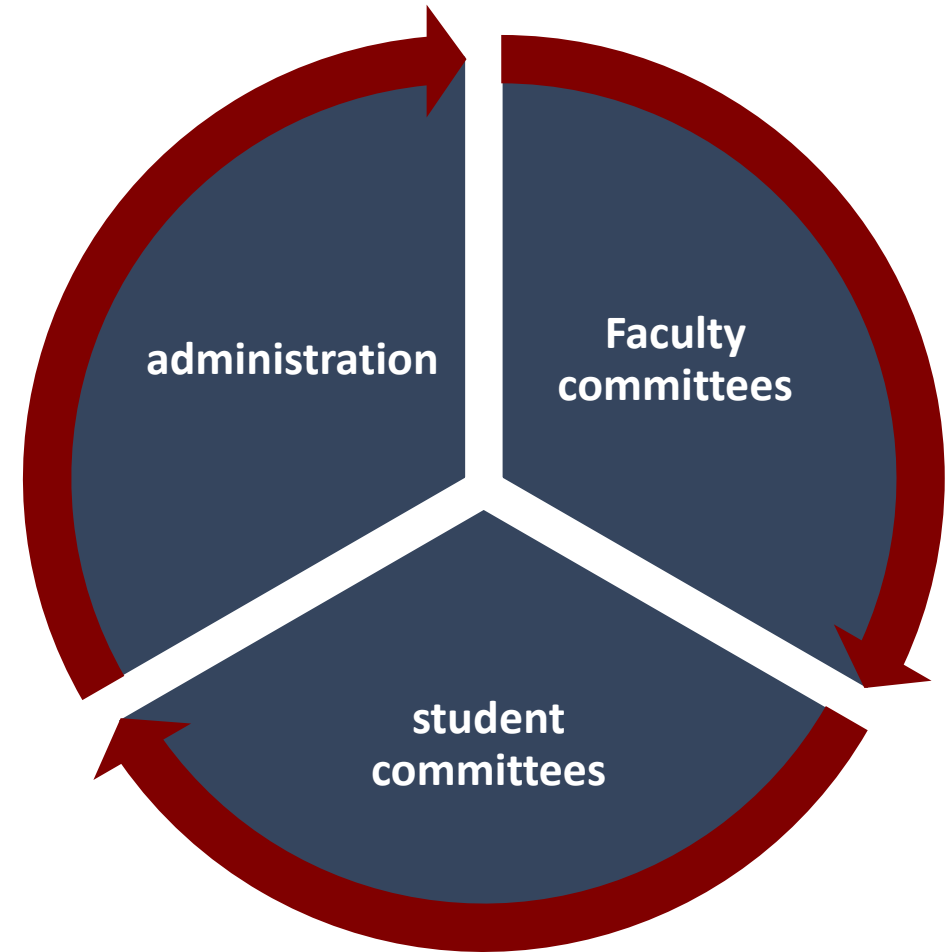


TEACHERS' VOICE IN EDUCATION POLICY

XI NIS International Research-to-Practice Conference
Teachers changing the world of schooling
24-25 October 2019

SHARED GOVERNING

- **research policies**
- **academic policies**
- **organizational policies
(finance, staff, etc.)**



TEACHERS' VOICE: FROM OBSERVER TO PARTICIPANT

Teachers
decide:

WHAT*
HOW
WHO

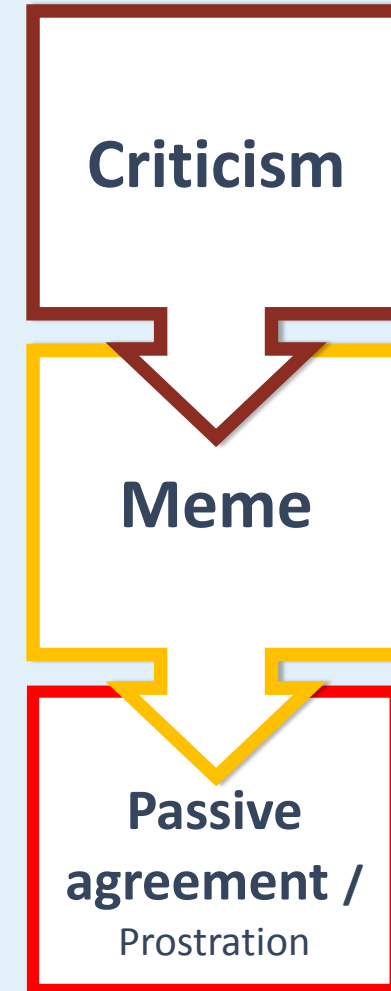
to teach

what
resources

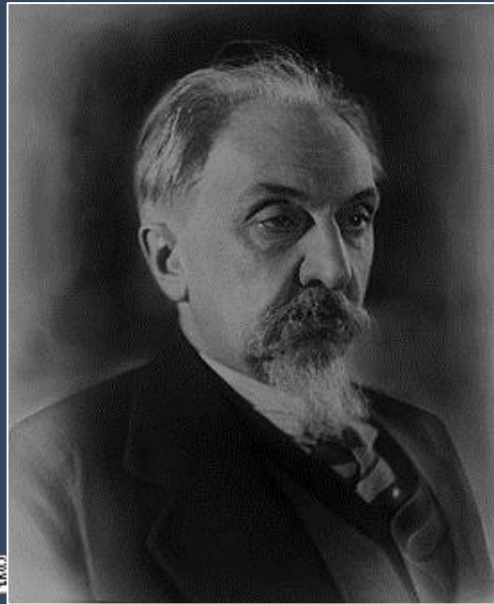
to use

* Disciplines and content

PROFESSIONALISM OR HYPE?



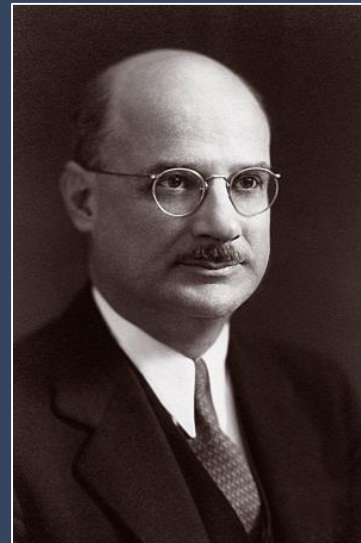
Глокая куздра штеко будланула бокра и курдячит бокрѣнка



Lev Shcherba



Lewis
Carroll



Charles
Carpenter Fries

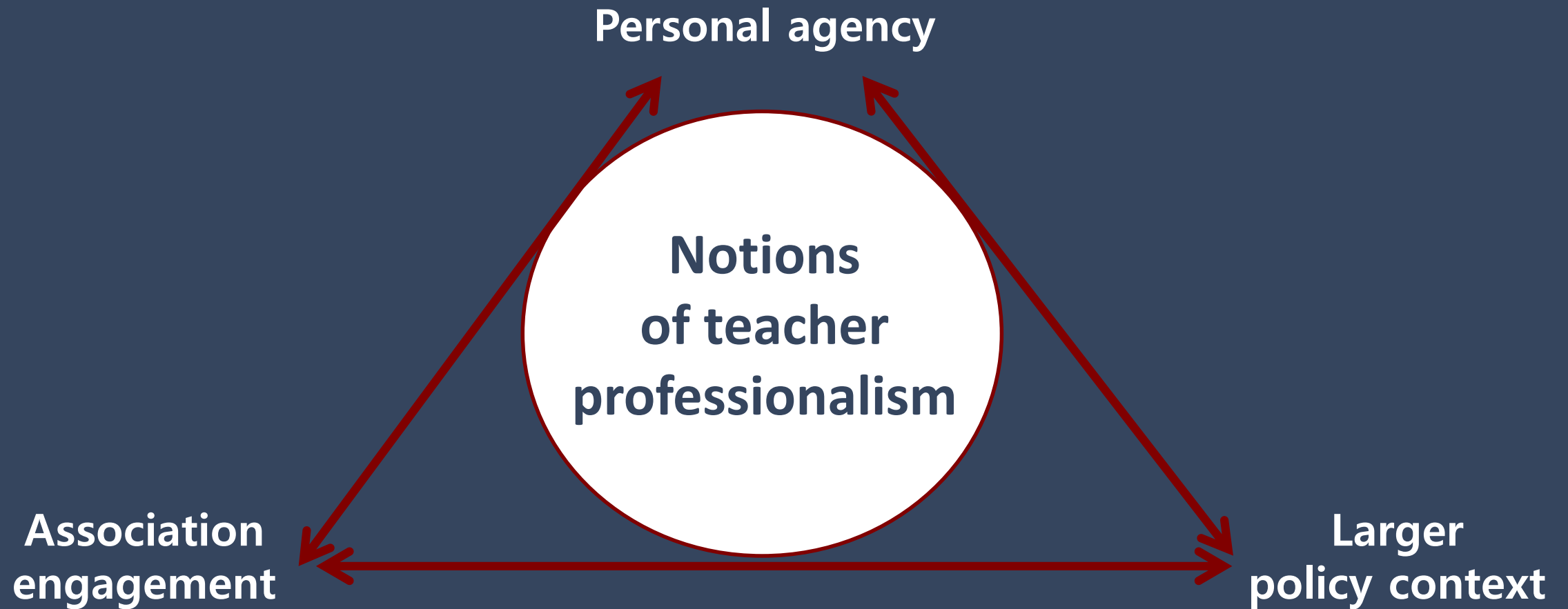


Henry Allan Gleason



Armchair expert

Discourses of teacher professionalism as a participant of education policy



Education Reforms \approx Professional Community

- **Educational change depends on teachers' practices**

(Sikes, 1992; Hargreaves and Evans, 1997; Fullan, 1982, 2001)

- **The large-scale top-down educational reforms that undermine the teachers' roles result in superficial outcomes**

(Hopkins et al., 1994; Hargreaves, 1994; Fullan, 2007)

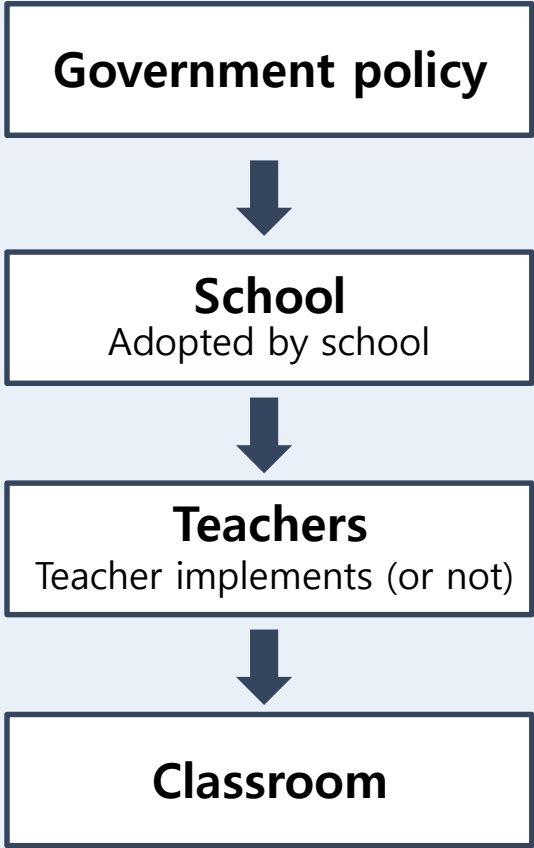
- **Including teachers' voices in the reform process is key to making those reforms meaningful**

(Hargreaves, 1996; Fullan, 2016)



TEACHER VOICE BALANCE

Top-down: Mandated change

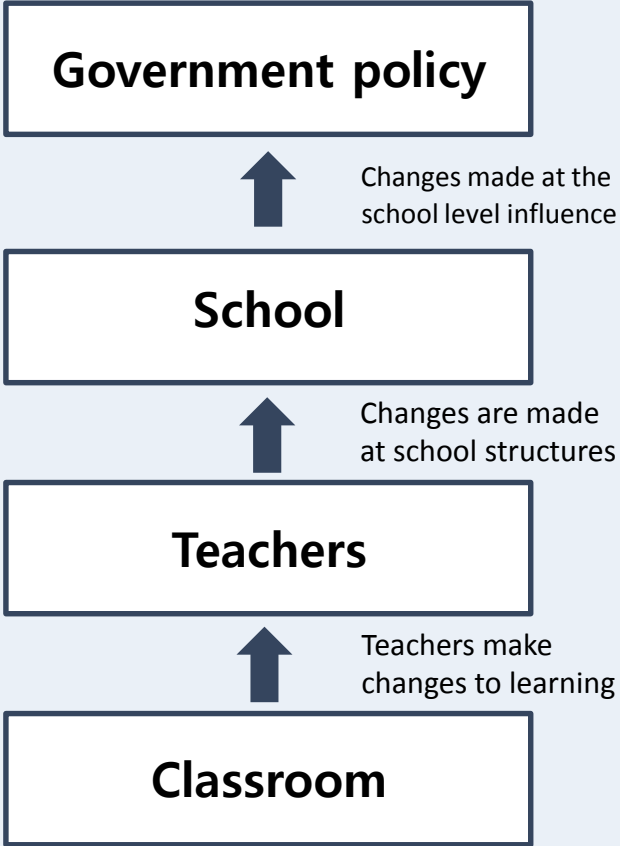


Expertise development
(*continuous professional development*)

Association in professional networks
(*organized voice*)

Awareness and representation
in decision-making at all levels
(*civic engagement*)

Bottom-up: Teacher initiated change



*“Neither top-down nor bottom-up strategies
for educational reform work. What is required
is a more sophisticated blend of the two”
(Fullan, 1994)*

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