Reflections on the Process of Implementing a Large Scale Teacher Improvement Programme Throughout Kazakhstan

**Background**


NIS started out with a clear vision of what they wanted to achieve in the twenty-first century schools of post-soviet Kazakhstan. The MoESRK and the Centre of Excellence Research Team were commissioned to support NIS in designing and implementing an in-service teacher intervention. The MoESRK and NIS started out with a clear vision of what they wanted to achieve in the twenty-first century schools of post-soviet Kazakhstan.

**Theory of Change**

The ultimate goal of the teacher education intervention programme was to build an existing pedagogical practice but also to shift classroom teaching so that all pupils would become highly motivated and self-regulated learners.

**Research Data & Findings**

**Process & Outcome Evaluation**

The Centre of Excellence Research Team is now embedded in all the regional centres, having started with a small development team it has now grown to be several teams: translation and implementation process and evaluation teams. The programme is scaled and spread throughout Kazakhstan.

Translating policy into workable sustainable change

<table>
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<tr>
<th>Stage One: Kazakhstan team, clarify goals, parameters and non-negotiable decisions.</th>
<th>Stage Two: Joint Kazakhstan and Full Cambridge teams: translation and implementation process</th>
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<tbody>
<tr>
<td>Define what the developers ‘problem’ is: supporting the data and evidence.</td>
<td>Develop a common understanding of the problem.</td>
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<td>Clarify non-negotiable values, for example what a ‘good’ Kazakhstani school means.</td>
<td>Change management and pedagogical programmes (full team).</td>
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</table>
| Identify the aims and goals to be achieved and the outcomes available. | Full and Kazakhstan Centre of Excellence (CoE) teams interpret the programme outcomes for the Kazakhstan context. Kazakhstani-CoE non-negotiable values form Russian and Kazakh.

| Consider options on how to achieve the goals including the funding available to introduce changes. | Consult model of action — stream introduced full-training working with CoE teams. Common reflection of the implementation model and adaptation as the programmes are scaled and spread throughout Kazakhstan. |
| Decide on project approaches which must be sustained throughout the intervention. | Gronn’s ‘context’ approach starting with classroom teachers then middle leaders, senior leaders and finally head teachers. |
| Set up a summative impact study of process and outcome evaluation | CoE RECORDS: data collected in the field. |

**Development**

- A ‘can do’ approach is essential.
- Expect that things will not follow the original plan precisely but learn from this and respond rapidly.
- Engage in disciplined reflection on outcomes and measures.
- Distinguish professional judgments and know how to adapt approaches.

**What we have learned**

- Development is context specific.
- Always focus on the ‘learn’ as well as ‘teach’ of education, which means, through ongoing improvements the best for the work in schools and at home.
- Initiate in-service teacher-pupil relationships.
- Value teachers.
- Involve diverse teams to help shape the product.
- Accelerate ideas and processes through network communications.

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<th>Long numbers of teachers trained</th>
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<th>What NIS leaders see</th>
<th>How the CoE Programme is Embedded</th>
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| CoE RECORDS: data collected in the field. | CoE RECORDS: data collected in the field. |

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Acknowledgments: Centre of Excellence Research Team

Dr Frank Cornelissen, University of Amsterdam

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**Process & Outcome Evaluation**

| NIS branches | | | |
|---|---|

- White = no data.

- Key: Black = significant outcomes; Yellow = emerging outcomes; Green = minor outcomes; Red = no data.


- Leadership Development

- PLANIFICATION FOR TEACHING

- DEVELOPMENT AND PUPILS

- SCHOOL DATA

- COLLABORATIVE STRUCTURES

- FEEDBACK AND EVALUATION

- RESEARCH

- ASSESSMENT

- COACHING TEACHERS

- TEAMS OF KNOWLEDGE

- ATTITUDES

- ACADEMIC LEARNING

- PUPILS

- ENGAGING IN TEACHING LEARNING

- Masters degree

- Embedded school-based research focusing on pupils’ learning

- Knowledge of how to implement accountability models and whole school and classroom accountability systems.

- Knowledge of how to carry out reflective accounts of practice and measure progress.

- Knowledge of how to carry out professional judgements and measure progress.

- Develop positive teacher - school relationships.

- Make professional judgements about teaching.

- Act independently and be reflective about teaching.

- Use a variety of pedagogical approaches.