

Reforming school from within: teacher leadership in Kazakhstan

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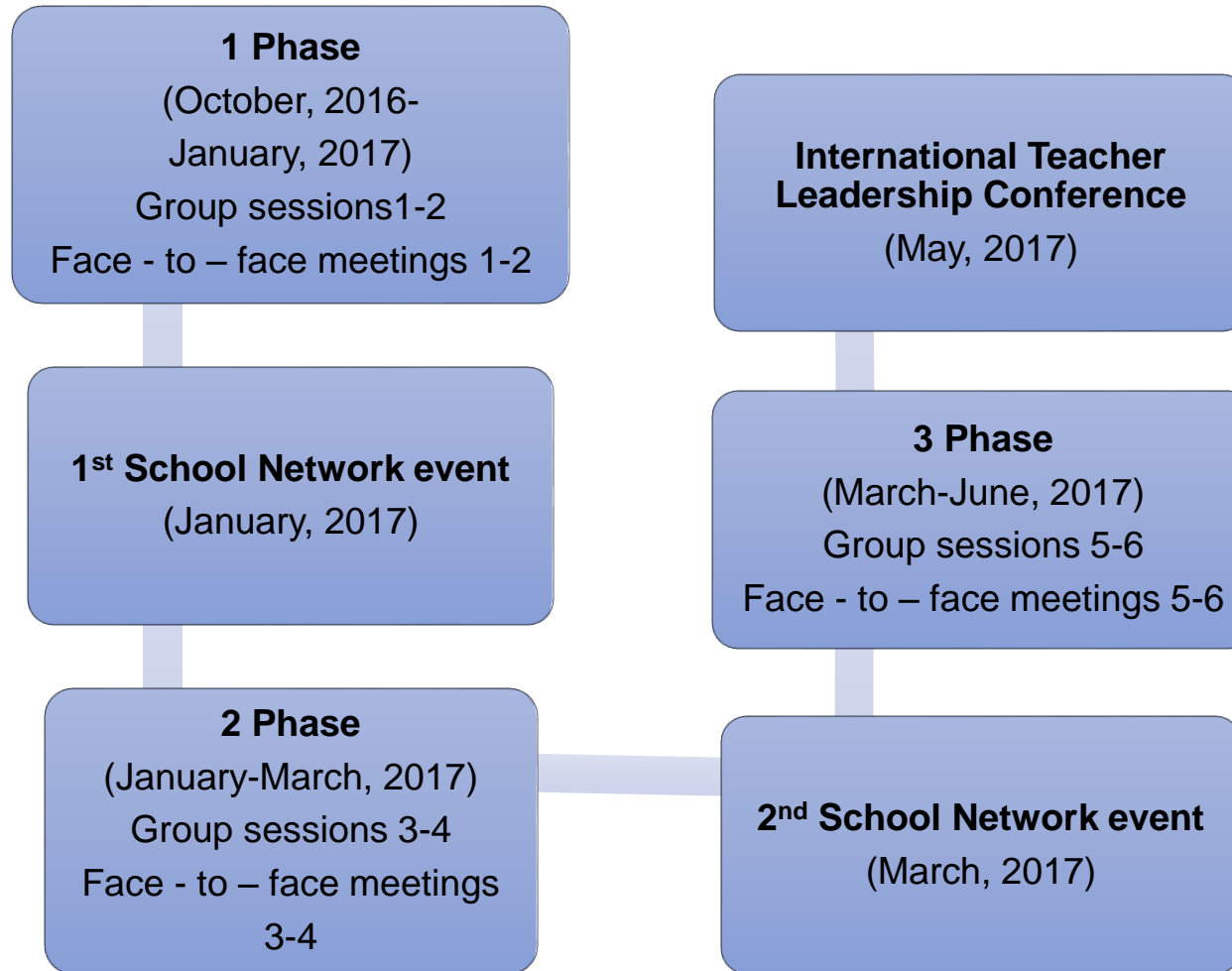
(1) Introduction: the teacher leadership development programme



Photo: 1st School Network event

- 2016-2017 academic year
- **Programme:** “Teacher Leadership for Learning and Collaboration” (hereinafter – the Programme)
- **Participants:** 31 teachers and school leadership teams in 4 schools in Taraz.

(1) Introduction: the teacher leadership development programme



(1) Introduction: the teacher leadership development programme

“Regardless of my teaching experience, I have always thought that leadership is about what school administration do. However, after I led the development project, I understood that any member of the school community can take initiatives. Even novice teachers can influence other colleagues. This requires sharing ideas, expressing opinion openly and leading improvement in collaboration with other colleagues - we all can lead”.

(Biology teacher, the Programme participant, Taraz, 2017).

(2) Developing teacher leadership: Zhambyl school-gymnasium



- **School was founded:** 25 September 1934.
- **Alumni:** 10 PhDs, 60 candidates
- **Alumni:** famous Kazakh writer Sherkhan Murtaza; Professor Myrzatai Zholdasbekov; public figures Umirbek Baigeldi, Karatay Turysov, Mukhamedzhan Karatayev.

Photo: Zhambyl school-gymnasium, Taraz

(2) Developing teacher leadership: **Zhambyl school-gymnasium**



Zhanara
Zhusipbekova
Biology teacher



Kunsulu Kurmankulova
**Programme coordinator,
English teacher**

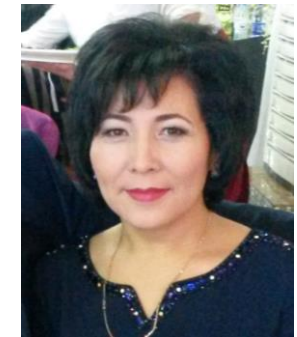
Roza Ongarorva
English teacher



Gulfairus
Moldabekova
**Primary
school teacher**

Dariya Idirisova
English teacher

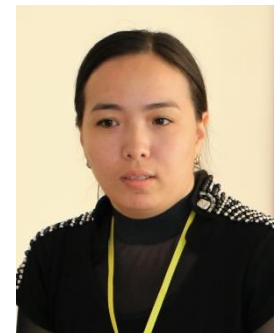
Dariya Idirisova
English teacher



Sandugash
Nurtayeva
Chemistry



Aigul Alimbekova
English teacher



Aigul Bekbolatova
English teacher

Assylbek
Khozha -
Akhmed
History



(2) Developing teacher leadership: Zhambyl school-gymnasium



Photo. The programme materials

Teachers' professional concerns in relation to students' learning:

- Lack of argumentation skills
- Inability to listen and critically evaluate the ideas of other peers
- Inability to accept the critical view points as well as intolerance to mistakes of other peers
- Inability to openly express opinion and lack of confidence
- Lack of interest to science subjects
- Lack of team work skills
- Pronunciation skills

(2) Developing teacher leadership: Zhambyl school-gymnasium

The barriers:

- Overcrowded classes
- Poor infrastructure
- Insufficient classrooms
- Lack of extra materials in Kazakh language
- Insufficient amount of teaching hours
- Lack of time and increased workload

Opportunities:

- Strengthening collaboration between schools
- Exchanging experience locally and internationally. As a result, teachers were able to solve problems together
- Teacher leadership development can have a positive effect on enhancing teachers' status
- Improving students' attainment and enhancing teachers professional creativity

(2) Developing teacher leadership: Zhambyl school-gymnasium



Teachers achievements:

- 1 teacher was promoted to a vice-principal for teaching
- 2 teachers were promoted to heads of methodological units
- 2 teachers won 1st places at the republican competition of teachers' projects
- Students of 3 teachers won places at the regional research competitions
- 3 teachers successfully went through attestation and became «Teacher – researcher», 3 teachers – “Teacher - expert” and 2 teachers – «Teacher-moderator».

Photo. The programme materials

(3) Developing teacher leadership: Taraz Nazarbayev Intellectual School



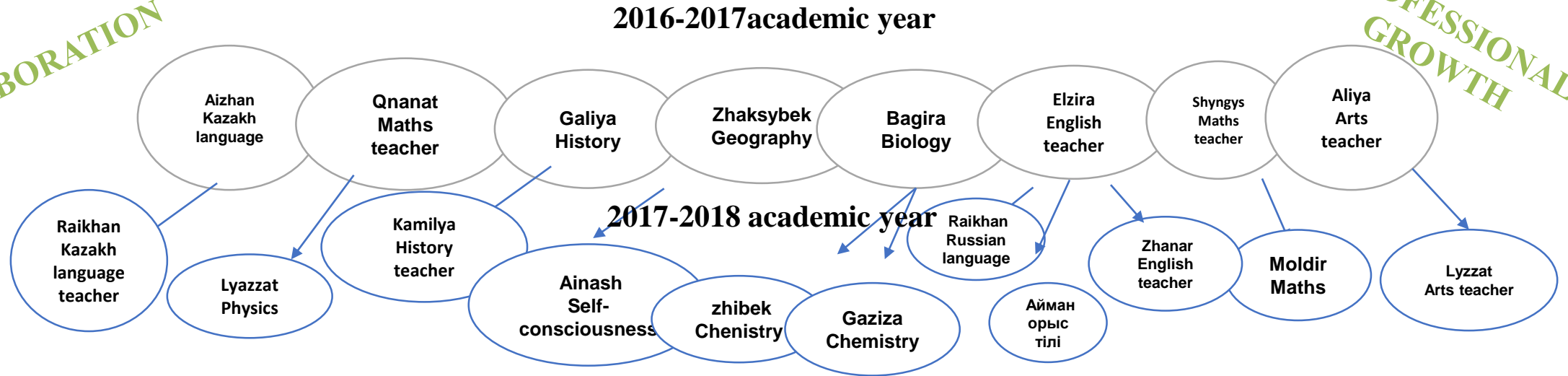
- **October, 2016 – May, 2017:** implementing the Programme
- **Participants:** 8 teachers
- **May, 2017:** participating the FLTAL international conference – 1 teacher
- **October, 2017:** participating the IX NIS conference – 4 teachers
- **October, 2017:** meeting the HertsCam Network members in Cambridge, UK –1 teacher
- **2017 academic year** – Professional Learning community was launched within school.

Photo. The programme materials

(3) Developing teacher leadership: Taraz Nazarbayev Intellectual School

COLLABORATION

PROFESSIONAL GROWTH



Cambridge, UK



Nur-Sultan, Kazakhstan
NIS conference



(3) Developing teacher leadership: Taraz Nazarbayev Intellectual School



- **May, 2018:** participating FLTAL international conference – 4 teachers;
- **May, 2018:** participating “Teacher – researcher” conference – 12 teachers
- **May, 2018:** publishing teachers’ leadership stories - 18 teachers
- **October, 2018:** participating X NIS conference – 12 teachers

Photo. The programme materials

(3) Developing teacher leadership: **Taraz Nazarbayev Intellectual School**

Barriers:

- Lack of time
- Extra workload (coordination, assessment, monitoring, work-related shifts, virtual school etc.)

Opportunities:

- Increased teachers' motivation
- Exploring professional concerns related to learning and school development
- Participation in the international conferences, publications and sharing experience with other colleagues
- Being part of local and international professional communities.

(3) Developing teacher leadership: “Daryn” boarding school



As a Vice-principal for learning, my professional concerns were:

- Could we create conditions for teachers to openly discuss their professional concerns and solve problems?
- How can we support teachers' professional development in our school?
- How teachers' professional development can influence our school development?



Photo: “Daryn” boarding school

(3) Developing teacher leadership: “Daryn” boarding school



5 teachers completed the Programme:

- Experienced teachers – 3 (Kazakh language and literature, Biology, Computer sciences).
- Novice teachers – 2 (maths and English teacher)

Photo. The programme materials

(3) Developing teacher leadership: “Daryn” boarding school



Throughout the teacher leadership development programme, it was important that:

1. teachers' identified their own professional concerns
2. collaborated with each other not competed. This made them more confident about their practices.
3. valued the ongoing self-guided professional learning
4. became more interested in inquiry
5. reflected on their practice
6. influenced practices in their classrooms and schools.

Photo. The programme materials

(3) Developing teacher leadership: “Daryn” boarding school

Teachers’ achievements:

- All of the participants published their leadership stories
- 1 teacher published her story in the Pedagogical dialogue journal
- 1 teacher presented her story at the International FLTAL conference in 2017 and published it in the conference proceedings
- 2 teachers received awards at the republican “Pedagogical ideas” competition in 2017

Conclusion

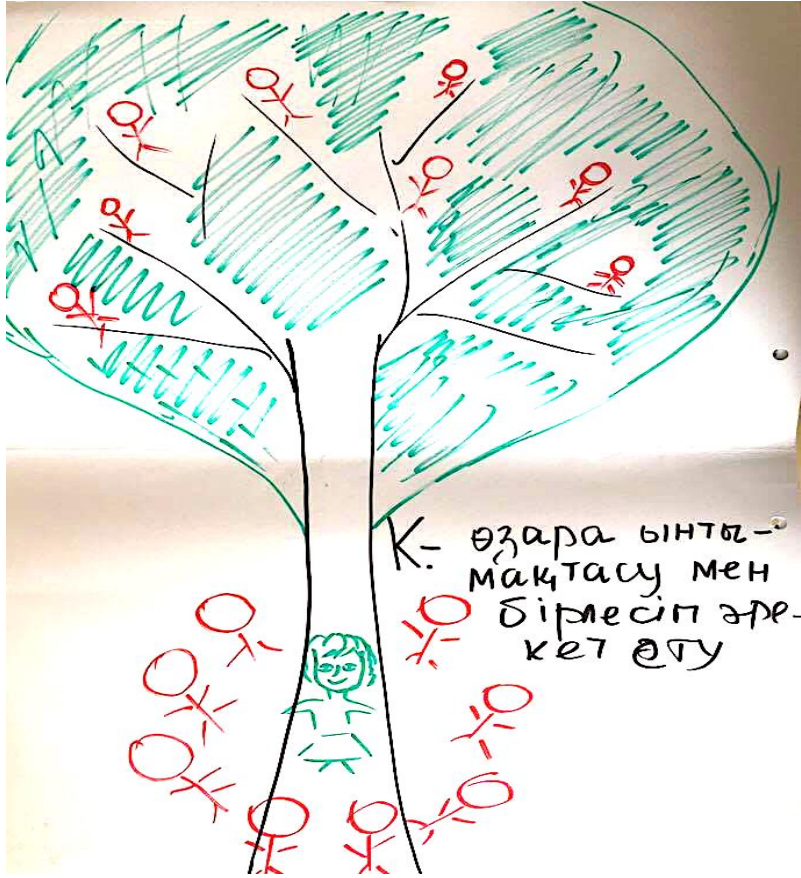


Photo. The programme materials

Developing teacher leadership requires:

- Reviewing **school structures** (school administration's support, time and space for group meetings);
- Creating **school cultures** (teachers need to collaborate not compete)
- Leadership development **strategies** that can be implemented systematically into the schools practices.

Thank you!