

**MINISTRY OF DEFENSE OF UKRAINE
MILITARY ACADEMY (Odesa)**

**REGULATIONS
on the Training of Novice Teachers**

**Odesa
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1. GENERAL PROVISIONS

1.1 The purpose of these Regulations is to establish the fundamental principles for organizing the training of novice teachers at the Military Academy (Odesa) (hereinafter referred to as "the Academy").

The effectiveness of training military specialists for Ukraine's security and defence sector depends on the qualifications of scientific and pedagogical staff. Beyond combat experience and professional knowledge, scientific and pedagogical work requires specific pedagogical knowledge, skills, and abilities, along with competence in scientific activity and student mentorship. Consequently, training novice teachers is a pressing issue.

Novice teachers include:

- officers appointed to the Academy as scientific and pedagogical staff directly from military service;

- graduates of postgraduate military studies;

- individuals previously holding teaching positions at other higher education institutions with less than three years of teaching experience.

1.2 Main objectives of novice teacher training:

- developing the knowledge and skills necessary for conducting the educational process in higher military education.

- mastering the organization and execution of all types of teaching, methodological, scientific, and technical activities in higher military education institutions (HMEIs) in general and at the departmental level;

- acquiring a thorough understanding of the subject(s) assigned for teaching;

- forming knowledge about implementing quality assurance measures for higher education at the Academy.

1.3 The training of officers appointed to the Academy directly from military service as scientific and pedagogical staff is conducted through:

- relevant professional development courses for scientific and pedagogical staff;

- self-directed learning.

1.4 The courses are conducted according to approved plans and programs for one- or two-month durations. These programs prepare candidates for roles as teachers at the Academy and other HMEIs, instructors in military subdivisions of higher education institutions, and officers in the educational departments of the Academy and other HMEIs.

2. ORGANIZATION OF THE TRAINING OF NOVICE TEACHERS

2.1 The training of novice teachers is planned and organized by the head of the department. The department head is responsible for developing measures to prepare novice teachers and enhance the methodological skills of scientific and pedagogical (teaching) staff.

To provide direct supervision and continuous assistance to novice teachers, a mentor is appointed from among the department's professors, associate professors, or senior lecturers.

2.2 Training for novice teachers in teaching, methodological, and research activities is conducted based on the "Professional Development and Methodological Skills Improvement Plan for Novice Teachers," approved by the department head.

The development period for novice teachers spans up to three years and consists of the following stages:

1. Preparatory Stage (6 months to 1 year).
2. Skill Enhancement Stage (1 to 1.5 years).
3. Completion Stage (1 to 1.5 years): final professional development and enhancement of methodological expertise.

2.3 The duration of each stage depends on the teacher's qualifications, theoretical and practical preparation, and prior work experience in scientific and pedagogical roles.

2.4 A detailed professional development plan is created for the first and second stages based on the department's annual work plan.

For the third stage (1 to 1.5 years), the department head assigns general tasks to further improve the novice teacher's methodological skills. These tasks should be included in the teacher's individual work plan for the academic year and revised annually.

2.5 During the first stage, novice teachers must complete professional development courses for scientific and pedagogical staff offered by the Academy.

2.6 The development plan may include preparation for obtaining a scientific degree. Regardless of the training format, self-directed work remains the primary method for a novice teacher's development.

2.7 The novice teacher is responsible for tracking their progress on the development plan. Their mentor oversees the process, with periodic reviews by the department head to ensure progress.

2.8 At the end of each academic year, novice teachers present a report on their plan's progress during a department meeting. Feedback is provided to guide further independent work. For those demonstrating a lack of aptitude for scientific and pedagogical work, recommendations regarding their future service or teaching role are submitted to the Academy's leadership.

3. PLANNING THE WORK OF SCIENTIFIC AND PEDAGOGICAL STAFF WITH TEACHING EXPERIENCE UP TO THREE YEARS

3.1. Upon introduction to the department head, newly appointed scientific and pedagogical staff at the Academy receive specific tasks related to their preparation for fulfilling their duties.

The department head assigns the novice teacher a direct supervisor, chosen from among the department's professors, associate professors, or senior lecturers. With the help of this supervisor, the novice teacher must develop a "Professional Development and Methodological Skills Improvement Plan for Novice Teachers." While creating this plan, the recommendations outlined below must be taken into account.

- 3.2. During the first stage, novice scientific and pedagogical staff must:
 - familiarize themselves with the organizational structure of the Academy, daily routines, and the lives and conditions of the cadets (students);
 - develop a "Professional Development and Methodological Skills Improvement Plan for Novice Teachers";
 - study the rights and responsibilities of scientific and pedagogical staff and the functional duties of departmental personnel;
 - understand the requirements of regulatory documents governing the educational process in higher military education institutions;
 - learn the system of higher education standards;
 - study the content of educational and professional (educational and scientific) programs, logical structures for cadet (student) training, syllabi of departmental courses, and curricula for various specialties;
 - familiarize themselves with quality assurance tools for higher education, including requirements for assessing cadets' (students') progress toward educational goals;
 - review textbooks, teaching guides, lecture notes, and methodological materials related to the courses they are assigned to teach;
 - understand the relationship between courses, including prerequisites and subsequent dependent courses;
 - examine the department's technical resources, teaching aids, and technological tools;
 - regularly study classical and modern works in pedagogy and participate in exemplary classes;
 - acquire practical skills in developing educational and methodological materials and conducting classes using educational technologies and assessment tools;
 - participate in activities planned by the department for the academic year;
 - prepare and conduct 2-3 trial classes.

Trial classes are conducted under the decision of the Academy (faculty) leadership or the department head. These are held before the department's scientific and pedagogical staff, without cadets (students). The performance is reviewed during a department meeting or by the Subject-Methodological Commission (SMC) and recorded in a protocol.

In a few days before trial classes, the department head holds an individual consultation with the teacher, assessing their knowledge of the teaching material and guiding documents.

Approval for independent teaching is granted following the department's discussion and recommendations. If a trial lesson is unsatisfactory, the teacher is given time to address deficiencies and schedule a retake.

The methodology of preparing teachers for teaching can be conditionally divided into the following stages:

- preliminary preparation for teaching an entire discipline;

- preparation for delivering lessons within a section or block of content modules;

- direct preparation for conducting a specific lesson.

Preliminary preparation for teaching an entire discipline:

- acquiring a comprehensive understanding of the discipline's content, teaching methods, and delivery tools in alignment with the departmental syllabus and curriculum;

- studying the content of foundational and related disciplines that support or depend on the assigned subject.

Preparation for delivering lessons within a section or block of content modules:

- reviewing methodological materials and selecting or refining teaching methods, tools, and techniques to engage cadets (students) in mastering the required knowledge, skills, and competencies.

- Direct preparation for conducting a specific lesson:

- focusing on the practical details of organizing and delivering an individual lesson to ensure optimal use of teaching time and achieve high-quality educational outcomes.

Experience shows that after reviewing the schedule of classes, a teacher must undertake the following steps to ensure effective lesson preparation:

- identify the topic, educational objectives, time, location, type of class, and teaching methods to be used;

- understand the requirements of guidelines, manuals, and other resources related to the content of the lesson, as well as the expected levels of cadet (student) knowledge and skills to be achieved;

- familiarize or refresh knowledge of the topic as outlined in statutes, courses, guides, manuals, textbooks, and other relevant literature;

- understand the methodology for conducting the lesson as described in the teaching development materials;

- identify the necessary resources for the lesson and submit a request to the department head or laboratory supervisor following departmental procedures;

- verify the availability and condition of material and technical resources required for the lesson;

- practice on equipment, such as weaponry, military technology, simulators, technical teaching aids, and personal computers;

- evaluate the level of knowledge and skills cadets (students) acquired during previous lessons on the topic.

Depending on the specific discipline and type of lesson, additional measures may be taken as necessary. Direct preparation for a class concludes with the creation of a detailed lesson plan, ensuring readiness in all aspects.

Teachers must submit their lesson plan 2-3 days in advance for approval. Additionally, they should verify that all resources, assistants, and cadets (students) are prepared for the class.

3.3 During the second stage of their development, novice teachers, in addition to fulfilling their scheduled teaching duties, must:

- deepen and enhance theoretical knowledge and practical skills in the discipline they teach;

- continuously study regulatory documents governing the organization of the educational process at the Academy;

- familiarize themselves with all organizational forms of educational work, including methods of control and evaluation of learning outcomes;

- master advanced methods and forms of teaching and methodological work practiced at the Academy;

- acquire practical skills for developing all types of educational and methodological materials for teachers and cadets (students);

- independently develop educational and methodological materials for the subject they teach;

- expand and deepen their knowledge of their subject area, including modern weaponry and military technology, their characteristics, and operational principles;

- develop skills in conducting practical classes, consultations, and supervising cadets' (students') independent work and individual assignments related to the discipline;

- participate in control activities as per the department head's plan;

- conduct open classes according to the department's annual action plan;

- contribute to improving the department's material and technical resources;

- actively participate in the scientific and technical activities of the department and supervise cadets' (students') military research projects;

- begin preparing for candidacy (doctoral) exams.

By the end of the second stage, novice teachers must be proficient in methodically correct instruction. This includes conducting group exercises, laboratory sessions, practical and seminar classes, consultations, and organizing independent cadet (student) work.

3.4 The third stage is designed to finalize the professional development of novice teachers and enhance their methodological expertise. The specific content of this stage largely depends on the achievements of the individual teacher and the circumstances within the department.

At this stage, novice scientific and pedagogical staff are required to:

- expand and deepen theoretical knowledge of the department's academic disciplines and related subjects;

fully master the content of assigned teaching disciplines and acquire specific methodologies for their instruction;

develop robust methodological skills and expertise in organizing and conducting all types of classes, creating educational and methodological materials, and supervising certification (graduation qualification or thesis) projects;

actively participate in scientific and technical activities of the department and conduct independent research on specific topics within scientific projects;

engage in innovative and rationalization activities and contribute to improving the department's educational resources;

participate in academic research and studies;

present at scientific-methodological (practical) conferences and seminars;

complete candidacy (doctoral) exams, approve their dissertation topic, develop a dissertation plan, and gather scientific materials for their research;

study and incorporate advanced pedagogical practices from other teachers (instructors) at the Academy into their work.

4. FINAL PROVISIONS

All changes to these Regulations are approved through a new version endorsed by the Academic Council of the Academy.

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Colonel

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