**PROPOSAL FORM FOR AN ACADEMIC PROGRAMME**

**Pedagogy of early support**

Approved for 2023-2027

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# 1. General information

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| **1.1. Curriculum title** | **Pedagogy of early support** |
| **1.2. Curriculum developing team:** | |  |  | | --- | --- | | **Leader university** | **Member universities** | | Sarsen Amanzholov East Kazakhstan State University | Kazakh National Women's Teacher Training University | |  | M.Kh.Dulaty Taraz Regional University | |  | Abai Kazakh National Pedagogical 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) "*Pedagogy of Early support*" 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) "*Pedagogy of Early Support*" is a new teacher education programme that forms the competence of a specialist in assessing early functional features of development, the design of habilitation, rehabilitation, support and intervention, and the prediction of early development. The 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 6 modules: "The Concept of early age development", "Activities organization of an early intervention teacher", "Child Development Assessment", "Building early intervention programs", "Formation of eco-friendly child-parent relations", and “Research and forecasting”.  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 as **generic competences**. 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 can rationally choose, apply and modify existing programs to assess the needs of an early age child and the potential of the family. 2. Pre-service teachers can evaluate the evidence of intervention methods and conduct evidence studies  * **Comptence area for intervention and development**  1. Pre-service teachers are able to design and implement psycho-educational intervention programmes for normotypical young children and children with developmental difficulties, based on a comprehensive team assessment. 2. Pre-service teachers can monitor the effectiveness of implemented programs to achieve the maximum possible development potential of the child.  * **Competence area for consulting organization**  1. Pre-service teachers are ready to interact with the families of young children, to provide advice, inform and support the processes of early child development in the family and society.  * **Competence area for public education and prevention of developmental disorders**  1. Pre-service teachers are able competently carry out educational work with the population, affecting familiarization with the peculiarities of early child development, prevention of possible childhood disorders and the most successful domestic and international practices for the formation of all basic skills, as well as any skills that a child learns during the first three years of life. |
| **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** | | **THE CONCEPT OF EARLY AGE DEVELOPMENT** | **25** | | **University Component** | **15** | | Psychology and pedagogy of early ontogenesis | 4 | | Special psychology | 4 | | Propaedeutics in pediatrics. Basics of first aid | 7 | | **Optional Component** | **10** | | International standards for health and well-being assessment | 5 | | Activity and behavior theories | | The social situation of child development in the family | 5 | | Theories of social and emotional development at an early age | | **ACTIVITIES ORGANIZATION OF AN EARLY INTERVENTION TEACHER** | **21** | | **University Component** | **9** | | Organization of early intervention service | 5 | | Habilitation in early intervention based on ICF-DP | 4 | | **Optional Component** | **12** | | Developing environment | 7 | | Game management | | Formation of social and household skills | 5 | | A systematic model of early care for children with autism spectrum disorders and their families | | **CHILD DEVELOPMENT ASSESSMENT** | **25** | | **University Component** | **10** | | Screening assessment of the development of infants and young children | 4 | | In-depth assessment of early childhood development | 6 | | **Optional Component** | **15** | | Methods of clinical observation | 8 | | Methods of qualitative assessment of the features of children's development | | Development monitoring and expertise | 7 | | Methods of neuropsychological diagnostics at an early age | | **BUILDING EARLY INTERVENTION PROGRAMMES** | **24** | | **University Component** | **8** | | Case management of early intervention | 4 | | Building an individual development trajectory | 4 | | **Optional Component** | **16** | | Basic and alternative communication with young children | 8 | | Theory and practice of ABA therapy | | Sensory development and sensory integration | 8 | | The Denver Model of Early Intervention | | **FORMATION OF ECO-FRIENDLY CHILD-PARENT RELATIONS** | **18** | | **University Component** | **4** | | Perinatal psychology | 4 | | **Optional Component** | **14** | | Positive parenthood | 6 | | The program of optimization of child-parent relations "Guided dialogue" | | Methods and technologies for improving parental competence | 8 | | Psychological and pedagogical support of the family of an early age child | | **RESEARCH AND FORECASTING** | **3** | | **Optional Component** | **3** | | Definition and understanding of professional effectiveness | 3 | | Organization and conduct of scientific research | | **FINAL ATTESTATION** | **8** | | **Total academic credits** | **124** | |
| |  | | --- | | **Concepts of early childhood development 25 academic credits** | | The Early Developmental Concepts module equips pre-service teachers with advanced knowledge of the patterns and sequence of development and mental health formation in normotypical development and in children at risk or at risk of impairment. The module also includes competences in understanding the system of interaction and attachment formation with a close adult, in the system of family relations. |  |  |  | | --- | --- | | Course title | **Psychology and pedagogy of early ontogenesis** | | Component | Subject component, University Component | | Cycle | Major disciplines | | Module | Concepts of early childhood development 25 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 assessment (1)   In order to stay current and be able continually develop themselves and their work, pre-service teachers acquire new research-based knowledge and conduct research in various networks regarding the development of the professional environment, innovative approaches in their field of work, and about the development and leadership of their pupils. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * describe the nature of developmental psychology and its basic terminology * understand the process of pedagogical influence in early ontogenesis * recognize the central areas of research in psychology and ontogenesis and understand the difference between everyday thinking and scientific knowledge. * distinguish cultural ideas about the laws of human development and their relevance to the work of the teacher. * accept changes in age psychology, taking into account the prospects for their development. | | |  |  | | --- | --- | | Course title | **Special psychology** | | Component | Subject component, University Component | | Cycle | Major disciplines | | Module | Concepts of early childhood development 25 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 assessment (1)   Pre-service teachers understand and have the ability to consider the diversity of children in development and the ability to support their well-being in a psychologically and ethically reasonable way, given the context of their psychophysiological characteristics. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * consider diversity and evaluate obstacles to the full development of the child. * determine development priorities and be ready to plan activities to support, adapt or habilitate children. * promote cooperation in the professional community (specialists, children, parents/guardians) in order to support the development of children. |  |  |  | | --- | --- | | Course title | **Propaedeutics in pediatrics. Basics of first aid** | | Component | Subject component, University Component | | Cycle | Major disciplines | | Module | Concepts of early childhood development 25 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 assessment (1)   In order to stay current and be able continually develop themselves and their work, pre-service teachers acquire new knowledge based on research, know how to identify pathological symptoms and syndromes that occur in various childhood illnesses, and can provide emergency pre-hospital care to a child. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * understand the peculiarities of growth and development, the formation of all systems of the child's body at different age periods * distinguish the semiotics of the main lesions of various systems and the body as a whole * navigate the problems of child care * provide emergency, primary pre-medical care. |  |  |  | | --- | --- | | Course title | **International standards for health and well-being assessment** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Concepts of early childhood development 25 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 the teacher's work environment (6,7) * competence area for assessment (1, 2)   Based on international standards and best practices, pre-service teachers plan and conduct assessments of child health and well-being, recognizing the content and their criteria. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * describe the criteria for child health and well-being in the context of international standards * consider the possibilities for the development of health and well-being * apply health and well-being assessment tools * describe the assessment results * predict the development of health and well-being in the young child. |  |  |  | | --- | --- | | Course title | **Activity and behavior theories** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Concepts of early childhood development 25 academic credits | | Academic credits | 5 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for pedagogy and didactics (2) * competence area for the teacher's work environment (6,7) * competence area for development and intervention (3)   Pre-service teachers are oriented in classical and modern approaches to the study of problems of activity and behavior, understand the influence of activity on human development, can identify the leading needs and motives of a child | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * navigate the theory of activity * identify the components of activity and behavior: needs, motives, images of the result, action plan, implementation of actions and evaluation of the result * describe the content of game activity and subject manipulation * develop activity programs of play and manipulation for an early age child. |  |  |  | | --- | --- | | Course title | **The social situation of child development in the family** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Concepts of early childhood development 25 academic credits | | Academic credits | 5 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for the teacher's work environment (7) * competence area for assessment (1, 2) * competence area for public education and prevention of developmental disorders (6)   Pre-service teachers understand and have the ability to consider the family's socio-psychological family environment for the developmental diversity of early childhood students and the ability to support their well-being in a psychologically and ethically reasonable manner, given the context of their life and family situation. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * understand the social situation of development * understand the family as an institution of social development * understand the structure, functions and dynamics of child-parent relationships * understand family’s role for the early development of the child * plan recommendations for positive parenthood. |  |  |  | | --- | --- | | Course title | **Theories of social and emotional development at an early age** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Concepts of early childhood development 25 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 the teacher's work environment (7) * competence area for assessment (1)   Pre-service teachers understand and are able to consider the social and psychological conditions for the social and emotional development of the young child, the diversity of children in the developmental process. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * understand the social situation of development * understand emotional development * evaluate the dynamics of the child's social and emotional development * plan recommendations to optimize development. |  |  | | --- | | **Activity organization of the early intervention teacher 24 academic credits** | | The Early Intervention Educator Organizational Foundations module provides pre-service teachers with advanced competences in the design and implementation of early intervention in child habilitation and development. The module also supports the professional development of pre-service teachers, forming their research orientation to practice and profession, as well as to improve their working environment and education in general. |  |  |  | | --- | --- | | Course title | **Organization of early intervention service** | | Component | Subject component, University Component | | Cycle | Major disciplines | | Module | Activity organization of the early intervention teacher 24 academic credits | | Academic credits | 5 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for interaction (3, 4) * competence area for the teacher's work environment (6,7) * competence area for development and intervention (3)   Pre-service teachers have a deep understanding of the organizational structure of the early intervention service. They have an idea of teamwork and skills within team interaction. They are able to critically evaluate and analyze their understanding and practice concerning their professional activities and develop them further. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * describe the regulatory framework for the organization and conduct of early intervention * be guided by the principles and approaches to providing early assistance to family and child * build interaction with a team of early development specialists * plan independent activities to provide early support and assistance. |  |  |  | | --- | --- | | Course title | **Habilitation in early intervention based on ICF-DP** | | Component | Subject component, University Component | | Cycle | Major disciplines | | Module | Activity organization of the early intervention teacher 24 academic credits | | Academic credits | 4 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for interaction (3, 4) * competence area for pedagogy and didactics (1) * competence area for development and intervention (3)   Pre-service teachers have the necessary knowledge of the habilitation process, characteristics of body functions and structures, activity and participation, environmental factors as applied to children of the first year of life, early childhood, preschool children. They use a conceptual language used both in scientific research and in solving practical problems, taking into account national specifics | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * describe the content of the habilitation process * use the ICF-DP tools * assess the need for habilitation for an early age child * plan the habilitation process and evaluate its effectiveness * saturate the habilitation process with game actions and developing environments. |  |  |  | | --- | --- | | Course title | **Developing environment** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Activity organization of the early intervention teacher 24 academic credits | | Academic credits | 7 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for pedagogy and didactics (2) * competence area for the teacher's work environment (6,7) * competence area for development and intervention (3)   Pre-service teachers have the necessary knowledge of didactics, teaching technology, methods of motivation in learning and development, are able to provide pedagogical assistance, have the skills to individualize the process, taking into account the diversity of students and the use of different technologies, based on pedagogical and independent research. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * be guided by approaches to understanding developing environments for an early age child * highlight the parameters of the developing environment and its characteristics * develop a system and components of developing environments * design and recommend the grounds for building a developing environment in an individual case. |  |  |  | | --- | --- | | Course title | **Game management** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Activity organization of the early intervention teacher 24 academic credits | | Academic credits | 7 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for pedagogy and didactics (2) * competence area for the teacher's work environment (6,7) * competence area for development and intervention (3)   Pre-service teachers have the necessary knowledge of didactics, teaching technology, methods of motivation in learning and development. Based on pedagogical and independent research, pre-service teachers are able to organize students' cooperation in the game and support their activity, initiative, and independency considering the diversity of students and the use of various technologies. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * be guided by modern methods and technologies of play activity of children of early and preschool age * design play activities for children of different ages * organize the play interaction of students, to maintain activity and initiative, to develop their creative abilities * design and recommend the grounds for building a gaming activity in an individual case. |  |  |  | | --- | --- | | Course title | **Formation of social and household skills** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Activity organization of the early intervention teacher 24 academic credits | | Academic credits | 5 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for development and intervention (2) * competence area for advisory competence (3,4) * competence area for assessment (1)   Pre-service teachers have the necessary knowledge of didactics, teaching technology, methods of motivation in learning and are able to provide pedagogical assistance, have the skills to individualize teaching, taking into account the diversity of students and the use of teaching technologies, based on pedagogical and independent research. Pre-service teachers have a deep understanding of the assessment value in the learning process and are able to provide constructive assessment in an ethical manner at various stages of the learning process. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * describe the dynamics of the development of social and household skills in a child in accordance with age * use the tools of skill formation utilizing behavioral methods and activity cycles * establish contact with the child to form skills * transfer the experience of establishing contact and formation skills to parents and substitute adults. |  |  |  | | --- | --- | | Course title | **A system model of early care for children with autism spectrum disorders and their families** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Activity organization of the early intervention teacher 24 academic credits | | Academic credits | 5 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for pedagogy and didactics (2) * competence area for the teacher's work environment (6,7) * competence area for development and intervention (3, 4) * competence area for public education and prevention of developmental disorders (6)   Pre-service teachers have the necessary knowledge of didactics, teaching technology, methods of motivation in learning and development, are able to provide pedagogical assistance, have the skills to individualize the process, taking into account the diversity of students and the use of different technologies, based on pedagogical and independent research. They can provide a process of productive interaction with the legal representatives of a child with ASD | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * navigate approaches to understanding autism spectrum disorders * highlight the parameters of the early care system for children with ASD and their families * develop a model and components of early care * organize teamwork involving specialists of various profiles and legal representatives of a child with ASD |  |  | | --- | | **Child Development Assessment 25 academic credits** | | The Child Development Assessment module provides pre-service teachers with advanced competences in assessing the processes of early childhood development. The module includes a methodology for determining the zones of actual and immediate development of the child and forecasting the individual trajectory of development depending on the current level. |  |  |  | | --- | --- | | Course title | **Screening assessment of the development of infants and young children** | | Component | Subject component, University Component | | Cycle | Major disciplines | | Module | Child Development Assessment 25 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 assessment (1,2) * competence area for pedagogy and didactics (2)   Pre-service teachers have a thorough understanding of the importance of screening in the early care process and are able to provide constructive assessment in an ethical manner at various stages of child development. Pre-service teachers are proficient in screening assessment technologies. They are able to critically evaluate and analyze their understanding and practice concerning assessment, and develop them further. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * use screening assessment tools for young and infant children * establish contact with a young child for screening on the basis of screening to build a forecast of development. |  |  |  | | --- | --- | | Course title | **In-depth assessment of early childhood development** | | Component | Subject component, University Component | | Cycle | Major disciplines | | Module | Child Development Assessment 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 (2) * competence area for assessment (1,2)   Pre-service teachers have a thorough understanding of the importance in-depth research in the early care process and are able to provide constructive assessment in an ethical manner at various stages of child development. Pre-service teachers are proficient in-depth assessment technologies. They are able to critically evaluate and analyze their understanding and practice concerning assessment, and develop them further. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * use in-depth assessment tools for young and infant children * establish contact with a young child for in-depth assessment on the basis of in-depth assessment to build a forecast of development. |  |  |  | | --- | --- | | Course title | **Methods of clinical observation** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Child Development Assessment 25 academic credits | | Academic credits | 8 | | 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 assessment (1,2)   Pre-service teachers know the method of clinical observation, formulate hypotheses of observation, set tasks, conduct techniques of continuous, discrete, sampling and frontal observation, can formulate adequate conclusions on the results of observation, indicate the forecast of child development and goals for further work. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * describe the method of clinical observation and its differences from non-clinical * use ready-made observation maps and highlight the observed signs in the child's behavior * develop additional monitoring parameters * record the observed signs in the observation protocol * conduct content analysis of surveillance signs * systematize the results of observation * form development hypotheses and forecasts |  |  |  | | --- | --- | | Course title | **Methods of qualitative assessment of the features of children's development** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Child Development Assessment 25 academic credits | | Academic credits | 8 | | 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 assessment (1,2)   Pre-service teachers know the methods of qualitative assessment of the features of early childhood development, formulate hypotheses, set tasks, conduct assessments, can formulate adequate conclusions on the results, indicate the child's development forecast and goals for further work. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * describe the methods of qualitative assessment and their differences from quantitative * use ready-made observation maps and highlight the observed signs in the child's behavior * develop additional parameters of qualitative assessment * record the observed signs in the protocol * conduct content analysis of features and systematize the results * form development hypotheses and forecasts |  |  |  | | --- | --- | | Course title | **Development monitoring and expertise** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Child Development Assessment 25 academic credits | | Academic credits | 7 | | 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 assessment (1,2) * competence area for professional development (10)   Pre-service teachers can organize a systematic diagnosis and comparison of the results obtained with the benchmark-standard, identify and conduct analysis, assess the degree and causes of deviations, make pedagogical decisions to evaluate and correct the effectiveness of the measures taken. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * explain the monitoring tools * demonstrate knowledge and understanding of the structure of expertise * plan development monitoring and expertise * keep a monitoring report * prepare an expert opinion |  |  |  | | --- | --- | | Course title | **Methods of neuropsychological diagnostics at an early age** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Child Development Assessment 25 academic credits | | Academic credits | 7 | | 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 assessment (1,2) * competence area for professional development (10)   Pre-service teachers can organize a neuropsychological diagnostic procedure, select neuropsychological tools appropriate to the age and characteristics of the child, identify and conduct analysis, assess the degree and causes of deviations, make pedagogical decisions on the evaluation and correction of the effectiveness of the measures taken. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * explain the tools of neuropsychological diagnostics * demonstrate knowledge and understanding of the structure of neuropsychological research * plan the procedure of neuropsychological examination of an early age child * prepare an expert opinion |  |  | | --- | | **Building early intervention programmes 23 academic credits** | | The Building Early Intervention Programmes Module provides pre-service teachers with advanced competences in designing, implementing, and evaluating early intervention trajectories. The module includes special technologies for conducting an individual case. The module also supports the professional development of pre-service teachers, forming their research orientation to practice and profession, as well as to improve their working environment and education in general. |  |  |  | | --- | --- | | Course title | **Case management of early intervention** | | Component | Subject component, University Component | | Cycle | Major disciplines | | Module | Building early intervention programmes 23 academic credits | | Academic credits | 4 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for development and intervention (2) * competence area for advisory competence (5) * competence area for assessment (1, 2)   Pre-service teachers should be able to solve different types of practical tasks with elements of design, as a case manager to lead the case at different stages of early help, to make a choice of solutions in changing (different) conditions of the working situation, current and final control, assessment and correction of activities. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * describe modern tools for building programs: case management * apply the principles of accounting for early care for the actual development of the child * create and implement early intervention programs |  |  |  | | --- | --- | | Course title | **Building an individual development trajectory** | | Component | Subject component, University Component | | Cycle | Major disciplines | | Module | Building early intervention programmes 23 academic credits | | Academic credits | 3 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for development and intervention (3) * competence area for advisory competence (5) * competence area for assessment (1)   Pre-service teachers are able to organize joint and individual activities of children with different types of impaired development in accordance with their age, sensory and intellectual peculiarities ability, design preventive and corrective-developmental programs, organize reflection of own professional experience | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * describe the signs of normotypic early development * apply the development content according to age and the zone of the nearest development for the development of the program * use individualization tools * describe and saturate the trajectory of individual development with content |  |  |  | | --- | --- | | Course title | **Basic and alternative communication with young children** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Building early intervention programmes 23 academic credits | | Academic credits | 8 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for development and intervention (3) * competence area for advisory competence (5) * competence area for assessment (1) * competence area for interaction (3, 4)   Pre-service teachers should understand the importance of communication for the young child, have an understanding of supportive communication, diagnose the need for supportive communication, and teach the child and family how to communicate | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * explain the content of basic communication and the possibilities of alternative communication at an early age * use communication tools with the child in basic and alternative communication * ensure the development of communication of an early age child |  |  |  | | --- | --- | | Course title | **Theory and practice of ABA therapy** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Building early intervention programmes 23 academic credits | | Academic credits | 8 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for development and intervention (3) * competence area for advisory competence (5) * competence area for assessment (1) * competence area for interaction (3, 4)   Pre-service teachers have the necessary knowledge in the field of applied behavior analysis, teaching technology, methods of motivation in teaching and are able to provide pedagogical assistance, have the skills to individualize teaching, taking into account the diversity of students and the use of ABA therapy technologies, based on pedagogical and independent research. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * explain the content of the method of applied behavior analysis and the possibility of its application at an early age * use the tools of ABA therapy in practice * ensure the development of communication of an early age child, based on the principles of ABA therapy |  |  |  | | --- | --- | | Course title | **Sensory development sensory integration** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Building early intervention programmes 23 academic credits | | Academic credits | 8 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for development and intervention (3, 4) * competence area for advisory competence (5) * competence area for assessment (1)   Pre-service teachers have the necessary knowledge of sensory integration, correctional and developmental technology, are able to provide pedagogical assistance, have the skills to individualize teaching, taking into account the diversity of learners and the use of technologies of sensory integration, based on pedagogical and independent research. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * describe the parameters of sensory development and the main types of sensory integration disorders * understand sensory systems and their interaction * develop sensory integration programs * develop programs for correcting sensory system disorders * ensure contact with the child during sensory integration * evaluate the effectiveness of sensory integration through development |  |  |  | | --- | --- | | Course title | **The Denver Model of Early Intervention** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Building early intervention programmes 23 academic credits | | Academic credits | 8 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for development and intervention (3) * competence area for advisory competence (5) * competence area for assessment (1, 2)   Pre-service teachers have the necessary knowledge of behavioral therapy techniques, developmental learning technology, and are able to provide pedagogical assistance to teach the child key functional skills by maximizing the inclusion of the environment in the intervention program in the child's natural activities. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * explain the parameters of early development * demonstrate knowledge and understanding of behavioral therapy methods * develop programs for the formation of key functional skills * evaluate the effectiveness of programs through development |  |  | | --- | | **Formation of eco-friendly child-parent relations 18 academic credits** | | The Formation of eco-friendly child-parent relations module provides pre-service teachers with advanced competencies in interaction with the family of an early age child. The module includes basic knowledge of perinatal psychology and provides pre-service teachers with tools for forming the foundations of positive parenthood. |  |  |  | | --- | --- | | Course title | **Perinatal psychology** | | Component | Subject component, University Component | | Cycle | Major disciplines | | Module | Formation of eco-friendly child-parent relations 18 academic credits | | Academic credits | 4 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for interaction (4) * competence area for pedagogy and didactics (1) * competence area for advisory competence (5) * competence area for assessment (1) * competence area for public education and prevention of developmental disorders (6)   Pre-service teachers have the necessary knowledge of perinatal psychology as a scientific discipline, its object and subject matter; obtaining theoretical knowledge of the psychology of pregnancy, motherhood, the "family of the newborn". Pre-service teachers have knowledge of diagnostic methods used in the pre- and postnatal periods in order to carry out further psychocorrective measures to prevent disorders in maternal behavior and neuropsychological development of the child. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * describe the content of the perinatal stage of child development * be aware of the importance of the perinatal period of the child's development * inform parents about the content of perinatal development * assess conditions in order to help mothers and their children * provide support for the perinatal period of development |  |  |  | | --- | --- | | Course title | **Positive parenthood** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Formation of eco-friendly child-parent relations 18 academic credits | | Academic credits | 6 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for interaction (4) * competence area for pedagogy and didactics (1) * competence area for advisory competence (5) * competence area for assessment (1, 2) * competence area for public education and prevention of developmental disorders (6)   Pre-service teachers consider the focus of parenthood as a sociocultural and psychological phenomenon on positive goals in raising a child in the family, the development of individuality and independence of the child. Pre-service teachers have the skills to provide constructive counseling and pedagogical assistance in forming appropriate parental attitudes | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * describe the principles and content of positive parenthood * apply the principles of positive parenthood and interaction in practice * plan recommendations for building positive parent-child relationships at an early age * promote the formation of a positive image of the child among parents and the development of parental feelings and attitudes |  |  |  | | --- | --- | | Course title | **The program of optimization of child-parent relations "Guided dialogue"** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Formation of eco-friendly child-parent relations 18 academic credits | | Academic credits | 6 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for interaction (4) * competence area for pedagogy and didactics (1) * competence area for advisory competence (5) * competence area for assessment (1) * competence area for public education and prevention of developmental disorders (6)   Pre-service teachers have the skills to help improve parent-child relationships in at-risk families, prevent child abuse, and prevent the secondary institutionalization of children. Pre-service teachers know how to create a quality model of mental health care for children. They have an in-depth understanding of technology to strengthen and rebuild at-risk family structures. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * apply the principles of optimizing child-parent relations in practice * plan recommendations for building positive parent-child relationships at an early age * promote the formation of a positive image of the child among parents and the development of parental feelings and attitudes |  |  |  | | --- | --- | | Course title | **Methods and technologies for improving parental competence** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Formation of eco-friendly child-parent relations 18 academic credits | | Academic credits | 8 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for interaction (4) * competence area for advisory competence (5) * competence area for assessment (1) * competence area for public education and prevention of developmental disorders (6)   Pre-service teachers have the necessary knowledge of methods and technologies to improve parental competence, have the skills to organize individual and family psychological and pedagogical counseling. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * explain the content and tasks of the development of parental competence in the early years * understand the differences in the methods of developing parental competencies at an early age * apply methods of activating parental feelings * inform parents about the most effective ways to interact with the child * select ways of interaction for a particular young child, taking into account his personality |  |  |  | | --- | --- | | Course title | **Psychological and pedagogical support of the family of an early age child** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Formation of eco-friendly child-parent relations 18 academic credits | | Academic credits | 8 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for interaction (4) * competence area for advisory competence (5) * competence area for assessment (1) * competence area for public education and prevention of developmental disorders (6)   Pre-service teachers provide counseling and psycho-corrective assistance in a comprehensive system of early childhood family support, ensure the successful adaptation of the child and family in changing conditions, have the ability to diagnose family problems that need corrective action, choose appropriate forms, methods and programs of remedial measures. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * explain the concepts, types and levels of adaptation, socialization and adaptive mechanisms; * inform parents about the most effective ways to interact with the child * select ways of interaction for a particular young child and his family, taking into account his personality |  |  | | --- | | **Research and forecasting 3 academic credits** | | The Research and Forecasting module provides pre-service teachers with advanced competencies in the organization and conduct of scientific research. The module also supports the professional development of pre-service teachers, forming their research orientation to practice and profession, as well as to improve their working environment and education in general. |  |  |  | | --- | --- | | Course title | **Definition and understanding of professional effectiveness** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Research and forecasting 3 academic credits | | Academic credits | 3 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for advisory competence (5) * competence area for interaction (4) * competence area for the work environment (7) * competence area for professional development (8, 9,10)   Pre-service teachers are able to build independent activities to build an educational environment. Pre-service teachers can conduct a reflective evaluation of their professional activities. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * evaluate and plan professional effectiveness * anticipate and predict the expected results of their activities and changes in the family and child * present an event or case for supervision * accept feedback from colleagues and clients * consider feedback and plan for changes |  |  |  | | --- | --- | | Course title | **Research as a forecast** | | Component | Subject component, Optional Component | | Cycle | Major disciplines | | Module | Research and forecasting 3 academic credits | | Academic credits | 3 | | Course/ competence description | The purpose of this course is to improve the following areas of subject and pedagogical competence:   * competence area for advisory competence (5) * competence area for interaction (4) * competence area for the work environment (7) * competence area for professional development (8, 9,10) * competence area for assessment (2)   Pre-service teachers are competent to assess child development, social situation, developmental situation using methods of observation, conversation, experiment, psychological diagnosis, screening, etc. | | Learning outcomes | **Pre-service teachers demonstrating competence can:**   * reasonably select valid, reliable, and reliable research and evaluation methods * conduct an assessment based on compliance with ethical principles and norms using psychological methods * critically analyze the data and describe the assessment results * organize productive cooperation and networking during the implementation of independent research. |  |  | | --- | | **FINAL ATTESTATION 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)*** | | | |
| 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** | **Academic credits** | | **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 – 17 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** | | | | | | | | | | Psychology and pedagogy of early ontogenesis 4 academic credits |  |  | 4 |  |  |  |  |  | | Special psychology 4 academic credits |  |  | 4 |  |  |  |  |  | | Propaedeutics in pediatrics. Basics of first aid 7 academic credits |  | 7 |  |  |  |  |  |  | | International standards for health and well-being assessment 5 academic credits | 5 |  |  |  |  |  |  |  | | Activity and behavior theories 5 academic credits |  |  |  |  |  |  |  | | The social situation of child development in the family 5 academic credits |  |  | 5 |  |  |  |  |  | | Theories of social and emotional development at an early age 5 academic credits |  |  |  |  |  |  |  | | Organization of early intervention service 5 academic credits |  | 5 |  |  |  |  |  |  | | Habilitation in early intervention based on ICF-DP 4 academic credits |  |  |  | 4 |  |  |  |  | | Developing environment 7 academic credits |  |  | 7 |  |  |  |  |  | | Educational areas 7 academic credits |  |  |  |  |  |  |  | | Formation of social and household skills 5 academic credits |  |  |  |  |  |  | 5 |  | | A systematic model of early care for children with autism spectrum disorders and their families 5 academic credits |  |  |  |  |  |  |  | | Screening assessment of the development of infants and young children 4 academic credits |  |  |  | 4 |  |  |  |  | | In-depth assessment of early childhood development 6 academic credits |  |  |  |  | 6 |  |  |  | | Methods of clinical observation 8 academic credits |  |  |  |  | 8 |  |  |  | | Methods of qualitative assessment of the features of children's development 8 academic credits |  |  |  |  |  |  |  | | Development monitoring and expertise 7 academic credits |  |  |  |  |  | 7 |  |  | | Methods of neuropsychological diagnostics at an early age 7 academic credits |  |  |  |  |  |  |  | | Case management of early intervention 4 academic credits |  |  |  |  | 4 |  |  |  | | Building an individual development trajectory 4 academic credits |  |  |  |  |  | 4 |  |  | | Basic and alternative communication with young children 8 academic credits |  |  |  |  |  |  | 8 |  | | Theory and practice of ABA therapy 8 academic credits |  |  |  |  |  |  |  | | Sensory development and sensory integration 8 academic credits |  |  |  |  |  |  | 8 |  | | The Denver Model of Early Intervention 8 academic credits |  |  |  |  |  |  |  | | Perinatal psychology 4 academic credits |  |  |  |  |  | 4 |  |  | | Positive parenthood 6 academic credits |  |  |  |  |  | 6 |  |  | | The program of optimization of child-parent relations "Guided dialogue" 6 academic credits |  |  |  |  |  |  |  | | Methods and technologies for improving parental competence 8 academic credits |  |  |  |  |  |  | 8 |  | | Psychological and pedagogical support of the family of an early age child 8 academic credits |  |  |  |  |  |  |  | | Definition and understanding of professional effectiveness 3 academic credits |  |  |  |  |  |  | 3 |  | | Organization and conduct of scientific research 3 academic credits |  |  |  |  |  |  |  | | **FINAL ATTESTATION 8 academic credits** | | | | | | | | | | Research as a forecast.  **Final attestation** |  |  |  |  |  |  |  | 8 | | **Academic credits in total** | **31** | **29** | **31** | **29** | **30** | **30** | **30** | **30** | |
| 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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