THE ROLE OF FACULTY LEADERS IN SUPPORTING ACADEMIC STAFF IN MULTILINGUAL EDUCATION PROGRAM

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Abstract. One of the most significant issues in implementing an innovation or a new education policy in practice is the role of teachers and as well as educational leaders who are to support teaching staff in a related domain. Kazakhstan, as a nation experiencing and witnessing the integration of multilingual education in the context of higher education institutions encounters fundamental challenges especially in terms of supporting academic staff and their professional development. This study aims at identifying and exploring how faculty leaders support teaching staff in the process of implementing an educational reform and what kind of learning activities they provide teachers with for boosting their professional development as well as to fill the gap in the preparation for multilingual education program. Qualitative method is utilized for investigating this study in order to acquire deep qualitative data collection. For the sample size, (n=6) interviews with six faculty leaders were conducted and analysed by Atlas.ti software. The main findings of this study are that educational leaders provide teachers with the foreign language courses as well as organizing different educational events and meetings for discussing crucial issues. The academic staff engaged in multilingual education program receive some financial support which is accomplished in different ways.

*Keywords***:** multilingual education, faculty leaders, education policy, education leadership

Introduction

The most fundamental phenomenon in the system of any education is the introduction and implementation of a new educational policy which may happen differently in a variety of cases depending on the factors and impacting peculiarities. Viennet and Pont (2017) determine that education policy as state or governmental steps and action fulfilled for accomplishment of new practices in the education dimension. However, they also emphasize on the issue that government basically focuses on the implementation of education policy to escape any possible obstacles. According to McLaughlin (1990) implementation process of any educational reform is significant and essential for not only policymakers but they should take into account the roles of educational agents (leaders, teachers, students); teachers' preparation, motivation, willingness, and interest to be engaged in a specific educational policy. Project scope is another strong and essential aspect of implementation process because it should not be too ambitious but to be planned, change efforts should be done since such big and too wide projects may lead to the deterioration on the effectiveness of the implementing system by requiring from teachers too much too soon and forcing them to do (McLaughlin, 1990). Another impact on the policy outcome is dedicated to the role of the local capability and will in the implementation process: local expertise, organizational routines, availability,

and access to the resources for supporting change system as well as the capability and aptitude of the educational agents to accomplish, design and maintain.

This study aims at exploring and identifying the role of faculty and educational leaders in supporting teaching staff in the framework of educational policy implementation process, mainly what kind of learning activities and support they provide for the academic staff under the umbrella of a new reform. Kazakhstan is witnessing educational reform of *Trinity of Languages* program or also called *multilingual education* in all education system levels but this study scope only focuses on the context of higher education institutions. In the process of implementing new policy, universities are facing a range of challenges mainly the teaching staff since many of the educational policies neglect the role and capability particularities of educational leaders and teaching staff.

Main provisions
Trinity of Languages project

A new educational project called Trinity of Languages was first introduced in 2004 by the initiative of the first president of the country and in 2006, the importance of three language knowledge was emphasized and in 2007 in the Address of the president to the nation, the next steps for implementing educational policy in practice is proposed (Aubakirova et al., 2019). Trinity project or multilingual education implies the knowledge and use of three languages in curriculum: Kazakh, Russian, and English in the education system where English is used a language of instruction for teaching only science subjects. Starting from 2017 universities began to implement multilingual education program in practice and annually the number of universities grew as well as disseminating the program in three cycles of the education program (Sagyndykova et al., 2017). Since, the preparedness of the universities as well as the preparation of the teaching staff was generated and accomplished beforehand, in the frame of multilingual education program implementation, the academic staff encounter challenges, and much effort are put their shoulders due to the lack of resources in teaching practice (Ibid).

Leadership and Faculty development programs

One of the most significant impetus for reaching effectiveness and high quality in any education system is the role of educational leaders in supporting and motivating the teaching staff by providing them with necessary knowledge and skills repertoire. Academic leaders' roles may be differentiated in accordance with their goals and job requirements (Siddique et al., 2011). Academic leaders usually possess own learning and developing activities to work with their colleagues and faculty members to make them remain competitive and effective in their job performance. Usually, academic leaders' professional – oriented performance is mainly focused on directing, orienting, supporting, motivating, and inspiring their fellows and academic staff. Such professional steps and process are of utmost importance, especially in integrating new educational policy for boosting and fostering knowledge and skills resources of the faculty staff. In accordance with multitude of researchers, academic leaders should possess a range of qualities such as *'honorable, brave supportive, and enthusiastic person, forming networking skills and*

relationship building, participative and consultative management style, open discussion on teaching approaches, credibility of leader, building formal and informal channels of communication for information transfer, sharing experiences and ideas, adaptation to internal and external environment, encourage transformation and change, to have selflessness and awareness of things, developing people and making collaborative partnerships with others, creating collegial working atmosphere, and able to get necessary support from others' (Siddique et al., 2011. P.189).

These different roles of the educational leaders may be used various context depending on the level of necessity and requirement for supporting the academic staff. Together with these qualitative different roles of leaders, motivation of the employees is the key concept and action to be taken for keeping teachers more competitive (Tella et al., 2007). The concept of "motivation" is conceptualized as an integration of such terms as *want*, *desire*, *wish*, *aim*, *goals*, *needs*, and *incentives* (Luthan, 2000).

Nowadays, motivation is mostly understood as a kind of financial support or provision. Since monetary benefits make employees more interested and empower them by exposing them to the high quality and effective professional job performance. Motivation in terms of financial support may attract employee's attention, however not all academic institutions may afford such opportunity for their workers. Faculty staff feel inspired and induced when the leaders put less workload on them as well as they get proud by developing their alumni are approved by colleagues and leaders (Tella et al., 2007).

Faculty development programs

Another issue for supporting academic staff can be the implementation of the faculty development programs to reach work effectiveness. Currently different types of faculty development programs are developing in order to increase teaching skills and building up the relation between colleagues. Faculty development is conceptualized as *'a set of activities that engages all members of the teaching faculty in the kind of continuous professional development that enhances their ability to construct curricula and modes of instruction that more effectively fulfill the educational mission of the institution and the educational needs of students and society'* (Fink. 2013).

Faculty development programs contribute to fostering and improving also already existing knowledge and skills of teaching staff, but it varies according to the scope of interest. Educational institutions that embarked reform that requires the change of teaching and learning practices indicate the fundamental relevance of faculty development programs (Dalrymple, Wuenschell, & Shuler, 2006). Despite the fact that FDPs mainly contain workshops, seminars, short courses or other programs, the potential priority is given to the experiential learning such as the implementation of different teaching and learning methods, peer learning, collegial collaboration, peer learning, well-structured and organized interventions in terms of adult learning theory (Sarikaya, Kalaca, Yeğen, & Cali, 2010). However, it should be noted that out of above-mentioned FDP activities, informal learning network is most frequently used by participants' activity through which they retain their

interest, and this concept is also supported by other research due to the expression of faculty staff on the importance of motivation, self-conception as well as enthusiasm from trainings. McLaughlin (2005) suggests several methods in order to enhance the skills of faculty members as follows:

- Mentoring with a skilled educator
- Observing faculty presentations and giving feedback
- Mini workshops at faculty meetings on educational topics
- Direct observation of teaching in the emergency department with feedback
- Department teaching awards
- Release time/ money to attend formal courses on education

In the context of Kazakhstani higher education institutions there are a variety of programs, seminars, workshops, scholarships, and trainings that contribute to the professional development of institution actors. The need for that is to increase the quality of education and prepare teaching staff for further educational reforms. Unfortunately, in Kazakhstan they do not use the term "faculty development" even if they also provide with such developmental directions for teaching staffs. In Kazakhstan it is fulfilled at the level of higher education institution and at the same time faculties also provide with several learning opportunities for teaching staff.

Research methodology

Research purpose

The principle aim of this research is to explore the how faculty leaders interpret teachers' informal and non-formal learning activities and what kind of support and motivation they provide them with in the framework of multilingual education program.

Participants

This study recruited six (n=6) educational leaders from two different universities situated in the Northern part of the country. Snowballing method was used for recruiting sample size. Participants consisted of deans and heads of departments of different faculties where multilingual education program is introduced and implemented.

Data collection and analysis

To achieve the goal and gain the responses to these research questions, this investigation resorts to the implementation of qualitative method (Cohen et al., 2000). In order to gain and acquire in-depth qualitative data from the participants, this study resorted to the usage of semi-structured interviews and when necessary, interview questions were supported by the follow up questions (Coe et al., 2017). The duration of each interview lasted approximately 35-45 minutes. Before the interview conduction, participants were personally contacted for appointing time and also informed consent and permission for data collection are allocated to them. These ethical considerations were accomplished with the permission of ethical committee of Eotvos Lorand university (ELTE). According to the ethical permission, all the interviews were recorded to the voice-recorder with the

permission of the participants and data collection was anonymous without making any physical hurt on participants as well as on voluntary basis.

Face-to-face interviews were conducted. All recorded interviews were transcribed and right after the transcription all the recorded interviews had been deleted. All the transcribed interviews were uploaded as a primary document to the Atlas.ti software and coded and analyzed in it.

Findings

Faculty leaders' provision of learning opportunities for teaching staff

According to the interview analysis, this study revealed several learning activities which are provided by the faculty leaders for fostering academic staff's professional development. Such learning activities as well as educational events include the aspects demonstrated in the figure below.

Figure 1 The interpretation of learning activities by faculty leaders
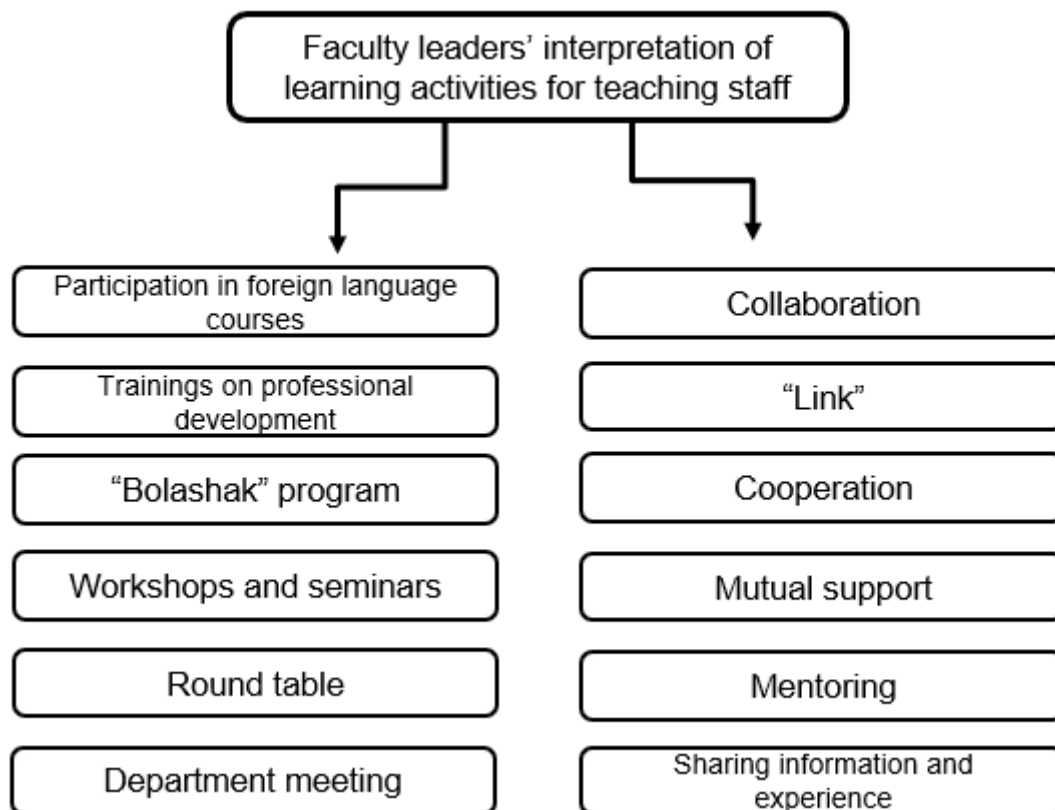
Source: Own compilation

Figure 1 demonstrates mostly implemented learning activities and events specifically for the academic staff for disseminating and keeping their knowledge and skills repertoire up-to-dated in the framework of multilingual education program. While implementing multilingual education program, faculty leaders started to provide teaching staff with foreign language courses especially for those academics who are engaged in using English as a language of instruction.

According to this interview utterance, the faculty leader claims on foreign language courses offered for free in institutional levels as well as on the paid basis for the faculty members. Whereas another leader highlights that: *'…Teachers of multilingual education must have a level of foreign language, and since last year*

they have been taking TOEFL with us. Last year, we had courses two times, many teachers who are involved in these multilingual groups, they took these TOEFL courses on a paid basis at their own expense' (Leader 2). This leader claims that those teachers who are engaged in multilingual education program are required to have foreign language certificate and such courses and foreign language examination is accomplished on self-paid basis for teachers, it means that the university does not cover such expenses for them which may cause the existence of demotivation of the faculty members. Another educational event organized and triggered by faculty leaders is the organization and involvement in participating in conferences, workshops, and seminars. For example, *'We have the center for professional development and they always like constantly organize different courses and that depends on the demand for example, ten teachers applied and there is a group of teachers gathered and so they start courses and for our teachers for example I like to share my experience in intercultural communication, and I go to that center and say that I have this course and I'd like to share my knowledge and share my experience. It is available not only for the university teachers but also for teachers at other schools or educational centers' (Leader 4).* From this extract of the leaders' speech, one can see that, this faculty has their own way of collaboration where they share acquired knowledge and the skills gained in another place. This method of disseminating new and updated information sharing seems to be efficient for them. Another most important aspect is collaboration. For instance, this leader emphasizes that *'We have groups, links. For example, some teachers who work with the first-year students, so they work together, and they discuss what are they going to give the students and they work with different groups, but the teachers discuss what they are going to do. They work together and they discuss what they are going to do. To my mind this is the system each group of teachers with this or that year of students they discuss what they have, their own plan, strategy for the year' (Leader 3).* This leader stresses on a specific way of collaboration and interaction of faculty members. They create certain fixed groups of teachers engaged in conducting the same classes within the same specialty. They choose one of the more experienced teachers among them to coordinate and lead this group. They call it *links*. This can be estimated as one of the most optimal and valuable ways of collaboration and cooperation among teachers. *'Every day. Every hour. Even after work because they talk and there is a good practice in the English department, they call it links. For example, if we have three groups of first year students of the same specialty, all these three teachers make one link. So, they discuss what resources to use, what books to read, methods, textbooks and usually there is one leader (a more experienced teacher who shares her knowledge who supervises younger ones) among them in this link' (Leader 4).* This leader also highlights such a specific method of knowledge sharing in their faculty that serves as an additional approvement for the previous example.

Faculty leaders' support and motivation provided for teaching staff

Motivation is a key point in any activity and especially in the process of implementing new educational reform, in this case is multilingual education program. In the framework of multilingual education program, faculty leaders

provide teaching staff with different types of motivation and specifically it is concerned with the financial support or other monetary inputs on workers. There are several ways of faculty leaders' motivation for the sake of teaching staff depicted in the figure below.

*Figure 2Faculty leaders support and motivation for academic staff*
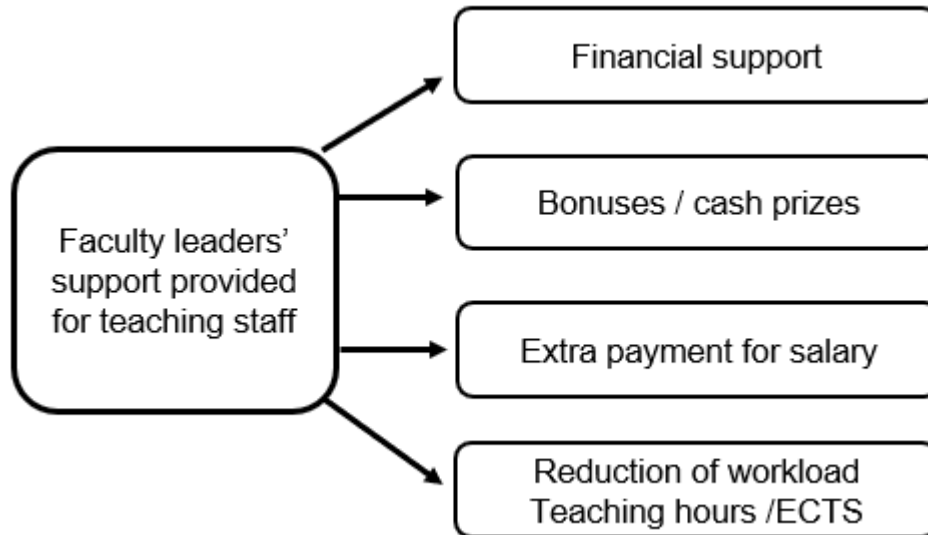
Source: Own compilation

Leaders emphasize that academics who are engaged in multilingual education are financially rewarded in the lens of extra payments or bonuses for teaching their subjects in English. Secondly, the faculty created KPI (key indicators of activities), it is a specific document where teachers collect their proofs and evidence of their academic or professional achievements and gather certain scores and the administrative leaders estimate it by providing with financial or monetary support. Another way of providing support for teachers is motivation by decreasing their working hours but remaining the same salary.

As indicated in the above-mentioned quotations of the leaders, money is used as one of the key impetuses for driving the motivation of teaching staff in the multilingual education. The key point of it in multilingual setting is the privilege of English language proficiency. Different faculties utilize various types of bonuses considering monetary and level of their workload in terms of teaching hours and credits (ECTS).

Figure 3 Graphical code of family network linkage
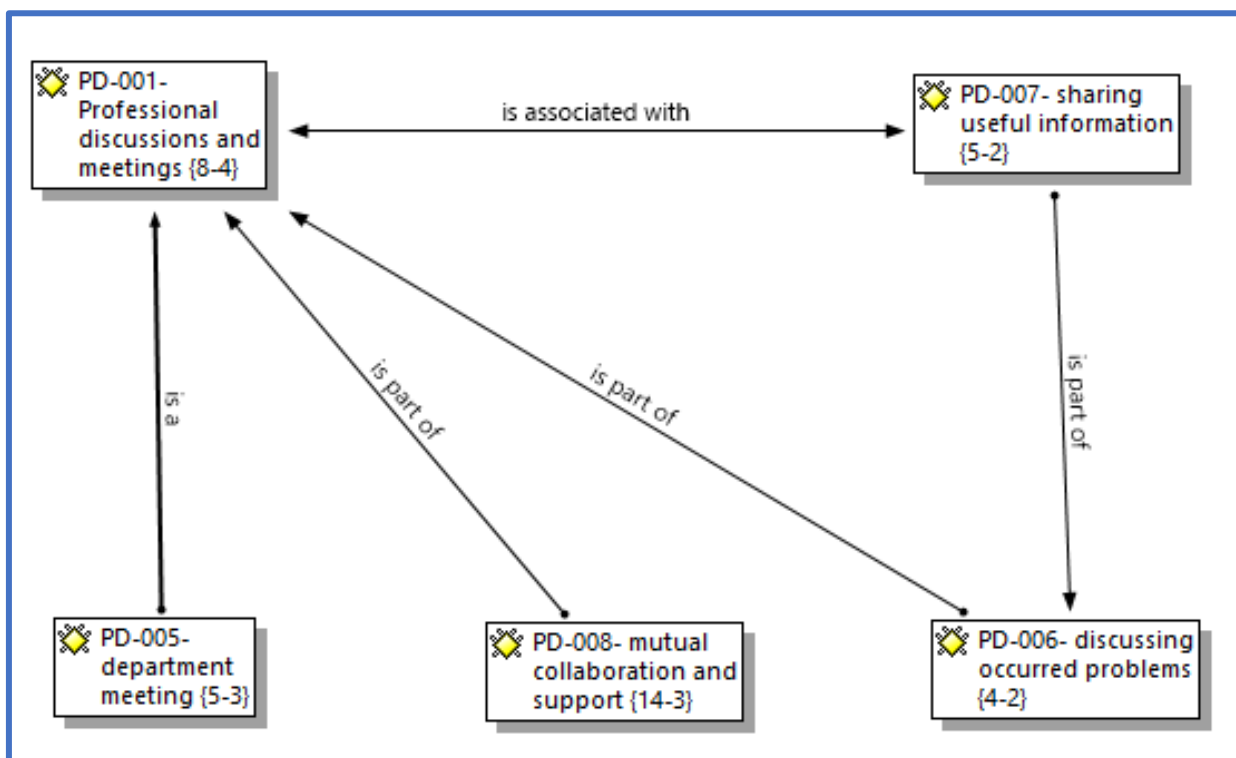
Source: Own compilation based on Atlas.ti

Here is the graphical representation of the three faculties codes that are most expressively utilized in the process of exploration via Atlas.ti software. Figure 3 demonstrates codes family network extracted out of all three faculty leaders' interviews and are divided into two strong aspects which depicts collaboration and discussions among colleagues and involvement into different kinds of professional learning events and opportunities that are disseminated by the faculty leaders to their teaching staff. As it is seen from the groundedness and density of the codes, it mainly consists in discussions and mutual and collegial communications.

Conclusion

To draw the conclusion, it is important to prepare teaching staff before implementing a new educational policy in practice since it can bring challenges and be time-consuming and burdening for the faculty members. From this interview analysis, it is obvious that educational leaders at the institutional level attempt to support and provide academic staff with different learning activities and events (organization of foreign language courses, involvement in workshops, conferences and seminars, collaboration, knowledge sharing etc) for fostering teachers' professional development in a required dimension to reach effectiveness in multilingual program. It seems to be controversial that in one hand they provide foreign language courses for free and also for paid basis and on the other hand they make financial support for them in terms of extra payment for teaching in foreign language as well as other bonuses.

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ҮШТІЛДІ БІЛІМ БЕРУ БАҒДАРЛАМАСЫ АЯСЫНДА ОҚЫТУШЫЛАРДЫ ҚОЛДАУДАҒЫ ФАКУЛЬТЕТ БАСШЫЛАРЫНЫҢ РӨЛІ

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Аңдатпа. Жаңашылдықтарды немесе жаңа білім беру саясатын тәжірибеге енгізудегі маңызды мәселелердің бірі – тиісті саладағы педагогикалық ұжымға қолдау көрсетуге міндетті педагогтар, сонымен қатар білім беру жүйесінің басшыларының рөлі. Қазақстан жоғары оқу орындары контекстінде көптілді білім берудің интеграциясын бастан кешіріп отырған және куәгері болып отырған ел ретінде, әсіресе, ғылыми қызметкерлерді қолдау және олардың кәсіби деңгейін арттыру бойынша түбегейлі міндеттерге тап болып отыр. Бұл зерттеу факультет басшыларының білім беру реформасын жүзеге асыруда оқытушылар құрамын қалай қолдайтынын және олардың кәсіби дамуын арттыру үшін мұғалімдерге оқу қызметінің қандай түрлерін ұсынатынын анықтау және зерттеу, сонымен қатар көптілді білім беру бағдарламасына дайындық кезіндегі олқылықтарды толтыру мақсатын көздейді. Бұл мәселені зерттеу үшін сапалы мәліметтердің терең жинағын алу үшін сапалық әдіс қолданылады. Іріктеме көлемі бойынша (n =6) алты факультет жетекшілерімен сұхбат Atlas.ti бағдарламалық құралының көмегімен жүргізілді және талданды. Бұл зерттеудің негізгі тұжырымдары факультет басшылары мұғалімдерге шетел тілі курстарын беріп, түрлі танымдық іс-шаралар мен маңызды мәселелерді талқылау үшін кездесулер ұйымдастырады. Көптілді білім беру бағдарламасына қатысатын мұғалімдер әртүрлі тәсілдермен жүзеге асырылатын белгілі бір көлемдегі қаржылық қолдау алады.

Тірек сөздер: көптілді білім беру, факультет жетекшілері, білім беру саясаты, білім берудегі көшбасшылық.

РОЛЬ РУКОВОДИТЕЛЕЙ ФАКУЛЬТЕТОВ В ПОДДЕРЖКЕ ПРЕПОДАВАТЕЛЕЙ В РАМКАХ ПРОГРАММЫ ПОЛИЯЗЫЧНОГО ОБРАЗОВАНИЯ

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Аннотация. Одним из наиболее важных вопросов при внедрении инноваций или новой образовательной политики на практике является роль учителей, а также руководителей системы образования, которые должны поддерживать преподавательский состав в соответствующей области. Казахстан, как страна, переживающая и являющаяся свидетелем интеграции полиязычного образования в контексте высших учебных заведений, сталкивается с фундаментальными проблемами, особенно с точки зрения поддержки академического персонала и их профессионального развития. Это исследование направлено на выявление и изучение того, как руководители факультетов поддерживают преподавательский состав в процессе реализации образовательной реформы и какие виды учебной деятельности они предоставляют учителям для повышения их профессионального развития, а также для восполнения пробелов в подготовке к программе полиязычного образования. Качественный метод используется для исследования данного вопроса с целью получения глубокого сбора качественных данных. Что касается размера выборки, (n = 6) интервью с шестью руководителями факультетов были проведены и проанализированы с помощью программного обеспечения Atlas.ti. Основные выводы этого исследования заключаются в том, что руководители учебных заведений предоставляют учителям курсы

иностранных языков, а также организуют различные образовательные мероприятия и встречи для обсуждения важнейших вопросов. Преподаватели, участвующие в программе полиязычного образования, получают определенную финансовую поддержку, которая осуществляется по-разному.

Ключевые слова: многоязычное образование, руководители факультетов, образовательная политика, лидерство в образовании.