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### THE PROJECT MANAGEMENT MODEL FOR THE DEVELOPMENT OF TEACHING STAFF

*The article considers the management system for development of teaching staff from perspective of a project approach, distributed leadership and educational change management. The relevance of the study is justified by the fact that in the context of the digital transformation of education, the traditional model of teacher training did not fully ensure the integrity and measurability of professional growth. The purpose of the study was to theoretically validate the project model for managing the development of teaching staff and to reveal its structural elements - roles, levels of participation of subjects and mechanisms of interaction.*

*The methodological framework is based on system, process and project approaches, as well as a comparative analysis of contemporary scientific sources and strategic documents of the Republic of Kazakhstan. The international and national conceptual statements in the field of professional development of teachers and digitalization of education are analyzed. It is established that it is advisable to consider the development of teaching staff as a multi-level project system in which institutionally fixed roles, distributed responsibility, digital support infrastructure and continuous response are of key importance.*

*The main project roles are identified: customer, supervisor, project manager, methodological leader, HR coordinator, digital coordinator, mentor, monitoring analyst and teacher as an active participant in professional development. The strategic, organizational, operational and external levels of participation of the subjects are identified.*

*Particular attention is given to the digital transformation of the education system in Kazakhstan, the development of a unified information space, a national educational database, professional development platforms and an electronic portfolio of teachers as factors changing the logic of coordination and monitoring of personnel development. It is concluded that it is necessary to build a project-oriented, digital and analytically managed model of the pedagogical personnel development system.*

**Keywords:** *teaching staff, professional development, project management, project roles, stakeholders, digital transformation of education, mentoring, methodological work, educational management.*

**Кілт сөздер:** *педагог кадрлар, кәсіби даму, жобаларды басқару, жобалық рөлдер, стейкхолдерлер, білім беруді цифрлық трансформациялау, тәлімгерлік, әдістемелік жұмыс, білім беру менеджменті.*

**Ключевые слова:** *педагогические кадры, профессиональное развитие, проектное управление, проектные роли, стейкхолдеры, цифровая трансформация образования, наставничество, методическая работа, образовательный менеджмент.*

**Introduction.** In the global scientific agenda, the professional development of educators is progressively viewed as a uninterrupted process associated not only with formal professional development, but also with a transformation of occupational practice, the development of collaboration, the understanding of data, and the involvement of teachers in sustainable organizational learning mechanisms. UNESCO links the future of education to the enhanced role of collaborative, community-based, and technologically mediated lifelong learning. In the research of the Learning Policy Institute, effective professional development is interpreted as structured learning, leading to changes in teaching practice and student results.

For the Republic of Kazakhstan, this issue is of particular significance, since the For the Republic of Kazakhstan, this issue is of particular significance, since the growth of the human resources potential of

education today is carried out simultaneously in the logic of regulatory renewal, raising the status of a teacher and accelerating digital transformation. The Law of the Republic of Kazakhstan "On Education", the Law "On the status of a teacher", as well as the Concept of the development of preschool, secondary, technical and vocational education for 2023-2029 years fix the priority of the quality of education, continuous professional development of a teacher, updating the qualification framework and improving management mechanisms. In the updated state policy, the teacher is considered not only as a translator of knowledge, but also as a consultant, researcher, project manager and navigator in the digital educational environment.

Despite this, at the level of practice in many educational organizations, a predominantly event-based model of professional development remains: courses, seminars, trainings, meetings of methodological associations and certification procedures exist as separate activities that are not always united by a single logic of goals, roles, indicators and support mechanisms. As a result, the teacher's participation in the event is recorded, but not always — a change in professional practice, behavioral patterns, the quality of methodological work and the impact on learning outcomes. That is why the need to consider the system of development of teaching staff as a design architecture, rather than as a set of disparate activities, is being actualized.

The purpose of this study is to theoretically substantiate the project management model for the development of teaching staff and to reveal its structural elements (roles, levels and mechanisms of interaction).

To achieve this goal, the following tasks were solved:

1. To analyze modern theoretical approaches to the professional development of teachers and the management of educational changes.
2. To justify the applicability of the project approach to the management system for the development of teaching staff.
3. Identify the key project roles and levels of participation of the subjects.
4. To reveal the mechanisms of interaction of participants in the context of digital transformation of education

The methodological basis of the study was made up of systematic, process and project approaches, which allowed us to consider the management of the development of teaching staff as an integrated multi-level system. The article uses a comparative theoretical analysis of modern scientific publications in the field of professional development of teachers, project management and distributed leadership, as well as an analysis of regulatory and strategic documents of the Republic of Kazakhstan regulating the development of human resources and digital transformation of education. The application of these methods provided the justification of the project model for managing the development of teaching staff and its structural elements.

**Literature review.** Modern research shows that the professional development of a teacher is not limited to the accumulation of hours of course preparation. On the contrary, it is understood as a long-term process of formation of professional subjectivity, including the development of knowledge, reflection, pedagogical judgment, joint analysis of practice and the ability to adapt to a changing educational environment. In this sense, the approaches of L. Darling-Hammond, M.E. Hyler, and M. Gardner, as well as the concept of communities of practice, are of particular importance. Fullan, which emphasizes the role of professional capital, collaboration, and the organizational environment as conditions for the sustainable development of educators. Accordingly, the management system for the development of teaching staff should be focused not only on the transfer of content, but also on the creation of mechanisms for support, interaction and practical implementation [1, 2].

Modern standards of project management interpret a project as an activity aimed at achieving a unique result under certain resource, time and organizational constraints. The PMI points out that the PMBOK Guide Seventh Edition is built around principles, domains, and adaptive application of approaches, and ISO 21502 extends project management to organizations of any type and to projects of any complexity. This makes the project logic applicable to education, especially in cases where it is required not just to hold an event, but to achieve measurable change - for example, the development of digital, methodological, inclusive or leadership competencies of teachers [3, 4, 5].

The application of the project approach to the system of pedagogical personnel development allows us to move from the logic of "organizing training" to the logic of "ensuring a change in professional practice" [6]. In such a system, the object of management is not a separate course or seminar, but a holistic development project with goals, deadlines, a team, results, indicators, risks, and a monitoring system. This

is especially important for education, where the quality of change depends on the consistency of multiple actors and on constant feedback.

**The main part.** The development of teaching staff affects the interests of managers, teachers, methodological services, HR departments, IT specialists, external providers of professional development, the state and professional communities. Therefore, the stakeholder approach allows us to consider this system as a space for coordinating interests, sharing responsibilities and interrelated expectations. This is especially important in education, since the professional development of a teacher is simultaneously linked to personnel policy, the quality of education, the internal culture of the organization and the requirements of external accountability. The OECD also emphasizes that the professionalism of teachers and school leaders should be considered in a broader institutional and organizational context [7].

The theory of distributed leadership is logically close to this: in a modern educational organization, leadership functions and responsibility for change cannot be concentrated solely on the first leader. They are distributed among supervisors, project managers, methodological leaders, mentors, digital coordinators, and educators themselves. In a project-oriented system, this means that the development of teaching staff does not require linear administration, but rather the coordination of multiple roles within an overall strategy.

The research is theoretical and conceptual in nature. Its methodological basis is based on system, process and project approaches. The systematic approach allowed us to consider the development of teaching staff as an integrated management system, including goals, processes, roles, resources, digital infrastructure and results. The process approach is used to analyze the sequence of managerial actions and coordination mechanisms. The project approach is used to describe roles, areas of responsibility, communications, monitoring and risk management [4, 5].

The official documents of the Republic of Kazakhstan, including the Law "On Education", the Law "On the Status of a Teacher", the Concept of Education Development of the Republic of Kazakhstan for 2022-2026, the Concept of development of preschool, secondary, technical and Vocational education for 2023-2029, as well as official materials of the Ministry of Education on digitalization and electronic the resources of the education system. In particular, state documents stipulate the modernization of the digital ecosystem of educational organizations, the integration of information systems with the NOBD, the development of monitoring based on digital data, as well as the use of professional development platforms and the electronic portfolio of a teacher [8].

The modern development of Kazakhstan's education system is taking place in the context of the transition from fragmented digitalization of individual services to building a more integrated digital management ecosystem. In the official materials of the Ministry of Education, digitalization is defined as a direction related to the automation and optimization of business processes, the development and modernization of information systems, the introduction of electronic services, distance and online learning, as well as the analysis of digital data for managerial decision-making. The development of a unified educational information space, the functioning of the National Educational Database, the digital transformation of public services and the integration of digital solutions into educational, methodological and managerial activities are explicitly mentioned among the key areas.

For the pedagogical personnel development management system, this means a qualitative change in the very logic of coordination. Previously, the professional development of a teacher was mainly recorded through paper plans, reports and certificates, but today the digital infrastructure allows building a more complex model: needs diagnosis, electronic portfolio, individual trajectory support, digital monitoring of program completion, accumulation of data on professional activity and analytical feedback. The availability of publicly available resources - the NOBD, the teacher recruitment system, the electronic portfolio and the national platform for continuous professional development "Ustaz" - shows that the teacher's personnel and professional development is increasingly integrated into a single digital management environment [9].

Of particular importance in this context is the Concept of the development of preschool, secondary, technical and vocational education for 2023-2029. In it, the development of a culture of quality is associated with the modernization of the digital ecosystem of educational organizations and with the involvement of teachers and students in decision-making processes based on transparent information systems integrated with the NOBD. The same Concept emphasizes that the continuous professional development of a teacher should be integrated into a consistent system of stages - from preparation and entry into the profession to advanced training, and the content of programs should include digital competencies. The teacher is

described as a subject who also operates in a digital environment, and methodological work should become permanent and continuous.

Consequently, the digital transformation of Kazakhstan's education system enhances the importance of the project approach. The more saturated the digital infrastructure becomes, the greater the need for clear roles, distributed responsibilities, rules of interaction, analytics and coordinated work of different departments. Otherwise, digital resources remain a technical background, and not

The traditional model of professional development in education is built around individual events. The managerial emphasis in it is on the fact of conducting courses, seminars, trainings, attestations and meetings of methodological associations. This logic is convenient for reporting, but it does not always provide a link between the professional deficits of the teacher, the strategic goals of the organization and real changes in the quality of teaching. That is why state conceptual documents increasingly emphasize that professional development should be continuous, targeted and effective, and its content should be based on the needs of teachers themselves, research and performance monitoring.

The project system differs in that the main object of management is not an event, but a development project. Such a project has a specific goal, a limited time frame, a target group, outcome indicators, digital support tools, a team of performers, and mechanisms for evaluating the effect. For example, the development of teachers' digital competence, the formation of school mentoring, the introduction of lesson study, the improvement of teachers' inclusive readiness or the development of managers' managerial competencies can be considered not as a set of individual activities, but as interrelated projects within the overall HR strategy of the organization. From the point of view of project management, it is precisely this logic that ensures manageability of changes [6].

A key feature of a mature project system is the institutionalization of roles. The following basic project roles can be distinguished in the management of the development of teaching staff.

The customer of the project is the entity that forms a strategic request for personnel development. At the school level, this is the director, at the university level - the management of the program or faculty, at the regional level - the relevant educational management body. The customer determines what organizational effect is expected.: improving the quality of teaching, developing digital competencies, strengthening mentoring, introducing a new methodological model.

The project supervisor provides strategic support, helps to remove barriers and align the project with the priorities of the organization. Its function is especially important where the development of teachers affects several departments at the same time. The project manager is responsible for planning, coordination, timing, resources, communication, and achieving results. In an educational organization, it is he who ensures that the strategic task is translated into a manageable sequence of actions.

The methodological leader is responsible for the substantive core of the project: the diagnosis of professional deficiencies, the choice of development formats, the development of criteria for results, methodological support and adaptation of solutions to real pedagogical practice.

The HR coordinator connects the professional development project with the HR policy of the organization: competence assessment, certification, career paths, personnel reserve and individual development plans. For Kazakhstan, this role is particularly significant, since the professional development of a teacher is institutionally linked to the status of a teacher, certification, qualification requirements and professional standard.

The digital coordinator ensures the integration of the project with digital platforms and services. In the modern education system of Kazakhstan, such a role is objectively necessary, since professional development support is increasingly associated with NOBD, digital employment services, the Ustaz platform and the electronic portfolio of the teacher [8].

A mentor or tutor is responsible for supporting the transfer of new knowledge into daily practice. The state conceptual documents of Kazakhstan directly point to the development of the institute of mentoring and intra-school forms of professional growth as significant tools for improving the quality of education.

The monitoring analyst provides data management: performs initial level diagnostics, monitors dynamics, analyzes engagement, feedback, and outcome indicators. In a digital system, it is the analyst who turns data accumulation into a management decision tool.

Finally, the teacher should be considered not as an object of influence, but as an active participant in the project. The concept of 2023-2029 directly focuses the system on expanding forms of professional development based on the requests of teachers themselves, interaction within the team, lesson research,

moderation and feedback [9]. This means moving from a passive model of participation to a subjective model of professional growth. Table 1 shows the functional distribution of roles in the project system.

Table – 1

**Functional distribution of roles in the management system for the development of teaching staff\***

Project Role	Functions Main	Interactions	Digital support
The client of the project	Forms a strategic request, approves goals and expected results	Interacts with the supervisor and the project manager	NOBD, analytical reports
Project Supervisor	Provides institutional support, coordinates resources and solutions	Coordinates the links between the strategic and organizational levels	Monitoring panels, management reporting
Project manager	Plans stages, deadlines, resources, team, controls implementation	Interacts with all project participants	Project management platform, calendar, task trackers
Methodical leader	Defines the substantive core of development, methods, criteria of results	Works with mentors, teachers, and method associations	LMS, a database of methodological materials
HR Coordinator	Connects the project with competence assessment, certification, and personnel reserve	Interacts with the administration and teachers	HR module, electronic dossier, teacher's portfolio
Digital Coordinator	Provides digital infrastructure, maintenance of platforms and services	Supports all participants in a digital environment	NOBD, Ustaz, electronic portfolio
Mentor	It accompanies the transfer of new practices into the daily activities of the teacher.	Works directly with the teacher and the methodical leader	Video communication, checklists, electronic surveillance logs
Monitoring Analyst	Collects and interprets data, evaluates dynamics and effect	Interacts with the project manager and the supervisor	Dashboards, databases, and analytics tools
Teacher	Implements an individual development trajectory, participates in reflection and approbation	Interacts with the mentor, methodologists, and the project team	Electronic portfolio, Ustaz platform, LMS

\* compiled by the authors based on sources [1-3, 6, 8, 9]

The data in table 1 show that the development of teaching staff requires not a single management center, but the coordination of several interrelated roles. At the same time, the HR coordinator, digital coordinator and monitoring analyst are of particular importance in modern conditions, since they ensure the integration of personnel development with the digital environment, the evaluation system and institutional quality management mechanisms. If in the traditional model the leading role belonged mainly to the administration and methodological associations, then in the digital system the importance of data, personalized development trajectories and digital support services increases.

Therefore, an effective management system for the development of teaching staff should be based on a combination of three interrelated foundations: institutionally fixed project roles, a multi-level composition of participants and stable mechanisms of interaction. Only in this case, the professional development of a teacher becomes not an episodic form of professional development, but an ongoing managed process embedded in the strategy of an educational organization and supported by a digital infrastructure.

It is advisable to analyze the subject composition of the pedagogical personnel development management system by levels.

The strategic level includes government agencies, educational organization management, collegial and expert structures. At this level, priorities, target indicators, regulatory framework, and resource provision are determined.

The organizational level is formed by methodological services, HR departments, professional development centers, educational and methodological structures, IT services and analytical departments. Their task is to translate strategic decisions into manageable processes.

The operational level is represented by teachers, mentors, trainers, methodologists, heads of methodological associations, moderators of professional communities, and school coordinators. It is here that new practices are directly mastered, tested and consolidated.

Figure 1 shows a project model of the interaction of participants in the management system for the development of teaching staff.

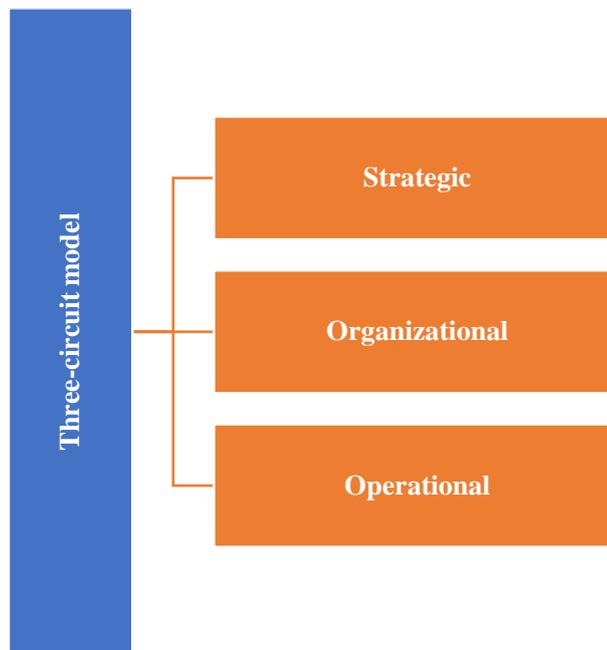


Figure – 1. **Project model of interaction of participants in the management system for the development of teaching staff\***

*\* compiled by the authors based on sources [2, 6, 8, 9]*

As shown in Figure 1, the management structure for the development of teaching staff includes strategic, organizational and operational contours. At the strategic level, development goals and priorities are formed, at the organizational level, organizational and methodological support, role allocation, monitoring and resource management are provided, and at the operational level, individual and collective trajectories of professional development of teachers are implemented. This model makes it possible to combine the institutional interests of an educational organization, the professional needs of a teacher and the mechanisms of practical implementation of changes [2, 6].

The connecting element between these contours is the constant feedback provided by digital services and analytics. In the context of the digital transformation of education in Kazakhstan, this model is particularly relevant, as it allows synchronizing state priorities, institutional objectives of the organization and the real needs of the teacher.

Such a multi-level view is important because the development of teaching staff in reality is an inter-functional process. It is located at the intersection of education quality, personnel management, methodological work, digitalization and organizational development. Therefore, efficiency does not depend on the activity of one department, but on the quality of inter-level interaction.

Interaction mechanisms are a system-forming element of the project model. Without them, even properly defined roles and participants do not form a manageable system.

First, we need a responsibility matrix that allows us to clearly identify who initiates the decision, who approves it, who implements it, who advises and who receives information at each stage of the project. In an educational environment, such a tool is especially important, since the development of a teacher simultaneously affects the methodological, personnel and digital subsystems of the organization.

Secondly, communication regulations are required: the frequency of project meetings, the reporting format, communication channels, deadlines for providing feedback, rules for fixing decisions and the procedure for escalating issues. In a digital system, it is the communication regulations that make it possible to avoid gaps between the management center, the methodological service and teachers.

Thirdly, individual professional development trajectories are the most important mechanism. The state policy of the Republic of Kazakhstan directly focuses the system on the development of the teacher, considering his needs, and updating the content of programs - on a combination of subject, psychological, pedagogical, social and digital competencies. Therefore, a professional development project should combine the institutional goals of the organization with the personalized trajectory of a particular teacher.

Fourth, the role of the digital support platform is increasing. The availability of the NOBD, the Ustaz platform, the teacher's electronic portfolio and other digital services creates the basis for a unified support environment in which diagnostics, development trajectory, results, certificates, reflective materials and management analytics can be recorded. Thus, the digital infrastructure acts not as an auxiliary, but as a structural mechanism for the interaction of project participants.

Fifth, the design system requires monitoring and feedback. The 2023-2029 concept explicitly emphasizes the need for monitoring studies of the effectiveness of professional development and links methodological work with improving the quality of teachers' activities. Consequently, not only coverage and participation are assessed, but also the dynamics of competencies, changes in practice, the quality of methodological products, the results of observations, self-assessment and expert feedback [9, 10].

Sixth, mentoring and professional communities are important mechanisms. The international and Kazakh contexts agree that sustainable professional development occurs not only in courses, but also through teamwork, mutual learning, lesson research, moderation, and the exchange of professional experience [11-14]. That is why the project system should include intra-school and inter-organizational forms of professional cooperation.

**Conclusion.** Therefore, the development of teaching personnel in contemporary environments should not be regarded as a set of disparate activities, but as an integrated project-oriented system. Its effectiveness is determined not only by the content of professional development programs, except above all by the architecture of roles, the comprehensiveness of consideration of members and the maturity of the mechanisms of intercommunication.

The analysis has shown that in the context of the digital transformation of Kazakhstan's education system, the project approach is becoming particularly important. Government documents in recent years have linked the quality of education to the development of the digital ecosystem, the use of information systems, data-based monitoring, continuous professional development of teachers and the updating of methodological work. This creates objective prerequisites for the transition from an event-driven model of professional development to a model based on project management, distributed leadership, and digital support.

The scientific novelty of the research lies in the fact that the management system for the development of teaching staff is presented as a multi-level project architecture in which project roles, levels of participants and mechanisms of interaction act as system-forming elements. The practical significance of the work lies in the possibility of using the proposed model in the development of school, university and regional professional development programs for teachers, digital roadmaps, rules of methodological work, mentoring systems and personnel reserve.

The prospects for further research are related to the empirical testing of the model in educational institutions in Kazakhstan, the development of a system of indicators for the effectiveness of project management for the development of teaching staff and the assessment of the impact of digital infrastructure on the quality of professional development of teachers in the Republic of Kazakhstan.

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## **ПЕДАГОГИКАЛЫҚ ҚЫЗМЕТКЕРЛЕРДІҢ ДАМУЫН БАСҚАРУДЫҢ ЖОБА МОДЕЛІ**

### **Андатпа**

Мақалада педагог кадрларды дамытуды басқару жүйесі жобалық тәсіл, стейкхолдерлік теория, үлестірілген көшбасшылық және білім берудегі өзгерістерді басқару тұрғысынан қарастырылады. Зерттеудің өзектілігі білім беруді цифрлық трансформациялау жағдайында педагогтердің біліктілігін арттырудың дәстүрлі оқиғалық-әкімшілік моделі кәсіби дамудың атаулылығын, үздіксіздігін және нәтижелілігін толық қамтамасыз ете алмауымен негізделеді. Мақаланың мақсаты педагог кадрларды дамытуды басқару жүйесіндегі жобалық рөлдерді, қатысушылар құрамын және олардың өзара іс-қимыл тетіктерін теориялық тұрғыдан негіздеу болып табылады.

Әдіснамалық негізін жүйелік, үдерістік, стейкхолдерлік және жобалық тәсілдер, сондай-ақ заманауи ғылыми еңбектер мен Қазақстан Республикасының нормативтік-стратегиялық құжаттарын салыстырмалы-теориялық талдау құрайды. Педагог кадрларды дамытуды институционалдық тұрғыдан бекітілген рөлдерге, бөлінген жауапкершілікке, цифрлық сүйемелдеу инфрақұрылымына және тұрақты кері байланысқа негізделген көпдеңгейлі жобалық жүйе ретінде қарастырудың орынды екені айқындалды.

Негізгі жобалық рөлдер бөлінді: тапсырыс беруші, куратор, жоба жетекшісі, әдістемелік көшбасшы, HR-үйлестіруші, цифрлық үйлестіруші, тәлімгер, мониторинг талдаушысы және кәсіби дамудың белсенді қатысушысы ретіндегі педагог. Субъектілердің қатысуының стратегиялық, ұйымдастырушылық, операциялық және сыртқы деңгейлері анықталды.

Қазақстанның білім беру жүйесін цифрлық трансформациялауына, бірыңғай ақпараттық кеңістікті, Ұлттық білім беру деректер қорын, педагогтердің кәсіби даму платформаларын және педагогтің электрондық портфолиосын дамытуға ерекше назар аударылды. Қорытындысында қазіргі жағдайда педагог кадрларды дамытуды басқарудың тиімді жүйесі жобалық-бағдарланған, цифрлық қолдаумен қамтамасыз етілген және аналитикалық басқарылатын модель ретінде құрылуы тиіс екені негізделеді.

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## **ПРОЕКТНАЯ МОДЕЛЬ УПРАВЛЕНИЯ РАЗВИТИЕМ ПЕДАГОГИЧЕСКИХ КАДРОВ**

### **Аннотация**

В статье рассмотрена система управления развитием педагогических кадров с позиций проектного подхода, распределённого лидерства и управления образовательными изменениями. Актуальность исследования обоснована тем, что в условиях цифровой трансформации образования традиционная модель повышения квалификации педагогов не обеспечивала в полной мере непрерывность и измеримость

профессионального развития. Целью исследования являлось теоретическое обоснование проектной модели управления развитием педагогических кадров и раскрытие её структурных элементов - ролей, уровней участия субъектов и механизмов взаимодействия.

Методологическую основу составили системный, процессный и проектный подходы, а также сравнительный теоретический анализ современных научных источников и стратегических документов Республики Казахстан. Проанализированы международные и национальные концептуальные положения в сфере профессионального развития педагогов и цифровизации образования. Установлено, что развитие педагогических кадров целесообразно рассматривать как многоуровневую проектную систему, в которой ключевое значение имеют институционально закреплённые роли, распределённая ответственность, цифровая инфраструктура сопровождения и постоянная обратная связь.

Выделены основные проектные роли: заказчик, куратор, руководитель проекта, методический лидер, HR-координатор, цифровой координатор, наставник, аналитик мониторинга и педагог как активный участник профессионального развития. Определены стратегический, организационный, операционный и внешний уровни участия субъектов.

Особое внимание уделено цифровой трансформации системы образования Казахстана, развитию единого информационного пространства, Национальной образовательной базы данных, платформ профессионального развития и электронного портфолио педагога как факторов, изменяющих логику координации и мониторинга кадрового развития. Сделан вывод о необходимости построения проектно-ориентированной, цифровой и аналитически управляемой модели системы развития педагогических кадров.

