

COP WEBINAR 2.1

FOLLOW-UP DISCUSSION –

SUMMARY OF COUNTRY DISCUSSIONS

The Profile of a Newly Qualified Teacher of English

Newly qualified teacher (NQT) is a professional who can respond to the expectations of multiple stakeholders, including learners, parents, colleagues, school leaders, universities, and policymakers.

Common characteristics identified:

- Strong English language proficiency.
- Sound pedagogical and methodological knowledge.
- Effective classroom management.
- Communication and interpersonal skills.
- Reflective practice.
- Professionalism and ethical behaviour.
- Adaptability and lifelong learning.

What Makes a Good Newly Qualified Teacher?

-  **KAZAKHSTAN:** Strong emphasis on the role of society, student voice, and collaborative responsibility for teacher quality.
-  **KYRGYZSTAN:** Focus on balancing traditional educational cultures with modern communicative approaches and multilingual realities.
-  **TAJIKISTAN:** Emphasised educational reform and learner-centred teaching within multilingual contexts.
-  **TURKMENISTAN:** Highlighted adaptive expertise, reflective practice, digital pedagogy and AI-supported learning.
-  **UZBEKISTAN:** Strong focus on standards, teacher trainers as role models, and equity and inclusion.

Suggested improvements included:

- More classroom-based problem solving.
- Practical workshops.
- Simulations and case studies.
- Stronger links between modules and practicum experiences.

New Competencies Needed:

- Digital literacy.
- AI in education.
- Inclusive education.
- Differentiated instruction.
- Classroom-based research.
- Soft skills and leadership.



How Do Students Know They Are Ready to Teach?

An NQT should be able to:

- Plan coherent learner-centred lessons.
- Teach independently.
- Manage classroom behaviour.
- Assess learning effectively.
- Adapt to learner needs.
- Reflect critically on practice.
- Communicate professionally.
- Demonstrate confidence and professionalism.

Which PRESETT Elements Contribute Most to NQT Development?

- Teaching practicum.
- Methodology courses.
- English language development.
- Psychology and pedagogy.
- Reflective practice.
- Communicative Language Teaching
- Classroom observation and feedback.

Participants consistently argued that effective teacher preparation depends on combining:
Theory + Practice + Reflection



Overall Conclusions:

- Strong language proficiency.
- Pedagogical expertise.
- Extensive practicum experience.
- Reflective practice.
- Assessment competence.
- Classroom management skills.
- Digital literacy.
- Research awareness.
- Inclusive and learner-centred approaches.
- Commitment to lifelong professional development.