

**Approved by**

Tbel Abuserisdze Teaching University of Georgian Patriarchate

Decision of the Academic Board № 02-01/03. 30.01.2019

Chairperson of Academic Board,

Rector, Skhalta Archbishop Spiridon

**"Reviewed"**

by the Board of the Faculty of Humanities and Education

Protocol № 02-03-06/01. 26. 01. 2019

**Tbel Abuserisdze Teaching University of Georgian Patriarchate  
Faculty of Humanities and Faculty of Education**

## **Educational Program for Teacher Training**

The amendments were made on the basis of the Decree # 69 dated 11.02.2016 of the Director of the National Center for Educational Quality Enhancement in the Approval of field specificity of teacher training educational program.

Changes are made in accordance with the professional characteristics of a teacher (Board meeting of the Higher Education division of the National Center for Educational Quality Enhancement in 2017 18.12.)

**Master of Education  
Program volume - 60 credits**

**Program supervisor  
Professor - Akaki Zoidze**

**Khichauri, 2018**

**Title of the educational program:**

**Independent Educational Program for Teacher Training**

**Education level:** I Level of higher academic education

**Qualifications Framework level:** VI Level of National Qualifications Framework, Code 0113

**Learning subject of teacher's training program:**

Georgian Language and Literature of Basic and Secondary Education of General Education, History, Applied and Fine Arts.

**Language of instruction:** Georgian language

**Confirmation of the program completion:**

After the program is over, the certificate is issued according to the rules approved by the university.

**Program supervisor:** Akaki Zoidze, Professor

**Volume of the program:**

Program volume - 60 credits, which is allocated accordingly:

- a) 35 credits unite pedagogical and psychological learning courses
- b) 15 credits are included in the selection modules in the methodology of subjects (Georgian Language and Literature, Fine and Applied Arts, History) taught in the secondary school curriculum (15 credits per selected subject).
- c) Pedagogical practice- 10 credits

**Program duration** - two semesters.

**Prerequisite for admission to the program:**

Bachelor/ master (or its equivalent) graduate will be permitted to study at the program which is determined according to the subject/ subjects group. Their subject competence should be confirmed by the examination conducted by the National

**Relevance of the program:**

In the system of Georgian Education we face ongoing renewed activities. Methodological grounds for "Teachers Professional Training Standard 2014" are created. The new national curriculum for primary level 2018-2024 is operating.

By the Resolution # 35 of the Government of Georgia, 26 January 2017, "On initiating teacher activities, professional development and career advancement", on the amendments to the Resolution # 68 of the Government of Georgia on February 20, 2015" is noted that persons with bachelor's, master's and / or equivalent degree, who have received academic degree from relevant subject / subject group of national curriculum, to obtain a right to teach at school, should successfully undertake a teacher's training program implemented by a higher education institution

The relevance of the program is confirmed by the fact that the funds transferred to the teacher's program are allocated in accordance with the quotas transferred by the state.

The role of the school in professional training of teachers will be increased; the number of teachers who care for their professional development is increased, according to the modern requirements teacher training and continues development is a priority tendency. New approaches in the educational system require new approaches in the preparation of teachers.

In the basic and secondary level of Adjara public schools, especially in Upper Adjara, there is a huge problem of qualified teachers.

The above-mentioned resolution of the Government of Georgia, became a very useful and acceptable for those students, who wanted to become teachers and passed the subject competence exam successfully, from upper part of the region.

The program is vital for not creating gap between the teachers in subject specialties, furthermore, the issue of age among teachers should be solved and school should have a young qualified staff. This problem is compiled based on the "Teacher Training Program", which is designed for a person with bachelor or for an equivalent degree, whose subject competence has been confirmed by the examination conducted by the National Assessment and Examinations Center.

**The objective of the program:**

a) Prepare basic and secondary education teachers in professional skills in the following subjects defined by the National Curriculum:

- Georgian language and literature;
- History;
- Fine and applied arts,

which enables successfully performing professional obligations and responsibilities for the work of the modern teacher using theoretical knowledge, practical skills and values.

b) Develop generalized skills, which will facilitate the understanding, settling and implementing of complex issues related to educational issues.

c) The program is focused on development of school practice and professional skills, this will enable students to develop their professional abilities to improve learning / teaching quality based on research on school practice. The program envisages the fact that a student can be an experienced teacher and a person who has no experience and wants to teach. Accordingly, high quality student-oriented teaching / learning environment and practical activities will be created for them. It will be facilitated to eradicate the teacher's deficiency, who meets with the modern standards, in the mountainous region that nowadays is present in the education system.

**Program implementation rule:**

The teacher training program is implemented independently with 60 credits (two semesters) which does not exceed one year.

**Learning outcomes of the program:**

(Focusing on the knowledge and skills that are comprehensive and which can be overcome during the program).

**I Outcome** - generalized study results;

**II Outcome** - formation of a positive learning environment;

**III Outcome** - student and results-oriented learning process planning, implementation and evaluation.

III .1. Planning and implementing the learning process

III. 2. Learning process evaluation

**IV Outcome** - Care for professional development.

### Map of program objectives and anticipated academic achievements

Program objectives	Educational program learning outcome I	Educational program learning outcomes II	Educational program learning outcomes III	Educational program learning outcomes IV
a	✓	✓	✓	✓
b	✓	✓		✓
c			✓	✓

### Program learning assessment methodology:

Learning outcomes	The grounds for formulating the learning outcomes of the program	Ability to reach the learning outcomes of the program		
		Connection between program learning outcomes and learning courses	Demonstrating learning outcomes in frames of the study courses by the students	Evaluation forms
I	VI Level Criteria of the National Qualifications Framework: Knowledge and understanding, abilities, responsibility and autonomy.	See Annex # 1	Activities, assignments, research. See the table of Learning Outcomes in the syllabuses of the study courses	You can find information around the developing and determining assessment

				in the study course syllabuses
II	Specialization characteristic of teacher's education I competence field	See Annex # 2	Activities, assignments, research. See the table of Learning Outcomes in the syllabuses of the study courses	You can find information around the developing and determining assessment in the study course syllabuses
III	Specialization characteristic of teacher's education II competence field	See Annex # 3	Activities, assignments, research. See the table of Learning Outcomes in the syllabuses of the study courses	You can find information around the developing and determining assessment in the study course syllabuses
IV	Specialization characteristic of teacher's education III competence field	See Annex # 4	Activities, assignments, research. See the table of Learning Outcomes in the syllabuses of the study courses	You can find information around the developing and determining assessment in the study course syllabuses

### **Evaluation forms and methods of study/learning process**

Teaching process is carried out in the form of lecture, group work, seminar work and pedagogic practice. It involves following activities: Verbal, or oral method, writing assignments, discussion / debates and collaborative teaching methods, case studies, pedagogic invariant, demonstration method, induction, deduction, analysis, synthesis method, explanatory method, behavior-oriented teaching, problem based learning, cognitive and holistic schemes, rubrics, presentations, corresponding assessment of cognitive levels, presenting samples, modeling and more, which will help to achieve learning outcomes.

### **Student knowledge assessment forms and methods**

The assessment of students' achievements at the Tbel Abuserisdze Teaching University of Georgian Patriarchate is carried out in accordance with the following requirements:

1. A credit can be obtained based on the point 6, sub-point A, in the event of receiving one of the positive evaluations.
2. It is unacceptable to evaluate the learning outcomes reached by a student on a one-time basis - only by evaluating the final examination. The evaluation of the work performed by the student by a certain ratio should consider:
  - A) Current evaluation - 40 points;

- B) Midterm examination - 20 points;
- C) Final examination - 40 points.
- 3. The maximum evaluation of the academic course is 100 points;
- 4. The final examination is evaluated by no more than 40 points;  
A student is allowed to attend the final exam, if his/her interim evaluation point is not less than 21.
- 5. The evaluation system allows for:
  - A) five types of positive evaluations:
    - a.a (A) Excellent - 91 points or more;
    - a.b (B) Very good - 81-90 points;
    - a.c (C) good - 71-80 points;
    - a.d (D) Satisfactory - 61-70 points;
    - a.e (E) Enough - 51-60 points;
  - B) two types of negative evaluations:
    - b.a (FX) Did not pass – 41-50 points, which means that a student requires more work to pass and is given one opportunity to pass an additional examination by independent work.
    - b.b (F) Failed – 40 and less, which means that the work carried out by the student, is not sufficient and he/she has to retake the course.
- 6. The assessment presented in point 6 is calculated based on the sum of midterm and final exam evaluations, but if student fails to pass the final exam, despite his/her academic achievements in other components, s/he will be failed.
- 7. A student has the right to take an additional exam in the same semester. The interval separating final and additional exams should be no less than 10 days.
- 8. Assessment components and their specific share are presented in the relevant syllabuses of each course.

### **The mechanism of evaluating level of learning outcomes:**

- a) **Direct evidence:** (Articles, analyzing of situations, description of research work, presentations, report, essays, written and oral assignments, school practice portfolios and more.
- b) **Indirect evidence:** Employment indicator, career progress rate, graduate interview, survey of employees' satisfaction, monitoring: The beginning and end of the academic year.
- c) **Evaluation form of the study outcomes is used for program improvement in the following directions:**
  - ✓ Change in the content of the study course
  - ✓ Changes in the indicators of the learning outcomes
  - ✓ Changes in the forms and methods of outcomes
  - ✓ Changes in the resources
- d) **Evaluation culture**
  - ✓ ESTS assessment system and regulatory rule of study process of the university

- ✓ Encouraging those teachers who have achieved success in their learning outcomes
- ✓ Organizing meetings and conferences

#### **Areas of employment:**

After the completion of the program, graduates will be employed in accordance with the existing rules.

#### **Required material resources for study process:**

- The University provides the appropriate infrastructure for the study formats and methods, namely: A well-equipped auditorium, computer class, internet, library, conference room, practice base two or three tier school, one of which is located in the same yard.
- The students will have the opportunity to become engaged in different cultural, intellectual, sports and leisure circles according to their interests, get involved in the scientific conferences.

#### **Number of students to be enrolled in the program:**

The number of students for each subject direction is determined by the specifics and requirements of the subject, there are no more than 20 students in the group.

#### **Monitoring and evaluation of the program implementation:**

Monitoring of the program is planned in different directions.

##### **1. Engagement of students**

- ✓ Survey - how does learning outcomes assist people in professional development
- ✓ Interview - how convenient is planned learning schedule for active teachers
- ✓ Evaluation of school practice efficiency

##### **2. Alumni satisfaction survey**

- ✓ How does program help graduates in their practical activities
- ✓ What is the image of graduates at school
- ✓ What wasn't fully covered in practice
- ✓ Considering the results of research analysis.

##### **3. By Quality Assurance Service**

- ✓ Connection efficiency between program learning outcomes and study course outcomes
- ✓ Balance - Learning load between learning, teaching, and evaluation



- ✓ Student academic performance in relation with learning outcomes.

#### 4. By the program supervisor

- ✓ Ensuring that the academic personnel is receiving new information timely
- ✓ Sharing successful experiences of active teachers
- ✓ Creating conditions for demonstrating achieved results

#### 5. Program renewal and monitoring system

The program renewal is carried out according to the ongoing reforms and changes. Information about renewal will be posted as needed

#### Student's support

- ✓ Additional consultations scheduled in the period acceptable for students
- ✓ Remote usage of information systems and technologies
- ✓ Social aid (three free meals)
- ✓ The right to appeal their dissatisfaction, with whom they think is better
- ✓ Share and demonstrate his/her successful experience.

#### Human Resources

##### Academic personnel:

1. Akaki Zoidze - Doctor of Education, Professor
2. Nodar Basiladze - Doctor of Pedagogical Sciences, Professor
3. Roman Abashidze - Academic Doctor of Education, Associate Professor, Mentor Teacher
4. Khatuna Khalvashi - Academic Doctor of Education, Mentor Teacher
5. Samonazvne Barbare (Ts. Megreladze) - Doctor of Pedagogy, Professor
6. Guranda Kukuladze - Doctor of History, Associate Professor
7. Nona Shushanidze - Doctor of Art, Associate Professor, Leading Teacher
8. Temur Tunadze - Doctor of Historical Sciences, Professor

**School practice is supervised** by the teachers with corresponding status, based on the signed memorandum with school. The selection process is carried out by the relevant rule.

### Teacher Training Program Curriculum Appendix 1

#	Components	Number of Credits	Student working hours			Precondition	Distribution of credits by semesters	
			Auditorium	Independent work	evaluation		I semester	II semester
	<b>Pedagogical-psychological training courses</b>	<b>35</b>						
1	Modern challenges in teacher's education	5	50	70	8		5	
2	Pedagogy	5	50	70	5		5	
3	Development and learning psychological theories	5	50	70	5		5	
4	Peace pedagogy	5	50	70	5		5	
5	Inclusive Education	5	50	70	5			5
6	Methodology of Use of Informational and Communication Technologies	5	60	60	5		5	
7	Activity methods of class tutor	5	50	70	5	Pedagogy		5
8	Pedagogical practice	10	102	128	20	Subject methods partly parallel		10
	<b>Optional modules / module title</b>							

	<b>Module: Georgian language and literature</b>	<b>15</b>						
9	Review of school textbooks	5	50	70	5		5	
10	Georgian language and literature teaching methods	10	126	114	10	Review of school textbooks		10
	<b>Module of history</b>	<b>15</b>						
11	Review of school textbooks	5	50	70	5		5	10
12	Teaching methods of history	10	100	140	10	Review of school textbooks		
	<b>Module of fine and applied arts</b>	<b>15</b>						
13	Review of school textbooks	5	60	60	5		5	10
14	Fine and Applied Arts Teaching Methods	10	120	120	10	Review of school textbooks		
	<b>Total</b>	<b>60</b>					<b>30</b>	<b>30</b>