**CURRICULA PROPOSAL FORM**

Study and career guidance counsellor

Approved for 2023-2027

Content

[1. General information 3](#_Toc132515360)

[2. Programme rationale 5](#_Toc132515361)

[3. Teacher’s professional competences 6](#_Toc132515362)

[4.Program structure and learning outcomes 7](#_Toc132515363)

[4.1. Structure of the programme 7](#_Toc132515364)

[4.2 Progress 19](#_Toc132515365)

[4.3 Requirements for the successful completion of curriculum 20](#_Toc132515366)

[5. Description of students’ work 20](#_Toc132515367)

[6. Evaluation methods/Assessment 21](#_Toc132515368)

[7. Faculty requirements 24](#_Toc132515369)

[8. Resources 25](#_Toc132515370)

[9. Additional information 26](#_Toc132515371)

[10. Approval 27](#_Toc132515372)

[**APPENDIX 1**: Main principles of the curriculum 28](#_Toc132515373)

[**Literature** 38](#_Toc132515374)

# 1. General information

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| **1.1. Curriculum title** | **Study and career guidance counsellor** |
| **1.2. Curriculum developing team** | |  |  | | --- | --- | | **Leading University** | **Member Universities** | | Abai Kazakh National Pedagogical University |  | |
| **1.3. Type of curriculum**  (in accordance with the National Qualifications Framework) | On the basis of Bachelor’s degree, level 6  Post-graduate Diploma programme, retraining |
| **1.4. Total academic credits** | 60 academic credits |
| **1.5. Study mode** | Full-time |
| **1.6. Expected program duration** | 1 year |
| **1.7. Brief description of the curriculum**  Curriculum goals and objectives | This *Study and career guidance counsellor*post-graduate diploma programme is a national qualification programme, 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.  The *Study and career guidance counsellor*post-graduate diploma programme is a teacher education programme for students who already have an academic degree in teacher education but who wish to work as a study and career guidance specialist in educational establishments (schools, colleges, high schools). They have in-depth professional competencies to implement new approaches to the analysis of professional and personal development of students, contributing to the effectiveness of career guidance work in the school.  The *Study and career guidance counsellor*post-graduate diploma programme consists of 5 modules: " Professional guidance and counselling", " Market survey and education opportunities", "Research and development of professional and personal abilities", "Information management and employment strategies", “Professional practice”, and Final certification.  The *Study and career guidance counsellor*post-graduate diploma programme 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.  The *Study and career guidance counsellor*post-graduate diploma programme is based on the principles of constructive alignment, where teaching and assessment methods are selected to ensure the achievement and measurement of the competences outlined in the programme. The *Study and career guidance counsellor*post-graduate diploma programme 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 pedagogical studies and pedagogical practice.  **The curriculum is guided by the following main principles:**   * Competence-based learning * Constructive alignment * Student-centered 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 teacher students’ competences. Moreover, the student-centered approach better prepares Master students to teaching profession by providing practical examples, experiments and experiences, which teacher students 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 teacher students’ profiles. Furthermore, these thirty (30) revised or new pre-service teacher education curricula have been designed to better improve Master students’ 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 teacher students’ 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

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| **Subject and general competence areas/ Learning Outcomes** |
| * **Competence area for cognitive competences**  1. Counsellor students are able to demonstrate basic knowledge of the regulatory framework for career guidance. Counsellor students are able to analyze and critically evaluate labor market trends in terms of professional areas and industries. Counsellor students have a holistic view of the psychological and pedagogical study of the individual considering cultural differences and social orientations of people. Counsellor students are able to search for information about existing vacancies for various target groups considering gender aspects by using information systems and mass media.  * **Competence area for functional competences**:  1. Counsellor students are able to apply methods for managing information related to education, training, occupations, and employment opportunities. Counsellor students are also able to effectively use guidance and counselling methods in professional orientation and counseling as well as apply methods of psychometric testing of professional and personal development of school students considering their age-specific psychological features and changes. Counsellor students are able to guide school students to get relevant information about themselves and their skills, job market, and educational opportunities based on their individual information needs. Counsellor students are also able to professionally conduct group and individual counselling sessions for school students in determining the goals of their professional orientation. Counsellor students are able to consolidate the teaching staff of the school to support school students in their professional orientation.  * **Competence area for personal competence**  1. Counsellor students have critical thinking skills to enhance the cooperation of various experts in the school community in the development of school students’ active participation in their professional orientation. Counsellor students are able to demonstrate empathy and self-reflection in the guidance situations and provide personal support to school students at risk of dropping out.  * **Competence area for professional ethics and self-development**  1. Counsellor students are able to create a supportive learning environment considering each student's individual circumstances, needs, interests, hobbies, and life situation. Counsellor students have skills to professionally and ethically consult with parents about the educational progress and development of their children. Counsellor students have skills for continuous professional development of their guidance and counselling practices. |

# 4.Program structure and learning outcomes

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| 4.1. Structure of the programme |
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| |  |  | | --- | --- | | **Module name and main disciplines** | **Academic credits** | | **PROFESSIONAL GUIDANCE AND COUNSELLING** | **9** | | Ethics of counseling | 4 | | Support for at-risk school students | 5 | | **MARKET SURVEY AND EDUCATION OPPORTUNITIES** | **13** | | Statistical methods of processing labor market data | 5 | | Sociology of labor, education and entrepreneurship | 4 | | Professional orientation based on personality criteria | 4 | | **RESEARCH AND DEVELOPMENT OF PROFESSIONAL AND PERSONAL ABILITIES** | **17** | | Evaluating individual choice of profession | 4 | | Selection of elective courses in career guidance | 3 | | Methodological and ethical principles of psychological research | 5 | | Methods of communicative abilities research of school students | 5 | | **INFORMATION MANAGEMENT AND EMPLOYMENT STRATEGIES** | **9** | | Digital tools in study and career guidance and counselling | 4 | | Employment and career management strategies | 5 | | **PROFESSIONAL PRACTICE** | **10** | | Study and career guidance practice | 10 | | **FINAL CERTIFICATION** | **2** | | **Total academic credits** | **60** |  |  | | --- | | **Professional guidance and counselling 9 academic credits** | | The module emphasizes the importance of Counsellor students’ professional ethics and promotes the formation of their guidance and counselling competencies in developing school students’ self-efficacy related to determining their professional orientation, abilities, and interests. During the module, Counsellor students develop skills in supporting school students at-risk of dropping out through analysis and identification of their needs, and methods of guidance and counselling suitable for their situation. |  |  |  | | --- | --- | | Course title | **Ethics of counseling** | | Component | Subject component | | Module | Professional guidance and counselling9 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of competence:   * Competence area for cognitive competences * Competence area for personal competence * Competence area for professional ethics and self-development   Counsellor students search and critically select theoretical knowledge from various sources and use the research results to develop their counselling thinking and practice in guiding the professional orientation of school students in grades 7-11 and in determining their professional abilities and interests.  Counsellor students recognize the importance of professional ethics in counselling and are able to use ethical approaches in various guidance situations with school students. Counsellor students develop their skills in building communication and cooperation between different specialists in the school community following the professional values and behaviors. | | Learning outcomes | **Counsellor students who demonstrate competence can:**   * Understand the need to adhere to ethics in their professional activities to support school students’ wellbeing in guidance and counselling situations; * use ethical approaches and professional values and behaviors appropriate for specific situations; * implement professional communication and cooperation skills in the school community. |  |  |  | | --- | --- | | Course title | **Support for at-risk school students** | | Component | Subject component | | Module | Professional guidance and counselling9 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of competence*:*   * Competence area for personal competence * Competence area for professional ethics and self-development   Counsellor students develop their skills in working with school students who live in an antisocial environment and experience neglect or aggression, or who are in difficult life situations, or have challenges with language or with adaptation to educational process. Counsellor students build their understanding of the methods promoting school students’ self-knowledge and learning skills. They simulate in practice versatile guidance and counselling methods to encourage and support school students in their studies and future plans. Counsellor students evaluate cases and simulations to identify causal effects and distinguish the elements for successful counselling situations. Counsellor students also build effective communication and cooperation models with the parents of school students. | | Learning outcomes | **Counsellor students who demonstrate competence can:**   * maintain students’ self-confidence as well as their learning skills by effective cooperation with parents; * develop students’ self-knowledge, as well as their self-efficacy and agency in determining their professional orientation and career options; * apply career guidance and counselling methods that support the development and actualization of students’ abilities and interests; * identify the elements of a successful counselling situation and the causal effects influencing it; * support the development of students’ identity and their socialization as full members of their community. |  |  | | --- | | **Market survey and education opportunities 13 academic credits** | | During the module, Counsellor students build their understanding of the theory and policy of labor market changes contributing to the development of advanced competencies in labor market analysis in the context of various professional spheres and sectors of the economy. The module also contributes to the formation of Counsellor students’ research skills in the field of education, vocational training, employment trends, considering cultural, gender differences and social orientations. The Counsellor students are able to conduct research and provide labor market information to support students’ professional orientation. |  |  |  | | --- | --- | | Course title | **Statistical methods for collecting and processing labor market data** | | Component | Subject component | | Module | Survey Market and Education opportunities 13 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of competence*:*   * Competence area for cognitive competences * Competence area for functional competences   Counsellor students develop their skills in applying general principles, techniques and methods of statistical analysis, as well as techniques and methods of collecting data on the labor market, and of processing and analyzing statistical data. Counsellor students organize statistical observations, construct groups, and process dynamics series of data on labor resources. They investigate the calculation of various employment and labor resource indices, as well as correlation and regression analysis of labor market. | | Learning outcomes | **Counsellor students who demonstrate competence can:**   * identify the patterns and trends of phenomena and processes in the labor market by their quantitative characteristics; * evaluate the trends of socio-economic phenomena at macro- and microlevels of employment; * analyze quantitative and qualitative interrelations of socio-economic processes and the development of the labor market; * formulate reasonable conclusions and recommendations for practical use based on their calculations; * apply the labor market data in their own guidance and counselling work with school students. |  |  |  | | --- | --- | | Course title | **Sociology of labor, education, and entrepreneurship** | | Component | Subject component | | Module | Survey Market and Education opportunities 13 academic credits | | Academic credits | 6 | | Course / competence description | The purpose of this course is to improve the following areas of competence*:*   * Competence area for cognitive competences * Competence area for functional competences   Counsellor students build their knowledge of the sociology of labor: the main classical and modern paradigms of sociological analysis of social and labor processes, and the concepts and studies of the social institution of education and its relationship to other social institutions. They also investigate the specifics and differences of the various fields of education and different economic sectors, and other types of educational or professional possibilities. Counsellor students deepen their skills in labor market research using various digital tools and methods of critical analysis. They practice the methods of searching reliable information about possible trends in the labor market, its various professional areas and economic sectors. | | Learning outcomes | **Counsellor students who demonstrate competence can:**   * apply the concepts of modern sociological analysis in the study of labor relations and employment; * distinguish various fields of education, the professional areas and economic sectors of labor market, and other types of educational or professional possibilities; * analyze the problems of modern education and apply the knowledge gained in practice * identify changes in labor market trends based on various sources of information and apply it in their guidance and counselling work with school students. |  |  |  | | --- | --- | | Course title | **Professional orientation based on personality criteria** | | Component | Subject component | | Module | Survey Market and Education opportunities 13 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of competence*:*   * Competence area for cognitive competences * Competence area for functional competences   Counsellor students deepen their knowledge in determining the strengths and weaknesses of the student's personality by using guidance discussions and various types of tools (e.g. Holland's career guidance test, Differential diagnostic questionnaire of psychologist Yevgeny Klimov, Map of interests of Golomshtok, etc.) and providing support in choosing their professional orientation by considering their individual characteristics. Counsellor students together with the student draw up a personal plan and present a career plan for the next 3-5 years considering the requirements of the demanded area of labor market according to the student’s professional orientation. | | Learning outcomes | **Counsellor students who demonstrate competence can:**   * expand students' understanding of the world of work, including professions of the future; * help students to identify their abilities, interests and professional orientation; * explain students the importance of setting life goals, and provide support in students’ decision-making and in formulating their life goals; * assist students to set up the main steps in achieving a particular goal and to plan their professional path. |  |  | | --- | | **Research and development of professional and personal abilities 17 academic credits** | | During the module, Counsellor students build their knowledge and methods in providing psychological and pedagogical support and in developing individual abilities of school students. Counsellor students identify school students' inclinations and talents for certain types of professional activities. They also practice approaches aimed at forming school students’ readiness for work and assist them in choosing a career trajectory. The module also supports the development of Counsellor students’ skills of constant observation and support of school students’ choice of profession as well as the formation of their individual learning trajectory depending on their development needs. |  |  |  | | --- | --- | | Course title | **Evaluating individual choice of profession** | | Component | Subject component | | Module | Research and development of professional and personal abilities 17 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of competence*:*   * Competence area for cognitive competences * Competence area for functional competences   Counsellor students identify possible gaps in school students' knowledge of the professions and their requirements and build their knowledge and skills in helping school students to increase their self-awareness and the requirements of various professions. Counsellor students explore ways to constructively support school students in their decision-making process regarding their choices in the learning process (related to a particular profession) and in relation to their professional choice. | | Learning outcomes | **Counsellor students who demonstrate competence can:**   * identify priority areas of study and career guidance based on student population and their needs; * support school students in the development of their decision-making skills, proactivity and resilience; * identify professional prospects of individual school students and ways to develop them; * guide and support school students’ choices of studies or professions. |  |  |  | | --- | --- | | Course title | **Selection of elective courses in career guidance** | | Component | Subject component | | Module | Research and development of professional and personal abilities 17 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of competence*:*   * Competence area for functional competences * Competence area for personal competence   Counsellor students explore the forms of stimulating school students’ self-determination by creating opportunities to choose additional educational courses that best suit their interests, needs and life goals. Counsellor students investigate the possibilities to introduce elective or extracurricular courses into the basic curriculum of the school. | | Learning outcomes | **Counsellor students who demonstrate competence can:**   * stimulate self-efficacy and agency of school students in the process of their professional choice; * form an additional professionally oriented educational trajectory for school students; * identify the professional abilities of individual school students and help them in the selection of elective and extracurricular courses. |  |  |  | | --- | --- | | Course title | **Methodological and ethical principles of psychological research** | | Component | Subject component | | Module | Research and development of professional and personal abilities 17 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of competence*:*   * Competence area for functional competences * Competence area for professional ethics and self-development   Counsellor students master the methodological and ethical principles of psychological diagnosis of the psyche and personality. They investigate the classification of methods and criteria for the psychological diagnostics, as well as the ethical principles of conducting research. Counsellor students also implement procedures for ethical assessment of the psychological state of school students. | | Learning outcomes | **Counsellor students who demonstrate competence can:**   * Substantiate the theoretical and methodological basis of empirical psychodiagnostic research; * choose and apply professional psychodiagnostic and psychometric means for the study of personality in compliance with the principles of professional ethics. |  |  |  | | --- | --- | | Course title | **Methods of communicative abilities research of school students** | | Component | Subject component | | Module | Research and development of professional and personal abilities 17 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of competence*:*   * Competence area for cognitive competences * Competence area for functional competences   Counsellor students master the methods and techniques of diagnostics of communicative abilities of school students. | | Learning outcomes | **Counsellor students who demonstrate competence can:**   * substantiate the methodological basis of the study of the communicative abilities of school students; * choose and apply psychodiagnostic and psychometric means of diagnostics of communicative abilities of school students. |  |  | | --- | | **Information management and employment strategies 9 academic credits** | | During the module, Counsellor students form their skills in searching for information about existing vacancies for various target groups considering gender aspects by using information systems and mass media. They also master the methods of promoting self-efficacy and agency of school students in determining the goals of their professional orientation. During the module, Counsellor students explore career management strategies and methods. |  |  |  | | --- | --- | | Course title | **Digital tools in study and career guidance and counselling** | | Component | Subject component | | Module | Information management and employment strategies 9 academic credits | | Academic credits | 4 | | Course / competence description | The purpose of this course is to improve the following areas of competence*:*   * Competence area for cognitive competences * Competence area for functional competences   During the course, Counsellor students explore the use of ICT and media as a tool to support and improve traditional career guidance approaches, resources, and tools. They explore existing digital services, online resources and tools for career development, transformation, and management. They also experiment with administrative support tools for continuing counseling in various sectors (education, training, employment, and social services). Counsellor students understand the importance of digital management of school students’ future professional careers, e.g. in the form of an electronic portfolios. | | Learning outcomes | **Counsellor students who demonstrate competence can:**   * apply ICT tools and platforms in accessing and using career information, such as databases of educational courses and employment vacancies; * apply systematized information from publications and other types of sources in their professional practices in guidance and counselling; * apply virtual learning. online simulations, online interactive systems and other applications in guidance and counselling practices; * understand the importance of electronic portfolios and guide school students in their creation. |  |  |  | | --- | --- | | Course title | **Employment and career management strategies** | | Component | Subject component | | Module | Information management and employment strategies 9 academic credits | | Academic credits | 5 | | Course / competence description | The purpose of this course is to improve the following areas of competence*:*   * Competence area for cognitive competences * Competence area for functional competences   Counsellor students analyze the essence and types of career management strategies, as well as current trends in research of career processes at the individual level, and in organizations and societies. During the course, Counsellor students pay special attention to career path planning (recruitment, selection, hiring of employees, staff development, evaluation of work and employees, job movements). | | Learning outcomes | **Counsellor students who demonstrate competence can:**   * conduct special tests for self-assessment and professional self-determination; * assist school students to determine various career goals: geographical location, resources for active recreation, increasing the potential of the employee and contributing to their development, creative orientation, etc. * develop, implement, and evaluate guidance and counselling programs and activities. |  |  | | --- | | **Professional practice 10 academic credits** | | During the professional practice, Counsellor students form their practical professional skills in guidance and counseling in different formats, as well as their knowledge of the ways to coordinate school staff and specialists and other professional communities to support the career guidance of school students. Counsellor students investigate ways of counselling with parents about the educational progress and development of their children. Counsellor students also strengthen their skills in searching for information about existing vacancies for various target groups, using information systems and mass media for guidance and counselling, as well as mastering the methods of developing a strategy of professional orientation in the school community. |  |  |  | | --- | --- | | Course title | **Study and career guidance practice** | | Component | Subject component | | Module | Information management and employment strategies 9 academic credits | | Academic credits | 10 | | Course / competence description | The purpose of this course is to improve the following areas of competence*:*   * Competence area for cognitive competences * Competence area for functional competences * Competence area for personal competence * Competence area for professional ethics and self-development   Counsellor students implement a practical training period in a school, where they analyze the existing study and career guidance practices, as well as school staff’s understanding of guidance and counselling. They identify possible development areas and create a strategy of professional orientation in the school community. Counsellor students organize diagnostics of school students’ needs in relation to their studies and professional orientation, and based on that, Counsellor students conduct study and career guidance and counselling for school students utilizing various digital tools and platforms. They build ethical and professional ways of communication and cooperation with the parents, as well as the school’s staff and other specialists.  During the professional practice, Counsellor students choose the topic of their Final certification project. They also collect data on the topic of their project and conduct the analysis in the context of their practice. | | Learning outcomes | **Counsellor students** **who demonstrate competence can:**   * understand their role as study and career counselor and the ethical aspect and responsibilities of their profession; * plan and conduct individual and group guidance and counselling sessions; * apply study and career guidance and counselling knowledge and methods in practice in new situations; * apply digital tools and platforms in accessing career information as well as virtual learning, online simulations, and interactive systems in guidance activities; * cooperate with schoolteachers and other staff in the educational process and create a collaborative environment in the school community; * organize an ethically sound, comfortable, and safe environment for school students during the study and career guidance and counselling activities; * research, analyze, and evaluate their own experience for professional development. |  |  |  | | --- | --- | | Course title | **Final certification (Project/comprehensive exam)** | | Component | Subject component | | Module | Information management and employment strategies 9 academic credits | | Academic credits | 2 | | Course / competence description | The purpose of this course is to improve the following areas of competence*:*   * Competence area for cognitive competences * Competence area for functional competences * Competence area for personal competence * Competence area for professional ethics and self-development   The small-scale Final certification project will be carried out as teamwork and it includes following aspects: comprehension of the chosen topic, literature review, references and scientific sources on the topic, identification of the relevance of the topic, independent analysis of existing basic concepts on the topic, design of data collection and analysis, presenting conclusions and development of design solutions. | | Learning outcomes | **Counsellor students who demonstrate competence can:**   * organize and conduct team research work in a team; * collect, analyze data, and synthesize concepts and recommendations; * develop and formulate conceptual solutions to a specific practical task (scope of the research). | |
| 4.2 Progress |
| |  |  |  | | --- | --- | --- | | **Modules and courses** |  | | | 1. year | | | 1 semester | 2 semester | | **PROFESSIONAL GUIDANCE AND COUNSELLING 9 academic credits** | | | | Ethics of counseling 4 academic credits | 4 |  | | Support for at-risk school students 5 academic credits |  | 5 | | **MARKET SURVEY AND EDUCATION OPPORTUNITIES 13 academic credits** | | | | Statistical methods of processing labor market data 5 academic credits | 5 |  | | Sociology of labor, education and entrepreneurship 5 academic credits | 4 |  | | Professional orientation based on personality criteria 4 academic credits | 4 |  | | **RESEARCH AND DEVELOPMENT OF PROFESSIONAL AND PERSONAL ABILITIES 17 academic credits** | | | | Evaluating individual choice of profession 4 academic credits |  | 4 | | Selection of elective courses in career guidance 3 academic credits | 3 |  | | Methodological and ethical principles of psychological research 5 academic credits | 5 |  | | Methods of communicative abilities research of school students 5 academic credits | 5 |  | | **INFORMATION MANAGEMENT AND EMPLOYMENT STRATEGIES 9 academic credits** | | | | Digital tools in study and career guidance and counselling 4 academic credits |  | 4 | | Employment and career management strategies 5 academic credits |  | 5 | | **PROFESSIONAL PRACTICE 10 academic credits** | | | | Study and career guidance practice 10 academic credits |  | 10 | | **FINAL CERTIFICATION 2 academic credits** | | | | Project/comprehensive exam 2 academic credits |  | 2 | | **Academic credits in total / semester** | **30** | **30** | |
| 4.3 Requirements for the successful completion of curriculum |
| For successful completion of the educational program, students shall have:   * master a minimum of 60 academic credits over the whole period of study * achieve all the learning outcomes * successfully complete all courses * the minimum average achievement score for successful completion of the educational programme. |

# 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. |

# 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. |

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# 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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