



# Quality Reform in Vocational Education 2020-2021 in Kazakhstan



## *Design of online administration – principal education program*

The core of the Jas Maman project is to strengthen 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 improve the professional skills of principals in the context of training in accordance with the requirements of the labour market, the needs of employers and consider modern professional pedagogy and curricula reform. In addition to this the participants will be working practically with teachers in TVET institutions. The education program includes study groups, peer learning, and creation of institution level development process plans, which will be on the line to support the accreditation process. The aim of the training is to build the capacity of the principals in their work to develop modern vocational pedagogy together with teachers.



Principal training is organized remotely with the aim of the strength capacity of administrative personnel on 180 TVET institutions. 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 supported by Soprano's training team and materials in Soprano's digital platform.

## *Content and timetable for principals online training program*

The principal training cover content for management of TVET institution with pedagogical principles of European TVET education, process and project management, learner-orientation and 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 accordance with the content, that principal training and teacher training forms a mutually supportive development process. The training courses present working methods and case examples that can be utilized in the planning and implementation of local management processes in TVET institutions.

Capacity building training of principals is divided into two sections. Both sections are organized parallelly so the effect of training will cause effective implementation and ground for the accreditation process in future academic years. The principal training process is formatted on the Teacher training process.



Section one (1) is offered to all principals and teachers of 180 institutions involved in the Jas Maman project. Section two (2) is targeted at 1-2 principals from each institution with a total number of 200-300 principals.

## *Section 1. Pedagogical principles in 21<sup>st</sup> 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 and content is approximately 52 study hours.

Start after 6 weeks after agreement with online instruction for 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 attendees (80% of attendance).

Optional study material/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. Principals role in change management and pedagogical developers*

Training is organized for all 200 to 300 principals from 180 institutions (approximately 1-2 principal/administrative per institution).

Time of implementation: Duration of training is 1 year (**5 ECTS**) with regular efforts are expected. The start of implementation will be 8 weeks after the agreement.

The total amount of studies (sections 1 and 2) is 135 hrs, which is divided into 27 hrs participation in webinars, 54 hrs pedagogical online-studies, 27 hrs Personal development exercises working space in Soprano's digital platform and 27 hrs Local Curricula and learning materials management process.



## *Methods of work*

One day webinar (one webinar / every second month). Training is mainly organized as online webinars with the option to organize at least two courses of training as onsite training. Institutions and individual work with development exercises and materials will be shared on the Sopranos digital learning platform.

Work is organized as principals zoom webinars in their own study group. The following content will be studied during webinars and local work.

- The structure and principles of curricula
- 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
- Assessment and personal study plan (PSP)
- Student counselling and welfare
- Samples of the best pedagogical practices and management from Finland (TVET)
- Preparation of local curricula
- 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. Institution development plan (doc)
2. Teamwork agreement (form doc)
3. Personnel development / in-service training plan (doc)
4. Student counselling and welfare model in TVET (doc)
5. Self-assessment model for institution (doc)
6. Security plan (doc)
7. Project structure model (doc)

### **Visualisation of Principal training module (2)**

\*optionally in Kazakhstan , \*\*Section 1 is defined as 52 hrs.

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Hrs.
<b>WEBINAR HRS</b> *optionally in KZ	(3)	5	6	6	5*	5*	27
<b>Local work, Institutions - study groups</b>		10	10	10	13	13	56
<b>Core content</b>	Introduction for Section 1	Results of inquiry.  Curricula framework and localization.  Change management.  Local features of capacity building.	Accreditation demands  Local and European networks in TVET education.  Principles of 21 <sup>st</sup> century management and leadership.	Modern learning environments  Counselling and welfare  Assessment culture  Project and process management.	Change management  Communication and collaboration  Personnel management and lifelong learning.	Digitalization of learning  Lifelong learning and professional strengths  ED exhibition as reflecting KZ skills	83 52** 135





Principles and suggested themes of section (module) 2 training. Description of training content as aim to strengthen the capacity in the line of the starting accreditation process. The detailed program will be defined and modified together with Talap in negotiations.

### *New Curricula and pedagogical management*

The core of pedagogical change happens by creating and implementing new curricula by local authorities including TVET institutions. The focus is not on the way of rapidly changing the skills and existing knowledge rather than build up a culture with understanding of continuous lifelong learning and the active role of all participants involved for development of Kazakhstan TVET education.

Pedagogy management is related to the change management process when relevant needs are defined as thinking about the current status of TVET institutions. Themes include basic knowledge of pedagogy and didactics, principal's role as a pedagogue, pedagogy team with an active role in the blended management system, digital tools for pedagogical management, phenomena-based learning, student centred school culture and counselling, well-being, and safety in school.



## *Transformation process and principal's role in change management*

Principals should be aware that one part of their job is to transform their organizations to keep pace with pedagogical development, new technologies, and the need to update the organisational structure. However, the biggest transformation challenge is not in solving a technological or strategic problem. The major cause of failed transformation is most often the intractable human responses associated with change-responses such as fear, ingrained habits, politics, incrementalism, and lack of imagination. These stumbling blocks always arise when humans are faced with change. Communication is very important in management and especially in change management. Communication must be clear, consistent and provide an opportunity for constructive discussion. Competence in these skills is very essential in the role of the principal.

Successful change and transformation leadership is to find a way to transcend the negative phenomena for building a better future together. For this, skilled leaders need communication tools, an understanding of the psychological pattern and triggers, motivation theories, and a clear structure for change management.

## *Project and process management*

After participating in the training principals have achieved knowledge of the roles and responsibilities of different parties of a successful project team. Principals are aware of the



requirements of the project environment and stakeholders as well as how to compile a project plan in co-operation with the project team.

Successful change management requires successfully preparing, planning, starting, executing, and completing projects which Jas Maman's pedagogical transformation process can be defined.

Principals will be taught project management tools, methods, and techniques as well as good working practices. Principals will get guidance for critical aspects of control, monitoring, and closure of a project.

### **Accreditation demands**

Accreditation defined as high quality in all levels of organization and standardized quality means that pedagogical leadership as well as everyday management needs to be effectively implemented. During the accreditation process, the management team will support teachers and other personnel as well as participate oblast – national – international level of everyday work. Principals need to know the main activities and requirements of the accreditation process and internal quality work. Principals will get training in how to establish a self-evaluation team and how to define the roles of personnel.

An essential part of the process is commitment to external evaluation as well as commitment to continuous improvement and evaluation. Basic themes are planning and development plans, team structure, evaluation and self-assessment, reporting, and continuous development culture.



## *Personnel management as continuous lifelong learning*

Wellbeing at work means that work is safe, healthy, and pleasant. It stimulates good and motivated management and the workplace atmosphere and professionalism of employees. It also impacts on coping at work.

Wellbeing at work increases productivity and commitment to the job, and it reduces incidents of sick leave.

There is more than one correct definition for wellbeing at work. Wellbeing at work is an individual experience related to, for example, well-functioning personal relations in the workplace and employees' own vocational skills. Wellbeing at work helps a person to be enthusiastic and motivated and to take the initiative. Therefore, wellbeing at work is directly connected with work productivity and with the competitiveness and reputation of the employer organisation.

Promoting wellbeing at work involves employers and employees. Employers have to ensure the safety of the work environment, good management, and fair treatment of employees.

Employees also play a major role in maintaining their workability and professional skills. Everyone is in a position to make a good workplace atmosphere. Wellbeing at work can be improved by developing working conditions and skills.