**PROPOSAL FORM FOR AN ACADEMIC PROGRAMME**

**Social Pedagogy**

Approved for 2023-2027

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# 1. General information

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| **1.1. Curriculum title** | **Social Pedagogy** |
| **1.2. Curriculum developing team:** | |  |  | | --- | --- | | **Leader university** | **Member universities** | | Altynsarin Arkalyk Pedagogical Institute | K.Zhubanov Aktobe Regional University | |  | Kh.Dosmukhamedov Atyrau University | |  | Shakarim University of Semey | |  | Amanzholov East Kazakhstan University | |  | I. Zhansugurova Zhetusu University | |  | Kazakh National Women's Pedagogical University | |  | Sh. Ualikhanov Kokshetau University | |  | Korkyt-Ata Kyzylorda State University/ | |  | M.Kozybayev North Kazakhstan University | |  |  | |
| **1.3. Type of curriculum**  (in accordance with the National Qualifications Framework | BACHELOR'S DEGREE  Level 6 |
| **1.4. Total academic credits** | 240 academic credits |
| **1.5. Study mode** | full-time |
| **1.6. Expected program duration** | 4 years |
| **1.7. Short curriculum description** Curriculum goals and objectives | This Educational Programme (EP) "*Social Pedagogy*" is a national teacher education curriculum, which has been designed in collaboration by various Kazakh universities and with international consulting. Due to the nature of a national curriculum, the descriptive texts within the curriculum do not provide specific information but highlight general pedagogical principles and cross-cutting themes (see also Annex 1.). The more detailed descriptions of e.g. methodologies and assessment will be identified in the implementation plans of the universities, considering also institutional and regional specific conditions.  Educational programme (EP) "*Social Pedagogy*" is a teacher education programme for pre-service teachers who wish to specialize as a social pedagogue in educational establishments (schools, colleges, high schools). EP consists of a pedagogical component 60 academic credits (incl. pedagogical practice), a compulsory component 56 academic credits, and a subject component 124 academic credits (incl. a final attestation of 8 academic credits).  Subject component consists of 5 modules: "Basics of socio-pedagogy", " Socio-pedagogical assessment and monitoring", "Intervention and consulting", "Prevention and information", "Research".  EP "Social Pedagogy" is innovative within the framework of the international project "Strengthening of initial teacher education". The EP focuses on the Sustainable Development Goals, and the formation of 21st century skills. The main change in the new curriculum is the transition towards professional social work in education organization considering the social educational environment. The EP focuses on the organization of interaction between social institutions aiding students and their families, and attention is on the processes of socialization and upbringing, such as social work at school, social tasks of supporting additional education and improving parental competence, and tutoring. When developing the EP, emphasis was on the competence of solving specific applied tasks of a social pedagogue in an educational institution.  EP provides an equal opportunity for learning without compromising pre-service teachers' rights and interests, preserving the principles of equality, respect, tolerance. It is interdisciplinary, student-oriented, scientifically integrated and problem-oriented by nature, and the selection of courses is guided by the topical issues of history and society and corresponds also to the international course descriptors.  EP is based on the principles of constructive alignment, where teaching and assessment methods, as well as subject-specific courses are selected to ensure the achievement and measurement of the competences outlined in the EP. The EP also follows an inclusive approach considering the multi-ethnic and multi-confessional composition of per-service teachers and their versatile needs for support of learning. |
| **1.8 Main principles of the curriculum** | |
| **Competence-based teacher education**  A teacher’s expertise combines competence in pedagogy and their own subject-specific field with theoretical and practical teaching competence in different kinds of operating environments. A teacher has mastery of the knowledge and skill requirements of their subject-specific field and thus is able to teach and supervise young people and adults studying for the same subject.  The competence of a teacher is focused on planning, guidance, teaching and assessment. For this reason, teacher must have sufficient theoretical knowledge of learning and competence development. In addition, modern working life emphasises cooperation and networking, development skills, and the support and maintenance of the well-being of oneself and one’s community.  A teacher’s competence is influenced by changes in the labour market, the structures of education and society as a whole, and all these elements are emphasised in the dynamic nature of a teacher's work. Work characterized by continual change in the variety of working environments places an emphasis on the teacher’s ability to assess and adjust their own activities. Self-assessment skills are an essential part of developing one’s professional identity. A teacher is making value decisions all the time, which means that the consideration of questions of professional ethics is one of the professional skills needed. Change requires the development of expertise, the ability to learn, as well as the ability to reform and renew the way things are done as part of a community.  **Competence-based teacher education curriculum**  The competence-based teacher education curriculum is formed of three entities: 1) Pedagogical studies, 2) Subject-specific studies 3) Compulsory studies. Each of the entities includes modules and related courses. The courses’ learning outcomes describe the competences required in teaching work and are placed in the NQF system’s (National Qualifications Framework) reference level six.  **The curriculum is guided by the following main principles:**   * Competence-based learning * Constructive alignment * Student-centred learning and active learning methodologies * Research-based teaching * Interdisciplinary learning * Inclusion * Teacher professional development and change management   (see Appendix for more details) | |

# 2. Programme rationale

In the context of the Education Modernization Project funded by the World Bank, several universities providing pre-service teacher education have designed and revised in international collaboration thirty (30) pre-service teacher education curricula according to the principles of competence-based education that ensure a holistic development of pre-service teachers’ competences. Moreover, the student-centered approach better prepares pre-service teachers to teaching profession by providing practical examples, experiments and experiences, which pre-service teachers can transfer to their classroom practices considering better the versatile needs and wellbeing of their students.

In order to match the requirements of the renewed primary and secondary education, teachers’ professional competences need to be re-evaluated and completed. The new approaches in secondary education need to be reflected in pre-service teacher education and the pre-service teachers’ profiles. Furthermore, these thirty (30) revised or new pre-service teacher education curricula have been designed to better improve pre-service teachers’ various generic competences that are essential in teacher’s profession. Several important and cross- cutting pedagogical principles that Kazakhstan education system aims to develop, such as inclusiveness and interdisciplinarity, have been taken into consideration in the design and implementation of the curricula. In addition, these curricula emphasize the development of pre-service teachers’ research skills in a way that they become practitioners who are constantly reflecting and evaluating their own practices and the practices of their schools to develop their own work and their work community, and the whole sector of education.

# 3. Teacher’s professional competences

Teachers’ professional competences are defined as consisting of **pedagogical competences** and **subject-specific competences** as well **generic competences** (see picture). The competence-based teacher education curriculum is thus formed of three entities: 1) Pedagogical studies, 2) Subject-specific studies 3) Compulsory studies. Competence areas and competences have been defined separately for each entity.

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| **3.1. Pedagogical and Generic Competence Areas/Learning Outcomes** |
| * **Competence area for pedagogy and didactics**  1. Pre-service teachers have basic knowledge and understanding of learning and students and are able consider the diversity of students in learning/teaching process and support their well-being in psychologically and ethically sound manner considering their life and learning contexts. 2. Pre-service teachers are capable to design, implement, assess, and develop learning and guidance processes in different kinds of learning environments in a pedagogically meaningful way including ability to utilize different digital resources in a manner that supports learning.  * **Competence area for interaction**  1. Pre-service teachers are able to communicate in different interactive relationships and partner networks in a meaningful manner both in face-to-face and online settings with regard to the goals set for the activity in question. 2. Pre-service teachers are capable of working in different collaboration networks and have the ability to create new relationships that are appropriate for the development of one's own and one's community activities. 3. Pre-service teachers are able to teach in accordance with the tri-lingual approach in secondary education and participate in the global professional community.  * **Competence area for teachers´ work environment**  1. Pre-service teachers are familiar with the international and national agreements and documents as well as legislation that affects his/her institution´s and his/her work. 2. Pre-service teachers are able to (a) to perceive his / her own activities in relation to the activities of his/her organization, and (b) work in a meaningful way to create positive relationships between the partners outside the school (families, regional actors, working life).  * **Competence area for professional development**  1. Pre-service teachers are able to reflect and critically assess their values, attitudes, ethical principles and work methods as a teacher and are able to set new goals to his/her own and his/her organization´s pedagogical development. 2. Pre-service teachers are able to develop his / her own and his / her organization's pedagogical activities in relation to the anticipated changes at regional, national and international level. 3. Pre-service teachers are able to produce, seek and critically select theoretical knowledge that, combined with experiential knowledge, serves the development of both him/her and his/her community's theory-in-use, and the ability and willingness to use knowledge to promote learning and own professional growth. |
| **3.2 Subject-specific and Generic Competence Areas/ Learning Outcomes** |
| * **Competence area for assessment**   1. Pre-service teachers have basic knowledge and understanding of the socialdevelopment of a child, a group, an educational environment, and have the skills to develop a social educational environment.   2. Pre-service teachers will be able to analyze and resolve problematic situations of the child's social development, educational environment.   3. Pre-service teachers are able to work in the system of educational platforms, network communities to organize the social environment of an educational institution.   4. Pre-service teachers are able to design additional education for children and assess the needs of the educational environment for additional education.   5. Pre-service teachers are able to conduct scientific research, analyze and formalize the results of socio-pedagogical research. * **Competence area for organizational activity**    1. Pre-service teachers are able to design and implement socio-pedagogical programs.   2. Pre-service teachers are able to apply social work methods, monitor and evaluate the effectiveness of the social educational environment   3. Pre-service teachers are able to interact with participants of the educational process, family, public institutions to solve social problems of the educational institution * **Competence area for human rights**    1. Pre-service teachers have basic knowledge and can apply legal grounds to protect children's rights.   2. Pre-service teachers are oriented and respond responsibly to situations that require the protection of the rights of children and families.   3. Pre-service teachers are able to build a program to protect the rights of the child in the perspective of solving problems of well-being. * **Competence area for social and constructive competence**   1. Pre-service teachers have a basic knowledge of the laws of constructing social relations in the educational environment.   2. Pre-service teachers are able to model the social processes of the educational environment   3. Pre-service teachers are able to moderate social environments to ensure the development of children in accordance with the age and individual needs of children |
| **3.3 Compulsory component: Competence Areas/ Learning Outcomes** |
| * **Competence area for worldview, historical, and moral development**  1. Pre-service teachers are able to assess the surrounding reality on the basis of ideological positions, formed by a knowledge of the fundamentals of philosophy, which provide scientific understanding and study of the natural and social world by methods of scientific and philosophical knowledge. 2. Pre-service teachers are capable to interpret the content and specific features of the mythological, religious and scientific worldview 3. Pre-service teachers have deep understanding and scientific analysis of the main stages, patterns and characteristics of the historical development of Kazakhstan. 4. Pre-service teachers are able to analyse the causes and consequences of the events in the history of Kazakhstan.  * **Competence area for social, cultural, and civic development**  1. Pre-service teachers are able to develop their own moral and civic position and able to operate with the social, business, cultural, legal and ethical norms of society. 2. Pre-service teachers have knowledge and understanding of the basics of socio-political, economic and legal studies and are able to demonstrate personal and professional competitiveness. 3. Pre-service teachers are able to assess situations and provide arguments for their own assessments of developments in the social and work environment.  * **Competence area for interpersonal social and professional communication**  1. Pre-service teachers are able to assess situations in various spheres of interpersonal, social and professional communication and enter into communication in oral and written forms in Kazakh, Russian and foreign languages. 2. Pre-service teachers are able to use in their personal activities various types of information and communication technologies: Internet resources, cloud and mobile services for searching, storing, processing, protecting and distributing information. 3. Pre-service teachers are able to maintain a healthy lifestyle to achieve productive social and professional activities through the methods and means of physical education. 4. Pre-service teachers are able to select methodology and analysis, use scientific research methods and techniques, and synthesise new knowledge. |

# 4. Program structure and learning outcomes

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| 4.1. Structure of the pedagogical component |
| The extent of the Pedagogical Component shall be 60 academic credits, including teaching practice. This component is common for all curricula in initial teacher education. The Pedagogical Component has been jointly created by all the involved universities in a collaborative design process. The component is flexible and leaves space for individual universities to implement it according to their specific situation and needs.  The overall structure of the pedagogical studies component:   |  |  | | --- | --- | | **Module name and main disciplines** | **Academic credits** | | **SUPPORTING LEARNERS AS INDIVIDUALS** | **17** | | Psychology in Education and Concepts of Interaction and Communication | 4 | | Educational Science and Key Theories of Learning | 3 | | Age and Physiological Features of the Development of Children | 3 | | Inclusive Educational Environment | 3 | | Teaching Planning and Individualization of Learning | 4 | | **TEACHING AND ASSESSMENT FOR LEARNING** | **9** | | Teaching Methods and Technologies | 5 | | Assessment and Development | 4 | | **TEACHER AS A REFLECTIVE PRACTITIONER** | **9** | | Pedagogical Research | 4 | | Research, Development and Innovation | 5 | | **TEACHER AS A FACILITATOR OF LEARNING (PEDAGOGICAL PRACTICE)** | **25** | | Introduction to the teaching profession (1st year pedagogical practice) | 2 | | Psychological and pedagogical assessment (2nd year pedagogical practice) | 2 | | Pedagogical approaches (3rd year pedagogical practice) | 6 | | Research and innovation in education (4th year pedagogical practice) | 15 | | **Total academic credits** | **60** |   The modules, courses, their learning outcomes, and relation to competence areas in more detail:   |  | | --- | | **Supporting learners as individuals 17 Academic credits** | | This module provides an overview of psychological theories, concepts, and models which help to understand the pupils’ individual needs and individual differences in learning. The module provides the pre-service teachers with competences to acknowledge individualization of learning and the diversity of learners in teaching. The module highlights the importance of enhancing learner well-being through creating and maintaining a psychologically safe educational environment. |  |  |  | | --- | --- | | Course title | **Psychology in Education and Concepts of Interaction and Communication** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Supporting learners as individuals 17 Academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * Competence area for pedagogy and didactics (1) * Competence area for interaction (3, 4)   Pre-service teachers are familiar with the modern psychological theories and models, as well as personality functioning and individual properties. They can apply the knowledge in their teaching in diverse educational contexts. Pre-service teachers support positive development of learners by fostering dialogue, interaction, and communication in the educational process. They are able to communicate, interact, and collaborate with pupils’ families as well as in various other partnership networks and create new relationships suitable for the development of their own pedagogical activity. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * understand the basic concepts and terms of educational psychology, and the main practical applications of psychological knowledge; * understand the patterns, facts, and phenomena of cognitive and personal development of a person in the processes of education and upbringing; * apply an integrated approach to design, implementation, evaluation, and development of educational environments; * understand the concept of continuous learning as a part of the process of cognitive and personal development of a person. * apply basic communication and interaction concepts and theories at the individual, community, and network levels; * select the methods of communication and interaction that are most appropriate to facilitate learning in various forms (offline, online, blended, hybrid); * recognize the patterns of group dynamics and act in ways that promote community development and well-being. |  |  |  | | --- | --- | | Course title | **Educational Science and Key Theories of Learning** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Supporting learners as individuals 17 Academic credits | | Academic credits | 3 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * Competence area for pedagogy and didactics (1, 2)   Pre-service teachers explore the basics of educational science such as the conceptions of man leading to various learning theories and pedagogical models. Based on their understanding of the theoretical concepts, pre-service teachers are able to make appropriate pedagogical choices for various learning situations. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * distinguish between concepts of human and their importance for understanding learning and the design of an educational process; * differentiate between learning theories and their importance for understanding learning and the design of an educational process; * apply learning theories and pedagogical models suitable for versatile learning processes. |  |  |  | | --- | --- | | Course title | **Age and Physiological Features of the Development of Children** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Supporting learners as individuals 17 Academic credits | | Academic credits | 3 | | Course/ competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * Competence area for pedagogy and didactics (2)   Pre-service teachers are familiar with the formation of psyche, its functioning, and the patterns of development. Pre-service teachers can observe the development of their students, and accordingly, plan and implement age-appropriate learning processes considering individual needs of students. Pre-service teachers act creatively and appropriately in different situations and support learning and well-being of the learners. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * recognize the individual starting points of different students, their learning potential and specific support needs; * consider the individual needs of their students for specific support, guidance, teaching and assessment; * introduce various methodological solutions for inclusion and for providing specific support. |  |  |  | | --- | --- | | Course title | **Inclusive Educational Environment** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Supporting learners as individuals 17 Academic credits | | Academic credits | 3 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * Competence area for pedagogy and didactics (2) * Competence area for teachers´ work environment (6, 7)   Pre-service teachers have the ability to consider the diversity of learners and identify their individual needs in the learning / teaching process. Pre-service teachers support students’ learning and inclusion in the educational process by using suitable ICT, teaching and assistive technologies. Pre-service teachers maintain students’ well-being from psychological and ethical perspective in collaboration with the community (teachers, students, parents/guardians) considering the context of students’ life and learning. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * identify the individual educational needs that affect participation and learning in a diverse group of students; * use ICT and assistive technologies to support students’ learning and inclusion in the educational process. * teach values and attitudes beneficial to collaboration and inclusivity; * support collaboration in the community (teachers, students, parents/guardians). |  |  |  | | --- | --- | | Course title | **Teaching Planning and Individualization of Learning** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Supporting learners as individuals 17 Academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * Competence area for pedagogy and didactics (1, 2)   Pre-service teachers are familiar with the curriculum in their area of teaching and the guiding pedagogical principles and cross-cutting development themes of a specific level of education, such as entrepreneurship and sustainable development. Pre-service teachers possess the necessary skills of individualization of teaching, considering the diversity of students and their inclusion to the learning process, as well as the use of teaching technologies, based on pedagogical and independent research. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * understand the main principles and requirements of the curriculum in their area of teaching and apply them in planning and conducting educational activities; * identify factors and conditions that affect students’ learning; * apply in practice the principles of inclusion as well as individualized teaching and guidance (adapting curricula, developing differentiated lessons) by considering the needs of the students and support the development of their personality and self-esteem, including career guidance. |  |  | | --- | | **Teaching and assessment for learning 9 Academic credits** | | This module provides the teacher students with competencies to carry out interactive and student-centered teaching and assessment aligned with learning objectives. The module highlights the use of digital tools and technologies and the ability to update and apply teaching technologies in the context of ongoing changes in the society and the educational environment. This module supports the pre-service teachers’ competence to communicate and collaborate in various partnership networks to enhance own pedagogical activity. |  |  |  | | --- | --- | | Course title | **Teaching Methods and Technologies** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Teaching and assessment for learning 9 Academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * Competence area for pedagogy and didactics (1, 2)   Pre-service teachers have a comprehensive understanding of teaching strategies and methodologies, and can apply them in planning, teaching, and assessment in innovative ways matching the specific pedagogical situations, conditions of a specific school and the capabilities of students. Pre-service teachers are able to design suitable inclusive physical and online learning environments at different stages of the educational process. Pre-service teachers understand and can apply the regulations of copyright and data protection in their learning material planning. Pre-service teachers possess necessary knowledge of didactics, learning technologies and methods of motivating students being able to provide necessary pedagogical assistance to students. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * select pedagogical models suitable for teaching; * apply teaching methods in a creative and varied manner, considering the opportunities offered by learning technologies; * use a suitable inclusive learning environment in their teaching; * acknowledge and apply the norms and principles of copyright and data protection; * apply guidance methods to motivate students and to support their learning achievements. |  |  |  | | --- | --- | | Course title | **Assessment and Development** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Teaching and assessment for learning 9 Academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * Competence area for pedagogy and didactics (2)   Pre-service teachers have a thorough understanding of the meaning of assessment in learning process and are able to provide constructive assessment in ethical manner in different phases of learning processes and engage learners in assessment. Pre-service teachers identify, differentiate, and use different assessment technologies, principles, stages, and assessment tools in their own field of expertise (including formative and summative assessment and self-and peer- assessment, etc). They can critically evaluate and analyze their understanding and practices concerning assessment and develop them further. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * use and apply a variety of methods and tools of assessment and feedback (formative and summative assessment); * apply pedagogical principles in defining and recognizing competence levels of learners; * understand the importance and support the development of students’ self- and peer-assessment skills. |  |  |  | | --- | --- | | **Teacher as a reflective practitioner 9 Academic credits** | | | This module focuses on the methodological foundations of pedagogy, and it provides understanding of how pedagogical research informs teaching practices. The module helps the pre-service teachers to develop their reflection skills to become aware of themselves as teachers and to develop their own teaching as well as the ability to set new goals for pedagogical development to ensure lifelong learning. The module also addresses the ethical aspects of the teachers’ work and its development. |  |  |  | | --- | --- | | Course title | **Pedagogical Research** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Teacher as a reflective practitioner 9 Academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * Competence area for professional development (10)   This course provides pre-service teachers with a theoretical foundation on pedagogical research. Pre-service teachers possess skills to seek and critically select theoretical knowledge from various reliable sources, utilize research findings in the development their pedagogical thinking and practice, and adopt willingness to promote research-based learning and education as well as their own continuing development and professional growth. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * recognize the nature of pedagogy and its basic terminology; * identify the central areas of research in pedagogy and understand the difference between everyday thinking and scientific knowledge; * follow the changes in the field of education and consider how they influence own work as a teacher. |  |  |  | | --- | --- | | Course title | **Research, Development, and Innovation** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Teacher as a reflective practitioner 9 Academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * Competence area for professional development (8, 9) * Competence area for interaction (5)   To stay up-to-date and be able to continuously develop themselves and their work, pre-service teachers acquire new research-based knowledge and conduct practice-based research in an ethical manner in various networks concerning the development of education and teacher profession, innovative approaches to learning, as well as learning and guidance of students. Pre-service teachers adopt development-oriented mindset and are able to develop, update and apply innovative teaching approaches and technologies in the context of ongoing changes in society and the educational environment.  Pre-service teachers design a small-scale research project to familiarize themselves with research-based development of their work as teachers. They identify their research topic/questions, conduct the literature review and design the methodology for the data collection and analysis, including ethical aspects of research. After the course, pre-service teachers are able to develop and update their pedagogical activities based on ethically conducted research and development and carry out or participate in research projects. They are also able to present their research and development results using various professional forms and channels. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * evaluate their own professional activities and work environment to find areas for improvement; * apply a research-based approach to their professional activities and carry out independent research work; * consider and apply ethical aspects of research procedures; * apply critical thinking in data collection and utilization for the development of initial teacher education; * participate in scientific design research and / or develop cooperation between universities and stakeholders; * document their own research activities and present the results using various forms of communication. |  |  |  | | --- | --- | | **Teacher as a facilitator of learning (Pedagogical practice) 25 Academic credits** | | | This module focuses on the transformation of theoretical knowledge into practical skills through two pedagogical practice periods/courses, as well as the formation of a teacher’s professional identity that meets the requirements of teaching profession today and in the future. During the module, pre-service teachers also establish practice-based research skills promoting the continuous process of professional growth.  Pedagogical practice is organized in four periods/courses, one per study year, and each having their specific learning outcomes where the competences of pre-service teachers are progressively deepened from orientation and observation to designing educational processes and conducting own lessons, and developing own work environment through practice-based research activities.  All practice periods have some prerequisites and pre-service teachers must have completed a certain amount of subject and/or pedagogical studies before they can conduct their pedagogical practice, the number of credits may vary between the faculties and/or educational programmes. |  |  |  | | --- | --- | | Course title | **Introduction to the teaching profession (1st year pedagogical practice)** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Teacher as a facilitator of learning 25 Academic credits | | Academic credits | 2 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * competence area for pedagogy and didactics​ (1, 2) * competence area for interaction (3, 4, 5) * competence area for teachers´ work environment (6, 7) * competence area for professional development (8, 9, 10)   Pre-service teachers familiarize themselves with the educational process and the context of the educational institution and its adaptation to the conditions of future professional activity.  The prerequisite for the course is that the Pre-service teachers have completed the courses "*Psychology in Education and Concepts of Interaction and Communication* " and "*Age and physiological features of the development of children*" of the pedagogical component before entering their first pedagogical practice. | | Learning outcomes | **Pre-service teachers** **who demonstrate competence can:**   * understand the regulatory and legislative framework of the education system of the Republic of Kazakhstan, and the documents regulating educational institutions; * distinguish the main documents for maintaining school records (work plans of the educational institution, Kundelik electronic diary, short-term, medium-term and long-term lesson planning, etc.); * comprehend the theoretical and applied aspects of pedagogy and educational psychology in the educational process at school considering social, age, psychophysical and individual characteristics of students, as well as their special educational needs. |  |  |  | | --- | --- | | Course title | **Psychological and pedagogical assessment (2nd year pedagogical practice)** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Teacher as a facilitator of learning 25 Academic credits | | Academic credits | 2 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * competence area for pedagogy and didactics​ (1, 2) * competence area for interaction (3, 4, 5) * competence area for teachers´ work environment (6, 7) * competence area for professional development (8, 9, 10)   Pre-service teachers familiarize themselves with the features of the integral pedagogical process of an educational institution and the formation of analytical-reflexive, research, design, and other skills in the field of psychological and pedagogical support of the educational process.  The prerequisite for the course is that the Pre-service teachers have completed the course "*Pedagogical Research*" of the pedagogical component before entering their second pedagogical practice. | | Learning outcomes | **Pre-service teachers who demonstrate competence can:**   * + comprehend the psychological and pedagogical foundations of teaching strategies (critical thinking, functional literacy, collaborative learning, self-education, self-improvement, criteria-based learning);   + apply psychological and pedagogical diagnostic methods to evaluate the needs of a group of students, and understand how the support processes of the student welfare services function in schools;   + understand teacher’s work from the socio-pedagogical aspect and reflect own professional identity as a future teacher;   + establish effective dialogue to reinforce students’ positive and responsible learning behaviours;   + collaborate with all stakeholders of the educational process;   + analyze and develop a holistic pedagogical process in its various forms (lesson, seminar, round table, debate, etc.), and conduct various forms of subject-related extracurricular activities. |  |  |  | | --- | --- | | Course title | **Pedagogical approaches** **(3rd year pedagogical practice)** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Teacher as a facilitator of learning 25 Academic credits | | Academic credits | 6 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * competence area for pedagogy and didactics​ (1, 2) * competence area for interaction (3, 4, 5) * competence area for teachers´ work environment (6, 7) * competence area for professional development (8, 9, 10)   During this course, pre-service teachers go through a comprehensive professional development where they improve in practice their professional practices and develop their pedagogical and subject-specific competences necessary for a teacher (preschool teacher, primary school teacher, subject teacher, assistant class teacher / curator).  The prerequisite for the course is that the Pre-service teachers have completed the courses "*Methods and Technologies of Teaching*", "*Assessment and Development*", and "*Inclusive Educational Environment*" of the pedagogical component before entering their third pedagogical practice. | | Learning outcomes | **Pre-service teachers** **who demonstrate competence can:**   * + design and organize independently a constructive and inclusive educational process;   + choose purposeful and suitable learning materials, innovative pedagogical approaches, and active teaching considering also the use of educational technologies and digital environments;   + apply subject-specific knowledge and didactics;   + apply formative and summative assessment methods and techniques, and support the development of students’ reflection, self- and peer-assessment skills;   + establish dialogical atmosphere with all stakeholders of the educational process to solve problems and conflict situations and to promote safe learning environment. |  |  |  | | --- | --- | | Course title | **Research and innovation in education (4th year pedagogical practice)** | | Component | Pedagogical component | | Cycle | Core disciplines | | Module | Teacher as a facilitator of learning 25 Academic credits | | Academic credits | 15 | | Course / competence description | The purpose of this course is to improve the following areas of pedagogical competence:   * competence area for pedagogy and didactics​ (1, 2) * competence area for interaction (3, 4, 5) * competence area for teachers´ work environment (6, 7) * competence area for professional development (8, 9, 10)   The course focuses on establishing pre-service teachers’ developmental approach towards their own professional activities and work environment. The course also emphasizes the development of pre-service teachers’ collaborative, problem-solving and leadership skills. They deepen their pedagogical skills and develop research skills as well as practical skills (didactics) in accordance with their area of specialization.  During this practice period pre-service teachers also collect and analyze data,test the hypothesis, or make experimentationsaccording to the research plan created in the course *“Research, Development, and Innovation”.* They make conclusions and explorevarious forms and channels of communicating the research results in a professional manner.  The prerequisite for the course is that the Pre-service teachers have completed the courses "*Teaching planning and individualization of learning*" and "*Research, development and innovation*" of the pedagogical component. | | Learning outcomes | **Pre-service teachers** **who demonstrate competence can:**   * + design and organize independently a constructive and inclusive educational process to test hypothesis, make pedagogical experimentations and/or collect data according to their research plan;   + apply innovative teaching and learning strategies, and methods and tools for designing, conducting and assessing an educational process and/or extracurricular activities based on long-term, medium-term, short-term lesson / lesson plans, and educational and out-of-class activities in the subject;   + analyze the results of their experimentations and/or data collected and draw conclusions;   + document their research activities and present the results in a professional manner using various forms of communication;   + evaluate their professional activities in relation to the activities of the organization and through experimentations and practice-based research create ideas for improvement of their work and their work environment. | |
| 4.2 Structure of the subject component |
| |  |  | | --- | --- | | **Module name and main disciplines** | **Academic credits** | | **BASICS OF SOCIO-PEDAGOGY** | **24** | | **University Component** | **10** | | Theory and practice of social work | 5 | | Professional ethics of social work | 5 | | **Optional Component** | **14** | | Age and Social Pedagogy | 5 | | Age and Social Psychology | | Socialization of the child | | Regulatory and legal bases of social work | 4 | | Social protection system | | Social protection of family and child | | Socio-pedagogical preparation for volunteer work | 5 | | Social movement of social educators | | Voluntary activity in an educational institution | | **SOCIO-PEDAGOGICAL ASSESSMENT AND MONITORING** | **23** | | **University Component** | **9** | | Assessment of the child's family | 5 | | Social change | 4 | | **Optional Component** | **14** | | Assessment of the child's socialization | 5 | | Assessment of the child's educational and social environment | | Tutoring as a child's search for the meaning of education | | Monitoring as a tool for evaluating the effectiveness of changes | 5 | | Monitoring strategies | | Development monitoring | | Social qualimetry | 4 | | Technologies of social work at school | | Technologies of tutor activity | | **INTERVENTION AND CONSULTING** | **23** | | **University Component** | **14** | | Case management in education | 5 | | Designing additional education | 4 | | Social adaptation (involvement) and rehabilitation (recovery) | 5 | | **Optional Component** | **9** | | Training work | 4 | | Group dynamics and facilitation | | Social Training | | School Crisis Management | 5 | | Crisis Response | | Extreme Social Situations | | **PREVENTION AND INFORMATION** | **27** | | **University Component** | **5** | | Development of well-being and prevention of risks | 5 | | **Optional Component** | **22** | | International Standards for the Protection of Children's Rights | 4 | | Alternative methods of working with children in contact and conflict with the law | | Interdisciplinary cooperation in teams and networks | | Management in social work | 5 | | Time management | | Information management | | Mediation in education | 4 | | Conflictology in education | | Crisis Interventions | | Family support and development | 5 | | Positive parenting | | Family pedagogy | | Network and media technologies in social work | 4 | | Cyber technologies in education | | Social pedagogue's work with social networks | | **RESEARCH** | **19** | | **University Component** | **5** | | Social research (integrated with the Final attestation) | 5 | | **Optional Component** | **14** | | Case Description | 4 | | Qualitative descriptions and narratives | | Research case in education | | Methods for researching the social conditions for development | | Project activity of a social worker | 5 | | Social work as a project | | Designing in social work | | Research communications | 5 | | Portfolio of a social communication teacher | | Professional Growth Portfolio | | **FINAL ATTESTATION** | **8** | | **Total academic credits** | **124** | |
| |  | | --- | | **Basics of Socio-Pedagogy 24 academic credits** | | This module provides pre-service teachers a theoretical basis for the professional development of a social educator in the field of education. Pre-service teachers study courses reflecting the fundamentals of theory and practice of social work, the legal basis of social work in an educational institution, and the system of family and child social welfare. During the module, pre-service teachers build on positive pedagogy and psychology and take into account work with different learners. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  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teachers develop their knowledge, skills and abilities to analyze social phenomena, the activities of state structures and social formations in changing social relations. They learn to identify the historical roots and background, trends and prospects of social work and its mission in transforming social reality. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding about social work as a professional activity; * critically evaluate the main provisions of social work theories; * summarize and classify social technologies and describe their regulatory framework; * carry out interdepartmental interaction and work in a team. |  |  |  | | --- | --- | | Course title | **Professional ethics of social work** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Basics of Socio-Pedagogy 24 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for social and constructive competence (12,13,14)   Pre-service teachers get familiar with the main ethical categories, principles and norms of social work, and the main standards of codes of ethics for social workers. They learn to interpret them in a specific situation, identify areas of value and ethical conflict in social work, and develop their skills to resolve them. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of the principles of professional ethics and ethical standards in response to a given situation or real circumstances; * interact with participants of the educational process, adhering to ethical norms and principles; * address ethical dilemmas in social work; * act socially active manner, striving for positive changes in the social situation, adhering to ethical norms. |  |  |  | | --- | --- | | Course title | **Age and social pedagogy** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Basics of Socio-Pedagogy 24 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1,2) * Competence area for organizational activity (8)   Pre-service teachers get familiar with the theoretical foundations of age and social pedagogy. They develop their ability to take into account the age characteristics of learners when selecting methods, means and forms of social protection, and social and pedagogical activities with different categories of children. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * identify, interpret and rank the information from different sources needed to solve a problem according to its conditions; * analyze the task as a system, identifying its components and the connections between them, using logical-methodological tools for critical analysis * solve problematic situations of the child's social development; * interact with families, participants in the educational process and social institutions to address issues related to the social development of students; * design additional education taking into account the age characteristics of children, assessing the needs of the educational environment in additional education. |  |  |  | | --- | --- | | Course title | **Age and social psychology** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Basics of Socio-Pedagogy 24 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1,2) * Competence area for organizational activity (8)   Pre-service teachers get familiar with the basic concepts and patterns of age and social psychology, important socio-psychological concepts, patterns and mechanisms of people's behaviour, communication and activities arising from factors of inclusion in social communities. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * explain the basic concepts and terms of age and social psychology, describing "psychology of personality" and "psychology of group"; * get oriented in the basic socio-psychological theories, know the contribution of foreign and local researchers in the development of social psychology of the team and leadership; * explore the characteristics of interaction between personality and society, the regularities of social development of personality, formation and functioning of large and small social groups. |  |  |  | | --- | --- | | Course title | **Child's socialization** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Basics of Socio-Pedagogy 24 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1,2) * Competence area for organizational activity (8)   Pre-service teachers develop in-depth knowledge and understanding of social development of a child, a group and educational environment. They develop their skills in designing a social educational environment. They also learn to analyze and solve social development problem situations of a child and an educational environment. Pre-service teachers learn to identify, differentiate and use different technologies, principles, stages and tools of child’s socialization. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * understand the methods of providing individual assistance in the socialization process of students; * apply modern approaches to the socialization and social education of students; * cooperate and communicate in a dialogue with students, parents and teachers. |  |  |  | | --- | --- | | Course title | **Regulatory and legal bases of social work** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Basics of Socio-Pedagogy 24 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for human rights (9, 11) * Competence area of assessment (2)   Pre-service teachers develop a systematic understanding of the legal and regulatory framework for social work with children. During the course pre-service teachers master the legal framework of social work with children, the main legislative acts and normative documents regulating social work with children. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply legal and regulatory frameworks for documentation and record keeping in social work; * possess the technology of using normative-legal acts in the implementation of professional activities; * apply legislative and other normative legal acts of national and international level for the provision of social services, social welfare, social assistance measures and legal regulation of social protection of children. |  |  |  | | --- | --- | | Course title | **Social protection system** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Basics of Socio-Pedagogy 24 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for organizational activity (1,3) * Competence area for human rights (2,3)   Pre-service teachers develop a holistic understanding of the nature and the development of social protection and services. They learn about the conceptual framework describing the problems of social protection and services. They also develop their experiences of analyzing professional problem situations in the field of social protection and services. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * deliver social protection measures, including social security, social assistance and social services to improve livelihood conditions; * implement approaches and technologies to assess the quality of social services; * solve professional problem situations in the field of social protection and social services for students. |  |  |  | | --- | --- | | Course title | **Social protection of family and child** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Basics of Socio-Pedagogy 24 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for organizational activity (1) * Competence area for human rights (2,3)   Pre-service teachers examine the theoretical foundations and practice of social protection of families and children in Kazakhstan and around the world. They also develop general socio-pedagogical culture and the basic principles of socio-pedagogical ethics. Pre-service teachers develop their ability to foresee the consequences of providing social assistance to various categories of families. They also develop a holistic system of socio-pedagogical knowledge. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * understand the specifics and areas and technologies of social protection of families and children; * identify common and specific features in the organisation of social work, taking into account particularities of assistance to different categories of families; * possess the skills and technologies to organize and carry out activities for the student's development and social protection in educational organizations of various types. |  |  |  | | --- | --- | | Course title | **Socio-pedagogical preparation for volunteer activity** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Basics of Socio-Pedagogy 24 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for organizational activity (6,7,8)   Pre-service teachers get familiar with the theory and practice of volunteer work in the social pedagogical field. They learn about the main technologies, methods and ways of providing practical assistance to various categories of students in solving social problems. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * organize joint activities and interpersonal interaction between participants in educational processes, including representatives of state authorities, public associations and private companies; * use of different social and pedagogical technologies in volunteering activities; * apply the techniques of effective group and individual communication; * apply various social and pedagogical technologies in volunteering activities; * work in a team of volunteers in the use of pedagogical technologies in the social sphere, including the educational environment. |  |  |  | | --- | --- | | Course title | **Social movement of social teachers** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Basics of Socio-Pedagogy 24 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for organizational activity (6,8)   Pre-service teachers learn the theory and practice, teaching skills, group and individual work skills as part of professional development in teamwork, and social engagement. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * define their role in teams and perform the designated functions, coordinate their actions with other team members, coordinate the overall work of social movements of social pedagogues; * create conditions for volunteers to be socially active and to implement a variety of positive social initiatives; * demonstrate an attitude of productive professional interaction in volunteering in the social sphere. |  |  |  | | --- | --- | | Course title | **Voluntary activity in an educational institution** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Basics of Socio-Pedagogy 24 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for organizational activity (6,8)   Pre-service teachers get familiar with the history of volunteering. They learn to have a positive influence on their peers in their life choices, create positive attitudes towards volunteering, create conditions for volunteers to be socially active, and implement a variety of positive social initiatives. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply the knowledge and understanding of volunteerism (voluntary service) as a resource for personal growth and social development; * organize mass events with a social-humanitarian orientation; * possess practical skills in organizing the work of volunteers; * interact with socially-oriented non-profit organizations, authorities and organizations subordinate to them * apply various socio-pedagogical technologies in volunteer activities; * work in a team of volunteers when using pedagogical technologies in the social sphere, including in the educational environment; * self-organize and self-educate themselves, cooperate with colleagues to work for a common result. |  |  | | --- | | **Socio-pedagogical assessment and monitoring 23 academic credits** | | The module builds pre-service teachers’ skills in conducting socio-educational assessment of family, child, children's group, educational and social environment development. During the module, pre-service teachers identify intervention strategies and assess their effectiveness. |  |  |  | | --- | --- | | Course title | **Assessment of the child's family** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Socio-pedagogical assessment and monitoring 23 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence   * Competence area for assessment (1,2) * Competence area for organizational activity (8) * Competence area for human rights (10)   Pre-service teachers get aware of the characteristics of a child's family as the main social institution. They learn about family typologies, family education methods, and consultations on family education, as well as the social, mental and physical development of a child. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of the family as a subject of pedagogical interaction and the socio-cultural environment of child development, as the object of research; * assess the role of the family in the formation of the child's personality; * assess the process of socialization of the child and the conditions created in the family that expand the safe space for the child; * analyze and resolve problematic situations related to the socialization of a child in the family; * assess the formation of a positive attitude of parents to the child, the well-being of the child in the family. |  |  |  | | --- | --- | | Course title | **Social change** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Socio-pedagogical assessment and monitoring 23 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence   * Competence area for assessment (1,2) * Competence area for organizational activity (8) * Competence area for human rights (10)   Pre-service teachers are able to provide future educators with a scientific understanding of social change as a set of phenomena and processes of changing states of social reality, occurring in its spatial and temporal definitions, recorded in observable and measurable differences in measures of quantitative and qualitative properties and characteristics inherent in these states. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * use knowledge and understanding about social change as an expanded and theoretically informed view of the determinants, content and nature, ways and forms, directions and consequences of these changes; * assess social change; * develop skills of fundamental or applied research of social communities, institutions and processes and public opinion in the context of social change through practical assignments. |  |  |  | | --- | --- | | Course title | **Assessment of the child's socialization** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Socio-pedagogical assessment and monitoring 23 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1,2,4)   Pre-service teachers get familiar with the characteristics of a child's socialization and the signs of successful socialization. They learn to understand and assess a child's socialization process, and foster a culture of communication, friendly relationships with others, as well as emotional responsiveness and empathy. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * assess the process of socialization of the child and the created conditions that expand the safe space for the child; * assess the conditions of successful socialization of a child from families in a socially dangerous situation; * design and implement support and intervention programs related to the socialization and well-being of the child; * apply knowledge and understanding of tutoring as a search for the meaning of a child's education. |  |  |  | | --- | --- | | Course title | **Assessment of the child's educational and social environment** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Socio-pedagogical assessment and monitoring 23 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1,2)   Pre-service teachers develop their knowledge and understanding of the social development of a child, a group, and an educational environment, and learn to develop a social educational environment. They analyze and resolve problematic situations of a child's social development and educational environment. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * assess the educational and social environment of the child, the rules and algorithm for collecting and primary processing of information, the results of psychological observations and evaluating children to the conditions of an educational organization; * assess the conditions of successful socialization of a child from families in a socially dangerous situation; * design and implement support and intervention programs related to the socialization and well-being of the child; * analyze and process the results of psychological observations and assessment of children to the conditions of the educational and social environment. |  |  |  | | --- | --- | | Course title | **Tutoring as a child's search for the meaning of education** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Socio-pedagogical assessment and monitoring 23 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1,2,3,4) * Competence area for organisational and activity (6,7,8) * Competence area for human rights (11) * Competence area for socially constructive competence (13)   Pre-service teachers develop an understanding of tutoring as an interaction between a child, a tutor, family, school and social environment for discovering the meaning of education with all possibilities for a child. They expand the understanding of the meaning of education to a broad social interaction with the world to build stronger bonds for a child. They also learn to make joint assessment of a child's situation, opportunities and zone of proximal development, as well as monitor the changes that enable a child, with the involvement of a tutor, to find their own individual path of development and education. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * identify, jointly define, communicate and support the meanings of education for each child of all abilities * undertake a joint assessment of the opportunities, needs, risks and meanings of education with a child, his/her family, teacher and social environment * accompany, motivate and support a child and his/her family to maintain educational meanings * monitor changes and make necessary responses to maintain the values of education * understand the place of education in the meaning systems of children with different needs and capacities * organize activities with children and include a social environment in child's participation |  |  |  | | --- | --- | | Course title | **Monitoring as a tool for evaluating the effectiveness of changes** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Socio-pedagogical assessment and monitoring 23 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1,2) * Competence area for organizational activity (6,7,8) * Competence area for socially constructive competence (13)   During the course, pre-service teachers study the basics of monitoring as a tool for evaluating the effectiveness of changes. They are equipped with knowledge about the systematic collection and analysis of information to track the progress of designed plans and to form skills in creating a unified monitoring system for quality control of education. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of monitoring as a tool for evaluating the effectiveness of changes; * plan and organize the collection and analysis of information for the implementation of monitoring in order to track the implementation of planned plans or determine compliance with standards using innovative technologies guided by regulatory documents. * design changes in the social environment and the child's conditions for positive changes; * understand monitoring strategies and contemporary approaches to monitoring * implement monitoring strategies and modern approaches of monitoring organization; * design a program for monitoring the child's social development in the educational environment to assess the effectiveness of changes; * carry out monitoring actions in practice and describe the results of monitoring; * publish and present the results of monitoring. |  |  |  | | --- | --- | | Course title | **Monitoring strategies** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Socio-pedagogical assessment and monitoring 23 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1,2) * Competence area for organizational activity (6,7)   Pre-service teachers get familiar with monitoring strategies defining approaches on methodological and activity levels, strategies of monitoring as a system and by components, and the strategy of monitoring as an activity process according to L.S. Vygotsky. Pre-service teachers model monitoring with different strategies, and use monitoring methods depending on the strategy. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of monitoring strategies as a tool for evaluating the effectiveness of changes; * implement monitoring strategies and modern approaches of monitoring organization; * design a program for monitoring the social development of a child in an educational environment from the perspective of monitoring strategies to assess the effectiveness of changes; * carry out monitoring actions in practice and describe the results of monitoring. |  |  |  | | --- | --- | | Course title | **Development monitoring** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Socio-pedagogical assessment and monitoring 23 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1,2) * Competence area for organizational activity (6,7)   Pre-service teachers learn about the possibilities for assessing the developmental dynamics of a child, their family, and social and educational environment. Pre-service teachers get familiar with the specific tools for monitoring developmental dynamics, the specifics of longitudinal studies and developmental monitoring methods. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * select and justify methods for assessing child, family, social and educational development; * monitor child, family, social and educational environment development; * apply developmental monitoring methods and describe monitoring results; * make recommendations based on development monitoring; * conduct a longitudinal study as a result of development monitoring. |  |  |  | | --- | --- | | Course title | **Social qualimetry** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Socio-pedagogical assessment and monitoring 23 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for organizational activity (6,7,8)   Pre-service teachers develop systematic knowledge of social qualimetry, the categories and concepts of qualimetry, its objectives, principles, stages, methods and techniques. They also develop their skills and abilities to carry out qualimetric procedures based on the development of quality criteria for services provided. They also learn about the selection of methods and tools to measure and assess the quality of any activity. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of methods of social qualimetry, tutoring and technologies of social work at school; * develop criteria for the quality of services provided and social support measures; * propose solutions to socio-pedagogical tasks on the use of technologies of tutor activity and technologies of social work; * evaluate the process and results of the implementation of social. |  |  |  | | --- | --- | | Course title | **Technologies of social work at school** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Socio-pedagogical assessment and monitoring 23 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for organizational activity (6,7,8)   Pre-service teachers learn to design and implement socio-pedagogical programs. They apply social work methods, monitor and evaluate the effectiveness of the social educational environment, and learn to interact with participants of the educational process, family, and public institutions to solve social problems of the educational institution. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * navigate the technologies of social work at school * reasonably choose work technologies for solving professional tasks in the best interests of the child and family * apply technologies of social work with a child, a group and a family * design a change plan * implement social work technologies in practice * evaluate the effectiveness of the use of social work technologies |  |  |  | | --- | --- | | Course title | **Technologies of tutor activity** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Socio-pedagogical assessment and monitoring 23 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for organizational activity (6,7,8)   Pre-service teachers get familiar with the technology of tutoring students and develop their ability to carry out psychological and pedagogical diagnostics of individual interests and requests of students, as well as their socio-professional value orientations, life plans, and personality characteristics. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply the technology of tutor activity and the main models of its implementation; * develop models based on the use of technologies to support tutoring activities; * organize tutoring activities at school and recommend the use of technology by tutors; * conduct tutoring using modern information, communication and digital technologies. |  |  | | --- | | **Intervention and consulting 23 academic credits** | | This module develops pre-service teachers’ knowledge, skills and competencies for social design, implementation and monitoring of social and educational intervention and counselling programmes to bring about change for those involved in the educational process. |  |  |  | | --- | --- | | Course title | **Case management in education** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Intervention and consulting 23 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for social and constructive competence (12,13,14)   Pre-service teachers get familiar with case management as a method used in individual social work with learners. They learn to use case management models through interactive forms of learning. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of case management in education to solve socio-pedagogical problems in real circumstances; * analyze and use case management approaches that are appropriate for the particular case; * apply case management techniques, create an individual child map to select the most effective way to achieve learners' goals * work in a team, having and correctly asserting personal point of view, adequately navigate in different social situations. |  |  |  | | --- | --- | | Course title | **Designing additional education** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Intervention and consulting 23 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (4) * Competence area for organizational activity (6,7,8)   Pre-service teachers understand and develop their ability to design and anticipate the outcomes of educational activities. They also learn to develop further education programmes to suit the different developmental levels of students. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * design programmes aimed at ensuring the effective functioning and development of additional education institution; * assess and develop students' interest in creative activities; * analyze, forecast and adjust changes in the educational sphere, taking into account evolving needs of children, their parents and the social order from society |  |  |  | | --- | --- | | Course title | **Social adaptation (involvement) and rehabilitation (recovery)** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Intervention and consulting 23 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for social and constructive competence (12,13)   Pre-service teachers get familiar with the complex knowledge of social adaptation and social rehabilitation, with the norms of positive social behaviour. They understand and develop the ability to consider difficult life situations in students' lives and to provide timely help and support. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * participate in implementing social-psychological adaptation and rehabilitation of students; * analyze current social situations, being aware of their possibilities in existing social environments; * choose the methods of social adaptation and social rehabilitation of students; * interact with public, private and civil society organizations aimed at protecting human social rights. |  |  |  | | --- | --- | | Course title | **Training work** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Intervention and consulting 23 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1) * Competence area for organizational activity (8) * Competence area for social and constructive competence (13)   During the course, pre-service teachers study the essence of psychological training as one of the methods of practical psychology, and learn to compare existing theoretical approaches to the forms of psychological assistance in modern psychological science. They study the ideas about the disclosure of the relationships of such categories as "group psychotherapy", "group psychocorrection" and "group training". They also learn to master the skills in correctional and developmental group psychological work. Pre-service teachers develop their knowledge and understanding of the social development of a child, a group, an educational environment, and develop a social educational environment. They learn to interact with participants of the educational process, family, and public institutions to solve social problems of the educational institution, and to model the social processes of the educational environment. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply of the principles, patterns and stages of social training work to organize effective interaction of participants in the educational process in solving the problems of social development of students; * identify, differentiate and use different training technologies; * lead collaborative activities and interpersonal interactions by practicing the necessary forms, methods and techniques to organize and deliver the training; * analyze participants' performance in the training process. |  |  |  | | --- | --- | | Course title | **Group dynamics and facilitation** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Intervention and consulting 23 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1) * Competence area for organizational activity (8) * Competence area for social and constructive competence (13)   During the course, pre-service teachers study group dynamics and facilitation as a development process in which the group participates, and learn skills in selection and combination of suitable methods and techniques leading to the planned result. Pre-service teachers develop their knowledge and understanding of the social development of a child, a group, an educational environment, and develop a social educational environment. They learn to interact with participants of the educational process, family, and public institutions to solve social problems of the educational institution, and to model the social processes of the educational environment. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * determine the purpose of the problems to be solved, the type of final product, the type of audience; * demonstrate group management skills to achieve the highest possible productivity and effectiveness; * analyze the quality of the work process by the participants of group processes; * improve the quality of decisions and the process of group dynamics. |  |  |  | | --- | --- | | Course title | **Social training** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Intervention and consulting 23 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1) * Competence area for organizational activity (8) * Competence area for social and constructive competence (13)   During the course, pre-service teachers develop knowledge about active forms of learning in psychology. They develop their skills in conducting training work of different types, considering specifics of a group, development of abilities and skills of successful interaction in a group. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * develop and implement a social training programme; * develop communication skills for the interaction of training participants; * conduct career planning, personal development, and psychological health prevention. |  |  |  | | --- | --- | | Course title | **School crisis management** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Intervention and consulting 23 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for psychological and pedagogical assessment (1,2, 3)   Pre-service teachers develop their knowledge about the nature and patterns of crises in management, as well as the causes of the cycle phase and their manifestation. They learn to analyze problematic situations in social and interpersonal conflicts, cultural barriers and tensions. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge about methods and technologies of anti-crisis management of the school organization; * apply methods of diagnosing the psychoemotional dysfunctional state of the organization; * identify the likelihood of crises in the development of the school organization; * recognize the causes of conflict and their role in team management. |  |  |  | | --- | --- | | Course title | **Crisis response** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Intervention and consulting 23 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * + Competence area for psychological and pedagogical assessment (1,2, 3)   Pre-service teachers develop their knowledge of the theoretical foundations of the crisis state and response, as well as the specifics of the mental functioning of a person in a crisis situation. They learn to assess the risks of destructive development in situations of normative and non-normative crises, and to apply techniques of correction of psychological conditions, mental processes, various types of human activity in norm and pathology, considering the characteristics of age stages, developmental crises, and risk factors. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * assess risks of destructive development in situations of normative and non-normative crises; * apply methods of diagnosis and examination of the crisis state and assessment of the degree of risk; * develop crisis intervention programs aimed at preventing the destructive development of individuals and groups in a crisis situation. |  |  |  | | --- | --- | | Course title | **Extreme social situations** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Intervention and consulting 23 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * + Competence area for psychological and pedagogical assessment (1,2, 3)   Pre-service teachers understand the theoretical approaches to extremity as a psychological phenomenon, the main components of an extreme social situation, as well as methods of working with students who have experienced an extreme situation. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge of the basic approaches to professional influence on an individual, group and community in extreme social situations; * predict changes in the child's normal behavior and its violations in extreme social situations; * diagnose acute stress reaction, traumatic stress, post-traumatic stress disorder. |  |  | | --- | | **Prevention and information 27 academic credits** | | The module introduces pre-service teachers with the context-specific application of socio-educational assessment and intervention methods in case-specific applied situations of child well-being development, positive parenting, risk assessment and prevention of the process of maladjustment. |  |  |  | | --- | --- | | Course title | **Development of well-being and prevention of risks** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Prevention and information 27 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for organizational activity (6) * Competence area for human rights (9,10,11) * Competence area for social and constructive competence (12,13)   Pre-service teachers get familiar with the basic concepts related to the development of well-being and risk prevention, and risk management within social systems. They learn to consider relationship between risks and social conflicts. The course expands pre-service teachers' outlook on world, which allows them to work in complex, unforeseen, crisis situations. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of the essence of well-being and the risks of trouble; * choose strategies for the development of well-being and prevention of risks; * act in the best interests a child to ensure wellbeing and reduce risks; * work with those involved in educational processes, with families, and with community institutions to address social issues; * model educational environment processes, develop well-being and reduce risks of social disadvantage |  |  |  | | --- | --- | | Course title | **International standards for the protection of children's rights** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Prevention and information 27 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (3) * Competence area for organizational activity (8) * Competence area for social and constructive competence (12)   Pre-service teachers get familiar with basic provisions of international legal documents on children's rights protection and legal regulations on the implementation of pedagogical and educational activities. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of international and national standards for the protection of children's rights, the regulatory framework of the Republic of Kazakhstan for the protection and protection of childhood; * study in detail the functionality of state, social and public institutions that solve issues of protection of children's rights in cooperation. * integrate the rule of law into the process of creating conditions for children's successful socialisation; * implement preventive work to protect children's rights against abuse. |  |  |  | | --- | --- | | Course title | **Alternative methods of working with children in contact and conflict with the law** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Prevention and information 27 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (3) * Competence area for organizational activity (8) * Competence area for social and constructive competence (12)   Pre-service teachers get familiar with the developmental characteristics of different categories of children at risk. They learn to use alternative methods of working with children in contact and conflict with law, and use psychological and pedagogical techniques in working with children at risk. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * select alternative ways of working with children in contact and in conflict with laws and strategies for interacting with child welfare actors; * react responsibly to situations that require protection of children's rights; * carry out socio-educational work aimed at preventing delinquency and antisocial behaviour; * apply mediation as a method of conflict resolution. |  |  |  | | --- | --- | | Course title | **Interdisciplinary collaboration in teams and networks** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Prevention and information 27 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (3) * Competence area for organizational activity (8) * Competence area for social and constructive competence (12)   Pre-service teachers get familiar with the characteristics of networking and team cooperation in developing children in difficult life situations. They understand and develop their ability to consider the diversity of situations and how to deal with these situations in the best manner in the networking community. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * build a concept of the child's development, taking into account his rights in working with a family in a difficult life situation; * model the social processes of the educational environment, the process and structure of interaction in various networks and live interaction; * act in the best interests of the child, ensuring complementarity of professional knowledge from different statements in working with the family. |  |  |  | | --- | --- | | Course title | **Management in social work** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Prevention and information 27 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1, 2) * Competence area for organizational activity (6)   Pre-service teachers get familiar with the principles of stress management, self-management, communication techniques in management and the principles of teamwork. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of the management decision–making model (classical, administrative, political) and stages of the decision-making process: awareness and needs, diagnostics and analysis of situations, types of solutions and problems; * design and implement socio-pedagogical programs; * choose a management strategy for the social situation. |  |  |  | | --- | --- | | Course title | **Time management** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Prevention and information 27 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1, 2) * Competence area for organizational activity (6)   Pre-service teachers develop their knowledge on the concepts of "time management", "personal time management system", "time resources", and "temporary competence of the manager". They analyze and evaluate their real time reserves and use them rationally, and learn to apply time management techniques. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of the time management function and modern foreign concepts; * formulate strategic and tactical goals in accordance with SMART criteria; * develop a personal time management system and consciously choose the methods of time management. |  |  |  | | --- | --- | | Course title | **Information management** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Prevention and information 27 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1, 2) * Competence area for organizational activity (6)   Pre-service teachers develop their knowledge on the concepts and modern principles of working with business information, as well as on corporate information systems and databases. They learn to use software and internet for working with business information. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * work and manage information on global computer networks and corporate information systems; * apply information technology to solve managerial tasks; * apply basic methods, ways and means of obtaining, storing, processing information, skills of working with a computer as a means of information management; * collect, process, analyze and systematize scientific and technical information on the research theme, choose the methodology and means of problem solving. |  |  |  | | --- | --- | | Course title | **Support and development of the family** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Prevention and information 27 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for organizational activity (8) * Competence area for human rights (9,10,11)   Pre-service teachers get familiar with family institution as a social institution. They learn to assess family as a social institution and to evaluate the structural, functional and dynamic characteristics of a family. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * conduct a case of family development; * propose strategies for changing the family to improve the well-being of the child; * provide support to dysfunctional families, restored families (after divorce, foster, families with a special child); * demonstrate commitment to positive parenting; * interact with the family to ensure the social development of the child; * carry out the development of family well-being. |  |  |  | | --- | --- | | Course title | **Positive parenthood** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Prevention and information 27 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for organizational activity (8) * Competence area for human rights (9,10,11)   Pre-service teachers get familiarized with the characteristics of a positive approach to family and parenting, and mechanisms for family and school partnership, all of which are based on a common pedagogical position of positive pedagogy. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of ideas about the family from the perspective of positive parenting; * evaluate the family as a social institution from the perspective of positive parenting; * demonstrate commitment to positive parenting; * carry out the development of family well-being |  |  |  | | --- | --- | | Course title | **Family pedagogy** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Prevention and information 27 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for organizational activity (8) * Competence area for human rights (9,10,11)   Pre-service teachers get familiar with the basics of ethno-pedagogy as part of the educational process with children and as a part of educational work with parents. They develop their skills in choosing appropriate methods, forms and means of upbringing and education. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding about the problems of family and family education, about the psychological and pedagogical foundations of family education, about the role of folk pedagogy in the upbringing of children, about the methods of raising children in the family; * analyze and evaluate the level of education, upbringing and development of children; * create conditions for the development, education, upbringing of children; * plan and organize work with parents. |  |  |  | | --- | --- | | Course title | **Network and media technologies in social work** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Prevention and information 27 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1, 2, 3)   Pre-service teachers get familiar with role and place of networking and media technologies in contemporary social work, characteristics of networking and media technologies. They develop their ability to distinguish between networking and media technologies in social work, and to assess social pedagogue interaction with learners in the context of networking and media technologies. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of the specifics of network and media interaction of a social pedagogue in online communities; * orient themselves in online communities and media content; * evaluate and understand the impact of network interaction on the development of a child's personality and social well-being, as well as on children's groups in general; * plan networking based on the best interests of the child; * design social educational environments on the web; * manage network interactions. |  |  |  | | --- | --- | | Course title | **Cyber technologies in education** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Prevention and information 27 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1, 2, 3)   Pre-service teachers get familiar with basic concepts of cyber (digital) technologies in education, the conditions of cyber (digital) technologies implementation in education, and the main areas of cyber technologies used in social work. They are also understand the impact of cyber technologies on children's personal development and on children's groups in general, the positive and negative aspects of the use of cyber technologies in education. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of cyber (digital) technologies in education; * use educational tools of information and cyber technologies; * evaluate and understand the impact of cyber technologies on the development of a child's personality and social well-being, as well as on children's groups in general. |  |  |  | | --- | --- | | Course title | **Social pedagogue's work with social networks** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Prevention and information 27 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1, 2, 3)   Pre-service teachers learn to assess the value of the work of a social educator in social networks, the specifics of networking of a social educator and media interactions in online communities. They learn about the principles and rules of the behaviour of a social educator in social networks. They also learn to plan child-friendly networking activities. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of the specifics of network and media interaction of a social pedagogue in online communities; * orient themselves in online communities and media content; * evaluate and understand the impact of network interaction on the development of a child's personality and social well-being, as well as on children's groups in general; * plan networking based on the best interests of the child; * design social educational environments on the web; * manage network interactions. |  |  |  | | --- | --- | | Course title | **Mediation in education** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Prevention and information 27 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1) * Competence area for organizational activity (8) * Competence area for human rights (9,10) * Competence area for social and constructive competence (14)   Pre-service teachers get familiar with mediation as an alternative method of dispute resolution and the specifics of mediation in the work of a social pedagogue. They learn to use mediation techniques in working with conflicts. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of the essence, the importance of mediation as a method of alternative dispute and conflict resolution; principles and tools of mediation, its components and role in conflict resolution, ethical norms in media: * use appropriate business communication technologies and methods of working with the interests of the parties, and conduct a business dialogue; * act as mediators – mediators in conflict resolution; * build communication that contributes to the resolution of the conflict; * act as a mediator for conflict resolution. |  |  |  | | --- | --- | | Course title | **Conflictology in education** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Prevention and information 27 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1) * Competence area for organizational activity (8) * Competence area for human rights (9,10) * Competence area for social and constructive competence (14)   Pre-service teachers learn to distinguish the main parameters of conflict and the factors influencing their intensity. They also understand the structural model of conflict. Pre-service teacher learn about the social pedagogue's conflict resolution activities such as situational and positional analysis, conflict management and ways to prevent and resolve conflicts. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of the structure and dynamics of conflict, strategies of behavior in conflict; * navigate the regulatory framework as a basis for conflict resolution; * study in detail the structure of mediation, ethics of conducting and conflict management tools in order to resolve controversial issues arising in the educational process; * intermediate in conflict resolution; * build communication that contributes to the resolution of the conflict; * intermediate in conflict resolution. |  |  |  | | --- | --- | | Course title | **Crisis interventions** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Prevention and information 27 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (1) * Competence area for organizational activity (8) * Competence area for human rights (9,10) * Competence area for social and constructive competence (14)   Pre-service teachers get familiar with the concept of crisis intervention, the main theoretical approaches of national and international institutions to the analysis of crisis therapy. They learn about the content and methods of intervention, stages of crisis intervention, and crisis exit planning. They also learn to find and build support systems, as well as support techniques and methods of emergency psychology. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of the features, functional responsibilities, tasks and principles of organizing the work of a social pedagogue when working with people experiencing a psychological crisis, and of the main theoretical approaches of domestic and foreign educational environments to analyze crisis therapy; * apply the content and methods of intervention and the features and indicators of psychological crisis; * work with a traumatic personality; * organize work in an extreme situation, demonstrate skills in diagnosing a psychological crisis and the basics of intervention with a crisis personality, and apply techniques and methods of emergency psychological assistance. |  |  | | --- | | **Research 19 academic credits** | | During the module, pre-service teachers build research orientation to their practice and profession to improve their working environment and the field of education in general. |  |  |  | | --- | --- | | Course title | **Social research** | | Component | Subject Component, University Component | | Cycle | Major disciplines | | Module | Research 19 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (5) * Competence area for social and constructive competence (12,13,14)   Pre-service teachers learn to design and implement integrated social research, including interdisciplinary research. They also learn new research methods independently and to improve IT in solving research problems. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * highlight the problem of social research; * plan and implement a social study; * provide a theoretical justification for the social research; * choose reasonable research methods; * describe the results of social research; * substantiate the findings of the study; * present and defend the results of social research. |  |  |  | | --- | --- | | Course title | **Case description** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Research 19 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (2,5) * Competence area for organizational activity (2)   Pre-service teachers get familiar with case description and learn to characterize the case method, the attributes of case method, and the elements of a case and general requirements for case writing. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of the description of the social case (case) as a research tool; * plan a scientific description of the case; * select data to describe the case; * evaluate the reliability of the case description in compliance with ethical requirements; * carry out the necessary preparatory, evaluation, planning and substantive actions to reflect the results of their work. |  |  |  | | --- | --- | | Course title | **Qualitative descriptions and narratives** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Research 19 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (5) * Competence area for social and constructive competence (1)   Pre-service teachers get familiar with the characteristics of critical analysis of information sources and scientific texts, and learn to analyze general principles and techniques for implementing narrative analysis in scientific research. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * carry out the necessary preparatory, evaluation, planning and substantive actions to reflect the results of their work; * conduct scientific research, carry out analysis and competently convey the results of socio-pedagogical research; * analyze different points of view and approaches in solving cases; * use the technique of case studies. |  |  |  | | --- | --- | | Course title | **Research case in education** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Research 19 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (2,5) * Competence area for social and constructive competence (1)   Pre-service teachers analyze and resolve problematic situations of a child's social development and educational environment, as well as conduct scientific research. They learn to analyze and formalize the results of socio-pedagogical research. They also learn to design and implement socio-pedagogical programs. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * search for sources for the construction of case techniques; * structure cases for the development of social and educational programs and projects; * apply various types of case techniques in research and scientific activities in the field of education. |  |  |  | | --- | --- | | Course title | **Project activity of a social pedagogue** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Research 19 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for organizational activity (6) * Competence area for social and constructive competence (12,13) * Competence area for assessment (4)   Pre-service teachers get familiar with the fundamentals of project work, the principles, aims, objectives and stages of project development. They develop their ability to envisage the end result of a project in advance. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of the project method as a tool for social research and change; * highlight the scientific and applied problem of the project; * logically build a research project; * organize and manage the project; * evaluate the effectiveness of the project; * describe the results of project activities in social work; * implement independent activities in a research project. |  |  |  | | --- | --- | | Course title | **Social work as a project** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Research 19 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for organizational activity (6) * Competence area for social and constructive competence (12,13) * Competence area for assessment (4)   Pre-service teachers study the essence of general theoretical topics and content of social work as a project focusing on introduction to the technology of project activities, and the methods and techniques of social work with students and parents. Pre-service teachers learn to conduct comparative data analysis, analyze the activities of a social pedagogue, and build a model of practical development. They also learn to apply social-pedagogical and normative-legal knowledge in the process of solving the tasks of social-pedagogical awareness of the participants of the educational process. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * use knowledge and understanding of the fundamentals of social work as a project to further study it as a scientific theory, social phenomenon, social activity and academic discipline; * describe the results of project activities in social work; * structure independent activity in research project; * analyze and assess their own opportunities and limitations that promote or hinder their professional development and personal development. |  |  |  | | --- | --- | | Course title | **Designing in social work** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Research 19 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for organizational activity (6) * Competence area for social and constructive competence (12,13) * Competence area for assessment (4)   Pre-service teachers learn to identify the most meaningful objectives of professional activity and ways of solving difficult life situations of a student. They also learn to forecast and model options for solving a student's problem taking into account the available resources. Pre-service teachers learn to apply innovative technologies and creative approach in activities to help and support a student. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * identify the most relevant professional objectives and ways of solving difficult life situations of a client. * anticipate and model options for solving a client's problem, taking into account available resources. * apply innovative technologies and creative approach in the activity on rendering help and support to a client. * organize own activity, choose standard methods and ways of fulfilling professional tasks, evaluate their efficiency and quality. * use information and communication technologies in professional activity. |  |  |  | | --- | --- | | Course title | **Methods for researching social conditions for development** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Research 19 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for organizational activity (6,7,8)   Pre-service teachers understand how to implement a comprehensive diagnosis of social phenomena of personal development using a wide range of research methods. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * understand and define the social conditions of development * justify, select and apply methods of research on social conditions of development * justify evidence-based, valid, reliable methods of research on social conditions of development * process the data from research on social conditions of development * describe findings of a study * make recommendations |  |  |  | | --- | --- | | Course title | **Research communications** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Research 19 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (5) * Competence area for organizational activity (6,7) * Competence area for social and constructive competence (12,13)   Pre-service teachers learn to present research findings in the form of a scientific statement, article or report. They learn to justify the relevance, and the theoretical and practical significance of a chosen research topic. They also learn to apply knowledge of basic methods of independent research in accordance with the developed programme. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of the content of scientific communication; * search for communities to build professional and scientific communication * present the results of scientific and applied activities; * provide feedback on the results of scientific and applied activities; * interact with partners to conduct research; * build an individual trajectory of their professional growth as a social educator; * create a portfolio on professional growth. |  |  |  | | --- | --- | | Course title | **Communication portfolio of a social pedagogue** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Research 19 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (5) * Competence area for organizational activity (6,7) * Competence area for social and constructive competence (12,13)   Pre-service teachers conduct scientific research, analyze and formalize the results of socio-pedagogical research. They also design and implement socio-pedagogical programs. They apply social work methods, monitor and evaluate the effectiveness of the social educational environment. Pre-service teachers develop their knowledge of the laws of constructing social relations in the educational environment and model the social processes of the educational environment. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply knowledge and understanding of the content of concepts and modern approaches to solve communication issues in sociological research, and plan procedures for empirical sociological research using basic methods; * present the results of scientific and applied activities; * provide feedback on the results of scientific and applied activities; * interact with partners to conduct research; * build an individual trajectory of their professional growth as a social educator. |  |  |  | | --- | --- | | Course title | **Professional growth portfolio** | | Component | Subject Component, Optional Component | | Cycle | Major disciplines | | Module | Research 19 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of subject competence:   * Competence area for assessment (5) * Competence area for organizational activity (6,7) * Competence area for social and constructive competence (12,13)   Pre-service teachers learn to plan and select pedagogically suitable methods and tools for teaching and learning in a modern school. They learn to conduct research, as well as to analyze and document the results of social and pedagogical research. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * use public speaking and discussion skills; * organise cooperation between students and children: * design and implement socio-pedagogical programmes; * use potential of a regional cultural and educational environment to organise awareness raising and cultural activities;build an individual trajectory of their professional growth as a social educator; * create a portfolio on professional growth. |  |  |  | | --- | --- | | **FINAL ATTESTATION 8 academic credits** | **FINAL STATE CERTIFICATION 8 academic credits** | | Final attestation of the graduate is mandatory and is carried out after mastering the educational programme in full. The aim of the attestation is to evaluate the level of maturity of general cultural and professional competences of the graduate, as well as their readiness to perform basic professional activities.  **Final attestation work *(Oral Exam, Written Exam, Diploma work, Research project, Development project, Organisational project, Strategic project, Art project)*** | Final state certification of the graduate is mandatory and is carried out after mastering the educational programme in full. The aim of the certification is to evaluate the level of maturity of general cultural and professional competences of the graduate, as well as their readiness to perform basic professional activities in schools.  **Final qualification work (thesis work/ thesis project)** | | |
| 4.3 The structure of the compulsory component |
| The Compulsory Component (Cycle of General Education Studies) consists of 56 academic credits (51 academic credits mandatory studies and 5 academic credits optional studies) and includes the following modules and courses   |  |  | | --- | --- | | **Name of modules and courses** | **ECTS** | | **COMPULSORY COMPONENT (CYCLE OF GENERAL**  **EDUCATION STUDIES)** | **56** | | **MANDATORY STUDIES** | **51** | | **Module of historical and philosophical competencies** | **10** | | *History of Kazakhstan*  Kazakhstan in Ancient and Medieval Times. Prehistoric society. Settlements, economy, and household (2.5 million - 12 thousand B.C. - 4th century). Ethnogenesis of Kazakh nation. Medieval Kazakhstan (IV-XV cc.). Kazakh Khanate. Geopolitical position of the Kazakh state. Kazakh Khanate: formation, rise, decline. Social history (mid- XV - beginning XVIII cc.). Kazakhstan in a colonial period (30-40s of XVIII - 60s XIX cc). Kazakhstan in the beginning of ХХ century. Formation of a poly-ethnic structure of the population. Kazakhstan in the Soviet period (February-October, 1917 - August, 1991) Kazakhstan - Independent State. The Modern period in the country's history (December 1991 - up to the present). | 5 | | *Philosophy*  Origins of a culture of thinking. The subject and method of philosophy. Foundations of philosophical understanding of the world.  Consciousness, spirit and language. Ontology and metaphysics. Ethics. Philosophy of values. Philosophy of freedom. Philosophy of art. Society and culture. Philosophy of history. Philosophy of religion. Philosophy of modern Kazakhstan. | 5 | | **Module of socio-political knowledge (sociology, political studies, cultural studies, psychology)** | **8** | | *Sociology*  Sociological studies in understanding the social world. Sociological research. Social structure and stratification of society. Socialization and identity. Family and modernity. Deviation, crime, social control. Religion, culture, society. Sociology of ethnicity and the nation. Education and social inequality. Mass media, technology and society. Economics, globalization, labor. Health and medicine. Population, urbanization, and social movements. Social change. | 2 | | *Political studies*  Main stages in the development of political science. Politics as part of social life. Political power. Political elites, leadership. Political system of society. State and civil society. Political regimes. Electoral systems, elections. Political parties, party systems and socio-political movements. Political culture, behavior. Political consciousness, ideology; development, modernization; conflicts and crises. World politics, modern international relations. | 2 | | *Cultural studies*  Morphology of culture. Language of culture. Semiotics of culture. Anatomy of culture. Nomadic culture. Cultural heritage of proto-Turks. Medieval culture.  Central Asia. Cultural heritage of Turks. Basis of the Kazakh culture. Kazakh culture in the XVIII - end of XIX century, XX century. Kazakh culture in the context of modern world processes, and in the context of globalization. Cultural policy of Kazakhstan. State program "Cultural heritage". | 2 | | *Psychology*  Personality in the context of national consciousness.  Me and my motivation. Emotions, emotional intelligence. Human will, psychology of self-regulation. Individual-typological features. Values, interests, norms. Psychology of the meaning of life, professional self-determination, health. Communication between individuals and groups. The perceptive side of communication.  The interactive side of communication. The communicative side of communication. Social and psychological conflict. Patterns of behavior in conflict. Effective communication techniques | 2 | | **Instrumental and communication module** | **25** | | *Russian /Kazakh language*  Proficiency in accurate use of vocabulary, scientific terms, syntactic constructions in oral and written communication; conversation skills. Business communication, letter-writing, report-writing, review, essay-writing skills; meaningful reading of texts, ability to express own idea. Fluent speaking in various conversations, mastering the ability to carry on a conversation, discussion. Functional styles of speech as a historically developed system of speech means, a variety of literature language. | 10 | | *Foreign language*  Social and domestic sphere of communication. Me and my family. Social and cultural sphere of communication. World map. Customs and Traditions. Educational and professional sphere of communication: Future profession. A modern home. Family in modern society.  Cultural and historical background. Education. Profession. Human and nature, environmental problems. News, media, advertising. | 10 | | *Information and communication technologies*  ICT role in society development. Standards in ICT. Introduction to computer systems. Software. Operating systems. Human-computer interaction. Database systems. Data analysis. Data management. Networks and telecommunications. Cybersecurity. Internet technologies. Cloud and mobile technologies. Multimedia technologies. Smart technology. E-technologies. E-business. E-learning. E-government. ICT in industries. Prospects of ICT development. | 5 | | **Health Promotion module** | **8** | | *Physical education*  Principles of physical education. Scientific basis of physical education. Modern recreational systems, basics of body physical state monitoring. Main methods of practicing sports and physical education independently. Professional physical training. General physical training. Speed. Running. Relay races. Execution of exercises for: endurance, flexibility, agility, coordination, balance, gymnastic and acrobatic exercises. Strength. General training exercises. Special physical training. | 8 | | **OPTIONAL COMPONENT** | **5** | | *Basics of Economics and Law*  Social production. The essence, forms and structure of capital. Costs and income of production in a market economy. Business. Financial system. Resource saving. Cyclical economic development. Kazakhstan in the system of global economic relations. Market emergence. Role of the government in business development. The main provisions of the Constitution and current legislation of the Republic of Kazakhstan. System of public administration institutions and the sphere of their authority. Aims, methods of state regulation of economy. Role of public sector in economy. Financial law and finance. Mechanism of interaction between substantive and procedural law. | 5 | | *Basics of an anti-corruption culture*  Anti-corruption culture: a concept, structure, tasks and functions. Anti-corruption awareness and anti-corruption culture: content, role and functions. Formation of anti-corruption culture in foreign countries. Anticorruption culture: mechanisms and institutions for development. Role of a family in fostering an anti-corruption culture. National bases of an anti-corruption culture. Social control as a mechanism of counteracting corruption. Political parties and the mass media as tools for building an anti-corruption culture. Anti-corruption education and upbringing. Anti-corruption legislation and legal liability for corruption. The constitutional basis of anti-corruption. Legal liability for crimes of corruption. Building an anti-corruption culture in civil service and business. | 5 | | *Entrepreneurial skills*  Types of entrepreneurship. Business. Financial system. Time management and project management. Stress management. Negotiation skills. Public speaking skills. Business management skills. Teamwork and leadership skills. Customer service skills. Financial skills. Analytical and problem solving skills. Critical thinking skills. Strategic thinking and planning skills. Technical skills. Time management and organisational skills. Branding, marketing and networking skills. Business management skills. | 5 | | *Ecology and life safety*  Basic laws of functioning of living organisms, ecosystems of different organisational levels, biosphere as a whole, their sustainability. Interaction of biosphere components and ecological consequences of human economic activity, in particular under conditions of nature management intensification. Modern understanding of the concepts, strategies and practical goals of sustainable development in different countries and in the Republic of Kazakhstan. Life safety, its main provisions. Risks, emergencies. Risk analysis, risk management. Human security systems. Modern destabilizing factors. Social, religious, political, economic threats, threats in everyday life. System of security institutions and legal regulation of their activities. | 5 | | *Research methods*  Research approaches. Inductive and deductive reasonings. Qualitative, quantitative, mixed methods research. Primary and Secondary research. Action research. Research designs – descriptive, correlational, experimental, quasi-experimental, cross-sectional, longitudinal, case study, ethnographic, exploratory, explanatory. Variables and hypotheses. Reliability and validity of research. Reproducibility and replicability. Random and systematic error. Triangulation. Sampling. Inclusion and exclusion criteria in sampling. Sampling methods. Collecting data – surveys, interviews, experiments, observational studies, systematic review. Data cleansing. Transcribing interviews. Analysing data – statistical analysis, content analysis, discourse analysis, thematic analysis, textual analysis. Research ethics. Peer review. | 5 | | **Total academic credits** | **56** | |
| 4.4 Progression of the studies |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Modules and courses | **BA degree, 4 academic years** | | | | | | | | | 1. year | | 2. year | | 3. year | | 4. year | | | 1 sem | 2 sem | 3 sem | 4 sem | 5 sem | 6 sem | 7 sem | 8 sem | | **PEDAGOGICAL COMPONENT** | | | | | | | | | | **SUPPORTING LEARNERS AS INDIVIDUALS – 16 academic credits** | | | | | | | | | | Psychology in Education and Concepts of Interaction and Communication   4 academic credits |  |  | 4 |  |  |  |  |  | | Educational Science and Key Theories of Learning 3 academic credits |  |  | 3 |  |  |  |  |  | | Inclusive Educational Environment 3 academic credits |  |  |  |  | 3 |  |  |  | | Age and Physiological Features of the Development of Children 3 academic credits |  | 3 |  |  |  |  |  |  | | Teaching Planning and Individualization of Learning 4 academic credits |  |  |  |  |  | 4 |  |  | | **TEACHING AND ASSESSMENT FOR LEARNING – 9 academic credits** | | | | | | | | | | Teaching Methods and Technologies 5 academic credits |  |  |  | 5 |  |  |  |  | | Assessment and Development 4 academic credits |  |  |  |  | 4 |  |  |  | | **TEACHER AS A REFLECTIVE PRACTITIONER – 9 academic credits** | | | | | | | | | | Pedagogical Research 4 academic credits |  |  | 4 |  |  |  |  |  | | Research, Development and Innovation 5 academic credits |  |  |  |  |  |  | 5 |  | | **TEACHER AS A FACILITATOR OF LEARNING (PEDAGOGICAL PRACTICE) – 25 academic credits** | | | | | | | | | | Introduction to the teaching profession (1st year pedagogical practice) 2 academic credits |  | 2 |  |  |  |  |  |  | | Psychological and pedagogical assessment (2nd year pedagogical practice) 2 academic credits |  |  |  | 2 |  |  |  |  | | Pedagogical approaches (3rd year pedagogical practice) 6 academic credits |  |  |  |  |  | 6 |  |  | | Research and innovation in education (4th year pedagogical practice) 15 academic credits |  |  |  |  |  |  |  | 15 | | **COMPULSORY COMPONENT** | | | | | | | | | | **HISTORICAL AND PHILOSOPHICAL COMPETENCIES – 10 academic credits** | | | | | | | | | | History of Kazakhstan 5 academic credits |  | 5 |  |  |  |  |  |  | | Philosophy 5 academic credits | 5 |  |  |  |  |  |  |  | | **SOCIO-POLITICAL KNOWLEDGE – 8 academic credits** | | | | | | | | | | Sociology 2 academic credits | 2 |  |  |  |  |  |  |  | | Political studies 2 academic credits | 2 |  |  |  |  |  |  |  | | Cultural studies 2 academic credits |  | 2 |  |  |  |  |  |  | | Psychology 2 academic credits |  | 2 |  |  |  |  |  |  | | **INSTRUMENTAL AND COMMUNICATION – 25 academic credits** | | | | | | | | | | Russian /Kazakh language 10 academic credits | 5 | 5 |  |  |  |  |  |  | | Foreign language 10 academic credits | 5 | 5 |  |  |  |  |  |  | | Information and communication technologies 5 academic credits |  |  | 5 |  |  |  |  |  | | **HEALTH PROMOTION – 8 academic credits** | | | | | | | | | | Physical education 8 academic credits | 2 | 2 | 2 | 2 |  |  |  |  | | **Optional Component – 5 academic credits** | | | | | | | | | | Basics of Economics and Law 5 academic credits |  |  |  | 5 |  |  |  |  | | Basics of an anti-corruption culture5 academic credits |  |  |  |  |  |  |  | | Entrepreneurial skills 5 academic credits |  |  |  |  |  |  |  | | Ecology and life safety 5 academic credits |  |  |  |  |  |  |  | | Research methods 5 academic credits |  |  |  |  |  |  |  | | **SUBJECT COMPONENT** | | | | | | | | | | Theory and practice of social work 5 academic credits |  |  | 5 |  |  |  |  |  | | Professional ethics of social work 5 academic credits | 5 |  |  |  |  |  |  |  | | Age and Social Pedagogy 5 academic credits |  |  |  | 5 |  |  |  |  | | Age and Social Psychology 5 academic credits |  |  |  |  |  |  |  | | Socialization of the child 5 academic credits |  |  |  |  |  |  |  | | Legal bases of social work 4 academic credits |  | 4 |  |  |  |  |  |  | | Regulatory and legal bases of social work 4 academic credits |  |  |  |  |  |  |  | | Social protection system 4 academic credits |  |  |  |  |  |  |  | | Social protection of family and child 4 academic credits |  |  |  |  |  |  |  | | Socio-pedagogical preparation for volunteer work 5 academic credits |  |  |  |  | 5 |  |  |  | | Social movement of social educators 5 academic credits |  |  |  |  |  |  |  | | Voluntary activity in an educational institution 5 academic credits |  |  |  |  |  |  |  | | Assessment of the child's family 5 academic credits |  |  |  | 5 |  |  |  |  | | Social change - 4 academic credits |  |  |  |  |  |  | 4 |  | | Assessment of the child's socialization 5 academic credits |  |  |  | 5 |  |  |  |  | | Assessment of the child's educational and social environment 5 academic credits |  |  |  |  |  |  |  | | Tutoring as a child's search for the meaning of education 5 academic credits |  |  |  |  |  |  |  | | Monitoring as a tool for evaluating the effectiveness of changes 5 academic credits |  |  |  |  | 5 |  |  |  | | Monitoring strategies 5 academic credits |  |  |  |  |  |  |  | | Development monitoring 5 academic credits |  |  |  |  |  |  |  | | Social qualimetry 4 academic credits |  |  |  |  | 4 |  |  |  | | Methods of research of social conditions of development 4 academic credits |  |  |  |  |  |  |  | | Technologies of social work at school 4 academic credits |  |  |  |  |  |  |  | | Technologies of tutor activity 4 academic credits |  |  |  |  |  |  |  | | Case management in education 5 academic credits |  |  |  |  | 5 |  |  |  | | Designing additional education 4 academic credits |  |  |  |  |  |  | 4 |  | | Social adaptation (involvement) and rehabilitation (recovery) 5 academic credits |  |  |  |  |  | 5 |  |  | | Training work 4 academic credits |  |  | 4 |  |  |  |  |  | | Group dynamics and facilitation 4 academic credits |  |  |  |  |  |  |  | | Social Training 4 academic credits |  |  |  |  |  |  |  | | School Crisis Management 5 academic credits |  |  |  |  |  | 5 |  |  | | Crisis Response 5 academic credits |  |  |  |  |  |  |  | | Extreme Social Situations 5 academic credits |  |  |  |  |  |  |  | | Development of well-being and prevention of risks 5 academic credits |  |  |  | 5 |  |  |  |  | | International Standards for the Protection of Children's Rights 4 academic credits |  |  |  |  |  |  | 4 |  | | Alternative methods of working with children in contact and conflict with the law 4 academic credits |  |  |  |  |  |  |  | | Interdisciplinary cooperation in teams and networks 4 academic credits |  |  |  |  |  |  |  | | Management in social work 5 academic credits |  |  |  |  | 5 |  |  |  | | Time management 5 academic credits |  |  |  |  |  |  |  | | Information management 5 academic credits |  |  |  |  |  |  |  | | Mediation in education 4 academic credits |  |  |  |  |  |  | 4 |  | | Conflictology in education 4 academic credits |  |  |  |  |  |  |  | | Crisis Interventions 4 academic credits |  |  |  |  |  |  |  | | Family support and development 5 academic credits |  |  |  |  |  | 5 |  |  | | Positive parenting 5 academic credits |  |  |  |  |  |  |  | | Family pedagogy 5 academic credits |  |  |  |  |  |  |  | | Network and media technologies in social work 4 academic credits |  |  |  |  |  |  | 4 |  | | Cyber technologies in education 4 academic credits |  |  |  |  |  |  |  | | Social pedagogue's work with social networks 4 academic credits |  |  |  |  |  |  |  | | Social research (integrated with the Final attestation) 5 academic credits |  |  |  |  |  |  |  | 5 | | Case Description 4 academic credits |  |  |  |  |  |  |  | 4 | | Qualitative descriptions and narratives 4 academic credits |  |  |  |  |  |  |  | | Research case in education 4 academic credits |  |  |  |  |  |  |  | | Project activity of a social worker 5 academic credits |  |  |  |  |  | 5 |  |  | | Social work as a project 5 academic credits |  |  |  |  |  |  |  | | Designing in social work 5 academic credits |  |  |  |  |  |  |  | | Research communications 5 academic credits |  |  |  |  |  |  | 5 |  | | Portfolio of a social communication teacher 5 academic credits |  |  |  |  |  |  |  | | Professional Growth Portfolio 5 academic credits |  |  |  |  |  |  |  | | **FINAL ATTESTATION - 8 academic credits** | | | | | | | | | | Final attestation |  |  |  |  |  |  |  | 8 | | **Academic credits in total** | **30** | **30** | **30** | **30** | **22** | **30** | **29** | **31** | |  | | | | | | | | | |
| 4.5 Requirements for the successful completion of curriculum |
| For successful completion of the educational program, students shall have:   * minimum credits for core and major subjects; * achievement of all learning outcomes; * successful completion of compulsory and optional courses; * successful fulfillment and defense of Final attestation work *(Oral Exam, Written Exam, Diploma work, Research project, Development project, Organisational project, Strategic project, Art project);* * the minimum average achievement score. |

# 5. Description of students’ work

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| Students’ work includes contact teaching, individual, pair and group work, assignments, exams, etc. 1 ECTS = 30 hours of student work.  Students’ individual and/or pair and group work is divided into two parts: individual and/or pair and group work supervised by a teacher and the work that is performed entirely independently.  Students’ individual and/or pair and group work is carried out on a specific list of topics allocated for independent/group study, provided with educational and methodical literature and recommendations for each course. Students’ individual and/or pair and group work supervised by a teacher is carried out according to the schedule, which determines the university or the teacher themselves.    The entire scope of work performed entirely independently is supported by assignments that require the student to work independently on a daily basis.    The ratio of time between classroom contact work, students’ individual and/or pair and group work supervised by a teacher, and the work that is performed entirely independently for all types of educational activities is determined by the educational institution independently. At the same time, the amount of classroom work and students’ individual and/or pair and group work supervised by a teacher is 1440 hours per year, the scope of work that is performed entirely independently - 360 hours per year. |

# 6. Evaluation methods/Assessment

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| 6.1 Assessment |
| The Assessment of learning outcomes is based on the competence objectives of the modules and the resulting evaluation criteria of the courses. Assessment criteria are used as a basis for various tasks. Learning tasks include independent tasks, group tasks, plans, reports, group discussions, group tests, development tasks, laboratory tasks, various tasks for reflection and evaluation, or activating tasks. The assessment generates information for the pre-service teacher about his or her achievement of the competence goals of the pedagogical education modules.  Assessment is at the heart of all competence-based education. Competence-based assessment should measure not only what a pre-service teacher knows, but also take into account skills and whether pre-service teachers can apply what they know to real life problems or situations. Pre-service teachers should be given assignments and non-standard problems in situations that students are likely to encounter in the workplace. Assessment plays a very important role in competence-based training. Based on the recognition of prior competence and personal situation, competence can be demonstrated on a per-course basis. The demonstration of competence can cover the entire training module. Specific guidelines regarding the practice of recognizing and accrediting prior training or training received elsewhere.  Studies are evaluated on a scale basis. Learning achievements (knowledge, abilities, skills and competencies) of pre-service teachers are evaluated in points on a 100-point scale, corresponding to the internationally accepted letter system with a numeric equivalent (positive grades, in descending order, from "A" to "D", and "unsatisfactory" - "FX", "F")  Alphabetic system of evaluation of pre-service teachers' learning achievements, corresponding to the digital equivalent of the four-point system.   |  |  |  |  | | --- | --- | --- | --- | | **Assessment by letter system** | **Digital equivalent of points** | **% content** | **Assessment according to the traditional system** | | А | 4.0 | 95-100 | Excellent | | А- | 3.67 | 90-94 | | В+ | 3.33 | 85-89 | Good | | В | 3.0 | 80-84 | | В- | 2.67 | 75-79 | | С+ | 2.33 | 70-74 | | С | 2.0 | 65-69 | Satisfactory | | С- | 1.67 | 60-64 | | D+ | 1.33 | 55-59 | | D | 1.0 | 50-54 | | FХ | 0.5 | 25-49 | Unsatisfactory | | F | 0 | 0-49 |   The purpose of assessment is to provide guidance and encouragement to pre-service teachers, develop their self-assessment abilities, provide information about pre-service teachers' competences, and ensure that the competences and intended learning outcomes defined in the educational programme are achieved. Self-assessment skills and peer assessment are considered as the main skills of the world of work, and assessment is a central tool to support the development of these skills during study. |
| 6.2 External evaluation |
| **1) Design of new educational programmes Internal quality assurance system**  The new curriculum needs to be designed through engagement with all stakeholders, including students, faculty and employers. The aim throughout the process is to retain and further develop the strengths and high quality of the existing programme while addressing some of the challenges of the current programme, such as the workload demand on students and the need for a course on education management. A survey of all students and alumni, together with focus group discussions and interviews with alumni and employers, also inform the design of the programme. All faculty are involved in discussions of programme aims and learning outcomes, and programme teams worked collaboratively to design the courses for their area of specialization.  On the basis of the faculty (school) of the university, a council on academic quality is formed, which makes decisions on the content and conditions of implementation of curricula, on the policy of evaluation and other academic issues of the faculty (school), organizing a survey of students on the quality of curricula and (or) disciplines/modules.  **2) Procedures for external evaluation of the educational programmes. Continuous Improvement**  All faculty are actively engaged in continuous improvement of their courses as an integral part of the culture of university and their own professionalism as experts in education. In addition to formal student feedback mechanisms such as course evaluations and Student Committee meetings, faculty and students are to communicate closely regarding specific courses and the programme as a whole. The process of continuous reflection and improvement informs the Annual Programme Monitoring process, in which individual faculty reflect on courses they have taught, this feeds into specialization-level reflection and suggestions for improvements, and this in turn goes to programme and School level reflection and plans for further improvement.  Universities have regular, formal mechanisms for obtaining feedback from employers and the professional community. These interactions also inform the continuous improvement of the programme.  For the improvement of the quality assurance of the educational programmes, the universities need to:   * develop an internal quality system that has a delicate balance between quality assurance and quality enhancement. While quality assurance is more of a preventive measure, quality enhancement has higher-order aims and implies transformational change (Jones, 2003). * raise institutional awareness and develop deep understanding of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015) and implement ESG 2015 standards. * regularly revisit the existing institutional quality processes for ongoing improvement.   **3) Accreditation**  There are institutional and specialised accreditation in Kazakhstan, they remain voluntary for higher educational institutions. However, accreditation is one of the conditions for obtaining state grants for student education. |

# 7. Faculty requirements

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| 7.1 Faculty Requirements |
| Availability of teachers in accordance with the disciplines of the educational programme, the correspondence of teachers' education to the profile of the taught disciplines and/or their academic or research degree of "Doctor of Philosophy (PhD)" or "Doctor in Profile", and/or the academic title of "Associate Professor (Associate Professor)", or "Professor" (if any) and/or teachers with the degree of "Master" to the profile of disciplines and (or) senior teachers with at least three years of experience as a teacher or experience practical work on the profile for at least five years.  The advanced/academic degree of the teaching staff corresponds to the academic degree of the doctor/candidate of sciences or the advanced/academic PhD degree of the doctor or master. Basic education or postgraduate education or doctorate/candidate of science degree, advanced/academic PhD degree must correspond to the subjects taught. |
| 7.2 Additionally Required Faculty |
| Part-time teachers in the main place of work engaged in practical professional activities in the profile of the subjects taught, with at least 3 years of work experience in the field of training. Additionally, leading scientists, specialists from other higher education institutions and research organizations, teachers, and supervisors of schools in corresponding categories such as: expert teacher, research teacher, master teacher, can be involved in the work. |
| 7.3 Required professional development of faculty |
| On the basis of the Law of the Republic of Kazakhstan "On Education" (2007; with amendments dated 27.12.2019) and other regulatory legal acts regulating the activities of higher education organizations in the Republic of Kazakhstan, a teacher who carries out professional activity in a higher education organization has the right for professional development at least once every five years for a duration of no more than four months.  The development of professional competences is also one of the priorities adopted in the Republic of Kazakhstan "Concepts of lifelong learning (continuing education)" (2021). |
| 7.4 Required additional administrative staff |
| Vice-rector for academic affairs is responsible for planning and monitoring the implementation of educational services.  Responsibility for arranging and coordinating the implementation of the specific steps of the procedure and the quality of the outputs rests with the heads of divisions. |

# 8. Resources

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| 8.1 Library Resources |
| The library collection is an integral part of the information resources and includes educational, teaching, scientific and other literature.  Availability of a library fund of educational and scientific literature: in the format of printed and electronic publications for the last ten years, providing 100% of the disciplines of the curricula, including those published in the languages of instruction. Updating of the library fund should be carried out in accordance with the regulations of the Republic of Kazakhstan. |
| 8.2 IT Resources |
| University provides pre-service teachers with educational and teaching literature and (or) electronic resources necessary for successful implementation of curricula, provides the functioning of the information system of education management (high-tech information and educational environment, including the website, information and educational portal, automated system of credit technology training, a set of information and educational resources). |
| 8.3 Infrastructure |
| University provides equipment with educational, methodological, scientific and other literature, classrooms with multimedia complexes, computer rooms, access to broadband Internet, sports, material and technical, educational and laboratory facilities and equipment necessary for the implementation of curriculum. |

# 9. Additional information

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| 9.1 Additional materials |
| Inclusion is one of the most important cross-cutting principles of the curriculum (see more in Annex 1.). Inclusion in education means that all students, regardless of their possible impairments or disability, should have the opportunity to participate in the regular school systems and study with their peers. The teacher education emphasizes on pre-service teachers’ perceptions of themselves as experts in implementing curriculum for diverse learners based on the principles of pedagogy of difference or universal design for all. It is important to renew inclusive pedagogies such as co-teaching and differentiating. It is important that not only the specialized teachers (special education teachers) but all teachers can work in an inclusive educational environment. Thus, competences of all pre-service teachers need to be developed in areas such as:  ***Knowledge of the concepts and principles of inclusive education***:   * Evaluation of one's own activity in terms of the values of inclusion. * Understanding of the implementation of the principle of inclusiveness in education implemented by a flexible model of the educational process: adaptive programmes, changing the ways of assessing educational achievements. * Understanding of children's different abilities and application of different trajectories to support versatile learners.   ***Practical applications in teaching:***   * Designing of an adapted/individual programme for a child with special education needs in specific subject. * Using of multimodal universal teaching methods, simple structured speech, use alternative communication. |
| 9.2 E-learning |
| The rapid development of digital technologies requires the study of not only specific software tools, but the development of pre-service teachers’ competences on using virtual learning environments and tools in teaching and choosing pedagogical methods suitable for learning processes in digital learning environments (psychological and didactic justification). For this the universities need:   * to create provisions for the professional development of pre-service teachers with the effective use of digital technology; * to develop competences of pre-service teachers on understanding how individual educational needs of their students can be considered when using digital tools or in virtual learning environments; * to develop digital competences of pre-service teachers on using digital learning environments and tools in assessment, such as gamification, digital tests and quizzes, and other formats of digital evaluation; * to promote pre-service teachers’ capabilities in assessing their digital competences and the use of digital tools in pedagogical processes in relation to the requirements of the employers (schools) daily operations; * to put into practice the integration of education, science, and industry, and involve professional communities in teaching school students the basics of applying and using digital technology, and perform an independent assessment of the practical skills acquired; * to include digitalization into the educational process for in-service teachers to increase efficiency and practical application of digitalization in education; * to promote the implementation of global standards in digitalization in initial teacher education (i.e. International Society for Technology in Education (ISTE) and the establishment of an expert community of educators in digitalization. |

# 10. Approval

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| - Ensure a review of the developed curricula, its coordination and approval by the Republican Educational and Methodological Council of Higher and Postgraduate Education.  - Scale up all developed curricula in pedagogical universities |

# **APPENDIX 1**: Main principles of the curriculum

**Competence-based approach**

Competence-based approach is a learning-oriented way to organise and implement teaching. It is an alternative to more traditional educational approaches mainly focusing on what learners are expected to learn about in terms of traditionally-defined subject content. In designing the curriculum following the principles of competence-based approach, the focus is on what we want our students to learn. Thus, it is essential to define the competences that the students are supposed to learn during their degree programs. The articulation of competences should include both discipline specific skills as well as the generic competences or soft skills that the teacher students should develop during the curricula. Soft skills include, for example, leadership, communication and collaboration skills, reflection skills, social and emotional intelligence etc. The development of these soft skills should be included in all the curricula, the competences and learning outcomes as well as the implementation of the curricula.

After defining the degree level competences, the learning outcomes of study units and study modules should compiled by comparing them to the objectives of the entire degree. Learning outcomes represent the desired state, which is expressed as knowledge, skills and attitudes. The written learning outcomes of all the interconnected study units should also make visible the accumulated competence. Planning competence-based learning thus starts at degree programme level and is then realised at study unit level through the learning outcomes, the execution of the study unit and its assessment.

The reason for using competence-based approach to designing curricula is that it makes it possible to design courses and study programs in a more student-centred way. Student-centred approach means that the key knowledge and skills that the students need to achieve during their studies determine the content of the course or study programme. The aim of the competence-based approach to designing curricula is that the students acquire the knowledge, skills and attitudes/values that are essential. Further, the competence-based approach supports students to identify the knowledge and skills specific to their discipline or field of education as well as the generic competences that accumulate during their studies and are common to all degrees.

To sum up the key elements in designing competence-based curricula, it is essential to focus on describing explicitly a) what competences (including subject-specific and general competencies) should a student have after graduation/after study unit/after an individual course, b) how do different study modules, courses and study modes support the development of the competencies, c) how is it ensured that the degree program and the learning objectives of the courses form a coherent entity supporting the development of the competencies, and d) how is it possible for students to make their competence visible (assessment related decision)

The implementation of all curricula should introduce methodologies that promote student-centeredness and active learning, such as gamification, PBL, etc. In a student-centred learning approach, students are active participants, placed at the core of the learning process. The learner is not seen as a passive receiver of knowledge but, rather, an active participant. The teacher's role becomes that of a guide who assists the learner in the difficult process of constructing his/her knowledge. Student-centred approach to teaching broadly means the shift of focus from the teacher to the student and their learning processes (Tran et al., 2010). The emphasis in student-centred approach to teaching is on what the student does and the ways to improve students’ active engagement and deep approach to learning (Biggs and Tang, 2011; Prosser and Trigwell, 2014). In student-centred approach the student is seen as an active constructor of knowledge. Thus, the focus of the student-centred teaching practices is to develop autonomy and active learning that eventually enable lifelong learning.

**Student-centred approach & Active Learning Methodologies**

Student-centredness differs from traditional teaching approach, also known as teacher-centredness, in that the focus is on designing the teaching-learning process in a way that it promotes students’ active participation and deep approach. Teaching that requires active engagement from students is likely to increase quality learning (Biggs and Tang, 2011). However, student-centered learning does not sideline or diminish the role of teachers. Instead, it seeks to use teachers’ expertise in different ways to increase student engagement.

Student-centeredness requires a change in the mindset of the teachers and has many implications for the teaching practices. For example, teaching and learning activities should be designed in a way that they support and promote active learning. Active learning methods place greater responsibility on the learner rather than passive approaches such as lectures. Active learning activities promote higher order thinking skills such as application of knowledge and analysis and engage students in deep learning processes rather than surface learning. Furthermore, they enable students to transfer and apply knowledge better. There is a variety of active learning methods, such as case studies, problem-solving, group projects, debates, peer teaching, games etc. to mention a few. However, it should be kept in mind that the methods should always be chosen purposefully to support the attainment of the intended learning outcomes. Thus, when choosing the active learning methods, it should always be considered from the perspective of which methods support the attainment of the intended learning outcomes in a best possible way.

**Constructive alignment**

The principle of constructive alignment has long been promoted as a powerful way to enhance the quality of teaching and learning (Biggs and Tang, 2011). Constructive alignment is an integrative design for teaching and curriculum design in which the alignment between intended learning outcomes/competences, teaching-learning activities and assessment tasks is emphasised to optimise the conditions for quality learning. The fundamental principle is that curriculum should be designed in such a way that the learning activities and assessment tasks are aligned with the intended learning outcomes (ILOs), and what the students should be able to do or demonstrate after completing the degree, module or a course. High quality learning may be supported by integrating these components together.

Constructive alignment reflects the more general paradigm shift from teacher-centred teaching to student-centred teaching described above. The central step in designing teaching is to define the intended learning outcomes or the competences that the students are supposed to learn during the learning process and how they will demonstrate that learning has taken place (Biggs and Tang, 2011). The role of the instructor is to engage the student in relevant activities that support the attainment of the intended learning outcomes (Biggs, 1996). By choosing appropriate teaching and assessment methods and tasks and aligning them with the intended learning outcomes/competences it is possible to effectively guide students’ study practices and enhance deep, meaning-oriented learning (Biggs and Tang, 2011; Boud and Falchikov, 2006). Constructively aligned teaching is essentially a criterion-referenced system where the central elements, that is, intended learning outcomes, teaching-learning activities and assessment, are aligned and there is consistency throughout these elements.

Constructive alignment should be applied at all levels of the educational system, including institutional, departmental and classroom levels as teaching and learning take place in the whole system. In a good system, all aspects of teaching and assessment are tuned to support high level learning, so that all students are encouraged to use higher-order learning processes.

Figure 1. Illustration of constructive alignment



**Research-based Initial Teacher Education**

The recognition of the importance of research-based teacher education is growing worldwide (Flores, 2018). The research-teaching integration in the teacher educators’ work has been suggested to be an effective solution to develop the profession in many aspects. They should be able to make explicit links between the educational theory, research and teaching practices. There is an increasing recognition that research is an important component of teacher education practices and is beneficial for preparing reflective practitioners (Flores, 2018). Research-based teacher education can take place in different forms. In its simplest form, it can mean that the teaching content is based on research, or that the teaching methods and pedagogical designs are based on research. It can also mean that teachers use inquiry-oriented methods in their teaching to enhance their students’ own knowledge construction and research skills. Moreover, research-based teacher education can mean that the teacher educators themselves conduct research of their own work or more generally about topics related to teacher educators’ work. The different forms of research-based teacher education identified in a recent research are presented in Table 1.

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| Teaching content is based on research | Teacher educators use their own or others’ research as their teaching content to transfer academic knowledge to student teachers and develop the student teachers’ independent thinking (Visser-Wijnveen et al. 2010). |
| Teaching methods and course design are based on research | Teacher educators benefit from their research work in teacher education and develop their teaching methods accordingly (Cochran-Smith 2005; Krokfors et al. 2011). |
| Applying inquiry-oriented methods in teaching | Teacher educators organise the course based on inquiry-oriented activities to guide student teachers to learn in an analytical and inquiring way to develop their pedagogical thinking (Krokfors et al. 2011). |
| Acting as researchers in teacher education | Teacher educators work as researchers and conduct research on what and how they teach, and on topics in teacher education (Cochran-Smith 2005). |
| Encouraging student teachers’ involvement in research work | Teacher educators involve student teachers in research process to provide them with the experience of conducting research (Visser-Wijnveen et al. 2010). |
| A supportive relationship between research and teaching | Teacher educators consider the research-teaching nexus is complementary and fairly evident. Teaching and research support each other in a general and broad sense. |

Table 1. Forms of research-based teacher education (Cao, Postareff, Lindblom-Ylänne & Toom, 2021

Teacher education can adopt the research-based approach in diverse ways, and it is important to consider what kind of forms fit the cultural context and practices. The ultimate goal of research-based teacher education is to support student teachers to become pedagogically-thinking, reflective and inquiry-oriented teachers with an inquiring attitude towards teaching. Teachers’ pedagogical thinking means the ability to analyse and conceptualise educational occasions and phenomena, to evaluate them as part of larger instructional processes and to make rational and theory-based decisions and justify their decisions and actions as teachers. Their readiness to consume as possibly also conduct research enhances their ability to meet the challenges of the future (Toom et al., 2010).

Research-based teacher education not only enhances the teacher educators’ own professional development, but also enhances teacher students’ reflective and deep learning. By engaging in research-based activities, the students can acquire a set of highly valued competences, such as critical thinking, problem solving and reflective skills (Lunenberg, 2010). Thus, it is important, that teacher educators support the student teachers’ to become reflective practitioners with an inquiring attitude (see Toom et al., 2010), which they can learn not only from what their teachers say about how to teach, but most importantly, from how their teachers engage their students in collaborative and interactive teaching-learning activities (Berry, 2004).

To make research-based teacher education occur in practice, it should be made visible in the teacher education curricula. Secondly, the teacher education programmes should develop their students’ inquiry-oriented and research-oriented approach to their work and enhance their research skills. Becoming an inquiry-oriented reflective practitioner requires time and space to deeply reflect on theory, practice, and the link between them. Therefore, the curriculum of teacher education should provide possibilities for reflection and practicing new skills.

**Interdisciplinary learning**

*Content and Language Integrated Learning (CLIL)*

CLIL (Content and Language Integrated Learning) is a dual-focused educational approach in which an additional language is used for learning and teaching of both content and language (Coyle, Hood & Marsh, 2010:1). The umbrella term of CLIL also includes a range of other language programs, such as bilingual education, English- medium of education or immersion programs (Coyle, 2007; Mehisto, Marsh, and Frigols, 2008). But CLIL differs from those language programs by its equal focus on both content and language (Coyle, 2008; Dalton-Puffer, 2008; De Zarobe, 2008; Marsh, 2012). Thus, this approach is neither language learning nor subject learning but a combination of both; hence, attention is given both to the language and the content. Contrary to the common belief, the CLIL instruction takes place with and through a foreign language and it is not the approach when non-language subjects are taught in the foreign language (Eurydice, 2006).

The reasons for introducing CLIL include provision of a more holistic educational experience for the student as well as content-and language-learning outcomes realized in class. Furthermore, benefits of CLIL are also linked with insights from interdisciplinary research within neurosciences and education (Coyle, Hood & Marsh, 2010). Due to these advantages CLIL is increasingly attracting stakeholders’ attention across continents.

In terms of the curriculum implementation, the CLIL approach is inclusive and flexible; it includes a range of models that can be adapted according to the age, ability and needs of the students (Coyle, 2007). Thus, implementing CLIL varies based on the context. In primary stage, language learning can be embedded across the curriculum and link with one or more subjects of the curriculum. For example, through specific themes or projects (e.g. lifestyle, sports, and holidays).

Secondary CLIL can make specific links between a language and a subject (e.g. history through Kazakh, science through English) or it can take a broader approach integrating language with parts of curriculum. More recently, CLIL is less aligned to a single subject and is evolving through links with a variety of subjects or themes. The content for lessons can include particular aspects of the curriculum for individual subjects. In practical terms, lesson planning involves joint effort across a number of subjects focusing on the cross-curriculum feature for the secondary curriculum. But there is a need for research to explore whether such an approach is compatible with the local context.

The existing curriculum models integrating CLIL vary in length from a single unit which comprise a sequence of 2-3 lessons to a more sustained approach through modules lasting half a term or more. Some successful cases include schools with bilingual sections where subjects are taught through the medium of another language for extensive periods (Coyle et al., 2010).

*STEM (Science, Technology, Engineering, Mathematics) education*

Interdisciplinarity in natural sciences and mathematics, so called STEM -education can be defined as “an effort to combine some or all of the four disciplines of science, technology, engineering, and mathematics into one class, unit, or lesson that is based on connections between the subjects and real-world problems” (Moore et al. (2014). Implementation and integration of engineering in K-12 STEM education. In S. Purzer, J. Strobel, & M. Cardella (Eds.), Engineering in Pre-College Settings: Synthesizing Research, Policy, and Practices (pp. 35–60). West Lafayette: Purdue University Press.). STEM -pedagogy in teacher education aims to prepare students to design, teach and develop research-based active learning STEM -lesson plans to educate competent citizens, who can access and make sense of science relevant to their lives and global perspectives (Feinstein, N. W., Allen, S., & Jenkins, E. (2013). Outside the pipeline: Reimagining science education for nonscientists. Science, 340(6130), 314-317.).

Active learning includes student centered active methods, such that project based education, and benefitting from diverse out of classroom learning environments and communities of learners and ICT. On the hand, Science education should also focus on competences with an emphasis on learning through science and shifting from STEM to STEAM (A = All) by linking science with other subjects and disciplines (Hazelkorn, Ellen & Ryan, Charly & Beernaert, Yves & Constantinou, Costas & Deca, Ligia & Grangeat, Michel & Karikorpi, Mervi & Lazoudis, Angelos & Pintó, Roser & Welzel-Breuer, Manuela (2015). Science Education for Responsible Citizenship. 10.2777/12626). In the ITE curricula in Kazakhstan, the A should include at least developing the English linguistic skills of teacher students (KAZ ITE D-3 Framework Report).

**Digitalisation in Education and Teachers’ Digital competence development**

New information and communication technologies (ICTs) provide teachers and learners with an innovative learning environment to stimulate and enhance the teaching and learning process. In this context, novel educational concepts such as online learning, or blended and hybrid learning are being developed (López-Pérez, Pérez-López & Rodríguez-Ariza, 2011). Hybrid or blended learning can be defined as the integration of face-to-face classroom instruction learning with web-based tools and materials (e.g. Garrison & Kanuka, 2004), as contrast to fully online learning. Blended or hybrid learning is becoming increasingly significant to complement traditional forms of learning. Often these two terms are defined similarly, but can also be differentiated. Blended learning can be defined as a mix of various event-based activities, including conventional face-to-face classrooms instruction, e-learning, and self-paced learning, while in hybrid learning a part of the learning activities and assignments are transferred from the face-to-face environment to the distance learning environment (see Valiathan, 2002, in Koohang, Britz & Seymor, 2006).

Blended forms of learning has the potential to enhance both the effectiveness and efficiency of meaningful learning experiences, and some researchers have suggested that blended learning has the potential to be even more effective and efficient when compared to a traditional classroom model (see Garrison & Kanuka, 2004). Other benefits of blended forms of learning include convenience, student satisfaction, flexibility and higher retention (Koohang, Britz & Seymor, 2006).

Especially in situations where student numbers are high, online, blended or hybrid forms of learning have the potential to provide greater opportunities for improved learning (Osguthorpe & Graham, 2003). In teacher education, student teachers can also learn from their teachers the use of various digital tools and platforms. Thus, not only teacher educators should have the skills to adopt digital tools in their teaching, but also student teachers should develop their digital skills during teacher education. Times faced with uncertainty and sudden changes, such as pandemics, require flexible and advanced use of digital tools and instructional practices functional in online contexts.

**Inclusion in education and recognition of different learners**

Inclusion in education is a principle which means that all students, regardless of their possible impairments or disability, should have the opportunity to participate in the regular school systems and study with their peers. Inclusion is based on several international United Nations declarations, such as the Salamanca Statement (1994) and The Universal Declaration of Human Rights (1948). Inclusive pedagogy is a pedagogical approach that is impacted by the sociocultural context of learning (Florian & Black-Hawkins, 2011) and it aims to respond to the diverse learning needs of students in as varied ways as possible.

The concepts of ‘inclusion’ and ‘diversity’ are reviewed in the teaching and education practices with the activities and arrangements that promote inclusion as the centre. The key words in education are educational equality, accessibility, individuality, lifelong learning and co-operation. The teacher training emphasizes on teachers’ perceptions of themselves as experts in implementing curriculum for diverse learners based on the principles of pedagogy of difference or universal design for all. It is important to renew inclusive pedagogies such as co-teaching and differentiating. The teacher’s task is to teach and guide students to become lifelong learners while taking each student’s individual learning style into account. Four core values related to teaching and learning have been identified as the basis for the work of all teachers in inclusive education (European Agency). These core values are associated with areas of teacher competence. The areas of competence are made up of three elements: attitudes, knowledge and skills. All teachers must commit to the idea of equality for all students. (Saloviita, 2018.)

**Teachers’ professional development and change management**

Considering the dynamic and constantly changing nature of teachers’ work, teachers at all levels must be continuous learners throughout their professional careers. Teachers’ professional development needs to address simultaneously the teachers’ beliefs and conceptions and the improvement in their practices (Timperley & Phillips, 2003), as well as integration of theoretical and practical knowledge (Tynjälä, Häkkinen & Hämäläinen, 2004). Often an experience of a successful implementation in teaching changes teachers’ attitudes and beliefs, and therefore, positive experiences are central for teachers’ professional development (Guskey, 1989).

Development and growing as a teacher can be understood in different ways: 1) growing understanding of one’s content area, in order to become more familiar with what to teach; 2) getting more practical experience as a teacher, in order to become more familiar with how to teach; 3) building up a repertoire of teaching strategies, in order to become more skilful as a teacher; 4) finding out which teaching strategies work best for the teacher, in order to become more effective as a teacher, and 5) continually increasing understanding of what works for students, in order to become more effective in facilitating student learning (Åkerlind, 2007).

It is important to notice, that professional development of teachers is often a slow process. Furthermore, the development is not a linear continuum, but instead, the development may be interrupted by various reasons (Beijaard, Meijer & Verloop, 2004). Some teachers may experience change and development as threatening and change processes often include feelings of anxiety or uncertainty (Postareff et al., 2008). Such negative emotions towards the change may narrow the teacher’s attention (Fredrickson, 2001). Therefore, it is important to ensure that teachers receive enough support from diverse sources (e.g. peers, supervisors, work environment) and encouraging feedback. It is also important for teachers to understand, that failures are part of the teachers’ professional development, and mistakes should be seen as learning opportunities. When teachers have the possibility to share experiences and engage in collaboration with their peers, it has been shown to have positive influences of their learning and development (Voogt, et al., 2011). When teachers feel well and are engaged in their work, they are more likely to engage in pedagogical practices that promote their development (Fredrickson, 2001) The development of teaching is, at best, a continuous process, and thus, teachers should be encouraged to reflect on their own teaching on a continuous basis to increase their pedagogical awareness (Parpala & Postareff, 2021).

Teachers should also be provided with agency, which refers to the teacher’s possibilities to influence, make decisions and take actions. The aim of exercising agency is to create new work practices and transforming the course of activities (Hökkä et al., 2012). When teachers have a possibility engage in development and changes, and when they experience that their opinions truly matter, they are likely to become highly engaged in their work (e.g. Day, Elliot & Kington, 2005; Pyhältö et al. 2012).

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