SLOVENSKO
OGRODJE
KVALIFIKACIJ

Archived

Profesor razrednega pouka (un)/profesorica razrednega pouka (un)

Selected qualifications

Name of qualification	Profesor razrednega pouka (un)/profesorica razrednega pouka (un)
Translated title (no legal status)	Class teacher
Type of qualification	Diploma prve stopnje (UN)
Category of qualification	Izobrazba
Type of education	Academic bachelor's education
Duration	4 years
Credits	240 credits

Admission requirements

• Matura or
• vocational matura in any secondary school programme and an examination in a matura subject (e.g. philosophy, geography, music, art theory, psychology, sociology, contemporary dance, theory and history of drama and theatre, history of art, history); the selected subject may not be a subject which the candidate has already taken in the vocational matura; or
• school-leaving examination (prior to 1 June 1995) under any four-year secondary school programme.

ISCED field

Field
Izobraževalne znanosti in izobraževanje učiteljev

ISCED subfield

subfield izobraževanje učiteljev brez predmetne specializacije

Qualification level

SQF 7
EQF 6
First level

Learning outcomes

The qualification holder will be able to:
(general competences)

- communicate effectively with students and develop a positive group atmosphere and good relationships with and among students,
- develop students' ability to communicate in Slovene,
- develop social skills in students and demonstrate understanding and mastery of the basic procedures and principles of the counselling interview and work with students,
- create a safe and encouraging learning environment in which students feel accepted, and in which diversity is valued and independence and responsibility are encouraged,
- (co-)create clear rules for discipline and behaviour in the classroom,
- use appropriate strategies to deal with inappropriate behaviour, aggression and conflict,
- demonstrate a positive attitude to students through understanding of and respect for their social, cultural and linguistic origins,
- demonstrate awareness of the ethical frameworks of own actions and observe these values,
- demonstrate mastery of basic principles and processes for the planning, implementation and evaluation of the learning process,
- adequately integrate and coordinate objectives, content, learning methods and approaches in the concretisation of the curriculum, taking into account modern insights into curriculum teaching methods,
- take into account the developmental characteristics of students and the principles and factors of successful learning when planning and implementing lessons
- adapt teaching to the individual specificities of students in terms of previous knowledge, interests, learning styles and learning abilities,
- establish a strong learning environment by employing a broad repertoire of learning methods and strategies to encourage mental activity in students,

- rationally combine individual, group and lecture-style teaching,
- use effective methods to encourage motivation and develop independent learning strategies in students (learning to learn),
- adequately incorporate information and communication technologies into teaching and develop information literacy in students,
- identify students with special needs, adapt work to their specificities and cooperate with other teachers and experts,
- demonstrate mastery and rational application of various methods for testing and assessing knowledge and achievements, and monitoring student progress, both in the area of knowledge and in learning strategies and social skills,
- provide constructive feedback and appropriately report learning outcomes,

(subject-specific competences)

- demonstrate knowledge and understanding of students' developmental characteristics, differences and needs, recognise learning abilities and difficulties, and take a holistic view of the child,
- apply special pedagogical knowledge to work with children with special needs,
- adapt learning and educational approaches to individual, social, linguistic and cultural differences of students,
- demonstrate knowledge and understanding of the material characteristics of lessons in the first two three-year cycles in the fields of Slovene, mathematics, science, technology, social science, sport, art, music,
- understand and apply specialist knowledge to achieve curriculum objectives in the first two three-year cycles of elementary school,
- show aesthetic sensitivity and a capacity to work effectively and creatively in artistic fields,
- demonstrate knowledge and understanding of the didactic characteristics of lessons in the first two three-year cycles of elementary school in the fields of Slovene, mathematics, science, technology, social science, sport, art, music, (foreign language), and cross-curricular integration.
- understand and apply elements of special didactics to achieve curriculum objectives in the first two three-year cycles of elementary school,
- use a broad spectrum of teaching and learning strategies adapted to the needs of students,
- provide pedagogical leadership for an individual, class and/or group,
- participate in expanded elementary school programmes (e.g. after-school activities, study circles, school networks, international cooperation, etc.),
- create an encouraging learning atmosphere and positive mutual relations and effectively address disciplinary problems.

Assessment and completion

Students' knowledge is assessed by means of practical exercises and seminar papers, and also via products, projects, performances, services, etc. and by examinations. Examination performance is scored as follows: 10 (excellent); 9 (very good: above-average knowledge but with some mistakes); 8 (very good: solid results); 7 (good); 6 (adequate: knowledge satisfies minimum criteria); 5–1 (inadequate). In order to pass an examination, a candidate must achieve a grade between adequate (6) and excellent (10).

Progression

In order to progress to the second year, students must complete 54 (90%) of the 60 credits available in the first year. To enrol in the third year, in addition to having completed all first-year requirements, students must have completed 54 of the 60 credits available in the second year. To enrol in the fourth year, in addition to having completed all first- and second-year requirements, students must have completed 54 of the 60 credits available in the third year.

Transitions

Second-cycle master's study programmes (SQF level 8)

Condition for obtaining certificate

Students complete their studies when they have successfully met all requirements of the study programme and completed and defended a diploma thesis.

Awarding body

University of Primorska, Faculty of Education

URL

http://www.pef.upr.si/eng/