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Reshaping Teacher education in Kazakhstan

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Why think about reshaping?

- Teachers matter most
- Global wave of recognition of the need for change
 - Russia Ireland Scotland Finland
 - Norway Australia Singapore USA
 - Malta New Zealand
- What do we need for the future?
- Do word puzzle here creativity
- Ability to cope with change Learning to learn
- Critical appraisal of a complex world

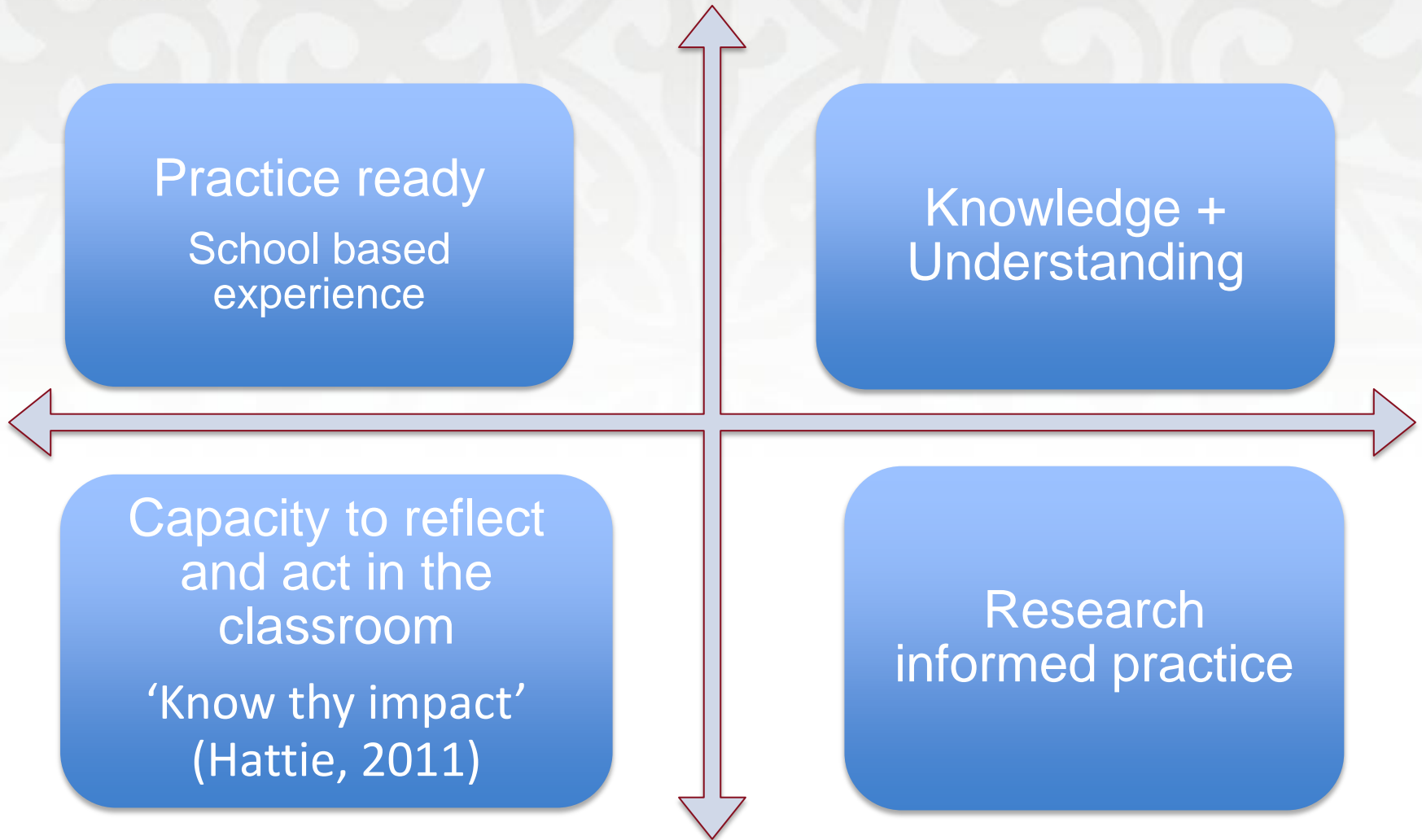
10 key principles - teacher professional learning + development

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1. Focus on valued student outcome
2. Worthwhile content
3. Integration of knowledge and skills
4. Assessment for professional inquiry
5. Multiple opportunities to learn and apply information
6. Approaches responsive to learning processes
7. Opportunities to process new learning with others
8. Knowledgeable expertise
9. Active leadership
10. Maintaining momentum



'Classroom ready' teachers



Other key issues

- Clear vision of a teacher
- Working practices that align
 - Fit to standards
- High status profession
- Selection and retention



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Video



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Some facts teacher student ratio

- OECD average for student to teacher ratio secondary level - 13 students per teacher.
- Kazakhstan - ratio is significantly lower - for every teacher there is only 8.8 students.
- Student to Teacher ratio has been decreasing in last 10 years.
 - 17.4% decrease from 2003/2004 AY (from 10.65 to 8.79 students per teacher)



Multigraded - Ungraded schools (2014 stats)

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The number of ungraded schools is 3639

50% of total number of 7307 daytime state schools.

The total number of pupils - 2,571,989

1,121, 670 (44.5%) study in rural schools.

The total number of pupils in ungraded schools: 284,267

(or 11% out of 2, 571,989 of all total number of students) or (25% of all total number of rural students)

Total number of teachers in all schools: 294,897

66,947 (or 22.7%) work for ungraded schools

KZ has 7,307 state daytime schools

Out of which 5,702 (78%) are located in the rural areas.

Out of 3,639 ungraded schools

3,548 (97.5%) are located in rural area.

Key challenges in Kazakhstan

- Use of resources - grants
- Fit for context - rural schools
- Practice ahead of preparation
- Fit between key factors that drive practice and vision
 - Stavka
 - Selection
 - Routes to practice - 'zaochne'
 - Attestation
 - Regulation -

Key challenges continued

- Model of teacher and teacher education – agreement?
- Reform process – lack of coordination of different initiatives
- Pace and slowness of change – time lag
- Areas ignored and in need of attention – inclusion
- Supply - Teacher-pupil ratio or the production of teachers
- Preparation for ungraded schools
- Entry levels and the UNT
- Drop out or overproduction?



Lessons from Kazakhstan

- There is agreement that radical reform is urgently needed now - schools, PIs, Reform ready.
- There is **not** a shared understanding of the concepts, although all using the language
- Practice and training in PIs are at different points
- Multiplicity of different initiatives and 'reforms' being undertaken - needed coordination.
 - The lack of coordination was potentially the biggest – if changes failed or pursued unevenly, piecemeal, things would be worse than when we started.
- Parity of status for theory and practice needs to be established

Strategy for moving this forward

- Agreement on model to be developed
 - Must involve key actors – school principals, teachers, NIS, PIs and policy makers
 - NIS leading practice and Centres of Excellence but no capacity to lead – build on this
 - Must **be co-construction** by these actors
 - Must have a manager or driver of this process – missing element. Appointed by NIS, NU, MOES – informed by Centres of Excellence training
 - Model of reform should be financially sustainable and frugal - a model of deep and sustainable change
 - Take account of and be integrated into the reform of the 10 universities

Strategy continued

- New independent organisation able to look with new eyes and able to act
- Must start in 2015
- Pilots for development
 - 3 with international partners, develop practice and share experience
 - Pavlodar Pedagogical Institute, Abay Kazakh National Pedagogical University and Taraz Pedagogical Institute
 - September 2015 start
 - Research and development model
 - Revise the curriculum, practice, structure and accreditation



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Thanks!

Comments and questions?

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