

Zh.B.Khadjayeva

*Ye.A.Buketov Karaganda State University  
(E-mail: zhamilyakhajayeva@gmail.com)*

## Efficiency of leadership development in teaching

Article discusses the topicality and efficiency of leadership development quality as one of the way of teachers for formation to their self-development and show it as effective method to involve students in educational process. Author analyses European and American program for teachers leadership developing and make conclusion that nowadays it isn't enough just to be educators or teachers. Teacher has to be more aim-oriented, goal-seeking, far-sightedness, concerned. There are the abilities to look far into the future with regard to their company, class, team or department. Author considers that teachers need to have external and inner self-improvement, assessing the society changes, environmental forces and competitor activities.

*Key words:* teacher development, leadership, education system, self-development, teacher leadership development, leader, leadership development, teaching, educational activities.

21<sup>st</sup> century is century of high and smart technologies, nowadays everything is changed in a high pace. All over the world everyone tries to make step to this changes. So our country doesn't lag in scientific and technical development and we work on it.

Today Kazakhstan's government is developing in different spheres of economics, social life, culture and education. As Kazakhstan will become intellectual nation in the world, education is the main base of it. Education has a great influence in improving of social life style of individual.

Nowadays it isn't enough just to be educators or teachers. Teacher has to be more aim-oriented, goal-seeking, he has to think strategically, far-sightedness, concerned. There are the abilities to look far into the future with regard to their company, class, team or department. They need to have external and inner self-improvement, assessing the society changes, environmental forces and competitor activities.

Teachers as the leaders of class must bring up next generation to creating a vision and strategy keeping eye on horizon, creating shared culture and values etc. Many countries saw the role of leadership development for teachers and many of them have state teacher leadership program (TLP) in the USA, EU countries and etc. For a long time society had acute practical needs in the study of leadership. But due to the continued economic development of society and, as a consequence, a change in the rhythm of life, the problem of studying leadership qualities and their development is becoming increasingly important. In this regard, a deep and thorough study, critical reflection of international experience would show prospects and possible barriers to the development of educational systems in the light of new approaches to the training and education of the student as a competitive leader. The present level of economic and social development of our country requires experts in any field of activity of high professional level. And special attention is paid to the development of leadership skills of teachers, as they are the foundation of any society.

What does the word «leader» mean? We have to know more about history and origin of this word. According to Etymology Dictionary leader in Old English «lædere» one who leads, from «lædan» (see lead(v.)). As a title for the head of an authoritarian state, from 1918 (meaning «writing or statement meant to begin a discussion or debate» is late 13c. In modern use often short for leading article (1807) «opinion piece in a British newspaper» (leader in this sense from 1837) [1]. Leaders are those people whom everyone wants to follow. As James C. Humes said an American author and former presidential speechwriter said: «One secret of leadership is that the mind of a leader never turns off. Leaders even when they are sightseers and spectators, are active; not passive observers». According to this quote we understand that leaders can't stand off, they have own point of view and as a strategic thinker they can find the point of problem to solve it carefully. Leaders are that people who always act and involved in all events. They always show their ability to help and develop personal qualities lifelong. As we are teachers we thought that we are born to be leaders, because we lead our students to learn and investigate new world of education. But in real situation it is far from it.

So how do we understand the meaning of 'leadership'? According to «Business dictionary» by WebFinance, Inc. internet company with experience in developing and managing educational websites leadership has many definitions as follows:

1. The individuals who are the leaders in an organization, regarded collectively.
2. The activity of leading a group of people or an organization or the ability to do this.

Leadership involves:

1. establishing a clear vision;
- a) Sharing that vision with others so that they will follow willingly;
- b) Providing the information, knowledge and methods to realize that vision;
- c) Coordinating and balancing the conflicting interests of all members and stake holders.

A leader steps up in times of crisis, and is able to think and act creatively in difficult situations. Unlike management, leadership cannot be taught, although it may be learned and enhanced through coaching or mentoring. Someone with great leadership skills today is Bill Gates who, despite early failures, with continued passion and innovation has driven Microsoft and the soft ware industry to success.

3. The act of inspiring subordinates to perform and be engaged in achieving a goal [2].

Leadership is concerned with overall alignment of vision, goals, values and culture. Leadership skills include to be highly influential, both external and internally. Leaders are people who can define future vision in way that people work. They need to be looking at the future, with one eye on the current position and be able to mentally conduct a constant gap analysis of the future [3; 3–6].

According to «The free dictionary by Farlex «The word «teaching» can bring to mind a variety of images. For example:

1. The act, practice, occupation, or profession of a teacher;
2. a) something taught; b)often teachings: a precept or doctrine;
3. Of, involving, or used for teaching;
4. Working as a teacher or in teaching.

Teachers can find a wealth of opportunities to extend their influence beyond their own classrooms to their teaching teams, schools, and districts. In every good school, there are teachers whose vision extends beyond their own classrooms — even beyond their own teams or departments. Such teachers recognize that students' school experiences depend not only on interaction with individual teachers, but also on the complex systems in place throughout the school and district. This awareness prompts these teachers to want to influence change. They experience professional restlessness — what some have called the «leadership itch». Sometimes on their own initiative and sometimes within a more formal structure, these professionals find a variety of ways to exercise teacher leadership [4; 14–19].

Based on the analysed material about teaching leadership refer to following we can make definition of it: Knowledge, skills and dispositions demonstrated by teachers who positively impact student learning by influencing adults, formally and informally, beyond individual classrooms [5; 1–3]. The model shown in table is adapted from the model by John Kotter of Harvard Business School in article "What leaders really do" written for Harvard Bussiness review in 1990. Taking main headings from the Kotter model, the main differences have been detailed in the following context (Table).

Table

According to Kotter's model

Aspects	Teachers	Leaders
Direction	A teacher is a person who provides education for students.	Leader is somebody whom people follow, or as somebody who guides or directs others.
Alignment	Practical, thoughtful strategies that produce tangible improvements in schools and student learning; Directing and control	Creating shared culture and values; Helping others grow
Relationships	Focus on task — to teach and educate; Based on position of power	Focus on inspiring and motivating followers; Based on personal power
Personal qualities	Organizational skills; Problem solving; Telling; Conformity.	Strategic view; Open mind; Asking; Innovation.
Outcomes	Good learners, good results and the end of course	Creates change, often radical change

Comparing teachers and leaders we take following aspects as direction, alignment, relationships, personal quality and outcomes. The direction aspect's of teacher is that they provide education for students, giving them instruction what and how learn. Leaders in that aspect are those who guide or somebody whom people follow. Alignment aspects for teacher is practical, thoughtful strategy that produce tangible improvements in schools and student learning. Leaders need to be concerned with the overall alignment of vision and culture. This means that they should spend time on defining the values of organization, identifying key skills and attributes required for the future. Directing and controlling students activities. For leaders helping to others grow, leading others to a better place – even if you have to be last one to help your followers. Power often comes with leadership, but it's not what drives real leaders. Relationship aspects of teachers focus on task to teach and educate, leaders relationship aspect focus on inspiring and motivating to be high performance follower. Leaders need to be highly influential. both externally and internally. In terms of relationship within education management is that teachers spend more time influencing and persuading others. Teachers are more concerned with supporting and training their team member on regular basis in order to achieve day to day objectives. Personal qualities aspect for teachers are organizational skills (organization of lesson), problem solving, telling. Leaders personal qualities are strategic view, open mind; asking; innovation. Real leaders achieve their goals, they finish their work, they consistently overtake expectations. If you don't have any result you aren't a leader.

In order for teacher leaders to flourish, certain characteristics and conditions must be present. Teacher leaders must possess the knowledge and skills needed to lead. In order to be seen as a leader, they must also have a set of positive dispositions and attitudes. Finally, there must be opportunities for leadership in the school, district or larger context.

Teachers exercise informal leadership in their schools by sharing their expertise, by volunteering for new projects and by bringing new ideas to the school. They also offer such leadership by helping their colleagues to carry out their classroom duties, and by assisting in the improvement of classroom practice through the engagement of their colleagues in experimentation and the examination of more powerful instructional techniques. Teachers attribute leadership qualities, as well, to colleagues who accept responsibility for their own professional growth, promote the school's mission and work for the improvement of the school or the school system [6;78].

Above all attention should be paid to that European countries as UK, France, Spain and Germany and the United States have leadership developing programs and research centers. For instance, Teacher Leader Model Standards is made by «Teacher Leadership Exploratory Consortium of the USA». They explored different models of teacher leadership and delineated the variety of formal and informal roles exercised by teacher leaders. They also examined the role of teaching expertise and effectiveness in regard to teacher leadership. Teacher leadership was defined as «the process by which teachers...influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement».

Most of the researchers involved in exploring the concept of teachers as leaders agree that it is distinctly different from administrative or managerial concepts of leadership. Various studies indicate that effective teacher leadership involves a move away from top-down, hierarchical modes of functioning and a move toward shared decision-making, teamwork, and community building [7; 35]. Several models have emerged for developing teacher leaders. For example, the National Writing Project (NWP) promotes a leadership model of teachers growing professionally by sharing their best practices with peers and with diverse audiences at professional conferences, through journal publications, and through the design of teacher workshops and institutes. A similar program, IMPACT II, funded by the MetLife Foundation, awards grants for exemplary teacher projects and creates networking opportunities.

The Glossary of Education reform gives definition of teacher-leader and it says: «In schools, the term teacher-leader is commonly applied to teachers who have taken on leadership roles and additional professional responsibilities. The teacher-leader concept is closely related to voice and shared leadership (the distribution of leadership roles and decision-making responsibilities beyond the administrative team in a district or school)» [8]. Teachers felt being visible in the school was an important dimension of leadership. Examples of this practice include: presenting information at staff meetings and being a leader in the school not just in the department. Specific teaching practices (e.g., having lessons well prepared and being a good teacher) often were mentioned. Confronting issues directly, sharing leadership with others, and personal relationships were the last three dimensions of practices mentioned by the interviewees.

A more systematic approach to developing the requisite skills for assuming leadership roles may be helpful. Whether or not a teacher takes on a formal leadership position, the acquisition of these skills may serve to enhance performance in the classroom. The skills teacher leaders need to be effective in a variety of roles can be broken into five main categories.

These set of skills sets are further defined in the article:

1. Working with adult learners;
2. Communication;
3. Collaboration;
4. Knowledge of content and pedagogy;
5. Systems thinking.

Effective teacher leaders share a set of dispositions and attitudes. They are energetic risk takers whose integrity, high efficacy, and content knowledge give them credibility with their colleagues. Their desire to work with adults is grounded in their belief that systems-level change will positively impact student learning, and that their contributions to the profession are important and needed. The natural curiosity of teacher leaders makes them life-long learners who are open to new experiences and challenges. Juggling many important professional and personal roles, they effectively prioritize their work to maintain a sense of balance. Teacher leaders often seek like-minded colleagues with similar positive intentions as allies, however they also value different ideas and approaches that move the work forward. Difficult challenges require teacher leaders to tap into their deep sense of courage, and their unwavering perseverance helps them to follow through. When best-laid plans have unexpected outcomes, teacher leaders are open to constructive criticism. They reflect on their experience, learn from it, and then with resilience move forward to the next challenge.

Teacher leaders who successfully work with adult learners build trusting relationships and facilitate professional learning environments in order to empower their colleagues. They understand the development and interrelationship of teacher knowledge and practice and believe that teacher learning is grounded in student learning.

When you think about a leadership role in your work with adult learners, such as teaching colleagues, mentoring, coaching or facilitating collaborative groups, or a role that you would like assume in the future.

Effective teacher leaders understand that all decisions are made within the context of large system. Each decision made affects the system as a whole. Accountability and credibility is shared. If you think about goal, plan or project you have completed or want to complete. Think about how the decisions about your project affect the systems within your classroom, team, building, district or state.

Teacher leaders use skills and strategies to work with a variety of people to achieve multiple goals. tools such as norm setting and protocols allow leaders to facilitate groups in reaching agreement even while working with diverse points of view. Leaders document meetings, access appropriate resources and delegate responsibility to help the group move toward solutions. Leaders think about a collaborative leadership role such as grade level chair, department head, building, district, state work, association work, professional organizations or role that one would like to assume in the future.

Teacher leaders use effective communication strategies to build relationships and help working groups accomplish tasks. They are expert listeners who use their technical skills to facilitate large and small groups. They understand the culture and contributions of group members and honor all perspectives. While thinking about current leadership role in which communication is key to success.

Teacher leadership is built on the foundation of accomplished teaching teacher leaders initially demonstrate excellence in instructional contexts and continue to grow as they take on leadership positions in other context within the larger system. Content, instruction and assessment expertise is crucial to credible teacher leaders. Knowledge of content and pedagogy is developed in formal and informal roles and settings, with the expectation that learning in collaboration with colleagues is critical to both developing and reining teacher leadership.

Considering the five categories of knowledge, skills and dispositions that teacher leaders need to be effective in a variety of roles, we can say each category includes a vignette illustrating the dilemmas teacher leaders face, as well as reflective questions to prompt thinking and discussion [9; 32–35].

Teacher leadership is an idea time of which has come. The unprecedented demands being placed on schools. Today require leadership at every level. Yet many schools are still organized as though all the important decisions are made by administrators and carried out by teachers.

In the most successful schools, teachers are supported by administrators take initiative to improve school wide policies and programs, teaching and learning, and communication. By understanding the phe-

nomenon of teacher leadership and helping teachers develop the skills required to act as leaders, we will improve schools and help teachers realize their full potential.

The solution to the leadership training problem is to scrap it in favor of development. We shouldn't train leaders, coach them, mentor them, disciple them, and develop them, but please don't attempt to train them. Where training attempts to standardize by blending to a norm and acclimating to the status quo, development strives to call out the unique and differentiate by shattering the status quo. Training is something leaders dread and will try to avoid, whereas look forward to the development. Development is nuanced, contextual, collaborative, fluid, and above all else, actionable.

The outcomes associated with leadership provide important clues about the basis for leader attributions under circumstances in which leadership is experienced long enough to draw inferences from leader effects on the organization, not simply on existing leader stereotypes. There have long been teacher leaders in schools. They have traditionally accepted positions as department chairs, team and grade leaders, curriculum committee chairs, and more. With the advent of school and teacher education restructuring effort, new leadership roles are emerging [10; 122]. Whether taking on traditional or emerging roles, a major characteristic of teacher leaders is that they often teach full-or part-time and then assume other responsibilities [11; 28–31]. An additional characteristic is that they have generally learned the new role just by doing it.

These circumstances emphasize the urgent need for a deeper study of the problem of leadership development in teaching. Quality of education directly affects the level of economic development of society and quality of life. Therefore, in the present conditions requirements to the quality of education increased. In particular, more and more we are oriented to student as a self-developing competitive personality, capable of success and leadership in their professional activities. Particular attention in this task is paid to that students don't only learn to make their own decisions, but to take responsibility for them. In conclusion, we can say that efficiency of developing leadership in teaching is still relevant and can be a subject to further study. According to materials we can say leadership development in teaching is a new way to professional development and we need to include it into the educational system of our country. It helps to educate and teach truly motivated, goal-seeking high performance leaders.

## References

- 1 *Definition of leadership in Online Etymology Dictionary*, [ER]. Access mode: Douglas Harper, Historian. <http://dictionary.reference.com/browse/leader>. 12.02.2015.
- 2 *Definition of leadership*, [ER]. Access mode: <http://www.businessdictionary.com/definition/leadership.html>
- 3 Rosemary K.C. Ryan. *Leadership development. A guide for HR and training Professionals*, Elsevier Ltd, 2008, 356 p.
- 4 Danielson Ch. *Teachers as Leaders*, 2007, 65, 1, p. 14–19.
- 5 *Center for Strengthening the Teaching Profession*, Grant funding for the Teacher Leadership Skills Framework, 2009, p. 1–3.
- 6 Harris A., Muijs D. *Improving school through teacher leadership*, YHT LTD, London, 2005, 161 p.
- 7 Alvarado C. *If leadership was everyone's domain. In taking the lead: Investing in early childhood leadership for the 21st century*, Boston, MA: Wheelock College, 1997, 158 p.
- 8 *The Glossary of Education Reform by Great Schools Partnership*, [ER]. Access mode <http://edglossary.org/about/>
- 9 *Innovation Abstracts*, 1984, VI, 8, p. 32–35.
- 10 Lieberman A., Miller L. *Teachers College Record*, 1990, 95, 1, p. 105–122.
- 11 Howey K. *Journal of Teacher Education*, 1988, 39, 1, p. 28–31.

Ж.Б.Хаджаева

## Оқытудағы көшбасшылықты дамытудың тиімділігі

Мақалада көшбасшылық қасиеттерін дамыту өзектілігі мен тиімділігі оқытушылардың өзін-өзі дамуын қалыптастырады және студенттерді білім беру үдерісіне тарту үшін тиімді тәсілі ретінде талқыланады. Автор оқытушылардың еуропалық және американдық көшбасшылық бағдарламаларын талдай келе, оқытушы мен тәрбиелеуші болу жеткіліксіз, олар көп мақсатқа мүдделі, стратегиялық ойлау, мотивациясы жоғары болуы тиіс. Олардың қоғам, сынып немесе жұмысқа қатысты алыс болашаққа қарауға мүмкіндігі бар. Автор оқытушылардың ішкі және сыртқы өзін-өзі жетілдіру, қоршаған орта өзгерістерін бағалау мен бәсекеге қабілетті болуы тиіс деп санайды.

## Эффективность развития лидерства в преподавании

В статье рассматриваются актуальность и эффективность развития лидерских качеств как один из путей формирования у преподавателей саморазвития. Показано, что это является эффективным методом вовлечения студентов в образовательный процесс. Автор анализирует европейские и американские программы по развитию лидерских качеств у учителей и приходит к выводу, что сегодня быть только учителем и воспитателем недостаточно. Доказывается, что учитель должен быть более целеустремленным, дальновидным, заинтересованным, иметь стратегическое мышление, смотреть далеко в будущее с учетом требований общества, класса, группы или работы. Автор считает, что учителя должны самосовершенствоваться, уметь оценивать изменения в обществе, быть конкурентоспособными.

UDC 378.4

R.K.Dyusembinova, B.K.Maudarbekova

*I.Zhansugurov Zhetysu State University, Taldykorgan  
(E-mail: bayan.maudarbekova@gmail.com)*

## The processes of internationalization and globalization in the modern higher education

The article examines modern processes of globalization which have a significant influence on the development of higher education around the world. Distinguished such notions as «globalization» and «internationalization of education» as the problem of the ratio problem of economic and cultural correlation in the development of modern higher education. Analyzed the process of internationalization which in the current socio-cultural reality becomes more convex and intercultural interaction of education systems in controversial circumstances increasing diversity and cultural unification.

*Key words:* globalization of higher education; internationalization of education; intercultural education; global educational environment; international education; multiculturalism.

The historically international nature of universities is playing out in new and dynamic ways, while the trend is extending broadly and rapidly across the higher education sector. Pushed and pulled along by the forces of globalization, internationalization presents many exciting opportunities to higher education institutions and systems. At the same time, real risks and challenges are inherent in this complex and fluid environment. At stake are issues of competitiveness and relevance, requiring new kinds of strategic thinking and acting with regard to the international dimension by all types of higher education actors.

Although closely related and frequently used interchangeably, the terms globalization and internationalization in higher education refer to two distinct phenomena. Globalization typically makes reference to «the broad economic, technological, and scientific trends that directly affect higher education and are largely inevitable in the contemporary world».

Internationalization, on the other hand, has more to do with the «specific policies and programs undertaken by governments, academic systems and institutions, and even individual departments to deal with globalization» [1; 123]. A give and take between globalization and internationalization has been evident to many higher education observers, but one of the key distinctions between the two concepts is the notion of control. Globalization and its effects are beyond the control of any one actor or set of actors. Internationalization, however, can be seen as a strategy for societies and institutions to respond to the many demands placed upon them by globalization and as a way for higher education to prepare individuals for engagement in a globalized world. Indeed, internationalization has been conceived in many quarters as a necessary «process of integrating an international, intercultural, or global dimension in the purpose, functions, or delivery of