



Quality Reform in Vocational Education 2020-2021 in Kazakhstan

Teacher training and capacity building





Design of online vocational teacher education program

Core of the Jas Maman project is to strength the capacity to implement TVET education in Kazakhstan and especially in 180 TVET institutions. Capacity development is based on three principles:

1. Skilled and motivated teachers and administrative personnel.
2. Updated and internationally recognized curricula that guarantees the equity of students to achieve high quality vocational education.
3. Learning environments with tools and technologies that offer possibility to organize training and learning as meeting needs of local, regional, national and international working life as well encourage learners as lifelong learning aspect.

The purpose is to build the capacity of the teachers in modern vocational pedagogy to fill in the gap between the current pedagogical competences of the teachers and the learning goals of the teacher education program. Active participation for training will improve the professional skills of teachers in the context of the requirements of the labour market, the needs of employers and taking into account modern professional pedagogy and curricula reform. In addition to this the participants will be working in practical study groups. The education program includes study groups, peer learning and the creation of learning materials, which the participating teachers can use later locally.



Teacher training is organized remotely with the aim to strength the capacity of all teachers and administrative personnel on 180 TVET institutions (section 1). Training will be organized as recorded self-study materials (videos and articles) and on-line webinars. An important part of training is development work in local institutions which are guided by teachers and principals who will participate in advanced training (section 2).

During the training and in digital platform pedagogical training material will be available as been used and modified locally.

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Hours
PEDAGOGY COURSE (ONLINE) Section1	24	7	7	7	7		52
WEBINARS Section 2 (ONLINE) *In KZ if COVID is not affecting	(3)	6	6	6	5*	5*	28
LOCAL WORK, PERSONAL DEVELOPMENT Section2		11	11	11	11	11	55
							135 h

Content and timetable for teachers online training program

The teacher training cover pedagogical solutions for vocational education, European approaches, learner-orientation, phenomenon-based learning, study guidance, co-operation in working life, and practical examples from different professions through educational videos and other educational materials.



Principal training is organized in part in accordance with the same development content, so that principal training and teacher training form a mutually supportive development process in educational institutions. The training courses present working methods and case examples that can be utilized in the planning and implementation of teaching to support one's own basic work. Capacity building training for teachers is divided into two sections. Both sections are organized parallelly so the effect of training will cause effective implementation and ground for accreditation process in future academic years. The teacher training process is formatted as correspondent with Principal training content.

Section one (1) is offered to all teachers and principals of 180 institutions involved in Jas Maman project. Section two (2) is targeted at 5-6 teachers from each institution with a total number of 900-1000 teachers.



Section 1. Pedagogical principles in 21st century learning for college teachers and principals

Self-study course by Dr. Professor Kirsti Lonka with the theme of **Student-engaging learning practices.**

Time of implementation: 2021

Start 6 weeks after the agreement, with online instructions for a self-study course.

Start of course in Soprano's online Learning platform with recorded content (translated content to Russian)

Exercises based on provided information.

End of course and certificates for all attended. (80% of attendance)

Optional study material/e-Book: Phenomena based learning

The main content:

How to motivate and engage your students

- How to spark interest in your students
- How memory and learning work
- What is the role of emotion and motivation in learning?
- What is flow and how to foster it in your students?

How to foster student-engaging learning by assessment?

- Method
- Watch videos and reflect on the topics presented in the videos
- Writing a personal learning journal



Reflection on current teaching practices

- Applying learned skills with your own students
- Discussing the challenges and learned ideas with your peers and school community

Section 2. From Teacher to Facilitator of Learning

Training is organized for selected 900 to 1000 teachers from 180 institutions (approximately 5-6 teachers per institution).

Time for implementation: The duration of the training is one year (**5 ECTS**) with regular efforts are expected. Start of implementation will happen 8 weeks after agreement.

Total amount of studies (including section 1 and 2) is 135 hrs which is divided 28 hrs participation in webinars. 52 hrs pedagogical On-line studies 27,5 hrs (Personal development exercises working space in Soprano digital platform) 27,5 hrs Local Curricula and learning materials development.

Methods of the work

Training will consist of six on-line webinars every other month. Training is mainly organized as online webinars with an option and aim to organize at least two trainings as onsite training. Institutions and individual work with development exercises and materials are shared in the Sopranos digital learning platform.



Work is organized by industry (within a study group). (ZOOM-workshop / one day each.)

- Evaluating results and supporting TVET institutions to continue capacity building of teaching staff
- Localized analysis of needs of future skills and current status (State-regional-local level)
- Four steps of the future development process
- Contemporary pedagogical theories in practice
- The structure and principles of curricula
- Assessment and personal study plan (PSP)
- Development work instruction, reflection and continuous plan
- Student counselling and welfare
- Sample of the best pedagogical practices from Finland (TVET)
- Preparation of learning tasks for local curricula work for distance studies.
- Development exercise for teachers together with principals to implement change on local institution level from chosen development topic for academic year 2021-2022
- The blended learning activities include locally (by institution) organized study groups, peer learning and creation of learning materials by the training participants that can be used later locally.

Samples of supportive learning materials to be shared

1. On-the-job learning and competence assessment form (doc)
2. Student – teacher – working life - agreement and tool (doc)
3. Self-assessment / peer review and teamwork evaluation forms (doc)
4. A peer review form at the end of the learning period (doc)

5. Evaluation of teamwork (form doc)
6. Teacher development / in-service training plan (doc)
7. Student counselling and welfare model in TVET (doc)
8. Self-assessment of teacher's pedagogical skills (doc)

*Seminars organized optionally in Kazakhstan if possible **Section 1 includes 52 hrs.

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Hrs.
WEBINAR HRS *optionally in KZ	(3)	6	6	6	5*	5*	28
Local work, Institutions - study groups		11	11	11	11	11	55
Core content	Introduction for Section 1	Results of inquiry.	Student engagement.	Curricula framework.	Digitalization of learning	Curricula framework	83
		Curricula framework and localization.	Assessment culture	Competence based learning.	Teacher development plan	Lifelong learning and professional strengths	52**
		Industry-based orientation.	Counselling and welfare.	Local companies as partners.	Communication and collaboration	ED exhibition as reflecting KZ skills	135
		Local features of capacity building.	Industry based orientation.	Industry based orientation	Teamwork	Industry based orientation	