

**Teachers as Agents of Change:
Supporting, Enabling, and Empowering**

A KIX webinar

24th February 2021

Teachers as Agents of Change: Supporting, Enabling, and Empowering

Problem

How to:

- enable teachers to improve practice in their schools?
- enhance teachers' commitment & mobilise their moral purpose?



Solution

Enable teachers to exercise leadership to build collaboration & embed changes in routine practice.

Provide support and enablement.

Strategies to empower teachers

Facilitative methods, using tools to scaffold reflection, deliberation and planning

Focus on teachers' own concerns and agendas (+ consultation)

Workshops facilitated by trusted and experienced teachers

Principals use transformational leadership to build culture

Outcomes

Teachers design & lead their own development projects

Teachers organise to create networking opportunities

Teachers advocate for good practice and for teacher leadership itself

Amina Eltemamy

CairoCam Network, Egypt

It is like: “inhaling fresh air in the middle of intense pollution”

The context of Egypt

History of policy borrowing

Resistance to change

Low morale – teachers as victims

The power of teacher leadership

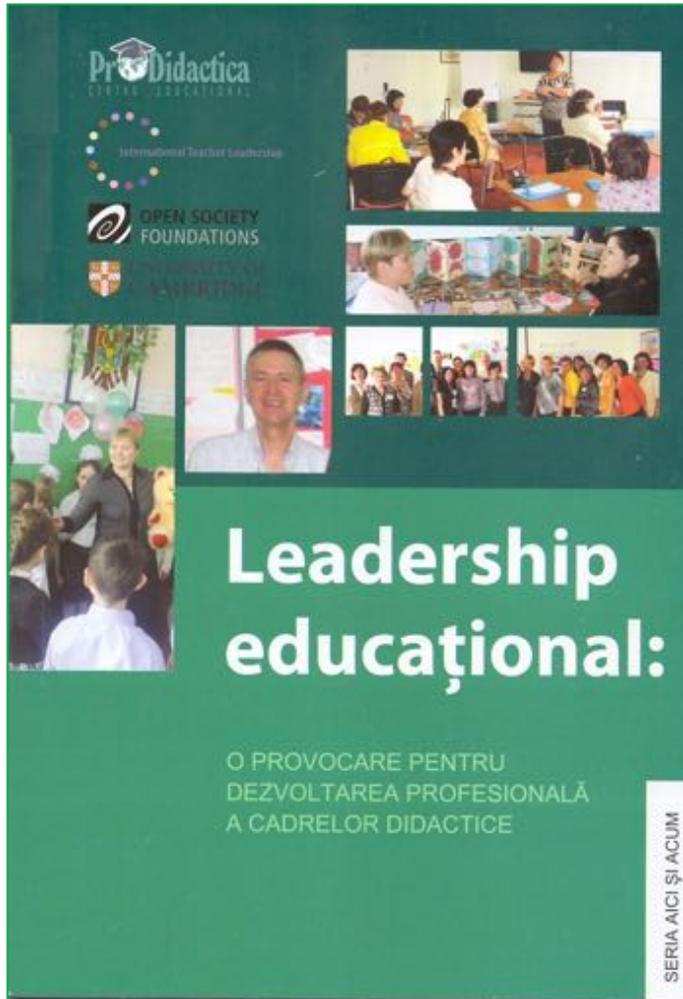
In our Teacher Led Development Work (TLDW) programme, teachers:

- reconnect with their values and identities
- reflect and self-evaluate
- consult and collaborate with colleagues to create knowledge
- learn in new ways – through innovating, trialing etc
- develop self-efficacy – see challenges as opportunities



Teachers Leadership in Moldova

Dr Rima Bezede, President, Prodidactica



PhD study on teacher leadership

Approved programme to support teacher leadership

Leadership of other teachers: facilitator, coach, mentor, team leaders etc.

Leadership through decision making and partnership

Sustainable school reforms, influencing other teachers' practices

Networks at school level, at regional and national levels

Professional learning communities

Teacher Leadership in Kazakhstan

Saule Kalikova, Policy Advisor, Soros Foundation – Kazakhstan



Why do we support the idea of non-positional teacher leadership?

- 1) belief in teachers' capacity to lead change
- 2) practical instruments and strategies that can support teachers' professional learning in their work places
- 3) efficient and trust-based partnerships between researchers (university) and practitioners (school)

Why do we want to build teacher leadership capacity in Kazakshtan?

- 1) highly centralised educational system, wherein teachers are at the bottom of the hierarchy
- 2) schools function as state institutions and pedagogical universities (the vast majority) lost connection with schools

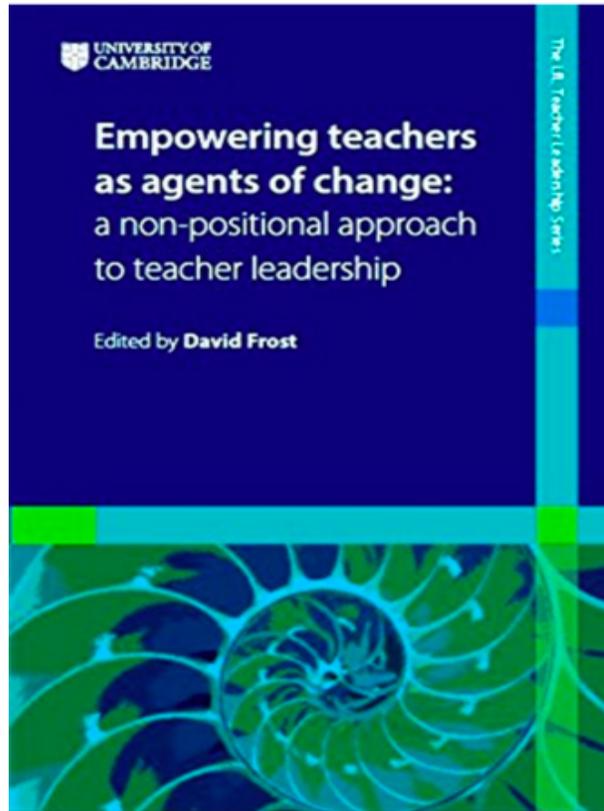
Why does Soros Foundation – Kazakhstan (also known as Open Society Foundation) support the Teacher Leadership in Kazakhstan (TLK) initiative?

- 1) 25 years of experience in implementing an innovative educational initiatives and promoting the open society values in schools in Kazakhstan (for example, Step by step, Critical Thinking, Debate etc.)
- 2) The TLK initiative was launched in 16 schools in 4 regions of Kazakhstan in 2019.
- 3) providing support to educational reforms and improving the teachers' status in Kazakhstan

The experience of non-positional teacher leadership

Dr Gulmira Qanay,

Teacher Leadership in Kazakhstan initiative & Nazarbayev University Graduate School of Education, Kazakhstan



The teacher-led development work (TLDW) strategy

Step 1 Clarify professional values

Step 2 Identify professional concern

Step 3 Consult colleagues about the focus of development project

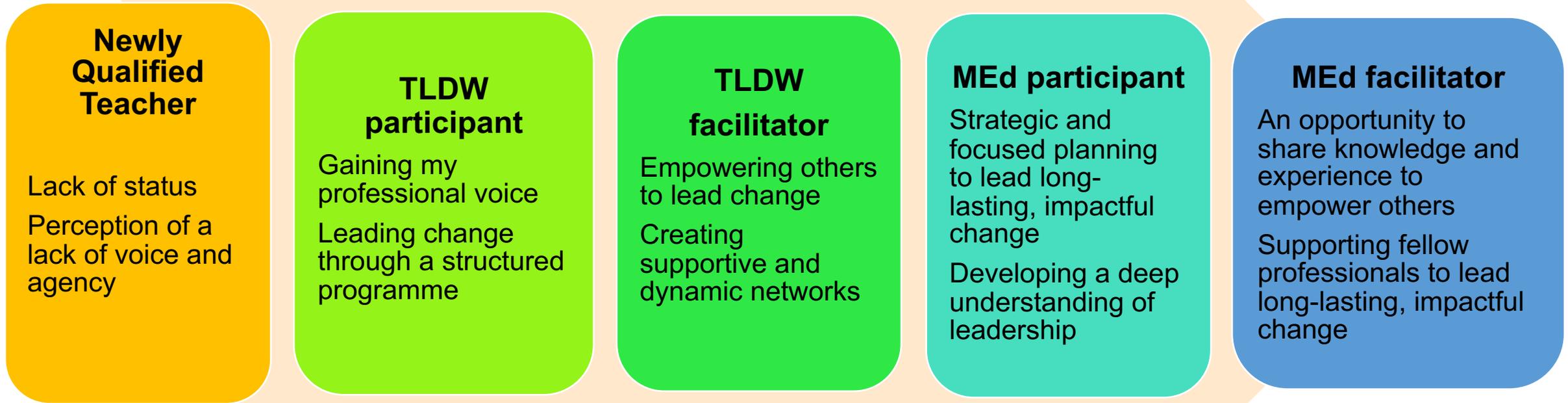
Step 4 Develop an action plan and design the project

Step 5 Consult colleagues about the action plan

Step 6 Lead the development project

Step 7 Network to build professional knowledge

Diane Campkin
Wormley Primary School, UK



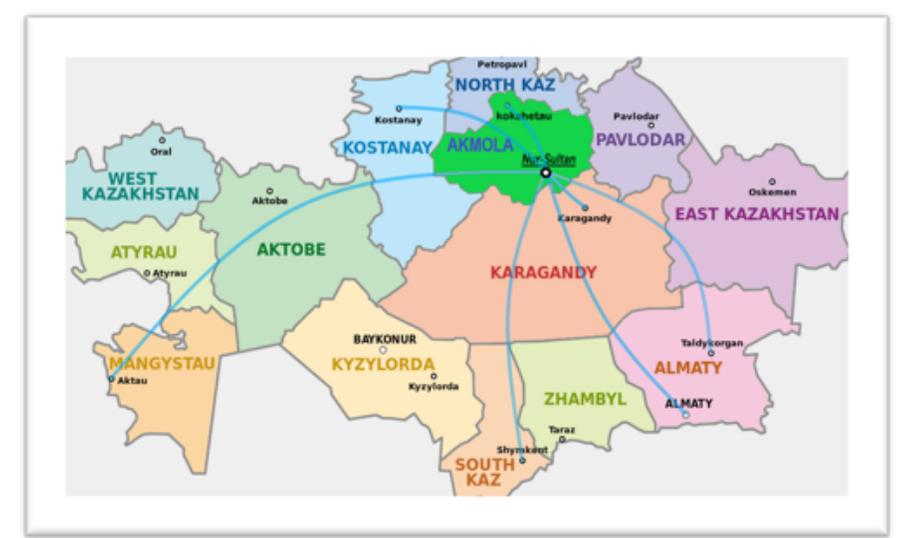
HertsCam - A Journey of Empowerment

Developing students and teachers' ICT skills to improve teaching and learning in school

Zhanibek BATYR,

physics teacher, school-gymnasium №83,
Nur- Sultan city, Kazakhstan

AIM + RESPONSIBILITY + ACTION = IMPACT



Through participation in the Teacher Leadership in Kazakhstan initiative:

I became more motivated to exercise leadership and share knowledge.

Through intra and inter-school network events, I shared my professional concern and exchanged ideas with colleagues

I had an opportunity to identify my professional concern, reflect and analyse practice.

My year-long project had an impact on students' and colleagues' practices both within and beyond my school.

I have learned that through leadership we (teachers) can achieve a lot.



The Teacher Leadership in Kazakhstan (TLK) initiative

Dr Gulmira Qanay

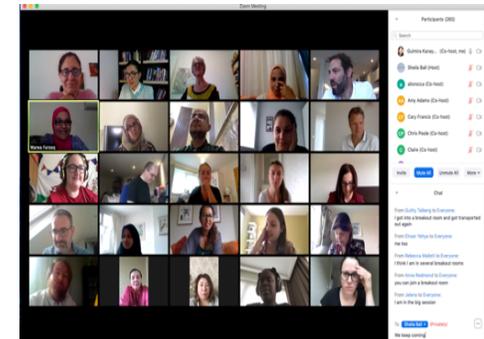
Teacher Leadership in Kazakhstan initiative & Nazarbayev University Graduate School of Education

Implementation process

- studying and piloting the approach (PhD & Taraz)
- planning the initiative
- building relationships
- recruiting schools / facilitators
- providing an induction conference
- supporting for monthly workshops in each school
- network event once a term

Scaling up

- consolidating current schools
- extending to new regions
- sharing the experience with policy makers and the professional community in Kazakhstan
- publishing our experience and teachers' stories



Measuring and Understanding Change in the TLK Program

Dr Matthew Courtney, Assistant professor, Nazarbayev University Graduate School of Education, Kazakhstan

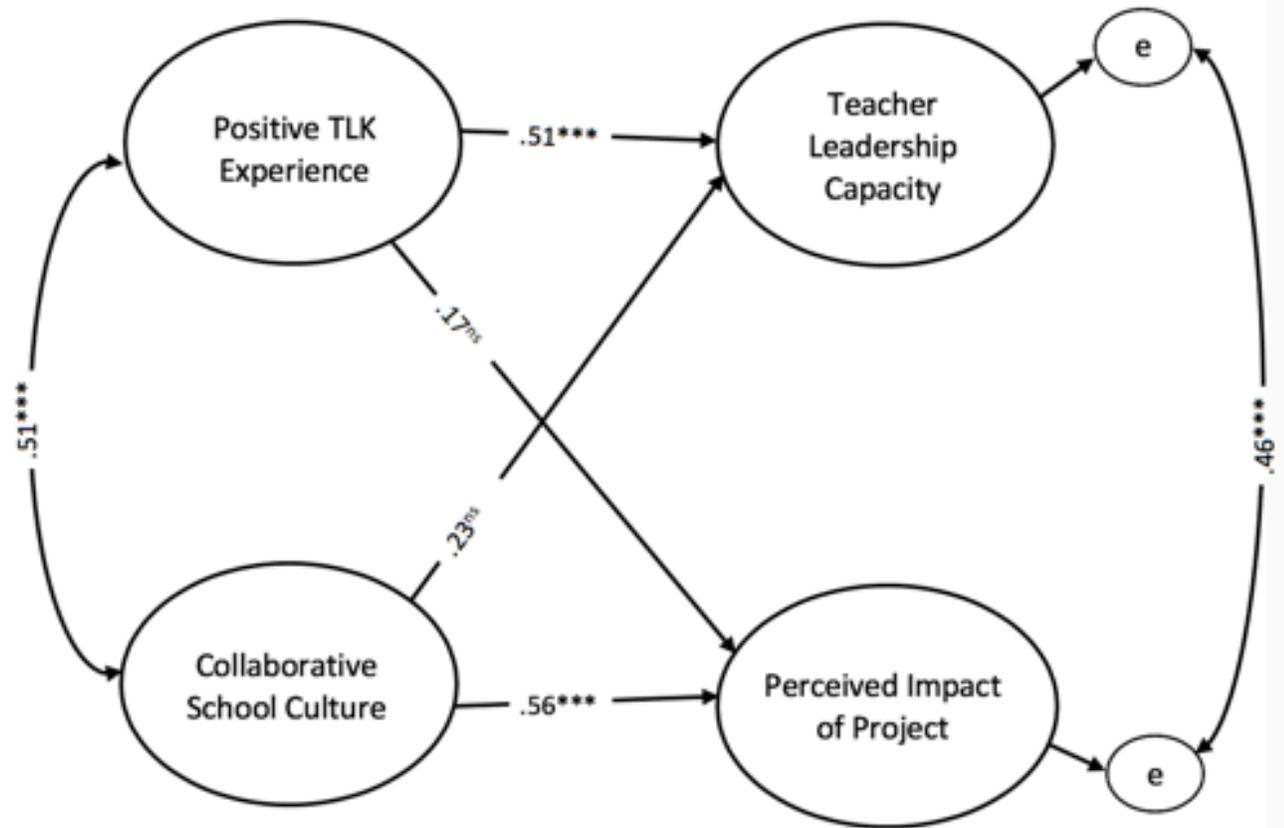


Figure 3. Teacher Leadership in Kazakhstan Schematic Model

Note. Full results including item-factor loadings available from the corresponding author; * $p < .05$, ** $p < .01$, *** $p < .001$; ns = not statistically significant.