

6B01805 Social pedagogy (IP)

The purpose of the educational program: Training of social teachers who organize the interaction of social institutions to build assistance to the child and family, as well as strengthening social work in educational organizations

VISION, MISSION, PROGRAM GOAL, VALUES, UNIVERSITY GRADUATE ATTRIBUTES

Vision:

An intellectual platform that develops educators who are open to new ideas and able to lead in a rapidly changing world.

Mission:

Developing teacher leaders, who can create, develop, and disseminate advanced knowledge and values in education for the benefit our country and the world.

Program goal:

Our University aims to become a hub for innovative teaching, learning, research as well as the development of rural education in Central Asia.

Values:

Integrity, commitment, care.

University graduate attributes:

- Self-guided learners and reflexive practitioners
- Responsible personalities with moral and ethical values
- Professionals with deep subject knowledge and digital skills
- Creative and critical thinkers and excellent team players and communicators
- Adaptive leaders in teaching and learning
- Diverse, inclusive and for equality of opportunity in society

THE RATIONALE BEHIND THE EDUCATION PROGRAM

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.

GRADUATE CAREER OPPORTUNITIES

Bachelor of Education in the educational program 6B01805 - Social Pedagogy (IP) can work in the following institutions:

- Juvenile Affairs Unit;
- juvenile adaptation centers;
- Correction and Rehabilitation Center;
- schools, gymnasiums, lyceums, colleges;
- orphanages, boarding schools;
- public organizations for the protection of motherhood and childhood;
- children's clubs, youth studios, recreation camps.

AREAS OF PROFESSIONAL COMPETENCE

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

Pedagogical and Generic Competence Areas/Learning Outcomes

Areas of professional competence 1

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.

Areas of professional competence 2

Competence area for interaction

3. 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.
4. 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.
5. Pre-service teachers are able to teach in accordance with the tri-lingual approach in secondary education and participate in the global professional community.

Areas of professional competence 3

Competence area for teachers' work environment

6. 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.
7. 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).

Areas of professional competence 4

Competence area for professional development

8. 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.

9. 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.

10. 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.

Subject-specific and Generic Competence Areas/ Learning Outcomes

Areas of professional competence 1

Competence area for assessment

1. Pre-service teachers have basic knowledge and understanding of the social development of a child, a group, an educational environment, and have the skills to develop a social educational environment.

2. Pre-service teachers will be able to analyze and resolve problematic situations of the child's social development, educational environment.

3. Pre-service teachers are able to work in the system of educational platforms, network communities to organize the social environment of an educational institution.

4. Pre-service teachers are able to design additional education for children and assess the needs of the educational environment for additional education.

5. Pre-service teachers are able to conduct scientific research, analyze and formalize the results of socio-pedagogical research.

Areas of professional competence 2

Competence area for organizational activity

6. Pre-service teachers are able to design and implement socio-pedagogical programs.

7. Pre-service teachers are able to apply social work methods, monitor and evaluate the effectiveness of the social educational environment

8. Pre-service teachers are able to interact with participants of the educational process, family, public institutions to solve social problems of the educational institution

Areas of professional competence 3

Competence area for human rights

9. Pre-service teachers have basic knowledge and can apply legal grounds to protect children's rights.

10. Pre-service teachers are oriented and respond responsibly to situations that require the protection of the rights of children and families.

11. Pre-service teachers are able to build a program to protect the rights of the child in the perspective of solving problems of well-being.

Areas of professional competence 4

Competence area for social and constructive competence

12. Pre-service teachers have a basic knowledge of the laws of constructing social relations in the educational environment.

13. Pre-service teachers are able to model the social processes of the educational environment

14. Pre-service teachers are able to moderate social environments to ensure the development of children in accordance with the age and individual needs of children

Compulsory component: Competence Areas/ Learning Outcomes

Areas of professional competence 1

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.

Areas of professional competence 2

Competence area for social, cultural, and civic development

5. 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.

6. 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.

7. Pre-service teachers are able to assess situations and provide arguments for their own assessments of developments in the social and work environment.

Areas of professional competence 3

Competence area for interpersonal social and professional communication

8. 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.

9. 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.

10. 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.

11. Pre-service teachers are able to select methodology and analysis, use scientific research methods and techniques, and synthesise new knowledge.

EDUCATIONAL PROGRAM LEARNING OUTCOMES

LO 1 - Develops and implements a system to support students as individuals in an inclusive environment.

LO 2 – Applies modern teaching and assessment methods, using dialogue and communication.

LO 3 – Implements pedagogical research as a reflective practice.

LO 4 – Facilitates the education of children.

LO 5 – Orientates in the structure and methods of social work.

LO 6 – Focuses on the age and social development of children.

LO 7 – Adheres reasonably to ethical standards of social work in education.

LO 8 – Observes and applies the regulatory and legal standards of the work of a social pedagogue in education.

LO 9 – Conducts the development and implementation of public, volunteer activities.

LO 10 – Conducts monitoring and examination of the social development of the child and the children's group, the social situation.

LO 11 – Evaluates the social environment and factors of a normotypic and special child

LO 12 – Conducts case management of programs of support, counseling, habilitation, rehabilitation, prevention of children and families.

LO 13 – Applies a variety of communication formats taking into account socio-cultural diversity, adheres to the principles of equality and accessibility in education, to create a prosperous and inclusive environment, has leadership qualities and is able to apply them to develop collective potential.

LO 14 – Possess high-level critical and creative thinking skills, are capable of self-regulation and reflection to solve professional problems.

LO 15 – Demonstrate knowledge of and adherence to ethical and legal norms in research and use of digital technologies. Apply security measures when working with digital information and data protection, promote the active, safe and ethical use of digital resources.

Matrix for correlating EP learning outcomes with graduate attributes

	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	LO 11	LO 12	LO 13	LO 14	LO 15
GA1			+	+						+				+	+
GA 2	+					+	+	+							
GA 3	+			+	+					+	+			+	+
GA 4		+			+	+			+	+		+	+	+	
GA 5	+			+	+				+			+			
GA 6	+							+	+		+	+	+		

REFERENCES

The educational program is developed based on the following legal acts:

1) State mandatory standard of higher and postgraduate education, approved by Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022 No. 2. Registered with the Ministry of Justice of the Republic of Kazakhstan on July 27, 2022 No. 28916.

2) Professional standards for teachers of educational organizations, approved by Order No. 31 of the Minister of Education of the Republic of Kazakhstan dated February 24, 2025.

3) Methodological recommendations on the organization and conduct of pedagogical practice for students of the field of education "pedagogical sciences. Order No. 125 dated March 27, 2023.