

COP WEBINAR 2 FOLLOW-UP DISCUSSION – SUMMARY OF COUNTRY DISCUSSIONS

The ideal profile of a newly qualified English teacher

The vision of a modern, competent, reflective, and student-centred teacher is well understood across all five countries —

but PRESETT systems are not yet consistently delivering graduates who meet this vision in practice.
A persistent gap between curriculum intentions and actual teacher readiness

How Each Country Frames the Problem:



KAZAKHSTAN: Policy–practice disconnect



KYRGYZSTAN: Graduate skills gap (language, pedagogy, mindset)



TAJIKISTAN: Theory-heavy curriculum



TURKMENISTAN: Need for structured modernisation



UZBEKISTAN: Curriculum overload, too many whole pies, fragmentation, and lack of ownership



Curriculum Design Problems:

Common issues across countries:

overloaded content, lack of prioritisation, weak sequencing of learning, disconnected, poor alignment between outcomes, modules, assessment

Synthesis insight:

PRESETT needs not more content, but better design, integration, and coherence



Pedagogical Approach:

All five countries highlight **the need to move away** from lecture-based teaching, grammar-translation, knowledge transmission

Towards: communicative teaching, student-centred learning, project-based approaches, interactive methods

Practice & School Experience: Expanding but Uneven



Key needs:

- continuous practicum (not just final placement),
- micro-teaching and simulation,
- mentoring systems,
- stronger school–university partnerships

Across all five countries reflection is underdeveloped, inconsistently taught, rarely embedded structurally.

Teacher Profile:

All countries agree on a holistic teacher model, including:

Core domains: language proficiency, teaching skills, personal qualities

Expanded competencies: reflection, communication and teamwork, emotional intelligence, digital literacy, global awareness

Language Proficiency: A Persistent Risk Factor

Across the region: teachers often lack fluency, have grammar/pronunciation issues. There is inconsistency at entry level, insufficient applied language practice

👉 Result: **teachers struggle to act as effective language models**

Assessment: Shift needed from knowledge-based to competency-based assessment

Three Dimensions to Reform:

Technical

Curriculum, methodology, assessment



Practical

Teaching experience, reflection



Organisational

Ownership, clarity, usability

Consolidated Regional Recommendations:

- Redesign PRESETT for coherence (not quantity)
- Embed practice throughout the programme
- Systematise reflective practice
- Strengthen school–university partnerships
- Reform assessment systems
- Clarify and operationalise teacher profiles
- Increase teacher ownership of reform
- Strengthen language-for-teaching competence