Teacher Collaboration during the Lesson Planning Hour: Experiences of English

Teacher-Leaders at a Lyceum for Gifted Children

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ETHICAL APPROVAL

53 Kabanbay Batyr Ave.
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27 October 2022

Dear Anastassiya Omelnitskaya,

This letter now confirms that your research project titled, Teacher Collaboration during
the Lesson Planning Hour: Experiences of English Teacher-Leaders at a Lyceum for
Gifted Children

(a) has been approved by the Graduate School of Education Ethics Committee of
Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your
participant recruitment strategy.

Yours sincerely,

Anna CohenMiller

On behalf of:
Dr Matthew Courtney, *PhD*
Chair, GSE Ethics Committee

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ABSTRACT

Teacher Collaboration during the Lesson Planning Hour: Experiences of English

Teacher-Leaders at a Lyceum for Gifted Children

"Bilim-Innovation" lyceums for gifted children (BILs) provide teachers with opportunities to collaborate by implementing the Lesson Planning Hour (LPH) that focuses on a range of topics such as exchanging experiences, planning lessons, discussing teaching methods, professional development, and other school-related topics. This qualitative study explores the experiences of English teacher-leaders while collaborating with colleagues during LPH and aims to see how the imposed form of teacher collaboration influences actual collaboration. Also, the research addresses the concept of teacher collaboration in Kazakhstani schools for gifted children more broadly, focusing on various characteristics of teacher collaboration: for instance, the preferable types of collaborative practices; the process of organization of collaborative meetings by teacher-leaders; the development of the collaborative environment within a team; the perceived value and benefits of teacher collaboration; and factors related to teacher collaboration. The research revealed that although LPH is imposed by the administration, teacher collaboration can be developed and fostered into more propitious forms of teacher collaboration in the presence of collaborative culture and friendly environment at school. The teachers see mutual benefit from experience exchange and professional development as the main values and benefits of teacher collaboration. Finally, the study uncovered a set of factors that both facilitate and impede teacher collaboration.

Keywords: collaborative culture, Kazakhstan, lesson planning hour, teacher collaboration, teacher-leader.

Аңдатпа

Сабақты жоспарлау сағатындағы мұғалімнің ынтымақтастығы: Дарынды

балаларға арналған лицейдегі жетекші ағылшын тілі мұғалімдерінің тәжірибесі

Дарынды балаларға арналған "Білім-Инновация" (БИЛ) лицейлерінде мұғалімдердің ынтымақтастық құралы сабақты жоспарлау сағаты (LPH) бар, LPH шеңберінде тәжірибе алмасу, сабақты жоспарлау, оқыту және кәсіби даму әдістерін талқылау, сондай-ақ басқа да оқыту мәселелерін шешу мүмкіндігі бар. Сапалы зерттеу әріптестермен ынтымақтастықта ағылшын тілін оқытатын көшбасшы мұғалімдердің жинақталған тәжірибесі және мұғалімдер ынтымақтастығының әкімшілік реттейтін түрі ынтымақтастыққа қалай әсер ететіндігін анықтауға бағытталған.

Сонымен қатар, зерттеу дарынды балаларға арналған қазақстандық мектептердегі мұғалімдер ынтымақтастығының тұжырымдамасын кеңінен қарастырып, әртүрлі сипаттамаларына ерекше назар аударады, мысалы: бірлескен жұмыстың таңдаулы түрлері, көшбасшы мұғалімдермен бірлескен кездесулерді ұйымдастыру процесі, топта ынтымақтастық атмосферасын құру, мұғалімдер ынтымақтастығының болжамды құндылығы мен артықшылықтары, сондай-ақ мұғалімдердің сапалы ынтымақтастығына әсер ететін факторлар.

Зерттеу көрсеткендей, мектепте ынтымақтастық мәдениеті мен достық ортасы болған кезде, мұғалімдердің ынтымақтастығы дамып, ынтымақтастықтың жемісті түрлеріне айналуы мүмкін. Мұғалімдер педагогикалық ынтымақтастықтың негізгі құндылықтары мен артықшылықтары ретінде кәсіби даму үшін тәжірибе алмасудың өзара пайдасын көреді, сонымен қатар зерттеу мұғалімдердің ынтымақтастығын қолдайтын және кедергі келтіретін бірқатар факторларды анықтады.

Түйінді сөздер: ынтымақтастық мәдениеті, Қазақстан, сабақты жоспарлау сағаты,

мұғалімдердің ынтымақтастығы, мұғалім-көшбасшы.

Аннотация

**Сотрудничество учителей английского языка во время часа планирования урока:
опыт учителей-лидеров в лицее для одаренных детей.**

В лицеях для одаренных детей «Бiлiм-Инновация» (БИЛ) существует инструмент

сотрудничества учителей - Час планирования урока (LPH), в рамках которого

возможен обмен опытом, планирование уроков, обсуждение методов обучения и

профессионального развития, а также решение других школьных вопросов. Данное

качественное исследование изучает накопленный опыт учителей-лидеров,

преподающих английский язык, при сотрудничестве с коллегами во время LPH и

направлено на то, чтобы увидеть, как регулируемая администрацией форма

сотрудничества учителей влияет на сотрудничество. Кроме того, исследование

рассматривает концепцию сотрудничества учителей в казахстанских школах для

одаренных детей более широко, уделяя особое внимание различным характеристикам

сотрудничества учителей, например: предпочтительные формы совместной работы,

процесс организации совместных встреч учителями-лидерами, создание атмосферы

сотрудничества в команде, предполагаемая ценность и преимущества сотрудничества

учителей, а также факторы, влияющие на качественный результат сотрудничества

учителей. Исследование показало, что регулируемая администрацией форма

сотрудничества учителей может развиться и превратиться в более плодотворные

формы сотрудничества при наличии культуры сотрудничества и дружественной среды

в школе. Учителя видят взаимную выгоду от обмена опытом для профессионального

развития как главные ценности и преимущества педагогического сотрудничества.

Также, исследование выявило ряд факторов, которые как благоприятствуют, так и

препятствуют сотрудничеству учителей.

Ключевые слова: культура сотрудничества, Казахстан, час планирования урока,

сотрудничество учителей, учитель-лидер.

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1. Introduction

This qualitative study explores the experiences of English teacher-leaders while collaborating with colleagues of the same department at a lyceum for gifted children during the Lesson Planning Hour (LPH). This introductory chapter focuses on the topic under exploration, discusses the background of the study, defines its problem statement and research questions, and states the purpose and significance of the study.

1.1 Background Information

Various changes and reforms have been implemented in the education system in Kazakhstan in order to propel it to the next level of development. Currently, the country focuses on increasing the competitive advantage of Kazakhstani education and science (MoES, 2019), as quality education is a key factor in the economic competitiveness and progress (Hanushek & Wößmann, 2007).

President Kassym-Jomart Tokayev emphasized in the State of the Nation Address (dated September 2021) that it is vital for the country to be on the cutting edge of new educational trends rather than simply keeping pace with them. It was also noted that the education system requires high-caliber teachers motivated to enlighten and communicate new knowledge. Thus, the education system requires qualified teacher-leaders. According to Webber (2021), teacher leadership is about "influencing, (co)developing and sharing professional knowledge" (p. 25), resulting in fostering teacher collaboration (Wilson, 2016). Furthermore, the efficiency of teacher collaboration exists in a direct relationship with the dedication of leaders (Dillenbourg, 1999; Gosselin et al., 2003 as cited in Carpenter, 2015), and both are interconnected with improvement in teaching quality (Ismail et al., 2018). Taking into consideration the effect of the interconnection between teacher collaboration and

teacher leadership, more data and research on various aspects of teacher collaboration from the perspective of teacher-leaders in Kazakhstani schools might be needed.

Positionality

As a qualitative researcher, I understand that my positionality closely aligns with the research process. Moreover, the research process is influenced by my positionality, and it cannot be split (CohenMiller & Boivin, 2021). Therefore, I see it as necessary to provide some background information on my work experience and initial interest in the topic of teacher collaboration.

In the very first course of my first semester at Nazarbayev University, "Introduction to Educational Research" we were asked to choose a topic of interest. At that moment, I recollected how some years ago, my colleagues and I, English teachers of various backgrounds and experiences, tried to collaborate in the meetings, which were not effective: having had only a few meetings, we stopped. I felt that neither I nor my colleagues were enthusiastic about them. This personal experience made me wonder why this practice was not effective since I definitely knew that teacher collaboration had to be beneficial. As people widely view teamwork to be advantageous, these meetings could have been engaging for teachers. I started exploring the concept and soon saw the benefits of teacher collaboration. As an English teacher at the "Bilim-Innovation" lyceum, I started to participate in LPH. Later I was assigned as a teacher-leader of LPH. I felt that the meetings were effective as we were engaged in different practices: conducting workshops, sharing experience, discussing school-related issues and so on and so forth. Thus, later during the academic year, I was researching the topic of teacher collaboration within the "Research Methods" and "Teacher Development and Identity" courses, while simultaneously practicing it at work. Having seen the advantages

of LPH and collaborative meetings, I got so enthusiastic about the practice that I got

interested in researching the topic systematically.

1.2 Problem Statement

It is widely believed that teacher collaboration is beneficial for teachers and the

school "as it is one of the key elements of school quality and effectiveness" (Muckenthaler et

al., 2020, p. 3). Thus, nowadays, a lot of emphases is put on the effectiveness of

collaboration. Some scholars state that teachers collaborate enthusiastically, hence

effectively, only in natural conditions, with no pressure (Hargreaves, 1994; Muckenthaler et

al., 2020; Vangrieken et al., 2015). Moreover, if teacher collaboration was initiated

predominantly top-down, it may result in shallow relationships among teachers and

"contrived collegiality" (Fullan & Hargreaves, 1991, p. 78). However, Garmston and

Wellman (2003, as cited in Shah, 2012) assume that "collegiality in any organization does not

happen by chance; it needs to be structured, taught, and learned" (p. 1244). Along similar

lines, Vangrieken and his colleagues argue that some support is required for organizing

successful collaboration: "realizing task interdependence, developing clear roles for the

members, a defined focus for collaboration, providing meeting time, and group composition"

(Vangrieken et al., 2015, p. 36). Moreover, the coordination of collaborative meetings has

been found to be more effective if done by one leading teacher, although teachers can take a

leading role in turn (White et al., 2020). Overall, the effective development of teacher

collaboration might require administrative support and a leader in a team. Thus, taking into

consideration the significance of teacher collaboration itself and the role of a leading teacher

and administrative support, it is important to study the experiences of teachers, where teacher

collaboration was first initiated top-down, as in the "contrived collegiality" model (Fullan &

Hargreaves, 1991, p. 78).

Currently, research on teacher collaboration in Kazakhstan is limited, and is mostly related to teachers' perceptions of teacher collaboration (Ospanova, 2015) and the impact it has on professional learning and development (Abdazimkyzy, 2020; Ayubayeva, 2018; Urazbayeva, 2020). This research will address the concept of teacher collaboration in Kazakhstani schools for gifted children more broadly, giving voice to teacher-leaders about their experiences of collaboration with their colleagues during LPH. The thesis might shed light on various characteristics of teacher collaboration: for instance, the preferable types of collaborative practices; the process of organization of collaborative meetings by teacher-leaders; the development of the collaborative environment within a team; the perceived value and benefits of teacher collaboration, and factors related to teacher collaboration. These findings will help stakeholders (administrators, teachers, educators, authorities) understand how the collaborative culture might be organized with the help of the administration, what challenges teacher-leaders might face while organizing collaborative meetings, what collaborative practices teachers find effective; and how collaborative culture might be encouraged in the team. Moreover, teacher-leaders' experiences might unveil different aspects of teacher collaboration, which can serve as a model for developing teacher collaboration in mainstream schools. Thus, the thesis will provide deep insights into teacher collaboration from the teacher-leaders' perspective by utilizing a basic qualitative research design.

1.3 "Bilim-Innovation" Lyceums, the Lesson Planning Hour and Its Significance

"Bilim-Innovation" lyceums (BIL), formerly called Kazakh-Turkish lyceums, is a branch of twenty-seven state lyceums for gifted children, mostly single-gender boarding schools. The lyceums are led by the International Educational Fund "Bilim-Innovation". Students are admitted to the seventh grade on a competitive basis by taking an entry test that

covers the Kazakh language, logic, mathematics, and Kazakh history. The curriculum

conforms to state standards and includes a lyceum component. The main language of

instruction is Kazakh, and natural sciences subjects are taught in English.

The mission of the fund is to support the upbringing of the rising generation, who are

able to fulfill their potential based through the acquisition of intellectual and moral values

developed at school, and the provision of a certificate of secondary education to the young

people imbued with respect for national traditions. Teaching staff consists of teachers

employed on a regular contract and teachers-alumni of the lyceums (BILIM-INNOVATION

Social International Foundation, n.d.).

During an academic year, the administration of the "Bilim-Innovation" fund provides

its teachers with workshops led by more experienced teachers for the purpose of professional

development. Moreover, the fund has implemented the initiative to support teacher

collaboration. It is called the Lesson Planning Hour (LPH). LPH is a forty-five minute

meeting, which is scheduled in the teachers' timetable twice a week so that every teacher is

available to attend the meeting at a specified time. Teachers of the school are divided

according to the disciplines they are teaching (e.g., English teachers, Math teachers). Later,

one teacher in each cohort, most commonly the head of the department, is assigned as a

responsible moderator—a teacher-leader. Teacher-leaders are provided with guidance on how

to organize the meetings, and how to initiate meaningful discussions and collaborative work.

The meetings are not limited to lesson planning by any means. Teachers can do various

collaborative practices: conduct workshops, exchange experience, plan extra-curricular work,

discuss different problems such as related to time-management, assessment or designing tests

correctly, etc. Thus, the administration provides teachers with convenient time and place for

LPH meetings, and a teacher-leader is provided with guidelines on what can be discussed

during LPH.

Currently, to the best of this author's knowledge, there is no research on the topic of

teacher collaboration supported by the school administration in this way and led by teacher-

leaders. Most of the research found is related to the practices of teachers from the Nazarbayev

Intellectual Schools (NIS) (see the section on key terms 1.7.), not necessarily holding any

leading positions, including non-positional leadership roles. However, teachers at the

Lyceums work on a fixed schedule, and the collaborative experience is not likely to be

adopted in the mainstream school, where teachers do not work till 5pm. Thus, the experience

of teachers from the "Bilim-Innovation" lyceum might be more applicable to the mainstream

schools as teachers at BIL do not have to work a fixed schedule in order to collaborate, as the

school administration schedules LPH inside the teachers' timetables during the day.

Exploring teachers' collaborative experiences during LPH from the teacher-leaders'

perspectives will demonstrate how the collaborative process is being developed under the

framework of LPH with administrative support.

1.4 Purpose of the Study

Kazakhstan aims to join the 30 most developed countries in the world by 2050

(OECD, 2014a) and steers a stagewise course that guarantees available and quality education

(Strategy 2050). Thus, the improvement of education and the development of quality teachers

is a priority (OECD, 2018). Many experts emphasize that effective teacher collaboration

serves as a key to teachers' professional development, growth and, eventually, quality

education (Cordingley et al., 2003; Cordingley & Buckler, 2014; Hargreaves, 1994;

MacBeath, 2012; Morel, 2014). This explains the importance of teacher collaboration for

Kazakhstani schools in general. Moreover, as various forms of collaboration exist among

teachers in any educational institution, it is essential to get familiarized with the current
experience of teachers in Kazakhstan.

To meet this need, the study intends to explore teacher-leaders' stories concerning
their experiences of collaboration in Kazakhstani schools. Relying upon the literature in this
field and empirical data, this study seeks to explore how teacher-leaders gain experience of
teacher collaboration within the framework of LPH, which might include various
collaborative practices inclusive of but not limited to co-planning.

1.5 Research Question

To explore the above-mentioned aspects, the following main research question is
addressed:

How do English teacher-leaders describe their experiences of collaborative practices
during the Lesson Planning Hour (LPH)?

1.6 Significance of the Study

This research study is significant to Kazakhstani education as it illuminates a real
example of teachers collaborating with some support from the school administrators through
the lens of teacher-leaders' views. First, the higher management of the International
Educational Fund "Bilim-Innovation" initiated and spread the initiative "the Lesson Planning
Hour" top-down. At the local level, school administration schedules convenient times for
meetings during the working day twice a week, assigns a teacher-leader (mostly the head of
the department or the most experienced teacher), and provides teachers with a vacant
classroom and guidelines for LPH. As LPH was initially organized within an imposed form
of collaboration, the study will illustrate the role of the administration in promoting teacher
collaboration: whether the top-down model, which has been established, will lead to strong

collaborative culture (Fullan & Hargreaves, 1992; Peterson, 1994; Shakenova, 2017), or, as it

was initiated predominantly top-down, will result in shallow relationships among teachers

(Fullan & Hargreaves, 1991).

Second, the study on teacher collaboration will be of great value since Kazakhstan

places a greater focus on leadership (Kanayeva, 2019), and teacher collaboration is reported

to enhance leadership (Ismail et al., 2018). Teacher-leaders' stories will shed light on the

issue of teacher collaboration, demonstrating its benefits and obstacles in organizing

collaborative processes in schools.

Third, there is a lack of research on teacher collaboration in Kazakhstan from the

teacher-leaders' perspective, as Kazakhstani researchers did not focus on it in their studies.

Previous studies focused on teachers' attitudes towards collaborative professional growth

(Abdazimkyzy, 2020), teacher collaboration for professional learning (Ayubayeva, 2018),

teachers' perceptions of collaborative culture and its effect on teachers' practices (Ospanova,

2015), and the impact of collaborative lesson planning strategies on professional learning

(Urazbayeva, 2020). The thesis may contribute to the literature on teacher collaboration and

leadership in Kazakhstan.

Fourth, the findings may demonstrate what needs to be done to lead teacher

collaboration initiatives efficiently. This knowledge might be used as a framework for up-

scaling the initiative successfully and developing leadership skills while collaborating with

colleagues. Besides, the study will show the barriers that teachers have to overcome in order

to organize an effective collaborative process.

Fifth, stakeholders or administrative personnel can use the findings to provide

teachers with more support using the experience of this study and help teachers bypass

obstacles, grow professionally, and create a close-knit team. As teachers play a key role in

education in many aspects, research on teacher collaboration will be beneficial for the

education system in general, educational establishments, and individual teachers. The

findings of the research may illustrate successful practices of effective teacher collaboration

initiatives in the framework of LPH as well as the barriers that teachers need to overcome in

order to develop the education system in Kazakhstan. The findings might be useful for

creating a template for effective teacher collaboration that might serve as an example for

teachers or administrators promoting teacher collaboration in mainstream schools.

1.7 Key Terms

The following key terms are defined based upon information from the literature.

BIL—"Bilim-Innovation" lyceum, a boarding value-based school for gifted children,

mostly single-gender. It is a state high school, but it operates under the supervision of the

International Educational Fund "Bilim-Innovation".

LPH—the Lesson Planning Hour, a meeting for teacher collaboration held twice a

week during a workday, organized by the administration at BIL.

Mainstream school—a regular state school (public school), overseen directly by the

Ministry of Education and Science, which students from the neighborhood mostly attend

from the age of 5-6 till 17-18, from the first to the eleventh grade. In comparison to NIS or

BIL, the school programme is not that advanced (OECD, 2015).

NIS—Nazarbayev Intellectual School, a high school for gifted children, where all the

educational reforms are tested first and where teachers are provided with the most advanced

and resource-rich training. NIS differs enormously in terms of human and material resources

and in terms of the intellectual abilities of students.

Teacher collaboration—"shared values, decision making about teaching practice and interaction between teachers, which promotes students' performance and the professional development of staff" (Kruse, 1999, as cited in Shakenova, 2017, p. 35).

Teacher-leader—a teacher who "works productively with staff as a leader" (Wenner & Campbell, 2017, p. 2)

Teacher leadership—a series of actions involving influencing others and resulting in the goal achievement set by the vision of the school (Bush & Glover, 2003).

1.8 Outline of the Thesis

This thesis comprises six chapters. Chapter 1, Introduction, presents the topic and the purpose of the study. Chapter 2, Literature review, provides a critical review of the literature related to the teacher collaboration and teacher leadership. Chapter 3, Methodology, explains the research design used in the study. Chapter 4, Findings, presents the analysis of the interview data. Chapter 5, Discussions, links the findings to existing research. Chapter 6, Conclusions, summarizes the main conclusions of the study, offers implications for policy and practice, and provides insights for further research.

1.9 Summary

This chapter presented the topic of the thesis study, explained its significance and purpose, and stated which research questions are explored in the study on the topic of teacher collaboration in the framework of LPH. It presented key terms and an outline of the study. The thesis describes the experiences of English teacher-leaders, who collaborate with their colleagues twice a week during a scheduled meeting. The LPH meeting is organized by the school administration with the help of teacher-leaders. During LPH teachers might do

various practices: plan lessons, prepare for school events, conduct workshops, discuss work-

related issues, and do other professional development activities.

2. Literature Review

2.1 Introduction

This chapter presents the definitions of teacher collaboration and discusses its forms, characteristics, facilitators, barriers, and benefits to the community. I first review the international and Kazakhstani literature related to teacher collaboration within the last ten years as well as more foundational international sources. Then, I discuss factors influencing teacher collaboration and benefits of teacher collaboration. Finally, I shed light on leadership and the relationship between teacher leadership and teacher collaboration.

2.2 Teacher Collaboration and Its Forms and Characteristics

In this section I describe how different researchers understand the concept of teacher collaboration. I explain its forms and characteristics. In the conclusion, I shed light on the collaborative culture among Kazakhstani teachers.

Teacher collaboration

Teacher collaboration has been of interest to different scholars for a long time. Friend and Cook (1992) saw teacher collaboration as "the notion of professionals engaged in goal-driven activities based on voluntary relationships that stress parity, shared responsibility for decisions, and shared accountability for outcomes" (p. 181) and believed that it took requirements for school professionalism to a new level. Peterson (1994) defines teacher collaboration as a multifaceted and exacting process that enables staff to be more energetic, motivated, committed, and more easily adaptable to change. According to Cook and Friend (1993), teacher collaboration implies various things: such as working together and attending meetings. Thus, collaboration refers more to the way teachers collaborate, not to what exactly they are doing, and different activities are regarded as collaboration as long as teachers work in close cooperation with other colleagues. Friend and Cook (1992) give a general definition

of collaboration: "Interpersonal collaboration is a style of direct interaction between at least
two co-equal parties voluntarily engaged in shared decision-making as they work toward a
common goal" (p. 5). According to Kruse (1999, as cited in Shakenova, 2017), "collaboration
is defined as shared values, decision making about teaching practice and interaction between
teachers, which promotes students' performance and the professional development of staff"
(p. 35). These definitions identify some characteristics of teacher collaboration: parties are
voluntarily engaged and share responsibility for decisions and outcomes, work towards a
common goal, value equality, and share resources.

Little (1990) identified four types of teacher collegial relations: (1) scanning and
storytelling; (2) help and assistance; (3) sharing; and (4) joint work. Scanning and storytelling
refer to searching for ideas, experience exchange, and establishing friendship, but not related
to discussing actual teachers' practice and solving problems. Help and assistance relate to
teachers supporting colleagues, but only when they request it (Little, 1990). The first two
types are not characterized by deep relationships. The third type, sharing, is observed when
teachers share a lot about their experience and resources. These types of relations lead to
other teachers' instructional improvement. Joint work is limited or missing. The fourth type,
joint work, refers to "encounters among teachers that rest on shared responsibility for the
work of teaching (interdependence), collective conceptions of autonomy, support for
teachers' initiative and leadership with regard to professional practice" (Little, 1990, p. 519).
This collaborative work is marked by steering a mutual course of action and setting main
priorities, which later defines the individual choice of a single teacher. It is the most
favorable type of collaborative relationships.

Researchers of the twenty-first century define the concept quite similarly.
Kelchtermans (2006) define collaboration as teachers' and other staff's cooperation aimed at

achieving the school's objectives. Venianaki and Zervakis (2015) explain that collaboration

happens when two or more participants interact while communicating, coordinating, sharing

information, negotiating, and solving problems. Interestingly, Kelchtermans and Ballet

(2002), drawing on a narrative-biographical study, discovered that asking for assistance is

accepted only for novice teachers, not for experienced, as their professional competence

might be questioned. Hargreaves and Fullan (2015) call collaboration strong when teachers

are dedicated to developing professionally together; they have deep knowledge and the

necessary skills to do it. Futernick (2016) notes that disagreements are a normal aspect of

collaboration as participants try to find the best solutions. Respect and good relationships are

essential, but it is not enough for collaboration. According to Futernick (2016), collaboration

is more "about building structures and creating routines that promote trust and effective

communication, convincing stakeholders at all levels to own decisions and share

responsibility" (p. 23). In his book, he also shares the definition of his interviewees, who see

collaboration as an activity in which participants work together meaningfully during specific

time and produce results.

Summarizing the preceding discussion, the concept of teacher collaboration is about

achieving common goals (Kelchtermans, 2006), interaction (Venianaki & Zervakis, 2015),

mutual professional development (Hargreaves & Fullan, 2015), meaningful work and trustful

communication (Futernick, 2016). How the term is understood by Kazakhstani researchers is

presented next.

Understandings of Teacher Collaboration by Kazakhstani Researchers

Kanayeva (2019) finds that teacher collaboration facilitates teacher leadership, which,

in turn, leads to personal professional development as well as the professional development

of other coworkers. Ayubayeva (2018) notes that various definitions of teacher collaboration

exist, and she opts for the one by DuFour et al. (2007), stating that it is collaborative teams of

teachers who focus their efforts collectively on achieving mutual goals. Ospanova (2015)

concludes that various researchers view collaborative culture differently: some scholars say it

is more about teachers achieving common goals at school by means of activities, while others

define teacher collaboration as the supporting environment for teachers.

Therefore, it can be concluded that the consensus about the definition of teacher

collaboration has not been reached either internationally or locally. Some scholars believe it

is mainly voluntary work towards a shared goal and shared values, while others mention the

importance of professional development, effective communication, trust, and motivation.

Forms and Characteristics

In a similar vein to the definition of teacher collaboration, various researchers suggest

different features of collaborative culture. The terms teacher collaboration and collaborative

culture are closely connected. Nias describes collaborative culture as a culture which was

"built on a belief in the value of openness, tempered by a respect for individual and collective

security typified the core of that culture" (Nias, 1999, p. 235). Hargreaves (1994) believes

that collaborative culture fosters voluntary collaborative work, which is teacher collaboration.

The first research about collaborative culture found dates back to 1989. Rosenholtz

(1989) distinguishes between two types of collaborative culture: stuck and moving. In stuck

schools, teachers tend to work alone, and isolation is the norm, while in moving schools,

teachers communicate more, and asking and providing help is the norm. Nias et al. (1989, as

cited in Fullan & Hargreaves, 1992) characterize collaborative culture by the absence of

formal meetings, official procedures, and participation in certain projects and by the presence

of everyday routine, discussions, and informal meetings. Thus, the researchers report that

collaboration can be found everywhere in school life: "in the gestures, jokes and glances …

in hard work and personal interest shown … outside classroom doors; in birthdays, treat days

… in the acceptance and intermixture of personal lives with professional ones; and in sharing

and discussion" (Fullan & Hargreaves, 1992, p. 66). Moreover, the individuals are valued as

well as the group.

The benefits of teacher collaboration notwithstanding, some forms of collaboration

are not helpful. Fullan and Hargreaves (1991) state there are some forms of collaboration

people should be watchful of. They specify three non-collaborative cultures: balkanization,

comfortable collaboration, and contrived collegiality. Balkanization is characterized by

culture where teachers form separate groups of more close colleagues, who they usually

spend more time with at or out of work. These isolated balkanized groups compete for

supremacy, which leads to poor communication, low student progress, and the lack of a

shared vision at school. Interestingly, this type of collaboration exists not only among

conservative teachers, innovative teachers might limit their collaboration to certain groups as

well. In comfortable collaboration, teachers share some knowledge, give advice or support

each other, but their relationships are not deep; they never reflect on the practice, avoid deep

professional discussions about school issues, cooperative work and decision-making. The

collaboration is limited to the comfort zone, and does not lead to professional development.

Contrived collegiality is defined by "a set of formal, specific, bureaucratic procedures

to increase the attention being given to joint teacher planning, consultation, and other forms

of working together" (Fullan & Hargreaves, 1991, p. 78). According to the authors, this form

of collaboration can be controlled by the administration and this fact can be its biggest

disadvantage: fixed in time and place regulated mandated meetings might discourage teachers

from collaboration resulting in superficial relationships. However, contrived collegiality is

ambiguous. Teachers can benefit from arranged meetings allowing them to plan and develop

together. Consequently, the outcomes of contrived collegiality depend on the way it is

implemented at school (Fullan & Hargreaves, 1992; Peterson, 1994).

Later in 1994, Andy Hargreaves in his book *Changing Teachers, Changing Times*

describes the following forms of teacher culture: individualism, collaboration, contrived

collegiality, balkanization, and moving mosaic. The author believes that teacher-

individualists prefer isolation and work behind closed doors as they feel insecure and are

afraid of evaluation and criticism. In this regard, individualism is also called isolation,

resulting in low interaction among colleagues and weak practice in general. However, some

scholars (Lortie, 1975; Lukes, 1973) mention positive features of the phenomenon as well,

such as autonomy and self-development.

The last form, moving mosaic, is the most desirable form of teacher culture, which

according to Hargreaves (1994) was going to thrive in the postmodern society. It is defined

by the following characteristics: "flexibility, adaptability, creativity, opportunism,

collaboration, continuous improvement" (Hargreaves, 1994, p. 63), problem-solving,

dedication to learn about the community and themselves as well as introducing different

leadership types and much less formality (Hargreaves, 1994). Having explored the forms of

collaboration which were introduced in the twentieth century, I proceed with the findings of

researchers in Kazakhstan.

Teacher Collaboration and Collaborative Culture in Kazakhstani Context

The concepts of teacher collaboration and collaborative culture in Kazakhstan have

been defined by a few researchers. Ospanova (2015) states that teachers of Nazarbayev

Intellectual School in Pavlodar see the collaborative culture differently: some teachers state

that it is developed to a high level, while others think it is at its onset. Kanayeva (2019)

asserts that school evaluation can hinder teachers from developing collaborative school

culture. According to her, school administration plays an important role in supporting

collaboration, for example, by setting convenient times for meetings. The researcher, in her

action-based study, which was aimed at facilitating teacher leadership, concludes that

collaboration is central to teacher leadership initiatives (Kanayeva, 2019).

Ayubayeva (2018) conducted a qualitative exploratory case-study in three

purposefully selected different schools in Kazakhstan to understand the nature of teacher

collaboration for professional learning and identified key factors that enable and inhibit

teacher collaboration in public schools in Kazakhstan. Each case-study lasted a school term,

which is a period of six or seven weeks, depending on the term. Ayubayeva (2018) employed

a grounded-theory approach to analyze the data. She concludes that micro-political, socio-

political aspects and the organizational environment of a school influence teachers' own

understanding and values about teacher collaboration and implementation of top-down

reforms. According to the researcher, these aspects can be overcome as the practice of peer

observation and evaluation is traditionally accepted in the country. The research emphasizes

that it is vital to support teachers with the conditions that foster "the continued development

of professional learning communities based on teacher collaboration for learning"

(Ayubayeva, 2018, p. 2). The author notes that it is now necessary to change the historically

established hierarchical administrative structures so that teachers can create a congenial

collaborative environment. Ayubayeva (2018) suggests that Kazakhstani mainstream schools

develop their own strategy, vision, and mission where teachers are able to move toward

collaborative culture. Moreover, the researcher advises conceptualizing teacher collaboration

for professional learning as part of teachers' work and engaging teachers and school leaders

in the process of decision making and policy development (Ayubayeva, 2018).

Another case-study, but this time using an ethnographic design, was conducted by

Urazbayeva (2020) who investigated a similar topic of teacher collaboration and professional

learning as a participant observer (Urazbayeva, 2020). She studied the influence of

collaborative lesson planning (CLP) on teachers' professional learning in the International

Baccalaureate (IB) school, where she was employed at the time. The main findings show that

collaborative lesson planning positively influences teachers' professional learning. The

participants view CLP as a good instrument to acquire knowledge from colleagues without

having to spend any additional time or resources. However, even though collaborative lesson

planning is regulated at the school, teachers report that they are not fully aware of its

standards. Furthermore, while school leaders were satisfied with the implementation of

collaborative lesson planning at school, some teachers did not see the initiative as of a high

standard. The researcher suggests that the findings of the study might be useful if CLP is

implemented in mainstream schools as it investigates teachers' perceptions of collaborative

lesson planning in general (Urazbayeva, 2020).

Another study using a qualitative case-study design in one of the NIS schools reported

that participants assume co-planning as the main collaborative activity (Abdazymkyzy,

2020). Participating teachers found voluntary collaboration the most effective, and they saw

it as an instrument for professional development. Also, the participants state that in order to

build effective collaborative culture, teachers should possess pedagogical knowledge, content

knowledge, and soft skills (Abdazymkyzy, 2020).

All things considered, it can be seen that some research on teacher collaboration has

been done both in schools for gifted children and mainstream schools. My thesis study

explores the concept of teacher collaboration in "Bilim-Innovation" lyceum for gifted

children as there is an accepted practice of teacher collaboration. Moreover, I am extending

the work by looking at the concept of teacher collaboration from the perspective of teacher-

leaders. Therefore, the research about teacher collaboration in schools for gifted children can

serve as a solid basis; however, in the future more mainstream schools need to be examined.

2.3 Factors Influencing Teacher Collaboration

Different factors influence teacher collaboration. In the next sections, I will discuss

what facilitates and impedes teacher collaboration.

Factors Facilitating Teacher Collaboration

Researchers suggest different ways to foster teacher collaboration. Some authors

developed classifications. According to Silva and Morgado (2005), factors enhancing teacher

collaboration can be grouped into two dimensions: (1) the personal dimensions and (2) the

professional dimensions. Personal dimension includes factors related to teachers' personality.

Teachers should have similar values, and good communication skills, such as an ability to

listen and give feedback, show mutual respect and trust their colleagues, and have equal

possibility to contribute and demonstrate readiness to share resources, ideas, and

responsibilities. Also, teachers should be eager to collaborate voluntarily, be flexible while

negotiating and be open to change and innovation.

The professional dimension relates to factors associated with teachers' professional

expertise. It is important that each team member is allocated with a clear role, so functions

are not ambiguous and can take an active part regardless of positionality as a leader. Setting

objectives and planning together ensures a clear understanding of the process of collaboration

by teachers and informs teachers of peers' working style and skills. Organizational support by

the school, such as providing teachers with a space and a time for collaboration, promotes

teacher collaboration as well.

Other researchers indicate a range of factors fostering teacher collaboration. Morel

(2014) identifies trust as the most important attribute. The researcher believes that trust can

be easily undermined in schools due to a lack of transparency, high competition, and

overmanagement. Consequently, principals have to develop a working environment of trust

and respect among colleagues.

Administration plays a vital role in fostering teacher collaboration. Johnson (1990, as

cited in Peterson, 1994) suggests that administrative encouragement and support are crucial

to creating a collaborative culture. DuFour and Berkey (1995) point out that principals can

support teacher collaboration by providing teachers with time for meetings, demonstrating a

model for collaboration and asking teachers to repeatedly update on the outcomes of their

work. Moreover, the administration can provide teachers with suitable space for meetings.

Forte and Flores (2014) name peer observation and accessibility to rooms as a strategy to

enhance opportunities for collaboration. Vescio et al. (2008, as cited in Muckenthaler et al.,

2020) consider physical space, proper time, and an encouraging environment the major

components of effective collaboration. Similarly, Yisrael (2008, as cited in Vangrieken et al.,

2015) highlights a supportive atmosphere within the team. Drossel et al. (2017) believe that

openness for collaboration and willingness to contribute will help a teacher in achieving

personal outcomes and good rapport with colleagues.

Motivation to collaborate enhances the collaborative process (García-Martínez et al.,

2021; Muckenthaler et al., 2020; Vangrieken et al., 2015). Vangrieken et al. (2015) point to

the importance of teachers' readiness to collaborate and comprehension of the advantages to

collaboration. Drossel et al. (2019, as cited in García-Martínez et al., 2021) view motivation

as a necessary factor for effective outcomes. Muckenthaler et al. (2020) have similar views

on willingness to participate and believe that shared goals, trust, and frankness are necessary

for effective collaboration. Forte and Flores (2014) state "openness and communication,

reliability, availability, democratic attitude, commitment and responsibility, dynamism and

friendliness" (p. 101) combined with communication, leadership, and teaching skills as

conducive for collaborative practices (Forte & Flores, 2014). Having discussed factors

facilitating teacher collaboration, I will proceed to factors hindering teacher collaboration.

Factors Impeding Teacher Collaboration

Researchers point to various factors that inhibit effective teacher collaboration. The

problem of work intensification or time issue has been named one of the main barriers since

teacher collaboration is time-consuming (Hargreaves, 1994). Cook and Collinson (2013) in

their case-study defined five restraints referring to the lack of time: "not enough discretionary

time to share, feeling overwhelmed, not enough discretionary time to learn, lack of common

time with colleagues, and lack of a designated time to share" (p. 89). The authors believe

these barriers are implied when teachers say: "I don't have time." Similarly, according to

Hurberman (1993), overload hinders teacher collaboration, and consequently, teachers

consider any collaborative work as a distraction from their duties. Teachers find it

challenging to meet with colleagues (Ashon & Webb, 1986, as cited in Ospanova, 2015).

Teachers in Kazakhstan also consider workload as a hindrance. Ospanova (2015) reports that

teachers in her study could not find time to meet because of a necessity to write reports, teach

extra classes and participate in activities. Likewise, Kanayeva (2019) names work

intensification as one of the main barriers to teacher collaboration. Participants in her study

noted that multiple roles and top-down tasks led to overload and no time for collaboration.

Lack of engagement or reluctance to collaborate is another important factor in impeding teacher collaboration. Many teachers find it uncomfortable not only to share their teaching practices with colleagues (Goddard et al., 2007), but also to engage in collaborative practices (Johnson, 2010; Wilhelm, 2017, as cited in Vangrieken et al., 2015). The feeling of insecurity might be caused by the risk of getting exposed to a wide audience (Nieveen et al., 2005). Vangrieken et al. (2017) report that teachers' autonomy might become a hindrance if teachers have a fear of loss of autonomy. Moreover, some teachers perceived colleagues' feedback on their teaching as a threat (Harris, 2014, as cited in García-Martínez et al., 2021). Similarly, accepting help may signify teachers' dependency, failure (Fisher et al., 1981), and unprofessionalism (Hargreaves, 1994).

According to Ospanova (2015), personal anxiety restricts teacher collaboration. Teachers pondered words as they were afraid of saying something wrong—speaking up could influence their position or bonus and was not accepted in the school culture. Kanayeva (2019) speaks of the culture of competition and its negative effect on teacher collaboration. In her study some teachers were reluctant to share materials. The researcher explains this unwillingness by the high stakes of teachers' attainment. Other teachers might feel jealous of possible colleagues' success. Also, some teachers liked "showing off themselves in the first place" (Kanayeva, 2019, p. 187). This behavior of particular individuals impedes collaborative work. Ospanova (2015) reported that the fact that the same teachers are involved in different projects hinders collaboration and leaves others out, depriving them of an opportunity to develop.

Louis and Kruse (1995) assert that an absence of physical proximity hampers the exchange of ideas and collaboration. Moreover, common workspaces can lead teachers away

from isolation. However, arranging space for collaboration can be challenging for teachers
(Forte & Flores, 2014; Kanayeva, 2019).

Overall, researchers state a plethora of factors facilitating teacher collaboration. The
most commonly occurring are similar values, good communication skills, trust, high
motivation, social atmosphere, organizational support by the school, etc. As for the impeding
factors, there are a few of them: work intensification, lack of engagement, personal anxiety, a
culture of competition, and absence of space.

2.4 Teacher Collaboration: Benefits

In this section, the benefits of teacher collaboration noted in previous research are
discussed at length, including positive effects of collaboration on teachers and the school in
general.

According to Futernick (2016), even the most professional, qualified management
leaders cannot run the school effectively without the active participation of teachers and
their teams. Although building a strong collaborative culture with an open and trustful
atmosphere is not easy (Fullan & Hargreaves, 1996), different scholars note the importance
of collaboration for teachers, students, and the community itself. First of all, Hargreaves
(1994) sees collaboration as a key to solving any problems in education. It lends moral
support to teachers, increases efficiency, and reduces workload as responsibilities are
divided, positively influences student progress and teachers' learning, self-reflection on
practice, and continuous development. Additionally, collaboration enables teachers to
become more professional in making decisions in a changing environment (Hargreaves,
1994).

Moreover, many researchers support the idea that collaborative cultures greatly impact learning. Thus, Andy Hargreaves and Michael Fullan (2015) believe that teamwork enables "teachers to learn from each other within and across schools—and building cultures and networks of communication, learning, trust, and collaboration around the team as well. If you want to accelerate learning in any endeavour, you concentrate on the group" (p. 89). The action of constant exchange due to teachers' joint work in collaborative lesson planning or lesson study develops an ability to self-evaluate and serves as a prerequisite for professional development (MacBeath, 2012). Teachers who practice collaboration are more qualified in instructional practice and more effective learners. Collaboration fosters creativity, refines reflection skills, teaches to respect others, and promotes team unity (Morel, 2014).

Furthermore, collaboration is beneficial for employers. Tamm and Luyet (2005, as cited in Futernick, 2016) report that employees' ability to collaborate effectively is regarded as important to the intellectual and financial capital of the company. For instance, collaborative teams are able first to explore and evaluate ideas, eliminate inefficient ones, or make changes before educators implement them into practice (Futernick, 2016). Other researchers stress the importance of the bond between teachers and students learning in collaborative teacher' cultures.

Drawing on a variety of research studies and personal experience with teachers and schools, Fullan and Hargreaves (1996) claim that the more teachers learn to become more professional, the more students learn to become more competent. Years later, Hargreaves (2019) concludes from over two decades of findings that teacher collaboration improves students' academic performance and develops progressive views among teachers towards change. Similarly, Cordingley, and Buckler (2014) present a strong case that "collaboration

is a powerful tool in promoting, sustaining and supporting professional learning" (p. 125).

The systematic review undertaken by Cordingley et al. (2003) found that teacher

collaboration led to a positive development of teaching and learning. Bell et al. (2006, as

cited in Cordingley & Buckler, 2014) note that peer collaboration serves as a great

instrument for transferring instructional practice and knowledge. Overall, it is seen from the

literature that the advantages of teacher collaboration relate mostly to student and teacher

development and learning and, consequently, work for the benefit of the whole educational

community.

Similarly, scholars in Kazakhstan put a lot of emphasis on the professional

development of a teacher. In general, effective teacher collaboration results in significant

improvement in instructional practice and professional growth due to the exchange of

experience and ideas (Abdazimkyzy, 2020; Kanayeva, 2019; Ospanova, 2015; Urazbayeva,

2020). Collaborative practices are especially beneficial to novice teachers as they acquire

various teaching methods (Urazbayeva, 2020), gain support (Ospanova, 2015), and bring

new ideas (Kanayeva, 2019). However, experienced practitioners benefit as well: for

instance, they are able to "address student needs and fulfill their expectations" (Urazbayeva,

2020, p. 38) while planning together with colleagues, which also decreases the workload

(Urazbayeva, 2020). In the Kazakhstani context, only Ospanova (2015) describes the effect

teacher collaboration has on student learning: teachers learn good classroom management

skills, through which students learn that the learning process is a positive activity.

Furthermore, the researcher believes that students take a collaborative model of

communication as a standard to follow in their relationships with peers. This idea

corresponds to Morel's (2014) assertion. She indicates that students must observe teachers

collaborating as this is one of the twenty-first century skills that should be modeled. This

way, students will learn in an environment where creativity and critical thinking are encouraged (Morel, 2014). Moreover, friendly atmosphere emerges in collaborative schools (Abdazymkyzy, 2020; Ospanova, 2015), and there are more opportunities for personal growth, such as building self-confidence and becoming less self-isolated (Ospanova, 2015), becoming self-reflective (Ospanova, 2015; Abdazymkyzy, 2020), and developing soft skills (Abdazymkyzy, 2020). A unique aspect that Ospanova (2015) touches upon is the development of the second language as an outcome of collaborative initiatives. As many teachers struggle with the Kazakh or English language, working in a team on a different language-oriented project contributes to the development of language skills of teachers themselves.

In the preceding sections, I reflected on the concept of teacher collaboration internationally and in Kazakhstan. I am in accord with the statement that "in the fully functioning collaborative school, many (indeed all) teachers are leaders (Fullan & Hargreaves, 1992). Thus, in the next section, I will focus on teacher leadership.

2.5 Teacher Leadership

In 2014, Lieberman and his team wrote that society came to a turning point in the understanding that there is an urgent need to go from a "top-down" to a "bottom-up" management style as educational change is limited by individualized practices (Lieberman et al., 2016). They highlighted that teacher-leaders collaborating with various stakeholders can significantly improve a professional educational system. Thus, I begin by describing the concept of educational leadership in general.

As there is no one agreed definition of leadership in education (Daniëls et al., 2019), in my thesis, I draw on the definition by Bush and Glover (2003): "Leadership is a process of influence leading to the achievement of desired purposes" (p. 8), where successful leaders

influence others (stakeholders and the team) by exhibiting a self-created shared vision

whenever possible (if at all possible). Furthermore, the "philosophy, structures and activities

of the school are geared towards the achievement of this shared vision" (Bush & Glover,

2003, p. 8).

The concept of teacher leadership has changed over time, going through some stages:

(1) teachers were regarded as influential managers having official roles; (2) teachers were

pedagogical leaders; (3) teachers were not viewed as formal leaders anymore (Silva et al.,

2000; Pounder, 2006 as cited in Kanayeva, 2019); (4) all teachers generating new ideas can

be leaders (Berry et al., 2016, as cited in Kanayeva, 2019). In the last stage, the transition

from formal (positional) teacher leadership to informal (non-positional) teacher leadership

can be seen. Frost (2011, as cited in Kanayeva, 2019) defines non-positional teacher

leadership as a "moral act, wherein teachers clarify their professional values through

systematic reflection on their own practice, set out a vision in relation to their own concerns

or schools' needs and act to bring about the change into their practices, schools,

communities" (p. 2). In 2011, the USA conducted a consortium of teacher and university

communities and state authorities, who concluded that "teacher leaders need recognized

responsibilities, authority, time to collaborate, and support from school administrators to

assume leadership roles" (Teacher Leadership Exploratory Consortium 2011:2 as cited in

Frost, 2013, p. 58). They aimed at the public to recognize teacher leadership and their seven

roles: (1) encouragement of a culture of teacher collaboration in order to support educator

and student development and learning; (2) access and usage of research for the improvement

of practice and student learning; (3) promotion of continuous professional learning; (4)

facilitation of advancement in students learning and instructional practice; (5) promotion of

the usage of assessment instruments and data; (6) improvement of cooperation with parents;

(7) support of the teaching profession and the student learning process.

In Kazakhstan, Kanayeva (2019), drawing on Wehling (2007), Katzenmeyer and

Moller (2009) defines teacher leadership as a way of causing change and continuous

improvement of the school's quality. She launched the "Teacher Leadership for Learning

and Collaboration" program, where teachers, with the support of a facilitator, had to lead one

development project during the school year. The author states that in the context of top-

down management systems, the concept of teacher leadership can exist with regular support

and scaffolding. Empowerment of teachers to become educational leaders and improve

education results in enhancing their roles in school and education. This enhancement can

lead to "the transformation of professional identity, improvements in practice and students'

learning, increases in parent and local community involvement, as well as knowledge

building within the wider professional community" (Kanayeva, 2019, p. 201).

2.6 The Relationship between Teacher Collaboration and Teacher Leadership

Having discussed teacher leadership, I shift the focus to illustrating the strong

relationship between teacher collaboration and teacher leadership as well as the results these

interconnections generate.

The concepts of teacher collaboration and teacher leadership are closely related. First,

according to DuFour et al. (2008, as cited in Carpenter, 2015), leaders who support shared

leadership at school, which, in turn, supports effective collaborative culture, will build

efficient learning environments. Planning should not be underestimated as it enables

teachers to achieve the common goal of the school (Driskell et al., 2018), which will directly

influence the students' academic performance (Carpenter, 2015).

Trust and respect from leadership define the attitude of teachers toward collaboration (Carpenter, 2015). Thus, leadership plays a major role on different levels: from authoritative leadership to teacher-leaders. Opportunities for teacher-leaders have increased due to formal positions, instructional practice, and collaboration. Teacher leadership is facilitated by collaboration in general (Wilson, 2016). Equally, effective teacher collaboration is driven by the dedication of leaders, who assign tasks in the professional community, where teacher knowledge will be recognized and respected (Dillenbourg, 1999; Gosselin et al., 2003 as cited in Carpenter, 2015). Team leaders play an important role in supervising the group, especially at the initial stage of organizing the collaborative culture (Ismail et al., 2018). According to Tuckmans' group collaboration model (1965), group members start competing for acceptance of their ideas with each other. This conflict may be resolved by effective communication and strategies of a team leader or team members (Tuckman, 1965). Also, Philips (2003) emphasizes the importance of a more collaborative leadership style. The researcher shares an example of an effective leader who did not abdicate all responsibility but learned how to delegate the powers to his teammates, so everyone felt valued. Similarly, Hord (1997) highlights that leaders should not dominate other teammates, and they need to maintain an environment where teachers feel encouraged to share views.

Moreover, teacher collaboration is regarded as a "means for distributing leadership to obtain desired professional learning, enhance motivation, and manage change" (Gates & Robinson, 2009, p. 146). The study by Ismail and his team (2018) showed that teacher collaboration enhances leadership, and improves teaching quality, which is influenced by strategic leadership. Thus, if strategic leadership is practiced at school, the collaborative teacher environment is stronger there, which leads to the enhancement of teaching quality (Ismail et al., 2018).

2.7 Conceptual Framework

The study is guided by my own conceptual framework of teacher collaboration during LPH, which I built upon existing literature. It (see Figure 1) involves nine components, which correspond to teacher collaboration during LPH. They are: administrative support, teacher leadership, facilitating and impeding factors, collegial relations, form of collaboration, collaborative culture, and benefits.

Since it is known that development of teacher collaboration might require administrative support and encouragement, and taking into consideration that LPH is a top-down initiative, administrative support influences teacher collaboration significantly. Teacher collaboration is dependent on the collegial relations, forms of collaboration and collaborative culture experienced by teachers in the lyceums. Thus, moving culture (Rosenholtz, 1989), contrived collegiality and moving mosaic (Fullan and Hargreaves, 1991) sharing and joint work (Little, 1990) in the department lead to benefits of teacher collaboration. There are also a wealth of factors directly influencing teacher collaboration. The only interconnection shown in a figure is a relationship between teacher collaboration and teacher leadership as these two concepts are closely connected: teacher collaboration facilitates teacher leadership (Wilson, 2016) and is facilitated by leaders' contribution (Dillenbourg, 1999; Gosselin et al., 2003 as cited in Carpenter, 2015). I used this framework to see whether administrative support influences teacher collaboration positively and whether teacher collaboration under "contrived collegiality" was able to transform into a more collaborative culture. I explored the existing relations in the English departments, and what factors impede and facilitate teacher collaboration. The concept of teacher leadership was examined in the study slightly by interviewing teacher-leaders.

Figure 1

Conceptual Framework of Teacher Collaboration During LPH
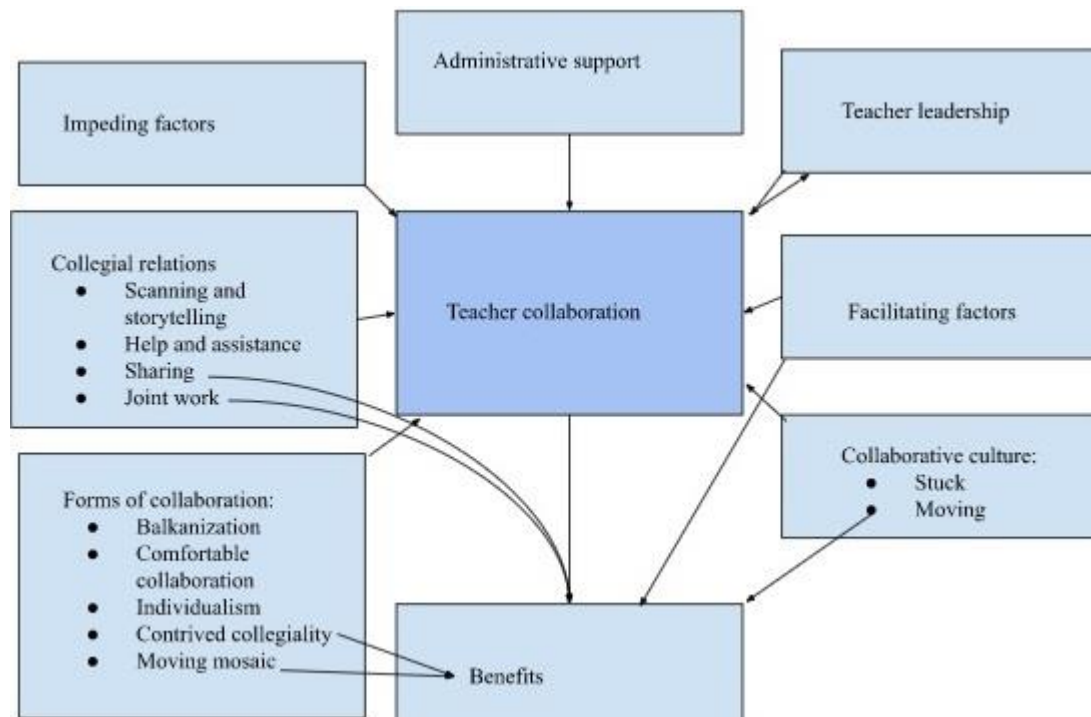
2.8 Summary

This chapter provided an overview of the theoretical background of the concept of

teacher collaboration and teacher leadership in the international and Kazakhstani contexts.

The review of previous research identified that the concepts of teacher collaboration and

leadership are defined differently by various researchers. I also analyzed and presented the

benefits of teacher collaboration from the perspective of Kazakhstani and international

researchers. I described the types and forms of collaboration and collaborative culture, and

noted positive and negative aspects of collaborative and non-collaborative factors. In

addition, I emphasized the relationship between teacher collaboration and teacher leadership,

and presented the conceptual framework. In the next chapter, I describe my methodology.

3. Methodology

This chapter presents the research design used in the study. I will describe the
methodology, the site, the sampling strategy, the criteria for choosing participants, data
collection instruments and procedures, data analysis, and ethics.

The topic for the research is teacher collaboration during the Lesson Planning Hour:
experiences of English teacher-leaders at a lyceum for gifted children. To explore the topic, I
employed a basic qualitative research design in the study. For this research study I had one
main research question. No sub questions are addressed.

Main research question:

How do English teacher-leaders describe their experiences of collaborative practices
during the Lesson Planning Hour (LPH)?

3.1 Research Design

In this section I describe the research design used in the study. Besides, I justify my
choice by defining the paradigm, the central phenomenon, and the purpose of the study.

To address the research questions of the study, I employed a basic qualitative research
design. First, while defining the central phenomenon as well as the purpose of the study, I
answered epistemological questions using my procedural knowledge (Guba & Lincoln,
1994). I analyzed the information using the constructivist paradigm, since it aims to
understand phenomena.

Having defined the paradigm, I have also read that qualitative methods are used for
the research based on the interpretivist/constructivist paradigm (Guba & Lincoln, 1994).
Furthermore, according to Strauss and Corbin (1998, as cited in Creswell, 2014), qualitative

methods allow to receive some complex nuances about feelings or perceptions. Other

methods are not used to obtain such deep insights.

Moreover, the thesis complies with the five features of qualitative research: (1) it

studies "the meaning of people's lives, under real-world conditions" (p. 8); (2) it represents

the participants' views; (3) it refers to the context of the participants' lives; (4) it contributes

to the existing theories of explaining the social behavior of people; and (5) it uses strong

evidence (Yin, 2011).

Thus, since my thesis study focuses on how teacher-leaders describe their experiences

of teacher collaboration, and it implies all of the five features of qualitative design, qualitative

research design suits best for the study. Second, my study seeks to find what experiences

teacher-leaders have with their colleagues during their collaborative practices during LPH. A

basic qualitative research design is used to explore this, as, according to Merriam and Tisdell

(2015), it is aimed at uncovering and interpreting the self-understanding of people's lives,

worlds, experiences. It involves researcher's unveiling of participants' comprehension of

their experiences and lives. Thus, the following is studied: "how people interpret their

experiences, how they construct their worlds, and what meaning they attribute to their

experiences" (Merriam & Tisdell, 2015, p. 24). The data, collected through interviews, is

analyzed after defining themes, which are supported by participants' interviews. The overall

analysis is "the researcher's understanding of the participants' understanding of the

phenomenon of interest" (Merriam & Tisdell, 2015, p. 25).

3.2 Methods of Data Collection

In this section, I describe my data collection procedure and explain how the

participants were selected, and which data collection tool and sampling approach were used.

Participants

The target population is six English teachers of "Bilim-Innovation" lyceum for gifted girls or boys in any region of Kazakhstan. According to Creswell (2014) and Patton (1990), it is common for qualitative research to study a single individual or a few individuals, the usual range is from 1 to 30. However, as the researcher is required to report about each individual, which is a time-consuming process, a smaller sample will result in more precise findings.

The participants are the teachers who were chosen as teacher-leaders of the Lesson Planning Hour (LPH) by their local administration. They can be the head of English departments or just experienced teachers, that is to say, teacher-leaders.

A type of nonprobability sampling, purposive sampling, also known as judgment sampling, was used for the study which refers to "the deliberate choice of a participant due to the qualities the participant possesses" (Etikan et. al., 2016, p. 2). I used this nonrandom technique in order to find information-rich participants, who were willing to participate and were able to provide relevant information. I identified the participants who were well-informed about the central phenomenon and who could willingly communicate their experiences (Etikan et. al., 2016, p. 2).

The criteria for the selection were the following:

a) the participant is "information-rich" based upon the criteria for purposeful sampling (Patton, 1990) as they have necessary experience of teacher collaboration during LPH.

b) the participant is a currently employed English teacher with no less than 3 years of teaching experience from "Bilim-Innovation" lyceum for gifted girls or boys in any city of Kazakhstan. In Kazakhstan a teacher who has less than two years of educational experience is

considered a novice teacher. Therefore, for the study I have initially chosen participants of 3 years of teaching experience or more, excluding novice teachers from the study. However, the teaching experience of recruited teachers was from eight to ten years, so they were quite experienced teachers.

c) the participant is willing to participate voluntarily.

All the teachers of every lyceum participate during LPH. They are divided into teams according to the disciplines they are teaching. Thus, there might be teams as follows or different: 1) English teachers; 2) Physics, Biology, Chemistry teachers; 3) Maths and ICT teachers; 4) Kazakh, Russian, Turkish teachers; 5) Geography, History, Art teachers. Each group has a leading teacher who is responsible for the agenda of the meetings and dividing the responsibilities between teachers within the team. For my study, I selected six English teachers who conducted LPH and had good experience at leading the LPH meetings.

With the permission from the Head of the English Department, I wrote an invitation to take part in the study in the corporate telegram chat for English teachers. Since only two teachers had contacted me, I had to apply snowball sampling to recruit more participants. Thuswise, I selected six teacher-leaders based on the above-mentioned criteria (see Figure 2): English teachers of not less than three years of experience, who have been leading the Lesson Planning Hour for some time.

Figure 2

Criteria For Data Selection
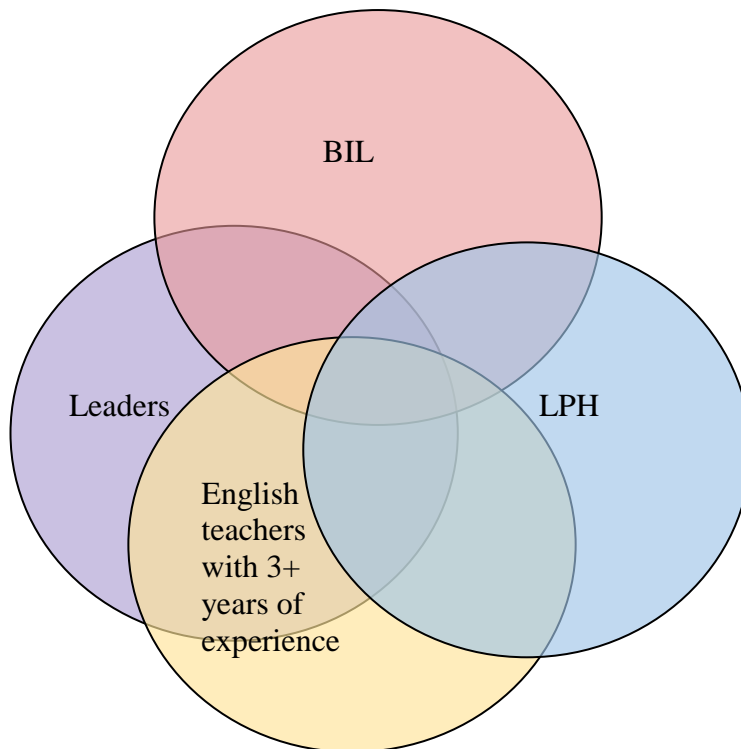
3.3 Data Collection Instrument and Procedures

In this section I describe and justify the instrument I used for data collection. As "the

purpose of the research interview is to explore the views, experiences, beliefs and/or

motivations of individuals on specific matters" (Gill et al., 2008, p. 292), I found this

instrument most suitable for my study. This method of data collection allows me to explore

in-depth the ways teachers-leaders of the English department at "Bilim-Innovation" lyceums

for gifted children experience teacher collaboration. In comparison to quantitative methods,

interviews, which belong to qualitative methods, imply in-depth insights of social behavior

or actions (Silverman, 2000, as cited in Gill et al., 2008). Thus, to understand the meanings

that the participants give to their experiences of teacher collaboration, I used individual

semi-structured interviews.

A semi-structured interview addresses the objectives of the research best since it is

composed of some key questions that prompt to identify the area for exploration and enable

the interviewer and the interviewee to probe the issues into more depth (Gill et al., 2008). I

developed an interview protocol (see Appendix A). The questionnaire covers topics related

to the organization of LPH, active roles, practices, topics of interest, etc.

The study was carried in agreement with ethical and educational standards. First,

having described all the appropriate research procedures, I obtained the approval of the

Research Ethics Committee of the Graduate School of Education to collect data for the

study. After receiving ethical approval, I sought "out gatekeepers to gain access to

individuals and sites to study" (Creswell, 2014, p. 255). I had the permission of the Head of

the English Department (responsible for all the English teachers) to send an invitation (see

Appendix B) into the corporate telegram chat. The head of the English department manages

all the English teachers in all the lyceums in Kazakhstan. Two teachers contacted me

voluntarily as they fit the criteria and wanted to share their experience, four more teachers I

recruited via snowball sampling. These six teachers were selected based on my selection

criteria (Fig. 1). I shared an introductory letter and a consent form with the six participants

selected. Later, the interview meetings were scheduled online via zoom at the most

convenient time for participants. All interviews took place in English (see Appendix E) and

were audio-recorded following the consent of the participants.

3.4 Data Analysis Approach

In this section I describe all the steps I used in analyzing the data. The data was

analyzed according to the six steps of analyzing qualitative data (Creswell, 2014). They are as

follows: (1) preparing and organizing the data for analysis; (2) exploring and coding the data;

(3) building themes; (4) reporting qualitative findings; (5) interpreting the findings; (6)

validating the accuracy of the findings (Creswell, 2014).

Thus, the process of data analysis overlapped with the data collection process. The

recorded interviews were transcribed. Some text fragments were selected, as they formed

"descriptions and broad themes in the data" (Creswell, 2014, p. 267). The method of lean

coding was used. At this stage the list of codes was reduced and formed into themes. The

themes which were of great interest to the research, were used for analysis and reporting the

findings (see Appendix D). Then, the findings were reported in a form of narrative discussion

including direct quotes of the participants, and later interpreted. To validate the accuracy of

the findings, I examined each information source and found evidence to support a theme as

well as asked participants to check that the transcribed interview and the interpretations were

correct (Creswell, 2014).

3.5 Ethical Issues

This section illustrates how the ethics of the study is ensured. According to the

guidance of Revised Ethical Guidelines for Educational Research (BERA, 2004), the

participants of the research have some rights. I informed the participants what the purpose of

my research was, how the findings would be used and what effect the study might have on

their lives (see Appendix C). I reviewed key aspects that were likely to emerge, "such as

informing participants of the purpose of the study, refraining from deceptive practices,

sharing information with participants, being respectful of the research site, reciprocity, using

ethical interview practices, maintaining confidentiality, and collaborating with participants"

(Creswell, 2014, p. 230). Participants had the right to ignore any question they liked as well

as withdraw from the study—the participation was voluntary and the participants were not

given any reward for participation.

I tried to ensure confidentiality of the participants by keeping the recorded interviews

and interview scripts locked under password on my personal computer, and by using

pseudonyms in the research (Creswell, 2014). I encouraged the participants to interview in a

space that is confidential, not their workplace, probably, home. I have saved the Telegram

history chat and recordings along with any other research data related to the participants in a

password protected file which I will delete after three years after approval of the thesis.

Despite the fact that nobody has access to the computer, the participants are still eligible to

minor risk of being identified if the data gets stolen or lost. To reduce the risk, I make sure

that nobody has access to my personal computer.

3.6 Limitations

Every study is limited by contextual and other constraints. My study is no different.

Two factors could constrain my research: the research design and my positionality. First,

"interview data may be deceptive and provide the perspective the interviewee wants the

researcher to hear" (Creswell, 2014, p. 218). To mitigate this limitation, I emphasized that the

participant was not assessed, that their experience, not their personality, was something that is

important for the research. Although social desirability cannot be ruled out completely in my

study, my constructivist orientation warns me against the impossibility of 'one', 'objective'

truth.

Second, "the presence of the researcher may affect how the interviewee responds"

(Creswell, 2014, p. 218). As I am an English teacher of one of the BIL, who is also a teacher-

leader in the English department, some of the participants might not feel comfortable sharing

their thoughts and ideas clearly. I once again explained the purpose of the research,

emphasized the importance of the experience, not an individual and conducted an interview

in a friendly manner.

3.7 Summary

This chapter presented the research methodology used for the study. It justified the

use of a basic qualitative research design by defining the paradigm, the central phenomenon

and the purpose of the study. Also, it described the methodology, the site, the sampling

strategy, the criteria for choosing participants, data collection instruments and procedures,

data analysis, ethical issues and limitations. The next chapter will present the findings of the

study.

4. Findings

4.1 Introduction

This chapter presents the findings of the research that aimed at exploring teacher-

leaders' experiences of collaboration during the Lesson Planning Hour (LPH) in a lyceum for

gifted children. The study was guided by a central research question: How do English

teacher-leaders describe their experiences of collaborative practices during LPH?

Three broad themes emerged from the analysis of data: (1) organization, functions,

and practices of LPH; (2) the value and benefits of teacher collaboration during LPH; and (3)

factors related to teacher collaboration during LPH.

Theme one describes how LPH was organized, what role teachers and administration

played, and what practices teachers were involved in. Theme two centers on teacher-leaders'

understanding of the value and benefits of teacher collaboration during LPH. Theme three

explores factors facilitating and impeding teacher collaboration during LPH. Together, the

three themes describe the collaborative experiences of English teacher-leaders during LPH.

4.2 Organization, Function, and Practices of LPH

This section of the findings chapter presents how LPH is organized in the

participants' lyceums. The participants explain the nature of the LPH meeting and how often

it takes place. Moreover, it describes the collaborative culture of the chosen branch of

lyceums within the roles of administration and participants.

4.2.1. *Roles of Participants and Administration*

Since LPH is a top-down initiative, it is organized in the same way in different

"Bilim-Innovation" lyceums over the country. In all cases, the participants, teacher-leaders,

reported that they conduct LPH in the form of a meeting for the teachers of their department,

in our case, English teachers. It is conducted mostly twice a week during working hours in

accordance with the official timetable set by the administration. Teachers meet for forty-five

or sixty minutes either in the assigned classroom or in any place they like or can find

available.

Most of the interviewees reported that the administration schedules the LPH meeting

at a time when most teachers are free. One teacher noted that this year they chose the most

convenient time for the meetings themselves and informed the administration to schedule it

for them: "But unlike last year when this day was assigned by the administration, this year

we, as a department, chose a day and time, and we gave our schedule to the administration"

(P3). Almost all the involved lyceums manage to gather the whole department together (who

employ around six English teachers), apart from one lyceum, where the English department is

divided into two groups:

We have 2 groups because we have 8 teachers, and all of us are not able to come to

LPH at the same time… So these two groups are divided according to the classes, for

example, if you have 7 and 8, you come together; 9-10-11 they come together, at different

times (P6).

The organization of LPH is similar, but the way the administration regulates LPH

varies across lyceums. In most lyceums, the administration provides teachers with a model

for collaboration and time for meetings. Sometimes teachers can be given an assignment from

administration, such as preparing open lessons for the reception or discussing how to improve

students' academic progress. In one lyceum, in each LPH, a teacher-leader is required to fill

in a particular form with a list of attendees for the administration, so the administration is

informed about teachers' involvement (P3).

The participants' enthusiasm for LPH also differs. Most teacher-leaders noted the high activity of the peer teachers, stating that teachers contribute to LPH the same as teacher-leaders: "Our teachers are very active in LPH" (P2). A similar comment from another participant: "There's no such thing as being more active... We kinda come together, everybody brings something to the table" (P3).

The teacher-leaders conduct LPH in the form of a meeting. Administration supports teacher collaboration by providing teachers with time for meetings and a model for collaboration. They can regulate LPH by assigning tasks to accomplish or by monitoring attendance. Most English teachers are enthusiastic about LPH, which I discuss further in the next subsection.

4.2.2. *The Focus of LPH*

Teachers discuss a range of topics during LPH, including teaching methods, problem-based situations, students' needs, lesson planning, and school documents. As most teacher-leaders state, LPH is a meeting for collaborating on different matters and the choice of issues to be discussed is dictated by teachers' needs.

Most participants indicated that teaching methods is the most frequent topic discussed during LPH. Participants shared that teachers display interest in providing support to each other and improving their lessons. During LPH, they usually share their knowledge on how to adjust the lesson time, manage lesson activities, give effective feedback, and save time on checking tasks. Teachers could discuss types of assessment, new methods and techniques, and classroom management. They could also exchange ideas about different resources, tools and instruments, websites, extra materials, and classroom activities.

Another frequent activity during LPH was solving various problems and discussing questions that emerged during their work. As one participant commented:

For example, in some classes, it's too crowded. They have difficulties managing the class. They do some strategies to manage the class, but it still seems to them like a problem, and they can't overcome it, so they ask: "How do you do it? Could you share your experience?" (P5)

In addition to class management issues, English teachers also discuss such issues as students' low motivation, adjusting to students' personal needs, falling behind an annual plan, and other teaching issues, for instance, following a lesson plan correctly.

Interestingly, it seems that in one lyceum, teachers mostly focus on planning the lessons. The teacher-leader (P3) emphasized that they gave careful attention to sharing how to plan a lesson in compliance with the lesson goals and learning objectives. The participant mentioned that planning often starts with simple interaction about teachers' upcoming lessons; later, they plan a lesson that teachers may adapt for different levels of English, i.e., for high- and low-achievers. As this participant shared, questions are actively discussed among LPH members and the best solutions are suggested collaboratively. Other lyceums did not discuss lesson planning much during LPH but many of them dealt with lesson-related issues: developing assignments, tests, criteria for tasks, and assessments. Teachers also shared how to fill in reports and work with other school documents.

The experience of a teacher-leader also influences the choice of topics. For instance, experienced teachers would initiate discussions related to participation in Olympiads, teachers' professional development, lesson documentation, students' motivation, and some current school duties, whereas novice teachers tend to ask questions about planning a lesson,

the lyceum, class management strategies, and materials. They asked colleagues about

teaching methods, for example, how to introduce a new topic to the class. Later during LPH,

they shared their experiences: how children reacted to the activities, and what was more

useful for the class and what worked for them.

Besides topics interesting to teachers, they also had to discuss the topics determined

by the school administration. Teacher-leaders named some BIL-specific topics such as

preparation for Olympiads, in-house exams and tests, preparing for school-level events and

activities: "We have all those activity plans that are scheduled on certain dates, so we follow

them most of the time" (P6).

The findings showed that some departments planned topics in advance, before the

start of the academic year, and others used a more spontaneous, need-based approach. For

instance, Participant 2 reported that the plan for LPH was developed collaboratively in

August, ahead of the school year. Thus, teachers had time to prepare for workshops or get

ready to share their experience. Other participants said they had personal plans on what

needed to be discussed or done, which they could develop with their colleagues'

recommendations. One teacher-leader, who focused predominantly on lesson planning in

LPH, stated that they planned LPH with reference to the annual curriculum; however, they

were also ready to discuss emerging issues: "It depends. Sometimes we come with a clear

plan but sometimes we just go with the flow" (P4). Teachers who did not have a plan noted

that they might start planning LPH as it might improve the practice.

Other teachers who did not follow a plan shared that they prepared the ideas or topics

before the meeting, and the choice of topics was guided by current needs. As participants

commented: "Generally, they ask questions, and we try to solve them there" (P5).

"Sometimes we… we think, oh we need this topic, let's ask this person to explain this topic

to all of us" (P6). In general, teachers agreed that they were quite flexible about topics of

LPH. Teachers viewed LPH as a meeting, and, regardless of the presence or absence of a

plan, teachers could share their experience, ask and answer questions during LPH, and

discuss any topics they felt necessary.

This section demonstrated how LPH was conducted and organized, what issues were

discussed, and how teacher-leaders involved themselves and colleagues and viewed the

involvement of the administration.

4.3 The Value and Benefits of Teacher Collaboration During LPH

This section describes how English teacher-leaders understand the value and benefits

of collaborative practices during LPH. According to the data analysis two categories emerged

here: mutual benefit and an opportunity for professional development.

4.3.1 *Mutual Benefit*

Across the data, it was identified that teachers mostly valued the mutual character of

teacher collaborations, happening during LPHs. Teacher-leaders emphasized the importance

of sharing "because not only do you get to share your experience; you also get to learn from

each other once again" (P3). Participants illustrated their beliefs with examples of

collaborative interaction during LPH: they shared methods and techniques, exchanged ideas,

resources and activities, discussed various issues, and solved problems collaboratively.

Moreover, participants claimed that this collaborative experience contributed to the quality of

their teaching and made lessons "more productive" (P5). As one participant summarized:

"Everyone gives one idea; we have ten ideas. It helps a lot, I think" (P6).

There was also an opinion that exchanging experience within the English department

was more valuable than sharing experience with other teachers at school level as they used to

do before LPH. These findings show that English teacher-leaders of BIL place a high value

on an opportunity to exchange experience during LPH. During the LPH meeting, teachers of

any experience collaborate for mutual benefit, and see it as the main advantage of LPH.

However, the study showed that some experienced teachers ('givers') tried to

contribute, not expecting anything in exchange. They understand that they have a lot of

knowledge and try to share their knowledge and experience with less-experienced teachers.

The following comments illustrate the findings: "More experienced teachers, they share their

methods with newcomers that are not experienced" (P2). "My colleague and I, and another

colleague who has some experience, when we take a specific topic on lesson planning, we all

share experiences on how to make it [the lesson] better, and how to make it more productive"

(P3).

The experienced teachers not only shared their expertise but also shared their

materials and resources with less-experienced teachers. Participant 3 noted that once they

presented a new skill or an activity, the next time, the novice teachers were able to improve it

into even more engaging ones. The participant also added that as soon as the novice teachers

grasp the idea during the first meeting, they come up with different valuable suggestions next

time. This, in turn, enables improving the established methods of experienced teachers. In

this instance, the benefit is not limited to exchange or sharing only but it becomes of mutual

importance and value for both experienced and novice teachers.

Furthermore, I have found that LPH is especially beneficial for novice teachers.

Teacher-leaders mentioned novice teachers while talking about topics not directly related to

them. For instance, at the very beginning of the interview, when sharing about the

organization of LPH, a teacher-leader (P3) emphasized that they also had novice teachers

"with less experience than the rest of them". Further, when Participant 2 discussed the effect

LPH had on practices, the interviewee illustrated an opinion with a story about a newbie

teacher who they helped to handle his shyness while entering the class. Moreover, some

teacher-leaders highlighted that they guided the inexperienced. The quote by Participant 5

confirms this argument: "We have first-year teachers, as they're not well-experienced, we try

to especially focus on those teachers." Moreover, participants believed sharing experiences is

crucial because young teachers need this kind of support. Indeed, novice teachers were

predominantly presented as active and creative participants. Newbies were actively engaged

in the collaborative process, especially in asking questions. As one interviewee put it: "Oh,

definitely, they have many questions" (P3). Another participant noticed that sometimes the

novice teachers seemed to have more information about the issue than the experienced ones.

Thus, teacher-leaders focused on assisting novice teachers who were starting their career.

In summary, the data analysis identified that most teacher-leaders saw the exchange

of experience as the main value of teacher collaboration during LPH. Teachers, mostly

experienced, shared their experiences altruistically and for mutual benefit. It contributed to

the development of teachers, especially novice teachers, who participated actively and could

develop the established experience further. In the next subsection I will talk about how LPH

was used for teacher professional development.

4.3.2   *LPH as An Opportunity for Professional Development*

The theme of continuous professional development (CPD) recurred throughout the

interviews as teachers displayed an interest in professional growth. Thus, all of the

participants who mentioned the significance of upgrading professional skills in the interview

emphasized that it was impossible to master teaching without professional development (PD).

Interestingly, some felt that they needed to motivate colleagues, while others considered that

PD did not require any motivation. The following responses illustrate the findings best: "Just

entering the lessons is not enough; you have to improve yourself… so we also try to motivate

new teachers, and ourselves, too" (P6).

It's PD and you have to do it. You can't be effective in the teaching process if you

don't practice that. We don't have to motivate them [English teachers], we just know that this

is what we should do, and we do it (P3).

Another participant believed that there would not be any barriers, like workload, for

teachers who had an intention for self-development (P5). Hence, teachers reported about

collaborative meetings and workshops where teachers discussed how to obtain valuable

qualifications and even prepared for some exams collectively. Moreover, there was a belief

that teacher collaboration improved teachers' motivation for self-improvement. First, people

were inspired to achieve more by seeing their colleagues' achievements. Second, teachers

could see a possible way of self-development by looking at their coworkers' experiences.

Some participants mentioned peer observation as a useful strategy to enrich their

instructional practice. Moreover, some teacher-leaders prioritize experienced-based learning:

"you don't just share ideas, you try to apply by collaborating" (P5). Teachers could apply

newly learned skills in the lesson and share later how it worked out. It gave an opportunity to

get feedback and learn to become reflective about teaching practice.

Several participants mentioned that they found it important to make their

lessons engaging in raising students' motivation to learn English. They believed collaboration

contributed to their experience and led to better student progress. It explains participants'

eagerness to search for good-quality, relevant materials. In general, participants believed that

collaboration during LPH ensured that teachers did not stay stuck but were in tune with the

times and grew professionally.

The findings indicate that English teacher-leaders consider the mutual character of

teacher collaboration and an opportunity for professional development as the main values and

benefits of LPH. Many experienced teachers highlighted the importance of sharing

experience and supporting novice teachers, who, in turn, strived to improve and develop the

existing practices of experienced teachers. Also, teacher collaboration during LPH seems to

enhance teachers' motivation for self-improvement, quality of teaching and students'

outcomes. It also helps to develop teachers' reflection skills and experienced-based learning,

as well as to improve and enrich established practices.

4.4 Facilitators of and Barriers to Teacher Collaboration During LPH

Initially, it was not planned to explore the factors that enhance or inhibit teacher

collaboration during LPH. However, this theme emerged in the analysis of interview data.

4.4.1. *Factors Facilitating Teacher Collaboration During LPH*

My analysis identified three factors that facilitate teacher collaboration during LPH:

(1) positive encouraging atmosphere; (2) teachers' motivated participation; (3) administrative

support.

First of all, participants sincerely believed that a positive, encouraging atmosphere

was the basis of successful teacher collaboration during LPH. A collaborative environment,

where teachers felt comfortable and relaxed, facilitated teacher collaboration. Thus, there was

a dominant belief that teacher-leaders strived to provide this welcoming atmosphere. One

participant could not name any techniques that were used during LPH. Others put emphasis

on informal communication. They believed it was important to have a chit-chat about

personal life first, and share news, sometimes over a cup of tea. Some participants also

mentioned that teachers needed simple social interaction with each other; sometimes, they

went out to eat or organized some fun activities together to build a nice atmosphere in the

department. The following examples illustrate the findings best: "The atmosphere of teachers

being together, we sometimes drink tea, we discuss, we laugh, we share stories and think only

positively" (P3).

It's good to come together just to support this teamwork, collaboration. Maybe some

people have problems, to help them, even if I don't have many topics to discuss, maybe other

people have them, and it can be discussed only when you come together (P6).

The topic of a friendly atmosphere is closely connected with personal relationships.

Participant 4 mentioned that the more they know each other, the more united and

collaborative the team was: "For example, in those schools where I worked more than one

year, I already had a ready-made team which would catch up any idea, and we would easily

do it without any hesitation." Moreover, one teacher-leader noted that informal

communication helps shy colleagues to open up and collaborate more actively. Most teacher-

leaders emphasized that their communication with colleagues is not limited to professional

life only, but they share their daily problems, and talk about their children and families. They

expressed a belief that LPH helped them not only in building their collegiality but also

establish friendly relationships with colleagues: I think that's the best time-spending together

(P3). Good to come together just to support this teamwork, collaboration (P6). Maybe some

people have problems, to help them (P6).

There was a belief that teachers generate better ideas and collaborate well during LPH

if they feel relaxed and close to each other. That is why, according to participants, the

collaborative environment should be non-judgemental. Likewise, teacher-leaders believed

that feedback after lesson observation should be done with support rather than criticism.

Interestingly, Participant 6 mentioned LPH as an effective platform for creating collaboration in the department: "I think this LPH is good for creating teamwork itself because it helps to create this teamwork atmosphere." Likewise, there were opinions that joint participation in different activities, like seminars or school events, informal communication, planning and implementing activities, sharing responsibilities, coming together and exchanging experiences together in itself fosters bonding, friendship and collaboration.

Another important factor reported by the participants was the level of teachers' motivation to participate in LPH. Most of the participants stated that English teachers were engaged in LPH, and this high motivation fostered a collaborative environment and practices of LPH. Participants emphasized that it was very important for them to see that they get tangible results after each LPH. They considered LPH effective if they learned something that they could use in practice. Teacher-leaders highlighted that teacher collaboration during LPH led not only to discussion, but to professional development and new knowledge. Awareness of the possibility for self-development facilitated the motivation to collaborate. The following examples demonstrate the findings: "An effective LPH is when everybody leaves the room knowing that they learned something (P3)".

LPH can be considered well-conducted if every teacher leaves it with the thought that it was good that I came here, that I learned this and this; I didn't know this technique, but I will use it today and tomorrow. At least one technique (P2).

Teacher-leaders highlighted that they did not simply share experience during LPH. They tried to apply new knowledge by collaborating.

Moreover, the findings revealed that a shared sense of purpose united the department. Thus, many participants said their colleagues did not need any motivation to attend LPH as it was done for the sake of self-development. For instance, Participant 3 said that they did not have to motivate their colleagues as "we just know that this is what we should do, and we do it".

The third factor facilitating teacher collaboration during LPH was effective administrative support. The administration helped to gather all the teachers of the department in one place and at one time by scheduling LPH. Due to teachers' differences in schedules, it would not be possible without this assistance, so that was viewed as tremendous help. Interestingly, Participant 4 expressed a belief that a top-down push from the administration might be needed where teams are not established.

To sum up, teacher-leaders suggested that teacher collaboration during LPH could be enhanced due to the following factors: a positive encouraging atmosphere, teachers' motivation for participation, and administrative support. Moreover, informal communication, a non-judgemental supportive atmosphere, a shared sense of purpose, getting tangible results, joint participation, established teams, and LPH itself facilitated teacher collaboration.

4.4.2. *Factors Impeding Teacher Collaboration During LPH*

The following factors inhibiting teacher collaboration were identified during the discussion of various questions: (1) increased teachers' workload; (2) lack of space; (3) lack of engagement; (4) lack of leadership skills.

Increased Teachers' Workload

Increased teachers' workload was named as the main reason impeding teacher collaboration during LPH. Every single participant expressed an idea that teachers were

generally very busy at work: apart from being English teachers, they handled many school

duties, including being a class teacher [which is known in Kazakhstan to be very time-

consuming and sometimes challenging]. Thus, Participant 5 said that "sometimes we're too

busy or too tired. These kinds of factors may influence our motivation. Sometimes we have

difficulties coming on time and participating in these LPHs". Participant 6 added that "all

teachers are very busy; they also have their own classes… that's why they have a lot of

work".

Therefore, all the participants believed that teachers' heavy workload is the main

barrier to successful teacher collaboration during LPH. This, in its turn, led to another issue:

some participants voiced their disappointment with the necessity to divide the English

department into two teams for LPH. It was caused by the fact that the school administration

was unable to schedule a break for all the English teachers at the same time. Teacher-leaders

believed that LPH with short membership would not allow them to discuss all the necessary

issues, so it is better not to divide the department into small teams. However, if all teachers

have time to attend LPH, the meetings must be conducted in a separate room.

Lack of Space for Conducting Meetings

Thus, the next barrier to teacher collaboration named by the participants was a lack of

available space for conducting meetings. Two participants complained that they did not have

a shared room for conducting LPH. These English teachers had to meet in the Teachers'

room, where they were distracted by other teachers' conversations, or, as another participant

noted, "it's actually bad because we are in the corridor, and we're just looking where we can

make it" (P6). Interestingly, one participant noted they had a spare classroom, although they

needed a special cozy place for the English department only, which would be more

comfortable for meetings (P2). Thus, teachers demonstrated different demands: while some

teachers just needed any space to conduct LPH, others expressed a desire to meet with

colleagues in a shared comfortable space which is assigned to English teachers only.

Lack of Engagement

Another important factor reported by English teacher-leaders was a lack of

engagement. Participant 1 shared that teachers could ignore the meeting, and others added

that some teachers did not contribute much or remained silent during LPHs. The interviewees

also mentioned that in order to facilitate participation, they had to remind others of the

upcoming meeting using a WhatsApp chat. Participants explained the need for sending this

reminder. Since they are very busy with their duties, they might forget about the meeting or

miss it. However, there was also an opinion that there is no need to remind teachers about

LPH as they have it in their timetable. Similarly, Participant 3 notes that teachers do not

forget about the meeting because they have a small English department: "everybody seems to

know, cause it's five of us" (P3).

Half of the participants mentioned some similarities in the behavior of some teachers

during LPH. First, there were some really qualified teachers who shared their experiences

quite enthusiastically, and were ready to help any time, but they never asked any questions

themselves. Participant 1 noted that teachers "might ask something, but actually, they try to

offer some ideas…". Participant 3 said that they all [experienced teachers] shared experiences

on how to make the lesson better and, when I clarified whether they knew everything,

answered: "No, it's not like we know everything. You can't know everything. Yes, but

usually we don't ask questions. We have no questions, yes" (P3). Participant 4 also agreed

that experienced teachers mostly share, not ask. She explained that as "a personal issue" and

added that experienced teachers who recently returned from maternity leave took a keen

interest in LPH and asked questions. Since these teachers mostly give ideas, knowledge, and

help others but do not request for any help themselves, this kind of engagement can be called "passive consulting".

Other teachers seem to display a passive resistance to LPH. As mentioned previously, teacher-leaders had to remind teachers about the meeting: "actually, they know, but sometimes they ignore" (P1). Participant 4 noted that when she discussed the importance of LPH with teachers, she felt a strong resistance to LPH from some teachers: even being reminded not all the participants of LPH would attend the meeting and they had to reschedule it.

Another participant shared that some experienced teachers could devalue the importance of LPH, saying to younger teachers: "Come on, ladies, I'm sure you can overcome it on your own; you're young, you can learn everything by surfing the net" (P5). This participant also added that some experienced teachers over forty listened carefully but did not ask anything. She explained it by the quote: "they think they're too experienced, so why come to these LPHs. They think they don't need these LPHs." This quote was followed by an explanation that these teachers generally tried to look responsible and attended LPH, although with minimum engagement. This lack of engagement by some teachers results in unequal participation of teammates, which could be caused by a lack of leadership skills, as I explain next.

Lack of Leadership Skills

Although the study did not aim to explore all issues with supervising the collaborative process during LPH, it still highlighted the role of a teacher-leader in guiding the team. As LPH turned out to be a flexible practice, teachers were not assigned clear roles, and it could

lead to unequal participation of teammates. This theme came up in the interviews with two

participants.

According to the interview with Participant 2, teachers took turns to share experience

with colleagues. However, one colleague participated actively in each meeting: "We have a

teacher who is always ready to share her experience. For example, she wants to talk, she is

very talkative, and she wants to share opinions, and we say yes, okay." The participant added

that at every LPH they tried to give the floor to each member of the team, and different

people shared their experiences. However, this particular person was active at each meeting:

"but every time we have a different teacher. I mean, her and another teacher" (P2).

A second interviewee, participant 4, who was not satisfied with her colleagues'

contribution, admits being too active herself, despite recognizing this as not the best

approach: "I actually think that I take most of the things on myself and this is not the best

strategy… I try to encourage them to contribute, too, but I admit that maybe they're shy

because of my hyperactivity" (P4). This raises the issue of leadership, as only the team leader

can organize LPH effectively, engaging all participants.

Teacher-leaders are either heads of English departments in their lyceums or non-

positional leaders. Despite the administrative support with guidance on the possible agenda of

LPH, they did not receive any training on how to lead a team. These examples illustrate that a

lack of experience in supervising a team might become an impeding factor to teacher

collaboration: some participants might be left behind.

My findings show that the main barriers to teacher collaboration during LPH were

increased teachers' workload, lack of space for conducting meetings, lack of teachers'

engagement and lack of teacher-leaders' leadership skills. Moreover, increased teachers'

workload prevents all the teachers from attending LPH at once, which results in poor communication and failure to collaborate.

4.5 Conclusion

This chapter presented the findings, emerging from the analysis of English teacher-leaders' experiences during LPHs. It was identified that LPH was mostly conducted as a meeting aimed at exchanging experience. It could be planned in advance or determined by the ongoing needs of the teachers and the department. Administration regulated LPH differently: supported teachers by providing them with a model for collaboration, time and place to meet, sometimes monitoring attendance and assigning tasks to do during LPH. English teachers collaborated on a range of topics, including teaching methods, problem-based situations, students' needs, lesson planning, and school documents. The choice of topics was shaped by teachers' interests and experience, and by lyceum's needs.

The mutual character of teacher collaboration and an opportunity for professional development were identified as the main values and benefits of LPH. It was revealed that teacher collaboration during LPH could be fostered by encouraging a positive non-judgemental atmosphere, enhancing teachers' motivation to participate at LPH, and providing administrative support. Increased teachers' workload, lack of space, lack of engagement and lack of leadership skills were found to be the main impeding factors to teacher collaboration during LPH.

The findings presented in the current chapter are discussed in relation to relevant literature and conceptual framework in the next chapter.

5. Discussion

In the previous chapter, I presented the main findings of my research aimed at exploring the experiences of English teacher-leaders while collaborating with colleagues of the same department at a lyceum for gifted children during the Lesson Planning Hour. In this chapter, I discuss the main findings in relation to the research question, conceptual framework, and existing literature on the topic. The chapter is divided into four sections. The first section discusses the collaborative culture prevailing with reference to the organization of LPH. The second section discusses the main values and benefits of teacher collaboration during LPH, while the third section discusses the factors that influence teacher collaboration. The fourth section summarizes the chapter.

5.1 Organization, Function and Practices of LPH

As stated previously in section 2.2, researchers have not reached a consensus about a single definition of teacher collaboration. My findings show different hallmarks of teacher-leaders' views on teacher collaboration. All the respondents described the Lesson Planning Hour as a meeting which implies a variety of activities: English teachers attended LPH and engaged in different practices together. This aligns with Cook and Friend (1993), who believed that teacher collaboration involved a lot of different things: for example, joint work and attending meetings.

Previous researchers suggest that joint work could be regarded as teacher collaboration if teachers act in a spirit of cooperation with colleagues (Cook & Friend, 1993). Thus, not only did participants emphasize cooperation within the department, they also focused on working towards a common goal, for instance, preparing and sharing responsibilities for the organization of the event "English week", and conducting tests or exams together. This is similar to Kelchtermans's (2006) views about the concept of teacher

collaboration. Moreover, this collaborative work, where teachers had to divide responsibilities in order to execute a piece of work, implied trusting a peer. This echoes Futernick's (2016) understanding of teacher collaboration as meaningful work and trustful communication. Additionally, Hargreaves (1994) stated that collaborative culture promotes voluntary collaboration. Lesson Planning Hour was organized as a meeting to promote teacher collaboration in lyceums.

The findings revealed that administration interfered with LPH to a different extent: in some lyceums they scheduled LPH in the teachers' timetable; in others, they could suggest a topic for discussion and even attend the introductory part of LPH. Thus, the analysis of LPH's organization suggests that the form of teacher culture within LPH can be identified as "contrived collegiality" (Fullan & Hargreaves, 1991, p. 78). Fullan and Hargreaves (1991) define contrived collegiality as a set of processes to promote joint teacher work. There are also some features that characterize contrived collegiality. In this respect, teacher collaboration does not happen spontaneously on the teachers' part; it is imposed by the administration. Teachers are required to meet and work together at the prescribed time and place (Fullan & Hargreaves, 1991). This is exactly the way LPH is organized in my participants' lyceums: it is administratively regulated, compulsory, and fixed in time and location. However, Fullan and Hargreaves (1991) also state that contrived collegiality is featured by high predictability in likely end results and orientation for implementation. This does not align with my findings. First, despite the fact that the administration has some control over LPH, it is more like monitoring, which does not appear as "a safe administrative simulation of collaboration" (Fullan & Hargreaves, 1991, p.196) but more of a promotion of teacher collaboration at lyceums.

Moreover, even though the lyceum administrators suggest how to conduct LPH, they do not seem to pursue an aim to control teacher collaboration, but to foster it. As for the implementation-oriented aspect, which implies the execution of the administrative orders, such as implementing special strategies or advanced educational programs, LPH is not aimed at achieving this aim either as teacher-leaders and their colleagues are free to opt for any topic for discussion which they consider reasonably necessary, they do not have to implement any long-term programs or alike. Consequently, teacher collaboration during LPH bears some marks of contrived collegiality. Furthermore, according to findings, some participants might resist teacher collaboration, which can be regarded as the development of superficial relationships common to contrived collegiality (Fullan & Hargreaves, 1991).

Nonetheless, contrived collegiality is known to be ambiguous. Researchers affirm that arranged meetings within contrived collegiality lead to teacher development as it allows them time for joint work. Moreover, the results of contrived collegiality are dependent on the way it is carried out at schools (Fullan & Hargreaves, 1992; Peterson, 1994). Fullan and Hargreaves (1992) explain in their book that contrived collegiality can be used as an initial step to establish collaborative relationships among teachers. As an example, the authors mention administrative support in enabling teachers to work together by scheduling meetings or releasing teachers from some work and by facilitating their joint work. This is similar to the way the administration of lyceums promotes teacher collaboration during LPH. The findings from the current study show that the implementation of LPH served a purpose of developing and facilitating collaborative culture within departments. Moreover, as contrived collegiality can transfer to more favorable forms of collaboration (Hargreaves, 1992), the findings showed that in many schools teacher relationships were not limited to school only; they were integrated into personal and professional lives. Teachers maintained friendly

relations, communicated informally, spent time with each other outside the lyceum and talked about personal lives in lyceums. This finding demonstrates that some lyceums of my thesis study exhibit some of the features of the "moving mosaic" (Hargreaves, 1994, p. 238). According to Hargreaves (1994), moving mosaic is the most propitious form of teacher culture. Its main characteristics are "flexibility, adaptability, creativity, opportunism, collaboration, continuous improvement, a positive orientation towards problem-solving and commitment to maximizing their capacity to learn about their environment and themselves" (Hargreaves, 1994, p. 63). These features were also noticed in the current research.

Furthermore, participants mentioned that they perceived LPH as a good venue for informal communication, where they shared news about family lives, had tea and went out together. Moreover, there was an opinion that teachers could share experiences as colleagues without attending LPH. This indicates that teachers, who were initially pushed to collaborate under contrived collegiality, were able to move to a new level of collaborative relationships. Favorable prerequisite for it could be the friendly working environment in the lyceums in general: the BILs are known for their good communication skills and culture, mutual help and support (BILIM-INNOVATION Social International Foundation, n.d.). This finding aligns with Rosenholtz (1989), who defined two types of collaborative culture: stuck (where teachers work in isolation) and moving, which is characterized by high teachers' communication, cooperation and caring and sharing. Thus, according to my findings, English teachers also experienced a moving culture in the department.

Overall, the findings revealed that the type of teacher collaboration during LPH is defined as "contrived collegiality" as it was imposed top-down. The main purpose of LPH is clearly seen as promoting teacher collaboration as opposed to controlling. Some lyceums exhibit some features of "moving mosaic". It is clear that "contrived collegiality" served as a

basis for developing a more favorable form of teacher collaboration. The lyceums seemed

like a favorable platform for developing such collaboration due to its corporate culture, a

unique system of hiring alumni as teachers, and overall collaborative and friendly

environment.

5.2 The Value and Benefits of Teacher Collaboration During LPH

In this section I discuss what English teacher-leaders see as main values and benefits

of teacher collaboration.

5.2.1. *Mutual Benefit*

The teacher-leaders in current study strongly believe that the main value of teacher

collaboration during LPH is mutual benefit. All the participants emphasized the importance

of sharing and exchange of experience, which were seen as the main idea of teacher

collaboration. This finding is important as it illustrates what teacher collaboration is valued

for in the Kazakhstani context (Abdazimkyzy, 2020; Kanayeva, 2019; Ospanova, 2015;

Urazbayeva, 2020).

Participants shared that they learned from each other's experiences by doing a variety

of collaborative practices: sharing methods, exchanging ideas and resources, discussions and

solving problems. According to Little (1990) four types of collegial relations exist among: (1)

scanning and storytelling; (2) help and assistance: (3) sharing; and (4) joint work. The first

two types are less relevant to the culture of chosen lyceums. It is obvious from the data

analysis that most participants experience two types or a mixture of collegial relations in their

practices: sharing and joint work.

English teachers share a lot of experience and resources. They demonstrate that this

experience exchange results in the improvement of their practice. These are the features of

'sharing'. However, this type of collaboration implies an absence of joint work. This does not

align with the findings. Moreover, teachers articulated that they share responsibility for

students' achievements, work cooperatively, support peer colleagues, and express motivation

to collaborate. These are the characteristics of the most favorable type of collegial

relationships, joint work (Little, 1990). Its presence in a lyceum might be explained by a high

collaborative culture of BILs in general and by the fact that most of the teachers are lyceum

alumni.

Interestingly, teachers value teacher collaboration for experience exchange

(Ospanova, 2015) rather than joint work. This might be explained by participants' desire to

make their lessons engaging for students as many participants talked about it and also

expressed concern that they need to motivate students to learn English by using interesting

and effective tasks. Also, participants emphasize that the exchange of experiences and

resources leads to their instructional improvement, which is consistent with the study by

Little (1990). This is also aligned with prior research in the Kazakhstani context, which

suggests that the exchange of experience and ideas in teacher collaboration initiates teacher

professional development and improves instructional practices (Abdazimkyzy, 2020;

Kanayeva, 2019; Ospanova, 2015; Urazbayeva, 2020). The findings from the current study

also indicate that teachers value experience exchange with colleagues as it allows them to

develop their teaching skills and enrich their experience by new strategies and tasks.

English teacher-leaders elaborated on the topic of special support to novice teachers.

The findings demonstrated that teacher collaboration during LPH is especially seen as

beneficial for novice teachers since experienced teachers transfer their experience

purposefully to them. However, since novice teachers tried and improved senior teachers'

experience, overall, all the parties benefited from the collaboration. The above can be

corroborated by prior research in the Kazakhstani context, which found that novice teachers

benefit profoundly from collaboration as they learn different teaching methods (Urazbayeva,

2020) and receive support (Ospanova, 2015).

Urazbayeva (2020), who explored the impact of collaborative lesson planning, noted

that experienced teachers also benefit from collaborative lesson planning by addressing

student interests and managing expectations. This contrasts with the findings of my study

since a teacher-leader who focused on collaborative lesson planning in LPH stated that

experienced teachers never asked any questions about lesson planning; they only shared

experiences. This implies that some experienced teachers did not believe in gaining

experience during lesson planning. However, they greatly benefited from novice teachers'

creative ideas and resources. This aligns with Kanayeva's study (2019) who found that

experienced teachers valued creative ideas, and, in turn, novice teachers valued the support of

more experienced colleagues as it helped them in the idea-generation process.

5.2.2. *LPH as An Opportunity for Professional Development*

The findings of my study indicate that many teachers collaborated for the purpose of

continuous professional development, which was mentioned as the main idea of teacher

collaboration by Hargreaves and Fullan (2015). This finding also aligns with previous studies

which identified that teacher collaboration is a key factor in professional teacher development

(Abdazymkyzy, 2020), which results in quality education (Cordingley et al., 2003;

Cordingley & Buckler, 2014; Hargreaves, 1994; MacBeath, 2012; Morel, 2014) and

improves student's academic achievement (Hargreaves, 2019; Morel, 2014; Ospanova,

2015).

The current study demonstrated that LPH provides teachers with an excellent opportunity for self-development, which results in better teaching and leads to better student outcomes. Some teachers mentioned that peer observation enriches their instructional practices as they try to apply the practical experience of colleagues and then share the outcomes. This practice teaches English teachers to reflect on their work. This finding aligns with different researchers who state that peer observation and joint work help to develop self-reflective skills (Hargreaves, 1994; MacBeath, 2012; Ospanova, 2015) and facilitates opportunities for collaboration (Forte & Flores, 2014).

The study revealed that while some teachers needed to be motivated to attend LPH, most teachers realized that they could greatly improve their practice and did not need any push to attend LPH: seeing colleagues' achievements served as a motivation for them. This aligns with Gates and Robinson's (2009) study which claimed that teacher collaboration enhances motivation. Also, teachers emphasized that they could adopt more experienced colleagues' development path for their own professional growth. It is obvious from the data analysis that experienced teachers shared voluntarily. Likewise, Ospanova (2015) notes that Kazakhstani teachers intend to develop professionally through collaboration with experienced teachers. However, Ospanova (2015) explained that these intentions were driven not only by a desire to develop but also by upcoming attestation. This experience of the Kazakhstani context relates to findings by Forte and Flores (2014), who report that teachers might establish relationships with colleagues guided by possible benefits.

Previous research indicates that teacher collaboration is valued as it enables teachers to divide responsibilities and reduce workload (Hargreaves, 1994; Urazbayeva, 2020). Interestingly, none of my participants mentioned this benefit. They mentioned sharing responsibilities, but in the sense of achieving a common goal rather than sharing the load.

5.3 Factors Facilitating Teacher Collaboration During LPH

The study revealed that three main factors facilitate teacher collaboration during LPH:
(1) a positive encouraging atmosphere; (2) high teacher motivation; (3) administrative
support.

The participants strongly believed that a positive, encouraging atmosphere was the
most important facilitator of teacher collaboration. Many researchers support this finding.
Silva and Morgado (2005) links this factor to the personal dimension of factors enhancing
teacher collaboration as it relates to teachers' personalities. Similar values, communication
skills, mutual respect and trust, and high motivation of participants contribute to the
collaborative environment. Ospanova (2015) mentions that an encouraging atmosphere in
schools increases teachers' enthusiasm and willingness to work. Kanayeva's (2019)
participants emphasized that a positive atmosphere fosters sharing views uninhibitedly.
Abdazymkyzy (2020) notes the importance of every individual's contribution to a positive
atmosphere.

English teacher-leaders highlight that non-judgemental environment when peers are
able to give supportive feedback facilitates teacher collaboration. This is especially important
for shy and novice teachers. This aligns with Silva and Morgado (2005), who recognize the
importance of listening and giving feedback. There was also an opinion in my study that
teachers need simple interaction as they have no time to communicate with each other. This
idea is supported by Venianaki and Zervakis (2015).

Many participants mentioned the importance of informal communication for
facilitating collaboration. Informal communication is understood here, starting from simple
interaction (which generally teachers claim to never have time for) to more close
relationships such as discussing family issues, and problems, and going out together. The

understanding of informal communication by BIL teachers is different from Ospanova

(2015), whose participants regard "unofficial meetings, conversations during lunch breaks,

interactions in the common staff room and on the way to school" (p. 59) as informal

communication and do not mention any close connection. More personal topics as informal

communication might be explained by the special culture of BILs. Interestingly, despite the

fact that many researchers emphasize the importance of trust in collaborative processes, none

of the participants mentioned it. Taking into consideration the strong collaborative culture

and informal relationships in many departments in BILs, it may seem as if teachers take trust

for granted. Moreover, participants noted that established teams collaborate better.

English teacher-leaders mentioned that LPH is good for developing teacher

collaboration itself. This aligns with Morel (2014) who believes that collaboration facilitates

team cohesion. Some teachers mentioned that preliminary planning of LPH might enhance

the practice. This opinion corresponds to Driskell et al. (2018), who state that planning

collaborative meetings is important as it leads to better achievement of school goals.

The second factor facilitating teacher collaboration during LPH is teachers'

motivation. Most participants believed that teachers' engagement in LPH was quite high.

Similarly, researchers highlight that motivation to collaborate with colleagues fosters

collaboration (Drossel et al., 2019, as cited in García-Martínez et al., 2021; Forte & Flores,

2014; Muckenthaler et al., 2020; Vangrieken et al., 2015). Also, teachers found learning new

knowledge every LPH very encouraging for attending LPH meetings as they saw it led to

professional growth. It aligns with Futernick (2016), whose participants saw producing

results as an essential aspect of teacher collaboration.

The third factor facilitating teacher collaboration during LPH is administrative

support. This is a widely reported supportive factor. Johnson (1990, as cited in Peterson,

1994) believes that administrative support and encouragement are most critical in building

collaboration. My participants noted that scheduling LPH into timetables made collaboration

possible. DuFour and Berkey (1995), Kanayeva (2019), Vescio et al. (2008, as cited in

Muckenthaler et al., 2020) report that appointing time for meetings promotes teacher

collaboration. Teacher-leaders, whose administration took care of finding a special place for

conducting LPH, did not have to worry about it themselves. DuFour and Berkey (1995),

Forte and Flores (2014) and Vescio et al. (2008, as cited in Muckenthaler et al., 2020) regard

available space for meetings as a fostering factor for collaboration, and believe that

administration can support teachers with it. DuFour and Berkey (1995) report that principals

can provide teachers with a model for collaboration and ask teachers for updates on their joint

work. This coincides with my study as LPH is guided by a document and one participant

noted about the necessity of sharing an agenda with a principal.

5.4 Factors Impeding Teacher Collaboration During LPH

The study revealed four factors impeding teacher collaboration during LPH: (1)

increased teachers' workload; (2) lack of space; (3) lack of engagement; (4) lack of

leadership skills.

Despite the fact that LPH is scheduled into teachers' timetables, increased teachers'

workload was still named as a barrier: teachers were busy with school duties. Interestingly,

teachers referred to teacher overload as a generally known fact. This finding corresponds to

many previous studies. Hargreaves (1994) links this problem to teacher collaboration being a

time-consuming process. Cook and Collinson (2013) identified five barriers related to the

lack of time. My study correlates with "not enough discretionary time to share, feeling

overwhelmed, not enough discretionary time to learn" (p. 89) and does not align with "lack of

common time with colleagues, and lack of a designated time to share" (p. 89). Kanayeva

(2019) names work intensification as one of the main barriers to teacher collaboration.

Participants in her study noted that multiple roles and top-down tasks led to overload and no

time for collaboration. Likewise, Ospanova (2015) reports that teachers in her study could not

find time to meet because of a necessity to write reports, teach extra classes and participate in

activities.

According to my findings, lack of engagement was another impeding factor. Some

teachers could ignore the meeting, others stayed silent. This could happen due to several

reasons. It is reported that sharing teaching practices with colleagues (Goddard et al., 2007)

and getting involved in collaborative practices (Johnson, 2010; Wilhelm, 2017, as cited in

Vangrieken et al., 2015) is not comfortable for many teachers. Teachers might feel insecure

dealing with the public (Nieveen et al., 2005). Harris (2014, as cited in García-Martínez et al.,

2021) explains that teachers might see peers' feedback on their practices as a threat. In

Kanayeva's study (2019), some teachers were reluctant to share materials because of the

competitive culture, high stakes of teachers' upcoming attestation, or jealousy. However, this

does not correspond to the findings of the current study. Interestingly, some experienced

teachers eagerly shared their experiences but never asked any questions. This reminds me

about beliefs that reaching out for help might indicate a lack of independence (Fisher et al.,

1981) and incompetence (Hargreaves, 1994).

Another factor impeding teacher collaboration is a lack of leadership skills. The study

did not focus directly on leadership; it looked at teacher collaboration from the lenses of

teacher-leaders. As previously mentioned, teacher-leaders did not have any special training.

Findings showed that some teacher-leaders went with the flow during LPH. A consequence

of this could be that not all the teachers took active participation during LPH. Silva and

Morgado (2005) report that each team member needs to be assigned a clear function and be

able to contribute actively. Thus, Philips (2003) mentions that it is important for a leader to expand their leadership role and share control over processes with other team members. Hord (1997) notes that leaders must create a learning-friendly environment for teachers. Prestine (1993, as cited in Hord, 1997) calls an ability to take part without dominating and the ability to share power as crucial for developing a collaborative culture at school. These findings might correspond to the experience of one teacher-leader who had to lead LPH mostly unaided due to unmotivated passive teachers. The teacher-leader had to ask the administration to control attendance, and noted that her hyperactivity might have caused the participants' dormancy. Hord (1997), likewise, reports that a dominant leader is not likely to promote participatory culture.

Furthermore, as the LPH meeting was a flexible practice, teachers were not allocated clear responsibilities. This could lead to unequal participation of teammates. The study supports this finding by an example from an interview, where one teacher was too active to the detriment of other participants. This is similar to Kanayeva (2019), who noted that a showing-off behavior impedes collaboration. Ospanova (2015) emphasizes that some teachers are left behind in collaboration when the same teachers are involved all the time. Silva and Morgado (2005) explain that teachers should have an equal opportunity to participate for collaboration to be effective.

Findings also revealed that some teachers lost time intended for LPH searching for a free classroom. This aligns with Forte and Flores (2014) and Kanayeva (2019) who report that teachers find arranging space for collaboration challenging. Furthermore, lack of space inhibits experience exchange and collaboration (Louis & Kruse, 1995).

5.5 Conclusion

In this chapter, the findings of current research were interpreted and compared to the relevant academic literature on teacher collaboration and my personal understanding. Although teacher collaboration during LPH is required by the school, this was imposed to provide teachers with time for joint work and promote rather than control teacher collaboration. Moreover, in some lyceums LPH served as a basis for developing a more collaborative form of teacher collaboration. The teachers see mutual benefit from experience exchange and professional development as the main values and benefits of teacher collaboration during LPH. It helps them to enrich their practices and develop professionally. Novice teachers are given special support by experienced teachers, who also benefit from collaboration since novice teachers improve established practices. Teachers' motivation to attend LPH varies: some teachers have high motivation, while others need to be motivated. Witnessing colleagues' success and growth encourages teachers for their own professional development. A positive encouraging atmosphere, high teacher motivation, and administrative support facilitated teacher collaboration, while increased teachers' workload, lack of space, lack of engagement and lack of leadership skills were the main barriers to teacher collaboration during LPH.

The next chapter summarizes the major findings of the current research and presents limitations, implications, recommendations, and direction for further research.

6. Conclusions

This chapter summarizes the findings of my research which aimed at exploring the experiences of English teacher-leaders while collaborating with colleagues of the same department at a lyceum for gifted children during LPH. The study was guided by one research question. Three themes emerging from data analysis were presented and analyzed in the previous chapters: (1) organization, functions and practices of LPH; (2) the value and benefits of teacher collaboration during LPH; (3) factors related to teacher collaboration during LPH.

This chapter is organized into three sections. In the first section, the major findings are summarized and presented in relation to the research purpose and questions. The second section discusses limitations and gives directions for future research, while the third section gives recommendations for developing teacher collaboration at school.

6.1 Summary of the Major Findings

The study was guided by the research question: How do English teacher-leaders describe their experiences of collaborative practices during the Lesson Planning Hour (LPH)?

First, to delve into the atmosphere of teacher collaboration during LPH, it was important to explore how LPH is organized in the English departments of lyceums and what issues teachers collaborate about. The findings revealed that English teacher-leaders conduct LPH in the form of a meeting where teachers are engaged in a plethora of practices and discussions surrounding: teaching methods, problem-based situations, students' needs, lesson planning, school documents, etc. These practices correspond to the definitions of teacher collaboration by various researchers. The topics for practices are chosen collaboratively with the team either in advance before the start of the academic year or depending on the emerging needs of the department and school. The choice of topics is determined by the experience of

teachers and, sometimes, by the school administration, who can suggest discussing emerging issues.

It was identified that topics also vary according to the experience of a teacher. Experienced teachers are likely to initiate discussions related to participation in Olympiads, teachers' professional development, lesson documentation, students' motivation and some current school duties. Novice teachers are predisposed to ask questions about planning a lesson, the lyceum, class management strategies and materials. The findings identified that the dominating form of teacher collaboration during LPH was "contrived collegiality" (Fullan & Hargreaves, 1991, p. 78), which in some lyceums transferred into the most conducive form, "moving mosaic" (Hargreaves, 1994, p. 238). Favorable conditions for that could be a unique system of hiring alumni as teachers and the moving collaborative culture (Rosenholtz, 1989) peculiar to BILs. Moving culture is characterized by high teachers' communication, cooperation, caring and sharing. Thus, the findings of the research revealed that even when imposed by the administration, teacher collaboration can be developed and fostered, provided that the school exhibits a collaborative culture and friendly environment.

The research revealed that English teacher-leaders identify the mutual character of teacher collaboration and an opportunity for professional development as the main values and benefits of LPH. All the participants consider experience exchange as the main idea of collaboration. The study demonstrates the value of teacher collaboration in the Kazakhstani educational context.

The study suggests two types of collegial relations exist in the departments: sharing and joint work (Little, 1990). Despite the fact that joint work is the most desired type, experience exchange seems to be acknowledged more than joint work. Teacher-leaders emphasized the importance of helping novice teachers and purposefully sharing experience

with them. In turn, novice teachers improved the established practices of experienced
teachers by trialing them and suggesting creative ideas for further improvement.

The study revealed that experience exchange allowed teachers to undertake
continuing professional development. Also, according to my participants, teacher
collaboration during LPH raised teachers' motivation for self-improvement, improved the
quality of teaching and students' outcomes, and developed reflective skills.

Some facilitating and impeding factors were found to influence the supposed
effectiveness of teacher collaboration during LPH. A positive, encouraging atmosphere,
teachers' high motivation and administrative support were found to be the most important
factors in fostering teacher collaboration. The research revealed four factors impeding teacher
collaboration during LPH: increased teachers' workload, lack of space, lack of engagement,
and lack of leadership skills.

The study aimed to illustrate the relationship between teacher collaboration and
teacher leadership, and the results these interconnections generate. Lack of leadership skills
was found as another important impeding factor to teacher collaboration. The study revealed
that not all teachers participated actively during LPH, and this could happen due to several
reasons.

First, a teacher-leader who had difficulties engaging all the participants during LPH,
also noted that their hyperactivity might have caused the participants' dormancy. This
situation might be resolved if a teacher-leader was able to expand their leadership role, share
control with other team members (Philips, 2003), and demonstrate an ability to participate
without dominating, as it is crucial for creating a collaborative culture (Prestine, 1993, as
cited in Hord, 1997). A leader must develop a friendly environment for teachers (Hord, 1997)

and ensure that each teammate is assigned a clear function so everyone is able to contribute actively (Silva & Morgado, 2005).

Second, since LPH is a flexible practice, teachers were not assigned clear responsibilities. Thus, one teacher was too active, speaking much and preventing others from sharing. It also led to unequal participation of teammates. Teachers should have an equal opportunity to participate for collaboration to be productive. Also, some participants can be left behind if the same teachers are active. Thus, these findings demonstrate a direct connection between the effectiveness of teacher collaboration and leadership skills.

6.2 Limitations and Directions for Future Research

The current research has some limitations. First, the study explored the experiences of a limited number of English teacher-leaders, working at different "Bilim-Innovation" lyceums over the country. There were only six participants, mostly female. Consequently, this small sample and only English teachers as participants cannot represent the experiences of teachers in whole BILs sector. Therefore, it would be valuable to interview more teachers from other departments. The fact that this study was conducted at BIL does not allow to generalize findings for all mainstream schools in Kazakhstan.

The second limitation is associated with choosing only one data collection instrument, a semi-structured interview. A mixed-methods study can give more insightful findings, and observation of LPH meetings will produce rich data to intensify the study findings as well.

Third limitation is associated with the fact that the study was conducted by an English teacher-leader herself who had an experience of conducting LPH meetings. Being aware of this, participants might have felt uncomfortable sharing their thoughts. Also, my personal experience might influence the interpretation of data.

Fourth, the study explores the experiences of teacher-leaders regarding teacher collaboration but does not go deep into the experiences and perspectives of leadership. So, the study might be extended by exploring teacher-leaders' understanding of leadership and how leadership might be enhanced or impeded by personal and organizational issues.

6.3 Recommendations for Policymakers and School Administration

Findings revealed that the imposed form of teacher collaboration can be effective and lead to more favorable forms provided collaborative culture and administrative support exist at school. It is important not to control teacher collaboration and leave everything to teachers' needs and preferences. LPH or any other meeting for collaboration should not be extra work or add to teachers' overload. It should work to the benefit of teachers.

As teachers are motivated by seeing that they learn new knowledge every LPH meeting, it is recommended to plan LPH and make sure that at every meeting, teachers produce an outcome. However, the practice should be flexible, and if teachers discuss an issue the whole meeting, it does not mean there is no result; teachers might solve a problem or get valuable insight. It is recommended to gather all the participants together and not divide them into teams. Teacher-leaders will need to get training on supervising a team, and the whole department will need to learn how to give constructive feedback.

As it was revealed that some teachers might be afraid of being seen as incompetent if they ask questions, it is important to encourage teachers to ask questions regardless of their experience. Collaborative meetings are beneficial for novice teachers, and they are different from mentoring because novice teachers are active learners and contributors here, which will influence their motivation and confidence. This, in its turn, might influence the decision to stay in the profession.

Developing teacher collaboration requires administrative support: a model for collaboration, facilities, resources, and time. Transferring the experience of LPH into mainstream schools may work well only if it is included in their timetable, and if teachers understand the value of collaboration and are willing to participate actively. Space and time could be a problem if mainstream school teachers are overloaded. Also, it is first recommended to communicate to teachers the idea of the benefits of teacher collaboration for teachers so they will have the motivation to initiate LPH themselves, as teacher collaboration might be imposed but never forced. Moreover, it is strongly recommended to treat LPH as proper work and cost it in as legitimate workload so teachers have access to continued professional development and this in turn can improve student learning outcomes.

6.4 Concluding Reflections

To conclude, this qualitative study was conducted to explore teacher collaboration with support from the school administration from the perspectives of teacher-leaders. The research offers some important insights into the nature and value of teacher collaboration, and uncovers factors that facilitate and impede teacher collaboration. These findings might be of benefit to stakeholders in achieving an overarching goal of improving the quality of schools in Kazakhstan via teachers.

Moreover, the research enhanced my understanding of teacher collaboration and made me think about possible ways of how teacher collaboration can be enhanced in the school where I work and in the country.

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Appendices

Appendix A

Interview Protocol and Sample Interview Questions

The protocol will include your opening discussion / warm up questions:

"Hi, great to see you. How are you?"

Thank you for sending me your consent form... or You haven't yet sent me your signed

consent form, let's do that now. Do you have any questions before we start?

The following questions are used to conduct a semi-structured interview:

1. Walk me through the Lesson Planning Hour (LPH). What is it, how is it organized by

   administration?

2. How do you organize / lead the meetings yourself?

3. Who takes an active part in the meetings (Prompt: is it you, teachers or all of you)?

4. What kind of topics do you cover in LPH? Do you notice questions/interest by

   novice/more experienced teachers that vary? (Prompt: share about yourself, I've

   noticed that novice teachers tend to ask certain questions, whereas more experienced

   teachers are looking for something different)

5. What kind of collaborative practices do teachers engage in during a lesson planning

   hour? In your opinion, which are the most effective for your teaching practices? and

   which for developing team collaboration? (Prompt: Tell me more about (___ex:

   sharing experience__), why in your opinion is that particularly effective?)

6. In your opinion, how does collaboration affect teachers' practices from your

   perspective as a teacher-leader? and your personal practices?

7. How do you encourage a collaborative environment among teachers? (Prompt: can
   you give me an example? Think back to your last LPH…)

8. In your opinion, what makes for an effective LPH?

9. Overall, is there anything else you'd like to share about LPH at your lyceum?
   (Prompt: your general thoughts? supports/resources? challenges or problems?

10. Now thinking about a document from the BIL, "the Lesson Planning Hour", if you
    were to add/edit it to improve it/change it, what would you suggest?

11. Lastly, thinking about all these questions and your answers about LPH, what
    recommendations do you have to enhance collaboration as related to LPH?

12. Is there anything else you'd like to share?

"Thank you very much for your time and feel free to reach out".

Appendix B

Recruitment Telegram message

☐Dear colleague!

I'm Anastassiya Omelnitskaya, an English teacher from BIL Pavlodar and a Master's student
at Nazarbayev University.

I'm looking for *English teachers who have led/organized/coordinated the lesson planning
hour* (the meeting where teachers collaborate) to share your experience for the research and
by that contribute to the further development of teacher collaboration in Kazakhstan!

Every voice is important! I can't wait to hear from you ☐

For more information, please, contact me via Telegram or at +7 777 764 66 99.

Follow-up Telegram message

Hello! Just checking back in to see if you'd seen this message. Will you please share your
experience with the world? ☐

(reposted message)

Жұмысқа қабылдау туралы Telegram хабарламасы

☐Құрметті әріптестер!

Мен Анастасия Омельницкая, BIL Pavlodar ағылшын тілі мұғалімі және Назарбаев
Университетінің магистрантымын.

Мен *сабақты жоспарлау сағатын басқарған/ұйымдастырған/үйлестірген ағылшын тілі
мұғалімдерін* (мұғалімдер бірлесіп жұмыс істейтін кездесу) іздеймін, олар өз

тәжірибелеріңізбен зерттеу үшін бөлісіп, сол арқылы Қазақстандағы мұғалімдердің

ынтымақтастығын одан әрі дамытуға үлес қосады!

Әр дауыс маңызды! Сізден хабар күтемін☐

Қосымша ақпарат алу үшін менімен Telegram немесе +7 777 764 66 99 нөмірі арқылы

хабарласыңыз.

<center>Келесі Telegram хабарламасы</center>

Сәлеметсіз бе! Бұл хабарды көрген-көрмегеніңізді білу үшін қайта жазып отырмын. Сіз

әлеммен тәжірибеңізбен бөлісе аласыз ба? ☐

(қайта жарияланған хабарлама)

<center>Телеграм-сообщение - приглашение поучаствовать в исследовании</center>

☐Уважаемый коллега!

Я Анастасия Омельницкая, преподаватель английского языка из БИЛ Павлодар и

студентка магистратуры Назарбаев Университета.

Я ищу *преподавателей английского языка, которые когда-либо

проводили/организовывали/координировали час планирования урока* для того, чтобы

вы поделились своим опытом в исследовании и, тем самым, внесли свой вклад в

дальнейшее развитие сотрудничества учителей в Казахстане!

Каждый голос важен! С нетерпением жду ответа ☐

Для получения дополнительной информации, пожалуйста, свяжитесь со мной через

Telegram или по телефону +7 777 764 66 99.

<center>Сообщение-напоминание в Telegram</center>

Добрый день! Проверка связи - а вдруг вы не увидели это сообщение. Ваш опыт очень

важен, поделитесь им с миром! □

(репост сообщения)

Appendix C

Consent Form in English, Kazakh, and Russian

INFORMED CONSENT FORM

Teacher Collaboration during the Lesson Planning Hour: Experiences of English Teacher-

Leaders at a Lyceum for Gifted Children.

DESCRIPTION: You are invited to take part in a research study on your experience of

organizing the Lesson Planning Hour, which implies teacher collaboration, at the "Bilim-

Innovation" lyceum for gifted children. The study is aimed at exploring collaborative

practices of teachers during the Lesson Planning Hour (LPH) from the perspective of a

teacher-leader. In this study a teacher-leader is a teacher who is in charge of organizing or

leading LPH. Moreover, the study seeks to understand your recommendations and find

various kinds of collaborative practices that might be the most effective for teaching and the

most effective for developing team collaboration. The main purpose of the research is to

examine your professional experience and opinions and on no account make any judgments.

TIME INVOLVEMENT AND FORMAT: Your participation will take approximately forty

- sixty minutes. You will be asked to take part in a one-on-one interview, which will be

conducted via Zoom at the most convenient time for you from now until November, the 20th,

2022. I will videorecord the interview with your permission, but I will use only the audio for

analysis. If you don't feel comfortable being video recorded, you may turn off the video and

only your voice will be recorded. Before the interview, you will be asked to answer a short

questionnaire about your work experience using Telegram.

RISKS: The risks associated with this study are minimal. There is a potential risk on a personal level, such as potentially saying something that feels uncomfortable or recognizing something that you don't feel good about. However, the interview questions are designed not to cause any psychological damage. For more emotional comfort I will conduct an interview in a friendly manner, I will not interrupt you and I will ensure that you share everything you wish.

You are still eligible to minor risk of being identified if the data gets stolen or lost. This is a similar possibility as in the case of online hacking. To ensure this doesn't happen I promise to keep the data confidential. The interview recordings will be kept on my personal computer under password protection. I will also try to ensure that your participation will be confidential, your personal information will not be revealed under any circumstances. You will be assigned a pseudonym instead of your name.

BENEFITS: This project has potential benefits to the participants. You are given a chance to be heard and explore your own thoughts and potentially find new insights. Moreover, there might be some potential benefits for others: contribution to the existing literature about teacher collaboration and teacher leadership in Kazakhstan; creating a template for effective teacher collaboration that might serve as an example for teachers or administrators promoting teacher collaboration in mainstream schools; providing teachers with more support using the experience of this study and help teachers bypass obstacles, grow professionally and create a close-knit team.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand that you are free to withdraw from the study at any time without negative consequences to you or anyone you are related to. You have the right to refuse to answer particular questions or withdraw from the study at any time. The transcript

of an interview is available to you and I hope you will provide feedback on your

responses/findings. The results of this research study will be publicly available at the NU

Library, and/or published in scientific journals.

CONTACT INFORMATION: If you have any questions, concerns or complaints about this

research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this

student work, Associate Professor Anna CohenMiller, anna.cohenmiller@nu.edu.kz. 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 NUGSE Research Committee to at gse_researchcommittee@nu.edu.kz

Please sign this consent form 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 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.

ЗЕРТТЕУ ЖҰМЫСЫ КЕЛІСІМІНІҢ АҚПАРАТТЫҚ ФОРМАСЫ

Сабақты Жоспарлау Сағатындағы мұғалімнің ынтымақтастығы: Дарынды балаларға

арналған лицейдегі жетекші ағылшын тілі мұғалімдерінің тәжірибесі.

СИПАТТАМА: Дарынды балаларға арналған «БІЛІМ-ИННОВАЦИЯ» лицейі

мұғалімдерінің ынтымақтастығын қамтитын сабақты жоспарлау сағатын (LPH)

ұйымдастыру тәжірибесін зерттеуге қатысуға шақырамыз. Зерттеу мұғалім-жетекші

көзқарасы бойынша сабақты жоспарлау сағатында (LPH) мұғалімдердің бірлескен

тәжірибесін зерттеуге бағытталған. Бұл зерттеуде мұғалім көшбасшысы - LPH

ұйымдастыруға немесе басқаруға жауапты мұғалім. Сонымен қатар, зерттеу сіздің

ұсыныстарыңызды тыңдауға және оқыту тәжірибесі үшін ең тиімді және топтық

ынтымақтастықты дамыту үшін ең тиімді болуы мүмкін мұғалімдердің бірлескен

тәжірибесінің әртүрлі түрлерін табуға бағытталған. Зерттеудің негізгі мақсаты – оны

бағалау емес, кәсіби тәжірибеңіз бен пікіріңізді зерттеу.

ҚАТЫСУ УАҚЫТЫ МЕН ФОРМАТЫ: Сіздің қатысуыңыз шамамен қырық-алпыс

минутты алады. Сізге ыңғайлы уақытта қазірден бастап 20 қарашаға дейін Zoom

арқылы өткізілетін жеке сұхбатқа қатысуға шақырыласыз. Рұқсатыңызбен сұхбатты

видеоға түсіремін, бірақ талдау үшін тек аудионы ғана пайдаланамын. Telegram

арқылы сұхбат алдында сізден жұмыс тәжірибеңіз туралы қысқаша сауалнамаға жауап

беру сұралады.

ТӘУЕКЕЛДЕР: Бұл зерттеуге байланысты тәуекелдер өте аз. Ыңғайсыз сезінетін

нәрсені айту немесе өзіңізге ұнамайтын нәрсені айту сияқты жеке деңгейде ықтимал

қаупі бар. Дегенмен, сұрақтар аландатпауы керек. Көбірек эмоционалды жайлылық

үшін мен сұхбатты сізге ыңғайлы және жайлы етіп өткіземін, мен сіздің сөзіңізді бөлмеймін және сіз қалаған нәрсеңізбен бөлісуіңізге мүмкіндік беремін. Деректерді ұрлау немесе жоғалту жағдайында анықталу қаупі шамалы, мысалы, онлайн бұзу жағдайында. Бұған жол бермеу үшін деректерді құпия сақтауға уәде беремін. Сұхбат жазбалары менің жеке компьютерімде құпия сөзбен қорғалатын болады. Мен сондай-ақ қатысуыңыздың құпиялылығын қамтамасыз етуге тырысамын, сіздің жеке ақпаратыңыз ешбір жағдайда жарияланбайды. Сізге атыңыздың орнына бүркеншік ат тағайындалады.

АРТЫҚШЫЛЫҚТАРЫ: Бұл жобаның қатысушылар үшін әлеуетті пайдасы бар. Бұл сөйлеуге, өз ойларыңызды зерттеуге және мүмкін жаңа идеяларды табуға тамаша мүмкіндік. Бұған қоса, басқалар үшін кейбір әлеуетті артықшылықтар болуы мүмкін: Қазақстандағы мұғалімдердің ынтымақтастығы және мұғалімдердің көшбасшылығы туралы әдебиеттерге үлес қосу; жалпы білім беретін мектептерде мұғалімдердің ынтымақтастығын дамытатын мұғалімдерге немесе әкімшілерге үлгі бола алатын тиімді мұғалімдер ынтымақтастығы үлгісін жасау; осы зерттеу тәжірибесіне сүйене отырып, мұғалімдерге қажетті қолдау көрсету және мұғалімдерге ынтымақтастықтағы кедергілерді жеңуге, кәсіби өсуге және біртұтас команда құруға көмектесу.

ҚАТЫСУШЫНЫҢ ҚҰҚЫҚТАРЫ: Егер сіз осы форманы оқып шыққан болсаңыз және осы зерттеуге қатысуды шешсеңіз, қатысуыңыз ерікті екенін және сізге немесе сіздің жақындарыңызға жағымсыз салдарларсыз кез келген уақытта келісіміңізді қайтарып алуға немесе қатысуды тоқтатуға құқығыңыз бар екенін түсінесіз. Сіз кез келген уақытта белгілі бір сұрақтарға жауап беруден бас тартуға немесе қатысуды тоқтатуға құқылысыз. Сұхбаттың стенограммасы сізге қолжетімді болады және ол бойынша кері байланыс бере аласыз деп үміттенемін. Бұл зерттеудің нәтижелері

Назарбаев Университетінің кітапханасында қол жетімді болады және/немесе ғылыми журналдарда жарияланады.

БАЙЛАНЫСТАР: Егер сізде осы зерттеуге, оның процедураларына, тәуекелдеріне және артықшылықтарына қатысты сұрақтарыңыз, алаңдаушылығыңыз немесе шағымдарыңыз болса, Анна КохэнМиллердің осы студенттік диссертацияның жетекшісіне anna.cohenmiller@nu.edu.kz мекенжайы бойынша немесе +7 (7172) 694957 телефоны арқылы хабарласыңыз.

Осы зерттеудің жүргізілу тәсілі сізді қанағаттандырмаса немесе зерттеуге немесе қатысушы ретінде құқықтарыңызға қатысты қандай да бір алаңдаушылықтар, шағымдар немесе жалпы сұрақтарыңыз болса, gse_researchcommittee@nu.edu мекенжайы бойынша НУ БЖМ зерттеу комитетіне хабарласыңыз.

Осы зерттеуге қатысуға келіссеңіз, осы формаға қол қойыңыз.

Мен берілген ақпаратты мұқият қарап шықтым;

Маған зерттеудің мақсаты мен тәртібі туралы толық ақпарат берілді;

Жиналған деректер қалай пайдаланылатынын және кез келген құпия ақпаратқа тек зерттеуші қол жеткізе алатынын түсінемін;

Мен кез келген уақытта себепсіз зерттеуден бас тарта алатынымды түсінемін;

Жоғарыда айтылғандарды толық біле отырып, мен осы зерттеуге қатысуға өз еркіммен келісемін.

Қолы _____ Қол қойылған күні: _____

Қол қойылған және күні қойылған келісім формасының қосымша көшірмесі сізге

арналған.

Согласие на участие в исследовательском проекте

ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ

Сотрудничество учителей во время часа планирования урока: опыт учителей-лидеров

английского языка в лицее для одаренных детей.

ОПИСАНИЕ: Приглашаем вас принять участие в исследовании вашего опыта

организации часа планирования урока (LPH), предполагающего сотрудничество

учителей, в лицее для одаренных детей «БІЛІМ-ИННОВАЦИЯ». Исследование

направлено на изучение совместной практики учителей во время часа планирования

урока (LPH) с точки зрения учителя-лидера. В этом исследовании учитель-лидер — это

учитель, который отвечает за организацию или руководство LPH. Кроме того,

исследование направлено на то, чтобы услышать ваши рекомендации и найти

различные виды совместной практики учителей, которые могут быть наиболее

эффективными для преподавательской практики и наиболее эффективными для

развития командного сотрудничества. Основной целью исследования является

изучение вашего профессионального опыта и мнений, а не его оценивание.

ВРЕМЯ УЧАСТИЯ И ФОРМАТ: Ваше участие займет примерно сорок-шестьдесят

минут. Вам будет предложено принять участие в индивидуальном интервью, которое

будет проводиться через Zoom в удобное для вас время с настоящего момента по 20

ноября. С вашего разрешения я запишу интервью на видео, но для анализа буду

использовать только аудио. Перед интервью через Телеграм вас попросят ответить на

небольшую анкету о вашем опыте работы.

РИСКИ: Риски, связанные с этим исследованием, минимальны. Существует

потенциальный риск, что сказанная фраза может показаться вам неудобной или

вызвать дискомфорт. Однако, вопросы не должны будут вызвать беспокойства. Для большего эмоционального комфорта я проведу интервью в дружеской манере, не буду перебивать вас и прослежу, чтобы вы поделились всем, что пожелаете.

Существует незначительный риск быть идентифицированным в случае кражи или потери данных как и в случае онлайн-взлома. Чтобы этого не произошло, я обещаю сохранить конфиденциальность данных. Записи интервью будут храниться на моем персональном компьютере под защитой пароля. Я также постараюсь обеспечить конфиденциальность вашего участия, ваша личная информация не будет раскрыта ни при каких обстоятельствах. Вам будет присвоен псевдоним вместо вашего имени.

ПРЕИМУЩЕСТВА: Этот проект имеет потенциальные преимущества для участников. Это отличная возможность высказаться, исследовать свои собственные мысли и, возможно, найти новые идеи. Кроме того, могут быть некоторые потенциальные выгоды для других: вклад в литературу о сотрудничестве учителей и лидерстве учителей в Казахстане; создание шаблона для эффективного сотрудничества учителей, который может служить примером для учителей или администрации, развивающих сотрудничество учителей в общеобразовательных школах; оказание учителям необходимой поддержки, используя опыт этого исследования и помогая учителям обходить препятствия на пути к сотрудничеству, расти профессионально и создавать сплоченную команду.

ПРАВА УЧАСТНИКА: Если Вы прочитали данную форму и решили принять участие в данном исследовании, Вы должны понимать, что Ваше участие является добровольным и что у Вас есть право отозвать свое согласие или прекратить участие в любое время без отрицательных последствий для вас или ваших близких. Вы имеете право отказаться отвечать на определенные вопросы или прекратить участие в любое

время. Транскрипт интервью будет доступен для вас, и я надеюсь, что вы сможете дать на него обратную связь. Результаты этого исследования будут в библиотеке Назарбаев Университета и/или опубликованы в научных журналах.

КОНТАКТЫ: Если у вас есть какие-либо вопросы, проблемы или жалобы по поводу этого исследования, его процедур, рисков и преимуществ, свяжитесь с руководителем магистерской диссертации для этой студенческой работы Анны КохэнМиллер по электронному адресу anna.cohenmiller@nu.edu.kz или по номеру телефона +7 (7172) 694957

Если вы не удовлетворены тем, как проводится это исследование, или если у вас есть какие-либо опасения, жалобы или общие вопросы об исследовании или ваших правах в качестве участника, пожалуйста, свяжитесь с Исследовательским комитетом ВШЭ НУ по адресу gse_researchcommittee@nu.edu.kz.

Пожалуйста, подпишите данную форму, если вы согласны участвовать в этом исследовании.

Я внимательно изучил представленную информацию;

Мне предоставили полную информацию о целях и процедуре исследования;

Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;

Я понимаю, что могу отказаться от участия в исследовании в любое время без объяснения причин;

С полным осознанием всего изложенного, я добровольно соглашаюсь участвовать в этом исследовании.

Подпись _____   Дата подписания: _____

Дополнительная копия этой подписанной и датированной формы согласия

предназначена для Вас.

Appendix D

Data Coding Sample

Is the schedule organized by the administration or do you choose it yourselves?	
No, definitely, our administration organizes	contrived collegiality
Is it in the schedule?	
In our timetable, yeah, we have it in our timetable. All teachers, they have it so we follow these rules, try to obey because it really helps us to work more productively.	contrived collegiality
2 How do you organize / lead the meetings yourself?	
Generally, you know, as a teacher of BIL, we're generally too busy. Sometimes we have so many meetings, and it's a little bit difficult to organize it properly, but we gather. And I try to gather and sometimes force our colleagues because, as I said, we're too busy, but they try to follow and just come together and just solve our issues that we have maybe, in our lessons. Or, for example, we have first-year teachers, as they're not well-experienced, we try to especially focus on those teachers.	Busy teachers contrived collegiality support to novice teachers
2.1. Do you have to remind the teachers that you have a meeting or they just come?	
No, we don't remind because, as they have it in their timetable, I mean, schedule, they come but sometimes they can be late, as they're too busy.	No reminder contrived collegiality Busy teachers

Appendix E

Data Sample

Researcher: Walk me through the Lesson Planning Hour (LPH). What is it, how is it organized by administration?

Participant 1: Actually, it takes a half an hour or more, maybe 40 minutes. Actually it takes like an ordinary lesson 40-45 minutes. All the teachers gather and we usually discuss the next week's lessons, the theoretical parts, what kind of extra materials we can use, in order to make our lessons more fun, and entertaining. And actually that's it. We usually discuss what kind of problems the teachers have, maybe they have some problems with their students or .. and that's it actually. We discuss stages of lessons.

Researcher: Does the administration schedule LPH?

Participant 1: Yes, yes. Actually, we have the schedule, and we have the fixed time for LPH.

Researcher: How do you organize / lead the meetings yourself?

Participant 1: It's difficult to say the organization parts because the teachers ask random questions, the problems they have. And we usually discuss the materials, what kind of materials we can use.

Researcher: Do you remind teachers about LPH or do they just come, they know?

Participant 1: Yeah, yes, sometimes there are several problems, we need someone to always remind the teachers about the meeting. Actually they know, but sometimes they actually ignore. I think so, that is why we need to remind them sometimes from time to time.

Researcher: Who takes an active part in the meetings? Is it you, teachers or all of you?

Participant 1: I cannot say that I'm always active but it depends. Sometimes I'll try to lead the meeting, but it depends actually. Sometimes me, sometimes other teachers.

Researcher: What kind of topics do you cover during LPH?

Participant 1: Actually it's like a meeting, and we don't just talk about the lesson. We usually talk about the problems we have, or preparation for KET test, or PET tests, searching for materials, about the websites… useful websites… and so on, different kinds of topics, not actually the lesson.

Researcher: Do you notice questions/interest by novice/more experienced teachers that vary?

Participant 1: Nope, I don't think so because actually I suppose the new teachers tend to know something about the lesson stages, and they are more interested rather than experienced teachers, I suppose. They ask more questions about how to structure the lesson.

Researcher: What about more experienced teachers?

Participant 1: They might ask something but actually they try to offer some ideas, some ideas, materials they know, may be. Ideas for the lessons, teaching practices, what to do during LPH.