Study of NIS teachers' perceptions of teacher professionalism in Kazakhstan

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Background of the Study

- No evidence whether the current educational reforms influence teacher professionalism in a positive or negative way.

- Many studies have explored teacher professionalism in other countries, few have been conducted in Kazakhstani context.

- Lack of research evidence about the factors that contribute to or inhibit professionalism in Kazakhstani schools.

Purpose of the Study	Research Questions
• The main purpose of this study is to investigate in depth the perceptions of teacher professionalism by NIS teachers. • The study intends to explore the factors that inhibit or contribute to teacher professionalism at school.	• The main research question of this study is: **How do NIS teachers perceive teacher professionalism in the school?** • The subsidiary research questions: 1. What are the NIS teachers' perceptions of the factors that contribute to teacher professionalism at school? 2. What are the NIS teachers' perceptions of the factors that inhibit teacher professionalism at school?

Theoretical Framework. Literature review

1. Teacher professionalism: Characteristics and definitions

- **Helsby and McCulloch (1996) "Teachers' responsibilities to control and develop their own knowledge and actions for the benefits of their clients"**
- **Hoyle (1974) "Knowledge, skills and procedures employed by teachers in the process of teaching"**
- **Defining teacher professionalism in relation to political, historical and social contexts (Hargreaves, 2000; Demirkasimoglu, 2010; Mockler, 2005)**

2. Factors that contribute to teacher professionalism

- **Continuing professional development (Sachs, 1997; Ifanti & Fotopoulopou, 2011; Webb et al., 2004; Swann et al.,2010).**
- **Lifelong learning (Webb et. al, 2004).**
- **Collaboration with colleagues (Hargreaves, 2000; Tschannen-Moran, 2009)**
- **School in-service training and courses (Webb et. al, 2004; Day & Smethem, 2009)**
- **Commitment to teaching (Webb et al, 2004; Day, 2002; Locke et. al, 2005)**
- **Having a high level of ICT skills (Van der Schaaf, Krull and Okas, 2014)**

3. Factors that inhibit teacher professionalism

- **Ifanti and Fotopoulopou (2011) indicate that bureaucracy decreases teachers' motivation to work.**
- **Ifanti and Fotopoulopou (2011) indicate that bureaucracy decreases teachers' motivation to work.**
- **Lack of autonomy (Webb et al., 2004; Swann et al., 2010; Pearson & Moomaw, 2005).**
- **Educational reforms have resulted in more paper work (Day, 2002).**
- **Lack of motivation (Mustafa, 2013).**

Methodology

- Qualitative case study
- Purposeful sampling
- One-on-one semi-structured interview with open-ended questions (approximately 30-40 minutes each)

Participant	Subject	Criterion: 3+ years of teaching experience
P1	English	3 years
P2	Russian	26 years
P3	History	4 years
P4	Biology	21 years
P5	Art	15 years
P6	Maths	4 years
P7	Chemistry	14 years
P8	Physical education	17 years
P9	Kazakh	20 years
P10	Physics	19 years

Findings of the Study: Perceptions of teacher professionalism

Participant\Themes	Dynamic and flexible phenomenon *(Hanlon, (1998)*	Professional development *(Hargreaves & Cunningham 2010; (Webb et al., 2004; Ifanti & Fotopoulopou, 2011; Sachs, 1997)*	Meeting learners' needs *(Webb et al. (2004) study*	Deep subject knowledge *(Locke et al., 2005)*	Good ICT skills *(Ifanti & Fotopoulopou, 2011; Van der Shaaf, Krull and Okas , 2014)*	Lifelong learning *(Ifanti & Fotopoulopou (2011)*	Knowledge of children's psychology an age-related differences
P1-English	X	X	X	X		X	X
P2-Russian	X	X		X	X	X	X
P3-History	X	X	X	X	X	X	
P4-Biology	X	X	X	X	X	X	X
P5-Art		X	X	X	X	X	X
P6-Maths	X	X		X	X	X	
P7-Chemistry		X	X	X	X	X	
P8-Physical education	X	X		X		X	
P9-Kazakh			X	X	X	X	X
P10-Physics	X	X	X	X	X		X
Total	7	9	7	10	8	9	6

Findings: Factors that **contribute** to professionalism

Participant \ Themes	Professional commitment (Day, 2002; Webb et. al, 2004; Ifanti & Fotopoulopou, 2011)	Opportunities for professional development (Swann et al., 2010; Sachs, 1997; Webb et al., 2004)	Provision of support (Kennedy, 1997; Tschannen-Moran, 2009; Sachs, 1997).	"2+1" project (Day & Smethem, 2009))	Mentoring program (Day & Smethem, 2009)	Conference participation (Webb et al., 2004)	Participation in PLCs (Day & Smethem, 2009)	School-based courses (Day & Smethem, 2009)	Collaborative school environment (Hargreaves, 2000)	Personal qualities
P1-English	X	X	X	X	X			X	X	X
P2-Russian	X	X	X	X		X	X		X	X
P3-History	X	X	X		X		X	X		X
P4-Biology	X	X		X	X	X	X	X	X	X
P5-Art		X	X	X		X			X	
P6-Maths	X	X	X		X		X	X	X	X
P7-Chemistry		X	X	X		X	X	X	X	X
P8-Physical education	X	X	X	X		X	X		X	X
P9-Kazakh	X	X	X	X		X	X	X	X	X
P10-Physics	X	X	X	X		X	X	X	X	X
Total	8	10	9	8	4	7	8	7	9	9

Findings: Factors that **inhibit** teacher professionalism

Participant\Themes	Lack or absence of motivation (Mustafa, 2013)	Lack of time-management skills (Ifanti & Fotopoulopou, 20110	Burnout (Mustafa, 2013; Day & Smethem, 2009)	Too much paperwork (Locke et al., 2005; Ifanti & Fotopoulopou, 2011)	Unexpected workload (Locke et al., 2005)	Lack of autonomy (Swann et al., 2010; Pearson & Moomaw, 2005)	Family issues
P1-English		X	X		X	X	X
P2-Russian		X	X	X		X	X
P3-History	X	X	X	X	X	X	
P4-Biology			X		X		X
P5-Art	X	X		X		X	
P6-Maths	X	X	X			X	X
P7-Chemistry	X	X	X	X	X		X
P8-Physical education	X	X	X	X	X	X	X
P9-Kazakh	X	X	X	X	X	X	X
P10-Physics	X	X		X	X		X
Total	7	9	8	7	7	7	8

Implications of the Study

NIS school administration	Policy makers	Future studies
• Provide support and time for teachers in their professional development by organizing more trainings and seminars • Create conditions for increasing professional collaboration	• Implement successful school projects around Kazakhstan • Initiate trainings and workshops for teachers' professional development	• Conduct the similar research in other Kazakhstani schools • Organize interviews which will allow teachers to share their views about professionalism for an extended amount of time.

Conclusion

- Both younger and more experienced teachers have generally similar views regarding professionalism

- Teacher professionalism is a dynamic and flexible phenomenon that comprises various aspects of teaching and learning.

- Teachers' perceptions regarding professionalism can change and be influenced by the political, historical and social contexts of the country.

Thank you for your attention!