

English language curriculum development in Kazakhstan

Nazarbayev Intellectual Schools

Kazakhstan



Cambridge Assessment English, together with Cambridge Assessment International Education and the Cambridge University Faculty of Education, is currently undertaking a curriculum development programme for the Nazarbayev Intellectual Schools (NIS) in Kazakhstan.

NIS, a group of state-funded, highly selective schools for students aged from 5 to 18, was established to educate the future intellectual elite of Kazakhstan in a trilingual environment, with teaching delivered in Kazakh, Russian and English.

The Cambridge team is now working with NIS to develop education and curriculum standards, and teacher support and assessment.

The project began in 2011, with an initial focus on the development of a curriculum and assessment model, the production of a curriculum framework, and the delivery of a subject-mapping exercise for maths, English and science.

The Cambridge team then extended the project's scope to ensure that the proposed curriculum and assessments for English as a Second Language were fit for purpose. The team evaluated the existing curriculum framework, and provided support for the mapping exercise, which formed a key part of the evaluation process. The collaboration between Cambridge and NIS is still ongoing, and is now centred on the wider support and training required to deliver the revised curriculum, and will include a further review and revision of individual subject programmes.

The Cambridge team is also supporting NIS in the development of course plans for each grade (Grades 1 to 12) and a training programme to enable teachers to implement the new subject programmes, and providing 'off the shelf' assessments to meet an immediate need for summative assessment.

As a result, the university collaboration will deliver the broad-ranging curriculum development NIS requires, while also enabling NIS to achieve its key objective of educating its students using a trilingual model.

Cambridge English ensured that the proposed curriculum and assessments for English as a Second Language were fit for purpose.