Educational programme for the in-service training of the English Language pedagogical staff in the context of the updated curriculum for comprehensive school education in the Republic of Kazakhstan

Presenter's Name

MONTH 2016

Trainer introduction

Trainer Name

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Introduction to 20 days of training

- **Days 1 to 4**
- overview of the updated curriculum, its structure, the necessary pedagogy for it to be effective and the criteria-based assessment mechanism

- **Days 5 to 20**
- subject-specific aspects of the curriculum (active and practical)
- micro-teaching
- self-reflection and meta-cognitive tasks

- Timing of sessions, breaks, fire drills, mobile phones etc.

Background to the training

- Kazakhstan's 2050 vision

- Prepare learners for future challenges

- Kazakhstan aims to become one of the leading countries in high quality education:

  - outcomes-based curriculum

  - pedagogical approach

  - assessment model

Day 1

Introduction to the updated curriculum

Day 1 Training objectives (1)

- Introductions from trainer and from teachers
- Teachers understand the schedule for training
- To introduce key terminology and documentation of the updated curriculum
- To begin to know the content and coverage of the updated curriculum

Day 1 Training objectives (2)

- To be more aware of the content of the subject programmes and course plan

- To understand that content has been removed from the current curriculum to allow time for the development of skills

- To recognise the need for updated teaching strategies

- To know how to support language learning

- To be introduced to the term 'spiral curriculum'

Day 1 Overview

- Session 1
  Introduction to the training

- Session 2
  The updated curriculum

- Session 3
  Structure of subject programme and course plans

- Session 4
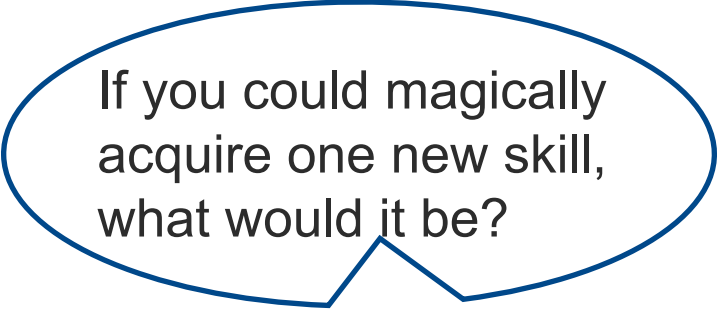 Language development

Day 1 Session 1 – Introduction to the training: session overview

- Introductions

- Course aims and structure

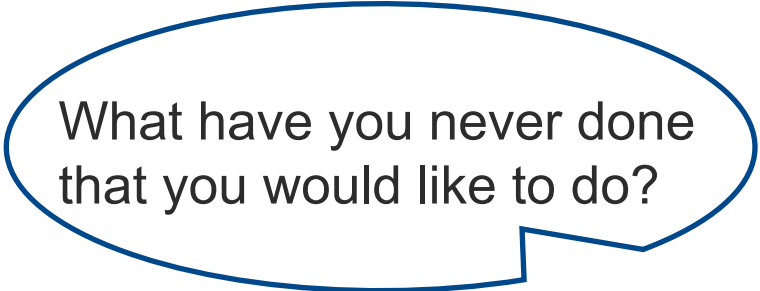- What I know and what I want to learn

- Priorities

Day 1 Session 1 – teacher introductions

Introduce yourself to a partner/the whole group

Include at least one interesting piece of information

If you could magically acquire one new skill, what would it be?

What have you never done that you would like to do?

Which adjective best describes your character?

Day 1 Session 1 – In-service training programme

- Nazarbayev Intellectual Schools (NIS) were introduced in 2011.

- NIS have established trilingual schools following an updated curriculum and assessment model.

- They have also implemented innovative educational practices.

- Transferring an updated curriculum, assessment model and educational practices to comprehensive schools.

Day 1 Session 1 – In-service training programme

The objectives of this year's in-service training programme are:

- to support educational update in schools

- to introduce an updated curriculum starting from Grade 1

- to introduce updated subject programmes for key subjects into the existing secondary school curriculum

- to introduce a new criteria-based assessment model for the updated primary curriculum and key secondary curriculum subjects

Day 1 Session 1 – Aims of this course

- To enable the successful implementation of the updated curriculum

- To ensure teachers are familiar with the updated curriculum

- To support outstanding teaching and learning

Day 1 Session 1 – Course structure

Day	Theme of day	Day	Theme of day
1	Introduction to the updated curriculum	11	Secondary listening and speaking
2	Effective teaching and learning	12	Developing resources
3	Assessment	13	Progression and achievement
4	Delivering the updated curriculum: planning and resources	14	Planning language lessons
5	Language skills	15	Engaging learners
6	Primary listening and speaking skills	16	Review of primary resources
7	Primary reading and writing skills	17	Review of primary resources
8	Language classroom management	18	Planning and delivering lessons
9	Developing learner language awareness	19	Planning and delivering lessons
10	Secondary reading and writing skills	20	Key concept review

Day 1 Session 1 – Overview of days 1 to 4

- Day 1

  Introduction to the updated curriculum

- Day 2

  Effective teaching and learning

- Day 3

  Assessment

- Day 4

  Delivering the updated curriculum: planning and resources

- What I want to learn handout (individual)

- Priorities (whole group feedback)

- Any outstanding questions?

- Next session

End of Session 1

Day 1 Session 2 – The updated curriculum: session overview

- Key curriculum terms and documents
- Begin to know content, coverage

All subjects in updated curriculum

- Primary
- Secondary
- High

Making connections between key documents: subject programmes, course plans and assessment guidance

Subject programme

Learning objectives

Course Plans

Suggested activities based on **learning objectives**

Guidance for Formative Assessment

Supports decisions regarding Formative Assessment of **learning objectives**

Day 1 Session 2 – Subject programme contents (1)

Part 1: General information

1.1 The importance of the subject in the curriculum

1.2 The aims of the subject programme

1.3 Implementation of the trilingual policy

1.4 Description of the organisational requirements for the subject

1.5 Pedagogic approaches for the subject

Day 1 Session 2 – Subject programme contents (2)

Part 1: General information (continued)

1.6 Developing respect for diversity of culture and opinion in the subject

1.7 Competence in the use of digital technologies in the subject

1.8 Developing communication skills in the subject

1.9 Approaches to assessment in the subject

Part 2: Content

2.1 Subject programme content, organisation and progression

Day 1 Session 2 – Course plans: sections

- Long-term plan

- Introduction to language objectives

- Medium-term plan

- Short-term lesson plan

End of Session 2

Day 1 Session 3 – Structure of subject programme and course plans: session overview

- Analysis of subject programme and course plans
- Group discussion and whole group feedback
- 'Spiral curriculum'

Analysis of subject programme

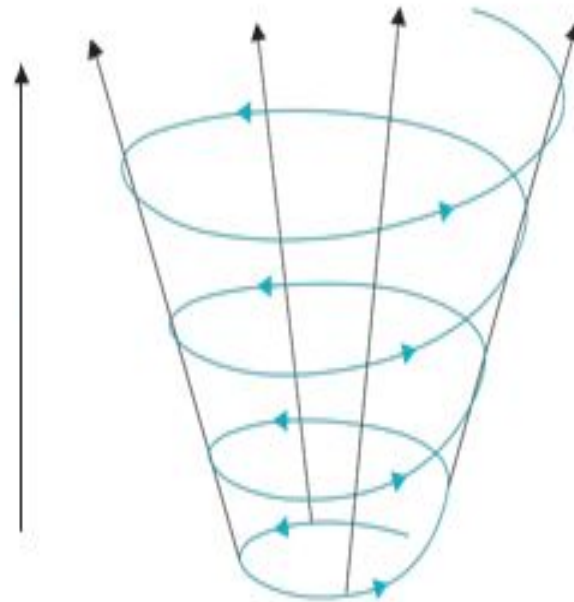- Four columns handout

Analysis of course plan

- Four columns handout

Day 1 Session 3 – Spiral curriculum

Topics are revisited, sometimes within and across terms

Topics should be taught in greater depth each time

Level of difficulty should increase

End of Session 3

Day 1 Session 4 – Language development: session overview

- The importance of communication in the updated curriculum

- Language support in course plan units

- Writing a language objective for a lesson

Day 1 Session 4 – The importance of communication

- Why do you think teachers need to support language learning?

- How can we do this?

Day 1 Session 4 – Subject programme: communication in the curriculum

From the subject programmes:

Education Organizations of the Republic of Kazakhstan build the base of communicative competence of learners with the aim to develop functional literacy. (Section 1.3)

In order to support the learning of content subject matter, subject teachers also support the learning of subject-specific academic language. (Section 1.5)

Throughout the curriculum, learners will be encouraged to communicate in both oral and written forms with their fellow learners, teachers and wider audiences using a range of media and academic language with accuracy. (Section 1.8)

Day 1 Session 4 – Subject programme: summary of communication in the curriculum

To provide language support:

• introduce and use subject-specific vocabulary

• encourage learners to actively use all four skills:

    reading   writing   speaking   listening

How do the course plans help to provide language support?

Day 1 Session 4 – How can you provide language support?

During the lesson:

- state the language objective
- write key words on the board and pre-teach them
- use all four skills

At the end of the lesson:

- review progress against the language objective
- give feedback on language and communication as well as content

Day 1 Session 4 – Writing language objectives

Write and share a language objective for a course plan lesson.

Subject: …….   **Grade**: …….

- **Lesson subject objective:**

  …………………………………………………………………………………

- **Outline of teaching activity:**

  …………………………………………………………………………………

- **Language objective:**

  …………………………………………………………………………………

- **Subject-specific vocabulary:**

  …………………………………………………………………………………

- **Useful classroom language for dialogue/writing:**

  …………………………………………………………………………………

Day 1 Plenary

- Review of Day 1
- Preview of Day 2: Effective teaching and learning
  - Characteristics of effective teaching and learning
  - Active learning (1)
  - Active learning (2)
  - Learning environment
- Self-evaluation form