Exploration of intensification and its influence on teacher's work and life in International

Baccalaureate school in Astana

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Dedication

I would like to dedicate my research work to my little son Kamil Ilyassov, husband Adilkhan Ilyassov, and mother Kulbarshin Matyakubova, who were from the very beginning of the starting point at studying on getting master degree till its end.

Посвящение

Я хотела бы посвятить свою исследовательскую работу моему маленькому сыну Камилю Ильясову, супругу Адильхану Ильясову, и моей маме Кульбаршин Матякубовой, которые были со мной с самого начала моей учебы на получение степени магистра до ее окончания.

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Abstract

The collapse of the Soviet Union has brought new changes in the process of reshaping the educational system of Kazakhstan education and aligning all the levels of it with the Western educational systems. Secondary teachers are increasingly overburdened while accomplishing a lot of different tasks, which leads to the issue of teacher intensification (Hargreaves, 1991; 1992). Intensification has different symptoms: lack of time for proper rest during the working day, including the inability to go to lunch; lack of time to improve one's own skills; chronic and constant overload; lack of time for communication with other people, which leads to a suspension from the generally accepted norms and rules; reduction in the quality of work performed due to time savings; forced diversification of expertise due to staff shortages (Larson, 1980; Hargreaves, 1991). Many research studies have been conducted worldwide to investigate the issue of teachers' intensification. However, little is known about the nature of intensification in Kazakhstani context. The purpose of this qualitative study is to explore nature of intensification and its effects on teachers' work and life at an International Baccalaureate school in Astana. Within the qualitative research design, case study method was used to investigate the central phenomenon of the study. Six secondary teachers and two school administrators were recruited with the help of purposeful sampling strategy to participate in individual interviews. Non-participant observation and documents were used as additional data collection tools. The study findings demonstrated that the school climate is a main cause of intensification and includes several factors that increase intensification. Additionally, the current study demonstrates that intensification influence teachers' well-being, professional development, and actions both positively and negatively. The findings contribute to the body of knowledge in this field and also offer some key practice and policy implications.

Key words: intensification; secondary education; international baccalaureate; Astana; Kazakhstan; teachers' health.

Абстракт

Распад Советского Союза привел к новым изменениям в образовательной системе Казахстана и преобразованиям всех ее уровней согласно требованиям Запада. Учителя средних школ стали сильно перегруженными, выполняя множество различных задач и требований, что приводит к проблеме интенсификации учителей (Hargreaves, 1991, 1992). Интенсификация включает в себя отсутствие времени для полноценного отдыха в течение рабочего дня, в том числе невозможность пойти на обед; отсутствие времени для улучшения собственных навыков. Кроме этого ей присуще хроническая и постоянная перегрузка; отсутствие времени для общения с другими людьми, что приводит к отмене общепринятых норм и правил; снижение качества выполняемых работ за счет экономии времени, а также диверсификация кадров из-за нехватки персонала (Larson, 1980; Hargreaves, 1991). Было проведено множество исследований во всем мире для изучения вопроса интенсификации учителей. Однако слишком мало данных известно о характере интенсификации в казахстанском контексте. Целью этого качественного исследования является изучение природы (характер) интенсификации, и ее влияния на работу и жизнь учителей в школе Международного Бакалавриата в Астане.

В рамках исследования был использован метод Кейс стади – тематическое исследование для глубокого изучения центрального феномена исследования. Шесть учителей среднего образования и два представителя школьной администрации были выбраны с помощью целенаправленной стратегии выборки для участия в индивидуальных интервью. В качестве дополнительных инструментов сбора данных использовались безучастное наблюдения и изучение документов. Результаты исследования показали, что школьный климат является основной причиной интенсификации и включает в себя несколько факторов, которые усиливают интенсификацию. Кроме того, исследование также демонстрирует, что интенсификация влияет на благосостояние, профессиональное развитие и действия учителей как положительно, так и отрицательно. Выводы способствуют накоплению знаний в этой области, а также предлагают некоторые важные рекомендации для практического и теоретического применения.

Ключевые слова: интенсификация; среднее образование; международный бакалавриат; Астана; Казахстан; здоровье учителей.

Абстракт

Кеңес Одағының ыдырауы Қазақстандағы білім беру жүйесіне жаңа өзгерістер енгізіп, оның барлық деңгейлерінің Батыс талаптарына сай қайта құрылуына әкелді. Орта мектеп мұғалімдердің көптеген тапсырмалар мен міндеттерді орындап, жұмысбасты болуы мұғалімдер интенсификациясы мәселесіне әкеліп соқтырады (Hargreaves, 1991. 1992). Интенсификацияға жұмыс күні барысында толыққанды демалуға уақыттың жоқтығы, оған қоса түскі асқа бара алмау, жеке қабілеттерін арттыруға уақыттың жоқтығы жатады. Сонымен қатар оған созылмалы және үнемі шамадан тыс жұмыс істеу, өзге адамдармен араласуға уақыттың жоқтығына байланысты жалпыға ортақ нормалар мен ережелердің жойылуы, уақытты үнемдегендіктен атқаратын жұмыс сапасының төмендеуі, сондай-ақ, қызметкерлер жетіспеуіне байланысты кадрларды диверсификациялау кіреді (Larson, 1980. Hargreaves, 1991). Мұғалімдер интенсификациясы мәселесін зерделеу үшін әлем бойынша көптеген зерттеулер жүргізілді. Алайда Қазақстан аясындағы интенсификация сипаты жөнінде ақпараттар өте аз. Осы сапалы зерттеу жұмысының мақсаты интенсификация сипаттамасын зерделеу және оның Астана қаласындағы Халықаралық Бакалавриат мектебі мұғалімдерінің жұмысы мен өміріне әсерін зерделеу.

Зерттеу шеңберінде Кейс стади әдісі қолданылды – зерттеудің негізгі феноменін тереңдетіп зерделеу мақсатындағы тематикалық зерттеу. Жеке сұхбатқа қатысуға орта мектептің 6 мұғалімі және мектеп әкімшілігінің 2 өкілі таңдап алынды. Мәліметтерді жинаудың қосымша тәсілдері ретінде сырттай бақылау және құжаттарды зерделеу қолданылды. Зерттеу нәтижесі интенсификацияның негізгі себебі мектеп ахуалы екендігін көрсетті, және ол интенсификацияны арттыратын бірнеше факторлардан тұрады. Одан басқа, зерттеу интенсификацияның мұғалімдердің әл-ауқат, кәсіби даму мен іс-әрекеттеріне жағымды да жағымсыз әсер ететінін байқатты. Қорытынды осы салада білімді жинақтауға жәрдемдеседі, сонымен қатар негізгі практикалық және саяси салдарларды ұсынады.

Түйінді сөздер: интенсификация; орта білім; халықаралық бакалавриат; Астана қаласы; Қазақстан; мұғалімдердің денсаулығы.

Table of Contents

List of Tables

Chapter One: Introduction

Background of the Study

This chapter describes the background of the study, the purpose of the study, the statement of problem and research questions.

Time plays an important role in the maintenance of managing the life of every human being. From the very childhood, my parents constantly reminded me that I should always be punctual and manage my time effectively in order to become a professional in my job. I now realize that the older we grow, the more careful we need to be about how we use our time. Shortage of time is one of the main challenges for many people. When I started to work at the school in 2012 I too faced this issue with the time constraint. Nowadays, teachers are increasingly overburdened and this topic is one of the central foci of discussions in the teaching profession.

In my workplace teachers' overload has become a key challenge since the introduction of the new payment system, as teachers started to point out that they do not have enough time to fulfill their work, but at the same time school administrators claimed that in official workload teachers were allocated enough time. That is how this question became a major area of my interest within the field of the new payment system in my workplace by analyzing it in-depth and comparing it with experiences in other countries. For example, "in the Netherlands, the working week lasts only 30.5 hours, and in Finland 33 hours, in France 35 hours" (Gotoroad.ru, 2018), while there are countries, for example, China, where the working hours per week lasts 60 hours. I always had a question about the countries like Finland or France where they have less time, but in the ranking of the countries of the world in terms of living standards, they occupy leading positions (Gotoroad.ru, 2018). Despite spending fewer hours per week working, these countries remained as the most vibrant countries. That is how my interest in this topic has further grown.

While working at a private school in Astana, I have observed how teachers are overburdened and seemed to lack time, and therefore, I had a strong willingness to help the teachers but did not know how. Master Program at Nazarbayev University gave a great chance to advance my knowledge. One of the elective courses - "Teacher's professional identity" explored the concept of intensification (Ballet et. al, 2006; Easthope & Easthope, 2000; Hargreaves, 1991; Hargreaves, 1992), which provided an opportunity to study the problem of intensification in secondary education in more depth. I found intensification close theme to the issue of lack of time and it motivated me in further research. That is why I chose the intensification of teachers as the central phenomenon of my thesis.

The issue of heavy workload of teachers has been raised repeatedly in international studies (Apple, 1986; Hargreaves, 1994; Larson, 1980). After the collapse of the Soviet Union, the Kazakh government had been reshaping the educational system and aligning all the levels of it with the Western educational systems. Implementation of the new educational reforms in Kazakhstan, many of which were borrowed from the experience of other countries (Kerimkulova & Kuzhabekova, 2017) and presentation of a new National Education Development Program 2011-2020 became one of the reasons for raising the issue of intensification of teachers. New reforms expanded to all levels of education.

In the secondary education system, Unified National Testing was created. Also, the new curriculum is being implemented these days. Autonomous Educational Organization "Nazarbayev intellectual schools" (AEO "NIS") with different branches such as Center for Educational Measurement, Center of Excellence, Center of Educational Programs and Educational Resources Center was in the center of innovations. Another promising educational program that was introduced in Kazakhstan recently is the International Baccalaureate (IB) program. There are three schools in Astana, which implemented IB program.

International Baccalaureate (IB) is widely known in the world as an educational system, the uniqueness of which is the continuity and prospects of education,

which gives an opportunity to get a quality education and the right to enter prestigious universities in the world. One of the advantages of the IB program is the integration of the teaching and upbringing process, which is considered in the context of a holistic approach to education. IB is a student-centered program, directed to develop high-ordered leaning skills, think critically, to be involved in inquiry-based learning and to improve service skills as well. (International Baccalaureate, 2018)

IB consists of four main programs: Primary Years Program (PYP), Middle Years Program (MYP), Diploma Program (DP) and Career-related Program (CP). A significant difference between IB and State program is in the curriculum. Project activities, the community service, developing approaches to teaching and learning, extended essay and Interdisciplinary teaching and learning are one of the core components of IB, which make a diversity of additional roles that are performed by the school's teachers. On the other hand, State requirements to provide officially documented forms for every activity in the workplace as a proof of performance establish intensification. According to Ballet and Kelchtermans (2008) "Accountability demands and procedures extend policy-makers' control of life and work in schools and, as such, have a pervasive impact on the day-to-day working conditions of teachers and school leaders" (p. 47). There is increasing concern that teachers are being overburdened and disadvantaged accomplishing a lot of different tasks, which are new for them and difficult as well. Therefore, teachers "become the isolated executors of someone's decisions" (Apple, 1986, p.162). This has happened now in one of IB schools in Astana, which I had chosen as a site of my research.

Statement of the Problem

In the past two decades a number of researchers have reported that teacher plays an important role in implementation of the new educational reforms, as they are involved in the change process from the beginning (Bakkenes, Vermunt & Wubbels, 2010; Fullan, 2007) and "differently use their "professional agency" in such processes: influence work-related matters, make choices and decisions at work, and act accordingly use their agency to support, take a

critical stance, or even resist educational change in their schools" (Van der Heijden et al., 2015, p. 681).

An increasing amount of literature focused on teachers' intensification (Ballet, Kelchtermans & Loughran, 2006; Ballet & Kelchtermans, 2008; Easthope & Easthope, 2000; Hargreaves, 1991; 1992; Kelchtermans, 1999; Larson, 1980; Penrice, 2011), which discussed the nature of intensification and its' causes.

Scholars also have examined the effects of burnout (Boles et al., 2000; Leiter & Maslach, 1988; Maslach et al., 2001; Tatar & Horenczyk, 2002) on students' performance and reported that burnout is negative consequence of intensification, which can have an impact not only for teacher's well-being but also behavior and learning of student (Barutçu & Serinkan, 2013; Dorman, 2003, Lamude et. al, 1992). For that reason, the intensification of teachers may influence not only the teachers themselves but also the students.

Little is known about intensification in Kazakhstani context, several researchers investigated the process of international translation of educational policy (Bridges, Kurakbayev & Kambatyrova, 2014; Silova, 2005; Yakavets & Dzhadrina, 2014; Yakavets, Frost & Khoroshash, 2017), role of the teacher (McLaughlin, McLellan & Fordham, 2014) and teachers' perceptions toward educational leadership (Madalieva, 2012; Mustafina, 2016; Mynbayeva, 2012). So far, it is not clear what causes and increases intensification and how it affects teachers' work and life after the implementation of the new educational reforms in Kazakhstani context. This is the study to undertake the first step in exploring nature of teacher intensification in the context of Kazakhstan and aims to contribute to this growing area of research by exploring causes of intensification and factors that increase it in IB school in Astana.

Purpose of the Study

The purpose of the study is to explore nature of intensification and its effects on teacher's work and life at an International Baccalaureate school in Astana. The research attempts to find out teachers experiences with intensification, its' causes, and consequences.

Research Questions

The research explores the nature of intensification and its possible effects on teacher's work and life at an International Baccalaureate school in Astana. The overarching main research question is:

What is teacher intensification and how does it influence on teachers' work and life?

There are three subsidiary research questions, which help address the main research question:

1) What is the nature of teachers' intensification?

2) What causes and increases teachers' intensification?

3) How does intensification affect teachers' work and life?

Central Phenomenon

The central phenomenon of the study is teacher's intensification. The term intensification is defined in many sources as an increase in the workload of teachers, as well as "achieved without sufficient resources or time" (Ballet & Kelchtermans, 2008, p. 47). In addition, the term "intensification" implies work without any financial reimbursement of compensation or any other (Ballet & Kelchtermans, 2008) e.g. for effort, spent time, or any additional professional knowledge. There are three main symptoms of intensification: when the number of tasks is increasing, with increasing complexity of work; when the expectations of the teacher are increasing for the work that is done in the classroom; and when the teacher has a great sense of responsibility for the work that s\he does outside the class, which in turn requires cooperation with other teachers, specialists or advisers (Apple & Jungck, 1990; Larson, 1980).

Significance of the Study

This study aims to contribute to this growing area of research by exploring teachers experiences with intensification, its' causes, and consequences. There are several stakeholders for whom this study makes an original contribution to teachers of that current school and from other schools as well, school administrators, the regional office of International Baccalaureate, educational policymakers in Kazakhstan and body of knowledge.

First of all, the findings might be important for teachers from that exact school, thus informing teachers about the factors that can influence the increase or decrease of intensification. Alongside with them, the results of the study can be useful for Kazakhstani teachers of secondary public schools as well. Since they are now in the process of implementing a new educational program, and probably the answers of participants of the study can be close to them in spirit and give answers to some questions. Moreover, teachers' attitude to this problem may encourage them to find possible solutions. The gathered data also may give a clear picture to the school administrators of the emotional state of the teaching staff.

The study findings confirm that the problem of teacher intensification exists at IB school and recognizing the problem of teachers' intensification and analysis of its effects can contribute to the understanding of teacher intensification and hopefully address it effectively throughout Kazakhstan. Thus, the study has policy implications too.

Another stakeholder is the Regional Office of the International Baccalaureate. The results of the study may benefit from exploring similar situations of the problem in other IB international schools.

Finally, the current research work may also contribute to the body of knowledge about teacher intensification and become a part of research in Kazakhstani context.

Thesis outline

I now provide an outline of the thesis. Overall, this thesis comprises six chapters, followed by the bibliography and several appendices.

Chapter 1 is an introductory part of the study, indicating teachers' intensification as a central problem of the study and explains its importance. Also, in this part, you can see the statement of the problem, as well as a discussion of the study's rationale. Research questions and significance of the study followed.

Chapter 2 – "Literary Review" provides an opportunity to get acquainted with the foreign literature on the central problem of my research.

Chapter 3 – "Methodology" outlines the research design, data collection methods, and data analysis. Moreover, in this chapter you can find the information about how I chose a site of the study, sampling strategies, what instruments did I use during the data collection process, also about strategies and techniques of data analysis, and data interpretation. I also discussed ethical issues and ways of creating the anonymity and confidentiality.

Chapter 4 – "Findings" provides the result of the study, including information about what factors increase teachers' intensification in that school.

Chapter 5 – "Discussion" presents the discussions of my research work, connecting it with previous studies on that specific theme.

Chapter 6 – "Conclusion" summarizes the study's findings, draws conclusions, and reflects on their implications and significance. This chapter also includes my personal suggestions for possible problem solutions.

Conclusion of the Chapter

This chapter was a foundation of the thesis. I first explained the reason for being interested in teachers' intensification. Then I provided with background information about the way of appearance of teachers' intensification in Kazakhstani context.

After this, I introduced the research purpose and questions that guided the study. I also presented the central phenomenon of the study. The chapter also discusses the study's rationale and its' significance.

Chapter Two: Literature Review

Introduction

This chapter provides an overview of the research related to the issue of teachers' intensification and its' influence on work and life of teachers. This literature review will be organized around three main areas of the central phenomenon: (a) nature of teachers' intensification, (b) factors that cause and increase teachers' intensification, (c) effects of intensification on teachers' work and life.

Nature of teachers' intensification

The issues of teacher intensification were raised unequivocally in modern science, where Magali Sarfatti Larson's (1980) and Andy Hargreaves (1991) ideas, considered this issue in more detail. According to Larson (1980):

Intensification [...] represents one of the most tangible ways in which the work privileges of educated workers are eroded […] Intensification represents a break, often sharp, […] it destroys the sociability for those workers whose labor activity is so often individual, the risk of isolation grows. (p.166 -167)

Larson in his work identified several symptoms of intensification: lack of time for proper rest during the working day, including the inability to go to lunch; lack of time to improve one's own skills; chronic and constant overload; lack of time for communication with other people, which leads to a suspension from the generally accepted norms and rules; reduction in the quality of work performed due to time savings; forced diversification of expertise due to staff shortages (Larson, 1980; Hargreaves, 1991).

Michael Apple and Susan Jungck (1990) fully supported Larson's point of view, presenting a broader idea of intensification, that it is closely related to the gender issue, as it is historically linked to the process of establishing women's rights, when they were paid extra for additional skills such as care, connectivity, nurturance, and fostering "growth", but over time

these skills lost their meaning. Now the concept of skill includes technical knowledge and the process of performance emphasis, monitoring, and instruction, which decrease teachers' autonomy and as a consequence the role of the teaching profession. Apple and Jungck (1990) identified main characteristics of intensification, which include less "down time" during the working day for professional development in the subject area, and also for reflection on teachers' practices, an increase in the amount of work and a simultaneous decrease in the time required to job execution, teachers become dependent on the opinions of external experts, creating doubts about their own professionalism.

Many other researchers took up Apple and Jungck's ideas and refined it with their own findings, so did Katrijn Ballet and Geert Kelchtermans (2008) asserting that intensification "implies an increase in the number of tasks teachers have to accomplish, without sufficient resources or time" (Ballet & Kelchtermans, 2008, p. 47). According to their point of view, the work of teachers really becomes busier, since the teacher requires more tasks to be performed, but for less time and with less cost (means the use of resources). The authors argue that teachers become tools in the hands of other people because their professional activities depend on decisions made by other people i.e. by policy-makers or curriculum designers.

Thus, intensification can be emerged in different ways in teachers' work, as there are different causes of its appearance.

Factors that cause and increase teachers' intensification

While some researchers have studied the nature of the intensification, others have analyzed in detail the causes of intensification. At the heart of most of the research is Andy Hargreaves' work, who conducted a critical study of teachers in Toronto in 1987, during which he found some specific causes of intensification. The most evident cause that Hargreaves mentioned is that "the combination of high expectations (e.g. individualized programming) with reduced support (e.g. reductions of in-class assistance) may certain to strong support for

the intensification thesis" (Hargreaves, 1991, p.10). The second reason is that most teachers

voluntarily interfere in the conditions of constant overload, treating this process as real

professionalism. Hargreaves (1991) states that it is not the external cause, but "many of the

pressing demands and expectations of teaching often seemed to come from within teachers

themselves" (Hargreaves, 1991, p. 11), who are highly dedicated to doing a good job. He

explains this by the fact that during the work the goals and expectations of teachers become

difficult to understand and incomprehensible, but teachers try to overcome difficulties and

achieve a positive result. Kelchtermans (1999) called it "a never-ending story" (p. 178). Even

in spite of constant external pressure and intensification, the imposition of high standards of

pedagogical perfection and commitment still exist in the practice of many teachers. Thus, a

constant commitment to high personal professional standards becomes in itself the main source

of intensification (Ballet, Kelchtermans & Loughran, 2006).

In addition to teachers themselves, parents can also be the source of intensification, for

which education becomes a "product" that is produced by the school or "service" that the

school must provide. Education in its entirety is becoming more oriented toward market

relations, whereby "the education a child receives must conform to the wealth and wishes of

parents rather than the abilities and efforts of pupils" (Brown, 1990, p.65). Thus, such

excessive "care" for the child's education takes the form of "parentocracy" (Brown, 1990),

where "parents as consumers are seeking the best buy in education" (Troman, 2000, p.336).

Parental involvement is both positive and negative. If the relationship between teachers and

parents is good, then the degree of trust is high, but stressful studies demonstrate that teachers

experience stress at work because of parents' distrust of their competencies (Troman, 2000).

Apart from teachers, parents and other stakeholders, school structural characteristics can

be a cause of intensification as well. By structural characteristics, Andrew Gitlin (2001) means

class size and lessons duration. According to Gitlin (2001), teachers may have faced "threat of

intensification", which happens when teachers minimize their autonomy and the ability to make their own decisions. A Gitling's study (2001) showed that the work in the schools studied was not intense, only at certain periods of times when several school structures were running simultaneously, for example, "a long-established, taken-for-granted structure—the division of the school day into equal time periods that necessitates teachers seeing more than 200 students a day" (Gitling, 2001, p.254). However, teachers, aware of the possible threat of intensification, tried to adjust their activities in order to minimize the potential intensity of work. As a result, the teachers were guided only by the curricula, trying not to depart from the "letter of the law", and also carried out work where the students were more engaged independently, and this free time teachers used to perform paperwork. In addition, teachers used simplified types of assessment, which saved time. However, all these actions were of a negative nature, since the use of such strategies leads not only to a decrease in the quality of the students' in-depth knowledge of the subject but also to repetitive type of work, the alienation of the teacher, which strongly affects the teacher's de-skilling and intensification (Ballet, Kelchtermans & Loughran, 2006). Then, the causes of intensification may come not only from the "inside" but from "outside" as well.

Ballet et. al. (2006) has a common view that school characteristics play an important role in terms of intensification. He listed several working conditions that influence teachers: participation in decision-making, availability of sufficient teaching materials, relationships with school principals and professional relationships. The author concludes that "The lack of participation in decision-making, therefore, appears to be an important stress-inducing factor" (Ballet et. al., 2006, p. 215). But at the same time, it also can be a cause of intensification, because of participation in decision-making policy meetings maybe time-consuming and increase the feeling of overburden. On the other hand, the role of the principal is vital, because "they also need to protect the school and the teachers from unrealistically high expectations or

invalid interpretations of policy measures by outsiders" (Ballet et. al., 2006, p. 215). As Ballet

et. al. (2006) said that principals, being a buffer for the teachers, may also face intensification.

Alongside the nature of the intensification and causes of its occurrence, factors that lead

to increasing of intensification also play an important role. In 2007, Linda Valii and Daria

Buese published a paper in which they described the impact of federal, state, and local policies

on the roles that elementary school teachers and stated that intensification may occur from four

different types of tasks: instructional, institutional, collaborative, and learning. Under the

instructional tasks, authors mean when teachers "were performed in direct work with students

and had learned as their primary goal" (Valii & Buese, 2007, p.529). Institutional tasks include

the attempt of government authority to spread equal practices across the schools. Through

collaborative tasks authors labeled tasks which "required teachers to work in groups with other

teachers or district personnel. Collaborative tasks could be mandated by the district or school or

could result from the nature of the tasks themselves (e.g., inclusion instruction)" (Valii &

Buese, 2007, p.529). The last is learning:

> that required teachers to develop new knowledge and skills to perform other role
> functions. Although teacher learning is most often described as a professional
> opportunity, we argue that it is a separate role when it has its own set of
> obligations that consume significant time and intellectual effort. (Valii & Buese,
> 2007, p.529)

Valii and Buese reported that high expectations for teacher roles, increasing the number

of tasks and simultaneously increasing the level of complexity during a certain time can

contribute to intensification and lead to increase of policy pressure. Their research showed that

during 4 years of data collection numerous policy initiatives strongly influenced the nature of

teacher role change. After the presentation in 2001 of new policy, No Child Left Behind

(NCLB) and other policies like changing students' demographics created new expectations

from teachers. As Valii and Buese (2007) stated:

So, for example, the increased number of students who were English-language learners (ELL) resulted in more teachers' taking on tasks of in-class English for speakers in other languages (ESOL) instruction and collaborating with ESOL teachers. However, NCLB proficiency requirements for ELL students affected the way in which teachers carried out their instructional and collaborative roles as they worked with ESOL teachers to align instruction with the state test. (p.530)

The researches provide a list of new tasks that teachers were asked to take on, for example, curriculum pacing and alignment, data analysis, ESOL instruction, inclusion instruction, instructional materials development, organizational system management, tutoring, and vertical articulation. Thus the research showed that it influenced not only the amount of work but on the nature of teachers' work as well.

In contrast to previous researchers, Chris Easthope and Gary Easthope (2000) set out the different ways, in which teachers' workload in Tasmania, Australia from 1984 to 1994 increased. It includes a reduction in the amount of financial assistance for educational activities, the transition from the normative base of assessment to the criterion basis, the change of administrative structures of schools in which teachers worked, and the increase in the number of students. Authors claims that less money being spent on education and as a result classes become larger, number of teachers smaller; students became angry about the fact that some subjects were not taught or being cancelled at the beginning of the year, because of new rule of cancelation the lesson, if classes will not meet minimum number of students. Moreover, changes in ways of assessment contributed to increasing of the feeling of pressure and resistance to undertaking marking, because teachers did not perform their work activities with "goodwill". Also, teachers were "being asked to perform duties previously undertaken by heads of departments, as these roles are abolished to be replaced by Advanced Skills Teachers 3" (Easthope & Easthope, 2000, p. 48). It was like an "invasion of teachers' time and lifeworlds" (Habermas, 1987; Hargreaves, 1993). Intensification not only consisted of increasing the workload but also from the extension of work tasks that they did. Easthope and

Easthope highlights the difference between the increase of workload and extension, as the last one includes more type of work such as teach other subject specialties, offer different courses of duration, difficulty, and mature age, manage a pastoral care and deal with new social issues. Late awareness of the problem has led teachers to various consequences: the refusal of own sense of professionalism, change of a field of activity or struggle for one's own rights.

Effects of intensification on teachers' work and life

A number of authors have reported different findings on the issue of intensification. Several studies pay attention to emotional side of intensification and show that it may negatively affect on teachers' work and life, as they can feel demotivation, stress, insecurity, doubt or disappointment (Apple, 1986; Ballet et. al., 2006; Geijsel et al., 2001; Troman & Woods, 2001; Vandenberghe & Huberman, 1999; Van Veen, 2003). As Hargreaves claimed: "emotions are dynamic parts of us and whether they are positive or negative, all organizations, including schools, are full of them" (Hargreaves, 1998, p. 559). Ballet et. al. (2006) says that although teachers mention in their answers positive feelings for work, such as happiness, pride, enthusiasm, and commitment, nevertheless their workload is more often associated with negative feelings like stress, uncertainty, and guilt. According to the research works teachers overcome these feelings, working creatively and in a team (Acker, 1999; Smylie, 1999; Troman, 1997, 2000; Woods, 1995).

One of the negative effects of intensification is burnout. In the research field, there is a common definition of it, which includes: emotional exhaustion, depersonalization or dehumanization, and diminished personal accomplishment (Maslach, 1982; Maslach & Jackson, 1981; Pines & Maslach, 1980). Many research studies revealed that burnout can influence teachers' work and life in different ways. The consequences may occur in the workplace: negative behavior towards students, lack of professional implication, and change the profession of teaching (Pruessner, Hellhammer, & Kirschbaum, 1999). Teachers with high

level of burnout less communicate with their colleagues (Cordes & Dougherty, 1993); cynically perceive of others, which can be explained by negativism, pessimism (Schaufelli & Enzmann, 1998). Also, burnout can lead to different forms of mental and physical disfunctioning (Ahola, 2007). According to Burnout can more often lead to headaches, muscular pain, gastrointestinal problems, hyperventilation, chronic fatigue, sexual problems, sleep disorders, cardiovascular disorders (Kahili, 1988; Vladut & Kállay, 2010). Among frequent occupational impairments are mental, musculoskeletal, and cardiovascular disorders (von Känel, Bellingrath & Kudielka, 2008; Melamed, Shirom, Toker, Berliner, & Shapira, 2006; Pruessner, Hellhammer, & Kirschbaum, 1999; Schulz, Kirschbaum, Pruessner, & Hellhammer, 1998; Toker, Shirom, Shapira, Berliner, & Melamed, 2005). Moreover, burnout can also lead to other symptoms. Ali Mofareh Assiri and Hassan M. A. Al-Musa (2015) revealed in their study that teachers have health problems regards "asthma or chest problem (20.8%), eyesight problems (15.4%), allergies (17.4%), skin problems (12%), the heart or blood pressure problems (11.32%), cough for more than 3 weeks, coughed up blood or had any unexplained weight loss or fever (9.6%), mental illness, psychological or psychiatric problem (7.8%), hearing problems (6.5%), drug or alcohol problem (2.3%), history of hepatitis or jaundice (1.6%)" (p.22).

Different research work found burnout with depressive symptomatology and sleep disorders (Sonnenschein, Sorbi, van Doornen, Schaufeli, & Maas, 2007; Ahola & Hakanen, 2007), anxiety disorders and substance abuse (Ahola, 2007). Fury and frustration, due to the individual's inability to achieve the established goals, lack of resources, and personal control over work processes represent burnout from the emotional side at work (Maslach & Leiter, 1997).

However, almost all studies espouse view that permanent lack of time is an initial component of impact of intensification on teachers' work and life (Apple, 1986; Apple & Jungck, 1996; Bartlett, 2002; Campbell & Neill, 1994; Gitlin, 2001; Hargreaves, 1992, 1994;

Hargreaves & Goodson, 1996; Levin & Riffel, 2000; Vandenberghe & Huberman, 1999).

According to the Ballet et. al. (2006), lack of time may emerge not only during the school day

but also after the working day. Especially it happens with women because, except "official"

work, they should also perform work about the house (Apple, 1986).

There is an unambiguous relationship between intensification and its impact on teachers

(Bartlett, 2002; Byrne, 1999; Helsby, 1999; Leithwood et al, 1999; Huberman, Little &

McLaughlin, 1993; Woods, 1999). Kelchtermans (1993) conceptualized "personal

interpretative framework", which means that teacher reflect on his/her experience, try to

understand a situation that appeared in the workplace and undertake it (Kelchtermans, 1993,

1996).

Ballet et. al. (2006) said that one of the consequences of intensification is the adoption

of one's own professional identity; this means how teachers begin to think of themselves as

professionals. He identifies two main paradigms in this framework. Firstly, the perception of

his\herself as a teacher: including personal belief, professional self, and professional identity.

And second, is the subjective point of view on teaching: teacher's core of knowledge and belief

in teaching. Ballet et. al. (2006) highlights the importance of the personal interpretative

framework, as it impacts on all the changes in the education and how it perceived and valued.

Because complex and contradictory answers of teachers illustrate that different people

understand changes differently, one teacher may interpret it as a stimulus for professional

growth, as well as other teachers may "perceive it as a real "attack" on their professional self"

(Ballet et. al., 2006, p. 213). Moreover, if teachers have a highly negative self-evaluation, it

may cause a highly negative perception of teachers' toward their workability, they may

perceive school as an unhappy place to work, and to feel powerless (Yu et al., 2015).

The failure to make any changes in the field of education can lead to conflict or

ambiguity (Byrne, 1999; Rudow, 1999; Smylie, 1999). Gloria Penrice (2011) showed in her

study that teachers were "managed professionals", from which it was expected that they

corresponded to existing organizational methods. The main goal of this was that the teaching

was conducted more efficiently. However, the philosophy of teaching, accumulated through

their careers and theoretical knowledge gained from professional training, continued to

dominate their teaching beliefs and values. They sought to remain committed to their child-

centered philosophy and therefore were not ready to compromise their beliefs and standards

(Easthope & Easthope, 2000; Woods & Jeffrey, 2002). However, in practice, teachers realized

that the purpose of such methods is control, and not an improvement of education. The strong

disappointment that much effort and time was spent on work pushed them to conscious

counteraction. The study showed that discipline of this kind can lead not only to positive results

but also to individual forms of resistance (Penrice, 2011, p.110).

Some research studies indicated an ambiguity of intensification (Troman, 1997) since

the teachers simultaneously adhered to their own concept of teaching and accepted the changes

introduced by the government. A new format of teaching, new types of tasks, new

responsibilities - all this created working pressure and increased intensification "'more and

more was taken on, while more and more was expected of the individual" (Troman, 1997, p.

241).

Previous studies have almost exclusively focused on the specific period of time (end of

20th century and the beginning of the 21st century). However, starting from 2010 there were

numerous changes in technology (Boehm, 2006), economy (Barreto, Makihira & Riahi, 2003;

Nauright, 2004; Malone & Laubacher, 1999), history (Friga, Bettis & Sullivan, 2003; Piketty,

2015), therefore, most parts of research address the need for investigation of central

phenomenon from 2010. It is conceivable that findings from previous studies had been changed

in that period of time.

Moreover, although research has illuminated the issue of intensification, its' nature, causes and effects of western context no study to date has examined the intensification of teachers' in Kazakhstani context. Intensification influences negatively teachers' practices, and thus students learning. Therefore it is an important topic to pay attention. And for that reason, this research may be considered the first step towards a more profound understanding of intensification of teachers' in Astana and fill a gap in the body of knowledge.

Conclusion of the Chapter

The reviewed literature showed that intensification is one of the most sensitive concepts where abuse of workers' rights can emerge. Lack of time for proper rest during the working day, including the inability to go to lunch; Lack of time to improve one's own skills; chronic and constant overload; lack of time for communication with other people, which leads to a suspension from the generally accepted norms and rules; reduction in the quality of work performed due to time savings; forced diversification of expertise due to staff shortages are the main symptoms of intensification. Intensification is closely connected with the gender issues of women's rights, which means that over the time the persistence of people's skills lost its' meaning and lead to the decrease of teachers' autonomy and as a consequence the role of the teaching profession. Less "down time" during the working day for professional growth, a great amount of tasks in short periods of time, teachers' dependence on opinions of experts and low self-esteem contributes to teachers' intensification. Policy-makers, school administrators, state representatives or government use teachers as a tool in their hands for implementation of new reforms and as a result, teachers have more tasks and fewer resources for performing activities.

Intensification may be caused by teachers themselves, by parents, by school administration and by school characteristics like class size and lesson duration. Tasks like curriculum pacing and alignment, data analysis, ESOL instruction, inclusion instruction, instructional materials development, organizational system management, tutoring, and vertical

articulation which teachers perform can also be a source of the increase of intensification. Moreover a reduction in the amount of financial assistance for educational activities, the transition from the normative base of assessment to the criterion basis, the change of administrative structures of schools in which teachers worked, and the increase in the number of students may affect teachers and increase also a feeling of pressure and resistance to perform work with "goodwill". Teachers may feel negative emotions like demotivation, stress, insecurity, doubt or disappointment even talking about positive things. Moreover, the reviewed literature showed that intensification had a great impact on teachers' health. The one way to solve this issue is by working collaboratively and creatively. Intensification also influences on teachers' professional identity understanding and sometimes creates ambiguity.

The knowledge gained from the literature review will form the framework for the research methodology, which will be described in detail in the next chapter.

Chapter Three: Methodology

Introduction

This research explores the nature of intensification of teachers and the way it influences

teachers' work and life in the IB school in Astana. It also aimed to find out factors that increase

intensification in the school. In order to answer the Research Questions of the study, I

conducted a qualitative study with the interpretative approach.

In this chapter I describe and comment the reason of choosing the research design, site

and sample selection and data collection; and also I set out the procedures used of for data

analysis and describe ethical considerations.

Research Design

To describe teacher intensification and its influence on teachers' work in Kazakhstan

and to raise it from the teachers' voices, I conducted a qualitative study using interpretative

approach. According to Creswell (2014), the qualitative research investigates the problem and

promotes the researcher for the in-depth cognition of the central phenomenon.

> In qualitative studies in which you both describe individuals and identify
> themes, a rich, complex picture emerges. From this complex picture, you make
> an interpretation of the meaning of the data by reflecting on how the findings
> relate to existing research; by stating a personal reflection about the significance
> of the lessons learned during the study; or by drawing out larger, more abstract
> meanings. (Creswell, p.32)

It means that the main strength of qualitative-interpretative approach that it

gives me the opportunity to see not the figures but to understand what is the

intensification or how teachers understand this concept, who or what is the reason of

escalation or de-escalation of the intensification of the teacher.

Within Qualitative Research design, I employed Case Study method. According to

Punch case study is a "kind of research that allows you to study a particular situation or several

situations in more detail" (Punch, 1998, p.150). The difference of school that was chosen as a site for the research is that it is the only one IB school that created unique roles for teachers such as horizontal planning leader and academic leader. Thereby this case was very interesting for me, because "its strategic value lies in its ability to draw attention to what can be learned from the single case" (as cited in Glesne, p.22).

According to a case study design, I used (1) semi-structured open-ended interviews, (2) non-participant "one-day" observation; and (3) document analysis.

Site Selection

I conducted this research in a school which follows International Baccalaureate program. After visiting different international schools, international conferences, I discovered that one of the main issues is the problem of the workload of teachers in schools, which transferred to the International Baccalaureate program face teachers' burnout, changing the place of work, leaving the profession or to the decision of school administrators to refuse this program. I found this situation very similar to the Kazakhstani context, as educational system is in the process of change. Therefore on the example of the IB school in Astana, I wanted to explore in-depth the issue of intensification and its effects on teachers' work and life.

In the IB school where I conducted the study, there are two programs: Diploma Program (DP) and Middle Years Program (MYP). Students enter the school on the basis of the results of the competitive selection. Education begins with the 7th grade. In Middle Years school students study four years (7-10 grades). There are three languages of instruction Kazakh, Russian and English. One of the main differences from the state program is its structure, where in the center is a student. High school education lasts two years (11-12 grades) and the main language of instruction is English. The differences and commonalities between State program and IB can be seen in the Table 3. (p.49).

This study was a backyard research (Glesne, 2015) for me, as I have been working at the chosen school as a coordinator of the Global Context, collaborating with teachers and assisting in the implementation of various components of the IB program. Currently, I am on maternity leave.

The advantage of it is that the findings of the research can be useful in my professional life; I had my own internal motivation in research conduction as it connects my working experience too, and moreover, I have relatively easy access to school and people, who are working there. Creswell states that "qualitative researchers need experience in field studies in which they practice gathering information in a setting and learning the skills of observing or interviewing individuals" (Creswell, p.34). Therefore, I am very interested in the influence on the quality of implementation by teachers of core parts of the IB programme as it closely connected with the students' ability to understand teaching material and to complete all tasks that IB requires.

But at the same time, my participants may have experienced confusion about identifying the role I am playing during the interviews (Glesne, 2015). Also, my research may have created ethical or political dilemmas because teachers may feel guilty or anxious after the interviews or observation. Therefore, in order to avoid possible inconveniences, I did my all best in conducting the research with clear open eyes, behaving only as a researcher and making necessary actions for anonymity and confidentiality of research participants.

Sample Selection

As the central phenomenon of my study is teachers' intensification, I decided to choose teachers as participants of the study. It was people who were able to give the real information about the type of work they do, their feelings, their health and their attitudes because it could help me to answer my research questions of the study.

At the beginning of data collection, I understand that qualitative research may be time-consuming in conducting in-depth interviews with all participants, because "collecting qualitative data and analyzing takes considerable time, and the addition of each individual or site only lengthen the time" (Creswell, 2014, p. 231). And for that purpose, I divided participants into main and secondary participants. Another reason was to exclude personal situations in work and life of main participants by cross-referencing their answers with the answers of secondary participants; and also to avoid bias in answers. I also planned to conduct focus group interview with secondary participants, however, the majority of them, who agreed to be interviewed asked me to organize face-to-face interviews. The difference between main and secondary participants was only in the number of conducted interviews and number of questions.

Moreover, in order to explore the issue of intensification from different perspectives, school administrators also were included as participants. Creswell (2014) notes that for a qualitative study, a small number of participants are needed, as it will allow conducting the deep investigation of the central phenomenon, where one participant of research can provide a wide range of material for study. Thus I had two main participants, four secondary and two administrators of the school. The total number of participants was eight people.

Sampling Strategies. I employed purposeful nonprobability sampling strategy in order to select the participants of this study. According to Creswell (2014) in purposeful sampling, the researcher deliberately chooses people and sites to learn or understand the central phenomenon. This choice favorably affects the study, as it gives a more extensive picture of what is happening. And nonprobability sampling was used because I was taking into consideration the availability of teachers in time to take part in the research.

After identifying potential interviewees, in order to prevent bias in participants' answers, I chose main participants according to specific criteria: years of work, gender, and

age. First of all, as women can be more emotionally sensitive than men, gender played an important role, because it could give me information on whether it influences intensification or not (Apple, 1986). Work experience was important for me in order to capture opinions not only experienced teachers', but also novice teachers, and I supposed that experienced teachers less face intensification than novice teachers due to their professional skills. And finally, age was significant in exploring the question: do teachers face intensification because of their age? In addition, the participation in the study was voluntary.

Among all participants, I found two participants who meet the criteria and were chosen on the role of main participants. In addition, I included four people as secondary participants. And two vice-principals were also included as participants of the study.

Table 1. The sample of the study

Teachers as Main participants			
Names (pseudonyms)	Gender (Male | Female)	Age	Overall work experience
Ainur	F	52	25
Bolat	M	33	8
Teachers as Secondary participants			
Erzhan	M	59	30
Gulnur	F	30	7
Kairat	M	48	20
Zarina	F	57	30
School Administrators			
Aigerim	F	38	15
Zhanar	F	62	40

Data collection

In this part, I provide an explanation of data collection processes including data collection instruments.

Interview. As it was mentioned above, in order to explore possible effects of intensification on teacher's work and life at the IB school, as an instrument for data collection interview was used. I conducted one-on-one semi-structured and open-ended interviews with each participant. Kahn and Cannell (1957) describe this method as "a conversation with a

purpose" (p. 149). The reason of that choice is that it gave me an opportunity, not only find out that the problem of intensification exists in the chosen site of the study, but also identify hidden factors that influence on increasing and decreasing of intensification, the reflection of intensification on teachers' well-being, and possible solutions of the issue. Creswell (2014) states: "An open-ended response to a question allows the participant to create the options for responding" (p.218). So, the participants were not limited in the way of answering, as they were able to talk about the issue of intensification and moreover, to reflect on it. The other positive side of the interview is that it allowed me to save my time, as I am limited in the data collection process and even four months sometimes are not enough for gathering the information. That is why asking people and eliciting data from them gave me a tremendous chance to identify different type of work that they are doing through the whole academic year.

However, Creswell (2014) pays researcher's attention to the fact that "interview data may be deceptive and provide the perspective the interviewee wants the researcher to hear" (p.218). That is why the different type of participants was admitted in order to pretend bias. Another obstacle, which I faced during the interview conduction, is an understanding that I do not have enough experience in interviewing people. Douglas (1976) notes that sometimes personal skills in conducting the interview also very important, as it gives a possibility for the interviewer to evoke long narratives from participants. However, it may be time-consuming at the interpretational phase of the study.

The phase of creating interview questions started from the broad analysis of the literature on teacher intensification, as I wanted to get sufficient amount of information in answering research questions. And I found out that the most parts of the research work on this theme are quantitative. One of the limitations of that kind of questionnaires is that the received data may be generalized and also can create difficulties in interpretation of the context of the central phenomenon (Carr, 1994). Therefore my research may give broader information about

factors that cause and increase teachers' intensification and ways it impacts their work and life, including the context of Kazakhstan. Thus, apart from that I also reflected on my own experience in teaching at this school, had informal discussions with some teachers and school administrators, imagining how people from the outside can explore teachers' intensification. Putting a credit on all this idea, I tried to use information from different quantitative researches and create my own framework of interview questions.

In creating interview questions, I draw on quantitative research work of Schick and McNinch (2013) I had created three types of interviews according to the type of participants of the study. So, I conducted three in-depth interviews with the main participants. Each interview consisted of 13-16 questions, which were concerned with different themes such as workload, health, feelings, school support and general questions. Also, I conducted one interview with secondary participants, which consisted of 12 questions. It should be noted that I conducted shorter interviews with the secondary participants than with the main participants. The purpose of the interviews with the secondary participants was finding out additional data to compliment the data from the main participants. The interviews with the school administrators consisted of 10 questions to get their perspectives on the teachers' intensification.

Before starting the research, I planned to conduct three individual interviews with two main participants each and one focus group interview with the secondary participants. However, after I began to recruit the participants for focus group interview, many teachers began to ask me for individual meetings. Most people explained this by saying that they will not be able to fully talk about the problem of intensification in the school as it is a very sensitive theme for them. Joy Frechtling said that in-depth interviews can include situations involving "complex subject matter, detailed information, high-status respondents, and highly sensitive subject matter" (Frechtling, 2002, p.51). Therefore, with my thesis supervisor's guidance, I had to make some corrections in the usage of data collection instrument in order

to anticipate ethical issues.

The invitations to participate in the research work were sent to whole teaching staff as

well as administration staff, as it gave a possibility to conduct interviews on the voluntary

basis. After potential interviewees appeared, I sent them individually by the email a consent

form, interview questions, and a cover letter. The main obstacles appeared in the arrangement

part of data collection process, as not all of them could manage to meet with me in planned

time. Especially often this situation was repeated with the members of the school

administration because at the scheduled time for the interview, something always happened,

sometimes unforeseen meetings or unplanned guests, which led to the fact that they informed

me at the last moment about postponing the interview. Fortunately, none of the participants

canceled the interview and did not refuse to share their feelings and convictions about the

intensification. Finally, twelve individual interviews were conducted with eight people from

December 2017 to March 2018.

Table 2. Interview information

Participant	Number of interview	Total	Duration	Number of questions
2 Main participants	3	6	1 hour each	40-50
4 Subsidiary participants	1	4	1 hour	12
2 School Administrators	1	2	1 hour	11

Observation. In order to provide the study with the deeper understanding of the

received information of teacher intensification as well as to observe the teachers' one working

day routine, I have conducted one-day observation in the chosen department. The purpose of

observation was to obtain full in-depth data about the usual working day of participants, e.g.

when teachers come, what type of work they are doing, what is the working atmosphere in the

cabinet etc., as teachers may not be mentioned some tasks and thus observation will contribute

to the whole picture of gathered data.

At the very beginning I planned to conduct non-participant observation, however as it was a backyard research most part of people tried to talk with me, to spend some time with me and to ask advice connected with teaching. So, it happened that I switched from non-participant observer to being a participant-observer in the setting. Creswell describes such process as changing observational roles and states that it is advantageous, because "engaging in both roles permits you to be subjectively involved in the setting as well as to see the setting more objectively" (Creswell, 2014, p. 215).

The observation was very useful in preventing bias with the help of comparing answers of the participants and the reality.

> Observation is a fundamental and highly important method in all qualitative inquiry. It is used to discover complex interactions in natural social settings. Even in studies using in-depth interviews, observation plays an important role as the researcher notes the interviewee's body language and affect in addition to her words. It is, however, a method that requires a great deal for the researcher. (Marshall & Rossman, 2014, p.99)

Moreover, it can be possible that teachers may have forgotten about some type of work or did not pay attention to it, so observation in this context gave more data and highly contributed to data collection. However, the main challenge of it is "the difficulty of managing a relatively unobtrusive role, and the challenge of identifying the big picture while finely observing huge amounts of fast-moving and complex behavior" (Marshall & Rossman, 2014, p.99).

Document Analysis. Additional data were collected and maintained by reviewing documents of the site, which includes gathering information on the background of the school and its' historical account. Lincoln and Guba (1985) by the document mean any written or recorded material. Documents may be personal and public (Creswell, 2014; Marshall & Rossman, 2014; Lincoln & Guba, 1985). The main purpose of document analysis was to compare participants' answers with official documents and see whether the collected data

reliable or not as "can be helpful in better understanding the project participants and making comparisons among groups/communities" (Frechtling, 2002, p. 58).

The analysis of documents went simultaneously with data collection and data analysis stages. Mainly the data was obtained from school electronic system "outof7[1]", school website and official documents like executive documents and reports. These types of documents gave broad information about the international program, about school policies and main regulations, moreover, within the "outof7" I saw the number of substituted hours, lessons schedule and additional fixed tasks that teachers have. I also analyzed state documents like "Health standard for secondary schools" and IB "Programme standards and practices", which gave me information about requirements of national authorities and international.

One of the main advantages of document analysis is that "it is unobtrusive and nonreactive: It can be conducted without disturbing the setting in any way" (Marshall & Rossman, 2014, p. 108). Also, there is no need to transcribe the data as it is ready for the analysis (Creswell, 2014).

Among the disadvantages, there is an issue of getting access to the documents, because it can be located in different place, unavailable to the public, inaccurate or incomplete (Creswell, 2014; Frechtling, 2002; Marshall & Rossman, 2014). However, it was not an issue in my case, because being an employee of the school, I have a right to read the full text of official documents, which are in open access for the teachers of the school or I can easily ask it from the school administrators.

Thus, the chosen instruments of the study, individual interviews, observation and document analysis allowed gathering of opinions of six teachers and two school administrators. Chosen data collection instruments permitted me to understand fully in depth the issue of teachers' intensification from different perspectives, taking into account participants' work

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[1] **Outof7 -** the main system of the school, which includes information about the working schedule of the teacher, official meetings, core elements of the IB program; and tasks that need to be done.

experience and work conditions in different departments. The detailed timeline, interview questions for main participants, secondary participants and school administrators are provided in Appendix A, B, C and D.

Data Analysis

This section describes the process of data analysis. Creswell (2014) emphasizes that data analysis goes simultaneously with data collection process. Stake (1995) defines Qualitative data analysis as "an iterative and reflexive process that begins as data are being collected rather than after data collection has ceased" (p.71). In my study, I already had ideas about teachers' intensification as I had an experience working at this school, and I was sure that the results of my data will provide evidence to it. In Stake's point of view "analysis essentially means taking …our impressions, our observations apart" (p.71). It means that there is no exact starting point for data analysis because there is no starting point for data collection. However, my point of view is closer to the ideas of Sharan Merriam (1998), who stated that data analysis is more about "the process of making sense out of the data... [which] involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read – it is the process of making meaning" (p. 178). Because, after data collection and gathering the information through participants' answers and observation, I found out that my previous assumptions were wrong.

Prior to data analysis, I organized all the data in computer folders; I took out all identifiers of participants (name, surname, and subject title, in order to safe anonymity, as participants' colleagues can identify them) and duplicated all data for emergency situations. Next step was the transcription of the text. I transcribed all interviews with the help of online service platform www.trint.com. After automatic transcription of data, I checked the material and made, if it was necessary, corrections. The transcribing was in Russian and in English as interviews were conducted both in two languages because among the participants there were

international staff, who do not know Russian. Therefore, after transcribing the interview I sent it to member check to participants on the language they speak, so they had an opportunity to check transcription and make a correction if it was necessary.

When all the material was prepared for the next step, I started to learn different strategies for analyzing qualitative data.

Uwe Flick (2013) separates 2 major approaches in analyzing data: 1) Narrowing, 2) Extension. By the first one, he states that it "is oriented to reducing big sets of data or the complexity in the data" (p.11). In the second approach, the researcher "expands the material by producing one or more interpretations" (p.11).

Creswell (2014) differs as another way of data interpretation, dividing them into hand analysis and computer analysis.

In my study, I followed Robert Stake's idea that "Each researcher needs, through experience and reflection, to find the forms of analysis that work for him or her" (Stake, 1995, p.77). At the preliminary stage of the data analysis, I divided a blank sheet of paper into 2 columns, where the first column was dedicated to the transcript of the interview and the second one was dedicated to the codes. I followed the advice of Creswell's (2014) idea of linear coding and so started to code transcript line by line. At the first time, I did not understand how I should create codes, should it be exact words from the transcript (in vivo) or should I create them from my mind. Then I decided just to try making my first step, give labels, as I personally think. I tried to create codes, which can describe the chosen quotation. At the same time I also numbered my codes. For example, CODE 1: teacher's attitude to workload. In the process of coding, I understand the purpose of numbering codes, because it does not let you be lost in codes. Moreover, in different transcripts, the same code can have a different number because coding next transcript it was easy for me to find the exact code, which was mentioned in the previous one. So, I easily could find this code, as I knew where it was, in the beginning, in the

middle or in the end of the transcript. The sample of interview coding can be seen in Appendix

E.

When the coding transcripts were done, I created lists of codes for each participant

separately. And after it, I integrated all of them together in one list of codes, deleting those

ones, which repeated. Finally, I had 75 codes. At this step I should have allocated each code to

themes, but, unfortunately, this step was the most difficult for me. Firstly, I made a table, where

I put the name of themes and codes, which best suit to it. However, I understood that this

method did not give me any information and did not help me in answering my research

questions. That is why I started to learn the literature, looking for the effective strategy in data

analysis.

Later, I found out the idea of concept mapping and understood that it works fine with

me. Wheeldon (1996) explains it as "a technique that can demonstrate how people visualize

relationships between various concepts" (Lanzing, 1996; Wheeldon & Faubert, 2009, p.69). It

used to be that concept mapping was an essential tool in quantitative research, however,

according to Ebener et al. (2006), conceptual maps can act as assistants in the analysis of

complex processes, as well as knowledge transmitters. Concept maps are important not only in

quantitative research but also in qualitative one, since there are a variety of ways in organizing

concept maps, qualitative researchers can use them to reduce data, in the thematic analysis, and

to demonstrate the results of the study (Daley,2004; Wheeldon & Faubert, 2009). Therefore, in

the beginning, I tried to make a concept map for the first interview and later began to add

concepts to an existing map from the other interviews. So I get a draft version of a concept

map.

Subsequently, I began to notice the relationship between certain codes, which helped

me to determine what type of code, is considered to be a theme, and which relates to the

broader notion of a category. It should be noted that during this process, I had been renamed

some codes, as I reread several times my transcripts and it gave me a chance to understand what was the real idea of quotation. Also, I tried to compare the received information with the information gathered during observation in the school site. Thus, by trial and error, I created the final schema of the results of the data. Also, at the same time, I had made a final list of themes and categories, which means that the process of concept mapping, theme\category distribution and comparison with the data from observation went simultaneously. The sample of concept map can be seen in Appendix F.

The final stage of the data analysis was done rather more to facilitate the work of sampling citations, rather than for analyzing. At this stage of my work, I used the software program ATLAS.TI, which allowed me to get a complete list (report) of quotes distributed by different codes, topics, and categories. The sample of it can be seen in Appendix G.

So after I created a scheme and a complete list of all the codes, I was wondering if I could get answers to research questions or not. Thus I created a table where the research questions were written in the left column and on the right the results that I received and that responded to this question.

Then I noticed that there are a lot of answers to the second question, although the question was as follows: *What factors increase or decrease teachers' intensification?* And then I realized that this list of answers does not show the full picture, that is, does not respond fully to my research question. Then I decided to re-read the answers of the participants and based on their answers to create a diagram that would show the negative influence of some factors or vice versa positive. So, by making a list of participants at the top and writing down all factors in the left column, I added +1 if this factor had a positive effect on the participant's welfare, 0 if the opinions were divided (that is, if one had a positive result and the other had a negative result) and - 1 if this factor negatively affected the welfare of the participant. As a result, I obtained a general diagram of factors that positively influenced or adversely affected. The

sample of it can be seen in Appendix H.

Most of the responses of the participants of the study were fluctuating, but among them, there were some factors that were common to all of them. This allowed me to assume that this selected group of people has certain factors that increase the intensification or vice versa reduce the intensification. Comparing the results with the results of the studies indicated in the literature review, I found that they coincide.

Ethical Considerations

I now describe the ethical considerations that were taken into account while conducting this study. The first step in the research was the consideration of ethical issues. To be exactly sure that the research did not violate the rights of people involved in the study, firstly there were prepared all necessary documents: the interview protocol, the consent form, observation protocol. All these documents were the obligatory part of ethics application which was reviewed by NUGSE Research Committee. After the study was approved on November 15, 2017, I contacted the gatekeepers of the research site – the principal and vice principal of one of IB school in Astana. In order to obtain an official authorization for the study, I sent information letter describing in detail the purpose of the study, the procedure for conducting the study and also informed about the role of the participants, their rights, and the possible risks in the study. Permission for conducting a research study, the information letter and consent forms are provided in Appendix I and J. After I received permission to conduct the research, the next stage was the selection of participants.

As the research was conducted in the school where I have been working (I am on maternity leave these days), I sent an advertisement email to all the teaching staff with all information about the research, its purpose and main process on one of the department meetings, asking teachers on voluntary basis to take part in the research. As soon as a sufficient number of participants in the study answered on the email, I agreed with each participant about

the convenient time and place of the interview for each of them. Most of the interviews took place in the school: in the library, in the greenhouse, in the study room. Firstly, I was worried about the fact that some teachers' participation could be obvious if others were to see us talking at school. However, I noticed that, as I am working in this school, nobody paid attention to us. During the data collection process, there have been also cases when some participants showed a desire to conduct interviews outside of school, such as a shopping center or a park. In such situations, the main difficulty for me was creating the quality of recording on the recorder, because around us it was often noisy. However, I tried to use a high-quality voice recorder, which perfectly recorded the answers of the interviewee.

After that, during the interview, once again I explained to each participant his/her rights, that participation in the study is voluntary and s/he is free to refuse to participate or answer any questions in any stage by any reasons. Also, I clarified the process of anonymity safe and prevention of the information leakage, that all the answers will be transcribed; names would be replaced with the pseudonyms, so the participants' identity would be kept private. After the agreement, I asked him\her to sign the form. Copy of informed consent was given to each participant.

With the permission of each participant, the conversation was tape recorded. To prevent information leakage, all collected data was encrypted, downloaded on a USB storage device and stored in a special closed safe. Nobody had an access to the answers, except my supervisor. When the study is completed, all recordings, transcriptions, and copies will be destroyed.

Conclusion of the Chapter

In this chapter, I assigned the framework of the study, sampling strategies, data collection instruments and ethical considerations. The qualitative research design with interpretative approach provided the opportunity explore the central phenomenon of the study fully in-depth. The sampling strategies guaranteed that all perspectives of research, such as

years of work, gender, age and origin, participants were taken into account. In addition to it, in order to study the other side of school staff, opinions of school administrators were also included, as it gave data about reasons of implementation of new reforms in that specific school. The data collection instruments, like in-depth one-on-one interviews, observation and document analysis made the research information rich. In addition, this chapter described how the data analysis process was done in order to make the next chapter logically constructed and reached. The last part of the research represented the procedures of the researcher in order to save the anonymity of the research and prevent the information leakage. As a result, this chapter serves as a transition to the chapter about the discussion of findings.

Chapter Four: Findings

Introduction

This chapter presents the findings of the research, exploring the nature of intensification at the IB school in Astana and its' effects on teacher's work and life. Based on the analysis of data from the individual interviews, observation and document analysis, the findings of the study are presented according to four key themes: (a) teachers' daily routine, (b) nature of teachers' intensification, (c) factors that cause and increase teachers' intensification and (d) effects of intensification on teachers' work and life.

Teachers' daily routine

Let me first describe the IB school where the study was conducted.

The school works under the program of the International Baccalaureate. From 2013 to 2018 the school preceded two authorization visits under the Diploma Program (DP) and Middle Years Program (MYP), and one accreditation process in becoming a member of the Association of International Schools (CIS). In the second half of 2018 CIS[2] will pay evaluation visit to the school and therefore the IB school is preparing for this important event.

The process of selecting teachers for this school is based on a competitive basis and consists of several stages: passing a subject examination, writing a creative essay and interviewing. In addition, the job requirements include: the availability of higher professional education; the ability to present a holistic concept (common vision) of the subject (with its own developed program); working knowledge of various innovative approaches to teaching; English language proficiency is preferable; computer knowledge is compulsory (it is desirable to have a certificate) (RULES of competitive selection, 2013).

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[2] The Council of International Schools (CIS) is a membership community committed to high quality international education. As a global non-profit membership organization, CIS provides services to primary and secondary schools, higher education institutions and individuals that share these ideals: a desire to provide students with the knowledge, skills and abilities to pursue their lives as global citizens; and a commitment to high quality international education.

International Baccalaureate program pays more attention to the quality of teaching, as it directly influences on quality of students' knowledge. That is why school administrators created the system which means that each teacher goes through different levels of assessment. The list of assessment, which each teacher in the current school should pass in different periods of time, can be seen in Appendix K.

When teachers are selected, they sign a contract of employment, according to which working time is 40 hours a week, 8 hours a day. Teachers work from 8:10 till 17:00. All teachers work 5 days a week, where Saturday and Sunday are day-off and starting from June to August teachers have holidays. Classes start at 8:10 a.m. and end at 15:35 p.m., where each lesson lasts one astronomical hour. After class hours there are extracurricular classes, consultations with teachers, tutors hours or psychologists' work with students.

In addition, teachers have consultations, meetings, and supervisor's work or professional development (PD) sessions, which depend on the day of the week.

One of the strict requirements for all teachers is to come to school 15 minutes prior to the beginning of working day, and to leave the school exactly at 5 p.m. This action is controlled by an electronic turnstile[3] at the entrance to the school building, scanning an individual ID card of the teacher. The electronic system of the turnstile records the time when the teacher entered the building. Ainur (teacher) comments: "*we [school staff] pass through the electronic turnstile. I must already sit at my workplace when 5 minutes left until 8 a.m. If I come later, I receive a warning for being late*". School administrators monitor and analyze the data from the electronic system carefully with HR manager and in case of urgency dispose of offense.

The school regulations are strictly observed by all members of the school community, so in cases when the teacher needs to leave for a valid reason, he or she needs to inform and ask

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[3] **Turnstile** - a device that controls the way into or out of a building, room, or area of land, especially one that you have to pay to enter. It is a post with a number of short poles sticking out from it that has to be pushed round as each person walks through the entrance

permission from the school administrator. After allowance, the teacher should register in the registration log journal recording the time and date of departure and the reason as well.

Different educational reforms were implemented within the school system, which includes creating new leadership roles and new payment regulations.

Leadership roles. In comparison with mainstream schools, teachers of this school do the job that not only connected with teaching, but they also take various leadership roles. Subject teachers also fulfill different roles such as academic leader, horizontal planning leader, mentor, coordinator, supervisor and other. The full list of leadership roles with description and expectation in the school is provided in Appendix L, M, and N. School vice-principal Aigerim states that "*according to the IB[4], in DP[5] and MYP[6] each teacher has different leadership roles[7]. Apart from the teaching hours, additional time is allocated for these roles and, finally, 40 hours are calculated*". The main purpose of implementing such system is delegating leadership roles and helping members of the school become leaders.

Thus different leadership roles are one of the educational reforms in school, which include a variety of tasks that teachers should perform.

New payment regulations. Another reform at the IB school is new payment regulation. Starting from September 2015, there have been changes in the rules of payment in the school, where, teachers are paid not on actually worked hours of teaching, but at a fixed labor rate of 40 hours per week. Thus, each working hour of the teacher is written in detail, according to the work that he\she does. Distribution of the hours is based on a special formula, which is based on average amount of time according to the different type of work. Teaching as a central work includes from 12 to 18 hours a week, depending on working position. According to the answers of school administrators, the existing formula came from the data gathered by conducting the

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[4] IB – International Baccalaureate;
[5] DP – Diploma Program (11-12 grades);
[6] MYP – Middle Years program (7 – 10 grades)
[7] Mean horizontal planning leaders, academic leaders, supervisors of extended essay and Creativity, Action and Service (CAS) supervisors.

interviews with teachers from different departments. This data helped to find an average amount of time for teaching, assessment and lesson preparation.

The initiative of creating the new payment system came from the former school headmaster, who first presented it for school community at the beginning of 2015-2016 academic years. After one month of a trial new payment system, school community agreed on its implementation. Starting from 2017-2018 academic years this system was starting implemented in other schools around Kazakhstan.

Several purposes spur to create this type of system: fair distribution of workload, involvement into other types of activities, freedom from bureaucracy, professional development and teachers' time-management skills development.

The school administrators found out unequal time distribution among the teachers; on the hand, teachers paid their attention only to teaching, but not to other work. That obstacle pushed school administrators to create a solution to this issue by allocating fixed time for different roles. The school administrator highlighted that new payment system is fair for everyone because everyone has an equal number of working hours.

Freedom of bureaucracy and involving teachers in work, which is not connected with teaching only, like service or leadership and developing a sense of responsibility among teachers, became a foundation of positive school climate.

Among positive effects of the new payment system, is that it is eliminated the possibility of constant thinking and comparing salaries of teachers. Another essential point, that new reform positively affects teachers' skills improvement, as they started to manage their time, to allocate it properly. The teachers used to constantly be interested in teaching more hours because they received an additional payment for this. And this led to a heavy workload of teachers, more assessment, more lesson preparation, almost constantly staying until late at school, taking works home, putting off family responsibilities aside. However, with the

implementation of the new system, this need has disappeared, since teachers now have a fixed

salary, which leads to the teacher's less thinking about teaching, but also about other things that

are related to teaching activities.

However, the new payment system has also negative sides, because teachers are still

overburdened. In the next part of the given chapter, I discuss in detail the problems that have

arisen after the introduction of the new reforms and its reasons. Next section of this chapter

describes my understanding of the nature of intensification as a negative consequence after the

reform implementation in the IB school in Astana, which I got after analyzing the data.

An ordinary day of the teacher. As discussed above, one ordinary day of a teacher

was observed to provide a snapshot of typical one-day activities of the teachers.

First of all, during the observation it was revealed that overall atmosphere in the school

is positive; when teachers enter the school building everybody smiles at each other, exchanging

the greetings. Before the lessons started the teachers check working emails, prepare the

working place, some teachers discuss working moments. However, teachers mostly start

working on their computers. The teachers stand up only when they go to teach a lesson, to

meetings, to the cafeteria or for physical needs. All the rest time they are sitting in front of the

computer, very close to each other. During the observation, I saw that there are a lot of cups,

snacks, and sweets on teachers' tables, as well as huge amount of papers, printing machine and

laptop. The other interesting finding was that department cabinet is very noisy, as teachers are

talking with each other and discussing work.

It was surprising that during the working day, when teachers go to the lesson they are in

dress shoes, holding in their hands students' works with a laptop (without bag). And they are

walking in such way from class to class all day long.

The second issue that was revealed is the facilities of the school. Observation showed

that school has free space for relaxing, in each building block there are sofas, television with

school videos, there is a library, and flower room, teachers' and students' separate cafeterias.

Walls of school beautified with students' works, information posters or cultural paintings.

Teachers also distributed by a lot of things: office incidentals, water, cupboards, tables, laptops,

printers and interactive boards. However, there is a little space in the department cabinet, so

that teachers are sitting very close to each other. I also noted that it is very stuffy in the room. I

saw a lot of things on the top of the cupboards (books, posters, souvenirs, plastic boxes), under

the tables there were all types of shoes in terms of the weather and also garbage boxes with a

lot of used paper. I also noticed that on the tables there are very few flowers, and curtains

closed every time (it was a sunny side of the building).

In the Appendix O, it can be seen the detailed schedule of one ordinary day (Friday) of

Ainur (one of the main participants) because she was the only person, who agreed to be

observed.

One-day observation of the ordinary day of one teacher demonstrated that despite good

working conditions, teachers less spent time outdoors, eat on the working place, skip breakfast

or lunch, spent a great amount of time working on the computer. At the same time additionally

to this constant loud talking of the colleagues in the classroom, cramped space, absence of fresh

air in the classroom influence on teachers well-being, mood, feelings, because teachers cannot

properly concentrate themselves on the work, feel tired and get distracted on people's loud

voice or meetings, or giving advice. Also, the observation showed that teacher faces a great

number of unplanned things, urgent tasks, but nevertheless stays calm and positive.

Summary. The present study confirmed that current school has its' own internal regulations

and policies, which to some extent make an impact on teachers' intensification. Moreover, the

research showed that school had implemented new educational reforms in the school, which

includes creating new leadership roles and new payment system.

Next section gave an in-depth picture about the nature of intensification in current school, factors that cause and increase intensification and ways how intensification influences teachers' work and life.

Nature of teachers' intensification

As mentioned above, the school where the study was conducted implements many innovations and develops all the teachers' leadership abilities. As a result, the teachers have to perform multiple tasks in addition to their teaching responsibilities. At the beginning of the study, I thought that the intensification was related to heavy workload. However, the study findings demonstrated the complex nature of intensification.

Participants of the study in a different way understand the nature of intensification, however, there were also common ideas, which appeared after conducting interviews.

Inconsistencies in time distribution. Firstly, there are inconsistencies in time distribution. The most striking result to emerge from the data is that most parts of participants said that in the official document time allocation is ideal, however in practice is not the same. Ainur (teacher) said that in her opinion *"we are working more. Of course, formally yes, we have 40 distributed hours for lessons planning, for conducting lessons, for the affairs of the department, supervising. It's sort of distributed, but we're working more".*

Initially, I had an assumption that the teachers over 40 years old may experience intensification because Ainur's age is about 50 years. And Bolat (teacher) is 33 years old and thinks that his workload is normal *"in other words, it is under the string. This means quite sufficient, no more than it should be. And no less than it can be. I almost do not work in the evening, on weekends, not counting duty on weekends".* But the opinions of the secondary participants, whose age range from 30-35 years, do not prove that idea, because they also indicated the inconsistencies in time distribution.

At the same time, Kairat (teacher) as previous participants is against of new workload as he begins to understand that in the process of working everything turns out in a different way and some tasks are not slick as it were at the beginning. He informed that intensification can be felt in specific periods of time *"unfortunately, you feel less intensely only at the beginning of the school year and at the beginning of the holidays. And in the end, it's just a nightmare. Because you have so much work to do"*.

Another interesting finding was that school administrators also face the issue of intensification. Zhanar (vice-principal) said that she has a lot of meetings with heads of the departments, the school administrators or has planning meetings, planning with coordinators, she also analyzes the work of teachers that's have been done, finding out what is going well and if not, takes actions in order to correct it and see how teachers can remedy that. She explains that *"it's a bit of everything. I find it very interesting work, but it is a lot of responsibility and my day can sometimes consist of five emergencies that come up that just you cannot foresee that or even imagine"*.

Periods of time. Secondly, the results from the interviews and the observation demonstrate a clear support for the idea that intensification exerted in specific periods of time. Comparing the participants' answers it was revealed that usually it happens at *"the end of the quarter of the semester when the test week is running, the results are summed up ... The last test work. Indeed there are such periods of time" (Ainur).* In other words, December and May were mentioned as the busiest time by the participants, including the school administrators. Kairat (teacher) lists different reasons for intensification appearance, *"because there is a test week, after it, we need to check all assignments at once and immediately write a report to the parents. And also the deadlines are very tight and the final score should be set"*.

Answers of the school administrators demonstrated that intensification is happening during these periods (especially in December and May), where are *"very few working days and*

many days off. Tasks can coincide, therefore teachers during their lessons have to study the

material of the lost and a real lesson together or give a large amount of homework to students"

(Aigerim). Due to the fact that theme, which teacher should have been taught, must been

covered in any way, so it can affect the burden of teachers. However, Zhanar (vice-principal)

and Aigerim (vice-principal) had a clear vision of the fact that each working month is

scheduled in detail, and teachers are aware of all the expected activities, so they could plan

beforehand their work in order not to be overloaded.

These answers confirm the idea that intensification is invisible for the first sight

because in official documents it is written that teachers have 40 working hours, however,

in the reality, it is not the same. Also, intensification appears only during specific periods

of time. According to the answers, I do understand that intensification does not depend

on the age and working position because the teachers and the school administrators as

well face intensification in a different way.

Summary. In other words, the intensification is not a universal phenomenon in

this case; on the contrary, the intensification in this particular case is the primary

symptom of the negative consequences of interconnected various factors, when teachers

are overloaded. The researched revealed that intensification is invisible for the first sight;

both teachers and school administrators of different age face intensification.

Factors that cause and increase teachers' intensification

This section provides in-depth information about types of factors, which cause and

increase intensification in chosen school.

Requirements. According to the results of the study, it was revealed that one of the

main causes of intensification is requirements that do not depend on teachers. This means that

no matter how teachers relate to this or that occasion in their work, it will still be. Thus, in the

course of the study, three main components of these requirements were clarified.

First, these are the requirements of the profession itself. This means teaching itself is such a profession that requires a great deal of energy and constant stress. Talking about that issue Zhanar (vice principal) stated that "*teachers job is a messy job and that makes it feel intensive*". The similar idea Zarina (teacher) mentioned, that teacher is the intensity level, because teacher is not just sitting in the classroom, but "*asking questions, give answers, making sure kids are on task, watching and listen to kids, teaching curriculum and waking up kids, making all these decisions…all day long*".

The second requirement is a requirement of international program itself and state program together. By itself, work on the international system requires the teacher a lot of preparation, a great energy. The school administrators explain that International Baccalaureate program is new for teachers, so they had to change their mindset, because "*they have to learn assessment, the program, the concepts, all the main components of both programs*" (Aigerim). Professional development of teachers of that specific school has influenced other schools in Kazakhstan as a result. Aigerim (vice-principal) thinks that "*the approaches to teaching for teachers change and the specifics of the teaching itself change in general for both the students who receive this education and for the teachers who give this education*". The same idea was expressed by Erzhan (teacher), when he stated that comparing teachers, who work in IB and other non-IB subject teachers, it could be concluded that first one should be more prepared to the subject and work significantly hard, than the second one, in order to manage the program. He stated that "*if you surveyed other schools, you would find that our teachers work harder than other, simply because of the demands of the programs. And the fact that for many of our colleagues they're learning the depth of content required for IB*" (Erzhan).

Moreover, it was also revealed that there are huge differences in the state program and IB program. In the table below there is detailed information about standards and practices in Kazakhstan and standards of IB program.

The table below shows how different standards influence school structure and learning

process. It can be seen that state authorities of Kazakhstan require fixed number of students and

fixed number of teaching hours per year, however for IB program it does not matter, they only

require comfortable conditions for teaching and learning, needed resources for it and cover

minimum 150\240 astronomical hours per two years of each subject and 100\150 astronomical

hours for each core component of the program.

In cases of the number of students, length of lessons – it is a school internal regulation.

Table 3. Differences and commonalities in requirements
Source: compiled by "Sanitary-epidemiological requirements for educational facilities" and IB
"Programme standards and Practices"

	Standards and practices of Kazakhstan	Current school reality	Standards and practices of IB
Number of students in school	No more than 720 students	916 students	Does not matter
Number students in class	No more than 25	25 or less	Does not matter
Lesson duration	No more than 45 min	60 min	Does not matter
Number of teaching hours – 1 year	1 year - 34 weeks = 102 hours	SL – 2years = 204 hours HL – 2 years = 204 hours + summer school	Minimum 150 astronomical hours in Standard Level[8] (SL) and 240 astronomical hours in High Level (HL) = 2 years TOK – 100 hours CAS – 150 hours EE – 50 hours
Lessons number	No more than 6	6 lessons per day	Does not matter
Length of break	Minimum 5 min	5 min	Does not matter
Length of break between last lesson and extracurricular activities	Minimum 30 min	10 min	Does not matter
Examinations	10th grade in order to get a document, and pass Unified National Testing in order to get a certificate.	**MYP:** Examination in 10th grade eAssessment Personal project Community project **DP:** CAS, EE, TOK, 12 final exams, UNT, SAT,	**MYP:** eAssessment Personal project Community project **DP:** CAS – reflective journals EE – 4000 words assignment TOK – oral presentation

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[8] Standard level – level of teaching of students, where process learning of chosen subject takes 3 times a week.
  High level - level of teaching of students, where process learning of chosen subject takes 4 times a week.

		IELTS.	Final exams for each subject group at the end of the 2nd year. 6 groups *2 exams = 12 exams
Leadership and structure	Principal Vice principal for Academics Vice-Principal for Pastoral	Principal Vice principal for Academics Vice-Principal for Pastoral International Vice-Principal 11 Program Coordinators Other leadership roles Different policies	*a governance and leadership structure that supports the implementation of the programme(s) * Should appoint a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position; * assessment policy *language policy *academic honesty policy
Resources and support	Library Cafeteria	School provide all necessary resources	*qualified staff *IB-recognized *professional development *time for teachers' collaborative planning and reflection *physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s) * library/multimedia/resources * support for its students with learning and/or special educational needs
Curriculum	Math Mother tongue (Russian, Kazakh) Foreign language (Russian, Kazakh, English) Physics, Chemistry, Informatics, Biology History, Man. Society. Right. Kazakh literature Russian literature Natural science, geography, self-knowledge, initial military training Physical Education Work, technology Drawing art Music	**MYP:** Studies in language and literature (Kazakh, Russian) Language acquisition (Kazakh, Russian, English) Individuals and societies (economics, Kazakh history, world history, geography) Sciences (Physics, Chemistry, Biology, computer sciences, Sports, exercise and health science) Mathematics The arts (Drama, drawing, technology) Core Personal project, Community Project, Interdisciplinary teaching and learning,	Studies in language and literature *(program does not requires learning exact languages, everything depends on the culture)* Language acquisition Individuals and societies Sciences Mathematics The arts Core

		Service and Action	
		DP[9]: SL (min 3 subjects)\HL(min 3 subjects) Studies in language and literature (Kazakh, Russian, English) Language acquisition (Kazakh, Russian, English) Individuals and societies (economics, Kazakh history, world history, geography) Sciences (choose only 1) (Physics, Chemistry, Biology, computer sciences, Sports, exercise and health science) Mathematics The arts (drawing, technology) Core: CAS EE TOK	

The last type of the requirements is the requirement of the Ministry of Education of Republic. It means that there is a law throughout the country, which states that all teachers should pass the attestation process in order to prove their professionality. And teachers cannot influence this process, because it is a law and it is, in turn, makes more responsibilities and work for teaching staff. Aigerim (vice-principal) paid attention to it, stating that if the process of attestation would have been easier for teachers, it could minimize their burden. Also, she added that "*since our education system does not mean that we need to pass a mandatory certification system. I think that this problem will not be solved yet" (Aigerim).*

Teachers. The findings showed that teachers themselves also can be a cause of intensification due to their high dedication and strong willing to doing a good job. For example, Bolat (teacher) see positive influence of high workload, as he understands that he is not wasting his time; he states that school had given him so much development, therefore he sees his

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[9] Students should choose 3 subjects on SL and 3 on HL.

profession near-term perspective in terms of professional growth: *"I received a lot from this school, in terms of knowledge, in terms of experience, in terms of skills, in terms of English. And I believe that this time was spent not in vain. This will help me in the future (Bolat).*

Another idea was assumed that teachers cannot see themselves in other professions and compared it with a sort of affection, because during sick leaves "*I feel like I am cut off from the world or I'm losing something during this time" (Ainur).*

The teachers also can spend hours and hours in school preparing for the lessons. Bolat (teacher) noticed that the same people stay late at work from 8 a.m. till 9 p.m. and the main reason is that they cannot keep within 40 hours of work; they are seen working on lessons planning and assessment. Therefore, he made a conclusion, that *"very much depend on the person, this means how much he\she can manage him\herself, how correctly plans time",* as it negatively affects their work.

Ainur (teacher) also sees the cause in herself and explains "*Maybe because I am like this kind of person. I can say right now: it's wrong or that is wrong. But, to be honest, in many respects, it depends on me".* She provided an example from her working day when she cannot refuse people, who ask help and in such cases, it turns out that she is "*pushing everything back and working with this teacher because I understand that a person needs a help. Very often they ask my help with planning their lessons, I sit with them, and then I get carried away".* That is why she loses her personal time, which she could spend for herself.

Parents. The results showed that parental involvement also may cause intensification, especially, when the parents start to blame teachers for the mistakes of their children. Ainur (teacher) replied that negative comments from the parents strongly affect her emotional background. Such cases push teachers to negative thoughts about the meaninglessness of their work, about their helplessness, although in reality, everything can be different. She also claims that parents started to behave in a bad manner, allowing themselves to raise their voice or to say

scathing rebukes, like at the market. Ainur (teacher) remembered one incident with a parent, when *"it was very stressful, for a month I tried to forget it. I could not sleep because of this, because I was directly told insulting words about my competence, professional level, because of the low mark"*. Ainur (teacher) also concluded that such moments dislodge the teachers and affect the quality of the work, because *"you come and think why you need it, if you listen to all of this, yes?! It was hard for me to listen to it" (Ainur).*

The overall results of the interviews showed that requirements of the profession, requirements of the international program, the requirements of the Ministry of Education, parents, and teachers themselves can also cause the intensification.

In next section, I describe the factors that increase teachers' intensification.

Hidden factors. One of the aspects that increase intensification is the job responsibilities. During the interviews it was revealed that there are three types of responsibilities in this particular school: work that is fixed in official documents; work that is not fixed in official documents and hidden factors of the first two types of work.

So it is the hidden factors that influence the increase of intensification. Under the hidden factors, I mean the duties that are prescribed in work responsibilities of the employee, but they are spent more time than they are supposed to fulfill. Moreover, the hidden factors largely depend on the circumstances and therefore it is very difficult to identify them at the initial stage.

Hidden factors are divided into planned, unplanned.

Planned hidden factors include:

1. Preparing lessons for Diploma Program students;

2. Frequent meetings;

3. Writing reports.

Most of the answers of the participants in the study agreed that teaching in the upper grades requires more time than it really is. The main reason is that these are graduating classes and accordingly the responsibility lies more on the teacher. Ainur (teacher) states that "*I should demonstrate a high quality of preparation to the lessons; select the right material. In addition, children write a lot of written work. And imagine 28 students, all the work I need to check and give detailed recommendations*".

The participants of the study note that teaching in DP classes requires constant updating of information since the program itself is designed in such a way that it is necessary to change the data in accordance with the latest news in the world. This, in turn, leads to the fact that even the prepared material must be constantly adapted to the temporary context. Kairat (teacher) pays attention to the fact that in the MYP classes it is much easier to teach because he has all completed material and there is no need for updating it. So it saves a time, which is hard to say about DP classes. Kairat (teacher) explains that "*we have new literature in the 12th grade. It changes, adapting, that's where training is needed. The program itself requires it; I have to constantly update the material, depending on what is happening in the world*".

Another interesting finding was that among all planned situations in current school, writing reports also makes an impact on teachers' intensification. In this case, the report does not only concern students' assessments, but also other kinds of reports that teachers write. Thus, there are several reports in the school: a student assessment report, where the teacher writes a comment about the student's positive and negative outcomes, and also gives recommendations for further improvement of the results; a report on the work done, which the teacher gives to the coordinators of different parts of the programs; a business trip report; a comparative report on the work of the past few years and others. Gulnur (teacher) claims that at the end of the semester every coordinator asks some kind of the report, like interdisciplinary and approaches to learning report, report on extracurricular classes, on test week and comments

on students. Bolat (teacher) states that "*we write individual reports of high quality on the students to their parents. Previously, we wrote to all students, now we write only to those whom the parents request*". The reports are checked by the coordinators; they check the correctness of the writing, ethical norms, grammar and then give feedback on it. According to the participants' answers, it takes a huge amount of time and energy.

Next category of hidden factors is unplanned tasks, which include:

1.   Urgent tasks from the school administrators (reports, the organization of the meeting, conducting an excursion, checking people, comparative analysis, preparing a list of books, people etc.);

2.   Tasks overlay;

3.   Unplanned meetings.

4.   Duty on weekends at competitions, workshops, trial testing;

A common view amongst the interviewees was that urgent tasks from the school administrators were the most irritating factor. The majority of the participants agreed on the idea that they lose their time for tasks that were not planned. For example, Ainur (teacher) argued that "*there are many extra tasks, which we receive from the school administrators; it also takes a lot of time. This is an additional load that occurs during the work. It is not planned, but it needs to be done*". It spoils teachers' time management and put on ice planned tasks, leading to tasks overlay, creating a huge workload and finally intensification. Moreover, urgent tasks also can force out teachers to work at home or during the weekends. Bolat (teacher) commented that "s*ometimes it happens, but I try not to do it, that I do my work at home, which means I have to pass it the next day. Then there are very urgent tasks that you need to perform right now*".

Duties during the weekends are the second irritating factor, which also leads to intensification. Most of the participants complained about it and commented that they do not understand by what criteria they were selected to be on duty and for what reasons this was done. Erzhan (teacher) indignantly remembered the situation, when all his colleagues were asked to staff the school conference. Teachers' duties were to move chairs, hanging up visitors' coats and welcome people. He commented that *"that's no way to treat you professionally, no permission to take your break time to do that, you cannot go to see your family or rest. You've got to come here; you've got to stand around for 8 hours"*.

Ainur in one of the interviews called it a corporate spirit and understood the necessity of it, but come up with it canceling. Kairat (teacher) explains that it is very difficult to enter the work track after a weekend service, as there is little time left for rest, the teacher does not get enough sleep and starts a new week tired, which negatively affects the quality of the work. He said *"it turns out that we work from morning till night and do not rest at all. So next week teacher gets tired and the work does not bring joy, and the fruitfulness of the work is also low"*. Apart from losing time, rest, the opportunity for professional growth, the reason of violating the legitimate of human rights to rest also appears. Kairat (teacher) states that duties can go from 8 a.m. till 8 p.m. and it is a full-time job during the weekend. This point raises the issue of financial support.

Absence of Financial support. Among all participants of the study, there was a strong common idea, that the indisputable motivating factor is salary and bonuses. Bolat (teacher) highlights that *"another factor I think is, of course, financial motivation. If a person gets good, worthy money for what he does, this motivates him very much. For me, this is also certainly a big factor"*. Teacher can influence the amount of salary only by passing the attestation process; therefore it is necessary to develop professionally for the teacher. The higher salary is the higher desire to grow professionally.

The participants also mentioned that they receive bonuses[10], which is equal to 100% of full-time salary, four times a year. Also, they receive extra bonuses on the national holidays.

Thus, preparing lessons for Diploma Program students, frequent meetings, writing different types of reports, urgent tasks from school administrators, tasks overlay, unplanned meetings, being on duty on weekends and absence of financial support fills the list of factors that increase intensification.

Summary. The present study confirmed the findings of factors that the requirements of state authorities, IB program, teachers themselves, and parents together cause intensification.

The results also demonstrate that hidden factors and absence of financial support are factors that increase teachers' intensification.

Effects of intensification on teachers' work and life

This section provides the results from analysis of data about the effect of intensification on teachers' work and life. The results of the study showed that influence of intensification on teachers' work and life emerges in four ways: (a) teachers' professional growth, (b) teachers' health and well-being, (c) teachers' attitudes, and (d) teachers' actions and practices.

Teachers' professional growth. Data analysis demonstrated positive influence of intensification on teachers' professional growth. According to the school administrators, this amount of work changes the way of thinking of teachers and students, develops them professionally and gives a positive result in the form of speeches at seminars, conferences, the transition to a new level and raising salary. Zhanar (vice-principal) notes "*I find it very inspiring and very exciting to work here because I see that so many teachers have grown so much in the time that they've worked here and have really embraced the changes*" and adds

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[10] After the research was ended, it was revealed that school authorities implemented the system, where teachers should meet certain criteria in order to get bonuses. It was lead to extra paper work. Also bonuses on national holidays were shortened due to economic issues in the country.

that teachers also see what is happening in the work, how students are changing, how teachers' methods of teaching are changing.

Teachers' health and well-being. The results from the interviews showed the negative effect on teachers' health and well-being.

During the interview, it was revealed that teachers often sacrifice their sleep or lunch time for high-quality performance of tasks. Not all the participants in the study do this, but there are precedents. For example, Ainur (teacher) states that she does not have a lunch and dinner as well because at this time she is "*sitting in the office, working on the computer, scanning the mail, preparing for the lessons, and printing out the material*".

Interesting evidence appeared in the participants' answers, that all the participants very rarely spend time outdoors. The reasons are different, but mostly it's the weather, constant driving or fatigue before or after the working day. Ainur (teacher) states that she does not know the reason, why teachers do not spend time outdoors even during the weekends. Ainur (teacher) explains that at the weekends she "*prefer to lie down for a while; there's something to be done about the house. This is my rest*".

The majority of participants often mentioned about suffering from the feeling of tiredness, as Bolat (teacher) noted that at the end of the working day he feels often tired and needs some period of time just lying on the sofa or bed. He describes his actions after busy working day: "*when I come home I am very hungry and feel tired, I just need to lie down for a while. Approximately half an hour, sometimes an hour I just calmed down from work at home*". Adding to it there is also a slight effect on teachers' health, for example, some participants mention deterioration in vision and headaches. Ainur (teacher) pays attention to the fact that apart from feeling very tired, it is difficult to get up for her in the morning. She states the presence of permanent headaches that occur at a certain time. Ainur (teacher) said "*in the morning I often have headaches. It's complicated to enter the track; I just wait for the weekend*

to sleep, to compensate for the lack of sleep. Otherwise, you cannot compensate anymore". The issue of health was also pushed by Bolat (teacher) when he claimed that because of constant work on the computer, reading and assessing students' works his vision was suffered. He states that *"my vision has worsened during this time, and it continues to deteriorate, unfortunately. I'm sure it's a direct impact of the work. And I need to treat it"* (Bolat).

As it was mentioned in the previous sections intensification occurs in specific periods of time, usually at the end of the semester. During that period, which can be identified as a culmination of the semester, teachers face high emotional stress. From the responses of Ainur (teacher), it was revealed that the pressure occurs only at this very moment and passes after the period is over. She explains that at this moment *"it seems like a tragedy. Inside, like a stretched string, you seem to be squeezing inside, after it, I forget everything. If this interview would have been at that moment, probably I would have seen the only negative side of my work [laughs]"*. She also said that in the stressful period of time there is a desire to simply escape or disappear.

But despite the physical fatigue, the participants of the study assert that emotionally they feel a sense of satisfaction. For example, Zarina (teacher) notes that she feels like she is working in a high speed and running from one thing to the next, balancing out under moments where she works, but nevertheless, she understands that *"I am helping, I am making a difference. My little piece of it, that they [students] will be a little beat smarter and a little beat more prepared"* (Zarina).

Teachers' attitude. In line with previous results, the idea of the attitude of participants had also appeared. A common view amongst interviewees was an emotional decrease in the workplace. The majority of participants noted that comparing with the previous years of work they feel lack of energy in doing something. Talking about that issue Ainur (teacher) said that *"if we compare the first year of work in this school and now, we can say about the emotional*

decline, as earlier I was emotionally uplifted, and in the last three years everything seemed to become stable".

One of the school administrators also raised this issue, paying attention to the fact that previous years all the community was preparing to authorization process that everybody had a common goal, however now everything is done and people do not have clear ideas what should be done next. Zhanar (vice-principal) explains that teachers are in a new phase "*of consolidation, which is in a certain sense less exciting because teachers do not get a reward for it like authorization. So there is more of an intrinsic motivation needed which is sometimes difficult".* Therefore, according to her, teachers are less enthusiastic about new things and new roles in school, because they are losing their stability and are not seeing the final result, no getting a reward.

The contradictory idea appeared in the interview with Erzhan (teacher) who was so upset with the system and the work of the school administrators, which affect his motivation work. The philosophy of his teaching included the rule that any change in his work – it is always what is right for the students. He explains that work should not been done for the school administrators or for some kind of planning tool. Students are the main receivers of knowledge, and everything should be done by stating the question: "*will it be good for students or not?*" The same idea was appeared in Zarina's (teacher) answers, where she claims that "*I can't tell sometimes if I'm supposed to be working for my students or if I'm working for administration because the administration I think sometimes forgets that students are primary focus and other work is going after them".* Erzhan (teacher) also adds that *"there's always going to be a need for more planning time because there is no time to do anything more than collaborative planning with my team teachers".* And this in result can cause a great influence on students' knowledge in the future.

A variety of perspectives were expressed during the interviews, however, one opinion casts a new light on the issue of intensification, as it consolidates all ideas into one broad theme – school climate. Which means, according to the answer of one participant, the school should create a positive atmosphere, where people are not afraid of each other, take responsibility for their actions and reflect. That style of leadership may give a chance to make teachers be creative and supportive of each other or creation of effective leadership environment. Zhanar (vice-principal) concludes that *"keeping the atmosphere positive is very important, giving teachers positive feedback, no emphasizing on what was wrong and who was guilty. The supportive way in teaching makes a very big difference in how you can work. And that takes a lot of stress away".*

Thus the results of the study showed a small decline in the emotional state of teachers on the phase of program consolidation however, overall feelings of teachers are positive. Some participants pay attention that students are the main focus of work of the teacher, not administration or something else, that is why they are not satisfied with the system, another teachers love their work and say that everything depends on the teacher to be sad or happy. So, positive and negative teachers'; attitude may influence not only the students but the school climate as well.

Teachers' actions and practices. The last way of emerging effects of teachers' intensification is teachers' actions and practices. Teachers may undergo intensification in a different way because it depends on his\her personal characteristics (Ballet et. al., 2006; Helsby, 1999; Vandenberghe & Huberman, 1999; Troman & Woods, 2001; Van den Berg, 2002), but it does not mean that the consequences will be positive.

The results of the interviews showed that sometimes teachers use their personal skills in order to do everything on time. For example, Erzhan's (teacher) in the interview said that computer technologies save his time. He explained that he continued the use of Google forms

for paper-based assessment because there is no need to allocate the time for creating test creation, printing it and distributed it for students. The electronic version Google forms count right answers automatically or he "*can feedback to them through Google forms and it makes things a lot easier to grade as well as saving a thousand trees in terms of paper copies*" *(Erzhan).*

Teachers may also break the rules of the school policy. For example, Zarina (teacher) explained that she skips meetings, as she thinks that it is a useless pastime and uses it for assessing students' works *"I just don't go to meetings. They can send me the PowerPoint. That's enough. If I don't think it has value to me I won't go. I don't apologize. I just skip them because that's an extra hour I have in order to do a lot of things. So far nobody says anything"*.

Another interesting finding was that the majority of participants after constant feeling tired, being ill or being disrespected meet the ideas about leaving the teaching profession or changing the workplace. But most of them agreed that school community, collaborative culture, and students stop them to quit the job. For example, Erzhan (teacher) explains: "s*o far my dissatisfaction with my school administrators is outweighed by my satisfaction with working with my students and my colleagues. That's why I'm still here" (Erzhan).* Gulnur (teacher) understands that this is the only place in the city where better working conditions are provided, in terms of salaries, equipment, as well as opportunities for professional growth. While comparing this school with other schools, she highlights that the school administrators never show the difference between foreign teachers and local, students and teachers, they are very open to teachers and they are trying to help teachers in the way they could.

Thus, the results showed that intensification may influence positively on teachers' professional development and negatively teachers' health, attitudes and actions.

Conclusion of the Chapter

This chapter confirmed the findings about teachers' daily routine, the nature, and causes of intensification, factors that increase it and influence of intensification on teachers' work and life.

According to the results, the intensification is an initial symptom of burnout. It is invisible for the first sight because the actual number of hours spent for work does not coincide with the amount of workload that was approved in official documents. It appears in specific periods of time (end of the semester), and it does not depend on the age and working position. Causes of intensification may be external and internal. External factors include requirements of the profession, of the state program and international program, of the Ministry of Education and from parents. Internal causes include the fact that intensification may come from within the teachers themselves.

The findings indicated that two factors lead to increase of intensification: hidden factors and absence of financial support.

Further analysis showed that intensification positively influences teachers' professional growth and negatively for teachers' health and well-being, attitudes, actions, and practices.

Next chapter presents discussions of findings.

Chapter Five: Discussion of Findings

Introduction

This chapter presents a discussion of the major findings on the issue of intensification and its' influence on teachers' work and life at the IB school. The discussion section is divided in accordance with research questions of the research study, which will be further discussed in more detail.

Discussion

I used the three parallel ladders strategy (Bui, 2014) as the main way to organize this section. Thus it consists of three sub-sections, which focus on main research question: What is teacher intensification and how does it influence on teachers' work and life?

The first section describes that intensification in that school has different nature, as it cannot be seen by official documents and appears only during specific periods of time.

The second section presents in more detail specific factors, which cause and increase intensification. On the one hand, requirements of state authorities, international program, teachers, and parents are factors that cause intensification. On the other hand, hidden factors and absence of financial support are factors, which increase teachers' intensification.

The last, third, section is devoted to the ways of the influence of intensification: on teachers' professional development, on teachers' health, teachers' attitude and on teachers' actions and practices.

I also compared each section with research works and reflected simultaneously, finding different perspectives on the results.

Nature of teachers' intensification. In this section I compare the data from previous research studies and results of current research work, adding my personal interpretation to differences and commonalities in findings.

Analyzing previous research studies about the nature of intensification I had identified additional data in the interpretation of the nature of intensification. In accordance with the present results, previous studies have demonstrated that intensification is a break, which destroys sociability, and leads to isolation (Larson, 1980). Intensification has its own symptoms; among them are lack of time for proper rest, inability to go to lunch, chronic and constant overload, reduction in the quality of work and expertise's points of view (Apple & Jungck, 1990; Larson, 1980). Intensification includes the concept of skills and gender question (Apple & Jungck, 1990). It appears when the number of tasks increases and less resource are (Ballet & Kelchtermans, 2008). The research findings of my study had common findings, where teachers perform different leadership roles in the IB school, they also sacrifice their time for rest and lunch, they meet constant overload. Moreover, the school administrators in terms of assessment of teachers' knowledge got help from external expertise, which influences teachers' self-esteem. However, my research goes beyond previous works, showing that intensification in its nature is not a concept, but the first symptom of negative consequences of interconnected various factors, when teachers are overloaded. I should pay attention to the word "symptom", which includes the meaning of a sign, when "a consequence" has a meaning of the result. So, it means that intensification is a symptom or a sign of something that is being negative for some period of time, whether the burnout is a result, a consequence of constant being intensified (in my case). I concluded in previous chapters that difference between intensification and burnout in that specific case is the positive atmosphere in the school, when teachers hope for the best and optimistic, whether the experience of burnout in most cases means that teachers are exhausted and see everything from a negative perspective. So, speaking metaphorically, intensification is a like a "blue screen" on the computer, which gives a signal about an error in the system. And burnout is when the computer does not turn on and a person should bring it to the recovery service.

Moreover, in the contrast with previous studies, the current research revealed that intensification does not depend on the age, gender, and working position, because participants of all ages (from 33-62), both genders and working positions (teachers and school administrators) face intensification. However, no data was in the reviewed literature about these facts.

Also, my research had shown that intensification, at first sight, is invisible, because in official documents the workload distributed in the right way. As one of the participants said *"it seems that all this is normal. But, if I feel tired at the end of my working day, have a headache, then there is an overload, it means it is the resistance of my body"*. That is why the intensification often appears in specific periods of time, December and May, as at the end of the semester task overlay appears. Participants describe this period as very intensive, because *"the end of the quarter of the semester, when the test week is running, the results are summed up ... The last test work. Indeed there are such periods of time"*. In my personal point of view, participants of the study pay attention only to the end of the semesters, when task overlay becomes visible very much when it is obvious to understand that teachers are intensified. But I asked myself, what if intensification is present in other days too? Or teachers of different subjects experience it in different ways? So, that information can be very useful for the body of knowledge and close the gap in understanding of nature of intensification.

Analyzing commonalities and differences in the results I asked myself: why my results about the nature of intensification differ from the previous studies? And one possible explanation for it may be that so many years have passed from the latest results, the data could be renewed, as there were a variety of educational reforms appeared. Therefore, the nature of intensification could have been changed in different educational contexts too. The other factor is that sample of previous studies was 20th century generation of people, and in my sample the generation is new (21st century), generation of technology, iPhone, and Skype. So far, I had an

assumption that people's mindset changed through years, which influenced their way of living and for managing time as well. Therefore, I made a conclusion that the nature of intensification changed over the years.

Factors that cause and increase teachers' intensification.

Apart from the results about nature of intensification the present findings of causes of intensification seem to be consistent with other research works. In comparison with current research, previous works had identified several causes of intensification, among them high professional expectation from teachers without giving proper help, being too much responsible – "real professionalism" (Hargreaves, 1991), class size and lessons duration (Gitlin, 2001), "parentocracy" (Brown, 1990; Troman, 2000).

My findings were also similar to the idea of high expectation from teachers in different ways (Hargreaves, 1991; Valii & Buese, 2007). For example, external requirements from teachers: requirement of the profession, the requirement of the state authorities and international program, and requirements of the Ministry of Education. From the answers of the participants I understood that they see the difference between them and other teachers from different schools around the country *"if you surveyed other schools, you would find that our teachers work harder than other, simply because of the demands of the programs. And the fact that for many of our colleagues they're learning the depth of content required for IB".* And it is very difficult for them to fulfill all these requirements simultaneously because compared with other schools this one integrates requirements of IB program and requirements of State laws of secondary education, which gives the Ministry of Education. Adding to these requirements, the requirement of the profession itself is a priori. However, in the contrast with previous research studies, where it was indicated that high expectations go with reduced support (Hargreaves, 1991; Valii & Buese, 2007), but current research revealed that this IB school receives a lot of support from the school administrators, from the government, and from IB too. That is why, I

came to the idea that support in the question of the cause of intensification does not play an important role, rather than high expectation from state authorities. Unfortunately, I do not have enough information about similar experience in other countries, but it is very interesting to find out are there any schools in the world, which faces such issues too?

A similar pattern of results I had obtained during current research, where I, in agreement with Hargreaves (1991), identified that teachers also can be a cause of intensification. It means that those teachers, who are highly dedicated to doing a good job may spend a lot of time for writing an email, for talking, meeting with people, even at home or at night they can be very responsible for their work. As Hargreaves (1991) states, teachers may misunderstand it with a real professionalism of teachers. In participants' answers they explain that they cannot sleep if they do not do their work in a proper way *"Yes, I work on weekends. When I know that there is an unfulfilled job, I cannot sleep until I do it. I always check mail, put a substitution, call teachers, or write a letter, I assess students' work, which I could not check in school".*

On the other hand in the line with different external requirements parents also may cause an intensification, sometimes it happens that parents may be too strict with teachers and interfere in their work *"I was directly told insulting words [from parent] about my competence, professional level, because of the low mark".* This finding corroborates the ideas of Brown (1990) about parental involvement or "parentocracy", when parents behave themselves like they are in the market, buying a product. So economic relationships like this negatively influence teachers, as they state that they cannot sleep, they are much stressed about it, nervous and demotivated *"it was very stressful, for a month I tried to forget it. I could not sleep. I think why I need it [job] if I have to listen to all of this, yes?! It was hard for me to listen to it".* For me personally, it is a contradictory situation, because from one perspective I am at one with teachers, as I see that parents' attitude changed very much, parents all the time examines

teachers, asking the quality and the result and get tough with them. But at the same time, I also understand parents, because they are responsible for their children, it is their legitimate right, they want the best education for them; they try to be involved in the children's lives, not being apathetic. So, I think that parents should be attentive, but school administrators should spread the main rules of parents' behavior while talking with teachers. This interpretation is close to the ideas of Ballet et. al. (2006) who stated that principal's role in the school is vital, because "they also need to protect the school and the teachers from unrealistically high expectations or invalid interpretations of policy measures by outsiders" (Ballet et. al., 2006, p. 215). As Ballet et. al. (2006) said that principals, being a buffer for the teachers, may also face intensification. I fully agree with this idea, but, unfortunately, the life realities show that school principals may ignore teachers' voice and follow requirements of state authorities.

Another common idea is the influence of school characteristics like class size and lesson duration (Gitlin, 2001). I may assume that in my research case the students' number is a main cause of intensification. According to document analysis, I found out that school size is 720 children, however, in reality, there are 916 students. That is why teachers are overloaded. Moreover, the results showed that the requirements of state authorities in lesson duration are 45 min, however in current school lesson is 60 min length. In my opinion, this slight difference not only influences teachers but also students.

Among factors that increase intensification, there are also common views with previous studies. I found out that hidden factors in work responsibilities, which are underestimated, may increase intensification: *"there are many extra tasks, which we receive from the school administrators it also takes a lot of time. This is an additional load that occurs during the work. It is not planned, but it needs to be done"*. Hidden factors include planned tasks like preparation lessons for high school students, frequent meetings, and writing reports: and unplanned like urgent tasks, tasks overlay, unplanned meetings and duties on the weekends.

The common result showed that overall attitude towards unplanned work, especially for being on duty on the weekends, is very negative. As one of the participants said: *"that's no way to treat you professionally, no permission to take your break time to do that, you cannot go to see your family or rest. You've got to come here; you've got to stand around for 8 hours"*. These findings further support the idea of Chris Easthope and Gary Easthope (2000) about the extension of work tasks, which means adding new types of work with different length, difficulty, and mature age. Extension of tasks also includes pastoral work and dealing with social issues. From my personal point of view, during the interviews, I saw that question of being on duty is very sensitive for the participants, they are tired very much, and as I understood during that very academic year they had to experience it more often than ever it was. So, maybe in the contrast with previous academic years, when they also were on duties, it became so visible for them.

Another interesting finding was that absence of financial support also increases intensification. For example, one of the main participants said *"another factor I think is, of course, financial motivation. If a person gets good, worthy money for what he does, this motivates him very much. For me, this is also certainly a big factor"*. On the one hand, a similar conclusion was reached by Easthope and Easthope (2000), who identified that reduce in financial support, implementation of new educational reforms, changes in role tasks by adding responsibilities from other positions may increase intensification. In my personal point of view, financial factor plays an important role not only in teaching, but also in other professions as well, so these findings may be extrapolated to all type of jobs. And without sufficient salary labors will not be motivated to work. So, it means that financial support may be accepted as the main factor for teachers to work.

Influence of intensification on teachers' work and life. This section determines differences and common ideas between previous studies and current research about the influence of intensification on teachers' work and life.

The present study identified that intensification may influence teachers' work and life both positively and negatively. The results show that in one IB school in Astana intensification may influence in four different ways: on teachers' professional development, on teachers' health, on teachers' attitudes, and on teachers' actions and practices.

There is a strong difference between reviewed literature and current study in terms of the positive influence of intensification on teachers' professional development. My research found positive influence of intensification, that despite the pressure in work, in the last 5 years *"so many teachers have grown [professionally] so much in the time that they've worked here and have really embraced the changes"* and it is easy to see, because most parts of them have a lot of certificates, diplomas, letters of honors and publications in peer-reviewed academic journals. However, there is no information in the reviewed literature about this finding. In my opinion, this question should be investigated very carefully, because maybe not the only intensification is an only factor that influences positively. Maybe these positive effects on the professional growth of teachers are the results of teachers' intellectual skills, their way of learning and thinking.

A common idea with previous researchers was in the issues of the negative effect on teachers' health and well-being. Constant feeling of tiredness, the presence of permanent headaches, and deterioration in vision and high emotional stress at the end of semesters are direct outcomes of intensification. Participants claimed that *"I often have headaches. It's complicated to enter the track; I just want to sleep, to compensate for the lack of sleep"* or *"my vision has worsened during this time, and it continues to deteriorate, unfortunately. I'm sure it's a direct impact of the work. And I need to treat it"*. These results match those observed in

earlier studies about the negative effect of intensification (Apple, 1986; Ballet et. al., 2006; Geijsel et al., 2001; Troman & Woods, 2001; Vandenberghe & Huberman, 1999; Van Veen, 2003). However, these data must be interpreted with caution because I cannot claim as for sure that intensification is the only one reason of negative consequence. I think that in order to find out the answer to this question, there should be conducted another research in exploring the causes of the low state of health. Nevertheless, even if teachers have negative feelings about intensification: "*it seems like a tragedy. Inside, like a stretched string, you seem to be squeezing inside, as if there is not enough air to breathe. At such moments emotionally it is very annoying*", they also feel a sense of satisfaction with their hard work and this factor is the most important in comparing intensification with other negative consequences of high overload. The satisfaction comes from the idea that "*I am helping, I am making a difference. My little piece of it, that they [students] will be a little beat smarter and a little beat more prepared*". As I mentioned previously, in this specific case intensification has a space for positive feelings, whether burnout does not. It corroborates the ideas of previous studies (Acker, 1999; Smylie, 1999; Troman, 1997, 2000; Woods, 1995) that even associating high workload with negative feelings; teachers still have positive feelings for their work.

Other commonalities were found in the idea of influence on teachers' attitude. The current research found that most parts of the participants have a negative attitude towards the work of administration, towards the school system. Even, if the school administrators try to explain this situation that the school is on the level of consolidation, in other words, there is no any reward for teachers' work (like authorization), it still proves the idea that teachers are frustrated with something. And in my opinion, school administrators should pay attention to these factors, as according to the Ballet et. al. (2006) it impacts on all the changes in the education and how it perceived and valued.

The reviewed literature also demonstrated that intensification may influence teachers' actions and practices. The common finding was in current research, but firstly I interpreted it as the way how teachers address intensification. In one of the interviews a participant noted that he uses Google Forms in order to save his time, for example, *"I can feedback to students through Google forms and it makes things a lot easier to grade as well as saving a thousand trees in terms of paper copies"*, it means that he has more than 300 students and as a result he does everything just not to use paper-based assessment. Another participant explained that she skips meetings, as she thinks that it is a useless pastime and uses it for assessing students' works *"I just don't go to meetings. They can send me the PowerPoint. That's enough. If I don't think it has value to me I won't go. I don't apologize. I just skip them because that's an extra hour I have in order to do a lot of things. So far nobody says anything"*. This finding is in agreement with Gitlin (2001), who named this concept as "threat of intensification" when teachers create strategies in order to avoid intensification. I fully agree with Gitlin (2001), as I do understand that such activities may decrease the quality of teachers' work and influence on whole process not immediately, but after some period of time. This result may be explained by the fact that participants, who gave this type of answer, are experts, who were invited from different countries (international staff). So, I may assume that international people, who lived in the context of democracy, have an internal freedom to express their opinions, they have a voice, whether the mentality of people from Central Asia are more facile nature and patient, because they always think about what other people will say, they understand negative things in their life like a shame (*uiyat* in Kazakh), so they do not share it with outsiders of the community. It means that at some point, local teachers may be very shy to express their point of view. Another assumption is that it is possible that other participants were not honest or maybe did not have enough power to describe negative sides of school structure.

Conclusion of the Chapter

Thus, the findings discussed above showed that there are commonalities and differences in findings of current research and previous studies mentioned in the literature review.

The findings of current results demonstrated the same patterns in exploration of causes of intensification like high professional expectation from teachers of the profession, of the international program, of the state program, of the school administrators and of parents as well, "real professionalism" of teachers and school characteristics may be one of the main sources of intensification. The findings, which showed that extension of work tasks including pastoral and service work increase intensification also found a support in the previous work in this field. The most negative reaction of the participants came from the fact of being on duty on the weekends. But this idea did not fully examine in the literature. The finding agrees with the results of other studies, in which identified that absence of financial support increase teachers' intensification. In addition to it, the current results are in accordance with findings reported by other researchers that intensification negatively influences on teachers' work and life, creating a constant feeling of tiredness, problems with blurred vision, headaches, and high emotional stress. There is also a negative effect on teachers' attitude and actions. It agrees with the findings of other studies, which state the idea of "threat of intensification" and ways how teachers try to avoid intensification in order to save their time sacrificing the quality of education.

At the same time results of my study go beyond previous reports, showing that there is a difference in the interpretation of the nature of intensification and one of the positive effects of intensification is professional growth.

Next chapter discusses the limitation of the study, recommendations for future research and final conclusions.

Chapter Six: Conclusion

Introduction

This chapter summarizes the study's findings and reflects on their implications. This study set out to explore and develop an in-depth understanding of intensification and its' influence on teachers' work and life in one IB school in Astana. It particularly focused on the nature of intensification, its causes, factors that can increase it and possible effects. I examined intensification from four different perspectives: (a) school context, (b) nature of teachers' intensification, (c) factors that cause and increase teachers' intensification, and (d) influence of intensification on teachers' work and life.

This final chapter consists of three sections. The first section re-visits the main research question in terms of the major findings of the study. The second section describes the study's implications for teachers, school administrators, and policy-makers. The third section suggests areas for further research.

Addressing the Research Questions

What is teacher intensification and how does it influence on teachers' work and life? The study demonstrated that the unique context of the school with new leadership roles and new payment system became a foundation for a high overload of teachers. So far the study confirms that intensification has a different nature, as it performs like the first symptom of negative consequences of interconnected various factors when teachers are overloaded continuously for a long period of time. Intensification occurs in specific periods of time – end of the semester. And it is invisible for the first sight because the official documents show that teachers have a right amount of time for their work. Both teachers and school administrators of different age face intensification in a different way.

The present study confirmed the findings of factors that the requirements of state authorities (Hargreaves, 1991; Valii & Buese, 2007), IB program, teachers themselves (Hargreaves, 1991), and parents together cause intensification (Brown, 1990).

The results also demonstrate that hidden factors and absence of financial support are factors that increase teachers' intensification. Hidden factors are different types of work, which fixed in official documents, but it underestimated by its length and difficulty. Hidden factors include planned tasks (preparation lessons for high school students, frequent meetings, and writing reports) and unplanned (urgent tasks, tasks overlay, unplanned meetings and duties on the weekends).

The present study confirmed the findings of the influence of intensification on teachers' work and life. Intensification influences both positively and negatively, however in the current study the last one is dominant than the first. The study confirmed that intensification influence on teachers' professional growth and development. But at the same time it also has a negative effect on teachers' health, as teachers feel themselves all the time very tired, they have to sacrifice their time in being with their family, some teachers notice the reduction in vision, constant headaches, high emotional stress during intensive periods of time, when teachers have the only desire to escape or disappear. Teachers can sacrifice their sleep or lunch time for high-quality performance of tasks, and spend less time outdoors by working on the computer. Also intensification influence teachers' attitude towards their workplace and perception of the teaching. The findings of current research showed that there is an emotional decrease in teachers' attitude and it became more negative oriented towards the school administrators and the school system. Moreover, intensification influence on teachers' actions, as teachers' face threat of intensification (Gitlin, 2001), when teachers create easy ways to assess students' works by using new technologies or skip meetings in order to avoid intensification. Also, the

majority of the participants meet the ideas about leaving the teaching profession or changing the workplace.

Limitations of the Study

Finally, a number of important limitations need to be considered. First, the limitations in the usage of research methods were in the current research. It is unfortunate that the study did not include longitude observation of different participants' working days, as it could give a great amount of data about nature of intensification of the school and its' effects. Second, the limitations were in perspectives of participants'. It could also be a benefit to explore the perspective of students about teachers' behavior, feelings and attitudes when they are intensified. Third, the document analysis was limited inaccessible official documents, as the data about diseases leaves, late comings of teachers and information about teachers, who had already was fired or changed a working place could have clarified if these consequences are the influence of intensification or it is a result of other factors. Unfortunately, the code of school did not give permission to read this private information. And finally, the limited number of prior research studies on intensification in Kazakhstani context could have given me a chance to find new gaps in the literature and make a foundation for my understanding the research problem, which I investigated.

Implications and Recommendations

The main findings of the study offer implications for various personnel at two major organizational levels: (a) the school and (b) the system. At the school level, the current research suggests that school administrators and teachers should rethink the current situation in the school and create possible strategies in order to minimize the intensification and prevent the overburden of teachers. At the system level, it implies that state educational authorities need to provide more leadership, financial and medical resources in order to ensure that when the

Kazakhstan school education will transit on the new format of education, teachers will be secure from intensification and negative consequences of overload.

Implications for school level. Intensification as a concept is the inherent consequence in everyday teacher's life, it would constantly exist and it cannot be vanished at once. Sooner or later every teacher faces intensification in his\her practice. But if school administrators and teachers themselves would follow specific guidelines, it could be addressed anyway. The current research did not intend to propose school administrators and teachers with any fixed strict rules for action based on its results; however, it does offer some serious implications for them.

Teachers themselves should reflect on their everyday working life, think about what actions they are doing in order to address intensification, how do they organize their working day. They should think and care about their physical and emotional state. They need to plan beforehand their work if they know that at the end of the semester they have so many works to do.

The results of this study indicated that school administrators try to find effective strategies in order to lessen teachers' overload: open to teachers' in question of time distribution, created the system of mentoring, conduct questionnaires, give teachers appreciation and honor documents, subject integration, financial support and create positive emotional atmosphere in school. Additionally to all these actions school administrators also should pay attention to several things. First of all, school administrators need to be "realistic about the time required for the job and attempt to allocate sufficient amount" (Leithwood et. al., 1999, p. 130). So, I strongly recommend increasing the duration of breaks from 5 min to 10 min. Also, create one big break for teachers. Additionally, it would be benefit not to put teachers on duty during weekends, as it negatively affects the educational process in future weeks. Moreover, to make consistency in time distribution by recounting amount of time,

which teachers need in order to plan lessons, to assess students' work and to prepare for other lessons. Second, school administrators need to provide a support in facing challenges of leadership assignments (Leithwood et. Al., 1999; Little, 1995). As school administrators should be an example for teachers in being leaders, therefore it would be benefit to decrease the number of leadership roles in school, which teachers have to perform or invite "expert partners who will be available to support those already in leadership roles" (New Zealand Post Primary Teachers' Association, 2016, p.23). Third, school administrators in order to intellectually stimulate teachers need to change school norms that might constrain the thinking of the staff (Leithwood et. Al., 1996; 1999), which means that they need to avoid penalties for making mistakes during their efforts in professional and school improvement and carefully think about the situation before making an action. Moreover, school administrators should also decrease a number of teachers' assessments and writing reports as it negatively effects on their health, attitude, and actions. According to NCEA (2016), school administrators should "undertake a national discussion on issues such as overassessment, over-engineering, competition, parental expectations and quality pathways" (New Zealand Post Primary Teachers' Association, 2016, p.18).

Implications to the state level. This study offers implications for educational authorities in School education of Kazakhstan. It has the potential to offer significant direction to the authorities' attempts to investigate in-depth the consequences of transition the educational system of Kazakhstan to new reforms, according to the strategic plan Kazakhstan-2030 from the perspective of ordinary teachers (Bridges, 2014). As all the country is to shift to a new system, it will be benefit to anticipate problems that may occur after it, and one of them is intensification and burnout. So far, school educational authorities need to pay attention to three dimensions: teachers' financial support, teachers' working hours and teachers' attestation process. Firstly, state authorities need to increase salaries for teachers and also give bonuses.

Secondly, it will be beneficial to transfer from 40 hours week to 34-36 hours a week. In comparison with other countries, Kazakhstan does not differentiate the time that teacher must be in the school building and overall teaching workload. For example, Russian Federation transferred to this system of differentiation from December 2010 (Order of the Ministry of Science of the Russian Federation, 2010) so that teachers have rights to work in the school 36 hours a week. In comparison with it, in European countries teachers' workload is extremely high "53.5 for secondary school classroom teachers and middle leaders and working hours in the reference week was 45.9 in TALIS 2013" (Social Science in Government, 2017, p. 7), but state authorities make every effort in order to find the solution of teachers' intensification. It is very important issue and it needs to be solved, because according to New Zealand Post Primary Teachers' Association and its' report about Secondary Teacher Workload (2016) "Workload can impact on teacher satisfaction, retention and wellbeing with a flow-on effect to student learning and wellbeing" (New Zealand Post Primary Teachers' Association, 2016, p. 12), that is why state authorities should create systematic solutions in school and individual level (p.12). Third, state-level policy-makers need to revise the process of teachers' attestation, as it is time-consuming, paper-oriented, formal, and stressful for teachers and it creates the additional load for them. It would be better to conduct in-depth research, listening to the opinions of all stakeholders and to find a strategy in order to make the process much easier for teachers.

It is clear that both at the school level and at the state level the changes will not appear rapidly. However, the issue of the intensification should be raised among these levels, in order to minimize negative consequences and predict possible solutions to that issue.

Suggestions for Further Research

This study provided the answers to the research questions about nature of teachers' intensification and ways it influences on teachers' work and life. However, the current research needs further investigation in several ways. First, it would be interesting to explore the life of

teacher according to the work that is doing during the whole academic year by observation.

Moreover, further research in document analysis in exploring intensification would be of great

help in its nature and its' effects on teachers' work and life. Another possible area of future

research would be to investigate the perspective of students, in order to find out does

intensification influence their lives as well.

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Appendices

Appendix A

Timeline

#	Stage	Date	Time required	Recourses	Description
1	Ethics Approval	November 14, 2017	-	-	During this period IREC will give a decision on future research.
2	Sending letters to gatekeepers	November 15, 2017 – November 30, 2017	16 days	Official letter from the NU GSE, interview questions, interview protocol, the consent form.	The researcher writes electronic letter to gatekeeper, explaining the aim of the research. The scan copy of official letter from the NU GSE submitted. After that meet with gatekeeper.
3	Getting the list of possible participants; Creating the list of participants; Sending letters to the participants.	November 15, 2017 – November 30, 2017	One week	Official letter from the NU GSE, interview questions, interview protocol, the consent form, list of participants.	At this stage the researcher sends letter advertisement about the research. Also, the researcher creates a list of participants, sends an email with consent letter.
4	Collecting data	December 4, 2017 – March 10, 2018	9 weeks	Official letter from the NUGSE, interview questions, interview protocol, the consent form, list of participants, audio recorder.	At this stage the researcher visits one of IB school in Astana. The approximate duration of the interview is about 60 minutes. There will be conducted 9 one-on-one interviews, 1 focus group interview and one-day observation. Due to the fact that collecting data will be at the end of December and beginning New year, there should be taken into account that some days will be holidays, moreover 2 days go for preparation of the place and 1 extra day for those participants who will be late or cannot come on time. Plus one week if there will be unseen circumstances.

5	Analyzing and interpreting the data	December 4, 2017 – March 10, 2018	9 weeks	Interview materials (audio, video recordings), notes (if somebody declined being recorded). Atlas.ti	All collected information loaded into a computer and named by date and by the main characteristics. After that the researcher transcribe and translate the information into English, defining codes and themes. Analyzing is doing simultaneously with data collection.
6	Member checking	December 4, 2017 – March 10, 2018	one week	Interview materials (audio, video recordings), notes (if somebody declined being recorded).	In order to be sure that all the information written in a right way, the researcher sends individually the transcribed material to the participants. The researcher gets approval, make changes if it is necessary.
7	Formulating findings	March 10, 2018 – April, 27, 2017	two months	The research work with findings	At this stage the researcher formulates main findings of the research work and prepares the final work for submission.
8	Revising all the work	April, 30, 2017 – May, 31, 2017	one month	The research work with findings	The researcher shows the results of the research work to supervisor make changes, according to all the feedback that were received.
9	Preparation to thesis viva	June, 1, 2017 – June, 20, 2017	20 days	The research work with findings	The researcher consults with the supervisor, prepares her speech and possible answers for questions.
10	Thesis viva	June, 21, 2017	1 day	The research work with findings	The researcher presents her thesis research and answers questions about the content and methodology of her thesis.
11	Thesis submission	June, 29 2018.		The final research work The thesis must be printed single-sided on A4 paper.	The researcher submits two hard copies of the approved thesis to the Graduate School of Education Office before 4.00pm on the date of submission. A soft copy sent to gseassignments@nu.edu.kz by the same time

Appendix B

Interview Questions
Main Participants

Interview one

General questions

1. What is your name? How many years do you work in this school?
2. What is your position in the school? What subjects do you teach?
3. How many lessons per week do you have?
4. Do you have any other responsibilities, which are not connected with teaching process? Can you please tell about it in detail?
5. Do you have any type of work that you do without any compensation? Can you please tell about it in detail?
6. Can you describe your ordinary working day in terms of work that you do?
7. Can you agree that your workload is appropriate? Why?
8. How do you cope with tasks if they become to increase?
9. How often do you do your work at home? What are the reasons of it?
10. Does it happen that you have to stay at work longer than usual? In your opinion, why does it happen? Is it possible to do this work next day?
11. How often do you work at the weekends? What influencing on it?
12. How do you take rest at your free time?
13. Is it possible for you to manage your time so that it suffices for your personal life and work?
14. What is your family status?
15. What are your duties at home? Is there somebody who can help you?
16. What approximate time do you spend time outside?
17. How often do you conduct lessons outside of the class (in warm period of time)?

Interview two

Questions about workload

1. Can you please tell, were there any changes in your workload during the last two years? If yes, what were they?
2. How do you think is your workload big or not?
3. If you had an opportunity to lessen your workload, what will you do or take away? And why?
4. Did your responsibilities at your school increased or decreased over the last two years?
5. What is the average time you spend on the lesson planning?
6. What is the average time you spend on student's work assessment?
7. What days or months in your opinion are the most hardworking? Why?
8. Does it happen that sometimes you have to go to bad later than usual by reason of assessment, preparing lessons or other administrative work?

Health

1. How do you feel after the working day?
2. How many times over the last two years, you took a sick day? Can you tell me what the reason was?
3. How do you think does the variety of roles in school affect on your well-being? If yes, can you tell me how?
4. Do you have an opportunity to visit school doctor? Please, tell me how you do it?

Interview three

School support

1. What conditions does the school administration create in order to minimize the burden?
2. Do you feel the support of the administration in issues of workload? Why?
3. Do you feel the support from your colleagues, students or parents? How do you feel it?
4. Do you have the opportunity to talk about what you are worried about from someone in the administration? If so, what ways do you have?
5. Do you have an opportunity to visit school psychologist? Please, tell me how you do it?
6. How often do you collaborate with school coordinators, school administrators, colleagues, students and parents?

Feelings

1. How do you feel about your work? Why?
2. Have you ever thought about quitting or ceasing to be a teacher? What influenced it?
3. Do you experience stress at work? If so, how is it appearing?
4. What three factors can upset you most?
5. What three factors can inspire you?
6. Do you feel that the time you spend at work, runs productively?
7. Are you satisfied with the amount of time allocated to you for collaborative lesson planning, assessment and professional development? Why?
8. Do you have to sacrifice anything in order to do the job qualitatively and on time?
9. Does your emotional state at work changed over the past two years? What in your opinion could have affected this?
10. Do you feel satisfied after the work done?

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Appendix C

Interview Questions
Secondary Participants

1. Can you describe your ordinary working day in terms of work that you do? What subjects do you teach? How many lessons per week do you have?

2. Do you have any other responsibilities, which are not connected with teaching process? Can you please tell about it in detail?

3. Are you satisfied with the amount of time allocated to you for collaborative lesson planning, assessment and professional development? Why?

4. Can you please tell, were there any changes in your workload during the last two years? If yes, what were they?

5. How do you cope with tasks if they become to increase?

6. What periods of time are the most and the least intensive for you?

7. How do you feel after the working day?

8. What conditions does the school administration create in order to minimize the burden?

9. Do you feel the support of the administration in issues of workload? Why?

10. Do you have the opportunity to talk about what you are worried about from someone in the administration? If so, what ways do you have?

11. Have you ever thought about quitting or ceasing to be a teacher? What influenced it?

12. If you had an opportunity to lessen your workload, what will you do or take away? And why?

Appendix D

Interview Questions
School Administrators

1. Can you describe your ordinary working day in terms of work that you do?

2. Can you please tell me what educational reforms had already implemented in the school? What was the main purpose?

3. How did teacher's responsibilities change after implementation of new reforms? What are the additional responsibilities do teachers do? What are the reasons for these changes?

4. Can you please tell me about the way that teachers' workload organized?

5. What periods of time are the most and the least intensive for teachers?

6. Do teachers have any other responsibilities, which are not connected with teaching process? For example: being on duty, working at Saturday? Does this work somehow compensate? Can you please tell about it in detail?

7. What is teachers' attitude to their workload? If their workload is too much, do they complain about it? Do they come with suggestions how to lessen workload? If it happens, how do they address: individually or during department / staff meetings?

8. How does overload impact teachers' well-being?

9. How do you support teachers in order to lessen workload and to minimize the burden? (What actions were already done and what is planned? In your opinion are they effective?)

10. Do you think that intensification is an integral part of teachers' life? Why?

11. Do you believe that this problem can be solved? How?

Appendix E

The Sample of Interview Coding

Interview transcripts	Codes
Researcher: So good morning. Can you describe your ordinary working day in terms of the work that you do. How many hours per week do you have? What subjects do you teach? **SP4:** I teach high school Subject Y and middle school middle school high middle school and in grade 11 and 12. Subject Y. I'm also teaching a new course this year Subject B and a part of my job is also working with teachers local teachers trying to help them with content knowledge and kind of western approach. As well as other things like: Curriculum Development and you know administrative details grading, marking, student conferences, Professional development, professional development for me and professional development for my department. **Researcher: Do you have any other responsibilities that are not connected teaching? What are they?** **SP4:** You mean. You know if I do curriculum development that's not directly related to just teaching then I'm partly responsible to make sure the curriculum is recorded and available to the administration in some way is also available to parents of our students. **Researcher: Maybe Do You have some duties? Some teachers mentioning you're about duties on Saturdays so maybe some work Or maybe you are a leader in some way or mentor** **SP4:** As an international teacher I'm responsible for you know "mentoring" I guess is a word "Teaching" is another word maybe describe the relationship we have with our team teachers. And I would say that that happens. You know in and amongst the day so we can I would say that I don't I don't get called upon by the administration very often to be involved in that except for maybe parent teacher conferences. And there's been talk that we will do some professional development on weekends. And. That being said I work this year. I work I work most Saturdays. And I usually come to school but I go home and work. And I also this year I work at home almost every night. So I have to put in. You know sometimes it is an hour sometimes it's more	CODE 3: work responsibilities CODE 2: other responsibilities CODE 3: work responsibilities CODE 3: work responsibilities CODE 20: work at the weekends

Appendix F

Nature and Causes of Intensification
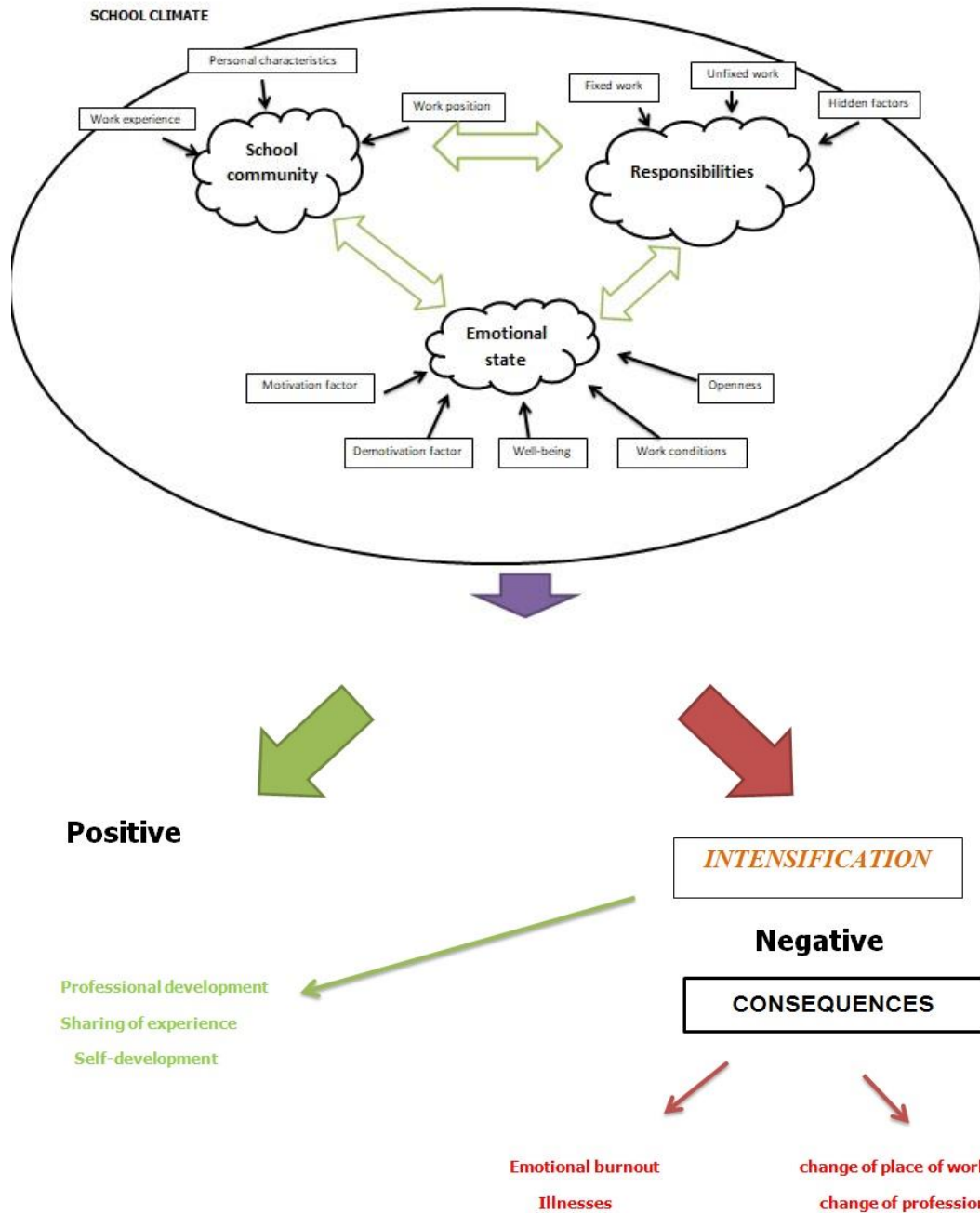
Appendix G

Sample of Codes after ATLAS.TI

● number of teaching subjects

1 Groups:

11.   Work position

5 Quotations:

MP1_rus

Я преподаю на данный момент предмет А. Я также сейчас преподаю предмет Б с этого года. Все.

MP2_rus

Я учитель Предмета С. Года два назад я вела Предмет Д, сейчас я веду только Предмет С и заведую кафедрой предмета С.

SP1_eng

This year is actually an unusual year because I'm only teaching Subject X this year. In previous years I've taught Subject X and typically DP Subject Y in English but this year is only Subject X. I only have 15 actual classes of Subject X

SP3_rus

Я преподаю Предмет В девятых и в двенадцатых классах. У меня в неделю есть пятнадцать уроков. Из них три урока в двенадцатом, остальные все в девятых классах

SP4_eng

I teach high school Subject Y and middle school middle school high middle school and in grade 11 and 12. Subject Y. I'm also teaching a new course this year Subject B and

● info

7 Quotations:

MP1_rus

Я на данный момент являюсь заведующим кафедрой, поэтому есть определенные обязанности, которые не относятся к урокам. Но к учебному процессу относятся.

*

Я преподаю на данный момент предмет А. Я также сейчас преподаю предмет Б с этого года.

MP2_rus

Я учитель Предмета С. Года два назад я вела Предмет Д, сейчас я веду только Предмет С и заведую кафедрой предмета С.

SP1_eng

I'm only teaching Subject X this year. In previous years I've taught Subject X and typically DP Subject Y in English but this year is only Subject X.

SP3_rus

Я преподаю Предмет В в девятых и в двенадцатых классах.

SP4_eng

I teach high school Subject Y and middle school middle school high middle school and in grade 11 and 12. Subject Y. I'm also teaching a new course this year Subject B

VP1_rus

Я являюсь заместителем директора, отвечаю за аттестационный процесс учителей, за профессиональное развитие учителей, за развитие CIS и так далее и так далее.

Appendix H

Factors That Increase Intensification

	Factors	School Administrators		Main participants		Secondary participants			
		Aigerim	Zhanar	Bolat	Ainur	Erzhan	Gulnur	Kairat	Zarina
1	work experience	1	1	-1	1	1	-1	1	1
2	**work position**	**1**	**1**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**
3	flow	0	0	0	0	0	0	0	0
4	support	0	0	1	1	-1	1	1	-1
5	lack of sleep	0	0	0	-1	0	0	0	-1
6	102nterna of proper launch	0	0	0	-1	0	0	0	-1
7	**lack of outdoor activities**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**
8	communication	1	1	1	-1	1	1	1	-1
9	**unplanned meetings**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**
10	**preparing lessons for Diploma Program students**	**0**	**0**	**-1**	**-1**	**-1**	**0**	**-1**	**-1**
11	**urgent tasks from the administration**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**
12	writing emails	-1	-1	0	-1	0	0	0	0
13	urgent announcement from Management Company	-1	-1	0	0	0	0	0	0
14	**tasks overlay**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**
15	Absence of long-term substitution	1	1	1	1	1	1	1	1
16	**duty on weekends at competitions, workshops, trial testing**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**
17	excellent performance of tasks	0	0	0	0	0	0	0	0
18	work with novice teachers	-1	-1	0	-1	-1	0	0	-1
19	**the international program itself**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**
20	courses	0	0	0	0	0	-1	0	0
21	preparation of passport of the room	-1	0	0	0	0	-1	0	0
22	correction of errors in filling "blue book"	-1	-1	0	0	0	-1	0	0
23	**frequent meetings**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**
24	**writing reports**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**
25	**collaboration with students**	**-1**	**0**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**
26	preparedness for the international program	1	1	1	1	1	1	1	1
27	no simultaneous work in two places	1	1	1	1	1	1	1	1
28	**following up**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**	**-1**
29	no teachers' examinations	1	1	1	1	1	1	1	1
30	lack of specific skills time management	0	0	0	-1	0	0	0	-1
31	communicative	0	1	1	0	0	0	1	0
32	IT skills	0	1	1	-1	1	0	-1	0
33	personal qualities (being too much responsible)	0	0	0	-1	0	0	0	-1
34	psychological pressure	0	0	0	-1	0	0	0	-1
35	lack of raising voice	1	1	1	1	1	1	1	1

Note:
As it shown in the table, if the participant one of the factors has **"0"**, then this factor is either absent from him / her or according to the answers, the presence or absence of this factor is unknown; if **"1"** – then this factor is present and has a positive effect; **"-1"** means that the factor is present and has a negative effect.

Green colored factors show factors with positive effect, however it should be noted that positive effect depend on the circumstances, because in one situation it can be positive and in another – negative. That is why I did not take into account positive affect of some factors. It means that in this particularly case these factors have positive effect and do not lead to intensification, but it cannot be said that these factors are absolute indicators of the positive effect.

Yellow colored factors show those factors, which in most cases negatively influenced, but not for all participants of the study, since this factor is absent in other participants' practice and it is impossible to say whether the factor fully affect negatively. This means that only in these particular participants of the study this factor has a negative effect.

Red colored factors are those, which has negative effect in all participants' practice.
Thus, depicting the results on a graph, it can be seen from the figure below that most of the answers of respondents show a negative effect of the intensification on them.

Appendix I

PERMISSION FOR CONDUCTING A RESEARCH STUDY

Date_____

Dear _____,

My name is Firuza Ilyassova, I am Russian language and literature teacher in _____school of Astana. Being in maternity leave, I am a student of Master's Program in Educational Leadership at Graduate School of Education of Nazarbayev University (NUGSE).As part of my course requirement I am conducting a research work about *"Exploration of intensification and its' influence on teachers' work and life in International baccalaureate school in Astana.".* I believe my proposed project will greatly benefit school community and am writing to request your permission to conduct a research study at your school.

As _____ school of Astana is one of those who implements innovations in education, who always reflects on each step that was done and tries to make further improvement of school, most parts of teachers might feel busy. I am interested in investigating possible effects of intensification on teacher's well-being at an IB school in Astana. The intention of the study is finding out what are the experiences of teachers with intensification, understanding it causes and consequences. Moreover, research findings maybe a good example of school improvement and saving human recourses not only in Kazakhstani context, but also worldwide.

The research will include interviews and observation as main data collection instruments. 10 teachers and 3 administrators is needed to conduct the research to fully explore teachers and administrators working day, their well-being, feelings and actions they do in order to address the intensification in school. The decision of the participants to take part in this research study is *entirely voluntary*. And they *may refuse* to take part in or *may withdraw* from the study at any time without penalty or loss.

There is a minimal risk that the participants can be identified in school. But I will protect their anonymity of their names. I will put instead of it pseudonym, their identity will be kept private. Nobody will have an access to their answers, except of my supervisor. The data will be stored in a locked file cabinet and participants' signed consent forms will be stored in a cabinet separate from the data. All data will be used in data analysis part of my thesis. It is also important to know, that all findings I will use in the research and possible future publications. I guarantee you that as my research ends, all recordings, transcriptions and copies will be deleted.

One of the benefits from the study is reflect on participants' work and also help in future policy and practice implications. I also want you to notify about no existence of any financial or personal benefit for participant, researcher and administrators of the school.

In addition, with your permission as a principal of the school I will use International Baccalaureate as a name of the school. With great respect to you I also want to pay attention that my research work must not be regarded as an appraisal process of school system work or reflection of strengths and weaknesses of the school that could be possible anyway.

The probable period of research conduction is planned from November, 2017 to March 2018.

In case if you have any questions, concerns or complaints about this research, its procedures, risks and benefits, please contact me or my supervisor:

A researcher: a MSc 2 year Educational Leadership program student, Firuza Ilyassova, firuza.ilyassova@nu.edu.kz , +7 702 615 23 22

A research advisor: Associate Professor, Nazarbayev University Graduate School of Education, Duishon Shamatov, duishonkul.shamatov@nu.edu.kz+7 (7172) 70 93 64

Thank you,

Firuza Ilyassova, MSc Student
GSE, Nazarbayev University

Appendix J

INFORMED CONSENT FORM

For teachers

Exploration of intensification and its' influence on teachers' work and life in International baccalaureate school in Astana

Dear participant,

DESCRIPTION:

My name is Firuza. I am a Master's student in Educational Leadership Program at Graduate School of Education of Nazarbayev University (NUGSE). You are invited to take part in **a research study** on the purpose to explore intensification and its' possible effects on teacher's work and life at an IB school in Astana.

As your school is one of those who implements innovations in education, who always reflects on each step that was done and tries to make further improvement of school, most parts of teachers might feel busy. The intention of my study is finding out to what are the experiences of teachers with intensification, understanding it causes and consequences. Therefore I will really appreciate the fact that you will allocate the time from your busy schedule and take part in three face to face interviews. The focus of the interviews will be ordinary working day, questions about workload or possible intensification and well-being. Your commitment to the study is very important and may give a great contribution for the research results.

I am also kindly ask your permission to record all your answers on the Dictaphone, because it will give me an opportunity to revise material, not miss something important and not to be mistaken. Your records will be kept confidential and will not be released without your consent except as required by law. As I will put instead of your name pseudonym, your identity will be kept private. Nobody will have an access to your answers, except of my supervisor. All data will be used in data analysis part of my thesis. It is also important to know, that all findings I will use in the research and possible future publications. I ensure the anonymity and confidentiality of your answers. The data will be stored in a locked file cabinet and your signed consent form will be stored in a cabinet separate from the data. I guarantee you that as my research ends, all recordings, transcriptions and copies will be deleted.

TIME INVOLVEMENT: The probable period of research conduction is planned from November, 2017 to March 2018.Three interviews will be conducted. Each session will last for 40-60 minutes.

RISKS AND BENEFITS: There is a minimal risk that you can be identified in school. But I will protect your anonymity of your name. One of the benefits is reflect on your work. Your participation in this study may also help in future policy and practice implications. I also want you to notify about no existence of any financial or personal benefit for participant, researcher and administrators of the school. Any refusal to participate or answer questions in any way will not affect your employment, relations with the teaching staff, administrators of the school and Nazarbayev University.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please remember that your **participation is voluntary** and you have the **right to withdraw your consent or discontinue participation at any time without penalty or loss.** You have the right to reject or stop the interview at any time if you feel pressure or uncomfortable with interview or its questions. You also have a right to refuse me in recording you during the interview or at any time of it for any reasons. Moreover, you have your own right of privacy. As findings from this study may be published in scientific journals, articles, newspapers, presented on the meetings and conferences somehow connected with sphere of education, you have a right to give or not permission for doing that.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, please contact me or my advisor:

A researcher: a MSc 2 year Educational Leadership program student, Firuza Ilyassova, firuza.ilyassova@nu.edu.kz, +7 702 615 23 22

A research advisor: Associate Professor, Nazarbayev University Graduate School of Education, Duishon Shamatov, duishonkul.shamatov@nu.edu.kz+7 (7172) 70 93 64

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709350. You can also write an email to the NUGSE Research Committee at gse@nu.edu.kz

Please sign this consent from if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I am aware that my interview will be recorded;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____   Date: _____

The extra copy of this signed and dated consent form is for you to keep.

Appendix K

Types of Assessment

Form	Period	Process	Examiner
School level			
Lesson observation	Twice a year in November and March	teachers must demonstrate a variety of different skills: *the ability to communicate with children, *the ability to motivate and involve students in learning process, *to create a positive atmosphere on the lesson, *the ability to use innovative technologies in the classroom, *use the main components of the program, in which the teacher works. Information about the visitor and time of the visit is confidential for teachers. Beforehand teachers should fill in the reflection form. After observation visitors compare data from reflection form and observation. After observation visitors meet with teacher and discuss challenges and benefits of the lesson. In March the process repeats, but observers change and on that step they examine how teacher developed his\her skills, how he\she worked on previous observers comments.	2 school administrators
Guides[11], knowledge test	after one year of teaching in the school	All novice teachers go through the process of passing examination on the program Guides knowledge. According to the requirements of International Baccalaureate each program has its' own specific Guides, they can be subject Guides (about subject group, criteria and curriculum), program essential elements guides (about implementation of this element) and program guide (about overall structure of the program, its' key elements and people who are involved there). This test includes multiple choice questions and open-ended questions about the data that was gathered from the guide.	School administrators
Attestation	After three years of teaching	According to the national standard of teachers' assessment process attestation of a pedagogical worker or equivalent person it is a periodically performed procedure for assigning or confirming the level of pedagogical skill. Representatives from the city administration of education, the Ministry of Education and school administrators are involved in this level of verification. Upon successful completion of this process, the teacher receives or confirms the declared level of mastery, which in turn is reflected in his\her working salary. Attestation of pedagogical workers takes place every three years.	Ministry of Education of Kazakhstan
International level			
Subject knowledge examination	Only once	Assessment only for those teachers, who will teach in DP. Teacher passes those external exams, which students should pass at the end of the DP. The sample is produced by school administrators. School pays for assessment of works. If the teacher does not get the desired result of the examination, and it should be at least 5 out of 7, the teacher repeats the process again. School administrators have a right to dismiss labor contract with a teacher, in case of failing the results of examination several times.	External IB experts
Writing Extended Essay or Theory of Knowledge essay	One academic Year	Assessment of those part of teachers, who passed guide knowledge test and subject external exams. It's more a longitude type of assessments, which means that teachers who are expected to be Extended essay supervisor or Theory of Knowledge (TOK) teacher, during one academic year should write a written work. For the first one the task is to write 4000 words research paper on teaching subject, for the last one to write an essay on given topic. This exam is also external.	External IB experts

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[11] **Guide** – a specific document, named as "Guide", in *pdf format, which IB sends to schools. It contains all the rules according to the subject, core element or the program itself.

Appendix L

Teacher Leadership Role in MYP and DP

Role	Task	Responsible to
Coordinator	2 main coordinators: DP and MYP coordinators. Each of them has additional coordinators, who answer directly to them. There are 8 secondary coordinators, who are divided by the main components of a particular program (DP or MYP). The coordinator acts as an intermediary level between school administrators and teachers.	VP, Principal
Horizontal planning leader (per grade level, per subject)	•Ensure horizontal planning and implementation of ATL with other subjects in grade level •Ensure development and implementation of interdisciplinary units, at least one per grade level •Develop alignment of curriculum across subjects in each grade level There are 6 cross grade clusters, parallels in the school: the 7th, 8th, 9th, 10th, 11th and 12th grades. And Horizontal planning leader (HPL) is the representative of subject from one parallel of the class. The duties of the HPL includes planning and conducting interdisciplinary unit, spreading received information among teachers of the same subject in the same parallels, visiting professional development monthly meetings, creating learning strategies of selected skill, transferring all necessary documents to Global context coordinator.	MYP coordinator
Academic leader	Academic leader is a person who works with 5-7 students. His\her duties include conducting meetings once a month, monitoring the academic progress of students, resolving conflicts with teachers if necessary, motivating students, checking the completion of blogs on service and action, organizing feedback. The academic leader receives all the necessary documents for a monthly meeting from the MYP coordinator.	MYP coordinator
Service leader per department	Ensure planning and implementation of at least 2 units in the department that include service in the year. Teachers teaching the unit will be advisors for students in the service activity	Service coordinator
Service advisors	Keep track of service for a group of 12 students, ensure they write regular reflections in the Service booklets (or on Padlet?) and put a progress mark on student reports.	Service coordinator
Community Project supervisors	Supervise and guide groups of students for the community project.	MYP projects coordinator
Personal Project supervisors	Supervise and guide 3 students for the personal project.	MYP projects coordinator
Personal Project mentors	Mentor a group of 5-6 supervisors	MYP projects coordinator
MYP advisors per department	Participate in MYP PD sessions for the department, provide advice to HOD on matters concerning MYP implementation	HOD

Extended Essay supervisors	Supervise and guide students for the personal project. The supervisor acts as a mentor for the student either on the CAS or on the Extended Essay. His\her duties include individual meetings with the student, putting grades, giving feedback for improving work, attending extracurricular activities, checking the completion of blogs, and other.	Extended Essay coordinator
CAS advisors/supervisors	Keep track of CAS for a group of 12 students, provide individual feedback and guidance, teach students reflective and analytical skills once a week at CAS time on Wednesdays, supervise school based CAS experiences	CAS coordinator
Study hour supervisor	Guide students in planning and using study time hours productively	DP coordinator
Group 4 project leader	Coordinate, plan and lead the implementation of the Group 4 project	DP coordinator
Mentor	The school takes care of the professional development of teachers, so in order to support teachers a mentoring system is introduced in the school. Mentor acts as a critical friend for other teachers, attends classes, gives recommendations on improving the quality of lessons, transfers documents to school administrators, and prepares for attestation process. One mentor can have no more than 3 mentees. Mentoring system creates positive atmosphere in the school and motivates teachers for further professional development. But on the other hand this is a very difficult role, as it requires great responsibility from the mentor, because the work of another teacher depends on his\her comments.	VP

Appendix M

The Expectation List from Different Leadership Roles

HORIZONTAL PLANNING LEADER	ACADEMIC LEADER
• Represent the subject teachers of the grade level • Must be aware of needs and abilities of these subject teachers • Consulting and advising these subject teachers and the department on Service Units/IDUs/ATL requirements and expected outcomes • Fill in IDU unit plan in Atlas Rubicon • Ensure that non-IDU unit plans are filled in in Atlas Rubicon (delegate filling in non-IDU unit plans to other subject teachers) • Ensure completion of the minutes of meetings of the subject teachers and teachers involved in IDU (might be in Out of7) • Facilitating the creation, appropriate implementation and reflection of Service units/IDUs/ATL by these teachers • Consulting with Service and IDU+ATL Coordinators • Be present and active participant in horizontal planning meetings • Taking part in creating and updating the map of Service units, IDUs and ATL • Reporting about opportunities, queries and challenges in implementing any of the named components to Service and IDU+ATL Coordinators respectively • Giving feedback about the process and completion to Service and IDU+ATL Coordinators for further improvement • Accomplish any other relevant tasks given by Service and IDU+ATL Coordinators • Collecting the best examples of Service units/IDUs/ATLs and helping related Coordinator to publish them in methodological pack	• Must be aware of interests, abilities and needs of their students • To be proactive in their work with students and take active part in pedagogical councils on their students • Demonstrate objectivity and positive attitude towards students and support them • Assist a student to choose the service unit or/and initiate a service project (according to interests and abilities of a student addressing needs of the community) • Assist a student to identify learning outcomes of the service unit/service project to be covered • To get Service proposals from students about their service units/ projects and supervise during its implementation process • Contact regularly with students about his/her progress on the service. • Meeting with students to discuss ongoing issues and help to resolve them if needed • Teaching students how to write reflections • Assessing students' reflection against Service criteria and reporting it to students and parents • Giving students meaningful feedback on their reflections of activities/projects • Reporting the Service Coordinator about students' progress on time • Keep in touch with the tutor of the students about students' school and academic life • Informing the Service Coordinator about leaving the school for different purposes in advance • Collecting the best examples of students' reflections and helping Service Coordinator to publish them in methodological pack.

Appendix N

The List of Coordinators

1) Coordinator of MYP;

2) Coordinator of DP;

3) Coordinator of Creativity, Action and Service;

4) Coordinator of Theory of Knowledge;

5) Coordinator of Extended Essay;

6) Coordinator of Core Curriculum;

7) Coordinator of Personal Project;

8) Coordinator of Global Context, IDU and ATL;

9) Coordinator of Languages;

10) Coordinator of Action research;

11) Coordinator of Action and Service.

Appendix O

Schedule of Ainura's One Day

Time	Event	Description
7:20	School arrival	Ainur came to school, entered the room, put clothes in the cupboard.
7:40	Preparation of working place	Opened the laptop, checking the email.
7:45	Talk with teacher	Young teacher came to ask her advice about the future lesson
8:00	Arrangement of substitution	Simultaneously to the discussion with teacher, she arranges the substitution of 2 teachers.
	Talk with teachers who will substitute	Talks with teachers, who will do substitution about the usage of the material
8:10	Writing an email	Reminds again about the substitution other teachers, who were settled previously
	Presentation	Loudly presents the results of previous competition.
	Talk with teacher	One of the colleagues came to Ainur and gave her a material for the lesson.
8:15	Material preparation	Ainur prepares the material, cuts the handouts, carefully reads the texts.
8:25	Meeting	Meeting on publishing a proposal
9:15	2 lessons	Ainur goes to the lesson (2 lessons one by one)
		Other teachers went to have breakfast, Ainur had no opportunity to do that.
11:30	Talk with tutor	Ainur came from the lessons, she holds a laptop and students' works in hands, simultaneously talking with one tutor about student, who was ill.
11:35-11:55	Writing an email	Writing an email to teachers, reading emails about unplanned urgent meeting.
12:00 – 12:20	Dinner time	Ainur have a short dinner.
12:30 – 13:30	Unplanned urgent meeting	Unplanned urgent meeting with vice-principals and DP teachers.
13:40	Checking email	Checking email. A letter about Lesson Study professional course meeting at 4 p.m.
13:50 – 14:50	Work with student	Meeting with student, who was ill on the previous week. Giving him a summative work. At the same time, Ainur writes an email to teachers, check email and delegating tasks about the "Nauryz" holiday.
15:00 – 16:00	Collaborative planning	Collaborative planning of the lesson.
16:00 – 16:15	Occasion in the department – talk	Ainur quickly made a speech, where she congratulated teachers with Nauryz, presented presents for them. Teachers organized a table with national food, but Ainur tried a little piece of it and went to the lesson study meeting. Because the instructor called her each minute.
16:15 – 17:00	Lesson study PD session	Professional development meeting on Lesson study
17:00	Leaving home	Ainur was hurrying to the car, as one of the colleague drive her to home.