SLOVENSKO
OGRODJE
KVALIFIKACIJ

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)	Bachelor of Arts Elementary school 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

To enrol in the first year of first-cycle university study programme Elementary School Teaching candidates must have completed:
• matura,
• vocational matura in any secondary school programme and an examination in one of the matura subjects, whereas the selected subject may not be a subject which the candidate has already taken in the vocational matura,
• any four-year secondary school programme prior to 1 June 1995.

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:

a) Effective teaching and educating

The graduates are able to:

- master the basic principles and procedures for planning, implementation and evaluation of learning processes,
- take into account the developmental characteristics of pupils in encouraging successful learning, effective implementation of individualization and differentiation of educational work,
- create an optimal learning environment using various learning methods and strategies which encourage mental activity in pupils and in this regard relevant planning of objectives, examination and assessment, develop pupils' abilities for lifelong learning by developing strategies of independent learning, use information and communication technology in class for developing information literacy in pupils,
- identify pupils with special needs and adapt work to their specificities in cooperation with other teachers and professionals,
- adequately use various ways of monitoring and checking progress of pupils in accordance to the objectives, and give constructive feedback,
- effectively communicate with children, pupils, students and other participants in education (hereinafter: students), develop positive group atmosphere and good relationships with and among students,
- develop linguistic communication abilities in students,

- develop social skills in students,
- create a safe and encouraging learning environment where students feel accepted, diversity is respected, and independence and responsibility are encouraged,
- create clear rules related to the course of teaching, implementation of learning process and organisation of work in the class and for the class,
- create clear rules of conduct and discipline in class,
- effectively deal with inappropriate behaviour, aggression and conflicts, and use appropriate strategies for resolving them,
- show positive relationship towards students, understanding and respecting students' social, cultural, linguistic and religious backgrounds and other personal circumstances,
- be aware of and observe the ethical dimensions of one's own activities.

b) Cooperation with working and social environments (with society and in society):

- with other employees in the school, other schools and institutions, and professionals in the field of education,
- with parents and other persons responsible for students,
- ability to establish partnerships and cooperation with other schools, institutions in the school environment and professionals in the field of education at the local, regional, national, European and wider global levels.

c) Competences for professional development

The graduates are able to:

- reflect self-critically on own work and evaluate it,
- enhance the quality of own work through self-evaluation, further education and training,
- creatively participate in research and development projects aimed at raising the quality of education work.

d) Organisational and leadership abilities with:

- a good knowledge of own profession and regulations governing the functioning of the school,
- an effective time planning and management,
- a proficiency in organisational and administrative tasks in relation to planning, implementation, monitoring and evaluation of the learning process,
- an effective leadership of the students, students class groups and coordination of class assembly of teachers,
- an ability to work in teams and solve problems effectively.

Subject-specific competences

The graduates are able to:

- know and understand developmental characteristics, differences and needs of students, and recognise learning abilities and problems; overall perception of a child,
- use special pedagogical knowledge for working with children with special needs,
- adapt educational approaches with regard to students' individual, social, linguistic and cultural diversity,
- know and understand content characteristics of lessons in the first two three-year cycles in the fields of the Slovenian language, mathematics, natural sciences, technology, social sciences, sports, arts and music,
- understand and apply specialist knowledge for achieving curriculum objectives in the first two three-

year cycles of elementary school;
- demonstrate aesthetic sensitivity and qualification for active and creative work in the fields of art,
- know and understand the didactic characteristics of lessons in the first two three-year cycles of elementary school in the fields of the Slovenian language, mathematics, natural sciences, technology, social sciences, sports, arts, music, (foreign language) and apply cross-curricular integration,
- understand and apply specialist didactical knowledge for achieving curriculum objectives in the first two three-year cycles of elementary school,
- apply a broad spectre of teaching and learning strategies according to the students' needs,
- pedagogically lead an individual, class and/or group,
- participate in expanded elementary school programmes (e.g. after-school activities, extra-curricular activities, school networks, international cooperation, etc.),
- create a stimulating learning atmosphere and positive interpersonal relationships, and effectively address disciplinary problems.

Assessment and completion

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 enrol in the second year of the first-cycle study programme Elementary School Teaching students must complete 54 (90 %) of the 60 credits available in the first year of the study programme. In exceptional cases and with appropriate justification, which students address to the Commission on study and student affairs, enrolment in the second year is also allowed with 48 accumulated credits. Students must fulfil the missing requirements before enrolling to the third year.

Conditions for enrolling in the third year, besides having fulfilled all the requirements from the first year, also include 54 credits of the 60 credits of the second year of the study programme. In exceptional cases and with appropriate justification, which students address to the Commission on study and student affairs of University of Primorska, Faculty of Education, enrolment in the third year is also allowed with 48 accumulated credits from the second year. Students must fulfil the missing requirements before enrolling to the fourth year.

In addition to fulfilling all the requirements from the first and second years the condition for enrolment in the fourth year is also accumulated 54 of the 60 credits of the third year of the study programme. In exceptional cases and with appropriate justification, which students address to the Commission on study and student affairs of University of Primorska, Faculty of Education, enrolment in the fourth year is also allowed with 48 accumulated credits from the third year.

Transitions

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

Condition for obtaining certificate

Students complete their studies when they fulfill all the requirements under the study programme.

Awarding body

University of Primorska, Faculty of Education

URL

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