

Remote teaching as enhancement in
building professional learning community
to improve teacher effectiveness of
middle school teachers in Kazakhstan

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Agenda

- 1. Research Aim
- 2. Defining “teacher effectiveness”, “remote teaching” and “professional learning community”
- 3. Research context
- 4. Research design
- 5. Data collection
- 6. Preliminary data analysis
- 7. Limitations
- 8. Implications for the future
- 9. Discussion
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Research Aim

To explore **teacher effectiveness** in the context of trilingual education, contemporary curriculum and teacher education reforms in Kazakhstan.

To explore the **effectiveness** of the online program as an intervention to increase **pedagogical content knowledge, quality of mentoring** and **teacher professional development**, particularly improvements that transform teacher's teaching practices.

Defining "teacher effectiveness"

- Teacher Effectiveness Research (TER): school effectiveness studies, employing classroom observations, document analysis or collecting quantitative data to measure educational factors such as quality of teaching, classroom management, classroom relations between a teacher and a learner (Opdenakker & Van Damme, 2006; Muijs, 2006);
- Effective teacher behaviours depending on student background (SES) and subject area (e.g. Maths and English) (Muijs et al., 2005);
- Reinterpreting TER in a more generic way (Muijs & Reynolds, 2001; Ko & Sammons, 2013)

Defining “remote teaching”

- Remote teaching is the practice of teaching interactively via videoconferencing

Defining “professional learning community”

- Professional learning community is “an environment that fosters mutual cooperation, emotional support, and personal growth to achieve (together) what cannot be accomplished alone” (DuFour & Eaker, 1998)

Research context

- **Kazakhstani context:** The following are of the interest to examine in the current study:
 - Teacher qualifications and their further professional development;
 - Transition to an updated content of school curriculum from grades 1 to 11;
 - Further strengthening of a transition to trilingual education policy in primary, secondary and high schools;
 - Improvement of Kazakh language methodology and switching to teaching certain science disciplines in English in high school;
 - Development of digital educational resources, connecting schools to high-quality Internet and providing technology facilities in schools (Nazarbayev, 2018)

Research context

- **European context:**

- EDiTE program;
- High priority to teaching and learning English;
- In the context of the Lisbon strategy, ET 2020 and EU2020 strategy

Research Questions

RQ1: What are remote teachers', classroom teachers', school principals', students' and parents', and project coordinators' views on teacher effectiveness?

RQ2: What are remote teachers', classroom teachers', school principals' and project coordinators' views on remote teaching as enhancement in improving teacher effectiveness?

Research Questions

RQ3: How do organisational and personnel factors- intra-organisational social dynamics, the leadership styles of the school leadership, structured planning time- influence the teacher effectiveness in remote teaching activities?

RQ4: How do remote and classroom teachers perceive their current mentoring experience in relation to teacher effectiveness?

Research Design





Participants' Profile

Group 1

Three remote teachers (RT)

Group 2

Two classroom teachers (CT)

Group 3

Two school principals (SP)

Group 4

Two parents (PP)

Group 5

Four secondary school students, aged 10-11 (SS)

Group 6

Project coordinator (PC)

2019

January	February	March	April	May	June- August
Literature Review	Accessing ethical permission in Hungary (ELTE) and Kazakhstan (project owners, school principals, teachers, parents and students)	10 Classroom observations online		Reporting on the results	Accessing ethical permission in Hungary (ELTE) and Kazakhstan (project owners, school principals, teachers, parents and students) for stage 2 (2019-2020)
	Finalising interview questions	14 semi-structured interviews with all participants including two follow-up interviews			Preparation for 2nd stage of the research
	Member check of interview questions, informed consent forms, recruitment advertisements in Kazakh, Russian and English		Preliminary data analysis		

Data Collection

2019

March

April

10 Classroom observations
online

14 semi-structured interviews
with all participants including
two follow-up interviews

Preliminary
data analysis

The research protocol:

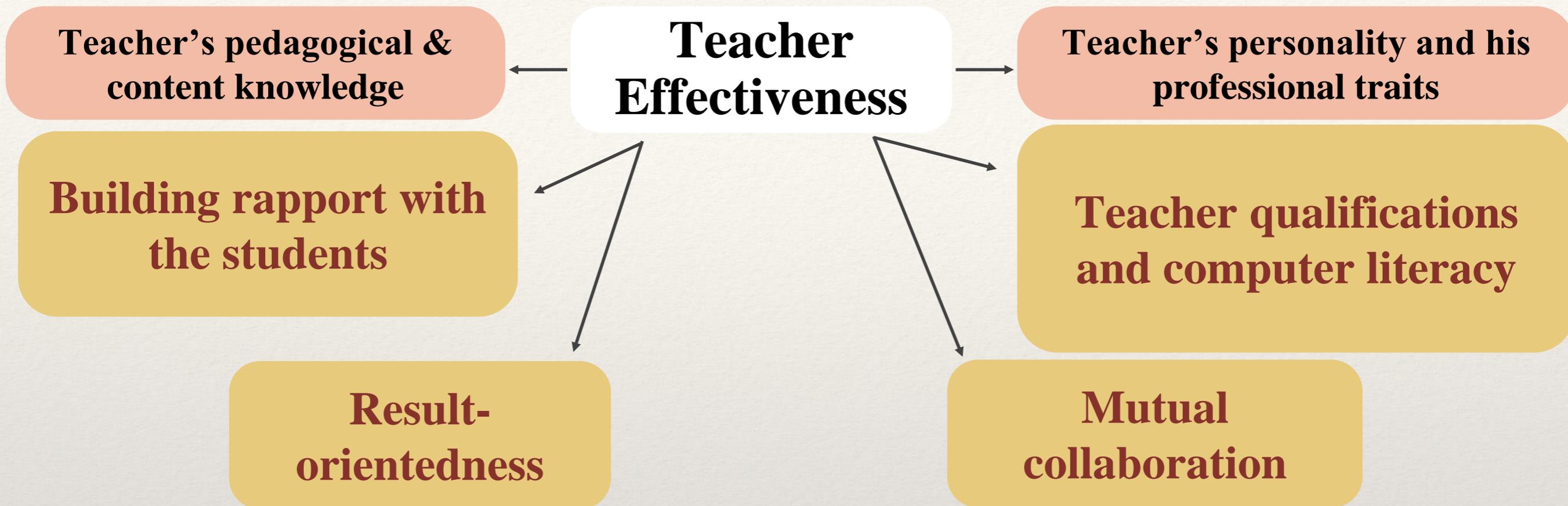
This pilot study focuses on regional school experiences in remote (online) English lesson. Prior to the study participants will be introduced with information on:

- **The study and their rights-** participation is voluntary and anonymous;
- **The consent form** (Appendix I, II and III);
- **Data Management procedure** (Appendix IV)

First there will be harmless **remote and non-remote classroom observations** using the **DICE Observation grid** (Appendix V). Then participants will be engaged in a **45-60 minute online semi-structured interview**. The interview will have between 5-10 broad questions with some follow-up questions guided by the research questions (Appendix VI).

Findings Driven by the Research Question1

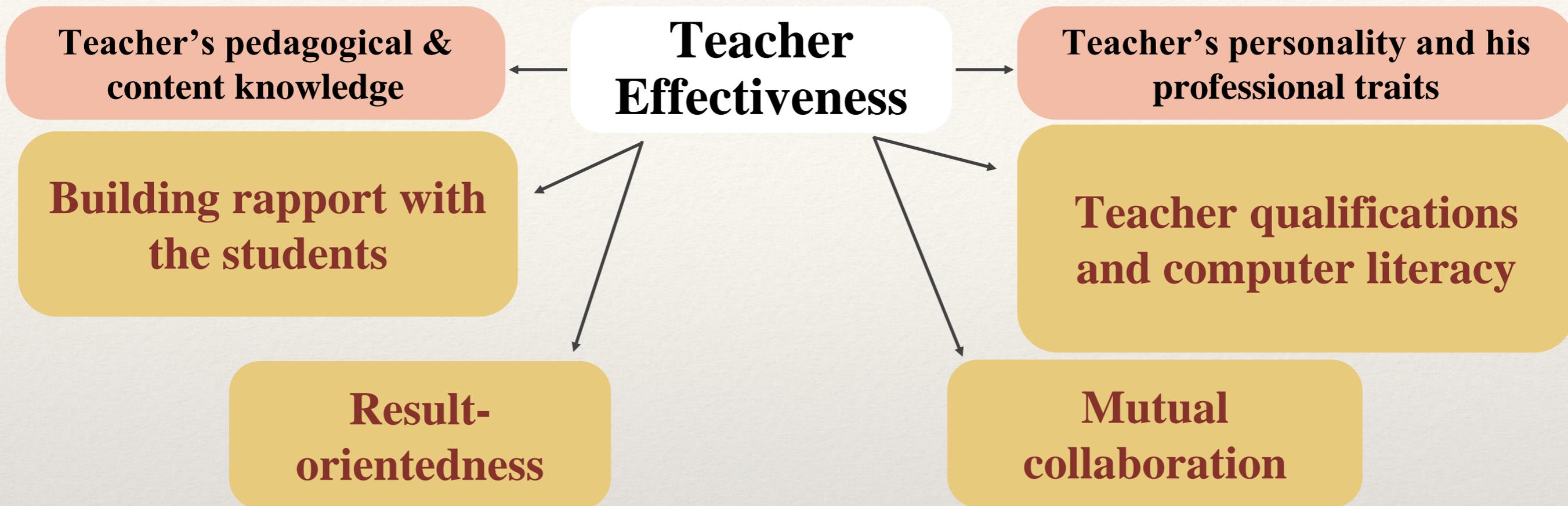
Figure 1. Emergent themes as a result of action research



RT_1 quote: “ Teacher effectiveness is ... *when you see **result**, when you see the **output**, when you have a sense of **accomplishment**, when you see the **progress**, when you see 45-60 minutes have not been in vain. When students can show the result at least, 30-40%. You can't expect, I mean you can expect that it must be a 100% or even more, but when it happens, I don't know, 30% it's a good result”*

Findings Driven by the Research Question1

Figure 1. Emergent themes as a result of action research

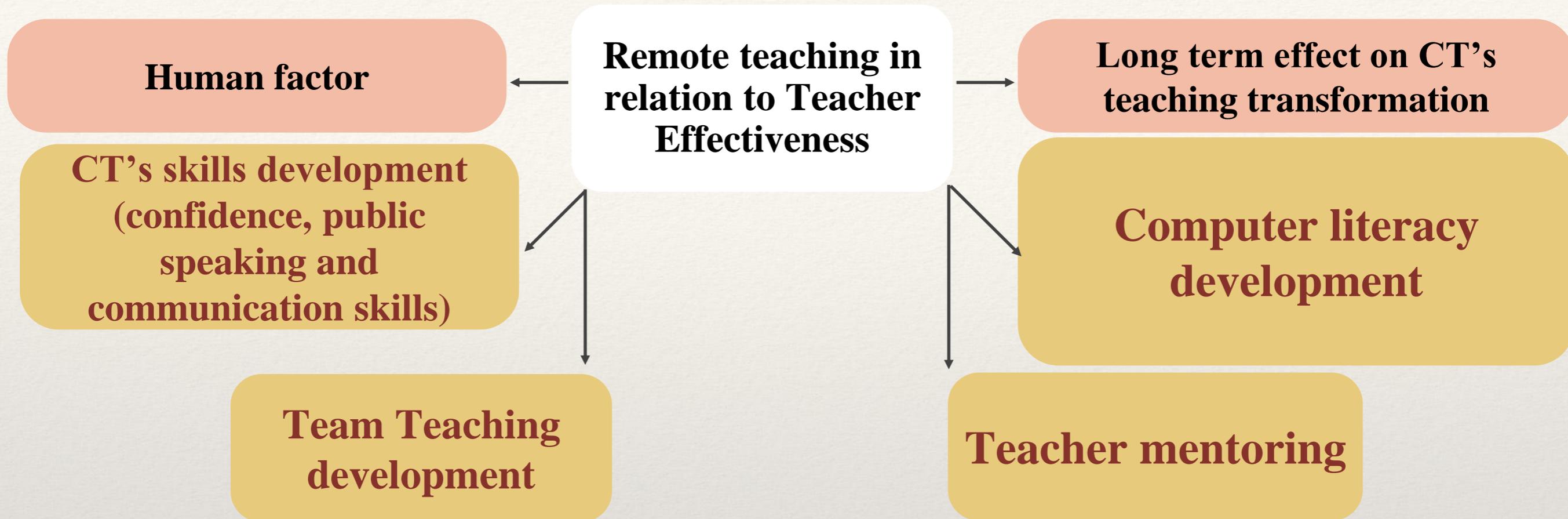


CT_2 quote: "It's when a student doesn't have questions on new knowledge. It also depends on the student, not only on the teacher. If a student doesn't study, it's his face. Teacher effectiveness doesn't depend only on the teacher"

PC quote: "When you have goals and you deliver results... When students demonstrate specific skills set, I understand, this teacher is effective"

Findings Driven by the Research Question 2

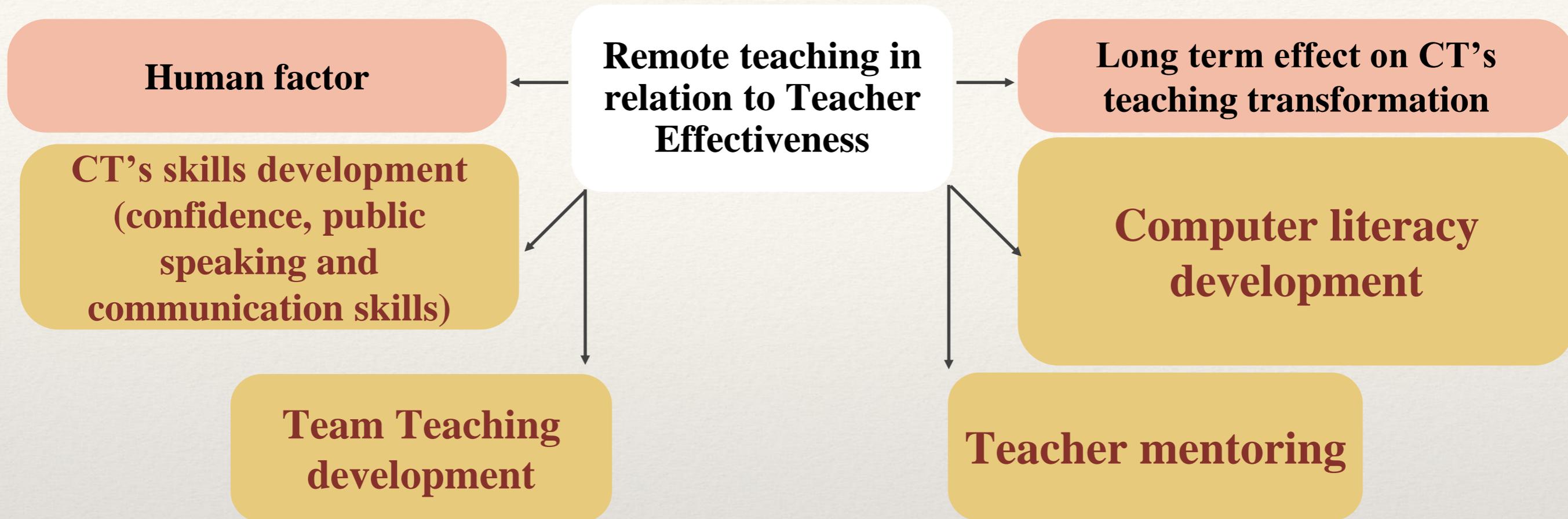
Figure 2. Emergent themes as a result of action research



*RT_2 quote: “ I’m not demonstrating TE when it comes to mentoring and I’m very very **worried and stressed** about it. As I said before I have two very busy CTs , one with many children, another is in her 50-s. I haven’t been a good mentor and they also haven’t been good learners... This has been the most **stressful part** of the whole RTP, **trying to cooperate** with our CTs. Not teaching itself, not tech problems but lack of CT’s motivation and interest. I think that’s why I don’t see this project as successful at least for me.*

Findings Driven by the Research Question 2

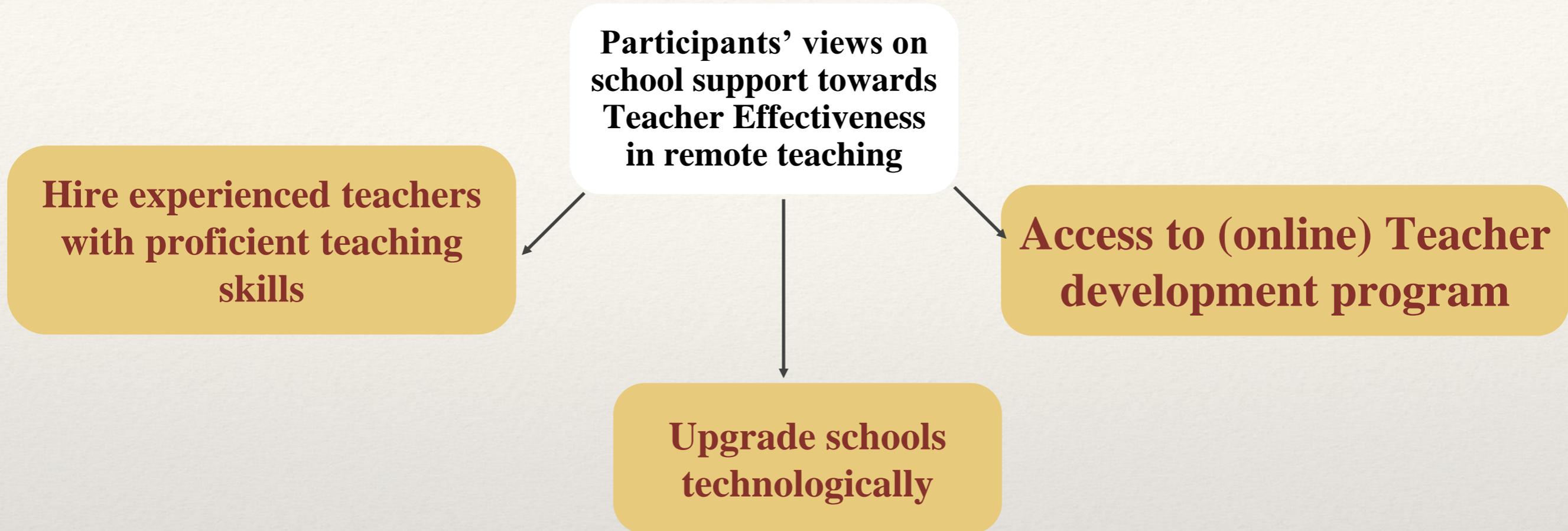
Figure 2. Emergent themes as a result of action research



RT_1 quote: *“I think it’s got **huge impact**, actually. Although I mean it’s been quite raw and not that much elaborated since it started last November. I think it has had a huge impact already because I think it’s going to **have a long-term effect**. My CTs are going to teach further, so they are going to apply all the skills knowledge they have acquired in their future teaching practice.”*

Findings Driven by the Research Question 3

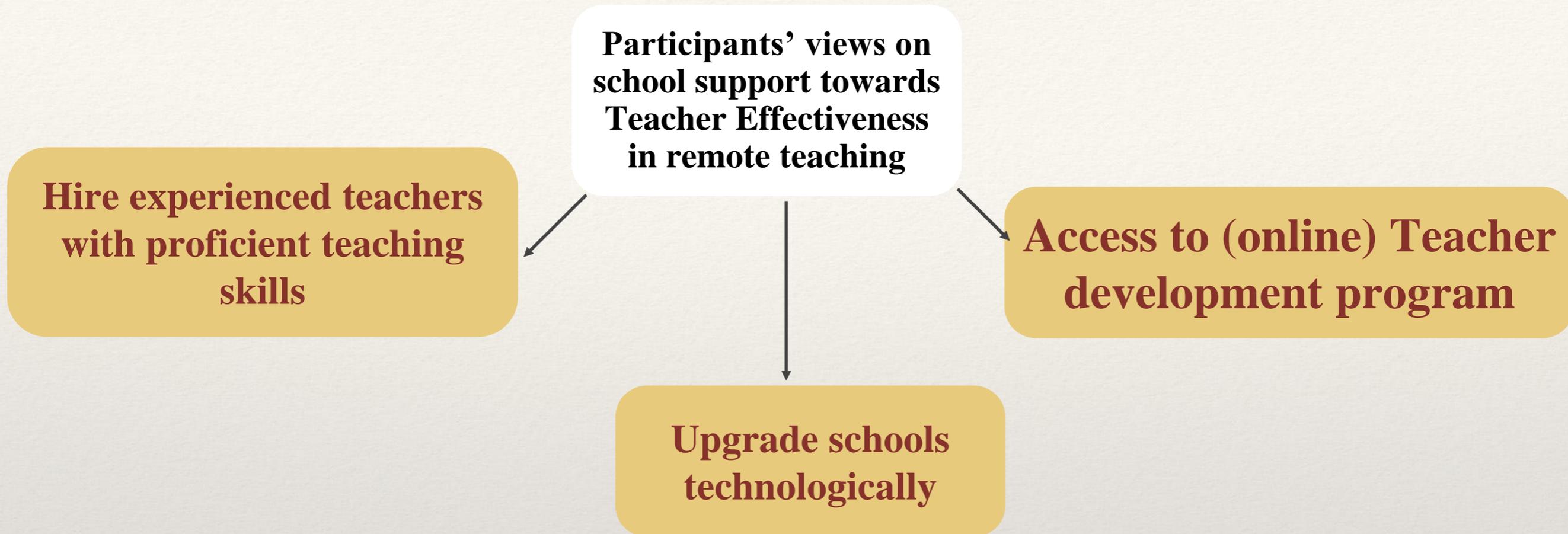
Figure 3. Emergent themes as a result of action research



SS_1 quote: “ *Schools should be technologically advanced, have web-cameras, strong internet connection. Hire effective teachers who give creative projects as homework, not traditional boring ones from the textbook. School principals should have psychometric tests with these teachers, test them how they are going to teach lessons and they should advise them how to teach*”

Findings Driven by the Research Question 3

Figure 3. Emergent themes as a result of action research

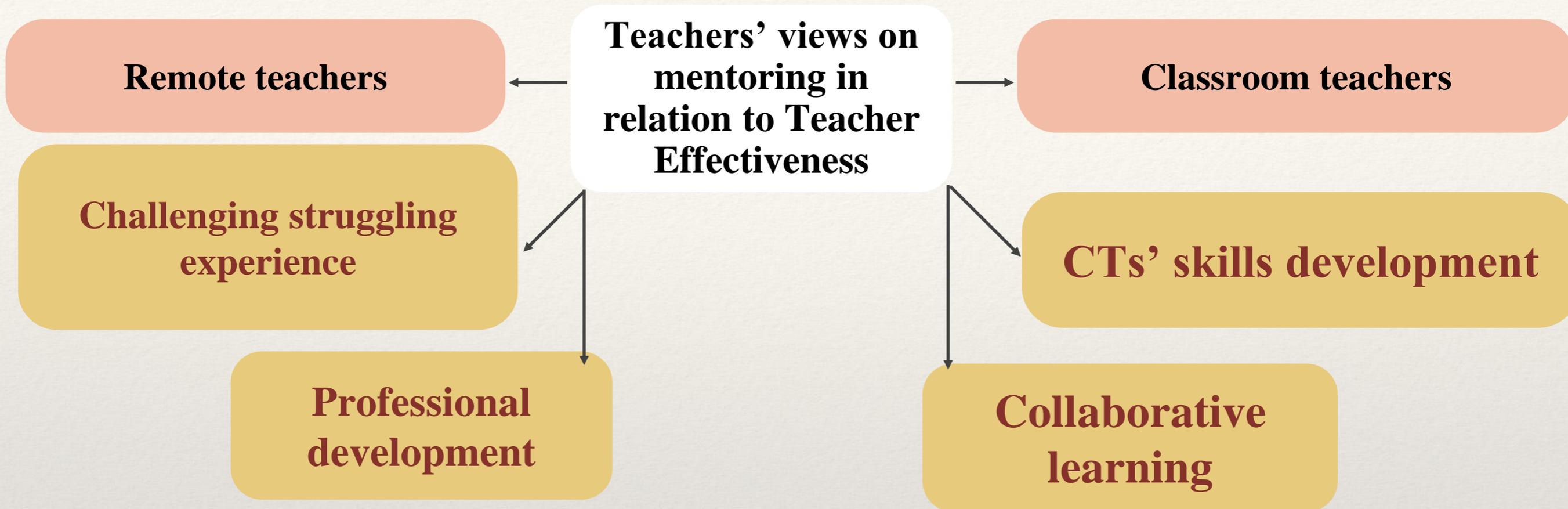


*PP_1 quote: “Schools should have **laptops** in every classroom. Teachers should teach with individual approach to students. Teachers should be aiming at giving interesting lesson content”*

*SS_3: “Schools should **hire experienced teacher educators with certifications**”*

Findings Driven by the Research Question 4

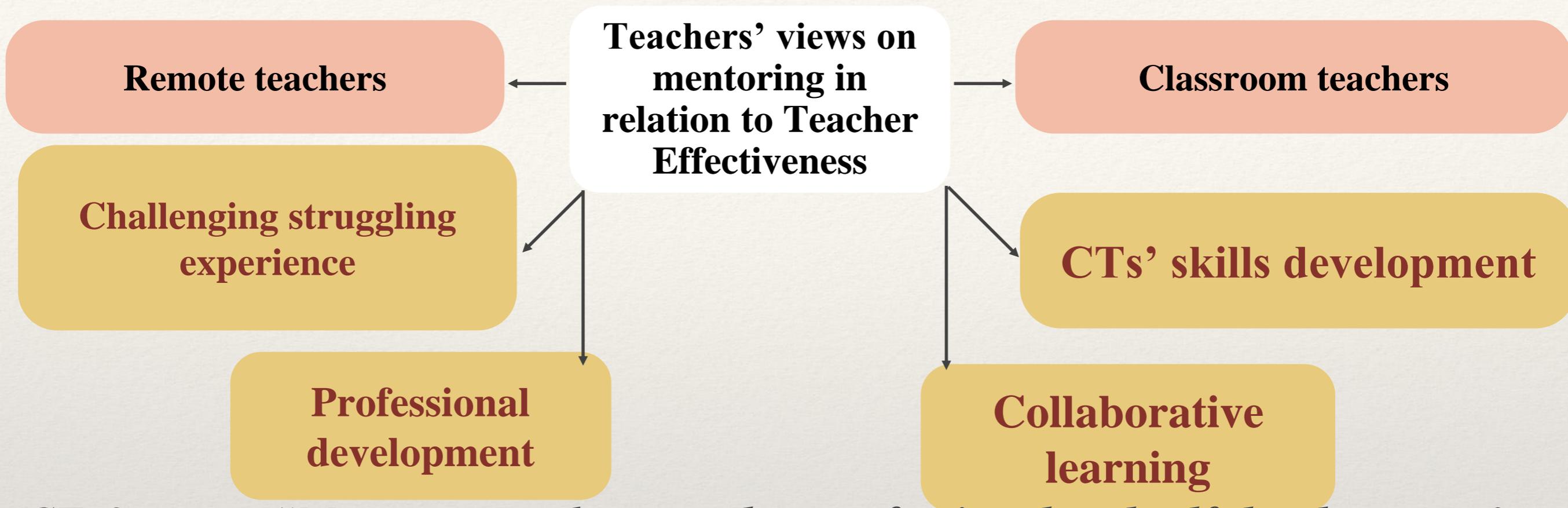
Figure 4. Emergent themes as a result of action research



CT_1 quote: *“Our meeting with RT are very useful. We discuss many things with the RT, our students, methods, students’ development. I ask my mentor how to work with **technology**, we can share our lesson plans. **I can ask for feedback** on my other lessons’ lesson plans that the RT doesn’t teach”*

Findings Driven by the Research Question 4

Figure 4. Emergent themes as a result of action research



CT_2 quote: "Mentoring is about teacher professional and self-development for me. Mentor supports and helps me in intercultural communication, in self-discovery. It is an affordable way to communicate"

*RT_1 quote: "As for me, I'm **rediscovering CELTA** because there are some points I missed in 2015 because probably I was stressed or missed them. It can be some methods or techniques, some minor things which I skipped or looked over. It's good revision for me. So basically **this mentoring project is like a mini-preparation for CELTA course**"*

Conclusions guided by the Research Questions

- The results presented here are based on the research aim, purposeful sampling of 14 participants exploring their views on teacher effectiveness and their experiences in remote teaching in regional secondary schools in Kazakhstan.
- Results indicate that teacher effectiveness, as perceived by a diverse group of research participants, is a construct of the following characteristics: teacher's personality, professional traits, ability to connect with students, mutual collaboration between teachers and students, IT skills and result-orientedness.

Conclusions guided by the Research Questions

- With respect to remote teaching in relation to teacher effectiveness, it was discovered that teacher's computer literacy, team teaching and mentoring will have a long-term effect on the effectiveness of the nature of teaching. However, human factor such as classroom teacher's low motivation in cooperating with remote teachers sheds a negative light on the remote teaching effectiveness.

Conclusions guided by the Research Questions

- Participants' views on the type of school support to remote teaching demonstrated that hiring skilful teachers with high qualifications and IT skills, upgrading schools technologically and providing a wider (online) access to teacher development could give an added-value to teacher effectiveness.

Conclusions guided by the Research Questions

- Finally, there is a striking difference in views between remote teachers and classroom teachers on remote teaching in relation to teacher effectiveness. Whereas classroom teachers view the remote teaching as a collaborative learning and an opportunity to develop their skills, remote teachers often find it as a challenging and struggling experience. Though, they also view the remote teaching as their opportunity to develop professionally as teacher mentors.

Limitations

- Gaining access to the site and participants;
 - Trilingual nature of the project;
- Online mode of the study, not face-to-face interaction with the respondents;
- Snapshots of classroom observations due to the failure of the internet connection at times;
- Classroom observations were conducted of only one lesson with one classroom teacher. Therefore, it is challenging to draw any conclusions

Implications for the future/ Discussion

Impact of remote teaching and mentoring on teacher effectiveness

What	Comments
Teacher recruitment and selection	Based on teacher competencies and critical skills set required for the remote teaching
Academic and classroom management	Training both RT and CT in how to promote interaction in the classroom virtually, how teachers need to cooperate with each other for the success of the lesson
Teacher training and CPD	Continuous support of RT to CT in mentoring. Ongoing support of upgrading teachers' teaching skills, computer literacy both virtually and physically.
Teacher performance management	Should be aimed at empowering teachers but not diminishing their morale
Building and maintaining teacher morale	Building a sense of community by school and project providers (McMillan, 1986)
Resources	Internet bandwidth of schools involved in the project: camera quality, camera positioning, voice coverage, acoustics, lighting; adapted lesson/ teaching materials
Knowledge management	Using a learning management system (LMS) and standard lesson plans

Questions for the audience

Characteristics &
Measures challenge

Definition
challenge

Theory
challenge in a
holistic view

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