LEPL Iakob Gogebashvili Telavi State University
Faculty of Educational Sciences
ზოგადი განათლების დაწყებითი საფეხურის მასწავლებლის მომზადების ინტეგრირებული საბაკალავრო-სამაგისტრო საგანმანათლებლო პროგრამა
Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education

Regulated profession
Broad field of study: 01 Education (ISCED-F-2013)
Narrow field of study: 011 Education)
Detailed/Specific field:
0114 Teacher Training with Subject Specialization (ISCED-FoET-2013)
Second Cycle of Higher Education
Level VII of the National Qualifications Framework

Program directors:
Nino Nakhutsrishvili _ Doctor of Education, Professor, Department of Educational Sciences

Nino Modebadze _ Doctor of Education, Professor, Department of Educational Sciences

Approved by the Faculty Council,
Minutes No. 12, 20.11.2024
Dean of the Faculty:

/ Prof. N. Modebadze/

Recommended by the Faculty and University Quality Assurance Services,
Minutes No. 20, 22.11.2024
Head of the University Quality Assurance Service: /Assoc. prof. S. Tatulishvili/

Approved by the Academic Council,
Minutes No. 25, 22.11.2024

Rector of the University /Assoc. Prof. Sh. Tchkadua/

Telavi
2024

Faculty of Educational Sciences
Department of Educational Sciences

Integrated Bachelor's and Master's Degree Educational Program for Primary School Teacher Preparation in General Education

Bachelor's and Master's Integrated Program of Primary Education

Program analogue(s):

University of Warsaw (Poland):
https://www.pedagog.uw.edu.pl/english-version/faculty-of-education-university-of-warsaw/

University of Illinois Urbana-Champaign, Chicago (USA)
http://catalog.illinois.edu/graduate/graduate-majors/ed-curriculum-inst/elementary-education/
https://www.teachingdegrees.com/programs/primary-education

The Institute for Education, Malta
https://instituteforeducation.gov.mt/en/Pages/Courses/Qualifications%20Details/Master%20of%20Education%20-%20Primary.aspx

University of Hartford, (USA) ჰარტფორდის უნივერსიტეტი (ინგლისი):
https://www.hartford.edu/academics/schools-colleges/enhp/academics/department-of-education/bs-in-integrated-elementary-and-special-education.aspx

University of the West of Scotland -UWS, Scotland, UK
https://www.uws.ac.uk/study/postgraduate/postgraduate-course-search/professional-graduate-diploma-education-pgde-primary/?utm_source=findamasters&utm_campaign=courseid%5b33010%5d&utm_medium=courselisting&utm_content=textLink

Arisona State University, (USA)
https://asuonline.asu.edu/study/education-degrees/?utm_source=xyzmedia&utm_medium=ppl&utm_content=Conversion_Pagevisitors-Premium-Vertical-Education&utm_campaign=22-Nat_Acq_Hi&utm_ecd22=22&utm_term=hmlTeachingDegrees46235fsbeem_{s2sId}

Educational Program Directors:

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Academic Level: Second Level of Higher Education

Educational program type: Academic

Language of Instruction: Georgian

Qualification and code to be awarded: Academic Degree of Master of Education

(With the right to teach Georgian, Mathematics, and Science for Primary School Grades I-IV) and additionally (according to the optional modules):

a) With the right to teach two subjects from the following three options for Grades V-VI: Georgian, Mathematics, or Science.

or b) With the right to teach special education, upon completing the Special Education Teacher Training module (to be reflected in the diploma supplement)

Program volume in credits: 300 ECTS credits

The program structure is logically sequential. It is constructed on the following principle consisting of **a core component** and **two optional modules**.

a. An elective module in teaching Georgian and/or Mathematics and/or Science (two subjects selected from the above) for Grades 5 and 6

b. An elective module in the direction of Special Education Teacher Training

- **Prerequisites for admission to the program:**

Acquiring student status for the Integrated Bachelor's and Master's Degree Educational Program in Primary School Teacher Training in General Education is carried out in accordance with the current legislation of Georgia: the Law on Higher Education of Georgia, the regulation on the Unified National Examinations, the procedure for the distribution of state educational grants, and the 'Regulation on the Educational Process of Iakob Gogebashvili Telavi State University.

The right to study in the program is granted to individuals holding a state document certifying complete general education (or a person equated with them under the legislation of Georgian), who have passed the Unified National Exams and, based on the ranking of the obtained score coefficients (i.e. exam scores), have obtained the right to study on the integrated Bachelor's and Master's educational program for preparing primary school teachers of general education at Iakob Gogebashvili Telavi State University.

To enroll in the program, the applicant has the opportunity to take an elective exam in one of the subjects selected for the educational program from the following list:

- Mathematics,
- History,
- Literature,
- Biology,
- Geogrpahy,
- Civic Education

To enroll in an educational program, an applicant is required to undergo administrative registration at LEPL Iakob Gogebashvili Telavi State University within the deadlines set by the institution.

The information about the implementation of the program and the admission of applicants is transparent and public, posted on the university's website www.tesau.edu.ge, and accessible to all interested parties.

The goal of the educational program is:

1. To prepare a teacher of general education at the primary level with a specific subject (and special education teacher)[1] specialization, whose competencies align with the teacher's professional standards (as defined by the higher education sector characteristics of the educational program for preparing special education teachers)[2] and meet at least the requirements for the status of a senior teacher.

[1] In case of passing the special education teacher module.

[2] In case of passing the special education teacher module.

2. To provide the theoretical knowledge necessary for professional activity and to master practical skills, through the active and targeted use of which, one will be able to plan and implement the educational process in accordance with modern requirements, and to effectively use innovative approaches, methods, modern learning and assessment strategies, tools, and educational resources in accordance with educational goals.

3. To equip them with the skills necessary to create a student-centered, motivating, and positive environment, and manage the classroom, considering account the age-specific characteristics and needs of each student and adhering to the principles of universal design, which will promote the personal, social-emotional, and cognitive development of students, as well as stimulating their motivation and interest in learning.

4. To develop professional responsibility, values, adequate reflection and self-assessment skills, so that, in compliance with professional ethics, they can independently conduct their own learning, find and implement optimal ways of professional development, contribute to the development of their own or others' professional knowledge and practice, communicate healthily, evaluate and analyze pedagogical situations, find optimal ways to solve problems, conduct practice-based research and make the right decisions, which will be aimed at improving the educational process and raising its quality.

The implementation of the program is aimed at contributing to the provision of the system with qualified teaching staff both in the region and beyond, and ensuring the realization of the capabilities of professional teachers in the scientific field.

The program's objectives align with the mission, goals, and strategic development plans of Iakob Gogebashvili Telavi State University, as well as the Faculty of Education Sciences. They are focused on the labor market and are achievable.

The educational program is based on Georgian legislation and is aligned with the professional standard for teachers, the framework for teachers' professional development and career advancement, as well as the national curriculum. It complies with the subject-specific characteristics of higher education for primary-level general education teachers and the National Qualifications Framework.

The main objectives of the integrated bachelor's and master's educational program for preparing primary-level general education teachers align with its mission and are focused on addressing the following key tasks:

- The effective implementation of a program that meets modern requirements;
- Ensuring a high-quality teaching and learning process;
- Preparing competitive pedagogical staff for the primary level of general education, in line with national priorities, equipped with at least the necessary competencies for a senior teacher (and special education teacher)[3]
- Strengthening collaboration between schools and the university to ensure the successful implementation of the program.

Planned approaches and means for achieving the tasks:

a) The effective implementation of curriculum-defined academic courses, school (and professional[4]) practice, and practice-based research for students.

b) Creating a positive educational environment built on student-centered universal design principles.

c) Creating a key regulatory link within the continuous connection of 'school-higher education institution-school, planning and implementing innovative and effective measures and activities that involve active participation of students in the educational program. These efforts will be directly aimed at addressing modern demands and the needs of schools, contributing to the professional preparation of students. At the same time, supporting and promoting the continuous renewal and development of the program in accordance with the needs of 21st-

[3] In case of passing the special education teacher module.

[4] In case of passing the special education teacher module.

century schools. This will naturally reflect in attracting graduates from regional schools to the program and supplying schools with highly qualified pedagogical staff.

4. Finding and attracting innovations in the field of education, implementing them, creating a scientific research environment, and promoting scientific (practical) research for students and staff.

Learning outcomes:

The program ensures that students acquire field-specific competencies oriented toward self-assessment and continuous development, develop research skills, and realize their potential in professional/research activities for career advancement.

Master of Primary Education **upon completion of the program**:

- Will be well-versed in the ongoing processes within the education system,
- Will be aware of the specifics of the profession, the responsibilities to be fulfilled, and professional values;
- Will acquire the general and field-specific competencies required for a teacher with at least the status of a senior teacher (and special education teacher), as well as the theoretical knowledge and practical skills necessary for professional activities.

The graduate will have the qualification of a Master of Education to teach at the primary level of general education, in grades 1-4, the subjects defined by the national curriculum (hourly framework): Georgian language and literature, mathematics, natural science, and additionally: a) In grades V-VI, from the aforementioned subjects (Georgian language and literature, mathematics, and natural science), two subjects will be selected based on personal choice, after completing the corresponding module. Or

b) Upon completing the special education teacher preparation module, the graduate will be qualified to work as a special education teacher.

The graduate of the integrated undergraduate-master's educational program for the preparation of primary education teachers possesses competencies **according to the following criteria**:

	Learning outcomes:
I Knowledge and awareness	**1.1 Creating a positive learning environment** Describes how to create a positive, motivating, differentiated, and constructivist-based learning environment for all students, which is physically, socially-emotionally, and cognitively safe, inclusive; understands the importance of using the universal design approach; Defines the interventions and remediation methods necessary for the holistic development of students, considering their diversity; Describes the key factors that shape a collaborative school culture, environment, and discusses their significance for professional development and quality improvement." **1. 2. Planning, conducting, and assessing the learning process** Describes the structure of the national education system, the national goals of general education, the requirements of the National Curriculum, the teacher's professional standards, and all the necessary requirements that will assist in planning and implementing the learning process; Discusses the importance and purposeful use of the main theories of development and teaching, as well as diverse, student-centered learning and teaching strategies and resources. Understands their role in designing and conducting a student-centered and outcome-oriented learning process.

	Discusses the goals and principles of sustainable development and the importance of teaching them in the formation and upbringing of individuals with high civic engagement and social responsibility. Discusses the alignment of assessment types, principles, methods, and criteria with the learning objectives, and the importance of using effective formative assessment at the primary level. Discusses the role and importance of extracurricular activities for student motivation, learning, and multidimensional development. **1.3. Focus on professional development** Selects professional development models according to the basic principles of professional development, the appropriate forms of reflection and self-assessment, and methods of implementation. Understands and discusses their importance for professional development and improving the quality of professional activities. Considers and discusses current trends in educational sciences, research methods in education, and the importance and potential of their targeted use for professional development and improving the quality of teaching and learning. Describes the specifics of practice-based research, its peculiarities in implementation, and the importance of research for one's own professional development and improving the quality of teaching and learning. • Considers and discusses the essence of inclusive education, its key principles, and characteristics. • Describes and discusses the types of adaptation of the national curriculum: accommodation/modification, and their significance in the process of developing an individualized learning plan. • Discusses developmental disorders in children and their manifestations, which hinder an individual's learning and independent functioning. • Justifies the importance of a team approach in the process of implementing inclusive education, emphasizing the necessity of collaboration and support from other teachers, specialists, individuals with special educational needs, and families[5].
II Skills	**2.1 Creating a positive learning environment** Considering the individual, special needs, and diversity of students, as well as their personal, social-emotional, and cognitive development, creates and manages an effective, organized, learning-supportive, equally accessible, and safe learning environment. This ensures students' adaptation to this environment, integration into the group, and the establishment of appropriate behavioral norms. Using differentiated teaching and remediation methods, involves students in diverse learning activities, taking into account their educational needs and abilities; Purposefully uses effective classroom management strategies. Promotes the development of students' self-regulated behavior and fosters healthy, positive relationships among them. • Facilitates and engages in active collaboration with students, parents, colleagues, and the community, ensuring effective communication to maintain a conflict-free environment, analyze the causes of conflicts, and resolve them.

[5] In case of passing the special education teacher module.

	2.2. Planning, conducting, and assessing the learning process Based on the national goals of general education and the national curriculum, and considering the needs of students, plans a thematic structural unit, taking into account all components of interrelationships and both intra-disciplinary and interdisciplinary connections; Considering the goals of the curriculum and the needs of students, with academic integrity, seeks, creates, and uses supportive learning resources and ICT technologies. In order to foster students' curiosity and desire for knowledge, selects and purposefully uses a variety of strategies to enhance learning and teaching motivation. Supports the development of students' basic academic and socio-emotional skills, and their psycho-emotional and cognitive preparation for the next stage of learning. Takes into account the principles of differentiated and constructivist learning when planning and conducting the learning process and helps students overcome learning delays by using remedial strategies. By using a variety of teaching and learning strategies, supports the development of students' independent learning skills; In the teaching process, applying the principles of sustainable development, offers students tasks that are focused on sustainability and problem-solving. Considers students' interests, needs, and age-related characteristics when planning and implementing diverse extracurricular activities. By purposefully and effectively using assessment methods and tools, provides student-centered formative feedback for their cognitive and personal development. **2.3 Focus on Professional Development** Based on reflection on their professional activities, self-assessment, and critical analysis of feedback received from colleagues or the directorate, they plan appropriate measures for their professional development and improvement of school practice, and for this purpose they actively seek and use new knowledge and findings in educational science; Based on the analysis of school practice, identifies problems/needs, analyzes, plans and implements appropriate interventions and evaluates their effectiveness, plans and implements research by finding and using appropriate tools. Identifies the individual's suspected special educational needs and ensures timely response. Based on the assessment of a student with special educational needs, establishes and implements an individualized learning plan with members of the individualized learning plan team, plans and implements activities/programs to ensure the development of positive peer relationships in the learning environment. Develops and implements a transition plan based on the needs of students in collaboration with stakeholders involved in the transition process. Leads the education process in accordance with the principles of universal instructional design[6].

[6] In case of passing the special education teacher module.

III Responsibility and autonomy	**3.1. Formation of a Positive Learning Environment** Recognizes the importance of inclusive education and student motivation in teaching and learning to create a positive and student-centered, engaging, stimulating learning environment at the primary level. **3.2. Planning, conducting, and assessing the learning proces** Discusses and recognizes the importance and application of innovative approaches in the field of education in accordance with the regulatory documents for general education for the effective implementation of teaching and learning and for one's own professional development. Recognizes that the use of innovative approaches in the learning process at the primary level will significantly contribute to the growth of students' interest and motivation and their multifaceted development. **3.3. Caring for professional development** Is focused on adopting innovations, taking into account learning needs and adhering to professional ethics in practice, and is aware of and acknowledges the importance of effectively planning and implementing research-based school practices for improving teaching and learning outcomes, as well as personal professional development.

Methods/Forms for Achieving Learning Outcomes: The combination of teaching and learning methods, activities, different forms of assessment components, and criteria used in various components of the program ensures the achievement of the intended outcomes of the program. To achieve learning outcomes and enable students to acquire the desired competencies, the courses are conducted in the format of lectures/seminars, practical and laboratory exercises, with particular emphasis on interactivity, engagement, and student activity. During the teaching process, the instructor needs to use different methods, selecting the appropriate ones based on the specific goals and tasks:

Lecture - Its main goal is to understand the concepts of the subject matter, which involves creative and active perception of the presented material. The lecture covers the main topics planned in the curriculum and provides the student with the necessary information. Lecture courses are focused on the study of theoretical research and accumulated experience in the respective field. The lectures are delivered in a problem-oriented aspect, meaning that the attention is concentrated on highlighting the key concepts of the issue being discussed, explanations, notes, assumptions, and a critical analysis of the main issues, facts, and ideas.

The lecture ensures a scientific and logically coherent understanding of the main principles of the subject being studied, without overloading with unnecessary details, where students are engaged in an interactive mode. Therefore, the lecture is a creative process in which both the lecturer and the student participate simultaneously.

Seminar - Its purpose is to provide students with the opportunity to deepen the topics heard during the lecture. Under the guidance of the professor or the seminar leader, the student or student group will search for and process additional information, prepare presentations, write essays, etc. The seminar will include presentations, discussions, and conclusions.

The lecturer coordinates the purposeful conduct of these processes. Seminar work will reveal how correctly the student perceives the selected issue, problem, and independently prepared material.

Verbal or oral method – The verbal or oral method involves presenting new material in a narrative form, where different methods are used in a comprehensive manner based on the content of the topic. This method includes lectures, storytelling, discussions, and others. In this process, the instructor conveys and explains the

teaching material through words, while students actively perceive and assimilate it through listening, memorization, and understanding.

The method of independent work on a book - The method is mainly used during the learning process. The student works on a specific topic according to the request, and with its help, prepares a report and/or presentation, as well as articles for scientific conferences, if desired.

The written work method involves the following activities: making excerpts and notes, summarizing material, composing theses, writing reports or essays, etc.

Practical methods – It encompasses all forms of teaching that help students develop practical skills. Here, the student independently performs various activities based on acquired knowledge. Practical exercises play a significant role in almost every academic course, as solving specific tasks gradually lays the foundation for studying theoretical material and developing the skills needed to independently apply that knowledge.

Discussion/Debates – One of the most widely used methods of interactive teaching is discussion. It is a concurrent process aimed at solving a problematic issue by posing a question. The discussion process significantly enhances the quality of student engagement and activity. This process is not limited to questions posed by the professor. This method helps students develop the ability to debate and justify their own opinions.

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 study, but also to help his teammate to better study the subject. Each member of the group works on the problem until all of them have mastered the issue.

Collaborative and pair work - Teaching with this method involves dividing students into groups and/or pairs and giving them a learning task. Group members work on the issue individually and simultaneously share it with the rest of the group members. Depending on the task set, it is possible to distribute functions among the members during the group's work. This strategy ensures maximum involvement of all students in the learning process.

Brain storming - This method involves fostering the development and expression of as many ideas or opinions as possible on a specific topic/issue, ideally radically different from each other. This method helps in developing a creative approach to problem-solving. This method is effective in the context of a large student group and consists of several key stages: creatively defining the problem/issue, noting the ideas related to the topic within a specific time frame without criticism from the audience (mostly on the board), selecting the ideas that most closely align with the posed issue through a process of elimination, determining evaluation criteria to assess the alignment of ideas with the research goal, evaluating the selected ideas according to predefined criteria, and identifying the idea with the highest evaluation as the best solution to the problem.

The inductive method defines a form of knowledge transfer in which the flow of thought in the learning process is directed from facts to generalization. In other words, when conveying the material, the process moves from the specific to the general.

The deductive method defines a form of knowledge transfer that represents the logical process of discovering new knowledge based on general knowledge, meaning the process moves from the general to the specific. By relying on general knowledge, drawing appropriate conclusions regarding the specific helps the student understand the issue and facilitates the transfer of knowledge.

E-learning elements E-learning) refer to teaching via the internet and multimedia tools. It encompasses all components of the educational process (goals, content, methods, resources, etc.), which will be implemented through the selection of relevant electronic technological instruments for delivering the course materials (audio-video materials, PowerPoint lectures, online and offline resources, platforms for working with students and storing their various information).

E-portfolio: Creating a portfolio serves as a measure for both the student and the lecturer to assess the dynamics of professional growth and becomes especially relevant during the implementation of teacher training programs.

The demonstration (visualization) method is quite effective in terms of achieving results through visually presenting information. The demonstration of the material to be studied can be carried out by both the teacher and the student (presentation). A good example of the visualization method is the showing and discussion of video materials, which represent modeled situations. This is part of an effective teaching methodology for a range of educational courses. Video material can describe a specific incident that occurred in a particular field and can continue in the form of **a case analysis** with students.

Use of Virtual Laboratory

A laboratory exercise is more visual and allows for the perception of a specific event or process. In the laboratory, the student learns to conduct experiments. The skills developed in experimental learning laboratories enable a deeper understanding of the theoretical material heard in lectures.

Analysis and/or synthesis methods are actively used in the teaching process because breaking down the learning material into constituent parts allows for a more detailed exploration of specific issues within a complex problem. Additionally, grouping individual issues together to form a cohesive whole helps develop the ability to see the problem as a whole. This approach is valuable for better understanding the issue and for developing the relevant competencies in students.

The explanatory method is based on reasoning around a given issue. Through discussing specific examples, students engage in reasoning and the topic is examined in detail within the context of the subject matter. It involves providing in-depth explanations of specific issues, identifying cause-and-effect relationships between concepts or particular issues.

The heuristic method is used in various forms: heuristic discussion, where the teaching is organized in a way that knowledge is acquired through inquiry, guided by the lecturer or with the help of a textbook. The lecturer prompts the audience towards finding correct answers by using specific questions. It encourages students to use their already acquired experience, compare subjects, objects, concepts, etc., and draw correct conclusions. Since this type of learning is collective, it creates an atmosphere of group interest. It allows students to process the information already available to them, fostering the development of their thinking – both logical and creative.

Problem-based learning (PBL) is used as the initial stage of acquiring and integrating new knowledge through a problem, which may be a specific issue, methodological situation, etc. To resolve this problem appropriately, the student works with sources, scientific literature, searches for the latest scientific achievements in the relevant field, articles, conference materials, and all materials related to the problem at hand. The synthesis and sharing of the gathered materials and data, as well as the student's own perspectives, are done through communication with peers, which often becomes the foundation for creating new knowledge.

Case study: This method is quite popular in courses where it is necessary to discuss specific situations, compare them with other situations, analyze them, highlight the essentials, and draw appropriate conclusions. The so-called "cases" provide an opportunity to clarify a specific idea, issue, approach, or method, as well as their application prospects, advantages, and possible challenges.

Project-based learning: Planning/implementing a small project based on the educational topic.

Communicative Language Teaching (CLT) is currently the most popular and effective approach in foreign language teaching. This approach focuses on teaching language in the relevant context. Great emphasis is placed on using combined exercises that incorporate both grammar and vocabulary alongside communicative functions, and vice versa. The use of this approach equally develops all four language skills (speaking, writing,

reading, and listening). The primary focus is on interactions in pairs and groups, in which the student is actively engaged.

Action Based Learning (ABL) is a method where the practical interpretation of theoretical material is essential. It involves applying the knowledge acquired theoretically through performing practical tasks, solving problems, or addressing challenges. This approach helps students develop the skills to apply theoretical knowledge in practical situations.

School practice serves to deepen and consolidate the knowledge acquired by the student. It develops the ability to apply knowledge in practice, to use various methods and activities to solve problems in the studied subject. In addition to the above, some courses defined by the curriculum include the so-called "embedded practices", the implementation of which contributes to the deepening, consolidation and practical implementation of the theoretical material mastered during lectures when performing various tasks in the school environment.

Practice research involves the identification, investigation, and determination of interventions related to problematic issues in the teaching and learning process during school practice. Practice research inherently includes planning and designing: defining its stages, conducting action research, collecting, processing, analyzing, and sharing data. The proper presentation and sharing of practice research is done in the form of a master's thesis.

The method of practice research is one of the applied research methods, which involves the implementation and use of existing theories or mechanisms in practice. In the field of education, this specifically refers to observing professional situations in order to identify problems, conduct situational analysis, make correct decisions, and develop appropriate interventions to improve the current situation. Practice research is an investigative activity in which participants and researchers collaboratively generate knowledge through communicative processes. The theme and outcomes of practice research serve as the foundation for the subsequent master's thesis. Therefore, practice research is theoretically coordinated by a professor, who acts as the scientific supervisor of the master's thesis.

A master's thesis is the final stage of the second cycle of higher education, and its purpose is to systematize the theoretical and practical knowledge acquired in the field of study and to provide a well-founded solution to the tasks of practice research. The thesis should include an analysis and results of practice research based on the research topic, with appropriate interventions and recommendations. The thesis should demonstrate the student's proficiency in the design of practice research related to the posed issues and their readiness for future professional activities.

The preparation of **the practice research report** is the final stage of the practice research process. By preparing the report, the student outlines the methods used during the research, presents the results, and formulates conclusions. The report serves as a summary and consolidation of the activities carried out, bringing them into one cohesive system. **Consultations** from lecturers are an important supporting mechanism in the learning process for students, as they help and coordinate students in developing independent working habits with the assistance of the instructor. They guide students in working with educational literature and other resources properly, and help clarify issues raised during independent work.

Field of employment: Upon completing the integrated bachelor's-master's educational program for the preparation of primary school teachers in general education, the graduate will be awarded the academic degree of Master of Education. They will be authorized to work as a teacher in general education schools for grades I-IV in Georgian language, mathematics, natural sciences, and optionally: as a teacher for two subjects in grades V-VI, depending on their qualifications, or as a special education teacher upon completing the relevant modules. Additionally, graduates can work in non-formal education settings where the need for specialized personnel with the appropriate sectoral or general-transferrable competencies arises.

Material and technical base

For the implementation of the program, Telavi State University, at the Faculty of Education Sciences, has the appropriate material and technical base, including well-equipped classrooms and laboratories: Natural Science and STEM laboratories, a Children's Rights Protection Center, a Student Psychological Support Office, a conference hall, a consulting room, and a computer classroom equipped with continuous internet access. Additionally, there is a modern library equipped with books and electronic databases, where both students and faculty members can access international databases, specifically sectoral electronic data platforms.

EIFL Consortium's databases with publication opportunities

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);*

A database of electronic books and journals (oxford university):

Education - https://academic.oup.com/books/search-results?q=&tax=AcademicSubjects/SOC01940

Environmental protection-https://academic.oup.com/books/search-results?q=&tax=AcademicSubjects/SOC02100

Elsevier database

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

Student knowledge assessment system: Student knowledge is assessed and credits are awarded in accordance with Order No. 3 of the Minister of Education and Science of Georgia and the Regulation on the Rules Governing the Educational Process of LEPL Iakob Gogebashvili State University (approved with amendments at the meeting of the Representative Council, Minutes # 11, 06.06.2024), according to which student knowledge is assessed using a 100-point system.

- Assessment is carried out in 2 mandatory forms, based on midterm assessments and final exams: The semester assessment is determined by the sum of the midterm assessments and final exam scores.
- It is not permissible to award credit using only one component.
- To be awarded credit, a student is required to pass the minimum score threshold in each component of the assessment, which is specified in the relevant syllabus for each course and which does not exceed 60% of the relevant assessment;

In each subject, a student is awarded credit after achieving the learning outcomes planned in the syllabus, which is expressed on the basis of one of the positive assessments discussed below.

For details, see the course syllabi.

The evaluation system allows:

a) Five types of positive evaluation:

(A) Excellent – 91-100 points;
(B) Very good – 81-90 points of maximum assessment;
(C) Good – 71-80 points of maximum assessment;
(D) Satisfactory – 61-70 points of maximum assessment;
(E) Sufficient – 51-60 points of maximum assessment.

b) Two types of negative evaluation:

(FX) Did not pass – 41-50 points out of the maximum grade, which means that the student needs more work to pass and is allowed to take the exam once with additional independent work;

b) (F) Fail- 40 points and less from maximum marks, which means the performance a student is not sufficient and he/she has to learn the subject from the beginning.

Note:

- In the educational program's academic component, if a student receives FX grade, the higher education institution schedules an additional exam. The interval between the announcement of the final examination results and the additional examination must be at least 5 days.
- A student who, taking into account the score received on the additional examination, obtains a final score of 0-50 points in the educational component will be assigned a grade of F-0.

As part of the program, in addition to quantitative assessment, developmental evaluation by lecturers is planned (including peer and self-assessment by students), which serves as a direct (though not the sole) strategic tool for students to develop general (transferable) skills.

Peculiarities of Teaching Organization:

In case a student with special educational needs (SEN) or disabilities (PWD) enrolls in the program, the following forms of implementation for specific elements of the program will be provided:

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

- Extended time for the examination
- Use of technology (e.g., for reading questions aloud)
- Conducting the examination in a distraction-free environment
- Short breaks during the examination
- Modifications to the exam paper format (font type, size)
- Use of a calculator
- Reduced workload or time allocation
- Gradual assessment or step-by-step examination
- Individualized examination schedules

Forms of assistance in the learning process:

- Individual consultations;
- Ensuring physical accessibility;
- Individualized study schedule;
- Providing instructions/materials through various means;
- Use of audio materials;
- Replacing written activity with oral activity;
- Replacing oral activity with written (or other forms) activity.

The educational program is implemented over five academic years, over ten nineteen-week semesters. Of these, the eighth week in each semester is designated for midterm writing, the fifteenth week for presentation, the 16th and 17th weeks for the final exam, and the 18th and 19th weeks for additional exams.

The educational program includes both an educational component and a research component, which is reflected in practical research and the preparation and defense of a master's thesis.

It should be noted that within the framework of cooperation with various local and international educational institutions and international projects, with their recommendations and/or using resources, and taking into account the changes made in the Georgian education system, a number of training courses were prepared, which were included in the program during the reporting period (from 2018 to the present) and serve to develop and develop the competencies necessary for the teaching profession. These training courses are:

1. Teacher's portfolio and reflection
2. The national curriculum, its main concept, and methodological guidelines for implementation
3. Foreign Language (English, Russian - Subject-Specific B2.2 Level)
4. Foreign Language (English, Russian - B2.2 Level, Working with Subject-Specific Literature)
5. Effective teaching strategies, activities, and resources for teaching mathematics at the primary level.
6. Teaching methodology for students with learning disabilities

7. Teaching methodology for students with intellectual developmental disorders
8. Methodology for teaching students with language, speech and communication disorders
9. Integrated teaching of natural sciences and Georgian as a second language at the primary level.
10. Inquiry-based teaching of natural sciences at the primary level
11. Integration of the STEM concept into the teaching process
12. Gender Equality Issues in School
13. Teaching social skills to specialists in primary education
14. Promoting self-regulated learning and cultivating independent learners
15. Effective use of technology in primary classrooms
16. Project-based learning at the primary level
17. Practice in an early childhood development center
18. Social inclusion
19. The work of a special education teacher with students with special educational needs (SEN) (Individualized Education Plan (IEP))
20. The work of a special education teacher with students with special educational needs (Intervention Plan).
21. School practice in the framework of the special education teacher module.

Also, a number of issues were integrated into individual training courses, which is also important for modern teaching and learning in general education schools and, accordingly, for the training of pedagogical staff.

When determining the students' workload, priority is given to the time required to achieve the learning outcomes defined by the educational program, and it is based on both independent and contact hours. Approximately one-third of the credits are allocated for in-class meetings, while the remainder is designated for independent student work, with 1 credit equaling 25 hours. For the contact hours spent by the student during school practice, no less than one-third of the total hours of the school practice credit is allocated. The detailed plan for the practice can be found in the relevant syllabi. The structure of the program is based on a combined approach: modules and individual courses, their credits, distribution across semesters, and each course's status and prerequisites are clearly indicated.

The design of the program takes into account the logical sequence and specificity of the courses and their teaching. After completing the relevant courses in teacher preparation and specific subjects, students study the teaching methodologies of these subjects. Only after this is school practice carried out. However, in certain courses outlined in the curriculum, "embedded practices" are conducted before school practice.

Every component of the program, including their balance, is designed to achieve the outcomes outlined in the program and ensures a solid and foundational education in the disciplines necessary for students' professional training.

The program consists of a core (mandatory for all students) part and additional (optional modules) parts: According to the changes in the higher education sectorial characteristics of general education for primary school teachers, a module for preparing special education teachers has been integrated into the program, which includes 63 ECTS credits. (Of these, 50 credits are for specific courses in special education teacher preparation, while the remaining 13 credits are filled from the core part of the program. At the same time, the special education teacher preparation module, together with the program, still includes a subject-methodological module, focusing on teaching two subjects, such as Georgian language, mathematics, or natural science for grades 5-6, totaling 50 credits. Both modules are optional, and together with the core part of the program, they add up to a total of 300 credits.)

Thus, the distribution of credits in the program is as follows:

The **core part** of the program includes 250 credits, which consist of:

- Free components module (34 credits)

· Module of pedagogy and psychology, general education primary school subject (Georgian/Mathematics/Science) and methodology module (160 credits)

· School practice and practice research module (56 credits)

b) In the case of the **teaching module for Georgian and/or Mathematics and/or Science (with the option of choosing two subjects) for the 5th and 6th grades**, 50 additional credits are added: 40 credits for subject and methodological components for the 5th and 6th grades (which, together with the pedagogy and psychology, general education primary school subject, and methodology module of the main part of the program, creates 200 credits); 10 credits for school practice (which, together with the school practice and practice research module of the main part of the program, creates 66 credits).

c) In the case of the **special education teacher preparation module**, 50 credits are added to the credits of the main part of the program, including: 35 credits for special education teacher preparation courses (which, together with the pedagogy and psychology, general education primary school subject, and methodology module of the main part of the program, creates 195 credits); 15 credits for the necessary practice for the specialty (which, together with the school practice and practice research module of the main part of the program, creates 71 credits). In addition to the above, **the special education teacher preparation module** includes 3 courses from the pedagogy-psychology module of the main part of the program, totaling 13 credits, which in total creates 63 credits for this module.

(See appendix: "Curriculum Plan" and corresponding syllabi.)

The module of free components (34 credits) includes advanced specialized training courses and courses whose teaching is focused on the development of general transferable competencies necessary for the specialty of a teacher. Training courses are both mandatory (30 credits) and elective (4 credits), which the student chooses from those specialized training courses offered by the university and the program, which are selected specifically for teacher training educational programs and/or are focused directly on the deepening of knowledge and development of skills necessary for teacher training.

- From the specialty component of the main part of the program, **from the subject and methodological modules (160 credits)**, a total of 80 credits are allocated to pedagogy and psychology, and other special training courses, including 74 credits are mandatory, and 6 credits are elective. 80 credits are allocated to the subject (Georgian/Mathematics/Natural Science) and methodological part of the primary level of general education (corresponding to grades I-IV), all of which are mandatory courses.

· School practice (I-IV grades relevant - 22 credits) and practice-based research module (34 credits), a total of 56 credits, the acquisition of which is mandatory for all students, regardless of the choice of elective module.

In semesters I-VI, the main mandatory courses of the modules in the Georgian language and literature, mathematics, and natural sciences (40 ECTS) will be studied, along with the teaching methodologies for these subjects (40 ECTS). This is in accordance with the standards for primary school teachers (grades 1-4) and with the competencies of senior teachers, as well as with the subject-specific standards for grades 1-4.

In semester V, the student will choose between two modules, the implementation of which will begin in semester VI.

a) In the direction of teaching the subjects of Georgian language and literature, mathematics, and/or natural sciences (choosing two out of them) for grades 5 and 6, this module includes a **subject-specific part** (Georgian/Mathematics/Natural Sciences) where the student selects two subjects within 20 ECTS credits, and a methodological part (corresponding to grades V-VI), where the student selects two subjects within 20 ECTS credits according to the chosen subjects. This totals 40 ECTS credits for the elective course. Additionally, the module also includes school practice for grades V-VI, corresponding to the selected subjects, totaling 10 ECTS credits.

	I-IV Grades:	Credits	Status	V-VI Grades:	Credits	Status
Subject Modules	Georgian Language and Literature	16	Mandatory	Georgian Language and Literature	10	Optional

	Mathematics	16	Mandatory	MATHEMATICS	10	Optional
	Natural Sciences	8	Mandatory	Natural science	10	Optional
Total		40		Total 20 credits (The student selects two academic courses)		
Subject teaching Methodology	Methodology of teaching Georgian language/literature	15	MANDATORY	Methodology of teaching Georgian language	10	Optional
	Methodology of Teaching Mathematics	15	MANDATORY	METHODOLOGY OF TEACHING MATHEMATICS	10	Optional
	Methodology of teaching Natural Science	10	MANDATORY	METHODOLOGY OF TEACHING NATURAL SCIENCE	10	Optional
Total		40		Total 20 credits (Methodologies corresponding to the already selected academic courses)		
Practice	School Practice in Grades I-IV	22	MANDATORY	School Practice in Grades V-VI	10	Mandatory
	Practice-Based Research – Master's Thesis - 34 credits					
In total, this comprises: Subject-Specific (Georgian/Mathematics/Natural Sciences) and Methodological Module – 120 credits • School Practice and Practice-Based Research – 66 credits						

b) In the direction of special education teacher training. Based on this choice, the graduate is given the right to teach Georgian, mathematics, and natural sciences in grades I-IV of the primary school level and to work as a special education teacher in school.

	I-IV Grades:	CREDITS	STATUS	Special Education Teacher Module	CREDITS	STATUS
Subject Modules	Georgian Language and Literature	16	MANDATORY	Subject-specific courses designated exclusively for this module	35	30 CREDITS MANDATORY 5 CREDITS - OPTIONAL

	MATHEMATICS	16	MANDATORY	Specialization-specific courses from the core program	9	MANDATORY
	NATURAL SCIENCES	8	MANDATORY	Courses Included in the Pedagogy-Psychology Module	4	MANDATORY
TOTAL		40		TOTAL: 48 CREDITS (13 OF WHICH ARE FROM THE CORE PROGRAM).		
SUBJECT TEACHING METHODOLOGY	Methodology of teaching Georgian language/literature	15	MANDATORY	პრაქტიკა ბავშვთა ადრეული განვითარების ცენტრში	5	MANDATORY
	METHODOLOGY OF TEACHING NATURAL SCIENCE	15	MANDATORY	სასკოლო პრაქტიკა სპეც მასწავლებლის მოდულის მიმართულებით	**10**	Mandatory
	METHODOLOGY OF TEACHING NATURAL SCIENCE	10	MANDATORY			
		40				
PRACTICE	SCHOOL PRACTICE IN GRADES I-IV	22	MANDATORY	TOTAL:	15	MANDATORY
				SPECIAL EDUCATION TEACHER PREPARATION MODULE TOTAL: 63 CREDITS		
	PRACTICE-BASED RESEARCH – MASTER'S THESIS: 34 CREDITS					

In the case of practice, in addition to the auditorium format, the completion of embedded practice is foreseen for the teaching of certain courses. It represents a preparatory stage for students to develop their professional competencies and engage in school activities. It involves performing certain tasks during short visits to the school, in direct contact with the teaching process in the school environment. During embedded practice, the student observes the teaching process, participates in planning with the teacher, assists in the teaching process, and analyzes what they have observed. Students may be divided into small groups for the embedded practice. The process is carried out at a predetermined time in a specific public school under the direct recommendation and guidance of the lecturer and subject teacher.

Embedded practice, of course, helps students acquire the skills and competencies necessary for the practical realization of knowledge, enhances their understanding of school situations, and allows them to better plan

and implement their activities based on the analysis of the information they receive. Each such task is assessed with specific points, which are reflected in the syllabi of the courses.

These courses are:

1. Research methods in education
2. Planning, conducting and evaluating the learning process
3. Inclusive education
4. Project-based learning at the primary level
5. General issues of teaching the primary course of mathematics
6. Gender equality issues at school
7. Integrated teaching of natural sciences and Georgian as a second language at the primary level.

School Practice and Practice Research

The module allocates **66 credits for the subject-specific and methodological modules for grades V-VI**, and **71 credits for the special education teacher training module**. In order for the student to better prepare for active school practice, the curriculum's practice module includes what is called 'passive practice,' which is 2 credits and involves the student's observation and familiarization with the specifics of the teaching process and school activities. The school practice is carried out over three semesters. In the first stage, it involves completing 10 credits of practice in grades 1-2, followed by another 10 credits in grades 3-4 in the next semester. If the student chooses the subject-specific and methodological module for grades 5-6, then they will undertake school practice in the 9th semester in two subjects selected by the student for grades 5-6. If the student chooses the special education teacher training module, then in the 8th semester, they will complete practice at the so-called 'Early Development Center' (5 credits), and in the 9th semester, they will complete practice at a school in the professional direction of special education teaching (10 credits).

At each stage of the practice, the student is required, in consultation with the subject teacher, to identify needs and select 1-2 problematic issues of interest for further research, which will be reflected in their portfolio. After completing all three stages of practice, from the selected minimum of 3 issues and/or their integration, the student, with the recommendation of their academic supervisor, will choose one issue on which they will begin practice research in the 9th-10th semester. In parallel with the research, the student works on their master's thesis, where they reflect the results of the research, format it in the form of a master's thesis, and submit it to the Department of Educational Sciences, following all the requirements outlined in the relevant regulatory documents: **'Regulation on the Development, Formatting, Defense, and Evaluation of the Master's Thesis'** and the 'Syllabus: **Practice Research - Master's Thesis'**.

Research component: An integral part of the educational program, presented in the form of a master's thesis, and allocated 30 credits.

- The aim of this research component is for the master's student, considering the latest achievements in the field of education and applying the acquired subject-specific knowledge and skills, to present in a systematic way the theoretical knowledge gained throughout the program,
- Practical skills and values;
- To acquire the ability to independently conduct research at the master's level, to be able to pose a problem, select appropriate methods and strategies for its implementation, and to solve the identified problem in a comprehensive, precise, effective, and professional manner;
- To present the obtained results at a high academic level, taking into account academic standards and principles of integrity, through written preparation and oral presentation in front of professionals, using modern technologies and visual aids.

The master's thesis is a scientific research paper, during the completion of which the student develops competencies and values related to scientific activity and the evaluation of scientific results.

The topics of master's theses are diverse and cover current issues in the field of education. Based on conducting research, the student develops knowledge in the field, thereby contributing to the establishment of new values in the education sector.

The research topic should align with the methodological and/or special education modules of the educational program at the primary level, and may address: the methodology of teaching a specific subject, inclusive education, current issues in school education or special education, integrated with psychological issues. At the same time, if the research topic addresses current issues in the teaching and learning of a specific subject, then for students of both modules, it may focus on all three subject areas for grades 1-4, or a) on one of the subjects selected by the student for teaching in grades 5-6, in line with their chosen teaching focus. Or b) In the case of selecting the special education teacher module, the student may choose a research topic on issues related to inclusive education.

Regarding the preparation of the master's thesis, before conducting the research, the curriculum includes courses that provide the student with the necessary knowledge and competencies for research, such as Research Methods in Education (5 credits), Practice Research in Primary Education, which is allocated 4 credits in the practice module, and others. These courses create the theoretical foundation for the subsequent stage of conducting practice research.

Upon successful completion of all components of the academic program, the student confirms subject-specific, methodological, research, and practical competencies by defending the master's thesis, after which the graduate is awarded a diploma with an academic degree of Master of Education.

Human resources required for the implementation of the educational program: The university has appropriate human resources for the implementation of the program. Academic and invited personnel with relevant competence and focused on continuous professional development are involved in the implementation of the program:

№	Lecturer's First and Last Name	Qualification	Position held	Titles of Academic Courses
1	Sophio Arsenishvili	Doctor of Philological Sciences	Invited Lecturer	Intercultural Education
2.	Nino Basilashvili	Doctor of Psychology	Assoc. Professor, Department of Education Sciences	✓ General Psychology ✓ Developmental Psychology • Psychological Mechanisms for Coping with Stress
3.	Natela Baghatrishvili	Doctor of Education	Assoc. Professor, Department of Education Sciences	• Inquiry-based teaching of natural sciences at the elementary level • Integrated teaching of natural sciences and Georgian as a second language at the primary level. • Natural Sciences 1 (I-IV grades) • Natural Scineces 3 (V-VI Grades)

				• Methodology of teaching natural sciences in primary grades 1 (I-IV grades) • Practice research at the elementary level • Integrating the principles of sustainable development into science lessons
4.	Natia Gabashvili	Doctor of Education	Assoc. Professor, Department of Education Sciences	• English Language (B2.1) • English Language: Working with Subject-Specific Literature (B2.2) • Project-Based Learning at the Primary Level
5.	Nunu Geldiashvili	Doctor f Philological Sciences	Professor, Department of Humanities	Stylistics
6.	Mzia Gigashvili	Doctor of Philology	ASSIST. Professor, Department of Humanities	• Georgian Language 1 (Phonetics&Morphology) • Georgian Language 2 (Syntax and Lexicology) • Issues of Speech Culture
7.	Nino Gigilashvili	Doctor of Education	Assist. Professor Department of Education Sciences	• Gender equality issues at school • Pedagogical Ethics • Principles of Democratic Education • Teaching Social-Emotional Skills to Primary Education Specialists
8.	Nino Giorgadze	Doctor of Philology	Associate Professor, Department of Humanities	Issues in the History of Georgian Literature
9.	Ana Gigauri	Doctor of Education	Assoc. Professor, Department of Educational Scineces	• Classroom management and leadership of the learning process at the primary level • English Language (B1.1) • English Language (B1.2) • Effective use of technology in primary education
10.	Mariam Zakariashvili	Doctor of Pedagogical Sciences in Informatics	Assoc. Professor, Department of Agrarian, Natural	Computer skills and information technologies

			Scinces and Technologies	
11.	Salome Tatulishvili	Doctor of Education	Assoc. Professor, Department of Educational Scineces	• Research Methods in Education • Literacy and Thinking • Promoting Self-Regulated Learning and Cultivating Independent Learners • Passive Practice
12.	Nino Kotchloshvili	Doctor of Philology	Professor, Department of Humanities	Georgian Children's Literature
13.	Davit Makhashvili	Doctor of Education	Professor, Department of Educational Scineces	• Education Policy • Organization of the Educational Process • Modern Educational Technologies • School Practice 1 (Grades I-II) • School Practice 2 (Grades III-IV)
14.	Medea Metreveli	Doctor of Philology	Assistant Professor in the Department of Humanities, field: Russian Language and Literature	• **Russian Language (B1.1)** • **Russian Language (B1.2)** • **Russian Language (B2.1)** • **Russian Language for Specific Fields (B2.2)/Russian for Specific Purposes (B2.2)** • **Russian Language (Working with Specialized Literature) (B2.2)**
15	Tamar Mikeladze	Doctor of Education	Assoc. Professor, Department of Educational Scineces	• English for Specific Purposes (B2.2), • Teacher's Portfolio and Reflection
16	Nino Modebadze	Doctor of Education	Professor, Department of Educational Sciences	• National Curriculum; Its Core Concept and Methodological Guidelines for Implementation • Theories of Development and Learning • School Practice 1 (Grades 1-2) • School Practice 2 (Grades 3-4) • Practice Research - Master's Thesis

				• School Practice 3 (Grades 5-6) • Methodology of Teaching Students with Intellectual Disabilities
17	Aleksande Mosiashvili	Academic Doctor of History	Associate Professor, Department of Humanities	General Course of Georgian History
18	Tamar Nadiradze	Doctor of Biological Sciences	Professor, Department of Agrarian, Natural Sciences, and Technologies	Anatomy, Physiology, and Hygiene of the Child
19	Nino Nakhutsrishvili	Doctor of Education	Professor, Department of Educational Sciences	• General Issues of Teaching the Basic Course of Mathematics • Methodology of Teaching the Basic Course of Mathematics 1 (Grades I-IV) • Innovative Methods of Teaching Mathematics at the Primary Level • Methodology of Teaching the Basic Course of Mathematics 2 (Grades V-VI) • Effective Teaching Strategies, Activities, and Resources for Teaching Mathematics at the Primary Level • Methodology of Teaching Students with Learning Disabilities in Mathematics
20	Nino Jonjoladze	Doctor of Physics	Assist. Professor, Department of Agrarian, Natural Sciences, and Technologies	• Natural Science 2 (Grades I-IV) • Natural Science 4 (Grades V-VI) • Methodology of Teaching Natural Science in Primary Grades 2 (Grades I-IV)

				• Integrated Approach in the Teaching-Learning Process of Natural Science
21	Maka Sidamonidze	Doctor of Education Sciences	Assistant, Department of Educational Sciences	• Didactics of Teaching Georgian Language in Primary Grades 1 • Didactics of Teaching Georgian Language in Primary Grades 2 • Didactics of Teaching Georgian Literature in Primary Grades (V-VI) • Integrated Teaching of Natural Science and Georgian Language as a Second Language at the Primary Level
22	Natela Maghlakelidze	Doctor of Education Sciences	Invited Doctor	• Reading and Writing Strategies in Primary Grades • Didactics of Teaching Georgian Literature in Primary Grades (V-VI) • Text-Based Work Issues in Grades V-VI
23	Shorena Dzamukashvili	Doctor of Education Sciences	Assoc. Professor, Department of Educational Sciences	• Planning, Management, and Assessment of the Learning Process • Inclusive Education • Teaching Students with Special Educational Needs • Inclusive Preschool Education • School Practice in the Special Education Teacher's Module • Methodology of Teaching Students with Speech, Language, and Communication Disorders
24	Lali dzamukashvili	Doctor of Education	Assoc. Professor, department of Social Sciences	Academic Writing
25	Ia Chakiashvili	Doctor of Psychological Sciences	Assoc. Professor, Departemnt of Educational Sciences	• Educational Psychology • Social Psychology

				• Teaching Social-Emotional Skills for Primary Education Specialists • Social Inclusion
26	Nino Vakelishvili	Doctor of Education	Invited letcturer	• Scientific foundations of elementary mathematics (mathematical concepts and relations • Non-negative integers, quantity theory • Quantities and expansion of the concept of number • Elements and regularities of algebra
27	Aleksandre Tandilashvili	Teacher at "Prestige" College. Teacher at Komarov's Saturday School	Invited lecturer	• · Elements of Geometry and Statistics 1 • · Elements of Geometry and Probability Statistics 2
28	Tamat Tushishvili	Member of the psycho-educational assessment and counseling team, early development interventionist	Invited lecturer	• Special education teacher working with students with special educational needs (SEN) • Internship at the Early Childhood Development Center • Special education teacher working with students with special educational needs (Intervention plan)
29	Mevlud Maisuradze	Leading teacher at public school	Invited lecturer	Disaster risk reduction through an inclusive approach
30	Medea Abramishvili	Founder of "Steam", PhD student	Invited Lecturer	Implementation of the STEM concept in the educational process

In addition to the above resources, other resources have also been used: cooperation with public schools in the Kakheti region, a memorandum of understanding, and partnerships with various local and international educational institutions have been ensured to implement the program's practical components, which at the same time serves the professional development of personnel and the improvement of the program.

The program is accompanied by:

1. Program curriculum

2. Syllabi of the academic courses

3 Accompanying documentation considered in self-assessment