

“Reframing Classroom Management: Teacher Voices From Kazakhstan”

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1. Background / Rationale

The study explores how teachers conceptualize and adapt their classroom management practices during this transition.

2. Research Aim

To explore how teachers in Kazakhstan understand and enact classroom management in the context of shifting educational paradigms.

3. Framework

- Based on Engeström’s Activity Theory (CHAT).
- Focus on the tensions and contradictions within classroom management practices.
- Each “activity system” includes teacher, learner, tools, rules, and outcomes.

6. Implications

- Teacher professional development should include reflective dialogue on beliefs about control and responsibility.
- Emphasize collaborative inquiry and teacher voice in reform contexts.
- Future research: comparative studies on classroom management across Central Asia.

4. Methodology

- Qualitative case study design.
- Participants: 8 teachers and 1 vice-principal from a public school in Astana.
- Data collection: semi-structured interviews and observation notes.
- Data analysis: thematic coding.

5. Key Findings (Teacher Voices)

- Teachers balance authority and empathy.
- Cultural norms and inherited Soviet practices still shape management strategies.
- Transition to student-centered approaches creates contradictions but also learning opportunities.
- Teachers describe a shift from “control” toward “dialogue and relationship-building.”

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