



Educational Program for Teacher Training

Higher Education Field Description

LEPL - National Center for Educational Quality Enhancement

2018

I. General information

Field Description	Title	Educational Program for Teacher Training Educational Program for Training a Teacher			
	Registration Number				
	Approval Date				
	Validity period:	7 years or as needed			
	Field/Profession:	Pedagogics, Regulated			
	Professor Title	1	Primary level teacher Primary School Teacher	ISCO-08 Code	2341
		2	Middle level subject(s) group Teacher Secondary Education Teachers	ISCO-08 Code	2330
	Study area	Teacher training with subject specialization Teacher training with subject specialization		ISCED_F Code	0114
	Qualifications Framework Level	VII Level of National Qualifications Framework		Awarded Academic Degree:	Not given

Comments: Commencing work with this profession takes place in accordance with Georgian legislation.

Purpose of the Field Characteristics

The objective of this field description is to promote - the development of a teacher training program that will adhere to international standards; the instillation of modern methodology of learning, teaching and evaluation; and the formulation of such competencies as a result of having completed the program, that will make it possible to carry out social or professional activities at a competent level and ensure career advancement. The Teacher Training Program, which is a 60 credit program, is based on integrated educational undergraduate and postgraduate educational qualifications of teacher training. Upon completion, a teacher training certificate will be issued. The teacher's training program is open to candidates who possess a Bachelor's degree

or it's equivalent, or to a person with analogous military/athletic professional education.

Principal regulatory documents of the field

- "Law of Georgia on General Education"
- Law of Georgia on Higher Education
- Education and Science Strategy;
- National goals of general education;
- The Professional Standard for Teachers;
- The initiation of teacher's activity, professional development and career advancement scheme;
- National Qualification Framework;
- National Curriculum.
- The Bologna Declaration,
- Incheon Declaration.

Field Description

A general education teacher is obliged to comply with teacher's professional standards, duties and responsibilities defined by the teacher's professional ethics code and the relevant characteristics in accordance with the applicable legislative acts of Georgia;

Understand the uniqueness of each student and use differentiated strategies of teaching for their personal, social-emotional and cognitive development; should know the principles of universal design of teaching; improve students' achievements and their own school practice based on their own activities and evaluation of pupils assessment; cooperate with students, colleagues, parents for harmonious development of each student, jointly solving problem and for their professional development. Be reflexive, open to innovation in practicing and pedagogic practice; possess information-communication technologies and be able use them in their teaching process; be oriented towards sustainable professional development.

Possible field/fields of employment and special requirements

1. Possible field(s) of employment:

The teacher's profession is regulated by the state. Within the scope of the teacher training educational program,

and according to the qualification granted, a graduate of the program will have the aptitude to work as a general education (elementary and middle) school teacher, additionally, in the non-formal education section in the teaching, training, facilitation or organization direction where competencies arising from this program are required.

2. Special Requirements:

There are no special requirements

II Higher Education Program

1. Capacity and structure of teacher training educational program

1. Primary level general education teacher training educational program

Duration	1 Academic Year	Structure	<input checked="" type="checkbox"/>	Specialization Component	60 (ECTS)	Among them:	<ul style="list-style-type: none"> • Primary level teacher Preparatory Pedagogic Module Mandatory and elective academic course/module • School Practice Module
Capacity (ECTS)	60 (ECTS)						

2. Teacher Training Educational Program (except for an independent education program for preparing a primary level teacher of general education)

Duration	1 Academic Year	Structure	<input checked="" type="checkbox"/>	Specialization Component	60 (ECTS)	Among them:	<ul style="list-style-type: none"> • Teacher training Pedagogic module - mandatory and elective educational courses/modules; • School Practice Module
Capacity (ECTS)	60 (ECTS)						

Special conditions for accessibility to the program - the program is open to candidates who possess a Bachelor's degree or its equivalent, or to a person with analogous military/athletic professional education; confirmation of subject competences.

2. Field competencies

Aspect of the	Competence		Competence	
	Knowledge-understanding	Practical/Other skills	Specific Methods for Success	Specific Criteria for Demonstration
I. Field of the competence - formation of a positive learning environment				
1.	Demonstrates familiarity with the basic principles of differentiated approaches in the educational processes; Knows how to create a motivating learning environment for students - physical, social-emotional and cognitive; Knows how to create an inclusive and positive atmosphere for students.	Demonstrates the ability to create a learning environment that considers students' individuality, special needs, their cultural diversity and to promote the integration and motivation of each student in the class; also the ability to secure a free learning environment for the individual's social-emotional and cognitive development. Can help special education needs pupils to integrate in the educational environment on the basis of recommendations made by specialists.	<ul style="list-style-type: none"> •Theoretical teaching; •Practical Teaching; 	Developed master plan with differential tasks; Planned non-classroom or educational activities, which will contribute to the growth of the student's respect for cultural diversity and assist in the navigation of various stereotypical dependencies.
2.	Is familiar with effective class management, conflict prevention and resolution strategies.	Can manage the classroom, analyze and respond to causes of conflict; Is able to provide students, parents, and colleagues with effective communication Colleagues with effective communication For conflict prevention and resolution - is able to promote positive relationships Between students using relevant strategies And taking into consideration individuality.	<ul style="list-style-type: none"> • Theoretical teaching • Practical teaching 	School Practice Portfolio - in which class management and resolution strategies used by students are described and evaluated for effectiveness. - - - -

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3.	Understands the main factors promoting cooperation and cohesiveness within the school and acknowledges the importance of a cooperative environment for their own professional development and the improvement of the teaching-learning quality.	Is able to effectively communicate with pupils, colleagues, the community and business affiliates of the University is able to involve parents (or legal guardians) in the academic process in order to promote student development.	<ul style="list-style-type: none"> • Theoretical teaching • Practical teaching 	Activities for the improvement of the academic environment

Attitudes and values: Acknowledges the importance of inclusive education and motivation for the creation of a positive, safe and conflict-free academic environment; recognizes the importance of cooperation with parents, students, colleagues, and the community for the creation of a safe learning environment (physically, socially and emotionally)

II. Field of the competence - student and results-oriented learning process planning, implementation and evaluation

2.1. Planning and conducting the educational process

1.	Knows the general national education goals and the national curriculum; Is familiar with the general education framework documents based on the teaching and learning outcomes of the academic process;	Is able to develop long-term and short-term academic plans based on the national goals of general education, the national curriculum, the school's priorities and students' needs. Is able to plan a lesson by taking into consideration all the components and links between them; While planning, is able to take into account the inter-subject and intra-subject links.	<ul style="list-style-type: none"> • Theoretical teaching • Practical teaching 	Lesson plan based on ZGEM and ESG and reflections on the conducted Lesson. Taking into consideration the activities of students with special
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		- Including relevant specialists, is capable to elaborate individual educational plan for children with special educational needs.		
2.	Knows how to search, create and use print and ICT resources in learning process;	Is able to search, select, set up and use aid resources and ICT technologies for curriculum goals and specific needs of students; can develop students' skills in digital citizenship;	<ul style="list-style-type: none"> ●Theoretical teaching; ●Practical teaching 	Student-made academic resources, use of resources in instruction; based on goals, sought and selected auxiliary print and electronic resource use in the lesson plan.
3.	Is aware of the major theories of development and education, realizes the importance of planning and conducting student and result oriented planning of learning process;	Can effectively use the knowledge of individual, education and development theories in learning processes; Can motivate students using effective strategies for students' individual progress keeping their interests in mind;	<ul style="list-style-type: none"> ●Theoretical teaching; ●Practical teaching 	Situational exercises in which the individual development and knowledge of the theories of education are used. Also, a replication of situational school practice, which analyzes how the students have learned theories in practice.
4.	Recognizes basic approaches to students' academic and social-emotional development.	Can facilitate students basic academic and social-emotional skills development considering their age and individual characteristics;	<ul style="list-style-type: none"> ●Theoretical teaching; ●Practical teaching 	Lesson plan / non-classroom activity
5.	Is familiar with teaching and learning diverse, student-oriented	Can reasonably use a variety of teaching and learning strategies.	<ul style="list-style-type: none"> ●Theoretical teaching; ●Practical teaching 	Lesson plan, school practice replication.

	oriented strategies and their use in practical studies.		teaching	
6.	Is familiar with the goals and principles of sustainable education. Recognizes the importance of the principles of sustainable education in the establishment of a socially and naturally responsible individual.	Can incorporate principles of sustainable Education in the academic process	<ul style="list-style-type: none"> ●Theoretical teaching ●Practical teaching 	Activities and planned projects in the school practical component or in the auditorium component.
7.	Understands the role of non-classroom activities for the student's motivation and diverse development.	Is able to plan non-classroom activities (club, Academic, social projects) while taking into consideration students' abilities and desires.	<ul style="list-style-type: none"> ●Theoretical teaching ●Practical teaching 	Student planned, executed and analyzed non-classroom activities in the practical or auditorium learning framework.
2.2 Educational process evaluation				
8.	Knows how to evaluate a student (including special educational needs students) in relation to the national academic curriculum. Is familiar with the types of evaluations, principles and methods and analysis results.	Can evaluate a student based on their Individual achievements and progress. - - Is able to use effective assessment for student's cognitive and individual development. - -	<ul style="list-style-type: none"> ●Theoretical - ●Practical - 	Assessment methods used in the lesson plan which consider special educational needs students in the practical process as well as the auditorium component. - - - Practical/auditorium student work feedback provision that promotes development. -

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9.	Knows basic principles of formulating assessment criteria and rubrics. -	Can make assessment schemes and rubrics compilation, based on an objective assessment of students.	<ul style="list-style-type: none"> •Theoretical teaching; •Practical teaching 	Student made evaluation criteria and rubrics, student works assessed based on them.

Attitudes and values: Recognizes that the general education framework documents and knowledge accumulated in the education science are the pedagogic benchmarks; demonstrates the importance of every student as a person; believes that the use of a differentiated approach will facilitate the growth of student motivation, and their personal and cognitive development, as well as their integration into the school community.

III Field of the competence - Professional development

1.	Knows the basic forms and ways of professional development;	Based on self-esteem, feedback from colleagues, administration, and children, parents and analyzing students' needs is able to criticize his/her practice in a complex and coherent way - identify strengths and weaknesses, and make appropriate professional development planning.	<ul style="list-style-type: none"> •Theoretical teaching; •school practice 	Identification of professional needs based on feedback received from self-assessment, colleagues, mentors, lecturers, and aptitude towards professional development orientation in the school practice process.
2.	Is familiar with current trends and contemporary education science research;	Has the ability to search and use of new knowledge, tendencies and new research in education science in order to improve his/her own professional development and school practices;	<ul style="list-style-type: none"> •Theoretical teaching; •Practical teaching 	Modern studies used in student research work.

Attitudes and values: Oriented on sustainable vocational development, on the various ways to implement innovation and practice in their practice; recognizes the importance of studying school-based schooling practices.

3. Educational program resource requirements

3.1 Human resource requirements

Aspect of the Field	Special requirements
Specialty Courses	Doctoral academic or it's equivalent scientific degree; - - Relevant Doctoral or general education institution work experience. - - -
school practice	The school practice is implemented by a teacher whose qualifications requirements are determined upon - -

3.2 Material resource requirements

Aspect	Special material resource
Natural sciences directions	University laboratories;
Arts and music directions	Art / Musical studios and respective equipment
Sports direction	Athletic arenas and respective equipment
Respective directions	Museums and protected territories;
school practice	partner schools

Note: The above material resource can be under the ownership of the educational institution or its material equivalent in the form of a use agreement the institution / organization has with the educational institution in accordance with the established legislation of Georgia.

4. Additional information

1. In the above-mentioned areas, the requirements for the teacher's profession are indicated;
2. This section describes the general characteristics of teacher and/or class/subject/group teacher as defined by the professional standards of the teacher and the national curriculum;
3. School practice (no less than 10 credits) can be built into the academic courses during the educational period and/or conducted independently.

1 In order for the student to be able to transfer theoretical and methodological issues into the course of practical training, in some courses, the practical component should be built in. Implies the student's attendance / participation / involvement in the teaching process, based on the specific goals of the course.

4. Specific criteria for demonstration can be fulfilled both in school practice and in auditorium work;
5. Inclusiveness of education implies that teacher can organize an educational process that is equally available to each student within the framework of which all students are educated in the light of individual educational needs and possibilities;
6. Digital citizenship involves the protection of social, ethical and security norms and teaching the use of IST responsibly.
7. The general competences of a graduate of the program are:
 - The ability to analyze critically difficult, incomplete and contradictory evidences, conduct their independent analysis, and analyze the results in an understandable manner and their use. The ability to critically approach new information, analyze a variety of data, summarize, integrate, conclude, while making analysis of results consider evidence and / or counter-arguments;
 - The ability to obtain information from various sources, process a large volume of information and conduct its critical evaluation. The ability to use information retrieved during professional activities.

- The ability to independently identify complex problems, establish means for solutions, analyze expected results and make final decisions.
- The ability to work in a team/group; both as a leader and a subordinate. The ability to distinctly formulate tasks, work with peers, coordinate their activities and adequately evaluate their capabilities;
- The ability to observe, listen, ask questions; as well as non-verbal communication skills. The ability to participate in meetings, and relay own thoughts both orally and in writing. The ability to conduct professional negotiations and participate in conflict resolution.
- Permanent renewal of learning / knowledge - the ability to use the full range of educational and informational resources and manage the learning process. The ability to recognize the need for constant renewal and updating of knowledge; objectively assess own knowledge and skills.
- The ability to adapt to a new environment - demonstrates good habits of practical work in the team, professional subordination / adaptation skills, ability to use new technologies;
- The ability to work independently - can manage time, define priorities, meet deadlines and has the aptitude for coordinated work. The ability to plan resources related to own activities. Is responsible for own work and able to evaluate and critique it.

III. Field Description Development Group Members

№	Name, Last Name	Organization/Institution	Position
1.	Manana Ratiani	National Center for the Professional Development of Teachers;	Deputy Director
2.	Sopio Lobzhanidze	LEPL Ilia State University	Doctor of Pedagogic Science, Professor
3.	Ketevan Chkuaseli	LEPL Iv. Javakhishvili Tbilisi State University	Doctor of Pedagogy, Professor
4.	Irma Kurdadze	LEPL Samtskhe-Javakheti State University	Doctor of Pedagogy, Professor
5.	Merab Maghradze	LEPL Akaki Tsereteli State University	Doctor of Psychology, Associate Professor
6.	Maka Beridze	LEPL Samtskhe-Javakheti State University	Doctor of Philology, Associate Professor
7.	Tamar Shinjiashvili	LEPL Sokhumi State University	Associate Professor
8.	Ketevan Gogeshvili	Tbilisi Public School #165	Primary grade teacher
9.	Nino Beglarashvili	Tbilisi Public School #156	School Director