Case study

School-Gymnasium No. 75, located in the city of Astana, education is in two languages — Kazakh and Russian. The school employs a total of 173 teachers and has 3,378 students enrolled.

We applied to participate in SHARE project because we already had experience working on research projects and had taken part in trainings held to date. The school holds one of the leading positions among schools of the city.

Our school has achieved significant results in various areas thanks to the systematic work of teaching staff with students and close collaboration with parents. A number of projects in different areas are being implemented at school, including Lesson Study, Akelius, and others.

The main SHARE project group consists of five participants: headmistress, deputy director, project coordinator, English teacher, and history teacher. During a staff meeting, we explained the SHARE project to staff. While staff is generally familiar with project, there are many newly hired teachers among them.

A total of 22 teachers initially applied to participate in project, and later 7 more teachers joined. The total number of volunteers reached 29. Also were members who had completed courses in Lesson Study and Action Research. Teachers joined the project voluntarily — they were educators genuinely interested in research, which was crucial.

We held several meetings with group of volunteers, during which we conducted a survey. We identified the issues of concern to our colleagues and selected five classes for research. These included two classes from the primary level (grades 2 and 3), one grade 6 class from the middle level, and grades 9 and 10 from the senior level. Grade 2 is taught in Kazakh, while other classes are taught in Russian.

Next was addressing the ethical aspect. Informational materials and consent forms were provided to parents of students in selected classes. Except for one parent in grade 3, who declined to have their child participate, all others gave their consent. We held another conversation with that parent, but they remained firm in their decision. This student wasn't included in study conducted in that class. In all other classes, parents signed the consent forms.

Meetings with volunteers were important for us, firstly because we needed to understand how we would proceed with work. Secondly, these meetings allowed us to define the research question:

"How can effective lesson planning serve as a foundation for successful learning?"

This was determined based on survey results, discussions, and the analysis of student academic performance data.

Friday was chosen as day for weekly meetings of project participants. There were five research classes, core team and volunteers were divided into five groups. Each group had a different number of teachers. For example:

Grade 10: 4 teachers
Grade 9: 6 teachers
Grade 6: 7 teachers
Grade 3: 7 teachers
Grade 2: 5 teachers

This distribution was based on which teacher was teaching in each class. The core team members and class teachers coordinated five groups. The class teachers of the five research classes prepared observation schedules for each group, aligning them with the teachers' lesson timetables, since both school shifts and different grade levels were involved.

This distributed leadership model proved optimal for the systematic implementation of the project.

We conducted training sessions for the volunteers, with a focus on the project's ideas, direction, and research stages. The methods of data collection included:

Classroom observations
Analysis of student performance data
Student interviews
Focus groups with teachers

Thanks to the pre-planned observation schedules, there were no difficulties in conducting the observations. In grades 9 and 10, teachers observed 4–5 lessons per week. In grade 6, observations started a bit later due to a request from parents, as students were preparing for entrance exams to schools as NIS (Nazarbayev Intellectual School) and RFMSH (Republican Physics and Mathematics School). Later, in this class, 3–4 lessons per week were observed.

Few lessons were observed in the primary grades. For conducting reflection sessions, observation sheets proved very helpful, as they captured all aspects of the lessons. These observation sheets could be supplemented and adjusted as needed.

When analyzing data, we focused on the academic performance of the classes. At the beginning of the research:Grade 10 had a knowledge quality rate of 68%, Grade 9: 13%, Grade 6: 83%, Grade 3: 77%,Grade 2: 65%.

Among all the classes involved in the study, grade 9 had lowest performance level, despite good indicators in other classes. As a result, the class teacher was particularly interested in having the class included in the research. Interview results with students:

1. Do you enjoy studying in this class?

Most students feel comfortable and note a friendly atmosphere. In Grade 10, students especially emphasized that studying in the new group is more interesting — the class was formed from different Grade 9 classes and has a chemistry-biology focus.

2. What are the relationships like among classmates?

Overall, relationships are positive. Primary school students noted that arguments do occur but are quickly resolved.

3. Do you feel like you are part of the class?

Most students feel a sense of belonging. However, in Grade 9, some students prefer to communicate within a small circle.

4. Do your classmates listen to and understand your opinion?

Most often — yes. Students discuss issues together, though there are exceptions.

5. Do you ever feel unnoticed?

Such cases are rare. Some Grade 10 students mentioned feeling this way at previous schools.

6. Are there people in the class or among teachers who will listen to you?

Most students trust their teachers (though not all) and classmates, especially homeroom teachers.

7. Are students proud of their class?

Yes, most students are proud of their class. Even in Grade 9, which had lower academic performance, students noted the class was a comfortable group to be in.

8. What helped you feel like part of the class?

Shared activities, communication during breaks, and extracurricular involvement.

9. Which subjects are the most difficult, and why?

Most commonly: mathematics, algebra, physics — due to formulas, gaps in knowledge, and anxiety. In primary school — informatics, Russian, and Kazakh languages.

10. What is classroom discipline like?

In senior classes — stable; in junior classes — more noise and inattentiveness. Questions for younger students were simplified.

We understood better the social, emotional, and academic aspects in the research classes.

Students in middle and high school focused more on academic and social topics, while younger students emphasized emotional aspects, which is consistent with their age-specific developmental stages.

Focus group meetings with teachers were also highly valuable.

Subject teachers of Grade 10 noted that the class is highly motivated and demonstrates strong academic performance. In algebra and geometry classes, many students solve problems well but struggle to explain or articulate their reasoning. Teachers also mentioned that students tend to socialize in small groups.

In Grade 9, the main issue was low academic performance.

In Grades 6 and 3, good academic results, but frequent discipline issues and signs of heightened hyperactivity in some students.

In Grade 2, teacher also reported good academic performance but many students had poorly developed speaking skills.

The first stage of data collection showed that each research class had its own focus area within the framework of the main research question.

Observations, student interviews, focus group discussions with teachers, and academic performance data, the following class-specific research questions were formulated:

Grade10: "Developing language competence in lessons through dialogic teaching"

Grade 9: "How can we improve discipline in classroom?"

Grades 6 and 3: "How can we improve classroom discipline?"

Grade 2: "Developing speaking skills"

Overall research question —"How can effective lesson planning serve as a foundation for successful learning?" —was retained after discussion with colleagues, since all the class-specific research questions were, connected to lesson planning.

The next stage of our research involved familiarizing ourselves as much as possible with literature related to the identified issues in each class.

The literature recommended was useful and informative.English teachers assisted with translating literature. Given the busy schedules of our colleagues, we distributed the reading materials among the participants, which allowed us to study several literary sources. Information exchange on the studied literature took place both offline and online. In our opinion, this was one of the most acceptable and effective ways of working with the literature.

An important step in our research was developing a plan to address the problem identified in each class. Lesson schedules were coordinated within each group. However, some difficulties arose at this stage. For example, in Grade 10, it was not possible to include a chemistry lesson because the teacher declined to participate, stating she was not involved in the SHARE project.

The group of teachers working with Grade 10 collaboratively created short-term lesson plans and managed to conduct English and algebra lessons.

In English classes, students successfully completed tasks through dialogic learning in group formats. The teacher regularly rotated group composition and student roles, enabling everyone to interact with different peers. The lessons used methods aimed at developing language competencies.

In Maths, the subject naturally requires solving a large number of tasks using established methods. Considering the identified problem — students' inability to explain their problem-solving process — the lesson plans included tasks aimed at developing speaking skills in mathematics.

Initially, this was difficult. Students solved problems correctly but did not verbalize their reasoning. This was clearly visible in the first few lessons. After analyzing the first lesson, teachers realized that it was necessary to shift from a quantitative approach (solving many tasks within a limited time) to a qualitative one (solving fewer tasks but with detailed verbal explanations).

There was also an issue regarding classroom seating: girls tended to sit in the first and third rows, while boys sat in the second row. To resolve this, desks were rearranged into two rows of three desks each, seating three students per desk. This encouraged more active participation and allowed students — particularly those who preferred working individually — to better showcase their abilities. In stable groups of 4–5 people, roles were often fixed and habitual, which limited some students' engagement.

In Grade 9, lessons were conducted in chemistry and maths. During joint planning, there was a strong focus on active teaching methods that increased student engagement. After a series of such lessons, students became more attentive and began completing homework more consistently. They spoke up more often in class and participated more actively in tasks. A constructive dialogue between teachers and students helped create a more comfortable learning environment.

In chemistry classes, pair work was more effective, while in algebra, students worked mainly in groups. The research in Grade 9, based on academic performance and student motivation data, led to several key conclusions and the identification of individual learning profiles:

- Student A, with low motivation, became more interested in learning through group work and self-assessment.
- Student B, with medium motivation, successfully adapted to new methods such as peer evaluation and group discussions.
- Student C, with high motivation, maintained strong academic performance thanks to active and innovative teaching strategies.

Dialogic teaching proved particularly effective in building a positive classroom environment. Still, some students remained passive, highlighting the need to identify hidden leaders. Students are influenced not only by the lesson content but also by the format and method of delivery, which affects their desire to learn.

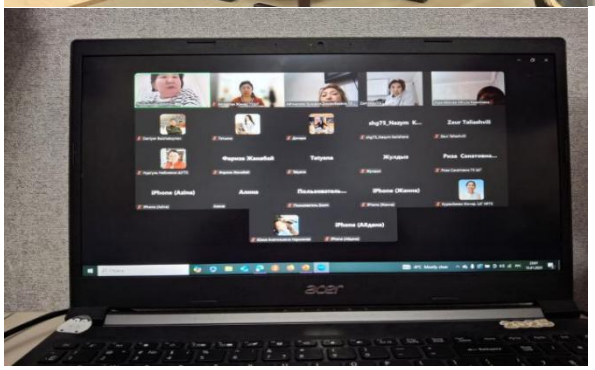
In Grade 6, lessons were held in literature, mathematics, and English. The use of active learning techniques, game-based methods, and alternating activities had a positive impact on behavior of hyperactive students. However, two students continued to show excessive activity: getting up during class, interrupting, and rushing to answer.

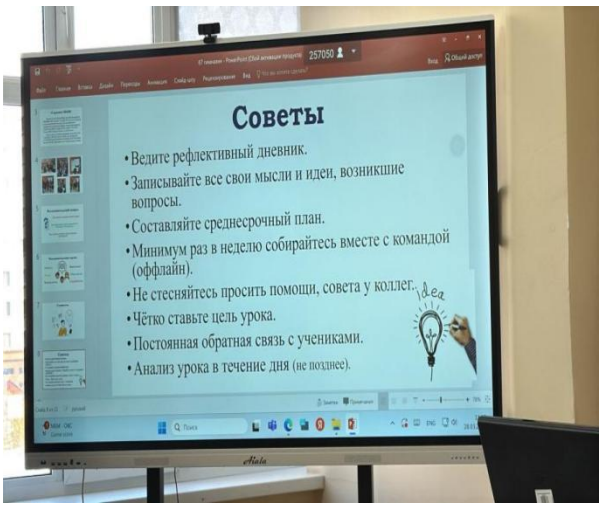
To help manage this behavior, team of teachers implemented extracurricular activities. These included a library excursion and attending a hockey match to support a classmate. These activities strengthened class unity, developed team spirit, and increased involvement in school life, even among the most hyperactive students.

In Grade 3, two lessons were conducted. It was noted that not only the content but also form of material delivery significantly affects the motivation of younger students. The presence of other teachers in the classroom sparked the children's interest and contributed to better behavior.
In Grade 2, three literature lessons and one Kazakh language lesson were organized. The goal was to develop oral communication skills, as many students struggled to give extended answers. Initially, their responses were short and monosyllabic. As a result, subsequent short-term lesson plans included active learning strategies adapted for primary school: game-based elements, critical thinking techniques, creative tasks, and reflection.
Class teacher conducted 3 literature lessons, while the Kazakh lesson was delivered by a guest teacher from the observer group. It was especially interesting to observe how children responded to a lesson taught by an unfamiliar teacher. In group work, students supported one another and were motivated to earn good marks. In our view, this method proved particularly effective in developing speaking skills in younger learners, engaging them in learning in a way that matched their age-specific needs.
At the final stage, the assessment data from the fourth quarter, classroom observations, and focus group results were used as the basis for analysis.
By the end of study, the following quality of learning (percentage of students with good and excellent performance) was observed:
Grade 10 – 78%
Grade 9 – 17%
Grade 6 – 86%
Grade 3 – 79%
Grade 2 – 69%
These figures reflect improvement in every class. While Grade 9 still showed 4% increase compared to the start of the study.
From the focus group sessions, students in almost all grades expressed that they found it interesting to be part of the focus group. Students were selected with different levels of motivation from each class. Most said they enjoyed being involved in the SHARE project. However, some older students expressed neutral attitudes. In primary school, reactions were mostly emotional — they liked when new teachers came to class, the interviews, and the extra attention.
Almost all students noted that the presence of teachers during lessons encouraged them to prepare homework more thoroughly, engage more actively in class, and especially to participate in group work. Motivation and engagement noticeably increased. Thanks to series of lessons within the project, classes became more engaging, and students appreciated non-traditional lesson formats.
In the upper grades, students said that it was not just teachers who were researching — they too were learning more about themselves. This was an opportunity for self-reflection and growth. Even small changes mattered to them.
Students in the middle grades mentioned that the project also helped to strengthen class unity due to extracurricular activities and preparation for project work.
Conclusion
At the end of the study, each group of teachers wrote a reflective report on their research. A final meeting was held where teachers shared their results.
In summary, research was completed successfully and goals were achieved, even if only partially in some classes — thanks to teamwork, teacher involvement, and a shared sense of ownership in the change process.
The trainings and online sessions with the partner school NIS (Nazarbayev Intellectual School), led by Colleen McLaughlin and Kate Evans, provided new knowledge, practical skills, and direction for professional growth.
Our weekly offline and online meetings, seminars, discussions, joint planning, interviews, and problem-solving allowed us to systematize project work, unite teachers into a team, and develop leadership qualities in everyone.
Teachers began asking important questions, researching their own practice, and observing how students changed when the approach changed.
We became more attentive listeners, better understanding how students learn and what supports them.
This project was more than just research — it was a way to act and influence the environment around us.
In March, the project coordinator (acting as a moderator) and three volunteer teachers presented a poster at mini-conference "AR: What Have We Learned?". In future, we plan to continue observing, experimenting, and proposing ideas that make learning more engaging and meaningful for all students.
SHARE gave us not only tools but also the belief that school can truly change — from inside, and with heart.

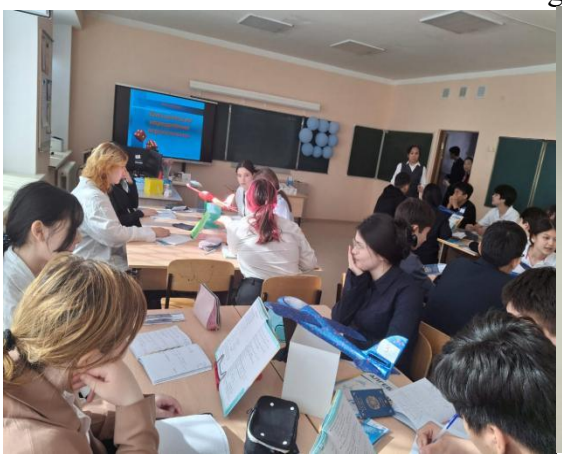
This is a step forward toward a modern, evolving school.

Seminars-trainings, meetings





Observing lessons and discission

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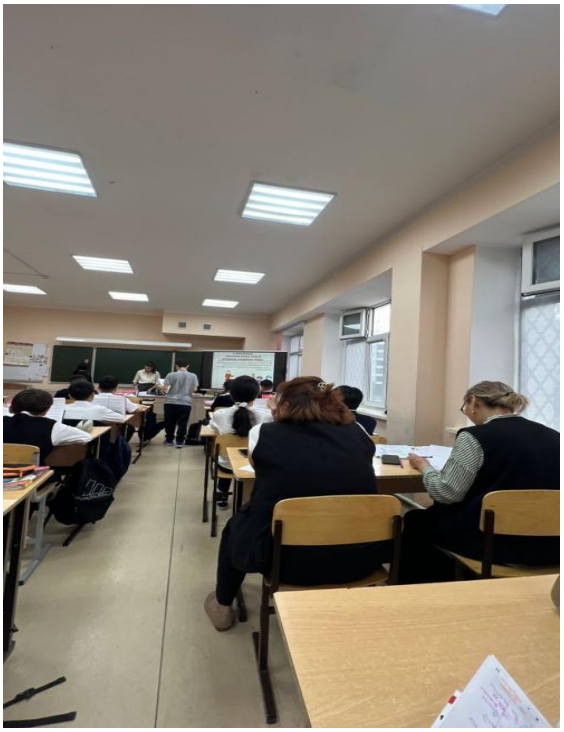
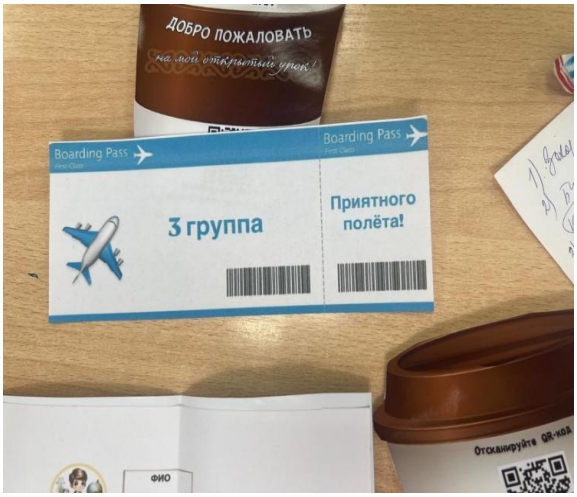
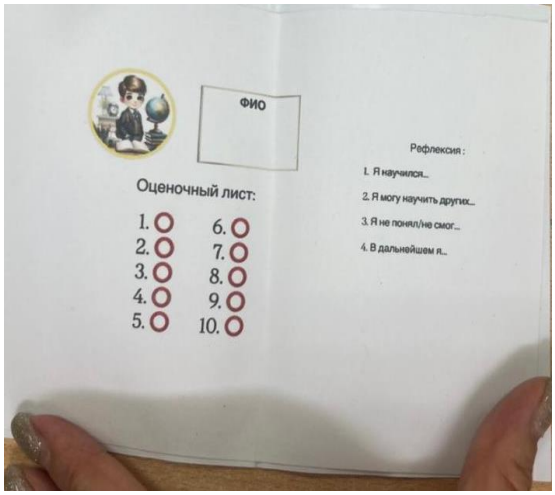



January 31st
Homeschooling

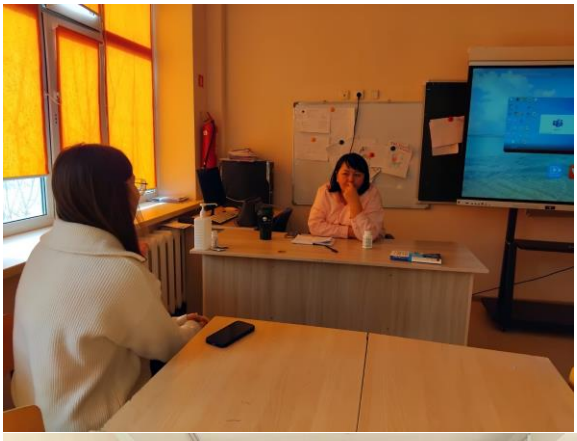

Speaking
January 31st
Homeschooling



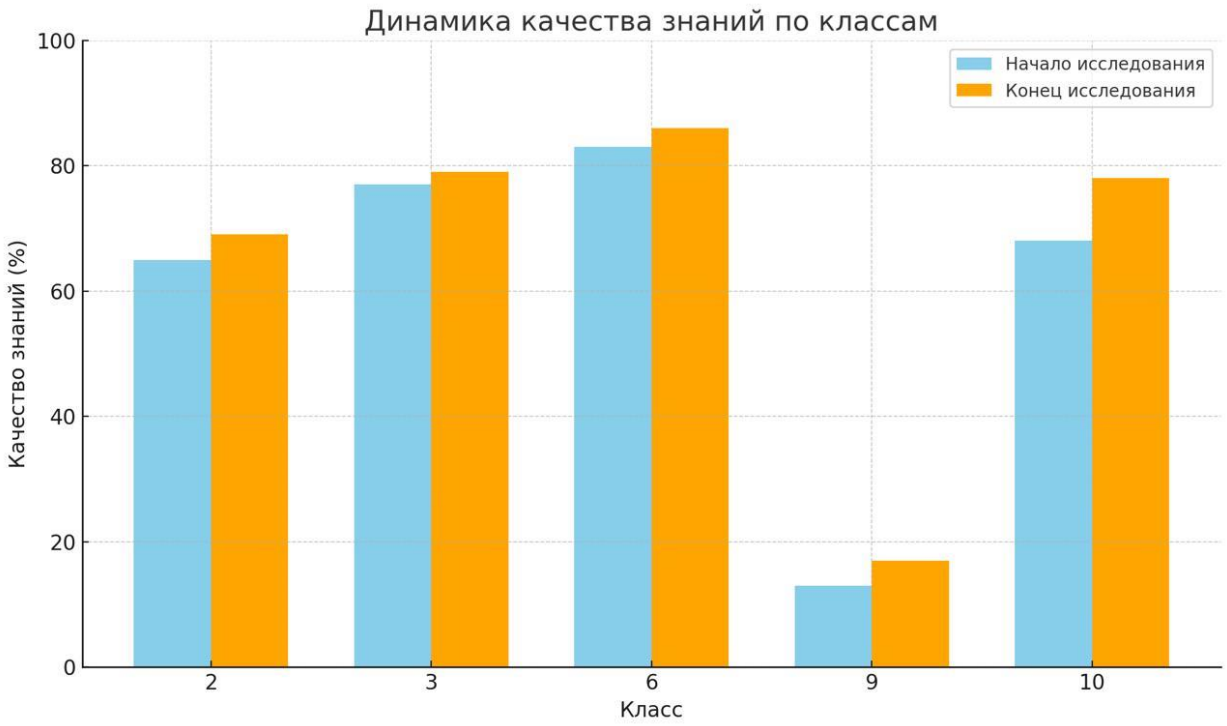


Taking part in a conference

Interview, focus –group with learners

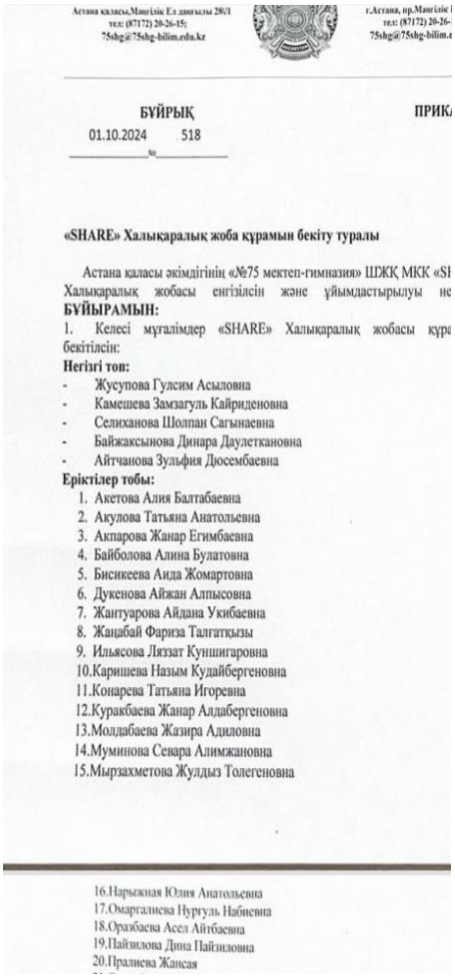


Documentation, graphics and diagrams


Динамика качества знаний по классам
Начало исследования
Конец исследования
Качество знаний (%)
100
80
60
40
20
0
2
3
6
9
10
Класс


Мониторинг качества знаний по алгебре
9 Е класса
по четвертям и за год
40,00%
35,00%
30,00%
25,00%
20,00%
15,00%
10,00%
5,00%
0,00%
23,33%
33,33%
33,33%
34,48%
36,67%
1
2
3
4
5
6


Распределение ожиданий участников проекта SHARE
Практическая польза
Неопределённые ожидания
Дополнительные аспекты
Новые идеи и вдохновение
Влияние на образовательный процесс
Повышение квалификации и профессиональный рост
Обмен опытом и взаимодействие
9.1%
6.1%
3.0%
12.1%
15.2%
36.4%
18.2%



Астана қаласы,Мәңгілік Ел даңғылы 28/1
тел: (87172) 20-26-15;
75shg@75shg-bilim.edu.kz

г.Астана, пр.Мәңгілік
тел: (87172) 20-26-
75shg@75shg-bilim.

БҰЙРЫҚ **ПРИК**

01.10.2024 518

№

«SHARE» Халықаралық жоба құрамын бекіту туралы

Астана қаласы әкімдігінің «№75 мектеп-гимназия» ШЖҚ МКК «SH
Халықаралық жобасы енгізілсін және ұйымдастырылуы не

БҰЙЫРАМЫН:

1. Келесі мұғалімдер «SHARE» Халықаралық жобасы құра
бекітілсін:

Негізгі топ:

- Жусупова Гулсим Асыловна
- Камешева Замзагуль Кайриденовна
- Селиханова Шолпан Сағынаевна
- Байжаксынова Динара Даулетхановна
- Айтчанова Зульфия Дюсембаевна

Еріктілер тобы:

1. Акетова Алия Балтабаевна
2. Акулова Татьяна Анатольевна
3. Акпарова Жанар Егимбаевна
4. Байболова Алина Булатовна
5. Бисикеева Аида Жомартовна
6. Дукенова Айжан Алпысовна
7. Жантуарова Айдана Укибаевна
8. Жаңабай Фариза Талғатқызы
9. Ильясова Ляззат Куншигаровна
10. Каришева Назым Кудайбергеновна
11. Конарева Татьяна Игоревна
12. Куракбаева Жанар Алдабергеновна
13. Молдабаева Жазира Адиловна
14. Муминова Севара Алимжановна
15. Мырзахметова Жулдыз Толегеновна

16. Нарыжная Юлия Анатольевна
17. Омаргалиева Нургуль Набиевна
18. Оразбаева Асел Айтбаевна
19. Пайзилова Дина Пайзиловна
20. Пралиева Жансая

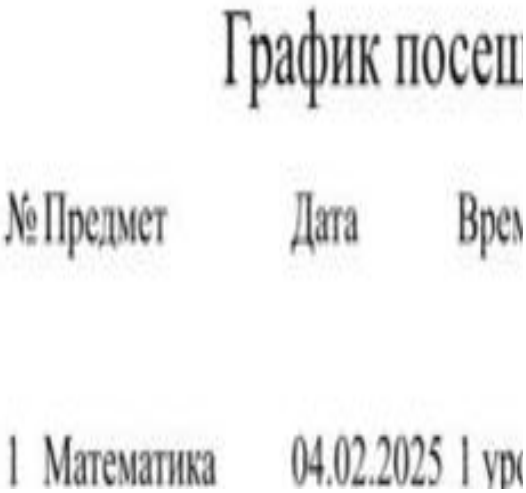


График посещ

№ Предмет Дата Врем

1 Математика 04.02.2025 1 ур

График посещений уроков в 6 «К» классе

№	Предмет	Дата	Время	Учитель-предметник	Учителя-наблюдатели	Примечан
1	Классный час	03.03.2025	14:00-14:45	Куракбаева Ж.А.	Жаңабай Ф.Т.	
2	Русский язык	03.03.2025	14:00-14:45	Куракбаева Ж.А.	Жаңабай Ф.Т.	
3	Математика	06.03.2025	14:00-14:45	Муминова С.А.	Куракбаева Ж.А.	
4	Русская литература	12.03.2025	15:50-16:35	Куракбаева Ж.А.	Жаңабай Ф.Т.	
5	Английский язык	17.03.2025	18:25-19:10	Талиашвили З.Р.	Куракбаева Ж.А.	
6	Математика	01.04.2025	17:40-18:25	Муминова С.А.	Акетова А.Б.	
7	Русский язык	02.04.2025	18:25-19:10	Куракбаева Ж.А.	Муминова С.А.	
8	Русская литература	03.04.2025	15:50-16:35	Куракбаева Ж.А.	Акетова А.Б.	
9	Математика	03.04.2025	14:00-14:45	Муминова С.А.	Куракбаева Ж.А.	
10	Информатика	03.04.2025	16:40-17:25	Санат Р.	Талиашвили З.Р.	
11	Английский язык	04.04.2025	15:50-16:35	Талиашвили З.Р.	Пралиева Ж.	
12	Английский язык	07.04.2025	15:50-16:35	Талиашвили З.Р.	Пралиева Ж.	
13	Математика	08.04.2025	17:40-18:25	Муминова С.А.	Открытый урок	
14	Информатика	10.04.2025	16:40-17:25	Санат Р.	Талиашвили З.Р.	

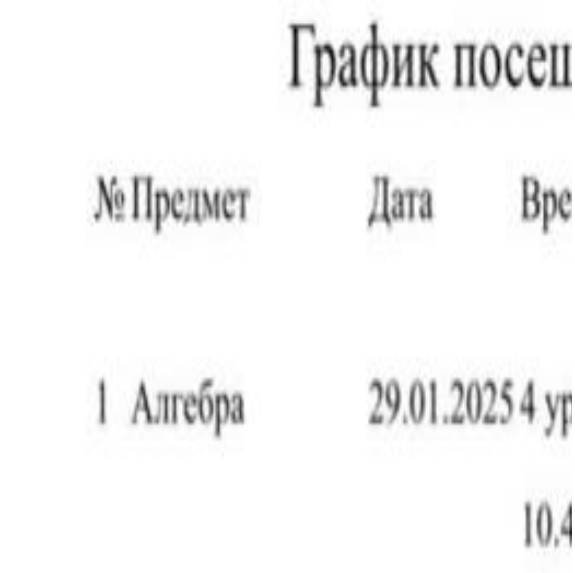


График посещ

№ Предмет Дата Вре

1 Алгебра 29.01.2025 4 ур

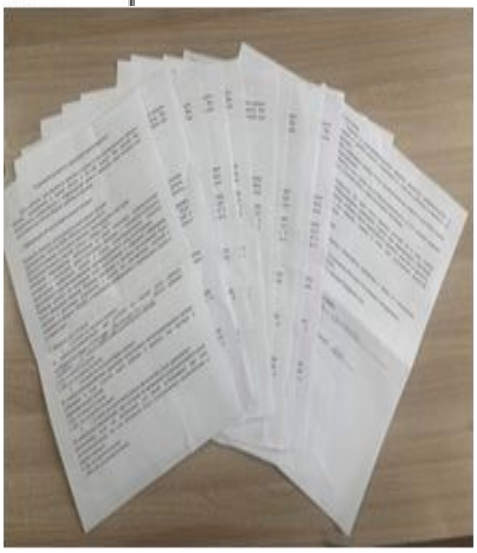
10.

Классный руководитель: Куракбаева Ж.А.

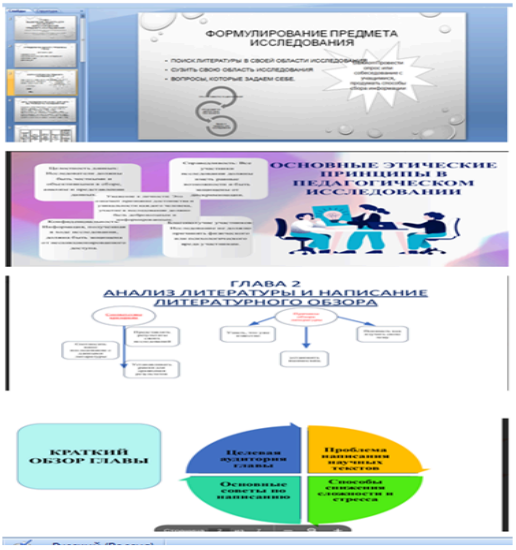
График посещений уроков в 9 «Е» кла

Лист наблюдения для урока по исследованию в действии

Дата урока:	
ФИО наблюдателя:	
Учитель:	
Предмет:	
Класс:	



Papers of allowance



Literature review