



Yerbol Sarmurzin

TEACHER STATUS IN KAZAKHSTAN: POLICY, LEADERSHIP, AND PROFESSIONAL IDENTITY

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Yerbol Sarmurzin

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POLICY, LEADERSHIP,
AND PROFESSIONAL IDENTITY**

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The monograph explores teacher status in Kazakhstan through a mixed-methods case study grounded in international scholarship. It analyzes the 2019 Law on Teacher Status, highlighting tensions between symbolic recognition and bureaucratic control. Drawing on survey, interviews, and documentary data, it identifies prestige, esteem, and cultural beliefs as core dimensions. The findings reveal that teacher status depends on the alignment of symbolic, material, and institutional factors that are essential for educational modernization. The monograph is intended for researchers in comparative and international education, policymakers, teacher educators, school leaders, and graduate students interested in issues of teacher professionalism, educational leadership, and policy reform.

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