

Authorisation Standards of General Education Institutions

Standard 1. School Philosophy		
Component/Criterion	Indicator	Evidence
1.1. School Mission, Vision, and Values		
1.1.1. A school realizes its role and place in educational space and society	<ul style="list-style-type: none"> • School mission and vision complies with the national goals of general education; • Through its mission and vision, school defines its role as a socio-cultural space safe for school society and oriented on personal development; • School mission, vision, and values are elaborated with involvement of school society; • School mission, vision, and values are shared by school society; • School mission, vision, and values are publicly accessible; • School title is a status-wise, complies with the respective terminology defined by the law. 	<ul style="list-style-type: none"> • Document on mission, vision, and values; • Mechanism ensuring the elaboration, sharing and publicity of school mission, vision, and values.
1.2. School Planning and Development		

<p>1.2.1. School has a practice of planning</p>	<ul style="list-style-type: none"> • School has a methodology for elaborating the strategic development and action plans in place, which determines the mechanisms for considering the priorities and interests of the school community; • Strategic plan covers 7 years, is cyclic and based on the school mission, vision, and values (philosophy). It contains objectives compatible with the mission and objectives relevant to the objectives; • Action plan covers a year and is based on the school strategic plan and yearly self-evaluation. The action plan defines activities relevant to strategic goals and objectives, measurable performance indicators, realistic timelines, responsible persons/structural units, and appropriate resources that are realistic to provide. 	<ul style="list-style-type: none"> • Strategic Planning Methodology; • Strategic development plan and action plan approved by the appropriate person/structural body in charge; • Documents/activities confirming the process of the strategic development and action plans' development.
<p>1.2.2. The school uses the system of monitoring and evaluation of the strategic development and action plans.</p>	<ul style="list-style-type: none"> • School strategic planning methodology includes the mechanisms of monitoring and evaluation; • According to the methodology, school monitors and evaluates the implementation of the strategic development and action plans, including the feedbacks from the school society and other interested parties of the system; • The implementation results of the strategic development and action plans are public; • Implementation results of the strategic development and action plans are used for further school development. 	<ul style="list-style-type: none"> • Strategic planning methodology; • Document/Activities confirming monitoring and evaluation process; • Public report on implementation of the strategic plan and previous action plan; • Evidence of the response on evaluation results.
<p>2. School Curriculum</p>		
<p>2.1. Curriculum Development</p>		

2.1.1. School society is involved in curriculum development	<ul style="list-style-type: none"> • Curriculum development methodology enables to consider the interests, visions, possibilities and priorities of school society; • Curriculum includes the interests of school society; • Curriculum is elaborated by school society; • Curriculum is shared by school society. 	<ul style="list-style-type: none"> • Curriculum planning methodology; • Documents/Activities confirming the curriculum development process.
2.1.2. The curriculum is based on the requirements of subject standards and methodological orientation requirements of the national curriculum	<ul style="list-style-type: none"> • The elaborated curriculum/curricula is (are) a way of planning and development of student-oriented process; • Curricula address the long-term objectives defined through the national curriculum (global functional skills (6 skills), macro concepts, target concepts and results); • Study process includes differentiated/inclusive approaches; • Summative and formative assessment address long-term goals and methodical orientations; • The planning process includes the analysis of the prior experience. 	<ul style="list-style-type: none"> • Curriculum; • Subject programmes; • Regulation of service accessibility for people with special needs; • Student academic performance analysis and report; • Teachers' self-reflection results.
2.2. Curriculum Implementation		
2.2.1. Study process is based on the constructivist principles of teaching and learning	<ul style="list-style-type: none"> • The learning process provides the opportunities for students to be actively involved in creative process; • New knowledge construction is based on prior knowledge; • The emphasis is made on learning how to learn during the study process; • The study process is oriented on three categories of knowledge (declarative, procedural and conditional); • Organisation and interconnection of student knowledge is ensured during the study process. 	<ul style="list-style-type: none"> • Curriculum; • Study projects; • Assignments performed by students; • Materials/activities used in study process; • Student and Teacher Portfolio.

<p>2.2.2. Learning process is based on the long-term goals envisaged through the subject standards</p>	<ul style="list-style-type: none"> • Learning process ensures the acknowledgement of the target concept and its native representations based on the subject topics; • Subject contexts serve to the personal and phyco-social development of a student; • Evaluation system is oriented on the support of a student's holistic development; • Evaluation system is valid, transparent, reliable, objective and fair; • School has a verification mechanism of evaluation system; • School ensures the registry and preserve of the data/information/evidence related to evaluation for no less than 3 years. 	<ul style="list-style-type: none"> • Curriculum; • Study Projects; • Students' assignments; • Materials/activities used in study process; • Portfolio of a student and a teacher; • Evaluation materials.
<p>2.2.3. Study process is based on care and support</p>	<ul style="list-style-type: none"> • A supportive and tolerable environment is created in the study process; • Study process is student-oriented; • Study process is based on cooperative culture and communication; • Positive climate is ensured at school and classroom levels. 	<ul style="list-style-type: none"> • Curriculum; • One-Year Action Plan; • Materials/Activities used in Study Process; • Evaluation Materials.
<p>2.3. Curriculum Monitoring and Evaluation</p>		
<p>2.3.1 Monitoring and evaluation of the ongoing processes is an integral part of learning process</p>	<ul style="list-style-type: none"> • Monitoring and evaluation is implemented in line with the methodology defined in the curriculum; • Monitoring and evaluation supports and helps the members of school society; • Monitoring and evaluation is a way/tool to solve a problem. 	<ul style="list-style-type: none"> • Curriculum; • Analysis of the performed evaluation.

2.3.2. Evaluation of the study process has a holistic nature	<ul style="list-style-type: none"> • Evaluation is based on diverse resources; • Evaluation is implemented by taking various contexts into consideration; • Diverse methods of data collection are used in the process of evaluation; • Evaluation is implemented by taking various factors into consideration. 	<ul style="list-style-type: none"> • Curriculum; • Analysis of the performed evaluation.
2.4. Curriculum Review and Revision		
2.4.1. A revised version of the curriculum is created as a result of annual work.	<ul style="list-style-type: none"> • A package of recommendations for curriculum development and support is created; • The revised version of the curriculum is based on prior experience and includes the monitoring and evaluation results. 	<ul style="list-style-type: none"> • The revised curriculum; • One-year action plan.
3. Administrative and Infrastructural Support of the Learning Process		
3.1. Staff Management		
3.1.1. School organisational arrangement ensures the achievement of the set goals	<ul style="list-style-type: none"> • Functions of the structural units/staff operating in the school are clearly defined; • Division of functions and responsibilities among the structural units/staff of the school supports the implementation of the learning process. 	<ul style="list-style-type: none"> • School Structure; • A document describing the functions of the structural units/persons; • Strategic plan; action plan; • Quality Assurance Policy Document.

<p>3.1.2. Staff management policy ensures school development</p>	<ul style="list-style-type: none"> • Staff management processes are implemented in line with applicable legislation and the procedures defined by an institution; • School has a needs-based preventive and intervening staff management policy; • The staff selection policy and procedures ensure the recruitment and employment of personnel suitable for the position, observing the principles of objectivity and transparency; • Staff qualification responds to the respective position; • Staff management policy and organizational culture is based on the principles of participatory and team working; • The school has a mechanism for recognizing and sharing successful experiences. 	<ul style="list-style-type: none"> • A document defining the staff management policy; • Internal Regulation; • Employment/Service Contracts/ Appointment Acts; • Documentation showing the staff selection/appointment process; • Staff personal files; • Qualification requirements for a specific position.
<p>3.2. Staff Development</p>		
<p>3.2.1. Human resource management policy is oriented on staff development</p>	<ul style="list-style-type: none"> • School has a mechanism for staff evaluation, and to define the needs of professional development; • Staff development is implemented in line with the needs-based plan; • School supports staff career development; • School ensures staff integration into working environment; • Staff development related initiatives are encouraged. 	<ul style="list-style-type: none"> • Human Resources Management Policy; • Materials/Activities related to human resources management and development; • One-year action plan.
<p>3.3. Process Management</p>		

<p>3.3.1. Management policy and procedures of school educational activities are implemented according to the declared mission and objectives.</p>	<ul style="list-style-type: none"> • Management of school educational activities is based on the processual approach and implemented according to the cycle of the quality assurance; • Management, core, and supportive procedures related to school educational activities are identified and described; • The school has a system for appealing decisions by employees, students/parents/legal representatives, as well as the system for considering the complaints; • The school has mechanisms for protecting the legal rights of staff and parents/legal representatives. 	<ul style="list-style-type: none"> • Quality assurance policy document; • List of management, core and supportive processes and their descriptors; • Webpage/a specific section on the webpage; • Detailed procedures of appealing; • Mechanisms for the right protection of staff and parents/legal representative and materials/activities related to the functioning of this mechanism.
<p>3.3.2. School ensures the involvement of the school society in the management of educational activities</p>	<ul style="list-style-type: none"> • The school has mechanisms for informing the school community about management processes, receiving feedback and responding to it; • Involvement of school community members in school life/collegial governing bodies is ensured. 	<ul style="list-style-type: none"> • Materials/activities related to the involvement of school society in school management processes.
<p>3.4. Safety of People and Processes</p>		

<p>3.4.1. The safety of people is protected and the continuity of business processes is ensured at school</p>	<ul style="list-style-type: none"> • The school provides physical safety on the school territory, including emergency response and first aid; • School provides ensures the protection of public order; • School provides psychologically and emotionally safe environment; • School provides the protection of sanitary and hygienic norms; • School provides the protection of personnel data; • School has mechanisms for protecting the information at its disposal; • School conducts the periodic evaluation of the functioning of the mechanisms ensuring the safety of people and processes, and uses the evaluation results for further development of these mechanisms. 	<ul style="list-style-type: none"> • Mechanisms for ensuring physical mechanisms; • Emergency management plan agreed with the authorized body/person; • Report on compliance of buildings and structures with fire safety requirements and, issued letter on elimination of fire safety requirements, if any; • Mechanisms for ensuring the protection of public order; • Mechanisms ensuring psychologically and emotionally safe school environment; • Mechanisms ensuring sanitary and hygienic norms; • Mechanisms ensuring personnel data protection; • Mechanisms ensuring information protection; • Report on evaluating, analysing, and changing of the mechanism ensuring the security of people and processes.
<p>3.5. Material Resources and Infrastructure</p>		

<p>3.5.1. School material resources and infrastructure are used to achieve the goals defined in the mission, and are compatible to the current/planned number of students</p>	<ul style="list-style-type: none"> • School ensures appropriate infrastructure and material resources for educational activities at least for the period of authorization and taking the student quota into account. • School infrastructure, including space for common use, and material resources are all accessible for school society. • School infrastructure creates the inclusive learning environment; • School infrastructure serves to turn a school into socio-cultural space; • School has necessary resources defined through the curriculum (small school with modest quota of students must equip the place of programme implementation with all necessary resources). <p>For the purposes of this document, a small school is an institution where the quota of students/ the requested quota of students at the specific location is defined up to 169 students or less, by the decision of the Authorization Council of General Education Institutions.</p>	<ul style="list-style-type: none"> • Extract from Public Registry; • Scheme of the building; • Financial reporting document; • Regulation for the use of the library; • Catalog of learning resources processed in accordance with the library rule; • Documentation of the necessary provision determined by the curriculum. • Report on the safety of operation of the building (issued by an accredited body in the relevant field)
<p>3.6. Information Resources</p>		

<p>3.6.1. School information technology supports the implementation of its major activities.</p>	<ul style="list-style-type: none"> • Information technology infrastructure ensures the full management of administrative and study processes; • Information technology infrastructure is accessible to students and staff in line with the rule established at the school. 	<ul style="list-style-type: none"> • Rule for the exploitation of school material and nonmaterial resources; • Document on internet provision in case of private legal entity; • Evidence on internet accessibility in study space.
<p>3.6.2. Proceedings at school is carried out in line to the current legislation</p>	<ul style="list-style-type: none"> • School has a rule for proceeding, consistent with the current law; • New technologies, including document proceeding e-system, are used in school management; • School has a complete profile in the general education management information system; • School timely reports, feedbacks and gives information on its educational activities to appropriate regulatory entities and cooperates with them. 	<ul style="list-style-type: none"> • Proceeding Rule; • General education information management system details; • Document proceeding e-system (programme provision).

<p>3.6.3. School conducts targeted public relations</p>	<ul style="list-style-type: none"> • School delivers public information and communicates through the official webpage/ specific section on the webpage or other communication channels; • School spreads objective and reliable information on its educational programmes and works; • School uses feedbacks received through different communication channels to improve its further works; • School has working webpage/ specific page on the webpage, where the information is located in Georgian language and on a language the learning is carried out through; • Webpage/a specific page on the webpage includes information about school, its mission, vision, values and structure, programme (s) titles, admission procedures and qualification granted (a document certifying education), all vital requirements related to study process, student support services, appealing mechanisms, financial sustainability report, implementation outcome of strategic and action plan, and contact information. 	<ul style="list-style-type: none"> • Public relations/communication rule; • Webpage/specific page on the webpage and other communication channels.
<p>3.7. Financial Resources</p>		
<p>3.7.1. School is financially sustainable</p>	<ul style="list-style-type: none"> • School provides the implementation of the action plan through the financial resources; • School has a system of financial resources management (planning, ordering, monitoring and, etc.). 	<ul style="list-style-type: none"> • Estimated and actual budget; • Dynamics of funding; • Reports on action plans implementation; • Document on annual financial reporting.

4. Students Support		
4.1. Student Rights Protection		
4.1.1. Students' rights and legal interests are protected	<ul style="list-style-type: none"> • The school's internal regulations ensure the protection and guarantees of the student's rights provided by the law; • School regulations for students' right protection are transparent and shared by school community; • Transparent and clear contract is signed with student/his(her) legal representative. 	<ul style="list-style-type: none"> • Internal act on students' rights and legal interests; • Webpage/specific section on webpage; • Materials/activities describing protection of students' rights and legal interests; • Detailed appealing procedures, consistent with Child Rights Code; • Regulations for elaboration of individual study plans; • In case of necessity, individual study plan prepared for a student.
4.1.2. School has transparent and clear mechanisms for admission, upgrade, mobility, status suspension and status termination.	<ul style="list-style-type: none"> • School has transparent and clear mechanisms defined for student admission, upgrade, mobility, status suspension and termination; • School protects the mechanisms of student admission, upgrade, mobility, status suspension and termination; • Information on services, conditions, programmes and their specifics, pre-defined levels for servicing (if any), internal policy and expected student conduct is publicly available; • Information on programmes, services, activities, resources that are spread by school or its staff is relevant to the legislation, transparent, up-to-dated, and non- 	<ul style="list-style-type: none"> • Curriculum; • Mechanisms for student admission, upgrade, mobility, status suspension and termination; • Materials/activities related to students' right protection; • Webpage/specific page on webpage.

	discriminatory.	
4.2. Student Support Activities		
4.2.1. academic and administrative support services for students are functioning at school	<ul style="list-style-type: none"> • School has mechanisms to adapt students into new learning environment; • From the beginning of learning, school supports the adaptation of students with learning environment; • Students gets the appropriate consultations and support from school to improve academic performance; • School provides administrative support to a student in reasonable/legislative terms in relation to the realization of the rights; • School provides encouragement of additional/informal activities and support of student initiatives in accordance with the law and through appropriately qualified personnel; • Through feedback received from students/interested parts, school improves the students' services. 	<ul style="list-style-type: none"> • Mechanism for student adaptation with school environment; • Materials/activities on student's adaptation into the school environment; • Materials/activities on academic consultation/support services; • Materials/activities on administrative support to students; • Mechanisms on support of student initiatives; • Materials/activities on support of student initiatives.

<p>4.2.2. School ensures the service of career planning and professional orientation</p>	<ul style="list-style-type: none"> • The service of career planning and professional orientation is available for students; • School regularly delivers updated and reliable information on the opportunities after the completion of the relevant level of general education to students/legal representatives; • In the process of planning the improvement of service quality, the school takes into account the results of the evaluation of the services rendered. 	<ul style="list-style-type: none"> • Materials/activities related to career planning and professional orientation; • Materials on feedback consideration.
<p>4.2.3. The services of the students with special educational needs are carried out taking into account their best interests and are in accordance with the legislation of Georgia</p>	<ul style="list-style-type: none"> • School has the mechanism for students with special educational needs; • Support to students with special educational needs is based on the involvement and cooperation principles of school society. 	<ul style="list-style-type: none"> • Service delivery regulation for students with special educational needs; • Materials/activities related to support and progress of students with special educational needs.
<p>4.2.4. Additional (optional) services offered by the school (if any) are carried out in compliance with the requirements of the legislation. This obligation is valid when the provider of additional (optional) services is the general educational institution itself and/or a contractor selected by it.</p>	<ul style="list-style-type: none"> • Additional, non-mandatory services offered by the school (extended education, food service, transportation service, dormitory service, etc.) are performed after receiving/on the basis of the right to carry out activities from the relevant regulator (if any); • The provision of additional, non-mandatory services offered by school is carried out on a voluntary basis, according to the rules and conditions agreed with the collegial management body and the recipient of the service, and serves to promote student development; • In the absence of the obligation to obtain the right established by law for the implementation of the relevant activity, the service is performed in 	<ul style="list-style-type: none"> • Rule for non-obligatory service regulation; • Materials/activities on non-obligatory services.

	compliance with the generally existing safety norms and takes into account the best interests of the student.	
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Evaluation Scheme of Compliance with General Education Authorisation Standards				
Standard/Component	Complies with the standard requirements	Substantially complies with the standard requirements	Partially complies with the standard requirements	Does not comply with the standard requirements
1. School Philosophy				
1.1. School Mission, Vision and Values	Full	Substantial	Partly	
1.2. School Planning and Development	Substantial	Substantial	Partly	
2. School Curriculum				
2.1 Curriculum Development	Full	Full	Substantial	
2.2. Curriculum Implementation	Full	Substantial	Substantial	
2.3. Curriculum Monitoring and Evaluation	Substantial	Substantial	partly	
2.4 Curriculum Review and Revision	Full	Substantial	partly	
3. Administrative and Infrastructural Support of the Learning Process				
3.1. Staff Management	Full	Substantial	partly	
3.2. Staff Development	Substantial	Substantial	Substantial	
3.3. Process Management	complete	Substantial	partly	
3.4 Safety of People and Process	Substantial	Substantial	Substantial	
3.5 Material Resources and Infrastructure	Substantial	Substantial	Substantial	
3.6 Information Resources	Full	Full	Substantial	

3.7 Financial Resources	Full	Substantial	Substantial	
4. Student Support				
4.1. Student Rights Protection	Full	Substantial	Substantial	
4.2 Student Support Activities	Substantial	Substantial	partly	