

<b>Name of the Educational Institution</b>	LEPL “Batumi Shota Rustaveli State University”
<b>Title of the Educational Program</b>	Integrated Bachelor-Master Educational Program for Preparation of Primary School Teachers of General Education
<b>Qualification conferred</b>	Master of Education
<b>Program Volume in Credits</b>	300 credits, including 195 credits of general education at primary level object / subject group methodical training courses (180 credits - compulsory, 15 credits - elective module) and 60 credits for school practice and practice research module (30 credits - practice, 30 credits - research component); 45 credits - free module components (35 credits - 10 credits of compulsory and optional - free optional course / module).
<b>Aim of the Educational Program</b>	<p>One the priorities of the Georgia's current educational reform is the modern teacher training and continuous professional development. To achieve general education goals it is necessary to upgrade the quality of teaching, which requires high qualification of teachers, creative ability, acquaintance with modern theories of teaching and learning. School education should provide education of a person with national and universal values, thankful, a person able to use everyday life skills, which starts from the primary school.</p> <p>To achieve these goals it is necessary that the University ensures preparation of teachers with appropriate competencies and skills and support their continuous professional development. Secondary school extension till the sixth grade has significantly changed a primary teacher's profile. In Georgian educational environment with the notion of a primary (I-IV) teacher a new concept of I-VI grades teacher has been established. Teacher training, teaching right acquisition and maintenance and new system for professional development of teachers were put in practice, according to which teacher qualification and its regular update is coordinated by the state. It implies, along with the university education (300-credit educational program acquisition), starting teaching, inclusion in professional development and career advancement scheme and continuing professional development through systematic accumulation of credits. Therefore, the importance of teacher training in accordance with modern professional standards has become obvious.</p> <p>Within the framework of integrated Bachelor-Master educational program of primary teacher training a graduate student will have necessary professional standards and competencies to conduct professional activities - theoretical knowledge, practical skills and values, the possibility to carry out head of the teacher's duties and responsibilities, be able to evaluate-analyze situation / information / data using appropriate methods, realize causes of problems, consequences, and their interconnection and make decisions within his/her scope of activity, make oral and written communication using correct, field related terminology, use information-communication technologies and computer programs, professional development, and so forth. Within the program it will be possible to prepare a teacher for I-IV grades in the following subject group (Georgian, Mathematics, Natural Science), as well as I-VI grade teacher in Georgian, math or science with high competitiveness, civic awareness and activism, humanism, democracy, liberal values, principles, who will be able not only to transmit high-quality education to students, but, also, a possibility to consider a changing context in their professional activities.</p>

	In order to ensure effective implementation and employment of graduates, the university cooperates with schools, community and other employers that will attract talented young people to the university and their preparation as qualified teachers.		
Learning Outcomes	Nº	Knowledge and Acknowledgment:	Skills:
	<b>I. Field of the competence - the formation of a positive learning environment</b>		
	1.	<p>Is familiar with the basic principles of differentiated approaches in learning processes;</p> <p>Knows how to create a physical, social-emotional and cognitive environment and how to improve students' motivation;</p> <p>Is able to take into consideration students' needs, to create an inclusive, learning and friendly learning environment.</p>	<p>Is able to create a positive learning environment for students' individual, special needs, taking into account their cultural diversity and to promote the integration of each student in the class and their motivation;</p> <p>Can secure a free learning environment for each student's personal, social, emotional and cognitive development;</p> <p>Can help SEN pupils to integrate in the educational environment on the basis of recommendations made by specialists.</p>
	2.	<p>Is familiar with the basic principles of differentiated approaches in learning processes;</p> <p>Knows how to create a physical, social-emotional and cognitive environment and how to improve students' motivation;</p> <p>Is able to take into consideration students' needs, to create an inclusive, learning and friendly learning environment.</p>	<p>Is able to create a positive learning environment for students' individual, special needs, taking into account their cultural diversity and to promote the integration of each student in the class and their motivation;</p> <p>Can secure a free learning environment for each student's personal, social, emotional and cognitive development;</p> <p>Can help SEN pupils to integrate in the educational environment on the basis of recommendations made by specialists.</p>
	3.	<p>Is aware of main factors that contribute to the formation of cooperative, which recognizes the importance of the collaborative environment for professional development and improvement of teaching quality.</p>	<p>Can have effective communication and business cooperation with pupils, colleagues and community;</p> <p>Can facilitate parents' (other legal representatives) inclusion for students' meaningful learning.</p>
	<b>Responsibility and Autonomy:</b> Acknowledges the importance of inclusive education and motivation to create positive, safe / conflict-free learning environment: Acknowledges the importance of cooperation with students, colleagues, community to create a secure (physical, social and emotional) learning environment.		
	<b>II. Field of the competence- student and results-oriented learning process planning, implementation and evaluation</b>		

	<b>2.1. Planning and conducting a learning process</b>		
	<b>1.</b>	<p>Is familiar with the National Education Goals;</p> <p>Is familiar with the structure of the education system, teacher's goals and regulatory documents;</p> <p>Is familiar with the national curriculum, Georgian language and literature, mathematics, and natural content standards;</p> <p>Is familiar with the peculiarities of the age of the child development;</p> <p>Is familiar with teaching methods, ways and means to teach Georgian language and literature, mathematics and natural science in primary grades;</p> <p>Knows the general education framework document based on student learning and results-oriented planning process.</p>	<p>Is able to develop short-term and long-term educational plans considering general national goals of education, national curriculum, students' needs and school priorities;</p> <p>Can plan a lesson considering all components and interconnection among them;</p> <p>Can consider intersubject and transsubject connection while planning a lesson;</p> <p>Including relevant specialists, is capable to elaborate individual educational plan for children with special educational needs.</p> <p>Can plan study process based on the child's age and development characteristics.</p>
	<b>2.</b>	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.
	<b>3.</b>	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.	<p>Can effectively use the knowledge of individual, education and development theories in learning processes;</p> <p>Can motivate students using effective strategies for students' individual progress keeping their interests in mind.</p>
	<b>4.</b>	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.
	<b>5.</b>	Is aware of diverse learning and teaching, student-centered strategies and prospects of their use;	Can reasonably use a variety of teaching and learning strategies.

	6.	Knows the principles and goals of sustainable development;  Acknowledges the importance of teaching the principles of sustainable development for individual evolution, growth of a responsible citizen towards social and natural environment.	Can integrate principles of sustainable development into teaching themes.
	7.	Recognizes the importance of extracurricular activities to promote roles of motivation, learning and versatile development.	Can plan extracurricular activities (club, circles, educational and social projects) considering students' interests and abilities.
	<b>2.2. Learning process evaluation</b>		
	8.	Knows how to evaluate a student (including SEN student) within the framework of the National Training Plan;  Knows the types of assessment, principles and methods;  Knows how to analyze the results of the evaluation.	Can use student assessment methods to evaluate each student's achievement and progress;  Can make effective use of assessment of each student's cognitive and personal development.
	9.	Is aware of the assessment criteria establishment and the basic principles of rubrics compilation.	Can make assessment schemes and rubrics compilation, based on an objective assessment of students.
	<b>Responsibility and Autonomy:</b> Acknowledges that the general framework of education documents and knowledge in education science are the starting points for teaching activities: For him/her each student is important as a person. Believes that a differentiated approach to the learning process will contribute to the growth of motivation, his/her individual and cognitive development, as well as their integration into the school community.		
	<b>III. Field of the competence - Professional development</b>		
	1.	Knows the basic forms and ways of professional development.	Based on self-esteem, feedbacks 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.
	2.	Is familiar with the current trends and the education sciences research.	Has the ability to search and use of new knowledge, tendencies and new researches in science education in order to improve his/her own professional development and school practices.
	3.	Is familiar with the science education research methods and their application possibilities.	Is able to plan researches, create /look for appropriate tools, implement and / or involvement of students in research projects.
	4.	Knows main approaches of planning, conduct and analysis of practice research and understands the importance of usage of research results for professional self-development and enhancement of the learning and teaching quality;	Based on school practice analysis can identify a problem / need, analyze, plan appropriate interventions, implement, and assess their effectiveness.

	<b>Responsibility and Autonomy:</b> Is focused on continuous professional development. Grasps different new ways and uses them in practice; Is aware of the importance of a research-based school practice.
<b>Assessment</b>	<p>In each discipline, student's final assessment is calculated from the sum total of academic activeness, midterm assessment and final exam. The final grade is determined with the following ranking: A, B, C, D, E, FX, F.</p> <p>A – Excellent <b>91-100 points</b>;</p> <p>B – Very Good <b>81-90 points</b>;</p> <p>C – Good <b>71-80 points</b>;</p> <p>D– Satisfactory <b>61-70 points</b>;</p> <p>E – Sufficient <b>51-60 points</b>;</p> <p>FX – could not pass 41-50 points. Student has the right to take the additional exam once more;</p> <p>F – Fail <b>0-40 points</b>. Student has to take the course again.</p>
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