



Ministry of Education and Science
Information Analytic Centre



TALIS-2018: The voice of Kazakhstani teachers



Magzhan Amangazy

NIS Conference,
24-25 October 2019

Nur-Sultan

TALIS participants

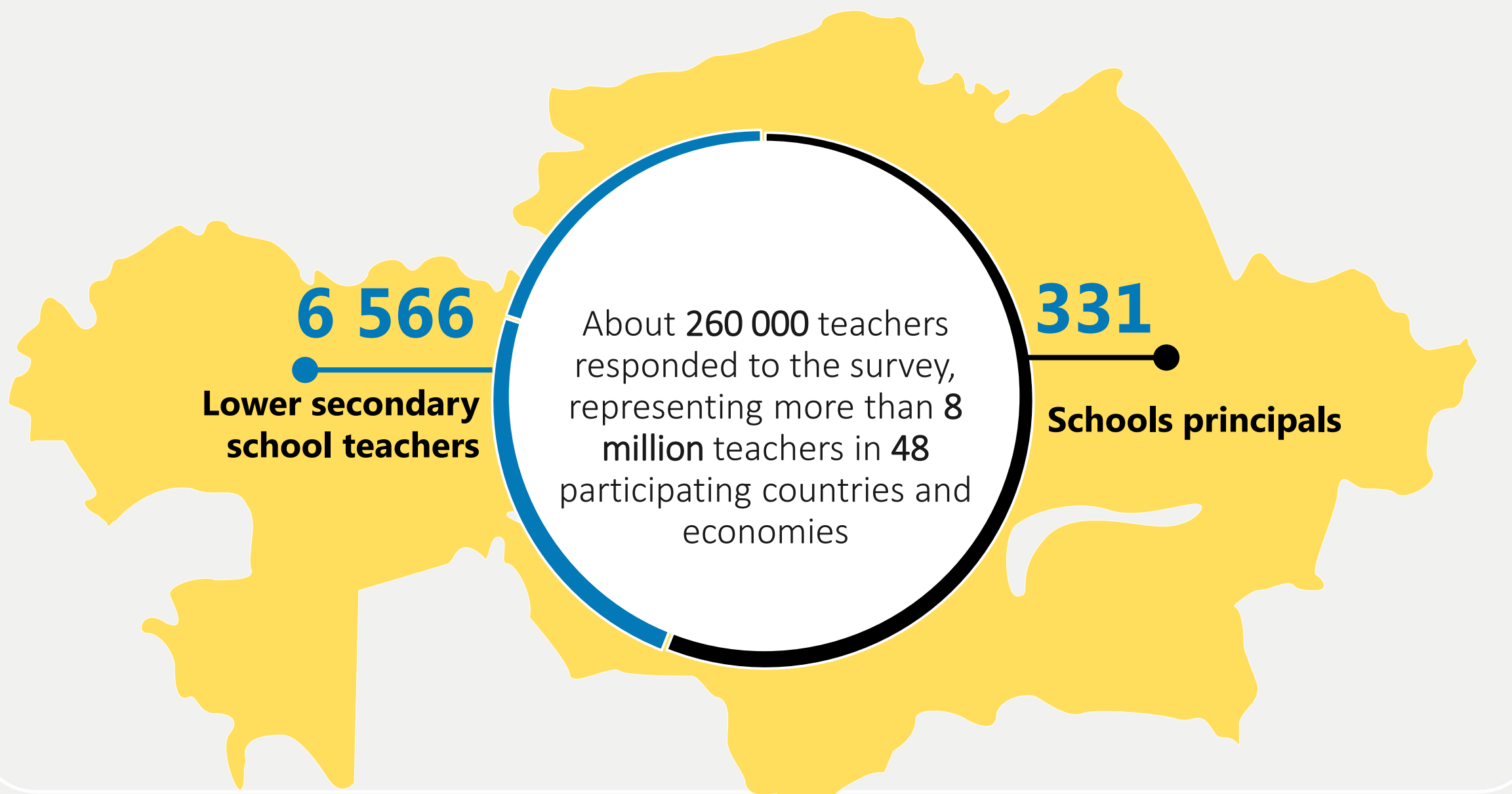
6 566

**Lower secondary
school teachers**

About 260 000 teachers responded to the survey, representing more than 8 million teachers in 48 participating countries and economies

331

Schools principals

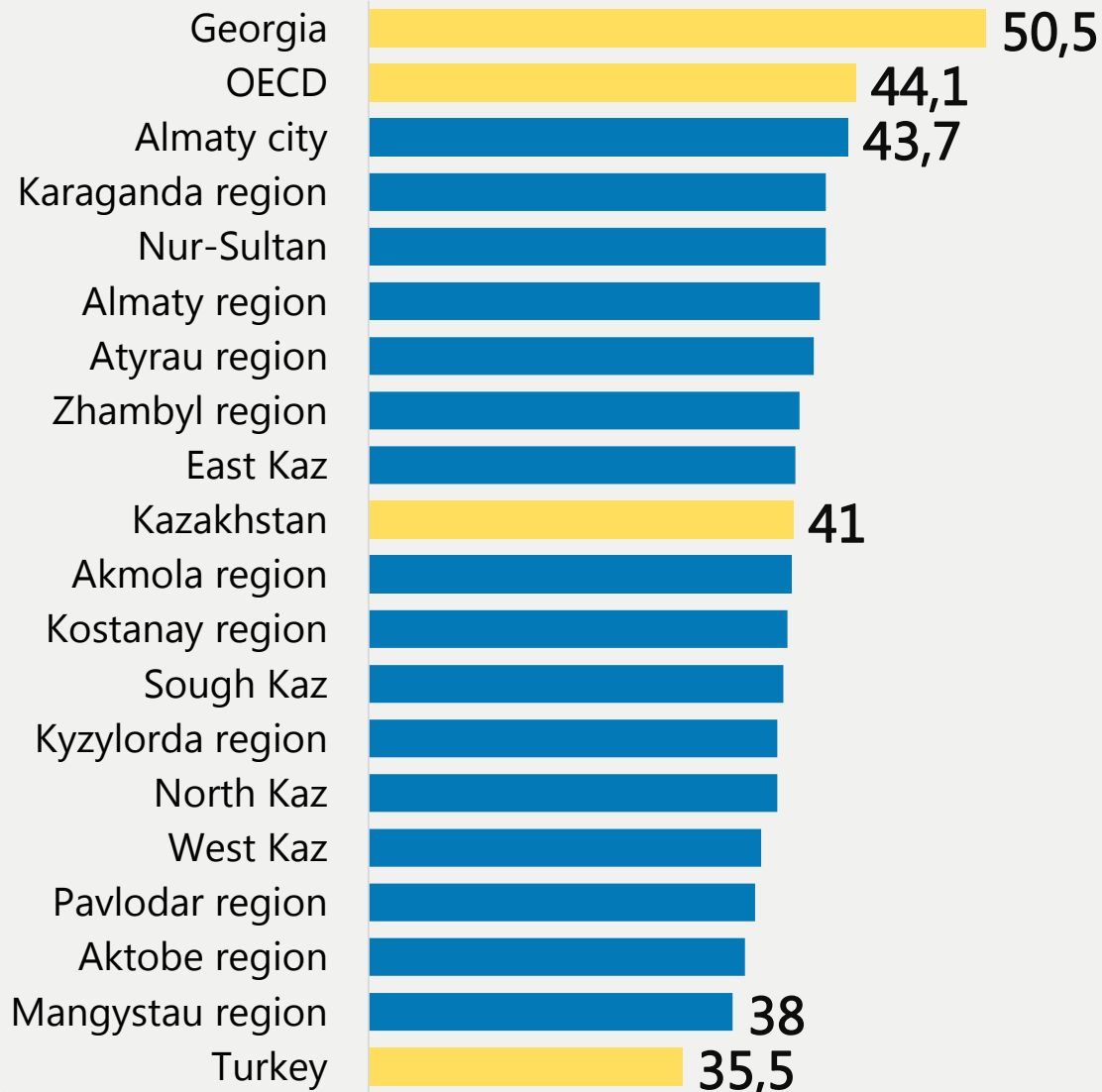




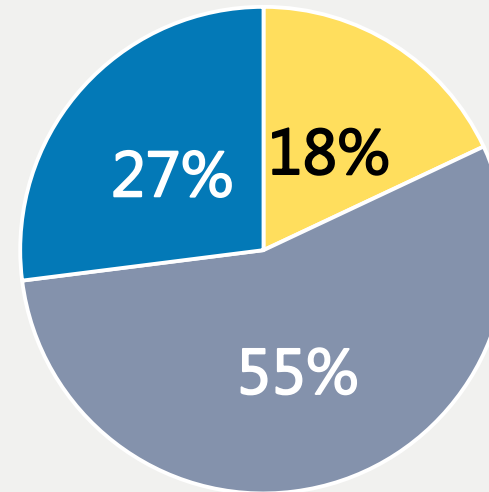
Teachers in Kazakhstan are younger than teachers in OECD countries



Next decade one third of teachers' force will be renewed



■ under 30
 ■ 30 - 49
 ■ 50 and above



75%



Teachers in Kazakhstan

67%



Teachers in OECD



Teaching was **first career choice** for majority of the teachers

However, with every new generation of teachers this share **decreases**

78,3%



50 and above

74,5%



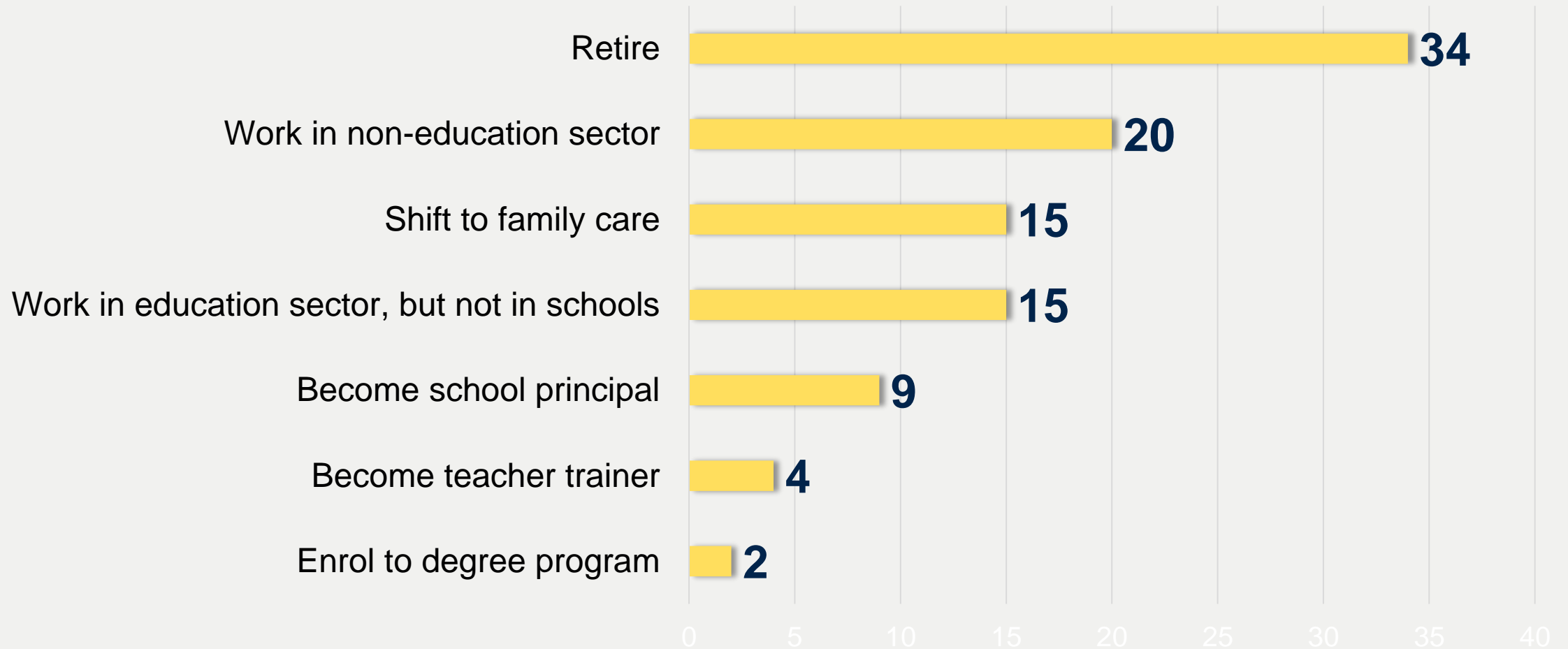
31-49

71,9%

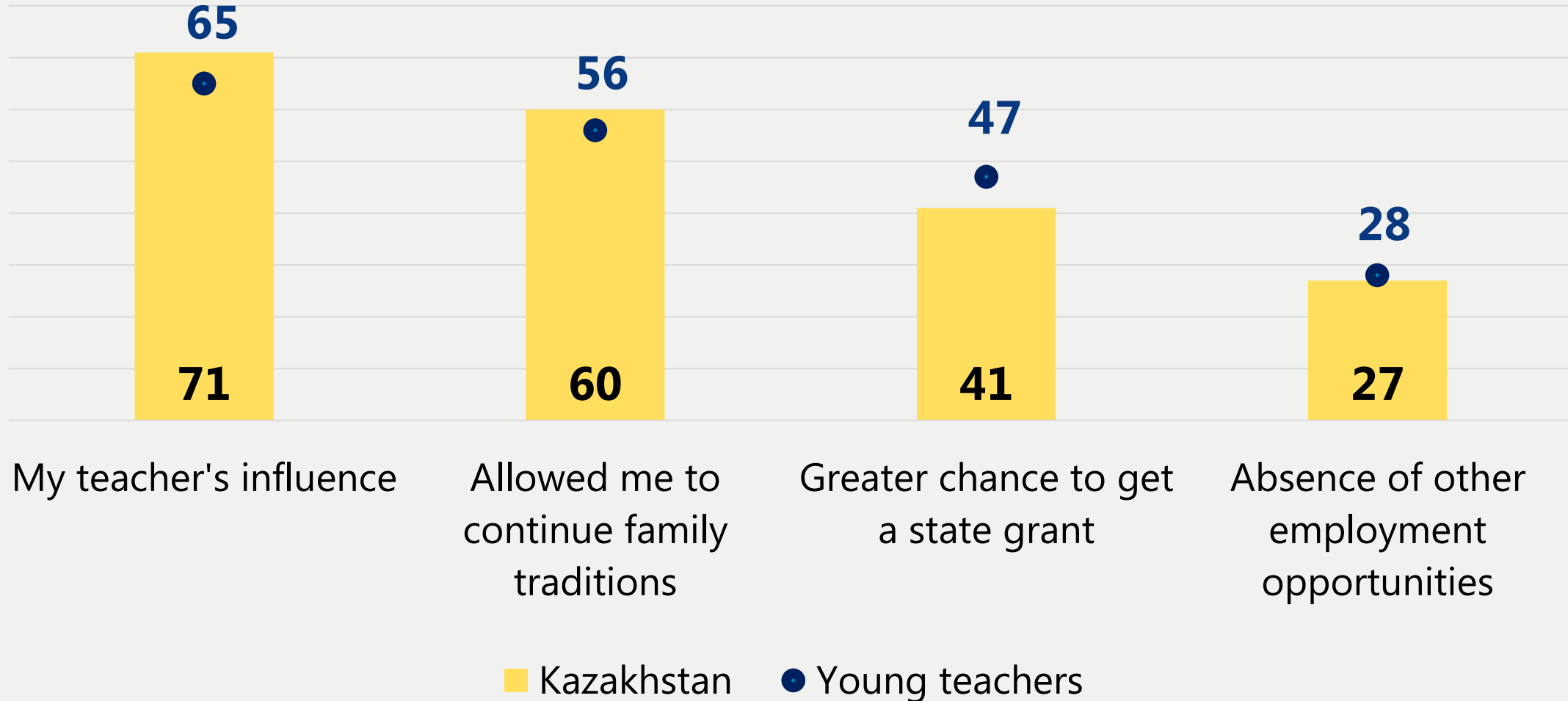


under 30

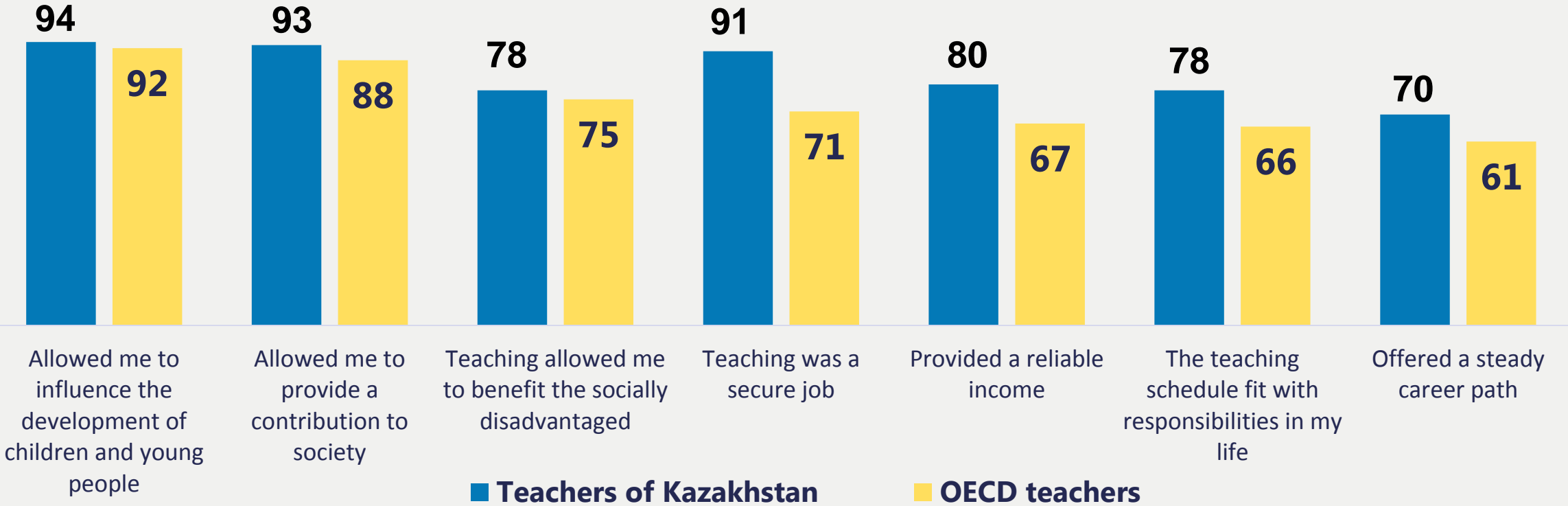
**58% of teachers plan to continue working as a teacher until retirement.
However, only 34% teachers under 30 years plan to do so**



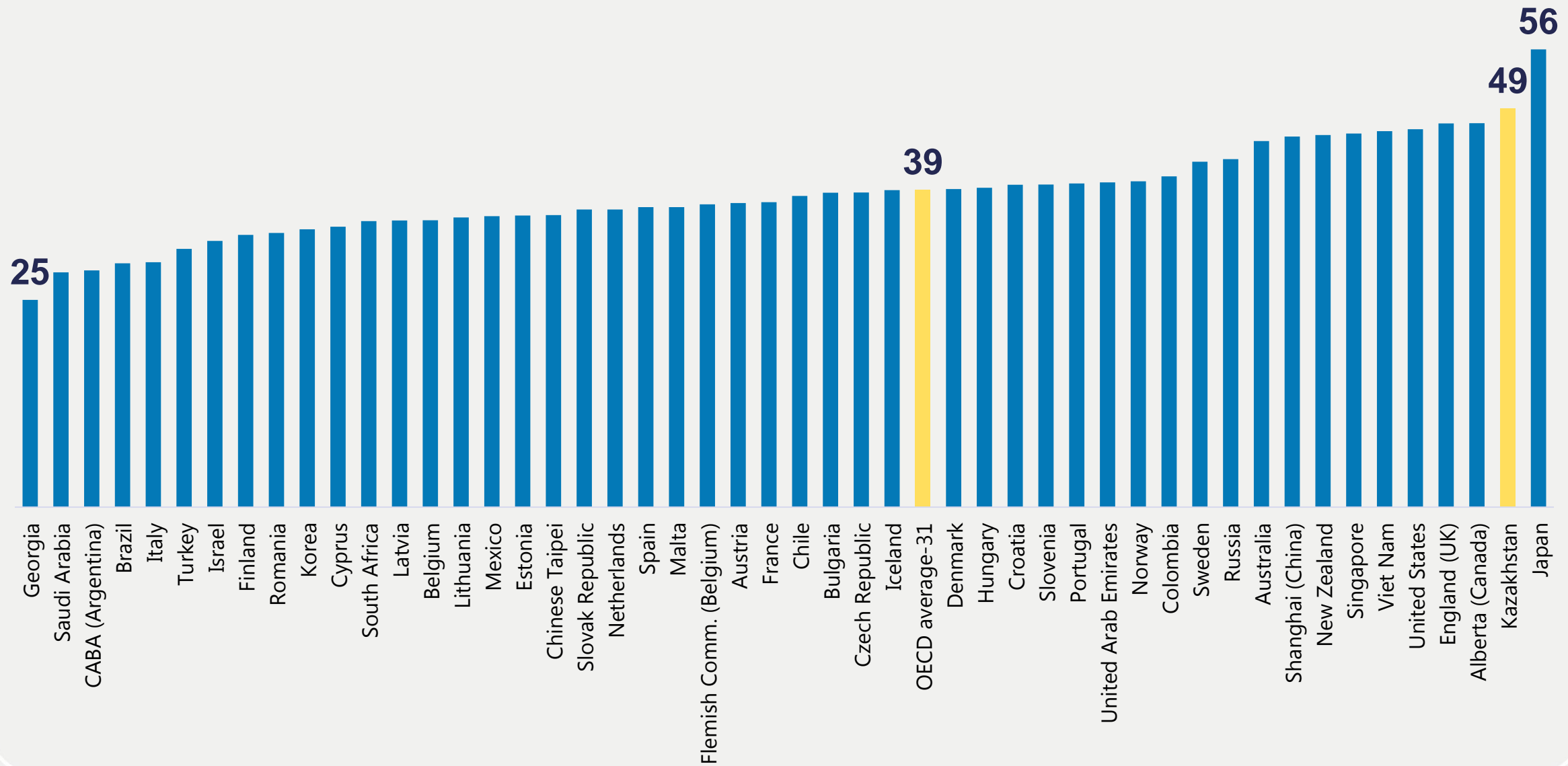
Teacher's career choice is greatly influenced by their own teachers



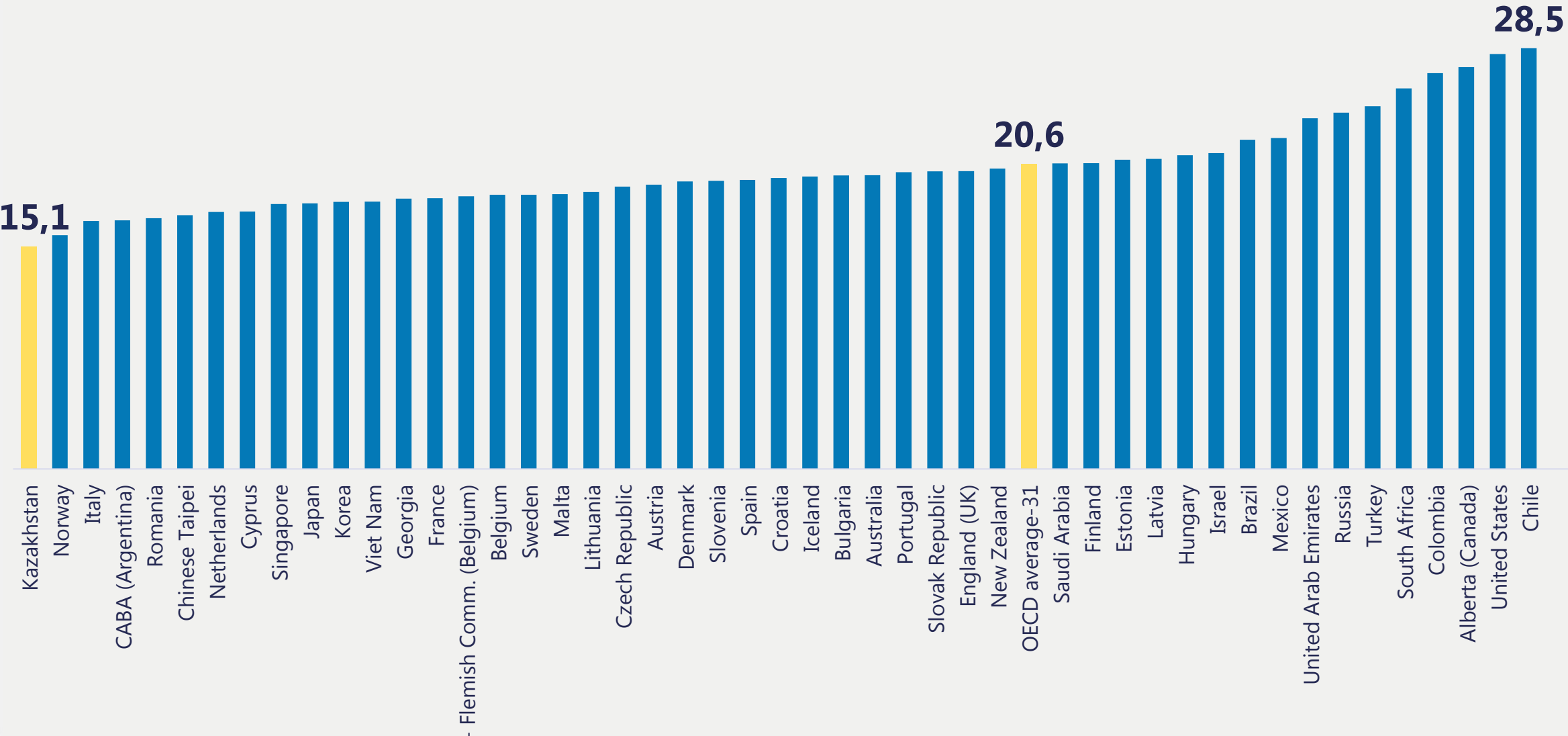
Most teachers chose a profession based on on **altruistic motivation**



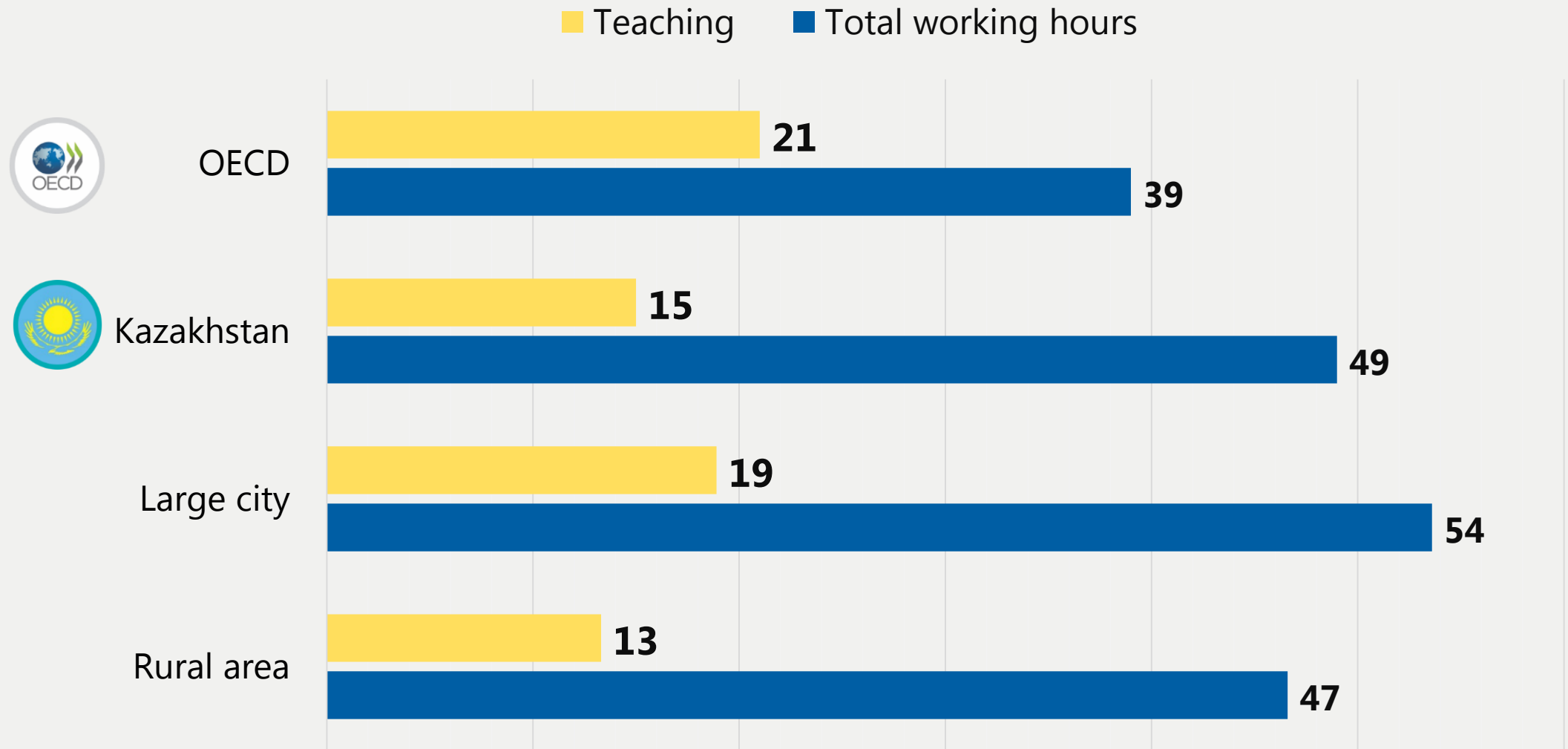
Teacher workload in Kazakhstan is one of the heaviest in the world



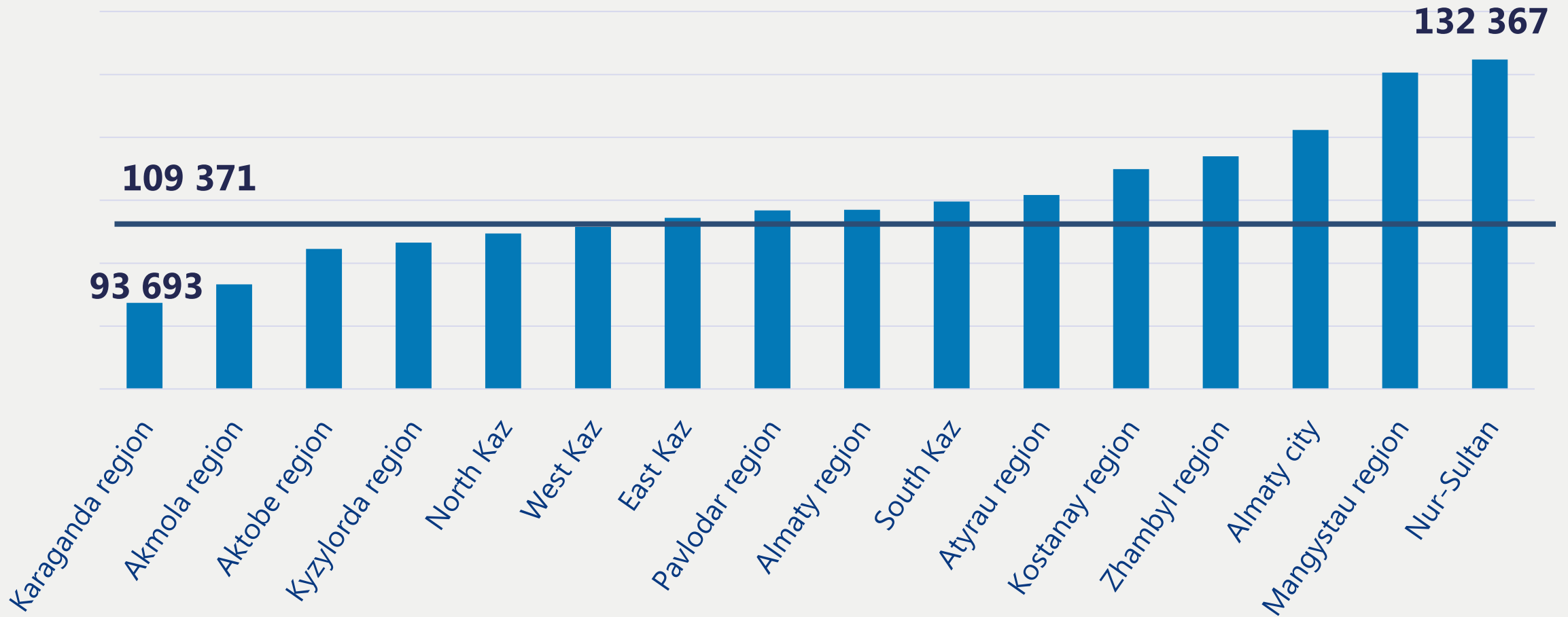
Despite having the heaviest workload, Kazakhstani teachers spend the least time on actual teaching among all 48 participating countries



Kazakhstani teachers are overloaded, especially in urban areas

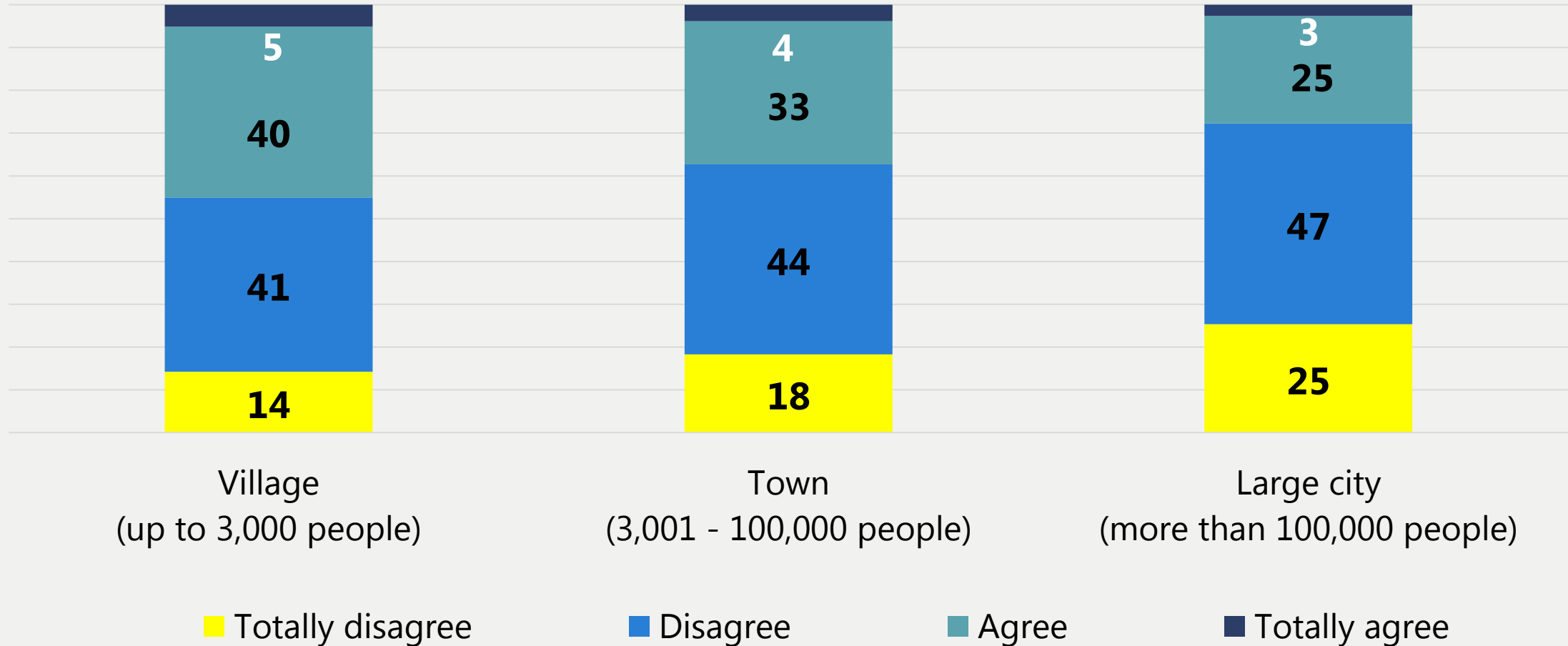


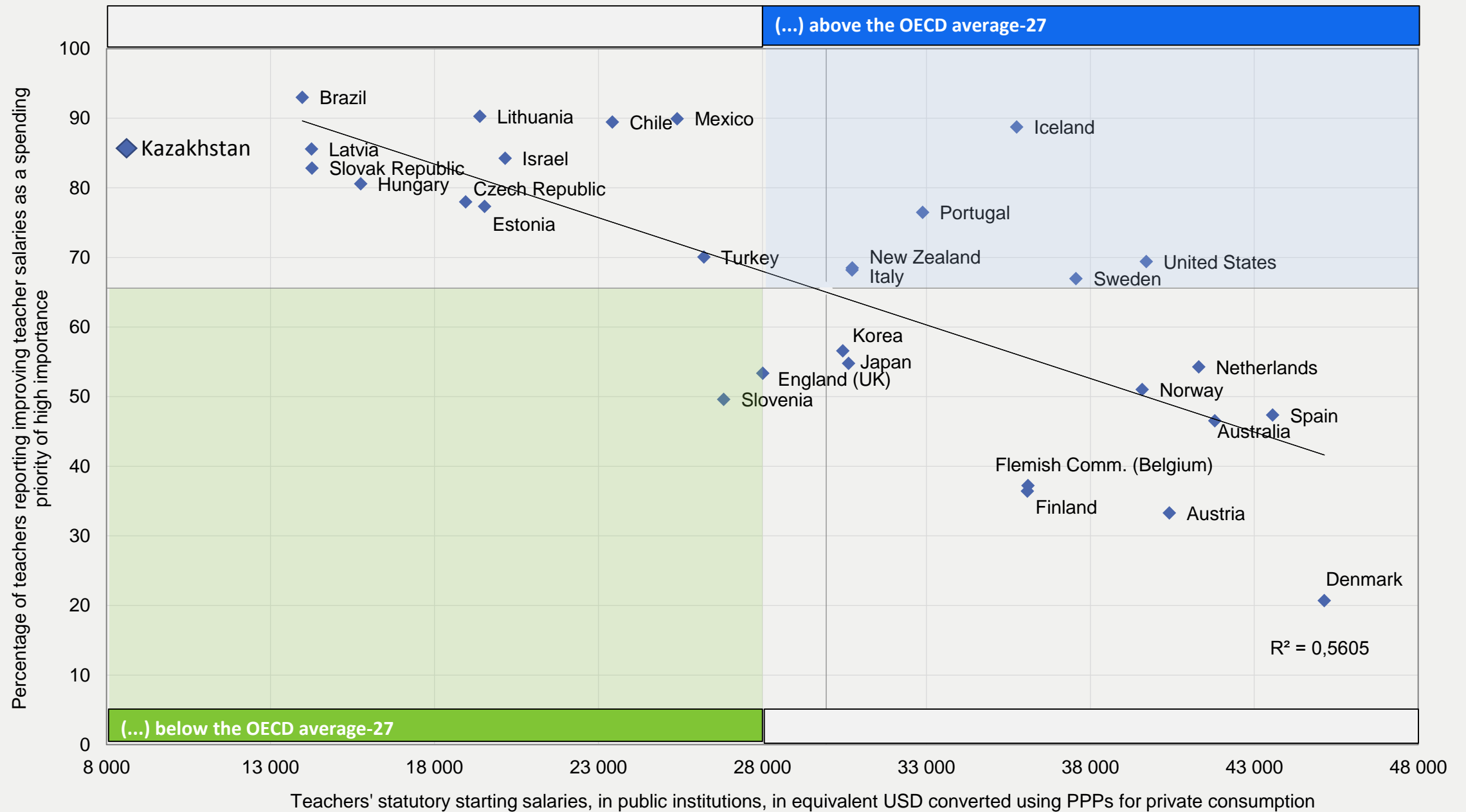
Teacher salary varies depending on the region in Kazakhstan



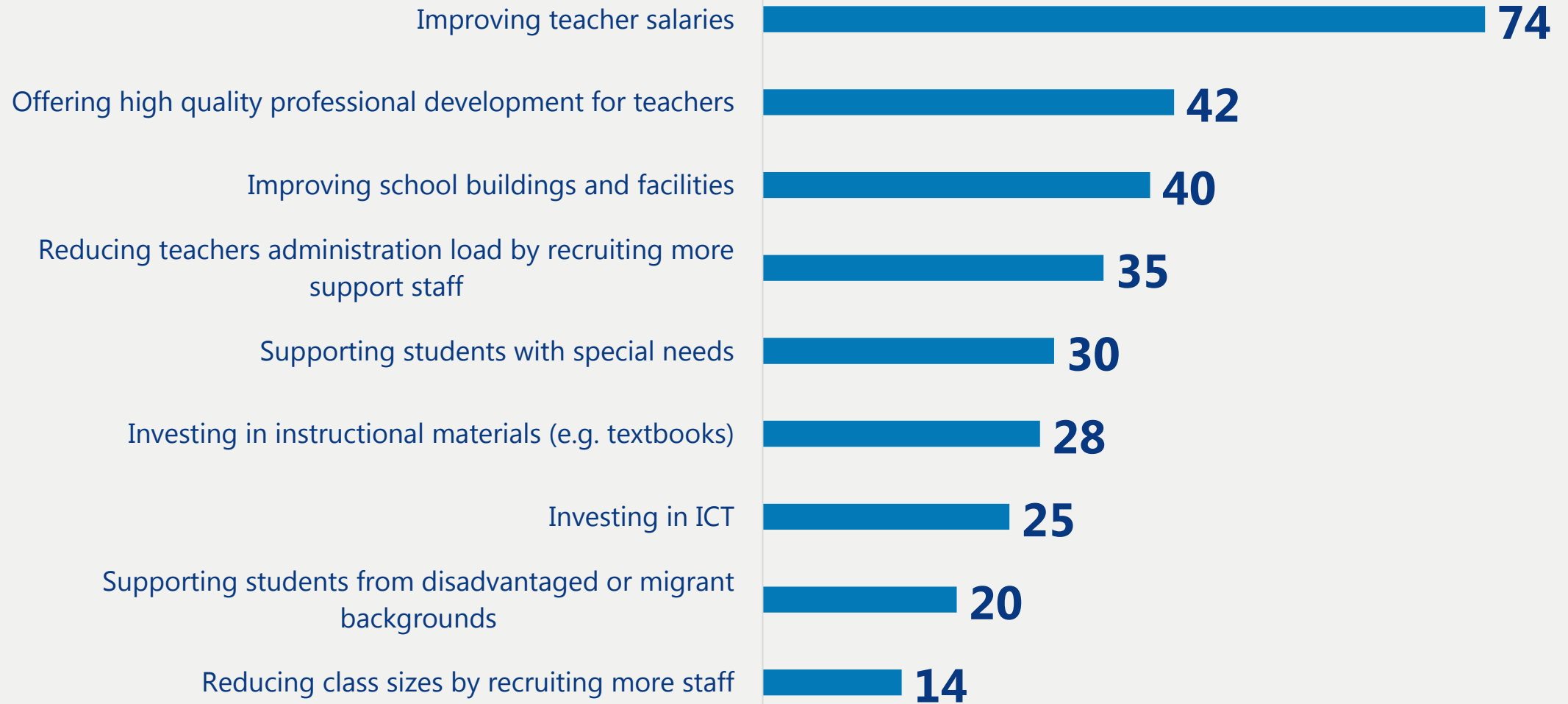
Teachers in urban area are less satisfied with their salary

I am satisfied with the salary I receive

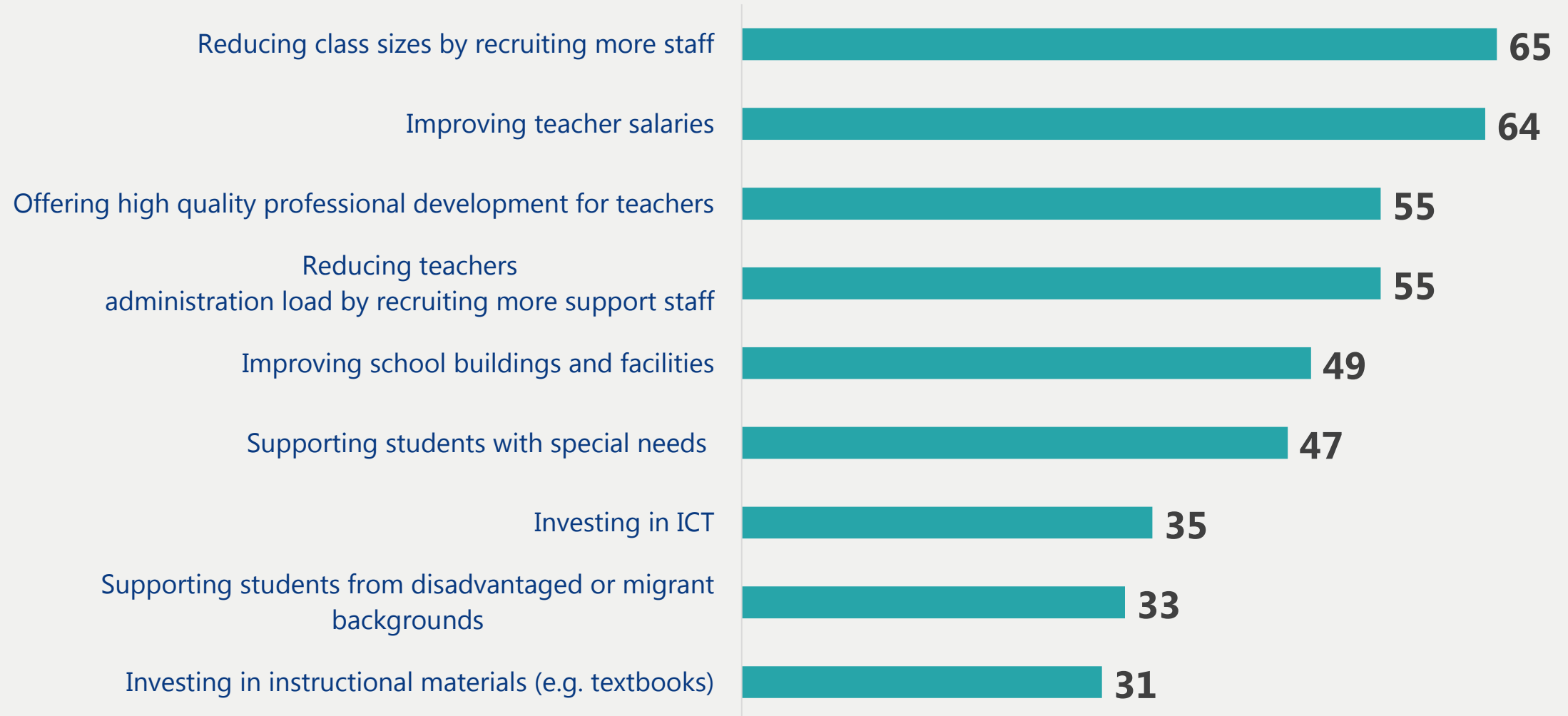




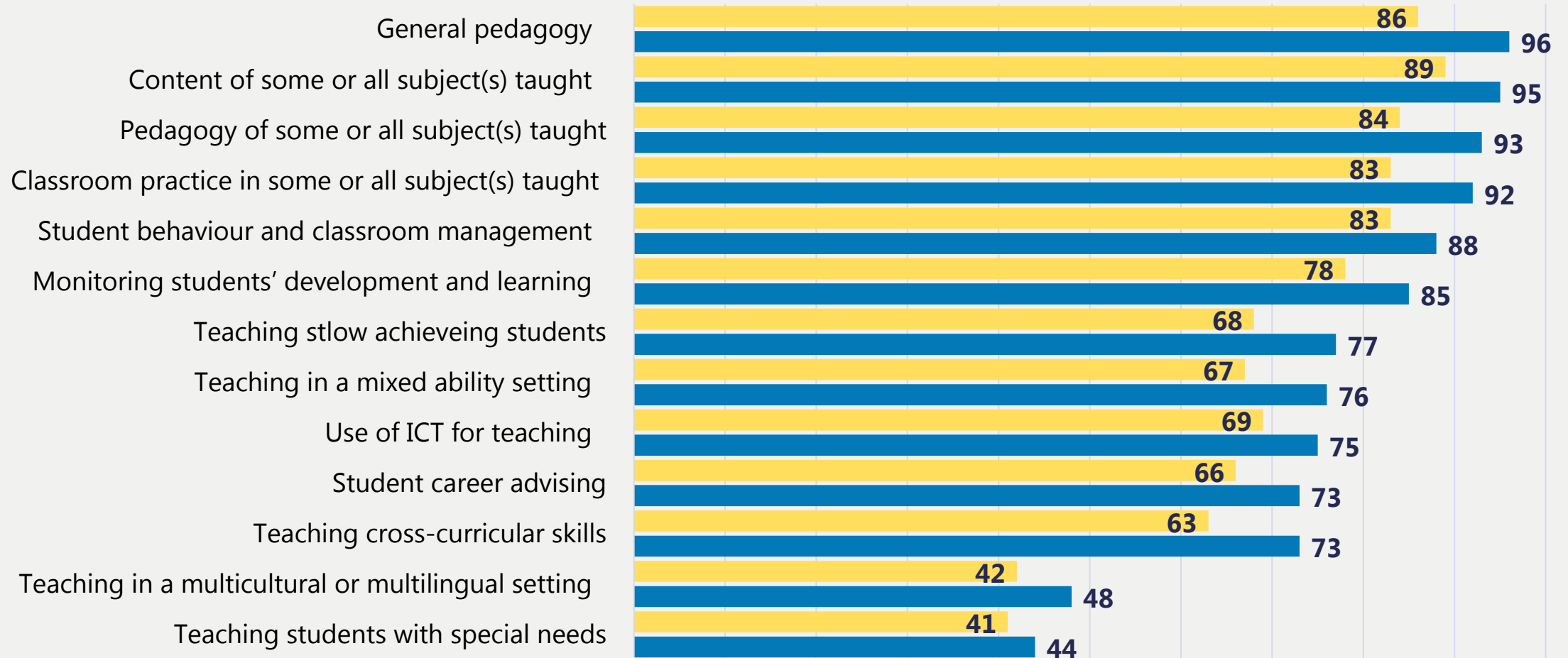
Spending priorities in education according to teachers of Kazakhstan



Spending priorities in education according to OECD teachers



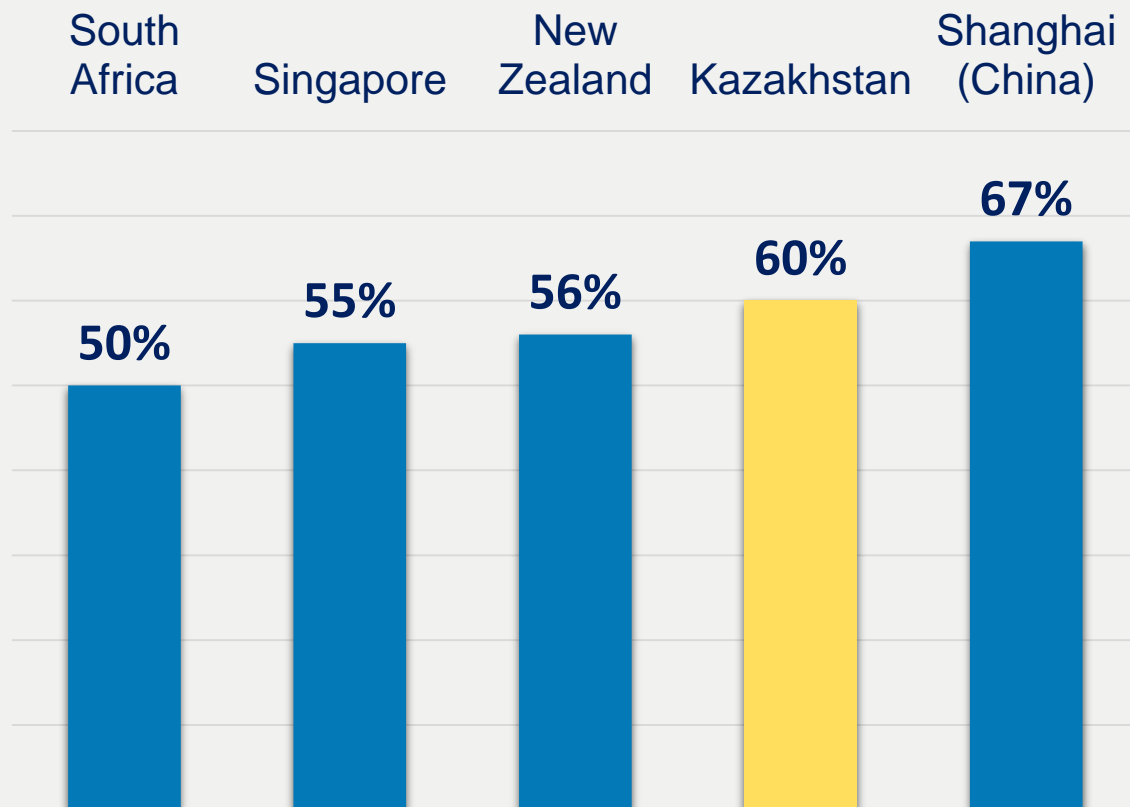
Despite teachers report that following themes were included to their education, not everyone feels well prepared



■ Percentage of teachers who felt 'prepared' or 'well-prepared'

■ Percentage of teachers for whom following elements were included

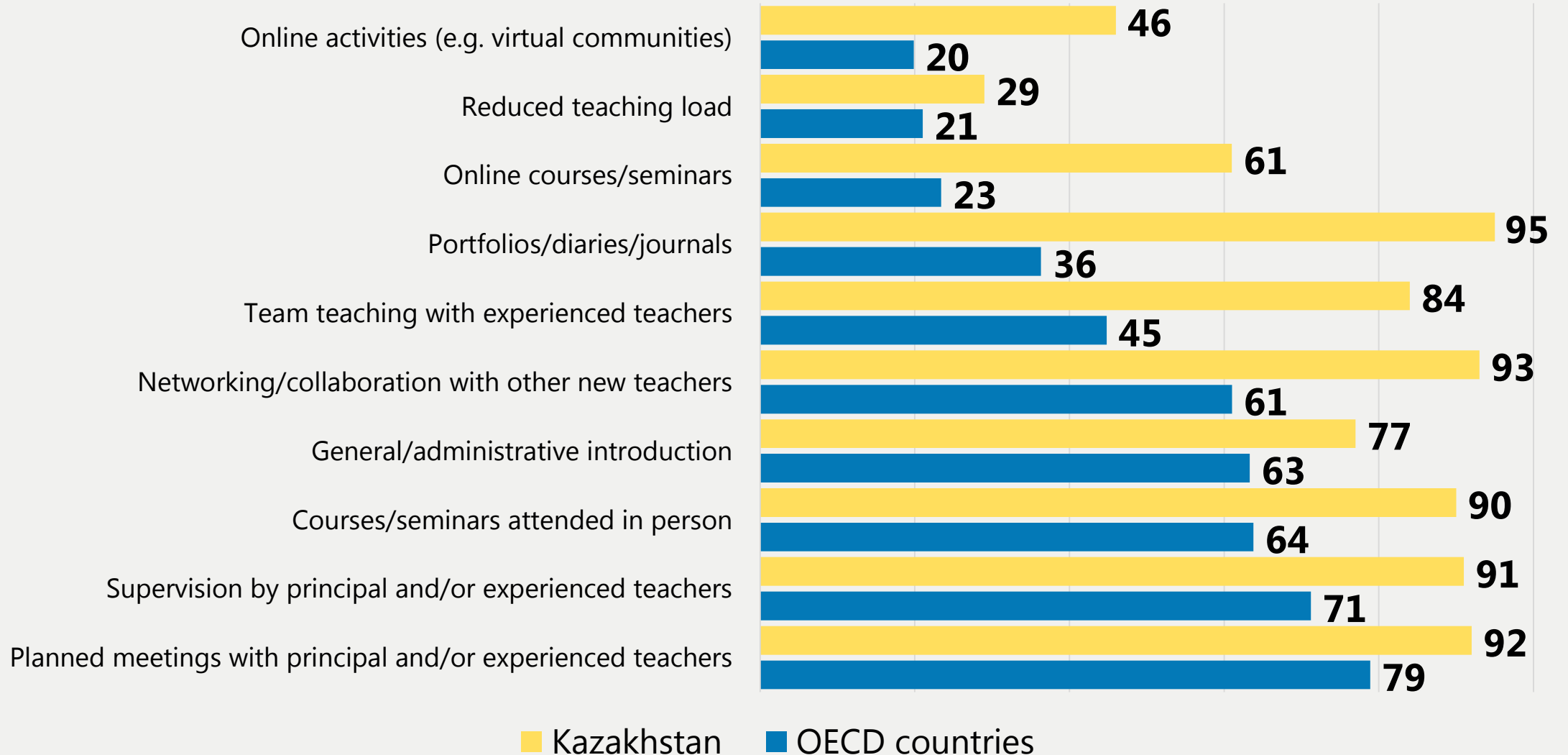
Kazakhstan is among Top-5 countries, where more than half of young teachers have an assigned mentor



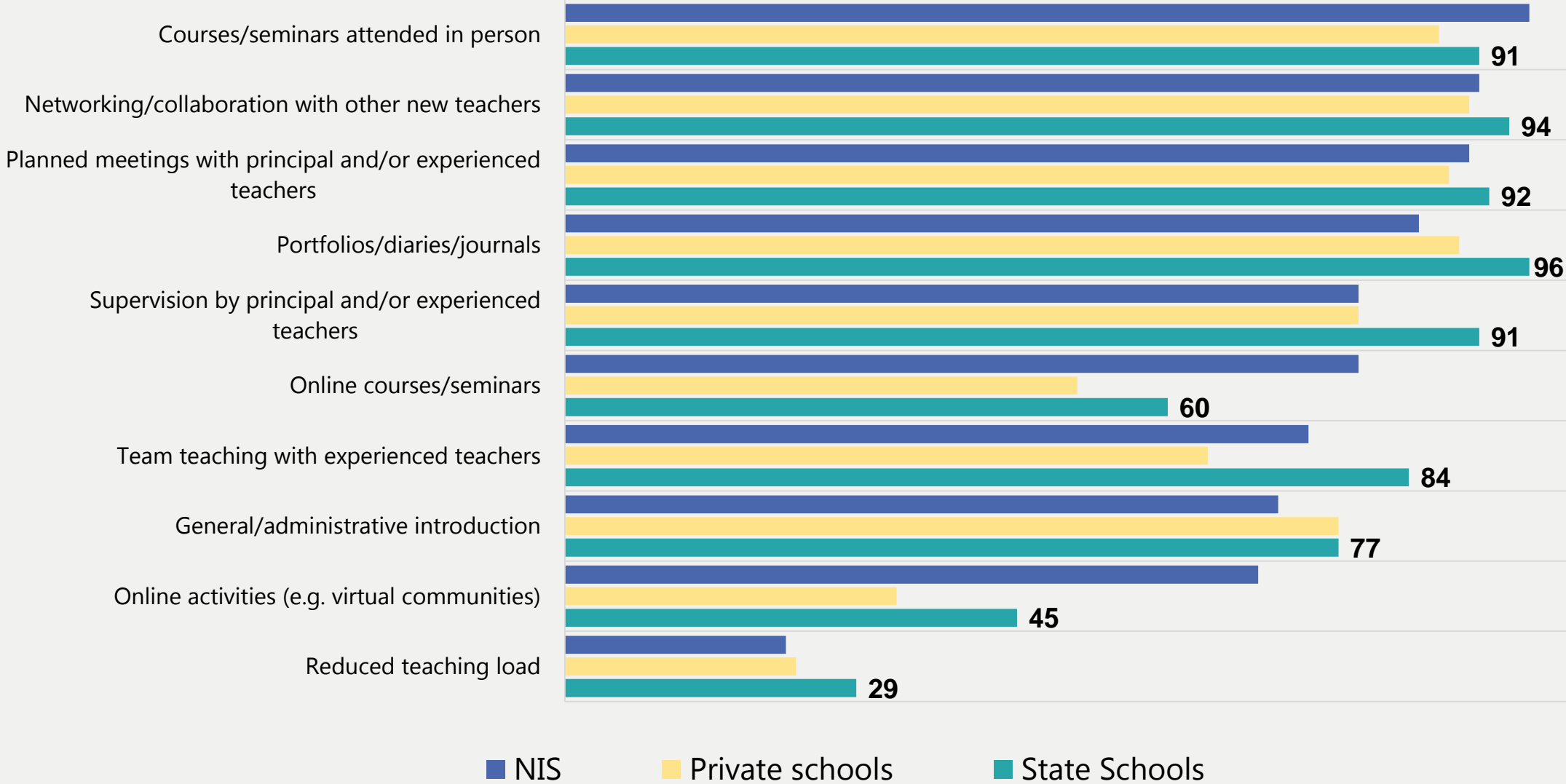
In Kazakhstan, the average work experience of mentor at the current school is **16** years old, compared to a national average of **12** years.

Almost all mentors (**96%**) have a qualification category. **40%** of them have the highest, **38%** - the first and the rest - the second category.

Teacher participation to induction activities in Kazakhstan and OECD countries



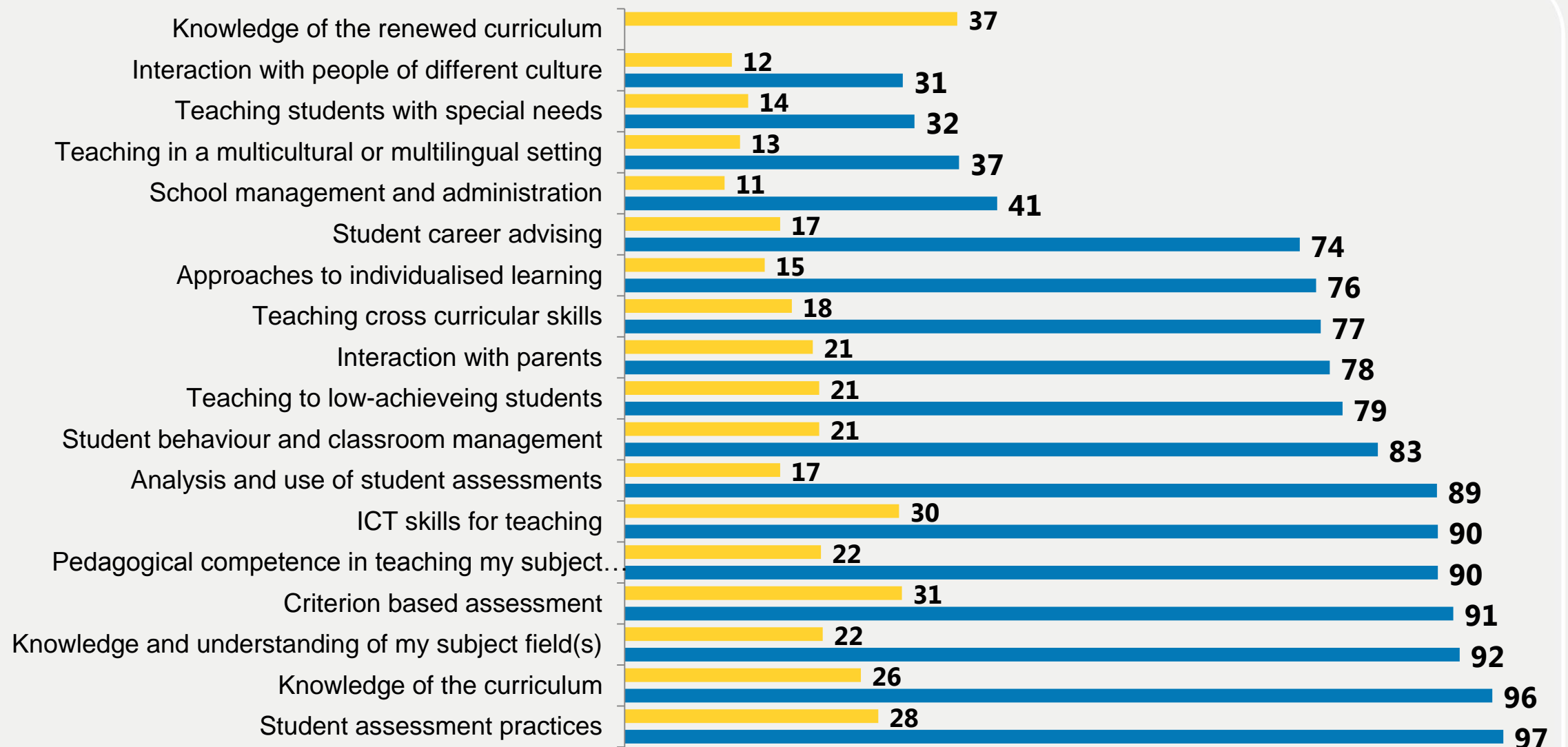
Teachers at NIS and state schools are more involved into variety of induction activities than teachers in private schools



What is effective mentoring?

5 key conditions to ensure successful induction (Zuljan & Požarnik, 2014):

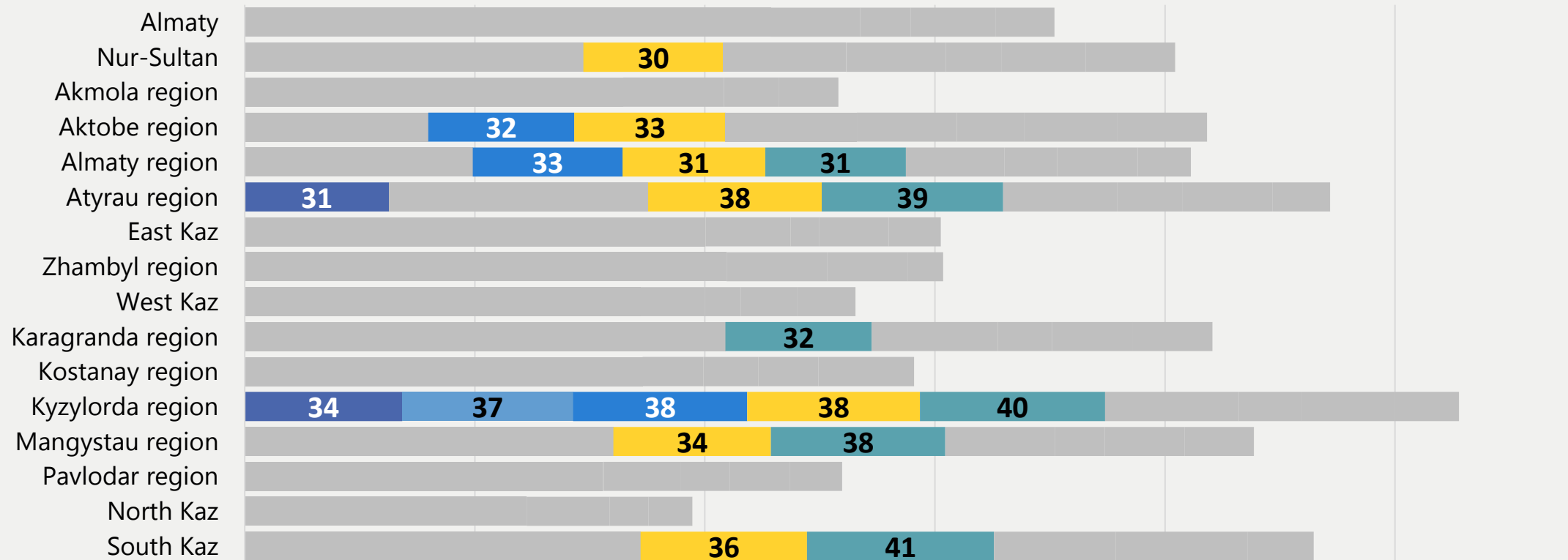
- 1. Financial support** (reduced workload of novice teachers without reducing their salaries, reduced teaching workload of mentors to allow time for mentoring).
- 2. Clarity about roles and responsibilities** (of novice teachers, mentors, head teachers, teacher educators, ministries and/or local authorities, unions/professional bodies/ steering boards).
- 3. Cooperation between different parts of the system** (induction as part of a continuum: building on initial teacher education and feeding into continuing professional development).
- 4. Quality management** (the competence of mentors, the competence of school leaders, monitoring and evaluation of induction policies).
- 5. A culture** (focused on school as a learning community in which all the participants can benefit from mutual professional development).



■ Percentage of teachers who report high need of PDP in this area

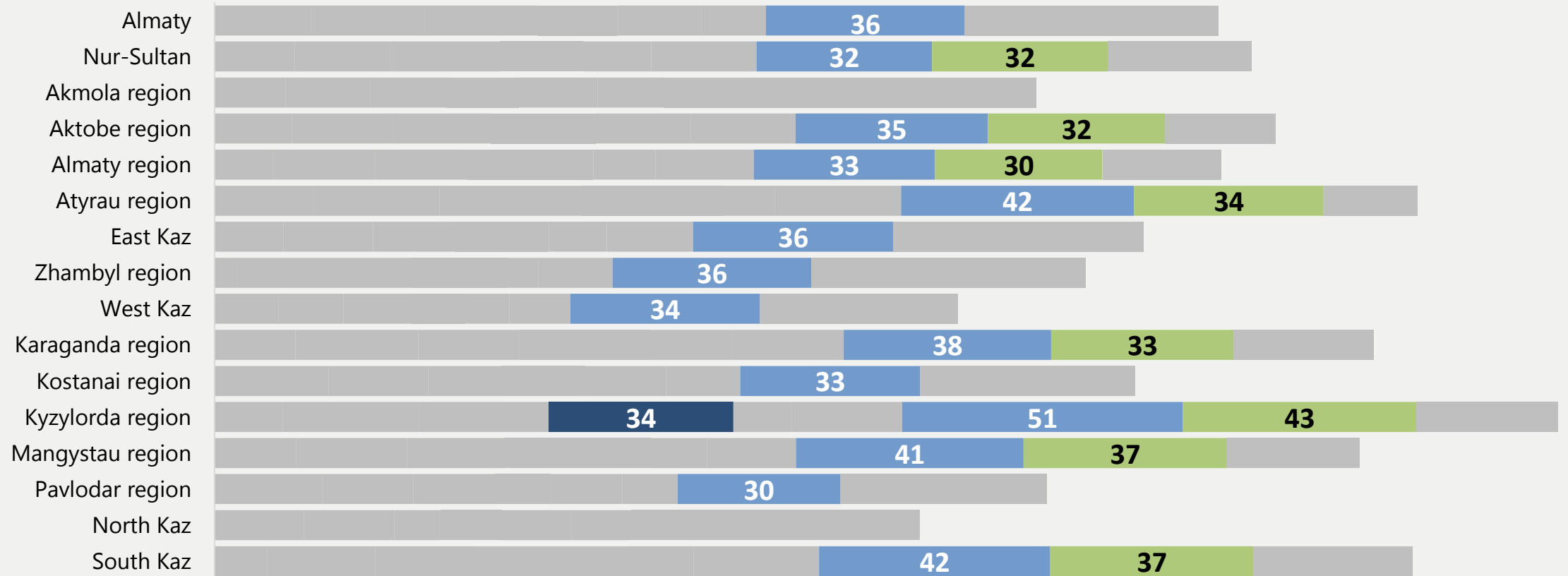
■ Percentage of teachers who participated in such PDP area

Reported areas of high need in PDP by regions



- Knowledge and understanding of my subject field(s)
- Knowledge of the curriculum
- ICT skills for teaching
- School management and administration
- Teaching students with special needs
- Pedagogical competence in teaching my subject
- Student assessment practices
- Student behaviour and classroom management
- Approaches to individualised learning

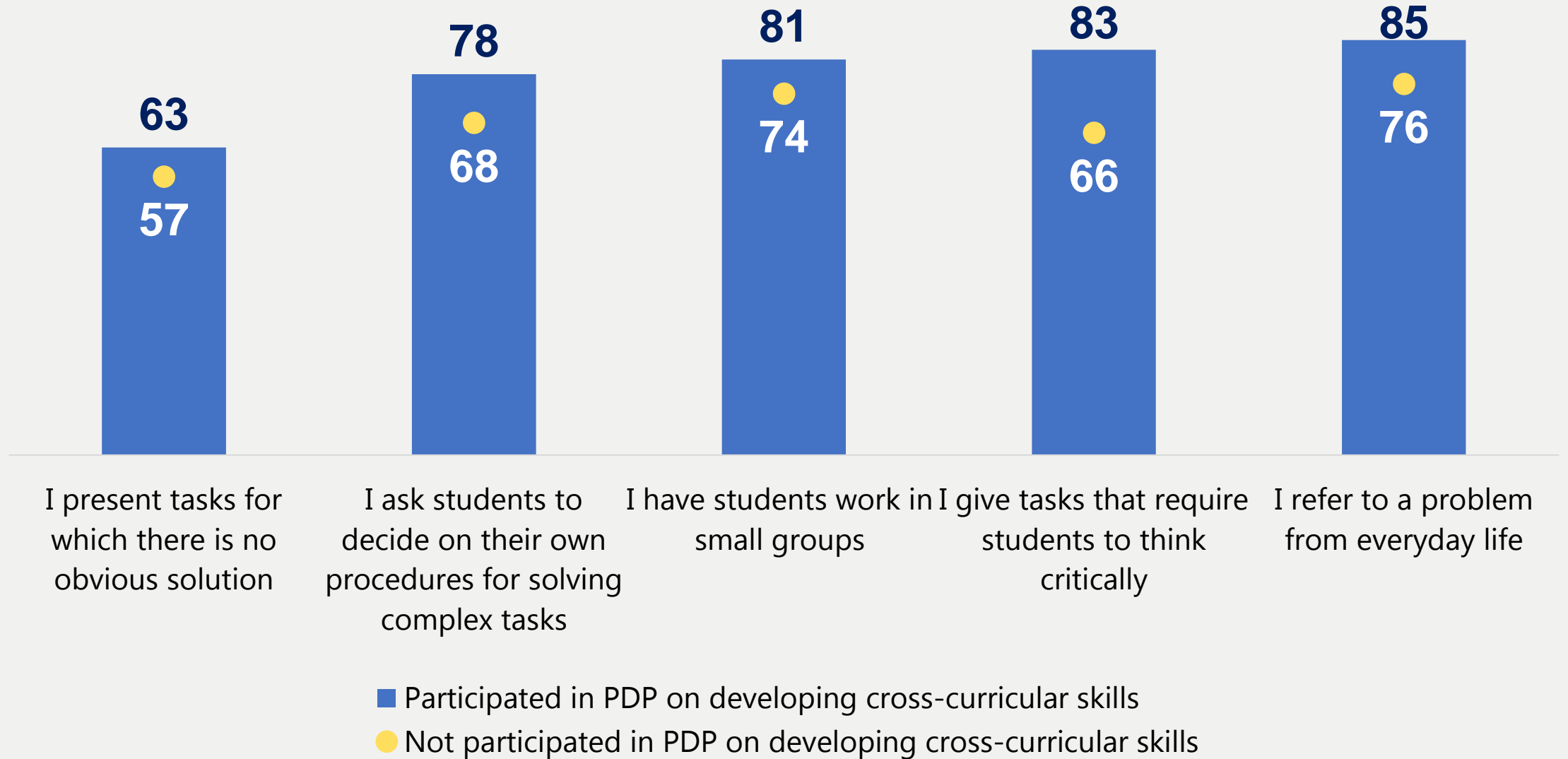
Reported areas of high need in PDP by regions



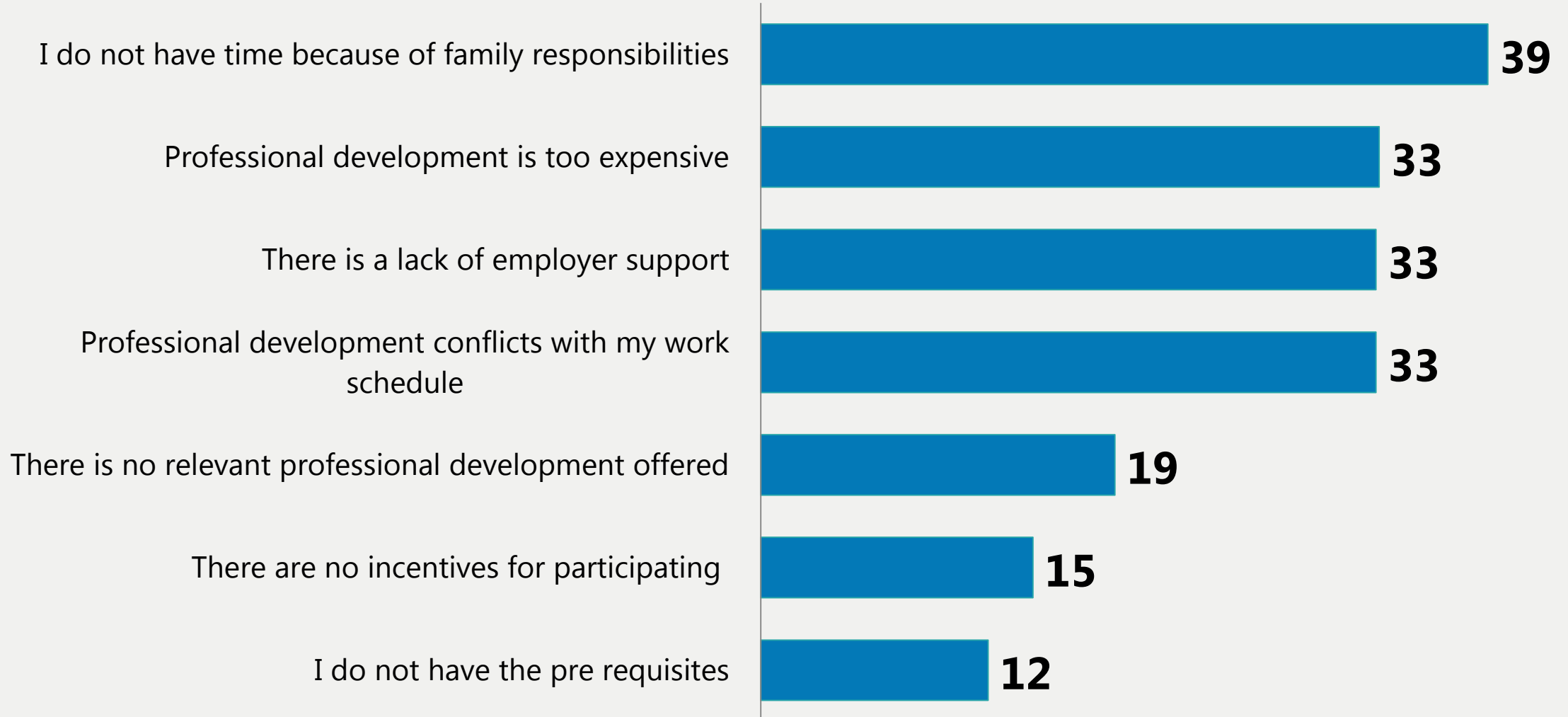
- Teaching in a multicultural or multilingual setting
- Analysis and use of student assessments
- Interaction with people of different culture
- Knowledge of the renewed curriculum
- Teaching to low-achieving students

- Teaching cross curricular skills
- Interaction with parents
- Student career advising
- Criterion based assessment

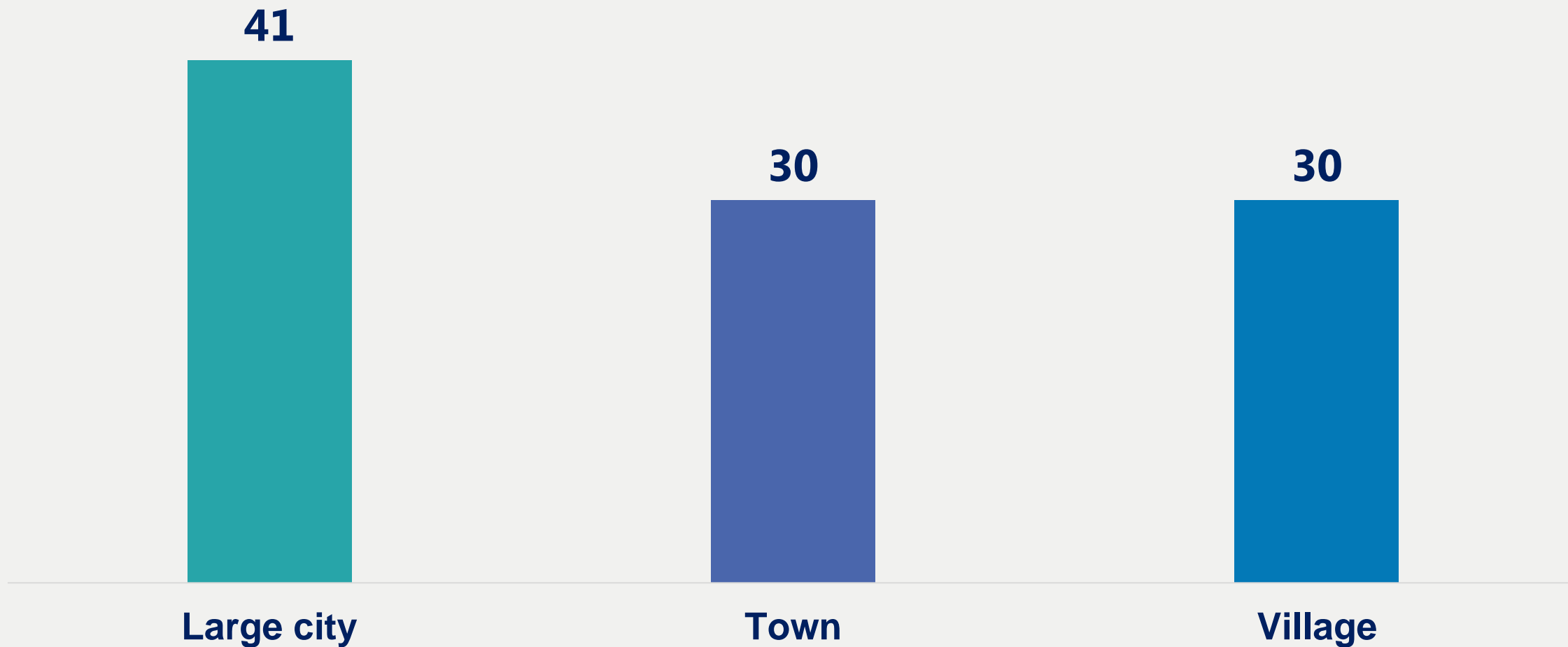
Employing effective teaching methods



Barriers that teachers face on their way to professional development



Teachers in urban areas more often report a barrier related to conflicting work schedule



Thank you!

For more information contact

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