



**BERUFSKOLLEG
VIERSEN**



Social pedagogy

two forms of training

```
graph TD; A[Social pedagogy] --> B[two forms of training]; B --> C[full time: two years of teaching with placements, third year: work placement]; B --> D[practice-oriented: three years: twice a week at school, three days at the nursery, children's home, day care centre];
```

full time:

two years of teaching with placements
third year: work placement

practice-oriented:

three years: twice a week at school,
three days at the nursery,
children's home, day care centre

Assessment – BK Viersen

- plan an activity
- write a report based on special guidelines
- send the report to the teacher in advance
- show the activity in the nursery school while visited (observed by the teacher and the supervising tutor)
- evaluated by the student, the teacher and the supervising tutor

Assessment – BK Viersen

- Structure of the evaluation: (45 minutes)
- The student goes into another room and prepares his/her reflection

1. methodological reflection of the student

(5-7 minutes):

The student gives an insight into what he/she has observed and explains where the planning of the activity has worked well and what hasn't worked well. He/she thinks about possibilities what he/she could change in the future activities.

Assessment – BK Viersen

2. We liked that:

All participants write down on cards what they have liked.

3. Here we see a need for improvement:

All participants write down on cards where they see the need of improvement.

The student always starts with his/her statement to show his/her ability of self-reflection.

Assessment

4. The student thinks about a **developmental task** for himself/herself.

5. The student gets his/her **grades**.

(30% planning; 50% implementation; 20% reflection)

6. The evaluation is **documented** by the teacher.

7. The student writes down a documentation about the visit too and how he/she would like to work on his/her developmental task.

Areas of Assessment – BK Viersen

- Activity with a smaller group of children with the focus of participation (children's conference, physical activity).

Areas of Assessment – BK Viersen

Accompanying the **free play situation** in the group.

- **2nd year:** accompanying two areas of the group
- **3rd year:** accompanying the whole group and plan an interaction with a child they have observed

Areas of Assessment – BK Viersen

Project work:

- **Planning, implementing and reflecting** a project based on the principles of project work over an extended period of time.
- There is one **visit of another student** within the project. They have the task to observe each other and talk about their observations.

Areas of Assessment

Parent-teacher evening or developmental talk:

- The students have to **plan, implement and reflect a parent-teacher activity** based on a **specialized topic** that is relevant for the parents (for example: process of transition) and **interact** with the parents.

Areas of Assessment

Parent-teacher evening or developmental talk:

- The students have to **plan, implement and reflect a developmental talk** based on the **observations of a child** and **interact** with the parents.

Areas of Assessment

Team work:

- The students have to **plan, implement and reflect a team work activity** based on a **specialized topic** that is relevant for the team (for example: teambuilding; structure of developmental talks, etc.) and **interact** with the team.

Practical report

- At the end of a practical work experience or the work placement the supervising tutor fills in a **report about the performance of the student in different areas.**

Areas of the practical report

- Social competence
- Self- reliance
- Developing professional identity and perspectives
- Shaping pedagogical relationships and working with groups
- Perceiving, understanding and promoting inclusion
- Professional design of social pedagogical educational work in the educational sectors
- Creating educational partnerships with parents and caregivers as well as transitions support
- Develop institution and team and cooperate in networks

Competence matrix

| competences | Indicators/Examples | ++ | + | 0 | - | -- |
|--|--|----|---|---|---|----|
| <p>The student</p> <p>is open, curious, attentive and tolerant towards the world, himself and others.</p> | <p>The student</p> <p>e.g. actively addresses children as appropriate to the situation</p> <p>e.g. goes into exchange with children about their interests</p> | | | | | |