**Curriculum**

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| --- | --- | --- |
| **Faculty** | | Faculty of Pedagogy |
| **Program** | | **Integrated Bachelor - Master Educational Programme of Teacher Training – “Primary Education”** |
| **Degree awarded** | | Master of Education (Teacher of Elementary Stage Subject Group of General Education) |
| **Length of the program (semester, ECTS)** | | Duration of the program - 10 semesters  Capacity of the program - 300 credits,   * Free choice module - 50 credits * Subjects and methodical modules of the subjective group of primary level in general education - 180 credits * School Practice and Practice Research Module - 70 credits |
| **Language of the Program** | | Georgian |
| **Program development and renewal date of issue** | | The program was developed in 2018 |
| **Program coordinator/coordinators** | | Associated Professor Vladimer Adeishvili |
| **Access requirements(s)** | | Those willing to enter the undergraduate program of theIntegrated Bachelor - Master Educational Programme of Teacher Training – “Primary Education” should have a certificate of secondary education or an equivalent document. Unified national exams have been passed. Foreign citizens are eligible for the program in accordance with the Law of Georgia on Higher Education. |
| **Aim of the Program** | | * Preparing a highly qualified, competitive, teacher of the primary level corresponding to acting legislation of Georgia, international standards and modern requirements, teacher with knowledge and skills relevant to the subjective requirement, high civic awareness and activism, humanism, democracy and liberal values, who will be reflexive, news receiver and introducter in pedagogical practice. Will be focused on sustainable professional development and will be able to work as a teacher of the subject group in I-IV classes (Georgian, Mathematics, Natural studies) of primary education, as a teacher of one of the subjects in V-VI classes (Georgian, Mathematics, Natural studies), also, in informal education. * Training elementary school teacher-researchers, who are expected to have theoretical knowledge and practical skills of conducting pre-scheduled research in their own field, ensuring data collection and making well-grounded conclusions; |
| **Learning Outcomes (General and Field Competences)**  **(the map of competences - see attached document 2)** | | |
| **Knowledge and Understanding** | **For the purpose of formation of a positive learning environment:**   * Knows and determines the basic principles of differentiated approaches in the learning process; * Knows how to create a student's motivated learning environment - physical, social-emotional and cognitive; * Knows and identifies how to create an inclusive and friendly learning environment for learning and pupils; * Knows and describes class management and effective strategies for conflict prevention and settlement; * Knows the basic factors that support the establishment of collaborative culture in school and realizes the importance of environmental cooperation in improving the quality of their professional development and learning.   **For planning, conducting and evaluating the learning process oriented towards learning outcomes and pupils:**   * Know and describe national goals of general education, national curriculum, subjective standards of Georgian language and literature, mathematics and natural sciences of primary level; * Knows and describes the age and the individual peculiarities of the development of the child; * Knows and determines the methods, ways and means of teaching Georgian language and literature, mathematics and natural sciences in primary classes; * Knows the general education framework and planning the student and the resulting oriented learning process based on the document; * Knows how to search and create educational print and ICT resources targeted in its learning process; * Lists the personality development and education theories, understand their importance in planning and conducting the learning process and in the resulting oriented learning process; * Knows and lists the main approaches of development of basic academic and social-emotional skills in students; * Knows the diverse, student-oriented strategies for learning and teaching and the prospects of their use; * Defines the goals and principles of sustainable development, recognizes the importance of teaching the principles of sustainable development in the formation of a person, and upbringing a citizen with responsibility for social and natural environment; * Understands and describes the role and importance of extracurricular activities for students' motivation, learning and multilateral development; * Knows and makes the student's assessment within the National Curriculum (Including students with a special educational needs); * Knows and lists assessment types, principles and methods. Knows and defines how to analyze the results of the assessment; * Knows and establishes the basic principles of assessment criteria and drawings.   **For caring for professional development:**   * Knows and describes the basic principles, forms and ways of professional development; * Knows and describes the results of modern trends and studies in education sciences; * Knows and defines the methods of research of education science and the possibilities of their use; * Knows and explains practice research specificity, peculiarities of conducting and predicts the importance of the use of research results in improving the quality of their professional development and learning. | |
| **Applying knowledge** | **For the purpose of formation of a positive learning environment:**   * Creates a positive learning environment in the individual, special needs, and cultural diversity of the students and facilitate the integration of each student in the class and their motivation; * Creates a safe and free learning environment for the personal, social-emotional and cognitive development of each student; * Uses the child's development and individual peculiarities; * Uses the methods, ways and principles of teaching Georgian language and literature, mathematics and natural sciences in primary classes; * Integrates the students with a special educational needs on the basis of recommendations of specialists in the learning environment; * Uses class management strategies in practice; * Analyzes and adequately reacts to the causings of the conflicts in the class; * Uses the strategies to facilitate the establishment of positive relationships between students in practice taking into consideration their individual differences; * Facilitates the involvement of parents (with other legal representatives) to educate the learners;   **For planning, conducting and evaluating the learning process oriented towards learning outcomes and pupils:**   * Establishes long-term and short-term study plans with regard to national goals of general education, national curriculum, school priorities and needs of pupils; * Plans a lesson based on all components and connections. In planning, taking into account the internal and interrelated links; * Sets the individual curriculum for pupils with special education needs with the involvement of relevant specialists; * Develops and uses auxiliary resources and ICT technologies in accordance with the purpose of the curriculum and the needs of the students of a particular class. * Develops digital citizenship skills in pupils; * Effectively uses personality development and education theories in the learning process; * Chooses and uses motivation strategies to observe students' individual progress and take into consideration their interests; * Facilitates development of basic academic and social-emotional skills in pupils with regard to their age and individual peculiarities; * Uses a variety of strategies for learning and teaching in practice; * Integration into sustainable development principles in studying topics within the teaching process; * Plans extracurricular activities (club, training, and social projects), taking into consideration the interests and capabilities of students. * Purposefully uses the methods of assessing pupils To assess each student's progress and achievement; * Effectively utilizes an assessment for each student's cognitive and personal development; * Establishes assessment schemes and rubrics and provides objective assessment of pupils based on them;   **For caring for professional development:**   * Handles a complex, consistent and critical analysis of their own practice based on self-assessment, feedback from parents colleagues, directives, students, and analysis of needs of pupils - identify the strengths and weaknesses and plan relevant measures for professional development; * Gains and uses knowledge in the field of education, tendencies and modern research for their own professional development and pedagogical practice. * Able to plan research, create / search, implement and / or incorporate students into research projects; * Identifies, analyzes, plans and implements the relevant interventions and assesstheir efficiency based on the analysis of school practice; | |
| **Making judgement** | * Independently analyzes, criticizes and uses complex, incomplete and contradictory data in the learning / teaching process; * Analyzes and criticizes new information in the field, brings evidence and / or opposing arguments based on their synthesis and conclusion; * Elaborates on specific criteria based on different strategies in the learning / teaching process and uses it to plan-implement assessment of learning outcomes; * Summarizes the data obtained from the results of oral and written learning/teaching assessment to improve teaching; * Quantitative reasoning skills have been developed, is able to analyze, judge and prepare recommendations for information provided in quantitative form (tables, diagrams, mathematical expressions). Solves the quantitative tasks of applied character. | |
| **Communication skill** | * Creates an opinion and can communicate, including issues related to specific field with specialists and non-specialists in foreign languages; * Is able to analyze, synthesize and retrieve information from sectoral literature; * Owns and uses modern information and communication technologies, has the ability to use the Internet and other electronic sources for communication and finding information, independently acquiring new information technologies; * Cooperates and effectively communicates with pupils, parents and colleagues, for conflict prevention and settlement; * Ability to work with team. | |
| **Learning skill** | * Graduates can manage their own learning process using a wide range of educational and informational resources; * Recognizes the necessity of continuous renewal of knowledge; * Is able to evaluate their own knowledge and skills; * Has a professional subordination / adaptation ability; | |
| **Values** | * Recognizes the importance of inclusive education and motivation of pupils for the creation of a positive, secure / conflict-free learning environment; * Recognizes the importance of cooperation with students, parents, colleagues and community for the formation of a safe (physical, social and emotional) learning environment. * Recognizes that the general education framework documents and knowledge accumulated in education science are basics of pedagogic activities. * Every student is important as a person. It believes that the use of a differentiated approach will facilitate the growth of motivation for students as well as their personal and cognitive development, and their integration into the school community. * Holds the provisions of major national and international legal documents related to the field of activity (Convention on the Rights of the Child, Human rights declaration, Law on General Education, National Curriculum, Professional standard of teacher, Teacher Professional Ethics Code and etc.) consider them in the study process and seek to establish them; * Participate in the development of liberal values, have the ability to intellectually and ethically assess events; * Prevents the plagiarism, in accordance with the citation of other papers and referencing rules; * Focuses on sustainable vocational development and different ways of innovation and implementation in their practice; * Recognizes the importance of studying the research-based schooling practices | |
| **Teaching Methods** | * Verbal/oral methods; * Methods of working on book / text; * Methods of visualization (laboratory and demonstration / modeling); * Practical training method; * Discussion / debates; * Cooperative (group and pair) work; * Cognitive circuits (I know - I want to know - Vienna diagram, T diagram, associative map); * Situational problem / case analysis; * Cinematic-role play / simulation; * Presentation / Poster; * Training; * Production of portfolio; * Writing as a teaching method (argumentative / critical essay, open / closed test). | |
| **Structure of the Program** | For the successful completion of theIntegrated Bachelor - Master Educational Programme of Teacher Training – “Primary Education” and for the academic degree of Master of Education, the student needs to digest from the program's training courses:  **1.**  Free choice module - 50 credits, including   * Compulsory - 40 credits * Optional – 10 credits * **Subjects and methodical modules of the subjective group of primary level in general education - 180 credits** * Subjects group study disciplines - 115 credits (all compulsory); * **Optional Module Disciplines of Specialty - 15 Credits** (all compulsory); * **Pedagogy - Psychology disciplines - 50 credits** (all compulsory); * **School Practice and Practice Research Module -70 credits** (all compulsory);   **See the curriculum as an attachment!**  **See attachment 1.** | |
| **Assessment System** | The assessment of the academic performance of students of higher education programs at Akaki Tsereteli State University is carried out by the modern indicators with the order # 785 (05.01.2007), №3 (21.09.2009) and August 18, 2016, №102 / N of the Minister of Education and Science of Georgia, defined principles of Akaki Tsereteli State University academic council (№12; 30.10.2009; Decree №35; 10.11.2010, №13; 28.05.2015 N 24/10, 20.02. 2017 ).  Student's credit can be obtained in the educational program only after the attainment of learning outcomes planned according syllabus, which is reflected in the credit system as one of the positive evaluations.  Student assessment contribution is made by:  a/ - Interim (intermediate) assessments, which includes the student's attendance component, daily academic activity (examination, testing, presentation, essay), activity on tutorial, practical skills assessment and a mid-term exam. Interim assessment may also include other components.  b/ - Final exam  The final assessments are made on the basis of summarizing the evaluation of intermediate and the final exam.   * **The student has the right to take the final exam, if his/her minimum competency is 18 points.** * **Minimum margin of assessment received by the student on the final exam is 15 points.**   Evaluation System includes:  **A. Five Forms of Positive Assessment:**  (A) Excellent – 91% and more from maximum evaluation  (B) very good – 81-90% from maximum evaluation  (C) good – 71-80% from maximum evaluation  (D) satisfactory – 61-70% from maximum evaluation  (E) sufficient – 51-60% from maximum evaluation  **B. Two Forms of Negative Assessment:**  (FX) (Administrative Fail in Course for Grade/could not pass)– A student gets 41-50% from maximum evaluation which means that s/he is required to work more for passing the exam, and that s/he is entitled to take a makeup exam only once through personal study  (F) (Academic Fail) – A student gets 40% and less from maximum evaluation which means that the work done by him/her is not sufficient and s/he has to retake the course.  **According to educational component of educational program, in case of adoption of FX, a makeup exam will be appointed no less than 5 calendar days after the conclusion of the final exam results.**  The number of points received in the makeup final exam, is not added to the final assessment received by the student.  According to the assessment 0-50 points received from the makeup final exam, in the final evaluation of the educational component, the student will be evaluated the F-0 score.  (Midterm and final exams take place in exam center of ATSU)  Concrete criteria of assessments are defined into the corresponding syllabus of an academic course. | |
| **Employment opportunities** | The teacher's profession is regulated by the state. Within the framework of the Integrated Bachelor - Master Educational Program of Teacher Training – “Primary Education”, the graduate's qualification is equal to the Master's degree, in accordance with the qualification gradute is able to work in the primary level secondary school’s subjects group teacher I-IV classes (Georgian, Mathematics and Natural sciences), V-VI classes in one subject (Georgian, Mathematics, Natural Sciences) teacher, also, in informal education. | |
| **Required resources and supporting conditions** | The infrastructure and technical equipment of Akaki Tsereteli State University provides the learning outcomes of the educational program. The university has academic auditors and labs equipped with the equipment needed for the learning process, computer classes conneced in the internet. The University also provides educational programs, with conference rooms, practice bases, university libraries, e-library resources:  The program is implemented by academic staff and invited specialists with relevant qualifications (See attached CV) | |

Attachment 1

**Study schedule**

**Name of the Program: Integrated Bachelor –Master Educational Program of Teacher Training – “Primary Education”**

**Qualification awarded: Master of Education (Teacher of Elementary Stage Subject Group of General Education)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| № | Name of the course | ს/კ | credits | Load capacity, in hours | | | | L/P/L/G | Semester | | | | | | | | | | Prerequisite for admission |
| Total | Contact | | Independent | I | II | III | IV | V | VI | VII | VIII | IX | X |
| Auditory | Midterm and exam time |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 1 | Free choice module - 50 credits; | | | | | | | | | | | | | | | | | | |
| 1.1 | Foreign language-1 | 4 | 5 | 125 | 60 | 3 | 62 | 0/4 | 5 |  |  |  |  |  |  |  |  |  |  |
| 1.2 | Foreign language -2 | 4 | 5 | 125 | 60 | 3 | 62 | 0/4 |  | 5 |  |  |  |  |  |  |  |  | 1.1 |
| 1.3 | Foreign language -3 | 4 | 5 | 125 | 60 | 3 | 62 | 0/4 |  |  | 5 |  |  |  |  |  |  |  | 1.2 |
| 1.4 | Basics of Academic Writing | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 | 5 |  |  |  |  |  |  |  |  |  |  |
| 1.5 | Philosophy | 3 | 5 | 125 | 45 | 3 | 77 | 2/1 | 5 |  |  |  |  |  |  |  |  |  |  |
| 1.6 | History of Georgia | 3 | 5 | 125 | 45 | 3 | 77 | 2/1 |  |  |  | 5 |  |  |  |  |  |  |  |
| 1.7 | Basics of Democratic Education | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  | 5 |  |  |  |  |  |
| 1.8 | Basics of Multicultural Education | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  | 5 |  |  |  |  |  |  |  |
| 1.9 | **Optional course- 1** | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  | 5 |  |  |  |  |  |  |  |
| 1.9.1 | Principles of Curriculum Construction | - | - | - | - | - | - | - |  |  |  | - |  |  |  |  |  |  |  |
| 1.9.2 | Safe School, Conflict Management | - | - | - | - | - | - | - |  |  |  | - |  |  |  |  |  |  |  |
| 1.9.3 | Modern educational technologies | - | - | - | - | - | - | - |  |  |  | - |  |  |  |  |  |  |  |
| 1.9.4 | Reduction of disaster risk by inclusive approach | - | - | - | - | - | - | - |  |  |  | - |  |  |  |  |  |  |  |
| 1.9.5 | Rhythmic | - | - | - | - | - | - | - |  |  |  | - |  |  |  |  |  |  |  |
| 1.10 | **Optional course- 2** | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  | 5 |  |  |  |  |  |  |
| 1.10.1 | School management and legal basis of educational system construction | - | - | - | - | - | - | - |  |  |  |  | - |  |  |  |  |  |  |
| 1.10.2 | Education policy and management | - | - | - | - | - | - | - |  |  |  |  | - |  |  |  |  |  |  |
| 1.10.3 | Theoretical and practical basics of education | - | - | - | - | - | - | - |  |  |  |  | - |  |  |  |  |  |  |
| 1.10.4 | Anthropology of education | - | - | - | - | - | - | - |  |  |  |  | - |  |  |  |  |  |  |
| 1.10.5 | Didactics of music | - | - | - | - | - | - | - |  |  |  |  | - |  |  |  |  |  |  |
| Total | | 33 | 50 | 1250 | 495 | 30 | 725 | 9/24 | 15 | 5 | 5 | 15 | 5 | 5 | - | - | - | | - |
| **2** | **Subjects and methodical modules of the subjective group of primary level in general education - 180 credits** | | | | | | | | | | | | | | | | | | |
| **2.1** | **Subjects group study disciplines - 115 credits** | | | | | | | | | | | | | | | | | | |
| 2.1.1 | Methodological Bases of Introductory Course in Mathematics-1 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 | 5 |  |  |  |  |  |  |  |  |  |  |
| 2.1. 2 | Methodological Bases of Introductory Course in Mathematics-2 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  | 5 |  |  |  |  |  |  |  |  |  |
| 2.1.3 | Methodological Bases of Introductory Course in Mathematics-3 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  | 5 |  |  |  |  |  |  |  |  |
| 2.1.4 | Methodological Bases of Introductory Course in Mathematics-4 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  | 5 |  |  |  |  |  |  |  |
| 2.1.5 | Methodological Bases of Introductory Course in Mathematics-5 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  | 5 |  |  |  |  |  |  |
| 2.1.6 | General teaching methods of Introductory Course in Mathematics | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  | 5 |  |  |  |  |  |
| 2.1.7 | Private teaching methods of Introductory Course in Mathematics-1 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  |  | 5 |  |  |  | 2.1.6 |
| 2.1.8 | Planning of mathematic lessons by innovative teaching methods in primary classes | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  |  | 5 |  |  |  | 2.1.6 |
| 2.1.9 | General course of Georgian language 1 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 | 5 |  |  |  |  |  |  |  |  |  |  |
| 2.1.10 | General course of Georgian language 2 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  | 5 |  |  |  |  |  |  |  |  |  |
| 2.1.11 | General course of Georgian language 3 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  | 5 |  |  |  |  |  |  |  | 2.1.10 |
| 2.1.12 | General course of Georgian language 4 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  | 5 |  |  |  |  |  |  | 2.1.11 |
| 2.1.13 | General course of Georgian language 5 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  | 5 |  |  |  |  |  | 2.1.12 |
| 2.1.14 | Georgian language and literature teaching methods -1 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  | 5 |  |  |  |  |  |
| 2.1.15 | Georgian language and literature teaching methods-2 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  |  | 5 |  |  |  | 2.1.14 |
| 2.1.16 | Planning andConducting of Georgian language lessons in primary classes | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  |  | 5 |  |  |  | 2.1.18 |
| 2.1.17 | Children's literature and oral language | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  |  |  | 5 |  |  |  |
| 2.1.18 | Reading and writing strategies | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  | 5 |  |  |  |  |  |
| 2.1.19 | Basics of Natural Sciences - 1 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  | 5 |  |  |  |  |  |  |
| 2.1.20 | Basics of Natural Sciences - 2 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  | 5 |  |  |  |  | 2.1.19  2.1.20 |
| 2.1.21 | Methodology of teaching natural science -1 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  |  | 5 |  |  |  |  |
| 2.1.22 | Information-Communicative Technologies and their use in training process - 1 | 3 | 5 | 125 | 45 | 3 | 77 | 0/45 |  | 5 |  |  |  |  |  |  |  |  |  |
| 2.1.23 | Information-Communicative Technologies and their use in training process - 2 | 3 | 5 | 125 | 45 | 3 | 77 | 0/45 |  |  | 5 |  |  |  |  |  |  |  | 2.1.22 |
| **2.2** | **Optional Module Disciplines of Specialty - 15 Credits** | | | | | | | | | | | | | | | | | | |
| **Georgian Language and Literature Module** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.2.1 | Georgian literature in V-VI classes | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  |  | 5 |  |  |  |  |
| 2.2.2 | Methods of teaching Georgian language in V-VI classes | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  |  |  | 5 |  |  | 2.1.11 |
| 2.2.3 | Methods of teaching Georgian literature in V-VI classes | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  |  |  | 5 |  |  | 2.2.1 |
| **Mathematical module** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.2.4 | Methodological Bases of Introductory Course in Mathematics-6 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  |  | - |  |  |  | 2.1.1-2.1.5 |
| 2.2.5 | Methodological Bases of Introductory Course in Mathematics-7 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  |  |  | - |  |  | 2.2.4 |
| 2.2.6 | Private teaching methods of Introductory Course in Mathematics-2 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  |  |  | - |  |  | 2.1.6 |
| **Natural Sciences Module** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.2.7 | Basics of Natural Sciences - 3 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  |  | - |  |  |  |  |
| 2.2.8 | Basics of Natural Sciences - 4 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  |  |  | - |  |  |  |
| 2.2.9 | Methodology of teaching natural science -2 | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  |  |  | - |  |  |  |
| **2.3** | **Pedagogy - Psychology disciplines - 50 credits** | | | | | | | | | | | | | | | | | | |
| 2.3.1 | Introduction of modern pedagogical thinking | 4 | 5 | 125 | 60 | 3 | 77 | 2/2 | 5 |  |  |  |  |  |  |  |  |  |  |
| 2.3.2 | General Psychology | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  | 5 |  |  |  |  |  |  |  |  |  |
| 2.3.3 | Age and pedagogical psychology | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  | 5 |  |  |  |  |  |  |  | 2.3.2 |
| 2.3.4 | Developmental and Learning Theories | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  | 5 |  |  |  |  |  |  |  |  |  |
| 2.3.5 | Didactic bases of building the learning process | 4 | 5 | 125 | 60 | 3 | 62 | 1/3 |  |  | 5 |  |  |  |  |  |  |  | 2.3.1 |
| 2.3.6 | Planning of the learning process, organization and the didactic basics of evaluation | 4 | 5 | 125 | 60 | 3 | 62 | 1/3 |  |  |  | 5 |  |  |  |  |  |  | 2.3.5 |
| 2.3.7 | Inclusive Education | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  | 5 |  |  |  |  |  |  |
| 2.3.8 | Class management and effective communication | 4 | 5 | 125 | 60 | 3 | 62 | 1/3 |  |  |  |  | 5 |  |  |  |  |  | 2.3.6 |
| 2.3.9 | Characteristics and ethics of the teacher's professional development | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  |  |  | 5 |  |  | 2.3.1 |
| 2.3.10 | Research, innovative methods of research in education | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  | 5 |  |  |  |  |  |
| Total | | 112 | 180 | 4500 | 1680 | 108 | 2712 | 35/161 | 15 | 25 | 25 | 15 | 25 | 25 | 30 | 20 |  |  |  |
| **3** | **School Practice and Practice Research Module -70 credits** | | | | | | | | | | | | | | | | | | |
| 3.1 | School Practice 1 (I-IV Classes) | 2 | 10 | 250 | 30 | 3 | 217 | 0/2 |  |  |  |  |  |  |  | 10 |  |  |  |
| 3.2 | School Practice 2 (V-VI Classes) | 2 | 15 | 375 | 30 | 3 | 342 | 0/2 |  |  |  |  |  |  |  |  | 15 |  |  |
| 3.3 | Practice-based research in a variety of learning environments | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  |  |  |  | 5 |  | 2.3.10 |
| 3.4 | Research diagnosis and differentiated approach | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  |  |  |  | 5 |  | 2.3.10 |
| 3.5 | Teacher Professional Development Research Skills | 3 | 5 | 125 | 45 | 3 | 77 | 1/2 |  |  |  |  |  |  |  |  | 5 |  | 2.3.10 |
| 3.6 | Master Thesis | 3 | 30 | 750 | 45 | 3 | 702 | 0/3 |  |  |  |  |  |  |  |  |  | 30 | 1.1-  3.5 |
| Total | | 16 | 70 | 1750 | 240 | 18 | 1492 | 3/13 |  |  |  |  |  |  |  |  |  |  |  |
| Total | | 161 | 300 | 7500 | 2415 | 156 | 4929 | 47/198 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |  |

**Attachment 2**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| № | Name of the course | Competences | | | | | |
| Knowledge and Understanding | Applying knowledge | Making judgement | Communication skill | Learning skill | Values |
| 1.1 | Foreign language-1 | X | X | X | X | X | X |
| 1.2 | Foreign language -2 | X | X | X | X | X | X |
| 1.3 | Foreign language -3 | X | X | X | X | X | X |
| 1.4 | Basics of Academic Writing | X | X | X | X | X | X |
| 1.5 | Philosophy | X | X | X | X | X | X |
| 1.6 | History of Georgia | X | X | X | X | X | X |
| 1.7 | Basics of Democratic Education | X | X | X | X | X | X |
| 1.8 | Basics of Multicultural Education | X | X | X | X | X | X |
| 1.9.1 | Principles of Curriculum Construction | X | X | X | X | X | X |
| 1.9.2 | Safe School, Conflict Management | X | X | X | X | X | X |
| 1.9.3 | Modern educational technologies | X | X | X | X | X | X |
| 1.9.4 | Reduction of disaster risk by inclusive approach | X | X | X |  | X | X |
| 1.9.5 | Rhythmic | X | X | X |  | X | X |
| 1.10.1 | School management and legal basis of educational system construction | X | X | X | X | X | X |
| 1.10.2 | Education policy and management | X | X | X |  | X | X |
| 1.10.3 | Theoretical and practical basics of education | X | X | X | X | X | X |
| 1.10.4 | Anthropology of education | X | X | X | X | X | X |
| 1.10.5 | Didactics of music | X | X | X |  | X | X |
| 2.1.1 | Methodological Bases of Introductory Course in Mathematics-1 | X | X | X |  | X | X |
| 2.1. 2 | Methodological Bases of Introductory Course in Mathematics-2 | X | X | X |  | X | X |
| 2.1.3 | Methodological Bases of Introductory Course in Mathematics-3 | X | X | X |  | X | X |
| 2.1.4 | Methodological Bases of Introductory Course in Mathematics-4 | X | X | X |  | X | X |
| 2.1.5 | Methodological Bases of Introductory Course in Mathematics-5 | X | X | X |  | X | X |
| 2.1.6 | General teaching methods of Introductory Course in Mathematics | X | X | X |  | X | X |
| 2.1.7 | Private teaching methods of Introductory Course in Mathematics-1 | X | X | X | X | X | X |
| 2.1.8 | Planning of mathematic lessons by innovative teaching methods in primary classes | X | X | X |  | X | X |
| 2.1.9 | General course of Georgian language 1 | X | X | X | X | X | X |
| 2.1.10 | General course of Georgian language 2 | X | X | X | X | X | X |
| 2.1.11 | General course of Georgian language 3 | X | X | X | X | X | X |
| 2.1.12 | General course of Georgian language 4 | X | X | X | X | X | X |
| 2.1.13 | General course of Georgian language 5 | X | X | X | X | X | X |
| 2.1.14 | Georgian language and literature teaching methods -1 | X | X |  |  | X | X |
| 2.1.15 | Georgian language and literature teaching methods-2 | X | X | X | X | X | X |
| 2.1.16 | Planning andConducting of Georgian language lessons in primary classes | X | X | X | X | X | X |
| 2.1.17 | Children's literature and oral language | X | X | X | X | X | X |
| 2.1.18 | Reading and writing strategies | X | X | X | X | X | X |
| 2.1.19 | Basics of Natural Sciences - 1 | X | X | X | X |  | X |
| 2.1.20 | Basics of Natural Sciences - 2 | X | X | X | X | X | X |
| 2.1.21 | Methodology of teaching natural science -1 | X | X | X | X | X | X |
| 2.1.22 | Information-Communicative Technologies and their use in training process - 1 | X | X |  | X | X | X |
| 2.1.23 | Information-Communicative Technologies and their use in training process - 2 | X | X |  | X | X | X |
| 2.2.1 | Georgian literature in V-VI classes | X | X | X | X | X | X |
| 2.2.2 | Methods of teaching Georgian language in V-VI classes | X | X | X | X | X | X |
| 2.2.3 | Methods of teaching Georgian literature in V-VI classes | X | X | X | X | X | X |
| 2.2.4 | Methodological Bases of Introductory Course in Mathematics-6 | X | X | X |  | X | X |
| 2.2.5 | Methodological Bases of Introductory Course in Mathematics-7 | X | X | X |  | X | X |
| 2.2.6 | Private teaching methods of Introductory Course in Mathematics-2 | X | X | X | X | X | X |
| 2.2.7 | Basics of Natural Sciences - 3 | X | X | X | X |  | X |
| 2.2.8 | Basics of Natural Sciences - 4 | X | X | X | X | X | X |
| 2.2.9 | Methodology of teaching natural science -2 | X | X | X | X | X | X |
| 2.3.1 | Introduction of modern pedagogical thinking | X | X | X |  | X | X |
| 2.3.2 | General Psychology | X | X | X |  | X |  |
| 2.3.3 | Age and pedagogical psychology | X | X | X |  | X | X |
| 2.3.4 | Developmental and Learning Theories | X | X |  |  | X | X |
| 2.3.5 | Didactic bases of building the learning process | X | X | X | X | X | X |
| 2.3.6 | Planning of the learning process, organization and the didactic basics of evaluation | X | X | X | X | X | X |
| 2.3.7 | Inclusive Education | X | X | X | X | X | X |
| 2.3.8 | Class management and effective communication | X | X | X | X | X | X |
| 2.3.9 | Characteristics and ethics of the teacher's professional development | X | X |  |  | X | X |
| 2.3.10 | Research, innovative methods of research in education | X | X | X | X | X | X |
| 3.1 | School Practice 1 (I-IV Classes) | X | X | X | X | X | X |
| 3.2 | School Practice 2 (V-VI Classes) | X | X | X | X | X | X |
| 3.3 | Practice-based research in a variety of learning environments | X | X | X | X | X | X |
| 3.4 | Research diagnosis and differentiated approach | X | X | X |  | X | X |
| 3.5 | Teacher Professional Development Research Skills | X | X | X | X | X | X |
| 3.6 | Master Thesis | X | X | X | X | X | X |

**Attachment 3**

**Connection Between Program Learning Outcomes and Training Courses in the Program**

**Disciplines of Free choice module**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program Learning Outcomes** | | **Training course number** | | | | | | | | | | | | | | | | | |
| **1.1** | **1.2** | **1.3** | **1.4** | **1.5** | **1.6** | **1.7** | **1.8** | **1.9.1** | **1.9.2** | **1.9.3** | **1.9.4** | **1.9.5** | **1.10.1** | **1.10.2** | **1.10.3** | **1.10.4** | **1.10.5** |
| **1. Knowledge and Understanding** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.1** | **For the purpose of formation of a positive learning environment:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.1.1** | Knows and determines the basic principles of differentiated approaches in the learning process. |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |
| **1.1.2** | Knows how to create a student's motivated learning environment - physical, social-emotional and cognitive; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |
| **1.1.3** | Knows and identifies how to create an inclusive and friendly learning environment for learning and pupils; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.1.4** | Knows and describes class management and effective strategies for conflict prevention and settlement; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.1.5** | Knows the basic factors that support the establishment of collaborative culture in school and realizes the importance of environmental cooperation in improving the quality of their professional development and learning. |  |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  | √ | √ |  |
| **1.2** | **For planning, conducting and evaluating the learning process oriented towards learning outcomes and pupils:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.2.1** | Know and describe national goals of general education, national curriculum, subjective standards of Georgian language and literature, mathematics and natural sciences of primary level; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.2.2** | Knows and describes the age and the individual peculiarities of the development of the child; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |
| **1.2.3** | Knows and determines the methods, ways and means of teaching Georgian language and literature, mathematics and natural sciences in primary classes; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.2.4** | Knows the general education framework and planning the student and the resulting oriented learning process based on the document; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |
| **1.2.5** | Knows how to search and create educational print and ICT resources targeted in its learning process; |  |  |  |  |  |  |  |  |  |  | √ |  |  |  | √ |  |  |  |
| **1.2.6** | Lists the personality development and education theories, understand their importance in planning and conducting the learning process and in the resulting oriented learning process; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.2.7** | Knows and lists the main approaches of development of basic academic and social-emotional skills in students; |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |
| **1.2.8** | Knows the diverse, student-oriented strategies for learning and teaching and the prospects of their use; |  |  |  |  |  |  | √ |  | √ |  |  |  |  |  |  |  |  |  |
| **1.2.9** | Defines the goals and principles of sustainable development, recognizes the importance of teaching the principles of sustainable development in the formation of a person, and upbringing a citizen with responsibility for social and natural environment; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |
| **1.2.10** | Understands and describes the role and importance of extracurricular activities for students' motivation, learning and multilateral development; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.2.11** | Knows and makes the student's assessment within the National Curriculum (Including students with a special educational needs); |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |
| **1.2.12** | Knows and lists assessment types, principles and methods. Knows and defines how to analyze the results of the assessment; |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |
| **1.2.13** | Knows and establishes the basic principles of assessment criteria and drawings |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |
| **1.3** | **For caring for professional development:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.3.1** | Knows and describes the basic principles, forms and ways of professional development; |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.3.2** | Knows and describes the results of modern trends and studies in education sciences; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.3.3** | Knows and defines the methods of research of education science and the possibilities of their use; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.3.4** | Knows and explains practice research specificity, peculiarities of conducting and predicts the importance of the use of research results in improving the quality of their professional development and learning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2. Applying knowledge** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.1** | **For the purpose of formation of a positive learning environment:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.1.1** | Creates a positive learning environment in the individual, special needs, and cultural diversity of the students and facilitate the integration of each student in the class and their motivation; |  |  |  |  |  |  | √ | √ |  | √ | √ |  |  |  |  | √ |  |  |
| **2.1.2** | Creates a safe and free learning environment for the personal, social-emotional and cognitive development of each student; |  |  |  |  |  |  |  |  | √ | √ |  |  |  |  |  |  |  |  |
| **2.1.3** | Uses the child's development and individual peculiarities; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |
| **2.1.4** | Uses the methods, ways and principles of teaching Georgian language and literature, mathematics and natural sciences in primary classes; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.1.5** | Integrates the students with a special educational needs on the basis of recommendations of specialists in the learning environment; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Program Learning Outcomes** | | **Training course number** | | | | | | | | | | | | | | | | | |
| **1.1** | **1.2** | **1.3** | **1.4** | **1.5** | **1.6** | **1.7** | **1.8** | **1.9.1** | **1.9.2** | **1.9.3** | **1.9.4** | **1.9.5** | **1.10.1** | **1.10.2** | **1.10.3** | **1.10.4** | **1.10.5** |
| **2.1.6** | Uses class management strategies in practice; |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |
| **2.1.7** | Analyzes and adequately reacts to the causings of the conflicts in the class; |  |  |  |  |  |  |  |  |  | √ |  |  |  | √ |  |  |  |  |
| **2.1.8** | Uses the strategies to facilitate the establishment of positive relationships between students in practice taking into consideration their individual differences; |  |  |  |  |  |  | √ |  |  | √ |  |  |  |  |  |  |  | √ |
| **2.1.9** | Facilitates the involvement of parents (with other legal representatives) to educate the learners; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |
| **2.2.** | **For planning, conducting and evaluating the learning process oriented towards learning outcomes and pupils:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.2.1** | Establishes long-term and short-term study plans with regard to national goals of general education, national curriculum, school priorities and needs of pupils; |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |
| **2.2.2** | Plans a lesson based on all components and connections. In planning, taking into account the internal and interrelated links; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |
| **2.2.3** | Sets the individual curriculum for pupils with special education needs with the involvement of relevant specialists; |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |
| **2.2.4** | Develops and uses auxiliary resources and ICT technologies in accordance with the purpose of the curriculum and the needs of the students of a particular class. | √ | √ | √ |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.2.5** | Develops digital citizenship skills in pupils; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.2.6** | Effectively uses personality development and education theories in the learning process; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.2.7** | Chooses and uses motivation strategies to observe students' individual progress and take into consideration their interests; |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |
| **2.2.8** | Facilitates development of basic academic and social-emotional skills in pupils with regard to their age and individual peculiarities; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.2.9** | Uses a variety of strategies for learning and teaching in practice; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.2.10** | Integration into sustainable development principles in studying topics within the teaching process; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.2.11** | Plans extracurricular activities (club, training, and social projects), taking into consideration the interests and capabilities of students. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |
| **2.2.12** | Purposefully uses the methods of assessing pupils To assess each student's progress and achievement; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.2.13** | Effectively utilizes an assessment for each student's cognitive and personal development; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.3** | **For caring for professional development:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.3.1** | Handles a complex, consistent and critical analysis of their own practice based on self-assessment, feedback from parents colleagues, directives, students, and analysis of needs of pupils - identify the strengths and weaknesses and plan relevant measures for professional development; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.3.2** | Gains and uses knowledge in the field of education, tendencies and modern research for their own professional development and pedagogical practice |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |  | √ |  |  |
| **2.3.3** | Able to plan research, create / search, implement and / or incorporate students into research projects; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.3.4** | Identifies, analyzes, plans and implements the relevant interventions and assesstheir efficiency based on the analysis of school practice; |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3. Making judgement** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.1** | Independently analyzes, criticizes and uses complex, incomplete and contradictory data in the learning / teaching process; |  |  |  | √ |  |  |  |  |  | √ | √ |  |  |  |  |  |  |  |
| **3.2** | Analyzes and criticizes new information in the field, brings evidence and / or opposing arguments based on their synthesis and conclusion; |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.3** | Elaborates on specific criteria based on different strategies in the learning / teaching process and uses it to plan-implement assessment of learning outcomes; |  |  |  |  |  |  |  |  | √ |  |  |  | √ |  |  |  |  | √ |
| **3.4** | Summarizes the data obtained from the results of oral and written learning/teaching assessment to improve teaching; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.5** | Quantitative reasoning skills have been developed, is able to analyze, judge and prepare recommendations for information provided in quantitative form (tables, diagrams, mathematical expressions). Solves the quantitative tasks of applied character. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4. Communication skill** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4.1** | Creates an opinion and can communicate, including issues related to specific field with specialists and non-specialists in foreign languages; | √ | √ | √ | √ |  | √ | √ |  |  |  |  | √ |  |  |  | √ |  |  |
| **4.2** | Is able to analyze, synthesize and retrieve information from sectoral literature; |  |  |  | √ |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |
| **Program Learning Outcomes** | | **Training course number** | | | | | | | | | | | | | | | | | |
| **1.1** | **1.2** | **1.3** | **1.4** | **1.5** | **1.6** | **1.7** | **1.8** | **1.9.1** | **1.9.2** | **1.9.3** | **1.9.4** | **1.9.5** | **1.10.1** | **1.10.2** | **1.10.3** | **1.10.4** | **1.10.5** |
| **4.3** | Owns and uses modern information and communication technologies, has the ability to use the Internet and other electronic sources for communication and finding information, independently acquiring new information technologies; |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |  |  |  | √ |
| **4.4** | Cooperates and effectively communicates with pupils, parents and colleagues, for conflict prevention and settlement; |  |  |  |  |  |  |  | √ |  | √ |  |  |  |  |  |  |  |  |
| **4.5** | Ability to work with team. |  |  | √ | √ |  |  |  |  |  |  | √ | √ |  |  |  |  |  |  |
| **5. Learning skill** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.1** | Graduates can manage their own learning process using a wide range of educational and informational resources; |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |  | √ |  |  |
| **5.2** | Recognizes the necessity of continuous renewal of knowledge; |  | √ | √ | √ | √ |  |  |  |  | √ |  |  |  |  |  |  |  |  |
| **5.3** | Is able to evaluate their own knowledge and skills; |  |  |  | √ |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |
| **5.4** | Has a professional subordination / adaptation ability; |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |
| **6. Values** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6.1** | Recognizes the importance of inclusive education and motivation of pupils for the creation of a positive, secure / conflict-free learning environment; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6.2** | Recognizes the importance of cooperation with students, parents, colleagues and community for the formation of a safe (physical, social and emotional) learning environment. |  |  |  |  |  |  | √ |  |  | √ |  |  |  |  |  |  |  | √ |
| **6.3** | Recognizes that the general education framework documents and knowledge accumulated in education science are basics of pedagogic activities. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6.4** | Every student is important as a person. It believes that the use of a differentiated approach will facilitate the growth of motivation for students as well as their personal and cognitive development, and their integration into the school community. |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |  |
| **6.5** | Holds the provisions of major national and international legal documents related to the field of activity (Convention on the Rights of the Child, Human rights declaration, Law on General Education, National Curriculum, Professional standard of teacher, Teacher Professional Ethics Code and etc.) consider them in the study process and seek to establish them; |  |  |  |  |  |  | √ |  |  |  |  |  |  |  | √ |  |  |  |
| **6.6** | Participate in the development of liberal values, have the ability to intellectually and ethically assess events; |  |  |  |  |  |  | √ |  | √ |  |  |  |  |  |  |  | √ |  |
| **6.7** | Prevents the plagiarism, in accordance with the citation of other papers and referencing rules; |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6.8** | Focuses on sustainable vocational development and different ways of innovation and implementation in their practice; | √ | √ | √ | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6.9** | Recognizes the importance of studying the research-based schooling practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Disciplines of Subjects and methodical modules of the subjective group of primary level in general education**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program Learning Outcomes** | | **Training course number** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **2.1.1** | **2.1.2** | **2.1.3** | **2.1.4** | **2.1.5** | **2.1.6** | **2.1.7** | **2.1.8** | **2.1.9** | **2.1.10** | **2.1.11** | **2.1.12** | **2.1.13** | **2.1.14** | **2.1.15** | **2.1.16** | **2.1.17** | **2.1.18** | **2.1.19** | **2.1.20** | **2.1.21** | **2.1.22** | **2.1.23** | **2.2.1** | **2.2.2** | **2.2.3** | **2.2.4** | **2.2.5** | **2.2.6** | **2.2.7** | **2.2.8** | **2.2.9** | **2.3.1** | **2.3.2** | **2.3.3** | **2.3.4** | **2.3.5** | **2.3.6** | **2.3.7** | **2.3.8** | **2.3.9** | **2.3.10** |
| **1. Knowledge and Understanding** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.1** | **For the purpose of formation of a positive learning environment:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.1.1** | Knows and determines the basic principles of differentiated approaches in the learning process. |  |  |  |  |  | √ | √ | √ |  |  |  |  |  | √ | √ | √ | √ | √ |  |  | √ |  |  | √ | √ | √ | √ | √ | √ |  |  |  |  |  |  |  | √ | √ | √ | √ |  | √ |
| **1.1.2** | Knows how to create a student's motivated learning environment - physical, social-emotional and cognitive; |  |  |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  | √ | √ |  |  |  |  |  | √ |  |  |  |  |  |  |  |  | √ |  | √ | √ | √ | √ |  | √ | √ |  |
| **1.1.3** | Knows and identifies how to create an inclusive and friendly learning environment for learning and pupils; |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ | √ | √ |  |
| **1.1.4** | Knows and describes class management and effective strategies for conflict prevention and settlement; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |
| **1.1.5** | Knows the basic factors that support the establishment of collaborative culture in school and realizes the importance of environmental cooperation in improving the quality of their professional development and learning. |  |  |  |  |  | √ | √ | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  | √ |  |  |  |  |  | √ |  | √ |  |
| **1.2** | **For planning, conducting and evaluating the learning process oriented towards learning outcomes and pupils:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  | √ | √ |
| **1.2.1** | Know and describe national goals of general education, national curriculum, subjective standards of Georgian language and literature, mathematics and natural sciences of primary level; | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |  |  | √ |  |  |  | √ | √ | √ | √ | √ |  |  | √ |  |  |  |  |  |  |  |  |  |  |
| **1.2.2** | Knows and describes the age and the individual peculiarities of the development of the child; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  | √ |  | √ |  | √ | √ |  | √ | √ |  |
| **1.2.3** | Knows and determines the methods, ways and means of teaching Georgian language and literature, mathematics and natural sciences in primary classes; |  |  |  |  |  | √ | √ | √ |  |  |  |  |  | √ | √ | √ |  | √ |  | √ |  |  |  | √ |  | √ | √ | √ | √ |  |  | √ |  |  |  |  |  |  |  |  |  |  |
| **1.2.4** | Knows the general education framework and planning the student and the resulting oriented learning process based on the document; |  |  |  |  |  | √ | √ | √ |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.2.5** | Knows how to search and create educational print and ICT resources targeted in its learning process; |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  | √ | √ |  |  |  |  | √ | √ | √ |  |  | √ |  |  |  |  |  | √ | √ |  |  |  |  |  |  |  |  |  |
| **1.2.6** | Lists the personality development and education theories, understand their importance in planning and conducting the learning process and in the resulting oriented learning process; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |
| **1.2.7** | Knows and lists the main approaches of development of basic academic and social-emotional skills in students; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |
| **Program Learning Outcomes** | | **Training course number** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **2.1.1** | **2.1.2** | **2.1.3** | **2.1.4** | **2.1.5** | **2.1.6** | **2.1.7** | **2.1.8** | **2.1.9** | **2.1.10** | **2.1.11** | **2.1.12** | **2.1.13** | **2.1.14** | **2.1.15** | **2.1.16** | **2.1.17** | **2.1.18** | **2.1.19** | **2.1.20** | **2.1.21** | **2.1.22** | **2.1.23** | **2.2.1** | **2.2.2** | **2.2.3** | **2.2.4** | **2.2.5** | **2.2.6** | **2.2.7** | **2.2.8** | **2.2.9** | **2.3.1** | **2.3.2** | **2.3.3** | **2.3.4** | **2.3.5** | **2.3.6** | **2.3.7** | **2.3.8** | **2.3.9** | **2.3.10** |
| **1.2.8** | Knows the diverse, student-oriented strategies for learning and teaching and the prospects of their use; |  |  |  |  |  | √ | √ | √ |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  | √ | √ |  |  |  | √ |  |  |  |  |  |  | √ |  |  |
| **1.2.9** | Defines the goals and principles of sustainable development, recognizes the importance of teaching the principles of sustainable development in the formation of a person, and upbringing a citizen with responsibility for social and natural environment; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |
| **1.2.10** | Understands and describes the role and importance of extracurricular activities for students' motivation, learning and multilateral development; |  |  |  |  |  | √ | √ | √ |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |  |  |  |  |  |  |  | √ | √ | √ |  |
| **1.2.11** | Knows and makes the student's assessment within the National Curriculum (Including students with a special educational needs); |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |
| **1.2.12** | Knows and lists assessment types, principles and methods. Knows and defines how to analyze the results of the assessment; |  |  |  |  |  | √ | √ | √ |  |  |  |  |  |  | √ | √ |  | √ |  |  |  |  |  | √ |  |  |  | √ | √ |  |  |  |  |  |  |  |  | √ | √ |  |  |  |
| **1.2.13** | Knows and establishes the basic principles of assessment criteria and drawings |  |  |  |  |  | √ | √ | √ |  |  |  |  |  |  | √ |  |  | √ |  |  | √ |  |  |  |  |  |  | √ | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.3** | **For caring for professional development:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.3.1** | Knows and describes the basic principles, forms and ways of professional development; |  |  |  |  |  | √ | √ | √ |  |  |  |  |  | √ | √ |  |  |  |  |  |  |  |  |  | √ |  |  |  | √ |  |  |  |  | √ |  |  |  |  |  |  | √ |  |
| **1.3.2** | Knows and describes the results of modern trends and studies in education sciences; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |
| **1.3.3** | Knows and defines the methods of research of education science and the possibilities of their use; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  | √ |
| **1.3.4** | Knows and explains practice research specificity, peculiarities of conducting and predicts the importance of the use of research results in improving the quality of their professional development and learning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2. Applying knowledge** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.1** | **For the purpose of formation of a positive learning environment:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.1.1** | Creates a positive learning environment in the individual, special needs, and cultural diversity of the students and facilitate the integration of each student in the class and their motivation; |  |  |  |  |  | √ | √ | √ |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  | √ | √ |  |  | √ |  |  |  | √ |  |  |  |  |  | √ | √ |  |  |
| **2.1.2** | Creates a safe and free learning environment for the personal, social-emotional and cognitive development of each student; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |
| **2.1.3** | Uses the child's development and individual peculiarities; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  | √ | √ |  |  |  |  | √ |  |
| **2.1.4** | Uses the methods, ways and principles of teaching Georgian language and literature, mathematics and natural sciences in primary classes; |  |  |  |  |  |  | √ | √ |  |  |  |  |  | √ | √ | √ |  | √ |  |  | √ |  |  | √ | √ | √ |  |  | √ |  |  | √ |  |  |  |  |  |  |  |  |  |  |
| **Program Learning Outcomes** | | **Training course number** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **2.1.1** | **2.1.2** | **2.1.3** | **2.1.4** | **2.1.5** | **2.1.6** | **2.1.7** | **2.1.8** | **2.1.9** | **2.1.10** | **2.1.11** | **2.1.12** | **2.1.13** | **2.1.14** | **2.1.15** | **2.1.16** | **2.1.17** | **2.1.18** | **2.1.19** | **2.1.20** | **2.1.21** | **2.1.22** | **2.1.23** | **2.2.1** | **2.2.2** | **2.2.3** | **2.2.4** | **2.2.5** | **2.2.6** | **2.2.7** | **2.2.8** | **2.2.9** | **2.3.1** | **2.3.2** | **2.3.3** | **2.3.4** | **2.3.5** | **2.3.6** | **2.3.7** | **2.3.8** | **2.3.9** | **2.3.10** |
| **2.1.5** | Integrates the students with a special educational needs on the basis of recommendations of specialists in the learning environment; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |
| **2.1.6** | Uses class management strategies in practice; |  |  |  |  |  | √ |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.1.7** | Analyzes and adequately reacts to the causings of the conflicts in the class; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |
| **2.1.8** | Uses the strategies to facilitate the establishment of positive relationships between students in practice taking into consideration their individual differences; |  |  |  |  |  | √ | √ | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  | √ |  |  |  |  |  |  | √ |  |  |
| **2.1.9** | Facilitates the involvement of parents (with other legal representatives) to educate the learners; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |
| **2.2.** | **For planning, conducting and evaluating the learning process oriented towards learning outcomes and pupils:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.2.1** | Establishes long-term and short-term study plans with regard to national goals of general education, national curriculum, school priorities and needs of pupils; |  |  |  |  |  | √ | √ | √ |  |  |  |  |  | √ | √ | √ |  | √ |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  | √ |  | √ |  |  |
| **2.2.2** | Plans a lesson based on all components and connections. In planning, taking into account the internal and interrelated links; |  |  |  |  |  | √ | √ | √ |  |  |  |  |  | √ |  | √ |  |  |  |  | √ | √ |  |  |  |  |  |  | √ |  | √ |  |  |  |  |  |  | √ |  |  |  |  |
| **2.2.3** | Sets the individual curriculum for pupils with special education needs with the involvement of relevant specialists; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |
| **2.2.4** | Develops and uses auxiliary resources and ICT technologies in accordance with the purpose of the curriculum and the needs of the students of a particular class. |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  | √ |  |  |  |  | √ | √ |  |  |  | √ |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.2.5** | Develops digital citizenship skills in pupils; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |
| **2.2.6** | Effectively uses personality development and education theories in the learning process; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  | √ |  |  |  |  |  |  |
| **2.2.7** | Chooses and uses motivation strategies to observe students' individual progress and take into consideration their interests; |  |  |  |  |  | √ | √ | √ |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  | √ |  |  |  |  | √ |  |  |  |  |  |  | √ |  |  | √ | √ |  |  |
| **2.2.8** | Facilitates development of basic academic and social-emotional skills in pupils with regard to their age and individual peculiarities; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |
| **2.2.9** | Uses a variety of strategies for learning and teaching in practice; |  |  |  |  |  |  | √ | √ |  |  |  |  |  | √ | √ | √ | √ |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  | √ |  |  |  | √ |  |  |
| **Program Learning Outcomes** | | **Training course number** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **2.1.1** | **2.1.2** | **2.1.3** | **2.1.4** | **2.1.5** | **2.1.6** | **2.1.7** | **2.1.8** | **2.1.9** | **2.1.10** | **2.1.11** | **2.1.12** | **2.1.13** | **2.1.14** | **2.1.15** | **2.1.16** | **2.1.17** | **2.1.18** | **2.1.19** | **2.1.20** | **2.1.21** | **2.1.22** | **2.1.23** | **2.2.1** | **2.2.2** | **2.2.3** | **2.2.4** | **2.2.5** | **2.2.6** | **2.2.7** | **2.2.8** | **2.2.9** | **2.3.1** | **2.3.2** | **2.3.3** | **2.3.4** | **2.3.5** | **2.3.6** | **2.3.7** | **2.3.8** | **2.3.9** | **2.3.10** |
| **2.2.10** | Integration into sustainable development principles in studying topics within the teaching process; |  |  |  |  |  | √ | √ | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |  | √ |  |  |
| **2.2.11** | Plans extracurricular activities (club, training, and social projects), taking into consideration the interests and capabilities of students. |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  | √ |  | √ |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  | √ | √ |  |  |  |
| **2.2.12** | Purposefully uses the methods of assessing pupils To assess each student's progress and achievement; |  |  |  |  |  | √ | √ | √ |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  | √ | √ | √ |  | √ |  |  |  | √ |  |  |  |  |  |  |  |  |  |
| **2.2.13** | Effectively utilizes an assessment for each student's cognitive and personal development; |  |  |  |  |  | √ | √ | √ |  |  |  |  |  |  | √ |  | √ |  |  |  | √ |  |  |  | √ | √ | √ |  | √ |  |  | √ |  |  |  |  |  |  | √ |  |  |  |
| **2.3** | **For caring for professional development:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.3.1** | Handles a complex, consistent and critical analysis of their own practice based on self-assessment, feedback from parents colleagues, directives, students, and analysis of needs of pupils - identify the strengths and weaknesses and plan relevant measures for professional development; |  |  |  |  |  |  | √ | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  | √ | √ |  |  |
| **2.3.2** | Gains and uses knowledge in the field of education, tendencies and modern research for their own professional development and pedagogical practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  | √ |  |  |
| **2.3.3** | Able to plan research, create / search, implement and / or incorporate students into research projects; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  | √ |  |  |  |  |  | √ |
| **2.3.4** | Identifies, analyzes, plans and implements the relevant interventions and assesstheir efficiency based on the analysis of school practice; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |
| **3. Making judgement** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.1** | Independently analyzes, criticizes and uses complex, incomplete and contradictory data in the learning / teaching process; | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |  |  |  |  |  |  | √ |  | √ | √ | √ |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |
| **3.2** | Analyzes and criticizes new information in the field, brings evidence and / or opposing arguments based on their synthesis and conclusion; | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |  |  |  |  |  |  |  |  | √ |  | √ |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |  | √ |
| **3.3** | Elaborates on specific criteria based on different strategies in the learning / teaching process and uses it to plan-implement assessment of learning outcomes; |  |  |  |  |  |  | √ | √ |  |  |  |  |  |  | √ | √ | √ | √ |  |  |  |  |  | √ | √ | √ |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Program Learning Outcomes** | | **Training course number** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **2.1.1** | **2.1.2** | **2.1.3** | **2.1.4** | **2.1.5** | **2.1.6** | **2.1.7** | **2.1.8** | **2.1.9** | **2.1.10** | **2.1.11** | **2.1.12** | **2.1.13** | **2.1.14** | **2.1.15** | **2.1.16** | **2.1.17** | **2.1.18** | **2.1.19** | **2.1.20** | **2.1.21** | **2.1.22** | **2.1.23** | **2.2.1** | **2.2.2** | **2.2.3** | **2.2.4** | **2.2.5** | **2.2.6** | **2.2.7** | **2.2.8** | **2.2.9** | **2.3.1** | **2.3.2** | **2.3.3** | **2.3.4** | **2.3.5** | **2.3.6** | **2.3.7** | **2.3.8** | **2.3.9** | **2.3.10** |
| **3.4** | Summarizes the data obtained from the results of oral and written learning/teaching assessment to improve teaching; |  |  |  |  |  | √ | √ | √ |  |  |  |  |  |  | √ | √ | √ |  |  |  |  |  |  |  |  | √ | √ | √ |  |  |  |  | √ |  |  |  |  |  |  | √ |  |  |
| **3.5** | Quantitative reasoning skills have been developed, is able to analyze, judge and prepare recommendations for information provided in quantitative form (tables, diagrams, mathematical expressions). Solves the quantitative tasks of applied character. | √ | √ | √ | √ | √ | √ |  |  |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  | √ | √ |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  | √ |
| **4. Communication skill** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4.1** | Creates an opinion and can communicate, including issues related to specific field with specialists and non-specialists in foreign languages; |  |  |  |  |  |  | √ | √ | √ | √ | √ | √ | √ | √ |  |  |  |  | √ | √ |  |  |  | √ | √ | √ |  |  | √ | √ | √ |  |  |  |  |  |  |  |  |  |  | √ |
| **4.2** | Is able to analyze, synthesize and retrieve information from sectoral literature; |  |  |  |  |  |  |  |  | √ | √ | √ | √ | √ |  | √ |  | √ |  |  |  |  |  |  | √ | √ | √ |  |  |  |  |  |  | √ |  |  | √ |  |  |  |  |  |  |
| **4.3** | Owns and uses modern information and communication technologies, has the ability to use the Internet and other electronic sources for communication and finding information, independently acquiring new information technologies; |  |  |  |  |  |  |  |  | √ | √ | √ | √ | √ | √ | √ | √ | √ |  |  |  |  | √ | √ | √ | √ | √ |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  | √ |
| **4.4** | Cooperates and effectively communicates with pupils, parents and colleagues, for conflict prevention and settlement; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  | √ |  |  |
| **4.5** | Ability to work with team. |  |  |  |  |  |  |  |  | √ | √ | √ | √ | √ | √ | √ |  | √ |  |  |  |  |  |  | √ |  | √ |  |  |  |  |  |  | √ |  |  |  | √ | √ | √ | √ |  |  |
| **5. Learning skill** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.1** | Graduates can manage their own learning process using a wide range of educational and informational resources; |  |  |  |  |  |  |  | √ | √ | √ | √ | √ | √ |  |  | √ |  | √ |  |  | √ | √ | √ |  |  |  |  |  |  |  |  |  |  |  |  | √ | √ | √ |  |  |  |  |
| **5.2** | Recognizes the necessity of continuous renewal of knowledge; |  |  |  |  |  |  |  |  | √ | √ | √ | √ | √ |  |  | √ | √ |  |  | √ |  |  |  | √ | √ | √ |  |  |  |  |  |  |  |  |  | √ | √ | √ |  |  |  |  |
| **5.3** | Is able to evaluate their own knowledge and skills; | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |  |  | √ |  | √ |  |  |  |  |  | √ | √ |  |  |  | √ |  |  |  | √ |  |  | √ | √ | √ |  |  |  |  |
| **5.4** | Has a professional subordination / adaptation ability; |  |  |  |  |  |  |  |  |  | √ | √ |  |  |  |  |  | √ |  |  |  |  |  |  | √ |  | √ |  |  |  |  |  |  |  |  |  |  | √ | √ | √ | √ |  |  |
| **6. Values** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6.1** | Recognizes the importance of inclusive education and motivation of pupils for the creation of a positive, secure / conflict-free learning environment; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |
| **6.2** | Recognizes the importance of cooperation with students, parents, colleagues and community for the formation of a safe (physical, social and emotional) learning environment. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ | √ |  |  |
| **Program Learning Outcomes** | | **Training course number** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **2.1.1** | **2.1.2** | **2.1.3** | **2.1.4** | **2.1.5** | **2.1.6** | **2.1.7** | **2.1.8** | **2.1.9** | **2.1.10** | **2.1.11** | **2.1.12** | **2.1.13** | **2.1.14** | **2.1.15** | **2.1.16** | **2.1.17** | **2.1.18** | **2.1.19** | **2.1.20** | **2.1.21** | **2.1.22** | **2.1.23** | **2.2.1** | **2.2.2** | **2.2.3** | **2.2.4** | **2.2.5** | **2.2.6** | **2.2.7** | **2.2.8** | **2.2.9** | **2.3.1** | **2.3.2** | **2.3.3** | **2.3.4** | **2.3.5** | **2.3.6** | **2.3.7** | **2.3.8** | **2.3.9** | **2.3.10** |
| **6.3** | Recognizes that the general education framework documents and knowledge accumulated in education science are basics of pedagogic activities. | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |  |  |  |  |  |  | √ | √ | √ | √ | √ | √ |  |  |  |  |  |  | √ | √ | √ |  | √ |  |  |
| **6.4** | Every student is important as a person. It believes that the use of a differentiated approach will facilitate the growth of motivation for students as well as their personal and cognitive development, and their integration into the school community. |  |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |  |  | √ |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  | √ | √ | √ | √ | √ |  |  |
| **6.5** | Holds the provisions of major national and international legal documents related to the field of activity (Convention on the Rights of the Child, Human rights declaration, Law on General Education, National Curriculum, Professional standard of teacher, Teacher Professional Ethics Code and etc.) consider them in the study process and seek to establish them; | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |  | √ |  |  |  |  |  |  | √ | √ | √ | √ | √ | √ |  |  |  |  |  |  |  |  |  | √ |  |  | **√** |
| **6.6** | Participate in the development of liberal values, have the ability to intellectually and ethically assess events; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  | √ |  |  |  |  |  |  |  | √ |  |  |  |  |  |  | √ |  |  |  |  |  | √ |  |  |  |
| **6.7** | Prevents the plagiarism, in accordance with the citation of other papers and referencing rules; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |
| **6.8** | Focuses on sustainable vocational development and different ways of innovation and implementation in their practice; | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |  |  |  |  |  |  |  |  |  |  |  | √ |  |  |  |  |  |  |  | √ | √ |  | √ |  |  |
| **6.9** | Recognizes the importance of studying the research-based schooling practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | √ |  | **√** |

**Disciplines of School Practice and Practice Research Module**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Program Learning Outcomes** | | **Training course number** | | | | | |
| **3.1** | **3.2** | **3.3** | **3.4** | **3.5** | **3.6** |
| **1. Knowledge and Understanding** | |  |  |  |  |  |  |
| **1.1** | **For the purpose of formation of a positive learning environment:** |  |  |  |  |  |  |
| **1.1.1** | Knows and determines the basic principles of differentiated approaches in the learning process. | √ | √ |  | √ |  |  |
| **1.1.2** | Knows how to create a student's motivated learning environment - physical, social-emotional and cognitive; | √ | √ |  | √ |  |  |
| **1.1.3** | Knows and identifies how to create an inclusive and friendly learning environment for learning and pupils; |  |  |  |  |  |  |
| **1.1.4** | Knows and describes class management and effective strategies for conflict prevention and settlement; |  |  |  |  |  |  |
| **1.1.5** | Knows the basic factors that support the establishment of collaborative culture in school and realizes the importance of environmental cooperation in improving the quality of their professional development and learning. |  |  | √ |  |  |  |
| **1.2** | **For planning, conducting and evaluating the learning process oriented towards learning outcomes and pupils:** |  |  |  |  |  |  |
| **1.2.1** | Know and describe national goals of general education, national curriculum, subjective standards of Georgian language and literature, mathematics and natural sciences of primary level; | √ | √ |  |  |  |  |
| **1.2.2** | Knows and describes the age and the individual peculiarities of the development of the child; |  |  |  |  |  |  |
| **1.2.3** | Knows and determines the methods, ways and means of teaching Georgian language and literature, mathematics and natural sciences in primary classes; |  |  |  |  |  |  |
| **1.2.4** | Knows the general education framework and planning the student and the resulting oriented learning process based on the document; | √ | √ |  |  |  |  |
| **1.2.5** | Knows how to search and create educational print and ICT resources targeted in its learning process; |  |  |  |  |  |  |
| **1.2.6** | Lists the personality development and education theories, understand their importance in planning and conducting the learning process and in the resulting oriented learning process; |  |  |  | √ |  |  |
| **1.2.7** | Knows and lists the main approaches of development of basic academic and social-emotional skills in students; |  |  |  |  |  |  |
| **1.2.8** | Knows the diverse, student-oriented strategies for learning and teaching and the prospects of their use; |  |  |  |  |  |  |
| **1.2.9** | Defines the goals and principles of sustainable development, recognizes the importance of teaching the principles of sustainable development in the formation of a person, and upbringing a citizen with responsibility for social and natural environment; |  |  |  |  | √ |  |
| **1.2.10** | Understands and describes the role and importance of extracurricular activities for students' motivation, learning and multilateral development; | √ | √ |  |  |  |  |
| **1.2.11** | Knows and makes the student's assessment within the National Curriculum (Including students with a special educational needs); | √ | √ |  |  |  |  |
| **1.2.12** | Knows and lists assessment types, principles and methods. Knows and defines how to analyze the results of the assessment; |  |  | √ |  | √ |  |
| **1.2.13** | Knows and establishes the basic principles of assessment criteria and drawings | √ | √ | √ |  |  |  |
| **1.3** | **For caring for professional development:** |  |  |  |  |  |  |
| **1.3.1** | Knows and describes the basic principles, forms and ways of professional development; |  |  | √ |  | √ | √ |
| **1.3.2** | Knows and describes the results of modern trends and studies in education sciences; |  |  |  | √ | √ | √ |
| **1.3.3** | Knows and defines the methods of research of education science and the possibilities of their use; |  |  |  | √ | √ | √ |
| **1.3.4** | Knows and explains practice research specificity, peculiarities of conducting and predicts the importance of the use of research results in improving the quality of their professional development and learning. |  |  | √ |  | √ | √ |
| **2. Applying knowledge** | |  |  |  |  |  |  |
| **2.1** | **For the purpose of formation of a positive learning environment:** |  |  |  |  |  |  |
| **2.1.1** | Creates a positive learning environment in the individual, special needs, and cultural diversity of the students and facilitate the integration of each student in the class and their motivation; | √ | √ |  |  |  |  |
| **2.1.2** | Creates a safe and free learning environment for the personal, social-emotional and cognitive development of each student; |  |  |  |  |  |  |
| **2.1.3** | Uses the child's development and individual peculiarities; |  |  |  |  |  |  |
| **2.1.4** | Uses the methods, ways and principles of teaching Georgian language and literature, mathematics and natural sciences in primary classes; | √ | √ |  |  |  |  |
| **2.1.5** | Integrates the students with a special educational needs on the basis of recommendations of specialists in the learning environment; | √ | √ |  |  |  |  |
| **2.1.6** | Uses class management strategies in practice; |  |  |  |  |  |  |
| **2.1.7** | Analyzes and adequately reacts to the causings of the conflicts in the class; |  |  |  |  |  |  |
| **2.1.8** | Uses the strategies to facilitate the establishment of positive relationships between students in practice taking into consideration their individual differences; |  |  |  | √ |  |  |
| **2.1.9** | Facilitates the involvement of parents (with other legal representatives) to educate the learners; | √ | √ |  |  |  |  |
| **2.2.** | **For planning, conducting and evaluating the learning process oriented towards learning outcomes and pupils:** |  |  |  |  |  |  |
| **Program Learning Outcomes** | | **Training course number** | | | | | |
| **3.1** | **3.2** | **3.3** | **3.4** | **3.5** | **3.6** |
| **2.2.1** | Establishes long-term and short-term study plans with regard to national goals of general education, national curriculum, school priorities and needs of pupils; |  |  |  |  |  |  |
| **2.2.2** | Plans a lesson based on all components and connections. In planning, taking into account the internal and interrelated links; | √ | √ |  |  |  |  |
| **2.2.3** | Sets the individual curriculum for pupils with special education needs with the involvement of relevant specialists; |  |  |  |  |  |  |
| **2.2.4** | Develops and uses auxiliary resources and ICT technologies in accordance with the purpose of the curriculum and the needs of the students of a particular class. |  |  |  |  |  |  |
| **2.2.5** | Develops digital citizenship skills in pupils; |  |  |  |  |  |  |
| **2.2.6** | Effectively uses personality development and education theories in the learning process; |  |  |  |  |  |  |
| **2.2.7** | Chooses and uses motivation strategies to observe students' individual progress and take into consideration their interests; |  |  |  |  |  |  |
| **2.2.8** | Facilitates development of basic academic and social-emotional skills in pupils with regard to their age and individual peculiarities; |  |  |  |  |  |  |
| **2.2.9** | Uses a variety of strategies for learning and teaching in practice; | √ | √ | √ |  |  |  |
| **2.2.10** | Integration into sustainable development principles in studying topics within the teaching process; |  |  |  |  |  |  |
| **2.2.11** | Plans extracurricular activities (club, training, and social projects), taking into consideration the interests and capabilities of students. | √ | √ |  |  |  |  |
| **2.2.12** | Purposefully uses the methods of assessing pupils To assess each student's progress and achievement; | √ | √ |  | √ |  |  |
| **2.2.13** | Effectively utilizes an assessment for each student's cognitive and personal development; | √ | √ | √ | √ |  |  |
| **2.3** | **For caring for professional development:** |  |  |  |  |  |  |
| **2.3.1** | Handles a complex, consistent and critical analysis of their own practice based on self-assessment, feedback from parents colleagues, directives, students, and analysis of needs of pupils - identify the strengths and weaknesses and plan relevant measures for professional development; | √ | √ | √ |  |  |  |
| **2.3.2** | Gains and uses knowledge in the field of education, tendencies and modern research for their own professional development and pedagogical practice | √ | √ | √ |  |  | √ |
| **2.3.3** | Able to plan research, create / search, implement and / or incorporate students into research projects; |  |  | √ | √ | √ | √ |
| **2.3.4** | Identifies, analyzes, plans and implements the relevant interventions and assesstheir efficiency based on the analysis of school practice; |  |  |  |  |  | √ |
| **3. Making judgement** | |  |  |  |  |  |  |
| **3.1** | Independently analyzes, criticizes and uses complex, incomplete and contradictory data in the learning / teaching process; |  |  |  |  | √ | √ |
| **3.2** | Analyzes and criticizes new information in the field, brings evidence and / or opposing arguments based on their synthesis and conclusion; |  |  | √ |  |  |  |
| **3.3** | Elaborates on specific criteria based on different strategies in the learning / teaching process and uses it to plan-implement assessment of learning outcomes; |  |  |  |  |  |  |
| **3.4** | Summarizes the data obtained from the results of oral and written learning/teaching assessment to improve teaching; |  |  |  |  |  |  |
| **3.5** | Quantitative reasoning skills have been developed, is able to analyze, judge and prepare recommendations for information provided in quantitative form (tables, diagrams, mathematical expressions). Solves the quantitative tasks of applied character. |  |  |  | √ |  |  |
| **4. Communication skill** | |  |  |  |  |  |  |
| **4.1** | Creates an opinion and can communicate, including issues related to specific field with specialists and non-specialists in foreign languages; |  |  |  |  |  |  |
| **4.2** | Is able to analyze, synthesize and retrieve information from sectoral literature; |  |  |  |  | √ | √ |
| **4.3** | Owns and uses modern information and communication technologies, has the ability to use the Internet and other electronic sources for communication and finding information, independently acquiring new information technologies; |  |  |  |  |  |  |
| **4.4** | Cooperates and effectively communicates with pupils, parents and colleagues, for conflict prevention and settlement; | √ | √ | √ | √ |  |  |
| **4.5** | Ability to work with team. |  |  |  |  |  |  |
| **5. . Learning skill** | |  |  |  |  |  |  |
| **5.1** | Graduates can manage their own learning process using a wide range of educational and informational resources; | √ | √ |  | √ |  |  |
| **5.2** | Recognizes the necessity of continuous renewal of knowledge; |  |  |  |  |  | √ |
| **5.3** | Is able to evaluate their own knowledge and skills; | √ | √ |  |  |  |  |
| **5.4** | Has a professional subordination / adaptation ability; |  |  |  |  | √ |  |
| **Program Learning Outcomes** | | **Training course number** | | | | | |
| **3.1** | **3.2** | **3.3** | **3.4** | **3.5** | **3.6** |
| **6. Values** | |  |  |  |  |  |  |
| **6.1** | Recognizes the importance of inclusive education and motivation of pupils for the creation of a positive, secure / conflict-free learning environment; |  |  |  |  |  |  |
| **6.2** | Recognizes the importance of cooperation with students, parents, colleagues and community for the formation of a safe (physical, social and emotional) learning environment. | √ | √ |  |  |  |  |
| **6.3** | Recognizes that the general education framework documents and knowledge accumulated in education science are basics of pedagogic activities. |  |  |  |  | √ |  |
| **6.4** | Every student is important as a person. It believes that the use of a differentiated approach will facilitate the growth of motivation for students as well as their personal and cognitive development, and their integration into the school community. | √ | √ |  | √ |  |  |
| **6.5** | Holds the provisions of major national and international legal documents related to the field of activity (Convention on the Rights of the Child, Human rights declaration, Law on General Education, National Curriculum, Professional standard of teacher, Teacher Professional Ethics Code and etc.) consider them in the study process and seek to establish them; |  |  |  |  |  |  |
| **6.6** | Participate in the development of liberal values, have the ability to intellectually and ethically assess events; | √ | √ |  |  |  |  |
| **6.7** | Prevents the plagiarism, in accordance with the citation of other papers and referencing rules; |  |  |  |  |  | √ |
| **6.8** | Focuses on sustainable vocational development and different ways of innovation and implementation in their practice; |  |  |  |  | √ |  |
| **6.9** | Recognizes the importance of studying the research-based schooling practices | √ | √ | √ |  |  | √ |