students upload their documents from their individual teaching practices into a MOOC. Students can access the MOOC through a registration link sent to them by mail. TKK will also assign mentors and consultant teachers to the MOOC, as well as subject methodology tutors to support the students' practice.

*Find out more about deadlines:*

* + - During the first two weeks of the application period, you can apply for the practice free of charge on the Neptun application form. The application form can be accompanied by a file and an admission form if the student does not wish to do the practice at the ELTE partner school.
		- During the period of late registration, you can only apply for the practice by paying the administrative deadline fee, also on the Neptun application form. In the period of the late application, the fee for missing the administrative deadline is automatically charged to the student by Neptun.
		- A student who, after the prior notification of the practice site, does not notify the TKK in writing by the deadline set by TKK that he/she will not start the related individual teaching practice, shall pay the fee of HUF 12 000 for the repeated practice organisation.
		- The fee for the repeat practice organisation must also be paid by the student if, for reasons attributable to him/her, he/she interrupts the practice after prior notification of the practice location and does not complete it in the semester in question.
		- If the student is unable to start or complete the practice for a verifiable medical reason, he/she will be exempted from the fee and can request the cancellation of the course of the practice.

Other documents related to the practice (e.g. individual development plan, thematic plans, attendance logs, lesson plans and session plans, reflections, learner documents) do not need to be uploaded to the MOOC. It is recommended to collect them, they can be an important part of the student portfolio at the end of the training.

# Contact the organisers and more information

If the student needs help with the practice, it is recommended that he or she first talks to the mentor and the supervising teacher. If the problem cannot be solved in this way, you can also ask the school administration and the subject tutors for help. If it is a problem that needs the assistance of the Teacher Training Centre, you can also contact the TKK staff by email, phone, Teams or in person during half-termly office hours. For more information about the practice, please visit the TC website.

*Contact with practice organisers:*

* + - Teacher Training Centre website: <http://tkk.elte.hu/>
		- The Teacher Training Centre is located at 1118 Budapest, Ménesi út 11-13., fszt. 22-24.
		- Staff contact details: <https://tkk.elte.hu/munkatarsak2>
		- Office-hours in Teams or in person: Wednesday 9-11 am, 13-15 pm
		- URL: gyakorlat@tkk.elte.hu