

The role of curriculum in teachers' understanding of Global Citizenship Education in one public school of Akmola region, Kazakhstan

NAZAFBAYEV INTELLECTUAL SCHOOL IN KOKSHETAU

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STATEMENT OF PURPOSE

- ❖ to explore the understandings of global citizenship education among teachers
- ❖ to examine teachers views of GCE, and their understandings of how it is being integrated within different academic subjects in the curriculum
- ❖ to analyze the curriculum for its emphasis on “global citizenship education”

RESEARCH QUESTIONS

Main question:

What are secondary school Kazakhstani teachers' perceptions toward “global citizenship education?”

Sub-questions:

- ❖ How do classroom teachers at one public school define global citizenship?
- ❖ How do classroom teachers at one public school define their roles and responsibilities in preparing students for “global citizenship?”
- ❖ What are examples of teachers at one public school promoting “global citizenship?”
- ❖ What are the challenges of teachers at one public school in preparing students for “global citizenship?”

DATA COLLECTION METHODS



Semi structured Interviews

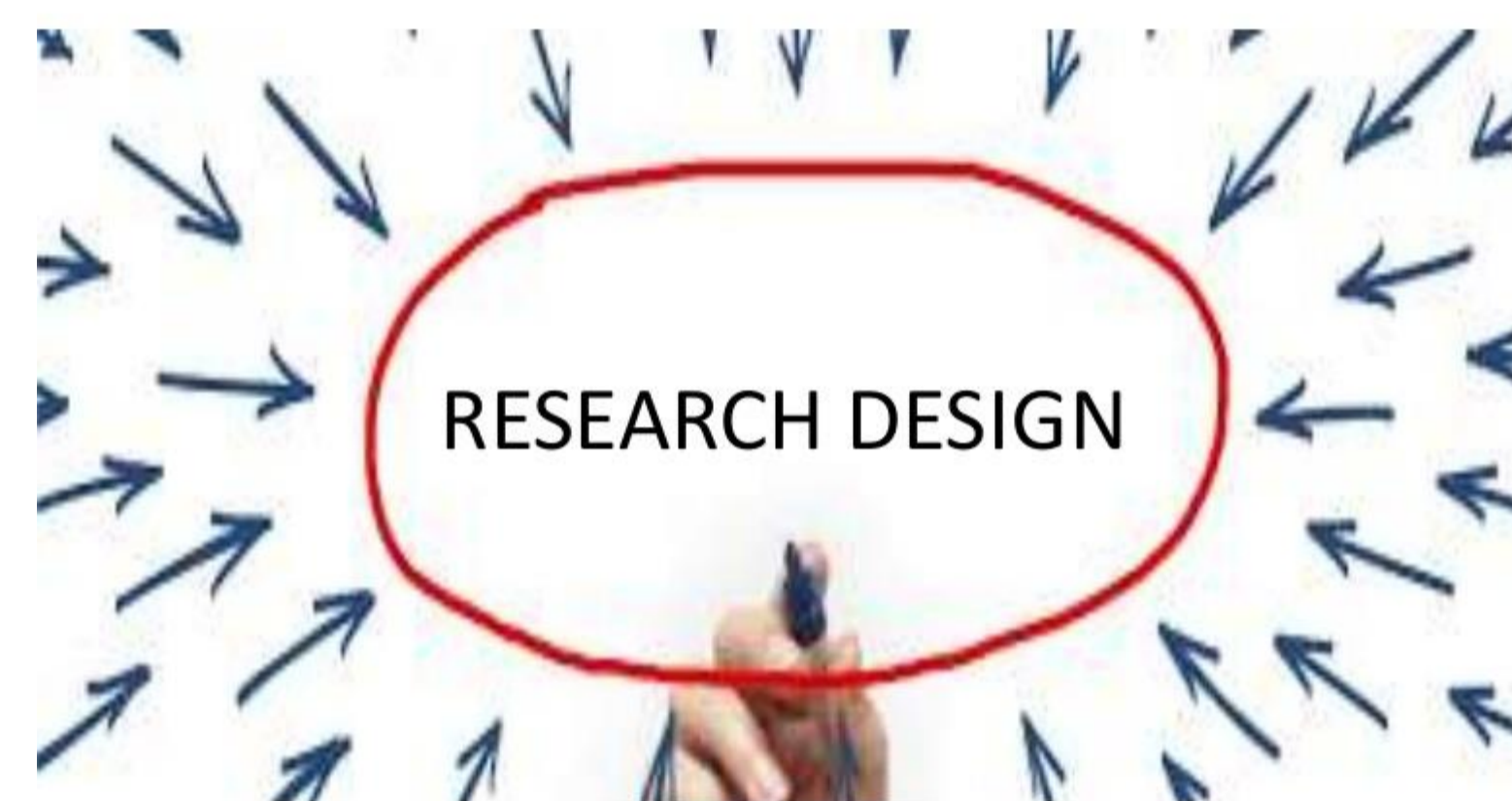


Non-participant lesson observation



Document analysis

METHODOLOGY



Qualitative Case Study Design

RESEARCH METHODS



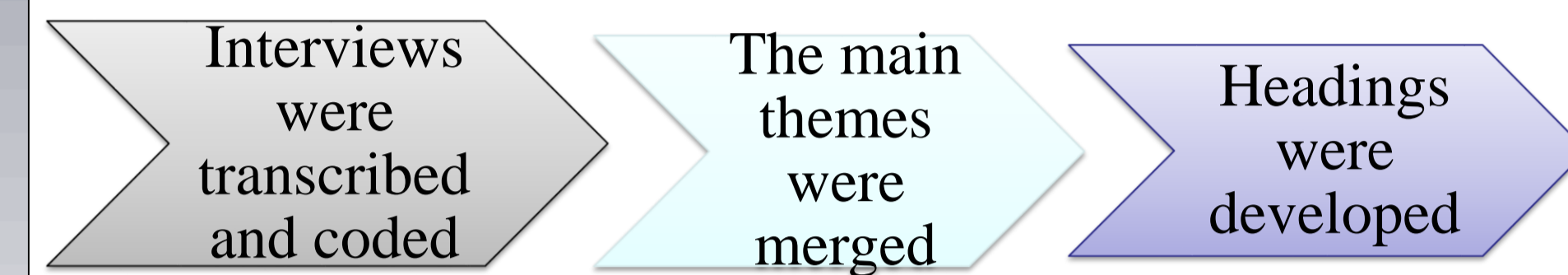
CONCLUSION AND IMPLICATIONS

Teachers can set smart targets individually or as a group with objectives and activities to achieve better understanding of GCE.

Teachers should have more professional development trainings to improve their teaching practice

It worth revising the curriculum and modifying it in order to help teachers with resources and lesson planning.

DATA ANALYSIS



RESULTS

There is a basic understanding of global citizenship education.

Lack of theoretical knowledge of GCE concept.

Teachers have limitations and restrictions to promote GCE concept.

There is a misconception that promoting Kazakhstani patriotism/nationalism

Lack of trainings and professional development

There is a need to review the school curriculum

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