LEPL Iakob Gogebashvili Telavi State University
Faculty of Education Sciences

Teacher training educational programme

Profession: regulated

Wide sphere of Learning: 01 Education (ISCED-F-2013)
Narrow sphere of Learning: 011 (Education)
Detailed sphere:
0114 teacher training with subject specialization (ISCED-FoET-2013)
VI level of National Qualification Framework

Program supervisors:

Nino Nakhutsrishvili - Doctor of education, professor at the faculty of education sciences
Nino Modebadze - Doctor of education, professor at the faculty of education sciences

Approved by the faculty council
Protocol № 12, 20 November, 2024.
Faculty Dead:
/ Prof. N.Modebadze/

Reccomended by the faculty and University quality assurance offices Protocol №20, 22 November, 2024.
University quality assurance head: /Associated prof. /S.Tatulishvili/

Approved by the Academic Council
Protocol № 25, 22 November, 2024.
University Rector /Associated Professor Sh.Tchkadua/

Telavi
2024
Faculty of Education Sciences
Department of Education Sciences

Name of Educational Program: Teacher training educational programme

Supervisors of Educational Program:

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Type of Educational Program:

a) Independently existing

b) Within the framework of the Bachelor educational program included in the main study area of the subject/subject group provided by the national curriculum

Language of Instruction: Georgian

Qualification to be awarded: Teacher training educational program doesn't award qualification. Program outcomes are aligned the VI level of national qualification framework.

After successful completion of all components of the educational program graduate is awarded with the:

a) In the case of an independent program - a relevant certificate, which gives him the right to teach at the primary and secondary levels of a general education school in accordance with the chosen direction. Starting job according to profession is done in accordance with the rules established by the legislation of Georgia.

b) In the case of implementation within the framework of the bachelor educational program, the right to teach the subject at the primary-secondary level of general education is indicated in the diploma and diploma supplement. In case of integration into the bachelor educational program, the graduate student will obtain the right to teach after confirming the subject competence of the teacher (passing the subject exam).

c) **In case of independently existing 60 credit teacher training program, the program is implemented in the following subject directions provided within the framework of national study curriculum:**

1. Georgian language and literature
2. Maths
3. English language
4. Chemistry
5. Biology
6. Physical education and sport
7. Fine and applied arts
8. Geography, History-from the subject group "social sciences".

b) In case of implementing within the framework of bachelor educational program the program is implemented in the following subjects provided within the framework of national study curriculum

1. Georgian language and literature
2. English language
3. Biology
4. History

Program volume in credits: 60 ECTS

Prerequisite for admission to the program: graduates of teacher training educational program has the right to:

a) **In case of independently existing program**: Any applicant with a bachelor's/master's degree or an equivalent academic degree in the relevant subject/subject group of the field provided for by the national curriculum and determined by the educational program or a person with an academic degree or relevant artistic/sports professional education will be admitted to the program and has successfully passed the subject exam defined by the legislation and which is defined as prerequisite for admission to the teacher training program. Specifically, in order to confirm the subject competencies, in accordance with each direction, the program establishes the following subject exam:

- Direction :Georgian language and literature (basic and/or secondary level)
- Direction: Mathematics - mathematics (basic and/or secondary level)
- Direction: Chemistry -chemistry (basic and/or secondary level)
- Direction: Biology -biology (basic and/or secondary level)
- Direction: English language- English language (basic and/or secondary level)
- Direction: Fine and applied arts-fine and applied arts
- Direction: Physical education and sports-sports
- Direction: Geography -geography (basic and/or secondary level)
- Direction: History-history (basic and/or secondary level)

The basis for enrolling an applicant in the teacher training educational program is:

- **Successfully passing the subject exam**
- **Passing the exam determined by the higher educational institution includes:**
- Testing - Law of Georgia on General Education
- Motivational letter

Enrollment of a person who is not a citizen of Georgia is regulated by the Law of Georgia on Higher Education.

b) In the case of implementation within the framework of the bachelor educational program:

The student of the bachelor educational program (which includes teacher training educational program) included in the main field of study of the subject determined by the educational program of teacher training has the right to pass the program, which has covered the courses/subjects provided by this program with the volume of not less than 90 credits.

Goal of the educational program:

The goals of the program correspond to the mission, goals and strategic development plans of the Iakob Gogebashvili Telavi State University and the Faculty of Education, are focused on the employment market and are achievable.

The educational program is based on the legislation of Georgia, it is in line with the teacher's professional standard, the teacher's professional development and career advancement scheme, and the national curriculum, It corresponds to the interdisciplinary characteristics of higher education of teacher training, the national qualification framework.

The main objectives of the program are in line with the mission of its operation, to ensure, through effective implementation, the equipping of the senior teacher of the subject at the basic/secondary level with relevant competencies.

Goals of educational program:

1. To provide the student with the conceptual and theoretical knowledge of the field necessary for professional activity in a number of disciplines, competencies in teaching methodology in selected field direction, to master practical skills, with the active and purposeful use of which he will be able to plan and implement the educational process in accordance with modern requirements, to effectively use teaching-learning and assessment methods, tools, educational resources.
2. Equip with the skills to be able to manage the classroom, create a motivating and positive environment, which will support the personal, social-emotional, cognitive development of students, following the principles of universal design and with approaches focused on the development of each student.
3. To form and develop professional responsibilities, values, reflection and self-evaluation skills, which will help to realize the specifics of the obligations to be fulfilled by them, active involvement in the educational process and contribution in the improvementation and quality of this process; to find and implement optimal ways of professional development and to realize opportunities by following professional ethics

Learning outcomes:

After graduating the program, the graduate will be aware of the specifics of the profession, relevant obligations and responsibilities, will have mastered the theoretical knowledge, practical skills and values necessary for professional activity what is needed for the professional activity of a teacher with the status of a senior teacher. He/she will be suitably qualified to teach at primary/secondary level one of the subjects specified by the program in accordance with the National Study Curriculum:

a) In case of an independent program: Georgian language and literature, mathematics, English language, geography, history, chemistry, biology, sports, fine and applied arts.

b) In case of implementation within the framework of the bachelor educational program: Georgian language and literature, English language, history, biology.

Graduate of the teacher training educational program possesses competencies in accordance with the following criteria

Criteria	Learning outcomes
I knowledge and awareness	**1.1 Positive learning environment** • Describes how to create a healthy, safe, positive, student-friendly, motivating learning environment and is aware of the importance of arranging this environment with universal design principles; • Determines development-oriented approaches for each student according to students' needs and readiness. • Determines effective strategies for classroom management, conflict prevention, and resolution. • Discusses the strategies and importance of creating a collaborative environment for one's own and colleagues' professional development and for improving the quality of teaching and learning. • Discusses how to promote parent/guardian involvement in school life, taking into account the needs of students. **1.2 Learning process planning, management and evaluation**

	• Describes and discusses the national goals of general education, basic-secondary level requirements and basic educational principles; on the possibilities of their targeted implementation • Describes how to design and implement a student-centered and universal learning design learning process using modern teaching-learning approaches. Discusses various student-centered learning and teaching strategies and perspectives on their use • Discusses the importance of educational resources, ways of finding, modifying and creating them and their targeted use, taking into account the age characteristics, readiness, interests and learning styles of students; • Discusses the principles, methods and criteria of different types of assessment (determinative and formative) based on learning objectives and the importance of their use for the progress of each student and improvement of the learning process. **1.3. Professional development** • Describes and discusses modern trends in educational sciences and the basic principles of professional development based on them, forms and ways;
II Skills	**2.1 . Positive learning environment** • providing the needs of each student for their personal, social, emotional and cognitive development , for formation self regulated behavior and establishing positive relationship, creates equal, safe, fare, effectively organized and inetersting learning environment and ensures their active involvement in classroom/school life. • Establishes and promotes effective communication and cooperation with students, colleagues, parents. **2. 2. Learning process planning, management and evaluation** • In accordance with the requirements of the national study curriculum and the specifics of the subject, develops curricula taking into account the priorities of the school and the needs of the students. • \When developing an individual curriculum (ISP), he cooperates with the ISP group, taking into account the best interests of the SSEN students; • effectively uses startegies for increasing students' motivation, accordingly, selects, creates,modifies and adjusts educational resources taking into account the age characteristics, readiness, needs and interests of students and observing individual progress • Contributes to the formation and development of analytical, critical, creative and problem-solving skills in students and the formation and development of students as independent learners.

III Responsibility and autonomy	• Taking into account the principles of sustainable development and universal design, plans and implements classroom and extracurricular activities and events tailored to the interests, needs and age characteristics of students. takes into account differentiated and remedial teaching approaches; • Uses different assessment approaches, means and forms for objective, determinative and formative assessment of students. **2.3. Professional development** • Based on a critical analysis of one's own pedagogical activity, plans and implements individual professional development using modern trends in education sciences; **3.1. Positive learning environment** • recognizes the uniqueness of each student and respects their cultural diversity; the importance of inclusiveness of education, mutual cooperation with students, colleagues, parents to create a positive, motivating and safe learning environment; **3.2. Learning process planning, management and evaluation** • Recognizes the importance and value of general education framework documents and accumulated knowledge in the science of education for the successful implementation of his professional activities. Recognizes and protects the principles of ethics and academic integrity and promotes their establishment as values in students; **3.3. Professional development** • strives for continuous professional development, assimilation of innovations in different ways and their implementation in practice, and development of leadership skills • Recognizes the importance of evidence-based school practice and excellence in practice research.

Methods, activities, forms of learning outcomes:

In order to acquire the desired competences for students, the training courses are conducted in the format of lecture/seminar, practical and laboratory classes, where special attention is paid to the interactive.

Curriculum alternating between mandatory and optional courses, with various learning activities, helps the student to achieve learning outcomes. In the teaching of each study course, great importance is given to presentations, presentation of individual works of students, which are also used for student evaluation. Various methods, activities, forms, means are used to achieve the results of teaching and learning: written and oral work, independent work on book, individual or group work, lectures accompanied by discussion and dialogue, practical work, laboratory works and practicums, school practice, explanations, discussion-debates, demonstration, inductive and deductive teaching methods,

heuristic method, analysis and synthesis, various interactive methods, brainstorming, problem-based learning, case studies and others involving various activities: Portfolio production, presentation, seminars, debates, demonstrations, preparation of short projects, elements of e-learning.

- **The lecture** provides for the discussion of the main topic planned by the study program and providing the student with appropriate information. Lecture courses are focused on theoretical research and the study of accumulated experience in the mentioned field. Lectures are conducted in a problematic aspect, i.e. attention is focused on highlighting the key provisions of the discussed issue and their analysis, where students are engaged in an interactive mode
- **The seminar** provides for the thorough processing of the topic to be discussed on specific issues and presenting it to the teacher, familiarization and analysis of the specified literature or other information sources and outlining one's own position on the issue. During the seminar, it will be revealed how correctly the student perceives the selected issue, problem and independently prepared material.
- **Verbal, or oral method**–Transmission of new material orally, in a narrative form, during which various methods are used in a complex manner depending on the content of the topic
- **Method of working on the book**-According to the request, the student develops a specific topic, with its help prepares homework, argumentative essay, articles for scientific conferences, etc
- **Brain storming** - During the teaching of a number of training courses, within the framework of a specific topic, the formation of as many thoughts, ideas and expressions as possible about a specific issue/problem are promoted, discussion of each statement is made, which contributes to the development of a creative approach to the problem. This method is effectively used in the conditions of a large group of students.
- **Discussion/debates**–Discussion is a follow-up process to problem-solving while posing a question, a process that dramatically increases the quality and engagement of students. This process is not limited to the questions asked by the professor only. This method develops the student's ability to argue and share his/her own opinion
- **group (collaborative) and pair work** - Dividing students into groups and assigning them a learning task, where group members work on a topic individually and simultaneously share it with the rest of the group, is used quite effectively in teaching a number of training courses. This method is effective in developing the skills of communication, listening, respecting and sharing the opinion of others, clearly presenting one's opinion. The mentioned strategies ensure maximum and effective involvement of all students in the learning process.
- **Problem based learning (PBL**) - As the initial stage of the process of obtaining and integrating new knowledge, a problem is used, which may be any specific issue, methodological situation, etc. To adequately solve this problem, the student works on sources, scientific literature, searches for the latest scientific achievements in the relevant field, articles, conference materials and all materials related to the problem. Reconciliation of obtained materials and data, as well as one's own opinions and sharing them takes place with communication with group members which often becomes a base for creation of new knowledge.
- **Cooperative learning** - This strategy is valuable for the training of future teachers, it provides an approach where each member of the group is obliged not only to learn, but also to help his teammate learn the subject better. Each group member works on the problem until all of them have mastered the issue.

- **Explanatory method**–It is based on reasoning around the given issue. By discussing specific examples, students engage in reasoning and it is discussed in detail within the given topic.
- **Inductive method** - In the process of learning, thought sometimes moves from facts to generalization, that is, when conveying material, the process goes from concrete to general, which is one of the ways of acquiring subject knowledge
- **Deductive Method** - The logical process of discovering new knowledge sometimes proceeds from the general to the specific. Forming appropriate conclusions in relation to specific ones based on general knowledge helps the student to understand the issue and transfer knowledge.
- **Methods of analysis and/or synthesis –** is actively used in the learning process, as during it learning material breaks up in constituent parts as one whole, as a result it's easier to see in details the complex problems existing inside, which helps to develop the ability to see the problem as a whole, is valuable for the purpose of better understanding of the issue and formation of relevant competencies for students.
- **Demonstration (visual) method** - This method of visual presentation of information is quite effective in terms of achieving results. The material to be studied can be demonstrated by both the teacher and the student (presentation). A good example of the visual method is the showing and discussion of video materials, which are a natural format of modeled situations, which are part of an effective teaching-learning methodology for a number of training courses. The video material can describe any specific case in the field and it can be continued with the students in the so-called in case analysis format.
- **Laboratory work-** is more visible and allows to perceive this or that event or process. In the laboratory, the student learns to conduct an experiment. Habits developed in experiential learning laboratories allow understanding of theoretical material acquired in lectures.
- **Practical studies** have a great place in the teaching of almost all educational courses, because the gradual study of theoretical material through the solution of specific tasks becomes the basis for developing habits of independent use of theoretical material.
- **Learning practice is given special attention during the implementation of the program, as it serves** to deepen and strengthen the knowledge acquired by the student, develops the ability to apply knowledge in practice, to use methods specific to the studied subject to solve problems.
- In the course of the lectures, deepening of the theoretical material is facilitated by built-in practice, which provides for the use of certain material discussed and mastered during the editorial meetings, strengthening of knowledge, practical implementation while performing various tasks. The activities to be performed and the requirements to be presented in the task are pre-defined in the tasks. The process is carried out at a pre-planned time under the direct recommendation and guidance of a lecturer and subject teacher in a particular public school.
- **Consultations** help the student with the help of the teacher to master the habits of independent work, to correctly conduct work on literature and other sources, and to clarify the issues raised during independent work
- **Portfolio-** Creating a portfolio for a student and a lecturer is a kind of means for determining the dynamics of professional growth and becomes especially relevant during the implementation of a teacher training program, although this methodology is effective and useful for students of any direction.
- **Teaching with electronic resources** – This method provides for the use of electronic resources in the teaching-learning process.

- **Teaching with projects** - planning/implementation of a small project based on the educational topic

The conditions of completion of the program ensure the confirmation of the results provided by the program by the graduates. The results are confirmed by valid and reliable instruments. During the implementation of the program, special importance is attached to school practice and the development of relevant practical competencies for students, therefore it is mandatory for them to have school practice, where they demonstrate the acquired knowledge and realize it practically. In order to develop and improve the program, monitoring of students' academic performance and evaluation of the program's quality is periodically carried out, which includes surveys of students, graduates, employers and the evaluation and use of survey results for this purpose. Thus, the quality of the program is evaluated comprehensively, and the results of the evaluation are used to develop and improve the program.

Filed of employment: After completing the educational program of teacher training, the graduate has the right to be employed as a teacher of the subject of the chosen field at the basic and secondary level of a public or private school; also, in formal and informal directions in educational programs of general education.

Material-technical base: For the implementation of the program, Telavi State University, at the Faculty of Education Sciences, has the appropriate material and technical base, well-equipped offices and laboratories: Natural science and STEM laboratories, physics, chemistry, foreign language classrooms, children's rights protection center, student psychological support office, conference hall, counseling room, computer classroom with 24/7 Internet access; Also, a library arranged at the level of modern standards and equipped with a book fund and electronic databases, within which students and lecturers can access international databases. Specifically, with interdisciplinary electronic databases:

EIFL concortium bases for publishing:

1. Cambridge Journals Online *(https://www.cambridge.org/core);*
2. e-Duke Journals Scholarly Collection *(https://read.dukeupress.edu/);*
3. Mathematical Sciences Publishers Journals*(https://msp.org/);*
4. SAGE Journals *(https://journals.sagepub.com);*

Base of electronic books and journals (Oxford University):
Education - https://academic.oup.com/books/search-results?q=&tax=AcademicSubjects/SOC01940
Environment protection-https://academic.oup.com/books/search-results?q=&tax=AcademicSubjects/SOC02100

Elsevier data base

1. ScienceDirect®online http://www.scopus.com
2. Scopus® online https://www.sciencedirect.com

Student knowledge assessment system: Assessment of students' knowledge and granting of credit is done in accordance with the Order No. 3 of the Minister of Education and Science of Georgia and the regulation rule of the educational process of the Telavi Iakob Gogebashvili State. (Approved at the meeting of the representative council with changes protocol # 11, 06.06.2024) according to which student's knowledge is assessed with 100 points:

- Evaluation is carried out in 2 done in 2 necessary forms, based on the midterm evaluation and the final exam: the semester evaluation is determined by the sum of the midterm evaluations and the final exam points.

- It is not allowed to grant credit by using only one component.
- In order to be awarded credit, the student is obliged to pass the minimum score in each evaluation component, which is indicated in the relevant syllabus for each study course and which does not exceed 60% of the relevant evaluation;
- In each subject, the student is awarded credit after achieving the learning outcomes planned by the syllabus, as indicated by one of the positive evaluations discussed below.

For detailed information see syllabus of learning cources.

The evaluation system allows:

a) five kinds of positive evaluation:

(A) Excellent – 91-100 points of evaluation;
(B) very good –81-90 points of maximal evaluation;
(C) good–71-80 points of maximal evaluation;
(D) satisfactory –61-70 points of maximal evaluation;
(E) sufficient–51-60 points of maximal evaluation;

b) Two kinds of negative evaluation:

FX) couldn't pass–41-50 points of maximal evaluation; Which means that the student needs more work to pass and is allowed to take the additional exam once with independent work.
(F) Failed –40 points of the maximal evaluation and less, which means that the work done by the student is not enough and he has to study the subject anew.

Note:

- In the study component of the educational program, in case of receiving of FX, the higher educational institution means an additional exam. The interval between additional exams corresponding to the educational component should be at least 5 days after the announcement of the results of the final exam.
- The student, who will receive 0-50 points in the final evaluation of the educational component, taking into account the evaluation received at the additional exam, will be assigned a grade of F-0.

The evaluation system used in the program is relevant, objective and transparent for achieving the results provided by the program.

Within the framework of the program, along with the quantitative assessment, the lecturers plan to develop students' formative assessment, which is a direct (but not the only) strategic tool for developing general (transferable) skills for students. (Communicative, ethical, defining learning needs, skills of presenting and sharing ideas, etc). At the same time, this evaluation format offered by the lecturer to the students helps to determine the stages of the student's professional growth, to determine the dynamics of progress (or regression) and to understand the next educational activities of the student. This is a condition for improving the quality of teaching and learning

Peculiarities of teaching organization: The program is implemented in two forms: independently existing and within the framework of the bachelor educational program

Duration of program implementation:

a) In the case of an independently existing educational program, the program is implemented during one academic year, two semesters;

b) Within the framework of the bachelor educational program, it is carried out during five semesters, starting from the 4th semester of the undergraduate educational program;

The educational program provides the admission of entrants to the program in accordance with the indicated interdisciplinary directions every year, with an optimal number of no more than 20 students in each direction.

The program is implemented during nineteen-week academic semesters. From these, the eighth week is for the midterm test, and the fifteenth week is for the presentation, the 16th and 17th weeks are for the final exam, and the 18th and 19th weeks are for the supplementary exams.

In the study load of students, the time required to achieve the learning outcomes defined by the educational program is primarily considered and is based on the student's independent and contact hours. About a third of the credits are calculated for classroom meetings, and the rest for independent work of students, 1 credit is equal to 25 hours. Not less than 1/3 of the total number of credit hours of school practice is allocated for the contact hours spent by the student on school practice. Detailed practice plan: See relevant syllabus.

The structure of the program is based on a combined option: modules and individual courses, their credits, distribution by semesters and the status of each are clearly indicated. The program includes both a teaching and a research component, which is reflected in practice research, with certain dosages in different study courses. All components in the program and the ratio between them serve to achieve the results provided by the program and ensure the appropriate education in the disciplines necessary for the professional training of students.

The program includes mandatory courses, as well as optional courses, the use of which contributes to the expansion of the professional knowledge of students and raises their professional competencies to a higher level.

Within the framework of the educational program, the lectures of all courses included in the modules of pedagogy, psychology and elective courses, as well as inclusive education for students of all subjects are held together and didactics of subject teaching is conducted for subject groups separately.

Within the framework of cooperation in various locan and international educational projects , Based on their recommendations and/or using resources and taking into account the changes implemented in the education system of Georgia, a number of training courses were prepared, which were included in the program during the reporting period (from 2016 to the present day) and serve to generate, develop and/or strengthen the competencies necessary for the teacher's specialty, these learning cources are:

Teacher's portfolio and reflection

1. National study curriculum and its main concept
2. Teaching social-emotional skills for future teachers
3. Gender responsive school.

60 ECTS credits for the program are distributed as follows: 46 credits are study courses (41 credits are mandatory, and 5 credits are optional); And 14 credits are allocated to school practice and practice research.

During the construction of the program, the specifics of the training courses and the logical sequence of their teaching are taken into account. The teaching of different teacher training courses, teaching methods of teaching subjects leads to school practice, depending on what the implementation of specific school practice provides. 14 credits are assigned to the teaching methodology of all subjects, which will be studied within the framework of two study courses. The direction of Georgian language and literature is different, in which case two study courses will be studied in parallel: Georgian language teaching

methodology (4 credits) and Georgian literature teaching methodology (5 credits), and then one study course will be studied: Georgian language and literature integrated teaching methodology (5 credits).

As for the optional courses, the student has the opportunity to choose two study courses within 5 credits, taking into account the interest.

In the case of an independent program, the workload of students in the first and second half of the academic year is 31-29 credits, and in the case of choosing Georgian, it is 33-27 credits. As for the implementation within the framework of the bachelor educational program, in this case the credits are distributed according to the semesters as follows: I semester-11 credits, II semester-10 credits, III semester-13 credits, in case of choosing Georgian-15 credits, IV semester12 credits, In case of chosing Georgian 10 credits and in final V semester 14 credits, in total 60 credits.

Each such task is evaluated with certain points, which are reflected in the syllabus of the training courses.It should be noted that for teaching certain cources besides auditorium lectures, so called built in practice elements are also provided, which provides fulfilling certain tasks at school visits, direct contact with school environment, teacher assistance. This obviously contributes to the student's mastering of the skills of practical implementation of knowledge, professional competences, better study of school situations, research and better planning and implementation of their own activities based on the analysis of the received information.

These cources are:

- ✓ Research methods in education
- ✓ Inclusive education
- ✓ General course of mathematics teaching didactics, methods of teaching arithmetic and algebraic materials
- ✓ Methodology of teaching geometric material and probability-statistics

School practice and practice research

School practice, which has assigned 10 credits, is carried out during one semester. In the case of an independent educational program, in the second semester, and in the case of a program implemented within the framework of a bachelor's educational program, in the 5th semester. In parallel with it, the training course "Practice Research" is running, which has 4 credits. The student goes through active school practice in accordance with the specifics of teaching the subject. (for detailed information see annex: “curriculum” and appropriate syllabus).

All components in the program and the ratio between them serve to achieve the results provided by the program and ensure solid and thorough education in the disciplines necessary for the professional training of students.

Peculiarities of teaching organization:

In case the program has student with special education needs, the following forms of implementation of individual points of program organization will be considered for them:

Forms of accommodation to be considered for midterm and final exams:

- Increased exam time
- Use of technology (e.g: To read the questions aloud)
- Conducting the exam in an environment free from distractions
- Short breaks during the exam
- Changing the format (font, size) of the exam paper
- using a calculator;
- Reduction of time;

- Staged assessment and examination;
- Individual exam schedule

Forms of assistance in the teaching process:

- Individual consultations;
- providing physical accessibility;
- Individual teaching schedule;
- Delivering instruction/materials in a variety of ways
- Use of audio material
- replacing written activity with oral one;
- replacing oral activity with writing (in another form);

Curriculum see in accordance with annex.

Human resources necessary for the implementation of the educational program

The university has adequate human resources to implement the program. Academic and appropriately qualified support personnel of the university, invited teachers, participate in the implementation of the program.

Information about the human resource necessary for the implementation of the teacher training educational program

№	Lecturer Name	Qualification	Occupied profession	Name of learning course
1	Nino Nakhutsrishvili	Doctor of Education	Professor, department of education sciences	General course of didactics of teaching mathematics, methodology of teaching arithmetical and algebraic materials
				Methodology of teaching geometric material and probability-statistics
2	Nino Modebadze	Doctor of Education	Professor, department of education sciences	Theories of Development and teaching
				Modern educational technologies
				National study curriculum and its major concept
3	Davit Makhashvili	Doctor of Education	Professor, department of education sciences	Education Policy
				Organizing up-bringing process
4	Hamlet Razmadze	Doctor of pedagogical sciences	Associated Professor department of education sciences	Theory and methodology of physical education1
				Methodology of teaching sports games and athletics

	Nino Basilashvili	DOCTOR OF PSYCHOLOGY	Associated Professor department of education sciences	General Psychology
				Psychology of Development
				Psychological Mecahnisms of Overcoming Stress
6	Tamar Mikeladze	DOCTOR OF EDUCATION	Associated Professor department of education sciences	Teachers's portfolio and reflection
				METHODOLOGY OF TEACHING ENGLISH 1
				METHODOLOGY OF TEACHING ENGLISH 2
7	Shorena Dzamukashvili	Doctor of Education Sciences	Associated Professor department of education sciences	PLANNING, MANAGING AND EVALUATING TEACHING PROCESS
				Inclusive Education
				School Practice
8	Maka Sidamonidze	Doctor of Education Sciences	department of education sciences, assistant	Methodology of teaching Georgian language
				Methodology of teaching Georgian literature
9	Natela Maghlakelidze	Doctor of Education Sciences	Invited professor at the department of education sciences	Integrated teaching of Georgian language and literature
10	Darejan Gagnidze	Doctor of Education Sciences	Invited lecturer	Teaching methodology of fine and applied arts 1
				Teaching methodology of fine and applied arts 2
11	Magda Davitashvili	Doctor of Biology	Professor at the department of Agrarian , Natural Sciences and technology	Teaching Methodology of Biology 1
				Teaching Methodology of Biology 2
12	Nana Berdzenishvili	Doctor of Geography. Academician of Sema; Geography mentor teacher	Associate Professor at the faculty of Agrarian , Natural Sciences and technology	Methodology of teaching Geography1
				Methodology of teaching Geography2
13		Doctor of Biological Sciences		Methodology of teaching Chemistry (part one)

	Darejan Margalitashvili	Lead teacher in chemistry direction	Assistant Professor at the department of Agrarian , Natural Sciences and technology	Methodology of teaching Chemistry (part two)
14	Mariam Zakariashvili	Doctor of Pedagogical sciences in the direction of informatics	Associate Professor at the department of Agrarian , Natural Sciences and technology	Information-communication technologies in teaching
15	Aleksandre Mosiashvili	Academic doctor of education	Associate Professor at the department of Humanities	Methodology of teaching History (1)
				Methodology of teaching History (2)
16	Sopio Arsenishvili	Doctor of Philological Sciences	Invited lecturer	Intercultural Education
17	Salome Tatulishvili	Doctor of Education	Associated Professor department of education sciences	Research Methods in Education
18	Nino Gigilashvili	Doctor of Education	Assistant Professor department of education sciences	Pedagogical ethics
				Gender Responsive School
				Teaching social-emotional skills to future teachers
19	Ana Gigauri	Doctor of Education	Associated Professor department of education sciences	Class management and managing teaching process on the basic-secondary level
20	Natela Bagatrishvili	Doctor of Education	Associated Professor department of education sciences	Practice Research

21	Ia Chakiashvili	Doctor of sychological ciences	Associated Professor department of education sciences	• Teaching social-emotional skills for future teachers • Psychology of Education • Basics of social psychology

In addition to the mentioned resource, other resources were also used: cooperation with public schools of Telavi district was ensured for the implementation of the practical components of the program, memorandum. Partnership with various local or international educational institutions, which at the same time serves the professional development of the staff and refinement of the program.

The following is enclosed to the program:

- Curriculum
- Syllabus of the cources
- Accompanying documentation provided by self-assessment