



Country Background Report Turkey

1. Background – Everyday reality versus political framework

The political setting in schools is different to reality. Since the Turkish education and central examination system is having a new approach, the administrators are having a hard time participating actively in the program and offering an environment in which teachers can share their knowledge and experience. It is known that school administrators have a proficiency in sharing the school aims with teachers, preparing yearly plans about the school activities, and evaluating the monthly and yearly goals set by teachers for the implementation of the programs, yet it is thought that owing the circumstances of the sudden changes in the education system or in any decision about the process, these issues should be faced with a delay or a change as well. School administrators as instructional leaders plan the activities at the beginning of the semester, try to provide the necessary sources in order to have the teachers understand the program, and attain the aims of the program and try to guide the teachers to use their time for instruction effectively. Moreover, they are expected to have better knowledge about the latest curriculum and to arrange more functional academic year.

Giving more space and time to instructional activities and developing the proficiency about finding solutions to the problems on the implementation of the programs and informing about the changes in advance is an important issue for the leaders. Since the leaders have a constructional mission among the teachers, the political process should decide on more permanent solutions rather than making continuous changes.

We have eight years of compulsory education from the ages of seven to fifteen and after that, students take an examination which determines the direction in which they should go according to their talents and capabilities. The choices are Anatolian High Schools, Science High Schools, Vocational Schools, Technical Schools and Common High Schools which all provide four years of education. This began in the academic year of 2006-2007. Apart from Public Schools we also have Private Schools which are at all levels

from primary school to universities. In some private high schools the education is four years plus a year of preparatory class. All these Primary and High Schools are connected to the Ministry of National Education and the universities, whether private or public, are connected with YOK (High Educational Institution). The growing number of private schools and universities improves the quality of education in Turkey. The private schools are getting support in every way from ECIS (European Council of International Schools) and CIS (Council of International Schools).

Although the primary school education is compulsory, not every citizen of Turkey who is at the appropriate age to have this education is unable to get it. The reasons are the geographical position of our country, tough winter conditions, and insufficient school facilities, the economic conditions of uneducated families with too many children and the effects of the old traditions like not giving the right to the girls to get education. These cause the inequality in education over Turkey. And these create a conflict between the principles of the education system and reality.

The new central examination system represents also another conflict in education. Since it is newly in process, there are a lot of discussions among the educationalists, schools as well as students and parents. On the other hand, the examination system is based on the success not in learning.

2. Context - National and Local Context

The Ministry of Education is the head of education and schools in Turkey. All decisions about our education system, the curriculum and the assignation of the personnel, are made here. Inspections of schools and teachers are carried out by the inspectors of the ministry in order to maintain the quality and the equality of education in every village, town and city in Turkey. The national context in Turkish educational system has got many objectives and these constructs the basis of the education system. The main purpose of the education system is to raise highly skilful, productive and creative individuals of the Information Age who are committed to

Atatürk's principles and revolution, have advanced thinking, perception and problem-solving skills, are committed to democratic values and open to new ideas, have feelings of personal responsibility, have assimilated national culture, can interpret different cultures and contribute to modern civilization, and lean towards productive science and technology.

The versatile and comprehensive education reform, which shall ensure that student-centered education is carried out in all kinds and at all levels of education in line with the requirements of the time and society, that no individual is left out of the education process for any reason, and that professional development and employment conditions of the teachers are improved, started in 1997 and is going to continue in the 2000's. Basic Education, which involves Pre-Primary and primary education and is an essential prerequisite for everyone shall be realized on a nation-wide basis. Secondary and Higher Education, which ensures effective, efficient and continuous participation of the business community, and aims to help people have valid jobs suitable for themselves and in compliance with the needs of the time and society, shall be realized.

One example is vocational schools; before they were not popular but now after changes in circumstances and the international certificates that can be gained; the number of students has increased in these schools. They consider education as a whole; the schools, graduation and finally getting a proper job in your own field. The association of school heads is a very helpful organization for the future of students. They make connections with the heads of the big companies which can be very useful for the graduates of the vocational schools. They also do their best to make the public aware of the fact that education alone is not enough, the role of society is crucial as well. There is also the assembly of the Izmir Ministry of Education which is held three times a year in order to see the developments of schools and discuss the conditions in each of them. Continuous Education, which shall ensure that the individuals can adapt themselves to a changing world as well as the frequently and significantly changing or developing professions, having all the society as its target population, shall be widely implemented. Our schools are directed in guidance of The Ministry of Education and the

school leaders have to apply the rules, objectives, policies that are founded by the ministry.

An Education Region is defined as the region that includes different types and levels of schools where people of all ages can be educated and trained, and institutions where teachers' professional training and social needs can be met. Education Regions have been established for the common use of infrastructure, tools and equipment, personnel, social institutions, other facilities that are based on place of schools, types of school and numbers of students, physical capacity of and equipment in the education buildings and institutions, convenient and safe transportation facilities, geographical integrity and ease of communication and coordination.

When establishing the education regions, the population of the city or town is considered. A city or town having a population of less than 30.000 within the municipality boundaries shall be an education region. Education regions in the cities and towns with a population below 30.000 are designated based on criteria such as types of schools, numbers of students, equipment in schools, capacity of the institutions and transportation facilities. However, a maximum 7 education regions can be established in the centers and central towns of metropolitan cities and a maximum 5 education regions can be established in other settlement areas. In places with a population of more than 30.000, a second education region can only be established if there are more than 5 formal education institutions and more than 3000 enrolled students.

This implementation, which shall more effectively activate participation in education, shall also ensure that education-related decisions shall be given with the involvement of students through "school- student committees", teachers through "school- group chairmen committees", district elders and representatives of civil society organizations through "Education region counseling committees". As per the Directive of Education Regions and Committees, 1.516 education regions have been established in Turkey. In the formation of Education Regions, Education Committees have been established as a model for participation. Education Regions are established upon suggestion of the provincial director of national education and approval of the

governor. Education regions are directed by the "coordinating manager". In areas where a single education region exists, this is directed by the national education directorate.

The teachers are obliged to have a high level of education in the related area with pedagogical training. They have to pass the examination of the government called KPSS (Public Personnel Selection Exam). They are assigned to one of the education regions in Turkey in accordance with their result of the exam. There is also a compulsory task of five years for teachers to experience the difficult conditions of the rural areas and they have the choice of deciding the area.

Learning- centered leadership lies at the heart of transforming schools. Research shows that leaders influence others in both direct and indirect ways, as well as being influenced themselves by those with whom they work. For example, principals in small schools exert quite a lot of direct influence because they teach in their own and colleagues' classrooms. On the other hand, the larger the school the more indirect influence a principal is likely to have, because their actions are mediated through others. Thus school size has a bearing on the balance of the direct and indirect effects of principals. The influence of the principles on what teachers do in their classroom shape an important part of learning centered leadership. Monitoring is one of them which involve principles and other school leaders as well as all teachers, looking at one another's work, observation of teaching, examining samples of pupils' work, analyzing learning outcome data or reviewing test results and assessment information. These are important ways of developing evidence informed practice. We have much to learn from the pupils, much more than we used to think. Pupils' perceptions permit us access to the 'received' curriculum, which in many ways is the only curriculum which really matters. At any one time in classrooms and schools there are always three curricula running simultaneously:

- The planned curriculum - which teachers intend to do
- The taught curriculum - which actually is taught
- The received curriculum - which pupils' experience.

A learning- centered leader means that you and others simultaneously focus on pupils' learning and enable teachers to think about their teaching in the light of these insights. Such an emphasis marks a reversal of contemporary approaches. Currently teaching is largely a matter of identifying what is to be taught, then planning one's teaching to transmit the knowledge to largely passive recipients. Teachers hold fast to this model because it is expected by the accountability systems we have in place and because it served teachers well when they were pupils and students.

We need school leaders to be familiar with the latest ideas about learning. We need them to adopt the learning- centered approach advocated here. Although this approach is familiar to many principals, what is now needed is that principals apply it more frequently, and develop other colleagues in the school to lead in these ways. What is advocated here is learning- centered leadership not simply principalship. Without doubt it will only flourish through principals' support and advocacy, because it relies on your modeling it and monitoring its growth. But the task is one where we need to ensure all school leaders lead in this way.

This is not to say it is the only way to lead. It will also be important for leaders to attend to the teacher cultures in their schools, creating as much trust and social capital as possible. Only then will our schools become learning organizations. Thus learning- centered leadership attends to pupils learning, teachers' professional learning, and the development of the school as a learning environment for both children and adults alike. Considering the teacher requirements in relation to the eight years of primary education, and with the cooperation of the Ministry of Education and the Higher Education Institution, teacher certification programs have started in line with the new arrangements in education faculties in order to channel redundant teachers to subjects more needed.

The Turkish Nation is going through a fast and dynamic process of social change parallel with scientific and technological developments and socio- cultural and economical conditions. Teachers are faced with new responsibilities and duties. Teachers need professional activity

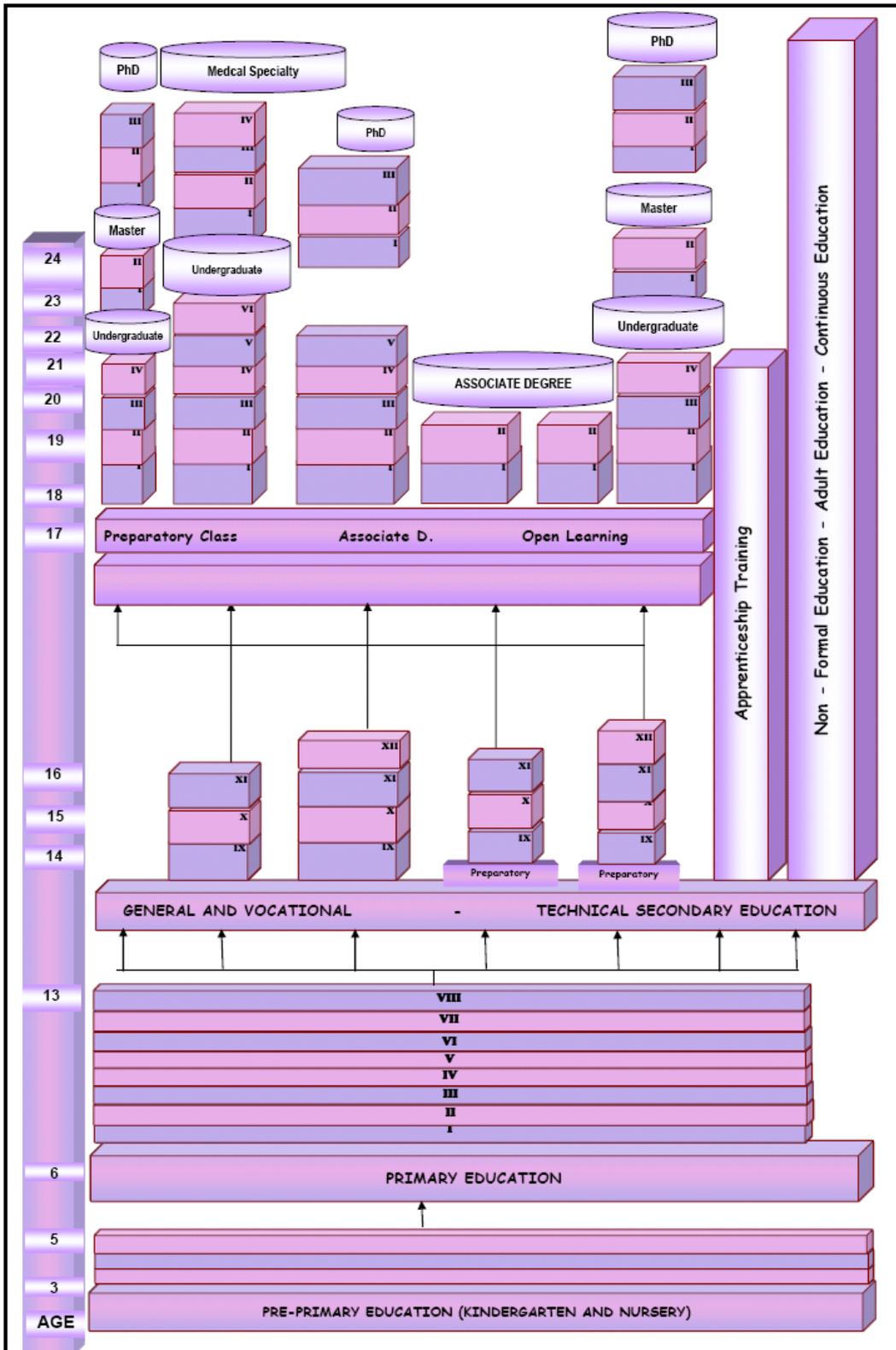
qualifications in order to fulfil their increasing responsibilities and duties.

In Turkish schools, the steering group is the school leaders. According to the number of students, there are assistant managers and teachers also play an important role in the management and coordination of the schools. In every school, there are heads of each department who check, control and direct the curriculum and what the teachers are teaching and which methods they are applying. The teachers themselves have meetings together and also among other school teachers. They have monthly meetings, term meetings and local meetings. We can not underestimate the contribution of private schools to the development of teacher training in Turkey.

In Izmir thirty district directors, managers and school heads come together to discuss their experiences once a month at a different school.

The number of participants is up to a thousand. School principals and directors attend these regular monthly meetings which help the education system to advance. The school principals or directors see the differences and the improvements in different schools and use this experience to improve the quality of their school and the success of the students. These meetings started in Izmir in 1988 and have enabled education there to develop in a positive way.

All the school head teachers get the chance to give information about their schools and to discuss the problems or deficiency of their schools. There is always the possibility of sharing the same problem, and the schools are able to solve these problems by consulting each other. Also holding these meetings each time at a different school helps the directors to see the variety in schools. They discuss the importance of education in Turkey and how to improve it.



2. Turkish National Education System

TAKEV

TAKEV is a private school in Izmir founded in 2001 with the support of the German Culture and Education Foundation and the Embassy of the Federal Republic of Germany in order to meet the need to have a German School with a qualified discipline in Izmir. The academics of well-known German Universities, distinctive German Companies and The Federal Republic of Germany and Her Embassy helped a great deal in the foundation of the school where the process of education would start from kindergarten to university level as a complete package of achievement. The founder director is Mrs. Nur Yaras who has been in pre-school education for 21 years and the General Manager is Mrs. Gonul Ketenci who has worked as a German teacher for 18 years, both have known the needs and deficits very closely from the very beginning. They have always been most active in the organization and worked with the teachers in the school. The basics of the school are respect and tolerance. The positive atmosphere helps the education process and makes it enjoyable for both the teacher and the students.

Unlike the other schools TAKEV has succeeded in creating its own dynamic system which is well-organized and provides an interactive education. TAKEV is considered as big family where the members are the managers, teachers, school staff, students and parents. Everybody is actively involved in this process of success. Workshops, training and seminars are held during the holidays in order to improve the demands.

Communication between all members of the school is very positive and everybody at school is always accessible. Problems are discussed in a very professional way by the experts. The academic processes at school are systematic and great importance is given to the training of teachers and the other members. The co-operation of the school and the universities is at a highly professional level. The concrete base of the school makes leadership easier and more systematic. The well-organized school year plan and the clear description of the duty of every member of the school helps the fast growth of education quality. Every member of the school is given a CD explaining the duties that must be performed, goals that must be achieved and an annual school plan with the schedule of every

activity at school for the entire year. There are meetings every week for the teachers, the administrators, the head of departments, every department in itself, meetings with the vice principals and level coordinators, class level coordinators. Every Monday, the school administration emails the weekly agenda and the most important events to the teachers. Also a monthly bulletin is given with a detailed program of school activities for our students and parents. Our network is always ready to reach out to visitors.

The targets for the future are set high but they are all realistic because year after year witnesses the successful growth of the school and its expansion from a primary school to a high school with the Anatolian and the Science Departments and a total of 1270 students and 150 department teachers. The focus is on a varied education where students at every level of get the education they need and improve themselves in the best way at every level socially, academically, physically and psychologically. The students are seen as the scientists, the artists, the leaders of the future and an important part of society. The success of the students is spectacular in academic, sportive, social and artistic fields.

We have traditional activities to keep the spirit of belonging alive for the old ones and create a sense of belonging for the newcomers. Trips for the students at every grade, celebrations like Christmas, Laterne, Fruhlings Fest, science fair, brunch, picnics for the families, clubs for up to 37 different subjects, all kinds of sports and cultural activities are the rituals of our school.

4. Recruiting and educating school leaders

The Personnel Assessment System based on the Regulations of the Ministry of National Education on the appointment, assessment, promotion and relocation of administrators is prepared by considering the various research findings on the development of personnel efficiency and quality in Turkish public management and the statements, goals, principles and policies included in the 7th Developmental Plan for Five Years, particularly the section titled Project for

Increasing Effectiveness in Public Services and Establishing a Fair Salary System in the Public Sector.

This system of assessment aims to transform the institution culture

- From an atmosphere of insecurity and fear to an atmosphere of openness and trust to help build creativity, from the individual to group work
- From a structure of independent units to a structure where units are linked to each other
- From an understanding of centralized and rigid management and inspection system with classical practices to a softer style of management and inspection where managers take the role of leaders and guides
- From an organization where power, authority and responsibilities mainly belong to the top executives, to an organization where these are shared by the employees and to a structure where continuous development of processes as well as results is supported
- From managerial decisions based on intuition to a management concept based on facts and data

This regulation aims to ensure that the qualifications required for appointment to the central, provincial and foreign management positions are defined on the basis of success, merit, job definition and education, and that the potential candidates for administrative positions are selected using objective criteria.

Administrative positions are grouped in 5 categories in the central organization, 6 in the provincial organizations and 3 in overseas organizations.

Assessment criteria for promotion in administrative categories and group services are suggested, and these criteria are related to the success level of personnel. Also, it is ensured that assessment is based on the principles of impartiality, reliability, validity and openness. Minimum working period is suggested for group services and promotion opportunity is provided for those who successfully complete this period. A sub-requirement for those who pass the assessment is to take in-service training and an

exam, those who have served at least five years as director of a type. A school or institution and are assessed to be very successful in the last two years of such services are given the opportunity to be transferred to positions covered in these regulations. The adequacy, efficiency, merit and success of the Ministry of National Education personnel are assessed using objective criteria to provide them with the opportunity to assume administrative positions and to be promoted. Administrative training and the opportunity to become an administrator are given to each member of staff, in line with his/her performance as per the principles of equality before the law.

The Ministry of National Education organizes the appointment, relocation and withdrawal of the personnel working in non-administrative positions in central and provincial organizations. Implementation results for the Regulations of the Ministry of National Education on the promotion of personnel. Applications for appointments through promotion for such positions as health training centre director, rest home director/assistant director, expert, programmer, reporter, safety guard, accountant, data preparation and control operator, officer, technician and driver covered by this regulation have been reviewed and 1954 of them were scheduled to receive promotion training. Efforts are going on to provide them with in-service training.

In the central organization, in-service training is provided to 75 candidates who have applied for promotion to positions such as reporter, data preparation and control operator, officer and inventory officer, and their appointment processes are completed. Before the Regulations of the Ministry of National Education on the appointment, assessment, promotion and relocation of administrators was put into effect, chiefs were appointed based on personal views and external factors, thus creating inefficiency. The regulations brought objective criteria such as the concepts of adequacy, efficiency, merit and success. With the regulation;

- Basic principles are defined, so that effectiveness and efficiency of education and teaching, as well as job satisfaction and high morale of personnel are ensured.
- Administrative positions are grouped into four.

- Administrative formation is required for appointment to school and institution director positions.
- In-service training programs are prepared by a committee based on job definitions.
- An assessment commission is established in the Ministry and the provinces in order to select the most qualified person among the applicants for school and institution director positions. Of the two candidates, the one with the highest score in this assessment is appointed as director.

Also with this regulation:

- Teachers who meet the general requirements and who have served for at least five years are given selection exams to receive in-service training for the administrative position
- The selection exam is a test applied centrally by the Student Assessment and Placement Centre.
- The selection exam is a test applied centrally by the Student Assessment and Placement Centre.
- Application for and evaluation of the selection exam is done by computer, thereby eliminating even the least chance of favoritism.
- Those that are successful in the selection exam are given in-service training.
- An evaluation exam is held at the end of the in-service training.
- In-service training is given in two forms;
- With the quality and content required for the administrative position, for those to be appointed to such positions
- Ensuring adaptation of the current administrators to the changes and developments in modern management.
- Also the teachers who have more than six years' experience are accepted as leaders at public schools.
- When it comes to private schools, elimination gets harder and more qualities are asked for. In addition to these criteria, experience in management or many years of teaching experience become vital.
- Applying the regulations in the correct way, having the qualities of a leader naturally, experience in teaching or management,

having the appropriate education or passing the leader selection Exam forms the basis of a school leader in Turkey. By the help of all these new regulations and criteria, the number of qualified leaders grows and this affects our education system and the success of our students in a positive way.

5. Challenges, areas of innovation and underlying evidence

Total quality management in education is an effort to introduce to the education system an education and management approach where all stakeholders in education (employees, students, families, etc.) actively participate to some degree in the decision making processes, learners are satisfied with an increasing service quality through continuous improvement.

The MNE shall use the methods and techniques listed below in order to provide its employees with an understanding of TQM.

- Managerial Leadership
- Effectiveness
- Belief in success
- Agreement on goals and defining clear goals
- Defining the proper performance measurement process
- Teamwork
- Sharing

TQM is targeted at achieving quality in the classroom. In the performance of education services, the MNE has adapted as a responsible service approach the practice of working efficiently in cooperation with the other public institutions and organizations, civil society organizations and volunteer organizations.

Expansion of an understanding of TQM in the administration of the Ministry of National Education is targeted at the following;

- To ensure that everyone, directly or indirectly involved in the education system, is committed to and familiar with the education process.

- To ensure that people who produce the education services are acquainted with the concepts, tools, methods and techniques needed to manage them.
 - To provide those in the education system with the opportunity to get help from the more knowledgeable and experienced people in order to produce more effective education services.
 - To help those in the education system to understand that the people and the tools used are more qualified than before.
 - To ensure that everyone involved in the education system develops the education process.
 - To provide everyone in the education system with the expectations and opportunities to share success.
 - To ensure that the education service providers understand and know how to use the quality tools, to make sure that a planning, working and acting cycle is activated.
5. Giving employees the skill to solve the problems they encounter in the process of change with a TQM approach.
 6. Training individuals who can establish principles, generalizations and rules using the knowledge, skills and experiences gained through the total quality concept in the process of change and who can make interpretations for the future.

So, the Ministry of National Education shall give priority to teaching the following concepts to the unit employees:

1. Teaching change-related concepts to employees of the Ministry of National Education organization in order to create and develop the belief that everything can change.
2. Teaching the skills, abilities and personal qualities required by change management to those working in the organization during the process of change.
3. Endowing employees with the properties of a change manager who can implement change and evaluate its consequences.
4. Training the employees as individuals who can use the total quality concepts and understand the process of change.

Appendix

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