



Educational program

Bachelor's degree program

Preschool education



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Name of educational program: Preschool Education

Higher education level: Bachelor's degree

Faculty: Education Sciences

Qualification to be awarded: Bachelor of Preschool Education

Teaching language: Georgian

Heads of the educational program:

Ketevan Aptarashvili, Doctor of Education Sciences, Associate professor, tel.: (+995) 577022002, e-mail Address: K.aptarashvili@eeu.edu.ge

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Program volume in credits:

The bachelor's program is built on the basis of the European Credit Transfer and Accumulation System (ECTS). One credit in the bachelor's degree program in preschool education covers a student's study load of 25 hours, which combines both contact and independent hours.

The standard duration of the programme is six semesters, equivalent to three academic years. During the first academic year, the student workload amounts to 60



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ECTS credits, while in each of the second and third academic years, the workload amounts to 70 ECTS credits. Accordingly, the workload is 30 ECTS credits per semester during the first two semesters and 35 ECTS credits per semester during each of the remaining four semesters.

A student's workload may exceed or fall below 60 ECTS credits in a single academic year. However, the total workload may not exceed 75 ECTS credits in any academic year.

Prerequisites for admission to the program

A person with a certificate of complete general education issued in Georgia or a document equivalent to it, based on the results of the unified national exams, who has passed the English language as a compulsory subject for enrollment in the academic program, has the right to study at the bachelor's educational program of preschool education. In addition, an exam in mathematics or history is defined as the third mandatory-elective subject for the entrant to continue his/her studies at the bachelor's educational program of preschool education.

Enrollment of entrants to the bachelor's educational program of preschool education without passing the unified national exams is carried out in accordance with the rules established by the legislation of Georgia.

It is possible to enroll in the bachelor's program of pre-school education twice a year, within the deadlines established by the Ministry of Education and Science of Georgia, following the mandatory procedures and the rules established by the university.



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Enrollment in the bachelor's program of pre-school education or enrollment in the manner of transfer from an authorized higher educational institution of a foreign country is carried out based on the decision of the Ministry of Education and Science of Georgia.

Purpose of the program

The purpose of the bachelor's program of preschool education is:

- to provide the student with a broad theoretical knowledge based on the latest aspects of early childhood development characteristics, relevant theories, various early childhood education strategies, strategies for communication with children and promoting their participation, principles of democratic and inclusive approaches, principles and strategies of cooperation with parents and the local community, the principles of teamwork, strategies and principles of preschool education, early childhood care, health and social care basics, child rights-based approaches, which includes critical understanding of basic concepts, principles and theories related to preschool education;
- to develop the student's ability to recognize complex and unforeseen problems in the field of preschool education and develop ways to solve them using cognitive and practical skills;
- to develop the student's ability to analyze the problems in the field of preschool education in compliance with ethical norms, to develop a research or practical project/paper in accordance with predetermined guidelines, to provide information and data on the issues of early education and development of the child in Georgian and/or English languages, including information on child and family rights, data retrieval, collection and interpretation, as well as using basic research methods;
- to develop the student's ability to justify his ideas, positions/conclusions in oral and written form about the problems in the field of preschool education and their solutions using professional terminology;
- to develop the student's ability to conduct development-oriented activities in a preschool educational institution without supervision, following the principles of ethics, to work in a diverse socio-cultural environment, as well as to constantly update his/her own knowledge.



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Learning outcomes of the program

Knowledge and understanding

After completing the bachelor's program of preschool education, the student:

1. The student describes the characteristics of early childhood development, relevant theories, various early childhood education strategies, strategies for communication with children and promoting their participation, principles of democratic and inclusive approaches, principles and strategies of cooperation with parents and the local community, principles of teamwork, strategies and principles of early childhood education, foundations of early childhood care, health and social care, child rights-based approaches, including a critical understanding of theories and principles in the field of early childhood education and some of the latest aspects of knowledge;
2. Determines the importance of early child development from a holistic perspective, the central importance of play and the active role of the child in this process, the importance of the context of social diversity, the importance of children's participation in the social and cultural life of the kindergarten and community, the role and importance of parents in the process of child development, as well as the importance of a democratic and critically reflective approach in the work process.

Skills:

After completing the bachelor's program of preschool education, the student:



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3. identifies complex and unforeseen problems in the field of preschool education and develop ways to solve them using cognitive and practical skills of innovation and creativity;
4. plans and conducts practice research in the field of preschool education, develops a research or practical project (thesis) in the field of early education in compliance with the norms of ethics, in accordance with predetermined guidelines;
5. searches for, collects and interprets information and data related to the issues of early education and development of children, as well as the rights of the child and family, in Georgian and/or English languages, analyzes the problems in the field of preschool education using all the main methods of quantitative and qualitative research, as well as some of the latest basic statistical methods;
6. forms appropriate conclusions and approaches regarding the establishment of quality, inclusive preschool education services in the local community, as well as the strengthening of inclusive practices in the preschool education institution, taking into account relevant social, scientific and/or ethical issues;
7. participates in discussions related to the field of preschool education, based on the context of the child's interests, discusses his own ideas, problems in the field of preschool education and ways to solve them with specialists and non-specialists in written and oral form, using information and communication technologies.

Responsibility and autonomy:

After completing the bachelor's program of preschool education, the student:

8. conducts development-oriented activities in the preschool education institution without supervision, in compliance with the principles of ethics,
9. Demonstrates to constantly update knowledge in accordance with the principle of "lifelong learning" .



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Teaching-learning methods and activities

The syllabus of each study course provided by the bachelor's program of preschool education provides ways (methods) to achieve the goal of the study course, which is based on the principles of student-oriented teaching. The teaching-learning methods provided by the syllabus of each training course are focused not only on acquiring knowledge, but also on developing skills.

The study courses of the bachelor's program of pre-school education include the specific teaching-learning methods of the subject. The teaching-learning methods reflected in the syllabus of each study course of the educational program correspond to the bachelor's level and the goals and content of each study course. Teaching-learning methods, depending on the specifics of the training course, ensure the achievement of the learning results provided by the syllabus of the training course, and the set of existing teaching methods - the achievement of the learning results provided by the program.

When selecting teaching methods, the purpose of the training course and the expected result - what the student should know and what he should be able to do should be taken into account. Teaching and learning methods such as lectures, work in working groups, seminars, e-learning, practical work and others are used to implement the educational component of the educational program. The teaching-learning methods provided by the study course syllabi contribute to the study of specific material and develop the student's transferable skills..

In addition, the teaching-learning method includes relevant activities: discussion/debate, cooperative learning, collaborative work, demonstration, explanation, verbal, deduction, induction, analysis, brainstorming, case study, problem-based learning (PBL) and others. The activities used in the teaching-learning process complement each other and go into each other. Academic and visiting staff implementing the program may use one or more of the above activities or any other activity depending on the specific learning task.



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Student knowledge assessment system

Mastering the educational component provided by the bachelor's program of pre-school education takes into account the active participation of students in the teaching process and is based on the principle of continuous evaluation of acquired knowledge.

During the implementation of the bachelor's program of preschool education, the evaluation of the level of achievement of the student's learning results is produced in accordance with the evaluation system approved by the order N3 of the Minister of Education and Science of Georgia dated January 5, 2007.

Assessment of the level of achievement of the student's learning result in the educational component of the bachelor's program of preschool education includes intermediate (single or multiple) and final assessment, the sum of which represents the final assessment (100 points).

Intermediate and final assessment (assessment components) include assessment methods, i.e. the mean/means used to assess the achievement of learning outcomes (oral/written exam/survey, project, test, essay, demonstration, presentation, discussion, practical/theoretical assignment, working in a working group, participation in the discussion, etc.). The measuring unit of the evaluation method is the evaluation criterion, which determines the level of achievement of learning outcomes.

For each component of the assessment, a quantitative indicator (expressed in percentages or points) is determined from the total assessment score (100 points) in the final assessment, which is reflected in the syllabus of a specific study course and notified to the student at the beginning of the study semester.

A minimum competency threshold is defined in each assessment component. The specific share of the minimum competence limit of the final assessment should not exceed 60% of the final assessment. During the implementation of the bachelor's program of preschool education, the minimum competence limit of the student's intermediate and final assessment is reflected in the syllabus of a specific study course and notified to the student at the beginning of the study semester.



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Credit may not be awarded using only one component of the assessment (interim or final assessment). The student is awarded credit in case of exceeding the minimum competence thresholds defined in each evaluation component and receiving one of the positive evaluations.

Assessment of the learning outcomes of the learning components of the educational program is completed in the same semester in which it was carried out.

The evaluation system allows

Five types of positive assessment:

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

Two types of negative assessment:

(FX) Fail After Supplementary Assessment - 41-50 points, which means that the student needs more work to pass and is allowed to take the additional exam once with independent work;



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(F) Failed – 40 points and less, which means, that student's work is not enough and he/she needs repeated study of the subject.

In case of getting FX in the study component of the educational program, an additional exam is scheduled at least 5 days after the announcement of the results of the final exam. The number of points obtained in the final assessment is not added to the grade received by the student in the additional exam. The grade obtained on the additional exam is the final grade and is reflected in the final grade of the educational program's educational component.

Areas of employment

A graduate of the bachelor's program of preschool education can be employed in:

- Public or private educational institutions of early and pre-school education and education, both in an educational (tutor-teacher, educator, program specialist, methodist) and administrative position;
- Formal and informal early and preschool education national and international programs;
- Environments thematically related to early and preschool education (for example, early intervention services, museums, children's libraries, etc.).
- Research organizations - research assistant, novice researcher, data interviewer;
- Other types of early and preschool education and care facilities and programs.

The possibility of continuing education

A graduate of the Bachelor's program of pre-school education is entitled to continue his/her studies in the higher educational institutions of Georgia or other countries



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at the master's programs in the direction of education, which is focused on the training of specialists and researchers of the next level.

A graduate student can also continue his/her studies in any field of master's program, if the prerequisite for admission to this program is not limited to a bachelor's degree in another specialty.

Material and technical resources

The material resources owned by the university ensure the realization of the goals of the bachelor's program of preschool education and the achievement of planned learning outcomes. University infrastructure and material-technical resources available to students without restrictions are used to achieve the learning outcomes provided by the bachelor's program of preschool education, namely:

- Educational auditoriums equipped with a basic set of educational tools (computers, projectors, projection screens, Smart Boards, other educational equipment);
- conference halls of different sizes intended for public lectures, conferences, work meetings;
- Library equipped with modern information and communication technologies, computer equipment, electronic catalog and Internet access (Wi-Fi and cable);
- Computer classes equipped with computer equipment and adequate computer programs for the learning/teaching process, etc.

The educational program is supported by the university library, which houses the latest modern Georgian and foreign language books. The book fund includes printed and electronic textbooks, scientific literature, lecture courses, internet resources, readers and other teaching-methodical materials, which are replenished and updated annually.

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

Bachelor's degree program of preschool education. Bachelor's degree program of preschool education.



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The implementation of the bachelor's program of pre-school education is provided with appropriate human resources. The implementation of the program involves the academic staff of the university and invited specialists with appropriate qualifications, who have the necessary competence, academic degree, teaching and research experience to produce the learning outcomes of the bachelor's program of preschool education.

Additional information on human resources can be found in the appendix of the educational program of preschool education and in the syllabi of the relevant courses.

Program structure:

The **Bachelor's Programme in Preschool Education** has been developed in accordance with Article 6 of the **Classification of Fields of Study**, approved by Order No. 69/N of the Minister of Education, Science, Culture and Sport of Georgia of 10 April 2019, *On the Approval of the National Qualifications Framework and the Classification of Fields of Study*.

The programme is based on the principle of ensuring both subject-specific specialisation and the student's comprehensive academic development. The programme comprises a total of **200 ECTS credits**, distributed as follows:

- I. Compulsory courses within the free component – 25 ECTS**
- II. Compulsory courses in the major field of study – 160 ECTS**
- III. Elective courses in the major field of study – 10 ECTS**
- IV. Elective courses within the free component – 5 ECTS**

The **compulsory courses within the free component (25 ECTS)** consist of general compulsory courses (15 ECTS) and English language courses (10 ECTS).



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The **English language courses** are designed to develop students' English language proficiency and communication skills, promote the extensive use of English-language resources in the teaching and learning process, and strengthen the internationalisation dimension of the programme. Students are required to complete at least 10 ECTS credits in English language courses over two semesters, including English for Specific Purposes relevant to their field of study.

The **compulsory courses in the major field of study (160 ECTS)** comprise compulsory subject-specific courses (110 ECTS) and courses designed to consolidate and enhance students' knowledge and skills (50 ECTS).

The programme incorporates a substantial **practical training component**, both through stand-alone courses—Observation Practice, Participatory Practice, and Active Practice (40 ECTS in total)—and through practical activities embedded in theoretical courses. Practice integrated into theoretical courses focuses on topics directly related to the content of the respective course. The professional practice component enables students to apply theoretical knowledge in early childhood and preschool education and develop the practical skills and competencies required for professional practice.

The **elective courses in the major field of study (10 ECTS)** enable students to deepen their knowledge of preschool education in accordance with their individual interests and academic preferences.

Within the **elective free component**, students enrolled in the Bachelor's Programme in Preschool Education may, subject to the relevant prerequisites, select courses aligned with their interests from Bachelor's programmes offered either by the University or by other authorised higher education institutions. Students may use credits allocated to elective courses in the major field of study for this purpose, up to a maximum of **5 ECTS credits**.



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Annex 1 - Study Plan

№	Course/Modul Name	course code	ECTS Credit/Ho urs	Student Workload		prerequisites	Semester
				Contact hours	Independent Hours		
I. Free component compulsory courses (25 ECTS)							
1.1. General compulsory courses (15 ECTS)							
1	Information Technologies	BPE0001	5/125	48	77	N/A	1
2	Special Georgian Language Course	BPE0002	5/125	48	77	N/A	1
3	Fundamentals of Psychology	BPE0003	5/125	59	66	N/A	1
1.2. English language courses (10 ECTS)							
1	Professional English 1	BPE0004	5/125	48	77	N/A	1
2	Professional English 2	BPE0005	5/125	48	77	BPE0004	2
III. Compulsory courses of the main field of study (160 ECTS)							
2.1. Compulsory courses of the specialty (110 ECTS)							
1	Introduction to Early education	BPE1001	5/125	48	77	N/A	1
2	Sociological perspectives on Early Childhood: Equality and Rights	BPE1002	5/125	48	77	N/A	1
2	Childhood development stages and features	BPE1003	5/125	48	77	BPE1001	2



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						BPE0003	
4	Early Inclusive education	BPE1004	5/125	48	77	BPE1001	2
5	Early childhood health, hygiene and Prevention of diseases	BPE1005	5/125	48	77	N/A	2
6	Teacher professional ethics in Early education	BPE1006	5/125	48	77	N/A	2
7	Child-oriented approaches and Play	BPE1007	5/125	48	77	BPE1003	2
8	Children and Families in a Social Context	BPE1008	5/125	48	77	BPE1003	3
9	Observation and assessment on Children, Identification of needs (Placement)	BPE1009	5/125	48	77	BPE1004	3
10	Literacy and Children's Literature	BPE1010	5/125	48	77	BPE1002	3
11	Environmental education and Safty	BPE1011	5/125	48	77	BPE1007	3
12	Creativity and the Arts in Early childhood	BPE1012	5/125	48	77	BPE1007	3
13	Communication, Language and speech	BPE1013	5/125	48	77	BPE1003	3
14	Early Childhood Bilingual Education	BPE1014	5/125	48	77	N/A	3
15	Early childhood education Curricula	BPE1015	5/125	48	77	BPE1007 BPE1008 BPE1009	4
16	Multicultural Education: Managing Diversity in Early Childhood Education and Development	BPE1016	5/125	48	77	BPE1009	4
17	Basic Scientific Concepts: Quantitative literacy, Reasearch and discovery skills in Kindergarten	BPE1017	5/125	48	77	BPE1011	4
18	Socio-emotional and adaptive behaviour in childhood	BPE1018	5/125	48	77	BPE1003	4



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						BPE1011	
19	Leadership and management in preschool education	BPE1019	5/125	48	77	BPE1011	4
20	Transitions in Early Childhood	BPE1020	5/125	48	77	BPE1015	5
21	Research Methods in Early Childhood	BPE1021	5/125	48	77	BPE0001	5
22	Quality assurance in early childhood	BPE1022	5/125	48	77	BPE1019	6
2.2. Courses for strengthening knowledge and skills (50 ECTS)							
1	Observational placements	BPE1023	10/250	150	100	BPE1011	4
2	Participatory placements	BPE1024	10/250	150	100	BPE1023	5
3	Active Pedagogical placements	BPE1025	20/500	262	238	BPE1024	6
4	Bachelor thesis	BPE1026	10/250	30	220	BPE1021 BPE1024	6
III. Elective courses of the main field of study (10 ECTS)							
1	Early Childhood Ecological education	BPL2001	5/125	48	77	N/A	5-6
2	Inclusive disaster risk reduction education	BPL2002	5/125	48	77	N/A	5-6
3	Management of Educational Projects	BPL2003	5/125	48	77	N/A	5-6
4	Legal foundations of education	BPL2004	5/125	48	77	N/A	5-6
5	Risks and challenges in preschool education	BPL2005	5/125	48	77	BPE1022	6
6	Philosophy of education	BPL2006	5/125	48	77	N/A	5-6
7	Organizational stress (health and work)	BPL2007	5/125	48	77	BPE1018	5-6
8	Digital Technologies and learning in Early Education	BPL2008	5/125	48	77	BPE0001	5-6
9	child psychology services in primary care	BPL2009	5/125	48	77	BPE1003	5-6



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10	Physical and mental well-being in early years education	BPL2010	5/125	48	77	BPE1003	5-6
11	Race, Identity, and Culture in early years education	BPL2011	5/125	48	77	BPE1008	5-6
12	The socio-emotional state of teachers and its impact on the process of teaching and learning	BPL2012	5/125	48	77	BPE1006	5-6
IV. Free component from elective courses (5 ECTS)							

Annex 2

Study Plan - Recommended Semesters

Nº	1 Semester	ECTS	Nº	2 Semester	ECTS
1	Professional English 1	5/125	1	Professional English 2	5/125
2	Information Technologies	5/125	2	Childhood development stages and features	5/125
3	Fundamentals of Psychology	5/125	3	Child-oriented approaches and Play	5/125
4	Introduction to Early education	5/125	4	Early childhood health, hygiene and Prevention of diseases	5/125
5	Special Georgian Language Course	5/125	5	Early Inclusive education	5/125
6	Sociological perspectives on Early Childhood: Equality and Rights	5/125	6	Teacher professional ethics	5/125
Nº	3 Semester	ECTS	Nº	4 Semester	ECTS
1	Early Childhood Bilingual Education	5/125	1	Early childhood education Curricula	5/125



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2	Creativity and the Arts in Early childhood	5/125	2	Multicultural Education: Managing Diversity in Early Childhood Education and Development	5/125
3	Children and Families in a Social Context	5/125	3	Basic Scientific Concepts: Quantitative literacy, Research and discovery skills in Kindergarten	5/125
4	Communication, Language and speech	5/125	4	Socio-emotional and adaptive behaviour in childhood	5/125
5	Literacy and Children's Literature	5/125	5	Leadership and management in preschool education	5/125
6	Observation and assessment on Children, Identification of needs (Placement)	5/125	6	Observational placements	10/250
7	Environmental education and Safety	5/125			
Nº	5 Semester	ECTS	Nº	6 Semester	ECTS
1	Transitions in Early Childhood	5/125	1	Active Pedagogical placements	20/300
2	Research Methods in Early Childhood	5/125	2	Bachelor thesis	10/250
3	Quality assurance in early childhood	5/125	3	Elective courses of the main field of study	5/125
4	Participatory placements	10/250			
5	Elective courses of the main field of study	5/125			
6	Free component from elective courses	5/125			



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Annex 3 Map of Learning Outcomes

Course Name	Knowledge and understanding		Skills					Responsibility and autonomy	
	Learning outcome 1	Learning outcome 2	Learning outcome 3	Learning outcome 4	Learning outcome 5	Learning outcome 6	Learning outcome 7	Learning outcome 8	Learning outcome 9
General compulsory courses									
Information Technologies							I		
Fundamentals Of Psychology	I								
Special Georgian Language Course							I	I	I
English language courses									
Professional English 1				I					
Professional English 2				D					
Compulsory courses of the specialty									
Introduction to Early education	I	I	I	I	I	I	I		I
Childhood development stages and features	I	I	I	I	I	I	I		I
Sociological perspectives on Early Childhood: Equality and Rights	I	I	I	I	I	I	I		I
Teacher professional ethics in Early education	I	I	I	I	I	I	I	I	I
Early Inclusive education	I	I	I	I	I	I	I		I
Early childhood health, hygiene and Prevention of diseases	I	I	I	I	I	I	I		I



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Child-oriented approaches and Play	D	D	D	D	D	D	D		D
Children and Families in a Social Context	D	D	D	D	D	D	D		D
Observation and assessment on Children, Identification of needs (Placement)	D	D	D	D	D	D	D		D
Environmental education and Safty	D	D	D	D	D	D	D		D
Early childhood education Curricula	D	D	D	D	D	D	D		D
Creativity and the Arts in Early childhood	D	D	D	D	D	D	D		D
Communication, Language and speech	D	D	D	D	D	D	D		D
Literacy and Children's Literature	D	D	D	D	D	D	D		D
Basic Scientific Concepts: Quantitative literacy, Reasearch and discovery skills in Kindergarten	D	D	D	D	D	D	D	D	D
Socio-emotional and adaptive behaviour in childhood	D	D	D	D	D	D	D	D	D
Multicultural Education: Managing Diversity in Early Childhood Education and Development	D	D	D	D	D	D	D		D
Early Childhood Bilingual Education	D	D	D	D	D	D	D		D
Transitions in Early Childhood	D	D	D	D	D	D	D		D
Research Methods in Early Childhood	D	D	D	D	D	D	D		D
Leadership and management in preschool education	D	D	D	D	D	D	D		D
Quality assurance in early childhood	D	D	D	D	D	D	D		D
Courses for strengthening knowledge and skills									
Observational placements			M	M	M	M	M		M



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Participatory placements	M	M	M	M	M	M	M	M	M
Active Pedagogical placements	M	M	M	M	M	M	M	M	M
Bachelor thesis	M	M	M	M	M	M	M		M

I – Introduction	D - Development	M- Mastering



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Annex 4 Map of program Purpose and learning outcomes

Purpose of the program	Learning Outcomes								
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
to provide the student with a broad theoretical knowledge based on the latest aspects of early childhood development characteristics, relevant theories, various early childhood education strategies, strategies for communication with children and promoting their participation, principles of democratic and inclusive approaches, principles and strategies of cooperation with parents and the local community, the principles of teamwork, strategies and principles of preschool education, early childhood care, health and social care basics, child rights-based approaches, which includes critical understanding of basic concepts, principles and theories related to preschool education;	✓	✓							
to develop the student's ability to recognize complex and unforeseen problems in the field of preschool education and develop ways to solve them using cognitive and practical skills;			✓						
to develop the student's ability to analyze the problems in the field of preschool education in compliance with ethical norms, to develop a research or practical project/paper in accordance with predetermined guidelines, to provide information and data on the issues of early education and development of the child in Georgian and/or English languages, including information on child and family rights, data retrieval, collection and interpretation, as well as using basic research methods;				✓	✓				
to develop the student's ability to justify his ideas, positions/conclusions in oral and written form about the problems in the field of preschool education and their solutions using professional terminology;						✓	✓		



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to develop the student's ability to conduct development-oriented activities in a preschool educational institution without supervision, following the principles of ethics, to work in a diverse socio-cultural environment, as well as to constantly update his/her own knowledge.								✓	✓

Annex 5 Information about Human Resources

Name, Surname	Academic position / Scientific degree	Teaching Course
Shalva Tabatadze	Doctor of Education Sciences Professor	- Multicultural Education: Managing Diversity in Early Childhood Education and Development - Early Childhood Bilingual Education
Kakhaber Lazarashvili	Doctor of Education Sciences Professor	- Physical and mental well-being in early years education - Race, Identity, and Culture in early years education - The socio-emotional state of teachers and its impact on the process of teaching and learning
Jan Boehm	Professor	Digital Technologies and learning in Early Education



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Manana Gagoshidze	Doctor of Philosophy Associate Professor	Philosophy of education
Ekaterine Gigashvili	Doctor of Education Sciences Associate Professor	- Children and Families in a Social Context - Early Inclusive education - Observation and assessment on Children, Identification of needs (Placement) - Research Methods in Early Childhood
Ketevan Aptarashvili	Doctor of Education Sciences Associate Professor	- Fundamentals of Academic writing - Observational placements - Participatory placements - Active Pedagogical placements - Management of Educational Projects - Leadership and management in preschool education
Rusudan Chikovani	Doctor of Philology Associate Professor	Special Georgian Language Course
Zurab Mkheidze	Associate Professor	Fundamentals Of Psychology
Nana Gogichashvili	Associate Professor	- Fundamentals Of Psychology - Childhood development stages and features - Communication, Language and speech - Socio-emotional and adaptive behaviour in childhood

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Marine Chagelishvili-urumashvili	Doctor of Pedagogical Sciences Professor	- Professional English 1 - Professional English 2 - Teacher professional ethics in Early education
Vardo Gvarjaladze	Doctor of Philology Sciences Professor	- Professional English 1 - Professional English 2
Marina Kavtaradze	Associate Professor	- Professional English 1 - Professional English 2
Alexsandre Dvali	Associate Professor	Information Technologies
Natia Dagelishvili	Professor	Management of Educational Projects
Elene Petriashvili	Associate Professor	- Early Childhood Ecological education - Inclusive disaster risk reduction education
Natia Gegelashvili	Assistant Professor	- Research Methods in Early Childhood - Physical and mental well-being in early years education - Race, Identity, and Culture in early years education - The socio-emotional state of teachers and its impact on the process of teaching and learning

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Teona Khachidze	Assistant Professor	- Professional English 1 - Professional English 2
Tamar Toloraia	Assistant Professor	- Introduction to Early education - Transitions in Early Childhood
Irma Malatsidze	Assistant Professor	Literacy and Children's Literature
Tea Dzotsenidze	Assistant Professor	- Sociological perspectives on Early Childhood: Equality and Rights - Teacher professional ethics in Early education
Eka Luashvili	Assistant Professor	- Quality assurance in early childhood - Legal foundations of education
Elene Zurabishvili	Assistant-Professor	Early childhood health, hygiene and Prevention of diseases
Kakha Zghenti	Invited Specialist	Basic Scientific Concepts: Quantitative literacy, Research and discovery skills in Kindergarten
Nino Khitarishvili	Invited Specialist	- Quality assurance in early childhood - Risks and challenges in preschool education - Environmental education and Safety
Mariam Goginashvili	Invited Specialist	- Risks and challenges in preschool education - Quality assurance in early childhood



Educational program

		• Environmental education and Safty
Nino Alelishvili	Invited Specialist	• Child-oriented approaches and Play • Early childhood education Curricula • Creativity and the Arts in Early childhood
Nino Fruidze	Invited Specialist	• Child-oriented approaches and Play • Early childhood education Curricula • Creativity and the Arts in Early childhood
Paata Amonashvili	Invited Specialist	• child psychology services in primary care
Salome Vachnadze	Invited Specialist	• Organizational stress (health and work)
Angela Scollan	Invited Specialist	• Observational placements • Participatory placements • Active Pedagogical placements • Digital Technologies and learning in Early Education